public agenda

Regular Meeting of the Board of Trustees

January 8, 2019
12:00 p.m.

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

R-1: Mission |
Each student, in keeping with their 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**			
15 mins	3.1	Legacy Award		GC-3	
	4 |	**Results Focus**			
	5 |	**Operational Expectations**			
20 mins	5.1	OE-5: Financial Planning – Annual Monitoring	B. Grundy	OE-5	Page 5-15
20 mins	5.2	OE-6: Asset Protection – Annual Monitoring	B. Grundy	OE-6	Page 5-23
20 mins	5.3	OE-8: Communicating and Engaging With the Public – Annual Monitoring	Board	OE-8	(Dec. 4/18 Page 5-1)
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	

Time	Topic	Who	Policy Ref	Attachment
	**8	Consent Agenda**	Board	GC-2.6	
	8.1 Locally Developed Courses *(THAT the Board approves the Locally Developed Courses as outlined in Appendix I of the report.)*		R-2; OE-3	Page 8-1
	8.2 Item Provided for Board Information		OE-7	
	8.2.1 Correspondence			Page 8-5
	**9	In-Camera Session**			
3:00 p.m.	**10	Adjournment**			
	Debrief			

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.

Calgary Board of Education

Times included on this agenda are approximate and may vary during the course of the meeting.

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**operational
expectations
monitoring report**

OE-5: Financial Planning

CHIEF SUPERINTENDENT CERTIFICATION

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

☒ In Compliance.

☐ In Compliance with exceptions noted in the evidence.

☐ Not in Compliance.

Signed: _____   Date: January 2, 2019

Christopher Usih, Chief Superintendent

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 5: Financial Planning, the Board of Trustees:

☐ Finds the evidence to be compliant

☐ Finds the evidence to be compliant with noted exceptions

☐ Finds evidence to be not compliant

Summary statement/motion of the Board of Trustees:

Signed: _____   Date: _____

Chair, Board of Trustees

**Calgary Board
of Education**

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operational
expectations
monitoring report

OE-5: Financial Planning

Executive Summary

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

This Operational Expectation establishes expectations of the Board of Trustees for the Calgary Board of Education regarding financial planning for student success public confidence.

This is the first monitoring report for OE – 5: Financial Planning based upon the revisions to the OEs in March 2017. The Board approved revised reasonable interpretations and indicators in October 2017. The Board last monitored OE - 5 on December 5, 2017. The data provided in that report was for the 2016-2017 school year, based upon the previous OE - 5 statements, reasonable interpretation and indicators that were approved in June 2012.

This report includes data available from the 2017-2018 school year and contains evidence to support the following findings:

Policy Statement	Indicator	Finding
5.1	5.1.1	Compliant
5.2	5.2.1	Compliant
5.3	5.3.1	Compliant
5.4	5.4.1	Compliant
5.4	5.4.2	Compliant
5.4	5.4.3	Compliant

Calgary Board
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OE-5: Financial Planning

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

Board-approved 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 an 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.	Compliant

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.

Calgary Board of Education

OE-5: Financial Planning

Board-approved Indicators and *Evidence* of Compliance |

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.	Compliant

The organization is compliant with this indicator.

Evidence statement

The Budget Assumption Report was presented April 10, 2018.

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	Compliant

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.

Calgary Board of Education

**operational
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OE-5: Financial Planning

- ▪ *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.

Board-approved Indicators and *Evidence* of Compliance |

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

The organization is compliant with this indicator.

Evidence statement

The Students Come First |Budget Report for 2018-22 was presented on May 15, 2018 and May 22, 2018.

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

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; or
    - ▪ an annual negative variance from planned net operating surplus of $5 million or more;
    - ▪ Any line item in the quarterly variance reports that varies by greater than 1% and $500,000.

**Calgary Board
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OE-5: Financial Planning

Board-approved Indicators and *Evidence* of Compliance |

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

The organization is compliant with this indicator.

Evidence statement

November 28, 2017 – First Quarter Budget Variance Report and Fall 2017 Budget Update
May 15, 2018 – Second Quarter Budget Variance Report
June 19, 2018 – Third Quarter Budget Variance Report
November 27, 2018 – Fourth Quarter Budget Variance Report

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.	Compliant

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

Board-approved Indicators and *Evidence* of Compliance |

1. All use of reserve funds will occur with the prior approval of the Board of Trustees.	Compliant

The organization is compliant with this indicator.

