

# public agenda

## Regular Meeting of the Board of Trustees

November 12, 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.	<b>1   Call to Order, National Anthem and Welcome</b>			
	<b>2   Consideration/Approval of Agenda</b>		GC-2	
	<b>3   Awards and Recognitions</b>		GC-3	
	<b>4   Results Focus</b>			
	4.1 Captain Nichola Goddard School Presentation	D. Yee	R-2	
	<b>5   Operational Expectations</b>			
	<b>6   Public Comment [<a href="#">pdf</a>]</b>		GC-3.2	
	Requirements as outlined in Board Meeting Procedures			
	<b>7   Matters Reserved for Board Action</b>	Board	GC-3	
	7.1 CBE Boundary Adjustment	Board	OE-7,8,9	Page 7-1
8.1	<b>8   Consent Agenda</b>	Board	GC-2.6	
	Items Provided for Board Approval			
	8.1.1 OE-4: Treatment of Employees – Annual Monitoring ( <i>THAT the Board approves the Chief Superintendent is in compliance with the provisions OE-4.</i> )	Board	OE-4	Page 8-1



Time	Topic	Who	Policy Ref	Attachment
	8.1.2 Minutes of the Regular Meetings held: <ul style="list-style-type: none"> <li>October 8, 2019</li> <li>October 22, 2019</li> </ul> (THAT the Board approves the minutes as submitted.)			Page 8-26 Page 8-35
	8.2 Items Provided for Board Information		OE-7	
	8.2.1 Chief Superintendent’s Update			Page 8-19
	<b>9   In-Camera Session</b>			
3:00 p.m.	<b>10   Adjournment</b>			
	<b>Debrief</b>	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](mailto:corpsec@cbe.ab.ca).

## report to Board of Trustees

### CBE Boundary Adjustment – Haskayne Area Structure Plan, part of Belvedere Area Structure Plan, and the remainder of the West Macleod Area Structure Plan

Date	November 12, 2019
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih, Chief Superintendent of Schools
Purpose	Decision
Originator	Dany Breton, Superintendent, Facilities and Environmental Services
Governance Policy Reference	OE-7: Communication With and Support for the Board OE-9: Facilities
Resource Person(s)	Carrie Edwards, Director, Planning & Transportation Anne Trombley, Manager, Planning Paul Mountford, Senior Urban Planner

#### 1 | Recommendation

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It is recommended:

- THAT the Board of Trustees authorizes the Chair to correspond with the Minister of Education, as per the letter at Attachment I.

#### 2 | Issue

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Urban development is starting to occur in the Haskayne Area Structure Plan (ASP), part of the Belvedere ASP, and the remainder of the West Macleod ASP (Attachments II, III & IV).



The Haskayne ASP was originally approved by the City on July 28, 2015 and revised in January 2019. This ASP will comprise one large community and accommodate a population of approximately 13,000 people.

The Belvedere ASP was originally approved in May 2013, and revised in December 2018. This ASP will ultimately include four communities and accommodate a population of approximately 61,000 people. The first area starting to be developed is bounded by the future Centre Avenue East alignment to 100 Street SE then south on 100 Street SE to the future 8 Avenue SE on the north; the City's boundary on the east (116 Street SE/Range Road 284); 17 Avenue SE on the south; and the current CBE jurisdictional boundary, along 84 Street SE, on the west.

The West Macleod ASP was originally approved by the City on June 10, 2014, revised in February 2019, and will accommodate a population of approximately 35,800 people. The West Macleod ASP will ultimately include three communities:

- Community A = Yorkville and West Yorkville
- Community B = Belmont (now includes Belmont Station)
- Community C = Pine Creek (including the Amendment Area Pine Bluff)

Yorkville and Belmont (not including Belmont Station) were incorporated into the CBE boundary at the start of this school year and the CBE is now requesting that the remainder of this ASP be included in its boundary. Belmont and the community to its east, Belmont Station, were combined into one community this year by the City of Calgary and the merged community is now called Belmont.

All of these areas are within the city limits of Calgary but are currently outside the Calgary Board of Education jurisdictional boundary.

### 3 | Background

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Annexation of land by the City of Calgary provides the CBE insight into the direction the City will be developing and where new municipal communities and school populations will be located in the future.

The City of Calgary annexed lands in 2005, 2007 and 2010, with the majority of this land remaining outside the CBE's jurisdiction. While the CBE requested to have its jurisdictional boundary changed to match the City's boundary, the Minister of Education, in a letter dated February 23, 2009 (Attachment V), advised that it was in the best interest of students to leave school jurisdiction boundaries as they were until such time as urban development warranted a change and parts of the annexed lands became subject to area structure plans and real estate development.

Attachment VI shows areas that are in various stages of development within the city limits of Calgary, but outside the CBE's current jurisdictional boundary. The timelines for occupancy are estimates based on information provided by the City and developers, and are subject to change. The CBE will request to have these

communities added to its jurisdictional boundary as development meets the Ministry of Education's requirements that the lands be subject to area structure plans and real estate development.

The last time the CBE's boundary was changed was June 20, 2019, when the Minister advised that the boundary adjustments in south Calgary, with respect to the Belmont and Yorkville communities, were approved and would become effective for the 2019-2020 school year.

Prior to that, the last time the CBE's boundary was changed was June 4, 2018, when the Minister advised that the boundary adjustments in north and northwest Calgary, with respect to portions of the Livingston and Crestmont communities, were approved and would become effective for the 2018-2019 school year. This change was approved as a result of the residential construction and real estate development occurring in this area at that time.

The Haskayne ASP and Belvedere ASP lands are within the Rocky View School Division boundary while the remainder of the West Macleod ASP currently resides within the Foothills School Division boundary. CBE staff has had several discussions with the representatives from both the Rocky View and Foothills School Divisions regarding these areas throughout the year. Formal notification to each School Division of the CBE's intention to request the Minister of Education incorporate these lands into its boundary were provided in letters dated November 1, 2019 (Attachments VII and VIII).

#### 4 | Analysis

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The Ministry of Education's position is to leave school jurisdiction boundaries in place until such time as urban development warrants a change. CBE is supportive of this approach given how the student transportation formula for metro school jurisdictions is not adequate to address the cost of providing transportation services when an area is comprised of sparse rural development.

The request to annex areas into the CBE's boundary is based on information provided through the City of Calgary and from developers. These are estimates based on timelines to complete infrastructure such as water, sanitary, storm, transportation and fire services, as well as market conditions. The proposed timelines are subject to change and can be sooner or later than anticipated.

New communities are regularly assessed for their suitability for transportation services to ensure there is a consistent and safe path clear of obstructions that may be caused by construction supplies and equipment in newer communities. The CBE needs city maintained roads for the yellow school bus to enter, maneuver to pick up students, and safely exit the community. Until yellow school bus service is added to new communities, a stop is provided as close as possible in a neighbouring community. This initial bus stop location may not fall within the current CBE guidelines for travel distance to a bus stop.

### Haskayne ASP

The CBE requests to have in its boundary the entire ASP.

Roads, underground utilities and homes are currently in various stages of construction. Based on information provided by the developer, residents are expected to occupy homes starting Summer 2020.

The CBE has begun to receive inquiries from the public for information regarding designated CBE schools for these communities.

There are currently no students in this area attending schools in the Rocky View School Division.

### Belvedere ASP (part of the area north of 17 Ave SE)

The area the CBE requests to have in its boundary is the area bounded by future Centre Avenue East alignment to 100 Street SE then south on 100 Street SE to the future 8 Avenue SE on the north; the City's boundary on the east (116 Street SE/Range Road 284); 17 Avenue SE on the south; and the current CBE jurisdictional boundary, along 84 Street SE, on the west.

Commercial development already exists in the southwest part of this ASP with the East Hills Shopping Centre. Residential development is now proceeding to the east of this area with a total population anticipated for this development of 4,000 people for this stage when built out.

Homes are expected to be occupied starting Summer 2020.

There are currently no students in this area attending schools in the Rocky View School Division.

### Remainder of the West Macleod ASP

The area the CBE requests to have in its boundary is the area bounded by the current CBE jurisdictional boundary on the north; Macleod Trail SE, Pine Creek and the Canadian Pacific (CP) railway line on the east; and the City boundary on the south and the west.

In these communities, roads, underground utilities and homes are in various stages of construction. Based on information provided by the developers, residents are expected to occupy homes starting Summer/Fall 2020.

The CBE has begun to receive inquiries from the public for information regarding designated CBE schools for these communities.

There are currently less than 5 students in this area attending schools in the Foothills School Division.

This meets the Ministry of Education's requirements that the lands be subject to area structure plans and real estate development.

Once approval is granted by the Minister of Education, school designations for students from the approved area(s) will be determined in Spring 2020 as part of the System Student Accommodation Planning Process (SSAP). School designations will be determined in alignment with CBE’s planning principles as outlined in AR1090:

- Minimize disruptions for students
- Provide program continuity from Kindergarten to Grade 12
- Keep cohort groups of students together
- Allow students to attend school as close to home as possible
- Provide long term sustainability
- Use space and resources effectively
- Provide equitable access for all students to quality learning environments and choice of programs

## 5 | Financial Impact

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The Ministry of Education’s position to expand the CBE jurisdictional boundary over time as urban development warrants allows the CBE to adequately plan for new residential communities being brought into the system.

The expansion of the CBE’s jurisdictional boundary to include new communities will add to the transportation and accommodation costs of the CBE. This phased in approach is preferable from a transportation perspective as newly annexed areas on the edge of City have low populations when development first starts. Having the same boundaries as the City where no immediate development is occurring could result in multiple buses going to the edges of the City to serve a low number of students.

The combined estimated transportation costs for the regular designated program over the next three school years to serve these new areas are:

2020-2021	2021-2022	2022-2023
\$82,500	\$165,000	\$165,000

Transportation services for students attending alternative programs are provided using the congregated stop model. Initially, it is anticipated that students in these areas will travel to existing congregated stops, which will not have a financial implication based on the current service model.

## 6 | Implementation Consequences

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As new area structure plans are approved and urban development commences, the CBE will request the Minister of Education to incorporate these new communities into the CBE’s jurisdictional boundary. These new communities will

be included in the CBE's capital and operational planning, allowing for comprehensive long-term accommodation, transportation and school planning.

