

public agenda

Regular Meeting of the Board of Trustees

October 10, 2017
12:00 p.m.

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

R-1: Mission |

Each student, in keeping with his or her individual abilities and gifts, will complete high school with a foundation of learning necessary to thrive in life, work and continued learning.

Conflict of Interest reminder: Trustees must disclose any potential pecuniary interest in any matter before the Board of Trustees, as set forth in the agenda as well as any pecuniary interest in any contract before the Board requiring the Board's approval and/or ratification.

Time	Topic	Who	Policy Ref	Attachment
12:00 p.m.	1 Call to Order, National Anthem and Welcome			
	2 Consideration/Approval of Agenda		GC-2	
	3 Awards and Recognitions		GC-3	
	4 Results Focus			
	5 Operational Expectations			
Max 20 mins	6 Public Comment [PDF] Requirements as outlined in Board Meeting Procedures		GC-3.2	
	7 Matters Reserved for Board Action	Board	GC-3	
30 mins	7.1 Classroom Learning Coaches for Mathematics (<i>THAT the Board approves the use of \$2 million from the Fiscal Stability Reserve to support the deployment of Classroom Learning Coaches for Mathematics</i>)	D. Stevenson	R-2, OE-5	Page 7-1
	8 Consent Agenda	Board	GC-2.6	
	8.1 Approval of Minutes			
	<ul style="list-style-type: none"> ▪ Regular Meeting held September 12, 2017 ▪ Regular Meeting held September 19, 2017 			Page 8-37 Page 8-42



Time	Topic	Who	Policy Ref	Attachment
	<i>(THAT the Board approves the minutes of the Regular Meetings held September 12 and 19, 2017 as submitted.)</i>			
	8.2 Operational Expectations: Reasonable Interpretations and Indicators	D. Stevenson	B/CSR-5, OE-8	Page 8-1
	8.3 Items Provided for Board Information			
	8.3.1 Correspondence		OE-8	Page 8-35
	9 In-Camera Session			
3:00 p.m.	10 Adjournment			
	Debrief	Trustees	GC-2.3	

Notice |

This public Board meeting will be recorded & posted online.
 Media may also attend these meetings.
 You may appear in media coverage.

Archives will be available for a period of two years.
 Information is collected under the authority of the School Act and the Freedom of Information and Protection of Privacy Act section 33(c) for the purpose of informing the public.

For questions or concerns, please contact:
 Office of the Corporate Secretary at corpsec@cbe.ab.ca.

report to Board of Trustees

Classroom Learning Coaches for Mathematics

Date	October 10, 2017
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Decision
Originator	Jeannie Everett, Superintendent, Learning
Governance Policy Reference	Results 2: Academic Success Operational Expectations OE-5: Financial Planning
Resource Person(s)	Ronna Mosher, Director, Learning Donna Rogers, Manager, Corporate Planning and Reporting

1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves the use of \$2 million from the Fiscal Stability Reserve to support the deployment of Classroom Learning Coaches for Mathematics in support of student success within the Mathematics Strategy.

2 | Issue

The Board of Trustees and the Chief Superintendent share a desire to improve the achievement for CBE students in Mathematics. The one-time opportunity afforded by providing targeted support through Classroom Learning Coaches in Mathematics would positively impact current students and build teacher confidence and skill in teaching Mathematics into the future.

3 | Background

Ensuring student success in Mathematics is important. In June 2016 and June 2017 the Board of Trustees identified student achievement in Mathematics as an area of concern within their determination of overall reasonable progress in Results 2: Academic Success.

The Calgary Board of Education's 2016-19 Three-Year Education Plan identified the need for a coherent Mathematics Strategy. The financial and human resources currently available to support the implementation of that strategy provide for general professional learning needs and resource development across CBE schools. Additional targeted supports are recommended in some CBE schools. Learning Coaches are a research-based model of classroom support that impacts student learning and builds teacher capacity for effective practice in future years.

4 | Analysis

Ensuring student success in Mathematics is a significant part of the Calgary Board of Education's responsibility within the Alberta Program of Studies, the Board of Trustees' Results 2: Academic Success policy, and in preparing students to thrive in life, work and continued learning as defined in the Board's Mission statement.

A multi-faceted strategy for Mathematics learning within the CBE has been initiated through an understanding of research in Mathematics education, wide-spread engagement, an analysis of CBE student learning data, and an understanding of the overall Alberta context. The overview of this strategy was communicated in June 2017. It includes four overarching areas of focus in support of student learning:

- active, rigorous, mathematics learning
- positive mathematics school cultures
- assessment and instruction
- professional learning

One time funding for Classroom Learning Coaches in Mathematics would be a positive contributor in each of the four focus areas helping teachers creates immediate success with their current students and building teacher's confidence and skill in teaching Mathematics into the future.

Teacher confidence and skill in Mathematics has been noted as a key area to which attention and resources should be dedicated across Alberta. Classroom Learning Coaches would demonstrate the Calgary Board of Education's commitment to improving student achievement in Mathematics through enhanced assessment and active, rigorous instruction, classroom

embedded professional learning and an increased focus on Mathematics learning throughout a school.

It is proposed that approximately 25 experienced and successful teachers be deployed as Classroom Learning Coaches in Mathematics in schools where meeting student learning needs and building success in Mathematics is of the greatest need.

Deployment will be across 60-75 schools, to be chosen based on the levels of achievement attained by students on previous Grade 6 and 9 Provincial Achievement Tests, patterns of improvement in the past 3 years, student population, the number of Mathematics teachers within each school, and in consideration of other learning priorities within the school.

The Classroom Learning Coaches in Mathematics will work alongside teachers and students, helping teachers plan for and execute student learning activities, demonstrating instructional practices, building and analyzing student assessments, and coaching teachers in adopting those practices within their own teaching. They will help the school create improvement in Mathematics teaching and learning. Some schools have requested Classroom Improvement Funds to provide teaching support and resources related to student achievement in Mathematics. The Classroom Learning Coaches would enhance this resource.

The Classroom Learning Coaches will also assist in documenting practices and gathering resources to support teachers beyond the schools to which they have been assigned.

5 | Financial Impact

The CBE's 2016-17 year-end process is currently underway. Financial statements are being prepared and external auditors are performing audit procedures on the CBE's account balances and transactions. It is anticipated that actual results will be more favourable than forecast (subject to audit completion).

As a result of the more favourable results, the CBE's 2016-17 draw on reserves will be less than forecast and therefore available to fund this request. The anticipated actual 2016-17 use of reserves plus this request will not exceed the amount forecasted within the 2016-17 third quarter variance report.

6 | Implementation Consequences

On approval of dedicated funds to support a Classroom Learning Coaches in Mathematics program, the identification of schools to benefit from additional instructional and professional learning support will be confirmed.

Once hired, the Classroom Learning Coaches will be deployed for the remainder of the 2017-18 school year (approximately November 2017 – June 2018). They will work with other school-based staff to achieve specific learning targets for student success in Mathematics for the 2017-18 school year and prepare teachers for work with students beyond the current year.

Transitioning the cadre of experienced, successful teachers from their current teaching responsibilities to the role of the Classroom Learning Coaches will be done with as little

disruption to their current students and schools as possible and will result in the hiring of approximately 25 additional teachers

7 | Conclusion

Introducing Classroom Learning Coaches in Mathematics as part of the Calgary Board of Education's Mathematics strategy would be an investment in improved student learning outcomes during the 2017-18 school year. It would also build professional capacity in teaching Mathematics into the future, and demonstrate targeted action in support of student achievement in Mathematics.



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.

