

Please join us on the link at 11:55 a.m. for a pre-meeting song by the Grade One students from Hugh A. Bennett School 🎵 🎵

public agenda

Regular Meeting of the Board of Trustees

April 24, 2018
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			
	4 Results Focus			
30 mins	4.1 Results 4: Personal Development – Annual Monitoring	Board	R-4, OE-8	(April 10/18 Page 4-1)
	5 Operational Expectations			
20 mins	5.1 OE-9: Communicating With the Public – Annual Monitoring	D. Stevenson	OE-8, 9, 12	Page 5-1
	6 Public Comment [PDF]		GC-3.2	
Max 20 mins	Requirements as outlined in Board Meeting Procedures			
	7 Matters Reserved for Board Action	Board	GC-3	
15 mins	7.1 Impact of Proposed Amendments to Board Meeting Procedures	Board	OE-9	Page 7-16

Time	Topic	Who	Policy Ref	Attachment
20 mins	7.2 EducationMatters – Presentation and Financial Statements to December 31, 2017	M. Field	GC-3	Page 7-1
	7.3 Motion Arising from Budget Assumptions Report	J. Hrdlicka	OE-5	
	8 Consent Agenda	Board	GC-2.6	
	8.1 Approval of Minutes			
	<ul style="list-style-type: none"> ▪ Regular Meeting held January 30, 2018 (<i>THAT the Board approves the minutes of the January 30, 2018 Regular Meeting as submitted.</i>) 			Page 8-1
	8.2 Office of the Board of Trustees 2018-2019 Operating Budget (<i>THAT the Board approves the 2018-19 budget of \$1,498,239 for the Office of the Board of Trustees.</i>)			Page 8-18
	8.3 Items Provided for Board Information		OE-8	
	8.3.1 Correspondence			Page 8-9
	8.3.2 Chief Superintendent's Update			Page 8-3
	8.3.3 Annual Summative Evaluation of the Chief Superintendent			Page 8-12
	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.

results monitoring report

Monitoring report for the
school year 2016-17

Report date:
April 10, 2018

Results 4: Personal Development

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Results 4: Personal Development, the Chief Superintendent certifies that the following information is accurate and complete, and that the organization is:

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

Signed: 
David Stevenson, Chief Superintendent

Date: March 21, 2018

BOARD OF TRUSTEES ACTION

With respect to Results 4: Personal Development, the Board of Trustees:

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

Summary statement/motion of the Board of Trustees:

Signed: _____

Date: _____

Chair, Board of Trustees



Results 4: Each student will identify and actively develop individual gifts, talents and interests.

Introduction |

Results 4: Personal Development establishes the Board of Trustees' values and expectations for the Calgary Board of Education's work in relation to recognizing and strengthening the diverse abilities and capacities of individual learners.

The Chief Superintendent's *Reasonable Interpretation Results 4: Personal Development* was approved on November 8, 2016. The Board of Trustees last monitored Results 4: Personal Development on February 7, 2017.

The report presented today represents organizational data, available since the last monitoring report, for the 2016-17 school year. This report provides the Board of Trustees with several types of information.

- Report Card data

There are three indicators that use report card data. One of the indicators uses K-12 Health/CALM report card results and the other two use K-9 Personal Development report card results.

Student report cards illustrate that over 96.7% of students enrolled in the CBE experience success as measured by student report cards.

Report card data specific to Personal Development from K-9 report cards (Percentage of students in kindergarten to grade 9 reported to set and work toward learning goals, and engage in learning with confidence and persistence) remain at very high levels of achievement. Chi-squared comparisons of the data for these measures are not possible due to the varying percentage of students for whom identified special needs influence the overall results.

- Additional High School data

Indicator 3 in Results policy 4.1 is based on a data set that is part of Alberta Education's Accountability Pillar.

As the CBE high school completion rates increase the CBE dropout rates decrease. From 2010-11 to 2015-16 the CBE Annual Returning Rate ranged from 16.9% to 22.7%. As the composition of this small cohort changes, the results will fluctuate. The CBE result for 2015-16 declined 3.3 percentage points as compared to the 2014-15 result.

- Student Survey data

The data for these indicators are gathered from students and reflect their own assessment of their skills and success.

Survey measures in Policy 4.2 expand on available report card data and are gathered only from high school students. In the past, grade 12 students provided data for these indicators; the 2016-17 school year was the second year where data for these indicators were collected from both grade 10 and 12 students.

Of the 12 survey measures that have multiple years of data, this year's results were the highest or second highest in nine of these measures. Of the other three measures, one measure's 2016-17 results are the highest within the past 4 years. The remaining two measures are for Policy 4.5 and are part of Capacity Building.

- Student Stories

In addition to the monitoring data included in this report, student stories have been added to provide examples of the ways in which individual students have experienced Personal Development. These examples are in the students' own words and can be found in Attachment I.

The Chief Superintendent certifies that the organization is making reasonable progress within the context of the overall policy and the seventeen board-approved indicators for Results 4: Personal Development.

Monitoring Information |

Evidence of Reasonable Progress |

Students will:

4.1 Demonstrate resilience and perseverance to overcome failure and adapt to change.

Board-approved Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students respond to difficult circumstances and experiences in ways that continue the learning process.

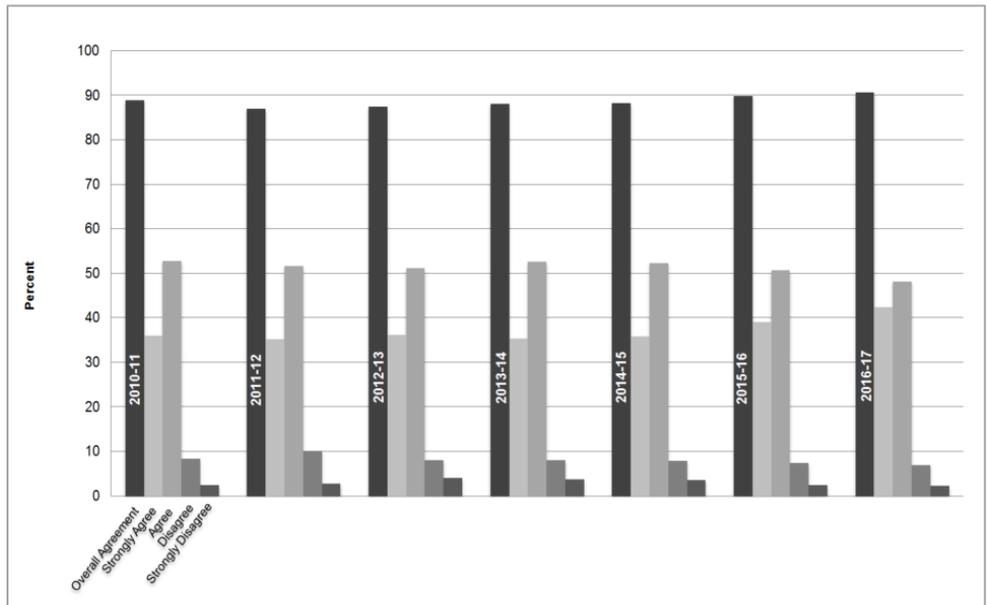
The Chief Superintendent interprets *resilience and perseverance* to mean that students remain engaged in or return to their learning when faced with difficult or unfamiliar situations.

The Chief Superintendent interprets *overcome failure and adapt to change* to mean that students respond in new or renewed ways to new circumstances and setbacks in learning.

Board-approved Indicators and 2016-17 results |

1. Percentage of students who report they work through setbacks and challenges in their learning; as measured by student surveys.

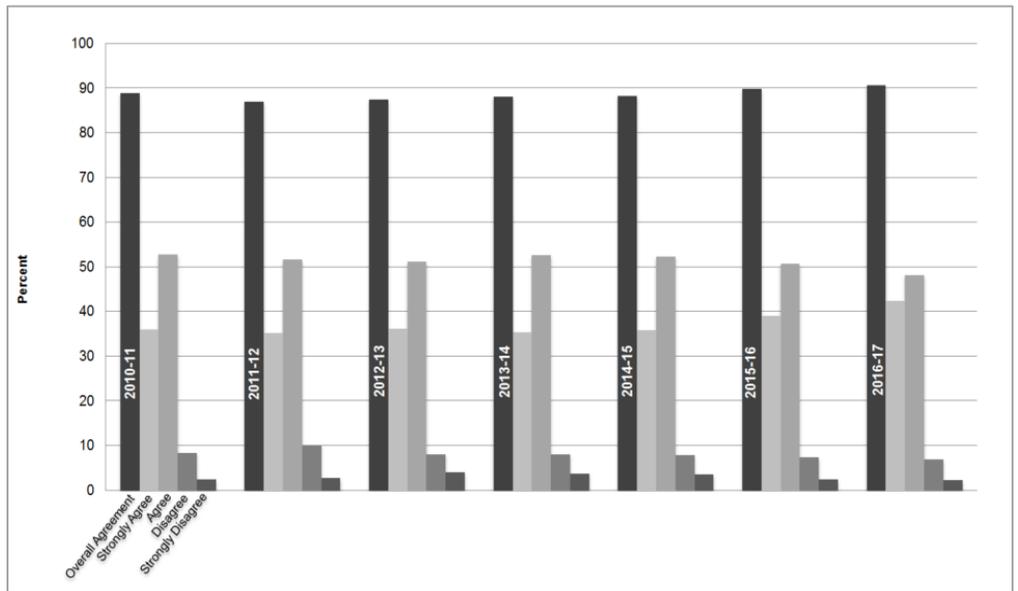
I work through setbacks and challenges in my learning.							
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Strongly Agree	37.9	36.1	36.6	32.1	33.3	40.1	37.6
Agree	53.6	56.0	55.8	59.8	58.8	54.3	55.5
Disagree	6.5	5.9	5.9	5.8	5.6	4.2	5.3
Strongly Disagree	2.0	1.9	1.5	2.3	2.2	1.4	1.5
Overall Agreement	91.5	92.1	92.4	91.9	92.1	94.4	93.1



Overall Agreement by Grade		
	2015-16	2016-17
Grade 4	97.1	95.5
Grade 7	94.1	93.6
Grade 10	93.6	91.7
Grade 12	92.8	91.6

2. Percentage of students who report they can adapt to new learning situations; as measured by student surveys.

I can adapt to new learning situations.							
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Strongly Agree	36.1	35.3	36.3	35.4	35.9	39.2	42.5
Agree	52.9	51.7	51.2	52.7	52.4	50.8	48.3
Disagree	8.5	10.2	8.2	8.1	8.0	7.5	7.0
Strongly Disagree	2.5	2.8	4.2	3.8	3.7	2.5	2.3
Overall agreement	89.0	87.0	87.5	88.1	88.3	90.0	90.8



Overall Agreement by Grade		
	2015-16	2016-17
Grade 4	91.2	92.5
Grade 7	90.1	90.8
Grade 10	89.0	90.3
Grade 12	89.6	89.3

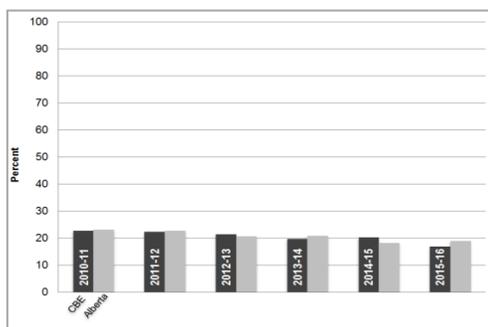
- Percentage of CBE students who return to school after dropping out; as reported by Alberta Education.

Alberta Education explains the calculation of the Annual Returning Rate in this way¹:

The Annual Dropout and Returning Rates are based on data for three consecutive school years. An initial Cohort of students age 14 to 18 (the Age Specific Cohort) is established for a given school year. The Dropout Rate is then calculated by determining the number of students from the Cohort who are not found to be in the learning system in the subsequent school year. Finally, the Returning Rate is calculated by tracking how many of the students who were not in the learning system in the second consecutive year are found to have returned to the learning system in the third year.

As an example, a student initially included in the Age Specific Cohort for the 2013-14 school year who was not found to be participating in the learning system in the 2014-15 school year is considered to have dropped out. The same student would be included in the Returning Rate if they were found to be participating in the learning system in 2015-16.

Annual Returning Rate							
		2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
CBE	%	22.7	22.3	21.4	19.7	20.2	16.9
Alberta	%	23.2	22.8	20.7	20.9	18.2	18.9



Based on a comparison of the 2016-17 results to the Previous 3-Year Average and using Alberta Education's Accountability Pillar chi-square range for the Improvement Measure evaluation, the results above would be considered statistically *Declined Significantly*.

As our dropout rate continues to decline, so too does the number of students in the cohort of students who can be counted as returning to learning. For example in 2013-14 1222 CBE students aged 14 to 18, dropped out. This compares to 1347 in 2012-13.

Of the 1222 students who dropped out in 2013-14, 207 returned in 2015-16. Smaller cohorts are susceptible to changes in composition in the cohort. Therefore, in these groups there will be more fluctuations year over year.

Another factor to consider is that as fewer students dropout, the students who do dropout may not return until three or more years after they dropped out or they may choose never to return to their learning. Reasons for this include working in a job with on-the-job training.

Please refer to the Capacity Building section for plans to address this result.

¹ Alberta Education. (May 2016). Annual dropout and returning rates: methodology for rate calculation (p.2). Retrieved from <https://education.alberta.ca/media/3272620/annual-drop-out-and-returning-rate-methodology-for-rate-calculation.pdf>

4.2 Take initiative, set goals, self-evaluate and strive to continuously improve.

Board-approved Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will be actively involved in the design and assessment of their learning.

The Chief Superintendent interprets *take initiative* to mean that students raise questions, explore ideas and identify possible actions within their learning programs.

The Chief Superintendent interprets *set goals* to mean that students identify new accomplishments they would like to pursue and achieve.

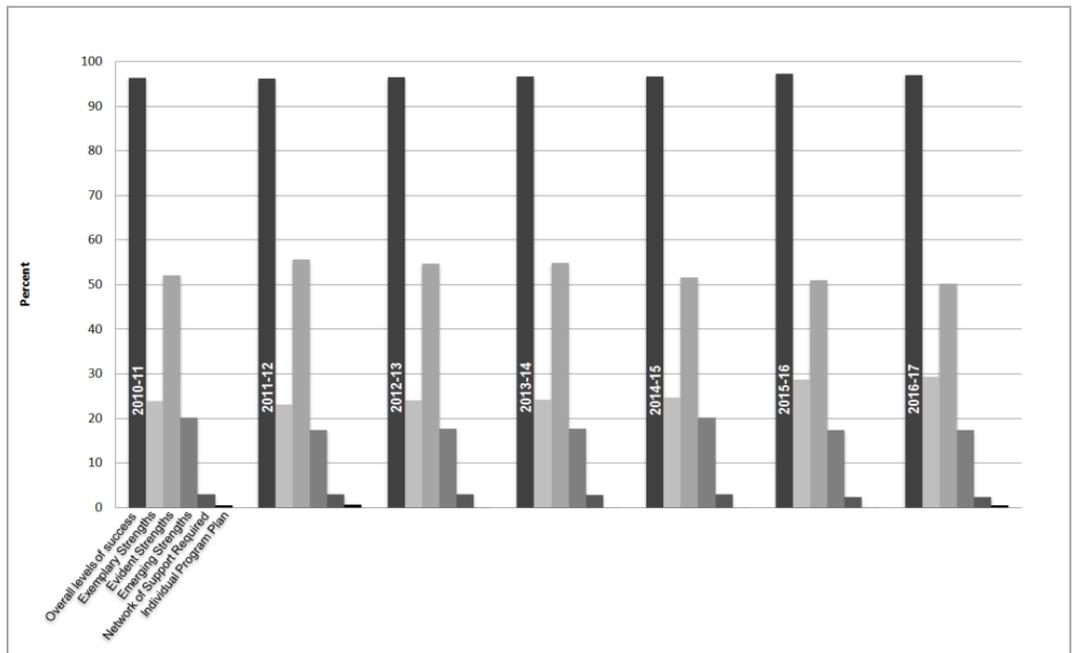
The Chief Superintendent interprets *self-evaluate* to mean that students examine evidence of their learning to understand what they have accomplished and what learning is required next.

The Chief Superintendent interprets *strive to continuously improve* to mean that students modify and refine their learning strategies based on experience and feedback.

Board-approved Indicators and 2016-17 results |

1. Percentage of students in kindergarten to grade 9 reported to set and work toward learning goals; as measured by student report cards².

Sets and works toward learning goals.							
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Exemplary Strengths	24.0	23.1	24.1	24.2	24.8	28.8	29.4
Evident Strengths	52.2	55.7	54.8	54.9	51.7	51.1	50.3
Emerging Strengths	20.3	17.5	17.7	17.7	20.3	17.4	17.4
Network of Support Required	3.0	3.0	3.0	2.9	3.0	2.4	2.4
Individual Program Plan	0.5	0.7	0.4	0.3	0.3	0.4	0.5
Overall levels of success	96.5	96.3	96.6	96.8	96.8	97.3	97.1

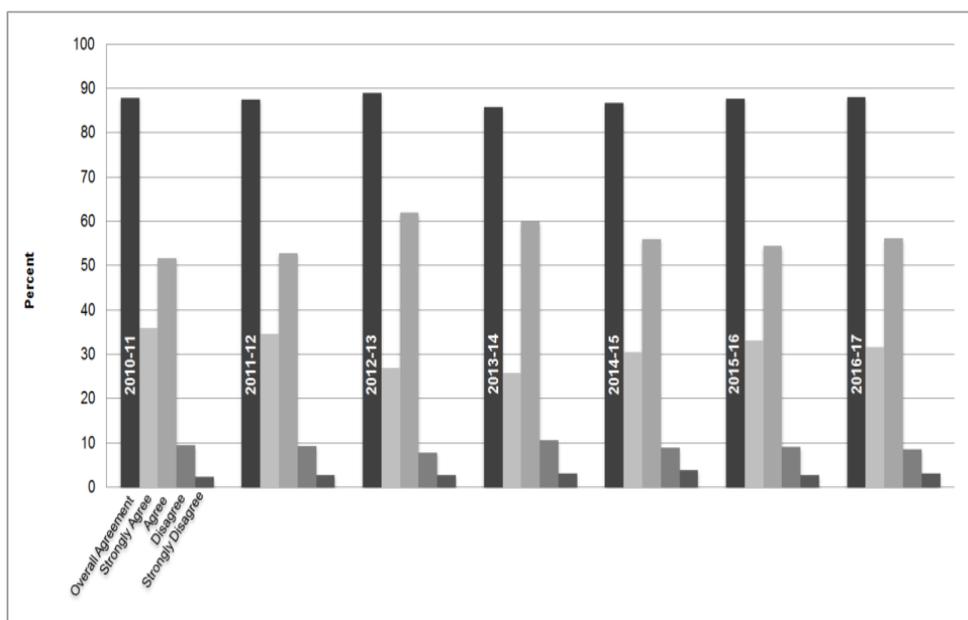


² Indicators for this report card measure are:

- generates goals based on self-assessment, learning criteria, and personal interests;
- plans a strategic approach to meeting goals, solving problems and performing tasks;
- modifies and improves learning strategies based on experience and feedback; and
- explores ideas and initiates processes for learning.

