

public agenda

Regular Board Meeting

September 17, 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	
	3 Awards and Recognitions		GC-3	
	4 Results Focus			
15 mins	4.1 School Presentation – Varsity Acres School	J. Everett	R-2	
30 mins	4.2 R-1: Mega Result – Reasonable Interpretation	N. Johnson	R-1	Late Distribution
	5 Operational Expectations			
	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	
	8 Board Consent Agenda	Board	GC-2.6	
	8.1 Approval of Minutes			Page 8-12
	<ul style="list-style-type: none"> ▪ Regular Meeting held September 3, 2013 (<i>THAT the Board approves the minutes of the Regular Meeting held September 3, 2013.</i>) 			



Time	Topic	Who	Policy Ref	Attachment
	8.2 Correspondence <i>(THAT the Board receives the correspondence for information and for the record.)</i>		OE-8	Page 8-1
	8.3 Governance Culture and Board/Chief Superintendent Relationship Governance Policies – Board of Trustees' Annual Self-Evaluation <i>(THAT the Board approves the Board of Trustees self-evaluation report as developed during the evaluation workshop of September 10, 2013 and that it be provided as recommendations for the upcoming Board of Trustees.)</i>		CG-2,5, B/CSR 1-5	Page 8-8
	9 Chief Superintendent Consent Agenda	Board	GC-2.6	Page 9-1
	9.1 Chief Superintendent Update <i>(That the Board receives the update for information.)</i>		OE-8	
6:00 p.m.	10 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

Reasonable Interpretation Results 1: Mega Result

Date	September 17, 2013
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Naomi E. Johnson, Chief Superintendent of Schools
Purpose	Decision
Originator	Naomi E. Johnson Chief Superintendent of Schools
Governance Policy Reference	Board/Chief Superintendent Relationship B/CSR 5: Chief Superintendent Accountability Operational Expectations OE-8: Communication With and Support for the Board
Resource Person(s)	Ronna Mosher, Director, Office of the Chief Superintendent

1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves the reasonable interpretation of Results 1: Mega Result.

2 | Issue

Board of Trustees' governance policy B/CSR 5 states the "Board will acquire monitoring data on *Results* and *Operational Expectations* policies by one or more of three methods." One of these methods is "by *Internal Report*, in which the Chief Superintendent submits information that certifies and documents to the Board compliance or reasonable progress;"

Board of Trustees' governance policy OE-8: Communication With and Support for the Board asks the Chief Superintendent to "submit required monitoring data in a thorough, accurate and understandable fashion, according to the Board's annual work plan



schedule, and including both Chief Superintendent interpretations and relevant data to substantiate compliance or reasonable progress.”

3 | Background

The Mega Result of the Calgary Board of Education is the Board of Trustees' overarching statement of purpose for the organization and the value it offers students and the community. This overarching statement is further articulated through the specifics of Results 2: Academic Success, Results 3: Citizenship, Results 4: Personal Development and Results 5: Character. The annual monitoring of Results 2, 3, 4 and 5 is understood to collectively address the responsibilities of the organization toward fulfilling its overall result (Results 1: Mega Result).

4 | Conclusion

The attached report presents a reasonable interpretation for Board of Trustees' approval for Results 1: Mega Result.



NAOMI E. JOHNSON
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENT I: Reasonable Interpretation of Results 1: Mega Result

GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

Governance: Defining values in policy that establish the vision and *Results* to be achieved by students. Defines organizational performance of the district's employees, holding them accountable for that stated standard of performance.

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.

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.

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.

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*.



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.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to affirm public education's commitment to the development of every individual learner and its contribution to their lifelong pursuit of knowledge, wisdom, contribution and fulfillment.

The Chief Superintendent interprets *each student, in keeping with his or her individual abilities and gifts*, to mean every individual learner and the diverse capacities, experiences, aptitudes and goals they present.

The Chief Superintendent interprets *will complete high school with a foundation of learning necessary to thrive in life, work and continued learning* to mean that at the end of their education within the Calgary Board of Education students will have acquired the academic, personal, civic and ethical accomplishments and capacities¹ they need to access, participate in, and find fulfillment within their communities and desired futures.

September 17, 2013

Attachment

¹ As articulated in Results 2: Academic Success, Results 3: Citizenship, Results 4: Personal Development and Results 5: Character. The annual monitoring of Results 2, 3, 4 and 5 is understood to collectively address the responsibilities of the organization toward fulfilling its overall result (Results 1: Mega Result).



