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In light of the current Alberta Government's COVID-19 mandatory measures, this public Board meeting will be held virtually. Live streaming of the Board of Trustees meeting is available at https://www.cbe.ab.ca/about-us/board-of-trustees/Pages/Board-Meetings.aspx

public agenda

Regular Meeting of the Board of Trustees

February 22, 2022
12:00 p.m.

Microsoft Teams
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.	**1 | Call to Order, National Anthem and Welcome**			
	2 | Consideration/Approval of Agenda		GC-2	
	3 | Awards and Recognitions		GC-3	
	4 | Results Focus			
	5 | Operational Expectations			
	6 | Public Comment [PDF] Requirements as outlined in Board Meeting Procedures		GC-3.2	
	7 | Matters Reserved for Board Information			
	8 | Matters Reserved for Board Decision	Board	GC-3	
	8.1 OE-3: Instructional Program – Annual Monitoring	Board	OE-3	Page 5-1 (Feb. 8/22)
	9 | Consent Agenda	Board	GC-2.6	
	9.1 Items Provided for Board Decision			
	9.1.1 Meeting Minutes:			L'td distrib'n
	▪ Regular Meeting held January 11, 2022			Page 9-1
	▪ Regular Meeting held January 25, 2022			Page 9-9

Time	Topic	Who	Policy Ref	Attachment
	(THAT the Board approves the minutes of the Regular Meetings held January 11, 2022 and January 25, 2022, as submitted.)			
	9.2 Items Provided for Board Information		OE-8	
	10 | In-Camera Session			
4:30 p.m.	**11 | 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.

Information is collected under the authority of the Education 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.

cbe.ab.ca

operational expectations monitoring report

OE-3: Instructional Program

Monitoring report for the school year 2020-2021

Report date: February 8, 2022

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 3: Instructional Program, 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: _____ Date: January 28, 2022
Christopher Usih, Chief Superintendent

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 3: Instructional Program, 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

operational expectations monitoring report

OE-3: Instructional Program

Executive Summary

The Board of Trustees believes that providing high quality programming for all students is essential for student success, as defined in the Results. The Board believes that each student should have access to educational programming without financial barriers.

This Operational Expectation establishes the Board of Trustees' values and expectations for The Calgary Board of Education's work in providing an instructional program that supports student success

The Chief Superintendent's reasonable interpretation and indicators for OE-3: Instructional Program were approved on November 10, 2020. The Board of Trustees last monitored OE-3 on January 12, 2021. This report includes data available from the 2020-21 school year and contains evidence to support the following findings:

Policy Statement	Indicator	Finding
3.1	3.1.1	Compliant
3.1	3.1.2	Compliant
3.1	3.1.3	Compliant
3.1	3.1.4	Compliant
3.1	3.1.5	Compliant
3.2	3.2.1	Not Applicable
3.3	3.3.1	Compliant
3.3	3.3.2	Compliant
3.4	3.4.1	Compliant
3.4	3.4.2	Compliant
3.4	3.4.3	Compliant

OE-3: Instructional Program

The Board of Trustees believes that providing high quality programming for all students is essential for student success, as defined in the Results. The Board believes that each student should have access to educational programming without financial barriers.

Board-approved Interpretation |

Education programming at the CBE is flexible and responsive and is designed to support high levels of achievement consistent with the Board's Results policies.

The Chief Superintendent interprets:

- *high quality programming* to mean intentionally planned learning opportunities that provide students the opportunity to participate, plan, progress and achieve Results outcomes.
- *educational programming* to mean an identified set of learning opportunities that relate to achieving the learning outcomes as identified in the Alberta Education authorized programs of study.
- *without financial barriers* to mean the cost does not deny access of an individual student to an instructional program and the activities contained therein.

The Chief Superintendent shall:

3.1	Plan for and provide rigourous, relevant and high quality programming opportunities that consider the educational needs of students, the choices of students and families and the long-term fiscal and operational capacity of the organization.	Compliant

Board-approved Interpretation |

The Chief Superintendent shall ensure each student has access to flexible and responsive learning that is engaging and meaningful and that best meet their educational needs through a variety of instructional programs. When planning for programming, the Chief Superintendent will balance the provision of programs and the associated costs in a fiscally sound and responsible manner.

