

public agenda

Regular Meeting of the Board of Trustees

April 27, 2021
12:00 p.m.

Microsoft Teams
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			
	5 Operational Expectations			
	6 Public Comment [PDF] Requirements as outlined in Board Meeting Procedures		GC-3.2	
	7. Board Development Session			
	7.1 Equity Index	C. Usih		Page 7-1
	8 Matters Reserved for Board Information		GC-3	
	9 Matters Reserved for Board Decision	Board	GC-3	
9.1 Proposed Amendments to OE-2: Learning Environment/ Treatment of Students	Board	OE-2, GC-2, 3	Page 9-1	
9.2 Results 4: Personal Development and Results 5: Character	C. Usih	OE-7, R-4, R-5	Page 9-4	



Time	Topic	Who	Policy Ref	Attachment
	10 Consent Agenda	Board	GC-2.6	
	10.1 Items Provided for Board Decision			
	10.1.1 Office of the Board of Trustees 2021-22 Operating Budget <i>(THAT the Board approves the 2021-22 budget of \$1,571,891 for the Office of the Board of Trustees.)</i>		OE-5	Page 10-1
	10.1.2 OE-2: Learning Environment/ Treatment of Students – Annual Monitoring <i>(THAT the Board approves that the Chief Superintendent is in compliance with the provisions of this policy.)</i>		B/CSR-5, OE-2, 7	Page 5-1-A (Apr. 6/21)
	10.2 Items Provided for Board Information		OE-8	
	11 In-Camera Session			
4:30 p.m.	12 Adjournment			
	Debrief	Trustees	GC-2.3	

Notice |

This public Board meeting will be recorded & posted online.
Media may also attend these meetings.
You may appear in media coverage.

Information is collected under the authority of the Education 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.



Equity Index

Board Development Session

April 27, 2021



**Calgary Board
of Education**

Results 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.

Equity



“A school system that is truly equitable is essentially one where all students reach their full potential, irrespective of their starting point or background.”

[Harris, A., & Jones, M. (2019). Leading for equity. *School Leadership & Management*, 39(5), 391-393. DOI: 10.1080/13632434.2019.1669788]



How do we support and enhance OR remove barriers to access to grade level curriculum for our students with language barriers, gaps in learning, learning disabilities, etc.?

Goal



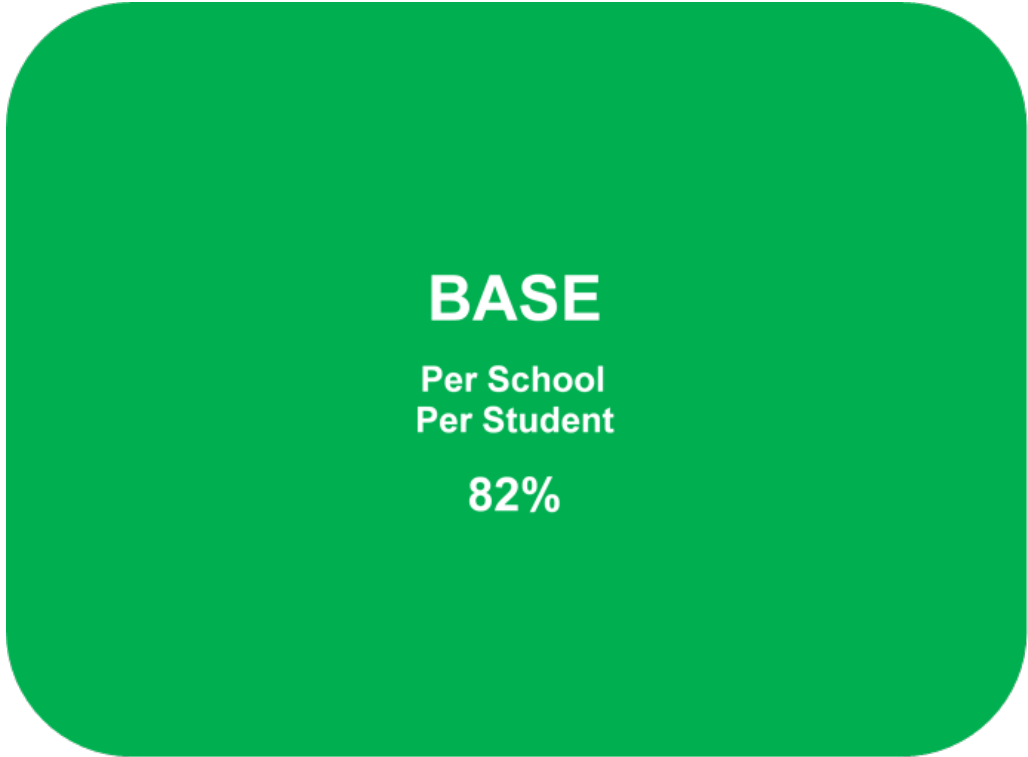
The end goal is to have a robust equity index that considers a range of variables that have been statistically determined to be predictors of student achievement in CBE.



