

# public agenda

## Regular Board Meeting

September 4, 2012  
3:00 p.m.

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

### 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.	<b>1   Call to Order, National Anthem and Welcome</b>			
	<b>2   Consideration/Approval of Agenda</b>		GC-2	
	<b>3   Awards and Recognitions</b>		GC-3.2	
60 mins	<b>4   Results Focus</b>	N. Johnson	R 1-5	
	4.1 Working With Data for Student Results: A Systems Perspective			
	<b>5   Operational Expectations</b>			
20 mins	5.1 Operational Expectations 3: Treatment of Owners – Reasonable Interpretation	N. Johnson	OE-3	Page 5-1
20 mins	5.2 Operational Expectations 9: Communicating With the Public – Reasonable Interpretation	N. Johnson	OE-9	Page 5-12
20 mins	5.3 Operational Expectations 2: Temporary Chief Superintendent Succession - Monitoring	N. Johnson	OE-2	Page 5-9
	<b>6   Public Comment</b>		GC-3	
	Requirements as outlined in Board Meeting procedures			
	<b>7   Matters Reserved for Board Action</b>		GC-3	
15 mins	7.1 Engagement Strategy – School Councils and Parents	Trustee J. Bowen-Eyre	GC-3.3	Page 7-1
15 mins	7.2 Engagement Strategy - Alberta School Councils' Association	Trustee P. Cochrane	GC-3.3	Page 7-20



Time	Topic	Who	Policy Ref	Attachment
	<b>8   Board Consent Agenda</b>		GC-2	
	8.1 Approval of Minutes <ul style="list-style-type: none"> <li>Regular Meeting held June 19, 2012</li> <li>Regular Meeting held June 26, 2012</li> </ul> <i>(THAT the Board approves the minutes of the Regular Meeting held June 19, 2012 and June 26, 2012.)</i>	Board		Page 8-1 Page 8-12
	8.2 Correspondence <i>(THAT the Board receives the correspondence for information and for the record.)</i>			Page 8-15
	8.3 Reclassification of Trustee Remuneration Policy Exhibit <i>(THAT the current GP-12E: Trustee Remuneration be renamed as GC-2E: Trustee Remuneration, as attached to the report, to be effective immediately.)</i>			Page 8-25
	8.4 Trustee Liaison Report re: Calgary Association of Parents and School Councils <i>(THAT the Board approves the funding request for CAPSC for the 2012/13 school year, in the amount of \$7,800.)</i>			Page 8-15a
	<b>9   Chief Superintendent Consent Agenda</b>		GC-2.6	
	9.1 Chief Superintendent Update <i>(THAT the Board receives the report for information.)</i>	Board		Page 9-1
5.50 p.m.	<b>10   In-Camera Issues</b>	Board		
	<b>11   Adjournment</b>			
	<b>Debrief</b>	Trustees	GC-2.3	

**Notice |**

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

Archives will be available for a period of two years.  
Information is collected under the authority of the School Act and the Freedom of Information and Protection of Privacy Act section 33(c) for the purpose of informing the public.

For questions or concerns, please contact:  
Office of the Corporate Secretary at [corpsec@cbe.ab.ca](mailto:corpsec@cbe.ab.ca).



## report to Board of Trustees

### Reasonable Interpretation Operational Expectations 3: Treatment of Owners

Date	September 4, 2012
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Naomi E. Johnson, Chief Superintendent of Schools
Purpose	Decision
Originator	David Stevenson Deputy Chief Superintendent of Schools
Governance Policy Reference	Board/Chief Superintendent Relationship B/CSR 5: Chief Superintendent Accountability  Operational Expectations OE-8: Communication With and Support for the Board

#### 1 | Recommendation

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It is recommended:

- THAT the Board of Trustees approves the reasonable interpretation of OE-3: Treatment of Owners
- THAT the Board of Trustees determines an appropriate date for presentation of the monitoring report for OE-3: Treatment of Owners

#### 2 | Issue

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Board of Trustees' governance policy B/CSR 5 states the "Board will acquire monitoring data on *Results* and *Operational Expectations* policies by one or more of three methods."



One of these methods is “by *Internal Report*, in which the Chief Superintendent submits information that certifies and documents to the Board compliance or reasonable progress;”

Board of Trustees’ governance policy OE-8: Communication With and Support for the Board asks the Chief Superintendent to “submit required monitoring data in a thorough, accurate and understandable fashion, according to the Board’s annual work plan schedule, and including both Chief Superintendent interpretations and relevant data to substantiate compliance or reasonable progress.”

### 3 | Conclusion

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The attached report presents a reasonable interpretation, including interpretations and indicators, for Board of Trustees’ approval prior to monitoring OE-3.



NAOMI E. JOHNSON  
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENT: Reasonable Interpretation of OE-3: Treatment of Owners

#### GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

Governance: Defining values in policy that establish the vision and *Results* to be achieved by students. Defines organizational performance of the district’s employees, holding them accountable for that stated standard of performance.

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.

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.

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.

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*.





## OE-3: TREATMENT OF OWNERS REASONABLE INTERPRETATION REPORT

September 4, 2012

Attachment

The Chief Superintendent shall maintain an organizational culture that treats all organization owners with respect, dignity and courtesy.

### Interpretation |

The Chief Superintendent interprets the Board of Trustees values a relationship between the Calgary Board of Education and its owners that is characterized by:

- acknowledgement of roles, responsibilities and contributions;
- clear and understood decision-making processes where voice is valued; and
- collective support for student learning.<sup>1</sup>

The Chief Superintendent interprets:

- *organizational owners* to be those Albertan's with the greatest vested interest in public education in our city: the citizens of Calgary. Owners are "those individuals whose lives are benefited, either directly or indirectly, by what the organization does."<sup>2</sup> In this context, the Calgary Board of Education serves the Calgary community. Where the interpretation of an OE-3 sub-section targets a specific owner group, the group is named.
- *organizational culture* to mean the superglue that bonds an organization, defines the working environment, unites people and helps an enterprise accomplish its desired results—the distinctive values, customs and regulations of the Calgary Board of Education. Culture is both a product and a process. As a product, it embodies wisdom accumulated from experience. As a process, it is renewed and re-created as newcomers learn the old ways and begin to shape innovation and change.<sup>3</sup>
- *respect* to mean the diverse perspectives of owners are valued;
- *dignity* to mean the perspectives of owners are considered with serious intent;

<sup>1</sup> *Working Relationship Commitment*, Calgary Board of Education (2010)

<sup>2</sup> Dawson, Linda J. and Quinn, Randy. *Boards that matter*. Rowan & Littlefield Education (2011)

<sup>3</sup> Bolman, Lee G. and Deal, Terrence E. *Reframing organizations – artistry, choice and leadership*. Jossey-Bass. (2008)



### OE-3: TREATMENT OF OWNERS REASONABLE INTERPRETATION REPORT

- *courtesy* to mean the interactions with owners are characterized by civility and helpfulness.

#### The Chief Superintendent will

3.1 Manage information in such ways that confidential information is protected.

#### Interpretation |

The Chief Superintendent interprets:

- *confidential information* to mean information about owners with the exception of employees and students. Confidential employee information is addressed in OE-4: Treatment of Employees and confidential student information is addressed in OE-11: Learning Environment/Treatment of Students.

Information collected in the course of operations relating to owners as described above includes and is not limited to:

- banking information;
- credit card information;
- tax information;
- custody agreements;
- divorce agreements;
- immigration status;
- demographic information.

Further, this confidential information exists in the form of a record. A record is defined as information that is written, photographed, scanned or stored in any manner.

- *protected* to mean secure in three areas: physical, technical and administrative. Examples include secure storage of records (physical), access controls (technical) and protocols governing the release of personal information (administrative).

The Calgary Board of Education records management program is designed in accordance with Generally Accepted Recordkeeping Principles (GARP). CBE information security protocols are maintained in accordance with Information Technology industry best practices.





### OE-3: TREATMENT OF OWNERS REASONABLE INTERPRETATION REPORT

The creation, establishment, implementation and maintenance of a comprehensive strategic records management program for the Calgary Board of Education is a multi-year process. Development and implementation of systematic processes require analysis, determination and organizational change management. Generally, this represents a multi-year endeavor with many interdependencies and complexities.

#### Indicators of Compliance |

1. a) 100 per cent of confidential information about owners (as described in the above interpretation) is received, maintained, preserved or disposed by the CBE in accordance with Generally Accepted Recordkeeping Principles, as measured by internal tracking.
- b) Targets set for completion of records management tasks required to achieve compliance will be met, as measured by the Records Management time line.
2. 100 per cent of critical/sensitive/confidential electronic information and data within CBE-managed systems is access controlled with passwords, as measured by internal tracking.
3. 100 per cent of orders resulting from investigations by the Office of the Information and Privacy Commissioner into CBE responses to privacy and/or access inquiries indicate the Office upholds decisions made by the CBE, as measured by internal tracking.

#### 3.2 Effectively handle complaints.

#### Interpretation |

The Chief Superintendent interprets:

- *effective* to mean interactions are characterized by respectful and courteous dialogue with Calgary Board of Education employees;
- *handle* to mean CBE employees are reasonably accessible and respond to complaints in a timely fashion;



### OE-3: TREATMENT OF OWNERS REASONABLE INTERPRETATION REPORT

- *complaints* to mean a criticism or concern from an owner:
  - about the values, customs or regulations of the CBE;
  - within the context of their relationship with the CBE; and
  - requiring a response.

#### Indicators of Compliance |

1. 90 per cent of voice mail and e-mail criticisms or concerns received at the system level are acknowledged within two business days, as measured by internal tracking.
2. 10 per cent or less of the criticisms or concerns received at the system level require direct and personal interaction between the complainant and a superintendent, as measured by internal tracking.
3. 100 per cent of school principals confirm a minimum of one half-day is provided for student mark and/or student grade placement appeals, as measured by Action Manager.
4. 100 per cent of school principals confirm that provision is made during the school year for individual conferences when requested by the parent or considered necessary by the teacher, as measured by Action Manager.

- 3.3 Maintain an organizational culture that:
- a. values individual differences of opinion;
  - b. reasonably includes people in decisions that affect them;
  - c. provides open and honest communication in all written and interpersonal interaction; and
  - d. focuses on common achievement of the Board's *Results* policies.

#### Interpretation |

The Chief Superintendent interprets:

- *values individual differences of opinion* to mean consideration is given to the diverse viewpoints and feedback of parents/guardians, students and members of the Calgary community;





- reasonably includes people in decisions that affect them to mean those owners most directly impacted by decisions are provided with an appropriate opportunity to provide feedback to the decision-making process,
- *provides open and honest communication* to mean CBE employees state what is understood to be true at the time, and share information that is validated and respects confidentiality as required;
- *focuses on common achievement of the Board's Results policies* to mean the values, customs and regulations of the CBE regarding student learning act as the filters for interactions and decision-making.

### Indicators of Compliance |

1. 100 per cent of community engagement processes are organized for appropriate participation and input in decision-making, as measured by internal tracking.
2. 100 per cent of schools have a School Council or a School Council establishment meeting, as measured by Action Manager.
3. 100 per cent of schools communicate regularly with parents and guardians through a school newsletter and/or active website, as measured by Action Manager.
4. The Chief Superintendent provides a school newsletter insert a minimum of four times during a school year, as measured by internal tracking.
5. CBE administration produces and maintains an active and current public website, as measured by internal tracking.
6. The Calgary Board of Education annual Parental Involvement result is intermediate (81 per cent) or higher, as measured by Alberta Education's Accountability Pillar Survey. The Alberta Education parental involvement measure states, "Percentage of teacher and parents satisfied with parental involvement in decisions about their child's education."

3.4 Conduct reasonable background inquiries and checks prior to utilizing the services of any volunteers who have contact with students.

### Interpretation |

The Chief Superintendent interprets:

- *volunteers* to mean persons who assist schools and/or students either in curricular or extra-curricular activities, including volunteer drivers and students volunteering outside their school. It does not include guest





speakers, presenters, escorted visitors to the school, parents assisting their own children in the school, or school council members in their position as school council members;

- *contact with students* to mean instances when volunteers interact with CBE students either in curricular or extra-curricular activities;
- *reasonable background inquiries* to mean a current police security check including a vulnerable sector search;
- *checks* to mean the “Driver Agreement – Volunteers” form including all terms, conditions, notes and instructions for any volunteer who intends to transport CBE students to school functions or activities in a privately owned passenger vehicle.

### Indicators of Compliance |

1. 100 per cent of volunteers provide a valid document to the school principal confirming they passed the vulnerable sector police security check before beginning their volunteer service, as measured by Action Manager.
2. 100 per cent of volunteers transporting students in a privately owned passenger vehicle meet all terms and conditions of the “Driver Agreement – Volunteer” form before transporting students, as measured by Action Manager.



## report to Board of Trustees

## Reasonable Interpretation Operational Expectations 9: Communicating With the Public

Date	September 4, 2012
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Naomi E. Johnson Chief Superintendent of Schools
Purpose	Decision
Originator	Richard Peter, Chief Communications Officer
Governance Policy Reference	Board/Chief Superintendent Relationship B/CSR 5: Chief Superintendent Accountability  Operational Expectations OE-8: Communication With and Support for the Board

### 1 | Recommendation

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It is recommended:

- THAT the Board of Trustees approves the reasonable interpretation of OE-9: Communicating With the Public.
- THAT the Board of Trustees determines an appropriate date for presentation of the monitoring report for OE-9: Communicating With the Public.

### 2 | Issue

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Board of Trustees' governance policy B/CSR 5 states the "Board will acquire monitoring data on Results and Operational Expectations policies by one or more of three methods."



One of these methods is "by Internal Report, in which the Chief Superintendent submits information that certifies and documents to the Board compliance or reasonable progress."

Board of Trustees' governance policy OE-8: Communication With and Support for the Board asks the Chief Superintendent to "submit required monitoring data in a thorough, accurate and understandable fashion, according to the Board's annual work plan schedule, and including both Chief Superintendent interpretations and relevant data to substantiate compliance or reasonable progress."

### 3 | Conclusion

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The attached report presents a reasonable interpretation, including interpretations and indicators, for Board of Trustees' approval prior to annual monitoring of OE-9.



NAOMI E. JOHNSON  
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENT: Reasonable Interpretation of OE-9: Communication With the Public

GLOSSARY – Developed by the Board of Trustees

**Board:** The Board of Trustees

**Governance:** Defining values in policy that establish the vision and *Results* to be achieved by students. Defines organizational performance of the district's employees, holding them accountable for that stated standard of performance.

**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.

**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.

**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.

**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*.





OE-9: COMMUNICATING WITH THE PUBLIC  
REASONABLE INTERPRETATION REPORT

Sept. 4, 2012

Attachment

The Chief Superintendent shall ensure that the public is adequately informed about the condition and direction of the organization.

## Interpretation |

Broadly, the Chief Superintendent interprets this policy to underscore the importance of building confidence with the public by genuinely valuing their input and perspectives. This involves sharing system information with the public, but more importantly, listening to them and being responsive. To this end, administration will provide the public with a yearly touch-point in the form of a progress report, in addition to ongoing conversations with the public about the performance, vision, plans and challenges of the organization.

Specifically, the Chief Superintendent interprets:

- *public* to mean citizens of Calgary (who are among the CBE's owners), with particular consideration for CBE students, parents and employees;
- *adequately* to mean sufficiently but not exhaustively;
- *informed* to mean provided with information in writing and/or verbally;
- *condition* to mean the degree to which the organization is making progress toward its *Results*;
- *direction* to mean the vision, plans and challenges;
- *organization* to mean the CBE as a whole.

## The Chief Superintendent will:

- 9.1 Ensure the timely flow of information, appropriate input and strategic two-way dialogue between the organization and the citizens of Calgary that builds understanding and support for organizational efforts.

