

public agenda

Regular Board Meeting

May 16, 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			
10 mins	3.1 Lighthouse Award		GC-3	
	4 Results Focus			
	5 Operational Expectations			
20 mins	5.1 OE-10: Instructional Program – Annual Monitoring	D. Stevenson	OE-8, 10, R-2	Page 5-1
	6 Public Comment [PDF]		GC-3.2	
Max 20 mins	Requirements as outlined in Board Meeting Procedures			
	7 Matters Reserved for Board Action	Board	GC-3	

Time	Topic	Who	Policy Ref	Attachment	
	8 Consent Agenda	Board	GC-2.6		
	8.1 Approval of Minutes				
	<ul style="list-style-type: none"> ▪ Regular Meeting held March 14, 2017 ▪ Regular Meeting held April 4, 2017 ▪ Regular Meeting held April 11, 2017 (<i>THAT the Board approves the minutes of the Regular Meetings held March 14, April 4, and April 11, 2017 as submitted.</i>) 			Page 8-41 Page 8-60 Page 8-51	
	8.2 Office of the Board of Trustees 2017-2018 Operating Budget (<i>THAT the Board approves the 2017-18 budget for the Office of the Board of Trustees of \$1,296,816 to be reasonable to allow the Board to effectively and efficiently perform its governing responsibilities.</i>)			OE-5	Page 8-67
	8.3 Items Provided for Board Information			OE-8	
	8.3.1 Correspondence				Page 8-1
	8.3.2 EducationMatters Financial Statements				Page 8-6
	8.3.3 Construction Projects Update			OE-8, 12	Page 8-21
	8.3.4 Trustee Remuneration Committee Report			GC-2E, 5E	Page 8-34
	9 In-Camera Session				
3:00 p.m.	10 Adjournment				
	Debrief	Trustees	GC-2.3		

Notice |

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

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

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

operational
expectations
monitoring report

OE-10: Instructional Program

Monitoring report for the
school year 2015-2016

Report date:
May 16, 2017.

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 10: Instructional Program, the Chief Superintendent certifies that the proceeding information is accurate and complete.

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

Signed: David Stevenson
David Stevenson, Chief Superintendent

Date: May 1/17

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 10: Instructional Program, 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-10: Instructional Program

Executive Summary

The Chief Superintendent shall maintain a program of instruction that offers challenging and relevant opportunities for all students to achieve at levels defined in the Board's *Results* policies.

Operational Expectation 10: Instructional Program establishes the Board of Trustees' values and expectations for the Calgary Board of Education's work in providing an instructional program that supports student success.

The Chief Superintendent's reasonable interpretations for OE 10: Instructional Program was approved on September 18, 2012. The Board of Trustees last monitored OE 10: Instructional Program on May 10, 2016.

The report provided today includes data available from the 2015-2016 school year. The following summary of the individual policy statements for OE 10: Instructional Program provides an overview of the results of each indicator. Information, including evidence pertaining to each specific indicator is presented in detail later in this report.

The Chief Superintendent shall ensure that the instructional program:

10.1 Is personalized, enabling students to learn at their own pace, place and time.	Compliant
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- Indicator 1: Compliant
- Indicator 2: Not Applicable

10.2 Is competency-based.	Compliant
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- Indicator 1: Compliant
- Indicator 2: Compliant



operational
expectations
monitoring report

OE-10: Instructional Program

10.3 Supports children as individuals emotionally, intellectually, physically, socially and spiritually.

Compliant

- Indicator 1: Compliant
- Indicator 2: Compliant
- Indicator 3: Compliant
- Indicator 4: Compliant

10.4 Is based on provincially-approved programs of study, available in a variety of forms, in-person or virtually, collaboratively or independently.

Compliant

- Indicator 1: Compliant
- Indicator 2: Compliant

10.5 Includes multiple approaches to assessment, including qualitative measures that effectively measure each student's progress toward achieving or exceeding standards and competencies.

Compliant

- Indicator 1: Compliant
- Indicator 2: Compliant
- Indicator 3: Compliant
- Indicator 4: Compliant
- Indicator 5: Compliant

10.6 Is inclusive of new and innovative programs to meet students' interests and passions and accommodates different learning styles and needs.

Compliant

- Indicator 1: Compliant
- Indicator 2: Compliant
- Indicator 3: Compliant
- Indicator 4: Compliant
- Indicator 5: Compliant



OE-10: Instructional Program

10.7 Is regularly evaluated and modified as necessary to assure its continuing effectiveness.	Compliant
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- Indicator 1: Compliant
- Indicator 2: Compliant

10.8 Ensure that no program emphasizes a particular religion, notwithstanding the School Act definition of alternative programs.	Compliant
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- Indicator 1: Compliant

10.9 Ensure that reasonable expectations and guidelines are established and clearly communicated to students, parents and/or guardians in regards to fees.	Compliant
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- Indicator 1: Compliant
- Indicator 2: Compliant
- Indicator 3: Compliant
- Indicator 4: Compliant
- Indicator 5: Compliant

OE-10: Instructional Program

The Chief Superintendent shall maintain a program of instruction that offers challenging and relevant opportunities for all students to achieve at levels defined in the Board's *Results* policies.

Board-approved Interpretation |

Broadly, the Chief Superintendent interprets that the Board of Trustees values student engagement in learning. Intellectual engagement requires students to seriously invest both emotionally and cognitively in their learning, and is influenced by:

- instructional challenges;
- individual and collective knowledge building;
- high expectations for success; and
- positive relationships with teachers.¹

Specifically, the Chief Superintendent interprets:

- *program of instruction* to mean the learning outcomes defined in Alberta Education's authorized programs of study;
- *challenging and relevant opportunities* to mean that each student is intellectually engaged in learning at an appropriate level for growth;
- *all students* to mean students enrolled in Calgary Board of Education schools and programs;
- *achieve at levels* to mean the high standards appropriate to each student as an individual; and
- *defined in the Board's Results policies* to mean a demonstration of performance in academic success, citizenship, personal development, and character.

Evidence of student performance is reported in the monitoring for Results policies. The focus of this OE reasonable interpretation is on the learning environment – the supports and practices that result in student engagement in learning.

¹ Dunlevy, Jodene and Milton, Penny. What did you do in school today? Canadian Education Association, 2009.

The Chief Superintendent will ensure that the instructional program:

10.1 Is personalized, enabling students to learn at their own pace, place and time.	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets:

- *personalized* to mean instruction designed in response to individual and group interests, abilities, goals and prior learning; and
- *enabling students to learn at their own pace, place and time* to mean that students can access instruction and build knowledge in flexible ways and environments.

The maintenance of a system-wide focus on the personalization of student learning is a process that requires continuous communication, analysis, adjustment, capacity building and organizational change management.

This results in an ongoing endeavor with many interdependencies and complexities. CBE leaders throughout the system provide structure and support for this work as the concept moves from innovation to integrated practice.

Board-approved Indicators and Evidence of Compliance |

1. 100 percent of school principals engage with their staff to further understanding of the personalization of student learning.

The organization is compliant with this indicator.

100% of school principals responded Yes to the following statement:

- *"I engage with the staff in my school to further our understanding of the personalization of student learning."*

2. 100 percent of school development plans will articulate a specific action related to CBE Alberta Initiative for School Improvement (AIS) Cycle 5 project on the personalization of student learning, as measured by Skovison.

This indicator is not applicable at this time.

Cycle 5 of the Alberta Initiative for School Improvement (AIS) was no longer funded as of March 2013.

Evidence demonstrates the applicable indicator in sub-section 10.1 is in compliance.

10.2 Is competency-based.

Compliant

Board-approved Interpretation |

The Chief Superintendent interprets *competency-based* to mean the set of attitudes, skills and knowledge identified in the *Framework for Student Learning*, Alberta Education, 2011.

These competencies are currently implicit in Alberta Education's authorized programs of study and include but are not limited to:

- critical thinking, problem solving and decision-making;
- creativity and innovation;
- social, cultural, global and environmental responsibility;
- communication;
- digital and technological fluency;
- lifelong learning, personal management and well-being; and
- collaboration and leadership.

Alberta Education has initiated a reframing of curriculum and the competencies students will need to be successful into the future. Alberta Education's *Framework for Student Learning* provides a foundation for the review of student learning outcomes and, with other revised standards and guidelines, gives direction for the development of future curriculum – programs of study, assessment and learning and teaching resources.

Beginning with Career and Technology Foundations in 2013-2014 and Career and Life Management in 2014-2015, Alberta Education will lead the re-design. The build-out to other curricular areas will take a number of years. During this process, it is expected Alberta Education will clarify the role of competencies in student learning and this clarification will be clearly reflected in the programs of study, assessment and learning and teaching resources.

Board-approved Indicators and Evidence of Compliance |

1. 100 percent of school principals confirm use of Alberta Education's authorized programs of study.

The organization is compliant with this indicator.

100% of school principals responded Yes or N/A to the following statement:

- *"The Alberta Education authorized programs of study are used in my school."*

2. 100 percent of school principals confirm instruction is aligned with the student learning outcomes identified in Alberta Education's authorized programs of study.

The organization is compliant with this indicator.

100% of school principals responded Yes to the following statement:
 + “Instruction in my school is aligned with the student learning outcomes identified in Alberta Education’s authorized programs of study.”

Evidence demonstrates all indicators in sub-section 10.2 are in compliance.

10.3 Supports children as individuals emotionally, intellectually, physically, socially and spiritually.	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets that the Board values a program of instruction that is integrated and responsive to each learner. The Chief Superintendent interprets *children* to be students enrolled in Calgary Board of Education schools and programs.

Board-approved Indicators and Evidence of Compliance |

1. 100 percent of school principals confirm resources are designated to support the specific learning needs of students.

The organization is compliant with this indicator.

100% of school principals responded Yes to the following statement:

- “Resources in my school were designated to support the specific learning needs of students.”

2. 100 percent of school principals confirm strategies are incorporated into work with students to support a positive learning environment and the building of positive relationships in school.

The organization is compliant with this indicator.

100% of school principals responded Yes to the following statement:

- “Strategies were incorporated into our work with students to support a positive learning environment and the building of positive relationships in the school.”

3. 100 percent of school principals confirm their school has a school learning team.

The organization is compliant with this indicator.

100% of school principals responded Yes to the following statement:

- “My school has a school learning team.”

4. 100 percent of school principals confirm their school has access to area learning team services and supports.

The organization is compliant with this indicator.

100% of school principals responded Yes to the following statement:

- *“My school staff had access to area learning team services and supports.”*

Evidence demonstrates all indicators in sub-section 10.3 are in compliance.

10.4	Is based on provincially-approved programs of study, available in a variety of forms, in-person or virtually, collaboratively or independently.	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets:

- *provincially-approved programs of study* to mean all programs authorized by Alberta Education for use in CBE schools including locally developed courses; and
- *in a variety of forms, in person or virtually, collaboratively or independently* to mean that programs of instruction take place in classrooms and on-line, within groups and with individual students.

Board-approved Indicators and Evidence of Compliance |

1. 100 percent of schools offer only those courses authorized by Alberta Education, as measured by internal tracking.

The organization is compliant with this indicator.

A review through the Student Information System (SIS) confirms that 100% of schools offer only those courses authorized by Alberta Education.

2. 100 percent of schools have access to a distributed learning platform, as measured by internal tracking.

The organization is compliant with this indicator.

A review by Learning confirms that 100% of schools have access to a distributed learning platform (Desire2Learn).

Evidence demonstrates all indicators in sub-section 10.4 are in compliance.

10.5 Includes multiple approaches to assessment, including qualitative measures that effectively measure each student's progress toward achieving or exceeding standards and competencies.	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets:

- *multiple approaches to assessment* to mean individual student learning is evaluated in a number of ways, depending on the purpose of the evaluation and the learning needs of the student;
- *qualitative measures* to mean performance measures that provide descriptions of student learning;
- *effectively measure* to mean the gathering of performance and analysis evidence about student learning; and
- *progress towards achieving or exceeding standards and competencies* to mean each student is advancing their level of knowledge and skills in relation to their prior levels of learning and the authorized programs of study learning outcomes.

Board-approved Indicators and Evidence of Compliance |

1. 100 percent of school principals confirm formative assessment practices are used within the instructional program at their school.

The organization is compliant with this indicator.

100% of school principals responded Yes to the following statement:

- *“Formative assessment practices were used within the instructional program at my school.”*

2. 100 percent of school principals confirm students are involved in self-assessment practices.

The organization is compliant with this indicator.

100% of school principals responded Yes to the following statement:

- *“At my school, students were involved in self-assessment practices.”*

3. 100 percent of school principals confirm summative evaluation is provided to students and parents through report cards and/or individual program plans.

The organization is compliant with this indicator.

100% of school principals responded Yes to the following statement:

- *“Summative evaluation was provided to students and parents through report cards and/or individual program plans.”*

4. 100 percent of school principals confirm qualitative and/or quantitative information is provided in student report cards and individual program plans.

The organization is compliant with this indicator.

100% of school principals responded Yes to the following statement:

- *“Qualitative and/or quantitative information was provided in student report cards and individual program plans.”*

5. 100 percent of schools have access to specialized assessments from professionals trained in the administration of the assessment tools, as measured by internal tracking.

The organization is compliant with this indicator.

100% of schools have access to specialized assessments. Each Area Learning Team and the Learning service unit, facilitates processes for all students to have access to specialized assessment. These assessments are administered by staff with specialized training and expertise.

