

# public agenda

## Regular Meeting of the Board of Trustees

September 18, 2018  
12:00 p.m.

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

### R-1: Mission |

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

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

Time	Topic	Who	Policy Ref	Attachment
12:00 p.m.	<b>1   Call to Order, National Anthem and Welcome</b>			
	<b>2   Consideration/Approval of Agenda</b>		GC-2	
	<b>3   Awards and Recognitions</b>		GC-3	
	<b>4   Results Focus</b>			
15 mins	4.1 Piitoayis Family School Presentation	S. MacNeill		
60 mins	4.2 Board Information Session – How Standardized Test Data Supports Student Success	D. Stevenson	R-2; OE-7	Page 4-1
	<b>5   Operational Expectations</b>			
	<b>6   Matters Reserved for Board Action</b>	Board	GC-3	
Max 20 mins	<b>7   Public Comment [ <a href="#">PDF</a> ]</b> Requirements as outlined in Board Meeting Procedures		GC-3.2	
	<b>8   Consent Agenda</b>	Board	GC-2.6	
	8.1 Approval of Minutes			
	<ul style="list-style-type: none"> <li>▪ Regular Meeting held April 10, 2018</li> <li>▪ Regular Meeting held April 24, 2018</li> </ul>			Page 8-8 Page 8-19

Time	Topic	Who	Policy Ref	Attachment
	<ul style="list-style-type: none"> <li>▪ Regular Meeting held May 15, 2018</li> <li>▪ Regular Meeting held May 22, 2018</li> <li>▪ Regular Meeting held May 29, 2018</li> <li>▪ Regular Meeting held June 12, 2018</li> <li>▪ Organizational Meeting held June 19, 2018</li> <li>▪ Regular Meeting held June 19, 2018</li> <li>▪ Regular Meeting held June 26, 2018</li> <li>▪ Regular Meeting held July 9, 2018</li> <li>▪ Special Meeting held August 15, 2018 (<i>THAT the Board approves the minutes of the Regular, Organizational and Special meetings noted above, as submitted.</i>)</li> </ul>			Page 8-31 Page 8-37 Page 8-43 Page 8-48 Page 8-55 Page 8-63 Page 8-68 Page 8-74 Page 8-76
	8.2 Items Provided for Board Information			
	8.2.1 Chief Superintendent's Update			Page 8-1
	<b>9   In-Camera Session</b>			
3:00 p.m.	<b>10   Adjournment</b>			
	<b>Debrief</b>	Trustees	GC-2.3	