## 7 | Conclusion

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The Ministry of Education, in a letter dated February 23, 2009, advised that it is in the best interest of students to leave school jurisdiction boundaries as they stand until such time as urban development warrants a change and parts of the annexed lands become subject to area structure plans and real estate development. This approach aligns with the existing student transportation funding model.

As the communities in the Haskayne ASP, part of the Belvedere ASP, and the remainder of the West Macleod ASP are within the City of Calgary boundary, are in approved Area Structure Plans, and are seeing real estate development, they now meet the Ministry's requirements for inclusion within the CBE's jurisdictional boundary.



**CHRISTOPHER USIH**  
**CHIEF SUPERINTENDENT OF SCHOOLS**

### ATTACHMENTS

- Attachment I: Letter to Minister of Education
- Attachment II: Proposed Haskayne ASP Annexation Area
- Attachment III: Proposed part of Belvedere ASP Annexation Area
- Attachment IV: Proposed remainder West Macleod ASP Annexation Areas
- Attachment V: Letter from Ministry of Education, February 23, 2009
- Attachment VI: Estimated Residential Occupancy Timelines for Communities Outside the CBE's Boundary
- Attachment VII: Letter to Rocky View School Division
- Attachment VIII: Letter to Foothills School Division

### 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.





1221 – 8 Street S.W., Calgary, AB T2R 0L4

November 13, 2019

Honourable Adriana LaGrange  
Minister of Education  
228 Legislature Building  
10800 – 97 Avenue  
Edmonton, AB T5K 2B6

Dear Ms. LaGrange,

**Re: Calgary Board of Education (CBE) Jurisdictional Boundary**

On behalf of the board of Trustees, I am writing to request an adjustment to the Calgary Board of Education's jurisdictional boundary.

The areas the CBE is requesting to be annexed are the entire area of the Haskayne Area Structure Plan (ASP), part of the Belvedere ASP, and the remainder of the West Macleod ASP. All of these areas are within the City of Calgary's municipal boundary.

**Haskayne ASP**

This area is located on the northwest side of the City of Calgary, north of the Bow River.

The legal descriptions of the area are: Plan 7416JK, Parcel E; Plan 5126JK, Parcel D; Plan 1139HJ, Parcel A; part of SEC 6-TWP 25-Rg 2; part of SEC 1-TWP 25-Rg 3; part of SEC 12-TWP 25-Rg 3; part of SEC 13-TWP 25-Rg 3; and part of SEC 14-TWP 25-Rg 3 (Attachment II).

**Belvedere ASP (part)**

This area is located on the east side of the City of Calgary, east of Stony Trail SE and south of the Trans-Canada Highway.

The area starting to be developed is bounded by the northern limit of SE 13-TWP 24-Rg 29, SW 18-TWP 24-Rg 28, and SE 17-TWP 24-Rg 28 on the north, the City's boundary on the east (116 Street SE/Range Road 284), 17 Avenue SE on the south, and the current CBE jurisdictional boundary/84 Street SE on the west (Attachment III).

The legal descriptions of the area are parts of: SEC 13-TWP 24-Rg 29, SEC 18-TWP 24-Rg 28, and SEC 17-TWP 24-Rg 28.

### Remainder of the West Macleod ASP

This area is located on the south side of Calgary, west of Macleod Trail SE. The area is bounded by the current CBE jurisdictional boundary on the north; Macleod Trail SE, Pine Creek and Canadian Pacific (CP) railway line on the east; and the City boundary on the south and west (Attachment IV).

The legal descriptions of the area are parts of: SEC 16-TWP 22-Rg 1, SEC 15-TWP 22-Rg 1, SEC 14-TWP 22-Rg 1, SEC 9-TWP 22-Rg 1, SEC 10-TWP 22-Rg 1, and SEC 11-TWP 22-Rg 1.

The majority of the 36,000 acres annexed by the City of Calgary, from the MD of Foothills in 2005 and the MD of Rocky View in 2007, remain outside of the CBE's jurisdictional boundaries. The Minister of Education, in a letter dated February 23, 2009 (Attachment V), identified that it was in the best interest of students to retain the existing school boundaries until urban development warranted change and parts of the annexed lands become subject to area structure plans and real estate development.

All of these areas now meet these criteria as they are communities with approved area structure plans that are now seeing roads, underground utilities and homes in various stages of construction.

The Rocky View School Division and the Foothills District School Division No. 28 were notified of the CBE's intention to request the Minister of Education to incorporate these areas into its boundaries in letters dated November 1, 2019 to their Director of Facility Planning and Director of Planning, respectively (Attachments VI and VII).

Based on the above information, I am respectfully requesting that the Minister of Education invoke her authority under Section 23 of the *School Act* and incorporate these lands into the CBE's jurisdictional boundary.

Thank you for your consideration on this matter.

Yours sincerely,

***Signature***

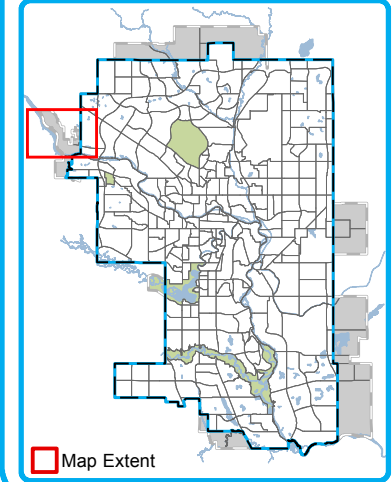
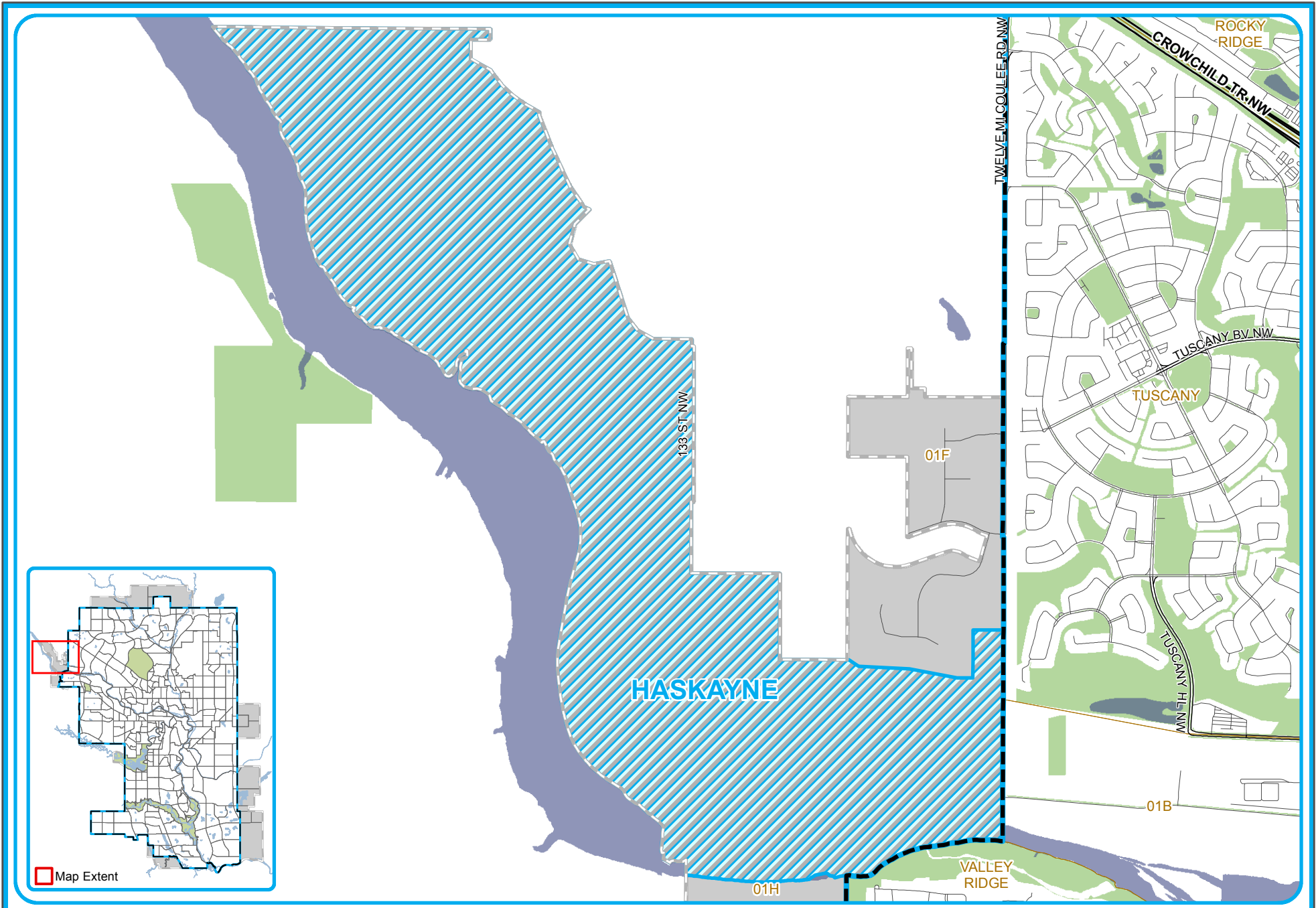
Marilyn Dennis, Chair

Board of Trustees








t | 403-817-7930

madennis@cbe.ab.ca






Map Extent

-  Calgary Board of Education
-  Proposed Annexation
-  CBE Boundary
-  Community Boundary
-  Water Body
-  Greenspace
-  City Limit

