public agenda

Regular Board Meeting

September 3, 2013
3:00 p.m.

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

Mega Result Policy |
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
3:00 p.m.	**1 |**	**Call to Order, National Anthem and Welcome**			
	2 |	**Consideration/Approval of Agenda**		GC-2	
10 mins	**3 |**	**Awards and Recognitions**		GC-3	
	4 |	**Results Focus**			
15 mins	4.1	Summer Review	N, Johnson	OE-8/OE-9	
	5 |	**Operational Expectations**			
20 mins	5.1	OE-2: Temporary Chief Superintendent Succession – Annual Monitoring	N. Johnson	OE-2	Page 5-1
	6 |	**Public Comment [PDF]**		GC-3.2	
Max 15 mins		Requirements as outlined in Board Meeting Procedures			
	7 |	**Matters Reserved for Board Action**	Board	GC-3.10	

Calgary Board of Education

Time	Topic		Who	Policy Ref	Attachment
	8 |	**Board Consent Agenda**	Board	GC-2.6	
	8.1	Approval of Minutes			
		▪ Regular Meeting held June 25, 2013 *(THAT the Board approves the minutes of the Regular Meeting held June 25, 2013.)*			Page 8-1
	8.2	Correspondence *(THAT the Board receives the correspondence for information and for the record.)*		OE-8	Page 8-4
	8.3	CAPSC Funding Request *(THAT the Board approves the funding request for the 2013/14 school year.)*		GC-3	Page 8-12
	9 |	**Chief Superintendent Consent Agenda**	Board	GC-2.6	
	9.1	Chief Superintendent Update *(That the Board receives the update for information.)*		OE-8	Page 9-1
	10 |	**In-Camera Issues**			
6:00 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.

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

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

Calgary Board of Education

operational expectations monitoring report

OE-2: Temporary Chief Superintendent Succession

September 3, 2013

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, and is:

☒ In Compliance

☐ In Compliance with exceptions as noted in the evidence

☐ Not in Compliance

Signed: *Naomi Johnson*
Chief Superintendent

Date: June 28, 2013

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:_____

Calgary Board of Education

operational expectations monitoring report

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.	Compliant

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 designation by the Chief Superintendent in instances of planned and unplanned absence. The Board of Trustees is responsible for the appointment of an Acting Chief Superintendent.

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 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.

Calgary Board of Education

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. Area Directors
5. Education Directors

Board-approved Indicator of Compliance |

At the beginning of each school year, the Board of Trustees will receive a signed document from the Chief Superintendent confirming the names, positions and order of designates.

Evidence of Compliance |

A memorandum dated August 30, 2012 and signed by the Chief Superintendent was distributed to all trustees. This memo was presented to the Board of Trustees at the meeting of September 18, 2012.

The memorandum named the Deputy Chief Superintendent of Schools as the primary designate. Subsequent delegates were listed by name and position titles in order of how they would be accessed should designation of additional supports be required. These included two superintendents, five area directors, and five educational directors who could assume the Chief Superintendent's responsibilities on an emergent basis during the 2012-2013 school year.

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.

Calgary Board of Education

report to
Board of Trustees

Correspondence

Date	September 3, 2013
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Janice R. Barkway Office of the Corporate Secretary
Purpose	Information
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board

1 | Recommendation

THAT the Board of Trustees receives the following correspondence for information and for the record, in the form as submitted:

- Email dated June 24, 2013 from Hon. Jeff Johnson, Minister, Alberta Education to School Board Chairs regarding Rebuilding our Schools and Communities.

- Letter dated June 20, 2013 from Mr. Neil Fenske, Executive Director, Alberta Education to Pat Cochrane, Board Chair regarding the joint protocol between the ASBA and Alberta Education for the release of the 2012/2013 Provincial Achievement Test and Diploma Examination Results.

- Letter dated August 15, 2013 from Mr. Wayne Drysdale, Minister, Alberta Infrastructure regarding the Capital for Emergent Projects (CEP) program.

- Letter dated August 8, 2013 from Hon. Jeff Johnson, Minister, Alberta Education to Pat Cochrane, Board Chair regarding the Three-Year School Capital Plan 2014-2017.

Attachments: Relevant Correspondence

Calgary Board of Education

From: Education Minister [Education.Minister@gov.ab.ca]
Sent: Monday, June 24, 2013 3:38 PM
Subject: Rebuilding our Schools and Communities
To: School Board Chairs of Public, Separate, Francophone and Charter School Boards in
Southern Alberta
Private Schools and Early Childhood Care Operators in Southern Alberta

As we begin the process of rebuilding the Alberta communities impacted by the devastating floods of the last week, I want to take a moment to convey my sincere gratitude to all of you for your tremendous efforts in helping to keep students and staff safe.

Over the past several days, many of you and your staff have gone above and beyond your day-to-day responsibilities to provide assistance with evacuation centres and emergency response. Your dedication and commitment to putting kids first and supporting your local communities has been a source of strength for the entire province.

With thousands of Albertans still unable to go home and more than 25 communities throughout southern Alberta remaining in a state of emergency, the safety of Albertans in affected areas continues to be a priority. I want to assure you, however, that our government is already taking action to begin rebuilding. We will get bridges, roads, and other infrastructure rebuilt and schools reopened. Earlier today, Premier Redford announced a provincial commitment of $1 billion as part of the first phase of emergency recovery and reconstruction funding for communities and families. Over the coming days and weeks, Alberta Education will work in collaboration with school authorities to assess the damage to schools and identify how to best allocate resources towards the recovery.

We also recognize that many of your students and parents may be anxious to know about processes related to diploma exams that had been scheduled for this week. Please note that all students in affected schools you identified have been granted an automatic exemption from the exams. This means that each student's school-awarded mark for June will be considered final. However, recognizing that some exempted students may still choose to write diploma exams, Alberta Education will work with you to ensure students who want to write exams have the opportunity. Students may also write the exams during the August administration. Again, thank you for all your efforts to accommodate the unique needs of students.

Once again, thank you for your unwavering dedication to ensuring the safety of students and staff who are grappling with both the emotional and physical effects of the flooding. This has been a difficult experience for many Albertans, but your leadership will continue to play a pivotal role in helping us move forward with the rebuilding and recovery of our schools and communities.

Jeff Johnson
Minister of Education
MLA for Athabasca-Sturgeon-Redwater
Phone: 780-427-5010
Email: education.minister@gov.ab.ca

Government of Alberta ◼

Education

Education Program Standards and Assessment
Learner Assessment
44 Capital Boulevard
10044 - 108 Street
Edmonton, Alberta T5J 5E6
Canada

June 20, 2013

Ms. Pat Cochrane
Chairman
Calgary School District No. 19
1221 8 Street SW
Calgary, AB T2R 0L4

Dear Ms. Cochrane:

Attached for your records is a signed copy of the joint protocol between the Alberta School Boards Association and Alberta Education concerning the annual release of 2012/2013 provincial achievement test and diploma examination results. Please forward copies of this protocol to all board members of your school jurisdiction.

I appreciate your continuing support of the Achievement Testing and Diploma Examinations programs.

