

public agenda

April 17, 2012
3:00 p.m.

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

Regular Board Meeting

Mega Result Policy |

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

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

Time	Topic	Who	Policy Ref	Attachment
3:00 p.m.	1 Call to Order, National Anthem and Welcome			
	2 Consideration/Approval of Agenda		GC-2	
15 mins	3 Awards and Recognitions			
	3.1 Lighthouse Award	M. Levy	GC-3.2	
60 mins	4 Results Focus			
	4.1 Specific Student Fees for 2012-13	N. Johnson	OE-8	Page 4-1
	5 Operational Expectations			
	6 Public Comment <i>Requirements as outlined in Board Meeting Procedures</i>		GC-3.2	
15 mins	7 Matters Reserved for Board Action			
	7.1 Delegation of Authority to the Chief Superintendent (<i>THAT the Board approves the Delegation of Authority Resolution as attached to the report; and approves it as the Board-Chief Superintendent Relationship Policy 4E, to replace the current B-4E Delegation of Authority Resolution.</i>)		GC-3. B/CSR-1 B/CSR-2 B/CSR-4 OE-1	Page 7-1
5 mins	8 Board Consent Agenda	Board	GC-2	
	8.1 Approval of Minutes ▪ Regular Meeting held March 6, 2012 (<i>THAT the Board approves the minutes as submitted.</i>)			



Time	Topic	Who	Policy Ref	Attachment
	8.2 Correspondence (<i>THAT the Board receives the correspondence for information and for the record.</i>)			Page 8-1
	9 Chief Superintendent Consent Agenda	Board	GC-2.6	
	9.1 Locally Developed Courses (<i>THAT the Board approves the renewed, re-acquired, and withdrawal of CBE locally developed courses and resources, as outlined in the report.</i>)			Page 9-1
5.50 p.m.	10 Adjournment			
	Debrief	Trustees	GC-2.3	

Notice |

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

Archives will be available for a period of two years.
Information is collected under the authority of the School Act and the
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Office of the Corporate Secretary at corpsec@cbe.ab.ca



report to Board of Trustees

Specific Student Fees for 2012-13

Date	April 17, 2012
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Naomi E. Johnson, Chief Superintendent of Schools
Purpose	Information
Originator	Deborah Meyers, Superintendent, Chief Financial Officer Richard Peter, Chief Communications Officer
Governance Policy Reference	OE-8: Communication with and Support for the Board
Resource Person(s)	Wayne Braun, Director, Corporate Finance Karen Drummond, Communications Advisor Chantelle Wellock-Bolt, Manager, Performance Management and Corporate Initiatives

1 | Recommendation

It is recommended:

- THAT the Board of Trustees receives the following report for information.

2 | Issue

Within its governance model, the Board of Trustees has delegated setting of student fees to Administration. To fulfill its duty, Administration initiated a broad community consultation. The outcome of the community engagement was first reported April 2. This report connects parent input to the fees within the scope of this project and reports the estimated impact of the framework on the CBE global budget.



3 | Analysis

The full analysis and recommendation for fees are documented in the attachment entitled: "Connecting Community Engagement Principles to Fees for 2012-13."

The scope of the review includes these specific fees:

- instructional supplies and materials;
- music instrument rental;
- noon supervision; and
- transportation.

4 | Financial Impact

The CBE charges more than \$20 million of student fees each year. To set fees for instructional supplies and materials; music instrument rentals; noon supervision; and transportation, the CBE engaged consultants. The cost of consultants was just under \$53,000, which we consider an investment in parent confidence.

5 | Conclusion

The Board of Trustees has delegated setting fees to Administration. This is important and sensitive work. To take on this challenge, Administration engaged the community. The community articulated its principles for setting, managing and communicating fees and Administration has responded. The fee principles and framework deliver on all of the expectations with strong parent support, respecting the values of our system as articulated by the Board of Trustees through policy.

Ultimately, we have delivered on our goal for this work, that we have fees that:

1. meet the CBE's financial objectives;
2. reflect meaningful and representative community engagement; and
3. can be understood by an average parent.

We look forward to sharing the outcome with parents.



per NAOMI E. JOHNSON
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: REPORT—2012-2013 School Fees: Connecting Parent Principles to Specific Fees



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** |**2012-2013 School Fees:
Connecting Parent Principles to Specific Fees****Introduction**

The Calgary Board of Education is one of the best public education systems in the world. What sets our system apart is the focus on personalized learning. We say it's about learning as unique as every student.

Student success means all students have access to their learning in an environment that enables them, in keeping with their individual abilities and gifts to complete high school with a foundation of learning necessary to thrive in life, work and continued learning. The CBE's Board of Trustees defined this "Mega Result" for each and every student.

To achieve the Mega Result, the CBE has a rolling, Three-Year Education Plan. The plan describes how all CBE work supports student success in these areas:

1. personalize learning;
2. build our capacity;
3. engage our public; and
4. steward our resources.

As part of fulfilling the CBE's Three-Year Education Plan, a comprehensive review of fees was initiated. The review included four types of fees:

1. instructional supplies and materials (ISM);
2. music instrument rental;
3. noon supervision; and
4. transportation.

The fees review, which was promised in June 2011, had three overriding objectives. We aim to have school fees that:

1. meet the CBE's financial objectives;
2. reflect meaningful and representative community engagement; and
3. can be understood by parents.

With these objectives in mind, the CBE initiated a community engagement project. The project was led by an external consultant to ensure that the findings were accurate, representative and impartial. Between focus groups and online surveys, more than 4,000 people provided thoughtful and constructive input.

The input from parents was captured in the consultant's report. We call parent expectation for fees "parent principles." The parent principles have been summarized in six "fee principles."

The fee principles, which were originally reported with CBE budget assumptions on March 20, include:

1. Users are charged for the services they use.
2. The fees for the stated service are based on the average cost of providing consistent service.
3. [Transportation] fees will reflect the difference between fees [costs] associated with “educational necessity” and “personal choice.”¹
4. All fees will be eligible for waivers.
5. Waivers will be funded through the CBE “global budget.”¹
6. There will be no cross-subsidy for fees.

Parents were emphatic that fees information be communicated effectively. As a result, a comprehensive communication plan has been developed to address:

- how fees are set;
- the services they fund; and
- options for payment.

In our system, fees are a reality. The community engagement process was initiated to ensure that we consider what parents expect for how fees are set. We learned more. We learned the parents also have clear expectations for how fees are managed and communicated. One of the best things we learned from this process is that we are able to advance all expectations supported by the majority of parents. Student fees for 2012-13 will be set in accordance with the community’s expectations and CBE values, as expressed by the Board of Trustees through policies.

