

# public agenda

October 16, 2012  
To Commence  
Immediately after the  
Organizational Meeting  
Multipurpose Room,  
Education Centre  
1221 8 Street SW,  
Calgary, AB

## Regular Board Meeting

### Mega Result Policy |

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

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

Time Approximate 3:30 p.m.	Topic	Who	Policy Ref.	Attachment
	<b>1   Call to Order, National Anthem and Welcome</b>			
	<b>2   Consideration/Approval of Agenda</b>		GC-2	
10 mins	<b>3   Awards and Recognitions</b>		GC-3.2	
	4.1 Lighthouse Award			
15 mins	<b>4   Results Focus</b>			
	4.1 School Presentation – University School	J. Everett	R-1-5	
	<b>5   Operational Expectations</b>			
20 mins	5.1 OE-3 Treatment of Owners- Annual Monitoring	D. Stevenson	OE-3, OE-8, B/CSR-5	Page 5-1
20 mins	5.2 OE-11 Learning Environment/Treatment of Students – Annual Monitoring	D. Stevenson	OE-11, OE-8, B/CSR-5	Page 5-22
	<b>6   Public Comment [ <a href="#">pdf</a> ]</b>		GC-3.2	
	Requirements as outlined in Board Meeting procedures			
	<b>7   Matters Reserved for Board Action</b>			
10 mins	7.1 Use of Electronic Information Resources by Trustees and Technology for Trustees	J. Bowen-Eyre	GC-2E, GC-7	Page 7-1

6:00 p.m.	<b>8   Board Consent Agenda</b>		
	8.1 Approval of Minutes		
	▪ Regular Meeting held September 25, 2012		Page 8-1
	▪ Regular Meeting held October 2, 2012		Page 8-16
	8.2 Proposed Amendment to GC-5: Committees	GC-5	Page 8-13
	8.3 2012 ASBA Premier's Award for Excellence	GC-3	Page 8-5
	<b>9   Chief Superintendent Consent Agenda</b>	GC-2.6	
	9.1 Chief Superintendent Update	OE-8	Page 9-1
	9.2 September 30 Student Enrolment Summary 2012	OE-8	Page 9-13
	9.3 Locally Developed Courses	OE-8	Page 9-8
	<b>10   Adjournment</b>	GC-2.3	
	<b>Debrief</b>		

**Notice |**

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

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

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

**operational  
expectations  
monitoring report**

Monitoring report for the  
school year 2011-2012

Report date:  
October 16, 2012

### OE-3: Treatment of Owners

#### CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 3: Treatment of Owners, the Chief Superintendent certifies that the proceeding information is accurate and complete, and is:

- ☐ In Compliance
- ☒ In Compliance with exceptions as noted in the evidence
- ☐ Not in Compliance

Signed: Naomi Johnson  
Naomi E. Johnson, Chief Superintendent

Date: Oct. 4, 2012

#### BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 3: Treatment of Owners, the Board of Trustees:

- ☐ Finds the evidence to be compliant
- ☐ Finds the evidence to be compliant with noted exceptions
- ☐ Finds evidence to be not compliant

#### Summary statement/motion of the Board of Trustees:

Signed: \_\_\_\_\_  
Chair, Board of Trustees

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



### OE-3: Treatment of Owners

The Chief Superintendent shall maintain an organizational culture that treats all organization owners with respect, dignity and courtesy.

#### Board-approved Interpretation |

The Chief Superintendent interprets the Board of Trustees values a relationship between the Calgary Board of Education and its owners that is characterized by:

- acknowledgement of roles, responsibilities and contributions;
- clear and understood decision-making processes where voice is valued; and
- collective support for student learning.<sup>1</sup>

The Chief Superintendent interprets:

- *organizational owners* to be those Albertan's with the greatest vested interest in public education in our city: the citizens of Calgary. Owners are "those individuals whose lives are benefited, either directly or indirectly, by what the organization does."<sup>2</sup> In this context, the Calgary Board of Education serves the Calgary community. Where the interpretation of an OE-3 sub-section targets a specific owner group, the group is named.
- *organizational culture* to mean the superglue that bonds an organization, defines the working environment, unites people and helps an enterprise accomplish its desired results—the distinctive values, customs and regulations of the Calgary Board of Education. Culture is both a product and a process. As a product, it embodies wisdom accumulated from experience. As a process, it is renewed and re-created as newcomers learn the old ways and begin to shape innovation and change.<sup>3</sup>
- *respect* to mean the diverse perspectives of owners are valued;
- *dignity* to mean the perspectives of owners are considered with serious intent;
- *courtesy* to mean the interactions with owners are characterized by civility and helpfulness.

<sup>1</sup> *Working Relationship Commitment*, Calgary Board of Education (2010)

<sup>2</sup> Dawson, Linda J. and Quinn, Randy. *Boards that matter*. Rowan & Littlefield Education (2011)

<sup>3</sup> Bolman, Lee G. and Deal, Terrence E. *Reframing organizations – artistry, choice and leadership*. Jossey-Bass. (2008)





## The Chief Superintendent will

3.1 Manage information in such ways that confidential information is protected.	Non-compliant
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### Board-approved Interpretation |

The Chief Superintendent interprets:

- *confidential information* to mean information about owners with the exception of employees and students. Confidential employee information is addressed in OE-4: Treatment of Employees and confidential student information is addressed in OE-11: Learning Environment/Treatment of Students.

Information collected in the course of operations relating to owners as described above includes and is not limited to:

- banking information;
- credit card information;
- tax information;
- custody agreements;
- divorce agreements;
- immigration status;
- demographic information.

Further, this confidential information exists in the form of a record. A record is defined as information that is written, photographed, scanned or stored in any manner.

- *protected* to mean secure in three areas: physical, technical and administrative. Examples include secure storage of records (physical), access controls (technical) and protocols governing the release of personal information (administrative).

The Calgary Board of Education records management program is designed in accordance with Generally Accepted Recordkeeping Principles (GARP). CBE information security protocols are maintained in accordance with Information Technology industry best practices.

The creation, establishment, implementation and maintenance of a comprehensive strategic records management program for the Calgary Board of Education is a multi-year process. Development and implementation of systematic processes require analysis, determination and organizational change management. Generally, this represents a multi-year endeavor with many interdependencies and complexities.



## Board-approved Indicators of Compliance |

1. a) 100 per cent of confidential information about owners (as described in the above interpretation) is received, maintained, preserved or disposed by the CBE in accordance with Generally Accepted Recordkeeping Principles, as measured by internal tracking.  
  
b) Targets set for completion of records management tasks required to achieve compliance will be met, as measured by the Records Management time line.
2. 100 per cent of critical/sensitive/confidential electronic information and data within CBE-managed systems is access controlled with passwords, as measured by internal tracking.
3. 100 per cent of orders resulting from investigations by the Office of the Information and Privacy Commissioner into CBE responses to privacy and/or access inquiries indicate the Office upholds decisions made by the CBE, as measured by internal tracking.

## Evidence of Compliance |

1. a) Administration is coordinating resources to do the work required to ensure our organization adheres to Generally Accepted Recordkeeping Principles. Our focus is on moving the organization forward.

Our efforts are currently directed toward research, design, training and implementation. Upon the completion of this work, the determination of a per cent for this indicator will be practicable. As we do not have an exact accounting at this time, administration is declaring non-compliance. The Corporate Records Management Program time line is available on the Calgary Board of Education website using the following pathway: [www.cbe.ab.ca](http://www.cbe.ab.ca) > students > student records/transcripts.

- b) The records management time line was developed to achieve compliance with expectations regarding records management. The timeline indicates that during the 2011-2012 year, administration would address the following areas:
  - governance;
  - archives and artifacts;
  - storage and disposition;
  - training and awareness;
  - technology;
  - classification and retention.

Updates to records management work were shared with the Board of Trustees in Chief Superintendent written reports dated March 20, 2012 and June 19, 2012. The information contained in these updates substantiates the tracking of tasks coordinated through the Office of the





Superintendent, Learning Innovation. The completion of work in 2011-2012 aligned with the targets set in the records management time line. The Corporate Records Management Program time line is available on the Calgary Board of Education website using the following pathway: [www.cbe.ab.ca](http://www.cbe.ab.ca) > students > student records/transcripts.

2. The Calgary Board of Education observes an industry standard 'Defense in Depth' layered model. At the core of the Calgary Board of Education's electronic environment is a hierarchical Corporate Directory Structure that permits the organization to utilize various directory services.

These directory services are the primary means by which access to all electronic data and information within CBE-managed systems are assigned, controlled and managed. Specifically, directory services allow the organization to manage all users as well as the accesses they have to network resources.

Evidence of compliance can be drawn from our ongoing maintenance and review work that ensures that the Corporate Directory Structure (CDS) is well maintained, is 'healthy' and satisfies expected security standards.

Internal procedures and routine Information Technology maintenance work and audits of the CDS support the following:

- all staff/contractor user accounts have a non-discretionary password requirement;
- guest-type accounts (that do not require a password) are not enabled;
- passwords expiration is enforced and is not discretionary for staff/contractors;
- user account creation requires pre-authorization and is formally documented;
- 'health checks' of the Calgary Board of Education's Corporate Directory Structure are performed independently by Microsoft consistent with our maintenance schedules;
- annual external audits of financial and interrelated systems do provide good evidence of existing internal controls that are consistent with the previous points.

In addition, controls outside of the CDS layer provide further evidence that this measure has been met. Specifically, routine internal reviews and audits of the network's aggregation layer have not identified areas where access can be gained without an account and password.

3. Under the Freedom of Information and Protection of Privacy (FOIP) Act, an owner may request a review by the Office of the Information and Privacy Commissioner of decisions made by the Calgary Board of Education in response to privacy and/or access inquiries.

In the 2011-2012 year, 100 per cent of reviews conducted by the Office of the Information and Privacy Commissioner upheld decisions made by Calgary Board of Education

Orders from the Office of the Information and Privacy Commissioner are received in writing by the Chief Superintendent of Schools and copied to the FOIP Coordinator, Privacy and Access Office. No orders of this nature were received in 2011-2012.

Evidence demonstrates three of the four indicators in sub-section 3.1 are in compliance. The exception is indicator 1 a).

3.2	Effectively handle complaints.	Compliant
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#### Board-approved Interpretation |

The Chief Superintendent interprets:

- *effective* to mean interactions are characterized by respectful and courteous dialogue with Calgary Board of Education employees;
- *handle* to mean CBE employees are reasonably accessible and respond to complaints in a timely fashion;
- *complaints* to mean a criticism or concern from an owner:
  - about the values, customs or regulations of the CBE;
  - within the context of their relationship with the CBE; and
  - requiring a response.

#### Board-approved Indicators of Compliance |

1. 90 per cent of voice mail and e-mail criticisms or concerns received at the system level are acknowledged within two business days, as measured by internal tracking.
2. 10 per cent or less of the criticisms or concerns received at the system level require direct and personal interaction between the complainant and a superintendent, as measured by internal tracking.
3. 100 per cent of school principals confirm a minimum of one half-day is provided for student mark and/or student grade placement appeals, as measured by Action Manager.
4. 100 per cent of school principals confirm that provision is made during the school year for individual conferences when requested by the parent or considered necessary by the teacher, as measured by Action Manager.





