

public agenda

Regular Board Meeting

May 7, 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 Results Focus			
15 mins	3.1 School Presentation – Ernest Manning High School	C. Davies	R-2	
30 mins	3.2 Results 2: Academic Success – Arts – Presentation and Discussion	N. Johnson	B/CSR-5, OE-8	
45 mins	3.3 Results 4: Personal Development – Annual Monitoring	N. Johnson	B/CSR-5, OE-8	Page 3-1
5:00 p.m.	4 Awards and Recognitions		GC-3	
60 mins	4.1 <ul style="list-style-type: none"> • Excellence in Teaching Semi-Finalists • Early Learning and Child Care Professional Awards of Excellence Finalist <p><i>Note: This item has a set time of 5:00 p.m. Please join us for refreshments and celebratory cake on the Link following this recognition.</i></p>	Board Board		
	5 Operational Expectations			
30 mins	5.1 2013-2014 Operating Budget (<i>THAT the Board receives for information the 2013-2014 Operating Budget report.</i>)	D. Meyers	OE-5	Page 5-1



Time	Topic	Who	Policy Ref	Attachment
	6 Public Comment [PDF] Requirements as outlined in Board Meeting Procedures		GC-3.2	
	7 Matters Reserved for Board Action	Board	GC-3.10	
	7.1 ASBA Zone 5 Board Liaison Report		GC-3	Page 7-1
	8 Board Consent Agenda	Board	GC-2.6	
	8.1 Approval of Minutes <ul style="list-style-type: none"> Regular Meeting held April 2, 2013 Regular Meeting held April 16, 2013 Regular Meeting held April 23, 2013 <i>(THAT the Board approves the minutes of the Regular Meetings held April 2, April 16, and April 23, 2013.)</i>			Page 8-1
	8.2 Correspondence <i>(THAT the Board receives the correspondence for information and for the record.)</i>			
	9 Chief Superintendent Consent Agenda	Board	GC-2.6	
	9.1 Chief Superintendent Update <i>(That the Board receives the update for information)</i>		OE-8	Page 9-1
	10 In-Camera Issues			
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

results monitoring report

Results 4: Personal Development

Monitoring report for the
school year 2011-2012

Report date:
May 7, 2013

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Results 4: Personal Development, the Chief Superintendent certifies that the following information is accurate and complete, and that the organization is:

- ☒ Making reasonable progress toward achieving the desired results
- ☐ Making reasonable progress with exception
- ☐ Not making reasonable progress

Signed: Naomi Johnson
Naomi E. Johnson, Chief Superintendent

Date: Apr 30/13

BOARD OF TRUSTEES ACTION

With respect to Results 4: Personal Development, the Board of Trustees:

- ☐ Finds the organization to be making reasonable progress
- ☐ Finds the organization to be making reasonable progress with exception
- ☐ Finds the organization not to be making reasonable progress

Summary statement/motion of the Board of Trustees:

Signed: _____
Chair, Board of Trustees

Date: _____



**results
monitoring
report****Results 4: Personal Development**

Results 4: Each student will identify and actively develop individual gifts, talents and interests.

Introduction |

Results 4: Personal Development establishes the Board of Trustees' values and expectations for the Calgary Board of Education's work in relation to recognizing and strengthening the diverse abilities and capacities of individual learners.

The Chief Superintendent's reasonable interpretation for Results 4: Personal Development was approved on March 19, 2013.

In the report of March 19, 2013, the Chief Superintendent provided an interpretation of the Board of Trustees' policy for Personal Development, indicators for measuring organizational performance in this area, baseline data, and targets for 2011-2012 results.

This current report provides the Board of Trustees with three types of information.

1. It provides 2011-2012 data for indicators previously included as baseline information in the Results 4 Reasonable Interpretation, Baseline and Targets report of March 19, 2013. This data is presented in relation to previous baseline results and Board-approved targets for 2011-2012.
2. It provides baseline data for indicators first measured in the 2011-2012 school year.
3. It identifies organizational performance targets for the 2012-2013 school year.

Performance targets for 2013 are based on a number of factors, including the number of years of data available, the emerging trends within that data and the level of results already attained. For example, where three more years of data exist, continuous improvement targets have been set in relation to the three-year average of results. For indicators with only one or two years of data then the level of achievement and level of stability within the individual results has been factored into determining where continued success and/or improvement becomes the priority for that indicator as part of the overall Results policy.



Monitoring Information |

Executive Summary |

Monitoring information within this report informs the Board of Trustees of the success of Calgary Board of Education students in identifying and developing their individual gifts, talents and interests in and through their learning program.

The overall target for Personal Development in the Calgary Board of Education in 2012 was to sustain the levels of success noted in the 2011 baseline results. This goal recognized that a number of the indicators for this policy were quite new and that students, teachers and principals were developing their knowledge and skill in assessing the ways that students demonstrate their personal development within and through their learning programs.

This overall target also recognized the Calgary Board of Education's commitment to ensure that these levels of success were embedded in the fabric and culture of what Calgarians recognize as success in the organization. Sustainable results 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.

In addition, a specific target was established for the Annual Return Rate, calculated by Alberta Education, as a longer standing source of information.

Reasonable progress in the area of Personal Development is represented by the accomplishment of the identified 2012 targets for 10 of the 11 indicators for which previous baseline information had been established. These targets were met across the sections of Results 4: Personal Development.

The following summary of each section of Results 4: Personal Development provides an overview of which monitoring targets were met, the single target not met, and the additional targets for which this report provides a first year of baseline information. More specific information for each section of the Results policy and each indicator are included within the section this report labeled "Evidence of Reasonable Progress" (see pages 5-21).

- 4.1 Students will demonstrate resilience and perseverance to overcome failure and adapt to change.
 - Indicator 1: Target met
 - Indicator 2: Target not met
 - Indicator 3: Target met

- 4.2 Students will take initiative, set goals, self-evaluate and strive to continuously improve.
 - Indicator 1: Target met
 - Indicator 2: Target met
 - Indicator 3: Target met
 - Indicator 4: First year of baseline information
 - Indicator 5: First year of baseline information
- 4.3 Students will have the confidence to embrace ambiguity and complexity.
 - Indicator 1: Target met
 - Indicator 2: Target met
 - Indicator 3: First year of baseline information
- 4.4 Students will take risks appropriately.
 - Indicator 1: First year of baseline information
- 4.5 Students will make lifestyle choices based upon healthy attitudes and actions, and be able to assume responsibility for personal well-being.
 - Indicator 1: First year of baseline information
 - Indicator 2: Target met
 - Indicator 3: First year of baseline information
- 4.6 Students will have the confidence to embrace ambiguity and complexity.
 - Indicator 1: Target met
 - Indicator 2: Target met
 - Indicator 3: First year of baseline information

Two areas for improvement in Personal Development are represented by grade 12 students' responses to questions regarding their ability to adapt to new learning situations and their comfort learning about things that don't have a single right answer.

The percentage of students who report they are able to adapt to new learning situations appears as an area for improvement because of a decline in results. The percentage of students who are comfortable learning about things that don't have a single right answer is a new data set for 2011-2012 yet is noted to be lower than other baseline results.

Actions to support this improvement are not part of the Board of Trustees' monitoring but are included as information in an attachment to this report.



Evidence of Reasonable Progress |

Students will:

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

Board-approved 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.

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

Results |

1. 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". In 2013, similar information will be collected from students in grades 4, 7 and 10.

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 labeled as 2010 represents the 2009-2010 school year, information labeled as 2011 represents the 2010-2011 school year, etc.



I (am confident in my ability to) work through setbacks and challenges in my learning			
Student Survey	2010	2011	2012
Strongly Agree	36.6%	37.9%	36.1%
Agree	53.1%	53.6%	56.0%
Disagree	6.8%	6.5%	5.9%
Strongly Disagree	2.3%	2.0%	1.9%
Overall Agreement	89.7%	91.5%	92.1%

Board-approved target for 2012: Sustainability with 2010 and 2011 results
This target was met.

An early pattern of high and increasing results is represented through the first three years of data; the three-year average for this indicator is 91.1%.

Target for 2013: Continued results at or above 92%

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 am able to adapt to new learning situations". In 2012 this statement was modified slightly to read "I can adapt to new learning situations". In 2013, similar information will be collected from students in grades 4, 7 and 10.

I am able to/can adapt to new learning situations			
Student Survey	2010	2011	2012
Strongly Agree	36.6%	36.1%	35.3%
Agree	53.1%	52.9%	51.7%
Disagree	6.8%	8.5%	10.2%
Strongly Disagree	2.3%	2.5%	2.8%
Overall Agreement	89.7%	89.0%	87.0%

Board-approved target for 2012: Sustainability with 2010 and 2011 results.
This target was not met.

An early pattern of high but somewhat decreasing results indicates that additional attention may be required to understand and enhance students' experiences in adapting to new learning situations.

