

# public agenda

## Regular Meeting of the Board of Trustees

June 11, 2019  
12:00 p.m.

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

### R-1: Mission |

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

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

Time	Topic	Who	Policy Ref	Attachment
12:00 p.m.	<b>1   Call to Order, National Anthem and Welcome</b>			
	<b>2   Consideration/Approval of Agenda</b>		GC-2	
	<b>3   Awards and Recognitions</b>			
15 mins	3.1 Lighthouse Award		GC-3	
	<b>4   Results Focus</b>			
60 mins	4.1 Results 5: Character – Annual Monitoring	C. Usih	R-5	Page 4-1
	<b>5   Operational Expectations</b>			
	<b>6   Public Comment [ <a href="#">PDF</a> ]</b>		GC-3.2	
Max 20 mins	Requirements as outlined in Board Meeting Procedures			
	<b>7   Matters Reserved for Board Action</b>	Board	GC-3	
	<b>8   Consent Agenda</b>	Board	GC-2.6	
	8.1 Locally Developed Courses		R-2, OE-3	Page 8-1
	8.2 Office of the Board of Trustees 2019-20 Operating Budget		OE-5	Page 8-7
	8.3 Items Provided for Board Information		OE-7	

Time	Topic	Who	Policy Ref	Attachment
	8.3.1		OE-7	Page 8-11
	8.3.2		OE-5, 6	Page 8-15
	8.3.3		R-2	Page 8-25
	8.3.4		GC-3, 4; B/CSR-5	Page 8-29
	<b>9   In-Camera</b>			
<b>3:00 p.m.</b>	<b>10   Adjournment Debrief</b>			

**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](mailto:corpsec@cbe.ab.ca).

## results monitoring report

Monitoring report for the  
school year 2017-18

Report date:  
June 11, 2019

## Results 5: Character

### CHIEF SUPERINTENDENT CERTIFICATION

With respect to Results 5: Character, the Chief Superintendent certifies that the following information is accurate and complete, and that the organization is:

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



Signed: \_\_\_\_\_

Date: May 28, 2019

Christopher Usih, Chief Superintendent

### BOARD OF TRUSTEES ACTION

With respect to Results 5: Character, the Board of Trustees:

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

Summary statement/motion of the Board of Trustees:

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Trina Hurdman, Chair, Board of Trustees



## Results 5: Each student will demonstrate good character.

### Introduction |

Results 5: Character establishes the Board of Trustees' values and expectations for the Calgary Board of Education's work in helping students develop the attributes and standards of behavior that contribute to positive and healthy relationships, personal fulfillment and the common good.

The Chief Superintendent's *Reasonable Interpretation Results 5: Character* was approved on April 9, 2019. The Board of Trustees last monitored Results 5: Character on May 15, 2018.

The report presented today represents organizational data, available since the last monitoring report, for the 2017-18 school year. This report provides the Board of Trustees with several types of information.

- Report Card data

Two indicators use K-9 Character report card results. Student report cards illustrate that over 96.9% of students enrolled in the CBE experience success as measured by student report cards.

Report card data specific to Character from K-9 report cards (Percentage of students in kindergarten to grade 9 reported to make responsible decisions, and treat others with respect and compassion) remain at very high levels of achievement. Chi-squared comparisons of the data for these measures are not possible due to the varying percentage of students for whom identified special needs influence the overall results.

- The CBE Student Survey data

The data for these indicators are gathered from students and reflect their own assessment of their skills and success. 2017-18 was the first year the new CBE Student Survey was administered to students in grades 5, 6, 8, 9, 11 and 12.

The CBE Student Survey asks questions related to Results 3: Citizenship, Results 4: Personal Development and Results 5: Character in full once every three years and to a minor extent during the other two years of the cycle. In 2017-18 Results 5: Character was given a minor focus with all survey questions connected to Policy 5.1: Possess the strength of character to do what is right.

As 2017-18 was the first year the CBE Student Survey was administered, no statistical analysis has been done, however a new baseline has been set for future reports.

- Student Stories

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

The Chief Superintendent submits that the organization is making reasonable progress within the context of the overall policy and the nine board-approved indicators for Results 5: Character.

## Monitoring Information |

### Evidence of Reasonable Progress |

#### Students will:

5.1 Possess the strength of character to do what is right.

#### Board-Approved Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students conduct themselves in ways that are consistent with their understanding of the ethical action required of them.

The Chief Superintendent interprets *to do what is right* to mean that students act beyond their self-interest on behalf of what is good for the learning community and that their actions reflect both their values and community standards.

## Board-approved Indicators and 2017-18 results |

1. Percentage of students who report they do what they believe is right even when it is difficult or unpopular to do so; as indicated by the Overall Agreement of the **Doing What is Right Summary Measure** from the CBE Student Survey.

<b>Doing What is Right Summary Measure</b>	
	<b>2017-18</b>
<b>Overall Sample Size</b>	69 358
<b>Overall Agreement (%)</b>	91.4

<b>Doing What is Right Summary Measure by Grade</b>	
	<b>2017-18</b>
<b>Overall Agreement (%)</b>	
<b>Grade 5</b>	93.2
<b>Grade 6</b>	92.6
<b>Grade 8</b>	90.0
<b>Grade 9</b>	90.1
<b>Grade 11</b>	91.0
<b>Grade 12</b>	91.3

<b>Question Theme</b>	<b>Overall Agreement (%)</b>
Doing what is Right	90.6
Fairness	92.2

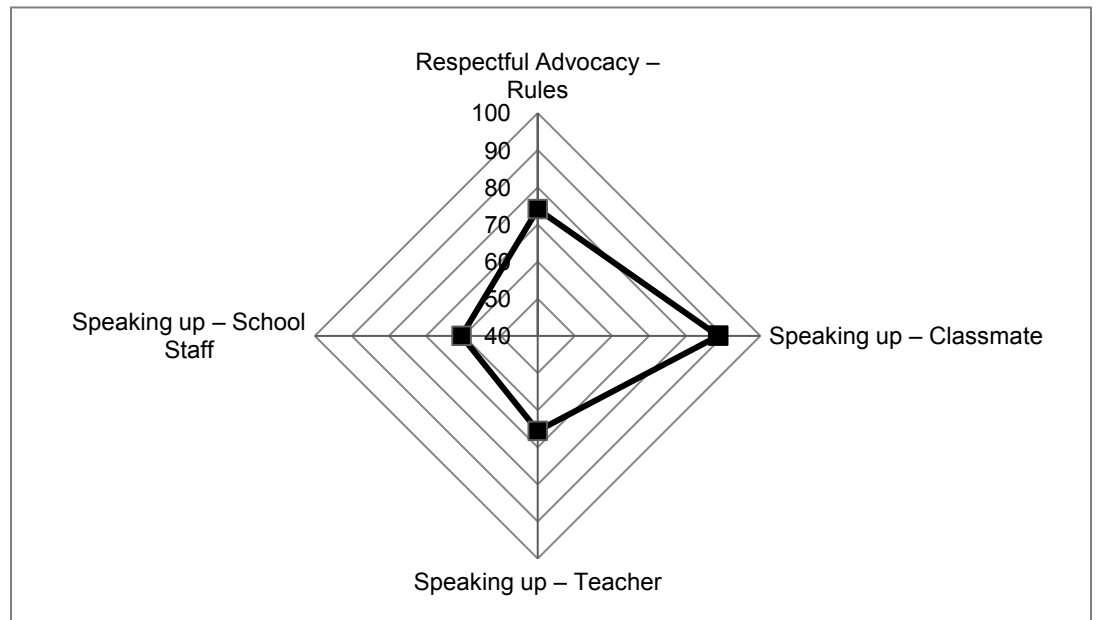
- Target 2017-18: A new student survey will be administered in 2017-18 and with this comes new baselines.

2. Percentage of students who report they respectfully challenge policies or decisions with which they may not agree; as indicated by the Overall Agreement of the **Respectfully Challenging Policies or Decisions Summary Measure** from the CBE Student Survey.

<b>Respectfully Challenging Policies or Decision Summary Measure</b>	
	<b>2017-18</b>
<b>Overall Sample Size</b>	72 800
<b>Overall Agreement (%)</b>	72.2

<b>Respectfully Challenging Policies or Decision Summary Measure</b>	
<b>Overall Agreement (%)</b>	<b>2017-18</b>
<b>Grade 5</b>	73.9
<b>Grade 6</b>	73.2
<b>Grade 8</b>	71.3
<b>Grade 9</b>	72.3
<b>Grade 11</b>	71.3
<b>Grade 12</b>	71.5

<b>Question Theme</b>	<b>Overall Agreement (%)</b>
Respectful Advocacy – Rules	74.1
Speaking up – Classmate	88.7
Speaking up – Teacher	65.6
Speaking up – School Staff	60.5



- Target for 2017-18: A new student survey will be administered in 2017-18 and with this comes new baselines. In the absence of a baseline, the target on the Respectfully Challenging Policies or Decisions Summary Measure is set at 88%.

This target has not been met.

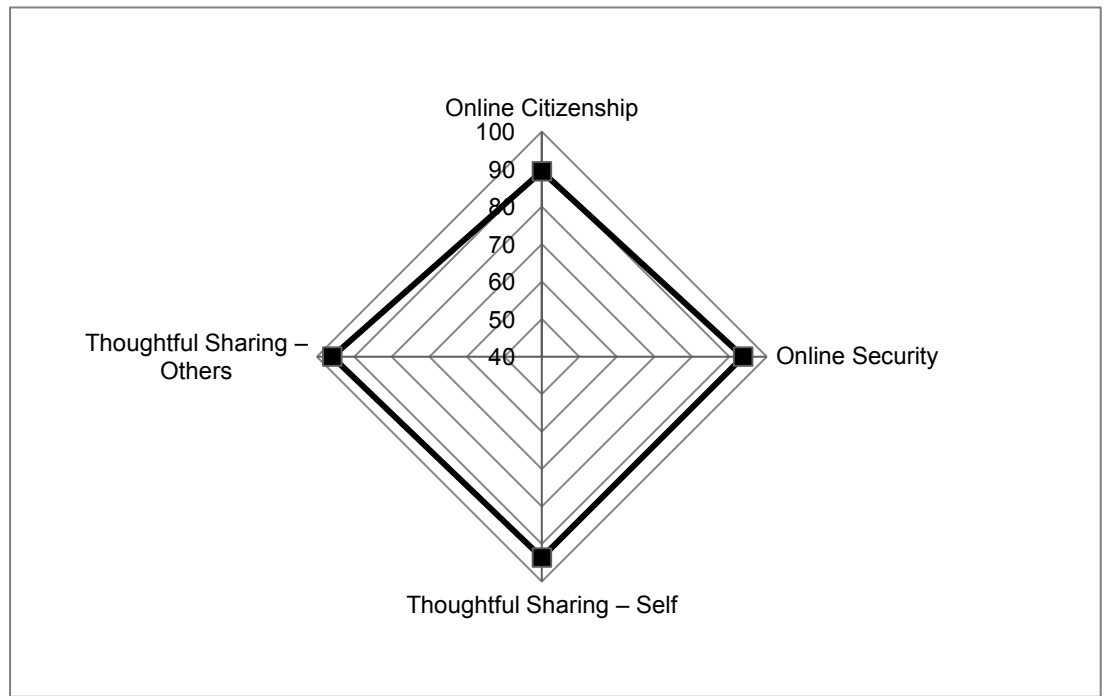


3. Percentage of students who report they use technology responsibly and with integrity; as indicated by the Overall Agreement of the **Technological Responsibility Summary Measure** from the CBE Student Survey.

