

# public agenda

♪ Please join us on the Link outside the Multipurpose Room ♪  
at 2:45 p.m. for a musical performance by students from  
♪ Deer Run School ♪

## Regular Board Meeting

February 19, 2013  
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	
10 mins	<b>3   Awards and Recognitions</b>		GC-3	
	3.1 Lighthouse Award	M. Levy		
15 mins	<b>4   Results Focus</b>			
	4.1 School Presentation - Alex Ferguson School	C. Davies	R-5	
20 mins	<b>5   Operational Expectations</b>			
	5.1 OE-9: Communicating With the Public – Annual Monitoring	N Johnson	B/CSR-5, OE-8	Page 5-1
Max 15 mins	<b>6   Public Comment <a href="#">[PDF]</a></b>		GC-3.2	
	Requirements as outlined in Board Meeting procedures			
	<b>7   Matters Reserved for Board Action</b>	Board		



**8 | Board Consent Agenda**

GC-2.6

- 8.1 Trustee Liaison Report re: Alberta School Boards Association (ASBA) Board of Directors Board

Page 8-1

*(THAT the ASBA liaison report containing the Meeting Highlights of January 2013 be received for information.)*

- 8.2 Annual Summative Evaluation of the Chief Superintendent

Page 8-4

*(THAT the Board receives the report and Attachment I as information and for the record.)*

**9 | Chief Superintendent Consent Agenda**

GC-2.6

6:00 p.m.

**10 | Adjournment****Debrief**

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).



operational  
expectations  
monitoring report

## OE-9: Communicating with the Public

Monitoring report  
for the year ended  
Feb. 28, 2013

Feb. 19, 2013

### CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 9: Communicating with the Public, the Chief Superintendent certifies that the proceeding information is accurate and complete and:

- ☒ Indicators are achieved
- ☐ Indicators are achieved with exceptions as noted in the evidence

Signed:

Naomi Johnson  
Chief Superintendent

Date:

Feb. 6, 2013

### BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 9: Communicating with the Public, the Board of Trustees:

- ☐ Finds the evidence to be fully compliant
- ☐ Finds the evidence to be compliant with noted exceptions
- ☐ Finds evidence to be noncompliant

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

Signed: \_\_\_\_\_

Chair, Board of Trustees

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



# operational expectations monitoring report

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

## Board approved 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.	2 of 2 applicable indicators were achieved
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## Board-approved Interpretation |

The Chief Superintendent interprets:

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

## Board-approved 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 e-mail 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.

## Evidence of Compliance |

1. During the reporting period, 100 per cent of system level communications included at least one of the following: CBE website address and/or contact information for the system, department, school or individual responsible for content. For example, the CBE website has a highly visible "contact us" link that contains a comprehensive list of all departments, area offices and other frequently used services by the public.
2. During the reporting period, the Chief Superintendent's office acknowledged 100 per cent public inquiries by voice-mail and e-mail within two business days. Similarly, 100 per cent of enquiries received by the public information line or CBE communications e-mail inbox were acknowledged within two business days.



3. During the reporting period the baseline was established. During the fee review, respondents were asked, "How much confidence do you have that this discussion [about fees] will influence decision-making?" In total, 19 per cent of respondents were confident that feedback given to the CBE will make a difference. This result was supported as a baseline for improvement. During 2013, research will be conducted to assess performance against the baseline. As the focus of this indicator is improvement over time, it is not applicable as evidence at this time and will be reported in the next monitoring cycle for OE-9, which will cover the year ending Feb. 28, 2014.

**Evidence demonstrates the two indicators in sub-section 9.1 that are applicable to this monitoring report are in compliance.**

<p>9.2 Prepare and publish, on behalf of the Board, an annual progress report to the public that includes the following items:</p> <ul style="list-style-type: none"> <li>a. data indicating student progress toward accomplishing the Board's <i>Results</i> policies;</li> <li>b. information about strategies programs and operations intended to accomplish the Board's <i>Results</i> policies; and</li> <li>c. revenues, expenditures and a review of the organization's financial condition</li> </ul>	<p>The indicator was achieved</p>
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#### **Board-approved 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.*



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

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.

## **Evidence of Compliance |**

The 2013 Community Report was published to the CBE website by noon on Feb. 18, 2013 making it widely available to the public. The report contains:

- information demonstrating that CBE students are making progress toward achieving success in the areas of academics, citizenship, personal development and character;
- information on how CBE students are making progress in achieving the Board of Trustees' Results policies; and
- a budget summary that indicates how we use funds to support student learning.

The online version of the Community Report is more dynamic in 2013 than past years, offering the public more interactivity and opportunities to learn about the organization. For example, an audio overview of the report will be available in the six most commonly spoken languages of CBE parents/guardians. Monitoring reports and other supporting documents and information will be linked to this webpage as they become available.

In addition to the 2013 Community Report, other documents have been prepared and published to provide more in-depth information to the public. These include:

- Annual Education Results Report 2011-2012 and Three-Year Education Plan 2012-2015
- Budgeting for Success – 2012-2013 and beyond
- CBE Overview 2012-2013 (Learning the value of Calgary's public education system)

**Evidence demonstrates the indicator for sub-section 9.2 was achieved.**

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ATTACHMENT: Capacity Building Information



## GLOSSARY – Developed by the Board of Trustees

**Board:** The Board of Trustees

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

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

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

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

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



## attachment

### OE-9: Communicating with the Public

#### Capacity Building Information

##### Future Enhancements in Evidence of Compliance

Feb. 19, 2013

#### OE-9.1

One indicator of the success of our communication with the public originated during the fees review in the first half of 2012. The quantitative survey, which had 3,878 responses, asked, "How much confidence do you have that this discussion session will influence decision-making?"

In total 19 per cent of respondents were confident; 31 per cent were not confident. The rest, 50 per cent, were undecided.