CALGARY BOARD OF EDUCATION

Minutes of the Regular Meeting of the Board of Trustees (the “Board”) held in the Multipurpose Room, Education Centre, 1221 – 8 Street SW, Calgary, Alberta on Tuesday, September 12, 2017 at 1:30 p.m.

MEETING ATTENDANCE

Board of Trustees:

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

Administration:

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

Stakeholder Representatives:

Mr. K. Kempt, Alberta Teachers' Association, Local 38
Ms. L. Robb, Calgary Board of Education Staff Association
Mr. T. Killam, Canadian Union of Public Employees (CUPE), Local 40 (arrived 1:40 p.m.)

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

Chair Bowen-Eyre called the meeting to order at 1:30 p.m. and the singing of O Canada was led by students from the Catherine Nichols Gunn School Choir by way of a video recording.

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

Chair Bowen-Eyre welcomed representatives from the aforementioned organizations.



**Calgary Board
of Education**

2 | **CONSIDERATION/APPROVAL OF AGENDA**

MOVED by Trustee Ferguson:

THAT the Agenda for the Regular Meeting of September 12, 2017, be approved as submitted.

The motion was
CARRIED UNANIMOUSLY.

3 | **AWARDS AND RECOGNITIONS**

3.1 School Year Opening Remarks

Chief Superintendent Stevenson shared remarks regarding the school year opening. He noted that almost 122,000 students were welcomed opening day and that official enrollment numbers will be reported to the Board and Alberta Education in due course. Chief Superintendent Stevenson then provided updates on: staff recruitment and professional development activities; new school openings, construction and school modernization details; IT upgrades and efficiencies; transportation challenges and successes; Bill 1, fees and the waiver process; Alberta Education's operational review of the CBE; enhancements to access and services related employee health and well-being; and improvements in communications to all stakeholders.

3.2 Lighthouse Award

Superintendent Everett introduced this month's Lighthouse Award recipient as JB Music Therapy. She noted that JB Music Therapy has been providing music therapy in CBE schools for 24 years in over 20 different schools and special settings. Weekly small group therapy sessions are provided to students with moderate to severe learning challenges to improve mobility, memory and communication skills. Additional outcomes can include increased self-regulation, decreased signs and feelings of depression, decreased stress and anxiety, reduced perception of pain, and improved overall health. Superintendent Everett noted that all of these outcomes contribute to both the academic success and personal development of students.

Principal F. Bulloch, Emily Follensbee School, and Principal S. Mann, Christine Meikle School, shared via verbal comments and a video their appreciation for JB Music Therapy and the many ways this service has benefited their students' learning and success.

Ms. Jennifer Buchanan, President, and Ms. Shannon Robinson, Vice President, of JB Music Therapy shared details about the work of a music therapist and thanked the Board for the honour of receiving the Lighthouse Award.

On behalf of the Board of Trustees, Chair Bowen-Eyre shared comments of appreciation for the CBE's partnership with JB Music Therapy and presented the award to Ms. J. Buchanan and Ms. S. Robinson of JB Music Therapy.



4 | **RESULTS FOCUS**

There were no items.

5 | **OPERATIONAL EXPECTATIONS**

5.1 **OE-2: Temporary Chief Superintendent Succession – Annual Monitoring**

Chief Superintendent Stevenson provided a brief review of the monitoring report, noting it is based on the 2016-17 school year. He stated that the policy is a clear statement about the major responsibilities of the Chief Superintendent, and it also ensures that these major responsibilities will continue through the absence of the Chief Superintendent. He noted that the evidence provided in the report indicates compliance with OE-2: Temporary Chief Superintendent Succession.

Chair Bowen-Eyre asked trustees to identify their intentions to bring forward any motions related to compliance, exceptions or commendations for OE-2: Temporary Chief Superintendent Succession, to the Corporate Secretary and to trustees by the end of the day tomorrow September 13, 2017. She stated that if no motions come forward, the item will be placed on the September 19, 2017 Consent Agenda.

Trustee Hehr asked Chief Stevenson when parents will receive responses regarding transportation concerns or hear about possible transportation changes. Chief Stevenson responded that over the next two months the CBE will gather and monitor system information and then make any needed adjustments; while at the same time responding to individual concerns as they arise. He also noted that the CBE is in contact with the provincial government to work together to resolve transportation issues when possible.

6 | **PUBLIC COMMENT**

There were no public comments.

7 | **MATTERS RESERVED FOR BOARD ACTION**

There were no items.

8 | **CONSENT AGENDA**

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

8.1 Ron Southern School Opening Date Letter

THAT the Board of Trustees ratified their verbal approval of the Letter to the Hon. D. Eggen, Minister of Education, regarding the opening date for the Ron Southern School.

8.2 Proposed Amendment to GC-5: Board Committees

THAT the Board of Trustees approves the amendment of GC-5: Board Committees, as attached to the report.

8.3 Items Provided for Board Information

8.3.1 Correspondence

Chair Bowen-Eyre stated that the Regular Meeting would go in-camera for the Board to discuss two land issues, a labour issue and a strategic planning issue.

Recessed: 2:07 p.m.

Reconvened: 2:31 p.m.

9 | **IN-CAMERA SESSION**

Motion To Move In Camera

MOVED by Trustee King:

Whereas the Board of Trustees is of the opinion that it is in the public interest that matters on the Private Agenda for the Regular Meeting of the Board of Trustees, September 12, 2017, be considered at an in-camera session; therefore, be it

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

The motion was
CARRIED UNANIMOUSLY.

Motion To Revert To Public Meeting

MOVED by Trustee King:

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

The motion was
CARRIED UNANIMOUSLY.

Motions To Action In-Camera Recommendations

MOVED by Trustee Ferguson:

THAT the Board of Trustees authorizes the Chair to correspond with the Minister of Education, as per the attached letter.

The motion was
CARRIED UNANIMOUSLY.

10. **ADJOURNMENT**

Chair Bowen-Eyre declared the meeting adjourned at 3:54 p.m.

Chair

Corporate Secretary
Adopted:



CALGARY BOARD OF EDUCATION

Minutes of the Regular Meeting of the Board of Trustees (the “Board”) held in the Multipurpose Room, Education Centre, 1221 – 8 Street SW, Calgary, Alberta on Tuesday, September 19, 2017 at 12:00 noon

MEETING ATTENDANCE

Board of Trustees:

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

Administration:

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

Stakeholder Representatives:

Mr. K. Kempt, Alberta Teachers' Association, Local 38
Mr. T. Killam, Canadian Union of Public Employees (CUPE), Local 40 (arrived late)
Ms. L. Robb, Calgary Board of Education Staff Association

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

Chair Bowen-Eyre called the meeting to order at 12:04 p.m. and O Canada was led by Melantha, a student from Western Canada High School. On behalf of the Board, Ward Trustee J. Hehr expressed appreciation for Melantha's leading in the singing of our national anthem.

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

2 | **CONSIDERATION/APPROVAL OF AGENDA**

Ms. T. Minor, Associate Corporate Secretary, noted there were no changes to the agenda.

MOVED by Trustee King:

THAT the Agenda for the Regular Meeting of September 19, 2017 be approved as submitted.

The motion was
CARRIED UNANIMOUSLY.

3 | **AWARDS AND RECOGNITIONS**

There were none.

4 | **RESULTS FOCUS**

4.1 **School Presentation – Western Canada High School**

Director C. Davies, Area 7, introduced the presentation and called forward Principal M. Poirier to share what is happening at Western Canada High School in relation to Results 4: Personal Development. Principal Poirier commented on the implementation of their high school success strategy. He noted that students were present to demonstrate the initiatives they undertook as a part of the success strategy, and their outcomes and growth in personal development.