<b>Technological Responsibility Summary Measure</b>	
	<b>2017-18</b>
<b>Overall Sample Size</b>	71 316
<b>Overall Agreement (%)</b>	93.1

<b>Technological Responsibility Summary Measure</b>	
<b>Overall Agreement (%)</b>	<b>2017-18</b>
<b>Grade 5</b>	94.9
<b>Grade 6</b>	95.4
<b>Grade 8</b>	92.7
<b>Grade 9</b>	91.8
<b>Grade 11</b>	92.0
<b>Grade 12</b>	92.0

<b>Question Theme</b>	<b>Overall Agreement (%)</b>
Online Citizenship	89.4
Online Security	93.7
Thoughtful Sharing – Self	93.6
Thoughtful Sharing – Others	95.9



- Target 2017-18: A new student survey will be administered in 2017-18 and with this comes new baselines.

5.2 Act morally with wisdom.

**Board-approved Interpretation |**

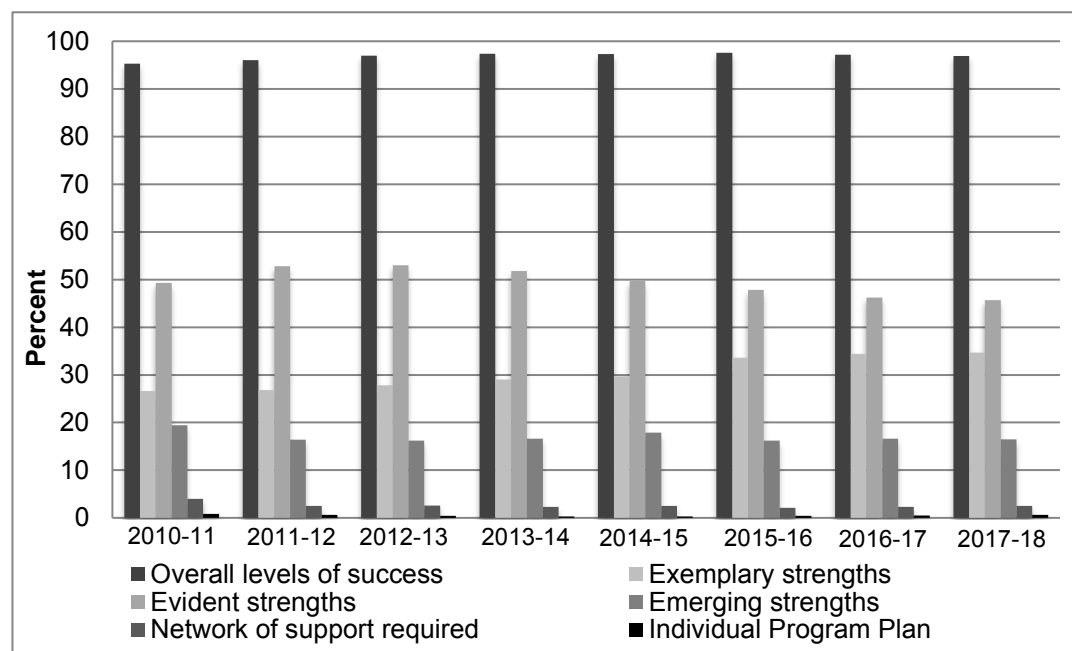
The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that student actions will reflect a foundation of good judgment and ethical decision-making.

The Chief Superintendent interprets *act morally with wisdom* to mean that in and through their learning programs, students judge what is required within different situations and act responsibly for the good of themselves, others and the community.

Board-Approved Indicators and 2017-18 results |

1. Percentage of students in kindergarten to grade 9 reported to make responsible decisions; as measured by student report cards<sup>1</sup>.

Makes responsible decisions (%)								
	2010 -11	2011 -12	2012 -13	2013 -14	2014 -15	2015 -16	2016 -17	2017 -18
Exemplary Strengths	26.6	26.8	27.8	29.0	29.7	33.6	34.4	34.7
Evident Strengths	49.3	52.8	53.0	51.8	49.7	47.8	46.2	45.7
Emerging Strengths	19.4	16.4	16.2	16.6	17.9	16.2	16.6	16.5
Network of Support Required	4.0	3.1	2.6	2.3	2.5	2.1	2.3	2.5
Individual Program Plan	0.8	0.8	0.4	0.3	0.3	0.4	0.5	0.6
Overall levels of success	95.3	96.0	97.0	97.4	97.3	97.6	97.2	96.9



- Target 2017-18: No target set as there was no concern

<sup>1</sup> Indicators for this report card measure are:

- identifies possible choices in decision making process and evaluates them in light of the needs of self and others;
- makes decisions that reflect high regard for self and others;
- reflects on and takes responsibility for the impact of actions and decisions; and
- shows courage and conviction in raising issues and making difficult decisions.

2. Percentage of high school students who report they think about the impact of their decisions and actions before they proceed; as measured by Overall Agreement of the **Critical Reflection Summary Measure** from the CBE student survey.

Results 5: Character was a minor focus on the 2017-18 CBE Student Survey. The questions that inform this summary measure were not asked.

3. Percentage of high school students who report they follow community expectations and their own convictions as they participate in and represent their learning; as measured by Overall Agreement on the **Expectations and Convictions Summary Measure** from the CBE Student Survey.

Results 5: Character was a minor focus on the 2017-18 CBE Student Survey. The questions that inform this summary measure were not asked.

### 5.3 Balance the individual concerns with the rights and needs of others.

#### Board-Approved Interpretation |

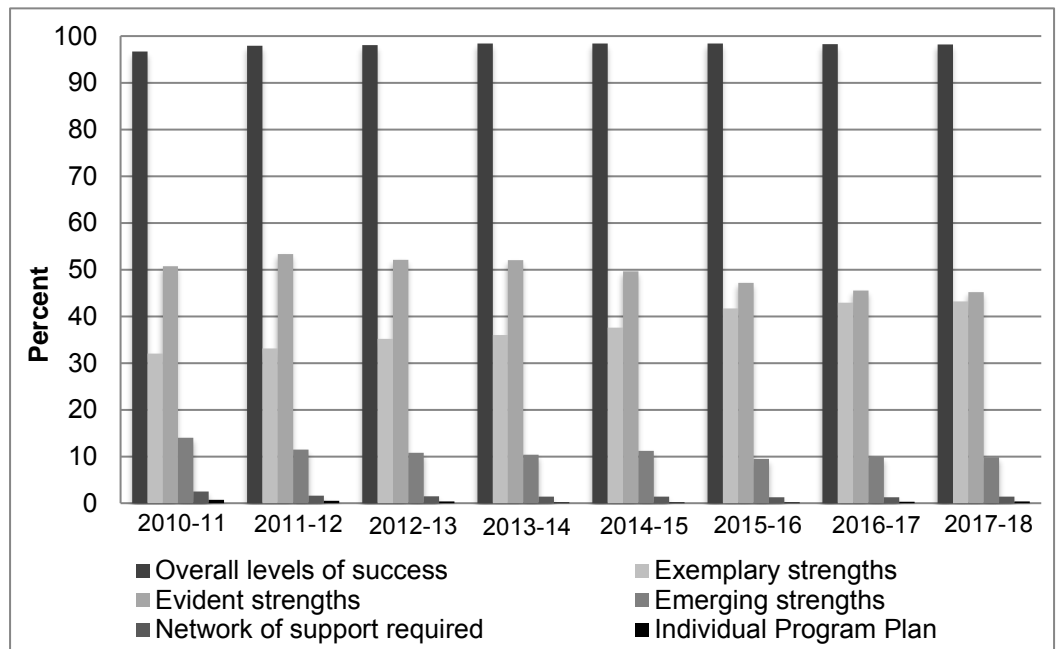
The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will demonstrate a sense of responsibility for the well-being of other people and the larger community.

The Chief Superintendent interprets *balance individual concerns with the rights and needs of others* to mean that students build relationships and contribute to a positive learning environment through respect, awareness and compassion.

Board-Approved Indicators and 2017-18 results |

1. Percentage of students in kindergarten to grade 9 reported to treat others with respect and compassion; as measured by student report cards.<sup>2</sup>

Treats others with respect and compassion. (%)								
	2010 -11	2011 -12	2012 -13	2013 -14	2014 -15	2015 -16	2016 -17	2017 -18
Exemplary Strengths	32.0	33.1	35.2	36.0	37.6	41.7	42.9	43.2
Evident Strengths	50.7	53.3	52.1	52.0	49.6	47.2	45.5	45.2
Emerging Strengths	14.0	11.5	10.8	10.4	11.2	9.5	9.9	9.8
Network of Support Required	2.5	1.6	1.5	1.4	1.4	1.3	1.3	1.4
Individual Program Plan	0.7	0.5	0.4	0.2	0.2	0.2	0.3	0.4
Overall levels of success	96.7	97.9	98.1	98.4	98.4	98.4	98.3	98.2



- Target 2017-18: No target set as there was no concern

<sup>2</sup> Indicators for this report card measure are:

- shows respect for the contributions and achievements of others; and
- responds and is sensitive to the needs and welfare of others.

2. Percentage of high school students who report they think about their own needs and the needs of others when making decisions; as measured by Overall Agreement on the **Thoughtful Decision Making Summary Measure** on the CBE Student Surveys.

Results 5: Character was a minor focus on the 2017-18 CBE Student Survey. The questions that inform this summary measure were not asked.

3. Percentage of high school students who report they listen to and respond to the needs of others; as measured by Overall Agreement on the **Compassion and Empathy Summary Measure** from the CBE Student Survey.

Results 5: Character was a minor focus on the 2017-18 CBE Student Survey. The questions that inform this summary measure were not asked.

## Targets |

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

### *Chief Superintendent Targets*

#### Policy 5.1

- Indicator 1 – Target for 2018-19: improvement on baseline summary measure.
- Indicator 2 – Target for 2018-19: improvement on baseline summary measure.
- Indicator 3 – Target for 2018-19: improvement on baseline summary measure.

#### Policy 5.2

- Indicator 1 – Target for 2018-19: results at or above 97.2%
- Indicator 2 – No target set for 2018-19 as the first administration of the new student survey questions related to this indicator will be on the 2019-20 survey.
- Indicator 3 – No target set for 2018-19 as first administration of the new student survey questions related to this indicator will be on the 2019-20 survey.