## Interpretation |

The Chief Superintendent interprets:

- *timely* to mean promptly once administration becomes aware of and has validated information;



OE-9: COMMUNICATING WITH THE PUBLIC  
REASONABLE INTERPRETATION REPORT

## Interpretation |

The Chief Superintendent interprets:

- *publish* to mean make widely available for the public to access;
- *annual progress report* to mean the document generally known as the "CBE's Community Report";
- *data* to mean qualitative and quantitative information;
- *strategies* to mean the direction and plans the organization as a whole takes to accomplish the Board's *Results* policies;
- *programs and operations* to mean the work the organization undertakes to accomplish the strategies and consequently the Board's *Results* policies;
- *revenues, expenditures and a review of the organization's financial condition* to mean a high-level depiction of how funding from all sources is applied towards student learning with links to more detailed information on the organization's finances.

## Indicators of Compliance |

1. Every year by the end of February, administration will publish a progress report on behalf of the Board of Trustees containing the items identified in the interpretation of OE- 9.2.





OE-9: COMMUNICATING WITH THE PUBLIC  
REASONABLE INTERPRETATION REPORT

- *flow* to mean distribution and/or provision;
- *appropriate input* to mean advice, viewpoints, comment and opinion sought from public with clear expectations for how the input be used;
- *strategic* to mean in consideration of the vision, plans and challenges facing the organization as a whole;
- *two-way dialogue* to mean disseminating and listening;
- *understanding* to mean fact-based knowledge about the organization;
- *support* to mean agreement with the vision, values and work of the organization.

## Indicators of Compliance |

1. 100 per cent of system-level communications will enable feedback or provide the public with the ability to ask questions.
2. 90 per cent of public enquiries received at the system-level by voice mail and email and will be acknowledged within two business days.
3. The public's confidence that the organization is listening will improve, as measured by a baseline established during the fees review process, and reviewed annually through a public survey.

- 9.2 Prepare and publish, on behalf of the Board, an annual progress report to the public that includes the following items:
- a. data indicating student progress toward accomplishing the Board's *Results* policies;
  - b. information about strategies programs and operations intended to accomplish the Board's *Results* policies; and
  - c. revenues, expenditures and a review of the organization's financial condition



## OE-2: Temporary Chief Superintendent Succession

September 4, 2012

### CHIEF SUPERINTENDENT CERTIFICATION

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

- ☒ In Compliance
- ☐ In Compliance with exceptions as noted in the evidence
- ☐ Not in Compliance

Signed: Naomi Johnson  
Chief Superintendent

Date: August 27, 2012

### BOARD OF TRUSTEES ACTION

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

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

### Summary statement/motion of the Board of Trustees:

Signed: \_\_\_\_\_  
Chair, Board of Trustees

Date: \_\_\_\_\_



## OE-2: Temporary Chief Superintendent Succession

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

Compliant

### Board-approved Interpretation |

The Chief Superintendent interprets:

- *Board's governance process* to mean the governance model adopted by the Board of Trustees, and the governance policies and Board procedures approved by the Board of Trustees;
- *issues of current concern* to mean those matters immediately affecting the organization or the Board of Trustees;
- *capable* to mean those employees who can manage essential functions and urgent matters related to the responsibilities of the Chief Superintendent;
- *responsibilities* to mean the management of essential functions and urgent matters as distinct from the role as a whole;
- *temporary* to mean designation by the Chief Superintendent in instances of planned and unplanned absence. The Board of Trustees is responsible for the appointment of an Acting Chief Superintendent.

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

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

The naming of an employee to assume the responsibilities of Chief Superintendent on a short-term basis does not presume a detailed knowledge of all functions. It does require an awareness of primary needs, knowledge of resources for the management of those needs and the ability to access those resources in an appropriate and timely manner.

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





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

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

### **Board-approved Indicator of Compliance |**

At the beginning of each school year, the Board of Trustees will receive a signed document from the Chief Superintendent confirming the names, positions and order of designates.

### **Evidence of Compliance |**

A memorandum dated August 15, 2011 and signed by the Chief Superintendent was distributed to all trustees. This memo was presented to the Board of Trustees at the meeting of September 20, 2011.

The memorandum named three superintendents who could assume the Chief Superintendent's responsibilities on an emergent basis during the 2011-2012 school year. Position titles of designates were included and designates were listed in order.

### **GLOSSARY – Developed by the Board of Trustees**

**Board:** The Board of Trustees

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

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

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

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

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



**report to  
Board of Trustees****Engagement Strategy - School Councils and Parents**

Date	September 4, 2012
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trustee Joy Bowen-Eyre
Purpose	Decision
Governance Policy Reference	GC-2: Governing Commitments

## 1 | Recommendation

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It is recommended:

- THAT the Board of Trustees approves proceeding with a communications and engagement strategy for school councils, effective the 2012-13 school year, pursuant to the details provided in the attachment to this report.

## 2 | Issue

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At its June 12, 2012 board meeting, the Board of Trustees approved proceeding with work that would identify a strategy to provide trustees and the Board of Trustees with a plan for strategic communication dialogues with parents/school councils for the 2012/2013 school year. The timeliness of this work was identified as critical, as schools and parents come together for a new school year in September (August for year-round schools). The summer months were identified as an opportunity for all trustees to participate in the planning for engaging with parents and school councils in the fall.

## 3 | Background

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The Board of Trustees is committed to ongoing strategic communication dialogues with parents and school councils in order to serve Calgarians and to advance public education. The Board recognizes the rights of parents to be involved in their children's education and for parents, community members and school staff to be involved in key decisions about the education of students. The Board of Trustees is interested in providing communication and engagement opportunities that will strengthen the partnership between the board, school councils and parents.

Section 22 of the School Act requires that each school operated by a board establish a school council. The overarching purpose of establishing a school council is to enhance communication between each school and its community, and provide a method by which the school, the home and the community may work together for the benefit of students.

Through July and August, trustees committed to developing a plan for strategic communication dialogues with parents/school councils for the upcoming school year. To accomplish this, trustees held seven meetings through July and August. The attached document provides further information for a proposed plan for this purpose.

#### 4 | Analysis

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School councils have legislated advisory and decision-making authority defined within the School Act and the School Councils Regulation. The role of a school council is to advise the principal and the Board of Trustees and to provide input into matters related to students and the school.

In order to engage more parents the Board of Trustees would like to support and engage school councils and provide more opportunities to communicate with them. The following is a summary of the strategy proposed for the 2012-13 school year.

- Each school will continue to establish a school council where the majority of the members are parents of students attending the school. The actions of the school council should reflect the priorities and attitudes of the school parents and the community at large. The school council is advisory to the principal and to the Board of Trustees. In order that the ward trustee can understand and support the school council, consideration should be given to inviting the ward trustee to at least one school council meeting each school year.
- The Board of Trustees will establish a CBE-wide Council of School Councils comprised of school council chairs (or an appropriate designate), members of the Board of Trustees and representatives from administration.
- Council of School Councils Meetings will be held no less than two times a year. The purpose of the Council is to allow trustees and school council

representatives, who are, for the most part, parents, to have an opportunity to work together, to share information, to discuss concerns and to plan for the future. The meetings will provide opportunities for the Board to engage and have meaningful conversations with all school councils.

- Future discussions with the Council of School Councils will guide the opportunities for continuous improvement and input of this group.

## 5 | Implementation Consequences

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This strategy will provide an opportunity for the Board of Trustees to establish strategic communication dialogues with all school councils that will allow for the sharing of viewpoints and values, as well as the opportunity to ensure that the school councils understand the work of the Board.

A CBE 2012-13 School Council Handbook has been developed to provide clarity and to support the outlined strategy. It will be available to all school councils and principals.

## 6 | Financial Implications

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This strategy is expected to have a very limited financial impact.

- The Board of Trustees' budget will cover the expenses for refreshments at the Council of School Councils meetings (approximately \$700).
- Printing and circulation of the 2012-2013 School Councils Handbook will cost approximately \$500.

## 7 | Conclusion

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The proposed strategy provides a greater opportunity for Board members to communicate with and engage with parents through school councils regarding matters related to public education. The Board of Trustees looks forward to working more closely with school councils and parents to support all students who attend the Calgary Board of Education schools.

Respectfully Submitted

J. Bowen-Eyre  
Trustee, Wards 1 and 2

# dialogue

## school council handbook 2012-13



learning | as unique | as every student



**Calgary Board  
of Education**

# welcome | you're appreciated



Joy Bowen-Eyre	Wards 1 & 2
Lynn Ferguson	Wards 3 & 4
Pamela King	Wards 5 & 10
George Lane	Wards 6 & 7
Pat Cochrane	Wards 8 & 9
Sheila Taylor	Wards 11 & 13
Carol Bazinet	Wards 12 & 14

## know |

This handbook is a shorter version of the Comprehensive 2012-13 CBE School Council Handbook available on the CBE website at: [www.cbe.ab.ca/schoolcouncils](http://www.cbe.ab.ca/schoolcouncils). The full handbook includes templates, checklists and expanded information to help make your work easier.

The main source of information for the handbook is the Alberta School Council Resource Manual available at: [www.education.alberta.ca/media/464094/scm.pdf](http://www.education.alberta.ca/media/464094/scm.pdf).

The Board of Trustees of the Calgary Board of Education (CBE) holds student success at the forefront of every decision. We know that our students have their own goals and aspirations and that is why, at the CBE, we offer learning as unique as every student.

Our students are among the best in the world and that is due in part to the active involvement of parents and community members. The Board of Trustees recognizes the right and responsibility of parents and the community to be involved in the education of their children and we are grateful for your outstanding contributions.

One of the most significant ways parents and community members can make a meaningful difference in the lives of our students is through school councils. By connecting students, schools and your community, school councils help nurture and inspire our students to achieve their full potential.

As a school council member you will discover new and exciting ways to contribute to the education of students in your school. It is important work, and we appreciate your commitment. We look forward to working with you in the year ahead to provide all students with a foundation of learning that will allow them to thrive in life, work and continued learning.

The CBE is one of the best public education systems in the world. Together, we will continue to achieve amazing results for our students.

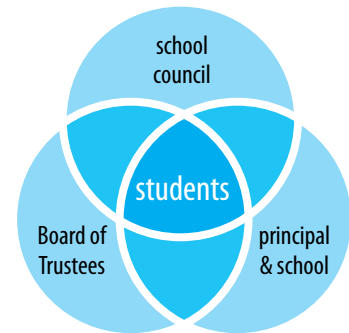
## unique role of school councils

partner

Parents and community members are important partners in public education. Through school councils these important partners can make significant and meaningful contributions to the learning opportunities provided to CBE students.

Established in 1995 under the *School Act*, Alberta Education defines school councils as a collective association of parents, secondary students, principal, teachers, and community representative(s) whose purpose is to advise the principal and the Board of Trustees respecting matters related to the school. School councils have legislated advisory and decision-making authority defined within the *School Act and the School Councils Regulation 113/2007*.

Every CBE school community is required to establish a school council. Working in collaboration with the principal and school community, school councils can help foster a supportive learning environment and create valuable opportunities for students to reach their full potential.



## how school councils differ from other parent groups

**school councils** exist to advise the principal and the Board of Trustees on school matters. The school principal and at least one teacher at the school must be members of the school council.

**parent societies** are a formal group of parents, incorporated under the *Societies Act* for the purpose of raising funds for the school. A society is a separate legal entity from the school council. The school principal is not part of this group.

School council and parent society meetings must be kept separate and distinct. Meetings of the two groups can be held on the same date as long as the meeting of one group officially comes to an end before the other meeting begins (e.g., school council meeting 7-8 p.m. and parent society meeting 8-9 p.m.). Meeting minutes should also be recorded separately.





School councils perform an important advisory role at schools. They help ensure the parent and community perspective is represented in school decision-making. In addition, school councils share information about the school with the community.

The actions of the school council must reflect the expectations and beliefs of the school community. School council functions include:

- helping ensure students have the opportunity to meet the standards of education established by Alberta Education
- assisting in ensuring that the fiscal management of the school meets requirements
- advising the principal and the Board of Trustees on school matters
- performing any duty or function delegated by the Board of Trustees
- sharing ideas and information with other school councils and provincial organizations
- communicating information to the school community and other school councils
- setting policies or creating by-laws that relate to the operations of school council, including budget, fundraising, meeting procedures and more
- Under *The School Act*, school councils are responsible to submit an annual report to the Board of Trustees. This report helps the Board of Trustees measure and be accountable for parent and community involvement. The school council chair is responsible for submitting the report to the Board of Trustees by June 15 of that year.

### what school councils are not

School councils have self-governing authority related to the by-laws and operating procedures of the school council. Roles that are not to be taken on by a school council include: school governance, employment issues and school management. It is not the primary role of school councils to fundraise or to lobby.

#### know |

School councils perform an important advisory role in CBE schools.

The council reflects the expectations and beliefs of the community.

# creating a culture of respect & collaboration

role

## fundraising

School council members must decide how much school council's purpose is likely to be enhanced or compromised as a result of fundraising activities. Fundraising is not an expected activity of school councils.

School councils cannot be incorporated under the *Societies Act*. Although a school council can decide they would like to undertake fundraising, it cannot be a program that would require a gaming license from the Alberta Gaming and Liquor Commission, such as bingos, casinos or raffles.

In the event that a school council undertakes a fundraising activity, consultation with the school principal should occur regarding appropriate accounting practices and procedures.

## responsibilities

School council members are responsible for creating a culture of respect and collaboration. Each school council must decide how to fulfill this responsibility in the school community through activities such as:

- seeking the views of the school community (e.g., through questionnaires, informal discussions, topic-specific meetings) and then representing those views actively and accurately to the school principal and/or Board of Trustees
- encouraging parent involvement at the school by informing the school community about school activities and opportunities to provide input into decision-making, including but not limited to school council meetings
- becoming well informed about what is happening at the school and throughout the system, and sharing information with the school community when appropriate
- focusing on the best interests of all students
- becoming familiar with the Board of Trustees' Governance Policies and pertinent CBE administrative regulations, and understanding how they impact the school community
- maintaining high ethical standards and setting ground rules of respect for meetings



### tip

If a school council undertakes a fundraising activity, the school principal should be consulted about the appropriate accounting practices and procedures.

Each school council can develop in a manner that is meaningful for that particular school and community. For this reason, many different kinds of councils have evolved. Each one is designed to answer the particular needs of its school, but must be focused on creating a strong learning environment for students.



There are two common governance/operational models that are commonly used by school councils:

**assembly/town hall model** – Decisions are made at regular, open meetings of the entire school community. The executive members act only to carry out the wishes of the assembly. If this model is chosen, the school council may include all parents of students at the school who wish to be members.

**representative model** – Acts like a board of directors to conduct the day-to-day business and reports back to the wider school community two or more times a year.

There are two common models frequently used by school councils to make decisions:

**consensus** – This model requires that each decision maker agrees to the final outcome, but not necessarily to all parts of it. Council members agree the total package best meets everyone's needs and supports it on that basis.

**majority vote** – Ample time is required for school council members to become informed on the issue and to discuss it thoroughly. Majority vote is effective when it is not likely that a compromise will be reached. This style of decision making can create a win/lose situation.

### know |

Every school council must be focused on creating a strong learning environment for students.

Membership in the school council is defined in regulation and in the *School Act*.

The majority of the members of a school council must be parents of children at the school. Common school council positions are listed here.

**principal** – The principal is responsible for the school’s instructional leadership and day-to-day operations, promoting cooperation between the school and community.

**school council chair** – The school council chair needs to be a parent of a student in the school. The chair actively encourages others to become involved in meaningful ways and organizes both programs and people.

**school council vice-chair** – This role may be shared with the chair through the creation of co-chairing positions. The vice-chair assists the chair and prepares to become the school council chair in the future.

**high school student** – The student shares a student perspective on issues and communicates information from the school council to fellow students. Obviously, this position would apply to high schools only.

