



REGULAR MEETING OF THE BOARD OF TRUSTEES

PUBLIC AGENDA

TUESDAY, SEPTEMBER 6, 2011

5:00 P.M. – 8:00 P.M.
Multi-Purpose Room, Education Centre
1221 – 8th 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>
	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		
	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 <u>Public Question Period</u> (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 <u>Stakeholder Reports</u> (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		

<u>Attach.</u>	<u>TOPIC</u>	<u>Who</u>	<u>Time</u>
	6.0 ACTION ITEMS		
P. 6-1	6.1 Alberta School Boards Association 2011 Public Engagement Award Submission <i>(THAT the Board approves the submission for the ASBA 2011 Public Engagement Award, as attached to the report.)</i>		
	7.0 MONITORING AND RESULTS		
P. 7-1	7.1 Annual Monitoring Report for Executive Limitation 2: Executive Succession and Backup		
	8.0 POLICY DEVELOPMENT AND REVIEW		
	9.0 CONSENT AGENDA		5 min.
	9.1 Board Consent Agenda		
P. 9-19	9.1.1 Correspondence <i>(THAT the Board receives the correspondence as submitted, for information and for the record.)</i>		
	9.2 Chief Superintendent Consent Agenda		
P. 9-1	9.2.1 Chief Superintendent Update <i>(THAT the Board of Trustees receives the report for information).</i>		
	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**

September 6, 2011

To: Board of Trustees

From: Naomi E. Johnson, Chief Superintendent of Schools

Re: **Alberta School Boards Association 2011 Public Engagement Award
Submission**

Purpose: Approval

Governance Policy References: GP-13: Board of Trustees' Linkages
EL-3: Information Counsel and Support to the
Board of Trustees
EL-4: Treatment of Parents and Citizens
EL-14: Student Accommodation

Originator: Frank J. Coppinger, Superintendent, Facilities and Environmental Services

Resource Persons: Calvin Davies, Director, Community Engagement and Operational
Planning
Sydney Smith, Director, Area IV
Karen Barry, System Principal, Community Engagement and Operational
Planning
Joy Chadwick, System Principal, Learning Services
Adelle Palmer, Engagement Consultant, Community Engagement and
Operational Planning

I. RECOMMENDATION

It is recommended:

THAT the Board of Trustees approve the submission for the Alberta School Boards Association (ASBA) 2011 Public Engagement Award, as attached to this report.

II. ISSUE

A Board of Trustees' motion is required in order for the Alberta School Boards Association to consider the Calgary Board of Education's application for the 2011 Public Engagement Award.

III. BACKGROUND

The Calgary Board of Education is committed to providing opportunities for the public to be engaged and involved in the decisions that both Administration and the Board of Trustees make. Informing and involving stakeholders is critical if excellence in public education is to be maintained.

The annual Alberta School Boards Association Public Engagement Award, introduced in 2010, is intended to recognize the efforts of school boards to embrace public engagement as a method to inform, involve and gain input from stakeholders on school jurisdiction plans, programs and services.

IV. ANALYSIS

The attached nomination for the Alberta School Boards Association 2011 Public Engagement Award is comprehensive in meeting all of the required criteria set forth in the nomination package. The multi-faceted engagement process outlined in the nomination is a strong example of how the Calgary Board of Education engages stakeholders and responds to the input received.

V. CONCLUSION

The Calgary Board of Education is committed to engaging with families and other stakeholders to ensure that schools, programs and learning opportunities are of the highest quality to meet the learning needs of our students. We are pleased to present this nomination package for approval as the submission to the Alberta School Boards Association.



NAOMI E. JOHNSON
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENT I: Nomination Submission and Package with Appendices



Alberta School Boards Association 2011 Public Engagement Award

Background

Public engagement is a collaborative process that helps put the 'public back in public education'. It is one way to address the chronic lack of involvement in the education system. The Alberta School Boards Association believes reaching out to, informing, and involving stakeholders is critical if excellence in public education is to be maintained.

The annual ASBA Public Engagement Award, introduced in 2010, is intended to recognize the efforts of school boards to embrace public engagement as a method to inform, involve and gain input from stakeholders on school jurisdiction plans, programs and services.

A school jurisdiction with good public engagement understands what their stakeholders and communities think of how schools are doing, what they should be doing and how they should be doing it. This requires a regular collection of data and clear, two-way communications. School leaders and stakeholders share ownership for plans and educational directions, and school board decisions reflect community input and interests.

Criteria

The ASBA Public Engagement Award is open to any ASBA member school board that has engaged the public at any time in the previous school year cycle and can demonstrate two or more of the following benefits, as a result of its public engagement effort:

- An avenue for two-way conversation with the public was created;
- The public had a tangible opportunity to participate in school board decision-making on a topic or issue;
- The public engagement effort involved a cross-section of participants;
- Participants were satisfied their input was used or considered;
- There was follow-up with participants and/or the public after the public engagement effort;
- The public engagement helped the school board make a better, more informed decision for students.

Please note: At least one letter from an organized group or community leader that partnered with, participated in or witnessed the engagement effort must accompany the submission. The letter must make reference to the credibility and/or value of the engagement effort from the perspective of the group or leader. Examples of such groups or leaders are school councils, chambers of commerce, community leagues, social clubs, municipal councils, MLA, Mayor, church leader, etc.

Procedural Guidelines

Each school board is eligible to submit one nomination for the Public Engagement Award for a project initiated in their own jurisdiction. One Public Engagement Award will be awarded each year to the school board that best meets the application criteria. Up to two school boards may receive honourable mention as finalists.

Awards Presentation

The winning recipient shall receive an engraved crystal plaque bearing the Association's logo. The winner and up to two finalists will each receive a framed certificate bearing the Association's logo. The award and certificates will be presented by the President of the Alberta School Boards Association at the ASBA Fall General Meeting.

The winner and finalists' projects will have their projects showcased as examples of successful public engagement practices on the ASBA website as part of the public engagement learning section.

Nomination Form

Nomination forms must be completed and received by the ASBA on or before **September 23, 2011** to be considered.

Calgary Board of Education

Jurisdiction (Please record the school board's name precisely as it should appear on the award)

Susan McPherson	403-817-7229	slmcperson@cbe.ab.ca
Contact Name	Telephone	Email

1221 – 8th Street SW

Jurisdiction Address

Calgary, Alberta T2R 0L4	403-817-7229	
Town/City/Province/Postal Code	Telephone	Email

By motion of the Board at a meeting held on _____, 2011, the Alberta School Boards Association is requested to consider the above nomination for the Public Engagement Award. **(Please provide a copy of the motion.)**

Information supporting the nomination must be included on the attached pages of this form. Please respond to the questions in full, attaching additional pages as required. Letters referencing the credibility and/or value of the engagement effort from the perspective of a group or community leader should be attached to this form.

Nominator:

Name (please print)

Signature

Jurisdiction/Zone

Return to:

**Corporate Services
Alberta School Boards Association
1200, 9925 - 109 Street
Edmonton AB T5K 2J8
Tel: 780.482.7311 Fax: 780.482.5659**

1. Describe the school board's particular public engagement initiative(s), outlining the process by which stakeholders and/or communities were brought together to discuss and provide input on an issue or topic. Did the initiative have a clear purpose or need? Was this a new approach? Attach additional pages as required.

The Calgary Board of Education (CBE) wanted to evaluate and re-examine how programming for our Gifted and Talented Education (GATE) was organized and delivered to students. Enrolment in GATE classes throughout the CBE was spread among a number of congregated GATE sites. Thus, in some locations the number of GATE classes was low and the small numbers were affecting educational programming. Parents, students, teachers and principals were engaged over a three month period. In order to make an informed and thoughtful decision regarding the delivery of future programming these groups were engaged at the "Involve" level on the IAP2 Participation Spectrum (Appendix I). This engagement of stakeholders was the first of its kind for this purpose.

Following is the engagement plan that was developed by the CBE's Learning Services and Community Engagement and Operational Planning departments as the guideline and record of the process.

Calgary Board of Education Community Engagement Plan **GATE 2010-2011**

Level of Public Participation (see IAP2 Spectrum): Involve	
Issue:	
GATE programming in the CBE	
Calgary Board of Education Alignment	
<ul style="list-style-type: none"> The Mega End Statement focuses on ensuring that all students complete high school. In developing our student accommodation plans we are committed to our students and stakeholders by providing continuity for their learning through sustainable programs so that they may achieve this End. Three Year Education Plan outcome 3.1; "The education system meets the needs of all K-12 students, our society and the economy," guides our work during an engagement process. Decisions regarding student accommodation require the respectful engagement of stakeholders with due attention paid to the values and criteria stated in Executive Limitation (EL) 14 Student Accommodation. As per EL-14, we use clear and timely processes to communicate and engage internal and external stakeholders in order to seek input and participation for each student accommodation plan, through the engagement process. 	
Parameters	
<ul style="list-style-type: none"> GATE is a special education class, not a program of choice Enrolment in GATE classes throughout the CBE is declining GATE programming & the types of students accessing the program have changed over time Status quo cannot be maintained 	
Goal of Public Participation Process:	
<ul style="list-style-type: none"> To work directly with stakeholders throughout the process to ensure that public issues and concerns are consistently understood and considered. 	
Promise to the Public:	
<ul style="list-style-type: none"> We will work with you to ensure that your concerns and issues are directly reflected in the alternatives developed and provide feedback on how stakeholder input influenced the decision. 	
Stakeholders	
<ul style="list-style-type: none"> Principals and staff (GATE & not GATE) Parents (in GATE class & not in GATE) Students Specialists 	<ul style="list-style-type: none"> Community Members UofC Alberta Education
Decision Making	
<ul style="list-style-type: none"> Any decisions regarding attendance area changes will be made by the Director of Learning Support, the Area Directors and the Director of Community Engagement and Operational Planning. 	

Community Engagement Process:	Dates:
1. Start-up Meeting • Meet with System principal and GATE specialist to discuss the issues and engagement plan.	Oct. 13, 2010
2. Internal Stakeholders Meeting #1 Principals, GATE Teachers & Specialists • To present information regarding the issues and possible outcomes • To outline the community engagement plan • To gather feedback	Nov. 2, 2010 4:15-6:15 Parkdale
3. Internal Stakeholders Meeting #2 Principals, GATE Teachers & Specialists • To review feedback gathered from first meetings with staff, students & parents • To collect more detailed feedback (specific issues/outcomes) • To communicate next steps	Nov. 30, 2010 4:15-6:15 Parkdale
4. External Stakeholders Meeting #1 Parents with students in GATE, parents with students not in GATE • To present information regarding the issues and possible outcomes • To outline the community engagement plan • To gather feedback	Nov. 1, 2010 7:00-9:00 Parkdale
5. External Stakeholders Meeting #2 Parents with students in GATE, parents with students not in GATE, other community members as identified • To review feedback gathered from first meetings with staff, students & parents • To collect more detailed feedback (specific issues/outcomes) • To communicate next steps	Nov. 29, 2010 7:00-9:00 Parkdale
6. Students • To gather feedback Nellie McClung (grades 4-6), Queen Elizabeth (grades 7-12), Henry Wise Wood (grades 10-12)	Nov. 9 & 10, 2010
7. Open House • To present the 3 scenarios developed with input provided at stakeholder meetings and gather additional feedback.	Dec. 8, 2010
8. Communication of outcomes	Apr. 13, 2011

Scenario Criteria

Area(s) of the City	Number of Sites	Grade Level
Class Configuration		
Rationale		
Other Comments		

3. Outline the process the school board used to follow up with participants after the public engagement initiative ended. Were participants clear on how their input would be used? Were they satisfied with the process?

At the beginning of the engagement process stakeholders were presented with the issue and purpose of the engagement and advised about how their input and feedback would be used via the IAP2 Spectrum (Appendix I). The engagement plan (attached in question 1) outlines who the decision maker is regarding student accommodation for Special Education programming. At the end of the engagement parents were asked to evaluate the engagement process. Input received in the evaluation process was used to improve future public engagements.

Appendix IV Letter from the presidents

Community Engagement and Operational Planning evaluates all stakeholder engagements. Below is the feedback collected from parents at the end of the 3 engagement opportunities.

Evaluation GATE Programming Stakeholder Engagement

November – December 2010

What worked well for you in this process?

- Thanks for giving us an opportunity to express what matters to us as parents. Appreciated hearing other people's perspectives & preferences.
- Having the 3 meetings and narrowing down the choices. The acceptance of comments in prose.
- As a relatively new teacher (4 years, 3 in GATE) I really enjoyed meeting the other GATE staff and finding out about the history of the program etc. Involving parents and staff.
- I appreciated the opportunity of giving input as a parent.
- Evening times for meetings.
- Appreciated opportunity to be heard.
- I really appreciated the opportunity to provide input and hear other parents' opinions. I learned that we're not all in agreement as to what Gifted Ed should look like (i.e.) some folks favour convenience while others favour "whatever it takes" for quality.
- Efficient processes ☺
- Good opportunity to get a conversation going with other GATE families.

What could have been better?

- Hard to say until the process makes its way to the outcome.
- The idea of coming to a "consensus" with the group in the second meeting was unachievable for our group and resulted in little being recorded.
- To inform the parents from the beginning the reason for this process. It hasn't been clear what this meeting was about until the last day. If message was clearer, much more parents would have joined.
- More notice given.
- 1) We didn't have enough information as to what was on the table. 2) Numbers for Sr. High GATE seemed to exclude IB & AP? 3) More condensed process – three evenings is a lot. 4) Input limited to only people who were able to attend. 5) Should have had thinking time BEFORE meetings – particularly where we designed scenarios.
- In teacher session at the end of November would have been good to have at least one opportunity to change groups. In creating scenarios, location stressed a bit too much over learner needs.

- Direct communication from CBE to parents, don't rely on GATE PA as communication channel. Very difficult to develop the scenarios in meeting 2 with the process you provided – cut task up into smaller bits – ask specific questions for the group to consider.

Do you have any other comments?

- I look forward to seeing the “hybrid” developed based on comments and input. First meeting input/feedback will be critical to an effective outcome. Thanks!
- I feel that the process was really weighted towards elementary school – perhaps because everyone, regardless of the age of their children could discuss it. As a result, I don't think the comments necessarily reflect views on Junior High and certainly not Senior High. I think one or two classes per grade would sustain in HS but not at elementary.
- I felt it was appropriate that you involved parents in this process. I am grateful to have been included in the process.
- My concern is the artificial boundary that is applied to the maps. My votes may have been changed if the line moved even slightly. This is a concern for me going into next year. I really value the congregated setting however, and support that scenario entirely.
- Generally well organized/efficient process for gathering a lot of information from a diverse group of people.
- Hopefully this is not the full process – i.e. parents with markers deciding the fate of CBE. Look at world-wide research. Look at proximity to neighbourhoods where GATE are. Need to identify gifted at 10% of the present cost so we can identify or test 10 times the students. Pull accurate verifiable statistics.
- I would like to commend the organizers for making this possible to provide input. You allowed us to advocate for our kids which is what we've probably been doing for them throughout their education! I would like to commend Syd for the night of the first meeting, for how she handled that parent, who in my opinion, was out-to-lunch with regards to the process and the purpose of these meetings. She was firm & didn't let his fear-mongering or conspiracy theories derail the work at hand. This was unfortunate to have happen because I like to believe that more people were supportive of the process and were trustful of the CBE's intentions / goals.
- Thx!
- Please develop a transition plan that makes sense and supports building a strong program. Be careful of diluting the program & diluting the program by adding kids in grade 2 & 3 that have not been fully tested.

4. Describe the outcomes and benefits gained as a result of the public engagement. What is different? What has been gained? Attach additional pages as required.

Through stakeholder input administration was able to clearly define what the specific needs were for GATE classes as a whole and use that information to plan into the future for students. Stakeholders were asked for their feedback regarding the scenarios presented and based on that feedback administration re-evaluated the options and made changes to the scenarios that were recommended. This resulted in a significant change with regards to GATE at high school. Rather than offer only one high school location in the city, two locations will be offered. Stakeholder feedback also led to the consolidation of elementary classes to ensure a critical mass of "like-minded" students in each school site. The advantages of this consolidation reflects stakeholder feedback which indicated the need for GATE programs to have a larger cohort of peers; flexibility for the school to organize students for instruction; and the opportunity for teachers to work and plan together.

This engagement was the first of its kind to examine in detail the values and characteristics of the gifted student, and the vision for GATE programming. By engaging parents, students, teachers and principals in this conversation we were able to solidify our mutual interest in and commitment to student success.

Below is the feedback from parents regarding what they value in GATE programming and prioritized by using dotmocracy.

Multi-DOTS each:

- Teachers Trained, Certified, teachers who specialize in GATE classes only (27 Dots)
- Centralized Resources at Congregated Setting. (16 Dots)
- Congregated setting with specially trained Teachers to meet their academic and social emotion needs. (15 Dots)

7 DOTS each:

- Strong Consistent Programs in Fewer Sites
- Dedicated Funding → remove the ability of the Administration to move \$ into other Programs at the School. Earlier identification → perhaps not earlier congregation but give Teachers in other Programs the ability to address Gifted needs. Succession planning for Teachers of Gifted students to develop a pool of Teachers who are able to address these Kids' needs. Better technology – these Kids eat it up.

6 DOTS each:

- Special Training for Teachers: Emotional, Creative, Special Needs, Certification?

4 DOTS each:

- Challenging Curriculum attracting more GIFTED Kids. Measured goals compared to other CBE Programs. Should be from Grade 4 to Grade 12 only. Locations: Same, but only GATE Program in selected Schools.
- Number of Locations: Determined by population need critical mass but also need to encourage teachers to ID and help move students to congregated settings.

2 DOTS each:

- K-12 Campus Style (Only GATE) – North & South or East & West).
- Promoting the GATE Program as an awesome positive to be celebrated and desired.
- Programs should begin at younger Grades.
- Students allowed (encouraged) to seek the limits of their Gifts
- Smaller number of students in the classroom.
- More locations around the City.
- More Funding Dedicated To Assessing Students
- More Assessments for more Students.

5. Outline any efforts by the school board to keep the conversation going with participants and the community at large beyond this particular initiative.