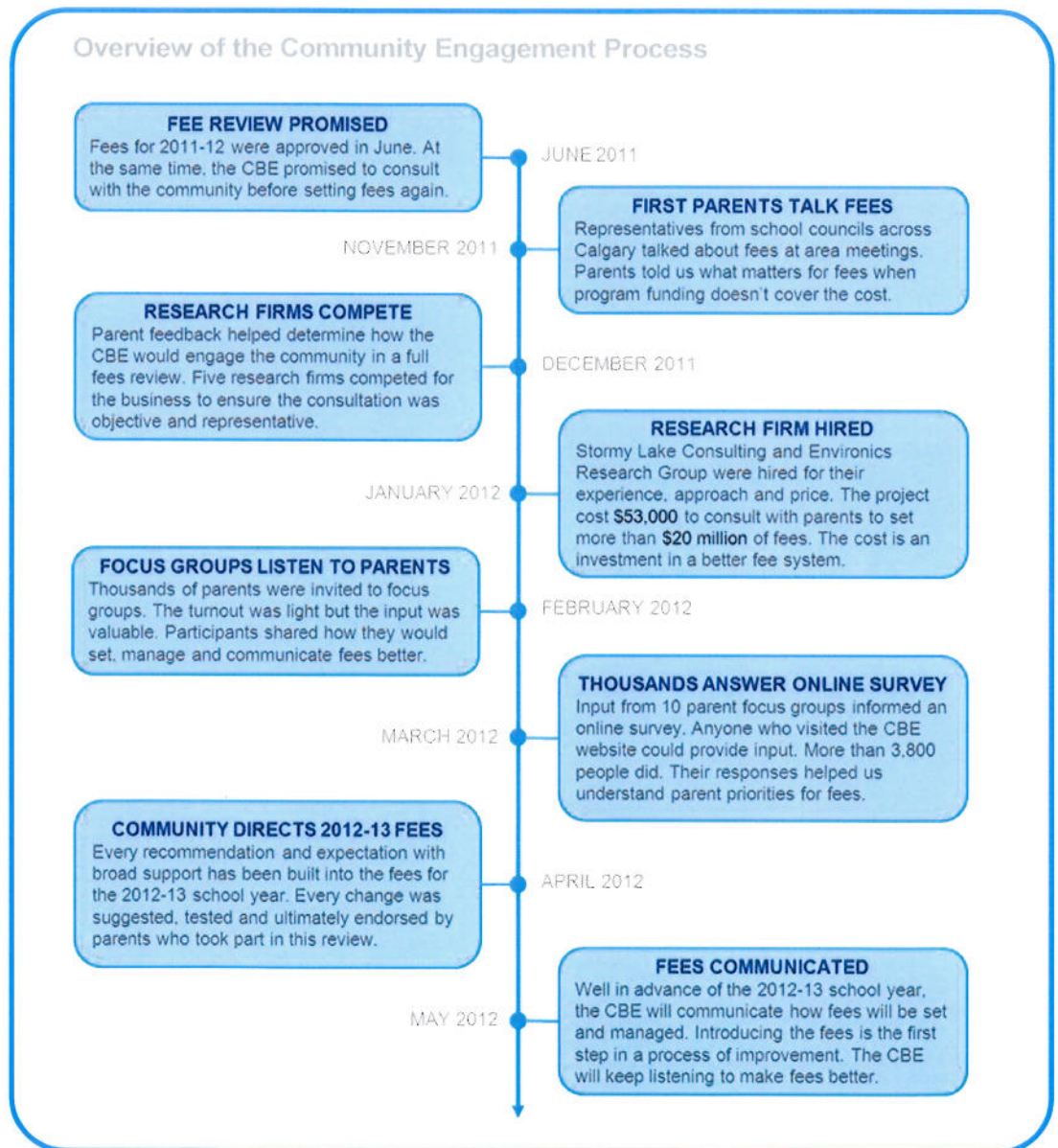
We recognize it may be impossible to make everyone happy about fees. What we hope is that our entire CBE community feels engaged in how we set, manage and communicate fees *better*.

¹ “Global budget” means the overall, CBE system operating budget.

Learning about fees by Listening

The community engagement process for student fees ultimately represents the voices, views, expectations and ideas of more than 4,000 individuals.

What was said, the richness and diversity of views, conflicts and agreements are fully captured in reports by the consulting firms, Stormy Lake and Environics Research Group. Given the desire to present what we learned as accurately, credibly and impartially as possible, the findings are available in their original form.



This first step to turn what parents said into a fees framework was presented in the CBE budget assumptions report. This report was presented to and debated by the Board of Trustees on March 20.

The budget assumptions report details:

1. financial and economic uncertainties that may affect the budget and cannot be controlled fully, e.g., general wage increases, inflation; and
2. strategies which represent priorities for decision-making to dedicate maximum resources to students and classrooms.

The varied and significant findings from the fees community engagement were summarized in the budget assumptions report. The points itemized in the budget assumptions report reflect the principles that parents held highest.

The table below connects the “Directions from Consultation,” as reported by the consultants, to the principles in the budget assumptions report. The first column repeats what parents said in the final report; called “parent principles.” The second column shows how it was presented in the budget assumptions report, called “fee principles.”

PARENT PRINCIPLES (those principles parents identified as important through the community engagement process)	FEE PRINCIPLES (principles created directly from “parent principles” that include all of the key principles with broad support)
<ul style="list-style-type: none"> ▪ Only the costs associated with the service should be charged to users. ▪ Separate transportation fees from noon supervision fees. ▪ Every child who stays for lunch pays for noon supervision. 	Users are charged for the services they use.
<ul style="list-style-type: none"> ▪ Set guidelines for noon supervision ratios at schools. 	The fees for the stated service are based on the [average] cost of providing consistent service.
<ul style="list-style-type: none"> ▪ Separate reasons for transportation into “educational necessity” and “personal choice.” 	[Transportation] fees will reflect the difference between fees [costs] associated with “educational necessity” and “personal choice.”

PARENT PRINCIPLES (those principles parents identified as important through the community engagement process)	FEE PRINCIPLES (principles created directly from "parent principles" that include all of the key principles with broad support)
<ul style="list-style-type: none"> ▪ Pay for all (transportation, ISM, music instrument rental and noon supervision) waivers out of the CBE global budget. ▪ Consider encouraging greater take-up of the Alberta Child Health Benefit (ACHB) 	<p>Waivers will be funded through the CBE "global budget."</p> <p>All fees will be eligible for waivers.</p>
<ul style="list-style-type: none"> ▪ Examine the true cost of noon supervision and ensure the fees match the costs. 	<p>There will be no cross-subsidy for fees.</p>
<ul style="list-style-type: none"> ▪ The primary tool to communicate fees appears to be the form that outlines how much you pay. ▪ This form has no information about why and how fees are set. This should be the primary communication channel for the principles and transparency. ▪ It should be made clear to parents that the walk limit ensures access to the bus, not subsidization of transportation. ▪ As part of the clarity and transparency, show parents the math, simply. 	<p>There will be a comprehensive communication plan to explain fees, how they are set, the services they fund, and options for payment.²</p>

Parents introduced the idea that fees would differ if circumstances "forced" a student to be on the bus. For example, when students are bused after the school they were attending was closed, parents suggested a "transitional fee waiver."

This idea has many implications. For example, parents suggested that if a family moves into a neighborhood without a school, the family is choosing to accept

² This principle is not related to *setting* "fees" and therefore was not included in the budget assumptions report on March 20.

the fees. But what if plans for a new school are cancelled between when a family moves in and when the school was scheduled to open?

After a thorough analysis, it was determined that it is both impractical and impossible to assess fees where there may be countless individual situations that constitute “forced choice.” At this time, these ideas cannot and will not be implemented.

There were other directions in the consultation process, such as “phase in fee increases if they are significant.” This suggestion has been applied to students who are eligible for and pay the transportation fee and who stay at school for lunch for the next three-year period. Their noon supervision fees will be phased in over the next three years. Meanwhile, the decreases for noon supervision will take full effect at the start of the 2012-13 school year.

Employee Parking Cost Recovery

There is another distinct aspect of the fees review: employee parking.