The percentage of parents who were confident was built into the indicator for OE-9.1 and approved by the Board of Trustees.

In the first half of the 2012-2013 school year, no research was done to determine whether progress has been made in this area. In the second half of the year, several community engagement projects will be initiated. Each will include the means to measure confidence.

The projects include:

- qualitative and quantitative research involving school councils and parents to understand how the CBE can improve communications with these important stakeholders and their interactions with CBE administration;
- qualitative and quantitative research to understand how, when and why parents choose a kindergarten program for their children;
- quantitative reputation tracking to gauge understanding of and attitudes toward the system.

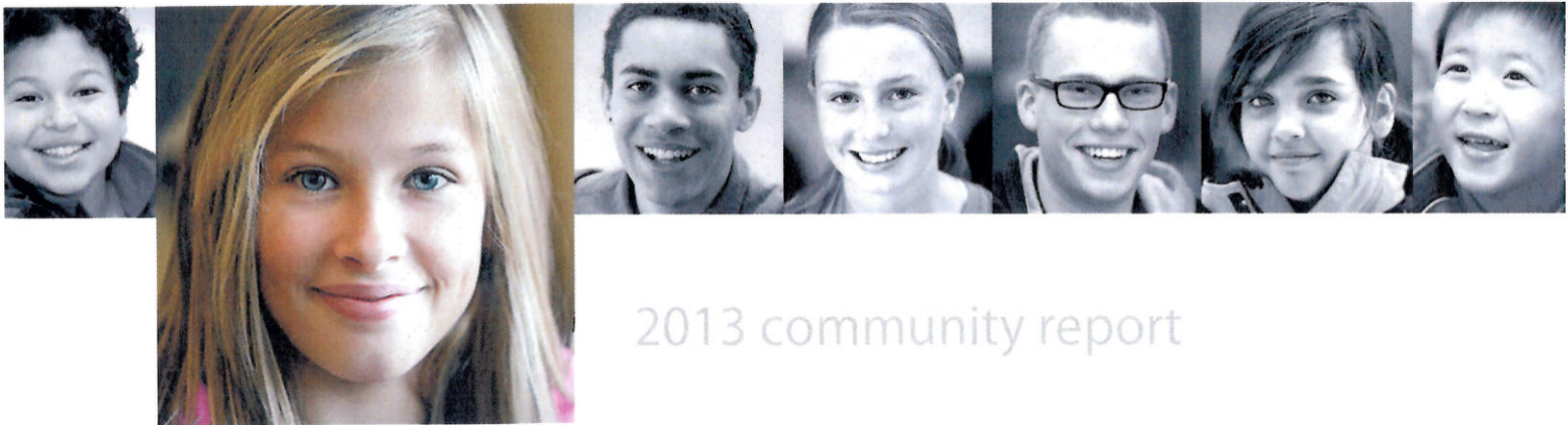
In addition to fulfilling the requirement of OE-9, the projects align with an important aspect of "open government." Along with open information and open data, there is an expectation of open dialogue. This involves using Web 2.0 technology to facilitate efficient and dynamic interactions between government and citizens. This expectation will be factored into the requirements for projects, which will be conducted by the firm that won a competitive Request for Proposals in 2012.



cbe.ab.ca

**results**

well-rounded learning for life



learning | **as unique** | as every student



**Calgary Board  
of Education**



our Board  
of Trustees

## guiding our students' success



The top priority for everyone at the CBE is student success. As the Board of Trustees for the CBE we are proud to lead one of the best public education systems in the world. We believe that every student deserves an education that will enable him or her to complete high school with a foundation of learning necessary to thrive in life, work and continued learning.

The Board of Trustees adapts to the changing needs of students by making improvements to our policies that benefit students both in and out of classrooms. This work is not done in isolation, but by listening to the many people who help our students to succeed each and every day. The conversations we have with parents, students, CBE employees, our partners and community leaders ensure that our large and complex school system reflects the richness, diversity and complexity of Calgary.

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

We all play a role in developing our youngest citizens into well-rounded adults and lifelong learners who will make positive contributions to our community and to society as a whole.

We believe that every student deserves an education that will enable him or her to complete school with a foundation of learning necessary to thrive in life, work and continued learning.

## keeping our students engaged, inspired and learning

our chief  
superintendent

I am so proud of our students and employees. In 2011-12, we faced a significant budget shortfall at the same time as expectations for public education continue to rise. The Calgary Board of Education rose to the challenge. Our excellent student results are proof that we offer one of the best educational experiences in the world. Our students continue to surpass the rest of the province on standardized measures.

At the same time that our students are achieving academic success, they are developing a rich understanding of citizenship, personal development and character. Together with parents, partners and our community we support student's development of critical and creative thinking, problem-solving, innovation, collaboration, civic engagement, digital literacy and communication. These are skills the community has told us they want to see.

I strongly believe in public education and the values we foster in the next generation of citizens. At the CBE, we are a community of more than 107,000 students. Our population is strengthened by being increasingly diverse. We're proud that our families represent every culture and walk of life. That's why we've made a commitment to each student, every day, no exceptions. That focuses us on personalizing the learning experience so that each student is engaged, inspired and learning to his or her full potential.

Together, our Calgary community has much to gain from focusing on our youth as they build knowledge and a better future. I invite you to learn more about the CBE so that we can leverage our work together in support of students and our collective future.



Naomi E. Johnson

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Our excellent student results are proof that we offer  
one of the best educational experiences in the world.

