

public agenda

Regular Meeting of the Board of Trustees

January 15, 2019
12:00 p.m.

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

R-1: Mission |

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

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

Time	Topic	Who	Policy Ref	Attachment
12:00 p.m.	1 Call to Order, National Anthem and Welcome			
	2 Consideration/Approval of Agenda		GC-2	
	3 Awards and Recognitions		GC-3	
	4 Results Focus			
	4.1 School Presentation	S. Smith	R-2	
60 mins	4.2 R-2 Report Card Information Report Part 2: Arts, Career and Technology Studies, Mathematics, Physical Education and Sciences	S. Smith	R-2; OE-3	
	5 Operational Expectations			
15 mins	5.1 OE-5: Financial Planning – Annual Monitoring	Board		(Jan. 8/19 Page 5-15)
	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	

Time	Topic	Who	Policy Ref	Attachment
	8 Consent Agenda	Board	GC-2.6	
	8.1 Approval of Minutes			Page 8-1 Page 8-4 Page 8-10
	<ul style="list-style-type: none"> ▪ Regular Meeting held October 17, 2018 ▪ Regular Meeting held October 23, 2018 ▪ Regular Meeting held October 30, 2018 (THAT the Board approves the minutes of the Regular Meetings held October 17, 23 and 30, 2018 as submitted.)			
	8.2 OE-6: Asset Protection – Annual Monitoring (THAT the Board approves that the Chief Superintendent is in compliance with the provisions of OE-6: Asset Protection.)	Board		(Jan. 8/19 Page 5-23-A)
	8.3 Items Provided for Board Information		OE-7	
	8.3.1 Chief Superintendent's Update			Page 8-12
	9 In-Camera Session			
3:00 p.m.	10 Adjournment			
	Debrief			

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

Results 2 Report Card Information Report: Part 2
Arts, Career & Technology Studies, Mathematics,
Physical Education and Sciences

Date | January 15, 2019

Meeting Type | Regular Meeting, Public Agenda

To | Board of Trustees

From | Christopher Usih,
Chief Superintendent of Schools

Purpose | Information

Originator | Sydney Smith, Acting Superintendent, Learning

Governance Policy Reference | Results 2: Academic Success
OE-8: Communication With and Support for the Board

Resource Persons | Chris Meaden, Director, Learning
Dianne Roulson, Director, Learning
Elizabeth Wood, Director Learning
Area Directors
Lea Sherwood, System Principal, Research & Strategy

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1 | Recommendation

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

2 | Issue

This report provides the Board of Trustees with report card information related to student achievement in the following subjects for the 2017-18 school year:

- Arts
- Career & Technology Studies
- Mathematics
- Physical Education
- Science

This is additional information related to Results 2 as requested by the Board of Trustees.

3 | Background

One of the board-approved indicators within the Results 2: Academic Success is:

- The percentage of students meeting learning expectations within each discipline, as measured by student report cards.

In the spring of 2015 Trustees asked for additional information to the Results 2 Monitoring Report. In the 2015-16 and 2016-17 school years, additional detail was provided in the form of six subject information reports. In the spring of 2017 Trustees indicated that these subject-specific reports could be amalgamated.

This year, just as in 2016-17, the additional information for Results 2: Academic Success is being provided through the Summary of the 2017-18 Provincial Achievement Test and Diploma Examination Results (October 23, 2018), and two report card reports (December 4, 2018 and January 15, 2019).

This second report card data report provides specific information for Arts, Career & Technology Studies, Mathematics, Physical Education and Sciences.

Data for this report is generated by teacher evaluations of students' understanding of the learning outcomes in the Programs of Study. These evaluations are conducted across time, through multiple learning tasks and assessment activities.

From Kindergarten to Grade 9, student learning in the CBE is reported on a four-point scale on a number of stems that reflect the learning expectations within the program of study for each subject area. Level 1 indicates that the student is not meeting the expectations on the program of study. Levels 2-4 indicate increasing degrees of success with the expectations of the program of study. Additional descriptors can be used for students whose English language proficiency or specialized learning needs create specific learning goals outside the regular program of study.

In grades 10-12, student learning is reported as a single percentage grade. In keeping with Alberta Education's criteria for awarding credits for courses, CBE considers students successful if they have achieved a course mark equal to or above 50%.

The Appendix contains brief descriptions of the Programs of Study for each of the subjects in this report.

4 | Analysis

At the request of Trustees, results are presented in three ways:

- overall
- overall by stem
- overall by stem and grade

Note | Knowledge and Employability (K&E) data is grouped with the other grade level data in grades 8 & 9 due to the small number of students at each grade enrolled in a K&E course.

Arts

The term Arts refers to the subjects of Art, Dance, Drama and Music. These subjects include provincial curriculums and locally developed courses. The focus of student learning in kindergarten is Creative Expression, which incorporates all four arts.

Overall

Percentage of students meeting learning expectations within Arts as measured by student report cards: K-12

Year	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Overall	97.8	99.3	97.3	97.8	97.5	98.1	98.1

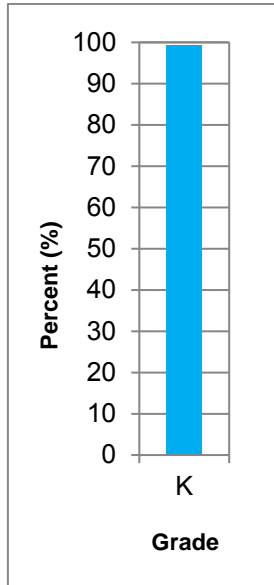
Creative Expression

Overall

Percentage of students meeting learning expectations within Creative Expression as measured by student report cards by grade: K

Year	K
2014-15	99.3
2015-16	99.4
2016-17	99.3
2017-18	99.1

Percentage of students meeting learning expectations within Creative Expression as measured by student report cards by grade 2017-18: K

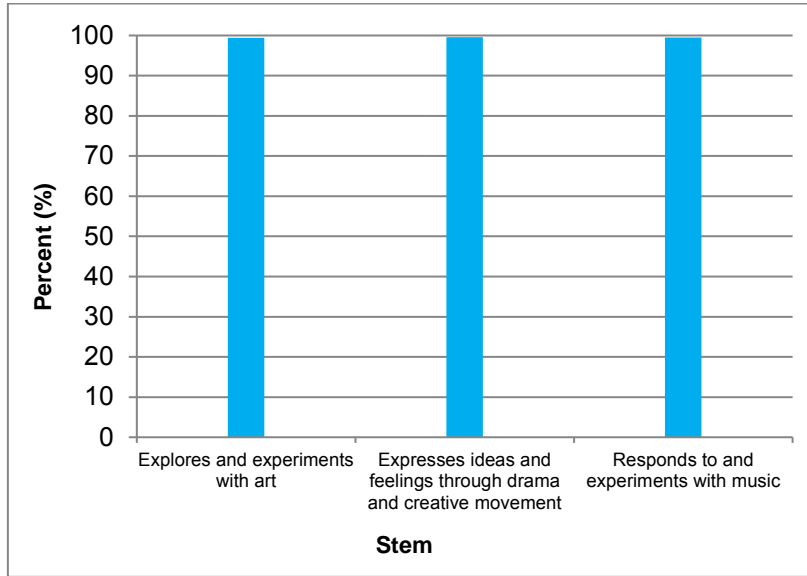


Overall by Stem

Percentage of students meeting learning expectations within Creative Expression as measured by student report cards by stem: Kindergarten

Stem	2014-15	2015-16	2016-17	2017-18
Explores and experiments with art	99.5	99.6	99.6	99.4
Expresses ideas and feelings through drama and creative movement	99.5	99.7	99.7	99.6
Responds to and experiments with music	99.5	99.7	99.6	99.5

Percentage of students meeting learning expectations within Creative Expression as measured by student report cards by stem 2017-18: Kindergarten



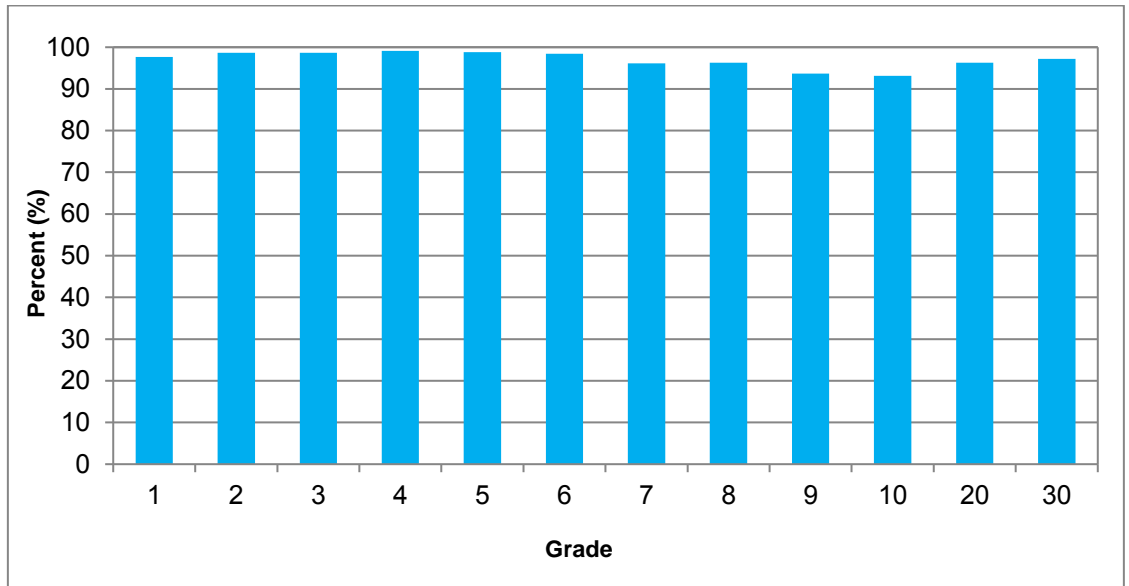
Art

Overall

Percentage of students meeting learning expectations within Art as measured by student report cards by grade/course: Grades 1-9 and 10, 20, 30 levels

Year	1	2	3	4	5	6	7	8	9	10	20	30
2014-15	97.4	98.8	98.7	98.9	98.8	98.4	96.2	95.4	94.2	92.1	95.7	97.1
2015-16	97.9	98.7	98.9	99.1	99.0	99.1	96.2	95.3	93.3	92.9	95.0	96.9
2016-17	98.0	98.7	98.6	99.0	98.9	99.0	95.8	95.3	96.1	93.4	95.6	97.0
2017-18	97.7	98.7	98.7	99.1	98.8	98.4	96.1	96.3	93.7	93.1	96.3	97.2

Percentage of students meeting learning expectations within Art as measured by student report cards by grade/course 2017-18: Grades 1-9 and 10, 20, 30 levels



The percentage of students meeting learning expectations in:

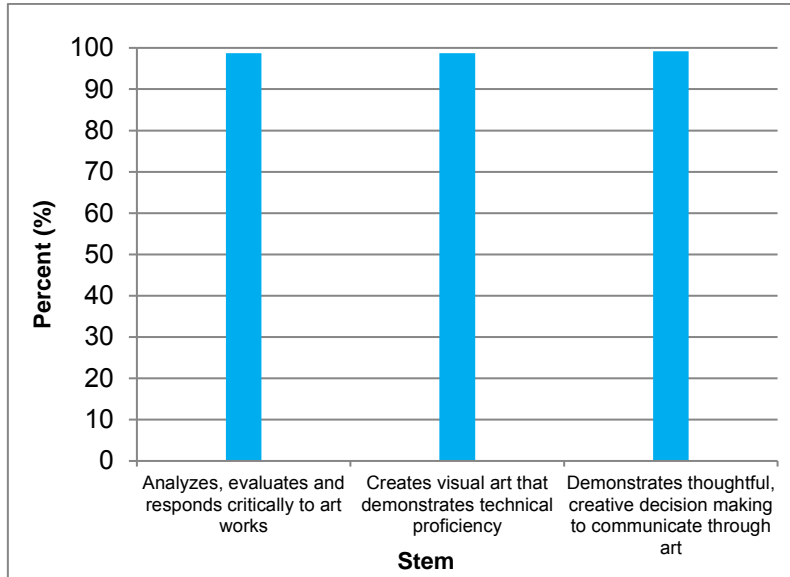
- Grades 1-9 is 98.2%.
- High School is 94.9%.

