

public agenda

Regular Board Meeting

February 7, 2017
12:00 p.m.

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

R-1: Mission |

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

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

Time	Topic	Who	Policy Ref	Attachment
12:00 p.m.	1 Call to Order, National Anthem and Welcome			
	2 Consideration/Approval of Agenda		GC-2	
	3 Awards and Recognitions			
	4 Results Focus			
60 mins	4.1 Results 4: Personal Development – Annual Monitoring	D. Stevenson	R-4, OE-8	Page 4-1
	5 Operational Expectations			
20 mins	5.1 OE-12: Facilities – Annual Monitoring	D. Stevenson	OE-8, 12	Page 5-1
	6 Public Comment [PDF]		GC-3.2	
	Requirements as outlined in Board Meeting Procedures			
	7 Matters Reserved for Board Action	Board	GC-3	



8 | Consent Agenda

8.1 Approval of Minutes

- Regular Meeting held January 10, 2017
- Regular Meeting held January 17, 2017
- Regular Meeting held January 31, 2017
(THAT the Board approves the minutes of the Regular Meetings held January 10, 17, and 31, 2017, as submitted.)

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8.2 Items Provided for Board Information

OE-8

- 8.2.1 Chief Superintendent’s Annual Summative Evaluation
- 8.2.2 ASBA Zone 5 – Trustee Liaison Report
- 8.2.3 ASBA Board of Directors – Trustee Liaison Report

GC-3,4;
 B/CSR-5

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3:00 p.m. **9 | Adjournment**

Debrief

Trustees GC-2.3

Notice |

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

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

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

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
 David Stevenson, Chief Superintendent

Date: Jan 25/17

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: _____
 Chair, Board of Trustees

Date: _____

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

Introduction |

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

The Chief Superintendent's *Reasonable Interpretation Results 4: Personal Development* was approved on November 8, 2016. The Board of Trustees last monitored Results 4: Personal Development on April 5, 2016.

The report presented today represents organizational data, available since the last monitoring report, for the 2015-16 school year. This report provides the Board of Trustees with several types of information.

1. It provides the most recent data for the indicators of the Chief Superintendent's reasonable interpretation, as approved by the Board of Trustees. This information is presented as part of a multi-year data set where possible.
2. It identifies whether performance targets for 2015-16 were met and establishes organizational performance targets for 2016-17. Performance targets were previously set individually for each indicator and are now set for prioritized indicators with a view to progress in student success within the Results policy as a whole.
3. In addition to the system monitoring data, an attachment to this report offers examples of ways in which individual CBE students have demonstrated success in their personal development. These examples are provided in the students' own words.

Monitoring Information |

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 2015-16 school year continues to show strong levels of performance within the Calgary Board of Education across the sub-sections of Results 4: Personal Development. A number of results are being sustained well above 90% and increased results are noted in all three indicators targeted for improvement in 2015-16.

Reasonable progress in the area of Personal Development is represented by the accomplishment of eleven of the thirteen targets established for 2016 including the three areas previously identified as needing improvement. Reasonable progress is also represented by improved results in three indicators recently introduced within policy section 4.6 (regarding students' technological fluency). Capacity building actions will continue to build high school students' confidence in working with complex and ambiguous topics that do not have a single right answer. The success of high school students in making healthy choices is noted as an area in which additional improvement is sought.

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 2015-16, it is noted if the previously set target has been 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 4-26).

- 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 met
 - Indicator 4: Target met
- 4.3 Students will have the confidence to embrace ambiguity and complexity.
 - Indicator 1: Target met
 - Indicator 2: 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 not met

- 4.6 Students will be technologically fluent, able to use digital tools critically, ethically and safely.
 - There were no Board-approved indicators or targets for this section of Results 4: Personal Development for the 2015-16 school year.
 - Each of the three indicators with available data sets showed an increase in results between 2014-15 and 2015-16.

Evidence of Reasonable Progress |

Students will:

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

Board-approved Interpretation |

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

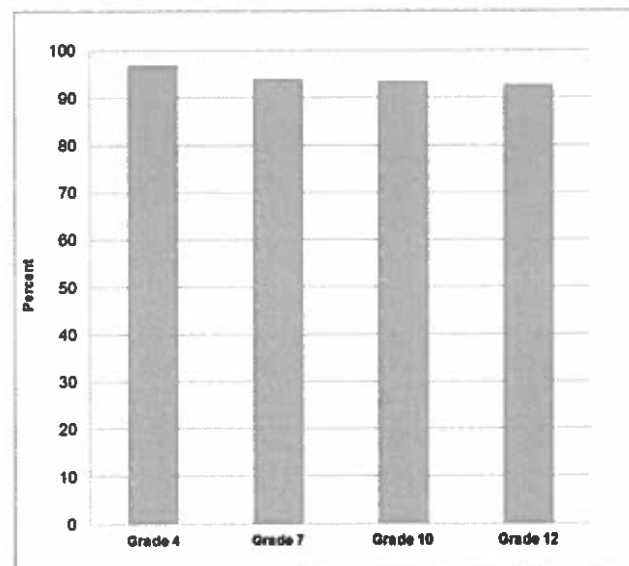
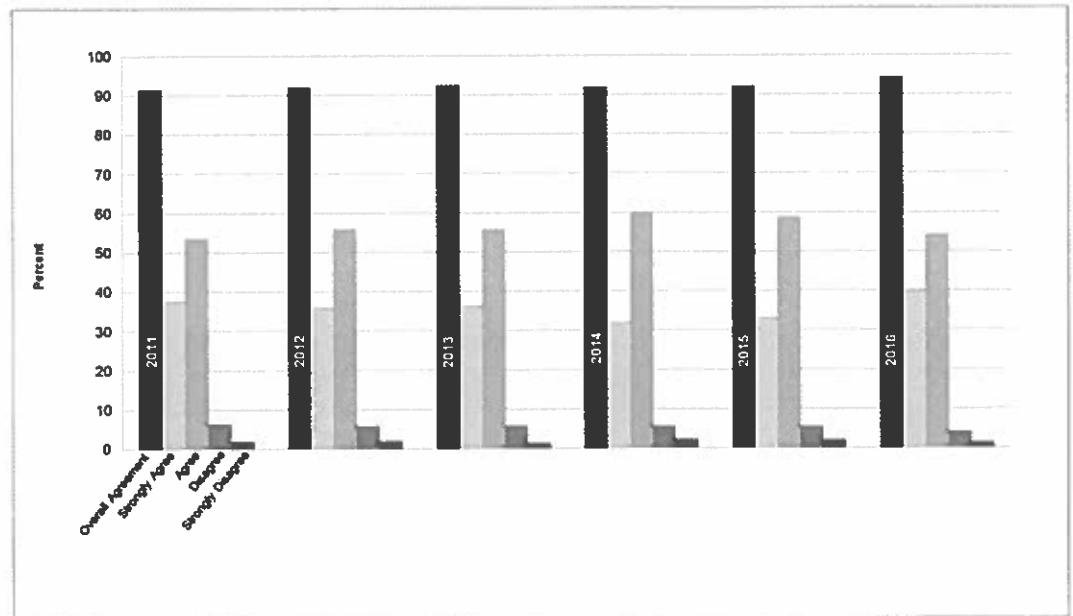
The Chief Superintendent interprets *resilience and perseverance* to mean that students remain engaged in or return to their learning when faced with difficult or unfamiliar situations.

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

Board-approved Indicators and 2015-16 results |

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

I work through setbacks and challenges in my learning.						
	2011	2012	2013	2014	2015	2016
Strongly Agree	37.9	36.1	36.6	32.1	33.3	40.1
Agree	53.6	56.0	55.8	59.8	58.8	54.3
Disagree	6.5	5.9	5.9	5.8	5.6	4.2
Strongly Disagree	2.0	1.9	1.5	2.3	2.2	1.4
Overall agreement	91.5	92.1	92.4	91.9	92.1	94.4

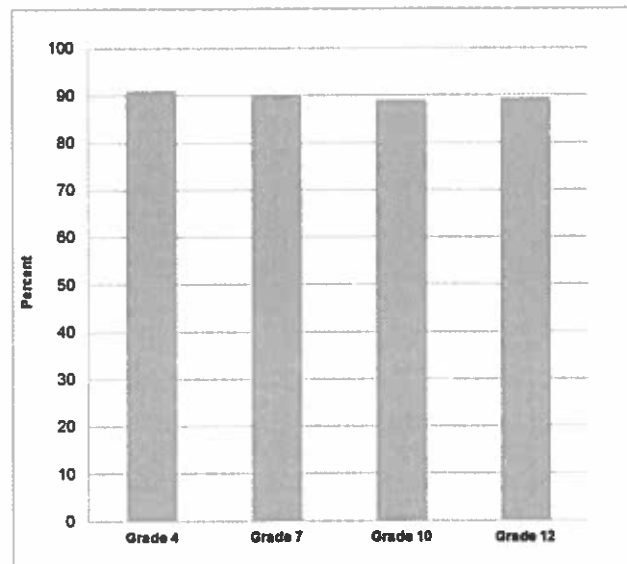
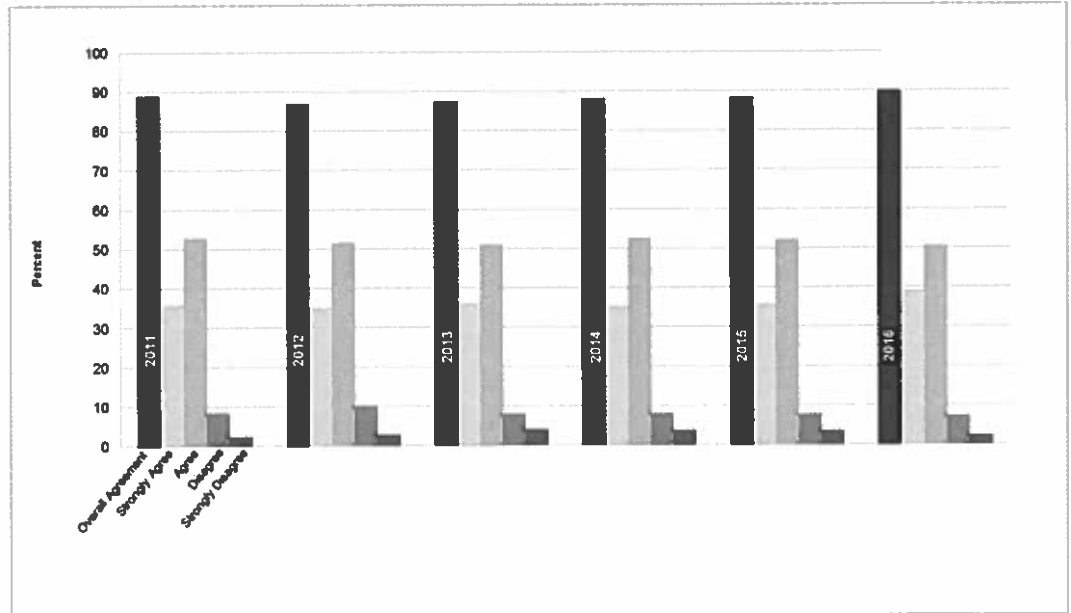


- Target for 2016: Continued results at or above 92%

This target was met.

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

I can adapt to new learning situations.						
	2011	2012	2013	2014	2015	2016
Strongly Agree	36.1	35.3	36.3	35.4	35.9	39.2
Agree	52.9	51.7	51.2	52.7	52.4	50.8
Disagree	8.5	10.2	8.2	8.1	8.0	7.5
Strongly Disagree	2.5	2.8	4.2	3.8	3.7	2.5
Overall agreement	89.0	87.0	87.5	88.1	88.3	90.0



- Target for 2016: 89%
This target was met.

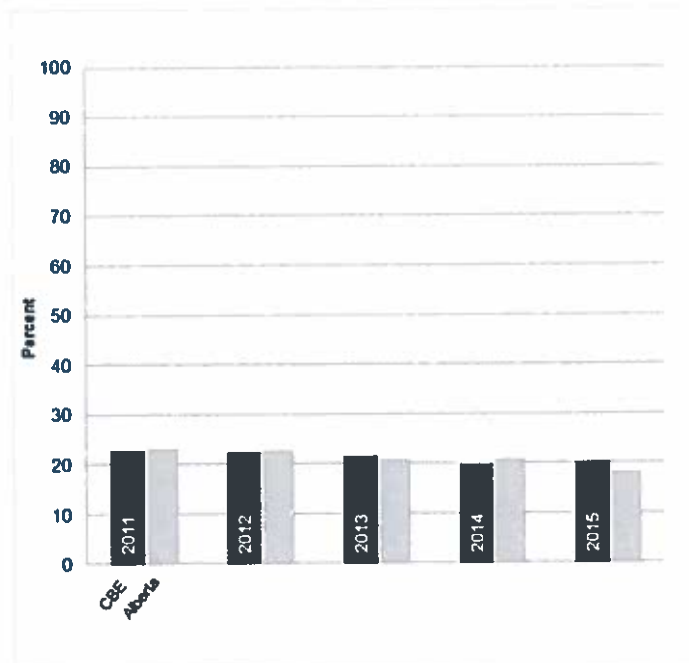
3. Percentage of CBE students who return to school after dropping out; as reported by Alberta Education.

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

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

As an example, a student initially included in the Age Specific Cohort for the 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.

Annual Return Rate					
	2011	2012	2013	2014	2015
CBE	22.7	22.3	21.4	19.7	20.2
Alberta	23.2	22.8	20.7	20.9	18.2



- Target: The overall goal for the Calgary Board of Education on measures with provincial comparisons is to be at or above provincial rates of success.
- For the 2015 Annual Return Rate this target was met.

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

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

Board-approved Interpretation |

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

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

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

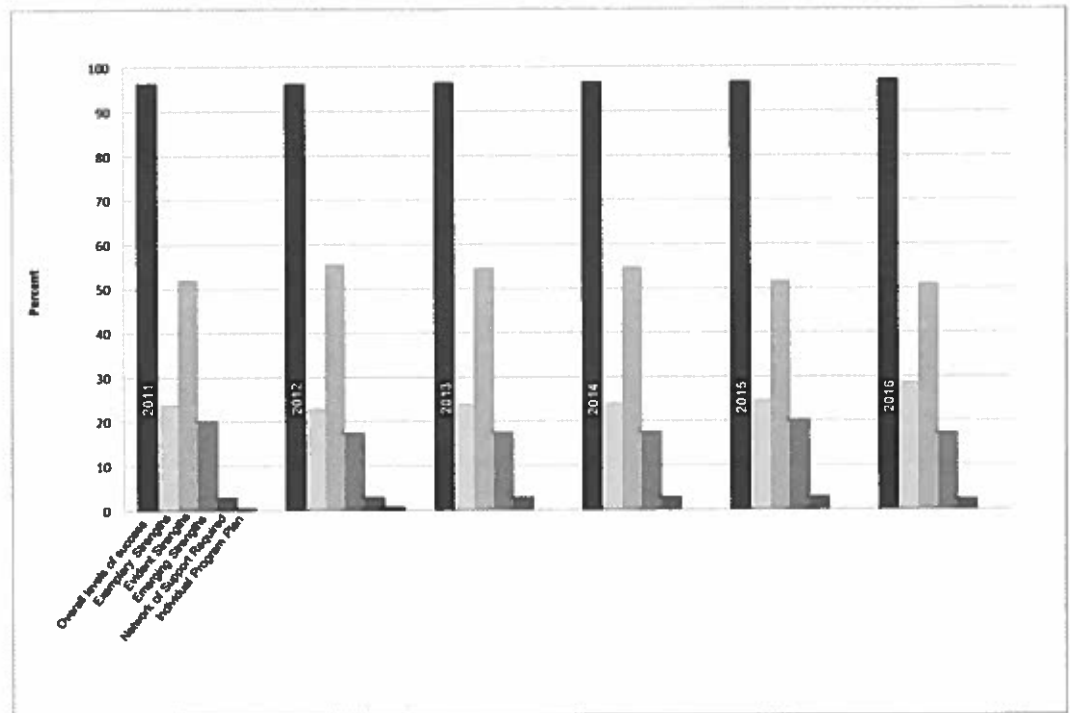
The Chief Superintendent interprets *self-evaluate* to mean that students examine evidence of their learning to understand what they have accomplished and what learning is required next.

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

Board-approved Indicators and 2015-16 results |

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

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

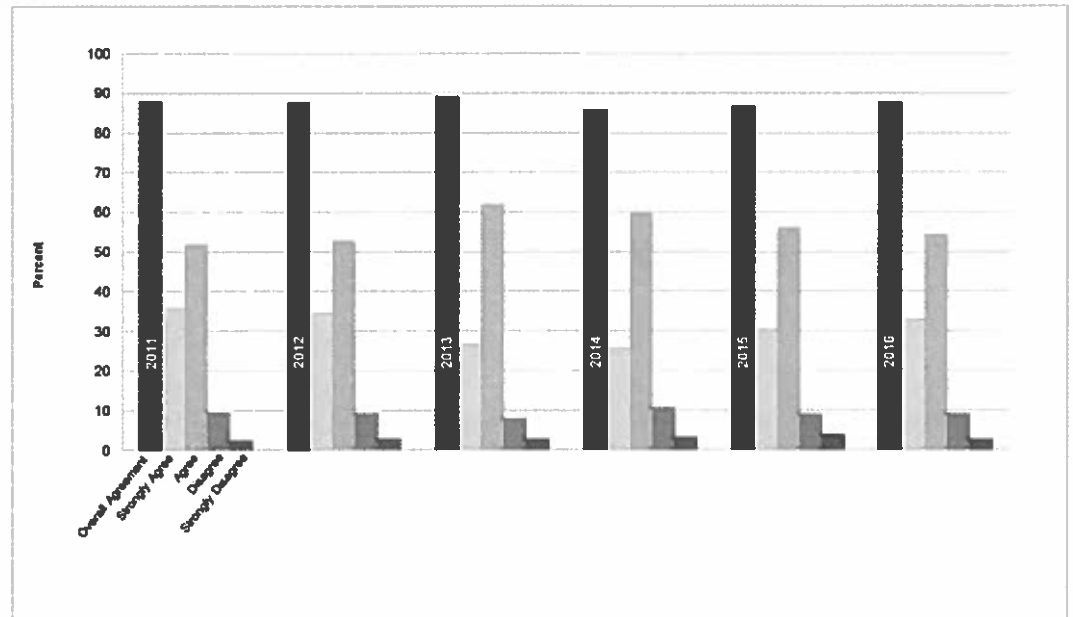


- Target for 2016: Continued results at or above 96%
This target was met.

