

public agenda

Regular Board Meeting

January 12, 2016
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	J. Everett	GC-3	
	4 Public Comment [PDF]		GC-3.2	
Max 20 mins	Requirements as outlined in Board Meeting Procedures			
	5 Results Focus			
60 mins	5.1 English Language Arts – Information Report	J. Everett	R-2;OE-8,10	Page 5-1
30 mins	5.2 Results 3: Citizenship – Annual Monitoring	D. Stevenson	R-3	Page 5-17
	6 Operational Expectations			
20 mins	6.1 OE-6: Financial Administration – Annual Monitoring	D. Stevenson		Page 6-1
20 mins	6.2 OE-7: Asset Protection – Annual Monitoring	D. Stevenson		Page 6-16
	7 Matters Reserved for Board Action	Board	GC-3	
	8 Consent Agenda	Board	GC-2.6	



Time	Topic	Who	Policy Ref	Attachment
	8.1 OE-11: Learning Environment/Treatment of Students - Annual Monitoring (<i>THAT the Board approves the Chief Superintendent is in compliance with the provisions of policy OE-11.</i>)		B/CSR-5	(Page 6-1 Dec 8/15)
	8.2 Locally Developed Courses (<i>THAT the Board approves the newly acquired senior high courses and resources, as reported.</i>)		R-2; OE-11	Page 8-1
	8.3 Teachers' Employer Bargaining Association (TEBA) Appointments (<i>THAT the Board ratifies the appointment of Trustees Stewart and Hrdlicka as co-reps on the TEBA representative committee.</i>)		GC-1	Page 8-5
	8.4 GC-6E: Annual Work Plan 2015-2016 (<i>THAT the Board approves GC-6E in principle, subject to ongoing review and update.</i>)		GC-2, 6	Page 8-6
	8.5 Approval of Minutes <ul style="list-style-type: none"> Regular Meeting held December 1, 2015 Regular Meeting held December 8, 2015 (<i>THAT the Board approves the minutes of the Regular Meetings held December 1 and 8, 2015, as submitted.</i>)			
	8.6 Items Provided for Board Information 8.6.1 Correspondence			Page 8-8
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.



report to Board of Trustees

English Language Arts Information Report

Date	January 12, 2016
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Information
Originator	Jeannie Everett, Superintendent, Learning
Governance Policy Reference	Results 2: Academic Success OE-8: Communication With and Support for the Board OE-10: Instructional Programming
Resource Person(s)	Ronna Mosher, Director, Learning Dianne Roulson, Director, Learning Gerry Fijal, Director, Learning

1 | Recommendation

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



2 | Issue

This report provides the Board of Trustees with information related to student achievement in English Language Arts during the 2014-15 school year. It is a detailed look at English Language Arts learning information from the perspective of Results 2: Academic Success with connections to OE-10: Instructional Program.

3 | Background

The Board of Trustees' Annual Monitoring of Results 2: Academic Success is being supported by the provision of additional information reports over the course of the 2015-16 school year. This English Language Arts report is one in a series of subject-specific information reports.

4 | Analysis

This report provides information specific to English Language Arts within Board-approved indicators for Results 2: Academic Success.

- The percentage of students meeting the acceptable standard and standard of excellence on Provincial Achievement Tests and Diploma Exams
- The percentage of students meeting learning expectations within each discipline, as measured by student report cards

An accompanying presentation will provide additional interpretation of the data and examples of the instructional practices that have led to the strong results for Calgary Board of Education students in English Language Arts and that will be leveraged for continued improvement in the 2015-16 school year, in keeping with the Board's values identified in OE-10 Instructional Program.

Provincial Achievement Tests and Diploma Exams

There are three English Language Arts Provincial Achievement Tests (PAT) – one for students in grade 6, one for students registered in grade 9 English Language Arts, and one for students registered in grade 9 English Language Arts Knowledge and Employability (KAE).

The previous grade 3 PAT in English Language Arts has been replaced by a new Student Learning Assessment (SLA). The Student Learning Assessment is intended to become part of the provincial assurance model over time, but as it is still in its pilot phase, no jurisdictional data is available.

There are two high school courses with provincial English Language Arts Diploma Examinations – English Language Arts 30-1 and English Language Arts 30-2.

Student results on provincial tests may be understood in terms of the level of achievement within a specific year. The value of an individual year's result is contextualized in comparison to the results achieved by students in the province as a whole. The results may also be understood as part of a trend of improvement, decline, or maintained results. Year-to-year fluctuations are to be expected. Three to five-year trend information is seen as more reliable,

although trend information for jurisdictions in Southern Alberta was interrupted in 2013 (due to flooding and cancelled tests) and caution must be used in interpreting results from or including 2013. The province evaluates the “improvement” aspect of a school jurisdiction’s performance in any given year by comparing it to the jurisdiction’s three-year average of results.

In the Calgary Board of Education, we seek to be equal to or above provincial results in any given year on Alberta Education’s evaluation of Provincial Achievement Tests and Diploma Exams and to be maintaining or improving our results across time.

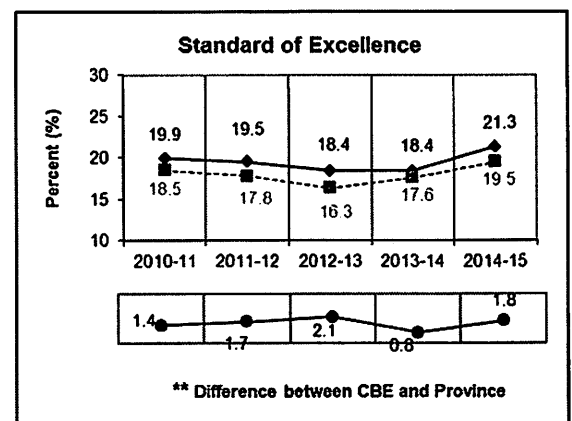
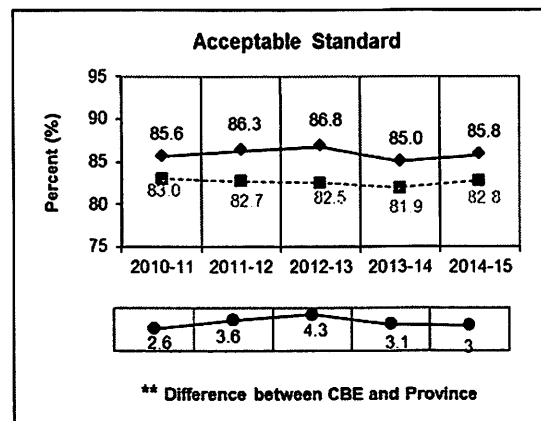
Alberta Education’s evaluation of a school jurisdiction’s results is done in relation to all students enrolled in a course for Provincial Achievement Tests. It is calculated in relation to students who actually wrote the exam for Diploma Examinations. Participation rates are an important aspect of PAT results as they demonstrate that an organization has had as many students as possible participate in provincial assessments. The CBE’s high PAT participation rates represent active encouragement of success for all students.

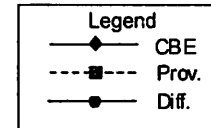
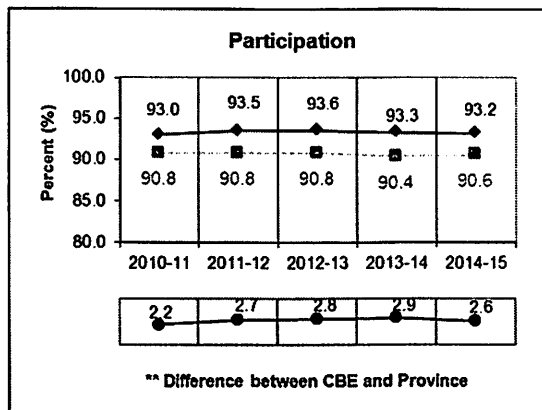
CBE practices for reporting and analyzing results in its jurisdictional Annual Results Report, school Annual Reports, and within the monitoring of Results 2: Academic Success are consistent with the practices and requirements of Alberta Education.

The presentation that accompanies this report demonstrates how further investigation into the success of CBE students writing provincial tests is used to identify more specific information about student performance and operational opportunities for improving student learning experiences and results.

Grade 6 English Language Arts Results

*All Students Enrolled (Cohort)





* The All Students Enrolled (Cohort) category includes both writers and non-writers. Alberta Education requires jurisdictions to report cohort results.

** A positive difference on the Difference between CBE and Province graph indicates the CBE result is higher than that of the province, whereas a negative difference indicates a lower CBE performance.

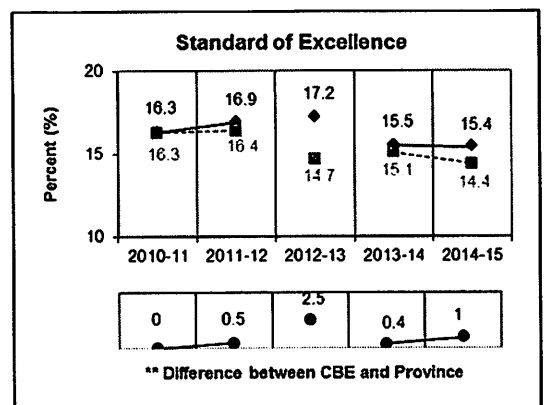
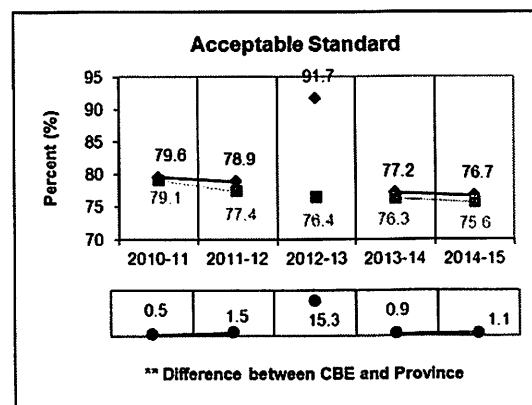
Across five-year trends, student success on Gr. 6 English Language Arts Provincial Achievement Tests has experienced some year-to-year fluctuations but is relatively stable at the acceptable standard.

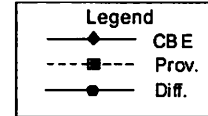
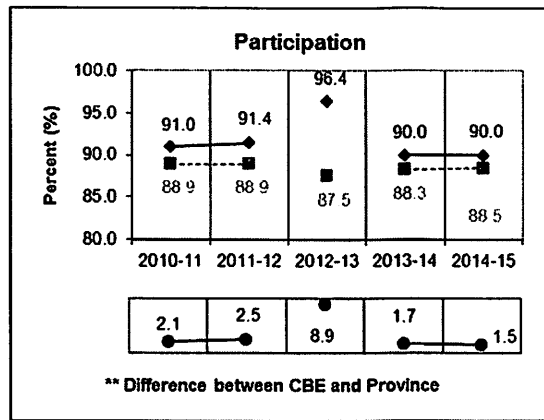
The 2015 target for student results at the standard of excellence on this test to be showing improvement in relation to the previous 3-year average will be identified in the Results 2 monitoring report later this year as having been "met". The previous three-year average for the standard of excellence on the grade 6 PAT, as calculated by Alberta Education, is 18.8%. The current result of 21.3% has been evaluated by Alberta Education as "improved significantly".

The success rate for CBE writers on the grade 6 English Language Arts Provincial Achievement Test was 92% at the acceptable standard and 22.8% at the standard of excellence.

Grade 9 English Language Arts Results

*All Students Enrolled (Cohort)





* The All Students Enrolled (Cohort) category includes both writers and non-writers. Alberta Education requires jurisdictions to report cohort results.

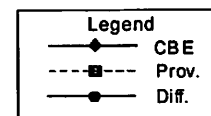
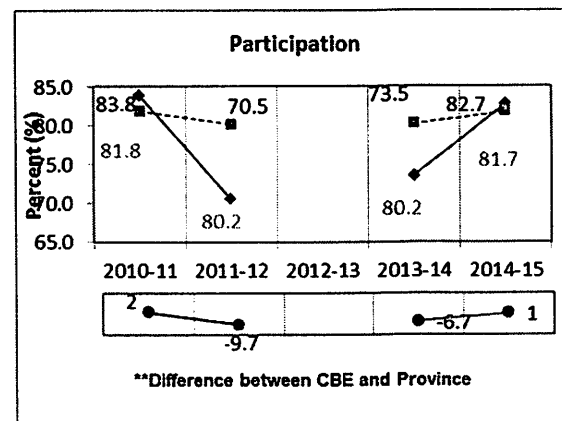
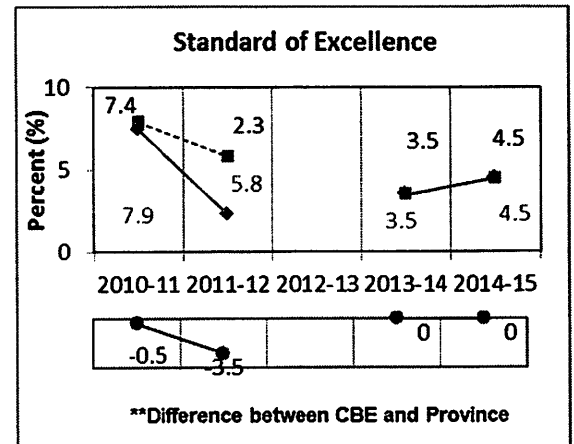
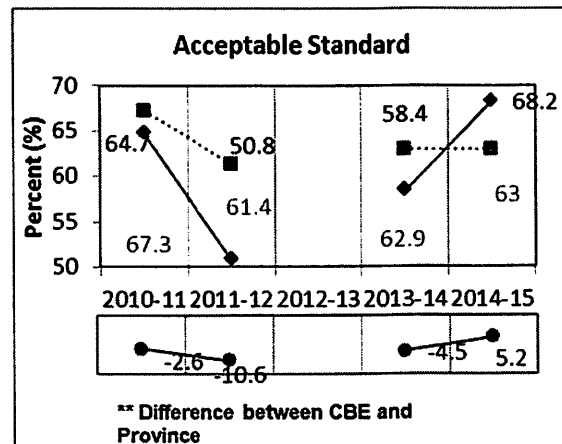
** A positive difference on the Difference between CBE and Province graph indicates the CBE result is higher than that of the province, whereas a negative difference indicates a lower CBE

Across five-year trends, Gr. 9 ELA is showing a decrease in achievement that matches a similar trend province wide. CBE students have consistently outperformed the province over the five-year trend.

On the grade 9 English Language Arts Provincial Achievement Test, 85.2% of CBE writers achieved the acceptable standard and 17.1% achieved the standard of excellence.

Grade 9 Knowledge and Employability English Language Arts Results

*All Students Enrolled (Cohort)



* The All Students Enrolled (Cohort) category includes both writers and non-writers. Alberta Education requires jurisdictions to report cohort results.