When applied to RAM this then results in a wider system view of equity based on a set of data that describes our student population with depth and breadth.

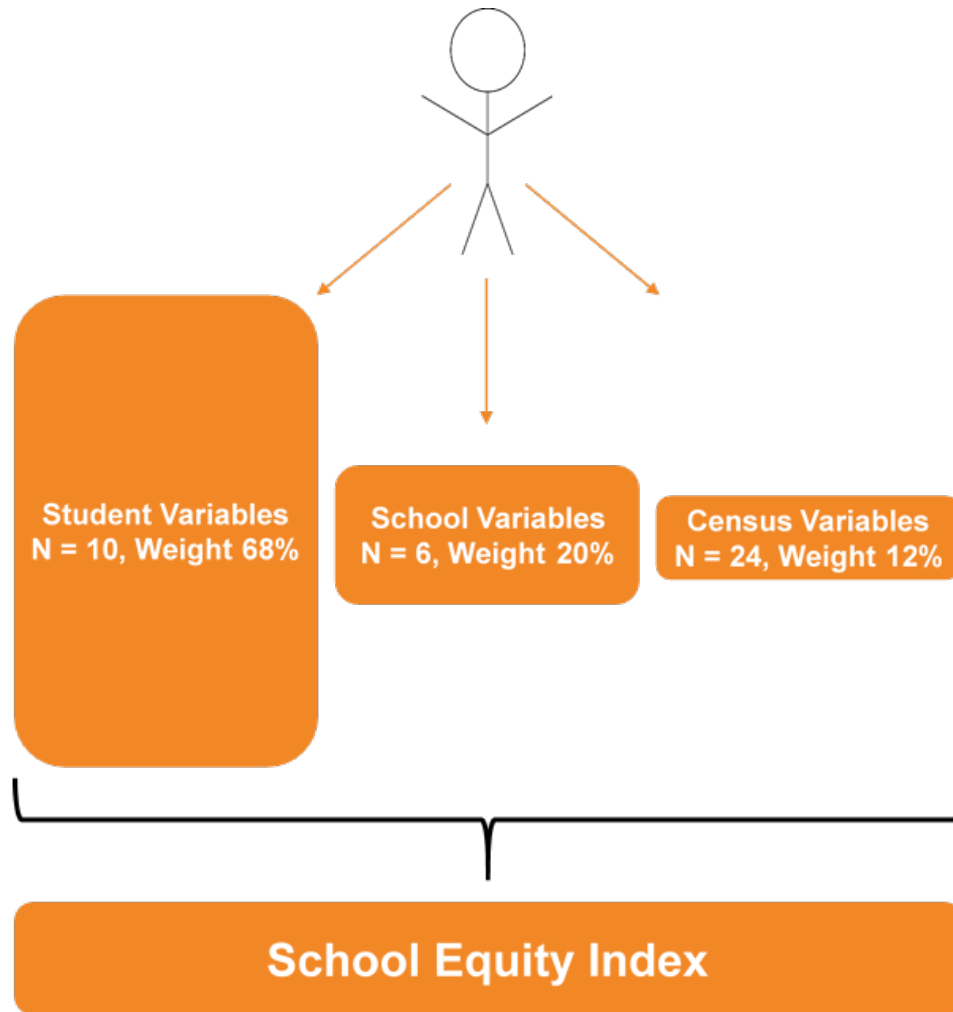


RAM 2021-22



Note | Until the budget has been approved by the Board of Trustees, the percentages provided are not confirmed.

Equity Index 2021-22



Funds Allocated using the Equity Index



- All Schools
\$33.8 M of Equity Fund



- Top One-Third of Schools
\$3.4 M of Equity Fund

- Top Elementary Schools
\$1.5 M of Program Fund



Note | Until the budget is approved by the Board of Trustees, the dollar amounts provided are not confirmed.