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## positioned to lead



More than 107,000 students including:

- 103,664 students between pre-kindergarten and Grade 12
- 680 students in CBe-learn, our online learning program
- 2,760 students upgrading high school and pursuing continuing education through Chinook Learning Services
- 13,436 employees make up the equivalent of 9,800 full-time positions, one of the largest employers in Calgary
- 26,638 students are English language learners (ELL), almost half of the ELL students in Alberta
- more than 40,000 students transported every school day on yellow buses and Calgary Transit

Students in the CBE have a wide variety of choices in second-language learning:

- more than 7,500 students in French Immersion
- more than 3,300 students in bilingual language and culture programs which include German, Mandarin and Spanish
- 27,000 students learn second languages including French, German, Spanish, Korean, Chinese, Blackfoot and Cree
- improving learning outcomes for First Nations, Métis and Inuit students is a priority
- 15,655 students with identified special education needs, the majority of whom are supported within their community schools
- 225 schools, including 132 elementary; 32 middle-elementary-junior; 22 junior high; seven junior-senior; 16 high schools and 16 unique settings and outreach programs
- three-year capital plan prioritizes 16 new schools and 20 major modernizations, totalling \$330 million and \$337 million respectively



## focusing on results

## our ultimate goals

The CBE is governed by a Board of seven elected Trustees. The Board of Trustees oversees important matters that affect every part of Calgary's public education system and monitors the CBE's progress towards our goals for student success.

During the 2011-12 school year, the Board of Trustees introduced a new governance policy model to help clarify roles and focus their work. This new model, which resulted in revised governance policies, has not fundamentally changed our purpose or our goals for our students, but it has changed the way our Board governs itself and our system.

This change enables the Board of Trustees to focus on governing, monitoring and connecting with schools, partners and the public, while giving Administration the freedom to focus on the everyday management of our system. In this model, the Board is still accountable for all major decisions, but this is done by focusing on student success instead of day-to-day operations.

Some of the language has also changed in the new governance policies. You may have heard or seen the term "Ends" used in the past for our ultimate goals. These goals are now called "Results," with our ultimate goal, called the "Mega Result." The Mega Result policy states:

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.

Note: You can find detailed monitoring reports for each of the Results policies on our website. These are updated throughout the year at [cbe.ab.ca](http://cbe.ab.ca)





academic  
success

## strong performance



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

The CBE's goal for academic success means that we have high standards for student learning, and that we help each student reach the highest level of achievement possible for them.

We encourage our students to set high academic standards for themselves and we place a strong emphasis on the higher-order thinking skills that enable students to be critical thinkers, problem solvers and decision makers. And in an increasingly digital world, we also require our students to be able to use digital and online tools safely.

Teachers assess our students in the classroom every day to ensure they are learning and growing. More formal methods to assess our students include ongoing tests, assignments and exams. Each year Provincial Achievement Tests and Diploma Exams provide a snapshot of how our students are doing in core subjects including math, science, social studies and English language arts. Students in Grades 3, 6 and 9 write Provincial Achievement Tests; Grade 12 students write Diploma Exams.

Overall, our students are doing exceptionally well. For the 11th consecutive year, CBE students demonstrated strong academic performance on these measures.



**numerate:** the ability to acquire, create, connect and communicate meaning through math terms, symbols and ways of thinking.

**literate:** the ability to acquire, create, connect and communicate meaning through languages, images and written text.

## building on excellent results

academic  
success

### Provincial Achievement Tests in Grades 3, 6 and 9

- At both the acceptable standard and standard of excellence, CBE students outperformed the province in 13 of 13 subject categories including math, English language arts and science.
- The CBE has 47 per cent of all English language learners in the province. As a group, they outperformed the province in 18 of 26 measures.
- CBE students with identified special education needs outperformed the province in 23 of 26 measures.

### Grade 12 Diploma Exam results

- At the standard of excellence, CBE students outperformed the province in 10 out of 11 subject categories.
- At the acceptable standard, CBE students outperformed the province in eight out of 11 subject categories.

### high school completion rates

Academic success also means that more students are finishing high school. The most recent high-school completion rates for the CBE are up 2.6 points over our previous three-year average. This represents about 200 more high school graduates in Calgary. In addition, our graduates are transitioning to post-secondary education at a steadily improving rate.

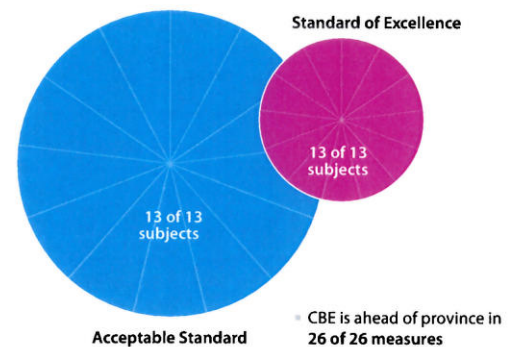
### areas of improvement

While we are proud of our students' success, we know that there is more work to do. Last year, we identified that English language arts in Grade 12 was a concern following a downward trend in results. However, 2011-12 results show marked improvement. In the same year, we noted a decline in applied math. With a focus on improving results in this area, we saw a 2.5 percentage point increase in this area.

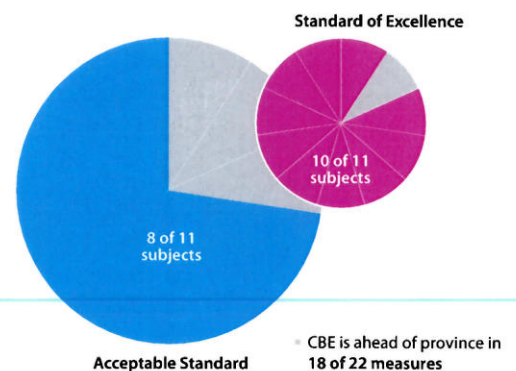
### focus on the future

We will continue to focus on areas for growth and improvement, so that CBE students continue to lead the province in academic results.

CBE Overall Results – Grades 3, 6 & 9  
Provincial Achievement Tests



CBE Overall Results - Diploma Exams





## citizenship

## developing engaged members of our community



3,000 CBE students attended We Day Alberta

### **Each student will be a responsible citizen.**

While families guide their children's involvement in local, national and global communities, public education supports the development of citizenship in our students.