## Attachment II

### Proposed Haskayne Annexation Area

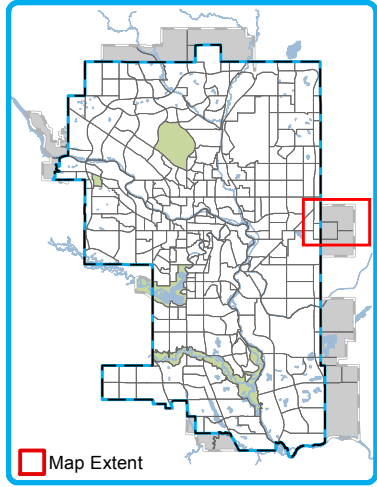
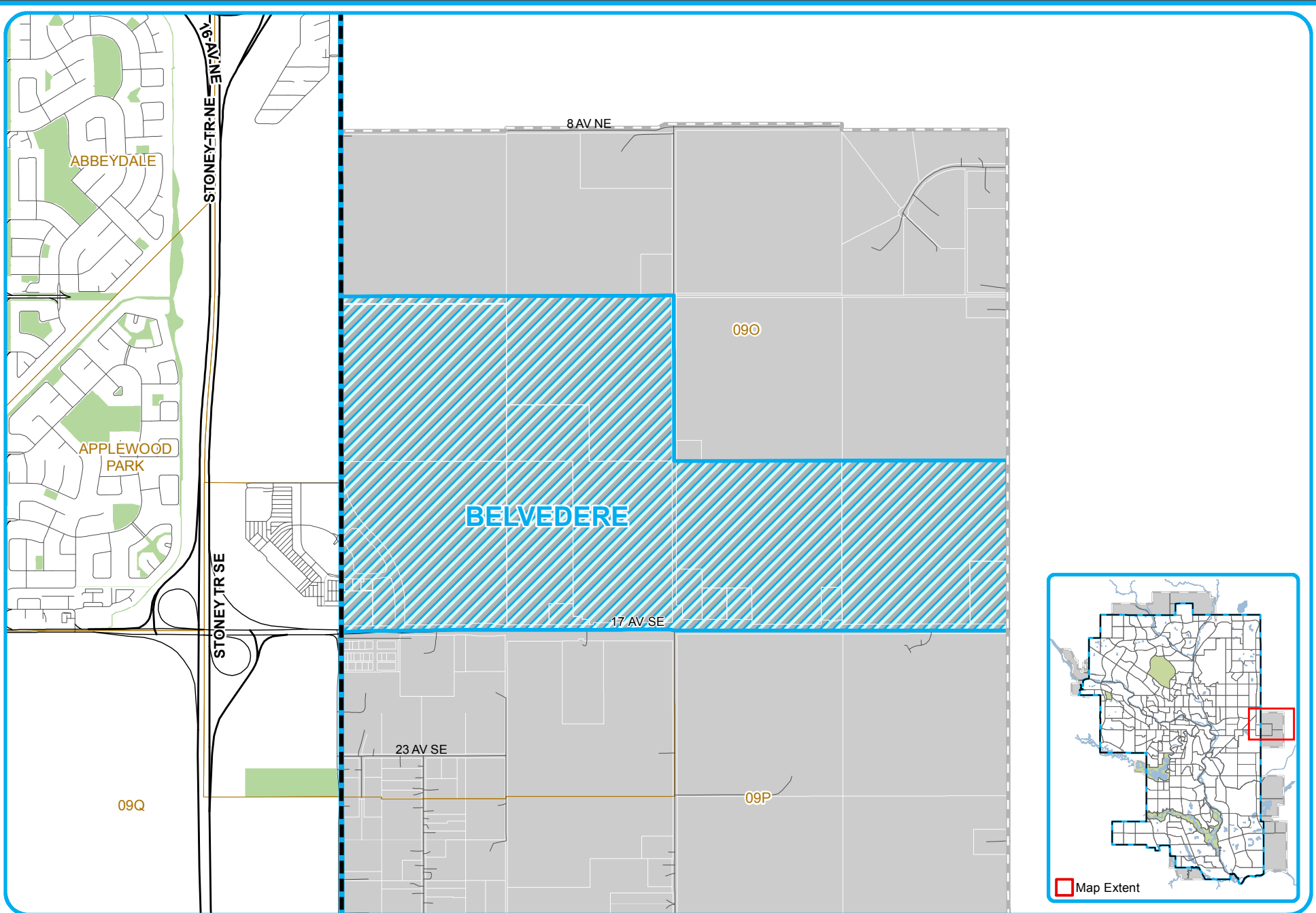
7-9










0 150 300 600  
Metres

1:26,000

NAD 1983 3TM 114  
Prepared by: Property, Planning and Transportation  
Map: Prop\_Haskayne\_Annex.mxd  
Date: September 19, 2019




-  Calgary Board of Education
-  Proposed Annexation
-  Community Boundary
-  CBE Boundary
-  Water Body
-  Greenspace
-  City Limit

# Attachment III

## Proposed Belvedere Annexation Area

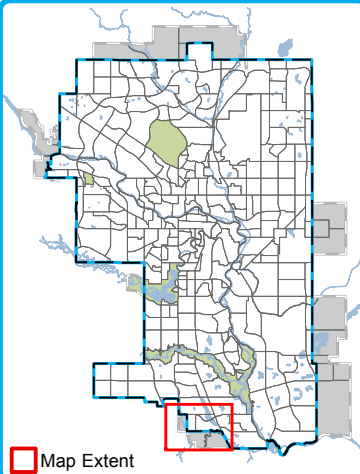
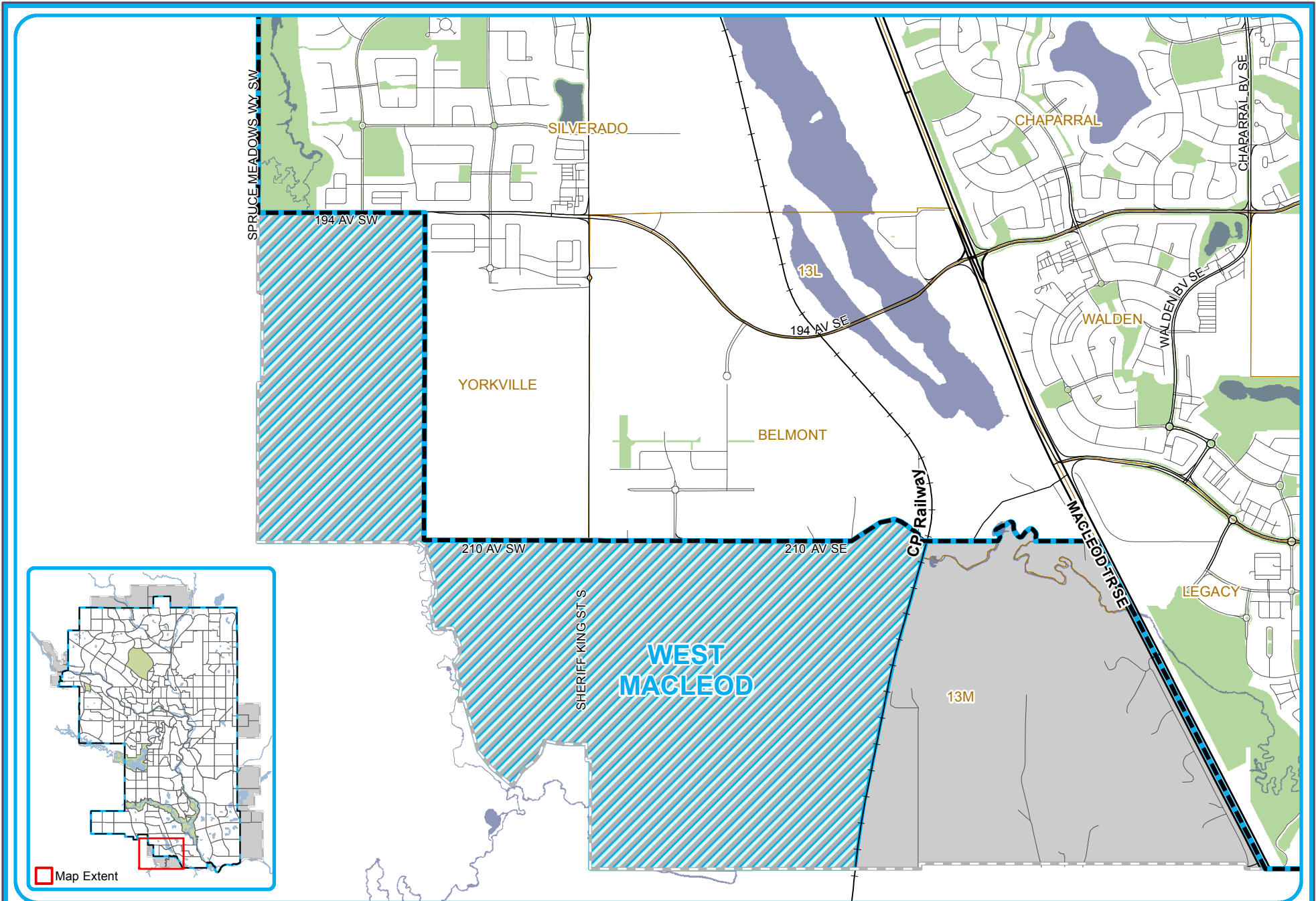
7-10










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Metres

1:25,000

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Prepared by: Property, Planning and Transportation  
Map: Prop\_Belvedere\_Annex.mxd  
Date: September 18, 2019




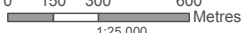
-  Calgary Board of Education
-  Proposed Annexation
-  CBE Boundary
-  City Limit
-  Community Boundary
-  Water Body
-  Greenspace

# Attachment IV

## Proposed West Macleod Annexation Area

7-11





1:25,000

NAD 1983 3TM 114  
 Prepared by: Property, Planning and Transportation  
 Map: Prop\_West\_Macleod\_Annex.mxd  
 Date: September 19, 2019

ALBERTA  
EDUCATION*Office of the Minister*

February 23, 2009

Ms. Pat Cochrane  
 Chairman  
 Calgary School District  
 515 Macleod Trail SE  
 Calgary, Alberta  
 T2G 2L9

Dear Ms. Cochrane:

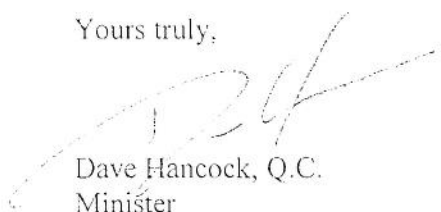
In 2005 and 2007, the City of Calgary annexed land into Foothills School Division, Christ the Redeemer Catholic Separate Regional Division and Rocky View School Division (see attached map).