High Equity Index	Low Equity Index
Student Enrolment: 176 students	Student Enrolment: 179 students
<p>Equity Index Variables</p> <ul style="list-style-type: none"> ▪ Student Variables (68%) <ul style="list-style-type: none"> ▪ ELL LP Funded: Score 213 ▪ EYE RTI 3 & SPED (code 40s): Score 197 ▪ Indigenous: Score 204 ▪ Permanent Resident: Score 155 ▪ Refugee: Score 208 ▪ Student School Moves: Score 142 ▪ Total School Enrolments: Score 193 ▪ School Variables (20%) <ul style="list-style-type: none"> ▪ High School Completion Rate: Score 214 ▪ Absent Rate: Score 205 ▪ Drop Out Rate: Score 218 ▪ Transition Rate: Score 214 ▪ Census Variables (12%) <ul style="list-style-type: none"> ▪ Family Class Immigrants: Score 227 ▪ Immigrant: Score 187 ▪ Low-Income Cut-Off: Score 200 ▪ Median Total Income Economic Family with Children Standard: Score 223 ▪ Movers 1 year Ago: Score 89 ▪ Post-Secondary Certificate 15 Years: Score 235 	<p>Equity Index Variables</p> <ul style="list-style-type: none"> ▪ Student Variables (68%) <ul style="list-style-type: none"> ▪ ELL LP Funded: Score 178 ▪ EYE RTI 3 & SPED (code 40s): Score 123 ▪ Indigenous: Score 32 ▪ Permanent Resident: Score 132 ▪ Refugee: Score 1 ▪ Student School Moves: Score 95 ▪ Total School Enrolments: Score 85 ▪ School Variables (20%) <ul style="list-style-type: none"> ▪ High School Completion Rate: Score 17 ▪ Absent Rate: Score 59 ▪ Drop Out Rate: Score 24 ▪ Transition Rate: Score 16 ▪ Census Variables (12%) <ul style="list-style-type: none"> ▪ Family Class Immigrants: Score 8 ▪ Immigrant: Score 115 ▪ Low-Income Cut-Off: Score 130 ▪ Median Total Income Economic Family with Children Standard: Score 47 ▪ Movers 1 year Ago: Score 122 ▪ Post-Secondary Certificate 15 Years: Score 29
Overall School Equity Index 184.87	Overall School Equity Index 86.89
<p>Funds Allocated based on the Equity Index</p> <ul style="list-style-type: none"> ▪ All School Funding \$74 750 ▪ Top One-Third of Schools Funding \$19 750 ▪ Top Elementary Schools Funding \$54 500 <p>Total \$149 000</p>	<p>Funds Allocated based on the Equity Index</p> <ul style="list-style-type: none"> ▪ All School Funding \$38 000 ▪ Top One-Third of Schools Funding \$0 ▪ Top Elementary Schools Funding \$0 <p>Total \$38 000</p>



High Equity Index

Student Enrolment: 176 students

Equity Index Variables

- Student Variables (68%)
 - ELL LP Funded: Score 213
 - EYE RTI 3 & SPED (code 40s): Score 197
 - Indigenous: Score 204
 - Permanent Resident: Score 155
 - Refugee: Score 208
 - Student School Moves: Score 142
 - Total School Enrolments: Score 193
- School Variables (20%)
 - High School Completion Rate: Score 214
 - Absent Rate: Score 205
 - Drop Out Rate: Score 218
 - Transition Rate: Score 214
- Census Variables (12%)
 - Family Class Immigrants: Score 227
 - Immigrant: Score 187
 - Low-Income Cut-Off: Score 200
 - Median Total Income Economic Family with Children Standard: Score 223
 - Movers 1 year Ago: Score 89
 - Post-Secondary Certificate 15 Years: Score 235

Overall School Equity Index 184.87

Funds Allocated based on the Equity Index

- | | |
|------------------------------------|----------|
| ▪ All School Funding | \$74 750 |
| ▪ Top One-Third of Schools Funding | \$19 750 |
| ▪ Top Elementary Schools Funding | \$54 500 |

Total \$149 000



Low Equity Index

Student Enrolment: 179 students

Equity Index Variables

- Student Variables (68%)
 - ELL LP Funded: Score 178
 - EYE RTI 3 & SPED (code 40s): Score 123
 - Indigenous: Score 32
 - Permanent Resident: Score 132
 - Refugee: Score 1
 - Student School Moves: Score 95
 - Total School Enrolments: Score 85
- School Variables (20%)
 - High School Completion Rate: Score 17
 - Absent Rate: Score 59
 - Drop Out Rate: Score 24
 - Transition Rate: Score 16
- Census Variables (12%)
 - Family Class Immigrants: Score 8
 - Immigrant: Score 115
 - Low-Income Cut-Off: Score 130
 - Median Total Income Economic Family with Children Standard: Score 47
 - Movers 1 year Ago: Score 122
 - Post-Secondary Certificate 15 Years: Score 29

Overall School Equity Index 86.89

Funds Allocated based on the Equity Index

- | | |
|------------------------------------|----------|
| ■ All School Funding | \$38 000 |
| ■ Top One-Third of Schools Funding | \$0 |
| ■ Top Elementary Schools Funding | \$0 |

Total \$38 000

Uses of the Equity Index



- Current
 - RAM
 - School Development Plan
 - Allocation of Targeted System Supports (e.g., ELL, Indigenous, Kindergarten)
 - Education Matters

