

public agenda

Regular Board Meeting

September 16, 2014
12:00 p.m.

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

PUBLIC AGENDA

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 Results Focus			
15 mins	3.1 School Presentation – Pineridge School	D. Yee	R-2	
60 mins	3.2 Update and Discussion – Student Learning Assessments	D. Stevenson/ Board		Page 3-1
	4 Operational Expectations			
	5 Matters Reserved for Board Action	Board	GC-3	
	6 Consent Agenda	Board	GC-2.6	
	6.1 Approval of Minutes\ <ul style="list-style-type: none"> ▪ Regular Meeting held September 9, 2014 (<i>THAT the Board approves the minutes of the Regular Meeting held September 9, 2014, as submitted.</i>) 			Page 6-15
	6.2 OE-2: Temporary Chief Superintendent Succession – Annual Monitoring (<i>THAT the Board of Trustees approves that the Chief Superintendent is in compliance with the provisions of OE-2.</i>)		OE-2	Page 6-20

Time	Topic	Who	Policy Ref	Attachment
	6.3 Items Provided for Board Information		OE-8	
	6.3.1 Chief Superintendent's Update			Page 6-1
3:00 p.m.	7 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

report to
Board of Trustees

Update and Discussion – Student Learning Assessments (SLAs)

Date	September 16, 2014
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson Chief Superintendent
Purpose	Information

1 | Recommendation

This report is being provided for the information of the Board.

2 | Background

Attached is an update on Student Learning Assessments that has been provided by Alberta Education. This document would be a valuable pre-read for the board meeting presentation.

Trustees may also wish to review the *Student Learning Assessment Information* that Alberta Education has posted on their website at <http://education.alberta.ca/departments/ipr/curriculum/student-learning-assessments.aspx>

Attachments: Student Learning Assessments Update provided by Alberta Education



Background

In May 2013, Education Minister Jeff Johnson announced that Alberta would be giving teachers more support to help students succeed by introducing assessments that will replace the existing Provincial Achievement Tests (PATs).

The new Student Learning Assessments (SLAs) contribute to realizing the vision of *Inspiring Education* by enabling parents and teachers to be aware of a child's strengths or areas needing improvement at the start of the school year. The new SLAs will support student learning while more effectively assessing literacy, numeracy, and competencies such as critical thinking, problem solving, and the ability to apply knowledge to different scenarios. Alberta Education, in partnership with teachers, is developing the new SLAs. They will be administered at the start of Grades 3, 6 and 9.

Structure of the Grade Three Student Learning Assessments (SLA 3)

Components of the SLA 3 have been determined by Alberta Education in partnership with the Alberta School Boards Association, Alberta School Councils' Association, Alberta Teachers' Association, College of Alberta School Superintendents, and Alberta Assessment Consortium.

The four components of the SLA 3 are the following:

- > a digitally scored literacy component
- > a literacy performance-task component
- > a digitally scored numeracy component
- > a numeracy performance-task component.

The SLA 3 will reference the current provincial programs of study until the implementation of new programs of study developed through the Curriculum Redesign Initiative.

Reporting Results of Student Learning Assessments in 2014/15

Following the administration of the SLA, Alberta Education will provide student, school and authority detailed reports, as it has in the past with Provincial Achievement Tests (PATs).

Reporting models for the SLA 3 are being developed and will be piloted in the fall. Feedback regarding the content and structure of the reports will be collected. This information will be used to evaluate the effectiveness of these reports and to guide decisions about revisions.

For the Grade 3 SLA pilot in 2014, students, parents, schools, and school authorities will receive detailed reports that will provide them with valuable information to improve learning, enhance instruction, and help students succeed. However, reporting at the provincial level to the general public will not occur immediately. After piloting of the new assessments concludes, reporting to the general public for Grade 3 and Grade 6 will begin in the 2016–17 school year. Reporting to the general public for Grade 9 will begin in the 2017–18 school year.

Field Testing

Field testing is an important component in the development process as test questions are administered to determine their difficulty level and their appropriateness for use in the SLAs. As well, teachers are able to provide comments about potential questions, thereby contributing to the development of fair, valid and reliable assessments.

Field testing of Grade 3 Literacy and Numeracy SLAs commenced on April 22 and was completed on May 30, 2014. Over 38,000 digitally scored and performance task field tests in English and French were scheduled for administration during this time.

During the administration of the field tests, student and teacher feedback as well as statistical data was collected and analyzed. This information will be used to inform the further design and development of the pilot SLA 3. Students' responses from the performance tasks were collected and they will be used to create assessment guides as well as provide exemplars. Teachers will use these documents when they assess their own students' performance tasks this fall.

Questions that students can use to gain familiarity with the new question types and practice the various digital interactivities are located at <https://questaplus.alberta.ca/>. The practice questions are available in English and French. There are 15 Literacy practice questions and 10 Numeracy practice questions. The practice questions have been accessed over 42,000 times since they were posted this spring.

SLA 3 Pilot Administration

The pilot SLA 3, and all future SLAs, will include operational questions (questions that will be released after each administration) and a few embedded field test questions (questions that will be used on future assessments). Embedding field test questions supports the consistent development of high-quality assessments and the annual release of all the operational items.