** A positive difference on the Difference between CBE and Province graph indicates the CBE result is higher than that of the province, whereas a negative difference indicates a lower CBE

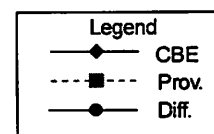
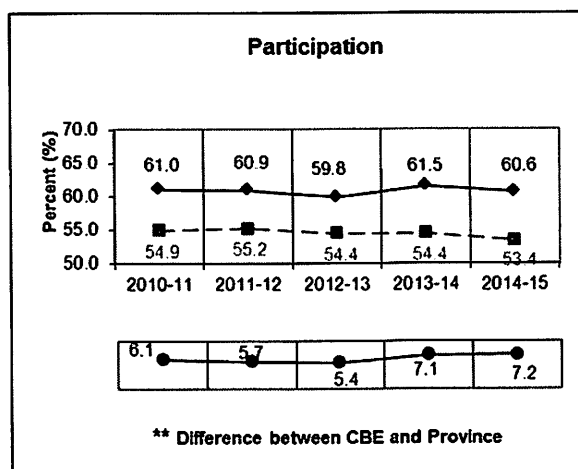
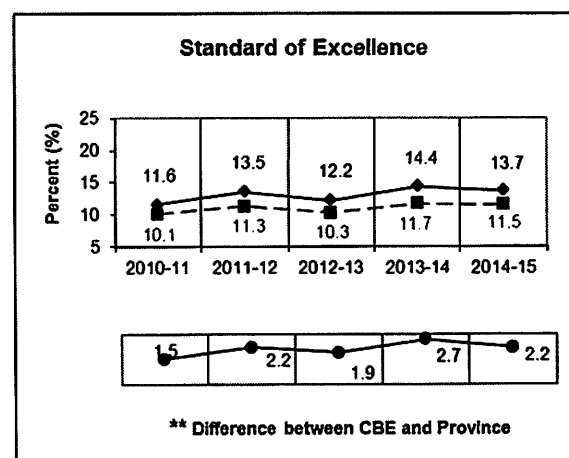
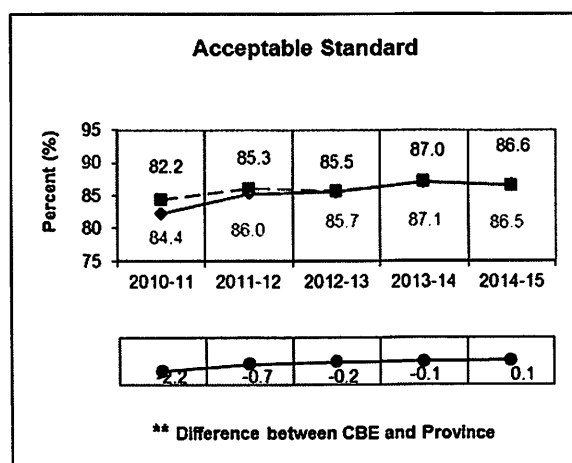
The CBE has made improvement in student results on the grade 9 English Language Arts KAE Provincial Achievement Test in past years and continues to seek growth for student results on this test.

Ensuring strong participation in the test is one area of focus. The 2015 target for the CBE participation rate to increase to 75% will be identified in the Results 2 monitoring report later this year as having been "met". The 2015 target for the CBE participation rate to equal the provincial participation rate will also be identified as having been "met".

The success of students writing this PAT has also been a second area where improvement has been sought.

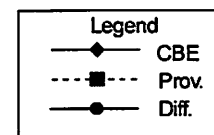
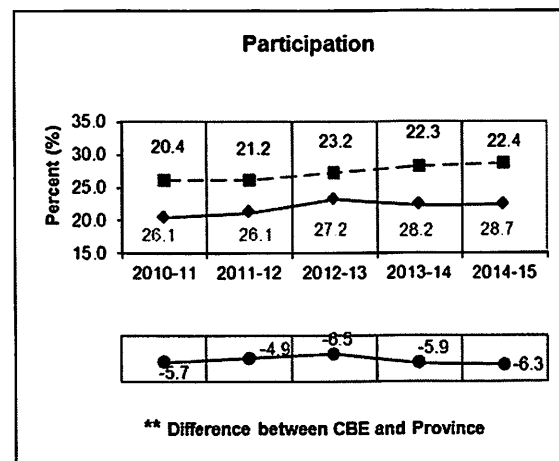
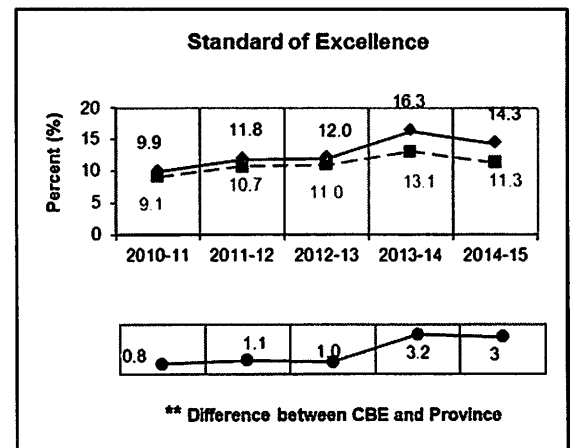
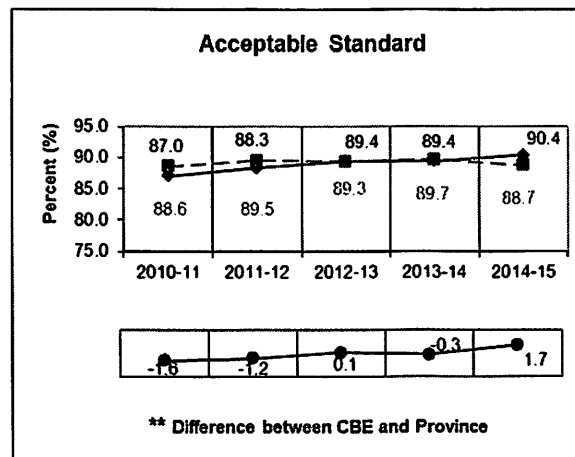
The 2015 target for results for the "achievement of writers to be 75%" will also be identified as being met as 82% of CBE students who wrote the grade 9 ELA KAE Provincial Achievement Test during the 2014-15 year achieved at the acceptable standard.

English Language Arts 30-1



A positive difference on the **Difference between CBE and Province** graph indicates the CBE result is higher than that of the province, whereas a negative difference indicates a lower CBE performance.

English Language Arts 30-2



A positive difference on the Difference between CBE and Province graph indicates the CBE result is higher than that of the province, whereas a negative difference indicates a lower CBE performance.

A greater percentage of students are writing the English 30-2 Diploma exam, leading to an increase in the percentage of students writing an English Diploma Examination within three years of high school which is an important trend as a 30-level English Language Arts course is a requirement for an Alberta high school diploma.

Trends in achievement on English Language Arts Diploma Examinations are also encouraging. Over the past years we see an upward trend in both English 30-1 and English 30-2 at both the acceptable standard and the standard of excellence.

Report Card Data

Teachers' evaluations of student learning as documented on student report cards include a more complete range of learning outcomes than can be assessed through standardized tests. They are evaluations of student learning across time, in multiple learning tasks as well as assessment activities such as tests, performance tasks and problem-solving situations.

From kindergarten to grade 9, student learning in the CBE is reported on a four-point scale on a number of outcomes that reflect the learning expectations within the program of study for

each subject area. Level 1 indicates that the student is not meeting the expectations on the program of study. Levels 2-4 indicate increasing degrees of success with the expectations of the program of study. Additional descriptors can be used for students whose English Language proficiency or specialized learning needs create specific learning goals outside the regular program of study.

In high schools student learning is reported as a single percentage grade.

In 2014-15, the report card stems for English Language Arts in kindergarten were:

- Engages with text to explore, construct and express information and ideas
- Manages and evaluates information and ideas
- Constructs meaning and makes connections through speaking
- Constructs meaning and makes connections through listening
- Expresses ideas and creates understanding through a variety of media

The report card stems for English Language Arts in grades 1-9, including KAE 8 and 9 were:

- Reads to explore, construct and extend understanding
- Writes to develop, organize and express information and ideas
- Manages and evaluates information and ideas
- Constructs meaning and makes connections through speaking
- Constructs meaning and makes connections through listening
- Represents ideas and creates understanding through a variety of media

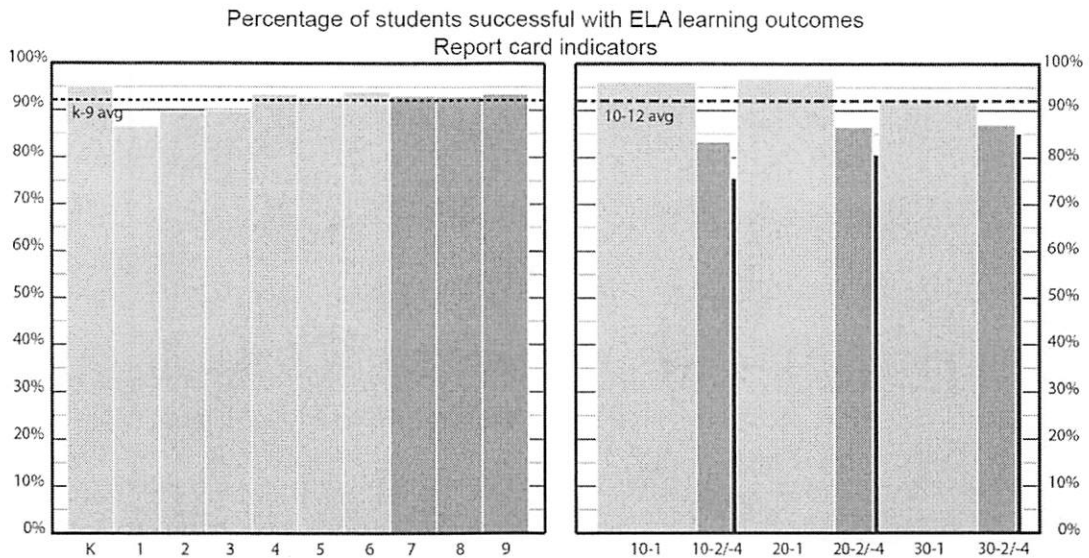
For 2015-2016 the kindergarten report card stems for English Language Arts have been modified and are now:

- Uses early literacy strategies to explore, construct and express ideas
- Manages and evaluates information and ideas
- Constructs meaning and makes connections through speaking
- Constructs meaning and makes connections through listening
- Expresses ideas and creates understanding through a variety of media

Percentage of students successful ¹ with English Language Arts learning outcomes Report card indicators				
Subject Area	2011-12	2012-13	2013-14	2014-15
English Language Arts K-12	87.7	88.9	91.0	92.1

Percentage of students successful with English Language Arts learning outcomes Report card indicators		Percentage of students successful with English Language Arts learning outcomes Report card indicators	
Grade	2014-15	High school courses	2014-15
K-9 overall	92.1	10-12 overall	92.1
K	95.3	Eng 10-1	96.1
1	86.7	Eng 10-2	83.3
2	89.7	Eng 10-4	75.6
3	90.0	Eng 20-1	96.8
4	93.6	Eng 20-2	86.5
5	93.1	Eng 20-4	80.6
6	94.2	Eng 30-1	92.4
7	93.3	Eng 30-2	86.9
8	93.2	Eng 30-4	85.1
9	93.7		

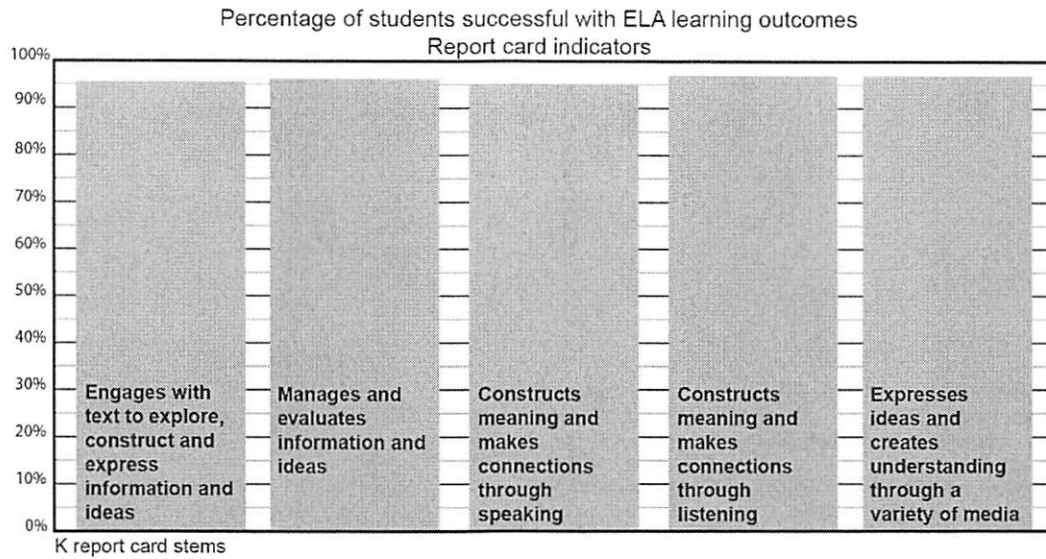
¹ Students are considered successful with the learning outcomes of the programs of study if they receive: a 2, 3 or 4 on the current CBE K-9 report card or 50% or above for percentage-based marks in high school. Historical data reflects students receiving a 3, 4, or 5 on a report card using a 1-5 scale; a 2, 3, or 4 on a report card using a 1-4 scale; an A, B, or C on a report card using an ABCD scale; or 50% or above for percentage-based marks.



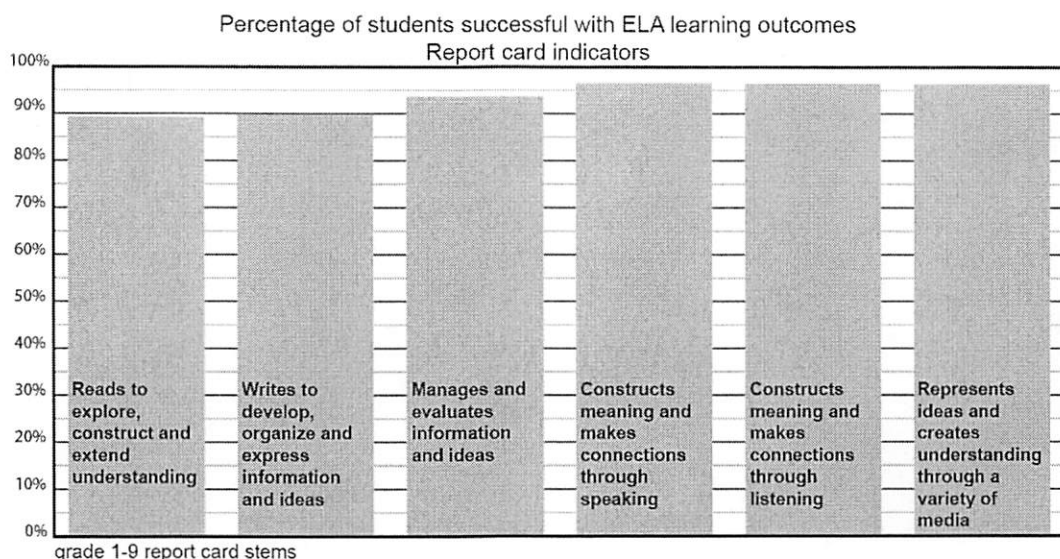
The graph above represents the percentage of CBE students who are successful with English Language Arts Learning outcomes (represented by report card indicators). The broken lines at the top represent the average for both K-9 students and then 10-12 students. The width of each bar reflects the number of students in each grade/course.

The charts and graphs that follow present additional information on student success in English Language Arts as documented by K-9 student report cards.

Percentage of students successful with English Language Arts learning outcomes	
Kindergarten report card stems	2014-15
Engages with text to explore, construct and express information and ideas	95.2
Manages and evaluates information and ideas	96.1
Constructs meaning and makes connections through speaking	94.8
Constructs meaning and makes connections through listening	96.8
Expresses ideas and creates understanding through a variety of media	96.7



Percentage of students successful with English Language Arts learning outcomes	
Grades 1-9 report card stems	2014-15
Reads to explore, construct and extend understanding	89.1
Writes to develop, organize and express information and ideas	89.5
Manages and evaluates information and ideas	93.8
Constructs meaning and makes connections through speaking	96.6
Constructs meaning and makes connections through listening	96.6
Represents ideas and creates understanding through a variety of media	96.5

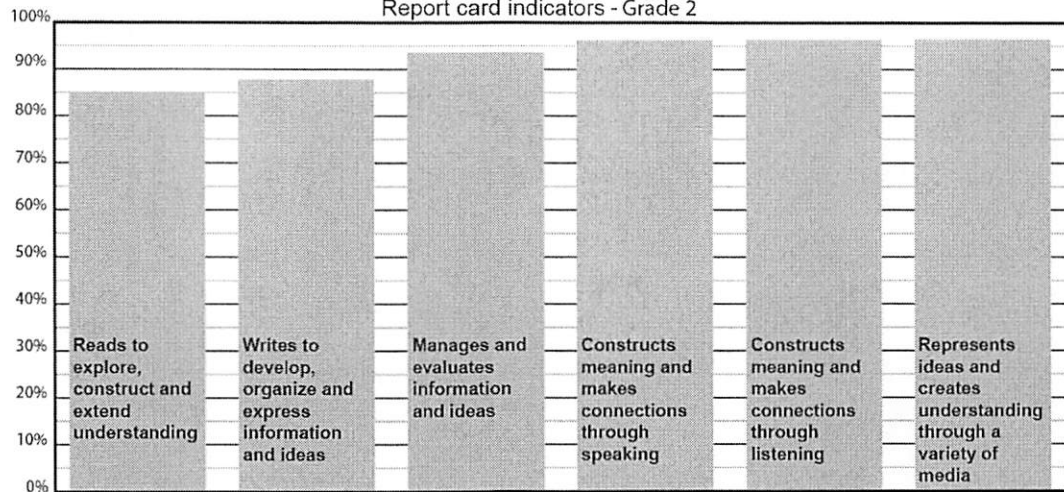


In the absence of both PAT and SLA data to provide jurisdictional level information on student achievement in English Language Arts, a more detailed look at report card information for the cohort of students moving in and out of grade 3 is offered.

