public agenda

Regular Meeting of the Board of Trustees

November 14, 2017
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.	**1 |**	**Call to Order, National Anthem and Welcome**			
	2 |	**Consideration/Approval of Agenda**		GC-2	
	3 |	**Awards and Recognitions**		GC-3	
	4 |	**Results Focus**			
15 mins	4.1	Keeler School Presentation		R-3	
60 mins	4.2	R-2 Academic Success – Monitoring Follow-up		R-2, OE-8	Page 4-1
	5 |	**Operational Expectations**			
20 mins	5.1	OE-4: Treatment of Employees – Annual Monitoring	D. Stevenson	OE-1,4,8,12	Page 5-1
	6 |	**Public Comment [PDF]**		GC-3.2	
Max 20 mins		Requirements as outlined in Board Meeting Procedures			
	7 |	**Matters Reserved for Board Action**	Board	GC-2	
10 mins	7.1	2018/19 Modular Classroom Plan	D. Stevenson	OE-2,7,8,9	Page 7-1

Times included on this agenda are approximate and may vary during the course of the meeting.

Time	Topic			Who	Policy Ref	Attachment
	7.2	Approval of Minutes of the Regular Meeting held October 10, 2017		Board		Page 7-10
	8 |	**Consent Agenda**		Board	GC-2.6	
	8.1	Items Provided for Board Information			OE-8	
		8.1.1	Correspondence			Page 8-1
		8.1.2	Chief Superintendent's Update - Records Management Quarterly Report		B/CSR-5	Page 8-3
		8.1.3	Chief Superintendent's Update - CBE Initiatives, Activities and Events			Page 8-8
	9 |	**In-Camera Session**				
3:00 p.m.	**10 |**	**Adjournment**				
		Debrief		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.

Calgary Board of Education

Times included on this agenda are approximate and may vary during the course of the meeting.

report to Board of Trustees

Results 2 Monitoring: Follow-up Report

Date	November 14, 2017
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Information
Originator	Jeannie Everett, Superintendent, Learning
Governance Policy Reference	Results 2: Academic Access
Resource Persons	Chris Meaden, Director, Learning Ronna Mosher, Director, Learning Dianne Roulson, Director, Learning Elizabeth Wood, System Principal, Research & Strategy

1 | Recommendation

This report is being provided for information to the Board. No decision is required at this time.

2 | Issue

The Board of Trustees has directed the Chief Superintendent to provide additional information for specific areas of exception or concern within Results 2: Academic Success.

3 | Background

On June 20, 2017, following their determination that reasonable progress with exception had been made with Results 2 during the 2015-2016 school year, the Board of Trustees passed the following motion:

> THAT the Board of Trustees directs the Chief Superintendent to provide additional information, including strategies, revised targets and assessment of strategies for each of the areas identified as an exception or concern, by November 2017.

> The area of exception identified was:
> - First Nations, Métis and Inuit students' achievement in all academic disciplines.

> The areas of concern identified were:
> - overall student results in Mathematics; and
> - grades 1 to 9 report card results with respect to the English Language Arts stem "reads to explore, construct and extend understanding."

4 | Analysis

High level strategy information for Indigenous Education, Mathematics and Literacy is included as part of the CBE's Draft Three-Year Education Plan. The information in this report will build on that information to address the Board of Trustees' specific motions.

First Nations, Métis and Inuit students' achievement in all academic disciplines.

Targets for 2016-17 from the Annual Education Results Report (AERR)

- Overall percentage of students self-identified Indigenous:
  - in Grade 6 and 9 who achieved the Acceptable Standard on Provincial Achievement Tests (overall cohort results): 44.2%
  - in Grade 6 and 9 who achieved the Standard of Excellence on Provincial Achievement Tests (overall cohort results): 4.9%
  - who achieved the Acceptable Standard on Diploma Examinations (overall cohort results): 88.6%
  - who achieved the Standard of Excellence on Diploma Examinations (overall cohort results): 20.5%

Note | The targets above were based on CBE calculations of results that could be statistically considered to be improved in relation to the average of the previous three years' results. The comparison of a single year's result in relation to its previous three-year average is consistent with Alberta Education's evaluation of overall PAT or Diploma Examination results.

In 2016-17 it was articulated to the Board of Trustees that the targets were ambitious. Progress has been made toward the targets.

Targets Met
- Overall percentage of students self-identified Indigenous:
    - in Grade 6 and 9 who achieved the Standard of Excellence on Provincial Achievement Tests (overall cohort results): 6.5%. This was an increase of 3.3 percentage points from 2015-16 which equates to an increase of 21 students.

Targets Not Met
- Overall percentage of students self-identified Indigenous:
    - in Grade 6 and 9 who achieved the Acceptable Standard on Provincial Achievement Tests was 44.0%. This was an increase of 4.4 percentage points from 2015-16 which equates to an increase of 42 students.
    - who achieved the Acceptable Standard on Diploma Examinations (overall cohort results): 79.6%. Forty-one more students met this standard as compared to 2015-16.
    - who achieved the Standard of Excellence on Diploma Examinations (overall cohort results): 14.3%. This is an increase of 2 students achieving at this standard.

Revised targets for 2017-18

We have added report card data to include information related to all self-identified First Nations, Metis and Inuit students. The overall percentage of students self-identified as Indigenous achieving success in all academic disciplines as measured by Report Cards in 2016-17 was 84.3%. This was an increase of 0.9 percentage points from 2015-16 (83.4%).

- The target for overall percentage of students self-identified as Indigenous achieving success in all academic disciplines as measured by Report Cards is 84.6%.

- The target for overall percentage of students self-identified Indigenous:
    - in Grade 6 and 9 who achieved the Acceptable Standard on Provincial Achievement Tests (overall cohort results) is 45.0%
    - in Grade 6 and 9 who achieved the Standard of Excellence on Provincial Achievement Tests (overall cohort results) is 6.5%
    - who achieved the Acceptable Standard on Diploma Examinations (overall cohort results) is 85.7%
    - who achieved the Standard of Excellence on Diploma Examinations (overall cohort results) is 19.1%

    Note | The targets above were based on CBE calculations of results that could be statistically considered to be improved in relation to the average of the previous three years' results. The comparison of a single year's result in relation to its previous three-year average is consistent with Alberta Education's evaluation of overall PAT or Diploma Examination results.

Strategies

Success for First Nations, Métis and Inuit students is a CBE and provincial expectation. The Indigenous Education Strategy, introduced in 2016-17, is a direct response to this priority and an intensification of previous work. It identifies two outcomes: the success of First Nations, Métis and Inuit students in their learning programs; and, advancing the learning of all students through the strength and diversity of Indigenous ways of knowing.

Success for First Nations, Métis and Inuit students requires us to shift our approach significantly in order to achieve visible and sustainable improvements in student's learning and well-being. This approach requires establishing deeply rooted, large-scale change over the

long-term and includes: cultivating a balanced and respectful relationship between existing CBE knowledge systems and Indigenous knowledge systems; advancing culturally responsive instructional design and assessment; advancing system wide learning; and building respectful working relationships with community. The Indigenous Education Strategy identifies the practices that will lead to achieving the strategy outcomes.

Each student will learn in an environment that reflects promising practices for Indigenous youth. These include:

- **Culturally responsive instructional design & assessment and support:** Building professional capital of school/system leaders to honour Indigenous knowledge systems, languages and histories through responsive learning environments and instructional design & assessment is critical.
- **Early intervention and transition supports:** Providing high quality early learning experiences that are responsive to the needs of young children and their families is one of the most powerful ways to advance student learning. Attending to transition support for students throughout their entire school experience is also essential.
- **School connectedness:** Students' learning, sense of belonging and well-being are directly connected to providing holistic, consistent, day-to-day supports.
- **Engaging with families and community to support student learning:** Building mutually respectful relationships with families and community from the very beginning has a significant impact of student learning and well-being.

Key Actions for 2017-18

- Strengthen strong collective network of support to advance culturally responsive environments, instructional design & assessment and support across schools.
- Cultivate a collective and respectful approach to working with students, families, staff and community.
- Strengthen professional learning networks/cohorts with all schools to extend high impact practices across CBE schools:
    - monthly professional learning network with school based Learning Leaders/Graduation Coaches,
    - professional learning series,
    - learning opportunities at Niitsitapi li tass ksii nii mat tsoo kop (Niitsitapi Learning Centre) for students and staff,
    - year-long classroom collaborations,
    - reconciliation through education speaker series
    Cree/Blackfoot language classes for staff
    early learning professional learning series
- Advance Niitsitapi Learning Centre as "a place for learning for all" that provides: EDC/K-3 school program, services for families, a gathering place for community and a place of learning for CBE schools.
- Advance system-wide learning to meet new Teacher Quality/Leader Standards for the benefit of all students.
- Design district approach for Indigenous languages.
- Advance Indigenous knowledge systems and holistic approaches as an integral part of the Three-Year Education Plan.

Assessment of Strategies

The information that tells us that our strategies are being successful include:

Monthly tracking of attendance: In 2016-17, compared to 2015-16, 20 of 31 schools with Graduation Coaches reduced the absentee rate.

High School Completion Rate: In the first six months of the implementation of the graduation coaches in high schools, the High School Completion Rate (3-year) for students self-identified

as Indigenous for 2015-16 was 36.4%, up 3.3 percentage points from the previous year. We are awaiting the results for the 2016-17 year which will be part of the May 2018 update.

Diploma Exam Participation Rate: There was a 24.8% increase in the number of First Nations, Métis and Inuit students writing diploma examinations in 2016-17 as compared to 2015-16.

Results 4, K-9 report card data: In 2016-17 the results on this stem (students setting and working toward learning goals) for First Nations, Métis and Inuit students was 89.5%. This establishes a baseline from which we will continue to seek growth.

School requests for support from Indigenous Education Team:

From January 2017 to June 2017 165 requests for support were received through the Area Learning Team referral process. These represent a broad range of requests related to individual student/family support and learning support for school communities.

