REGULAR MEETING OF THE BOARD OF TRUSTEES

PUBLIC AGENDA

TUESDAY, OCTOBER 5, 2010

5:00 P.M. – 8:00 P.M.
Board Room, Plaza Level (2nd Floor), Education Centre
515 Macleod Trail SE, Calgary, Alberta

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.

Attach.	TOPIC		Who	Time
	1.0	**CALL TO ORDER, NATIONAL ANTHEM AND WELCOME**	Chair	5 min.
Agenda	**2.0**	**CONSIDERATION/APPROVAL OF AGENDA**	Chair	2 min.
	3.0	**SCHOOL/SYSTEM PRESENTATIONS**		
	3.1	**MidSun School (Citizenship)**	J. Rogerson	15 min.
	4.0	**HONOURS AND RECOGNITIONS**		
Verbal	**5.0**	**PUBLIC CONVERSATION AND INFORMATION**		30 min.
	5.1	**Report from Chair and Trustees**		
	5.2	**Report from Chief Superintendent**		
	5.3	**Public Question Period** (An opportunity for the public and/or stakeholders to raise questions and seek clarification on educational matters with the trustees. Fill out "Public Question Period" form on the table in the foyer and submit to the Corporate Secretary in writing or electronically to corpsec@cbe.ab.ca no later than 5 hours prior to the scheduled start time of the meeting. This form is also available in Appendix C of the Board Meeting Procedures. The person asking the question must be present at the meeting.)	Public	
	5.4	**Stakeholder Reports** (An opportunity for stakeholder groups or the public to verbally address the Board for 3 minutes on any educational issue, to a maximum of 5 reports per meeting. Advise the Corporate Secretary at least 10 minutes prior to the commencement of the meeting if you wish to do a stakeholder presentation.)	Public	
	5.5	**Trustee Inquiries**		
	6.0	**ACTION ITEMS**		
P. 6-1	**6.1**	**Year-End Carry Forward Funds (Operating)** *(THAT the unspent school decentralized fund and service fund balances be approved for carry forward to 2010/2011)*	D. Meyers	10 min.

Attach.	TOPIC		Who	Time
	7.0	**MONITORING AND RESULTS**		
P. 7-1	**7.1**	**Annual Monitoring of EL-4: Treatment of Parents and Citizens**	N. Johnson	20 min.
P. 7-16	**7.2**	**Annual Monitoring of EL-16: Learning Environment and Treatment of Students**	N. Johnson	20 min.
	8.0	**POLICY DEVELOPMENT AND REVIEW**		
	9.0	**CONSENT AGENDA**		5 min.
	9.1	**Board Consent Agenda**		

9.1.1   Approval of Minutes
P. 9-52
- Regular Meeting held September 7, 2010
- Regular Meeting held September 21, 2010
P. 9-47
- Regular Meeting held September 28, 2010
(THAT the Board of Trustees approves the Minutes of the Regular Meetings held September 7, 21 and 28, 2010 as submitted.)

P. 9-1   9.1.2   Issues Identification – Tripartite Discussions on Sustaining Workforce Stability and Enabling Continued Collaboration on Transformation in the K-12 Education System.
(THAT the Board of Trustees receives the report for information and the record.

P. 9-7   9.1.3   Monitoring of Governance Process Policy 6: Board Chair's Role
(THAT the Board of Trustees approves the report in the form as submitted.)

P. 9-41   9.1.4   Recommendation for Amendment of Governance Policy
(THAT the Board of Trustees gives first reading to the amended attached policies EL-13 and GP-5)

9.2   **Chief Superintendent Consent Agenda**

P. 9-10   9.2.1   Chief Superintendent's Update
(THAT the Board of Trustees receives the report for information.)

P. 9-20   9.2.2   Transition Strategies for Sir William Van Horne High School Students
(THAT the Board of Trustees receives the report for information.)

9.2.3   September 30 Student Enrolment Summary 2010 (EL-14E (d))
(THAT the Board of Trustees receives the report for information.)

10.0   **TRUSTEE NOTICES OF MOTION**

11.0   **ADJOURNMENT**   Chair

CALGARY BOARD OF EDUCATION

REPORT TO THE REGULAR MEETING OF THE BOARD OF TRUSTEES

PUBLIC AGENDA

October 5, 2010

To: Board of Trustees

From: Naomi E. Johnson, Chief Superintendent of Schools

Re: **Carryforward of Unspent 2009/2010 Operating Budget Funds**

Purpose: Approval

Governance Policy Reference: EL-10: Budgeting Process
                                   EL-11: Financial Condition

Originator: Deborah L. Meyers, Superintendent, Finance and Business Services, CFO

Resource Persons: Wayne T. Braun, Director, Corporate Financial Services
                              Jon Anderson, Manager, Budget & Corporate Reporting

I.   RECOMMENDATIONS

It is recommended:

1.   THAT the unspent school decentralized fund balances of $5,054,074 be approved for carryforward to 2010/2011; and

2.   THAT the unspent service unit fund balances of $2,499,809 be approved for carryforward to 2010/2011.

II.   ISSUE

From time to time, budget funds are allocated to schools and service units for projects, program initiatives, contractual or legal commitments which may extend into more than one fiscal year. Requests for carryforwards of unspent funds tied to these budget allocations, require approval of the Board of Trustees and are then placed into designated funds for use in the following fiscal year.

III. BACKGROUND

Operating budgets are prepared on an annual basis and relate to the Calgary Board of Education's fiscal year of September 1 to August 31. Past practice at the Calgary Board of Education has been to permit unspent budgeted project, program or contractual funds to be carried forward for use in the following year for certain eligible projects and initiatives. There has also been a longstanding practice to allow the carryforward of funds allocated for specific purposes under collective agreements with employee groups, and to permit schools to carryforward unspent decentralized budget funds to the next fiscal year for the purchase of equipment, supplies (primarily curriculum materials) and services which may not occur in equal amounts year over year. Guidelines have been developed by Corporate Financial Services to assist in the determination of which requests are considered appropriate to support the carryforward of unspent budgeted funds. A copy of the guidelines is included for information as Attachment I.

IV. ANALYSIS

2009/2010 service unit and school carryforward requests are detailed in Attachment II. All are being recommended for acceptance by the Board of Trustees as these requests are in accordance with established guidelines. The following analysis of these requests is provided:

Service Unit Requests

A total of $2,499,809 in service unit unspent fund requests were received for carryforward into 2010/2011. These requests were reviewed by Corporate Financial Services for compliance with the guidelines for carryforward requests and all meet the criteria for acceptance. The largest request was for the Professional Improvement Fellowship (PIF) for $1,822,281 and will be carried forward to the following fiscal year in accordance with the ATA collective agreement.

The next largest carryforward request is in support of the Career and Technology Center startup. These funds amount to $200,000. The carryforward request of $188,759 for commissioning and relocation to the New Education Centre forms the third largest request. These funds are used to cover specific costs that may be incurred in the move and consultation process with staff not otherwise provided for in contractual agreements with Bentall or other consultant services beyond what is provided for in the 2010/2011 Capital and Operating Budgets. Since April 1, 2005, Alberta Education has funded plant operations and maintenance (PO&M) as a separate and distinct grant. As a result, PO&M funding dedicated to identified projects is considered eligible for carryforward to subsequent years if unused in the year it is received and allocated in the subsequent year to ensure completion of the project. There is a total of $62,216 in identified amounts for a specific maintenance PO&M multi-year project that is embedded in the total service unit project plans in 2009/2010 which was not completed at year end. Of the remaining $226,553 of service unit carryforward requests all are deemed to be acceptable within the established guidelines.

School Requests

The Resource Allocation Method (RAM) is designed to support the equitable allocation of staffing resources while providing principals with greater choice in the assignment and deployment of those resources to meet the unique learning needs of students within their schools.

Schools' unspent decentralized budgets are considered for carryforward based on past practice and the assumption that such funds will be used to support services and programs or purchase equipment and supplies in schools that may vary in need or cost or which may span multiple years. It should be noted that the collective amount of eligible carryforward decentralized funds in schools at August 31, 2010, has increased by $1,303,766 from the prior year and has returned to 2006 levels.

For historical reference, school decentralized supply and services year end balance amounts available for carryforward have been as follows:

Year Ended	Balance
August 31, 2006	$5,056,539
August 31, 2007	$5,197,025
August 31, 2008	$7,702,371
August 31, 2009	$3,750,308
August 31, 2010	$5,054,074*

*Includes $1.56 million of targeted Career Technology Studies (CTS) Evergreening funding allocated to schools in June 2010 to facilitate replacement, repair and purchase of new equipment tied to the CTS program.

In order to assist Administration in reviewing and monitoring unspent school decentralized supply and services balances, School Financial Operations will be receiving and reviewing additional information from school principals regarding the level of funds available and the proposed use and timing for use of these funds. This analysis is not expected to be complete until late in the fall of 2010, at which time Corporate Financial Services will provide a summary of this analysis for Superintendents' Team for consideration in any required budget adjustments for 2010/2011 or for setting priorities for the 2011/2012 Spring RAM allocations.

V.   **FINANCIAL IMPACT**

If approved, the $7.5 million ($2.5 million service units, $5.0 million school decentralized) for carryforward from 2009/2010 will be appropriately reserved as designated funds and dedicated for use in 2010/2011 with full disclosure in the 2009/2010 year end Audited Financial Statements. This compares to 2008/2009 carryforward amounts totaling $6.6 million ($2.9 million service units, $3.7 million schools decentralized).

In considering the impact of designating funds for carryforward the following should be considered. A school jurisdiction's overall operating financial position, as determined by Alberta Education, is the total of all unrestricted net assets/reserves (UNA) plus all restricted operating reserves and designated funds established at year end.

VI.   CONCLUSION

The Board of Trustees is requested to review and consider the two recommendations in this report. Approval of the recommendations will allow the required funds to be designated to those projects and initiatives, identified in Attachment II, for completion in 2010/2011. In addition, these designated funds will be reflected in the Q4 Operating Budget status report and in the CBE Audited Financial Statement for 2009/2010 that will be brought forward to the Board of Trustees for consideration and approval in November, 2010.

Naomi Johnson

Naomi E. Johnson
Chief Superintendent of School

Attachment I: Guidelines for Department Carryforward Request
Attachment II: Summary of Carryforward Requests 2009/2010
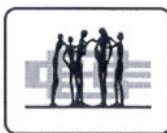
Calgary Board of Education

GUIDELINES FOR
DEPARTMENT CARRYFORWARD REQUEST

1. Carryforward requests must be submitted on a completed form no later than September 17, 2010.

2. Requests will be considered for:

   a) Identifiable projects for which funds were specifically allocated by the Board or Superintendents' Team and which have not been completed by August 31, 2010.

   b) Responsibility centres of the CBE that generate their own revenue, are mandated as cost recovery units, and are not subsidized by allocations of CBE funds.

3. Specifically excluded are projects or programs for which external funds have been received prior to August 31, and for which the CBE is contractually bound to spend for the purpose designated. Any unearned revenues associated with these projects or programs should be identified and notice made to Revenue Accounting, Financial Services by August 31, 2010 so that the unearned amounts can be deferred.

4. Also specifically excluded are requests to carryforward unspent operating funds representing favourable variances from approved budgets in schools or service units unless such funds relate to specific identifiable and approved projects or initiatives not completed during the fiscal year.

5. Revenue sources and associated costs must be clearly identifiable.

6. All carryforward requests will be presented to Superintendents' Team on Monday, September 27, 2010 and the Board of Trustees on October 5, 2010 for consideration and adoption.

Calgary Board of Education
Summary of Operating Fund Carryforward Requests
2009/2010

	Description	Source of Funds	Requested Carryforward Amount (Subject to final verification)	Corporate Financial Services Carryforward Recommendations
			($'s)	($'s)
Schools' Decentralized Supplies and Services Budgets				
	Remaining unused school decentralized budgets for 2009/2010	Operating Budget	**5,054,074**	**5,054,074**
Service Unit Requests				
Human Resources	Professional Improvement Fellowship - Contract requirement	Operating budget	1,822,281	1,822,281
Finance and Business Services	New Education Centre Commissioning and relocation	Operating budget	188,759	188,759
Facilities and Environmental Services	Maintenance budget for Leased sites- Roof -Andrew Davison	Operating budget	62,216	62,216
Office of the Chief Superintendent	CBE's 125th Anniversary Celebration	Operating budget	61,000	61,000
Office of the Chief Superintendent	CBE Branding Initiative	Operating budget	112,553	112,553
Learning Innovation	Coaches Training and Certification Strategy	Operating budget	53,000	53,000
Learning Innovation	Career Technology Centre Startup	Operating budget	200,000	200,000
	Total Service Unit Requests		**2,499,809**	**2,499,809**

CALGARY BOARD OF EDUCATION

REPORT TO THE REGULAR MEETING OF THE BOARD OF TRUSTEES
PUBLIC AGENDA

October 5, 2010

To: Board of Trustees

From: Naomi E. Johnson, Chief Superintendent of Schools

Re: **Annual Monitoring Report for Executive Limitation 4: Treatment of Parents and Citizens**

Originator: David Stevenson, Deputy Chief Superintendent of Schools

Resource Persons: Superintendents' Team
Calvin Davies, Director, Community Engagement & Operational Planning
Kathryn Kelm, Administrative Analyst, Office of the Chief Superintendent

I. PURPOSE OF THE REPORT

The Chief Superintendent is required to provide an annual monitoring report for the Board of Trustees with respect to Executive Limitation 4: Treatment of Parents and Citizens. The purpose of this report is to provide evaluative information regarding the extent to which the Calgary Board of Education complies with the Chief Superintendent's Reasonable Interpretation of this Executive Limitation.