Overall by Stem

Percentage of students meeting learning expectations within Art as measured by student report cards by stem: Grades 1-9

Stem	2014 -15	2015 -16	2016 -17	2017 -18
Analyzes, evaluates and responds critically to art works	98.7	98.8	98.9	98.7
Creates visual art that demonstrates technical proficiency	98.6	98.9	98.9	98.7
Demonstrates thoughtful, creative decision making to communicate through art	99.0	99.3	99.2	99.2

Percentage of students meeting learning expectations within Art as measured by student report cards by stem 2017-18: Grades 1-9



Overall by Stem and Grade

Percentage of students meeting learning expectations within Art as measured by student report cards by course and stem 2017-18: Grades 1-9

Stem	1	2	3	4	5	6	7	8	9
Analyzes, evaluates and responds critically to art works	99.0	99.3	99.2	99.5	99.2	98.8	96.4	96.4	93.1
Creates visual art that demonstrates technical proficiency	98.1	98.9	98.9	99.3	99.2	99.0	98.0	98.3	96.5
Demonstrates thoughtful, creative, decision making to communicate through art.	98.9	99.5	99.6	99.8	99.6	99.1	97.8	98.5	96.6

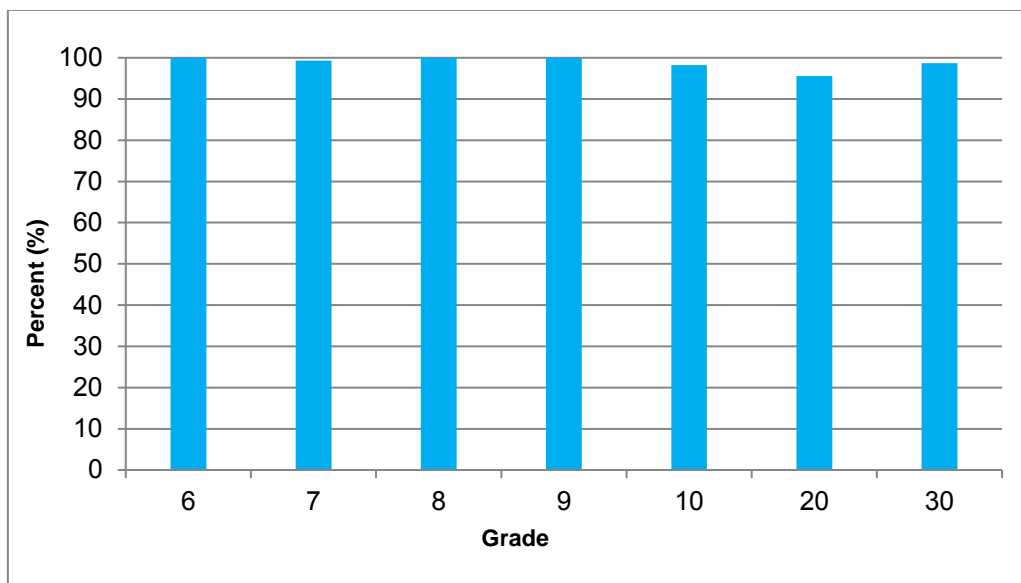
Dance

Overall

Percentage of students meeting learning expectations within Dance as measured by student report cards by grade/course: Grades 6-9 and 10, 20, 30 levels¹

Year	6	7	8	9	10	20	30
2014-15	*	94.5	96.5	97.7	97.5	97.3	98.4
2015-16	*	94.3	96.2	96.3	96.5	97.7	99.6
2016-17	**	97.6	98.5	95.3	97.7	97.4	97.5
2017-18	100.0	99.3	100.0	100.0	98.2	95.6	98.7

Percentage of students meeting learning expectations within Dance as measured by student report cards by grade/course 2017-18: Grades 6-9 and 10, 20, 30 levels



The percentage of students meeting learning expectations in:

- Grades 6-9 is 99.8%.
- High School is 97.7%.

¹ The 10 level includes Dance 15, the 20 level includes Dance 25 and the 30 level includes Dance 35 and Dance Composition 35.

* no dance was offered at the grade 6 level

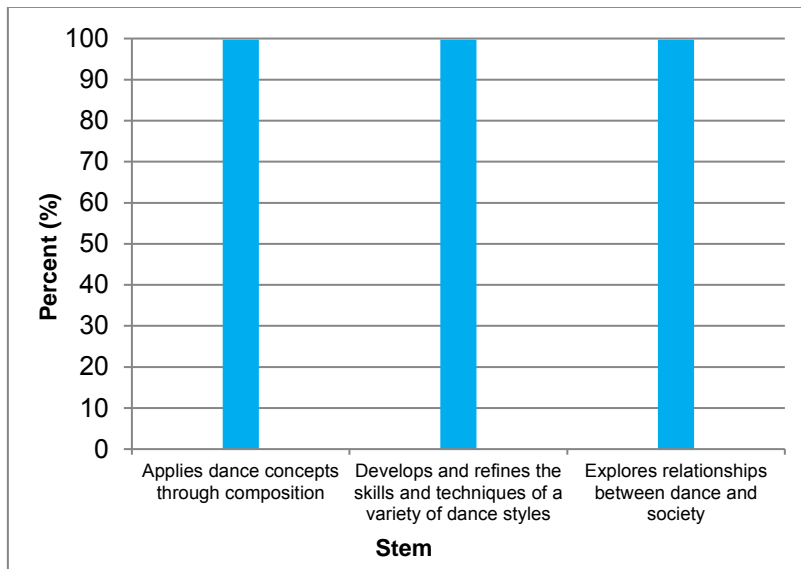
** only one class of Dance 6 was offered. Single classes are not reported on.

Overall by Stem

Percentage of students meeting learning expectations within Dance as measured by student report cards by stem: Grades 6-9

Stem	2014-15	2015-16	2016-17	2017-18
Applies dance concepts through composition	96.9	96.4	98.1	99.8
Develops and refines the skills and techniques of a variety of dance styles	99.4	97.6	99.5	99.8
Explores relationships between dance and society	98.7	96.7	98.3	99.7

Percentage of students meeting learning expectations within Dance as measured by student report cards by stem 2017-18: Grades 6-9



Overall by Stem and Grade

Percentage of students meeting learning expectations within Dance as measured by student report cards by course and stem 2017-18: Grades 6-9

Stem	6	7	8	9
Applies dance concepts through composition	100.0	99.3	100.0	100.0
Develops and refines the skills and techniques of a variety of dance styles	100.0	99.3	100.0	100.0
Explores relationships between dance and society	100.0	99.3	100.0	100.0

Drama

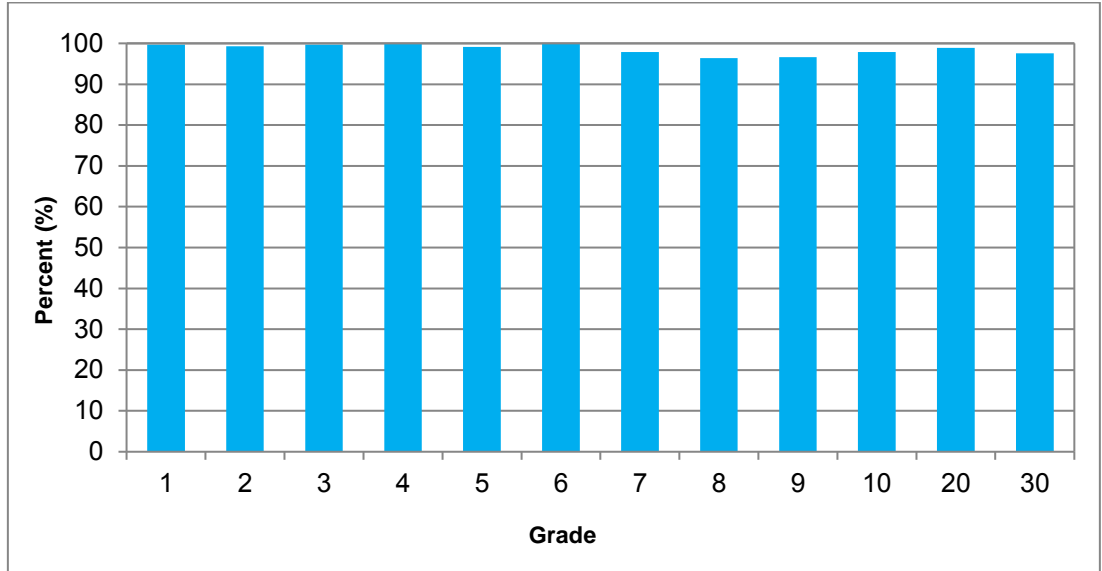
Overall

Percentage of students meeting learning expectations within Drama as measured by student report cards by grade/course: Grades 1-9 and 10, 20, 30 levels²

Year	1	2	3	4	5	6	7	8	9	10	20	30
2014-15	99.8	99.8	99.5	99.0	99.2	98.6	97.6	97.4	97.6	96.9	99.1	97.8
2015-16	99.5	99.6	99.5	97.8	100	99.7	98.2	98.6	97.2	95.8	98.8	98.7
2016-17	99.7	99.3	99.7	99.8	99.1	99.9	97.9	96.4	96.6	97.3	97.9	98.4
2017-18	98.6	98.3	100.0	99.2	99.5	99.1	98.0	97.1	96.8	97.9	98.9	97.6

² The 10 level includes Advanced Acting/Touring Theatre 15, Drama 10, Musical Theatre 15 and Technical Theatre 15. The 20 level includes Drama 20, Musical Theatre 25 and Technical Theatre 25. The 30 level includes Advanced Acting/Touring Theatre 35, Drama 30, Musical Theatre 35 and Technical Theatre 35.

Percentage of students meeting learning expectations within Drama as measured by student report cards by grade/course 2017-18: Grades 1-9 and 10, 20, 30 levels



The percentage of students meeting learning expectations in:

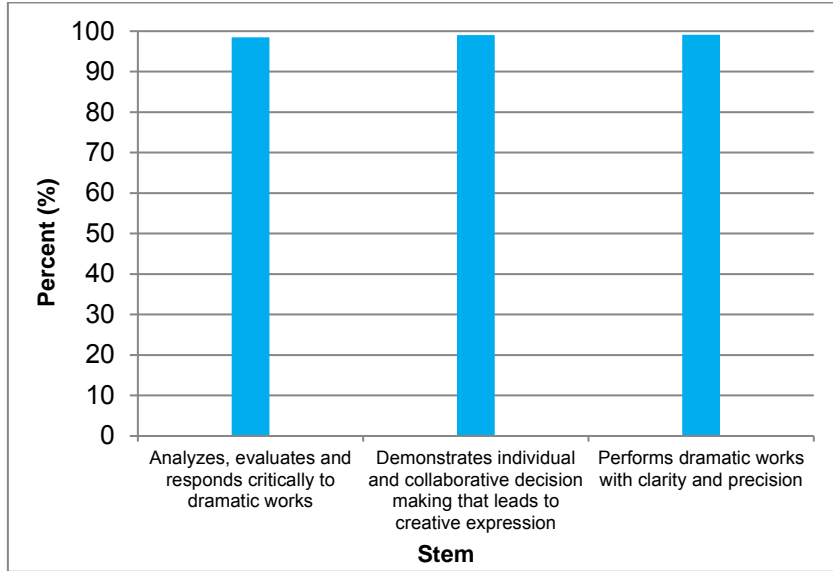
- Grades 1-9 is 99.8%.
- High School is 98.1%.

Overall by Stem

Percentage of students meeting learning expectations within Drama as measured by student report cards by stem: Grades 1-9

Stem	2014-15	2015-16	2016-17	2017-18
Analyzes, evaluates and responds critically to dramatic works	98.6	99.0	98.3	98.5
Demonstrates individual and collaborative decision making that leads to creative expression	98.9	99.3	98.9	99.0
Performs dramatic works with clarity and precision	99.1	99.3	99.4	99.1

Percentage of students meeting learning expectations within Drama as measured by student report cards by stem 2017-18: Grades 1-9



Overall by Stem and Grade

Percentage of students meeting learning expectations within Drama as measured by student report cards by course and stem 2017-18: Grades 1-9

Stem	1	2	3	4	5	6	7	8	9
Analyzes, evaluates and responds critically to dramatic works	98.8	98.5	100.0	99.2	99.6	99.4	98.2	98.0	97.1
Demonstrates individual and collaborative decision making that leads to creative expression	99.1	98.0	100.0	100.0	99.6	99.8	98.9	98.9	97.9
Performs dramatic works with clarity and precision	98.8	98.5	100.0	100.0	99.9	99.1	99.2	98.7	98.2

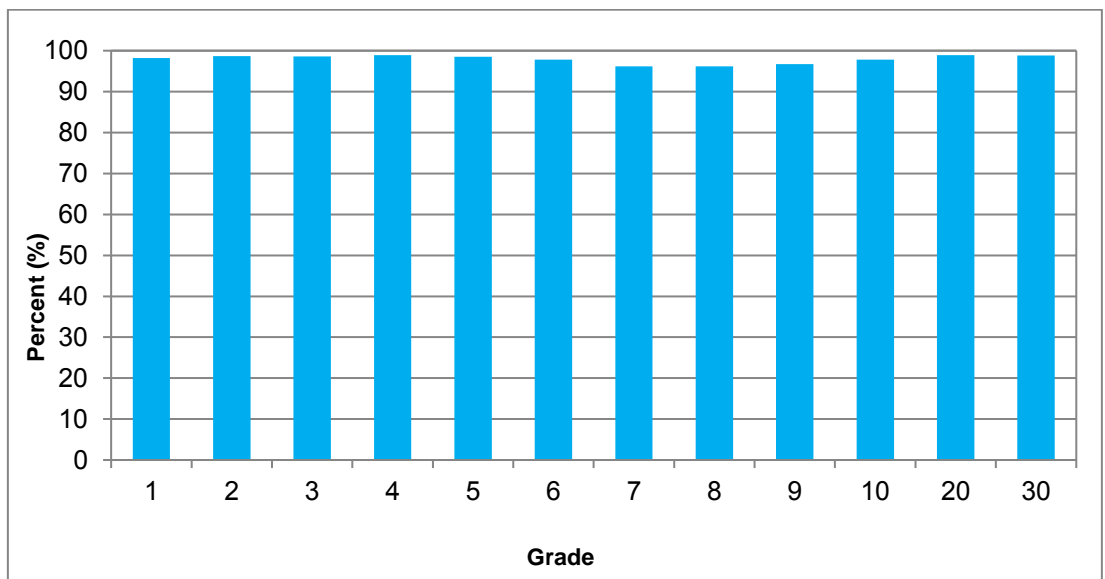
Music

Overall

Percentage of students meeting learning expectations within Music as measured by student report cards by grade/course: Grades 1-9 and 10, 20, 30 levels³

Year	1	2	3	4	5	6	7	8	9	10	20	30
2014-15	98.2	98.9	98.3	98.5	98.0	97.7	95.2	96.4	97.5	96.5	98.6	99.0
2015-16	98.4	99.3	98.8	98.6	98.2	97.6	96.8	97.9	98.4	98.7	98.4	99.1
2016-17	98.5	98.8	98.4	98.8	97.9	98.1	94.6	96.3	96.7	96.7	98.9	98.8
2017-18	98.2	98.7	98.6	98.9	98.5	97.8	96.2	96.2	96.7	97.8	98.9	98.8

Percentage of students meeting learning expectations within Music as measured by student report cards by grade/course 2017-18: Grades 1-9 and 10, 20, 30 levels



The percentage of students meeting learning expectations in:

- Grades 1-9 is 98.2%.
- High School is 98.4%.

