

public agenda

Regular Board Meeting

January 13, 2015
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			
10 mins	3.1 Lighthouse Award	C. Faber	GC-3	
	4 Public Comment [PDF]		GC-3.2	
Max 20 mins	Requirements as outlined in Board Meeting Procedures			
	5 Results Focus			
	6 Operational Expectations			
20 mins	6.1 OE-6: Financial Administration – Annual Monitoring	B. Grundy	OE-6	Page 6-1
20 mins	6.2 OE-7: Asset Protection – Annual Monitoring	B. Grundy	OE-7	Page 6-16
	7 Matters Reserved for Board Action			
10 mins	7.1 Governance Policy Amendments – Results	Board	GC-2	Page 7-1
10 mins	7.2 Governance Policy Amendments – Operational Expectations	Board	GC-2	Page 7-6

Time	Topic	Who	Policy Ref	Attachment
	8 Consent Agenda	Board	GC-2.6	
	8.1 Approval of Minutes <ul style="list-style-type: none"> ▪ Regular Meeting held November 19, 2014 ▪ Regular Meeting held November 25, 2014 ▪ Regular Meeting held December 2, 2014 ▪ Regular Meeting held December 16, 2014 (<i>THAT the Board approves the minutes of the Regular Meetings held November 19 and 25, 2014 and December 2 and 16, 2014, as submitted.</i>) 			Page 8-16 Page 8-18 Page 8-28 Page 8-26
	8.2 Revision to the Schedule of Regular Board Meetings (<i>THAT the Board approves the revisions to the Schedule as proposed.</i>)		GC-2	Page 8-10
	8.3 Board Meeting Procedures Recommendations (<i>THAT the Board approves the extension of the pilot project to June 30, 2015, waives the procedures impacted by these changes, and reviews the recommendations and their implications by June 2015.</i>)		GC-1,2,3,5E	Page 8-12
	8.4 Items Provided for Board Information			
	8.4.1 Correspondence		OE-8	Page 8-8
	8.4.2 Chief Superintendent's Update		OE-8	Page 8-1
3:00 p.m.	9 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

operational expectations monitoring report

Monitoring report for the school year 2013-2014

January 13, 2015.

OE-6: FINANCIAL ADMINISTRATION

CHIEF SUPERINTENDENT CERTIFICATION

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

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

Signed: [Signature] Date: Dec. 12/14
David Stevenson, Chief Superintendent

BOARD OF TRUSTEES ACTION

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

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

Summary statement/motion of the Board of Trustees:

Signed: _____ Date: _____
Chair, Board of Trustees

OE-6: Financial Administration

Executive Summary

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

The Chief Superintendent's reasonable interpretations for OE 6: Financial Administration were initially approved on June 12, 2012. The Board of Trustees last monitored OE 6: Financial Administration on January 7, 2014.

6.1 The Chief Superintendent will ensure that payroll and debts of the organization are promptly paid when due.	Not Compliant
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- Indicator 1: not compliant
- Indicator 2: not compliant
- Indicator 3: compliant

6.2 The Chief Superintendent will ensure that all purchases are based upon comparative prices of items of similar value, including consideration of both cost and long-term quality, using appropriate business practices and in compliance with industry standards.	Compliant
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- 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.	Compliant
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- Indicator1: compliant

6.4 The Chief Superintendent will make all reasonable efforts to collect any funds due the organization from any source.	Not Compliant
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- Indicator 1: not compliant

operational
expectations
monitoring report

OE-6: Financial Administration

<p>6.5 The Chief Superintendent will keep complete and accurate financial records by funds and accounts in accordance with Canadian Generally Accepted Accounting Principles.</p>	Compliant
<ul style="list-style-type: none"> Indicator 1: compliant 	
<p>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.</p>	Compliant
<ul style="list-style-type: none"> Indicator 1: compliant 	
<p>6.7 The Chief Superintendent shall not indebted the organization.</p>	Compliant
<ul style="list-style-type: none"> Indicator 1: compliant 	
<p>6.8 The Chief Superintendent shall not expend monies from reserve funds.</p>	Compliant
<ul style="list-style-type: none"> Indicator 1: compliant 	
<p>6.9 The Chief Superintendent shall not transfer monies between operating reserves, capital reserves or committed operating surplus.</p>	Compliant
<ul style="list-style-type: none"> Indicator 1: compliant 	
<p>6.10 The Chief Superintendent shall not allow any required reports to be overdue or inaccurately filed.</p>	Compliant
<ul style="list-style-type: none"> Indicator 1: compliant Indicator 2: compliant 	
<p>6.11 The Chief Superintendent shall not receive, process or disburse funds under controls that are insufficient.</p>	Compliant
<ul style="list-style-type: none"> Indicator 1: compliant 	



OE-6: Financial Administration

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.

Compliant

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.

In the 2013-14 fiscal year, quarterly variance reports were presented to the Board of Trustees on the following dates:

- First Quarter 2013-14 Operating – December 3, 2013
- Second Quarter 2013-14 Operating – April 15, 2014
- Third Quarter 2013-14 Operating – June 24, 2014
- Fourth Quarter 2013-14 Operating – November 25, 2014

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.	Not compliant
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Board-Approved Interpretation |

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

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

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

Board-Approved Indicators and Evidence of Compliance |

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

The organization is not compliant with this indicator.

For the period of September 2013 to August 2014 payroll accuracy was 98.8%.

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 2013 to August 2014 99.9% 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.

100% of all non-salary debts were paid without being charged late payment fees.

Evidence demonstrates one of three indicators in sub-section 6.1 is in compliance.

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 school 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 2013-14 was \$1,144,400 representing 5.1% of centrally collected student fee revenue (fees for Instructional Supplies and Materials, Noon Supervision, and Transportation).

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 December 2, 2014 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 2013-14 audited financial statements showed a net operating surplus of \$9.1 million.

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.

A single new capital loan was undertaken in 2013-14. This loan received prior board and ministerial approval on March 19, 2013 and May 8, 2013 respectively.

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 approval to expend funds from reserves in the 2013-14 year was provided in the approval of the 2013-2014 Operating Budget on May 28, 2013. Reserve transfers (reflecting the actual expenditure of reserve funds) were approved by the Board of Trustees on November 4, 2014.

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

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

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

Board-Approved Indicator and *Evidence* of Compliance |

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

The organization is compliant with this indicator.

Actual reserve transfers (reflecting the actual expenditure of reserve funds) were approved by the Board of Trustees on November 4, 2014.

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, which are 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 the indicators in sub-section 6.10 are in compliance.

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

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

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

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

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

Board-Approved Indicator and *Evidence* of Compliance |

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

The organization is compliant with this indicator.

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

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

ATTACHMENT I: Capacity Building

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

GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

Operational Expectations: These policies define both the nonnegotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. They articulate the actions and decisions the Board would find either absolutely necessary or totally unacceptable.

Monitoring Report: The Board wants to know that its values have driven organizational performance. The Chief Superintendent will present to the Board, for its evaluation, a report that summarized how either compliance has been achieved on Operational Expectations or how reasonable progress has been made in Results. Each monitoring report requires: a re-statement of the full policy, by section; a reasonable interpretation of each section; data sufficient to prove compliance or reasonable progress; and a signed certification from the Chief Superintendent of the status.

