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🎵 *Please join us on the Link for a musical performance by Beddington Heights School Senior Choir, commencing at 11:40 a.m.*

public agenda | Regular Board Meeting

April 7, 2015
12:00 p.m.

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

R-1: Mission |

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

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

Time	Topic	Who	Policy Ref	Attachment
12:00 p.m.	**1	Call to Order, National Anthem and Welcome**			
	**2	Consideration/Approval of Agenda**		GC-2	
10 mins	**3	Awards and Recognitions**			
	3.1 Lighthouse Award		GC-3	
	**4	Results Focus**			
30 mins	4.1 R-4: Personal Development – Annual Monitoring	D. Stevenson	B/CSR-5; OE-8	Page 4-1
	**5	Operational Expectations**			
15 mins	5.1 OE-9: Communicating with the Public – Annual Monitoring	D. Stevenson	B/CSR-5; OE-9	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	
	**8	Consent Agenda**	Board	GC-2.6	
	8.1 Items Provided for Board Information			

Calgary Board of Education

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

1 | 2

Time	Topic			Who	Policy Ref	Attachment
	8.1.1	Correspondence			OE-8	Page 8-1
	8.1.2	Implications of Proposed Changes to Operational Expectations Policy Statements			OE-1, 8	Page 8-5
	8.1.3	EducationMatters Financial Statements			GC-3	Page 8-10
	8.1.4	Trustee Liaison Report re: ASBA Board of Directors			GC-3	Page 8-24
	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.

Calgary Board of Education

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

results monitoring report

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: _D. Stevenson_   Date: _Mar. 25/15_
David Stevenson, Chief Superintendent

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

Calgary Board of Education

4-1

Results 4: Personal Development

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 for Results 4: Personal Development was approved on March 19, 2013 with modifications to indicators involving kindergarten data approved on January 20, 2015. The Board of Trustees last monitored Results 4: Personal Development on April 1, 2014.

The report presented today represents organizational data available since the last monitoring report, primarily representing the 2013-2014 school year[1]. This report provides the Board of Trustees with several types of information.

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

2. It identifies organizational performance targets for 2014-2015.

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

3. In addition to the system monitoring data an attachment to this report offers examples of ways in which individual students have developed their individual gifts, talents and interests. These examples are provided in the students' own words.

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[1] Alberta Education provides information on the Annual Return Rate one year behind other data sets. For this measure the most current information represents the 2012-2013 school year.

Calgary Board of Education

Executive Summary |

Monitoring information within this report informs the Board of Trustees of the success of Calgary Board of Education students in identifying and developing their individual gifts, talents and interests in and through their learning program.

Data from the 2013-2014 school year continues to show strong levels of performance within the Calgary Board of Education across the sub-sections of Results 4. A number of results are being sustained above 90% and improvement is noted in both indicators targeted for improvement in 2013-2014.

Continued attention will be given to building capacity in the area of students being comfortable and successful with learning tasks for which there is no single right answer. A new area of focus will seek to enhance the experiences of high school students in bringing their voice and initiative to learning experiences and tasks.

Reasonable progress in the area of Personal Development is represented by the accomplishment of fifteen of eighteen of the 2014 targets including the two areas identified as needing improvement.

The following summary of the sub-sections of Results 4: Personal Development provides an overview of the results for each indicator. For each specific target for 2013-2014 it is noted if the target is met or not met. More specific information for each section of the Results policy and each indicator are included within the section of this report labeled "Evidence of Reasonable Progress" (see pages 5-20).

- 4.1 Students will demonstrate resilience and perseverance to overcome failure and adapt to change.
  - Indicator 1: Target met
  - Indicator 2: Target met
  - Indicator 3: Target met

- 4.2 Students will take initiative, set goals, self-evaluate and strive to continuously improve.
  - Indicator 1: Target met
  - Indicator 2: Target met
  - Indicator 3: Target not met
  - Indicator 4: Target not met
  - Indicator 5: Target met

- 4.3 Students will have the confidence to embrace ambiguity and complexity.
  - Indicator 1: Target met
  - Indicator 2: Target met
  - Indicator 3: Target met

- 4.4 Students will take risks appropriately.
  - Indicator 1: Target met

- 4.5 Students will make lifestyle choices based upon healthy attitudes and actions, and be able to assume responsibility for personal well-being.
  - Indicator 1: Target met
  - Indicator 2: Target not met
  - Indicator 3: Target met

4.6 Students will be able to lead and follow, as appropriate, and to develop and maintain positive relationships with other individuals and groups in order to manage conflict and reach consensus in pursuit of common goals.
  - Indicator 1: Target met
  - Indicator 2: Target met
  - Indicator 3: Target met

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.

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

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

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

Results |

1. The Calgary Board of Education Student Survey asks students to self-report on aspects of their learning including the extent to which they work through setbacks and challenges in their learning. From 2010-2012 this information was collected from grade 12 students. From 2013 onward, data has been collected from students in grades 4, 7, 10 and 12.

I work through setbacks and challenges in my learning					
Student Survey	2010	2011	2012	2013	2014
Strongly Agree	36.6%	37.9%	36.1%	36.6%	32.1%
Agree	53.1%	53.6%	56.0%	55.8%	59.8%
Disagree	6.8%	6.5%	5.9%	5.9%	5.8%
Strongly Disagree	2.3%	2.0%	1.9%	1.5%	2.3%
Overall Agreement	89.7%	91.5%	92.1%	92.4%	91.9%

Target for 2014: Continued results at or above 92%

This target was essentially met; the 2014 result is within one-tenth of a percentage point of the target.

Target for 2015: Continued results at or above 92%

2. The Calgary Board of Education Student Survey asks students in grade 12 to self-report on aspects of their learning including the extent to which they can adapt to new learning situations. From 2010 to 2012 this information was collected from grade 12 students. From 2013 onward, data has been collected from students in grades 4, 7, 10 and 12.

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I can adapt to new learning situations					
Student Survey	2010	2011	2012	2013	2014
Strongly Agree	36.6%	36.1%	35.3%	36.3%	35.4%
Agree	53.1%	52.9%	51.7%	51.2%	52.7%
Disagree	6.8%	8.5%	10.2%	8.2%	8.1%
Strongly Disagree	2.3%	2.5%	2.8%	4.2%	3.8%
Overall Agreement	89.7%	89.0%	87.0%	87.5%	88.1%

Target for 2014: 88%

This target was met.

Target for 2015: Continued results at or above 88%

3. Alberta Education explains the calculation of the Annual Return Rate in this way[2]:

"An initial Cohort of students age 14 to 18 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[3] 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 2001/2002 school year who was not found to be participating in the learning system in the 2002/2003 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 2003/2004."

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[2] Alberta Education. (March, 2010). Annual dropout and returning rates. In *Government of Alberta*. Retrieved December 20, 2012, from http://education.alberta.ca/media/356363/dropoutandreturningsum.pdf.
[3] The "learning system" refers to Alberta as a whole. A student is considered to be participating in the Alberta learning system if they meet at least one of the following criteria in the subsequent school year:
a. the student has a registration in the K-12 system
b. the student has taken a high school level course;
c. the student has received a diploma;
d. the student has attended a post-secondary institution;
e. the student has registered in an apprenticeship program;
f. the student has attained Academic Standing (passed five grade 12 courses that include one Language Arts diploma exam course and three other diploma exam courses by the end of the subsequent school year.)

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Annual Return Rate					
	2009	2010	2011	2012	2013
CBE	23.7%	31.1%	23.7%	23.1%	21.3%
Alberta	23.5%	27.9%	23.4%	23.0%	21.1%

The overall goal for the Calgary Board of Education on measures with provincial comparisons is to be at or above provincial rates of success.

In 2013 this target was met. The overall goal remains in place.

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 |

1. Percentage of kindergarten students reported to show willingness to explore and expand learning and try new things; as measured by student report cards.

2. Percentage of students in grades 1-9 reported to set and work toward learning goals; as measured by student report cards.

3. Percentage of grade 12 students who report they are able to set goals for themselves and to work towards them; as measured by student surveys.

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4-7

4. Percentage of grade 12 students who report they raise questions and bring their own ideas to learning tasks; as measured by student surveys.

5. Percentage of grade 12 students who report they use feedback and past experiences to improve their learning; as measured by student surveys.

Results |

1. A number of student learning outcomes within the Personal and Social Responsibility section of Alberta Education's Kindergarten Program Statement are noted to be consistent with the values and understandings for student success identified in the Board of Trustees' policy for Results 4: Personal Development. Data for these aspects of student learning within and through the kindergarten learning program has been gathered from kindergarten report cards across the CBE.