As a result of municipal annexations, my ministry has been conducting a review of the school jurisdiction boundaries in the Calgary area over the past year, and that review is now complete. I appreciated the opportunity to consider the views expressed by school jurisdictions regarding annexation in the Calgary area. I wish to assure you that the information provided by school jurisdictions regarding their individual perspectives was conveyed to me by my staff and proved to be most helpful. I will not invoke my authority under Section 239 of the *School Act* to add or take lands from the affected school jurisdictions. I believe that it is in the best interest of students to leave school jurisdiction boundaries as they currently are. However, boundaries may be looked at in the future if urban development warrants a further review. Please ensure that your current and long-term planning continues to meet the needs of both current and future resident students.

Therefore, Calgary Board of Education, Calgary Roman Catholic Separate School District, Foothills School Division, Christ the Redeemer Catholic Separate Regional Division, and Rocky View School Division will continue to operate with their current educational boundaries.

If you have any questions, please contact my office at 780-427-5010.

Yours truly,




Dave Hancock, Q.C.  
 Minister

Attachment

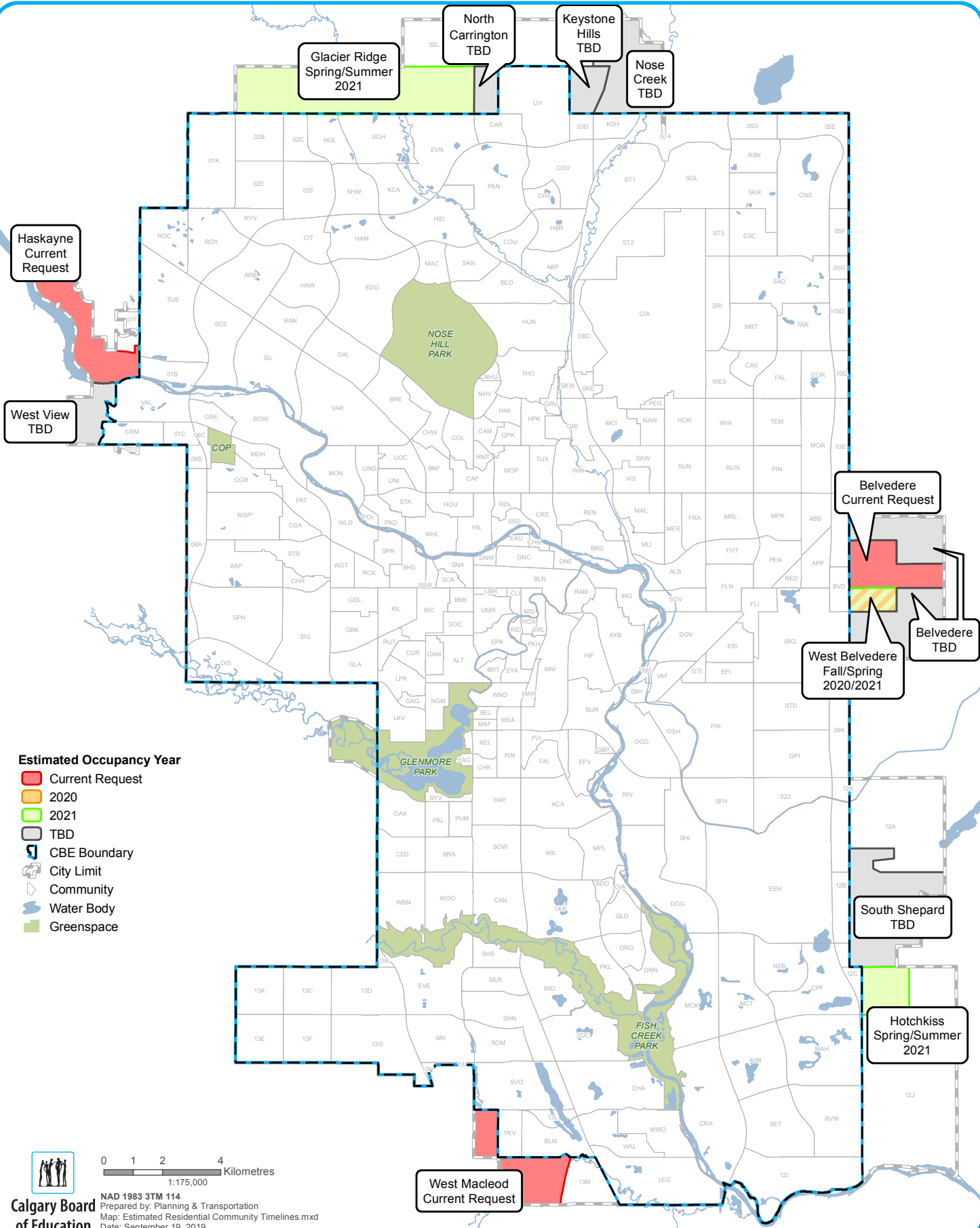


world skills  
 Calgary 2009

224 Legislature Building 10800 - 97 Avenue, Edmonton, Alberta Canada T5K 2B6 Telephone 780-427-5010 Fax 780-427-5018  
 203, 569 Riverbend Square, Edmonton, Alberta Canada T6R 2E3 Telephone 780-413-5970 Fax 780-413-5971

 Printed on recycled paper

# Attachment VI Estimated Residential Occupancy Timelines for Communities Outside the CBE's Boundary



**Estimated Occupancy Year**

- Current Request
- 2020
- 2021
- TBD
- CBE Boundary
- City Limit
- Community
- Water Body
- Greenspace





November 1, 2019

Sent Via Email

Colette Winter  
Director of Facility Planning  
Rocky View Schools  
2651 Chinook Winds Drive SW  
Airdrie, AB T4B 0B4

Dear Ms. Winter:

**Re: Consideration of Changes to Jurisdictional Boundaries**

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I am writing to follow up on the conversations you have had with CBE planning staff and to formally advise that the Calgary Board of Education (CBE) will be seeking to request approval from the Province of Alberta for a boundary change

Under previous governments, the Minister of Education advised that it was in the best interest of students to leave school jurisdiction boundaries as they were until urban development warranted change. With urban development advancing in areas previously annexed by the City of Calgary, the CBE is now requesting corresponding boundary changes.

The areas the CBE will be requesting to annex are the following, which is within the City of Calgary's municipal boundary. A map showing the location of the area is provided at the end of this letter.

Haskayne ASP

This area is located on the northwest side of the City of Calgary, north of the Bow River.

The legal descriptions of the area are: Plan 7416JK, Parcel E; Plan 5126JK, Parcel D; Plan 1139HJ, Parcel A; part of SEC 6-TWP 25-Rg 2; part of SEC 1-TWP 25-Rg 3; part of SEC 12-TWP 25-Rg 3; part of SEC 13-TWP 25-Rg 3; and part of SEC 14-TWP 25-Rg 3 (Attachment I).



Belvedere ASP (part)

This area is located on the east side of the City of Calgary, east of Stony Trail SE and south of the Trans-Canada Highway.

The area starting to be developed is bounded by the northern limit of SE 13-TWP 24-Rg 29, SW 18-TWP 24-Rg 28, and SE 17-TWP 24-Rg 28 on the north, the City's boundary on the east (116 Street SE/Range Road 284), 17 Avenue SE on the south, and the current CBE jurisdictional boundary/84 Street SE on the west (Attachment II).

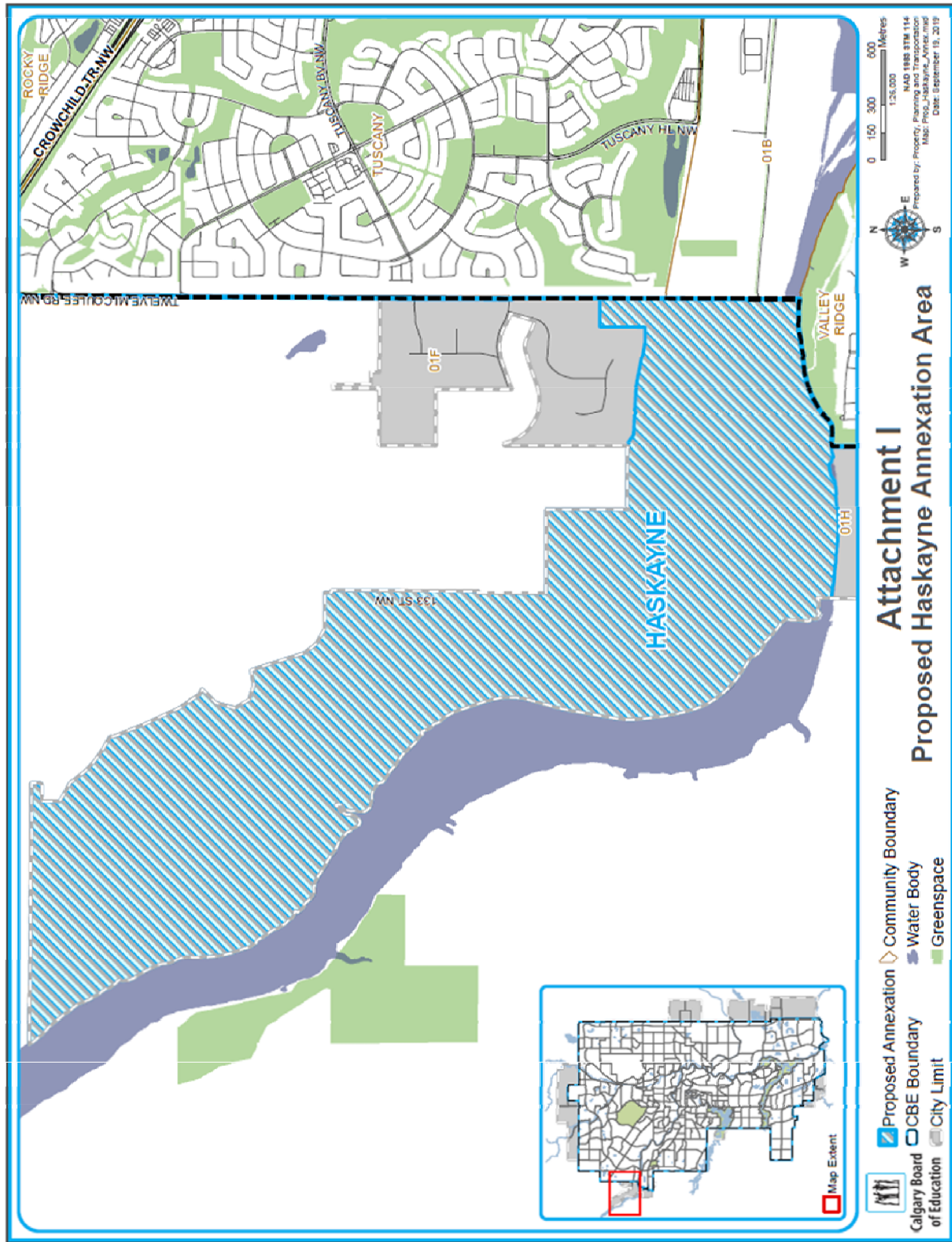
The legal descriptions of the area are parts of: SEC 13-TWP 24-Rg 29, SEC 18-TWP 24-Rg 28, and SEC 17-TWP 24-Rg 28.