II. EXECUTIVE LIMITATION 4: TREATMENT OF PARENTS AND CITIZENS

Executive Limitation 4: Treatment of Parents and Citizens states:

With respect to the interactions with parents and citizens, the Chief Superintendent shall not cause or allow conditions, procedures or decisions which are unsafe, disrespectful, unfair, discourteous, undignified, unnecessarily intrusive, or which fail to provide appropriate confidentiality and privacy.

With respect to staff interactions with parents and other citizens, the Chief Superintendent shall not fail to establish the organizational conditions conducive to an environment of mutual respect, involvement and support.

Accordingly, the Chief Superintendent shall not:

1. Fail to ensure that appropriate participation in decision-making takes place in schools, service units and at the system level;
2. Fail to establish and maintain an organizational culture of appreciation consistent with the Board of Trustees' governing policies;

7   1

3. Fail to provide opportunities for parents and community members to have appropriate, respectful, timely and cost effective communications with the Calgary Board of Education;
4. Fail to administer a process for the effective handling of complaints.

III. REASONABLE INTERPRETATION

Relationships are a critical foundation upon which education rests. The Calgary Board of Education is a dynamic organization within which an elaborate network of relationships is formed. These relationships connect home, school, the system and the public in meaningful ways and build an education community. An intentional focus on the conditions that support and foster high-functioning relationships builds a foundation for an education community where members work together with collective purpose, mutual respect, authentic involvement and reciprocal support.

The interpretation of Executive Limitation 4: Treatment of Parents and Citizens provides a focus on the results of our efforts to create an education community that invites the engagement of parents and citizens. It contains reasonable estimations of the likelihood that particular activities contributed in concrete ways to positive outcomes. We have endeavoured to be rigorous, systematic and purposeful in data gathering, analysis and interpretation (Killion, 2008).

This interpretation of EL-4 assumes that Calgary Board of Education (CBE) employees are citizens and that many are parents and, as such, they have the same rights and responsibilities as parents and citizens who are not CBE employees. The focus of this interpretation is on results in the context of parents and citizens, regardless of their employment.

The reasonable interpretation for EL-4 provides data-driven information against which past achievement in attaining an environment conducive to learning and supportive of students is evaluated. The interpretations of the four policy provisions address the whole policy. The Chief Superintendent has started her interpretation at the narrowest levels and worked up to the broader policy, thereby making the case that the higher policy is interpreted as a result.

Policy Provision 1
Fail to ensure that appropriate participation in decision-making takes place in schools, service units and at the system level.

Chief Superintendent Interpretation: The democratization of decision-making requires participants to share opinions, expertise and experience. The processes are reciprocal, using multiple vehicles to listen, to influence and to learn. Effective decision-making practice ensures parents and citizens have the information they need to be well-informed of both process and outcome. Effective practice also clearly defines and communicates the extent of ownership and influence participants have in a particular decision-making process.

Our practices around decision-making are interpreted within the context of how the CBE best serves student learning. Decisions may or may not coincide with specific parent, citizen or community interests. Appropriate participation ensures that decision-making considers those specific interests, balances competing perspectives and ultimately takes a position in the best interest of student learning, broadly conceived.

Therefore it is necessary to find the following.

Measure 1
100% of schools[1] had a School Council or held a School Council establishment meeting.

Rationale: School Councils have a legislated advisory mandate and are a valuable way for parents to participate in decision-making at the school level. The advice of School Councils is actively sought and seriously considered prior to making decisions on a wide range of issues. School Councils provide a forum for discussion about education issues and school and system directions. In the CBE, School Councils help build the context of School Development Plans through direct input at meetings. If a School Council does not exist at a school, an annual meeting for the purpose of establishing a Council must be held, in accordance with the Alberta School Councils Regulation.

Measure 2
100% of schools provided parents an opportunity to discuss an Individual Program Plan.

Rationale: Individual Program Plan (IPP) discussions are opportunities for parents and caregivers to share critical information about a student with staff and to influence decision making and planning for the student's programming. These interactions are also vehicles for building reciprocal relationships between parents/caregivers and teachers, and for parents to learn about their child in an educational context.

Measure 3
100% of parents and citizens had the opportunity to participate in engagement processes with respect to considerations of closure.

Rationale: CBE student accommodation engagement is intentionally and thoughtfully designed to ensure transparency and the inclusion of all interested members of the public. Public participation shares with participants the type of decision-making process that will be used; for example, informing, consulting, involving or collaborating. Participants are also told how their input affected the decisions made.

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[1] There are five schools where *formal* School Councils are not established. The practice at these schools is considered appropriate in context and is not represented in either the standard or the results for Measure 1.

Measure 4
100% of parent and citizen engagement processes regarding student accommodation issues followed the International Association for Public Participation (IAP2) guidelines.

Rationale: IAP2 is an internationally recognized accredited organization with standardized guidelines for engaging the public in accommodation issues. The CBE utilizes the public participation development and implementation processes in IAP2 to ensure our engagement around accommodation issues is clear, authentic and consistent. These processes support decision-making that considers the interests and concerns of potentially affected people, within a culture of respect.

Measure 5
71% of parents were satisfied with parental involvement in decisions about their child's education.

Rationale: This measure is taken from the Accountability Pillar Overall Summary. The 71% is the provincial result for 2010 and is the standard against which the CBE result is measured.

Policy Provision 2
Fail to establish and maintain an organizational culture of appreciation consistent with the Board of Trustees' governing policies.

Chief Superintendent Interpretation: The CBE engages with individuals and groups to build a strong public education system and meet the Board of Trustees' Ends. The positive and, in many cases, long-term working relationships between all facets of our organization and the members of our community are fostered through formal and informal recognition. Expressions of appreciation take into account donations of resources in support of student learning, including volunteerism and financial considerations.

Therefore it is necessary to find the following.

Measure 6
100% of schools recognized the contributions of parents and citizens.

Rationale: The working relationships between home, school and community are essential in supporting student learning. The establishment of positive, effective working relationships is facilitated through the expressions of appreciation that build a culture of respect. Strong, vibrant school communities are characterized as inclusive and caring.

Measure 7
100% of parents participating in system-wide meetings as School Council Chairs and Key Communicators received a thank-you card from CBE administration.

7   4

Rationale: Key Communicators provide an important link between the CBE and parents. Their role is to build and enhance a connection between parents, school communities and the system. The ongoing participation of parents in pivotal roles like School Council Chair and Key Communicator is supported when their contributions are recognized.

Measure 8
The CBE recognized contributions made to the organization through formalized public expressions of appreciation such as the Lighthouse Awards and Innovation Showcase.

Rationale: There are formalized partnerships between the CBE and our community. The scope and significance of these reciprocal relationships are recognized in informal ways and through formal practices that highlight and celebrate partnerships in a public forum. These public acknowledgments showcase partnership initiatives and provide opportunities for communication and networking.

Policy Provision 3
Fail to provide opportunities for parents and community members to have appropriate, respectful, timely and cost effective communications with the Calgary Board of Education.

Chief Superintendent Interpretation: Effective communication is key to promoting understanding, support and ownership for student learning within our education community. It is a cornerstone of the high-functioning relationships required to collectively work toward common goals.

Therefore it is necessary to find the following.

Measure 9

a)   100% of schools[2] provided an informal meeting of teachers and parents prior to October 31.

b)   100% of schools[3] held parent/teacher or parent/student/teacher conferences during the school year.

c)   100% of schools made provision during the school year for individual conferences when requested by the parent or considered necessary by the teacher.

Rationale: These three measures are referenced in CBE Administrative Regulation 3062 – Student Evaluation and illustrate the importance placed on interactions between home and school. Student evaluation processes provide

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[2,3] There are two schools where connections with parents are not defined within a particular time frame or requirements for parent/teacher or parent/teacher/student conferences. The practice at these schools is considered appropriate in context and is not represented in either the standard or the results for Measure 9 points a) and b).

opportunities for parents to share information for teachers to use when planning personalized student learning. Parents are provided information about their child's progress and the initiatives and opportunities available to support their child. Student evaluation processes facilitate and encourage effective communication between home and school.

Measure 10
100% of schools offering a Kindergarten program organized an orientation for parents.

Rationale: The building of a working relationship between home and school begins at the first available opportunity. Kindergarten Orientations are organized to support and inform parents new to the education system and parents new to a school, and to nurture existing parent/staff relationships.

Measure 11
a)   100% of schools communicated regularly with parents and citizens through a school newsletter and/or an active website.

b)   The CBE managed a corporate website directed toward offering an array of information about the system to parents and citizens.

Rationale: Effective two-way communication respects individual needs and preferences by offering a variety of methods for connecting. Communication systems managed and supported by the CBE address postal mail, telephone, email, direct home-school connections and website options.

Measure 12
100% of Area Offices hold meetings during a school year for School Council Chairs and/or Key Communicators representing schools in the Area.

Rationale: Learning partnerships with parents are enhanced when the focus is Area-specific. Area meetings facilitate networking between parents from different schools in the same Area, and between parents, Trustees and Area staff. The meetings provide an opportunity to surface and discuss issues particular to each Area.

Measure 13
3 or more system-wide Key Communicator meetings are facilitated annually.

Rationale: These meetings provide parents with an opportunity to give input on system initiatives, to actively participate in educational issues and to request information from the CBE on topics of interest to them. The role of Key Communicator is to build and enhance the relationship between parents and school communities and parents and the system. In conjunction with school-based and Area meetings, these opportunities are powerful tools for effective two-way communication between home and school.

Measure 14

90% of voice mail or email inquiries from parents and citizens received by the Office of the Chief Superintendent, Communications and the Area Offices receive an initial response within two business days.

Rationale: In consultation with staff from Area Offices and Communications it was determined that a call back or email response with either an answer or an update could reasonably be expected within two business days. Based on significant fluctuations in the volume of inquiries and the availability of staff to respond over the course of a year, 90% is considered a reasonable standard for this measure. Initial research found that the City of Calgary has a response time of two business days for email.

Policy Provision 4
Fail to administer a process for the effective handling of complaints.

Chief Superintendent Interpretation: A complaint is interpreted as an expression of dissatisfaction on the part of parents and citizens, and is not inclusive of requests for information and the management of routine matters. The CBE communicates to staff the expectations and guidelines within which complaints and concerns are addressed.

Therefore it is necessary to find the following.

Measure 15

Expectations and process regarding the effective handling of concerns and complaints were in place.

Rationale: Administrative Regulation (AR) 5007 – Concerns and Complaints provides the Chief Superintendent's direction for the handling of concerns and complaints. It is not uncommon for large public organizations to receive many complaints simply because of the size and scope of operations. It is important that clear guidelines exist to support staff, parents and citizens as they work toward resolution. It is expected that concerns and complaints will be dealt with by staff in a candid, cooperative and timely manner, as close to the source of the issue as possible.

Measure 16

100% of schools[4] provided a minimum of one-half day for student mark and/or student grade placement appeals.

Rationale: The accountability of professionals for their decisions necessitates the provision of opportunities for parents to seek clarification and challenge those decisions.

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[4] There is one school where student mark and grade placement appeals are conducted on an individual basis. The practice at this school is considered appropriate in context and is not represented in either the standard or the results for Measure 16.

Measure 17

100% of Freedom of Information, Protection of Privacy (FOIP) requests were administered in accordance with established protocols.

Rationale: Process and practice protocols established by the CBE FOIP Office comply with FOIP legislation and are updated as required to remain relevant, current and effective. Parents and citizens may direct a complaint to the FOIP Office or to the Privacy Commissioner. Should parents or citizens direct a complaint to the Privacy Commissioner, the FOIP Office works with the Commissioner's Office to provide the necessary information and respond to recommendations.

IV. COMPLIANCE RESULTS

1. Compliant: 100% of schools had a School Council or held an establishment meeting

2. Compliant: 100% of schools provided an opportunity to discuss IPPs

3. Compliant: 100% of parents and citizens had an opportunity to participate in student accommodation issues

4. Compliant: 100% of public participation processes were guided by IAP2

5. Non compliant: 66% of CBE parents were satisfied with parental involvement in decisions about their child's education

6. Compliant: 100% of schools recognized the contributions of parents and citizens

7. Compliant: 100% of School Council Chairs/Key Communicators participating in system-wide meetings received a thank-you card

8. Compliant: Yes, contributions were recognized through formalized public expressions of appreciation

9. Non compliant: a)   94% of schools held an informal meeting with parents prior to the end of October

    Compliant: b)   100% of schools held parent/teacher or parent/teacher/student conferences

    Compliant: c)   100% of schools provided opportunities during the course of the school year for parents and teachers to meet

10. Non compliant: 99.5% of schools with a Kindergarten program held an orientation

11. Compliant: a)   100% of schools communicated through newsletters and/or websites

    Compliant: b)   Yes, the CBE had a corporate website

12. Compliant: 100% of Area Offices held meetings for School Council Chairs/Key Communicators representing their Area

13. Compliant: 3 system meetings were held for School Council Chairs/Key Communicators

14. Compliant: 95% of voice mail and email inquiries received a response within two business days, as reported

15. Compliant: Yes, expectations and processes regarding the effective handling of concerns and complaints were in place

16. Compliant: 100% of schools provided a minimum half-day for student mark or grade placement appeals

17. Compliant: 100% of FOIP requests were administered within established protocols

V. STATEMENT OF COMPLIANCE

The Chief Superintendent is required to provide an annual monitoring report to the Board of Trustees that reflects on the extent to which to the Chief Superintendent is in compliance with Executive Limitation 4: Treatment of Parents and Citizens.

This report contains a reasonable interpretation of EL-4 and documented results. Accordingly, I am reporting compliance for all interpretations except:

- Measure 5 – Parent satisfaction with parental involvement in decisions about their child's education.

    Planning is in place for compliance with this measure in three years.

- Measure 9 a) – Schools provided an information meeting of parents and teachers before October 31.

