



**Calgary Board  
of Education**

## **REGULAR MEETING OF THE BOARD OF TRUSTEES**

### **PUBLIC AGENDA**

**TUESDAY, OCTOBER 4, 2011**

5:00 P.M. – 8:00 P.M.

Board Room, Education Centre  
1221 – 8<sup>th</sup> Street SW, 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.**

<u>Attach.</u>	<u>TOPIC</u>	<u>Who</u>	<u>Time</u>
	<b>1.0 CALL TO ORDER, NATIONAL ANTHEM AND WELCOME</b>	Chair	5 min.
Agenda	<b>2.0 CONSIDERATION/APPROVAL OF AGENDA</b>	Chair	2 min.
	<b>3.0 SCHOOL/SYSTEM PRESENTATIONS</b>		
	<b>3.1 Capitol Hill School</b>	S. Church	15 min.
	<b>4.0 HONOURS AND RECOGNITIONS</b>		
Verbal	<b>5.0 PUBLIC CONVERSATION AND INFORMATION</b>		30 min.
	<b>5.1 Report from Chair and Trustees</b>		
	<b>5.2 Report from Chief Superintendent</b>		
	<b>5.3 <u>Public Question Period</u></b> (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 <a href="mailto:corpsec@cbe.ab.ca">corpsec@cbe.ab.ca</a> 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	
	<b>5.4 <u>Stakeholder Reports</u></b> (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	
	<b>5.5 Trustee Inquiries</b>		

<u>Attach.</u>	<u>TOPIC</u>	<u>Who</u>	<u>Time</u>
	<b>6.0 ACTION ITEMS</b>		
P. 6-1	<b>6.1 Carryforward of Unspent 2010/2011 Operating Budget Funds</b> <i>(THAT the unspent school decentralized fund balances of \$5,482,066 and the unspent service unit fund balances of \$2,672,000 be approved for carryforward to 2011/2012.)</i>	D. Meyers	10 min.
	<b>7.0 MONITORING AND RESULTS</b>		
P. 7-1	<b>7.1 Annual Monitoring of EL-4: Treatment of Parents and Citizens</b>	N. Johnson	20 min.
	<b>8.0 POLICY DEVELOPMENT AND REVIEW</b>		
	<b>9.0 CONSENT AGENDA</b>		5 min.
	<b>9.1 Board Consent Agenda</b>		
P. 9-1 P. 9-17	9.1.1 Approval of Minutes <ul style="list-style-type: none"> <li>Regular Meeting held September 6, 2011</li> <li>Regular Meeting held September 20, 2011</li> </ul> <i>(THAT the Board of Trustees approves the Minutes of the Regular Meetings held September 6, 2011 and September 20, 2011 as submitted.)</i>		
P. 9-15	9.1.2 Correspondence <i>(THAT the Board receives the correspondence as submitted, for information and for the record.)</i>		
	<b>9.2 Chief Superintendent Consent Agenda</b>		
P. 9-5	9.2.1 Chief Superintendent Update <i>(THAT the Board receives the report for information.)</i>		
	<b>10.0 TRUSTEE NOTICES OF MOTION</b>		
	<b>11.0 IN-CAMERA ISSUES</b>	Chair	
	<b>12.0 ADJOURNMENT</b>		

**CALGARY BOARD OF EDUCATION**  
**REPORT TO THE REGULAR MEETING OF THE BOARD OF TRUSTEES**

**PUBLIC AGENDA**

**October 4, 2011**

**To:** Board of Trustees

**From:** Naomi E. Johnson, Chief Superintendent of Schools

**Re:** Carryforward of Unspent 2010/2011 Operating Budget Funds

**Purpose:** Approval

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

**Originator:** Deborah L. Meyers, Superintendent, Chief Financial Officer, Corporate Treasurer

**Resource Persons:** Wayne T. Braun, Director, Corporate Finance  
Donna Rogers, Manager, Corporate Planning and Reporting

**I. RECOMMENDATIONS**

It is recommended:

1. THAT the unspent school decentralized fund balances of \$5,482,066 be approved for carryforward to 2011/2012; and
2. THAT the unspent service unit fund balances of \$2,672,000 be approved for carryforward to 2011/2012.

**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 funds pertaining to one-time funded or eligible projects or programs to be carried forward for use in the following year. 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 are in place to identify unspent budgeted funds that should be carried forward. A copy of the guidelines is included for information as Attachment I.

