

public agenda

Regular Meeting of the Board of Trustees

November 13, 2018
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 School Presentation	J. Everett	R-2	
	5 Operational Expectations			
20 mins	5.1 OE-4: Treatment of Employees – Annual Monitoring	Board	OE-1,9	Page 5-1 (Nov. 6/18)
	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-3	
	8 Consent Agenda	Board	GC-2.6	
	8.1 Approval of Minutes			
	<ul style="list-style-type: none"> ▪ Regular Meeting held September 18, 2018 ▪ Regular Meeting held October 2, 2018 (THAT the Board approves the minutes of the			Page 8-9 Page 8-18

Time	Topic	Who	Policy Ref	Attachment
	<i>Regular Meetings held September 18 and October 2, 2018 as submitted.)</i>			
	8.2 Items Provided for Board Information		OE-7	
	8.2.1 Correspondence			Page 8-23
	8.2.2 Chief Superintendent’s Update			Page 8-25
	9 In-Camera Session			
3:00 p.m.	10 Adjournment			

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.

operational
expectations
monitoring report

Monitoring report for the
school year 2017-2018

Report date:
November 6, 2018

OE-4: Treatment of Employees

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 noted in the evidence.
- Not in Compliance.

Signed: *D. Stevenson* Date: Oct. 30, 2018
David Stevenson, Chief Superintendent

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 1: Global Operational Expectations, 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

OE-4: Treatment of Employees

Executive Summary

The Board of Trustees believes that student success and well-being depend upon the recruitment, retention, and fair compensation of highly qualified employees working in an environment that is safe, courteous, and professionally supportive.

This Operational Expectation establishes the values and expectations of the Board of Trustees for the Calgary Board of Education regarding the treatment of employees.

This report is the first monitoring report for OE- 4: Treatment of Employees following the revisions to the OE in March 2017. The Board approved revised reasonable interpretation and indicators in October 2017. The Board last monitored OE - 4 on November 28, 2017. The data provided in that report was for the 2016-2017 school year, based upon the previous OE - 4 statements, reasonable interpretation and indicators that were approved in June 2012.

This report includes data available from the 2017-2018 school year and contains evidence to support the following findings:

Policy Statement	Indicator	Finding
4.1	4.1.1	Compliant
4.1	4.1.2	Not applicable
4.1	4.1.3	Compliant
4.1	4.1.4	Compliant
4.2	4.2.1	Compliant
4.2	4.2.2	Compliant
4.2	4.2.3	Compliant
4.3	4.3.1	Compliant
4.3	4.3.2	Compliant
4.4	4.4.1	Compliant
4.4	4.4.2	Compliant
4.4	4.4.3	Compliant
4.4	4.4.4	Compliant



OE-4: Treatment of Employees

The Board of Trustees believes that student success and well-being depend upon the recruitment, retention, and fair compensation of highly qualified employees working in an environment that is safe, courteous, and professionally supportive.

Board-approved Interpretation |

CBE has the ability to positively impact achievement of CBE Results through the quality and performance of employees and attention to workplace culture.

The Chief Superintendent interprets:

- *recruitment* to mean the selection of employees newly hired to the CBE.
- *retention* to mean the ongoing employment and commitment of employees.
- *fair compensation* to mean the aggregate cost of salaries and benefits for employees that are competitive subject to CBE’s ability to pay.
- *highly qualified* to mean possessing the skills, knowledge and abilities required of the position and whose principles align with CBE values and vision.

The Chief Superintendent shall:

4.1	Provide a safe, supportive and respectful organizational culture for all staff that respects diversity and fosters a positive and welcoming environment.	Compliant
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It is important to create and maintain a workplace that engages employees and enables them to perform their duties to the best of their ability.

OE-4: Treatment of Employees

The Chief Superintendent interprets:

- *safe* to mean a work environment that is free from potential harm to employees and their well-being.
- *supportive* to mean opportunities for growth and development
- *respectful* to mean a work environment that is caring and where employees feel they are treated fairly.
- *organizational culture* to mean the creation and existence of a safe and courteous environment for its employees
- *diversity* to mean exhibiting the full range of human characteristics and abilities.
- *positive and welcoming environment* to mean an atmosphere that is encouraging, stimulating and engaging.

Board-approved Indicators and *Evidence of Compliance* |

1. An employee engagement survey will be conducted every two years.	Compliant
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The organization is compliant with this indicator.

Evidence statement

The first employee engagement survey was completed in the spring of 2017 with a response rate of 61%. The next employee engagement survey is scheduled for the spring of 2019.