- Possible Future
 - Technology
 - Human Resources Planning
 - City of Calgary Community Resources
 - CBE Education Plan
 - Apples to Apples Comparison of Achievement Results



In the face of increasing need, competing priorities and decreasing resources, we need to have:

- clearly articulated priorities in a changing context; and
- confidence in the process of allocating a finite amount of funding.

learning | as unique | as every student



**Calgary Board
of Education**

report to Board of Trustees

Proposed Amendment to Operational Expectations 2: Learning Environment/Treatment of Students

Date	April 27, 2021
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trustee Marilyn Dennis Board Chair
Purpose	Decision
Governance Policy Reference	GC-2: Governing Commitments GC-3: Board Job Description OE-2: Learning Environment/Treatment of Students
Resource Person(s)	Patricia Minor, Corporate Secretary

1 | Recommendation

It is recommended:

- That the Board of Trustees gives second reading, and thereby final approval, to the amendments of Operational Expectations 2: Learning Environment/Treatment of Students, provided in Attachment I to this report.

2 | Background

Trustees reviewed the Operational Expectations 2: Learning Environment /Treatment of Students on October 22, 2019 and gave first reading to the proposed amendments. The Chief Superintendent provided the Board with a report on “Impact of Proposed Changes to Operational Expectation Policy Statements” on April 28, 2020. It is anticipated the changes will add clarity to the policy.



GC-2: Governing Commitments provides that “the Board, by majority vote, may revise or amend its policies at any time. However, as a customary practice, a proposed policy revision will be discussed at one session of the Board prior to being acted upon at a subsequent Board meeting.”

3 | Analysis

The Board of Trustees operates under the Coherent Governance model of corporate governance whereby the Board provides leadership for the CBE by setting direction through policy. Section 33(1)(h) mandates that the Board establish governance and organizational structures for the CBE. Day to day operations and leadership of the system lays with the Chief Superintendent who is responsible for carrying out duties as assigned by the Board. The Board governs the system through policies that set out the Results (learning outcomes), Operational Expectations (the boundaries of day-to-day operations), Governance Culture (how the Board works) and Board/Chief Superintendent Relationship (delegation to and evaluation of the Board’s single employee).

Governance policies enable the Board of Trustees to lead, direct, inspire and control the outcomes and operation of the school division through a set of very carefully crafted policy statements that state the Board’s values. Results policies are statements of outcomes for each student. The Board also establishes Operational Expectations that define both the non-negotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. The Chief Superintendent is monitored annually on the Results and Operational Expectations. The Chief Superintendent must demonstrate reasonable progress towards achieving Results and compliance with Board Operational Expectations.

Following final approval of policy revisions, under the Coherent Governance model, the Chief Superintendent provides a reasonable interpretation and proposed indicators that demonstrate successful performance for each policy. The reasonable interpretation and indicators are subject to Board approval, and, following such approval, will form the basis for monitoring of the policy.

Until this work is complete, monitoring of the policy will continue in its current form.

Attachment I: OE-2: Learning Environment/Treatment of Students (proposed revisions shown in track changes)

Board of Trustees'
Governance Policy

OPERATIONAL EXPECTATIONS

OE-2: Learning Environment/Treatment of Students

Monitoring Method: Internal Report

Monitoring Frequency: Annually

The Board of Trustees believes that it is essential to establish and maintain a learning environment that is safe, welcoming, caring, safe, and respectful ~~and conducive in order to effective learning for~~ promote the wellbeing of each student.

The Chief Superintendent shall:

2.1 ~~2.1~~—Provide a safe and positive healthy learning ~~conditions for each student that foster~~ environment.

2.2 Promote social and emotional wellbeing.

2.3 Foster a sense of belonging ~~and a~~.

2.4 Encourage respect for diversity and self expression.

2.5 Respond appropriately to student code of conduct breaches.

Adopted: ~~March 14, 2017~~

Effective: ~~September 1, 2017~~



**report to
Board of Trustees**

**Results 4: Personal Development and
Results 5: Character**

Date	April 27, 2021
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Decision
Originator	Joanne Pitman, Superintendent, School Improvement
Governance Policy Reference	Operational Expectations OE-7: Communication With and Support for the Board Results R-4: Personal Development R-5: Character
Resource Person(s)	Elizabeth Wood, Education Director, Research & Strategy

1 | Recommendation

It is recommended:

- THAT the Board of Trustees suspends monitoring of the 2019-20 Results 4: Personal Development and Results 5: Character, due to insufficient evidence being available as a result of the COVID-19 pandemic.

2 | Issue

This report outlines the impact of the pandemic on the monitoring of Results 4: Personal Development and Results 5: Character for the 2019-20 school year.