## Evidence of Compliance |

1. Confirmation of adherence to this indicator was received from the Chief Communications Officer, the Office of the Chief Superintendent and all five Area Directors. As in previous years, specific tracking of this indicator in 2011-2012 was confined to these two departments and five areas. Each office used their own tracking mechanism. All seven offices confirmed that more than 90 per cent of complaints received in their office during the 2011-2012 year received an initial response within two business days.
2. This indicator is new and was approved by the Board of Trustees on September 4, 2012. The indicator was developed in our on-going effort to reasonably measure the effectiveness of our management of complaints. This indicator is not applicable as evidence at this time and will be reported in the next monitoring cycle for OE-3.
3. and 4.

Action Manager is a web application developed by employees of the Calgary Board of Education, Learning Innovation. The application asks our school principals to respond Yes, No or Not Applicable (NA) to a series of statements directly related to Operational Expectations indicators. Area Directors oversee the principals' responses and the application is administered through the Deputy Chief Superintendent.

Action Manager records principals' responses by school and Area. All schools are required to respond to all statements. Outstanding responses are investigated before the end of the school year and a response is entered by the principal. The application is pass-code secured so that only the specific school's principal or acting principal may enter, revise and save a response.

For 2011-2012, 100 per cent of school principals responded Yes to the following two statements:

- "provisions were made for a minimum of one half-day for student mark and/or student grade placement appeals;" and
- "provisions were made during the school year for individual conferences when requested by the parent or considered necessary by the teacher."

Evidence demonstrates the three indicators in sub-section 3.2 that are applicable to this monitoring report are in compliance.

<p>3.3 Maintain an organizational culture that:</p> <ul style="list-style-type: none"> <li>a. values individual differences of opinion;</li> <li>b. reasonably includes people in decisions that affect them;</li> <li>c. provides open and honest communication in all written and interpersonal interaction; and</li> <li>d. focuses on common achievement of the Board's <i>Results</i> policies.</li> </ul>	Compliant
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#### Board-approved Interpretation |

The Chief Superintendent interprets:

- *values individual differences of opinion* to mean consideration is given to the diverse viewpoints and feedback of parents/guardians, students and members of the Calgary community;
- *reasonably includes people in decisions that affect them* to mean those owners most directly impacted by decisions are provided with an appropriate opportunity to provide feedback to the decision-making process,
- *provides open and honest communication* to mean CBE employees state what is understood to be true at the time, and share information that is validated and respects confidentiality as required;
- *focuses on common achievement of the Board's Results policies* to mean the values, customs and regulations of the CBE regarding student learning act as the filters for interactions and decision-making.

#### Board-approved Indicators of Compliance |

1. 100 per cent of community engagement processes are organized for appropriate participation and input in decision-making, as measured by internal tracking.
2. 100 per cent of schools have a School Council or a School Council establishment meeting, as measured by Action Manager.
3. 100 per cent of schools communicate regularly with parents and guardians through a school newsletter and/or active website, as measured by Action Manager.
4. The Chief Superintendent provides a school newsletter insert a minimum of four times during a school year, as measured by internal tracking.
5. CBE administration produces and maintains an active and current public website, as measured by internal tracking.



6. The Calgary Board of Education annual Parental Involvement result is intermediate (74.6 per cent) or higher, as measured by Alberta Education's Accountability Pillar Survey. The Alberta Education parental involvement measure states, "Percentage of teacher and parents satisfied with parental involvement in decisions about their child's education."

#### Evidence of Compliance |

1. Input is sought by the Calgary Board of Education when making decisions that affect owners. Administration reflects on the feedback received and uses that information to make balanced, thoughtful decisions that consider what is best for the citizens of Calgary as a whole. Across our organization, we have grown increasingly sophisticated in our understanding of effective engagement. Our processes are made clear and appropriate opportunities for input are available to those participants who choose to be involved.

Stakeholders (owners) will inevitably hold differing opinions on the outcome of any decision. Part of our work in this area is to build capacity for all owners in understanding the obligation of the Calgary Board of Education to be as responsive as we can to the wishes of individuals or groups balanced with our responsibility to support sustainable excellence for our entire community of students.

Examples of community engagements in the 2011-2012 year are attached to this report as process information.

2. For 2011-2012, 100 per cent of school principals responded Yes or NA to the following statement in Action Manager:
  - "my school had a school council and/or an establishment meeting was held."

When a principal responds No or NA to a statement in Action Manager, the principal is required to enter an explanation. The application will not save a No or NA response when the explanation section is blank. These explanations are visible to the application administrator and the area directors.

The school principals who responded NA to the statement above in 2011-2012 are located at Louise Dean School, Dr. Gordon Townsend School, Woods Home School and West View School. In all four cases, administration is aware of the special circumstances in these schools. Administration supports the decisions made by these school principals as to how they work with parents, guardians and outside agency representatives in support of student learning.

3. For 2011-2012, 100 per cent of school principals responded Yes or NA to the following statement in Action Manager:
  - "my school distributed a newsletter or other form of communication to parents and/or maintained an active school website."



West View School principal responded NA as this school does not distribute a newsletter. The school does have a website and this practice is supported by administration.

4. In consultation with Communications and as posted on the Calgary Board of Education website, administration confirms the Chief Superintendent provided six newsletter inserts to Calgary Board of Education schools for September, October and November 2011; and January, March and May, 2012. The Chief's newsletter inserts are available at [Calgary Board of Education - About Us](http://www.cbe.ab.ca) ([www.cbe.ab.ca](http://www.cbe.ab.ca) > about us > publications > communications from the Chief Superintendent and Board of Trustees for school newsletters.)
5. The Calgary Board of Education public website is very active. On an average weekday, the public site receives more than 30,000 visits from a variety of sources. During the 2011-2012 school year, the public website was updated on a daily basis as new information, facts and figures became available. Key areas updated include:
  - the home page, including banner and spotlight stories;
  - parent pages ; and
  - critical information pages such as careers.

Inaccuracies reported in the media about the Calgary Board of Education were promptly posted on the front page of the public site. During the school year, all Chief Superintendent/Board of Trustees' messages and school council newsletters (or Key Communiqués) were posted. Real Simple Syndication (RSS) feeds were sent from the public website and populated on all school websites. In addition, RSS feeds were forwarded to parents and members of the public who subscribe to this service. To help ensure school websites are active and current, the Communication Services team provides support and guidance to school website administrators. The internal employee website is also updated on a timely basis to reflect the information on the public site.

6. In 2012, the Calgary Board of Education Parental Involvement achievement result was in the intermediate range.

The Accountability Pillar Survey is conducted by Alberta Education each February with grades 4, 7 and 10 students, their parents and their teachers. Alberta Education releases survey results to school jurisdictions in May of the same year. The achievement result is based on a comparison of current year data to a set of standards, which are established by Alberta Education and remain consistent over time. This set of standards is calculated by taking the 3 year average of baseline data across all school jurisdictions in Alberta and calculating the 5<sup>th</sup>, 25<sup>th</sup>, 75<sup>th</sup> and 95<sup>th</sup> percentile. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation. Details about the Accountability Pillar Overall Summary, which includes survey results, are shared each year in the Calgary Board of Education Annual Education Results Report. The Accountability Pillar Overall Summary is also posted on the Calgary Board of Education website and is updated twice yearly.





The questions in the Parental Involvement measure are attached to this report under process information. Alberta Education determines a school district's Parental Involvement measure result on the aggregated results of all responses to all questions included in the measure.

Evidence demonstrates the indicators in sub-section 3.3 are in compliance.

3.4 Conduct reasonable background inquiries and checks prior to utilizing the services of any volunteers who have contact with students.	Compliant
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#### Board-approved Interpretation |

- *volunteers* to mean persons who assist schools and/or students either in curricular or extra-curricular activities, including volunteer drivers and students volunteering outside their school. It does not include guest speakers, presenters, escorted visitors to the school, parents assisting their own children in the school, or school council members in their position as school council members;
- *contact with students* to mean instances when volunteers interact with CBE students either in curricular or extra-curricular activities;
- *reasonable background inquiries* to mean a current police security check including a vulnerable sector search;
- *checks* to mean the "Driver Agreement – Volunteers" form including all terms, conditions, notes and instructions for any volunteer who intends to transport CBE students to school functions or activities in a privately owned passenger vehicle.

#### Board-approved Indicators of Compliance |

1. 100 per cent of volunteers provide a valid document to the school principal confirming they passed the vulnerable sector police security check before beginning their volunteer service, as measured by Action Manager.
2. 100 per cent of volunteers transporting students in a privately owned passenger vehicle meet all terms and conditions of the "Driver Agreement – Volunteer" form before transporting students, as measured by Action Manager.



## Evidence of Compliance |

1. In 2011-2012, 100 per cent of school principals responded Yes or NA to the following statement in Action Manager:

= "all volunteers in this school were vetted through the volunteer registration process, including a vulnerable sector police information check where applicable."

Dr. Gordon Townsend School principal responded NA and indicated in the explanation section there were no volunteers at the school during the 2011-2012 school year.

2. This indicator is new and was approved by the Board of Trustees on September 4, 2012. The indicator was developed to provide additional evidence of organizational performance. This indicator is not applicable as evidence at this time and will be reported in the next monitoring cycle.

Evidence demonstrates the indicator applicable to sub-section 3.4 is complaint.

ATTACHMENT: OE-3 Treatment of Owners Capacity Building and Process Information

GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

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

Monitoring Report: The Board wants to know that its values have driven organizational performance. The Chief Superintendent will present to the Board, for its evaluation, a report that summarized how either compliance has been achieved on Operational Expectations or how reasonable progress has been made in Results. Each monitoring report requires: a re-statement of the full policy, by section; a reasonable interpretation of each section; data sufficient to prove compliance or reasonable progress; and a signed certification from the Chief Superintendent of the status.

Reasonable Interpretation: Once the Board has stated its values in policy, the Chief Superintendent is required to "interpret" policy values, saying back to the Board, "here is what the Board's value means to me." The Board then judges whether this interpretation is reasonable. In other words, does the Chief Superintendent "get it?" This reasonable interpretation is the first step required in monitoring compliance on Operational Expectations and monitoring reasonable progress on Results.

Compliance: Evidence or data that allow the Board to judge whether the Chief Superintendent has met the standard set in the Operational Expectations values.

Non-compliance: In gathering evidence and data to prove to the Board that its Operational Expectations values have been adhered to, there may be areas where the standards were not met. The policy or subsection of the policy would be found to be "non-compliant." The Chief Superintendent would identify the capacity-building needed to come into compliance and the Board would schedule this section of policy for re-monitoring.





## attachment | OE-3: Treatment of Owners

October 16, 2012

### Capacity Building Information

#### Non-compliance

Policy sub-section:

- 3.1 Manage information in such ways that confidential information is protected.

Administration is coordinating resources to do the work required to ensure our organization adheres to Generally Accepted Recordkeeping Principles. The on-line records management time line indicates administration's intention to be compliant with indicator 1 a) by August 2016.

#### Looking forward

Policy sub-section:

- 3.2 Effectively handle complaints.

Administration is working to expand the data gathered in relation to initial responses to complaints within two business days. Departments in Finance and Supply Chain Services, Learning Services, Legal Services and the Office of the Board of Trustees have begun tracking for future monitoring. A common form has been developed for use in these units/departments as well as the Office of the Chief Superintendent, Communication Services and the five area offices.

### Process Information

#### Parental Involvement Measure Alberta Education Accountability Pillar Survey

- Parent Grade 4, Grade 7 and Grade 10
  - responding a lot, some, very little, not at all or don't know

To what extent are you involved in decisions about your child's education?  
Would you say...