OE-4: Treatment of Employees

2. Improvement will be noted in the bi-annual employee engagement survey on identified areas of focus.	Not applicable
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This indicator is not applicable to the current monitoring report.

Evidence statement

Administration is not able to provide data in this monitoring report in response to this indicator. The second bi-annual employee engagement survey will occur in the spring of 2019.

3. A comprehensive program of PIF and granted leaves of absences in support of opportunities for personal and professional growth or learning will be offered annually.	Compliant
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The organization is compliant with this indicator.

Evidence statement

The CBE currently provides Professional Improvement Fellowships (PIF) leave opportunities to continuous Staff Association (SA), Professional Support Staff (PSS) and certificated Alberta Teachers' Association (ATA) employees.

Twenty-seven (27) employees were granted and began their Professional Improvement Fellowship (PIF) leave during the 2017-2018 school year.

Twenty-three (23) employees taking a PIF were affiliated with the ATA and four (4) with the SA.

The length of PIFs requested and commencing in 2017- 2018 varied from two (2) months to 12 months. Currently, the CBE does not track if other granted leaves (such as deferred salary or general leaves) are utilized for professional or personal development; however, it is plausible that some are used in this manner.

All leave of absence information including forms and application procedures are provided on the CBE Staff Insite. The site is accessible to all CBE employees.



OE-4: Treatment of Employees

4. Mechanisms in place that support a safe organizational culture are utilized (such as Harassment, Workplace Violence, and Whistleblower reports).	Compliant
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The organization is compliant with this indicator.

Evidence statement

The Chief Superintendent sets expectations for the organization through administrative regulations. Primary to setting the expectations that support a safe organizational culture are:

- AR 4038 – Harassment, Sexual Harassment and Discrimination
- AR 4080 – Workplace Violence
- AR 4090 – Public Interest Disclosure (Whistleblower Protection)

One hundred percent (100%) of school based principals, area directors, and service unit directors reported having shared and discussed the Working Relationship Commitment and AR 4090 – Public Interest Disclosure (Whistleblower Protection) with their direct reports.

All administrative regulations are available on the CBE public-facing website and Staff Insite.

4.2	Establish and implement standards and practices for the recruitment, fair compensation, and retention of highly qualified employees.	Compliant
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The processes involved in hiring new employees and maintaining current employees is critical to support achievement of CBE Results.

OE-4: Treatment of Employees

The Chief Superintendent interprets:

- *recruitment* to mean the selection of employees newly hired to the CBE.
- *fair compensation* to mean the aggregate cost of salaries and benefits for employees that are competitive subject to CBE's ability to pay.
- *retention* to mean the ongoing employment and commitment of employees.
- *highly qualified* to mean possessing the skills, knowledge and abilities required of the position.

Board-approved Indicators and Evidence of Compliance |

1. 90% of employees who pass their probationary period will still be employed with the CBE at the 2 year anniversary.	Compliant
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The organization is compliant with this indicator.

Evidence statement

At the end of the 2017-2018 school year, 92.98% of continuous employees remained employed with the CBE two years after completing their probation period.

2. 95% of school based principals and assistant principals who successfully pass their evaluation will have maintained the designation at the 3 year anniversary.	Compliant
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The organization is compliant with this indicator.



OE-4: Treatment of Employees*Evidence statement*

One hundred percent (100%) of school-based principals and assistant principals, who successfully passed their evaluation in 2015-2016, maintained their designation at their three year (3) anniversary.

In the 2015-2016 school years, 23 principals and 38 assistant principals passed their evaluation.

3. Salaries and benefits are reviewed annually against identified comparators.	Compliant
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The organization is compliant with this indicator.

Evidence statement

An in-depth review of out-of-scope salaries and benefits took place from 2014-2017. The results of reviews were presented to the Board of Trustees on April 19, 2016 and June 27, 2017. The CBE has continued to review the salaries and benefits throughout 2017-2018, using ongoing surveys and other review tools. Note that the Board of Trustees review and approve all changes to salary and benefits through ratification of collective agreements and approval of exempt terms and conditions.

4.3	Administer clear personnel rules and procedures for employees, including processes for suspension, transfer and termination actions.	Compliant
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Having clear rules and procedures that identify expectations and govern employees is essential to the fair and transparent operation of the organization.



OE-4: Treatment of Employees

The Chief Superintendent interprets:

- *administer* to mean develop, provide and apply.
- *personnel rules* to mean CBE Administrative Regulations pertaining to employee behaviour and those provisions/processes identified within the *School Act*.
- *procedures* to mean those practices and processes subject to the provisions of the collective agreements, terms and conditions of employment and current *School Act*.