Through the CBE Student Symposiums in the spring of 2013, students will be asked to provide additional information about their successes and challenges in this area and about the conditions that best enable their success.

Target for 2013: 88%

3. Alberta Education explains the calculation of the Annual Return Rate in this way²:

"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 system³ 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 system 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					
	2007	2008	2009	2010	2011
CBE	20.1%	19.6%	23.7%	31.1%	23.7%
Alberta	21.3%	19.8%	23.5%	27.9%	23.4%

The overall goal for the Calgary Board of Education on measures with provincial comparisons is to be at or above provincial rates of success. This overall goal is particularly important in relation to the Annual Return Rate which is greatly influenced by economic and societal factors beyond the control of the Calgary Board of Education.

The organization's overall goal was achieved in 2011.

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.)



In addition, the Calgary Board of Education seeks to maintain or improve in its results across time and a specific target was established for this indicator for 2011.

Board-approved target for 2011 results: 23%

This target was met.

Specific target for 2012 results (the Annual Return Rate is reported a year behind other data sources): 25%

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

Board-approved 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.

Board-approved 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.

Results |

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 kindergarten report cards across the CBE.

Shows willingness to explore and expand learning and try new things		
	2011	2012
Strongly meeting expectations	40.3%	43.0%
Meeting expectations	56.6%	53.6%
Requires support to meet expectations	2.8%	3.0%
Not yet meeting expectations	0.1%	0.1%
Individual Program Plan	0.9%	0.4%
Overall results for independently meeting expectations	96.9%	96.6%

Board-approved target for 2012: Sustainability with 2011 results.

This target was met; 2011 and 2012 results are both very high and within tenths of a percentage point of one another.

Target for 2013: Continued results at or above 96%

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 report cards across the CBE.



Sets and works towards learning goals		
	2011	2012
Exemplary strengths	24.0%	23.1%
Evident strengths	52.2%	55.7%
Emerging strengths	20.3%	17.5%
Network of support required	3.0%	3.0
Individual Program Plan	0.5%	0.7%
Overall levels of success	96.5%	96.3%

Board-approved target for 2012: Sustainability with 2011 results.
This target was met; 2011 and 2012 results are both very high and within tenths of a percentage point of one another.

Target for 2013: Continued results at or above 96%

3. The Calgary Board of Education Student Survey asks students in grade 12 to self-report on aspects of their learning. This includes 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	2012
Strongly Agree	36.1%	34.7%
Agree	51.9%	53.0%
Disagree	9.6%	9.4%
Strongly Disagree	2.4%	2.9%
Overall Agreement	88.0%	87.7%

Board-approved target for 2012: Sustainability with 2011 results.
This target was met; 2011 and 2012 results are both high and within tenths of a percentage point of one another.

Target for 2013: 89%

4. The Calgary Board of Education Student Survey asks students in grade 12 to self-report on aspects of their learning. In 2012 this included the extent to which they agreed with the following statement “I raise questions and bring my own ideas to learning tasks”.

I raise questions and bring my own ideas to learning tasks	
Student Survey	2012
Strongly Agree	30.9%
Agree	54.2%
Disagree	12.0%
Strongly Disagree	2.9%
Overall Agreement	85.1%

A first year of data provides an early indication that Calgary Board of Education students raise questions and bring their own ideas to learning tasks.

Target for 2013: 86%

5. The Calgary Board of Education Student Survey asks students in grade 12 to self-report on aspects of their learning. In 2012 this included the extent to which they agreed with the following statement “I use feedback and past experiences to improve my learning”.

I use feedback and past experiences to improve my learning	
Student Survey	2012
Strongly Agree	37.9%
Agree	53.6%
Disagree	6.1%
Strongly Disagree	2.4%
Overall Agreement	91.5%

A first year of data provides an early indication that Calgary Board of Education students use feedback and past experiences to improve their learning.

Target for 2013: Sustainability with 2012 result



4.3 Have the confidence to embrace ambiguity and complexity.

Board-approved 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.

Board-approved 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.

Results |

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 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	2012
Strongly meeting expectations	31.8%	35.4%
Meeting expectations	60.7%	57.0%
Requires support to meet expectations	6.8%	6.7%
Not yet meeting expectations	0.2%	0.2%
Individual Program Plan	0.6%	0.7%
Overall results for independently meeting expectations	92.5%	92.4%

Board-approved target for 2012: Sustainability with 2011 results.

This target was met; 2011 and 2012 results are both very high and within a tenth of a percentage point of one another.

Target for 2013: Continued results at or above 92%

- 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 report cards across the CBE.

In 2011 and 2012 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 2013 these statements are combined to read "engages in learning with confidence and persistence".

Engages in learning with initiative, persistence and integrity		
	2011	2012
Exemplary strengths	28.0%	27.4%
Evident strengths	47.4%	52.4%
Emerging strengths	19.4%	16.8%
Network of support required	4.3%	2.8%
Individual Program Plan	0.9%	0.7%
Overall levels of success	94.8%	96.5%



Demonstrates confidence and autonomy in learning		
	2011	2012
Exemplary strengths	22.1%	24.5%
Evident strengths	49.7%	53.4%
Emerging strengths	22.3%	18.4%
Network of support required	4.7%	2.9%
Individual Program Plan	1.2%	0.8%
Overall levels of success	94.1%	96.3%

Board-approved target for 2012: Sustainability with 2011 results.

This target was met; 2011 and 2012 results are both very high and show a year-to-year increase.

Target for 2013: Continued results at or above 95%

3. The Calgary Board of Education Student Survey asks students in grade 12 to self-report on aspects of their learning. In 2012 this included the extent to which they agreed with the following statement "I am comfortable learning about things that don't have a single right answer".

I am comfortable learning about things that don't have a single right answer	
Student Survey	2012
Strongly Agree	32.6%
Agree	45.9%
Disagree	15.0%
Strongly Disagree	6.5%
Overall Agreement	78.5%

This first year of data is positive in its results, yet somewhat lower than other data sets for Results 4, indicating that additional attention may be required to understand and enhance students' experiences in learning about things that don't have a single right answer.

Through the CBE Student Symposiums in the spring of 2013, students will be asked to provide additional information about their successes and challenges in this area and about the conditions that best enable their success.

Target for 2013: 80%

4.4 Take risks appropriately.

Board-approved 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.

Board-approved 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.

Results |

1. The Calgary Board of Education Student Survey asks students in grade 12 to self-report on aspects of their learning. In 2012 this included the extent to which they agreed with the following statement "I try new things in my learning even when I am not guaranteed success". In 2013, similar information will be collected from students in grades 4, 7 and 10.

I try new things in my learning even when I am not guaranteed success	
Student Survey	2012
Strongly Agree	27.3%
Agree	53.4%
Disagree	15.7%
Strongly Disagree	3.6%
Overall Agreement	80.7%

A first year of data provides an early indication that Calgary Board of Education students try new things in their learning even when they are not guaranteed success.

Target for 2013 with combined data from grades 4, 7, 10 and 12: 82%

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

Board-approved 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.

Board-approved 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.

Results |

1. Student learning outcomes within the Grades 1-9 Health program, and the Career and Life Management (CALM) program 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 have been gathered from report cards across the CBE.



For 2012, this includes the level of achievement on the report card indicator “applies skills and knowledge in Health” for elementary students in and final course marks for high school students enrolled in CALM.⁵

Students experiencing success with Health/CALM learning outcomes	
	2012
	97.2%

A first year of data provides an early indication that Calgary Board of Education students are very successful with the learning outcomes in the Health and CALM programs of study.

Target for 2013: Sustainability with 2012 result

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”. The transition from a question about what students have learned to do to a question about what students actually do is expected to create a small decline in results.

I learned how to practice a healthy and active lifestyle I make decisions that help keep me physically healthy			
Student Survey	2010	2011	2012
Strongly Agree	34.4%	36.9%	36.3%
Agree	49.3%	49.3%	47.8%
Disagree	11.2%	10.3%	11.1%
Strongly Disagree	3.9%	3.6%	4.1%
Overall Agreement	83.7%	86.2%	84.1%

Board-approved target for 2012: Sustainability with 2010 and 2011 results. This target was met; the 2012 result is within a percentage point of the previous two-year average and establishes a three-year average of 84.6%

Target for 2013: 86%

⁵ Students in CALM were assessed using a 100% scale. In accordance with Alberta Education requirements, these students were considered to have experienced if they had marks 50% or above. Elementary students were assessed using a five-point scale and were considered to be achieving success if they received an indicator of 3, 4, or 5.

3. The Calgary Board of Education Student Survey asks students in grade 12 to self-report on aspects of their learning. In 2012 this included the extent to which they agreed with the following statement “I make decisions that contribute to my overall well-being”.

I make decisions that contribute to my overall well-being	
Student Survey	2012
Strongly Agree	36.7%
Agree	54.7%
Disagree	6.2%
Strongly Disagree	2.4%
Overall Agreement	91.4%

A first year of data provides an early indication that Calgary Board of Education students make decisions that contribute to their overall well-being.