Calgary Board
of Education

report to Board of Trustees

Correspondence

Date	September 17, 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:

- Letter dated July 8, 2013 from Pat Cochrane, Board Chair to Naheed Nenshi, Mayor, City of Calgary providing a copy of the CBE Three-Year School Capital Plan 2014-2017.
- Letter dated July 8, 2013 from Pat Cochrane, Board Chair to Hon. Jeff Johnson, Minister, Alberta Education and Hon. Wayne Drysdale, Minister, Alberta Infrastructure regarding the CBE Three-Year School Capital Plan 2014-2017.
- Letter dated July 9, 2013 from Hon. Jeff Johnson, Minister, Alberta Education and Hon. Wayne Drysdale, Minister, Alberta Infrastructure to Pat Cochrane, Board Chair acknowledging receipt of the CBE Three-Year School Capital Plan 2014-2017.
- Email #61 dated July 30, 2013 from Jacquie Hansen, President, Alberta School Boards Association to Board Chairs regarding Regulatory Review Survey.
- Email #62 dated August 7, 2013 from Jacquie Hansen, President, Alberta School Boards Association to Board Chairs regarding the Task Force on the Transformation of School Board Governance.

Attachments: Relevant Correspondence





www.cbe.ab.ca

Board Chair
Pat Cochrane Wards 8 & 9

Vice-Chair
Lynn Ferguson Wards 3 & 4

Joy Bowen-Eyre Wards 1 & 2
Pamela King Wards 5 & 10
George Lane Wards 6 & 7
Sheila Taylor Wards 11 & 13
Carol Bazinet Wards 12 & 14

July 8, 2013

His Worship
Mayor Naheed Nenshi
City of Calgary
P.O. Box 2100, Station M
Calgary, Alberta T2P 2M5

Dear Mayor Nenshi:

The Calgary Board of Education has sent a letter to the Honourable Jeff Johnson, Minister of Education, and the Honourable Wayne Drysdale, Minister of Infrastructure, identifying the approval of the Calgary Board of Education's (CBE) *Three-Year School Capital Plan 2014-2017*. We consider the capital plan to be a thorough and comprehensive document and I encourage you to review the plan to see growth and development pressures facing the CBE. Please find enclosed the *Three-Year School Capital Plan 2014-2017* for your records and use.

The CBE's Robert Thirsk High School in the northwest is expected to open in September for the 2013-2014 school year. On May 1, 2013, the Province announced the approval of six CBE schools that are expected to open in the 2016-2017 and 2017-2018 school years.

There is City of Calgary (the City) information contained in the plan related to Calgary's socio-economic forecasts, as well as Calgary's growth and development. The CBE has included a section related to "*Collaborative Initiatives with The City of Calgary*" and these are included on page 20.

I would like to take this opportunity to thank the City staff that work with the CBE on an ongoing basis. The work with the Joint Use Planning Committee and the Site Planning Sub-Committee are important to ensure the work of the CBE and the City is coordinated in a manner which addresses the needs of the citizens of Calgary.

Should you have any questions pertaining to the CBE's *Three-Year School Capital Plan 2014-2017*, please contact me at 403-817-7932.

Yours truly,

Pat Cochrane, Chair
Board of Trustees

pc: Frank Coppinger, Superintendent, Facilities and Environmental Services
Eugene Heeger, Director, Capital Planning and Development
Brent Hughes, Manager, Capital and Urban Planning Services
Matthias Tita, Director, Land Use Planning & Policy, City of Calgary



www.cbe.ab.ca

Board Chair

Pat Cochrane Wards 8 & 9

Vice-Chair

Lynn Ferguson Wards 3 & 4

Joy Bowen-Eyre Wards 1 & 2

Pamela King Wards 5 & 10

George Lane Wards 6 & 7

Sheila Taylor Wards 11 & 13

Carol Bazinet Wards 12 & 14

July 8, 2013

Honourable Jeff Johnson
Minister of Education
424 Legislature Building
10800 - 97 Avenue
Edmonton, Alberta
T5K 2B6

Honourable Wayne Drysdale
Minister of Infrastructure
324 Legislature Building
10800 - 97 Avenue
Edmonton, Alberta
T5K 2B6

Dear Mr. Johnson and Mr. Drysdale:

RE: Calgary Board of Education's Three-Year School Capital Plan 2014 - 2017

At the Regular Meeting of the Board of Trustees of the Calgary Board of Education (CBE) held on May 28, 2013, the following resolution was passed:

"THAT the Calgary Board of Education's Three-Year School Capital Plan 2014-2017 be approved and referred to Alberta Education".

Enclosed are two copies of the report: *Three-Year School Capital Plan 2014-2017*, which constitutes the CBE's capital requests for the fiscal years 2014-2017. Copies of the *Project Application Forms* have been submitted electronically through the *BLIMS Web Application Program*.

The combined priorities for Year 1 consist of 11 new school construction projects and 14 major modernization projects for a total estimated cost of \$453 million. These projects are listed on Table 3 (page 33) of the attached report.