<p>1. 100% of employees will be made aware of Calgary Board of Education policies or regulations governing:</p> <ul style="list-style-type: none"> • respect in the workplace; • conflict of interest; and • responsible use of electronic information resources. 	<p>Compliant</p>
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The organization is compliant with this indicator.

Evidence statement

All employees, upon joining the organization 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.

Every new employee is provided a link to all new hire documents which includes:

- AR 4027 – Employee Code of Conduct
- AR 1061 – Responsible Care and Security of Information
- AR-1062 – Responsible Use of Electronic Information
- AR 1070 – Occupational Health and Safety
- AR 6024 – Student Records



OE-4: Treatment of Employees

Regulations governing respect in the workplace and conflict of interest are available to all employees. These regulations are posted online on the CBE Staff Insite for employees to access. All employees are advised, as part of a communication plan, of any changes to the administrative regulations.

One hundred percent (100%) of employees are made aware of the policy regarding the responsible use of electronic information each time they log into the CBE network.

2. There will be no grievance arbitration, board of reference decisions, or findings in a court of law that the CBE failed to administer clear personnel rules and procedures for employees, including processes for suspension, transfer and termination actions	Compliant
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The organization is compliant with this indicator.

Evidence statement

There were no grievance arbitrations, board of reference decisions or findings in a court of law during the reporting period.

4.4	Ensure the Board's approval for the bargaining mandate, the ratification of all collective agreements for unionized employees, and the approval of the total compensation of all exempt employees.	Compliant
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Negotiation discussions with unionized employees must be conducted within reasonable and permitted parameters



OE-4: Treatment of Employees

The Chief Superintendent interprets:

- *Board's approval* to mean a carried motion recorded in the minutes of a meeting of the Board of Trustees.
- *bargaining mandate* to mean the parameters within which a new collective agreement may be negotiated.
- *ratification* to mean the approval to conclude a collective agreement in accordance with the Labour Relations Code.
- *total compensation* to mean aggregate cost of salaries and benefits for exempt employees that are funded from the CBE budget.
- *exempt employees* to mean personnel who are not part of a bargaining unit according to the Labour Relations Code.

1. The commencement of every round of collective bargaining occurs after the Board of Trustees approves a bargaining mandate.	Compliant
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The organization is compliant with this indicator.

Evidence statement

The following bargaining mandates were presented to the Board of Trustees between September 1, 2017 and August 31, 2018 (fiscal year).

Alberta Teachers' Association (ATA):

- Presented to the Board: October 10, 2017
- Dates bargaining commenced: November 14, 2017, December 7, 14, 2017, January 12, 16, 2018 and February 8, 9, 2018

Staff Association (SA)

- Presented to the Board: October 10, 2017 and revised June 26, 2018
- Dates Bargaining Commenced: November 13, 20, 27, December 4, 15, January 8, 15, 22, 29



OE-4: Treatment of Employees

Canadian Union of Public Employees (CUPE)

- Presented to the Board: October 10, 2017 and revised June 26, 2018
- Dates Bargaining Commenced: November 28, 29, December 12, 13, January 25, 26, February 7, March 19, 20, April 4, 5 and June 13
- Mediation begins on October 25

2. All collective bargaining settlements occur within the parameters of any mandate approved by the Board of Trustees.	Compliant
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The organization is compliant with this indicator.

Evidence statement

Collective bargaining settlements were within the parameters of the mandate approved in indicator 4.4.1 between September 1, 2017 and August 31, 2018 (fiscal year).

The only settlement during the 2017/18 fiscal year was with the Alberta Teachers' Association (ATA): Memorandum Of Agreement – February 9, 2018

3. Every round of collective bargaining is concluded with the ratification of the new collective agreement by the Board of Trustees	Compliant
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The organization is compliant with this indicator.

Evidence statement

Collective bargaining was concluded with the ratification with union groups. The dates they were ratified with the Board of Trustees (BOT) are as follows;

Alberta Teachers' Association (ATA):

- Ratified with union – February 9, 2018
- Ratified with Board of Trustees – March 20, 2018



OE-4: Treatment of Employees

Staff Association (SA): In mediation – TBD

Canadian Union of Public Employees (CUPE): In mediation – TBD

4. Changes to total compensation packages for exempt employees occur after the Board of Trustees' approval.	Compliant
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The organization is compliant with this indicator.

Evidence statement

No changes to the total compensation package for exempt employees occurred from September 1, 2017 – August 31, 2018.