Target for 2013: Sustainability with 2012 result

- 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.

Board-approved 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.

Board-approved 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 cards⁶.
3. Percentage of grade 12 students who report they work and communicate effectively with others; as measured by the student surveys.

Results |

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 kindergarten report cards across the CBE.

Works and communicates effectively with others		
	2011	2012
Strongly meeting expectations	27.7%	30.8%
Meeting expectations	64.9%	60.5%
Requires support to meet expectations	5.2%	5.5%
Not yet meeting expectations	0.1%	0.1%
Individual Program Plan	2.2%	3.1%
Overall results for independently meeting expectations	92.6%	91.3%

Board-approved target for 2012: Sustainability with 2011 results.

This target was met, 2012 results represent some fluctuation yet remain above 90% and create a two-year average of close to 92%

Target for 2013: Continued results at or above 92%

⁶ 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 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 Works and collaborates effectively with others		
	2011	2012
Exemplary strengths	24.1%	24.2%
Evident strengths	52.2%	56.1%
Emerging strengths	20.3%	16.6%
Network of support required	3.0%	2.3%
Individual Program Plan	0.5%	2.3%
Overall levels of success	96.6%	96.9%

Board-approved target for 2012: Sustainability with 2011 results.

This target was met; 2011 and 2012 results are both very high and within tenths of a percentage point of one another.

Target for 2013: Continued results at or above 96%

3. The Calgary Board of Education Student Survey asks students in grade 12 to self-report on aspects of their learning. In 2012 this included the extent to which they agreed with the following statement "I work and communicate effectively with others".

I work and communicate effectively with others	
Student Survey	2012
Strongly Agree	39.3%
Agree	51.8%
Disagree	6.2%
Strongly Disagree	2.7%
Overall Agreement	91.1%

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

Target for 2013: Sustainability with 2012 result

ATTACHMENT I: Capacity Building Information

GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

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

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

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

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

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

CAPACITY BUILDING INFORMATION

| **attachment** |

This information outlines organizational plans to respond to two specific areas for improvement within Results 4: Personal Development. These two areas are represented by grade 12 students' responses to questions regarding their ability to adapt to new learning situations and their comfort learning about things that don't have a single right answer. Actions to support this improvement are not part of the Board of Trustees' monitoring but are included as information.

Indicator |

Percentage of students who report they can adapt to new learning situations; as measured by student surveys.

Forward Looking Actions |

Continued focus on factors that contribute to student success

- Students being known, heard and understood within their school
- Students having identified support structures and means of accessing support
- Students understanding the changes they are experiencing within their learning programs and the reasons for them
- Intentional support plans during times of transition

In addition, greater exploration of this topic will be conducted with student focus groups and new strategies may be developed based on information gathered from what students report as contributing to or limiting their abilities in this area.

Indicator |

Percentage of grade 12 students who report they are comfortable learning about things that don't have a single right answer.

Forward Looking Actions |

Continued focus on providing students with learning tasks and assessment experiences that allow for more than one valid response and on developing teacher capacity to be able to do so.

In addition, greater exploration of this topic will be conducted with student focus groups and new strategies may be developed based on information gathered from what students report as contributing to or limiting their success in this area.



report to Board of Trustees

2013-2014 Operating Budget

Date	May 7, 2013
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Naomi E. Johnson, Chief Superintendent of Schools
Purpose	Information
Originator	Deborah L. Meyers, Superintendent, Chief Financial Officer, Corporate Treasurer
Governance Policy Reference	Operational Expectations OE-5: Financial Planning OE-8: Communication With and Support for the Board
Resource Person	Brad Grundy, Director, Corporate Finance Donna Rogers, Manager, Corporate Planning and Reporting Shay Khan, Acting Manager, Corporate Planning and Reporting Superintendents Corporate Planning and Reporting Staff

1 | Recommendation

It is recommended:

THAT the attached 2013-2014 Operating Budget report, dated May 28, 2013, be received for information.

2 | Issue

The Chief Superintendent intends to present the attached 2013-2014 Operating Budget report on May 28, 2013 for Board consideration and approval. It is provided at this meeting, three weeks in advance, for information only.



3 | Conclusion

The 2013-2014 Operating Budget will be presented to the Board of Trustees for consideration and approval on May 28, 2013.



NAOMI E. JOHNSON
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: May 28, 2013 - 2013-2014 Operating Budget

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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



report to Board of Trustees

2013-2014 Operating Budget

Date	May 28, 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	Operational Expectations OE-5: Financial Planning OE-8: Communication With and Support for the Board
Resource Person	Brad Grundy, Director, Corporate Finance Donna Rogers, Manager, Corporate Planning and Reporting Shay Khan, Acting Manager, Corporate Planning and Reporting Superintendents Corporate Planning and Reporting Staff

1 | Recommendations

It is recommended:

1. THAT 2013-14 budgetary information regarding planned certificated salaries and benefits expenditures in the amount of \$684.2 million be approved.
2. THAT 2013-14 budgetary information for planned expenditures of \$492.7 million, which includes all planned expenditures except for certificated salaries and benefits set out in recommendation 1 and planned total revenues of \$1,161.6 million, be approved.
3. THAT use of the Continuing Education Fee Stabilization Reserve Fund to support planned 2013-14 spending be approved.

4. THAT application of operating reserves and use of amortization totaling \$15.3 million to support the planned difference between total revenue of \$1,161.6 million and total expenditures of \$1,176.9 million, be approved.
5. THAT the 2013-14 Operating Budget as presented in Attachment I, of this report, reflecting total planned spending of \$1,176.9 million be approved and submitted to Alberta Education by May 31, 2013.

2 | Issue

Section 147(2) of the *School Act* requires that the Calgary Board of Education submit to Alberta Education, by May 31 of each year, a budget approved by the Board of Trustees for the fiscal year beginning on the following September 1.

In accordance with the Board of Trustees' Operational Expectation OE 6: Financial Condition, the chief superintendent is required to seek the Board of Trustees' prior approval for any use of reserves or transfers between reserves.

3 | Background

In accordance with the *School Act* and the intent of Operational Expectation OE 5: Financial Planning, the chief superintendent of schools is required to prepare and submit to the Board of Trustees, for review and approval, an operating budget which is balanced, so that the proposed expenses do not exceed the projected revenues to be received by the Calgary Board of Education or from other identified funding sources such as reserves or unrestricted net assets.

In order to develop the 2013-14 Operating Budget, superintendents were tasked to formulate and lead all operating budget work including:

- providing full executive oversight of the operating budget process;
- considering service delivery model changes;
- providing succinct and direct stakeholder engagement; and
- making final recommendations to the Board of Trustees concerning all aspects of the 2013-14 operating budget.

The 2013-14 Operating Budget is based upon assumptions provided to the Board of Trustees for information on April 16, 2013.

The Calgary Board of Education Results Policies and Operational Expectations, the CBE Three-Year Education Plan 2012-2015, and *Inspiring Education* were the foundational documents used by superintendents' in formulating strategies in support of the personalization of student learning.

This year our strategies aimed to achieve one overriding imperative: Dedicate the maximum possible resources to optimize learning for students in classrooms. A summary of the specific strategies is contained in Attachment I.

The key highlights of the 2013-14 Financial Plan reflected in Attachment I are:

1. The RAM-rate increase across the system is an average of two per cent for 2013-14. The RAM-rate increase, which equates to \$14.0 million, is weighted to ensure that the current average kindergarten to Grade 3 class size is maintained. In spite of the RAM increase, schools will have an average of 2.1 per cent less funding than they require.
2. As requested by Alberta Education, the administration block is reduced by \$4.6 million from the approved 2012-13 budget. This means that the portion of the entire operating budget spent on administrative expenses is effectively reduced from 3.4 per cent in 2012-13 – well under the limit set by the province.
3. Together with the cuts in administration, a review of block allocations across the organization results in the percentage of the operating budget spent on administration being 2.8 per cent¹. While all of our budget supports students and schools, spending 97.2 per cent of our budget on other blocks means the administration block is extremely lean – perhaps overly so.
4. The use of one-time funding sources and depletion of all available reserves totals \$15.3 million. The consequence of using all available reserves will be a continued structural deficit for 2014-15.
5. As required by law, the operating budget for 2013-14 is balanced.

4 | Analysis

The 2013-14 Operating Budget makes recommendations for program and related support service expense. Highlights include:

- advance the objectives of Inspiring Education;
- maintain kindergarten to Grade 3 current average class-size;
- support English Language Learners;
- generally maintain student fees at 2012-13 rates;
- maintain full day kindergarten programs; and
- continued support of facilities maintenance.

¹ Without the reallocation, the administration block for 2013-14 would be three per cent, as targeted in the budget assumptions report.