**teacher** – Each school council must have at least one teacher who is elected or appointed by the teachers of the school. The teacher on school council works with the school principal to provide information to school council.

**community member** – The community member is an optional position that is strongly encouraged. A community member can provide a valuable perspective and connect the school to the larger community.

**secretary** – The secretary acts as a recorder at each meeting and ensures meeting minutes are accurate.

**treasurer** – If the school council is handling money, the treasurer keeps an accurate record of funds and financial transactions.



## know |

The majority of the members of a school council must be parents of children at the school.

## council of school councils created

The Board of Trustees is committed to working closely with parents and community members to ensure that the defined Results for all students are achieved.

As of the 2012-13 school year, the Board of Trustees is establishing a “council of school councils.” This committee will be comprised of school council chairs (or an appropriate designate), members of the Board of Trustees and representatives from CBE administration. The purpose of this committee is for trustees and parents to have an opportunity to work together, to share information, to discuss concerns and to plan for the future.

A minimum of two meetings per year will be scheduled. For the 2012-13 school year the following two meetings are currently scheduled:

### fall meeting

Thursday, Oct. 25, 2012  
6:45 – 9 p.m.  
Education Centre  
1221 - 8 Street S.W.  
free underground parking

### spring meeting

Wednesday, April 17, 2013  
6:45 – 9 p.m.  
Education Centre  
1221 - 8 Street S.W.  
free underground parking

### know |

The purpose of the council of school councils is for trustees and parents to have an opportunity to work together, to share information, to discuss concerns and to plan for the future.

Information provided to school council chairs (or attending designate) at these meetings will be available for the school council chairs to immediately share with their individual school council, parents and community members.

Meetings of the council of school councils will replace system parent meetings held in the past. The key communicator position was an important role in the past. For 2012 it is no longer a specified position with defined responsibilities on CBE school councils. Council chairs may, at their discretion, continue to assign someone to a similar role if it is helpful to their council.

## connecting school councils to the system

inform

### e-newsletter for school councils

An electronic monthly newsletter is sent to school councils with information about CBE events and activities. At least one school council representative, other than the principal, should be on this circulation list. To subscribe, e-mail [schoolcouncils@cbe.ab.ca](mailto:schoolcouncils@cbe.ab.ca).

### trustee-hosted meetings

During the 2012-13 school year, the Board of Trustees will be hosting small meetings and inviting school council chairs (or designates) from the same geographic area to discuss ideas, concerns and plans for the future.

### inviting trustees to schools

Trustees are interested in supporting schools, parents, students and stakeholders. Principals and school councils can invite a ward trustee to their school events and meetings when appropriate. Invitations can be e-mailed to a trustee directly or you can phone the Office of the Trustees at 403-817-7933.

Trustees attend school council meetings to enhance communications. A trustee can clarify board decisions as well as gather input from council members that is beneficial to the board.

### public board meetings

The public is welcome to attend public meetings from September to June. Meetings are held 3-6 p.m. on two Tuesdays of the month at the Education Centre, 1221 – 8 Street S.W. A schedule of meetings can be found at

[www.cbe.ab.ca/Trustees/board\\_meetings.asp#schedule](http://www.cbe.ab.ca/Trustees/board_meetings.asp#schedule)

Members of the public can verbally address the Board of Trustees for three minutes on any educational issue at meetings. Details of how to participate can be found at

[www.cbe.ab.ca/trustees/board\\_meetings.asp#public](http://www.cbe.ab.ca/trustees/board_meetings.asp#public)

### CBE news

The CBE communicates system news in a variety of ways, a couple of which are noted below. We encourage school councils to take advantage of these opportunities to stay informed.

RSS feed – subscribe to the RSS feed at the top right hand corner of the CBE home page

Website – Important updates will be posted on the CBE website throughout the year. When appropriate, that news will also be posted to school websites and sent to subscribers through the RSS feed. There is a parents section on the website and school councils pages within that section.



### tip |

School councils are encouraged to take advantage of the many opportunities to stay up to date on an ongoing basis about what is happening at the CBE. This information can be shared with your school community.





### know |

These links and up-to-date information relevant to school councils will be posted on the CBE website on an ongoing basis at [www.cbe.ab.ca/schoolcouncils](http://www.cbe.ab.ca/schoolcouncils).

#### **Comprehensive 2012-13 CBE School Council Handbook**

This handbook includes checklists of operational duties for school council chairs and principals; full descriptions of school council roles and responsibilities; templates for meeting minutes, agendas, and annual reports; and more helpful information for school councils.

[www.cbe.ab.ca/schoolcouncils](http://www.cbe.ab.ca/schoolcouncils)

#### **Alberta School Council Resource Manual**

This manual, developed by the Alberta School Councils' Association in collaboration with Alberta Education, provides school councils in Alberta with information to get started.

[www.albertaschoolcouncils.ca/resource/resmgr/pdfs/alberta\\_school\\_council\\_resou.pdf](http://www.albertaschoolcouncils.ca/resource/resmgr/pdfs/alberta_school_council_resou.pdf)

**CBE Board of Trustees' Governance Policies** - [www.cbe.ab.ca/policies/governance.asp](http://www.cbe.ab.ca/policies/governance.asp)

**CBE Board of Trustees' Board Procedures** -

[www.cbe.ab.ca/trustees/board\\_meetings.asp#public](http://www.cbe.ab.ca/trustees/board_meetings.asp#public)

**CBE Administrative Regulations** - [www.cbe.ab.ca/policies/adminregs.asp](http://www.cbe.ab.ca/policies/adminregs.asp)

- CBE Administrative Regulation 5001 - School Councils and Parent Societies  
[www.cbe.ab.ca/Polices/policies/AR5001.pdf](http://www.cbe.ab.ca/Polices/policies/AR5001.pdf)
- CBE Administrative Regulation 7009 – Donations from Community  
[www.cbe.ab.ca/Polices/policies/AR7009.pdf](http://www.cbe.ab.ca/Polices/policies/AR7009.pdf)
- Administrative Regulation 5003 – Volunteers  
[www.cbe.ab.ca/policies/policies/AR5003.pdf](http://www.cbe.ab.ca/policies/policies/AR5003.pdf)

**Alberta School Councils' Association** - Provides resources, including school council development and advocacy services for Alberta school councils. [www.albertaschoolcouncils.ca](http://www.albertaschoolcouncils.ca)

**Calgary Association of Parents and School Councils** - Provides support and information to Calgary parents and school councils. [www.capscc.ca](http://www.capscc.ca)

**Alberta Education** - Provides information for parents, students and educators as well as contact information for school boards and schools throughout Alberta. [www.education.alberta.ca/](http://www.education.alberta.ca/)

**School Act** - [www.qp.alberta.ca/570.cfm?frm\\_isbn=9780779759668&search\\_by=link](http://www.qp.alberta.ca/570.cfm?frm_isbn=9780779759668&search_by=link)

**School Councils Regulation** - [www.qp.alberta.ca/570.cfm](http://www.qp.alberta.ca/570.cfm)

**Societies Act** - [www.servicealberta.ca/716.cfm](http://www.servicealberta.ca/716.cfm)

**Alberta Gaming** - [www.gaming.gov.ab.ca](http://www.gaming.gov.ab.ca)

**Freedom of Information and Protection of Privacy Act (FOIP)**

[www.qp.alberta.ca/574.cfm?page=F25.cfm&leg\\_type=Acts&isbncln=9780779762071](http://www.qp.alberta.ca/574.cfm?page=F25.cfm&leg_type=Acts&isbncln=9780779762071)

**Personal Information Protection Act**

[www.qp.alberta.ca/574.cfm?page=P06P5.cfm&leg\\_type=Acts&isbncln=9780779762507](http://www.qp.alberta.ca/574.cfm?page=P06P5.cfm&leg_type=Acts&isbncln=9780779762507)

## your board of trustees

## contact

The CBE Board of Trustees is committed to serving Calgarians and ensuring that all students reach their highest potential. Student success is at the forefront of every decision the board makes.

The CBE has seven trustees who were elected by the citizens of Calgary during the municipal election that was held in October 2010. Trustee terms are three years. The current trustees term ends in October 2013. The biography of each trustee is available at the following links:

Joy Bowen- Eyre	Wards 1 & 2	<a href="http://www.cbe.ab.ca/trustees/maps/bowen1_2.asp">www.cbe.ab.ca/trustees/maps/bowen1_2.asp</a>
Lynn Ferguson	Wards 3 & 4	<a href="http://www.cbe.ab.ca/trustees/maps/ferguson3_4.asp">www.cbe.ab.ca/trustees/maps/ferguson3_4.asp</a>
Pamela King	Wards 5 & 10	<a href="http://www.cbe.ab.ca/trustees/maps/king5_10.asp">www.cbe.ab.ca/trustees/maps/king5_10.asp</a>
George Lane	Wards 6 & 7	<a href="http://www.cbe.ab.ca/trustees/maps/lane6_7.asp">www.cbe.ab.ca/trustees/maps/lane6_7.asp</a>
Pat Cochrane	Wards 8 & 9	<a href="http://www.cbe.ab.ca/trustees/maps/cochrane8_9.asp">www.cbe.ab.ca/trustees/maps/cochrane8_9.asp</a>
Sheila Taylor	Wards 11 & 13	<a href="http://www.cbe.ab.ca/trustees/maps/taylor11_13.asp">www.cbe.ab.ca/trustees/maps/taylor11_13.asp</a>
Carol Bazinet	Wards 12 & 14	<a href="http://www.cbe.ab.ca/trustees/maps/bazinet12_14.asp">www.cbe.ab.ca/trustees/maps/bazinet12_14.asp</a>

To confirm which trustee represents your school(s), please refer to the chart in the comprehensive 2012-13 CBE School Council Handbook available online (address listed in the resource section in this guide). A ward map is also available online in the Board of Trustees section of the CBE website.

### **governance model**

The CBE Board of Trustees uses the Coherent Governance® model to identify values and perspectives that must underlie all organizational decisions, activities, practices, budgets and goals. Policies can be found on our website at [www.cbe.ab.ca/policies/governance.asp](http://www.cbe.ab.ca/policies/governance.asp).

One of the sections contained in the Board of Trustees' Governance Policies is a section entitled Results. This section identifies the expected outcomes for CBE students. The Board of Trustees annually monitors progress toward the Results and the performance of the CBE against stated expectations.



### **tip |**

School council members should feel free to contact their trustee or the Office of the Trustees:  
CBE Office of the Trustees  
1221 – 8th Street S.W. Calgary, AB T2R 0L4  
t | 403-817-7933  
f | 403-294-8282  
e-mail | [Boardoftrustees@cbe.ab.ca](mailto:Boardoftrustees@cbe.ab.ca)

## quick facts

- The CBE has provided public education to the citizens of Calgary for more than 125 years
- The chief superintendent of the CBE is Naomi Johnson. View her profile at [www.cbe.ab.ca/aboutus/profile.asp](http://www.cbe.ab.ca/aboutus/profile.asp)
- In 2011-2012 there were more than 104,000 students enrolled in kindergarten to Grade 12, CBe-learn and Chinook Learning Services (enrollment for 2012-13 is finalized on Sept. 30, 2012)
- With over 12,500 full and part-time employees, the CBE is one of the largest employers in Calgary
- More than 35,000 students are transported to school on yellow buses and Calgary Transit
- 7,250 students are enrolled in French Immersion programs
- 3,000 students are enrolled in bilingual language and culture programs, including German, Mandarin and Spanish
- The academic performance of CBE students is strong as measured by Provincial Achievement Tests, diploma exams and PISA (Programme for International Student Assessment)



## ultimate objectives for CBE students

## results

### mega result

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.

### academic success

Each student will be literate and numerate, able to integrate and apply the knowledge, skills, attitudes and competencies acquired across all academic disciplines.

### citizenship

Each student will be a responsible citizen.

### personal development

Each student will identify and actively develop individual gifts, talents and interests.

### character

Each student will demonstrate good character.



### link |

The Board of Trustees' Results policies are their statements of outcomes for each student in the district. The Results policies form the basis for assessing the CBE's performance.

[www.cbe.ab.ca/Trustees/results](http://www.cbe.ab.ca/Trustees/results)



## insurance & other information



### insurance

- In accordance with the *School Act*, the CBE carries a general liability policy to cover bodily injury and property damage claims against the CBE, its employees and school councils, while they are performing their duties.
- The insurance states “The term ‘school council’ means an unincorporated entity which operates within its school under the authority of the principal of the school.”
- The role of a school council is mostly one of an advisory capacity. Therefore, when a school council decides to independently organize an activity, such as a ski program or fundraiser, it cannot organize it in the name of the school council but as a parent group or a society (an entity incorporated under the *Societies Act*). Any liabilities that may arise from such activity will be the responsibility of the parent group/society. The CBE’s insurance will not respond to any claims under those circumstances. It is thus essential that the parent group/society obtain their own insurance to protect themselves from potential claims or lawsuits.
- When a parent group/society organizes activities, any announcements or notices sent out to parents must: not be written on the school’s letterhead, specifically state that the activity is not being organized by the school or the CBE, state that all costs or fees are to be made payable to the parent group/society.
- In order for the CBE’s insurance to respond to any potential claims or lawsuits, the principal needs to be actively involved in the planning, organizing and supervising of the activity rather than merely supporting or attending the parent group/society’s activity. As with all activities, it is the principal’s obligation to exercise the necessary duty of care including adherence to all applicable CBE policies and procedures.
- If the school council is following the definition of the *School Act* and is merely acting in an advisory role there is no need to purchase insurance. If, however, the school council is organizing extra activities (e.g., ski program, bake sale, etc.) it may do so only as a parent group or society and may wish to consider obtaining a liability policy to protect the individual members of the parent group/society from any losses or lawsuits
- Aon Reed Stenhouse Insurance Brokers have an insurance program available for parent groups and societies. The contact is Robyn Timmons: 1-780-423-9866 or [robyn.timmons@aon.ca](mailto:robyn.timmons@aon.ca). The CBE provides this information merely as a means of reference and does not in any way endorse this program.

## privacy legislation

Two separate statutes govern the use of personal information within schools:

1. FOIP – School boards and school employees operate under the Freedom of Information and Protection of Privacy Act (FOIP). FOIP legislation defines the amount and nature of personal information that can be shared and for what purposes. All staff in the jurisdiction are subject to FOIP regulations when handling personal information.
2. PIPA – School councils and fundraising societies operate under the Personal Information Protection Act (PIPA). PIPA legislation governs the collection and use of personal information for organizations that are not public bodies

## remuneration

In accordance with the provincial *School Councils Regulation*, no school council member shall receive any remuneration for acting as a member of the council.



### link |

If you have any additional questions, please visit these two links for more information.

#### **Comprehensive 2012-13 CBE School Council Handbook**

[www.cbe.ab.ca/schoolcouncils](http://www.cbe.ab.ca/schoolcouncils)

This includes checklists of operational duties for school council chairs and principals; full descriptions of school council roles and responsibilities; templates for meeting minutes, agendas, and annual reports; and more helpful information for school councils.

#### **Alberta School Council Resource Manual**

[www.albertaschoolcouncils.ca/resource/resmgr/pdfs/alberta\\_school\\_council\\_resou.pdf](http://www.albertaschoolcouncils.ca/resource/resmgr/pdfs/alberta_school_council_resou.pdf)

This manual was developed by the Alberta School Councils' Association in collaboration with Alberta Education. It provides school councils in Alberta with all the information they need to get started, be organized, and operate effectively and efficiently.