    Compliance with this measure is under consideration within the context of relevant and sound pedagogical practice, and will be addressed through the new Chief Superintendent's Directives.

- Measure 10 – Schools with a Kindergarten program held an orientation.

    There is one CBE school offering Kindergarten that did not hold an orientation in 2009-2010. Compliance with this measure will be accomplished within the next school year.

Naomi Johnson

NAOMI E. JOHNSON
CHIEF SUPERINTENDENT OF SCHOOLS

Sources: Killion, Joellen. (2008). *Assessing impact: Evaluating staff development.* Corwin Press, Second Edition.

CALGARY BOARD OF EDUCATION

REPORT TO THE REGULAR MEETING OF THE BOARD OF TRUSTEES
PUBLIC AGENDA

October 5, 2010

To: Board of Trustees

From: Naomi E. Johnson, Chief Superintendent of Schools

Re: **Annual Monitoring Report for Executive Limitation 16: Learning Environment/Treatment of Students**

Originator: Deborah Lewis, Superintendent, Learning Support

Resource Persons: Superintendents' Team
       Ross Jaques, System Principal, Facilities and Environmental Services
       Kathryn Kelm, Administrative Analyst, Office of the Chief Superintendent
       Nancy Lukey, System Principal, Learning Support
       Ronna Mosher, Director, Learning Innovation
       Nora Moughalian, Manager, Corporate Risk Management
       Janice R. Richardson, System Principal, Learning Support

I. PURPOSE OF THE REPORT

The Chief Superintendent is required to provide an annual monitoring report for the Board of Trustees with respect to Executive Limitation 16: Learning Environment/Treatment of Students. The purpose of this report is to provide evaluative information regarding the extent to which the Calgary Board of Education complies with the Chief Superintendent's Reasonable Interpretation of this Executive Limitation (EL).

II. EXECUTIVE LIMITATION 16: LEARNING ENVIRONMENT/TREATMENT OF STUDENTS

Executive Limitation (EL) 16 states:

The Chief Superintendent shall not fail to establish and maintain a learning environment that is safe, caring and conducive to effective learning.

Accordingly, the Chief Superintendent shall not:

1. Fail to assure a culture that is characterized by mutual respect;

2. Fail to assure a culture that is characterized by support and encouragement for high student achievement;

3. Fail to establish and consistently enforce discipline policies to maintain safe and effective environments for all students;

4. Fail to provide opportunities for students to develop and demonstrate their leadership skills and to facilitate students to legitimately express their concerns and ideas in our schools and in our democratic society;

5. Tolerate any behaviours, actions or attitudes by staff or volunteers who have contact with students that hinder the academic performance or the well being of students;

6. Fail to provide safe learning conditions for students.

III. REASONABLE INTERPRETATION

The Calgary Board of Education (CBE) frames Three-Year Education Plans through the Ends policies of the Board of Trustees. Ends policies state the outcomes the Board of Trustees seeks for students on behalf of the citizens of Calgary: academic success, citizenship, personal development, character and a foundation of learning to function effectively in life, work and continued learning. The strategies and actions contained in the Plan are based on student learning need and the plan clearly demonstrates the alignment between school programs, service units and departments within the CBE as we work together to support effective learning. The Plan illuminates the through line between the learning needs of an individual student and the concepts stated in the Ends policies.

The Three-Year Education Plan provides a framework around and within which an environment conducive to learning is built, maintained, analyzed and re-built. An optimal learning environment nurtures both academic success and the realization of personal potential for all students. This environment has community at its core and holds an unwavering focus on a clearly articulated collective purpose. All community members strive to continuously improve the learning experience in both habits of practice and habits of mind. The learning environment provides the conditions necessary for engagement and challenges students to stretch and grow.

The learning environment operationalized by CBE interprets sound practice for the treatment of students within physical, emotional and social contexts. Attention is paid to the physical safety of students and the maintenance of school facilities. Understanding the unique relationship between teacher and student in the presence of content is pivotal in building an instructional core conducive to effective learning. It is imperative that staff and volunteers connecting with students model behaviours, display attitudes and engage students in activities that demonstrate the strength of diversity.

The reasonable interpretation for EL-16 provides data-driven information against which past achievement in attaining a safe and caring environment conducive to learning is evaluated. The interpretations of the six policy provisions of EL-16 address the whole policy. The Chief Superintendent has started her interpretation at the narrowest levels and worked up to the broader policy, thereby making the case that the higher policy is interpreted as a result.

Policy Provision 1
Fail to assure a culture that is characterized by mutual respect.

Chief Superintendent Interpretation: School plays an essential role in teaching cultural and societal mores by helping students develop healthy attitudes towards themselves and others. A respectful, caring school community helps to develop healthy and respectful relationships between its members. The school culture reflects the attitudes of its members, the nature of their relationships and how they work together.

Therefore it is necessary to find the following.

Measure 1
The CBE web awareness protocol and requirements fostered respectful engagement and interactions.

Rationale: The web awareness protocol focuses schools, staff and students on respectful engagement and interaction in relation to the use of digital, web-based learning environments. It identifies the parameters and expectations for respectful relations, interactions and conduct relative to student use of digital resources. Future monitoring reports will be informed by data generated through the Digital Citizenship initiative.

Measure 2
100% of the 86 schools that agreed to participate in 2009-2010 in Teaming UP 4 Healthy Learners engaged in the initiative.

Rationale: Teaming UP 4 Healthy Learners is the name of the CBE's comprehensive school health initiative. The initiative supports schools in fostering a healthy and respectful learning environment through intentional actions that address site-specific goals impacting students in the areas of physical activity, healthy eating and positive social behaviours.

Participation in Teaming UP 4 Healthy Learners involves schools in a voluntary commitment to working with these three aspects of healthy and respectful learning environments in sustainable and inter-related ways. As a result, respectful relationships are established.

Teaming UP 4 Healthy Learners is an illustrative example of the means by which concepts in the Programs of Study are intentionally advanced through the relationship between the teacher and the student in the presence of content, which we refer to as the instructional core. Complementing concepts from the Social Studies, Language Arts and Physical Education curricula, comprehensive school health provides a foundation for learning to understand multiple aspects of mutual respect.

Policy Provision 2
Fail to assure a culture that is characterized by support and encouragement for high student achievement.

Chief Superintendent Interpretation: A system culture that supports and encourages students to do their best encompasses academic, citizenship, character and personal development, and provides the conditions needed for students to identify, develop and pursue individual gifts, talents and interests. The personalization of student learning, as an overarching system focus, acts as a catalyst for the development of this culture. Teacher practice is a critical component and must be sustained through intentional instructional leadership and support. Professional development for instructional leaders is directed toward bringing education initiatives and understandings to scale across the system. As our understanding of the personalization of student learning deepens, our capacity to address student needs through intentional teaching and learning increases exponentially.

Therefore it is necessary to find the following.

Measure 3
100% of school principals participated in leadership opportunities focused on the organization's overarching outcome: the personalization of student learning.

Rationale: Professional development for senior leaders is designed and organized to advance the strategic imperatives of the CBE within a long-term planning framework. With consistent leadership and messaging, the CBE brings a laser focus to the personalization of student learning.

Measure 4
100% of schools undertook work on the personalization of student learning.

Rationale: Personalizing learning for students creates a schooling environment that is meaningful and authentic. Students who recognize relevance in their school-work are more likely to be fully engaged in the learning process and, in turn, achieve the high standards appropriate to them as individuals. It is expected that all schools will take up this work to a degree reasonable within their school community.

Measure 5
100% of CBE Service Units drew explicit connections between their work and their impact on achieving the personalization of student learning.

Rationale: Alignment between the day-to-day work of each employee and student learning is critical when building a system culture that supports our core purpose. It is expected that leaders engage staff in dialogue to advance system priorities and lead change through system initiatives.

Measure 6
100% of School Development Plans were based on an analysis of student achievement and focused strategies and actions on student learning needs.

Rationale: Strategies embedded in School Development Plans are informed directly by emergent student learning priorities and drive the actions required to address those priorities in support of improved student achievement.

Measure 7
The celebration of student achievement was evident within schools.

Rationale: A culture that recognizes and celebrates the importance of all aspects of learning fosters success and improvement, illustrating the causal relationship between self-concept and achievement. Self-concept influences student achievement and students' perceptions are influenced by environmental reinforcements.

Policy Provision 3
Fail to establish and consistently enforce discipline policies to maintain safe and effective environments for all students.

Chief Superintendent Interpretation: Emphasis in maintaining safe and secure learning environments is placed on strategies that foster consistent expectations for behaviour and mutually respectful interactions. As part of this emphasis, stress is placed on creating a school community that sets standards for behaviour and applies appropriate interventions.

Therefore it is necessary to find the following.

Measure 8
100% of schools[1] had a written code of conduct for students and communicated school expectations.

Rationale: It is important to establish conduct expectations that are relevant and compliant with superseding legislation, societal conditions that impact school safety and emerging safety concerns such as cyber-bullying. Codes of conduct ensure students and their parents have opportunities to become familiar with expectations, thereby creating a threshold so that enforcement may reasonably occur. Communication also allows parents to support and encourage school expectations with their children.

Measure 9
100% of off-site activities organized for students by schools were guided by the CBE Off-Site Activities manual and templates.

Rationale: System-wide requirements for granting and receiving permission to provide off-site activities for students provide consistent, comprehensive and relevant guidance to address issues of safety, behaviour expectations and the educational effectiveness and relevance of the activities.

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[1] There is one school where planning and support for students is highly individualized. The practice in this school is appropriate in context and is not represented in either the standard or the results for Measure 8.

7   20

Policy Provision 4
Fail to provide opportunities for students to develop and demonstrate their leadership skills and to facilitate students to legitimately express their concerns and ideas in our schools and in our democratic society.

Chief Superintendent Interpretation: School is an authentic microcosm of the larger community with expectations for personal ownership and community membership. Education provides a forum in which students learn about democratic principles and practice, exercising their voices in ways that contribute to the common good. Students have opportunities to explore concepts and ideas relative to their own identities and within the world around them. The learning outcomes for students in the context of this policy provision are detailed annually in the monitoring reports for Ends 3: Citizenship, Ends 4: Personal Development and Ends 5: Character. The focus of interpretation for an Executive Limitation shifts to the means by which the outcomes are accomplished.

Therefore it is necessary to find the following.

> Measure 10
> Schools in the CBE offered credited and non-credited leadership opportunities through Career and Technology Studies, Locally Developed Courses and co-curricular activities.
>
> Rationale: CBE and Alberta Education recognize the importance of formalized leadership development programs in school settings.
>
> Measure 11
> 100% of CBE high school settings identified students to participate in the annual Mega End Symposia.
>
> Rationale: The Calgary Board of Education's Mega End Symposia are an opportunity for high school students to discuss educational matters of interest and concern to them. Student delegates are asked to reflect on their experiences within CBE learning environments and provide guidance and suggestions for improvements that could be enacted within our school jurisdiction. In the 2009-2010 school year, there were 24 settings identified as high schools. At least one student from all of these 24 settings participated in the Mega End Symposia; therefore, 100% is a reasonable interpretation.
>
> Measure 12
> The annual Alberta Education Speak Out conference in Edmonton was attended by a CBE student delegation.
>
> Rationale: The Speak Out Conference is an opportunity for students to share their thoughts and experiences in Alberta learning environments with the provincial education ministry. Students in Grades 9 through 12 from across the province gather together for a full weekend of activities and discussions regarding Alberta's education system. Students are expected to actively voice their concerns and ideas with honesty, thoughtfulness and respect. Twenty-seven CBE students attended the June 2010 conference in Edmonton.

Policy Provision 5
Tolerate any behaviours, actions or attitudes by staff or volunteers who have contact with students that hinder the academic performance or the well being of students.

Chief Superintendent Interpretation: Expectations for behaviour that are stated and communicated support a positive, respectful, equitable working and learning environment. Behaviours, actions and attitudes of individuals who have contact with students must be within the bounds of the established collective norms of the organization.

Therefore it is necessary to find the following.

Measure 13
100% of new CBE employees were informed of their responsibilities and obligations at the point of hire.

Rationale: As part of the hiring process new staff are required to review Administrative Regulation (AR) 4027 – Code of Conduct for Employees. New employees become aware of the regulation and their commitment to comply with the expectations identified. AR 4027 states, "Employees, in the pursuit of their duties, shall treat students, parents and other members of the community with dignity, respect and consideration."

Measure 14
Processes were in place to address inappropriate behaviour of staff towards students and facilitate disciplinary action as required.

Rationale: One of the ways we build trusting relationships within a school community is by setting expectations for appropriate behaviour and addressing inappropriate actions on the part of staff towards students in a timely and effective manner. It is important that students understand adults are equally responsible and accountable for their behaviour, actions and attitudes.

Measure 15
100% of persons volunteering in CBE schools were vetted through the Volunteer Registration process.

Rationale: All volunteers in schools are registered and agree by signature to the conditions outlined on the registration form. These conditions include the requirement for a security clearance through Calgary Police Services, the expectation that volunteers will work positively and cooperatively in the school setting, and that failure to comply with conditions or CBE policies may result in termination of the volunteer position.

A process was in place for students, or parents/guardians on behalf of students, to bring forward concerns regarding the behaviours, actions or attitudes of staff and volunteers.

Rationale: It is important that students, or parents/guardians on behalf of students, have an avenue to bring forward concerns regarding the accountability of adults working with students in schools. CBE Administrative Regulation 5007 – Concerns and Complaints outlines the process.

Policy Provision 6
Fail to provide safe learning conditions for students.

Chief Superintendent Interpretation: In the context of this provision, safe learning conditions for students are defined as conditions that ensure learning in an environment free from harm or danger. CBE processes are largely preventive in nature with plans and supports in place should an emergency occur.