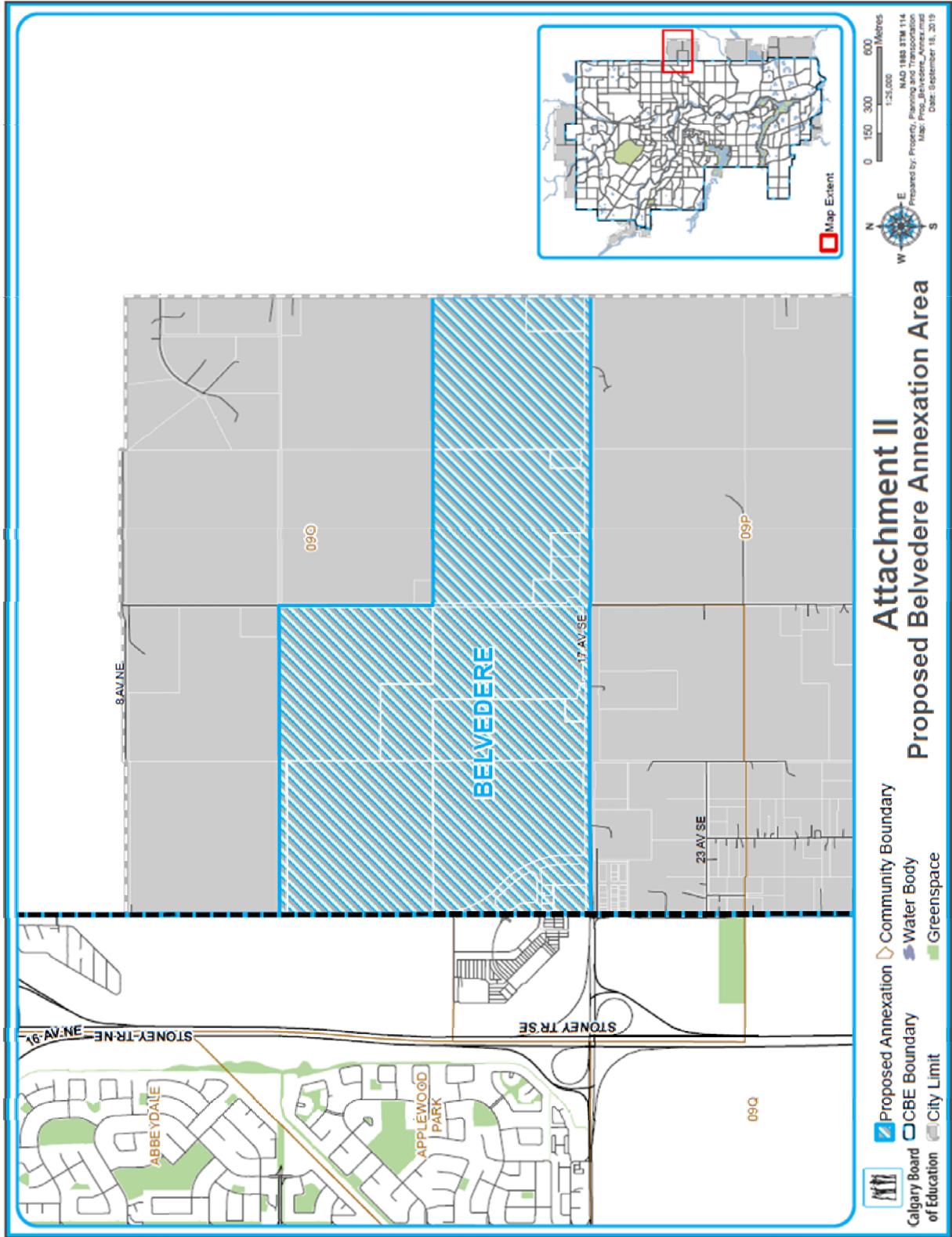
The CBE wishes to continue to work in partnership with Rocky View Schools to ensure the effective planning for current and future students. If you require any further information or have any questions please contact me.

Thank you,

*Carrie Edwards*

Carrie Edwards  
Director, Planning and Transportation  
t | 403-817-7225  
f | 403-777-8769





## Attachment II Proposed Belvedere Annexation Area



November 1, 2019

Sent Via Email

Monica Kohlhammer  
Director of Planning  
Foothills School Division No. 38  
P.O. Box 5700  
129 – 4<sup>th</sup> Avenue SW, Suite 300  
High River, AB T1V 1M7

Dear Ms. Kohlhammer:

**Re: Consideration of Changes to Jurisdictional Boundaries**

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I am writing to follow up on the conversations you have had with CBE planning staff and to formally advise that the Calgary Board of Education (CBE) will be seeking to request approval from the Province of Alberta for a boundary change.

Under previous governments, the Minister of Education advised that it was in the best interest of students to leave school jurisdiction boundaries as they were until urban development warranted change. With urban development advancing in areas previously annexed by the City of Calgary, the CBE is now requesting corresponding boundary changes.

The area the CBE will be requesting to annex is the West Macleod Area Structure Plan (ASP), which is within the City of Calgary's municipal boundary. A map showing the locations of the communities is provided at the end of this letter.

**Remainder of West Macleod ASP and Silverado Community**

This area is located on the south side of Calgary, west of Macleod Trail SE. The area is bounded by 194 Avenue SE and a straight line extending from its eastern endpoint to Macleod Trail SE on the north, Macleod Trail SE, Pine Creek and Canadian Pacific (CP) railway line on the east, and the City boundary on the south and west (Attachment I).

The legal descriptions of the area are parts of: SEC 16-TWP 22-Rg 1, SEC 15-TWP 22-Rg 1, SEC 14-TWP 22-Rg 1, SEC 9-TWP 22-Rg 1, SEC 10-TWP 22-Rg 1, and SEC 11-TWP 22-Rg 1.

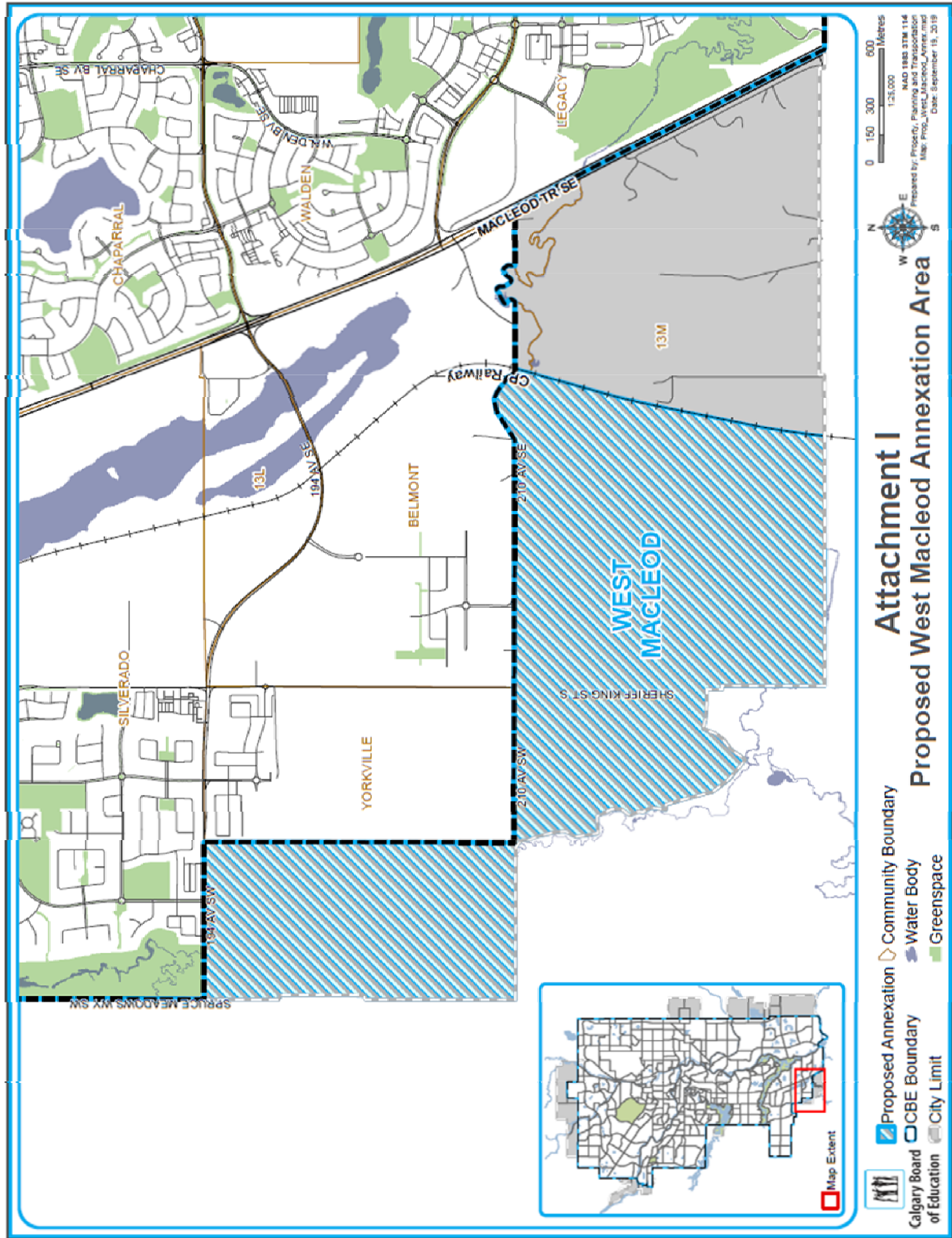
The CBE wishes to continue to work in partnership with Foothills School Division No. 38 to ensure the effective planning for current and future students. If you require any further information or have any questions please contact me.