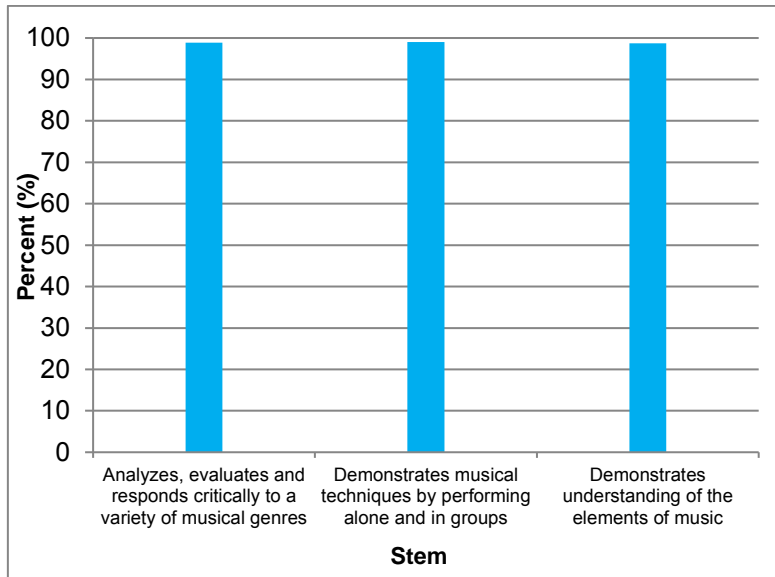
³ The 10 level includes Band 15, Chamber Ensemble 15, Choir 15, Choral Music 10, General Music 10, Instrumental Jazz 15, Instrumental Music 10 and Vocal Jazz 15. The 20 level includes Band 25, Choir 25, General Music 20, Instrumental Music 20 and Vocal Jazz 25. The 30 level includes Band 35, Chamber Ensemble, 5, Choir 35, Choral Music 30, General Music 30 and Instrumental Music 30.

Overall by Stem

Percentage of students meeting learning expectations within Music as measured by student report cards by stem: Grades 1-9

Stem	2014-15	2015-16	2016-17	2017-18
Analyzes, evaluates and responds critically to a variety of musical genres ⁴			98.8	98.9
Analyzes, evaluates and responds critically to music	98.8	98.8		
Demonstrates musical techniques by performing alone and in groups ²			98.9	99.0
Demonstrates technical ability with clarity and precision	98.8	99.1		
Demonstrates understanding of the elements of music ²			98.5	98.7
Understands and expresses musical ideas	99.1	99.2		

Percentage of students meeting learning expectations within Music as measured by student report cards by stem 2017-18: Grades 1-9



⁴ In 2016-17, Music stems were updated to: analyzes, evaluates and responds critically to a variety of musical genres; demonstrates musical techniques by performing alone and in groups; and demonstrates understanding of the elements of music.

Overall by Stem and Grade

Percentage of students meeting learning expectations within Music as measured by student report cards by course and stem 2017-18: Grades 1-9

Stem	1	2	3	4	5	6	7	8	9
Analyzes, evaluates and responds critically to music	98.7	99.0	99.2	99.5	99.3	98.6	97.8	98.0	98.2
Demonstrates technical ability with clarity and precision	99.1	99.4	99.3	99.5	99.2	98.4	97.2	97.4	97.4
Understands and expresses musical ideas	99.0	99.2	99.0	99.2	98.9	98.5	96.3	97.4	96.7

Arts Findings

CBE students have learned in and through the Arts. Student achievement in all Arts disciplines has been strong and consistent year-over-year from Kindergarten through grade 12.

Career & Technology Foundations (CTF) and Career & Technology Studies (CTS)

Overall

Percentage of students meeting learning expectations within CTF/CTS⁵ as measured by student report cards: 5-12

Year	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Overall	94.3	95.1	95.9	95.8	96.0	95.6	95.8

The percentage of students meeting learning expectations in:

- CTF (grades 5-9) is 95.4%.
- CTS (high school) is 95.9%.

⁵ CTF (Career and Technology Foundations) data was included in this subject area beginning with the 2013-14 results. Prior years refer only to CTS (Career and Technology Studies).

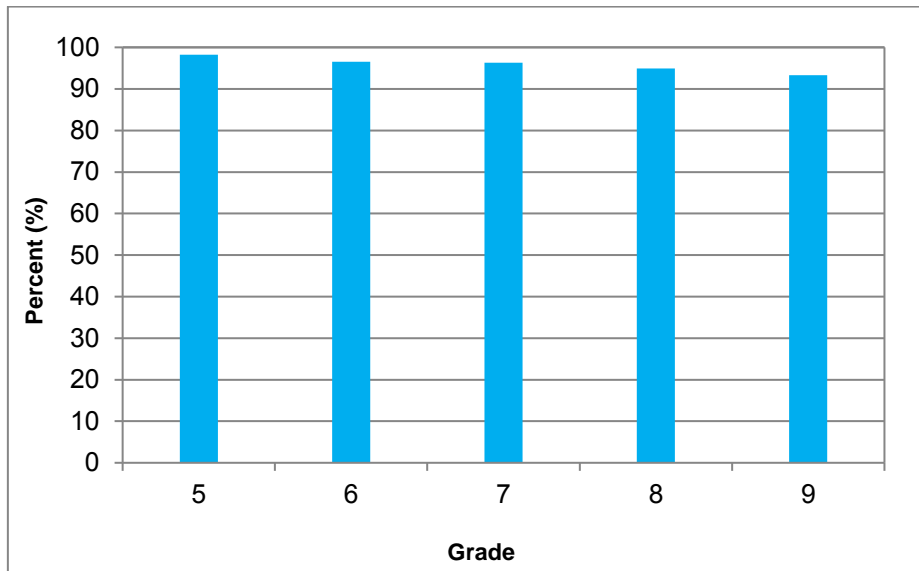
Career & Technology Foundations

Overall

Percentage of students meeting learning expectations within CTF as measured by student report cards by grade: 5-9

Year	5	6	7	8	9
2014-15	97.5	96.9	96.0	97.0	97.2
2015-16	97.2	96.2	96.4	95.7	95.0
2016-17	98.8	96.8	96.6	94.4	93.6
2017-18	98.2	96.5	96.3	94.9	93.3

Percentage of students meeting learning expectations within CTF as measured by student report cards by grade 2017-18: Grades 5-9

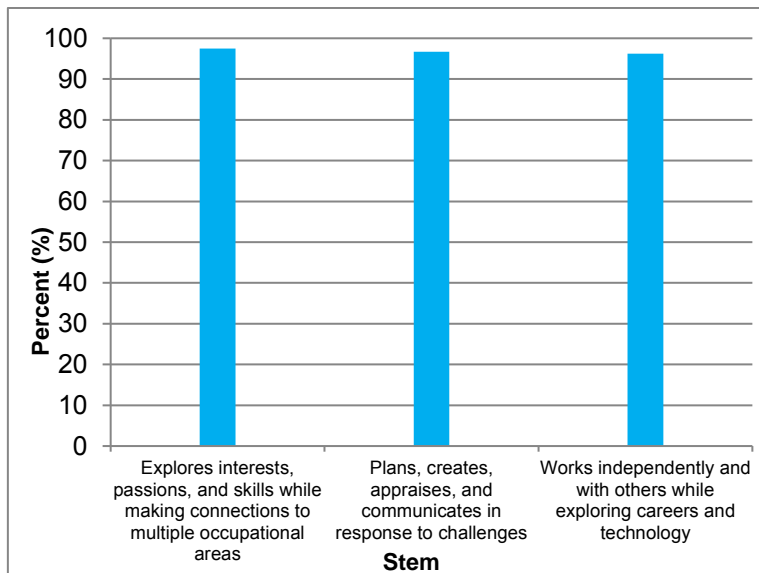


Overall by Stem

Percentage of students meeting learning expectations within CTF as measured by student report cards by stem: Grades 5-9

Stem	2014-15	2015-16	2016-17	2017-18
Appraises process, product and personal contribution in response to challenges	96.9	96.6		
Communicates and demonstrates knowledge and skills in response to challenges	97.6	96.8		
Creates a product, performance or service in response to challenges	97.9	97.9		
Explores interests and skills in the design of approaches to challenges	97.8	97.5		
Explores interests, passions, and skills while making connections to multiple occupational areas ⁶			97.4	97.5
Plans, creates, appraises, and communicates in response to challenges ⁴			97.0	96.7
Works independently and with others while exploring careers and technology ⁴			96.5	96.2

Percentage of students meeting learning expectations within CTF as measured by student report cards by stem 2017-18: Grades 5-9



⁶ In 2016-17, CTF stems were updated to: explores interests, passions, and skills while making connections to multiple occupational areas; plans, creates, appraises, and communicates in response to challenges; and works independently and with others while exploring careers and technology.

Overall by Stem and Grade

Percentage of students meeting learning expectations within CTF as measured by student report cards by course and stem 2017-18: Grades 5-9

Stem	5	6	7	8	9
Explores interests, passions, and skills while making connections to multiple occupational areas	99.3	98.7	98.2	97.4	95.7
Plans, creates, appraises, and communicates in response to challenges	98.6	97.6	97.7	96.2	95.1
Works independently and with others while exploring careers and technology	98.8	97.1	97.0	96.0	94.3

Career and Technology Foundations Findings

Students continue to achieve at a consistently high level within CTF, as measured by report card stems, successfully meeting learning expectations at a rate of 94.3 per cent or higher.

Career & Technology Studies

The CTS Programs of Study are organized into 5 clusters:

- Business, Administration, Finance & IT (BIT)
- Health Recreation & Human Services (HRH)
- Media Design & Communication Arts (MDC)
- Natural Resources (NAT)
- Trades Manufacturing & Transportation (TMT)

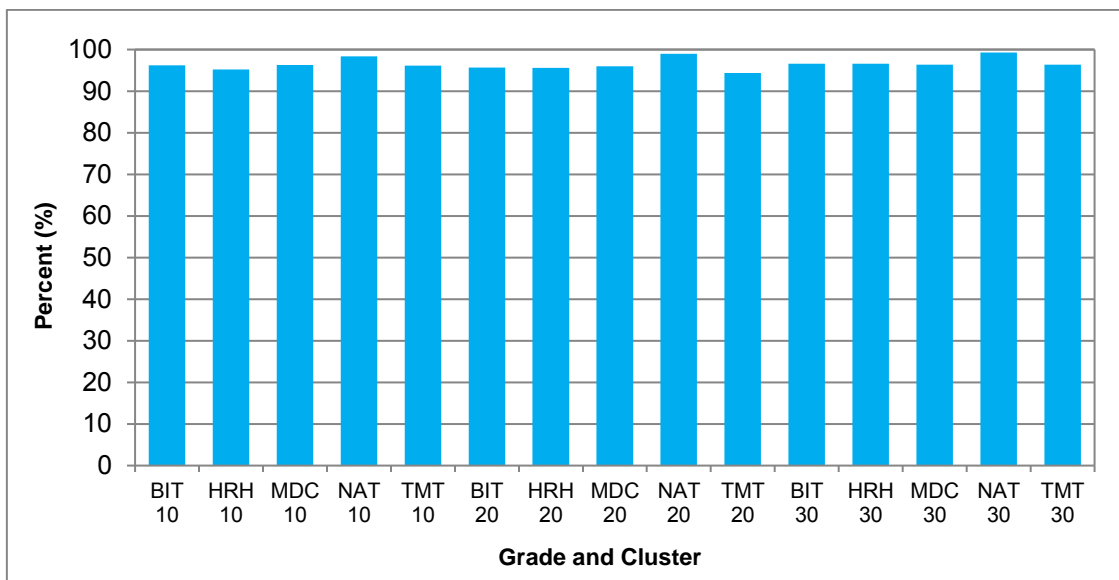
Overall

Percentage of students meeting learning expectations within CTS as measured by student report cards by cluster and course: 10, 20, 30 levels

Year	BIT 10	HRH 10	MDC 10	NAT 10	TMT 10	BIT 20	HRH 20	MDC 20	NAT 20	TMT 20
2014-15	93.9	96.7	95.4	94.4	93.3	95.6	96.7	95.8	94.8	95.1
2015-16	95.6	95.9	95.5	98.0	94.8	95.2	96.0	95.5	98.4	96.0
2016-17	95.2	95.0	94.9	98.8	95.7	95.1	95.6	95.6	97.2	96.0
2017-18	96.2	95.2	96.3	98.4	96.1	95.7	95.6	96.0	99.0	94.4

Year	BIT 30	HRH 30	MDC 30	NAT 30	TMT 30
2014-15	95.6	96.3	96.7	99.4	97.1
2015-16	95.7	96.7	97.4	98.7	96.9
2016-17	96.0	96.7	96.6	99.6	96.9
2017-18	96.6	96.6	96.4	99.3	96.4

Percentage of students meeting learning expectations within CTS as measured by student report cards by cluster and course 2017-18: 10, 20, 30 levels



Career and Technology Studies Findings

As students move from Exploratory (10 level), through Intermediate (20 level) to Advanced or Credentialed (30 level) programs, the percentage of students meeting with success remains high. As students learn about their interests and develop skills, many choose to further their study in that cluster/occupational pathway and move into Intermediate, then Credentialed programs.