If you still have questions after reviewing these documents, please contact [schoolcouncils@cbe.ab.ca](mailto:schoolcouncils@cbe.ab.ca) or 403-817-7951.



learning | as unique | as every student



**Calgary Board  
of Education**

## report to Board of Trustees

## Engagement Strategy - School Councils Alberta School Councils' Association

Date	September 4, 2012
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trustee Pat Cochrane
Purpose	Decision
Governance Policy Reference	GC-2: Governing Commitments

### 1 | Recommendation

---

It is recommended:

- THAT the Board of Trustees approves the sponsorship of each CBE school council for a two-year membership (2012-13 and 2013-14 school years) in Alberta School Councils' Association, at a cost of \$40 per school council, for a total cost of approximately \$9,000.

### 2 | Issue

---

The Board recognizes the rights of parents to be involved in their children's education and for parents, community members and school staff to be involved in key decisions about the education of students. Ongoing support, education of and information availability for school councils is a critical component of effective school councils. The Board of Trustees is interested in providing opportunities that will strengthen school councils and the understanding of their role within the education sector.

At its June 12, 2012 board meeting, the Board of Trustees approved proceeding with work to provide for engagement opportunities with parents/school councils. One of the strategies to achieve this was to research best practices of other Alberta school boards in regard to strategic dialogues with parents/school councils. The timeliness of this work was identified as critical, as schools and parents come together for a new school year in September (August for year-round





schools). The summer months were identified as an opportunity for all trustees to participate in the planning for engaging with parents and school councils in the fall.

### 3 | Background

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Section 22 of the School Act requires that each school operated by a board establish a school council. In addition, the School Councils Regulation provides further details and requirements for school councils. The overarching purpose of establishing a school council is to enhance communication between each school and its community, and provide a method by which the school, the home and the community may work together for the benefit of students. Effective school councils can greatly enhance parents' involvement in their child's education, and increase the communication amongst the school board, the school and parents.

### 4 | Analysis

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In order to engage more parents the Board of Trustees would like to support and engage school councils and provide more opportunities to communicate with them. Establishing and maintaining effective school councils is a complex matter, and requires that school councils are supported with access to current information, tools and training, and are working in a collaborative manner to support school improvement and student achievement.

To determine best practices used by other school boards, trustees contacted the ASCA for further information. 48 Alberta school boards currently sponsor their school councils as members in ASCA. 1,350 school councils are members of the ASCA. With the exception of Edmonton Catholic School District, all other large boards, including public and Catholic, sponsor school council memberships. We also contacted the Edmonton Catholic School District, who provided us with access to their School Council Handbook. Their document was very useful to the trustees' work group as they determined what might be appropriate for inclusion in a CBE School Council Handbook.

In the 2010-2011 school year, 45 CBE school councils belonged to the ASCA. In the 2011-2012 school year, all CBE school councils were provided with free membership for the Alberta School Councils' Association (ASCA). During the year, ASCA delivered 15 workshops to 211 participants. ASCA had contact with representatives from another 15 schools (not necessarily just school councils), addressing concerns or issues they had regarding either their school council operations or fundraising association operations. They received permission from 24 council chairpersons to contact them directly with emails and other information relevant to school councils and education.

ASCA provided us with a proposal regarding the costs and potential benefits if the Calgary Board of Education should choose to sponsor CBE school councils as ASCA members. This proposal is attached to this report.

The Alberta Schools Councils' Association is a provincial organization representing school councils in Alberta. ASCA provides numerous supports and services to school councils that include interactive workshops, mentoring, coaching sessions, webinars, etc. A summary of the benefits of membership of all school councils is summarized as follows:

- ASCA provides training and supports that enable parents to build respectful, appropriate relationships in school
- All school councils have access to an established set of resources and supports, with training workshops delivered on-site, and included in the cost of membership. Examples of the wide variety of sessions available for trustees, school councils and school-based administrator teams are included in the attachment to this report
- ASCA sessions contain consistent messages to promote parents working with the school board in a collaborative manner
- Opportunities for CBE school councils and parents to attend the ASCA conference and Annual General Meeting at a reduced rate. This allows networking with other parents from across the province
- Provision of factual information on provincial curriculum, programs and initiatives through regular communications
- If desired, ASCA will assist trustees to establish effective ward-based "councils of school councils"
- ASCA is recognized by Alberta Education and other education organizations as the association bringing the provincial parent perspective on education issues to government and others at the provincial level.

In order that every school within the district has access to the resources of ASCA, the budget for the Office of the Trustees would cover the yearly membership fee for every school council. School councils and parents will be encouraged to participate, attend events, and share information back to their school community.

The establishment of a District School Council Executive to represent parents at board meetings, act as an advisory to the Board of Trustees, and assist in disseminating information to all Calgary Board of Education school councils will be considered if this proposal is approved by the board.

## 5 | Financial Impact

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The cost for a school council to join the Alberta School Councils' Association is normally \$40 per year. A reduced cost is available if the CBE sponsors school councils for ASCA membership, and would provide a two-year membership for



each school for a cost of \$40. For 225 school councils, the cost would be \$9,000, or \$4,500 per year.

## 6 | Implementation Consequences

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As a result of this new strategy, all school councils will have access to the wide array of resources provided by the Alberta School Councils' Association.

Further discussions and engagement will inform the ongoing value of this connection and membership.

## 7 | Conclusion

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The school council is responsible to the parents and to the community it represents. The proposed strategy provides a greater opportunity for school council members to be supported, to become engaged and effective contributors to achieve the purpose for which school councils were established, that of focusing on school improvement and student achievement. Trustees look forward to working more closely with school councils and parents to support all students who attend the Calgary Board of Education. Alberta School Council Resource Manual online resource, newsletter, current info benefit from the province – wide support, communication and networking.

Respectfully Submitted,

Patricia J. Cochrane  
Trustee, Wards 8 and 9

Attachment: ASCA Proposal for Board of Trustees' Sponsorship of CBE School Councils







Alberta  
School Councils' Association

www.albertaschoolcouncils.ca  
parents@albertaschoolcouncils.ca

1200 - 9925 - 109 Street Edmonton AB T5K 2J8 Phone 780-454-9867 or 1-800-661-3470 Fax 780-455-0167

July 25, 2012

Ms. Pat Cochrane  
Chairperson, Board of Trustees  
Calgary Board of Education  
1221 - 8 Street SW  
Calgary AB T2R 0L4

Dear Ms. Cochrane:

Thank you for the opportunity to present information on the work of the Alberta School Councils' Association (ASCA) and encourage the Calgary Board of Education (CBE) to sponsor your school councils as ASCA members.

Over the past number of years, ASCA has worked with many school jurisdictions that sponsor their school councils' membership, to support school council effectiveness, and promote greater parental engagement in schools and with school boards. (48 Alberta school boards currently sponsor their school councils as members in our Association. 1,350 school councils are members of the ASCA.)

The enclosed district benefits overview gives you a sense of the support we provide to promote effective collaborative practice among all education participants, and the value that accrues to the board of trustees when school councils, Councils of School Councils, school-based administrator teams and the board are all part of successful parent engagement.

The CBE Board of Trustees may be interested in the support ASCA provided the Edmonton Public Board of Trustees this past school year in establishing ward-based "councils of school councils" or COSCs, enabling trustees and their ward school council representatives to connect on a regular basis. This type of support can be provided upon request and tailored to specific requirements of the CBE.

In the area of advocacy, ASCA is recognized as the public education association to bring the parent perspective on provincial education issues to government and other organizations. We respect the role the Calgary Association of Parents and School Councils plays with CBE and ASCA does not advocate on behalf of, or get involved in, local advocacy issues - school districts' school councils and the school division advocate on their local issues as appropriate. ASCA gathers, through a member-driven issue resolution/policy generation process, a parent view on provincial-level education issues, and advocates on those collective issues on behalf of our members. ASCA also presents the parent voice along with those of the ATA, ASBA, CASS and ASBOA when appropriate, to lever greater common messaging to affect provincial government views.

I would be happy to discuss the advantages of district sponsorship for CBE school councils as ASCA members. Please don't hesitate to call me at 403.807.2738 or our Executive Director, Michele Mulder at 780.451.7145.

Sincerely,

Brad Vonkeman  
President



## District Membership: The ASCA Advantage and Benefit for School Boards

---

1. ASCA provides training and supports that enable parents to build respectful, appropriate relationships in schools. Benefit to the school staff is the parent focus on student performance and achievement which leads to collaboration and productive outcomes. This is accomplished by defining roles, responsibilities, communication protocols and providing objectives for parents, administrators and staff to enhance parental involvement and school council effectiveness.
2. School boards are assured that all school councils within their district/division have access to an established set of resources and supports, with training workshops delivered on-site at the councils' convenience, and included in the cost of membership. A complete list of workshop sessions, presentations and member services is available at [www.albertaschoolcouncils.ca](http://www.albertaschoolcouncils.ca).
3. ASCA sessions contain consistent messages to promote parents working with the school board in a collaborative manner, and supporting the goals established by the board related to school improvement and student achievement. All sessions and resources are referenced with school council legislation and regulation, emphasizing the advisory role of parents through school council and explaining others' roles within the system (teachers, principals, superintendent and trustees).
4. Specific sessions and services are available (included in the cost of membership) to the school division that sponsors district-wide membership on behalf of all of their school councils, including:
  - a. School council establishment services (for schools where no school council currently exists);
  - b. School-based administrators presentations on parental engagement practices and school council effectiveness;
  - c. Council of School Councils (COSC) establishment and supports;
  - d. School board presentations on working with school councils.
5. Opportunity for district school council parents to attend the ASCA conference and Annual General Meeting at a reduced rate (included in the cost of membership) to network with other school council parents from across the province, and attend development sessions on effective school council practices. Trustees and superintendents of sponsoring boards also receive the discounted rate for conferences and the Annual General Meeting.
6. Provision of factual information on provincial curriculum, programs, and initiatives through emails, bulletins and website. Specific informational research can be provided to members (and school divisions who sponsor district-wide membership for school councils) by request. *Examples would be information on number and type of funded private schools in Alberta; data on home schooled students; information on "virtual" school councils, etc.*
7. ASCA is recognized by Alberta Education and other education organizations as the association bringing the provincial parent perspective on education issues (the "voice" of parents) to government and others. School councils have opportunity to be part of advocacy efforts at the provincial level. School councils can support their school board's advocacy efforts through ASCA's issue resolution policy process. *(An example: school councils within a southern Alberta school board presented a resolution urging Alberta Education to return "clawed back" funding to school board reserves when economic conditions improved.)*



Alberta  
School Councils' Association

[www.albertaschoolcouncils.ca](http://www.albertaschoolcouncils.ca)  
[parents@albertaschoolcouncils.ca](mailto:parents@albertaschoolcouncils.ca)

1200 - 9925 - 109 Street Edmonton AB T5K 2J8 Phone 780-454-9867 or 1-800-661-3470 Fax 780-455-0167

## Representation

Parents are a key factor affecting student success and school councils are a means for parents to be involved in public education.

ASCA supports strong school communities through collaboration with education partners, and ensures the parent voice is considered along with others in Alberta's education system.

ASCA participates in committees, projects and events, to contribute the parents' perspective on issues in education to the government and other provincial decision makers.

The collective parents' voice is gathered through an annual policy development process at the Annual General Meeting. The policy informs ASCA efforts to influence legislative, policy and program changes in education.

A non-profit society, the ASCA is governed by an elected, volunteer board of directors comprised of parents on school councils from across Alberta.

ASCA members are school councils from rural, urban, metro, public, separate, charter and francophone schools.

## Development

ASCA provides services, supports, skill development and sharing opportunities to enhance school council effectiveness.

### Sessions

#### Primary Sessions

##### Effective School Councils

+ Available by Video Conference

##### Roles and Responsibilities of School Council

+ Available in French

##### School Councils and Fundraising Societies: Important Similarities and Differences

##### School Council Information Session

+ Available by Video Conference

##### School Council Leaders

##### School Council Operating Procedures

#### Intermediate Sessions

##### School Councils and Planning

##### Engage Your School Community

##### Revitalize Your School Council

##### School Council Kick Start

+ Available by Video Conference

##### School Councils and Planning Part II

#### Advanced Sessions

##### Council of School Councils (COSC) Sessions

##### COSC Operating Procedures

##### School Council Relationships

##### No More Awful Meetings

##### School District Services

##### School Council Establishment

##### COSC Establishment

##### Administrators Session

##### Facilitating Group Input

Site sessions are provided free of charge to ASCA members.

### Consultation

Confidential phone consultation support along with information and referrals for school councils in Alberta.  
1-800-661-3470 or 780-454-9867 in Edmonton.

### Online Community

Website access to online resources, discussion boards, blogs, document sharing and member messaging.

### Resources

Alberta School Council Resource Manual

Toolkit, Templates, Tip Sheets

Website Links

### Events

School Councils Connection Conference

ASCA Annual General Meeting

Award Presentations

### Communication

Newsletter, Reports, Surveys

Bulletins, Updates in Education

Requests for Input, Involvement Invitations

Webcasts, Webinars, Video Conferencing

Effective  
school councils  
for  
student learning  
success.

#### ASCA . . .

- ... provides information, resources and training for school councils
- ... presents the parent voice to government and education organizations
- ... promotes excellence in public education with program, policy and legislative change
- ... offers supports, services and skill development to enhance school council effectiveness

#### School Council . . .

- ... is how parents can be involved in public education
- ... is in the School Act and regulated by Alberta Education
- ... focuses on improving student learning and achievement
- ... gives parents and community members an opportunity to influence decisions affecting their schools



**Alberta  
School Councils' Association**  
1200-9925-109 Street Edmonton AB T5K 2J8  
Fax 780-466-0167  
parents@albertaschoolcouncils.ca



**Alberta  
School Councils' Association**

Phone 780-454-8867 or 1-800-661-3470 [www.albertaschoolcouncils.ca](http://www.albertaschoolcouncils.ca)



## CBE district sponsorship of school councils for ASCA membership

### Cost Analysis:

(Note - ASCA does **not** include outreach schools in the cost, as these schools are unlikely to have operating school councils.)

Number of regular CBE schools (where a school council is likely to operate) is 200.

District Sponsorship Cost is  $200 \times \$40$  per school council per year = \$8,000 per year.

### District Discount Offer:

Two years of membership for the price of one year.

\$20 per school council per year for two years, or \$4,000 district cost per year  $\times 2$  years = \$8000.

CBE school councils and district office enjoy the benefits of membership in ASCA for the 2012-2013 and 2013-2014 school years.

CBE saves \$8,000 for the two year membership (regular \$16,000).

### Savings Analysis:

WITHOUT District Sponsorship	WITH District Sponsorship	Savings Examples
Conference & AGM registration fees \$310.00 per person	\$215.00 per person	2 Trustees and 4 School Council Parents attending = <b>\$570 savings</b>
School-based administrator team workshop (3 hours) \$500.00 + \$75.00/hour instructor travel time	<b>Free of charge</b> - included with ASCA membership	1 workshop delivery = <b>\$650 savings</b>
School Council Roles and Responsibilities workshop (2.5 hours) \$437.50 + \$75.00/hour instructor travel time	<b>Free of charge</b> - included with ASCA membership	10 School Councils workshop delivery = <b>\$5875 savings</b>
Council of School Council establishment (2 hours) \$350.00 + \$75.00/hour instructor travel time	<b>Free of charge</b> - included with ASCA membership	1 workshop delivery = <b>\$500 savings</b>
School council establishment (in new schools) ( 1.5 hours) \$262.50 + \$75.00/hour instructor travel time	<b>Free of charge</b> - included with ASCA membership	5 schools serviced = <b>\$2062 savings</b>

Potential savings per year: **\$9657** (x 2 years = \$19,314 cost vs. \$8,000 district membership cost  
= **\$11,314 total savings**).