Christine Meikle School is a unique setting for severe and complex student needs and is the first new construction priority. The school is currently in a leased space that does not fully meet their needs and a long-term dedicated facility is required for the school program in a new school.

Panorama Hills and Tuscany are the next two new construction priorities. Although these are the second elementary schools for these communities, each of the communities has essentially a full school of students being bussed out of the community.

The top priority modernization project is the Aboriginal Family School at Harold W. Riley School. The next two priority modernizations are at Jack James High School and Bowness High School for the Career and Technology Studies program.

The CBE requests that the Minister of Education, together with the Minister of Infrastructure, approve the CBE's *Three-Year School Capital Plan 2014-2017*.

Should you have any questions pertaining to the CBE's *Three-Year School Capital Plan 2014-2017*, your department may contact Mr. Frank Coppinger, Superintendent, Facilities and Environmental Services at 403-214-1202 or Mr. Brent Hughes, Manager, Capital and Urban Planning Services at 403-214-1090.

Thank you in advance for considering all our requests for school capital construction projects.

Yours sincerely,

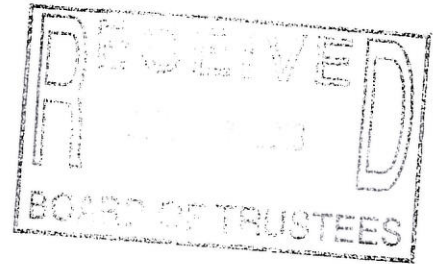


Pat Cochrane, Chair
Board of Trustees

pc: Naomi Johnson, Chief Superintendent of Schools
Avi Habinski, Director, South, Education
Judith Wright, Director, Learning Facilities South, Infrastructure
Frank Coppinger, Superintendent, Facilities and Environmental Services
Eugene Heeger, Director, Capital Planning and Development
Brent Hughes, Manager, Capital and Urban Planning Services
Robert Ashley, Manager, Architectural and Engineering Services



Office of the Minister
MLA, Athabasca-Sturgeon-Redwater



AR80791

JUL 09 2013

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

Dear Ms. Cochrane:

Thank you for submitting your updated three-year capital plan for 2014-2017. The updated capital plans from all Alberta school boards will be considered in preparation for the next round of school capital announcements. These announcements are anticipated to occur in fall 2013 and will be the next step in fulfilling Premier Alison Redford's commitment of 50 new and replacement schools and 70 modernizations of existing schools.

We appreciate the efforts that many school boards have made in pursuing partnership arrangements for their school capital projects. We would like to reiterate our desire for, and support of, arrangements that promote multi-use school facilities and engagement with the community.

We understand that not all school boards may have been able to fully explore partnership possibilities for the projects identified in the 2014-2017 capital plans. Please be aware that these plans can be updated or revised at any time, and we encourage you to do so as new partnership opportunities arise. Information regarding these types of opportunities and arrangements will be a consideration in the prioritization of capital projects for funding approval. In addition, we expect that school boards will make every effort to ensure that any already approved capital projects for new and renovated facilities will utilize partnership and multi-use opportunities to the fullest extent possible.

We appreciate your assistance and commitment in ensuring that schools in Alberta are the hub of their communities.

Sincerely,

Jeff Johnson
Minister of Education
MLA, Athabasca-Sturgeon-Redwater

Wayne Drysdale
Minister of Infrastructure
MLA, Grande Prairie-Wapiti

From: Jacquie Hansen [<mailto:jhansen@gsacrd.ab.ca>]
Sent: Tuesday, July 30, 2013 11:48 AM
To: Jacquie Hansen
Subject: Board Chairs Email #61 - Regulatory Review

Dear Colleagues,

Please find below a message from the chair of the Regulatory Review Committee, MLA Maureen Kubinec, advising us that the Regulatory Review Survey is now up and running on the Alberta Education website. All of the regulation-making powers in the new Education Act will be reviewed and so this is an excellent opportunity for trustees and school boards to provide feedback.

A reminder that public and stakeholder consultations for this review will take place over the next several months, beginning now with a series of online surveys. In October, a series of meetings will be held across Alberta (see Board Chairs email #60). These meetings will focus on topics of interest to a wide range of organizations and individuals. Written submissions will also be accepted.

More information can be found at the link below.

I urge everyone to participate in this extremely important review.

Thanks everyone,
Jacquie

On behalf of the Minister's Education Act Regulatory Review Committee, thank you for your support of the Regulatory Review consultation process. Today marks the launch of the first phase of online consultations.

As discussed at the June 26 meeting, we hope that you and your members will take part in the survey and help us align Alberta's education regulations with Inspiring Education and the Education Act.

The survey is hosted on Alberta Education's Engage website at <http://ideas.education.alberta.ca/engage/current-initiatives/educationactregulatoryreview/> It will be available through the remainder of the summer and until the end of October 2013. Please share information on the online survey through your organization's communications channels.