### IV. ANALYSIS

#### Service Unit Requests

A total of \$2,672,000 in service unit unspent fund requests were received for carryforward into 2011/2012. These requests were reviewed by Corporate Finance for compliance with the guidelines for carryforward requests and all meet the criteria for acceptance. The requests are summarized as follows:

<b>Carryforward request</b>	<b>Amount requested</b>
Professional Improvement Fellowship, as required in accordance with the ATA collective agreement.	\$1,953,000
Technology Evergreening, for the purchase of computer equipment	\$598,000
Maintenance projects at leased sites	\$80,000
Other miscellaneous project-related requests	\$41,000
<b>Total Service Unit requests</b>	<b>\$2,672,000</b>

#### School Decentralized Supplies and Services Budgets

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

Schools' unspent decentralized budgets are carried forward in accordance with the guidelines, which state that school decentralized surplus and deficit amounts are carried forward to the next year. A total of \$5,482,066 is requested for carryforward, which varies from the original estimate by \$1.5 million. As part of the 2011/12 budget process, the Chief Superintendent directed schools to utilize all their estimated year end reserves for staffing. Now that actual year end carryforward amounts are known, schools are expected to apply the actual amounts to staffing, excluding funding that is only available

for specific use (Music Loan Pool and Career Technology Studies allocations), as part of the Final RAM adjustments.

## **V. FINANCIAL IMPACT**

If approved, the \$8.2 million (\$2.7 million service units, \$5.5 million school decentralized) for carryforward from 2010/2011 will be appropriately reserved as designated funds and dedicated for use in 2011/2012 with full disclosure in the 2010/2011 year end Audited Financial Statements. This compares to 2009/2010 carryforward amounts totaling \$7.5 million (\$2.5 million service units, \$5 million schools decentralized).

## **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 meeting carryforward guidelines for completion in 2011/2012. In addition, these designated funds will be reflected in the Q4 Operating Budget status report and in the CBE Audited Financial Statement for 2010/2011 that will be brought forward to the Board of Trustees for consideration and approval in November, 2011.



Naomi E. Johnson  
Chief Superintendent of Schools

Attachment I: Guidelines for Carryforward Request



Calgary Board of Education

## **GUIDELINES FOR CARRYFORWARD REQUEST**

### Departments

1. Carryforward requests must be submitted on a completed form no later than September 8, 2011.
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 centers 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 26, 2011 and the Board of Trustees on October 4, 2011 for consideration and adoption.

### Schools

1. Consistent with past practice, school decentralized surplus or deficit amounts are carried forward to the next fiscal year.

**CALGARY BOARD OF EDUCATION**

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

**October 4, 2011**

**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:** Richard Peter, Chief Communications Officer  
Kathryn Kelm, Administrative Analyst, Office of the Chief Superintendent

**I. PURPOSE OF THE REPORT**

The Board of Trustees requires the Chief Superintendent to report annually on Executive Limitation 4: Treatment of Parents and Citizens. This report provides information for the Board of Trustees to evaluate the achievement of the Chief Superintendent's Reasonable Interpretation for this Executive Limitation (EL).

**II. EXECUTIVE LIMITATION 4: TREATMENT OF PARENTS AND CITIZENS**

EL-4 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;

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 AND RESULTS

The Calgary Board of Education is a dynamic organization that depends on a complex network of relationships. These relationships connect home, school, the system and public in meaningful ways. Given their importance, the CBE is committed to building and strengthening quality relationships. These relationships build an education community; a community in which members work together with collective purpose and mutual respect.

The interpretation of Executive Limitation 4: Treatment of Parents and Citizens highlights the results of our efforts to create an education community that engages parents and citizens. The interpretation estimates the likelihood that particular efforts contributed to positive outcomes. Our data gathering, analysis and interpretation are rigorous, systematic and purposeful.

This interpretation of EL-4 assumes that Calgary Board of Education (CBE) employees are citizens and that many are parents. As such, employees 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.

By interpreting the four sub-parts of the policy, the Chief Superintendent is effectively interpreting the policy as a whole.

#### **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: Democratic decision-making requires participants to share opinions, expertise and experience. The process is dynamic, using multiple vehicles to listen, to influence and to learn. Effective decision-making ensures parents and citizens are well-informed about processes and outcomes. Being informed includes participants understanding their role and influence in a 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. When looking at decision-making processes, the CBE does consider the degree of satisfaction indicated by parents responding to the Accountability Pillar Survey.



Therefore it is necessary to find the following.

#### **Measure 1.1**

**100% of schools had a School Council or held a School Council establishment meeting.**

##### **Rationale 1.1**

School Councils, which are required by the *School Act*, are a valuable way for parents to participate in school decision-making. 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.

##### **Result 1.1**

100% of schools required to follow this process did and this measure was achieved.

In 2010-2011 there were four school sites where formal School Councils were not established. Given the nature of the specific schools, we believe the absence of school councils is justified. These specific sites are Discovering Choices, Dr. Gordon Townsend School, West View School and Woods Home School. West View School, by way of an example, serves students in the Calgary Young Offenders Centre. In that context, a School Council is not practical.