Calgary Board
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OE-5: Financial Planning

Evidence statement

October 31, 2017 – Financial Status of Reserves and Designated Funds at August 31, 2017

2. All transfers between reserve funds will occur with prior approval of the Board of Trustees.	Compliant

The organization is compliant with this indicator.

Evidence statement

October 31, 2017 – Financial Status of Reserves and Designated Funds at August 31, 2017

3. All debt arrangements will occur with the prior approval of the Board of Trustees.	Compliant

The organization is compliant with this indicator.

Evidence statement

There was no new debt for 2017-18.

OE-5: Financial Planning

GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

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

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

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

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

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

operational
expectations
monitoring report

OE-6: Asset Protection

Monitoring report for the school year 2017-2018

Report date: January 8, 2019

CHIEF SUPERINTENDENT CERTIFICATION

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

☒ In Compliance.

☐ In Compliance with exceptions noted in the evidence.

☐ Not in Compliance.

Signed: _____ Date: <u>January 2, 2019</u>

Christopher Usih, Chief Superintendent

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 6: 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: _____ Date: _____

Chair, Board of Trustees

Calgary Board of Education

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operational
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monitoring report

OE-6: Asset Protection

Executive Summary

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

This Operational Expectation establishes expectations of the Board of Trustees for the Calgary Board of Education regarding the protection of organizational assets.

This is the first monitoring report for OE – 6: Asset Protection. The Board revised the Operational Expectations in March 27 which gave rise to the amalgamation, deletion and renumbering of some OEs. The OE covering Asset Protection was, previous to March 2017, OE – 7. The Board approved revised reasonable interpretations and indicators for the revised OEs in October 2017. The Board last monitored the OE on Asset Protection on January 9, 2018. The data provided in that report was for the 2016-2017 school year, based upon the previous OE - 7 statements, reasonable interpretation and indicators that were approved in June 2012.

This report includes data available from the 2017-2018 school year and contains evidence to support the following findings:

Policy Statement	Indicator	Finding
6.1	6.1.1	Not Compliant
6.1	6.1.2	Compliant
6.1	6.1.3	Compliant
6.1	6.1.4	Compliant
6.1	6.1.5	Compliant
6.1	6.1.6	Compliant

Calgary Board of Education

**operational
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monitoring report**

OE-6: Asset Protection

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

Board-approved 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.	Compliant

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.

**Calgary Board
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OE-6: Asset Protection

- *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.

Board-approved Indicators and *Evidence* of Compliance |

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).	Not Compliant

The organization is not compliant with this indicator.

Evidence statement

An internal audit of record management practices indicated that approximately 77% of the schools audited (10 of 13) achieved the CBE's target maturity standard (Essential) or better, based on Generally Accepted Recordkeeping Principles. The practices of three (3) schools were determined to be "In development", which was below the CBE's maturity level target.

Overall, the 2017/18 audit results represent a 5-percentage point improvement over the average percentage of schools that achieved the target maturity standard or better over the previous three years. Moreover, while the practices in the CBE and particularly schools have improved, even more training, support and attention will be required to ensure compliance on this measure. Additionally, explicit organizational direction that reinforces the expectation that Records Management requirements are compulsory as opposed to discretionary will be crucial for further advancements.

Calgary Board of Education

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OE-6: Asset Protection

2. 99% of all attempted intrusions into the CBE Information Systems will be successfully blocked.	Compliant

The organization is compliant with this indicator.

Evidence statement

Internal tracking determined that of the millions of intrusion attempts during the reporting period, six (6) phishing related intrusions were successful. These related to staff members being deceived through different methods into disclosing their passwords to individuals who were neither entitled nor authorized to have access to CBE Systems.

Although by no means ideal, the 2017/18 phishing numbers do reflect an 85% improvement over 2016/17, and perhaps this could be attributed to persistent Security Awareness campaigns.

Furthermore, and bearing in mind the limitations of mindfulness/awareness type approaches, the CBE is currently deploying Two-Factor Authentication (2FA) to strengthen authentication and help prevent future incidents. So far, the Two-Factor Authentication (2FA) solution has been implemented for back office infrastructure, services and functions. A phased deployment to all remaining systems will continue throughout 2018/19.

3. No more than 5% of CBE schools audited by Alberta Infrastructure will have facility condition index of "marginal".	Compliant

The organization is compliant with this indicator.

Evidence statement

Only 1.3% of the CBE schools show a "marginal" rating on the facility condition index in the VFA. (VFA is the name of the database used by Alberta Infrastructure to capture facility condition assessments of all schools across the province.)