Sincerely,

Neil Fenske, Ph.D
Executive Director
Assessment Sector
Alberta Education

Alberta ◼

8-6

May 30, 2013

TO: Superintendents of Schools

RE: Joint Protocol for the Release of the 2012/2013 Provincial Achievement Test and Diploma Examination Results

Each year, Alberta Education and the Alberta School Boards Association develop a protocol for the release of provincial achievement test and diploma examination results. The protocol provides a coordinated approach to the release of results, both locally and provincially.
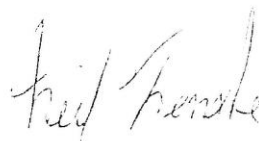
Attached is a copy of the protocol outlining this year's timeline for the release of provincial achievement test and diploma examination results.

If you have any questions, please do not hesitate to contact us.

Sincerely,

David Anderson
Executive Director
Alberta School Boards Association
780-482-7311

Neil Fenske, Ph.D.
Executive Director, Assessment
Alberta Education
780-427-0010

Attachment

cc   Board Chairs
     Elementary, Junior High and Senior High School Principals

JOINT PROTOCOL FOR THE RELEASE OF
THE 2012/2013 PROVINCIAL ACHIEVEMENT TEST
AND
DIPLOMA EXAMINATION RESULTS

A·S·B·A
Alberta School Boards
Association

**Government
of Alberta**
Education

JOINT PROTOCOL FOR THE RELEASE OF
THE 2012/2013 PROVINCIAL ACHIEVEMENT TEST
AND
DIPLOMA EXAMINATION RESULTS

*NOTE: The results are not final until the official release by the Minister.*

Dates	Action
August 23, 2013	Alberta Education makes available electronically on the Extranet the results of the 2012/2013 achievement tests and June diploma examinations for individual schools and jurisdictions together with the provincial results.
September 12, 2013	Alberta Education provides a briefing on provincial results and trends to the Alberta School Boards Association Board of Directors.
September 16 2013	Alberta Education makes available electronically on the Extranet the Diploma Examination Multiyear Reports.
September 16, 2013	Alberta Education makes available electronically on the Extranet the Achievement Test Multiyear Reports.
September 27, 2013	Alberta Education makes available electronically on the Extranet the individual student profiles, to be printed at the school for distribution to individual parents on or after September 27. (The individual student data is also available in *Table 7, Individual Student Results by Reporting Category*, of the school reports, which will be available on the Extranet on August 23.)
By October 1, 2013	Each superintendent should inform his or her board of the school authority's results in a closed meeting.
October 1, 2013	Alberta Education hosts a technical briefing regarding the provincial results and trends with: Alberta School Boards' Association, Alberta Teachers' Association, Alberta School Council Association, College of Alberta School Superintendents and the four Calgary and Edmonton school jurisdictions.
October 2, 2013 a.m.	The Minister of Education officially releases provincial results to the public based on the achievement test results and the diploma examination results made available to school jurisdictions in August and September. This release is in conjunction with the release of Accountability Pillar results.
October 2, 2013 p.m.	Jurisdictions release results to the public based on the Achievement test results and the Diploma examination results made available to school jurisdictions in August.

May 30, 2013

ALBERTA
INFRASTRUCTURE

Office of the Minister
MLA, Grande Prairie-Wapiti
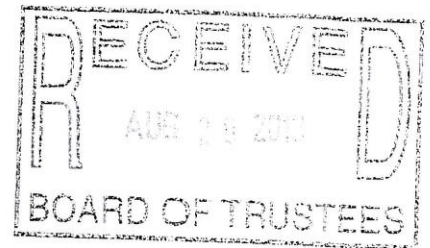
AR3 8287

August 15, 2013

Ms. Pat Cochrane
Chair
Calgary Board of Education
1221 - 8 Street SW
Calgary, AB T2R 0L4

Dear Ms. Cochrane:

I am writing to update you on the status of Infrastructure's Capital for Emergent Projects (CEP) program. The intent of the CEP program was to address small, emerging capital needs that fall outside the immediate scope of the Capital Plan, which could not be accommodated within current Infrastructure Maintenance and Renewal (IMR) allocations. Projects considered for funding were urgent issues or required priority attention.

Given the Government of Alberta's fiscal challenges highlighted in *Budget 2013*, some tough decisions were required. This included reduced funding and cancellation of some programs across government. The CEP program has been discontinued, effective April 1, 2013. Projects that were previously approved and are currently underway will be completed; however, no new projects will be considered for approval or funding.

Health and safety of public facilities continues to be government's utmost priority. While Infrastructure is not able to support project requests through the CEP program, I would encourage school boards to work with Alberta Education to identify other possible means to support school needs.

Sincerely,

Wayne Drysdale
Minister

cc: Honourable Jeff Johnson, Minister of Education

324 Legislature Building, 10800 - 97 Avenue, Edmonton, Alberta T5K 2B6 Canada   Telephone 780-427-5041   Fax 780-422-2002
101 Junction Point Village, 9814 - 97 Street, Grande Prairie, Alberta T8V 8H5 Canada
Telephone 780-538-1800   Fax 780-538-1802   Email grandeprairie.wapiti@assembly.ab.ca

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ALBERTA
EDUCATION

Office of the Minister
MLA, Athabasca-Sturgeon-Redwater
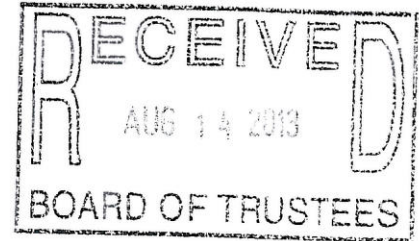
AUG 0 8 2013

AR81552

Ms. Pat Cochrane
Chair, Calgary Board of Education
1221 - 8 Street SW
Calgary, AB T2R 0L4

Dear Ms. Cochrane:

Thank you for your July 8, 2013 letter sharing your jurisdiction's highest priority projects and providing an overview of your *Three-Year School Capital Plan 2014-2017.*

I note that the Calgary Board of Education continues to experience challenges associated with aging school infrastructure and enrolment pressure in growing communities. I also note the board has made it a priority to provide enhanced accommodation for programs such as Christine Meikle School and the Aboriginal Family School.

School infrastructure needs remain a top priority, and government's recent announcement of six new schools for your board was a positive step in addressing student needs in growing Calgary communities. This announcement was an initial step toward fulfilling Premier Alison Redford's commitment to build 50 new schools and modernize 70 existing schools. While significant, the recent announcement of 30 school capital projects does not address all of the high-priority needs in the province. However, this is only the first bundle of projects to address some of the most urgent enrolment pressures in Alberta; preparations are being made for more announcements of new school construction and existing facility modernizations. During this process, high-priority requests from across the province are receiving appropriate consideration, including those identified by the Calgary Board of Education.

Thank you for your capital plan submission. I wish you the best in the upcoming school year.

Sincerely,

Jeff Johnson
Minister
MLA, Athabasca-Sturgeon-Redwater

cc: Honourable Wayne Drysdale
        Minister of Infrastructure

Alberta

424 Legislature Building, 10800 - 97 Avenue, Edmonton, Alberta T5K 2B6 Canada Telephone 780-427-5010   Fax 780-427-5018
4807 - 50 Street, Athabasca, Alberta T9S 1C8 Canada

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8-11

report to Board of Trustees	**Trustee Liaison Report - Calgary Association of Parents & School Councils (CAPSC)**

Date	September 3, 2013
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Joy Bowen-Erye Trustee Liaison, CAPSC
Purpose	Decision
Governance Policy Reference	Governance Culture GC-3 Board Job Description

1 | Recommendation

THAT the Board of Trustees approves the funding request for the Calgary Association of Parents and School Councils for the 2013/14 school year, in the amount of $7,800.