From September 2017 to November 6, 2017 154 requests for support have been received through the Area Learning Team referral process. In the first two months of this school year, we have received almost as many requests as we received in 6 months last year. The significance of these numbers indicates heightened interest from school-based staff to support student success and meet the expectations of the Draft Teacher/Leader Quality Standards related to for First Nations, Metis and Inuit.

Participation in system-wide learning opportunities:

These numbers represent participation in some of the system-wide learning offerings related to advancing the Indigenous Education Strategy. It should be noted that without exception, all offerings have been oversubscribed.

- 40 schools are participating in the monthly professional learning network for Learning Leaders/Graduation Coaches (2016-17 and 2017-18)
- 50 schools are participating in the Indigenous Education Professional Learning Series (2017-18)
- 31 schools are participating in learning opportunities at Niitsitapi li tass ksii nii mat tsoo kop (Niitsitapi Learning Centre) for students and staff (2016-17 and 2017-18)
- 7 schools are participating in year-long classroom collaborations (2017-18)
- Over 200 students/staff have participated in the Reconciliation Through Education Speaker Series (2016-17 and 2017-18)
- 250 grade 6-9 students and their teachers participated in Pow Wow workshop learning opportunity (2016-17)
- 60 staff are participating in Cree/Blackfoot language classes for staff (2017-18)
- 50 Speech Language Pathologists are participating in Early Learning Professional Learning Series (2017-18)

Overall student results in Mathematics

The 2016-17 targets reported on within this report were based on the Board's June 2016 identification of three areas of concern related to student achievement in Mathematics:

- Grade 6 PAT results at the standard of excellence
- Grade 9 PAT results at the acceptable standard
- Grade 9 Knowledge and Employability PAT results at the acceptable standard

Targets sets for 2017-18 are based on the Board's June 2017 identification of concern for overall student results in Mathematics.

Targets for 2016-17

- Overall percentage of students achieving at each standard on the mathematics Provincial Achievement Tests in:
  - Mathematics 6: Acceptable Standard no target set; Standard of Excellence 16.7%
  - Mathematics 9: Acceptable Standard 68.0%; Standard of Excellence no target set
  - Mathematics 9 K&E: Acceptable Standard 60.2%; Standard of Excellence no target set

Results for 2016-17

- Overall percentage of students achieving at each standard on the mathematics Provincial Achievement Tests in:
  - Mathematics 6: Acceptable Standard 73.7%; Standard of Excellence 14.3%
  - Mathematics 9: Acceptable Standard 65.8%; Standard of Excellence 19.8%
  - Mathematics 9 K&E: Acceptable Standard 49.3%; Standard of Excellence 10.7%

  Targets were not met in the 3 identified areas.

- Overall percentage of students achieving at each standard on the mathematics Diploma Examinations in:
  - Mathematics 30-1: Acceptable Standard 77.7%; Standard of Excellence 38.4%
  - Mathematics 30-2: Acceptable Standard 76.0%; Standard of Excellence 17.3%

- Overall percentage of students achieving success in Mathematics as measured by Report Cards:
  - Kindergarten to Grade 9: 91.1%
  - Grades 10 to 12: 90.8%

Targets for 2017-18

- Overall percentage of students achieving success in Mathematics as measured by Report Cards:
  - Kindergarten to Grade 9: 91.5%
  - Grades 10 to 12: 91.2%

- Overall percentage of students achieving at each standard on the mathematics Provincial Achievement Tests in:
  - Mathematics 6: Acceptable Standard 75.5%; Standard of Excellence 15.8%%
  - Mathematics 9: Acceptable Standard 67.3%; Standard of Excellence 20.3%
  - Mathematics 9 K&E: Acceptable Standard 55.9%; Standard of Excellence 12.6%

- Overall percentage of students achieving at each standard on the mathematics Diploma Examinations in:
  - Mathematics 30-1: Acceptable Standard 78.8%; Standard of Excellence 38.5%
  - Mathematics 30-2: Acceptable Standard 78.1%; Standard of Excellence 19.5%

Note | The targets above are based on CBE calculations of results that could be statistically considered to be improved in relation to the average of the previous three years' results. The comparison of a single year's result in relation to its previous three-year average is consistent with Alberta Education's evaluation of overall provincial testing results.

<u>Strategies</u>

The improvement efforts to reach mathematics achievement targets will be directed through school development plans and the CBE's overall Mathematics Strategy. The Mathematics Strategy identifies three areas in which schools can focus their efforts to improve, and specific examples within each of these areas. These three areas focus on the ways in which students participate in their learning programs so they can continue to progress and achieve with the outcomes of the Programs of Study. Together they address key components of instruction in mathematics.

Each student will learn in an environment that fosters mathematical engagement and proficiency – including through:

- Meaningful mathematical discussion
- Productive struggle and challenge
- Active participation in reasoning and sense-making
- Intentional learning progressions and connections
- Procedural fluency developed from conceptual understanding
- A focus on mental math and automaticity

Each student will learn in an environment that reflects high impact instructional strategies for mathematics learning, including:

- Formative assessment and feedback
- Student self-assessment
- Microteaching to students' specific learning needs
- Intervention strategies for students not achieving grade level/IPP expectations
- Classroom discussion
- Spaced versus mass practice

Each student's learning program will include instruction in numeracy across all subject areas.

Key Actions for 2017-18

- Deploy Mathematics Learning Coaches in classrooms.
- Increase instructional time in Mathematics grades 1-9.
- Build shared understandings of high-impact mathematics instructional and assessment practices.
- Support mathematics professional learning through cohorts, school-based support, and individual teacher opportunities.
- Identify and build assessment resources for procedural fluency and problem solving.
- Build coherence in communicating with families about mathematics learning.
- Build data sets to inform future years' actions

Assessment of Strategies

This is the first year of implementation of the Mathematics Strategy. The impact of strategies employed will be determined through school development plans, evidence from mathematics learning cohorts, other schools accessing support within the Mathematics Strategy and documentation and mapping of actions taken aligned to intended and actual achievement results. This will inform new areas of emphasis or modifications that may be needed within the strategies.

Grades 1 to 9 report card results with respect to the English Language Arts stem "reads to explore, construct and extend understanding."

In June 2016 the Board of Trustees identified grade 1 to 9 report card results with respect to the English Language Arts stem "reads to explore, construct and extend understanding" as an

area of concern, based on the results from the 2014-15 school year. In the Results 2 Monitoring Follow-up Report of November 2016, the targeted result for 2017-18 was set at 93.0%. No specific interim targets were set for 2015-16 or 2016-17.

Improvement was noted in the 2015-16 result of 92.7%. A chi-square statistical test was used to evaluate the 2017-18 target at that time. A result of 91.3% in 2017-18 would be considered to be a significant improvement and the target for 2017-18 was confirmed at 93%.

Results for 2016-17: 92.7%

2014-15	2015-16	2016-17
89.1%	92.7%	92.7%

The overall percentage of student achieving success on the grades 1 to 9 "reads to explore, construct and extend understanding" report card stem remained the same between 2015-16 and 2016-17. This represents a positive impact of an additional 1225 more students being successful in reading between the two years.

Target for 2017-18: 93%

Note | Based on the previous three-year average, a target of 91.7% in 2017-18 would be statistically consistent with the calculations that would lead to the result being considered *Improved* using a chi-square statistical test. Using the same criteria a result of 91.8% would position student results in the *Improved Significantly* category. The 2017-18 target of 93.0% would also situate results in the *Improved Significantly* category.

Strategies

The improvement efforts to reach the grade 1-9 reading target will be directed through school development plans and the CBE's overall Literacy Strategy. The Literacy Strategy identifies three areas in which schools can focus their efforts to improve and specific examples within each of these areas. These three areas focus on the ways in which students participate in their learning programs so they can continue to progress and achieve with the outcomes of the Programs of Study. Together they address key components of literacy instruction.

Each student will learn in a joyful, literacy-rich environment characterized by:
- Developing relationships and understanding identities through shared literacy experiences
- Language play and exploration
- Choice in instructional texts
- Multimodal tools and texts
- Responsive, explicit instruction

Each student will learn in an environment that reflects high impact instructional strategies for literacy learning, including:
- Formative assessment and feedback
- Student self-assessment
- Microteaching to students' specific learning needs
- Gradual release of responsibility
- Intervention strategies for students not achieving grade level/IPP expectations
- Classroom discussion
- Spaced versus mass practice
- Students' metacognition of literacy learning strategies

Each student's learning program will include instruction in disciplinary literacy.

Key Actions for 2017-18

- Build shared understandings of literacy, disciplinary literacy, literacy-rich learning environments and high-impact literacy instructional and leadership practices
- Identify and build assessment resources for key learning outcomes for Language Arts
- Support literacy cohort groups
- Clarify shared goals and collaborative work with community partners
- Build data sets to inform future years' actions.

Assessment of Strategies

The assessment of the strategies directed toward improving student success on the English Language Arts grades 1-9 report card stem "reads to explore, construct and extend understanding" is considered in relation to improvements in staff and student learning.

In 2016-17, the first year of the Literacy Strategy, more than 50 schools participated in a cohort-based professional learning strategy and provided the first sets of data used to assess the impact of the implemented strategies.

When surveyed about the impact of the professional learning offered through the cohort experience, participating schools identified greater coherence in teaching practices, strengthened intentionality in their literacy practices, and a greater ability to implement high impact instructional practices.

The use of high impact instructional practices was the most frequently reported area of professional learning. Instruction in disciplinary literacy was the most frequently identified change to instructional practice.

Literacy cohort schools who had specific school goals related to reading in grades 1-3, which had been identified by Trustees as the primary area of concern within the grade 1-9 group, showed an increase of 1.6 percentage points as measured by the report card stem "reads to explore, construct and extend understanding".

5 | Conclusion

Each of the areas of Results 2: Academic Success that were identified as an exception or concern by the Board of Trustees in June 2017 has an action plan with strategies and targets to create improved results for students. These strategies are integrated within the Calgary Board of Education's Three-Year Education Plan 2017-20 and School Development Plans.