GATE parents and staff were informed about how GATE classes would be offered into the future, based on the input that they provided during the engagement. The CBE meets regularly with the GATE Parent Association to ensure that their needs are understood and addressed. Feedback from participants will be used to evaluate and design future engagements with other stakeholder groups. As parent and stakeholder interest in being part of the decision making process continues to grow, the CBE has been pro-active by engaging stakeholders to help make better and more informed decisions.

Decision Letter

The following letter regarding the results of the GATE Program Review was distributed by school principals at all GATE Schools.

April 13, 2011

Dear Parents/Guardians of Students in the GATE Program:

As you are aware Learning Support, with the assistance of the Community Engagement and Operations Planning (CEOP) Team, undertook an engagement process that invited parents, students, teachers and principals to provide input about GATE programming within the CBE. This process involved two meetings with both parents and CBE staff; a survey, and an open house. Students at the elementary, junior and senior levels were also invited to participate. The following statements outline the key findings from the engagement process. These include the need for:

- ✓ a congregated setting for gifted learners
- ✓ a critical mass of students in a congregated setting
- ✓ teacher expertise and training in giftedness
- ✓ a review of assessment practices for the identification of and programming for gifted learners

These findings have been shared and discussed with the CBE Area Directors, Area System, Principals and Superintendent's Team. The following recommendations were approved by Superintendent's Team on Monday, April 11th. Please note this decision is not tied to budget constraints, but rather reflects the feedback provided by stakeholders through the engagement process.

Most significant of the recommendations is the consolidation of the number of GATE sites to ensure a critical mass of "like-minded" students in each school site. The advantages of this consolidation reflects stakeholder feedback which indicated the need for GATE programs to have a larger cohort of peers; flexibility for the school to organize students for instruction; and the opportunity for teachers to work and plan together. The majority of participants indicated that given the choice of proximity to home and size of program, their preference would be for a robust program. Given this feedback the following decision regarding the location of GATE classes beginning in the fall of 2011 is as follows:

Area I

- ☐ Students currently designated to Ranchlands School will be designated to Hillhurst School.

Area III

- ☐ Students currently designated to Annie Foote School will be designated to Hillhurst School.
- ☐ Students currently designated to Dr. Gordon Higgins School will be designated to Queen Elizabeth School.

Area IV

- ☐ Students currently designated to Elboya School will be designated to Nellie McClung and John Ware schools.

High School

- ☐ Students in all Areas will have the choice of either Queen Elizabeth High School or Henry Wise Wood High School

To further address the key findings gathered through the engagement process, the CBE is committed during the 2011-2012 school to investigate alternative assessment processes for gifted learners and explore effective professional learning experiences specifically for teachers working in the GATE program.

We are in the process of coordinating open houses for students who will be transitioning to their new school sites for the 2011-2012 school year. We were anxious to get this information to you, therefore, a meeting invitation will be sent to you within the next week with the specific dates and times of the school open houses.

Thank you for your input, patience, and support throughout this process. We are confident that these changes will continue to enhance viable and effective programming for gifted learners within the CBE.

APPENDIX I
International Association of Public Participation (IAP2)
Spectrum of Public Participation

IAP2 Spectrum of Public Participation



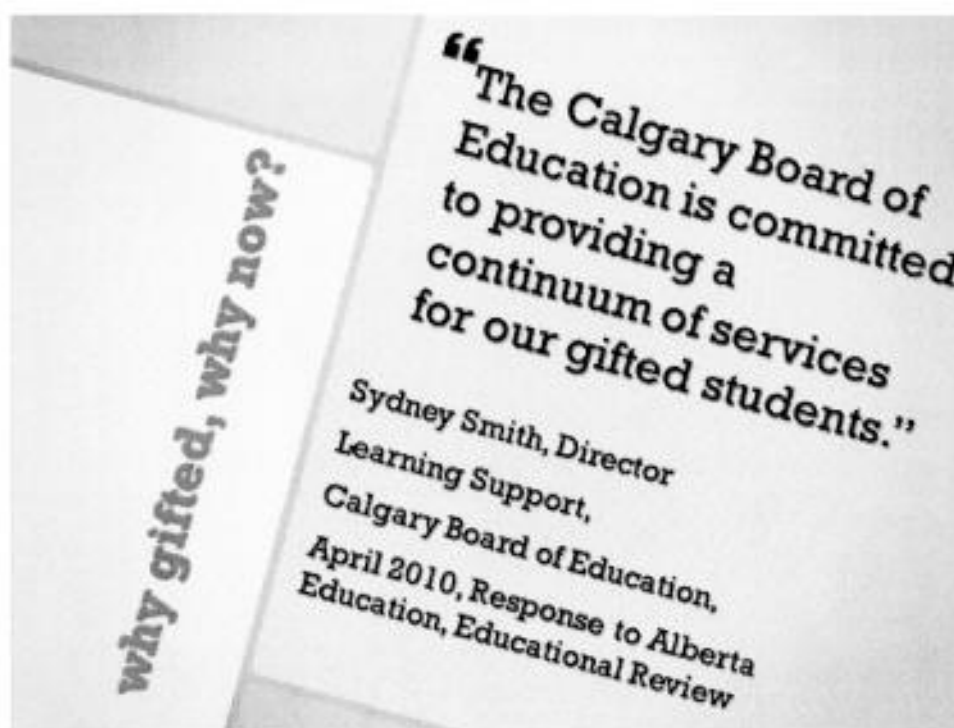
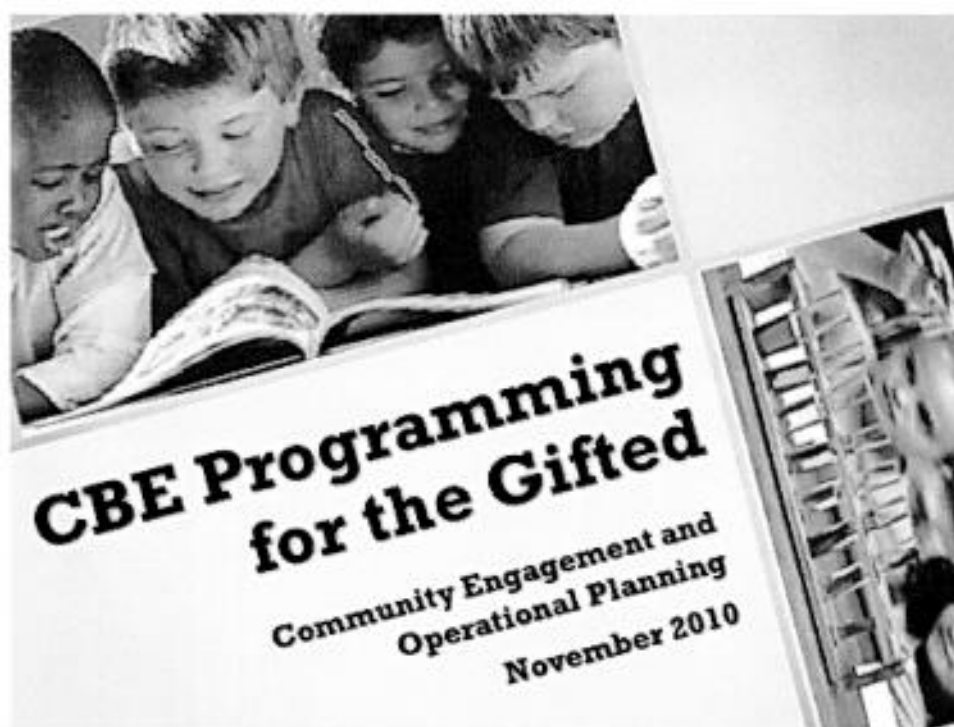
Increasing Level of Public Impact

	Inform	Consult	Involve	Collaborate	Empower
Public participation goal	To provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities and/or solutions.	To obtain public feedback on analysis, alternatives and/or decisions.	To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.	To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.	To place final decision-making in the hands of the public.
Promise to the public	We will keep you informed.	We will keep you informed, listen to and acknowledge concerns and aspirations, and provide feedback on how public input influenced the decision.	We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.	We will look to you for advice and innovation in formulating solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.	We will implement what you decide.
Example techniques	<ul style="list-style-type: none"> ■ Fact sheets ■ Web sites ■ Open houses 	<ul style="list-style-type: none"> ■ Public comment ■ Focus groups ■ Surveys ■ Public meetings 	<ul style="list-style-type: none"> ■ Workshops ■ Deliberative polling 	<ul style="list-style-type: none"> ■ Citizen advisory committees ■ Consensus-building ■ Participatory decision-making 	<ul style="list-style-type: none"> ■ Citizen juries ■ Ballots ■ Delegated decision

© IAP2 International Association for Public Participation

APPENDIX II

GATE Presentation PowerPoint



why gifted, why now?

As part of the Calgary Board of Education mandate of continuous improvement, all programs are reviewed from time to time.

why gifted, why now?

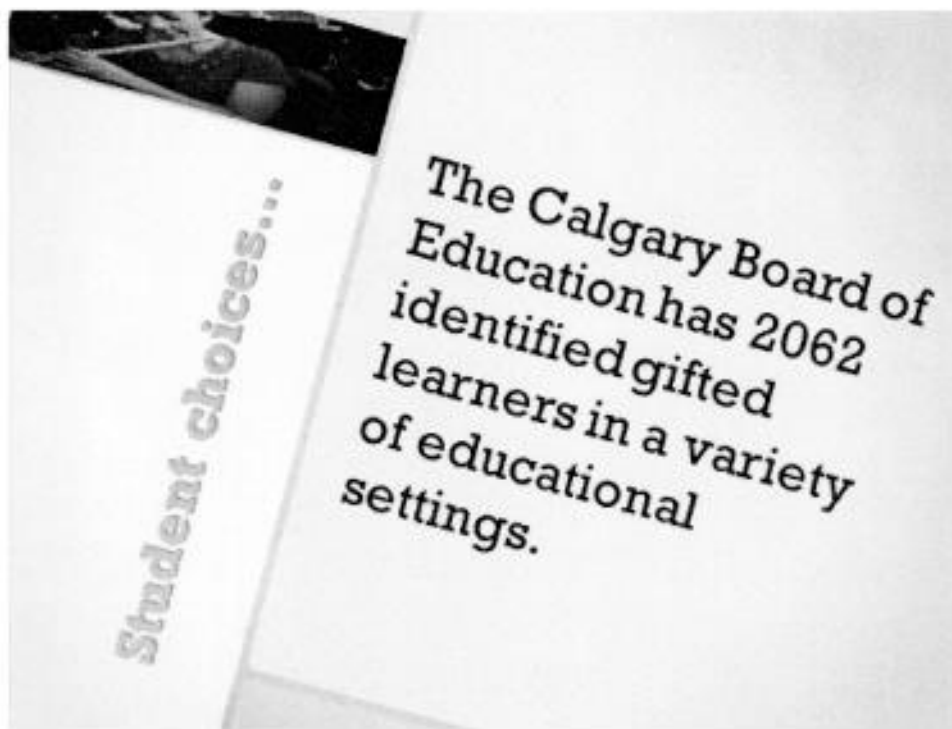
The CBE GATE Special Education congregated classes have been in operation for over 20 years.

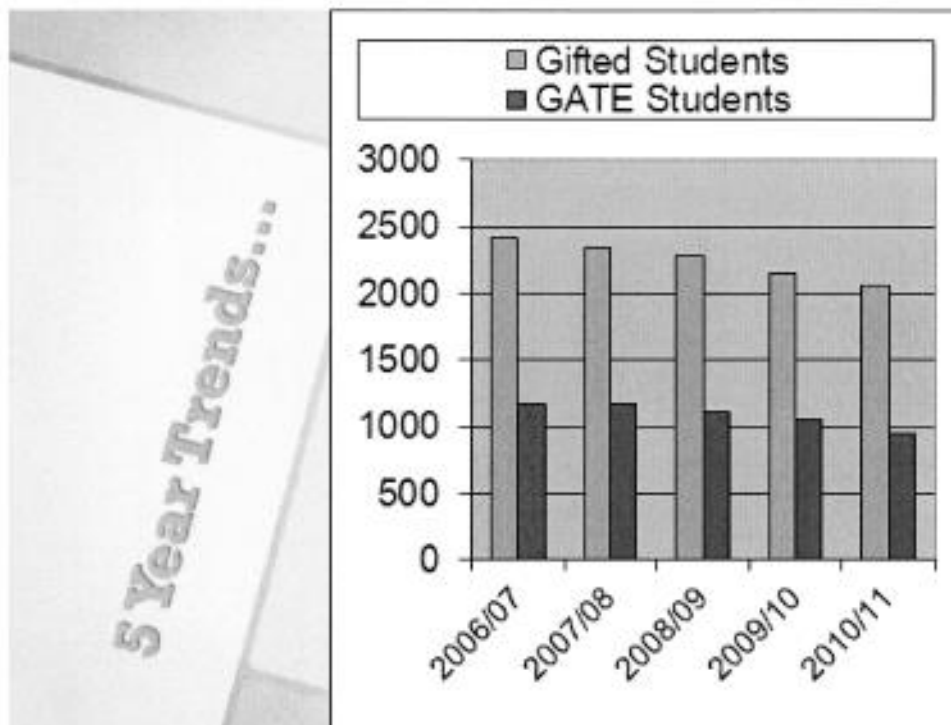
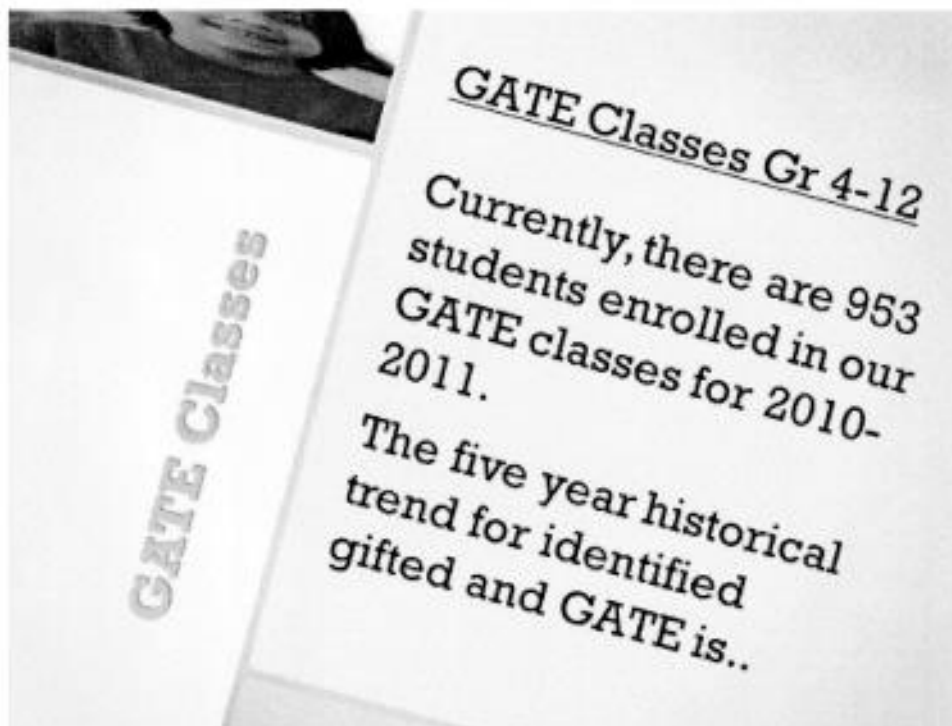
why gifted, why now?

As the City of Calgary has grown and changed, and as new research findings provide new insights, we want to best support our gifted students.

why gifted, why now?

Community engagement is part of that process.