OE-3: Instructional Program

The Chief Superintendent interprets:

- *plan* for to mean intentional identification of learning strategies and supports to achieve specific student learning outcomes;
- *rigourous* to mean opportunities that are academically, intellectually and personally challenging within the context of the Three-Year Education Plan;
- *relevant* to mean curriculum-aligned learning opportunities that are meaningful to the student;
- *high quality programming* to mean intentionally planned learning opportunities that provide students the opportunity to participate, plan, progress and achieve Results outcomes;
- *educational needs* to mean those educational supports and services an individual student may require in order to progress in their learning;
- *fiscal capacity* to mean the use of resources for student programming and support within the budgetary constraints of the CBE; and
- *operational capacity* to mean the ability of the CBE to utilize available resources efficiently and effectively.

Board-approved Indicators and *Evidence* of Compliance |

1. Of the 10% random samples within divisions, 100% of School Development Plans will identify specific instructional strategies and/or actions to address student Results.	Compliant

The organization is compliant with this indicator.

Evidence statement

A review of school development plans from 24 randomly selected schools (16 elementary-junior, five middle/junior and three senior high), confirmed that CBE is compliant with this indicator as all 24 School Development Plans (SDPs) were consistent in identifying specific instructional strategies and/or actions aimed at addressing student needs to impact Results.

To support all schools, the SDP Toolkit along with Literacy, Mathematics and Well-being Frameworks are central structures used to focus instructional strategies and/or actions in schools. In 2020-21, schools were required to include a literacy and well-being goal. Of the 24 schools, 10 focused on developing skills specific to reading, 12 focused on writing and two on both reading and writing.

OE-3: Instructional Program

Examples of specific literacy instructional strategies and/or actions identified were reflective of the following:

- phonemic awareness,
- reading comprehension,
- use of diagnostic assessments,
- provision of feedback, and
- use of tools such as the Frayer Model.

Within well-being, all 24 schools identified context specific instructional strategies and/or actions that addressed Results, including:

- students and staff learning how to respect and embrace diversity and develop positive relationships with others (eight schools),
- the teaching of resiliency, perseverance, goal setting and making healthy choices (nine schools), and
- students learning skills to do what is right, act morally and balance individual concerns with the rights and needs of others (seven schools).

Review of the SDPs, demonstrated continued responsiveness to student data and the identification of instructional strategies and/or actions that addressed the priority needs emerging within each school context and in alignment with CBE's Education Plan.

2. School Development Plans provide evidence that local measures result in program changes at the school level such as changes in practice, changes in focus, or changes in measures of improvement.	Compliant

The organization is compliant with this indicator.

Evidence statement

The examination of all 2020-21 School Development Plans (SDPs) provided evidence that CBE is compliant with this indicator and local measures resulted in program changes at the school level.

Improvement towards achieving SDP goals was evident in all CBE schools for the 2020-21 school year. Fewer than five per cent of schools indicated no improvement when evaluating some of their measures due to the impact of COVID-19 on teaching and learning. Schools changed these measures when schools determined that the measure selected was not effective in gauging the achievement of the desired outcome.

OE-3: Instructional Program

Changes in teacher practice specific to the implementation of high impact literacy and well-being strategies were evident as teachers collaborated within professional learning opportunities. Programming changes included shifts to assessment and reporting practices and holistic intervention. As schools utilized measures, reflection on the effectiveness of the measure was required and in some cases, evidence of changes to measures in-year were adjusted in-year. In others, the school documented an improved measure would be required for the subsequent year.

Examples of changes in teacher practice in response to local measures included:

- 14.45% increase in the number of students who improved by one or more Language Proficiency Levels over the February to June period as compared with the September to January period.
- Through explicit teaching of self-regulation strategies, each grade increased the number of self-regulation strategies students could access when required.
- Students added to the number of reading strategies they could use when identifying and synthesising key ideas.