The process of piloting the SLA 3 consists of more than just administering the digital questions and performance tasks to students; it is also a pilot of the delivery, scoring and reporting systems as well as other related operations. Given that virtually all aspects of the SLA are new, the pilot for the Grade 3 SLA will be two years to build upon learnings and implement changes. Grade 6 and 9 SLAs will be one year pilots. Overall timelines for the development and implementation of SLAs remain unchanged.

For September 2014, the administration dates of the SLA 3 pilot will be from September 29 to October 10. For September 2015, the pilot administration date will move up a week to September 21 to October 2. Although enthusiastic about the SLA experience, administrators, teachers and students say mid-September for the first administration of a new assessment is too soon because of the other early school year activities. After the first administration, schools will be able to "ramp up" more quickly the following year.

More details about the pilot SLA 3 will be posted this summer in the Grade 3 Literacy and Numeracy Information Bulletins. These documents will provide information about the purpose, design, administration, and reporting of the pilot SLA 3. This information will also be located in the General Information Bulletin.

Implementation Support for Teachers – Assessment Capacity

A plan is under development to provide teachers with implementation support to administer the SLAs and to effectively interpret and use the results from the assessments. The plan will include input from various stakeholder groups. Support for implementation will be delivered through the Alberta Regional Professional Development Consortia and the Alberta Assessment Consortia, beginning with the 2014/2015 school year.

Technical Specifications for Student Learning Assessments

Mandatory Software Requirements for SLAs

Devices	Operating Systems	Browser Versions			
		Google Chrome (Recommended)	Internet Explorer	Safari	Firefox
PC	Windows 7+	31+	10+		25.0+
Chromebook	Chrome OS 31+	31+			
Mac	OS X 10.8+	31+		6.0+	25.0+
iPad	iOS 6.0+			6.0+	
Android tablet	Android 4.0+	31+			

Mandatory Hardware Requirements for SLAs

- > mouse, unless using a tablet
- > headphones
- > sound enabled and working with headphones
- > minimum screen size of 9.7” and resolution of 1024 x 768 (e.g., a standard iPad)
- > reliable Internet connection with a minimum network speed of 5 Mbps; for example:
 - o At 5 Mbps, an exam package of 10MB should download in approximately 6 minutes for 30 students.
 - o If the network connection speed is slower than 5 Mbps, the size of the exam package is larger than 10 MB, or there are more than 30 students, then the download time will be more than 6 minutes.

Recommended Hardware Requirements for SLAs

- > screen size of 17” or larger
- > SMART Board or projector to demonstrate Practice Assessments

Recommended Support Requirement for SLAs

- > onsite technical support available before, during and after the exam

Highly Recommended Prior to SLAs

- > Students should take the Practice Assessments at least two weeks in advance to ensure that:
 - o the technology works with the assessments;
 - o there is adequate time to solve any problems that occur; and
 - o students are familiar with the technology and the assessments.

For Further Information

If you have questions or require further information on Technical Specifications for Student Learning Assessments, please contact Alejandro Moreno, Systems Analyst, Examination Administration, at Alejandro.Moreno@gov.ab.ca or Kim Brockhoff, Curriculum Design Supports and Production, at Kim.Brockhoff@gov.ab.ca or 780-427-0010 (toll-free by dialing 310-0000).

Assessment Purpose Statements

Assessment is a process, and the primary purpose of assessment is to improve student learning. To facilitate this, assessment information can be used by:

- > a student to be informed about, to reflect upon, and to initiate activities to enhance his or her learning;
- > parents to have meaningful conversations with their child and their child's teacher(s); and
- > a teacher to assist in meeting the learning needs of a student.

Assessment information is also available to enhance instruction for students. To facilitate this, assessment information can be used by:

- > a teacher to be informed about, to reflect upon, and to initiate activities to enhance his or her instruction;
- > a principal to strategically support instructional practices and address the organizational needs within the school;
- > a school council to give advice about the learning opportunities, resources, and services provided by the school;
- > a superintendent to allocate resources appropriately and promote effective instructional practices;
- > trustees to create or amend authority policies and to guide their advocacy work; and
- > Alberta Education to be informed about the implementation and delivery of curriculum.

Assessment information also assures Albertans that the education system meets the needs of students and achieves the outcomes of the *Ministerial Order on Student Learning*.

Provincial assessment programs, including SLAs, are sources of information that must be interpreted, used, and communicated within the context of regular and continuous assessment by classroom teachers.

For Further Information

If you have questions or require further information on Student Learning Assessments, please contact Deanna Wiens, Acting Director of the Achievement Testing Program, at Deanna.Wiens@gov.ab.ca or 780-427-0010 (toll-free by dialing 310-0000).

operational
expectations
monitoring report

OE-2: Temporary Chief Superintendent Succession

Monitoring report for the
school year 2013-2014

Report date:

September 9, 2014

Corrected & Resubmitted:

September 16, 2014

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 2: Temporary Chief Superintendent Succession, the Board of Trustees:

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



operational expectations monitoring report

Monitoring report for the school year 2013-2014

Report date: September 9, 2014

OE-2: Temporary Chief Superintendent Succession

CHIEF SUPERINTENDENT CERTIFICATION

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

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

Signed: David Stevenson
David Stevenson, Chief Superintendent

Date: Aug 19, 2014

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 2: Temporary Chief Superintendent Succession, the Board of Trustees:

- [] Finds the evidence to be compliant
>[] Finds the evidence to be compliant with noted exceptions
>[] Finds evidence to be not compliant

Summary statement/motion of the Board of Trustees:

Signed:
Chair, Board of Trustees

Date:

OE-2: Temporary Chief Superintendent Succession

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

Board-approved Interpretation |

The Chief Superintendent interprets:

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

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

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

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

The naming of an employee to assume the responsibilities of Chief Superintendent on a short-term basis does not presume a detailed knowledge of all functions. It does require an awareness of primary needs, knowledge of resources for the

OE-2: Temporary Chief Superintendent Succession

management of those needs and the ability to access those resources in an appropriate and timely manner.