Mathematics

Overall

Percentage of students meeting learning expectations within Mathematics as measured by student report cards: K-12

Year	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Overall	86.6	88.5	90.1	90.6	91.1	91.0	90.6

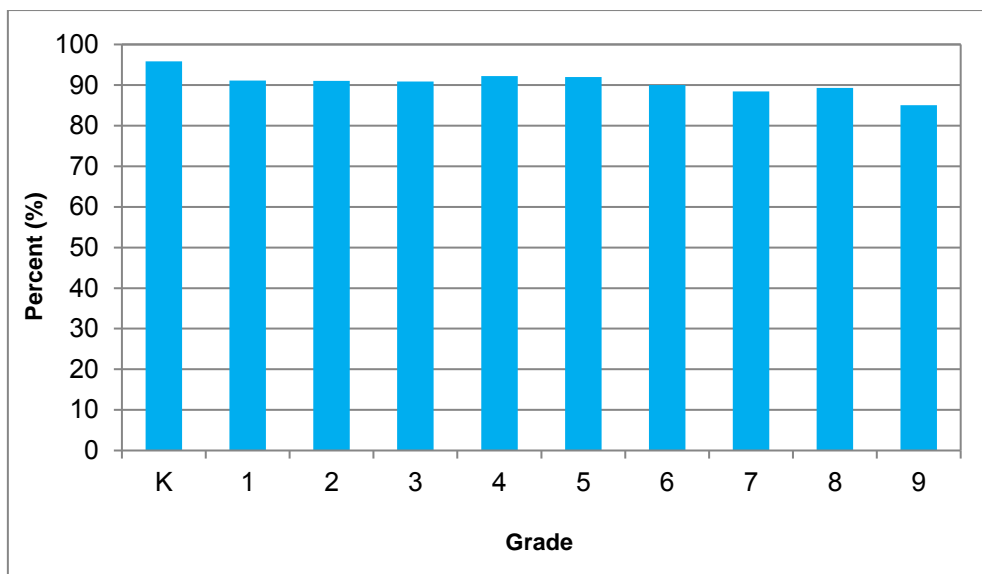
The percentage of students meeting learning expectations in:

- Kindergarten to Grade 9 is 90.7%.
- High School is 90.4%.

Percentage of students meeting learning expectations within Mathematics as measured by student report cards by grade: K-9

Year	K	1	2	3	4	5	6	7	8	9
2014-15	95.4	91.2	91.4	90.8	92.5	91.9	92.0	89.9	88.5	85.7
2015-16	96.0	92.1	91.8	91.4	92.3	92.3	92.2	89.2	89.0	85.3
2016-17	95.8	91.3	91.5	91.2	92.3	91.7	91.3	89.6	88.4	86.1
2017-18	95.8	91.1	91.0	90.9	92.2	92.0	90.0	88.4	89.3	85.0

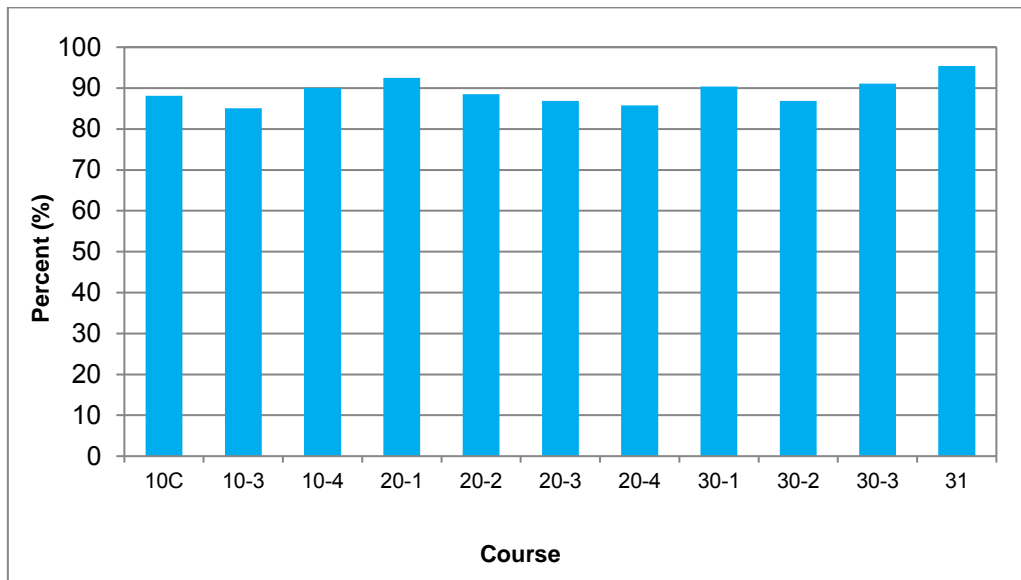
Percentage of students meeting learning expectations within Mathematics as measured by student report cards by grade 2017-18: K- 9



Percentage of students meeting learning expectations within Mathematics as measured by student report cards by course: 10, 20, 30 levels

Year	10C	10-3	10-4	20-1	20-2	20-3	20-4	30-1	30-2	30-3	31
2014-15	86.9	84.6	76.9	91.8	86.1	87.8	83.4	92.3	87.9	91.0	96.1
2015-16	90.9	84.2	85.2	94.9	91.1	89.6	90.8	93.8	91.1	89.8	97.2
2016-17	89.7	88.1	83.0	93.4	90.2	87.7	89.9	91.1	89.8	88.2	96.0
2017-18	88.1	85.1	90.1	92.5	88.5	86.9	85.8	90.4	86.9	91.1	95.4

Percentage of students meeting learning expectations within Mathematics as measured by student report cards by course 2017-18: 10, 20, 30 levels

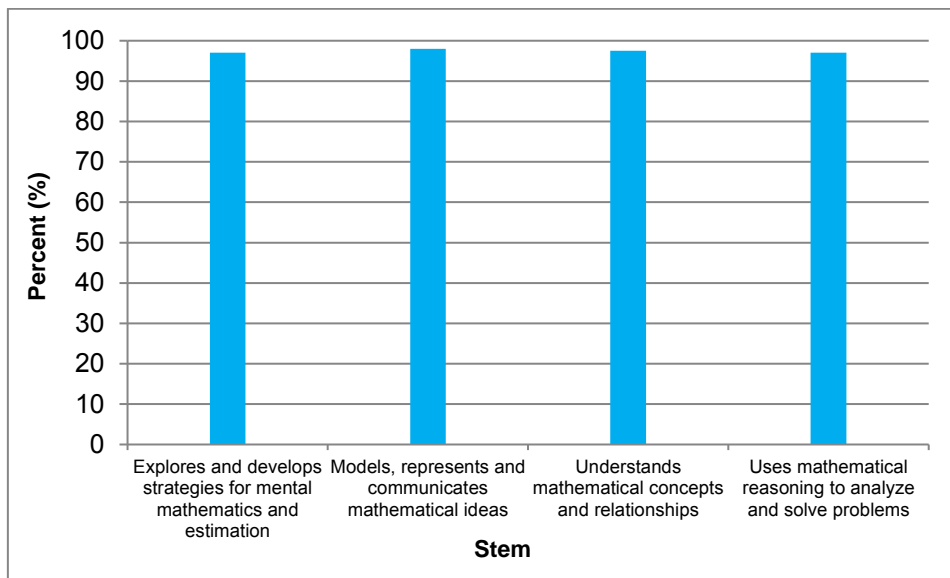


Overall by Stem

Percentage of students meeting learning expectations within Mathematics as measured by student report cards by stem: Kindergarten

Stem	2014-15	2015-16	2016-17	2017-18
Explores and develops strategies for mental mathematics and estimation	96.4	97.6	97.0	97.0
Models, represents and communicates mathematical ideas	97.2	98.3	98.0	98.0
Understands mathematical concepts and relationships	97.2	97.6	97.6	97.5
Uses mathematical reasoning to analyze and solve problems	96.6	97.3	97.0	97.1

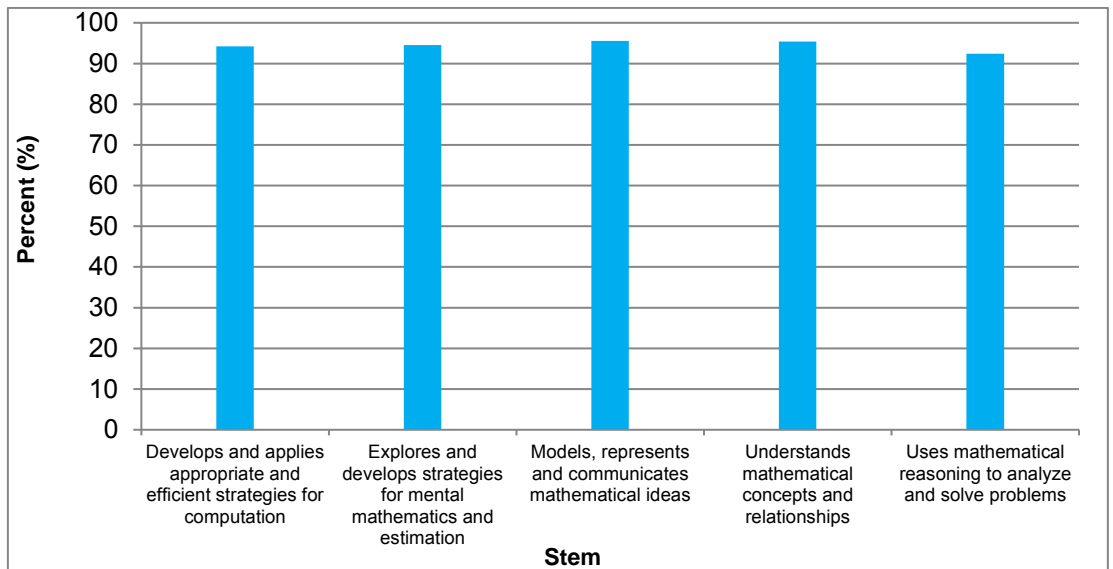
Percentage of students meeting learning expectations within Mathematics as measured by student report cards by stem 2017-18: Kindergarten



Percentage of students meeting learning expectations within Mathematics as measured by student report cards by stem: Grades 1-9

Stem	2014-15	2015-16	2016-17	2017-18
Develops and applies appropriate and efficient strategies for computation	92.6	94.7	94.4	94.2
Explores and develops strategies for mental mathematics and estimation	92.7	94.9	94.7	94.5
Models, represents and communicates mathematical ideas	93.3	95.6	95.5	95.6
Understands mathematical concepts and relationships	93.7	95.7	95.6	95.4
Uses mathematical reasoning to analyze and solve problems	90.3	92.6	92.7	92.4

Percentage of students meeting learning expectations within Mathematics as measured by student report cards by stem 2017-18: Grades 1-9



Overall by Stem and Grade

Percentage of students meeting learning expectations within Mathematics as measured by student report cards by course and stem 2017-18: Grades 1-9

Stem	1	2	3	4	5	6	7	8	9
Develops and applies appropriate and efficient strategies for computation	94.8	94.3	94.9	95.6	95.2	93.8	93.5	94.1	91.0
Explores and develops strategies for mental mathematics and estimation	93.6	94.5	95.0	96.1	95.9	94.9	93.9	94.0	92.1
Models, represents and communicates mathematical ideas	95.9	96.0	95.7	96.9	96.5	95.8	94.6	94.6	93.4
Understands mathematical concepts and relationships	95.3	95.5	95.6	96.4	96.0	95.1	95.5	95.6	93.1
Uses mathematical reasoning to analyze and solve problems	93.4	93.5	92.7	94.3	94.0	92.6	90.9	91.7	87.9

Mathematics Findings

Overall student results in mathematics decreased by 0.4 percentage points from 2016-17 to 2017-18. In Kindergarten to grade 6, 91.9% of students are meeting with success with the learning outcomes as measured by report cards. Over 87.6% of students in grades 7-9 met the learning expectations within Mathematics. Across the mathematics high school courses over 90.4% of students are meeting learning outcomes.

Within the Grades 1-9 report card stems, students' ability to use mathematical reasoning to analyze and solve problems presents an opportunity for improvement.

Problem solving and reasoning, number, and shape & space learning outcomes will continue to be areas of attention within the Mathematics Strategy for 2018-19.

Physical Education

Overall

Percentage of students meeting learning expectations within Physical Education as measured by student report cards: K-12

Year	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Overall	97.9	97.5	97.4	98.1	98.0	98.3	98.1

The percentage of students meeting learning expectations in:

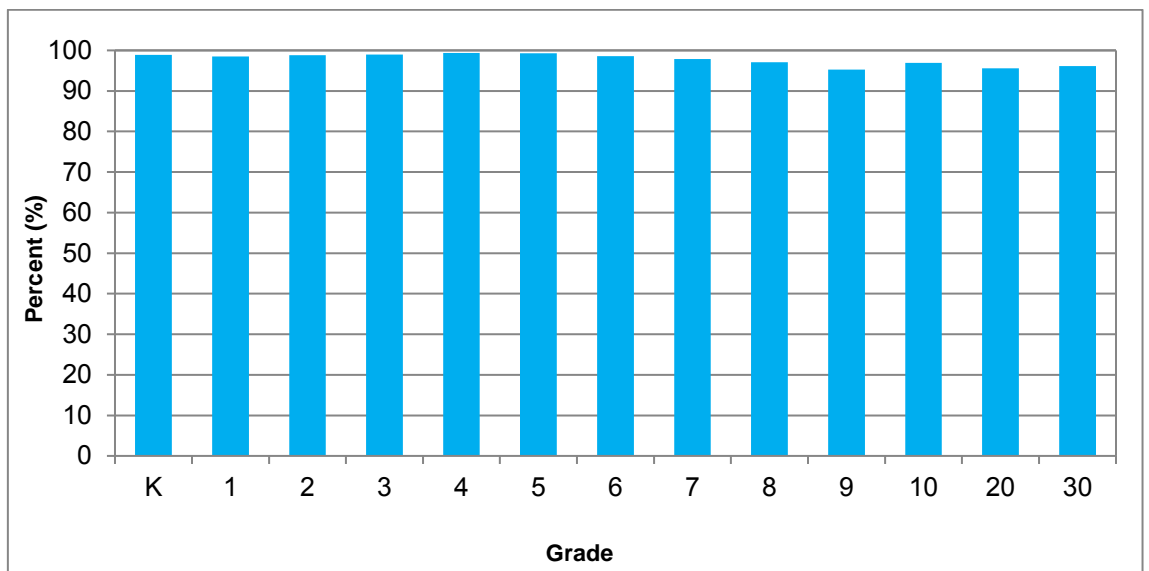
- Kindergarten to Grade 9 is 98.4%.
- High School is 96.5%.