2. Percentage of high school students who report they are able to set goals for themselves and work towards them; as measured by student surveys.

I am able to set goals for myself and work toward them.							
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Strongly Agree	36.1	34.7	27.0	25.9	30.7	33.3	31.8
Agree	51.9	53.0	62.2	60.1	56.2	54.6	56.3
Disagree	9.6	9.4	8.0	10.7	9.1	9.2	8.6
Strongly Disagree	2.4	2.9	2.8	3.3	4.0	2.8	3.3
Overall agreement	88.0	87.7	89.2	86.0	86.9	87.9	88.1



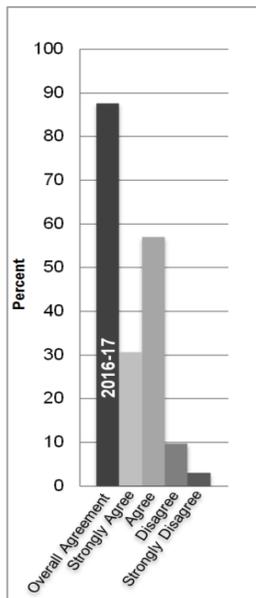
Previously, the results for this indicator had been targeted for improvement. In the Results 4 Monitoring Report on April 5, 2016 the capacity building actions were:

- Continue to support high school principals in including student voice more explicitly as part of their school cultures and students' experiences
 - Providing students more opportunities to contribute their ideas and questions in creating or modifying learning tasks
 - Providing students more opportunities to connect learning tasks and choices to their short and long term goals
 - Demonstrating to students the way their ideas and goals have been included in decisions within their classes and schools.

The results for 2016-17 are the third year in a row of increases in the grade 12 data set.

The previous table and graph refer to data gathered from grade 12 students. In 2016-17, the data set for this indicator was expanded to include grade 10 as well as grade 12 students, establishing a new baseline.

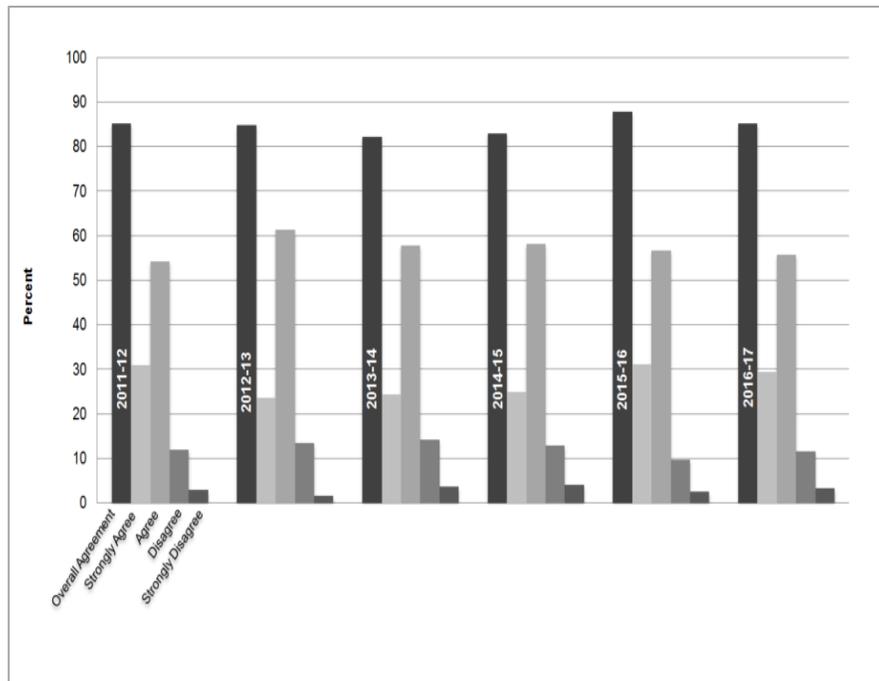
I am able to set goals for myself and work toward them. (Grades 10 & 12 combined)	
	2016-17
Strongly Agree	30.6
Agree	57.0
Disagree	9.6
Strongly Disagree	2.9
Overall agreement	87.6



Overall Agreement by Grade	
	2016-17
Grade 10	87.0
Grade 12	88.1

3. Percentage of high school students who report they raise questions and bring their own ideas to learning tasks; as measured by student surveys.

I raise questions and bring my own ideas to learning tasks.						
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Strongly Agree	30.9	23.5	24.3	24.9	31.1	29.4
Agree	54.2	61.3	57.8	58.1	56.7	55.7
Disagree	12.0	13.5	14.2	12.9	9.7	11.6
Strongly Disagree	2.9	1.6	3.6	4.0	2.5	3.3
Overall agreement	85.1	84.8	82.1	83.0	87.8	85.1



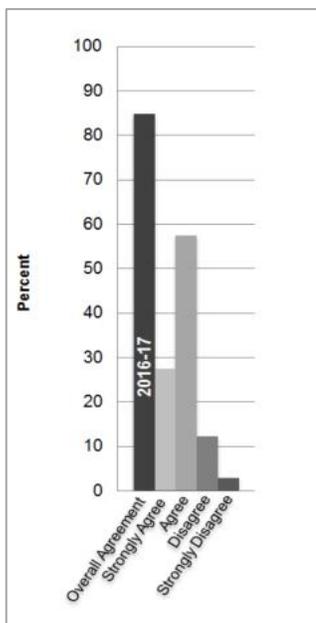
Previously, the results for this indicator had been targeted for improvement. In the Results 4 Monitoring Reports on April 7, 2015 and April 5, 2016 the capacity building actions were:

- Continue to support high school principals in including student voice more explicitly as part of their school cultures and students' experiences
 - Providing students more opportunities to contribute their ideas and questions in creating or modifying learning tasks
 - Providing students more opportunities to connect learning tasks and choices to their short and long term goals
 - Demonstrating to students the way their ideas and goals have been included in decisions within their classes and schools.
- Continue to refine CBE student survey strategy to increase clarity of practices and purposes, enhance data access and usability for schools and decrease survey fatigue.

The grade 12 result for 2016-17 is in line with the increases seen from 2013-14 to 2014-15.

The previous table and graph refer to data gathered from grade 12 students. In 2016-17, the data set for this indicator was expanded to include grade 10 as well as grade 12 students, establishing a new baseline.

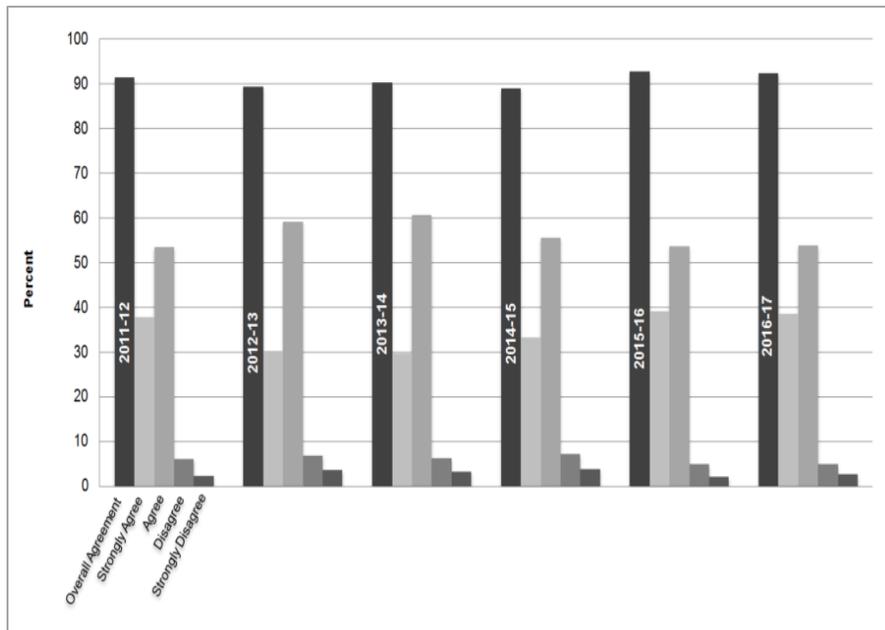
I raise questions and bring my own ideas to learning tasks. (Grades 10 & 12 combined)	
	2016-17
Strongly Agree	27.4
Agree	57.5
Disagree	12.3
Strongly Disagree	2.8
Overall agreement	84.9



Overall Agreement by Grade	
	2016-17
Grade 10	84.7
Grade 12	85.1

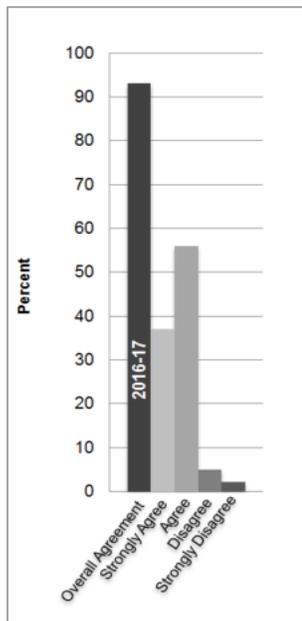
4. Percentage of high school students who report they use feedback and past experiences to improve their learning; as measured by student surveys

I use feedback and past experiences to improve my learning.						
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Strongly Agree	37.9	30.3	29.7	33.3	39.1	38.6
Agree	53.6	59.2	60.7	55.7	53.8	53.9
Disagree	6.1	6.8	6.3	7.2	4.9	4.9
Strongly Disagree	2.4	3.7	3.2	3.8	2.1	2.7
Overall agreement	91.5	89.5	90.4	89.0	92.9	92.5



The previous table and graph refer to data gathered from grade 12 students. In 2016-17, the data set for this indicator was expanded to include grade 10 as well as grade 12 students, establishing a new baseline.

I use feedback and past experiences to improve my learning. (Grades 10 & 12 combined)	
	2016-17
Strongly Agree	37.1
Agree	55.9
Disagree	5.0
Strongly Disagree	2.1
Overall agreement	93.0



Overall Agreement by Grade	
	2016-17
Grade 10	93.4
Grade 12	92.5

4.3 Have the confidence to embrace ambiguity and complexity.

Board-approved Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will be open to and positive about engaging in learning that exceeds simple and predictable tasks, ideas and experiences.

The Chief Superintendent interprets *confidence* to mean that students approach learning with positive expectations.

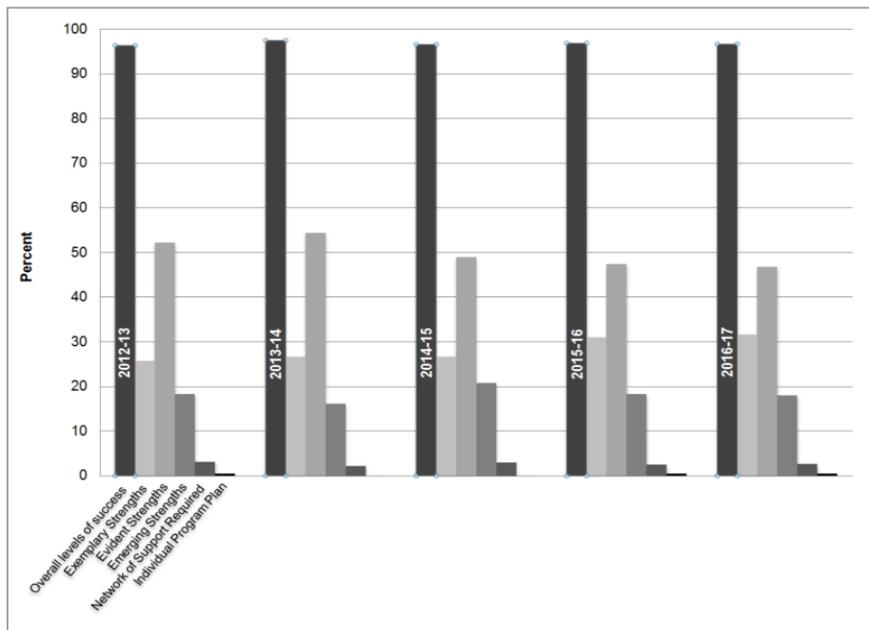
The Chief Superintendent interprets *ambiguity* to mean learning that has an element of uncertainty or that can be understood in more than one way.

The Chief Superintendent interprets *complexity* to mean learning that involves a number of interconnected parts.

Board-approved Indicators and 2016-17 results |

1. Percentage of students in kindergarten to grade 9 reported to engage in learning with confidence and persistence; as measured by student report cards.³

Engages in learning with confidence and persistence.					
	2012-13	2013-14	2014-15	2015-16	2016-17
Exemplary Strengths	25.8	26.8	26.8	31.1	31.7
Evident Strengths	52.3	54.5	49.0	47.5	46.9
Emerging Strengths	18.3	16.2	20.8	18.3	18.1
Network of Support Required	3.2	2.3	3.1	2.6	2.7
Individual Program Plan	0.5	0.2	0.3	0.5	0.6
Overall levels of success	96.4	97.5	96.6	96.9	96.7

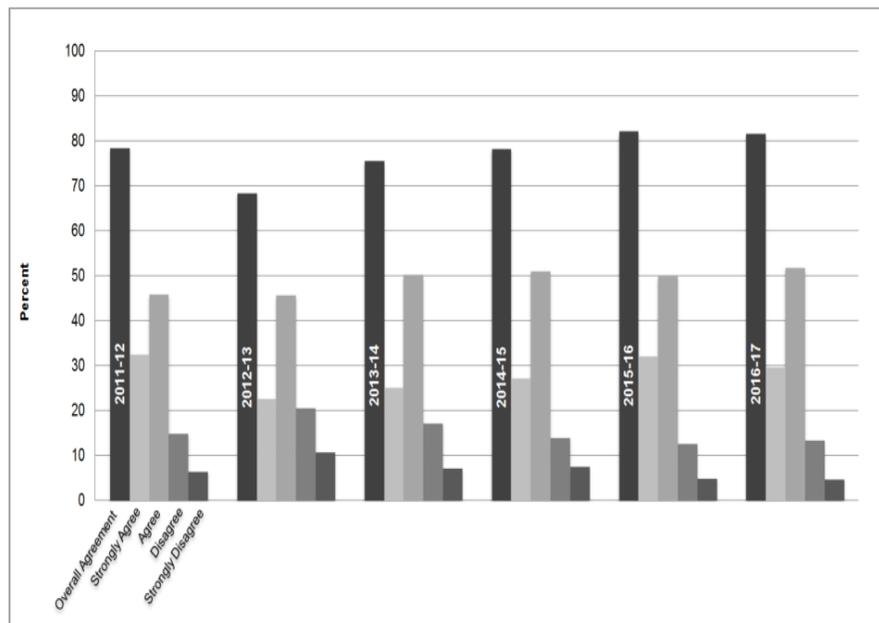


³ Indicators for this report card measure are:

- approaches new learning situations with positive expectations;
- demonstrates interest in and curiosity about ideas, objects, events and resources;
- demonstrates a range of approaches for developing and representing understanding; and
- adjusts, adapts and persists with challenges in the learning process – ambiguous ideas, complex tasks and problems requiring multiple attempts to reach success.

2. Percentage of high school students who report they are comfortable learning about things that don't have a single right answer; as measured by student surveys.

I am comfortable learning about things that don't have a single right answer.						
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Strongly Agree	32.6	22.7	25.2	27.2	32.2	29.8
Agree	45.9	45.7	50.4	51.1	50.0	51.9
Disagree	15.0	20.6	17.2	14.1	12.8	13.5
Strongly Disagree	6.5	10.9	7.2	7.6	5.0	4.8
Overall Agreement	78.5	68.4	75.6	78.3	82.2	81.7



Overall Agreement by Grade		
	2015-16	2016-17
Grade 10	81.6	82.6
Grade 12	82.2	80.9

Previously, the results for this indicator had been targeted for improvement. In the Results 4 Monitoring Reports on April 5, 2016 and February 7, 2017 the capacity building actions were:

- Continued focus on providing students with learning tasks and assessment experiences that allow for more than one valid response and on developing teacher capacity to be able to create such learning opportunities remains important in expanding student experience, comfort and success in this area.
- System-wide professional learning series for Learning Leaders and lead teachers is a key action that supports teacher capacity building in this area K-12

The grade 12 result for 2016-17 is in line with the increases seen from 2012-13 to 2014-15. As capacity is built results are increasing.

4.4 Take risks appropriately.

Board-approved Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will intentionally and thoughtfully strive beyond what is easy and comfortable in their learning.

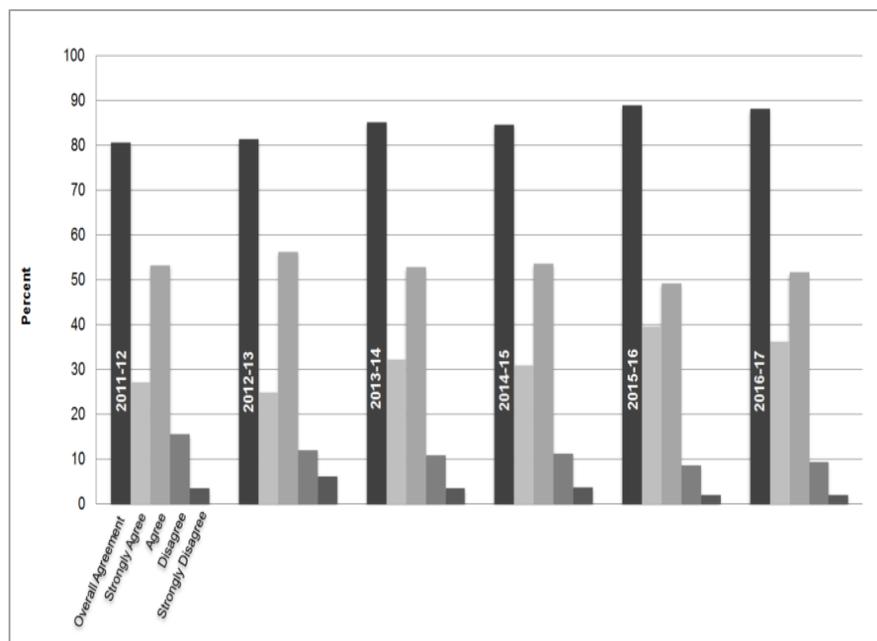
The Chief Superintendent interprets *take risks* to mean that students act without assurance of success in order to fulfill a learning goal.