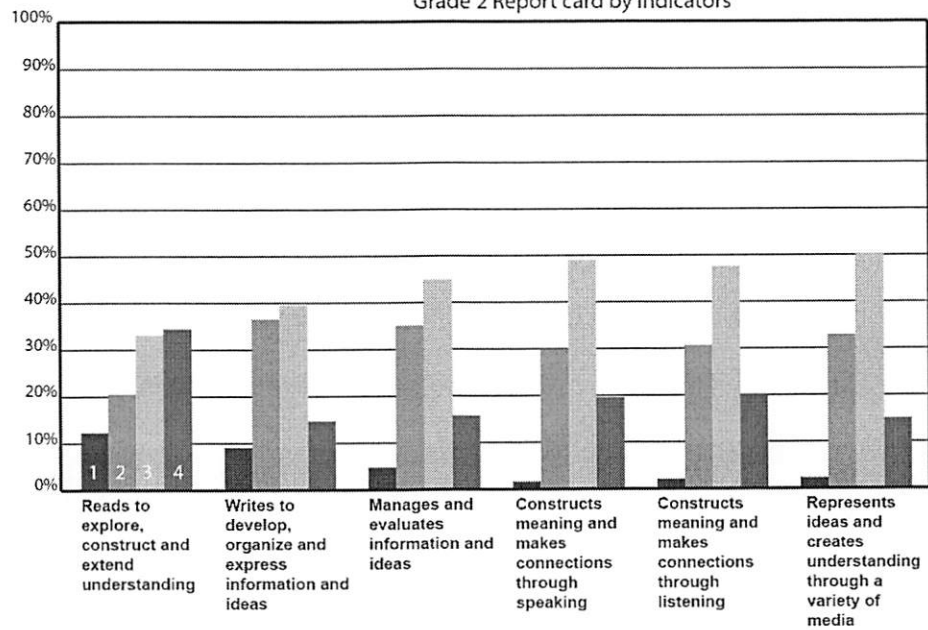
For 2014-15 baseline information is being established for students in grade 2 and grade 3 that can be followed as they move through time to grade 4. This information is presented first by stem and then through a comparison of the levels of success within each indicator.

Percentage of students successful with English Language Arts learning outcomes	
Grade 2 report card stems	2014-15
Reads to explore, construct and extend understanding	84.8
Writes to develop, organize and express information and ideas	87.6
Manages and evaluates information and ideas	93.4
Constructs meaning and makes connections through speaking	96.0
Constructs meaning and makes connections through listening	96.5
Represents ideas and creates understanding through a variety of media	96.6

Percentage of students successful with ELA learning outcomes
Report card indicators - Grade 2

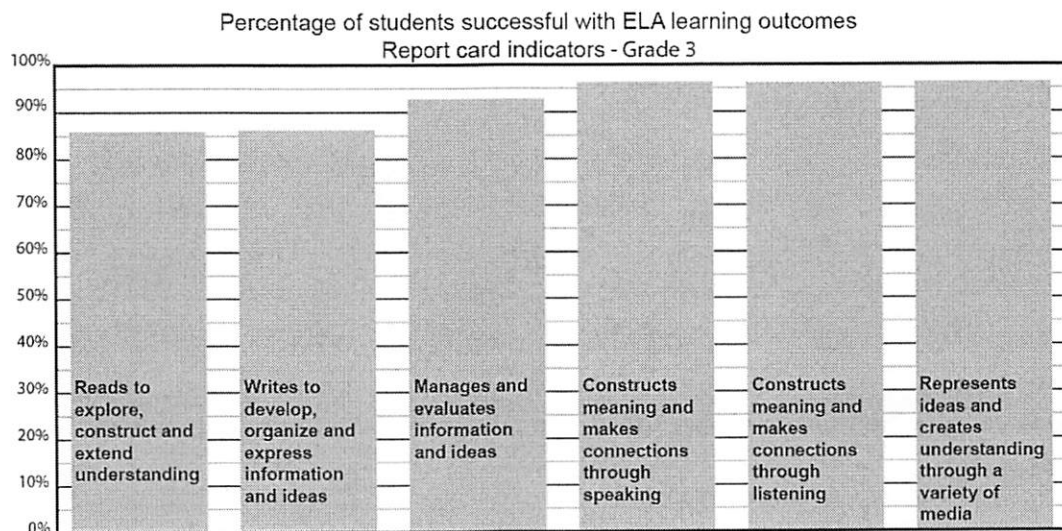


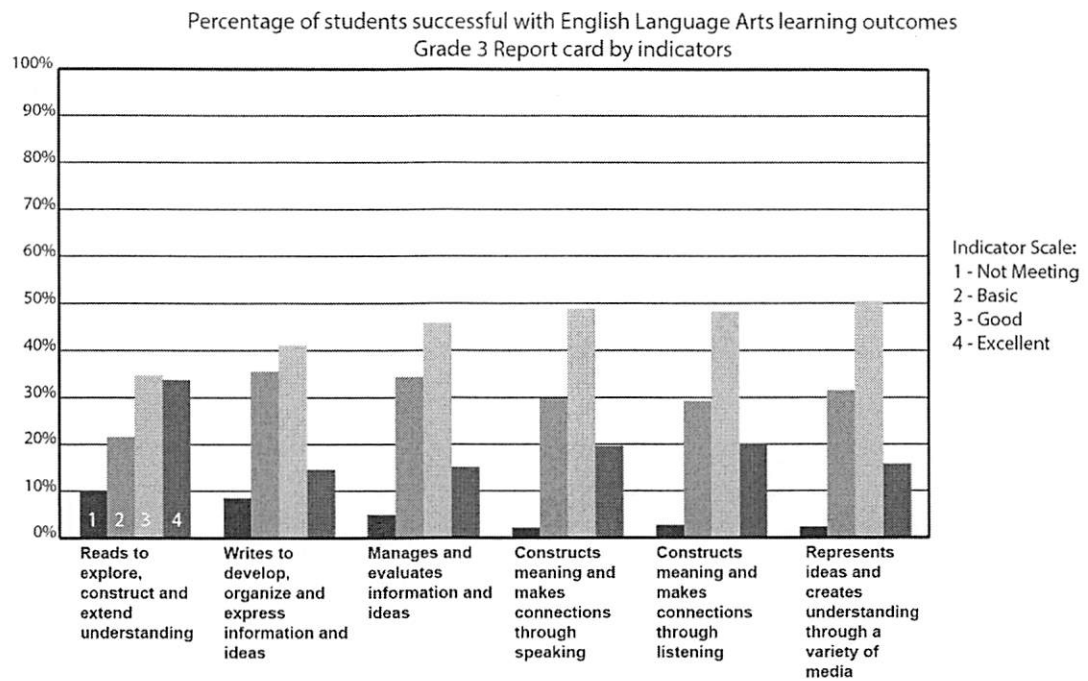
Percentage of students successful with English Language Arts learning outcomes
Grade 2 Report card by indicators



Indicator Scale:
1 - Not Meeting
2 - Basic
3 - Good
4 - Excellent

Percentage of students successful with English Language Arts learning outcomes	
Grade 3 report card stems	2014-15
Reads to explore, construct and extend understanding	85.9
Writes to develop, organize and express information and ideas	86.1
Manages and evaluates information and ideas	92.6
Constructs meaning and makes connections through speaking	95.9
Constructs meaning and makes connections through listening	95.9
Represents ideas and creates understanding through a variety of media	96.1





The variation of distribution patterns between stems suggests additional capacity building may be required in creating student success by connecting the six interrelated language arts of the program of studies and in continuing to build assessment practices across the organization.

5 | Conclusion

Overall, CBE students achieve very well in English Language Arts. The levels of success evaluated by their teachers are generally high across a range of courses, grades and learning outcomes. In addition, the levels of achievement attained by CBE students on provincial tests surpass or match that of their provincial counterparts.

The CBE strategy to advance district-wide professional learning through task design and assessment provides a significant point of leverage to continue to build student success in this area.

District-wide work with a literacy/literacies strategy is also seen as a key strategy to build professional capacity and student success in this area.

DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

Results: These are our statements of outcomes for each student in our district. The Results policies become the Chief Superintendent's and the organization's performance targets and form the basis for judging organization and Chief Superintendent Performance.



results monitoring report

Monitoring report for the
school year 2014-15

Report date:
January 12, 2016

Results 3: Citizenship

CHIEF SUPERINTENDENT CERTIFICATION

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

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

Signed: D. Stevenson
David Stevenson, Chief Superintendent

Date: Dec. 18/15

BOARD OF TRUSTEES ACTION

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

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

Summary statement/motion of the Board of Trustees:

Signed: _____
Chair, Board of Trustees

Date: _____



Results 3: Citizenship

Results 3: Each student will be a responsible citizen.

Introduction |

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

The Chief Superintendent's reasonable interpretation for Results 3: Citizenship was most recently approved on October 13, 2015. The Board of Trustees last monitored Results 3: Citizenship on February 3, 2015.

The report presented today represents organizational data available since the last monitoring report, representing the 2014-15 school year. This report provides the Board of Trustees with several types of information.

1. It provides the most recent data for the indicators of the Chief Superintendent's reasonable interpretation as approved by the Board of Trustees. This information is presented as part of trend data where possible and in relation to organizational targets previously approved by the Board of Trustees.

2. It identifies organizational performance targets for 2014-15.

Performance targets are based on a number of factors, including the extent of data available, the emerging trends and level of stability within that data, and the level of results already attained. Performance targets are set individually for each indicator with a view to progress in student success within the Results policy as a whole.

3. In addition to the system monitoring data, an attachment to this report offers examples of ways in which individual CBE students have demonstrated responsible citizenship. These examples are provided in the students' own words.



Executive Summary |

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

Data from 2014-15 followed the trend of previous years demonstrating sustained and improving levels of organizational performance in relation to Results 3: Citizenship. The data sets, which include multiple years, show strong results. Student report cards and surveys for 2014-15 concur with the previous data sets illustrating organizational confidence that students enrolled in the Calgary Board of Education experience success as active, informed and positively contributing young citizens.

Reasonable progress in the area of Citizenship is represented by the accomplishment of, or progress toward, the majority of targets for 2015 with success noted across the sub-sections of Results 3: Citizenship.

The following summary of the sub-sections of Results 3: Citizenship provides an overview of the results for each indicator. For each specific target it is noted if the 2014-15 target was met or not met. More specific information for each part of the Results policy and each indicator are included within the section of this report labeled "Evidence of Reasonable Progress" (see pages 4-23)

- 3.1 Students will participate in developing and maintaining our Canadian civil, democratic society
 - Indicator 1: Target met
 - Indicator 2: Target met
 - Indicator 3: Target met
- 3.2 Students will understand the rights and responsibilities of citizenship in local, national and international contexts
 - Indicator 1: Target met
 - Indicator 2: Target not met; improvement noted
 - Indicator 3: Target met
- 3.3 Students will respect and embrace diversity
 - Indicator 1: Target met
 - Indicator 2: Target met
 - Indicator 3: Target met

- 3.4 Students will be responsible stewards of the environment by contributing to its quality and sustainability
 - Indicator 1: Target met
 - Indicator 2: Target met

- 3.5 Students will be able to lead and follow, as appropriate, and to develop and maintain positive relationships with other individuals and groups in order to manage conflict and reach consensus in pursuit of common goals.
 - Indicator 1: Target met
 - Indicator 2: Target not met

Evidence of Reasonable Progress |

Each student will be a responsible citizen.

Students will:

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

Board-approved Interpretation |

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

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

Specifically, this means that students will:

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



Board-approved Indicators |

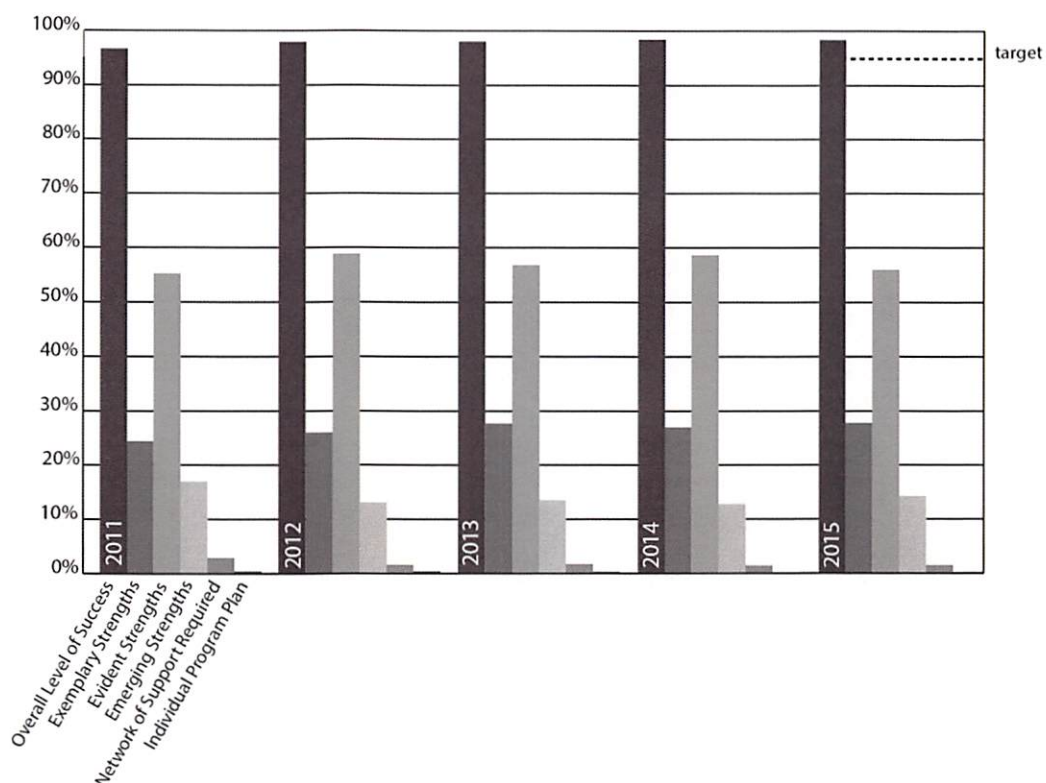
1. Percentage of students in kindergarten-grade 9 reported to exercise their democratic rights and responsibilities within the learning community; as measured by student report cards.
2. Percentage of high school students who report that they exercise their democratic rights and responsibilities within the learning community; as measured by student surveys.
3. Percentage of high school students who report they have participated in community service, school service or volunteer work to help others; as measured by student surveys.

Results |

1. Assessment and reporting of Citizenship, Personal Development and Character are embedded throughout the programs of study and students' daily learning experiences. The assessment and reporting of Citizenship, Personal Development and Character is strength-based with information collected from a number of learning events across a school year. Data for these aspects of student learning have been collected from report cards across the CBE. Data from 2011 to 2014 represents students in grades 1-9. Beginning in 2015, the data also includes kindergarten students.

Exercises democratic rights and responsibilities within the learning community					
	2011	2012	2013	2014	2015
Exemplary strengths	24.4%	26.0%	27.7%	27.0%	27.9%
Evident strengths	55.2%	58.8%	56.8%	58.6%	56.1%
Emerging strengths	17.0%	13.1%	13.5%	12.8%	14.3%
Network of support required	2.9%	1.6%	1.7%	1.4%	1.5%
Individual Program Plan	0.4%	0.4%	0.3%	0.2%	0.2%
Overall levels of success	96.6%	97.9%	98.0%	98.4%	98.3%

Exercises democratic rights and responsibilities within the learning community



Target for 2015: Continued results at or above 95%;

Target was met at 3.3% above minimum.