Examples of programming changes in response to local measures included:

- Next steps in literacy are to ensure that teachers are using a small group instruction daily and with a focus on incorporating how words work by intentionally supporting students' reading, decoding, comprehension, writing and spelling skills.
- Teachers of students in grades 3-5 identified that their students were struggling with phonemic awareness. Feedback from a focus group of these teachers revealed that they were not yet comfortable with providing direct instruction on this topic. An intentional focus for the 2021-22 school year will be building staff capacity regarding the science of reading, focusing on phonemic awareness, and the implementation of word recognition teaching strategies.
- Reading comprehension was noted to be the most difficult skill for students Improvement in reading comprehension and understanding of vocabulary across disciplines will be an area of focus for the 2021-22 school year.

OE-3: Instructional Program

To build the capacity of schools' selection of appropriate data sources to measure the summative evidence of the achievement of key outcomes, central supports included professional learning opportunities geared to:

- understanding the connection between instructional actions, key outcomes and measures,
- connecting data sources to key outcome types, and
- the process of developing local data collection tools.

3. Student learning opportunities expand as the age and developmental ability of students increases.	Compliant

The organization is compliant with this indicator.

Evidence statement

Based on the information provided in this section, CBE administration is of the view that it is compliant with this indicator.

Programmatic pathways and courses offered in the 2020-21 school year expanded as the age and developmental ability of students increased. Evidence is provided by the confirmation of active courses in Career and Technology Foundations (CTF), Career and Technology Studies (CTS), Fine and Performing Arts (FPA), Unique Pathways Career and Registered Trades, and Locally Developed Courses (LDCs).

The Alberta Program of Studies sets the foundation for student learning opportunities K-12. K-6 student learning opportunities are set in the context of the required curriculum foundations. As students progress into higher grades, increased opportunities are available and planned for.

Career and Technology Foundations (CTF)

During the 2020-21 school year, 25 different CTF related course offerings were available to students in middle/junior schools within The Calgary Board of Education. These 25 CTF related offerings comprised of 53 853 course enrollments across the system. This demonstrates a decrease in course offerings from the 2019-20 school year (28 CTF related course offerings), however, there was an

increase in course enrollments (49 426 enrollments). The decrease in discrete course offerings may be related to health measures and scheduling in the context of COVID-19.

Career and Technology Foundations Course Offerings 2020-21	
Course	**Number of Courses**
Agriculture	3
Business	11
Communications Technology	97
Computer Science	15
Construction	82
Cosmetology	7
Design Studies	32
Electro-Technologies	6
Enterprise and Innovation	13
Environmental Stewardship	1
Fabrication	3
Fashion Studies	27
Financial Management	4
Foods	45
Healthcare Services	3
Human and Social Services	3
Information Processing	10
Legal Studies	4
Logistics	3
Management and Marketing	1
Multi-Cluster	178
Primary Resources/Resources	5
Recreational Leadership	8
Technology	18
Tourism	6

Career and Technology Studies (CTS)

OE-3: Instructional Program

High School Career and Technology Studies (CTS) programs build upon CTF programming by expanding and providing increased opportunities for choice and exploration of increasingly specialized and focused classes in all occupational clusters. CTS courses provide a broad range of experiences and can be adjusted to meet individual needs of students. CTS programs offer two kinds of pathway options:

- **Specialized skill pathways -** provides students with the knowledge, skills and attitude for employment or further education
- **Credentialed pathways -** provides student with post-secondary and/or industry credentials or articulation

CTS programs are categorized into five occupational clusters and a multi-cluster category:

- **BIT**: Business, Administration, Finance & Information Technology,
- **HRH**: Health, Recreation & Human Services,
- **MDC**: Media, Design & Communication Arts,
- **NAT**: Natural Resources,
- **TMT**: Trades, Manufacturing & Transportation, and
- **Multi**: Multi-cluster combines two or more of the clusters.

Further division of CTS programs into individual courses and pathways provided students the opportunity to develop skills in specific occupational areas (e.g., construction, computer science, welding, etc.). While not all individual CBE high schools were able offer programs in all occupational clusters or areas, as a system CBE provided multiple opportunities for students to access courses in each occupational area across the system. The chart below summaries the number of high schools that offered courses in each occupational area and the number of programs offered in each cluster.