2 | Background

The Board of Trustees of the Calgary Board of Education is the principal funder of CAPSC. This organization is the official voice of parents in the CBE and as an official stakeholder it has a seat at the public meetings of the Board of Trustees.

The work that CAPSC undertakes on behalf of Calgary students and public education is detailed in the attachments to this report.

Appendix I: Request for Funding and Annual Budget

CAPSC)))

giving parents a voice

Joy Bowen-Eyre
Board of Trustees
Calgary Board of Education
1221 - 8 Street SW
Calgary, AB T2R 0L4

June 15th 2013

Dear Ms. Bowen-Eyre,

Subject: CAPSC Operating Grant Request for the 2013/2014 School Year

The CBE Trustees' generous grant over the years has allowed the Calgary Association of Parents and School Councils to grow and thrive as an organization that serves parents and school councils in this city. Our Communications Coordinator contract has been integral to supporting our volunteer board and this is where your grant has been especially helpful.   While we do charge a membership fee that covers the remainder of our expenses, membership has always supported keeping our meetings and resources available to all.

CAPSC continues to build on our relationships in order to share the parent voice with the Calgary Board of Education, the Alberta Government, Education stakeholder groups and the general public all while expanding a rich resource base of expertise to help inform our membership on a variety of educational issues.

Some of the highlights of our work over the last year include:

- Hosted speakers including Sharon Friesen, Vice Dean faculty of Education who discussed student engagement, Joan Engel and Merla Bolender who discussed curriculum redesign, panel members discussed methods for communicating with newcomer families and Denise Kitagawa and Rob Pegg from CSS to discuss social media use in schools and by school councils.

- Encouraged members to attend and participate in the CBE's two Council of School Councils. We had executive members in attendance at each meeting and provided meeting summaries from the COSC meetings and encouraged feedback from our members. We also forewent our meetings in months with COSC to encourage our members to attend COSC. Our president also spoke and operated a display at the CBE Elections Information Evening on May 15, 2013.

- Held several facilitated discussions with our membership to determine which educational issues are most relevant to our members and also to help determine which methods of communication would best serve our members

- Helped school council representatives to better understand the budget and its implications for the 2013-2014 school year.

- Maintained ongoing relationships with the CBE board of trustees

- Worked with the Alberta safe streets initiative to advocate for school safety issues related to the use of school and playground signage that did not correspond to school start times.

- Hosted a meeting with Chief Superintendent Naomi Johnson and several other members of the CBE administration to discuss the upcoming budget

Parents play a vital role in the education of their children as partners in education. CAPSC's mission is to provide information, networking opportunities and resources to support them in this role. Our activities are in line with the goal of promoting parent involvement and the ongoing support of school councils.

Our business plan for 2013/2014 focuses on further expanding our networking activities for school councils. Specifically, our main operating goals for the next school year include:

- Expanding membership to better hear from a variety of school councils, as well as expanding the networking opportunities for school council members

- Working with CivicCamp and the ATA to organize Trustee election forums

- Improving communication tools for CAPSC to communicate with councils, as well as setting an example of how councils can communicate with parents.

In order to achieve our goals for the coming year, we plan to again utilize the position of a part-time Communications Coordinator. As in 2012/2013, the coordinator's main roles will be to liaise with parents and school councils, increase our membership, keep our website up to date and relevant, write content for our e-newsletter, and develop meaningful resources for the CAPSC audience.

We also maintain general liability insurance for events and have added Director's and Officer's liability insurance. We consider both of these necessary to properly function as an association. To offset some of these increased costs we have chosen to use an alternate web hosting service, saving a significant amount of money. Specifics of these and other financial items can be found in the attached 2013-2014 CAPSC proposed budget.

As trustees, you have been very supportive of our organization. We are especially appreciative that you have promoted membership in CAPSC at system events, COSC events and in your own communication to parents. As our organization continues to grow and find new opportunities to support CBE parents and school councils, we appreciate your ongoing endorsement and acknowledge that your support helps to ensure our future success.

As in past years, the volunteer executive would like to be able to put their energy into communication and networking activities and not expend their energies on fundraising to make these activities possible. It is in this light that CAPSC respectfully requests financial assistance in the form of a grant

for $7,800 for the 2013/2014 school year. The attached proposed budget will outline the need for the requested grant. We have also included a copy of our Annual Report.

We would be pleased to discuss the details of these requests with any of the Trustees directly. Please consider our request and direct your written reply to Jeff Bowes, President, Calgary Association of Parents and School Councils.

Best Regards,

Jeff Bowes,
President, Calgary Association of Parents and School Councils
jeff.bowes@capsc.ca

Calgary Association of Parents and School Councils
Statement of Revenue and Expenses
Budget 2013/2014

Budget July 1/13 to June 30/14

Revenue

CBE Grant	$7 800.00
Member Fees[1]	1 500.00
Interest[2]	0.00

Total Revenue: $9 300.00

Expenses

Website/newsletter[3]	$400.00
Salary[4]	6 160.00
GST	50.00
Office Supplies	200.00
Mail Box	191.00
Insurance[5]	2 163.00
Bank Charges	60.00
Honorarium	0

Total Expenses: $9404.00

Gain (Loss) $76.00

Notes 2011/2012:

1. Based on 2 year memberships purchased in 2011-12 that will be due for renewal plus goal for recruiting previously lapsed members and new members.
2. GIC Term Deposit has been cashed out and is part of general account.
3. We have found a more cost effective plan for website management. Development of online community support may require additional source of funding.
4. Based on $22/hr contract for 280 hours (28 hrs/month over 10 months).
5. General Liability ($2M/$1 000 deductible) required by CBE to hold meetings in AE Cross Library. Director's insurance added in 2012-13.

| report to Board of Trustees | **Chief Superintendent's Update** |

Date	September 3, 2013
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Naomi E. Johnson, 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 2011-2012 school year.

Calgary Board of Education

3 | Timely Information

Year in Review

The 2012 – 13 school year ended unexpectedly. It ended abruptly. It was not what anyone had planned. Unprecedented flooding caused schools to close ahead of schedule and forced many students to miss their much anticipated year end activities. Instead, the year ended with students and their families gathering with school staff for a brief but important collective good-bye.

The 2012 – 13 school year ended with Calgary Board of Education staff and students demonstrating remarkable citizenship, character, and personal development, along with intelligence, strength, compassion, and formidable resilience as they stood strong with all Calgarians to deal with extreme damage, and for many, deep loss.

The CBE provided support to the greater community throughout the flood relief efforts. This included providing several schools to be reception centres for those displaced by the floods. Several other schools were used as muster points for CEMA agencies helping residents return to evacuated neighbourhoods and as dispatch locations for Meals on Wheels. Some of our schools were used as food distribution and debit card distribution centres. Grounds and parking lots were used as parking for displaced citizens, volunteer buses, road crews, and waste collection sites. We have received many requests to utilize our facilities and we will continue to accommodate these requests as we are able to.