Evidence demonstrates all indicators in sub-section 10.5 are in compliance.

10.6 Is inclusive of new and innovative programs to meet students' interests and passions and accommodates different learning styles and needs.	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets:

- *new and innovative programs* to mean the creation or acquisition of locally developed courses and alternative programs;
- *meet student's interests and passions* to mean a variety of authorized programs are offered to students; and
- *different learning styles and needs* to mean a continuous, responsive design of instructional strategies that result in an expanded curriculum and enriched learning experiences.

Board-approved Indicators and Evidence of Compliance |

1. 100 percent of students in grades 7 to 12 are provided with opportunities to select courses within their instructional program.

The organization is compliant with this indicator.

100% of school principals responded Yes to the following statement:

- *“All students in my school in grades 7 to 12 were provided with opportunities to select courses within their instructional program.”*

2. 100 percent of alternative program proposals received by the Calgary Board of Education are considered within the context of the CBE Alternative Program Proposal Process, as measured by internal tracking.

The organization is compliant with this indicator.

The Deputy Chief Superintendent confirms that two proposals for alternative programs were received and responded to during the 2015-2016 school year.

3. On an annual basis, currently authorized locally developed courses are reviewed for relevancy and student interest, as measured by internal tracking.

The organization is compliant with this indicator.

Locally developed courses eligible for renewal were reviewed by Learning for relevancy and SIS confirmed that student interest was determined through enrolment.

4. As required by provincial reporting timelines, requests for new locally developed courses that meet identified student interest are submitted for Board approval and Alberta Education authorization, as measured by internal tracking.

The organization is compliant with this indicator.

As required by provincial reporting timelines, reports about locally developed courses were submitted for approval of the Board of Trustees on January 12, 2016 and April 12, 2016.

5. 100 percent of teachers are provided with opportunities to participate in professional learning to design instructional strategies.

The organization is compliant with this indicator.

100% of school principals responded Yes to the following statement:

- *“All teachers in my school were provided with opportunities to participate in professional learning communities to design instructional strategies.”*

Evidence demonstrated that all indicators in sub-section 10.6 are in compliance.

10.7 Is regularly evaluated and modified as necessary to assure its continuing effectiveness.	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets *evaluated and modified* as program assessment addressed through the adjustment cycle and professional capacity building. The instructional program is *regularly evaluated and modified as necessary* when the instructional leaders of schools, the school principals focus their work and the work of their staff on engaging students in their learning.

Board-approved Indicators and Evidence of Compliance |

1. 100 percent of school principals complete school development plans based on an analysis of student achievement and focused strategies and actions on improving student learning.

The organization is compliant with this indicator.

100% of school principals responded Yes to the following statement:

- *“Our school development plan was based on an analysis of student achievement and focused strategies and actions on improving student learning.”*

2. 100 percent of school principals supervise and support teachers in professional capacity building.

The organization is compliant with this indicator.

100% of school principals responded Yes to the following statement:

- *“I supervised and supported the teachers in my school in professional capacity building.”*

Evidence demonstrates all indicators in sub-section 10.7 are in compliance.

10.8 Ensure that no program emphasizes a particular religion, notwithstanding the School Act definition of alternative programs.	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets the Board’s value to be that Calgary Board of Education programs will not promote the views of specific religions.

Board-approved Indicators and Evidence of Compliance |

No CBE program emphasizes a particular religion, as measured by internal tracking.

The organization is compliant with this indicator.

Administration verified that Calgary Board of Education programs do not promote the views of specific religions.

Evidence demonstrates the indicator in sub-section 10.8 is in compliance.

10.9 Ensure that reasonable expectations and guidelines are established and clearly communicated to students, parents and/or guardians in regards to fees.	Compliant
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Board-approved Interpretation |

In the context of Operational Expectations 10: Instructional Program, the Chief Superintendent interprets *fees* to align with the *School Act*, 60(2) "A board may: (j) charge a parent of a student fees with respect to instructional supplies or materials." These instructional supplies or material fees are related to regular, alternative and specialized programs of instruction. The fees include complementary course requirements such as musical instrument rental. The costs connected to off-site activities are also a part of this interpretation.

In addition, the Chief Superintendent interprets:

- *reasonable* to mean administration will be responsive to mitigating circumstances that may impact a parent/guardian's or independent students' ability to pay;
- *expectation* to mean administration's anticipation of fee payment by parent/guardians or independent students and administration's understanding that this is a shared responsibility;
- *guidelines* to mean the standard format and forms used to communicate information about fees; and
- *clearly communicated* to mean parents/guardians and independent students are notified about fees in a timely manner.

Board-approved Indicators and Evidence of Compliance |

1. 100 percent of school principals confirm parents/guardians and independent students are provided information about instructional fees, payment timelines and the waiver process at the beginning of the school year.

The organization is compliant with this indicator.

100% of school principals responded Yes to the following statement:

“Parents/guardians and independent students were provided information about instructional fees, payment timelines and the waiver process at the beginning of the school year.”

2. 100 percent of school principals confirm parents/guardians and independent students are provided with the reasons for an educational trip fee and costs related to the fee.

The organization is compliant with this indicator.

100% of school principals responded Yes to the following statement:

- *“Parents/guardians and independent students were provided with the reasons for an educational trip fee and costs related to the fee.”*

3. A standard for defining “ability to pay” is established and communicated in the waiver process, as measured by internal tracking.

The organization is compliant with this indicator.

Corporate Financial Services defined a standard for “ability to pay” and communicated this with the waiver process. This communication can be found on the CBE website at:

<http://www.cbe.ab.ca/registration/fees-and-waivers/Pages/default.aspx>

4. 100 percent of school principals confirm no CBE students are refused access to instructional materials and supplies or educational trips based on an inability to pay.

The organization is compliant with this indicator.

100% of school principals responded Yes to the following statement:

- *“No students attending my school were refused access to instructional materials and supplies or educational trips based on an inability to pay.”*

5. 100 percent of school principals confirm parents/guardians and independent students are provided with an accounting of fees collected for instructional supplies and materials and for educational trips.

The organization is compliant with this indicator.

100% of school principals responded Yes to the following statement:

- *“Parents/guardians and independent students were provided with an accounting of fees collected for instructional supplies and materials and for educational trips.”*

Evidence demonstrates that all indicators in sub-section 10.9 are in compliance.

**ATTACHMENT: OE-10: Instructional Program
Background 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.

May 16, 2017

Background Information10.1.2 School Development Plans and AISI

Evidence for indicator 10.1.2 is not available for monitoring reports.

Indicator 10.1.2 states: "100 percent of school development plans will articulate a specific action related to CBE Alberta Initiative for School Improvement (AIS) Cycle 5 project on the personalization of student learning, as measured by Skovision."

- This indicator was approved by the Board of Trustees on September 18, 2012.
- Cycle 5 of the Alberta Initiative for School Improvement (AIS) was no longer funded as of March 2013.
- Skovision was decommissioned on August 31, 2013.



CALGARY BOARD OF EDUCATION

Minutes of the Regular Meeting of the Board of Trustees (the “Board”) held in the Multipurpose Room, Education Centre, 1221 – 8 Street SW, Calgary, Alberta on Tuesday, April 4, 2017 at 12:00 noon

MEETING ATTENDANCE

Board of Trustees:

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

Administration:

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

Stakeholder Representatives:

Mr. D. Melnychuk, Principals’ Association for Adolescent Learners
Mr. K. Kempt, Alberta Teachers’ Association, Local 38
Ms. K. Turner, Elementary School Principals’ Association

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

Chair Bowen-Eyre called the meeting to order at 12:03 p.m. By way of a video recording, students from Queen Elizabeth School’s Deaf and Hard of Hearing class sang and signed O Canada. On behalf of the Board, Trustee Hurdman expressed appreciation for the performance by students.

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

The Chair also welcomed Ms. M. Cornier and her Grade 5 students from Westgate School who have moved their classroom to the historical CBE school and the downtown community. They are investigating the idea of “How will we leave our mark?” Students

will work with Mr. R. Ashley, a CBE architect, to learn how structures have changed over time, and they will investigate the various heritage buildings in the community.

2 | **CONSIDERATION/APPROVAL OF AGENDA**

Ms. K. Fenney, Corporate Secretary, noted an addition to the in-camera session agenda, being a labour relations item.

MOVED by Trustee King:

THAT the Agenda for the Regular Meeting of April 4, 2017 be approved, as submitted, subject to the above-noted change.

The motion was
CARRIED UNANIMOUSLY.

3 | **AWARDS AND RECOGNITIONS**

3.1 Legacy Award

Chair Bowen-Eyre shared that the CBE Legacy Award celebrates public education in Calgary and individuals who have contributed to our communities. Legacy Award recipients embody the work of the public education system and represent the legacy of the CBE, preparing students for life, work and continued learning, and inspiring life-long learning. She noted that it is an honour to present the Legacy Award to Ms. Catherine McLeod.

Ms. McLeod was born and educated in Calgary. She attended John Ware School and Dr. E.P. Scarlett High School. She was the first profoundly deaf student to attend CBE in a fully integrated program, which was uncharted and uncomfortable territory for the CBE, or any school district, at the time. Subsequent to Ms. McLeod's graduation from Gallaudet University, the only deaf university in the world, she worked in a number of positions of advocacy for the deaf and she is considered a strong role model within the deaf and hearing community. Her most recent position as Director at the National Centre on Deafness at California State University is a high profile position that has significant impact in both the hearing and deaf worlds.

On behalf of the Board, Chair Bowen-Eyre commended Ms. McLeod on her accomplishments and stated that she is an excellent example of the type of graduate we want our students to be – one who exemplifies the results of not only academic success, but of character and personal development.

Ms. McLeod expressed that she felt honored and inspired to be recognized with the Board's Legacy Award. She shared remarks about her experiences and challenges as a deaf student. She expressed appreciation for the tremendous support she received from her family and from the CBE staff.

Ms. J. Manchul, CBE Alberta Sign Language Interpreter, assisted in the presentation.

4 | **RESULTS FOCUS**

There were no items.

5 | **OPERATIONAL EXPECTATIONS**

5.1 **OE-9: Communicating With the Public – Annual Monitoring**

Chief Superintendent Stevenson provided opening remarks. Ms. M. Martin-Esposito, Chief Communications Officer, summarized the contents of the annual monitoring report for OE-9: Communicating With the Public. She noted that compliance was met in all sections of this operations policy with the exception of the indicator for policy subsection 9.2, as noted on page 5-6 of the report.

Trustees posed questions, which were addressed by Administration, on issues including: the use of surveys to parents and whether that data aligns with the reporting provided on pages 5-6 through 5-8; and relevance of the current indicators, which are Board approved.

Chair Bowen-Eyre asked trustees to identify their intentions to bring forward any motions related to compliance, exceptions or commendations for OE-9: Communicating With the Public. She requested that trustees send their proposed motions to the Corporate Secretary and to all trustees by the end of day, April 5, 2017, and noted that if no motions come forward the item will be placed on the April 11, 2017 consent agenda.

6 | **PUBLIC COMMENT**

There were no public comments.

7 | **MATTERS RESERVED FOR BOARD ACTION**

7.1 **Consideration of Closure of Juno Beach Academy of Canadian Studies**

Superintendent Breton provided a summary of the contents of the report and noted that Administration has complied with the *Closure of Schools Regulation* and the *School Act*.

Administration responded to trustee questions on issues, including: in the event the Board decides to close the program, what the potential is for re-use of the name and what the process is for undertaking such consideration; the discussions surrounding disposition of the artifacts; and the plans for future use of the school space.

Chair Bowen-Eyre indicated that the Board would consider approval of the February 9 and February 27, 2017 Public Meeting Minutes separately to allow trustees who were absent from a meeting to abstain from the vote on the respective meeting Minutes.

MOVED by Trustee Hurdman:

THAT the Minutes of the Public Meeting of February 9, 2017, attached to the report as Attachment I, be approved by the Board of Trustees.

The motion was
CARRIED UNANIMOUSLY.

In Favour: Trustee Bowen-Eyre
Trustee Hehr
Trustee Hrdlicka
Trustee Hurdman
Trustee Stewart

Abstained: Trustee Ferguson
Trustee King

MOVED by Trustee Hurdman:

THAT the Minutes of the Public Meeting of February 27, 2017, attached to the report as Attachment I, be approved by the Board of Trustees.

The motion was
CARRIED UNANIMOUSLY.

In favour: Trustee Bowen-Eyre
Trustee Ferguson
Trustee Hehr
Trustee Hurdman
Trustee King

Abstained: Trustee Hrdlicka
Trustee Stewart

Trustee Hehr provided a synopsis of the public submissions received by trustees in relation to the consideration of closure of Juno Beach Academy of Canadian Studies, noted as follows.

Summary of Written Submissions:

- One community member acknowledged that given the low enrolment the recommendation from CBE Administration to consider closure is supportable.
- Two submissions expressed appreciation for the program and for the good intentions and hard work of the CBE to support the program over the years. Specific acknowledgement was made of past principals and administrative staff and their efforts to make the program work.
- Two members of the public expressed that while they believe the CBE supported the program, the number of program moves (3) meant that the program could not find its place, and that the moves contributed to the proposed consideration of closure.
- Both the City of Calgary and the Acadia Community Association requested that CBE collaborate on the creative use of public schools.

Summary of public comments shared at the February 9 and February 27, 2017 Public Meetings:

- The program provided students with valuable lessons on Canadian History and Canadian Military History and that should be retained through course offerings at other schools.