Calgary Board of Education

OE-6: Asset Protection

4. CBE will secure insurance coverage against theft, property losses and liability losses to the organization.	Compliant

The organization is compliant with this indicator.

Evidence statement

The Calgary Board of Education purchases its insurance through the Urban Schools Insurance Consortium, which includes 14 of the largest school districts in Alberta. This includes property, liability, auto, crime and other insurance policies.

5. No legal complaints related to violation of intellectual property rights are received.	Compliant

The organization is compliant with this indicator.

Evidence statement

No complaints related to a violation of intellectual property rights have been received by the CBE legal department.

6. No losses are incurred by CBE on deposits and investments.	Compliant

The organization is compliant with this indicator.

Evidence statement

There have been no losses incurred by CBE on deposits and investments.

Calgary Board
of Education

operational
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OE-6: Asset Protection

GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

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

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

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

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

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

operational
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monitoring report

OE – 8: Communicating and Engaging with the Public

Monitoring report for the
school year 2017-2018

Report date:
December 4, 2018

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 8: Communicating and Engaging with the Public, the Chief Superintendent certifies that the proceeding information is accurate and complete.

☒ In Compliance.

☐ In Compliance with exceptions noted in the evidence.

☐ Not in Compliance.

Signed: _D. Stevenson_   Date: <u>November 21, 2018</u>

David Stevenson, Chief Superintendent

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 8: Global Operational Expectations, the Board of Trustees:

☐ Finds the evidence to be compliant

☐ Finds the evidence to be compliant with noted exceptions

☐ Finds evidence to be not compliant

Summary statement/motion of the Board of Trustees:

Signed: _____   Date: _____

Chair, Board of Trustees

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**operational
expectations
monitoring report**

OE – 8: Communicating and Engaging with the Public

Executive Summary

> 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.

This Operational Expectation establishes the values and expectations of the Board of Trustees for the Calgary Board of Education regarding communicating and engaging with the public.

This report is the first monitoring report for OE- 8: Communicating and Engaging with the Public. The Board revised the Operational Expectations in March 2017 which gave rise to the amalgamation and renumbering of some OEs. This OE is a result of the amalgamation of the previous OE – 3: Treatment of Owners and OE – 9: Communicating with the Public and reflects the Board's focus on communicating and engaging with the public. The Board approved reasonable interpretations and indictors for this OE in October 2017. The Board last monitored OE – 3: Treatment of Owners in September 2017 and OE – 9: Communicating with the Public in May 2018. The data provided in both of those reports was for the 2016-2017 school year, based upon the reasonable interpretations and indicators for each OE that were approved in June 2012.

This report includes data collected in the 2017-2018 school year for the newly approved indictors for OE – 8 and contains evidence to support the following findings:

Policy Statement	Indicator	Finding
8.1	8.1.1	Compliant
8.1	8.1.2	Compliant
8.1	8.1.3	Compliant
8.2	8.2.1	Compliant
8.2	8.2.2	Compliant
8.2	8.2.3	Compliant

**Calgary Board
of Education**

OE – 8: Communicating and Engaging with the Public

Policy Statement	Indicator	Finding
8.2	8.2.4	Compliant
8.3	8.3.1	Compliant
8.3	8.3.2	Compliant
8.4	8.4.1	Compliant
8.4	8.4.2	Compliant
8.4	8.4.3	Compliant
8.4	8.4.4	Compliant
8.4	8.4.5	Compliant

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.

Board-approved 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.

Calgary Board
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OE – 8: Communicating and Engaging with the Public

- *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.	Compliant

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.

Calgary Board of Education

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OE – 8: Communicating and Engaging with the Public

- *understanding* to mean fact-based knowledge about the organization.

- *support* to mean agreement with the vision, values and work of the organization.

Board-approved Indicators and *Evidence* of Compliance |

1. 100 per cent of system-level communications will enable feedback or provide the public with the ability to ask questions.	Compliant

The organization is compliant with this indicator.

Evidence statement

During the reporting period, 100 per cent of system level communication included at least one of the following: CBE website address and/or contact information for the system, department, school or individual responsible for content.

Our corporate website also has a number of dedicated email feedback mechanisms including a budget feedback form, webmaster@cbe.ab.ca, dialogue@cbe.ab.ca and cbecommunications@cbe.ab.ca

2. The Dialogue Framework is being used with affected stakeholders to help inform decision making.	Compliant

The organization is compliant with this indicator.

