

public agenda

Regular Board Meeting

March 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.	1 Call to Order, National Anthem and Welcome			
	2 Consideration/Approval of Agenda		GC-2	
	3 Awards and Recognitions		GC-3	
10 mins	3.1 Edwin Parr Nominee	K. Peterson		Page 3-1
	4 Results Focus			
15 mins	4.1 School Presentation – Royal Oak School	J. Everett	R-5	
45 mins	4.2 Results 5: Character – Reasonable Interpretation, Baseline and Targets	N. Johnson	B/CSR-5, OE-8	Page 4-1
45 mins	4.3 Results 4: Personal Development – Reasonable Interpretation, Baseline and Targets	N. Johnson	B/CSR-5, OE-8	Page 4-11
	5 Operational Expectations			
15 mins	5.1 OE-6 – Financial Administration – Policy Subsection 6.2, Reasonable Interpretation	N. Johnson	B/CSR-5, OE-8	Page 5-1
	6 Public Comment [PDF]		GC-3.2	
Max 15 mins	Requirements as outlined in Board Meeting Procedures			



Time	Topic	Who	Policy Ref	Attachment
	7 Matters Reserved for Board Action	Board	GC-3.10	
	8 Board Consent Agenda	Board	GC-2.6	
	8.1 Approval of Minutes <ul style="list-style-type: none"> ▪ Regular Meeting held February 19, 2013 ▪ Regular Meeting held February 26, 2013 ▪ Regular Meeting held March 5, 2013 <i>(THAT the Board approves the minutes of the Regular Meetings held February 19, February 26, and March 5, 2013)</i>			Page 8-12 Page 8-22 To be distributed
	8.2 Correspondence <i>(THAT the Board receives the correspondence for information and for the record.)</i>			Page 8-1
	9 Chief Superintendent Consent Agenda	Board	GC-2.6	
	9.1 CBE Enrolment Summary <i>(THAT the CBE Enrolment Summary (February 8, 2013) be received for information.)</i>		R-2 OE-5, 8	Page 9-1
	9.2 Locally Developed Courses <i>(THAT the Board approves the newly developed, and renewed and developed CBE senior high locally developed courses and resources, and the withdrawal of expired CBE senior high locally developed courses, as set out in the report.)</i>			Page 9-12
	10 In-Camera Issues	Board		
6:00 p.m.	11 Adjournment			
	Debrief	Trustees	GC-2.3	

Notice |

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

Archives will be available for a period of two years.
Information is collected under the authority of the School Act and the 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.



report to Board of Trustees

2013 Alberta School Boards Association (ASBA) Edwin Parr Teacher Nominee

Date	March 19, 2013
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Naomi E. Johnson, Chief Superintendent of Schools
Purpose	Information
Originator	Keith Peterson, Superintendent (acting), Human Resources
Governance Policy Reference	Operational Expectations OE-4: Treatment of Employees
Resource Person(s)	Christine Davies, Coordinator, Staffing and Recruitment

1 | Recommendation

It is recommended:

- THAT the Board of Trustees receives the following report for information.
- THAT Brittany Jarema is the Calgary Board of Education nominee for the 2013 Alberta School Boards Association Edwin Parr Award.

2 | Issue

Nominations for the ASBA Edwin Parr Teacher Award are required to be received by the ASBA Zone 5 Chair by April 5, 2013.



3 | Background

The Alberta School Boards Association provides for an annual presentation of the Edwin Parr Teacher Award in recognition of outstanding teaching performance by a beginning teacher. Each ASBA Zone selects one nominee as a Zone winner. Six Zone winners will be presented at the ASBA Fall General Meeting to be held in November 2013. Nominations are open to any full or part-time first-year teacher.

Attachment I to this report outlines the history of this award, and the criteria for nomination and ultimate selection of winners.

Analysis

A Calgary Board of Education selection committee was convened in February 2013. Schools then submitted nominations for recipients of the Edwin Parr Teacher Award to the Committee Chair. After reviewing all nominations, the Committee recommended that Brittany Jarema be the Calgary Board of Education nominee for this award. Brittany is currently teaching music to students in grades 1-6 at Grant MacEwan School. Brittany holds two degrees from Concordia University College of Alberta: a Bachelor of Arts with a major in music and a Bachelor of Education. This nomination is a testament to the exceptional work Brittany has displayed in meeting the individual needs of her students through her thirst for professional development and her unrelenting passion to ensure her students reach their maximum potential.

Brittany teaches music to all students from Grade 1 - 6 (600 students). The students are of various ability levels and English proficiency levels in each class. At the beginning of the year Brittany conferred with each teacher to find out the learning profile of their students. She then took this knowledge and used it in the planning for her classes. She presents material visually, orally and hands-on as much as possible. Children are always actively engaged. Instruments are always out and ready to use along with pertinent visual information around the room. Evidence of understanding student learning styles are found in her plans and then evident in her delivery of lessons. Brittany keeps her lessons high paced with a variety of activities. Although the unit may be more towards an Orff or drumming rhythm class, there is always some component of singing in every class. Brittany is well versed and talented in teaching musical concepts. She breaks these down into manageable age and skill levels for each student. Multiple classes mean multiple ways of presenting information and different ways and levels of instructing the same thing. Brittany provides for total inclusion for all children.

Brittany plans and carries out engaging and age relevant activities. She uses a variety of musical instruments, infuses technology, activities, and games to learn music concepts; looks to the interest of the students and is always prepared for the day with lessons that allow for multiple entry points and student involvement. Brittany ensures that every student is able to find something that they can relate



to on any given day. Students set up a variety of rubrics, and students have the opportunity to self-assess and peer assess. Brittany follows the Program of Studies to create her inquiry units; therefore, she has heightened awareness of what the objectives are for the students at all grade levels. She is constantly adjusting instruction as to what the students are presenting as they work on the different tasks in music. Brittany does this by setting up a large number of mini lessons so that a student can jump in at any time and form an understanding.

Brittany is very interested in ongoing learning as a teacher. As a new teacher, Brittany has been matched with a team of mentor teachers who are also the only music teachers in their schools. When you are the only subject specific teacher in a school there is a need to make connections within the district. This has opened the door to help her find the connections in the area and throughout the district. Brittany is working within the Inquiry professional learning committee (PLC). This PLC brings work samples to the table around the project that they are doing so that they can support each other in developing worthwhile tasks. She is open to suggestions and willingly adapts changes in practise, her delivery of lessons or in implementing a different strategy with a student or group of students.

Brittany has attended both of the ATA's New Teachers' Conferences. She is enrolled in the Orff Introductory Course and has taken a workshop with the Themes and Variations Company. Brittany takes the ideas and concepts back to the classroom and shares them with her mentor group or other teachers in the school. Brittany also provides release time for the technology teacher in the school. She has researched and set up many art projects for grade 1 that mesh with what is being taught in the classroom.

Brittany is very engaged in extra-curricular activities and community activities. Since early fall she has had several choirs, hand bell groups, and Orff groups at noon every week. She works collaboratively to produce the winter concert and monthly assemblies. Brittany led and supported each classroom in their production. Setting up the gym, set design, props, lighting, sound and programming are done by all. Brittany coordinated the event with the results being two stellar performances.



4 | Conclusion

The Edwin Parr Award recognizes first year teachers for outstanding performance. To nominate an individual from the Calgary Board of Education for this Award, it is necessary to submit the nomination to the Alberta School Boards Association Zone 5 Chair by April 5, 2013. If successful at the Zone level, the CBE nominee will be recognized and honored at the ASBA Fall General Meeting.



NAOMI E. JOHNSON
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: Edwin Parr Award

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.



**Alberta School Boards Association
2013 Edwin Parr Award**

Background

Edwin Parr homesteaded in the Meanook area near Athabasca in 1920. Prior to 1925 he began his long career in educational affairs as a member of the board with the George Lake School District. He served as chair of the board with the Athabasca School Division and was on the council of the County of Athabasca from its formation in 1959 until his death in January 1963. Edwin Parr was president of the Alberta School Trustees' Association from 1956 to 1962. Ed Parr, as he was known to all, instituted an "Annual Teacher Award" in his school system. Each year a member of the teaching staff was chosen to receive a gold watch and an appropriate certificate for long and meritorious service.

In searching for a way in which his memory might be perpetuated and to honor the profession he so dearly respected, the Alberta School Trustees' Association established the Edwin Parr Teacher Award in 1964.

Criteria

- Any first year K-12 teacher is eligible for nomination.
- A minimum of 100 full-time equivalent days of teaching within the current school year is required (i.e.) September 2012 to June 2013.
- May have up to 120 days of teaching service prior to signing a full-time contract.
- An intern teacher is not eligible during his or her internship period but may be eligible in a subsequent year.
- Deadline for nominations is **April 5, 2013**.
- First year teaching experience must be completed in Alberta from a school jurisdiction that is a member of the ASBA.

Procedural Guidelines

Each school board is restricted to nominating one candidate. Supporting evidence, duly signed by the appropriate school board official(s), must accompany each nomination.

Awards Presentation

An appropriate gift will be presented to the six Edwin Parr Teacher Award winners at a zone function in their honor prior to the ASBA Fall General Meeting.

At the Fall General Meeting, each Edwin Parr Teacher Award winner will be recognized and honored.

Selection Criteria

(a)	School board evaluation	40 Points
(b)	Student teaching evaluation	5 Points
(c)	Scholastic history	5 Points
(d)	Interview with zone selection committee	50 Points

Only the above noted criteria will be used in determining the winner.

Procedures Regarding the Award

1. Initial identification and selection of each candidate will be made by the school board.
2. Upon school board approval of the nomination, the school superintendent or his/her authorized representative, will submit one complete copy of the nomination and a recent photograph of the winner to the appropriate ASBA zone chair by **April 5, 2013** and retain one complete copy of the nomination package at the board office for one year.
3. All information accompanying the nomination will be considered privileged and will be treated in strict confidence.
4. The association will pay expenses for zone winner attendance at the presentation ceremonies during the ASBA Fall General Meeting.
5. The evaluation accorded the nominee by his/her school board shall, at minimum, provide an assessment of the nominee's:
 - (A) Knowledge of student learning styles;
 - (B) Skill in utilizing a variety of instructional methodologies;
 - (C) Skill in utilizing a variety of student evaluation methodologies;
 - (D) Skill in diagnosing the entry knowledge and/or skill of students for a given set of instructional objectives;
 - (E) Skill in assisting students to develop a positive self-concept;
 - (F) Involvement in professional development;
 - (G) Involvement in extra-curricular and community activities.
 - (H) Interpersonal skills with students.

report to Board of Trustees

Reasonable Interpretation, Baseline and Targets Results 5: Character

Date	March 19, 2013
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Naomi E. Johnson, Chief Superintendent of Schools
Purpose	Decision
Originator	Naomi E. Johnson 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
Resource Person(s)	Ronna Mosher, Director, Office of the Chief Superintendent

1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves the reasonable interpretation of Results 5: Character.
- THAT the Board of Trustees approves the 2011-2012 target for Results 5: Character.
- THAT the Board of Trustees determines an appropriate date for presentation of the monitoring report for Results 5: Character.

2 | Issue

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

The attached report presents a reasonable interpretation, including interpretations and indicators, available baseline data and an overall 2011-2012 target for Board of Trustees' approval prior to monitoring Results 5: Character.



NAOMI E. JOHNSON
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENT I: Reasonable Interpretation of Results 5: Character

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*.



Each student will demonstrate good character.

Interpretation |

March 19, 2013

Attachment

The Chief Superintendent interprets the Board of Trustees' values in this statement to affirm the responsibility of public education to help students develop the attributes and standards of behavior that contribute to positive and healthy relationships, personal fulfillment and the common good.

The Chief Superintendent interprets *each student will demonstrate good character* to mean that in and through their learning program, every individual learner in the Calgary Board of Education will act in ways that are ethical and responsible and contribute to a positive learning environment for all.

Students will:

5.1 Possess the strength of character to do what is right.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students conduct themselves in ways that are consistent with their understanding of the ethical action required of them.

The Chief Superintendent interprets *to do what is right* to mean that students act beyond their self interest on behalf of what is good for the learning community and that their actions reflect both their values and community standards.

Indicators |

1. Percentage of grade 12 students who report they do what they believe is right even when it is difficult or unpopular to do so; as measured by student surveys.
2. Percentage of grade 12 students who report they respectfully challenge policies or decisions with which they may not agree; as measured by student surveys.
3. Percentage of grade 12 students who report they use technology responsibly and with integrity; as measured by student surveys.



Baseline |

1. The Calgary Board of Education Student Survey asks students in grade 12 to self-report on aspects of their learning. In 2011¹ this included the extent to which they agreed with the following statement "I do what is right for me and society even when it is difficult or unpopular to do so". In 2012 this statement was modified slightly to read "I do what I believe is right even when it is difficult or unpopular to do so".