- The program is unique and offered students a small setting. Concern was shared about the transition from a small setting to a large setting like Lord Beaverbrook High School.
- Supporting students as they transition to other schools/programs is important.
- The vision and initial support by the CBE was strong but there was no long term vision for development of the program. One member of the public felt that this contributed to the decline in enrolment for the program.
- With respect to the artifacts, it was questioned what will happen to them if the Board decides to close the program.

MOVED by Trustee Ferguson:

THAT all grades at the Juno Beach Academy of Canadian Studies be closed effective June 30, 2017.

In debate of the motion trustee comments included: the lack of students enrolled in the program in the last few years has had an impact on how the programming has been delivered - the principles of the program were not met in the years prior to the 2015/16 school year, and core components of the Canadian Military Studies and History were not offered and Canadian History and Geography were optional courses; when considering the closure of a school the Board needs to take many factors into account, including student enrolment levels, the CBE's ability to resource instructional programming, the health and safety of our students, and accessibility to programs.

Trustees also expressed a deep appreciation for the people who diligently advocated for the existence and early success of this unique program. They recognized the close connections that were made within the community of Juno Beach Academy of Canadian Studies and the challenges they encountered over the years. Trustees also commented on the importance of keeping in mind the characteristics and philosophy of this particular program, and encouraged that if an opportunity arises to provide those kinds of programming in support of students, that Administration take that under review.

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

The motion was
CARRIED UNANIMOUSLY.

8 | **CONSENT AGENDA**

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

8.1 **Approval of Minutes**

- Regular Meeting held February 28, 2017
- Regular Meeting held March 7, 2017
- Regular Meeting held March 21, 2017

THAT the Board of Trustees approves the Minutes of the Regular Meetings held February 28, March 7 and March 21, 2017 as submitted.

8.2 Items Provided for Board Information

8.2.1 Correspondence

8.2.2 Chief Superintendent's Update

Chair Bowen-Eyre noted that the Board would meet in camera to discuss two labour issues, one legal issue and one strategic planning issue.

Recessed: 1:22 p.m.

Reconvened: 1:50 p.m.

9 | IN-CAMERA SESSION

Motion to Move In Camera

MOVED by Trustee Ferguson:

Whereas the Board of Trustees is of the opinion that it is in the public interest that matters on the private agenda for the Regular Meeting of April 4, 2017 be considered at an in-camera session, therefore, be it

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

The motion was
CARRIED UNANIMOUSLY.

Motion to Revert to Public Meeting

MOVED by Trustee Stewart:

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

The motion was
CARRIED UNANIMOUSLY.

Motions to Action In-Camera Recommendations

MOVED by Trustee Ferguson:

- 1. THAT the Board of Trustees approves the appointment of KPMG LLP to serve as the external auditors for the Calgary Board of Education, for the provision of external audit services; and**
- 2. THAT the Board of Trustees directs the Chief Superintendent to proceed with the preparation of a contract pursuant to the Terms and Conditions as previously agreed upon.**

The motion was
CARRIED UNANIMOUSLY.

MOVED by Trustee King:

THAT the Board of Trustees authorizes the Chair to correspond with the Minister of Education, as per the letter attached to the private report dated April 4, 2017.

The motion was
CARRIED UNANIMOUSLY.

10 | ADJOURNMENT

Chair Bowen-Eyre declared the meeting adjourned at 4:27 p.m.

Chair

Corporate Secretary
Adopted:

CALGARY BOARD OF EDUCATION

Minutes of the Regular Meeting of the Board of Trustees (the “Board”) held in the Multipurpose Room, Education Centre, 1221 – 8 Street SW, Calgary, Alberta on Tuesday, April 11, 2017 at 12:00 noon

MEETING ATTENDANCE

Board of Trustees:

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

Administration:

Mr. D. Stevenson, Chief Superintendent of Schools
Ms. S. Church, Deputy Chief Superintendent of Schools
Mr. D. Breton, Superintendent, Facilities and Environmental Services
Ms. J. Everett, Superintendent, Learning
Mr. B. Grundy, Superintendent, Finance/Technology Services
Ms. M. Martin-Esposito, Chief Communications Officer
Ms. K. Fenney, Assistant General Counsel/Corporate Secretary
Ms. K. Maxwell, Recording Secretary

Stakeholder Representatives:

Ms. C. Arbuckle, Senior High School Principals’ Association
Mr. K. Kempt, Alberta Teachers’ Association, Local 38
Mr. T. Killam, Canadian Union of Public Employees (CUPE), Local 40
Mr. S. Klukas, Principals’ Association for Adolescent Learners
Ms. J. Richardson, Senior High School Principals’ Association
Ms. L. Robb, Calgary Board of Education Staff Association
Mr. D. Williams, Principals’ Association for Adolescent Learners

1 | CALL TO ORDER, NATIONAL ANTHEM AND WELCOME

Chair Bowen-Eyre called the meeting to order on the link at 12:00 and O Canada was led by the Westgate Festival Chorus from Westgate School. Trustee Hehr, ward trustee, expressed appreciation on behalf of the Board and the meeting resumed in the Multipurpose Room.

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

The Chair also welcomed Ms. S. Welsh and her Grade 2 students from Banting and Best School who have moved their classroom to the downtown community to investigate the idea of “How can we explore the past through the eyes of young writers?” Students have met with Deputy Chief Church and have worked with Niki Ferri from Bentall Kennedy to learn about the CBE being in a LEED building; and will meet with Trustee Hehr and will explore public art and public parks in the surrounding community.

2 | **CONSIDERATION/APPROVAL OF AGENDA**

Ms. K. Fenney, Corporate Secretary noted the addition of a public comment. This item will be moved up the agenda so that it directly follows item 4.2 *Languages Information Report*.

MOVED by Trustee King:

THAT the Agenda for the Regular Meeting of April 11, 2017 be approved, as submitted, subject to the above-noted changes.

The motion was
CARRIED UNANIMOUSLY.

3 | **AWARDS AND RECOGNITIONS**

There were none.

4 | **RESULTS FOCUS**

4.1 **School Presentation – Westgate School**

Director C. Davies, Area 7, welcomed Westgate School to the Boardroom. The school offers French Immersion and Spanish Bilingual programming to 665 students from Kindergarten to Grade 6. He introduced Principal S. Fehr to share how Westgate School have been working on Results 2 – Academic Success; specifically in the area of Languages.

Principal Fehr explained that Westgate School has narrowed their school development plan to focus on oral communication. He noted the school personalizes second language learning using student data to shape instruction. Students Brodie, Adam, Tristan, Sebastian, Emma, London, Devon, Ruby and Karson shared their experiences in either the French Immersion or the Spanish Bilingual program; teacher M. Julien shared a video of a recent Professional Learning Community discussion regarding how to personalize instructional response based on student evidence; and Assistant Principal A. McCrudden noted the intentional work teachers do to advance the ability of students to communicate purposefully and fluently in a second language while simultaneously promoting literacy.

On behalf of the Board, Trustee Hehr expressed appreciation for the presentation.

4.2 **Languages Information Report**

Chief Superintendent Stevenson shared opening remarks noting that this is the 6th in the series of information reports related to the subject areas identified within Results 2:

Academic Success. The report focuses on Language Arts in bilingual school settings, French as a Second Language, and Language and Cultural courses. Superintendent Everett provided highlights of the report noting the CBE offers a total of 10 different language programs including French, American Sign Language, Blackfoot, Cree, Spanish, Mandarin, German, Italian, Arabic and Punjabi. She noted one correction in the report; on page 4-11 it should say the percentage of students meeting learning expectations in German Language Arts from Kindergarten to Grade 6 is 94.7%.

With the aid of a PowerPoint and video presentation, Specialists A. Fleischer and R. Radetzky, supported by Director D. Roulson, provided detailed information related to student achievement in Languages during the 2015-16 school year. They reviewed outcomes and report card data, by grade and stem, for the Language Arts in Bilingual Programs of Study, French as a Second Language and the Language and Culture Programs of Study. The presentation concluded with actions planned for 2016-17.

Administration responded to trustee questions on issues including: whether the slight decline in student achievement in grade 7 is related to late immersion; the number of students in the Chinese (Mandarin) bilingual program; attrition rates for bilingual programs; the relationship between the high achievement results and the fact that languages are a program of choice and/or for the student it is a heritage language; whether language programs are available in all areas of the city; the Nose Creek French as a Second Language intensive Grade 5 and 6 program; curriculum development and the curriculum re-design; how it is decided which languages are offered at which schools; whether there are any common performance tasks or assessments across the system or province; and frequency of meetings for the professional learning communities.

The Chair noted this report is being received for information as part of the Results 2: Academic Success and will be rolled-up with the other information reports and monitored later in the year.

6 | PUBLIC COMMENT

Mr. M. Shaikh, Chair, EducationMatters shared that in 2016 the organization distributed \$1.56 million in grants and \$430,000 in student awards to support student development, and received over \$1.6 million in donations. Since the organization's 2003 inception it has distributed \$11 million in program grants and student awards, received \$15 million in gifts from donors, and grown its endowment portfolio to 4.8 million. He noted the organization believes students come first and every student matters.

The Chair thanked Mr. Shaikh and acknowledged the several members of the EducationMatters board in the audience.

5 | OPERATIONAL EXPECTATIONS

5.1 OE-9: Communicating With the Public – Annual Monitoring

Chair Bowen-Eyre noted that this report was introduced at the April 4, 2017 meeting where trustees posed questions and received clarification on various issues. The Board must now formally act on the monitoring report to determine compliance with this policy.

MOVED by Trustee Stewart:

1. **THAT the Board of Trustees finds that the Chief Superintendent is in compliance with the provisions of OE-9: Communicating With the Public; and**
2. **THAT the Board of Trustees commends the Chief Superintendent for the development of a community engagement framework that seeks the advice, viewpoints, comments and opinions from the public with clear expectations for how we input these views.**

In debate of the motion trustee comments included: the AERR (Annual Education Results Report) and the Three-Year Education Plan more than meets the requirements of sub-section 9.2, therefore the Chief Superintendent is in compliance with OE-9 without any exceptions; the transportation engagement enabled the public to efficiently communicate their concerns and as result there was a noted decrease in direct communications to trustees regarding transportation; and the *dialogue* framework has created a cultural transformation within the CBE and the broader community of Calgary facilitating conversations between stakeholders.

The Chair called for a vote on the motion.

The motion was
CARRIED UNANIMOUSLY.

Recessed: 1:30 p.m.

Reconvened: 1:55 p.m.

5.2 Budget Assumptions Report

Chief Superintendent Stevenson provided opening remarks explaining that the Budget Assumptions Report (BAR) 2017-18 lays out the plan for next year's budget. He noted the CBE expects to receive \$1.4 billion in funding; however due to unfunded expenses such as salary grid movement, the carbon tax, increasing utility costs and the costs of operating new schools, a \$38.6 million deficit is projected. He noted a system-wide approach guided by the CBE's values; students come first, learning is our central purpose, and public education serves the common good; will be used to close this funding gap.

Superintendent Grundy shared highlights of the BAR noting projected overall revenue, Alberta Education funding, Resource Allocation Method (RAM) funding, and the expected available operational and capital reserves. He detailed various measures the report proposes for closing the \$38.6 million funding gap. He noted the proposed measures will prioritize "staff over stuff".

Administration responded to trustee questions on issues including: projected impact of the budget assumptions on a typical school; changes to the Resource Allocation Method (RAM); details related to, and the potential impact of, Bill 1 the proposed legislation to reduce school fees; service unit reductions, and more specifically the impact on schools and union processes for managing staff cutbacks; capital, operating and school-based reserves; supports for students with complex needs and LEAD (Literacy, English and

Academic Development) classes; funding required to maintain current service levels; daily cost to operate the CBE; expenses the province does not fund; possible efficiencies related to delivering custodial services; examples of possible long term savings; Infrastructure Maintenance & Repair (IMR) funding; the continuing conversation with Alberta Education to define basic education and the appropriate level of funding; parent donations to schools; aligning school start and end times to create transportation efficiencies; and the process for determining budget balancing strategies.

Chair Bowen-Eyre noted that the Budget Assumptions report was provided for information to the Board and no decision was required.

6 | PUBLIC COMMENT

This appears after *Item 4.2*

7 | MATTERS RESERVED FOR BOARD ACTION

7.1 Proposed Amendment to Governance Policies: External Resource Allocation Review

Chair Bowen-Eyre asked Trustee Hurdman to introduce the report and Trustee Hurdman indicated the report could go directly to comments and questions on issues including: cost, scope, timing, goals and potential benefits of an external review; the Toronto and Vancouver Schools Boards use of an external review during a time of crisis; and the process and timing of the trustee agenda request for this amendment.

Administration responded to questions on issues including: practices of other school boards related to external reviews and the use of benchmarks to compare the CBE to other jurisdictions.

A recess was called so trustees could consult with the Corporate Secretary regarding options for handling the two motions noted in the report.

Recessed: 3:40 p.m.

Reconvened: 4:12 p.m.

Trustee Hurdman continued answering questions on issues including: benefit of limiting the review to centralized services; the intent of the review related to contracting out services and centralized versus site-based support; and how the proposed amendment would be different from B/CSR-5, 5.2 b which allows for an external review by a third party.