Participants of the presentation were: Ms. L. Forde, Learning Leader, and students Celia, Kayleigh, Allie, Charlie, Grace, Sophia and Isaac. A PowerPoint and videos were shown as an enhancement to each of the presenter's story. Students commented on their individual learning through participation in Yoga classes, Student Voice, "Spectrum" (the school's GSA club), the school's Health and Wellness Club, and Indigenous coaching and supports. Ms. Forde shared highlights of some of the school's targeted intervention programs and their specific goals.

Principal Poirier concluded the presentation with highlights of trends of improvement that Western Canada High School has experienced in the Accountability Pillar Results, Safe and Caring School, Grade 12 Exit Survey relevant to Results 4, High School Completion within 3 years, and subject matter results.

On behalf of the Board, Trustee J. Hehr expressed appreciation for the informative school presentation. She applauded the presenters for succinctly demonstrating achievement of their five direct strategies for student success.

5 | **OPERATIONAL EXPECTATIONS**

5.1 **OE-3: Treatment of Owners**

Chief Superintendent Stevenson summarized the contents of the annual monitoring report for OE-3: Treatment of Owners. He provided highlights of some of the community

engagements that were undertaken last year. He commented on issues of non-compliance, as reported for policy subsection 3.1.

Administration responded to trustee questions on issues including: whether a target of 100% is a realistic indicator for policy subsection 3.1, indicator 1.a); and, the possibility of a quicker response time to voicemails and e-mails.

Chair Bowen-Eyre noted this is tentatively the last public Board meeting for the current Board of Trustees and confirmed that the Board would now consider the issue of the Chief Superintendent's compliance with the provisions of this governance policy.

MOVED by Trustee Hurdman:

THAT the Board of Trustees approves the Chief Superintendent is in compliance with the provisions of policy OE-3: Treatment of Owners.

In debate of the motion a trustee shared her belief that work has progressed in maintaining an organizational culture that reasonably includes people in decisions that affect them, and in providing open and honest communication in all written and interpersonal interaction. The trustee also expressed her opinion that for the few areas that did not meet compliance, exceptions were not warranted.

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

The motion was
CARRIED UNANIMOUSLY.

Recessed: 12:41 p.m.
Reconvened: 12:58 p.m.

MOVED by Trustee King:

THAT the Board of Trustees commends the Chief Superintendent for exemplary performance in maintaining an organizational culture that treats all organization owners with respect, dignity and courtesy, and specifically in relation to policy subsection 3.3 “values individual differences of opinion” and “reasonably includes people in decisions...” through the use of the dialogue framework.

In debate of the motion, Trustee comments included: considerable time and resources have been given to improving our community engagement and it is encouraged to continue this work into the future; Administration has done an excellent job in attempts to engage our communities as much as possible; commendations should be based on the data in the indicators, and trustees have previously expressed the need for a review of these indicators; in Calgary there exists a growing diversity of opinion about public education and with implementation of the dialogue framework we are ensuring those differences of opinion are valued, and attempts are made to better include people in the decisions that impact them directly; the key words “respect, courtesy and dignity” lend support for the motion.

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

The motion was
CARRIED.

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

Opposed: Trustee Hurdman

6 | PUBLIC COMMENT

There were no public comments.

7 | MATTERS RESERVED FOR BOARD ACTION

There were no items.

8 | CONSENT AGENDA

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

8.1 Approval of Minutes

- Regular Meeting held June 13, 2017
- Regular Meeting held June 20, 2017
- Regular Meeting held June 27, 2017

THAT the Board of Trustees approves the minutes of the Regular Meetings held June 13, June 20 and June 27, 2017, as submitted.

8.2 OE-2: Temporary Chief Superintendent Succession – Annual Monitoring

THAT the Board of Trustees approves that the Chief Superintendent is in compliance with the provisions of OE-2: Temporary Chief Superintendent Succession.

8.3 Board Annual Self Evaluation

THAT the Board approves the Board of Trustees' self-evaluation report as developed during the evaluation workshop of April 24, 2017.

8.4 Items Provided for Board Information

- 8.4.1 Correspondence
- 8.4.2 Chief Superintendent's Update
- 8.4.3 Student Survey Project Plan
- 8.4.4 Construction Projects Status Update

Chair Bowen-Eyre noted that the Board meeting would recess and reconvene for an in-camera session to discuss one labour, one legal and a strategic planning issue.

The Chair reiterated that this is the last scheduled public Board meeting for the current Board of Trustees. She shared that it has been an honour to serve the Calgary Board of Education. She expressed encouragement and success for the incoming Board of Trustees.

Recessed: 1:09 p.m.
Reconvened: 1:30 p.m.

9 | IN-CAMERA SESSION

Motion to Move In Camera

MOVED by Trustee Hehr:

Whereas the Board of Trustees is of the opinion that it is in the public interest that matters on the private agenda for the Regular Meeting of September 19, 2017 be considered at an in-camera session, therefore, be it

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

The motion was
CARRIED UNANIMOUSLY.

Motion to Revert to Public Meeting

MOVED by Trustee Hehr:

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

The motion was
CARRIED UNANIMOUSLY.

10 | ADJOURNMENT

MOVED by Trustee King:

THAT on adjournment, the meeting adjourns to the call of the Chair.

The motion was
CARRIED UNANIMOUSLY.

The meeting adjourned at 2:40 p.m.

Chair

Corporate Secretary
Adopted:

report to Board of Trustees

Operational Expectations: Reasonable Interpretations and Indicators

Date	October 10, 2017
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Decision
Originator	David Stevenson, Chief Superintendent
Governance Policy Reference	Board/Chief Superintendent Relationship B/CSR-2: Single Unit Control B/CSR-4: Authority of the Chief Superintendent Operational Expectations OE-1: Global Operational Expectations OE-8: Communication With and Support for the Board
Resource Person(s)	Carol Murray, Education Coordinator, Policy

1 | Recommendation

It is recommended:

THAT the Board of Trustees approves the Reasonable Interpretations and Indicators for the following Operational Expectations:

- OE 1-Global Operational Expectations
- OE 2: Learning Environment/Treatment of Students

- OE-3: Instructional Program
- OE-4: Treatment of employees
- OE-5: Financial Planning
- OE-6: Asset Protection
- OE-7: Communication With and Support for the Board
- OE-8: Communicating and Engaging With the Public
- OE-9: Facilities

2 | Issue

The Board of Trustees recently revised the Operational Expectations Policies. In order to properly monitor and determine compliance, the Chief Superintendent is required to provide Reasonable Interpretations and Indicators for each policy.

3 | Background

The Board of Trustees presented the proposed amendments to Governance Policies: Operational Expectations for first reading on November 8, 2017. At that time the motion read:

THAT the Board of Trustees gives first reading to the amendment of the following Operational Expectations Policies as provided in the Attachment to the report:

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

THAT the Board of Trustees directs the Chief Superintendent to inform the Board prior to February 28, 2017, of significant organizational impacts, if any, that would result from these proposed changes.

The Chief Superintendent provided a report identifying the significant impacts to the operation of the organization of the proposed revisions to the Operational Expectations Policy statements at the public Board meeting on March 7, 2017.

The Board of Trustees presented the proposed amendments to Governance Policies: Operational Expectations for second and final reading on March 14, 2017.