Other considerations:

(a) A summary of the organization's financial plan for 2013-14 is as follows:

	Budget	
	2013-14 (\$ millions)	2012-13 (\$ millions)
Planned revenues	\$1,161.6	\$1,152.9
Planned expenses	(1,176.9)	(1,169.0)
Use of operating reserves & UNA ²	11.8	12.2
School purchased assets ³	(2.5)	(2.5)
Use of amortization	6.0	6.4 ⁴
Net Balanced Position	\$ -	\$ -

(b) Use of Operating Reserves and Amortization:

The recommended use of \$15.3 million of available year-end projected operating reserves and amortization to mitigate the operating shortfall is consistent with the approved terms of reference in the following amounts:

	<u>\$ million</u>
Operating Reserves	
Utility Expense Stabilization	1.6
General Instruction	1.0
Fiscal Stability	1.7
Administrative Systems Renewal	2.2
System Transformation	0.5
Continuing Education Fee Stabilization	1.6
Operating Lease Reserve	1.0
Transportation Fee Reserve	2.2
Total use of Operating Reserves	<u>11.8</u>
Contribution from Capital Amortization	6.0
School Purchased Assets ⁵	(2.5)
Total	<u>15.3</u>

(c) Targeted Services:

Where funding has been targeted to specific program initiatives (Student Health; High-Speed Networking; and Infrastructure Maintenance Renewal, etc.) expenditures have been matched to available funding.

² Unrestricted Net Assets

³ Schools contribute funds from their decentralized budget to fund their capital purchases.

⁴ The use of amortization to balance the 2012/13 Operating Budget was reduced to \$2.9 million in the Fall Budget Update.

⁵ Schools contribute funds from their decentralized budget to fund their capital purchases.

(d) Service Planning Assumptions:

Within the framework of the high-level budget strategies, programs and services supported in the 2013-14 Operating Budget have been reviewed in the context of school development plans, area Renewal plans and the strategies articulated in the Three-Year Education Plan 2012-2015. Where appropriate, resource reallocations consistent with these plans for 2013-14 have been made, which include regular programs, alternative programs, and unique schools and programs. This is consistent with prior years.

(e) Governance Relationship:

The Operating Budget has been informed by and is consistent with Administration's reasonable interpretations and indicators as articulated in the Board of Trustees' Results, related Operational Expectations, and Alberta Education outcomes.

5 | Financial Impact

Overall Balanced Position

The CBE will achieve a balanced position for this operating budget for 2013-14 after taking into account:

- projected revenues identified above for 2013-14;
- approved planned use of available operating reserves; and
- use of amortization against the planned expenses for 2013-14.

6 | Implementation Consequences

The approval of the 2013-14 Operating Budget will meet the requirement to balance the budget. The impact of reduced provincial funding, coupled with non-discretionary cost increases will be felt across the system. Increased average class sizes in grades 4 through 12 and reductions in the timeliness and quality of services provided centrally are unavoidable. This risks non-compliance with some Operational Expectations, and delays in progress towards our Results.

7 | Conclusion

The 2013-14 Operating Budget is presented to the Board of Trustees for consideration and approval on May 28, 2013. The budget is balanced and complies with the Board of Trustees' policies, as well as the provisions of the Alberta Education Funding Framework, and the *School Act*.



NAOMI E. JOHNSON
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: Operating Budget for 2013-14 and beyond

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.

operating budget for 2013-14 and beyond



learning | as unique | as every student



**Calgary Board
of Education**

Table of Contents

Budgeting in a challenging environment.....	1
Values guide our approach	1
Operating Budget Highlights	2
School Fees	2
2013-14 Budget-at-a-Glance.....	3
Budget Background	4
Implications of the recent provincial budget	4
Uncontrollable Factors Affecting the Budget	4
Understanding Administrative Expenses	5
Allocation of Costs	5
Balancing the Budget.....	6
Budget Assumptions and Strategies	6
Operating Budget Assumptions Related to Uncertainties	6
Operating Budget Assumptions Related to Strategies	7
Three-Year Financial Plan	9
Understanding Revenue	11
Alberta Education Grant Funding	11
Provincial Grant Revenues	13
Other Revenue.....	14
Understanding Expenses	15
Expenses by Block.....	15
Expenses by Object	16
Reserves	17
Structural Deficit and Available Operating Reserves	19
Staff complement.....	20
Student enrolment.....	21
Glossary of terms.....	22
Appendix I - Alberta Education.....	24

Budgeting in a challenging environment¹

The Calgary Board of Education is one of the best public education systems in the world. Outstanding education depends on making wise decisions about how to invest public resources on behalf of more than 110,000 students. It's an important responsibility. The money we spend educating our youth is one of the most important investments communities can make in their future.

The provincial budget provided funding that is essentially flat from one year to the next. In a world where prices go up, having the same dollars a year later means buying power is reduced. There are two significant factors that affect the CBE's buying power for 2013-14: enrolment growth and cost increases. The CBE expects about 3,000 more students (about three per cent). At the same time, inflation, grid movement, negotiated increases for unionized employees and other cost increases combine to increase costs for the system.

The operating budget report for 2013-14 directs as much funding as possible to students in classrooms. To accomplish this, central reorganization and severe cuts to administration were required.

Unfortunately, in the fourth consecutive year of funding reductions, it is impossible to continue to make cuts without negative impacts on students, parents, classrooms, staff, programs and services. The proposed budget may even jeopardize our ability to deliver core service and support functions.

Values guide our approach

Experience has taught us that budgets are less about numbers than values. The choices we make with the funding we are provided communicates what we hold most dear as a public education system.

Administration's approach to the operating budget is guided by the following values.

- Minimizing the impact on students and parents remains a top priority.
- We will focus our resources on achieving the vision as articulated in the Results Statements, the Three-Year Education Plan, and *Inspiring Education*.
- We will continue to build on innovation already in progress.
- We will continue to advance the learning agenda. We are committed to the best possible learning for our students today while continuing to move our practice forward.

While we keep these values foremost in our minds, the process of building the 2013-14 operating budget revealed that it is impossible to maintain the level of service in many areas of the organization. We have kept students first by making cuts everywhere else first.

As shown in the budget, this approach has a huge impact on services and programs delivered by and within the CBE.

¹ Throughout this document, the 2012-13 budget figures presented are from the 2012-13 Operating Budget, which was approved by the Board of Trustees on May 29, 2012. Some numbers have been reclassified for comparative purposes.

Operating Budget Highlights

In consideration of our values and the provincial revenue reductions, administration's overall expected outcomes for the budget are:

- The RAM-rate increase across the system is an average of two per cent for 2013-14.² The RAM-rate increase, which equates to \$14 million, is weighted to ensure that current average kindergarten to Grade 3 class size is maintained. In spite of the RAM increase, schools will have an average of 2.1 per cent less funding than they require.
- As requested by Alberta Education, our administration block is reduced by \$4.6 million from our 2012-13 budget. This means that the portion of the entire operating budget spent on administration is effectively reduced from 3.4 per cent in 2012-13—well under the limit set by the province. Details regarding blocks are provided on page 5.
- Together with the cuts in administration, a review of block allocations across the organization results in the percentage of the operating budget spent on administration being 2.8 per cent.³ While the entire budget supports students and schools, spending 97.2 per cent of our budget on other blocks means the administration block is extremely lean – perhaps overly so.
- The use of one-time funding sources and depletion of all available reserves totals \$15.3 million. The consequence of using all available reserves will be a continued structural deficit for 2014-15.
- As required by law, the operating budget for 2013-14 is balanced.

School Fees

For 2013-14, school fees have been established and are posted on the website www.cbe.ab.ca/Parents/Fees.asp

Overall, fees have generally been maintained at 2012-13 levels.

The phase-in of the full rate for noon supervision charged to students who take the bus continues as planned. For 2013-14 their rate increases to two thirds of the full rate from one third.

² RAM refers to the Resource Allocation Method. This is the name of school-based budgets distributed to principals to make decisions for their schools in consultations with employees, parents, school councils and others. The average RAM-rate change for 2013-14 will be two per cent across the system; some schools receive more while others receive less.

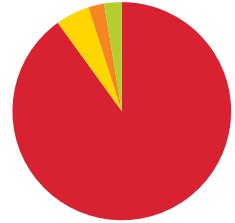
³ Without the reallocations, the administration block percentage for 2013-14 would be three per cent, as targeted in the budget assumptions report.



2013-14 Budget-at-a-Glance

Revenue

	Budget	
	all figures in \$ thousands	%
Government grants	1,045,939	90.0
Fees, sales and services	58,333	5.0
Other	27,214	2.4
Capital allocations	30,062	2.6
	<u>\$ 1,161,548</u>	<u>100.0</u>



Advance the objectives of *Inspiring Education*

Maintain kindergarten to Grade 3 current average class-size.