To what extent are you involved in decisions at your child's school? Would you say...



- Parent Grade 4, Grade 7 and Grade 10
  - responding very satisfied, satisfied, dissatisfied, very dissatisfied or don't know

How satisfied or dissatisfied are you that your input into decisions at your child's school is considered

How satisfied or dissatisfied are you with the opportunity to be involved in decisions about your child's education

How satisfied or dissatisfied are you with the opportunity to be involved in decisions at your child's school

- Teacher Grade 4, Grade 7 and Grade 10
  - responding a lot, some, very little, not at all or don't know

To what extent are parents or guardians involved in decisions about their children's education? Would you say...

To what extent are parents or guardians involved in decisions at your school? Would you say...

- Parent Grade 4, Grade 7 and Grade 10
  - responding very satisfied, satisfied, dissatisfied, very dissatisfied or don't know

How satisfied or dissatisfied are you with the opportunity for parents or guardians to be involved in decisions about their children's education

How satisfied or dissatisfied are you with the opportunity for parents or guardians to be involved in decisions at your school

That the input of parents or guardians into decisions at your school is considered

### Examples of Community Engagement Initiatives Calgary Board of Education 2011-2012

#### ■ Fees consultation

The Calgary Board of Education conducted an extensive and comprehensive review of school fees from November 2011 to June 2012. The intent of the review was to develop school fees that meet the Calgary Board of Education's financial objectives, reflect meaningful and representative community engagement and can be understood by an average parent.

There were numerous opportunities for all Calgarians to share their diverse viewpoints on fees in a variety of ways throughout the community engagement process. More than 4,500 people, the majority of whom were parents of CBE students, shared their ideas and expectations for fees throughout the process.

The CBE reached out through a variety of channels to inform Calgarians about the opportunities to provide input. Additional exposure was provided by a story in the *Calgary Herald* about this initiative.





#### ▪ Survey on potential education funding

The Calgary Board of Education initiated an online survey after the Alberta PC Party leadership race. During her campaign, Premier Redford promised to restore \$107 million to education funding. Calgarians were invited, through the online survey open for eight days in October 2011, to provide input on how they would like to see the additional one-time funding spent at the Calgary Board of Education. People who completed the survey were asked to rate the importance of 10 priorities. The list of priorities came from school principals and budget-related issues for the 2011-2012 school year. In addition, people were invited to add priorities they thought were missing. More than 6,000 people shared their priorities for public education through this survey.

For the most part, schools used the funding to hire additional teachers and support staff. The Calgary Board of Education gained the equivalent of 224 full-time teachers and support staff in schools. This allocation of funds was consistent with the following top three priorities identified by Calgarians through the survey: teachers in schools, support for teachers and support for students with special needs.

#### ▪ Pathways Strategic Advisory Council

The Calgary Board of Education has established, as an essential component of its Three-Year Education Plan, a comprehensive strategy for redefining high school success and increasing high school completion. This strategy aligns with provincial direction to enable students to achieve success through personalized, relevant and authentic opportunities, both in the Kindergarten to Grade 12 system and as they transition to the workplace and further education. As we focus on career development through the Career and Technology Strategy, the Calgary Board of Education has embarked on a significant shift in how, where, and when we offer programs for our students, and also how we work with our larger community, education and business/industry partners.

The Pathways Strategic Advisory Council meets three times per year to provide strategic advice to Calgary Board of Education administration for the ongoing development, implementation and evaluation of the Career and Technology Strategy <<http://projects.cbe.ab.ca/sssc/ct-strategy/strategy.asp>>. As well, members of this council provide a conduit back to their organizations in order to inform and gather feedback.

The Council is composed of representatives from Alberta Education, business, industry, post-secondary, union, senior administration of the CBE and Learning Innovation employees. In informal conversation, participants indicated satisfaction with their involvement with the Council, remarked on how valuable they found the discussions and networking with others, and often referred others to request to join the Council.

#### ▪ Second-language survey

The Calgary Board of Education offered parents with students in kindergarten to Grade 6 (except bilingual and French immersion programs, or programs with a language requirement) the opportunity to provide input on second language education for students in Grades 4 to 6. These parents were targeted because



they would be directly affected by school-based or system decisions made regarding second language programs. Calgary Board of Education parents will be consulted regarding second language programs every three years.

More than 6,300 parents participated in the survey, which was open from March 11 to 21, 2012. Individual school results were shared with school principals and system-wide data was compiled and analyzed by Global Learning Services.

#### ■ AISI Cycle 5 consultation

In applying for Alberta Initiative for School Improvement (AISI) funding from Alberta Education, the Calgary Board of Education invited employees, parents, students and community members to share their thoughts about personalized learning in our schools. Participants were asked to explore what personalized learning means to them and the different ways of implementing this in schools.

There was an online survey available on the CBE website for people to complete. There were also three focus groups for school principals and four discussion forums for employees, parents, students and community members held in March 2012. A total of 472 participants provided input.

This input was used in developing the AISI funding proposal. Following that, schools engaged their own school communities in conversations about this work. Principals connected with school councils, employees and parents at their schools to gather input to guide implementation at the school.

#### ■ Educational Technology Advisory Group

The mandate of this group is to advise the Calgary Board of Education Information and Learning Technology department in setting strategic direction and priorities. The key objectives are:

- to share, discuss and advise on innovations in educational technology from a variety of business and social sector settings;
- to share, discuss and advise on current state educational technology issues; and
- to share and discuss alignment of student/client/employee learning and technology functions in a variety of business and social sectors, and advise on implications for the Calgary Board of Education.

The group is composed of representatives from Alberta Education, the University of Calgary, the technology industry, and Calgary Board of Education school principals, teachers, students and Learning Innovation employees.

For 2011-2012, participants indicated they were extremely satisfied or very satisfied with their involvement in the group. Respondents remarked on their ability to add value to discussions and decisions.





### ■ Three-Year System Student Accommodation Plan (2012-2015)

This report was presented to the Board of Trustees on June 19, 2012. Following is an excerpt from the analysis section.

“Accommodation planning decisions take into account feedback from community stakeholders when considering scenarios and implementing accommodation changes. For many of these issues, responsibility for decision making lies with administration. In the case where the recommendation involves a consideration of closure, sole responsibility and authority resides with the Board of Trustees....opportunities for stakeholder engagement will be provided in alignment with the appropriate level of engagement for the initiative.”

Attachment IV to the Three-Year System Student Accommodation Plan (2012-2015) report contains information about community engagement initiatives. The community engagement information below is an excerpt from this attachment and focuses on Area I. It is intended as an illustrative sample of the engagement work undertaken in relation to student accommodation.

The complete Attachment IV and remaining attachments to the report may be found at [www.cbe.ab.ca](http://www.cbe.ab.ca) > publications. Hyperlinks have been removed from the excerpt shared here. The documents and presentations indicated are linked in the on-line documents.

#### Attachment IV: Community Engagement Initiatives 2011-2012

The department of Planning and Transportation Services monitors and identifies student enrolment and accommodation challenges in Area I and all other Calgary Board of Education Areas on an annual basis. To keep stakeholders informed about those challenges an initial meeting was held to give an overview of trends within the city of Calgary and specifically Area I.

Feedback received from stakeholder representatives will be reviewed by Planning and Transportation Services and the Area I director. Initiatives to be completed during the 2011-2012 school year will then be identified, future stakeholder meetings will be announced and the broader community will have opportunities to provide feedback. 38 parents attended and provided feedback at this parent meeting.

#### ■ Royal Oak School

Royal Oak School accommodated students from the residential districts of Royal Oak and Rocky Ridge for kindergarten to grade 4. Royal Oak School will be over capacity in 2012 and will need an overflow for some students. The Area I office and the department of Planning and Transportation Services presented this PowerPoint to parents on Tuesday, November 22, 2011.

#### Summary

113 parents completed the sign-in sheet. Parents that attended these meetings were able to give their feedback on proposed scenarios in person,

complete a feedback form that was available at the school office or submit their feedback to [yourvoice@cbe.ab.ca](mailto:yourvoice@cbe.ab.ca). In total 114 people submitted either a feedback form or sent their feedback into the email address. The feedback was used to determine the designated overflow schools for new regular program students in the communities of Rocky Ridge and Royal Oak.

#### ▪ Silver Springs Community

The department of Planning and Transportation Services and the Area I Office has identified the need to address student enrolment in the residential district of Silver Springs. Why has this student accommodation issue been identified? There is excess capacity at both Silver Springs and W.O. Mitchell Schools.

In order to effectively use space and resources for both educational programming and plant operations and maintenance, there is a need to provide:

- Sustainable regular programming for students in grades k-6 from the residential district of Silver Springs
- Effective use of space and resources
- For both educational programming and plant operations & maintenance.

The department of Planning and Transportation Services and the Area I Office are working with school and community stakeholders to address this issue. See below for the community engagement strategy and meeting documents to help you stay informed.

Our goal is to involve you by obtaining your feedback to develop possible scenarios to address this accommodation challenge and implementation of any recommendation.

By involve, we mean that we will:

- Seek your input on the development of possible options for students in the residential district of Silver Springs
- Keep you and other identified stakeholders informed
- Listen to and acknowledge concerns
- Be open to feedback regarding any proposed administrative recommendation

Your input may influence the possible options considered and final implementation plan. However, the final decision on any attendance area changes will be made by the Area I Director in conjunction with the System Principal of Planning and Transportation Services. Any decisions regarding consideration of closure of programs and/or schools will be made by the Board of Trustees upon a recommendation from the Area I Director and the System Principal of Planning and Transportation Services. We will also provide you with an opportunity to offer feedback on this engagement process.





## Silver Springs Community Meetings and Communication

Date	Meeting/Communication Type	Documents
	Community engagement plan	• Community engagement plan
Oct. 12, 2011 38 attended	Area I student accommodation meeting with parent representatives to share information with their school communities.	• Presentation
Dec. 12, 2011 113 signed-in	Meeting with principals, and parents of identified schools to present issue and seek feedback.	• Presentation • Parent feedback • Priorities survey
		• Focus group survey
Jan. 30, 2012 22 attended	Focus Group Meeting #1	• Presentation • Parent feedback • Sticky notes • Questions • Update
Mar. 12, 2012 13 attended	Focus Group Meeting #2	• Presentation • Questions • Values and principles • Update • Scenarios and Q & A
Apr. 11, 2012 11 attended	Focus Group Meeting #3	• Presentation • Update
Apr. 18 to May 17	Survey	• Silver Springs scenarios survey

### Summary

The Area I office and the department of Planning and Transportation Services have met with parents and community members from Silver Springs during an engagement process that will continue to examine options for Silver Springs School and W. O. Mitchell School into the 2012-2013 school year. The focus group has met three times and possible scenarios were discussed and compiled into a survey that community members and interested stakeholders are able to complete between April 18 and May 17, 2012. The Area I office and the department of Planning and Transportation Services will meet with these stakeholders again in the fall of 2012.

### Terrace Road School

The Department of Community Engagement and Operational Planning has identified the need to address student enrolment at Terrace Road School in Area I. Why has this student accommodation issue been identified?

- Declining enrolment in regular Kindergarten to Grade 6 program.
- Programming, resourcing and organizing for student learning is challenging when student numbers are low.