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

- OE-1: Global Operational Expectation
- OE-2: Learning Environment/Treatment of Students (formerly OE-11)
- OE-3: Instructional Program (formerly OE-10)
- OE-4: Treatment of Employees
- OE-5: Financial Planning

- OE-6: Asset Protection (formerly OE-7)
- OE-7: Communication With and Support for the Board (formerly OE-8)
- OE-8: Communicating With the Public (formerly OE-9)
- OE-9: Facilities (formerly OE-12)

Work with Superintendents and staff has been ongoing to develop Reasonable Interpretations and Indicators related to the approved Operational Expectations Policies. Communication with Trustees has been ongoing during this process. This report contains Reasonable Interpretations and Indicators related to each Operational Expectation Policy.

4 | Analysis

Operational Expectations monitoring reports provide the Chief Superintendent an opportunity to offer evidence of compliance to the Board of Trustees. The Board of Trustees are then able to make an informed decision regarding compliance. The monitoring reports contain sufficient information to support the decision making. Prior to monitoring, there must be mutual agreement around the meaning and interpretation of the language used in each policy as well as the evidence that will be used to inform the compliance decision. The Reasonable Interpretation of policy statements allows the Chief Superintendent to interpret and explain each individual policy statement in support of common understanding. Indicators are used to provide evidence to support the determination of compliance within the organization. This report contains a proposed Reasonable Interpretation and associated Indicators for each Operational Expectation Policy statement.

5 | Financial Impact

The proposed Reasonable Interpretation and Indicators related to each Operational Expectation Policy statement addressed in this report will have a financial impact to the organization. These costs, in human and material resources, will be incurred through the process of revising data collection methods as well as the development and utilizing of communication strategies and messages to inform impacted stakeholders of the changes.

6 | Implementation Consequences

The development of Reasonable Interpretation and Indicators related to amended Operational Expectations Policies provides an opportunity to streamline the monitoring process, reduce duplication of indicators and data collection and provide clarity of meaning as information is shared with the Board of Trustees through regular monitoring reports. The opportunity to revise and develop new indicators allows for the collection of data that not only presents evidence of compliance to Trustees but also provides evidence of strengths and areas for growth within individual service units and the organization as a whole.

7 | Conclusion

This report contains the proposed Reasonable Interpretations and Indicators related to the amended Operational Expectation Policies. Approval of this report will allow administration to begin collecting data that is aligned with the amended Operational Expectation Policies during

the 2017-2018 school year. This data will be considered as evidence related to specific policy statements in the monitoring reports for each individual Operational Expectation to assist the Board in determining compliance. If these proposed Reasonable Interpretations and Indicators are approved, it is anticipated that monitoring reports related to the amended Operational Expectations Policies would be presented to the Board of Trustees for their determination of compliance commencing with the 2018-2019 school year.



DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

An attachment is a document that can stand alone and is not required to understand the rest of the original report.

Attachment I:	Operational Expectation 1: Global Operational Expectations
Attachment II:	Operational Expectation 2: Learning Environment/Treatment of Students
Attachment III:	Operational Expectation 3: Instructional Program
Attachment IV:	Operational Expectation 4: Treatment of Employees
Attachment V:	Operational Expectation 5: Financial Planning
Attachment VI:	Operational Expectation 6: Asset Protection
Attachment VII:	Operational Expectation 7: Communication With and Support for the Board
Attachment VIII:	Operational Expectation 8: Communicating and Engaging with the Public
Attachment IX:	Operational Expectation 9: Facilities

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.

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operational expectations

OE - 1: Global Operational Expectations

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

Reasonable Interpretation

The Chief Superintendent has a responsibility to ensure that the organization operates in such a way that public trust and confidence is maintained. In order to do this, the organization must:

- operate in accordance with the *School Act* and the related regulations, as well as other applicable legislation and regulations;
- operate using standards associated with sound professional and business practice;
- maintain working and learning environments that endeavour to keep employees and students from harm;
- support a respectful work and learning environment for students and employees and considerate, thoughtful interactions with the public;
- meet the expectations set out in the Board of Trustees' Operational Expectations Policies; and
- administer its operations in ways that meet or exceed the community's expectations for the conduct of a public institution.

The Chief Superintendent shall:

- 1.1 Take all reasonable measures to ensure that practices, activities, decisions and organizational conditions are lawful, ethical, safe, respectful, prudent, in compliance with Board policy and preserve the organization's public image and credibility.

Reasonable Interpretation

The Chief Superintendent is responsible for ensuring the organization operates within the boundaries of law and Board of Trustees policies. Having consistent expectations through regulations aligned with and in support of applicable legislation and policies provides guidance and clarity for employees as they perform their duties.

The Chief Superintendent interprets:

- *reasonable measures* to mean system-wide preventative internal controls.
- *practice, activity, decision or organizational condition* to mean the day-to-day operations of the Calgary Board of Education.

Indicators

1. Employees are informed of the expectations for their conduct in the context of their employment through the CBE Employee Code of Conduct:
 - a) at the point of hire, as evidenced by new employee acknowledgement;
 - b) annually by school principals;
 - c) annually by supervisors.
2. Administrative Regulations are reviewed and revised according to the identified work plan.

1.2 Take reasonable actions to ensure that the organization, the Board or employees are not recklessly exposed to legal liability.

Reasonable Interpretation

The Chief Superintendent interprets:

- *recklessly expose* as allowing conditions to exist which prevent the Calgary Board of Education from obtaining insurance coverage.

Indicators

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.
2. Zero instances of CBE's insurers refusing to insure the CBE due to the existence of hazardous conditions.
3. Standard form contracts are available and utilized for master agreements, purchasing.
4. Clearly defined processes are in place and utilized for approval of offsite activities.

**operational
expectations****OE - 2: Learning Environment/Treatment of Students**

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

Reasonable Interpretation

It is crucial that a learning environment is created and sustained that enables students to participate fully in their learning.

The Chief Superintendent interprets:

- *learning environment* to mean 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.
- *safe* to mean a learning environment that is free from potential harm to students and their well-being.
- *respectful* to mean a learning environment that is caring and where students feel they are treated fairly.
- *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 shall:

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

Reasonable Interpretation

CBE is responsible for creating a learning environment where students are welcomed and appreciated as unique individuals.

The Chief Superintendent interprets:

- *positive learning conditions* to mean circumstances and environments that are encouraging, supportive, stimulating and engaging.
- *sense of belonging* to mean that students know and understand that their participation in and contributions to learning are welcomed.
- *respect for diversity* to mean acceptance and inclusion of individuals exhibiting the full range of human characteristics and abilities (uniqueness within humanity).

Indicators

1. A clearly defined, system wide student code of conduct is implemented and reviewed annually.
2. 100% of schools will practice an emergency plan that includes fire drills and lockdown procedures.
3. The percentage of student responses indicating agreement with the safe and caring suite of questions from the Calgary Board of Education Annual Safe and Caring Schools result, as determined by Alberta Education's Accountability Pillar Survey will be maintained (plus or minus 2 percentage points).
4. Principals confirm that each volunteer has security clearance prior to beginning their volunteer service.
5. Low recidivism for students having involvement with the CBE Attendance Team.
6. Principals confirm that transitions between schools for students with Individual Program Plans have been supported through planning meetings and identified plans.
7. Principals confirm all requests for the establishment of student organizations promoting welcoming, caring respectful and safe learning environments are supported.

operational expectations

OE - 3: Instructional Program

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

It is important for each student to have access to the learning opportunities that best meet their needs to reach their potential. These opportunities are not restricted based on an ability to pay.

Reasonable Interpretation

The Chief Superintendent interprets:

- *high quality programming* to mean intentionally planned learning opportunities that provide students the opportunity to participate, progress and achieve.
- *educational programming* to mean learning opportunities that are rooted in the Program of Studies and planned to meet the learning needs of students.
- *without financial barriers* to mean the cost does not deny access of an individual student to an instructional program and the activities contained therein.