The Chief Superintendent interprets *appropriately* to mean in alignment with the expectations and indicators of the Board of Trustees' Results policies for Citizenship and Character.

Board-approved Indicators and 2016-17 results |

1. Percentage of students who report they try new things in their learning even when they are not guaranteed success; as measured by student surveys

I try new things in my learning even when I am not guaranteed success.						
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Strongly Agree	27.3	25.0	32.4	31.0	39.8	36.4
Agree	53.4	56.4	52.9	53.7	49.3	51.8
Disagree	15.7	12.1	11.0	11.4	8.7	9.6
Strongly Disagree	3.6	6.4	3.7	3.9	2.2	2.2
Overall agreement	80.7	81.4	85.3	84.7	89.1	88.2



Overall Agreement by Grade		
	2015-16	2016-17
Grade 4	96.2	95.4
Grade 7	90.4	89.6
Grade 10	86.0	85.1
Grade 12	83.8	82.7

4.5 Make lifestyle choices based upon healthy attitudes and actions, and be able to assume responsibility for personal well-being.

Board-approved Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will make well-informed decisions on behalf of their physical, social, and emotional health and become increasingly independent in doing so.

The Chief Superintendent interprets *lifestyle choices* to mean decisions that promote overall well-being for the present and future.

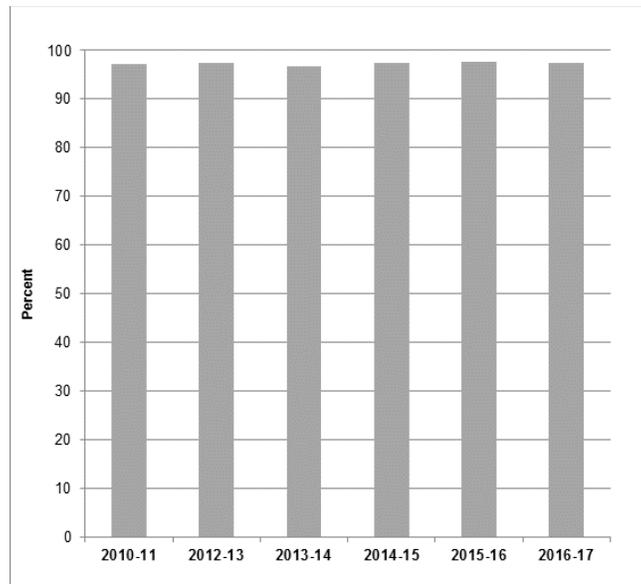
The Chief Superintendent interprets *healthy attitudes and actions* to mean understandings, values, decisions and behaviors that promote physical, social and emotional well-being.

The Chief Superintendent interprets *assume responsibility for personal well-being* to mean that students gather, evaluate and synthesize information to understand health issues and make health-related decisions.

Board-approved Indicators and 2016-17 results |

1. Percentage of students experiencing success with the learning outcomes of the Health/CALM Programs of Study; as measured by student report cards.

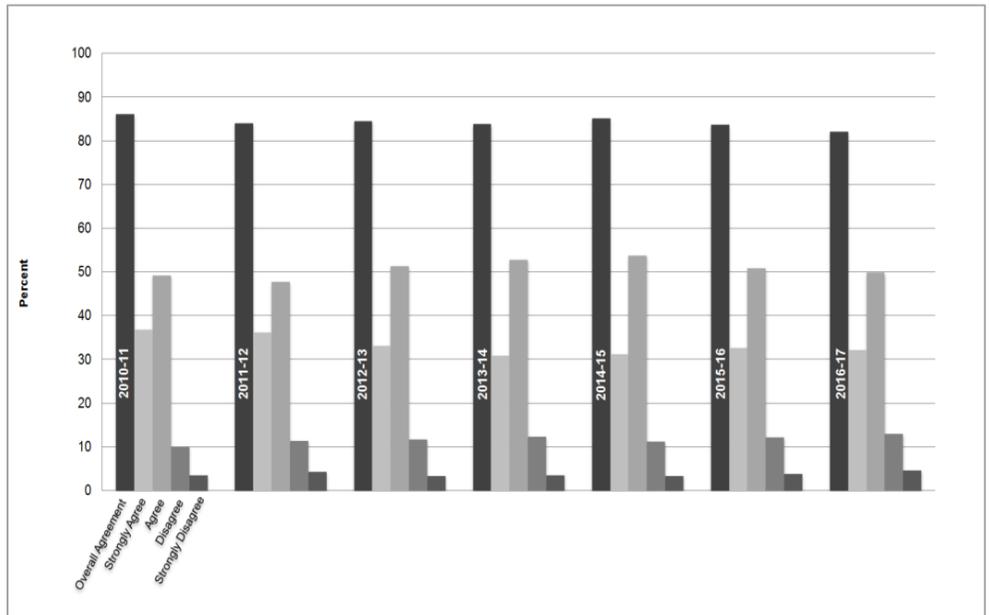
Students experiencing success with Health/CALM learning outcomes.					
2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
97.2	97.5	96.7	97.5	97.6	97.4



Based on a comparison of the 2016-17 results to the Previous 3-Year Average and using Alberta Education's Accountability Pillar chi-square range for the Improvement Measure evaluation, the results above would be considered statistically *Improved*.

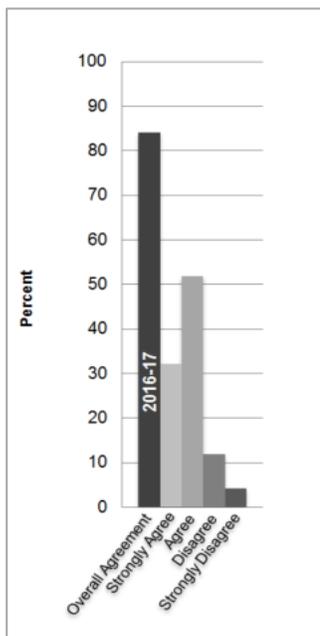
2. Percentage of high school students who report they make decisions that keep them physically healthy; as measured by student surveys.

I make decisions that help keep me physically healthy.							
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Strongly Agree	36.9	36.3	33.2	31.0	31.3	32.7	32.2
Agree	49.3	47.8	51.4	52.9	53.9	51.0	50.0
Disagree	10.3	11.5	11.8	12.4	11.3	12.3	13.1
Strongly Disagree	3.6	4.4	3.5	3.7	3.5	4.0	4.8
Overall agreement	86.2	84.1	84.6	83.9	85.2	83.7	82.2



The previous table and graph refer to data gathered from grade 12 students. In 2016-17, the data set for this indicator was expanded to include grade 10 as well as grade 12 students, establishing a new baseline.

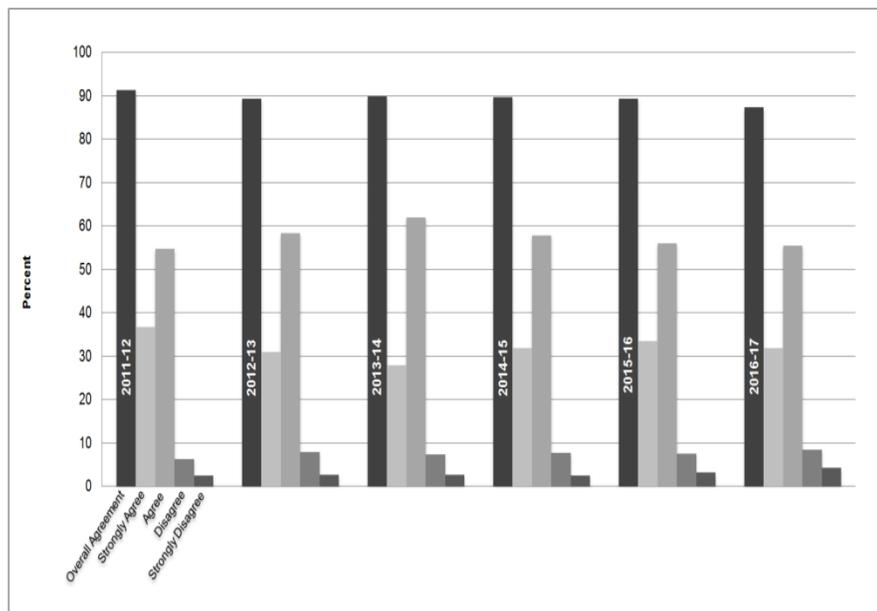
I make decisions that help keep me physically healthy. (Grades 10 & 12 combined)	
	2016-17
Strongly Agree	32.1
Agree	51.9
Disagree	11.9
Strongly Disagree	4.1
Overall agreement	84.0



Overall Agreement by Grade	
	2016-17
Grade 10	85.8
Grade 12	82.2

3. Percentage of high school students who report they make decisions that contribute to their overall well-being; as measured by student surveys.

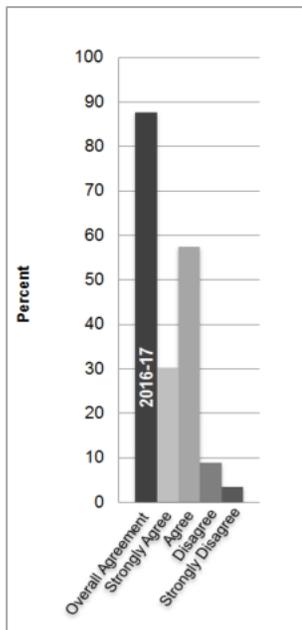
I make decisions that contribute to my overall well-being.						
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Strongly Agree	36.7	31.0	27.9	31.9	33.4	31.8
Agree	54.7	58.4	62.0	57.9	56.0	55.5
Disagree	6.2	7.9	7.4	7.7	7.6	8.5
Strongly Disagree	2.4	2.7	2.7	2.5	3.1	4.2
Overall agreement	91.4	89.4	89.9	89.8	89.4	87.3



The overall well-being of youth is an area of societal concern. The results for this indicator show a third year of decline. CBE's focus is on helping each student to identify and make decisions within their sphere of control.

The previous table and graph refer to data gathered from grade 12 students. In 2016-17, the data set for this indicator was expanded to include grade 10 as well as grade 12 students, establishing a new baseline.

I make decisions that contribute to my overall well-being. (Grades 10 & 12 combined)	
	2016-17
Strongly Agree	30.2
Agree	57.5
Disagree	8.8
Strongly Disagree	3.5
Overall agreement	87.7



Overall Agreement by Grade	
	2016-17
Grade 10	88.1
Grade 12	87.3

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

Board-approved Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will be able to incorporate technology within their learning as they work with others and explore their personal interests and talents.

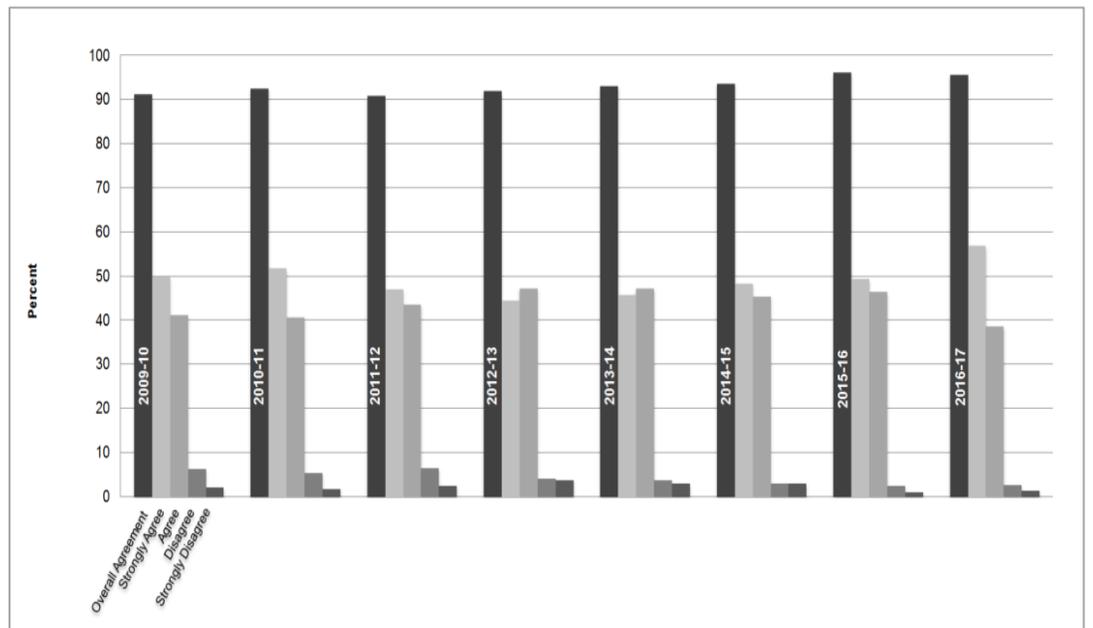
The Chief Superintendent interprets *technologically fluent* to mean that students can use information and communication technologies and media within their learning environments to meet their learning needs and personal goals.

The Chief Superintendent interprets *critically, ethically and safely* to mean students demonstrate inquisitive, reasoned and caring actions as they explore and assess ideas, communicate with others and learn.

Board-approved Indicators and 2016-17 results |

- Percentage of students who report they can use technology to help them learn; as measured by student surveys.

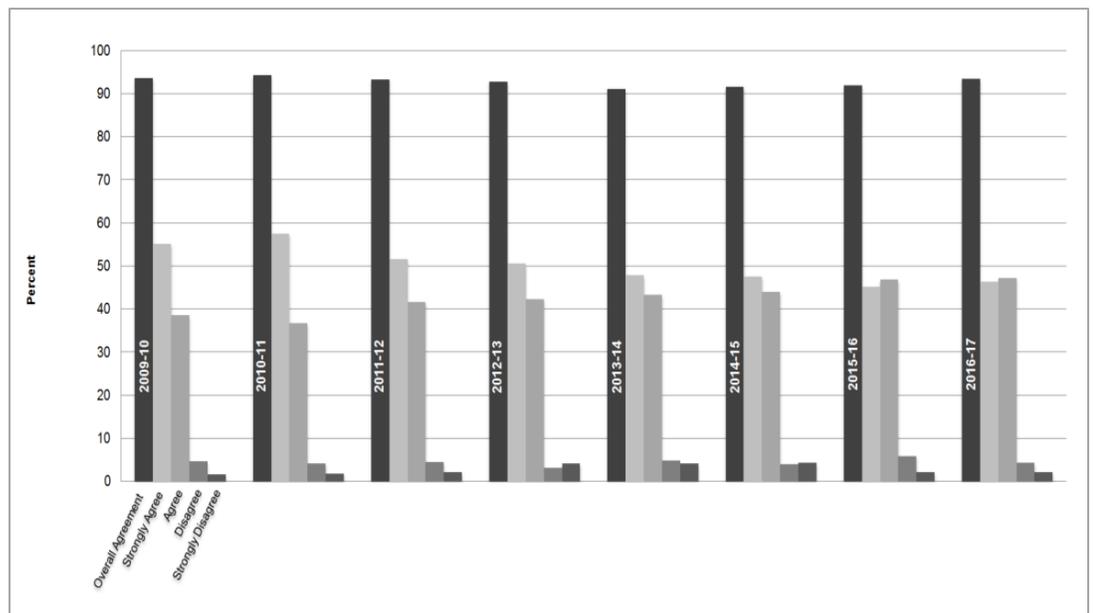
I can use technology in support of my learning.								
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Strongly Agree	49.9	51.8	47.1	44.6	45.8	48.3	49.5	57.0
Agree	41.3	40.8	43.7	47.3	47.3	45.4	46.6	38.7
Disagree	6.4	5.5	6.6	4.2	3.8	3.2	2.6	2.8
Strongly Disagree	2.3	1.9	2.6	3.9	3.1	3.1	1.2	1.5
Overall Agreement	91.2	92.6	90.8	91.9	93.1	93.7	96.1	95.7



Overall Agreement by Grade		
	2015-16	2016-17
Grade 4	97.3	96.3
Grade 7	96.5	95.9
Grade 10	96.0	95.9
Grade 12	94.7	94.9

2. Percentage of students who report they can use technology to communicate effectively with others; as measured by student surveys.

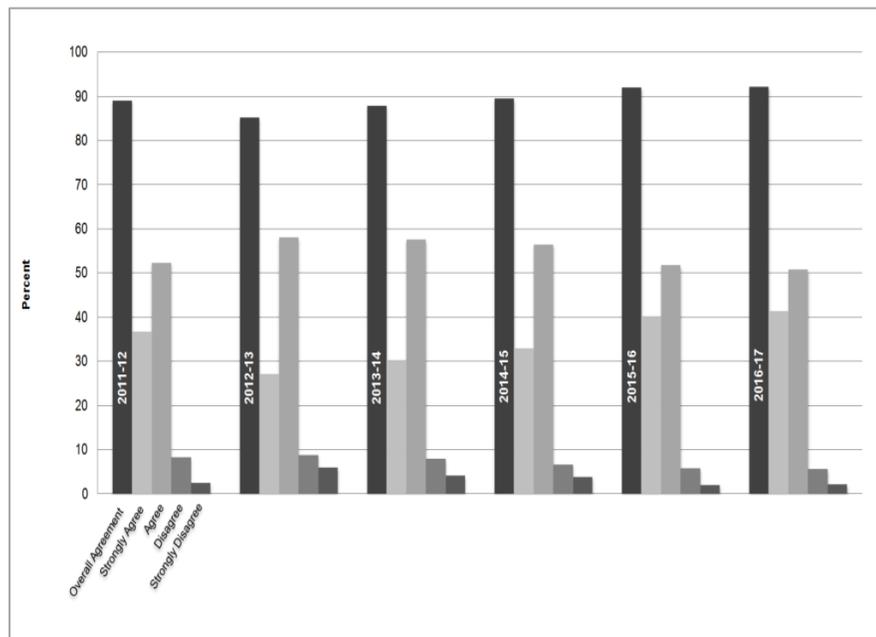
I can use technology to communicate effectively with others.								
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Strongly Agree	55.1	57.5	51.6	50.5	47.8	47.6	45.1	46.3
Agree	38.5	36.7	41.7	42.3	43.3	44.0	46.8	47.2
Disagree	4.6	4.1	4.5	3.1	4.8	4.0	5.8	4.4
Strongly Disagree	1.7	1.8	2.2	4.1	4.1	4.4	2.2	2.1
Overall agreement	93.6	94.2	93.3	92.8	91.1	91.6	91.9	93.5



Overall Agreement by Grade		
	2015-16	2016-17
Grade 7	87.8	92.5
Grade 10	93.1	94.4
Grade 12	95.1	93.6

3. Percentage of students who report they can assess critically information presented in online environments; as measured by student surveys.