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

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

1. Deputy Chief Superintendent
2. Superintendent, Learning Services
3. Superintendent, Learning Innovation
4. Superintendent, Human Resources
5. Area Directors
6. Education Directors

Board-approved Indicator and Evidence of Compliance |

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

The organization is compliant with this indicator.

A revised list indicating the primary plan of designation was signed by the Chief Superintendent, presented to the Board of Trustees and approved on October 8, 2013.

A memorandum dated April 25 2014 and signed by the Chief Superintendent was distributed to all Trustees indicating the names, positions and order of all designates due to changes within the Chief Superintendent's Office.

Electronic memos were distributed, to all Trustees, in all instances during the 2013-2014 school year, where the Chief Superintendent was absent. Each memo indicated the primary contact during the temporary absence.

OE-2: Temporary Chief Superintendent Succession

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

GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

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

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

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

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

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

report to Board of Trustees

Chief Superintendent's Update

Date	September 16, 2014
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Information
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board

1 | Recommendation

It is recommended:

THAT the Board of Trustees receives the following report for information.

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-8: 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-8 for the provision of information in a timely, simple and concise form. The information in this report is a sample of the achievements of Calgary Board of Education service units and departments during the 2013-14 school year.

3 | Timely Information

The 2013-14 school year ended with schools holding sports events, volunteer teas, graduation ceremonies, assemblies and other culminating celebrations. Support Staff and ATA retirees were honoured and congratulated for their years of service. Last year, because of the flooding in June 2013, many of these events were interrupted or cancelled so the June 2014 celebrations held renewed significance as people gathered to acknowledge their learning, their work, and their communities.

Three other events held deep meaning for the work of the organization. In October 2013, the current Board of Trustees was elected and an orientation to the organization was planned and implemented. In April 2014, Chief Superintendent Naomi Johnson resigned after leading the organization for nearly five years. David Stevenson became the Acting Chief Superintendent upon her departure and after a national search was appointed as Chief Superintendent of the Calgary Board of Education in June 2014.

Chief Superintendent Stevenson remains committed to further advancing the coherent, system-wide vision of high quality teaching and learning which is foundational to the organization's work to ensure optimal student learning and achievement. This is achieved through ensuring that students are at the centre of all decisions; that staff capacity is continuously enhanced to strengthen instructional expertise to support personalized learning and to improve business operations; and that a safe and caring learning and work environment is maintained and nurtured.

A look back at what was accomplished throughout 2013 – 2014 provides an opportunity to reflect on the successes of our employees' efforts to directly advance the four pillars of the Three-Year Education Plan; to better understand the ongoing opportunities and challenges inherent in educating a richly diverse student population; to meet the needs of expanding and varied stakeholder groups in a context in which sustainable funding cannot be assumed; and to inform and establish a foundation for continuous improvement. Professional learning communities and communities of practice were integral as the organization embraced a collective vision of student success (each student vs. my student; each school vs. my school).

We are committed to enhancing operational performance through continued focus on the relationship between teacher, student and content (the Instructional Core), improved assessment and reporting practices, and ever more effective and efficient business processes and practices. Below, several initiatives are highlighted to demonstrate the breadth and depth of the work throughout the organization during the 2013 – 2014 school year.

Personalized Learning

The CBE welcomed 8936 kindergarten students in September and provided learning opportunities for slightly more than 3000 K-12 students than in the 2011 – 2012 school year. The International Student Program experienced an increase of approximately 200 international students studying in 72 CBE schools this year, and there was continued growth in enrolments in other programs including Green Certificate, RAP and Work Experience.

Spaces in which students are engaged are an integral part of the learning experience. Strategic long-term planning enables opportunities to meet the needs of students in buildings and programs that are in the right places. Ensuring the best possible spaces are built and maintained has been an especially challenging issue facing our district over the last year.

The 2014 – 2017 Three Year School Capital School Plan, which was developed in 2013, contains the capital project priorities and recommendations for new school construction, modernizations and replacement projects for schools. Based on this plan, twelve schools were approved for new construction: Northeast High, Saddle Ridge Middle, New Brighton/Copperfield Middle, McKenzie Towne Middle, Evergreen Middle, Royal Oak/Rocky

Ridge Middle; Copperfield Elementary, Evanston Elementary, New Brighton Elementary, Tuscany Elementary, Panorama Hills Elementary, and Auburn Bay Elementary.

Approved modernization projects included: Bowness High School, Jack James High School, and H.W. Riley School.

Replacement schools for Christine Meikle School and a replacement for the flood damaged Elbow Park School were approved.

A point of celebration this year was the successful opening and operation of Robert Thirsk High School. As well, the relocation of the National Sport School to Bowness High School while repairs were being undertaken to their home building; the relocation of Elbow Park School, first to Eugene Coste School and then to a temporary site on the Earl Grey campus; and the relocation of Willow Park School to Viscount Bennett Centre after a fire in the school and their return to Willow Park after remediation of the building allowed students and staff to stay focussed on learning.