In 2011-12, many of our schools made significant preparations to participate in We Day, a celebration that asks students to "be the change" they want to see in their world. At the We Day event on Oct. 24, 2012, 3,000 CBE students from 122 of our schools participated in this inspirational day of celebration, speakers, and music.

We Day provides just one way for students to learn about how to be good citizens. Opportunities to learn about citizenship are woven through ongoing classroom activities and lessons. We track progress through report cards, and by listening to how students report on their own learning.

## character

## doing what is right

### **Each student will demonstrate good character.**

Like citizenship, character development begins in the home, but school systems play a supporting role. Learning about and developing character is embedded in the entire program of studies for all students every day. From the classroom, our schools and students take up this challenge in many ways. High school students from Discovering Choices, a community-based program for those experiencing obstacles in their education, traveled to Ottawa last June to speak to the Standing Senate Committee on Human Rights about cyberbullying. Their voices helped form new regulations.

We measure character by asking students if they feel they are in a safe and caring environment, whether students at school help each other, and whether students treat others with respect and compassion. When we look at these individual results, as well as our overall system results, we are able to measure progress, make adjustments and continue working to achieve this important objective.

CBE student voices helped form new federal regulations around cyberbullying.

## a lifelong pursuit

## personal development

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

When you're young, it can be difficult to figure out who you are, and what your special talents or gifts might be. Our schools and teachers help students work towards identifying their strengths and passions without setting limits on what students can achieve.

We want our students to develop the ability and confidence to overcome challenges and adapt to changes, take initiative, set goals for themselves and take risks, even if they are not successful.

As a school system, we have strategies in place to help students identify their individual gifts and talents. When students finish high school, we want them to feel ready to take the next step in their lives with a firm understanding of their individual strengths and values. In the last couple of years the CBE has piloted the Career and Technology Foundations program, which starts in Grade 5. Students are introduced to career opportunities which we hope will spark their imaginations and help them reach their full potential.

This Career and Technology strategy continues into high school, where students can explore a variety of career paths including autobody, cosmetology, pre-engineering and welding. Students work with their teachers and families to identify areas of interest, and also help co-design what their learning will look like. By the time they graduate, students recognize their needs and strengths as learners, and are ready to confidently enter post-secondary institutions or the world of work.

We measure progress toward personal development by listening to our students and teachers. You can find the results of these annual surveys on our website.

When students finish high school, we want them to feel ready to take the next step in their lives with a firm understanding of their individual strengths and values.





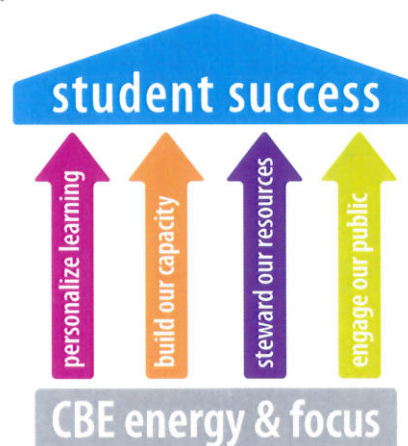
## Three-Year Education Plan

## committed to student success

This plan guides our work and connects each employee to our Mega Result and our desired outcome of student success.

Achieving student success requires commitment from every part of the CBE community. It requires a vision of what success looks like for every student, and a plan for how we will get there. This vision is defined by Alberta Education, and reflected in our Three-Year Education Plan.

This plan guides our work and connects each CBE employee to our ultimate goal of student success. Everything we do to support students fits in one of four pillars of this plan: personalize learning; build our capacity; steward our resources and engage our public.



## personalize learning



When you walk into any CBE classroom you see the future of education: personalized learning designed to create success for each student, every day.

While it may be unique in every classroom, the basic idea behind personalized learning is the same. Students get excited about learning when it is relevant to them. Research shows that when students are enthusiastic learners, they can solve problems, ask new questions and create new knowledge.

School systems around the world recognize that they must adjust to the needs of their learners, rather than expecting the learners to adjust to the system.

This means students are working with teachers to co-design their learning. It means offering a breadth and depth of programming that will help students discover their unique strengths and gifts. And it means continuing to teach individual students the way they learn best.

## build our capacity

## Three-Year Education Plan

To build our capacity, we hire the best employees in the country to deliver the best learning for our students. We value the important work of all our employees and are committed to providing them with ways to grow. We support a variety of learning and development opportunities, which include:

- Professional Learning Communities (PLCs) that provide a way for teachers to come together to focus on improving their understanding and practice
- Professional Improvement Fellowships (PIFs) that provide employees with opportunities to pursue university or other formal academic studies or activities
- conventions and conferences that keep employees up to date with new developments and connected to a network of colleagues
- continuing education opportunities for employees through the CBE's Chinook Learning Services, colleges, universities and other institutions
- providing employees with anytime, anywhere online access and learning opportunities
- ongoing, everyday professional learning throughout the organization

Lifelong learning is not just our hope for  
students, but for every employee too.





## steward our resources

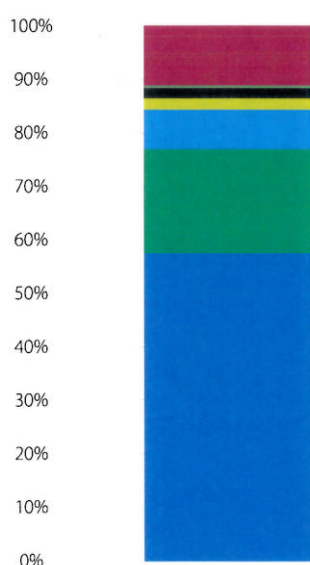
## looking back on 2011-12

financial summary for the year ended Aug. 31, 2012

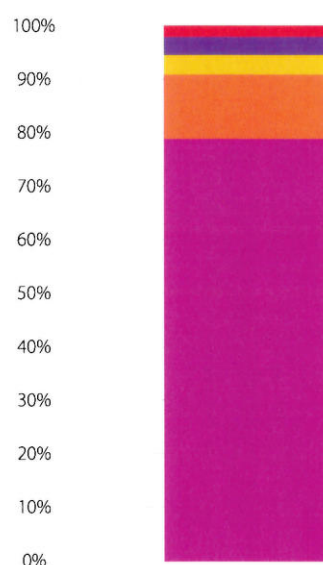
### highlights

- Almost 90 per cent of our revenue comes from provincial government grants
- Almost 78 per cent of expenses are salaries and benefits
- Last year we received additional, one-time funding of \$19.2 million which was directed to students in classrooms