I can assess critically information presented in a variety of online environments.						
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Strongly Agree	36.7	27.1	30.4	33.0	40.3	41.4
Agree	52.4	58.1	57.6	56.5	51.8	50.8
Disagree	8.3	8.8	7.9	6.6	5.8	5.6
Strongly Disagree	2.6	6.0	4.1	3.9	2.1	2.2
Overall agreement	89.1	85.2	88.0	89.5	92.1	92.2

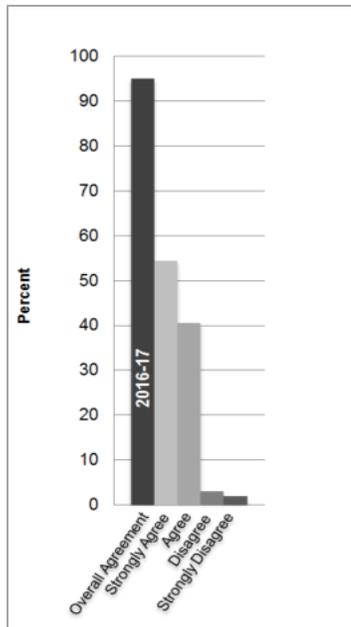


Overall Agreement by Grade		
	2015-16	2016-17
Grade 7	90.7	90.6
Grade 10	91.6	93.2
Grade 12	94.0	92.7

4. Percentage of students who report they use technology to explore personal interests and ideas; as measured by student surveys.

This is the first data set collection for this indicator.

I can assess critically information presented in a variety of online environments.	
	2016-17
Strongly Agree	54.4
Agree	40.6
Disagree	3.1
Strongly Disagree	1.9
Overall agreement	95.0



Overall Agreement by Grade	
	2016-17
Grade 7	95.6
Grade 10	94.9
Grade 12	94.6

Targets |

Targets are identified where the Chief Superintendent sees an opportunity for growth or where the Board of Trustees identifies an area of concern or exception.

Chief Superintendent Targets

Policy section 4.3 Indicator 2: Percentage of high school students who report they are comfortable learning about things that don't have a single right answer; as measured by student surveys.

- Target for 2016-17: 83%

This specific year target has not been met but overall in the multi-year data there has been growth.

- Target for 2017-18: There will be a new data set for student survey measures in 2017-18. Only Policy section 4.5 will have data therefore no new targets have been set for Policy section 4.3.

Policy section 4.5 Indicator 2: Percentage of high school students who report they make decisions that keep them physically healthy; as measured by student surveys.

- Target for 2016-17: 85%

This target has not been met

- Target for 2017-18: A new student survey will be administered in 2017-18 and with this comes new baselines. In the absence of a baseline, the target on the Physical Health Summary Measure is set at 85%.

Policy section 4.5 Indicator 3: Percentage of high school students who report they make decisions that contribute to their overall well-being; as measured by student surveys.

- Target for 2016-17: 90%

This target has not been met

- Target for 2017-18: A new student survey will be administered in 2017-18 and with this comes new baselines. In the absence of a baseline, the target on the Social Health Summary Measure and Emotional Health Summary Measure are each set at 88%.

Board of Trustees Targets

None

ATTACHMENTS

Attachment I: Capacity Building Information

Attachment II: Student-Contributed Examples of Personal Development in Action

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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



attachment

Capacity Building Information

This information outlines organizational plans to respond to continuing areas for improvement within Results 4: Personal Development.

Students will:

4.1 Demonstrate resilience and perseverance to overcome failure and adapt to change.

Indicator 3

Percentage of CBE students who return to school after dropping out; as reported by Alberta Education.

Factors contributing to success in this area:

- The United Way's All In for Youth call back strategy for eight high schools.
- School processes for tracking students.
- Outreach work into communities over-represented in the school drop-out rate.
- High School Success Coaching model which allows students to return to a culturally responsive environment.
- Links to community agencies who support vulnerable youth.

Forward Looking Actions |

- Create a district wide process which enables early leavers to re-engage in education by letting them know How, Where and When to return. As part of the exit interview, students will be provided with a package of the alternatives and asked to provide contact information so that they can be invited back at a later date.
- The CBE will extend the callback process to include every high school in the CBE.
- Students who return to learning after having dropped out typically have complex learning needs. The individual learning needs of the student will be matched with a program and environment that can provide the supports needed.
- Extending trauma informed practice understandings within school staffs.



Student-Contributed Examples of Personal Development in Action

4.5 Make lifestyle choices based upon healthy attitudes and actions, and be able to assume responsibility for personal well-being.

Indicator 2

Percentage of high school students who report they make decisions that keep them physically healthy; as measured by student surveys.

Indicator 3

Percentage of high school students who report they make decisions that contribute to their overall well-being; as measured by student surveys.

Factors contributing to success in this area:

- Students in mental health classes and unique settings are taught how to self-regulate, make healthy choices, and develop positive relationships.
- 19 separate partnerships have been leveraged to promote physical activity through a comprehensive school health lens to assist students in assuming responsibility for positive wellness choices.
- Student choice is supported in Phys Ed classes- students are able to choose change room, sport/game module and level of competition.
- Students can access all universal, targeted and specialized conditions for success within physical, social, extracurricular and academic spaces to assist in making best-fit choices for well-being.
- Students are able to initiate and access a GSA in their own school to foster Welcoming, Caring, Respectful and Safe spaces, which supports healthy attitudes and actions.
- Redesigned online CALM course focuses more on student choice and resourcing in connection to the seven dimensions of wellness.

Forward Looking Actions |

- Continuation and expansion of Welcoming, Caring, Respectful and Safe universal practices in all areas of the Comprehensive School Health framework (physical and social spaces, school policies, teaching and learning and partnerships and services) to support student wellness choices.
- Continuation of providing facilities that give students personal and safe choices to change for physical activity.
- Enhance the connection of student wellness and student choice to CALM outcomes of financial planning, career pathways, sexual health, relationship choices and positive mental wellness to Comprehensive School Health teaching framework and the seven different wellness dimensions.

Student-Contributed Examples of Personal Development in Action

- One of the most important things I've learned throughout my education is how to persevere through both personal and academic challenges. It was once said to me is that perseverance is most necessary when hardship is present; a sentiment I didn't truly grasp until last year. In my last semester of tenth grade, several unforeseen stressors arose in my home life after a family member was hospitalized. I spent at least a month and a half combined in the hospital with her, scarcely working on my courses because I couldn't find the time, and I didn't want to be away from her. Work was also getting more demanding, and I found myself swamped to point that I doubted for a while whether I would even have the ability to finish my courses in time. I had trouble focusing, I couldn't fully digest a lot of what was being taught, and I finally reached out for help in April. It made everything much less daunting to sit with one of my teachers, go over what I wasn't understanding, and to have that human connection. She gave me the push I needed to put in the extra hours and finish the work I needed to, and do that in a way that didn't compromise my health or the time I needed to spend with my family. Sure enough, it got easier, and by the end of June, I'd successfully completed each of my courses.

I've always been intimidated by the concept of high school. I thought it would be very rigid and that, more than ever, I'd have to rely on myself. And while that's true on some days, once you start to build a support system and learn to work towards goals, it gets less and less unnerving. There's a lot of emphasis on developing healthy habits, on listening to your body, and on having a solid sense of self so you don't get caught up in believing you can't achieve what you mean to achieve. Having self-compassion taught in a school environment has had a profoundly positive effect on my ability to learn, and I know it's had a similar effect on my peers. Having an environment that's safe and supportive is an incredibly important part of teenage development, and I think that in recent years, the Calgary Board of Education has been mostly successful in creating a space that students want to belong to.

- Although the transition between junior and senior high school was challenging, it taught me to work through the difficult parts of life and to be determined in reaching my goals. As school work became more demanding, I adjusted in order to succeed. I managed my time better, became more organized, and learned the value of sleep. One of my biggest struggles throughout the years of school has been math, and when I started my math curriculum, it was not the grade I wanted. By studying hard, going in for extra help and to ask questions, using the resources provided to me and using my class time effectively, I gradually brought my mark up. Math is a subject that requires a lot of dedication and practice in order to succeed. By developing my skills and exercising good studying habits, I boosted my mark, which created a sense of pride in myself. I felt like all my hard work had paid off, which was very rewarding.



- I experienced a turning point in my life when I decided to take part in [my school's] drama program. Before entering the drama program, I participated in things in school that helped me make friends and experience self-improvement, but none of them impacted me as much as the drama program has in the short time that I've been a part of it. I had struggled a bit with finding a place where I really felt like I belonged in school, but drama helped me overcome that struggle and really begin to enjoy my high school experience. I learned many things from my peers in the program and my teacher, which are things relating to life lessons, skills, different ways of interpreting things and expressing myself in many different ways which have changed me for the better.

The drama program has also indicated to me what my passion is, which is art. I have been inspired to participate more in my city's theatre community and art community. This decision led to more good decisions, like deciding to pursue writing, directing, visual art, and other art forms. I've found something that inspires me, I can try to continue it as a career. If not, I can always keep it with me to help with any struggles or moments when I need to be inspired.

- I have always been a perfectionist in all aspects of my life. Whether it be school, my sport-life, my piano, or even when it comes to my family, I always expect myself to be the perfect, poster-child everyone looks up to. It is especially odd since my parents did not put any pressure on me when it came to any of my priorities. However, the ideals of being perfect never last, as it can be a mentally draining and an utterly exhausting life, not to mention degrading. Even more personally, a long line of mental illnesses came with this type of thinking, causing a lot of unhappiness and frankly, a lot of mental pain especially as a high school student.

In order to overcome this, a lot of perspective shifting and deep thinking had to be done and until that time I then began to realize that life never turns out perfectly the way you want it to be, no matter how hard you try. It was with the CBE school system I was also able to come to this realization. The flexibility and self-directedness of my school are also aspects that I cherish deeply from it as it has always given me positive experiences. Of course, supportive friends and family assisted me very much in overcoming this time in my life. I know deep down that because of my struggles in the past, things will be brighter in the future if I just keep looking after myself.

- My experience in goal setting through my continued education has altered drastically. I went from dreading the days in which I had to set goals to, unconsciously, using this skill every day. Each one of my goals were small tasks that built up into an overarching achievement. It helped me to understand where I struggle personally and what I can do to improve in the area.
- Personal development can lead to creating healthy decisions for me. As someone who grows by setting short term goals and long term goals, I think choices are to be made ethically. Having an influence of positivity and aspiration can shape which path I want to talk along. I took a risk of taking a course that I knew I wasn't the strongest at. Not only because I thought had I needed it to pursue my career but to reach my maximum capacity with my ability to take on a risk. To really come face to face with my personal development I think it was important that I recognized my own wellbeing to be one of the roots for me to branch off of.

- With the rise in the use of technology, also comes the rise of potentially harmful uses for it. One way that students have been educated on this topic is through a Technology Talk. After participating in these Technology Talks, the students are able to bring the skills that they have learned into the classroom as a way to enhance their learning experience. I am able to responsibly utilize the Google Drive tools to the best and safest of my ability. Along with this, I am able to recognize reliable academic sources online for my research, which is an important skill that I will need to know for post-secondary education. It is clear to see that by being properly taught how to responsibly and safely utilize what technology has to offer, I am able to enhance my educational experience and participate in good digital citizenship.
- Though I always have enjoyed school, I have faced some challenges. They turned out to help me by building my resiliency and appreciation for my personal gifts and talents. High school, especially in a rigorous academic program, was much more difficult for me than it was in middle school. In middle school I could relax and wouldn't have to put too much time or effort into my studies. At first, I paid it little attention, and continued my old habits of study. I also decided to join Leadership in school and put in an extra effort in Band. While I am still far from perfect, I am continuing to strive for excellence, and I find it easier and easier for me to work smarter. I am proud of myself in that I was able to achieve the grades I was hoping for, all the while learning important lessons on how to study and work more efficiently. Perseverance was a huge part of this process. I needed to have the drive to keep going, even though the setbacks, because I know it would all pay off in the end. My general increase in involvement in high school as a result of putting more effort into my work has helped me in many other ways as well. There are so many opportunities that I took advantage in by getting involved and persevering when the times were tough, and I truly believe that this has changed not only my outlook on life, but also the course of my high school career. Opportunities like this that high school has provided me with have been valuable to building my character and traits such as perseverance, organization, and work ethic.
- I am constantly striving to become a better person both in and out of school. School has taught me to set goals that I want to achieve that will help me improve my knowledge, skills, and personal qualities. I try to set small goals at practices, and in my academic courses every day. Completing these small goals helps me achieve the larger end goal, whether that be scoring in a game, or completing academic courses with an honourable mark. A goal I have set recently is to be more confident in my abilities in the classroom, I now try to put my hand up more often to express my thoughts and ideas. I have developed a skill to identify what I can improve on, and the things I am good at, because I have always looked at the negatives rather than the positives of myself in school and sports. The teachers and coaches throughout my school career, have helped me pinpoint the cause of my negative self-talk, and supported me in the development of the skills to control it. This enables me to thrive in the moment instead of being so hard on myself.

- I have been encouraged to challenge myself to try new things. Recently I have made a big change in my life revolving around balancing my schedule. I had several assignments due, two group projects, and a quiz revision all due within the next three days. I couldn't figure out how to balance all my assignments. I got really stressed about everything. I wrote all the things down on my sheet and realized that I honestly didn't have all that much to do. If I just focused on everything, maybe I wouldn't have gotten as stressed. I just needed to find my balance. Recently I have struggled with time management but I realized that I needed to focus on my priorities and split up my time to make sure I get everything done
- Nearing the end of grade 10, I became overwhelmed with exams, presentations, late assignments, all the while trying to maintain healthy relationships with peers as well as a healthy lifestyle. I began to think of my projects and exams in a positive light, making sure I was aware that it was all beneficial towards my learning and understanding of the material. I put aside unnecessary activities and put all my focus on achieving my goal of continuing to do well in school. I planned out my days, which helped me to maintain a balance in all aspects of my life: social, academic, health, and so on. I started putting more effort into all my subjects and ensuring that I exceed previous expectations for myself. I noticed that through this process, I gained a more positive outlook on the direction of my education, as well as my well-being.
- Pacing is something that I have been working really hard on for the past two years. Pacing myself physically, emotionally, and academically has always been something that I've struggled with. I've always taken too much on at once because I was scared to disappoint people, and ended up making myself sick with stress. In the past year I have learned a lot about my own abilities. I can now tell when my body has had too much and I need to rest. I have also been getting better at noticing when I am overwhelmed emotionally or academically. Lately, I have been taking time out of my day to recharge and think about the next steps I may need to take. This is something I would never have done six months ago.



operational
expectations
monitoring report

Monitoring report for
the school year
2016-2017

Report date:
April 24, 2018

OE-9: Communicating with the Public

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 9: Communicating with the Public, the Chief Superintendent certifies that the proceeding information is accurate and complete and is:

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

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

Date: March 21, 2018

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 9: Communicating with the Public, the Board of Trustees:

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

Summary statement/motion of the Board of Trustees:

Signed: _____
Chair, Board of Trustees

Date: _____

OE-9: Communicating with the Public

Executive Summary

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

This Operational Expectation establishes the values and expectations of the Board of Trustees for the Calgary Board of Education regarding communicating with the public. The communication process involves sharing, informing, listening and responding.

The Chief Superintendent's reasonable interpretation for OE-9: Communicating with the Public was approved on September 4, 2012. Indicator 9.1.3 was revised and approved on June 17, 2014. The Board of Trustees last monitored OE-9 on April 4, 2017.

9.1 Ensure the timely flow of information, appropriate input and strategic two-way dialogue between the organization and the citizens of Calgary that builds understanding and support for organizational efforts.

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

9.2 Prepare and publish, on behalf of the Board, an annual progress report to the public that includes the following items:

- a. data indicating student progress toward accomplishing the Board's *Results* policies;
- b. information about strategies programs and operations intended to accomplish the Board's *Results* policies; and
- c. revenues, expenditures and a review of the organization's financial condition

- Indicator 1: Compliant



OE-9: Communicating with the Public

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

Board approved Interpretation |

Broadly, the Chief Superintendent interprets this policy to underscore the importance of building confidence with the public by genuinely valuing their input and perspectives. This involves sharing system information with the public but more importantly, listening to them and being responsive. To this end, administration will provide the public with a yearly touch-point in the form of a progress report in addition to ongoing conversations with the public about the performance, vision, plans and challenges of the organization.

Specifically, the Chief Superintendent interprets:

- *public* to mean citizens of Calgary (who are among the CBE’s owners) with particular consideration for CBE students, parents and employees;
- *adequately* to mean sufficiently but not exhaustively;
- *informed* to mean provided with information in writing and/or verbally;
- *condition* to mean the degree to which the organization is making progress toward its *Results*;
- *direction* to mean the vision, plans and challenges;
- *organization* to mean the CBE as a whole.