Iris, the CBE's own web-based teaching and learning application in support of inclusive and personalized learning, was used in approximately 75 schools. Iris is a critical learning resource in CBE and has been pivotal in strengthening our district strategy of personalizing learning. Iris continued to bring together student voice, learning data, and best research in supporting teachers and administrators in making well-informed instructional decisions for each student. Teachers used Iris as an opportunity to engage with and understand their students in new ways, to focus on formative assessment, and to collaborate with their colleagues in creating learning strategies and designing student learning opportunities.

Teachers, students and administrators using Iris continued to report that the web application was having a positive impact on student learning. The impact resulted from the ongoing and evolving work in schools as teachers collaborated with one another and their students on instructional design, re-thought traditional assessment practices and ways of supporting exceptional learners, further developed students' self-understanding and ability to set, monitor and modify personal learning goals, and created new and actionable patterns of communication between home and school.

Assessment and Reporting processes continued to evolve. Making changes to something so interconnected, so intertwined with countless other instructional and leadership practices is challenging work. Through those challenges, though, come opportunities to make considerable improvements as a learning organization. Schools throughout the organization engaged with their communities to improve student learning by enhancing assessment and reporting processes.

The CBE K-12 vision of Assessment and Reporting articulates that teachers, students and families will have access to ongoing, actionable feedback about student progress and accurate snapshots of student achievement at particular moments in time. These practices had positive impact on the daily teaching and learning experiences of students, teachers and families and have supported them in considering next steps in learning.

Teachers continued to build a strong understanding of the CBE Guiding Principles of Assessment. They effectively used the principles of assessment to co-design assessments, tasks, and assignments that considered and responded meaningfully to both students and content.

Teachers focused on developing effective formative assessment and feedback strategies as well as accurate and informative grading and reporting methods. Teachers noted that having a shared, articulated vision of assessment and reporting allowed for common understandings to develop between and among colleagues and for clear communication about both the progress and achievement of students to be articulated.

Families worked with their school communities to continue to build more effective ways of communicating student progress and achievement in addition to report cards and traditional parent teacher conferences. Feedback from families indicated that the focus of ongoing feedback about student progress allowed them to feel more connected to the daily progress and learning of their child(ren) and to support that learning at home.

Students were more meaningfully involved in the assessment and reporting process. Students and teachers collaboratively developed learning criteria and set, monitored and modified learning goals. Students were able to improve their learning based on their own reflections and quality feedback from teachers. Comments from students indicated that feedback that is specific and tells them what they are doing well, where they need to improve and some ways in which they might improve is the best way to help them progress and achieve in their learning.

High School Success continued to be a focus as high school principals and other leaders within our high schools actively participated in the *Metro Redesign Network*, a province-wide network of high school educators working with Alberta Education through the *Moving Forward with High School Redesign* initiative. Beyond participating in the initiative, CBE high school principals and teachers led a number of professional development sessions for their provincial counterparts which established the CBE as a strong voice in province-wide high school transformation.

High School Principals and Educational Directors met monthly throughout the year to provide mutual support for the work towards increasing student engagement in high school and increasing graduation rates through improving high school leadership and instructional practices.

High school staff shared innovative approaches they are using to engage students more deeply in their learning. This sharing provided school staffs to learn from one another and improve their practices around: student centred approaches to learning; collaborative teaching practices; building stronger relationships with junior high feeder schools; and, increasing the use of the Career and Technology Centre to support student interest. School-based Learning Leaders for core programming in high schools met regularly throughout the year to build capacity around task design and assessment strategies that promote deep learning and student *engagement*.

CBE submitted a successful response to Alberta Education's **Curriculum Development Prototyping** Request for Proposals. Numerous supporting documents and materials including a unique website (www.inspiredcurriculum.ca) with a distinct identity and brand were created.

The CBE played a lead role in the co-development of the Career and Technology Foundations curriculum with Alberta Education. Specialists and learning leaders worked collaboratively with middle and junior high schools in developing Alberta's first competency-focused curriculum.

The CBE has moved into its second full year of implementation of the *Tell Them From Me* student survey which supports school principals in using student engagement data as an integral part of their school development planning process. Corporate partnerships were expanded to include: The Entrepreneurial Artist (in partnership with Junior Achievement); Energy Literacy (in partnership with Canadian Association for Petroleum Producers (CAPP); and, Supply Chain and Logistics (in partnership with BP Canada).

The CBE was successful in securing start-up funding to expand its dual credit opportunities for high school students. Adding to our current Pharmacy Technician and Fashion Studies programming, work began with SAIT to develop two additional programs for implementation in September 2015: Period One Construction Apprenticeship and Field Operator.

Off-site opportunities expanded for students. A Memorandum of Agreement was signed by CBE and Calgary Catholic School District regarding oversight of the Campus Calgary Open Minds Program. Over 1000 off-site field trip forms were submitted indicating that CBE

teachers extended learning opportunities to students beyond the classroom at a record level. To support this work, implementation of an online field trip process was established for in-City, single activity. As well, there was a 25 percent increase in the number of "B", "C", and "D" trips from 843 in 2012-2013 to 1053 in 2013-2014.