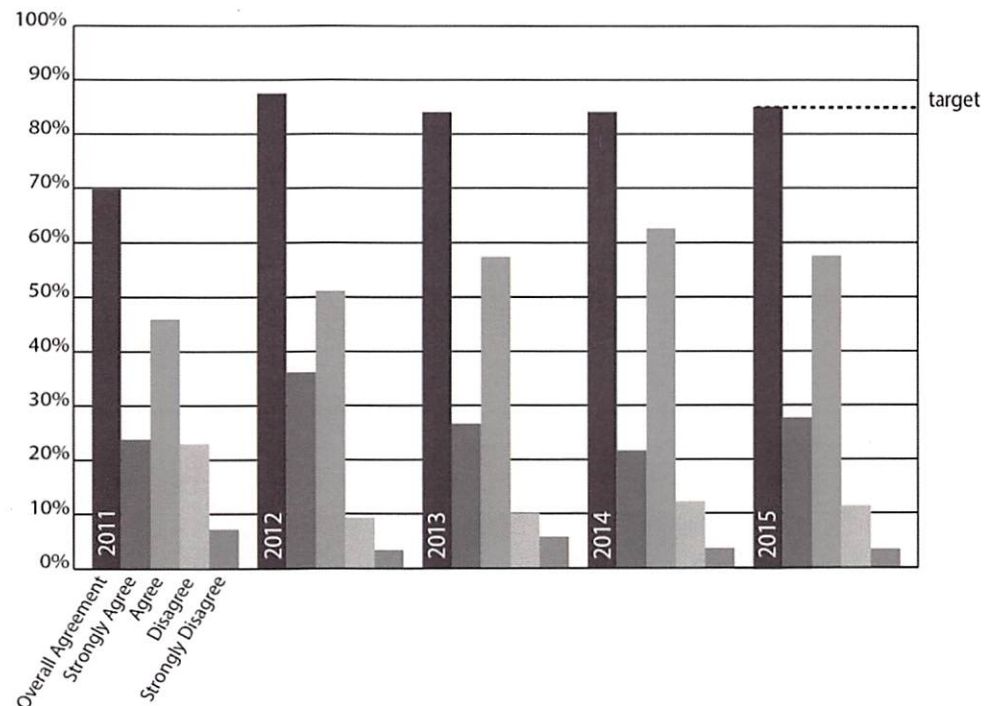
Target for 2016: Continued results at or above 97%

- The Calgary Board of Education student survey asks students to report on a number of aspects of their learning. This includes asking grade 12 students the extent to which they agree with the statement "I exercise my democratic rights and responsibilities within the learning community".

I exercise my democratic rights and responsibilities within the learning community					
Student Survey	2011	2012	2013	2014	2015
Strongly Agree	23.9%	36.3%	26.7%	21.5%	27.9%
Agree	45.9%	51.2%	57.5%	62.6%	57.4%
Disagree	23.0%	9.2%	9.9%	12.2%	11.3%
Strongly Disagree	7.2%	3.4%	5.9%	3.7%	3.4%
Overall Agreement	69.8%	87.5%	84.2%	84.1%	85.3%



I exercise my democratic rights and responsibilities within the learning community



Target for 2015: 85%

This target was met. This aspect of high school students' experiences was identified as an area of capacity building for 2014-15 and will continue to be so in 2015-16. Building a multi-year pattern of improvement is a goal for this indicator.

Target for 2016: 86%

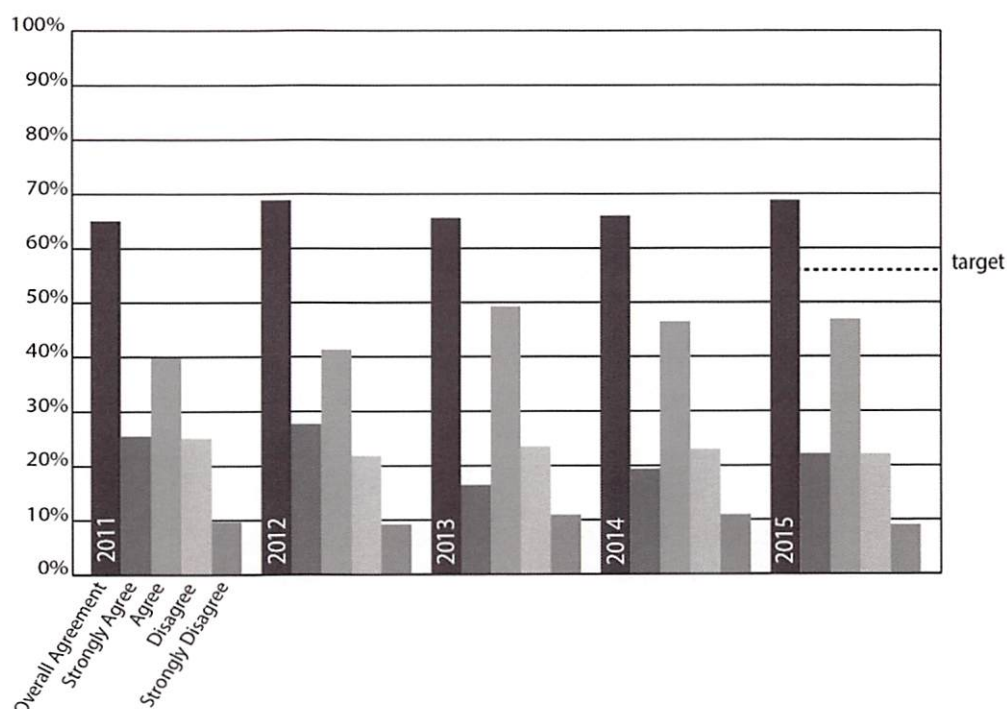
Target for 2017: 87%

Target for 2018: 88%

3. The Calgary Board of Education student survey asks students to report on a number of aspects of their learning. This includes asking grade 12 students the extent to which they agree with the statement "I do community service, school service or volunteer work to help others".

I do community service, school service or volunteer work to help others						
Student Survey	2010	2011	2012	2013	2014	2015
Strongly Agree	22.4%	25.4%	27.8%	16.6%	19.5%	22.2%
Agree	40.9%	39.8%	41.2%	49.1%	46.5%	46.7%
Disagree	25.0%	25.3%	21.8%	23.4%	23.1%	22.0%
Strongly Disagree	10.8%	9.5%	9.3%	10.9%	10.9%	9.2%
Overall Agreement	63.2%	65.2%	69.0%	65.7%	66.0%	68.9%

I do community service, school service or volunteer work to help others



Target for 2015: Continued results at or above the rate of service/volunteering for Alberta youth as a whole.¹

This target was met. Students from the Calgary Board of Education participate in service and volunteer work well above the reported² rate of 56.3% of Alberta youth (age 15-24) being involved in formal volunteering.

¹ Statistics Canada (2015). Spotlight on Canadians: Results from the General Social Survey of Volunteering and Charitable Giving. Retrieved from: <http://www.statcan.gc.ca/pub/89-652-x/89-652-x2015001-eng.htm>

² Statistics Canada (2015). Volunteer rate and distribution of volunteer hours, by age group, Canada, provinces. Retrieved from: <http://www5.statcan.gc.ca/cansim>



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

Board-approved Interpretation |

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

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

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

Board-approved Indicators |

1. Percentage of students successfully demonstrating understanding of Social Studies issues, information and ideas; as measured by school report cards.
2. Percentage of grade 12 students who report they understand what it means to be a responsible citizen in their local and national communities; as measured by student surveys.
3. Percentage of grade 12 students who report they understand what it means to be a responsible global citizen; as measured by student surveys.

Results |

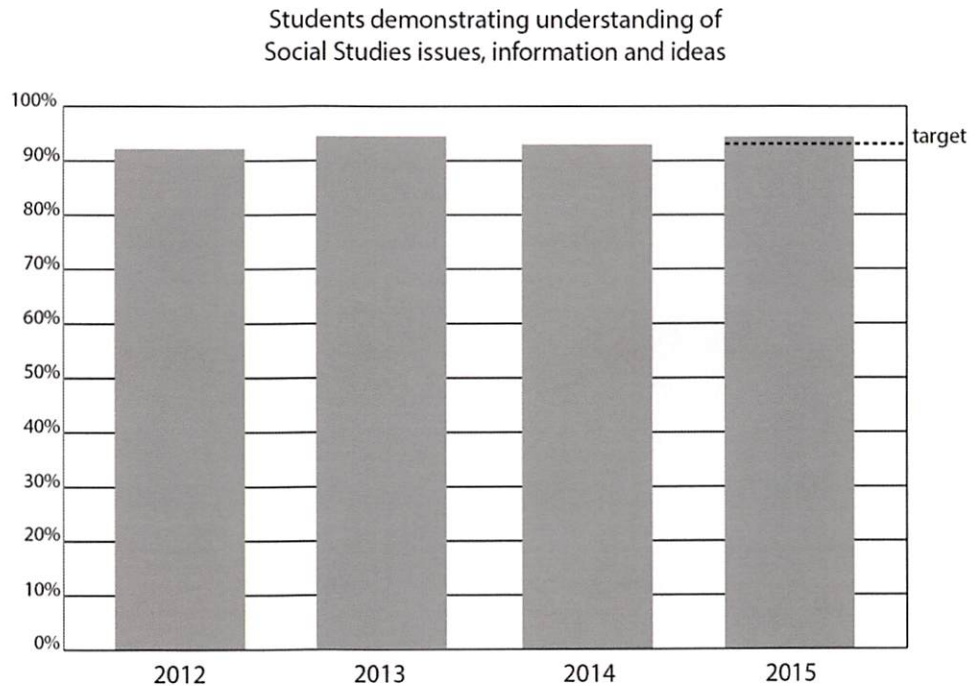
1. Student learning outcomes within the Social Studies Program of Study are noted to be consistent with the values and understandings for student success identified in section 3.2 of the Board of Trustees' policy for Results 3: Citizenship. Data related to students' understanding of Social Studies issues, information and ideas have been gathered from report cards across the CBE.

For 2012 and 2013 data was used from Social Studies report card indicators for elementary students and school awarded marks for students enrolled in high school Social Studies courses. Beginning with 2014 data was also included from students in middle/junior schools.

³ Government of Canada (2015). Citizenship and Immigration Canada, Study Guide—Discover Canada: The rights and responsibilities of citizenship. Retrieved December 8, 2015 from: <http://www.cic.gc.ca/english/resources/publications/discover/>



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



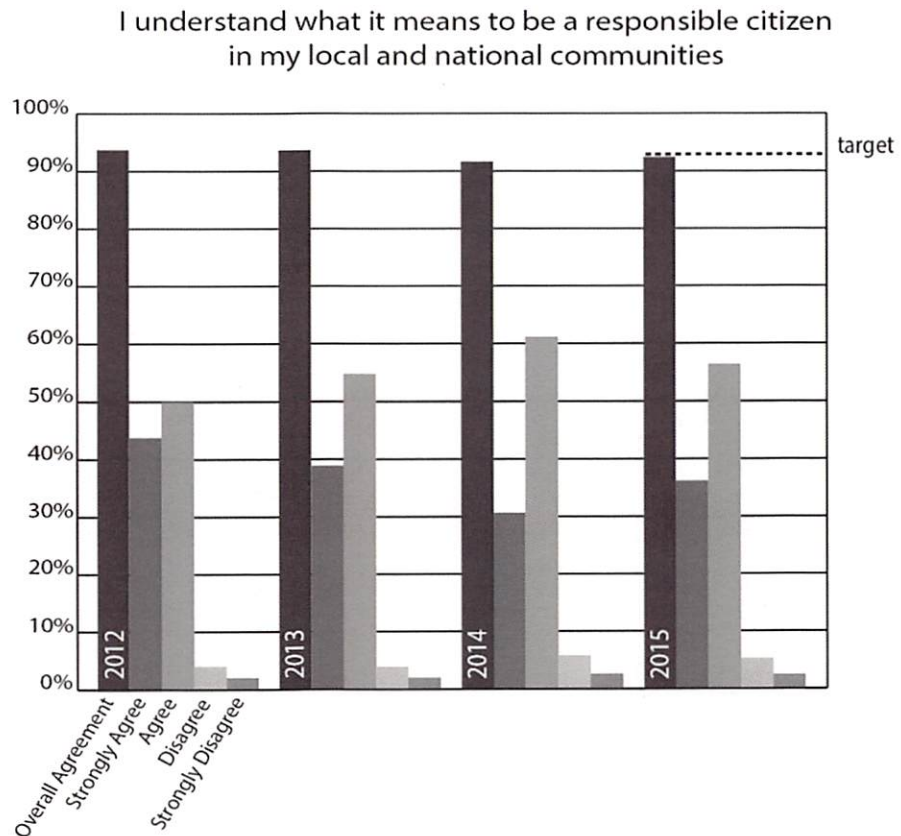
Target for 2015: Continued results at or above 93%

This target was met. Calgary Board of Education students successfully understand Social Studies issues, information and ideas from the Alberta Social Studies Program of Studies, with its focus on citizenship.

Target for 2016: Continued results at or above 94%

2. The Calgary Board of Education student survey asks students to report on a number of aspects of their learning. This includes asking grade 12 students the extent to which they agree with the statement "I understand what it means to be a responsible citizen in my local and national communities".

I understand what it means to be a responsible citizen in my local and national communities				
Student Survey	2012	2013	2014	2015
Strongly Agree	44.0%	38.9%	30.7%	36.1%
Agree	50.0%	54.8%	61.0%	56.4%
Disagree	3.9%	4.0%	5.7%	5.2%
Strongly Disagree	2.1%	2.2%	2.7%	2.3%
Overall Agreement	94.0%	93.7%	91.7%	92.5%



Target for 2015: 93%

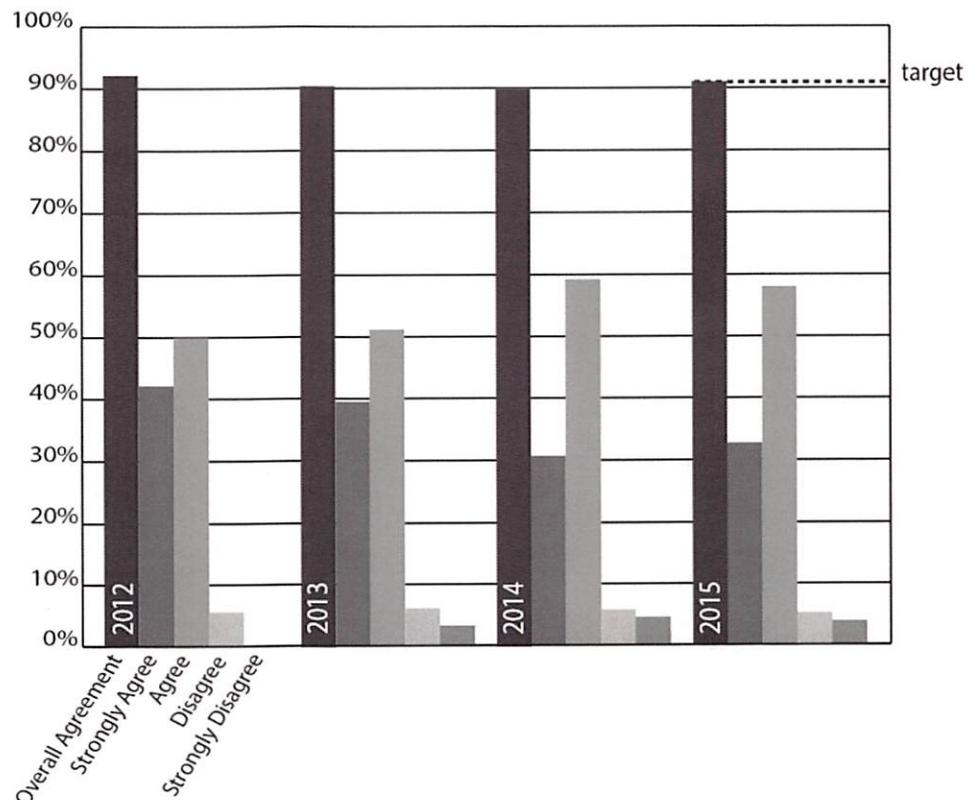
This result was not met; improvement noted. Student survey results on this measure increased between 2014 and 2015 demonstrating progress toward the target.