² Indicators for this report card measure are: generates goals based on self-assessment, learning criteria, and personal interests; plans a strategic approach to meeting goals, solving problems and performing tasks; modifies and improves learning strategies based on experience and feedback; and explores ideas and initiates processes for learning.

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

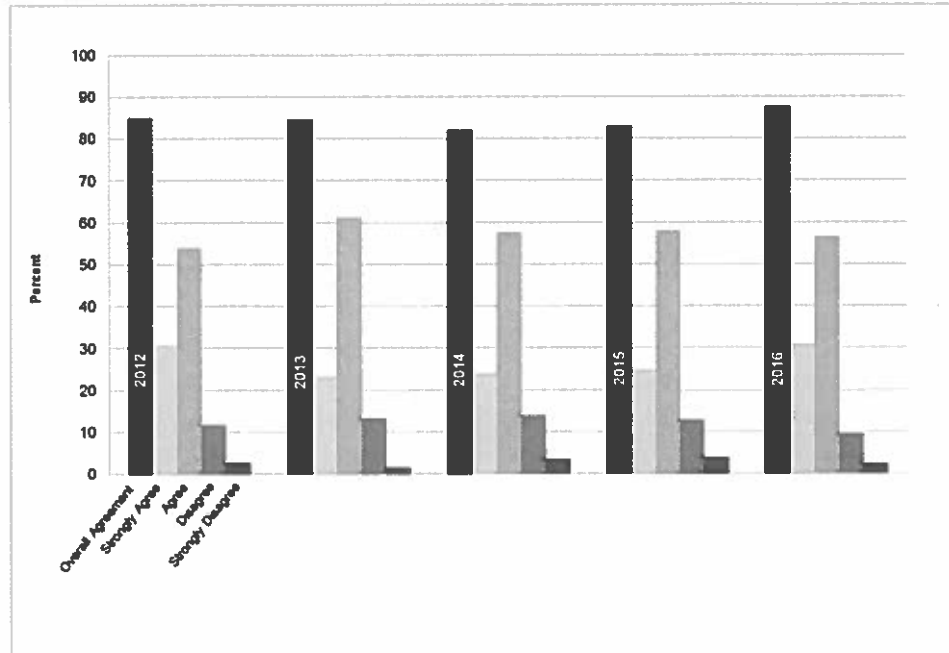
I am able to set goals for myself and work toward them.						
	2011	2012	2013	2014	2015	2016
Strongly Agree	36.1	34.7	27.0	25.9	30.7	33.3
Agree	51.9	53.0	62.2	60.1	56.2	54.6
Disagree	9.6	9.4	8.0	10.7	9.1	9.2
Strongly Disagree	2.4	2.9	2.8	3.3	4.0	2.8
Overall agreement	88.0	87.7	89.2	86.0	86.9	87.9



- Target for 2016: 88%
 The current result is within one-tenth of a percentage point of the target. This target was essentially met.

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

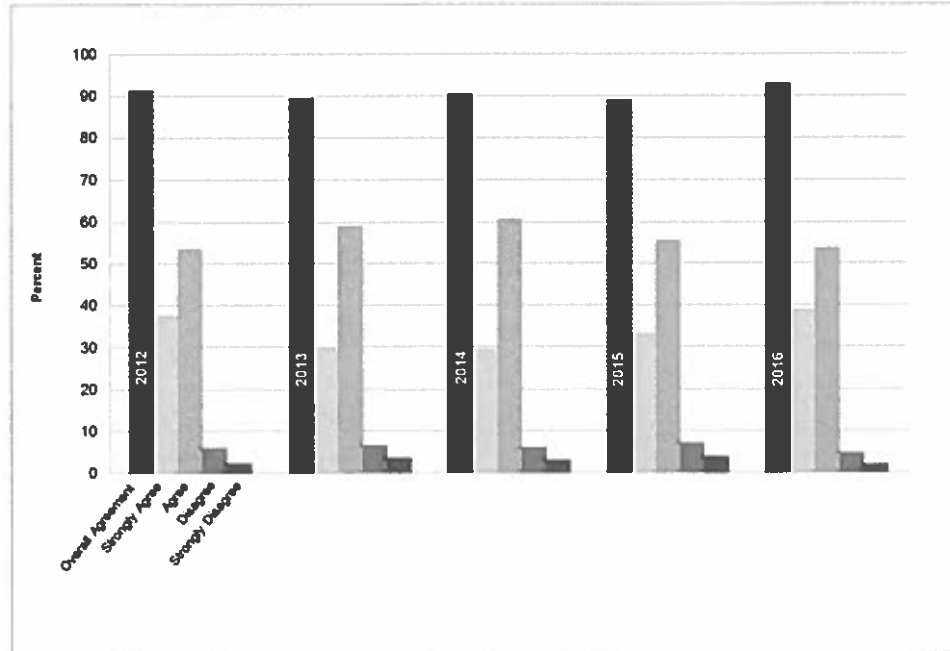
I raise questions and bring my own ideas to learning tasks.					
	2012	2013	2014	2015	2016
Strongly Agree	30.9	23.5	24.3	24.9	31.1
Agree	54.2	61.3	57.8	58.1	56.7
Disagree	12.0	13.5	14.2	12.9	9.7
Strongly Disagree	2.9	1.6	3.6	4.0	2.5
Overall agreement	85.1	84.8	82.1	83.0	87.8



- Target for 2016: 84%.
This target was met.

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

I use feedback and past experiences to improve my learning.					
	2012	2013	2014	2015	2016
Strongly Agree	37.9	30.3	29.7	33.3	39.1
Agree	53.6	59.2	60.7	55.7	53.8
Disagree	6.1	6.8	6.3	7.2	4.9
Strongly Disagree	2.4	3.7	3.2	3.8	2.1
Overall agreement	91.5	89.5	90.4	89.0	92.9



- Target for 2016: 90%
This target was met.

4.3 Have the confidence to embrace ambiguity and complexity.

Board-approved Interpretation |

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

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

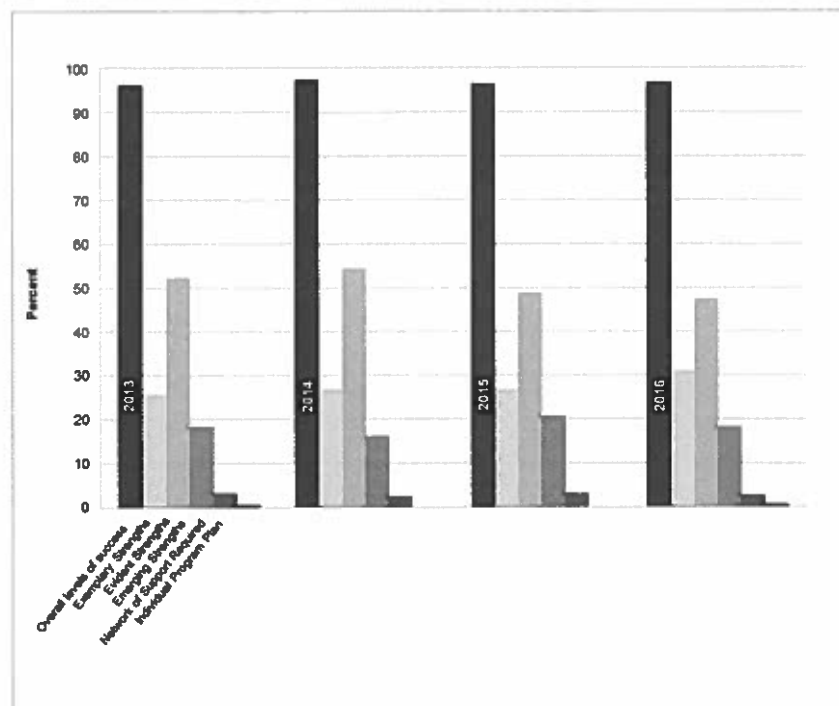
The Chief Superintendent interprets *ambiguity* to mean learning that has an element of uncertainty or that can be understood in more than one way.

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

Board-approved Indicators and 2015-16 results |

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

Engages in learning with confidence and persistence.				
	2013	2014	2015	2016
Exemplary Strengths	25.8	26.8	26.8	31.1
Evident Strengths	52.3	54.5	49.0	47.5
Emerging Strengths	18.3	16.2	20.8	18.3
Network of Support Required	3.2	2.3	3.1	2.6
Individual Program Plan	0.5	0.2	0.3	0.5
Overall levels of success	96.4	97.5	96.6	96.9

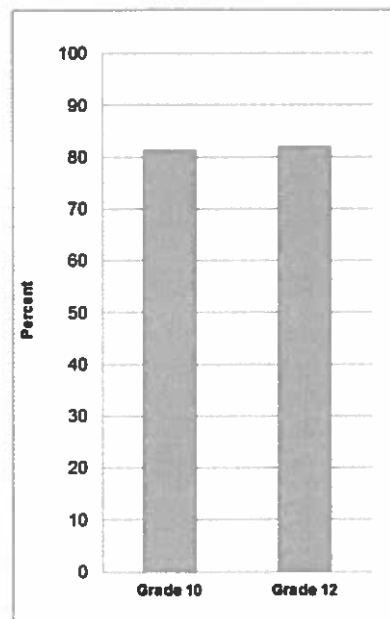
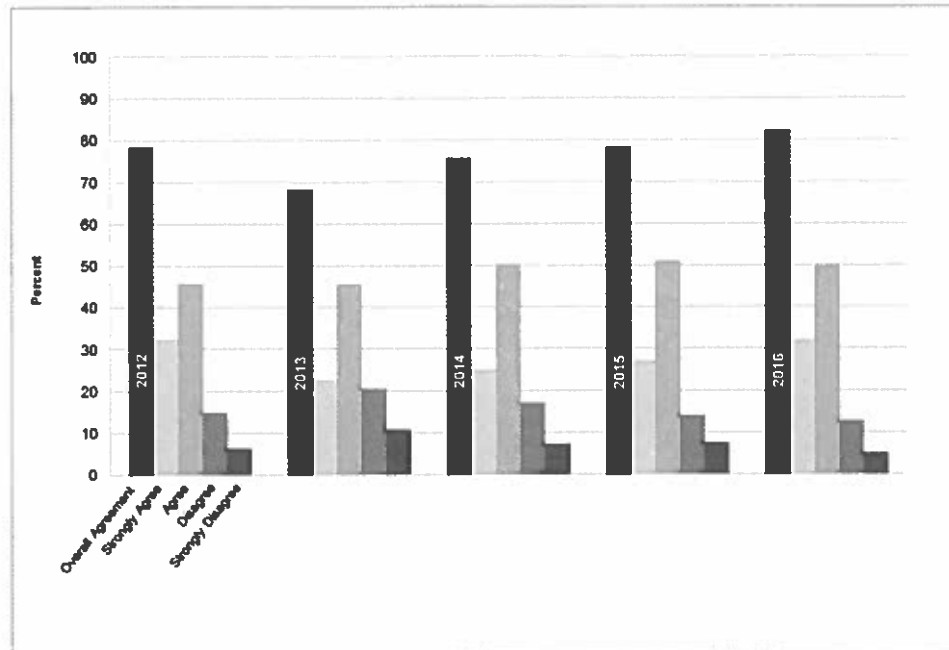


- Target for 2016: Continued results at or above 96%
This target was met.

³ Indicators for this report card measure are: approaches new learning situations with positive expectations; demonstrates interest in and curiosity about ideas, objects, events and resources; demonstrates a range of approaches for developing and representing understanding; and adjusts, adapts and persists with challenges in the learning process – ambiguous ideas, complex tasks and problems requiring multiple attempts to reach success.

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

I am comfortable learning about things that don't have a single right answer.					
	2012	2013	2014	2015	2016
Strongly Agree	32.6	22.7	25.2	27.2	32.2
Agree	45.9	45.7	50.4	51.1	50.0
Disagree	15.0	20.6	17.2	14.1	12.8
Strongly Disagree	6.5	10.9	7.2	7.6	5.0
Overall Agreement	78.5	68.4	75.6	78.3	82.2



- Target for 2016: 79%
This target was met.

2015-16 results for this indicator are at the highest recorded level. Additional growth continues to be sought in this aspect of high school students' learning experiences so targets are being set for the next three years.

- Target for 2017: 83%
- Target for 2018: 84%
- Target for 2019: 85%

4.4 Take risks appropriately.

Board-approved Interpretation |

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

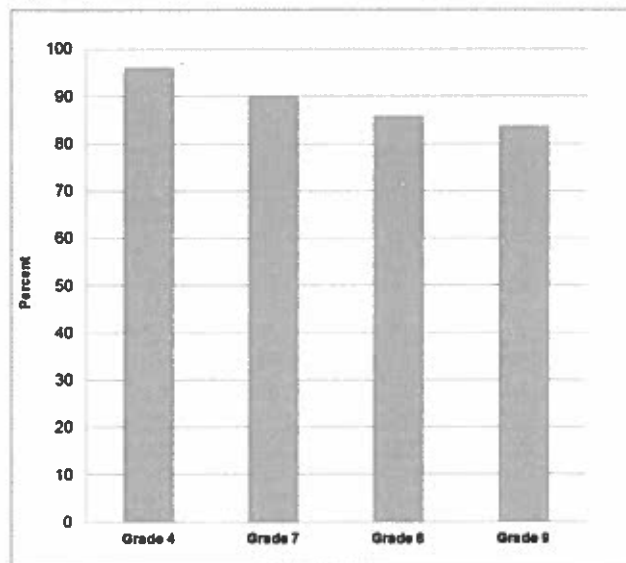
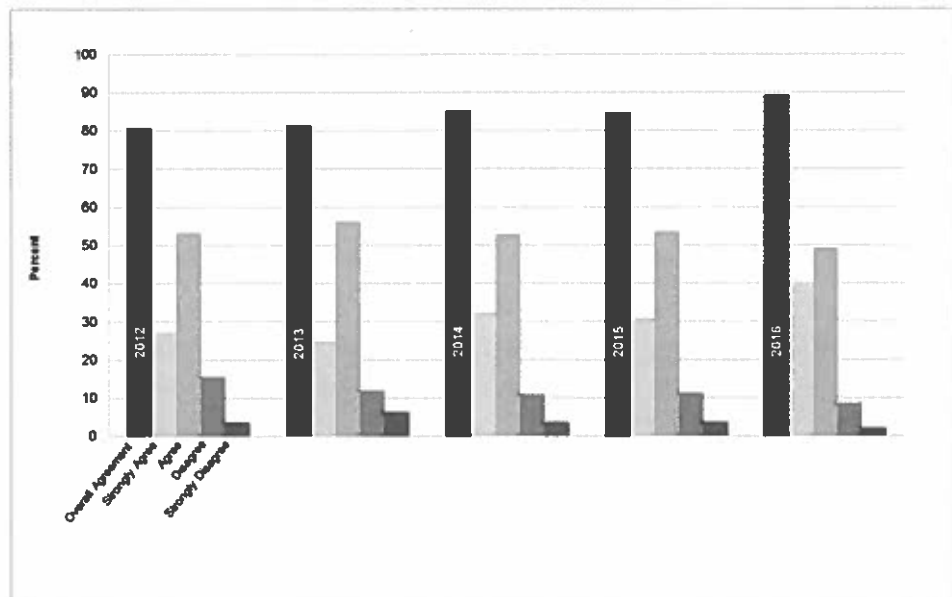
The Chief Superintendent interprets *take risks* to mean that students act without assurance of success in order to fulfill a learning goal.

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

Board-approved Indicators and 2015-16 results |

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

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



- Target for 2016: 85% or above

This target was met.

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

Board-approved Interpretation |

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

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

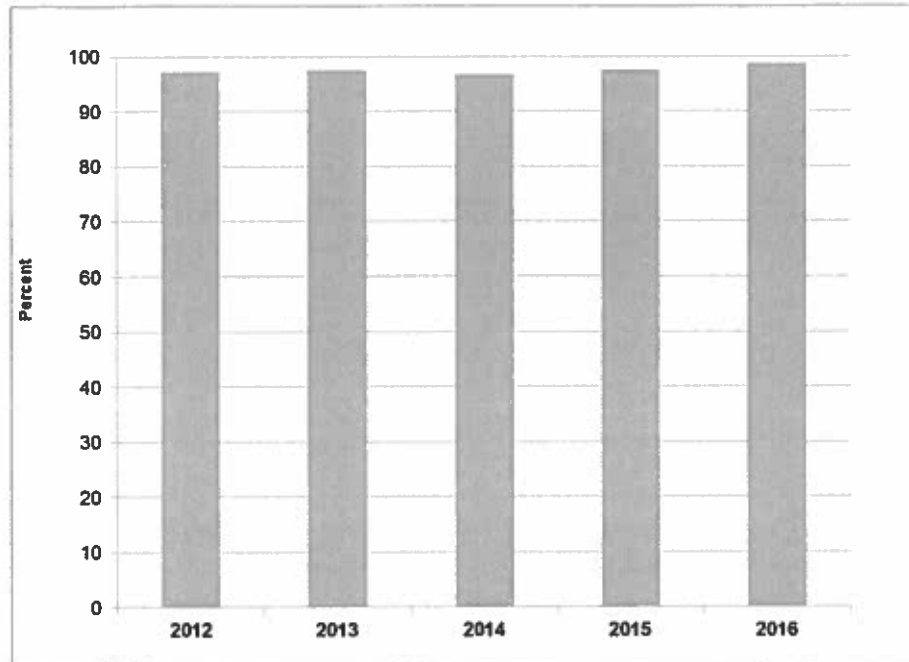
The Chief Superintendent interprets *healthy attitudes and actions* to mean understandings, values, decisions and behaviors that promote physical, social and emotional well-being.