#### **Measure 1.2**

**100% of schools provided parents an opportunity to discuss their child's individual program plan.**

##### **Rationale 1.2**

Individual Program Plans identify the specific learning needs of students and design programming to meet those needs. Parents and caregivers are critical partners in this work. Individual Program Plan discussions give parents an opportunity to provide input into programming, share information about their child and learn about their child in an educational context.

##### **Result 1.2**

100% and this measure was achieved.

### **Measure 1.3**

**100% of parents and citizens had the opportunity to participate in engagement processes organized by administration prior to the Board of Trustees' considerations of closure.**

#### **Rationale 1.3**

Calgary Board of Education student-accommodation engagement is intentionally and thoughtfully designed to optimize 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.

#### **Result 1.3**

100% and this measure was achieved.

### **Measure 1.4**

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

#### **Rationale 1.4**

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

#### **Result 1.4**

100% and this measure was achieved.

### **Measure 1.5**

**71.7% of parents from across the province were satisfied with parental involvement in decisions about their child's education.**

#### **Rationale 1.5**

The measure is explicit from the interpretation.

#### **Result 1.5**

66.9% and this measure was not achieved.

The standard for this measure is the province-wide result for 2011. The Calgary Board of Education compares its 2011 district result to the whole province. The goal is to see how our parent satisfaction fares relative to all other school districts in Alberta. Administration has determined that to be compliant the CBE result should equal that of the province.

## **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 2.1**

**100% of schools recognized the contributions of parents and citizens.**

#### **Rationale 2.1**

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.

#### **Result 2.1**

100% of schools required to follow this process did and this measure was achieved.

There are school sites where this measure does not fit with the realities of day to day practice. West View School and Discovering Choices are excluded from this measure.

### **Measure 2.2**

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

#### **Rationale 2.2**

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.

#### **Result 2.2**

100% and this measure was achieved.

### **Measure 2.3**

**The CBE recognized contributions made to the organization through formalized public expressions of appreciation.**

#### **Rationale 2.3**

There are formalized partnerships between the Calgary Board of Education and our community. The scope and significance of these relationships are recognized informally and formally. Formal practices, for example, highlight and celebrate partnerships in a public forum. These public acknowledgments showcase partnership initiatives and provide opportunities for communication and networking. Examples are the Lighthouse Awards and Innovation Showcase.

#### **Result 2.3**

Yes and this measure was achieved.

### **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: The interpretation is explicit from the executive limitation.

Therefore it is necessary to find the following.

### **Measures 3.1**

- a) **100% of schools provided an informal meeting of teachers and parents prior to Oct. 31.**
- b) **100% of schools 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 3.1**

These three measures are referenced in CBE Administrative Regulation 3062 – Student Evaluation. The measures illustrate the importance placed on interactions between home and school. Student evaluation processes enable parents to share information with teachers to plan personalized student learning. As part of the dialogue, parents learn about their child's progress as well as initiatives and opportunities to support their child. Student evaluation processes facilitate and encourage effective communication between home and school.

Result 3.1 a)

99.5% of schools required to do so held an informal meeting of teachers and parents prior to Oct. 31 and this measure was not achieved.

One Calgary Board of Education school did not provide an informal meeting. In addition to this school, West View School and Discovering Choices are excluded from this measure.

Result 3.1 b)

100% of schools required to do so held parent/teacher or parent/student/teacher conferences during the school year and this measure was achieved.

West View School, Discovering Choices and Louise Dean School do not hold conferences with parents at set times during the school year. Parents, teachers and students meet during the course of the year as requested. These three school sites are excluded from this measure.

Result 3.1 c)

100% of schools made provisions for individual conferences when requested by the parent or considered necessary by the teacher and this measure was achieved.

**Measure 3.2**

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

Rationale 3.2

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 who are new to the education system and new to a school.

Result 3.2

100% and this measure was achieved.

**Measure 3.3**

- 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 3.3

Effective two-way communication respects individual needs and preferences by offering a variety of methods for connecting. Communication systems managed and supported by the Calgary Board of Education include, by way of examples: postal mail, telephone, e-mail, direct home-school connections and websites.

Result 3.3 a)

100% of schools communicated regularly with parents and citizens through a school newsletter and/or an active website and this measure was achieved.

Result 3.3 b)

Yes the Calgary Board of Education managed a corporate website and this measure was achieved.

**Measure 3.4**

**100% of area offices held meetings during the school year for School Council Chairs and/or Key Communicators representing schools in the area.**

Rationale 3.4

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 employees. The meetings provide an opportunity to surface and discuss issues particular to each area.