Reasonable Interpretation: Once the Board has stated its values in policy, the Chief Superintendent is required to "interpret" policy values, saying back to the Board, "here is what the Board's value means to me." The Board then judges whether this interpretation is reasonable. In other words, does the Chief Superintendent "get it?" This reasonable interpretation is the first step required in monitoring compliance on Operational Expectations and monitoring reasonable progress on Results.

Compliance: Evidence or data that allow the Board to judge whether the Chief Superintendent has met the standard set in the Operational Expectations values.

Non-compliance: In gathering evidence and data to prove to the Board that its Operational Expectations values have been adhered to, there may be areas where the standards were not met. The policy or subsection of the policy would be found to be "non-compliant." The Chief Superintendent would identify the capacity-building needed to come into compliance and the Board would schedule this section of policy for re-monitoring.

| attachment |

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

6.1 Ensure that payroll and debts of the organization are promptly paid when due

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

For the period of September 2013 to August 2014 payroll accuracy was 98.8%. For the vast majority of the 1.2% error rate, the calculation of pay was accurate. Errors were largely due to late approval of time by managers, late submission of employment related paperwork, and errors within submitted paperwork. HR will continue to communicate timelines to CBE leaders and provide ongoing education to improve timeliness and accuracy of HR related changes which should over time improve payroll accuracy.

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

For the period of September 2013 to August 2014 99.9% 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 Make all reasonable efforts to collect any funds due the organization from any source.

Indicator 1: Bad debt expense shall not exceed 5% of the total revenue that may incur a bad debt expense.

Bad debts expense has decreased from 2012-13 to 2013-14, however, it still remains above the reasonable interpretation level. A shift in the overall percentage of uncollectible accounts in comparison with waivers has been seen. These rates based on total fee revenue are:

	<u>2013-14</u>	<u>2012-13</u>
waiver rate	9.4%	9.1%
uncollectible rate	5.1%	5.5%
	<u>14.5%</u>	<u>14.6%</u>



| attachment |

OE-6: Financial Administration

As discussed in the prior year, there has been an increased effort by the CBE to inform parents around the availability of waivers. These efforts include communication of waivers to parents through:

- *School fee packages*
- *Letters to parents*
- *Answering inquiries in-person, over the phone, via email at schools, parent fees helpline, parent help email address*
- *CBE website fees and waiver; "Should I apply for a waiver" document and forms*
- *Inclusive communication with culturally and linguistically diverse families*
- *Communication with community agencies*

The CBE continues to monitor fee payments and the impacts of organization's decisions regarding fees on the waiver and uncollectible account rates. Data for these indicators require trend information over several years before analysis can be performed to confirm the level of the current indicator. As the information is collected, the CBE may continue in non-compliance.





Audit Committee

November 13, 2014

Board of Trustees
Calgary Board of Education

Dear Trustees,

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 2013-14 fiscal year. As Chair of the Audit Committee, I am pleased to confirm:

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

Sincerely,

A handwritten signature in blue ink that reads "Lynn Ferguson".

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

c.c. David Stevenson, Chief Superintendent of Schools

operational expectations monitoring report

Monitoring report for the school year 2013-2014 January 13, 2015.

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.

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

Signed: [Signature] David Stevenson, Chief Superintendent

Date: [Signature] Dec 12/14

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, 2102. The Board of Trustees last monitored OE 7: Asset Protection on January 21, 2014.

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.	Compliant
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- 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.	Compliant
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- Indicator 1: compliant

7.3	Protect intellectual property, information, files, records and fixed assets from loss or significant damage.	Compliant
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- 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.	Compliant
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- 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.	Compliant
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- 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.	Compliant
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- Indicator 1: compliant

7.7 Acquire, encumber or dispose of real property.	Compliant
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- Indicator 1: compliant

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

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

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

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

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

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

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

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

Board-approved Indicators and Evidence of Compliance |

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

The organization is not compliant with this indicator.

An internal audit of record management practices indicate that 88 % of schools audited had improved practices at various levels of maturity based on Generally Accepted Recordkeeping Principles. Administration has continued with the work required to ensure that our organization's practices align with Generally Accepted Recordkeeping Principles while simultaneously building the organizational capacity required to enhance overall maturity in this area by June 2016.

- 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.

Consistent with the quarterly updates on the records management work that were shared with the Board of Trustees in Chief Superintendent written update reports on June 10, 2014, April 1, 2014 and September 17, 2013, all targets defined in the timeline for the 2013-2014 school year were met.

The Corporate Records Management Program timeline is available at: 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 although there were thousands of intrusion attempts, four (4) successful 'phishing intrusions (where users inadvertently disclosed their passwords to unscrupulous third parties) occurred. All four (4) intrusions were rectified quickly enough to prevent further compromise.

- 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 confirm that 100 percent of critical/sensitive/confidential electronic information and data within CBE-managed systems is access controlled with passwords. Further, encryption was applied to all CBE desktops and laptops.

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

The organization is compliant with this indicator.

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

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

The organization is compliant with this indicator.

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

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

The Chief Superintendent shall not:

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

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

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

Board-approved Indicators and *Evidence of Compliance* |

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

The organization is compliant with this indicator.

In 2013-14, \$92.8 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 \$78.0 million, therefore 119% 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 2011-12 to 2013-14, \$62.5 million was spent on qualified IMR projects, while \$51.6 million in IMR funding was received (121% of IMR funding spent on IMR projects). In 2013-14, the spending was \$18.6 million and IMR funding \$14.7 million (127% of IMR funding spent on IMR projects).

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 2013-14, only 1 of 180 (0.5%) 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 2013-14, there were no instances of remedial work exceeding \$10,000.

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

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

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

Board-approved Indicators and *Evidence of Compliance* |

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

The organization is compliant with this indicator.

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

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

The organization is compliant with this indicator.

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

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

The organization is compliant with this indicator.

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

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

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

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

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

Board-approved Indicators of Compliance |

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

The organization is compliant with this indicator.

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

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

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

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

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

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

Board-approved Indicator and Evidence of Compliance |

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

The organization is compliant with this indicator.

No real property was disposed, acquired, or encumbered in the 2013-14 school year.

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 2013-2014 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: Corporate Records Management Program Timeline

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.