Support English language learners

Generally maintain fees at 2012-13 rates

Maintain full-day kindergarten programs

Continued support of facilities maintenance

Government grants include provincial and federal operation funding based on enrolment projections for the 2013-14 school year.

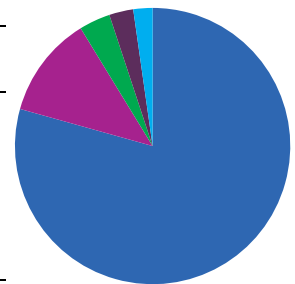
Fees, sales and services includes transportation fees, noon supervision fees, instructional supplies and material fees and fees charged at the school level for field trips, athletics, and arts, revenues for Chinook adult education programs, international student fees and general sales at the school level.

Other includes gifts and donations, fundraising, leasing revenue, and investment income.

Capital allocations represent provincial funding for school building amortization.

Expenses

	Budget	
	all figures in \$ thousands	%
Instruction: ECS - Grade 12	933,602	79.3
Operations & Maintenance	140,271	11.9
Transportation	43,099	3.7
Board & System Administration	33,348	2.8
External services	26,545	2.3
	<u>1,176,865</u>	<u>100.0</u>



Instruction includes teacher and support staff salaries and benefits.

Board and System Administration includes administrative functions and central services support for the jurisdiction at the district or system level.

External services consists of costs related to education services outside of regular program areas; e.g., international student services and adult learning.

Reserves

Available reserves totalling \$15.3 million balance the difference between revenue and expenses.



Budget Background

Budget 2013-14 was crafted within a challenging fiscal environment. The following information helps in understanding the decisions and strategies applied to develop a balanced budget.

Implications of the recent provincial budget

Funding from Alberta Education is essentially flat. Although a modest two per cent increase was provided for enrolment, class size and inclusive education, the increase was effectively consumed by other funding reductions and eliminations.

For budget 2013-14 the CBE absorbed a range of funding reductions and eliminations, including:

- No grant rate increase for base instruction;
- Alberta Initiative for School Improvement (AISI) funding eliminated (effective April 1, 2013);
- Fuel price contingency funding discontinued (effective April 1, 2013);
- Learning Resources Credit discontinued;
- Maximum years of funded support for English Language Learners reduced;
- Elimination of CBE eligibility for the Small Schools by Necessity funding;
- Reductions to the Plant Operations and Maintenance funding;
- Reduced funding for Work Experience and Special Projects courses;
- Reduced funding for Alberta Distance Learning Centre courses;
- Reduced Equity of Opportunity funding;
- Significant reductions to Infrastructure Maintenance Renewal Funding; and
- Reduced cap on the System Administration and School Board Governance Block, resulting in a \$4.6 million reduction to funding, entirely applied to that block.

Uncontrollable Factors Affecting the Budget

Even though funding is essentially unchanged, there are costs that will increase and that cannot be controlled by the CBE. These include, but are not limited to:

- projected enrolment growth;
- negotiated salary increases for unionized employees;
- grid movement for unionized employees; and
- inflation.



In addition to increasing costs, a significant portion of CBE expenses are non-discretionary. This refers to costs over which CBE has little or no control in the short term. This creates a challenge and limits the options available for cost reductions.

Finally, administration must deliver a balanced budget and is unable to fund a deficit with debt without ministerial approval.

Understanding Administrative Expenses

In addition to reporting operating budget expenditures by type of expenditure, the CBE reports on expenditures by “block”. The blocks are: instruction; operations & maintenance; transportation; board and system administration; and external services.

In 2012-13, board and system administration costs represent only 3.4 per cent of the CBE’s total operating cost against an allowable cap of four per cent. This means that the equivalent of 0.6 per cent of total operating costs (about \$7 million) has been directed to classrooms in the current year.

For 2013-14 the provincial budget made a significant change to the amount of the operating costs that can be spent on administrative expenses. The maximum, which was four per cent, has been reduced to 3.6 per cent. This represents a 10 per cent reduction. In addition to reducing the allowable percentage, Alberta Education removed an equivalent amount from the CBE’s funding. That claw-back totals \$4.6 million for 2013-14. This change and claw-back have several significant consequences for the CBE.

Finding an additional \$4.6 million in savings within what are already very lean operations is daunting. Challenges include the fact that administrative expenses, as a block, include a higher proportion of non-discretionary costs (like fixed costs) and a higher proportion of increasing costs, than other blocks.

Finally, the \$4.6 million in cuts had to be found from a base that is already well below the cap. These matters were discussed in detail in the Operating Budget Assumptions Report presented to the Board of Trustees on April 16, 2013.

Allocation of Costs

The CBE allocates its expenditures to the various blocks based upon guidelines provided by Alberta Education. These allocations are reviewed periodically to ensure that the current circumstances accurately reflect the guidelines.

A review was performed this year and changes are reflected in the 2013-14 budget.

We have reclassified the 2012-13 budget, presented in this report, for comparative purposes. The variances, therefore, reflect actual, year-over-year budget increases or decreases, exclusive of these reallocations.

Balancing the Budget

Budget Assumptions and Strategies

On April 16, 2013, the Administration provided the Board of Trustees with the CBE Operating and Capital Budget Assumptions for 2013-14 to 2015-16 (i.e., budget assumptions report). The assumptions report detailed the assumptions and strategies to be incorporated into the 2013-14 operating budget.

Although CBE presents a three-year financial plan, detailed mitigation strategies to balance the budget in 2014-15 and 2015-16 are not provided due to the level of uncertainty of provincial funding.

Below are the key assumptions related to uncertainties and strategies introduced in the assumptions report.

Operating Budget Assumptions Related to Uncertainties

By definition, uncertainties cannot be fully controlled – by anyone. At best, uncertainties can be address by assumptions.

Compensation Changes	All anticipated changes in employee compensation have been included based on current information. Anticipated changes include: general wage increases, grid movement, performance increases and benefits. At the time of printing, the compensation changes include the financial terms of the proposed agreement between the provincial government and the Alberta Teachers' Association.						
Enrolment	<p>Enrolment projections have been based on the Sept. 30, 2012 actual enrolment of 107,104 and reflect the City of Calgary population changes, market share, and student retention rates (cohort-survival model). Forecasted enrolment figures are:</p> <table><tr><td>▪ 2013-14</td><td>110,376</td></tr><tr><td>▪ 2014-15</td><td>113,612</td></tr><tr><td>▪ 2015-16</td><td>116,650</td></tr></table>	▪ 2013-14	110,376	▪ 2014-15	113,612	▪ 2015-16	116,650
▪ 2013-14	110,376						
▪ 2014-15	113,612						
▪ 2015-16	116,650						
Inflation Rate	The inflation rates used in 2014-15 and 2015-16 budget projections are estimated based on the five-year trend, which averages 1.4 per cent per year in Calgary.						
Contractual Obligations	All known changes in contractual obligations have been included based on current information.						

Investment Income	<p>Investment income is expected to remain constant for 2013-14 based on the following:</p> <ul style="list-style-type: none"> ▪ cash flow levels are projected to remain the same; ▪ short-term interest rates are expected to remain at current levels, according to the Bank of Canada; and ▪ long-term investment returns are expected to remain constant.
Legislative and Regulatory Framework	<p>The <i>Education Act</i> was passed in December 2012. This new legislation may affect the budget in 2014 and beyond in areas such increased age of funded students and residency requirements. Understanding the full financial impact depends on the regulations that will support the new <i>Act</i>. Until the regulations are developed, the financial impact of the legislation cannot be determined fully.</p>

Operating Budget Assumptions Related to Strategies

Strategies are deliberate approaches and decisions proposed by the CBE Administration to achieve one overriding imperative: Dedicate the maximum possible resources to optimize learning for students.

Anticipated savings
2013-14
(all figures in \$ millions)

Redesign and restructure of service delivery and support

Service units are examining ways to improve the delivery and support of student learning, including a network approach; integrating functions to increase the impact and efficiency with a focus on system-wide priorities; leveraging technology; and consolidation of like services. Our aim is to support the transformation required to meet the vision articulated in *Inspiring Education*, as well as support our strategies to reduce the administrative burden on teachers and principals.

2.5

Service Units –Operational Excellence Initiative

Service units have identified initiatives to achieve efficiencies while maintaining services and quality. For example:

- finding ways to improve productivity without making additional demands on existing resources – this means working smarter;
- accepting the challenge of determining work we can stop because it does not add sufficient value at this time;
- improving processes that maximize revenue;
- integrating functions to increase the impact and efficiency with a focus on system-wide priorities; and,
- saving money for the system by better leveraging strategic procurement and sourcing.

12.5

A number of these initiatives require several years to fully reap the anticipated savings, especially where benefits are achieved by introducing systems to replace manual processes.

Executive Team Salary Freeze

There will be no increases to executive salaries in 2013-14. There is no cost savings to this strategy as exempt salary increases are performance based and not automatic.