Occupational Cluster	# of High Schools offering at least one program in each cluster	# of Programs offered within the cluster across CBE
BIT	22	70
HRH	22	113
MDC	22	50
NAT	9	23
TMT	20	49

OE-3: Instructional Program

Multi-Clustered	18	53

The CTS Tier 3 Map (Appendix I) provides a detailed list of all CTS programming offered at each high school in CBE. The CTS Course Enrollment Data Chart (Appendix II) shows enrolment data in CTS courses for 2018-19, 2019-20, and 2020-21 academic school years.

Fine and Performing Arts (FPA)

From Kindergarten to Grade 12, the Fine and Performing Arts curriculum offered hands-on experiences to discover passions and meaningful opportunities to express thinking and learning.

Elementary grade levels focused on Art and Music with opportunities to embed Drama and Dance throughout the curriculum. Middle/Junior High Schools confirmed the offering of instrumental music courses, art, drama and dance dependent on teacher expertise and the availability of facilities and supplies. Specific alternative program opportunities were also available for K – 12 (Arts-Centred Learning).

In addition to Arts-Centred Learning, we also have The Performing and Visual Art Program, International Baccalaureate programs and Advanced Placement programs. Students were able to receive the Fine and Performing Arts Certificate in recognition of this achievement. To see all programs that students can enroll in to achieve this certificate, see Fine and Performing Arts Certificate.

Unique Pathways

Unique Pathways programming, including Dual Credit courses/programs, Off-campus Education (including Exploratory programs and Work Experience), and Apprenticeship (Registered Apprenticeship Program) and Internship opportunities, were available to explore areas of study and career possibilities.

Unique Pathways Career Development Model | Dual Credit and Exploratory Programs

The number of Dual Credit programs remained stable for the 2020-21 school year, including 28 cohorts of students in 24 different Dual Credit courses and/or programs, despite the continued impact of COVID-19 on teaching and learning

across divisions. The Unique Pathways team was responsive to the changing learning environment in post-secondary institutions by expanding online and asynchronous offerings and increasing equity of access.

The number of Exploratory and centrally supervised Internship programs increased in the 2020-21 school year in comparison to the previous school year, as CBE was able to implement and continue 13 Exploratory and/or Internship programs. This was accomplished through the support and careful pivoting of program partners with the hope of bringing back any remaining programs in the upcoming school year.

Program Compliance Summary

	2019-20		2020-21	
Type of Programming	Number of Cohorts	Number of Programs	Number of Cohorts	Number of Programs
Dual Credit	27	23	28	24
Exploratory	3*	2*	13	11

*Most exploratory programs started in February 2020 and were cancelled due to COVID-19 in March 2020. The exceptions to cancellation were Foundations in Emergency Care as well as Recreational Leadership through the City of Calgary and Ever Active Schools.

During the 2020-21 school year, 373 students participated in centrally organized Dual Credit and Exploratory programs.

Program Results Summary 2020-21

Number of Students in central Dual Credit or Exploratory Programs	Percentage of Students who completed programs	Percentage of graduating students who transitioned to employment or post-secondary studies
373	89%	73%

Sample Pathway - Trades Career Pathway and Impact Data

In the 2020-21 school year, three Dual Credit and seven Exploratory programs were offered within the Trades Pathway umbrella. Of students enrolled in one of these Trades programs:

- 54% of students demonstrated financial need,
- 63% of students had a special education code,
- 22% of students were enrolled in K&E programming,
- 16% of students identified as Indigenous, and

OE-3: Instructional Program

- 96% of students in the trades program successfully completed their program.

Locally Developed Courses (LDC)

Evidence from Middle/Junior schools, during the 2020-21 school year, demonstrated there were 12 courses of LDCs and two Alberta Education Complementary Courses. These programs ran with 11 245 course enrollments which could include students taking either one course only or multiple courses. This demonstrated a decrease from the 2019-20 school year wherein there were 17 LDC/Alberta Education provided course offerings with 15 105 enrollments. This decrease in course offerings is due to COVID-19 restrictions linked to the restructuring of cohorts and the reorganization of timetables to support limited cohort mixing. More students were enrolled in other complementary programs, such as CTF, rather than LDC offerings.

Examples of some LDCs offered in middle/junior high schools are:

- Dance
- Performing Arts
- World History
- Yoga

At the high school level, LDC and additional complementary programming grew from 32 in 2019-20, with 11 265 course enrolments, to 36 in 2020-21 with 11 423 course enrolments.