OE-4: Treatment of Employees

GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

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

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

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

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

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



**report to
Board of Trustees**

Correspondence

Date	November 13, 2018
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trish Minor, Associate Corporate Secretary
Purpose	Information
Governance Policy Reference	Operational Expectations OE-7: Communication With and Support for the Board

1 | Recommendation

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

- Letter dated October 30, 2018 to The Honourable D. Eggen, Minister of Education and The Honourable S. Jansen, Minister of Infrastructure, re: opening dates of new schools in Coventry Hills/Country Hills, Cranston and Evergreen.

Attachments: Relevant Correspondence





Board Chair

Trina Hurdman Wards 1 & 2

Vice-Chair

Marilyn Dennis Wards 5 & 10

Trustees

Althea Adams Wards 3 & 4

Lisa Davis Wards 6 & 7

Richard Hehr Wards 8 & 9

Julie Hrdlicka Wards 11 & 13

Mike Bradshaw Wards 12 & 14

October 30, 2018

Honourable David Eggen
Minister of Education
228 Legislature Building
10800 - 97 Avenue
Edmonton, AB T5K 2B6

Honourable Sandra Jansen
Minister of Infrastructure
127 Legislature Building
10800 - 97 Avenue
Edmonton, AB T5K 2B6

Dear Minister Eggen and Minister Jansen:

RE: New CBE Schools – Coventry Hills/Country Hills Village Elementary, Cranston Elementary and Evergreen Elementary

Following the successful opening of 23 new schools since September 2016 that have created space for over 17,000 students, the Calgary Board of Education (CBE) has been working closely with Alberta Infrastructure to make progress on the three new CBE schools announced by the government on March 21, 2017. The purpose of the letter is to apprise you of the opening dates for these three highly anticipated new schools.

The CBE and the local Alberta Infrastructure Learning Facilities Branch have determined that the opening date for all three schools will be September 2020. The selection of the opening date was informed by both the construction project schedule provided by Alberta Infrastructure coupled with student learning and accommodation needs identified by the CBE.

These schools will support kindergarten to grade 4 students in the Calgary communities of Coventry Hills/Country Hills Village, Cranston and Evergreen. Each school will accommodate 600 students.

With CBE enrolment continuing to grow by thousands of students every year, we are very excited at the prospect of opening these new schools in cooperation with Alberta Infrastructure..

If you require any additional information on this matter, please do not hesitate to contact Mr. Sean Siegers, Alberta Infrastructure Director, Project Delivery South at 403-476-4847, or Mr. Dany Breton, CBE Superintendent, Facilities and Environmental Services, at 403-817-7290.

Sincerely,

Trina Hurdman
Chair, Board of Trustees

cc: David Stevenson, Chief Superintendent
Dany Breton, Superintendent, Facilities and Environmental Services
Sean Siegers, Director, Project Delivery, South, Alberta Infrastructure

report to
Board of Trustees

Chief Superintendent's Update

Date	November 13, 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

This report is being provided for information for 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 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

English Language Learners Update

This past year 3,792 non-Canadian students registered through Kingsland Centre (an 11% increase from 2016-17). Arrivals represented 140 different countries and 88 different languages. Of these, 2353 students were assessed for English language proficiency (a 23% increase from the previous year). These registrations included 475 refugee students (12% increase) representing 36 different countries and 96 refugee claimants (10% increase) from 27 different countries.

Many of our new refugee students are enrolled in our Literacy, English and Academic Development (LEAD) program which is unique to the Calgary Board of Education (CBE) and serves refugee students with limited formal schooling. The program focusses on English language literacy, numeracy and integration within a trauma-sensitive setting. There are 26 LEAD classes in the CBE in 12 sites. This is a 20-month program offered to students in Grades 4-12. In the CBE approximately 25% or about 30,000 students are identified as English Language Learners.

Build Professional Capital

High School Success

On November 23 high school teachers will be offered a variety of professional learning opportunities to further support achieving the outcomes of High School Success.

- At Central Memorial High School, writer and researcher, Tom Schimmer will support school teams in ongoing conversations about outcomes based assessment.
- At the same site, teachers can choose to learn more about reporting through the new Student Information System (PowerSchool) or to access the portfolio and career education resource, myBlueprint.
- Teachers and leaders may also connect their work to the Math or Literacy strategy through sessions at the Career and Technology Centre.
- At William Aberhart High School teacher networks from across schools will be gathering to develop student tasks in their subject areas of expertise;
- Fine and performing arts teachers will be meeting at William Aberhart to discuss resources and processes as well.
- At Western Canada High School International Baccalaureate teachers will be collaborating in the context of their program.

Through the myriad of choices high school teachers personalize their professional learning to best support student learning through high school success.