3 | Background

The Board's annual work plan includes the scheduled monitoring of all policies. Consistent with this plan, the Results policies are monitored for reasonable progress over time against a set of Board approved indicators.

On March 15, 2020, Alberta's Minister of Education informed school divisions that due to the COVID-19 pandemic, in-school classes were cancelled and that teacher-directed learning would continue.

On March 23, 2021, the Board of Trustees suspended 2019-20 monitoring of Results 3: Citizenship as a result of the impact of the COVID-19 pandemic on the ability to collect a complete data set for monitoring.

4 | Analysis

The monitoring of Results 4: Personal Development is based on 18 indicators.

- Accountability Pillar Returning Rate - 1 indicator
- CBE Student Survey - 14 indicators
- Report Cards - 3 indicators

The monitoring of Results 5: Character is based on 9 indicators.

- CBE Student Survey - 7 indicators
- Report Cards - 2 indicators

Due to the cancellation of in-school classes on March 15, the CBE Student Survey, which was set to be administered in April/May 2020, was cancelled. Of the 27 indicators for Results 4 & 5 monitoring, 21 are based on the CBE Student Survey.

As a result of the CBE Student survey not being completed, there are data for only four of 18 Results 4 indicators and two of nine Results 5 indicators. Specifically those tied to report card data (five indicators) and the one from the Accountability Pillar. The data for the five report card indicators were determined on approximately 65% of a standard year,

Student achievement of Results on report cards is demonstrated in and through learning. The summative indicators of success are based on evidence collected from learning situations and the quality of learning experiences managed by the student.

The collection of these data require significant and sustained face-to-face interactions between teachers and students. Remote learning impacted the collection of data from mid-March to June 2020, as such the report card achievement is based on interactions up to the time when remote learning started. Given the context, the data set is not complete.

5 | Financial Impact

There are no financial implications to this decision.

6 | Implementation Consequences

If the recommendation is adopted, this would suspend this year's monitoring of the 2019-20 Results. Monitoring would resume in 2021-22, consistent with the Board's annual work plan.

When the CBE Student Survey was introduced to the Board of Trustees in the fall of 2017, the Chief Superintendent indicated that the questions related to Results 3: Citizenship, Results 4: Personal Development and Results 5: Character would be administered in full once every three years, and to a more minor extent during the other two years of the three-year cycle. The table below illustrates this cycle.

Policy	2017-18	2018-19	2019-20
Results 3	major focus	minor focus	minor focus
Results 4	minor focus	major focus	minor focus
Results 5	minor focus	minor focus	major focus

The 2020-21 CBE Student Survey will be administered April 6 to May 28, 2021. This survey administration will have a minor focus on Results 3 & 4 and a major focus on Results 5.

The report card data for Results in 2020-21 will be based on a full year. While there have been interruptions to the continuity of learning this year, we believe that by June 2021, teachers will have been able to collect a range of assessments where students have demonstrated the outcomes of each of the Results in and through learning.

7 | Conclusion

Due to the pandemic, the data sets used in the monitoring of Results 3, 4 and 5 were incomplete.

Schools in Alberta have been operating this school year under Scenario 1: the near-normal daily operations with health measures. As such, there will be complete data sets for 2020-21, which will allow the Board of Trustees to monitor the policies.



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.

report to Board of Trustees

Office of the Board of Trustees 2021-22 Operating Budget

Date	April 27, 2021
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih, Chief Superintendent of Schools
Purpose	Decision
Originator	Trustee Marilyn Dennis Board Chair, on behalf of the Board of Trustees
Governance Policy Reference	Operational Expectations OE-5: Financial Planning
Resource Person(s)	Brad Grundy, Superintendent, Chief Financial Officer, Corporate Treasurer Patricia Minor, Corporate Secretary

1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves the 2021-22 budget for the Office of the Board of Trustees of \$1,571,891 to be reasonable to allow the Board to effectively and efficiently perform its governing responsibilities.

2 | Issue

The Chief Superintendent is required by Operational Expectation 5 subsection 5.3 to develop a budget that is understandable to the Board, 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 and avoids fiscal jeopardy.

3 | Background

The Office of the Board of Trustees' budget for 2020-21 was approved at \$1,487,996.

The Chief Superintendent has prepared a report regarding the 2021-22 budget for the Office of the Board of Trustees that incorporates the budget assumptions as they relate to

the Office of the Board of Trustees' budget and reflects the outcome of any decisions related to the Board's consideration of Trustee Remuneration.

