

# public agenda

## Regular Board Meeting

September 20, 2016  
12:00 p.m.

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

### R-1: Mission |

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	Topic	Who	Policy Ref	Attachment
12:00 p.m.	<b>1   Call to Order, National Anthem and Welcome</b>			
	<b>2   Consideration/Approval of Agenda</b>		GC-2	
	<b>3   Awards and Recognitions</b>		GC-3	
	<b>4   Results Focus</b>			
	4.1 School Presentation – William Aberhart High School	D. Unruh	R-2	
60 mins	4.2 Board Development Session – Literacy Strategy 2016-17	J. Everett	R-2, OE-8, OE-10	
	<b>5   Operational Expectations</b>			
Max 20 mins	<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>	Board	GC-3	
	<b>8   Consent Agenda</b>	Board	GC-2.6	
	8.1 Approval of Minutes			Page 8-7
	<ul style="list-style-type: none"> <li>▪ Regular Meeting held September 13, 2016</li> </ul>			



Time	Topic	Who	Policy Ref	Attachment
	<i>(THAT the Board approves the minutes of the Regular Meeting held September 13, 2016)</i>			
	8.2 OE-2: Temporary Chief Superintendent Succession – Annual Monitoring <i>(THAT the Board approves the Chief Superintendent is in compliance with the provisions of OE-2)</i>		B/CSR-5, OE-2	(Sept.13/16) Page 5-1-A
	8.3 Items Provided for Board Information			
	8.3.1 Chief Superintendent's Update		OE-8	Page 8-1
	<b>9   In-Camera Session</b>			
3:00 p.m.	<b>10   Adjournment</b>			
	<b>Debrief</b>	Trustees	GC-2.3	

**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 2016-2017

Report date:  
September, 13, 2016  
Resubmitted:  
September 20, 2016

## OE-2: Temporary Chief Superintendent Succession

### BOARD OF TRUSTEES ACTION

With respect to OE-2: Temporary Chief Superintendent Succession, the Board of Trustees:

- approves that the Chief Superintendent is in compliance with the provisions of this policy.
- Finds the evidence to be compliant with noted exceptions
- Finds evidence to be not compliant



operational expectations monitoring report

Monitoring report for the school year 2015-2016

Report date: September 13, 2016

OE-2: Temporary Chief Superintendent Succession

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 2: Temporary Chief Superintendent Succession, the Chief Superintendent certifies that the proceeding information is accurate and complete.

- [x] In Compliance.
[] In Compliance with exceptions noted in the evidence.
[] Not in Compliance.

Signed: [Signature] David Stevenson, Chief Superintendent

Date: Aug 29/16

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 2: Temporary Chief Superintendent Succession, 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-2: Temporary Chief Superintendent Succession**

The Chief Superintendent shall designate at least one other employee who is familiar with the Board's governance process and issues of current concern and is capable of assuming Chief Superintendent responsibilities on a temporary basis.

**Board-approved Interpretation |**

The Chief Superintendent interprets:

- *Board's governance process* to mean the governance model adopted by the Board of Trustees, and the governance policies and Board procedures approved by the Board of Trustees;
- *issues of current concern* to mean those matters immediately affecting the organization or the Board of Trustees;
- *capable* to mean those employees who can manage essential functions and urgent matters related to the responsibilities of the Chief Superintendent;
- *responsibilities* to mean the management of essential functions and urgent matters as distinct from the role as a whole;
- *temporary* to mean instances of time, including both planned and unplanned, where the Chief Superintendent is absent and/or unavailable.

Outside of operational hours, the Chief Superintendent remains the Chief Superintendent, available and in contact electronically, via cell phone, text or email. The Chief Superintendent will determine when a planned absence requires a temporary designation. This will be communicated, in writing, to the Board of Trustees. If the Chief Superintendent is unavailable electronically, the primary plan of designation is in effect.

Further, in accordance with Alberta Regulation 178/2003, the qualifications of an individual appointed to act in the office of the superintendent of schools include:

- (a) a Bachelor of Education degree or equivalent, and a Master's degree;
- (b) a certificate of qualification as a teacher; and
- (c) 3 years' experience in a school system in Alberta.



**OE-2: Temporary Chief Superintendent Succession**

The naming of an employee to assume the responsibilities of Chief Superintendent on a short-term basis does not presume a detailed knowledge of all functions. It does require an awareness of primary needs, knowledge of resources for the management of those needs and the ability to access those resources in an appropriate and timely manner.

Calgary Board of Education practices ensure the holders of the following positions meet the criteria of Alberta Regulation 178-2003 and are sufficiently familiar with Board and organizational issues and processes.