Evidence statement

In 2016, the CBE developed a community engagement framework (Dialogue) and successfully implemented it to inform both school-based and system-wide decisions. The dialogue framework is being used to guide community engagement activities across the organization and is a priority on the CBE's 2018-21 Three-Year Education Plan.

**Calgary Board
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**operational
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monitoring report**

OE – 8: Communicating and Engaging with the Public

To support Dialogue implementation, more than 600 system leaders have participated in training sessions. A toolkit of resources has been developed for leaders, including more than 30 tip sheets, templates and samples.

Trustees and senior leaders attend in-person sessions whenever possible so they can understand the aspirations and concerns of stakeholders directly. Updates for major engagements are shared at Superintendents' Team meetings and Board meetings, and community engagement is often a topic at leadership meetings. Principals are actively involved, engaging with their school communities and providing feedback on system-wide initiatives.

In the 2017-18 school year, large system engagements included Area 6 & 7 impacted schools, South Mandarin Bilingual Program expression of interest, Northwest and North Central French Immersion Programs and program changes at various schools.

3.	90 per cent of public enquiries received at the system level by voice mail and email are acknowledged within two business days	Compliant

The organization is compliant with this indicator.

Evidence statement

During the reporting period a review of the monitoring records from the Chief Superintendent's office indicate 100 per cent of public enquires were acknowledged by voicemail and email within two business days. A similar review of records maintained by CBE Communication and Engagement Services indicates that 4,528 enquiries, or 100 per cent of enquiries received by the public information line, the Dialogue inbox, the webmaster inbox or the CBE communications inbox from August 2017 to July 2018 were acknowledged within two business days.

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

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

Calgary Board of Education

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OE – 8: Communicating and Engaging with the Public

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 principals 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

Board-approved Indicators and *Evidence* of Compliance |

1. Available school council resources are accessed through the corporate website.	Compliant

The organization is compliant with this indicator.

Evidence statement

The corporate website includes dedicated pages with a variety of resources for school councils. These include the school council handbook (updated regularly), links to Council of School Councils (COSC) information, resources and links to the Alberta School Councils' Association (ASCA), administrative guidelines and templates for school council annual reports, and sample agendas, minutes, bylaws and other important checklists. The Key Communiqué newsletter, which includes important information for school councils, is also linked to this page.

A separate page on the corporate website is dedicated to resources for parent societies.

2. Information is shared on a timely basis with school councils.	Compliant

The organization is compliant with this indicator.

Calgary Board of Education

OE – 8: Communicating and Engaging with the Public

Evidence statement

In 2017-18, four Key Communiqué newsletters were emailed to school council chairs, principals, Area offices and trustees. School council chairs in turn share these with their individual school communities in a variety of ways. The Key Communiqué includes timely information for school councils such as key system updates, accessing Alberta School Council's Association resources and other information of interest to school councils.

Four COSC (Council of School Councils) meetings were held during the 2017-18 school year. Between 60-80 parents typically attend each meeting. Meetings include system updates, presentations of interest to participants, Q&A and time to share best practices and information with fellow school council members.

Principals also share information at school council meetings throughout the year.

3. Principals confirm that school councils are offered opportunities to provide input and feedback on the school development plan	Compliant

The organization is compliant with this indicator.

Evidence statement

During 2017-18, 100 per cent of principals who have a school council, reported they offered opportunities to provide input and feedback on the school development plan as recorded in Action Manager. Five unique settings stated they do not have a school council.

4. Principals confirm that school councils are offered opportunities to provide input and feedback on the school based budget.	Compliant

The organization is compliant with this indicator.

operational
expectations
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OE – 8: Communicating and Engaging with the Public

Evidence statement

During 2017-18, 100 per cent of principals who have a school council, reported they offered opportunities to provide input and feedback on the school-based budget as recorded in Action Manager. Five unique settings stated they do not have a school council.

8.3	Effectively handle complaints and concerns.	Compliant

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.

Board-approved Indicators and *Evidence* of Compliance |

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	Compliant

The organization is compliant with this indicator.

Calgary Board of Education

operational expectations monitoring report

OE – 8: Communicating and Engaging with the Public

Evidence statement

During 2017-18, 100 per cent of concerns and complaints received at the Area and system level were responded to within the stated time frames outlined in AR5007 as recorded in Action Manager.

2. Principals and system leaders confirm the approved concerns and complaints process is used.	Compliant

The organization is compliant with this indicator.