Examples of LDCs offered in high school are:

- Creative Writing and Publishing
- Film and Media Arts
- Forensic Studies
- Leadership
- Learning Strategies

4. Area Learning Team referrals demonstrate principals access system wide supports and services to support student achievement and wellness.	Compliant

The organization is compliant with this indicator.

OE-3: Instructional Program

Evidence statement

A review of Area Learning Team (ALT) referrals confirms that in the 2020-21 school year, 100 percent of CBE principals accessed services from the ALT. Each of the seven Area Learning Teams engaged in weekly meetings to review new referrals and confirm progress and actions with respect to ongoing supports. Area Learning Teams considered centralized resources and school or classroom-based coaching to assist with students in need of additional support beyond those provided through School Learning Teams and school-based resources.

Each Area Team confirmed their use of a Response to Intervention Model (RTI) as outlined by Alberta Education. Through this approach, schools were provided with various strategies and supports in response to individual student needs.

Documentation resulting from ALT meetings demonstrated the deployment of resources to assist schools in supporting students. Some examples of such supports include:

- Support from strategists and/or specialists to support programming for learning and behaviour;
- Access to Psychological Services, Occupational Therapy Services, Physical Therapy Services;
- Access to support from Indigenous Education, Early Learning, English Language Learning and Inclusive Education professionals;
- Support for families in working with schools and accessing community resources; and
- Support for mental health and wellness.

Intervention supports or staff development resulting from the ALT process was monitored at the school level. If further assistance was required to build staff capacity or consider additional student supports, an ALT referral could be resubmitted.

5. No student is denied access to (whole class) off-site activities connected to the program of studies due to an inability to pay.	Compliant

The organization is compliant with this indicator.

OE-3: Instructional Program

Evidence statement

In a normal year, CBE has a variety of off-site activities including those that would be offered to small groups of students or be offered to the whole class. For the 2020-21 school year, 100% of principals responded that no student was denied access to whole class off-site activities. Due to COVID-19, it is difficult to establish firm data as some trips were approved and then could not proceed. Walking field trips could be provided for the months of September – December 2020. These trips do not normally have any costs associated with them. In January of 2021, only high school Physical Education 20 and 30 were permitted to occur. Physical Education 10 and Sports Performance were permitted as of March 2021. Due to the cohort model, all these classes would be considered whole class activities and schools confirmed no students were denied access.

Evidence demonstrates all indicators in subsection 1 are in compliance.

3.2	Ensure that the instructional program is regularly evaluated for long-term effectiveness, efficiency and economy and modified as necessary or warranted.	Not Applicable

Board-approved Interpretation |

Chief Superintendent ensures all instructional programs in the CBE are regularly monitored using research informed and evidence-based methods for evaluation.

The Chief Superintendent interprets:

- *instructional programming* to mean an identified set of learning opportunities that relate to achieving the learning outcomes as identified in the Alberta Education authorized programs of study; and
- *evaluated for long-term effectiveness* to mean the regular use of data to determine whether the supports and services produce the intended Results priorities over time;
- *evaluated for long-term efficiency* to mean the resources dedicated to programs, over time, generate the maximum outcome possible;
- *evaluated for long-term economy* to mean programs will achieve the desired outcomes, over time at the least costly alternatives that support realization of the intended Results priorities; and
- *modified as necessary or warranted* to mean where evidence indicates change or modification is warranted that changes may be made.

OE-3: Instructional Program

Board-approved Indicators and *Evidence* of Compliance |

1. An annual report of the evaluations undertaken shows that programming changes or modifications are being made when the evaluation process indicates the need to do so.	Not Applicable

*September 15, 2020, the Board of Trustees approved revisions to Operational Expectation 3 in response to Ministerial Order #16/2020. Changes to the operational expectation required revisions to Operational Expectation 3 Reasonable Interpretations and Indicators which were approved by the Board of Trustees November 10, 2020, which did not leave enough time to develop and implement program review for the school year.

Evidence statement

Due to the timing of approval of this reasonable interpretation and indicator by the Board of Trustees, program reviews were set to begin in the 2021-22 school year. As a result, this indicator is not applicable to this report for the 2020-21 monitoring.

Evidence demonstrates one indicator in subsection 2 is in compliance and one indicator is not applicable for this reporting period.