Result 3.4

100% and this measure was achieved.

**Measure 3.5**

**3 or more system-wide Key Communicator meetings were facilitated.**

Rationale 3.5

These meetings provide parents with an opportunity to: (1) provide input on system initiatives; (2) actively participate in educational issues; and (3) request information from the CBE on topics of interest. 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.

Result 3.5

3 system-wide meetings were held in 2010-2011 and this measure was achieved.

**Measure 3.6**

**90% of voice mail or e-mail inquiries from parents and citizens received by the Office of the Chief Superintendent, Communications and the area offices received an initial response within two business days.**

Rationale 3.6

In consultation with employees from area offices and Communications it was determined that a call back or e-mail 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 employees to respond over the course of a year, 90 per cent is considered a reasonable standard for this measure.

Result 3.6

98% and this measure was achieved.

#### **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 Calgary Board of Education communicates to employees the expectations and guidelines within which complaints and concerns are addressed.

Therefore it is necessary to find the following,

#### **Measure 4.1**

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

#### **Rationale 4.1**

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 employees, parents and citizens as they work toward resolution. It is expected that concerns and complaints will be dealt with by employees in a candid, cooperative and timely manner, as close to the source of the issue as possible.

#### **Result 4.1**

Yes and this measure was achieved.

#### **Measure 4.2**

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

#### **Rationale 4.2**

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

#### **Result 4.2**

100% of schools required to follow this process did and this measure was achieved.

West View School is excluded from this measure as provisions for appeals are made on an individual basis during the course of the year.



#### **Measure 4.3**

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

#### **Rationale 4.3**

Process and practice protocols established by the CBE Privacy and Access Office comply with FOIP legislation and are updated as required to remain relevant, current and effective. Parents and citizens may direct a request to the CBE Privacy and Access Office or to the Office of the Privacy Commissioner. When citizens request a review by the Privacy Commissioner of a CBE decision, our Privacy and Access Office works with the Commissioner's office to provide the necessary information and respond to recommendations.

#### **Result 4.3**

100% of requests were handled using established protocols and this measure was achieved.

### **IV. 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 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 1.5 – Parent satisfaction with parental involvement in decisions about their child's education.

Planning is in place for compliance with this measure. At this time a comprehensive communication strategy is under development. It is our intention that this strategy will provide ways to connect with parents that provide more relevant information to our school district.

- Measure 3.1 a) – Schools provided an information meeting of parents and teachers before Oct. 31.

Appropriate follow-up with the one school out of compliance with expectations for this process has taken place.



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



**CALGARY BOARD OF EDUCATION**  
**REGULAR MEETING OF THE BOARD OF TRUSTEES**  
**PUBLIC AGENDA**

**OCTOBER 4, 2011**

**To:** BOARD OF TRUSTEES  
**From:** Danielle Doll, Assistant Corporate Secretary  
**Re:** Correspondence  
**Purpose:** Information

**Governance Policy Reference:** EL-3: Information, Counsel and Support to  
the Board of Trustees

**I. RECOMMENDATION**

**THAT the Board of Trustees receives the following correspondence for information and for the record, in the form as submitted:**

- Memorandum dated September 21, 2011, from the Minister of Alberta Education, to Board Chairs of Public, Separate, Francophone and Charter School Boards, and Presidents of Stakeholder Associations, regarding Alberta Initiative for School Improvement Cycle 5 Announcement.

Respectfully Submitted,  
Danielle Doll,  
Assistant Corporate Secretary

From: Education Minister [mailto:Education.Minister@gov.ab.ca]  
Sent: Wed 9/21/2011 3:54 PM  
To: Undisclosed recipients  
Subject: ALBERTA INITIATIVE FOR SCHOOL IMPROVEMENT CYCLE 5 ANNOUNCEMENT

TO: Board Chairs of Public, Separate, Francophone and Charter School Boards  
President Stakeholder Associations  
ASBA (Alberta School Boards Association)  
ASCA (Alberta School Councils' Association)  
ATA (Alberta Teachers' Association)  
AAPCS (Association of Alberta Public Charter Schools)  
AISCA (Association of Independent Schools & Colleges in Alberta)  
ASBOA (Association of School Business Officials of Alberta)  
CASS (College of Alberta School Superintendents)  
Federation des parents francophones de l'Alberta  
Federation des conseils scolaires francophones de l'Alberta

Government's priority to strengthen its education system is grounded in educational research, examining innovative learning and teaching practices and then applying these innovations in our schools as a prerequisite for building a strong education system in our province. Government remains committed to the Alberta Initiative for School Improvement (AISI), which has built a foundation for this priority. I am pleased to announce that AISI Cycle 5 will be in place from September 1, 2012 to August 31, 2015.