In the absence of the Chief Superintendent, the primary plan of designation is:

1. Deputy Chief Superintendent
2. Superintendent, Learning
3. Area Directors
4. Education Directors

**Board-approved Indicator and Evidence of Compliance |**

At the beginning of each school year, the Board of Trustees will receive a signed document from the Chief Superintendent confirming the positions and order of designates indicating the primary plan of designation. A separate, confidential document which identifies each individual's name and contact information will be updated annually or within 30 days as positions or people change

*The organization is compliant with this indicator.*

*The plan of designation was provided to the Board of Trustees and approved on September 8, 2015.*

*Two memoranda dated October 2, 2015 and January 4, 2016 and signed by the Chief Superintendent were distributed to all Trustees indicating the names, positions and order of all designates due to changes within senior administration. Electronic memos were distributed, to all Trustees, in all instances during the 2015-2016 school year, where the Chief Superintendent was absent. Each memo indicated the primary contact during the temporary absence.*

Evidence demonstrates the indicator in sub section 1 is in compliance.

## OE-2: Temporary Chief Superintendent Succession

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.



## report to Board of Trustees

## Chief Superintendent's Update

Date	September 20, 2016
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, 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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This report is being provided for the information of the Board. No decision is required at this time.

### 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 that "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.



## **Personalize Learning**

### **Alternative Program Proposals**

Two alternative program proposals were received during the summer months. A proposal titled "Albanian Language" was received on July 19, 2016. Another proposal titled "Succeed Now" was received on August 13, 2016.

Both proposals were carefully considered under the guidelines established by Alberta Education, within the *Alberta School Act* and under those processes established by the Calgary Board of Education.

Administration has determined that neither proposal meet the requirements of an alternative program as established by section 21(1) of the *Alberta School Act*.

This decision has been communicated in writing to the applicants.

## **Build Professional Capital**

### **Literacy strategy**

Initial consultations around developing CBE's K-12 literacy strategy revealed a strong interest in collaborative professional learning opportunities and building system-wide coherence in literacy practices. In response, one of our initial steps is to offer three collaborative cohorts for the 2016-2017 school year. These year-long cohorts will offer schools an opportunity to align the work from school development plans and professional learning communities to CBE's K-12 literacy strategy. Over the summer 48 schools and about 200 staff (including principals, assistant principals and teachers) participated in the initial meetings of the literacy communities of practice to begin to make connections between current literacy research, practices and their 2016-17 school development plans.

### **English language development summer institute**

The English language learning team from Kingsland Centre hosted a 5-day summer institute for 28 CBE teachers August 2 – 8, 2016. The purpose of the institute was to build teacher capacity to infuse English language development into their practice in order to address the needs of English language learners, kindergarten through grade twelve. The English language development approach, based on the work of Susana Dutro and Carrol Moran was coupled with the CBE's vision for personalization of learning. Through this lens, teachers gained knowledge and expertise in how to infuse explicit English language instruction across curricula, how to differentiate instruction, and how to better understand and use English language learner benchmarks. Teachers gained valuable professional capital that will enable them to build capacity within their schools and ensure the continual improvement of the overall learning experience of students.

## **Languages Symposia**

Additional language research, analysis of student results in our school district and conversation with school-based teachers and administrators have underscored the need to increase the communicative competency of all students in our second-language programs. The Neurolinguistic Approach (NLA) to language learning allows students to achieve communicative competency in a second or additional language. It is an approach that students find highly motivating as they engage actively in discussions, presentations and projects in personalized learning contexts.

For the third consecutive year, CBE offered a five-day Intensive French summer symposium in NLA for new and experienced French as a Second language and French immersion Teachers. Teachers work with resources that have been specifically designed to successfully support the implementation of the NLA with students, building their professional capacity to design tasks in second and additional language contexts using high-impact strategies. CBE's Symposium also prepares teachers in our French Immersion contexts for teaching and learning success as they learn to use Neurolinguistic strategies to increase the cognitive academic language proficiency of their students. CBE has adapted the NLA to support language learning in our bilingual programs as well and are offering a two-day Language Symposium for Bilingual Programs.

On completion of this five-day course, teachers receive their Intensive French certification, enabling them to teach in Intensive French and Post-Intensive French programs across Canada.

## **Engage Our Public**

### **CBE/ YAMAHA Visiting Teachers Program**

CBE hosted 30 Japanese English teachers for a week of English language immersion in July. The CBE partners with organizations around the world to share our approaches to teaching and learning. The CBE benefits through developing cross cultural understanding and building professional capital through these kinds of international opportunities. All costs associated with this training program are borne by Yamaha.