Shows willingness to explore and expand learning and try new things				
	2011	2012	2013	2014
Strongly meeting expectations	40.3%	43.0%	39.5%	43.9%
Meeting expectations	56.6%	53.6%	56.8%	52.3%
Requires support to meet expectations	2.8%	3.0%	3.1%	3.1%
Not yet meeting expectations	0.1%	0.1%	0%	0%
Individual Program Plan	0.9%	0.4%	0.5%	0.7%
Overall results for independently meeting expectations	96.9%	96.6%	96.3%	96.2%

Target for 2014: Continued results at or above 96%

This target was met.

No target is being set for this measure for 2015 as data for kindergarten students will be amalgamated with data for students in grades 1-9 as indicated in the Board of Trustees approval of modified indicators for Results 3, 4 and 5 on January 20, 2015.

2. Assessment and reporting of Citizenship, Personal Development and Character was introduced in grades 1-9 during the 2010-2011 school year. Citizenship, Personal Development and Character are not established as new curricula but are recognized as being embedded throughout the programs of study and students' daily learning experiences. The assessment and reporting of Citizenship, Personal Development and Character is strength-based with information collected from a number of learning events across a school year. Data for these aspects of student learning have been collected from report cards across the CBE.

Sets and works towards learning goals				
	2011	2012	2013	2014
Exemplary strengths	24.0%	23.1%	24.1%	24.2%
Evident strengths	52.2%	55.7%	54.8%	54.9%
Emerging strengths	20.3%	17.5%	17.7%	17.7%
Network of support required	3.0%	3.0%	3.0%	2.9%
Individual Program Plan	0.5%	0.7%	0.4%	0.3%
Overall levels of success	96.5%	96.3%	96.6%	96.8%

Target for 2014: Continued results at or above 96%

This target was met.

Target for 2015: Continued results at or above 96%

This target is based on the expansion of this data set to include information from kindergarten report cards, as indicated in the Board of Trustees approval of modified indicators for Results 3, 4 and 5 on January 20, 2015.

3. The Calgary Board of Education Student Survey asks students in grade 12 to self-report on aspects of their learning. This includes the extent to which they agree with the following statement "I am able to set goals for myself and work toward them".

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I am able to set goals for myself and work toward them				
Student Survey	2011	2012	2013	2014
Strongly Agree	36.1%	34.7%	27.0%	25.9%
Agree	51.9%	53.0%	62.2%	60.1%
Disagree	9.6%	9.4%	8.0%	10.7%
Strongly Disagree	2.4%	2.9%	2.8%	3.3%
Overall Agreement	88.0%	87.7%	89.2%	86.0%

Target for 2014: 89%

This target was not met. Capacity building actions are included in an attachment to this report.

Target for 2015: 87%

4. The Calgary Board of Education Student Survey asks students in grade 12 to self-report on aspects of their learning. This includes the extent to which they agreed with the following statement "I raise questions and bring my own ideas to learning tasks".

I raise questions and bring my own ideas to learning tasks			
Student Survey	2012	2013	2014
Strongly Agree	30.9%	23.5%	24.3%
Agree	54.2%	61.3%	57.8%
Disagree	12.0%	13.5%	14.2%
Strongly Disagree	2.9%	1.6%	3.6%
Overall Agreement	85.1%	84.8%	82.1%

Target for 2014: 86%

This target was not met. Capacity building actions are included in an attachment to this report.

Target for 2015: 83%

5. The Calgary Board of Education Student Survey asks students in grade 12 to self-report on aspects of their learning. This includes the extent to which they agree with the following statement "I use feedback and past experiences to improve my learning".

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I use feedback and past experiences to improve my learning			
Student Survey	2012	2013	2014
Strongly Agree	37.9%	30.3%	29.7%
Agree	53.6%	59.2%	60.7%
Disagree	6.1%	6.8%	6.3%
Strongly Disagree	2.4%	3.7%	3.2%
Overall Agreement	91.5%	89.5%	90.4%

Target for 2014: 90% or above.

This target was met.

Target for 2015: Continued results at or above 90%

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 |

1. Percentage of kindergarten students reported to show persistence in following through with learning challenges; as measured by student report cards.

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4-11

2. Percentage of students in grades 1-9 reported to engage in learning with confidence and persistence; as measured by student report cards.[4]

3. Percentage of grade 12 students who report they are comfortable learning about things that don't have a single right answer; as measured by student surveys.

Results |

1. A number of student learning outcomes within the Personal and Social Responsibility section of Alberta Education's Kindergarten Program Statement are noted to be consistent with the values and understandings for student success identified in the Board of Trustees' policy for Results 4: Personal Development. Data for these aspects of student learning within and through the kindergarten learning program has been gathered from kindergarten report cards across the CBE.

Shows persistence in following through with learning challenges				
	2011	2012	2013	2014
Strongly meeting expectations	31.8%	35.4%	33.5%	36.1%
Meeting expectations	60.7%	57.0%	59.1%	56.9%
Requires support to meet expectations	6.8%	6.7%	6.1%	5.9%
Not yet meeting expectations	0.2%	0.2%	0.1%	0.1%
Individual Program Plan	0.6%	0.7%	0.8%	1.0%
Overall results for independently meeting expectations	92.5%	92.4%	92.6%	93.0%

Target for 2014: Continued results at or above 92%

This target was met.

No target is being set for this measure for 2015 as data for kindergarten students will be amalgamated with data for students in grades 1-9 as indicated in the Board of Trustees approval of modified indicators for Results 3, 4 and 5 on January 20, 2015.

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[4] 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 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.

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4-12

2. Assessment and reporting of Citizenship, Personal Development and Character was introduced in grades 1-9 during the 2010-2011 school year. Citizenship, Personal Development and Character are not established as new curricula but are recognized as being embedded throughout the programs of study and students' daily learning experiences. The assessment and reporting of Citizenship, Personal Development and Character is strength-based with information collected from a number of learning events across a school year. Data for these aspects of student learning have been collected from report cards across the CBE.

In 2011 and 2012 student report cards in grades 1-9 included the stems "demonstrates confidence and autonomy in learning" and "engages in learning with initiative, persistence and integrity". In 2013 these statements were combined to read "engages in learning with confidence and persistence".

Engages in learning with confidence and persistence		
	2013	2014
Exemplary strengths	25.8%	26.8%
Evident strengths	52.3%	54.5%
Emerging strengths	18.3%	16.2%
Network of support required	3.2%	2.3%
Individual Program Plan	0.5%	0.2%
Overall levels of success	96.4%	97.5%

Target for 2014: Continued results at or above 95%

This target was met.

Target for 2015: Continued results at or above 95%

This target is based on the expansion of this data set to include information from kindergarten report cards, as indicated in the Board of Trustees approval of modified indicators for Results 3, 4 and 5 on January 20, 2015.

3. The Calgary Board of Education Student Survey asks students in grade 12 to self-report on aspects of their learning. This includes the extent to which they are comfortable learning about things that don't have a single right answer.

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I am comfortable learning about things that don't have a single right answer			
Student Survey	2012	2013	2014
Strongly Agree	32.6%	22.7%	25.2%
Agree	45.9%	45.7%	50.4%
Disagree	15.0%	20.6%	17.2%
Strongly Disagree	6.5%	10.9%	7.2%
Overall Agreement	78.5%	68.4%	75.6%

Target for 2014: 70%

This target was met. This was identified as an area for improvement during 2013-2014 and remains an area in which continued improvement is desired. The capacity building actions created last year will continue to be emphasized. They are included within an attachment to this report.

Target for 2015: 76%

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 |

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.

1. The Calgary Board of Education Student Survey asks students to self-report on aspects of their learning. In 2012 and 2013 data was gathered from grade 12 student responses indicating the extent to which they agreed with the following statement "I try new things in my learning even when I am not guaranteed success". Beginning in 2014 data has also been gathered from students in grades 4, 7 and 10.

I try new things in my learning even when I am not guaranteed success			
Student Survey	2012	2013	2014
Strongly Agree	27.3%	25.0%	32.4%
Agree	53.4%	56.4%	52.9%
Disagree	15.7%	12.1%	11.0%
Strongly Disagree	3.6%	6.4%	3.7%
Overall Agreement	80.7%	81.4%	85.3%

Target for 2014 with combined data from grades 4, 7, 10 and 12: 82%

This target was met.

Target for 2015: Continued results at or above 85%

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.

4-15

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

2. Percentage of grade 12 students who report they make decisions that keep them physically healthy; as measured by student surveys.