In order to effectively use space and resources for both educational programming and plant operations and maintenance, there is a need to provide:

- Sustainable regular programming for students in Kindergarten to Grade 6 from the residential district of Montgomery.
- Effective use of space and resources.
- For both educational programming and plant operations and maintenance.

The Department of Community Engagement and Operational Planning is working with school and community stakeholders to address this issue. See below for the community engagement strategy and meeting documents to help you stay informed.

Our goal is to engage with you by obtaining your feedback on:

- The student accommodation issues at Terrace Road School and the residential district of Montgomery.

By engage, we mean that we will:

- Keep you and other identified stakeholders informed.
- Listen to and acknowledge concerns.
- Seek your input on possible options for students attending Terrace Road School.
- Be open to feedback regarding any proposed administrative recommendation.

Your input may influence the possible options considered and final implementation plan. However, the final decision on any attendance area changes will be made by the Area I Director in conjunction with the Director of Community Engagement and Operational Planning. Any decisions regarding consideration of closure of programs and/or schools will be made by the Board of Trustees upon a recommendation from the Area I Director and the Director of Community Engagement and Operational Planning. We will also provide you with an opportunity to offer feedback on this engagement process.

#### Terrace Road School Meetings and Communication

Date	Meeting/Communication Type	Documents (PDF)
	Community engagement plan	• Community engagement plan
Nov. 3, 2010 14 Attended	School Council meeting with principals and parent representatives to present and discuss student accommodation at Terrace Road School.	• Presentation • Feedback Sheet • Workbook • Feedback
Jan. 10, 2011	Stakeholder meeting to talk with parent representatives regarding the Science Alternative Program Expression of Interest open house	• Flyer



## Terrace Road School Meetings and Communication

Date	Meeting/Communication Type	Documents (PDF)
Nov. 9, 2011 22 Attended	Parent Meeting	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Feedback</li> </ul>
Dec. 5, 2011 82 Signed-in	Open House	<ul style="list-style-type: none"> <li>• Invitation</li> <li>• Presentation</li> <li>• Questions and answers from Nov. 9</li> <li>• Transportation information 2011-2012</li> <li>• Transportation vs. lunchroom fees</li> <li>• Bowcroft fact sheet</li> <li>• Marion Carson fact sheet</li> <li>• Feedback</li> <li>• Feedback options</li> </ul>
Jan, 26, 2012 14 Attended	Parent Meeting	<ul style="list-style-type: none"> <li>• Invitation</li> <li>• Letter to parents</li> </ul>

### Summary

After administration's review of feedback from stakeholders during the engagement process it was determined that Terrace Road School would use 2 classrooms to accommodate an Early Childhood Development Centre. Enrolment numbers in the regular program kindergarten will be monitored and if by June 15, 2012 numbers are not sufficient to ensure the provision of quality programming, applicants may be redirected to Marion Carson School or another kindergarten of parents' choice for the 2012-2013 school year.



**operational  
expectations  
monitoring report**

Monitoring report for the  
school year 2011-2012

Report date:  
October 16, 2012

## OE-11: Learning Environment/Treatment of Students

### CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 11: Learning Environment/Treatment of Students, the Chief Superintendent certifies that the proceeding information is accurate and complete, and is:

- ☐ In Compliance
- ☒ In Compliance with exceptions as noted in the evidence
- ☐ Not in Compliance

Signed: Naomi Johnson  
Naomi E. Johnson, Chief Superintendent

Date: Oct. 3, 2012

### BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 11: Learning Environment/Treatment of Students, the Board of Trustees:

- ☐ Finds the evidence to be compliant
- ☐ Finds the evidence to be compliant with noted exceptions
- ☐ Finds evidence to be not compliant

### Summary statement/motion of the Board of Trustees:

Signed: \_\_\_\_\_  
Chair, Board of Trustees

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





## OE-11: Learning Environment/Treatment of Students

The Chief Superintendent shall establish and maintain a learning environment that is safe, respectful and conducive to effective learning for each student.

### Board-approved Interpretation |

The Chief Superintendent interprets *learning environment* to be those situations when students are engaged in instruction and activities related to Alberta Education's Programs of Study and where students are supervised by Calgary Board of Education employees. Learning environments include approved off-site activities.

The Chief Superintendent interprets *safe* to mean a learning environment where students may focus on their learning, reasonably free from distractors. This learning environment provides for students intellectually, socially, emotionally and physically.

The Chief Superintendent interprets *respectful* to mean a learning environment that is safe, caring and where students feel they are treated fairly.

The Chief Superintendent interprets *conducive to effective learning* to mean a learning environment that provides the conditions and encouragement necessary for students to achieve at the level appropriate to them. In this learning environment students are engaged in their learning and are challenged to stretch and grow.

### The Chief Superintendent will

11.1	Protect instructional time provided for students during the academic day by prohibiting interruptions due to unnecessary intrusions.	Compliant
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### Board-approved Interpretation |

The Chief Superintendent interprets *instructional time provided for students during the academic day* to be those scheduled periods that focus on the learning outcomes of students, as defined by Alberta Education's authorized Programs of Study.

The Chief Superintendent interprets *protect* and *prohibit* to mean clear communication to school principals about expectations for instructional time and



the correction of known instances of operation outside of regulations. Regulations and expectations for instructional time provide guidance or direction related to such things as school participation in campaigns, school participation in elections, and school participation in programs provided by outside services and partnerships.

The Chief Superintendent interprets *unnecessary intrusions* to be a halt to instructional time not related to student learning outcomes, with the exception of approved practices and emergent responses connected to safety.

#### Board-approved Indicators of Compliance |

1. 100 per cent of on-site student activities taking place in instructional time will focus on student learning outcomes.
2. 100 per cent of off-site activities occurring during instructional time will support student learning outcomes.
3. 100 per cent of schools will use a visitor sign-in system so that visitors check in at the school office before proceeding to classrooms or other areas of the school.

#### Evidence of Compliance |

1. 2. and 3.

Action Manager is a web application developed by employees of the Calgary Board of Education, Learning Innovation. The application asks school principals to respond Yes, No or Not Applicable (NA) to a series of statements directly related to Operational Expectations indicators. Area Directors oversee the principals' responses and the application is administered through the Deputy Chief Superintendent.

Action Manager records principal's responses organized by school and by Area. All schools are required to respond to all statements. Outstanding responses are investigated by the application administrator and area directors before the end of the school year and a response is entered by the principal. The application is pass-code secured so that only the specific school's principal or acting principal may enter, revise and save a response.

For 2011-2012, 100 per cent of school principals responded Yes to the following three statements in Action Manager:

- "in my school, on-site student activities taking place in instructional time focused on student learning outcomes;"
- "all off-site activities occurring during instructional hours were aligned with the programs of study;" and
- "my school required visitors to sign-in and/or check-in before proceeding to classrooms or other areas of the school."

Evidence demonstrates the indicators in sub-section 11.1 are in compliance.





11.2 Provide safe learning conditions for each student.	Non-compliant
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#### Board-approved Interpretation |

The Chief Superintendent interprets *safe* to mean the learning environment is free from potential harm to students, where students may focus on their learning, reasonably free from distractors. This learning environment provides for students intellectually, socially, emotionally and physically.

#### Board-approved Indicators of Compliance |

1. 100 per cent of schools will have the required number of school employees on staff with a current certification in first aid, as set out by Occupational Health and Safety.
2. 100 per cent of schools offering off-site activities to students will have the required number of school employees with current certification in first aid participating in the activities, as set out by the Calgary Board of Education off-site manual.
3. 100 per cent of schools will practice an emergency plan that includes fire drills, evacuation procedures and lockdown procedures.
4. The Calgary Board of Education annual Safe and Caring Schools result, as determined by Alberta Education's Accountability Pillar Survey will be intermediate (81 per cent) or higher.

#### Evidence of Compliance |

1. and 2.

For 2011-2012, 100 per cent of school principals responded Yes to the following two statements in Action Manager:

- "the school had the required number of staff with a current certification in first aid, as set out by Occupational Health and Safety;" and
- "the school had the required number of staff with a current certification in first aid participating in off-site activities offered to students, as set out by off-site activity guidelines."

3. For 2011-2012, 99.5 per cent of school principals responded Yes to the statement in Action Manager,
  - "fire drills, emergency evacuation procedures and lockdown procedures were practiced."

One school principal indicated that lockdown and evacuation procedures were reviewed but not practiced during the year.



4. In 2012, the Calgary Board of Education Safe and Caring Schools achievement result was in the high range.

The Safe and Caring Schools measure states, "Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school."

The Accountability Pillar Survey is conducted by Alberta Education each February with grades 4, 7 and 10 students, their parents and their teachers. Alberta Education releases survey results to school jurisdictions in May of the same year. The achievement result is based on a comparison of current year data to a set of standards, which remain consistent over time and are established by Alberta Education. The standards are calculated by taking the 3 year average of baseline data across all school jurisdictions and calculating the 5<sup>th</sup>, 25<sup>th</sup>, 75<sup>th</sup> and 95<sup>th</sup> percentile. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation. Information from the Accountability Pillar Overall Summary, which includes survey results, is shared each year in the Calgary Board of Education Annual Education Results Report. The Accountability Pillar Overall Summary is also posted on the Calgary Board of Education website and is updated twice yearly.

The questions/statements in the Safe and Caring Schools measure are attached to this report as process information. Alberta Education determines a school district's Safe and Caring Schools measure result on the aggregated results of all responses to all questions/statements included in the measure.

Evidence demonstrates three of the four indicators in sub-section 11.2 are in compliance. The exception is indicator 3.

11.3	Maintain a climate that is characterized by support and encouragement for high student achievement.	Compliant
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#### Board-approved Interpretation |

The Chief Superintendent interprets *student achievement* to include a demonstration of performance in areas of academic success, citizenship, character and personal development. Evidence of student performance is comprehensively covered in the monitoring of Results policies. In this interpretation of operational policy, the focus is on the supports and practices that enable students to do their best.

The Chief Superintendent interprets *climate* to be the learning environment.





*Support and encouragement* are interpreted to mean the practices that create a learning environment where schools are safe, caring and fair.

Along with practices, positive relationships with peers and adults in the school assist students socially/emotionally and intellectually.

#### Board-approved Indicator of Compliance |

The Calgary Board of Education annual Safe and Caring Schools result, as determined by Alberta Education's Accountability Pillar Survey will be intermediate (81%) or higher.

#### Evidence of Compliance |

In 2012, the Calgary Board of Education Safe and Caring Schools achievement result was in the high range.

The Safe and Caring Schools measure states, "Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school."

Please refer to information about the Accountability Pillar Survey under sub-section 11.2, indicator 4 on page 5 of 13. Further information is attached to this report found under process information.

Evidence demonstrates the indicator in sub-section 11.3 is in compliance.

11.4	Ensure that all confidential student information is lawfully collected, used and protected.	Compliant
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#### Board-approved Interpretation |

The Chief Superintendent interprets this sub-section to mean that all records about students are maintained in confidence and disclosed only if authorized and by law. Administrative regulations about student records must align with the School Act and the regulations passed thereunder, as well as other applicable legislation and regulations about student records.

The Chief Superintendent interprets *collected, used and protected* to mean student records will be gathered, shared and stored as defined in the School Act, the Freedom of Information and Protection of Privacy Act, the Child Welfare Act, and the Income Tax Act.

