

public agenda

Regular Board Meeting

September 8, 2015
12:00 p.m.

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

R-1: Mission |

Each student, in keeping with his or her individual abilities and gifts, will complete high school with a foundation of learning necessary to thrive in life, work and continued learning.

Conflict of Interest reminder: Trustees must disclose any potential pecuniary interest in any matter before the Board of Trustees, as set forth in the agenda as well as any pecuniary interest in any contract before the Board requiring the Board's approval and/or ratification.

Time	Topic	Who	Policy Ref	Attachment
12:00 p.m.	1 Call to Order, National Anthem and Welcome			
	2 Consideration/Approval of Agenda		GC-2	
	3 Awards and Recognitions			
10 mins	3.1 Lighthouse Award	J. Everett	GC-3	
	4 Results Focus			
	5 Operational Expectations			
20 mins	5.1 OE-2: Temporary Chief Superintendent Succession - Annual Monitoring	D. Stevenson	B/CSR-5	Page 5-1
	6 Public Comment [PDF]		GC-3.2	
Max 20 mins	Requirements as outlined in Board Meeting Procedures			
	7 Matters Reserved for Board Action	Board	GC-3	
	8 Consent Agenda	Board	GC-2.6	
	8.1 Approval of Minutes			
	<ul style="list-style-type: none"> ▪ Regular Meeting held May 19, 2015 ▪ Regular Meeting held May 26, 2015 			Page 8-1 Page 8-6



Time	Topic	Who	Policy Ref	Attachment
	<ul style="list-style-type: none"> ▪ Regular Meeting held June 9, 2015 ▪ Regular Meeting held June 16, 2015 and reconvened June 18 and June 22, 2015 ▪ Organizational Meeting held June 22, 2015 ▪ Regular Meeting held June 23, 2015 (<i>THAT the Board approves the minutes of the Regular Meetings held May 19, May 26, June 9, June 16 and June 23, 2015 and the Organizational Meeting held June 22, 2015, as submitted.</i>) 			Page 8-9 Page 8-28 Page 8-46 Page 8-53
	8.2 Roster for Second Vice-Chair (<i>THAT the Board approves the roster for Second Vice-Chair for the period of September 2015 through August 2016.</i>)			Page 8-54
	8.3 OE-2: Temporary Chief Superintendent Succession - Reasonable Interpretation (<i>THAT the Board approves the interpretation of OE-2: Temporary Chief Superintendent Succession.</i>)			Page 8-66
	8.4 Items Provided for Board Information		OE-8	
	8.4.1 Correspondence			Page 8-63
	8.4.2 Playground Zones			Page 8-69
	8.4.3 Chief Superintendent's Update			Page 8-55
	9 In-Camera Session			
3:00 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.

operational expectations monitoring report

Monitoring report for the school year 2014-2015
Report date: September 8, 2015

OE-2: Temporary Chief Superintendent Succession

CHIEF SUPERINTENDENT CERTIFICATION

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

- In Compliance.
- In Compliance with exceptions noted in the evidence.
- Not in Compliance.

Signed: D. Stevenson
David Stevenson, Chief Superintendent

Date: Sept. 3/15

BOARD OF TRUSTEES ACTION

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

- Finds the evidence to be compliant
- Finds the evidence to be compliant with noted exceptions
- Finds evidence to be not compliant

Summary statement/motion of the Board of Trustees:

Signed: _____
Chair, Board of Trustees

Date: _____

OE-2: Temporary Chief Superintendent Succession

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

Board-approved Interpretation |

The Chief Superintendent interprets:

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

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

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

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

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

OE-2: Temporary Chief Superintendent Succession

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

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

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

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

Board-approved Indicator and Evidence of Compliance |

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

The organization is compliant with this indicator.

A revised list indicating the primary plan of designation was signed by the Chief Superintendent, presented to the Board of Trustees and approved on September 3, 2014.

Two memoranda dated January 22, 2015 and May 15 2015 and signed by the Chief Superintendent were distributed to all Trustees indicating the names, positions and order of all designates due to changes within senior administration. Electronic memos were distributed, to all Trustees, in all instances during the 2014-2015 school year, where the Chief Superintendent was absent. Each memo indicated the primary contact during the temporary absence.