School-based employees who park and use electrical outlets are charged \$40 per year for this service. The parking fee does not fully recover the cost of providing employee parking. In fact, only 10 per cent of the total cost of employee parking is recovered.

The fees engagement included schools in the surveys, using a slightly different version than was available to the public. In that survey, schools were asked whether, “School staff should contribute to the maintenance cost of the parking lots?” Ninety-one per cent of schools who completed the survey said yes.

CBE administration hoped this response would open the door to full cost recovery for 2012-13. However, moving to this strategy involves collective agreements. Any change would follow extensive consultation and collaboration with employee groups.

Turning Words into Actions

All of the principles significantly supported by parents are reflected in the fee structure for 2012-13.

The tables that follow show the principle, the current state and the future state. In other words, by adopting the principle, there will be immediate implications for fees. The implications are detailed in the “future-state” column.

Principle 1: Users are charged for the services they use.

Current State	Future State
From “global budget,” we subsidize noon supervision for bused students who stay for lunch (\$176/student annually)	Noon-supervision subsidy ends because all noon-supervised students are charged for the service
Students who are eligible for busing <i>and take it</i> are not charged for noon supervision	All noon-supervised students are charged for the service

As noted, one of the most significant implications of this principle is that all students supervised at lunch will be charged. This change—together with others that follow—means that the noon supervision fee per student will be lower.

As stated previously, the noon supervision fee *increase* for students who are bused will be phased in over three years. Meanwhile, the noon-supervision fee *decrease* for students who are *not* bused will take full effect at the start of the 2012-13 school year.

A specific word in this principle deserves special mention: “charged.” The principle states: users are *charged* for services they use; it does not say that users *pay* for services they use. Subsequent principles will explain a new approach to waivers. Being invoiced and paying will be different for more students in 2012-13.

Parents also expect the CBE to help minimize fees by maximizing funding *and* minimizing costs. This work continues. For 2011-12, the CBE saved \$1 million from the transportation budget by standardizing non-instructional days across the system. The CBE will continue these initiatives to improve operational efficiency while communicating them more effectively.

Principle 2: Fees for service are based on the average cost of providing a consistent service.

Current State	Future State
Equal rates for transportation for same grade levels regardless of cost of service	Fees reflect cost
Alternative programs pay the same rate for different level of service	Alternative program transportation fees reflect costs
Service levels are not consistently and clearly defined, e.g., noon supervision	Establish minimum or guaranteed service levels for a system-wide fee (e.g., duty of care, specific ratio)

Noon supervision “service levels” are inconsistent. Parents reported having up to three children in different elementary schools with very different noon supervision practices. For 2012-13, noon supervision fees will cover a stated level of service.

The province funds about 80 per cent of transportation. The cost of transportation differs between regular programs and alternative programs. For example, on average—because of the distances involved—it costs more to transport students to alternative programs than to regular programs. The distances reflect the large catchment area for alternative programs.

Another factor that contributes to increased transportation costs for alternative programs and related to the catchment area is how full the busses are. The cost per student on a partially full bus is higher than the cost per student on a full bus. This tends to be more common for alternative programs than regular programs because of the smaller number of students enrolled in alternative programs.

Parents endorsed the idea that fees should reflect the difference in costs.

Principle 3: Transportation fees will reflect the difference between “educational necessity” and “personal choice.”

Current State	Future State
Fees within scope (i.e., transportation) do not differentiate between regular and alternative programs	Transportation fees for alternative programs reflect actual cost ³

Parents defined the terms “educational necessity” and “personal choice.” Parents also indicated which of CBE’s programs fall in each category.

The only programs considered to involve an educational necessity by parents were “exceptional” or special needs. Indeed, this view was supported by a wide majority of parents.

There is a logical implication of this principle. If a student attends an alternative program in the same facility as the student’s designated, regular-program school, the regular transportation fees apply. We do not know exactly how many students fall in this category but it is believed to be a small number. This example underscores an important aspect of the principles: they can be applied to consistently resolve any number of individual student scenarios.

Conditional riders are students who travel on charter buses on a space-available basis. They often live within walk zones. Conditional riders will pay regular transportation fees—the revenue from which ultimately benefits all riders.

For all other programs, the majority of parents agreed that they represented personal choices—options to improve learning but not necessities. These programs include:

- Aboriginal program (Piitoayis)
- all-boys
- all-girls
- arts-centred learning
- Canadian studies
- French immersion
- Montessori
- other bilingual language programs
- science school
- sports school
- traditional learning centres

It is interesting to note that the majority of parents of students in alternative programs expect and seem to be willing to pay more for their choices. Fifty-nine per cent of parents with children in alternative programs indicated that alternative programs should pay fees “higher than designated schools” (43 per cent) or “much higher than designated schools” (16 per cent).

³ The system transportation fee for alternative programs will be based on the average cost of all alternative program transportation.

Principle 4: All fees will be eligible for waivers.

Current State	Future State
Waivers are assessed inconsistently	Waivers are consistently assessed against Alberta Child Health Benefit (ACHB)
Waivers are assessed at schools and centrally	Waivers for in-scope fees are assessed centrally (i.e., only noon supervision fees actually change)
Waivers only <i>officially</i> apply to ISM, transportation and music	Single waiver applies to all fees within the scope of this review
Waivers are applied <i>at schools</i> for noon supervision and other school-based fees	Single waiver applies to all fees within the scope of this review
Alberta Child Health Benefit (ACHB) not widely understood or used	ACHB better publicized to our school community

Parents were emphatic about fundamentals: No student should be denied access to education due to an inability to pay.

The public in public education was reinforced when parents were asked how to support students who cannot pay. The answer was clear.

Parents expect the community to support students who cannot afford to pay. If a student cannot pay for transportation the cost is not shared among all other riders. The cost is shared by all other students.

While there were a variety of suggestions about what defines need, the only consistent, recognized and impartial standard seems to be the Alberta Child Health Benefit (ACHB). This “standard” rises with family size and may be the only “fair” way to consistently apply waivers. Details of the ACHB are provided in Appendix A.

The cost of waivers in 2011-12 is estimated to be \$2.2 million. By applying waivers consistently and to all fees, it is estimated the system cost will increase to \$3.4 million.

Principle 5: Waivers will be funded through the CBE global budget.

Current State	Future State
The estimated cost of waivers is built into the user fees for transportation and noon supervision	Waivers are funded from the CBE global budget
Some waivers are paid for at the school level, others are paid for centrally	Waivers are paid for centrally

As noted under Principle 4, the cost of waivers in 2011-12 is estimated to be \$2.2 million.

The provincial regulations require that school districts treat transportation services and funding distinctly. There is a separate "block" for transportation funding. Consequently, it is appropriate for transportation waivers to be covered within this discrete, funding "block."

Principle 6: There will be no cross-subsidies for fees.

Current State	Future State
A portion of noon supervision fees go to other services in schools	Noon supervision fees are based on the sole and average cost of providing a consistent service

In accordance with the Employment Standards Code and CBE collective agreements, noon supervision must be done by an employee who must be paid for a minimum of two hours. Although noon supervision typically uses about 90 minutes, the rest of the time is spent doing other work for schools.

Fee Structure & Implications

There are financial implications associated with every decision about fees. The community engagement process was not initiated to determine whether fees would be charged or not. Nor was the project initiated to increase the fees charged by the system.

Given the reality and the necessity of fees, the community was engaged to determine how to better set fees. We also learned that setting fees is only one aspect of what parents expect. Parents also expect us to manage and communicate fees well.