Therefore it is necessary to find the following.

Measure 17
100% of school building system inspections were completed as legislated.

Rationale: The completion of inspections assures that building systems meet or exceed legislative requirements for safe environments. Inspections include and are not limited to boiler, emergency generator, emergency lighting, fire alarm, fire extinguisher, fire hydrant, sprinkler systems, elevator, kitchen hood and Canadian Climber.

Measure 18
100% of CBE schools had at least one facility staff who is fully trained in Clean for Health methodologies.

Rationale: Clean for Health methodologies significantly reduce the presence of bacteria on building touch-point surfaces.

Measure 19
100% of CBE cleaning products provided through Facilities and Environmental Services were commercially recognized as green.

Rationale: It is essential that CBE minimize adverse impacts on students through the use of cleaning products that are recognized in the industry as green.

Measure 20[2]

a) 100% of schools monitored by the CBE held a fire drill within one month of the school opening, or before September 30, whichever date came earlier.

b) 100% of schools monitored by the CBE held two fire drills between September 30 and December 31.

c) 100% of schools monitored by the CBE held three fire drills between January 1 and the end of the school year.

Rationale: A fire drill is a planned event simulating evacuation in response to a fire. Everyone in a school must take part in a fire drill to practice the prompt and orderly evacuation of a school in preparation for an emergency. Administrative Regulation 3021 – Fire Drills and Alarms was developed for schools in accordance with the Alberta Fire Code and stipulates the number of fire drills required and the conditions under which fire drills must be held.

Measure 21
The CBE provides support to school leaders through the Critical Incident Response Team (Crisis Team).

Rationale: In those circumstances where additional resources are required to mitigate the impacts on students and staff resulting from a crisis, the Critical Incident Response Team is available to provide support. In emergent and challenging situations, the assistance of highly trained, knowledgeable crisis responders can be critical in helping students continue to feel safe and secure in school.

Measure 22
Precautionary measures are in place to support safe learning conditions for students.

Rationale: During the 2009-2010 school year 7,471 incidents/accidents were reported. Of these reports, only 9 or 0.1% became claims. In consultation with Corporate Risk Management, this percentage of claims is considered well within an acceptable range and demonstrates the effectiveness of the precautionary measures in place.

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[2] There are five school sites where compliance with Fire Drill regulations are not monitored by the CBE. This practice is appropriate in context and these five schools are not represented in either the standard or results for Measure 20.

IV. COMPLIANCE RESULTS

1. Compliant: Yes, the web awareness protocol supported respectful interactions
2. Compliant: 100% of self-identified schools participated in Teaming UP 4 Healthy Learners
3. Compliant: 100% of school principals participated in leadership development focused on the personalization of student learning
4. Compliant: 100% of schools undertook work on the personalization of student learning
5. Compliant: 100% of service units aligned their work with the personalization of student learning
6. Compliant: 100% of school development planning was based on student learning needs
7. Compliant: Yes, celebrations of achievement were evident in CBE schools
8. Compliant: Yes, schools had a code of conduct for students
9. Compliant: 100% of off-site activities were guided by the system manual
10. Compliant: Yes, students were provided with leadership opportunities
11. Compliant: 100% of 24 high school settings identified students to participate in the Mega End Symposia
12. Compliant: Yes, a CBE student delegation attended Speak Out Alberta
13. Compliant: 100% of new employees were told about AR 4027 – Code of Conduct for Employees
14. Compliant: Yes, the CBE had processes for addressing inappropriate behaviour of staff towards students
15. Compliant: 100% of volunteers in CBE schools were vetted through the registration process
16. Compliant: Yes, a process was in place for students, or parents/guardians on behalf of students, to bring forward concerns
17. Compliant: 100% of system inspections in school buildings were completed as required
18. Compliant: 100% of schools had at least one facility staff member trained in Clean for Health
19. Compliant: 100% of CBE cleaning products provided through Facilities and Environmental Services were green
20. Non-Compliant: a) 97% of CBE monitored schools held the first fire drill
    Non-Compliant: b) 82% of CBE monitored schools held two fire drills between September 30 and December 31
    Non-Compliant: c) 94% of CBE monitored schools held three fire drills from January 1 to the end of the school year
21. Compliant: Yes, the CBE Critical Incidence Response Team provided support
22. Compliant: Yes, the CBE had precautionary safety measures in place

V. STATEMENT OF COMPLIANCE

The Chief Superintendent is required to provide an annual monitoring report to the Board of Trustees that reflects on the extent to which to the Chief Superintendent is in compliance with Executive Limitation 16: Learning Environment/Treatment of Students.

This report contains a reasonable interpretation of EL-16 and documented results. Accordingly, I am reporting compliance for all interpretations except:

Measure 20, parts a), b) and c) -- Fire Drills.

Compliance with Measure 20 will be accomplished within the next school year.

Naomi Johnson

NAOMI E. JOHNSON
CHIEF SUPERINTENDENT OF SCHOOLS

7 26

CALGARY BOARD OF EDUCATION

REPORT TO THE REGULAR MEETING OF THE BOARD OF TRUSTEES
PUBLIC AGENDA

October 5, 2010

To: BOARD OF TRUSTEES

Re: **Issues Identification - Tripartite Discussions on Sustaining Workforce Stability and Enabling Continued Collaboration on Transformation in the K-12 Education System**

RECOMMENDATION

It is recommended that the Board of Trustees receives this report for information and for the record.

BACKGROUND

In July, the Alberta School Boards Association (ASBA) advised that the Minister had invited representatives from the ASBA and the Alberta Teachers' Association (ATA) to develop a process aimed at collaboration on the transformation of the K-12 education system and continued workforce stability in the education sector.

The proposal was developed and ASBA requested that school boards approve the ASBA participating further in the discussions outlined in the process. In order to proceed, the ASBA required approval by a double majority voting process (approval by 60 percent of school boards voting, representing 60 percent of students of those board voting). On September 13, the Board of Trustees of the Calgary Board of Education passed a resolution to authorize the ASBA to represent the interests of school boards in the tripartite discussions. The ASBA reported that the double majority was attained and the tripartite discussions are scheduled to begin on September 29, 2010.

The ASBA has invited school boards to identify topics for the ASBA to raise in these discussions. The deadline for response was 12:00 p.m., September 27, 2010. In preparation of its submission to ASBA, the Board of Trustees canvassed stakeholders for their input. The Board is grateful for the input received from Calgary Board of Education Superintendents' Team, Canadian Union of Public Employees – Local 40, Calgary Association of Parents and School Councils and EducationMatters. Attached is the submission provided to the ASBA on September 27, 2010.
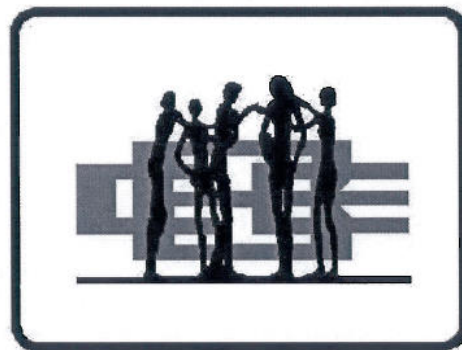
Respectfully submitted,

Pat Cochrane
Chair of the Board of Trustees

Issues Identification:

Tripartite Discussions on Sustaining Workforce Stability and Enabling Continued Collaboration on Transformation in the K-12 Education System

Calgary Board of Education

The Board of Trustees of the Calgary Board of Education is pleased to have the opportunity to provide input to the process of identifying topics and concepts our Board would like advanced by the ASBA during the upcoming Tripartite Discussions.

A clear focus on the desired outcomes to be achieved is essential in these discussions. The outcomes should be focused primarily on student success and so by putting outcomes first, we are in essence putting students first.

We have outlined, in priority order, our key topics/concepts, that we believe need to come forward to the discussion table regarding workforce stability and transformation of kindergarten to grade 12 public education.

1. Responding to Opportunities

As we look ahead ten, twenty or thirty years and try to imagine how teaching and learning might evolve, we know that the changes will be significant and we know we must prepare for tomorrow today. To do this, it is essential that public school districts be able to respond to changes as they occur.

There are many opportunities where we must be open to improve public education in Alberta. Some of these include:

- Focusing on innovations to teaching and learning that clearly benefits students.

- Personalization of learning. This involves defining and promoting a personalized learning model that considers integrating and differentiating curriculum, development of learner profiles, flexible program delivery, technology infusion, social construction and individual student learning plans. It includes embedding flexibility in student programming, through timetables, instructional practices and in alignment with provincial and CBE policies and practices. It serves to increase students' abilities for self-direction.

- Ensuring our children come to school ready and eager to learn.
    - Examples: supporting the role of parents as they are children's first teachers, expanding and funding full day kindergarten programs.

- Flexibility in programming that allows for any time, anywhere learning.
    - When examining this opportunity, we need to identify the various impacts it will have on educators and ensure they have the skills, abilities and tools required to facilitate teaching and learning both in and out of the traditional classroom setting.
    - Allow flexibility for students who require additional time to complete high school. Funding should be extended for those students over age 19 who require more time to complete.

- Developing a broader definition of student success (K-12) including high school completion.

- Developing broad based student assessment and providing teachers with the tools and support they require to facilitate this assessment.

- Class size matters. Parents are asking for a long term commitment to reasonable class sizes. Reducing class size in the early grades has been found to have academic benefits; however, class size matters beyond Kindergarten to Grade 3. Class size also should take into consideration class composition; classes with special needs students, English Language learners, at-risk and vulnerable students require special consideration.

- Ensuring the coordination and delivery of services and resources between schools and outside organizations that contribute to helping students maintain a healthy, balanced lifestyle. Examples include providing mentorship opportunities, supports for mental health services, and access to healthy breakfast, lunch and nutritious snacks.

- Granting school boards natural person power. We must seek to empower learners, educators and boards.

2. Clear Accountabilities

Organizations of all kinds have the best chance for success when their mandate is clear and all members of the organization understand what their particular role is in achieving the organization's goals. The same can be said of public education.

School boards will be able to positively impact the lives of our students if they are able to set out clear accountabilities for those involved in educating Alberta's youth. This involves defining:
- outcomes
- curriculum standards
- the role of elected school Boards in ensuring outcomes are realized
- executive limitations
- the role of Alberta Education
- the role of administrators, support staff and teachers
- the role of service providers for wrap-around services

3. Predictable and Sustainable Funding

CBE's Ends 3: Citizenship policy describes a *responsible citizen* as being an informed and involved member of his or her local, national and global communities. In order to function in the world of tomorrow, students need to operate in a global environment. Developing a long term, predictable and sustainable funding model is an investment in our students' futures.

Currently, the Provincial Government requires school boards to create Three Year Education Plans and Three Year Capital Plans. However, as school board funding is provided on an annual basis, this unpredictable year to year funding negatively impacts workforce stability.

School boards must have access to equitable long term stable funding to fulfill the mandate of educating students. Stable and predictable funding will allow school boards to plan ahead and know how much funding they have to implement the plans submitted to Alberta Education. A review of the current

Funding Framework should be undertaken, specifically funding for students with special needs and for our English Language Learners. An examination of high school funding is also necessary. Moving to an outcome based model (e.g.: remove limiting factors such as Credit Enrolment Units, hours of instruction, etc.) would provide increased flexibility for high schools to best meet student needs.

Funding the technological infrastructure that provides the foundation for student learning ("just in time" access, bandwidth, tools, etc.) needs to be taken into consideration.

Parents expect healthy, clean and safe schools for their children. Students and teachers benefit from a positive physical environment. Predictable and sustainable funding must also be considered for our school buildings. This includes areas such as new school construction, modernizations, and deferred maintenance.

Consideration should be given to devolving local taxing authority to boards in context of an overall equitable base funding framework for boards so as to help minimize dramatic provincial funding swings. We would also recommend that Boards be able to raise funds through local debt financing (e.g.: bonds, other financial instruments) for local capital projects.

4. Ongoing Professional Development

Provisions to address the re-credentialing and ongoing professional development of those engaged in educating our youth would be beneficial in ensuring we have a high quality public education system. This would make certain our administrators, teachers and other staff are staying on top of the latest innovations and developments available.

Ongoing professional development activities are required to ensure that teachers keep pace with the latest research, innovations and technological advances and translate that into strategies that constantly improve outcomes for students.

Teachers must have available the training, facilities, tools, flexibility, and opportunities in order to support students with their individual needs, with hands on learning, with learning outside the classroom, in order to develop students' creative and critical thinking skills as well as their communication skills.

Teachers require additional support (in-service and assistance) with the implementation of new and revised Programs of Study. Too often such changes and revisions are initiated with little or no help for teachers.

Looking specifically at professional development for principals, principals pay an extremely important role in a school. They require specialized development as the "CEO" and educational leader of their school.

Our society is becoming increasingly diverse, and there is a growing need to provide learning environments that are inclusive of diversity. Children come to school with a range of abilities, skills, languages, cultures and family backgrounds. Teachers must be well prepared for the challenges of teaching and meeting the diverse learning needs of students. As our classrooms become more

diverse, we need to ensure our teachers are well equipped to deal with this diversity.

This includes:

- enhancing teacher training and providing greater support for English Language Learners;
- ensuring cultural competence within all school communities; and
- providing the learning supports necessary for students with special needs.

If we avoid being overly prescriptive and detailed in providing a long list of what people must do and instead focus our attention on being open to future opportunities, we can shift the focus to providing a high quality education to Alberta's youth.

5. Attracting and Retaining High Quality Teachers

Attracting and retaining high quality teachers equates to a high quality public education system. The looming teacher shortage will affect all school boards and may lead to competition for the best and the brightest. Discussions at the table must look at new ways to ensure workforce stability into the future. What do we need to do to attract people into the teaching profession? What strategies can we best employ to retain high quality teachers? Is there an effective performance review process for teachers and principals?