- Remuneration remains consistent with 2020-21 and will be as follows:

Trustees:	\$45,000
Chair:	An additional \$10,000
Vice-Chair:	An additional \$5,000

- GC-2E states that in addition to honoraria, each Trustee will receive a taxable benefit package worth 10% of basic honorarium and an annual taxable transportation allowance of \$4,100. There is no change to this policy from the prior year.
- GC-2E also states that at the end of each Trustee's service, each Trustee shall be entitled to a retiring allowance based on the number of terms completed. As such, an annual retirement accrual is included as a component of the salaries budget. The amount varies depending on the number of terms each Trustee has completed and amounts previously accrued.
- The Board has revised GC-2E in recognition of the duty of accessibility outside of regular Board meeting, each trustee will be entitled to a CBE issued cell phone or alternatively receive \$25 per month reimbursement, if they choose to use their own device. This would be a cost of \$1,000 per trustee and \$7,000 for all trustees. The current budget for the Chair's phone is \$750 and needs an overall increase of \$6,250.

The travel and supplies budget is reduced by \$6,260 and reallocated to cover the cell phone budget increase.

4 | Analysis

The following is a summary of all proposed changes to the 2020-21 Office of the Board of Trustees budget:

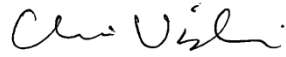
2020-21 Approved budget	\$1,487,996
Increases/(decreases):	
Increase in salaries and benefits due to retirement accrual	32,019
Increase due to CPP rate change	1,876
Increase in Audit fees for increased assurance on key financial functions	50,000
Increase in cell phone budget	6,250
Decrease in travel and supplies budget	(6,250)
Total increase in expenses	<u>83,895</u>
2021-22 proposed budget	<u>\$1,571,891</u>

The Office of the Board of Trustees' budget does not include the cost of services and supports provided by the service units in delivering on the Board's governance responsibilities. Service and support costs to the Board are absorbed by the budget of the relevant service unit.

Please refer to Attachment I for a year-over-year comparison between 2020-21 and 2021-22.

5 | Conclusion

This report meets the monitoring requirements of the OE 5: Financial Planning.



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: Proposed Board of Trustees 2021-22 Operating Budget

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.

Calgary Board of Education Board of Trustees - General Board of Trustees 2021-22 Operating Budget			
Category	2020-21 Approved	Changes	2021-22 Proposed
Total Permanent Salaries & Benefits	\$ 419,141	\$ 33,895	\$ 453,036
Membership Dues and Fees			
ASBA Membership Fees	\$ 244,000		\$ 244,000
Contribution to school council support	\$ 5,000		\$ 5,000
TEBA Fees	\$ 100,000		\$ 100,000
Total Membership Dues and Fees	\$ 349,000	\$ -	\$ 349,000
Professional & Technical			
General & Contracted Out Services	\$ 50,000		\$ 50,000
Audit Fees	\$ 160,418	\$ 50,000	\$ 210,418
Elections	\$ 467,687		\$ 467,687
Total Professional & Technical	\$ 678,105	\$ 50,000	\$ 728,105
Total Telephone	\$ 750	\$ 6,250	\$ 7,000
Travel & Subsistence Business			
Trustee PD & Travel	\$ 14,000		\$ 14,000
ASBA & General Trustee Travel & PD	\$ 20,000	\$ (3,250)	\$ 16,750
Total Travel & Subsistence Business	\$ 34,000	\$ (3,250)	\$ 30,750
Supplies			
General	\$ 3,000	\$ (1,000)	\$ 2,000
Café Food	\$ 2,000	\$ (1,000)	\$ 1,000
Printing & Binding	\$ 1,000	\$ (500)	\$ 500
Textbooks & Materials	\$ 1,000	\$ (500)	\$ 500
Total Expense Budget	\$ 1,487,996	\$ 83,895	\$ 1,571,891

**operational
expectations
monitoring report**

OE-2: Learning Environment/Treatment of Students

BOARD OF TRUSTEES ACTION

Monitoring report for the school
year 2019-2020

Report Date

April, 6, 2021

Resubmitted

April 27, 2021

With respect to OE-2: Learning Environment/Treatment of Students, 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-2: Learning Environment/Treatment of Students

Monitoring report for the
school year 2019-2020

Report date:
April 6, 2021

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 2: Learning Environment/Treatment of Students, 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: March 29, 2021

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 2: Learning Environment/Treatment of Students, the Board of Trustees:

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

Summary statement/motion of the Board of Trustees:

Signed: _____
Chair, Board of Trustees

Date: _____



OE-2: Learning Environment/Treatment of Students

Executive Summary

The Board of Trustees believes that it is essential to establish and maintain a learning environment that is welcoming, caring, safe, respectful and conducive to effective learning for each student.

This Operational Expectation establishes the Board of Trustees values and expectations for the Calgary Board of Education's work in providing learning environments that support student success.