Target for 2016: 93%

3. The Calgary Board of Education student survey asks students to report on a number of aspects of their learning. This includes asking grade 12 students the extent to which they agree with the statement “I understand what it means to be a responsible global citizen”.

I understand what it means to be a responsible global citizen				
Student Survey	2012	2013	2014	2015
Strongly Agree	42.1%	39.4%	30.8%	32.8%
Agree	50.1%	51.2%	59.2%	58.2%
Disagree	5.6%	6.2%	5.6%	5.2%
Strongly Disagree	2.2%	3.2%	4.4%	3.8%
Overall Agreement	92.2%	90.6%	90.0%	91.0%

I understand what it means to be a responsible global citizen



Target for 2015: 91%



This target was met.

Target for 2016: 92%

3.3 Respect and embrace diversity

Board-approved Interpretation |

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

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

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

Board-approved Indicators |

1. Percentage of students in kindergarten-grade 9 reported to demonstrate respect and appreciation for diversity; as measured by student report cards.
2. Percentage of high school students who report they value other cultures; as measured by student surveys.
3. Percentage of high school students who report they appreciate and learn from the perspectives of others; as measured by student surveys.

Results |

1. Assessment and reporting of Citizenship, Personal Development and Character are embedded throughout the programs of study and students' daily learning experiences. The assessment and reporting of Citizenship, Personal Development and Character is strength-based with information collected from a number of learning events across a school year. Data for these aspects of student learning have been collected from report cards across the CBE.

From 2011 to 2014 student success for this aspect of citizenship was reported in different formats for students in kindergarten and grades 1-9. Beginning in 2015 the kindergarten report card stem is the same as for students in other grades and now creates a single data set. The historical kindergarten-specific information is included here for reference.

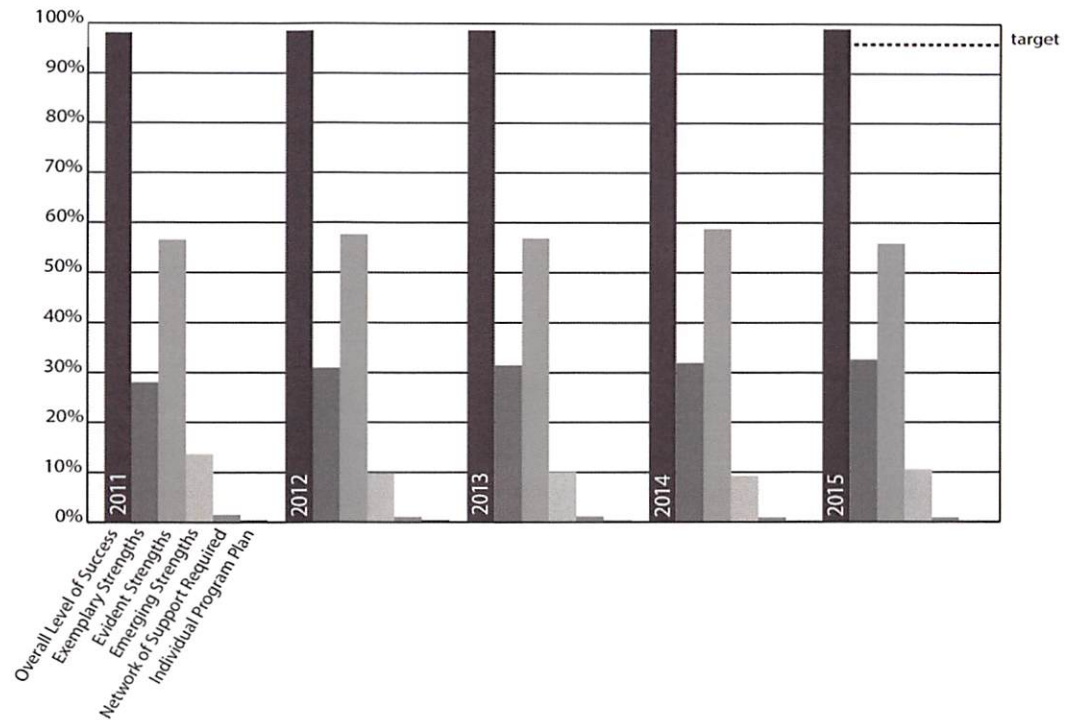


Demonstrates respect and appreciation for self and others				
Historical data - Kindergarten				
	2011	2012	2013	2014
Strongly meeting expectations	29.8%	36.1%	35.7%	43.0%
Meeting expectations	66.1%	58.9%	59.5%	52.6%
Requires support to meet expectations	3.5%	4.3%	4.0%	3.6%
Not yet meeting expectations	0.2%	0.5%	0.1%	0.0%
Individual Program Plan	0.4%	0.7%	0.8%	0.9%
Overall results for independently meeting expectations	95.9%	95.0%	95.2%	95.6%

Demonstrates respect and appreciation for diversity					
	2011	2012	2013	2014	2015
Exemplary strengths	28.2%	30.9%	31.7%	31.9%	32.6%
Evident strengths	56.4%	57.7%	56.8%	57.7%	55.8%
Emerging strengths	13.6%	9.8%	10.1%	9.2%	10.5%
Network of support required	1.5%	1.2%	1.2%	1.0%	1.0%
Individual Program Plan	0.4%	0.4%	0.3%	0.2%	0.1%
Overall levels of success	98.2%	98.4%	98.6%	98.8%	98.9%



Demonstrates respect and appreciation for diversity



Target for 2015: Continued results at or above 96%

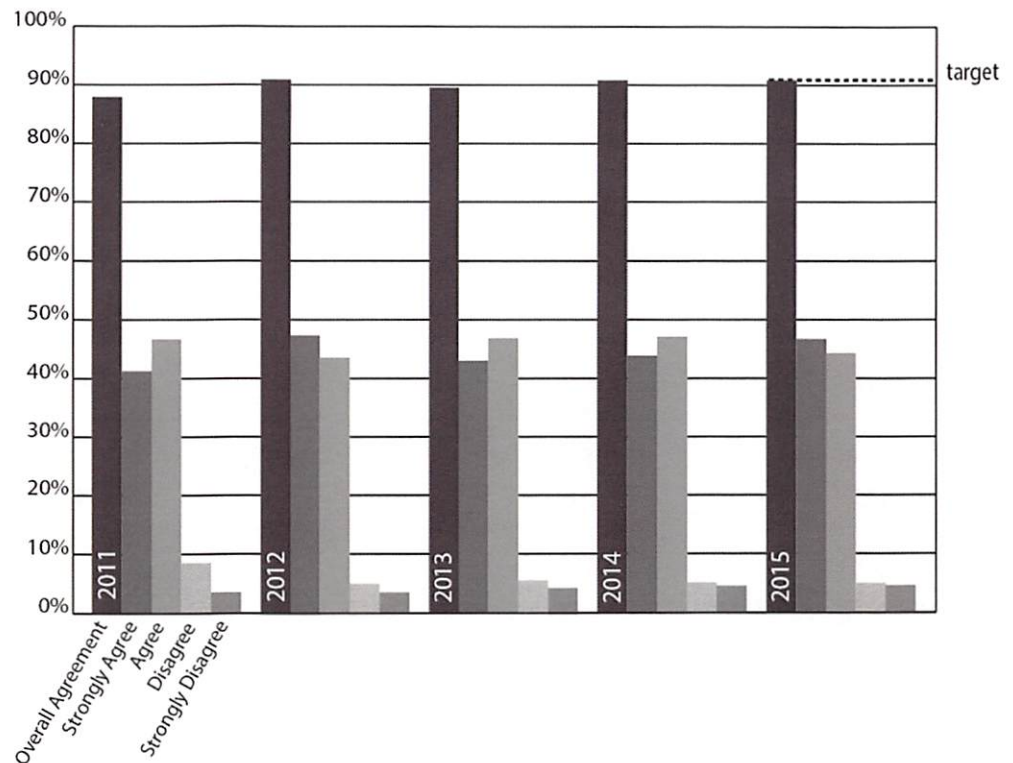
This target was met; sustained performance above 98% indicates strongly inclusive practices among Calgary Board of Education students.

Target for 2016: Continued results at or above 98%

- The Calgary Board of Education student survey asks students to report on a number of aspects of their learning. This includes asking grade 12 students the extent to which they agree with the statement "I value other cultures".

I value other cultures					
Student Survey	2011	2012	2013	2014	2015
Strongly Agree	41.3%	47.5%	43.0%	43.7%	46.6%
Agree	46.6%	43.6%	46.7%	47.0%	44.2%
Disagree	8.4%	5.2%	5.8%	5.0%	4.8%
Strongly Disagree	3.7%	3.6%	4.5%	4.4%	4.6%
Overall Agreement	87.9%	91.1%	89.7%	90.7%	90.8%

I value other cultures



Target for 2015: 91%

The current result is within two-tenths of a percentage point of the target. This target was essentially met.

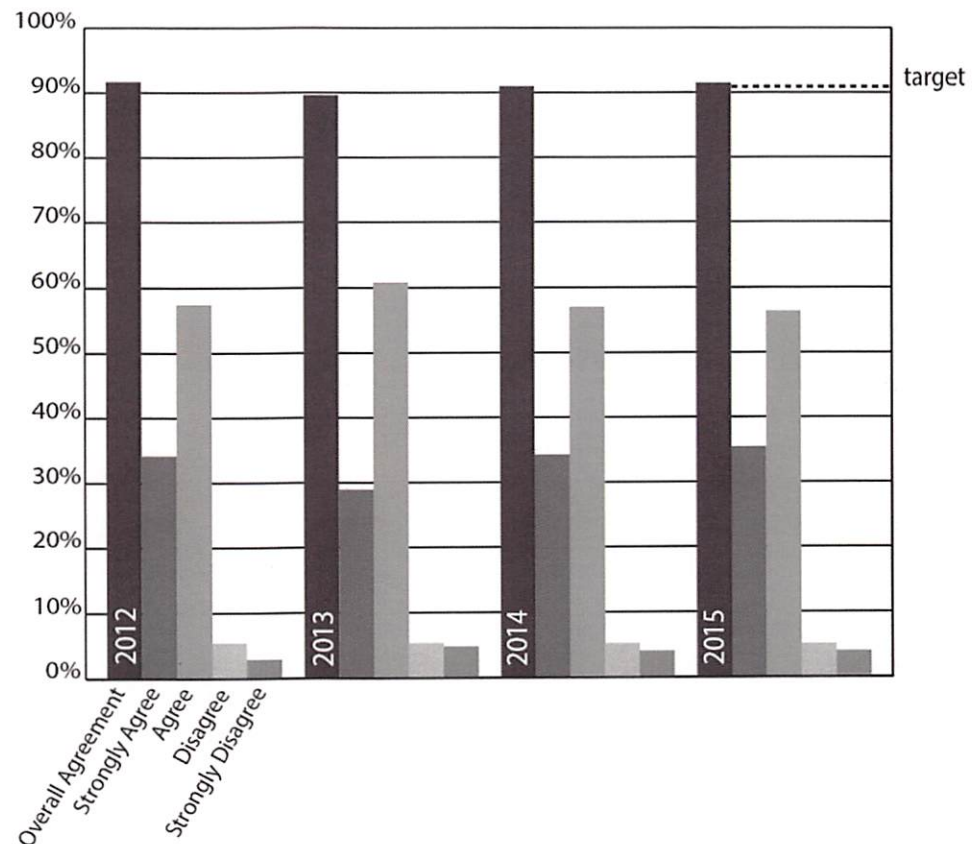
Target for 2016: Continued results at or above 91%

- The Calgary Board of Education student survey asks students to report on a number of aspects of their learning. This includes asking grade 12 students the extent to which they agree with the statement "I appreciate and learn from the perspectives of others".

I appreciate and learn from the perspectives of others				
Student Survey	2012	2013	2014	2015
Strongly Agree	34.1%	28.9%	34.3%	35.2%
Agree	57.6%	60.7%	56.7%	56.1%
Disagree	5.5%	5.5%	5.2%	5.0%
Strongly Disagree	2.8%	4.8%	3.8%	3.7%
Overall Agreement	91.7%	89.6%	91.0%	91.3%



I appreciate and learn from the perspectives of others



Target for 2015: Continued results at or above 91%

This target was met.

Target for 2016: 92%

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

Board-approved Interpretation |

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

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

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

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

Board-approved Indicators |

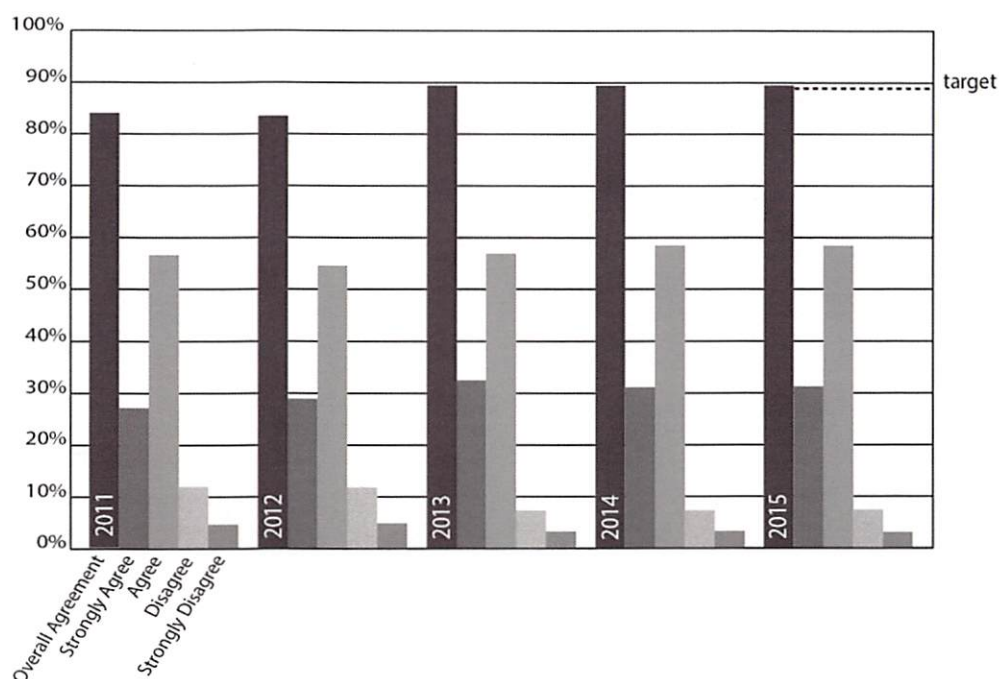
1. Percentage of students who report they take action to protect the environment; as measured by student surveys.
2. Percentage of students who report they use resources responsibly; as measured by student surveys.

Results |

1. The Calgary Board of Education student survey asks students to self-report on aspects of their learning. Grade 12 students have been asked for several years about the extent to which they agree with the statement “I take action to protect the environment”. Beginning in 2013 information was collected from students in grades 4, 7 and 10 as well.