Thank you,

*Carrie Edwards*

Carrie Edwards  
Director, Planning and Transportation  
t | 403-817-7225  
f | 403-777-8769





**operational  
expectations  
monitoring report**

## OE-4: Treatment of Employees

### BOARD OF TRUSTEES ACTION

Monitoring report for the school  
year 2018-2019-

**Report Date**

November, 5, 2019

**Resubmitted**

November 12, 2019

With respect to OE-4: Treatment of Employees, 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-4: Treatment of Employees

### CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 4: Treatment of Employees, 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: \_\_\_\_\_  
Christopher Usih, Chief Superintendent

Date: November 5, 2019

### BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 1: Global Operational Expectations, 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-4: Treatment of Employees**

## Executive Summary

The Board of Trustees believes that student success and well-being depend upon the recruitment, retention, and fair compensation of highly qualified employees working in an environment that is safe, courteous, and professionally supportive.

This Operational Expectation establishes the values and expectations of the Board of Trustees for the Calgary Board of Education regarding the treatment of employees.

The Chief Superintendent's reasonable interpretation and indicators for OE 4: Treatment of Employees were approved on October 10, 2017. The Board of Trustees last monitored OE - 4 on November 6, 2018. This report includes data available from the 2018-2019 school year and contains evidence to support the following findings:

Policy Statement	Indicator	Finding
4.1	4.1.1	Compliant
4.1	4.1.2	Non-compliant
4.1	4.1.3	Compliant
4.1	4.1.4	Compliant
4.2	4.2.1	Compliant
4.2	4.2.2	Compliant
4.2	4.2.3	Compliant
4.3	4.3.1	Compliant
4.3	4.3.2	Compliant
4.4	4.4.1	Compliant
4.4	4.4.2	Compliant
4.4	4.4.3	Compliant
4.4	4.4.4	Compliant



## OE-4: Treatment of Employees

The Board of Trustees believes that student success and well-being depend upon the recruitment, retention, and fair compensation of highly qualified employees working in an environment that is safe, courteous, and professionally supportive.

### Board-approved Interpretation |

CBE has the ability to positively impact achievement of CBE Results through the quality and performance of employees and attention to workplace culture.

The Chief Superintendent interprets:

- *recruitment* to mean the selection of employees newly hired to the CBE.
- *retention* to mean the ongoing employment and commitment of employees.
- *fair compensation* to mean the aggregate cost of salaries and benefits for employees that are competitive subject to CBE's ability to pay.
- *highly qualified* to mean possessing the skills, knowledge and abilities required of the position and whose principles align with CBE values and vision.

The Chief Superintendent shall:

4.1	Provide a safe, supportive and respectful organizational culture for all staff that respects diversity and fosters a positive and welcoming environment.	Compliant
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It is important to create and maintain a workplace that engages employees and enables them to perform their duties to the best of their ability.



**OE-4: Treatment of Employees**

The Chief Superintendent interprets:

- *safe* to mean a work environment that is free from potential harm to employees and their well-being.
- *supportive* to mean opportunities for growth and development
- *respectful* to mean a work environment that is caring and where employees feel they are treated fairly.
- *organizational culture* to mean the creation and existence of a safe and courteous environment for its employees
- *diversity* to mean exhibiting the full range of human characteristics and abilities.
- *positive and welcoming environment* to mean an atmosphere that is encouraging, stimulating and engaging.

**Board-approved Indicators and Evidence of Compliance |**

1. An employee engagement survey will be conducted every two years.	Compliant
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The organization is compliant with this indicator.

*Evidence statement*

CBE conducted an employee engagement survey in February 2019, which is two years after the previous engagement survey in the spring of 2017. There was greater engagement with 9,267 employees completing the second Employee Engagement Survey.

2. Improvement will be noted in the bi-annual employee engagement survey on identified areas of focus.	Non-compliant
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The organization is non-compliant with this indicator.



## OE-4: Treatment of Employees

### *Evidence statement*

The CBE identified two areas of focus as a result of the 2017 survey: the dimensions of Company Practices and Senior Leadership.

In 2019, the CBE's third-party survey partner, Aon, redesigned their employee engagement survey, changing the dimensions and some of the questions asked. Due to the change, it is difficult to make comparisons between the 2017 and 2019 dimensions.

For the 2019 survey, measures about Company Practices have now been split between the dimensions of Diversity and Inclusion, Well-Being and Appropriate Action. Compared to 2017 survey, Appropriate Action rose slightly while the overall dimension of Diversity and Inclusion and Well-Being declined by a few percentage points.

Employees continue to identify senior leadership as an area for improvement. In the 2017 survey, "senior leaders" was interpreted in a variety of ways by employees despite the definition provided in the survey. In 2019, the questions about senior leaders specified superintendents and directors so it was clear about whom specifically the question was being asked.

Aon, the CBE's survey partner, reported that the CBE's scores increased from 2017 to 2019 in many of the dimensions or drivers of engagement. In particular, the CBE received high marks on statements such as "I feel we value diversity within the CBE," "my job is a good fit for my abilities and experience," and "I actively contribute to a positive culture at my work site."

Aon stressed in their analysis of the results that the engagement score does not mean that teachers and other staff are not committed to the delivery of services in support of student achievement. Rather it means that there is an opportunity to enhance that commitment through providing a greater sense of other relational elements such as trust in senior leadership and the direction of the organization.

The 2018-21 Three-Year Education Plan outlined key actions to be taken in 2018-19. Each of the actions identified in the Three-Year Education Plan were completed:

- established representative advisory and working groups and working groups to plan and guide engagement actions;
- supported people leaders in facilitating and encouraging ongoing conversations with employees by offering *Dialogue for Leaders* training sessions;
- encouraged active participation in the spring 2019 survey; and



**OE-4: Treatment of Employees**

- analyzed and share high-level results by June, 2019.

In addition, some increase in the overall level of engagement was experienced in areas such as Facilities and Environmental Services which made a concerted effort to make engagement “everyone’s work” and find ways to involve all staff in improving the work experience.

3. A comprehensive program of PIF and granted leaves of absences in support of opportunities for personal and professional growth or learning will be offered annually.	Compliant
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The organization is compliant with this indicator.

*Evidence statement*

The CBE currently provides Professional Improvement Fellowships (PIF) leave opportunities to continuous Staff Association (SA), Professional Support Staff (PSS) and certificated Alberta Teachers’ Association (ATA) employees.

In the 2018-2019 school year, 41 employees were granted and began their Professional Improvement Fellowship (PIF) leave.

Composition of employees taking a PIF consisted of 23 employees affiliated with the ATA and 18 with the SA.

The length of PIFs requested and commencing in 2018-2019 varied from one week to 12 months. Currently, the CBE does not track if other granted leaves (deferred salary or general leaves) are utilized for professional or personal development; however, it is plausible that some are used in this manner.

All leave of absence information including forms and application procedures are provided on the CBE Staff Insite. The site is accessible to all CBE employees.

4. Mechanisms in place that support a safe organizational culture are utilized (such as Harassment, Workplace Violence, and Whistleblower reports).	Compliant
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The organization is compliant with this indicator.



**OE-4: Treatment of Employees***Evidence statement*

The Annual Education Results Report, presented November 27, 2018 confirmed utilization of the mechanisms such as Public Interest Disclosure (Whistleblower Protection). In addition AR4090-Public Interest Disclosure, the Employee Code of Conduct and the Working Relationship Commitment were reported as being shared and discussed by 100% of all supervisors, including principals.

Moving forward, the Chief Superintendent has created a working group to examine issues, documentation and reporting processes related to supporting a safe organizational culture.

***Evidence demonstrates not all indicators in subsection 1 are in compliance.***

4.2	Establish and implement standards and practices for the recruitment, fair compensation, and retention of highly qualified employees.	Compliant
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The processes involved in hiring new employees and maintaining current employees is critical to support achievement of CBE Results.

The Chief Superintendent interprets:

- *recruitment* to mean the selection of employees newly hired to the CBE.
- *fair compensation* to mean the aggregate cost of salaries and benefits for employees that are competitive subject to CBE's ability to pay.
- *retention* to mean the ongoing employment and commitment of employees.
- *highly qualified* to mean possessing the skills, knowledge and abilities required of the position.

**Board-approved Indicators and *Evidence of Compliance* |**



**OE-4: Treatment of Employees**

1. 90% of employees who pass their probationary period will still be employed with the CBE at the 2 year anniversary.	Compliant
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The organization is compliant with this indicator.

*Evidence statement*

At the end of the 2018-2019 school year, 92.14% of continuous employees remained employed with the CBE two years after completing their probation period.

2. 95% of school based principals and assistant principals who successfully pass their evaluation will have maintained the designation at the 3 year anniversary.	Compliant
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The organization is compliant with this indicator.

*Evidence statement*

A result of 97.6% demonstrates that school-based principals and assistant principals, who successfully passed their evaluation in 2018-2019, maintained their designation at their three (3) year anniversary.

3. Salaries and benefits are reviewed annually against identified comparators.	Compliant
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The organization is compliant with this indicator.

*Evidence statement*

An in-depth review of out-of-scope salaries and benefits took place from 2014-2017. The results of reviews were presented to the Board of Trustees on April 19, 2016 and June 27, 2017. The CBE has continued to review the salaries and benefits throughout 2018-2019, using ongoing surveys and other review tools.



## OE-4: Treatment of Employees

Note that the Board of Trustees review and approve all changes to salary and benefits through ratification of collective agreements and approval of exempt terms and conditions.