Percentage of students meeting learning expectations within Physical Education as measured by student report cards by grade/course: K-9 and 10, 20, 30 levels

Year	K	1	2	3	4	5	6
2014-15	98.9	98.3	98.9	99.0	99.1	99.9	99.7
2015-16	99.1	98.6	98.9	99.2	99.2	99.1	99.1
2016-17	98.9	98.6	99.0	99.3	99.2	99.2	99.2
2017-18	98.9	98.5	98.8	99.0	99.4	99.3	98.6

Year	7	8	9	10	20	30
2014-15	98.1	96.9	96.7	95.2	94.4	96.5
2015-16	97.9	97.1	96.3	96.6	95.8	97.8
2016-17	98.1	97.4	96.3	97.0	96.4	96.7
2017-18	97.9	97.1	95.3	96.9	95.6	96.1

Percentage of students meeting learning expectations within Physical Education as measured by student report cards by grade 2017-18: K-9 and 10, 20, 30 levels

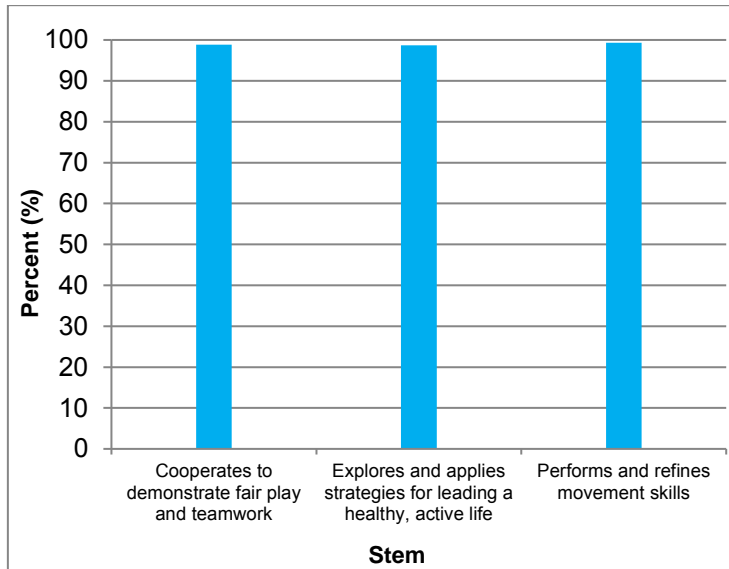


Overall by Stem

Percentage of students meeting learning expectations within Physical Education as measured by student report cards by stem: K-9

Stem	2014-15	2015-16	2016-17	2017-18
Cooperates to demonstrate fair play and teamwork	98.9	98.9	99.0	98.8
Explores and applies strategies for leading a healthy, active life	98.9	98.8	99.1	98.7
Performs and refines movement skills	99.2	99.2	99.4	99.3

Percentage of students meeting learning expectations within Physical Education as measured by student report cards by stem 2017-18: K-9



Overall by Stem and Grade

Percentage of students meeting learning expectations within Physical Education as measured by student report cards by course and stem 2017-18: K-9

Stem	K	1	2	3	4	5	6	7	8	9
Cooperates to demonstrate fair play and teamwork	99.2	98.6	98.8	98.9	99.3	99.5	99.2	99.0	98.4	97.5
Explores and applies strategies for leading a healthy, active life	99.5	99.4	99.4	99.6	99.6	99.6	98.9	98.1	97.3	95.7
Performs and refines movement Skills	99.5	99.4	99.5	99.7	99.7	99.8	99.3	99.2	98.7	97.9

Physical Education Findings

Year over year achievement in Physical Education is very high and is consistent from Kindergarten to Grade 12.

Science

Overall

Percentage of students meeting learning expectations within Science as measured by student report cards: K-12

Year	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Overall	92.8	93.3	93.1	94.3	94.7	94.7	94.4

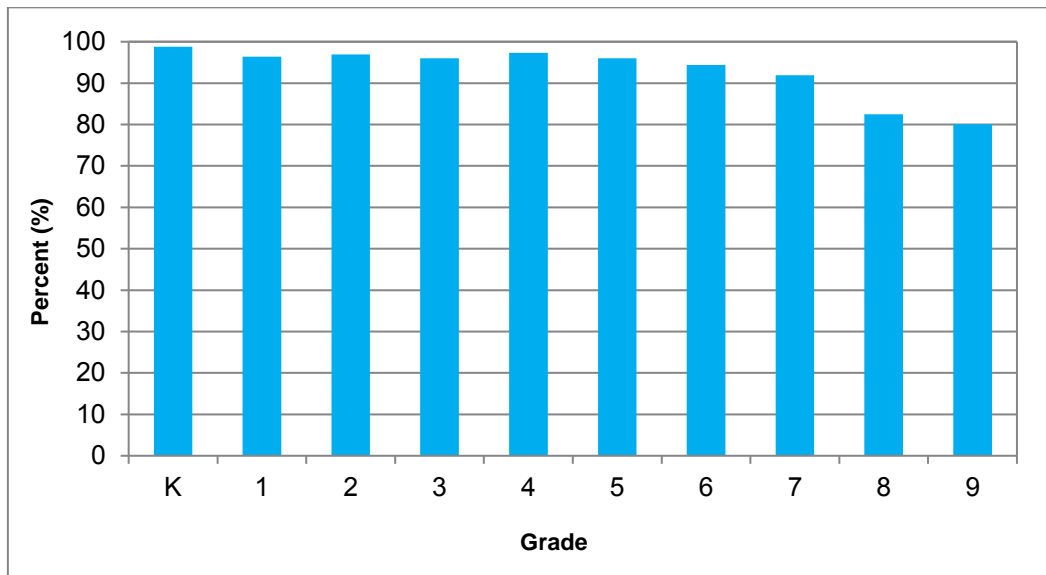
The percentage of students meeting learning expectations in:

- Kindergarten to Grade 9 is 95.0%.
- High School is 93.0%.

Percentage of students meeting learning expectations within Science as measured by student report cards by grade: K-9

Year	K	1	2	3	4	5	6	7	8	9
2014-15	99.1	96.5	96.8	95.3	96.9	95.8	94.9	91.1	91.9	84.9
2015-16	99.0	96.8	96.6	95.9	96.8	96.3	95.0	92.1	91.1	88.7
2016-17	98.9	96.8	97.0	95.9	97.0	95.9	95.0	92.8	91.0	88.9
2017-18	98.8	96.4	96.9	96.0	97.3	96.0	94.4	91.9	91.6	88.2

Percentage of students meeting learning expectations within Science as measured by student report cards by grade 2017-18: K-9

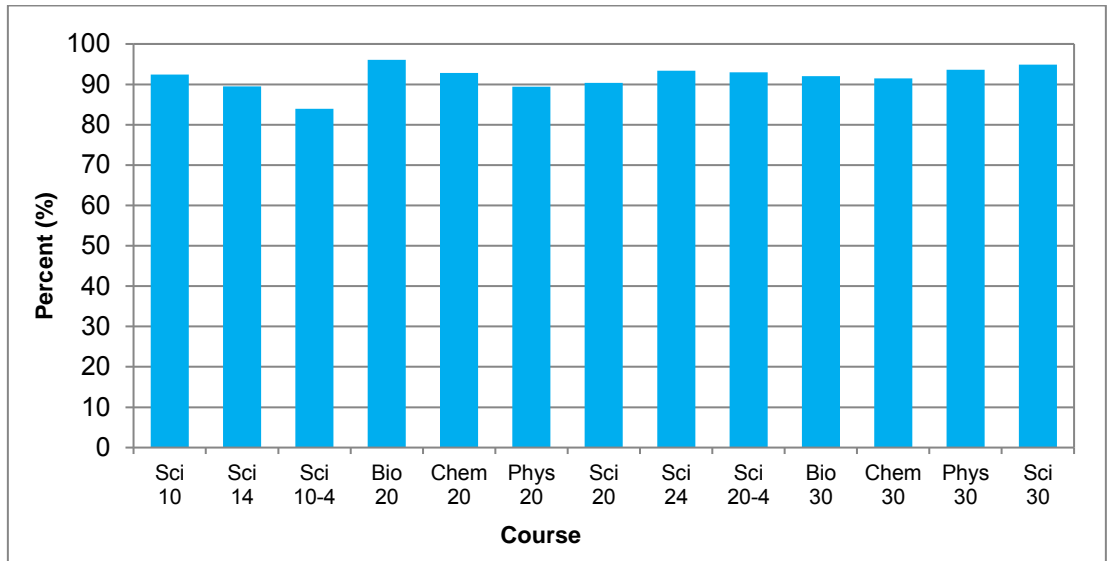


Percentage of students meeting learning expectations within Science as measured by student report cards by course: 10, 20, 30 levels

Year	Sci 10	Sci 14	Sci 10-4	Bio 20	Chem 20	Phys 20	Sci 20	Sci 24	Sci 20-4
2014-15	91.0	87.9	79.3	96.3	93.6	93.3	92.3	88.9	79.9
2015-16	93.4	89.5	83.2	96.4	93.6	92.6	92.4	89.4	87.6
2016-17	93.5	90.3	77.2	95.8	92.8	93.3	89.3	92.1	91.8
2017-18	92.4	89.5	83.9	96.1	92.8	89.4	90.4	93.4	93.0

Year	Bio 30	Chem 30	Phys 30	Sci 30
2014-15	93.9	96.0	96.0	92.3
2015-16	95.1	95.6	96.1	93.0
2016-17	93.7	94.4	95.3	93.1
2017-18	92.0	91.5	93.6	94.9

Percentage of students meeting learning expectations within Science as measured by student report cards by course 2017-18: 10, 20, 30 levels



Overall by Stem

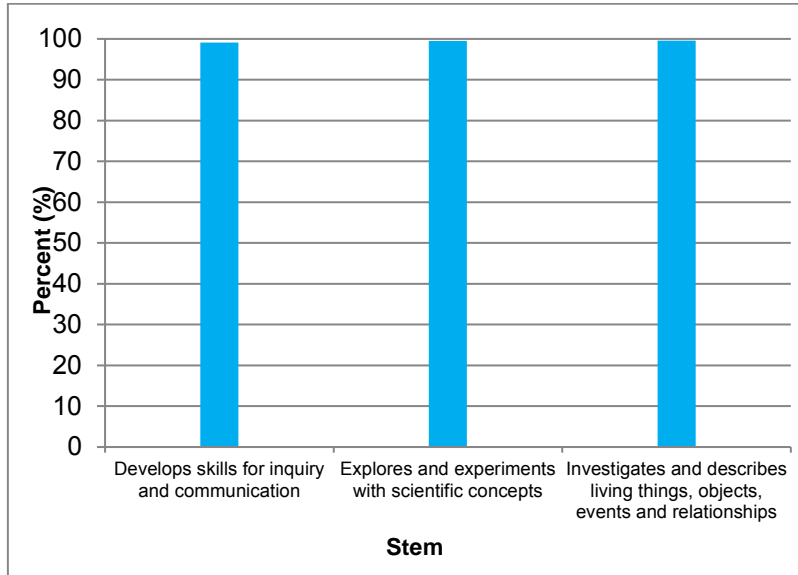
Percentage of students meeting learning expectations within Science as measured by student report cards by stem: Kindergarten

Stem	2014-15	2015-16	2016-17	2017-18
Makes personal sense of objects, events and relationships ⁷	99.3			
Develops skills for inquiry and communication ⁵		99.2	99.1	99.1
Explores and experiments with scientific concepts	99.6	99.5	99.5	99.5
Investigates and describes living things, objects, events and relationships ⁸	99.4	99.6	99.5	99.6

⁷ In 2015-16, the report card stem “Makes personal sense of objects, events and relationships” was replaced with the stem “Develops skills for inquiry and communication.”

⁸ For 2014-15, this report card stem was “Investigates and describes living things, objects and events.”