### Revenue summary



### Expense summary



### notes |

1. The 2010-11 figures were restated to include the Alberta Teachers Retirement Funds in revenue and expense (flowthrough) and for the reclassification of School Generated Funds for comparative purposes.

2. The difference between revenue and expense is the operating surplus that the CBE achieved in 2011-12.

■ For additional financial information, please review our 2011-12 Audited Financial Statements, located on our website at [www.cbe.ab.ca/trustees/budget.asp](http://www.cbe.ab.ca/trustees/budget.asp)

**2011-12** **2010-11**  
**Actual** **(restated) <sup>1</sup>**  
**Revenue** **Actual**  
**all figures in \$ thousands**

#### Provincial

Base provincial instruction grants	682,730	648,043
Differential cost funding grants	230,582	230,007
Other provincial education grants	87,279	84,887
Capital support	25,865	25,626
Provincial priority targeted grants	23,715	20,788
Other provincial revenue	3,208	4,191

#### Other revenue

Federal grants & education agreements	2,242	2,201
Other revenue	131,963	85,268
<b>Total revenue <sup>2</sup></b>	<b>1,187,584</b>	<b>1,101,011</b>

**2011-12** **2010-11**  
**Actual** **Actual**  
**Expense** **Revenue**  
**all figures in \$ thousands**

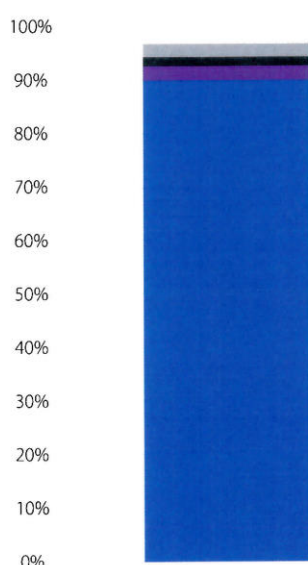
Instruction (K - 12)	897,525	874,046
Plant, operations and maintenance	137,442	139,967
Board & system administration	41,652	40,097
Transportation	37,760	36,931
External services	23,396	15,430
<b>Total expenses <sup>2</sup></b>	<b>1,137,775</b>	<b>1,106,471</b>

## 2012-13 spending to benefit our students

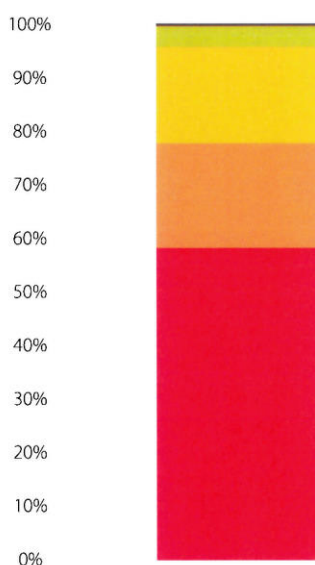
steward our  
resources

2012-13 operating budget

### Revenue summary



### Expense summary



### highlights of 2012-13 operating budget

- An additional \$21 million is being directed to schools
- Board governance and administrative expenses have decreased from 3.7 to 3.4 per cent of the operating budget, well below the provincial maximum of four per cent.

	2012-13 Updated Operating Forecast all figures in \$ thousands	2011-12 Approved Fall Update Budget all figures in \$ thousands		2012-13 Updated Operating Forecast all figures in \$ thousands	2011-12 Approved Fall Update Budget all figures in \$ thousands
■ Government of Alberta	1,050,653	1,018,224	■ Certificated salaries, wages & benefits expense	685,437	661,284
■ Fees	31,562	28,481	■ Non-certificated salaries, wages & benefits expense	232,679	223,627
■ Other sales and services revenue	20,321	32,948	■ Services, contracts and supplies expense	210,640	219,097
■ Amortization of capital allocations revenue	28,912	24,345	■ Amortization expense	47,902	42,455
■ All other revenues	32,505	26,458	■ Interest on capital debt expense	1,116	1,464
			■ All other expenses	1,377	1,683
<b>Total revenue</b>	<b>1,163,954</b>	<b>1,130,456</b>	<b>Total expenses</b>	<b>1,179,170</b>	<b>1,149,611</b>

## Three-Year Education Plan

### engage our public

Many community organizations and individuals contribute to our goal of success for every student.

We know that student success depends on the support and involvement of our community. For this reason, we are committed to engaging our community in meaningful ways and we strive to communicate clearly, openly and often. This ongoing work will continually improve as we develop our important relationships.

#### parents and guardians

Parents are students' first and most important teachers and they are the CBE's most important partners. We rely on parents to work with us in a variety of ways to recognize and nurture their child's unique gifts and abilities. Some parents volunteer in schools, while others take on executive roles on school councils or support student learning from home. We are committed to strengthening our relationship with parents and finding new ways to involve them in the important work of educating their children.

#### employees

Each of the CBE's more than 13,000 employees plays an important role in providing learning as unique as every student. While teachers, principals and school-based employees work directly with students to unlock their passions and potential, support staff ensure the system runs smoothly so teachers can focus on teaching.