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

Board-approved Indicators and 2015-16 results |

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

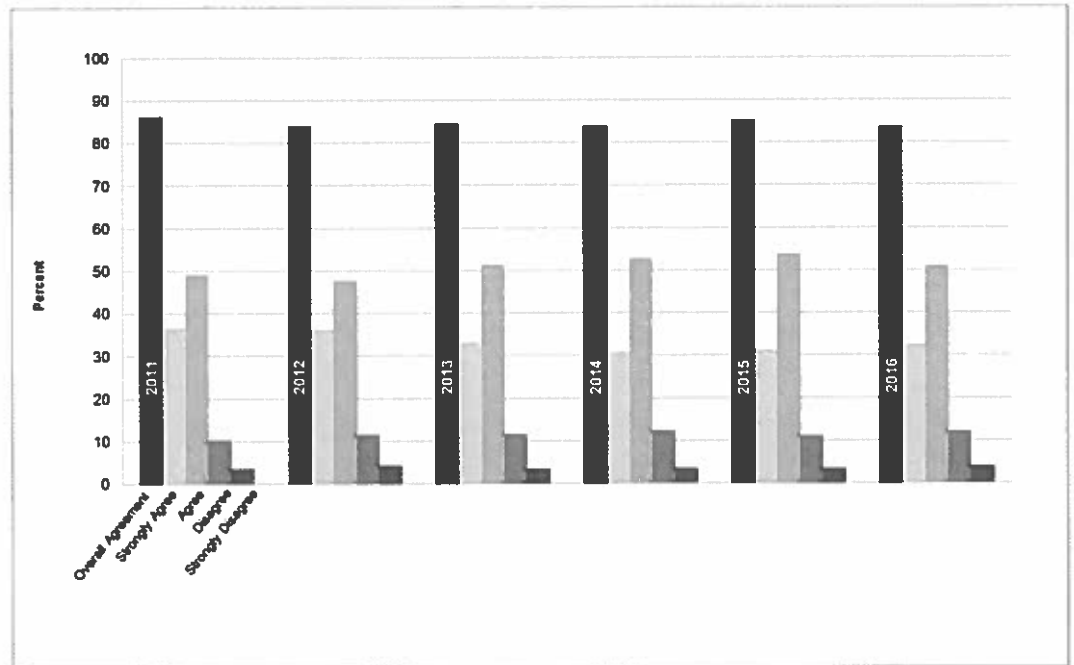
Students experiencing success with Health/CALM learning outcomes				
2012	2013	2014	2015	2016
97.2	97.5	96.7	97.5	98.7



- Target for 2016: Continued results at or above 97%
This target was met.

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

I make decisions that help keep me physically healthy.						
	2011	2012	2013	2014	2015	2016
Strongly Agree	36.9	36.3	33.2	31.0	31.3	32.7
Agree	49.3	47.8	51.4	52.9	53.9	51.0
Disagree	10.3	11.5	11.8	12.4	11.3	12.3
Strongly Disagree	3.6	4.4	3.5	3.7	3.5	4.0
Overall agreement	86.2	84.1	84.6	83.9	85.2	83.7



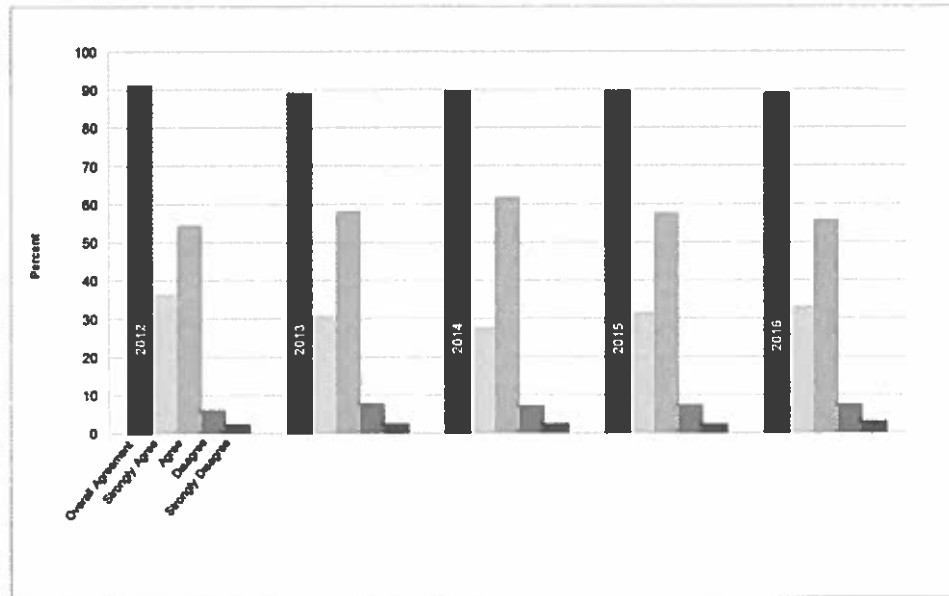
- Target for 2016: 86%
This target was not met.

This aspect of high school students' experiences is identified as an area of capacity building for 2016-17. Targets are being set for the next three years.

- Target for 2017: 85%
- Target for 2018: 86%
- Target for 2019: 87%

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

I make decisions that contribute to my overall well-being.					
	2012	2013	2014	2015	2016
Strongly Agree	36.7	31.0	27.9	31.9	33.4
Agree	54.7	58.4	62.0	57.9	56.0
Disagree	6.2	7.9	7.4	7.7	7.6
Strongly Disagree	2.4	2.7	2.7	2.5	3.1
Overall agreement	91.4	89.4	89.9	89.8	89.4



- Target for 2016: 91%
This target was not met.

This aspect of high school students' experiences is identified as an area of capacity building for 2016-17. Targets are being set for the next three years.

- Target for 2017: 90%
- Target for 2018: 91%
- Target for 2019: 92%

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

Board-approved Interpretation |

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

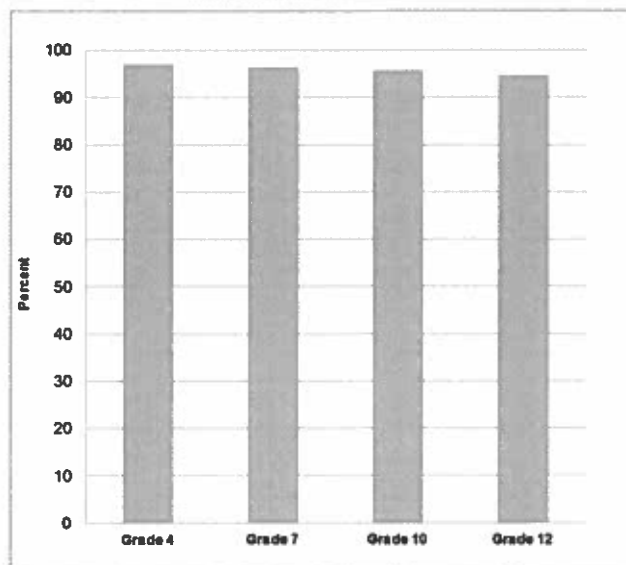
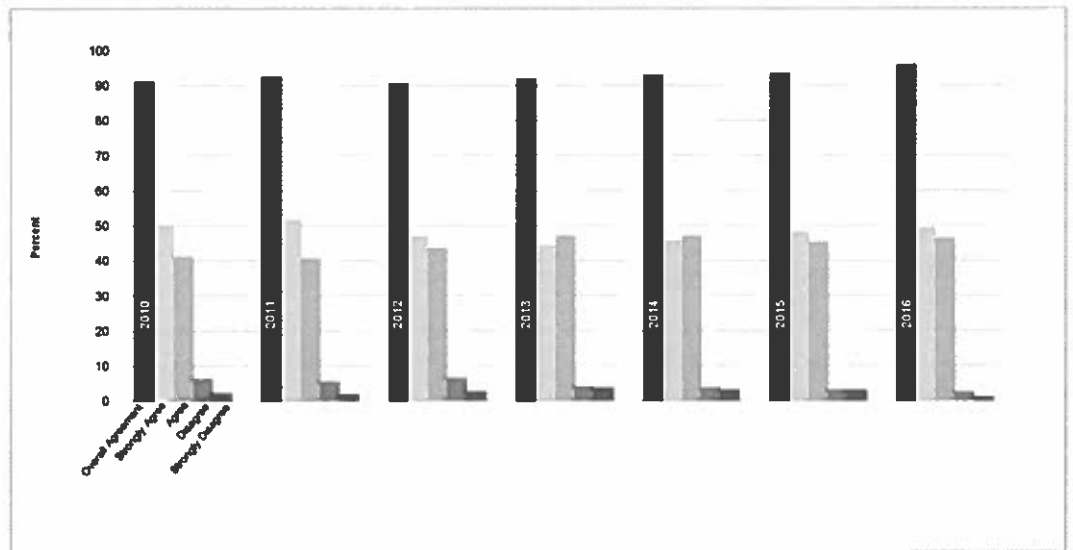
The Chief Superintendent interprets *technologically fluent* to mean that students can use information and communication technologies and media within their learning environments to meet their learning needs and personal goals.

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

Board-approved Indicators and 2015-16 results |

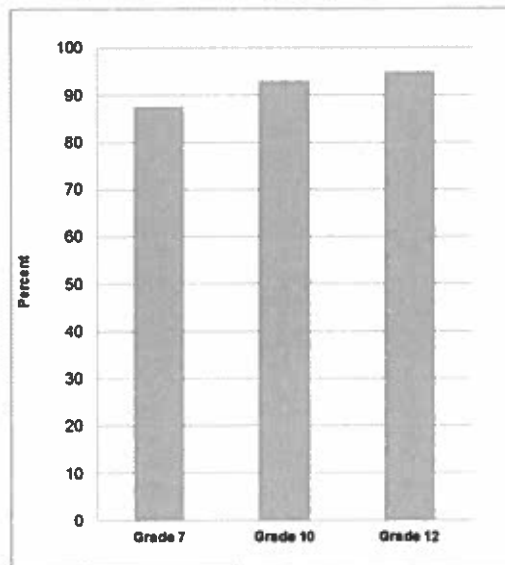
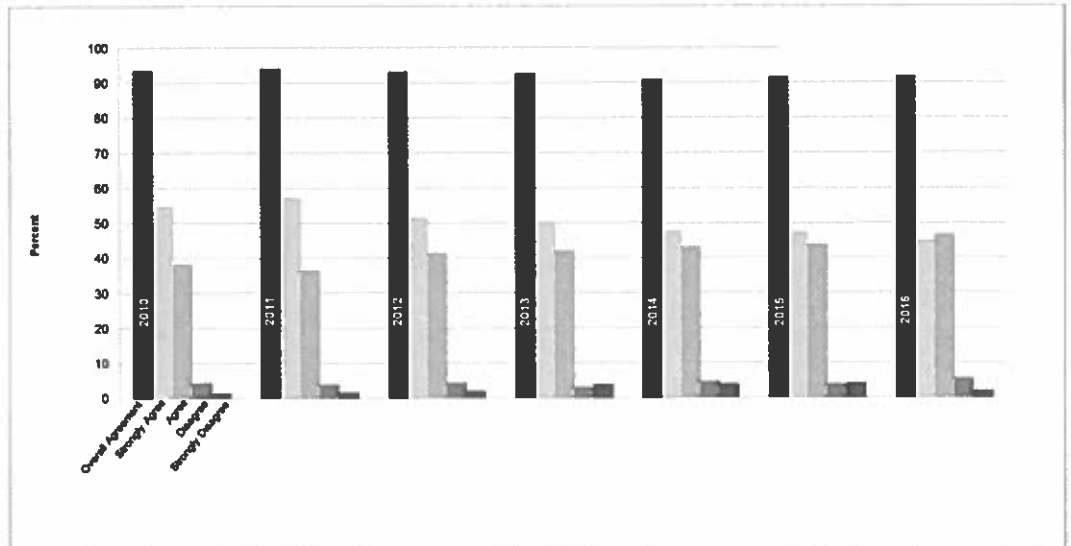
- Percentage of students who report they can use technology to help them learn; as measured by student surveys.

I can use technology in support of my learning.							
	2010	2011	2012	2013	2014	2015	2016
Strongly Agree	49.9	51.8	47.1	44.6	45.8	48.3	49.5
Agree	41.3	40.8	43.7	47.3	47.3	45.4	46.6
Disagree	6.4	5.5	6.6	4.2	3.8	3.2	2.6
Strongly Disagree	2.3	1.9	2.6	3.9	3.1	3.1	1.2
Overall Agreement	91.2	92.6	90.8	91.9	93.1	93.7	96.1



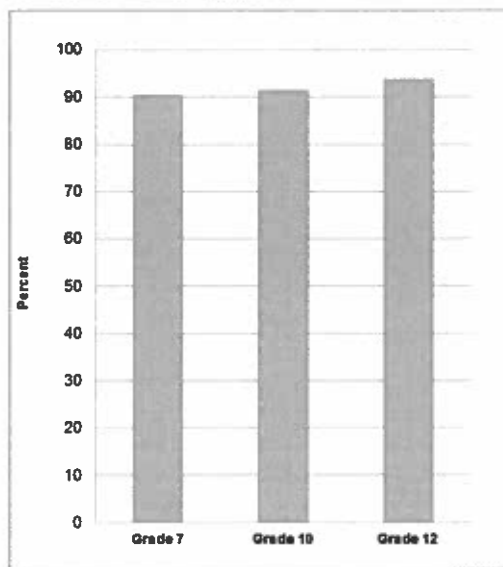
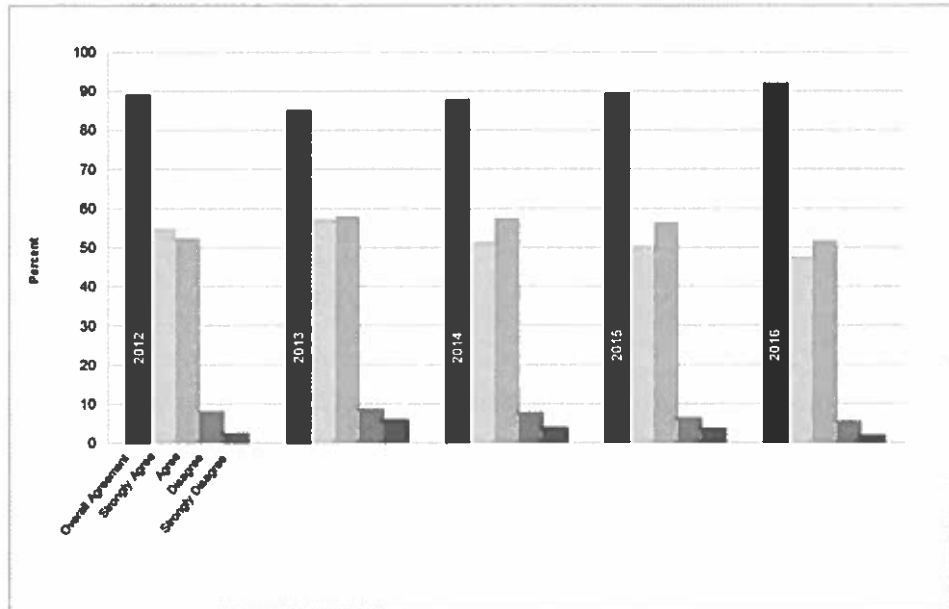
2. Percentage of students who report they can use technology to communicate effectively with others; as measured by student surveys.

I can use technology to communicate effectively with others.							
	2010	2011	2012	2013	2014	2015	2016
Strongly Agree	55.1	57.5	51.6	50.5	47.8	47.6	45.1
Agree	38.5	36.7	41.7	42.3	43.3	44.0	46.8
Disagree	4.6	4.1	4.5	3.1	4.8	4.0	5.8
Strongly Disagree	1.7	1.8	2.2	4.1	4.1	4.4	2.2
Overall Agreement	93.6	94.2	93.3	92.8	91.1	91.6	91.9



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

I can assess critically information presented in a variety of online environments.					
	2012	2013	2014	2015	2016
Strongly Agree	36.7	27.1	30.4	33.0	40.3
Agree	52.4	58.1	57.6	56.5	51.8
Disagree	8.3	8.8	7.9	6.6	5.8
Strongly Disagree	2.6	6.0	4.1	3.9	2.1
Overall agreement	89.1	85.2	88.0	89.5	92.1



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

The first data set for this indicator will be collected during the 2016-17 school year.

ATTACHMENTS

Attachment I: Capacity Building Information

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

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

attachment | Capacity Building Information

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

Forward Looking Actions |

Students will:

4.3 Have the confidence to embrace ambiguity and complexity.

Indicator 2

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

Factors contributing to success in this area:

- Students and teachers engaged in classroom learning experiences that mirror the complex questions of the different disciplines of study.
- Students and teachers engaged in problem-based and design-based learning experiences.

Forward Looking Actions |

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

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

Indicator 2

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

Indicator 3

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

Current success and continued capacity building actions for these indicators are framed within a Comprehensive School Health approach that will support students in making choices that help keep them physically healthy and contribute to their overall well-being.

Forward Looking Actions |

- Build consistency across high schools in practices that ensure each student feels known, connected and supported, in keeping with the high school success strategy.
- Enhance the profile and delivery model of CALM to ensure ongoing face-to-face dialogue around and support for key topics within the course: financial planning, career pathways, sexual health, relationship choices and positive mental wellness.
- Expand school self-assessment and implementation plans using the four pillars of Comprehensive School Health (healthy school policy, teaching and learning, partnerships and services, social and physical environment) to impact students' physical activity, healthy eating and positive mental wellness.
- Increase staff understanding of the continuum of mental health and the impact of stress on students and their learning.



Student-Contributed Examples of Personal Development in Action

- I am able to set effective, valuable, and realistic goals for myself each and every day. Goal setting is a way of exploring what you are capable of, and trying new things. I believe that it is extremely important to be open to setting goals that extend beyond your boundaries. It allows you to experience opportunities that you never would have come across if you hadn't pushed yourself. Setting goals that go past your limits open you up to new ideas and allow you to travel along new paths.

A major recent goal for me was to effectively manage my time better. This would allow for more time to properly complete my work. I set down a timeline that I planned to follow and brainstormed steps that I would need to follow in order to reach my goal. I planned to take a couple of minutes out of everyday to just stop and think. I would often do this at the end of the day as I stood by my locker where all of my supplies were located. I would create a visual list in my head containing; what I needed to do, what materials I needed, and how long it might take me to complete. I had to plan my work around other activities such as school sports teams, community hockey, and family commitments as well.

After over a year of dedication to reach my goal, my time management skills improved tremendously. I was now able to hand in my work completed, well done, and on time. It is a habit now and is a part of my normal school routine. I set many other goals for myself that will contribute to my success as a student. I set many short term goals as well that assist with projects and assignments that need to be quickly completed. Another major goal in my learning was to improve the neatness of my printing. That too was accomplished by setting a plan, maintaining that plan, and persevering until I reached my goal.

- Though I am quite articulate and creative, my school subject that I need to work hard on is Language Arts. I have been working on writing as my main focus since Grade 5. Through all my years of schooling, I have learned a lot about myself as a learner and as a writer. I've learned that I do better when writing essays than short stories. This is because I like having something to base my writing off of rather than just making something up. I find that with stories I take more time than with essays or answering a question. This is because with stories I have to create a problem and then solve it unlike essays/questions where you are just finding the solution to a problem.