#### Board-approved Indicators of Compliance |

1. Administrative Regulations regarding student records will align with legal requirements.



2. 100 per cent of school principals indicate the practices in their schools will comply with the organization's Administrative Regulations regarding student records.
3. 100 per cent of practices in Calgary Board of Education's Records Management department will comply with the organization's regulations regarding student records.
4. 100 per cent of specialized assessments will proceed only after informed consent is received from the parent/guardian or independent student.

#### Evidence of Compliance |

1. Calgary Board of Education Administrative Regulation 6024 – Student Records was developed and aligns with requirements set out by the Government of Alberta, CBE administrative regulations and other Calgary Board of Education references, and in collaboration with resource persons. The references, as listed on Administrative Regulation 6024, are included in process information attached to this report.
2. For 2011-2012, 100 per cent of school principals responded Yes to the following statement in Action Manager:
  - "the practices in my school comply with Administrative Regulation 6024 – Student Records. If your answer to this statement is No, please briefly describe the nature of the issue in your comment."
3. For 2011-2012, the Records Management department confirms that, department practice complied with Calgary Board of Education Administrative Regulation 6024 – Student Records. The department has internal standard operating procedures that document and define processes.
4. In the Calgary Board of Education the process whereby a specialized assessment can be initiated requires informed consent, as defined in Alberta Education's Standards for Special Education 2004. The process requires a conversation between the parent/guardian or independent student and school and/or system personnel responsible for administering specialized assessments, and a written signature from the parent/guardian or independent student.

For 2011-2012, the Office of the Superintendent, Learning Services confirms that 100 per cent of specialized assessments proceeded after informed consent was received.

Evidence demonstrates the indicators in sub-section 11.4 are in compliance.





11.5 Provide instructional programs and transportation services that consider the educational needs of students, the choices of families, and the fiscal and operational capacity of the organization.	Compliant
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#### Board-approved Interpretation |

The Chief Superintendent interprets this sub-section to mean that instructional programs will take into account the strengths, interests and learning outcomes of students, as defined by Alberta Education's authorized Programs of Study.

It means the organization will maintain a reasoned balance in determining programs and programming for students, in consultation with parents and guardians about educational programming. Critical to this balance is connecting cost and service.

#### Board-approved Indicators of Compliance |

1. 100 per cent of students have access to an instructional program that meets their learning goals, strengths and interests.
2. 100 per cent of alternative program proposals received by the Calgary Board of Education will be considered in three key areas: community interest, the organization's ability to realize successful student learning outcomes and the fiscal responsibilities of the Calgary Board of Education.
3. 100 per cent of decisions about the provision of transportation service for students and the related fee structures are based on access to instructional program and the fiscal responsibilities of the Calgary Board of Education.

#### Evidence of Compliance |

1. For 2011-2012, 100 per cent of school principals responded Yes to the following statement in Action Manager:
  - "students in my school had access to an instructional program that met their learning goals, strengths and interests."
2. During 2011-2012, the Deputy Chief Superintendent received two alternative program proposals. These proposals were reviewed and decisions made according to the process set out by the Calgary Board of Education. This process is based on the Alberta School Act and Calgary Board of Education regulations and requirements. The Alternative Program Proposal documents may be accessed on the CBE website: [www.cbe.ab.ca](http://www.cbe.ab.ca) > programs > alternative programs > alternative program proposal – application process and form.
3. During 2011-2012, administration reviewed transportation and noon supervision fees. This work included gathering input from our publics through various media, meeting with a number of stakeholder groups



and a review of current and projected instructional program and organizational needs.

Evidence demonstrates the indicators in sub-section 11.5 are in compliance.

**The Chief Superintendent shall not:**

11.6 Tolerate any behaviours, actions or attitudes by adults who have contact with students that hinder the academic performance or the well-being of students.	Compliant
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**Board-approved Interpretation |**

The Chief Superintendent interprets *tolerate* to mean timely action will be taken to address complaints or other evidence of concern related to adult interactions with students.

The Chief Superintendent interprets *adults who have contact with students* to be employees of the Calgary Board of Education and persons volunteering in schools with the knowledge and consent of school staff.

The Chief Superintendent interprets *hinder the academic performance* to mean adult behaviours, actions or attitudes that interfere with student learning. *Hinder the well-being of students* is interpreted to mean adult behaviours, actions or attitudes that do not support a respectful learning environment.

**Board-approved Indicators of Compliance |**

1. 100% of complaints of alleged inappropriate behaviour of employees or volunteers towards students will be addressed within the organization's regulations.

**Evidence of Compliance |**

For 2011-2012, 100 per cent of school principals responded Yes or NA to the following statement in Action Manager:

- "all reported complaints of alleged inappropriate behaviour of staff or volunteers towards students were addressed."

When a school principal responds No or NA to a statement in Action Manager, they are required to enter an explanation. The application will not save a No or NA response if the explanation section is blank. These explanations are visible to the application administrator and the area directors. The principals responding NA to the statement above explained there were no incidents of this nature in their schools during the 2011-2012 year.

The indicator for sub-section 11.6 is revised from the previous reasonable interpretation and was approved by the Board of Trustees on May 1, 2012.





The indicator is now expanded to include the alleged behaviour on the part of school principals and will require tracking in area offices. The expanded focus of the indicator is not applicable as evidence at this time and will be reported in the next monitoring cycle.

Evidence demonstrates the indicator in sub-section 11.6 is compliant in relation to the expectations for data gathering in 2011-2012.

ATTACHMENT: OE-11 Learning Environment/Treatment of Students  
Capacity Building and Process Information

GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

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

Monitoring Report: The Board wants to know that its values have driven organizational performance. The Chief Superintendent will present to the Board, for its evaluation, a report that summarized how either compliance has been achieved on Operational Expectations or how reasonable progress has been made in Results. Each monitoring report requires: a re-statement of the full policy, by section; a reasonable interpretation of each section; data sufficient to prove compliance or reasonable progress; and a signed certification from the Chief Superintendent of the status.

Reasonable Interpretation: Once the Board has stated its values in policy, the Chief Superintendent is required to "interpret" policy values, saying back to the Board, "here is what the Board's value means to me." The Board then judges whether this interpretation is reasonable. In other words, does the Chief Superintendent "get it?" This reasonable interpretation is the first step required in monitoring compliance on Operational Expectations and monitoring reasonable progress on Results.

Compliance: Evidence or data that allow the Board to judge whether the Chief Superintendent has met the standard set in the Operational Expectations values.

Non-compliance: In gathering evidence and data to prove to the Board that its Operational Expectations values have been adhered to, there may be areas where the standards were not met. The policy or subsection of the policy would be found to be "non-compliant." The Chief Superintendent would identify the capacity-building needed to come into compliance and the Board would schedule this section of policy for re-monitoring.



## attachment

## OE-11: Learning Environment/Treatment of Students

October 16, 2012

## Capacity Building Information

## Non-compliance

Policy sub-section:

11.2 Provide safe learning conditions for each student.

One school principal indicated that lockdown and evacuation procedures were reviewed but not practiced during the year. The Area Director will work with the new principal at this school to ensure the procedures are practiced in 2012-2013.

## Process Information

Safe and Caring Schools Measure  
Alberta Education Accountability Pillar Survey

- Student Grade 4
  - responding yes, no or don't know

Are you treated fairly by adults in your school  
Do other students treat you well  
Do you feel safe at school  
Do you feel safe on the way to and from school  
Do your teachers care about you

- Student Grade 7
  - responding strongly agree, agree, disagree, strongly disagree, or don't know

I am treated fairly by adults at my school  
I feel safe at school  
I feel safe on the way to and from school  
My teachers care about me  
Other students treat me well





- Student Grade 10
  - responding strongly agree, agree, disagree, strongly disagree, or don't know

I am treated fairly by adults at my school  
 I feel safe at school  
 I feel safe on the way to and from school  
 My teachers care about me  
 Other students treat me well
- Parent Grade 4, Grade 7 and Grade 10
  - responding strongly agree, agree, disagree, strongly disagree, or don't know

Students treat each other well at your child's school  
 Teachers care about your child  
 Your child is safe at school  
 Your child is safe on the way to and from school  
 Your child is treated fairly by adults at school
- Teacher Grade 4, Grade 7 and Grade 10
  - responding strongly agree, agree, disagree, strongly disagree, or don't know

Students are safe at your school  
 Students are safe on the way to and from your school  
 Students are treated fairly by adults at your school  
 Students treat each other well at your school  
 Teachers at your school care about their students

#### Administrative Regulation 6024 – Student Records Calgary Board of Education

- Legal References
  - Change of Name Act R.S.A. 2000, c. C-4
  - Freedom of Information and Protection of Privacy Act R.S.A. 2000, c. F-25
  - School Act R.S.A. 2000, c. S-3
  - Student Record Regulation A.R. 71/99
- Government of Alberta References
  - Information Sharing Overview for Children and Youth in Alberta
- Administrative Regulation References
  - AR 6000 – Independent Students
  - AR 6090 – Student Registration
- Calgary Board of Education References
  - Use of Student Personal Information in School Related Activities
  - Records Management Guidelines



☐ Resource Persons

For access and privacy concerns: FOIP Coordinator

For document retention and disposal: Records Management

For electronic student reports: SIRS

Administration is currently working on a complete review of all administrative regulations (AR). Administrative Regulation 6024 was last revised in May 2005 and will be reviewed as a part of the overall AR process. The review and any revisions of this regulation will be conducted with rigorous investigation and alignment with current requirements for high standards in student recordkeeping.





## report to Board of Trustees

## Use of Electronic Information Resources by Trustees and Technology for Trustees

Date	October 16, 2012
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Pat Cochrane, Chair, Trustee, Wards 8&9 Joy Bowen-Eyre, Trustee, Wards 1&2
Purpose	Decision
Governance Policy Reference	Governance Culture GC-2E: Trustee Remuneration GC-7: Board Members' Code of Conduct
Resource Person(s)	Janice Barkway, Corporate Secretary

### 1 | Recommendation

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It is recommended:

- THAT the Board of Trustees approves the revised GC-7: Board Members' Code of Conduct, as attached to this report; and
- THAT the Board of Trustees approves the purchase of a Windows Laptop computer from the standard category of the CBE's approved for purchase catalogue for each trustee who requires a laptop computer.

### 2 | Issue

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On September 18<sup>th</sup>, the Board of Trustees approved that each trustee will be required to comply with the requirements of Administrative Regulation 1062: *Responsible Use of Electronic Information Resources*. At that time, a request was made that the Board of Trustees' Governance Policies should reflect this requirement.

Also on September 18<sup>th</sup>, the Board received a recommendation from Administration as to how to fulfill the requirement of GC-2E, that "Each



Trustee will be provided the use of a laptop computer or similar portable electronic device for use in the Board Room, in the Trustee's Office and off-site." The Working Group indicated that the choice of laptop would be a board decision.

### 3 | Background

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The proposed amendment to GC-7 will incorporate into Governance Policy the reference and need for each trustee to comply with the Administrative Regulation regarding use of electronic information resources, while not including the detailed processes and requirements of the administrative regulation, which would make the Governance Policies unnecessarily detailed and lengthy. Policies are intended to identify a broad general plan of action.

Administration has reviewed the computing requirements for Trustees, and has recommended that a Windows Laptop computer from the Standard category of the CBE's approved for purchase catalogue would meet these needs. It was pointed out that an alternative model, from the Lightweight category, could be considered in the event that enhanced mobility was desired.