Communications staff worked around the clock to ensure that current information was available on the website. CBE facilities and school staff were on the ground, in our schools and administrative buildings, to ensure that the facilities remained safe, secure, and well maintained. As our schools were used for various emergency relief efforts, many additional staff members were dedicated to supporting these efforts.

There were many other accomplishments, pre-flood, that centred on our students and the mobilization of every member of our organization to ensure each student, in keeping with his or her individual gifts and talents, will learn and thrive in our care, and will be both prepared and inspired for ongoing success.

In 2011-2012, our employees directly advanced the four pillars of the Three-Year Education Plan and established a foundation for continuous improvement. http://www.cbe.ab.ca/aboutus/3yrplan.asp

Supporting instructional practices and articulating and advancing a coherent, system-wide vision of high quality teaching and learning remained foundational to our work to ensure optimal student achievement. District-wide professional learning was focussed on enhancing staff capacity to build knowledge and strengthen instructional expertise to support personalized learning. 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 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 2012-2013 school year.

Personalize Learning

- CBE welcomed 8250 kindergarten students in September and provided learning opportunities for slightly more than 3000 K-12 students than in the 2011-2012 school year.

- Iris, the CBE's own web-based teaching and learning application in support of inclusive and personalized learning, was successfully launched in 30 CBE schools.

  - Students from kindergarten through to high school embraced the work of setting, monitoring and modifying learning goals through the Student Learning Plan component of Iris. They actively participated in providing and reflecting evidence of their own learning, working with their teachers to design learning strategies and to become increasingly aware of their strengths and needs as learners.

  - 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.

  - Principals intentionally connected their school's work with Iris to their school development plan and found that it offered them new opportunities to understand and influence the teaching and learning practices in their schools and to engage with their staff and students.

  - Principals and parents commented on the new forms of communication created between home and school through Iris. Iris won an innovation awards and staff presented the application at a national conference. The subject of two publications, Iris has been recognized for its impact and design through an external research review.

  - Development of new features within Iris continued throughout the year to enhance the scalability of Iris and to respond to the suggestions and feedback from Iris users. In addition, additional components were designed to further integrate the instructional orientation supported by Iris with other work and resources in schools.

- High School Success

  - Baseline qualitative data was collected from students, teachers and parents in a sample of CBE High Schools regarding their experiences with high schooling.

  - System-wide professional development with four teachers from each high school over the 2012-2013 school year focussed on task design and formative assessment practices.

  - Exploration of CTS Pathways continued through shared use of the CT Centre at Lord Shaughnessy High School

  - A proposal was submitted to Alberta Education seeking the involvement of all CBE High School Programs in the *Moving Forward with High School Redesign* provincial initiative.
    http://ideas.education.alberta.ca/hsc/redesigning/

  - Alignment of high school principals in this proposal was endorsed by high school principals at a system-wide meeting, June 19, 2013

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demonstrating commitment to ongoing engagement in province-wide networking to support the transformation of CBE High School Programming.

- With over 26 different versions of report cards in use in middle and junior high schools, the process of redesigning reporting practices began with a commitment to develop a research-supported common report card for students in the middle years to develop a consistent, system-wide practice. At a practical level, this work was about 'developing a report card' but the unwavering focus was on creating an assessment and reporting framework to best serve student learning. There were several important components to this work:

  - Understanding the directions that have been set by the province through Inspiring Education, the new Ministerial Order on Student Learning and upcoming changes to both our programs of study and provincial assessment practices was a critical first step.

  - Understanding current best practice in assessment and reporting, as well as the provincial, national international context of assessment and reporting.

  - Seeking clarity on legislated responsibilities for documenting student learning and establishing guiding principles with a Steering Committee based on research-supported best practices.

  - Collaborating with principals, assistant principals, staff and specialists to develop an interim report card for the four new middle schools offered a practical source of feedback from teachers, parents and administrators as details of the design were determined.

  - Working with Alberta Teachers' Association representatives to revise the Administrative Regulation relating to assessment and reporting enabled a better understanding of teacher workload issues and priorities regarding condensed multiple accountabilities at reporting periods and led to a plan of redistributing these over time.

  - The Chief Superintendent's Teacher Advisory Group offered further insight about implications for daily instruction and assessment.

  - Knowing that changes to the elementary report card would be required next, and faced with the debate over how to negotiate practice within our various divisional configurations from one school to the next (i.e. What is the difference between reporting for a grade 4 student in a k to 4 school vs. in a 4 to 9 school?), the decision was made to expand the scope of the work to k to 9.

  - Further revisions were required. Curriculum specialists reviewed Programs of Studies and engaged with a teacher focus group to develop an outcomes-based report card that best supported teachers in communicating student achievement of the Programs of Studies to parents and students.

  - A draft report card was provided to school principals for their use to initiate a focused conversation with their staff.

  - Ongoing revisions are being made as much is learned about how new reporting practices impact teaching and learning, how they support parents in understanding their child's learning and how reporting

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practices might be further revised and improved prior to full-scale implementation in 2014-15.

- Schools implementing the new reporting framework during in 2013-14 will undertake a very intentional community engagement process whereby insights and suggestions can inform their school-based decision making as well as decision-making at the system level.

Making changes to something so interconnected, so intertwined with countless other practices in instruction, assessment and leadership is challenging work. Through those challenges, though, come opportunities to make considerable improvements as a learning organization.

- The International Student Program experienced an increase in international students studying in our CBE schools (2011-2012: 630 students in 68 schools; 2012-2013: 670 students in 68 schools).

  - Nose Creek School offered Intensive French as the FSL approach for all Grade 5 students in 2012-13. The success of the Intensive French approach has resulted in a continuation and expansion of the program: Intensive French with continue for all Grade 5 students and Post-Intensive French will be provided from grades 6 to 9.

- Over 200 students had the opportunity to take part in the Language Credentialing Celebration that recognizes CBE students who have taken a language credentialing exam in one of the four languages offered by the our organization: French (DELF), German (Sprachdiplome), Mandarin (HSK or YCT) or Spanish (DELE). The CBE as a DELF credentialing centre, brought together over 140 students to write their French Language Credentialing Exams for the 2012-2013 year. The success rate was 99% and the feedback from students in regards to their experience was positive.

- Punjabi language 10-20-30 was implemented at Lester B. Pearson and James Fowler High Schools.

- 25 students from 13 different high schools participated in the 3rd CBE International Youth Leadership Summit held in Beijing, China.

- Over 200 grade 12 students received the CBE's International Certificate.

- System procedures, agreements and projects were implemented that have enhanced availability and access for students and educators to an array of tools and supports so that they can personalize learning. Tools include: Web 2.0 Guidelines, Collaborative Online Resource Environment (CORE), Desire2Learn (D2L), Adobe, and inclusive technologies.

- The Technology Matrix was developed to articulate a vision for the personalization of teaching and learning environments in 2018 through the lens of educational technology.
  https://docs.google.com/document/d/16Qi4SltqB8mFhoO6Z3682s0yaDV_9wpf1045LEbOjDw/edit?usp=sharing

- Nine schools have taken up the Learning Commons philosophy as a focal point for incubating innovative practice and engaging in action research.