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

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

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



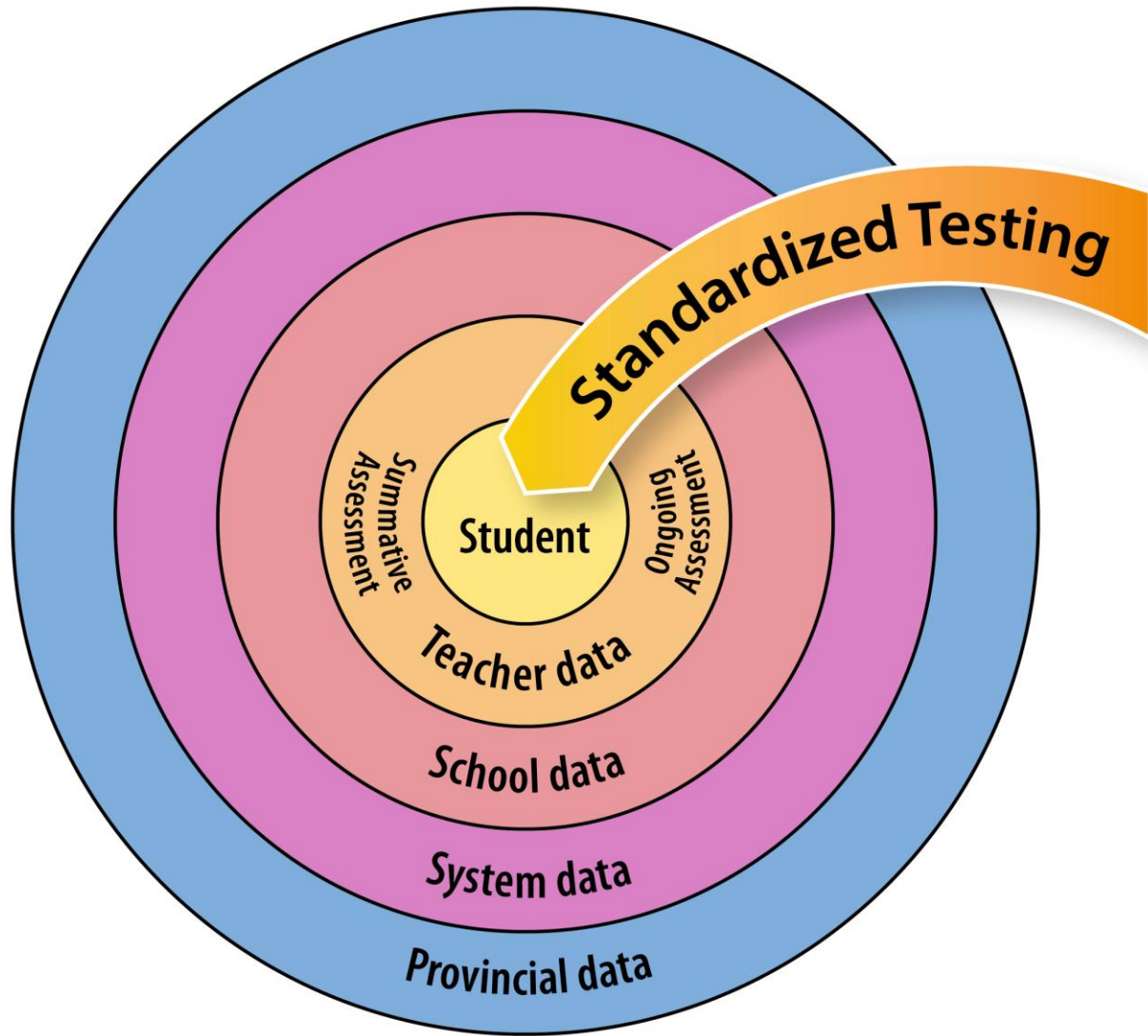
## Board Information Session

### How Standardized Test Data Supports Student Success

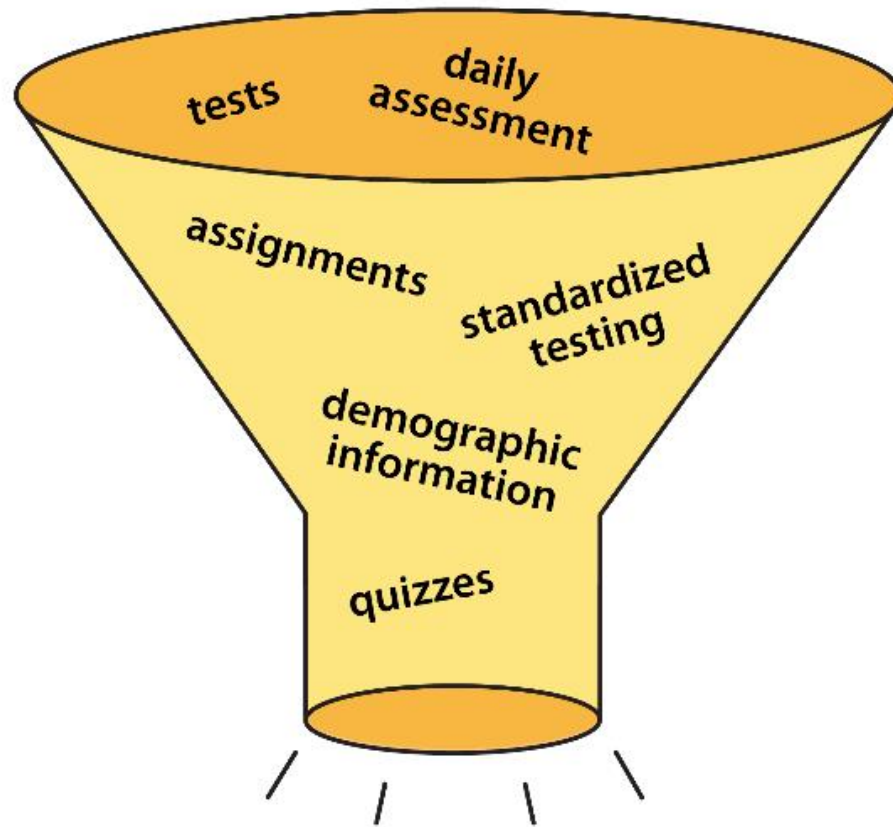
September 18, 2018



**Calgary Board  
of Education**



# Overview



# What is a standardized test?

A standardized test:

- requires test takers answer the same questions the same way
- is scored in a “standard” or consistent manner

Examples:

- Provincial Achievement Test (PAT)
- Diploma Exam

# Provincial Testing Program

- These standardized tests measure some of the outcomes of a particular program of studies related to a student's achievement at the end of the grade and course.
- It does not inform next steps in instruction for the particular students writing the test.
- The data is used for school improvement and instruction going forward and over time.



**Voice of Heather Goodman,  
Principal, Louis Riel School**

- Focus of the School Development Plan is to improve achievement in reading comprehension