I do what is right for me and society even when it is difficult or unpopular to do so	
Student Survey	2011
Strongly Agree	33.6%
Agree	56.2%
Disagree	8.3%
Strongly Disagree	1.9%
Overall Agreement	89.8%

A first year of data provides an early indication that Calgary Board of Education students do what they believe is right even when it is difficult or unpopular to do so.

2. Data for this indicator was first collected in this monitoring year.
3. The Calgary Board of Education Student Survey asks students in grade 12 to self-report on aspects of their learning. In 2011 this included the extent to which they agreed with the following statement "I use technology responsibly and with integrity".

I use technology responsibly and with integrity	
Student Survey	2011
Strongly Agree	41.4%
Agree	50.8%
Disagree	5.4%
Strongly Disagree	2.5%
Overall Agreement	92.2%

A first year of data provides an early indication that Calgary Board of Education students use technology responsibly and with integrity.

¹ The gathering of information for Calgary Board of Education Results monitoring reports is typically done during the last few months of a school year. Throughout this report, information labelled as 2011 represents the 2010-2011 school year.



5.2 Act morally with wisdom.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that student actions will reflect a foundation of good judgment and ethical decision-making.

The Chief Superintendent interprets *act morally with wisdom* to mean that in and through their learning programs students judge what is required within different situations and act responsibly for the good of themselves, others and the community.

Indicators |

1. Percentage of kindergarten students reported to accept and practice responsibility; as measured by student report cards.
2. Percentage of students in grades 1-9 reported to make responsible decisions; as measured by student report cards.²
3. Percentage of grade 12 students who report they think about the impact of their decisions and actions before they proceed; as measured by student surveys.
4. Percentage of grade 12 students who report they follow community expectations and their own convictions as they participate in and represent their learning; as measured by student surveys.

Baseline |

1. A number of student learning outcomes within the Personal and Social Responsibility section of Alberta Education's Kindergarten Program Statement are noted to be consistent with the values and understandings for student success identified in the Board of Trustees' policy for Results 5: Character. Data for these aspects of student learning within and through the kindergarten learning program has been gathered from June 2011 kindergarten report cards across the CBE.

² Indicators for this report card measure are: identifies possible choices in decision-making processes and evaluates them in light of the needs of self and others; makes decisions that reflect high regard for self and others; reflects on and takes responsibility for the impact of actions and decisions; and shows courage and conviction in raising issues and making difficult decisions.



Accepts and practices responsibility	
	2011
Strongly meeting expectations	33.8%
Meeting expectations	57.6%
Requires support to meet expectations	7.7%
Not yet meeting expectations	0.2%
Individual Program Plan	0.7%
Overall results for independently meeting expectations	91.4%

A first year of data provides an early indication that kindergarten students within the Calgary Board of Education successfully accept and practice responsibility.

2. Assessment and reporting of Citizenship, Personal Development and Character was introduced in grades 1-9 during the 2010-2011 school year. Citizenship, Personal Development and Character are not established as new curricula but are recognized as being embedded throughout the programs of study and students' daily learning experiences. The assessment and reporting of Citizenship, Personal Development and Character is strength-based with information collected from a number of learning events across a school year. Data for these aspects of student learning have been collected from June 2011 report cards across the CBE.

Makes responsible decisions	
	2011
Exemplary strengths	26.6%
Evident strengths	49.3%
Emerging strengths	19.4%
Network of support required	4.0%
Individual Program Plan	0.8%
Overall levels of success	95.3%

A first year of data provides an early indication that students in grades 1-9 within the Calgary Board of Education make responsible decisions.

3. Data for this indicator was first collected in this monitoring year.
4. Data for this indicator was first collected in this monitoring year.



5.3 Balance individual concerns with the rights and needs of others.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will demonstrate a sense of responsibility for the well-being of other people and the larger community.

The Chief Superintendent interprets *balance individual concerns with the rights and needs of others* to mean that students build relationships and contribute to a positive learning environment through respect, awareness and compassion.

Indicators |

1. Percentage of kindergarten students reported to develop positive relationships with others; as measured by student report cards.
2. Percentage of students in grades 1-9 reported to treat others with respect and compassion; as measured by student report cards.³
3. Percentage of grade 12 students who report they think about their own needs and the needs of others when making decisions; as measured by student surveys.
4. Percentage of grade 12 students who report they listen to and respond to the needs of others; as measured by student surveys.

Baseline |

1. A number of student learning outcomes within the Personal and Social Responsibility section of Alberta Education's Kindergarten Program Statement are noted to be consistent with the values and understandings for student success identified in the Board of Trustees' policy for Results 5: Character. Data for these aspects of student learning within and through the kindergarten learning program has been gathered from June 2011 kindergarten report cards across the CBE.

³ Indicators for this report card measure are: shows respect for the contributions and achievements of others; and responds and is sensitive to the needs and welfare of others.



Develops positive relationships with others	
	2011
Strongly meeting expectations	33.5%
Meeting expectations	61.2%
Requires support to meet expectations	4.3%
Not yet meeting expectations	0.1%
Individual Program Plan	1.0%
Overall results for independently meeting expectations	94.7%

A first year of data provides an early indication that kindergarten students within the Calgary Board of Education successfully develop positive relationships with others.

2. Assessment and reporting of Citizenship, Personal Development and Character was introduced in grades 1-9 during the 2010-2011 school year. Citizenship, Personal Development and Character are not established as new curricula but are recognized as being embedded throughout the programs of study and students' daily learning experiences. The assessment and reporting of Citizenship, Personal Development and Character is strength-based with information collected from a number of learning events across a school year. Data for these aspects of student learning have been collected from June 2011 report cards across the CBE.

Treats others with respect and compassion	
	2011
Exemplary strengths	32.0%
Evident strengths	50.7%
Emerging strengths	14.0%
Network of support required	2.5%
Individual Program Plan	0.7%
Overall levels of success	96.7%

A first year of data provides an early indication that students in grades 1-9 within the Calgary Board of Education treat others with respect and compassion.



3. The Calgary Board of Education Student Survey asks students in grade 12 to self-report on aspects of their learning. In 2011 this included the extent to which they agreed with the following statement "I consider the needs of others when thinking about my own needs". In 2012 this statement was modified to read "I think about my needs and the needs of others when making decisions".

I consider the needs of others when thinking about my own needs	
Student Survey	2011
Strongly Agree	37.8%
Agree	53.3%
Disagree	6.6%
Strongly Disagree	2.3%
Overall Agreement	91.1%

A first year of data provides an early indication that Calgary Board of Education students think about their own needs and the needs of others when making decisions.

4. The Calgary Board of Education Student Survey asks students in grade 12 to self-report on aspects of their learning. In 2011 this included the extent to which they agreed with the following statement "I listen to and respond to the needs of others".

I listen to and respond to the needs of others	
Student Survey	2011
Strongly Agree	38.6%
Agree	54.8%
Disagree	5.1%
Strongly Disagree	1.6%
Overall Agreement	93.4%

A first year of data provides an early indication that Calgary Board of Education students listen to and respond to the needs of others.



Target for Reasonable Progress |

The data sets available as initial baseline information for Results 5: Character provide early indication that Calgary Board of Education students are experiencing high levels of success in demonstrating their strength of character, their ability to act morally with wisdom and in balancing individual concerns with the rights and needs of others.

With results on specific measures ranging from approximately 90% to 97% for 2010-2011 the Calgary Board of Education has a strong initial platform of results on which to build. The next step for the organization is to ensure that these results are sustainable over time.

A number of the indicators included in this report are quite new. Teachers and principals are developing their knowledge and skill in assessing the ways that students' demonstrate character within and through their learning programs. Students are developing their ability to recognize and report on the ways in which aspects of character consistent with the Board of Trustees' policy are evident in and contribute to their learning.

Administration's first goal in relation to Results 5: Character is to create sustainability in these early results, to ensure that these levels of achievement are embedded in the fabric and culture of what Calgarians recognize as success in the organization. Sustainable results will help ensure that each student who enters the Calgary Board of Education over time will experience high levels of success in developing and demonstrating character in and through their learning programs.

The target for 2011-2012 results is sustainability, to ensure overall consistency with the level of success presented in the initial baseline results.

In this view of sustainability and creating long-term confidence and progress in the organization's impact on our students' character it is recognized that individual measures may demonstrate year-to-year fluctuations but that the overall data picture for Results 5: Character will be consistent.



report to Board of Trustees

Reasonable Interpretation, Baseline and Targets Results 4: Personal Development

Date	March 19, 2013
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Naomi E. Johnson, Chief Superintendent of Schools
Purpose	Decision
Originator	Naomi E. Johnson 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
Resource Person(s)	Ronna Mosher, Director, Office of the Chief Superintendent

1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves the reasonable interpretation of Results 4: Personal Development.
- THAT the Board of Trustees approves the 2011-2012 targets for Results 4: Personal Development.
- THAT the Board of Trustees determines an appropriate date for presentation of the monitoring report for Results 4: Personal Development

2 | Issue

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;"



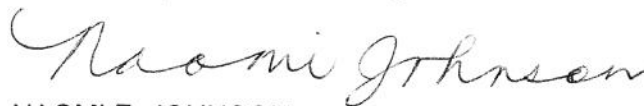
Board of Trustees' governance policy OE-8: Communication With and Support for the Board asks the Chief Superintendent to "submit required monitoring data in a thorough, accurate and understandable fashion, according to the Board's annual work plan schedule, and including both Chief Superintendent interpretations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

3 | Background

The program rationale and philosophy of the Alberta Health and Life Skills Kindergarten to Grade 9 and the senior high Career and Life Management (CALM) Programs of Study are provided as attachments to this report. These documents outline the vision and scope of school contributions to comprehensive health education in Alberta, with the aim of enabling students to make well-informed healthy choices and to practice healthy behaviors and outline the specific learning outcomes taught and assessed in CBE schools.

4 | Conclusion

The attached report presents available baseline data and 2011-2012 targets for Results 4 indicators for the Board of Trustees' approval prior to monitoring Results 4: Personal Development.



NAOMI E. JOHNSON
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENT I: Reasonable Interpretation Baseline and Target Report for Results 4: Personal Development

ATTACHMENT II: Alberta Health and Life Skills K-9 Program of Studies philosophy and rationale

ATTACHMENT III: Alberta Career and Life Management Program of Studies philosophy and rationale

GLOSSARY – Developed by the Board of Trustees

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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*.



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

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to affirm the responsibility of public education to recognize and strengthen the diverse abilities and capacities of individual learners.

The Chief Superintendent interprets *each student will identify and actively develop individual gifts, talents and interests* to mean that in and through their learning program, every individual learner in the Calgary Board of Education will become aware of and strengthen the personal abilities and potentials that contribute to their success.

Students will:

4.1 Demonstrate resilience and perseverance to overcome failure and adapt to change.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students respond to difficult circumstances and experiences in ways that continue the learning process.

The Chief Superintendent interprets *resilience and perseverance* to mean that students remain engaged in or return to their learning when faced with difficult or unfamiliar situations.

The Chief Superintendent interprets *overcome failure and adapt to change* to mean that students respond in new or renewed ways to new circumstances and setbacks in learning.

Indicators |

1. Percentage of students who report they work through setbacks and challenges in their learning; as measured by student surveys.
2. Percentage of students who report they can adapt to new learning situations; as measured by student surveys.



- Percentage of CBE students who return to school after dropping out; as reported by Alberta Education.

Baseline |

- The Calgary Board of Education Student Survey asks students in grade 12 to self-report on aspects of their learning. In 2010¹ and 2011 this included the extent to which they agreed with the following statement "I am confident in my ability to work through setbacks and challenges in my learning". In 2012 this statement was modified slightly to read "I work through setbacks and challenges in my learning".

I am confident in my ability to work through setbacks and challenges in my learning		
Student Survey	2010	2011
Strongly Agree	36.6%	37.9%
Agree	53.1%	53.6%
Disagree	6.8%	6.5%
Strongly Disagree	2.3%	2.0%
Overall Agreement	89.7%	91.5%

Early indicators are that Calgary Board of Education students can work through setbacks and challenges in their learning.

- The Calgary Board of Education Student Survey asks students in grade 12 to self-report on aspects of their learning. In 2010 and 2011 this included the extent to which they agreed with the following statement "I am able to adapt to new learning situations". In 2012 this statement was modified slightly to read "I can adapt to new learning situations".

I am able to adapt to new learning situations		
Student Survey	2010	2011
Strongly Agree	36.6%	36.1%
Agree	53.1%	52.9%
Disagree	6.8%	8.5%
Strongly Disagree	2.3%	2.5%
Overall Agreement	89.7%	89.0%

¹ The gathering of information for Calgary Board of Education Results monitoring reports is typically done during the last few months of a school year. Throughout this report, information labelled as 2010 represents the 2009-2010 school year, information labelled as 2011 represents the 2010-2011 school year, etc.



Early indicators are that Calgary Board of Education students can adapt to new learning situations.