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- Students were offered students a platform (Career Cruising) to thoughtfully plan their high school courses and career pathways.
  http://www.cbe.ab.ca/learninginnovation/learningtech-career-cruising.asp

- Technology supports drew large numbers of users:

  - D2L – 78 000 students; 7 000 staff

  - Gmail – 35 451 student accounts created; over 1 000 regular users; 420 users/day; all 107 000 CBE students have accounts (as of July 2013

  - Google Drive – 1 100 student users; 6 000 documents created/shared

  - CORE – 2 300 CBE students; 2 700 CBE staff (approx. 40% of teachers) and growing; 380-500 logins/day, 8 000 unique user logins from all partner boards.

- Students participated in over 10 000 curriculum-based off-site activities at the local, national and international levels.

- 12 000 CBE students attended Calgary's first *We Day* to promote social justice.

- In 2011, the Clerc Center at Gallaudet University, Washington, D.C. was awarded a contract for the development of ASL content standards for an American Sign Language (ASL) Language Acquisition and Assessment Tool. To date, there are no formal standards and benchmarks established for ASL learning in grades K-12. Once developed, these content standards will be a key component in supporting the linguistic competence of Deaf and Hard of Hearing (DHH) students in both ASL and English. In anticipation of the release of these standards, a conversational proficiency level assessment, to monitor DHH students' ASL competency, was conducted within the CBE

- The use of Video Remote Interpreting (VRI) Services, at the high school level, was implemented in February 2013. This created greater flexibility with resource availability and personalized choices for DHH students.

- Strategic long term planning enables opportunities to meet the needs of students in buildings and programs that are in the right places. To this end the 'spaces' where students are engaged are considered an integral part of the process of learning. These spaces are guided by careful annual planning that is recorded in the following documents:

  - The Ten Year System Student Accommodation and Facilities Strategy 2012/13 – 2021/22 contains the long term future plans and roles for CBE schools throughout the city.
    http://www.cbe.ab.ca/AboutUs/documents/10-Year_System_Student_Accommodation_and_Facilities_Strategy_2012-2021.pdf

  - The Three Year School Capital Plan 2013-2016 contains the capital project priorities and recommendations for new school construction, modernizations and replacement projects for schools. Based on this plan six schools were approved for new construction: Northeast High, Saddle Ridge Middle, Royal Oak/Rocky Ridge Middle; Copperfield Elementary, Evanston Elementary, and New Brighton Elementary.
    http://www.cbe.ab.ca/AboutUs/documents/2014-2017_School_Capital_Plan.pdf

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- The Three Year Modular Strategy determines the system requirements for the placement or new portable classrooms as well as the relocation or demolition of others.

- The Three-Year Infrastructure Maintenance and Renewal Plan is designed to address urgent maintenance and repair work within CBE schools.

- Several activities take place in the learning spaces that optimize student opportunities to learn which include:

  - A revised annual school inspection process.

  - Reduction of work order backlog in schools by initiating a summer maintenance project.

  - Safety Inspections of facilities and equipment in senior and middle school shops and labs.

  - Commencement of design and equipment standards for Career and Technology Program spaces. Completed standards are Trade Construction, Carpenter Trade, Construction Cabinetmaking, Cook Trade, Foods Exploratory, Logistics, and a Multi-Facility which includes Construction, Design Studies, Electro-Technologies and Robotics.

  - Initiation of a carbon off-set grant which supports school initiatives to build outdoor learning spaces, solar energy projects and more.

  - Review of alternative language programs to accommodate growth and contraction as needed.

  - Review of grade 9-12 Traditional Learning Centre (TLC) programming.

  - Completion of the Career and Technology Centre (CTC) at Lord Shaughnessy High School.

  - Furniture and equipment fit-up of Robert Thirsk High School which will open in September of 2013.

  - Development of Learning Commons Design Guidelines.

  - Design of the Booth Centre for Chinook Learning.

  - Addition of kindergarten to 3 Montessori programs.

  - Revision of the process for schools requiring Smart Boards and audio visual technologies.

- Communication Services worked to engage the public to better understand what Personalized Learning means. For example, to support the Career and Technology Strategy and the opening of the Career and Technology Centre at Lord Shaughnessy High School, Communication Services created numerous videos, print collateral pieces, publications, websites, speeches and reports that help the public understand how CTS helps personalize learning and leads to student success.

Build our Capacity

In a culture of continuous improvement, professional learning experiences are embedded within the work we do each and every day. Through interactions with students, conversations with colleagues in professional learning communities, and the contextualized, intentional adjustment cycles that are led by school

principals, teachers continually strive to improve their practice. Opportunities for ongoing learning and contributing to knowledge creation are provided to all staff throughout the organization.

- Iris provided unique and meaningful opportunities for professional learning in the areas of assessment, instruction and student agency. In the fall, 25 schools began working with Iris, and over the course of the year another dozen joined in. Depending on the focus of the school development plan, the work that teachers and students undertook with Iris varied. Some focused primarily on learning plans: exploring questions about the types of artifacts that provide meaningful evidence of learning, developing effective approaches to providing students with feedback, supporting students in building self-understanding and finding new ways to empower students to take ownership of their learning. Other schools focused more on learner profiles or workspaces: exploring new ways to document classroom assessment information, developing more holistic understandings of individual learners and collaborating to plan learning tasks together. The work teachers undertook with Iris was active and effortful, metacognitive and transformative. It required that they dig in and think about their own practice, explore new possibilities and develop new approaches to teaching and learning. Central, always, to this work was the instructional leadership of the principal.

- Supports and resources needed to apply best practices and instructional design principles to personalize learning were provided to teachers and students which included: Web 2.0 Guidelines, Online Professional Learning (OPL), Webinars, Mobile Learning and Libraries to Learning Commons (L2LC) supports, and International Languages initiatives.

- All CBE Late French Immersion teachers received training in Intensive French Strategies to complement their teaching methodologies. In collaboration with CBE, the language research center at the University of Calgary began and will continue researching the metalinguistic achievement of students who have participated in Intensive French.

- Language program teachers and leaders benefitted from interaction with a number of language learning experts during the year. These sessions targeted improving student performance through inclusion and differentiation in language learning, counterbalance of content and language in task design, and increasing oral language development. Many of these sessions and related materials are available for ongoing professional learning community use in the CORE resource collection.

- Teachers engaged over 7000 times in professional learning opportunities to personalize professional development as a means to build educator capacity in leveraging the power of new and emerging tools for instructional design and assessment across a range of educational technologies. Learning formats included self-directed courses, professional learning packages, symposia, webinars, and face-to-face workshops. Topics included: Adobe Software, Read & Write Gold, Gmail and Google Apps, SMART technologies, Blackboard Collaborate, Web 2.0 tools, Career Cruising, CORE, Libraries to Learning Commons, Assistive Technology and a wide array of other educational technologies for learning.