The Chief Superintendent will:

9.1 Ensure the timely flow of information, appropriate input and strategic two-way dialogue between the organization and the citizens of Calgary that builds understanding and support for organizational efforts.	Compliant
--	-----------

Board-approved Interpretation |

The Chief Superintendent interprets:

- *timely* to mean promptly once administration becomes aware of and has validated information;

- *flow* to mean distribution and/or provision;
- *appropriate input* to mean advice, viewpoints, 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 disseminating and listening;
- *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 percent of system-level communications will enable feedback or provide the public with the ability to ask questions.

The organization is compliant with this indicator.

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

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 2016-17 school year there was considerable community engagement on significant system issues including schools impacted by new school openings, expansion of the Science Program and development of a math strategy. These and other engagement initiatives throughout the year provided more than 40 in-person and nine online opportunities for students, parents, staff and community members 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.

SchoolMessenger

In June 2016 we implemented SchoolMessenger, a system-wide mass communications tool. All schools can now send emails and phone messages to groups of parents/guardians; previously, many did not have this ability. Central administration can now also communicate directly with some or all parents system-wide. Stringent security measures protect our students' and parents' private information, and using SchoolMessenger enables the CBE to comply with Canada's Anti-Spam Legislation.

SchoolMessenger broadcasts include school news and announcements, attendance notifications, emergency communication and important system-wide messages.

In 2016-17, we used SchoolMessenger to send:

- 1,144,369 individual phone (voice) messages

- 8,247,113 individual email messages
- 174,479 individual SMS (text) messages

An average of 53,144 individual messages were sent per day. This equates to 1 message per student every other school day.

2. 90 percent of public enquiries received at the system-level by voice mail and email will be acknowledged within two business days.

The organization is compliant with this indicator.

During the reporting period a review of the monitoring records from the Chief Superintendent's office indicate 100% of public enquires were acknowledged by voicemail and email within two business days. A similar review of records maintained by CBE Communications and Community Engagement indicates that 4,863 enquiries, or 100% of enquiries received by the public information line, the Dialogue inbox, the webmaster inbox or the CBE communications inbox from August 2016 to July 2017 were acknowledged within two business days.

3. The Calgary Board of Education annual Parent Involvement result, as determined by Alberta Education's Accountability Pillar survey, will be intermediate or higher.

The organization is compliant with this indicator.

During the reporting period the result for Parental Involvement was 78.3% which is identified as intermediate by Alberta Education.

Evidence demonstrates all indicators in sub-section 9.1 are in compliance.

<p>9.2 Prepare and publish, on behalf of the Board, an annual progress report to the public that includes the following items:</p> <ol style="list-style-type: none"> a. data indicating student progress toward accomplishing the Board's <i>Results</i> policies; b. information about strategies programs and operations intended to accomplish the Board's <i>Results</i> policies; and c. revenues, expenditures and a review of the organization's financial condition 	<p>Compliant</p>
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Board-approved Interpretation |

The Chief Superintendent interprets:

- publish to mean make widely available for the public to access;

- annual progress report to mean the document generally known as the “CBE’s Community Report”;
- data to mean qualitative and quantitative information;
- strategies to mean the direction and plans the organization as a whole takes to accomplish the Board’s Results policies;
- programs and operations to mean the work the organization undertakes to accomplish the strategies and consequently the Board’s Results policies;
- revenues, expenditures and a review of the organization’s financial condition to mean a high-level depiction of how funding from all sources is applied towards student learning with links to more detailed information on the organization’s finances.

Board-Approved Indicator and Evidence of Compliance |

Every year, by the end of February, administration will publish a progress report on behalf of the Board of Trustees containing the items identified in the interpretation of OE-9.2.

The organization is compliant with this indicator.

While we did not produce a separate progress report for the 2016-17 school year, the information typically included in this report was already provided to the public on a more timely basis through a variety of reporting mechanisms and documents throughout the year. For example:

- *Information demonstrating that CBE students are making progress toward achieving success in the areas of academics, citizenship, personal development and character is provided through comprehensive Results monitoring reports presented at public board meetings and posted on our corporate website.*
- *In-depth reports on subject areas including Mathematics, English Language Arts, Social Studies, Science, Physical Education and Arts and Languages are presented at public board meetings and posted on our corporate website.*
- *A budget summary that indicates how we use funds to support student learning is provided through comprehensive budget reporting throughout the year. These include our Budget Assumptions Report, 2016-17 operating budget and year-end budget reporting.*

In addition to these reports other information is regularly prepared and published to provide the public with more in-depth information about the organization’s direction and plans. In the 2016-17 school year these included:

Annual reports	The Annual Education Results Report 2015-2016 and Three-Year Education Plan 2016-2019 was made available to employees and our public in December 2016 on our corporate website.
Spotlight stories	240+ spotlight stories were posted to the CBE corporate website that provided the public with in-depth information about the CBE and that

	<i>demonstrates how schools and students are achieving the Board of Trustees' Results policies. Timely banner stories including links to kindergarten, back-to-school information, dialogue engagement and budget pages were also posted throughout the year.</i>
<i>Link online</i>	<i>21 issues of our internal newsletter were distributed to all CBE employees. The newsletter contains important system-level information about the CBE. A number of all-user emails were also sent to employees on subjects ranging from budget information to employee wellness and IT security.</i>
<i>Media relations</i>	<i>During the reporting period we responded to almost 700 individual news media requests. Forty news releases, statements or media advisories were posted on our corporate website and sent to news media. Many of these were in turn featured by local news media. In addition, media and key message development sessions were provided to 99 principals and other CBE leaders.</i>
<i>Print projects</i>	<i>260 work orders for schools and service units that include everything from the high school course guide to school logos, school and alternative program information sheets, impacted schools fact sheets, kindergarten materials, high school upgrading and diploma exam preparation information. New this year was an attendance calendar designed to help parents and schools identify and address student absenteeism. One or two-page flatsheets are created, as required, to provide the public with up-to-date information on various issues.</i>
<i>RSS feeds</i>	<i>47 items were published to school websites and made available to subscribers through the main CBE RSS feed.</i>
<i>Tweets</i>	<i>441 tweets were posted on the CBE's official Twitter feed @yyCBEdU. In addition 1,210 followers were added in 2016-17. We also provide ongoing support and established protocols to assist schools and teachers to prepare to use social media accounts to communicate and share information about daily events with their communities.</i>
<i>Key Communiques</i>	<i>Nine updates, including system news, were emailed to school council chairs, principals, Area offices and trustees. School council chairs in turn share these with their individual school communities.</i>
<i>Community newsletters</i>	<i>Ten CBE updates were sent on behalf of the Board of Trustees to four community newsletter publishers in Calgary. Total distribution is over 430,000. Topics ranged from opening of new schools to engagement opportunities, provincial budget announcements and the ongoing work of trustees.</i>

<i>Calgary's Child</i>	<i>We provided six, half-page articles about CBE activities and news in the printed version of Calgary's Child Magazine. These are often repeated in the online version of the magazine.</i>
<i>School newsletter leadership updates</i>	<i>Ten monthly joint Board of Trustees and Chief Superintendent's messages were placed in school newsletters.</i>
<i>Photos and videos</i>	<p><i>103 photo shoots were completed that added more than 15,000 images to a collection that is available to schools and service units.</i></p> <p><i>A total of 63 video productions highlighted topics such as off-campus education, Niitsitapi Learning Centre, high school success, our Indigenous speaker series, community engagement as well as various teaching and learning videos for staff.</i></p> <p><i>In addition, we offered a number of training sessions for Learning specialists to provide them with videography and photography skills that can be applied in their daily work.</i></p>
<i>Web content & support</i>	<p><i>Every day we post timely information to staff insite, the corporate website, and school websites that outline the organization's direction and plans on a wide variety of topics.</i></p> <p><i>In 2016-17 we began migrating school websites to a new platform that will make it easier for both schools to update and for parents to find important information. The new websites offer full functionality to parents viewing on a mobile device and allow them to view the site in their preferred language providing a high level of accessibility for all parents</i></p> <p><i>We also manage the Chinook Learning Services website and partner websites such as Campus Calgary/Open Minds.</i></p> <p><i>We recorded approximately 6.1 million visits to our corporate website, including 14.8 million page views. Some of the top page views included: career opportunities, find a school, bus routes and schedules, and system calendars. The search function was also used extensively.</i></p>

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.

report to Board of Trustees

Impact of Amendments to Board Meeting Procedures

Date	February 13, 2018 - Resubmitted April 24, 2018
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Information
Originator	David Stevenson, Chief Superintendent of Schools
Governance Policy Reference	Board/Chief Superintendent Relationship B/CSR-1: Single Point of Connection Operational Expectations OE-1: Global Operational Expectations OE-7: Communication With and Support for the Board OE-8: Communicating and Engaging With the Public Board Meeting Procedures
Resource Person(s)	Susan Church, Deputy Chief Superintendent Jeannie Everett, Acting Deputy Chief Superintendent Dany Breton, Superintendent, Facilities Marla Martin-Esposito, Chief Communications Officer Ed Sutlic, Director, Corporate Financial Services Ronna Mosher, Acting Superintendent, Learning Dianne Roulson, Director, Learning Carol Murray, Coordinator, Policy Cathy Betz, Senior Manager, Communications and Community Engagement Trish Minor, Associate Corporate Secretary

1 | Recommendation

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

2 | Issue

The Board of Trustees has reviewed the timelines pertaining to distribution of reports and has proposed changes. Prior to approving the amendments, the Board of Trustees requires an understanding of the impact of these changes to the operation of the organization. Subsequently, on December 5, 2017, the Board of Trustees passed the following motions:

1. THAT the Board of Trustees gives first reading to the following amendments to its Board Meeting Procedures, under *G. Distribution of Agenda – Regular Meetings* be amended as follows:
 - a. “1. All regular meeting Agenda information will be circulated by the Corporate Secretary to Trustees and members of Administration, as appropriate, 14 days prior to the applicable meeting. In order to meet this schedule, signed reports and all information required to prepare the Agenda must be received in the Corporate Secretary’s Office by noon, 15 days prior to the meeting.”
 - b. “4. Agenda information for public meetings, including reports attached to the Agenda, shall be made available in an electronic format by the Corporate Secretary to the media and public 7 days prior to the respective meeting.”
2. THAT the Board of Trustees directs the Chief Superintendent to provide an impact statement of significant organizational impacts, if any, that would result from the proposed amendments. Such impact statement to be provided by February 13, 2018.

3 | Background

The Board’s reporting cycle is outlined in the Board’s Annual Workplan, which is adopted each year. The workplan and reporting cycle is informed by multiple factors including the Board’s annual monitoring cycle on its Results and Operational Expectations policies, statutory and regulatory requirements, and any emerging issues. Preparation of materials before Board meetings and processing of post-meeting Board work is tied to the Board’s workplan and is designed to facilitate timely and consistent information flowing to Board members.

Work within the Office of the Corporate Secretary is organized around each Board meeting with staff being assigned to manage the pre-meeting processing of materials and preparation of the Board room, assisting in all Board meetings and completing all post-meeting processing (e.g. minutes, corporate records, etc.) Reports being presented to the Board of Trustees at public meetings are required to be received in the Corporate Secretary’s office by noon on the Tuesday, seven calendar days prior to the Board meeting and circulated to Trustees on the Wednesday (six calendar days prior to the applicable meeting). The Corporate Secretary’s Office manages a strict process to ensure that information is available at the right time for current meetings, and is not confused with reports or information for future meetings. Reports are made public on the CBE website by Friday, or four calendar days prior to the Board meeting.

Distribution of reports to the Board and to the public is comparable to most public or corporate organizations, including all metro school boards in Alberta. For example, Edmonton Public makes its Board reports available to Board members on their electronic portal on the Thursday before their Tuesday meetings. Other meetings materials are made public three calendar days before the meeting. The Calgary Catholic School District provides the Board agenda and reports to Board members five calendar days prior to Board meetings.

The CBE's public reports are prepared in advance by administration and vetted through internal processes. These processes include collection of data, review and analysis of data, writing of the report, review by the sponsoring superintendent, Superintendents' Team approval and Chief Superintendent's signature. These processes occur in advance of submission to the Corporate Secretary's office. In addition certain reports require data from external sources; availability of that data is controlled by agencies and organizations outside of the CBE.

Annually, Administration provides an average of 72 written reports to the Board of Trustees over 20-22 public meetings. These do not include materials prepared for private Board meetings.

4 | Analysis

Current work processes and workflows were reviewed to determine the impact should timelines be amended as proposed. The majority of the organization's work processes and work flows can be adjusted as proposed to allow for earlier availability of reports; however the adjustments will be significant and require time for implementation. Work processes would have to be redesigned to allow for work to be completed three weeks earlier to meet the proposed deadlines.

Modifying the workflow and business processes of the organization will also result in the creation of two separate material preparation and distribution processes because many of the work processes for the CBE's most substantive reports cannot be adjusted to meet earlier timelines. This is due to the timing and availability of external data. If external data is not available within the proposed timelines, resulting reports may contain inaccurate or outdated information. In addition, while some report timelines can be adjusted to meet earlier deadlines, the cost in both human resources and hard costs to the organization could be significant. A list of all 2017-18 Board reports, including those from EducationMatters, is attached as Appendix I. An "X" next to each report indicates whether the proposed timeline would result in changes to work processes for that report, or whether the report can or cannot be delivered within proposed timelines.

The full impact to the operation of the organization including resource and financial impacts cannot be fully appreciated until implementation, and could change as processes are evaluated. The impacts of the proposed timelines identified in this report will be magnified when considered in relation to reports provided in-camera. While we are not providing an exhaustive list below, the following examples are illustrative of impacts to current work processes that cannot be changed, and those that will require substantial change to meet proposed timelines.

Workflows/Processes that Cannot be Changed to Allow for Proposed Timelines

Annual Education Results Report

The Annual Education Results Report (AERR) is a yearly report aligned with legislative requirements for financial reporting deadlines and requirements for the reporting of organizational results from Alberta Education's Accountability Pillar and overall Accountability Framework. Its creation is dependent on information provided by Alberta Education. The report must be submitted to Alberta Education by November 30 each year and meeting this legislative obligation has, at times, required the convening of an additional Board meeting late in November.

The student results portion of this report arrives in conjunction with the public release of results from the Provincial Achievement Tests and Diploma Examinations. Staff preparing the Board

report on the results of Provincial Achievement Tests and Diploma Examinations also prepare the majority of the AERR.

Student learning results are coordinated with required information related to Facilities, Finance and Legal Services, some of which would not be available given amended timelines. Specifically, a summary of the audited year-end financial statements, which is a required element of the AERR, would not be available if proposed timelines were implemented.

Implementation Consequences

- Alberta Education accountability requirements and year-end financial reporting requirements would not be met

Year-End Financial Results (Audited Financial Statements)

The School Act requires that Year-end financial results be submitted to Alberta Education by November 30 of each year. The fiscal year end is August 31. The fiscal year end is followed by a post year-end closing process. The external auditors commence preliminary work at fiscal year-end; however the official audit does not start until the post-year end period is complete, which means audit work cannot begin until mid-September. The audit work and a draft report must be prepared by early November to allow for review by the Board Audit Committee prior to the report going to the Board as a whole, and to the province.

Responsibility for review and oversight of the audited financial statements is delegated to the Board's Audit Committee. To facilitate its work the draft Audited Financial Statements are received by the Audit Committee prior to review by the whole Board. The Audit Committee meeting occurs in mid-November. The Audit Committee has an opportunity to review and ask detailed questions on the financial statements, address any adjustments that may need to be made and for the Committee to formulate and adopt any recommendations it may make to the Board as a whole. The Board receives a briefing on the financial statements from the Audit Committee Chair and the Auditors prior to the reports being added to the public agenda and submitted to the province. Moving this process back by an additional seven calendar days will reduce the amount of time available for the external auditors by a minimum of two weeks, shortening the timelines between review by the Audit Committee and the Board, resulting in less time for adjustments requested by the Audit Committee. With little time for adjustments, this places the Board at risk of not meeting the November 30 timelines for submission.

Under the proposed timelines this report would need to be submitted to the Corporate Secretary's office before the audit review is completed.

Implementation Consequences

- Reduced time and/or increased cost for external auditors to complete work
- Increased risk of errors or late adjustments to reported results
- Alberta Education Accountability requirements may not be met

Modular Classroom Plan

The Alberta Education submission deadline for the Modular Classroom Plan is November 1 of every year. The modular classroom report needs to be tabled no later than the last public Board meeting in October (typically mid-October). School enrolment is an essential component required by Alberta Education; however, it is not finalized until early in the second week of October. This is consistent for all school boards. Under the proposed timelines, this means that the CBE Modular Classroom Report would be based upon prior-school year enrolment, thereby reducing the accuracy of the request as it will not account for September enrolment data.

This discrepancy may influence the government's decision about modular classrooms.

When the government reviews the modular classroom submission they will have access to the September enrolment data which will differ from the CBE submission.

Implementation Consequences

- Currency of information is jeopardized
- Modular Classroom Plan may not meet future CBE needs
- Organizational credibility is at risk

Three-Year School Capital Plan

The Board of Trustees has traditionally required that the Three-Year School Capital Plan be brought first to a private Board meeting followed by two public Board meetings. The Alberta Education submission deadline is April 1 of every year, meaning that the plan must be tabled at one private Board meeting and at two public Board meetings prior to submission to Alberta Education. One component that informs the plan is the City of Calgary's "projected growth by planning sector" data. This data is only made available to the CBE in mid-January. The City's current practice leaves only one week for analysis and incorporation within the Three-Year Capital plan prior to submission. Advancing the submission by one week will mean that the plan will be based upon the previous calendar year's data, thereby reducing the accuracy of the projections for new schools in rapidly growing communities. Accurate and current data is critical in the development of the Three-Year Capital Plan as it impacts prioritization and inclusion of schools on the priority list. There would also be an impact on Administration's ability to be compliant with OE-7: Communication With and Support for the Board regarding timely information and OE-9: Facilities regarding the effective and efficient use of capital funding.

Implementation Consequences

- Planning does not reflect the most current and accurate data
- Organizational credibility is at risk
- Support to the Board is reduced

Locally Developed Courses

If the new timelines were adopted, the report due to the Office of the Chief Superintendent would conflict with the review/approval process with Alberta Education for Locally Developed Courses (LDCs).

In short, a report would be due to trustees while the approval process would still be underway or not complete with Alberta Education. The consequence is that high school course offerings would not be current or complete in a timeline that would allow students full access to the proposed courses. Many students would be making course selections prior to the Board approved LDCs being made available.