MOVED by Trustee Hurdman:

- 1. THAT the Board of Trustees gives first reading to the amendment of GC-3: Board Job Description, and**
- 2. THAT the Board of Trustees directs the Chief Superintendent to inform the Board prior to May 23, 2017, of organizational impacts that would result from these proposed changes.**

In debate of the motion trustee comments included: an external resource allocation review would ensure efficient use of resources, increase the public's trust, and provide expert support to an elected board; a review is unnecessary as the CBE operates in a very efficient manner and exists in a highly regulated environment; governance policy B/CSR-5, 5.2 allows for an external review; the scope of the proposed review would exclude the majority of costs and cost drivers; the system regularly reviews best practices and utilizes outside expertise when necessary; the review would be an additional cost during a time when there is a funding gap; the amendment aligns with the Board's values and is not overly prescriptive, an external review could provide concrete evidence of underfunding; and concern was expressed that there is not enough information to make an informed decision on this matter at this time.

MOVED by Trustee Hehr:

THAT the Board of Trustees refers the proposed policy amendment to GC-3 to an ad hoc committee to assess and make recommendations on the feasibility of the engagement of a third party for an internal resource allocation review.

Trustee Hehr responded to questions on issues including: whether this could be referred to the Audit Committee or a new ad hoc committee would be created; membership, terms of reference and mandate; and how this motion is different from asking the Chief Superintendent for organizational impacts.

The Corporate Secretary and Chair provided policy clarification regarding: the creation of an ad hoc committee; the establishment and adoption of terms of reference; the use of an existing ad hoc committee; the purpose of the ad hoc committee; and whether the motion to create an ad hoc committee would be a motion arising out of a past motion or a motion of referral.

Following discussion, the Board Chair re-stated Trustee Hehr's motion which included friendly amendments that were accepted by Trustee Hehr, as follows:

THAT the Board of Trustees refers the proposed policy amendment to GC-3 to an ad hoc committee to assess and make recommendations on the implications of the engagement of an external third party for an internal resource allocation review.

The Board Chair made a friendly amendment that the motion will need a date by which the committee will report to the Board. Trustee Hehr responded her recommended date is November 30, 2017.

For clarification purposes the motion, incorporating the date, reads as follows:

THAT the Board of Trustees refers the proposed policy amendment to GC-3 to an ad hoc committee to assess and make recommendations on the implications of the engagement of an external third party for an internal resource allocation review, and report back to the Board by November 30, 2017.

In debate of the motion trustee comments included: the ad hoc committee would define the scope of the review which would enable Administration to provide a more precise

impact statement; defining the scope is not needed as the policy would allow for a variable scope; alternate approaches could be explored to examine inadequate funding; an ad hoc committee would be time-intensive; the need for additional information before making a decision should be respected; the ad hoc committee might not provide the needed information; the appropriate venue for bringing forward the creation of an ad hoc committee is the agenda planning committee which allows terms of reference to be developed for Board approval; with an ad hoc committee the proposed amendment would be discussed for a longer period of time which potentially could result in a more precisely worded amendment.

The Chair called for a vote on the motion.

The motion was
DEFEATED.

In favour: Trustee Bowen-Eyre
Trustee Ferguson
Trustee Hehr

Opposed: Trustee Hrdlicka
Trustee Hurdman
Trustee King
Trustee Stewart

In the second round of debate on the main motion, trustee comments included: the proposed policy amendment possibly overrides the Chief Superintendent's responsibility; the CBE is not in crisis and therefore does not need an external review; in times of crisis, stability or surplus a review would ensure funding is appropriately allocated; having a policy which directs a regular external review removes the potential for a conflict-motivated use of governance policy B/CSR-5, 5.2; better communication of already existing oversight mechanisms, internal controls and efficacy reviews could be used to increase public trust; it may be more impactful to work with the province to change the funding framework; and an external resource allocation review could provide evidence of underfunding.

The Chair called for a vote on the motion.

The motion was
DEFEATED.

In favour: Trustee Hrdlicka
Trustee Hurdman
Trustee Stewart

Opposed: Trustee Bowen-Eyre
Trustee Ferguson
Trustee Hehr
Trustee King

8 | CONSENT AGENDA

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

8.1 Locally Developed Courses

1. THAT the Board of Trustees approves the following newly developed senior high Locally Developed Courses** for use in Calgary Board of Education schools from September 1, 2017 to August 31, 2021:

Academic Success for English Language Learners

Level: 15, 25, 35 Credits: 3 and 5

Design Thinking for Innovation

Level: 15, 25, 35 Credits: 3 and 5

Film & Media Art

Level: 15, 25, 35 Credits: 3 and 5

Expanded Core Curriculum-Visually Impaired Technology

Level: 15, 25, 35 Credits: 3 and 5

2. THAT the Board of Trustees approves the following newly acquired senior high Locally Developed Courses for use in Calgary Board of Education schools from September 1, 2017 to their expiry date:

Edmonton School District No. 7

Dance Twelve-Year

Level: 15, 25, 35 Credits: 3 and 5

Northern Lights School Division

Russian Language and Culture (3Y)

Level: 15, 25, 35 Credits: 5

3. THAT the Board of Trustees approves the following newly acquired elementary and junior high Locally Developed Course for use in Calgary Board of Education schools from September 1, 2017 to their expiry date:

Edmonton School District No. 7

Dance Twelve-Year

Grade: 1, 2, 3, 4, 5, 6, 7, 8, 9

4. THAT the Board of Trustees approves the following renewed elementary Locally Developed Course for use in Calgary Board of Education schools from September 1, 2017 to August 31, 2021:

French as a Second Language

Grade: K, 1, 2, 3

5. THAT the Board of Trustees approves the following expiring Locally Developed Course be removed from the approved senior high listing effective September 1, 2017:

Film Studies

Level: 15, 25, 35

Credits: 3 and 5

*** Alberta Education is currently reviewing these courses for significant overlap and adherence to Alberta Education Policy 1.2.1 – Locally Developed Course. Board approval of the above locally developed course is requested, provisional on confirmation of a successful review by Alberta Education.*

8.2 Items Provided for Board Information

8.2.1 Chief Superintendent's Update

8.2.2 Construction Projects Status Update

Recessed: 5:40 p.m.

Reconvened: 5:49 p.m.

9 | **IN-CAMERA SESSION**

Motion to Move In Camera

MOVED by Trustee King:

Whereas the Board of Trustees is of the opinion that it is in the public interest that matters on the private agenda for the Regular Meeting of April 11, 2017 be considered at an in-camera session, therefore, be it

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

The motion was
CARRIED UNANIMOUSLY.

Motion to Revert to Public Meeting

MOVED by Trustee King:

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

The motion was
CARRIED UNANIMOUSLY.

10 | **ADJOURNMENT**

Chair Bowen-Eyre declared the meeting adjourned at 6:18 p.m.

Chair

Corporate Secretary
Adopted:

CALGARY BOARD OF EDUCATION

Minutes of the Regular Meeting of the Board of Trustees (the “Board”) held in the Multipurpose Room, Education Centre, 1221 – 8 Street SW, Calgary, Alberta on Tuesday, March 14, 2017 at 12:00 noon

MEETING ATTENDANCE

Board of Trustees:

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

Administration:

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

Stakeholder Representatives:

Mr. K. Kempt, Alberta Teachers' Association, Local 38
Ms. L. Robb, Calgary Board of Education Staff Association
Mr. R. Petrowitsch, Principals' Association for Adolescent Learners
Mr. D. Shartau, Principals' Association for Adolescent Learners

1 | CALL TO ORDER, NATIONAL ANTHEM AND WELCOME

Chair Bowen-Eyre called the meeting to order at 12:11 p.m. and a video recording of the Nelson Mandela High School Concert Band performing O Canada was played. Trustee King, ward trustee, expressed appreciation on behalf of the Board.

The Chair apologized for the late start noting that the Information Technology Services department had been working on audio difficulties with the live stream.

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

The Chair also welcomed Grade 5 students from Westgate School and their teacher Mr. M. Julien who have moved their classroom to the historical classroom and the downtown community. They are investigating the idea of “how will we leave our mark?”. The students have met with Deputy Chief Superintendent Church and will meet with Trustee Hehr later in the week; they will work with CBE architect Mr. R. Ashley to explore how CBE structures have changed over time; they will investigate various heritage buildings in the community; and will spend time at Rouleauville where there is a rich history near St. Mary’s Cathedral on 17th Avenue SW.

2 | **CONSIDERATION/APPROVAL OF AGENDA**

Ms. K. Fenney, Corporate Secretary, noted the proposed changes to the Public agenda: the addition of *Item 8.1 Approval of Minutes – Regular Meeting held February 14, 2017*, with the subsequent agenda items renumbered accordingly; removing *Item 8.1.3 Second Quarter Variance Report for the 2016-17 Budget* from the consent agenda for consideration immediately following *Item 7.2 Three-Year School Capital Plan*; and the addition of two items to the In Camera agenda, one strategic, the other labour.

MOVED by Trustee King:

THAT the Agenda for the Regular Meeting of March 14, 2017 be approved, as submitted, subject to the above-noted changes.

The motion was
CARRIED UNANIMOUSLY.

Chief Superintendent Stevenson noted March 13 to 17, 2017 is Substitute Teachers’ Appreciation Week. He said the CBE is very grateful to substitute teachers for the important role they play in schools; the wealth of knowledge and experience they bring to the classroom; and their hard work and dedication in supporting students.

Chair Bowen-Eyre, on behalf of the Board of Trustees, echoed the Chief Superintendent’s comments thanking all substitute teachers who help make the CBE system a better place.

3 | **AWARDS AND RECOGNITIONS**

3.1 **2017 Alberta School Boards Association (ASBA) Edwin Parr Teacher Nominee**

Superintendent Francis shared comments about Edwin Parr’s education career and the history of the annual teaching award he founded. He noted each year principals are invited to nominate first year teachers for the Edwin Parr Teacher Award which is sponsored by the ASBA. After reviewing 15 nominations the Calgary Board of Education (CBE) selection committee recommended that Ms. Kira Anderson be the 2017 CBE nominee. Ms. Anderson is currently teaching Grades 7 to 9 Career and Technology Foundations at Terry Fox School.

Ms. C. Malette, Coordinator of Teacher Staffing, provided brief comments on the intent of the award and then Ms. P. Kaiserseder, Principal of Terry Fox School, shared detailed information related to Ms. Anderson’s passion and skill for both teaching and extra-curricular activities.

Ms. Anderson came forward and expressed her appreciation for the nomination. She thanked her husband and family, her professors from Ambrose College and her co-workers at Terry Fox School for their support.

MOVED by Trustee Ferguson:

THAT Kira Anderson is the Calgary Board of Education nominee for the 2017 Alberta School Boards Association Edwin Parr Award.

The motion was
CARRIED UNANIMOUSLY.

On behalf of the Board, Chair Bowen-Eyre presented Ms. Anderson with a token of appreciation for her exceptional work with students, and wished her well in her teaching career.

4 | **RESULTS FOCUS**

4.1 School Presentation – Nelson Mandela High School

Director D. Yee, Area III, welcomed Nelson Mandela High School staff and students to the boardroom. She noted the school, which celebrated their official opening last week, has a diverse population of almost 1200 Grade 10 and 11 students, with almost 700 new grade 10 students to arrive in the fall. She added the school has a technology-rich environment, flexible use of time and space, and an interdisciplinary approach to learning.

Director Yee then introduced Principal T. Martin and grade 10 students Arashdeep, Melody and Navin to share how they have been working on Results 2 – Academic Success; specifically in the area of Arts, Physical Education and Career & Technology Studies. Principal Martin noted that Nelson Mandela High School has embraced the provincial initiative of high school re-design by changing how they approach the work they do with students. She explained that student learning goals are supported and enriched by personalization, flexibility and the building of strong relationships. Students Melody, Arashdeep and Navin commented on their individual learning experiences; Melody discussed her Tourism and Culinary Arts classes; Navin his Robotics class; and Arashdeep his Pre-Engineering class.

On behalf of the Board, Trustee King expressed appreciation for the presentation. She noted the great opportunity Nelson Mandela High School is giving students to discover their passions through learning experiences.

4.2 Results 5: Character – Annual Monitoring

Chair Bowen-Eyre noted that Administration presented the report to the Board on March 7, 2017, and responded to trustee questions. Chief Superintendent Stevenson noted that there is a revised version of the Results 5: Character monitoring report from the one that was presented on March 7, 2017. Superintendent Everett explained in the revised report the words “Grade 12 students” has been added above the table and graphs in the

following sections: 5.1 Indicators 1, 2 and 3; 5.2 Indicators 2 and 3; and 5.3 Indicators 2 and 3.

Chair Bowen-Eyre clarified that the report dated March 14, 2017 is the report that trustees will use to consider whether there has been reasonable organizational progress in this Results area.

MOVED by Trustee Hurdman:

THAT the Board of Trustees has reviewed the monitoring report and approves that the Chief Superintendent has made reasonable progress towards the ultimate achievement of Results 5: Character

Trustee comments in debate of the motion included: there is ample evidence to suggest that reasonable progress is being made, specifically that all of the targets for the board-approved indicators were met, and student comments from the March 7, 2017 meeting show this policy is alive in the CBE schools.

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

The motion was
CARRIED UNANIMOUSLY.

MOVED by Trustee King:

THAT the Board commends the Chief Superintendent for maintained exceptional results and continuous improvement in all policy provisions of R-5: Character, clearly demonstrating that Calgary Board of Education students are contributing to positive learning environments by treating others with respect and compassion, balancing their needs with the rights and needs of others, and making responsible decisions.