The Chief Superintendent shall:

3.1 Plan for and provide challenging, relevant and high quality programming opportunities that consider the educational needs of students, the choices of families, and the fiscal and operational capacity of the organization.

Reasonable Interpretation

Offering a variety of instructional programs to CBE students provides opportunities for learning that are personalized, accessible, engaging and meaningful.

The Chief Superintendent interprets:

- *plan for* to mean intentional identification of learning strategies in support of specific student learning outcomes.
- *challenging* to mean that each student is provided learning opportunities at an appropriate level for growth.
- *relevant* to mean learning opportunities are developed that are meaningful to the student.

- *educational needs* to mean those requirements specific to individual students that support progress in their learning.
- *high quality programming* to mean intentionally planned learning opportunities that provide students the opportunity to participate, progress and achieve.
- *fiscal capacity* to mean the amount of economic resources available to the organization considering the bounds of legislation and generally accepted accounting principles.
- *operational capacity* to mean the ability of the CBE to provide adequate resources within the funding provided and revenue collected.

Indicators

1. 100 per cent of high school principals confirm that a flexibility component, as defined in High School Redesign, exists within each timetable.
2. Principals confirm student learning plans contain personalized goals and strategies.
3. 100 per cent of principals confirm utilizing specialized assessments from professionals in support of student learning.
4. 100 per cent of alternative program proposals received by the Calgary Board of Education are considered within the context of the *School Act* and the CBE Alternative Program Proposal Process.
5. The number of dual credit educational opportunities provided for high school students remains stable or increases.
6. The number of exploratory credit opportunities in Career and Technology Studies provided for high school students remains stable or increases.
7. No student is denied access to (whole class) off-site activities connected to the program of studies due to an inability to pay.
8. A Three-Year Student Accommodation Plan is presented annually to the Board of Trustees for information.

3.2 Ensure that the instructional program is regularly evaluated and modified as necessary.

Reasonable Interpretation

An important part of the school development planning process requires attention to multiple forms of evidence including student learning, perception and school process.

The Chief Superintendent interprets:

- *instructional program* to mean an identified set of learning opportunities that relate to achieving the learning outcomes as identified in the Alberta Education authorized programs of study.
- *evaluated and modified* to mean practices within the instructional program are continuously reviewed in response to student learning evidence, interests and need.

Indicators

1. 100 per cent of principals confirm they use data to inform the creation and modification of school development plans.
2. 100 per cent of principals report identifying and reporting to their community on the progress achieved towards targets as outlined in school development plans.
3. School development plans are reviewed annually by area directors.
4. School instructional programs and services supported centrally are monitored in accordance with the identified schedule.
5. 100 per cent of principals confirm that they encourage teaching practices that are consistent with the system direction identified in the 3 Year Education Plan.

3.2 Ensure that no program emphasizes a particular religion, notwithstanding the School Act definition of alternative programs.

Reasonable Interpretation

As a public education system, the Calgary Board of Education will not promote the views of specific religions.

The Chief Superintendent interprets:

- *program* to mean an instructional program based on the outcomes identified in the Alberta Programs of Study.

Indicators

1. An internal review confirms that no CBE program emphasizes a particular religion.
2. 100 per cent of principals confirm compliance with AR 3067: Religion in Education.

3.3 Provide safe and reliable transportation services that consider the learning needs of students, the choices of families, and the fiscal and operational capacity of the organization.

Reasonable Interpretation

It is important for CBE to balance the services required to support educational programming choices with the associated costs while operating in a fiscally sound and responsible manner.

Transportation provided must take steps to reduce the risk of harm to students (or protect students from harm) and be consistently dependable.

The Chief Superintendent interprets:

- *transportation services* to mean companies contracted by CBE to provide transportation to and from school for students including public transit.
- *safe* to mean precautions are taken to protect students from harm while travelling to and from school in vehicles provided by the contracted transportation services.
- *reliable* to mean routes are completed timely and consistently unless prohibited by circumstances beyond the carrier control.
- *fiscal capacity* to mean the amount of economic resources available to the organization considering the bounds of legislation and generally accepted accounting principles.
- *operational capacity* to mean the ability of the CBE to provide programs and services within the funding provided and revenue collected.

Indicators

1. 100 per cent of school bus stops and zones are found to be in compliance with the Alberta Education Route Assessment criteria.
2. Mechanisms are in place to administer penalties to contracted carriers for instances of unreliability such as tardiness or absence.
3. Transportation services provided by the CBE balance the cost of providing the service with the grants received from the province and revenue generated through fees through a balanced budget.

operational expectations

OE – 4: Treatment of Employees

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

Reasonable Interpretation

CBE has the ability to positively impact achievement of CBE Results through the quality and performance of employees and attention to workplace culture.

The Chief Superintendent interprets:

- *recruitment* to mean the selection of employees newly hired to the CBE.
- *retention* to mean the ongoing employment and commitment of employees.
- *fair compensation* to mean the aggregate cost of salaries and benefits for employees that are competitive subject to CBE's ability to pay.
- *highly qualified* to mean possessing the skills, knowledge and abilities required of the position and whose principles align with CBE values and vision.

The Chief Superintendent shall:

4.1 Provide a safe, supportive and respectful organizational culture for all staff that respects diversity and fosters a positive and welcoming environment.

Reasonable Interpretation

It is important to create and maintain a workplace that engages employees and enables them to perform their duties to the best of their ability.

The Chief Superintendent interprets:

- *safe* to mean a work environment that is free from potential harm to employees and their well-being.
- *supportive* to mean opportunities for growth and development.
- *respectful* to mean a work environment that is caring and where employees feel they are treated fairly.

- *organizational culture* to mean the creation and existence of a safe and courteous environment for its employees.
- *diversity* to mean exhibiting the full range of human characteristics and abilities.
- *positive and welcoming environment* to mean an atmosphere that is encouraging, stimulating and engaging.

Indicators

1. An employee engagement survey will be conducted every two years.
2. Improvement will be noted in the bi-annual employee engagement survey on identified areas of focus.
3. A comprehensive program of PIF and granted leaves of absences in support of opportunities for personal and professional growth or learning will be offered annually.
4. Mechanisms in place that support a safe organizational culture are utilized, (such as Harassment, Workplace Violence, and Whistleblower reports).

4.2 Establish and implement standards and practices for the recruitment, fair compensation, and retention of highly qualified employees.

Reasonable Interpretation

The processes involved in hiring new employees and maintaining current employees is critical to support achievement of CBE Results.

The Chief Superintendent interprets:

- *recruitment* to mean the selection of employees newly hired to the CBE.
- *fair compensation* to mean the aggregate cost of salaries and benefits for employees that are competitive subject to CBE's ability to pay.
- *retention* to mean the ongoing employment and commitment of employees.
- *highly qualified* to mean possessing the skills, knowledge and abilities required of the position.

Indicators

1. 90% of employees who pass their probationary period will still be employed with the CBE at the 2 year anniversary.
2. 95% of school based principals and assistant principals who successfully pass their evaluation will have maintained the designation at the 3 year anniversary.
3. Salaries and benefits are reviewed annually against identified comparators.

4.3 Administer clear personnel rules and procedures for employees, including processes for suspension, transfer and termination actions.

Reasonable Interpretation

Having clear rules and procedures that identify expectations and govern employees is essential to the fair and transparent operation of the organization.

The Chief Superintendent interprets:

- *administer* to mean develop, provide and apply.
- *personnel rules* to mean CBE Administrative Regulations pertaining to employee behaviour and those provisions/processes identified within the School Act.
- *procedures* to mean those practices and processes subject to the provisions of the collective agreements, terms and conditions of employment and current School Act.