#### partners

Many community organizations and individuals contribute to our goal of success for every student. One of our most innovative partnerships creates educationally rich opportunities at 13 sites in Calgary. Since 1993, when the first Campus Calgary/Open Minds site opened at the Calgary Zoo, students have had the opportunity to explore their community outside the four walls of their classrooms. In 2011-12, this innovative program opened its 13th site at the CBE's Education Centre and was recognized with two Global Best awards. These awards recognize educational partnerships that have a significant impact on their communities.



Students and parent volunteers learn at the new Campus Calgary/Open Minds site.



## community

Public education belongs to the public. Our system is among the best in the world and this is largely due to the importance Calgarians place on top-quality education. We look to the community to provide input on important topics and to help guide the work we do.

One of the most visible ways we recognize our community partnerships is through monthly Lighthouse Awards. Community partners are recognized for their significant contributions to the continued success of our students.

In spring, 2013 an audio overview of this report will be available on the CBE website in the following languages.

- Arabic
- Chinese
- English
- Punjabi
- Spanish
- Urdu
- Vietnamese

## engage in student success

We invite you to tell us more about what you want in Calgary's public education system by visiting [cbe.ab.ca](http://cbe.ab.ca)

- get involved
- stay connected
- support world-class public education



The Calgary Hitmen hockey team is one of the CBE's long-standing community partners.

cbe.ab.ca



Part of being unique is that each student learns differently. Students can realize their full potential by learning in ways that recognize their individuality. This is why the CBE is dedicated to personalized learning. Each of our more than 107,000 students is supported by our system. The CBE has the capacity to lead in education while honouring each student's gifts. The result is a rich and dynamic learning experience that enables lifelong learning.

learning | **as unique** | as every student

1221 - 8 Street S.W., Calgary, AB T2R 0L4  
t | 403-817-4000



**Calgary Board  
of Education**

**report to  
Board of Trustees****Trustee Liaison Report - Alberta School Boards Association  
(ASBA) Board of Directors**

Date	February 19, 2013
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trustee Lynn Ferguson
Purpose	Information
Governance Policy Reference	Governance Culture GC-3 Board Job Description

**1 | Recommendation**

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THAT the Alberta School Boards Association (ASBA) liaison report containing the ASBA Board of Directors' Meeting Highlights dated January 2013 be received for information.

**2 | Issue**

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The attached is a report provided by the Alberta School Boards Association (ASBA) with respect to their work. As the Board of Trustees' representative on the ASBA Board of Directors, I am providing this report for your information.

Respectfully submitted,

Trustee Lynn Ferguson  
Liaison Representative

Attachment I: ASBA Highlights January 2013



## ASBA Board of Directors Meeting

*Board Highlights are circulated to the ASBA Board of Directors and ASBA staff after each meeting. Directors are asked to share Board Highlights with their respective constituencies. See the ASBA website [www.asba.ab.ca](http://www.asba.ab.ca) for draft and official minutes. For more information contact **Marian Johnson** at 1.780.451.7101.*

### Board of directors adopts 2013-14 budget assumptions

The board of directors adopted these assumptions which will guide ASBA staff as they develop the association's draft 2013-14 budget.

- The budget will be balanced.
- Reasonable increases will be proposed for membership fees, fee for service rates and registration fees based on the projection of costs for the 2013-2014 year. If necessary, there can be a transfer from the building or operating reserve to balance the budget and meet projected expense levels. Options for fee increases and transfers from the building surplus will be a part of the March budget discussions.
- Past experience and the annual all in consumer price index for Alberta at December 2012 (CPI increase at November 2012 = .6 per cent) will be used to project expenses. However, to minimize the increase on fees charged back to school boards expenses will be reviewed in detail to identify any potential savings.
- The annual lease rate is \$20/sq ft. ASBA has a ten year lease agreement at the current location which began on April 15, 2010 and ends on April 14, 2020. Lease rates are \$20/sq ft for the first five years and \$22/sq ft for the last five years. Parking is \$230/stall/month subject to market changes. Building operating costs are projected to be \$14.99/sq ft (based on actuals plus 1.5% at January 1, 2013).
- Interest revenue will be based on current rates.
- Staffing levels will remain the same through 2013-2014.
- The proposed increase for staff salaries will be based on economic indicators (forecasted to be between 3.3 and 3.5 per cent). Benefit costs will increase by the % increase in salaries plus an additional projected rate increase of 1 per cent. Pension rates will increase to 11.39 per cent up to the YMPE (Yearly Maximum Pensionable Earnings – CPP Max) and 15.84 per cent above the YMPE. In 2013, the YMPE is \$51,100. The contribution rate for the Registered SiPP will remain at 5 per cent.
- The proposed increase for the per diem rate will be based on the same economic rate increase used for staff salaries (currently the per diem rate is \$166 and with a 3.3 per cent increase will move to \$171.50).

- There will be no proposed increase to the honorarium rates for the position of Vice-President (currently \$10,350) and President (currently \$20,700).
- The current mileage rate of .53/km (the approved CRA rate for 2011) will remain unchanged.
- Current memberships (NSBA, Law Society of Alberta, Canadian Bar Association, Certified Management Accountants, North American Association of Educational Negotiators, Chamber of Commerce, Canadian Education Society, etc) will be renewed. Membership in CSBA will be renewed for the period April 1, 2013 to March 31, 2014 and April 1, 2014 to March 31, 2015.
- Insurance will be renewed at current levels. Current insurance coverage includes employed lawyers liability, general liability, property, bond and crime, group accident and directors and officers.
- As 2013 is an election year, dollars will be allocated for various initiatives related to the election like increasing the awareness of locally elected school board trustees.
- There will be no direct recovery of travel type expenses from school districts using fee for service. Where possible, video conferencing will continue to be used to provide services to school boards.