GATE Classes

Elementary	Gr 4	Gr 5	Gr 6	Total
Area 1: Ranchlands	13	19	21	53
Area 2: Hillhurst	10	17	18	45
Area 3: Annie Foote	4	3	3	10
Area 4: Elboya	7	20	12	39
Area 5: Nellie ____ McClung	26	36	41	103
Total	60	95	95	250




GATE Classes

Junior High	Gr 7	Gr 8	Gr 9	Total
Area 2: Qu. Elizabeth	51	53	57	161
Area 3: G. Higgins	6	10	17	33
Area 4: Elboya	15	14	18	47
Area 5: John Ware	49	52	80	181
Total	132	129	161	422



GATE Classes

Senior High	Gr 10	Gr 11	Gr 12	Total
Area 2: Qu Elizabeth	38	45	45	128
Area 3: Forest Lawn	14	8	5	27
Area 5: H.WiseWood	31	52	43	126
Total	83	105	93	281

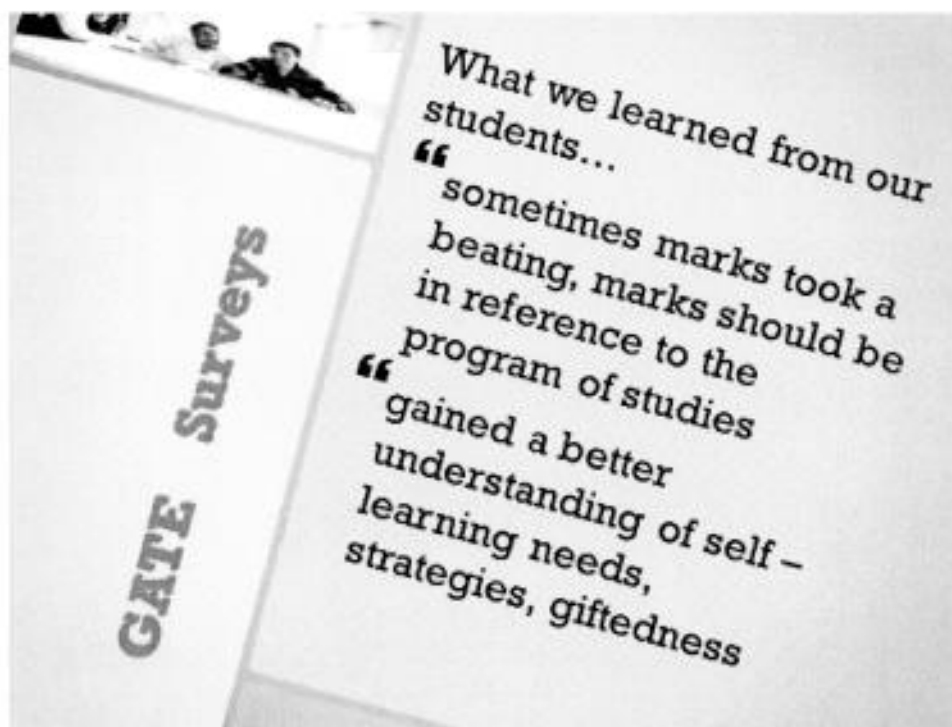
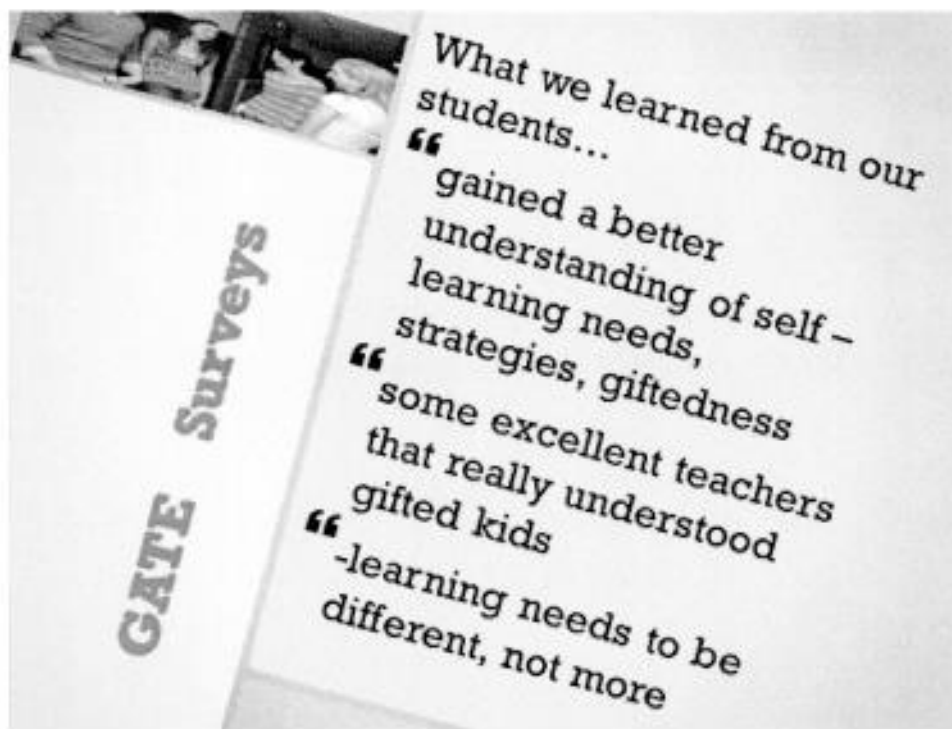


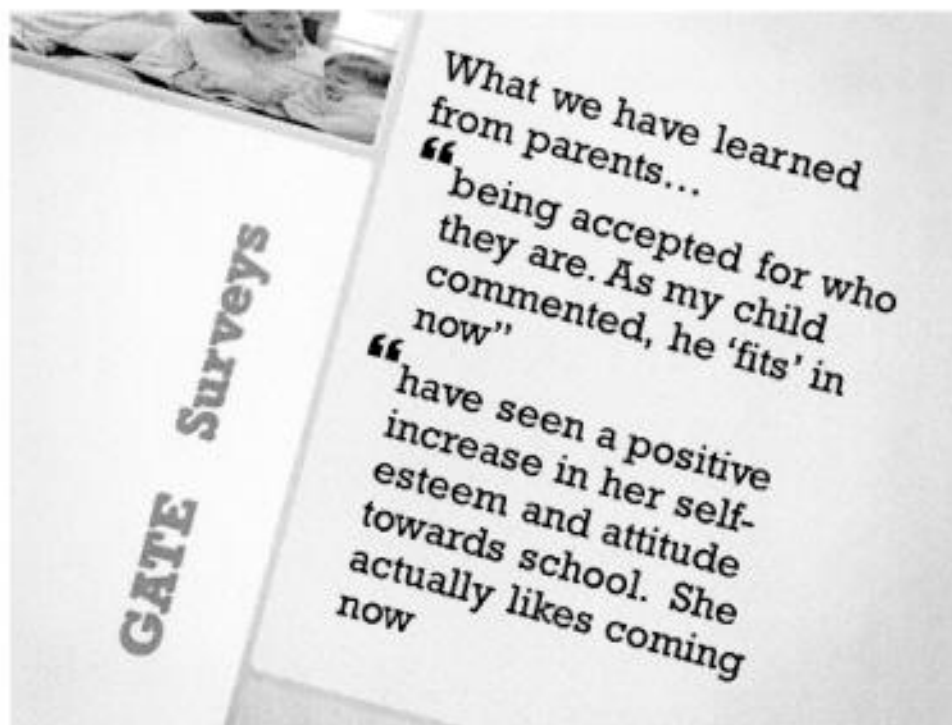
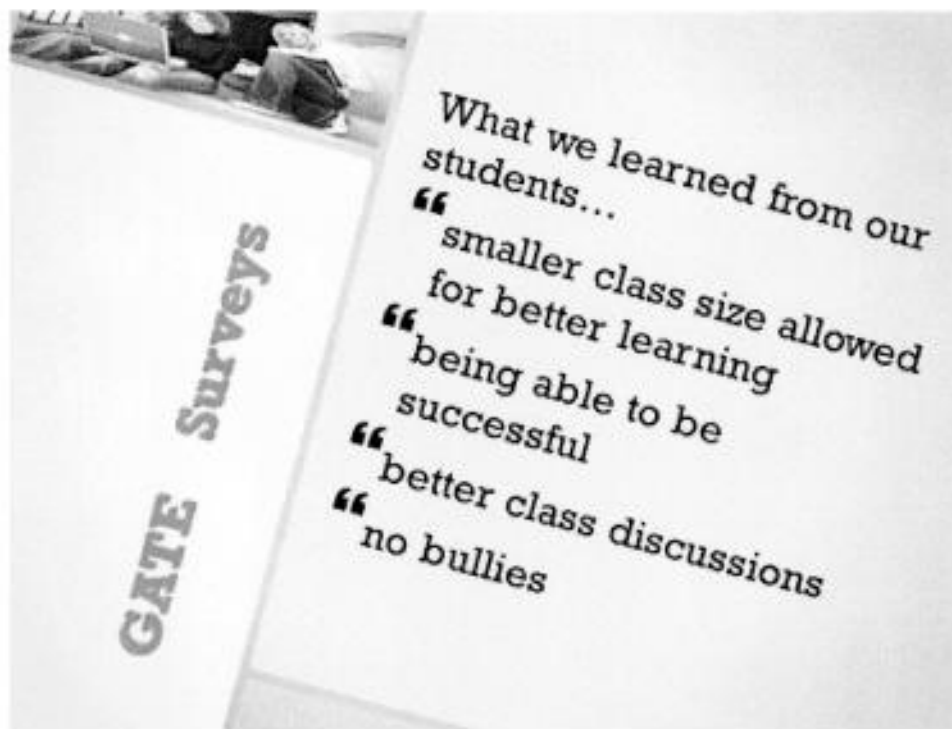
GATE Surveys

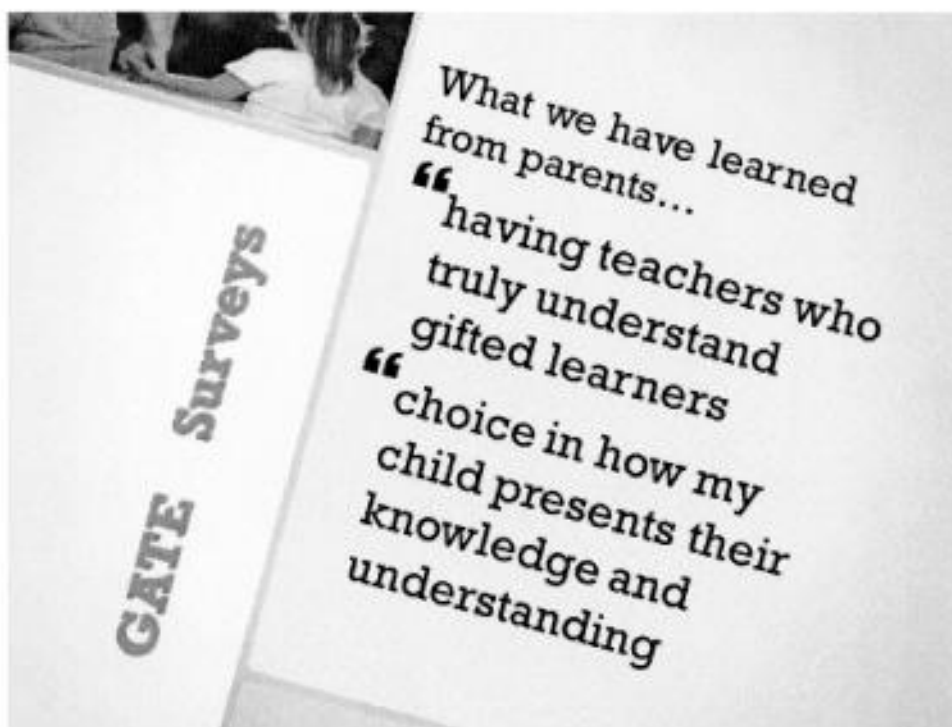
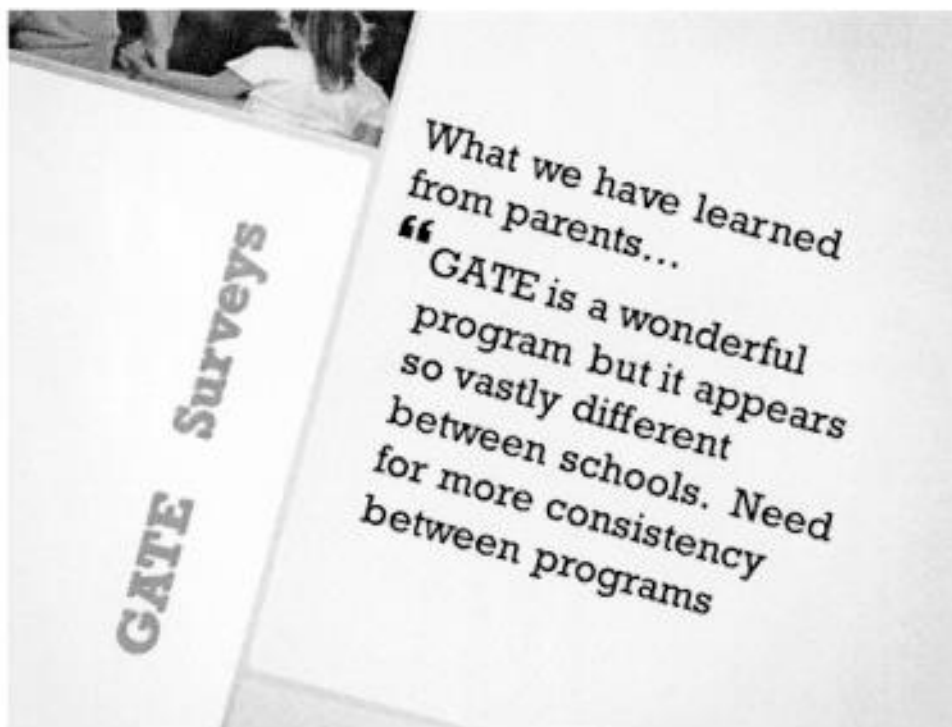
What we learned from our students...

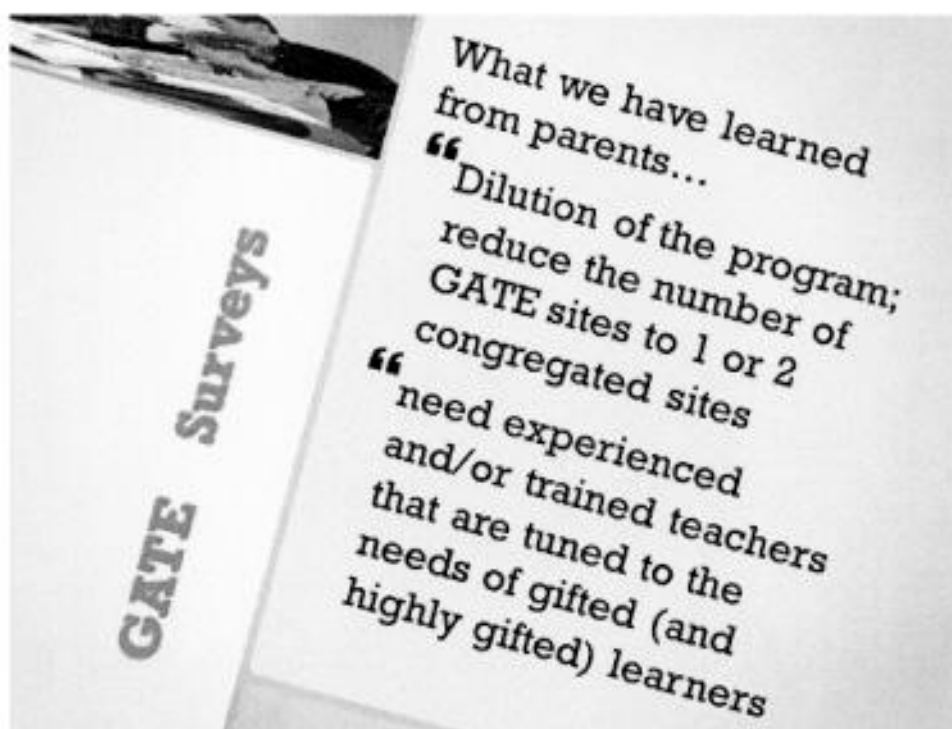
“the significance of a connection with like-minded peers

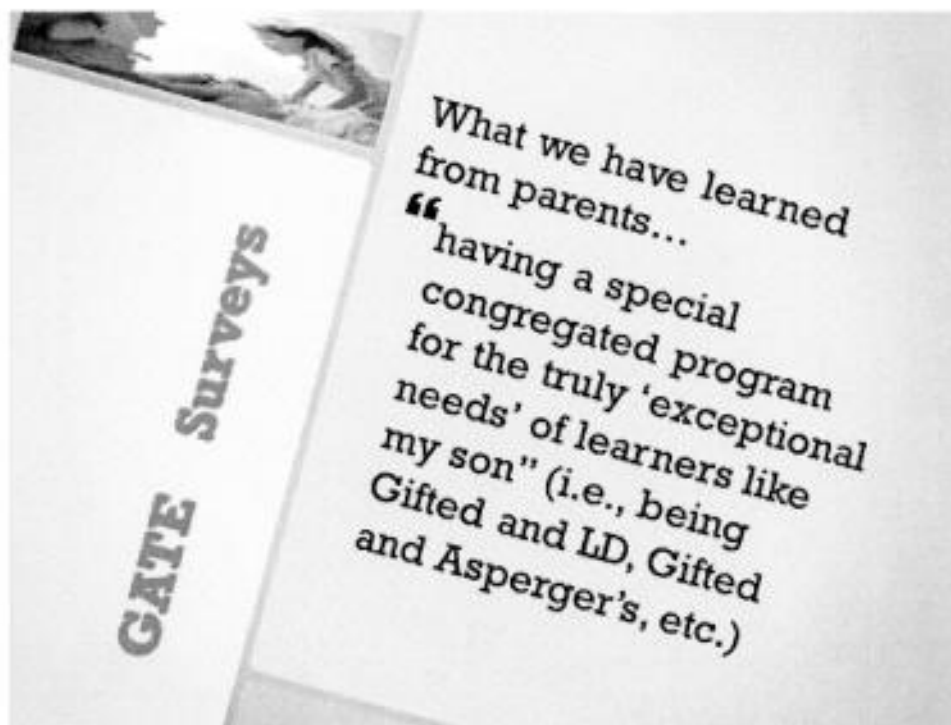
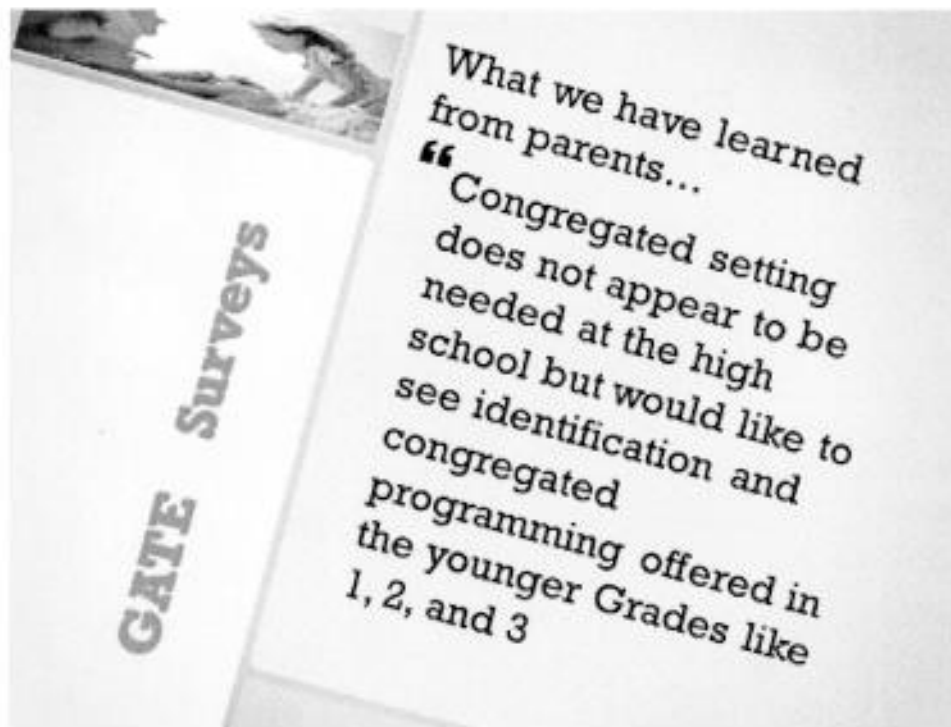
“flexibility around pace (acceleration/less repetition), process (hands on, creativity, individual/group) and product (choice, areas of strength & development