Trustee comments in debate of the motion included: student survey comments indicate exceptional results; the CBE does not have a standard for commendation making it difficult to determine if the report results are exceptional or simply baseline; all the indicators have been maintained or increased in value; 5 years of continually improving results demonstrate a building of capacity; and as the increase in results was minimal if a proportional decrease in results were to show in future would that be flagged as a concern.

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

The motion was
CARRIED.

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

Opposed: Trustee Hurdman

4.3 Arts, Career and Technology Studies, and Physical Education Information Report

Chief Superintendent Stevenson shared opening remarks noting this is the fifth in a series of information reports related to the subject areas identified in Results 2: Academic Success. Superintendent Everett introduced the presentation noting the personalized learning experiences, deep engagement and high achievement related to these programs of study.

With the aid of a PowerPoint and video presentation Specialist S. Wiebe provided detailed information about the Fine Arts program of study which is composed of four disciplines: Art, Drama, Music and Dance.

Administration responded to trustee questions on issues including: number of students who choose to take Fine Arts courses from Grade 7 to Grade 12; supports available to Elementary Generalists to teach Fine Arts; number of elementary schools that have qualified teachers and offer it as a separate class; University requirements for Elementary Education students to be able to teach Drama, Music, Art or Physical Education; impact of technology on teaching Fine Arts; recruiting teachers with Fine Arts qualifications and/or background; impact of a limited budget; number of teachers qualified to teach Art at the elementary level; support for task design, instructional practice and assessment; trends related to programming options; whether there is data that correlates exposure to Fine Arts in elementary school leads to choosing Fine Arts options at the secondary level; scheduling Fine Arts courses at the high school level before or after the regular school day; and whether the connection between math and music can be demonstrated statistically.

Recessed: 2:04 p.m.

Reconvened: 2:20 p.m.

Chair Bowen-Eyre thanked the Forest Lawn High School Culinary students who created the dessert Tiramisu for everyone to enjoy during the Board meeting.

Specialist T. Wong who provided detailed information about the Career and Technology Foundations (CTF) courses that are offered in Grades 5 to 9 and the Career and Technologies Studies (CTS) that are offered in Grades 10 to 12. He noted that CTF courses are in five clusters: Human Services, Business, Communication, Resources and Technology. These clusters are further divided into 28 occupational areas that allow students to access rewarding, hands-on learning opportunities, while they pursue their interests. He noted there are a variety of ways CTF courses are offered within schools; it can be an option-based course or a school can integrate CTF outcomes into other subjects. A video was shown where students explained how they experience CTF courses. Specialist Wong then shared in-depth information about CTS courses in grades 10 through 12. These courses allow students to personalize their learning, explore their interests and possible career options, and develop skills to help them transition from high school to post-secondary education or the workplace. He noted the high school re-design has enabled flexible learning environments for CTS courses, both on and off campus, that are used to support student engagement in learning, improve student achievement, and enhance teacher practice. A video was shown demonstrating one student's

experience with a CTS course. The presentation concluded with a review of report card data highlights from CTF/CTS courses.

Administration responded to trustee questions on issues including: whether a student can be certified, or work toward certification, for an occupation via CTS courses; how CTS courses can be personalized; potential impact of Bill 1 on the types of Career and Technology (CT) programming offered; number of students taking CTS courses and the number of different types of courses available; the number of CTS credits needed for graduation; whether CT courses are part of the curriculum re-write; possible correlation between students taking CTS courses and the graduation rate; whether there are known trends of students taking CTS courses and moving into specific occupations; whether there is time in a student's schedule to take CTS courses and still gather enough required credits to graduate; if there is a correlation between success in CTS courses and high school completion rates; whether the number of students participating in Registered Apprenticeship Programs (RAP) is increasing or decreasing; how many students are enrolled in CTS courses that are dual credit; and how the CBE's involvement in the high school re-design is assessed and communicated to the province.

The presentation continued with Specialist A. Daniel who provided detailed information about the Physical Education program of study. She noted report card data for students from Kindergarten to Grade 12; described the ABCD curriculum outcomes framework which stands for Activity, Benefits Health, Cooperation and Do it Daily...for Life; and presented a video demonstrating how these outcomes are embedded into elementary and junior high physical education classes.

Administration responded to trustee questions on issues including: whether Physical Education (PE) is part of the curriculum re-write and if so, whether the province is considering making Grade 11 and 12 PE mandatory; number of students currently taking PE; whether Fine Arts, CTS or PE courses are mandatory in high school; whether external partnerships exist to enhance PE opportunities; possibility of taking PE modules off-site in Grade 11 and 12; if students can receive credit for extra-curricular sports involvement; and whether some schools have wellness goals as part of their school development plans.

Chair Bowen-Eyre, on behalf of the Board of Trustees, thanked Chief Superintendent Stevenson and his staff for this informative report. She noted this report is being provided as information as part of the Results 2: Academic Monitoring and will be rolled up with the other information reports and monitored later in the year.

5 | OPERATIONAL EXPECTATIONS

5.1 OE-8: Communication With and Support for the Board – Annual Monitoring

Chair Bowen-Eyre noted that this report was introduced at the March 7, 2017 meeting where trustees posed questions and received clarification on various issues. The Board must now formally act on the monitoring report to determine compliance with this policy.

MOVED by Trustee King:

1. **THAT the Board of Trustees approves that the Chief Superintendent is in compliance with the provisions of OE-8: Communication With and Support for the Board; and**
2. **THAT the Board of Trustees commends the Chief Superintendent for exceptional performance in ensuring that the Board is supported in its work and is fully and adequately informed about matters relating to Board work and significant organizational concern.**

Trustee comments in debate of the motion included: an acknowledgement regarding the tremendous amount of work done by Administration in preparing the Board reports, presentations, and responding to inquiries that enables trustees to effectively fulfill their duties; Administration is generous and patient in their communication with trustees; and Administration has a strong capacity to answer the broad and varied questions the Board poses.

The Chair called for a vote on the motion.

The motion was
CARRIED UNANIMOUSLY.

6 | **PUBLIC COMMENT**

There were no public comments.

7 | **MATTERS RESERVED FOR BOARD ACTION**

7.1 **Proposed Amendment to Governance Policies: Operational Expectations**

The proposed amended policies received first reading on November 8, 2016 and impact statements that were requested by the Board were received from Administration on the March 7, 2017 Board meeting consent agenda. The report is now before the Board for second and final reading.

MOVED by Trustee Stewart:

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

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

Trustee comments in debate of the motion included: an acknowledgement regarding the amount of work for Administration to create reasonable interpretations and indicators for each amended policy; the proposed amendments remove duplication and clarify language which in the long term will reduce work for Administration; the revisions do not reflect a change in values; the community was engaged and their feedback was incorporated in the revisions; a question was raised whether the policies should be amended now or following the October 2017 School Board election; future conversations related to revised reasonable interpretations and indicators may help new trustees to better understand the governance model; and policy revision is an ongoing process and it is incumbent upon current trustees to share their knowledge with future trustees.

The Chair called for a vote on the motion.

The motion was
CARRIED.

In favour: Trustee Ferguson
Trustee Hehr
Trustee Hrdlicka
Trustee Hurdman
Trustee Stewart

Opposed: Trustee Bowen-Eyre
Trustee King

7.3 Three-Year Capital Plan

Chair Bowen-Eyre noted that this report was introduced at the March 7, 2017 meeting where trustees posed questions and received clarification on various issues. The Board must now formally act on the report to determine if they approve the plan.

MOVED by Trustee Stewart:

THAT the Board of Trustees approves the Three-Year School Capital Plan 2018-2021, as provided in the report, and refers the plan to Alberta Education.

Trustee comments in debate of the motion included: it is a solid plan based on statistics; it is timely as the provincial budget will soon be announced; the city's continual growth necessitates new schools; modernizations are critical to keep the facilities viable; the plan supports reasonable utilization rates; and capital funding needs to be a priority as it supports the values of public education and schools act as a community hub.

The Chair called for a vote on the motion.

The motion was
CARRIED UNANIMOUSLY.

8.2.3 Second Quarter Variance Report for the 2016-17 Budget

Chair Bowen-Eyre noted this report was pulled from the consent agenda to allow for trustee questions.

Administration responded to questions on issues including: substitute staffing costs; principal deployment decisions; Nelson Mandela High School gym rental cost; transportation expenses not funded by the province; the reduction in board-funded capital activities; learning budget surplus; cost containment measures; board-approved forecasted spending of reserves; timing for future recommendations on remaining reserve expenditures; forecasted variance for capital projects and whether the province will cover this additional expense; what the initials NAI represents; why some expenses were moved out of board funded capital investments to infrastructure, maintenance and repair (IMR) funding; clarification related to Elbow Park School expenditures; the process for receiving revenue from the Federal Government for First Nations students; and the breakdown in fees collected for transportation, noon supervision and instructional supplies and materials.

8 | **CONSENT AGENDA**

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

8.1 Approval of Minutes

- Regular Meeting held February 14, 2017

THAT the Board of Trustees approves the minutes of the Regular Meeting held February 14, 2017, as submitted.

8.2 Items Provided for Board Information

8.2.1 Correspondence

8.2.2 Chief Superintendent's Update

8.2.4 Construction Projects Status Update

Recessed: 4:26 p.m.

Reconvened: 4:51 p.m.

9 | **IN-CAMERA SESSION**

Motion to Move In Camera

MOVED by Trustee Hrdlicka:

Whereas the Board of Trustees is of the opinion that it is in the public interest that matters on the private agenda for the Regular Meeting of March 14, 2017 be considered at an in-camera session, therefore, be it

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

The motion was
CARRIED UNANIMOUSLY.

Motion to Revert to Public Meeting

MOVED by Trustee Stewart:

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

The motion was
CARRIED UNANIMOUSLY.

Motions to Action In-Camera Recommendations

MOVED by Trustee King:

THAT, when the Board adjourns, it adjourns to meet at the call of the Chair.

The motion was
CARRIED UNANIMOUSLY.

10 | ADJOURNMENT

Chair Bowen-Eyre declared the meeting adjourned at 6:32 p.m.

Chair

Corporate Secretary
Adopted:

report to Board of Trustees

Office of the Board of Trustees 2017-18 Operating Budget

Date	May 16, 2017
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Decision
Originator	Chair, on behalf of the Board of Trustees
Governance Policy Reference	Operational Expectations OE-5: Financial Planning
Resource Person(s)	Brad Grundy, Superintendent, Chief Financial Officer, Corporate Treasurer Kelly-Ann Fenney, Assistant General Counsel and Corporate Secretary Edward Sutlic, Director, School Financial Management Corporate Planning and Reporting staff

1 | Recommendation

It is recommended:

THAT the Board of Trustees approves the 2017-18 budget for the Office of the Board of Trustees of \$1,296,816 to be reasonable to allow the Board to effectively and efficiently perform its governing responsibilities.

2 | Issue

The Chief Superintendent is required by Operational Expectation 5 subsection 5.7 to develop a budget that includes amounts determined by the Board to be necessary for the Board to effectively and efficiently perform its governing responsibilities.

3 | Background

The Office of the Board of Trustees' budget for 2016-17 was approved at \$1,291,048.

The Chief Superintendent prepared a report regarding the 2016-17 budget for the Office of the Board of Trustees that incorporates the budget assumptions as they relate to the Office of the Board of Trustees' budget and reflects the outcome of any decisions related to the Board's consideration of Trustee Remuneration.

- Remuneration remains consistent with 2016-17 and will be as follows:

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

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

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

- Election costs have been increased by \$24,000 to account for higher expected election costs in 2021. Election costs are accrued on a yearly basis in 4 year cycles to allow for the expense to be recognized evenly over the 4 year election period. Trustees are elected every four years during the municipal election. The last election was held on October 2013. Historically, election costs for the CBE have increased every four years. The average percentage increase over the last 3 elections was 32%. As a result we have increased the budget by 16% to account for the increase. This amount will be adjusted when more pertinent information is available.
- Audit fees has been reduced by \$18,232 with the revised new contract with KPMG
- Advertising cost has been reduced by \$5,000 and ASBA and general trustee travel budget has been increased by \$5,000

4 | Analysis

The following is a summary of all proposed changes to the 2016-17 Office of the Board of Trustees budget:

2016-17 approved budget	\$1,291,048
Increases/(decreases):	
Increase in elections and enumeration	24,000
Decrease in Advertising	(5,000)
Increase in ASBA and General Trustee Travel	5,000
Decrease in Audit fees	(18,232)
Total increase in expenses (0.45%) from the 2016-17 Approved Budget	<u>5,768</u>
2017-18 proposed budget	<u>\$1,296,816</u>

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

Please refer to Attachment I for a year-over-year comparison between 2016-17 and 2017-18.