3.3	Ensure that no program emphasizes a particular religion, notwithstanding the *Education Act* definition of alternative programs.	Compliant

Board-approved Interpretation |

As a public education system, The Calgary Board of Education will not promote the views of specific religions.

The Chief Superintendent interprets:

- *program* to mean an instructional program based on the outcomes identified in the Alberta Education authorized programs of study.

Board-approved Indicators and *Evidence* of Compliance |

OE-3: Instructional Program

1. An internal review confirms that no CBE program emphasizes a particular religion.	Compliant

The organization is compliant with this indicator.

Evidence statement

For the 2020-21 school year, 100% of principals confirm that no programs in the schools emphasize a particular religion.

2. No proven allegation of non-compliance with AR 3067: Religion in Education.	Compliant

The organization is compliant with this indicator.

Evidence statement

For the 2020-21 school year, 100% of principals confirm the practices in their schools comply with Administrative Regulation 3067 – Religion in Education.

Evidence demonstrates all indicators in subsection 3 are in compliance.

3.4	Provide safe and reliable transportation services that consider the learning needs of students, the choices of families, and the long-term fiscal and operational capacity of the organization.	Compliant

Board-approved Interpretation |

The Chief Superintendent is responsible for providing safe and reliable transportation services that meet the CBE's legal obligations and that balances the services required to support education programming choices with the associated costs in a fiscally sound and responsible manner.

OE-3: Instructional Program

The Chief Superintendent interprets:

- *transportation services* to mean companies contracted by the CBE to provide transportation to and from school for students including public transit;
- *safe* to mean precautions are taken to protect students from harm while travelling to and from school in vehicles provided by the contracted transportation services;
- *reliable* to mean routes are completed timely and consistently unless prohibited by circumstances beyond the carrier control;
- *long-term fiscal and operational capacity* to mean the development of a sustainable plan affordable over a period of time within the allocated resources considering the bounds of legislation and generally accepted accounting principles; and
- *operational capacity* to mean the ability of the CBE to provide programs and services within the funding provided and revenue collected.

Board-approved Indicators and *Evidence* of Compliance |

1. 100 per cent of school bus stops and zones follow the Alberta Education Route Assessment criteria.	Compliant

The organization is compliant with this indicator.

Evidence statement

CBE received an Alberta Education Route Assessment for each route, and all concerns were addressed. At this time, 100% of school bus stops and zones are found to be in compliance.

2. Mechanisms are in place to administer penalties to contracted carriers for instances of unreliability such as tardiness or absence.	Compliant

The organization is compliant with this indicator.

Evidence statement

OE-3: Instructional Program

Contracts with service providers provide performance measures that allow CBE to administer penalties for instances of service concerns. Penalties with performance indicators were administered to address non-compliance with the Master Transportation agreement.

3. Transportation services provided by the CBE balance the cost of providing the service with the grants received from the province and revenue generated through fees.	Compliant

The organization is compliant with this indicator.

Evidence statement

Transportation services provided by CBE balance the cost of providing transportation services with the provincial grants. Student fees were collected for the 2020-21 school year. Due to the COVID-19 pandemic, there was lower ridership resulting in the return of fees to families. A $3.1 million dollar surplus was carried forward into the 2021-2022 school year.

Evidence demonstrates all indicators in subsection 4 are in compliance.

OE-3: Instructional Program

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.