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

OE-2: Temporary Chief Superintendent Succession

GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

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

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

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

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

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

report to Board of Trustees

Roster for Second Vice-Chair

Date	September 8, 2015
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Janice R. Barkway Corporate Secretary
Purpose	Decision
Governance Policy Reference	Governance Culture GC-4: Officer's Role

1 | Recommendation

THAT the Board of Trustees approves the roster for Second Vice-Chair for the period of September 2015 through August 2016 as follows:

- | | |
|--------------------------|----------------|
| ▪ September/October 2015 | Pamela King |
| ▪ November/December 2015 | Julie Hrdlicka |
| ▪ January/February 2016 | Lynn Ferguson |
| ▪ March/April 2016 | Trina Hurdman |
| ▪ May/June 2016 | Judy Hehr |
| ▪ July/August 2016 | As Available |

2 | Background

The Board of Trustees' Board Meeting Procedures require that a second Vice-Chair be appointed on a rotating roster basis, every two months. During the months of July and August a Trustee will be designated as an on call Trustee to assist the Chair and/or Vice-Chair.



**report to
Board of Trustees**

**Reasonable Interpretation :
Operational Expectation 2: Temporary Chief Superintendent
Succession**

Date	September 8, 2015.
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Decision
Originator	David Stevenson, 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

1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves the reasonable interpretation of OE-2: Temporary Chief Superintendent Succession.

2 | Issue

Due to changes in senior administration structure and personnel, the titles of individuals included in the primary plan of designation have changed. These are identified in the reasonable interpretation and require formal approval and updating.



3 | Background

The Board approved reasonable interpretation for OE:-2 identifies the criteria required for individuals to act in the office of the superintendent of schools. Accordingly, CBE identified positions within the administrative structure that would align and comply with these requirements. Subsequent changes to both structure and personnel require changes to the list and order of the primary plan of designation.

4 | Analysis

The current primary plan of designation is as follows:

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

The proposed revision is as follows:

1. Deputy Chief Superintendent
2. Superintendent, Learning
3. Area Directors
4. Education Directors

5 | Conclusion

This revised list of positions to identify those eligible to fulfill the requirements of the primary plan of designation will align and comply with provincial criteria for those appointed to act in the office of the superintendent of schools.



DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

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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.

report to Board of Trustees

Correspondence

Date	September 8, 2015
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

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

- Letter dated June 23, 2015 from Board Chair J. Bowen-Eyre, to D. Eggen, Minister, Alberta Education, requesting the province's confirmation of commitment to the Phase 3 Calgary school projects.
- Letter dated July 31, 2015 from D. Eggen, Minister, Alberta Education, to Board Chair J. Bowen-Eyre, regarding school capital projects announced as part of Phase 3 of the provincial capital plan.

Attachments: Relevant Correspondence





Board of Trustees

1221 – 8 Street SW Calgary, AB T2R 0L4 | t | 403-817-7933 | f | 403-294-8282 | www.cbe.ab.ca

www.cbe.ab.ca

Board Chair

Joy Bowen-Eyre Wards 1 & 2

Vice-Chair

Amber Stewart Wards 12 & 14

Trustees

Lynn Ferguson Wards 3 & 4

Pamela King Wards 5 & 10

Trina Hurdman Wards 6 & 7

Judy Hehr Wards 8 & 9

Julie Hrdlicka Wards 11 & 13

June 23, 2015

Honourable David Eggen
Minister of Education
320 Legislature Building
10800 – 97 Avenue
Edmonton AB T5K 2B6

Dear Minister Eggen:

RE: Phase 3 Calgary Schools

Initial phase 3 announcement of school funding by the Province included a South Calgary high school and four new starter schools at West Springs/Cougar Ridge, Saddle Ridge, Cranston and Aspen Woods for the Calgary Board of Education (CBE).

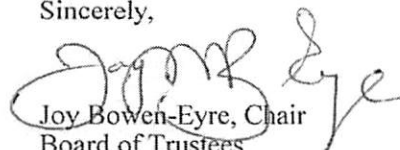
A month later, the government announced the provision of funds for the design and planning of five new CBE school projects. These included Martindale Elementary School, Silverado Elementary School, Springbank Hill/Discovery Ridge Elementary/Middle School, and the modernization for James Fowler High School and Lord Beaverbrook High School.

In February 2015, additional funding was announced to accommodate the full build-out of CBE’s previously announced starter schools. A further announcement in March 2015 confirmed a commitment to funding the build-out of the four new schools and two modernizations with scheduled completion of the projects by the summer 2017, except for the South Calgary High School which is to be opened in 2018.

Correspondence received from Alberta Education on March 31, 2015 indicated that an official communication on scope, budget, cash flow, etc. would be provided ASAP. The design of these six projects has advanced with the intent of proceeding to tender in the fall of this year.

We would ask the Province to confirm a commitment to these school projects, as local communities are expecting that the schools will open on the dates announced by the previous government. Your timely response would be greatly appreciated.