**Evidence demonstrates all indicators in subsection 2 are in compliance.**

4.3	Administer clear personnel rules and procedures for employees, including processes for suspension, transfer and termination actions.	Compliant
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Having clear rules and procedures that identify expectations and govern employees is essential to the fair and transparent operation of the organization.

The Chief Superintendent interprets:

- *administer* to mean develop, provide and apply.
- *personnel rules* to mean CBE Administrative Regulations pertaining to employee behaviour and those provisions/processes identified within the *Education Act*.
- *procedures* to mean those practices and processes subject to the provisions of the collective agreements, terms and conditions of employment and current *Education Act*.

1. 100% of employees will be made aware of Calgary Board of Education policies or regulations governing: <ul style="list-style-type: none"> <li>• respect in the workplace;</li> <li>• conflict of interest; and</li> <li>• responsible use of electronic information resources.</li> </ul>	Compliant
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The organization is compliant with this indicator.



## OE-4: Treatment of Employees

*Evidence statement*

All employees who join the organization are provided CBE documentation regarding regulations governing respect in the workplace, the employee code of conduct and responsible use of electronic information resources, through the onboarding process. Employees are responsible for signing-off to indicate awareness.

Every new employee is provided a link to all new hire documents which include:

- AR 4027 – Employee Code of Conduct
- AR 1061 – Responsible Care and Security of Information
- AR-1062 – Responsible Use of Electronic Information
- AR 1070 – Occupational Health and Safety
- AR 6024 – Student Records

Regulations governing respect in the workplace and conflict of interest are available to all employees. These regulations are posted online through the CBE Staff Insite for employees to access. All employees are advised, as part of a communication plan, of any changes to the administrative regulations.

One hundred percent (100%) of employees are made aware of the policy regarding the responsible use of electronic information each time they log into the CBE network.

<p>2. There will be no grievance arbitration, board of reference decisions, or findings in a court of law that the CBE failed to administer clear personnel rules and procedures for employees, including processes for suspension, transfer and termination actions</p>	<p>Compliant</p>
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The organization is compliant with this indicator.

*Evidence statement*

There were no grievance arbitrations, board of reference decisions or findings in a court of law during the reporting period.

**OE-4: Treatment of Employees**

*Evidence demonstrates all indicators in subsection 3 are in compliance.*

4.4	Ensure the Board's approval for the bargaining mandate, the ratification of all collective agreements for unionized employees, and the approval of the total compensation of all exempt employees.	Compliant
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Negotiation discussions with unionized employees must be conducted within reasonable and permitted parameters

The Chief Superintendent interprets:

- *Board's approval* to mean a carried motion recorded in the minutes of a meeting of the Board of Trustees.
- *bargaining mandate* to mean the parameters within which a new collective agreement may be negotiated.
- *ratification* to mean the approval to conclude a collective agreement in accordance with the Labour Relations Code.
- *total compensation* to mean aggregate cost of salaries and benefits for exempt employees that are funded from the CBE budget.
- *exempt employees* to mean personnel who are not part of a bargaining unit according to the Labour Relations Code.

1.	The commencement of every round of collective bargaining occurs after the Board of Trustees approves a bargaining mandate.	Compliant
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The organization is compliant with this indicator.

*Evidence statement*



## OE-4: Treatment of Employees

The following bargaining mandates were presented to the Board of Trustees between September 1, 2018 and August 31, 2019 (fiscal year).

### Trades:

- Mandate presented to the Board: September 2018
- Dates Bargaining Commenced: February 4, 2019, February 11, 2019, February 19, 2019, March 18, 2019, April 8, 2019, April 15, 2019
- Mediation: June 13, 2019, June 17, 2019

### Canadian Union of Public Employees (CUPE)

- Mandate presented to the Board: October 10, 2017 and revised June 26, 2018
- Dates Bargaining Commenced: November 28, 29, December 12, 13, 2017; January 25, 26, February 7, March 19, 20, April 4, 5 and June 13, 2018
- Mediation: October 25 2018, January 11, 2019, April 11, 2019

### Staff Association (Main & PSS)

- Mandate presented to the Board: October 10, 2017
- Mediation: April 11, 12 and May 9, 2019

2. All collective bargaining settlements occur within the parameters of any mandate approved by the Board of Trustees.	Compliant
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The organization is compliant with this indicator.

### *Evidence statement*

Collective bargaining settlements were within the parameters of the mandate approved in indicator 4.4.1 between September 1, 2018 and August 31, 2019 (fiscal year).

Settlements reached during the 2018-2019 fiscal year were:

- Memorandum of Agreement May 9, 2019 - Staff Association (SA) Main Body and Professional Support Staff (PSS)

**OE-4: Treatment of Employees**

- Memorandum of Agreement April 11, 2019 – The Canadian Union of Public Employees (CUPE)
- Memorandum of Agreement June 17, 2019 – The Bargaining Counsel of the Calgary Board of Education construction and Maintenance Skilled Trade Unions (Trades)

3. Every round of collective bargaining is concluded with the ratification of the new collective agreement by the Board of Trustees	Compliant
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The organization is compliant with this indicator.

*Evidence statement*

Collective bargaining was concluded with the ratification with union groups. The dates they were ratified with the Board of Trustees (BOT) are as follows;

- June 12, 2019 - Staff Association (SA) Main Body and Professional Support Staff (PSS)
- May 14, 2019 – The Canadian Union of Public Employees (CUPE)
- June 25, 2019 – The Bargaining Counsel of the Calgary Board of Education construction and Maintenance Skilled Trade Unions (Trades)

4. Changes to total compensation packages for exempt employees occur after the Board of Trustees' approval.	Compliant
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The organization is compliant with this indicator.

*Evidence statement*

No changes to the total compensation package for exempt employees occurred from September 1, 2018 – August 31, 2019.

***Evidence demonstrates all indicators in subsection 4 are in compliance.***



## OE-4: Treatment of Employees

### 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.



# attachment | OE-4: Treatment of Employees

November 5, 2019

## Capacity Building

### **4.1.2 Improvement will be noted in the bi-annual employee engagement survey on identified areas of focus.**

During the period from 2017- 2019 CBE experienced significant leadership changes including the hiring of a new Chief Superintendent and the announcement of the School Support Model. These many changes, in addition to the results from the survey was the impetus for several initiatives.

In the past year, the CBE has launched several initiatives designed to create greater employee engagement over time. It can be expected that these measures will take some time to have a lasting impact on overall levels of engagement.

- More resources have been strategically allocated to assist schools with the launch of the new School Support Model. This structure better supports employees by being more responsive to the needs of our schools, improving access to instructional leadership and ensuring that the overall direction of the organization is more clearly communicated to staff and is responsive to their feedback. It is about Education Directors and service units working alongside school administrative teams to support student and employee success.
- To address concern regarding the CBE's achievement reporting practices, there is work underway on assessment and reporting. This work will support teachers in understanding and identifying where students are in their learning and the next steps they need to take. This will assist in helping them in both enhancing student achievement and addressing parent concerns.
- An internal communications plan is being implemented. The first piece of this was implementing a new email communication strategy for leaders, enabling more focused and thoughtful communication.
- A new approach to leadership meetings is being implemented which recognizes leader time is valuable and best spent

## attachment | OE-4: Treatment of Employees

supporting the needs of their schools or Areas. The meetings are more focused on capacity building, to support the work of the Three-Year Education Plan and the new Leadership Quality Standard in effect as of September 1, 2019.

- Work is underway to provide greater clarity with respect to balancing local priorities with system requirements and assisting school based and service unit leaders in how to best make balanced decisions.

Our experience with the first two year cycle has reinforced that employee engagement belongs to everyone. The CBE and in particular its senior leaders will continue to address and support employee engagement by advancing the new school support model and helping leaders to identify ways to improve achievement and well-being for all staff. It is about working together to continue to improve as a system.

# attachment | OE-4: Treatment of Employees

## Capacity Building

- 1. 4.1.4 Mechanisms in place that support a safe organizational culture are utilized (such as Harassment, Workplace Violence, and Whistleblower reports).**

November 5, 2019

The Chief Superintendent's working group on processes to support a safe organizational culture will be reviewed to examine the efficacy of these processes (mechanisms). The working group may look at elements such as reporting, data, analysis of the data, and recommendations for revision, communication and training of our employees.



report to  
Board of Trustees

Chief Superintendent's Update

Date	November 12, 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-5: Financial Planning OE-4: Treatment of Employees

## 1 | Recommendation

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

## 2 | Issue

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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-5: Finances states that “prudent financial planning and management are essential for student success and public confidence”. With other reports submitted to the Board of Trustees, this update meets the requirement of OE-5 in focusing on student learning, incorporating key assumptions and presenting information that furthers understanding of the use of resources.

OE-4: Treatment of Employees states that “student success and well-being depend upon the recruitment, retention, and fair compensation of highly qualified employees working in an environment that is safe, courteous, and professionally supportive”. With other reports submitted to the Board of Trustees, this update meets the requirement of OE-4 in positively impacting the achievement of CBE Results through quality and performance of employees and attending to workplace culture.

### 3 | Timely Information

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#### **Personalize Learning | Career Construction Expo**

The Calgary Construction Association (CCA) hosted its Annual Career Construction Expo on Wednesday, October 23, 2019. Over 1,400 enthusiastic and engaged Calgary Board of Education students from 22 schools attended the event. The CCA targeted students from grades 9-12 seeking more information about CTF/CTS and the construction trades.

The Career Construction Expo provides a unique opportunity for CBE students to explore the wide variety of career options available in the construction industry and to learn about these careers through interactive and engaging exhibits. The Expo also provides an opportunity to connect with community partners. A highlight of the event included CBE students currently enrolled in the SAIT Pre-Employment Welding Program, demonstrating their newly acquired skills and teaching grade nine students how to weld in one of the experiential booths.

#### **Personalize Learning | Instrumental Music**

Over 10,000 Calgary Board of Education students are enrolled in Instrumental Music Programs in grades 7-12 in over 80 CBE schools. Further to this, there are 7 Locally Developed Courses (LDCs) that extend and further personalize the learning gained in Instrumental Music classes. LDCs address particular student and/or community needs. These learning opportunities complement, extend, and expand upon provincial programs of study. In the CBE these range from Guitar to Vocal Jazz to Band classes.