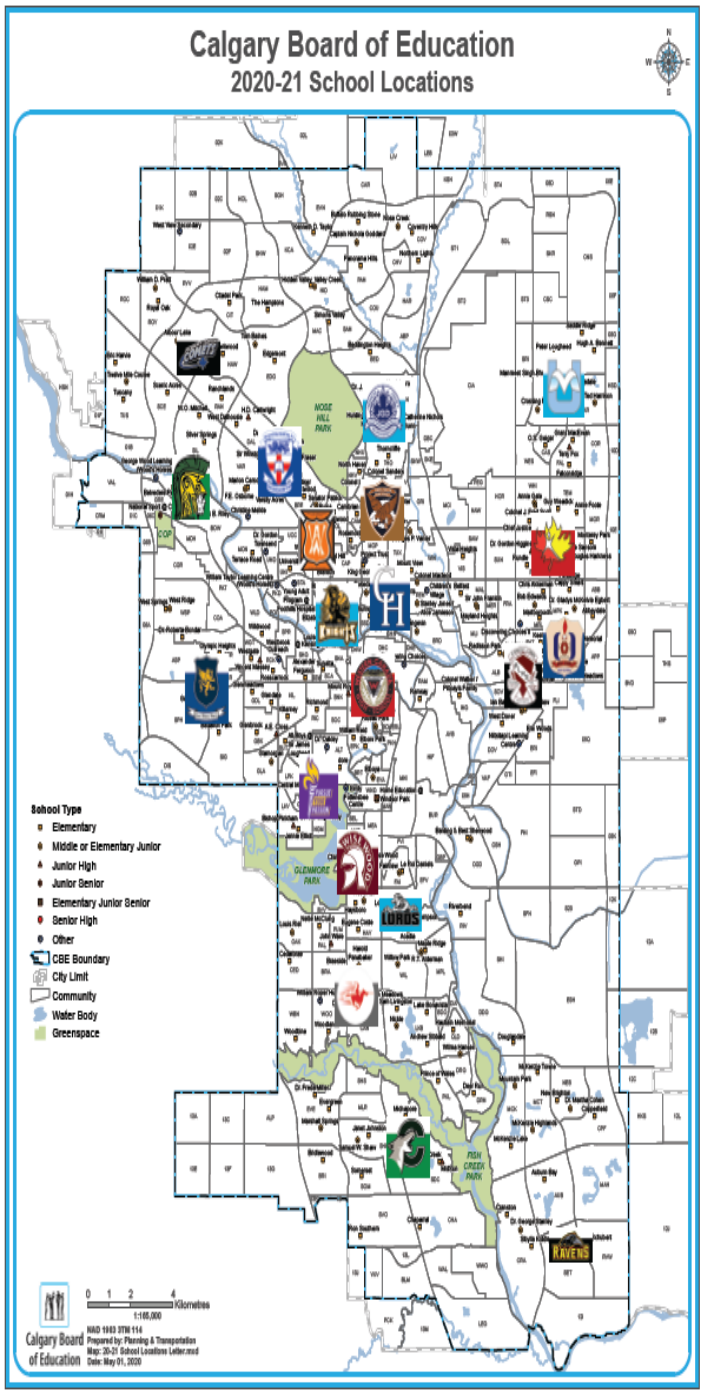
Monitoring Report: The Board wants to know that its values have driven organizational performance. The Chief Superintendent will present to the Board, for its evaluation, a report that summarized how either compliance has been achieved on Operational Expectations or how reasonable progress has been made 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.

Appendix I | CTS Tier 3 Map



Tier 3 (heavy) CTS Course offerings by High School

Note: Tier 3 courses include: Auto Body, Auto Services, Aviation, Building Trades (as a dedicated program), Construction, Cosmetology, Culinary (not personal foods) and Metal Fabrication (welding, sheet metals etc.)

Area 1	Bowness High School	Robert Thirsk High School	Sir Winston Churchill High School
Area 2	James Fowler High School	John G. Diefenbaker High School	William Aberhart High School
Area 3	Crescent Heights High School	Forest Lawn High School	Jack James High School
Area 4	Lester B. Pearson High School	Louise Dean High School	Nelson Mandela High School
Area 5	Centennial High School	Joane Cardinal Schubert High School	Lord Beaverbrook High School
Area 6	Career & Technology Centre	Central High School	Dr. E.P. Scarlett High School	Henry Wisewood High School
Area 7	Ernest Manning High School	Queen Elizabeth High School	Western Canada High School

Tier 3 CTS Master List

- Auto Body
- Auto Services | Mechanics
- Aviation
- Building Trades
- Construction
- Cosmetology
- Culinary
- Fabrication | Welding