5 | Conclusion

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



DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: Proposed Board of Trustees 2017-18 Operating Budget

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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

Calgary Board of Education Board of Trustees - General Board of Trustees 2017-18 Operating Budget			
Category	2016-17 Approved	Changes	2017-18 Proposed
Total Permanent Salaries & Benefits	\$ 418,348	\$ -	\$ 418,348
Membership Dues and Fees			
MB Dues and Fees	\$ 244,000	\$ -	\$ 244,000
Contribution to school council support	\$ 7,800	\$ -	\$ 7,800
Total Membership Dues and Fees	\$ 251,800	\$ -	\$ 251,800
Professional & Technical			
General & Contracted Out Services	\$ 62,500	\$ -	\$ 62,500
Audit Fees	\$ 178,650	\$ (18,232)	\$ 160,418
Advertising	\$ 10,000	\$ (5,000)	\$ 5,000
Elections	\$ 326,000	\$ 24,000	\$ 350,000
Total Professional & Technical	\$ 577,150	\$ 768	\$ 577,918
Total Telephone	\$ 750	\$ -	\$ 750
Travel & Subsistence Business			
Trustee PD & Travel	\$ 14,000	\$ -	\$ 14,000
ASBA & General Trustee Travel & PD	\$ 19,000	\$ 5,000	\$ 24,000
Total Travel & Subsistence Business	\$ 33,000	\$ 5,000	\$ 38,000
Supplies			
General	\$ 4,000	\$ -	\$ 4,000
Café Food	\$ 2,000	\$ -	\$ 2,000
Printing & Binding	\$ 3,000	\$ -	\$ 3,000
Textbooks & Materials	\$ 1,000	\$ -	\$ 1,000
Total Expense Budget	\$1,291,048	\$ 5,768	\$ 1,296,816

report to Board of Trustees

Correspondence

Date	May 16, 2017
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Kelly Ann Fenney Office of the Corporate Secretary
Purpose	Information
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board

1 | Recommendation

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

- Letter dated April 12, 2017 from The Hon. D. Eggen, Minister of Education and The Hon. B. Mason, Minister of Infrastructure, to Chair Bowen-Eyre re: approved school projects for the Calgary Board of Education.
- Letter dated May 4, 2017 from The Hon. D. Eggen, Minister of Education, to Chair Bowen-Eyre re: decision of the Board of Trustees to close Juno Beach Academy of Canadian Studies effective June 30, 2017.
- Letter dated May 4, 2017 from The Hon. D. Eggen, Minister of Education, to Chair Bowen-Eyre re: the revised construction schedules for Griffith Woods School and Ron Southern School.

Attachments: Relevant Correspondence



ALBERTA
EDUCATION

Office of the Minister



AR97693

APR 12 2017

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

Dear Ms. Bowen-Eyre:

On behalf of the Government of Alberta, we are pleased to advise you that the following projects for Calgary Board of Education are approved:

Project	Delivery Type	Grade Configuration	Opening Capacity
Cranston Elementary School – New	Infrastructure Managed	K–4	600
Evergreen Elementary School – New	Infrastructure Managed	K–4	600
Coventry Hills Elementary School – New	Infrastructure Managed	K–4	600
Forest Lawn High - Modernization	Grant Funded	10–12	N/A

A forthcoming grant agreement will contain the terms and conditions of this approval, as well as further budget and project scope information. The grant agreement must be signed before funding can be provided and a prime consultant can be engaged. Education staff will contact district staff regarding next steps, including the scheduling of project kick-off meetings.

As Alberta Infrastructure will co-ordinate and deliver the new Cranston Elementary School, Evergreen Elementary School and Coventry Hills Elementary School in Calgary on behalf of the jurisdiction, we encourage you to work closely with Infrastructure to provide assistance as needed, and to ensure that the jurisdiction has title to the site and the site is serviced for the project. Alberta Education is also available to provide guidance and assistance, if required.

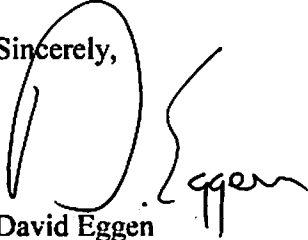
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Ms. Joy Bowen-Eyre
Page Two

The Education project contact is Robert Craig, Senior Manager, Capital Planning South, who can be contacted at robert.craig@gov.ab.ca or 780-643-0735 (toll-free by first dialing 310-0000). The Infrastructure contact for this project is Don Kromm, Director, South, South Project Planning and Delivery, who can be contacted at don.kromm@gov.ab.ca or 403-592-2667.

We look forward to the successful and timely completion of these projects.

Sincerely,



David Eggen
Minister of Education



Brian Mason
Minister of Infrastructure



Office of the Minister



AR98191

MAY 04 2017

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

Dear Ms. Bowen-Eyre:

Thank you for your April 5, 2017 letter advising me of the closure of the Juno Beach Academy of Canadian Studies effective June 30, 2017 by resolution at the Regular Meeting of the Calgary Board of Education Board of Trustees on April 4, 2017.

I understand that the closure was due to low enrolment in the program, and that consultation with the parent community has been ongoing since 2014. I am confident that the Calgary Board of Education continues to apply a principles-based consultative process that respects and values public engagement and ensures that input provided by your communities is considered in the decisions of the board.

I wish you continued success in providing quality learning opportunities for all of the students served by your school district.

Sincerely,

David Eggen
Minister



ALBERTA
EDUCATION

Office of the Minister



AR98220

MAY 04 2017

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

Dear Ms. Bowen-Eyre:

Thank you for your April 11, 2017 letter regarding the revised construction schedules for Griffith Woods and Ron Southern Schools.

While it is unfortunate that the opening dates for these two schools are delayed, I was pleased to read that the Calgary Board of Education (CBE) has made significant efforts to implement the projects within the time schedule and that the contingency plans for student accommodation were developed and shared with parents. I also understand that factors beyond the jurisdiction's control, including site issues and unfavourable weather, have contributed to the delays.

I acknowledge your commitment to expedite these projects, where possible, while ensuring that students will have access to quality learning environments. I wish CBE success as it moves forward toward completion of these two important school construction projects.

Sincerely,

David Eggen
Minister

**report to
Board of Trustees**

EducationMatters Financial Statements as at December 31, 2016

Date	May 16, 2017
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Kelly Ann Fenney Office of the Corporate Secretary
Purpose	Information
Originator	Monica Bryan, Director, Finance and Administration, EducationMatters
Governance Policy Reference	Governance Culture GC-3: Board Job Description

1 | Recommendation

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

2 | Background

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

Appendix I: Education Matters Financial Statements as at December 31, 2016



Financial Statements
December 31, 2016

Independent Auditors' Report

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

We have audited the accompanying financial statements of EducationMatters, Calgary's Public Education Trust, which comprise the statement of financial position as at December 31, 2016, and the statements of operations, changes in fund balances and cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Financial Statements

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

Auditors' Responsibility

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

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

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

Opinion

In our opinion, the financial statements present fairly, in all material respects, the financial position of EducationMatters, Calgary's Public Education Trust as at December 31, 2016, and the results of its operations and its cash flows for the year then ended in accordance with Canadian accounting standards for not-for-profit organizations.

Collins Barrow Calgary LLP

CHARTERED PROFESSIONAL ACCOUNTANTS

Calgary, Canada
April 12, 2017

EducationMatters, Calgary's Public Education Trust
Statement of Financial Position
December 31, 2016

	2016	2015
Assets		
Current assets		
Cash and cash equivalents (notes 3 and 7)	\$ 1,589,768	\$ 2,281,640
Goods and Services Tax recoverable	<u> -</u>	<u> 655</u>
	1,589,768	2,282,295
Investments (notes 4 and 7)	5,059,520	4,534,126
Property and equipment (note 5)	<u> 29,053</u>	<u> 31,632</u>
	<u>\$ 6,678,341</u>	<u>\$ 6,848,053</u>
Liabilities		
Current liabilities		
Accounts payable and accrued liabilities	\$ 35,896	\$ 27,846
Deferred operating contributions (note 6)	<u> 441,000</u>	<u> 440,000</u>
	<u> 476,896</u>	<u> 467,846</u>
Funds		
Operating funds (including investment in capital assets)	728,963	774,197
Flow-through funds	638,999	941,345
Endowment funds (note 7)	<u> 4,833,483</u>	<u> 4,664,665</u>
	<u> 6,201,445</u>	<u> 6,380,207</u>
	<u>\$ 6,678,341</u>	<u>\$ 6,848,053</u>

Commitments (note 8)

See accompanying notes to the financial statements

On behalf of the Board,


 _____, Governor


 _____, Governor

EducationMatters, Calgary's Public Education Trust
Statement of Operations
Year Ended December 31, 2016

	2016				2015
	Operating Funds	Flow- Through Funds	Endowment Funds	Total	
Revenue					
Contributions	\$ 660,000	\$ 1,461,915	\$ 200,398	\$ 2,322,313	\$ 1,916,563
Interfund fees	92,690	(25,364)	(67,326)	-	-
Gains on investments	20,213	-	90,216	110,429	303,904
Interest and dividend revenue	<u>15,025</u>	<u>-</u>	<u>96,570</u>	<u>111,595</u>	<u>172,728</u>
	<u>787,928</u>	<u>1,436,551</u>	<u>319,858</u>	<u>2,544,337</u>	<u>2,393,195</u>
Expenditures					
Grants (notes 6 and 10)	-	1,848,808	151,630	2,000,438	806,359
Salaries and benefits (note 10)	504,448	-	-	504,448	490,862
Communications (note 10)	2,037	-	-	2,037	1,556
Fund development (note 10)	13,760	-	-	13,760	16,673
Office	37,706	-	-	37,706	39,964
Investment fees	39,902	-	-	39,902	36,881
Professional fees	26,597	89	96	26,782	25,954
Special events	3,090	-	-	3,090	30,383
Computer applications and support	46,842	-	-	46,842	43,264
Rent	38,993	-	-	38,993	38,993
Amortization (note 10)	<u>9,101</u>	<u>-</u>	<u>-</u>	<u>9,101</u>	<u>8,038</u>
	<u>722,476</u>	<u>1,848,897</u>	<u>151,726</u>	<u>2,723,099</u>	<u>1,538,927</u>
Excess (deficiency) of revenue over expenditures	<u>\$ 65,452</u>	<u>\$ (412,346)</u>	<u>\$ 168,132</u>	<u>\$ (178,762)</u>	<u>\$ 854,268</u>

See accompanying notes to the financial statements

EducationMatters, Calgary's Public Education Trust
Statement of Changes in Fund Balances
Year Ended December 31, 2016

	Operating Funds	Flow- Through Funds	Endowment Funds	Total
Fund balances, December 31, 2014	\$ 707,463	\$ 725,289	\$ 4,093,187	\$ 5,525,939
Excess of revenue over expenditures	66,163	219,464	568,641	854,268
Interfund transfers	<u>571</u>	<u>(3,408)</u>	<u>2,837</u>	<u>-</u>
Fund balances, December 31, 2015	774,197	941,345	4,664,665	6,380,207
Excess (deficiency) of revenue over expenditures	65,452	(412,346)	168,132	(178,762)
Interfund transfers	<u>(110,686)</u>	<u>110,000</u>	<u>686</u>	<u>-</u>
Fund balances, December 31, 2016	<u>\$ 728,963</u>	<u>\$ 638,999</u>	<u>\$ 4,833,483</u>	<u>\$ 6,201,445</u>

See accompanying notes to the financial statements

EducationMatters, Calgary's Public Education Trust
Statement of Cash Flows
Year Ended December 31, 2016

	2016	2015
Cash provided by (used in):		
Operating activities		
Excess (deficiency) of revenue over expenditures	\$ (178,762)	\$ 854,268
Add (deduct) items not affecting cash		
Amortization	9,101	8,038
Unrealized gain on investments	<u>(81,286)</u>	<u>(279,330)</u>
	<u>(250,947)</u>	<u>582,976</u>
Changes in non-cash working capital		
Goods and Services Tax recoverable	655	746
Prepaid expenses	-	4,400
Accounts payable and accrued liabilities	8,050	2,509
Deferred operating contributions	<u>1,000</u>	<u>-</u>
	<u>9,705</u>	<u>7,655</u>
Cash provided by (used in) operating activities	<u>(241,242)</u>	<u>590,631</u>
Investing activities		
Purchase of equipment	(6,522)	(7,182)
Purchase of investments	(567,641)	(359,194)
Disposal of investments	<u>123,533</u>	<u>102,430</u>
Cash used in investing activities	<u>(450,630)</u>	<u>(263,946)</u>
Cash inflow (outflow)	(691,872)	326,685
Cash and cash equivalents, beginning of year	<u>2,281,640</u>	<u>1,954,955</u>
Cash and cash equivalents, end of year	<u>\$ 1,589,768</u>	<u>\$ 2,281,640</u>
Cash and cash equivalents is comprised of:		
Cash	\$ 199,567	\$ 158,314
Treasury bills (note 3)	<u>1,390,201</u>	<u>2,123,326</u>
	<u>\$ 1,589,768</u>	<u>\$ 2,281,640</u>

See accompanying notes to the financial statements

EducationMatters, Calgary's Public Education Trust

Notes to Financial Statements

December 31, 2016

1. Nature of Trust

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

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

2. Significant accounting policies

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

(a) Revenue

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

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

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

The Trust recognizes interest, dividends and fee revenue when the amounts are earned.

(b) Trust funds

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

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

EducationMatters, Calgary's Public Education Trust
Notes to Financial Statements
December 31, 2016

Operating funds

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

Flow-through funds

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

Endowment funds

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

(c) Cash and cash equivalents

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

(d) Investments

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

(e) Property and equipment

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

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

(f) Measurement uncertainty

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

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

EducationMatters, Calgary's Public Education Trust

Notes to Financial Statements

December 31, 2016

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

(g) Financial instruments

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

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

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

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

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

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

(h) Expenditures

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

EducationMatters, Calgary's Public Education Trust
Notes to Financial Statements
December 31, 2016

(i) Donated services

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

3. Cash and cash equivalents

Cash and cash equivalents include short-term investments of \$1,390,201 (2015 - \$2,123,326) consisting entirely of investments in Canadian treasury bills with maturity dates of 90 days or less. Short-term investments yield an average interest rate of 0.44% (2015 - 0.63%).