- Numerous professional learning opportunities were offered with a focus on personalizing student learning through task design and assessment. Participants in each of the series of professional learning experiences represented teachers, learning leaders and administrators. These sessions were offered across all subject areas at the system, area, and school level. System opportunities targeted actions cited in the Results 2: Academic Success monitoring reports for the core subject areas. Area and school based professional learning experiences focused on needs identified in the Area, or on those related to the instructional goals in the school development plans. Overall participant feedback indicated in building common understandings in the company of peers around personalization of student learning, and task design and assessment, for *their* students and for the Programs of Study that *they* teach

- As part of our ongoing commitment to create the conditions for all students to thrive, a resource guide/memo re: gender identity and sexual orientation was sent to all work sites in January 2013 from the Chief Superintendent (https://portal.cbe.ab.ca/staffinsite/Forms%20%20Manuals/Resource_Guide _SchoolsSites_Sexual_Orientation_Gender_Identity.pdf). The resources provide a summary of: issues facing youth; key information/research; community resources available; and, suggestions for practice. As well, a commitment was made to offer follow up learning opportunities for staff. A two-part session was designed for both the north and south areas of the city in May and June 2013: *Creating the conditions for all students to thrive: A conversation about gender identity and sexual orientation*. An invitation was extended to all employees and approximately 50 employees participated. A summary of the findings from the sessions is available (https://portal.cbe.ab.ca/staffinsite/teaching/instructional_supports_services/ Pages/gender-identity-sexual-orientation.aspx).

- Professional development was offered to teachers to become Diplôme d'études en langue français (DELF) accredited assessors.

- In the fall of 2012, a committee was formed to look at current practices of sign language interpreting and to develop a standard of practice document, CBE Standards of Practice for Sign Language Interpreting. The document was finalized in June of 2013 and will be implemented in the fall of 2013.

- Staff from 5 elementary schools were trained in 7 Habits of Highly Effective people.

- Principals' Meetings were 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.

- System resources, "Making Teaching and Learning Visible" include: Personalization of Learning, Guiding Principles of Assessment and Formative Assessment Practices (and accompanying videos were launched in the fall of 2012 with the purpose of supporting professional dialogue and developing common understandings related to personalizing learning and assessment. Feedback from principals, learning leaders and teachers has been overwhelmingly positive.
https://portal.cbe.ab.ca/staffinsite/teaching/personalized_learning/Pages/def ault.aspx

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- Over 50 Locally Developed Courses were re-authorized implementing the newly developed curriculum redesign guidelines from Alberta Education. Existing Locally Developed Courses were revised and new courses (e.g. Geology 25) were created to provide opportunities for students to engage in specific course content that is intended to enrich or extend existing Alberta Program of Studies and meet local Alberta contexts. Many school jurisdictions in Alberta have acquired CBE courses to meet the needs of their students, just as CBE has acquired courses from other jurisdictions.

- Information about data privacy and safeguarding information on mobile devices was provided to CBE staff through the online link, staff insite and FOIP Fact sheet newsletters sent to all schools and departments.

- The FOIP Coordinator worked with Education Specialists from Learning Innovation to revise and refine the online privacy impact assessment process for Web 2.0 tools and helped to develop a roster of tools for schools to use that considered the privacy of student information.

- Staff from Legal Services engaged with various schools to clarify information and answer questions about privacy and access processes.

- A system registration and lottery process for schools where demand exceeds building capacity was developed to ensure coherence across the organization.

- Comprehensive visual identity standards, training support for teachers and a shift in the way internal audiences access and work with information created efficiencies that allowed new projects to be initiated and provided more support for individual schools using fewer resources.

- Trades staff transitioned to a mobile computing and communication strategy which is more secure and more efficient. Examples of some of the course work offered to staff include:
  - Electrical code update
  - Windows, Word, Excel, Outlook upgrades
  - Study Skills
  - Certification coursework for Facilities Management Administrator
  - 5th Class Power Engineering Certificate
  - First Aide
  - Basic Mechanical systems
  - People Skills
  - eHR Train the Trainer
  - Facilities Management Program / Applied Management Program through SAIT

- To improve service delivery to schools and parents without increasing costs, the Fees and Waiver staff for Noon Supervision and Transportation were merged into a single group where all are being cross trained, creating a central Student Fees department. This merger reduces the handoffs of parents who require information about more than one fee type and/or fee waivers, increases the depth of coverage and decreases reliance on temporary staff to cover during the peak periods of the year.

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- All leaders within Human Resources established a Community of Practice in September 2012 to improve both the effectiveness of the HR leadership team and the services HR provides to CBE employees. As a result, the integration across HR departments has improved and HR leaders learned a great deal about continuous improvement processes. The team used the Public Education Leadership Program Problem Solving Approach developed by Harvard University to analyse areas of improvement within the Human Resources service unit. All of these learnings will continue to inform the work of HR personnel in the upcoming school year as the Human Resources department commits to further improvements in service delivery.

- The School Information Handbook (formerly School Information Package) connects schools to information from the different service unites within the CBE. Moving from a predominantly print / paper format, an insite page was created this year with convenient features such as a calendar that users can connect with their Outlook calendars, a news section from which users can sign up to receive alerts, a feedback form for comments, questions or suggestions, and links to other important resources on insite.
https://portal.cbe.ab.ca/staffinsite/organization/schools/Pages/default.aspx

- With engagement across the organization, the content migration from the Staffroom to staff insite was completed. With over six million page views and 130,000 hits on our enhanced search engine, staff insite has become the primary source for employees to access the information they need to work effectively.

- A number of videos were created to support teachers, including training videos and EdTalks. Videos are a cost-effective way to reach an audience and bring communication messages to life. Viewers of the videos are encouraged to provide feedback, which is then used to shape future EdTalks video formats, topics and scripts. Videos created include:
  - copyright law
  - web 2.0 resources
  - blended learning using D2L
  - English language learning
  - instructional assessment
  - intensive French
  - bilingual education
  - planning for teachable moments
  - the "fourth R"
  - e-HR project training video

- Our visual identity standards, introduced in the fall, allow higher production volume and better quality using fewer resources.
  - Employees continue to embrace the visual identity standards and templates.
  - In 2010-11, Communication Services produced 118 print projects; in 2012-13, the same group of people produced more than 300 print projects.

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- The CBE web presence is being rebranded to comply with the visual standards (many sites have already been updated).
- Web designers developed and delivered online and classroom training to staff insite content owners and authors, building capacity across the organization to work directly and efficiently in this SharePoint-based solution.

Engage our Public

- Through the Educational Technology Advisory Group (ETAG), a multifaceted diverse group of stakeholders within education, community and industry have been purposefully engaged in providing input and feedback around CBE's initiative plans. These plans are related to the vision of Educational Technologies to support Teaching and Learning in the CBE in 2018: The Educational Technology Matrix as well as the CBE's Three Year Technology Plan.

- Better Together breakfast and launch of CTC at Lord Shaughnessy for partners and CBE staff – showcase innovation and high school transformation and importance of community support.

- 4 000 filled backpacks were donated to students for school start-up.

- 3 000 Cinderella dresses were donated – no girl was denied the opportunity to attend Grad.

- 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.

- Literacy events were supported at 10 schools which included community volunteer readers.

- Fine and Preforming Arts - Community partnerships, networking to build capacity as well as ensure the internal regulations and policies which support those relationships.