3. Percentage of grade 12 students who report they make decisions that contribute to their overall well-being; as measured by student surveys.

Results |

1. Student learning outcomes within the Grades 1-9 Health program, and the Career and Life Management (CALM) program are noted to be consistent with the values and understandings for student success identified in the Board of Trustees' policy for Results 4: Personal Development. Data for these aspects of student learning have been gathered from report cards across the CBE.

Students experiencing success with Health/CALM learning outcomes		
2012	2013	2014
97.2%	97.5%	96.7%

Target for 2014: Continued results above 95%

This target was met.

Target for 2015: Continued results at or above 96%

2. The Calgary Board of Education Student Survey asks students in grade 12 to self-report on aspects of their learning. This includes the extent to which they make decisions that help keep them physically healthy.

I make decisions that help keep me physically healthy					
Student Survey	2010	2011	2012	2013	2014
Strongly Agree	34.4%	36.9%	36.3%	33.2%	31.0%
Agree	49.3%	49.3%	47.8%	51.4%	52.9%
Disagree	11.2%	10.3%	11.1%	11.8%	12.4%
Strongly Disagree	3.9%	3.6%	4.1%	3.5%	3.7%
Overall Agreement	83.7%	86.2%	84.1%	84.6%	83.9%

4-16

Board-approved target for 2014: 86%

This target was not met. The 2014 result remains consistent with previous results.

Target for 2015: 85%

3. The Calgary Board of Education Student Survey asks students in grade 12 to self-report on aspects of their learning. This included the extent to which they make decisions that contribute to their overall well-being".

I make decisions that contribute to my overall well-being			
Student Survey	2012	2013	2014
Strongly Agree	36.7%	31.0%	27.9%
Agree	54.7%	58.4 %	62.0%
Disagree	6.2%	7.9%	7.4%
Strongly Disagree	2.4%	2.7%	2.7%
Overall Agreement	91.4%	89.4%	89.9%

Board-approved target for 2014: 90%

This target was essentially met; the 2014 result is within one-tenth of a percentage point of the target.

Target for 2015: 91%

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

Board-approved Interpretation |

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

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

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

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4-17

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

Board-approved Indicators |

1. Percentage of kindergarten students reported to work and communicate effectively with others; as measured by student report cards.

2. Percentage of students in grades 1-9 reported to work and collaborate effectively with others; as measured by student report cards[5].

3. Percentage of grade 12 students who report they work and communicate effectively with others; as measured by the student surveys.

Results |

1. A number of student learning outcomes within the Personal and Social Responsibility section of Alberta Education's Kindergarten Program Statement are noted to be consistent with the values and understandings for student success identified in the Board of Trustees' policy for Results 4: Personal Development. Data for these aspects of student learning within and through the kindergarten learning program has been gathered from kindergarten report cards across the CBE.

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

Target for 2014: 88%

This target was met.

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[5] Indicators for this report card measure are: assumes leadership or contributing roles to advance learning and community goals; communicates with others to build understanding; and works with others to manage conflict and reach consensus.

No target is being set for this measure for 2015 as data for kindergarten students will be amalgamated with data for students in grades 1-9 as indicated in the Board of Trustees approval of modified indicators for Results 3, 4 and 5 on January 20, 2015.

2. Assessment and reporting of Citizenship, Personal Development and Character was introduced in grades 1-9 during the 2010-2011 school year. Citizenship, Personal Development and Character are not established as new curricula but are recognized as being embedded throughout the programs of study and students' daily learning experiences. The assessment and reporting of Citizenship, Personal Development and Character is strength-based with information collected from a number of learning events across a school year. Data for these aspects of student learning have been collected from report cards across the CBE.

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

Target for 2014: 96%

This target was met.

Target for 2015: Continued results at or above 95%

This target is based on the expansion of this data set to include information from kindergarten report cards, as indicated in the Board of Trustees approval of modified indicators for Results 3, 4 and 5 on January 20, 2015.

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3. The Calgary Board of Education Student Survey asks students in grade 12 to self-report on aspects of their learning. This includes the extent to which they work and communicate effectively with others.

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

Board-approved target for 2014: 90%

This target was essentially met; the 2014 result is within two-tenths of a percentage point of the target.

Target for 2014: Continued results at or above 90%

ATTACHMENT I: Capacity Building Information

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

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.

Capacity Building Information

| attachment |

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

Students will:

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

Indicator 3 |

Percentage of grade 12 students who report they are able to set and work toward learning goals; as measured by student surveys.

Indicator 4 |

Percentage of grade 12 students who report they raise questions and bring their own ideas to learning tasks; as measured by student surveys.

Factors contributing to success in this area:
- Students demonstrate strong levels of success in similar measures in grades 1-9 and are well prepared to continue doing so during their high school years.
- High schools are increasingly seeking to include student voice as an important part of planning and decision-making.

Forward Looking Actions |

- Support high school principals in continuing to include 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
- Refine CBE student survey strategy to increase clarity of practices and purposes, enhance data access and usability for schools and decrease survey fatigue (this capacity building action is expected to have a positive impact across the Results).

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

Indicator |

Percentage of grade 12 students who report they are comfortable learning about things that don't have a single right answer.

Forward Looking Actions |

Greater exploration of this topic was undertaken with student focus groups in the spring of 2013. Their feedback at that time indicated the assessment processes of diploma exams impacted their instructional opportunities to engage in learning experiences for which there was no single right answer.

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 do so remains an important factor in expanding student experiences, comfort and success in this area.

| attachment |

4.1 Students will demonstrate resilience and perseverance to overcome failure and adapt to change

- My journey with CBE began when my family and I immigrated to Canada. Learning a new language was difficult and I recall having teachers attempt to give me more one on one help so that I could keep up without falling behind. After that and throughout all of elementary remember being told and encouraged to have traits such as integrity, perseverance, optimism and empathy. There were discussions about those words, what they meant and rewards for the kids who embodied them. I view this as an important part of my personal journey as it not only encouraged me to embody them then but it's stuck with me through junior high and now high school that as I grow up I should always demonstrate traits such as kindness, integrity and perseverance.

- In school, we have to make goals every year. This year my goals included trying out for all the school sports team. I choose this goal because sports teams are a great way to develop great relationships with both teachers and students. It is also a great way to develop team skills and sports skills. I made the soccer and volleyball team so far this year. Though, I did not make the basketball team.

  I had to overcome this obstacle. And that was hard. I tried really hard to get on the basketball team. One of the reasons I did not make the team was because of other commitments. This is because I would be missing a practice every other Thursday. Therefore, I had to look at the opposite side of not making the team. Instead of dwelling on the fact, I thought about how I get this great opportunity in a different way. I also luckily get the opportunity to try out for the team next year.

- I am currently attending Lord Beaverbrook High School as a grade 10 student, but first I want to speak about the events that occurred at my junior high, Willow Park. When my school suffered from the fire, the students, the staff and I were all able to get back into classes through Viscount Bennett's support. We had to adapt to the changes that we experience, such as a new school schedule, having none of our supplies or being respectful and quiet when the actual students of Viscount Bennett had exams. Through this experience I have personally developed because it was something that not all students get to do and learned how to adapt to unexpected changes.

4.2 Students will take initiative, set goals, self-evaluate and strive to continuously improve

- My friend began his journey with the CBE around ten years ago. Throughout those ten years he has changed and developed in many ways to become the person he is now. My friend didn't put as much time and effort into school work in younger grades as he could've, but as time passed this changed. He realized his true potential and what he could be achieving if he put his 100% into everything and that's how he developed his current work ethic. His journey with the CBE has also

taught him some valuable lessons relating to goal setting and self-evaluation that will stick with him for life. He learned how to set specific, measureable, achievable, realistic and timely goals (SMART Goals) in school. He set these goals using the Iris site that is used by the CBE. Learning to set these goals changed him to become more organized and focused on what he has to work on both in school and outside.

- I have taken initiative in all of my English classes, especially English 10. English is not my strong subject so I have to continuously work hard to ensure that I have academic success. In order to have success, I have to set goals for myself. The goals I set in English 10 were towards how much knowledge I wanted to have of a topic and that related to the marks I achieved on forms of assessment. Everyday I came home from class and looked over everything I had done that day to make sure I understood what we did. It was lots of work and very time consuming, especially since I had two other core courses to think about.