Implementation consequences

- Course availability would be delayed or incomplete for students

Workflows Requiring Substantial Change

Board Development Sessions

The Board of Trustees often requests a Board Development Session in September and/or early October. In 2017-18, no sessions were presented due to the municipal election.

Using the current Board report timelines, staff are able to prepare these presentations for the Board in early August when they return to work from their designated or contractual summer break. This work occurs before the first round of Provincial Achievement Test and Diploma Exam data is released by Alberta Education and while only modified schools are open and require support for learning, planning and data work. The summer break for these employees is established in accordance with Article 9.6.5 of the Agreement of the Calgary Board of Trustees and the Alberta Teachers' Association.

Using the proposed timelines, staff would need to prepare these presentations in June, at the same time that they are supporting the full complement of schools, coordinating the administration of Provincial Achievement Tests and Diploma Examinations, and working with data from the spring Accountability Pillar report and the CBE student survey. This would result in a reduction of support and services to schools and create risk for the administration of the Provincial Achievement Tests and Diploma Examinations.

Implementation Consequences

- Risk to organizational credibility
- Reduction of support for schools during late spring
- Risk to CBE compliance with Alberta Education provincial testing processes

Corporate Secretary's Office Work Processes and Resources

Currently recording secretaries manage the preparation requirement one meeting at a time, ensuring that the relevant Board meeting materials are accessible to the Board and to the public at the appropriate time. This process ensures that the Board has a dedicated staff member working on each meeting to vet, prepare and modify agendas, process reports, distribute materials, generate minutes for each meeting, and ensure all reports and minutes are finalized and placed on the corporate record. This is in addition to the support recording secretaries provide to Board Committees and other Board activities. Modifying the current process from seven to 14 calendar days in advance would result in recording secretaries needing to manage meeting materials for multiple meetings at one time, increasing the likelihood of error and the workload for each recording secretary. The probability of information inadvertently being made public prior to publication is also increased.

Creating new timelines will require a revision to the internal business practices and internal workflow of the Office of the Corporate Secretary. This includes process mapping, revision to standard practices, and reassignment of work amongst staff members. For example, some work may have to be moved to the administrative secretary to the Board to allow recording secretaries to manage multiple meetings. This will reduce the amount of time that the administrative secretary can devote to supporting trustees and the Chair. This is further complicated by the fact that many reports cannot be produced 14 calendar days in advance, meaning that Corporate Secretary staff will have to create dual processes to manage materials that come in on the 14 calendar day deadline and those that come in on a seven calendar day deadline. The impact of a "dual process" is that agendas will have to be updated and republished, materials reorganized and redistributed, and multiple postings made on the public website. This means the Board's practices will necessarily have to vary from month to month.

If the Board moves to having public materials published seven calendar days in advance, this will result in two publications of public materials to allow staff to update dates and add to any materials previously distributed. This may create confusion in the public, as they may need to check the website multiple times when the dual process is in effect.

If the current practice of assigning work on a per-meeting basis continues, the Office of the Corporate Secretary would require an additional recording secretary to maintain the high level of processing that is required to ensure effective Board meetings. If additional Corporate Secretary staff is required, the cost is estimated at \$70,000 per year plus benefits. Given the

financial constraints of the CBE this is unlikely to be an option. Therefore the most significant impact will be on amending current work assignments, workflow and business practices to meet the proposed 14 calendar day timeline.

Moving to new timelines will require the expanded use of the electronic portal for distribution of all Board materials. The current portal, while sufficient, does not provide the breadth and depth of functionality available in other board portals. It is recommended that should the Board revise the timelines it consider investing in a better portal tool at a cost of \$15,000-25,000 per year. The current portal costs approximately \$6,000 per year but offers fewer features and lower readability than other portals on the market.

Implementation Consequences

- Redesign of workflow to ensure alignment with the new reporting schedule, including the reassignment of staff responsible
- Increased staff costs
- Requires two different report distribution processes to be created resulting in different practices throughout the year
- Reduced flexibility and ability for staff to support Board level committees or other Board work, particularly during heavy reporting months like November and May
- Increased portal costs
- Time would be required to develop this new process. The earliest the processes and structures could be modified would be September, 2018

Financial Reports

Finance is responsible for delivering multiple reports to the Board, particularly during the September to November and January to May timeframes. Amending the timelines would compress the time available during these terms to complete the reports, requiring adjustments to current staff assignments, work processes and resource allocations. For example, the workload would increase for a small team that already works over several weekends to deliver to existing schedules. In particular, the timeline between when the CBE receives the annual provincial budget and when the Budget Assumptions Report must be delivered to the Board would be compressed given the amended timelines. A similar constraint is experienced in the fall with September 30 enrolments finalized the second week in October and the Fall Budget Update report due to Alberta Education for a November 30 deadline.

In addition, there is little to no contingent time in the schedule to accommodate unexpected changes (e.g. Bill 1). To accommodate the proposed timelines, school supports would necessarily decrease during these timeframes, which are typically busy times for schools.

Implementation Consequences

- Reduced support to schools during the fall and spring timeframes
- Increased cost of additional staff
- Increased workload for existing staff

Risk of error in budgeted figures presented

- No contingency for unexpected changes
- Increased cost to modify processes and tools
- Increased training costs

5 | Financial Impact

The proposed changes to the report timelines will have a financial impact to the operation of the organization.

If preparation time is shortened, additional staff may be required to meet the proposed timelines. In addition, overtime expenses could be incurred at certain times to complete reports within the proposed timeline. Certain reports require specific skills sets of staff. There may be costs to train additional personnel if the proposed timelines are approved. If no additional staff can be hired, we may need to build or acquire new processes or tools such as new software systems or electronic portals. Updating the portal tool costs \$15,000-25,000 per year and the impact to the organization for the Finance service unit alone is estimated to be between 300,000 to \$500,000. It is anticipated that there would be similar financial implications to other service units.

6 | Implementation Consequences

Moving to new timelines will require a reorganization of workflow and assignment of work in the organization, and specifically in Learning Services, Facilities and Environmental Services, Finance and the Office of the Corporate Secretary. It will also require that regardless of the reorganization of the workflow, some reports will not be provided within the 14 calendar day timelines. Certain reports would require work or submission to the Board of Trustees prior to internal or external data becoming available. Some of these reports require approval from Alberta Education and depend on data that is provided by Alberta Education according to their own timelines.

There may also be benefits to adopting proposed timelines. Compressing certain timelines may require a re-examination of current processes and technological tools to enhance efficiency. It may also result in more team members being necessarily involved in the work, broadening the scope of their skills and accountabilities. Should the Board adopt new timelines, Administration will require six months to develop new processes and workflows and reassign duties, particularly within the Office of the Corporate Secretary. It is recommended that the Board consider an implementation of September 2018 to allow sufficient time to develop a clear implementation plan, adjust workflow, and update technology.

Implementation Consequences of Publication of Reports Seven Calendar Days Prior to the Board Meeting

Currently administrative reports are made public two working days before regular meetings of the Board of Trustees. Publishing reports earlier may have a positive impact on the public's perception of transparency of the organization. Other impacts must also be considered. When Communications and Community Engagement receives news media requests about public reports, the process is to encourage reporters to attend or listen to the presentation and discussion at the regular board meeting. Two business days is usually a reasonable length of time to ask a reporter or news outlet to wait for a discussion. It is unreasonable to ask media to hold requests for seven calendar days.

While Board reports are posted in advance of Board meetings, they are not accompanied by contextual supporting materials such as presentations, videos and speaking notes that may provide additional information and clarity.

Seven calendar days between public posting of reports and the public Board meeting means there is considerable time for issues and decisions to be debated by outside groups in the court of public opinion. There is also opportunity for third parties and outside individuals and groups to lead the discussion, particularly on social media and through traditional news media. This may impact public opinion before CBE Administration and the Board of Trustees have an opportunity to discuss the reports.

If a report becomes public before the Board of Trustees has an opportunity to review it, Administration's ability to support the Board of Trustees in their fiduciary responsibility regarding certain land, labour and legal issues may be compromised.

The proposed timeline will increase pressure on administrative staff as they may be asked to provide information or speak to details within reports in the days prior to the Board meeting.

This change will impact the Chief Superintendent's responsibility as stated in OE-1: Global Operational Expectations, as it may endanger the organization's credibility and lead to a loss of public confidence in the CBE.

Implementation Consequences

- Increased workload for administrative staff
- Risk to organizational credibility
- Support to the Board

7 | Conclusion

This report provides an overview of the anticipated impact of the proposed changes to report submission and publication timelines. Implementation of the proposed timelines will require modification to workflows and processes including the creation of a dual report management and distribution process to allow for earlier availability of materials. The operational impacts of the proposed changes include additional costs, redesign of workflow and business practices, increased pressure on staff and impacts to the reputation of the CBE. The impacts of the proposed timelines identified in this report will be magnified when considered in relation to reports provided in-camera. Administration will require time to develop those new workflows and reassign duties to facilitate transition to new timelines. Further unanticipated impacts and implications to the operation of the organization may be identified through the operationalization of these changes should they be approved.



DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: Work Process Implications

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.

WORK PROCESS IMPLICATIONS				
	Reports to the Board of Trustees	Work Process Consequences	Significant Work Process and Resource Consequences	Work Processes Cannot be Modified Due to External Timelines
1	OE-2	X		
2	OE-3	X		
3	Student Survey Project Plan			X
4	Chief Superintendent Update	X		
5	Board of Trustees' Annual Self-Evaluation	X		
6	Construction Projects Status Update	X		
7	Classroom Learning Coaches for Mathematics	Not an annual report		
8	Operational Expectations: Reasonable Interpretations and Indicators	Not an annual report		
9	Modular Classroom Plan			X
10	Financial Status of Reserves and Designated Funds	X		
11	September 30 Enrolment Summary Report	X		
12	Construction Projects Status Update	X		
13	Chief Superintendent Update	X		
14	OE-4 (presentation)	X		
15	Board Information on Mathematics Strategy	Not an annual report		
16	Exam Report (public)			X
17	Roster for Second Vice-Chair	X		
18	EducationMatters Financial Statements as at July 31/17	X		
19	Chief Superintendent Update (Records Management)	X		
20	Results 2 Follow-up Report (presentation)	Not an annual report		
21	Chief Superintendent Update	X		
22	Audited Financial Statements (public)			X
23	Annual Education Results Report & Three-Year Education Plan		X	
24	4 th Quarter Budget Variance Report	X		
25	Fall Budget Update & 1 st Quarter Budget Variance Report			X
26	Construction Projects Status Update	X		
27	Results 2 Report Card Information - part 1	7-25	X	

WORK PROCESS IMPLICATIONS				
	Reports to the Board of Trustees	Work Process Consequences	Significant Work Process and Resource Consequences	Work Processes Cannot be Modified Due to External Timelines
28	OE-5 (presentation)	X		
29	OE11 (presentation)	X		
30	Proposed Amendments to CBE Mission Statement	Not an annual report		
31	Proposed Amendments to Board Meeting Procedures	Not an annual report		
32	Proposed Third Party Mathematics Monitoring	This was a Board motion not from Administration		
33	EducationMatters Financial Statements as at Oct 31/17	X		
34	Chief Superintendent Update	X		
35	Results 2 Report Card Information Report: Part 2	X		
36	OE-6 (presentation)	X		
37	OE-7 (presentation)	X		
38	Chief Superintendent Update (Records Management)	X		
39	Chief Superintendent Update	X		
40	Construction Projects Status Update	X		
41	Results 2 Monitoring Report (presentation)	X		
42	OE-10 (presentation)	X		
43	Chief Superintendent's Annual Summative Evaluation			X
44	Construction Projects Status Update	X		
45	Chief Superintendent Update	X		
46	Three-Year School Capital Plan (Public)			X
47	Results Policies Reasonable Interpretations (presentation)	Not an annual report		
48	OE-8 (presentation)	X		
49	Results 3 Monitoring Report (presentation)	X		
50	2 nd Quarter Budget Variance Report	X		
51	Construction Projects Status Update	X		
52	Chief Superintendent Update	X		



WORK PROCESS IMPLICATIONS				
	Reports to the Board of Trustees	Work Process Consequences	Significant Work Process and Resource Consequences	Work Processes Cannot be Modified Due to External Timelines
53	OE-9 (presentation)	X		
54	Results 4 Monitoring Report (presentation)	X		
55	Trustee Remuneration Committee Report			X
56	Chief Superintendent Update (Records Management)	X		
57	Office of the Board of Trustees' 2018-19 Operating Budget			X
58	Chief Superintendent Update	X		
59	2018-19 Budget Assumption Report		X	
60	Construction Projects Status Update	X		
61	Locally Developed Courses			X
62	OE-12 (presentation)	X		
63	Construction Projects Status Update	X		
64	Results 5 Monitoring Report (presentation)	X		
65	EducationMatters Financial Statements as at Dec 31/17	X		
66	2018-19 Budget			X
67	Chief Superintendent Update	X		
68	OE-1 (presentation)	X		
69	Chief Superintendent Update (Records Management)	X		
70	Construction Projects Status Update	X		
71	3 Year System Student Accommodation Plan	X		
72	10 Year System Student Accommodation and Facilities Strategy	X		
73	EducationMatters Financial Statements as at Apr 30/18	X		
74	3 rd Quarter Budget Variance Report	X		
75	Chief Superintendent Update	X		

**report to
Board of Trustees**

EducationMatters Financial Statements as at December 31, 2017

Date	April 24, 2018
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Kelly-Ann Fenney Office of the Corporate Secretary
Purpose	Information
Originator	Monica Bryan, Director, Finance and Administration, EducationMatters
Governance Policy Reference	Governance Culture GC-3: Board Job Description

1 | Recommendation

- The financial report for EducationMatters is provided for Board information.

2 | Background

The Board of Trustees has requested quarterly reporting from EducationMatters. The attached report is provided in response to this request.

Appendix I: Education Matters Financial Statements as at December 31, 2017





Financial Statements
December 31, 2017

Independent Auditors' Report

To the Board of Governors of
EducationMatters, Calgary's Public Education Trust

We have audited the accompanying financial statements of EducationMatters, Calgary's Public Education Trust, which comprise the statement of financial position as at December 31, 2017, and the statements of operations, changes in fund balances and cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian accounting standards for not-for-profit organizations, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements present fairly, in all material respects, the financial position of EducationMatters, Calgary's Public Education Trust as at December 31, 2017, and the results of its operations and its cash flows for the year then ended in accordance with Canadian accounting standards for not-for-profit organizations.

Collins Barrow Calgary LLP

CHARTERED PROFESSIONAL ACCOUNTANTS

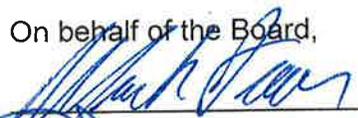
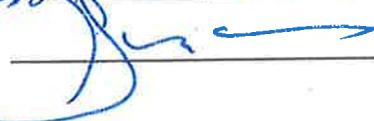
Calgary, Canada
March 8, 2018

EducationMatters, Calgary's Public Education Trust
Statement of Financial Position
December 31, 2017

	2017	2016
Assets		
Current assets		
Cash and cash equivalents (notes 3 and 7)	\$ 1,978,053	\$ 1,589,768
Goods and Services Tax recoverable	<u>1,103</u>	<u>-</u>
	1,979,156	1,589,768
Investments (notes 4 and 7)	5,467,580	5,059,520
Property and equipment (note 5)	<u>19,329</u>	<u>29,053</u>
	<u>\$ 7,466,065</u>	<u>\$ 6,678,341</u>
Liabilities		
Current liabilities		
Accounts payable and accrued liabilities	\$ 34,960	\$ 35,896
Deferred operating contributions (note 6)	<u>441,000</u>	<u>441,000</u>
	<u>475,960</u>	<u>476,896</u>
Funds		
Operating funds	774,693	728,963
Flow-through funds	957,130	638,999
Endowment funds (note 7)	<u>5,258,282</u>	<u>4,833,483</u>
	<u>6,990,105</u>	<u>6,201,445</u>
	<u>\$ 7,466,065</u>	<u>\$ 6,678,341</u>
Commitments (note 8)		

See accompanying notes to the financial statements

On behalf of the Board,


 _____, Governor

 _____, Governor

EducationMatters, Calgary's Public Education Trust
Statement of Operations
Year Ended December 31, 2017

	2017				2016
	Operating Funds	Flow-Through Funds	Endowment Funds	Total	
Revenue					
Contributions	\$ 700,901	\$ 1,622,926	\$ 184,492	\$ 2,508,319	\$ 2,322,313
Interfund fees	112,130	(41,595)	(70,535)	-	-
Gains on investments (note 4)	33,835	-	405,826	439,661	110,429
Interest and dividend revenue	<u>16,411</u>	<u>-</u>	<u>98,998</u>	<u>115,409</u>	<u>111,595</u>
	<u>863,277</u>	<u>1,581,331</u>	<u>618,781</u>	<u>3,063,389</u>	<u>2,544,337</u>
Expenditures					
Grants (notes 6 and 10)	-	1,271,208	199,982	1,471,190	2,000,438
Salaries and benefits (note 10)	527,398	-	-	527,398	504,448
Communications (note 10)	14,341	-	-	14,341	2,037
Fund development (note 10)	22,680	-	-	22,680	13,760
Office	30,709	-	-	30,709	37,706
Investment fees	42,037	-	-	42,037	39,902
Professional fees	24,306	-	-	24,306	26,782
Special events	26,346	-	-	26,346	3,090
Computer applications and support	67,005	-	-	67,005	46,842
Rent	38,993	-	-	38,993	38,993
Amortization	<u>9,724</u>	<u>-</u>	<u>-</u>	<u>9,724</u>	<u>9,101</u>
	<u>803,539</u>	<u>1,271,208</u>	<u>199,982</u>	<u>2,274,729</u>	<u>2,723,099</u>
Excess (deficiency) of revenue over expenditures	<u>\$ 59,738</u>	<u>\$ 310,123</u>	<u>\$ 418,799</u>	<u>\$ 788,660</u>	<u>\$ (178,762)</u>

See accompanying notes to the financial statements

EducationMatters, Calgary's Public Education Trust
Statement of Changes in Fund Balances
Year Ended December 31, 2017