#### Policy 5.3

- Indicator 1 – Target for 2018-19: results at or above 98.4%
- Indicator 2 – No target set for 2018-19 as first administration of the new student survey questions related to this indicator will be on the 2019-20 survey.
- Indicator 3 – No target set for 2018-19 as first administration of the new student survey questions related to this indicator will be on the 2019-20 survey.

### *Board of Trustees Targets*

None

## **ATTACHMENTS**

Attachment I: Student-Contributed Examples of Character in Action

## **APPENDIX**

Appendix I: Results 5 | CBE Student Survey Questions and 2017-18 Results

## **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.

## attachment

### Student-Contributed Examples of Character in Action

- Via leadership opportunities offered within the CBE, students learn invaluable lessons relating to balancing their individual concerns with the needs of the people around them. This year, for example, I was challenged by my work with the Chief Superintendent's Student Advisory Council (CSSAC) to create initiatives through which I can better my school community. Upon brainstorming for this endeavour, I recognized that the ideas I was generating were fundamentally biased, as they had been based solely on my own experiences. I began to understand that in order to develop a project, which would benefit the whole population of my school, I would have to look beyond some of my own thoughts and cooperate with a wider range of stakeholders.

This revelation led me to begin working with our school's previous CSSAC representative to cultivate real change that would benefit the entire school. Together, we embraced the concept of championing a cause greater than ourselves. We worked closely with students, teachers, as well as school administrators to come up with ideas to improve the community as a whole and lay out plans to enact them. Along the way, we embraced the fact that a significant portion of the work we were doing was analogous to planting the seeds of a tree. It was going to take consistent, passionate work spread out over a lengthy period of time to nurture the ideas we would initially plant in the ground. Someday, they would be growing to their full potential; even if, by that time, we would be long graduated from high school.

- Character is developed over time. However, it all starts with action. Last year the GSA at our school was releasing a piece of art that they had worked on. At lunch during the release, a student decided to make negative and homophobic comments in attempt of being humorous. Most students were laughing and taking videos. It was in that moment that I took a risk. I knew that my risk wouldn't make me popular and most students would dislike me for it. I stood up for myself and my fellow LGBTQ+ students by taking action.

I went up to the student and asked why he was making the comments. In response, he said it was because he thought it was funny. He was not educated on what his comments meant and I made an attempt to explain why these comments had a negative impact and also why this was such a special day to the GSA. He was very understanding and admitted that he had made a mistake, but was willing to learn from it. I wasn't upset at the student for making a challenging decision. I just wanted to understand where the student was coming from. Educating others is sometimes the most powerful thing you can do. I took a risk that had consequences, but at the end of the day, I would take that risk any day of the week if that meant advocating for myself and others and making our school community a safe space to explore and learn.





- I had a friend in junior high who loved making jokes. He joked around about everything all day, everyday. There were times that people got annoyed with him, but they always laughed it off, and just accepted it as part of his personality. His jokes became more and more personal in nature, and one day after gym class, he was making inappropriate jokes about fellow classmates that have learning difficulties. Lots of the kids laughed, and I thought he was being insensitive.

I told him to stop, and that he was being offensive. No one has ever stood up against him, and the whole change room went quiet. He asked me what I was going to do about it, and I said I will report it to the principal. He got right into my face, pushed me onto the ground, and threatened that if I do that, no one will be friends with me anymore. I somehow felt that I may be perceived as someone who tattles, but I pushed through and went to see the principal. She stood by me, and looking back, I am proud that I stood up for what is right, and that I made it better for the students that were made fun of. I may have lost a few friends in the process, but friends who make detrimental jokes about everyone else, are not friends to be kept.

- This year in my class, I was exposed to an uncomfortable situation with my peers during a test. I felt like I was prepared for the test unfortunately I could not say the same for the people who were around me. While I was writing the test I had notice the people around me were giving numbers to each other about the test while others, had their phones out looking up answers.

At the end of the class I went up to the teacher to talk about what I had viewed, being able to go up to the teacher to expose my peers was hard. I did not want people to think that I was “goodie two shoes” but I knew that I had to do what was morally right even if it was going to be a conflict between me and my peers. I knew going up to the teacher was something I had to do because I have always been taught to be truthful and honest, and to always do the right thing even if it means getting a friend in trouble, because most likely it will help the person out in the long run. Through my years of being in the CBE, I believe that I have always had the support and guidance from teachers and peers to be able to make the right decision to tell the teacher. Because of this, I felt like I did not have to be scared to tell the truth about what I had saw.

- Although society has gotten much better at raising awareness for bullying, it is unfortunately still an ongoing issue with no universal solution. When I was in middle school, there was someone in my class that struggled both socially and academically. He and I were not friends, but we always said hi to each other in the hall and greeted each other kindly in classroom/group settings. In gym class one time, I remember a couple of students were making fun of him for not having a partner, but he was not exactly aware of what was happening. I decided to leave my group and form a partnership with him to send the message that making fun of him was not fair or kind whatsoever. My gym teacher noticed and praised me after; although I was doing this out of the good of my own heart, it felt nice to know that my actions had a positive effect on him and in turn exemplified sportsmanship to my teacher.



- I once was faced with the difficult decision of choosing between my classmates and doing what was right. There was a big exam that was coming up, so the teacher had granted us a study period to ask questions and practice if we needed to. While I was studying with my friends, I overheard a group of kids talking about ways they were going to cheat on the test. I wasn't sure if they were serious or not, but my friends told me not to confront them. A week later during the test I noticed that the kids who had been talking about cheating were passing a note around when the teacher's back was turned. I finished my test and wasn't sure what to do. I was scared to confront the kids, however if I did nothing my conscience would nag at me for not doing the honourable thing. While I was conflicted with what choice to make, I watched the teacher as she was collecting other students' tests, and decided that their cheating was unfair for all the other students who had studied and earned their grade honestly. After school, I told my friends that the right thing to do would be to tell the teacher; they agreed and said they had felt bad when they saw them cheating during the test as well. My conscience was clear for doing the right thing. At the end, I am glad I chose to confront the problem instead of ignoring it.
- In ninth grade, as the head of student leadership at my school, my teacher approached me saying that one student had requested a GSA. At the time, I did not know what that acronym meant. After learning that it meant gay-straight alliance, I immediately took interest. Having grown up surrounded by many diverse people, I always had a supportive mindset of the LGBTQ+ community, but had minimal knowledge on the topic. I took it upon myself to research and talk to some members of the group to learn about terminology and their definitions of it. The student whom had requested the GSA and I worked hard to arrange this GSA, create a logo, name, and announcements for it, and find a teacher sponsor. In no time, we had a fully functioning GSA. Everything within this group was fantastic; however, I felt within myself that it was important to reach out to the local LGBTQ+ community outside of our small gatherings.

I contacted a local organization for transgender and gender diverse youth to ask about volunteer opportunities, and to ask if they may be willing to donate any of their pronoun buttons and business cards to us. One of the founders quickly replied to me, and was more than happy to support our GSA. I took this information back to the group, and everyone was thrilled to hear about this resource and what they could offer to us. Many members showed interest in volunteering with the charity, so over the summer, we often met and ran their booth at events around Calgary. This school year, our GSA is still running strong, and some members still actively volunteer with this organization.

I recently started an initiative where I created an Instagram account with posts about gender-neutral washrooms all over the city, which my peers follow and contribute to. The community contribution factor is key, as sometimes I get busy and do not necessarily have time to go around the city in search of these spaces. Knowing that this page is making a positive contribution to society and reassuring my friends and family members makes it all the more meaningful to me. Over the course of barely one year, I went from getting into something I barely knew anything about to advocating for a minority that had so quickly woven a place into my heart.

- The day before a Philosophy quiz, two of my friends, who did not put much effort in learning or understanding the unit, were debating as to whether they should skip the quiz and not go to class. The benefits of skipping were that they would have the weekend to study for the quiz but the consequence is that they would be lying to the teacher and making it unfair for all the other students in the class who were to take it that day. When they asked me if I would skip with them, I initially felt attracted to the idea. However, it seemed morally wrong to be skipping class. It felt like there were so many feelings of self-contrast as one side of me desperately wanted more time to study and the other felt that I couldn't go against my moral values of honesty. After a lot of contemplation, I decided against skipping the Philosophy quiz because it just felt like an awful action to commit. Instead, I went home and studied extremely hard for the quiz. I respected myself for being myself.



# appendix

## Results 5 | CBE Student Survey Questions and 2017-18 Results

Questions are for students in grades 5, 6, 8, 9, 11, and 12 unless otherwise indicated

**Note** | n/a indicates this question was not asked on the 2017-18 survey.

### Policy 5.1

#### Indicator 1 – Doing What is Right Summary Measure

Question	Overall Achievement (%)
1. I do what I believe is right even when it is difficult or unpopular to do so.	90.6
2. I base my decisions on what I think is fair and unfair.	92.2

#### Indicator 2 – Respectfully Challenging Policies or Decisions Summary Measure

Question	Overall Achievement (%)
1. I respectfully speak up when I don't agree with school rules.	74.1
2. I respectfully speak up when I don't agree with a decision made by a classmate.	88.7
3. I respectfully speak up when I don't agree with a decision made by a teacher.	65.6
4. I respectfully speak up when I don't agree with a decision made by school staff.	60.5

Indicator 3 – Technological Responsibility Summary Measure

Question	Overall Achievement (%)
1. I treat people with the same respect online as I would face-to-face.	89.4
2. I keep my online passwords secure.	93.7
3. I am thoughtful about when I share my personal information (e.g., age, where I live).	93.6
4. I am careful about how much of my friends' personal information I share (e.g., age, where they live).	95.9

**Policy 5.2**

Indicator 2 – Critical Reflection Summary Measure

Question	Overall Achievement (%)
1. [11,12] I think about how my decisions will affect other people.	n/a
2. [11,12] When working with others, I encourage everyone to have their say.	n/a
3. [11,12] When working with others, I consider their thoughts and opinions even if they are different than my own.	n/a
4. [11,12] I consider my values before making a decision.	n/a

Indicator 3 – Expectations and Convictions Summary Measure

Question	Overall Achievement (%)
1. [11,12] I make an effort to build respectful relationships in my classes and school.	n/a
2. [11,12] I am responsible for myself and my actions.	n/a
3. [11,12] I speak up appropriately for my beliefs.	n/a
4. [11,12] I know what is expected of me in different social situations.	n/a

**Policy 5.3**

Indicator 2 – Thoughtful Decision Making Summary Measure

Question	Overall Achievement (%)
1. [11,12] I can provide evidence in support of my thinking when I give an answer to a question.	n/a
2. [11,12] I cooperate with people around me.	n/a
3. [11,12] I try to look at all sides of an issue before I make a decision.	n/a
4. [11,12] I think about the impact of my actions on others.	n/a

Indicator 3 – Compassion and Empathy Summary Measure

Question	Overall Achievement (%)
1. [11,12] When a classmate needs help, I help them.	n/a
2. [11,12] When I'm upset with someone I try to understand their point of view.	n/a
3. [11,12] I think it is important to help other students when they need it.	n/a

## report to Board of Trustees

### Locally Developed Courses

Date	June 11, 2019
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih, Chief Superintendent of Schools
Purpose	Decision
Originator	Sydney Smith, Acting Superintendent, Learning
Governance Policy Reference	Locally Developed Courses R-2: Academic Success OE- 3: Instructional Program
Resource Person(s)	Dianne Roulson, Director, Learning

#### 1 | Recommendation

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It is recommended:

- THAT the Board of Trustees approves the Locally Developed Courses listed in Appendix I for use in Calgary Board of Education schools, for the authorization periods as indicated.