The table below captures the estimated financial impact of each principle for the CBE. The aggregated system figures reflect the implications of decisions on specific fees for students.

Estimated Net Global Budget Impact of Each Principle by 2014-15

From a parent point of view

As a result of the principles, some parents will pay more for services their students use. Other parents will pay less.

In the first two years, the impact of significant increases will be absorbed by the system. This *reduces* the impact on parents for the first two years.

The net impact of all changes for parents as a whole is zero by 2014-15—and better in the meantime. (The net impact for the entire CBE is also zero by 2014-15.)

Principle 1

Users are charged for the services they use.

\$2.8 million⁴
savings

Principle 2

Fees for service are based on the cost of providing a consistent service.

\$0

Principle 3

Fees will reflect the difference between "educational necessity" and "personal choice."

\$0

Principle 4

All fees will be eligible for waivers.

\$1.2 million
cost

Principle 5

Waivers will be funded through the CBE global budget.

\$0

Principle 6

There will be no cross-subsidies for named fees.

\$1.6 million
cost

Total estimated net impact

\$0

⁴ Savings for 2012-13 are \$0.9 million; savings for 2013-14 are \$1.8 million.



CBE School Fees Schedule for 2012-13⁵

Instructional Supplies & Materials (ISM)⁶

Grades		Fee per year (\$)			Projected enrollment ⁷
		2011-12	2012-13	Year-over-year change	
Kindergarten	half-day	15.00	15.00	0.00	7,517
	full-day, where offered	30.00	30.00	0.00	700
1-6		30.00	30.00	0.00	45,003
7-9		105.00	105.00	0.00	21,465
10-12		132.00	132.00	0.00	25,541

Music Instrument Rental⁸

Grades	Program	Fee (\$)	
		2011-12	2012-13
1-6	annual (10-month)	65.00	TBD
	summer (2-month)	30.00	TBD
7-9	annual (10-month)	65.00	TBD
	summer (2-month)	30.00	TBD
10-12	annual (10-month)	85.00	TBD
	summer (2-month)	30.00	TBD

⁵ includes fees within scope of school fees review only

⁶ ISM family maximum will be eliminated for 2012-13. ISM fees continue to be eligible for waivers.

⁷ excludes CBe-learn, Chinook Learning Services and unique settings, such as West View School

⁸ These fees will be amended as a result of a concurrent community consultation specific to music instrument rental fees. This work is expected to be complete in June.

CBE School Fees Schedule for 2012-13⁹

Transportation

Grade & Type	Program	Fees per month (\$)			Annual Fee ¹⁰ (\$)			Estimated users
		2011-12	2012-13	Change	2011-12	2012-13	Change	
Kindergarten, charter ¹¹	regular	21.50	21.50	0.00	215.00	215.00	0.00	650
	alternative	21.50	43.00	21.50	215.00	430.00	215.00	1,150
1-6 charter	regular	29.50	21.50	-8.00	295.00	215.00	-80.00	7,500
	alternative	29.50	43.00	13.50	295.00	430.00	135.00	6,000
7-9 charter	regular	33.50	21.50	-12.00	335.00	215.00	-120.00	4,500
	alternative	33.50	43.00	9.50	335.00	430.00	95.00	2,500
7-9 Transit	regular ¹²	33.50	38.50	5.00	335.00	385.00	50.00	500
	alternative ¹³	33.50	38.50	5.00	335.00	385.00	50.00	800
10-12 Transit	all ¹³	39.25	38.50	-0.75	392.50	385.00	-7.50	9,000
eligible special needs students, all grades		29.50	21.50	-8.00	295.00	215.00	-80.00	1,500
conditional charter ¹³		33.50	21.50	-12.00	335.00	215.00	-120.00	600

⁹ includes fees within scope of school fees review only

¹⁰ annual fee reflects a 10-month year

¹¹ "charter" refers to yellow buses

¹² after CBE rebate

¹³ Most of these are students within the walk zone who ride the bus on a space-available basis.



CBE School Fees Schedule for 2012-13¹⁴

Noon Supervision¹⁵

Grades	Program and Transportation Status	Fees per month (\$)				Annual Fee (\$)			Estimated number of users
		2011-12	2012-13	2013-14	2014-15	2011-12	2014-15 ¹⁶	Forecasted total change over three years from 2011-12	
K ¹⁷ -6	four-day who are <i>not</i> bused	24.00	18.50	18.50	18.50	240.00	185.00	-55.00	12,400
	four-day who <i>are</i> bused	0.00	6.50	13.00	18.50	0.00	185.00	185.00	7,300
	five-day who are <i>not</i> bused	29.50	23.00	23.00	23.00	295.00	230.00	-65.00	10,800
	five-day who <i>are</i> bused	0.00	8.00	16.00	23.00	0.00	230.00	230.00	7,200

¹⁴ includes fees within scope of school fees review only

¹⁵ applies to all students who stay for lunch in schools

¹⁶ Actual fees beyond 2012-13 are, obviously, subject to financial and economic uncertainties

¹⁷ Kindergarten noon supervision only applies to full-day programs where they are offered in the system



In addition to the new fees framework, there are other planned improvements as a result of the community engagement.

The CBE will continue to increase payment options and timing. Parents will be able to pay school fees in a single lump sum or in monthly installments. These options will help mitigate the feeling that “September is more expensive than Christmas,” as one parent said.

All changes in the scope of the review and report will be implemented for the 2012-13 school year, with one exception of a phased-in approach to minimize the immediate impact for students who are eligible for and take transportation and stay at school for lunch over the next three-year period. Any fee decreases will be implemented for the 2012-13 school year.

Conclusions & Continuous Improvement

Whether we like it or not, student fees are a necessity in a system where costs exceed funding. So the challenge becomes, how do we set, manage and communicate fees effectively.

When we asked this question the community answered. In response, the CBE is implementing every practical change that had significant support from the more than 4,000 people who helped with this initiative.

The changes are swift and significant. From the outset, we knew it would be impossible to please everyone. What we do hope is that parents agree that the results reflect their collective and thoughtful input. The fees for 2012-13 are better because they reflect sincere, broad and comprehensive consultation.

In the end, as a system we will be judged first for whether we listened and only then for whether our actions faithfully reflect what we were told. The fees community engagement has more work to do to communicate the results of this work and then, to listen again for how we can improve for 2013-14.

Appendix A

Alberta Child Health Benefit (ACHB) Information

The Alberta Child Health Benefit plan pays for health services, such as eyeglasses, prescription drugs and dental care, that are not available through standard Alberta Health Care Insurance. The health plan is for children up to age 18, and up to age 20 if they live at home and are attending high school up to grade 12. There are no fees to sign up.