  I continuously strived to do my very best that year. It the end it paid off not only in a satisfying mark but in all of the skills I learned. I learned that hard work can and will pay off. I also learned who I am as a learner which has helped me to succeed in other courses because I know what works best for me. The hardest thing for me to learn that year was how to work well in a group. I was in groups with people who were willing to settle at less than their best. It frustrated me because I was working extremely hard to do well in the course. I had to constantly remind and encourage them to turn their work in on time and with their best effort. This did not always go as I hoped but in the end I learned a lot from my experiences in a group. I now know how I need to approach group projects and members in order to be successful.

  I have carried what I learned in English 10 with me for this year in English 20. I am already struggling to keep up with the pace and content of the course but I know that as long as I work hard, I can have the success I had last year.

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- When I first stepped into high school, I was really nervous and scared. I had all the Advanced Placement courses (AP classes) which made it even worse. As the year went on, I start thinking of myself as a failure and unsuccessful person. I thought I will never make it through high school. Everything was just "hard". I was never devoted towards school until I got to high school. In AP classes, the amount of homework I had for every night literally "killed" my social life. I couldn't play games

or spend time with my family anymore. I was in a situation where I wanted to drop out of high school. I couldn't see myself as a "successful" person.

There were some students in my classes who worked really hard and aced all their classes. They always made me feel like I am stupid or dumb. But then I started to ask them questions and asked them how are they so smart? They never said that they are smart. They always told me to do my homework and devote myself a bit more towards education. After talking to my classmates, that night I came home and starting reviewing everything. I did see an improvement in myself. Slowly, I started to pull up my marks and started to satisfy myself. I took an initiative and set a goal that no matter how hard education gets, I will try my best and not give up. Every time something seems hard, I take that as an opportunity and do my best.

Now I am in Grade 12, taking all AP classes and I love them. I am getting high marks and I am proud of myself for changing myself for education. I realized the importance of education and how one needs to be committed and continuously improve myself. One must never give up and try their best in their lives. One should "never" give up.

4.3 Students will have the confidence to embrace ambiguity and complexity

- I have not been the strongest when it comes to tests in school. I have a hard time dealing with the stress that comes with it. When I have an upcoming test, I study as much as I can, but when it comes to the day of the test, I forget everything I studied. And then I end up getting bad marks.

  I have been able to overcome this in many different ways. I did this by learning new ways to study the information. As well, teachers have been becoming a lot more understanding about how we learn. Teachers in my school, now allow us to show our final understanding in a way we choose. For example, my math teachers, gives us the option between two different giant projects or a final test. I am glad teachers are now understanding this because I can still show my understanding and not crack under pressure.

- Another personal journey that I have received from CBE is simply the knowledge that I now have that many kids around the world don't have the privilege to know. In all honest I, like every other student despise being tested and told to do assignments, however I see the advantages that learning this material has on me and my peers. It makes us wiser of the world around us, of how it used to be and how it's changed as well as how it will continue to do so. It allows us to be able to know the answers to questions such as why is the sky blue and not purple or what is the difference between a left-wing and ring-wing government. I think it is such a gift to study the plays written by Shakespeare and books such as "To Kill a Mockingbird" and be able to discuss them and find meaning in them. I think it is a gift to be educated on the different government systems around the world and how different systems work and from that gather up confidence so that when I can vote I am doing it from an informed perspective with consideration of how my vote could impact myself, my society and my country.

- The transition from elementary to junior high is not necessarily an easy one, as students must swiftly adapt to a higher standard of achievement and a drastically increased workload. As a student in the GATE program I was fortunate enough to have the opportunity to present ideas and demonstrate understanding through a wide variety of mediums, rather than being limited to basic written assignments. These opportunities helped to make this period of my education not only more enjoyable, but also more useful. Having learned to sew at a young age, I frequently chose to complete assignments through quilts or handmade garments, exercising my creative abilities while simultaneously challenging myself to think in different ways.

  One of the most difficult projects I completed was the creation of a historically accurate Renaissance gown, representative of Italian ladies' garments during the late 15th and early 16th centuries. I initially intended to create my own pattern for the bodice, a highly difficult task given the precise fit of garments from the period and my lack of pattern-drafting experience (I was twelve at the time). After multiple unsuccessful attempts I ultimately chose to use a commercial pattern, and created a dress which I then wore for our class' Renaissance dinner. While my attempts to design and create the pattern for the dress myself were unsuccessful I learned several valuable skills in the process. In addition to the obvious improvement in my problem-solving and pattern-drafting capabilities, I also learned the value of perseverance in both creative and academic endeavors.

  These skills came in useful four years later, when I served as head costumer for my school's production of Anne of Green Gables. In order to produce visually pleasing and historically accurate costumes on a limited budget and a tight schedule I had to utilize many of the skills that I learned in junior high. Few patterns are available for the garments of the era, so I had to create several patterns for a variety of garments. I also faced the additional challenge of writing instructions for these patterns, so that they could successfully be made by individuals whose level of sewing expertise was less than I would have liked. Despite these difficulties, I was able to lead my crew to produce costumes that were historically accurate and improved the overall quality of the production. While this undertaking was far more demanding than my earlier school sewing exploits, I was still able to benefit from and improve upon the abilities that I had cultivated in previous years, thanks to an educational program that encourages diversity and the exploration of individual talents and interests.

4.4 Students will take risks appropriately

- My personal development happened when I signed up for doing an activity in the school's assembly. I had to talk in front of the whole school and it was something I had never wanted to do. I was always too scared of making a mistake or embarrassing myself. After being in leadership, though, I learned that taking risks is sometimes worth it. I signed myself up for the assembly and immediately after doing that, I questioned my decision. I wasn't sure if I could do it. It was a really big change for me. I had always been quiet, and now I had to talk in front of the whole school.

As it got closer and closer to the assembly, I got even more scared. I rehearsed a lot and made sure I knew what to do so I wouldn't make any mistakes. I felt pretty confident about myself and then the big day came. On the day of the assembly, I was nervous, but I felt confident. I knew what to do and I believed in myself. After the assembly, I felt really happy that I could overcome my fear of talking in front of the whole school. It was a really good feeling to have set a goal and achieved it. Now, I'm not scared of talking in public and I would happily do an assembly again.

- Since the first day I joined the Calgary Board of Education, I began to develop into a more unique person. Personally, I feel like my most recent years have shown my development more thoroughly. It began with me leaving most of my friends to try the French Immersion program. During the grade 8 year my school was offering the opportunity to Quebec. I went on this trip and it was a risk because I had to leave my parents behind and go with my friends and teachers. This helped get me out of my comfortable side and try a new experience. I saw other parts of Canada from a different point of view because I understand the language of French which gave a different aspects to Montréal and Québec City. The trip also helped me understand the Canadian government system more in depth. This allowed me to expand my interest in political careers. I feel like these experiences have helped me develop into a unique person and allowed me to expand my interests.

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

- I have always been a well-rounded person, with interests and passions spanning many platforms. I have always been involved in some kind of extra-curricular activity, whether it be piano lessons, the swim team, dance, the basketball team, or social awareness clubs. When grade nine started this September, I found myself involved with many activities and an increased workload. Homework and projects kept piling up, and with activities, lunchtime clubs, and other commitments every week, it sometimes felt like I was drowning. I had to remember dance routines each week, practice guitar, discuss high school options with my parents, attend advisory council meetings, facilitate my school's Me to We club... all on top of regular school work. I knew it was only going to get more busy; drama is a very strong passion of mine, and I knew I would be involved significantly with my school play. Sunday nights would often make me anxious, dreading the upcoming week of newfound stress.

  Christmas break was the turning point for me. I realized that my childhood is fleeting fast, and that I had taken barely any time to enjoy it. I realized that life is too short and too precious to be causing so much stress — especially when most of it wasn't necessary. A change in my schedule — and my life — had to be made. I decided to leave my dance studio. I wasn't a competitive dancer, and all the pressure that I was put under was too much. Dance was always something I enjoyed, but it was not my whole life. I had stronger passions elsewhere, and the recital was sure to clash with the school play. After careful thought, I determined that quitting dance was the best option for me. It would leave two nights open in my schedule; time I really needed to take to do homework, get myself organize, and just breathe.

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The shifting of events in my schedule turned out to have positive impacts; when I decided to leave dance, I enrolled in lifeguard training on weekends and voice lessons during the week. Both swimming and singing had always come naturally to me, and dropping dance had allowed me to pursue these passions once more. Since I left my studio, I have been happier, more organized, and pro-active; in the weeks before Christmas break, I was like a ticking time bomb. All the pressure and stress was going to make me explode; it was only a matter of time. Now, I no longer feel like I am being stretched too thin, and can take the time to really enjoy the things I am passionate about, and excel in school without feeling stressed.