Sincerely,


Joy Bowen-Eyre, Chair
Board of Trustees
Calgary Board of Education

cc: Honourable Brian Mason, Minister of Infrastructure, Government House Leader
David Stevenson, Chief Superintendent, CBE
Frank Coppinger, Superintendent, Facilities and Environmental Services, CBE

learning | as unique | as every student



Office of the Minister



AR90034

JUL 31 2015

Ms. Joy Bowen-Eyre
Board Chair
Calgary Board of Education
1221 - 8 Street SW
Calgary AB T2R 0L4

Dear Ms. Bowen-Eyre:

Thank you for your June 23, 2015 letter, which you also sent to Honourable Brian Mason, Minister of Infrastructure, requesting confirmation of support for the school capital projects announced as part of Phase 3 of the provincial capital plan. As Minister of Education, I am pleased to respond on behalf of government.

I understand that Calgary Board of Education has continued to move these new school and modernization projects through the planning and design stages and that a number of the projects will be ready for tender in fall 2015.

Please have your administration work with Education staff toward the completion of the design stage. When the projects are ready to move into construction stage, a decision will be made on whether they can proceed to tender.

Should you have any questions, please contact Avi Habinski, Director, Capital Planning South, at avi.habinski@gov.ab.ca or 780-427-2272 (dial 310-0000 first for toll-free access).

I wish you all the best as your work on these projects progresses.

Sincerely,

David Eggen
Minister

cc: Honourable Brian Mason, Minister of Infrastructure

report to Board of Trustees

Playground Zones

Date	September 8, 2015
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Information
Originator	Frank J. Coppinger, Superintendent, Facilities & Environmental Services
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board OE-12: Facilities
Resource Person(s)	Dieter Hoerz, Director, Risk and Central Facility Services Ron McArthur, Manager, Transportation

1 | Recommendation

It is recommended:

- This report is being provided for information for the Board. No decision is required at this time.

2 | Issue

Although school zone times are now harmonized with playground zone times, there appears to be doubt in the minds of some drivers as whether or not it is a “school day” in a particular zone.

This may be a safety risk to children in the community.



3 | Background

The Province of Alberta changed legislation in December 2013 and empowered municipalities to set the times for reduced vehicular traffic speeds within posted playground zones.

The City approached the CBE in early April, 2014 to seek support for the City in its efforts to adjust the playground signage to indicate a fixed start and end time for the reduced speed limit on roadways adjacent to playground areas.

On June 10, 2014, the CBE Board of Trustees passed the following motions.

- THAT the Board of Trustees approves the support of the City of Calgary's proposed new hours of 7:30 A.M. to 9:00 P.M. for the restriction of vehicular traffic speed within posted playground zones in the City of Calgary, and
- THAT the Board of Trustees approves an adjustment in the times of reduced traffic speed for posted public school zones within the City of Calgary to 7:30 A.M. to 9:00 P.M., and requests the City of Calgary Traffic Engineering, Roads Department to make this adjustment.

Playground signage formerly indicated that the reduced speed on the roadway is in force from 8:30 a.m. until one hour after sunset, while school zones formerly began at 7.30 a.m. and ended at 5.00 p.m. on school days.

4 | Analysis

Currently, school zone times are harmonized with playground zone times.

In consideration of the extended periods of playground use by school aged children, their families and the general public, the City plans to set a playground zone time that will provide consistent start and end times and that would ensure appropriate coverage year-round.

The City Traffic Engineering division has indicated that they plan to start the conversion of all school zones to playground zones in order that drivers were clear at all times as to what traffic speed rules were in place. City Council is in support of this change which is to commence in August in Ward 1 and be completed in each ward in numerical order.

There are 181 school zones and 1057 playground zones in Calgary. Elementary school sites currently qualify for either a school zone or a playground zone designation for their location.

It is understood that slower traffic speeds are germane to ongoing pedestrian safety in areas where there is a concentration of younger school-aged children and more extensive public activity.

5 | Financial Impact

There will be no direct financial impact on the Calgary Board of Education, as City Council has approved a budget for the implementation of the proposed change from school zone to playground zone.

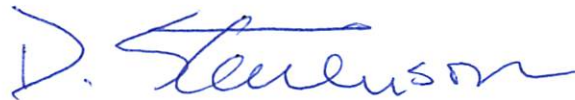
6 | Implementation Consequences

A change of school zones to playground zones should provide added safety for students and the public that may be using the school facilities or nearby grounds outside school days between 7:30 A.M. to 9:00 P.M

7 | Conclusion

Conversion of school zones to playground zones aligns with the current realities of community use of public spaces outside school days.

The safety of the playground users, which include CBE students, is potentially impacted by the speed of the local vehicular traffic. Control of traffic speed is integral to the safety of all concerned.



DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

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report to Board of Trustees

Chief Superintendent's Update

Date	September 8, 2015
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Information
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board

1 | Recommendation

This report is being provided for the information of the Board. No decision is required at this time.

2 | Issue

As the Board of Trustees' chief executive officer, the Chief Superintendent is accountable for meeting the expectations set by the Board. These expectations are stated in Results and Operational Expectations policies.

OE-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.



Records Management Quarterly Report

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 thirteenth 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

Official Student Record Folder Pilot

A pilot related to the introduction of Official Student Record folders (OSR) was started in 32 schools. Approximately 3200 OSR folders were distributed and to minimize disruptions, pilot schools were given guidance, that for the purposes of the pilot, OSR folders are intended only for their school's new student intake and not for all students in their school. At the conclusion of the pilot, a brief evaluation exercise will be conducted to help inform the planned 2016 system implementation of OSR folders as outlined in the approved Records Management Timeline.

In addition to training provided, each participating school received sample folders and documentation that could serve as a quick reference guide.

Benefits

Establishing a standardized OSR folder along with processes and protocols are meant to enhance efficiency by eliminating duplications like multiple file reorganizations, while simultaneously improving the general care and maintenance of student records. In addition, centrally acquiring the standardized Student Folders should result in savings as a result of bulk purchasing.

Furthermore, piloting the OSR folders will allow for an opportunity to obtain hands-on or operational feedback and if required permit tweaks or adjustments to be effected prior to the system-wide deployment.

RM Guidelines for Principals and Area Directors

The Calgary Board of Education (CBE) continues to improve the maturity of its Records Management (RM) program by developing (and putting into practise) guidelines and protocols that assist staff. Consistent with this and following from discussions in the aftermath of the 2014 RM Audit, guidelines for use by Principals and Area Directors were developed to assist with school RM program development and progress monitoring.

Benefits

In conjunction with the RM Teams efforts in terms of providing training and support to schools, these resources are expected to empower Principals and Area Directors with tools that could be used to extend and deepen RM practices across CBE schools and simultaneously measure and monitor the progress of these efforts.

Principles of Retention and Disposition

Offsite Storage of CBE Records

The focus on retention and disposition continues and as of the end of August 2015:

Records received from schools and departments

599 administrative and 454 student record boxes were received, classified and retained in accordance with the organization's Classification and Retention schedule.

Records boxes provided to schools and departments

1640 boxes were distributed to CBE schools and administrative offices.

Off-site Disposition

The disposition process has been initiated for 789 boxes of records that are eligible for destruction.

On-site Active Disposition

Using the Active Disposition process, 35 boxes of records of records located at schools and administrative offices were disposed.

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 suitable 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.
- Reduces storage of active records by allowing the disposition of inactive, duplicate, or obsolete material.
- Record boxes provided to schools and departments provide superior protection of records during transit and resists crushing during long term storage.
- Reduces unnecessary monthly costs associated with record storage since records whose significance has passed are disposed.
- Reduces and/or eliminates ad-hoc and uncontrolled destruction of records.

Principle of Protection and Availability

Records requests

Following from the previously implemented process to track record requests as a means of understating related time, effort and costs, during the quarter, 226 requests were received and responded to. Of these approximately 81% represented requests from the public (including past students or on behalf of past students) and the remaining 19% were internal requests.

Confidential Shred Bins

With inappropriate disposal of information being a key area where protected or sensitive information can be compromised, Corporate Records Management staff closely manages the CBE's Shred Bin Program. Specifically, staff continuously monitor, adjust and adapt elements of the program to ensure adequate and efficient coverage at schools and administrative sites.

Accordingly, throughout the CBE, records were securely disposed of via the emptying of a total of 2204 Shred Bins.

Benefits

The Shred Bin program adjustments have resulted in greater efficiency and satisfaction with the program. In addition, the Shred program has contributed significantly to compliance on related Operational Expectations and has helped to increase awareness of security issues with student information.

Archives Inventory

Records Management staff continued work efforts towards cataloguing the CBE's entire archive located at the Records Centre. For the purposes of this inventory, items have been cataloguing based on the following properties:

- School/Site Name

- Type of Archive Material (Media Type)
- Dates
- Description
- Dimensions
- Record Centre Location

In addition, in the interim the inventory is being captured in a spreadsheet that allows for some rudimentary filtering and search capabilities.

Benefits

Creating an inventory of all archival holdings will also provide necessary specifics for determining requirements for storing, managing and resourcing the archives as well as the physical infrastructure requirements.