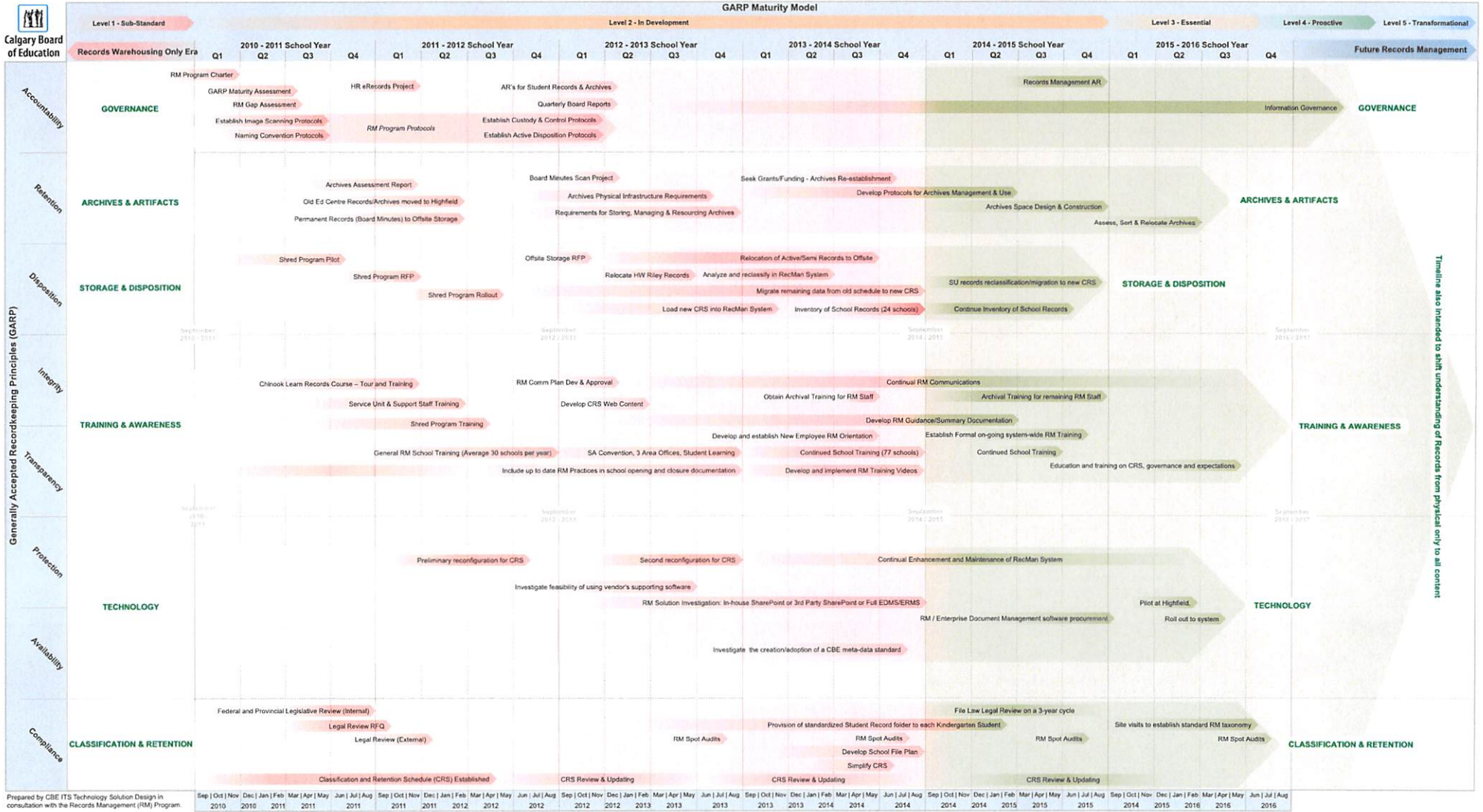
Reasonable Interpretation: Once the Board has stated its values in policy, the Chief Superintendent is required to "interpret" policy values, saying back to the Board, "here is what the Board's value means to me." The Board then judges whether this interpretation is reasonable. In other words, does the 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.

Corporate Records Management (RM) Program | High-Level Timeline | 2014-15

| Plotting major program ACTIONS within their respective FOCUS AREAS against Generally Accepted Recordkeeping Principles (GARP) and the GARP Maturity Model



Prepared by CRE ITS Technology Solution Design in consultation with the Records Management (RM) Program

report to Board of Trustees

Proposed Amendment to Governance Policies: Results

Date	January 13, 2015
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Joy Bowen-Eyre, Board Chair
Purpose	Decision
Governance Policy Reference	Governance Culture GC-2: Governing Commitments

1 | Recommendation

It is recommended:

- 1) That the Board of Trustees gives first reading to the amendment of the following Results Policies, as provided in the Attachment to the report:
 - R-2: Academic Success
 - R-3: Citizenship
 - R-4: Personal Development
- 2) That the Chief Superintendent informs the Board of significant organizational impacts, if any, that would result from these proposed changes.

2 | Background

Trustees have now had the opportunity to review the Results policies, as a new Board. The proposed changes are not expected to have major organizational impacts; certain parts of these Results policies have been relocated to other Results policies. It is anticipated that the changes will add clarity to the policies.

GC-2: Governing Commitments provides that “the Board, by majority vote, may revise or amend its policies at any time. However, as a customary practice, a



proposed policy revision will be discussed at one session of the Board prior to being acted upon at a subsequent Board meeting.” Second reading of these policy changes will be scheduled following confirmation of organizational impacts.

The attachments show the proposed revisions in tracked changes:

Attachment I: R-2: Academic Success

Attachment II: R-3: Citizenship

Attachment III: R-4: Personal Development

RESULTS
R-2: Academic Success**Monitoring Method: Internal**
Monitoring Frequency: Annually

Each student will be literate and numerate, able to integrate and apply the knowledge, skills, attitudes and competencies acquired across all academic disciplines.

Students will:

2.1 Achieve at individually and appropriately challenging levels of complexity, demonstrating the higher order thinking skills of knowledge, comprehension, application, analysis, synthesis, evaluation and creativity, based on the following disciplines:

- English Language Arts
- Mathematics
- Science
- Social Studies
- Physical Education
- Arts
- Languages

~~2.2 Be technologically fluent, able to use digital tools critically, ethically and safely.~~

~~Adopted: January 24, 2012~~



RESULTS
R-3: Citizenship

Monitoring Method: Internal
Monitoring Frequency: Annually

Each student will be a responsible citizen.

Students will:

- 3.1 Participate in developing and maintaining our Canadian civil, democratic society.
- 3.2 Understand the rights and responsibilities of citizenship in local, national and international contexts.
- 3.3 Respect and embrace diversity.
- 3.4 Be responsible stewards of the environment by contributing to its quality and sustainability.
- 3.5 Be able to lead and follow, as appropriate, and to develop and maintain positive relationships with other individuals and groups in order to manage conflict and to reach consensus in the pursuit of common goals.

Adopted: ~~January 24, 2012~~



RESULTS**R-4: Personal Development**

Monitoring Method: Internal
Monitoring Frequency: Annually

Each student will identify and actively develop individual gifts, talents and interests.

Students will:

- 4.1 Demonstrate resilience and perseverance to overcome failure and adapt to change.
- 4.2 Take initiative, set goals, self-evaluate and strive to continuously improve.
- 4.3 Have the confidence to embrace ambiguity and complexity.
- 4.4 Take risks appropriately.
- 4.5 Make lifestyle choices based upon healthy attitudes and actions, and be able to assume responsibility for personal well-being.
- ~~4. Be able to lead and follow, as appropriate, and to develop and maintain positive relationships with other individuals and groups in order to manage conflict and to reach consensus in the pursuit of common goals.~~
- 4.6 Be technologically fluent, able to use digital tools critically, ethically and safely.