3. Alberta Education² explains the calculation of the Annual Return Rate in this way:

"An initial Cohort of students age 14 to 18 is established for a given school year. The Dropout Rate is then calculated by determining the number of students from the Cohort who are not found to be in the learning system in the subsequent school year. Finally, the Returning Rate is calculated by tracking how many of the students who were not in the learning system in the second consecutive year are found to have returned to the learning system in the third year."

As an example, a student initially included in the age specific Cohort for the 2001/2002 school year who was not found to be participating in the learning system³ in the 2002/2003 school year is considered to have dropped out. The same student would be included in the Returning Rate if they were found to be participating in the learning system in 2003/2004."

Annual Return Rate				
2006	2007	2008	2009	2010
20.2	20.1	19.6%	23.7%	31.1%

The Annual Return Rate is reported a year behind other data sources.

The CBE's 2010 Annual Return Rate is well above the long term trend for this information and requires further understanding in the context of the results for 2011 and 2012.

² Alberta Education. (March, 2010). Annual dropout and returning rates. In *Government of Alberta*. Retrieved December 20, 2012, from <http://education.alberta.ca/media/356363/dropoutandreturningsum.pdf>.

³ The "learning system" refers to Alberta as a whole. A student is considered to be participating in the Alberta learning system if they meet at least one of the following criteria in the subsequent school year:

- a. the student has a registration in the K-12 system
- b. the student has taken a high school level course;
- c. the student has received a diploma;
- d. the student has attended a post-secondary institution;
- e. the student has registered in an apprenticeship program;
- f. the student has attained Academic Standing (passed five grade 12 courses that include one Language Arts diploma exam course and three other diploma exam courses by the end of the subsequent school year.)



4.2 Take initiative, set goals, self-evaluate and strive to continuously improve.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will be actively involved in the design and assessment of their learning.

The Chief Superintendent interprets *take initiative* to mean that students raise questions, explore ideas and identify possible actions within their learning programs.

The Chief Superintendent interprets *set goals* to mean that students identify new accomplishments they would like to pursue and achieve.

The Chief Superintendent interprets *self-evaluate* to mean that students examine evidence of their learning to understand what they have accomplished and what learning is required next.

The Chief Superintendent interprets *strive to continuously improve* to mean that students modify and refine their learning strategies based on experience and feedback.

Indicators |

1. Percentage of kindergarten students reported to show willingness to explore and expand learning and try new things; as measured by student report cards.
2. Percentage of students in grades 1-9 reported to set and work toward learning goals; as measured by student report cards.
3. Percentage of grade 12 students who report they are able to set goals for themselves and to work towards them; as measured by student surveys.
4. Percentage of grade 12 students who report they raise questions and bring their own ideas to learning tasks; as measured by student surveys.
5. Percentage of grade 12 students who report they use feedback and past experiences to improve their learning; as measured by student surveys.



Baseline |

1. A number of student learning outcomes within the Personal and Social Responsibility section of Alberta Education's Kindergarten Program Statement are noted to be consistent with the values and understandings for student success identified in the Board of Trustees' policy for Results 4: Personal Development. Data for these aspects of student learning within and through the kindergarten learning program has been gathered from June 2011 kindergarten report cards across the CBE.

Shows willingness to explore and expand learning and try new things	
	2011
Strongly meeting expectations	40.3%
Meeting expectations	56.6%
Requires support to meet expectations	2.8%
Not yet meeting expectations	0.1%
Individual Program Plan	0.9%
Overall results for independently meeting expectations	96.9%

A first year of data provides an early indication that kindergarten students within the Calgary Board of Education successfully show a willingness to explore and expand learning and try new things.

2. Assessment and reporting of Citizenship, Personal Development and Character was introduced in grades 1-9 during the 2010-2011 school year. Citizenship, Personal Development and Character are not established as new curricula but are recognized as being embedded throughout the programs of study and students' daily learning experiences. The assessment and reporting of Citizenship, Personal Development and Character is strength-based with information collected from a number of learning events across a school year. Data for these aspects of student learning have been collected from June 2011 report cards across the CBE.



Sets and works towards learning goals	
	2011
Exemplary strengths	24.0%
Evident strengths	52.2%
Emerging strengths	20.3%
Network of support required	3.0%
Individual Program Plan	0.5%
Overall levels of success	96.5%

A first year of data provides an early indication that students in grades 1-9 within the Calgary Board of Education successfully set and work towards learning goals.

3. The Calgary Board of Education Student Survey asks students in grade 12 to self-report on aspects of their learning. In 2011 this included the extent to which they agreed with the following statement "I am able to set goals for myself and work toward them".

I am able to set goals for myself and work toward them	
Student Survey	2011
Strongly Agree	36.1%
Agree	51.9%
Disagree	9.6%
Strongly Disagree	2.4%
Overall Agreement	88.0%

A first year of data provides an early indication that Calgary Board of Education students can set goals and work towards them.

4. Data for this indicator was first collected in this monitoring year.
5. Data for this indicator was first collected in this monitoring year.



4.3 Have the confidence to embrace ambiguity and complexity.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will be open to and positive about engaging in learning that exceeds simple and predictable tasks, ideas and experiences.

The Chief Superintendent interprets *confidence* to mean that students approach learning with positive expectations.

The Chief Superintendent interprets *ambiguity* to mean learning that has an element of uncertainty or that can be understood in more than one way.

The Chief Superintendent interprets *complexity* to mean learning that involves a number of interconnected parts.

Indicators |

1. Percentage of kindergarten students reported to show persistence in following through with learning challenges; as measured by student report cards.
2. Percentage of students in grades 1-9 reported to engage in learning with confidence and persistence; as measured by student report cards.⁴
3. Percentage of grade 12 students who report they are comfortable learning about things that don't have a single right answer; as measured by student surveys.

Baseline |

1. A number of student learning outcomes within the Personal and Social Responsibility section of Alberta Education's Kindergarten Program Statement are noted to be consistent with the values and understandings for student success identified in the Board of Trustees' policy for Results 4: Personal Development. Data for these aspects of student learning within and through the kindergarten learning program has been gathered from June 2011 kindergarten report cards across the CBE.

⁴ Indicators for this report card measure are: approaches new learning situations with positive expectations; demonstrates interest in and curiosity about ideas, objects, events and resources; demonstrates a range of approaches for developing representing understanding; and adjusts, adapts and persists with challenges in the learning process – ambiguous ideas, complex tasks and problems requiring multiple attempts to reach success.



Shows persistence in following through with learning challenges	
	2011
Strongly meeting expectations	31.8%
Meeting expectations	60.7%
Requires support to meet expectations	6.8%
Not yet meeting expectations	0.2%
Individual Program Plan	0.6%
Overall results for independently meeting expectations	92.5%

A first year of data provides an early indication that kindergarten students within the Calgary Board of Education successfully show persistence in following through with learning challenges.

2. Assessment and reporting of Citizenship, Personal Development and Character was introduced in grades 1-9 during the 2010-2011 school year. Citizenship, Personal Development and Character are not established as new curricula but are recognized as being embedded throughout the programs of study and students' daily learning experiences. The assessment and reporting of Citizenship, Personal Development and Character is strength-based with information collected from a number of learning events across a school year. Data for these aspects of student learning have been collected from June 2011 report cards across the CBE.

In 2011 student report cards in grades 1-9 included the stems "demonstrates confidence and autonomy in learning" and "engages in learning with initiative, persistence and integrity". In 2012 these statements have been combined to read "engages in learning with confidence and persistence".

Engages in learning with initiative, persistence and integrity	
	2011
Exemplary strengths	28.0%
Evident strengths	47.4%
Emerging strengths	19.4%
Network of support required	4.3%
Individual Program Plan	0.9%
Overall levels of success	94.8%



Demonstrates confidence and autonomy in learning	
	2011
Exemplary strengths	22.1%
Evident strengths	49.7%
Emerging strengths	22.3%
Network of support required	4.7%
Individual Program Plan	1.2%
Overall levels of success	94.1%

A first year of data provides an early indication that students in grades 1-9 within the Calgary Board of Education successfully engage in learning with confidence and persistence.

3. Data for this indicator was first collected in this monitoring year.

4.4 Take risks appropriately.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will intentionally and thoughtfully strive beyond what is easy and comfortable in their learning.

The Chief Superintendent interprets *take risks* to mean that students act without assurance of success in order to fulfill a learning goal.

The Chief Superintendent interprets *appropriately* to mean in alignment with the expectations and indicators of the Board of Trustees' Results policies for Citizenship and Character.

Indicators |

1. Percentage of students who report they try new things in their learning even when they are not guaranteed success; as measured by student surveys.

Baseline |

1. Data for this indicator was first collected in this monitoring year.



4.5 Make lifestyle choices based upon healthy attitudes and actions, and be able to assume responsibility for personal well-being.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will make well-informed decisions on behalf of their physical, social, and emotional health and become increasingly independent in doing so.

The Chief Superintendent interprets *lifestyle choices* to mean decisions that promote overall well-being for the present and future.

The Chief Superintendent interprets *healthy attitudes and actions* to mean understandings, values, decisions and behaviors that promote physical, social and emotional well-being.

The Chief Superintendent interprets *assume responsibility for personal well-being* to mean that students gather, evaluate and synthesize information to understand health issues and make health-related decisions.

Indicators |

1. Percentage of students experiencing success with the learning outcomes of the Health/CALM programs of study; as measured by student report cards.
2. Percentage of grade 12 students who report they make decisions that keep them physically healthy; as measured by student surveys.
3. Percentage of grade 12 students who report they make decisions that contribute to their overall well-being; as measured by student surveys.

Baseline |

1. Data for this indicator was first collected in this monitoring year.
2. The Calgary Board of Education Student Survey asks students in grade 12 to self-report on aspects of their learning. In 2010 and 2011 this included the extent to which they agreed with the following statement "I learned how to practise a healthy and active lifestyle". In 2012 this statement was modified slightly to read "I make decisions that help keep me physically healthy".



I learned how to practise a healthy and active lifestyle		
Student Survey	2010	2011
Strongly Agree	34.4%	36.9%
Agree	49.3%	49.3%
Disagree	11.2%	10.3%
Strongly Disagree	3.9%	3.6%
Overall Agreement	83.7%	86.2%

Early indicators are that Calgary Board of Education students are able to make decisions that keep them physically healthy.

3. Data for this indicator was first collected in this monitoring year.

4.6 Be able to lead and follow as appropriate, and to develop and maintain positive relationships with other individuals and groups in order to manage conflict and to reach consensus in the pursuit of common goals.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will work well with others to advance individual and group learning.

The Chief Superintendent interprets *lead and follow* to mean that students take multiple roles in contributing to the work of a group.

The Chief Superintendent interprets *develop and maintain positive relationships* to mean that students communicate and interact effectively with others.

The Chief Superintendent interprets *manage conflict and reach consensus* to mean that students communicate and problem solve together for their shared benefit.

Indicators |

1. Percentage of kindergarten students reported to work and communicate effectively with others; as measured by student report cards.



2. Percentage of students in grades 1-9 reported to work and collaborate effectively with others; as measured by student report cards⁵.
3. Percentage of grade 12 students who report they work and communicate effectively with others; as measured by the student surveys.

Baseline |

1. A number of student learning outcomes within the Personal and Social Responsibility section of Alberta Education's Kindergarten Program Statement are noted to be consistent with the values and understandings for student success identified in the Board of Trustees' policy for Results 4: Personal Development. Data for these aspects of student learning within and through the kindergarten learning program has been gathered from June 2011 kindergarten report cards across the CBE.

Works and communicates effectively with others	
	2011
Strongly meeting expectations	27.7%
Meeting expectations	64.9%
Requires support to meet expectations	5.2%
Not yet meeting expectations	0.1%
Individual Program Plan	2.2%
Overall results for independently meeting expectations	92.6%

A first year of data provides an early indication that kindergarten students within the Calgary Board of Education successfully work and communicate effectively with others.

⁵ Indicators for this report card measure are: assumes leadership or contributing roles to advance learning and community goals; communicates with others to build understanding; and works with others to manage conflict and reach consensus.



2. Assessment and reporting of Citizenship, Personal Development and Character was introduced in grades 1-9 during the 2010-2011 school year. Citizenship, Personal Development and Character are not established as new curricula but are recognized as being embedded throughout the programs of study and students' daily learning experiences. The assessment and reporting of Citizenship, Personal Development and Character is strength-based with information collected from a number of learning events across a school year. Data for these aspects of student learning have been collected from June 2011 report cards across the CBE.

In 2011 student report cards in grades 1-9 included the stem "works and communicates effectively with others". In 2012 this was modified slightly to read "works and collaborates effectively with others".

Works and communicates effectively with others	
	2011
Exemplary strengths	24.1%
Evident strengths	52.2%
Emerging strengths	20.3%
Network of support required	3.0%
Individual Program Plan	0.5%
Overall levels of success	96.6%

A first year of data provides an early indication that students in grades 1-9 within the Calgary Board of Education successfully work and collaborate with others.