## report to Board of Trustees

## Correspondence

Date	September 4, 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 June 13, 2012 from the Honourable Ric McIver, Minister of Transportation, to Board Chair Pat Cochrane, regarding his election win to become the MLA for Calgary-Hays and then being named Minister of Transportation.
- Letter dated June 14, 2012 from Chief Superintendent Naomi Johnson, to the Honourable Jeff Johnson, Minister of Education, informing him of the appointment of Ms. Janice Barkway to the position of Corporate Secretary of the Calgary Board of Education, effective July 1, 2012.
- Letter dated July 16, 2012 from Dr. Neil Fenske, Executive Director, Assessment Sector, Alberta Education, to Board Chair Pat Cochrane, containing a signed copy of the joint protocol between the Alberta School Boards Association and Alberta Education regarding the annual release of 2011/2012 provincial achievement test and diploma exam results.
- Letter dated July 20, 2012 from the Honourable Jeff Johnson, Minister of Education, to Board Chair Pat Cochrane, regarding her participation in his meetings with school board chairs and superintendents.



- Letter dated July 20, 2012 from the Honourable Jeff Johnson, Minister of Education, to Trustee Carol Bazinet as Zone Chair to ASBA, regarding her participation in his meetings with board chairs and superintendents.

Respectfully submitted,

JANICE R. BARKWAY  
OFFICE OF THE CORPORATE SECRETARY

Appendix I: Relevant Correspondence





ALBERTA  
TRANSPORTATION

*Office of the Minister  
MLA, Calgary-Hays*



AR56002

June 13, 2012

Ms. Pat Cochrane  
Chair  
Board of Trustees  
Calgary Board of Education  
1221 - 8 Street SW  
Calgary AB T2R 0L4

Dear Ms. Cochrane:

Thank you so much for your letter of May 16, 2012 following my recent election win to become the MLA for Calgary-Hays and then being named Minister of Transportation.

Serving as an elected official is a privilege and an enormous responsibility – one that is both humbling and tremendously motivating. Albertans, and the residents of Calgary-Hays, expect and deserve excellence from their elected officials. I pledge that each and every day I will work to meet that expectation.

I, along with Premier Redford and the entire Cabinet and caucus will continue to speak with, listen to and work hard on behalf of Albertans over the next four years.

There are many things to do, and working together, I believe we will achieve remarkable results.

Thank you for taking the time to write.

Sincerely,

Ric McIver  
Minister



June 14, 2012

Honourable Jeff Johnson  
424 Legislature Building  
10800 97 Avenue  
Edmonton, AB  
Canada T5K 2B6

Dear Mr. Johnson:

I am pleased to advise you of the following appointment, made pursuant to s. 116 of the *School Act*.

Effective July 1, 2012, Ms. Janice Barkway, Director, Client Services - Legal Affairs, will be the Corporate Secretary of the Calgary Board of Education.

Ms. Barkway's contact information is provided below:

Janice Barkway  
Director, Client Services – Legal Affairs  
1221 8<sup>th</sup> Street SW  
Calgary, AB T2H 0L4  
t | 403-817-7924  
f | 403-777-8028  
jrbarkway@cbe.ab.ca

Yours truly,

Naomi Johnson  
Chief Superintendent of Schools

t | 403-817-7801

njohnson@cbe.ab.ca

cc: Board of Trustees





July 16, 2012

Ms. Pat Cochrane  
Chairman  
Calgary School District No. 19  
1221 8 Street SW  
Calgary, AB T2R 0L4

Dear Ms. Cochrane:

Attached for your records is a signed copy of the joint protocol between the Alberta School Boards Association and Alberta Education concerning the annual release of 2011/2012 provincial achievement test and diploma examination results. Please forward copies of this protocol to all board members of your school jurisdiction.

I appreciate your continuing support of the Achievement Testing and Diploma Examinations programs.

Sincerely,

A handwritten signature in cursive script that reads "Neil Fenske".

Neil Fenske, Ph.D  
Executive Director  
Assessment Sector  
Alberta Education

June 25, 2012

**TO:** Superintendents of Schools

**RE: Joint Protocol for the Release of the 2011/2012 Provincial Achievement Test  
and Diploma Examination Results**

Each year, Alberta Education and the Alberta School Boards Association develop a protocol for the release of provincial achievement test and diploma examination results. The protocol provides a coordinated approach to the release of results, both locally and provincially.

Attached is a copy of the protocol outlining this year's timeline for the release of provincial achievement test and diploma examination results.

If you have any questions, please do not hesitate to contact us.

Sincerely,



David Anderson  
Executive Director  
Alberta School Boards Association  
780-482-7311



Neil Fenske, Ph.D  
Executive Director  
Assessment Sector, Alberta Education  
780-427-0010

Attachment

cc Board Chairs  
Elementary, Junior High, and Senior High School Principals

**JOINT PROTOCOL FOR THE RELEASE OF  
THE 2011/2012 PROVINCIAL ACHIEVEMENT TEST  
AND  
DIPLOMA EXAMINATION RESULTS**

# JOINT PROTOCOL FOR THE RELEASE OF THE 2011/2012 PROVINCIAL ACHIEVEMENT TEST AND DIPLOMA EXAMINATION RESULTS

*NOTE: The results are not final until the official release by the Minister.*

Dates	Action
August 24, 2012	Alberta Education makes available electronically on the Extranet the results of the 2011/2012 achievement tests and June diploma examinations for individual schools and jurisdictions together with the provincial results.
September 13, 2012	Alberta Education provides a briefing on provincial results and trends to the Alberta School Boards Association Board of Directors.
September 17, 2012	Alberta Education makes available electronically on the Extranet the Diploma Examination Multiyear Reports.
September 17, 2012	Alberta Education makes available electronically on the Extranet the Achievement Test Multiyear Reports.
September 28, 2012	Alberta Education makes available electronically on the Extranet the individual student profiles, to be printed at the school for distribution to individual parents on or after September 30.  (The individual student data is also available in <i>Table 7, Individual Student Results by Reporting Category</i> , of the school reports, which will be available on the Extranet on August 24.)
By October 2, 2012	Each superintendent should inform his or her board of the school authority's results in a closed meeting.
October 2, 2012	Alberta Education provides a technical briefing about the provincial results and trends to representatives of various stakeholder groups.
October 2, 2009	The Minister of Education officially releases provincial results to the public based on the achievement test results and the diploma examination results made available to school authorities in August and September. This release is in conjunction with the release of Accountability Pillar results.

*June 25, 2012*





*Office of the Minister  
MLA, Athabasca-Sturgeon-Redwater*



AR76875

July 20, 2012

Ms. Pat Cochrane  
Board Chair  
Calgary Board of Education  
1221 - 8 Street SW  
Calgary, AB T2R 0L4

Dear Ms. Cochrane:


Thank you for participating in my recent meetings with school board chairs and superintendents. I appreciated the opportunity to hear about your school authority's successes, challenges and plans for the future.

While our discussions highlighted a diverse array of priorities and challenges, I noted several areas of common interest. For example, I frequently heard about the challenges of meeting the needs of students who live in metro and urban communities experiencing high growth, as well as those who live in small and rural communities where populations are declining. There is also a great deal of interest in the future of tripartite negotiations, as well as plans to support inclusive education and improved outcomes for First Nations, Métis and Inuit students.

As Minister of Education, I recognize the importance of strong partnerships that maintain and build upon the success of our education system. In our discussions, I was moved by the passion I heard, and it was reaffirming to witness the commitment of school authorities and stakeholders to work together toward a common goal – the success of all children and youth in Alberta.

I look forward to the many opportunities we will have to collaborate and co-operate to ensure all students have the opportunity to realize their potential.

Sincerely,

  
Jeff Johnson  
Minister  
MLA, Athabasca-Sturgeon-Redwater

cc: Naomi Johnson, Superintendent

*Alberta*



Office of the Minister  
MLA, Athabasca-Sturgeon-Redwater



AR76875

July 20, 2012

Ms. Carol Bazinet  
Zone Chair  
Alberta School Boards Association  
Suite 1200, 9925 – 109 Street  
Edmonton, AB T5K 2J8

Dear Ms. Bazinet:

Thank you for participating in my recent meetings with board chairs and superintendents. I appreciated the opportunity to hear about the successes, challenges and future plans of the school authorities.

While our discussions highlighted a diverse array of priorities and challenges, I noted several areas of common interest. For example, I frequently heard about the challenges of meeting the needs of students who live in metro and urban communities experiencing high growth, as well as those who live in small and rural communities where populations are declining. There is also a great deal of interest in the future of tripartite negotiations, as well as plans to support inclusive education and improved outcomes for First Nations, Métis and Inuit students.

As Minister of Education, I recognize the importance of strong partnerships that maintain and build upon the success of our education system. In our discussions, I was moved by the passion I heard, and it was reaffirming to witness the commitment of school authorities and stakeholders to work together toward a common goal – the success of all children and youth in Alberta.

I look forward to the many opportunities we will have with ASBA to collaborate and co-operate to ensure all students have the opportunity to realize their potential.

Sincerely,

Jeff Johnson  
Minister  
MLA, Athabasca-Sturgeon-Redwater

## report to Board of Trustees

### Reclassification of Trustee Remuneration Policy Exhibit

Date	September 4, 2012
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
Purpose	Decision
Governance Policy Reference	Governance Culture GC-2: Governing Commitments GC-3: Board Job Description

#### 1 | Recommendation

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*THAT the current GP-12 E: Trustee Remuneration be renamed as GC-2E: Trustee Remuneration, as attached to this report, to be effective immediately.*

#### 2 | Background

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At the Board meeting on May 1<sup>st</sup>, the board approved changes to GP-12E: Trustee Remuneration, to be effective September 1, 2012.

In addition, the Board resolved to consult with the Aspen Group regarding the most appropriate placement of Trustee Remuneration information in the governance framework.

#### 3 | Analysis

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The Corporate Secretary consulted with Aspen consultants. The response from Aspen was that the content of GP-12E relates directly to the policy GC-2.4 regarding the budget support necessary for effective governance, including training and coaching to maintain and increase current member skills and knowledge. An option to include it as an exhibit to policy OE-5 was also offered, if the content of the exhibit was expanded to include all governance budget items. The current policy content is related only to trustee remuneration, which is a



governance issue, so it is recommended that at this time the policy should not become an Operational Expectation.

This request does not change the content of any Board approved policy. It only reclassifies the old GP-12E: Trustee Remuneration, to a Governance Culture Policy, so that it fits within the overall Coherent Governance framework. It changes only the title and formatting of the policy

In the January 24, 2012 Board Report, when the Board gave final approval to the majority of the governance policies to comply with the Coherent Governance model, it was noted that GP-12E would not be replaced, but would have to be addressed by the Board at a future date. Due to the timing of the overall policy review (January 2012), the timing of the Trustee Remuneration review (May, 2012), and the effective date of the board-approved changes (September 1, 2012) it is now an appropriate time to reclassify this policy content into the Coherent Governance Policy framework.

Respectfully Submitted,

Janice R. Barkway  
Office of the Corporate Secretary

Attachment:

GC-2E showing proposed renaming and reformatting





**GOVERNANCE CULTURE**  
**GC-2E: Trustee Remuneration**

**Monitoring Method:** Board Self-assessment  
**Monitoring Frequency:** Annually

**A. Taxable Honoraria, Benefits and Allowances**

1. Effective November 1, 2009, Trustees' honoraria will be \$46,618 per annum paid in regular bi-weekly payments. The annual honoraria provide compensation for all duties, responsibilities and activities required of Trustees.
2. The Chair will receive an additional honorarium in regular bi-weekly payments at the rate of \$10,476 per annum; and the Vice-Chair will receive an additional honorarium in regular bi-weekly payments at the rate of \$5,238 per annum. These honoraria provide compensation for duties, responsibilities and activities required of the Chair and Vice-Chair.
3. In addition to honoraria, each Trustee will receive a taxable benefit package worth 10% of the basic honorarium. The package will include for each Trustee, \$50,000 group life insurance and \$50,000 Accidental Death and Dismemberment coverage which will be paid 100% by the Calgary Board of Education. In lieu of other benefits, each Trustee will receive the remainder of the package (the value of 10% of basic honorarium less the cost of the group life insurance and Accidental Death and Dismemberment premiums) in regular bi-weekly payments.
4. Each Trustee will receive an annual taxable transportation allowance of \$4,100 paid in regular bi-weekly payments. This allowance will compensate for all in-city transportation costs including vehicle expenses, parking, taxis, LRT fares and the like.

**B. Reimbursable Expenses**

1. Each Trustee will be entitled to be reimbursed from the Board of Trustees' budget for expenses, which are supported by receipts, related to professional development up to a maximum of \$4000 per fiscal year of the CBE. This budget is expected to cover the costs of travel, fees and related expenses to attend professional



meetings; and the costs of books, journals and similar items that are clearly of a professional development nature.

2. Each Trustee will be entitled to be reimbursed from the Board of Trustees' budget for expenses that are supported by receipts, related to reasonable costs of carrying out assigned Board business or approved representation of the Board at meetings and events in accordance with standard CBE policies.
3. Conference costs to attend the Canadian School Boards Association annual conference and the Alberta School Boards Association semi-annual conferences will be charged to the Board of Trustees' general travel account in accordance with established practices.

#### **C. Other**

1. Each Trustee will be entitled to reserved or scramble underground parking paid for from the Trustees' Office budget. Each Trustee will be provided office space in the Dr. Carl Safran Centre. Each Trustee will be provided the use of a laptop computer or similar portable electronic device for use in the Board Room, in the Trustee's Office and off site.
2. At the end of each Trustee's service, such Trustee shall be entitled to a retiring allowance to ease the transition from such service, in accordance with the following schedule:
  - (a) A Trustee whose service ends at the end of his/her first term shall receive a retiring allowance equal to two weeks of Trustees' basic honorarium prevailing at the end of such service per year of service;
  - (b) A Trustee whose service ends following the completion of two or more terms shall receive a retiring allowance equal to one month's honoraria per year of continuous service to a maximum of one-half of the Trustees' basic annual honorarium prevailing at the end of such service; and



- (c) Notwithstanding a) and b) above, a Trustee who fails to complete the term to which he/she is elected shall not be entitled to a retirement allowance for any portion of that term, except as the Board of Trustees might determine after due consideration of any extenuating circumstances.
- 3. It should be noted that there is no provision to pay 'meeting honoraria' or 'per diems'; nor is there any provision to reimburse Trustees for any other support of home offices that Trustees may choose to establish as an off site work place.

Adopted:



## report to Board of Trustees

### Trustee Liaison Report - Calgary Association of Parents & School Councils (CAPSC)

Date	September 4, 2012
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Carol Bazinet Trustee Liaison, CAPSC
Purpose	Decision
Governance Policy Reference	Governance Culture GC-3 Board Job Description

#### 1 | Recommendation

---

THAT the Board of Trustees approves the funding request for the Calgary Association of Parents and School Councils for the 2012/13 school year, in the amount of \$7,800.

#### 2 | Background

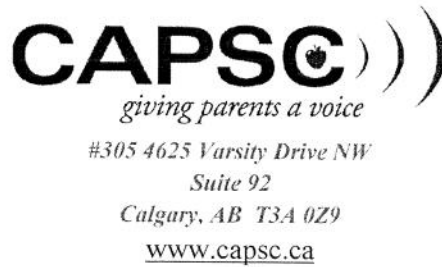
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The Board of Trustees of the Calgary Board of Education is the principal funder of CAPSC. This organization is the official voice of parents in the CBE and as an official stakeholder it has a seat at the public meetings of the Board of Trustees.

The work that CAPSC undertakes on behalf of Calgary students and public education is detailed in the attachments to this report.

Appendix I: CAPSC Annual Report, 2011-2012, Request for Funding and Annual Budget





Pat Cochrane  
Chair, Board of Trustees  
Calgary Board of Education  
1221 - 8 Street SW  
Calgary, AB T2R 0L4

May 2, 2012

Dear Chair Cochrane,

**Subject: CAPSC Operating Grant Request for the 2012/2013 School Year**

The CBE Trustees' generous grant over the years has allowed the Calgary Association of Parents and School Councils to grow and thrive as an organization that serves parents and school councils in this city. Our Communications Coordinator contract has been integral to supporting our volunteer board and this is where your grant has been especially helpful. While we do charge a membership fee that covers the remainder of our expenses, membership has always supported keeping our meetings and resources available to all.