- Acknowledging the vast range of skills in the k-9 student population
- PAT results in Gr. 6 and Gr. 9 show students are achieving success
- An item analysis of specific questions on all exams showed gaps to be examined
- Examined PAT results along with report card data



# Purpose of PATs and Diploma Exams

## **Provincial Achievement Tests**

- Determine if students are learning what they are expected to learn.
- Report to Albertans how well students have achieved provincial standards at given points in their schooling.
- To assist schools, authorities, and the province in monitoring and improving student learning.

## **Diploma Exams**

- To certify the level of individual student achievement in selected Grade 12 courses.
- To ensure that province-wide standards of achievement are maintained.
- To report individual and group results.

# Limitations of Standardized Tests

- Question design
- Certain populations may be marginalized
- Student experience
- Content



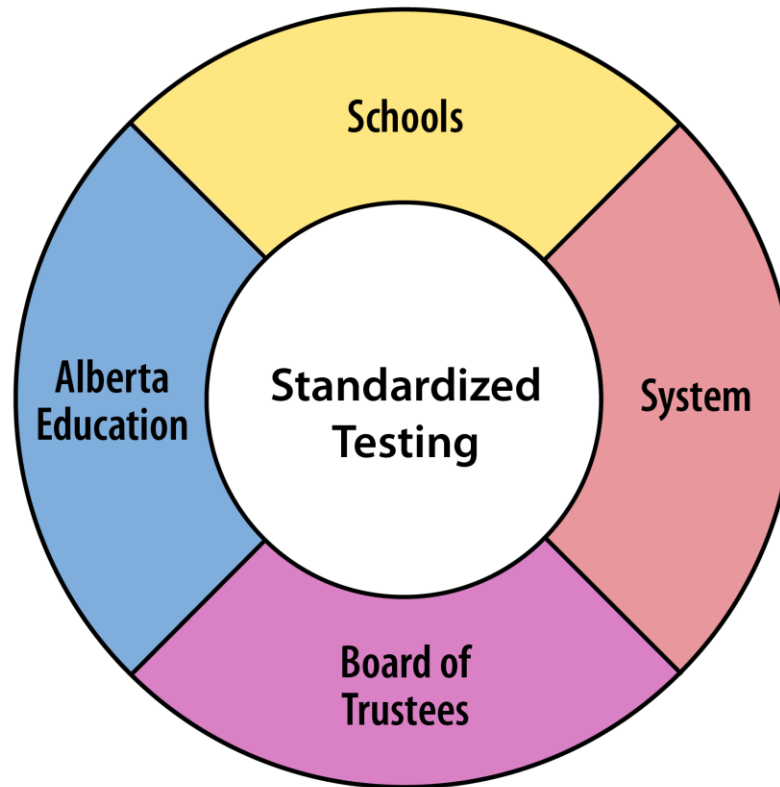
# Example



A good example of the limitations of a standardized test can be shown in a Chemistry example.