3. Data for this indicator was first collected in this monitoring year.

Targets for Reasonable Progress |

The data sets available as initial baseline information for Results 4: Personal Development provide early indication that Calgary Board of Education students are experiencing high levels of success in identifying and actively developing their individual gifts and talents.

With results on specific measures collected within the CBE ranging from approximately 86% to 97% in 2010-2011 the Calgary Board of Education has a strong initial platform of results on which to build. The next step for the organization is to ensure that these results are sustainable over time.



A number of the indicators included in this report are quite new. Teachers and principals are developing their knowledge and skill in assessing the ways that students' demonstrate their personal development within and through their learning programs. Students are developing their ability to recognize and report on the ways in which aspects of their development consistent with the Board of Trustees' policy are evident in and contribute to their learning.

Administration's first goal in relation to Results 4: Personal Development is to create sustainability in these early results, to ensure that these levels of achievement are embedded in the fabric and culture of what Calgarians recognize as success in the organization. Sustainable results will help ensure that each student who enters the Calgary Board of Education over time will experience high levels of success in demonstrating personal development in and through their learning programs.

The target for 2011-2012 results is sustainability, to ensure overall consistency with the level of success presented in the initial baseline results.

In this view of sustainability and creating long-term confidence and progress in the organization's impact on our students' personal development it is recognized that individual measures may demonstrate year-to-year fluctuations but that the overall data picture for Results 4: Personal Development will be consistent.

With respect to the organization's Annual Return Rate, for which there is several years of data provided by Alberta Education; a general pattern of improvement is noted between 2006 and 2009, with a more significant increase between 2009 and 2010. Continued long term improvement in this measure is valued and is seen to represent a greater degree of success than a single year's results. This is consistent with Alberta Education's approach to identifying organizational improvement in relation to averages of previous results.

In seeking long term progress in having students "demonstrate resilience and perseverance to overcome failure and adapt to change" as part of Results 4: Personal Development, the Annual Return Rate is targeted to improve in relation to its five-year trend rather than simply in relation to its 2010 result.

The average of the results from 2006 to 2010 is 23%. **The specific target for the Annual Return Rate is for it to be reported as 23% for 2011.**



report to Board of Trustees

Reasonable Interpretation Operational Expectations 6: Financial Administration

Date	March 19, 2013
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Naomi E. Johnson, Chief Superintendent of Schools
Purpose	Decision
Originator	Deborah L. Meyers, Superintendent, Chief Financial Officer, Corporate Treasurer
Governance Policy Reference	Board/Chief Superintendent Relationship B/CSR 5: Chief Superintendent Accountability Operational Expectations OE-8: Communication With and Support for the Board
Resource Persons	Anil Jain, Director, Supply Chain Services

1 | Recommendation

It is recommended:

THAT the Board of Trustees approves the reasonable interpretation of OE-6: Financial Administration, sub-section 6.2.

2 | Issue

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;"



At the Board of Trustees' public meeting on January 8, 2013 Administration presented a monitoring report for OE-6: Financial Administration. At this meeting the Board of Trustees directed the Chief Superintendent to bring back additional or different indicators for policy sub-section 6.2 by March 31, 2013.

3 | Conclusion

The attached report presents a reasonable interpretation, including interpretations and indicators, of OE-6 sub-section 6.2 for Board of Trustees' approval.



NAOMI E. JOHNSON
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENT: Reasonable Interpretation of OE-6: Financial Administration, sub-section 6.2

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-6: FINANCIAL ADMINISTRATION
REASONABLE INTERPRETATION REPORT

The Chief Superintendent will:

March 19, 2013

Attachment

- 6.2 Ensure that all purchases are based upon comparative prices of items of similar value, including consideration of both cost and long-term quality, using appropriate business practices and in compliance with industry standards.

Interpretation |

The Chief Superintendent interprets that the Board values compliance with legal and trade agreement requirements and procurement of goods and services based on the principles of: vendor fair access to information on procurement opportunities, competition, demand aggregation, value for money, transparency and accountability.

To achieve these objectives, the Calgary Board of Education uses a variety of procurement or solicitation instruments to ensure that the cost of the procurement process, to both vendors and the Calgary Board of Education, is appropriate in relation to the value and complexity of each procurement and that procurement in "exception" circumstances is consistent with best practice. In this case, "exception" is a situation in which normal purchasing processes may not occur, such as sole sourcing due to proprietary acquisitions, emergency situations, warranty requirements, patent rights, license agreements or other obligations which may prevent Strategic Sourcing Services from using the normal competitive bidding or formal bidding processes and is in the best interest of the Calgary Board of Education. The following summarizes the controls applied by Administration for "exceptions":

For emergency conditions, (defined as "a condition which, in the opinion of a designated Calgary Board of Education employee, loss of life or property may occur if immediate action is not taken"), authority to purchase without competitive quotes is delegated to:

- the signing authority, for purchases less than \$5,000;
- Supply Chain Services Buyer positions for purchases greater than \$5,000 but less than \$25,000;
- the Manager, Strategic Sourcing for purchases greater than \$25,000 but less than \$50,000; and
- the Director, Supply Chain Services for purchases greater than \$50,000.



**OE-6: FINANCIAL ADMINISTRATION
REASONABLE INTERPRETATION REPORT**

For all other exceptions, as defined above, authority for exceptions to the usual purchasing requirement is delegated to:

- the Director, Supply Chain Services, for purchases between \$5,000 and \$200,000; and
- the Treasurer, for purchases over \$200,000.

Decisions with regard to exceptions are based on sole source justifications submitted by the signing authority.

These processes are delineated in Administrative Regulation 7001.

Indicator of Compliance |

1. 100% compliance with The Agreement on Internal Trade, New West Partnership Trade Agreement (NWPTA) between British Columbia, Alberta and Saskatchewan, and any Acts/Regulations specifically relevant to the CBE as evidenced by internal monitoring.
2. 100% of all procurements over \$75,000 are competitively bid or are justified as sole source as evidenced by internal monitoring.



report to Board of Trustees

Correspondence

Date	March 19, 2013
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 November 5, 2012 from Mr. K. Feehan, Fraser Milner Casgrain LLP, to Ms. L. Safran, Davis LLP (General Counsel for CBE) regarding parliamentary procedure questions for the Calgary Board of Education.
- Letter dated February 28, 2013 from Board Chair Pat Cochrane, to the Honourable J. Johnson, Minister of Alberta Education, regarding the Calgary Board of Education's travel and expense disclosure policy.
- Email dated March 8, 2013 from the Honourable J. Johnson, Minister of Education, to Board Chairs and Superintendents, regarding changes to Diploma Exam Accommodations and Exemptions.
- Email dated March 8, 2013 from the Honourable J. Johnson, Minister of Education, to Board Chairs and Superintendents, regarding Budget 2013 and changes to accommodation requests - dialogue with teachers.

Appendix I: Relevant Correspondence





Fraser Milner Casgrain LLP
2900 Manulife Place
10180 - 101 Street
Edmonton, AB, Canada T5J 3V5

MAIN 780 423 7100
FAX 780 423 7276

November 5, 2012

VIA EMAIL AND MAIL

Kevin P. Feehan, Q.C.
Kevin.Feehan@fmc-law.com
DIRECT 780 423 7330
File No.: 134722-1

Attn: Laura M Safran, Q.C.

Davis LLP
1000, 250-2nd Street SW
Calgary, Alberta T2P 0C1

Dear Laura:

RE: Parliamentary Procedure Question for the Calgary Board of Education

INTRODUCTION

Thank you for your inquiry of October 30, 2012, asking whether I could address, for the benefit of your client the Calgary Board of Education, the parliamentary procedure with respect to the use of a Notice of Motion to add a matter to an agenda, as opposed to the usual process for fixing a board agenda.

As you are aware, in addressing a procedural question, there are always three levels of inquiry: the first and precedent inquiry is with respect to the relevant legislation, in this case the *School Act*, RSA 2000, c-S-3; the second inquiry is of the board's bylaws and policy documents, in this case the Board of Trustees' Governance Policy and Board Meeting Procedures, and the third inquiry is with respect to the board's adopted generic rules of procedure, in this case Robert's Rules of Order, 11th edition (2011). The *School Act* has priority over the bylaws and rules of the board which in turn have priority over Robert's Rules of Order. If one can answer the parliamentary question at the level of inquiry with greater priority, one may not rely upon a contradictory answer from a source with lower priority. This well recognized order of precedence is reaffirmed in the Board of Trustees' Board Meeting Procedures, Application, subsections (1) and (2).

THE SCHOOL ACT

There is no provision in the *School Act* that specifically addresses the procedural use of a Notice of Motion or a specific process for setting a matter on the board agenda. There are, however, provisions, not relevant to this opinion, with respect to mandatory Notices of Motion (see for example s.58: Closure of Schools, and the *School Act Closure of Schools Regulation*, A.R.238/1997, as amended, ss. 4 and 5).

One might mistakenly be tempted to rely upon section 72(1) of the *School Act* which reads as follows:

“All resolutions shall be submitted to a board by the chair or a trustee and no seconder is required.”

(See also Board of Trustees’ Board Meeting Procedures Control and Conduct of Board of Trustees’ Meetings, subsection J. (9)(a))

However, a parliamentary Notice of Motion is not a resolution, but merely advice that a resolution may be proposed at a later date. In addition, section 72(1) is not substantive in nature, but procedural, it merely indicates that when a resolution is submitted, the only parties that may make that submission are the board chair or a trustee, and in the case of a school board, there is no seconder. It does not give authority to make a resolution; it only sets out process if a resolution is to be made.

The *School Act* does, however, have a relevant provision to this issue, section 68 which reads as follows:

“The board may make rules governing its internal procedure and its meetings”.

This provision allows for the passage of the Board of Trustees’ Governance Policy and Board Meeting Procedures, the next level of inquiry.

BOARD OF TRUSTEES’ GOVERNANCE POLICY

The Board of Trustees’ Governance Policy contains no specific procedural guidelines with respect to the use of a Notice of Motion. It does, however, provide some general assistance on the procedural operation of the board. The GC-2, Governing Commitments, subsection 2.2, provides that the board will function as a single unit, make decisions as a group, and no individual will be permitted to limit the board’s performance or prevent the board from fulfilling its commitments. GC-4.5 provides that the chair “in concert with the chief superintendent” is the party on behalf of the board tasked with developing the board meeting agendas, and pursuant to GC-4.1 for assuring that the board’s actions are consistent with the board’s procedures and policies, that the board’s discussion and attention is focused on board issues and for assuring that the board meeting discussions are active, efficient and orderly.

BOARD OF TRUSTEES’ BOARD MEETING PROCEDURES

Once again, the Board of Trustees’ Board Meeting Procedures do not specifically address the use of procedural Notices of Motion. They do, however, address the use of a mandatory Notice of Motion as a criteria for a Motion to Rescind a Motion Previously Passed (Board meeting Procedures, J.(13)(d)), which is not relevant to this opinion.

The Board Meeting Procedures do address in detail the proper methodology for setting and adding items to an agenda and the role of the Chair with respect to matters of setting the agenda and parliamentary procedure.

"Agenda" is defined as the "list of items and order of business for any meeting of the Board of Trustees" (Board Meeting Procedures, Definitions, ss. (1)(b)), and the "Public Agenda" is defined as that "part of any Agenda and related information and materials which relate to any public meeting of the Board of Trustees" (Board Meeting Procedures, Definitions ss. (1)(l)). The general preparation of the agenda takes place at the regular private meetings of the Board of Trustees (Board Meeting Procedures, Agenda, ss. F.(1)). The agenda information is then circulated six days prior to the public meeting and "only that material which has been ... distributed ... may be considered at a meeting for which the Agenda is prepared", subject to emergent matters and concern for practicality or confidentiality (Board Meeting Procedures, Agenda, ss. G.(1), (2) and (4)). Finally, the order of business is as set out in the agenda (Board Meeting Procedures, Agenda, H.(1)).

If a trustee is not happy with what has been placed on the agenda at the private meeting of the Board of Trustees, that trustee may address the issue upon approval of the agenda at the beginning of the public meeting; the chair, at the beginning of the public meeting, outlines the agenda, requests recommendations for amendments, entertains inquiries and "then entertain(s) a motion to approve the Agenda as submitted or amended" (Board meeting Procedures, Agenda, ss. I.(2)). There is also provision for a Board Consent Agenda and a Chief Superintendent Consent Agenda to address routine matters of report such as approval of minutes and information to the board, although those consent agendas are not the subject of this opinion (Board Meeting Procedures, Agenda, ss. I.(d), (a) and (b)). Likewise, this opinion does not address the Private Agenda relevant to the private meetings of the Board of Trustees or the *in camera* portions of public meetings (Board Meeting Procedures, Agenda, I., Private Agenda, ss. (1)).