- Throughout the 2012-13 school year partnerships continued to support student learning. Examples of these include:

  - Galileo Network - continued the discussion of teachers as designers of learning; began a discussion on flexibility on schedules based on student need
  - Calgary Regional Consortium – provided, through grant funding, the opportunity for 120 teachers to attend over 15 mathematics sessions
  - Alberta College of Art – provided artists in residence within school settings
  - Learning Through the Arts (LTTA), EPCOR, Children's Festival – provided various learning opportunities throughout the year
  - Alberta Teachers Association – collaborated on an assessment book study for 45 participants

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- Teaming Up with Healthy Learners – comprehensive school health strategy, currently 125 CBE schools identify themselves as Teaming Up with Healthy Learners

- Turning Points Essay Contest

- Teaching Sexual Health (Alberta Health Services, Alberta Education, Edmonton Public Schools) – supports teachingsexualhealth.ca a resource for teachers.

- Two Technology Summit and Knowledge is Power programs for DHH students in elementary school, organized in collaboration with the Alberta Children's Hospital were held. Parents attended both events and the focus was prevention of bullying/teasing, developing advocacy skills, assistive technology use, and social skill development.

- Hands & Voices is a parent-driven organization. The CBE has been collaborating with parents of children who are Deaf and Hard of Hearing to establish an Alberta Chapter of Hands & Voices. Currently 3 CBE staff are on the Board of Directors.

- 1 600 Book Bags filled with books purchased through sponsors' donations were provided to CBE students.

- An expanded 2013 Community Report included a print version and a new website that allows communities to explore our organization and the progress we make toward achieving the Results. The website is updated on an ongoing basis. A 90-second video overview of the report was created in Arabic, French, Spanish, Urdu, Vietnamese, Chinese (Mandarin and Cantonese) and Punjabi.

- Efforts were made to improve public understanding of the CBE through all communication channels, the media and public engagement projects. Increased amounts of information were provided in multiple languages, to help families who may not speak English understand the CBE.
  Three stakeholder engagement projects, using various research methods, such as focus groups and interviews, were used to engage with parents, including online surveys presented in nine languages. These included:

  - Parent experience consultation: to identify ways the CBE can maintain effective ongoing communication with parents and school councils.

  - Research on choosing a kindergarten: to understand the process and influencing factors related to parents making kindergarten choices.

  - Reputation survey: to understand parent perceptions of the CBE and the key "drivers" of overall opinions.

- A small advertising campaign, developed with the media buying partner for Chinook Learning Services, MacLaren McCann, was initiated late August, 2012 to promote Encore CBE. This campaign was an exciting test opportunity for the CBE. Results were positive; contacts (phone calls, texts, e-mails) with youth/parents increased and web statistics increased substantially. In the spring we updated the Encore CBE website, reflecting the campaign creative and messaging. The website has been well received by our partners, parents and youth. Additional marketing support is being planned for the fall of 2013.

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- Communications Services handled more than 850 contacts from the news media in the last school year. The contracts results in more than 800 tracked news stories. By building media relations capacity in the Communication Services team and our spokespeople, we our growing in our ability to manage issues more effectively and engage with the media to tell good news stories.

- A software program called THOUGHTstream was piloted this year with the goal to increase parental/student engagement opportunities. Over 3000 participants used the program in three large projects. The program proved to be a valuable tool for public engagement.

- Forty public engagement sessions were facilitated across the district. These sessions largely revolved around program and school accommodation issues.

- All transportation forms were revamped to make them more user friendly for parents.

- CBE staff initiated and chaired a metro school board bus driver attraction and retention committee in response to bus driver shortage.
- CBE worked extensively with Honeywell and Alberta Infrastructure on operations concerns for all of our schools that are part of the School Alberta School Alternative Procurement strategy.
- CBE partnered with Calgary Catholic School District and The City of Calgary in putting on several public participation focus groups concerning after school usage. These are the same partners that participate with us on the Joint Use Coordination Committee and Site Planning Committees for the development of future and existing school sites.

Steward our Resources

- A process was established for reviewing and updating Administrative Regulations. This process also included the development of a new format for revised ARs. A Cross Functional review committee was created to provide for a systemic perspective on the process and revisions. Each Superintendent identified priorities for ARs requiring updates. Through the revision process, various forums were provided for internal stakeholder input such as focus groups and online surveys. Beginning with 167 ARs, 29 have been deleted, 8 have been revised and approved and 19 are currently in various stages of revision which should be completed in the fall. In August, work will begin on the second round of priority ARs.

- Development of the Three Year Information Technology Strategy and Action Plan which outlines how technology will work for the personalization of student learning, addressing competencies and the three E's of education for the 21st century: Engaged Thinker, Ethical Citizen with an Entrepreneurial Spirit. In addition, it is intended to describe a common vision and set of values for decision making, instructional and financial planning.

- Developed responsive resources to support schools, educators and students in leveraging educational technology in strategic and sustainable ways. The results were:

- Schools planning more effectively around acquisition, rollout, preparation and use of educational technology for the needs of their learners using the School Technology Template (STT) and Educational Technology Risk Assessment Framework (ETRAF).

- Educators learning and applying best practices about how to select, apply and maximize their use of technology and resources for learning through the Web 2.0 Guidelines, Online Professional Learning (OPL), webinars, Mobile Learning cohort, Libraries to Learning Commons (L2LC) supports, International Languages initiatives and other professional learning opportunities

- Ensuring that new and existing technologies are utilized, supported, maintained, and fostered by upgrading to Desire2Learn (D2L) v. 10, replacing the email system with Gmail, piloting Google Apps for Education, stewarding digital resources through the Collaborative Online Resource Environment (CORE), providing the system-wide Adobe software license, offering the SMART Educational Mentorship Program, improving the LAWN as part of the enhancement team, evolving Career Cruising to plan programming for students, organizing Assistive Technology licensing for schools, and facilitating ILC Outreach loans

- Enabling students and parents to exercise increased choice and use of educational technology through home purchase agreements around Read & Write Gold, Microsoft Office and Adobe software packages.

- The Board Minutes Scan Project was completed that essentially has digitized the 125 years of the organization's history as reflected through Board Minutes.

- 18 Fuel for School programs funded by donors provide breakfast for students in participating schools.

- The back-end infrastructure to support the encryption of hard disk drives and removable media was acquired, architected and implemented. Consistent with the CBE's data security and privacy obligations, the project acquired and is deploying a data encryption system that will work across both Macintosh and Windows platforms.

The project also seeks to support the organization in its ongoing efforts in educating users as to the importance of data protection and where data encryption fits within the overall CBE strategy for protecting sensitive information. Within this context, to date the following was achieved:

- A thorough business analysis was completed to determine the technical solution, using multiple focus groups that targeting approximately 200 CBE employees. Data gathered was crucial for informing the RFP's requirements and ultimately for guiding the solution selection and award.

- A successful proof-of-concept was completed prior to award.

- Rapid design, test build, and evaluation was completed immediately after the proof-of-concept which allowed the

- roll out to production devices to begin in mid-April, 2013.

- A pilot to 1 500 workstations was completed and mitigation solutions were identified and implemented where software / hardware conflicts were encountered.

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- Continued the rollout of web based technologies to reduce workload and enhanced infrastructure that improved performance and stability.
- Conducted review of the Student Information System that informed our SIS strategy in continuing effort to further reduce workload and create conditions to better serve the needs of the CBE.