### **Engagement Process**

The CBE is committed to involving parents, staff and the community in decisions that affect them. To do this more effectively, a system-wide approach to public engagement, called *dialogue*, has been developed. During the summer, support materials and a training plan for staff were developed. Implementation of the dialogue process will be ongoing throughout the 2016-17 school year. The goal is to ensure the CBE has consistent practices for community engagement that respect the diversity and perspectives of the community and support the CBE in achieving its mission. Dialogue is continuing with communities on a variety of topics including transportation and impacted schools.

## **Transportation**

Through the transportation engagement parents said they wanted to receive their route maps earlier. A pre-registration process was developed. Thank you to the thousands of parent/guardians who submitted their pre-registration by the June 12 deadline. The overwhelming response allowed the CBE Transportation department to build yellow school bus routes sooner, giving families more time to plan for the new school year. Route maps were posted on the CBE website starting on July 25. For those registrations received after the deadline, addresses will be considered when we adjust routes in mid-October.

In late June, parents/guardians received an update on the long-term transportation engagement strategy and next steps. Some aspects of the long-term strategy will require more exploration and evaluation before any final decisions can be made. Conversations with stakeholders will continue over the 2016-17 school year as a long-term plan is finalized. Through the engagement parents asked for the CBE to consider other ways to set transportation service level guidelines beyond just considering the program a student attends. Based on this, the CBE will develop a set of criteria that also take into consideration other factors such as geographic location and student population density in a community. The CBE will continue to work with our parents, students, staff and community on the long-term transportation plans.

## **Impacted Schools**

New schools opening in the 2016-17 school year will create additional space in some existing schools and result in future changes for some schools. Engagement is continuing this fall with parents, students, staff and the community on how the CBE can utilize these spaces to support student learning. Phase one of this engagement occurred in the spring of 2016. Active engagement in Phase two will take place from mid-September. Community Advisory groups have been established for Areas I, II and V – the most impacted areas.

The CBE anticipates communicating plans for the sustainable use of learning space across our system by March 2017. Plans may be implemented for the 2017-18 school year or later.

Detailed information about these engagements is available on the website at [cbe.ab.ca/dialogue](http://cbe.ab.ca/dialogue).

## **Steward Our Resources**

### **Client Technology Services**

Client Technology Services (CTS) has undergone a change in leadership at the director level over the summer. The team's primary focus remains providing high quality, responsive technology support to schools and Service Units and we will be adding consistency as a focus going forward through standardization of processes and improving the measurement of our work.

As part of our commitment, we have pushed to improve technology availability for Day 1 of school opening. Again this year we have completed our "Value Add" program whereby we visit each school in advance of opening day to ensure all client technology is charged up, patched, tested and ready for teachers and students to use. We improved our performance this year, with all targeted schools receiving fourteen hours or more of this service (compared to an average of twelve hours last year.) This enabled us to perform the required maintenance tasks on eighty four percent of our supported in-school technology compared to the sixty four percent success we achieved last year.

Throughout the remainder of the year, we will continue to ensure students and teachers have access to well maintained and capable technology through our Technology "Evergreening" Program. Based on our minimum technology specifications, the CBE has over fifteen million dollars' worth of outdated equipment. This year the CBE has allocated enough funds to address approximately one third of that technical debt. For the remaining outdated technology, the CTS team will make efforts to ensure it is being used in less critical and lower impact areas until it can be replaced in coming years.

The CTS team is also focusing on Building Professional Capital within our team. Training and development will be approached with options such as books, online content, seminars and job shadowing. CBE resources such as Chinook Learning will also be included in the plan.

### **New Schools**

This month the Calgary Board of Education added eight new schools and two modernized high schools to its long list of cutting edge learning environments. These innovative facilities will positively impact the learning opportunities for up to 6,600 students who will be accommodated within them. The students remaining in existing CBE schools will benefit from utilization rates better aligned with provincial guidelines thereby making possible a multitude of new learning opportunities at these schools.

Initial enrolment results from the five new elementary schools, two new middle schools, one new high school and two modernized high schools indicate that overall they are attracting larger numbers of students than projected. Enrolment thus far is almost 4% higher than anticipated, underscoring the tremendous demand for local community schools that had built up following many years of population growth without a corresponding growth in the number of properly situated schools to serve Calgary communities.

In early 2017 the CBE will open another 10 schools (four elementary schools, four middle schools, the Aboriginal Learning Centre and a replacement for Christine Meikle School) which will provide quality learning spaces for another 6,000 additional students.

The effort invested by CBE staff and our partners over the past two years to design, build and fit-up these new schools has been one of Herculean proportions. The immensity of the task truly comes into focus when one considers that the CBE has been concurrently working on 28 new school and modernization projects. Everyone who has participated in this first round of school openings can be

immensely proud of their accomplishment. The CBE is committed to build upon this first round of successes to deliver the remaining 18 school projects with the same level of diligence and attention to students and their learning needs.



**DAVID STEVENSON**  
**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.