This is the usual and expected means of adding matters to the agenda, commenting on the agenda or amending the agenda. There is sufficient opportunity to utilize these sections to ensure that every trustee has an opportunity, subject to the will of majority of the board, to have matters addressed in public, or to raise matters to be addressed, in public.

The Board Meeting Procedures also address in detail the role of the chair in ensuring that meetings be "accomplished in an orderly and efficient manner, while maintaining the principles of democracy", maintaining order and decorum, deciding points of order "without debate or comment", and ruling when a motion is out of order (Board Meeting Procedures, Purpose, ss. (2), Application, ss. (4), Control and Conduct of Board of Trustees' Meetings, ss. (J)(1)(c)(i)-(vi)). If any trustee is concerned with the procedural determinations made by the chair, those are properly addressed by a point of order (Board Meeting Procedures, ss. J.(6)(b)), and if not satisfied with the determination on the point of order, a challenge to the chair, which will be determined by majority vote of the trustees (Board Meeting Procedures, ss. J.(7)(a)-(d)). That way, all of the determinations of the chair are subject to initial question by any individual trustee, and to the will of the majority of trustees with respect to procedure.

ROBERT'S RULES OF ORDER

Because there are no specific provisions contained in the *School Act*, the Board of Trustees' Governance Policy, nor the Board of Trustees' Board Meeting Procedures with respect to parliamentary Notices of Motion, one is then entitled to review the next priority of procedural orders, Robert's Rules of Order, although any comments in that source with respect to Notices

of Motion must also be consistent with the process for addressing the agenda as set out in the Board of Trustees' Board Meeting Procedures.

As a preliminary observation, subject to all that has been said with respect to the priority of the *School Act*, the Board of Trustees' Governance Policy and the Board of Trustees' Board Meeting Procedures, a trustee maintains "basic rights of membership", including the right to full participation in proceedings, the right to attend meetings, make motions, speak in debate, vote, make nominations and give previous notice of motion, except if deprived of such rights through disciplinary proceedings (Robert's, p.3). Many rules with respect to Notices of Motion are set out in Robert's Rules of Order at pp. 121-124. Often, a Notice of Motion is mandatory in nature, for example, with respect to Motions to Rescind, Amend a Motion Previously Adopted, to discharge a committee, to postpone a scheduled event, or to adopt or amend special rules of order (Robert's, p.122). Those essentially substantive usages of a Notice of Motion are not the subject of this opinion. In those circumstances, a Notice of Motion means that "notice of intent to introduce the proposal must be given at the preceding meeting (in which case the notice can be oral) or in the call of the meeting at which it is brought up" (Robert's, p.404). This mandatory type of Notice of Motion may not be utilized other than as required by those specialty motions as set out above (Robert's, pp.121-124).

However, sometimes during the course of debate a member will be entitled to indicate that if a motion is defeated, he or she may bring a different motion to address the needs of the assembly in another fashion (for example, "if the trustees vote 'no' to ordering pizza for dinner this evening, they do not need to fear going hungry; I will bring an immediate motion to order sandwiches."). In that case, the rules with respect to debate on a motion need be followed and the usual rules governing debate prevail (Robert's, pp.385-399). The Notice of Motion must constitute "discussion on the merits of a pending question" (Robert's, p.385) and a trustee's "remarks must be germane to the question before the assembly – that is, his statements must have bearing on whether the immediately pending motion should be adopted" (Robert's, p.392).

If a Notice of Motion is not mandatory in that it is specifically required with respect to a following motion, or wholly procedural but limited to discussion on the merits and germane to the pending question, it is out of order. The duty of the chair is to rule it out of order and the rules with respect to points of order (Robert's, pp.247-255), and challenges or appeals of the chair (Robert's, pp.255-260) apply.

CONCLUSION

The use of Notices of Motion are restricted. There is no provision for Notices of Motion in the *School Act* or the Board of Trustees' Governance Policy, and the only reference in the Board of Trustees' Board Meeting Procedures is with respect to its use to Rescind a Motion Already Passed. A Notice of Motion is mandatory under Robert's Rules of Order as a necessary precondition to advise the board of an upcoming Motion to Rescind, Amend a Motion Previously Adopted, to discharge a committee, postpone an event already scheduled, or to adopt special rules of order. Procedurally, it may be allowed during debate to provide for an immediate alternative motion at the close of a negative vote, providing that it is wholly restricted to the merits of, and germane to, a pending question. A Notice of Motion is

otherwise out of order, and should be dealt with accordingly by the chair, subject to the rules of point of order and challenge to the chair.

The proper and usual process for adding a matter to the agenda is set out in detail in the Board of Trustees' Board Meeting Procedures, and includes participation in the setting of the agenda in the private meeting of the board, or requesting an addition to or amendment of the agenda in the public board meeting when the question is put to set the agenda.

A Notice of Motion is not properly used for an individual trustee's placement of a matter for debate upon the agenda.

If I can be of further assistance in addressing this question, please do not hesitate to make further contact for that purpose.

Yours very truly,
Fraser Milner Casgrain LLP

A handwritten signature in black ink, appearing to read 'Kevin P. Feehan', with a long horizontal flourish extending to the right.

Kevin P. Feehan, Q.C.



Board of Trustees

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Carol Bazinet, Wards 12 & 14

February 28, 2013

Honourable Jeff Johnson
Minister of Education
424 Legislature Building
10800 – 97 Avenue
Edmonton, Alberta
T5K 2B6

Dear Minister Johnson:

The Government of Alberta issued a new travel and expense disclosure policy this fall. As we publicly stated on September 6, 2012, the Calgary Board of Education completely supports this policy.

On January 8, 2013, our Board of Trustees voted to adopt an expenses disclosure policy and board resolutions that will comply with the provincial policy. The CBE posted expenses for Trustees, superintendents and directors before the end of the month. We are already preparing for the next round of disclosure.

It's important that every expense submitted to the Calgary Board of Education for reimbursement have a demonstrable connection to the CBE's Results. As a public-sector organization with a responsibility to more than 107,000 students, our expenses must be transparent, accurate and readily available.

We welcome this new policy and the opportunity to take initiative to enhance transparency and accuracy of expenses at the Calgary Board of Education.

Best regards,

Pat Cochrane
Chair, Board of Trustees
Calgary Board of Education

learning | as unique | as every student

From: Education Minister [mailto:Education.Minister@gov.ab.ca]

Sent: March-08-13 2:40 PM

Subject: Changes to Diploma Exam Accommodations and Exemptions

Importance: High

TO: Board Chairs and Superintendents of Public, Separate, Francophone and Charter School Boards

Over the past several months, in my conversations and discussions with members of the education community throughout our province, I've heard on numerous occasions that we need to come up with a new way of considering student requests for accommodations and exemptions on Diploma exams. The process needs to be less cumbersome-both for students and teachers. And it has to allow for decisions to be made at a local level. This shift towards more local decision making in support of student learning is also a key part of Inspiring Education and the new Education Act.

As part of our commitment to realizing this vision, Alberta Education is currently reviewing processes related to accommodations and exemptions/deferrals on Diploma exams. Recently, a focus group discussion was held to provide input to Ministry personnel regarding desired changes.

Based on the input provided through the focus group discussion, plans are underway to revise relevant approval processes. Focus group participants identified the need to ensure that improvements are student centred and efficient. A number of specific suggestions were made. While identifying desired changes, focus group participants also highlighted the need to maintain consistency within this current school year and to ensure adequate time and preparation for upcoming changes.

In response to this feedback, significant improvements regarding accommodations and exemption request processes will be in place for the 2013-2014 Diploma Exam sessions. As an interim step toward those efficiencies, the following change will be in effect for the June and August 2013 Diploma Exam administrations:

" While eligibility requirements will not change, students approved for accommodations in the November 2012, January 2013, or April 2013 sessions will be pre-approved for the same accommodations for the June 2013 and August 2013 sessions with no further submission of application.

" Each school authority will be sent a spreadsheet with the list of students who were approved for accommodations in the November 2012, January 2013, and April 2013 exam administrations. New applications need only be submitted for students not on that list or if a specific student requires changes to the accommodations shown.

" Deadlines for ordering special format materials remain as printed. Schools will continue to work with Ministry personnel to ensure special format material orders result in successful shipping. Further details will be forthcoming from Alberta Education.

It is estimated that school authorities will see a 90 per cent reduction in the number of diploma exam accommodation requests that will require Alberta Education processing for June 2013.

Please share this information with all staff within your school authority who will be impacted by this change in process.

Further details will be sent to you in the near future. In order to facilitate this communication, please identify one individual to receive and disseminate the details and the spreadsheet that will be provided to you. That person's name, role and e-mail address should be sent to special.cases@gov.ab.ca at your earliest convenience and preferably no later than March 15, 2013.

Today, you will also receive an email outlining details of Budget 2013 and a brief description of the above. I ask that you share this email with teachers in your area so that I can continue my dialogue with them.

I look forward to continuing to work with you in ensuring our processes for Diploma exam accommodations and exemptions effectively meet the needs of our students.

Sincerely,

Jeff Johnson
Minister of Education
MLA, Athabasca-Sturgeon-Redwater

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From: Education Minister [mailto:Education.Minister@gov.ab.ca]
Sent: March-08-13 2:57 PM

Subject: Dialogue with teachers - Budget 2013 and changes to accommodation requests - Please share with teachers

To: Superintendents and Board Chairs of Public, Separate, Francophone and Charter School Boards

Thank you to everyone who took the time to read and reply to my last email. I have really appreciated reading your thoughts on teaching in Alberta and the future of our education system. You shared your ideas, your questions and your challenges, and I am listening. I have asked your superintendents to pass this along to you. Please share it with your colleagues if they did not receive it.

When I visit schools and talk with teachers, I often hear concerns about the increasing administration needed for you to do your job. It was also raised by some of you in the many email responses I have received over the last few weeks. In particular, I've heard on numerous occasions that we need to come up with a new way of considering students' requests for accommodations and exemptions on the diplomas. The process needs to be more efficient, both for students and educators. That's why we're taking action on this and changing the process for these requests in the upcoming school year, with an interim step for those efficiencies being announced very shortly. Students who are already approved for one or more specific accommodation during one of the earlier sessions this year (November 2012, January or April 2013) will not require new applications for the June or August 2013 sessions. Please expect details to come to you through your School Jurisdictions.

I also listened to teachers as we built our budget, which was released yesterday. This isn't an easy budget by any means. The widening gap between the world price of oil and the price that Alberta receives is placing a significant strain on our revenues. At the same time, our population is booming and that means a lot of new kids in our schools, and in your classrooms.

We couldn't fund everything. We have to live within our means, which means we had to make some difficult choices. However, teachers told me there were some areas we couldn't afford to cut. You told me to make sure enrolment increases are fully funded - we did that. You told me that we needed to keep investing in inclusive education and reducing class sizes - we did that, and actually increased our spending in these key areas. And teachers, along with Albertans from across the province, told me we needed to invest in new schools now so every student has a seat. We are doing that too.

These investments meant that spending in other areas needed to be reduced. We started by looking at our spending as a department. As a result, my department is cutting our administrative spending by 15 per cent, eliminating 51 full-time positions and 35 secondments. We are asking school boards to make similar commitments to restraint, call on each of them to cut their administrative spending by 10 per cent.

We have also had to make the difficult decision to end funding to the Alberta Initiative for School Improvement (AISi) in order to focus on core programming for students. This was not an easy decision. However, I am confident that the culture of innovation you built as a result of AISi will continue in Alberta schools.

There is more information online about Education Budget 2013, but I wanted to make sure I reached out to thank you for your input into the process. I value your ideas, and look forward to hearing more from you.

Remember, you can contact me anytime at education.minister@gov.ab.ca. Please go to our existing engagement tools on the web at Engage to participate in the conversation.

Thanks for participating in this dialogue with me.

Talk to you soon.

Jeff

Jeff Johnson
Minister of Education
MLA, Athabasca-Sturgeon-Redwater

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report to Board of Trustees

CBE Enrolment Summary (February 8, 2013)

Date	March 19, 2013
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Naomi E. Johnson, Chief Superintendent of Schools
Purpose	Information
Originator	Frank J. Coppinger, Superintendent, Facilities & Environmental Services
Governance Policy Reference	Operational Expectations OE-5: Financial Planning OE-8: Communication With and Support for the Board
Resource Person(s)	Donna Crawford, Acting Director, Planning, Transportation & Environmental Services Anne Trombley, Planning Supervisor, Planning, Transportation & Environmental Services. Karen Budd, Business Analyst, Student Data

1 | Recommendation

It is recommended:

- THAT the CBE Enrolment Summary (February 8, 2013) be received for information.

2 | Issue

- A mid-year school district enrolment count has been prepared to compare the current student enrolment to the September 30th student enrolment and district enrolment projections for the upcoming school year.



3 | Background

Enrolment is projected to increase for September 2013 by 3,272 students, or 3.1%, with an increase at elementary by approximately 3,200 students and a slight decline of less than 100 students at both junior and senior high schools.