### 4 | Analysis

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Typical uses for the "standard" laptop include basic applications, word processing, spreadsheet and e-mail. It is documented as being "A reasonably powerful notebook giving good value and basic functionality." This would match with trustees' needs for technology to fulfill their role as a member of the Board. The specifications indicate that the "lightweight" category computer is 1.4 pounds lighter than the "standard" category; however, the "lightweight" computer costs \$336 more. It is somewhat important that trustees be provided with the same level of technology, as the laptops used by trustees will belong to the CBE, and be passed on to future trustees.

The working group recommends that in order to operationalize GC-2E, and fulfill the requirement that "Each Trustee will be provided the use of a laptop computer or similar portable electronic device for use in the Board Room, in the Trustee's Office and off-site.", that each trustee's desktop computer be





replaced with a Windows laptop computer from the Standard category of the CBE's approved for purchase catalogue.

## 5 | Financial Impact

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The Calgary Board of Education "evergreens" computers based on age/specifications and serviceability. Given that Trustees already have assigned computers, the decision to provide trustees with a standard laptop computer to replace their existing desktop will not introduce new costs to the system. This computer is identified as "good value without an abundance of bells-and-whistles". If the current desktops of Trustees have useful life, they will be appropriately redeployed.

The Calgary Board of Education will retain ownership of the laptops, and each trustee will be required to return the computer upon the completion of their elected term or if their tenure otherwise comes to an end.

## 6 | Conclusion

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Providing Trustees with a laptop computer will facilitate greater access to the electronic information pertinent to their role; and increased mobility would mean that trustees could carry and use their laptops while performing more aspects of their duties than was previously feasible.

### ATTACHMENTS

Attachment I: GC-7: Board Members' Code of Conduct, with Proposed Revisions

## GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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





**GOVERNANCE CULTURE**  
**GC-7: Board Members' Code of Conduct**

**Monitoring Method:** Board Self-assessment  
**Monitoring Frequency:** Annually

The Board and its members will conduct themselves lawfully, with integrity and high ethical standards, in order to model the behaviors expected of employees and students and to build public confidence and credibility.

- 7.1 Board members will serve the interests of the citizens of the entire school organization. Members recognize this responsibility to the whole to be greater than but not limited to, the following:
  - a. any loyalty a member may have to any other advocacy, interest or political groups;
  - b. loyalty based upon membership on other boards or staffs;
  - c. the personal interest of any Board member who is also a parent or guardian of a student in the organization; and
  - d. being a relative of an employee of the organization.
- 7.2 Board members will not attempt to exercise individual authority over the organization.
  - a. Members will not assume personal responsibility for resolving operational problems or complaints. Any such complaints will be referred to the Chief Superintendent for investigation and resolution.
  - b. Members will not personally direct any employee or any part of the operational organization.
  - c. When speaking to the press or otherwise publicly sharing personal opinions, members will respect decisions of the Board and will not undermine those decisions.



- d. Members will not publicly express individual negative judgments about Chief Superintendent or employee performance.
- 7.3 To build trust among members and to ensure an environment conducive to effective governance, members will:
- a. focus on issues rather than personalities;
  - b. respect decisions of the Board;
  - c. exercise honesty in all written and interpersonal interaction, never intentionally misleading, surprising or misinforming each other;
  - d. criticize privately, praise publicly;
  - e. make every reasonable effort to protect the integrity and promote the positive image of the organization and one another; and
  - f. never embarrass each other or the organization.
- 7.4 Members will exercise prudent personal discipline in the performance of their duties, including proper use of authority and appropriate decorum when acting as Board members.
- 7.5 Members will maintain confidentiality appropriate to sensitive issues and information that otherwise may tend to compromise the integrity or legal standing of the Board, especially those matters discussed in private session.
- 7.6 Members will comply with the requirement of Administrative Regulation 1062: Responsible Use of Electronic Information Resources (as may be amended from time to time).

| Adopted: January 24, 2012



## report to Board of Trustees

### Proposed Amendment to GC-5: Committees

Date	October 16, 2012
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
Purpose	Decision
Originator	Trustee Taylor
Governance Policy Reference	Governance Culture GC-5: Committees

#### 1 | Recommendation

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THAT the Board of Trustees approves the amendment of GC-5: Committees, as attached to this report.

#### 2 | Background

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Some Board committees require that external members attend Committee meetings at the Education Centre, or another location that may require them to pay for parking. This amendment would allow us to reimburse those members for this expense.

#### Attachment:

GC-5E showing proposed amendment



## Board of Trustees' Governance Policy

### GOVERNANCE CULTURE GC-5: Board Committees

**Monitoring Method:** Board Self-assessment  
**Monitoring Frequency:** Annually

The Board may create committees if they are deemed helpful to assist the Board in the performance of its responsibilities. If committees are established, they will be used exclusively to support the work of the Board as described in Policy GC-3, and will never be created or used to assist the Chief Superintendent in any operational area.

- 5.1 Board committees and other such entities by whatever name created by the Board will not be used to direct, advise, assist or oversee employees. Committees customarily will prepare recommendations for Board consideration. Board committees will have no authority over employees, and may exercise demands on employee's time and organizational resources only to the extent authorized in this policy. Members are not entitled to any fees or compensation; however, external committee members may be reimbursed for actual out-of-pocket parking expenses to attend the Committee meetings.
- 5.2 Board committees may not speak or act for the Board. The responsibilities and authority of all Board committees are carefully stated in this policy to assure that committees fully understand their duties and extent of authority, and to assure that committee work will not usurp or conflict with the Board's own authority or conflict with authority delegated to the Chief Superintendent.
- 5.3 All Board committees are considered to be ad hoc, or temporary. The date for their termination is listed for each committee. Committees may be renewed or reauthorized upon their expiration, but unless the Board acts to renew the committee's existence, it shall cease to exist upon the date specified.
- 5.4 The Board shall appoint members to committees and these members shall serve at the pleasure of the Board. Committee membership shall be reviewed annually at the Organizational Meeting and more frequently if the Board of Trustees so determines.





- 5.5 Board committees may or may not include members of the Board.
- 5.6 All meetings of committees shall be held in private. The committees may hold its meetings, and members of the committee may attend meetings by electronic means, provided all meeting attendees can hear each other.
- 5.7 Chairpersons shall establish the agendas for meetings, ensure that properly prepared agenda materials are circulated to the members with sufficient time for study prior to the meeting, and be responsible for reporting to the Board of Trustees with minutes following each meeting.
- 5.8 Minutes of all meetings of Board committees shall be provided to the Board of Trustees by the Chair and filed with the Board of Trustees for the corporate record and indicate at least the following information:
  - a. date and place of meeting;
  - b. attendees;
  - c. record of decisions and who is assigned any actions arising;  
and
  - d. date, time and place of next meeting.
- 5.9 All Committees shall report annually to the Board of Trustees on the Committee's responsibilities and how it has discharged them.
- 5.10 All Board committees are listed in GC-5E.

| Adopted: January 24, 2012



**report to  
Board of Trustees****ASBA 2012 Premier's Award for School Board  
Innovation and Excellence**

Date	October 16, 2012
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Janice Barkway, Corporate Secretary
Purpose	Information
Governance Policy Reference	Governance Culture GC-3: Board Job Description

**1 | Recommendation**

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It is recommended:

THAT the Board of Trustees receives the report for information.

**2 | Background**

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At the Board Meeting of September 25, 2012 the Board of Trustees addressed this emergent item. The Board approved the attached submission for the ASBA 2012 Premier's Award for School Board Innovation and Excellence. It was agreed to add it to a follow-up public meeting to assure the transparency of this item..

**3 | Financial Impact**

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There is no financial impact to winning the award. The winning recipient shall receive an engraved crystal plaque bearing the Association's logo. Finalists will also be chosen for this award and each will receive a framed certificate bearing the Association's logo.





#### 4 | Conclusion

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The Calgary Board of Education focuses on ways to meet local education needs with programs that: improve academic achievement, serve diverse populations, maintain quality in the face of population changes, and build bridges among parents, the community and other organizations that serve children. This submission is one example of a program that we believe best demonstrates the requirements of this award.

Attachment I: Nomination Submission and Package with Appendices





**Alberta School Boards Association**  
**2012 Premier's Award for School Board**  
**Innovation and Excellence**



# **Alberta School Boards Association**

## **2012 Premier's Award for School Board**

### **Innovation and Excellence**

#### **Background**

The Premier's Award for School Board Innovation and Excellence recognizes school boards for their role in launching innovative programs and initiatives that enhance student achievement. This prestigious award is sponsored by The Document Company Xerox.

Alberta school boards are constantly devising ways to meet local education needs with programs that: improve academic achievement, serve diverse populations, maintain quality in the face of population changes, and build bridges among parents, the community and other organizations that serve children.

#### **Criteria**

The award celebrates the value of trusteeship and recognizes the contributions school boards make to the quality of children's learning experiences in Alberta. Whatever the project - and there are a multitude - it should promote your jurisdiction's mission and advance student learning and be:

- developed, influenced and actively supported by your board,
- bold, innovative and creative in purpose,
- sustainable with the present system or school,
- suitable for a broad range of children and abilities,
- cost-effective, and client supported,
- capable of being replicated by other school boards with similar conditions and resources, and
- successful in view of the program's primary objectives.

#### **Procedural Guidelines**

Each school board is eligible to submit a nomination for the Premier's Award for School Board Innovation and Excellence for a program initiated in their own jurisdiction. No more than one Premier's Award for School Board Innovation and Excellence shall be awarded in one year.

#### **Awards Presentation**

The Premier's Award for School Board Innovation and Excellence will be presented by the Premier of Alberta or designate at the ASBA's Fall General Meeting.

The winning recipient shall receive an engraved crystal plaque bearing the Association's logo. Finalists will also be chosen for this award and each will receive a framed certificate bearing the Association's logo.

# Alberta School Boards Association

## 2012 Premier's Award for School Board Innovation and Excellence

### Nomination Form

Nomination forms must be completed and received by the ASBA on or before **September 28, 2012** to be considered. A board may only submit one type of program for the Premier's Award for School Board Innovation and Excellence.

The Calgary Board of Education in Zone 5  
Jurisdiction

would like to be considered as a candidate for the Premier's Award for School Board Innovation and Excellence Award.

Education Centre, 1221 - 8 Street S. W.

Jurisdiction Address

Calgary, AB T2R 0L8

City/Town/Province/Postal Code

403-817-7902

403-294-8125, e

Telephone

Facsimile

www.cbe.ab.ca

Website Address

107,265

K-12

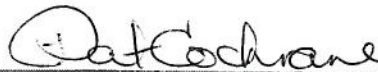
Student Enrolment

Grades served

Population: 1,120,225 Annual ten-year growth approx. 20,000/year

Community Demographics

Pat Cochrane



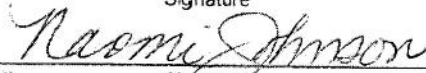
pjcochrane@cbe.ab.ca

Name of Board Chair (please print)

Signature

Email

Naomi Johnson



nejohnson@cbe.ab.ca

Name of Superintendent (please print)

Signature

Email

Return to:

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

# Alberta School Boards Association

## 2012 Premier's Award for School Board Innovation and Excellence

The name or type of program we are nominating is:

Implementation of an Integrated Workplace Management System at the  
Name

Calgary Board of Education.

Program Goal:

To optimise the quality of the teaching and learning environment  
and to transform the organization and enhance student achievement  
in the Calgary Board of Education.

Why do you think this program deserves recognition?