C Indicates credentialing opportunities

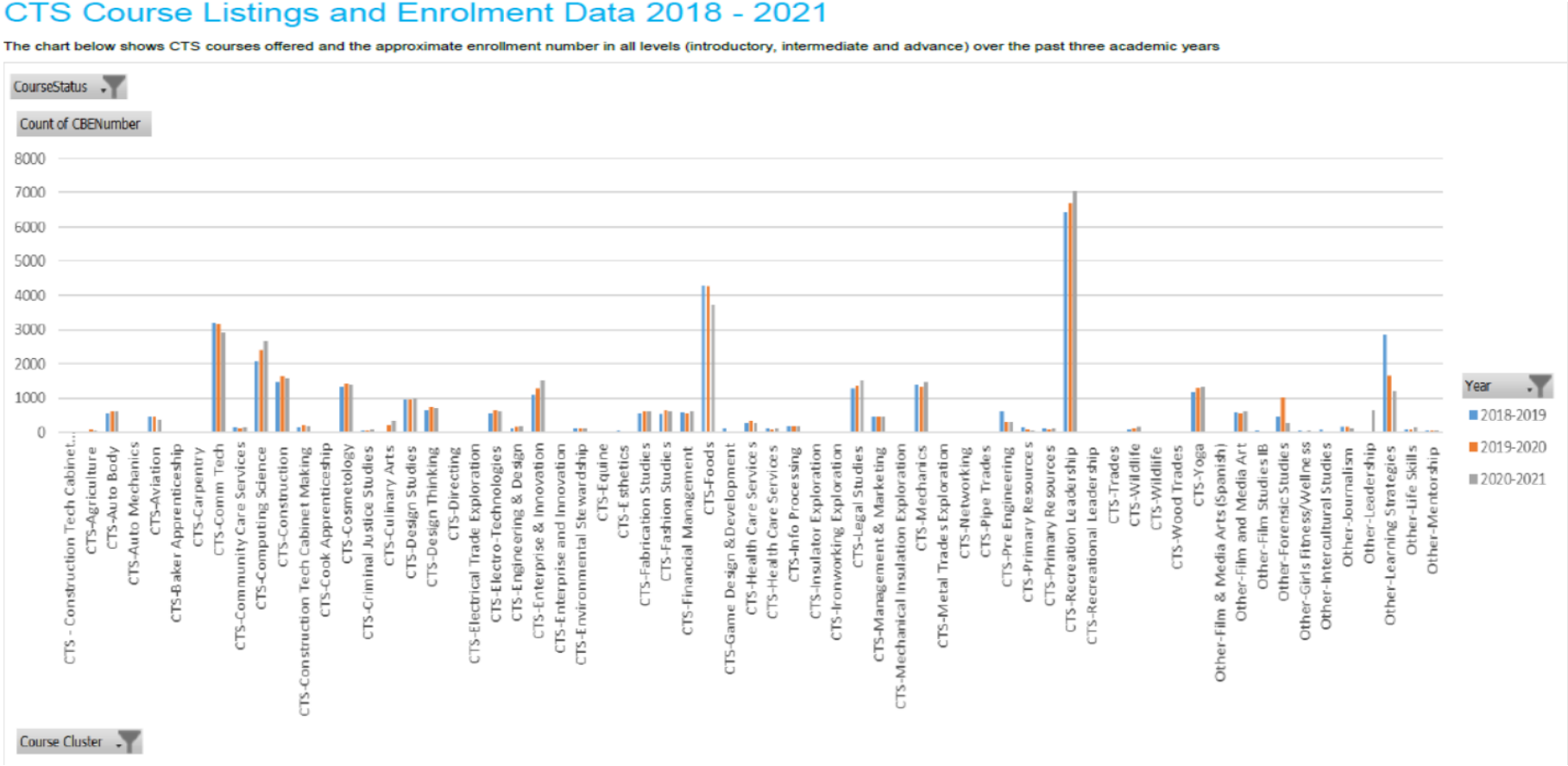
Total number of each program offered across the CBE

* credentialed program number in ()

5 (1)	Auto Body
10 (3)	Auto Services | Mechanics
1 (0)	Aviation
2 (1)	Building Trades
15 (0)	Construction
5 (0)	Cosmetology
13 (2)	Culinary
5 (2)	Fabrication | Welding

OE-3: Instructional Program

Appendix II | CTS Course Enrollment Data Chart

CTS Course Listings and Enrolment Data 2018 - 2021

The chart below shows CTS courses offered and the approximate enrollment number in all levels (introductory, intermediate and advance) over the past three academic years