#### 2 | Issue

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

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



### 3 | Analysis

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

### 4 | Implementation Consequences

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

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

*The Chief Superintendent shall:*

*3.1 Plan for and provide challenging, relevant and high quality programming opportunities that consider the educational needs of students, the choices of families, and the fiscal and operational capacity of the organization.*

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

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

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

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

Locally Developed Courses (LDC) are authorized by Alberta Education for a maximum period of four years. When a course is expiring, it must be reviewed in the context of local student need and a decision made by the originating district about whether to go forward with the renewal process.

The intention of the current Calgary Board of Education process is to facilitate seamless access for students by approving the courses listed in Appendix I. Copies of the new course outlines will be made available to all schools through the web site in the Portal – “staff insite”.



## 5 | Conclusion

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Board of Trustee's approval of all locally developed courses will ensure that the Calgary Board of Education is compliant with the *Guide to Education* requirements. Approval of these courses will enable the Calgary Board of Education to be responsive to the learning needs of our students.



**CHRISTOPHER USIH**  
**CHIEF SUPERINTENDENT OF SCHOOLS**

### APPENDICES

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

### GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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

## Appendix I | Locally Developed Courses Recommendations

**Developed (new/renewed) |** September 1, 2019 to August 31, 2023:

- Advanced Acting/Touring Theatre (2019) (15-3/5; 25-3/5; 35-3/5)
- Autobody Repair K&E (2019) (15-5; 25-5; 35-5)
- Aviation-Flight (2019) (15-3; 25-3; 35-3)
- Creative Writing and Publishing (2019) (15-3/5; 25-3/5; 35-3/5)
- Dance (2019) (7, 8, 9)
- Environmental Science (Advanced) (2019) (35-5)
- ESL Accelerated English (LP3) (2019) (7, 8, 9)
- ESL Beginner English Language Development (LP1/2) (2019) (Grade 7, 8, 9)
- ESL Introduction to Canadian Studies (2019) (15-5; 25-5)
- ESL Introduction to Science (2019) (Grade 7, 8, 9) (15-5; 25-5)
- ESL Introduction to Social Studies (2019) (Grade 7, 8, 9)
- Journalism (2019) (15-5; 25-5; 35-5)
- Leadership / Service (2019) (7, 8, 9)
- Life Skills (2019) (15-5)
- Orientation & Mobility (2019) (15-3; 25-3)
- Painting (Advanced Techniques) (2019) (15-5; 25-5; 35-5)
- Performing Arts (2019) (7, 8, 9)
- Power Up Your Learning (2019) (5, 6, 7, 8, 9)
- Prenatal (2019) (35-3)
- Training for Excellence in Sport (2019) (5, 6, 7, 8, 9)
- Unified English Braille Code (2019) (15-5)
- Yoga (2019) (5, 6, 7, 8, 9) and (15-3/5; 25-3/5; 35-3/5)

**Acquired |** September 1, 2019 – August 31, 2023

From Christ the Redeemer Catholic Separate Regional Division No. 3

- Synthetic Biology (2019) (15-3)

From Edmonton Catholic Separate School District No. 7

- Preparation for Parenting (2019) (35-3/5)

From Edmonton School District No. 7

- Ballet (2019) (15-5; 25-5; 35-5)
- Ceramics (Advanced Techniques) (2019) (15-5; 25-5; 35-5)
- Contemporary Dance (2019) (25-5; 35-5)
- Dance (2019) (15-3/5; 25-3/5; 35-3/5)
- Creative Movement (1, 2, 3, 4, 5, 6)
- Dance Composition (2019) (35-5)
- Jazz Dance (2019) (25-5; 35-5)

**Extended |** September 1, 2019 to end date listed:

Developed

- Biology (IB) (25-3) | extended to August 31, 2022
- Chemistry (IB) (25-5; 35-5) | extended to August 31, 2022
- Musical Theatre (15-5; 25-5; 35-5) | extended to August 31, 2020
- Physics (IB) (25-3/5) | extended to August 31, 2022
- Theory of Knowledge (IB) (35-3/5) | extended to August 31, 2021

Acquired

From Calgary Roman Catholic Separate School District No. 1

- Biology (IB) (35-5) | extended to August 31, 2022
- Physics (IB) (35-5) | extended to August 31, 2022

From Strathcona-Tweedsmuir School

- International & Development Economics (IB) (35-3) | extended to August 31, 2021

**Withdrawn** | effective August 31, 2019

- Aviation (35-3)
- Dance (12Y)
- Korean Language and Culture 3Y (15-5; 25-5; 35-5)
- Pre-Engineering (25-5)
- Veterinary | Introduction to the Veterinary Profession (25-5)
- Veterinary | Principles of Veterinary Clinical Procedures (25-5)
- Veterinary | Small Animal Restraint and Handling (35-5)
- Veterinary | Veterinary Equipment and Instrumentation (35-5)
- Veterinary | Veterinary Patient Preparation and Husbandry (25-5)

## Appendix II | Rationale for Locally Developed Courses

### Aviation 35 (withdrawn) and Aviation – Flight 35 (new)

The Calgary Board of Education collaborated with Chinook's Edge School Division and created Aviation-Flight 35 to be added to the existing scope and sequences for Aviation-Flight 15 and 25. Chinook's Edge School Division consented to the Calgary Board of Education using content from Aviation 35 and Chinook's Edge will not renew Aviation 35 and acquire Aviation-Flight.

### Unified English Braille Code (new)

This course will assist students with developing competencies in braille reading and braille writing. Using the Unified English Braille (UEB) method, students will read literary and technical material and using braille assistive technology to create braille material.

### International Baccalaureate (IB) | extension

To better meet the needs of school authorities that offer locally developed courses as part of International Baccalaureate programming, the end dates for these courses have been extended to align with the *Diploma Programme Curriculum Development and Review Cycle* from the International Baccalaureate Organization.

### Korean Language and Culture 3Y (15-5; 25-5; 35-5) (withdrawn)

Without student interest and lack of student enrollment, it was determined that this course is no longer needed and be allowed to expire at the end of the authorization cycle.

### Life Skills (new)

Life Skills provides pregnant and parenting students an opportunity to feel valued and capable in an academic setting. Students will develop strategies to move forward in their high school learning. Major topics of study include strategies to support positive behaviour, qualities of healthy relationships in a variety of settings and strategies to increase self-esteem, self-reflection and self-advocacy to support both the parent and child's well-being.

### Creative Movement (new) and Dance 12Y (withdrawn)

Dance 12Y, created by Edmonton Public School District, was not renewed because of lack of high school student enrollment in the 12Y and course choices for high school student enrollment in Dance 6Y and Dance 15, 25, and 35. Edmonton Public created a course for Grades 1 to 6 and has granted CBE permission to acquire Creative Movement for Grades 1 through 6.

### Musical Theatre (extended)

Musical Theatre has been granted a one year extension to align with similar Locally Developed Courses which expire on August 31, 2020. This will allow both jurisdictions to collaborate to create an LDC that will enhance student learning without possible significant overlap between the two courses already in existence.

### Orientation and Mobility (new)

This course will support and encourage students with visual impairments to develop skills to be able to travel as independently as possible. Students will use these same skills to participate and access educational activities and improve their quality of life.

Prenatal (new)

This course will help pregnant high school students develop a better understanding of their pregnancy, birth, infant care, and the importance of healthy nutrition and hydration. Also, it will show students the factors affecting health and wellness related to pregnancy, post-partum care and infant development. The course will guide students to foster ownership of their health and that of their newborn.

Veterinary Assistant courses (withdrawn)

These courses have been replaced with provincially approved course codes as described through the Alberta Education Dual Credit Framework. As a result, these courses will be removed from the approved listing of Locally Developed Courses. Students will, upon successful completion of the post-secondary course, be awarded the appropriate Alberta Education approved course code(s).

Pre-Engineering (25-5)

Pre-Engineering has been identified as having significant overlap with existing Career & technology Study courses. Alberta Education has agreed to allow this course to be grandfathered for any students currently enrolled in Pre-Engineering 15, 25, and 35

Schedule of Pre-Engineering Grandfathering

2017-2018	Pre-Engineering 15 – available Pre-Engineering 25 – available Pre-Engineering 35 – available
2018-2019	Pre-Engineering 15 – not available Pre-Engineering 25 – available to students with credit in 15 Pre-Engineering 35 – available to students with credit in 25
2019-2020	Pre-Engineering 15 – not available Pre-Engineering 25 – not available Pre-Engineering 35 – available to students with credit in 25
2020-2021	Pre-Engineering 15 – not available Pre-Engineering 25 – not available Pre-Engineering 35 – not available

## report to Board of Trustees

### Office of the Board of Trustees 2019-20 Operating Budget

Date	June 11, 2019
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih, Chief Superintendent of Schools
Purpose	Decision
Originator	Trustee Trina Hurdman Board Chair, on behalf of the Board of Trustees
Governance Policy Reference	Operational Expectations OE-5: Financial Planning
Resource Person(s)	Brad Grundy, Superintendent, Chief Financial Officer, Corporate Treasurer Patricia Minor, Associate Corporate Secretary Ed Sutlic, Director, Corporate Finance Corporate Planning and Reporting Staff

#### 1 | Recommendation

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It is recommended:

THAT the Board of Trustees approves the 2019-20 budget for the Office of the Board of Trustees of \$1,489,618 to be reasonable to allow the Board to effectively and efficiently perform its governing responsibilities.

#### 2 | Issue

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The Chief Superintendent is required by Operational Expectation 5 subsection 5.2 to develop a budget understandable to the Board and presented in a manner that allows the Board to understand the relationship between the budget and the Results priorities and any Operational Expectations goals for the year and avoids fiscal jeopardy.

#### 3 | Background

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The Office of the Board of Trustees' budget for 2018-19 was approved at \$1,498,239.

The Chief Superintendent has prepared a report regarding the 2019-20 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 2018-19 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.

#### 4 | Analysis

The following is a summary of all proposed changes to the 2019-20 Office of the Board of Trustees budget:

<b>2018-19 approved budget</b>	<b>\$1,498,239</b>
Increases/(decreases):	
Decrease in salaries and benefits due to retirement accrual	(3,321)
Decrease in contribution to school council support	(2,800)
Decrease in advertising	(2,500)
<b>Total decrease in expenses (0.58%) from the 2018-19 Approved Budget</b>	<b><u>(8,621)</u></b>
<b>2019-20 proposed budget</b>	<b><u>\$1,489,618</u></b>

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 2018-19 and 2019-20.