The purpose of this report is to provide information on mid-year district enrolment counts. As student enrolment changes occur on an ongoing basis, the enrolment count on February 8th will identify student enrolment shifts between September 30, 2012 and February 8, 2013 during the current school year.

4 | Analysis

The table below provides enrolment for the following dates:

- Actual enrolment as of September 30, 2012
- Actual enrolment as of February 8, 2013
- Projected enrolment for September 2013

Enrolment Reporting

	September 30, 2012	February 8, 2013	System Projection September 2013
Pre-Kindergarten	80	148	140
Kindergarten	8,252	8,299	8,904
Grades 1-3	24,444	24,550	26,015
Grades 4-6	21,333	21,437	22,313
Grades 7-9	21,623	21,609	21,542
Grades 10-12	25,896	25,413	25,812
Home Education	247	242	254
Outreach Programs	1,116	1,144	1,150
Unique Settings	673	696	703
Sub-Total	103,664	103,538	106,833
CBe-learn*	680	896	700
Chinook Learning Services*	2,760	4,082	2,843
Total	107,104	108,516	110,376

*registration is ongoing throughout the school year



Total enrolment has increased by 1,412 students. Changes from September 30, 2012 to February 8, 2013 are as follows:

- enrolment increased by 68 students in Pre-Kindergarten
- enrolment increased by 47 students in Kindergarten

- enrolment increased by 106 students in Division I (grades 1-3)
- enrolment increased by 104 students in Division II (grades 4-6)

- enrolment decreased by 14 students in Division III (grades 7-9)
- enrolment decreased by 483 students in Division IV (grades 10-12)

- enrolment decreased by 5 students in Home Education
- enrolment increased by 28 students in Outreach Programs
- enrolment increased by 23 students in Unique Settings

- enrolment increased by 216 students in CBe-learn
- enrolment increased by 1,322 students in Chinook Learning Services

Attachment I provides details of the total enrolment by school on September 30, 2012 and February 8, 2013 and indicates the changes.

5 | Financial Impact

The district enrolment projection for September 2013 is used for the preparation of the annual budget.

The enrolment count on February 8, 2013 indicates that the district enrolment projections for September, 2013 are on target.

6 | Implementation Consequences

This report provides the Calgary Board of Education's most recent student enrolment count and assists Administration in preparing student accommodation plans.



7 | Conclusion

Over the past four months, enrolment changes follow the trends projected in the district enrolment projection for September 2013.

The large increase in enrolment at Chinook Learning Services is not projected to translate into a large enrolment increase for September 2013. This increase in enrolment at Chinook Learning Services is similar to the change reported when the September 30, 2011 enrolment was compared to the February 7, 2012 enrolment last year.

At that time, the enrolment in Chinook Learning services was 4,113 students, which was an increase of 1,178 students from the 2,935 students that were reported on September 30, 2011. This mid-year increase in enrolment did not translate into a large increase in enrolment for September 2012, when the enrolment was reported as 2,760 students.



NAOMI E. JOHNSON
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: Enrolment Comparison (Sept 30, 2012 to Feb 8, 2013)

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 I

Enrolment Comparison (Sept 30, 2012 to Feb 8, 2013)

SCHOOL	Sept 30, 2012	Feb 8, 2013	Change
A E CROSS	522	518	(4)
ABBEYDALE	349	354	5
ACADIA	394	400	6
ALEX MUNRO	352	365	13
ALEXANDER FERGUSON	247	241	(6)
ALL BOYS @ Sir James Lougheed	130	129	(1)
ALTADORE	246	251	5
ALTERNATIVE HIGH	158	155	(3)
ANDREW SIBBALD	268	272	4
ANNIE FOOTE	349	377	28
ANNIE GALE	534	528	(6)
ARBOUR LAKE	884	882	(2)
BALMORAL	527	523	(4)
BANFF TRAIL	359	363	4
BANTING AND BEST	259	269	10
BATTALION PARK	694	697	3
BEDDINGTON HEIGHTS	399	398	(1)
BELFAST	221	220	(1)
BELVEDERE PARKWAY	263	276	13
BISHOP PINKHAM	494	498	4
BOB EDWARDS	379	375	(4)
BOWCROFT	280	277	(3)
BOWNESS	1,291	1,262	(29)
BRAESIDE	211	214	3
BRANTON	706	703	(3)
BRENTWOOD	568	558	(10)
BRIAR HILL	191	189	(2)
BRIDLEWOOD	530	542	12
BUCHANAN	150	146	(4)
CAMBRIAN HEIGHTS	331	347	16
CANYON MEADOWS	537	534	(3)
CAPITOL HILL	257	247	(10)
CAPPY SMART	221	229	8
CAPTAIN JOHN PALLISER	404	423	19
CAPTAIN NICHOLA GODDARD	547	556	9
CATHERINE N GUNN	365	338	(27)
CECIL SWANSON	320	333	13
CEDARBRAE	226	227	1

Enrolment Comparison (Sept 30, 2012 to Feb 8, 2013)

SCHOOL	Sept 30, 2012	Feb 8, 2013	Change
CENTENNIAL	1,777	1,743	(34)
CENTRAL MEMORIAL	1,511	1,467	(44)
CHAPARRAL	421	428	7
CHIEF JUSTICE MILVAIN	358	400	42
CHINOOK PARK	469	480	11
CHRIS AKKERMAN	613	613	-
CITADEL PARK	450	458	8
CLARENCE SANSOM	504	513	9
COLLINGWOOD	450	439	(11)
COLONEL IRVINE	344	341	(3)
COLONEL J F SCOTT	488	500	12
COLONEL MACLEOD	433	433	-
COLONEL SANDERS	381	380	(1)
COLONEL WALKER	102	102	-
CONNAUGHT	252	247	(5)
COVENTRY HILLS	556	562	6
CRANSTON	485	494	9
CRESCENT HEIGHTS	1,877	1,861	(16)
CROSSING PARK	1,122	1,106	(16)
DALHOUSIE	594	592	(2)
DAVID THOMPSON	597	598	1
DEER RUN	358	383	25
DOUGLAS HARKNESS	272	272	-
DOUGLASDALE	335	333	(2)
DR E P SCARLETT	1,672	1,668	(4)
DR E W COFFIN	203	199	(4)
DR GLADYS M EGBERT	309	309	-
DR GORDON HIGGINS	394	406	12
DR J K MULLOY	456	454	(2)
EARL GREY	180	179	(1)
EDGEMONT	709	698	(11)
ELBOW PARK	215	214	(1)
ELBOYA	514	519	5
ERIN WOODS	394	392	(2)
ERNEST MANNING	1,449	1,439	(10)
ERNEST MORROW	472	452	(20)
ETHEL M JOHNSON	368	379	11
EVERGREEN	446	461	15
F E OSBORNE	565	565	-

Enrolment Comparison (Sept 30, 2012 to Feb 8, 2013)

SCHOOL	Sept 30, 2012	Feb 8, 2013	Change
FAIRVIEW	738	729	(9)
FALCONRIDGE	499	498	(1)
FISH CREEK	597	597	-
FOREST LAWN	1,648	1,601	(47)
G W SKENE	201	202	1
GEORGES P VANIER	447	442	(5)
GLAMORGAN	590	576	(14)
GLENBROOK	269	279	10
GLENDALE	226	227	1
GRANT MACEWAN	623	665	42
GUY WEADICK	271	276	5
H D CARTWRIGHT	336	339	3
HAMPTONS (THE)	201	201	-
HAROLD PANABAKER	382	378	(4)
HAULTAIN MEMORIAL	229	234	5
HAWKWOOD	493	500	7
HAYSBORO	162	159	(3)
HENRY WISE WOOD	1,349	1,328	(21)
HIDDEN VALLEY	439	442	3
HIGHWOOD	383	381	(2)
HILLHURST	313	309	(4)
HUNTINGTON HILLS	196	200	4
IAN BAZALGETTE	360	367	7
JACK JAMES	517	448	(69)
JAMES FOWLER	1,468	1,412	(56)
JAMES SHORT MEMORIAL	320	345	25
JANET JOHNSTONE	458	463	5
JENNIE ELLIOTT	479	479	-
JOHN G DIEFENBAKER	1,376	1,360	(16)
JOHN WARE	401	403	2
JUNO BEACH ACADEMY	146	139	(7)
KEELER	293	282	(11)
KILLARNEY	214	212	(2)
KING GEORGE	444	434	(10)
LAKE BONA VISTA	317	312	(5)
LANDEVIN	631	615	(16)
LE ROI DANIELS	494	492	(2)
LESTER B PEARSON	1,574	1,541	(33)
LORD BEAVERBROOK	1,812	1,765	(47)

Enrolment Comparison (Sept 30, 2012 to Feb 8, 2013)

SCHOOL	Sept 30, 2012	Feb 8, 2013	Change
LOUIS RIEL	485	481	(4)
LOUISE DEAN	139	154	15
MAPLE RIDGE	284	287	3
MARION CARSON	285	289	4
MARLBOROUGH	267	273	6
MAYLAND HEIGHTS	336	333	(3)
MCKENZIE LAKE	494	501	7
MCKENZIE TOWNE	534	537	3
MIDNAPORE	297	287	(10)
MIDSUN	755	752	(3)
MONTEREY PARK	577	584	7
MOUNT ROYAL	231	231	-
MOUNT VIEW	124	128	4
MOUNTAIN PARK	893	885	(8)
NATIONAL SPORT SCHOOL	163	161	(2)
NELLIE McCLUNG	453	457	4
NICKLE	670	672	2
NORTH HAVEN	231	234	3
NOSE CREEK	492	491	(1)
O S GEIGER	413	402	(11)
OLYMPIC HEIGHTS	759	755	(4)
PANORAMA HILLS	604	607	3
PATRICK AIRLIE	166	163	(3)
PENBROOKE MEADOWS	223	219	(4)
PIITOAYIS FAMILY SCHOOL	117	105	(12)
PINERIDGE	246	246	-
PRINCE OF WALES	364	365	1
QUEEN ELIZABETH	244	237	(7)
QUEEN ELIZABETH JR/SR	1,102	1,091	(11)
R T ALDERMAN	388	392	4
RADISSON PARK	291	301	10
RAMSAY	93	88	(5)
RANCLANDS	278	287	9
RICHMOND	151	148	(3)
RIDEAU PARK	373	374	1
RIVERBEND	305	312	7
ROBERT WARREN	287	282	(5)
ROLAND MICHENER	220	222	2
ROSEDALE	262	264	2

Enrolment Comparison (Sept 30, 2012 to Feb 8, 2013)

SCHOOL	Sept 30, 2012	Feb 8, 2013	Change
ROSEMONT	148	158	10
ROSSCARROCK	145	144	(1)
ROYAL OAK	523	516	(7)
RUNDLE	332	347	15
SADDLE RIDGE	533	556	23
SAM LIVINGSTON	465	468	3
SAMUEL W SHAW	679	694	15
SCENIC ACRES	135	136	1
SENATOR PATRICK BURNS	621	613	(8)
SHERWOOD	376	375	(1)
SILVER SPRINGS	188	185	(3)
SIMON FRASER	688	682	(6)
SIMONS VALLEY	607	605	(2)
SIR JOHN A MACDONALD	679	667	(12)
SIR JOHN FRANKLIN	369	375	6
SIR WILFRID LAURIER	491	491	-
SIR WINSTON CHURCHILL	2,057	2,041	(16)
SOMERSET	310	320	10
STANLEY JONES	444	442	(2)
SUNALTA	329	325	(4)
SUNDANCE	485	485	-
SUNNYSIDE	148	147	(1)
TARADALE	680	664	(16)
TED HARRISON	477	486	9
TERRACE ROAD	127	137	10
TERRY FOX	648	665	17
THOMAS B RILEY	327	326	(1)
THORNCLIFFE	261	266	5
TOM BAINES	781	779	(2)
TUSCANY	666	662	(4)
TWELVE MILE COULEE	647	658	11
UNIVERSITY	309	312	3
VALLEY CREEK	742	744	2
VALLEY VIEW	334	317	(17)
VARSITY ACRES	547	543	(4)
VINCENT MASSEY	676	681	5
VISTA HEIGHTS	154	147	(7)
W H CUSHING WORKPLACE	104	101	(3)
W O MITCHELL	186	193	7

Enrolment Comparison (Sept 30, 2012 to Feb 8, 2013)

SCHOOL	Sept 30, 2012	Feb 8, 2013	Change
WEST DALHOUSIE	349	340	(9)
WEST DOVER	282	298	16
WEST SPRINGS	447	461	14
WESTERN CANADA	2,039	2,006	(33)

Enrolment Comparison (Sept 30, 2012 to Feb 8, 2013)