0.0

Delaying capital investments

To balance the budget, we have freed up funds by temporarily delaying the spending on non-urgent board-funded capital, such as equipment and technology—which are funded through the application of amortization expense.

6.0

By definition, board-funded capital excludes school facilities.

Elimination of AISI funding

Alberta Education eliminated the \$7.3 million in funding for this initiative.

7.3

Reduction in IMR funding

Our lowest priority IMR projects planned for 2013-14 will be delayed.

3.4

Use of reserves

We anticipate that our use of unrestricted reserves in the current fiscal year will be lower than budget, as a result of gapping tied to unfilled positions and as a result of cost savings identified to assist with the 2013-14 mitigation of provincial funding reductions. These reserves will be available to help balance the 2013-14 budget.

12.0

We plan to deplete all available operating reserves to assist with balancing the budget. This includes requesting that the Board of Trustees allow for the use of the Continuing Education Stabilization Fund, previously designated for the sole use of Chinook Learning Services.

RAM Allocation

We applied the RAM allocation in a manner that reflects new and emerging delivery strategies that reinforce flexibility and enquiry and project based environments.

13.0

Elimination of memberships

We will examine the memberships to ensure they add value. Examples include Alberta School Boards Association (ASBA) and Calgary Educational Partnership Foundation (CEPF).

0.3

Board of Trustees Budget

The Board of Trustees reduced their budget by 13.5 per cent.

0.2

Education Matters

This strategy entails eliminating the CBE contribution to Education Matters.

0.8

Reduction in Service

In order to find the \$4.6 million clawed back by Alberta Education from within the administration block, it was necessary to cut very deeply into administrative service delivery. There will likely be service-delivery reductions accompanied by organizational restructuring. It is impossible to provide additional detail at this time, including the impact on positions.

4.0

62.0



Three-Year Financial Plan

Operational Expectation 5: Financial Planning requires the development of a three-year financial plan. This year, detailed mitigation strategies to balance the budget in 2014-15 and 2015-16 (“the projection years”) are not provided due to the level of uncertainty of provincial funding. Consequently these years show a deficit. This represents the magnitude of mitigation strategies that will be required in each year. In other words, the deficit represents the additional revenue and/or cost reductions needed to balance the budget in the projection years.

The Three-Year Financial Plan chart shows the financial plan for the Calgary Board of Education for the next three years. The 2011-12 financial results and the 2012-13 budget are provided for comparative purposes.

The financial plan can be presented in two ways and both are shown. The first breakdown shows expenses by “block.” The second breakdown shows expenses by commonly used accounting categories called “objects.” Whether viewed by block or by object, the expense total is the same.

The table shows that total revenue for 2013-14 is \$15.3 million less than expenses for the same year. The difference represents the CBE’s plan to use \$15.3 million of reserves in 2013-14. This use of reserves eliminates the gap between projected revenue and forecast expenses. More detail is provided on page 17.



Three-Year Financial Plan*

for the periods 2013-14 to 2015-16 (with comparatives for 2011-12 and 2012-13)
(all figures in \$ thousands)

	Actuals	Budget		Projection	
	2011-12	2012-13	2013-14	2014-15	2015-16
REVENUES					
Alberta Education	1,026,874	1,039,861	1,042,431	1,075,677	1,113,076
Other - Government of Alberta	2,103	670	614	614	614
Federal Government and First Nations	2,242	2,191	2,381	2,381	2,381
Other Alberta school authorities	731	510	513	513	513
Fees	37,440	30,856	37,795	38,223	38,758
Other sales and services	21,010	20,295	20,538	20,825	21,117
Investment income	5,632	3,198	3,002	3,044	3,087
Gifts and donations	6,151	10,036	5,166	5,238	5,312
Rental of facilities	8,397	7,236	7,954	8,065	8,178
Fundraising	11,035	8,411	11,092	11,247	11,405
Gain on disposal of capital assets	41,337	-	-	-	-
Amortization of capital contributions	24,401	29,606	30,062	30,185	29,158
Other revenue	231	-	-	-	-
Total Revenues	\$ 1,187,584	\$ 1,152,870	\$ 1,161,548	\$ 1,196,012	\$ 1,233,599
EXPENSES BY BLOCK					
Instruction: ECS - grade 12	897,525	922,616	933,602	968,871	1,012,452
Plant operations and maintenance	137,442	141,308	140,271	144,624	146,672
Transportation	37,760	39,012	43,099	43,845	44,507
Board and System Administration	41,652	37,941	33,348	34,520	35,541
External services	23,396	28,073	26,545	26,361	27,068
Total Expenses	\$ 1,137,775	\$ 1,168,950	\$ 1,176,865	\$ 1,218,221	\$ 1,266,240
EXPENSES BY OBJECT					
Certificated salaries and benefits	668,065	681,504	684,171	709,724	747,528
Support staff salaries and benefits	218,576	235,032	239,722	252,184	260,381
Services, contracts and supplies	205,428	197,820	200,678	203,487	206,336
Amortization expenses	42,463	52,101	50,705	51,827	51,385
Interest on capital debt expenses	1,464	1,116	820	560	356
Other interest charges	1,779	1,377	769	439	254
Total Expenses	\$ 1,137,775	\$ 1,168,950	\$ 1,176,865	\$ 1,218,221	\$ 1,266,240
Surplus / (Deficit)	\$ 49,809	\$ (16,080)	\$ (15,317)	\$ (22,209)	\$ (32,641)

*In accordance with Operational Expectation OE-5: Financial Planning



Understanding Revenue

Alberta Education Grant Funding

On March 7, 2013, the provincial government announced its budget for its fiscal year starting April 1, 2013.

The announced rate increases are:

Fiscal year	Base instruction	Inclusive Education and class size grants
2013-14	0%	2%
2014-15	0%	2%
2015-15	0%	2%

The province did not provide any information with respect to funding changes for the projection years. For 2013-14, the province reduced or eliminated:

- Alberta Initiative for School Improvement (AISI) funding is eliminated effective April 1, 2013
- Fuel price contingency funding is discontinued effective April 1, 2013.
- Learning Resources Credit allocation is discontinued effective Sept. 1, 2013.

Other changes for 2013-14:

- The maximum expenditure for system administration and school board governance is reduced by 10 per cent (from four per cent to 3.6 per cent of total operating expenses) resulting in a \$4.6 million claw-back in funding.
- The maximum years funded for eligible students in English as a Second Language programs decreases to five years from seven years.
- Inclusive education transition funding, implemented in Budget 2012 with the new Inclusive Education grant, will be renamed Program Equity and will be in place over the period of the 2013-2016 Business Plan.
- Metro school jurisdictions are no longer eligible for Small Schools by Necessity (SSBN) funding.
- Full Time Equivalent (FTE) Funded enrolment replaces FTE weighted enrolment in the Plant Operations and Maintenance (POM) formula. Metro school jurisdictions are no longer eligible for the SSBN component of this funding.
- A tier four has been added to the Credit Enrolment Unit (CEU) funding tiers table for Work Experience and Special Projects courses, effectively reducing funding for these courses.
- Funding for school authorities with students taking Alberta Distance Learning Centre (ADLC) courses, will be reduced to 44 per cent of the CEU Tier rate.
- The rate for the per student component of the Equity of Opportunity funding decreases to \$101 from \$156 per student.
- Infrastructure Maintenance Renewal Funding decreases by 20 per cent.

The province did not provide any information with respect to funding changes for 2014-15 and 2015-16 beyond the rate changes noted. Therefore, the increases reflected below are likely overstated and subject to change.

Government of Alberta Grant Funding Changes

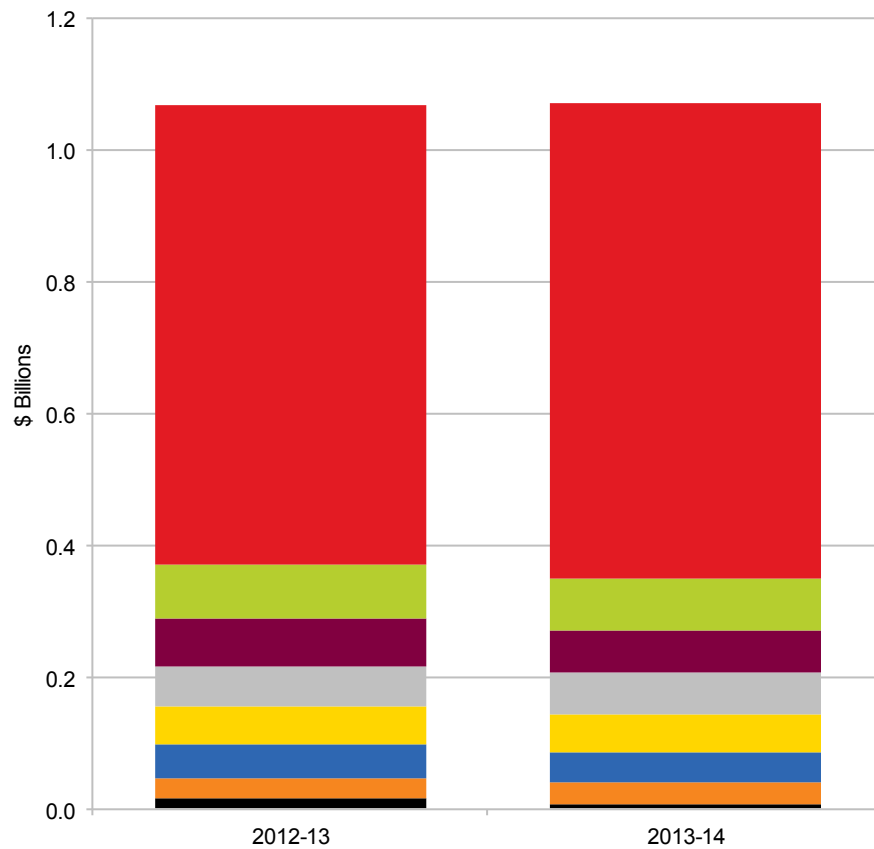
(all figures in \$ millions)