## 5 | Conclusion

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



**CHRISTOPHER USIH**  
**CHIEF SUPERINTENDENT OF SCHOOLS**

### **ATTACHMENTS**

Attachment I: Proposed Board of Trustees 2019-20 Operating Budget

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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.

<b>Calgary Board of Education Board of Trustees - General Board of Trustees 2019-20 Operating Budget</b>			
Category	2018-19 Approved	Changes	2019-20 Proposed
<b>Total Permanent Salaries &amp; Benefits</b>	<b>\$ 424,084</b>	<b>\$ (3,321)</b>	<b>\$ 420,763</b>
<b>Membership Dues and Fees</b>			
MB Dues and Fees	\$ 244,000		\$ 244,000
TEBA Fees	\$ 100,000		\$ 100,000
Contribution to school council support	\$ 7,800	\$ (2,800)	\$ 5,000
<b>Total Membership Dues and Fees</b>	<b>\$ 351,800</b>	<b>\$ (2,800)</b>	<b>\$ 349,000</b>
<b>Professional &amp; Technical</b>			
General & Contracted Out Services	\$ 50,000		\$ 50,000
Audit Fees	\$ 160,418		\$ 160,418
Advertising	\$ 2,500	\$ (2,500)	\$ -
Elections	\$ 467,687		\$ 467,687
<b>Total Professional &amp; Technical</b>	<b>\$ 680,605</b>	<b>\$ (2,500)</b>	<b>\$ 678,105</b>
<b>Total Telephone</b>	<b>\$ 750</b>	<b>\$ -</b>	<b>\$ 750</b>
<b>Travel &amp; Subsistence Business</b>			
Trustee PD & Travel	\$ 14,000		\$ 14,000
ASBA & General Trustee Travel & PD	\$ 20,000		\$ 20,000
<b>Total Travel &amp; Subsistence Business</b>	<b>\$ 34,000</b>	<b>\$ -</b>	<b>\$ 34,000</b>
<b>Supplies</b>			
General	\$ 3,000		\$ 3,000
Café Food	\$ 2,000		\$ 2,000
Printing & Binding	\$ 1,000		\$ 1,000
Textbooks & Materials	\$ 1,000		\$ 1,000
<b>Total Expense Budget</b>	<b>\$1,498,238</b>	<b>\$ (8,621)</b>	<b>\$ 1,489,618</b>



**report to  
Board of Trustees**

**Correspondence**

Date	June 11, 2019
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trish Minor, Associate Corporate Secretary
Purpose	Information
Governance Policy Reference	Operational Expectations OE-7: Communication With and Support for the Board

**1 | Recommendation**

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

- Letter dated May 15, 2019 to The Hon. A. LaGrange, Minister of Alberta Education, from CBE Board Chair T. Hurdman, and CCSD Board Chair M. Martin, re Budget 2019.

Attachments: Relevant Correspondence



May 15, 2019

Honorable Minister Adriana Lagrange  
Minister of Education  
228 Legislature Building  
10800 – 97 Ave  
Edmonton AB T5K 2B6

Dear Honorable Minister LaGrange,

**Re: Budget 2019**

We are writing to you as Chairs on behalf of the Board of Trustees for the Calgary Board of Education (CBE) and the Calgary Catholic School District (CCSD). Collectively, our school districts serve over 180,000 students in the Calgary and surrounding area. We, like other school boards in Alberta, are engaged in the process of planning our operational budgets for the 2019-2020 school year.

We are very concerned with the recent announcement that the provincial budget will not be released until the fall. We certainly understand and recognize that a change in government brings along with it a need to carefully evaluate Alberta's financial status. Of significant concern is not knowing what our projected revenues will be, as this severely hampers our ability to plan effectively and efficiently for the upcoming school year.

Budget planning for metro jurisdictions is becoming increasingly complex. Alberta's largest school jurisdictions will continue to see net increases in our diverse student populations. This is driven by a number of factors:

- Metro centres are attractive in that we are seen to have more opportunities for employment;
- many new arrivals to Alberta congregate in Calgary and Edmonton for ease of access to services, and in many cases, for support from extended family;
- because of the enhanced access to specialized health and social services, higher numbers of families with children requiring these supports reside in Calgary and Edmonton.

The result is a steadily increasing population of school aged children, along with a growing proportion of students who require specialized learning, behavioural, physical and mental

health supports. For example, both CBE and CCSD have learner profiles whereby between 25 to 30 percent are identified as English Language Learners, and 12 -18 percent have identified special education needs.

Together, both CBE and CCSD spend significantly more dollars on meeting the learning challenges of these unique students than we receive through provincial funding grants. This is unsustainable.

It is the dynamics as mentioned above that see metro boards' student populations continuously increasing, along with the proportionally higher number of complex learners, that create the imperative for funding certainty, specifically, the need for continued funding for growth.

We understand that the position of Alberta's new government has been that funding for education will be, 'maintained or increased'. We are asking for clarity with respect to this, as our ability to plan for the upcoming school year is contingent on knowing what this entails. Does it mean that spending for the 2019-2020 school year will be held at the 2018-2019 level or does it mean grant rates will be maintained at the 2018-2019 level? Should it mean the former, the result will be the loss of millions of dollars resulting in much larger classrooms and fewer supports for our most vulnerable students. If it means the latter, it needs to be understood that no increase also effectively results in a decrease for school boards as expenses, such as inflation, continue to increase annually. This too will result in fewer supports and larger class sizes, keeping in mind that 80 cents of every dollar goes to wages and benefits.

Note that both CBE and CCSD spend less than the allowed 3.6 percent on board and system administration. Please also note that the province recommends having an operating reserve balance of between three and five percent. Currently, CBE operating reserves are at approximately 1.5% of operating expenses, while CCSD's are at 3.9%.

We find ourselves in a position of being unable to move forward with staffing and planning for next year in the absence of any parameters with respect to funding. As staffing processes typically are underway presently in jurisdictions, certainty with respect to funding for growth, as well as continued support to for the Classroom Improvement Fund (CIF) would greatly assist us in planning for a successful school year.

We make the following two requests:

- We are asking for clarity with respect to the ongoing commitment to fund for growth, as well as CIF funding, as soon as is possible in order to help us plan effectively for the upcoming year.
- We, as chairs of our respective boards would welcome a joint meeting at your earliest convenience to discuss how we may best work together. We would greatly appreciate it if this meeting could take place within the next two weeks to support student success.

We share a common goal – that of creating the very best opportunities for Alberta’s students. We are committed to working together, both as school boards, and together with our provincial partners, to ensure that our students reach their fullest potential.

Sincerely,



Trina Hurdman  
Chair, Calgary Board of Education



Mary Martin  
Chair, Calgary Catholic School District

cc: ✓ Board of Trustees, Calgary Board of Education  
Board of Trustees, Calgary Catholic School District  
Christopher Usih, Chief Superintendent of Schools, Calgary Board of Education  
Gary Strother, Chief Superintendent, Calgary Catholic School District  
Alberta School Boards Association – Board of Directors

## report to Board of Trustees

### Third Quarter Budget Variance Report for the 2018-19 Budget

Date	June 11, 2019
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Information
Originator	Brad Grundy, Superintendent, Chief Financial Officer and Corporate Treasurer
Governance Policy Reference	Operational Expectations OE-5: Financial Planning
Resource Person(s)	Ed Sutlic, Director, Corporate Finance Tanya Scanga, Manager, Corporate Planning and Reporting

#### 1 | Recommendation

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This report is provided for the information of the Board. No decision is required.

#### 2 | Issue

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Operational Expectations OE-5: Financial Planning requires that quarterly variance reports are prepared and explanations provided for variances in excess of 1% and \$500,000. This report serves as the third quarter report for the 2018-19 fiscal year.

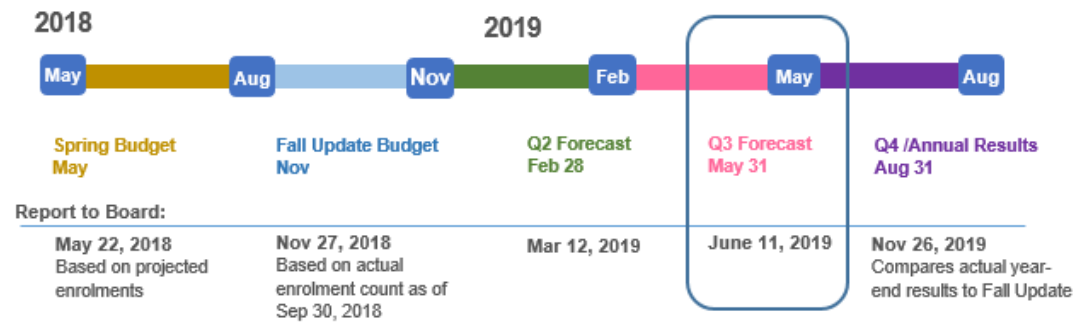


### 3 | Background

Quarterly and annual reports presented to the Board of Trustees provide updates on the results of operations. These results compare actual and forecast results to the 2018-19 Fall Update Budget to meet the Operational Expectations OE-5: Financial Planning.

Included in this report is the third quarter budget variance report in Attachment I, spending by schools and service units in Attachment II, the forecasted use of reserves in Attachment III and capital budget report in Attachment IV.

### 4 | Analysis



The Fall Update Budget reports budgetary impacts due to changes in actual student enrollment from estimates made during the Spring Budget. Fall Update Budget is the comparator for all subsequent quarterly variance reports based on current year spending trends.

Attachment I summarizes the forecasted activity compared with budgeted revenues and expenses, reserve transfers and capital transactions. Explanations are provided for variances above 1% and \$500,000 of reported line items in accordance with Operational Expectations OE-5.

#### Operating deficit

CBE's forecasted deficit for the year is \$5.4 million (0.4% of total Fall Update Budget expenditures), which is a favorable variance of \$0.6 million from the budgeted deficit of \$6.0 million. This variance comprises a number of offsetting factors that are outlined in this report.

Overall revenues are lower than budgeted by \$9.3 million primarily due to an estimated \$4.7 million refund in provincial instructional grants as result of funding audits by Alberta Education and \$4.0 million due to revised estimates of funding based on the updated enrolment figures.

Forecasted expenditures have decreased by \$9.9 million from budget due to favourable variances of \$10.4 million from vacancies and revised salary and benefit estimates, and \$1.6 million savings in utilities cost. These are partially offset by an unfavourable variance of \$3.2 million in transportation costs due to increased ridership and higher demand of complex needs services.

Refer to "Line Item Analysis" for further details.

Spending by schools and service units is provided in Attachment II with explanations of significant variances from the Fall Update Budget.