SCHOOL	Sept 30, 2012	Feb 8, 2013	Change
WESTGATE	733	735	2
WILDWOOD	484	505	21
WILLIAM ABERHART	1,629	1,618	(11)
WILLIAM REID	237	237	-
WILLOW PARK	653	652	(1)
WILMA HANSEN	385	391	6
WOODBINE	351	350	(1)
WOODLANDS	279	280	1
WOODMAN	592	606	14
TOTAL (K-12)	101,628	101,456	(172)
HOME EDUCATION	247	242	(5)
OUTREACH PROGRAMS			
DISCOVERING CHOICES	375	362	(13)
DISCOVERING CHOICES II	411	380	(31)
START OUTREACH - BOWNESS	156	173	17
WESTBROOK OUTREACH	174	229	55
TOTAL OUTREACH PROGRAMS	1,116	1,144	28
UNIQUE SETTINGS			
AADAC	12	11	(1)
CHILDREN'S VILLAGE	61	71	10
CHRISTINE MEIKLE	77	77	-
DR GORDON TOWNSEND	8	16	8
DR OAKLEY	135	135	-
EMILY FOLLENSBEE	74	76	2
NEXUS/TRUST TREATMENT	19	18	(1)
WEST VIEW SECONDARY	103	92	(11)
WILLIAM ROPER HULL	106	109	3
WOOD'S HOMES	55	68	13
YOUNG ADULT PROGRAM	23	23	-
TOTAL UNIQUE SETTINGS	673	696	23
SUB-TOTAL	103,664	103,538	(126)
CBe-LEARN*	680	896	216
CHINOOK LEARNING SERVICES*	2,760	4,082	1,322
SUB-TOTAL	3,440	4,978	1,538
*includes students 20 years old and older			
TOTAL ENROLMENT	107,104	108,516	1,412

report to Board of Trustees

Locally Developed Courses

Date	March 19 , 2013
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Naomi E. Johnson, Chief Superintendent of Schools
Purpose	Decision
Originator	Deborah Lewis, Superintendent Learning Services
Governance Policy Reference	Locally Developed Courses R-2: Academic Success OE-11: Instructional Program
Resource Person(s)	Elizabeth Gouthro, Director, Learning Services Michelle Bastock, System Assistant Principal, Learning Services

1 | Recommendation

It is recommended:

1. THAT the Board of Trustees approves the following newly developed Calgary Board of Education senior high locally developed courses and the resources, as listed in the course outline submitted to Alberta Education, for use in Calgary Board of Education schools for the period September 1, 2013 to August 31, 2016:

Encore Engaging in Learning

Level: 15 Credits: 3

ESL English for Academic Success

Level: 35 Credits: 5

Health Care Professionalism

Level: 25 Credits: 3



Military Studies

Level: 15, 25 Credits: 5 and 3

Pharmaceutical Therapeutics

Level: 35 Credits: 5

Yoga

Level: 15, 25, 35 Credits: 5

Alberta Education is currently reviewing these courses for significant overlap and adherence to Alberta Education Policy 1.2.1 – Locally Developed Course. Trustee approval of the above locally developed course is requested, provisional on confirmation of a successful review by Alberta Education.

2. THAT the Board of Trustees approves the following renewed and developed Calgary Board of Education senior high locally developed courses and resources, as listed in the course outline submitted to Alberta Education, for use in Calgary Board of Education schools for the period September 1, 2013 to August 31, 2016.

Acting for the Camera

Level: 15, 25, 35 Credits: 5

Advanced Acting/Touring Theatre

Level: 15, 25, 35 Credits: 5

Band

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

Biology (AP)

Level: 35 Credits: 3

Biology (IB)

Level: 15 Credits: 3

Chamber Ensemble

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

Chemistry (AP)

Level: 35 Credits: 3

Chemistry (IB)

Level: 25, 35 Credits: 5

Choir

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

ESL English for Academic Success

Level: 35 Credits: 3



ESL Introduction to Mathematics

Level: 15

Credits: 5

ESL Expository English

Level: 15, 25

Credits: 5

English (IB)

Level: 35

Credits: 3 and 5

Film Studies

Level: 15, 25, 35

Credits: 5

Health Care Fundamentals

Level: 25

Credits: 5

Instrumental Jazz

Level: 15, 25, 35

Credits: 3 and 5

Math (IB)

Level: 35

Credits: 3

Physics (IB)

Level: 15

Credits: 3

Prescription Processing

Level: 35

Credits: 5

Reading

Level: 15, 25

Credits: 3 and 5

Theory of Knowledge (IB)

Level: 35

Credits: 3 and 5

Vocal Jazz

Level: 15, 25, 35

Credits: 3 and 5

Alberta Education is currently reviewing these courses for significant overlap and adherence to Alberta Education Policy 1.2.1 – Locally Developed Course. Trustee approval of the above locally developed course is requested, provisional on confirmation of a successful review by Alberta Education.



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

Military History

Level: 15, 25

Credits: 3

Pharmaceutical Therapeutics

Level: 35

Credits: 3

2 | Issue

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

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

In November 2012, Instructional Services reviewed the number of enrollments in Calgary Board of Education Locally Developed Courses to determine the future use of courses that require renewal. The appropriate Instructional Specialist reviewed and revised the courses to meet the current needs of our students and the requirements of Alberta Education Policy 1.2.1.

3 | Analysis

Encore: Engaging in Learning 15-3 (new)

Encore: Engaging in Learning is developed to support individuals who have left school without graduating to be successful in their re-entry to a learning environment. This course can be the first step for students to re-engage in a school or other learning environments. The tools that are embedded in this course support the individual in examining their personal assets and challenges, exploring resources and services that can help them to overcome their challenges and enhance their assets, setting long and short-term goals for school completion and career aspirations, and creating realistic plans to reach these goals.



ESL English for Academic Success 35-5 (new)

Offering ESL for Academic Success, as either a 3 credit or 5 credit course, provides student the opportunity to select the option that would best suit their learning.

Health Care Professionalism 25-5 (new)

The Pharmacy Assistant Certificate Program through SAIT qualifies individuals to receive and prepare prescriptions, and provides training in clerical duties, inventory management and customer service. The program prepares students with the necessary manual skills, technical knowledge, and clinical experience to perform duties as a pharmacy assistant. To that end Health Care Professionalism was developed to assist in the delivery of this program.

Military Studies 15, 25 – 5 and 3 (new)

Military History provides a focus on the military, and encompasses both historical and contemporary/future thinking. Through its study students are invited into comparisons between Canadian and international perspectives. The Military Studies will enable students to critically explore military understandings over time and in diverse historical and contemporary contexts.

Military History 15, 25 – 3 (removal)

The Calgary Board of Education will not renew the existing Military History Locally Developed Course. After reviewing this course, it was found that it would need much revision to align with the current curricular context which includes the competencies outlined in Alberta Education's Framework for Student Learning. In consultation with schools using Military History the Calgary Board of Education has replaced Military History with a newly developed course entitled Military Studies.

Pharmaceutical Therapeutics 35-3 (removal) and 35-5 (new)

Upon revision and review of Pharmacy Therapeutics 35-3, SAIT recommended that Pharmacy Therapeutics 35-3, which now contains both theory and laboratory work, increase to a 5 credit allocation in order to allow adequate time to meet the general outcomes of the course.

Yoga 15, 25, 35 – 5 credits (new)

Offering Yoga, as either a 3 credit or 5 credit course, provides student the opportunity to select the option that would best suit their learning.

Alberta Education Submission Criteria for Newly Developed or Re-authorized Locally Developed Courses – taken from an e-mail from Jennifer Bushrod, Director, Cross Curriculum Infusion, Alberta Education dated October 19, 2012.

Courses to be Taught in Semester 1 of the 2013/2014 School Year

*Submission of **developed** (both currently authorized and newly developed) locally developed courses: **March 1, 2013***

Board Motion: on or before March 31, 2013

*Submission of **acquired** (both currently authorized and newly acquired) locally developed courses: **April 15, 2013***

Board Motion: on or before May 31, 2013

Alberta Education LDCOMS Board Motion Requirements

The board motion detail provided in LDCOMS should include the following information:

- 1. name of the school authority*
- 2. date of the board meeting during which the motion was passed*
- 3. board motion number (if used in the jurisdiction)*
- 4. course titles, levels and credits being offered*
- 5. resources being used to teach the course*
- 6. whether the course is developed, acquired or acquired/adapted and if acquired or acquired/adapted from whom*
- 7. authorization period (must match permission letter if acquired or acquired/adapted)*

Taken from e-mail dated January 13, 2012 from Therese deChamplain-Good, Manager, Locally Developed Courses, Alberta Education.

4 | Implementation Consequences

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

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

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

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



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

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

Alberta Education Policy 1.2.1 further states,

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

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

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

All locally developed and acquired courses are reviewed and approved by the Director, Instructional Services. The intention of the CBE process is to facilitate seamless access for students by renewing expiring courses and authorizing new courses for September 1, 2013.

Notice of authorization of the recommendations in this report will be provided to Alberta Education's Curriculum Branch and appropriate Calgary Board of Education staff. Copies of the new or revised course outlines will be made available to all schools through the web site in the Portal – “*staff insite*”.



5 | Conclusion

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



NAOMI E. JOHNSON
CHIEF SUPERINTENDENT OF SCHOOLS



GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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



report to Board of Trustees

2013 Exempt Salary Review and Terms and Conditions of Employment for Exempt Employees

Date	March 19, 2013
Meeting Type	Regular Meeting, Private Agenda
To	Board of Trustees
From	Naomi E. Johnson, Chief Superintendent of Schools
Purpose	Decision
Originator	Keith Peterson, Superintendent, Human Resources (Acting)
Governance Policy Reference	Operational Expectations OE-4: Operational Expectation 4 – Treatment of Employees
Resource Person(s)	Greg Wallace, Director, Centres of Excellence, HR (Acting) Andrea Brynlund, Manager, Total Rewards Megan Lund, HR Analyst, Total Rewards Soma Gill, HR Analyst, Total Rewards

1 | Recommendation

It is recommended:

THAT the Board of Trustees approves the recommendations regarding total compensation for exempt employees set out in the report of March 19, 2013.

2 | Issue

Operational Expectation 4 - Treatment of Employees states, in part, that the Chief Superintendent will:

- develop total compensation plans to attract and retain the highest quality of “exempt” employees within available resources; and



- receive Board of Trustees' approval for total compensation packages for all exempt employees.

This report outlines the three recommendations for exempt employees in 2013:

- a) Revised salary ranges based on market data;
- b) Proceed with the implementation of the budgeted exempt salary adjustments effective January 1, 2013;
- c) Revised terms and conditions reflecting current practice.

3 | Background

Salary Ranges

In 2011 the Calgary Board of Education (CBE) introduced a new compensation system for exempt employees. Under this system, employees progress through an established salary range based on performance. The range progression system replaced both the dollars-at-risk program for senior employees and the service-based step progression system for the remainder of exempt employees. The salary ranges have remained unchanged since their implementation effective January 2011.

Salary Adjustments

Since the implementation of the new compensation system for exempt employees, the Board of Trustees has approved a budget for salary adjustments based on performance. The budget allocation was 4.75% for increases effective January 1, 2011, and 4.00% for increases effective January 1, 2012.

Terms and Conditions

In 2010, the CBE conducted a review of the Terms and Conditions of Employment for Exempt Employees. The objective of that review was three-fold:

1. update the Terms and Conditions to ensure internal equity with other employee groups;
2. ensure that our total compensation practices are competitive in the market place; and
3. ensure that policies comply with statute and reflect best practice.

Minor housekeeping changes were made to the Terms and Conditions in 2011. The Terms and Conditions have remained unchanged since March 2011.



4 | Analysis

Salary Ranges

Market Philosophy

The CBE Total Rewards department has recently completed a comprehensive review of all exempt positions using market data compiled by Mercer, a leading compensation consulting firm. To ensure that CBE remains competitive, a compensation philosophy was established to pay at the 50th percentile of the Calgary market for base pay. The result of this philosophy is that the mid-point for CBE's exempt salary ranges will be the same as the midpoint for comparable positions in the Calgary market.

Range Parameters

The existing ranges do not have a consistent parameter for determining the span of the range. It is established compensation methodology to create ranges where the minimum and maximum salaries are +/- 20% of midpoint. At the Director level and above, the width of the ranges decreases slightly at +/- 10% to align with market and executive compensation differentials including allowances and supplementary pension plans. The result of these range parameters are consistent spans of the salary ranges.

Internal Challenges

The wage rates for approximately 98% of the employees of CBE are set through collective bargaining. While the compensation systems between unionized employees and exempt employees are structurally different, they do impact one another. Since 2011, collective agreement general wage increases combined with the absence of change in the exempt compensation ranges has resulted in three internal compensation challenges.

The first internal compensation challenge has arisen through the movement of positions from being classified as part of the Staff Association bargaining unit to being classified as exempt. There are a number of exempt positions with a lower salary range than comparable positions within the Staff Association bargaining unit. Over the past year, two positions impacting fifteen employees were reclassified from Staff Association to exempt. The salaries for these employees were red-circled, or frozen, because they were over the exempt salary range.