~~Adopted: January 24, 2012~~



report to Board of Trustees

Proposed Amendment to Governance Policies: Operational Expectations

Date	January 13, 2015
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Joy Bowen-Eyre, Board Chair
Purpose	Decision
Governance Policy Reference	Governance Culture GC-2: Governing Commitments

1 | Recommendation

It is recommended:

- 1) That the Board of Trustees gives first reading to the amendment of the following Operational Expectations Policies, as provided in the Attachment to the report:
 - OE-1: Global Operational Expectation
 - OE-3: Treatment of Owners
 - OE-4: Treatment of Employees
 - OE-5: Financial Planning
 - OE-8: Communication With and Support for the Board
 - OE-9: Communicating With the Public
 - OE-10: Instructional Program
 - OE-11: Learning Environment/Treatment of Students

- 2) That the Chief Superintendent informs the Board of significant organizational impacts, if any, that would result from these proposed changes.

2 | Background

Trustees have now had the opportunity to review the Operational Expectations policies, as a new Board. The proposed changes are not expected to have major organizational impacts. It is anticipated that the changes more specifically identify the Board's values and will add clarity to the policies.



GC-2: Governing Commitments provides that “the Board, by majority vote, may revise or amend its policies at any time. However, as a customary practice, a proposed policy revision will be discussed at one session of the Board prior to being acted upon at a subsequent Board meeting.” Second reading of these policy changes will be scheduled following confirmation of organizational impacts.

The attachments show the proposed revisions in tracked changes:

- Attachment I: OE-1: Global Operational Expectation
- Attachment II: OE-3: Treatment of Owners
- Attachment III: OE-4: Treatment of Employees
- Attachment IV: OE-5: Financial Planning
- Attachment V: OE-8: Communication With and Support for the Board
- Attachment VI: OE-9: Communicating With the Public
- Attachment VII: OE-10: Instructional Program
- Attachment VIII: OE-11: Learning Environment/Treatment of Students

OPERATIONAL EXPECTATIONS

OE-1: Global Operational Expectation

Monitoring Method: Internal Report

Monitoring Frequency: Annually

The Chief Superintendent shall not cause, allow, or fail to take reasonable measures to prevent any practice, activity, decision or organizational condition that is unlawful, unethical, unsafe, disrespectful, imprudent, in violation of Board policy or endangers the organization's public image or credibility or risks the loss of public confidence.

Adopted: January 24, 2012



OPERATIONAL EXPECTATIONS
OE-3: Treatment of Owners**Monitoring Method: Internal Report**
Monitoring Frequency: Annually

The Chief Superintendent shall maintain an organizational culture that treats all organization owners with respect, dignity and courtesy.

The Chief Superintendent will:

- 3.1 Manage information in such ways that confidential information is protected.
- 3.2 Effectively handle complaints.
- 3.3 Maintain an organizational culture that:
 - a. values individual differences of opinion;
 - b. reasonably includes people in decisions that affect them;
 - c. provides open and honest communication in all written and interpersonal interaction; and
 - d. focuses on common achievement of the Board's *Results* policies.
- ~~3.4 Conduct reasonable background inquiries and checks prior to utilizing the services of any volunteers who have contact with students.~~

| Adopted: January 24, 2012



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

The Chief Superintendent shall ensure the recruitment, employment, development, evaluation and compensation of the organization's employees in a manner necessary to enable the organization to achieve its *Results* policies.

The Chief Superintendent will:

- 4.1 Maintain an organizational culture that positively impacts the ability of employees to responsibly perform their jobs and work in an environment characterized by safety, professional support and courtesy.
- 4.12 Ensure that all paid personnel clear Conduct extensive background inquiries and checks prior to hiring any paid personnel. their employment.
- 4.23 Select the most highly qualified and best-suited candidates for all positions.
- 4.34 Ensure that all employees are qualified to perform the responsibilities assigned to them.
- 4.45 Administer clear personnel rules and procedures for employees, including processes for suspension, transfer and termination actions.
- 4.56 Effectively handle complaints and concerns.
- 4.67 Maintain adequate job descriptions for all employee positions.
- 4.78 Protect confidential information.
- 4.89 Develop total compensation plans to attract and retain the highest quality "exempt" employees within available resources.



- | 4.910 Honour the terms of negotiated agreements.
- | 4.~~10~~11 Receive Board of Trustees' approval for the bargaining mandate and ratification of all collective agreements for unionized employees.
- | 4.~~11~~12 Receive Board of Trustees' approval for total compensation packages for all exempt employees.
- | ~~4.12~~ ~~Maintain an organizational culture that positively impacts the ability of employees to responsibly perform their jobs and work in an environment of professional support and courtesy.~~
- 4.13 Reasonably include people in decisions that affect them.

| Adopted: ~~June 19, 2012~~

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

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.

The Chief Superintendent will develop a budget that:

- 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 as set out in the Annual Summative Evaluation.
- 5.2 Credibly describes revenues and expenditures.
- 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.
- 5.4 Discloses budget-planning assumptions.
- 5.5 When future government funding commitments have been made, creates a multi-year budget and plans for fiscal soundness in future years.
- 5.6 Reflects anticipated changes in employee compensation, including inflationary adjustments, step increases, performance increases and benefits.
- 5.7 Includes amounts determined by the Board to be necessary for the Board to effectively and efficiently perform its governing responsibilities.

The Chief Superintendent may not develop a budget that:

- 5.8 Plans for the expenditure in any fiscal year of more funds than are conservatively projected to be available during the year.

| Adopted: ~~January 24, 2012~~



OPERATIONAL EXPECTATIONS**OE-8: Communication With and Support for the Board**

Monitoring Method: Internal Report
Monitoring Frequency: Annually

The Chief Superintendent shall ensure that the Board is supported in its work and is fully and adequately informed about matters relating to Board work and significant organizational concern.

The Chief Superintendent will:

- 8.1 Submit required monitoring data (see policy *B/CSR-5: Monitoring Chief Superintendent Performance*) in a thorough, accurate and understandable fashion, according to the Board's annual work plan schedule, and including both Chief Superintendent interpretations and relevant data to substantiate compliance or reasonable progress.
- 8.2 Provide for the Board in a timely manner, information about trends, facts and other information relevant to the Board's work.
- 8.3 Inform the Board of significant transfers of money within funds or other changes substantially affecting the organization's financial condition.
- 8.4 Ensure that the Board has adequate information from a variety of internal and external viewpoints to ensure informed Board decisions.
- 8.5 Inform the Board of anticipated significant media coverage.
- 8.6 Inform the Board, the Board Chair or individual members if, in the Chief Superintendent's opinion, the Board or individual members have encroached into areas of responsibility assigned to the Chief Superintendent or if the Board or its members are non-compliant with any *Governance Culture* or *Board/Chief Superintendent Relationship* policies.



- 8.7 Present information in simple and concise form, indicating clearly whether the information is incidental, intended for decision preparation, or for formal monitoring.
- 8.8 Treat all members equally and ensure that all members have equal and timely access to information.
- 8.9 Inform the Board in a timely manner of any actual or anticipated noncompliance with any Board *Operational Expectations* policy or any anticipated failure to achieve reasonable progress toward any *Results* policy.
- 8.10 Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Chief Superintendent, but required by law to be approved by the Board.
- 8.11 Inform the Board in advance of any deletions of, additions to, or significant modifications of any instructional programs.
- 8.12 Ensure that the Board has the support necessary for it to perform its duties in an effective manner.

| Adopted: ~~January 24, 2012~~

OPERATIONAL EXPECTATIONS
OE-9: Communicating With the Public**Monitoring Method: Internal Report**
Monitoring Frequency: Annually

The Chief Superintendent shall ensure that the public is adequately informed about the condition and direction of the organization.