The program deserves recognition at a provincial and national  
level, as it has already received recognition at an international  
level, by ARCHIBUS, the #1 global leader and provider of real  
estate, infrastructure and facilities management solutions.

In May 2012, at the 17th Annual ARCHIBUS Users' Conference in

Boston, the Calgary Board of Education was honoured with the ...see

below

In addition to completing this form, describe your program in detail. Using no more than two letter size pages, typed, double-spaced, tell us who instituted the program and why, when it began, how it works, who it serves, and how much staff time and cost it involves.

Please include evidence of appropriate board involvement in initiating, endorsing, and/or advancing the program, along with specific evidence of the program's success. You may include a few relevant backup materials if you choose, however, **the judges will determine the winners on the basis of the two-page program description.**

Please provide an original photograph of the project along with a quote from your board chair that may be used for the award presentation, if successful.

prestigious ARCHIBUS Total infrastructure and Facilities Management  
Visionary of the Year Award. This award clearly demonstrates the  
program's success.

4 | Page



### *Program Description*

In 2006, the Superintendent of Facilities & Environmental Services developed a 5 Year Strategic Facilities Information Technology Plan built around an Integrated Workplace Management System. The Strategic Plan was approved by Superintendents and endorsed by the Board of Trustees. The implementation of the Integrated Workplace Management System commenced with the selection of ARCHIBUS, the #1 global provider of real estate, infrastructure and facility management solutions as the service provider. ARCHIBUS was chosen as it provided the Calgary Board of Education (CBE) with a single, comprehensive, integrated solution, allowing the CBE to make informed decisions that optimized return on investments and assets, lowered asset life cycle costs, increased organizational efficiency and productivity. Most importantly, the implementation of the program over time, would streamline processes that shared resources and would optimise the quality of the teaching and learning environment, while transforming the organization and enhancing student achievement.

The implementation of the strategy has been a major challenge over the past four years with significant success achieved in a number of areas. ARCHIBUS has proven to be a powerful software product and the Integrated Workplace Management System an effective program. Awareness of ARCHIBUS across the CBE has increased to the point where it is now a buzz word at grass roots level up through senior management, including the Board of Trustees. This system allows us to constantly examine our business processes and practices to look for opportunities to become more efficient and more effective in delivering support services.

The core applications comprise a computer aided facility management (CAFM) tool for facility space management planning and space utilisation analysis, and a computerised maintenance management system (CMMS) which is integrated with the ORACLE financial business system. These applications and tools have allowed the CBE to build and manage a comprehensive and powerful data driven, integrated, and scalable system to streamline facility management processes and significantly improve facility support services to educators across 220 school locations. To cite one example of the program's success; when the CBE had a paper driven work order process, a work request from a school, could take three to four weeks from the initial request to get into the tradespersons hands. Now it takes three days. Soon that time will be reduced even further, with the introduction of mobile technology and more automation. Another example of the program's success; space utilisation reporting, previously a huge time consuming paper based process, is now accomplished on line by the Principals, using ARCHIBUS. The introduction

of ARCHIBUS Dashboards for the Principals will further enhance, with ease and accuracy, the use and distribution of shared information on facilities use, maintenance, asset location, equipment location, and room rental information.

The current elements of the Integrated Workplace Management System include the deployment of mobile computing, tool crib management, equipment inventory management, property lease management, project management for capital and IMR projects, energy consumption management, and hazardous material-tracking and management.

The recent international award received recognises the significant advances made by the CBE in taking the Integrated Workplace Management System well beyond facilities and extending and integrating it fully into the organization. Through the newly created Technology Council in the CBE, ARCHIBUS applications have been leveraged system wide to implement a musical instrument inventory for band teachers and band parent associations, and an inventory for career and technology instructional equipment. The ARCHIBUS Service Desk Application is also allowing the CBE to eliminate multiple “help” desks with a single consolidated help desk model for all administrative, IT, student and staff services, allowing for collaborative and agile decision making.

The CBE is also actively involved at a strategic level with other organizations, including the City of Calgary, Calgary Police Department, Calgary Fire Department, and the Calgary Emergency Management Association to develop city-wide emergency planning, event management and sharing of facility information. This requires full integration of CBE’s ARCHIBUS facility information into a number of disparate external systems and leveraging its value. Through participation in these strategic planning activities, and by linking with external consumers of facility data, the CBE has been able to create a positive, systemic impact across the organization and with essential City services. The impact of extending and sharing this facility data allows the CBE to deal effectively with emergencies, threats and student safety.

The Integrated Workplace Management System Team resides within the Capital Planning and Development Department in the Facilities and Environmental Service Unit and comprises two full time staff, with an annual operating budget of \$250k/annum.

## report to Board of Trustees

### Chief Superintendent's Update

Date	October 16, 2012
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Naomi E. Johnson, Chief Superintendent of Schools
Purpose	Information
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board

#### 1 | Recommendation

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It is recommended:

- THAT the Board of Trustees receives the following report for information.

#### 2 | Issue

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As the Board of Trustees' chief executive officer, the Chief Superintendent is accountable for meeting the expectations set by the Board. These expectations are stated in Results and Operational Expectations policies.

OE-8: Communication With and Support for the Board requires "the Board is supported in its work and is fully and adequately informed about matters relating to Board work and significant organizational concern." With other reports submitted to the Board of Trustees, this update meets the requirement of OE-8 for the provision of information in a timely, simple and concise form.





#### **Chief Superintendent's Office**

##### **Quarterly Update on Iris Instructional Design and Assessment Web Application**

At the Board of Trustees' meeting on January 17, 2012, administration was directed to provide quarterly updates to the Board regarding information shared at the Board Development Session that same meeting. The development session was about the Calgary Board of Education's internal assessment system called Iris. The following update is the third report presented in response to this directive.

The design and development of the initial version of Iris was completed on schedule. Iris was available for use in schools on August 13, with student use beginning on the first day of instruction for modified calendars schools.

Work has begun at the initial group of schools with support from an integrated services team from Learning Services and Learning Innovation. Some schools are focusing on student learning plans and involving students in self-assessment processes or goal setting in new ways. Some schools are using the learner profile to share key understandings about each of their students as part of their work to meet students' individual learning needs. Some are using the profile to begin focusing formative assessment practices within the areas of their school development plans and others are using the workspace to share instructional ideas, professional learning and to engage in other professional tasks. As teachers and principals begin to explore the possibilities of Iris they are looking both for efficiencies in current aspects of their work and for possibilities to go deeper into elements of personalization. Attention in schools is more on the practices of personalization that Iris makes possible than it is on the application itself.

Other schools are expressing interest in working with Iris over the upcoming year and a process for involving additional schools is being developed. In addition, a number of priorities for new features and expanded capabilities have been identified that would advance the contributions of Iris to the work of schools even further. A second iteration of Iris, with enhanced abilities to connect students and teachers, is scheduled for release in November. Other minor enhancements may be undertaken later this year.

During 2012-2013, five strategic focus areas will inform the growth, sustainment and expansion of Iris beyond its initial release.

- Teaching, Learning and Leadership
- Technology
- Business Development
- Research
- Communication and Public Engagement



Administration recommends this report as the last quarterly report about Iris. The Board of Trustees will receive updates about the web application as significant information becomes available. These updates will be included as items under the Learning Services service unit heading in future Chief Superintendent written updates.

### Quarterly Update on Records Management

At the Board of Trustees' meeting on January 24, 2012, administration was directed to provide quarterly updates to the Board regarding the Calgary Board of Education's progress to address records management and retention issues. The following update is the third report presented in response to this directive.

This and subsequent quarterly reports will reference Generally Accepted Recordkeeping Principles (GARP) as a means of contextualizing the work and overall progress. GARP is an industry standard that is the basis for the Corporate Records Management Program. Following are the GARP principles:

- |                  |                 |
|------------------|-----------------|
| ■ Accountability | ■ Compliance    |
| ■ Transparency   | ■ Accessibility |
| ■ Integrity      | ■ Retention     |
| ■ Protection     | ■ Disposition   |

### GARP Principle of Accountability

#### ■ Records Management Timeline

Information was finalized over the summer plotting major records management program actions within their respective focus areas against the GARP Principles and the GARP Maturity Model. This work has resulted in a blue print for action that includes:

- the Corporate Records Management Program High Level Timeline.

#### Benefits

- The Corporate Records Management Program has a defined plan and a clear basis for performance measurement and reporting.
- The timeline maps a clear, concise and transparent pathway for maturing the Corporate Records Management Program.

#### ■ Further Evaluation of Records Management Positions

The Records Centre Coordinator and the Records Technician positions have been re-revised and re-evaluated to reflect the duties and the level of responsibility required of these positions.





## Benefits

Changes to storage and disposition represent a shift from viewing records as a mainly warehousing function to a formal records lifecycle management program that manages records from creation to final disposition. Positions in support of the records management program should be similarly aligned to ensure clear understandings of expectations, responsibilities and training requirements.

## GARP Principles of Retention and Disposition

### ■ Offsite Storage of CBE Records

On April 9, 2012 Superintendents' Team approved plans for the utilization of commercial storage facilities for the storage and maintenance of semi-active and inactive records. Over the summer, a Request for Proposal was developed to address offsite storage. On August 21, 2012 the Request for Proposal for Offsite Storage was posted on the Alberta Purchasing Connection website, with a closing date of September 6, 2012. Responses will be evaluated this fall.

## Benefits

- Begins to address overcrowding at the Calgary Board of Education's onsite facilities together with related occupational safety concerns.
- Provides facilities for maintenance of semi-active and inactive records; primarily fire suppression, protective racking to shield physical boxes from damage and enhanced security.

### ■ Archival Board Of Trustees' Meeting Minutes Scan/Digitization Project

A Request for Quotation was developed over the summer outlining very specific archival requirements for scanning the 126 year-to-date Board of Trustees' meeting minutes. In late August, a vendor was selected to perform this delicate task and a thorough in-house quality control, quality assurance process was developed. Work on this project began on September 17, 2012. Initial discussions have been completed with Calgary Board of Education Information Technology Services to provide a platform to enable secure storage and access once the project is completed.

## Benefits

- Scanning the Board of Trustees' meeting minutes represents important first steps to ensure the preservation, in a systematic manner, of materials that document the creation, experience and history of the Calgary Board of Education, its schools, students





and community interactions to hold in trust for future generations.

- Board of Trustees' meeting minutes will be scanned not only for preservation but also to pilot an electronic online archival repository.

## GARP Principle of Protection and Availability

### Physical Security

A meeting occurred on August 28 with Facility Security Services that identified the Records Centre as part of their larger security review. To provide the level of physical security needed for the holdings of the Records Centre, the following adjustments will be considered:

- front entry – card access reader
- back entry – card access reader
- back entry – door buzzer
- administration area – bell/buzzer to hear the back door

#### Benefits

The Corporate Records Management Program is entrusted with assuring the physical security of all of its holdings – currently 36,000 cubic feet of information. Installing card readers at access points will provide greater security and control to this area.

### Technology – Records Management Application

At present the ability to search for the appropriate retention value is limited as the records management application facilitates either keyword searches or searches by warehouse box number only. Consequently, the following is required:

- enhance the records management application to be able to search by primary, secondary and tertiary Classification and Retention values to determine appropriate lifecycle timeframes.

This enhancement is currently being tested.

#### Benefits

- The ability to enter the new Classification and Retention values into the database and apply legislated retention values to records will be realized.