### **Trustee candidate info sessions scheduled**

With the school board election coming up, the ASBA is offering free information sessions for potential candidates. The session will feature experienced trustees who will talk about the rewards and challenges of serving on school board and it will cover the basic eligibility requirements for school board candidates. We are encouraging people to pre-register for these sessions. The registration form and more information is posted on the ASBA website:

[http://www.asba.ab.ca/trustee\\_election13.asp](http://www.asba.ab.ca/trustee_election13.asp)

### **Info session: Is school trusteeship for me?**

Grande Prairie	7:00 pm	Wednesday, March 27	Sandman Inn, 9805 100th Street
Edmonton	7:00 pm	Friday, April 26	Royal Glenora, 11160 River Valley Road
Red Deer	7:00 pm	Monday, April 22	Sheraton, 3310-50 Avenue
Calgary	7:00 pm	Thursday, April 4	Executive Royal Inn, 2828-23 Street NE
Medicine Hat	7:00 pm	Tuesday, March 19	Medicine Hat Lodge, 1051 Ross Glen Drive SE
Lethbridge	7:00 pm	Wednesday, March 20	Lethbridge Lodge, 320 Scenic Drive

### **Progress report: ASBA Strategic plan**

Staff updated the board of directors with regard to progress on the ASBA's strategic plan. The plan and progress reports are available here: <http://www.asba.ab.ca/policies/strategic-plan.asp>

### **Upcoming learning opportunities**

#### ***Workplace Law and Labour Relations Legal conference March 7-8, 2012***

Join leading experts to find out about the latest in law and labour relations including: 10 hiring mistakes to avoid; investigating harassment claims; dealing with office romances and workplace gossip and personal harassment in your school jurisdiction.

**Program/registration:** <http://www.regonline.ca/builder/site/Default.aspx?EventID=1179651>



## report to Board of Trustees

## Summative Evaluation of the Chief Superintendent

Date	February 19, 2013
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Pat Cochrane, Chair
Resource Person	Pamela King, Board Evaluation Committee Chair
Purpose	Decision
Governance Policy Reference	GC-3: Board Job Description GC-4: Officer's Roles B/CSR-5: Chief Superintendent Accountability

### 1 | Recommendation

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It is recommended:

- **THAT the report and Attachment I be received as information and for the record.**

### 2 | Background

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Board of Trustees' Governance Policy B/CSR-5 states that, *the Board considers Chief Superintendent performance to be identical to organization performance*. Organizational accomplishment of the Board's Results policies, and operation according to the values expressed in the Board's Operational Expectations policies, will be considered successful Chief Superintendent performance. These two components define the Chief Superintendent's job responsibilities, and are the basis for the Chief Superintendent's performance evaluation. B/CSR-5.7 states that, *Each January the Board will conduct a formal summative evaluation of the Chief Superintendent. The summative evaluation will be based*



*upon data collected during the year from the monitoring of Results and Operational Expectations policies.*

With the approval of our new governance policies in January of 2012 our monitoring work for this year became additionally complex. The Board of Trustees approved the reasonable interpretation of all the Operational Expectations policies in 2012 and will monitor each of those policies before the end of June, 2013. The Board of Trustees was not able to consider the reasonable interpretation of all of the Results policies in 2012. It will be our work in 2013 to approve the remaining reasonable interpretations and then to monitor all the remaining Results policies before the end of June 2013. 2012 was a year of policy transition so there are some gaps in monitoring that will not occur in future years.

### 3 | Conclusion

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The purpose of the annual evaluation of the Chief Superintendent is to summarize the actions previously taken by the Board of Trustees as it monitored the Results and Operational Expectations policies during the year, and to draw conclusions on that basis.

Respectfully Submitted,

Pat Cochrane, Chair  
Board of Trustees

#### ATTACHMENTS

Attachment I: Summative Evaluation

#### 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.



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*January 1, 2012 – December 31, 2012*

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The purpose of the annual evaluation of the Chief Superintendent is to summarize the actions previously taken by the Board of Trustees as it monitored Results and Operational Expectations policies during the year, and to draw conclusions on that basis. The following policies were monitored by the Board of Trustees. Acceptance is evidence of satisfactory organizational and CEO performance.

## **RESULTS Monitoring Reports**

### **Results 1: Mega Result**

### **Results 2: Academic Success**

**Date of Review:** November 27, 2012 Regular Meeting of Board of Trustees

**Motion Carried:** THAT the Board of Trustees has reviewed the monitoring report on Results 2: Academic Success – English Language Arts, and concludes that reasonable progress is being made towards the ultimate achievement of this results policy, with the exception of the requirement for student achievement in the area of Grade 9 Knowledge and Employability English Language Arts, and with the exception of the requirement for student achievement in the area of Grade 9 English Language Arts Provincial Achievement Test results at the acceptable standard.\*

**Commendation:** THAT the Board of Trustees commends the Chief Superintendent for strong levels of student achievement in English Language Arts in the following areas:

- Grade 3 PAT acceptable standard and the standard of excellence;
- Grade 6 PAT acceptable standard;
- Grade 3 PAT standard of excellence;
- ELA 30-1 diploma results acceptable standard and the standard of excellence; and
- ELA 30-2 diploma results acceptable standard and the standard of excellence.

\* NOTE: During this transitional year English Language Arts was monitored. The other disciplines listed in Results 2 will be addressed in 2013.

### **Results 3: Citizenship**

**Date of Review:** Reasonable Interpretation approved June 12, 2012. Monitoring will occur in 2013.

**Motion Carried:** No motion as this policy was not monitored.

**Results 4: Personal Development**

**Date of Review:** Reasonable Interpretation and monitoring to occur in 2013.

**Motion Carried:** No motion as this policy was not monitored.

**Results 5: Character**

**Date of Review:** Reasonable Interpretation and monitoring to occur in 2013.

**Motion Carried:** No motion as this policy was not monitored.

**OPERATIONAL EXPECTATIONS Monitoring Reports****Operational Expectations 1: Global Operational Expectation**

**Date of Review:** Reasonable Interpretation approved September 18, 2012. Monitoring will occur in 2013.

**Motion Carried:** No motion as this policy was not monitored.

**Operational Expectations 2: Temporary Chief Superintendent Succession**

**Date of Review:** September 4, 2012 Regular Meeting of the Board of Trustees

**Motion Carried:** THAT the Board of Trustees approves that the Chief Superintendent is in compliance with the provisions of OE-2: Temporary Chief Superintendent Succession.