- To be frank, Results 4 involves exactly what I pretty much think about every day. In school, especially with the courses and activities I voluntarily choose to pursue, I find that I'm always coming short on time, short on energy, short on patience, and/or short on contentment. Trying to balance Full IB with a variety of extra-curricular activities as well as personal health (making sure I get just enough sleep to be able to work efficiently the next day) has made the past month, and already this month, the hardest months of my life. At one point, I got so busy that I got a long piece of my mom's engineering draft paper and wrote out all the things I needed to do, which totalled over 30. I wrote out the dates of the next two weeks and partitioned my tasks over the dates. During those days, I didn't think of anything but working, but I could never finish the work since deadlines kept rushing towards me like tidal waves. I'm still kind of surfing on a bunch of dates at the moment, and I've had to drop many commitments completely because I find I can't possibly physically handle them.

  Deciding not to do high school physics was like lead in my heart. Dropping comparative government and even CALM? Emailing my teachers that I needed an extension on my Biology Internal Assessment because I just couldn't finish it? I thought that I was doing too much stuff, and that it was simply unfair to be able to bend time like that. But I also realized that by emailing important people in your life about your personal struggles and your plans entails that you mature as an individual and recognize that communication is ultimately key to how most systems operate. I wouldn't have come this far without my friends, my family and without the wonderful professionals that I get to work with.

4.6 Students will be able to lead and follow, as appropriate, and to develop and maintain positive relationships with other individuals and groups in order to manage conflict and reach consensus in pursuit of common goals.

- The CBE has allowed me to explore different situations where I have had to rise up. An example of this is during the ASE project in grade 7. The ASE project is similar to CTF. We were in groups of 3-4 with the task of building our own utopias. We had to find a way to govern the city, keep it economically stable and make the citizens happy. The definition of a utopia is the perfect place. I'm sure its easy for you to imagine yours, but now try to make it perfect for you and 3 other people. No two people are the same so this project made me face many problems. At first it seemed like an amazing idea but as I began to work through it, I found myself getting frustrated with my group mates. I thought that they were wrong and had no idea what this place was supposed to look like. I began to get frustrated lose the friends that were in my group. Later, I realized that the place we were creating may have been perfect for them and not me. I was able to work with my group and

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compromise on how we would make our project. I learned that I might not have been able to make this project completely the way I wanted to, but I could still do a good job and have fun with it. In my life now, I find myself involved in more situations where I need to work with others and include them in the thought process and the CBE has allowed me to develop my problem solving techniques so I can be successful with this.

- Successful group-work needs to have leadership within it. When there is no leadership within a group, I feel like group members are unsure of what to do and where to start. When I was in the seventh grade, I was shy and usually let others lead while I followed. I eventually realized that I had to take initiative to lead and create the change that I wanted. Expecting that something is going to happen without anyone taking the initiative to make that change is unrealistic. Leadership is not all about telling people what to do, but taking the initiative to give your opinion and suggest ideas. However, you also have to listen and respect others ideas and take them into consideration. Leadership is also about giving others the opportunity to lead. Many students feel like they don't have a voice in a large group and when you give them the opportunity to lead, they will take the initiative and slowly develop their own leadership style. Leadership is when you take initiative when it is needed, but not excessively and take away others opportunity to think for themselves.

  There is no such thing as a perfect group, because groups are dynamic bodies. There will always be conflicts that need to be resolved and obstacles to overcome. A successful group is one that can overcome their conflicts, work together to a common goal and eventually reach their goal. It is also important to encourage debates and discussions amongst group members. However, a good leader can channel differing ideas into a group consensus. When I work in large groups, I find success when students take responsibility to do their share of the work and work together to complete the project. I also find success when group members know their strengths and set forth their strengths to better the group. In group projects, I usually help with the drawing and designing part of the project because that is one of my strengths. Students have many different strengths therefore when we can combine our strengths, we can create an outstanding project.

- Before high school, I was never very involved with any type of student voice or leadership in my school. I started grade 10 planning on just floating through high school, make it out with the grades I needed, and make a few friends along the way. All of this planning changed when I was invited to go to Finland in the fall of grade 10. In the fall of grade 11 I was able to travel to Finland, and view how schools were run as well as collaborate on student voice with inspiring people.

  When I arrived back to school that fall, I was determined to make a difference within my school. I learned on my trip, as students, we do have the ability and the opportunity to advocate for change within our own schools. This opportunity inspired me to join student council, and notify my friends and peers of the opportunity they have to make a difference. Since then, our once small student voice is now growing larger every week, and we have accomplished many admirable goals within our school. If I could leave anything behind leaving high school, just knowing I took the opportunity to make positive change within my school makes me feel as if I contributed to creating a better school community overall.

- I have never fancied working in groups because of the conflicts that tend to arise, however high school has taught me that group work is inevitable and in each group whatever role one plays is vital thus, I've learnt to play different roles in a group.

  In labs I naturally assume the leadership role. This is because we waste time deciding who does what instead of getting the actual lab done, so to prevent this, as soon as I know my group members, I designate roles, making sure to include everyone apart and that we contribute equally. In group presentations however, depending on the project I can either lead or follow someone else leadership.

  Sometimes following someone else leadership can be difficult, especially if they refuse to listen to the collectively voice of the group, and this creates conflict between members of the group. Therefore, I try to mediate between the group members by finding common ground between us and getting us to forge to a way forward and get the project done.

operational
expectations
monitoring report

OE-9: Communicating with the Public

Monitoring report for
the school year
2013-2014

April 7, 2015

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. Stewn_   Date: _May 25/15_

Chief Superintendent

BOARD OF TRUSTEES ACTION

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

☐ Finds the evidence to be fully compliant

☐ Finds the evidence to be compliant with noted exceptions

☐ Finds evidence to be noncompliant

Summary statement/motion of the Board of Trustees:

Signed: _____   Date: _____

Chair, Board of Trustees

**Calgary Board
of Education**

operational
expectations
monitoring report

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 both sharing, informing, listening and responding.

The Chief Superintendent's reasonable interpretation for OE 9: Communicating with the Public was approved on September 4, 2012. The Board of Trustees last monitored OE 9 on April 15, 2014. Indicator 9.1.3 was revised and approved on June 17, 2014. This is the first monitoring report utilizing this particular indicator.

> 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

5-2

operational
expectations
monitoring report

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 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 per cent 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 per cent 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. For example, the CBE website has a highly visible "contact us" link that contains a comprehensive list of all departments, area offices and other frequently used services by the public, as well as an easy-to-use email feature which allows the public to send in questions and comments.

2. 90 per cent 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 per cent of public enquires were acknowledged by voicemail and email within two business days. A similar review of records maintained in CBE Communications department indicate 8,100 enquiries, or 100 per cent of enquiries received by the public information line or CBE communications email inbox from August 2013 to July 2014 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 77.9 which is identified as Intermediate by Alberta Education. The result was determined by Alberta Education to demonstrate "Significant Improvement" over results from the previous year.

Evidence demonstrates three of three indicators in sub-section 9.1 are in compliance.

9.2	Prepare and publish, on behalf of the Board, an annual progress report to the public that includes the following items: d. data indicating student progress toward accomplishing the Board's *Results* policies; e. information about strategies programs and operations intended to accomplish the Board's *Results* policies; and f. revenues, expenditures and a review of the organization's financial condition	Compliant

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.

5-5

The organization is compliant with this indicator.

The 2015 Community Report was published to the CBE website February 26 making it widely available to the public. The report contains:

- *information demonstrating that CBE students are making progress toward achieving success in the areas of academics, citizenship, personal development and character;*

- *information on how CBE students are making progress in achieving the Board of Trustees' Results policies; and*

- *a budget summary that indicates how we use funds to support student learning.*

In addition to the 2015 Community Report, other information is regularly prepared and published to provide the public with more in-depth information about the organization's direction and plans.

This includes:

- *Annual Education Results Report 2013-2014 and Three-Year Education Plan 2014-2017, posted in December 2014*
- *Frequent posting of information to our corporate website such as reports, stories, videos and photographs demonstrating how schools and students are achieving the Board of Trustees' Results policies*
- *Approximately 140 RSS feeds, ten monthly Key Communiques, ten monthly Board of Trustees and Chief Superintendent's messages in school newsletters and daily web content that outlines the organization's direction and plans on a wide variety of topics*

Evidence demonstrates the indicator in sub-section 9.2 is in compliance.

GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

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

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

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

Calgary Board
of Education

5-6

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

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

Calgary Board of Education

report to Board of Trustees

Correspondence

Date	April 7, 2015
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Janice R. Barkway Office of the Corporate Secretary
Purpose	Information
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board

1 | Recommendation

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

- Amendments to Bill 10 - An Act to Amend the Alberta Bill of Rights to Protect Our Children.