The Chief Superintendent's reasonable interpretation and indicators for OE 2: Learning Environment/Treatment of Students were approved on October 10, 2017. The Board of Trustees last monitored OE 2 on April 7, 2020. This report includes data available from the 2019-2020 school year and contains evidence to support the following findings:

Policy Statement	Indicator	Finding
2.1	2.1.1	Compliant
2.1	2.1.2	Non-compliant
2.1	2.1.3	Compliant
2.1	2.1.4	Compliant
2.1	2.1.5	Compliant
2.1	2.1.6	Compliant
2.1	2.1.7	Compliant



OE-2: Learning Environment/Treatment of Students

The Board of Trustees believes that it is essential to establish and maintain a learning environment that is welcoming, caring, safe, respectful and conducive to effective learning for each student.

Board-approved Interpretation

It is crucial that a learning environment is created and sustained that enables students to participate fully in their learning.

The Chief Superintendent interprets:

- *learning environment* to mean those situations when students are engaged in instruction and activities related to Alberta Education's Programs of Study and where students are supervised by Calgary Board of Education employees. Learning environments include approved off-site activities.
- *safe* to mean a learning environment that is free from potential harm to students and their well-being.
- *respectful* to mean a learning environment that is caring and where students feel they are treated fairly.
- *conducive to effective learning* to mean a learning environment that provides the conditions and encouragement necessary for students to achieve at the level appropriate to them. In this learning environment students are engaged in their learning and are challenged to stretch and grow.

The Chief Superintendent shall:

2.1	Provide safe and positive learning conditions for each student that foster a sense of belonging and a respect for diversity.	Compliant
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Board-approved Interpretation

OE-2: Learning Environment/Treatment of Students

CBE is responsible for creating a learning environment where students are welcomed and appreciated as unique individuals.

The Chief Superintendent interprets:

- *positive learning conditions* to mean circumstances and environments that are encouraging, supportive, stimulating and engaging.
- *sense of belonging* to mean that students know and understand that their participation in and contributions to learning are welcomed.
- *respect for diversity* to mean acceptance and inclusion of individuals exhibiting the full range of human characteristics and abilities (uniqueness within humanity).

Board-approved Indicators and Evidence of Compliance |

1. A clearly defined, system wide student code of conduct is implemented and reviewed annually.	Compliant
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The organization is compliant with this indicator.

Evidence statement

For the 2019-2020 school year, 100% of principals confirmed they had shared the Student Code of Conduct with students, staff and parents at the beginning of the school year. The Student Code of Conduct was reviewed in the 2019-2020 school year through a survey of professional staff working within schools. Staff surveyed included Resource teachers and school administrators taking on the role of resource. School Improvement had a 41.1% response rate. Of those who responded, 88% reported that all stakeholders access Administrative Regulation 6005 – Student Code of Conduct through the school website. Of those surveyed, 75% of the staff believe examples of acceptable and unacceptable behaviour were clearly outlined. The majority of respondents (87%) found the Student Code of Conduct outlines potential considerations and responses to unacceptable student behaviour. Utilization of the Student Code of Conduct happens as part of debriefs of specific incidents within the school. Staff address the Student Code of Conduct in a variety of ways:

- review of at the beginning of the school year;
- classroom discussions;
- individual discussions with students;



OE-2: Learning Environment/Treatment of Students

- student presentations;
- a common presentation for use; and
- integration into academic tasks.

2. 100% of schools complied with Administrative Regulation 3021 – School Emergency Practices and Procedures.	Not Compliant
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The organization is noncompliant with this indicator.

Evidence statement

For the 2019-2020 school year, the ability for schools to complete emergency practices such as fire drills and lockdowns was impacted by the transition to online learning March 16, 2020. Calgary Fire and Calgary Police lifted the need for scheduled fire and lockdown drills until in-person learning resumed. Students did not return to in-person learning until September 2020. Prior to the transition to online learning, data collection revealed that the new approach of automated emails reminding principals to ensure fire drills and lockdowns were completed was unsuccessful. Two schools missed the requirement to perform a fire drill prior to the end of September, 10 schools missed the requirement to perform three fire drills prior to December 15 and 63 schools missed the December lockdown drill requirement. Included as an attachment to this report is a capacity building section to indicate steps that will be taken to improve performance regarding the practice of emergency response drills.

3. The percentage of student responses indicating agreement with the safe and caring suite of questions from the Calgary Board of Education Annual Safe and Caring Schools result, as determined by Alberta Education's Accountability Pillar Survey will be maintained (plus or minus 2 percentage points).	Compliant
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The organization is compliant with this indicator.