One of the main reasons it takes me so long to write a story is the fact that I strive for perfection. Though perfect is a peculiar term in the fact that - can anything ever really be "perfect?" I have had to learn a lot of lessons related to this. I have had to shift my thinking to flip it from a desire to get it right to a desire to do my best. My teachers throughout my years have helped me along this journey to be the best writer I can be. I have had several Language Arts teachers who are passionate about the language arts. My teachers have helped me practice writing often, and I have been able to see that my writing improved with all that practice. They also taught me strategies, like using "who/which" clauses to strengthen my writing. It still takes me a long time to get my thoughts out by writing. But I know that by working hard, and with the support of my teachers, the quality of my writing has improved.

This year my current goal is to continue improving the speed and quality of my writing for the Grade Nine PAT's as well as High School. I have put in place some strategies to try to help me achieve this goal. My current strategy is to plan out my story or essay in an outline before I even begin to write. I also plan to go back and edit as well as add more detail after I have written a rough draft. I am currently still working towards this goal and hope to keep improving.

- My whole life, I've always connected to the performing arts. Standing up on a stage is an opportunity to be someone completely different for a small moment. I can put my best, most confident self forward and show the world the part I most love about myself. I love to participate in school plays, however my main passion is singing. I never really had that many chances to showcase and develop this talent, so I always figured I was incapable of exploring this side of me. Even in grade seven, I shied away from even auditioning for the school talent show. I suppose most of the people I know around my school assume me to be solely academic. I was always worried people wouldn't take me seriously if I tried to do something outside of the math classroom.

Finally in grade eight, after being cast a fairly decent role in the school play, I decided that I didn't need to wait for others to see what I saw in me, I could show them. So after procrastinating for a while, I finally plucked up the courage to write my name on the school talent show audition list. I hadn't even chosen my song until the weekend before the audition, but I figured, why not take a crazy, insane chance? Singing is such a big part of me, that it felt as if no one quite knew me.

I finally decided on the song "Arms" by Christina Perri. I found an instrumental version of the song to sing with and I practiced tens of times over and over that one weekend. After repeatedly singing for a while, my voice started to get a little crackly and I wasn't quite matching the pitches, which definitely freaked me out a little. However, every time I doubted myself, I pictured the possible spectacular outcome, and I knew I couldn't and didn't want to walk away. It was my dream to perform solo in front of the school for a really long time, and I finally got a chance.

I auditioned the following Monday after school. After a heavy breathing session, I walked confidently into that room with two teachers staring me right in the eye. I started the music and did the best I could. That is, until about halfway through the song, I completely forgot the lyrics to the next verse. I waited for it to just come to me, but that never happened. So, I just stood there, silent, like a complete fool. I quickly blurted out, "I'm sorry, I just totally forgot the lyrics. I'll start over." To my utter surprise, one of the teachers smiled, "That's okay. We were just about to stop you anyway." I wasn't exactly sure what she meant by that. My mind immediately thought I was terrible and she was about to stop me. The only auditions I had experienced were on television, so I assumed the worst.

Unexpectedly, both teachers started giving me some feedback. At the time, I was quite terrified, so the feedback session was a little nerve racking. Their main tip was that I needed to be more confident in myself, which I completely agreed with. Fear is definitely detectable in your voice, so I decided I just needed to let go of my anxiety. I knew performing could be really fun if I was able to convince myself that I had what it takes.

By the end of the audition, my face was beet red, and I was shaking. I figured the teachers had thought I was too unsure and timid to perform solo on a stage, so I mentally prepared myself for a massive let down. I was proud for taking a crazy, insane leap of faith, but I thought that was all it was ever going to be. It only took a few days for the final list to be posted. Completely calm, I walked right up to that piece of paper and it turned out, my streak wasn't quite over. Midway down the list, written in standard font, was my name.

I did end up performing on that stage, in front of a massive, excited crowd. It was perfect. Sure, I could recall every little miniscule mistake I made, but they don't matter. To me, it was absolutely perfect. Zillions of people came up to me afterwards, to tell me I was amazing, and of course, that was great, but to my surprise, that's not what made it worth it in the end. I had finally felt connected to myself. All of a sudden, it became clear who I was. Sure, I will always be interested in the academics, but that's not who I am as a person. I love to perform. I love to sing. Passions are always worth pursuing, no matter how unlikely or impossible.

Overall, this journey has taught me to embrace my unique personality. Of course, it's important to do your best in school subjects, but it is equally as important to do things solely for yourself. This opportunity showed me who I am. I found the thing that makes me perfectly happy. Whether or not I'm good at it doesn't matter. I have the passion, the drive, to get where I want to go.

- For the most part I am pretty good math student. I am consistent with my homework, I am able to help other students with questions and I score well on tests and checkpoints. However recently we have been learning about exponents and how to simplify an equation to make evaluating it easier. This has been immensely hard for me to understand.

I knew we had a checkpoint coming up and with the date approaching quickly, I knew I had to do something to get the support I needed to make sense of this concept. I thought about what I should do. I decided that I needed to talk to the teacher to get some extra help. I went into school early one morning to get some one-on-one support from my teacher. Having that explanation brought a lot of clarity to the concept. Putting in the extra time and figuring out what I needed to do to find the extra support really helped me understand the concept.

I learned a lot about growth mindset through this experience. If you believe your intelligence is static then you will never pursue your own education. If you believe that your effort determines your intelligence then you are far more likely to strive towards and achieve your goals. I had to think that I was the one to establish my own understanding and that it would not simply happen. With this idea I will continue to push boundaries in learning.

- One part of personal development is overcoming obstacles to be successful. An instance in which I had to overcome an obstacle at school occurred in grade 6. In grade 6 I was rather quiet and shy, which led to me missing out on many great opportunities such as school clubs. I wasn't happy about this, so I knew something had to be done. I set a goal to talk to someone different every day in my class and try to meet their friends greatly expanding my social circle of friends. This experience has taught me to get to know everyone as they are all unique and have something good to offer. I met lots of really interesting people by this very simple action. I have now been very active in making relationships with the people in my class who do not like to communicate with others much as I have grown to realize that I have to give back to society and I believe this is one of the best ways to do so. Associating yourself with good people is the advice I would give to anyone with a small social circle as that is what I have come to learn from my experiences.
- At the beginning of grade 7, I was a doe-eyed 11-year-old reluctantly taking Information Processing as my second option. During the class, we completed seemingly arbitrary tasks including touch-typing, coding, and program manipulation. Unbeknownst to me, I was developing skills that provide me with an advantage in all aspects of learning. The following semester, I realized that I was completing assignments much quicker than in previous years. I was researching more efficiently, navigating websites in an easier fashion, and most importantly, I was typing at a faster pace. My least favourite class had become one of my biggest strengths.

In the eighth grade, I realized that my math class was not intellectually stimulating me. After speaking with my teacher, we developed a plan for me to take math at an accelerated pace. I completed the grade 8 curriculum by December, taking the final exam the following month. Once I began the grade 9 curriculum, I was surprised by the rapid increase in difficulty. My mother bought me the accompanying workbook, and I began the tumultuous task ahead, completing the grade 9 math curriculum in five months without any guidance. I completed the course successfully, and I am currently taking Math 10. This process taught me leadership skills, as I constantly had to initiate the timeline for my tests and assignments. It also improved my time management skills, as I didn't have a teacher to set dates for exams.

Both these experiences taught me that perseverance and commitment are incredibly important parts of my learning.

- Personal Development is the process of improving yourself through various activities. I've been through lots of personal development but the one time it affected me the most was during the badminton season in seventh and eighth grade.

I was not a very good badminton player at the beginning of grade seven. I made the team, but relied heavily on my doubles partner to get us through. I wasn't happy about this, and wanted to improve myself so I could contribute to our team. I talked to my parents, and signed up for a private coach. I worked hard on my own time on the weekends to increase my skills and improve my game. In grade eight, when the next badminton season came, I had improved a lot.

During our first practice, one of the coaches exclaimed saying "if you want to get singles this year, please go to that court." As he said that, I thought to myself, "am I good enough to make singles?" Although I had put in a lot of extra effort, I wasn't sure that I would be able to stand on my own without a partner. Still, I knew I needed to take a risk and give it my best. It was a hard battle during tryouts, but I reminded myself of my new skills, and put my head in the game. I beat almost all the other girls, and made the singles team. But more importantly, I set a goal for myself, committed to improving my skills, and put in the extra time needed to achieve it.

- A time when I had to demonstrate resilience and perseverance in order to overcome a great challenge that I was faced with, was the first semester of my grade 11 year. I am a hardworking student that is always at the top of my classes. But at the beginning of grade 11, that wasn't the case. Grade 11 came with a slightly heavier workload that I wasn't prepared for. It was very easy to choose to give up, but I made up my mind that I would work as hard and effectively as I needed to, in order to get to the top of my classes. My parents are strong people who have taken on many challenges and won, and they successfully passed down and continue to pass down the skills that are required to overcome challenges effectively. So, when I was faced with academic challenges, I went back to the values my parents instilled in me and I used those skills; determination, hard work, resilience and believing in yourself, to reach my goal. But in order to reach my goals, along with the skills I had, I had to change some behaviours that did not contribute positively to me reaching my goal such as; shutting down my social media. As hard as this was, it helped me focus on succeeding in my academics.
- In the past, I played very safe when it came to my learning. I believed that it was best to find one way of learning and then become the best at that one way. But I later learned that, you cannot truly be the best, if you are only good at one method. The world is constantly evolving and discovering new ways of life. With that fact in mind, I embrace new learning experiences that broaden my mind and exceed simple methods of understanding. As I approach these new learning experiences, I always have to believe that I have the capacity to understand everything I will be taught. This confidence produces positive outcomes because once you wholeheartedly believe you can, you will do everything you have to, in order to gain that understanding. In my Math 20 class, my teacher always introduces the topics starting with the basic principles, but then branching out and relating and explaining it in multiple ways. He sometimes has an ambiguous method of teaching and these ways can be quite complex sometimes, but with the right attitude, the topic becomes plain as day.

Personal development comes in different aspects of life, but no matter the aspect, one thing is key; believing in yourself. Once you do, any challenge, learning experience, risk or health choice will become do-able, just because you believe you can and will understand and overcome it.



operational
expectations
monitoring report

Monitoring report for the
school year 2015-2016

Report date:
February 7, 2017

OE-12: Facilities

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 12: Facilities, 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: _____
David Stevenson, Chief Superintendent

Date: _____

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 12: Facilities, the Board of Trustees:

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

Summary statement/motion of the Board of Trustees:

Signed: _____
Chair, Board of Trustees

Date: _____

OE-12: Facilities

Executive Summary

The Chief Superintendent shall ensure that physical facilities support the accomplishment of the Board's Results policies.

Operational Expectation 12: Facilities establishes the values and expectations of the Board of Trustees for the Calgary Board of Education to provide physical learning and working environments which are conducive to student learning in support of the achievement of the Board's Results.

The Chief Superintendent's reasonable interpretations for OE 12: Facilities were approved on April 3, 2012. The Board of Trustees last monitored OE 12: Facilities on February 2, 2016.

12.1 Develop a plan that establishes priorities for construction, renovation and maintenance projects that is based upon the needs of the entire organization	Complaint
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- Indicator 1: Compliant
- Indicator 2: Compliant

12.1 Develop a plan that establishes priorities for construction, renovation and maintenance projects that is based upon the needs of the entire organization and that: a. assigns highest priority to the correction of unsafe conditions	Compliant
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- Indicator 1: Compliant
- Indicator 2: Compliant

OE-12: Facilities

<p>12.1 Develop a plan that establishes priorities for construction, renovation and maintenance projects that is based upon the needs of the entire organization and that:</p> <p>b. includes preventive maintenance and system replacement cost estimates as necessary to enable facilities to reach their intended life cycles</p>	Compliant
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- Indicator 1: Non-compliant
- Indicator 2: Compliant
- Indicator 3: Compliant
- Indicator 4: Compliant

<p>12.1 Develop a plan that establishes priorities for construction, renovation and maintenance projects that is based upon the needs of the entire organization and that:</p> <p>c. discloses assumptions on which the plan is based, including growth patterns and the financial and human impact individual projects will have on other parts of the organization</p>	Compliant
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- Indicator 1: Compliant

<p>12.1 Develop a plan that establishes priorities for construction, renovation and maintenance projects that is based upon the needs of the entire organization and that:</p> <p>d. ensures that facility planning and design decisions appropriately consider environmental impacts, including eco-efficiency and sustainability</p>	Compliant
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- Indicator 1: Compliant
- Indicator 2: Compliant
- Indicator 3: Compliant
- Indicator 4: Compliant



OE-12: Facilities

<p>12.1 Develop a plan that establishes priorities for construction, renovation and maintenance projects that is based upon the needs of the entire organization and that:</p> <p>e. ensures the effective and efficient use of capital funding that demonstrates responsible stewardship of resources.</p>	Compliant
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- Indicator 1: Non-compliant
- Indicator 2: Compliant

<p>12.2 Ensure that facilities are safe, clean and properly maintained.</p>	Compliant
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- Indicator 1: Compliant
- Indicator 2: Compliant
- Indicator 3: Compliant
- Indicator 4: Compliant
- Indicator 5: Compliant
- Indicator 6: Compliant

<p>12.3 Build or renovate buildings.</p>	Compliant
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- Indicator 1: Compliant
- Indicator 2: Compliant

<p>12.4 Unreasonably deny the public's use of facilities as long as student safety, student functions, and the instructional program are not compromised.</p>	Compliant
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- Indicator 1: Compliant
- Indicator 2: Compliant



OE-12: Facilities

The Chief Superintendent shall ensure that physical facilities support the accomplishment of the Board's Results policies.

Board-approved Interpretation |

The Chief Superintendent interprets the intent of OE-12: Facilities to be the assurance that existing and planned school facilities provide physical learning and working environments which are conducive to student learning and ultimately the achievement of the Board's Results.

The facility requirements of the Calgary Board of Education encompass the need to provide new schools, to modernize existing schools, to improve functionality to meet new curriculum and school program requirements, and to renovate existing schools to address essential asset lifecycle maintenance.

The Chief Superintendent interprets *ensure* to mean that facilities and the components within are operationally sound and that the Calgary Board of Education is in compliance with all facility related regulations and legislation.

The Chief Superintendent interprets *support* to mean that learning environments are kept operational and that the physical facilities offer no long term hindrances to student learning.

The Chief Superintendent interprets *physical facilities* to mean all land and buildings owned or occupied by the Calgary Board of Education. This covers schools, administrative centres, operation depots, compounds, playgrounds, parking lots and sport fields.

The Chief Superintendent interprets *accomplishment* to mean that, in general and consistent terms; physical facilities enhance the opportunity for students to learn and to complete high school.

The Chief Superintendent interprets the *Board's Results Policies* to mean in accordance with the Three-Year Education Plan, which is the strategy designed to accomplish the Board's Results and Operational Expectation goals.

The Chief Superintendent will:

<p>12.1 Develop a plan that establishes priorities for construction, renovation and maintenance projects that is based upon the needs of the entire organization and that:</p> <ul style="list-style-type: none"> a. assigns highest priority to the correction of unsafe conditions; b. includes preventive maintenance and system replacement cost estimates as necessary to enable facilities to reach their intended life cycles; c. discloses assumptions on which the plan is based, including growth patterns and the financial and human impact individual projects will have on other parts of the organization; d. ensures that facility planning and design decisions appropriately consider environmental impacts, including eco-efficiency and sustainability; and e. ensures the effective and efficient use of capital funding that demonstrates responsible stewardship of resources. 	
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<p>12.1 Develop a plan that establishes priorities for construction, renovation and maintenance projects that is based upon the needs of the entire organization</p>	<p>Complaint</p>
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Board-approved Interpretation |

The Chief Superintendent interprets this provision to mean the development of a series of long-range capital plans which outline the rankings for new school construction, replacement school construction and school preservation/major modernization projects. This is achieved through an annually prepared Ten-Year System Student Accommodation and Facilities Strategy, a Three-Year School Capital Plan, Three-Year Student Accommodation Plan, Three-Year Modular Plan and Three-Year Infrastructure, Maintenance and Renewal (IMR) Plan.

The *needs of the entire organization* are interpreted as the facility requirements to deliver required education programs identified by schools and departments in the Calgary Board of Education.

Board-approved Indicators and Evidence of Compliance |

1. Provision, each year, of a Ten-Year System Student Accommodation and Facilities Strategy and a Three-Year Student Accommodation Plan to the Board of Trustees for information.

The organization is compliant with this indicator.

The Ten Year System Student Accommodation and Facilities Strategy was submitted to the Board of Trustees for information on June 21, 2016.

The Three-Year System Student Accommodation Plan was submitted to the Board of Trustees for information on June 21, 2016.

2. Submission, within the provincial time frames each year, of a Three-Year School Capital Plan and a Three Year Modular Plan to the Board of Trustees for approval and submission to Alberta Education.

The organization is compliant with this indicator.

The Three-Year School Capital Plan was submitted to the Board of Trustees for information and approval on March 8, 2016 and was forwarded to the Provincial Government within the 2016 submissions deadline.

The 2016/2017 Modular Classroom Program was submitted to the Board of Trustees for information and approval on November 1, 2016. The deadline for submission to the province is November 1st each year. CBE administration received permission in advance to submit the official government forms as soon as possible after the November 1st approval.

Evidence demonstrates all indicators in sub-section 12.1 are in compliance.

<p>12.1 Develop a plan that establishes priorities for construction, renovation and maintenance projects that is based upon the needs of the entire organization and that:</p> <ol style="list-style-type: none"> a. assigns highest priority to the correction of unsafe conditions 	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets this provision to mean that the plan will recognize that any remediation project, required to mitigate any identified health and safety issue, will be given a status above all other projects in the plan. *Unsafe conditions* are interpreted to mean any condition of a physical facility that presents a potential of harm to occupants, whether that condition is known, anticipated or of an emergent nature.

Board-approved Indicators and *Evidence of Compliance* |

1. 100 percent of all appropriation of Infrastructure Maintenance and Renewal funding for emergent and planned safety related maintenance work conforms to the provincial guidelines, which stipulate Priority 1 - Health and Safety.

The organization is compliant with this indicator.

100% of safety related maintenance work supported with Infrastructure, Maintenance and Renewal (IMR) funding conforms to the provincial

guidelines. From a total of 606 projects underway during the reporting period, 234 were safety related, valued at \$12.1 million.

2. 90 percent of all formally advanced safety related concerns (i.e., Indoor Environmental Quality (IEQ) Concern Registration and Unsafe Condition Report) are addressed within the established timelines. (At present 3 days for IEQ and 5 days for Unsafe Condition).

The organization is compliant with this indicator.