- A Voluntary Organization Authorization Number (VOAN) number was secured to cover the cost of police checks for volunteers.

- Continued efforts to design, build and maintain reliable and resilient systems and IT infrastructure as reflected in the CBE's disaster preparedness response. Within this context the following was achieved:

  - A technology Disaster Recovery Framework and hybrid
  - High Availability / DR Model was developed
  - The CBE's Secondary Data Centre for resiliency and High
  - Availability was constructed (and ready in July 2013).
  - ITS' emergency response through training and numerous drills practices of Emergency Response Team procedures was matured (during routine technical incidents and problems and major technology incident handling).
  - On-call procedures and Emergency Response kits were developed, documented and implemented.
  - An interim Secure Socket Layer Virtual Private Network (SSL VPN) solution with planned migration to a full featured solution was developed and implemented an by summer 2013.

- An initiative to streamline contract administration to mitigate risk and align CBE business practices with external efficiency standards was undertaken.

- Environmental Stewardship is a major theme for CBE. This year 36 schools were added to our EcoSites initiative bringing the total to 151. Additionally 45 schools were involved in the Destination Conservation program. Other conservation accomplishments this year include:

  - Surpassing our 5 year goal of a 50% waste reduction across the entire district. This accomplishment was awarded the Environmental Achievement Award for Educational Institutions by the City of Calgary.
  - The EcoFootprint Calculator that was designed by CBE in conjunction with our partners the U of C and the City of Calgary was successfully piloted by a junior high school this year.
  - The successful development of a tool to analyze the energy performance of boiler projects.
  - Initiation of a CBE funded Carbon Off-Set Grant which supports school initiatives like outdoor learning spaces and living walls. The funding for these grants is sourced from funds brought to the school district by selling collective carbon offsets accumulated by making our district more energy efficient.
  - A pilot project for retro-commissioning a school that demonstrates preliminary energy savings.

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- Completion of a two different Energy Performance contracts involving a total of 54 schools. The utility consumption savings and carbon footprint reduction in these schools is significant.
- Initiation of work on the CTS Environmental Stewardship Learning Pathway.
- Initiation of a uniquely designed performance contract that will retrofit lighting in 46 schools ultimately saving millions of dollars and substantially reducing CBE's carbon footprint.
- The Education Centre and Safran North received gold certification under the Leadership in Energy and Environmental Design (LEED) program. Safran south received silver certification.
- Composting and paper towel recycling were implemented in the Education Centre and the Dr. Carl Safran building this year.

- The process by which schools can engage outside service providers to enrich the learning in the classroom was streamlined.

- A $50,000 Wellness Fund Grant was secured for comprehensive school health in 4 high schools, including professional development, resources, and student activities.

- CBE confirmed through a provincial review the ability of all school districts to charge fees for lunchroom and transportation, as long as the fees reflect unfunded costs.

- The second phase of the Integrated Workplace Management System Strategic Plan was developed and presented.

- CBE produced an industry first white paper entitled Extending Archibus Beyond Facilities.

- Portable Cameras were installed for quick surveillance in a number of sites. In a similar manner, Mosquito Anti-Loitering devices were installed with great success at schools as needed. These devices emit a high pitched sound which is within the audible range for people with very good hearing.
- In the 2012-2013 school year CBE caretaking and cleaning staff spent close to 1 million hours cleaning schools.
- The Three-Year System Student Accommodation Plan identifies student accommodation challenges for the 2013-2016 school years. It includes changes to be implemented for the 2013-2014 school year resulting from initiatives and engagements completed in the 2012-2013 school year and anticipated future challenges.
- 425 Infrastructure Renewal projects worth $27.3M were completed.
- 164 urgent/emergent building projects were completed.
- The transportation of CBE students is a major undertaking. During the 2012-2013 school year CBE transported 35,000 students a day using charter buses, taxis, handi-buses, and City Transit.
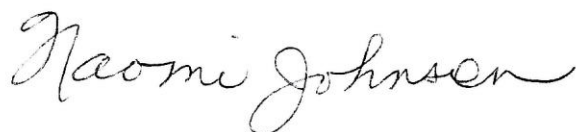
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- A number of facility upgrades were carried out in the 2012-2013 school year. Some examples of these include:

  - Introduction of commissioning to all new major mechanical projects.
  - Refinished 52 gym floors and re-sanded 8 others.
  - Interior painting projects valued $1.2M.
  - Major playfield renovations a 2 schools.
  - Several millwork projects valued at $170k.
  - Twenty four electrical and fire alarm projects.
  - Building envelope upgrades at 13 schools.
  - Interior upgrades at 14 school including lockers, flooring white boards and partitions.
  - Removed hazardous materials from 51 sites.
  - 5 major reroofing projects valued at $2.2M.

- Asset management tools for educational programs were developed for musical instruments and CTS equipment inventories.

- CBE's financial system, Oracle e-Business Suite, was upgraded in July 2012. At the same time, new functionality was introduced such as enabling users to order most supplies and services online, sub-ledger accounting, and enhanced reporting. Online requisitions, coupled with online receiving, create an efficient and effective internal control – ensuring that only valid charges for supplies and services received go through users' accounts. The e-Business Suite is being fine-tuned to serve the need of the system and reduce administrative workload.

- The Talent Management group within Human Resources underwent a number of changes in 2012. This year, a number of skilled recruitment employees joined the Talent Management team. A review of operational business processes was also undertaken. An external consultant was engaged to review business processes and workflows. Based on these recommendations, improvements were made to recruitment processes and reductions in cycle times were achieved.

- In early 2012, Human Resources undertook a significant project, eHR, to upgrade Oracle PeopleSoft HCM (PeopleSoft). This project was designed to upgrade the underlying technical system and more importantly, provide HR with the ability to deliver new services and programs to employees. Services enabled through the PeopleSoft upgrade include online recruitment; employee performance management; online time entry; and management of employee credentials, licenses, and certificates to ensure compliance. Additionally, a major effort was made to address the design and configuration challenges that arose from the initial PeopleSoft implementation. As a result of the eHR Project, Human Resources is positioned to roll out new services, improve data accuracy, and consider alternate ways of managing programs and systems delivery.

- CBE participates in the Alberta Partnerships in Injury Reduction (PIR) program through annual Certificate of Recognition (COR) Safety audits. The

PIR program allows the CBE to benefit from financial rebates. We obtained our initial COR certification in 2005 and subsequently recertified in 2008 and 2011. During the intervening years, there is a requirement to conduct maintenance audits. Due to our strong performance in the 2011 COR audit, we were allowed to complete an employee survey through the Safety Awareness Scorecard in order to satisfy our annual obligation in 2012. A successful survey was conducted and safety gaps were identified. An action plan to address identified gaps was implemented throughout the year thereby allowing the CBE to successfully meet its recertification requirements for 2012.

- In the 2012-2013 school year 100 safety inspections of high school and junior high / middle school construction, cosmetology, culinary arts and domestic foods labs were completed. In response, repairs on these facilities have been undertaken many of which are currently under way.

- Communication Services restructured to improve service to our schools, the system and our contribution to the success of the Three-Year Education Plan.

Naomi Johnson

NAOMI E. JOHNSON
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENT I: Early Years Evaluation – Teacher Assessment (EYE-TA)

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.