I take action to protect the environment					
Student Survey	2011	2012	2013	2014	2015
Strongly Agree	27.2%	29.1%	32.5%	31.0%	31.2%
Agree	56.6%	54.3%	56.9%	58.4%	58.3%
Disagree	11.7%	11.7%	7.3%	7.2%	7.5%
Strongly Disagree	4.5%	4.9%	3.3%	3.4%	3.0%
Overall Agreement	83.8%	83.4%	89.4%	89.4%	89.5%

I take action to protect the environment



Target for 2015: Continued results at or above 89%

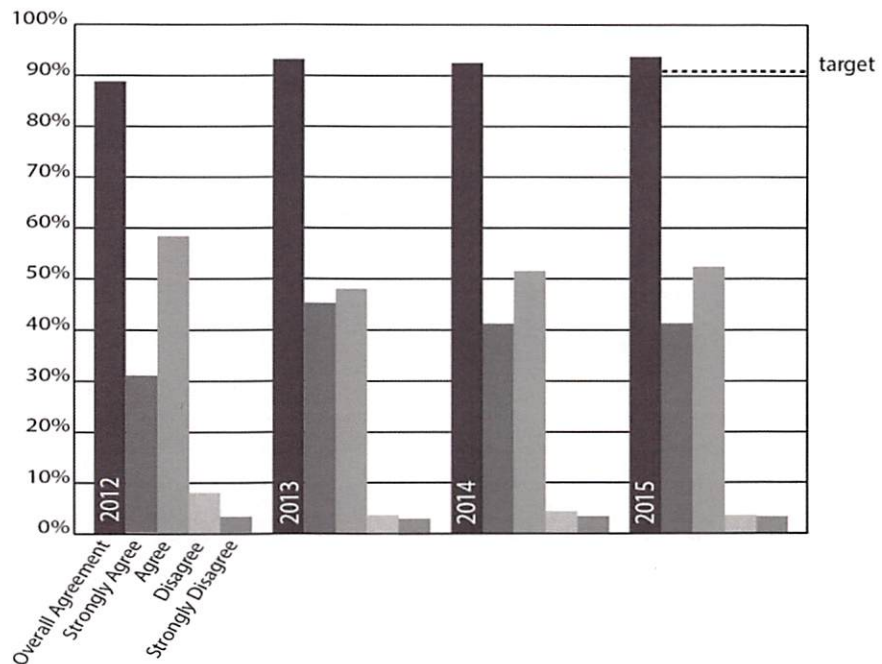
This target was met.

Target for 2016: 90%

- The Calgary Board of Education student survey asks students to self-report on aspects of their learning. Grade 12 students have been asked for several years about the extent to which they agree with the statement "I use resources responsibly". Beginning in 2013 survey information was collected from students in grades 4, 7 and 10 as well.

I use resources responsibly				
Student Survey	2012	2013	2014	2015
Strongly Agree	30.8%	45.3%	41.1%	41.2%
Agree	58.2%	47.9%	51.4%	52.4%
Disagree	8.0%	3.6%	4.2%	3.3%
Strongly Disagree	3.1%	3.2%	3.3%	3.1%
Overall Agreement	88.0%	93.2%	92.5%	93.6%

I use resources responsibly



Target for 2015: Continued results at or above 91%

This target was met.

Target for 2016: Continued results at or above 92%

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

Board-approved Interpretation |

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

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

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

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

Board-approved Indicators |

- 1 | Percentage of students in kindergarten-grade 9 reported to work and collaborates effectively with others; as measured by student report cards.
- 2 | Percentage of high school students who report they work and communicate effectively with others; as measured by student surveys.

Results |

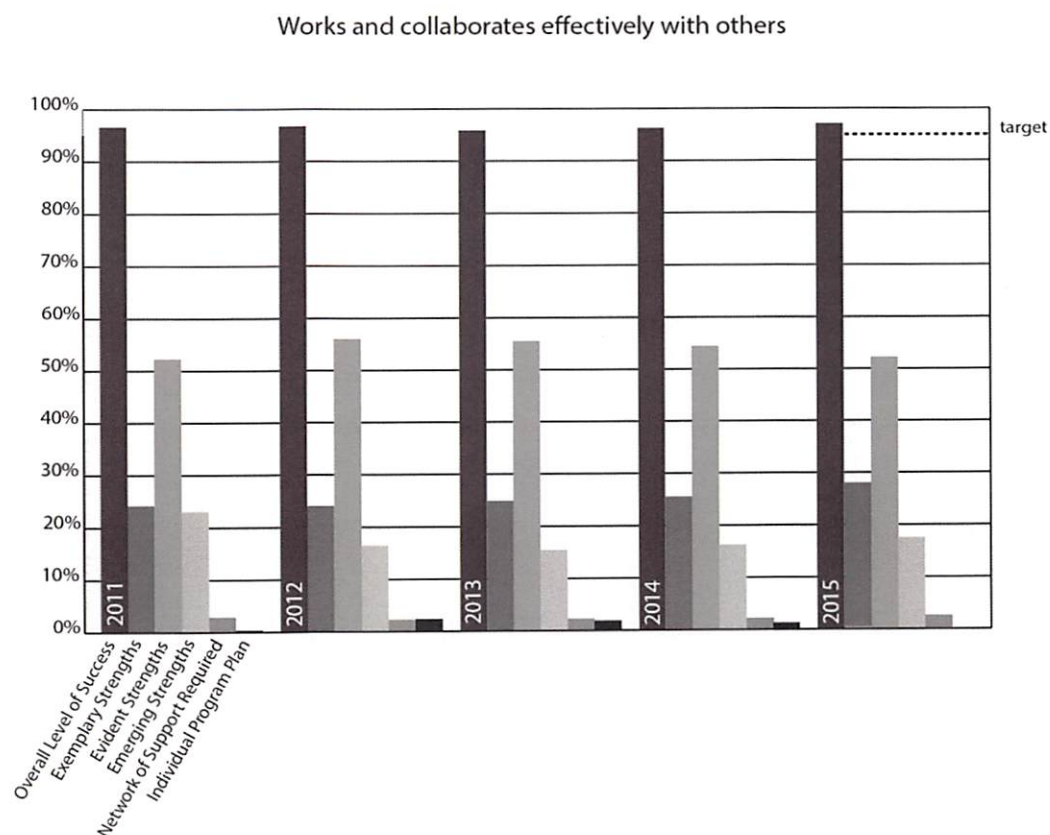
1. Assessment and reporting of Citizenship, Personal Development and Character are embedded throughout the programs of study and students' daily learning experiences. The assessment and reporting of Citizenship, Personal Development and Character is strength-based with information collected from a number of learning events across a school year. Data for these aspects of student learning have been collected from report cards across the CBE.

From 2011 to 2014 student success for this aspect of citizenship was reported in different formats for students in kindergarten and grades 1-9. Beginning in 2015 the kindergarten report card stem is the same as for students in other grades and now creates a single data set. The historical kindergarten-specific information is included here for reference.

Works and communicates effectively with others Historical data - Kindergarten				
	2011	2012	2013	2014
Strongly meeting expectations	27.7%	30.8%	29.0%	34.5%
Meeting expectations	64.9%	60.5%	57.8%	58.2%
Requires support to meet expectations	5.2%	5.5%	6.4%	4.7%
Not yet meeting expectations	0.1%	0.1%	0%	0%
Individual Program Plan	2.2%	3.1%	4.2%	2.6%
Overall results for independently meeting expectations	92.6%	91.3%	86.8%	92.7%



Works and collaborates effectively with others					
	2011	2012	2013	2014	2015
Exemplary strengths	24.1%	24.2%	24.9%	25.5%	27.7%
Evident strengths	52.2%	56.1%	55.6%	54.5%	52.1%
Emerging strengths	20.3%	16.6%	15.3%	16.2%	17.3%
Network of support required	3.0%	2.3%	2.2%	2.3%	2.5%
Individual Program Plan	0.5%	2.3%	2.0%	1.5%	0.4%
Overall levels of success	96.6%	96.9%	95.8%	96.2%	97.1%



Target for 2015: Continued results at or above 95%

This target was met with the result at 97.1%

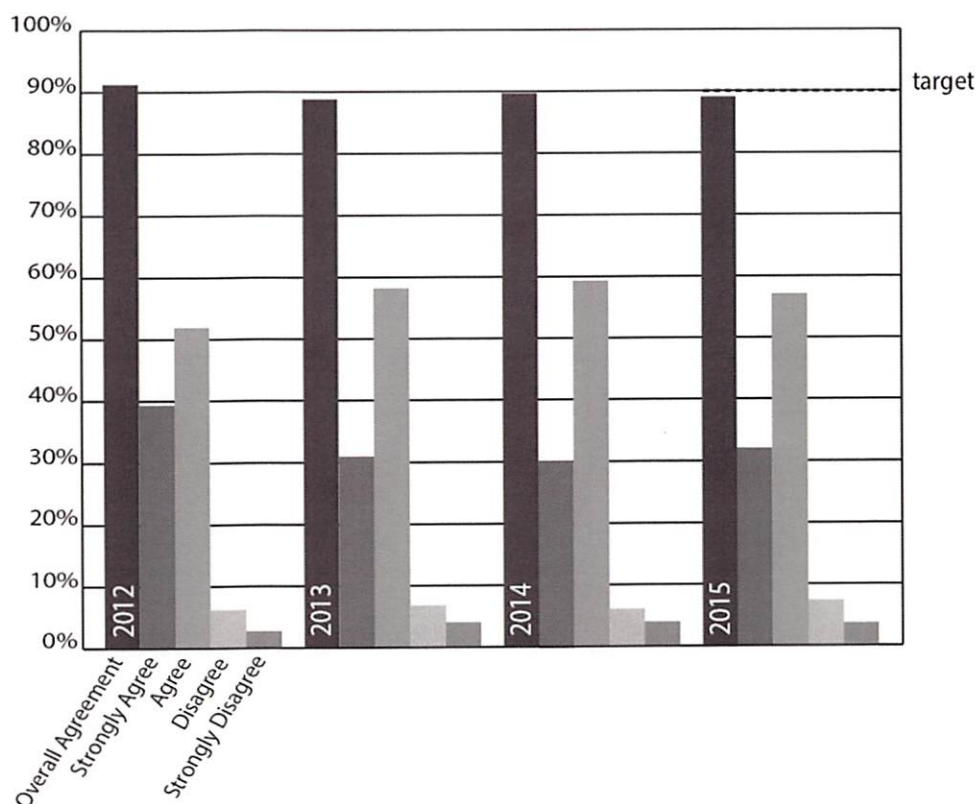
Target for 2016: Continued results at or above 96%



2. The Calgary Board of Education student survey asks students to report on a number of aspects of their learning. This includes asking grade 12 students the extent to which they agree with the statement “I work and communicate effectively with others.”

I work and communicate effectively with others				
Student Survey	2012	2013	2014	2015
Strongly Agree	39.3%	30.8%	30.4%	32.1%
Agree	51.8%	58.1%	59.4%	57.1%
Disagree	6.2%	7.0%	6.2%	7.4%
Strongly Disagree	2.7%	4.1%	4.0%	3.4%
Overall Agreement	91.1%	88.9%	89.8%	89.2%

I work and communicate effectively with others



Target for 2015: Continued results at or above 90%

This target was not met at 0.8 below the goal.

Target for 2016: 90%

GLOSSARY – Developed by the Board of Trustees

ATTACHMENT I: Capacity Building Information

ATTACHMENT II: Student-Contributed Examples of Citizenship in Action

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

Monitoring Report: The Board wants to know that its values have driven organizational performance.

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

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

Results: These are our statements of outcomes for each student in our district. The Results policies become the Chief Superintendent's and the organization's performance targets and form the basis for judging organization and Chief Superintendent Performance.



attachment

Students will:

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

Indicator 2

Percentage of grade 12 students who report that they exercise their democratic rights and responsibilities within the learning community; as measured by student surveys.

Factors contributing to success in this area:

- Students demonstrate strong levels of success in exercising their democratic rights and responsibilities within the learning community in grades 1-9 and are well prepared to continue doing so during their high school years.
- School-specific data shows that CBE high schools that are explicit about democratic principles within their day to day conversations and functioning are most able to create success for students in this area of their education.
- Students report that they are most successful in this area when they have ample opportunity to participate in democratic processes and when they understand, in concrete ways, the benefits of their participation.

Forward Looking Actions |

- Support high school principals in making democratic principles and processes more explicitly part of their school cultures and students' experiences
 - providing student opportunities for participation in democratic processes
 - demonstrating to students the impact and benefit of their participation
- Refine CBE student survey strategy to increase clarity of practices and purposes, enhance data access and usability for schools and decrease survey fatigue (this capacity building action is expected to have a positive impact beyond this specific indicator within Results 3).



| attachment |

- I have experienced a lot of great aspects that the CBE can bring. In my own journey, I see diversity everyday in my own classroom. At my school, each and every one of us is different. The diversity within my class has opened my eyes to see different perspectives from around the world. Not only perspectives, but I also get to be informed of cultures different from my own. This has definitely helped me embrace diversity in everyday life. Diversity helps people to see that we all have things in common, yet we all have things that are different. When you learn to accept these facts and embrace them, I have found that you become socially and civically responsible.

Another great opportunity that the CBE has provided me with is the ability to volunteer/fundraise. In my own school, I am part of our social justice club. This is mainly student led, as my friend and I planned out each fundraiser we will be holding throughout this school year. If it were not for this club at my school, I would not be aware of the struggles that people in our world face on a day to day life. Not only do we focus on global causes such as Free The Children and World Wildlife Fund, but we also help in fundraising for Inn From the Cold and The Mustard Seed. This winter we are holding a holiday hamper fundraiser. Each classroom will be given a list and they are encouraged to fulfill the list. This is one of my favourite fundraisers because it is more than just bringing in money and getting something in return. Students become engaged by bringing these food items and I believe that it is rewarding to know that not only are we helping people around the city, these holiday hampers are actually going to kids in our school who need the extra help during this time of year.

- Diversity is all around us, within ideologies, peoples and cultures. Diversity creates individualism, uniqueness, as well not to mention, brings a myriad of perspectives to the table. Along my personal journey through the Calgary Board of Education I have been able to embrace and develop respect for diversity. Throughout Social and English classes, understanding and accepting diversity is a large underlying competency entwined within our curriculum. We are encouraged to develop and consider multiple perspectives throughout our projects and assignments, to cultivate our narrow views into thinking broader and with an open, accepting mind. Additionally, these types of assignments empower us to reflect on our own cultures, values and perspectives to mould and shape our personal identities.
- In my short time as a member of the CBE, I have been given incredible opportunities to grow as a citizen. During my first week in Calgary, I was



eager to get involved in school and applied to the CSSAC. Because all the members are from different schools and have unique backgrounds, there is great variety in perspectives on school issues; it's amazing to hear everyone and be able to feed off of each other's ideas. I translate this open-mindedness to daily life situations; and by doing so, my passion to do more for our community and create a better system for the students has only grown! While I've only been here for a short period of time, I am very thankful for all the incredible opportunities I have had and hope to continue to contribute positively to society.

- I have lived by making friends from many corners of the world and I respect culture and religion. I am usually nice and am able to adjust to the world's problems and the world's feeling on these issues. I always pick up litter and recycle and my family tries to be as Eco friendly as possible to the earth and to ourselves. I try to make the world a better place and am pretty capable at cooperating with different people with different personalities. Being here at the CBE for 9 years has changed my life in Canada and my education.

I've learned and grown to be a better Canadian citizen through my social studies class throughout the years. I've gotten to learn about different societies and cultures and their way of living. In social, I've gotten to learn everything from ancient civilizations to current events happening in our world at the moment. To me it's amazing how I get insight into somebody else's worldview. Getting that little bit of insight has helped me to embrace diversity even more than I've already have. I love hearing peoples stories and learning about their traditions, values, beliefs, and worldview. Social studies class has also helped me learn about Canadian history, how we became a country and how we got to where we are now. I've learned about or freedoms and rights and how even those of us that aren't citizens—like me—still have our rights and aren't discriminated but welcomed.

- My experience through CBE has also given me a better understanding to different cultures. I have had the opportunity to meet so many people who come from varying backgrounds, each sharing their traditions with me. Every year, my school holds a potluck where students can bring their cultural foods and wear traditional clothing. Through this event, we all experience the different dishes and fashions of countries, each of us becomes more accepting and open minded to new things. I consider this to be very immersive and realistic as the world has so many cultures and traditions to be experienced. Without experiencing and understanding them, we can often become close-minded and prejudiced against things that feel unfamiliar or strange to us. The CBE has given me the opportunity to be with such diverse peers. They themselves have educated me on embracing their culture as well as integrating and not assimilating our cultures in order to



make our school a community. This has made me into the respectful and accepting citizen that I am now.

- I have learned to respect diversity through the CBE by being in a school that embraces a wide variety of ethnicities and beliefs. Those beliefs and cultures have been introduced to me since beginning my CBE career and I have learned so much about others. As well I have been given the opportunity to share my own culture and background with my peers.