94% of all formally advanced safety related concerns were addressed within the established timelines. The CBE Indoor Environmental Quality team and Safety Advisory Services attended to 126 emerging issues during the reporting period.

Evidence demonstrates all indicators in sub-section 12.1 a are in compliance.

<p>12.1 Develop a plan that establishes priorities for construction, renovation and maintenance projects that is based upon the needs of the entire organization and that:</p> <ol style="list-style-type: none"> b. includes preventive maintenance and system replacement cost estimates as necessary to enable facilities to reach their intended life cycles 	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets this provision to mean:

- a. that a facility condition assessment summary, which details cost estimates of required facility component replacements and a total deferred maintenance cost, will be prepared annually,
- b. that the Three Year Infrastructure Maintenance and Renewal (IMR) Plan will outline the projects that are planned to be implemented within the approved provincial funding for this purpose, and
- c. that a preventive maintenance (PM) plan, which details both required and standard facility and equipment preventive maintenance, will be prepared annually.

The Chief Superintendent also interprets this provision to mean that the replacement of physical facility system components (e.g. heating plants, windows, floor coverings, lockers) is integral to the achievement of the facility design life. Component replacement activities must be planned, aligned with system-wide needs and delivered in order of the highest identified needs. Priorities are to be based on cyclical schedules, existing conditions and component lifecycle considerations.

Board-approved Indicators and Evidence of Compliance |

1. 95 percent of active CBE school facilities, constructed more than ten years ago, have a condition assessment undertaken within the last five years. These assessments will include reasonably accurate cost estimates of all facility components due for replacement.

The organization is not compliant with this indicator.

Based on our records, 64% of the active schools which are more than 10 years old were audited within the last 5 years. The database is managed and populated by the Province. Alberta Infrastructure cancelled all assessments in 2014-2015. Alberta Infrastructure has resumed assessments and the 2015-2016 data entry has been delayed. This has reduced the number of CBE schools that have an audit on record completed within that past 5 years. Given that the Province only assess 20% of all schools in the province per year, CBE will be non-compliant with this indicator until the 2019-2020 school year

2. 100 percent of all planned facility component renewal projects in the Three-Year IMR Plan incorporate reasonably accurate cost estimates and are compliant with provincial requirements.

The organization is compliant with this indicator.

100% of all planned facility component replacement projects included a reasonable accurate cost estimate and were compliant with provincial requirements. All planned projects in the Three-Year IMR Plan have cost estimates based on historical costs for similar or identical work. All projects comply with the provincial requirements as evidenced by complete acceptance of CBE's final cost submissions.

3. 100 percent of required preventive maintenance routines (e.g. fire alarm testing, boiler inspections, elevator inspections and emergency light testing) are incorporated into the annual plan.

The organization is compliant with this indicator.

100% of all required preventive maintenance routines were included in the schedule for the 2015-16 CBE plan. All of the 1,335 mandated inspections were scheduled to satisfy the authorities having jurisdiction. The inspection of equipment complied with all associated legislation/regulations. Delivery was tracked monthly and records show all inspections were completed as scheduled.

4. 80 percent of standard preventive maintenance routines (e.g. play structure inspections, heat exchanger inspections, boiler water treatment, moving machinery lubrication and air filter changes) are included in the budgeted preventive maintenance plan.

The organization is compliant with this indicator.

81% of 26 standard preventive maintenance routines, as suggested by industry standards, were budgeted and performed. Proactive preventive

maintenance routines, which may not be mandated by legislation, are completed as needed. This includes work by water treatment specialists, certified playground inspectors, and by qualified tradesmen for the inspection and maintenance of facility components such as science fume hoods, dust collectors, supply and exhaust fans and circulating pumps. Central Facility Services maintenance staff undertake over 3,000 site visits per year for this activity.

Evidence demonstrates three of four indicators in sub-section 12.1 b are in compliance. The exception is 12. b.1.

<p>12.1 Develop a plan that establishes priorities for construction, renovation and maintenance projects that is based upon the needs of the entire organization and that:</p> <p>c. discloses assumptions on which the plan is based, including growth patterns and the financial and human impact individual projects will have on other parts of the organization</p>	<p>Compliant</p>
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Board-approved Interpretation |

The Chief Superintendent interprets *discloses assumptions* on which the plan is based to mean that a Three-Year System Student Accommodation Plan will be developed that includes the rationale which are used for student accommodation decisions.

The Chief Superintendent interprets *growth patterns* to be data related to enrolment trends in schools, as determined from pre-school census and community development.

The Chief Superintendent interprets *financial and human impact individual projects will have on other parts of the organization* to mean, besides the estimated costs of individual projects, that impacts on students, parents and communities, and the changes to staffing, would also be included in the Plan.

Board-approved Indicator and Evidence of Compliance |

1. Provision, each year, of a Three-Year System Student Accommodation Plan, which includes individual project costs, staffing changes and the impacts on students, parents and communities, to the Board of Trustees for information.

The organization is compliant with this indicator.

The Three-Year System Student Accommodation Plan was submitted to the Board of Trustees for information on June 21, 2016. Attachment III Completed Projects 2015-2018 provided information on project costs, and impacts on students.

Evidence demonstrates the indicator in sub-section 12.1 c is in compliance.

<p>12.1 Develop a plan that establishes priorities for construction, renovation and maintenance projects that is based upon the needs of the entire organization and that:</p> <p>d. ensures that facility planning and design decisions appropriately consider environmental impacts, including eco-efficiency and sustainability</p>	<p>Compliant</p>
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Board-approved Interpretation |

The Chief Superintendent interprets *environmental impacts* as those aspects which include siting, water use, energy use, local materials and resources, environmental quality and innovation, which ensure that facilities and infrastructure are constructed, managed and operated in an ecologically responsible and sustainable manner.

Facility and building efficiency and ventilation and lighting systems are to be improved continuously in a way that positively impacts student health. These impacts may be accomplished through better design, construction, operation and maintenance.

Eco-efficiency and sustainability is interpreted as the CBE’s ongoing commitment to an environmentally friendly building design for new schools, as outlined in the Leadership in Energy and Environmental Design (LEED) Silver environmental standard, or equivalent standard.

Board-approved Indicators and *Evidence of Compliance* |

1. 100 percent of all new schools, constructed by the Calgary Board of Education, are completed to the LEED Silver standard.

The organization is compliant with this indicator.

All new schools are completed to the LEED Silver standard and achieve at least LEED Silver rating.

2. 90 percent of modernization projects incorporate the most affordable, innovative and energy efficient solutions to optimize the life cycle cost and return on investment.

The organization is compliant with this indicator.

All modernization projects balance innovation and energy efficient solutions with project budgets to optimize the life cycle of components and systems to obtain best value for money.

3. 80 percent of maintenance projects replacing fixtures and equipment utilize energy efficient and sustainable products.

The organization is compliant with this indicator.

More than 90% of maintenance projects that included the replacement of fixtures and equipment incorporated energy efficient and/or sustainable products. 220 maintenance projects, valued at \$26.1 million, replaced existing fixtures with the highest energy efficient equipment economically supportable by the project. (E.g. steam-traps, emergency lights) or equipment (e.g. boilers, fire alarms, roof-top heating units, furnaces, hot water tanks).

4. 100 percent of all approved requests for school site naturalizations and school gardens are completed.

The organization is compliant with this indicator.

100% of the school-based naturalization or garden development requests were completed. In the reporting year, nine schools made requests and completed the approval process. Five school sites established their naturalization or garden areas. Four sites received approval for their project and are involved in vendor selection to begin construction in 2017.

Evidence demonstrates all indicators in sub-section 12.1 d are in compliance.

<p>12.1 Develop a plan that establishes priorities for construction, renovation and maintenance projects that is based upon the needs of the entire organization and that:</p> <p>e. ensures the effective and efficient use of capital funding that demonstrates responsible stewardship of resources.</p>	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets *effective and efficient use*, as demonstrated by the priority allocation and use of resources, and the ranking of projects with the minimum wastage and unnecessary effort by consultants and employees.

Capital funding, is interpreted as funding provided by the Provincial Government, subject to the provisions of the Provincial School Capital Manual, and/or funding identified by the Capital Budget Council.

Responsible stewardship is interpreted as to how the funding is prioritized, allocated, administered and monitored, including how the expenditures are regularly reported back to the Provincial Government and to the Board.

Board-approved Indicators and Evidence of Compliance |

1. 100 percent of provincially funded capital projects, undertaken by the CBE, are completed within approved budgets and on schedule.

The organization is not compliant with this indicator.

The unprecedented number of school projects (27) necessitated a staged delivery schedule for the delivery of new and modernized schools, namely 10 in September 2016 and 10 in January 2017. This helped but did not remove the inherent logistical challenges in delivering schools in a market flooded with school projects (230) undertaken simultaneously throughout Alberta.

Ultimately, two new schools were not completed by August 31, 2016. Additionally, installation of the modulars approved as part of the 2016/17 Modular Classroom Program were delayed beyond August 31, 2016. As a result CBE is non-compliant.

2. 100 percent of CBE funded capital projects are completed within approved budgets and on schedule.

The organization is compliant with this indicator.

All CBE funded capital projects were completed within approved budgets and on schedule.

Evidence demonstrates one of two indicators in sub-section 12.1 e are in compliance. The exception is indicator 12.1 e.1.

12.2	Ensure that facilities are safe, clean and properly maintained.	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets *safe* to mean that the physical learning environment is free from potential harm to students, and that the work environment is compliant with all legal requirements.

The Chief Superintendent interprets *clean* to mean that CBE schools and facilities are cleaned to a standard which supports occupant health and wellness.

The Chief Superintendent interprets *properly maintained* to mean that CBE schools and facilities are maintained to support the functionality of the learning and work environment.

Board-approved Indicators and Evidence of Compliance |

1. 100 percent of formally advanced safety related concerns (i.e., Indoor Environmental Quality Concern Registration and Unsafe Condition Report) are addressed, as evidenced by the completed corrective measures taken.

The organization is compliant with this indicator.

100% of the formally advanced safety related concerns were addressed. All 115 Indoor Environment concerns were addressed with completed corrective measures. Two cases required additional action beyond the reporting year to prevent re-occurrence. 11 Unsafe Condition Reports were filed in the reporting year and all were addressed through completed corrective measures. One case involved the completion of the remedial action after the end of the reporting period.

2. Not more than 80 Unsafe Condition Reports are received and investigated each year.

The organization is compliant with this indicator.

11 Unsafe Condition Reports (renamed Hazard Reports) were received and investigated by Safety Advisory Services in the reporting year.

3. 90 percent of maintenance work orders, requiring adherence to a provincial code, are inspected for conformance with the applicable technical provincial codes.

The organization is compliant with this indicator.

100% of 2,624 work requests, requiring permits, were completed in accordance with the applicable provincial code

4. 98 percent of CBE schools and facilities are assessed annually at least at the Level 2 "Ordinary Tidiness" standard of caretaking and cleanliness.

The organization is compliant with this indicator.

100% of schools achieved Level 2 "Ordinary Tidiness" standard of caretaking and cleanliness"

5. 100 percent of emergency maintenance and repair work requests are responded to within 24 hours.

The organization is compliant with this indicator.

Reported monthly from Archibus based on Customer Service Representative work request processing Turn-Around-Time. 100% (or 5,678 of 5,678) work requests responded to within 24 hours.

6. 80 percent of regular maintenance and repair work requests are corrected within two months of registration.

The organization is compliant with this indicator.

87% of regular maintenance and repair work requests were corrected within two months of registration.

Evidence demonstrates all indicators in sub-section 12.2 are in compliance.

The Chief Superintendent shall not:

12.3 Build or renovate buildings.	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets *build or renovate buildings* to mean all new schools and major school building modernization projects, costing more than \$2.5 million, not approved by the Board and authorized by the Government of Alberta, and which are prescribed by the policies, procedures and guidelines of the School Capital Manual.

Board-approved Indicators and Evidence of Compliance |

1. 100 percent of new school construction and major infrastructure projects, greater than \$2.5 million are approved by the Board.

The organization is compliant with this indicator.

All new school construction and major infrastructure projects greater than \$2.5 million are approved by the Board.

2. Nine Construction Status Reports, to inform on progress of approved new school construction and major infrastructure projects, greater than \$2.5 million, are provided to the Board each year.

The organization is compliant with this indicator.

Nine Construction Status Reports were provided to the Board for the 2015-2016 year.

Evidence demonstrates all indicators in sub-section 12.3 are in compliance.

12.4 Unreasonably deny the public's use of facilities as long as student safety, student functions, and the instructional program are not compromised.	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets *unreasonably deny the public's use of facilities* to mean that schools are made available, where possible, for community and other third party use, through either lease agreements or rental contracts.

The Chief Superintendent interprets *as long as student safety, student functions, and the instructional program are not compromised* to mean that appropriate

guidelines and processes are in place, that ensure student safety and learning is not impacted by the public's access to schools.

School principals are consulted 100% of the time, prior to the signing of a lease agreement.

100 percent of school principals shall have the ability to retain school space and time required for the instructional program and for student functions, prior to the release of space to the public.

Board-approved Indicators and *Evidence of Compliance* |

1. Not less than 90 percent of lease requests for the use of vacant spaces within schools are approved.

The organization is compliant with this indicator.

90% of lease requests were approved in school facilities where there was vacant and available space for a lease. It is noted that with the system utilization rate at 87%, vacant spaces continued to be at an all-time low.

2. Not less than 80 percent of schools are made available for public use rental.

The organization is compliant with this indicator.

95% of schools were made available for public use rental.

Evidence demonstrates that all indicators in sub-section 12.4 are in compliance.

ATTACHMENT: OE-12: Capacity Building Information

GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

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

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

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

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

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

February 7, 2017

Capacity Building Information

12.1 e.1

100 percent of provincially funded capital projects, undertaken by the CBE, are completed within approved budgets and on schedule.

According to the Report of the Auditor General of Alberta entitled *Education and Infrastructure – Systems to Manage the School-Building Program* released in April 2016, “the announced school completion dates [identified by the Alberta Government] were not reasonable because they were not based on evidence from sufficient project planning.” Additionally, “in many cases, Infrastructure did not have project schedules to support completion dates it publicly reported, and it did not confirm school opening dates with school jurisdictions.” This factor coupled with the unprecedented number of capital projects being implemented concurrently subsequently impacted CBE resources available to dedicate to the 2016/17 Modular Classroom Program implementation. These circumstances are unique and not anticipated to reoccur. Moreover, the CBE is exploring the possibility of utilizing Alberta Infrastructure project management services in the future.

report to
Board of Trustees

Summative Evaluation of the Chief Superintendent

Date	February 7, 2017
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trustee Hehr, Chair, Board Evaluation Committee Trustee Hurdman, Board Evaluation Committee Member
Purpose	Information
Governance Policy Reference	GC-3: Board Job Description GC-4: Officer's Roles B/CSR-5: Chief Superintendent Accountability

1 | Recommendation

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

2 | Background

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

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



3 | Conclusion

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

The attachment to this report provides a summary of the monitoring of all Results and Operational Expectations governance policies for the 2016 year; it is the “data collected during the year from the monitoring of Results and Operational Expectations policies”, as required by B/CSR-5.7.

ATTACHMENTS

Attachment I: Summative Board Evaluation of Chief Superintendent, 2016

GLOSSARY – Developed by the Board of Trustees

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

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

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

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



Board Evaluation of Chief Superintendent, 2016

Policy	Reasonable Interpretation	Related RI Minutes	2016 Monitoring Report	2016 Monitoring Minutes	2016 Reasonable Progress/ Compliance	Commendations/Concerns
Operational Expectations						
1. <u>Global Operational Expectation</u>	<u>2012/09/18</u>	<u>Page 7</u>	<u>2016/06/14</u> <u>2016/06/21</u>	<u>Page 4</u> <u>Page 8</u>	In compliance	
2. <u>Temporary Chief Superintendent Succession</u>	<u>2012/03/06</u> <u>2013/10/08</u>	<u>Page 10</u> <u>Page 10</u>	<u>2016/09/13</u> <u>2016/09/20</u>	<u>Page 3</u> <u>Page 7</u>	In compliance	
3. <u>Treatment of Owners</u>	<u>2012/09/04</u>	<u>Page 4</u>	<u>2016/10/04</u> <u>2016/10/11</u>	<u>Page 3</u> <u>Page 4</u>	In compliance	Board commended the Chief Sup't. for his diligent attention throughout the 2015-16 school year for development of an organizational culture that reasonably includes people in decisions that affect them.
4. <u>Treatment of Employees</u>	<u>2012/03/06</u> <u>2014/06/10</u>	<u>Page 12</u> <u>Page 5</u>	<u>2016/11/01</u> <u>2016/11/08</u>	<u>Page 6</u> <u>Page 4</u>	In compliance with the exception of 4.7 and 4.13	Board commended the Chief Superintendent for the significantly higher results in the accountability pillar survey pertaining to teacher responses about professional development
5. <u>Financial Planning</u>	<u>2012/03/20</u> <u>2013/05/28</u> <u>2016/04/05</u>	<u>Page 14</u> <u>Page 24</u> <u>Page 4</u>	<u>2016/11/29</u> <u>2016/12/06</u>	<u>Page 7</u> <u>Page 5</u>	In compliance	
6. <u>Financial Administration</u>	<u>2012/06/12</u> <u>2012/09/18</u> <u>2013/03/19</u> <u>2014/06/17</u> <u>2014/12/02</u>	<u>Page 4</u> <u>Page 7</u> <u>Page 7</u> <u>Page 10</u> <u>Page 12</u>	<u>2016/01/12</u> <u>2016/01/19</u>	<u>Page 4</u> <u>Page 4</u>	In compliance with exception of 6.4	
7. <u>Asset Protection</u>	<u>2012/10/02</u> <u>2013/04/16</u>	<u>Page 7</u> <u>Page 7</u>	<u>2016/01/12</u> <u>2016/01/19</u>	<u>Page 4</u> <u>Page 5</u>	In compliance	
8. <u>Communication With & Support for the Board</u>	<u>2012/05/15</u>	<u>Page 5</u>	<u>2016/03/01</u> <u>2016/03/08</u>	<u>Page 4</u> <u>Page 4</u>	In compliance	Board commended Chief for exceptional performance in 8.2 by being responsive to increasing demands for resources to ensure Board has support necessary to perform duties in effective manner.
9. <u>Communicating With the Public</u>	<u>2012/09/04</u> <u>2014/06/17</u>	<u>Page 5</u> <u>Page 4</u>	<u>2016/04/05</u> <u>2016/04/12</u>	<u>Page 3</u> <u>Page 4</u>	In compliance	Board commended Chief for exceptional performance in ensuring that Calgary public is adequately informed about CBE.