# How Standardized Test Data is Used?

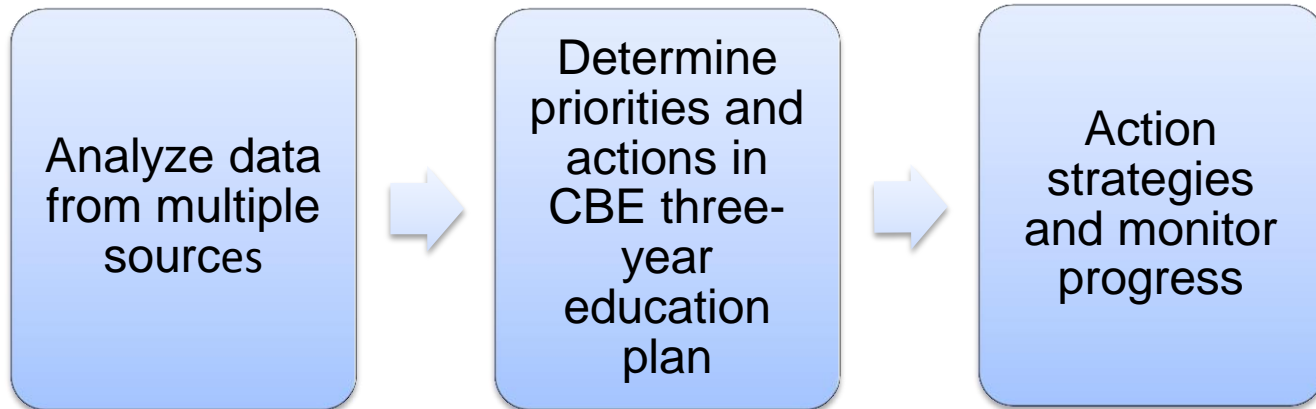
Who Uses Standardized Testing Data?



# How Schools Use Data



# How Our District Uses Data



# How the Board of Trustees Uses Data

- The Board uses data to monitor improvement on the Board of Trustees Results as stated in the indicators.
- The Board determines in policy the results to be achieved.



# How the Province Uses Standardized Test Data

- Provincial Achievement Tests
- Diploma Examinations
- Accountability Pillar Report
- National and International Assessments





# Data Sets Used by the Province

## National and International Assessments

A small sample of CBE students participate in the following tests.

- Pan-Canadian Assessment Program (PCAP)
- Programme for International Student Assessment (PISA)
- Progress in International Reading Literacy Study (PIRLS)
- Trends in International Mathematics and Science Study (TIMMS)



**report to  
Board of Trustees**

**Chief Superintendent's Update.**

Date	September 18, 2018
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson Chief Superintendent of Schools
Purpose	Information
Governance Policy Reference	OE-7: Communication With and Support for the Board

## 1 | Recommendation

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

## 2 | Issue

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

OE-7: Communication With and Support for the Board states that "the Board is supported in its work and is fully and adequately informed about matters relating to Board work and significant organizational concern." With other reports submitted to the Board of Trustees, this update meets the requirement of OE-7 for the provision of information in a timely, simple and concise form.