The teachers at the CBE have taught me in my various classes the rights and responsibilities of citizenship in all contexts. One exciting example of this was getting to vote in the student held federal election. I was able to discover how the rights of the citizens long ago were so vastly different than those we have today. I was able to understand the importance of my responsibilities as a citizen of Canada. I have been so proud lately that I belong to a school system that allows such open and honest conversation about topics that affect our country such as the recent refugee crisis.

One peer of mine that I had talked to about the refugee crisis was afraid to share their thoughts at first because of the fear they would have been punished like they would have in the school in their home country. After it was explained that our school respects opinions and encourages them, the student then slowly told their true thoughts about the event. This is just a small example of how students within CBE schools show respect of diversity every day.

- The Calgary Board of Education has presented me with many opportunities to prosper as a local and global citizen. The opportunity to learn in French from an early age has allowed me the intercultural engagement that is becoming increasingly important these days. In the classroom, I have learned that considering every perspective on a situation is part of my social responsibilities. Further, I have come to understand the importance of embracing and celebrating the diversity that our world has to offer.

Through class discussions and conversations, I have discovered how much variation there is in this world. For me, understanding and questioning perspectives is vital to the functioning of a society. Through my education I have been able to explore many perspectives without judgement. As a student, I am encouraged to explore every perspective and to question why one might choose one perspective over another. Not to say that one is better but to have an understanding of why. We are taught the motives and perspectives of the people who lead rebellions and revolutions, to help us understand why as humans we act the way we do. My education has taught me to question the world around me and stand up for what I believe in. My freedom to question is something for which I will always be grateful.



- Citizenship is a global issue that every person should be aware about and strive to practice every single day. It is about being responsible, exercising your democratic and civil rights, actively protecting the environment and accepting everyone, no matter what type of background they have. Over my last ten years in the CBE system, I have been fortunate enough to have had many experiences that have helped to show me the importance of citizenship and what exactly it means to be a good citizen. I am also fortunate to be able to be around many positive citizens every single day, these citizens of course being my classmates, which have also used the experiences they have been given in their education to become powerful and responsible citizens. Firstly, exercising your democratic and civil rights as a Canadian citizen is vitally important, as then you are not only practicing being a citizen, you are also helping to develop and maintain those democratic and civil rights and freedoms, as well as responsibilities, for future Canadian citizens. As well, you are also getting to fully understand the rights, freedoms and responsibilities that you, as a citizen, have on local, national and even international levels.

Canada, in the last few years, has sadly suffered from low youth voter turnout numbers. Youth need to get out and vote more. It isn't just about getting your voice out there, it is also about being a responsible citizen and also helping to improve Canada's democracy for all. To try and engage students, even though we couldn't technically vote, a Student Vote was held in our school. This is so important, as I know I want to definitely vote when I grow up, but I saw many of my classmates inspired and motivated by this experience, even though it was simulated. It made them really realize that this is a big part about practicing citizenship on a national scale and informed them about how important voting is. We also all voted for who we actually wanted to win in our riding, which was based on some background reading we did. During this "vote", we all felt a feeling of citizenship and felt that we had completed our social and civic responsibilities after participating in it. This experience helped me and so many other people become better citizens overall. I can proudly say that me and lots of my classmates will be practicing citizenship and casting our votes in the 2019 federal election.

Citizenship can also be demonstrated by being a positive environmental steward. Positive environmental citizenship is very important. We need to understand the full effects of recycling, climate change and renewable power, among other branches of protecting and preserving the environment for future generations. Through clubs, lessons and activities, we have helped to make sure that all students are fully aware of what their duty, as a citizen, is in regards to protecting and conserving the environment. The first time that I fully became aware of how big an issue environmental conservation is in regards to one's citizenship, is when we learnt about the Iroquois, who live by the Seventh Generation Rule. This rule basically states that when decisions are being made about energy, natural resources and



other things that directly have an effect on the environmental well being of the planet, we must think of the effects that such a decision would have seven generations later. This impacted me a lot, and I drew the connection between environmental protection and that of being a citizen. Before this, practicing citizenship, to me, was just about being kind to everyone and about fully understanding what rights, freedoms and responsibilities that you, as a citizen, have. That was the moment when I realized that environmental issues are also part of being a citizen, as the well being of the environment is everyone's job and, the results of it, effect everyone, which is why all citizens have to be aware of it.

- Throughout the years of being a CBE student, I had my fair share of experiences, where I was the new kid, and I absolutely despised it. Whenever, there is a new student, I do whatever it is, in my nature, to make them feel welcomed. You feel excluded from everyone who already has their group of friends, that's why I try to be extremely welcoming and friendly! Especially when there are kids, that have a hard time with English. I'm sure they feel extremely excluded and "foreign" to what they're used to. It's important to have close friends, but it's also important, to be open to diversity, and be the leader to help others. We are Canadians, and that's who we are! We are Canadian citizens, who are so friendly, we are known for it!

My class recently visited the Drop-In Center in downtown. The Drop-In Center is somewhere, where the less fortunate can have a place to feel safe. We, as a class, went there to volunteer and help out. We helped prep food, and make sensible messages for things called "Frost Bite Bags". Volunteering is one way to give back, and show the citizenship we all have. If we didn't volunteer, the Drop-In Center would have extreme difficulty serving lunch! We help each other out, and that's who we are!

- In grade 6, some of my friends and I were the leaders of the "We Create Change" campaign at our school. For this campaign, we were given collection bags from RBC which we gave to each of the classroom. Students were asked to drop off pennies to their teachers who collected them in the bags. Each full bag was enough money to provide clean water for someone in Africa for their whole life.

This campaign really jumped out at me while we were choosing a worthwhile event to do at our school. Many Canadians don't understand what it's like to not have clean water accessible at all times and I wanted to make a difference by making everyone more aware of these global issues. We were able to do that in different ways - for example, creating an imovie that was shared with the entire school, as well as making a large water droplet that showed how much we collected from week to week.



In the end, our school raised a total of \$800: \$500 in pennies and \$300 in other loose change that people had given. I was really engaged while doing this project because I was able to see just how easy it was to help other people without having to leave their community. Being involved in this campaign also helped me to better appreciate just how privileged we are to live in Canada compared to other countries. And because of this privilege, I feel more strongly than ever that it is our responsibility as global citizens to help those in need.

- Throughout my 3 years in the CBE I have grown as a citizen in my community. At the start of my high school career I was very timid and was scared to get involved in my school so when I started grade 11 I decided to make a change and join various clubs at my school. I value my education and joining these clubs has given me a voice in my school to better my education and become a more active citizen. Through joining these clubs I have gained a greater knowledge of the school I go to and what other students value in their education.

With the ability to grow as a citizen within my own school has helped me grow as a citizen within my community. I have been able to branch out and volunteer within my community. My school has educated me on the problems within my community and inspired me to make a difference.

- I have lived and participated in citizenship as a CBE student in various ways through school clubs and being involved in several other ways throughout my community. I participated in developing and maintaining our Canadian civil, democratic society by being educated about the past election, and keeping up to date with the news. I know that this is important because I know it's my right, and responsibility to vote when I turn 18.

I have shown my understanding of Canadian rights, and embraced diversity by being an active member of the the GSA group at my school. We have helped the school understand and be more accepting of the LGBTQA community. I have also embraced diversity by being part of the Citizenship Group at my school, where we welcome newcomers to Canada, and help them feel at home in their new country.

As a CBE student, I have been a responsible steward of the environment by being involved in the schools earth, where we regularly regulate and take care of paper towel composting. I have also been part of an organization called the Global Green Alliance, where we strived to educate our peers on how to make more sustainable decisions.



operational
expectations
monitoring report

Monitoring report for
the school year
2014-2015

January 12, 2016.

OE-6: FINANCIAL ADMINISTRATION

CHIEF SUPERINTENDENT CERTIFICATION

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

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

Signed: D. Stevenson
David Stevenson, Chief Superintendent

Date: Jan 4/16

BOARD OF TRUSTEES ACTION

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

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

Summary statement/motion of the Board of Trustees:

Signed: _____
Chair, Board of Trustees

Date: _____



OE-6: Financial Administration

Executive Summary

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

The Chief Superintendent's reasonable interpretations for OE 6: Financial Administration were initially approved on June 12, 2012 and revised on December 2, 2014. The Board of Trustees last monitored OE 6: Financial Administration on January 13, 2015.

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

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

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

- Indicator 1: Compliant
- Indicator 2: Compliant

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

- Indicator1: Compliant

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

- Indicator 1: Not compliant



operational
expectations
monitoring report

OE-6: Financial Administration

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

- Indicator 1: Compliant

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

- Indicator 1: Compliant

6.7 The Chief Superintendent shall not indebt the organization.

- Indicator 1: Compliant

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

- Indicator 1: Compliant

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

- Indicator 1: Compliant

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

- Indicator 1: Not compliant
- Indicator 2: Compliant

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

- Indicator 1: Compliant



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

For the 2014-15 fiscal year, quarterly variance reports were presented to the Board of Trustees on the following dates:

- *First Quarter 2014-15 Operating – November 25, 2014*
- *Second Quarter 2014-15 Operating – April 14, 2015*
- *Third Quarter 2014-15 Operating – June 16, 2015*
- *Fourth Quarter 2014-15 Operating – December 1, 2015*

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

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 2014 to August 2015 payroll accuracy was 99.4%.

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 2014 to August 2015 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
--	-----------

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

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

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 2014-15 was \$1,440,800 representing 5.3% 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
---	-----------

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 1, 2015 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
---	-----------

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 2014-15 audited financial statements showed a net operating surplus of \$11.4 million.

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

6.7 Indebt the organization.	Compliant
------------------------------	-----------

Board-Approved Interpretation |

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

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

Board-Approved Indicator and Evidence of Compliance |

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

The organization is compliant with this indicator.

There were no new debt arrangements made in 2014-15.

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

6.8 Expend monies from reserve funds.	Compliant
---------------------------------------	-----------

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 2014-15 year was provided in the approval of the 2014-2015 Operating Budget on May 20, 2014. Reserve transfers (reflecting the actual expenditure of reserve funds) were approved by the Board of Trustees on December 1, 2015.

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

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 December 1, 2015.

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

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 not compliant with this indicator.

99% 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. One report entitled "Fall Budget Update" was submitted 2 days late to Alberta Education in December 2104.

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 one of two indicators in sub-section 6.10 are in compliance. The exception is indicator 6.10.1

6.11 Receive, process or disburse funds under controls that are insufficient.	Compliant
---	-----------

Board-Approved Interpretation |

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

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

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

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

Board-Approved Indicator and *Evidence of Compliance* |

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

The organization is compliant with this indicator.

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

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

ATTACHMENT I: Capacity Building

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

GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

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

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

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

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

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

attachment

OE-6: Financial Administration

Capacity Building/Process Information

January 12, 2016

- 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 2014 to August 2015 payroll accuracy was 99.4%. For the vast majority of the 0.6% 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 continues 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. As a direct result, Payroll accuracy continues to improve.

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

For the period of September 2014 to August 2015 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 increased to 5.3%, and therefore remains above the reasonable interpretation level. Administration continues to monitor the rates of uncollectible accounts. These rates based on total fee revenue are:

	2014-15	2013-14	2012-13
waiver rate	11.6%	9.4%	9.1%
uncollectible rate	5.3%	5.1%	5.5%
	16.9%	14.5%	14.6%



| attachment |

OE-6: Financial Administration

As discussed in prior years, 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.





Board of Trustees

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

Board Chair
Joy Bowen-Eyre

Vice-Chair
Judy Hehr

Trustees
Lynn Ferguson
Pamela King
Trina Hurdman
Amber Stewart

November 12, 2015

Board of Trustees
Calgary Board of Education

Dear Board Members,

The Audit Committee has met with the Calgary Board of Education's external auditors, KPMG LLP, regarding their audit of CBE's financial statements for the 2014-15 fiscal year. As Chair of the Audit Committee, I am pleased to confirm:

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

Sincerely,

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
2014-2015
January 12, 2016.

OE-7: Asset Protection

CHIEF SUPERINTENDENT CERTIFICATION

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

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

Signed: _____

David Stevenson
David Stevenson, Chief Superintendent

Date: _____

Dec 15, 2015

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 13, 2015.

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

- Indicator 1: Compliant

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

- Indicator 1: Compliant

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

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



- Indicator 5: Compliant

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

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

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

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

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

- Indicator 1: Compliant

7.7 Acquire, encumber or dispose of real property.

- Indicator 1: Compliant

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

- Indicator 1: Compliant

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

Board-approved Interpretation |

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

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

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

The Chief Superintendent will

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

Board-approved Interpretation |

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

Board-approved Indicator and Evidence of Compliance |

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

The organization is compliant with this indicator.

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

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

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

Board-approved Interpretation |

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

Board-approved Indicator and Evidence of Compliance |

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

The organization is compliant with this indicator.

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

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

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

Board-approved Interpretation |

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

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

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

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

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

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

Board-approved Indicators and *Evidence of Compliance* |

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

The organization is not compliant with this indicator.

An internal audit of record management practices indicated that 54% of the schools audited (7 of 13 schools) achieved the CBE's target maturity standard of "Essential" based on Generally Accepted Recordkeeping Principles. Four (4) schools were assessed as having achieved the lower maturity standard of "In development" while the RM practices of two (2) schools were determined to be at a "Sub-Standard" maturity level.

Administration has continued to prioritize the work required to ensure that the CBE's practices align with Generally Accepted Recordkeeping Principles while simultaneously building the organizational capacity required to enhance that maturity targets as described in the Records Management time line are met.



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

The organization is compliant with this indicator.

2014-2015 represents the fifth year of work towards advancing the organization's GARP maturity level as detailed in the approved Records Management time line.

This indicator is directly tied to the activities detailed in the Records Management timeline. The timeline was established as a means of measuring the completion of crucial tasks over a number of years.

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 October 7th 2014, January 13th 2015, March 3rd 2015 and June 9th 2015, all targets defined in the timeline for the 2014-2015 School Year were met.

The Corporate Records Management Program timeline is available at: <http://www.cbe.ab.ca/about-us/board-of-trustees/trusteepublicdocuments/corporate-records-management-program-high-level-timeline.pdf>

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

The organization is compliant with this indicator.

Internal tracking determined that of the millions of intrusion attempts, two (2) unauthorized access incidents and nine (9) 'phishing' intrusions (where staff members were deceived through different methods into disclosing their passwords to individuals who were neither entitled nor authorized to have access to CBE Systems) were successful.

All incidents were thoroughly investigated, rectified quickly to prevent further compromise and addressed including (where appropriate), referral to Calgary Police Services for development of criminal proceedings. Furthermore, administration has directed work toward investigating and implementing measures to strengthen authentication and authorization methods.

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 per cent of critical/sensitive/confidential electronic information and data within CBE-managed systems is access controlled with passwords. Encryption had previously been applied to all

CBE desktops and laptops and these standards were extended during the 2014-2015 school year to include all mobile devices that connect to the corporate mail system. An internal audit of the Financial System including the examination of password controls was conducted and no user password issues were identified.

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

The organization is compliant with this indicator.

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

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

The organization is compliant with this indicator.

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

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

The Chief Superintendent shall not:

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

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 2014-15, \$95.3 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 \$81.0 million, therefore 118% 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 2012-13 to 2014-15, \$59.2 million was spent on qualified IMR projects, while \$71.6 million in IMR funding was received. The three year rolling average related to funding is \$23.9 million. The annual expenditure on IMR projects in 2014-15 was \$21.9 million, which is 92% of the three year rolling average.

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

The organization is compliant with this indicator.

In 2014-15, only 1 of 187 (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 2014-15, 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
-----	--	-----------

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

Board-approved Interpretation |

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

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

Board-approved Indicators of Compliance |

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

The organization is compliant with this indicator.

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

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

7.7	Acquire, encumber or dispose of real property.	Compliant
-----	--	-----------

Board-approved Interpretation |

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

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

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

Board-approved Indicator and Evidence of Compliance |

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

The organization is compliant with this indicator.

CBE's interest in the South Fish Creek Recreation Complex was transferred on Feb 23, 2015. This disposal was approved by a Board motion on June 28, 2005. No other disposals of real property occurred in 2014-15.

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

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 2014-2015 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.

GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

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

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

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

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

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



| attachment |

OE-7: Asset Protection

Capacity Building Information

January 12, 2016.

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

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

A recent, random internal audit of record management practices indicated that while a majority of the schools audited achieved the CBE's target standards or better, more work and progress was needed. Upon deeper analysis, it was apparent that maturity of RM practises correlated with the level of engagement with the Records Management department, specifically, participation in training opportunities, utilization of available support materials and taking advantage of RM assistance offered by Records Technicians. Essentially, schools that had engaged more fully in the latter were able to apply pertinent knowledge, skills and strategies to their practice and their practise met or exceeded the target standards. Administration intends to continue to offer training, support resources and direct RM onsite assistance to schools and to redouble efforts to encourage participation so that organizationally the CBE's practices will be consistent with Generally Accepted Recordkeeping Principles.



operational
expectations
monitoring report

OE-11: Learning Environment/Treatment of Students

Monitoring report for the
school year 2014-2015

Report date:
December 8, 2015

CHIEF SUPERINTENDENT CERTIFICATION

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

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

Signed: D. Stevenson
David Stevenson, Chief Superintendent

Date: Mar. 30/15

BOARD OF TRUSTEES ACTION

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

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

Summary statement/motion of the Board of Trustees:

Signed: _____
Chair, Board of Trustees

Date: _____



OE-11: Learning Environment/Treatment of Students

Executive Summary

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

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

The Chief Superintendent's reasonable interpretations for OE 11: Learning Environment/Treatment of Students was approved on May 1, 2012. The Board of Trustees last monitored OE 11: Learning Environment/Treatment of Students on November 25, 2014.

The report provided today includes data available from the 2014-2015 school year. The following summary of the individual policy statements for OE 11: Learning Environment/Treatment of Students provides an overview of the results of each indicator. Information, including evidence pertaining to each specific indicator is presented in detail in this report.

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

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

11.2 The Chief Superintendent shall provide safe learning conditions for each student.	Compliant
--	-----------

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



operational
expectations
monitoring report

OE-11: Learning Environment/Treatment of Students

- Indicator 4: Compliant

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

- Indicator 1: Compliant

11.4	The Chief Superintendent shall ensure that all confidential student information is lawfully collected, used and protected.	Compliant
------	--	-----------

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

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

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

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

- Indicator 1: Compliant



OE-11: Learning Environment/Treatment of Students

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

Board-approved Interpretation |

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

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

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

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

The Chief Superintendent will

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

Board-approved Interpretation |

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



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

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

Board-approved Indicators and *Evidence of Compliance* |

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

The organization is compliant with this indicator.

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

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

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

The organization is compliant with this indicator.

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

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

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

The organization is compliant with this indicator.

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

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

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

11.2 Provide safe learning conditions for each student.	Compliant
---	-----------

Board-approved Interpretation |

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

Board-approved Indicators and *Evidence of Compliance* |

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

The organization is compliant with this indicator.

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

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

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

The organization is compliant with this indicator.

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

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

The organization is not compliant with this indicator.

99.3 % of school principals responded Yes to the following statement:

- *“in addition to the necessary fire drills, emergency evacuation procedures and lockdown procedures were practiced.”*
- *All schools completed fire drills. All schools completed a lockdown and 3 schools did not practice an evacuation to an alternate site.*

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

The organization is compliant with this indicator.

88.2 % of teachers, parents and students agree that students are safe at school, are learning the importance of caring for others, are learning respect for others and are being treated fairly in school.

Evidence demonstrates three of the four indicators in sub-section 11.2 are in compliance. The exception is indicator 3.

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

Board-approved Interpretation |

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

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

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

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

Board-approved Indicator and Evidence of Compliance |

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

The organization is compliant with this indicator.

88.2 % of teachers, parents, and students agree that students are safe at school, are learning the importance of caring for others, are learning respect for others and are being treated fairly in school.

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

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

Board-approved Interpretation |

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

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

Board-approved Indicators and *Evidence of Compliance* |

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

The organization is compliant with this indicator.

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

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

The organization is compliant with this indicator.

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

- *"the practices in my school comply with Administrative Regulation 6024 – Student Records."*

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

The organization is compliant with this indicator.

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

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

The organization is compliant with this indicator.

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

Evidence demonstrates all indicators in sub-section 11.4 are in compliance.

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

Board-approved Interpretation |

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

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

Board-approved Indicators and Evidence of Compliance |

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

The organization is compliant with this indicator.

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

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

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

The organization is compliant with this indicator.

The Deputy Chief Superintendent confirms that three proposals for alternative programs were reviewed during the 2014-2015 school year.

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

The organization is compliant with this indicator.

Administration confirms that decisions were based on access to instructional program which resulted in an increase of transportation fees, and a change in the service delivery model for 2014 -2015. In order to be fiscally responsible the use of transportation reserve funds was applied to balance the 2014-15 transportation budget.

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

The Chief Superintendent shall not:

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

Board-approved Interpretation |

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

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

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

Board-approved Indicators and Evidence of Compliance |

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

The organization is compliant with this indicator.

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

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

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

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

GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

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

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

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

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

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



| attachment |

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

11.2.3 Schools will practice emergency plans including fire drills, evacuation procedures and lockdown procedures

Continued emphasis will be placed on reminding schools of the need to practice all three types of emergency school responses. Information will be shared at Area principal meetings and system leadership meetings.

December 2, 2015



report to Board of Trustees

Locally Developed Courses

Date	January 12, 2016
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Decision
Originator	Jeannie Everett, Superintendent
Governance Policy Reference	Locally Developed Courses R-2: Academic Success OE-11: Instructional Program
Resource Person(s)	Dianne Roulson, Director, Learning Services

1 | Recommendation

It is recommended:

1. THAT the Board of Trustees approves the following, **newly acquired** from Calgary Roman Catholic Separate school District No. 1, for the Calgary Board of Education, senior high locally developed courses and resources, as listed in the course outline submitted to Alberta Education, for use in Calgary Board of Education schools:

Production Field Operator

Level: 15 Credits: 5
February 1, 2016 to January 31, 2020



2 | Issue

Alberta Education Policy 1.2.1 – *Locally Developed/Acquired and Authorized Junior and Senior High Complementary Courses* (4) requires that, “Approval of a locally developed/acquired and authorized course (junior and/or senior high) shall be by Board motion and shall be for a maximum duration of four years.”

In order to offer the acquired courses for students in the second semester of the school year, Board of Trustee approval is requested.

3 | Analysis

Production Field Operator

SAIT, the Calgary Board of Education and the Calgary Roman Catholic Separate School District are proposing to jointly offer the SAIT Production Field Operations course to high school students. The proposal is presented as an excellent opportunity to demonstrate the ability of the three organizations to bring a Career Pathways initiative to fruition. All three understand and fully support the goal of Alberta Education, Alberta Advanced Education and Alberta Human Resources and Employment to create a learning environment in which learners move seamlessly from secondary to post-secondary education.

The courses will be offered in the high schools and at SAIT. Students will accumulate credit for the courses taken both in their high school and at SAIT; thus this is a “dual enrolment” and “dual credit” model. Students completing the appropriate high school courses will also receive SAIT credit in the corresponding course. The locally developed course was produced directly from SAIT curriculum.

4 | Implementation Consequences

Calgary Board of Education Operational Expectations OE-11: Instructional Program states,

“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.

10.6 Is inclusive of new and innovative programs to meet students' interests and passions and accommodates different learning styles and needs.

10.7 Is regularly evaluated and modified as necessary to assure its continuing effectiveness."

Alberta Education Policy 1.2.1 – *Locally Developed/Acquired and Authorized Junior and Senior High Complementary Courses* states,

"Alberta Learning supports the local development and authorization of junior high school and senior high school complementary courses, which do not duplicate provincially authorized courses, to further develop and cultivate the unique interests and abilities of students, to foster educational improvement and excellence through innovation at the local level to meet the unique needs of a local community."

Alberta Education Policy 1.2.1 further states,

"...in the interest of increasing local flexibility to meet the needs of students, local school authorities will authorize senior high locally developed/acquired and authorized courses and provide Alberta Learning with information regarding these authorizations."

Alberta Education requires a copy of the Board of Trustee motion showing specific information about the Board authorization of senior high locally developed courses. In order to meet provincial requirements, the motion must be available upon request from Alberta Education on or before May 31 of a given year for course implementation in the first semester of the next school year.

Locally Developed Courses (LDC) are approved and authorized by Alberta Education for a maximum period of four years. When a course is expiring, it must be reviewed in the context of local student need and a decision made by the originating district about whether to go forward with the renewal process.

The intention of the current Calgary Board of Education process is to facilitate seamless access for students by authorizing the aforementioned courses for February 1, 2016. Notice of authorization of the recommendations in this report will be provided to Alberta Education's Curriculum Branch and appropriate Calgary Board of Education staff. Copies of the new course outlines will be made available to all schools through the web site in the Portal – "*staff insite*".

5 | Conclusion

Board of Trustee's approval of all locally developed courses will ensure that the Calgary Board of Education is compliant with Alberta Education Policy 1.2.1. Approval of these courses will enable the Calgary Board of Education to be innovative and responsive in personalizing learning to address the individual needs of our students.

Notice of approval of the recommendations in this report will be provided to the appropriate Alberta Education and Calgary Board of Education staff. Copies of the new course outlines will be made available to all junior and senior high schools through the Calgary Board of Education web page.



DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

Governance Culture: The Board defined its own work and how it will be carried out. These policies clearly state the expectations the Board has for individual and collective behaviour.

Board/Chief Superintendent Relationship: The Board defined in policy how authority is delegated to its only point of connection – the Chief Superintendent – and how the Chief Superintendent's performance will be evaluated.

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

Results: These are our statements of outcomes for each student in our district. The Results policies become the Chief Superintendent's and the organization's performance targets and form the basis for judging organization and Chief Superintendent performance.

report to Board of Trustees

Board Appointment to Teachers' Employer Bargaining Association (TEBA)

Date	January 12, 2016
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	J. Barkway, Corporate Secretary
Purpose	Decision
Governance Policy Reference	Governance Culture GC-1: Board Purpose

1 | Recommendation

- THAT the Board of Trustees ratifies the appointment of Trustees Stewart and Hrdlicka as Calgary Board of Education co-representatives on the Teachers' Employer Bargaining Association representative committee.

2 | Background

On December 18, 2015 we were advised by the Minister of Education that the *Public Education Collective Bargaining Act* received Royal Assent on December 11, 2015 and would take effect January 1, 2016. We were also informed that January and February 2016 would be busy and important months as the Teachers' Employer Bargaining Association (TEBA) was established to prepare for negotiating the central and local table matters.

The legislation states that each employer will designate one of its trustees to be a member of the TEBA representative committee within 30 days of the section coming into force which is January 31, 2016. In order to meet these timelines, school districts were advised that TEBA would be established prior to the negotiations of central and local matters, and to provide the name and contact information of the trustee representative by Friday, January 8, 2016. In order to meet this timeline, trustees discussed the matter and determined that two representatives sharing this duty would best meet the needs of the CBE. Trustees Stewart and Hrdlicka were selected, and the Minister's office has been notified of this information.



report to Board of Trustees

GC-6E: Annual Work Plan 2015-2016

Date	January 12, 2016
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Janice R. Barkway Corporate Secretary
Purpose	Decision
Governance Policy Reference	Governance Culture GC-2: Governing Commitments GC-6: Annual Work Plan

1 | Recommendation

- THAT the Board of Trustees approves GC-6E: Annual Work Plan 2015-2016 in principle, recognizing that the work of the Board and Agenda planning for specific Board Meetings is subject to ongoing review and update.

2 | Background

The Board Meetings Procedures require that, "To the extent possible, the Board of Trustees shall determine the agenda for meetings of the Board of Trustees for the forthcoming year." GC-6E: Annual Agenda Planning will determine, to a large extent, the Board's meeting agendas for the remainder of this school year. Regular and ongoing review of the upcoming Board agendas will fine tune and amend agendas, as circumstances arise.

Attachment I: GC-6E: Annual Work Plan 2015-2016



**Calgary Board
of Education**

GOVERNANCE CULTURE
GC-6E Annual Work Plan – 2015-2016

**Board of Trustees’
 Governance Policy**

MONTH	GC/ B/CSR	OE	RESULTS	STRATEGIC DIALOGUE/ ENGAGEMENT	BOARD DEVELOPMENT/ GENERATIVE DISCUSSION	OTHER BUSINESS
2015 SEPT 8, 15, 29		OE-2 (M)		COSC - Sep 23	HR Processes	
OCT 6, 13, 27		OE-3 (M)	R-3 (RI)	Meeting Calgary MLAs	DIPS & PATs Results	• EducationMatters
NOV 3, 10, 24	GC 1-9 B/CSR 1-5	OE-4 (M)	R-2 Science Info Report	COSC - Nov 5	Closure of Schools Legisla- tion & Procedures:	• ASBA FGM Nov 15-17 • Audited Financials
DEC 1, 8, 15		OE-5 (M) OE-11 (M)	R-2 Social Studies Info Report R-4 (RI) R-5 (RI)		Service Units Supporting Stu- dents	• Audited Financials • Annual Education Results Report & 3- Yr. Education Plan • EducationMatters
2016 JAN 12, 19, 26		OE-6 (M) OE-7 (M)	R-3 (M) R-2 Language Arts Info Report	COSC - Jan 14		• Chief Sup't. Summa- tive Evaluation
FEB 2, 9, 23		OE-12 (M)	R-5 (M) R-2 Math Info Report		Aboriginal Learn- ing Strategy	
MAR 1, 8, 15		OE-8 (M)	R-2 Arts, PE, CTS Info Report	COSC - Mar 2	Partnerships - Conditions for Success	• Edwin Parr Nominee
APR 5, 12, 19		OE-9 (M)	R-4 (M) R-2 Languages Info Report	COSC - Apr 28		• 3-Yr. School Capital Plan • Trustee Remunera- tion Report • EducationMatters • Budget Assumptions Report
MAY 10, 17, 31		OE-10 (M)	R-2 (M)			• Operating & Capital Budget • Locally Developed/ Authorized Courses
JUNE 14, 21, 28		OE-1 (M)				• ASBA SGM June 5-7 • EducationMatters

RI Reasonable Interpretation
 I Indicators
 B/T Baseline and Targets

M Monitoring of compliance or reasonable progress
 RM Re-monitoring

Approved:

**report to
Board of Trustees****Correspondence**

Date	January 12, 2016
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:

- Letter dated December 4, 2015 from Board Chair J. Bowen-Eyre, to the Honourable D. Eggen, Minister of Education, regarding Bill 8 - Public Education Collective Bargaining Act.

Attachments: Relevant Correspondence





Board of Trustees

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

Board Chair

Joy Bowen-Eyre Wards 1 & 2

Vice-Chair

Amber Stewart Wards 12 & 14

Trustees

Lynn Ferguson Wards 3 & 4

Pamela King Wards 5 & 10

Trina Hurdman Wards 6 & 7

Judy Hehr Wards 8 & 9

Julie Hrdlicka Wards 11 & 13

December 4, 2015

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

Dear Minister Eggen:

Re: Bill 8 – Public Education Collective Bargaining Act

Thank you for the opportunity on December 3, 2015 to provide feedback to your staff on the government's proposed Bill 8.

We confirm our advice to your staff that The Calgary Board of Education strenuously objects to the inclusion of sections 8 and 9 in the Bill providing for the negotiation of "central" and "local" matters with the Alberta Teachers' Association, especially when school boards are excluded from participating in the negotiation. In addition, the criteria for determining central matters in section 10 is too broad and will lead to the loss of control and influence by local school boards over terms and conditions of employment which affect student success.

To address our concerns, we recommend the removal of sections 8, 9 and 10 from Bill 8. In their place, we recommend that the government define central matters as specifically limited to teacher salary grid and term of the agreement. All other matters will then be bargained by local school boards.

Should Bill 8 be amended as we propose above, The Calgary Board of Education can support Bill 8, notwithstanding our consistent position that local school boards should retain exclusive responsibility for bargaining teacher collective agreements.

Yours Truly,

Joy Bowen-Eyre, Chair
Board of Trustees
Calgary Board of Education

cc: Gene Williams, Assistant Deputy Minister, Alberta Education