CAPSC continues to build on our relationships in order to share the parent voice with the Calgary Board of Education, the Alberta Government, Education stakeholder groups and the general public all while expanding a rich resource base of expertise to help inform our membership on a variety of educational issues.

Some of the highlights of our work over the last year include:

- Hosted interesting speakers including Bill Belsey of bullying.org and Sharon Friesen of the U of C department of education, Jenny Regal of ATA local 38 and Alison Redford in her campaign to become leader of the PC party.
- Held a facilitated discussion with the support of ASCA to help clarify how CAPSC can better serve parents and school councils in future.
- Helped school council representatives to better understand the budget process from the system-wide perspective and the school level, encouraging them work constructively with their principals.

Parents play a vital role in the education of their children as partners in education. CAPSC's mission is to provide information, networking opportunities and resources to support them in this role. Our activities are in line with the goal of promoting parent involvement and the ongoing support of school councils.



Our business plan for 2012/2013 focuses on further expanding our networking activities for school councils. Specifically, our main operating goals for the next school year include:

- Expanding membership to better hear from a variety of school councils, as well as expanding the networking opportunities for school council members
- Working with schools where no council exists
- Improving communication tools for CAPSC to communicate with councils, as well as setting an example of how councils can communicate with parents.

In order to achieve our goals for the coming year, we plan to again utilize the position of a part-time Communications Coordinator. As in 2011/2012, the coordinator's main roles will be to liaise with parents and school councils, increase our membership, keep our website up to date and relevant, write content for our e-newsletter, and develop meaningful resources for the CAPSC audience.

As trustees, you have been very supportive of our organization. We are especially appreciative that you have promoted membership in CAPSC at system events and in your own communication to parents. As our organization continues to grow and find new opportunities to support CBE parents and school councils, we appreciate your ongoing endorsement and acknowledge that your support helps to ensure our future success.

As in past years, the volunteer executive would like to be able to put their energy into communication and networking activities and not expend their energies on fundraising to make these activities possible. It is in this light that CAPSC respectfully requests financial assistance in the form of a grant for \$7,800 for the 2012/2013 school year. The attached proposed budget will outline the need for the requested grant. We have also included a copy of our Annual Report.

We would be pleased to discuss the details of these requests with any of the Trustees directly. We would also like to request a written response to the grant request by June 30<sup>th</sup> in order to plan effectively for this upcoming school year.

Please consider our request and direct your written reply to Robert Hurdman, President, Calgary Association of Parents and School Councils.

Best Regards,

Robert Hurdman,  
President, Calgary Association of Parents and School Councils  
robert.hurdman@capsc.ca

**Calgary Association of Parents and School Councils  
Statement of Revenue and Expenses  
Budget 2012/2013**

Budget July 1/12 to June 30/13

**Revenue**

CBE Grant	\$7 800.00
Member Fees <sup>1</sup>	2 200.00
Interest <sup>2</sup>	40.00

**Total Revenue:** \$10 040.00

**Expenses**

Website/newsletter <sup>3</sup>	\$800.00
Salary <sup>4</sup>	7 700.00
GST	229.78
Office Supplies	100.00
Mail Box	191.00
Insurance <sup>5</sup>	930.00
Bank Charges	60.00
Honorarium <sup>6</sup>	0

**Total Expenses:** \$10 010.78

**Gain (Loss)** \$29.22

**Notes 2011/2012:**

- 1 Based on last year's membership revenues - 55 members (55 x \$40= \$2 200) - conservative estimate until we have more data around new fee structure
- 2 GIC Term Deposit (flexible interest rate) – estimate based on average of last two years
- 3 We will undertake to find a new, more cost-effective service for our website and newsletter in order to contain costs.
- 4 Based on \$22/hr contract + GST for 350 hours (35 hrs/month over 10 months)
- 5 General Liability (\$2M/\$1 000 deductible) required by CBE to hold meetings in AE Cross Library
- 6 Amount set aside for volunteer recognition, continued strategic planning sessions or other

# **Annual Report**

## **Calgary Association of Parents and School Councils**

Presented at:  
Eleventh Annual General Meeting  
February 22, 2012

## *Calgary Association of Parents and School Councils*

### **Mission:**

The Calgary Association of Parents and School Councils is the voice of parents committed to advocate for and respond to educational issues, which will ensure an excellent public education for Calgary children.

### **Vision:**

To promote excellence in publicly funded education through the support and participation and advocacy of parents, communities and schools in Calgary.

### **Objectives:**

- To promote excellence in education for all children attending Calgary schools.
- To provide a forum which allows school councils, parents and other organizations to network and to develop a united voice.
- To empower school councils and parents to participate in and influence decisions about education.
- To gather and disseminate information that is related to the delivery of education to students in Calgary.
- To lease, purchase or acquire facilities to house the Society
- To raise funds in any way to achieve the objects of the Society. This includes accepting gifts, donations, grants, legacies, bequests and inheritances.
- To borrow funds and lease, mortgage, sell and dispose of the property of the Society and to establish a line of credit to achieve the objects of the Society.
- To use funds of the Society only according to and in pursuit of these objects or other charitable objects.

## *Calgary Association of Parents and School Councils*

### *Advocacy, Communications/Participation and Networking Activities*

#### *Highlights from March 2011 to February 2012*

##### Advocacy

- Made contact with the Calgary Herald, Calgary Sun, Primetime Alberta, Global Calgary, CBC Radio, QR77, CTV, Citytv, Metro and the Calgary Journal to advocate for public education. Co-Presidents Eryn Kelly and Leslie Newton were interviewed regularly by the media to provide the parent and school council perspective on educational issues both on a local and provincial basis.
- Participated on several Primetime Alberta Panels. Co-President Eryn Kelly discussed issues such as full day kindergarten, gender specific education, second language learning, cell phones, assessment and school nutrition.
- Organized an Education Panel Discussion with Education Minister Dave Hancock. Chair of the Board of Trustees, Pat Cochrane, and Chief Superintendent, Naomi Johnson, participated as well. Approximately 300 people attended this event including several Calgary area MLA's.
- Continued collaboration with the Alberta Teachers' Association Local 38. Co-President Eryn Kelly was invited to make a speech at the "Rally for Public Education: Invest Now for a Better Future" sponsored by Calgary Public Teachers Local 38.
- Published Letter to the Editor from CAPSC Executive on educational news item.
- Developed a comprehensive advocacy resource for parents/school councils and the general public.
- Supported and participated in parent/school council education funding advocacy efforts such as a petition and letter writing campaigns.
- Prepared and distributed an education questionnaire - to all leadership candidates for provincial political parties. Responses were posted on the website and shared on twitter.

##### Communication/Participation

- Sat, in an official capacity, at all public Trustee meetings (22 meetings in 2011/2012).
- Provided membership with a monthly e-newsletter to update members on the work of CAPSC executive, report on public Trustee meetings, provide highlights of CAPSC regular meeting content and share information on current education issues.
- Maintained a website, blog, twitter account and email address in order to communicate with members and disseminate information on a timely basis.
- Met with Trustees and Administration on a regular basis (six meetings in 2011/2012) to discuss parent and school council issues.



- Met with representatives from Calgary Public Teachers' Local 38 to discuss issues of mutual interest (two meetings in 2011/2012).
- Participated on CBE committees and focus groups:
  - Participated on the Career and Technology Strategic Advisory Council
  - Participated on the Trustee Remuneration Committee
  - Participated in the Noon Supervision/Transportation Fees Focus Group
- Advocated for public education through participation in a variety of public forums, including:
  - Co-President Eryn Kelly was invited by Calgary Public Teachers' ATA Local 38 to be a keynote speaker at their symposium, "Diversity and Assessment: Learning It/Sharing It." Members of the executive were also in attendance.
  - Co-Presidents Eryn Kelly (on air) and Leslie Newton participated in Citytv's Breakfast Television Town Hall with Mayor Nenshi. CAPSC's question addressed the complex public policy issues in the areas of education and community sustainability.
  - Fern Schmidt, Member At Large, participated in the *Action on Curriculum: Research Roundtable 2*, the second in a series of consultation meetings sponsored by Alberta Education.
  - Co-Presidents Eryn Kelly and Leslie Newton participated in the "Our Children, Our Future: Getting it Right" Education Act public consultations.
  - CAPSC Executive participated in "Education and the Future for Albertans: A Fundamental Leadership Challenge," a panel discussion and debate sponsored by Calgary Public Teachers' Local 38.

### **Networking**

- Discussed the following issues to further collaboration, networking and information sharing at - monthly public meetings:
  - Presentation by Dianne McConnell, Director – Action on Inclusion, and Anne Davidson, Project Manager – Action on Inclusion, to update parents on the Action on Inclusion initiative.
  - Presentation by Naomi Johnson, Chief Superintendent, to discuss the funding shortfall at the Calgary Board of Education as a result of the provincial budget. Administration from the Finance and Communications departments were also available to answer questions.
  - Open mike session with Trustees. Examples of issues discussed included transportation fee increases, capital budget, trustee remuneration, pecuniary interest, second language learning, school fees and personalization of learning.
  - Presentation by Jenny Regal, President – Calgary Public Teachers' ATA Local 38, with the assistance of Sandy Nichol to discuss the work of the organization, parent resources and educational issues from a teacher perspective.

- Presentation by Alison Redford, leadership candidate for the Alberta PC party, to discuss her platform with a focus on education issues.
- Presentation by Bill Belsey, President of Bullying.org, to discuss bullying issues and related resources to support students, parents and teachers.
- Presentation by Dr. Sharon Friesen, University of Calgary, to discuss how children learn, what children learn and what improves student learning.
- Presentation by Naomi Johnson, Chief Superintendent, to discuss current educational issues and to engage with parents in a Q & A session.
- Presentation by Trustees to discuss the Coherent Governance Model and the revised Governance Policies.
- Other presenters included GATE Parents Association, Canadian Parents for French, Junior Achievement of Alberta and EducationMatters.
- Initiated the “CAPSC Question of the Month” to engage members and others around educational issues. The first of these questionnaires addressed issues such as Full Day Kindergarten, Provincial Achievement Tests and the Diploma Exams. Results and comments were shared through the newsletter and it is hoped that some of the material gathered can be used as an advocacy tool.
- Met with the Alberta School Councils’ Association to initiate the first phase of a strategic planning process with CAPSC membership.
- Meetings, website and newsletter continue to be available to the public.

**Calgary Association of Parents and School Councils**  
**Annual General Meeting**  
**Wednesday, February 23, 2011**  
**7:00 PM**  
**AE Cross School – Library**  
**DRAFT**

Debbie K. moved that the agenda be approved as circulated.  
Seconded by Debbie D.  
Motion Carried

Norm K. Moved that the minutes from the 2010 AGM be approved as circulated.  
Seconded by Rosemarie D.  
Motion Carried

**Presentation:** Action on Inclusion presented by Alberta Education representatives Dianne McConnell, Director, and Anne Davidson, Project Manager. The summary of this presentation is available in the March newsletter available at [www.capscc.ca](http://www.capscc.ca).

**Presentation:** EducationMatters' representatives, Donna Rapp, Director – Communications and Grants, and Marilyn Field, Director – Donor Engagement, presented on scholarships and teacher tribute gifts. The summary of this presentation is available in the March newsletter at [www.capscc.ca](http://www.capscc.ca).

**First Call for Nominations for 2011/2012 Executive:**

Leslie N. moved that Andrea Guinn be nominated as Treasurer for CAPSC.  
Seconded by Eryn K.  
Motion Carried

Eryn K. moved that Fern Schmidt be nominated as a member at large for CAPSC.  
Seconded by Norm K.  
Motion Carried

**Co-President's Report:** Eryn Kelly reviewed the Book of Annual Reports with members. She thanked all members who contributed to the organization over the past year.

Highlights of the past year included:

- The Trustee Candidate Forums and the Candidate Questionnaire that was done in partnership with the Calgary Public Teachers' Local 38

- Panel Discussion with Alberta Education and Calgary Board of Education representatives around the Setting the Direction Initiative
- Facilitated parent input into Calgary Board of Education Trustees feedback for the Provincial Tripartite Discussions

#### **Second Call for Nominations:**

Eryn K. moved that Leslie Newton be nominated as Co-President for CAPSC.  
 Seconded by Barb H.  
 Motion Carried

Leslie N. moved that Eryn Kelly be nominated as Co-President for CAPSC.  
 Seconded by Gord H.  
 Motion Carried

Eryn K. moved that Gord Howe be nominated as a member at large for CAPSC.  
 Seconded by Andrea G.  
 Motion Carried

Leslie N. moved that Janice Giroux be nominated as a member at large for CAPSC.  
 Seconded by Gord Howe  
 Motion Carried

#### **Presentation of Financial Statements and Budget:**

Leslie Newton reviewed the audited financial statements and budget with the membership.

Leslie N. moved that the audited 2009/2010 financial statements be approved as circulated.  
 Seconded by Barb H.  
 Motion Carried

Discussion of three options regarding budget that addressed the proposed increase for the communications contract (no increase, finance out of surplus, request grant increase).

Debbie K. moved that the 2011/2012 budget be approved as amended to reflect our Board of Trustees grant request of an additional \$400 to support a \$2/hr increase for our communications contract.  
 Seconded by Lana B.  
 Motion Carried



**Third Call for Nominations:**

Debbie K. moved that Janice Giroux be appointed as an Auditor for the 2010/2011 fiscal year.

Seconded by Norm K.

Motion Carried

Debbie K. moved that the list of nominations be elected to the executive of CAPSC for 2011/2012.

Seconded by Karen V.

Motion Carried

Eryn K moved to adjourn the Annual General Meeting.

Seconded by Karen V.

Motion Carried

Meeting Adjourned at 9:15 PM.

## **President's Report**

The past year has been an eventful one for education in our city. The budget shortfalls of last spring dominated our conversations and the headlines. Parents mobilized to advocate for their students. We added our names to a petition, engaged in letter writing campaigns, met with our MLAs, attended rallies and got involved in the leadership races for several of our provincial parties. In the fall, the provincial government restored \$107M in education funding and declared education a priority. The story will continue to unfold for education as we await the outcomes of the recently released provincial budget, the coming provincial election, and the proposed new Education Act.

Groups like CAPSC play a key role in keeping education at the forefront of the provincial agenda. A united voice is a strong voice. We could not do this work without all the dedicated CAPSC representatives on school councils who kept the connections in place between their school and our organization. You are an amazing group of dedicated volunteers!

Over the past year, our intentional focus on relationship building has allowed us to connect in meaningful ways with the Calgary Board of Education, Calgary Public Teachers' Local 38, Alberta Education, Alberta School Councils' Association and other important stakeholder groups. This work has been critical in supporting the mission, vision and objectives of the Calgary Association of Parents and School Councils.

In closing, it has been my privilege to serve as Co-President with Eryn Kelly this past year and to have worked with such a capable and dedicated executive. Thank you to Fern Schmidt, Andrea Guinn and Gord Howe for all your hard work and a job well done. I would also like to thank Leanne Long, our Communications Coordinator, who has so smoothly and capably transitioned into this key support role.

Respectfully submitted by

Leslie Newton

Past President

Calgary Association of Parents and School Councils

## Membership

For the past two years, we have been able to maintain the membership level at or above the average for the last eleven years with 55 and 60 members respectively. There has only been one instance where we exceeded 60 members and that was back in the 2004/2005 school year when we hit a high of 78 members. The two year membership format has provided stability in numbers and helped save us time and resources spent on recruitment. Although we will be stepping up recruitment efforts in the fall, schools have told us that the biggest barrier for membership is their inability to find individuals to volunteer as CAPSC representatives.