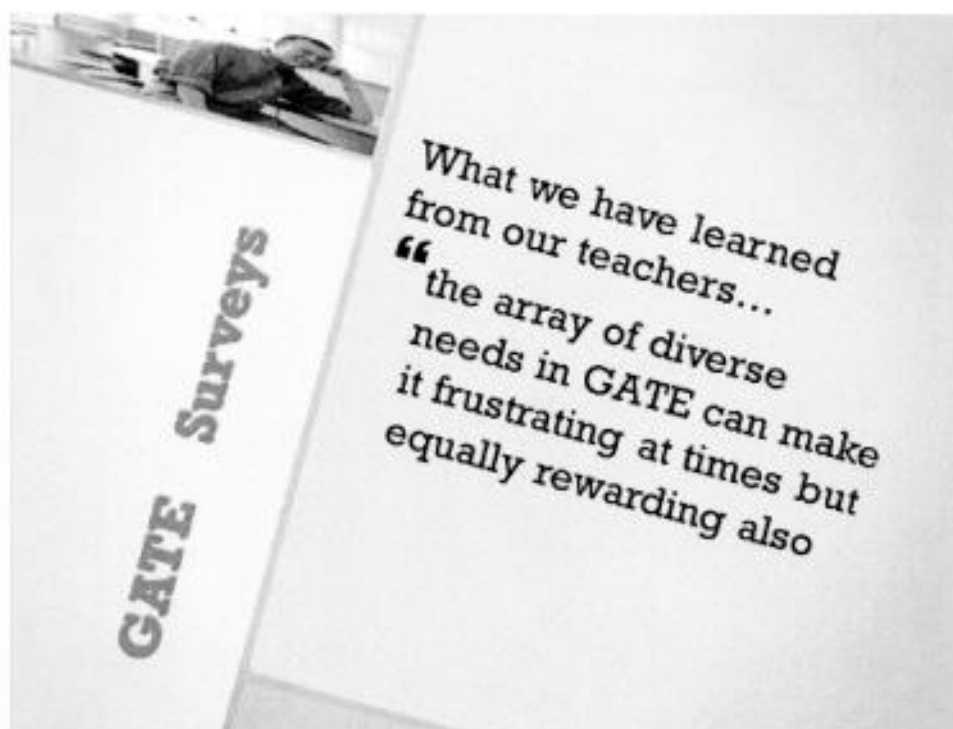
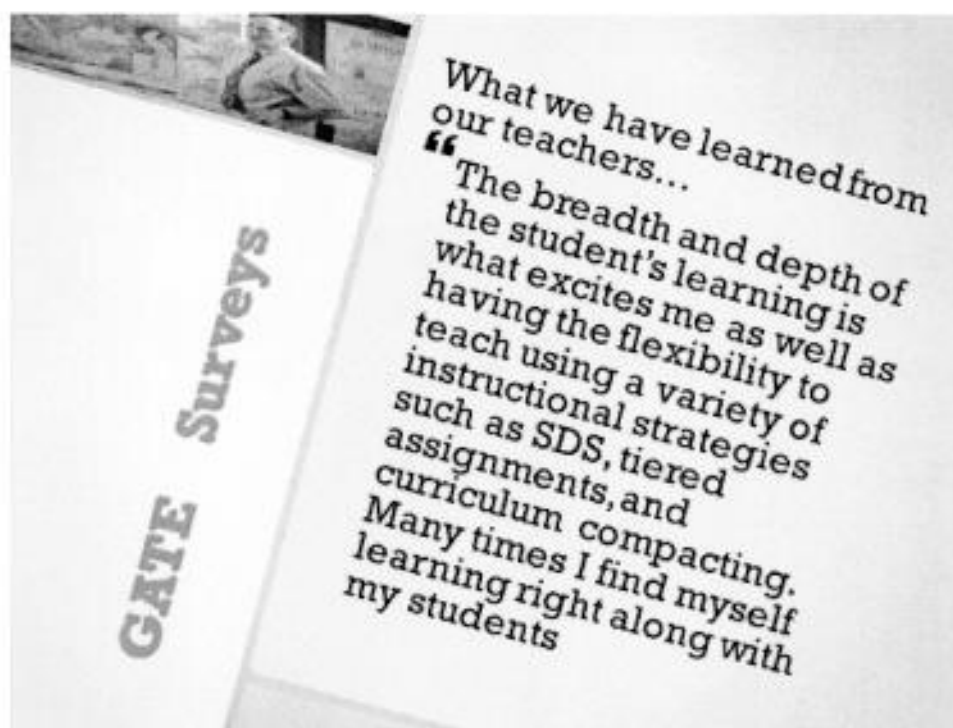


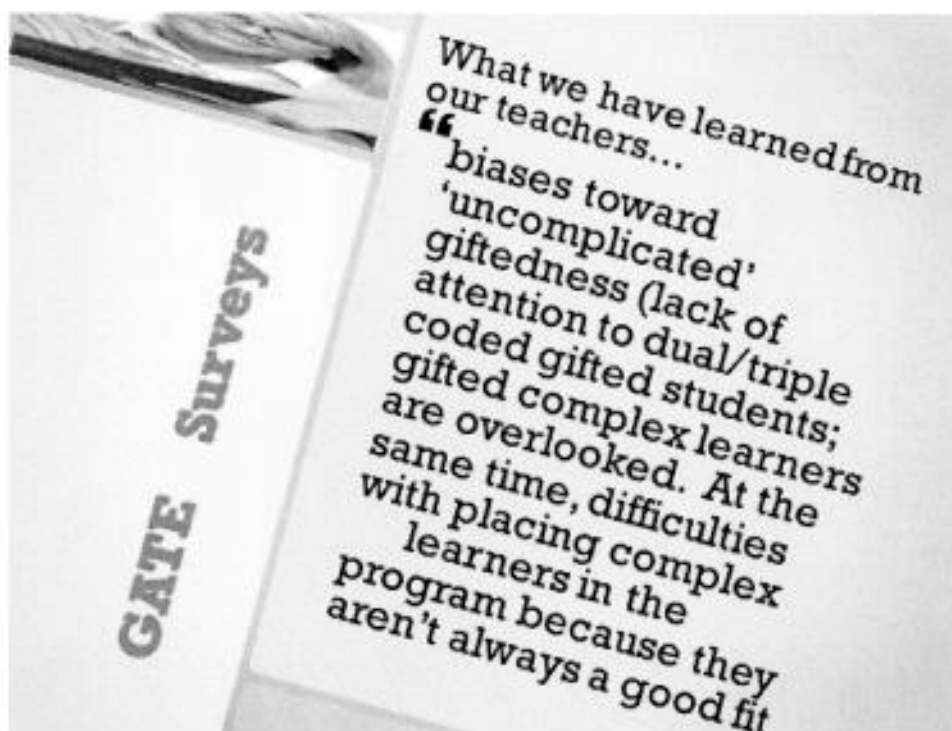


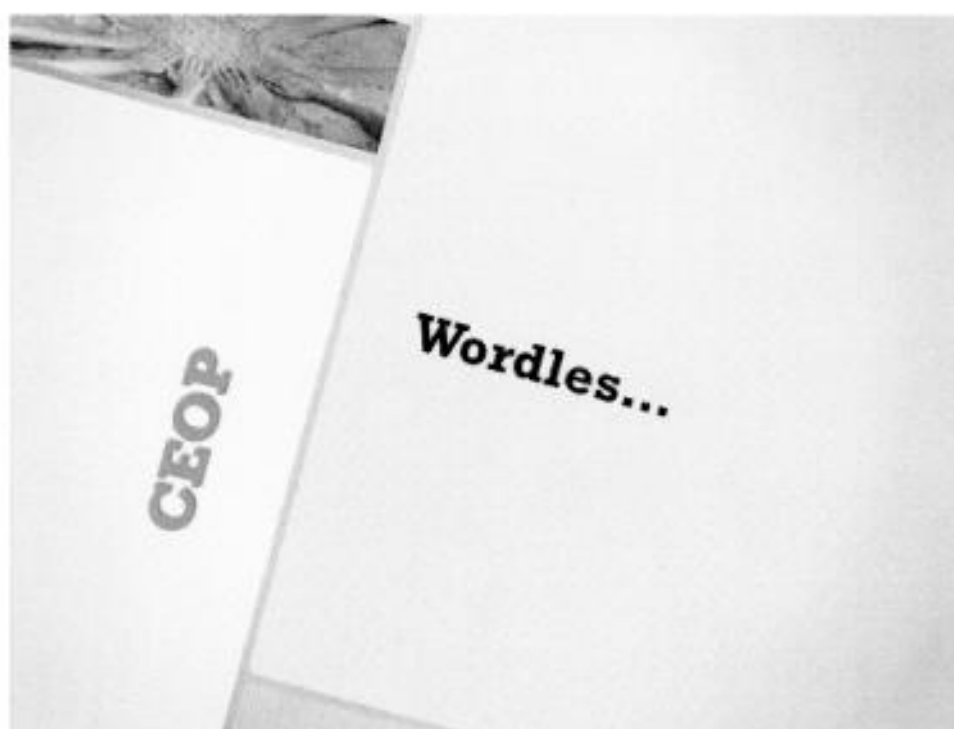


















APPENDIX III

Scenarios

ELEMENTARY Scenario 1

Area(s) of the City	Number of Sites	Grade Level
<ul style="list-style-type: none"> - in all 5 Areas 	<ul style="list-style-type: none"> - 8 elementary sites 	<ul style="list-style-type: none"> - grades 2-6
<p>Class Configuration</p> <ul style="list-style-type: none"> -gifted students would be clustered in a regular classroom (for example, 5 gifted grade 6 students might be included in a classroom with 20 other community students) -additional teacher support would be provided -combination of integration and small group (multiple grade levels) 		
<p>Rationale</p> <ul style="list-style-type: none"> - allows programming for gifted students at a younger age - reducing potential travel time (with the inclusion of younger students, grades 2 and 3, we wanted them closer to their home community) - distribution based on geographic location of students 		
<p>Other Comments</p> <ul style="list-style-type: none"> - alternative assessment would be used to identify younger students for acceptance in the elementary programming - supports for transition planning and formal assessment required for acceptance into the grade 7 programming - system support for alternative assessment to identify gifted elementary students to the program as well as system support for the formal identification at grade 7 -“formal” identification would be required for entry in to grade 7 - teacher education (on-line course required) 		

ELEMENTARY Scenario 2

Area(s) of the City	Number of Sites	Grade Level
<ul style="list-style-type: none"> - 4 quadrants of Calgary, NW, NE, SW, SE 	<ul style="list-style-type: none"> - 4 elementary sites 	<ul style="list-style-type: none"> - grades 4-6
<p>Class Configuration</p> <ul style="list-style-type: none"> - “formally” identified gifted students would be in congregated classes, in a community school - a dedicated teacher would be provided for each class - 16-20 students per class 		
<p>Rationale</p> <ul style="list-style-type: none"> -to provide congregated classes for identified gifted students - allows for larger groupings of gifted students 		
<p>Other Comments</p> <ul style="list-style-type: none"> - system support for assessment of grade 3 students - teacher education (on-line course required) 		

ELEMENTARY Scenario 3

Area(s) of the City	Number of Sites	Grade Level
<ul style="list-style-type: none"> - North/South or East/West 	<ul style="list-style-type: none"> - 2 elementary sites 	<ul style="list-style-type: none"> - grades 4-6
Class Configuration <ul style="list-style-type: none"> -“formally” identified students would be in congregated classes, in a community school -a dedicated teacher would be provided for each class -16-20 students per class -multiple classes per grade 		
Rationale <ul style="list-style-type: none"> -to provide multiple congregated classes for identified students 		
Other Comments <ul style="list-style-type: none"> - system support for assessment of grade 3 students - teacher education (on-line course required) 		

SECONDARY Scenario

Area(s) of the City	Number of Sites	Grade Level
<ul style="list-style-type: none"> - North/South OR East/West - Central 	<ul style="list-style-type: none"> - 2 junior high - 1 senior high 	<ul style="list-style-type: none"> - grades 7-9 - grades 10-12
<p>Class Configuration</p> <ul style="list-style-type: none"> -“formally” identified students would be in congregated classes, in a community school -16-20 students per class -multiple classes per grade 		
<p>Rationale</p> <ul style="list-style-type: none"> -to provide multiple congregated classes for identified students, in each site 		
<p>Other Comments</p> <ul style="list-style-type: none"> - system support for assessment at grade 7 - teacher education (on-line course required) 		

APPENDIX IV

Letter from Presidents (to come)

CALGARY BOARD OF EDUCATION

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

September 6, 2011

To: Board of Trustees

From: Naomi E. Johnson, Chief Superintendent of Schools

Re: **Annual Monitoring Report for Executive Limitation 2: Executive Succession and Backup**

Originator: Naomi E. Johnson, Chief Superintendent of Schools

Resource Person: 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 2: Executive Succession and Backup. The purpose of this report is to provide evaluative information regarding the extent to which the Calgary Board of Education achieved the Chief Superintendent's Reasonable Interpretation of this Executive Limitation (EL).

II. EXECUTIVE LIMITATION 2: EXECUTIVE SUCCESSION AND BACKUP

EL-2 states:

In order to protect the Board of Trustees from sudden loss of Chief Superintendent services, the Chief Superintendent shall have not fewer than two other certificated senior officials who are familiar with Board of Trustees and Chief Superintendent issues and processes and who are capable of assuming Chief Superintendent responsibilities on an emergent basis, should the unexpected need arise.

Further, the Chief Superintendent shall not fail to ensure that such staff are designated to perform the services of the Chief Superintendent in the case of a short-term or prolonged absence, and that the Board of Trustees is advised of the delegation.

III. REASONABLE INTERPRETATION AND RESULTS

Chief Superintendent Interpretation

The Board of Trustees is a democratically elected body that holds in trust the education of students on behalf of the citizens of Calgary. The Chief Superintendent is the Board of Trustees' link to the administrative and operational organization. It is incumbent upon the Chief Superintendent to ensure her office continues to function and her

responsibilities continue to be addressed in the event that she is unavailable or unable to serve. The Chief Superintendent interprets the requirements of EL-2 to address two specific contingencies:

1. The annual designation of appropriate Calgary Board of Education (CBE) superintendents to assume the role of Chief Superintendent for an unanticipated period of time during which the Chief Superintendent is unable to serve and unable to designate a senior official to act in her stead. The unanticipated aspects of an emergent absence on the part of the Chief Superintendent require the naming of more than one superintendent to ensure timely availability of an individual to temporarily assume the role. The Board of Trustees is ultimately responsible for the appointment of an Acting Chief Superintendent.
2. The designation of appropriate CBE superintendents or directors to assume the role of Chief Superintendent during anticipated periods of short-term or prolonged absence.

Therefore, it is necessary to find the following.

Measure 1

2 or more appropriate CBE superintendents were designated to assume the role of the Chief Superintendent on an emergent basis in the 2010-2011 school year.

Rationale

The rationale is explicit from the interpretation.

Result

Yes, three superintendents were designated and this measure was achieved.

Measure 2

Appropriate CBE superintendents and directors were designated to assume the role of the Chief Superintendent for anticipated absences in the 2010-2011 school year.

Rationale

The rationale is explicit from the interpretation.

Result

Yes, coverage was organized for anticipated absences and this measure was achieved.

Measure 3

Notices regarding the designation of superintendent(s) or director(s) in the context of anticipated absences were shared with trustees prior to the absences.

Rationale

It is imperative that senior leaders and trustees are knowledgeable about an assumption of the role of Chief Superintendent in the event of a short-term or prolonged absence. The sharing of this information prior to anticipated absences facilitates continuity of services provided through the Chief Superintendent's role

and provides the time required for necessary re-assignment of the designated person's role responsibilities.

Result

Yes, and this measure was achieved.

Measure 4

100% of superintendents and directors designated within the context of the reasonable interpretation of EL-2 held an Alberta Teaching Certificate and were well-informed regarding the issues, challenges and current direction of the district.

Rationale

Individuals designated by the Chief Superintendent are required to act as the chief executive officer to the Board of Trustees and as the chief education officer of the district, in accordance with the expectations of the Board of Trustees and the provisions of section 113 of the *School Act*.

Result

100%, and this measure was achieved.

All persons designated in the 2010-2011 year held an Alberta Teaching Certificate. The Chief Superintendent contends the persons designated were qualified to provide expert counsel and support; were aware of protocol and processes for interacting with the Board of Trustees, government officials and community members; and were able to supervise the operation of schools and the provision of education programs in the district, as required in her absence.

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 to the Chief Superintendent is in compliance with Executive Limitation 2: Executive Succession and Backup.

This report contains a reasonable interpretation of EL-2 and documented results indicating compliance. As such, I am reporting overall compliance with the reasonable interpretation of this Executive Limitation.



NAOMI E. JOHNSON
CHIEF SUPERINTENDENT OF SCHOOLS

CALGARY BOARD OF EDUCATION

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

SEPTEMBER 6, 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:

- Letter dated June 3, 2011 from the Honourable Dave Hancock, Minister of Education, to Board Chair Pat Cochrane, commending the Board on its 2010 Accountability Pillar results.
- Letter dated June 6, 2011 from Keray Henke, Deputy Minister of Alberta Education, to Board Chair Pat Cochrane, sharing the Minister's decisions for funding of various projects in the CBE.
- Letter dated June 23, 2011 from the Honourable Dave Hancock, Minister of Education, to Board Chair Pat Cochrane, giving approval to CBE to list property with a real estate agent.
- Letter dated July 27, 2011 from the Honourable Dave Hancock, Minister of Education, to Board Chair Pat Cochrane, regarding the CBE's request for boundary changes.
- Email, with attachments, dated June 29, 2011, from Keray Henke, Deputy Minister of Alberta Education, to Board Chairs and Superintendents, regarding Excellence in Teaching Awards semi-finalists and recipients, and their access to funds for professional development.
- Email dated June 30, 2011 from Keray Henke, Deputy Minister of Alberta Education, to Superintendents and Special Education Directors, regarding a delay in decision with respect to Action on Inclusion, 2011/12 Funding to Support Building an Inclusive Education System.
- Email dated August 4, 2011 from the Honourable Dave Hancock, Minister of Education, to Board Chairs of Public, Separate, Francophone and Charter School Boards, regarding the reinstatement of fuel price contingency program.