D. Stevenson

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.

Calgary Board of Education

operational
expectations
monitoring report

OE-4: Treatment of Employees

Monitoring report for the 2016 - 2017 school year

Report date: November 14, 2017.

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 4: Treatment of Employees, the Chief Superintendent certifies that the proceeding information is accurate and complete.

☐ In Compliance

☒ In Compliance with exceptions as noted in the evidence

☐ Not in Compliance

Signed: _D. Stevenson_____   Date: _Nov. 2, 2017_

David Stevenson, Chief Superintendent

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 4: Treatment of Employees, 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: _____   Date: _____

Chair, Board of Trustees

Calgary Board of Education

operational
expectations
monitoring report

OE-4: Treatment of Employees

Executive Summary

The Chief Superintendent shall ensure the recruitment, employment, development, evaluation and compensation of the organization's employees in a manner necessary to enable the organization to achieve its *Results* policies.

This Operational Expectation establishes the values and expectations of the Board of Trustees for the Calgary Board of Education regarding the actions that support relationships between the organization and its employees.

The Chief Superintendent's reasonable interpretation for OE-4: Treatment of Employees was approved on March 6, 2012. The Board of Trustees last monitored OE-4: Treatment of Employees on November 1, 2016.

4.1   Conduct extensive background inquiries and checks prior to hiring any paid personnel.

Indicator 1: Compliant

4.2   Select the most qualified and best-suited candidates for all positions.

Indicator 1: Compliant

4.3   Ensure that all employees are qualified to perform the responsibilities assigned to them.

Indicator 1: Compliant

4.4   Administer clear personnel rules and procedures for employees, including processes for suspension, transfer and termination actions.

Indicator 1: Compliant
Indicator 2: Compliant
Indicator 3: Compliant

Calgary Board
of Education

4.5	Effectively handle complaints and concerns.

Indicator 1: Compliant
Indicator 2: Compliant

4.6	Maintain adequate job descriptions for all employee positions.

Indicator 1: Compliant
Indicator 2: Compliant
Indicator 3: Compliant

4.7	Protect confidential information

Indicator 1: Non-compliant

4.8	Develop total compensation plans to attract and retain the highest quality "exempt" employees within available resources.

Indicator 1: Compliant

4.9	Honour the terms of negotiated agreements

Indicator 1: Compliant

4.10	Receive Board of Trustees' approval for the bargaining mandate and ratification of all collective agreements for unionized employees.

Indicator 1: Not Applicable
Indicator 2: Not Applicable

4.11	Receive Board of Trustees' approval for total compensation packages for all exempt employees.

Indicator 1: Compliant

Calgary Board of Education

> 4.12   Maintain an organizational culture that positively impacts the ability of employees to responsibly perform their jobs and work in an environment of professional support and courtesy.

Indicator 1: Compliant
Indicator 2: Compliant
Indicator 3: Compliant

> 4.13   Reasonably include people in decisions that affect them.

Indicator 1: Non-Compliant

OE-4: Treatment of Employees

The Chief Superintendent shall ensure the recruitment, employment, development, evaluation and compensation of the organization's employees in a manner necessary to enable the organization to achieve its *Results* policies.

Board-approved Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that the Calgary Board of Education will attract and retain the right people with the right skills at the right time in the right numbers. To attract and retain employees, the Calgary Board of Education must continuously foster working environments that support employees.

In addition to support, it is important that each and every employee understand how their work contributes to organizational performance, student learning and the Board of Trustees' Results.

For the purposes of this report, the term employees is interpreted to encompass "staff", "personnel" and "people" as found in OE-4.

The Chief Superintendent will

4.1 Conduct extensive background inquiries and checks prior to hiring any paid personnel.	Compliant

Board-approved Interpretation |

The Chief Superintendent interprets *background inquiries* to be reference checks, a criminal record check including a vulnerable sector search, verification of past employment and verification of academic credentials. These checks are completed prior to an offer of employment.

Board-approved Indicator and *Evidence* of Compliance |

100% of new employees will have a thorough background check including but not limited to those conditions set out in the interpretation, prior to commencing employment.

The organization is compliant with this indicator.

a) *99.92% of new hire or rehired employees began work after confirmation from Human Resources that the person successfully passed a vulnerable sector police information check.*

b) *100% of new employees provided academic credentials prior to commencing employment.*

c) *100% of new employees have had references checked prior to commencing employment.*

Evidence demonstrates the indicator in subsection 4.1 is in compliance.

4.2	Select the most qualified and best-suited candidates for all positions.	Compliant

Board-approved Interpretation |

The Chief Superintendent interprets employment *qualifications* to be education and experience. During the selection process additional attributes are considered such as:
- quality of judgment;
- professional currency;
- effective cross-functional teamwork;
- communication and influencing skills;
- technical competence;
- customer service orientation;
- analytical competence;
- project management skills; and
- personal suitability.

The Chief Superintendent interprets *best-suited* to be those individuals with the required education, experience, attributes and fit with the organization.

Board-approved Indicator and *Evidence* of Compliance |

98% of selected employees are best-suited for their position.

The organization is compliant with this indicator.

100% of selected employees are best-suited for their positions. Suitability is determined through a rigorous selection process which includes;
- *Ensuring candidate's qualifications match those identified in the position description;*
- *Analyzing the results of interviews;*
- *Checking references;*
- *Analyzing the results of teacher perceiver interviews;*
- *Reviewing practicum reports and teaching & leadership evaluations.*

Evidence demonstrates the indicator in subsection 4.2 is in compliance.

Calgary Board of Education

4.3	Ensure that all employees are qualified to perform the responsibilities assigned to them.	Compliant

Board-approved Interpretation |

Employees must demonstrate an ability to perform the work required. A key measurement of success is how well a new employee performs in a new position. When an employee successfully completes their probationary assessment, they are deemed to possess the knowledge, skills and abilities required of their position. The employee has also demonstrated a cultural fit to the organization.

The Chief Superintendent interprets the *qualifications* of an employee to include an aspect of growth. Market shortages often dictate that an employer select an employee who may not have the full qualifications but certainly the potential to grow into the position.

Board-approved Indicator and *Evidence* of Compliance |

95% of all employees will successfully complete their probationary assessment.

The organization is compliant with this indicator.

99.2% of CBE employees successfully completed their probationary assessment as evidenced by successful performance evaluations and continued employment beyond the probationary period.

Evidence demonstrates the indicator in subsection 4.3 is in compliance.

4.4	Administer clear personnel rules and procedures for employees, including processes for suspension, transfer and termination actions.	Compliant

Board-approved Interpretation |

The Chief Superintendent interprets *rules and procedures* to be subject to the provisions of the collective agreements, terms and conditions of employment, and current statute (*School Act*). The Calgary Board of Education will develop and maintain Human Resource policies and procedures that set out the organizational expectations of the employee and govern processes that impact the employee lifecycle; that is, from hire to termination.

Board-approved Indicators and *Evidence* of Compliance |

1. Human Resource policies are current, foreknown, consistently applied and comply with statute and the provisions of the collective agreements.

    The organization is compliant with this indicator.

An internal review of all suspensions, transfers and terminations confirmed compliance with collective agreements and statutes.

2. Human Resource policies are reviewed on a bi-annual basis to ensure currency and compliance with the collective agreements and statute.

   The organization is compliant with this indicator.

   Administrative Regulations (ARs) under the accountability of Human Resources continue to be reviewed on a regular basis.

3. 100% of employees will be made aware of Calgary Board of Education policies or regulations governing:

   - respect in the workplace;
   - conflict of interest; and
   - responsible use of electronic information resources.

   The organization is compliant with this indicator.

   a) *Every employee is made aware of the policy regarding responsible use of electronic information each time they log in to the CBE network.*

   b) *All new employees are provided CBE documentation regarding regulations governing respect in the workplace, employee code of conduct and responsible use of electronic information resources, through the onboarding process. Employees are responsible for signing off to indicate awareness.*

   c) *Regulations governing respect in the workplace and conflict of interest are available to all employees. These regulations are posted online on the staff insite for employees to access.*

   Evidence demonstrates the indicators in subsection 4.4 are in compliance.

4.5 Effectively handle complaints and concerns.	Compliant

Board-approved Interpretation |

The Chief Superintendent interprets *complaints and concerns* to be those matters voiced by employees within the context of their employment with the Calgary Board of Education.

The Chief Superintendent interprets *effective* as working relationships characterized by open and respectful dialogue with Calgary Board of Education employees and the resolution of issues in a timely fashion. This is not a random happening. Mechanisms must be developed and maintained, with intention, to foster a working environment where employees are free to voice their issues and expect resolution. Examples of these mechanisms are grievance procedures, the

whistleblower administrative regulation and the respect in the workplace administrative regulation.

Board-approved Indicators and *Evidence* of Compliance |

1. At least three internal mechanisms that support respectful resolution of employees' issues are developed, communicated and maintained.

    The organization is compliant with this indicator.

    There are eight internal mechanisms that support respectful resolution of employee issues.

2. 98% of employee inquiries to the Employee Information Centre are resolved within four business days.

    The organization is compliant with this indicator.

    99.49% of employee inquiries to the Employee Contact Centre (formerly known as the Employee Information Centre) were resolved within four business days.

Evidence demonstrates the indicators in subsection 4.5 are in compliance.

4.6	Maintain adequate job descriptions for all employee positions.	Compliant

Board-approved Interpretation |

The Chief Superintendent interprets a *job description* as an overview of a position that includes and is not limited to a job summary, illustrative examples of the work, and the qualifications, experience, skills and knowledge required of the candidate to perform the work. Further, the Chief Superintendent expects that employees fully understand the roles and responsibilities of the position they hold.

Board-approved Indicators and *Evidence* of Compliance |

1. A position description will be prepared and its currency maintained for all Calgary Board of Education positions.

    The organization is compliant with this indicator.

    Every new position requires a job description prior to commencing the hiring process. Twenty three job descriptions were created in 2016-2017.