The committee looks forward to connecting with you further in early fall regarding the next phase of online consultations and face-to-face meetings across the province.

Thank you.

Maureen Kubinec, MLA for Barrhead-Morinville-Westlock
Chair of the Minister's Education Act Regulatory Review Committee

Jacquie Hansen
President, Alberta School Boards Association

From: Jacquie Hansen [jhansen@gsacrd.ab.ca]
Sent: Wednesday, August 07, 2013 9:22 PM
To: Jacquie Hansen
Subject: Board Chairs Email #62 - Public input to governance task force

Good evening colleagues:

As you are aware, the ASBA recently established a Task Force on the Transformation of School Board Governance. The Task Force is examining ways in which school board governance can adapt to meet the challenges of the future. A key area being examined is how school boards can reinforce their role as "local governments". The Task Force is expected to report at the ASBA Fall General Meeting.

The Task Force is chaired by me, and also includes :

Vice President Cheryl Smith

Dr. Emery Dosdall – former superintendent of Edmonton Public Schools and former Deputy Minister of the British Columbia Ministry of Education;

Dr. Mike Percy – former Dean of the School of Business at the University of Alberta, and one of the founders of the Canadian Corporate Governance Institute

Mr. Bob Hawksworth, former councillor for the City of Calgary and former President of the Alberta Urban Municipalities Association;

Mr. Dave Price, Chair of the Golden Hills School Division

Ms. Nan Bartlett, Chair of the Peace River Public Schools and Chair of ASBA Zone 1

Ms. Mary Martin, Chair of Calgary Catholic Schools

I just wanted to remind you that in addition to seeking the views of school boards, and school trustees, on the transformation of school board governance, the Task Force is also seeking the views of Albertan's on this important subject. To that end we have today posted a link to an on-line "Thoughtstream" survey on the ASBA web site. The survey can be accessed from there or it can be found at http://www.asba.ab.ca/school_board_governance.asp

The Task Force would appreciate very much it if you could also post a link to the survey on your district web site and encourage participation by your community.

If you have not already completed the survey yourself, I would encourage you to do so by linking to the survey at: . <http://thotstr.ca/M4qtsCkJqV7J> I urge you to use this link to access the survey– as it will identify you as a school trustee, thus keeping your answers independent from those of the general public.

As we are now well into August – summer is at it's height and will soon be waning, Take time to enjoy the wonderful opportunities these last days of summer bring for all of us – as the excitement and challenges if a new school year are not far off!

Warm regards,

Jacquie

Jacquie Hansen
President, Alberta School Boards Association

report to Board of Trustees

Governance Culture and Board/Chief Superintendent Relationship Governance Policies - Board of Trustees' Annual Self-Evaluation

Date	September 17, 2013
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
Purpose	Decision
Originator	Pamela King, Trustee and Chair, Board Evaluation Committee Pat Cochrane, Trustee and Member, Board Evaluation Committee
Governance Policy Reference	GC-2: Governing Commitments GC-5: Board Committees B/CSR 1-5: Board/Chief Superintendent Relationship Policies

1 | Recommendation

- That the Board approves the Board of Trustees' self-evaluation report as developed during the evaluation workshop of September 10, 2013 and that it be provided as recommendations for the upcoming Board of Trustees.

2 | Issue

The Board of Trustees' Governance Policy GC-2 Governing Commitments, stipulates that "2.3 *The Board is responsible for its own performance, and commits itself to continuous improvement. The Board regularly and systematically will monitor all policies in this section*" [Governance Culture]...

Similarly, each of the Board/Chief Superintendent Relationship Policies requires that the monitoring method will be "Board Self-Assessment".



3 | Background

“The board has identified in its Governance Culture policies its values about how it should do its work, and in its Board/Chief Superintendent Relationship policies how it will interact with its CEO. These policies actually are operational standards for board behaviour. As such, they provide a logical basis for the board to effectively monitor its own performance.”¹

The Board of Trustees is committed to self-evaluation through the annual monitoring of its governance culture policies. In governance culture policies, the Board describes standards of group and individual behaviour to which it agrees to hold itself. In addition, the Board commits to annual self-assessment of its relationship with its only employee, the Chief Superintendent.

On September 10, 2013, board members and the chief superintendent met with facilitators to complete the annual review process. The work was undertaken with attention to the detailed values and standards for performance established by the Board in its Governance Culture policies and its Board/Chief Superintendent Relationship policies.

The following policies were reviewed:

- Governance Culture Policies 1 through 9; and
- Board/Chief Superintendent Relationship Policies 1 through 5

4 | Analysis

The Calgary Board of Education Trustees met on September 10, 2013 to conduct its annual self-assessment and to develop performance improvement recommendations for the next Board of Trustees following elections in October.