Respectfully Submitted,

Danielle Doll,
Assistant Corporate Secretary



Office of the Minister



June 3, 2011

Ms. Pat Cochrane
Chair, Board of Trustees
Calgary Board of Education
1221 8 Street SW
Calgary, Alberta
T2R 0L4

Dear Ms. Cochrane:

Alberta has one of the finest education systems in the world. This is a testament to the dedication of our teachers, administrators, support staff and school board trustees who are committed to doing their very best every day. It takes hard work and commitment from everyone to make improvements and achieve high standards in student learning at the jurisdictional level.

The Ministry of Education evaluates how well the education system is performing and meeting the expectations of parents and society. The Accountability Pillar provides assurance to Albertans regarding the ongoing performance of school jurisdictions and the provincial education system.

I would like to take this opportunity to commend your board on its 2010 Accountability Pillar results. I believe it will be with great pleasure that you share the following results with your board:

- *Safe and Caring* is **High** and has **Improved Significantly** with an overall evaluation of **Good**;
- *Program of Studies* is **Very High** and has **Improved Significantly** with an overall evaluation of **Excellent**;
- *Education Quality* is **High** and has **Improved Significantly** with an overall evaluation of **Good**;
- *Drop Out Rate* is **High** and has **Improved Significantly** with an overall evaluation of **Good**;
- *PAT: Acceptable* is **Intermediate** and has **Improved Significantly** with an overall evaluation of **Good**;
- *PAT: Excellence* is **High** and has **Improved** with an overall evaluation of **Good**;
- *Diploma Excellence* is **High** with an overall evaluation of **Good**;
- *Diploma Exam Participation Rate (four+ Exams)* is **High** with an overall evaluation of **Good**;
- *Transition Rate (six year)* is **High** and has **Improved** with an overall evaluation of **Good**;
- *Citizenship* is **High** and has **Improved Significantly** with an overall evaluation of **Good**; and
- *School Improvement* is **High** and has **Improved Significantly** with an overall evaluation of **Good**.

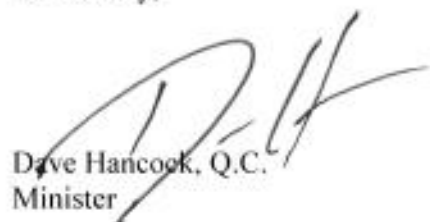
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Alberta

I congratulate your board on these results and for its efforts to support teaching and learning within your jurisdiction. I applaud the intentional focus that the Calgary Board of Education has on the relationship between the student, teacher and content referred to as the "Instructional Core" and the "Data Wise Improvement Process" that involves the effective examination of data and action planning employed by all levels of staff in your system. I am pleased that you are emphasizing the personalization of learning for all students in your jurisdiction by providing a wide variety of programs and supports to meet your diverse student population. In addition, your approach to embedded professional development opportunities for staff within their day-to-day work is a model for sharing best practices in improving teaching and learning.

Thank you for your important contribution to the success of our students.

Yours truly,

A handwritten signature in black ink, appearing to read 'D. Hancock', is written over the printed name and title.

Dave Hancock, Q.C.
Minister

cc: Naomi Johnson, Superintendent, Calgary Board of Education

June 6, 2011

AR68139

Ms. Pat Cochrane
Chair
Calgary Board of Education
515 Macleod Trail SE
Calgary, Alberta
T2G 2L9



Dear Ms. Cochrane:

On behalf of the Honourable Dave Hancock, Minister of Education, I am pleased to advise you of the following funding decisions for your board:

- Approval to rescind the Various Locations project (File No. 14790-R) and reallocate the funding in the amount of \$1,043,057 to the following projects:
 - Approval to transfer funding in the amount of \$829,711 from Various Locations project (File No. 14790-R) toward the R.T. Alderman School's Career and Technology Studies Modernization in Calgary (File No. 18524). The total project cost and provincial support is \$829,711.
 - Approval to transfer funding in the amount of \$46,008 from Various Locations project (File No. 14790-R) toward the Elboya Elementary/Junior High School building analysis in Calgary (File No. 18525). The total project cost and provincial support is \$46,008.
 - Approval to transfer funding in the amount of \$113,855 from Various Locations (File No. 14790-R) toward the Terry Fox Junior High School Career and Technology Studies upgrades project in Calgary (File No. 18526). The total project cost and provincial support is \$113,855.
 - Approval to transfer funding in the amount of \$53,483 from Various Locations project (File No. 14790-R) toward the Lord Shaughnessy High School Career and Technology Centre Construction in Calgary (File No. 18532). The projected total project cost is \$9,053,483, with provincial support from previous projects of \$3,053,483, and no additional funding approval. The Statement of Final Costs must be submitted no later than 24 months after work has been completed for this project.

- Approval to reduce funding in the amount of \$3,000,000 including non-refundable GST, for the 2006/2007 New McKenzie Towne School in Calgary (File No. 17506). The unused funding will be transferred to the Lord Shaughnessy High School Career and Technology Centre Construction project in Calgary (File No. 18532). The revised total project cost and provincial support for the McKenzie Towne project is \$12,885,884. The Statement of Final Costs must be submitted no later than 24 months after work has been completed for this project.

The budget and funding information is attached for your reference. This approval will allow the processing of your Statement of Final Costs and release of the final payments.

Sincerely,



Keray Henke
Deputy Minister
Alberta Education

Attachments:

- 1) Budget and funding information – Various Locations Projects
- 2) Budget and funding information – R.T. Alderman School
- 3) Budget and funding information – Elboya Elementary Junior High School
- 4) Budget and funding information – Terry Fox Junior High School
- 5) Budget and funding information – Lord Shaughnessy High School CTC Construction
- 6) Budget and funding information – McKenzie Towne School

cc: Barry Day, Deputy Minister, Alberta Infrastructure
Naomi Johnson, Chief Superintendent of Schools, Calgary Board of Education

Calgary Board of Education Budget and Funding Information

March 2011

Various Locations Projects, Calgary (1996/1997)
(Rescind)

	<u>DELETE</u>	<u>ADD</u>
File Number	<u>14790-R</u>	<u>14790-R</u>
Project Description	Various Projects	Various Projects
Year Project Approved	1997/1998	1997/1998
Area Supported (m ²)	0.00	
Capacity (students)	0	
Approved Budget		
Building Construction	\$ 993,388	\$ 993,388
Consultants' Fees	\$ -	\$ -
Project Expenses	\$ -	\$ -
Site Expenses	\$ -	\$ -
Furniture and Equipment	\$ -	\$ -
Demolition and Removal	\$ -	\$ -
Subtotal	\$ 993,388	\$ 993,388
Non-refundable GST	\$ 49,669	\$ 49,669
Total Project Cost	\$ 1,043,057	\$ 1,043,057
Unused Funding Transferred to File No. 18524 - RT Alderman School		\$ (829,711)
Unused Funding Transferred to File No. 18525 - Elboya Elem/ Jr. High		\$ (46,008)
Unused Funding Transferred to File No. 18526 - Terry Fox School		\$ (113,855)
Unused Funding Transferred to File No. 185325 - CTC Lord Shaughnessy		\$ (53,483)
Additional Funding Support Required		0

Calgary Board of Education Budget and Funding Information

March 2011

R T Alderman School, Calgary, (2010/2011)
(Final Costs)

File Number	18524
Project Name	R T Alderman CTS Modernization
Project Type	Modernization
Project Description	CTS Modernization

Year Project Approved	2010/2011
-----------------------	-----------

Area Supported (m ²)	
Capacity (students)	n/a

Approved Budget

Building Construction	\$ 662,925
Consultants' Fees	\$ 99,732
Project Expenses	\$ -
Site Expenses	\$ -
Furniture and Equipment	\$ -
CTS	\$ 15,800
Other	\$ 33,507
Subtotal	\$ 811,964
Non-refundable GST	\$ 17,747
Total Project Cost/Total Provincial Support	\$ 829,711
Unused funding transferred from (File No. 14790-R)	\$ (829,711)
Additional Funding Support Required	\$ -

Calgary Board of Education Budget and Funding Information

March 2011

Elboya Elementary Junior High School, Calgary, (2010/2011)
(Final Costs)

File Number	18525
Project Name	Elboya Elementary Junior High
Project Type	Facility Evaluation
Project Description	Elboya Building Analysis
Year Project Approved	2010/2011
Area Supported (m ²)	
Capacity (students)	N/A
Approved Budget	
Building Construction	\$ -
Consultants' Fees	\$ 45,000
Project Expenses	\$ -
Site Expenses	\$ -
Furniture and Equipment	\$ -
CTS	\$ -
Other	\$ -
Subtotal	\$ 45,000
Non-refundable GST	\$ 1,008
Total Project Cost/Total Provincial Support	\$ 46,008
Unused funding transferred from (File No. 14790-R)	\$ (46,008)
Additional Funding Support Required	\$ -

Calgary Board of Education Budget and Funding Information

March 2011

Terry Fox Junior High School, Calgary, (2010/2011)
(Final Costs)

File Number	18526
Project Name	Terry Fox School CTS Upgrade
Project Type	Modernization
Project Description	CTS Upgrade
Year Project Approved	2010/2011
Area Supported (m ²)	
Capacity (students)	n/a
Approved Budget	
Building Construction	\$ 112,459
Consultants' Fees	\$ -
Project Expenses	\$ -
Site Expenses	\$ -
Furniture and Equipment	\$ -
CTS	\$ -
Other	\$ -
Subtotal	\$ 112,459
Non-refundable GST	\$ 1,396
Total Project Cost/Total Provincial Support	\$ 113,855
Unused funding transferred from File No. 14790-R	\$ (113,855)
No Additional Funding Support Required	\$ -

Calgary Board of Education Budget and Funding Information

March 2011

Lord Shaughnessy High School, CTC Construction, Calgary, (2010/2011)
(Revised Budget)

File Number	18532
Project Name	CTC Lord Shaughnessy
Project Type	New Construction
Project Description	New CTC
Year Project Approved	2010/2011
Area Supported (m ²)	N/A
Capacity (students)	N/A
Approved Budget	
Building Construction	\$ 7,063,640
Consultants' Fees	\$ 810,000
Project Expenses	\$ 140,000
Site Expenses	\$ -
Furniture and Equipment	\$ 487,268
CTS	\$ 400,000
Other	\$ -
Subtotal	\$ 8,910,908
Non-refundable GST	\$ 142,575
Total Project Cost	\$ 9,053,483
Less Funds from Restricted Capital Reserve	\$ (1,307,668)
Less Accrued Interest from advances on Capital Projects	\$ (1,092,332)
Less Infrastructure Maintenance and Renewal	\$ (3,600,000)
Total Provincial Support	\$ 3,053,483
Unused funding from McKenzie Towne School (File No. 17506)	\$ (3,000,000)
Unused funding from Various Project (File No. 14790-R)	\$ (53,483)
Additional Funding Required	\$ -

Calgary Board of Education Budget and Funding Information

March 2011

McKenzie Towne School, Calgary, (2006/2007)
(Revised Budget)

	<u>Delete</u>	<u>Add</u>
File Number	<u>17506</u>	<u>17506</u>
Project Name	McKenzie Towne School	McKenzie Towne School
Project Type	New K-4 Elementary School	New K-4 Elementary School
Project Description	New Construction	New Construction
Year Project Approved	2006/2007	2006/2007
Area Supported (m ²)	4670.76	4670.76
Capacity (students)	450	450
Approved Budget		
Building Construction	\$ 13,057,394	\$ 10,113,909
Consultants' Fees	\$ 1,092,914	\$ 1,092,914
Project Expenses	\$ 261,148	\$ 261,148
Site Expenses	\$ -	\$ -
Furniture and Equipment	\$ 1,175,165	\$ 1,175,165
CTS	\$ -	\$ -
Other	\$ -	\$ -
Subtotal	\$ 15,586,621	\$ 12,643,136
Non-refundable GST	\$ 299,263	\$ 242,748
Total Project Cost	\$ 15,885,884	\$ 12,885,884
Less Previous Provincial Support		\$ (15,885,884)
Subtotal		\$ (3,000,000)
Unused Funding transferred to Lord Shaughnessy High School (File No. 18532)		\$ 3,000,000
Additional Funding Required		\$ -



ALBERTA
EDUCATION

Office of the Minister



June 23, 2011

Ms. Pat Cochrane
Chair
Calgary Board of Education
515 Macleod Trail SE
Calgary, Alberta
T2G 2L9



Dear Ms. Cochrane:

Thank you for your May 26, 2011 letter requesting permission to contract a commercial realtor to market the Education Centre property located at 515 Macleod Trail SE in Calgary.

Pursuant to Section 9(8) of the *Disposition of Property Regulation AR181/2010*, I hereby grant approval to Calgary Board of Education (CBE) to list the property with a real estate agent. Please note that in accordance with Section 9(5)(b) of the regulation, once an offer has been received and is deemed reasonable by CBE, the board must seek ministerial approval before accepting it.

I wish your board success in securing an acceptable offer for the Education Centre property.

Yours truly,


 Dave Hancock, Q.C.
Minister

Alberta

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ALBERTA
EDUCATION

Office of the Minister



July 27, 2011

Ms. Pat Cochrane
Chair
Calgary Board of Education
515 Macleod Trail SE
Calgary, Alberta
T2G 2L9

Dear Ms. Cochrane:

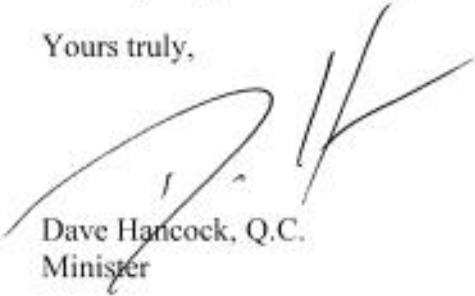
Thank you for your June 23, 2011 letter requesting changes to the Calgary Board of Education's boundaries. I appreciate you keeping my department informed of developments in the annexed areas.

Education staff have reviewed your board's request to add portions of the annexed west lands of the Valley Ridge community. At this time, I concur that it would be in the best interest of the students to remove those lands from Rocky View School Division and add them to Calgary School District and Calgary Roman Catholic Separate School District.

As you know, this request requires a Ministerial Order; this process has begun. Education staff will contact you at a later date, when the order is finalized, keeping in mind that all requests to adjust lands for educational purposes are addressed on a case-by-case basis.

Thank you again for writing.

Yours truly,



Dave Hancock, Q.C.
Minister

cc: Serafino Scarpino
Chair, Calgary Roman Catholic Separate School District

Bruce Pettigrew
Chair, Rocky View School Division

Alberta

9 31

-----Original Message-----

From: Education Deputy Minister [mailto:EducationDeputyMinister@gov.ab.ca]

Sent: Wed 6/29/2011 2:26 PM

Cc: Laurette Setterlund

Subject: 2011 Excellence in Teaching Awards - Professional Development Funds

TO: Board Chairs and Superintendents of Excellence and Teaching Awards Recipients and Semi-Finalists

Congratulations on having 2011 Excellence in Teaching Awards semi-finalists and recipients from your school jurisdiction or authority. I am pleased to advise that teachers and principals who were selected as semi-finalists and award recipients have access to funds up to \$1,500 and \$4,000, respectively, to use for professional development. The semi-finalists and award recipients will require your support to access the funds from Education.

School jurisdictions and private school authorities are responsible for approving a teacher's or principal's professional development activity and for the subsequent reimbursement of expenses. Education will reimburse jurisdictions and authorities for the funds expended upon receipt of an invoice and the completed Excellence in Teaching Awards Expense Claim Form (attached).

In addition to the expense claim form, I have attached information about the professional development funds and expense claim guidelines.

Lists of the 2011 Excellence in Teaching Awards semi-finalists and award recipients who have access to professional development funds are attached. The three teachers who were recipients of the SMART Technologies Innovative Use of Technology Awards do not have access to the funds and are not included in the lists, as they receive a comprehensive technology package.

If you have any questions about the professional development funds, please contact Laurette Setterlund, Assistant Director, Professional Standards, at laurette.setterlund@gov.ab.ca or by phone at 780-422-0611 (toll-free by first dialing 310-0000).

Thank you for your continued support of the Excellence in Teaching Awards Program.

Keray Henke

Deputy Minister

Alberta Education

Attachments:

- 1) 2011 Excellence in Teaching Awards Professional Development Funds Information Sheet

- 2) Excellence in Teaching Awards Expense Claim Form
- 3) 2011 Excellence in Teaching Awards Expense Claim Guidelines
- 4) 2011 Excellence in Teaching Awards Recipient List
- 5) 2011 Excellence in Teaching Awards Semi-finalist List

**2011 EXCELLENCE IN TEACHING AWARDS
PROFESSIONAL DEVELOPMENT FUNDS**

- 2011 Excellence in Teaching Awards (ETA) semi-finalists and award recipients have access to funds in the amounts of \$1,500 and \$4,000 respectively for professional development activities approved by their school jurisdictions or authorities.
- ETA professional development funds can be accessed for any professional development activities approved by the semi-finalists' or award recipients' school jurisdictions or authorities.
- 2011 ETA semi-finalists and recipients have until December 31, 2012 to access their funds.
- ETA professional development funds can only be accessed by ETA semi-finalists and award recipients and are non-transferable.
- ETA professional development funds are not taxable.
- ETA professional development funds may be used to cover the following expenses up to the maximum amounts of \$1,500 for semi-finalists or \$4,000 for award recipients. Detailed itemized receipts are required unless otherwise specified on the expense claim form.
 - Conference Registration
 - Travel (flight, mileage)
 - Accommodation
 - Meals
 - Substitute Costs
 - Other Expenses such as taxi, parking and per diem.
 - Tuition
- Semi-finalists and award recipients are responsible for contacting their school jurisdiction or authority to ensure that they follow local processes with respect to obtaining approval of their professional development activity and submitting of their expense claims.
- School jurisdictions and authorities are responsible for approving the professional development activities selected by semi-finalists and awards recipients and the subsequent reimbursement of their expenses.
- School jurisdictions and authorities are responsible for completing the expense claim forms provided to them and submitting them along with a covering invoice to Alberta Education for reimbursement.