The CBE received the 2013 Canadian Bureau for International Education Board of Directors Award for Comprehensive Internationalization. This award represents the significant and unique work that is being done throughout the organization to support CBE students in becoming global citizens which includes:

- the largest number of bilingual programs in Canada and the largest number of French Immersion students in Alberta
- multi- functional diversity team that works with our culturally and linguistically diverse learners
- one of the largest international student programs in Canada representing over 800 full time students from 32 different countries in 75 CBE schools
- the development of the first International Certificate in Canada that is being replicated across the country
- significant international partnerships that leverage cultural and linguistic opportunities for our students and staff in Korea, China, France, Colombia, Singapore and Vietnam
- innovative approaches to second language learning (Spanish, French, Arabic, German, and Mandarin)
- programming that serves 25 000 English Language Learners and using CBE developed Benchmarks that are used throughout Alberta and are highly regarded throughout Canada

The Spanish Bilingual program was expanded to include a new sight at Eugene Coste School commencing August, 2014.

Collaborating for Success (Early Years Evaluation-Teacher Assessment) continued and the third year of a three-year pilot project funded by Alberta Education was completed. The Collaborating for Success model focuses on educationally-based, holistic, in-class assessment and programming with ongoing collaboration between teachers and multidisciplinary team members. It enabled CBE Kindergarten programs to move to a more collaborative model of providing supports and services and building professional capital.

Leading indicators, as provided by the Early Years Evaluation-Teacher Assessment (EYE-TA) data collected on all students in the fall, enabled Kindergarten programming and enhanced supports to be more responsive and timely. The Spring EYE-TA provided a post-assessment component to determine the effectiveness of programming and to help schools identify students that may require additional support in grade one.

The EYE-TA has provided a holistic assessment of young learners and useful data that informs decisions on a variety of levels: child, class, school and district. CBE has committed to moving forward with the Collaborating for Success model into at least the next three school years.

Early Development Centres (EDC) program expanded to include a new location at North Haven School where an additional 48 preschool children with exceptional needs were supported. We have eight EDC sites to serve our most vulnerable learners at: Terrace Road, North Haven, Children's Village, Douglas Harkness, James Short Memorial, Patrick Airlie, Haultain Memorial, and Woodbine Schools.

Technology enhancements continued to support student learning:

- SuperNet capacity upgrades occurred for all schools. This work proactively enhances accessibility to digital environments and digital resources by alleviating one of the major bottlenecks for schools.
- Student access to technological tools was enhanced through initiatives such as The Educational Laptop Opportunity, Computers for Kids, Office on the Hub, and Read & Write Gold.
- Desire2Learn (D2L) continued to be used and a pilot was conducted at CBe-Learn to determine the effectiveness of email within the D2L environment to connect with their teachers (students email using their Gmail and teachers email using their Outlook mail). It was successful and this feature will be rolled out in September 2014. The Parent Auditor tool was completed and will also be deployed in September 2014 with the upgrade to Version 10.3.
- A revised Copyright in the Classroom Ed Talk was created to support teachers in understanding the implications of this Act.

Build Professional Capital

Building capacity of all staff, both individually and collectively, is fundamental to achieving the goal of success for each student. Professional learning experiences that focus on improving practice are imperative for continued excellence. Work, teaching and leading practices are aligned and integrated through focused professional learning opportunities in each school, service unit and at the district level. Provincial and global learning opportunities are also important in a world in which boundaries no longer confine our practices. Learning, that is both context specific and far reaching, supports staff to continually learn and improve their practice. Opportunities for ongoing learning and contributing to knowledge creation are provided to all staff throughout the organization.

- In the fall of 2013, School Financial Management embarked on a review to examine the current state of school financial management practices and identify recommendations for improvements to current business processes which will ultimately impact the work of all principals and administrative staff with responsibilities for financial matters in schools. In May 2014, a set of recommendations were approved by Superintendents' Team that, in the fullness of time, will remove or reduce inefficiencies in current practices, to ensure accountabilities and duties are properly allocated and that the right tools and training are available to staff.
- The implementation of Iris continued to provide unique and meaningful opportunities for professional learning in the areas of assessment, instruction and student agency.
- A grant was acquired from EducationMatters to build a Maker Space (known as the Teachers' Studio) at the Career and Technology Centre. Community experts, most notably the Calgary Maker Foundation, but also Calgary Public Library and TELUS Spark, engaged with CBE to collaboratively plan and execute the Design Thinking Series.
- Various means of multidirectional, ongoing communication and networked learning environments were established with educators across the system via Twitter ([@cbeilt](#)), [ILT blog](#), [Google+ Community](#), and ILT PL Insite page.
- School Financial Management embarked on a review with the goal of making financial management easier for schools so that staff will be able to focus more of their time on student related activities. Stakeholder groups, consisting of principals and school administrative staff responsible for financial management, developed recommendations that will build professional capacity through more training and network opportunities and ensure more effective and shared standards of practice.

The recommendations will also meet the communities' expectations regarding the responsible stewardship and management of school funds, as well as provide more support to parents with a more efficient online fees and waivers system.