Evidence statement

As recorded in Action Manager, 100 per cent of principals and system leaders confirm that parents have been directed to use the concerns and complaints process when applicable during the 2017-18 school year.

The concerns and complaints process can be found on the CBE corporate website and is linked to all the school websites that have transitioned to the new technology platform.

8.4	Reasonably include people in decisions that affect them.	Compliant

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.

Calgary Board of Education

OE – 8: Communicating and Engaging with the Public

Board-approved Indicators and *Evidence* of Compliance |

1. 100 per cent of community engagement processes are organized for reasonable and appropriate participation in decision-making as identified in the Dialogue Framework.	Compliant

The organization is compliant with this indicator.

Evidence statement

Community engagement

The CBE continues to be guided by its community engagement framework, called Dialogue, in identifying opportunities for people to have a voice in decisions that affect them. During the 2017-18 school year, there was considerable community engagement on significant system issues including:

- *Schools in Areas 6 & 7 impacted by new school openings*
- *Expansion of the south Mandarin Bilingual Program*
- *Northwest and North Central French Immersion programs*
- *Program changes at various schools.*

These and other engagement initiatives throughout the year provided more than 45 in-person and 11 online opportunities for affected stakeholders to have a voice in decisions that affect them. Members of the public are also welcome to provide feedback and ask questions about community engagement activities throughout the year by emailing dialogue@cbe.ab.ca.

2. 60 per cent of participants responding to the post engagement evaluation indicate satisfaction with their involvement in the individual engagement meeting.	Compliant

The organization is compliant with this indicator.

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Evidence statement

Of those who completed surveys at in-person engagement sessions for system-level engagements in 2017-18, 97 per cent of respondents indicated satisfaction with their involvement in the individual engagement meeting. This includes engagement sessions for the northwest and north central French Immersion programs, Area 6 & 7 impacted schools and program changes at W.O. Mitchell School and Sundance School.

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.	Compliant

The organization is compliant with this indicator.

Evidence statement

During the reporting period, the result for the suite of questions related to Annual Parental Involvement was 77.4 per cent compared to 78.3 per cent in 2016-17. The result was maintained within plus or minus two percentage points.

4. Principals confirm staff involvement in school decisions as required by collective agreements.	Compliant

The organization is compliant with this indicator.

Evidence statement

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As recorded in Action Manager, 100 per cent of principals confirm staff in their school were offered opportunities to be involved in school decisions during the reporting period.

5. The Chief Superintendent will provide opportunities for school based staff to provide feedback on identified issues.	Compliant

The organization is compliant with this indicator.

Evidence statement

During the 2017-18 school year, numerous opportunities were provided for school-based staff to provide feedback on a variety of issues through:

- *Meetings with the chief superintendent/senior leaders and staff at various schools (K-12). Topics included issues of importance to school staff, system updates and clarification of media reports and CBE reputation.*
- *Monthly meetings with the chief superintendent/senior leaders and the Principal Advisory Council and Teacher Advisory Group*
- *Monthly meetings with the chief superintendents/senior leaders and union/association executive to discuss issues that matter to staff.*
- *Soliciting system-wide feedback on topics such as:*
  - *System-level community and employee engagement opportunities*
  - *System opening activities*
  - *The draft Three-Year Education Plan*
  - *Developing the 2018-19 CBE Budget*

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OE – 8: Communicating and Engaging with the Public

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.

Calgary Board of Education

report to
Board of Trustees | Locally Developed Courses

Date	January 15, 2019
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih, Chief Superintendent of Schools
Purpose	Decision
Originator	Sydney Smith, Acting Superintendent, Learning
Governance Policy Reference	Locally Developed Courses R-2: Academic Success OE- 3: Instructional Program
Resource Person(s)	Dianne Roulson, Director, Learning

1 | Recommendation

It is recommended:

- THAT the named Calgary Board of Education's Locally Developed Courses listed in Appendix I recommendations be approved for the students in the Calgary Board of Education's schools for the authorization period indicated.

2 | Issue

Alberta Education's "*Guide to Education*" under School Authority Procedures indicates "*School authorities offering locally developed courses must develop, implement and maintain current written procedures consistent with the Guide. School authorities must approve LDCs by a resolution or motion of the board of a school authority or governing body of a private school prior to offering the LDCs.*"

In order to offer the courses for students, Board of Trustee approval is required.

3 | Analysis

Appendix II outlines the rationale for the approval requested for Locally Developed Courses that have been acquired for the course listing for the students in Calgary Board of Education's schools.