Alberta's post secondary institutions and school boards require a closer working relationship. Along with a balance between theory and practice, teachers in training should receive relevant practicum experience and focus on becoming highly skilled in student assessment.

CALGARY BOARD OF EDUCATION

REPORT TO THE REGULAR MEETING OF THE BOARD OF TRUSTEES
PUBLIC AGENDA

October 5, 2010

RE: Monitoring of Governance Process Policies 6

PURPOSE: Annual Monitoring

ORIGINATOR: Trustee Cochrane

RECOMMENDATION

> **THAT the Board of Trustees approves the Governance Process Policy Monitoring report for Governance Process Policy 6 in the form as submitted as Attachment I to the report dated October 5, 2010.**

BACKGROUND

The Board of Trustees is committed to self-evaluation through the monitoring of its governance process policies, the policies with which the Board instructs itself and subparts of itself, such as offices and committees, about its own job. In governance process policies, the Board describes standards of group and individual behaviour to which it agrees to hold itself.

The Board monitored the following policy during the month of September, 2010:

- Governance Process Policy 6: Board Chair's Role

Respectfully submitted,

Pat Cochrane, Trustee
Chair, Board Evaluation Committee

Attachment: GP 6 Monitoring Report

Board of Trustees' Policy – Governance Process
GP- 6: Board Chair's Role

Monitoring Method: Self-Assessment
Monitoring Frequency: Annual

Governance Process 6: Board Chair's Role	Compliance	Non Compliance
The Board Chair's role is to protect the integrity of the Board of Trustees' governance process. The Chair normally serves as the Board of Trustees' official spokesperson. The Chair will also serve as ex officio member of all Board-approved committees. In the absence or inability of the Chair, the Vice-Chair has all of the powers and duties of the Chair. Should neither the Chair nor the Vice-Chair be available, the Second Vice-Chair has all of the powers and duties of the Chair. Accordingly, the Chair has the following authority and duties:		
1. to lead the Board of Trustees so that the Board of Trustees' performance is consistent with its own procedures and policies and those legitimately imposed on it from outside the organization;	7	
2. to chair Board of Trustees' meetings with all the commonly accepted authority, responsibility and accountability of that position in accordance with the legislation, prescribed Board Meeting Procedures, and Robert's Rules of Order;	7	
3. to act in a manner that is consistent with school district policies relating to the Governance Process and Board-Chief Superintendent Linkage. The Chair is authorized to apply a reasonable interpretation of the provisions in these policies:	7	
(a) the Chair shall not implement or make decisions, which authority belongs to the Board of Trustees as a whole;	7	
(b) the Chair shall not implement or make decisions concerning Ends or Executive Limitations policies. The Chair has no authority as an individual to supervise or direct the Chief Superintendent;	7	

Governance Process 6: Board Chair's Role Page Two	Compliance	Non Compliance
(c) the Chair shall act as the principal liaison between the Board of Trustees and the Chief Superintendent;	7	
4. to represent the Board of Trustees to outside parties in communicating Board-stated positions and in stating decisions and interpretations within the areas delegated to him or her;	7	
5. to sign all contracts and correspondence ratified by the Board of Trustees and to serve as signatory on official Board of Trustees' documents;	7	
6. to ensure that the entire Board of Trustees is fully informed about Board of Trustees' business;	7	
7. to facilitate respectful teamwork amongst trustees;	7	
8. to conduct timely Board of Trustees' meeting debriefings.	7	

Board Comments:

CALGARY BOARD OF EDUCATION

REGULAR MEETING OF THE BOARD OF TRUSTEES
PUBLIC AGENDA

October 5, 2010

TOPIC: **Recommendations for Amendment of Governance Policy**

Recommendation:

THAT the Board of Trustees gives first reading to the amended policies attached as Appendix I, specifically:

- Executive Limitations 13 - Facilities, as amended in tracked changes; and

- Governance Process 5 – Board of Trustees' Role Description, as amended in tracked changes.

Background:

In a recent discussion regarding the process for completing the School Capital Plan document, which requires Board approval, trustees discussed the merits of whether the ranking criteria should require Board of Trustees' approval. Approving the ranking criteria in advance of the School Capital Plan should result in more objective priorities for capital projects. The proposed policy amendment to EL-13 would require that the Board of Trustees approves the criteria.

If the Board is required to approve the ranking criteria, this in turn affects GP-5: Board of Trustees' Role Description, so a proposed amendment is made to align GP-5 with the amendment of EL-13.

Also in GP-5, sub-point 2(l) requires that the Board would consider applications for alternative programs, pursuant to section 31(2) of the *School Act* (charter schools). Historically, the Board of Trustees approved alternative programs; however, amendments were made to EL-6 several years ago to require the Chief Superintendent to inform the Board of Trustees of all new alternative program proposals that have been submitted for evaluation and all alternative programs that are being considered. The approval of alternative programs was delegated to the Chief Superintendent. Removal of sub-point 2(l) from GP-5 will align the Board's Role Description with the Executive Limitations.

Respectfully Submitted,

Pat Cochrane, Trustee
Chair, Board Evaluation Committee

Attachments: EL 13 and GP5 showing proposed changes in tracked changes

CALGARY BOARD OF EDUCATION

Board of Trustees' Policy – Executive Limitations
EL-13: Facilities

Monitoring Method: Internal
Monitoring Frequency: Annual

The Calgary Board of Education facilities must support the accomplishment of the Ends policies. Accordingly, the Chief Superintendent shall not fail to ensure:

1. effective and efficient use of capital funding that demonstrates responsible stewardship of resources;

2. long-range facility plans and capital plans that establish priorities for construction, renovation and maintenance projects;

3. that the priorities for construction of new Kindergarten to Grade 9 schools in the School Capital Plan are based on ranking criteria that have been approved by the Board of Trustees;

3.4 exploration and development of innovative and supplementary capital funding models and mechanisms in support of long-term capital planning to supplement provincial funding allocations, while treating school and communities with fairness and equity, including support and development for partnerships with other public and/or private organizations. All innovative and supplementary capital funding models and mechanisms shall demonstrate the following:

   a) a sound business case;

   b) value for money;

   c) results that are within the Calgary Board of Education's financial capabilities to support;

   d) flexibility to accommodate changing community needs;

   e) economic and community service efficiencies without compromising the learning environment and student safety;

   f) shared risks and incentives;

   g) clarity of roles and responsibilities

   h) transparent expectations and accountabilities; and

   i) assurance in meeting Calgary Board of Education building standards;

4.5 the pursuit of the reduction of regulatory barriers to innovative and supplementary capital funding models and mechanisms;

5.6 a clear process to inform administrative recommendations on long-range facility and capital plans. This process shall include appropriate dissemination of information, community input and participation of appropriate stakeholders;

6.7 that facilities are safe, properly maintained, aesthetically appropriate and built for enduring use and respect;

7.8 that facilities are located and situated to effectively accommodate public and student access;

8.9. that facilities are adequate and functional for the programs offered in the facilities;

9.10 that learning environment designs are research-based;

10.11. that facility planning and design decisions appropriately consider:

   a) naturalized learning environments, and

   b) environmental impacts, including eco-efficiency and sustainability;

11.12. the public's use of facilities is not unreasonably denied. School functions and Calgary Board of Education programs should not be compromised by the public's use of facilities;

12.13. that consistently administered detailed guidelines exist for public use of facilities;

13.14. that the Board of Trustees is regularly updated on the status of approved new school construction and major infrastructure projects;

14.15 that the Board of Trustees is annually provided with a Facility Condition Report as outlined in the attached EL 13 Facilities Exhibit.

Adopted: June 19, 2007

Board of Trustees' Policy – Governance Process
GP-5: Board of Trustees' Role Description

Monitoring Method: Self-Assessment
Monitoring Frequency: Annual

The role of the Board of Trustees is to represent, lead and inspire the school district by determining and expecting appropriate and excellent organizational performance. The Board of Trustees will act in accordance with the relevant Province of Alberta statutes and regulations, and the Board of Trustees' own policies and procedures.

1.   The role of the Board of Trustees is to govern, advocate and represent. As such, its primary work will be to:

(a)   provide the link between the Calgary Board of Education and citizens of Calgary;

(b)   partner with the Ministers of Education and Infrastructure so that the Ministers are informed about perspectives relevant to public education in Calgary;

(c)   advocate on behalf of students, the school system and citizens of Calgary with other governments, agencies and organizations to ensure a strong and appropriate legislative environment for public education in Calgary;

(d)   produce, review and monitor written governance policies, which, at the broadest levels, address:

(i)   Ends: Organizational products, impacts, benefits, outcomes, recipients, and their relative worth (what good, for which people, at what cost);

(ii)   Executive Limitations: Limitations on executive authority, which establish the prudence and ethics boundaries within which all executive activity and decisions must take place;

(iii)   Governance Process: How the Board of Trustees conceives, executes and monitors its own performance;

(iv)   Board-Chief Superintendent Linkage: Chief Superintendent's role, authority, responsibility and accountability, and how authority and responsibility are delegated and the process of monitoring those delegations;

(e)   require that the Ends are the focus of organizational performance;

(f) define three-year priorities to drive district performance in all four policy areas, reviewing or revising those priorities annually, to reflect current district needs and to drive the following year's resource allocations. As such, it shall be the job of the Board of Trustees to:

  (i) approve a Three Year Education Plan;

  (ii) approve a Three Year Annual Education Results Report; and

  (iii) approve an annual operating and capital budget for the organization;

  prior to submission to the relevant Minister(s);

(g) hire the Chief Superintendent and evaluate the Chief Superintendent's performance through monitoring Ends and Executive Limitations policies;

(h) give consideration to authorizing the Chief Superintendent to do any act or thing or exercise any power that the board may or is required to do or exercise, subject to the School Act, and formally authorize, by resolution, those powers that the Board wishes to delegate. Such resolution shall be recorded in the Governance Policy regarding Delegation to the Chief Superintendent.

2. The Board of Trustees also recognizes and holds the authority and responsibility in areas including but not limited to the following and will act to:

  (a) appoint an auditor and examine the auditor's report;

  (b) approve the number, and locations of schools to be established, and maintained, in a manner that is open to community input and participation as the Board of Trustees considers appropriate, while demonstrating responsible stewardship of all resources;

  (c) name or rename the organization, schools, portions of schools, rooms within a school, school grounds, other Calgary Board of Education facilities or educational programs;

  (d) authorize a plebiscite to consider taxation requisitions from a municipality;

  (e) approve the bargaining mandate for all collective agreements;

  (f) accept the resignations of all teaching staff;

(g)   terminate the services of a teacher;

(h)   hold hearings for the purpose of appeals to teacher transfers;

(i)   approve all locally developed/authorized courses for use in the CBE;

(j)   make by-laws pursuant to legislation;

(k)   make rules governing its internal procedure and its meetings;

(l)   approve the ranking criteria that will determine the priorities for construction of new Kindergarten to Grade 9 schools in the School Capital Plan; consider applications for alternative programs, pursuant to section 31(2) of the *School Act* (charter schools); and

(m)   authorize the successful tender for school buildings prior to submission to the appropriate Minister for approval.

3.   The Board of Trustees shall establish and be accountable for an annual budget for its own governance functions, within the constraints of the administrative envelope and public acceptability.

Adopted: September 21, 2010

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CALGARY BOARD OF EDUCATION

REPORT TO THE REGULAR MEETING OF THE BOARD OF TRUSTEES
Public Agenda

October 5, 2010

To: Board of Trustees

From: Naomi E. Johnson, Chief Superintendent of Schools

Re: **Chief Superintendent's Update**

Purpose: Information

I.   RECOMMENDATION

It is recommended that the Board of Trustees receive this report for information.

II.   PURPOSE OF THE UPDATE REPORT

As the Board's Chief Executive Officer, the Chief Superintendent is accountable for meeting the expectations set by the Board of Trustees. These expectations are stated in Ends and Executive Limitation (EL) policies.

The monitoring of Ends and Executive Limitations policies is accomplished through a defined schedule. There is also provision under Executive Limitation 3: Information, Counsel and Support to the Board of Trustees for ongoing monitoring. Along with other reports that are submitted to the Board of Trustees for purposes of decision-making, information and counsel, this update meets the requirement of EL-3 for ongoing provision of information.

III. TIMELY INFORMATION

OFFICE OF THE CHIEF SUPERINTENDENT

Microsoft Office 2010 Rollout
EL-3:   Information, Counsel and Support to the Board of Trustees
EL-7:   Treatment of Staff and Volunteers

The first steps in positioning staff for the system-wide change to Office 2010 have begun with a two-prong approach. Staff identified as Champions in each department received training in September and school-based Champions are currently signing up for training to commence this month. System-wide deployment of Office 2010 will also take place in two stages and dates will be announced.

Our teachers make a difference.

Every student. Every day. No exceptions.

Calgary Board of Education www.cbe.ab.ca

World Teachers' Day
EL-3:   Information, Counsel and Support to
          the Board of Trustees
EL-7:   Treatment of Staff and Volunteers

World Teachers' Day is Tuesday, October 5, 2010 and to draw attention to the outstanding teachers in our organization, the Calgary Board of Education (CBE) ran the advertisement on the left in the Calgary Herald and the Edmonton Journal.

The Staffroom and the CBE website are featuring a message of appreciation and support from the Chief Superintendent to our CBE teachers in early October.

UpStart Champions for Children and Youth
Ends 1:   Mega End
EL-3:   Information, Counsel and Support to the Board of Trustees

UpStart Champions for Children and Youth is a United Way initiative directed by City of Calgary community leaders. The CBE Chief Superintendent is a member of UpStart's Council of Champions. The Council advances a holistic approach to supporting children and youth with a focus on high school success. Key understandings that form the foundation of the Council's work include the following.