**Excellence in Teaching Awards Expense Claim Form
Professional Development Funds**

Alberta Education
Branch: Professional Standards

The personal information collected on this form is pursuant to section 320 of the freedom of Information and Protection of Privacy (FOIP) Act and will be used for the handling & processing of your expense claim and issuance of the appropriate related funds. SIN required for Honoraria Payments.

Pay to:
Jurisdiction: _____
Address: _____

Jurisdiction contact: _____ Phone: _____

Jurisdiction Invoice # _____

Re:
Teacher Name: _____
P.D. Conference: _____
Location: _____

Recipient ☐ Semi-finalist ☐
Offered by: _____

Depart date: _____ Time: _____ Return date: _____ time: _____

Expenses:

Conference registration/tuition fees (attach receipt with proof of payment) \$ _____

Travel:
Private vehicle (kms) _____ @ \$ _____ \$ _____
Air/Bus (attach receipt, itinerary and boarding passes) \$ _____

Substitute costs: _____ days @ \$ _____ /day \$ _____

Accommodation:
Hotel (attach hotel receipt) \$ _____
Private residence _____ days \$ _____

Meals:
Breakfasts: _____ @ _____ \$ _____
Lunches: _____ @ _____ \$ _____
Dinners: _____ @ _____ \$ _____

Total Meals: \$ _____

Other expenses (explain and attach receipts for expenses such as taxi, parking)
_____ @ _____ \$ _____
_____ @ _____ \$ _____
_____ @ _____ \$ _____
Per Diem _____ @ _____ \$ _____

Total Other Expenses: \$ _____

TOTAL EXPENSES \$ _____

I hereby certify that these expenditures were incurred to attend a Professional Development Activity

Signature of Award recipient _____ Date _____

Government Coordinator Signature _____ Date _____

Signature of Jurisdiction Signing Authority _____ Date _____

Government Expenditure Officer Signature _____ Date _____

Finance Use Only				Project name: ETA-PD Awards			
Invoice ID	Date		Vendor#		Voucher#		
Amount	B.U.	Account	Fund	Dept ID	Program	Tax	Gross Amount
	050A	558070	01	8058	03526		

Please mail completed form to: Professional Standards, 2nd Floor, 44 Capital Boulevard Building, 10044
108 Street, Edmonton, Alberta T5J 5E6

**2011 EXCELLENCE IN TEACHING AWARDS
PROFESSIONAL DEVELOPMENT FUNDS**

EXPENSE CLAIM GUIDELINES
(based on current government rates)

DEPARTURE/RETURN

IMPORTANT! The Date and Time of departure and return is required.

CONFERENCE FEES

Registration fees for conference; receipt of actual cost is required, including a proof of payment.

ACCOMMODATION ALLOWANCES

Lodging at hotel/motel per day	\$Actual cost (+ taxes)
▪ Actual accommodation costs; receipt required - (attach receipts indicating a zero balance)	
Lodging allowances other than a hotel/motel per night	\$20.15

MEAL ALLOWANCES (without receipts)

Breakfast (departure time is 7:30 am or earlier or return time is 7:30 am or later)	\$ 9.20
Lunch (departure time is 1:00 pm or earlier or return time is 1:00 pm or later)	\$11.60
Dinner (departure time is 6:30 pm or earlier or return time is 6:30 pm or later)	\$20.75

(includes gratuity and GST)

MEAL ALLOWANCES (with receipts)

Meal allowance should be reasonable. Alcoholic beverages are not covered. Gratuity should not exceed 15%

NOTE: Detailed meal receipts are required – if no detailed receipt is attached –claims will automatically be adjusted to the allowable meal allowance without receipt (above amounts).

TRANSPORTATION

Taxi fares (without receipt)	\$12.75
Personal automobile per kilometer	\$0.505
Parking Charges (without receipt)	\$12.75

NOTE: Must provide **receipts** and **boarding passes** for all airline flights

PER DIEM

Each 24-hour period of travel (in Canada)	\$7.35
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TELEPHONE CALLS

For every 24 hours you are away, you can claim 1 personal call. This must be reasonable such as \$5.00 or a 5 minute call. When claiming calls, circle the call on the receipt and indicate if was a business or personal call.

Please mail completed expense claims along with a covering invoice to:
Professional Standards, 2nd Floor, 44 Capital Boulevard Building, 10044 108 Street,
Edmonton, Alberta T5J 5E6

2011 Excellence in Teaching Awards Semi-Finalist Information

Semi-Finalist Name	School Name	Jurisdiction
Howard Ruttan	Rochester School	Aspen View Regional Division No. 19
Nicole Lisafeld	Bishop McNally High School	Calgary Roman Catholic Separate School District No. 1
Dorothy Voytechek	John Costello Catholic School	Calgary Roman Catholic Separate School District No. 1
Kim Wallace	St. Henry Elementary School	Calgary Roman Catholic Separate School District No. 1
Kevin McGregor	St. Timothy Junior / Senior High School	Calgary Roman Catholic Separate School District No. 1
Anne Cunningham	Belfast School	Calgary School District No. 19
Emily Wong	Bowness High School	Calgary School District No. 19
Minaz Janmohamed	Centennial High School	Calgary School District No. 19
Conard Hales	Central Memorial High School	Calgary School District No. 19
Paul Mulloy	Central Memorial High School	Calgary School District No. 19
Phillip Field	Colonel Sanders School	Calgary School District No. 19
Antigone Kollias	Glenbrook School	Calgary School District No. 19
Ann Gardner	Henry Wise Wood High School	Calgary School District No. 19
Lisa Element	James Fowler High School	Calgary School District No. 19
Adina Belseth	MidSun School	Calgary School District No. 19
Nadine Blum	MidSun School	Calgary School District No. 19
Frances Radsma	Varsity Acres School	Calgary School District No. 19
Marc Fortin	Western Canada High School	Calgary School District No. 19
Robert Nixon	Western Canada High School	Calgary School District No. 19
Jane Atkins	École Olds Elementary School	Chinook's Edge School Division No. 73
Teri Patterson	Spruce View School	Chinook's Edge School Division No. 73
Wayne Lorenz	Good Shepherd School	Christ the Redeemer Catholic Separate Regional Division No. 3
Janice Barton	École J.H. Picard Catholic School	Edmonton Catholic Separate School District No. 7
Melinda Stevens	École Our Lady of The Prairies School	Edmonton Catholic Separate School District No. 7
Catherine Bawol	Louis St. Laurent Catholic High School	Edmonton Catholic Separate School District No. 7
Tannis Niziol	Louis St. Laurent Catholic High School	Edmonton Catholic Separate School District No. 7
Vern Slipetz	Louis St. Laurent Catholic High School	Edmonton Catholic Separate School District No. 7
Donna Smarsh	St. Joseph Catholic High School	Edmonton Catholic Separate School District No. 7
Sarah Platero	St. Maria Goretti Catholic School	Edmonton Catholic Separate School District No. 7

2011 Excellence in Teaching Awards Semi-Finalist Information

Semi-Finalist Name	School Name	Jurisdiction
Alicia Fenton	St. Timothy Catholic Elementary School	Edmonton Catholic Separate School District No. 7
Jill McNamee	St. Vincent Elementary School	Edmonton Catholic Separate School District No. 7
Julie Johnson	A. Blair McPherson School	Edmonton School District No. 7
Denise Canning	Academy at King Edward School	Edmonton School District No. 7
Norma Hartley	Aspen Program	Edmonton School District No. 7
Crystal Sinclair	Bannerman School	Edmonton School District No. 7
Lisa Nachtigal	Crawford Plains School	Edmonton School District No. 7
Martina Plumb	Forest Heights School	Edmonton School District No. 7
Karen Linden	Greenfield School	Edmonton School District No. 7
Bonnie Baird	Hillcrest School	Edmonton School District No. 7
Christopher Postle	Jasper Place High School	Edmonton School District No. 7
Melissa Yong	Jasper Place High School	Edmonton School District No. 7
Shelley Kofluk	M.E. LaZerte School	Edmonton School District No. 7
Susan Meunier	M.E. LaZerte School	Edmonton School District No. 7
Erin Niawchuk	M.E. LaZerte School	Edmonton School District No. 7
Heather Parrish	M.E. LaZerte School	Edmonton School District No. 7
Pamela Schmunk	M.E. LaZerte School	Edmonton School District No. 7
Brent Ransom	Old Scona Academic School	Edmonton School District No. 7
Judy Toews	Prince Charles School	Edmonton School District No. 7
Holly Macdonald	Ross Sheppard School	Edmonton School District No. 7
Mike Tachynski	Ross Sheppard School	Edmonton School District No. 7
Tamera Murray	Rosslyn School	Edmonton School District No. 7
Rhonda Tollefson	Spruce Avenue School	Edmonton School District No. 7
Karen Rosborough	Strathcona School	Edmonton School District No. 7
Noreen Baker	W.P. Wagner School	Edmonton School District No. 7
Darryl MacKinnon	W.P. Wagner School	Edmonton School District No. 7
Stefany Shinbine	W.P. Wagner School	Edmonton School District No. 7
Heather Summers	Windsor Park School	Edmonton School District No. 7
Sharon Mittelsteadt	Madonna Catholic School	Elk Island Catholic Separate Regional Division No. 41

2011 Excellence in Teaching Awards Semi-Finalist Information

Semi-Finalist Name	School Name	Jurisdiction
Cindy Talaga	École Élémentaire Ardrossan Elementary School	Elk Island Public Schools Regional Division No. 14
Brenda Lochtie	Glen Allan Elementary	Elk Island Public Schools Regional Division No. 14
Marnie Ferguson	Lakeland Ridge School	Elk Island Public Schools Regional Division No. 14
Diane Campbell	Salisbury Composite High School	Elk Island Public Schools Regional Division No. 14
Fay Mascher	Cayley School	Foothills School Division No. 38
Lauren Frandle	Dr. Morris Gibson School	Foothills School Division No. 38
Laurita Muir	Turner Valley School	Foothills School Division No. 38
Peggy Rainville	Fort McMurray Composite High School	Fort McMurray Public School District No. 2833
Sarah Scott	Father Patrick Mercredi Community High School	Fort McMurray Roman Catholic Separate School District No. 32
Kimberly MacLeod	Rainbow Lake School	Fort Vermilion School Division No. 52
Leann Miller	Spirit of the North Community School	Fort Vermilion School Division No. 52
Christina MacKinnon	École Georges P. Vanier	Greater St. Albert Catholic Regional Division No. 29
Gilmour Farley	Hays School	Horizon School Division No. 67
Crystal Carver	W.R. Myers High School	Horizon School Division No. 67
Maxine Schnoor	W.R. Myers High School	Horizon School Division No. 67
Kathy Mundell	G.S. Lakie Middle School	Lethbridge School District No. 51
Annette Graf	St. Louis School	Medicine Hat Catholic Separate Regional Division No. 20
Rosa Capozzi	Norwood Child & Family Resource Centre	Norwood Child & Family Resource Centre
Lisa Furukawa	Coalhurst Elementary School	Palliser Regional School Division No. 26
Marlene Denet	Woodhaven Middle School	Parkland School Division No. 70
Donna Nicholls	Woodhaven Middle School	Parkland School Division No. 70
Holly Crumpton	Peace River High School	Peace River School Division No. 10
Corina Bussard	Holy Family School	Red Deer Catholic Regional Division No. 39
Lynnsey Tetreau	Holy Family School	Red Deer Catholic Regional Division No. 39
Jacqueline Weddell	Holy Family School	Red Deer Catholic Regional Division No. 39
Joan Schmidt	Maryview School	Red Deer Catholic Regional Division No. 39
Pamela Maloughney	St. Elizabeth Seton School	Red Deer Catholic Regional Division No. 39

2011 Excellence in Teaching Awards Semi-Finalist Information

Semi-Finalist Name	School Name	Jurisdiction
Cathy Cameron	St. Patrick's Community School	Red Deer Catholic Regional Division No. 39
Fergus Lynch	St. Patrick's Community School	Red Deer Catholic Regional Division No. 39
Maria Sacha	St. Patrick's Community School	Red Deer Catholic Regional Division No. 39
Deborah Doyle	Annie L. Gaetz Elementary School	Red Deer Public School District No. 104
Colleen Favre	Central Middle School	Red Deer Public School District No. 104
Jennifer Mann	École Secondaire Lindsay Thurber Comprehensive High School	Red Deer Public School District No. 104
Adam Milner	Hunting Hills High School	Red Deer Public School District No. 104
Andrew Sibley	Bearspaw School	Rocky View School Division No. 41
Scott Bloxham	Bert Church High School	Rocky View School Division No. 41
Tobey Daniels	Crossfield Elementary School	Rocky View School Division No. 41
Michelle Muncaster	Crossfield Elementary School	Rocky View School Division No. 41
Barbara Gerst	École Elbow Valley Elementary School	Rocky View School Division No. 41
Luke Sandham	Muriel Clayton Middle School	Rocky View School Division No. 41
Jan Laubman	Nose Creek Elementary School	Rocky View School Division No. 41
Duncan Knoll	Elmer S. Gish School	St. Albert Protestant Separate School District No. 6
Amanda Saïpe	Elmer S. Gish School	St. Albert Protestant Separate School District No. 6
Natasha Raad	Sir Alexander Mackenzie School	St. Albert Protestant Separate School District No. 6
Raili Woollam	Wild Rose Elementary School	St. Albert Protestant Separate School District No. 6
Jennifer Bruinsma	Camilla School	Sturgeon School Division No. 24
Elaine Chan	The Chinese Academy	The Chinese Academy Foundation
Anne Konynenbelt	Immanuel Christian High School	The Society for Christian Education in Southern Alberta
Cindy Mumert	Valhalla Community School	Valhalla School Foundation
Leanne Shirtliffe	Webber Academy	Webber Academy Foundation
Martha Faulkner	Westmount Charter School	Westmount Charter School Society
Sandy Miller	Westmount Charter School	Westmount Charter School Society
Candice Elliot	Clear Vista School	Wetaskiwin Regional Division No. 11
Shelly Cloke	Evergreen Elementary School	Wild Rose School Division No. 66

2011 Excellence in Teaching Awards Recipient Information

Recipient Name	School Name	Jurisdiction
Sarah Rogers	Dr. E.P. Scarlett High School	Calgary School District No. 19
Dan Grassick	Rideau Park School	Calgary School District No. 19
Lori Hogue	William Aberhart High School	Calgary School District No. 19
Sarah Kolberg	St. Clement Catholic Elementary / Junior High School	Edmonton Catholic Separate School District No. 7
Nicholas Riemann	A. Blair McPherson School	Edmonton School District No. 7
Kyril Mueller	Greenfield School	Edmonton School District No. 7
Corrie Yusypchuk	Harry Ainlay School	Edmonton School District No. 7
Mary Ann Dobson	J. Percy Page School	Edmonton School District No. 7
Brad Kaminsky	M.E. LaZerte School	Edmonton School District No. 7
Charles Gachnang	Rosslyn School	Edmonton School District No. 7
Dan Hird	Drumheller Valley Secondary School	Golden Hills School Division No. 75
Rick Gilson	Grande Prairie Composite High School	Grande Prairie School District No. 2357
Mélanie Vidal	École Notre-Dame des Vallées	Greater Southern Separate Catholic Francophone Education Region No. 4
Angela Mueller	Our Lady of the Rosary School	Red Deer Catholic Regional Division No. 39
Jillean Labonte	St. Patrick's Community School	Red Deer Catholic Regional Division No. 39
Adrian Paolinelli	St. Patrick's Community School	Red Deer Catholic Regional Division No. 39
Grace Page	Joseph Welsh Elementary School	Red Deer Public School District No. 104
Terry Lakey	Joseph Welsh Elementary School	Red Deer Public School District No. 104
Glyn Hughes	George McDougall High School	Rocky View School Division No. 41
Carolyn Hunter	Elmer S. Gish School	St. Albert Protestant Separate School District No. 6

-----Original Message-----

From: Education Deputy Minister [mailto:EducationDeputyMinister@gov.ab.ca]

Sent: Thu 6/30/2011 3:18 PM

To: Undisclosed recipients

Subject: Delay in decision - Action on Inclusion - 2011/12 Funding to Support Building an Inclusive Education System

TO: All Superintendents and Special Education Directors of Public, Separate and Francophone Jurisdictions and Charter Schools

Principals, Private Schools

Executive Directors of Stakeholder Associations:

ASBA (Alberta School Boards Association)

ASBOA (Association of School Business Officials of Alberta)

ASCA (Alberta School Councils' Association)

ATA (Alberta Teachers' Association)

AAPCS (Association of Alberta Public Charter Schools)

AISCA (Association of Independent Schools & Colleges in Alberta)

CASS (College of Alberta School Superintendents)

Federation des conseils scolaires francophones de l'Alberta

Federation des parents francophones de l'Alberta

During the June 13, 2011 teleconference, I committed to communicating a decision on the funding allocation to support building an inclusive education system today. Unfortunately, I must delay the communication until next week.

On Monday, successful change agents can expect to receive notice of their role through a telephone call to the identified contact on the expression of interest submission.

These calls will be followed by one e-mail to all public, separate, Francophone and Charter School jurisdictions to identify the change agents and by separate and individual e-mails from School Finance Branch to all those who submitted an expression of interest to identify their portion of the funding allocation.

I apologize for the inconvenience and look forward to sharing more information shortly.

Keray Henke

Deputy Minister

Alberta Education

cc : Board Chairs of Public, Separate and Francophone Jurisdictions and Charter Schools

Presidents of Stakeholder Associations

ASBA (Alberta School Boards Association)

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ASCA (Alberta School Councils' Association)

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CASS (College of Alberta School Superintendents)

Federation des conseils scolaires francophones de l'Alberta

Federation des parents francophones de l'Alberta

From: Education Deputy Minister [mailto:EducationDeputyMinister@gov.ab.ca]

Sent: Mon 04/07/2011 2:54 PM

To: Undisclosed recipients

Subject: Action on Inclusion - 2011/12 Funding to Support Building an Inclusive Education System

TO: All Superintendents and Special Education Directors of Public, Separate and Francophone Jurisdictions and Charter Schools

Executive Directors of Stakeholder Associations:

ASBA (Alberta School Boards Association)

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Federation des parents francophones de l'Alberta

In response to the call for expressions of interest to support change in practice related to inclusive education, the department received 48 expressions of interest in the change agent category and 22 for capacity building.