Attachments: Relevant Correspondence and Communications

GOVERNMENT AMENDMENT

AMENDMENTS TO BILL 10

**AN ACT TO AMEND THE ALBERTA
BILL OF RIGHTS TO PROTECT
OUR CHILDREN**

The Bill is amended as follows:

A Section 1(2)(a) is struck out and the following is substituted:

   (a) by striking out "or sex" and substituting ", sexual orientation, sex, gender identity or gender expression";

B Section 2(2) is amended in the the proposed clause (d) by striking out "sections 35.1 and" and substituting "section".

C Section 2(4) is amended by striking out the proposed section 35.1 and substituting the following:

Support for student organizations

35.1(1) If one or more students attending a school operated by a board request a staff member employed by the board for support to establish a voluntary student organization, or to lead an activity intended to promote a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging, the principal of the school shall

   (a) permit the establishment of the student organization or the holding of the activity at the school, and

   (b) designate a staff member to serve as the staff liaison to facilitate the establishment, and the ongoing operation, of the student organization or to assist in organizing the activity.

(2) For the purposes of subsection (1), an organization or activity includes an organization or activity that promotes equality and non-discrimination with respect to, without limitation, race, religious belief, colour, gender, gender identity, gender expression, physical disability, mental disability, family status or sexual orientation, including but not limited to organizations such as gay-straight alliances, diversity clubs, anti-racism clubs and anti-bullying clubs.

(3) The students may select a respectful and inclusive name for the organization, including the name "gay-straight alliance" or "queer-straight alliance", after consulting with the principal.

(4) The principal shall immediately inform the board and the Minister if no staff member is available to serve as a staff liaison referred to in subsection (1), and if so informed, the Minister shall appoint a responsible adult to work with the requesting students in organizing the activity or to facilitate the establishment, and the ongoing operation, of the student organization at the school.

D Section 3(5) is amended by striking out the proposed section 16.1 and substituting the following:

Support for student organizations

16.1(1) If one or more students attending a school operated by a board request a staff member employed by the board for support to establish a voluntary student organization, or to lead an activity intended to promote a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging, the principal of the school shall

   (a) permit the establishment of the student organization or the holding of the activity at the school, and

   (b) designate a staff member to serve as the staff liaison to facilitate the establishment, and the ongoing operation, of the student organization or to assist in organizing the activity.

(2) For the purposes of subsection (1), an organization or activity includes an organization or activity that promotes equality and non-discrimination with respect to, without

2

limitation, race, religious belief, colour, gender, gender identity, gender expression, physical disability, mental disability, family status or sexual orientation, including but not limited to organizations such as gay-straight alliances, diversity clubs, anti-racism clubs and anti-bullying clubs.

(3) The students may select a respectful and inclusive name for the organization, including the name "gay-straight alliance" or "queer-straight alliance", after consulting with the principal.

(4) The principal shall immediately inform the board and the Minister if no staff member is available to serve as a staff liaison referred to in subsection (1), and if so informed, the Minister shall appoint a responsible adult to work with the requesting students in organizing the activity or to facilitate the establishment, and the ongoing operation, of the student organization at the school.

E Section 3(7) is amended in the proposed subsection (7) by **striking out** "sections 16.1 and" **and substituting** "section".

F Section 5 is amended by **striking out** "March 1, 2015" **and substituting** "June 1, 2015".

3

report to Board of Trustees	Impact of Proposed Changes to Operational Expectation Policy Statements

Date	April 7, 2015
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 Expectation OE-8: Communication With and Support for the Board

1 | Recommendation

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

2 | Issue

The Board of Trustees recently reviewed the Operational Expectation policy statements and presented the proposed changes at a public Board meeting. Prior to approving the changes, the Board of Trustees require an understanding of the impact of these changes on the operation of the organization. Subsequently, on January 13, 2015, the Board of Trustees passed the following resolution:

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

This report is the first of two to be presented in response to this resolution and includes the proposed changes to Operational Expectations 3, 4, 5, 8 and 10. An additional report, presented at a later date, will address the impact of proposed changes to the remaining Operational Expectation Policy statements.

3 | Analysis

The impacts of the proposed revisions to the Operational Expectation policy statements for Operational Expectations 3, 4, 5, 8 and 10 are included in this report. Each statement has been reviewed and compared to the current statement. Differences have been identified and the potential impacts of these differences to the operation of the organization have been highlighted. Each proposed change is presented below by specific Operational Expectation.

Implications of Proposed Changes to OE 3: Treatment of Owners

Current Statement	Proposed Statement
3.4 Conduct reasonable background inquiries and checks prior to utilizing the services of any volunteers who have contact with students.	Remove from OE 3 and place in OE 11

The removal of this policy statement from Operational Expectation 3: Treatment of Owners is not expected to have any operational impact to the organization.

Implications of Proposed Changes to OE 4: Treatment of Employees

Current Statement	Proposed Statement
4.12 Maintain an organizational culture that positively impacts the ability of employees to responsibly perform their jobs and work in an environment of professional support and courtesy.	**4.1** Maintain an organizational culture that positively impacts the ability of employees to responsibly perform their jobs and work in an environment characterized by safety, professional support and courtesy.

The reprioritization of this policy statement from 4.12 to 4.1 indicates a strong value and emphasis on organizational culture. The addition of the safety dimension is new to this policy but not to the organization. CBE administration believes that a safe environment is currently provided for employees. The proposed change to this policy statement will require considerable discussion and thought to identify the indicators, criteria, practices and measures through which evidence could be provided to the Board of Trustees to demonstrate the existence of safe working environments. Safety is also monitored in the policy statements within Operational Expectations 11 and 12 (11.2 and 12.2). Safety practices within CBE are governed, in part, by Occupational Health and Safety (OH&S) legislation. Careful attention to ensuring alignment and compliance with both OH&S and the Board of Trustees values as indicated in policy statements will be required.

Current Statement	Proposed Statement
4.1 Conduct extensive background inquiries and checks prior to hiring any paid personnel.	**4.2** Ensure that all paid personnel clear background inquiries and checks prior to their

	employment

The proposed changes to this policy statement support the ongoing work in CBE hiring practices. Administration welcomes the opportunity to continue to hold high standards in our employment practices.

Implications of Proposed Changes to OE 5: Financial Planning

Current Statement	Proposed Statement
5.1 Is in a summary format understandable to the Board and presented in a manner that allows the Board to understand the relationship between the budget and the Results priorities and any Operational Expectations goals for the year	**5.1** Is in a summary format understandable to the Board and presented in a manner that allows the Board to understand the relationship between the budget and the Results priorities and any Operational Expectations goals for the year <u>as set out in the Annual Summative Evaluation</u>

It is important that the budget be developed in support of priorities and goals. The timing of the goals and priorities as identified in the Annual Summative Evaluation is critical and would have an impact on the budget development process. Identifying specifics well in advance of the budgeting process is essential to support the continuous growth and enhancement of the operation of the organization.

Theoretically, aligning budget and resources with goals and priorities on a continual and sustainable basis would be ideal. In actual practice, instances arise where budget decisions must respond to emerging issues by redirecting resources from previously identified priorities. Concerns or issues identified through Operational Expectation monitoring reports could require reallocation of resources. As such, budgeting requires short term as well as long term planning to be both responsive and sustainable at the same time. It is important to clarify the parameters of goal setting and decision making in alignment with accountabilities and responsibilities.

Further, CBE Administration must ensure that budget decisions are in alignment and compliant with Alberta Education. It is understood that Board of Trustee priorities would also support this requirement.

Current Statement	Proposed Statement
5.5 Plans for fiscal soundness in future years	**5.5** <u>When future government funding commitments have been made, creates a multi-year budget and</u> plans for fiscal soundness in future years

Administration would welcome the opportunity to create multi-year budget plans. This process supports an overall sustainable strategic direction for the organization and assists in directing available funds to prioritized issues. Multi-year budget and plans would change and could impact operational aspects significantly if funding commitments are altered.

Implications of Proposed Changes to OE 8: Communication with and Support for the Board

Current Statement	Proposed Statement
8.8 Treat all members equally and ensure that all members have equal access to	**8.8** Treat all members equally and ensure that all members have equal <u>and timely</u> access to

Calgary Board of Education

information.	information.