- High school success ensures students graduate with not only the knowledge they need; they are also socially competent, resilient and life long learners.
- Success for vulnerable children and youth requires community supports that level the playing field.
- Children and youth need continuous development opportunities that lie outside the classroom and reflect those attributes, attitudes and behaviours that pave the way for successful participation in our society.
- Setting children up to be successful adults means starting early and continuing to support them throughout their academic career.

At the September 2010 meeting of the UpStart Council of Champions and Partners, Chief Superintendent Naomi Johnson; Dr. Lucy Miller, Superintendent, Calgary Catholic School Board; and Casey Boadt, Interim Director, UpStart are giving a presentation about engaging agencies in supporting the goals of high school success.

FACILITIES AND ENVIRONMENTAL SERVICES

EcoSites
Ends 3:   Citizenship
EL-3:   Information, Counsel and Support to the Board of Trustees
EL-6:   Instructional Program

EcoSites is a school based project that engages students in learning about the environment, learning in the environment, and learning for the environment. Through increasing understandings about the workings of the environment, increased contact with the natural world, and a commitment to environmental action projects, the CBE will be taking another step towards becoming a model of local and global environmental stewardship. Energy and Environmental Services is targeting 60 schools to participate as EcoSites over the next school year. The EcoSites program will become the environmental understanding, planning and action framework for all school based environmental initiatives.

10% Electricity Conservation Challenge
Ends 3:   Citizenship
EL-3:   Information, Counsel and Support to the Board of Trustees
EL-6:   Instructional Program

The 2009-2010 Electricity Conservation Challenge will be concluded with a celebration in early October.   The 2010-2011 Challenge has begun. The Challenge engages schools and service buildings with an opportunity to take responsibility for their choices as it relates to energy consumption. As members of a team created at each site, principals, students, teachers, parents, and other staff are asked to identify actions they will take in their school/site to conserve energy.   The outcome of this project is the development of a sense of responsibility to what is right for our environment.

Ecological Footprint Calculator
Ends 3:   Citizenship
EL-3:   Information, Counsel and Support to the Board of Trustees
EL-6:   Instructional Program

The CBE, in collaboration with the University of Calgary and the City of Calgary, through a generous donation from TD Friends of the Environment Foundation and TD Canada Trust, has developed an electronic ecological footprint calculator for K-12 and post-secondary institutions. This tool enables schools and facilities to collect data and measure their collective impact on the environment. It also allows staff and students to make choices about how they teach, learn and work to reduce their impact. The CBE will work with 9 schools over the 2010-2011 school year to test the tool and associated resources. The tool will be available to all schools in Fall 2011.

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ENMAX Gen-E Program
Ends 3:   Citizenship
EL-3:   Information, Counsel and Support to the Board of Trustees
EL-6:   Instructional Program

The ENMAX Corporation Gen-E Program provides teachers with tools to bring the concepts of energy conservation and emerging renewable energy technologies into the classroom. ENMAX has installed 6 alternative energy technologies at 6 select schools for students and the community to explore the environmental benefits, technical aspects and generating capacity of these technologies. All interested CBE schools will have the opportunity to access the online resources, material kits, energy meters and weather stations. There will be a staff development day in October to provide teachers with training on all these resources.

LEARNING INNOVATION

The Calgary Board of Education Arrives at iTunesU
Ends 1:   Mega End
Ends 2:   Academic Success
EL-3:   Information, Counsel and Support to the Board of Trustees

iTunes U is a means of distributing learning through mobile devices such as iPods and iPhones and many universities have taken the opportunity to use this means of communication to freely share some of their course content and teaching within an open and global learning community. Other contributors include institutions such as the Library of Congress, internationally recognized museums and educational foundations. iTunes U is opening access to Canadian K-12 school jurisdictions for the first time this year.

The CBE is involved in a pilot project exploring the possibilities of using iTunes U to advance our system focus on the personalization of learning for our students. This pilot has the potential to offer students and teachers anywhere, anytime learning as it is an avenue by which the CBE can communicate information locally and globally. Students will have access to lessons and resources through their mobile devices, teachers will have the capability to share resources with colleagues across the system as well as internationally, and parents and other community members will be able to access information about the CBE. iTunes U will provide the CBE with an international stage to celebrate the exciting work in teaching and learning in our system.

Other Interesting Facts
  • The iTunes U pilot project was featured at the Alberta Learning Emerge Conference in August 2010.

- The CBE is one of only six school boards across the province and Canada that have been offered this opportunity.
- This pilot involves close collaboration between Learning Innovation, Communications and Information Technology Services.
- See iTunesU - Learning and Teaching Scotland (LTS) for an example.

International Students Learning Within the CBE
Ends 1: Mega End
Ends 2: Academic Success
Ends 3: Citizenship
Ends 4: Personal Development
Ends 5: Character
EL-6:   Instructional Program
EL-3:   Information, Counsel and Support to the Board of Trustees

The Calgary Board of Education currently has 467 international students from 29 different countries learning within 61 of our schools. This includes new students who began their studies in September as well as students who are continuing their studies at the CBE.

LEARNING SUPPORT

Admissions
EL-3:   Information, Counsel and Support to the Board of Trustees
EL-16   Learning Environment/Treatment of Students

In July and August of 2010, 888 students new to Canada were registered in the Calgary Board of Education through Admissions at Kingsland Centre, an increase of 19% over the same time period last year. Our new students originate from 87 countries and speak 62 different languages. The top three source countries are India, Philippines and the United States, and the top three languages are Chinese, English and Punjabi. Fifty-eight percent of the students will attend elementary schools and 42% will attend secondary schools.

Aboriginal Education
Ends 4: Personal Development
EL-3:   Information, Counsel and Support to the Board of Trustees
EL-6:   Instructional Program

Division I and II programming for the Circle of Nations Museum has begun and is booked right through this September, October and November. Curriculum for Divisions III and IV is under development and programming for these two Divisions will begin in January 2011.

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<u>Early Learning Pilot Project Update</u>
Ends 2: Academic Success
EL-3: Information, Counsel and Support to the Board of Trustees
EL-6: Instructional Program
EL-16 Learning Environment/Treatment of Students

To date, 99 Calgary Board of Education students have been pre-approved for Program Unit Funding (PUF). A representative from Learning Support is participating in an Alberta Education mandated working group to implement a model for interagency collaboration for families who receive services through both PUF dollars and Family Support for Children with Disabilities (FSCD) dollars.

<u>Learning and Literacy Program Moves</u>
Ends 2: Academic Success
EL-3: Information, Counsel and Support to the Board of Trustees
EL-6: Instructional Program
EL-16 Learning Environment/Treatment of Students

In order to meet system needs and ensure the right programming is provided in the right places, Learning and Literacy (L&L) programming is now being provided for Grade 7 students at Sir John A. MacDonald School. Plans are in place to phase in this programming at Grades 8 and 9 over the next two school years while simultaneously phasing it out from Louis Riel School. L&L programming is now provided for Division II French Immersion students at Banff Trail School. This programming was previously available at Westgate School.

<u>Programming for Gifted Learners</u>
Ends 2: Academic Success
EL-3: Information, Counsel and Support to the Board of Trustees
EL-6: Instructional Program
EL-16 Learning Environment/Treatment of Students

During the last school year a review of programming for gifted learners was initiated with a survey of students, parents and staff. The process will continue this year through engagement of stakeholder groups in discussion.

<u>English Language Learning Program Guide Update</u>
Ends 2: Academic Success
EL-3: Information, Counsel and Support to the Board of Trustees
EL-16 Learning Environment/Treatment of Students

Materials for the English Language Learning (ELL) programming guide have been submitted to Alberta Education. Developed to align the policy and direction of the CBE and Alberta Education, this work will also be adapted for use by

Alberta Education beginning in March 2011, and will establish the conceptual framework and standards of practice in the CBE.

Learning Disabilities Association of Alberta Conference
Ends 2: Academic Success
Ends 4: Personal Development
EL-3: Information, Counsel and Support to the Board of Trustees

In joint ventures between Learning Support and Learning Innovation, staff are collaborating to provide two different conference sessions at the Learning Disabilities (LD) Association of Alberta Conference on October 6 to 8, 2010. The conference theme is "Colour Outside the Lines – Creative Responses to the LD Challenge." The two sessions will highlight different aspects of Calgary Board of Education's innovative approaches to programming for students with learning disabilities.

CBE Summer Institutes
Ends 2: Academic Success
Ends 4: Personal Development
EL-3: Information, Counsel and Support to the Board of Trustees
EL-6: Instructional Program
EL-16 Learning Environment/Treatment of Students

In August 2010, 19 teachers and 13 education assistants attended a five day CBE Summer Institute that focused on curriculum, assessment and technology for students with a range of cognitive disabilities. There was great collaboration among the school teams that attended as they worked with staff from the Exceptional Needs Team and Learning Innovation. Participants reviewed important guiding documents, learned to administer assessment tools, discussed Universal Design for Learning, the personalization of student learning and explored how to intentionally integrate technology into their teaching. Participants were given the opportunity to practice using digital photography, SMART Board technology, and audio recording. A culminating project was completed by each teacher, demonstrating their knowledge of concepts learned.

Also in August, 27 teachers participated in a five-day Summer Institute to learn about a systematic approach to explicit English language instruction, with the goal of building the capacity of teachers to understand and design quality English language instruction. Four follow up face-to-face sessions will be arranged during the upcoming year with the purpose of deepening the knowledge presented in the Summer Institute, supporting implementation of the instructional units, and focusing on personalized student learning through the analysis of the quality of tasks and student performance in English language instruction.

IV.   ENDS STATEMENT FOCUS

The focus of this report is on Ends 3: Citizenship. The Board of Trustees has indicated that, "Each student will be a responsible citizen by being an informed and involved member in his or her local, national and global communities."

Calgary Board of Education schools have provided illustrative examples of how personalized student learning that supports the Board of Trustees' Ends is lived in classrooms across the district.

AREA I

Ranchlands School was been involved in increasing our connections to the larger community throughout last year. One project involved a Grade 5 class that surveyed community groups about the services and needs of Ranchlands Community.   Students identified key community agencies and invited representatives to speak with the class.   Students asked questions, gathered community data, graphed the results and discussed further actions with all groups involved. The entire school and our partner agencies prepared a Live, Laugh Learn Fair where students shared their results and thoughts around improving the community.   Students also presented to a special meeting of agency representatives in June 2010. Community agencies involved were: City of Calgary-Community and Neighbour Services, Alberta Heath Services-Public Health, Ranchlands Community Association, Calgary Police Service, Calgary Public Libraries and a community based Grandparent Group.

AREA II

Belfast students and staff are committed to being good citizens of Belfast School and good citizens in our community. To open the school this year, Belfast students held an assembly on Tuesday after the long weekend in September. Each class decided together on one important component of being a citizen of Belfast School. Classes wanted to communicate to the school, through the fine arts, what the expectations of citizenship are for students and staff at Belfast School. Using songs, reader's theatre, role playing, choral speech, collage and movement, every student in the school participated in a sharing exercise of creating shared values and expectations for the citizens of Belfast. Belfast is a democratic school which has strong traditions of offering students a voice in their school. Along with that voice, students feel a commitment to uphold common expectations and codes of behaviour.

AREA III

At Dr. Egbert School, students have ample opportunity to demonstrate positive citizenship but we also are aware that positive citizenship has specific skills that need to be taught and practiced. To this end, we offer a specific, structured program to our Grade 7 and 8 students called the HEROES Program. HEROES is a program provided by the Impact Society where specific character and citizenship skills are modeled and taught to students. Our Grade 9 students participate in the 4th R Program, a character building and citizenship initiative designed for Grade 9 students. We believe that these programs are so important that we devote a 45 minute block to them each Friday. Students are able to translate their skills in the following ways: Mentoring Grade 1 and 2 students at Roland Michener School each Tuesday morning, participating in the Pennies For Patients Program to raise money for Leukemia research, and raising funds for Haiti Relief.

AREA IV

Dr. Oakley School students have been in attendance since mid-August and have focused some of their work towards activities that exemplify positive citizenship.

During September Dr. Oakley School is collecting "Toonies for Terry" to celebrate the strength and determination of Terry Fox and to raise money for cancer research. Generosity is one of the virtues that we have highlighted this month. In October, the Dr. Oakley school community will focus on generosity again by collecting money for UNICEF. These funds help to support children around the world. Last year Dr. Oakley School was a recipient of a BP Energy Grant and the community has demonstrated environmental awareness in a variety of ways, culminating in a Film Festival. The school's Enviro-Club remains very active and has several projects planned for this year including recycling, conserving energy, planting and environmental education.

AREA V

At Sundance School, we address the Citizenship Ends in the following ways.

"Each student will be a responsible citizen by being an informed and involved member in his or her local, national and global communities." Accordingly, each student will:

1. Participate in developing and maintaining our Canadian civil, democratic society.
   Sundance School offers opportunities for students to demonstrate leadership skills daily through patrols, room buddies and within multi-age classrooms

with younger students. Beginning in October, students will be involved with making announcements and posting them in our D2L school site. Representatives from each of our classrooms are elected to sit on our School Leadership Committee where there are numerous opportunities to influence the climate of our school by organizing special days and liaising with School Council to provide special lunches for everyone.

2. Understand the responsibilities of citizenship in local, national and international contexts.

   As a voting site for the upcoming civic election, our grade 5 and 6 students will be directly involved in a discussion with our site's Chief Electoral Officer. Related to the grade six overarching social studies theme of Democracy, the electoral process will be explained to students and they will be first hand witnesses to the general public who will be voting at our school.