Family Type	Maximum Qualifying Income (effective Aug. 1, 2008)
Single parent with 1 child	\$24,397
Single parent with 2 children	\$29,073
Single parent with 3 children	\$34,056
Single parent with 4 children ¹⁸	\$39,336
Couple with 1 child	\$29,285
Couple with 2 children	\$34,346
Couple with 3 children	\$38,997
Couple with 4 children ¹⁹	\$44,000

This information is from the Alberta Child Health Benefit website at:
<http://www.employment.alberta.ca/FCH/2076.html#1>

¹⁸ For each additional child, add \$4,663

¹⁹ For each additional child, add \$4,663



report to Board of Trustees

Delegation of Authority to the Chief Superintendent

Date	April 17, 2012
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Laura Safran, Acting General Counsel and Corporate Secretary
Purpose	Decision
Governance Policy Reference	Governance Culture GC-3: Board Job Description Board/Chief Superintendent Relationship B/CSR-1: Single Point of Connection B/CSR-2: Single Unit Control B/CSR-4: Authority of the Chief Superintendent Operational Expectations OE-1: Global Operational Expectation
Resource Person(s)	Janice Barkway, Office of the Corporate Secretary Keith Peterson, Acting Superintendent, Human Resources External Counsel

1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves the Delegation of Authority Resolution, as attached; and
- THAT the Board of Trustees approves that the Delegation of Authority Resolution, as attached, be approved as Board-Chief Superintendent Relationship Policy 4E, and that this policy will replace the current B-4E Delegation of Authority Resolution.

2 | Issue

According to current Board Procedures, "Any motion of the Board of Trustees to authorize delegation of the Board of Trustees' duties or powers may be made or



renewed at the Organizational Meeting, and/or at such other time as the Board of Trustees determines to be appropriate." Due to the pending review of the Governance Policies, the Board did not review its Delegation of Authority Resolution in October, 2011. Now, having approved the revisions to Governance Policies on January 24, 2012, it is time to review the Delegation of Authority Resolution in light of the policy revisions.

3 | Background

The Board/Chief Superintendent Relationship Policy 1: Single Point of Connection confirms that the Chief Superintendent is the Board's sole point of connection to the operational organization, and requires that the Board will direct the operational organization only through the Chief Superintendent. The Delegation of Authority Resolution serves as the resolution required by legislation for the Board to authorize the Chief Superintendent "to do any act or thing or exercise any power that the board may or is required to do or exercise subject to the directions and limitations set out in the resolution, except for those powers referred to in subsection (2)." (s. 61, School Act).

The Governance Culture policy (GC-3): Board Job Description states that:

"The Board will:

- 3.10 Perform other duties required by law or not otherwise delegated to the Chief Superintendent."

The Board/Chief Superintendent Relationship (B/CSR-3): Staff Accountability states that:

- "3.3 Except as required by law, the Board will not participate in decisions or actions involving the hiring, evaluating, disciplining or dismissal of any employee other than the Chief Superintendent."

Currently, the Board retains the power to terminate the services of a teacher. The current Delegation of Authority states that:

"The Board of Trustees delegates to the Chief Superintendent, including the power to sub-delegate thereafter, the power to do any act or thing or exercise any power that the Board may or is required to do or exercise except:

- (b) the power to terminate the services of a teacher or to terminate a contract of employment of a teacher."

The Board has expressed a desire to review the current Delegation of Authority Resolution, specifically as it relates to delegating to the Chief Superintendent the power to terminate the services of a teacher. Section 61 of the School Act permits



the Board to delegate the power to terminate the services of a teacher; however, that power can be delegated only to the Chief Superintendent.

4 | Implementation Consequences

The proposed resolution attached to this report, if approved by the Board, will delegate to the Chief Superintendent the power to terminate the services of a teacher, in addition to all other duties that were formerly delegated to the Chief Superintendent.

An administrative process has been developed to support the anticipated delegation of authority from the Board to the Chief Superintendent to terminate a teacher's contract of employment or their designation. Human Resources will continue to work with the Chief Superintendent to provide the appropriate support for this process. Human Resources will also work with the Chief Superintendent to appropriately inform the Alberta Teachers' Association (ATA) of the change in delegation and the supporting administrative process.

The Board's Governance Policy B/CSR-4E would replicate the proposed Delegation of Authority Resolution, so as to ensure that this important resolution also forms part of the Board's Governance Policies. Approval of the second recommendation above would replace the existing B-4E with the most current Delegation of Authority Resolution.

LAURA SAFRAN
ACTING GENERAL COUNSEL AND CORPORATE SECRETARY

ATTACHMENTS

- Attachment I: Proposed Resolution
- Attachment II: Excerpt from the School Act

Recommended Resolution:

BE IT RESOLVED:

- A. THAT the Board of Trustees rescinds the Board of Trustees' October 26, 2010 resolution on delegation of authority.
- B. THAT, pursuant to its powers under section 61 of the *School Act*:
 - 1. The Board of Trustees delegates to the Chief Superintendent, including (subject to Paragraph B.2 below) the power to sub-delegate thereafter, the power to do any act or thing or exercise any power that the Board may or is required to do or exercise except:
 - (a) those matters which, in accordance with section 61(2) of the *School Act*, cannot be delegated;
 - (b) the appointment of an auditor under section 146 of the *School Act* and the examination of the auditor's report under section 150 of the *School Act*; and
 - (c) those specific matters and decisions reserved to the Board of Trustees in its Governance Policies (i.e., Results, Operational Expectations, Board/Chief Superintendent Relationship and Governance Culture policies).
 - 2. Notwithstanding Paragraph B.1 above, the Board of Trustees delegates only to the Chief Superintendent without the power to sub-delegate thereafter:
 - (a) the power to suspend the services of a teacher including, without limitation, the power under Section 105(2) of the *School Act* to suspend a teacher from the performance of the teacher's duties without prior notice if the Chief Superintendent is of the opinion that the welfare of students is threatened by the presence of the teacher; and
 - (b) the power to terminate the services of a teacher.
 - 3. With respect to the powers specified in Paragraph B.2.(a) above, the Board of Trustees requires the Chief Superintendent to:
 - (a) advise the Board of Trustees forthwith in writing of any suspension directed pursuant to such delegated power;
 - (b) advise the affected teacher forthwith in writing of the reasons for the suspension of the teacher; and
 - (c) forward a copy of the notice of suspension together with a written statement of the facts alleged, to the Board of Trustees and to the Minister.
 - 4. With respect to the powers specified in Paragraph B.2.(b) above, the Board of Trustees requires the Chief Superintendent to:

- (a) advise the Board of Trustees forthwith in writing of any termination made pursuant to such delegated power; and
 - (b) provide the affected teacher with written notice of any termination made pursuant to such delegated power in accordance with the requirements of the *School Act*.
- 5. No decision of the Chief Superintendent to suspend the services of a teacher, or to terminate the services of a teacher, or to terminate a designation made pursuant to section 19, 95 or 96 of the *School Act*, may be appealed to the Board of Trustees.
- C. THAT, pursuant to its powers under section 61 of the *School Act* and section 95 of the *Freedom of Information and Protection of Privacy Act*, the Board of Trustees designates the Chief Superintendent as head of the Calgary Board of Education for purposes of the *Freedom of Information and Protection of Privacy Act*.
- D. THAT, pursuant to its powers under section 9 of the *Student Record Regulation*, the Board of Trustees designates the Chief Superintendent to be responsible for ensuring that the policies and procedures established by the Board of Trustees relating to student records and to information referred to in section 3 of the *Student Record Regulation* comply with the *Student Record Regulation* and the *Freedom of Information and Protection of Privacy Act*.
- E. THAT, pursuant to its delegation of authority specified in Paragraph B. above, and in accordance with section 123 of the *School Act*, the Board of Trustees resolves to establish the appeal procedures set out in the Chief Superintendent's Administrative Regulations or Chief Superintendent's Directives, including:
 - 1. Administrative Regulation 3003 - Special Education Programming
 - 2. Administrative Regulation 3006 - Home Education
 - 3. Administrative Regulation 3013 - Program Issues and Challenges
 - 4. Administrative Regulation 3017A - Admission of Students
 - 5. Administrative Regulation 3018 - Student Placement and Promotion
 - 6. Administrative Regulation 3081 - Staff and Resource Allocation Decisions
 - 7. Administrative Regulation 4027 - Code of Conduct for Employees
 - 8. Administrative Regulation 4027.2 - Personal and Sexual Harassment
 - 9. Administrative Regulation 4080 - Workplace Violence
 - 10. Administrative Regulation 5001 - School Councils and School/Parent Societies
 - 11. Administrative Regulation 5007 - Concerns and Complaints
 - 12. Administrative Regulation 6001 - School Discipline
 - 13. Administrative Regulation 6091 - Student Admissions and School Choice