Exempt Ranges	2011 (current) Exempt Midpoint	2011 (current) Exempt Maximum	SA Grade	2013 SA Midpoint	2013 SA Maximum
A	52,135	58,000	E	47,029	61,443
B	57,568	64,000	F	51,797	67,977
C	70,000	75,000	G	61,443	77,878
D	75,000	80,000	H	70,034	86,596



The second internal compensation challenge is the increased compression between the exempt ranges and ranges for unionized positions. From 2011 (current exempt ranges) to 2013 (proposed exempt ranges) most of the unionized positions have received or will receive general wage increases during the same period of time exempt ranges have remained unchanged.

	2011 Max. Annual Rate	2012 Increase	2012 Max. Annual Rate	2013 Increase	2013 Max. Annual Rate
ATA	\$143,622	unknown	unknown	unknown	unknown
SA	\$101,974	2.00%	\$104,013	2.50%	\$106,616
SA - PSS	\$119,250	2.00%	\$121,635	2.50%	\$124,675
CUPE	\$71,261	2.00%	\$72,696	2.50%	\$74,506
Trades	\$87,810	2.40%	\$90,920	unknown	unknown

The current exempt terms and conditions provide a general guideline of ensuring a 12% differential between a supervisor and their bargaining unit employees. The increase in unionized rates with no corresponding increase in the exempt ranges is resulting in increased compression between unionized employees and exempt employees. This concern has been expressed by our existing supervisors.

The third internal compensation challenge is related to the second: as the salary differential between exempt supervisors and unionized employees decreases, the ability to encourage internal promotion into supervisory roles is diminished. When the exempt supervisor rates are not sufficiently higher than the rates of the unionized staff, the financial incentive for taking on additional responsibilities is limited. This concern has been expressed by our managers when they are challenged to recruit internal candidates to fill vacant supervisor positions.

Recommendation

The CBE Total Rewards department has developed proposed exempt salary ranges based on the factors outlined above:

- a compensation philosophy to pay at the fiftieth percentile of the Calgary market for base pay;
- the market salary ranges for comparable external positions as indicated in the Mercer salary survey for the Calgary market;
- internal salary equity within the exempt group; and
- internal salary equity with unionized groups.



The current exempt ranges and proposed exempt ranges are as follows:

Grade	Position Type	Current (2011) Minimum	Current (2011) Median	Current (2011) Maximum	New (2013) Minimum	New (2013) Midpoint	New (2013) Maximum
A	Administrative	46,270	52,135	58,000	43,446	52,135	62,562
B	Entry Level Professional	51,136	57,568	64,000	52,333	62,800	75,360
C	Professional	65,000	70,000	75,000	60,923	73,108	87,729
D		70,000	75,000	80,000	65,607	78,729	94,474
E	Senior Professional / Supervisor	77,399	87,200	97,000	78,239	93,886	112,664
F		92,693	104,347	116,000	91,165	109,398	131,278
G	Manager	100,000	120,500	126,000	95,833	115,000	138,000
H		108,914	122,957	137,000	102,464	122,957	147,548
I	Director	116,000	135,500	155,000	113,333	136,000	163,200
J		124,000	145,750	167,500	142,469	170,963	205,156
K		140,000	160,000	180,000	150,000	180,000	216,000
L	Superintendent	151,500	176,750	202,000	168,318	201,982	222,180
M		187,500	218,750	250,000	194,167	233,000	256,300
N		195,000	227,500	260,000	214,167	257,000	282,700
O	C/Supt	225,000	262,500	300,000	235,833	283,000	311,300

The ranges above will address internal equity concerns and enable the CBE to be more competitive within the Calgary labour market, thereby enhancing our ability to attract and retain the highest quality exempt employees. The Human Resources service unit will review with leaders to ensure positions are appropriately matched to the correct market range.



Salary Adjustments

The CBE operates in a highly competitive labour market and continues to be cognizant of the need for external competitiveness with respect to exempt base pay. To ensure that CBE continues to attract and retain top talent it is imperative that we keep pace with the Alberta market. An environmental analysis was completed and is attached for information purposes. (Appendix I: Environmental Analysis)

The salary ranges outlined in the previous sub-section only frame the potential compensation. There is no financial cost to changes in salary ranges because any change to the salary of an exempt employee is based on their performance or an approved change to ensure equitable placement within their range. As such, the Board of Trustees must confirm the amount of funds available for changes in salary for exempt employees.

Unionized employees at the CBE receive increases in their wages based on defined step increments linked to length of service, not performance. The size of the annual step increments varies widely between employee groups:

- employees covered by the main Staff Association agreement receive bi-annual increments between 2.13% and 4.18% (annual equivalent of between 4.26% and 8.36%);
- employees covered by the Professional Support Staff (PSS) collective agreement receive annual increases of between 3.31% and 6.61%; and
- employees covered by the Alberta Teachers' Association (ATA) collective agreement receive annual increases of between 3.24% and 5.53%.

The wage step increments are in addition to general wage increases negotiated through collective bargaining. For example, Staff Association will receive a 2.50% general wage increase effective September 1, 2013, in addition to the step increments outlined above.

In consideration of internal and external factors, it is recommended that the CBE proceed with the exempt salary adjustments effective January 1, 2013, as originally budgeted:

- allocation of 4% of exempt payroll for salary adjustments based on performance; and
- allocation of 2% of exempt payroll for salary adjustments based on range placement.

The amount budgeted based on these allocations is \$1.5 million. As in previous years, each supervisor will be required to recommend salary adjustments for their employees within the parameters provided by Human Resources. The total cost of the salary increases will be within the \$1.5 million budget allocation.



Terms and Conditions

The Terms and Conditions for Exempt Employees govern the employment relationship between CBE and exempt employees. The only change of significance is to align the eligibility for benefits for temporary employees with recent changes in the Staff Association collective agreement. Minor changes are required to the document to reflect current practice and clarify issues where questions have been raised over the past two years. The proposed changes are outlined in Appendix II: 2013 Changes to the Terms and Conditions of Employment for Exempt Employees.

5 | Financial Impact

Salary Ranges

As indicated previously, there is no direct financial impact associated with the change in salary ranges because decisions about employee movement within their salary range are based on performance, internal equity, and the available financial resources.

Salary Adjustments

The budget for exempt salary increases effective January 1, 2013, is \$1.5 million. The budget impact on the 2013 / 2014 school year will be considered through the upcoming budget process.

Terms and Conditions

The changes to the Terms and Conditions of Employment for Exempt Employees have potential financial impact. There is a cost associated for changing the benefits eligibility for temporary employees from 6 months to 4 months. It costs the CBE \$322.86 per employee per month on average for Medical, Dental, Life and AD&D. LAPP is optional for temporary employees and if an employee chooses to participate in the LAPP then the cost to the CBE is \$934.45 on average per month.

Currently there are no exempt temporary employees with a contract length between 4 and 6 months.



6 | Conclusion

The recommended changes to the exempt salary ranges, the implementation of the budgeted exempt salary adjustments effective January 1, 2013, and changes to the exempt terms and conditions will ensure CBE attracts and retains high quality exempt employees as outlined in Operational Expectation 4.



NAOMI E. JOHNSON
CHIEF SUPERINTENDENT OF SCHOOLS

APPENDICES

Appendix I: Environmental Analysis

Appendix II: 2013 Changes to the Terms and Conditions of Employment for Exempt Employees

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Environmental Analysis

The Alberta economy continues to recover from the results of the worldwide financial crisis, with economic forecasts suggesting that Alberta is poised to lead the country in 2013 with a GDP growth of 5.1% (Statistics Canada) and 3.6% projected salary increase (HayGroup, 2013). For the second straight year, Alberta is leading in the job growth. Alberta's 2012 job growth was 2.7 %, which is more than double the Canadian gain of 1.2% (Statistics Canada). The Alberta unemployment rate has decreased from 5.0% in November 2011 to 4.5% as at December 2012 (Government of Alberta, Weekly Economic Review, February 1, 2013). Predictions are for the unemployment rate to continue falling in 2013 as the Alberta economy continues to heat up. With the recovery of Alberta's economy, CBE will continue to be challenged with attraction and retention of employees and the reality of an aging workforce.

The ongoing issue of an aging workforce and the loss of knowledge from experience and expertise due to retirement is an issue not only for the CBE but for all employers in Canada. At the CBE our average employee age for all categories of employees has fallen slightly from 45.45 years in January 2012 to 44.94 years as of February 2013. Although the average age amongst the exempt employee group fell slightly from 49.34 years to 48.28 years, it remains high and continues to be a significant concern. Part of the concern is due to the fact that 55.11% of our exempt workforce is within the pre-retirement age of 50 years and older. The average age of retirement for exempt employees in the past has been approximately 58 years. As of January 23rd, 2013, out of 225 exempt employees, we have:

# of exempt employees	Age group	Percentage
18	employees over the age of 60	8.00%
55	between the ages of 55 and 60	24.44%
51	between the ages of 50 and 54	22.67%
34	between the ages of 45 and 49	15.11%
20	between the ages of 40 and 44	8.89%
47	39 and under	20.89%

The issue of an aging workforce and the resulting retirements represents one of the most significant issues impacting our ability to meet the overall organizational goals. CBE recruits the majority of our talent from the highly competitive labour market in Calgary and across Alberta. The CBE will need to offer competitive total compensation to attract qualified employees to replace those who retire in the years ahead.



2013 Changes to the Terms and Conditions of Employment for Exempt Employees

- * Change in language from Ends to Results on Pages 6, 24 and 25
- * Change in language from Executive Limitations to Operational Expectations on Pages 24 and 25
- * Change in language and links from Staffroom to Staff insite on Pages 10, 11, 13, 14, 19

9.0 Group Benefits

Participation in the plan shall be a condition of employment, for all full-time regular positions, temporary positions with a duration of more than ~~6 months~~ **4 months** and for part-time regular employees who are employed for seventeen and one-half (17 ½) hours per week, or more. **Temporary employees are not eligible to participate in LTD (long-term disability program). Group benefits do not include participation in any of the pension plans.**

13.15 Compassionate Leaves

On request, an employee may be granted up to five (5) days leave of absence, with pay and up to a further five (5) days without pay in cases of pressing emergency. Pressing emergency shall be confined to cases of serious injury, major surgery, critical illness or other family emergency for the purpose of attending to the needs of an employee's immediate family, as defined in ~~13.15~~ **13.14**. Approval for such leave may be granted by the employee's Superintendent or delegated authority.

14.0 Personalized Learning and Development

14.1 Employee Initiated

~~Subject to advance approval by the employee's Superintendent, the CBE may reimburse an employee for a portion of the cost of tuition and text books based on the business needs and department budget.~~

Exempt employees may make a request for advanced approval of reimbursement for a portion of self-initiated learning costs. The request is made to the Superintendent of the department. Decisions are based on the operational needs of the department and the budget.

~~In order to be eligible for CBE assistance, an exempt employee must have completed their probationary period, the course should add to the effectiveness of the employee in the performance of their duties and courses~~



~~must be acceptable to the employee's supervisor and reimbursement schedule determined by the Superintendent.~~

In order to be eligible for CBE assistance:

- The exempt employee must have completed their probationary period
- The course(s) should add to the effectiveness of the employee in the performance of their duties
- The course(s) should align with the CBE priorities as indicated in the Three Year Plan
- Employees must include a letter of support from their immediate supervisor
- Requests must be submitted in advance of the requested start date

Each Superintendent will determine if support for the request will be granted based on the operational needs, department budget and relevance of the learning to current and future organizational needs.

~~Proof of satisfactory completion must be provided by the employee prior to receiving reimbursement.~~

Upon approval of the employee's request:

- A reimbursement amount will be determined for a portion of the costs (Up to 75%)
- Eligible costs may include tuition, books, course costs, travel, and/or accommodation.
- Reimbursement for agreed upon costs paid through the employee's department upon submission of original receipts as proof of payment.
- Proof of satisfactory completion must be provided by the employee prior to receiving reimbursement. (This may be done on a semester or course by course basis)

In the event the employee terminates their employment with the CBE within 12 months of completing a reimbursed course/program of studies, the CBE reserves the right to consider reimbursement of funds on the basis of 1/12 for each remaining month up to the 12th month.

16.2 Involuntary Termination

16.2.2 Without Cause

The CBE may terminate an employee at any time, without cause, by providing the employee with working notice (the Notice Period) or pay in lieu of notice (Severance Payment). **Employees are not entitled to a service/retirement allowance if they are terminated without cause.**



16.2.3 Probationary Period Termination

New employees serve a six (6) month probationary period. The CBE is not required to provide notice or pay compensation to employees on probation of less than three (3) months. The CBE will give notice of termination and pay compensation of one week upon termination for employees on probation greater than three (3) months.

21.1 Pay for Performance

Any salary adjustments will be awarded effective on a common date, normally at the start of each calendar year (January 1st). **Employees need to be actively employed on the date of payment in order to receive the retroactive pay.**