CBE administration currently strives to provide information to the Board of Trustees on a timely and equal basis. The timeliness of presenting information to the Board of Trustees is currently identified in several policy statements within Operational Expectation 8: Communication with and Support for the Board, specifically 8.2 (Provide for the Board in a timely manner, information about trends, facts and other information relevant to the Board's work) and 8.9 (Inform the Board in a timely manner of any actual or anticipated non-compliance with any Board Operational Expectations policy or any failure to achieve reasonable progress toward any Results policy). The addition of the qualifier "timely" to this particular indicator will require the development of a definition and understanding that is satisfactory and applicable across a wide variety of situations. Careful consideration must be given to the development of an appropriate indicator so as not to include duplication of measurement of practices currently being monitored through other indicators.

Implications of Proposed Changes to OE 10: Instructional Program

Current Statement	Proposed Statement
10.2 Ensure the instructional program is competency based	Remove

The removal of this policy statement is not expected to have an impact to the operation of the organization. The instructional program is guided by the approved Alberta Education Programs of Study in which competencies are embedded. As Alberta Education progresses with the work in aligning, revising and approving Programs of Studies with the Ministerial Order, instruction within our organization will respond accordingly.

Current Statement	Proposed Statement
10.9 Ensure that reasonable expectations and guidelines are established and clearly communicated to students, parents and/or guardians in regards to fees	Remove

The removal of this policy statement is not expected to have a direct impact on the operation of the organization. With the anticipated implementation of the Education Act and associated regulations, all school jurisdictions will be required to establish policies and procedures which identify processes addressing the provision for engagement with parents. Administration will be developing these policies over the course of the next few months to ensure compliance with the requirements of the *Education Act*.

4 | Financial Impact

The proposed changes to the Operational Expectation policy statements addressed in this report will have a financial impact to the organization. These costs, in human and material resources, will be incurred through the process of research and review in revising reasonable interpretations, associated indicators and processes of collecting evidence for presentation for approval to the Board of Trustees.

5 | Implementation Consequences

The depth and extent to which the proposed changes impact the operation of CBE will not be fully realized until the reasonable interpretations and associated indicators have been approved and a full monitoring cycle has been completed.

All proposed changes will require additional time and attention by Administration to review, revise or develop reasonable interpretations, associated indicators, specific measures and collection processes. This work will impact the operation of CBE as resources will be required to be allocated to complete these tasks.

6 | Conclusion

This report provides a comprehensive, concise review of the perceived impact of the proposed policy statement changes to five Operational Expectations. The impacts range from minimal to significant and have both financial and operational implications. These impact statements are limited to the current theoretical understanding of the proposed changes. Further impacts and implications to the operation of the organization may be identified through the establishment of reasonable interpretation and indicators.

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	**EducationMatters Financial Statements as at December 31, 2014**

Date | April 7, 2015

Meeting Type | Regular Meeting, Public Agenda

To | Board of Trustees

From | Janice R. Barkway
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.

JANICE R. BARKWAY
OFFICE OF THE CORPORATE SECRETARY

Appendix I: Education Matters Financial Statements as at December 31, 2014

EducationMatters
Calgary's | trust | for public education

Financial Statements

December 31, 2014

Independent Auditors' Report

To the Board of Governors
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, 2014, 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, 2014, and the results of its operations, changes in fund balances 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 ACCOUNTANTS

Calgary, Canada
March 19, 2015

EducationMatters, Calgary's Public Education Trust
Statement of Financial Position
December 31, 2014

	2014	2013
Assets		
Current assets		
Cash and cash equivalents (notes 3 and 6)	$ 1,954,955	$ 1,977,556
Goods and Services Tax recoverable	1,401	548
Prepaid expenses	4,400	5,000
	1,960,756	1,983,104
Investments (notes 4 and 6)	3,998,032	2,996,467
Property and equipment (note 5)	32,488	2,735
	$ 5,991,276	$ 4,982,306
Liabilities		
Current liabilities		
Accounts payable and accrued liabilities	$ 25,337	$ 21,331
Deferred operating contributions (note 7)	440,000	440,000
	465,337	461,331
Funds		
Operating funds (including investment in capital assets)	707,463	614,842
Flow-through funds	725,289	844,975
Endowment funds (note 6)	4,093,187	3,061,158
	5,525,939	4,520,975
	$ 5,991,276	$ 4,982,306

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, 2014

		2014			
	Operating Funds	**Flow-Through Funds**	**Endowment Funds**	**Total**	**2013**
Revenue					
Contributions	$ 725,864	$ 1,066,919	$ 750,603	$ 2,543,386	$ 1,964,285
Gains (losses) on investments	(729)	-	339,065	338,336	451,410
Interest, dividends and fee revenue	81,890	-	72,241	154,131	105,704
	807,025	1,066,919	1,161,909	3,035,853	2,521,399
Expenditures					
Grants (note 10)	-	1,185,734	93,526	1,279,260	1,033,859
Salaries and benefits (note 10)	437,363	-	-	437,363	531,513
Communications	2,929	-	-	2,929	3,177
Fund expenses	-	-	46,978	46,978	36,045
Fund development (note 10)	49,534	-	-	49,534	20,878
Office	40,444	-	-	40,444	34,174
Professional fees	57,489	609	819	58,917	55,227
Special events (note 10)	37,833	-	-	37,833	3,952
Computer applications & support	36,366	-	-	36,366	35,964
Rent	38,993	-	-	38,993	42,398
Amortization (note 10)	2,272	-	-	2,272	3,573
	703,223	1,186,343	141,323	2,030,889	1,800,760
Excess (deficiency) of revenue over expenditures	$ 103,802	$ (119,424)	$ 1,020,586	$ 1,004,964	$ 720,639

See accompanying notes to the financial statements.

EducationMatters, Calgary's Public Education Trust
Statement of Changes in Fund Balances
Year Ended December 31, 2014

	Operating Funds	Flow-Through Funds	Endowment Funds	Total
Fund balances, December 31, 2012	$ 532,149	$ 934,683	$ 2,333,504	$ 3,800,336
Excess (deficiency) of revenue over expenditures	87,508	(94,523)	727,654	720,639
Interfund transfers	(4,815)	4,815	-	-
Fund balances, December 31, 2013	614,842	844,975	3,061,158	4,520,975
Excess (deficiency) of revenue over expenditures	103,802	(119,424)	1,020,586	1,004,964
Interfund transfers	(11,181)	(262)	11,443	-
Fund balances, December 31, 2014	$ 707,463	$ 725,289	$ 4,093,187	$ 5,525,939

See accompanying notes to the financial statements.

EducationMatters, Calgary's Public Education Trust
Statement of Cash Flows
Year Ended December 31, 2014

	2014	2013
Cash provided by (used in):		
Operating activities		
Excess of revenue over expenditures	$ 1,004,964	$ 720,639
Add (deduct) items not affecting cash		
Amortization	2,272	3,573
Unrealized loss (gain) on investments	(332,753)	650
	674,483	724,862
Changes in non-cash working capital		
Goods and Services Tax recoverable	(853)	1,084
Prepaid expenses	600	-
Accounts payable and accrued liabilities	4,006	(65,208)
Deferred operating contribution	-	315,000
	3,753	250,876
Cash provided by operating activities	678,236	975,738
Investing activities		
Purchase of equipment	(32,025)	-
Purchase of investments	(707,794)	(3,247,355)
Disposal of investments	38,982	2,353,380
Cash used in investing activities	(700,837)	(893,975)
Cash inflow (outflow)	(22,601)	81,763
Cash and cash equivalents, beginning of year	1,977,556	1,895,793
Cash and cash equivalents, end of year	$ 1,954,955	$ 1,977,556
Cash and cash equivalents is comprised of:		
Cash	$ 163,080	$ 164,470
Treasury bills (note 3)	1,791,875	1,813,086
	$ 1,954,955	$ 1,977,556

See accompanying notes to the financial statements.

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.

(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.

Operating funds

Operating fund contributions received that relate to 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)   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.

(e)   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.

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.

(f) 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 (deficiency) 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 (deficiency) 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 (deficiency) of revenue over expenditures.

The Trust recognizes its transaction costs in excess (deficiency) 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.

(g) 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.

(h) 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 $1,791,875 (2013 - $1,813,086) 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 1.01% (2013 - 0.87%).

4.   Investments

Investments include pooled investment funds that have a market-based unit value. Investments are comprised of $3,998,032 (2013 - $2,996,467) 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, 2014 or 2013.