Change agent submissions provided a breadth and depth of examples that truly demonstrate that school authorities are making changes that support the move to an inclusive education system. I was particularly encouraged by the detail included in the expressions of interest and commend you for your commitment, thought and responsiveness within the short timelines.

The jurisdictions identified as change agents were the best situated, on the continuum, to be the ones who can lead the change we envision. Successful change agents were able to clearly articulate and support the vision for an inclusive education system, identified change of practice that has impact in classrooms, showed engagement of the Board, Superintendent and senior leadership team in change leadership and provided examples of exemplary practice in multiple areas. In addition, the successful change agents were able to demonstrate readiness for change through solid capacity building examples and out-of-the-box thinking. All were creative, took risks and used the resources available to them within current constructs to effect change that aligned with an attitudinal shift.

It is exactly this type of leadership that will support us all as we adopt inclusive practice more broadly.

The successful change agents represent the breadth of school jurisdictions in the province and include metro, urban, semi-urban and rural, the north, central and south and public and separate school divisions.

Successful change agents have been contacted and advised of the decision. If you have not been contacted, your capacity building category has been noted and a funding allocation will be communicated to you shortly by the department. Further details on next steps, including how change agents will mobilize to share information, will be shared in September.

I would like to extend my appreciation all school authorities that submitted applications of interest and to the jurisdictions that will have a significant leadership role as we change practice over the coming year. They are:

- Battle River Regional Division No. 31
- Calgary School District No. 19
- Edmonton Catholic Separate School District No. 7
- Edmonton School District No. 7
- Grande Yellowhead Public School Division No. 77
- Greater St. Albert Catholic Regional Division No. 29
- Lethbridge School District No. 51
- Medicine Hat School District No. 76
- Peace River School Division No. 10
- Pembina Hills Regional Division No. 7
- Red Deer Public School District No. 104
- Rocky View School Division No. 41

If you have questions about your expression of interest, please contact Dianne McConnell, Director of Action on Inclusion by telephone at 780-422-6544 or via e-mail at dianne.mcconnell@gov.ab.ca.

Keray Henke

Deputy Minister

Alberta Education

cc : Board Chairs of Public, Separate and Francophone Jurisdictions and Charter Schools

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Federation des parents francophones de l'Alberta

-----Original Message-----

From: Education Minister [mailto:Education.Minister@gov.ab.ca]

Sent: Thu 8/4/2011 8:13 AM

Cc: Rick Grebenstein

Subject: Reinstatement of Fuel Price Contingency Program

TO: Board Chairs of Public, Separate, Francophone and Charter School Boards

Presidents of Stakeholder Associations

ASBA (Alberta School Boards Association)

ASBOA (Association of School Business Officials of Alberta)

CASS (College of Alberta School Superintendents)

Federation des conseils scolaires francophones de l'Alberta

I am pleased to announce that Treasury Board has approved funding for a new Fuel Price Contingency Program, beginning September 2011. This program will provide funding to school jurisdictions and provide cost certainty when fuel prices exceed \$0.60/litre. Based on an estimated average diesel price of \$1.10/litre, this program will provide approximately \$18 million for the 2011/2012 school year.

This program will alleviate the challenges of fuel cost instability, which has posed challenges for many of you since fuel prices escalated last fall. It will also help maintain efficient service and provide for reasonable ride times for students.

I would like to emphasize the importance of continued collaboration between school jurisdictions, particularly in the negotiation of fuel price contracts and co-operative busing arrangements, where appropriate. While we are seeing improvement in the economic situation, we are still in an overall deficit position. It is very important that we continue to work together to find ways to maximize the value of public dollar investments so that we can continue to devote the resources necessary to ensure our students have access to the highest quality teaching and educational programs.

You can expect your first payment in October 2011. Should you have questions regarding this program, please contact Rick Grebenstein, Senior Manager, Transportation, at rick.grebenstein@gov.ab.ca.

Yours truly,

Dave Hancock, Q.C.

Minister of Education

cc: All Superintendents of Public, Separate, Francophone and Charter School Boards

Executive Directors of Stakeholder Associations

ASBA (Alberta School Boards Association)

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CASS (College of Alberta School Superintendents)

Federation des conseils scolaires francophones de l'Alberta

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

September 6, 2011

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

The Chief Superintendent is accountable to meet expectations set by the Board of Trustees. These expectations are detailed in Ends and Executive Limitations (EL) policies.

Executive Limitation 3, Information, Counsel and Support to the Board of Trustees, requires the chief provide 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 timely, accurate and understandable information.

III. THE YEAR IN REVIEW: AUGUST 2010 to JULY 2011

CHIEF SUPERINTENDENT OF SCHOOLS

A major focus in 2010-2011 was aligning the work of, within and between our service units. The common goal was to improve teaching and learning in every classroom. The work included in-depth analysis of the work we do and how it is done to benefit for schools and students. Our system leadership meetings connect this work across our system and create a culture that flows to Area meetings and schools. It is a culture based on bringing all employees together to think deeply about and participate fully in our broad organizational strategies. These strategies

include personalizing learning, building capacity, engaging our public and taking care of our resources.

This level of engagement has led to individual, school, department and service unit commitment to student learning success. Here are examples of how this has been achieved.

- We have advanced the work of principals as instructional leaders by naming the influences on our system and how those influences affect the work in schools. This awareness leverages the practice of principal as instructional leader and teacher as instructional designer.
- We have embraced new instruction models and technologies to create flexible learning environments, multiplying the ways for students to engage in and represent their learning.
- We have enhanced our understanding of the through-line between all of the Ends of our Board of Trustees, our system strategies, and the work of each classroom, office and work site. We have a clearer line of sight between our day-to-day work and what we aim to accomplish as a system.
- We have improved our thinking and working on behalf of the whole of our organization. The CBE is a more cohesive education community.

Across the system, principals and teachers impacted the instructional core on behalf of student learning. We continued to develop a common understanding that the task is not simply the work the student does—the task encompasses the student, the teacher and the content. Teachers are framing “problems of practice” through which they can see the student in the task, the teacher in the task and the content in the task. The task is the key to recognizing the interconnected relationships between the three parts of the instructional core.

School principals are developing research-supported, data-driven, site-based theories of action in relation to system goals for innovative instructional and assessment practices. Their leadership focuses where they can have the greatest positive impact for teaching and learning in their schools. This means leaders, at the time, think about how to increase teacher knowledge and skill, how to increase student engagement and agency, and how to increase the rigour and relevance of student learning tasks. All three elements must be impacted at the same time to increase student achievement.

Personalized learning requires a thorough understanding of individual learners. This understanding includes how students interact in the learning environment as well as how students actually understand content.

Explicitly incorporating Ends 3, 4 and 5: Citizenship, Personal Development and Character into instruction and assessment requires that teachers understand and

respond to students in a holistic manner and to know each student well. Ends Assessment and Reporting provides teachers with the information they require in order to make evidence-based instructional decisions and it actively involves students in reflection, self-assessment and goal-setting. Teachers and students share responsibility to design and monitor learning. This is a hallmark of personalized learning.

Ends Assessment and Reporting will provide the Board of Trustees with information on the impact of the organization in developing students who demonstrate the qualities of responsible citizenship, the character to do what is right, and who are prepared to reach their highest personal potential. Assessment and reporting serve as a meaningful source of information for system monitoring and school development planning. We are accountable for what happens in each of our classrooms, the learning experiences students have and their success in relation to the educational goals and values of our society. Ends Assessment and Reporting attends to our accountabilities as a public institution in a democratic society.

Richard Elmore describes education professionals as people who share a common practice, not as individuals whose practice is determined by individual style. The only way to improve our practice is to understand that our practice is not who we are as individuals. Instead, our practice is a way of expressing:

- our current understanding of the work
- our knowledge about the work and
- our beliefs about what is important about the work.

Richard Elmore also emphasizes that understanding and committing to common practices is essential to the work of bringing excellence to scale. To support the understanding and implementation of high quality teaching and learning practices, we have designed a guided decision-making framework for principals and teachers. Alberta Education has recognized the initial stage of this work as being a significant contributor to the advancement of one, inclusive education system in the province. Moreover, the province has contributed significant funding towards its further design and implementation. We have a number of initiatives to advance professional practices. These include student learning plans; student profiles; resources for integrated instructional design and assessment; and instructional leadership. These initiatives also contribute to a collaborative, networked professional culture on behalf of student learning.

This important work reflects extensive consultation and collaboration throughout our system. We have drawn on the expertise of teachers, principals, learning specialists and service units such as Information Technology and Finance and Supply Chain.

As professionals, our knowledge, skill, expertise and understanding of our work must advance over time. For this we depend not only on our individual expertise

but on the contributions of others throughout the system, working towards the same organizational goals and mission. Each of our service units has made significant accomplishments this past year and has collectively advanced our work to support the Three-Year Education Plan. This report contains examples of our work.

OFFICE OF THE CHIEF SUPERINTENDENT

Building effective relationships: Three-Year Education Plan 2010-2013

In addition to guiding leaders at all levels, we continued our work to put the right people in the right places in our organization. As we build a system that relies on the strengths of our employees, individuals and teams increase the value created by and for the CBE—producing better quality work and more of it. We learned from the actions and reactions of our public to issues tackled this past school year. The following are examples of our work to enhance the relationships within our education community.

- We have focused on both the strategy and execution of communication for the school district. The 2010-2011 budget communication experience was a valuable laboratory for learning. We have a better understanding of what better communication needs to be for the CBE. We have a need and opportunity to enhance all aspects of a communication model, including: sources, content, channels, audience understanding and feedback loops. We are developing a proactive and comprehensive communication strategy that, among other objectives, prioritizes key stakeholders and aligns with the overall priorities of the CBE.
- We are clarifying, building and tightening media relations processes. The media is not an audience of the CBE but it does represent an important channel to reach key stakeholders. It is vital we build effective working relationships and process to support success in this arena.
- We are laying the foundation steps toward an integrated, consistent brand strategy. This strategy includes improving brand and visual guidelines and draws on our work to clearly define the unique value of the CBE.

Demonstrating leadership, innovation and continuous improvement: Three-Year Education Plan 2010-2013

Key system initiatives were advanced through the establishment of cross-system committees designed to provide input and direction, to build capacity in the committee members and integrate the work in the broader system. Examples include committees in the areas of Privacy and Access, Contract Management, and Chief Superintendent Directives (CSDs).

Significant progress was made in re-vamping the current Administrative Regulations into CSDs that reflect clear and consistent directives that;

- align with the mission, values and vision of the CBE;
- support the Board of Trustees' Ends Statements;
- and comply with the Executive Limitations.

This detailed and time intensive work is ongoing. Our success depends on the continued cooperation and involvement of the many employees who contribute their valuable knowledge and expertise to this project.

The main focus of the Privacy and Access unit was protection of CBE assets and reputation. Privacy and Access staff worked with employees to safeguard privacy while facilitating the appropriate release of information in accordance with the legislation, and as recommended in the Privacy Gap Assessment. Resources were organized to provide readily available support to schools, offices and departments on matters relating to data security and privacy.

Expanding the concept of schooling: Three-Year Education Plan 2010-2013

An International Youth Leadership Summit in Beijing and Macao invited youth to deeply inquire about the world they live in with experts from around the world. CBE students completed 60 per cent of the Intercultural Studies 35 course prior to departure. Completing the course helped to ensure the students had skills—such as flexibility, modesty, humility and cross-cultural communication—to get the most out of their time in China. Students spent five days in Beijing studying China's past, present and future. They spent five days in Macau for the summit; and one day in Hong Kong to experience one of the world's largest trading centres. Twenty-eight students from 13 different CBE high schools took part.

In addition, 50 CBE employees participated in international professional development study programs in both China and India during the 2010-2011 year.

Details about international students who attended our schools and the number of students who participated in the International Certificate are available as attachments to this report.

FACILITIES AND ENVIRONMENTAL SERVICES

The work of Facilities and Environmental Services (FES), like all service units, is intricately entwined throughout the outcomes, strategies and actions of the Three-Year Education Plan. This work shows itself through elements like working relationships, environmental literacy, effective resource allocation, establishing partners, and supporting and enhancing the important work that takes place in schools. The following five accomplishments highlight FES work from 2010-11.

These examples help to show the partnership of purpose toward student learning that takes place throughout our school district.

Archibus Software Implementation

Major strides were taken this school year to implement the Archibus software system. Archibus is to facilities what Oracle is to our Finance and Supply Chain service unit and Peoplesoft is to our Human Resources service unit. Archibus has provided a paperless, real-time integrated space to house about 60 databases that FES has used in the past. It has provided the opportunity to centralize our vast inventory of property, buildings, fixtures, hazards and related support structures. Consolidating this information has streamlined work flows. There are direct benefits for schools. Learning is enhanced because, among other things, maintenance response times decrease while service levels increase. Facility operators and administrators will have vastly improved web access to the facility-related information they require.

The New Education Centre

The work that FES has done on the new education centre is linked to our mission of Educating Tomorrow's Citizens Today. The new centre does not simply offer the bring employees together. As a platform to launch, nourish and support the exceptional daily work that takes place in schools, the new Education Centre has been located and designed to be future-focused. It provides the CBE with important opportunities that come with working from a building that is technologically, functionally and sustainably advanced. The design intentionally facilitates the opportunity to evolve a CBE culture that is progressive, innovative and ambitious.

Engagement Work

Opportunities to engage with multiple internal and external stakeholders within the city of Calgary are another important accomplishment. This work reaches broadly across many elements of the Three-Year Education Plan. In particular it creates opportunities for the public to provide input for decision-making. During the 2010-2011 school year there were 23 external engagement sessions held with members of the public. These sessions ranged widely in intent. Some provided the public with an opportunity to express their interest in specific programs, such as all-boys, middle-French immersion and Arabic language and culture. Other sessions helped inform decisions around potential school closures or program relocation.

The 21 internal engagement sessions held during the past school year also varied in content. Many of these engagements demonstrated the importance of affirmation and respect as we attend to notions of culture building within the broader context of CBE. Employees giving input about floor plans at the new

Education Centre, input into the Certificate of Recognition (COR) audit process and formal feedback about the grade configuration within a school community are all good examples of an increased attentiveness to engage the constructive voice of CBE employees.

Environmental Impact on Learning

Embedding environmental literacy in the culture of the school and into the broader context of our school district takes on many forms. FES has made links to the core mission of student learning in some very important ways that have brought national attention. As a standard element of the work to retrofit schools to be more energy efficient, teachers are asked to assess their classrooms in terms of how well the building systems (lighting and ventilation) support student learning. In the 2010-2011 school year, about 90 per cent of teachers in 25 schools shared more than 3,000 comments about their learning spaces. For the most part these comments identified learning hindrances. Learning hindrances are structural components of the building that negatively affect learning. Fixing hindrances, wherever and however possible, became the work of the entire service unit.

New and “Re”-newed Schools

FES played an important part in “Providing access to quality programs that are responsive to student needs, shifting student and community demographics, and community choice.” Quality programs for public education generally take place in spaces that are well-designed, constructed and operated for large groups of students. The partial modernization of Western Canada High School is a good example of our organization coming together to rethink and rebuild a facility to meet the learning needs of today’s students. We were required to evaluate our traditional ideas about the role environment plays in learning.

In a very similar way, employees spent hundreds of hours working with various stakeholders to ensure that 2,310 students in some of our newest communities had P3 buildings for learning. Work with the Alberta Schools Alternative Program continues on a daily basis as we turn our attention to co-developing new processes and procedures. These new practices will help us provide students with learning spaces that are the very best we can make them.

FINANCE AND SUPPLY CHAIN SERVICES

To develop a through-line to CBE’s Three-Year Education Plan and its vision for our employees, Finance and Supply Chain Services developed a service unit vision and mission to connect its work to the CBE’s objectives. Strategies were developed to improve our overall effectiveness as a service unit. The strategies include improving communication within FES and with other service units;

enriching our workplace culture; integrating principles of continuous improvement in our processes and services; and developing and retaining talent.

In order to enhance service delivery to internal clients, reduce cost and better align our services to the Three-Year Education Plan, Finance and Supply Chain Services initiated a complete service-unit redesign well before the budgetary challenge became evident. The process culminated in the creation of a new organizational structure, extensive revisions to most exempt and some non-exempt positions, reductions in staffing and a new service-delivery model. Consultation with clients informed the service delivery model development. Additional consultation is planned for fall 2011 to deliver the most valuable service aspects to school and service-unit clients

The new organizational structure supports a fully integrated, procure-to-pay process designed for the start of the 2011-2012 school year.

With the new service-delivery model and supporting organization structure coming into effect in summer, we streamlined business processes considering efficiency, effectiveness and our clients' perspective, in an effort to minimize the amount of time spent by principals on administrative work. This will be achieved through employee training and cross-functional skill development.

Transformation from Transactional to Strategic Work

The focus of the purchasing function is shifting from reactive transactional services to proactive strategic sourcing. This will satisfy demands for goods and services in a timelier manner, further reduce our costs and enhance compliance with procedures. Some examples are:

- a natural gas contract that resulted in \$1.25 million saving in 2011;
- a local print-management strategy that was recently approved by the Board of Trustees to implement in 2011-2012 for significant savings;
- a three- to five-year agreement for landline communication services resulting in \$500,000 savings; and
- consideration of an electricity forward contract with an anticipated annual savings of \$900,000.

An internal control-risk assessment was undertaken to identify critical risks in the organization, confirm the organization's risk tolerance and develop a plan for risk mitigation including internal audits. This will facilitate student learning by providing a risk assessment tool that can be used for decision-making.

Efficiency, Effectiveness and Continuous Improvement

The Continuous Improvement (CI) Initiative was launched in the fall of 2010 to provide CBE with a tool to examine business processes and support strategic decision-making. The CI Team conducted seven workshops. Each workshop identified significant recommendations for efficiencies and improvements (e.g., eliminating redundant and non-value added processes to maximizing department effectiveness). While the CI Team has been disbanded due to severe budget constraints, its aims will live on through the development of a CI community of practice.

Throughout the service unit, we have been assessing and implementing electronic workflow to replace manual processes where feasible. Certain high-volume vendors now invoice online and are being paid by electronic fund transfers. The use of p-cards for small dollar transactions has increased.