The Chief Superintendent will:

- 9.1 Ensure the timely flow of information, appropriate input, and strategic two-way dialogue between the organization and the citizens of Calgary that builds understanding and support for organizational efforts.
- 9.2 Prepare and publish, on behalf of the Board, an annual progress report to the public that includes the following items:
 - a. data indicating student progress toward accomplishing the Board's *Results* policies;
 - b. information about strategies, programs and operations intended to accomplish the Board's *Results* policies; and
 - c. revenues, expenditures and a review of the organization's financial condition.
- 9.3 Ensure that all student accommodation decisions are made as far in advance as possible prior to the decision taking effect.
- 9.4 Collaborate with other levels of government and external partners in support of public education.
- 9.5 Ensure that school councils have the information and tools to perform their mandated role.

Adopted: January 24, 2012



OPERATIONAL EXPECTATIONS
OE-10: Instructional Program**Monitoring Method: Internal Report**
Monitoring Frequency: Annually

The Chief Superintendent shall maintain a program of instruction that offers challenging and relevant opportunities for all students to achieve at levels defined in the Board's *Results* policies.

The Chief Superintendent will ensure that the instructional program:

- 10.1 Is personalized, enabling students to learn at their own pace, place and time.
- ~~10.2 Is competency based.~~
- 10.3~~2~~ Supports children as individuals emotionally, intellectually, physically, socially and spiritually.
- 10.4~~3~~ Is based on provincially-approved programs of study, available in a variety of forms, in-person or virtually, collaboratively or independently.
- 10.5~~4~~ Includes multiple approaches to assessment, including qualitative measures, that effectively measure each student's progress toward achieving or exceeding standards and competencies.
- 10.6~~5~~ Is inclusive of new and innovative programs to meet students' interests and passions and accommodates different learning styles and needs.
- 10.7~~6~~ Is regularly evaluated and modified as necessary to assure its continuing effectiveness.

The Chief Superintendent will:

- 10.8~~7~~ Ensure that no program emphasizes a particular religion, notwithstanding the School Act definition of alternative programs.



~~10.9 Ensure that reasonable expectations and guidelines are established and clearly communicated to students, parents and/or guardians in regards to fees.~~

~~Adopted: January 24, 2012~~



OPERATIONAL EXPECTATIONS**OE-11: Learning Environment/Treatment of Students****Monitoring Method: Internal Report****Monitoring Frequency: Annually**

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

The Chief Superintendent will:

- 11.1 Protect instructional time provided for students during the academic day by prohibiting interruptions due to unnecessary intrusions.
- 11.2 Provide safe learning conditions for each student.
- 11.3 Maintain a climate that is characterized by support and encouragement for high student achievement.
- 11.4 Ensure that all confidential student information is lawfully collected, used and protected.
- 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.
- 11.6 Provide transportation services that are safe and reliable.
- 11.7 Ensure that no student will be denied access to instructional programs due to an inability to pay.
- 11.8 Ensure that all volunteers clear reasonable background inquiries and checks prior to having contact with students.

The Chief Superintendent shall not:



| **11.6-9** Tolerate any behaviors, actions or attitudes by adults who have contact with students that hinder the academic performance or the well-being of students.

| Adopted: ~~January 24, 2012~~



report to Board of Trustees

Revision to the Schedule of Regular Board Meetings

Date	January 13, 2015
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Janice R. Barkway Office of the Corporate Secretary
Purpose	Decision
Governance Policy Reference	Governance Culture GC-2: Governing Commitments

1 | Recommendation

- THAT the Board of Trustees approves revisions to the Schedule of Regular Board Meetings, to:
 - 1) remove the public meeting scheduled for April 21, 2015
 - 2) add a public meeting to be held on April 7, 2015, commencing at 12:00 p.m. in the Multipurpose Room at 1221 - 8 Street SW, Calgary, Alberta.

2 | Background

On June 24, 2014, at the Board of Trustees' Organizational Meeting, the Board approved the Schedule of Regular Meetings for September 2014 to June 2015.

It has recently been brought to the Board's attention that it would be beneficial to hold a regular meeting on April 7th. This would allow the RAM allocations to be rolled out one week prior to the schedule as determined at the June meeting. These changes are shown in tracked changes on the attached Schedule.

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





**Calgary Board
of Education**

**BOARD OF TRUSTEES
REVISED SCHEDULE OF REGULAR MEETINGS
SEPTEMBER 2014 TO JUNE 2015**
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
September 9, 2014	
September 16, 2014	September 23, 2014
October 7, 2014	
October 14, 2014	October 21, 2014
October 28, 2014	
November 4, 2014	November 19, 2014
November 25, 2014	
December 2, 2014	December 16, 2014
January 13, 2015	
January 20, 2015	January 27, 2015
February 3, 2015	
February 10, 2015	February 24, 2015
March 3, 2015	
March 10, 2015	March 17, 2015
<u>April 7, 2015</u>	
April 14, 2015	
<u>April 21, 2015</u>	April 28, 2015
May 12, 2015	
May 19, 2015	May 26, 2015
June 9, 2015	
June 16, 2015	June 23, 2015

(Revised: 2014.01.13)

Anticipated Organizational Meeting Date: June 23, 2015

**report to
Board of Trustees**

Board Meeting Procedures Recommendations

Date	January 13, 2015
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Janice Barkway Corporate Secretary
Purpose	Decision
Governance Policy Reference	Governance Culture Policies: GC-1: Board Purpose GC-2: Governing Commitments GC-3: Board Job Description GC-5E: Board Committees

1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves the extension of the pilot project, as outlined in the report, to June 30, 2015; and
- THAT, for the pilot project period identified above, the Board of Trustees agrees to waive the sections of the Board Meeting Procedures impacted by these changes; and
- THAT the Board of Trustees reviews the recommendations and their implications by June 2015.



2 | Issue

On June 17, 2014 the Board of Trustees approved, in principle, recommendations put forward by the Board Meeting Procedures Committee, for implementation for a pilot project. Additionally, the Board agreed to waive the sections of the Board Meeting Procedures impacted by these changes and to review the recommendation and their implications by January 2015.

On December 17, 2014, Trustees met to review the implications of the Board Meeting Procedures changes that were approved for a pilot project from September 1 to December 31, 2014.

3 | Background

The details surrounding the implementation of the pilot project are as follows:

1. The Organizational Meeting will held in June during non-election years, at the call of the Corporate Secretary.
 - This will allow the roles of Trustees to better align with the school year.
 - This will allow Trustees elected to new roles time over the summer to become acquainted with their roles.
2. Board meeting time will focus on the results and fulfilling the Board Job Description, as defined in the Board's Governance Policies.
3. The order of business, as contained in the template agendas of the Board Meeting Procedures will be flexible for the pilot project period, in order to accommodate these recommendations.
4. Board decisions may be spread over two public Board meetings – the first meeting will accommodate questions and a more fulsome discussion prior to making any decision at the second meeting.
 - A proposed schedule is attached to this report (Attachment I) to provide further information.
5. There will be a better utilization of digital resources. When agenda items are considered over two meetings, the reports will not be printed for both meetings.
 - This will save on administrative time and resources in printing and distributing reports.