Board Evaluation of Chief Superintendent, 2016

Policy	Reasonable Interpretation	Related RI Minutes	2016 Monitoring Report	2016 Monitoring Minutes	2016 Reasonable Progress/ Compliance	Commendations/Concerns
10. Instructional Program	2012/09/18 2014/06/10	Page 5 Page 6	2016/05/10 2016/05/17	Page 4 Page 6	In compliance	
11. Learning Environment/ Treatment of Students	2012/05/01 2014/06/17	Page 4 Page 5	2016/11/29 2016/12/06	Page 7 Page 3	In compliance	Board commended Chief for exceptional performance in maintaining a climate that is characterized by support and encouragement for high student achievement as demonstrated by the Accountability Pillar Survey Safe and Caring Schools result. Board commended the Chief Superintendent for exceptional performance to support the success of each student by responding to the Ministerial request and legislative changes regarding: the guidelines for gender and sexual minority youth; the development of a new system-wide student code of conduct; addressing bullying behaviour; sharing responsibility with parents and students; and student-run organizations.
12. Facilities	2012/04/03	Page 5	2016/02/02 2016/02/09	Page 3 Page 8	In compliance	Board commended Chief for ensuring that existing and planned school facilities are conducive to student learning and achievement.

Results						
Policy	Reasonable Interpretation	Related RI Minutes	Monitoring Report	Monitoring Minutes	Reasonable Progress/ Compliance	Commendations/Concerns
1. Mission	2013/09/17	Page 3				Not scheduled for monitoring
2. Academic Success	2013/04/16 2015/06/09	Page 6 Page 3	2016/06/14 2016/06/21	Page 3 Page 3	Reasonable progress being made.	Board identified concerns with: <ul style="list-style-type: none"> - overall student results in Mathematics, in the following areas: Grade 6 PAT results at the standard of excellence; Grade 9 PAT results at the acceptable standard; and Grade 9 Knowledge and Employability PAT results at the acceptable standard; - A continuing concern with First Nations, Métis and Inuit student achievement in all academic disciplines; and - Grade 1 to 9 report card results with respect to the English Language Arts stem “reads to explore, construct and



Board Evaluation of Chief Superintendent, 2016

Results						
Policy	Reasonable Interpretation	Related RI Minutes	Monitoring Report	Monitoring Minutes	Reasonable Progress/ Compliance	Commendations/Concerns
						<p>extend understanding”.</p> <p>Board commended Chief for:</p> <ul style="list-style-type: none"> - continued outstanding student success at the standard of excellence in Biology 30, Physics 30 and Chemistry 30 Diploma Exam results; and - high and continuous improvement in the success of students with learning outcomes, as demonstrated by K to Gr. 12 report card results in the Results 2 academic disciplines. <p><u>Other:</u> Board directed Chief to provide additional information, including strategies, revised targets and the assessment of the strategies for each of areas identified as a concern, by Nov. 2016.</p>
<ul style="list-style-type: none"> • English Language Arts 			2016/01/12	Page 3	Information Only – Not Monitored	Report presented for information only. No monitoring decision made.
<ul style="list-style-type: none"> • Mathematics 			2016/02/09	Page 6	Information Only – Not Monitored	Report presented for information only. No monitoring decision made.
<ul style="list-style-type: none"> • Science 			2016/11/08	Page 3	Information Only – Not Monitored	Report presented for information only. No monitoring decision made.
<ul style="list-style-type: none"> • Social Studies 			2016/12/06	Page 2	Information Only – Not Monitored	Report presented for information only. No monitoring decision made.
3. Citizenship	2013/04/02 2015/10/06 2015/10/13	Page 5 Page 4 Page 7	2016/01/12 2016/01/19	Page 3 Page 3	Reasonable progress being made	Board commended Chief for sustained and improved levels of success in students’ understanding and actions as responsible citizens.
4. Personal Development	2013/03/19 2013/02/05	Page 6 Page 4	2016/04/05 2016/04/12	Page 3 Page 4	Reasonable progress being made	
5. Character	2013/03/19	Page 4	2016/02/02 2016/02/09	Page 3 Page 7	Reasonable progress being made	<p>Board commended Chief for ongoing improvement and exceptional students results in:</p> <ul style="list-style-type: none"> - K through Gr. 9 students who made responsible decisions reflecting a foundation of good judgement and ethical



Board Evaluation of Chief Superintendent, 2016

Results						
Policy	Reasonable Interpretation	Related RI Minutes	Monitoring Report	Monitoring Minutes	Reasonable Progress/ Compliance	Commendations/Concerns
						decision making; - Gr. 12 students who report that they think about the impacts of their decisions and actions before making those decisions; and - K through Gr. 9 students who treat others with respect and compassion, thereby demonstrating student strengths in building relationships and contributing to a positive learning environment through respect, awareness and compassion

report to Board of Trustees

Trustee Liaison Report – ASBA Zone 5

Date	February 7, 2017
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Julie Hrdlicka Trustee Liaison, ASBA Zone 5
Purpose	Information
Governance Policy Reference	Governance Culture GC-3 Board Job Description

1 | Recommendation

The ASBA Zone 5 Liaison Report containing the following ASBA Zone 5 meeting minutes is being provided for Board information:

- September 2, 2016
- October 7, 2016
- November 4, 2016
- December 2, 2016

2 | Background

The attached minutes are prepared, approved and publicly posted by ASBA Zone 5 on their website. As the Board of Trustees' representative to ASBA Zone 5, I am providing this report for your information.

Attachments: Minutes as noted above



Alberta School Boards Association – Zone 5 MINUTES

Friday, September 2, 2016

In Attendance:

Carol Picard	CRPS
Jeannine Tucker	Foothills
Amber Stewart	Calgary Board of Education
Sherri Nielsen	Golden Hills School Division
Serafino Scarpino	RCSSD
Anne-Marie Boucher	Conseil Franco Sud
Julie Hrdlicka	CBE
Pamela King	CBE/ASBA
Jim Gibbons	ASBA
Helen Clease	ASBA
Heather Tkachuk	ASBA
Beverley Barca	Alberta Education
Ron Taylor	Alberta Education
Norma Lang	Rocky View Schools
Bev LaPeare	Rocky View Schools
Colleen Munro	Rocky View Schools
Fiona Gilbert	Rocky View Schools
Joanne Van Donzel	Christ the Redeemer
Cathy McCauley	Calgary Regional Consortium
Lisa Wine	Recording Secretary

Absent:

Jada Hill	Prairie Land Regional
Arlene Rheume	CRPS

Call to Order:

Amber Stewart called the meeting to order at 9:38 a.m.

Introductions:

Amber Stewart conducted introductions with the meeting attendees.

Approval of Agenda:

Serafino Scarpino motioned that the Agenda for the September 2, 2016 meeting be approved.

Carried

Approval of the Minutes:

Joanne Van Donzel motioned that the minutes of the May 20, 2016 meeting be approved.

Carried

Business Arising from the Minutes:

None

Correspondence:

None

Chair Report:

Feedback and photos are requested for the Past, Present and Future slideshow. May was the ASBA Zone 5 executive meeting; 2016-2017 meeting dates were confirmed, professional development and the Prairie Land request for per diem was discussed. Updates to follow. The ASBA Zone 5 AGM is October 7, 2016, please bring a friend!

REPORTS

Alberta Education Report –Ron Taylor, Pam Halverson, Beverley Barca

No written report was available at the time of our meeting. September Director's report attached to these minutes.

Break – 10:36-10:48

Professional Development – Calgary Regional Consortium

Cathy McCauley provided an in-depth power point presentation. Also attached to these minutes.

Networking – Collen Munro, Jeannine Tucker

- July 7, 2016 networking event was a success! Great venue at the Southern Alberta Pioneers Hall. There were 18 MLA RSVP's with more than that in attendance. All except for the liberal parties were represented. Many rural MLA's. Budget was \$1500 and the actual was just under \$1000. Twonie bar was not overwhelming, maybe made \$45. GREAT feedback.

Edwin Parr – Mark Chung, Pamela King, Jeannine Tucker, and Serafino Scarpino (alternate)

Nothing to report. Will await AGM for new committee to bring forward new ideas.

Field Experiences Policy Advisory – Joanne Van Donzel, Serrafino Scarpino.

Nothing to report.

Labour Relations – Joy Bowen-Eyre

No report submitted. Amber advised that TEBA re convening mid September.

Regional Consortium – Judy Hehr

No report submitted. Please refer to our professional development.

Health Promoting School Collaborative – Arlene Rheaume

No report submitted. Fiona Gilbert provided a verbal update from the June meeting.

Handbook Review Committee- Anne-Marie Boucher, Norma Lang, Cathie Williams, Sherri Nielsen

- The handbook revisions will be voted on at the AGM. Please provide any feedback regarding the proposed changes to Anne-Marie asap please.

FNMI Task Force – Joy Bowen-Eyre

No report submitted.

Second Language Caucus – Serafino Scarpino

No report submitted. Serafino is new to the committee. He requested the opportunity to do a presentation to the Zone about the work this caucus is doing.

No In-Camera Required

Work Plan Items

First Nation Metis & Inuit Representative

Extensive discussion was had regarding having First Nation, Metis & Inuit Representation at the Zone 5 table. This item will remain on the agenda for October's meeting.

WORKING Lunch – 11:05-12:35

ASBA Zone Director's Report - Anne-Marie Boucher

- ASBA Board of Director's highlights were sent out and copies were available at the meeting. Also attached to these minutes.
- Great discussion were had at last week's meetings with alternates and Zone Chairs .
- Anne-Marie discussed highlights around the Foundation Statement review which she said will take 18-24 months; the Trustee Developments Program; Alberta Education Budget 2016; Advocacy; the Provincial Issues Forum and a reminder to register for the SGM and a reminder of Key Deadlines for the FGM.

ASBA Executive or Staff – Helen Clease, Jim Gibbons

- Helen advised that moving forward she will be submitting a written report to our Zone. It will be consistent with the report she makes to the ASBA Board of Directors the month prior. This report is attached to these minutes.
- The President's Update touches on The Carbon Tax Rebate, The Education Act, Curriculum Update, Teaching Quality Standards, Funding restoration to Artists and Education Program, Joint Commitment to Action (Education for Reconciliation), Horatio Scholarship, Meeting with new Deputy Minister, Student Mental Health, Public Sector Bargaining, CSBA Conference and National Trustee Gathering on Aboriginal Education (2016), Bill C-241: An Act to Amend the Excise Tax Act (School Authorities), Executive Director search, ASBA Foundational statements review (vision, mission).

Adjournment

Meeting Adjourned at 12:58

Future Meeting Dates

October 7, November 4, December 2, January 6, February 3, March 3, April 7, May 5

Important Dates:

September 27/28: Provincial Issues Forum

November 20-22: Fall AGM

June 4-6: Spring AGM

**Alberta School Boards Association – Zone 5
MINUTES
Friday, October 7, 2016**

In Attendance:

Jeannine Tucker	Foothills
Sherri Nielsen	Golden Hills School Division
Serafino Scarpino	RCSSD
Anne-Marie Boucher	Conseil Franco Sud
Pamela King	CBE/ASBA
Marsha Tkach	Prairie Land Regional
Heather Tkachuk	ASBA
Bev LaPeare	Rocky View Schools
Colleen Munro	Rocky View Schools
Fiona Gilbert	Rocky View Schools
Mark Chung	Christ the Redeemer
Arlene Rheaume	CRPS
Doug Gardner	Foothills
Mary Martin	ASBA
Tim Stensland	Alberta Education
Pam Halverson	Alberta Education
Cheryl Low	RCCSD
Lisa Wine	Recording Secretary

Absent:

Amber Stewart	Calgary Board of Education
Joanne Van Donzel	Christ the Redeemer
Julie Hrdlicka	CBE

Call to Order:

Anne-Marie Boucher called the meeting to order at 9:33 a.m.

Introductions:

Chair Amber Stewart not in attendance due to illness. Anne-Marie Boucher co-chaired the meeting with Jeannine Tucker. Anne-Marie conducted introductions with the meeting attendees.

Approval of Agenda:

Doug Gardner motioned that the Agenda for the October 7, 2016 meeting be approved.

Carried

Approval of the Minutes:

Serafino Scarpino motioned that the minutes of the September 2, 2016 meeting be approved.

Carried

Business Arising from the Minutes:

Indigenous Representative – feedback from boards – This will be deferred to the next board meeting as Chair Amber Stewart not in attendance.

Correspondence:

None

Chair Report:

No report submitted.

REPORTS

ASBA Zone Director's Report - Anne-Marie Boucher

- ASBA Board of Director's highlights were sent out and copies were available at the meeting. Also attached to these minutes.
- Anne-Marie asked for Zone member's beefs and bouquets of the Provincial Issues Forum format, etc.

ASBA Executive or Staff – Mary Martin

- Mary Martin provided a verbal report of ongoing work within ASBA. A written report is attached to these minutes.
- Recent media reports of Edmonton Public stepping back from ASBA. They will still hold membership however will not have representation at this time. ASBA met with Edmonton Public and ensured them that the door is always open.

Alberta Education Report –Pam Halverson, Tim Stensland

- Director's Report was sent out and copies were available at the meeting. Also attached to these minutes.
- Expert working groups met this week. Great feedback!
- Please note the important dates of deadlines for nominations, grants, modular requests and survey participation.
- OurSchool survey; OurSchool is the new name for Tell Them From Me
- There is grant money available! Please submit requests. Pam passed around information on Civil Forfeiture grants, also attached to these minutes.
- Question asked about Carbon Tax Levy and Government support discussions and engagement with school boards, when and how will this take place?
- Question asked about dates for curriculum feedback and community consultation and engagement. Pam provided information on this further in the meeting. October 26 and 27 parent sessions will be held.
- Question asked about student achievement results and late reporting to boards. This had to do with aligning with PASI.
- Comments about communication from Government to boards before the media announcements. Mary Martin ensured the Zone that ASBA is building relationships with the government to further these conversations.

Networking – Collen Munro, Jeannine Tucker
Nothing to report.

Edwin Parr – Mark Chung, Pamela King, Jeannine Tucker, and Serafino Scarpino (alternate)
Bells were delivered prior to each recipient at their respective schools before summer break. The recipients were very appreciative of this.

Field Experiences Policy Advisory – Joanne Van Donzel, Serrafino Scarpino.
No report submitted.

Labour Relations – Joy Bowen-Eyre
No report submitted. Colleen Munro provided a TEBA update. An open communique was sent out June and September to TEBA 61 reps to be shared with their board. Negotiations are happening. TEBA 61 reps (and their boards) will need to be prepared for ratification.

Regional Consortium – Judy Hehr
No report submitted. Jeannine was in attendance at the last meeting. Please check out the CRC website for programs. Discussion was had about the value of last month's presentation from Calgary Regional Consortium.

Health Promoting School Collaborative – Arlene Rheaume
Nothing to report.

Handbook Review Committee- Anne-Marie Boucher, Norma Lang, Cathie Williams, Sherri Nielsen

- Proposed changes to the handbook were discussed and agreed upon. Handbook to be voted in at the AGM following this board meeting.

FNMI Task Force – Joy Bowen-Eyre
No report submitted. Mary provided input that this will be a multi partner task force with financial support from the province. More information is provided in the ASBA Executive written report attached to these minutes.

Second Language Caucus – Serafino Scarpino
No report submitted. Serafino reminded us that he has requested the opportunity to do a presentation to the Zone about the work this caucus is doing in promoting the increase of students learning of a second and or third language

Break – 11:03-11:15

No In-Camera Required

Board Sharing
Board sharing around the table about enrollment numbers and capacity.

Work Plan Items

No issues to bring forward.

Lunch – 11:35-11:55

Adjournment

Meeting Adjourned at 11:55 and AGM called. This was in the interest of time and weather.

Future Meeting Dates

November 4, December 2, January 6, February 3, March 3, April 7, May 5

Important Dates:

November 20-22: Fall AGM

June 4-6: Spring AGM

Alberta School Boards Association – Zone 5

MINUTES

Friday, November 4, 2016

In Attendance:

Amber Stewart	CBE
Sherri Nielsen	Golden Hills School Division
Serafino Scarpino	RCSSD
Anne-Marie Boucher	Conseil Franco Sud
Pamela King	CBE/ASBA
Marsha Tkach	Prairie Land Regional
Heather Tkachuk	ASBA
Bev LaPeare	Rocky View Schools
Colleen Munro	Rocky View Schools
Fiona Gilbert	Rocky View Schools
Mark Chung	Christ the Redeemer
Arlene Rheaume	CRPS
Mary Martin	ASBA
Beverley Barca	Alberta Education
Leta Youck-McGowan	Alberta Education
Julie Hrdlicka	CBE
Ron Schreiber	Christ the Redeemer
Lisa Wine	Recording Secretary

Absent:

Joanne Van Donzel	Christ the Redeemer
Jeannine Tucker	Foothills

Call to Order:

Amber Stewart called the meeting to order at 9:33 a.m.

Introductions:

Amber Stewart conducted introductions with the meeting attendees.

Approval of Agenda:

Ron Schreiber motioned that the Agenda for the November 4, 2016 meeting be approved.

Carried

Approval of the Minutes:

Serafino Scarpino motioned that the minutes of the October 7, 2016 meeting be approved.

Carried

Action Items from the Minutes:

Indigenous Representative - this is a continuous conversation with a long term strategy to ensure proper and thoughtful movement. Await ASBA protocol and taskforce work.

Discussion around creating a committee for this was had and Colleen, Julie, Serafino, Amber and Jeannine to further discuss.

Correspondence:

None

Chair Report:

Please keep RSVP'ing to our meetings. It helps with organization of the meeting.

Amber has been working on our Pecha Kucha presentation for the FGM. It has a screen shot representing each board; our mission, vision and values; professional development; our Stampede social; Edwin Parr and looking forward for our Zone.

At our December board meeting we will be having turkey dinner again. We discussed and agreed on doing a food drive for the Stoney Nakota food bank. Colleen to contact the food bank and advise what items are needed.

REPORTS

ASBA Zone Director's Report - Anne-Marie Boucher

- ASBA Board of Director's highlights were sent out and copies were available at the meeting. Also attached to these minutes.
- The theme for the FGM is Strong Together. Please register and indicate if you will be attending Scott's farewell. There were a lot of applicants for the Executive Director position with a great short list of candidates, it was a tough decisions and the new Executive Director is Suzanne Polkosnik.

ASBA Executive or Staff – Mary Martin

- Mary Martin provided a verbal report of ongoing work within ASBA. A written report is attached to these minutes.