14. Administrative Regulation 6093 - Fourth Year of High School
15. Administrative Regulation 6095 - Student Transportation
16. any other student appeal procedures set out in the Chief Superintendent's Administrative Regulations or Chief Superintendent's Directives; and
17. any future student appeal procedures set out in the Chief Superintendent's Administrative Regulations or Chief Superintendent's Directives as long as the Chief Superintendent gives notice in writing to the Board of Trustees prior to the approval of such by the Chief.

Excerpt from the School Act (Section 61)

- 61(1) The board may authorize by resolution
- (a) any of its employees,
 - (b) a committee of the board or that is established by the board,
 - (c) a school council, or
 - (d) a joint committee established under section 63,
- to do any act or thing or exercise any power that the board may or is required to do or exercise subject to the directions and limitations set out in the resolution, except for those powers referred to in subsection (2).
- (2) The board shall not delegate
- (a) the power to make a bylaw under this Act,
 - (b) the power to close a school or school building under section 58,
 - (c) the power to requisition from a municipality that the board may have from time to time, and
 - (d), (e) repealed 2004 c26 s4,
 - (f) the power to hold a hearing under section 104.
- (3) Notwithstanding subsection (1), the board shall not delegate, except to the superintendent,
- (a) the power to suspend the services of a teacher, or
 - (b) the power to terminate the services of a teacher.

report to Board of Trustees

Title of Report : Strategic Communication Dialogue Session

Date	April 17, 2012
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trustee Working Group
Purpose	Decision
Governance Policy Reference	Governance Culture GC-2: Governing Commitments

1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves proceeding with Strategic Communication Dialogue Sessions, pursuant to further details provided in this report.

2 | Issue

Two of the Board of Trustees' governing commitments are that the Board of Trustees is committed to governing with primary emphasis on Results for students, and to encourage full exploration of diverse viewpoints. The Board's Governing Policy promises that "Strategic communication dialogues will be planned and implement to ensure the whole Board's ability to engage stakeholders in understanding the organization's work as well as sharing viewpoints and values."

The framework contained in this report represents an initial plan, following the review of all governance policies, to initiate a communication dialogue process.

3 | Background

On March 6, 2012 the Board of Trustees approved the strategy contained in the initial *Stakeholder Dialogue Strategy* report and authorized the working group to prepare a report for the March 20th Board of Trustees meeting to detail the necessary resources and initial topic for dialogue.



While the March 20th deadline was not met, trustees did meet in a working group to further discuss this issue and prepare a recommendation for further consideration of the Board of Trustees.

4 | Analysis

After considerable discussion, following is the framework to guide some initial strategic communication dialogues for the spring of 2012.

Objective:

- Identify two groups with whom the Board of Trustees can engage before the end of this school year.
- Create a template/process for further engagement

Dialogue Topic: Expectations and Results for CBE Students

Timeline:

- Send out invitations by Friday April 20, 2012
- Sessions to be scheduled for May 2012
- Number of sessions held will be determined by number of attendees

Format:

- Roundtable discussion, led by a trustee. All trustees are invited to attend, to greet attendees and to listen to the discussion
- Approximately 1 ½ hours

Engagement Audience: Representative Community Leaders

- Breakfast meeting(s)
- Send out Results policies and questions in advance of meeting

Engagement Audience: Students

- Invitees: Chief Superintendent's Student Advisory Groups
- Send out Results policies and questions in advance of meeting
- Distribute exit survey to obtain further input from each student

Resources Required:

- **Facility – Education Centre, Multi-Purpose Room**
- **Personnel:**
 - At least two trustees will attend each session.
 - In addition, the strategy recommends the attendance of the Chief Superintendent or designate.
 - Recorder(s) to keep accurate record of comments.

- **Additional Expenses**

Additional expenses will include light refreshments for the sessions.

5 | Conclusion

These initial communication dialogues will inform the Board as to continuous improvement of the engagement process on a go-forward basis.

Next Steps:

The Board will evaluate this process prior to scheduling future sessions. The Board anticipates engaging many stakeholders, including parents and parent groups, in the future.

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

Correspondence

Date	April 17, 2012
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Janice R. Barkway Office of the Corporate Secretary
Purpose	Information
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board

1 | Recommendation

THAT the Board of Trustees receives the following correspondence for information and for the record, in the form as submitted:

- Letter dated March 30, 2012 from Board Chair Pat Cochrane, to His Worship Mayor Naheed Nenshi, regarding the approved Calgary Board of Education Three-Year School Capital Plan, 2013-2016.
- Letter dated April 3, 2012 from Board Chair Pat Cochrane, to Dr. Y. Hébert, Professor, and Dr. S. Roy, Associate Professor, Faculty of Education, University of Calgary, regarding second language learning and the Calgary Board of Education's Framework for Second and International Languages.
- Letter (via email) dated April 4, 2012 from Mr. D. Anderson, Executive Director, Alberta School Boards Association, to all Board Chairs, regarding ASBA Budget and Bylaws Bulletin.

Respectfully submitted,

JANICE R. BARKWAY
OFFICE OF THE CORPORATE SECRETARY

Appendix I: Relevant Correspondence



**Calgary Board
of Education**

Board of Trustees

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

www.cbe.ab.ca

Board Chair

Pat Cochrane Wards 8 & 9

Vice-Chair

Lynn Ferguson Wards 3 & 4

Joy Bowen-Eyre Wards 1 & 2

Pamela King Wards 5 & 10

George Lane Wards 6 & 7

Sheila Taylor Wards 11 & 13

Carol Bazinet Wards 12 & 14

March 30, 2012

His Worship

Mayor Naheed Nenshi

City of Calgary

P.O. Box 2100, Station M

Calgary, AB T2P 2M5

Dear Mr. Nenshi:

On March 27, 2012, a letter from The Calgary Board of Education (CBE) was sent to the Honourable Thomas Lukaszuk, Minister of Education, and the Honourable Jeff Johnson, Minister of Infrastructure, identifying the approval of the CBE's *Three-Year School Capital Plan 2013-2016*. We consider the capital plan to be a thorough and comprehensive document and I encourage you to review the plan to see growth and development pressures facing the CBE. Please find enclosed the *Three-Year School Capital Plan 2013-2016* for your records and use.

The CBE currently has four new middle schools scheduled to open for the September 2012-2013 school year. The Northwest High School is expected to open during the 2012-2013 school year.

There is City of Calgary information contained in the plan related to Calgary's socio-economic forecasts, as well as Calgary's growth and development. The CBE has included a section related to *Plan It Calgary* (p. 6) and the growth patterns the City will be encouraging in the future.

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

Should you have any questions pertaining to the CBE's *School Capital Plan 2013-2016*, please contact me at 403-817-7933.