2. Every employee will be provided with their position description prior to commencing employment.

    The organization is compliant with this indicator.

Calgary Board of Education

Every employee is provided with the position description as part of the application process. The position description is included in the offer letter provided to each successful candidate.

3. Every Calgary Board of Education position description will be reviewed once in a three-year period.

   The organization is compliant with this indicator.

   A review process is in place to ensure all job descriptions will be reviewed on a three-year cycle. The second three-year cycle commenced July 2015.

Date	*Number of Active Position Descriptions*
August 2016	*521*
August 2017	*535*

Currently there are 535 active positions resulting from the ongoing review process. In 2016-2017 23 new descriptions were created, 9 existing descriptions were de-activated.

Evidence demonstrates the indicators in subsection 4.6 are in compliance.

4.7 Protect confidential information	Non-compliant

Board-approved Interpretation |

The Chief Superintendent interprets *confidential information* to be personal information about employees. Further, this confidential information exists in the form of a record. The definition of personal information is taken from the FOIP Act, Section 1(n), which states "personal information means recorded information about an identifiable individual."

Personal information of Calgary Board of Education employees includes items such as:
- confirmation of employment with the Calgary Board of Education without employees' stated permission;
- business address or home or business telephone number;
- race, national or ethnic origin, colour;
- age, sex, marital status or family status;
- health and health care history; and
- educational, financial, employment or criminal history, including criminal records where a pardon has been given.

Calgary Board of Education

5-10

A record is defined as personal information that is written, photographed, scanned or stored in any manner.

The Chief Superintendent interprets *protect* to mean the development and maintenance of appropriate security mechanisms that address three areas: physical, technical and administrative. Examples of these mechanisms include secure storage of records (physical), restricted access to records (technical) and protocols governing the release of personal information (administrative).

Board-approved Indicators and *Evidence* of Compliance |

No breaches in the reporting period.

The organization is non-compliant with this indicator.

There were ten reported breaches of confidential information with respect to employee information:
- *September 2016: Telus Sourcing Solutions Inc.(TSSI), (HR) reported that an email containing overpayment payroll information was sent to the incorrect employee.*
- *September 2016: An email containing overpayment payroll information was sent to the incorrect employee.*
- *September 2016: Keying error changed the incorrect employee's banking information, resulting in an employee's pay being sent to wrong bank account*
- *September 2016: Recruitment team emailed and mailed information regarding 30 CBE employees who had given notice of their termination to two non HR employees.*
- *January 2017: The incorrect CBE employee received a Benefit Costing Sheet and copy of a void cheque for another CBE employee*
- *January 2017: An employee received a leave of absence letter intended for another CBE employee.*
- *June 2017: An employee was able to access self-service information in PeopleSoft for a previous employee as Teacher Staffing had reactivated a terminated record in error rather than creating new.*
- *August 2017: Life insurance certificates were mailed to the incorrect CBE Employees.*
- *August 2017: A TELUS employee working on the CBE account sent information relating to five CBE employees to another TELUS employee in error.*
- *August 2017: An employee received a Leave of Absence benefits costing sheet in error that was intended for another CBE employee.*

Evidence demonstrates the indicator in subsection 4.7 is not in compliance.

Calgary Board of Education

4.8	Develop total compensation plans to attract and retain the highest quality "exempt" employees within available resources.	Compliant

Board-approved Interpretation |

The Chief Superintendent interprets *total compensation* to include salaries, benefits, and other perquisites. In order to attract and retain quality exempt employees, total compensation must be competitive subject to the Calgary Board of Education's ability to pay.

Board-approved Indicator and *Evidence* of Compliance |

Salaries and benefits are periodically reviewed against identified comparators.

The organization is compliant with this indicator.

In August of 2017 salaries of exempt employees were compared to the market data from Alberta organizations as reported from Hay Group PayNet.

Evidence demonstrates the indicator in subsection 4.8 is in compliance.

4.9	Honour the terms of negotiated agreements	Compliant

Board-approved Interpretation |

In order to foster and maintain positive employee and labour relations, the Calgary Board of Education must adhere to the provisions of the collective agreements and the terms and conditions governing exempt employees.

Board-approved Indicator and *Evidence* of Compliance |

85% of grievances will be resolved prior to third party intervention.

The organization is compliant with this indicator.

100% of grievances were resolved prior to third party intervention.

Evidence demonstrates the indicator in subsection 4.9 is in compliance.

Calgary Board
of Education

5-12

4.10	Receive Board of Trustees' approval for the bargaining mandate and ratification of all collective agreements for unionized employees.	Not applicable

Interpretation |

The Chief Superintendent interprets *Board of Trustees' approval* to be a carried motion recorded in the minutes of a meeting of the Board of Trustees.

The Chief Superintendent interprets *bargaining mandate* to be the granting of authority to commence collective bargaining in accordance with the *Labour Relations Code.*

The Chief Superintendent interprets *ratification* to be approval to conclude a collective agreement in accordance with the *Labour Relations Code.*

Board-approved Indicators and *Evidence* of Compliance |

1. The commencement of every round of collective bargaining occurs after the Board of Trustees approves a bargaining mandate.

   This indicator is not applicable at this time.

   There were no bargaining mandates approved during this monitoring period.

2. The conclusion of every round of collective bargaining with the ratification of the new collective agreement by the Board of Trustees.

   This indicator is not applicable at this time.

   There were no conclusions to any collective bargaining during this reporting period.

The indicators in this subsection are not applicable at this time.

4.11	Receive Board of Trustees' approval for total compensation packages for all exempt employees.	Compliant

Interpretation |

The Chief Superintendent interprets *Board of Trustees' approval* to be a carried motion recorded in the minutes of a meeting of the Board of Trustees.

The Chief Superintendent interprets *total compensation* to include salaries, benefits, and other perquisites.

Board-approved Indicator and *Evidence* of Compliance |

Calgary Board of Education

5-13

Changes to total compensation packages occur after the Board of Trustees' approval.

The organization is compliant with this indicator.

The Board of Trustees approved executive staff compensation in June 2017. Executive staff are a subgroup of exempt staff.

Evidence demonstrated the indicator in subsection 4.11 is in compliance.

4.12	Maintain an organizational culture that positively impacts the ability of employees to responsibly perform their jobs and work in an environment of professional support and courtesy.	Compliant

Board-approved Interpretation |

There is a significant correlation between an organization's culture and the level of employee engagement. Employees who are engaged in their work have a purpose, understand organizational expectations and objectives, know they are making a contribution and find value in their achievements. The Chief Superintendent interprets an *environment of professional support and courtesy* to be a culture of respect, trust and participation. The Calgary Board of Education Working Relationship Commitment defines this culture and provides a developmental framework. Employee voice is a critical component and influences the organization's direction and processes wherever possible.

Further, the Chief Superintendent interprets *employee ability and performance* to be linked to capacity building. It is important that employees are current in their work and have opportunities to develop their understanding and skills. Most important is the direct relationship between building employee capacity and student achievement. Professional development provides an opportunity to meet the learning needs of employees, who in turn meet the needs of student learning.

Board-approved Indicators and *Evidence* of Compliance |

1. On a bi-annual basis the Calgary Board of Education shall conduct an employee engagement survey utilizing a representative sample of the workforce.

   - Employee response rate to the survey will exceed 35% of those surveyed.
   - Survey results regarding the degree of employee engagement will be equal to or better than the industry benchmark, as determined by the selected survey tool.

   This organization is compliant with this indicator.

   In March 2017 an employee engagement survey was conducted and available for all CBE staff. The response rate was 61%.

5-14

2. The Calgary Board of Education's attrition rate for all Calgary Board of Education employees excluding temporaries, substitutes and retirees will be equal to or less than the industry benchmark of 5%.

The organization is compliant with this indicator.

The Calgary Board of Education's attrition rate is 1.9% as indicated by voluntary separation. The current industry benchmark is 4.6%.

3. The Calgary Board of Education will achieve within a range of +/- one percentage point from previous three-year average results on the Accountability Pillar Survey pertaining to teacher responses about professional development.

The organization is compliant with this indicator.

In the May 2017 Accountability Pillar Survey report, 80.7% of CBE teachers responded "Agree" or "Strongly Agree" to the following question:

"Thinking back over the past three years, to what extent do you agree or disagree that professional development opportunities made available through the jurisdiction have…
   a) Effectively addressed your professional development needs
   b) Significantly contributed to your on-going professional development
   c) Been focused on the priorities of the jurisdiction"

Evidence demonstrates the indicators in subsection 4.12 are in compliance.

4.13	Reasonably include people in decisions that affect them.	Non-compliant

Board-approved Interpretation |

The Chief Superintendent interprets *reasonable inclusion* of employees in decision-making to begin with a framework that provides clarity for employees about their participation in the process. This framework is built on the platform of inform, consult, involve, collaborate and empower. The framework is designed to reflect the interests and concerns of employees who are impacted by pending decisions.

Board-approved Indicator and *Evidence* of Compliance |

On a bi-annual basis the Calgary Board of Education shall conduct an employee engagement survey utilizing a representative sample of the workforce.

▪ Survey results pertaining to reasonable inclusion of employees in decisions that affect them will be equal to or better than the industry benchmark, as determined by the selected survey tool.

The organization is not compliant with this indicator.

Calgary Board of Education

An employee engagement survey was conducted in March 2017. Survey results which measure employee's perceptions about the appropriateness of their own influence and decision making authority within the organization are scored below the industry benchmark on the section pertaining to inclusion of employees in decision making. The CBE scored 48% on the Empowerment and Influence dimension compared to the public sector score of 50%.

Evidence demonstrates the indicator in sub section 4.13 is not in compliance.

ATTACHMENT: OE-4 Capacity Building and/or 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 |

November 14, 2017

OE-4: Treatment of Employees

Capacity Building Information

4.1a) Background checks prior to hiring

Four employees where hired prior to receipt of a vulnerable sector police information check (PIC) after approval from the Superintendent of Human Resources. These employees did not work near children until their PIC was received. All other employees had a PIC prior to commencing employment.