### Capital activities

CBE's forecasted capital expenditures are \$29.7 million, which is a decrease of \$2.6 million from the budgeted expenditures of \$32.3 million. This decrease in capital spend is due to reduced scope on certain projects and deferral of other project to future years. The 2018-19 third quarter capital budget report in Attachment IV highlights significant variances from the Fall Update Budget.

### Use of reserves and balancing

The Fall Update Budget included planned draws of \$2.5 million from operating reserves and \$8.7 million from capital reserves, for a total draw of \$11.2 million. Due to a decrease in capital expenditures and lower than anticipated deficit, CBE no longer requires a withdrawal from operating reserve. Therefore, CBE's updated forecast anticipates a contribution of \$1.0 million to operating reserves and a draw of \$9.0 million from capital reserves for a net draw of up to \$8.0 million from reserves.

The 2018-19 third quarter forecasted use of reserves (Attachment III) shows a forecasted reserve balance of \$42.2 million (operating and capital reserves combined). That represents three percent of total revenues, which is not a significant reserve value considering the CBE spends \$7.7 million per instructional day. Current anticipated reserve levels are approximately six days of operations, which is consistent with the Fall Update Budget.

Alberta Education suggests maintaining operating reserves between 3% to 5% of total expenditures. Forecasted operating reserve balance of \$27.0 million is below this threshold at 1.9%.

Further details are provided in Attachment III – forecasted use of reserves.

### Line Item Analysis

The following summarizes individual line item changes in the financial results (see Attachment I for details).

#### Revenues

(in \$ millions)	
Third Quarter Forecast revenues	1,384.6
Fall Update Budget revenues	1,393.9
<b>Change in revenues</b>	<b>(9.3) (0.7)%</b>

Significant contributions to this decrease include:

- Unfavourable variance in *Alberta Education* revenue of \$21.3 million is primarily due to:
  - \$8.5 million due to Infrastructure Maintenance and Renewal (IMR) funding being capitalized rather than being expensed, in compliance with direction from Alberta Education. Revenue recognition occurs on a systematic basis in line with the related amortization expense of the asset. This is offset by a favourable variance in *Services, contracts and supplies*.

- \$5.1 million in Albert Teacher's Retirement Fund (ATRF) grant reflecting a decrease in the CBE's contribution rate and this is offset with a favourable variance in *Certified salaries, wages and benefits*.
  - \$4.7 million in provincial instructional grants as a result of enrollment verification audits performed by Alberta Education.
  - \$4.0 million due to revised estimates of funding based on the updated enrolment figures.
- Favourable variance in *Other – Government of Alberta* revenue of \$8.0 million due to an Alberta Infrastructure grant received to fund project management costs incurred by CBE.
  - Favourable variance in *Other sales and services* revenue of \$0.6 million as a result of increased billings to other school boards due to higher enrollment of special needs students from other jurisdictions.
  - Favourable variance in *Fees* revenue of \$0.8 million due to increased enrollment in noon supervision and transportation programs.
  - Favourable variance in *Investment income* of \$1.6 million as a result of revised estimates for interest income from investments.
  - Favourable variance in *All other* revenue of \$1.2 million is due to fundraising activities, gifts and donations which are inherently variable depending on events and school specific circumstances.

### Expenses

(in \$ millions)	
Third Quarter Forecast expenses	1,390.0
Fall Update Budget expenses	1,399.9
<b>Change in expenses</b>	<b>(9.9) (0.7)%</b>

Forecasted decrease in expenses is primarily related to:

- Favourable variance of \$3.1 million in *Non-certificated salaries, wages and benefits* is the net impact of:
  - Favourable variance of \$8.8 million, which includes:
    - \$5.1 million due to actual average employee costs trending lower than budget, including reduced employer contribution rate for the Local Authorities Pension Plan (LAPP).
    - \$3.7 million from position vacancies in service units.
  - Offset by an unfavourable variance of \$5.7 million, which includes:
    - \$5.0 million for redeployment decisions at the school level to accommodate for learning needs of students.\*
    - \$0.7 million due to increased use of employee health, backfill for absent school staff and other employment costs
- Favourable variance of \$7.1 million for *Services, contracts and supplies* is mainly the net impact of:
  - Favourable variance of \$20.2 million, which includes:



- \$10.1 million due to redeployment of supplies and services budget towards school staff.\*
- \$8.5 million in IMR expenditures which have been assessed to be capital in nature and offset by a corresponding decrease in revenues.
- \$1.6 million in utility costs savings due to lower electricity rates.
  
- Offset by an unfavourable of \$13.1 million, which includes:
  - \$5.4 million related to carry forwards from prior years to be spent in the current year by schools.
  - \$3.2 million for transportation costs primarily related to increase in ridership and a higher demand for complex needs transportation services.
  - \$2.0 million related to dental, health and medical service charges that were not included in the Fall Update Budget.
  - \$1.3 million due to delays in repatriation of human resources payroll services.
  - \$1.2 million as result of budget transfer of tax-receipted donations to schools. This is offset by a favourable variance in *all other* revenues.

## 5 | Conclusion

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This report represents information to the Board of Trustees in connection with Operational Expectations OE-5: Financial Planning.

The CBE will continue to practice careful financial decision making and scrutinize our operations to identify areas where budget balancing measures may be implemented while minimizing the impact on student learning.

The CBE will maintain focus on our core values of: students come first, learning is our central purpose and public education serves the common good.



CHRISTOPHER USIH  
CHIEF SUPERINTENDENT OF SCHOOLS

### ATTACHMENTS

- Attachment I:** 2018-19 third quarter budget variance report
- Attachment II:** 2018-19 third quarter planned spending by schools and service units
- Attachment III:** 2018-19 third quarter forecasted use of reserves
- Attachment IV:** 2018-19 third quarter forecasted capital budget report

### GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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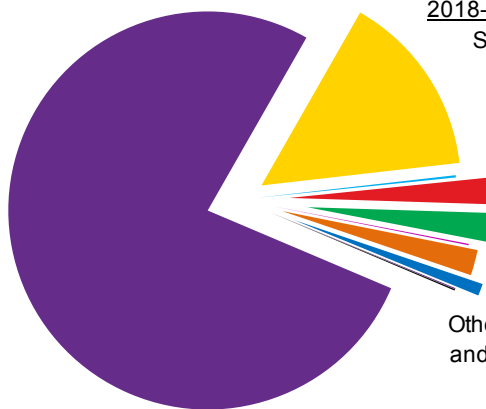


**CALGARY BOARD OF EDUCATION**  
**Third Quarter Budget Variance Report**

Description	2018-19 Fall Update Budget <sup>(A)</sup>	Forecast for the year ended Aug 31, 2019	Variance Favourable/ (Unfavourable)	
	(in \$ thousands)			
<b>Revenues</b>				
Alberta Education	1,306,807	1,285,501	(21,306)	(2)%
Other - Government of Alberta	432	8,401	7,969	1846%
Federal Government and First Nations	2,822	2,714	(108)	(4)%
Other sales and services	20,410	21,001	590	3%
Fees	41,159	41,939	781	2%
Investment income	1,649	3,267	1,618	98%
All other	20,650	21,836	1,185	6%
<b>Total revenues</b>	<b>1,393,929</b>	<b>1,384,659</b>	<b>(9,270)</b>	<b>(1)%</b>
<b>Expenses</b>				
Certificated salaries, wages and benefits	816,909	816,860	48	0%
Non-certificated salaries, wages and benefits	264,177	261,102	3,074	1%
Services, contracts and supplies	243,297	236,193	7,104	3%
Amortization	70,366	70,366	-	-
Interest	1,384	1,416	(32)	(2)%
All other	3,796	4,139	(343)	(9)%
<b>Total expenses</b>	<b>1,399,929</b>	<b>1,390,077</b>	<b>9,852</b>	<b>1%</b>
<b>Annual surplus / (deficit)</b>	<b>(6,000)</b>	<b>(5,418)</b>	<b>582</b>	<b>10%</b>
<b>Transfer from / (to) operating reserves</b>	<b>2,500</b>	<b>(1,051)</b>	<b>(3,551)</b>	<b>(142)%</b>
<b>Add/(deduct) capital items paid by operating funds</b>				
Capital assets acquired	(32,347)	(29,678)	2,669	8%
Board funded amortization	27,136	27,136	-	0%
Transfer from / (to) capital reserves	8,711	9,011	300	3%
	3,500	6,469	2,969	85%
<b>Net operating surplus / (deficit)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

<sup>A)</sup> Approved by the Board of Trustees on November 27, 2018.

**Attachment II: 2018-19 third quarter planned spending by schools and service units**



2018-19 Fall Update FTEs by:

	Schools and Areas	Service Unit System Budgets	Communications and Engagement	Learning (including Chinook Learning Services)	Facilities and Environmental Services	Legal Services	Finance and Technology Services	Human Resources	Chief Supt's Office	Board of Trustees	Total
Staff (incl ATA, Staff Assn, CUPE, trades)	9,521	18	13	179	168	3	154	79	1	-	10,136
Exempt staff	-	-	8	10	39	7	39	31	2	-	136
Superintendent	-	-	1	1	1	1	1	-	2	-	7
	9,521	18	22	190	208	11	194	110	5	-	10,279
<u>2018-19 Q3 Forecast:</u>											
Salaries and benefits	982,955	8,079	2,486	24,119	22,307	1,362	23,229	12,114	888	424	1,077,963
Supplies and services	85,415	130,734	66	4,840	9,972	124	2,246	1,429	242	1,124	236,193
Other (interest, amortization and uncollectible accounts)	50	68,854	-	625	2,928	24	3,394	45	2	-	75,921
<u>2018-19 Q3 Forecast:</u>	<b>1,068,419</b>	<b>207,667</b>	<b>2,552</b>	<b>29,584</b>	<b>35,207</b>	<b>1,511</b>	<b>28,869</b>	<b>13,588</b>	<b>1,132</b>	<b>1,548</b>	<b>1,390,077</b>
<u>2018-19 Fall Update Budget</u>	1,072,291	212,341	2,524	30,293	35,271	1,699	28,553	14,327	1,132	1,498	1,399,929
Increase / (decrease)	(3,872)	(4,674)	28	(709)	(64)	(188)	316	(739)	-	50	(9,852)
	(a)	(b)		(c)				(d)			

- (a) Schools and Areas are lower than budgeted due to actual salary and benefit trending lower than previously budgeted averages, including lower rates for ATRF and LAPP contributions, and savings from position vacancies. These favourable variances are partially offset by additional costs for benefits administration and increase in long-term sick leaves within schools.
- (b) Service Unit System budget is lower primarily due to IMR funding which has been assessed to be capital in nature. This is offset by an anticipated increase in transportation costs due to higher demand from complex needs students and additional costs incurred due to delays in repatriation of payroll services.
- (c) Learning forecast is lower due to reduction in scope of Chinook Learning Services and savings from vacant positions, along with lower salary and benefit rates.
- (d) Human Resources has forecasted a favourable variance because of savings from vacant positions.