6. Regular meetings, including public agendas and private agendas, will continue to be held on Tuesdays, commencing at noon, with a planned end time of not later than 3:00 pm.
 - This will allow members of the public to attend (either in person or via live stream) over the lunch hour.
 - This will allow more respectful use of staff time.
7. The particular Tuesday that meetings are scheduled will be subject to the board's decision, and will still require a board motion to state the date, time and place of each regular meeting. Meetings may not necessarily fall on the first, third and fourth Tuesdays of the month.
8. Lighthouse awards and school presentations will be scheduled at alternating public meetings.
 - As school groups will be travelling half as often, some cost savings will be realized.
 - This will still allow our students and partners to be recognized and showcased.
9. Public Comments will be included at alternating public meetings with a maximum of seven presented per meeting, at three minutes each with exceptions allowed for stakeholders of the Board.
 - This will allow adequate opportunity for public comment in a timely fashion.
10. Public comment matters discussed must be relevant to items on the Board meeting agenda.
 - This will ensure that public comments are received at a time most relevant to when decisions are being made.
11. The motion to receive for information will be eliminated. All reports and documents submitted to the Board of Trustees will be retained in the corporate records of the Board of Trustees.
12. An agenda template, indicating the types of discussions to be held will be published publicly for Private only sessions.
 - This will allow a greater public understanding of the business discussed during in-camera sessions.
13. In cases where Private Board meetings immediately follow Public Board meetings, the Chair will verbally indicate the general reason for the private meeting.
 - This will allow a greater public understanding of the business discussed during in-camera sessions.



14. Private Reports will clearly indicate why an item is being placed on a Private Meeting Agenda.

- This will allow Trustees to understand the reasons why an item is being placed on an in-camera agenda. While land, labour and legal are the most common reasons to go in-camera, the School Act also requires that when a majority of trustees are of the opinion that it is in the public interest to hold the meeting or a part of the meeting in private, the board may go in camera.
- This will allow Trustees to balance their fiduciary duty and opportunities to discuss private matters (such as wise counsel on any matter, strategic planning, and advice from officials or issues that involve personal information) with the need for information to be available publically.

4 | Financial Impact

The net financial impact of this recommendation is anticipated to be small in relation to the larger budget. Some savings may be realized as a result of:

- Transportation for school groups presenting
- Better utilization of digital resources

5 | Implementation Consequences

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

6 | Conclusion

There was general agreement amongst the trustees that the pilot changes to the Board Meeting Procedures should be continued from the present until June, and then be evaluated.



report to Board of Trustees

Correspondence

Date	January 13, 2015
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Janice R. Barkway Office of the Corporate Secretary
Purpose	Information
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board

1 | Recommendation

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

- Email dated December 16, 2014 from the Minister of Education regarding the Education Act Regulatory Review, Release of Regulations.
- Letter dated December 15, 2014 from the Minister of Education regarding the need for collaborative planning for new schools and modernizations.
- Email dated December 8, 2014 from the Acting Deputy Minister of Education announcing the appointment of Lorna Rosen to the position of Deputy Minister of Education, effective January 12, 2015.
- Email dated December 3, 2014 from the Minister of Education regarding the Act to Amend the Alberta Bill of Rights to Protect our Children.

Attachments: Relevant Correspondence



From: Education Minister [mailto:Education.Minister@gov.ab.ca]
Sent: December-16-14 11:52 AM
Subject: Education Act Regulatory Review: Release of Regulations

To: Board Chairs of Public, Separate, Francophone and Charter School Boards
Presidents of Stakeholder Associations
First Nation and Metis Organization Education Contacts
ACSTA (Alberta Catholic School Trustees' Association)
AEFAA (Alberta Educational Facilities Administrators Association)
ASBA (Alberta School Boards Association)
AHEA (Alberta Home Education Association)
ASCA (Alberta School Councils' Association)
ATA (Alberta Teachers' Association)
AAPCS (Association of Alberta Public Charter Schools)
ACFA (Association canadienne-francaise de l'Alberta)
AISCA (Association of Independent Schools & Colleges in Alberta)
ASBOA (Association of School Business Officials of Alberta)
CASS (College of Alberta School Superintendents)
CCSSA (Council of Catholic Superintendents of Alberta)
Federation des parents francophones de l'Alberta
Federation des conseils scolaires francophones de l'Alberta
Learning Disabilities Association of Alberta
PSBAA (Public School Boards' Association of Alberta)

In April 2013, the Education Act Regulatory Review Committee (RRC) was established to lead discussions on regulations that will support the Education Act upon its proclamation. We are now releasing the regulations to Albertans and education stakeholders for comment, after extensive work by the Ministry of Education, Legislative Counsel and the RRC.

Sixteen regulations have been posted on Alberta Education's website at <http://education.alberta.ca/edu-act>. The regulations are:

- Alberta School Foundation Fund
- Board Procedures
- Borrowing
- Charter Schools
- Disposition of Property
- Early Childhood Services
- Establishment of Separate School Districts
- Home Education
- Investment
- Petitions and Public Notices
- Private Schools
- School Councils
- School Fees
- Special School Tax Levy Plebiscite
- Student Record
- Student Transportation

The website provides full versions of the proposed regulations, as well as an opportunity for stakeholders and other interested Albertans to submit their comments on each of the regulations. The deadline for submitting comments is January 31, 2015. I encourage you to share this information with others within your organization, as well as with any other stakeholders you believe may be interested.

As you know, the RRC, chaired by the Honourable Maureen Kubinec, MLA for Barrhead-Morinville-Westlock, embarked on an extensive public consultation process. This was an important step in getting to where we are today. On behalf of the government and the RRC, I would like to thank you for your participation throughout the review process.

This consultation saw thousands of Albertans, including education partners like you, participate in discussions on a number of regulation topics. I know the RRC, along with everyone else involved in the process, appreciates the passion and perspectives provided by all of the participants. After this original consultation took place, work shifted to the development of recommendations for proposed directions and the drafting of regulations. The Education Act includes 35 regulation-making powers. Four of these are outside the scope of the RRC. In total, the committee recommended the 16 regulations listed above.

Government is committed to moving forward with the legislative processes necessary to approve the regulations and to proclaim the Education Act. Once the comment period closes, government will support school authorities in aligning their policies and procedures with the Act and its regulations.

Alberta Education staff look forward to working with you throughout this process. If you have questions about the regulations or the implementation of the Education Act, please contact Randy Clarke, Director, Education Act Implementation, Alberta Education, at randy.clarke@gov.ab.ca or 780-641-9113.

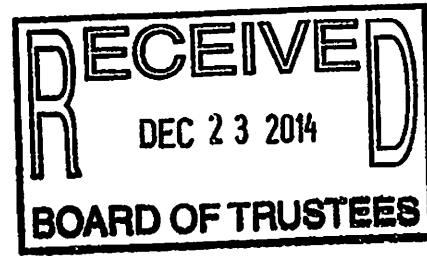
Thank you once again for your interest and participation in the Education Act Regulatory Review process.