## Financial Report

\$1510.88

The audited financial statements presented in this report, reflect the fiscal year from July 1, 2010 to June 30, 2011. These statements reflect a deficit of ~~\$518.78~~, which is the result of the added expense of the education panel discussion we sponsored in the spring of last year. This unexpected budget shortfall will be covered by our reserve fund.

Traditionally at the AGM, we also ask members to review our financial forecast for the current year (ie. July 1, 2011 to June 30, 2012) and to approve a budget for the next year (ie. July 1, 2012 to June 30, 2013) in order to submit our CBE grant application before the budget debates. However, with the budget debates coming later in the school year and a new executive in place, we have decided to move this work to our March meeting.

As always, we will manage our resources in a careful and considered manner in order to maintain the high quality of advocacy, networking and communication for our members which you have come to expect.

Respectfully submitted by

Andrea Guinn  
Treasurer

## report to Board of Trustees

### Chief Superintendent's Update

Date	September 4, 2012
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Naomi E. Johnson, Chief Superintendent of Schools
Purpose	Information
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board

#### 1 | Recommendation

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It is recommended:

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

#### 2 | Issue

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

OE-8: Communication With and Support for the Board requires "the Board is supported in its work and is fully and adequately informed about matters relating to Board work and significant organizational concern." With other reports submitted to the Board of Trustees, this update meets the requirement of OE-8 for the provision of information in a timely, simple and concise form.

The information in this report is a sample of the achievements of Calgary Board of Education service units and departments during the 2011-2012 school year.



#### Year in Review

At the senior leadership meeting on June 6, 2012, Calgary Board of Education leaders marked the closing of another school year. Reflection centred on our students and the mobilization of every member of our organization to ensure each student, in keeping with his or her individual gifts and talents, will learn and thrive in our care, and will be both prepared and inspired.

In 2011-2012, our employees directly advanced the four pillars of the Three-Year Education Plan and established a foundation for continuous improvement.

Supporting instructional practices and articulating and advancing a coherent, system-wide vision of high quality teaching and learning continued to be a major focus. District-wide professional learning built our capacity to implement and support personalized learning. A variety of modes were used to engage and connect CBE staff in developing professional learning communities and communities of practice, within the organization and with our publics.

We are committed to enhancing operational performance through more effective and efficient business processes and practices. Several initiatives throughout the 2011-2012 year facilitated our collective capacity for resource creation, coordination, integration and stewardship. We focused our attention district-wide, encompassing teaching, learning, innovation, facilities and technology.

#### Personalize Learning

- Over 250 students from all Calgary Board of Education high schools had the opportunity to take part in summits held at Forest Lawn High School and/or Beijing, China. These summits brought CBE students and students from Beijing, Chongqing and Macau together to explore international careers, complex global issues, intercultural competence and leadership. Inspirational local leaders and mentors assisted students along the way.
- In November, Chief Superintendent Johnson signed a memorandum of understanding with Besancon, France. The memorandum opens the doors for each CBE French Immersion school to partner with a Besancon school and for students to connect in meaningful and authentic ways. This is part of a long-term reciprocal exchange that will begin virtually and affords high school students the opportunity to participate in a cultural homestay program.
- A number of opportunities promoting student agency, engagement and voice were offered throughout the year. The Chief Superintendent's Student Advisory Council for Senior High School Students and the Chief Superintendent's Junior High and Middle School Student Advisory Council met several times throughout the year to share their thoughts and experiences. The Chief Superintendent's Annual Student Results





Symposium reached a total of 380 CBE students who gathered to share their ideas around student voice, learning, personalization and personal development. The Alberta Speak-Out Conference brought together approximately 200 students, aged 14 to 19, to engage with Alberta Education. Students had an opportunity for input into the future of education in Alberta.

- IRIS, the Calgary Board of Education's web-based teaching and learning application, brings together student voice, student data and best research to support teachers and administrators in making well-informed instructional decisions for each student. Over the course of the 2011-2012 school year, students ranging in age from 4 to 18, as well as classroom teachers, school-based administrators and system specialists, provided input, guidance and feedback by participating in focus groups, content development and user testing. Habanero's design and development team worked closely with the CBE to ensure that the pedagogical principles of the personalization of learning could be lived and acted upon in a technological environment.

During spring presentations, IRIS was enthusiastically received by Alberta Education, the Council of Alberta School Superintendents and the Alberta Teachers' Association; all groups look forward to learning more about how it is taken up in schools.

Over 25 Calgary Board of Education schools, representing a diverse Kindergarten to grade 12 perspective, will be adopting IRIS in the fall of 2012 to support the achievement of school-specific student learning and instructional goals. These 25 schools were identified through a reflective readiness process led by Area Directors and principals.

IRIS successfully launched with four of our modified calendar schools in August. Our first student logged in on August 16, his first day of school, when he just really needed to set a goal for his learning.

- The expansion of the Career and Technology Strategy (CTS) continues to engage and inspire students in Career and Technology education opportunities that are dynamic and seamless as they transition into education, training and work. The strategy offers real life learning choices to spark their passions and interests with Career & Technology Foundations. The new Career and Technology Centre provides access to rigorous, academic, industry-standard programs, certificated journeyman instructors, facilities and equipment for students seeking industry-standard credentials in high demand, highly skilled occupations while they complete related CTS courses required for the Alberta Diploma.
- The Early Learning Model of Collaboration focuses our work in support of each kindergarten child on the Response to Intervention framework. The work of our multidisciplinary teams has shifted to an enhanced focus on educational interventions at the universal, targeted and specialized level within the classroom context. This emphasis is resulting in the enhanced

capacity of both school based staff and members of the multidisciplinary team to better meet the needs of each child.

- A core value of the Calgary Board of Education is success for each student, every day, no exceptions. This value comes to life at Encore CBE where youth who are not in school are connected to an educational experience that best suits them.

After consulting with many stakeholders in Calgary, especially youth who have had challenges with school, Encore CBE opened its doors to a very youth friendly space at the new Education Centre in September 2011 with the goal to reconnect disengaged youth back to learning. It is estimated that there are about 3000 dis-engaged youth between the ages of 12 – 19 who are currently not in school. Encore CBE has been created to work with this group to get them back on a path to learning.

By the end of its first year of operations, Encore CBE served over 170 youth who are now either in school or in the process of working with staff and exploring supportive options or work. Over one-third of the youth who have come to Encore CBE were brought by community agency staff and they are working closely with CBE to provide a wraparound service for these youth. By the end of April this year, more than half of our clientele had re-engaged in learning.

Encore CBE is part of a larger comprehensive CBE strategy aiming at improving high school completion rates. Other service units have contributed to the day to day operations. Encore CBE has been staffed with existing CBE personnel through Learning Services, William Taylor School, Chinook Learning, CBe-Learn and Discovering Choices,

- Key strategies were developed to align multi-year plans aimed at optimizing learning environments recognizing the focus on personalized learning.
  - Ten-Year System Student Accommodation and Facilities Strategy containing the long range future project requests and plans for CBE schools.
  - Three-Year School Capital Plan 2013-2016 containing CBE capital project priorities and recommendations for new school construction, modernizations and replacement projects.
  - Three-Year System Student Accommodation Plan, which identified student accommodation challenges for the 2012-2015 school years. It included changes to be implemented for the 2012-2013 school year resulting from initiatives and engagements completed in the 2011-2012 school year and anticipated future challenges.
  - Three-Year Modular Strategy and the determination of new modular units required and portable moves from schools having surplus classroom space to schools requiring additional classroom space.
  - Three-Year Infrastructure Maintenance and Renewal Plan to address urgent maintenance and repair work required to keep schools safely operating.





- Implementing a well-articulated framework for system-wide inclusive practices has seen an increased awareness within CBE educators and staff understanding the potential of technology in supporting all students. Results of 7 years of intensive project based work in the area of assistive technologies and inclusive learning technologies has resulted in system software offerings of Dragon (speech recognition) and Read & Write Gold (text-to-speech) software being widely purchased. This offer is in keeping with the desire to support a focused set of tools to support the personalization of learning in reading, writing, research and study skills for all learners throughout the system.

## **Build Our Capacity**

- 2011-2012 saw the implementation of the Early Years Evaluation (EYE-TA) in all early learning classrooms in the CBE. Almost 400 kindergarten teachers received training and support from the Early Learning Team. Teachers gathered observations of each child, entered data and generated data reports in October and again in June.

The data provided by this process was used:

- As a factor in determining the placement of full day kindergarten programs.
- To inform the placement of kindergarten support staff in all Area III schools and in those schools with full day programs outside of Area III.

And resulted in:

- Increases in the number of speech language pathologists, speech language assistants, occupational therapists, early learning Area strategists and early learning specialist. The deployment of these team members is based on an analysis of the EYE-TA data.
- An expansion of our Early Development Centres with a new program at Terrace Road School
- An expansion of our partnership with Métis Calgary Family Services with a second Medicine Wheel preschool and kindergarten program at Catherine Nichols Gunn School.

More detail about the Early Years Evaluation is available in Attachment I to this report.

- An Early Learning Principles and Practices resource is in the final development stages. This resource, developed by Learning Services for introduction to schools in September, 2012, will provide school-based staff with knowledge about developmentally appropriate instructional practices for early learners
- Throughout the year Legal Affairs staff visited various schools to clarify information and answer questions about privacy and access processes.

- A variety of professional learning opportunities were provided to current and aspiring leaders across CBE during the 2011/2012 school year. These opportunities included:

- Persisting Questions for Instructional Leaders;
- Fierce Conversations;
- Clear Leadership; and
- Building Trust Under Pressure.

These district-wide learning opportunities built the capacity of employees to engage in challenging instructional leadership issues and enhance their ability to engage in open and responsive communication. In addition, these opportunities built employee capacity to build and create partnerships and effective working relationships.

- In ensuring continuous improvement in program provision, service delivery and professional learning across the system, ePD expanded to become Online Professional Learning (OPL). The redesign of ePD courses within D2L provides teachers with learning opportunities that reflect the principles of: flexibility, self-direction, relevance and community support. OPL is personalized to teacher needs, schedules, knowledge and skills to support educators as they personalize learning for students.
- The Educational Leadership Webinar Series hosted by Learning Innovation and CASS (College of Alberta School Superintendents) directed at superintendents, principals, assistant principals and other school leaders, explored and examined technology and educational reform and the impact on student engagement. Webinars provided convenient, professional online learning from world-class leaders in technology and education.
- Throughout the year a number of face-to-face learning opportunities were provided for educators integrating strategies to maximize impact on student success. The Mobile Learning Cohort met on several occasions to collaborate and share information (App Chats) on integrating mobile technologies into their day-to-day work. As a part of a larger system initiative and to support eleven schools funded and supported through Education Matters, 150 teachers, teacher librarians, administrators and support staff came together to work with Dr. David Loertscher and Carol Koechlin around the creation of a school learning commons in The Library to Learning Commons Bootcamp.
- The Framework for French and International languages was developed as a system working document that helps to define the future of second language learning in the CBE. The work was led by Global Learning staff with considerable input from both internal and external stakeholders. Issues such as integrity, accountability and viability were addressed. This document will support directors and principals in their operations decision-making as well as informing the system when addressing critical questions related to program expansion and future direction.





- The CBE launched the employee-facing portal called “Staff Insite” in June. The new portal replaces the Staffroom, which was built using old and increasingly unstable technology. The new site leverages new software, Sharepoint 2010, to enable employees to search for, access and use information. From the outset, the goal was to create a new site that is simple, scalable, and social. The new site delivered what was promised and the reaction from employees has been positive and—where we need to improve—constructive. The site is easy to navigate and searchable. It accommodates what the CBE needs today and has the ability to grow. And the final product enables employees to collaborate in online communities. Indeed, Staff Insite is a product of collaboration. Under the leadership of Communication Services, the project involved IT and all service units. The new site has additional benefits. Accountability for the accuracy and currency of information is embedded in the site’s governance. The CBE built the capability of employees to launch and sustain the site. By developing our capability, the team did not spend any of the board-funded capital earmarked for this portion of the portal project, avoiding a \$150,000 expenditure. The project and operation are managed within existing resources. Also of note, the employee portal and other planned aspects are properly trademarked.
  
- The CBE focused on improving operational efficiency by developing better integrated work processes and building organization capacity through stakeholder collaboration. Examples of this work in Facilities and Environmental Services:
  - Developed Access 3-6 process to enable agencies to provide child and youth programs in schools.
  - Delivered without significant incident 36,775 students to their schools: 345 charter runs with 22,995 students full time and 86 additional runs with 1,988 Kindergarten students; 10,888 students on Transit via passes; and 1604 special needs students on 225 routes, 107 taxis and 1 handibus.
  - Improved response rate for conditional riders—all but five schools with significant bus space issues had parent responses within a few weeks of receiving the request.
  - Integrated workplace systems improved and recognized with an award as Visionary of the Year at the Archibus international conference.
  - Recovered liquidated damages through a lengthy multi-year lawsuit launched in the United States against manufacturers of asbestos containing products.
  - Shifted to ‘hindrance elimination’ as a guide to maintenance work priority.
  - Introduced Organics program in schools and organization of fluorescent tube recycling program.
  - Employed new floor care processes with green chemicals and equipment to support environmental sustainability.
  - Audited and repaired welding, auto-body and automotive CTS shops.
  - Increased work order completion and reduced maintenance and repair work order backlogs.





- Implemented industry standard times for specific work orders with trades group.
- The Calgary Board of Education carried out a major upgrade to its Oracle financial systems. The upgrade was more than just a technical upgrade. We now have a fully automated Procure to Pay (P2P) process whereby users enter requisitions in Oracle and, in most cases, a purchase order is generated to the vendor. Introduction of online receiving at the same time means improved internal controls over payments. In addition to eliminating manual processes, users will have access to online information about the status of their requisition.
- In consultation with staff, Supply Chain Services introduced nine performance measures covering strategic sourcing, service delivery and risk management functions of the department. Measures can be classified in three broad categories: value creation; efficiency and effectiveness of services delivered to the system; and effectiveness of internal controls. Starting with the 2011-2012 school year, we began to monitor results on a quarterly basis. This process is enhancing the culture of continuous improvement in the department.
- Transition to a new Finance and Supply Chain Services service model began July 4, 2011, with the establishment of the Service Delivery group. Teams were identified and assigned to Areas to provide support to schools. After some discussion and collaboration with Corporate Finance, a team lead was established to support a number of central service units-- Human Resources, Office of the Chief Superintendent and Finance and Supply Chain Services. Service Delivery supported our colleagues in Corporate Performance by assisting in the transition of roles for year-end work.
- Service Delivery staff and subject matter experts began work with our colleagues in Human Resources on the position management piece of the PeopleSoft Upgrade Project. This collaborative work began in May 2012 and is focussed on the Position Employment Management (PEM) processes scheduled for go-live in the January/February 2013 period. The entire position management piece is being revisited and will undergo extensive changes to improve the data capture as well as streamline the process for end-users. A significant change will see an integration of the RAM Change Request Form into an online position change request form. This will be of particular interest and value to school-based administrators. A prototype will be available over the summer of 2012 for evaluation by a group of school principals and other hiring managers. Feedback from this evaluation will inform the final product.

### **Engage Our Public**

- The Early Learning team partnered with the CBE Communications team to rebrand all kindergarten and prekindergarten print and visual materials.



This included the development of print advertising and a new promotional video that reflects the CBE's principles and priorities. In addition, the web page for both external and internal communications was redesigned and all informational brochures now match the new visual identity standards. This work has raised the profile of the CBE as a high quality choice for Calgary parents of young children. An outcome of this work is that our Early Development Centres are almost full for the 2012-2013 school year; including the newest site at Terrace Road School.