Alberta Education Report –Beverley Barca & Leta Young-McGowan

- Director's Report was not available prior to or at the meeting. Beverley and Leta offered an open discussion. Strong feedback from the table to Alberta Education. The Director's reports are a very important tool for communication to boards. It was suggested that the message being sent is Alberta Education is hiding something by not providing a report
- Curriculum redesign 1st round survey feedback; questions lead to certain answers and there is no comments section please ask for the second round to allow for answers with authentic feedback. Is Alberta Education working with post secondary to ensure children have the level of requirements needed? Yes there is the parent survey and teacher groups.
- What is the future of the Education Act? Parents are asking why is there more consultation with this new government? How much is the additional consultation costing just because it is a new government? The Act will impact about 700,000 students. Beverley to bring back timelines.

- When will boards be informed of the Inclusive Education Policy Framework? Beverley to bring back timelines.

Break – 11:04-11:15

11:20-12:35 World Café – Envisioning our Future

Groups formed and worked together with facilitation from Jim Beaubien and Karen Caesar.

Lunch – 12:35-1:00

Networking – Collen Munro, Serafino Scarpino, Jeannine Tucker
Nothing to report.

Edwin Parr – Mark Chung, Judy Hehr, Serafino Scarpino, Cheryl Low (alternate)
Mark and Serafino met to have preliminary discussion about the future in terms of celebrating the teachers at Edwin Parr. It is suggested that we add a Friends of Education Award to the event. Pamela will be alternate for Judy Hehr.

Field Experiences Policy Advisory – Vacant

Joanne Van Donzel self-nominated. There were no other nominations. Arlene Rheaume motioned to appoint Joanne.

Carried

Labour Relations – Vacant

Amber provided a TEBA update. Please have your TEBA representative look for upcoming communications from TEBA BOD.

Regional Consortium – Fiona Gilbert

Next meeting is November 30th, Fiona will provide an update at December board meeting.

Health Promoting School Collaborative – Fiona Gilbert

Meeting last week with Provincial Regional Team. Uof A presentation – a Nutrition Report Card. Presentation was sent out after the meeting and will be attached to these minutes. Zone 6 Grasslands will be submitting an emergent issue at FGM regarding mental health.

Second Language Caucus – Serafino Scarpino

No report submitted. Serafino to do presentation on the Second Language Caucus

No In-Camera Required

Work Plan Items

2016-2017 Budget – Presentation and approval. Approval to defer to next meeting as Amber is awaiting additional information from the treasurer.

1:15 – 1:42 Presentaion Second Language Caucus

Serafino provided a powerpoint presentation with question and answer throughout. The presentation was sent out after the meeting and is attached to these minutes.

Adjournment

Meeting Adjourned at 1:42

Future Meeting Dates

December 2, January 6, February 3, March 3, April 7, May 5

Important Dates:

November 20-22: Fall AGM

June 4-6: Spring AGM

Alberta School Boards Association – Zone 5

MINUTES

Friday, December 2, 2016

In Attendance:

Amber Stewart	CBE
Jeannine Tucker	Foothills
Joanne Van Donzel	Christ the Redeemer
Sherri Nielsen	Golden Hills School Division
Anne-Marie Boucher	Conseil Franco Sud
Marsha Tkach	Prairie Land Regional
Bev LaPeare	Rocky View Schools
Colleen Munro	Rocky View Schools
Fiona Gilbert	Rocky View Schools
Mark Chung	Christ the Redeemer
Arlene Rheaume	CRPS
Mary Martin	ASBA
Beverley Barca	Alberta Education
Ron Taylor	Alberta Education
Julie Hrdlicka	CBE
Ron Schreiber	Christ the Redeemer
Cathie Williams	RCCSD
Linda Wellman	RCSSD
Doug Gardner	Foothills
Helen Clease	ASBA
Lisa Wine	Recording Secretary

Absent:

Serafino Scarpino	RCSSD
Pamela King	CBE/ASBA

Call to Order:

Amber Stewart called the meeting to order at 9:35 a.m.

Introductions:

Amber Stewart conducted introductions with the meeting attendees.

Approval of Agenda:

Arlene Rheaume motioned that the Agenda for the December 2, 2016 meeting be approved with the addition of going in Camera with Scott McCormack.

Carried

Approval of the Minutes:

Marsha Tkach motioned that the minutes of the November 4, 2016 meeting be approved.

Carried

Action Items from the Minutes:

Indigenous Representative Committee Terms of Reference - deferred to January meeting.
Budget 16-17 – deferred to January meeting.

Correspondence:

None

Chair Report:

The FGM was wonderful and it was really encouraging to see a lot of people attending the Zone Presentations. The Pecha Kucha turned out great!

REPORTS

ASBA Zone Director’s Report - Anne-Marie Boucher

- Nothing to report as there was no meeting due to the FGM. Next week will be the first meeting with the new Executive Director; Suzanne Polkosnik.

ASBA Executive or Staff – Helen Clease, Mary Martin

- Helen provided a verbal report about the FGM and the ongoing work with ASBA. They are working on Bargaining Boot Camps; the next ASBA Board meeting will be December 7-9 where they will be swearing in new board members; Strategic Planning; Rural Education Symposium is March 5-7 at Fantasyland Hotel in Edmonton; Health Matters Everactive School Conference is January 23-24; NSBA Membership through CSBA; The spirit of Vimy Ridge; SIPP Board Trustee representation; ASBIE Advisory Board trustee representative. Helen also provided a positive update to Suzanne’s first meeting with Chief of Staff Jeremy Nolais.
- Mary provided an in depth update to the MMGA. Thank you everyone for your effort, things are moving quickly. Please provide your feedback on the survey, it is a critical step forward.

In-Camera Required

Cathie Williams motioned to go In Camera at 10:30. All in favour.

Carried

Cathie Williams motioned to go Out of Camera at 10:59. All in favour.

Carried

Break – 10:59-11:20

Alberta Education Report –Beverley Barca & Ron Taylor

- Currently, Alberta Education is reviewing the communication tools used to connect with our education partners, including the Director's Report, to identify ways we can be more effective and efficient in sharing department information. Options are being considered in terms of identifying new communications tools for the start of the 2017 calendar year.
- There was an open round table discussion.

Networking – Collen Munro, Serafino Scarpino, Jeannine Tucker

- Colleen asked if the Board agreed to use the same venue as last year for the Stampede event. It was agreed to use the Southern Alberta Pioneers Building and the date will be Thursday July 6, 2017. A deposit check will be required.

Edwin Parr – Mark Chung, Judy Hehr, Serafino Scarpino, Cheryl Low (alternate)

- Mark advised the committee will be meeting this month and would like to present to the Board at January's meeting.

Field Experiences Policy Advisory – Joanne Van Donzel

Nothing to report.

Labour Relations – Vacant

Regional Consortium – Fiona Gilbert

- Fiona attended her first board meeting in November. Great annual report at the meeting provided great insight to the work of the consortium.

Health Promoting School Collaborative – Fiona Gilbert

- November meeting received a presentation from a psychologist from Rocky View regarding attendance. This will be available provincially.

Second Language Caucus – Cathie Williams for Serafino Scarpino

- Nothing to report

Work Plan Items

CBE will be sending a Request for Action to the board of directors regarding the sustainability policy which was brought to the floor at the FGM and was passed.

Lunch – 12:20

Adjournment

Meeting Adjourned at 12:20

Future Meeting Dates

January 6, February 3, March 3, April 7, May 5

Important Dates:

June 4-6: Spring AGM

**report to
Board of Trustees**

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

Date | February 7, 2017

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 Minutes for September, October and November 2016 is being provided for Board information. No decision is required.

2 | Issue

The attached meeting minutes are 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 these minutes for your information.

Attachment I: ASBA Meeting Minutes of September, October & November 2016





Minutes of Board of Directors Meeting

September 8-9, 2016

ATTENDANCE

Board Members

Mrs. Helen Clease, President
Mrs. Mary Martin, Vice-President
Mrs. Nan Bartlett, Zone 1
Mr. Jean Boisvert, Zone 2/3
Ms. Lorna Misselbrook, Zone 2/3
Ms. Cathy Peacocke, Zone 4
Ms. Anne-Marie Boucher, Zone 5
Mr. Peter Grad, Zone 6
Mr. Nathan Ip, Edmonton Public
Ms. Marilyn Bergstra, Edmonton Catholic
Ms. Pamela King, Calgary Board of Education
Mrs. Cathie Williams, Calgary Catholic

Observers

Mrs. Tracy McKinnon, ACSTA

Guests

Mr. Doug Kroetsch, Managing Partner, Collins Barrow (C.1)
Ms. Sheri Wright, Vice-President, Stakeholder Relations, LAPP (D.3)
Mr. Christopher Brown, President and CEO, LAPP (D.3)
Mr. George Walker, ASBA Representative, LAPP (D.3)

Regrets:

Ms. Karen Doucet, FCSFA

Staff/Consultants

Mr. Jim Gibbons, Executive Director (Acting)
Ms. Heather Massel, Director, Communications
Ms. Heather Rogers, Director, Finance & Administration (C.1, D.2, D.3)
Ms. Heather Tkachuk, Director, Governance and Corporate Services
Ms. Angela Town, ASBA Lawyer
Ms. Marian Johnson, Administrative Assistant

Note: Any enclosure, report or other document to which a motion relates in whole or in part becomes an integral and official part of these minutes.

A. PROCEDURAL ITEMS

- A.1. Call to Order** President Clease called the meeting to order at 9:02 a.m.
- A.2. National Anthem** Lorna Misselbrook led in the singing of O'Canada.

A.3. Agenda

A.3.1 Additions/Changes

Addition:

D.4.1 Issues Forum Update and Role of Directors

Change:

D.6 Renamed to Private Schools Discussion

F.8.7 Discussion of the *Child and Youth Advocate Act* was included under D.4.1

New Agenda Format: J. Gibbons explained that the new agenda format took into account the need for priority items being discussed at the beginning of a meeting as noted under the Board's "Positive Path Forward".

A.3.2 Approval

MOTION #1

P. Kling

That the agenda be approved as amended.

CARRIED

Absent: M. Bergstra

A.4. Previous Meeting Minutes: August 18, 2016

A.4.1 Errors/Omissions

A.4.1 (Errors/Omissions of June 16, 2016 minutes):

J. Boisvert provided clarification that the two desired discussion items were regarding carbon emissions and private schools.

A.4.2 Approval

MOTION #2

N. Bartlett

That the August 18, 2016 Board of Directors minutes be approved as amended.

CARRIED

Absent: M. Bergstra

A.4.3 Business Arising

There was no business arising from the previous minutes.

A.5 Summary of Substantive Board Motions

There were no questions regarding the summary as provided to the Board.

B. IN-CAMERA SESSION

B.1 In-camera Session

MOTION #3

L. Misselbrook

That the meeting move *in-camera* with the staff present for some of the items.

CARRIED

Absent: M. Bergstra

MOTION #4

P. Grad

That the meeting move out of *camera*.

CARRIED

- MOTION #5**
P. King
- That the ASBA Board of Directors confirm all Zone representative appointments to the Education Partners' Task Force on First Nation, Métis, and Inuit Student Success and Wellbeing for the 2016-17 year.
CARRIED
- MOTION #6**
N. Bartlett
- That the ASBA Board of Directors approve the Board of Directors' self-evaluation summary report as amended as an accurate reflection of the self-evaluation process and outcomes and, further, that the President be authorized to make any required technical edits and to sign the report on the Board's behalf.
CARRIED
- C. DECISION ITEMS**
- C.1 Pre-Audit Planning for 2015-2016 Year End**
- Mr. Doug Kroetsch of Collins Barrow presented the external pre-audit plan, consistent with the Canadian Generally Accepted Auditing Standards for not-for-profit organizations.
- MOTION #7**
C. Williams
- That the ASBA Board of Directors approve the audit plan outlined in the pre-audit planning letter.
CARRIED
Absent: N. Ip
- MOTION #8**
M. Bergstra
- That the ASBA Board of Directors receive for information the audit terms of engagement letter.
CARRIED
Absent: N. Ip
- C.2 ASBA Annual Report 2015-16**
- H. Massel provided a paper copy of the information that would be included in the electronic annual report.
- MOTION #9**
L. Misselbrook
- That the 2015-2016 annual report be approved in principle.
CARRIED
- C.3 Appointment of Parliamentarian**
- MOTION #10**
N. Ip
- That the meeting move *in-camera*.
CARRIED
- MOTION #11**
C. Williams
- That the meeting move out of *camera*.
CARRIED
- MOTION #12**
C. Williams
- That the ASBA Board of Directors appoint Kevin Feehan, Q.C. as ASBA's Parliamentarian for the 2016-17 fiscal year.
CARRIED
- C.4 Strategic Planning Session 2017**

MOTION #13

M. Bergstra

That the ASBA Board of Directors appoint HOPE Learning to facilitate the 2017 Board Strategic Planning Session.

CARRIED

MOTION #14

P. King

That the ASBA Board of Directors' Strategic Planning meeting be held January 11 - 13, 2017.

CARRIED

C.5 Board Annual Work Plan 2016-2017

H. Tkachuk presented the 2016-17 board annual work plan which reflected the required regular work of the Board of Directors.

It was suggested that if the Board decided to continue offering Issues Forums in 2017 the dates be included in the plan. In addition, the "Appointment of the Parliamentarian" be included.

MOTION #15

C. Williams

That the ASBA Board of Directors approve as amended the Board of Directors Annual Work Plan 2016-17.

CARRIED

C.6 Board of Directors Meeting Dates 2017

MOTION #16

L. Misselbrook

That the dates outlined be approved for the 2017 ASBA Board of Directors meetings.

AMENDMENT

P. Grad

That in-person meetings begin at 9:00 a.m. or later at the discretion of the Chair.

CARRIED

VOTE on AMENDED MOTION #16

CARRIED

The following 2017 meeting dates and video-conference meeting start times were approved:

January 11-13	In-person (Strategic Planning)
February 9-10	In-person
March 9-10	In-person
May 11-12	In-person
June 15	Video-conference at 1:30 p.m.
August 15-17	
<u>or</u> August 22-24	In-person (Board Leadership)*
September 14-15	In-person
October 12	Video-conference at 1:30 p.m.
November 9-10	In-person
December 14-15	In-person

*As 2017 is an election year, the Board agreed to discuss the timing of the 2017 Leadership session at a future meeting.

D. DISCUSSION/PRESENTATION ITEMS

- D.1. Strategic Plan Final Implementation Report** H. Tkachuk presented the final implementation report for Year 1 of the 2015-2018 ASBA Strategic Plan.

MOTION #17
J. Boisvert

That the ASBA Board of Directors receive the ASBA Strategic Plan 2015-2018 Implementation Final Report for information.

CARRIED

- D.2 Third Quarter (Q3) Financial Statements** H. Rogers presented the third quarter financial report and explained any variances.

MOTION #18
C. Peacocke

That the ASBA Board of Directors receive the Q3 Financial Report for information.

CARRIED

A question arose as to the status of the office lease and what options were available such as blending, other rental space, and purchase.

MOTION #19
J. Boisvert

That the ASBA Board of Directors direct the Executive Director to conduct a study and report back to the Board no later than the end of May 2017 on alternate occupancy.

- D.3. Local Authorities Pension Plan (LAPP) Self-governance** Ms. Sheri Wright and Mr. Christopher Brown gave a presentation on the Local Authorities Pension Plan with emphasis on its current, very complex governance structure. As the pension plan changes proposed by the former government were no longer valid, the LAPP Board of Governors were asking stakeholders to support them in requesting that the current government (i.e. the Minister of Finance) allow the pension board to determine how to amend its governance structure.

ASBA may organize discussions with school boards, as employers, to solicit input on a preferred LAPP structure and to choose an ASBA representative represent its portion of the education sector in governance discussions.

- D.4 Directors' Role at ASBA General Meetings** It was noted that this discussion related mainly to Directors speaking to issues at general meetings that the Board of Directors did not initiate. Directors noted it may be assistive to clearly identify themselves and state the perspective they were representing when speaking and to be cognizant of perception.

- D.4.1 Provincial Issues Forum and Role of Directors** H. Massel provided a handout of the proposed forum agenda listing likely topics to be included. She advised that discussion on the *Child and Youth Advocate Act* would be added. Directors' roles would include gathering/recording information.

- D.5 Correspondence from Aspen View Public Schools (April 7, 2016)** H. Clease spoke to a letter received from Aspen View in April which sought ASBA support to bring rural boards together to explore challenges and concerns of rural Alberta school jurisdictions.
- ASBA could arrange a meeting room at general meetings if desired.
- D.6 Private Schools Discussion** This discussion was held during the *in-camera* session following the review of Information Items.
- D.7 Carbon Emissions** The Board of Directors engaged in a generative discussion regarding carbon emissions.

E. ASBA COMMITTEES AND TASK FORCES

- E.1 Policy Development Advisory Committee (PDAC) Report** M. Martin provided a summary of the topics discussed at the August 30 PDAC meeting which included outcomes and recommendations of items referred to the PDAC for the Board of Directors to consider.

1. **Committees and Task Forces:** There was no recommendation to explore a policy to guide the operation of committees and task forces as current GP8 and GP9 provided sufficient direction.

2. **Finance and Audit Committee:** Amendments to GP2 and GP8 were recommended to create a standing Finance and Audit Committee.

MOTION #20
C. Williams

That the ASBA Board of Directors formally establish the Finance and Audit Committee as a standing committee of the Board of Directors; and, further, that Governance Policies 2, 2 Appendix B, and 8 be amended as noted on pages 2-3 of the briefing note, as well as amending the third bullet in section 3.3.2 of GP8 to reflect that Directors will present to their respective metro board and/or zone, to accomplish this.

CARRIED

3. **Facilitating Directors' Work and Engagement:** No specific recommendation resulted from the committee's review of the budget development process, but a recommendation to increase board/zone engagement was provided.

MOTION #21
N. Ip

That the ASBA Board of Directors develop questions which could be asked of boards/zones relative to upcoming Board of Directors agenda items and that these be provided to Directors in conjunction with the reporting which follows from Board meetings.

CARRIED

4. Honouraria for President and Vice-President:
The Board desired information on what honouraria was intended to cover.

MOTION #22
J. Boisvert

That the ASBA Board of Directors direct the Executive Director to gather information regarding honouraria and per diem for the positions of President and Vice-President and bring it back to the Board on or before the end of December 2016.

AMENDMENT
C. Williams

That the words "Executive Director" be replaced by "Executive Committee".

DEFEATED

VOTE on MOTION #22

CARRIED

MOTION #23
M. Bergstra

That the ASBA Board of Directors strike an *ad hoc* committee to explore the workload of the President and Vice-President.