**Attachment III: 2018-19 third quarter forecasted use of reserves**

	<b>Reserve balance Sept 1, 2018</b>	<b>Fall Update planned use of reserves</b>	<b>Forecasted use of Reserves</b>	<b>Anticipated reserve balance Aug 31, 2019</b>	<b>% of Fall update budgeted expenses</b>
(in \$ thousands)					
<b>Operating reserves</b>					
Unrestricted reserves	28,311	(2,500)	1,051	29,362	
Restricted reserves	(8,237)	-	-	(8,237)	
Designated operating funds	5,902	-	-	5,902	
<b>Total operating reserves</b>	<b>25,976</b>	<b>(2,500)</b>	<b>1,051</b>	<b>27,027</b>	<b>1.9%</b> (1)
<b>Capital reserves</b>					
Building reserve	9,019	-	-	9,019	
Other capital reserves	14,383	(8,711)	(9,011)	5,372	(2)
Plant, operations and maintenance asset replacement	798	-	-	798	
<b>Total capital reserves</b>	<b>24,200</b>	<b>(8,711)</b>	<b>(9,011)</b>	<b>15,189</b>	<b>1.1%</b>
<b>Total reserves</b>	<b>50,176</b>	<b>(11,211)</b>	<b>(7,960)</b>	<b>42,216</b>	<b>3.0%</b>

(1) Alberta Education suggests maintaining operating reserves between 3% to 5% of total expenditures. Although somewhat low at 1.9%, the current balance in operating reserves reflect the significant investment that CBE has made over the last three years in bringing 27 new schools into operation.

(2) Additional draw from capital reserves is subject to Board approval.

Attachment IV: 2018-19 third quarter forecasted capital budget report

	2018-19 Total Fall Budget	Forecast for the year ended Aug 31, 2019	Variance Favourable/ (Unfavourable)	
	(in \$ thousands)		%	
<b>Capital lease payments (contracts)</b>				
Performance contracts	1,484	1,484	-	0%
<b>Total Capital Lease Payments (contracts)</b>	<b>1,484</b>	<b>1,484</b>	<b>-</b>	<b>0%</b>
<b>Non-facility related projects</b>				
Strategic	4,586	3,769	816	18% (1)
Enhancement	6,030	3,876	2,154	36% (2)
Maintenance	18,826	18,828	(2)	0%
<b>Total non-facility related projects</b>	<b>29,442</b>	<b>26,473</b>	<b>2,969</b>	<b>10%</b>
<b>Capital reserve projects</b>				
New school commissioning	1,422	1,722	(301)	-21%
<b>Total capital reserve projects</b>	<b>1,422</b>	<b>1,722</b>	<b>(301)</b>	<b>-21%</b>
<b>Total non-facility capital expenditures</b>	<b>32,347</b>	<b>29,678</b>	<b>2,668</b>	<b>8%</b>
<b>Financed by the following:</b>				
Contribution to operating activities	(3,500)	(6,469)		
Total amortization expense (non-cash)	27,136	27,136		
Capital reserves	8,711	9,011		
<b>Total board-funded financing</b>	<b>32,347</b>	<b>29,678</b>		

- (1) Strategic: The Reporting Upgrade and Network Access Control (NEC) projects were deferred with planned modifications for the future.
- (2) Enhancement: Enterprise Portal Lifecycle Upgrade was underway, but it will not be completed by the end of 2018-19 and carry forward will be requested. School Enhancement project's overall projected spend has been scaled down.

**report to  
Board of Trustees**

**Impact of Proposed Changes to the Results 2 Policy**

Date	June 11, 2019
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Information
Originator	Sydney Smith Acting Superintendent, Learning
Governance Policy Reference	Results 2 Indicators Review
Resource Person	Elizabeth Wood, Director, Learning

**1 | Recommendation**

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

**2 | Issue**

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The Board of Trustees has directed the Chief Superintendent to inform the Board of significant organizational impacts, if any, that would result from proposed changes to the Results 2 Policy.



### 3 | Background

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On May 21, 2019 the Board of Trustees gave first reading to the policy amendments within Results 2: Academic Success (see Attachment I for proposed changes).

At this meeting, the Board of Trustees passed the following motion:

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

### 4 | Analysis

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The proposed changes will not impact the operation of the CBE since data for these subject areas have been provided to the Board as part of the yearly monitoring of Results 2: Academic Success since the 2015-16 school year.

### 5 | Implementation Consequences

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No anticipated changes in operational matters will be seen as a result of these proposed changes.

The proposed changes will require a review of the reasonable interpretations and indicators of Results 2: Academic Success and may result in amendments to the reasonable interpretations. In addition, new indicators must also be developed.

Whereas this review has already been completed, it is anticipated the work can be managed with our current resources. However, new data sets have been identified as part of the indicator work, so the depth and extent to which the proposed changes impact the operations of the CBE will not be fully realised until a full monitoring cycle has been completed.

### 6 | Conclusion

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The information in this report provides the consideration of the implications of the Results 2: Academic Success proposed policy changes.



CHRISTOPHER USIH  
CHIEF SUPERINTENDENT OF SCHOOLS



## **ATTACHMENT**

Attachment I: R-2: Academic Success (proposed revisions double underlined)

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**attachment** | **R-2: Academic Success**

**Monitoring Method:** Internal Monitoring  
**Frequency:** Annually

Each student will be literate and numerate, able to integrate and apply the knowledge, skills, attitudes and competencies acquired across all academic disciplines.

Students will:

2.1 Achieve at individually and appropriately challenging levels of complexity, demonstrating the higher order thinking skills of knowledge, comprehension, application, analysis, synthesis, evaluation and creativity, based on the following disciplines:

- [Career & Technology Foundations/Studies](#)
- English Language Arts
- [Fine and Performing Arts](#)
- [French Language Arts](#)
- Languages
- Mathematics
- Physical Education
- Science
- Social Studies

Adopted: ~~June 16, 2015~~



## report to Board of Trustees

# Annual Summative Evaluation of the Chief Superintendent

Date	June 11, 2019
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trustee Mike Bradshaw, Chair, Board Evaluation Committee Trustee Richard Hehr, Member, Board Evaluation Committee
Purpose	Information
Governance Policy Reference	GC-3: Board Job Description GC-4: Officer's Roles B/CSR-5: Chief Superintendent Accountability

## 1 | Recommendation

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

## 2 | Background

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

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



### 3 | Conclusion

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

The 2018 Annual Summative Evaluation of the Chief Superintendent report included on the April 9, 2019 public Board meeting consent agenda was noted to have been missing language from the Board of Trustees' motions for Results 4 and Operational Expectation 6: Financial Administration. As a result, the Board of Trustees issued a revised Annual Summative Evaluation Letter, 2018 to the Chief Superintendent dated May 14, 2019.

The attachments to this report provides a summary of the monitoring of all Results and Operational Expectations governance policies for the 2018 year; it is the "data collected during the year from the monitoring of Results and Operational Expectations policies", as required by B/CSR-5.7.

#### ATTACHMENTS

- Attachment I: Annual Summative Evaluation Letter, 2018 (revised)
- Attachment II: Board Evaluation of Chief Superintendent, 2018 (revised)

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Board Chair  
Trina Hurdman Wards 1 & 2

Vice-Chair  
Marilyn Dennis Wards 5 & 10

Trustees  
Althea Adams Wards 3 & 4  
Lisa Davis Wards 6 & 7  
Richard Hehr Wards 8 & 9  
Julie Hrdlicka Wards 11 & 13  
Mike Bradshaw Wards 12 & 14

May 14, 2019

Mr. Christopher Usih  
Chief Superintendent  
Calgary Board of Education

Dear Chris:

**RE: Annual Summative Evaluation - Revised**

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The Calgary Board of Education Trustees met on February 26, 2019 to conduct a summative evaluation of the Chief Superintendent’s performance for the past year. The Board conducted the discussion in a manner consistent with its policy B/CSR-5, which stipulates that the Chief Superintendent’s performance will be based on the prior year’s monitoring of all Results and Operational Expectations policies. This report will summarize the Board’s conclusions about the CBE and the Chief Superintendent’s performance in each of these policy areas.

**Results**

**R-2 (Academic Success):** The Board concluded that reasonable progress is being made toward the ultimate achievement of this results policy with the exception of First Nations, Metis and Inuit students’ achievement in all academic disciplines, and with the exception of student results in Mathematics. The Board also identified a concern with Grade 9 English Language Arts results.

The Board also directed the Chief Superintendent to review the indicators for R-2: Academic Success, for Board reaffirmation or approval by February 28, 2019; review the targets for R-2: Academic Success, for Board approval by February 28, 2019; and provide additional information, including strategies, revised targets and the assessment of the strategies for each of the areas identified as an exception or a concern by November 30, 2018.

The Board of Trustees also directed the Chief Superintendent to provide an update on the progress of the Mathematics strategy, the Indigenous Education strategy and the Literacy strategy by April 30, 2018.

**R-3 (Citizenship):** The Board concluded that reasonable progress is being made and commended the Chief Superintendent for exemplary achievement in Results 3: Citizenship, in particular student contribution to responsible stewardship of the environment and students exercising their democratic rights and responsibilities within the learning community.

**R-4 (Personal Development):** The Board found that reasonable progress is being made in this policy area with the exception of policy subsection 4.5.

**R-5 (Character):** The Board found that reasonable progress is being made in this policy area.

### **Operational Expectations**

**OE-1 (Global Operational Expectations):** The Board found this policy to be fully compliant.

**OE-2 (Temporary Chief Superintendent Succession):** The Board found this policy to be fully compliant.

**OE-3 (Treatment of Owners):** The Board found this policy to be in compliance and commends the Chief Superintendent for exemplary performance in maintaining an organizational culture that treats all organization owners with respect, dignity and courtesy, and specifically in relation to policy subsection 3.3 “values individual differences of opinion” and “reasonably includes people in decisions...” through the use of the dialogue framework.

**OE-4 (Treatment of Employees):** The Board found this policy to be in compliance with the exception of 4.7 (maintain adequate job descriptions for all employee positions) and 4.13 (reasonably include people in decisions that affect them).

**OE-5 (Financial Planning):** The Board found this policy to be fully compliant.

**OE-6 (Financial Administration):** The Board found this policy to be fully compliant, with the exceptions as noted in the report.

**OE-7 (Asset Protection):** The Board found this policy to be fully compliant.

**OE-8 (Communication With and Support for the Board):** The Board found this policy to be fully compliant.

**OE-9 (Communicating with the Public):** The Board found this policy to be fully compliant.

**OE-10 (Instructional Program):** The Board found this policy to be fully compliant.

**OE-11 (Learning Environment/Treatment of Students):** The Board found this policy to be fully compliant.

**OE-12 (Facilities):** The Board found this policy to be fully compliant.

### **Priorities**

There are two essential and significant pieces of work that the Board of Trustees will require you to do. The first is to work with trustees to determine how reasonable progress of academic achievement should be measured. The Board needs valid and reliable data presented in a manner that will allow it to determine areas of strength and weakness so that it can determine whether reasonable progress is being made towards the ultimate achievement of our Results 2: Academic Success policy. In such a large system, we need to be mindful that the CBE exists to serve each and every student.