4 | Implementation Consequences

Calgary Board of Education Operational Expectations OE-3: Instructional Program states,

"*The Board of Trustees believes that providing high quality programming for all students is essential for student success*..."

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 copacity of the organization.

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

Alberta Education's *Guide to Education* on Locally Developed Courses states,

"*School authorities have the flexibility to develop or acquire locally developed courses (LDCs) to address particular student and/or community needs. These learning opportunities complement, extend and/or expand upon provincial programs of study. LDCs may be used to accommodate student needs and interests; encourage and support innovative learning and teaching practices; address unique community priorities; e.g., language, culture, labour market needs; engage students who may be at risk of leaving school early; promote successful transitions to further education by exposing students to advanced subject matter and learning environments; e.g., Advanced Placement, International Baccalaureate.*"

Procedures for authorizing a Locally Developed Course outlined in the Guide to Education include the expectation that all school authorities have a board motion approving the Locally Developed Courses for the specified time period reflected in Appendix I. Notice of authorization of the recommendations in this report will be provided to Alberta Education's Curriculum Branch, when requested, and Calgary Board of Education staff.

Locally Developed Courses (LDC) are 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 approving the courses listed in Appendix I. 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 the *Guide to Education* requirements.   Approval of these courses will enable the Calgary Board of Education to be responsive to the learning needs of our students.

CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

APPENDICES

Appendix I:	Locally Developed Courses Recommendations
Appendix II:	Rationale for approval needed for Locally Developed Courses

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

Appendix I | Locally Developed Courses Recommendations

Newly Acquired | February 1, 2018 – end date listed:

From Edmonton Public School District
- Speech and Debate (15-3) expires August 31, 2022

From Boyle Street Education Centre
- Competencies in Math (15-3) expires August 31, 2022

Re- Acquired | February 1, 2018 – end date listed:

From Red Deer Public School District No. 104
- Advanced Physics (35-5) expires January 31, 2023

Appendix II | Rationale for Locally Developed Courses

Speech and Debate 15-3 (new)

Students will learn how to develop a speech on specific topics, create an interactive demonstration, tell their anecdotes in compelling ways, and respond concisely to media interview questions at different types of events with various audiences. Learning about debate will better equip students in responding to controversial topics and how to develop and support a particular position or view point.

Competencies in Math 15-3 (new)

Competencies in math 15 will cover topics including number sense, logical reasoning, measurement, algebra, graphical reasoning, statistics and probability. The course will enhance numeracy skills in students, develop their critical thinking and problem solving abilities. The 3 credit version is based on the authorized 5-credit version which is acquired by the Calgary Board of Education from Red Deer Public School District No. 104.

Calgary Board of Education

report to
Board of Trustees

Correspondence

Date	January 8, 2019
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trish Minor, Associate Corporate Secretary
Purpose	Information
Governance Policy Reference	Operational Expectations OE-7: Communication With and Support for the Board

1 | Recommendation

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

- Letter dated November 29, 2018 from The Honourable S. Jansen, Minister of Infrastructure, re: opening dates for three CBE elementary schools.

Attachments: Relevant Correspondence

Calgary Board
of Education

ALBERTA
INFRASTRUCTURE

Office of the Minister
MLA, Calgary - Northwest

AR 47258

NOV 2 9 2018

Ms. Trina Hurdman
Chair, Board of Trustees
Calgary Board of Education
1221 - 8 Street SW
Calgary, AB T2R 0L4

Trina

Dear Ms. Hurdman:

Thank you for your letter of October 30, 2018, regarding opening dates for Coventry Hills/Country Hills Village Elementary, Cranston Elementary, and Evergreen Elementary schools. There is much to celebrate as these projects progress. I share your excitement in being one step closer to completion of these new schools, which will address the needs of the growing communities in your jurisdiction.

I would also like to express my appreciation to have had the opportunity to meet you and your fellow board members on November 9, 2018, to discuss the approach to closing out previously announced projects for the Calgary Board of Education. We had a productive conversation regarding this important issue and I look forward to continuing this relationship and to future meetings with the Calgary Board of Education.

Thank you for taking the time to keep me apprised of the status of these highly anticipated new school projects and look forward to their successful completion.

Sincerely,

Sandra Jansen
Minister

cc: Honourable David Eggen
      Minister of Education

Room 127, Legislature Building 10800-97 Avenue, Edmonton, Alberta T5K 2B6 Canada   Telephone 780-427-5041 Fax 780-644-1204

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