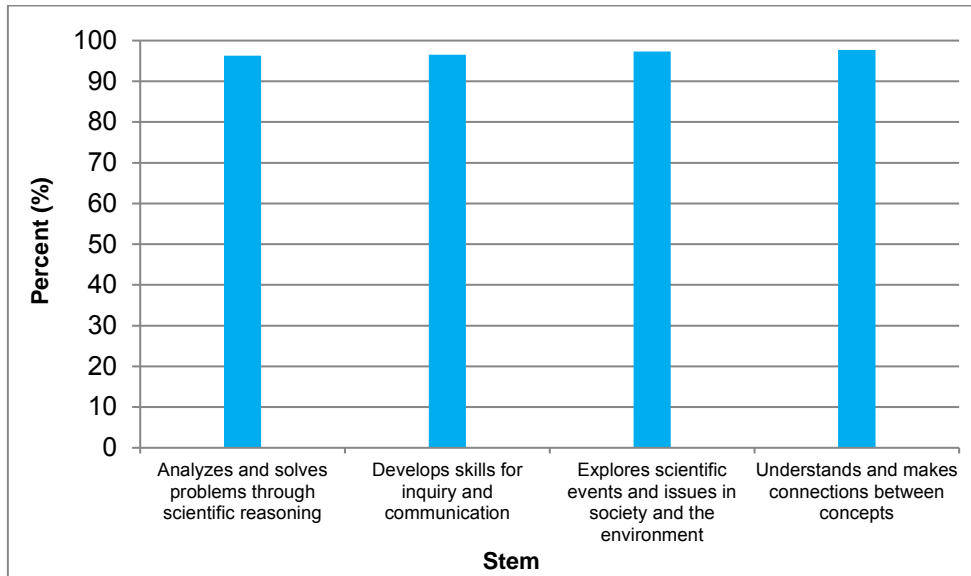
Percentage of students meeting learning expectations within Science as measured by student report cards by stem 2017-18: Kindergarten



Percentage of students meeting learning expectations within Science as measured by student report cards by stem: Grades 1-9

Stem	2014-15	2015-16	2016-17	2017-18
Analyzes and solves problems through scientific reasoning	96.2	96.4	96.4	96.3
Develops skills for inquiry and communication	96.4	96.4	96.7	96.5
Explores scientific events and issues in society and the environment	97.2	97.4	97.4	97.3
Understands and makes connections between concepts	97.6	97.7	97.8	97.7

Percentage of students meeting learning expectations within Science as measured by student report cards by stem 2017-18: Grades 1-9



Overall by Stem and Grade

Percentage of students meeting learning expectations within Science as measured by student report cards by course and stem 2017-18: Grades 1-9

Stem	1	2	3	4	5	6	7	8	9
Analyzes and solves problems through scientific reasoning	97.2	97.9	97.6	98.4	97.5	96.2	94.8	94.1	91.4
Develops skills for inquiry and communication	97.4	97.8	96.8	98.1	97.3	96.1	95.4	95.1	93.6
Explores scientific events and issues in society and the environment	98.1	98.4	98.3	98.9	98.4	97.5	95.6	95.7	94.0
Understands and makes connections between concepts	98.6	98.8	98.5	99.2	98.2	97.5	96.8	96.7	93.8

Science Findings

CBE students demonstrate success across grade levels, Science courses and Science-based learning outcomes. Over 94% of students K-12 met the learning expectations within Science K-12, even though there was a 0.3 percentage point decrease from 2016-17 to 2017-18. In Kindergarten to grade 6 over 96.0% of students met with success. In grades 7 to 9, 90.6% of students met with success and in grades 10 -12, 91.2% of students were successful in science courses. Smaller cohorts at dash 4 are susceptible to changes in composition in the cohort. Therefore, in these groups there will be more fluctuations year over year in science.

5 | Conclusion

As measured by student report cards, overall CBE students met with success in Arts, Career & Technology Studies, Mathematics, Physical Education and Science. Within each subject, this is evident across the range of course, grades and learning outcomes.

Overall Academic Success for CBE students is well supported in these instructional programs. To ensure students success over time, School Development Plans, and system wide supports and networks focus on continuous and targeted improvement.



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

APPENDICES

Appendix I: Brief Introduction to Programs of Study

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.

appendix

Brief Introduction to Programs of Study

Arts

Throughout the grades, students in the Fine Arts are creators, performers, historians, critics and consumers. The Fine Arts programs of study include visual arts, music and drama.

- Visual Arts – Students develop perceptual awareness, learn visual arts skills/concepts, interpret and communicate with visual symbols, and create, value and appreciate art.
- Music – Through music education, students perform, listen and compose. They may participate in instrumental music, choral music or general music.
- Drama – Students explore dramatic play through movement, group drama, dance, mime, choral speech, storytelling and puppetry. They also study the elements of drama and theatre by staging productions that include construction, sound, lighting, makeup, costumes, sets and props.

Note | Dance is a Locally Developed Course approved by the Board of Trustees.

Links to Alberta Education's Program of Studies

- [Fine Arts \(1-6\)](#)
- [Fine Arts \(7-9\)](#)
- [Fine Arts \(10-12\)](#)

Career and Technology Foundations (CTF)

In grades 5 to 9, students learn some of the skills and competencies from the CTS occupational areas. The CTF learning activities are based on real-world problems, issues and topics so that students have the foundation to transition into CTS at high school.

- In CTF, students explore their interests, passions and skills while making personal connections to career.
- In CTF, students respond to challenges by participating in a defined process: they create, appraise and communicate.
- In CTF students work independently and with others who exploring careers and technology.

Link to Alberta Education's Program of Studies

- [Career and Technology Foundations](#)

Career and Technology Studies (CTS)

Alberta's Career and Technology Studies (CTS) courses help students in grades 10-12 develop life skills in preparation for both the workplace and future learning. Students choose from over 1400 courses and create a pathway in an area of interest. The courses are arranged into five CTS occupational or industry clusters: Business, Administration, Finance & Information Technology (BIT); Health, Recreation & Human Services (HRH); Media, Design & Communication Arts (MDC); Natural Resources (NAT); and Trades, Manufacturing & Transportation (TMT).

Through CTS, students learn specific industry knowledge and skills for next steps including transferable **competencies** such as collaboration, critical/creative thinking, personal well-being and global citizenship. They also learn that career is more than a job; its about bringing their own abilities/ interests/ passions to the community while considering their options and evolving their own goals.

Link to Alberta Education's Program of Studies

- [Career and Technology Studies](#)

Mathematics

Alberta's mathematics program encourages students to develop mathematical reasoning and problem-solving skills and to make connections between mathematics and its applications. Provincially defined learning outcomes for students are informed by understandings about the nature of mathematics (key ideas such as change, constancy, number sense, patterns, relations, spatial sense and uncertainty) and mathematical processes (communications, connections, mental mathematics and estimation, problem solving, reasoning, technology and visualization).

The learning outcomes for students in grades K-9 are organized into four strands across the grades. Some strands are subdivided into substrands. There is one general outcome per substrand. The strands and substrands, including the general outcome for each are listed here.

- Number – develop number sense
- Patterns and Relations
 - Patterns – use patterns to describe the world and to solve problems
 - Variables and Equations – represent algebraic expressions in multiple ways
- Shape and Space
 - Measurement – use direct and indirect measurement to solve problems
 - 3-D Objects and 2-D Shapes – describe the characteristics of 3-D objects and 2-D shapes and analyze the relationships among them.
 - Transformations – describe and analyze position and motion of objects and shapes
- Statistics and Probability
 - Data Analysis – collect, display and analyze data to solve problems
 - Chance and Uncertainty – use experimental or theoretical probabilities to represent and solve problems involving uncertainty

In grades 10-12 the Program of Studies includes course sequences and topics rather than strands. Each topic area requires that students develop a conceptual knowledge base and skill set that increases in complexity within each course sequence. Topics in grades 10-12 include:

- Algebra
- Geometry
- Logical Reasoning
- Mathematics Research
- Measurement
- Number
- Permutations, Combinations and Binomial Theorem
- Probability
- Relations and Functions
- Statistics
- Trigonometry

Links to Alberta Education's Program of Studies

[Mathematics K-6](#)

[Mathematics 7-9](#)

[Mathematics Knowledge and Employability \(K&E\) 8 & 9](#)

[Mathematics 10-12](#)

Physical Education

The aim of the Kindergarten to Grade 12 physical education program is for students to develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle.

- Students participate in age-appropriate dance, sport/games, gymnastics and individual activities in school, community and outdoor settings.
- Students understand, experience and appreciate the health benefits of physical activity including those related to fitness, body image and general well-being.
- Students interact positively with others.
- Students assume responsibility for an active way of life and consider effort, safety and goal setting.

Links to Alberta Education's Program of Studies

[Physical Education K-12](#)

Science

From Kindergarten to Grade 12 science courses provide a framework for students to understand and interpret the world around them. Students develop scientific literacy through collecting, analyzing and interpreting experimental evidence. Additionally, students interconnect science, technology and society as they continue to develop their sense of wonder about the natural world.

Depending on interests, abilities and goals, students in Grade 11 choose one or more scientific disciplines:

- Biology: the study of life/energy and matter; body systems; genetics; and changes in biological systems.
- Chemistry: the study of matter and how matter interacts/combines/changes.
- Physics: the exploration of natural events, technology and the interactions between matter and energy.
- General Science: the application of concepts in life science, physical science and earth/space science; and the study of science, technology, society/ environment

Links to Alberta Education's Program of Studies

[Science K-6](#)

[Science 7-9](#)

[Science Knowledge and Employability \(K&E\) 8 & 9](#)

[Science 10-12](#)



OE-5: Financial Planning

Monitoring report for the
school year 2017-2018

Report date:
January 8, 2019

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 5: Financial Planning, the Chief Superintendent certifies that the proceeding information is accurate and complete.

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



Signed: _____ Date: January 2, 2019
Christopher Usih, Chief Superintendent

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 5: Financial Planning, the Board of Trustees:

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

Summary statement/motion of the Board of Trustees:

Signed: _____ Date: _____
Chair, Board of Trustees



OE-5: Financial Planning

Executive Summary

The Board of Trustees believes that prudent financial planning and management are essential for student success and public confidence.

This Operational Expectation establishes expectations of the Board of Trustees for the Calgary Board of Education regarding financial planning for student success public confidence.

This is the first monitoring report for OE – 5: Financial Planning based upon the revisions to the OEs in March 2017. The Board approved revised reasonable interpretations and indicators in October 2017. The Board last monitored OE - 5 on December 5, 2017. The data provided in that report was for the 2016-2017 school year, based upon the previous OE - 5 statements, reasonable interpretation and indicators that were approved in June 2012.

This report includes data available from the 2017-2018 school year and contains evidence to support the following findings:

Policy Statement	Indicator	Finding
5.1	5.1.1	Compliant
5.2	5.2.1	Compliant
5.3	5.3.1	Compliant
5.4	5.4.1	Compliant
5.4	5.4.2	Compliant
5.4	5.4.3	Compliant



OE-5: Financial Planning

The Board of Trustees believes that prudent financial planning and management are essential for student success and public confidence.

Board-approved Interpretation |

As stewards of public funds, careful and intentional planning for use of available funding that is aligned with CBE missions, vision and values is essential to support student learning and provide assurance to the community.

The Chief Superintendent interprets:

- *prudent financial planning* to mean the allocation of resources to achieve the objectives as outlined in the Three year Education plan.
- *financial management* to mean having the process and controls in place to balance the cost and benefit for budget decisions with available funding.
- *public confidence* to mean the ability for members of the community to understand the rationale for budget decisions through transparent financial reporting.

The Chief Superintendent shall:

5.1	Present the budget-planning assumptions.	Compliant
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Identifying key principles and variables that will drive budget decisions is an important component of the budget process and is critical to consistency and transparency.

The Chief Superintendent interprets:

- *budget-planning assumptions* to mean the identification of a range of controllable and non-controllable factors that impact the budget.

OE-5: Financial Planning

Board-approved Indicators and *Evidence of Compliance* |

1. A Budget Assumptions Report that reflects the Board’s values and identifies the critical and relevant factors impacting the development and balancing of the budget.	Compliant
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The organization is compliant with this indicator.

Evidence statement

The Budget Assumption Report was presented April 10, 2018.

5.2	<p>Develop a budget that:</p> <ul style="list-style-type: none"> a) is in a summary format understandable to the Board and presented in a manner that allows the Board to understand the relationship between the budget and the Results priorities and any Operational Expectations goals for the year as set out in the Annual Summative Evaluation; and b) avoids fiscal jeopardy 	Compliant
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The budget reflects the focus on student learning, incorporates key assumptions and presents information that furthers understanding of the use of resources.

The Chief Superintendent interprets:

- *summary format understandable to the Board* to mean the format required by Alberta Education with supplemental information as required to enhance public understanding.
- *the relationship between the budget and Results priorities and any Operational Expectations goals for the year* to mean that the budget reflects the priorities of the Three Year Education Plan and the goals as set out in the Annual Summative Evaluation.

OE-5: Financial Planning

- *avoid fiscal jeopardy* to mean to take steps to mitigate the risks associated with the inability of the organization on an ongoing basis to continue to operate and meet statutory obligations.

Board-approved Indicators and Evidence of Compliance |

1. A Budget Document that reflects this interpretation is presented to the Board.	Compliant
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The organization is compliant with this indicator.

Evidence statement

The Students Come First | Budget Report for 2018-22 was presented on May 15, 2018 and May 22, 2018.

5.3	Ensure prudent financial management that does not materially deviate from the budget.	Compliant
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The same expectations should exist for ongoing administration and operationalization of the budget as were made in the planning process.

The Chief Superintendent interprets:

- *materially deviates from the budget* to mean quantitative variances from the approved budget including:
 - any change in approved use of reserves;
 - creation of a deficit in any amount; or
 - an annual negative variance from planned net operating surplus of \$5 million or more;
 - Any line item in the quarterly variance reports that varies by greater than 1% and \$500,000.



OE-5: Financial PlanningBoard-approved Indicators and *Evidence of Compliance* |

1. Quarterly variance reports will be presented reflecting the materiality interpretation.	Compliant
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The organization is compliant with this indicator.

Evidence statement

November 28, 2017 – First Quarter Budget Variance Report and Fall 2017 Budget Update

May 15, 2018 – Second Quarter Budget Variance Report

June 19, 2018 – Third Quarter Budget Variance Report

November 27, 2018 – Fourth Quarter Budget Variance Report

5.4	Ensure that prior board approval is received for all expenditures from reserve funds and for all transfers between operating reserves, capital reserves or committed operating surplus.	Compliant
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The Board of Trustees must authorize use of or transactions between reserve funds of any kind.

Board-approved Indicators and *Evidence of Compliance* |

1. All use of reserve funds will occur with the prior approval of the Board of Trustees.	Compliant
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The organization is compliant with this indicator.



OE-5: Financial Planning*Evidence statement*

October 31, 2017 – Financial Status of Reserves and Designated Funds at August 31, 2017

2. All transfers between reserve funds will occur with prior approval of the Board of Trustees.	Compliant
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The organization is compliant with this indicator.

Evidence statement

October 31, 2017 – Financial Status of Reserves and Designated Funds at August 31, 2017

3. All debt arrangements will occur with the prior approval of the Board of Trustees.	Compliant
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The organization is compliant with this indicator.

Evidence statement

There was no new debt for 2017-18.



OE-5: Financial Planning

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

Minutes of the Regular Meeting of the Board of Trustees (the "Board") held in Room T224, Education Centre, 1221 - 8 Street SW, Calgary, Alberta on Tuesday, October 17, 2018 at 8:30 a.m.