Trustees acknowledged that the current Board is performing very well in a number of areas, based on a comparison of actual performance against standards reflected in the Board's Governance Culture policies. The exercise followed by the Trustees required them to focus primarily on those areas where Trustees believed improvement could be achieved.

The following represents the Trustees' recommendations for the next Board's consideration.

1. GC-2.2: The next Board is encouraged to take very deliberate steps to develop a culture that recognizes the value of the Board as a whole, and builds universal agreement among members that a unified body can best provide leadership.

2. GC-2.3: The next Board is encouraged to faithfully debrief its meetings in order to provide immediate appropriate feedback to the entire Board, the Chief Superintendent and to the Chair on the positives and items that need improvement observed during the meeting.
3. GC-2.5.c, d, e, and f: The Board encourages the next Board to agree on the role of the Chair and the authority the Chair has to maintain order during meetings. Trustees agreed that the Board must be diligent in beginning its deliberation of each matter with a formal motion in order to focus the discussion. Trustees are expected to provide policy context and full information about issues they want the Board to spend time discussing, and to honor individual members' interest in discussing matters presented with adequate context and information. As a demonstration of courtesy to other members, such matters as a rule should be presented first to the Board as opposed to media or to the public. Individual members are encouraged to pay close attention to body language and facial expressions and how they demonstrate reaction to other members. Outside observers and self-monitoring could be helpful to members as they assess their own individual behaviors during meetings. Trustees encourage the new board to maintain its new seating arrangement believing that it has had a positive effect on the quality of discussion and deliberation.
4. GC-3.3: The Board agreed that the next Board should pay careful attention to its commitment to maintain two-way dialogue with its owners and stakeholders. The Board agreed that its primary dialogue focus is external, helping the community to understand and support district challenges and efforts as well as informing the Board about owner expectations.
5. GC-7: The members believe that a Code of Conduct for board and members must exist – and in fact their work has been achieved in advance of the Education Act requirement for boards to adopt such a code in the near future. The Board was united in encouraging the next Board to revisit the entire policy, and either reaffirm it or modify it to reflect the values of the next Board and achieve compliance by members with those values.
6. GC-9: The next Board is encouraged to review and revise the policy on Process for Addressing Board Member Violations to assure it is logical, respectful, understood and can be undertaken when necessary.
7. B/CSR-4.4: The next Board will need to thoroughly understand the value of the Board respecting and supporting the Chief's Reasonable Interpretation of policies in order for the Chief to proceed safely in her work. The basic value for board discussion is to determine and affirm when direction has been given to the Chief.



Answer: when the Board has voted and the majority has made a decision. Additionally, the next Board must agree on when and how any proposed administrative change to a Reasonable Interpretation should be brought back to the entire Board for approval and prior to the next monitoring.

5 | Conclusion

Self-assessment is a valuable process that allows the each board member to examine each of its policy statements, and whether it has, in fact, complied with what it said it would do. The process of completing the self-assessment in a facilitated retreat setting allows members to talk openly and candidly about their observations of the board's and individual members' behaviour and whether they meet the standards set in policy. The purpose of the assessment is continuous improvement, and each evaluation will provide a baseline for future Board assessments, so that the Board can assess if, in fact, it is achieving continuous improvement. It is sincerely hoped that the noncompliant provisions of policy become the basis for future board discussion and commitment to corrective action.



report to Board of Trustees

Chief Superintendent's Update

Date	September 17, 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.



Office of the Chief Superintendent

Calgary Flooding – June 2013

In June 2013, Calgary experienced unprecedented flooding that resulted in a city-wide state of emergency. During this time, many decisions were made very quickly. Some of these decisions affected our entire system; some impacted a single community. Throughout the flood and in the weeks since, the Calgary Board of Education has worked with various groups to make decisions that put our students, their safety, and their learning first.

The CBE is an active member of the CEMA (Calgary Emergency Management Agency) team. While the city was in a state of emergency, we had representatives at the CEMA headquarters around the clock. In times of emergency, it's important to follow the direction of CEMA, and many of our early actions were made in collaboration with CEMA, the City of Calgary, Calgary Police Services and the Calgary Fire Department. Decisions such as closing schools and CBE offices were made with the goal of keeping as many Calgarians safe at home and off the roads.

CEMA acted as the single voice in the early days of the flood, ensuring the messages to the public and the media did not get confused or lost. Instructions from the Mayor and CEMA leadership indicated that all messages during the early stages of the emergency should be carried by CEMA spokespeople, which included the Mayor himself. By channelling CBE updates and information through CEMA, our messages reached more people, more quickly.

CEMA partners played an important role in helping the CBE access and assess schools and buildings in flood-affected zones during the city-wide state of emergency. We were able to evaluate each building and plan for required action with their assistance.