Indicators

1. 100% of employees will be made aware of Calgary Board of Education policies or regulations governing:
 - respect in the workplace;
 - conflict of interest; and
 - responsible use of electronic information resources.
2. There will be no grievance arbitration, board of reference decisions, or findings in a court of law that the CBE failed to administer clear personnel rules and procedures for employees, including processes for suspension, transfer and termination actions.

4.4 Ensure the Board's approval for the bargaining mandate, the ratification of all collective agreements for unionized employees, and the approval of the total compensation of all exempt employees.

Reasonable Interpretation

Negotiation discussions with unionized employees must be conducted within reasonable and permitted parameters.

The Chief Superintendent interprets:

- *Board's approval* to mean a carried motion recorded in the minutes of a meeting of the Board of Trustees.
- *bargaining mandate* to mean the parameters within which a new collective agreement may be negotiated.
- *ratification* to mean the approval to conclude a collective agreement in accordance with the Labour Relations Code.

- *total compensation* to mean aggregate cost of salaries and benefits for exempt employees that are funded from the CBE budget.
- *exempt employees* to mean personnel who are not part of a bargaining unit according to the Labour Relations Code.

Indicators

1. The commencement of every round of collective bargaining occurs after the Board of Trustees approves a bargaining mandate.
2. All collective bargaining settlements occur within the parameters of any mandate approved by the Board of Trustees.
3. Every round of collective bargaining is concluded with the ratification of the new collective agreement by the Board of Trustees.
4. Changes to total compensation packages for exempt employees occur after the Board of Trustees' approval.

operational expectations

OE - 5: Financial Planning

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

Reasonable Interpretation

As stewards of public funds, careful and intentional planning for use of available funding that is aligned with CBE missions, vision and values is essential to support student learning and provide assurance to the community.

The Chief Superintendent interprets:

- *prudent financial planning* to mean the allocation of resources to achieve the objectives as outlined in the Three year Education plan.
- *financial management* to mean having the process and controls in place to balance the cost and benefit for budget decisions with available funding.
- *public confidence* to mean the ability for members of the community to understand the rationale for budget decisions through transparent financial reporting.

The Chief Superintendent shall:

5.1 Present the budget-planning assumptions.

Reasonable Interpretation

Identifying key principles and variables that will drive budget decisions is an important component of the budget process and is critical to consistency and transparency.

The Chief Superintendent interprets:

- *budget-planning assumptions* to mean the identification of a range of controllable and non-controllable factors that impact the budget.

Indicators

1. A Budget Assumptions Report that reflects the Board's values and identifies the critical and relevant factors impacting the development and balancing of the budget.

5.2 Develop a budget that:

- a. is in a summary format understandable to the Board and presented in a manner that allows the Board to understand the relationship between the budget and the Results priorities and any Operational Expectations goals for the year as set out in the Annual Summative Evaluation; and
- b. avoids fiscal jeopardy.

Reasonable Interpretation

The budget reflects the focus on student learning, incorporates key assumptions and presents information that furthers understanding of the use of resources.

The Chief Superintendent interprets:

- *summary format understandable to the Board* to mean the format required by Alberta Education with supplemental information as required to enhance public understanding.
- *the relationship between the budget and Results priorities and any Operational Expectations goals for the year* to mean that the budget reflects the priorities of the Three Year Education Plan and the goals as set out in the Annual Summative Evaluation.
- *avoid fiscal jeopardy* to mean to take steps to mitigate the risks associated with the inability of the organization on an ongoing basis to continue to operate and meet statutory obligations.

Indicators

1. A Budget Document that reflects this interpretation is presented to the Board.

5.3 Ensure prudent financial management that does not materially deviate from the budget.

Reasonable Interpretation

The same expectations should exist for ongoing administration and operationalization of the budget as were made in the planning process.

The Chief Superintendent interprets:

- *materially deviates from the budget* to mean quantitative variances from the approved budget including:
 - any change in approved use of reserves;
 - creation of a deficit in any amount;
 - an annual negative variance from planned net operating surplus of \$5 million or more; or
 - any line item in the quarterly variance reports that varies by greater than 1% and \$500,000.

Indicators

1. Quarterly variance reports will be presented reflecting the materiality interpretation.

5.4 Ensure that prior board approval is received for all expenditures from reserve funds and for all transfers between operating reserves, capital reserves or committed operating surplus.

Reasonable Interpretation

The Board of Trustees must authorize use of or transactions between reserve funds of any kind.

Indicators

1. All use of reserve funds will occur with the prior approval of the Board of Trustees.
2. All transfers between reserve funds will occur with prior approval of the Board of Trustees.
3. All debt arrangements will occur with the prior approval of the Board of Trustees.

operational expectations

OE - 6: Asset Protection

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

Reasonable Interpretation

The success of our students is enhanced when materials, both tangible and intangible, belonging to CBE are safeguarded and not placed at undue risk.

The Chief Superintendent interprets:

- *protection* to mean controls are in place to ensure assets are safeguarded to decrease risk to a medium or low level.
- *organizational assets* to mean all tangible property and equipment and all intangible property (data and operational systems) owned by CBE that are vital to its operation. These include all asset categories recorded on the CBE balance sheet.

The Chief Superintendent shall:

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

Reasonable Interpretation

Ensuring that the resources, material goods and other properties and possessions of CBE are safe and guarded from theft and liabilities is critical to the operation and functioning of the organization.

The Chief Superintendent interprets:

- *properly maintain* to mean kept in safe working order.
- *adequately protect* to mean controls are in place to ensure assets are safeguarded to decrease risk to a medium or low level.
- *appropriately use* to mean assets are utilized by CBE staff according to the purpose for which they were acquired.
- *organizational assets* to mean all tangible property and equipment and all intangible property (data and operational systems) owned by CBE that are

vital to its operation. These include all asset categories recorded on the CBE balance sheet.

Indicators

1. 95% of the corporate information created, received, maintained, disposed or preserved by the CBE is in accordance with GARP (Generally Accepted Record Keeping Principles).
2. 99% of all attempted intrusions into the CBE Information Systems will be successfully blocked.
3. No more than 5% of CBE schools audited by Alberta Infrastructure will have facility condition index of "marginal".
4. CBE will secure insurance coverage against theft, property losses and liability losses to the organization.
5. No legal complaints related to violation of intellectual property rights are received.
6. No losses are incurred by CBE on deposits and investments.

operational expectations

OE – 7: Communication With and Support for the Board

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

Reasonable Interpretation

The sharing of information pertaining to the operation of the organization by the Chief Superintendent with the Board of Trustees is important and enables the Board to function by building understanding that informs decision making.

The Chief Superintendent shall:

- 7.1 Submit required monitoring data (see policy *B/CSR-5: Monitoring Chief Superintendent Performance*) in a thorough, accurate and understandable fashion, according to the Board's annual work plan schedule, and including both Chief Superintendent interpretations and relevant data to substantiate compliance or reasonable progress.

Reasonable Interpretation

Regular review of the performance of the organization relative to specific indices supports ongoing growth and improvement.

The Chief Superintendent interprets:

- *required monitoring data* to mean annual reports about Results and Operational Expectations.
- *thorough* to mean sufficient but not exhaustive.
- *accurate* to mean correct to the best of administration's knowledge when it is communicated.
- *understandable* to mean the information enables the Board to easily explain the information to a typical parent of a CBE student.
- *Board's annual work plan schedule* to mean the outcome of policy Governance Culture 6: Annual Work Plan.
- Results reports will contain the following elements:
 - a Board-approved reasonable interpretation,
 - baseline and Board approved targets, and
 - evidence of reasonable progress.