DEFEATED

E.2 Education Partners' Task Force on First Nation, Métis, and Inuit Student Success and Wellbeing Meeting Report

M. Martin provided a summary of the last task force meeting which included recommendations of issues discussed for the Board of Directors to consider. She advised that item #3 (Creation of a Newsletter) had been withdrawn.

1. **Zone Representation:** See Motion #5.

2. **Census of First Nations, Métis and Inuit Trustees:** It was felt that further study of legal ramifications was necessary before a decision could be made.

3. Withdrawn

4. Task Force Letter of Introduction to Ministers of Health, Education, and Indigenous Relations

MOTION #24
P. King

That the ASBA Board of Directors write a letter to the relevant provincial and federal ministries introducing them to the work of the Student Health and FNMI task forces and inviting opportunities for collaboration, with copies to the appropriate ministries and agencies as discussed, pending consultation with the FNMI task force members.

CARRIED

J. Gibbons provided each Director with a copy of "Education is Our Buffalo", a new teacher resource workbook published by the Alberta Teachers' Association that reflects the outcomes of the Truth and Reconciliation Commission.

- MOTION #25**
L. Misselbrook
- That the ASBA Board of Directors direct the Executive Director to provide information on the history, terms of reference and membership of the Education Partners Task Force on First Nation, Métis, and Inuit Student Success and Wellbeing to the October board meeting.
CARRIED
- E.3 Student Health and Wellness Task Force Meeting Report**
- A-M. Boucher presented the task force report which included an updated Action Plan, a model concussion policy and protocol document as well as a sample concussion policy and a resource article which appeared in the *Canadian Journal of Neurological Sciences*.
- The task force was seeking direction on how the Board would like the concussion information provided to school boards, as requested by Zone 4.
- MOTION #26**
P. Grad
- That the ASBA Student Health and Wellness Task Force provide the above-noted concussion information and resources to boards in its *Health Matters* newsletter.
CARRIED
Absent: N. Ip
- MOTION #27**
N. Bartlett
- That the ASBA Board of Directors communicate to Zone 4 the findings and actions of the Student Health and Wellness Task Force.
CARRIED
Absent: N. Ip
- E.4 Zone Chairs and Vice-Chairs Meeting Report**
- M. Martin spoke to the summary notes of the August 15, 2016 meeting of Zone Chairs and Vice-Chairs.
- F. INFORMATION ITEMS (Consent Agenda)**
- F.1 ASBA Strategic Plan
- F.1.1 ASBA Strategic Plan 2015-2018: At a Glance
- F.1.2 ASBA Strategic Plan 2015-2018 (Year 2): At a Glance
- F.2 Board Member Reports
- F.2.1 President's Report
- Under the "Upcoming Scheduled Events" listing, the September 23 Zone 2/3 meeting should have been included.
- F.2.2 Vice-President's Report
- F.2.3 Executive Director's Report
- J. Gibbons advised that a Call for Interest was sent to boards seeking applications for a vacant trustee position on the Supplemental Integrated Pension Plan (SiPP) Board.
- F.2.4 Director and Observer Reports
- ACSTA Report:** H. Cleese congratulated ACSTA on its 50th anniversary.
- F.3 External Committee Reports
- F.3.1 Alberta School Athletics Association (May 12-13, 2016)
- F.3.2 Respectful Schools Project (September 1, 2016)

- F.4 ASBA Cheque Run Schedule (2016-2017)
- F.5 Employment Insurance Premium Reduction Program
- F.6 Education Coaching Tax Credit – British Columbia This information was gathered in response to a request for consideration from Zone 1. A recommendation would be provided at a future board meeting.

- F.7 Links to News Articles re Voting Age
- F.8 Correspondence
 - F.8.1 Letter from Min. Joe Ceci dated August 17, 2016 re LAPP Nominee
 - F.8.2 Letter from Min. Eggen dated August 15, 2016 re MMGA Submission
 - F.8.3 Letter from Ogilvie LLP dated August 25, 2016 re ALARIE
 - F.8.4 Letter from Statistics Canada dated August 31, 2016 re 2016 Census
 - F.8.5 Email from T. Ormberg dated August 29, 2016 re wind power
 - F.8.6 Email from Calgary United Way dated August 29, 2016 re high school completion initiative
- F.9 Alberta Education Business Plan 2016-2019

MOTION #28 That the meeting move *in-camera*. **CARRIED**
P. King Absent: N. Ip
M. Bergstra

MOTION #29 That the meeting move out of *camera*. **CARRIED**
L. Misselbrook Absent: N. Ip
M. Bergstra

The meeting recessed at 7:05 p.m. and reconvened at 9:00 a.m. on Friday.

MOTION #30 That the meeting move *in-camera*. **CARRIED**
C. Williams

MOTION #31 That the meeting move out of *camera*. **CARRIED**
C. Williams

G. ADJOURNMENT

MOTION #32 That the meeting adjourn. **CARRIED**
P. King

The meeting adjourned at 12 p.m.

President

Executive Director



Minutes of Board of Directors Video-Conference Meeting

October 13, 2016

ATTENDANCE

Board Members	Mrs. Helen Clease, President	ASBA
	Mrs. Mary Martin, Vice-President	ASBA
	Mrs. Nan Bartlett, Zone 1	V/C
	Mr. Jean Boisvert, Zone 2/3	ASBA
	Ms. Lorna Misselbrook, Zone 2/3	ASBA
	Ms. Cathy Peacocke, Zone 4	V/C
	Ms. Anne-Marie Boucher, Zone 5	V/C
	Mr. Peter Grad, Zone 6	V/C
	Ms. Marilyn Bergstra, Edmonton Catholic	ASBA
	Ms. Pamela King, Calgary Board of Education	V/C
	Mrs. Cathie Williams, Calgary Catholic	T/C
Observers	Ms. Karen Doucet, ACSTA and FCSFA	V/C
	Ms. Arlene Hrynyk, PSBAA	V/C
Absent	Mr. Nathan Ip, Edmonton Public	
Guests	Dr. Jim Beaubien, HOPE Learning (D.1)	ASBA
	Ms. Karen Caesar, HOPE Learning (D.1)	ASBA
Staff/Consultants	Mr. Jim Gibbons, Executive Director (Acting)	ASBA
	Ms. Heather Massel, Director, Communications	ASBA
	Ms. Heather Rogers, Director, Finance & Administration (C.5)	ASBA
	Ms. Heather Tkachuk, Director, Governance and Corporate Services	ASBA
	Ms. Marian Johnson, Administrative Assistant	ASBA

Note: Any enclosure, report or other document to which a motion relates in whole or in part becomes an integral and official part of these minutes.

A. PROCEDURAL ITEMS

A.1. Call to Order President Clease called the meeting to order at 1:30 p.m. She announced that although she had not received formal notification, she had heard that Edmonton Public would no longer be sending a representative to ASBA board meetings.

L. Misselbrook briefly left the meeting.

A.2. National Anthem Directors sang O' Canada from their various locations.

A.3. Agenda

A.3.1 Additions/Changes

Additions to In-Camera Session:

- Letter from Minister (October 12, 2016) re Climate Leadership Plan
- Farewell for Scott McCormack
- City Charter
- Staff
- Friends of Education (formerly C.2)

A.3.2 Approval

MOTION #1
M. Martin

That the agenda be approved as amended.

CARRIED

Absent: L. Misselbrook

A.4. Previous Meeting Minutes: September 8-9 and September 29-30, 2016

A.4.1 Errors/Omissions

September 8-9, 2016

No errors or omissions were reported.

September 29-30, 2016

Attendance: N. Bartlett did not attend the meeting.

A.4.2 Approval

MOTION #2
N. Bartlett

That the September 8-9, 2016 Board of Directors meeting minutes be approved as presented.

CARRIED

Absent: L. Misselbrook

MOTION #3
J. Boisvert

That the September 29-30, 2016 Board of Directors meeting minutes be approved as corrected.

CARRIED

Absent: L. Misselbrook

A.4.3 Business Arising

There was no business arising from the previous minutes.

A.5 Summary of Substantive Board Motions

There were no questions regarding the summary as provided to the Board.

B. IN-CAMERA SESSION

B.1 In-camera Session

MOTION #4
J. Boisvert

That the meeting move *in-camera* with the Board and Executive Director present.

CARRIED

Absent: L. Misselbrook

Observers and staff left the meeting.

L. Misselbrook rejoined the meeting at 1:42 p.m.

MOTION #5

J. Boisvert

That the meeting move out of *camera*.

CARRIED

Observers and staff rejoined the meeting.

MOTION #6

L. Misselbrook

That the ASBA Board of Directors confer the Friends of Education award to nominee #5.

CARRIED

MOTION #7

P. King

That the ASBA Board of Directors review the criteria for the Friends of Education award, especially with respect to being provincial in nature.

CARRIED

MOTION #8

P. King

That the ASBA Board of Directors confirm all Zone representative appointments to the Education Partners' Task Force on First Nation, Métis, and Inuit Student Success and Wellbeing for the 2016-17 year.

CARRIED

MOTION #9

M. Martin

That the ASBA Board of Directors prepare a submission to the Government of Alberta specifically regarding the City Charter and submit it by the December 10, 2016 deadline.

CARRIED

C. DECISION ITEMS

**C.1 Proposed Policies – 2016
Fall General Meeting**

H. Tkachuk provided a summary of recommendations made by the Policy Development Advisory Committee (PDAC) for the proposals submitted by Zones through the regular policy process by the deadline date.

1. **Truth and Reconciliation Commission of Canada** – this proposal would go forward as outlined.

2. **Funding for Arts Programs** – the proposal would be reworded to broaden its scope.

3. **Vaccination Awareness** – PDAC's recommendation was that the Board of Directors refer this to the Student Health and Wellness Task Force for consideration as a directive for action. The Chair of the sponsoring board, M. Bergstra, Edmonton Catholic, requested that this proposal be withdrawn (see Motion #10).

4. **School Board Access to ASEBP** – the proposal would go forward as outlined.

5. **Kindergarten Program Alignment with Provincial Funding Framework** – this proposal would not be advanced as it was a matter for local school boards to determine and therefore not within the mandate of ASBA.

6. **Learning and Technology Policy Framework** – the proposal was reworded to correct a number of elements and to broaden its scope.

7. **Computer Coding in K-12 Curriculum** – the proposal would advance with minor amendments.

8. **Sustainable Development** – the proposal's language was amended to conform to ASBA policy structure (i.e. a belief statement).

MOTION #10
M. Bergstra

That the Vaccination Awareness proposal by Edmonton Catholic be withdrawn.

CARRIED

MOTION #11
L. Misselbrook

That the ASBA Board of Directors makes the following determinations relative to positions submitted for consideration:

(a) As noted in the briefing note, that proposals 1, 2 (as amended), 4, 6 (as amended), 7 (as amended) and 8 (as amended) be advanced for the membership's consideration at FGM 2016.

CARRIED

C.2 Friends of Education Award and Honourary Life Member Recipients

This item was discussed during the in-camera session (see Motion #6).

C.3 Child and Youth Advocate Act Review Submission

J. Gibbons presented a draft of the proposed ASBA submission, which was based on school board input at the recent Issues Forum, for the Child and Youth Advocate Act review.

MOTION #12
J. Boisvert

That ASBA submit a formal response to the Child and Youth Advocate Act review and that the ASBA make a presentation to the Child and Youth Advocate Act Review Committee.

CARRIED

C.4 Request for Consideration: Education Coaching Tax Credit (Zone 1)

H. Tkachuk highlighted the information provided in the briefing note and emphasized the statement that extracurricular activity was an item to be bargained.

MOTION #13
P. Grad

That the ASBA Board of Directors decline to undertake advocacy relative to the creation of an Education Coaching Tax Credit as the submitted request contemplates a matter to be bargained in collective agreement discussions currently in process; and

That the Board's determination be communicated to Zone 1.

CARRIED

C.5 Supplemental Integrated Pension Plan (SiPP) Proposed Amendment

H. Rogers provided background information on the rationale of the SiPP Board's request to remove the 35-year service cap in the SiPP Plan.

She advised that over 60% of participating employers had indicated their support as required to make material amendments to the Plan. Approval by the ASBA Board of Directors was the next step to amending the Plan.

MOTION #14

L. Misselbrook

That the ASBA Board of Directors approve the amendments to the SiPP Plan to remove the 35-year service cap.

CARRIED

Later in the meeting, H. Rogers provided the breakdown of voting by participating employers regarding the removal of the 35-year cap. Of the 50 boards that participate in SiPP, 31 (62%) voted in favour with 8 (15%) opposed. The 11 boards that did not respond represented 22%.

C.6 We Day Alberta – ASBA Participation

H. Tkachuk advised that the 2016 We Day Alberta will be held October 26 in Calgary at the Saddledome. As a partner to the partnership agreement, ASBA was provided with tickets to attend. As two tickets were unassigned as yet, Directors were asked to indicate their desire to attend.

D. DISCUSSION / PRESENTATION ITEMS

D.1. Envisioning Our Future Toolkit

Dr. Jim Beaubien and Ms. Karen Caesar of HOPE Learning presented an overview of the "Envisioning Our Future" toolkit which would be presented at upcoming Zone meetings to continue ASBA's review of its foundational statements.

Zone Chairs and Zone Directors would be assigned hosting and scribing tasks at the meetings.

D.2 Issues Forum Debrief

This item was deferred to the December 8-9, 2016 board meeting.

D.3. Fall General Meeting Draft Agenda

H. Massel provided the draft FGM agenda which incorporated the theme "Strong Together". It was noted that the Board would meet to review the procedural guide at 4:00 – 5:00 p.m. on the Sunday of the FGM.

E. ASBA COMMITTEES AND TASK FORCES

- E.1 History of Education Partners' Task Force on First Nation, Métis, and Inuit Student Success and Wellbeing Report** In response to a Board request at their September 8-9, 2016 meeting (motion #25), J. Gibbons presented a chronology of the development of the task force and its involvement from an ASBA task force to one that included external representatives from several partner associations.

F. INFORMATION ITEMS (Consent Agenda)

- F.1 ASBA Strategic Plan
 - F.1.1 ASBA Strategic Plan 2015-2018 (Year 2): At a Glance
 - F.1.2 ASBA Board Of Directors Meeting Dates 2017
- F.2 Board Member Reports
 - F.2.1 President's Report
 - F.2.2 Vice-President's Report
 - F.2.3 Executive Director's Report
 - F.2.4 Director and Observer Reports
- F.3 External Committee Reports
- F.4 Correspondence
 - F.4.1 News Release re Dave Colburn
 - F.4.2 Letter from Minister of Municipal Affairs, dated September 1, 2016, re ASBA feedback on MMGA (Bill 21)
 - F.4.3 Letter to Aspen View, Dated September 13, 2016, re ASBA support for rural boards
 - F.4.4 Email from Deputy Minister, dated October 3, 2016, re Standards for Home Education Reimbursement
 - F.4.5 Copy of letter from Deputy Minister to AUMA, dated October 3, 2016, in response to AUMA's proposed changes to Municipal Government Act

G. ADJOURNMENT

MOTION #15
P. King

That the meeting adjourn.

CARRIED

The meeting adjourned at 4:45 p.m.

President

Executive Director



Minutes of Board of Directors Special Teleconference Meeting

November 14, 2016

ATTENDANCE

Board Members	Mrs. Helen Clease, President Mrs. Mary Martin, Vice-President Ms. Pamela King, Calgary Board of Education Mrs. Cathie Williams, Calgary Catholic Ms. Marilyn Bergstra, Edmonton Catholic Mrs. Nan Bartlett, Zone 1 Ms. Vicky Lefebvre, Zone 2/3 (<i>Alternate</i>) Ms. Lorna Misselbrook, Zone 2/3 Ms. Cathy Peacocke, Zone 4 Mr. Robert Strauss, Zone 6 (<i>Alternate</i>)	ASBA T/C T/C T/C T/C T/C T/C T/C T/C
Regrets	Ms. Anne-Marie Boucher, Zone 5	
Absent	Mr. Nathan Ip, Edmonton Public	
Staff/Consultants	Mr. Jim Gibbons, Executive Director (Acting) Ms. Heather Massel, Director, Communications Ms. Heather Tkachuk, Director, Governance and Corporate Services Ms. Marian Johnson, Administrative Assistant	T/C ASBA ASBA ASBA

Note: Any enclosure, report or other document to which a motion relates in whole or in part becomes an integral and official part of these minutes.

A. PROCEDURAL ITEMS

A.1 Call to Order President Clease called the meeting to order at 3:32 p.m.

A.2. Agenda

A.2.1 Additions/Changes There were no additions or changes to the agenda.

A.2.2 Approval

MOTION #1 That the agenda be approved as presented.
 C. Williams

CARRIED

Absent: N. Ip
 A-M. Boucher

B. DECISION ITEMS

B.1 Appointment of Parliamentarian

With Kevin Feehan's recent appointment to the Alberta Court of Queen's Bench, he was no longer able to serve as the Association's parliamentarian. It was therefore necessary for the Board to select a new parliamentarian for the 2016 Fall General Meeting.

H. Tkachuk provided background information on three possible individuals who could act in this capacity and identified them as Candidate 115, Candidate 125, and Candidate 135.

MOTION #2
N. Bartlett

That the ASBA Board of Directors determine a preferential candidate order as #1 - Candidate 125 and #2 - Candidate 135.

CARRIED

Absent: N. Ip
A-M. Boucher

B.2 Confirmation of Appointment of Zone Representatives to the Education Partners' Task Force on First Nations, Métis, and Inuit Student Success and Wellbeing

H. Cleese reported that, in response to Motion #5 of the Board's September 8-9, 2016 meeting, Zones had been requested to identify their representatives on the task force for the Board's approval.

MOTION #3
P. King

That the ASBA Board of Directors confirm Delainah Velichka (Zone 1), Darrel Ghostkeeper (Zone 2/3), Dick Lemke (Zone 4), Joy Bowen-Eyre (Zone 5) and Anna-Joyce Frank (Zone 6) as the zone representatives to the Education Partners' Task Force on First Nations, Métis, and Inuit Student Success and Wellbeing.

CARRIED

Absent: N. Ip
A-M. Boucher

C. INFORMATION ITEMS

Movers and Seconders for 2016 FGM: Directors were asked to review the listing and advise ASBA if they had any concerns.

D. ADJOURNMENT

MOTION #4
V. Lefebvre

That the meeting adjourn.

CARRIED

Absent: N. Ip
A-M. Boucher

The meeting adjourned at 3:50 p.m.

President

Executive Director