Archival inventory will be crucial for enhancing preservation efforts and could increase accessibility to the organization's vast archival holdings. Improved preservation will mean that the historical record of the CBE will be available for future generations to reference, research and appreciate. Retaining records and artefacts of enduring value is at the heart of meeting the CBE's fiduciary archival responsibilities.

Principles of Integrity and Transparency

Onsite Training

Site visits and Record Management consultations and training sessions were provided to the following schools during the reporting period:

Onsite Training to Schools	
Crossing Park School	Richmond School
Abbeylea School	Forest Lawn High School
Altadore School	

Benefits

In order for Records Management practices to be adopted and become standard organizational practice, 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.

Records Management Support

Records Management Technicians continue to assist schools with a variety of Records Management tasks including:

- File clean-up and organization
- Preparation of record for transfer to the Records Centre
 - Sorting records based in similar retention
 - Packing records in appropriate RM Boxes
 - Completing Transmittal Forms
 - Separating and gathering records that were past their retention period
- Providing hands-on RM training as required by schools

Specifically, during the reporting period, 6 schools received support from the RM Technicians.

RM Support/Assistance to Schools	
Richmond School	Forest Lawn High School
Start Outreach School	Centennial High School
Abbeydale School	Altadore School

Benefits

Direct contact with Schools and School Administrative staff has resulted in much improved practices as reflected in increased awareness of and appreciation for the Records Management program. School Record inventories provide vital information for administering the Corporate Records Management Program as they contribute to mapping all the information stored at school sites which in turn are critical for locating, retrieving and managing records.

Presentation at the 2015 ARMA Canada Conference

The 2015 ARMA (Association of Record Managers and Administrators) Canada conference was held in Calgary between May 24th and May 27th. The CBE's Director of Information Technology Services together with RM Consultant Christine Ardern presented a Case Study session titled *"Using the Principles to Create and Monitor RIM at Calgary Board of Education"*.

Benefits:

Engaging with the broader provincial or national RM community is important as it affords opportunities for professional contact where RM ideas and challenges can be discussed and different perspectives and solutions exchanged. This type of exposure is also consistent with elements of the Principle of Transparency in that it contributes to building an RM program that is open, verifiable and available.

Principle of Compliance

Records Management Audit

The 2015 Records Management Audit was conducted between May 28th and June 3rd. The audit used the results from previous years' audits to gauge the progress of records management practices and maturity in CBE schools.

Thirteen schools representing all academic division and geographic areas were selected to participate. Though preliminary, overall the results of the audit again show substantial improvements in RM maturity, particularly when schools have utilized training opportunities and the assistance of the Record Management Technicians.

Benefits

The Records Management Audit assesses compliance with Generally Accepted Record Keeping Principles® and internal policies and protocols. It also provides important insights into the effectiveness of Records

Management training as well as the resources and tools that have been provided to staff. The audit can also be useful for revealing the level of awareness that CBE staff have about elements of record classification and retention and records management in general.

Additionally, the Audit permits benchmarking and annual progress comparisons that are important for measuring program success as well as for identifying areas for improvement.

Classification and Retention Schedule (CRS) and Filelaw review

The CBE's Classification and Retention Schedule (CRS) is essential to the Corporate Records Management program because it establishes the fundamentals from which for standards, controls and accountabilities are derived for the appropriate capture, organization, storage, protection and disposal of information assets.

Filelaw® is an industry standard tool that can be used to verify and update record classifications and retention periods thereby ensuring consistency with the requirements of current statutes and regulations.

Consistent with the work outlined in the RM Timeline, WesternIM was contracted to complete the following:

- Review the CBE's CRS with a view to updating it to ensure accuracy and currency
- Update the CBE's CRS consistent with research and appropriate law reviews
- Train/familiarize RM staff on the updated CRS with particular emphasis on the elements that have changed

Benefit:

Periodic CRS and Filelaw reviews assist the CBE with ensuring that its CRS is up-to-date and RM practises are appropriately aligned to regulatory requirements.

Retention Schedule for Alberta School Jurisdictions

The Association of School Business Officials of Alberta (ASBOA) formed a Records Retention committee that began work on developing a basic retention schedule that could be used by all Alberta school jurisdictions as a guide for updating and maintaining their own individual schedules.

Committee members representing various schools districts from across Alberta met on June 22nd and the CBE's Acting Supervisor of Records Management was invited to provide an overview of CBE's Classification and Retention Schedule.

Benefits:

A standardized, province-wide, records retention schedule that covers the basics will enhance consistency of understanding and approaches across

school districts and could have the added advantage of making the process of maintaining an up-to-date CRS easier and more efficient.



DAVID STEVENSTION
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.