Description	Actual Changes	Projected Changes	
	2013-14	2014-15	2015-16
Changes due to:			
Enrolments/Grant Increases ⁴	31.8	33.7	36.4
	<u>31.8</u>	<u>33.7</u>	<u>36.4</u>
Changes in grant programs:			
1. Class-size funding	0.9		
2. Inclusive education continued transition funding and two per cent increase	7.7		
3. Adjustment for tier 4 CEUs and ADLC	(1.5)		
4. Provincial claw back for Administration costs	(4.6)		
5. Elimination of small school by necessity (SSBN)	(2.0)		
6. ESL funding reduced to five from seven years	(5.3)		
7. Plant, operations & maintenance (removes severe-coding factor)	(4.2)		
8. Fuel price contingency fund eliminated	(2.3)		
9. AISI funding eliminated	(7.3)		
10. Learning resource centre (LRC)	(1.2)		
11. Equity of opportunity grant per-student reduction	(5.6)		
	<u>(25.4)</u>	<u>0.0</u>	<u>0.0</u>
Total net grant changes	<u>6.4</u>	<u>33.7</u>	<u>36.4</u>
Capital Support			
Infrastructure, maintenance and renewal (IMR) decrease	(3.4)		
Total increase	<u>3.0</u>	<u>33.7</u>	<u>36.4</u>

⁴ The Enrolment/Grant Increases change from 2012-13 has been reclassified from the previously published \$32.2 million to align with new Alberta Education reporting requirements.



Provincial Grant Revenues



	Budget		Variance	
	(all figures in \$ thousands)		\$	%
	2012-13	2013-14		
Base funding	698,081	722,831	24,750	3.5
Operations & maintenance	84,020	78,782	(5,238)	(6.2)
Other differential funding	73,029	65,070	(7,959)	(10.9)
Inclusive education funding	59,803	62,426	2,623	4.4
Alberta Teacher Retirement Fund	58,560	58,560	-	-
IMR & capital support	49,050	45,827	(3,223)	(6.6)
Student transportation	32,734	32,202	(532)	(1.6)
Provincial priority targeted funding	14,190	6,795	(7,395)	(52.1)
	1,069,467	1,072,493	3,026	0.3

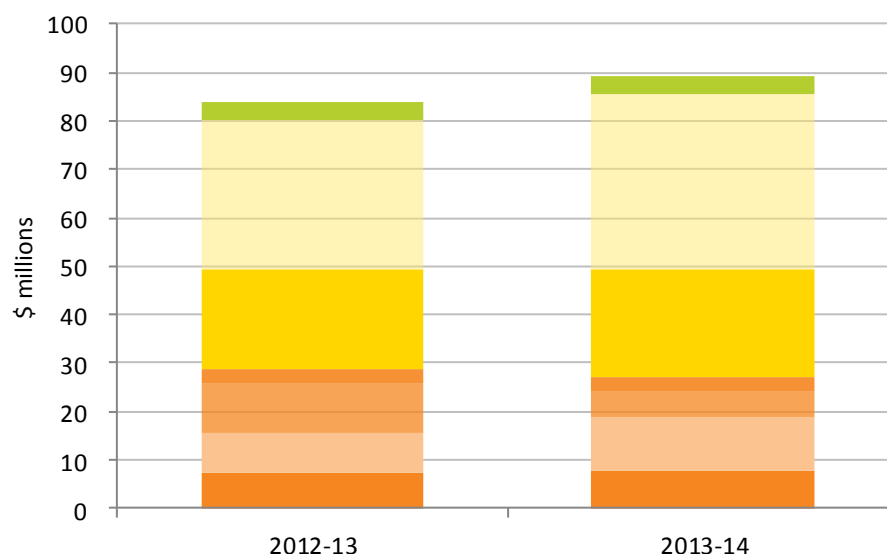
Fees increased approximately \$2.8 million due to increased enrolment and the planned phase in of the full rate for noon supervision charged to students who take the bus. \$3.5 million represents the difference between 2012-13 budget and actuals which has been reflected in the 2013-14 budget. The remaining increase of \$0.6 million relates to school specific activities such as events and field trips.

Gifts, donations and fundraising revenue is inherently variable. The decrease is due to anticipation of a more challenging fund raising environment.

Rental of facilities increased due to planned reorganization of administrative space that would then be available for lease.

Other Revenue

Other revenues include school-generated funds and elective fees, discretionary program collections, investment income and rental and leasing revenues.



	Budget		Variance	
	(all figures in \$ thousands)		\$	%
	2012-13	2013-14		
Other government funding	3,371	3,508	137	4.1
Fees	30,856	37,795	6,939	22.5
Other sales and services	20,295	20,538	243	1.2
Investment income	3,198	3,002	(196)	(6.1)
Gifts and donations	10,036	5,166	(4,870)	(48.5)
Fundraising	8,411	11,092	2,681	31.9
Rental of facilities	7,236	7,954	718	9.9
	83,403	89,055	5,652	6.8



Understanding Expenses

The way the Calgary Board of Education uses funding can be presented in two ways and both are shown. The first breakdown shows expenses by “block.” Blocks are categories of expenses required by Alberta Education. The second breakdown, also required by Alberta Education, shows expenses by commonly used accounting categories called “objects.” Whether viewed by block or by object, the expense total is the same.

As mentioned earlier, this year CBE performed its periodic review of the allocation of expenses among blocks. These reallocations are reflected in the Expenses by Block table. Figures for 2012-13 have been reclassified for comparative purposes. Consequently the variances do not reflect the impact of reallocations and only reflect year-over-year budgeted increases and decreases.

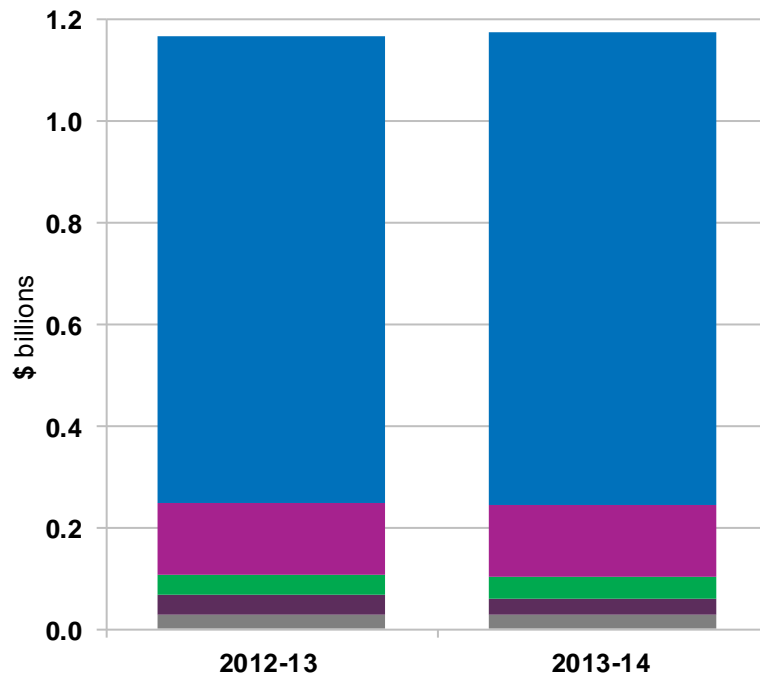
The instruction block increase of 1.2 per cent reflects the growth in enrolment, non-discretionary cost increases offset by cost mitigations.

Operations and Maintenance decreased by 0.7 per cent mainly due to planned energy savings

Transportation increased 10.5% due to forecasted increase in ridership and routes.