3. Respect and embrace cultural diversity.

   Sundance School is a dual track (French Immersion/Regular Program) school and we live diversity daily. O Canada is sung in both languages and cultural performances are delivered in a bilingual manner. In February, our winter carnival involves the entire school community and cabane sucre is a highlight.

4. Develop the skills necessary to work and communicate effectively with others.

   By embracing the Virtues program this year, all Sundance School students, staff and parents apply our monthly virtues everywhere. September focuses on the virtue of responsibility and this is translated to the playground, lunchroom, classroom and home through announcements, newsletter information and class meetings.

5. Actively contribute to creating a better local and global community.

   September 17, 2010 saw the entire school and available parents participate in the annual Terry Fox Run. Two grade three girls raised funds to replace a dead tree on the playground. To do so, they contacted CBE grounds, spoke with the horticulturalist for the CBE and, under supervision, dug out the old tree and replaced it with an approved one.

Naomi E. Johnson
Chief Superintendent of Schools
CALGARY BOARD OF EDUCATION

CALGARY BOARD OF EDUCATION

REPORT TO THE REGULAR MEETING OF THE BOARD OF TRUSTEES
PUBLIC AGENDA

October 5, 2010

To: Board of Trustees

From: Naomi E. Johnson, Chief Superintendent of Schools

Re: **Transition Strategies for Sir William Van Horne High School Students**

Purpose: Information

Governance Policy Reference: EL-3 Information, Counsel and Support to the Board of Trustees
EL-6 Instructional Program
GP-5E Closure of Schools

Originator: Cathy Faber, Superintendent, Learning Innovation

Resource Persons: Dianne Yee, Director, Area I
Susan Church, Director, Area II
Leta Youck-McGowan, Principal, Sir William Van Horne High School
Lori Walsh, System Assistant Principal, Student Information and Record System
Ingrid Schmidt, Senior Planner, Community Engagement and Operational Planning
Pat Kover, System Assistant Principal, Learning Innovation

I.   RECOMMENDATIONS

It is recommended:

THAT this report be received for information and for the record.

II.   ISSUE

At its meeting of April 13, 2010 the Board of Trustees directed the Chief Superintendent to provide an update in October 2010 with information related to transition outcomes of students enrolled at Sir William Van Horne High School (SWVH) during the 2009–10 school year and the implementation of elements of the strategy and provision of resources for transitioning students taking Knowledge and Employability (KE) courses at schools within Areas I and II.

1

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III. BACKGROUND

On April 13, 2010 the Board of Trustees approved the closure of Sir William Van Horne High School and all programs contained therein as of June 30, 2010, providing for a one year transition period to best enable receiving schools to fully prepare for the consequential student registration increases, such that the operative date of closure be June 30, 2011. A further motion directed the Chief Superintendent to provide updates in October 2010, January 2011 and April 2011, related to a) the transition outcomes of students and b) implementation of elements of the strategy and provision of resources for transitioning students taking Knowledge and Employability courses at Area I and II high schools.

This report (see Attachment I: Parameters of the Report) provides information on transition outcomes of the 296 students registered at Sir William Van Horne High School on September 30, 2009 and the 60 new students who registered there between October 1, 2009 and September 14, 2010. This report also provides information on 47 students from Areas I and II who wrote one or more Grade 9 Knowledge and Employability Provincial Achievement Tests in June 2010 and who subsequently enrolled in CBE high schools.

Information is also provided on the implementation of strategies and provision of resources for identified students registered in the three high schools in Area I (Bowness High School, Sir William Van Horne High School and Sir Winston Churchill High School) and the five high schools in Area II (Crescent Heights High School, James Fowler High School, John G. Diefenbaker High School, Queen Elizabeth High School and William Aberhart High School.)

IV. ANALYSIS

A. TRANSITION OUTCOMES OF SIR WILLIAM VAN HORNE STUDENTS

Table 1 shows the total number of students enrolled at Sir William Van Horne High School between September 30, 2009 and September 14, 2010.

Currently there are three System Special Education classes located at Sir William Van Horne: one Deaf and Hard of Hearing (DHH) class and two Paced Learning Program (PLP) classes. Enrolment in these three classes on September 30, 2009 was 54 students.

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Table 1

SWVH High School Student Enrolment 2009-10				
	Grade 10	Grade 11	Grade 12	Total
September 30, 2009 Enrolment including System Special Education classes	87	86	123	296
New Registrations from October 1, 2009 to September 14, 2010	22	19	19	60
Total Enrolment September 30, 2009 to September 14, 2010	**109**	**105**	**142**	**356**

Two hundred and thirteen students are enrolled at Sir William Van Horne High School as of September 27, 2010.

Table 2

SWVH High School Current Student Enrolment 2010-11				
	Grade 10	Grade 11	Grade 12	Total
Students in KE and Diploma Courses	12	50	111	173
Students in PLP Classes (2 classes)	10	18	4	32
Students in DHH Class	0	5	3	8
Total Enrolment September 27, 2010	**22**	**73**	**118**	**213**

Tables 3 to 5 provide information regarding students who are no longer enrolled at SWVH.

Table 3

SWVH Students Completing their High School Programs as of June 30, 2010	
Indicator of High School Success	**Number of Students**
Alberta High School Diploma	15
Certificate of High School Achievement	14
Certificate of School Completion	7
Total	**36**

Table 4

Transition Plans for the 36 SWVH High School Completers in Table 3	
Transition To	**Number of Students**
Post-secondary education	13
Employment while upgrading high school credentials	9
Employment	13
Military	1
Total	**36**

Table 5

Students Who Withdrew from SWVH from October 2009 to September 2010		
Withdrew To		**Number of Students**
Other schools or programs within the Calgary Board of Education	Dr. E. P. Scarlett High School	1
	Jack James High School	5
	James Fowler High School	3
	Lord Beaverbrook High School	1
	Outreach Programs (e.g. Discovering Choices…)	11
	Unique or Special Settings (e.g. Louise Dean, Wood's Homes, Adolescent Day Treatment Program, West View…)	19

Home schooling		2
Employment		37
Post-secondary education		5
Other jurisdictions within the province		13
Moved out of the province		6
Deceased		1
Data not available		3
Total		**107**

B. TRANSITION OF AREAS I AND II GRADE 9 STUDENTS WHO WROTE KNOWLEDGE AND EMPLOYABILITY PROVINCIAL ACHIEVEMENT TESTS IN JUNE 2010

Forty-seven of the 50 students from Areas I and II who wrote one or more Grade 9 KE Provincial Achievement Tests in June 2010 are currently enrolled in Grade 10 in CBE high schools (see Table 6). One of the original 50 students transferred to another jurisdiction. Data are not available for two students.

Table 6

Location of Area I and II Students Who Wrote Grade 9 KE Provincial Achievement Tests and Are Currently Registered in Grade 10 in CBE High Schools		
CBE High School	**Number of Students**	**Registered in One or More KE Courses in the 2010-11 School Year**
Bowness	15	12
Central Memorial	1	0
Crescent Heights	2	0
Forest Lawn	1	1
James Fowler	10	5
John G. Diefenbaker	10	8
Queen Elizabeth	1	0
Sir Winston Churchill	2	0
Sir William Van Horne	2	2
William Aberhart	3	3
Total	**47**	**31**

Data on the achievement of these 47 students will be collected and analyzed in subsequent reports to the Board.

C. IMPLEMENTATION OF ELEMENTS OF THE STRATEGY AND PROVISION OF RESOURCES AT SIR WILLIAM VAN HORNE

The staff members at Sir William Van Horne High School are implementing various strategies to support transitions of their students.

- SWVH teachers and the school Transition Team (AISI Learning Leader, Work Experience Teacher and Career Practitioner) are working directly with students and their parents/guardians to develop a personalized transition plan for each student. This transition plan includes recommendations for appropriate programs and courses for both the 2010-11 and the 2011-12 school years.
- Student surveys (see Attachment II) and interviews (see Attachment III) are informing the student transition process to other high schools, to employment and to post-secondary schools.
- Students are developing portfolios specifically tailored to their new high school, work or post-secondary environments.
- Individuals and groups of students are making plans to visit receiving high schools, post-secondary institutions and work sites.
- Guest personnel (e.g. from SAIT, Mount Royal University, Bow Valley College...) are meeting with students at SWVH to identify ways to access support and resources in post secondary environments.

- Students who are transitioning directly into employment are involved in mock interviews, job shadows, Work Experience courses and Registered Apprenticeship Programs.
- Also, some students from SWVH are being dual registered at Bowness High School. This semester Cosmetology courses are the initial dual registered courses.

Data regarding the SWVH students who have participated in these specific strategies will be provided in subsequent reports to the Board.

The staff members at Sir William Van Horne High School are also working to support other high schools in Areas I and II.
- Staff members from SWVH facilitated a presentation on Knowledge and Employability curricula at James Fowler High School in May 2010. The presentation was followed by a round-table discussion on student engagement.
- In June 2010, teachers from SWVH shared instructional strategies for teaching Knowledge and Employability English Language Arts at a Mini-Conference for CBE English Language Arts teachers. Eighteen teachers from CBE high schools attended this presentation. (Feedback from teachers who attended this session indicated that they developed a clearer understanding of the needs of students in KE courses and learned strategies to use in their classrooms.)
- Currently a Bowness High School teacher is teaching Career and Life Management (CALM) at SWVH, thereby building relationships with students and further developing appropriate teaching strategies for KE courses.

D. IMPLEMENTATION OF ELEMENTS OF THE STRATEGY AND PROVISION OF RESOURCES AT AREA I AND II HIGH SCHOOLS

The high schools in Area I and Area II to have begun to implement specific strategies in preparation receive Sir William Van Horne students in September 2011--as described in Table 7.

Note - The seven high schools referenced in Table 7 are Bowness High School and Sir Winston Churchill High School in Area I and Crescent Heights High School, James Fowler High School, John G. Diefenbaker High School, Queen Elizabeth High School and William Aberhart High School in Area II.

Table 7

Strategy	# of High Schools Currently Implementing the Specific Strategy as of September 14, 2010		
	Yes	No	In process
A counsellor is designated for all students enrolled in Knowledge and Employability courses to support progress through their Individual Learning Plans.	5	1	1
An administrator is designated for all students enrolled in Knowledge and Employability courses to support progress through their Individual Learning Plans.	7	0	0
A school KE community (including all teachers of Knowledge and Employability courses, counsellors, special education teachers and administrators) meets on a regular basis.	3	2	2
The school works with community partners and service agencies to support leadership and personal development opportunities specific to students taking Knowledge and Employability courses.	4	0	3
Additional support personnel assist students with academic success and social emotional development.	5	1	1
Additional group and individual supports in career development, as well as increased off-campus work experiences, assist students with job search and employability skills.	3	0	4
Students in Knowledge and Employability courses are explicitly include in school-wide extra curricular and co-curricular activities.	7	0	0
Teachers and/or support staff formerly at Sir William Van Horne assist with transitions for students.	4	1	2
Teachers and/or support staff formerly at Sir William Van Horne provide mentorship for teachers who have not previously worked with students in KE courses.	2	3	2
Other strategies and resources employed by receiving schools include:	- A 0.5 FTE guidance counsellor supporting learners registered in KE courses. - Close communication with the administration at Sir William Van Horne. - Creating small student teacher ratios in core KE subject areas, Learning Strategies and Reading classes. - Open houses specifically for incoming students registered in KE courses (and their families.) - One-to-one transition meetings for students who registered in KE courses. - Meeting with the students and staff at Sir William Van Horne to begin their transition process.		

V.   CONCLUSION

This report contains information related to a) the transition outcomes of students and b) implementation of elements of the strategy and provision of resources for transitioning students taking Knowledge and Employability courses at high schools within Areas I and II. It fulfills the Board of Trustees request for information in October 2010 regarding the transition of students affected by the closing of Sir William Van Horne High School. Our support and facilitation of high school students is ongoing and intentional, and we look forward to continuing the sharing of information in January 2011.

Naomi Johnson

NAOMI E. JOHNSON
CHIEF SUPERINTENDENT OF SCHOOLS

Attachment I: Parameters of the report
Attachment II: Sir William Van Horne Transition Plan 2010-2011
Attachment III: Transition Questionnaire

Parameters of the Report

On April 13, 2010, the Board of Trustees approved the closure of Sir William Van Horne High School and all programs contained therein as of June 30, 2010, providing for a one year transition period to best enable receiving schools to fully prepare for the consequential student registration increases, such that the operative date of closure be June 30, 2011. In a further motion, the Chief Superintendent was directed to provide updates in October 2010, January 2011 and April 2011, related to a) the transition outcomes of students and b) implementation of elements of the strategy and provision of resources for transitioning students taking KE courses at schools within Areas I and II.

The elements of the strategy were included in the Report to the Board of Trustees, April 13, 2010, Attachment 1, Minutes of the Public Meeting re: Discussion Respecting Consideration of Closure of Sir William Van Horne High School and all programs contained therein. The recommendations for transitioning strategies are as follows (p. 6 55):

In transition planning, each student's Learning Plan or Individual Program Plan (IPP) will be reviewed in order to determine what must be put in place to support the student's continued success and also determine if there is a particular school in the Area that best meets the learning needs of the student. In neighbourhood high schools, a variety of strategies would be implemented to provide support for students in their Knowledge and Employability courses and other courses. Some specific strategies could include the following:

- Designating one counsellor and one administrator for all students enrolled in Knowledge and Employability course to support progress through their individual learning plans.
- Creating a school community including all Knowledge and Employability teachers as well as appropriate counselling, special education and administrative personnel who, on a regular basis, discuss teaching strategies, individual student progress and school supports required.
- Working with community partners and service agencies to support leadership and personal development opportunities for students that are specific to the Knowledge and Employability courses.
- Hiring additional support personnel (i.e. Educational Assistants, Behaviour Support Workers) and other people to assist students with academic success and social/emotional development.
- Developing additional individual and group supports in career development to assist students with job search and employability skills as well as increased off-campus work experiences.
- Developing opportunities to explicitly include Knowledge and Employability students in school-wide extra curricular and co-curricular activities.
- Moving a group of teachers and support staff members from Sir William Van Horne High School to neighbourhood high schools would assist with transitions for Knowledge and Employability students and also provide mentorship for local high school teachers who have not previously worked with the Knowledge and Employability students.