The CBE also assisted CEMA and the City of Calgary by providing space in many of our facilities for use as information centres, reception centres, flood aid distribution locations and emergency shelters. Our people assisted with volunteer efforts throughout the flood and afterwards, as the city began to move forward, CBE staff and students continued to assist with service, time and donations.

Many of the decisions made during the flood's first few days were made by CBE's senior leadership team. This included decisions about personnel, logistics, facilities and human resources matters. Through CBE channels, such as the website, staff insite, email, the public information line and media releases, we provided information on busing for students writing diploma exams, information on when to report to work and when to stay home, and reassurance that CBE employees would be paid for their time as normal, even if they were unable to report to work at their usual office.

CBE Communications was able to respond to questions in a timely manner from employees, students and the public through the media line and the public information line. Through this dialogue, many helpful suggestions were made, including a suggestion to translate some of our messages into the languages most commonly spoken by CBE families. Important messages about school closures and exams were translated and posted online, allowing more of our diverse public to access and understand updates about their schools. Trustees were kept informed by regular email updates, and were instrumental in helping answer parent and public questions.

The CBE also worked very closely with the Calgary Catholic School Board to make decisions consistently between our systems. The decision to keep all of our schools closed from June 24 – 26, and opening again for one final morning on June 27 was made together, with the best interests of our students and staff in mind, as well as the critical need to continue to follow directions from CEMA. Ensuring that all public schools in Calgary followed the same process and presented the same information helped avoid confusion and allowed us to capitalize on both Board's communication channels to get the word out to as many Calgarians as possible, as quickly as possible.

We continue to be very grateful for the support of the Government of Alberta, including Alberta Education, during the flood. When we needed to make decisions such as closing schools, cancelling the remaining Provincial Achievement Tests or allowing students to either write their diploma exams or accept their teacher-awarded marks, their support was critical. These decisions alleviated stress for many of our students and families. The Government of Alberta's confidence in our decisions and belief that we were doing all that we could to make the best of this incredibly challenging situation made a difference to us during a very stressful time.

The Government of Alberta continues to provide support to CBE students and all other school districts affected by the floods by helping to coordinate resources to expedite insurance claims, hire contractors to build and install the modular school units, and provide supports for students, staff and families, such as mental health support and training. The CBE participated in weekly teleconference meetings with Alberta Education Zone 5 representatives, as well as representatives from other impacted school districts, including Foothills, Christ the Redeemer, Calgary Catholic and Canadian Rockies. These conversations were useful to help us plan together, to share resources and ideas, and provide regular updates on our work.

Our flood-affected facilities have had visits from representatives from Alberta Education, including the Minister of Education, Alberta Infrastructure and the Assistant Deputy Minister.

Our schools and communities also have an important role to play in decision making. Early in July, when we knew that two of our school buildings had sustained significant damage, parents articulated their priorities which helped us to focus our attention on the best possible solution.

Parents from Elbow Park School and Rideau Park School met with several CBE employees, including Naomi Johnson, Chief Superintendent of Schools, on Tuesday, July 9. Education Minister, the Honourable Jeff Johnson, also attended the meeting and stayed to hear comments and questions from parents.

At that time, few details were confirmed, but we were hopeful that Rideau Park School would reopen in September. We also began to prepare to accommodate students from Elbow Park School elsewhere while their school building is assessed, repaired or rebuilt.

We continued to meet with parents throughout the months of July and August, in small stakeholder groups and in larger community meetings. During these meetings, we learned of parent priorities. We heard that it is important to keep students from each school together and that, if possible, any temporary accommodation should be within the community.

The Government's quick response to our need to accommodate students at Elbow Park School for the next two years with their offer of 12 modular school units is appreciated and we are looking forward to welcoming students to their temporary school very soon.

CBE staff also met with community associations over the summer. We heard from community members and community associations, as well as City of Calgary Aldermen, that we needed to consider several things with placement of the modular school. We heard many suggestions that will help make this solution work for everyone. We know that traffic and safety is a concern, and we continue to look at options such as staggering start times, parking solutions, and offering busing for Elbow Park students to their modular school.

Throughout the summer, we have been moved by the support that our students and our staff have received; from offers of donations of time and supplies to the organization of fundraisers. We've heard comments of support and great suggestions to problems we hadn't considered. We encourage everyone to continue to work together as a community and continue to provide your ideas and solutions. The road to full recovery is long, and we have a lot of work ahead of us. With this support, we are confident that Rideau Park School will continue to thrive in their repaired building and Elbow Park School will open again for students; both schools better than ever.