MEETING ATTENDANCE

Board of Trustees

Present:

Trustee T. Hurdman, Chair
Trustee M. Bradshaw
Trustee L. Davis
Trustee M. Dennis
Trustee R. Hehr
Trustee J. Hrdlicka

Absent:

Trustee A. Adams

Administration:

Mr. D. Stevenson, Chief Superintendent of Schools
Ms. J. Everett, Acting Deputy Chief Superintendent of Schools
Mr. D. Breton, Superintendent, Facilities and Environmental Services
Mr. G. Francis, Superintendent, Human Resources and General Counsel
Ms. S. Smith, Acting Superintendent, Learning
Ms. M. Martin-Esposito, Chief Communications Officer
Ms. K. Fenney, Director, Legal Services and Corporate Secretary
Ms. T. Minor, Associate Corporate Secretary

CALL TO ORDER

Chair Hurdman called the meeting to order at 8:36 a.m.

MOTION TO MOVE IN CAMERA

MOVED by Trustee Hrdlicka:

Whereas the Board of Trustees is of the opinion that it is in the public interest that matters on the private agenda for the Regular Meeting of the Board of Trustees, October 17, 2018, be considered at an in-camera session; therefore, be it

Resolved, THAT the Regular Meeting of the Board of Trustees moves in-camera.

The motion was
CARRIED UNANIMOUSLY.



**Calgary Board
of Education**

MOTION TO REVERT TO PUBLIC MEETING

MOVED by Trustee Hehr:

THAT the Regular Meeting of the Board of Trustees moves out of in-camera.

The motion was
CARRIED UNANIMOUSLY.

MOTIONS TO ACTION IN-CAMERA RECOMMENDATIONS

MOVED by Trustee Hehr:

THAT the Board of Trustees cancels the Special Meeting called for Wednesday, October 24, 2018 commencing at 12:00 p.m. in Room T224 at 1221 – 8 Street SW, Calgary, Alberta.

Trustee Davis declared a conflict of interest.

The motion was
CARRIED.

In favour:	Trustee Bradshaw Trustee Dennis Trustee Hehr Trustee Hurdman
Opposed:	Trustee Hrdlicka
Abstained:	Trustee Davis

MOVED by Trustee Hrdlicka:

THAT the Regular Meeting of the Board of Trustees moves in-camera.

The motion was
CARRIED UNANIMOUSLY.

MOVED by Trustee Hehr:

THAT the Regular Meeting of the Board of Trustees moves out of in-camera.

The motion was
CARRIED UNANIMOUSLY.

MOVED by Trustee Hehr:

THAT the Board of Trustees authorizes the scheduling of a Special private meeting of the Board of Trustees as discussed in camera.

Trustee Davis declared a conflict of interest.

The motion was
CARRIED.

Abstained: Trustee Davis



ADJOURNMENT

Chair Hurdman declared the meeting adjourned at 12:38 p.m.

Chair

Associate Corporate Secretary
Adopted:

DRAFT



CALGARY BOARD OF EDUCATION

Minutes of the Regular Meeting of the Board of Trustees (the "Board") held in the Multipurpose Room, Education Centre, 1221 – 8 Street SW, Calgary, Alberta on Tuesday, October 23, 2018 at 12:00 noon

MEETING ATTENDANCE

Board of Trustees

Present:

Trustee T. Hurdman, Chair
Trustee A. Adams
Trustee M. Bradshaw
Trustee M. Dennis
Trustee R. Hehr
Trustee J. Hrdlicka

Absent:

Trustee L. Davis

Administration:

Mr. D. Stevenson, Chief Superintendent of Schools
Ms. J. Everett, Acting Deputy Chief Superintendent of Schools
Mr. D. Breton, Superintendent, Facilities and Environmental Services
Mr. G. Francis, Superintendent, Human Resources and General Counsel
Mr. B. Grundy, Superintendent, Finance/Technology Services
Ms. S. Smith, Acting Superintendent, Learning
Ms. M. Martin-Esposito, Chief Communications Officer
Ms. K. Fenney, Director, Legal Services and Corporate Secretary
Ms. T. Minor, Associate Corporate Secretary
Ms. D. Perrier, Recording Secretary

Stakeholder Representatives:

Mr. K. Chee, Senior High School Principals' Association
Mr. B. Cocking, Alberta Teachers' Association, Local 38
Ms. R. Hajee, Principals' Association for Adolescent Learners (PAAL)
Mr. T. Killam, Canadian Union of Public Employees, Local 40
Ms. L. Nachtigal, Elementary School Principals' Association
Mr. K. Reinhardt, Senior High School Principals' Association
Ms. L. Robb, Calgary Board of Education Staff Association
Mr. D. Sparrow, Principals' Association for Adolescent Learners (PAAL)



1 | **CALL TO ORDER, NATIONAL ANTHEM AND WELCOME**

Chair Hurdman called the meeting to order at 12:00 p.m. and O Canada was led by the Mount Royal School Senior Band, ACCESS class, Sign Language club and Leadership class, through a video recording.

Chair Hurdman acknowledged the traditional territories and oral practices of the Blackfoot Nations, which includes the Siksika, the Piikani, and the Kainai. She also acknowledged the Tsuut'ina and Stoney Nakoda First Nations, the Métis Nation (Region 3), and all people who make their homes in the Treaty 7 region of Southern Alberta.

Chair Hurdman also acknowledged and welcomed representatives from the aforementioned organizations, staff, parents and students.

2 | **CONSIDERATION/APPROVAL OF AGENDA**

Ms. T. Minor, Associate Corporate Secretary, noted that a change has been requested to remove from the agenda, Item 8.1 Approval of Minutes.

MOVED by Trustee Dennis:

THAT the Agenda for the Regular Meeting of October 23, 2018 be approved as submitted, subject to the revision noted above.

The motion was
CARRIED UNANIMOUSLY.

3 | **AWARDS AND RECOGNITIONS**

There were no awards or recognitions.

4 | **RESULTS FOCUS**

4.1 **Summary of the 2017-18 Provincial Achievement Test and Diploma Examination Results**

Chief Superintendent Stevenson introduced the report, noting that CBE student results on the 2017-18 Provincial Achievement Test (PAT) and Diploma Exams are part of Alberta Education's accountability requirements. He noted this report supports the CBE's governance policies Operational Expectations 7: Communication With and Support for the Board and Results 2: Academic Success. Beyond these provincial assessments, student achievement includes formative and summative assessments of student learning over time. The CBE considers the overall success of students, which includes the ways they demonstrate citizenship, personal development and character, as fundamental to a student's overall achievement.

Acting Deputy Chief Superintendent Everett shared three changes that occurred to the provincial assessment program this year: the province moved away from a set schedule for provincial achievement tests and instead provided a window of time for assessments



to be written; students were able to access up to double the time to complete the assessments, where previously only a number of selected students were provided this accommodation; and the structure of the Mathematics Grade 9 PAT was revised to include a non-calculator portion. She noted that these changes may have had an impact on student results. Acting Deputy Chief Superintendent Everett provided highlights of the contents of the report.

Administration responded to trustee questions on matters including: the ability to track individual students with respect to their learning needs and outcomes as they transition through grade levels and schools; Alberta Education's fixed weighting of 50% for the Acceptable Standard and 80% for the Standard of Excellence for the Diploma Exam; the process used by Alberta Education to develop cut scores; cut scores for Grade 9 Math Part A and Part B, written in both English and French; the difference in the percentage of students achieving at the Acceptable Standard for the cohort group (all students enrolled) versus actual writers; the program coding error for students in Grade 6 French Language Arts, thereby having been exempted from writing; an explanation of Knowledge and Employability (K&E) courses that are offered to students with parental consent, and the work that is undertaken at the school level to ensure academic success for those students; accommodations for writing PATs that may be provided to students with identified learning needs; the flexibility offered to assist students in displaying their learning; the content change of the Mathematics Grade 9 PAT Part A and Part B from the previous year; how the analysis of system results are shared with schools; and the caution required in reviewing trends and making comparisons from year to year.

Chief Superintendent Stevenson welcomed Ms. S. Smith to her role as Acting Superintendent, Learning.

5 | **OPERATIONAL EXPECTATIONS**

There were no reports.

6 | **PUBLIC COMMENT**

There were no public comments.

7 | **MATTERS RESERVED FOR BOARD ACTION**

7.1 **2019/20 Modular Classroom Program**

Superintendent Breton provided highlights of the contents of the report. Eligibility filters for modular classrooms and modular classroom ranking criteria were informed by public feedback and approved by the Board in October 2014. Elboya School is the only school that meets all of the modular classroom criteria for program submission this year.

Administration responded to trustee questions on matters including: the modular classroom program process that also assesses replacement priorities; system work that is required to determine how to best use existing space within CBE high schools; review



of the data over the month of September to meet the province's November 1 submission timeline; the anticipated costs for the three modular classrooms; and preliminary work done with the City of Calgary relating to the installation of the modulars, which is unofficial until approval is received from the province.

MOVED by Trustee Hrdlicka:

THAT the Board of Trustees approves the 2019/20 Modular Classroom Program submission.

Trustee comments in debate of the motion included the information clearly depicts that Elboya School requires more space to accommodate students, and staff have been diligent in their review of the numbers for accuracy.

Chair Hurdman called for the vote on the motion.

The motion was
CARRIED UNANIMOUSLY.

8 | **CONSENT AGENDA**

The Chair noted that with the exception of the meeting Minutes that were removed, the following items on the Consent Agenda are approved with the Agenda:

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

THAT the Board approves the Board of Trustees' self-evaluation report as developed during the evaluation workshop of June 7, 2018.

8.3 Items Provided for Board Information

- 8.3.1 Chief Superintendent's Update
- 8.3.2 Construction Projects Status Update
- 8.3.3 September 30 Enrolment Summary

Chair Hurdman informed that the meeting would move in camera to discuss one strategic planning and communications matter, one labour matter and one legal matter. The next public meeting of the Board of Trustees is scheduled for Tuesday, November 6, 2018.

Recessed: 1:08 p.m.

Reconvened: 1:25 p.m.

9 | **IN-CAMERA SESSION**

Motion To Move In Camera



MOVED by Trustee Adams:

Whereas the Board of Trustees is of the opinion that it is in the public interest that matters on the Private Agenda for the Regular Meeting of the Board of Trustees, October 23, 2018, be considered at an in-camera session; therefore, be it

Resolved, **THAT the Regular Meeting of the Board of Trustees moves in-camera.**

The motion was
CARRIED UNANIMOUSLY.

Motion To Revert To Public Meeting

MOVED by Trustee Hehr:

THAT the Regular Meeting of the Board of Trustees moves out of in-camera.

The motion was
CARRIED UNANIMOUSLY.

Motions To Action In-Camera Recommendations

MOVED by Trustee Bradshaw:

1. **THAT the Board of Trustees approves the letter agreement with the successful candidate as discussed in camera;**
2. **THAT the Board of Trustees authorizes the Board Chair to execute the employment agreement for the Chief Superintendent of Schools, and the letter agreement, subject to ministerial approval of the successful candidate's appointment as Chief Superintendent of Schools; and**
3. **THAT the Board of Trustees authorizes the Chair and Vice-Chair to communicate with successful candidate as discussed in camera.**

The motion was
CARRIED UNANIMOUSLY.

MOVED by Trustee Adams:

THAT the Board of Trustees authorizes the Chair to communicate with the Minister of Infrastructure as discussed in camera.

The motion was
CARRIED UNANIMOUSLY.

MOVED by Trustee Bradshaw:

THAT the Board of Trustees approves the October 30, 2018 Special Meeting process as discussed in camera.

The motion was
CARRIED.

In favour: Trustee Bradshaw
Trustee Dennis
Trustee Hehr
Trustee Hrdlicka
Trustee Hurdman

Opposed: Trustee Adams

10 | ADJOURNMENT

Chair Hurdman declared the meeting adjourned at 3:39 p.m.

Chair

Associate Corporate Secretary
Adopted:

DRAFT



CALGARY BOARD OF EDUCATION

Minutes of the Regular Meeting of the Board of Trustees (the "Board") held in Room T224, Education Centre, 1221 - 8 Street SW, Calgary, Alberta on Tuesday, October 30, 2018 at 12:00 noon

MEETING ATTENDANCE

Board of Trustees:

Trustee T. Hurdman, Chair
Trustee A. Adams
Trustee M. Bradshaw
Trustee L. Davis
Trustee M. Dennis
Trustee R. Hehr
Trustee J. Hrdlicka

Administration:

Mr. D. Stevenson, Chief Superintendent of Schools
Ms. J. Everett, Acting Deputy Chief Superintendent of Schools
Mr. D. Breton, Superintendent, Facilities and Environmental Services
Mr. G. Francis, Superintendent, Human Resources and General Counsel
Mr. B. Grundy, Superintendent, Finance/Technology Services
Ms. S. Smith, Acting Superintendent, Learning
Ms. M. Martin-Esposito, Chief Communications Officer
Ms. K. Fenney, Director, Legal Services and Corporate Secretary
Ms. T. Minor, Associate Corporate Secretary

CALL TO ORDER

Chair Hurdman called the meeting to order at 12:06 p.m.

MOTION TO MOVE IN-CAMERA

MOVED by Trustee Adams:

Whereas the Board of Trustees is of the opinion that it is in the public interest that matters on the Private Agenda for the Regular Meeting of the Board of Trustees, October 30, 2018 be considered at an in-camera session; therefore, be it

Resolved, THAT the Regular Meeting of the Board of Trustees moves in-camera.

The motion was
CARRIED UNANIMOUSLY.

Trustee Bradshaw departed a portion of the meeting due to a declared pecuniary interest in accordance with Section 83(1) of the *School Act*.



MOTION TO REVERT TO PUBLIC MEETING

MOVED by Trustee Bradshaw:

THAT the Regular Meeting of the Board of Trustees moves out of in-camera.

The motion was
CARRIED UNANIMOUSLY.