4. Investments

	2016	2015
Pooled Funds - Endowment Fund	\$ 4,683,178	\$ 4,534,126
Pooled Funds - Operating Fund	<u>376,342</u>	<u>-</u>
	<u>\$ 5,059,520</u>	<u>\$ 4,534,126</u>

Investments are comprised of \$5,059,520 (2015 - \$4,534,126) in pooled investment funds measured at fair value. The Trust's policy is to liquidate gifted shares on the same day as they are received. There were no gifted shares held at December 31, 2016 or 2015.

In February 2016, the Board of Governors approved the transfer of \$350,000 or approximately half of the surplus from the operating fund into a pooled investment fund in order to generate a higher return than holding this balance in short-term investments. The investment fund has no restrictions on the use of these funds and the investment fund can be liquidated by the Trust and used for general operating expenditures at any time. This investment fund is monitored by management on an ongoing basis and quarterly by the Finance and Audit Committee and the Board of Governors to assess its performance.

5. Property and equipment

			Net Book Value	
	Cost	Accumulated Amortization	2016	2015
Computer equipment	\$ 144,873	\$ 117,940	\$ 26,933	\$ 30,562
Office equipment	<u>25,850</u>	<u>23,730</u>	<u>2,120</u>	<u>1,070</u>
	<u>\$ 170,723</u>	<u>\$ 141,670</u>	<u>\$ 29,053</u>	<u>\$ 31,632</u>

EducationMatters, Calgary's Public Education Trust
Notes to Financial Statements
December 31, 2016

6. Related party transactions

The Trust is economically dependent on contributions from the Calgary Board of Education ("CBE") and is committed to provide services to CBE in fund development, grants and student awards. During the year, the Trust received \$660,000 (2015 - \$660,000) from the CBE. \$440,000 of the contributions received was deferred to 2017 in accordance with spending of the funds over a twelve-month period and is included in deferred operating contributions on the statement of financial position. The Trust rented office space and purchased services of \$38,993 (2015 - \$38,993) and \$7,678 (2015 - \$6,442), respectively, from the CBE. These transactions were recorded at the amounts established and agreed to by the parties.

Grants awarded to CBE schools by the Trust are distributed to recipients by way of the CBE. In 2016, this amount was \$1,516,879 (2015 - \$360,320).

7. Endowment funds

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

	2016	2015
Cash	\$ 150,305	\$ 130,539
Investments	<u>4,683,178</u>	<u>4,534,126</u>
	<u>\$ 4,833,483</u>	<u>\$ 4,664,665</u>

8. Commitments

The Trust's office lease with the CBE was renewed in August 2016 for an additional one-year term to August 31, 2017 and requires monthly rental payments of \$3,249.

9. Financial instruments

The Trust is exposed to the following significant financial risks:

(a) Credit risk

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

EducationMatters, Calgary's Public Education Trust
Notes to Financial Statements
December 31, 2016

(b) Market risk

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

10. Additional information on fund development

(a) Expenses incurred to raise funds

	2016	2015
Fundraising event	\$ -	\$ 30,383
Fund development expenses	13,760	16,673
Fund development salaries and benefits	<u>136,121</u>	<u>133,835</u>
	<u>\$ 149,881</u>	<u>\$ 180,891</u>

(b) Funds raised during 2016 were \$1,662,313 (2015 - \$1,236,891).

(c) Summary of disbursements

	2016	2015
Grants	\$ 1,565,529	\$ 402,357
Scholarships	<u>434,909</u>	<u>404,002</u>
	<u>\$ 2,000,438</u>	<u>\$ 806,359</u>

In 2016 there were three disbursements of contributions greater than 10% of the gross contributions received in 2016. The following projects were supported:

- (1) Calgary Board of Education Exploratory or Dual Credit programs engage in learning experiences that can: earn students credits in high school and post-secondary education institutions simultaneously; allow students to discover and explore career pathways, which can help them plan for successful transitions to post-secondary and/or the workforce; provide workplace certification/accreditation or; offer preferred placement at post-secondary institutions (\$405,311 in 2016).
- (2) Library to Learning Commons projects transform school libraries in Calgary Board of Education Schools into modern, welcoming Learning Commons (\$198,132 in 2016).

EducationMatters, Calgary's Public Education Trust
Notes to Financial Statements
December 31, 2016

(3) Maker Education is a way of introducing engineering to young learners. Such concrete experiences provide a meaningful context for understanding abstract science and math concepts traditionally taught by schools while expanding the world of knowledge now accessible to students for the first time. Also included in the funding was a small portion for teacher professional development regarding Maker Education in classrooms (\$170,200 in 2016).

In 2015 there were no disbursements greater than 10% of the funds raised.

(d) Allocation of total expenditures and disbursements

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

	2016	2015
Grant disbursements	\$ 2,000,438	\$ 806,359
Communication expenses	2,037	1,556
Fund development expenses, excluding events	149,881	150,508
Events	-	30,383
Program expenses	561,642	542,083
Amortization expense	<u>9,101</u>	<u>8,038</u>
	<u>\$ 2,723,099</u>	<u>\$ 1,538,927</u>

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

**report to
Board of Trustees**

Construction Projects Status Report

Date	May 16, 2017
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson Chief Superintendent of Schools
Purpose	Information
Originator	Dany Breton, Superintendent, Facilities and Environmental Services
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board OE-12: Facilities
Resource Person(s)	Eugene Heeger, Director, Design & Property Development Leah Hartley, Project Manager, Capital Projects

1 | Recommendation

It is recommended:

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

2 | Issue

The Chief Superintendent is required to provide the Board of Trustees with an update regarding the status of new and replacement facilities under development or construction.



3 | Background

The Calgary Board of Education (CBE) is currently undertaking 7 new school construction and modernization projects. Two new schools were opened in March. Another four new schools are forecasted to open in the 2017-18 school year. One new high school and two high school modernizations are anticipated for the 2018-19 school year.

On March 21, 2017, the Alberta Government announced the approval of three new elementary schools for Cranston, Evergreen and Coventry Hills, as well as a major modernization for Forest Lawn High School.

On April 12, 2017, the Alberta Government advised that at the CBE's request, the three new elementary schools would be managed by Alberta Infrastructure, and that the Forest Lawn High School Modernization would be Grant Funded and managed by the CBE.

4 | Analysis

Information on the current status of the projects under development and being administered by the CBE and Alberta Infrastructure is provided in **Attachment I**.

The locations of the various new school and modernization capital projects under development are shown in **Attachment II**.

There are six Project Steering Committees setup for the current school projects as follows:

- Marshall Springs MS
- Griffith Woods K-9 (Bundle 10)
- Manmeet Singh Bhullar and Ron Southern ES (Bundle 11)
- Seton HS
- James Fowler HS Modernization
- Lord Beaverbrook HS Modernization

Modular Classrooms

Two modular units from the Earl Grey School site have been assigned for installation at Rosedale School for September 2017.

5 | Conclusion

This report provides the current update on the status of new and modernized facilities under development or construction by the CBE.

It is provided to the Board of Trustees as monitoring information in compliance with Operational Expectation 8: Communication With and Support for the Board.



DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: New/Modernized Facilities Construction Status
Attachment II: Project Location Map
Attachment III: Project Photos

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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

**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
May 2017**

Building	Opening Date	Notes/Comments	
2. Innovation Centre / Academy (Booth Centre) (Chinook Learning Services) Capacity 675 students	TBD	Land Use Amendment	100%
		Expression of Interest Document	100%
		Concept Design	20%
		Design and Specifications	0%
		City Permits	0%
		Note: Alberta Education has requested that this project be placed on hold.	
8. (b) Nelson Mandela High School (Northeast High School) Gymnasium	Fall-17	City Permits	100%
		Construction Award	0%
		Foundations	0%
		Steel Fabrication and Erection	0%
		Roofing and Membranes	0%
		Building Envelope	0%
		Interior Finishes	0%
		Note: Awaiting approval to tender.	
13. Marshall Springs School (Evergreen School) Grades 4 - 9 Capacity 900 students	Sep-17	Design and Specifications	100%
		City Permits	100%
		Construction Award	100%
		Foundations	100%
		Steel Fabrication and Erection	100%
		Roofing and Membranes	100%
		Building Envelope	100%
		Interior Finishes	90%
		Note: The contractor is indicating a minor delay. This will not affect Occupancy.	
20. Rideau Park School (Flood mitigation)	TBC	Design and Specifications	100%
		City Permits	100%
		Construction Award	0%
		Note: Reassessment of scope required as tenders are over budget.	
26. Southeast High School Grades 10 -12 Capacity 1800 students	Fall-18	Design and Specifications	100%
		City Permits	100%
		Construction Award	100%
		Foundations	85%
		Steel Fabrication and Erection	25%
		Roofing and Membranes	0%
		Building Envelope	0%
		Interior Finishes	0%

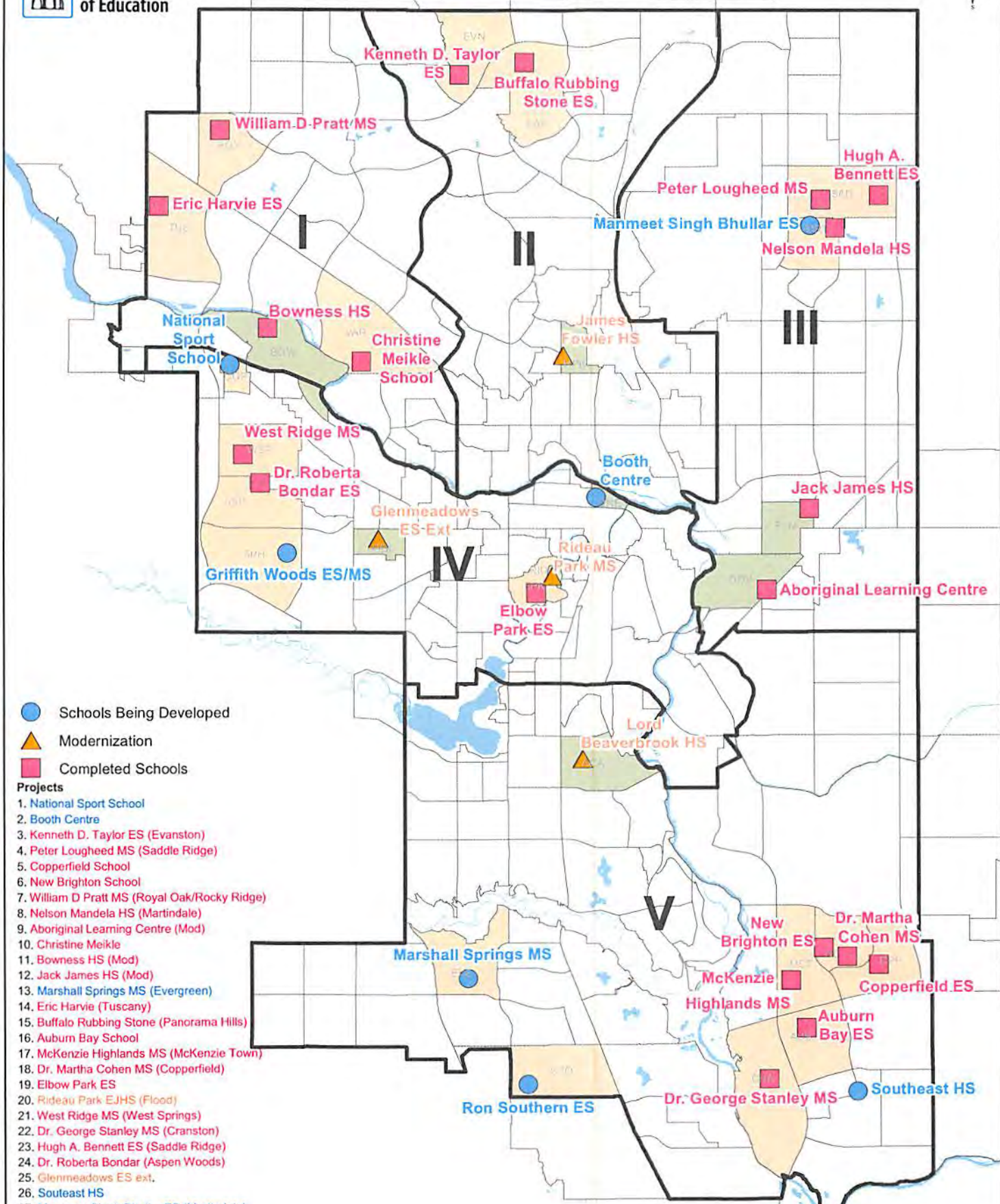
**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
May 2017**

Building	Opening Date	Notes/Comments	
27. Manmeet Singh Bhullar School (Martindale School) Grades K-5 Capacity 600 students	Fall-17	Design and Specifications	100%
		City Permits	100%
		Construction Award	100%
		Foundations	100%
		Steel Fabrication and Erection	100%
		Roofing and Membranes	100%
		Building Envelope	80%
		Interior Finishes	40%
28. James Fowler High School Modernization	Fall-18	Design and Specifications	100%
		City Permits	100%
		Construction Award	100%
		Tender to subtrades	100%
		Award to subtrades	100%
		Construction Progress	5%
		Note: Planning of work sequencing commenced is underway.	
29. Griffith Woods School (Springbank Hill/ Discovery Ridge School) Grades K-9 Capacity 900 students	Winter-18	Design and Specifications	100%
		City Permits	100%
		Construction Award	100%
		Foundations	100%
		Steel Fabrication and Erection	100%
		Roofing and Membranes	90%
		Building Envelope	40%
		Interior Finishes	10%
Note: Project tracking behind schedule. Opening date revised to January 2018.			
30. Lord Beaverbrook High School Modernization	Fall-18	Design and Specifications	100%
		City Permits	100%
		Construction Award	100%
		Tender to subtrades	100%
		Award to subtrades	100%
		Construction Progress	10%
		Note: Planning of work sequencing is underway.	
31. Ron Southern School (Silverado School) Grades K-4 Capacity 600 students	Fall-17	Design and Specifications	100%
		City Permits	100%
		Construction Award	100%
		Foundations	100%
		Steel Fabrication and Erection	90%
		Roofing and Membranes	60%
		Building Envelope	40%
		Interior Finishes	10%
Note: Project tracking behind schedule.			