Yours truly,

Pat Cochrane, Chair
Board of Trustees

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

Attachment: Three Year School Capital Plan 2013-2016

learning | as unique | as every student



Board Chair

Pat Cochrane Wards 8 & 9

Vice-Chair

Lynn Ferguson Wards 3 & 4

Joy Bowen-Eyre Wards 1 & 2

Pamela King Wards 5 & 10

George Lane Wards 6 & 7

Sheila Taylor Wards 11 & 13

Carol Bazinet Wards 12 & 14

April 3, 2012

Dr. Yvonne Hébert Professor
Dr. Sylvie Roy, Associate Professor
Faculty of Education
University of Calgary
2500 University Drive N.W.
Calgary, Alberta T2N 1N4

Dear Dr. Hébert and Dr. Roy:

Thank you so much for your letter dated February 22, 2012 regarding the importance of second language learning for our children. We concur with all of your thoughts related to the value of second language learning for all students whether it is English Language Learning, French as a Second Language, international languages or immersion and bilingual programs. The fact that we have the largest number of students in French immersion in Alberta and Spanish bilingual in Canada speaks to the interest of our parents and children in learning languages and cultures in significant ways.

This year, we began a Language Advisory group which is an important partnership between the Calgary Board of Education and key players in the second language learning and teaching community. We are pleased that the U of C's Language Research Centre plays a significant role in this group. The purpose of the group is to ensure that we are providing a current and responsive range of second language programs for our community. The Southern Alberta Heritage Language Association (SAHLA) is also a valued partner. The CBE supports their wide array of international and heritage language programs that enhances language education for CBE students and others.

In your letter you refer to the importance of having a second language policy. This year, the Calgary Board of Education developed a Framework for Second and International Languages (2012). This framework encompasses the input from parents, students, teachers, principals and outside organizations. It has helped us to clearly define an overarching belief in the importance of second language learning as well as provide operational parameters and guidelines. We would be pleased to send you a copy of this framework.

Recently we have requested feedback from all CBE parents with children in K-6 regarding learning French or another language. We anticipate that there will be significant interest in continuing to learn French and in some cases, other languages. As for junior high and high school students, all students will continue to have the option to learn a second language.

Dr. Yvonne Hébert
Dr. Sylvie Roy
April 3, 2012

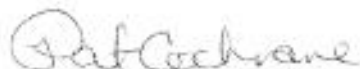
We would like to clarify your understanding of "Enhanced English as a Second Language." This refers to a particular source of funding from Alberta Education targeted for the more complex English Language Learners, especially newcomers with refugee backgrounds. It is true that that funding source was cut last spring by the Alberta Government, along with funding for other initiatives such as AISI and class-size. The funding was restored by Premier Redford in the fall.

Regardless of this, basic ESL per-student incremental funding continued at the CBE, and the resources available to schools through the Resource Allocation Method (RAM) and the attention to programming for English language learners remained strong. With one quarter of the students in the CBE identified as English Language Learners, it is a priority to offer instruction that supports English language development through a range of programming options. From our L.E.A.D. (Literacy, English and Academic Development) programs for students arriving with limited previous schooling, to the locally developed courses at junior and senior high, the CBE is recognized for its leadership in curriculum development for English Language Learners. Besides these specially-designed programs, best-practice pedagogy throughout CBE classrooms employs differentiation strategies and teaching methods that develop English vocabulary, functions, forms and academic discourse through the context of authentic engagement with the content of the Alberta programs of study. "Access to English as an additional language" no longer refers to separate ESL classes, but is a sophisticated and inclusive process that occurs in all CBE schools.

With CBE families speaking more than 70 home languages, it is not possible to offer "two-way" bilingual programs of the type suggested in point 2 on page 2 of your letter. However, schools do use many approaches to help families maintain and strengthen their heritage languages, such as hosting heritage language classes in schools, offering information in translation, using dual-language literacy approaches and accessing dual-language materials. It should also be noted that children of immigrants often enrol in French immersion or other language programs, wherein they develop a third or fourth language.

Thank you again for your advice and interest in the second language learning for Calgary students. We appreciate the working relationship between the U of C and the CBE and in particular your role in developing future language teachers.

Yours truly,



Pat Cochrane, Chair
Board of Trustees



Via Email

April 4, 2012

To: All Board Chairs
CC: Superintendents
Zone Chairs
Secretary-Treasurers

Dear Board Chair:

RE: ASBA BUDGET AND BYLAWS BULLETIN

ASBA Bylaw No. 10, Section 1(c) and Bylaw No. 11, Section 3(a), require that the *ASBA Budget & Bylaws Bulletin* be distributed 60 days in advance of the Spring General Meeting business session, which will be held this year on Monday, June 4, 2012 at 9:00 a.m. Please ensure that all trustees in your jurisdiction receive a copy of the attached *Bulletin* as soon as possible, and remind them to bring their copy with them to the meeting.

The design of the *Bulletin* facilitates two-sided printing or copying. It will also be posted on the ASBA website shortly at: <http://www.asba.ab.ca/policies/policies-bylaws.asp>.

If you have difficulty opening or printing any part of this document, please contact Bobbie Garner at 780.451.7130 or bgarner@asba.ab.ca.

Yours truly,

(signed and sent via e-mail)

David Anderson
Executive Director

DA/bg

Encl.

report to Board of Trustees

Locally Developed Courses

Date	April 17, 2012
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Naomi E. Johnson, Chief Superintendent of Schools
Purpose	Decision
Originator	Deborah Lewis, Superintendent Learning Services
Governance Policy Reference	Locally Developed Courses R-2: Academic Success OE-11: Instructional Program
Resource Person(s)	Elizabeth Gouthro, Director, Learning Services Michelle Bastock, System Assistant Principal, Learning Services

1 | Recommendation

It is recommended:

1. THAT the Board of Trustees approves the following renewed Calgary Board of Education senior high locally developed courses and resources, as listed in the course outline submitted to Alberta Education, for use in Calgary Board of Education schools for the period listed within each course outline:

Autobody Repair K&E

Level: 15, 25, 35 Credits: 5

Creative Writing and Publishing

Level: 15, 25, 35 Credits: 3 and 5



Dance

Level: 15, 25, 35 Credits: 3 and 5

Journalism

Level: 15, 25, 35 Credits: 5

Korean Language and Culture

Level: 15, 25, 35 Credits: 5

Musical Theatre

Level: 15, 25, 35 Credits: 5

Sport Psychology

Level: 25 Credits: 5

Yoga

Level: 15, 25 Credits: 5

2. THAT the Board of Trustees approves the following re-acquired Calgary Board of Education senior high locally developed courses and resources, as listed in the course outline submitted to Alberta Education, for use in Calgary Board of Education schools for the period listed within each course outline:

Ballet

Level: 15, 25, 35 Credits: 5

Ceramics (Advanced Techniques)

Level: 15, 25, 35 Credits: 5

Contemporary Dance

Level: 25, 35 Credits: 5

Dance Composition

Level: 35 Credits: 5

Jazz Dance

Level: 25, 35 Credits: 5



Painting (Advanced Techniques)

Level: 15, 25, 35 Credits: 5

3. THAT the Board of Trustees approves the withdrawal of the following expiring or expired acquired Calgary Board of Education senior high locally developed courses from the list of approved courses available for use in Calgary Board of Education schools:

Sports Performance

Level: 25 Credits: 3 and 5

4. THAT the Board of Trustees approves the following renewed Calgary Board of Education junior high locally developed course and resources required to teach them for use in Calgary Board of Education schools for the period listed within the course outline:

Dance

Grades: 7, 8, 9

ESL Beginner English Language Development

Grades: 7, 8, 9

Exploration in the Fine and Performing Arts

Grades: 7

Leadership/Service

Grades: 7, 8, 9

Training for Excellence in Sports

Grades: 7, 8, 9

2 | Issue

Alberta Education Policy 1.2.1 – *Locally Developed/Acquired and Authorized Junior and Senior High Complementary Courses* (4) requires that, "Approval of a locally developed/acquired and authorized course (junior and/or senior high) shall be by Board motion and shall be for a maximum duration of three years."