MOTIONS TO ACTION IN-CAMERA RECOMMENDATIONS

MOVED by Trustee Davis:

THAT the Board of Trustees directs the Chief Superintendent to obtain a third party report on forecasting for future lease rates as discussed in camera.

MOVED by Trustee Bradshaw:

THAT the Board of Trustees postpones the motion until the report, as discussed in camera, has been presented by Administration.

The motion was
CARRIED.

In Favour: Trustee Bradshaw
Trustee Dennis
Trustee Hehr
Trustee Hrdlicka
Trustee Hurdman
Opposed: Trustee Adams
Trustee Davis

MOVED by Trustee Adams:

THAT the Board of Trustees authorizes the Chair to communicate with the Minister of Education and the Minister of Infrastructure as discussed in camera.

The motion was
CARRIED UNANIMOUSLY.

ADJOURNMENT

Chair Hurdman declared the meeting adjourned at 2:50 p.m.

Chair

Associate Corporate Secretary
Adopted:



operational
expectations
monitoring report

OE-6: Asset Protection

BOARD OF TRUSTEES ACTION

Monitoring report for the
school year 2017-2018

Report date:
January, 8, 2019
Resubmitted:
January 15, 2019

With respect to OE-6: Asset Protection, the Board of Trustees:

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

OE-6: Asset Protection

Monitoring report for the
school year 2017-2018

Report date:
January 8, 2019

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 6: Asset Protection, the Chief Superintendent certifies that the proceeding information is accurate and complete.

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



Signed: _____ Date: January 2, 2019
Christopher Usih, Chief Superintendent

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 6: Asset Protection, the Board of Trustees:

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

Summary statement/motion of the Board of Trustees:

Signed: _____ Date: _____
Chair, Board of Trustees



OE-6: Asset Protection

Executive Summary

The Board of Trustees believes that the protection of all organizational assets contributes to student learning.

This Operational Expectation establishes expectations of the Board of Trustees for the Calgary Board of Education regarding the protection of organizational assets.

This is the first monitoring report for OE – 6: Asset Protection. The Board revised the Operational Expectations in March 27 which gave rise to the amalgamation, deletion and renumbering of some OEs. The OE covering Asset Protection was, previous to March 2017, OE – 7. The Board approved revised reasonable interpretations and indicators for the revised OEs in October 2017. The Board last monitored the OE on Asset Protection on January 9, 2018. The data provided in that report was for the 2016-2017 school year, based upon the previous OE - 7 statements, reasonable interpretation and indicators that were approved in June 2012.

This report includes data available from the 2017-2018 school year and contains evidence to support the following findings:

Policy Statement	Indicator	Finding
6.1	6.1.1	Not Compliant
6.1	6.1.2	Compliant
6.1	6.1.3	Compliant
6.1	6.1.4	Compliant
6.1	6.1.5	Compliant
6.1	6.1.6	Compliant

OE-6: Asset Protection

The Board of Trustees believes that the protection of all organizational assets contributes to student learning.

Board-approved Interpretation |

The success of our students is enhanced when materials, both tangible and intangible, belonging to CBE are safeguarded and not placed at undue risk.

The Chief Superintendent interprets:

- *protection* to mean controls are in place to ensure assets are safeguarded to decrease risk to a medium or low level.
- *organizational assets* to mean all tangible property and equipment and all intangible property (data and operational systems) owned by CBE that are vital to its operation. These include all asset categories recorded on the CBE balance sheet.

The Chief Superintendent shall:

6.1	Properly maintain, adequately protect and appropriately use all organizational assets.	Compliant
-----	--	-----------

Ensuring that the resources, material goods and other properties and possessions of CBE are safe and guarded from theft and liabilities is critical to the operation and functioning of the organization.

The Chief Superintendent interprets:

- *properly maintain* to mean kept in safe working order.
- *adequately protect* to mean controls are in place to ensure assets are safeguarded to decrease risk to a medium or low level.



OE-6: Asset Protection

- *appropriately use* to mean assets are utilized by CBE staff according to the purpose for which they were acquired.
- *organizational assets* to mean all tangible property and equipment and all intangible property (data and operational systems) owned by CBE that are vital to its operation. These include all asset categories recorded on the CBE balance sheet.

Board-approved Indicators and *Evidence of Compliance* |

<p>1. 95% of the corporate information created, received, maintained, disposed or preserved by the CBE is in accordance with GARP (Generally Accepted Record Keeping Principles).</p>	<p>Not Compliant</p>
---	----------------------

The organization is not compliant with this indicator.

Evidence statement

An internal audit of record management practices indicated that approximately 77% of the schools audited (10 of 13) achieved the CBE's target maturity standard (Essential) or better, based on Generally Accepted Recordkeeping Principles. The practices of three (3) schools were determined to be "In development", which was below the CBE's maturity level target.

Overall, the 2017/18 audit results represent a 5-percentage point improvement over the average percentage of schools that achieved the target maturity standard or better over the previous three years. Moreover, while the practices in the CBE and particularly schools have improved, even more training, support and attention will be required to ensure compliance on this measure. Additionally, explicit organizational direction that reinforces the expectation that Records Management requirements are compulsory as opposed to discretionary will be crucial for further advancements.



OE-6: Asset Protection

2. 99% of all attempted intrusions into the CBE Information Systems will be successfully blocked.	Compliant
---	-----------

The organization is compliant with this indicator.

Evidence statement

Internal tracking determined that of the millions of intrusion attempts during the reporting period, six (6) phishing related intrusions were successful. These related to staff members being deceived through different methods into disclosing their passwords to individuals who were neither entitled nor authorized to have access to CBE Systems.

Although by no means ideal, the 2017/18 phishing numbers do reflect an 85% improvement over 2016/17, and perhaps this could be attributed to persistent Security Awareness campaigns.

Furthermore, and bearing in mind the limitations of mindfulness/awareness type approaches, the CBE is currently deploying Two-Factor Authentication (2FA) to strengthen authentication and help prevent future incidents. So far, the Two-Factor Authentication (2FA) solution has been implemented for back office infrastructure, services and functions. A phased deployment to all remaining systems will continue throughout 2018/19.

3. No more than 5% of CBE schools audited by Alberta Infrastructure will have facility condition index of "marginal".	Compliant
---	-----------

The organization is compliant with this indicator.

Evidence statement

Only 1.3% of the CBE schools show a "marginal" rating on the facility condition index in the VFA. (VFA is the name of the database used by Alberta Infrastructure to capture facility condition assessments of all schools across the province.)



OE-6: Asset Protection

4. CBE will secure insurance coverage against theft, property losses and liability losses to the organization.	Compliant
--	-----------

The organization is compliant with this indicator.

Evidence statement

The Calgary Board of Education purchases its insurance through the Urban Schools Insurance Consortium, which includes 14 of the largest school districts in Alberta. This includes property, liability, auto, crime and other insurance policies.

5. No legal complaints related to violation of intellectual property rights are received.	Compliant
---	-----------

The organization is compliant with this indicator.

Evidence statement

No complaints related to a violation of intellectual property rights have been received by the CBE legal department.

6. No losses are incurred by CBE on deposits and investments.	Compliant
---	-----------

The organization is compliant with this indicator.

Evidence statement

There have been no losses incurred by CBE on deposits and investments.



OE-6: Asset Protection

GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

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

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

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

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

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



**report to
Board of Trustees**

Chief Superintendent's Update

Date	January 15, 2019
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Information
Governance Policy Reference	OE-3: Instructional Program OE-9: Facilities

1 | Recommendation

This report is being provided for information for 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-3: Instructional Program states that "providing high quality programming for all students is essential for student success, as defined in the Results". With other reports submitted to the Board of Trustees, this update meets the requirement of OE-3 in planning for and providing challenging, relevant and high quality programming opportunities that consider the educational needs of students.



OE-9: Facilities states that “learning is optimized in facilities that are safe, clean and properly maintained. With other reports submitted to the Board of Trustees, this update meets the requirement of OE-9 in utilizing Board-approved prioritization criteria to ensure the effective and efficient use of capital funding and demonstrating responsible stewardship of resources.

3 | Timely Information

Engage Our Stakeholders

Personalize Learning | Dual Credit Opportunities

On Friday, December 14, 2018 fifty CBE students participated in the University of Calgary on Campus Orientation for dual credit students. Dual enrollment in both the University of Calgary and the Calgary Board of Education (CBE), provide students the opportunity to earn university credits in Calculus and Physics as well as high school credits. During the Winter Semester, the CBE will have over 150 students participating in Dual Credit programming with the University of Calgary in Math, Physics, Psychology, and Kinesiology. The CBE will also have 300 students participating in 12 dual credit programs with Alberta College of Art and Design (ACAD), Bow Valley College, Mount Royal University, Olds College, Southern Alberta Institute of Technology (SAIT), and St. Mary’s University.

These programs are part of the Alberta Dual Credit Framework and align with its stated vision: *Students have access to dual credit opportunities to personalize their high school experience and build on or discover their career passions and interests.* Increasing access to unique pathways including dual credit are defined as Key Actions in the CBE Three-Year Education Plan, High School Success Strategy 2018-21.

Personalize Learning | Recreational Leadership Exploratory Program

On December 5, 2018 forty-two students and parents attended an information session for students interested in a new exploratory Recreational Leadership opportunity. This program will be offered in partnership with the City of Calgary, Ever Active Schools, the Youth Employment Centre and the Calgary Public Library. Students will be earning work experience credits as they develop skills and credentials to work with children and youth in a leadership role.

The program will run February through May 2019 at the New Central Public Library and will support student learning in a range of areas including: adaptive play therapy, indigenous games, cultural awareness, LGBTQ training, First Aid, CPR, and certification in Youth Leadership Programs (LEAD & High Five). Students will receive instruction from the Youth Employment Centre in preparing for the opportunity of summer employment with the City of Calgary

Neighborhoods Programs. The Recreational Leadership Exploratory Program brings together community partners in support of student learning and allows CBE students to follow their passions and interests as they explore potential career pathways.

This program aligns with the CBE Three-Year Education Plan, Personalize Learning, by identifying and creating *the conditions for success for students as unique learners and as members of their school and communities.*

Personalize Learning | Research Study re: Niitsitapi li tass ksii nii mat tsoo kop/Niitsitapi Learning Centre

Niitsitapi li tass ksii nii mat tsoo kop/Niitsitapi Learning Centre (NLC) offers a culturally-responsive, holistic education program for children ages 3 to 8. A partner-research project, funded by a grant from Alberta Education, between the Calgary Board of Education and Werklund School of Education, University of Calgary, focused on the impact of this learning program on the achievement and overall well-being of students and their families. The research design and questions were created by the community in March 2016 and the research began in ceremony in May 2017. A final ceremony/gathering took place in September 2018 where research findings were shared. The research study wove together community-based, community-driven participatory research, and Indigenous methodologies with an appreciative inquiry (strength-based) orientation.

The study sought to answer: *What impact will the new early childhood culturally-responsive, integrated (wrap-around) program at the Calgary Board of Education Niitsitapi Learning Centre have on academic achievement and the overall wellbeing of the students and their families?* The study concluded that NLC's philosophy (as guided by an in-house designed Holistic Learning Framework), programming, strategies, and approaches that are drawn from Indigenous Knowledge, such as an integrated approach to supporting Indigenous students and their families, has a strong and positive impact on student and family wellbeing and attitudes towards academic achievement. Students want to attend school, and they and their family members feel welcomed. Strong leadership, caring Elders and Knowledge Keepers, and a committed staff contribute to NLC's success.

Even though it has been open for a short few years, Niitsitapi Learning Centre has gained the attention of educators, administrators, curriculum and policy makers from across Canada.

Use of Lean Methodology in FES to Foster Employee Engagement

Facilities and Environmental Services (FES) started its Lean journey in June 2016. Lean methodology is a widely used continuous improvement technique developed concurrently by Ford and Toyota in their factories. The core premise of Lean is the relentless reduction of waste in every step of the work to



continuously strive for higher efficiency and effectiveness. Lean methodology accomplishes this in large part by involving frontline employees in identifying

and making process improvement recommendations. In doing so, employee engagement amongst those who typically have the greatest influence on the work itself is enhanced.

In 2018, a FES Employee Lean Mentorship Program was implemented with the objective of building professional capital and developing greater momentum across the service unit. This initiative has allowed the FES Lean team to grow rapidly. The FES Lean team has grown from eight members to sixty-eight members and has increased its undertakings from one Lean project to ten Lean projects. This enabled the review of many more FES activities and processes from a Lean perspective, all the while directly contributing to the Three-Year Education Plan priority of promoting a “workplace culture built on the values of voice, accountability, clarity of role and responsibility in which all employees find meaning and fulfillment.”

Steward our Resources

Single Joint Health and Safety Committee

On June 1, 2018, amendments to the Alberta Occupational Health and Safety (OHS) Act require all workplaces employing greater than twenty workers to develop and maintain a Joint Worksite Health and Safety Committee at each work site. Committees are also required to convene quarterly as a minimum.

For the CBE, this would have meant creating and maintaining 153 separate and independently run committees that would each need to convene at least four times per year. At a glance, both the complexity of sharing health and safety issues identified during over 600 yearly committee meetings coupled with the significant draw on personnel time – totalling over 4000 hrs per year as a conservative estimate – provided impetus for finding a better, personalized solution.

As such, the CBE requested and was approved for a variance by the Alberta Ministry of Labour to develop and maintain a single, overarching health and safety committee. This Single Joint Health and Safety Committee will represent the entire organization instead of the multi-committee model envisaged under the legislation.

Next steps include the formation of the committee and the convening of an initial meeting within the first quarter of 2019. The composition of the committee will ensure that all employee groups are represented. The proceedings of this new committee will be shared with all CBE employees through the newly created Joint Health and Safety Committee staff insite page available here:
<https://portal.cbe.ab.ca/staffinsite/teams/jhs-committee/Pages/default.aspx>



CHRISTOPHER USIH
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.