Sincerely,

Gordon Dirks
Minister
MLA, Calgary – Elbow



Office of the Minister
MLA, Calgary-Elbow



AR87144

December 15, 2014

Ms. Joy Bowen-Eyre
Board Chair
Calgary School District No. 19
1221 - 8 Street SW
Calgary AB T2R 0L4

Dear Ms. Bowen-Eyre:

The Government of Alberta is aware that our province's increasing student population is putting pressure on the education system. We have listened to the concerns of Albertans and responded with an investment of \$232.6 million over two years to plan 55 new schools and modernize 20 existing schools. These projects are in addition to the 155 school projects underway or already completed, creating more than 78,000 student spaces in total.

This is a significant undertaking – one that will require a co-operative and collaborative approach from all stakeholders. While full approval of the latest projects is expected in the new year, we encourage you to work closely with the ministries of Education and Infrastructure to ensure planning for your project(s) begins as soon as possible, so that construction can begin immediately once full funding is in place. School jurisdictions should consider using standardized designs to help expedite the process.

In order to help streamline processes and ensure school opening targets are met, Honourable Jim Prentice, Premier of Alberta, created a four-member Ministerial Oversight Committee. As members of this committee, we are dedicated to the progress of these projects. We will work with school boards, municipalities and the construction industry to expedite permits and other approvals and to strengthen the capacity to deliver these projects as quickly as possible. If and when concerns arise, we will work diligently to facilitate movement.

Thank you for your co-operation and your ongoing commitment to Alberta's students.

Sincerely,

Gordon Dirks
Minister of Education
MLA, Calgary – Elbow

Manmeet S. Bhullar
Minister of Infrastructure
MLA, Calgary – Greenway

From: Education Deputy Minister <EducationDeputyMinister@gov.ab.ca>

Date: December 8, 2014 at 4:02:38 PM MST

To: Undisclosed recipients:

Subject: New Alberta Education Deputy Minister

To: Superintendents of Public, Separate, Francophone and Charter School Boards
Executive Directors of Stakeholder Associations
ACSTA (Alberta Catholic School Trustees' Association)
AEFAA (Alberta Educational Facilities Administrators Association)
ASBA (Alberta School Boards Association)
AHEA (Alberta Home Education Association)
ASCA (Alberta School Councils' Association)
ATA (Alberta Teachers' Association)
AAPCS (Association of Alberta Public Charter Schools)
ACFA (Association canadienne-française de l'Alberta)
AISCA (Association of Independent Schools & Colleges in Alberta)
ASBOA (Association of School Business Officials of Alberta)
CASS (College of Alberta School Superintendents)
CCSSA (Council of Catholic Superintendents of Alberta)
Federation des parents francophones de l'Alberta
Federation des conseils scolaires francophones de l'Alberta
Learning Disabilities Association of Alberta
PSBAA (Public School Boards' Association of Alberta)

It is my pleasure to announce the appointment of Lorna Rosen to the position of Deputy Minister of Education, effective January 12, 2015.

Lorna is coming to the Government of Alberta from the City of Edmonton where she is Chief Financial Officer and General Manager of Financial Services and Utilities. Lorna is a Certified Management Accountant and has a Master of Business Administration in Community Economic Development. Lorna began her career in public service in the education sector, serving as Internal Auditor for Edmonton Public Schools and Associate Superintendent of Operations for St. Albert Protestant Schools.

With 25 years of public service experience, I am confident that Lorna will prove to be a valuable addition to our ministry and to the education community.

It has been my pleasure to serve as the Acting Deputy Minister of Education for the past three months. I have received tremendous support from Education staff and stakeholders, and I know Lorna will benefit from this same support as she joins us in our pursuit of student success.

Please join me in welcoming Lorna to Alberta Education.

Sincerely,

Gene Williams
Acting Deputy Minister of Education
cc: School Divisions Communications Contacts

From: Education Minister <Education.Minister@gov.ab.ca>

Date: December 3, 2014 at 11:09:11 AM MST

To: Undisclosed recipients;

Subject: Act to Amend the Alberta Bill of Rights to Protect our Children

To: Board Chairs of Public, Separate, Francophone and Charter School Boards
Presidents of Stakeholder Associations
ACSTA (Alberta Catholic School Trustees' Association)
AEFAA (Alberta Educational Facilities Administrators Association)
ASBA (Alberta School Boards Association)
AHEA (Alberta Home Education Association)
ASCA (Alberta School Councils' Association)
ATA (Alberta Teachers' Association)
AAPCS (Association of Alberta Public Charter Schools)
ACFA (Association canadienne-française de l'Alberta)
AISCA (Association of Independent Schools & Colleges in Alberta)
ASBOA (Association of School Business Officials of Alberta)
CASS (College of Alberta School Superintendents)
CCSSA (Council of Catholic Superintendents of Alberta)
Federation des parents francophones de l'Alberta
Federation des conseils scolaires francophones de l'Alberta
Learning Disabilities Association of Alberta
PSBAA (Public School Boards' Association of Alberta)

The Government of Alberta is working to ensure that students have the supports and the environment they need to succeed. To this end, our government has introduced Bill 10, the Act to Amend the Bill of Rights to Protect our Children.

This bill supports a zero-tolerance attitude toward bullying—whether it's related to sexual orientation, race, religion, or any other factor—while also enshrining the rights of parents to make informed decisions regarding the education of their children.

Bill 10 will ensure students who wish to establish clubs that promote welcoming, caring, respectful, and safe learning environments, including gay-straight alliances, have a clear recourse if their request is denied. Students and/or their parents will have the ability to appeal any such decisions to their elected school boards.

At the same time, the bill strikes a balance between providing school boards with a clear mandate, while also providing enough flexibility and local autonomy to make the best decisions for their students and communities.

This legislation proposes amendments to: the *Alberta Bill of Rights*; the *Alberta Human Rights Act*; the *School Act*; and the *Education Act*. A brief overview of some of the additional proposed changes are as follows:

- The *Alberta Bill of Rights* will be amended by adding sexual orientation to the list of prohibited grounds of discrimination and by enshrining the right of parents to make informed decisions on the education of their children.

- Section 11.1 of the *Alberta Human Rights Act* will be repealed. The legislation will address parental withdrawal of children from instruction on religion and human sexuality in the *Education Act* and the *School Act*.

The *School Act* will be amended to include a definition of bullying and to enhance the student code of conduct to support welcoming, caring, respectful and safe learning environments where students refrain from and report bullying and toleration of bullying, and are encouraged to contribute positively to the school and community.

More information about Bill 10, including a link to the proposed legislation, is available [here](#).

School boards, and all other education partners, play an important role in our education system. Our government believes that school boards, who are elected by Albertans, are in the best position to administer the education system in their communities.

We all have a role to play in ensuring our students have positive and safe learning environments, and I am committed to working with school boards, and others, in successfully implementing this legislation.