	Operating Funds	Flow- Through Funds	Endowment Funds	Total
Fund balances, December 31, 2015	\$ 774,197	\$ 941,345	\$ 4,664,665	\$ 6,380,207
Excess (deficiency) of revenue over expenditures	65,452	(412,346)	168,132	(178,762)
Interfund transfers	<u>(110,686)</u>	<u>110,000</u>	<u>686</u>	<u>-</u>
Fund balances, December 31, 2016	728,963	638,999	4,833,483	6,201,445
Excess of revenue over expenditures	59,738	310,123	418,799	788,660
Interfund transfers	<u>(14,008)</u>	<u>8,008</u>	<u>6,000</u>	<u>-</u>
Fund balances, December 31, 2017	<u>\$ 774,693</u>	<u>\$ 957,130</u>	<u>\$ 5,258,282</u>	<u>\$ 6,990,105</u>

See accompanying notes to the financial statements

EducationMatters, Calgary's Public Education Trust
Statement of Cash Flows
Year Ended December 31, 2017

	2017	2016
Cash provided by (used in):		
Operating activities		
Excess (deficiency) of revenue over expenditures	\$ 788,660	\$ (178,762)
Adjusting items:		
Amortization	9,724	9,101
Gain on investments	<u>(439,661)</u>	<u>(110,429)</u>
	<u>358,723</u>	<u>(280,090)</u>
Changes in non-cash items		
Goods and Services Tax recoverable	(1,103)	655
Accounts payable and accrued liabilities	(936)	8,050
Deferred operating contributions	<u>-</u>	<u>1,000</u>
	<u>(2,039)</u>	<u>9,705</u>
Cash provided by (used in) operating activities	<u>356,684</u>	<u>(270,385)</u>
Investing activities		
Purchase of equipment	-	(6,522)
Purchase of investments	(172,294)	(567,641)
Disposal of investments	<u>203,895</u>	<u>152,676</u>
Cash provided by (used in) investing activities	<u>31,601</u>	<u>(421,487)</u>
Cash inflow (outflow)	388,285	(691,872)
Cash and cash equivalents, beginning of year	<u>1,589,768</u>	<u>2,281,640</u>
Cash and cash equivalents, end of year	<u>\$ 1,978,053</u>	<u>\$ 1,589,768</u>
Cash and cash equivalents is comprised of:		
Cash	\$ 159,944	\$ 199,567
Treasury bills (note 3)	<u>1,818,109</u>	<u>1,390,201</u>
	<u>\$ 1,978,053</u>	<u>\$ 1,589,768</u>

See accompanying notes to the financial statements

EducationMatters, Calgary's Public Education Trust

Notes to Financial Statements

December 31, 2017

1. Nature of Trust

EducationMatters, Calgary's Public Education Trust, (the "Trust") was formed by way of a trust indenture on January 20, 2003. The Trust is a registered charity and a public trust under the *Income Tax Act* (Canada) and, accordingly, is exempt from income taxes and can issue donation receipts for income tax purposes. The Trust's mandate is to promote citizen engagement with and inspire passion for public education and to mobilize resources for programs that enhance public education.

The Board of Trustees of the Calgary Board of Education (the "CBE Board") appoints all Trust governors. At least two, but not more than 50%, of the Trust governors must be members of the CBE Board.

2. Significant accounting policies

The financial statements were prepared in accordance with Canadian accounting standards for not-for-profit organizations and include the following significant accounting policies:

(a) Revenue

The Trust receives contributions in the form of donations to specified funds, operating grants and event funding.

The Trust recognizes contributions when the amounts can be reasonably estimated and collection is assured.

The Trust follows the deferral method of accounting for restricted contributions related to general operations of the Trust. These contributions are recognized as revenue in the operating fund in the period in which the related expenses are incurred.

The Trust recognizes interest, dividends and fee revenue when the amounts are earned on an accrual basis.

(b) Trust funds

The Trust holds operating, flow-through and endowment funds. The Trust follows the deferral accounting method for the operating fund and the restricted fund accounting method for the flow-through and endowment funds.

The Trust restricts endowment fund grants in any fiscal period to a maximum of 4.5% of the market value of the endowment at the end of the prior fiscal year.

EducationMatters, Calgary's Public Education Trust
Notes to Financial Statements
December 31, 2017

Operating funds

Operating fund contributions received that relate to services to be provided in a subsequent period are shown as deferred operating contributions on the statement of financial position.

Flow-through funds

Flow-through funds are spent during the year in which they are received or the year following to support a wide range of programs and projects.

Endowment funds

Endowment funds are created by donors to provide long-term support for discretionary spending, general fields of interest or designated specific programs or projects.

(c) Cash and cash equivalents

Cash and cash equivalents comprise cash on hand and short-term investments with a maturity date of three months or less.

(d) Investments

Investments include pooled investment funds that consist of mutual funds and are measured at fair value.

(e) Property and equipment

The Trust capitalizes administrative assets, consisting of computer equipment and office equipment, at cost and amortizes them over their estimated useful lives of five years on a straight-line basis.

Property and equipment is evaluated for impairment when events or circumstances indicate its carrying value may not be recoverable. Any impairment is measured by comparing the carrying value of the assets to the fair value, based on the present value of future cash flows expected to be generated from the assets.

(f) Measurement uncertainty

The valuation of property and equipment is based on management's best estimates of the future recoverability of these assets and the determination of costs subject to classification as property and equipment. The amounts recorded for amortization of the property and equipment are based on management's best estimates of the remaining useful lives and period of future benefit of the related assets.

The valuation of accrued liabilities is based on management's best estimates of expenses incurred during the year that will be payable in future periods.

EducationMatters, Calgary's Public Education Trust
Notes to Financial Statements
December 31, 2017

By their nature, these estimates are subject to measurement uncertainty and the effect on the financial statements of changes in such estimates in future periods could be significant.

(g) Financial instruments

The Trust initially measures its financial assets and liabilities at fair value, except for certain non-arm's length transactions that are measured at the exchange amount.

The Trust subsequently measures all its financial assets and financial liabilities at amortized cost, except for investments in pooled investment funds that are quoted in an active market, which are measured at fair value. Changes in fair value are recognized in excess of revenue over expenditures.

Financial assets measured at amortized cost include cash and cash equivalents. The Trust's financial assets measured at fair value include the pooled investment funds.

Financial liabilities measured at amortized cost include accounts payable and accrued liabilities.

Financial assets measured at cost or amortized cost are tested for impairment, at the end of each year, to determine whether there are indicators that the asset may be impaired. The amount of the write-down, if any, is recognized in excess of revenue over expenditures. The previously recognized impairment loss may be reversed to the extent of the improvement, directly or by adjusting the allowance account. The reversal may be recorded provided it is no greater than the amount that had been previously reported as a reduction in the asset and it does not exceed original cost. The amount of the reversal is recognized in excess of revenue over expenditures.

The Trust recognizes its transaction costs in excess of revenue over expenditures in the period incurred for its equity investments and for all other financial assets and liabilities that are subsequently measured at fair value. Financial instruments that are subsequently measured at cost or amortized cost are adjusted by the transaction costs and financing fees that are directly attributable to their origination, issuance or assumption.

(h) Expenditures

Administrative expenses are charged to endowment funds in accordance with donor agreements. Interest income earned on flow-through funds is allocated to the operating fund in lieu of an administration fee. Expenses incurred for a specific fund are charged to that fund.

EducationMatters, Calgary's Public Education Trust
Notes to Financial Statements
December 31, 2017

(i) Donated services

Donated services are not recognized in the financial statements as there is no objective basis available to measure the value of such services.

3. Cash and cash equivalents

Cash and cash equivalents include short-term investments of \$1,818,109 (2016 - \$1,390,201) consisting entirely of investments in Canadian treasury bills with maturity dates of 90 days or less. Short-term investments yield an average interest rate of 1.05% (2016 - 0.44%).

4. Investments

	2017	2016
Pooled Funds - Endowment Fund	\$ 5,052,891	\$ 4,683,178
Pooled Funds - Operating Fund	<u>414,689</u>	<u>376,342</u>
	<u>\$ 5,467,580</u>	<u>\$ 5,059,520</u>

Investments are comprised of \$5,467,580 (2016 - \$5,059,520) in pooled investment funds measured at fair value. The Trust's policy is to liquidate gifted shares on the same day as they are received. There were no gifted shares held at December 31, 2017 or 2016.

Gain on investments of \$439,661 (2016 - \$110,429) includes unrealized gains of \$392,876 (2016 - \$81,286).

5. Property and equipment

			<u>Net Book Value</u>	
	Cost	Accumulated Amortization	2017	2016
Computer equipment	\$ 144,874	\$ 126,680	\$ 18,194	\$ 26,933
Office equipment	<u>25,850</u>	<u>24,715</u>	<u>1,135</u>	<u>2,120</u>
	<u>\$ 170,724</u>	<u>\$ 151,395</u>	<u>\$ 19,329</u>	<u>\$ 29,053</u>

6. Related party transactions

The Trust is economically dependent on contributions from the Calgary Board of Education ("CBE") and is committed to provide services to CBE in fund development, grants and student awards. During the year, the Trust received \$660,000 (2016 - \$660,000) from the CBE. Contributions in the amount of \$441,000 were deferred to 2018 in accordance with spending the funds over a twelve-month period and is included in the deferred operating contributions on the statement of financial position.

EducationMatters, Calgary's Public Education Trust
Notes to Financial Statements
December 31, 2017

The Trust rented office space and purchased services of \$38,993 (2016 - \$38,993) and \$6,990 (2016 - \$7,678), respectively, from the CBE.

Grants awarded to CBE schools by the Trust are distributed to recipients by way of the CBE. In 2017, this amount was \$944,941 (2016 - \$1,516,879).

7. Endowment funds

Endowment funds are invested to provide long-term support, and are comprised of the following:

	2017	2016
Cash and cash equivalents	\$ 205,391	\$ 150,305
Investments	<u>5,052,891</u>	<u>4,683,178</u>
	<u>\$ 5,258,282</u>	<u>\$ 4,833,483</u>

8. Commitments

The Trust's office lease with the CBE was renewed in July 2017 for an additional one-year term to August 31, 2018 and requires monthly rental payments of \$3,249.

9. Financial instruments

The Trust is exposed to the following significant financial risks:

(a) Credit risk

Credit risk is the risk that one party to a financial instrument will cause a financial loss for the other party by failing to discharge an obligation. The financial instruments that potentially subject the Trust to significant concentration of credit risk consist primarily of cash and cash equivalents and investments. The Trust mitigates its exposure to credit loss by placing its cash and cash equivalents and investments with major financial institutions.

(b) Market risk

Market risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market prices. The Trust's investments in pooled investment funds expose the company to price risks as equity investments are subject to price changes in the open market.

EducationMatters, Calgary's Public Education Trust
Notes to Financial Statements
December 31, 2017

10. Additional information on fund development

(a) Expenses incurred to raise funds

	2017	2016
Fundraising event	\$ 26,346	\$ -
Fund development expenses	22,680	13,760
Fund development salaries and benefits	<u>148,714</u>	<u>136,121</u>
	<u>\$ 197,740</u>	<u>\$ 149,881</u>

(b) Funds raised during 2017 were \$1,807,418 (2016 - \$1,662,313).

(c) Summary of disbursements

	2017	2016
Grants	\$ 996,911	\$ 1,565,529
Scholarships	<u>474,279</u>	<u>434,909</u>
	<u>\$ 1,471,190</u>	<u>\$ 2,000,438</u>

In 2017 there were two disbursements of contributions greater than 10% of the gross contributions received in 2017. The following projects were supported:

- (1) Calgary Board of Education Exploratory or Dual Credit programs engage in learning experiences that can earn students credits in high school and post-secondary education institutions simultaneously allow students to discover and explore career pathways, which can help them plan for successful transitions to post-secondary and/or the workforce, provide workplace certification/accreditation or offer preferred placement at post-secondary institutions. During the year ended December 31, 2017, contributions in the amount of \$315,248 (2016 - \$405,311) were disbursed to this project.
- (2) Library to Learning Commons projects transform school libraries in Calgary Board of Education Schools into modern, welcoming Learning Commons. During the year ended December 31, 2017, contributions in the amount of \$217,695 (2016 - \$198,132) were disbursed under this project.

EducationMatters, Calgary's Public Education Trust
Notes to Financial Statements
December 31, 2017

(d) Allocation of total expenditures and disbursements

Total expenditures and disbursements after allocation of salaries and benefits to the cost centres consist of the following:

	2017	2016
Grant disbursements	\$ 1,471,190	\$ 2,000,438
Communication expenses	14,341	2,037
Fund development expenses, excluding events	171,394	149,881
Events	26,346	-
Program expenses	581,734	561,642
Amortization expense	<u>9,724</u>	<u>9,101</u>
	<u>\$ 2,274,729</u>	<u>\$ 2,723,099</u>

Salary and benefit costs are incurred to operate the Trust and its programs in a cost-effective manner while maximizing all opportunities to further the Trust's mission. The Trust allocates salary and benefits based on the actual time spent in each cost centre by each staff person.

report to Board of Trustees

Office of the Board of Trustees 2018-19 Operating Budget

Date	April 24, 2018
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Decision
Originator	Trustee Trina Hurdman Board Chair, on behalf of the Board of Trustees
Governance Policy Reference	Operational Expectations OE-5: Financial Planning
Resource Person(s)	Brad Grundy, Superintendent, Chief Financial Officer, Corporate Treasurer Kelly-Ann Fenney, Director, Legal Services and Corporate Secretary Edward Sutlic, Director, School Financial Management Corporate Planning and Reporting staff

1 | Recommendation

It is recommended:

THAT the Board of Trustees approves the 2018-19 budget for the Office of the Board of Trustees of \$1,498,239 to be reasonable to allow the Board to effectively and efficiently perform its governing responsibilities.

2 | Issue

The Chief Superintendent is required by Operational Expectation 5 subsection 5.2 to develop a budget that includes amounts determined by the Board to be necessary for the Board to effectively and efficiently perform its governing responsibilities.

3 | Background

The Office of the Board of Trustees' budget for 2017-18 was approved at \$1,296,816.

The Chief Superintendent prepared a report regarding the 2018-19 budget for the Office of the Board of Trustees that incorporates the budget assumptions as they relate to the Office of the Board of Trustees' budget and reflects the outcome of any decisions related to the Board's consideration of Trustee Remuneration.



- Remuneration remains consistent with 2017-18 and will be as follows:

Trustees:	\$45,000
Chair:	An additional \$10,000
Vice-Chair:	An additional \$5,000

- GC-2E states that in addition to honoraria, each Trustee will receive a taxable benefit package worth 10% of basic honorarium and an annual taxable transportation allowance of \$4,100. There is no change to this policy from the prior year.
- GC-2E also states that at the end of each Trustee’s service, each Trustee shall be entitled to a retiring allowance based on the number of terms completed. As such, an annual retirement accrual is included as a component of the salaries budget. The amount varies depending on the number of terms each Trustee has completed and amounts previously accrued.

The following budget change has been incorporated, to respond to the changing requirements of the board:

- TEBA fees have been added by \$100,000 for the purpose of bargaining collectively with the Alberta Teachers’ Association. TEBA is an employers’ organization for the purpose of the Labour Relations Code and has, with respect to central bargaining, exclusive authority to bargain collectively on behalf of the employers and to bind the employers in any agreement with respect to central terms.
- Election costs have been increased by \$117,687, to account for higher expected election costs in 2021. Election costs are accrued on a yearly basis in 4 year cycles, to allow for the expense to be recognized evenly over the 4 year term between elections. This amount will be adjusted when more pertinent information is available.
- General & contracted out services have been reduced by \$12,500.
- Advertising cost has been reduced by \$2,500, general trustee travel and professional development has been reduced by \$4,000 and supplies have been reduced by \$3,000.

4 | Analysis

The following is a summary of all proposed changes to the 2018-19 Office of the Board of Trustees budget:

2017-18 approved budget	\$1,296,816
Increases/(decreases):	
Addition of TEBA Fees	100,000
Increase in Elections cost	117,687
Increase in salaries and benefits due to retirement accrual	5,736

Decrease in General and Contracted Out Services	(12,500)
Decrease in Advertising	(2,500)
Decrease in General Trustee Travel and Professional Development	(4,000)
Decrease in Supplies	(3,000)
Total increase in expenses (15.5%) from the 2017-18 Approved Budget	<u>201,423</u>
2018-19 proposed budget	<u>\$1,498,239</u>

The Office of the Board of Trustees' budget does not include the cost of services and supports provided by the service units in delivering on the board's governance responsibilities. Service and support costs to the board are absorbed by the budget of the relevant service unit.

Please refer to Attachment I for a year-over-year comparison between 2017-18 and 2018-19.

5 | Conclusion

This report meets the monitoring requirements of the OE 5: Financial Planning.



DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: Proposed Board of Trustees 2018-19 Operating Budget

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 Board of Trustees - General Board of Trustees 2018-19 Operating Budget			
Category	2017-18 Approved	Changes	2018-19 Proposed
Total Permanent Salaries & Benefits	\$ 418,348	\$ 5,736	\$ 424,084
Membership Dues and Fees			
MB Dues and Fees	\$ 244,000	\$ -	\$ 244,000
TEBA Fees	\$ -	\$ 100,000	\$ 100,000
Contribution to school council support	\$ 7,800	\$ -	\$ 7,800
Total Membership Dues and Fees	\$ 251,800	\$ 100,000	\$ 351,800
Professional & Technical			
General & Contracted Out Services	\$ 62,500	\$ (12,500)	\$ 50,000
Audit Fees	\$ 160,418		\$ 160,418
Advertising	\$ 5,000	\$ (2,500)	\$ 2,500
Elections	\$ 350,000	\$ 117,687	\$ 467,687
Total Professional & Technical	\$ 577,918	\$ 102,687	\$ 680,605
Total Telephone	\$ 750	\$ -	\$ 750
Travel & Subsistence Business			
Trustee PD & Travel	\$ 14,000	\$ -	\$ 14,000
ASBA & General Trustee Travel & PD	\$ 24,000	\$ (4,000)	\$ 20,000
Total Travel & Subsistence Business	\$ 38,000	\$ (4,000)	\$ 34,000
Supplies			
General	\$ 4,000	\$ (1,000)	\$ 3,000
Café Food	\$ 2,000	\$ -	\$ 2,000
Printing & Binding	\$ 3,000	\$ (2,000)	\$ 1,000
Textbooks & Materials	\$ 1,000	\$ -	\$ 1,000
Total Expense Budget	\$1,296,816	\$ 201,423	\$ 1,498,239

**report to
Board of Trustees**

Correspondence

Date	April 24, 2018
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Kelly-Ann Fenney Office of the Corporate Secretary
Purpose	Information
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board

1 | Recommendation

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

- Letter dated April 11, 2018 to The Honourable D. Eggen, Minister of Education, re: Status of Funding for the Classroom Improvement Fund.
- Letter dated April 13, 2018 from The Honourable C. Clarke, Deputy Minister of Education, giving the CBE approval to register Utility Right of Way (Plan Number 1711651) on reserve school lands in the community of Tuscany.