Braiding Knowledges

On October 25 the Indigenous Education Team led a full day of learning that focused on exploring Indigenous pedagogy in and through the discipline of Mathematics. There were 40 participants representing 40 schools from K-12. The learning emphasized that all students can benefit from developing knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Metis and Inuit. Participants were invited to explore ways to incorporate Indigenous pedagogy into their teaching practice through connections to the Program of Study.

The learning was designed to support the Teaching/Leadership Quality Standards, advance the Mathematics and Indigenous Education Strategies and to develop an understanding of culturally responsive instructional design and assessment. Through story, self-reflection, and active engagement participants looked at ways that mathematics is represented in student's everyday lives and examined the importance of personalized learning when teaching mathematical concepts. Participants were expected to share their new understandings with their school communities in order to further impact student learning.

Critical Incidence Response Team (CIRT)

The ground breaking model for Calgary Board of Education Critical Incident Response Team (CIRT) was first piloted in 1990. It consists of approximately 35 CBE staff members who all have a background in mental health (social worker, principals, assistant principals, teachers, psychologists and school family liaisons) that provide the services of CIRT over and above their regular work duties. This past year selected members of CIRT responded to approximately 50 incidents, many involving multiple locations for a single event. In addition, there are consultations on 75-100 incidents per year. The nature of incidents ranges from sudden death of staff or students due to a variety of causes or unforeseen incidents such as reactions to threats to a school community.

The mandate for our CBE CIRT is to assist both students and staff with the emotional, physical and cognitive reactions to traumatic incidents. The philosophy behind the model is to create the conditions and provide interventions necessary for staff and students to deal with their own reaction to the incident or trauma, while building relationships and strengthening their own and each other's capacity. Within a school setting, the purpose is to re-stabilize the community through the process, which allows for the return of focus to teaching and learning. CIRT designs processes and templates that typically affect all students and staff within a school. These include class discussions, one-to-one sessions, both formal and informally structured and small group discussions.

Engage Our Stakeholders

School Development Plan - Engagement Plan and Toolkit

Over the past month school-based engagement on school development plans has been taking place with active engagement between Oct. 18 and Nov. 16, 2018. Area directors launched this engagement initiative at the Oct. 17 Area principal meetings.

An engagement plan and a toolkit of resources to help principals with this engagement work is available on the internal website. As of Oct. 28, the School Development Plan Engagement page received 250 page views and documents available have been opened more than 320 times. There are also two videos on Staff Insite that highlight how principals have engaged their school communities around school development plans. These videos have been viewed more than 50 times.

Since these resources are new this year we are asking principals to complete a short online survey to provide feedback on resources.

Here is an email received from an Assistant Principal about the resources provided:

I just wanted to reach out and express our appreciation for the excellent resources for engaging our school council in dialogue about our school development plan. We used almost the entire toolkit, from the website news banner to the PowerPoint presentation, and the different components were highly effective at explaining the purpose, process, and impact of our SDP. The school council and the parent community expressed that it was one of the most engaging and comprehensive presentations they had seen.

Steward Our Resources

Waste Reduction in Schools

It has been about 10 years since the CBE began implementing waste reduction and recycling measures across the system. This supports CBE's Sustainability Framework which is aligned with the Results policies and the CBE Three-Year Education Plan.

Today the majority of CBE schools have achieved or exceeded the city's mandate of reducing material to landfill by 80 per cent.

Some key facts include:

- About 90 per cent of CBE schools participate in a centralized recycling program.
- More than 34,000 kg of recyclables are collected every month.
- 92 per cent of schools participate in a food and yard waste composting program.
- More than 200 schools have been outfitted with all the necessary equipment – sorting stations for recyclables, refundable beverage containers, compost and garbage are a common site in school hallways.

A story was featured on the CBE website during national Waste Reduction Week (Oct. 15-21). In honour of the week and all that it stands for, the CBE would like to recognize all schools for the hard work. Students, teachers and staff, in collaboration with their Facility Operators, have not only reduced their waste to meet set goals, but several have exceeded their goals on a consistent basis.

Auto-defibrillators in Schools

The CBE has been working to equip all schools with Automated External Defibrillators (AEDs). These compact devices can restore a normal heartbeat by sending an electric pulse or shock to the heart. They are used to prevent or correct arrhythmia – a heartbeat that is uneven, too slow or too fast. They can also restore a heartbeat in a heart that stops suddenly.

Already this school year, CBE staff experienced the life-saving value of defibrillators when a medical emergency occurred at one of our schools. Paramedics responding to a call said our staff's use of an AED saved the student's life.

To date, 230 AED units have been deployed, with 63 remaining to be installed in the 2018-19 school year. By making these devices available in schools, the CBE is exceeding Occupational Health and Safety requirements for providing first aid resources.



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.