I would like to take this opportunity to thank everyone at the CBE who was involved in this work. Superintendent Frank Coppinger and his staff in Facilities and Environmental Services; Richard Peter and CBE Communication Services, Cathy Faber and Information Technology staff, the staff in the Chief Superintendent's Office and every other CBE employee who worked very hard to ensure we could focus on student learning. Their work is sincerely appreciated.

Global Learning

A new course – Arabic Language and Culture 15, is currently underway. The course will be offered at Ernest Manning High School and open to all Area IV students in February 2014.

Administrative Regulations Revisions and Deletions

As we progress through the process of reviewing our current Administrative Regulations, several have been identified for revision and others for deletion. Most recently, there are two administrative regulations that have been revised and four which have been deleted. The following changes have been made and came into effect on July 2, 2013:

AR 3027 Off-site Activities	Revised – to reflect current guidelines and expectations for off-site activities.
AR 1090 Student Accommodation Planning Process	Revised- to clarify the processes for communication and decision making.
AR 3012 School Libraries	Deleted – some of the identified processes and resources no longer exist.
AR 3041 Closing Exercises	Deleted – protocol for inviting guests is outlined elsewhere.
AR 6075 Students' Council	Deleted- identified practices are narrow as currently, numerous opportunities exist for students at all levels to participate and have voice.
AR 6090 Student/Faculty Committees	Deleted - identified practices are narrow as currently, numerous opportunities exist for students at all levels to participate and have voice

Quarterly Update on Records Management

BACKGROUND

At the Board of Trustees' meeting on January 24, 2012, administration was directed to provide quarterly updates to the Board regarding the Calgary Board of Education's progress to address records management and retention issues. The following update is the fifth report presented in response to this directive.

Quarterly reports reference Generally Accepted Recordkeeping Principles as a means of contextualizing the work and overall progress. The Principles are an industry standard that forms the basis for the Corporate Records Management Program. Following are the Principles of Records Management:

- Accountability
- Transparency
- Integrity
- Protection
- Compliance
- Accessibility
- Retention
- Disposition

QUARTERLY UPDATE

Principle of Accountability

Administrative Regulations

The Administrative Regulations related to Student Information and Archives are progressing through the Administrative Regulation Review Process and once completed the updated versions will be implemented and communicated system-wide.

Benefits

Existing versions of AR6024 and AR1042 are outdated and require revision to reflect policy, clarify responsibilities and assist with achieving enhanced compliance.

Official Student Record Folder

The work of the focus group culminated in the development of a proposed Official Student Record (OSR) Folder for use within the Calgary Board of Education. In addition, detailed specifications related to the folder's design and construction have been developed and documented. Together the latter were used to prepare draft requirements for a Request for Proposal that, once funding has been secured will be posted to the Alberta Purchasing Connection site.

The purpose of this procurement would be to centrally acquire the standardized Student Folders to take advantage of bulk purchasing and then work with schools to develop plans to introduce and transition to the standardized student folder.

Benefits

The efforts related to the Official Student Record Folder are designed to improve and enhance efficiency and liberate resources from duplicated efforts thereby allowing such time and efforts to be better spent on other school and administrative tasks. At the same time, it is imperative that we build measurable compliance into our new processes.

Principles of Retention and Disposition

Offsite Storage of CBE Records

The focus on Retention and Disposition has continued. Following discussions with and assistance from the offsite vendor an accelerated transfer process was devised that will still maintain the integrity of records and associated data and systems. As at August 31, 2013:

- 15,796 cubic feet (or 13,163 boxes) of records had been transferred to the offsite vendor's storage site, and
- 3,842 cubic feet (or 3,202 boxes) of records had been transferred from H.W. Riley to the offsite vendor's storage site. The transfer of these records meant that all records previously housed at H.W. Riley have been relocated

Benefits

- Provides the means and opportunity to refocus the CBE's Records Management program from a purely warehousing function to one that supports students, teachers and the community by more broadly administering the Records Management Program.
- Provides facilities more appropriate for the maintenance of semi-active and inactive records (primarily fire suppression, enhanced security and protective racking to shield physical boxes from damage).
- Addresses overcrowding at the CBE's onsite facilities together with related occupational safety concerns.

Archives Physical Infrastructure Requirements

Building on initial floor layouts developed by Communications Services, Capital Planning and Development was engaged and in conjunction with key Records Management staff created a 3D conceptual design of the area that included options for re-purposing the existing Records Centre space to include facilities to house a formal CBE Archives.

In addition, comments, feedback and next steps guidance was solicited from Cathy Faber, Superintendent and CIO during a session held in the third quarter to present the conceptual designs.

Requirements for storing, managing and resourcing Archives

Although very preliminary in nature, the thinking and conceptual design for the re-purposing the existing Records Centre space to house a formal CBE Archives envisioned will devote adequate space (both storage and display) for the CBE's existing archives along with expected growth. In addition, the concept envisioned that archival efforts would be stewarded by a qualified Archivist and that any excess resourcing needs could be aligned with community volunteering opportunities.