## Personalize Learning

### Summer School 2018 – Grades 10-12

This summer, over 9000 students attended classes at one of these sites - CBeLearn, Chinook Learning, Ernest Manning High School, Louise Dean, Woods Homes, Discovering Choices - or participated in work experience in our community. Together these students will earn over 30 000 high school credits. Here are some of the reasons that our students enroll in summer school:

- Upgrade or improve marks
- Academic acceleration
- Adjust course load for the next academic year.
- Continuous study of a subject area
- Increased language acquisition (ELL/International students)
- Provincial and national certifications
- Positive transitions (Grade 9 students entering high school)
- Participation in a career of their choice
- Development of a new skill

The continuous learning model of summer school supports the personalization of the high school experience and stewards school resources by effectively utilizing CBE facilities in the summer months.

### New to Teaching Kindergarten Session

The CBE Early Learning Team offered a full day session for teachers who are teaching Kindergarten for the first time. Thirty participants, both new to teaching and experienced teachers who have never taught Kindergarten before, came together to learn about:

- Classroom design
- The role of play in supporting developmental domains
- Assessment and reporting

Participants were introduced to:

- The multidisciplinary team that supports Kindergarten children throughout the year
- Kindergarten specific timelines for The Early Year Evaluation and Program Unit Funding

At the end of the session, teachers shared positive feedback around their learning and made requests for additional information on Kindergarten programming. The Area strategists will continue to support teachers as needs arise.

## Worktopia Summer Program

Since the fall of 2015, students with Autism Spectrum Disorder in CBE high schools received personalized work experience instruction to develop work related skills and experiences both in school and off-campus. Through a federally funded project to improve the employment futures of youth with Autism Spectrum Disorder in partnership with the Sinneave Family Foundation and Autism Speaks Canada, off-campus work experience placements were offered to students during the school year and the summer. Summer cohorts included two groups of four students, supported by a teacher and job coach for five full weeks of work placement. All work placements were volunteer based and students earned 75 hours (3-credits) of work experience credit.

## **Build Professional Capital**

### Summer Language Learning Opportunities

For the fifth consecutive year, the Calgary Board of Education offered a multi-day Neurolinguistic Approach (NLA) Summer Symposium for new and experienced second language teachers. Participants explored how the NLA can address the learning needs of students from diverse cultural, linguistic and educational backgrounds and provide access to language education that is consistent with their skills, experiences, and goals. The symposium also prepares teachers in our bilingual and immersion teachers' contexts for teaching and learning success as they learn to design instructional tasks that integrate language and content. Current second-language research and analysis of student results in our school district demonstrate the power of this approach for student learning.

### English Language Learning Summer Institute

The English Language Learning team facilitated a 5-day summer institute for 30 teachers across grade level divisions.

This professional learning opportunity focused on strengthening inclusive practices for students who are in the process of acquiring English as an additional language. In the company of their peers, teachers focused on improving their practice through the exploration of systematic English Language Development for K-12, a research informed instructional model that facilitates academic language development across curricula.

Through active participation, use of the Alberta K-12 English as a Second Language Benchmarks, and a laser focus on application to practice, teachers learned to maximize academic language development by deepening their understandings of explicit language instruction, culturally responsive teaching practices, differentiated instruction, and formative assessment practices. Throughout the course, teachers integrated their new learning by designing student learning opportunities that highlighted explicit language development within intellectually engaging tasks.



## Design the Shift Workshop

This summer, 35 teachers from eleven schools participated in a two-day design thinking workshop centred on re-imagining how student learning experiences can be connected to curricular outcomes and The Three Year Education Plan. Teachers began their journey of exploring curricular possibilities by engaging with a variety of community members, learning from an Indigenous Elder, examining place through various perspectives and working with CBE Learning Specialists.

Key learnings from the workshop included:

- Building a general openness to re-examining their practices and redesigning their tasks
- Understanding how to Incorporate Indigenous perspectives and practices into their work
- Fostering curricular connections to the larger community outside of the school
- Increasing opportunities to collaborate with other teachers within their schools

The ideas and tasks that teachers developed will continue to be supported throughout the year through in-school coaching and communities of practices led by Learning Specialists.