Opportunities for students to learn an instrument while collaborating with other musicians in small and large group ensembles, allows for discovery and pursuit of individual passions. CBE teachers and music specialists work in collaboration with each other and with engaged Community Arts Partners to implement high impact instructional strategies aimed at personalizing learning for students.

## **Engage our Stakeholders | Shaping the Future of CBE High Schools**

The CBE hosted 12 in-person engagement sessions from Sept. 24 to Oct. 30, 2019 at various high schools across our system. There was space available for 200-250 registrants at each session. While many sessions were fully subscribed, most sessions had 100-120 participants in attendance. A new online engagement platform has also been utilized this fall which has allowed us to have three different discussion forums for our key stakeholder groups (students, staff and parents/public). All online engagement closed Nov. 7, 2019 a week after in-person sessions were completed.

Comments and ideas provided at the in-person sessions are now posted on the CBE high school engagement webpage. A summary of the fall 2019 input and feedback gathered in-person and online will also be available by the end of November.

All of the input and feedback gathered will be reviewed, analyzed and considered in developing options that will be presented to students, parents, staff and community members in spring 2020. Details about the high school engagement can be found at [www.cbe.ab.ca/highschoolengagement](http://www.cbe.ab.ca/highschoolengagement).

## **Build Professional Capital | Early Learning Professional Development Opportunities**

The Early Learning team has held several professional learning sessions for CBE staff.

### New to Kindergarten – Teacher Sessions – August 6 and 26, 2019

An interactive full day session focused on guiding documents, assessment guidelines, classroom environment, the importance of play, centre design and outdoor/risky play.

### EYE-TA – September 17 and 18, 2019

Teachers new to the Early Years Evaluation-Teacher Assessment (EYE-TA) were offered sessions addressing administration, data entry and commonly asked questions.

### PUF – Information Session for Administrators – September 26, 2019

School Administrators and resource teachers were invited to an after school session to familiarize schools with PUF (Program Unit Funding) procedures and 2019-20 updates from Alberta Education.

### Full Day Kindergarten-Teacher session #1 – October 25 2019

Teachers in full day kindergarten schools came together for the first of six professional learning sessions in 2019-20. This session focussed on wellness and regulation.

## Build Professional Capital | Assessment and Reporting

The design of professional learning sessions offered by the Assessment and Reporting Team include:

- Sessions to outline key changes in the *Assessment and Reporting in the CBE* document, particularly revisions to the K to 9 Proficiency Scale and adapted and modified programming offered for Education Centre staff, aspiring leader cohorts, Area Learning teams, IELLs, principals and assistant principals.
- Sessions to explore effective implementation of the Assessment and Reporting Guides for ELA and Math offered for strategists (math, literacy and early learning) and teachers.
- Sessions to explore the Guiding Principles and Determining Grades K to 12 | Practical Application sections of *Assessment and Reporting in the CBE* for teachers in Bridges, Mental Health, L&L and PLP.
- Sessions to explore the revised mathematics report card stems and the NATR indicator and the implications for teaching and learning, offered through EAMS for K to 9 teachers.

Session participants include teachers, learning leaders, specialists, strategists, assistant principals and principals.

## Build Professional Capital | Math/ELA Assessment Guides

The Mathematics and English Language Arts (ELA) Assessment Guides continue to be developed with a release target to teachers in mid-January. There was a partial release of Math and ELA Guides on October 7, 2019.

Professional learning offerings continue to be offered to support implementation:

- Math: Focus groups consisting of teachers and strategists representing each of the 7 Areas met October 22, 23, and 24 to complete writing of remaining outcomes across K to 9
- ELA: Focus groups of teachers and strategists representing each of the 7 Areas will meet Nov. 4-7 targeting grade levels K to 9. They will write progressions for approximately 10 more synthesized outcomes per grade level.

A survey will be developed and posted to Staff Insite to elicit feedback from teachers and leaders on both the content and the use of the Guides, which will continue to be refined based on feedback.

## Build Professional Capital | Professional Learning Community | CTF and Fine & Performing Arts Teachers

Over 60 Career & Technology Foundations (CTF) and Fine & Performing Arts teachers from 16 middle and junior high schools came together on Friday, October 11, 2019 to develop a Professional Learning Community (PLC) that focused on assessment, best practices, sharing of successes and resources. At the session, teachers also enhanced their understanding of First Nations, Métis and Inuit worldviews, cultural beliefs, languages and values and they built an

awareness of emerging technologies to enhance knowledge and inform practice.

Teachers will meet throughout the year to follow-up and continue the robust conversations that focused on existing teacher task design and assessment. Through the collective wisdom shared, teachers will explore authentic ways of incorporating Indigenous knowledge systems into their practice and how these can be used to authentically drive student learning in CTF.

### **Build Professional Capital | School Development Planning**

Each fall schools are engaged in analysing their data to determine areas of improvement. These then form the basis of the school development plan. During the October Area Meetings and School Development Plan drop-in sessions, teams of principals and assistant principals finalized the goals for their school's 2019-20 School Development Plan and the strategies that will be used by students and staff to realize these goals.

These teams focused on what the data was telling them to write a plan to target improvement in student learning in specific areas surfaced from the data. With the support of their Education Director and/or the Research & Strategy Team, the teams worked to honour the evidence and write a plan that was clear and intentional.

### **Steward our Resources | Nutrition Supports for Students**

The CBE knows that a healthy breakfast is important for learning and its goal is to ensure all students are ready to learn. To achieve this, the CBE works with Alberta Education as well as other nutrition partners, corporate and private donors to provide breakfast programs to students at no cost. In 2019-20, 21 CBE schools are part of the government-funded School Nutrition Program and 9 schools are part of the CBE's Fuel for School program. A variety of other nutrition supports are offered at schools across the CBE. The aim of the breakfast programs is to reduce the emotional stress, health risks and negative academic effects of hunger and poor nutrition for elementary-aged students. Each year more than 200,000 breakfasts are served to students by dedicated and caring breakfast supervisors.

### **Steward our Resources | Migration of School websites**

As part of the CBE Portal strategy, in early November the CBE corporate website (built on SharePoint 2016) was enhanced making it easy to access the content on any device. The enhancements address feedback received from parents and other stakeholders, and include new mobile-friendly navigation and page designs, while retaining site-wide translation. Around 40% of all visitors to cbe.ab.ca view the site on a tablet or mobile device, and these improvements ensure equitable access for all visitors.

In addition, the homepage design and navigation have been improved for visitors using desktop or laptop computers. The upgrade also included making it simpler and safer for the organization to maintain and support the website. This is a great example of cross-functional collaboration between service units to ensure the CBE is stewarding its intellectual and technical resources effectively.

### **Steward our Resources| Sustainability and Water Reduction at the CBE**

The CBE Sustainability Framework lays out sustainability targets for the year 2020. One of these targets is to manage and/or reduce water consumption to 4m<sup>3</sup> per student per year by 2020.

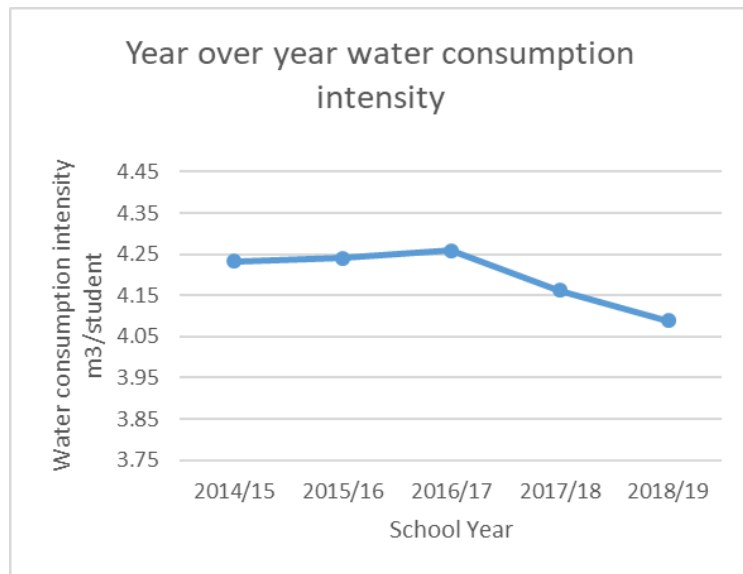
To achieve the target the CBE must pay attention to the amount of water used and how that water is used to implement measures to reduce water consumption.

In the case of new schools this is done by ensuring that water use is considered during design and construction. Leadership in Energy and Environmental Design® (LEED) is an evaluation tool and a rating system that is recognized in over 160 countries as the international mark of excellence for green buildings. LEED sets minimum standards for water use. All CBE LEED schools have an average water consumption intensity of 3 m<sup>3</sup>/student in 2018/19 – a figure that is already well below the CBE Sustainability Framework target.

Schools with the higher water intensities are generally schools with irrigation systems and older plumbing designs with higher water consuming fixtures and pipes that are more susceptible to leaks. To address water consumption the CBE has upgraded all school playing field irrigation systems to provide automated irrigation based on weather data. Additionally, all school maintenance and preventative maintenance projects are reviewed to incorporate water saving measures where feasible and possible.

The following graph represents year-over-year water consumption intensity at the CBE. During the period covering 2014-2015 to 2018-2019, water consumption intensity decreased by 3% at the same time as the CBE added close to 11,000 additional students to its schools. The slight increase in 2016-2017 corresponds with the opening 18 new schools. Average water consumption intensity from 16/17 to 17/18, and 17/18 to 18/19, however, drops once again following the implementation of irrigation system retrofits, the closure of several surplus CBE facilities and ongoing work to upgrade older washrooms and commercial kitchens. The implementation of irrigation system retrofits has resulted in at least 5% water savings and up to 40% water savings for irrigated sites.

An impressive 127 CBE schools now consume less than 4m<sup>3</sup> per student per year with the average water intensity for all CBE schools being 4.09 m<sup>3</sup>/student in 2018/19.



In addition to these facility-based initiatives, many CBE schools also engage in classroom-based and eco-club water conservation initiatives led by student sustainability leaders to raise awareness about water use and water conservation. Through this important work, the CBE not only offers students with learning opportunities but also models the behaviour students will need to contribute to a sustainable future.

**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.