## GARP Principles of Integrity and Transparency

### ■ Communications Plan

On July 5, 2012 the Corporate Records Management Program consulted with CBE Communications to establish a communication plan in support of the Classification and Retention Schedule. The communication plan is in its final stages of development and will include students, the public and employees as key stakeholders.

### ■ Training

Site visits, records management consultation and training have been provided to the following schools and service units since June 4, 2012:

- Ted Harrison School
- Captain Nichola Goddard School
- Nose Creek School
- Twelve Mile Coulee School
- Tuscany School
- Simon Fraser School
- Simons Valley School
- Dr. E. W. Coffin School
- Windsor Park School
- Louise Dean School
- Corporate Financial Services (shared drive)
- Corporate Partnerships (shared drive)
- Learning Services (counseling and program records)

### Benefits

- In order for records management practises to be adopted and become standard organizational practise, they must be supported by appropriate communications and on-going training. In particular, processes such as the Classification and Retention Schedule require specific communication and targeted training to build employee awareness as a foundation for accomplishing a mature records management program.
- All Calgary Board of Education employees contribute to the organizational success of records management. The communication plan is intended as a springboard for engaging stakeholders and advancing program implementation goals.

## GARP Principle of Compliance

### ■ Classification and Retention Schedule

Work has begun with process owners to fine tune the Classification and Retention Schedule (CRS). As an example, Learning Services identified the need for CRS categories that reference Learning



Services' records to be expanded. The Corporate Records Management Program is currently working with Learning Services to expand that area of the CRS while ensuring consistency with legislative requirements.

### Benefits

The Classification and Retention Schedule is a living document and consistent with legislative frameworks. It must fit the organizational culture and business practises or it will fail. This balance is not only implied; it must be demonstrated in order to build organizational confidence and assurance that sufficient flexibility exists to meet the needs of the Calgary Board of Education while still staying true to legislative requirements.



NAOMI E. JOHNSON  
CHIEF SUPERINTENDENT OF SCHOOLS

### GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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





## report to Board of Trustees

### 2012-2013 Student Enrolment Summary

Date	October 16, 2012
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Naomi E. Johnson, Chief Superintendent of Schools
Purpose	Information
Originator	Frank J. Coppinger, Superintendent, Facilities & Environmental Services
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board
Resource Person(s)	Donna Crawford, Acting Principal, Planning, Transportation and Environmental Services Anne Trombley, Planning Supervisor, Transportation and Environmental Services Karen Budd, Business Analyst, Student Information Records System (SIRS)

#### 1 | Recommendation

It is recommended:

- THAT the Board of Trustees receives the report on September 30, 2012 student enrolment for information.

#### 2 | Issue

There is a need to provide, in a timely manner, September 30th student enrolment information to the Board of Trustees and administration within the Calgary Board of Education.



### 3 | Background

---

The purpose of this report is to provide an enrolment summary in advance of the detailed School Enrolment Report.

The 2012-2013 School Enrolment Report will be presented on November 27, 2012 and will contain the following detailed information which is not possible to have available by October 16th:

- number of students enrolled in each school, by grade and program, including alternative programs, special education programs and system classes, and the number of out of attendance area students enrolled in each school as of September 30th in the current school year;
- provincial capacity of each school, including the number of modular classrooms;
- utilization rate of each school facility, not including lease exemptions;
- utilization rate, including lease exemptions as of September 30th of the current year for each school facility;
- amount of surplus space available for leasing but not yet leased; and
- list of the leases and amount of space leased, for each building.

### 4 | Analysis

---

Provision of this enrolment summary in advance of the detailed School Enrolment Report may result in minor discrepancies in reported enrolment between the two reports. These minor discrepancies can be due to factors such as duplicate registrations and other anomalies that were not resolved prior to the September 30th enrolment count. These discrepancies, if any, will become apparent as a detailed examination of the September 30th count data occurs between now and the completion of the School Enrolment Report for November 27, 2012.

Historically, there is a slight decrease in the enrolment as reported in the October enrolment summary, as compared to the November school enrolment report. For example, in the September 30th Enrolment Summary 2011, which was presented to the Board of Trustees on October 18, 2011, total enrolment was reported as 104,212 students. The more detailed 2011-2012 School Enrolment Report, which was presented to the Board of Trustees on November 15, 2011, reported enrolment of 104,182 students. The decrease in reported enrolment of 30 students was due to the discovery of the type of discrepancies mentioned above.



Table 1 provides a comparison of actual September 30, 2012 student enrolment to the district enrolment projection:

**TABLE 1**

	Enrolment, September 30, 2012	Projected Enrolment	Difference
Pre-Kindergarten	81	60	21
Kindergarten	8,238	8,157	81
Grades 1-3	24,441	23,942	499
Grades 4-6	21,333	20,932	401
Grades 7-9	21,645	21,417	228
Grades 10-12	25,918	25,526	392
Home Education	247	190	57
Outreach Programs	1,116	1,100	16
Unique Settings	673	680	-7
Sub-Total	103,692	102,004	1,688
CBe-learn	680	650	30
Chinook Learning Services	2,760	3,000	-240
Total	107,132	105,654	1,478

The total school enrolment, as of September 30, 2012, was 107,132 students. This number includes students for CBe-learn and Chinook Learning Services.

Enrolment is above the district enrolment projection by 1,478 students. The school district projection for September 2012 is within the industry standard of excellence (2.0%). The district projection is 98.2% accurate.

Table 2 provides a comparison of student enrolment from September 30, 2011 to September 30, 2012. Enrolment has increased by 2,950 students over the previous year's enrolment. The most significant increases occurred at kindergarten (520 students), Grades 1-3 (1,079 students) and Grades 4-6 (808 students).





TABLE 2			
	Enrolment, September 30, 2011	Enrolment, September 30, 2012	Difference
Pre-Kindergarten	51	81	30
Kindergarten	7,718	8,238	520
Grades 1-3	23,362	24,441	1,079
Grades 4-6	20,525	21,333	808
Grades 7-9	21,457	21,645	188
Grades 10-12	25,533	25,918	385
Home Education	189	247	58
Outreach Programs	1,113	1,116	3
Unique Settings	684	673	-11
Sub-Total	100,632	103,692	3,060
CBe-learn	615	680	65
Chinook Learning Services	2,935	2,760	-175
Total	104,182	107,132	2,950

## 5 | Financial Impact

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

## 6 | Conclusion

This report provides timely information to the Board of Trustees regarding the September 30, 2012 student enrolment in the Calgary Board of Education.

*David Stevenson*  
FOR:

NAOMI E. JOHNSON  
CHIEF SUPERINTENDENT OF SCHOOLS



## GLOSSARY – Developed by the Board of Trustees

**Board:** Board of Trustees

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## report to Board of Trustees

### Locally Developed Courses

Date	October 16, 2012
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Naomi E. Johnson, Chief Superintendent of Schools
Purpose	Decision
Originator	Deborah Lewis, Superintendent Learning Services
Governance Policy Reference	Locally Developed Courses R-2: Academic Success OE-10: Instructional Program
Resource Person(s)	Elizabeth Gouthro, Director, Learning Services Michelle Bastock, System Assistant Principal, Learning Services

#### 1 | Recommendation

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It is recommended:

1. THAT the Board of Trustees approves the following new Calgary Board of Education senior high locally developed courses and resources, as listed in the course outline submitted to Alberta Education, for use in Calgary Board of Education schools for the period listed within each course outline:

#### Yoga

Level: 15, 25, 35 Credits: 3





2. THAT the Board of Trustees approves the following renewed Calgary Board of Education senior high locally developed courses and resources, as listed in the course outline submitted to Alberta Education, for use in Calgary Board of Education schools for the period listed within each course outline:

Physics AP

Level: 35 Credits: 3

3. THAT the Board of Trustees approves the following newly acquired Calgary Board of Education senior high locally developed courses and resources, as listed in the course outline submitted to Alberta Education, for use in Calgary Board of Education schools for the period listed within each course outline:

American Sign Language and Deaf Culture

Level: 15, 25, 35 Credits: 5

American Sign Language - Language Arts Bilingual

Level: 15, 25, 35 Credits: 5

4. THAT the Board of Trustees approves the following newly acquired Calgary Board of Education junior high locally developed courses and resources, as for use in Calgary Board of Education schools for the period listed within each course outline:

American Sign Language and Deaf Culture

Grade: 7, 8, 9

American Sign Language - Language Arts Bilingual

Grade: 7, 8, 9

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## 2 | Issue

Alberta Education Policy 1.2.1 – *Locally Developed/Acquired and Authorized Junior and Senior High Complementary Courses* (4) requires that, “Approval of a locally developed/acquired and authorized course (junior and/or senior high) shall be by Board motion and shall be for a maximum duration of three years.”



### 3 | Analysis

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#### Senior High – New Courses

##### Yoga 35

The Yoga program is designed to safely introduce students to the basic postures, breathing techniques and relaxation methods of yoga. The course teaches students about the historical roots of yoga and develops their understanding of anatomy and physiology as it applies to this discipline. The course includes a focus on concentration techniques and functional breathing and builds on the Yoga 15 and 25 currently offered.

##### American Sign Language and Deaf Culture 9 year Program

This course is designed as a second language option for students; particularly for the Deaf and Hard of Hearing program at Queen Elizabeth High School. Students will gain an understanding of the American Sign Language and Deaf culture that will broaden their ability to communicate.

##### American Sign Language and Language Arts Bilingual (acquired)

"The ASL (American Sign Language) Language Arts course was developed to support bilingual programming for students using both English and American Sign Language."

### 4 | Implementation Consequences

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Calgary Board of Education Operational Expectations OE-10: Instructional Program states,

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

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

10.7 Is regularly evaluated and modified as necessary to assure its continuing effectiveness."

Alberta Education Policy 1.2.1 – *Locally Developed/Acquired and Authorized Junior and Senior High Complementary Courses* states,

"Alberta Learning supports the local development and authorization of junior high school and senior high school complementary courses, which do not





duplicate provincially authorized courses, to further develop and cultivate the unique interests and abilities of students, to foster educational improvement and excellence through innovation at the local level to meet the unique needs of a local community.”

Alberta Education Policy 1.2.1 further states,

“...in the interest of increasing local flexibility to meet the needs of students, local school authorities will authorize senior high locally developed/acquired and authorized courses and provide Alberta Learning with information regarding these authorizations.”

Alberta Education requires a copy of the Board of Trustee motion showing specific information about the Board authorization of senior high locally developed courses. In order to meet provincial requirements, the motion must be received by Alberta Education on or before May 31 of a given year for course implementation in the first semester of the next school year.

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

All locally developed and acquired courses are scrutinized by the Director, Instructional Services and the Superintendent, Learning Services. The intention of the CBE process is to facilitate seamless access for students by renewing expiring courses and authorizing new courses for February 1, 2013.

Notice of authorization of the recommendations in this report will be provided to Alberta Education’s Curriculum Branch and appropriate Calgary Board of Education staff. Copies of the new or revised course outlines will be made available to all middle, junior and senior high schools through the “staff insite”.

## 5 | Conclusion

Board of Trustee’s approval of the listed locally developed and acquired courses will ensure that the Calgary Board of Education is compliant with Alberta Education Policy 1.2.1. Approval of the renewed courses will enable the Calgary Board of Education to be innovative and responsive in personalizing learning to address the individual needs of our students.



NAOMI E. JOHNSON  
CHIEF SUPERINTENDENT OF SCHOOLS





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