- Operational Expectation reports will contain the following elements:
 - a Board-approved reasonable interpretation, and
 - evidence of compliance.

Indicators

1. 100 per cent of annual monitoring reports will be presented in accordance with the Board's annual work plan schedule.
2. 100 per cent of annual monitoring reports will contain sufficient information for the Board to make a determination about compliance, non-compliance, reasonable progress, lack of reasonable progress and exceptions.

7.2 Provide for the Board in a timely manner information about trends, facts, accommodation planning or significant modifications of any instructional programs, anticipated significant media coverage and other information relevant to the Board's work.

Reasonable Interpretation

Information regarding the operation of the organization that is shared at an appropriate time can be utilized in authentic and meaningful ways.

The Chief Superintendent interprets:

- *timely* to mean promptly once administration becomes aware of and has validated information.
- *trends* to mean how internal and external data or factors move over time.
- *facts and other information* to mean qualitative and quantitative data.
- *accommodation planning* to mean the strategic process utilized to identify issues and responses related to providing learning spaces for CBE students.
- *significant modifications of any instructional program* to mean the removal, cancellation, introduction or extension of:
 - any prescribed programs of study in the regular education program or in alternative or special education programs that would materially impact the Board's work; and
 - any entire alternative or special education program.
- *anticipated significant media coverage* to mean expectation of material enquires or events related to the organization that would be reported or commented on by professional journalists and their print, broadcast and online outlets.
- *relevant to the Board's work* to mean matters pertaining to governance as described in the governance policies.

Indicators

1. 100 per cent of information about trends, facts and other information will be provided in a timely manner.
2. A minimum of once per month, a written update report from the Chief Superintendent will be presented at a Board of Trustee meeting.
3. Once per month or as required by the Board of Trustees' meeting agendas, administration will support the Results focus at Board of Trustees public meetings.
4. 100 per cent of reportable instructional program changes will be provided to the Board of Trustees.
5. A Three Year System Student Accommodation Plan will be provided annually to the Board of Trustees.

7.3 Inform the Board, the Board Chair or individual members if, in the Chief Superintendent's opinion, the Board or individual members have encroached into areas of responsibility assigned to the Chief Superintendent or if the Board or its members are non-compliant with any Governance Culture or Board/Chief Superintendent Relationship policies.

Reasonable Interpretation

Through the Governance model, the Board of Trustees has identified specific responsibilities that have been delegated to the Chief Superintendent. It is the responsibility of the Chief Superintendent to communicate with the Board when actions by Board members indicate variance from the model and encroach on these responsibilities.

The Chief Superintendent interprets:

- *inform* to mean that the Chief Superintendent may exercise judgment to bring specific information to the attention of individual Trustees or the Board as a whole.
- *opinion* to mean judgment or assessment based on observation and experience.
- *encroached into areas of responsibility assigned to the Chief Superintendent* to mean that the Board or a Trustee has stepped into an operational area delegated by the Board of Trustees through its policies to the Chief Superintendent.
- *Board or its members are non-compliant* to mean the Board or a Trustee has violated the policies established by the Board of Trustees.

Indicators

1. 100 per cent of reportable events will be addressed in an appropriate venue.

7.4 Inform the Board in a timely manner of any actual or anticipated noncompliance with any Board Operational Expectations policy or any anticipated failure to achieve reasonable progress toward any Results policy.

Reasonable Interpretation

It is the responsibility of the Chief Superintendent to communicate any foreseeable areas where organizational or student performance as measured by monitoring does not meet expectations.

The Chief Superintendent interprets:

- *timely* to mean promptly once administration becomes aware of and has validated information.
- *actual* to mean certain to occur or already occurred.
- *anticipated* to mean expected to occur.

Indicators

1. 100 percent of instances of actual (already occurred) exceptions to compliance or reasonable progress will be indicated in the annual monitoring reports for Operational Expectations and Results policies.
2. 100 percent of instances of actual (certain to occur) or anticipated non-compliance or lack of reasonable progress for an entire policy will be presented to the Board of Trustees in a timely manner.

operational expectations

OE – 8: Communicating and Engaging with the Public

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

Reasonable Interpretation

In the course of our work it is important to build positive relationships with various stakeholders that are characterized by:

- clearly stated roles, responsibilities and contributions;
- clear and understood decision-making processes where voice is valued; and
- collective support for student success.

The Chief Superintendent interprets:

- *communities* to mean stakeholders that share a commonality as it relates to CBE business.
- *corporate and community partners* to mean organizations or individual members of the public that provide support and/or services that contribute to student success.
- *all levels of government* to mean representatives of municipal, provincial and federal ministries and/or departments.
- *mutual respect* to mean clearly stated roles and responsibilities between CBE authorities and participants.
- *courtesy* to mean the interactions with the public are open, respectful and cooperative.
- *honesty* to mean communicating information clearly, candidly and in a timely manner.
- *freedom of information and protection of privacy* to mean the sharing of information as appropriate in compliance with relevant legislation.

The Chief Superintendent shall:

8.1 Ensure the timely flow of information, appropriate input, and strategic two-way dialogue between the organization and its communities to build understanding and support for organizational efforts.

Reasonable Interpretation

Engaging with our public is a critical component to building relationships that support public education and student success.

The Chief Superintendent interprets:

- *timely* to mean promptly once administration becomes aware of and has validated information.
- *flow* to mean provision and/or distribution.
- *appropriate input* to mean perspective, ideas, comment and opinion sought from public with clear expectations for how the input will be used.
- *strategic* to mean in consideration of the vision, plans and challenges facing the organization as a whole.
- *two-way dialogue* to mean sharing, informing, listening, exchange of ideas and responding.
- *understanding* to mean fact-based knowledge about the organization.
- *support* to mean agreement with the vision, values and work of the organization.

Indicators

1. 100 per cent of system-level communications will enable feedback or provide the public with the ability to ask questions.
2. The Dialogue Framework is being used with affected stakeholders to help inform decision making.
3. 90 per cent of public enquiries received at the system level by voice mail and email are acknowledged within two business days.

8.2 Ensure that school councils are supported in performing their mandated role.

Reasonable Interpretation

Involved and informed school communities have the potential to make a significant impact on student success.

The Chief Superintendent interprets:

- *school councils* to mean a collective association of individuals as identified by Alberta Education in each school, working collaboratively with the principal and school community;
- *mandated role* to mean serving in an advisory capacity to the principal and Board of Trustees respecting matters related to the school.

Indicators

1. Available school council resources are accessed through the corporate website.
2. Information is shared on a timely basis with school councils.
3. Principals confirm that school councils are offered opportunities to provide input and feedback on the school development plan.
4. Principals confirm that school councils are offered opportunities to provide input and feedback on the school based budget.

8.3 Effectively handle complaints and concerns.

Reasonable Interpretation

Contributing to the success of an effective organization is the provision for a process which addresses concerns and complaints.

The Chief Superintendent interprets:

- *effectively* to mean reviewed and responded to within reasonable or posted time frames utilizing existing mechanisms and processes.
- *complaints and concerns* to mean a formal expression of discontent:
 - about the values, customs or regulations of the CBE;
 - within the context of their relationship with the CBE; and
 - requiring a response.

Indicators

1. 90 per cent of concerns and complaints received at the Area and system level are responded to within the stated time frames as outlined in AR 5007.
2. Principals and system leaders confirm the approved concerns and complaints process is used.

8.4 Reasonably include people in decisions that affect them.

Reasonable Interpretation

Better decisions are made when people work together to solve problems and find solutions.