4.7 Protect confidential information

CBE takes full responsibility for breaches of confidential information. The majority of issues were created due to human error. The importance of accuracy has been communicated to the HR teams with an emphasis on quality of employee communications.

Calgary Board of Education

report to Board of Trustees	**2018/19 Modular Classroom Plan**

Date	November 14, 2017
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Decision
Originator	Dany Breton, Superintendent, Facilities and Environmental Services
Governance Policy Reference	Operational Expectations OE-2: Learning Environment/Treatment of Students OE-7: Communication With and Support for the Board OE-8: Communicating and Engaging With the Public OE-9: Facilities
Resource Person(s)	Eugene Heeger, Director, Design & Property Development Lonnie Ellis, Supervisor, Design & Property Development Carrie Edwards, Director, Planning & Transportation Anne Trombley, Manager, Planning

1 | Recommendations

It is recommended:

- THAT the Board of Trustees approves the 2018/19 Modular Classroom Plan.

2 | Issue

The Provincial Government requires a prioritized list of modular classroom requests from all school boards annually.

3 | Background

By relieving accommodation pressures within a school, modular classrooms can make an important contribution to bettering students and their learning experience, Additionally, the ranking of capital priorities is important to community stakeholders as adding space can often be the least disruptive solution to a school's accommodation challenge. Commencing in May 2014, the CBE undertook a public engagement to solicit input on considerations for prioritizing modular classroom requests. Informed by this feedback, a set of filters and ranking criteria were developed and approved by the Board of Trustees in October 2014 and consist of the Eligibility Filters for Modular Classrooms **(Attachment I)**, Modular Classroom Ranking Criteria **(Attachment II)** and the Modular Classrooms Points Assignment **(Attachment IV)**.

The addition of modular classrooms is dependent upon Provincial approvals and the availability of capital funds. Last year a thorough review and assessment of all schools that are over 90% utilization was conducted and no schools met all the eligibility filters, meaning that no new modular classrooms were requested. However, the CBE did request and received approval to replace two existing modular classrooms at Rosedale School.

The installation of six modular classrooms at Glenmeadows School also occurred in the summer of 2017. The installation of these classrooms completes a long term accommodation plan for Spanish Bilingual students that began in the 2014-2015 school year. Students will move to Glenmeadows School effective September 2018.

4 | Analysis

New Modular Classroom Additions

A Modular Classroom Eligibility Filter Review was conducted in September 2017. A list of all schools over 90% utilization (based on rated room capacity) using September 2017 opening day enrolments was assembled. **(Attachment III)**

Provincial capacity may not always reflect the amount of usable space available for instructional purposes in a particular school. The number of students an individual school can accommodate is best measured through assessing the number of teaching spaces in the school. For this reason, the rated room capacity is used in determining schools that are over 90% capacity or anticipated to be over 90% capacity within the next three years.

Administration has identified three schools that are currently over 90% utilization, or projected to be over 90% utilization in the next three years, and meet all the filters to be eligible for points ranking:

- Banff Trail;
- Elboya School; and
- Ian Bazalgette School.

The Modular Classroom Points Assignment (Attachment IV) provides a summary of the point assignments for Banff Trail School, Elboya School and Ian Bazalgette School.

Additional factors considered in recommending locations for new modular classrooms include:

- whether the anticipated location is clear of access to existing garbage enclosures, parking and fire lanes;
- whether there is unrestricted access for modular delivery;
- whether the anticipated location is outside the buffer zone of existing City or CBE playfields; and
- the proximity of data closets.

These are all additional factors that affect viability and cost of the units.

Banff Trail School offers a single track French Immersion program in NW Calgary. CBE's Three Year System Student Accommodation Plan indicates "enrolment in French Immersion at King George School and Banff Trail School is increasing and the schools are nearing capacity". Administration will use the Dialogue framework to engage stakeholders of French Immersion in north Calgary over the coming year with a goal to develop a sustainable solution for student accommodation by September 2019. The school is currently accommodating all students and with projected enrolment next year similar to this year, the school has the capacity to accommodate students in the short term. It would not be fiscally responsible to add modular classrooms to Banff Trail School in the absence of a longer term plan for French Immersion in NW Calgary. For this reason, Banff Trail School is not recommended for inclusion as part of the 2018/19 modular classroom submission.

Priorities for new modular classrooms for the 2018/19 school year are as follows:

School	New or Existing	Attached with Corridor or Stand Alone	Number of Modular Units Requested
Ian Bazalgette	New	Stand-alone	4
Elboya	New	Stand-alone	4

Ian Bazalgette School offers a Grade 6 to 9 regular program and starting this year opened a Science alternative program. The Science program started with Grade 6 and 7 this year and will expand to Grade 9 over the next two years. Without the addition of four modular classrooms the utilization rate is projected to exceed 100% by 2020. With the addition of the four requested modular classrooms, the school utilization rate is projected to be 85- 90%.

Elboya School offers a kindergarten to Grade 9 regular program as well as a Grade 5 to 9 French Immersion program. Without the addition of four modular classrooms the utilization rate is projected to exceed 110% by 2020. With the addition of the four requested modular classrooms, the school utilization rate is projected to be 95-100%.

Demolition and Replacement of Existing Modular Classrooms

The *Ten Year Student Accommodation and Facilities Strategy 2016-2026* indicates that some modular classrooms in the CBE inventory are older and have exceeded their design life. Demolition and replacement of some modular

classrooms each year was identified as an objective for addressing modular classrooms that have exceeded their lifecycle. Modular classrooms identified for demolition and/or demolition and replacement are selected based on condition assessment and school utilization, not through the CBE approved Eligibility Filters for Modular Classrooms and Modular Classroom Ranking Criteria.

With the successful replacements at Rosedale School in the summer of 2017 and the recent audit of 99 modular units, the CBE is not recommending any replacements at this time.

5 | Financial Impact

Typically, Alberta Education funds the building and installation of the modular classrooms, construction of a firewall (if necessary), municipal requirements, grading and general site development. Alberta Education also typically funds approximately $12,000 per modular classroom for built-in millwork, blinds, white boards, tack boards, and wireless access points.

The CBE has been responsible for the cost of furniture and equipment estimated at approximately $15,000 per modular classroom. CBE also typically funds approximately $15,000 per modular classroom for installation of air conditioning units, security system interfaces and minor landscaping upgrades .Administration may return to the board for approval to use capital reserves if these modular classrooms are approved.

The anticipated costs are as follows:

Schools	Estimate of costs (typically covered by the province)	Estimate of costs (typically covered by CBE)
Elboya School, 4 units	$1,200,000	$120,000
Ian Bazalgette, 4 units	$1,600,000	$120,000

6 | Implementation Consequences

Alberta Education normally requires school jurisdictions to submit their annual modular classroom program requests by November 1 each year. This year, in recognition of the impact that the school board trustee election will have upon the timeline for Board of Trustee approval, Alberta Education has requested a draft modular classroom program be submitted by November 1st with final submission on or before December 1st.

Calgary Board of Education

Of note, Ian Bazalgette School runs on a modified calendar that will make a summer installation very challenging. If Provincial approval is obtained before February 2018, it is assessed that there would be adequate time to tender, award and install modular classrooms during the summer of 2018 in time for the 2018-19 school year.

7 | Conclusion

A thorough review and assessment of all schools that are over 90% utilization has been conducted. A total of eight new modular classrooms are recommended; four at Ian Bazalgette School and four at Elboya School.

D. Stevenson

DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

Attachment I: Eligibility Filters for Modular Classrooms
Attachment II: Modular Classroom Ranking Criteria
Attachment III: Modular Classroom Eligibility Filter Review September 2017
Attachment IV: Modular Classroom Points Assignment

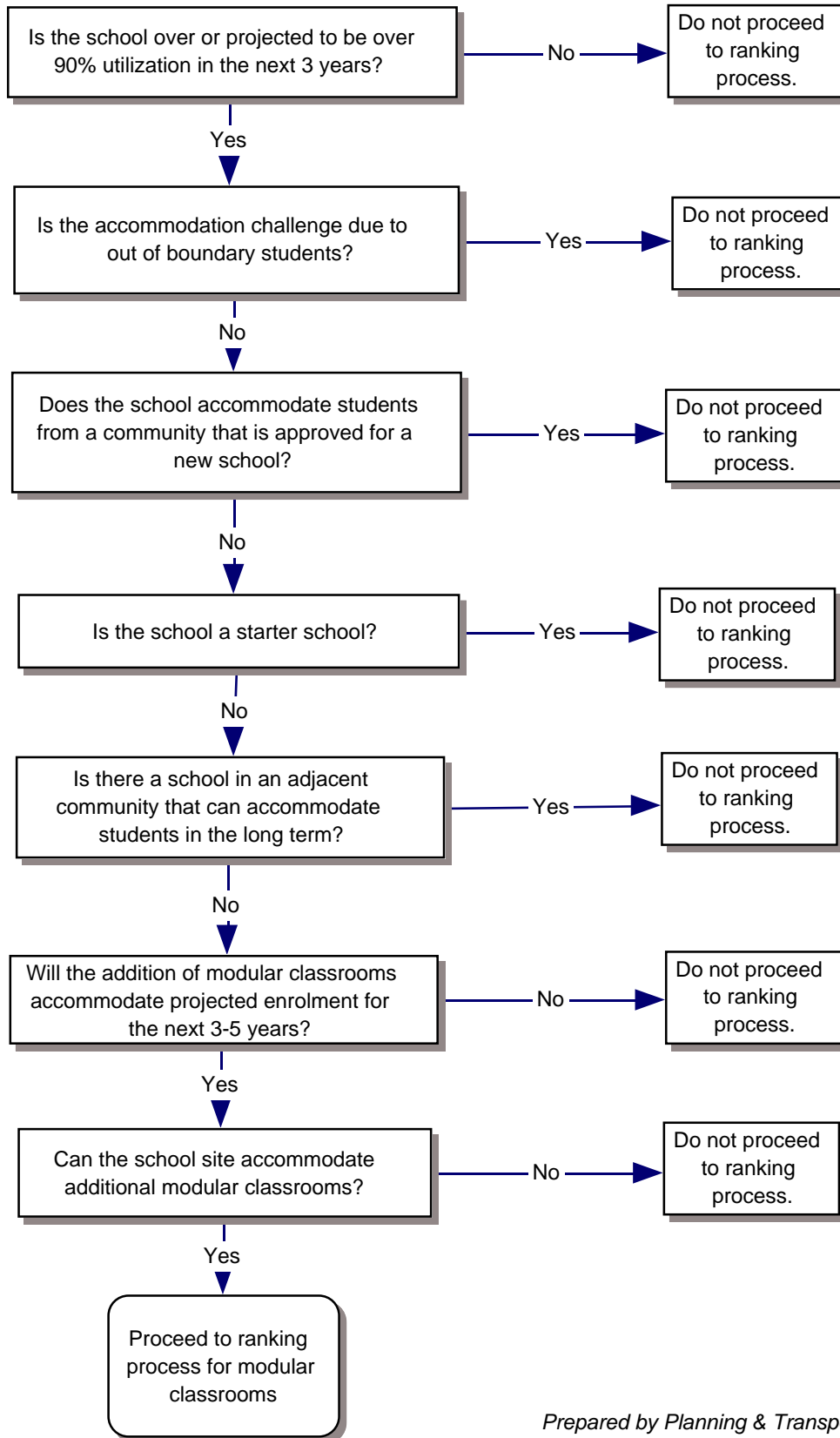**GLOSSARY – Developed by the Board of Trustees**