Calgary Board of Education

CBE New, Completed & Modernized Schools



- Schools Being Developed
- ▲ Modernization
- Completed Schools

Projects

1. National Sport School
2. Booth Centre
3. Kenneth D. Taylor ES (Evanston)
4. Peter Lougheed MS (Saddle Ridge)
5. Copperfield School
6. New Brighton School
7. William D Pratt MS (Royal Oak/Rocky Ridge)
8. Nelson Mandela HS (Martindale)
9. Aboriginal Learning Centre (Mod)
10. Christine Meikle
11. Bowness HS (Mod)
12. Jack James HS (Mod)
13. Marshall Springs MS (Evergreen)
14. Eric Harvie (Tuscany)
15. Buffalo Rubbing Stone (Panorama Hills)
16. Auburn Bay School
17. McKenzie Highlands MS (McKenzie Town)
18. Dr. Martha Cohen MS (Copperfield)
19. Elbow Park ES
20. Rideau Park EJHS (Flood)
21. West Ridge MS (West Springs)
22. Dr. George Stanley MS (Cranston)
23. Hugh A. Bennett ES (Saddle Ridge)
24. Dr. Roberta Bondar (Aspen Woods)
25. Glenmeadows ES ext.
26. Southeast HS
27. Manmeet Singh Bhullar ES (Martindale)
28. James Fowler HS (Mod)
29. Griffith Woods ES/MS (Springbank Hill/Discovery Ridge)
30. Lord Beaverbrook HS (Mod)
31. Ron Southern ES (Silverado)



NAD 1983 3TM 114
 Prepared by: Planning & Transportation
 Map: New And Modernized Schools.mxd
 Date: January 27, 2017

Marshall Springs





Manmeet Singh Bhullar





Ron Southern





Griffith Woods



report to Board of Trustees

Trustee Remuneration Committee Report

Date	May 16, 2017
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trustee Judy Hehr, Chair, Trustee Remuneration Committee Trustee Joy Bowen-Eyre, Committee Member
Purpose	Information
Resource Person(s)	Trustee Remuneration Committee Members Patricia Minor, Associate Corporate Secretary
Governance Policy Reference	Governance Culture GC-5E: Trustee Remuneration Committee Terms of Reference GC-2E: Trustee Remuneration

1 | Recommendation

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

2 | Background

The Board of Trustees' Governance Culture-5E: Committees, Terms of Reference for the Trustee Remuneration Committee identify the purpose of the Committee is:

- To review trustee remuneration, including trustee remuneration levels, taking into consideration budgetary, economic and other relevant factors; and
- To recommend continuation of or changes to Board policy on remuneration.

The Terms of Reference also dictate the Committee membership be comprised of at least two trustee and three external members, currently Committee composition consists of two trustees and four external members.

3 | Analysis

The Committee met on March 15 and May 1, 2017. The minutes of the meetings are attached to this report (May 1st minutes have not been approved by the Committee, and are still in draft form).

The Committee considered and discussed the following related to Trustee Remuneration:

- Comparative report on trustee remuneration for the Calgary Board of Education, the Calgary Catholic School District, Edmonton Public School Board and Edmonton Catholic School District;
- Trustee remuneration and monetary incentives for the year ended August 31, 2016 for the Calgary Board of Education, the Calgary Catholic School District, Edmonton Public School Board and Edmonton Catholic School District;
- Reimbursable travel costs and professional development budget;
- Municipal officers' expense allowance under the *Income Tax Act* (Canada); and
- Historical trustee remuneration data from 2010 to 2016 and Calgary Consumer Price Index data, sources from Statistics Canada, from 2012 to 2016.

Following review of the metro boards' trustee remuneration and various components of the CBE Trustee Remuneration policy, the Committee agreed no adjustments are required to GC-2E at this time.

4 | Conclusion

The Committee recommends no amendments are required to be made to GC-2E: Trustee Remuneration at this time.

Attachment I: Minutes of Trustee Remuneration Committee meetings March 15, 2017 and May 1, 2017 (Draft)

CALGARY BOARD OF EDUCATION

TRUSTEE REMUNERATION COMMITTEE

**Minutes of the Meeting of the Trustee Remuneration Committee
held in Room S308, Education Centre, 1221 – 8th Street SW, Calgary, Alberta
Wednesday, March 15, 2017, 12:00 noon**

PRESENT: Ms. J. Hehr, Trustee and Committee Chair
Ms. J. Bowen-Eyre, Trustee and Committee Member
Ms. W. Fraser, Committee Member (departed at 1:18 p.m.)
Mr. K. Lima-Coelho, Committee Member (attended via teleconference)
Ms. P. McLeod, Committee Member
Mr. E. Miller, Committee Member
Ms. K. Fenney, Assistant General Counsel/Corporate Secretary
Ms. P. Minor, Associate Corporate Secretary
Ms. K. Maxwell, Recording Secretary

1.0 Welcome and Introductions

Trustee Hehr welcomed all attendees and introductions were exchanged.

2.0 Review of Agenda

The agenda was accepted as submitted.

3.0 Review of Minutes of Committee Meeting held March 11, 2016

MOVED by Ms. McLeod:

THAT the minutes be accepted as submitted.

The motion was
CARRIED UNANIMOUSLY

4.0 Review of the Terms of Reference

MOVED by Ms. Fraser:

THAT the Terms of Reference be accepted as submitted.

The motion was
CARRIED UNANIMOUSLY

5.0 Review Trustee Remuneration Comparatives

Committee members reviewed the two documents contained in Attachment 3 – *Trustee Remuneration Comparatives*. Ms. Minor noted the smaller chart titled *Schedule of Remuneration and Monetary Incentives for the year ended August 31, 2016* was based on the audited financial statements for Calgary Board of Education (CBE), Calgary Catholic School District (CCSD), Edmonton Public School Board (EPSB) and Edmonton

Catholic School District (ECSD). Ms. Fenney then noted the larger chart is a comparative of trustee remuneration including honorarium, allowances, expenses and benefits for the CBE, CCSD, EPSB and ECSD and areas of consideration for the Committee regarding the CBE's trustee remuneration.

6.0 Discuss Trustee Remuneration and Recommendations to the Board of Trustees

After reviewing the trustee remuneration comparatives, the Committee members discussed the following:

Reimbursable travel costs outside of the Calgary city limits. The Committee discussed trustee travel cost reimbursement and whether airport parking should fall under the \$4,100 transportation allowance or reimbursable expenses. It was noted that the CBE's Employee Business and Travel Expense administration regulation should be considered as part of the determination on airport parking costs. Committee members expressed that the application of this policy is not intended to disadvantage trustees when conducting Board business and that all travel costs including airport parking should be a reimbursable expense.

Professional development (PD) budget. It was noted that trustees are expected to attend two ASBA conferences annually, which can cost \$1,400 or more for registration plus travel cost resulting in nominal funds remaining for other PD opportunities for trustees. The Committee members then discussed increasing the PD budget from \$2,000 to \$3,000 per annum per trustee.

Consider designating a portion of the trustee honorarium as non-taxable in accordance with the Income Tax Act (Canada). The Committee discussed the use of a non-taxable allowance related to trustee honorarium. It was noted that the trustee remuneration policies for CCSD, EPSB and ECSD allow for a non-taxable allowance; however, it is unclear from their audited financial statements whether the non-taxable portion has been applied to trustees' remuneration. Ms. Fenney noted the CBE's current policy on remuneration (GC-2E) allows for honorarium adjustments in accordance with the most recent three-year rolling average of Statistics Canada annually published Calgary Consumer Price Index (CPI).

Committee members discussed the application of a non-taxable allowance, disclosure of the non-taxable allowance to the public and whether it should be 1/3 of the honorarium or less. Historical data on the CBE's trustee honorarium was discussed, and the Committee questioned changes in CPI since the last election. Committee members agreed more information regarding the change in CPI since the last election, trustee honorarium historical data and the mechanics of the non-taxable allowance is required.

ACTION: Ms. Fenney and Ms. Minor to investigate changes to the Calgary CPI since the last election, trustees' honorarium historical data and the application of the non-taxable allowance under the *Income Tax Act (Canada)*.

RECOMMENDATION: The Committee will meet via teleconference before the end of May to consider trustee remuneration recommendations to the Board of Trustees. Mr. Lima-Coelho noted he is unavailable for a teleconference from April 1-10.

Ms. Fraser left the meeting at 1:18 p.m.

7.0 Review Term of Appointment for External Committee Members

As per the Terms of Reference for Trustee Remuneration Committee, membership timelines for external members will be staggered to provide continuity. As a result two members will be renewed for a 2-year term and two members will be renewed for a 4-year term.

Mr. Lima-Coelho and Ms. McLeod each agreed to be renewed for a 4 year term and Mr. Miller agreed to be renewed for a 2-year term.

ACTION: Chair Hehr will ask Ms. Fraser during the upcoming teleconference if she would accept a 2-year term renewal.

Committee members agreed to have their 2018 meeting in mid-February.

8.0 Adjournment

The meeting concluded at 1:27 p.m.

CALGARY BOARD OF EDUCATION

TRUSTEE REMUNERATION COMMITTEE

**Minutes of the Meeting of the Trustee Remuneration Committee
Held via telephone conference
Monday, May 1, 2017, 12:00 noon**

PRESENT: Ms. J. Hehr, Trustee and Committee Chair
Ms. J. Bowen-Eyre, Trustee and Committee Member
Ms. W. Fraser, Committee Member
Ms. P. McLeod, Committee Member
Mr. E. Miller, Committee Member
Ms. P. Minor, Associate Corporate Secretary
Ms. K. Maxwell, Recording Secretary

ABSENT: Mr. K. Lima-Coelho, Committee Member
Ms. K. Fenney, Assistant General Counsel/Corporate Secretary

1.0 Welcome

Trustee Hehr welcomed all attendees.

2.0 Review of Agenda

MOVED by Ms. P. McLeod:

THAT the agenda be accepted as submitted.

The motion was
CARRIED UNANIMOUSLY.

3.0 Review of Minutes of Committee Meeting held March 15, 2017

MOVED by Mr. E. Miller:

THAT the minutes be accepted as submitted.

The motion was
CARRIED UNANIMOUSLY.

4.0 Review Trustee Remuneration and CPI Historical Data

Ms. T. Minor provided follow-up information on three items from the last meeting:

- 1) Parking at the airport would be considered an allowable travel expense.
- 2) The Trustees' budget has two accounts; one is for the individual trustee professional development allowance which is \$2000.00 per trustee, the other account is for general reimbursable expenses related to Board business with a current allocation of

\$19,000 which includes the cost for trustees to attend the spring and fall ASBA general meetings.

- 3) It was suggested an external legal opinion be obtained in relation to consideration of a non-taxable allowance under the *Income Tax Act* (Canada).

5.0 Discuss Trustee Remuneration Recommendations to the Board of Trustees

Committee members discussed the above three points and concluded the following:

- 1) An amendment to policy GC-2E, section B, to capture that all travel expenses are reimbursable is not required, the Committee agreed the policy language was sufficient.
- 2) It is not necessary to increase the trustee professional development budget. The two accounts in the Board of Trustee budget sufficiently cover both individual trustee professional development and attendance at the spring and fall ASBA general meetings therefore an amendment to policy GC-2E, section B is not required. It was noted that clarification will be provided to new trustees after the fall School Board General Election regarding trustee professional development and the cost of attending ASBA general meetings.
- 3) Following discussion, the Committee agreed it did not wish to pursue the engagement of outside legal counsel with regards to considering the non-taxable allowance under the *Income Tax Act* (Canada). Additionally Committee members agreed no changes were required to policy GC-2E, Section A.1, as the policy currently has trustees' honoraria being adjusted September 1, 2018 according to the most recent three-year rolling average of the Statistics Canada annual published Calgary Consumer Price Index.

6.0 Recommendation of Committee Members' Re-Appointments to the Board of Trustees

MOVED by Mr. E. Miller and Seconded by Ms. W. Fraser:

THAT the Trustee Remuneration Committee recommends that the Board of Trustees renew the appointments of Ms. W. Fraser and Mr. E. Miller to June 30, 2019; and to renew the appointments of Mr. K. Lima-Coelho and Ms. P. McLeod to June 30, 2021.

The motion was
CARRIED UNANIMOUSLY.

7.0 Adjournment

The meeting was adjourned at 12:34 p.m.