- 3 Mini-Health Summits; a Healthy Active School Symposium; the Shaping the Future Convergence; and a session on Leadership and Health Promotion provided opportunities for CBE teachers to collaborate and learn how to incorporate wellness activities into daily learning.
- Area trades' teams participated in student career fairs to promote the role of trades in schools and to encourage student interest in choosing industrial trades as a career.
- Twenty-two facility cleaners achieved 5th Class Power Engineering status in 2014.
- CBE had an overall score of 93% in its recertification audit for our Certificate of Recognition (COR).
- 150 safety inspections were completed at schools this year.
- An Occupational Health and Safety Calendar was implemented with leaders reporting on key expectations for both school and non-school based work groups.
- All 226 CBE schools submitted their Emergency Preparedness & Response Plans (ERP's). A 'library' of these plans has been compiled, which school Principals may access as a resource. Calgary Emergency Management Agency (CEMA) will be receiving these plans to assist during a 'declared event'.
- Over 28,000 modules were completed by staff in the health and safety training tool called PublicSchoolWORKs.
- A number of videos were developed and delivered online to support teachers.
- System Principals' Meetings and Area Principals' Meetings were aligned and designed around Learning as Leadership Practice with a distinct focus on the leadership skills and dispositions needed to improve teacher effectiveness on behalf of student learning.
- Digital work loading and management strategies are being developed as part of requirements to achieve Canadian Industry Management Standard (CIMS) and CIMS Green Buildings Certification.
- Focussed learning opportunities were developed and implemented in relation to:
 - ongoing assessment and reporting
 - preschool language development
 - developmentally appropriate practice
 - various technology-based resources and strategies
 - the requirements of the *Public Interest Disclosure (Whistleblower Protection) Act* and the CBE policies and processes to comply
 - the requirements of the *Canadian Anti-Spam Legislation* and CBE policies and processes
 - issues of privacy and access and family law
 - the online privacy impact assessment for Web 2.0 that was developed by the CBE
 - setting the stage for a major shift in the way educators and students engage in flexible, dynamic web environments that foster the co-creation, collaborative,

synchronous design and sharing of knowledge (personalization of learning and professional capacity) through the use of Google Apps for Education

- technical applications
- noon supervision best practices
- various sessions related to physical education
- promoting positive social environments (i.e. The Power of a Positive Lunchroom; Fostering Inclusion)
- Three-Year Education Plan
- critical incident response
- understanding CBE's visual identity standards and templates
- budget and finance
- Resource Allocation Model
- Human Resources Dashboard designed to provide timely access to accurate information and data to support informed decision making, monitor compliance and identify workforce trending
- roadmap to Spring staffing
- online training for Staff Insite
- changes to employment agreements
- media training

Engage our Public

- Improvements were made to the public website to streamline access to information regarding such things as emerging events, Kindergarten registrations, fees, and assessment and reporting practices.
- The Chief Superintendent facilitated a Teacher Advisory Group and two Student Advisory Groups – one with students from junior high schools and one with students from senior high schools.
- Led sessions at the Calgary Association of Parents and Schools Councils (CAPSC) on Personalized Learning and Assessment and Reporting.
- A common High School Registration Guide was developed which will be used to support students, parents and counsellors in the planning for high school programming starting in the fall of 2014.
- Over 200 partners in education joined CBE and EducationMatters at the Better Together Breakfast at Robert Thirsk High School in June. The students and staff showcased their new facility and the many talents within. Displays in the school's learning commons celebrated the great opportunities that students experience with the help of community support.
- Learning and partnerships were celebrated through the signature events; CBE Night with the Hitmen, Bookbags for Kids, the Cinderella Gown Project and the Lighthouse Awards.
- Community supports for Comprehensive School Health include: Alberta Education, Alberta Health, Alberta Health Services, ATCO Blue Flame Kitchen, Be Fit For Life, Boys and Girls Clubs of Canada, Brown Bagging It for Calgary's Kids, Calgary Food Bank, Calgary Meals on Wheels, Calgary Sexual Health, Calgary Zoo – Grounds For

Change, EducationMatters, Ever Active Schools, Fuel for School, Health and Physical Education Council (HPEC), Joint Consortium for School Health (JCSH), N'Step, SHIFT, Teaching Sexual Health Website and the Alberta Healthy Schools Community Wellness Fund.

- The following organizations were recognized with Lighthouse Awards for their outstanding contributions to CBE, its schools and programs; Chevron Canada (Oct. 2013); Fuel for School - Gary Peddle and Eamon Hurley (Dec. 2013); Calgary Academy of Chefs and Cooks – CCF (Jan. 2014); Junior Achievement (Feb. 2014); Boys & Girls Clubs – FANS (Apr. 2014); Plumbers & Pipefitters (May 2014); Beakerhead (Jun. 2014).
- Home access to student information for parents and students continued (and continues) to be expanded.
- Increased utilization of PeopleSoft Talent Acquisition Module providing more automation to the application process and tracking of applications.
- CBE proactively provided the public with information before the budget was released around fees. This information provided the context in which CBE charges fees, why fees are charged and changes for the upcoming school year. Parents and the community had an opportunity to provide feedback on the proposed budget and communication in the form of Frequently Asked Questions (FAQs) as posted on the website under parent information about fees.
- A new online Fee Waiver system was implemented in June 2014. The new system automates the fee waiver process for schools and central office fee collection staff, reducing manual data entry. Parents can also view the status of their fee waiver application online. The system is expected to reduce the time approval process for fee waivers (currently four to six weeks).
- A fees telephone “helpline” was established to provide parents with a single point of contact to improve their access to information, to enhance the consistency of messaging, and to improve the relationship between parents, schools and central office.
- In the fall of 2013, the CBE presented its 2012-13 financial statements under the new public sector accounting standards. Reporting under these standards results in more comparative financial reporting among other school jurisdictions in Canada and government-controlled entities. CBE Administration was commended by its external auditors and Board of Trustees for a thorough and efficient transition.
- The CBE's 2014-15 Budget was approved by the Board of Trustees in the spring of 2014. This budget report was prepared following months of public and internal engagement and provided more detailed information on CBE planned spending. The Board of Trustees commended Administration on the thoroughness and level of detailed information provided in the budget report.
- Thirty-seven public engagement sessions were facilitated across the district. These sessions, which included digital Thoughtstream engagements, largely revolved around program and school accommodation issues and included more than 3000 stakeholders.
- River Edge Charter School was temporarily accommodated in Belvedere Parkway while repairs were being completed to their flood damaged school.