Evidence statement



OE-2: Learning Environment/Treatment of Students

In February 2020, of the thousands of students, parents and teachers who responded to the provincial Accountability Pillar Survey, 88.8% agreed or strongly agreed that students are safe in school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school. Within that overall percentage, 82.7% of student responses indicated agreement with the safe and caring suite of questions from The Calgary Board of Education Annual Safe and Caring Schools result. This is within the ± 2 percentage points range of the previous year's result.

4. Principals confirm that each volunteer has security clearance prior to beginning their volunteer service.	Compliant
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The organization is compliant with this indicator.

Evidence statement

For the 2019-2020 school year, 100% of principals all volunteers in their school were confirmed as passing the security clearance requirements before beginning their volunteer service. One response was clear to celebrate the office staff as they are integral to ensuring schools are compliant. Once schools transitioned to online learning in March 2020, volunteers did not participate in schools.

5. Low recidivism for students having involvement with the CBE Attendance Team.	Compliant
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The organization is compliant with this indicator.

Evidence statement

Direct contact with the Attendance Team, was defined as either a hearing of the provincial Attendance Board or a parent meeting held at the student's school with an Attendance Counsellor. In addition to direct contact with students and their parents, the Attendance team had 432 consults with schools in relation to specific students and 107 general consults with schools regarding attendance policy and procedures.

OE-2: Learning Environment/Treatment of Students

CBE is using a recidivism percentage that includes students who have continued to experience attendance concerns based on Alberta Education's chronic absenteeism threshold of 10% or greater absenteeism. Recidivism was calculated based on 2019/2020 data of students involved in direct contact with the Attendance Team. This number of student involved in direct contact with the Attendance Team decreased due to the transition to online learning in March 2020, and the direction from Alberta Education to mark all students as present for the remainder of the 2019-2020 school year due to COVID-19. While in direct contact with the Attendance Team, there was a recidivism rate of 40%. The Attendance Board cancelled all Attendance Board hearings between March and June 2020.

6. Principals confirm that transitions between schools for students with Individual Program Plans have been supported through planning meetings and identified plans.	Compliant
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The organization is compliant with this indicator.

Evidence statement

Communication amongst schools is one factor that ensure students are supported through planning meetings and identified plans when a student with an Individual Program Plan transitions to another school. For the 2019-2020 school year, 100% of principals confirmed that intentional transition plans were in place for these students. During the transition to online learning due to COVID, schools made every effort possible to support students in the transition to online learning. In some cases, this meant:

- realigning teaching assignments to support students individually or in small groups;
- when education assistants were available, ensuring students were able to connect with them where possible;
- ensuring consistent sequencing of courses with average hours of work for students each week;
- prioritization of core curriculum;
- ensuring Individual Program Plans were up to date as of the start of the pandemic;
- continuation of provisions in the Individual Program Plan and supports within the online learning environment;
- D2L shells focusing on physical activity and social emotional learning;
- providing short term and longer term resources to parents and students;
- provision of activities and ideas for division levels;



OE-2: Learning Environment/Treatment of Students

- providing as many computers as possible including sharing the resources offered through Lifeline by Lending Laptops and Alberta Computers for Schools and to Metis students through The Rupertsland Institute;
- provision of G Suite and Brightspace technical support for students and parents;
- provision of assessment and learning guidelines for ongoing learning;
- gathering and generating resources to assist teachers with students;
- facilitating professional development for teachers in online delivery and pedagogical best practices for basic facilitation of online student learning;
- continued support from Alberta Mental Health therapists offering sessions and support via telephone with provision of resources for isolation and continuance of psychiatry;

7. Principals confirm all requests for the establishment of student organizations promoting welcoming, caring respectful and safe learning environments are supported.	Compliant
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The organization is compliant with this indicator.

Evidence statement

For the 2019-2020 school year, 100% of the principals who had requests for the establishment of GSAs or other student organizations to promote welcoming, caring, respectful and safe learning environments were supported. There were 131 schools who noted that no students had requested the establishment of a GSA specifically, but there were other clubs and student organizations within the school that promoted a positive and inclusive school learning environment.

Evidence demonstrates 6 of the 7 indicators in subsection 1 are in compliance.



OE-2: Learning Environment/Treatment of Students

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-2: Learning Environment/Treatment of Students

Capacity Building

2.1.2 100% of schools complied with Administrative Regulation 3021 – School Emergency Practices and Procedures.

CBE will transition to having drill reporting forms completed through Archibus effective September 2021. Principals will receive drill notification reminders two (2) weeks sooner than previously with Education Directors included in the final notices to principals to ensure compliance or to justify operational issues preventing compliance. Education Directors will require principals to produce a schedule of fire and lockdown drills at the outset of the school year identifying dates drills will be conducted. Archibus is being adjusted to allow Education Directors the ability to easily view on demand compliance reports for schools in their Areas.

April 13, 2021