**Operational Expectations 3: Treatment of Owners**

**Date of Review:** October 16, 2012 Regular Meeting of the Board of Trustees

**Motion Carried:** THAT the Board of Trustees approves that the Chief Superintendent is in compliance with the provisions of OE 3: Treatment of Owners, with the exception of policy subsection 3.1.

**Additional Info:** **Policy 3.1 States** – Manage information in such ways that confidential information is protected.

**Commendation:** THAT the Board of Trustees commends the Chief Superintendent on the increased intentional focus of updating information on the Calgary Board of Education website in a proactive, responsive and timely manner.

**Operational Expectations 4: Treatment of Employees**

- Date of Review:** November 27, 2012 – Regular Meeting of the Board of Trustees
- Motion Carried:** THAT the Board of Trustees approves that the Chief Superintendent is in compliance with the provisions of OE-4: Treatment of Employees, with the exceptions of policy subsection 4.6 and policy subsection 4.7.
- Additional Info:** **Policy 4.6 States** – Maintains adequate job descriptions for all employee positions.
- Policy 4.7 States** – Protects confidential information.

**Operational Expectations 5: Financial Planning**

- Date of Review:** May 29, 2012 – Regular Meeting of the Board of Trustees
- Motion Carried:** THAT the Board of Trustees approves that the Chief Superintendent is in compliance with the provisions of Operational Expectations OE-5: Financial Planning.
- Commendation:** THAT the Board of Trustees commends the Chief Superintendent for devising a financial planning and budgeting process that addresses the new policies of the Board of Trustees and the advantages afforded by multi-year funding from the provincial government.

**Operational Expectations 6: Financial Administration**

- Date of Review:** Reasonable Interpretation approved June 12, 2012. Monitoring will occur in 2013.
- Motion Carried:** **No motion as this policy was not monitored.**

**Operational Expectations 7: Asset Protection**

- Date of Review:** Reasonable Interpretation approved October 2, 2012. Monitoring will occur in 2013.
- Motion Carried:** **No motion as this policy was not monitored.**

**Operational Expectations 8: Communication With and Support for the Board**

- Date of Review:** December 4, 2012 Regular Meeting of the Board of Trustees

**Motion Carried:** THAT the Board of Trustees approves that the Chief Superintendent is in compliance with the provisions of OE-8: Communication With and Support for the Board.

**Commendation:** THAT the Board of Trustees commends the Chief Superintendent for the challenging work done this year to operationalize the governance needs of the Board.

#### **Operational Expectations 9: Communicating With the Public**

**Date of Review:** Reasonable Interpretation approved September 4, 2012. Monitoring will occur in 2013

**Motion Carried:** No motion as this policy was not monitored.

#### **Operational Expectations 10: Instructional Program**

**Date of Review:** November 27, 2012 Regular Meeting of the Board of Trustees

**Motion Carried:** THAT the Board of Trustees approves that the Chief Superintendent is in compliance with the provisions of OE-10: Instructional Program.

#### **Operational Expectations 11: Learning Environment/Treatment/Treatment of Students**

**Date of Review:** October 16, 2012 Regular Meeting of the Board of Trustees

**Motion Carried:** THAT the Board of Trustees approves that the Chief Superintendent is in compliance with the provisions of OE 11: Learning Environment/Treatment of Students, with the exception of policy subsection 11.2.

**Additional Info:** **Policy 11.2 States** - Provide safe learning conditions for each student.

**Commendation:** THAT the Chief Superintendent be commended for achieving results in the high range in the category of safe and caring schools on the accountability pillar survey.

#### **Operational Expectations 12: Facilities**

**Date of Review:** November 6, 2012 Regular Meeting of the Board of Trustees

**Motion Carried:** THAT the Board of Trustees approves that the Chief Superintendent is in compliance with provision of OE 12: Facilities.

**SUMMARY OF MOTIONS AND COMMENDATIONS  
MONITORING REPORTS FOR EXECUTIVE LIMITATIONS  
January 2012**

**EXECUTIVE LIMITATIONS Monitoring Reports**

**Executive Limitation 12: Asset Protection**

**Date of Review:** January 12, 2012 Regular Meeting of the Board of Trustees

**Motion Carried:** THAT the Chief Superintendent has reasonably interpreted the provisions of Executive Limitation 12: Asset Protection and the Board of Trustees finds the Chief Superintendent to be in compliance, with the exception of policy sub-part 5.

**Additional Info:** **Policy Sub-part 5 states** - Fail to reasonably protect intellectual property, information, corporate data and files from loss, significant damage or unauthorized access.

**Commendation:** THAT the Chief Superintendent should be commended for the successful restructuring of all service units in response to the budgetary shortfall, resulting in significant cost savings and enhanced productivity.

Based upon the Board of Trustees' prior acceptance of these reports and the ongoing monitoring of the organization's and the Chief Superintendent's performance during the preceding evaluation period, the Board of Trustees reaches the following conclusions relative to the Chief Superintendent performance based on a ranking of satisfactory or unsatisfactory performance:

***That satisfactory performance has been achieved at both the Chief Superintendent and organizational level for the evaluation period January 1, 2012 to December 31, 2012.***

Above is a summary of the Chief Superintendent's performance relative to organizational operations within boundaries established by the **Operational Expectations** policies and progress toward achieving the Board of Trustees' **Results** policies.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Chair of the Board of Trustees

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Chief Superintendent of Schools