Attachments: Relevant Correspondence





Board Chair

Trina Hurdman Wards 1 & 2

Vice-Chair

Marilyn Dennis Wards 5 & 10

Trustees

Althea Adams Wards 3 & 4

Lisa Davis Wards 6 & 7

Richard Hehr Wards 8 & 9

Julie Hrdlicka Wards 11 & 13

Mike Bradshaw Wards 12 & 14

April 11, 2018

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

Dear Minister Eggen,

Re: Status of Funding for the Classroom Improvement Fund

On behalf of the Board of Trustees of the Calgary Board of Education (CBE), I am writing to advocate for the continuation in the 2018-19 school year of the funding that was provided through the Classroom Improvement Fund (CIF) to school boards in 2017-18.

The CBE was very appreciative of this funding which was allocated directly to schools to support student learning. This \$13 million allowed us to hire additional teachers and support staff and to provide resources for school-initiated proposals. Exactly how the funds were allocated was determined through a very collaborative process that kept student needs in the classroom at the forefront of discussion.

The Board of Trustees received the CBE's budget assumptions report on April 10, 2018. While the CBE is planning to increase school based budgets by \$19.8 million for 2018-19, this may prove insufficient for schools to be able to maintain current service levels. Should the funding that was provided through CIF continue, in whatever form, into the next school year, it would be allocated directly to schools and classrooms for the benefit of student learning. We strongly encourage the government to continue providing school boards with this funding going forward.

As the CBE is in the process of developing its 2018-19 budget for provincial submission by the end of May, we would request a response as to the status of this funding by the end of April in order to plan and budget accordingly.

We look forward to your response.

Sincere regards,

Trina Hurdman
Chair, Board of Trustees
Calgary Board of Education

cc: Premier Rachel Notley
David Stevenson, Chief Superintendent of Schools

APR 13 2018

AR102055

Mr. David Stevenson
Chief Superintendent of Schools
Calgary Board of Education
1221 - 8 Street SW
Calgary AB T2R 0L4

Dear Mr. Stevenson:

I am pleased to respond to the March 20, 2018 letter from Trina Hurdman, Board Chair, to the Honourable David Eggen, Minister of Education, requesting approval for the registration of a utility right of way on reserve school lands in the community of Tuscany.

Based on the information your administration has provided, and in accordance with Section 200(2) of the *School Act*, I hereby approve the registration of a utility right of way (Plan No. 171 1651, entered and registered on August 10, 2017) against school reserve lands located at 357 Tuscany Drive NW, described legally as Plan 0510046, Block 18, Lot 4MSR.

In entering into this agreement, please ensure your board complies with *Disposition of Property Regulation AR 181/2010*. As you are aware, the board is responsible for ensuring that the final agreement indemnifies both the province and the school board from future liability arising from environmental responsibilities and other liabilities that may arise from this transfer.

If you have any questions, please contact Erin Owens, Director, Capital Planning South, at erin.owens@gov.ab.ca or 780-643-1455 (toll-free by first dialing 310-0000).

I wish you success in completing this transaction.

Sincerely,



Curtis Clarke, PhD
Deputy Minister

cc: Trina Hurdman, Board Chair

report to Board of Trustees

Chief Superintendent's Update

Date	April 24, 2018
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Information
Governance Policy Reference	Operational Expectations OE-7: Communication With and Support for the Board

1 | Recommendation

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

2 | Issue

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

OE-7: Communication With and Support for the Board requires "the Board is supported in its work and is fully and adequately informed about matters relating to Board work and significant organizational concern." With other reports submitted to the Board of Trustees, this update meets the requirement of OE-7 for the provision of information in a timely, simple and concise form.



Records Management Quarterly Report

BACKGROUND

At the Board of Trustees' meeting on January 24, 2012, administration was directed to provide quarterly updates to the Board regarding the Calgary Board of Education's progress to address records management and retention issues. The following is the 2017/18 2nd quarter update presented in response to this directive.

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

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

QUARTERLY UPDATE

Principles of Compliance and Accountability

Administrative Regulation (AR)

The Administrative Regulation related to Records Management is progressing through the Administrative Regulation review process and once completed the updated version will be implemented and communicated system-wide.

Benefits

Records Management AR will establish a framework to support accountability, legal compliance, operational efficiencies and economies. Records management AR will provide direction and guidance to staff for creating, capturing and managing information to satisfy business, legal and stakeholder requirements, and will assign responsibilities across the CBE.

Records Management Audit 2017/18

In alignment with the Records Management Program Timeline, preparations were started to facilitate the 2017/18 Records Management Audit. Thirteen (13) Schools from all Areas will participate in the audit that will be conducted by a qualified and experienced RM professional in conjunction with staff from the Records Management team.

On completion, a comprehensive Audit Report will be prepared and presented together with appropriate recommendation for follow-up with Schools and Area Offices.

Benefits

The Records Management Audit will assess compliance with Generally Accepted Record Keeping Principles and internal policies and protocols. In addition, the audit will provide important insights into the level of awareness that CBE staff have regarding records management in general as well as elements of record classification and retention.

The Audit will permit benchmarking and annual progress comparisons that could be important for measuring program success as well as for identifying areas for improvement.

Principles of Retention and Disposition

Offsite Storage of CBE Records

The focus on retention and disposition continued and as of the end of February 2018:

Records received from schools and departments

235 administrative and 255 student record boxes were received, classified and retained in accordance with the organization's Classification and Retention schedule.

Record boxes provided to schools and departments

391 boxes were distributed to CBE schools and administrative offices.

Off-site Disposition

Disposition has occurred for 501 boxes of records that were eligible for destruction. The disposition process has also been initiated for another 1096 record boxes

On-site Active Disposition

Using the Active Disposition process, 67 boxes of records located at schools and administrative offices were disposed.

Benefits

- Provides facilities more suitable for maintaining semi-active and inactive records (primarily fire suppression, enhanced security and protective racking to shield physical boxes from damage).
- Addresses overcrowding and related occupational safety concerns at the CBE's onsite facilities.
- Reduces storage of active records by allowing the disposition of inactive, duplicate, or obsolete material.

- Record boxes provided to schools and departments provide superior protection of records during transit and resists crushing during long term storage.
- Reduces unnecessary monthly costs associated with record storage since records whose significance has passed are disposed.
- Reduces and/or eliminates ad-hoc and uncontrolled destruction of records.

Principles of Protection and Availability

Records requests

Following from the previously implemented process to track record requests as a means of understanding related time, effort, and costs, during the quarter, 251 requests were received and responded to. Of these, approximately 66% (or 167 requests) represented requests from the public (including past students or on behalf of past students) and the remaining 33% (or 84) were internal requests.

Confidential Shred Bins

During the quarter, records were securely disposed of throughout the CBE with the emptying of a total of 3,366 Shred Bins. To ensure adequate and efficient coverage at schools and administrative sites, RM staff members continuously monitor, adjust and adapt elements of the program to fit changing circumstances.

Benefits

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

Principles of Integrity and Transparency

Records Management (RM) guidelines

RM tools provide guidance on the records management procedures and practices necessary for compliance with CBE administrative regulations. To help ensure accurate and current resources are accessible to CBE staff, the RM page(s) on staff insite are regularly updated. During the quarter the following information was added:

- Do's & Don'ts – Records Boxes*
- Do's & Don'ts – Official Student Record*

Onsite Training

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

Onsite Training	
Ted Harrison School	Belvedere Parkway School
New Admin Assistant (E) Training Session	

Benefits

In order for Records Management practises to be adopted and become standard organizational practise, they must be supported by on-going training and appropriate communications. In particular, new understandings and processes often require targeted training and specific communication to employees to build the foundations for achieving a mature RM program.

Records Management Support

Records Management Technicians continue to assist schools with a variety of Records Management tasks including:

- Switching old folders to the new Official Student Record (OSR) folders
- File clean-up and organization
- Preparation of record for transfer to the Records Centre
 - Sorting records based in similar retention
 - Packing records in appropriate RM Boxes
 - Completing Transmittal Forms
 - Separating and gathering records that were past their retention period
- Providing hands-on RM training as required by schools

Specifically, during the reporting period, following schools received support from the RM Technicians.

RM Support/Assistance	
David Thompson School	Lester B. Pearson High School
Simons Valley School	William D. Pratt School
Chief Justice Milvain School	Bob Edwards School
Peter Lougheed School	Annie Foote School
Marion Carson School	Vincent Massey School

Benefits

Direct contact with Schools and School Administrative staff has resulted in much improved practices as reflected in increased awareness of and appreciation for the Records Management program. School Record

inventories provide vital information for administering the Corporate Records Management Program as they contribute to mapping all the information stored at school sites which in turn are critical for locating, retrieving and managing records.

D. Stevenson

DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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



report to Board of Trustees

Annual Summative Evaluation of the Chief Superintendent

Date	April 24, 2018
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trustee Bradshaw, Chair, Board Evaluation Committee Trustee Hurdman, Member, Board Evaluation Committee
Purpose	Information
Governance Policy Reference	GC-3: Board Job Description GC-4: Officer's Roles B/CSR-5: Chief Superintendent Accountability

1 | Recommendation

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

2 | Background

Board of Trustees' Governance Policy B/CSR-5 states that, *the Board considers Chief Superintendent performance to be identical to organization performance.* Organizational accomplishment of the Board's Results policies, and operation according to the values expressed in the Board's Operational Expectations policies, will be considered successful Chief Superintendent performance. These two components define the Chief Superintendent's job responsibilities, and are the basis for the Chief Superintendent's performance evaluation.

B/CSR-5.7 states that *Each January the Board will conduct a formal summative evaluation of the Chief Superintendent. The summative evaluation will be based upon data collected during the year from the monitoring of Results and Operational Expectations policies.*



3 | Conclusion

The purpose of the annual evaluation of the Chief Superintendent is to summarize the actions previously taken by the Board of Trustees as it monitored the Results and Operational Expectations policies during the year, and to draw conclusions on that basis.

The attachment to this report provides a summary of the monitoring of all Results and Operational Expectations governance policies for the 2017 year; it is the “data collected during the year from the monitoring of Results and Operational Expectations policies”, as required by B/CSR-5.7.

ATTACHMENTS

Attachment I: Board Evaluation of Chief Superintendent, 2017

GLOSSARY – Developed by the 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.



Board Evaluation of Chief Superintendent, 2017

Policy	Reasonable Interpretation	Related RI Minutes	2017 Monitoring Report	2017 Monitoring Minutes	2017 Reasonable Progress/ Compliance	Commendations/Concerns
Operational Expectations						
1. <u>Global Operational Expectation</u>	<u>2012/09/18</u>	<u>Page 7</u>	<u>2017/06/13</u> <u>2017/06/20</u>	<u>Page 5</u> <u>Page 9</u>	In compliance	
2. <u>Temporary Chief Superintendent Succession</u>	<u>2012/03/06</u> <u>2013/10/08</u>	<u>Page 10</u> <u>Page 10</u>	<u>2017/09/12</u> <u>2017/09/19</u>	<u>Page 3</u> <u>Page 4</u>	In compliance	
3. <u>Treatment of Owners</u>	<u>2012/09/04</u>	<u>Page 4</u>	<u>2017/09/19</u>	<u>Page 2</u>	In compliance	The Board 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.
4. <u>Treatment of Employees</u>	<u>2012/03/06</u> <u>2014/06/10</u>	<u>Page 12</u> <u>Page 5</u>	<u>2017/11/14</u> <u>2017/11/28</u>	<u>Page 4</u> <u>Page 3</u>	In compliance with the exception of policy subsections 4.7 and 4.13	
5. <u>Financial Planning</u>	<u>2012/03/20</u> <u>2013/05/28</u> <u>2016/04/05</u>	<u>Page 14</u> <u>Page 24</u> <u>Page 4</u>	<u>2017/12/05</u> <u>2018/02/06</u>	<u>Page 5</u> <u>Page 5</u>	In compliance	
6. <u>Financial Administration</u>	<u>2012/06/12</u> <u>2012/09/18</u> <u>2013/03/19</u> <u>2014/06/17</u> <u>2014/12/02</u>	<u>Page 4</u> <u>Page 7</u> <u>Page 7</u> <u>Page 10</u> <u>Page 12</u>	<u>2017/01/10</u> <u>2017/01/17</u>	<u>Page 3</u> <u>Page 5</u>	In compliance with the exception of policy subsection 6.1	
7. <u>Asset Protection</u>	<u>2012/10/02</u> <u>2013/04/16</u>	<u>Page 7</u> <u>Page 7</u>	<u>2017/01/10</u> <u>2017/01/17</u>	<u>Page 4</u> <u>Page 7</u>	In compliance	
8. <u>Communication</u>	<u>2012/05/15</u>	<u>Page 5</u>	<u>2017/03/07</u>	<u>Page 3</u>	In compliance	The Board commends the Chief for exceptional performance in

Board Evaluation of Chief Superintendent, 2017

<i>Policy</i>	Reasonable Interpretation	Related RI Minutes	2017 Monitoring Report	2017 Monitoring Minutes	2017 Reasonable Progress/ Compliance	Commendations/Concerns
<u>With & Support for the Board</u>			<u>2017/03/14</u>	<u>Page 6</u>		ensuring that the Board is supported in its work and is fully and adequately informed about matters relating to Board work and significant organizational concern.
9. <u>Communicating With the Public</u>	<u>2012/09/04</u> <u>2014/06/17</u>	<u>Page 5</u> <u>Page 4</u>	<u>2017/04/04</u> <u>2017/04/11</u>	<u>Page 3</u> <u>Page 3</u>	In compliance	The Board commends the Chief for the development of a community engagement framework that seeks the advice, viewpoints, comments and opinions from the public with clear expectations for how we input these views.
10. <u>Instructional Program</u>	<u>2012/09/18</u> <u>2014/06/10</u>	<u>Page 5</u> <u>Page 6</u>	<u>2017/05/16</u> <u>2017/05/23</u>	<u>Page 3</u> <u>Page 3</u>	In compliance	
11. <u>Learning Environment/ Treatment of Students</u>	<u>2012/05/01</u> <u>2014/06/17</u>	<u>Page 4</u> <u>Page 5</u>	<u>2017/12/05</u> <u>2018/01/09</u>	<u>Page 5</u> <u>Page 5</u>	In compliance	
12. <u>Facilities</u>	<u>2012/04/03</u>	<u>Page 5</u>	<u>2017/02/07</u> <u>2017/02/14</u>	<u>Page 3</u> <u>Page 4</u>	In compliance	The Board commends the Chief for exemplary performance in ensuring that physical facilities support the accomplishment of the Board's Results policies; more specifically, that new schools and learning spaces were student ready, transitions were as seamless as possible and contingency plans were clearly communicated.

Results						
<i>Policy</i>	Reasonable Interpretation	Related RI Minutes	Monitoring Report	Monitoring Minutes	Reasonable Progress/ Compliance	Commendations/Concerns
1. <u>Mission</u>	<u>2013/09/17</u>	<u>Page 3</u>				Not scheduled for monitoring
2. <u>Academic Success</u>	<u>2013/04/16</u> <u>2015/06/09</u>	<u>Page 6</u> <u>Page 3</u>	<u>2017/06/13</u> <u>2017/06/20</u>	<u>Page 5</u> <u>Page 3</u>	In compliance with exception of First Nations, Métis and Inuit students' achievement in all	Board identified concerns with overall student results in Mathematics and with the Grade 1 to 9 report card results with respect to the English Language Arts stem "reads to explore, construct and extend understanding". Board commended the Chief for significant and continuous improvement on the three and five year high school completion



Board Evaluation of Chief Superintendent, 2017

Results						
Policy	Reasonable Interpretation	Related RI Minutes	Monitoring Report	Monitoring Minutes	Reasonable Progress/ Compliance	Commendations/Concerns
					academic disciplines”	rate. <u>Other:</u> The Board directs the Chief to provide additional information, including strategies, revised targets and the assessment of the strategies for each of the areas identified as an exception or concern, by November 2017.
<ul style="list-style-type: none"> R-2 Report Card Information Report – Part 1 			2017/12/05	Page	Information Only – Not Monitored	Part 1 – Language Arts, Languages and Social Studies Report presented for information only. No monitoring decision made.
<ul style="list-style-type: none"> R-2 Report Card Information Report – Part 2 			2018/01/09	Page	Information Only – Not Monitored	Part 2- Arts, Career and Technology Studies, Mathematics, Physical Education and Sciences Report presented for information only. No monitoring decision made.
3. Citizenship	2013/04/02 2015/10/06 2015/10/13	Page 5 Page 4 Page 7	2017/01/10 2017/01/17	Page 3 Page 3	Reasonable progress being made	The Board commends the Chief for high overall achievement in Results 3: Citizenship and in particular for 5 years of ongoing improvement in student outcomes related to: <ul style="list-style-type: none"> Students exercising their democratic rights and responsibilities within the learning community; Respect for diversity; and Student contributions to responsible stewardship of the environment
4. Personal Development	2013/03/19 2013/02/05	Page 6 Page 4	2017/02/07 2017/02/14	Page 2 Page 4	Reasonable progress being made	
5. Character	2013/03/19	Page 4	2017/03/07 2017/03/14	Page 2 Page 3	Reasonable progress being made	The Board commends the Chief for maintained exceptional results and continuous improvement in all policy provisions of Results 5: Character, clearly demonstrating that CBE students are contributing to positive learning environments by treating



Board Evaluation of Chief Superintendent, 2017

Results						
Policy	Reasonable Interpretation	Related RI Minutes	Monitoring Report	Monitoring Minutes	Reasonable Progress/ Compliance	Commendations/Concerns
						others with respect and compassion, balancing their needs with the rights and needs of others, and making responsible decisions.