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's performance.

Attachment I: Eligibility Filters for Modular Classrooms

Is the school over or projected to be over 90% utilization in the next 3 years? — No → Do not proceed to ranking process.

Yes ↓

Is the accommodation challenge due to out of boundary students? — Yes → Do not proceed to ranking process.

No ↓

Does the school accommodate students from a community that is approved for a new school? — Yes → Do not proceed to ranking process.

No ↓

Is the school a starter school? — Yes → Do not proceed to ranking process.

No ↓

Is there a school in an adjacent community that can accommodate students in the long term? — Yes → Do not proceed to ranking process.

No ↓

Will the addition of modular classrooms accommodate projected enrolment for the next 3-5 years? — No → Do not proceed to ranking process.

Yes ↓

Can the school site accommodate additional modular classrooms? — No → Do not proceed to ranking process.

Yes ↓

Proceed to ranking process for modular classrooms

Prepared by Planning & Transportation Sept.2014

Category A	Points
Enrolment, Utilization, Projection	
Strength of enrolment and utilization into the future (Projected 5 Year Utilization)	
Projected Utilization is less than 79%	0
Projected Utilization is between 80 to 84%	5
Projected Utilization is between 85 to 89%	10
Projected Utilization is between 90 to 94%	15
Projected Utilization is between 95 to 99%	20
Projected Utilization is greater than 100%	25

Category B	
Site Features, Location	
Ability to add modular units to the site	
Site Size - ability to accommodate portables	1
Physical Obstructions (large trees, playground equip, catch basins, elec. Transformers, etc)	1
Site Grading, contours (slope to portables not good)	1
Additional Parking Requirements	1
Additional Washroom stall / sink requirments	1
Sight lines for Security, creates concealed areas	1
Ability to locate portables near entrance	1
Ability to connect with a corridor	1
Ease of connecting services, ie gas, power, data	1
Proximity to underground services restricting placement (ie: main elec, water, sewer)	1
Proximity and quantity of windows opposite the modulars	1
Fire rating of school exterior wall	1
Existing Firewall on school to accommodate addition	1
Distance from Street (within 15m will allow for more)	1
Location on site for aesthetics……front vs. rear vs. side	1
Existing catch basins in vicinity to portables for roof drainage	1
Proximity to main sidewalks (downspouts cause icing)	1

Ranking Range: 0 (difficult) to 1 (easy)

Category C	
Cost to Add Modular Units Compared to Average Cost to Add Modular Units to a Site	
What is the anticipated cost of modular units at this site?	
1 = Poor $$$$$ (more than 25% more)	5
2= Fair $$$$ (Between 20 to 24% more)	10
3 = Good $$$ (Between 15 to 19% more)	15
4 = Very Good $$ (Between 10 to 14% more)	20
5 = Excellent $ (Less than 9% more)	25

School	Current Utilization (Based on Opening Day Enrolment and Rated Room Capacity)	Is school over or projected to be over 90% utilization in next 3 years?	Is accommodation challenge due to out of boundary students?	Does school accommodate students from a community that is approved for a new school?	Is the school a starter school?	Is there a school in an adjacent community that can accommodate students in the long term?	Will the addition of modular classrooms accommodate projected enrolment for next 3-5 years?	Can the school site accommodate additional modular classrooms?	Does the school meet all the filters to proceed to the ranking process for modular classrooms?
ANNIE GALE	97%	No	-	-	-	-	-	-	-
CECIL SWANSON	104%	No	-	-	-	-	-	-	-
EDGEMONT	93%	No	-	-	-	-	-	-	-
ERNEST MORROW	90%	No	-	-	-	-	-	-	-
QUEEN ELIZABETH	91%	No	-	-	-	-	-	-	-
STANLEY JONES	96%	No	-	-	-	-	-	-	-
WESTGATE	90%	No	-	-	-	-	-	-	-
ALEXANDER FERGUSON	97%	Yes	Yes	-	-	-	-	-	-
ALTADORE	124%	Yes	Yes	-	-	-	-	-	-
BALMORAL	109%	Yes	Yes	-	-	-	-	-	-
BELFAST	90%	Yes	Yes	-	-	-	-	-	-
CAPITOL HILL	94%	Yes	Yes	-	-	-	-	-	-
CENTENNIAL	120%	Yes	Yes	-	-	-	-	-	-
DR E P SCARLETT	116%	Yes	Yes	-	-	-	-	-	-
ERNEST MANNING	104%	Yes	Yes	-	-	-	-	-	-
JOHN G DIEFENBAKER	116%	Yes	Yes	-	-	-	-	-	-
LESTER B PEARSON	111%	Yes	Yes	-	-	-	-	-	-
MOUNT VIEW	98%	Yes	Yes	-	-	-	-	-	-
ROBERT THIRSK	109%	Yes	Yes	-	-	-	-	-	-
ROSEDALE	92%	Yes	Yes	-	-	-	-	-	-
SIR WINSTON CHURCHILL	124%	Yes	Yes	-	-	-	-	-	-
WESTERN CANADA	111%	Yes	Yes	-	-	-	-	-	-
WILLIAM ABERHART	100%	Yes	Yes	-	-	-	-	-	-
CAPTAIN NICHOLA GODDARD	107%	Yes	No	No	No	Yes	-	-	-
MARION CARSON	96%	Yes	No	No	No	Yes	-	-	-
PATRICK AIRLIE	95%	Yes	No	No	No	Yes	-	-	-
TWELVE MILE COULEE	101%	Yes	No	No	No	Yes	-	-	-
AUBURN BAY	114%	Yes	No	No	No	No	No	-	-
BRANTON	90%	Yes	No	No	No	No	No	-	-
CAPTAIN JOHN PALLISER	95%	Yes	No	No	No	No	No	-	-
FISH CREEK	94%	Yes	No	No	No	No	No	-	-
GUY WEADICK	95%	Yes	No	No	No	No	No	-	-
HAWKWOOD	92%	Yes	No	No	No	No	No	-	-
NELSON MANDELA	112%	Yes	No	No	No	No	No	-	-
RANCHLANDS	107%	Yes	No	No	No	No	No	-	-
RUNDLE	100%	Yes	No	No	No	No	No	-	-
SIMONS VALLEY	97%	Yes	No	No	No	No	No	-	-
THOMAS B RILEY	111%	Yes	No	No	No	No	No	-	-
ANNIE FOOTE	99%	Yes	No	No	No	No	Yes	No	-
ARBOUR LAKE	94%	Yes	No	No	No	No	Yes	No	-
BEDDINGTON HEIGHTS	94%	Yes	No	No	No	No	Yes	No	-
CHAPARRAL	95%	Yes	No	No	No	No	Yes	No	-
CHRIS AKKERMAN	100%	Yes	No	No	No	No	Yes	No	-
COLONEL J F SCOTT	92%	Yes	No	No	No	No	Yes	No	-
COLONEL SANDERS	105%	Yes	No	No	No	No	Yes	No	-
CROSSING PARK	114%	Yes	No	No	No	No	Yes	No	-
DR GORDON HIGGINS	93%	Yes	No	No	No	No	Yes	No	-
GLAMORGAN	92%	Yes	No	No	No	No	Yes	No	-
HILLHURST	102%	Yes	No	No	No	No	Yes	No	-
JANET JOHNSTONE	93%	Yes	No	No	No	No	Yes	No	-
LANGEVIN	102%	Yes	No	No	No	No	Yes	No	-
LOUIS RIEL	96%	Yes	No	No	No	No	Yes	No	-
MIDSUN	106%	Yes	No	No	No	No	Yes	No	-
MOUNTAIN PARK	96%	Yes	No	No	No	No	Yes	No	-
NOSE CREEK	115%	Yes	No	No	No	No	Yes	No	-
OLYMPIC HEIGHTS	90%	Yes	No	No	No	No	Yes	No	-
SADDLE RIDGE	94%	Yes	No	No	No	No	Yes	No	-
SAMUEL W SHAW	98%	Yes	No	No	No	No	Yes	No	-
TARADALE	95%	Yes	No	No	No	No	Yes	No	-
TOM BAINES	112%	Yes	No	No	No	No	Yes	No	-
VALLEY CREEK	92%	Yes	No	No	No	No	Yes	No	-
W O MITCHELL	95%	Yes	No	No	No	No	Yes	No	-
WEST DALHOUSIE	96%	Yes	No	No	No	No	Yes	No	-
WILLIAM REID	96%	Yes	No	No	No	No	Yes	No	-
WILLOW PARK	91%	Yes	No	No	No	No	Yes	No	-
BANFF TRAIL	95%	Yes	No	No	No	No	Yes	Yes	Yes
ELBOYA	91%	Yes	No	No	No	No	Yes	Yes	Yes
IAN BAZALGETTE	92%	Yes	No	No	No	No	Yes	Yes	Yes

SCHOOL	Program	CATEGORY A Enrolment/Projection/Utilization	CATEGORY B Site Features/Location	CATEGORY C Cost Compared to Average	TOTAL
IAN BAZALGETTE	Regular and Science	25	12	15	52
ELBOYA	Regular and French Immersion	25	9	10	44
BANFF TRAIL	French Immersion	15	3	10	28

report to Board of Trustees

Correspondence

Date	November 14, 2017
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Kelly-Ann Fenney Office of the Corporate Secretary
Purpose	Information
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board

1 | Recommendation

The following correspondence is being provided to the Board for information:

- Letter dated November 1, 2017 from The Hon. D. Eggen, Minister, Alberta Education congratulating the Chair and Trustees on their recent election.