3 | Analysis

Senior High – Course Withdrawals

Sports Performance 15, 25, 35

In March 2011, Alberta Education notified the CBE that significant overlap had been identified between the Sports Performance 15, 25, 35 locally developed courses (LDC) and the Career & Technology Studies (CTS) Recreation strand. This overlap resulted in the decision by Alberta Education that Sports Performance 15, 25, 35 could no longer be supported. Alberta Education has agreed to grandfather Sports Performance as follows:

Schedule of Sports Performance LDC Grandfathering	
2010-2011	Sports Performance 15 – available Sports Performance 25 – available Sports Performance 35 – available
2011-2012	Sports Performance 15 – not available Sports Performance 25 – available to students with credit in Sports Performance 15 Sports Performance 35 – available to students with credit in Sports Performance 25
2012-2013	Sports Performance 15 – not available Sports Performance 25 – not available Sports Performance 35 – available to students with credit in Sports Performance 25
2013-2014	Sports Performance 15 – not available Sports Performance 25 – not available Sports Performance 35 – not available

During this grandfathering process, Sports Performance is gradually replaced with the CTS Recreation pathway until the complete implementation of the CTS Health, Recreation and Human Services cluster in September 2013. The authorization period for Sports Performance 15, 25, 35 aligns with the grandfathering schedule and the final expiry of this LDC is on August 31, 2013.

CBE high schools offering Sports Performance to students are working closely with specialists in Physical Education, Outdoor Education, and Health to generate strategies and actions that will ensure a seamless educational experience for students impacted by this change.

4 | Implementation Consequences

Calgary Board of Education Operational Expectations OE-11: Instructional Program states,

“The Chief Superintendent shall maintain a program of instruction that offers challenging and relevant opportunities for all students to achieve at levels defined in the Board’s Results policies.

10.6 Is inclusive of new and innovative programs to meet students' interests and passions and accommodates different learning styles and needs.

10.7 Is regularly evaluated and modified as necessary to assure its continuing effectiveness.*

Alberta Education Policy 1.2.1 – *Locally Developed/Acquired and Authorized Junior and Senior High Complementary Courses* states,

"Alberta Learning supports the local development and authorization of junior high school and senior high school complementary courses, which do not duplicate provincially authorized courses, to further develop and cultivate the unique interests and abilities of students, to foster educational improvement and excellence through innovation at the local level to meet the unique needs of a local community."

Alberta Education Policy 1.2.1 further states,

"...in the interest of increasing local flexibility to meet the needs of students, local school authorities will authorize senior high locally developed/acquired and authorized courses and provide Alberta Learning with information regarding these authorizations."

Alberta Education requires a copy of the Board of Trustee motion showing specific information about the Board authorization of senior high locally developed courses. In order to meet provincial requirements, the motion must be received by Alberta Education on or before May 31 of a given year for course implementation in the first semester of the next school year.

Locally developed courses (LDC) are approved and authorized for a maximum period of three years. When a course is expiring, it must be reviewed in the context of local student need and a decision made by the originating district about whether to go forward with the renewal process.

All locally developed and acquired courses are scrutinized by the Director, Instructional Services and the Superintendent, Learning Services. The intention of the CBE process is to facilitate seamless access for students by renewing expiring courses and authorizing new courses for September 1, 2012.

Notice of authorization of the recommendations in this report will be provided to Alberta Education's Curriculum Branch and appropriate Calgary Board of Education staff. Copies of the new or revised course outlines will be made available to all middle, junior and senior high schools through a web site in the Portal – Teacher's Resource Centre.

To provide a current provincial context for Locally Developed Courses, the following information has been taken from the Alberta Education website:



Strategic Review of Locally Developed Courses

"Over the past year, Education has been engaging Albertans in an ongoing dialogue about many aspects of education through forums and activities, such as Inspiring Education, Speak-Out and Setting the Direction. The ideas and suggestions gathered from Albertans are providing key insights as we look at research and effective practices. This has set the stage to further examine the learning needs of students in the 21st century in relation to delivering curriculum at both the provincial and local levels.

As part of the information gathering, Education is initiating a strategic review of LDCs (including religious studies LDCs), and will examine how the ministry should continue to provide support. The review will help assess whether LDCs, in their current form and administration, are effective and efficient in meeting student needs, provide school authorities with options for innovation and responsiveness, and align with the ministry's strategic direction for the future.

During the review, school authorities may continue to offer their currently authorized LDCs, students will continue to receive credits for course completions and Education will continue to fund LDCs that meet the current requirements. To facilitate the review, Education will not accept submissions for newly developed or newly acquired LDCs until the 2012/2013 school year.

School authorities will be able to renew or extend their currently authorized LDCs, providing these courses do not overlap with current or new provincial programs and that acquired courses are renewed by the developing board."

(Retrieved on February 8, 2012 from:

<http://education.alberta.ca/departement/ipr/lcdcr.aspx>)

"School authorities may begin submitting both newly developed and newly acquired locally developed courses in the 2012/2013 school year according to the following timelines:"

Courses to be Taught in Semester 2 of the 2012/2013 School Year	Courses to be Taught in Semester 1 of the 2013/2014 School Year
Submission of developed (both currently authorized and newly developed) locally developed courses: October 1, 2012	Submission of developed (both currently authorized and newly developed) locally developed courses: March 1, 2013
Submission of acquired (both currently authorized and newly acquired) locally developed courses: November 15, 2012	Submission of acquired (both currently authorized and newly acquired) locally developed courses: April 15, 2013

(Retrieved on February 8, 2012 from e-mail from the Education Deputy Minister Keray Henke with Alberta Education Subject on the Submission of Newly Developed and Newly Acquired Locally Developed Courses in 2012/2013 School Year addressed to: Superintendents of Public, Separate, Francophone and Charter School Boards")



5 | Conclusion

Board of Trustee's approval of the listed locally developed and acquired courses will ensure that the Calgary Board of Education is compliant with Alberta Education Policy 1.2.1. Approval of the renewed courses will enable the Calgary Board of Education to be innovative and responsive in personalizing learning to address the individual needs of our students.



NAOMI E. JOHNSON
CHIEF SUPERINTENDENT OF SCHOOLS



GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

Governance Culture: The Board defined its own work and how it will be carried out. These policies clearly state the expectations the Board has for individual and collective behaviour.

Board/Chief Superintendent Relationship: The Board defined in policy how authority is delegated to its only point of connection – the Chief Superintendent – and how the Chief Superintendent's performance will be evaluated.

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

Results: These are our statements of outcomes for each student in our district. The Results policies become the Chief Superintendent's and the organization's performance targets and form the basis for judging organization and Chief Superintendent performance.