AISI Cycle 5 will focus on the following priority areas: Research Capacity; Collaborative Cross-School Authority AISI Projects and Networks; and Community Engagement. These priorities reflect the ministry's Action Agenda, which contributes to the transformative changes underway in Alberta's education system that centers on success for all students.

This announcement provides school authorities with time to identify research and improvement priorities and involve school communities, staff, students and parents in planning new projects. The funding allocations for AISI Cycle 5 will be determined in Budget 2012.

School authorities and stakeholders will receive a copy of the Framework for Cycle 5 shortly, and additional detailed information for AISI Cycle 5 will be communicated in November. Additionally, the AISI information will be posted on the AISI website at [www.education.alberta.ca/aisi](http://www.education.alberta.ca/aisi).

The projects that will emerge through Cycle 5 will build on the strength of partnership, educational leadership and the need to continue to work together. The information gained by AISI projects will continue to shape new approaches to teaching and learning in our education system for the ultimate benefit of students, now and in the future.

My best wishes to school authorities, stakeholders and school communities for AISI Cycle 5 projects that will contribute to knowledge mobilization, professionalization and powerful student learning as we work together to transform Alberta's education system.

Yours truly,

Dave Hancock, Q.C.  
Minister of Education

cc: All Superintendents of Public, Separate, Francophone and Charter School Boards  
Education Partners Steering Committee (EPSC)  
Executive Director of Stakeholder Associations  
School Division Communications contacts

**CALGARY BOARD OF EDUCATION**

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

**October 4, 2011**

**To:** Board of Trustees  
**From:** Naomi E. Johnson, Chief Superintendent of Schools  
**Re:** Chief Superintendent's Update  
**Purpose:** Information

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**I. RECOMMENDATION**

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

**II. PURPOSE OF THE UPDATE REPORT**

As the Board of Trustees' 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 Limitations (EL) policies.

Executive Limitation 3: Information, Counsel and Support to the Board of Trustees requires the provision of timely information, prudent counsel and support to the Board of Trustees. Along with other reports submitted to the Board of Trustees, this update meets the requirement of EL-3 for the provision of information in a timely, accurate and understandable manner.

**III. TIMELY INFORMATION**

**OFFICE OF THE CHIEF SUPERINTENDENT**

Monitoring Report for Executive Limitation 4: Treatment of Parents and Citizens  
Update to Report dated October 4, 2011

EL-3: Information, Counsel and Support to the Board of Trustees

The monitoring report for EL-4 will be presented at the Board of Trustees' public meeting October 4, 2011. Since the time of writing, follow-up with the one school reporting non-compliance with measure 3.1 a) has provided clarity and this school was in compliance in 2010-2011.

Therefore, 100% of Calgary Board of Education schools provided an informal meeting of teachers and parents prior to Oct. 31, 2010 and this measure was achieved. This is an amendment to page 7 of the report, which states that 99.5% of schools were compliant with the measure.

### Chief Superintendent's Student Advisory Council

Ends 1 to 5

EL-3: Information, Counsel and Support to the Board of Trustees

EL-6: Instructional Program

The Chief Superintendent's Student Advisory Council (CSSAC) was a huge success last year and there is a strong commitment to continue the council this year. The CSSAC comes together to share their opinions about and experiences in the Calgary Board of Education. Students ask questions and make suggestions about learning in the CBE while building their skills in leadership, mentorship and human relations.

School principals and facilitators are collaborating to enrol members in this year's student council. The council will be welcoming returning members and new members. Each high school is encouraged to nominate a student to represent their school at the council. The council is set to meet once a month with the Chief Superintendent and twice a month with the facilitators of the course.

The Chief Superintendent's Student Advisory Council sets an exciting precedent for advancing student leadership initiatives within a personalized learning framework and a community-based learning environment. Students earn high school course credits for work completed outside the traditional school day and setting. Credits are earned within a formal cluster of courses in the Career & Technology programs of study. Examples of these courses are Leadership Fundamentals 1, Community Volunteerism 1, an Introduction to Mentorship and E-Learn. Returning students work in advanced course modules and practice their skills as real-life mentors to new council members.

This year we are also launching a Junior CSSAC. This council provides another avenue for student voice from the junior high student body.

### Innovation Wall Bringing Learning To the Education Center

EL-3: Information, Counsel and Support to the Board of Trustees

The Innovation Wall is located in the education centre on the main floor of the link. Teachers and students who are part of the Future of Learning lab, Campus Calgary, Encore CBE and the Career & Technology Strategy Broadcasting pathway will use the wall to display evidence of personalized learning in a variety of media formats. Future plans see professional learning opportunities for the entire CBE showcased synchronous and asynchronous. Synchronous means real time interactions, for example a telephone conversation. Asynchronous means interactions that take place one at a time, for example sending email messages back and forth. The wall's digital signage feature can be used to display system and school messages. Schools and departments will be able to book time and space on the innovation wall.