- Access for public user groups through rental permits increased in the 2013-14 school year over the previous year.
- Working with the Calgary Police Service (CPS) and the CBE I.T. Department, the Police Information Checks system will become a fully automated system with parents enabled to apply online through a Direct Data Entry page.
- Communicating with our public in multiple languages increased.
- Response to 1292 media inquiries was provided and 72 news releases were posted. These contacts resulted in more than 1065 tracked media stories about the CBE.
- Technical briefings for media were held to help reporters better understand the CBE. These briefings have been well received and resulted in more balanced reporting.
- The CBE Twitter account now has nearly 500 followers and is a key channel for news and information.
- The public information line received more than 7176 calls and 718 emails. This is about 150 inquiries every week or 40 - 50 inquiries per day. The primary audience for this service is parents.
- CBE Staff Insite was enhanced to include a “Monday Morning Message” to school leaders and an Administrator Monthly page to give school administrative secretaries a single place to find the current and upcoming information they need to work efficiently.
- Our corporate website comprises almost 2500 pages containing over 5000 additional documents. This school year, over 14.2 million page views were received; about 59000 per average weekday and 36000 per weekend day.
- Staff Insite received 6 million page views this school year from our 13000 staff.
- Approximately 250 stories were published on the website to inform parents and community about what is happening within the CBE. This is an average of five stories a week over the year.
- Successful collaboration with other school districts and professional development providers to identify, develop and offer services to support common educational needs across the entire community in areas including CORE, D2L, and Adobe, where the system benefited by leveraging the power of collaboration and resource sharing to provide greater benefit to our schools.
- Successful collaboration with other school districts and Alberta Education around Curriculum Development Prototyping.
- The Galileo Education Network worked with high school learning leaders on task design.

Steward our Resources

- Environmental Stewardship is a major theme for CBE. After surpassing our previous waste reduction goal, we have set a new goal to reduce CBE waste to landfill to 20% by the year 2020. Other accomplishments include:
 - conducted 6 waste assessments in schools in an effort to generalize the average waste composition and volume for schools
 - 50 schools are currently participating in the CBE Organics Collection Programs

- 190 schools are currently participating in the CBE comingled recycling program. Together they recycle approximately 1396 cubic yards or 88199 kilograms per month
 - 10 schools received their Leadership in Energy and Environmental Design (LEED) designation: 9 at the silver level and 1 at the gold level
 - 12 schools participated in the first official Closing the Loop fundraiser which was aimed at schools participating in the Organics Collection Program and then selling Organic Soil Amendment (fertilizer) as a fundraising activity
 - initiated lighting retrofit project in 46 schools, project is 30% complete
 - obtained Building Owners & Managers Association (BOMA) BEST Level 3, an industry standard for environmental stewardship certification, for Dr. Carl Safran Centre. Buildings are evaluated for water conservation, energy consumption and waste reduction in order to ensure that the building is being operating at peak efficiency
 - currently 10% of CBE contracted buses are powered by alternative fuel helping to reduce emissions
- 364 Infrastructure Renewal projects worth \$23.5M were completed. Some examples of these include:
 - completed interior painting program projects valued at \$1.2 million
 - completed several millwork projects valued at \$240 000
 - refinished 49 gym floors and re-sanded 4 others
 - installed a centralized video server for Closed Circuit TV Camera streaming and recording
 - with the completion of the first round of EDA (electronic door access) installation, a six year program to enhance the security of CBE schools and facilities drew to a close
 - completed 94 projects funded through Alberta Education's Infrastructure Maintenance and Renewal (IMR) program, including 29 barrier-free upgrade projects
 - completed 70 projects funded by school resources, including 28 upgrades for wireless technology in classrooms and learning commons/libraries
 - installed 50 kW of Solar Photovoltaic panels in 6 schools
 - undertook 22 electrical and fire alarm projects
 - 8 schools received building envelope upgrades (work done on the outside of the building between the foundation and the underside of the roof – i.e. new windows, doors, stucco, siding, or brick
 - 33 schools received interior upgrades including lockers, flooring, carpet, white boards and partitions
 - removed hazardous materials from 28 sites
 - completed 27 roofing projects valued at approximately \$3.9M
 - 90 urgent/emergent building projects were completed
- Work practices were aligned with the International Sanitary Standards Association (ISSA) Clean Schools K-12 best practices.
 - An asset management program was initiated through Archibus which will enable CBE to determine the quantity and location of CBE movable assets (i.e., furniture and

equipment).