The Oracle upgrade to version 12 is well underway. The upgrade will enable electronic workflow, enhancing our ability to offer more client-centric services by reducing manual processes and making transactional services more efficient.

A process for regular financial reporting to superintendent team was developed and implemented to support in-year budgetary reallocations to unforeseen priorities and/or emerging opportunities to support the Three-Year Education Plan. This process supports fiscal control of the overall budget and ensures that available funds are used to their best advantage in support of the Three Year Education Plan.

The move to the new Education Centre is about improving service delivery to our students through more effective and efficient team work by consolidating administrative services that enable student learning. Finance and Supply Chain Services supported the move to the new education centre by working with departments to identify and find solutions to unique needs, including furniture layouts, filing and storage needs, and meeting rooms. In conjunction with Communications and Community Engagement and Operational Planning, we kept the vision for our new Education Centre strong by continually tying the work back to the Board of Trustees' values through regular newsletters and answering questions online and during staff meetings.

HUMAN RESOURCES

The work of the Human Resources service unit, like those of other service units, is designed to advance the Three-Year Education Plan. Human Resources' initiatives focus on people, processes and technology to accomplish this objective. A sample of the work undertaken in the past year, as set out below, will illustrate this.

- Undertook the remediation and completion of Stage I of the Human Resource Management System (HRMS). The project was completed on time and under budget.
- Developed and implemented a pilot program to address Workers' Compensation Board lost time injuries for Educational Assistants. Projected cost avoidance to date exceeds \$600K.
- Completed a new employee orientation needs assessment and template for content.
- Revised the terms and conditions of employment for all exempt employees.
- Redesigned and expanded the salary bands for exempt employees.
- Developed and piloted the competency component of Performance Management and Personalized Learning Program with FES employees.
- Expanded the Spanish International Teacher Program to include CBE teachers going to Spain.
- Identified and supported three aboriginal support employees to participate in Bridging program to gain teaching credentials.
- Partnered with Global Learning Services to provide international teaching opportunities for probationary, temporary and substitute teachers.
- Developed relationship with Northern School Boards to explore secondment opportunities for new administrators.
- Placed 358 teachers, that is an exceptionally large group, due to restructuring and budget reductions.
- Facilitated a selection process for individuals who applied for Professional Improvement Fellowships in the 2011-2012 school year.
- Developed an initial draft of a human capital development plan.
- Purchased "Respect in Schools, Workplace and Sports" and will be launched in the fall and linked to both the Working Relationship Commitment and the Learning and Development Program.
- Signed off Working Relationship Commitment by unions and associations. Posters and messages have been developed and will be ready to release at the System Opening Celebration for the 2011/2012 school year.
- Provided high-quality decision support to CBE leaders through a variety of complex human resource issues, including terminations, discipline, investigations, reorganizations and staff reductions.
- Initiated negotiations of two new collective agreements with Staff Association.
- Ratified a new collective agreement with Trades Bargaining Council.

LEARNING INNOVATION

Learning Innovation employees, with strong leadership vision and support from all levels, hold the five Ends of the Board of Trustees as the focus of their work and the achievement of the Ends as the ultimate outcome. The actions and strategies built into the Three-Year Education Plan leverage our work in purposeful and intentional ways. Connections to Calgary Board of Education and Alberta Education outcomes are explicit and student learning is at the centre of our decision-making. Following are some examples of our work to shape a new vision of teaching and learning

Anytime, Anyplace Access to Learning

To support the CBE in building flexible learning environments in schools, a comprehensive wireless project plan was built out that connects students outside the four walls of a classroom. The Connect 2010 application provides support for teaching and learning through wireless access and all CBE school now have wireless. Anytime or anyplace in the school, staff and students using any device can connect to web based applications on the CBE network and access their resources and learning opportunities. The possibilities for information access are no longer limited to the number of network ports in a classroom.

Mobile learning offers opportunities to personalize learning in an unprecedented manner. Portable and relatively affordable, mobile devices provide access that is convenient, flexible and timely. Being able to connect, communicate and create with these devices is fast becoming a significant element of digital literacy and a powerful way to support personalization and student achievement. As McLoughlin and Lee (2008) assert embracing a “choice of resources, variety of learning modalities, tasks, learning supports, dynamic curriculum, inquiry based learning activities, scaffolds and authentic, learner-driven learning tasks is personalizing learning.”

Expanding Learning Opportunities for All Students

Inclusive Learning Technologies provide students with tools to access information and resources that support their diverse learning needs. Schools are moving toward supporting a ‘menu of resources’ in which students have access, choices and opportunities to advance their learning and increase their academic achievement.

As specialized learning technologies shift from supporting some learners with identified needs to providing access to all learners, we realize the benefits to the broader school community. Computer applications not only level the playing field by supporting learners with writing difficulties, these applications benefit all individuals in the school community, including those who simply prefer to dictate their work, rather than type it. This shift from the margins to the mainstream

supports an inclusive model that seeks to personalize learning by supporting each student, every day, no exceptions. Two examples of software deployed in the CBE last year are Dragon Naturally Speaking and Read and Write Gold. Dragon Naturally Speaking helps students share their knowledge in written form by speaking to the computer. Read and Write Gold assists students in their daily work by converting written documents into speech form, reading to the students. This program also supports their writing by tracking what has been written and suggesting appropriate words when students need ideas.

A Learning Model Based on the Instructional Core

Staff members from Learning Innovation supported and facilitated extensive professional learning opportunities for instructional staff throughout the CBE in partnership with principals, area directors, and staff from other service units. These professional learning opportunities explicitly address the key points of impact on the instructional core: student engagement and agency; teacher knowledge and skill; and the rigor and relevance of the curriculum.

The work of instructional design in the system was advanced through 5 key assessment themes: beginning with student work; formative assessment and feedback, remodelling marking, grading and reporting, involving students in providing evidence of learning; and expanding the system data sources.

New assessment resources were created (Elementary Math, French Oral Performance, Ends 3, 4 and 5), new and expanded programs of study were developed (Locally Developed Courses, Spanish Language Arts 20/30), foundations for system-wide Standards of Practice were established (Knowledge and Employability), successful programs were expanded (Calgary Campus Open Minds, Teaming Up for Healthy Learners), new learning resources were introduced, new avenues of accessing learning resources and data were identified and coordinated, and linkages were made across instructional programs to contribute to one coherent system-wide image of high quality teaching and learning.

Moving Supports to Self-Service

CBE's Self Serve Password Tool was successfully launched in June and to date over 1,000 staff members have set up their user profiles. This opportunity is available to all staff and students and will be communicated out to students in the upcoming months. Empowering students and staff to set up their profiles will ensure that no one is locked out of their CBE resources.

Career and Technology Strategy

The Career and Technology Strategy and the Career and Technology Centers (CTC) had many firsts this past school year. The prototype center opened its

doors in September to over 250 students and offered both credentialed and specialized programs available in Cosmetology, Welding, Autobody and Pre-Engineering.

With full implementation of the revised Career and Technology Strategy curriculum, the CBE continued to pilot and validate many school activities with the draft Career and Technology Foundations curriculum in both middle years and junior high schools. Mainstream high schools continued to prepare for the integration of Knowledge and Employability curriculum.

Data collected from students attending the CTC considered the impact of this learning opportunity. The vast majority of students stated the centre had a 'positive' or 'very positive' impact on their ability to effectively use the technology, instruments, tools and information systems in the industry they chose to study. Eighty-six percent of students stated they now had a desire to continue learning throughout high school and beyond.

LEARNING SERVICES

Standards of Practice for English Language Learner Programming

Foreign- and Canadian-born English language learners arrive in schools with specific support needs to acquire English to successfully access the Alberta Program of Studies. To this end, system standards of practice were developed to support the design and delivery of programming to English Language Learners. The standards of practice outline the steps in planning for student success and focus on the learner, best practices in explicit language instruction, staffing models and templates to guide instructional design. The content of the document is iterative in design and will be reviewed and revised annually.

This aligns with Ends 1 and Ends 2, promoting the development of knowledge, skills and attitudes for academic success and high school completion; and Ends 4 promoting culturally responsive personalized approaches for personal development, the Alberta ESL Proficiency Benchmarks (2010) and Action on Inclusion (2010).

Early Development Instrument (EDI) and Early Childhood Mapping

The CBE continues to participate with Alberta Education on the Early Childhood Mapping project. This project will align EDI results for our city with information about community, socio-economic status, demographics and services to create neighbourhood maps. For the purposes of mapping, Calgary has been divided into 10 geographic neighbourhoods. Coalitions within these neighbourhoods will receive the maps so they can use the data to inform their planning.

This aligns with Ends 1, Ends 2 and Ends 4, the CBE's Three-Year Education Plan (2010-2013) by:

- providing access to quality programs that are responsive to student needs;
- designing and implementing consistent in-depth processes;
- developing a comprehensive partnership framework and implementing a district-wide resiliency and programming strategy for children and youth at risk.

Early Years Evaluation Kindergarten Transitions Pilot Project

The CBE has entered into a three-year partnership with Alberta Education—along with eight other school jurisdictions—to implement a universal screening tool developed in Canada called Early Years Evaluation (EYE). The EYE Kindergarten Transition Pilot will assist in the development of an appropriate common approach model for the delivery of broad-based supports to promote language-rich environments for pre-school children and build capacity of teachers and early childhood practitioners to identify children at risk.

This aligns with Ends 1, Ends 2 and Ends 4, the CBE's Three-Year Education Plan (2010-2013) by:

- providing access to quality programs that are responsive to student needs;
- designing and implementing consistent in-depth processes;
- developing a comprehensive partnership framework and implementing a district-wide resiliency and programming strategy for children and youth at risk.

Program Unit Funding (PUF) and Family Supports for Children with Disabilities (FSCD): A Collaborative Approach

This cross-ministerial provincial pilot project work was carried out regionally across selected school jurisdictions and Child and Family Services regions. During its first year, processes and protocols to guide the collaborative work were developed. A common provincial protocol to guide the collaboration between PUF providers and FSCD planned will be developed early in the coming year. The CBE had three students and their families from three different schools participate in the on-going process evaluation of the project. The students' community agency was the Society for Treatment of Autism. This initiative is an important, collaborative, early-intervention approach that will improve access to and deployment of limited professional resources. The CBE has committed to participate during the 2011-2012 school year. We expect four to five families/children will be involved, depending on the willingness and ability of the community service providers connected to the families.

This aligns with Ends 1, Ends 2 and Ends 4, the CBE's Three-Year Education Plan (2010-2013) by:

- providing access to quality programs that are responsive to student needs;

- designing and implementing consistent in-depth processes;
- developing a comprehensive partnership framework and implementing a district-wide resiliency and programming strategy for children and youth at risk.

Elder Advisory and Cultural Advisory Councils

In support of the CBE becoming an increasingly culturally competent organization, two advisory councils were established to provide forums for information, discussion and sharing of perspectives around topics of related mutual interests. In particular, the following steps have been achieved:

- The Elder Advisory Council focussed on some of the challenges and opportunities related to First Nations, Métis and Inuit learners including prejudice and discrimination, identification of learning “problems,” culturally informed assessment processes, and promising practices advanced by the Aboriginal Education team.
- The Elder Advisory Council provided guidance to the CBE in reducing the achievement gap for students.
- The CBE is building bridges with community members by encouraging awareness of indigenous beliefs and ways of being, celebrating student success through the CBE Pride Pow Wow, Aboriginal Graduation and the International Youth Leadership Summit to China, and is planning for future roundtable discussions with students and parents/families.
- The Cultural Advisory Council has engaged with the CBE in two-way sharing of data related to trends, patterns, successes and challenges for English Language Learners.
- The Cultural Advisory Council has also discussed and provided input to the CBE around issues related to the purpose of public education and areas of potential conflict; for example, the distribution of religiously-based materials and participation in sponsored religious initiatives.

These Advisory Councils align with CBE’s Three-Year Education Plan (2010-2013) strategies:

- create informed, positive school cultures through public relations, participation and communications, by designing and implementing a public participation process with opportunities for internal and external stakeholders to advise on decision-making processes; promoting public awareness of the quality programs in the CBE;
- champion the CBE as the leader in public education and establish its image locally, provincially and globally by developing and implementing system research initiatives to highlight the CBE as a knowledge-generating organization; and
- develop a workplace culture built on the values of voice, accountability, self-sufficiency, clarity of role and responsibility, where all employees find meaning, increase skill development and personal satisfaction by

building a culture of affirmation and respect, build human resource capacity, and identifying and implementing culturally responsive practices.

Trauma Sensitive Schools Initiative

During the 2009-2010 school year, the CBE created the Trauma-Sensitive Schools Initiative (TSSI) to support students affected by trauma and the employees who work with them. A User's Guide for Coaches was developed outlining a process for introducing trauma-informed practice to schools, which contains assessment tools for use in schools to guide the process. As part of TSSI, 70 CBE employees from system teams, area learning support teams, school-based staff and various partner representatives received Attachment, Self-Regulation and Competency (ARC) Training. The ARC framework, developed by the Trauma Center in Brookline, Massachusetts, provides a conceptual framework and core principles of understanding for working with students who have experienced multiple and/or prolonged developmentally adverse traumas. There are currently 20 CBE schools/programs working with ARC Coaches to implement trauma-informed practice using the ARC framework as a guide to practice. The target set for the 2011-2012 school year is 25 per cent (an increase of 34 schools for a total of 54) of CBE Schools to be on the continuum of becoming trauma sensitive.

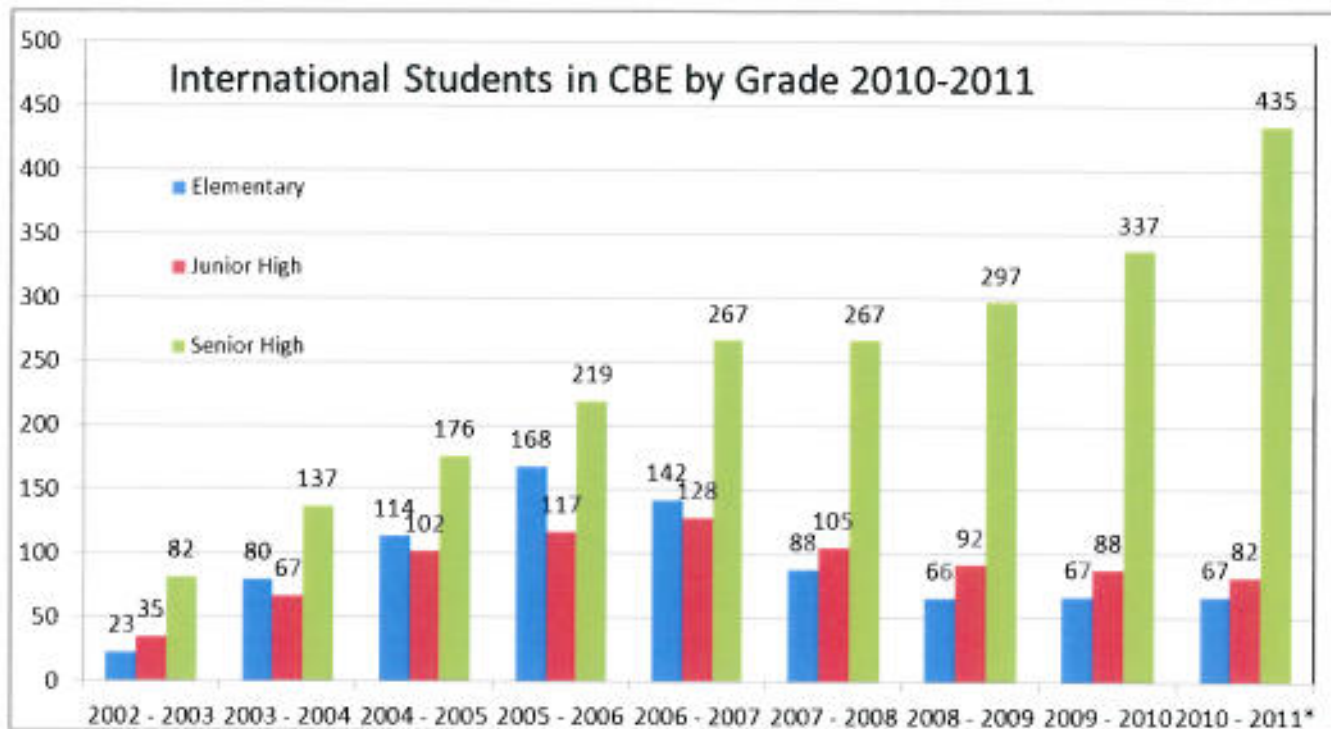
TSSI aligns with the vision statement of Alberta Education's Action on Inclusion (2010): "...to provide all students with the most appropriate learning environments and opportunities for them to best achieve their potential" all five Board of Trustees' Ends, and many of the Strategies to Achieve Alberta Education Outcomes of the CBE's Three-Year Education Plan (2010-2013) such as:

- the jurisdiction demonstrates effective working relationships;
- children and youth with at-risk factors have their needs addressed through timely and effective programs and supports; and
- student environments are safe and caring.



Naomi E. Johnson
Chief Superintendent of Schools

Attachments: International Students in CBE
Student Participation in International Certificate



School Year	Elementary	Junior High	Senior High	Total Number	From Previous Year
2002 - 2003	23	35	82	140	-
2003 - 2004	80	67	137	284	144
2004 - 2005	114	102	176	392	108
2005 - 2006	168	117	219	504	112
2006 - 2007	142	128	267	537	33
2007 - 2008	88	105	267	460	-77
2008 - 2009	66	92	297	455	-5
2009 - 2010	67	88	337	492	37
2010 - 2011	67	82	435	584	92
Total	815	816	2217	3848	

In 2010-2011 584 international students from 35 different countries studied in 67 CBE schools. This represents an increase of 92 students from the previous year.

Participation in the CBE's International Certificate increased significantly in 2010-2011:

65 registered participants in the 2008-2009 pilot year

600 in 2009-2010 (approximate)

1,000 in 2010-2011 (approximate)

Schools are setting up the International Certificate in many different ways that accommodate personalization for students. It is not possible to track exact student numbers until the students complete grade 12.