Thank you to SMART Technologies, Genesis, Bentall, and our CBE employees for designing and building this unique learning environment.

## **FACILITIES AND ENVIRONMENTAL SERVICES**

### Academic Success and Environmental Stewardship

Ends 2: Academic Success

EL-3: Information, Counsel and Support to the Board of Trustees

The Energy & Environmental Services department of Facilities and Environmental Services has supported the work of community environmental education stakeholders. Educational services that support the attainment of learning outcomes of the Program of Studies enhance student academic success.

Academic success occurs when students are engaged with the process of personalized learning connected with rich, first-hand contact with the world around them. Environmental learning provides an ideal lens for academic success to flourish. Two non-profit agencies have engaged CBE students in learning about water quality and conservation issues. Riverwatch engages students in learning about the environment through investigation and inquiry work while taking part in a floating classroom aboard rafts floating down the Bow River. The Wavemakers Summit is an initiative organized by the Centre for Affordable Water & Sanitation Technology (CAWST) focused on helping students learn about water conservation issues in Canada and around the world.

Riverwatch has been collaborating with teachers in CBE schools for more than 15 years. Each school year, several thousand CBE grade 7 to 9 students take part in Riverwatch. As students float down the Bow River, they make connections between their personal choices and the effect humans have on water quality and quantity. Students collect water quality data upstream and downstream of water treatment plants. Students then use their knowledge to create action plans to improve water quality in their homes and schools. Students also create action plans to reduce the amount of water used in their schools and homes. Through the Riverwatch experience students gain an understanding of how their actions impact the environment. Students develop a sense of responsibility and respect for living things and environments.

The Wavemakers Youth Summit was held in November 2010 and was followed-up by a celebration of learning event in March 2011. Five CBE schools were involved: Centennial High School, Lord Beaverbrook High School, Ernest Manning High School, Arbour Lake School, and Wilma Hansen School. The Students from these schools learned from community experts about water quality and conservation issues in the real world. Students engaged in conversation and developed action plans to improve water conservation strategies at their schools. Participating schools at the Wavemakers Summit received grant money to enable

their action projects as well as support from CAWST staff. About 10 CBE schools will participate in the November 2011 Wavemakers Youth Summit.

Energy & Environmental Services works collaboratively with external stakeholders to ensure high quality environmental learning opportunities for CBE students. These experiences bring the curriculum to life and provide a rich context for learning.

## LEARNING INNOVATION

### Planning for a Secondary Data Centre

EL-3: Information, Counsel and Support to the Board of Trustees

EL-12: Asset Protection

The secondary CBE data centre provides back-up of core infrastructure and services. The existing secondary data centre is currently located at 515 Macleod Trail SE. This data centre must be retired before the sale of the Macleod Trail building.

Several options for this secondary data centre have been investigated and include the following possibilities.

- Share a secondary data centre and associated costs with a partner organization such as Calgary Catholic School Division.
- Lease a future City of Calgary disaster recovery space. Preliminary investigations are currently in progress. The earliest availability of this site is 2014.
- Lease commercial data centre facility.
- Build a secondary data centre in an existing Calgary Board of Education location. Facilities and Environmental Services has looked at several CBE sites in terms of location suitability, power and environmental capacity, availability of third party telecommunication services and other factors.

Business and financial analysis will be conducted to help guide the eventual decision. If a replacement or shared site is not identified in time, a commercial facility will be utilized in the interim.

### Piloting eForms in Human Resources

EL-3: Information, Counsel and Support to the Board of Trustees

EL-11: Financial Condition

EL-12: Asset Protection

Starting in mid-August 2011, employees in Human Resources have participated in a pilot to test three eForms created this spring by the Portal Team. Employees are testing all aspects of the electronic process from filling out to supervisor approval and final submission to TELUS. The process is entirely online through the portal – no paper necessary!



The eForms currently being piloted by Human Resources employees are:

- Staff Absence Declaration Form (Non-Teaching Staff);
- Request for Kilometre Payment; and
- Temporary and Casual Employee Timesheet.

Some of the benefits of eForms are:

- auto-completion – no need for the employee to fill out their information each time;
- tracking and visibility – the employee can see the status of the form; and
- improved legibility and completeness – lower chance of rejection or processing errors for poorly completed forms.

The pilot ends on October 9. A questionnaire will be sent to the Human Resource participants to gather feedback. To determine our next steps, we will collect and review the lessons learned and feedback received throughout the pilot, including feedback from TELUS payroll.