The Chief Superintendent interprets:

- *reasonably include* to mean sensible, fair and appropriate opportunities are offered to provide feedback to the decision-making process.
- *decisions that affect them to mean* those choices that are made that directly impact individuals.

Indicators

1. 100 per cent of community engagement processes are organized for reasonable and appropriate participation in decision-making as identified in the Dialogue Framework.
2. 60 percent of participants responding to the post engagement evaluation indicate satisfaction with their involvement in the individual engagement meeting.
3. The percentage of parents indicating agreement with the suite of questions from the CBE Annual Parental Involvement results, as determined by Alberta Education's Accountability Pillar Survey will be maintained plus or minus two percentage points.
4. Principals confirm staff involvement in school decisions as required by collective agreements.
5. The Chief Superintendent will provide opportunities for school based staff to provide feedback on identified issues.

operational expectations

OE - 9: Facilities

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

Reasonable Interpretation

The CBE recognizes the direct connection between facilities that are conducive to student learning and the achievement of the Results.

The Chief Superintendent interprets:

- *safe* to mean that the physical learning environment is free from potential harm to students, and that the work environment is compliant with all legal requirements.
- *clean* to mean that CBE schools and facilities are cleaned to a standard which supports occupant health and wellness.
- *properly maintained* to mean that CBE schools and facilities are taken care of in a manner that supports the functionality of the learning and work environment.
- *responsible stewardship* to mean the sustainable management of facilities in support of student learning.
- *effective and efficient use of funding* to mean the fiscally responsible allocation of financial resources on real property that supports student learning.
- *real property* to mean and land buildings.

The Chief Superintendent shall:

9.1 Ensure that facilities are safe, clean and properly maintained.

Reasonable Interpretation

It is critical that learning and work environments are in a condition that optimizes the utility of the school.

The Chief Superintendent interprets:

- *safe* to mean that the physical learning environment is free from potential harm to students, and that the work environment is compliant with all legal requirements.
- *clean* to mean that CBE schools and facilities are cleaned to a standard which supports occupant health and wellness.
- *properly maintained* to mean that CBE schools and facilities are taken care of in a manner that supports the functionality of the learning and work environment.

Indicators

1. 100 percent of formally advanced safety related concerns (i.e., Indoor Environmental Quality Concern Registration and Hazard Reports) are responded to within the established timelines.
2. 90 percent of maintenance work orders, requiring adherence to a provincial code, are inspected for conformance with the applicable technical provincial codes.
3. 95 percent of CBE schools and facilities are assessed annually at the Level 2 “Ordinary Tidiness” standard of caretaking and cleanliness.
4. 100 percent of emergency maintenance and repair work requests are acted upon within 24 hours.

9.2 Ensure that facility planning and design decisions appropriately consider environmental impacts, including eco-efficiency and sustainability.

Reasonable Interpretation

In creating new or updating learning and work environments, it is important to include attributes that result in minimizing the negative effect on the environment while being easily maintained in the long term.

The Chief Superintendent interprets:

- *environmental impacts* to mean those aspects that include effects on the air, water use and energy use, which ensure that facilities and infrastructure are constructed and operated in an ecologically responsible manner.
- *eco-efficiency* to mean an environmentally friendly building design as outlined in the Leadership in Energy and Environmental Design (LEED) Silver level of certification or equivalent standard.
- *sustainability* to mean the ability to maintain a component or facility within our financial capabilities while balancing cost effectiveness and environmental impact.

Indicators

1. 100 percent of new schools, constructed for the Calgary Board of Education are completed to the LEED Silver level of certification or higher.
2. 100 percent of major modernizations will be assessed using the LEED score card.
3. 100 percent of the CBE portion of all site naturalization and school garden requests approved through the applicable process are completed.

9.3 Utilize Board-approved prioritization criteria to ensure the effective and efficient use of capital funding and demonstrate responsible stewardship of resources.

Reasonable Interpretation

Making decisions regarding maximizing capital funding requests on known and agreed upon criteria ensures consistency and fairness.

The Chief Superintendent interprets:

- *Board-approved priority* to mean the list of parameters endorsed by the Board of Trustees and utilized by administration to rank each of new school, modernization and modular project requests for provincial funding consideration.
- *effective and efficient use of funding* to mean the fiscally responsible allocation of financial resources on real property that supports student learning.
- *responsible stewardship* to mean the sustainable management of facilities in support of student learning.

Indicators

1. Annual submission to the Board of Trustees for approval, within the provincial time frames, of a Three Year Capital School Capital Plan.
2. Annual submission to the Board of Trustees for approval, within the provincial time frames, of the Modular Classroom Plan.
3. Triennial submission to the Board of Trustees for approval of a 10 Year Student Accommodation and Facilities Strategy.

9.4 Maximize the public's use of facilities as long as student safety, student activities and the instructional program are not compromised.

Reasonable Interpretation

Making CBE spaces available for the broader public to access is important to our relationships with the community.

The Chief Superintendent interprets:

- *public use* to mean access for general public users to specific, identified spaces through the rental process administered by the City of Calgary.
- *As long as student safety, student activities, and the instructional program are not compromised* to mean appropriate guidelines and processes are in place that reflect these values and the public use of CBE school spaces will not adversely impact the delivery of the program of studies and/or extracurricular student events.

Indicators

1. No less than 80% of schools are made available for public use.

9.5 Ensure that financially significant improvements, acquisition, disposal or encumbrance or real property are in support of student learning.

Reasonable Interpretation

It is important that decisions pertaining to CBE land and buildings attend to the impact on student learning.

The Chief Superintendent interprets:

- *financially significant improvements* to mean major modernization projects funded by the provincial government.
- *acquisitions* to mean CBE becoming the owner of and responsible for the maintenance and operation of land or building.
- *disposal* to mean the removal of land or buildings from CBE ownership.
- *encumbrance* to mean burden with financial claim or other registrations affecting transferability of property (excluding standard property encumbrances such as utility right of way and temporary construction liens).
- *real property* to mean land and buildings.
- *in support of student learning* to mean providing resources that are directed to positively impact student learning.

Indicators

1. 100% of all real property acquisitions, disposals and encumbrances will be approved by the Board of Trustees.
2. 100% of new school construction and major modernization projects will be approved by the Board of Trustees.



**report to
Board of Trustees**

Correspondence

Date	October 10, 2017
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Kelly-Ann Fenney Office of the Corporate Secretary
Purpose	Information
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board

1 | Recommendation

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

- Letter dated September 21, 2017 from the Hon. D. Eggen, Minister of Education, to the Board Chair re: disposition of land.

Attachments: Relevant Correspondence





ALBERTA
EDUCATION

Office of the Minister

AR99343

SEP 21 2017

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

Dear Ms. Bowen-Eyre:

Thank you for your June 27, 2017 letter advising me of the Calgary Board of Education's plan to dispose of 0.13 acre portion of land from Lot 4MSR of Plan 1510804, Block 1.

I have consulted with my colleague, the Honourable Brian Mason, Minister of Infrastructure, and can confirm that there is no government need for this property.

In disposing of this property, your jurisdiction must comply with *Disposition of Property Regulation AR 181/2010*. Your board is responsible for ensuring that the final agreements, at a minimum, release the school board from any obligation or liability regarding the property after the transfer of ownership and indemnify the school board from any future liabilities related to any environmental condition of the property.

If you have any questions, please contact Robert Craig, Senior Manager, Capital Planning South, at robert.craig@gov.ab.ca or 780-643-0735 (dial 310-0000 first for toll-free access).

I wish you success in completing this transaction.

Sincerely,

David Eggen
Minister

cc: Honourable Brian Mason, Minister of Infrastructure