Attachments: Relevant Correspondence

Calgary Board of Education

November 1, 2017

Ms. Trina Hurdman
Board Chair
Calgary Board of Education

Dear Ms. Hurdman:

Congratulations to you and your board on your recent election. I will be following up with more personalized letters of congratulations to all trustees who have chosen to commit their time and talents to the students and school communities of Alberta. I would like to meet with your board to learn more about your vision for the education system and discuss ways we can work together.

I am looking forward to working with your board to continue our work to make life better for Alberta students and our families. I am proud of the work we have already done together to move Alberta's education system forward. Since taking office, our government has provided consistent and stable funding to school authorities. We are piloting school nutrition programs throughout the province, building and modernizing schools, and updating Alberta's curriculum. We know that education is one of the most important investments we can make in the future of our children and of our province, and that school authorities play a key role in strengthening and advancing our education system.

I look forward to continuing our conversations about ways we can work together to support the success of Alberta's students.

Sincerely,

David Eggen
Minister

report to
Board of Trustees

Chief Superintendent's Update

Date	November 14, 2017
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-7: Communication With and Support for the Board

1 | Recommendation

This report is being provided for the information of the Board. No decision is required at this time.

2 | Issue

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-7: 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-7 for the provision of information in a timely, simple and concise form.

Calgary Board
of Education

Records Management Quarterly Report

BACKGROUND

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 is the 2016/17 4th quarter update presented in response to this directive.

Quarterly reports reference Generally Accepted Recordkeeping Principles as a means of contextualizing the work and overall progress. The Principles are an industry standard that forms the basis for the Corporate Records Management Program. Following are the Principles of Records Management:

- Accountability
- Transparency
- Integrity
- Protection

- Compliance
- Accessibility
- Retention
- Disposition

QUARTERLY UPDATE

Principle of Compliance & Accountability

Records Management (RM) guidelines and procedures
Achieving compliance with governance policies and applicable laws will require a concerted and consistent organizational effort. Records Management has developed tools to assist with the work to be undertaken in schools for advancing RM maturity in schools.

RM tools provide guidance on records management procedures and practices to comply with CBE administrative regulations. To help ensure accurate and current resources are accessible to CBE staff, the RM pages on Staff Insite were updated with the following information:

Non-OSR Student Information: provides guidance on what student information should not be maintained in the OSR folder and provides alternatives for retaining those records.

Official Student Record Receipt Acknowledgement form: tracks the OSR folder movement within schools and acknowledges receipt of OSR.

Official and Transitory Records (Paper/Electronic): provides guidance on managing official and transitory records in all formats or media.

Email Management: provides best practices for management and retention of email.
Benefits
The standardization of records management procedures ensures that appropriate attention and protection is given to all records, and that the evidence and information they contain can be retrieved more efficiently and effectively, using standard practices and procedures.

Principles of Retention and Disposition

Offsite Storage of CBE Records
The focus on retention and disposition continued and as of the end of September 2017:

Records received from schools and departments
555 administrative and 310 student record boxes were received, classified and retained in accordance with the organization's Classification and Retention schedule.

Record boxes provided to schools and departments
1518 boxes were distributed to CBE schools and administrative offices.

Off-site Disposition
Disposition has occurred for 1,708 boxes of records that were eligible for destruction.

On-site Active Disposition
Using the Active Disposition process, 73 boxes of records located at schools and administrative offices were disposed.

Benefits

- Provides facilities more suitable for maintaining semi-active and inactive records (primarily fire suppression, enhanced security and protective racking to shield physical boxes from damage).
- Addresses overcrowding and related occupational safety concerns at the CBE's onsite facilities.
- Reduces storage of active records by allowing the disposition of inactive, duplicate, or obsolete material.
- Record boxes provided to schools and departments provide superior protection of records during transit and resists crushing during long term storage.
- Reduces unnecessary monthly costs associated with record storage since records whose significance has passed are disposed.
- Reduces and/or eliminates ad-hoc and uncontrolled destruction of records.

Principles of Protection and Availability

Records requests
Following from the previously implemented process to track record requests as a means of understanding related time, effort, and costs, during the quarter, 410 requests were received and responded to. Of these, approximately 76% (or 311 requests) represented requests from the public (including past students or on behalf of past students) and the remaining 24% (or 99) were internal requests.

Confidential Shred Bins
During the quarter, records were securely disposed of throughout the CBE with the emptying of a total of 3,131 Shred Bins. To ensure adequate and efficient coverage at schools and administrative sites, RM staff members continuously monitor, adjust and adapt elements of the program to fits changing circumstances.

Benefits
The Shred Bin program adjustments have resulted in greater efficiency and satisfaction with the program. In addition, the Shred program has contributed

Calgary Board of Education

significantly to compliance on related Operational Expectations and has helped to increase awareness of security issues with student information.

__Principles of Integrity and Transparency__

Onsite Training
Site visits and Record Management consultations and training sessions were provided to the following Schools and Service Units during the reporting period:

Onsite Training	
New employee RM orientation	David Thompson School
Lester B. Pearson High School	Area 4 Administrative Assistant's Session
Sir John Franklin School	R.T. Alderman School

Benefits
In order for Records Management practises to be adopted and become standard organizational practise, they must be supported by on-going training and appropriate communications. In particular, new understandings and processes often require targeted training and specific communication to employees to build the foundations for achieving a mature RM program.

Records Management Support
Records Management Technicians continue to assist schools with a variety of Records Management tasks including:

- Switching old folders to the new Official Student Record (OSR) folders
- File clean-up and organization
- Preparation of record for transfer to the Records Centre
  - Sorting records based in similar retention
  - Packing records in appropriate RM Boxes
  - Completing Transmittal Forms
  - Separating and gathering records that were past their retention period
- Providing hands-on RM training as required by schools

Specifically, during the reporting period, following schools received support from the RM Technicians.

RM Support/Assistance	
Simon Fraser School	Branton School
The Hamptons School	Ted Harrison School
Evergreen School	Sir John Franklin School
John Ware School	Falconridge School
Nelson Mandela High School	James Fowler High School
Erin Woods School	Dalhousie School
Abbeydale School	Terry Fox School
Dr. Gordon Higgins School	Queen Elizabeth School
Dr. George Stanley School	Marshal Springs School
Valley Creek School	Prince of Wales School
R.T. Alderman School	Employee Health Resource Centre
Henry Wise Wood High School	

Calgary Board of Education

Benefits
Direct contact with Schools and School Administrative staff has resulted in much improved practices as reflected in increased awareness of and appreciation for the Records Management program. School Record inventories provide vital information for administering the Corporate Records Management Program as they contribute to mapping all the information stored at school sites which in turn are critical for locating, retrieving and managing records.

D. Stevenson

DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

GLOSSARY – Developed by the Board of Trustees

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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

Chief Superintendent's Update

Date	November 14, 2017
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-7: Communication With and Support for the Board

1 | Recommendation

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2 | Issue

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Personalize Learning

Dual Credit Students Walk the Stage at Southern Alberta Institute of Technology

Our dual credit opportunities continue to grow as part of our High School Success Strategy. Calgary Board of Education students proudly crossed the stage on Tuesday October 17, 2017 to receive Southern Alberta Institute of Technology (SAIT) Certificates earned through dual credit programs. The dual credit programs students completed in the 2016-2017 academic year were:

- Management 200
  - 30 students
- Pre-apprentice Plumbing
  - 9 students
- Pre-apprentice Carpentry
  - 8 students received a Certificate of Completion and are eligible to write the first period exam for the Alberta Apprenticeship and Training Board
- Pharmacy Assistant program
  - 9 students met the requirement of Pharmacy Assistant Certification
- Cook Apprentice
  - 15 students received a Certificate of Completion

We look forward to more celebrations as students are currently working towards Production Field Operator, Pre-apprentice Carpentry, Pre-apprentice Welding and Exploring Wood Trades, and new cohorts are starting in the second semester in Management 200 and Pharmacy Assistant Certificate.

Build Professional Capital

Trauma Informed Practice for High School Success Learning Collaborative

In the spring of 2016 High School principals articulated a need for more support around mental health for students. In response, the Trauma Informed Practice for High School success learning collaborative was developed. The intention of the Learning collaborative is to provide support to meet the Outcomes identified in the Calgary Board of Education's Three-Year Education Plan 2016-2019 with an emphasis on High School success and the Indigenous learning strategies.

In September and October 2017 the team hosted two of eight learning sessions for High Schools teams. Topics are personalized and range from the core brain story and toxic stress to trauma informed practice.

Organizations with expertise in evidence-based and evidence-informed research and practices in mental health and the science of the developing brain have been engaged to form a faculty that will support the collaborative. These organizations

include the Palix Foundation, The Sheldon Kennedy Child Advocacy Centre, The Mathison Centre for Mental Health Research and Education and Alberta Health Services. The Palix Foundation has also provided the services of consultants with expertise in developmental evaluation.