- The transportation of CBE students is a major undertaking. During the 2013-14 school year, CBE transported 37 000 students a day using charter buses, taxis, Handi-Buses, and Calgary City Transit. CBE transported these students daily on 986 routes using 754 buses (more than Calgary Transit), 85 taxis, 2 Handi-Buses and Calgary City Transit.
- All new P-Cards are issued with RFID blocking sleeves. This is a significant move to reduce the risk of invasive communication of the information that is emitted by the RFID chip in the P-Cards.
- Review and revisions of Administrative Regulations (ARs) continue. Superintendents were involved in identifying specific priorities for ARs requiring updates. Additionally, a new Administrative Regulation was written in accordance with legislative requirements. The revision process developed last year was maintained as ARs were being updated. Provisions were made for employee input through committee work, focus groups, and online surveys. Five ARs were revised, approved and published, 1 new AR was written, approved and published, 24 ARs were approved for deletion and 18 are currently in various stages of the revision process. Eight information sessions were held regarding the new AR. Changes to ARs were communicated in several ways to all employees. The information on the AR staff Insite was revised to connect ARs with the relevant supporting documents. This revision process will continue in the upcoming school year.
- Communication Services continued to improve workflows, shorten timelines, reduce staff-hours and decrease the number of revisions while accommodating all requests from schools and CBE departments.
- SmartFindExpress, the system used to manage substitute teachers, was expanded to also manage Staff Association casual employees resulting in more timely filling of temporary and casual positions (i.e., education assistants and secretary positions).
- Creation of Spring staffing tracking tools to identify and monitor key activities, deliverables and completion dates required to support effective and timely staffing of schools and ensure timely and accurate pay.
- The financial system of record for School Generated Funds, QuickBooks, was upgraded in the spring of 2014. This upgrade was necessary to keep the software current with the decommissioning of Windows XP.
- The Accounts Payable department continues to gain efficiencies and effectiveness through conversion of over 100 vendors from paper cheques to electronic funds transfer (EFT) and converting high volume vendors to electronic invoice uploads (e.g., City of Calgary, Enmax, Supreme Basics, and Bell).
- A payment recovery audit was performed by Deloitte. They reviewed three years of payments (nearly \$1 billion) and several hundred thousand invoices and only found seven instances of duplicate payments totalling less than \$3,000. This demonstrates the soundness of CBE's payment process.
- The Strategic Sourcing department continued to ensure CBE receives the best value on its external contracts. They were able to negotiate the return of the City of Calgary to the Public Purchasing Group increasing this group's purchasing power and ultimately leading to lower cost supplies and services to support student learning. Strategic Sourcing sponsored 86 formal competitive bids (e.g., Request for Proposals, Tenders, and Request for Quotes) and negotiated a number of major contracts for CBE.

- Two system-wide internal audits were performed by CBE's internal audit firm, Sunera Canada, to assess and strengthen the CBE's internal control framework. Finance & Supply Chain Services is working through the reports with management to continue strengthening processes and practice.
- An Assistant General Counsel was added to the complement of staff in Legal Services which has enabled a significant reduction in resources being directed to external counsel.
- Construction, move in and tune-up of the Data Centre was completed. This achievement is significant because it addresses elements of resiliency and redundancy as they are crucial to satisfying organizational need for high availability of information and electronic services.
- The Offsite-A Single Activity Form which is used to gather the information required to track the details and the risks associated with single day activities such as field trips was automated.
- The Provincial Achievement Test Student Accommodation and Excused Status (PATSAE) and Diploma Examinations Student Accommodation (DIPSA) was automated which speeds up the process for schools by streamlining data entry and eliminating data entry entirely for central office staff. In addition, reporting to Alberta Education can be achieved through a single click.
- An online waiver process was developed for fees.
- A virtualized server environment for D2L and SIRS was established. There are benefits in terms of costs; other important benefits of server virtualization involve Disaster Recovery consideration, the ability to provision hardware faster, to rapidly scale server resources and to reduce hardware footprint and associated energy cost.
- The Collaborative Online Resource Environment (CORE) continued to be developed. Five Alberta school boards collaborated with the support of Alberta Education and the University of Calgary to successfully prototype the only educational platform that enables students and educators across multiple districts to co-create, share, publish, crowdsource, search, and access digital resources anytime, anywhere, on any device. Currently, over 160 000 resources are available.
- The CBE Priorities Committee was established to identify and prioritize enhanced funding opportunities for the CBE and EducationMatters. New funding opportunities were presented to CBE schools through the Giordanos and the Shania Kids Can Foundation. Through these donations students will have increased opportunities and access to community support services to support the whole child.
- Engaged across the organization to establish Student Information System requirements.
- Increased adoption of Quest A+ across the system for writing online exams. This success will carry over into the next school year where Quest A+ will be the standard for writing online exams across the system.
- Client Technology Services provided service to move several schools or programs in response to emergent circumstance with little or no downtime for students.
- All CBE workstations were encrypted.

- The print strategy has resulted in fewer devices printing fewer sheets of paper with less support required. The CBE currently prints roughly half as much as when the Print Strategy was initiated, on 1/3 fewer devices, in spite of growth in population.
- A decision support tool to empower instructional leaders in schools was developed. The Technology Footprint provides data on school utilization rates of network infrastructure, inventory, service history, and costs associated with technology purchases. Embedded within the tool is a planning instrument that aggregates the existing data related to the school in order to provide a straightforward interface for schools to generate plans for the next three years on investments in technology that contemplate the intended outcomes for learning and the total cost of ownership.

4 | Conclusion

The Calgary Board of Education is a leading organization, a high performing organization and a learning organization. Through intentional and collective work, our students continue to excel.

David 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.