- More than a year ago there was a question about whether community engagement at the CBE had narrowed to be the consideration-of-closure process for schools. In 2011-2012, we renewed our commitment to broad and inclusive community engagement. The focus of the work was a review of fees for students, such as noon supervision and transportation. The work was significant both in terms of what was accomplished as well as how it was done. The final outcome is a fee structure for 2012-2013 that reflects the thoughtful, generous and cohesive input of more than 4,500 people through a variety of channels. Through the process of engaging the community, the CBE has learned how to continue to engage the community more effectively in the future. For example, significant conversations about the system should be framed around shared values. What we learned was crystallized in a leadership meeting before the end of the school year so we can continue our journey of improvement.
- The CBE is one of the most visible organizations in the City of Calgary. We are a constant source of news and public interest—whether we are the subject of the story or merely have a thin connection to a seemingly unrelated issue. Throughout the year the CBE has endeavored to improve its media relations and how the organization is portrayed in the media. The coordinated effort included working with paid media organizations to improve working relationships while improving the processes by which we initiate and respond to media opportunities. Performance is tracked and opportunities for continuous improvement are documented monthly. Initial reports suggest the organization is increasingly proactive and coverage is more balanced than it was a year ago.
- A focus for Facilities and Environmental Services was the enhancement of employees' competencies and working relationships through training and engagement with our publics.
  - Organized and facilitated 30 public engagements across the Areas, with just under 700 members of the public registered.
  - Attended and supported seven public engagement meetings with regard to fees.
  - Completed employee survey and response plans.
  - Developed Three Year Employee Development Plan.
  - Introduced Facilities Maintenance Administrator program through BOMI Canada.
  - Commenced the People Skills / Computer Skills certificate program.





- Finalized Canadian Union of Public Employees (CUPE) and Trades Collective Agreements
  - Implemented a new training model for custodial staff that will provide a practicum experience in senior high, middle and elementary schools.
- Together with staff from Information Technology, SIRS, Research and Innovation and Communication Services, CBE Fees Central was launched on September 23, 2012. With continued support from these groups, parents of students in Kindergarten to Grade 12 will be able to pay all 2012-2013 school fees online and register online for noon supervision services.
  - One of the strategies in the Three-Year Education Plan is to promote a workplace culture built on the CBE Working Relationship Commitment. A variety of resources were introduced in 2011-2012 to support employee commitment to a culture of respect, trust and participation in support of student learning. The introduction of these resources began an on-going process of integrating the CBE Working Relationship Commitment into the way employees work together every day in support of student success.

One of the first significant applications of the CBE Working Relationships Commitment was the introduction of a new framework for teacher involvement in school based decision making. In February 2012, the CBE and the Alberta Teachers' Association agreed to a document designed to improve how decisions are made regarding teacher deployment, the extent of school involvement in extracurricular activities, and the planning of organizational / professional development days. The new framework is based on the principles of the CBE Working Relationship Commitment and is designed to improve how principals and teachers make decisions in accordance with the collective agreement.

- The Calgary Board of Education engages with many community partners in collaborative ventures that provide programs and services to support student learning in schools. Several events during the 2011-2012 school year highlighted an increased understanding and participation in public education.
  - Book Bags for Kids in which over 200 community and corporate volunteers participated in four events to distribute 2,000 bags filled with books, stuffed animals and clothing packs to enthusiastic students in 28 schools.
  - The CBE Night with the Calgary Hitmen Celebration took place at the Scotiabank Saddledome. The Calgary Hitmen have a significant partnership with the Calgary Board of Education and used this game as a way to shine the spotlight on public education. This game also served as a fundraiser to raise money for the Fuel for School Breakfast Program. Fuel for School is another example of civic engagement in which a number of outside agencies and private donors provide a breakfast program for students in 18 schools throughout the system.



- The CBE hosted the Better Together Breakfast at the education centre. Over 130 representatives of organizations and businesses that partner with the CBE attended the annual event. The event highlights connections to students and learning and thanks organizations that are directly involved as partners with the Calgary Board of Education.

## Steward Our Resources

- An inclusive education framework reflects the expectations of access for all students to differentiated instruction, curriculum, personalized and individualized programming including tailored, wrap-around supports. This timely and responsive support and service to students continues to be enhanced and supported by the planned and integrated participation and collaboration with many local and provincial agencies and partners. This school year Learning Services initiated enhanced ways of collaborating with our community partners.
- The Calgary Police Services through MASST (Multi-Agency School Support Team), Start Smart Stay Safe, and Youth Link are examples of our strength-based belief in programming for students.
- The Success in Schools Region Three Protocol has been actioned in CBE schools and areas
- Involvement in the United Way through Upstart Initiatives such as Early Learning, High School Completion, Aboriginal Success and Community and School Partnerships to meet identified priorities for children and youth in our city.
- Alberta Health Services has partnered with school districts to provide much needed medical service to families and students
- Calgary Reads provides early literacy support through trained volunteers
- Participation in several advisory councils to enhance opportunities for children and youth to have their needs addressed through timely and effective programs and supports.

Collaborative Services is moving towards a comprehensive body of practice around the development, implementation and sustaining of partnerships. The importance of the collective impact that can be developed when partners work together towards common goals and outcomes for our students is recognized. This work supports the engagement of our public and stewards our resources in ways that supports the success of all of our students. It is anticipated this work will continue to expand and grow as work is done both locally and provincially through collaborative practices.

- More than a year ago the CBE presented itself to the world in countless ways, diminishing the impact and increasing the cost of our communications. For the start of the school year, new visual identity standards were introduced. The standards enable the CBE to present itself





consistently. The standards are accompanied by templates that enable us to produce quality materials faster and less expensively than ever before. The tagline—Learning as Unique as Every Student—focuses our communication around a single message that sets our school system apart. The benefits of the brand guidelines are significant. Communication Services is able to produce more and better communication with fewer resources. On the annual results report and three-year education plan, we estimate the guidelines and improved work flows helped to save system more than \$30,000 over the previous year. The combined savings associated with annual reports—including the budget and report to the community, and work done for Education Matters is estimated to be more than \$50,000. The brand standards had an unexpected benefit as well; employees across the system embraced the new visual standards. In many organizations it is a challenge to get compliance when it is mandated. In the CBE, employees embraced the standards in a way that may reflect support for a message that brings us together behind a single promise. One employee wrote, "I was thrilled to see that there will (finally!) be one united and uniting logo/message that will unite the CBE and all of its diverse programs."

- A focus of the Privacy and Access unit was protection of Calgary Board of Education assets and reputation. Privacy and Access staff worked with employees to safeguard privacy while facilitating the appropriate release of information in accordance with the legislation, and as recommended in the Privacy Gap Assessment. Resources were organized to provide readily available support to schools, offices and departments on matters relating to data security and privacy.
- Registration and collection of noon supervision fees was centralized within Corporate Finance. No doubt we got off to a rough start, with a small group of temporary staff taking over work previously done in 150 elementary and middle schools. However, it is anticipated that with the availability of online registration and fee payment and proactive staffing, parents and schools will see better service in 2012-2013. The outcome will include real support for schools in this non-instructional area of service.
- Legal Affairs has taken a leadership role in implementing a contract administration process. This work encompasses all service units and is designed to strengthen risk minimization and align CBE business practices with external efficiency standards.
- Risk and Insurance Management receives approximately 8,000 to 10,000 manually completed accident / incident reports during a school year. These reports pertain to: student/teacher, staff and visitor incidents; property damage/vandalism incidents; and automobile accidents.

To improve this process the CBE, in conjunction with 13 other boards, purchased "iVos" a web-based system which has been tailored to meet our needs. With the implementation of this system, all reported incidents, regardless of severity, will be captured on a database. The database will



allow us to identify and manage risk exposures, determine the root cause of accidents, identify trends and be pro-active by developing preventive measures and implementing best practices to control the total cost of risk.

In order to realise the benefits of this system, we will embark upon an implementation and training process throughout the schools and Service Units. Currently we are piloting this project in Area III and expect to roll it out to the entire system sometime late October.

- The CBE was successful in completing an external safety audit the resulted in a three year renewal of our Certificate of Recognition (COR). A Certificate of Recognition is awarded by the Government of Alberta to employers who develop health and safety programs that meet established standards. The COR audit results showed a marked improvement from the previous year.  
The renewal of the Certificate of Recognition qualifies the CBE to earn a financial benefit through the Workers Compensation Board Partnerships in Injury Reduction program.
- The development of CBE schools and student learning environments aimed at effectively stewarding resources is critical work.
  - Commissioned four new P3 middle schools (3,600 student spaces).
  - Completed the challenging \$35M partial modernization of Western Canada High School.
  - Coordinated substantial completion of the career and technology centre at Lord Shaughnessy High School.
  - Relocated two Area offices.
  - Sold three CBE properties (515 Mcleod Trail S.E., Albert Park School and King Edward School), yielding disposition revenues of approximately \$47 million dollars.
  - Increased the number of before and after school care lease agreements by 30%, reinforcing the importance of childcare services in CBE schools.
  - Completion of a total of 352 IMR projects reported upon to the province.
  - Completed and installed mural projects at Huntington Hills, Cambrian Heights and Hillhurst schools.
  - Relocated Mandarin Bilingual junior high program to a new site.
  - Completed P3 school playgrounds and a naturalization project.
  - Received an award for Calgary Board of Education carbon footprint reduction.
- A new budget reporting process was implemented. Introducing a new “Budget Assumptions Report” at the front end of the budget process and developing the budget in a new three year format:
  - provided significant opportunity for early input into the development of the budget;
  - increased the understandability and transparency of our budget; and





- helped to demonstrate the link between the budget and student success.

Specifically, the "CBE Operating and Capital Budget Assumptions for 2012-13 to 2014-15" allowed the Board of Trustees, and through them the public, to engage in the debate on building the operating and capital budgets early in the process. It provided both the uncertainties and strategies that drove the budgets and provided directional estimates to illustrate the impact of the strategies.

The new budget document "Operating budget for 2012-13 and beyond" carried through with the strategies outlined in the budget assumptions. It used the province's three year announced grants to build a three year plan that illustrated our ability to eliminate our deficit over the three years through the use of grant funding, changes to service delivery and reserves.

- The 2011-2012 school year saw Strategic Sourcing focus on streamlining processes and increasing value creation for the system. This was achieved while maintaining service levels with a reduced number of staff.
  - Managed the large volume of furniture inventory in the Old Education Centre by redeploying, recycling, and disposing in a cost-effective and environmentally-friendly manner.
  - Supported the opening of four new schools in the Fall 2012 by sourcing of equipment, furnishings and technology. Afterwards, we will work with FES to assemble and setup all equipment/furniture prior to school opening.
  - Redesigned processes to enable direct delivery of school and art supplies, and thus eliminating inventory. Our goal is to maintain service levels while achieving significant savings to the system.
  - Deployed strategic sourcing processes and solutions, saving approximately \$ 2.3 million to the system from September 2011 to June 2012. This does not include savings in goods and services negotiated prior to September 2011 as part of multi-year contracts.
- An audit of the BMO Purchasing Card Program was conducted in April/May 2012 for the January 1, 2011 to December 31, 2011 period. Service Delivery made changes to improve the program particularly in the area of cardholder reporting compliance.
- As part of our continuous commitment to the service provided to employees, the CBE's long-term relationship with TELUS was reviewed. Both organizations evaluated their human resource services and business models to determine if we were making the best use of resources, people and processes. After a thorough review, it was determined that a new agreement would better meet the business needs of both organizations. CBE's objective was to align the services TELUS provides with our own business needs, while TELUS has evolved its own business model. In 2012, 30 TELUS employees who were providing human resources services including recruitment and support staffing, human resource



administration and our substitute desk joined the CBE. This change is expected to improve service to employees, while resulting in financial benefits to the organization as a whole.

- Human Resources led several significant projects in 2011-2012 to enhance operational performance through improved technology and business process. In March 2012, new software, processes and forms were introduced to improve the efficiency and accuracy of employee records. In April 2012, SmartFindExpress (SFE) replaced our previous Substitute Employee Management System. This new web-based system allows teachers and school administrators to report absences and request substitute teachers both online and by phone to ensure uninterrupted learning for our students. In May 2012, the e-HR project was initiated to upgrade the existing version of PeopleSoft, implement new modules, and improve the functionality of existing modules.
- In collaboration between Learning Innovation and Alberta Education, CORE, (Collaborative Online Resource Environment) was launched to implement a Digital Learning Resource Management System across five school divisions. CORE will allow students and educators to locate, evaluate, select, work with and share resources relevant to their needs.
- Improving access to data through development of new and upgrades to existing technology infrastructure was evident through the launch of CBE insite | staff, upgrades to Oracle, SkoVision, Symphony, online registration and fees payments, and newly developed interfaces for HomeLogic, My Blueprint and CareerCrusing.
- Records Management's system-wide implementation and roll out of the Shred Program, establishment of a Classification and Retention Schedule, and Relocation and Securing of the 126 year Board History are examples of records being managed as a strategic business asset, resulting in the availability of quality information that supports the delivery of services.

*Naomi Johnson*

NAOMI E. JOHNSON  
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENT I: Early Years Evaluation – Teacher Assessment (EYE-TA)

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.



## attachment

September 4, 2012

## Early Years Evaluation – Teacher Assessment (EYE-TA)

Results from the EYE-TA completed with all Kindergarten children during October 2011 demonstrate that a significant number of children are beginning Kindergarten with challenges (see Chart I). Further analysis of the assessment data by Area and of our First Nations, Métis and Inuit (FNMI) children illustrates that in some schools there are significantly higher proportions of children beginning school vulnerable for learning challenges. Area III data suggests that we must do something different to support their early learners if we hope to address the achievement gaps we are seeing. Without adequate support and high quality, developmentally appropriate learning opportunities these children are likely to experience learning and social challenges beyond kindergarten. Without purposeful intervention, the learning gap between the children beginning school developmentally behind their peers will continue to grow.

**Chart I: CBE Early Years Evaluation Teacher Assessment Oct. 2011 results**

Percent of kindergarten children out of 7440 non-FNMI & 185 FNMI												
Developmental Domains	Awareness of Self & Environment		Cognitive Skills		Language & Communication		Fine Motor		Gross Motor		Social Skills & Approaches to Learning	
	FNMI		FNMI		FNMI		FNMI		FNMI		FNMI	
Appropriate Development	78%	57%	67%	24%	75%	49%	75%	49%	81%	58%	78%	54%
Experiencing Some Difficulty	18%	36%	25%	41%	19%	42%	21%	45%	18%	40%	19%	36%
Experiencing Significant Difficulty	4%	7%	8%	35%	6%	9%	4%	6%	1%	2%	3%	10%

The CBE understands the importance of investing in the early years. To date our response to the EYE-TA data includes:

Personalizing Learning

- Full-day kindergarten: The EYE-TA results are part of the formula used to select full day kindergarten schools. For 2012-2013, two new schools have been added
- Pre-kindergarten opportunities: Early Development Centres
  - one new centre opened in Terrace Road School
  - expansion of the program at the Children's Village to take overflow from Area III
  - addition of a new Medicine Wheel program at Catherine Nichols Gunn School
- Planning for extended FNMI early learning opportunities

# attachment

## Early Years Evaluation – Teacher Assessment (EYE-TA)

### Engaging our Public

- Expansion of our partnership with Calgary Reads to include a kindergarten component

### Building our Capacity

- Development of Principles and Practices document, formation of kindergarten teacher networks, well developed web resources

### Stewarding our Resources

- Placement of Education Assistants in all Area III schools as well as the full day kindergarten programs in other Areas
- Added an additional early learning strategist to the Area III team
- Deployment of Program Unit Funding resources:
  - increased our multidisciplinary team in order to provide smaller caseloads in Area III and other schools with high proportions of need.
  - moved to a collaborative in-class model of support

Analysis of the June 2012 results for those children who were reassessed is underway and will provide information regarding the effectiveness of instructional strategies and the enhanced supports provided to children. This information will inform the design of our work and the supports provided to schools for the 2012-2013 school year.