In the interim and with the objective of enhancing staff capacity in the specialized area of archives, one member of the Records Management team attended a six day intensive, immersion-style course organized by the Archive Society of Alberta.

This program introduced the fundamentals of archival science and explored them in order of their place within the archival process. Each component built upon the previous one until the entire process of acquisition, appraisal, arrangement, description, preservation and access were covered and their intricate inter-relationships revealed (Archive Society of Alberta).

Benefits

Records are needed to document the activities and history of the organization. There is the need to preserve the historical record so that future generations can understand what happened, why it happened and the impacts made on society. Past students, administrators, educators, veterans, immigrants, family historians, researchers and scientists, among many others, depend on the availability and preservation of Archives. Therefore, retaining records of enduring value is at the heart of meeting the CBE's fiduciary archival responsibilities.

Principle of Protection and Accessibility

Technology – Records Management application and Records Management Solution Investigation

Addition enhancements and tweaks were made to the Records Management software to better support the integration with offsite storage vendor's software. Further system enhancements are envisioned although these will be explored once the transfer to offsite storage has been completed.

In keeping with the organization's longer term plans of having a technology solution to facilitate enterprise-wide management of document and records, during the school year one member of the Information Technology department attended a two day workshop that covered essential elements for successfully implementing an Electronic Document and Recordkeeping Management System (EDRMS). This workshop also examined SharePoint 2010 within the context of electronic record keeping.

Benefits

The CBE must be able to retrieve and effectively manage all documents and records under its control regardless of custody arrangements that arise from offsite record storage.

Principles of Integrity and Transparency

Training and Awareness

Site visits and Record Management consultations and training sessions were provided to the following Schools and Service Units since the last report:

Onsite Training to Schools	Onsite Training to Administration
University School	Chinook Learning Services
Patrick Airlie School	Administration Facilities @ Highfield
Cambrian Heights School	Corporate Secretary's Office
John G. Diefenbaker	Legal Services
Belfast School	Administrative Assistants to the Board of Trustees
Area IV, Town Hall - 26 Administrative Secretaries from 20 Schools	
Pineridge School	
Queen Elizabeth High School	
W.H. Cushing Workplace School	
Mayland Heights School	
Olympic Heights School	
Captain Nichola Goddard School	



Benefits

In order for Records Management practises to be adopted and become standard organizational practise, they must be supported by on-going training and appropriate communications. In particular, new understandings and processes often require targeted training and specific communication to employees to build the foundations for achieving a mature RM program.

Principle of Compliance

Records Management Audit

Following from the information in the last quarterly report, two responses to the Record Management Audit, Request for Quotation (RFQ) were received and an award was made to WesternIM in April 2013.

Moreover, during the period June 10th and June 14th, 2013 the audit was conducted by a Records Management profession with more than 35 years of experience. Consistent with the sample size used for internal financial audits, thirteen (13) schools that covered all Areas and all Divisions were selected to participate in this first annual Records Management audit. In addition, to ensure that insights were garnered about the evolution and movement of records, schools that defined feeder sequences were also included in the selected sample.

A comprehensive Audit Report is being finalized and once complete will be presented to Superintendents and shared with Area Offices and Schools.

Benefits

The Records Management Audit will assess compliance with Generally Accepted Record Keeping Principles and internal policies and protocols. In addition, the audit will provide important insights into the level of awareness that CBE staff have regarding records management in general and elements of record classification and retention in particular.

This first Audit will permit benchmarking and annual progress comparisons that could be important for measuring program success as well as for identifying areas for improvement.

Legal Services

EducationMatters Reserve Funds

At a meeting of the Board of Trustees on May 28, 2013, the Board requested information from administration regarding the \$400,000 EducationMatters reserve funds identified in the report *Calgary Board of Education Funding of EducationMatters*. In response and after consulting with EducationMatters, administration offers the following response.



In the early stages of establishing EducationMatters (the foundation), the Board of Governors requested that the foundation keep \$400,000 in reserve in the event that the foundation may need to wind down operations. This was prudent business practice for the foundation. The amount is reported annually in the foundation's audited financial statements under the heading *Operating Funds*. Through prudent financial management, the Board of Governors of EducationMatters has maintained the original \$400,000 reserve and grown the total operating funds. The most recent Audited Financial Statements provided to the Board of Trustees on April 2, 2013, identified operating funds at \$532,149. Of this total, \$400,000 has been maintained as the identified reserve. Although the Board of Governors of EducationMatters has maintained the initial wind down reserve and grown the operating funds by an additional \$132,149, it is important to note that the entire balance reported as Operating Funds is expendable at the discretion of the Board of Governors.



NAOMI E. JOHNSON
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.