Sincerely,

Gordon Dirks
Minister
MLA, Calgary – Elbow

cc: Superintendents of Public, Separate, Francophone and Charter School Boards
Executive Directors of Stakeholder Associations
School Divisions Communications Contacts

**report to
Board of Trustees**

Chief Superintendent's Update

Date	January 13, 2015
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Information
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board

1 | Recommendation

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-8: Communication With and Support for the Board requires "the Board is supported in its work and is fully and adequately informed about matters relating to Board work and significant organizational concern." With other reports submitted to the Board of Trustees, this update meets the requirement of OE-8 for the provision of information in a timely, simple and concise form.



Records Management Quarterly Report

BACKGROUND

At the Board of Trustees' meeting on January 24, 2012, administration was directed to provide quarterly updates to the Board regarding the Calgary Board of Education's progress to address records management and retention issues. The following update is the tenth report presented in response to this directive.

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

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

QUARTERLY UPDATE

Principle of Accountability

Official Student Record Folder RFP

In accordance with the School Act and the Student Records Regulation of Alberta, an Official Student Record (OSR) must be created and maintained for every Calgary Board of Education student. Consistent with this requirement, a standardized physical folder that maintains the Official Student Record (OSR) will be introduced during the next school year across all CBE schools.

Building on work previously undertaken, Records Management worked to finalize the detailed design specifications for the standardized Official Student Record folder. These specifications will be included in a Request for Proposal that is expected to be posted before the end of this year.

The transition to a standardized folder for the OSR is expected to be a multi-year initiative with the objective that, over time all Official Student Records will be created and maintained in a consistent manner.

Benefits

Establishing a standardized Official Student Record Folder along with processes and protocols are meant to enhance efficiency by eliminating duplications while simultaneously improving the care and maintenance of student records. In addition, centrally acquiring the standardized Student Folders should result in bulk purchasing savings.

Principles of Retention and Disposition

Offsite Storage of CBE Records

The focus on retention and disposition continues and as of the end of November 2014:

Records received from schools and departments

554 administrative and 256 student record boxes were received, classified and retained in accordance to the organization's Classification and Retention schedule.

Records boxes provided to schools and departments

2035 boxes were distributed to CBE schools and administrative offices.

Off-site Disposition

The disposition process has been initiated for 765 boxes of records (841.5 cubic feet) that are eligible for destruction.

On-site Active Disposition

Using the Active Disposition process, 13 boxes of records (or 14.5 cubic feet) of records located at schools and offices were disposed.

Benefits

- Provides the means and opportunity to refocus the CBE's Records Management program from a purely warehousing function to one that supports students, teachers and the community by more broadly administering the Records Management Program.
- Provides facilities more appropriate for the maintenance of semi-active and inactive records (primarily fire suppression, enhanced security and protective racking to shield physical boxes from damage).
- Addresses overcrowding at the CBE's onsite facilities together with related occupational safety concerns.
- Reduces storage of active records by allowing the disposition of inactive, duplicate, or obsolete material.
- Record boxes provided to schools and departments provide superior protection of records during transit and resists crushing during long term storage.
- Reduces unnecessary monthly costs associated with record storage since records whose significance has passed are disposed.
- Reduces and/or eliminates ad-hoc and uncontrolled destruction of records.

Principle of Protection and Availability

Records requests

Following from the previously implemented process to track record requests as a means of understating related time, effort and costs, during the quarter, 326 requests were received and responded to. Of these approximately 94% represented requests from the public (including past students or on behalf of past students) and the remaining 6% were internal requests.

Confidential Shred Bins

With inappropriate disposal of information being a key area where protected or sensitive information can be compromised, Corporate Records Management staff closely manages the CBE's Shred Bin Program. Specifically, staff continuously monitor, adjust and adapt elements of the program to ensure adequate and efficient coverage at schools and administrative sites.

The existing schedule of shred bin pickups has been reviewed and updated and additional bins have been provided to schools to address peak times throughout the school year. In addition, throughout the CBE, records were securely disposed of via a total of 2793 Shred Bins tips (emptying of Shred Bins).

Benefits

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

Archives Inventory

The Records Management team has begun work to catalogue the entire archives located at the Records Centre. Archives and artefacts are indispensable because of their role in documenting the creation, experiences and history of the CBE. It is therefore critical that these resources be managed to ensure their long term preservation. Managing them appropriately requires in depth knowledge and information about all archival material and artefacts and hence the inventory represents the first step in building this knowledge.

Benefits

Archival inventory will be crucial for enhancing preservation efforts and could increase accessibility to the organization's vast archival holdings. Improved preservation will mean that the historical record of the CBE will be available for future generations to reference, research and appreciate. Retaining records and artefacts of enduring value is at the heart of meeting the CBE's fiduciary archival responsibilities.

Principles of Integrity and Transparency

Training and Awareness

During the quarter, the Records Management program provided information in a variety of forms including Link Online articles, email messages and postings to the RM page on Staff Insite (portal). In addition, the Records Management team published and distributed a fall newsletter that highlighted several important developments including:

- Availability of a file plan
- Availability of RM training videos
- The redesign of the RM Staff Insite webpage
- Updates on the Shred Bin program



Onsite Training

Site visits and Record Management consultations and training sessions were provided to the following schools during the reporting period:

Onsite Training to Schools
Forest Lawn High School
Haultain Memorial School
Sir Wilfred Laurier School
Hillhurst School
Rosscarrock School
Midsun School
David Thompson School
Nellie McClung 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.

Principle of Compliance

Work with Service Units

Based on results of the Records Management Audit, opportunities for improvement with Human Resources and Finance records were identified. In response, the Records Management team has begun work with Human Resources, Finance as well as Information Technology Services to:

- Clarify departmental record keeping requirements and ensure that information required as part of official files are clearly identified and understood.
- Obtain complete departmental Record Inventory lists as well as clear understandings or guidelines about what would (or would not) constitute a record for the respective departments.
- Obtain process related maps or flows that identify how and where department records are involved in key business processes. Together with details on how these records are to be handled, managed and retained as well as corresponding staff accountabilities.

Benefits

Establishing a clear understanding and documenting record uses and requirements from key CBE departments and sections will enhance the Corporate Records Management program's ability to guide and communicate more effectively about appropriate record keeping practises to both schools and service units. In addition, this work will serve to validate key elements of the CBE's Classification and Retention schedule.

Records Management Support

Temporary Records Management Technicians have assisted schools with a variety of Record Management tasks. Specifically, during the reporting period, twenty seven (27) schools received assistance with a focus on:

- File clean-up and organization
- Creating school Record Inventories
- 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

RM Support to Schools	
Forest Lawn High School	Varsity Acres School
Haultain Memorial School	Lord Beaverbrook High School
Sir Wilfrid Laurier School	Ramsay School
Hillhurst School	National Sport School
Rosscarrock School	Glenbrook School
Midsun School	Henry Wise Wood High School
David Thompson School	Woodlands School
Dalhousie School	Somerset School
Central Memorial High School	Huntington Hills School
Wildwood School	Samuel W. Shaw School
Glamorgan School	Guy Weadick School
Prince of Wales School	F. E. Osborne School
Royal Oak School	West Dover School
Marion Carson School	

Benefits

Direct contact with school administrative staff has resulted in much improved practices as reflected in increased awareness 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 vital for the location, retrieval and management of records.



DAVID STEVENSTON
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.