The second task is to lead the development of a budget that, by all indications, will not contain the revenues necessary to maintain current service levels and prepare for any eventuality with strategies that will lessen the impact of potential shortfalls in revenues on student learning. This will require you to hear from a variety of perspectives as you learn how the system is currently structured in order to allocate scarce resources to best meet the needs of students going forward.

The Board of Trustees would also like you to carefully consider the CBE's Three Year Education Plan that you will be presenting for Board approval in November, 2019. As this is a guiding document for the entire system, it is critical that it be focused on priorities and strategies that will have the greatest impact on student learning. The Board also expects areas that the Board identifies as requiring further attention be reflected in the plan.

### **Summary**

The Board of Trustees looks forward to developing a strong working relationship with you. We recognize that we need to support each other and communicate openly as we work together to best meet the needs of Calgary students.

The content of this letter will form a basis of a discussion with you and the Board of Trustees in the near future. You are also invited to provide a written response, should you wish to do so.

On behalf of the Board of Trustees,



Trina Hurdman, Chair  
Board of Trustees  
Calgary Board of Education



## Board Evaluation of Chief Superintendent, 2018

Policy	Reasonable Interpretation	Related RI Minutes	2017-18 Monitoring Report	2017-18 Monitoring Minutes	2017-18 Reasonable Progress/ Compliance	Commendations/Concerns
<b>Operational Expectations</b>						
1. <a href="#"><u>Global Operational Expectation</u></a>	<a href="#"><u>2012/09/18</u></a>	<a href="#"><u>Page 7</u></a>	<a href="#"><u>2017/06/13</u></a> <a href="#"><u>2017/06/20</u></a>	<a href="#"><u>Page 5</u></a> <a href="#"><u>Page 9</u></a>	In compliance	
2. <a href="#"><u>Temporary Chief Superintendent Succession</u></a>	<a href="#"><u>2012/03/06</u></a> <a href="#"><u>2013/10/08</u></a>	<a href="#"><u>Page 10</u></a> <a href="#"><u>Page 10</u></a>	<a href="#"><u>2017/09/12</u></a> <a href="#"><u>2017/09/19</u></a>	<a href="#"><u>Page 3</u></a> <a href="#"><u>Page 4</u></a>	In compliance	
3. <a href="#"><u>Treatment of Owners</u></a>	<a href="#"><u>2012/09/04</u></a>	<a href="#"><u>Page 4</u></a>	<a href="#"><u>2017/09/19</u></a>	<a href="#"><u>Page 2</u></a>	In compliance	The Board commends the Chief Superintendent for exemplary performance in maintaining an organizational culture that treats all organization owners with respect, dignity and courtesy, and specifically in relation to policy subsection 3.3 “values individual differences of opinion” and “reasonably includes people in decisions...” through the use of the dialogue framework.
4. <a href="#"><u>Treatment of Employees</u></a>	<a href="#"><u>2012/03/06</u></a> <a href="#"><u>2014/06/10</u></a>	<a href="#"><u>Page 12</u></a> <a href="#"><u>Page 5</u></a>	<a href="#"><u>2017/11/14</u></a> <a href="#"><u>2017/11/28</u></a>	<a href="#"><u>Page 4</u></a> <a href="#"><u>Page 3</u></a>	In compliance	With the exception of policy subsections 4.7 and 4.13
5. <a href="#"><u>Financial Planning</u></a>	<a href="#"><u>2012/03/20</u></a> <a href="#"><u>2013/05/28</u></a> <a href="#"><u>2016/04/05</u></a>	<a href="#"><u>Page 14</u></a> <a href="#"><u>Page 24</u></a> <a href="#"><u>Page 4</u></a>	<a href="#"><u>2017/12/05</u></a> <a href="#"><u>2018/02/06</u></a>	<a href="#"><u>Page 5</u></a> <a href="#"><u>Page 5</u></a>	In compliance	
6. <a href="#"><u>Financial Administration</u></a>	<a href="#"><u>2012/06/12</u></a> <a href="#"><u>2012/09/18</u></a> <a href="#"><u>2013/03/19</u></a> <a href="#"><u>2014/06/17</u></a> <a href="#"><u>2014/12/02</u></a>	<a href="#"><u>Page 4</u></a> <a href="#"><u>Page 7</u></a> <a href="#"><u>Page 7</u></a> <a href="#"><u>Page 10</u></a> <a href="#"><u>Page 12</u></a>	<a href="#"><u>2018/01/09</u></a> <a href="#"><u>2018/01/23</u></a>	<a href="#"><u>Page 4</u></a> <a href="#"><u>Page 4</u></a>	In compliance	With the exceptions as noted in the report.
7. <a href="#"><u>Asset Protection</u></a>	<a href="#"><u>2012/10/02</u></a> <a href="#"><u>2013/04/16</u></a>	<a href="#"><u>Page 7</u></a> <a href="#"><u>Page 7</u></a>	<a href="#"><u>2018/01/09</u></a> <a href="#"><u>2018/01/23</u></a>	<a href="#"><u>Page 4</u></a> <a href="#"><u>Page 4</u></a>	In compliance	
8. <a href="#"><u>Communication With &amp; Support for the Board</u></a>	<a href="#"><u>2012/05/15</u></a>	<a href="#"><u>Page 5</u></a>	<a href="#"><u>2018/03/06</u></a> <a href="#"><u>2018/03/13</u></a>	<a href="#"><u>Page 5</u></a> <a href="#"><u>Page 7</u></a>	In compliance	





## Board Evaluation of Chief Superintendent, 2018

Policy	Reasonable Interpretation	Related RI Minutes	2017-18 Monitoring Report	2017-18 Monitoring Minutes	2017-18 Reasonable Progress/ Compliance	Commendations/Concerns
9. <a href="#">Communicating With the Public</a>	<a href="#">2012/09/04</a> <a href="#">2014/06/17</a>	<a href="#">Page 5</a> <a href="#">Page 4</a>	<a href="#">2018/04/24</a> <a href="#">2018/05/15</a>	<a href="#">Page 3</a> <a href="#">Page 5</a>	In compliance	
10. <a href="#">Instructional Program</a>	<a href="#">2012/09/18</a> <a href="#">2014/06/10</a>	<a href="#">Page 5</a> <a href="#">Page 6</a>	<a href="#">2018/02/06</a> <a href="#">2018/02/13</a>	<a href="#">Page 3</a> <a href="#">Page 9</a>	In compliance	
11. <a href="#">Learning Environment/ Treatment of Students</a>	<a href="#">2012/05/01</a> <a href="#">2014/06/17</a>	<a href="#">Page 4</a> <a href="#">Page 5</a>	<a href="#">2017/12/05</a> <a href="#">2018/01/09</a>	<a href="#">Page 5</a> <a href="#">Page 5</a>	In compliance	
12. <a href="#">Facilities</a>	<a href="#">2012/04/03</a>	<a href="#">Page 5</a>	<a href="#">2018/05/15</a> <a href="#">2018/05/22</a>	<a href="#">Page 3</a> <a href="#">Page 5</a>	In compliance	

Results Policy	Reasonable Interpretation	Related RI Minutes	Monitoring Report	Monitoring Minutes	Reasonable Progress/ Compliance	Commendations/Concerns
1. <a href="#">Mission</a>	<a href="#">2013/09/17</a>	<a href="#">Page 3</a>				Not scheduled for monitoring
2. <a href="#">Academic Success</a>	<a href="#">2013/04/16</a> <a href="#">2015/06/09</a>	<a href="#">Page 6</a> <a href="#">Page 3</a>	<a href="#">2018/02/06</a> <a href="#">2018/02/13</a>	<a href="#">Page 3</a> <a href="#">Page 3</a>	Reasonable progress being made	<p>With the exception of First Nations, Metis and Inuit student achievement in all academic disciplines, and with the exception of student results in Mathematics.</p> <p>THAT the Board identifies a concern with Grade 9 English Language Arts results.</p> <p>1. THAT the Board of Trustees directs the Chief Superintendent to review the indicators for R-2: Academic Success, for Board reaffirmation or approval by February 28, 2019;</p> <p>2. THAT the Board of Trustees directs the Chief Superintendent to review the targets for R-2: Academic Success, for Board approval by February 28, 2019; and</p>



# Board Evaluation of Chief Superintendent, 2018

Results Policy	Reasonable Interpretation	Related RI Minutes	Monitoring Report	Monitoring Minutes	Reasonable Progress/ Compliance	Commendations/Concerns
						<p>3. THAT the Board of Trustees directs the Chief Superintendent to provide additional information, including strategies, revised targets and the assessment of the strategies for each of the areas identified as an exception or a concern by November 30, 2018.</p> <p>THAT the Board of Trustees directs the Chief Superintendent to provide an update on the progress of the Mathematics strategy, the Indigenous Education strategy and the Literacy strategy by April 30, 2018.</p>
<ul style="list-style-type: none"> <li>R-2 Report Card Information Report – Part 1</li> </ul>			<a href="#">2018/12/04</a>	Page	Information Only – Not Monitored	<p>Part 1 – Language Arts, Languages and Social Studies</p> <p>Report presented for information only. No monitoring decision made.</p>
<ul style="list-style-type: none"> <li>R-2 Report Card Information Report – Part 2</li> </ul>			<a href="#">2019/01/15</a>	Page	Information Only – Not Monitored	<p>Part 2- Arts, Career and Technology Studies, Mathematics, Physical Education and Sciences</p> <p>Report presented for information only. No monitoring decision made.</p>
3. <a href="#">Citizenship</a>	<a href="#">2013/04/02</a> <a href="#">2015/10/06</a> <a href="#">2015/10/13</a>	<a href="#">Page 5</a> <a href="#">Page 4</a> <a href="#">Page 7</a>	<a href="#">2018/03/06</a> <a href="#">2018/03/13</a>	<a href="#">Page 4</a> <a href="#">Page 5</a>	Reasonable progress being made	<p>THAT the Board of Trustees commends the Chief Superintendent for exemplary achievement in Results 3: Citizenship, in particular student contribution to responsible stewardship of the environment and students exercising their democratic rights and responsibilities within the learning community.</p>
4. <a href="#">Personal Development</a>	<a href="#">2013/03/19</a> <a href="#">2013/02/05</a>	<a href="#">Page 6</a> <a href="#">Page 4</a>	<a href="#">2018/04/10</a> <a href="#">2018/04/24</a>	<a href="#">Page 3</a> <a href="#">Page 3</a>	Reasonable progress being made	<p>With the exception of policy subsection 4.5.</p>
5. <a href="#">Character</a>	<a href="#">2013/03/19</a>	<a href="#">Page 4</a>	<a href="#">2018/05/15</a> <a href="#">2018/05/22</a>	<a href="#">Page 3</a> <a href="#">Page 3</a>	Reasonable progress being made	