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SIR WILLIAM VAN HORNE TRANSITION PLAN 2010-2011

TRANSITION SCHOOL: _____

Student Name: _____   Grade: _____   IPP ____

High School Diploma ___   Certificate of HS Achievement___   Certificate of School Completion ___

KEY UNDERSTANDINGS:

Strengths:
- _____
- _____
- _____
- _____
- _____

- _____
- _____
- _____
- _____
- _____

Areas for Growth:
- _____
- _____

- _____
- _____

Work Habits:
_____
_____
_____
_____
_____

Behavioural/Emotional Information:
_____
_____
_____
_____
_____

Accommodations:
- _____
- _____
- _____

- _____
- _____
- _____

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Transitions:

Transition Needs:

_____
_____
_____
_____
_____

Strategies/Actions:

_____
_____
_____
_____
_____

Recommended Future Goals:

_____
_____
_____
_____
_____

Successful Interventions:

_____
_____
_____
_____
_____

Please check below if you have:

- Participated in Work Experience ____
- Participated in Job Shadow ____
- Participated in Work Practicum ____
- Participated in RAP ____
- Volunteered ____

Please list the following if you have been involved:

Extra-curricular Activities:

_____
_____
_____

Leadership Opportunities:

_____

_____

_____

Awards and Recognition Earned:

_____

_____

_____

I am interested in joining the following extra-curricular activities in my new school:

-
-
-
-
-

Transition School: _____

Supports and resources in your new school:

Principal: _____

Assistant Principal: _____

School Resource Officer (SRO): _____

Guidance Counsellor: _____

Career Practitioner: _____

Work Experience: _____

Teacher Advisor/ Homeroom Teacher: _____

Please check if the following is required in your new school:

Volunteer hours _____

Portfolio _____

Tutorials _____

Teacher Advisory _____

Other _____

Please check the following if you have:

Received and Reviewed the Student Handbook at your new school _____

Toured your new school _____

Participated in Student Shadowing or Student for a day _____

Attended the Open House _____

Course Plan

Grade 10 Year ____				Grade 11 Year ____				Grade 12 Year ____				Returning 12 Year ____			
Course	Level	CR	Mark	Course	Level	CR	Mark	Course	Level	CR	Mark	Course	Level	CR	Mark
Eng	__	__	__	Eng	__	__	__	Eng	__	__	__	__	__	__	__
Social	__	__	__	Social	__	__	__	Social	__	__	__	__	__	__	__
Math	__	__	__	Math	__	__	__	Math	__	__	__	__	__	__	__
Sci	__	__	__	Sci	__	__	__	Sci	__	__	__	__	__	__	__
PE	__	__	__	Calm 20	__	__	__					__	__	__	__
Grade 10 Shops:												__	__	__	__
__	__	__	__									__	__	__	__
__	__	__	__	Grade 11 Shops:				Grade 12 Shops:				Work Exp. _____			
__	__	__	__	__	__	__	__	__	__	__	__	RAP _____			
								Work Exp. _____							
Work Exp. _____				__	__	__	__	RAP _____							
				Work Exp. _____											
Total Credits: ____				Total Credits: ____				Total Credits: ____				Total Credits: ____			

Agreement with Transition Plan	1st Review Date: _____ (mm/dd/yyyy)	2nd Review Date: _____ (mm/dd/yyyy)	3rd Review Date: _____ (mm/dd/yyyy)
	□ Yes □ No _____ Student Signature _____ Parent Signature _____ TA Signature	□ Yes □ No _____ Student Signature _____ Parent Signature _____ TA Signature	□ Yes □ No _____ Student Signature _____ Parent Signature _____ TA Signature

Note: If "No", list here the reasons no agreement was obtained, and/or your attempts to obtain agreement.

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The following have been included along with the transition plan:

- **Behavior Support Plan** ☐
- **IPP** ☐
- **AIP** ☐
- **Transcript** ☐
- **Functional Assessment** ☐ _____
  (mm/dd/yy)

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TRANSITIONS QUESTIONNAIRE

NAME: _____   T.A. _____

- Are you planning to graduate this year?
  - ❑ Yes, with a High School Diploma
  - ❑ Yes, with a Certificate of High School Achievement
  - ❑ Yes, with a Certificate of School Completion
  - ❑ Other – personal requirements met

- What "pathway" seems most likely to you?
  - ❑ Full-Time Work
  - ❑ Apprenticeship
  - ❑ High School Upgrading to complete high school or to enter into post secondary
  - ❑ College (Diploma or Certificate)
  - ❑ College (Employment Preparation or Individualized Program)
  - ❑ Supported Work Program
  - ❑ Community Transitions Agency
  - ❑ Join the Military
  - ❑ Continuing Education Courses
  - ❑ Other (i.e. travel, change of residence, treatment centre, change of environment, community access)

Full-Time Work
1. Do you have an updated and relevant resume and cover letter? Email it home?
2. Do you need help with interview practice?
3. Do you have a career portfolio that you could use during a job interview?
4. Do you need help with a job search? Job websites? Information gathering interviews? "Now Hiring" signs? Networking? Employment agencies?
5. Did you complete the Career Cruising exercise?
6. Do you know what your skills, interests, traits and values are so that you are better equipped to choose a suitable full-time job?
7. Have you participated in a job shadowing experience?
8. Have you participated in a Work Experience where you received credit?
9. Have you participated in the Registered Apprenticeship program?
10. Have you participated in a Work Study?
11. Have you ever volunteered?
12. Do you need my help with any of the above?

Apprenticeship
1. Do you know what trade you are interested in? Why?
2. Do you know what the prerequisites are for becoming an apprentice in this trade?
3. Do you have the prerequisites?
4. Have you looked at the www.tradesecrets.gov.ab.ca website?
5. Do you need help understanding how the apprenticeship program works?
6. Do you have an updated and relevant resume and cover letter?
7. Do you need help with interview practice?
8. Do you have a career portfolio that you could use during a job interview?
9. Do you need help with an apprenticeship job placement?
10. Have you participated in the Registered Apprenticeship Program during the summer?

11. Have you inquired about student financing?

High School Upgrading
1. Why do you need to upgrade? Complete H.S.? Enter college?
2. Have you selected a school or college for high school upgrading?
3. Have you checked the school or college's website or talked to a student counsellor?
4. Have you registered at the school or college?
5. Have you inquired about cost and financing, if necessary?

Post Secondary (Diploma/Certificate/Degree)
1. Do you know what program you want to register in?
2. Have you selected a college yet? Does it have this program?
3. Have you checked out the college's website?
4. Have you toured the college?
5. Would you like to become a Student-for-a-Day at the college, if possible?
6. Have you checked the prerequisites and tuition fees?
7. Do you have the required prerequisites?
8. Do you have to upgrade?
9. Have you inquired about student financing?
10. Have you registered in the program already?
11. Have you accessed the college's services for disability resources?
12. When you complete this program, do you know what job opportunities would be available?

Employment Preparation, Individualized Program
1. Have you attended an information session (i.e. presentation at school, resource fair)?
2. Have you made contact with the college?
3. Have you had a tour of the college?
4. Have you applied for a program? (Mt. Royal Transition, Edmonton, Olds, Lethbridge, Red Deer, U of C, etc.)
5. Have you had your interview yet? Or set a date for the interview?
6. Have you had your work assessment yet? Or set a date for the interview?
7. Have you applied for funding? (The college will help student)
8. Have you been accepted?
9. When do you start?

Supported Work Program (i.e. Columbia College, Chrysalis, etc.)
1. Have you applied for PDD? (contacted, attended information session, applied, interviewed, met with social worker)
2. Have you attended an information session (i.e. presentation at school, resource fair)?
3. Have you made contact with the program coordinator?
4. Have you had a tour of the college/building?
5. Have you applied yet?
6. Have you had your interview yet? Or set a date for the interview?
7. Have you been accepted? When do you start?

Community Transitions Agency
1. Are you ready to transition from high school to the world of work?
2. Do you have issues facing your transition into the world of work?
3. Are you having difficulty finding work that interests you or an employer that will give you a chance?
4. Do you need ongoing support and encouragement in this area?

5. Would you like to be interviewed by Youth Ventures and referred to a community resource as you work towards your goals?

Military
1. Are you interested in Army? Navy? Air Force? Reserves? Full-Time?
2. Have you checked out the military website www.forces.ca for information on job opportunities? Do you know what type of military job you would like?
3. Have you contacted a military recruitment officer?
4. Do you need my help with any of the above?

Continuing Education Courses
1. What are you interested in taking through Continuing Ed?
2. Are you taking this course for interest or to help you land a job?
3. Do you know where to get the Continuing Education Training calendars?

Other (i.e. travel, change of residence, treatment centre, change of environment, community access)
1. Do you need to apply for PDD funding for this program?   Have you applied?
2. Have you made contact?
3. Have you attended an information session yet? Or set a date for this?
4. Have you had a tour?
5. Have you applied yet?
6. Have you had your interview yet? Or set a date for the interview?
7. Have you been accepted?
8. When do you start?

Do you have an updated resume? Yes ____ No ____

Do you have a Social Insurance Number? Yes ____ No ____

Do you have a Learner's Permit?   Yes ____ No ____

Do you have a Driver's License? Yes ____ No ____

Do you have any certificates (i.e. CSTS, Food Safety, First Aid, etc)? Yes ____ No ____

Have you been employed or are you currently employed? Yes ____ No ____

Do you have a portfolio that shows evidence of your skills and abilities? Yes ____ No ____

Student Name: _____

Suggestions for the student:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

I have made an appointment with the following Teachers/T.A./Career Practitioner/Guidance
Counsellor/Mentor/etc. to do the following:

_____
_____
_____
_____
_____
_____
_____
_____
_____

Would it be beneficial for your parent to have the above information? If yes, how do we notify them?

_____

CALGARY BOARD OF EDUCATION

REPORT TO THE REGULAR MEETING OF THE BOARD OF TRUSTEES

PUBLIC AGENDA
October 5, 2010

To: BOARD OF TRUSTEES

From: Naomi Johnson, Chief Superintendent of Schools

Re: **September 30th Student Enrolment Summary 2010**

Purpose: Information and for the Record

Governance Policy Reference: EL-3:   Information, Counsel and Support to the Board of
                                          Trustees
                                 EL-14E: Student Accommodation Information
                                          Requirements

Originator: Frank Coppinger, Superintendent, Facilities and Environmental
                Planning

Resource Persons: Calvin Davies, Director, Community Engagement and Operational
                    Planning
                    Karen Barry, System Principal, Community Engagement and
                    Operational Planning
                    Ingrid Schmidt, Senior Planner, Community Engagement and
                    Operational Planning
                    Anne Trombley, Planning Analyst, Community Engagement and
                    Operational Planning
                    Conor McGreish, Planning Analyst, Community Engagement and
                    Operational Planning
                    Doug Swift, System Principal, Student Data

I.   **RECOMMENDATION**

It is recommended:

THAT the September 30th Student Enrolment Summary 2010 be received for
information and for the record.

II. ISSUE

In order to be in compliance with Executive Limitation 14E: *Student Accommodation Information Requirement* administration must provide a report, by the end of October, comparing the actual September 30 enrolment to the system projections.

III. BACKGROUND

The purpose of this report is to respond to system requests for a timely enrolment summary in advance of the detailed School Enrolment Report (EL-14E).

IV. ANALYSIS

Provision of the summary in advance of the detailed School Enrolment Report (EL-14E) may result in minor discrepancies between the two reports. These minor discrepancies are due to factors such as duplicate registrations and a closer examination of data issues not resolved prior to September 30th.

The chart below compares actual September 30th enrolment to projected enrolment.

Enrolment Summary		System Projection	
	Actual Enrolment September 30, 2010	*Projected System Enrolment*	*Difference September 30 - Projection*
Pre Kindergarten	38	-	38
Kindergarten	7,459	7,530	-71
Grades 1-3	22,443	22,479	-36
Grades 4-6	20,436	20,565	-129
Grades 7-9	21,693	21,847	-154
Grades 10-12	25,667	25,576	91
Outreach Programs	1,046	1,000	46
Unique Settings	709	710	-1
CBe-learn*	637	680	-43
Chinook Learning Services*	2,789	2,500	289
Total	102,917	102,887	30

*1106 students are 20 years old and older on September 1st

Student enrolment as of September 30, 2010 was 102,917 including CBe-learn and Chinook Learning Services. Enrolment is above system projection by 30 students. The system projection for September 2010 is within the industry standard of excellence of 2%. The system projection is 99.97% accurate.

Comparing September 30, 2009 enrolment to September 30, 2010, system enrolment has increased by 541 students.

V. FINANCIAL IMPACT

The financial impact will be reported in the first quarter financial report to the Board of Trustees.

VI. IMPLEMENTATION CONSEQUENCES

This report is part of Executive Limitation 14E: *Student Accommodation Information Requirements*. The summary facilitates earlier access to the Calgary Board of Education's student enrolment count thereby improving efficiencies within the system for all users requiring this data.

VII. CONCLUSION

This report provides timely information to the Board of Trustees regarding the actual September 30th enrolment, compared to system projections, grouped by divisions, Outreach Programs, Unique Settings, CBe-learn and Chinook Learning Services.

Naomi Johnson

**NAOMI E. JOHNSON
CHIEF SUPERINTENDENT OF SCHOOLS**