5.   Property and equipment

| | | | Net Book Value | |
	Cost	Accumulated Amortization	2014	2013
Computer equipment	$ 46,326	$ 15,621	$ 30,705	$ 239
Office equipment	3,566	1,783	1,783	2,496
	$ 49,892	$ 17,404	$ 32,488	$ 2,735

6.   Endowment funds

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

	2014	2013
Cash	$ 95,155	$ 64,691
Investments	3,998,032	2,996,467
	$ 4,093,187	$ 3,061,158

7.   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 (2013 - $720,000) from the CBE. $220,000 of the funding for 2014 was received in October 2013. A payment of $660,000 was received in October 2014. $440,000 of the contributions received was deferred to 2015, in accordance with spending of the funds over a twelve-month period and this amount is included in deferred operating contributions on the statement of financial position. The Trust rented office space and purchased services of $38,993 (2013 - $42,397) and $6,886 (2013 - $6,726), respectively, from the CBE. These transactions were recorded at the amounts established and agreed to by the parties.

Grants awarded to CBE schools by the Trust are distributed to recipients by way of the CBE. In 2014, this amount was $930,845 (2013 - $788,208), of which $NIL (2013 - $827) is included in accounts payable and accrued liabilities.

8.   Commitments

The Trust's office lease with the CBE was renewed in November 2014 for an additional one-year term to August 31, 2015 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 instrument that potentially subjects the Trust to significant concentration of credit risk consists primarily of cash and cash equivalents. The Trust mitigates its exposure to credit loss by placing its cash and cash equivalents 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.

10. Additional information on fund development

    (a) Expenses incurred to raise funds

	2014	2013
Fundraising event	$ 37,833	$ -
Fund development expenses	49,534	20,878
Fund development salaries and benefits	105,809	159,423
	$ 193,176	$ 180,301

    (b) Funds raised during 2014 were $1,817,522 (2013 - $1,206,025).

    (c) Summary of disbursements

	2014	2013
Grants	$ 958,845	$ 788,208
Scholarships	320,415	245,651
	$ 1,279,260	$ 1,033,859

    In 2014 there were no disbursements greater than 10% of the funds raised (2013 - one, to support the CBE Energy Literacy in Action program to enable students and teachers to be energy literate citizens and stewards of Canada's natural resources). During the year, $NIL (2013 - $140,524) was granted for this program.

    (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:

	2014	2013
Grant disbursements	$ 1,279,260	$ 1,033,859
Communication expenses	2,929	3,177
Fund development expenses, excluding events	155,343	180,301
Events	37,833	-
Program expenses	553,252	579,850
Amortization expense	2,272	3,573
	$ 2,030,889	$ 1,800,760

    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	Trustee Liaison Report - Alberta School Boards Association (ASBA) Board of Directors

Date	April 7, 2015
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trustee Pamela King
Purpose	Information
Governance Policy Reference	Governance Culture GC-3 Board Job Description

1 | Recommendation

The Alberta School Boards Association (ASBA) liaison report containing the ASBA Board of Directors' Meeting Highlights dated March 2015 is being provided for Board information.

2 | Issue

The attached are reports provided by the Alberta School Boards Association (ASBA) with respect to their work. As the Board of Trustees' representative on the ASBA Board of Directors, I am providing this report for your information.

Attachment I: ASBA Highlights March 2015

A · S · B · A
Alberta School Boards
Association

Highlights

March 2015

ASBA Board of Directors Meeting

Board Highlights are circulated to the ASBA Board of Directors and ASBA staff after each meeting. Directors are asked to share Board Highlights with their respective constituencies. See the ASBA website www.asba.ab.ca for draft and official minutes. For more information contact Marian Johnson at 1.780.451.7101.

Board of directors adopts statement re coming provincial budget

With the provincial budget coming March 26, the ASBA Board of Directors adopted this position:

> As we move through the provincial government budget process, the ASBA will continue to advocate for adequate, stable, predictable funding for school boards to meet the needs of public school students from ECS to Grade 12.

Revenue from membership fees cut by 2 per cent

Board of Directors approves draft 2015-16 ASBA Budget for presentation to school boards

The ASBA Board of Directors cut more than half a million dollars ($550,000) from the ASBA's $6 million budget to balance the 2015/16 budget without drawing down reserves. The board of directors also reduced revenue from membership fees by 2 per cent. The detailed proposed budget will be posted here in early April.

What was cut?
The proposed 2015/16 budget is 9 per cent smaller than last year's budget. The cuts include:
- $283,000 cut to salary costs. This cut reflects decisions to eliminate a .5 FTE position; salary adjustments to two vacant positions; the executive director's salary being lower and a decision to have the legal department operate with 6 lawyers instead of 7 lawyers during an upcoming maternity leave.
- $52,000: The ASBA will stop publishing the *vis a vis* legal newsletter.
- $50,000: The ASBA will not renew its membership in the National School Boards Association. The $50,000 amount includes the membership fee and the costs associated with participating in NSBA events.
- $125,000: Achieved through across-the-board cuts

What are the key features of the proposed budget?
- Membership fee revenue will be cut by 2 per cent.
  These savings will be passed on to school boards.
- The budget was balanced without drawing down reserves
- The registration fee for the FGM 2015 and SGM 2016 is going up $25
- Fee-for-service rates will go up:
  Education services - $225.75 per hour
  Labour and communication services - $ 210 per hour
  Legal services - $267.75 per hour
- Staff salaries, trustee per diem rates and the president/vice-president's honoraria will be frozen at 2014-15 levels.

Hear about the proposed budget at a Zone meeting
Directors **Jean Boisvert** (Zone 2/3) and **Mary Martin** (Calgary Catholic) will present the proposed budget in Zones. School boards will consider and vote on the budget at the June Spring General Meeting.

When is my Zone budget presentation?
Zone 1   March 26
Zone 2/3   April 24
Zone 4   April 27
Zone 5   May 22
Zone 6   May 13

ASBA to advocate for GST exemption for school boards
In response to a directive for action from Zone 4, the ASBA will advocate – and reiterate its position – that school boards should be exempt from paying the GST. The ASBA's advocacy efforts will involve working with the Canadian School Boards Association and elected officials.

Infrastructure, funding and value of locally elected school boards focus of ASBA advocacy
Teams assigned to ASBA's 3 advocacy priorities
The board of directors assigned teams to develop plans to support the association's three advocacy priorities, which the board confirmed at its March meeting. The ASBA-developed Advocacy primer and Template for developing an advocacy plan will serve as a starting point for these teams' work.

Predictable, sustainable funding
Jean Boisvert, Zone 2/3 Director
Peter Grad, Zone 6 Director
Pamela King, Representative, Calgary Board of Education
Michael Janz, Vice-president
Helen Clease, President *ex-officio*

Infrastructure
Marilyn Bergstra, Representative, Edmonton Catholic Schools
Lorna Misselbrook, Zone 2/3 Director
Nathan Ip, Representative, Edmonton Public Schools
Michael Janz, Vice-president
Helen Clease, President *ex-officio*

Value of locally elected school boards
Nan Bartlett, Zone 1 Director
Doug Gardner, Zone 5 Director
Peter Grad, Zone 6 Director
Mary Martin, Representative, Calgary Catholic Schools
Cathy Peacocke, Zone 4 Director
Michael Janz, Vice-president
Helen Clease, President *ex-officio*

Gala cancelled for FGM 2015
The ASBA Board of Directors voted to remove the Awards Gala from the FGM 2015 program. An alternative approach to celebrating award recipients will be developed.

Board of directors approves 2015-18 Strategic Plan

The ASBA Board of Directors approved the 2015-18 Strategic Plan. The plan will guide the association's work starting in September 2015. The new plan is here.

Who is serving on key ASBA task forces?

These directors will serve on these key ASBA task forces:

First Nations Metis and Inuit Student Success and Well-being
Mary Martin, Representative, Calgary Catholic Schools

Second Languages Task Force:
Pamela King, Representative, Calgary Board of Education

Student Health and Wellness:
Marilyn Bergstra, Representative, Edmonton Catholic Schools

Enhancing Zone Communication and Effectiveness
Peter Grad, Zone 6 Director

Board of directors recommends changing association bylaws

School boards will be asked to vote on changes to the ASBA's bylaws at the upcoming Spring General Meeting. Watch for the *2015 Budget and BylawS* bulletin – to be circulated April 1 – for all the details. In broad strokes, the changes proposed include:
- Allowing terms of office for Zone Chair and Vice-Chair to be one or two years
- Clarifying the ASBA's fiscal year with exact dates
- Including full payment of membership fees as a criteria for being a "member in good standing"
- Modifying voting for the President and Vice-president to require the successful candidate has a minimum of 50 per cent support. These votes will still be by secret ballot and on the basis of one school board/one vote.
- Including a by-election provision for the Vice-president and President.