## **Engage Our Stakeholders**

### Community Engagement

This September the Calgary Board of Education received an honorable mention award in the Organization of the Year category of the 2018 IAP2 (International Association of Public Participation) Canada Core Values Awards. The CBE was recognized for its work to develop and implement a system-wide approach to community engagement called Dialogue.

In the past three years, Dialogue has had a significant impact on how the CBE involves people in decisions that affect them. By improving our community engagement practices, we are positively impacting staff, students, families and community members. The CBE is building a strong culture of consultation not only by creating the Dialogue Framework, but also by providing a toolkit and training to support CBE employees who are involved in community engagement activities.

The toolkit includes more than 30 tip-sheets, templates and other resources that can be accessed whenever CBE leaders need them. Training began in December 2017 and during the 2017-18 school year, more than 600 CBE leaders participated in training sessions featuring an online game that was developed in-house.

Since work began on the Dialogue Framework, the CBE has invited every parent and most staff and students to participate in at least one engagement initiative. Many have participated in more than one initiative. A few examples of these community engagement activities include:

- Gathering input and feedback on transportation service levels.
- Consulting with more than 50 school communities directly or indirectly impacted by the openings of new schools.
- Expressions of Interest for the Science Program and Mandarin Bilingual Program.
- Gathering feedback on the development of a system-wide math strategy.

The work to embed community engagement in decision-making is ongoing. Dialogue has helped the CBE deliver a more consistent community engagement experience to stakeholders and make sustainable decisions in the best interests of students.

## **Steward Our Resources**

### Opening of Joane Cardinal Schubert High School

Approximately 1,200 Grade 10 and 11 students started school on September 4 at the brand new Joane Cardinal Schubert High School. Grade 12 will be added next year. Staff worked tirelessly to ensure this beautiful new school opened on time.

### Re-opening of Glenmeadows School

Glenmeadows School re-opened this year in the community of Glendale. Glenmeadows School serves kindergarten – Grade 6 and is the new home for former Rosscarrock and Westgate Spanish bilingual students. Glenmeadows closed as a CBE facility in 2001 and was leased to a third party until re-opening this fall.

### LEED Gold Certification for Hugh A. Bennett School

Leadership in Energy and Environmental Design® (LEED) is an evaluation tool and a rating system that is recognized in over 160 countries as the international mark of excellence for green buildings. The LEED Rating System is based on a performance credit system which aims to allocate points in 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.

Schools that meet LEED requirements are designed and built with natural daylight, better ventilation and are furnished with materials that enhance indoor air quality. They are engineered to conserve energy, decrease water



consumption, minimize indoor noise and create better thermal comfort through increased insulation and improved temperature control.

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 06, 2018 that our Hugh A. Bennett School had been awarded LEED Gold certification. Hugh A. Bennett School is a 600 student capacity school with a kindergarten to grade 4 configuration. It opened January 2017 in the community of Saddle Ridge and the construction of this school was managed by the Calgary Board of Education.

Hugh A. Bennett School joins the Education Centre and the following seven CBE schools with LEED Gold certification: Captain Nichola Goddard School, Cranston School, McKenzie Towne School, Nelson Mandela High School, Nose Creek School, Ted Harrison School and Twelve Mile Coulee School.

### Payroll Repatriation

The PeopleSoft Strategic Initiative is continuing to progress. In addition to the milestones completed in the Chief Superintendent's Update in June 2018, the following are completed or underway:

- The payroll transition from TSSI has been successfully completed.
- Testing of PeopleSoft 9.1 in the Oracle Data Centre is underway and expected to be completed by November 25, 2018. The testing is being conducted to ensure the CBE customizations and integrations perform as expected prior to going live in Oracle.
- Pre-planning is underway for upgrading PeopleSoft 9.1, which is coming to the end of support, to the supported 9.2 version. Upgrading will begin in earnest once CBE has completed the transition of PeopleSoft 9.1 from TSSI hosting to Oracle hosting.



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.