#### Student Information Records Management System (SIRS): Supporting School and System Start-up

Ends 1: Mega End

Ends 2: Academic Success

EL-3: Information, Counsel and Support to the Board of Trustees

EL-6: Instructional Program

EL-18: Student Fees

With the Three-Year Education Plan guiding the work, the SIRS team has been actively involved in a number of key initiatives. These initiatives analyze data collected in the past year and prepare for the 2011-2012 school year.

The SIRS team worked closely with all schools to prepare and deliver an organizational structure for data collection as students began the school year. This work included collecting and compiling course requests, strategizing around complex school scheduling, and filling and balancing student timetables. The result is that students started the year with course flexibility, balance and clarity.

The SIRS team also collaborated with Corporate Finance and Information Technology Services to establish an online payment method for parents using the fee data collected in SIRS by each school. To offer easy, convenient services to parents, a number of school fees, collected manually in the past by schools, can now be handled online directly by the parent. Fees paid using this online service are monitored through central services rather than individual schools.

The SIRS team also supported system start-up and decision making. Data is continuously collected and aggregated for a variety of service units to support decision making at all levels of the organization. Highlights include:

- Ends Reporting Summative Indicator report by School for 2010-2011;
- International student outstanding fees report;
- Knowledge and Employability students' success rates for 2010-2011;
- Aboriginal student population numbers;
- English as a Second Language Benchmark Reporting for all Kindergarten to grade 9 schools in 2010-2011;
- Career and Technology Studies junior and senior high student enrolment numbers for second semester; and
- Initial Day student count.

## LEARNING SERVICES

### Encore CBE

Ends 1: Mega End

EL-3: Information, Counsel and Support to the Board of Trustees

EL-6: Instructional Program

Encore CBE is located on the main floor of the Education Centre. It is a new and innovative learning opportunity for dis-engaged youth to reconnect with their schooling through a highly personalized and responsive set of services and supports. Through individualized instructional programming opportunities and access to community based services, students can develop a sense of personal agency and autonomy as they build their personalized learning plans.

Since opening its doors in late August, Encore CBE has received calls, texts, emails and visits from young people wanting to re-engage in learning. As of September 19, 2011 Encore CBE had connected with 30 young people seeking ways to get back to school. During these conversations, we are also sharing information about CBE schools and community supports. Encore CBE is actively working with our schools, areas and community agencies to support a successful transition back to school for the students.

On September 8 of this year a group of representatives from a number of agencies working with youth in the Calgary community came together for the inaugural meeting of Encore CBE's Community Advisory Committee. The work of this committee will be to explore how community services can align services to support young people to successfully complete high school. All participants expressed overwhelming support for the work of Encore CBE and their collaborative participation with the CBE and each other.



#### **IV. ENDS STATEMENT FOCUS**

The focus of this report is on Ends 2: Academic Success. The Board of Trustees has stated, "Each student will possess the knowledge, skills and attitudes required for academic success and be effectively prepared for life, work and further learning." 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**

At Tom Baines School students select the areas and topics they would like to study through "Integration Days." Students identify topics of interest that are related to the current programs of study. We organize the day very similar to a "Teachers' Convention" model. Students self-select areas they would like to explore further and deeper during extended blocks of learning time. This could be a half day exploring topics such as creative writing, Mathematics-related games, global issues, dissection, foods and fashion from around the world or extended games in Physical Education. Students enjoy this enhanced learning opportunity. We see that giving students choice has led to deeper and richer understanding in their academic work.

##### **AREA II**

At Catherine Nichols Gunn School, the School Development Plan focused on Oral Language last year. Our theory of action was that if we work to improve students' oral language skills then their literacy levels and achievement would increase. The positive outcomes we achieved can be directly attributed to our continuous monitoring and adjustment of our Oral Language improvement goal by aligning our School Development Plan and Professional Learning Community (PLC) work. To support student success and understand the issue, staff created an Oral Language Rubric for each grade so we could benchmark students' oral language skills. We used the same tool to gather Oral Language data over the year. Data collected was aggregated three different times (beginning, middle, end of year) so PLCs could use the data to determine how best to meet student needs. The PLC researched learning activities specific for each student, classroom and grade. We then implemented the learning activities we felt would work best. Tasks were discussed in PLCs and monitored for success. Monitoring activities and gathering student data informed the adjustments made in the classroom. We repeated the cycle throughout the year so we could continually refine our work to meet student needs.

Based on Oral Language data gathered, there was a 12.5% Oral Language improvement from the beginning of the year to mid-year, and a 33.9% improvement from mid-year to end of year results. Student confidence with

vocabulary, reading, writing, listening and talking all showed a marked improvement as the year went on. Teachers found when they monitor efforts and adjusted instruction based on what was monitored, they were better able to (1) create rich, focussed tasks, (2) meet student needs, and (3) engage students.