English Language Learning

A key focus of the English Language Learning (ELL) team is to develop the professional capital of CBE staff to ensure the personalization of learning and success for our English Language Learners. To this end the ELL Team has offered a variety of fall 2017 professional learning opportunities to teachers and support staff. These include two sessions at the High School Professional Learning Day at James Fowler High School on October 16th:

- using CBE guiding documents such as the Three-Year Education Plan and the High School Success Strategy to leverage support for students who are English Language learners
  - Participants shared examples of how they are engaging colleagues across curricular areas in responding to language needs.
- the assessment of language to inform instruction
  - Participants worked collaboratively to assess the video recording of a student's speaking skills and to identify the next steps in the student's language learning. Methods for supporting language development within strong task design were discussed.

Teacher Training Commons

The Teacher Training Commons (TTC) continues to provide professional learning in support of the Three-Year Education Plan in Career and Technology Foundations (CTF) and Career and Technology Studies (CTS). This professional learning extends across multiple disciplines of study, student competencies and learning outcomes.

The TTC has held nearly 100 professional learning sessions since its inception three years ago. The aim of the TTC is to provide relevant, timely, personalized learning experiences so that teachers, as designers of learning, can best impact student success. Subject experts and professionals from within the CBE, the community and industry partner together in delivering integrated, cross-curricular, professional learning based on teacher and staff needs. Participants explore emerging technologies, develop skills, create professional communities of practice, and build rich learning in task design and assessment related to CTF and CTS .

Support Services for Inclusive Learning - Exceptional Needs

A group of 50 teachers, education assistants, diversity support workers and behaviour support workers who educate students inclusively met at Dr. Oakley School to engage in professional learning entitled: *Inclusive Practice: Autism Spectrum Disorder*. Participants piloted professional learning modules and engaged in self-selected hands-on sessions based on their personalized areas of interest.

Sessions were hosted by a multidisciplinary team composed of specialists with expertise in autism, speech language pathologists, occupational therapists and physiotherapists and included:

- Introduction to Autism Spectrum Disorder and Inclusive Practice
- Creating Engaging Learning Environments
- Supporting Students' Communication Needs
- Strategies to Target Regulation
- Infusing Movement to Support Student Regulation

Presenters provided a research-based overview of their topic, demonstrated strategies to support students, provided specific examples establishing how these strategies can be personalized for students and concluded with an evidence of impact activity, whereby participants created a plan to implement strategies in their inclusive classrooms.

Indigenous Education Professional Learning Series

Dr. George Stanley School hosted a cohort of 100 educators from 50 schools on Monday, October 16 for the first of a four part Indigenous Education Learning Series.

The Indigenous Education Learning Series is designed in response to patterns of requests for support by schools and is intended to advance district work in relation to the Three-Year Education Plan and Indigenous Education Strategy. The Learning Series will be led collaboratively with the wisdom and guidance of Elders alongside CBE staff.

The series is grounded in Indigenous ways of knowing, being and doing. Building understandings and the capacity of educators by guiding them *in* and t*hrough* a living and responsive Indigenous teaching model formed the foundation for design team planning.

Deaf and Hard of Hearing

Administrators, teachers and education assistants from the specialized classes for the Deaf and Hard of Hearing (DHH) and the DHH system team engaged in professional learning entitled *Helping Students Get Ready to Learn: Some New Insights Around Trauma, English Language Learners and Deaf and Hard of Hearing Students*. The session was in response to teachers' identification of challenges around working with students who not only have a hearing loss, but have experienced trauma, are English Language Learners and have other complex needs.

A psychologist from the English Language Learning team provided insight into trauma, including the effects of trauma and the importance of self-regulation, which allows children to adapt to the changing demands of the environment. The presenter modelled strategies throughout the session that can assist students who have experienced trauma get ready to learn, as well as the neuroscience behind these strategies, such as infusing low-risk competition to release dopamine and

calming techniques to reduce cortisol. The participants demonstrated knowledge of personalized learning by finding a wide variety of resources that could be used to calm students, such as graphic novels and books on yoga, jazz music and sports.

<u>Early Learning</u>

The Early Learning Team collaborated to provide professional learning opportunities that built teachers', educational assistants' and early childhood practitioners' (159 participants) professional capacity in early learning pedagogy. The team used feedback from previous professional learning sessions to prioritize, plan and implement the following sessions:

- Outdoor spaces for developing inquiry through art to support teachers' capacity around authentic task design and formative assessment. Participants explored the use of outdoor environments as learning spaces. Journaling as a documentation process was presented as a way to enrich communication through literacy and art.
- The use of visuals and social stories.
- Participants were able to create and implement visual tools that promote success for children.
- Environmental design led participants through an exploration of the relationship between the quality of the environment and learning. New teacher participants explored the Early Learning Program and were exposed to the Early Learning Principles and Practices document to support them in program development. They covered core competences from the program of studies, planned authentic tasks and explored assessment practices to support student success.
- In Joyful Literacy for Early Learners participants were presented with theoretical and practical examples of how to use loose parts to support playful literacy in an early learning environment. Practice was aligned to the program of studies and the Calgary Board Education literacy strategy.

Steward Our Resources

<u>LEED Gold Certification for Nelson Mandela High School</u>

While the CBE and the Provincial Government both strive to achieve LEED silver for all new school construction, we were thrilled to be notified by the Canada Green Building Council on July 26, 2017 that Nelson Mandela High School was awarded LEED Gold Certification. Nelson Mandela High School is an 1,800 student capacity school with a grade 10 to 12 configuration located in the community of Martindale that opened in September 2016. The construction of the school was managed by Alberta Infrastructure Capital Projects Division and involved close collaboration with the CBE.

Green buildings create a healthier indoor environment for the students, staff, and visitors. They are designed and built with natural daylight, better ventilation and furnished with materials that enhance indoor air quality. They are engineered to conserve energy, decrease water consumption, minimize indoor noise pollution and create better thermal comfort through increased insulation and improved

temperature control. Staff and students who live, learn and work in these buildings have been found to be more productive, higher performing and healthier.

Leadership in Energy and Environmental Design® (LEED) is an evaluation tool and a rating system that is recognized as the international mark of excellence for green buildings in over 160 countries. The LEED Rating System is based on a performance credit system which aims to allocate points from seven categories, "based on the potential environmental impacts and human benefits of each credit." LEED certification is granted by the Green Building Certification Institute (GBCI), which handles third-party verification of a project's compliance with the design and construction requirements.

<u>Wireless Upgrading</u>

Over 144 schools are now connected to the CBE's new wireless solution, with more than 60,000 devices already connected this school year. The project is on schedule and on budget, with all schools expected to be transitioned to the new wireless by Summer 2018.

Recognition of the improvements has been reflected in feedback received from staff and students. Staff are pleased with the reliability, capability and functionality of the new system, particularly because it allows students to learn on digital devices all over the school. The following are samples of comments that have been received:

…students are freely learning with digital devices all over the school, not just in the localized areas. Principal

Once folks have been connected we haven't had any issues, which is awesome. The students, of course, are figuring it out all by themselves. Teacher

The wireless upgrade has been pretty smooth and the access/speed is much improved. The students figured it out in about 30 seconds and are all thrilled... Assistant Principal

We have had nothing but a great experience with the new wireless – no drop outs or areas of weak signal. Principal

The wireless access has made a tremendous difference to a Paced Learning Program (PLP) student who is blind. This student is able to independently access his learning like he's never been able to before. …we've extended his competence in operating the iPhone through both touch gestures and keyboard and text-speech and speech-text applications…he can download novels and leisure reading for himself converting them into braille through technology if he chooses. He can show his understanding and communicate with his teachers and the ease of this access is a direct result of being able to have reliable internet access. Learning Strategist

…not having to sign in everyday and being automatically connected is great. Secretary

We love it! It was super easy to access the wireless with our personal devices.
Principal

The CBE's previous wireless infrastructure had been strained by the explosion of connected wireless devices and ever increasing demands for faster speeds and user access to information. At the same time, evolving teaching and learning strategies are highly dependent on the use of digital resources and applications. Accordingly, significant improvements were required to address both current and forecast demands for a more robust, reliable wireless network for teachers, students and support staff.

The design and rollout of the new wireless system has been a significant undertaking requiring surveys of each school and work site, design preparation, prequalification of contractors, active project management, after-hours construction coordination to minimize classroom disruption and technical and network specialist support.

The new wireless system currently being utilized at 144 schools is providing the following enhancements over the previous systems:

- significantly increased capacity;
- annual registration (once per school year) of student and staff personally owned devices;
- elimination of the need for daily logging in/out;
- enables users to easily switch between multiple devices with no time-out restrictions;
- enables simple, self-serve guest access

In addition the new technology being used is more flexible and scalable than traditional solutions. The Access Points deployed have built-in intelligence that reduce deployment cost and complexity, classrooms can be configured and setup quickly and capacity can also be easily added.

<u>Whistleblower Legislation</u>

Legislation requires public entities to develop their own policies in alignment with the Public Interest Disclosure (Whistleblower Protection) Act. CBE responded by creating and publishing Administrative Regulation 4090: Public Interest Disclosure (Whistleblower Protection) in 2014. This AR provides guidelines and expectations to employees for the reporting and investigation of serious matters or wrongdoing that are believed to be unlawful, dangerous or injurious to the public interest. Recent amendments to the Act require revisions to AR 4090. The proposed changes to the AR include:

- an expanded definition of a wrong doing involving gross mismanagement
- ability to report a wrongdoing directly to the Public Interest Commissioner
- ability of supervisors to provide information and advice about the Act
- the awareness that financial restitution may be required in cases or reprisal behaviour
- clarity on annual reporting requirements

The revisions to AR 4090 are underway and will be posted publically once the amendments are proclaimed in the Legislature later this term.

D. Stevenson

DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

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