### **AREA III**

Terry Fox School is committed to every student, every day, no exceptions. The improved results on the Accountability Pillar Survey indicate significant improvement in the area of Safe and Caring Schools, Education Quality and Citizenship and School Improvement. We believe this was achieved through an explicit focus on academics, student knowledge and skill development.

Programming for students at Terry Fox School is based on a universal design for learning model that assesses students along a continuum. The learner profiles determine program plans and allow staff to provide support in a proactive manner. The School Learning Team process involves all staff and promotes the identification of issues that may present barriers to student learning and identifying ways to provide learning experiences that promote growth and academic development. Professional Learning Communities meet to analyze the tasks in which students are asked engage and establish best practices that support student learning.

Learner profiles, Individual Program Plan development, intentional planning around the instructional core and strong communication inform the work as staff programs for students in a personalized, integrated, comprehensive manner. Through the School Learning Team and Professional Learning Community processes, information is linked and continually fed back through the adjustment cycle as a means to optimize resources and maximize student learning. At Terry Fox School, the result is increased student academic achievement and success.

### **AREA IV**

At Richmond School teaching practices have been adapted to better utilize our digital learning environment for student academic growth. ePortfolios are used by each student to create a personal electronic collection of evidence and assessment that shows their learning journey in writing over the year. Students purposefully select and upload samples of their writing and use student/teacher generated digital rubrics to complete self and peer assessments. Within their personal digital learning environments, students use assistive technologies (speech-to-text and text-to-speech programs). Students analyze their results in order to celebrate their achievements and better understand their learning strategies and needs. Utilizing ePortfolios provide any place, any time access for peers and parents to share students' writing skills and accomplishments. Through this reflection, students generate specific learning goals for writing. Here are some comments from students about using ePortfolios.

Doing assignments from D2L helps us understand the work better and be more organized. We used the links in D2L to help with research. It makes it easier because it's all planned out – it's right there.

We made a presentation in our ePortfolio. It's like your own website that you can put all your work on that you're proud of. I put a couple of stories on it and a PowerPoint. I shared it with my class and my mom.

I use my ePortfolio to compare things. I put stories in ePortfolio in September and then now. I discovered that I am not a very good speller! I've gotten better at extended endings because I do the conclusion and then add the thoughts and feelings. The COPS rubric has helped me to improve my punctuation.

The things [the] ePortfolio most helped me with is when I'm not finished something I can go on the computer at home, write it, and then send it to my teacher.

Well, I think it [ePortfolio] helps my learning for when people check it over and if they add a comment or an assessment, I can know better what I need to improve on. When I assess other peoples work I understand better what I could also do.

Digital learning environments demonstrate student academic growth. As designers of learning, teachers set appropriate meaningful goals generated specifically with grade writing outcomes. Students, with the direction and support of teachers, parents, and classmates, build upon Personalization of Learning, while allowing their work to be relevant, meaningful and authentic. Literacy and technology are interwoven allowing student engagement and increased motivation for students to strive to do their personal best while achieving academic success.

## **AREA V**

At Henry Wise Wood High School one program that helps us to accomplish our goals for student academic success is our Alt Learn course. This is a tremendous opportunity for our school to help those students who, for whatever reason, have not seen a great deal of academic success. This program is designed to allow students, who have been through their core subjects and failed to achieve the benchmark of 50%, to pick up where they began to falter in those classes. It gives students a second chance.

Repeating an entire course they have failed is a viable option for many students. It does not work for all students. While this program is in its infancy and the school

is gathering more data over time, there are many personal success stories that demonstrate how Alt Learn is achieving Ends 2: Academic Success. Here are two comments from teachers.

I had the opportunity to teach in our Alt Learn centre last semester. I am proud of the 15 students in my class who recovered more than 80 credits. Some of these students finished courses that they had already attempted more than once and failed more than once. These are students at risk of dropping out of school. It isn't easy to come to school when you know how far behind the eight ball you are. Alt Learn helps these at risk students to be successful, to feel that success and to move on towards graduation. At least one student in my class had planned to quit school. She made that fact quite well known to several of her teachers. This student recovered 7 credits in Alt Learn in only one semester. The student is back at school this year and plans to graduate.

Near the beginning of February, I saw one of my home room students in the hall.. This student had struggled in first semester and I asked how second semester was going. She told me that she was able to do Physical Education on her own and was excited about the chance (this student was challenged by sharing a change room). She also told me that she would be able to complete her Social Studies – 2 this semester and could carry on after that. This student shared she had almost given up on school. To me this says that something good is happening in order to change her attitude in this way. Even through the birth pains of new programs, success is evident!



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