Board and System Administration decreased \$4.6 million in keeping with the expectations of Alberta Education, as a result of the mitigation strategies detailed in the Balancing the Budget section of this report

Expenses by Block

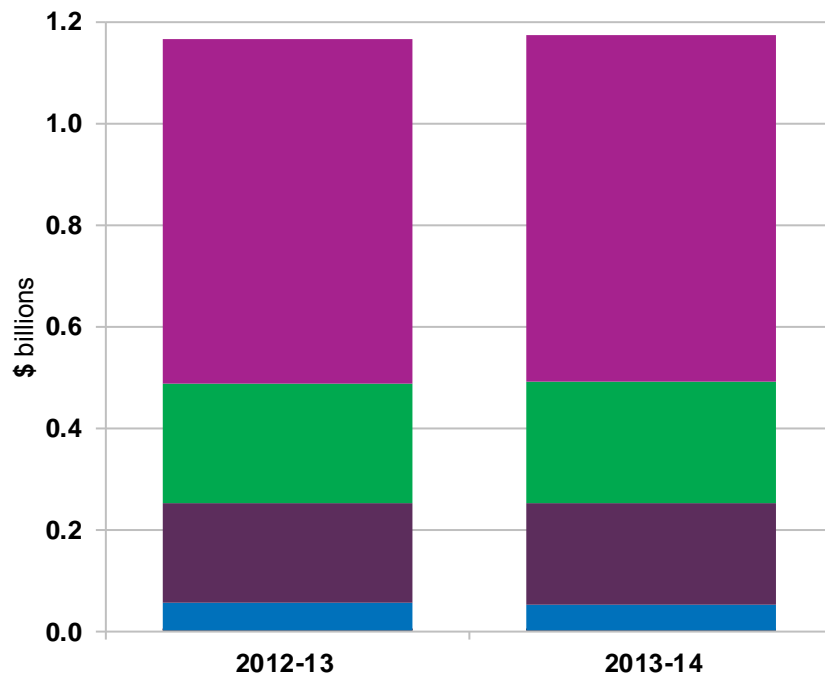


	Budget		Variance	
	(all figures in \$ thousands)		(\$000)	%
	2012-13	2013-14		
Instruction: ECS - grade 12	922,616	933,602	10,986	1.2
Operation & maintenance	141,308	140,271	(1,037)	(0.7)
Transportation	39,012	43,099	4,087	10.5
Board & System Administration	37,941	33,348	(4,593)	(12.1)
External services	28,073	26,545	(1,528)	(5.4)
	1,168,950	1,176,865	7,915	0.7



Salaries and benefits constitute about 78.5 per cent of the CBE's operating budget. The change in salaries and benefits relates to estimates of staffing decisions in schools and service units and compensation assumptions.

Expenses by Object



Expense by Object

	Budget		Variance	
	(all figures in \$ thousands)		(\$000)	%
	2012-13	2013-14		
Certificated salaries & benefits	681,504	684,171	2,667	0.4
Support staff salaries & benefits	235,032	239,722	4,690	2.0
Services, contracts and supplies	197,820	200,678	2,858	1.4
Amortization expense	52,101	50,705	(1,396)	(2.7)
Interest on capital debt expense	1,116	820	(296)	(26.5)
Other interest charges	1,377	769	(608)	(44.2)
	1,168,950	1,176,865	7,915	0.7



Reserves

The CBE is required to balance its budget every year. As described throughout this document, administration has diligently evaluated services and implemented strategies to achieve this balance. To help with this work, a funding source that is available to the CBE is to use our savings which we call reserves. During the March 7, 2013 budget announcement the CBE was urged by the Minister of Education to use all reserves to backfill shortfalls that the provincial funding cuts created.

Even though the CBE has budgeted for huge cuts, the provincial funding reductions are so significant that we are forced to deplete all available operating reserves to cover the \$15.3 million difference between revenue and expenses and balance the budget. This includes requesting that the Board of Trustees allow for the use of the Continuing Education Stabilization Fund, previously designated for the sole use of Chinook Learning Services. The following chart details the reserve use for 2013-14.

Use of Reserves to Balance the 2013-2014 Budget

(all figures in \$ thousands)

Operating Reserves

Continuing Education Fee Stabilization	1,593
Utility Expense Stabilization	1,637
Administrative Systems Renewal	2,248
General Instruction	1,000
Fiscal Stability	1,660
System Transformation	500
Transportation Fee Reserve	2,179
Operating Lease Reserve	1,000
	<hr/> 11,817

Contribution from Amortization Reserve	6,000
School Purchased Assets	<hr/> (2,500)
Total	<hr/> 15,317



While the Continuity Table below indicates a closing balance of \$17.8 million at the end of 2013-14, these reserves are not currently available for general use. These funds are set aside for specific purposes including unrealized investment gains and the operating lease reserve which provides \$1.0 million annually to support the costs of the education center lease.

Continuity of Operating Reserves

(all figures in \$ thousands)

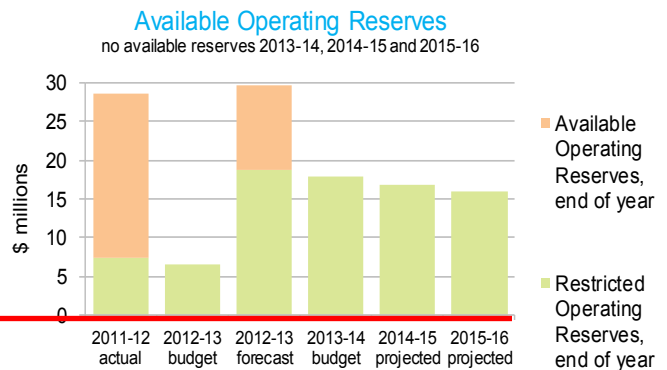
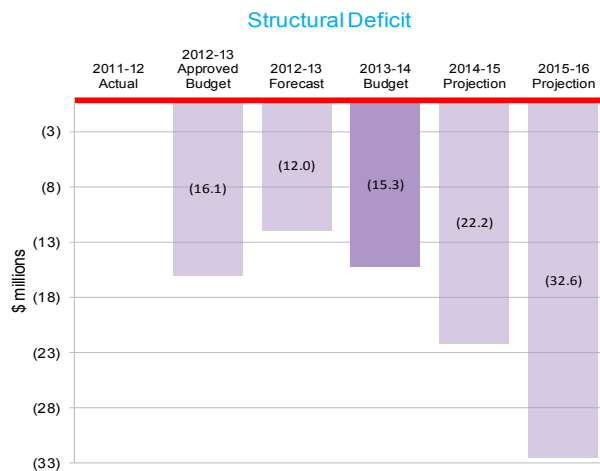
	Actual 2011-12	Approved Budget 2012-13	Forecast 2012-13	Budget 2013-14	Forecast 2014-15	Forecast 2015-16
Opening Balance	25,282	18,640	28,510	29,590	17,772	16,772
Net increase/(decrease)						
Restricted reserves	(5,513)	-	12,300	(3,179)	(1,000)	(1,000)
Available reserves	8,741	(12,185)	(11,220)	(8,639)	-	-
Net increase/(decrease) in total reserves	<u>3,228</u>	<u>(12,185)</u>	<u>1,080</u>	<u>(11,818)</u>	<u>(1,000)</u>	<u>(1,000)</u>
Closing Balance	<u>28,510</u>	<u>6,455</u>	<u>29,590</u>	<u>17,772</u>	<u>16,772</u>	<u>15,772</u>
Restricted Reserves remaining for 2013-14 to 2015-16						
Unrealized Investment Gains/Losses				3,195	3,195	3,195
Operating Lease Reserve				<u>14,577</u>	<u>13,577</u>	<u>12,577</u>
Total				<u>17,772</u>	<u>16,772</u>	<u>15,772</u>



Structural Deficit and Available Operating Reserves

When one-time funding is used to balance the budget a “structural deficit,” is created. This is because we fund ongoing expenses with “one-time” funding. The structural deficit results because, in future years, there is no longer a source to fund these ongoing costs.

For example, our 2012-13 planned use of one-time funding is \$16.1 million and therefore 2013-14 starts with a structural deficit of this amount. The actual 2012-13 structural deficit is expected to be less – forecasted at \$12 million. For 2013-14, CBE needs its strategies to address the opening structural deficit plus the current year’s additional shortfall. Structural deficits will continue as long as current year revenues do not match current year expenses.



In the 2012-13 budget we expected to use all available reserves. The most recent forecast anticipates that we will not need to use as much of our reserves as originally planned. This creates a one-time source of funding to help balance the budget for 2013-14, but in doing so, creates a structural deficit. Only restricted operating reserves will remain. Therefore, the 2014-15 opening structural deficit of \$15.3 cannot be funded by reserves.



Staff complement

More than 13,000 people work for the CBE, or the equivalent of 9,126 full-time equivalents (FTEs).

Each one of our employees plays an important role in providing learning as unique as every student. While teachers, principals and school-based employees work with students to unlock their passions and potential, they are supported by knowledgeable employees who work in a variety of other departments.

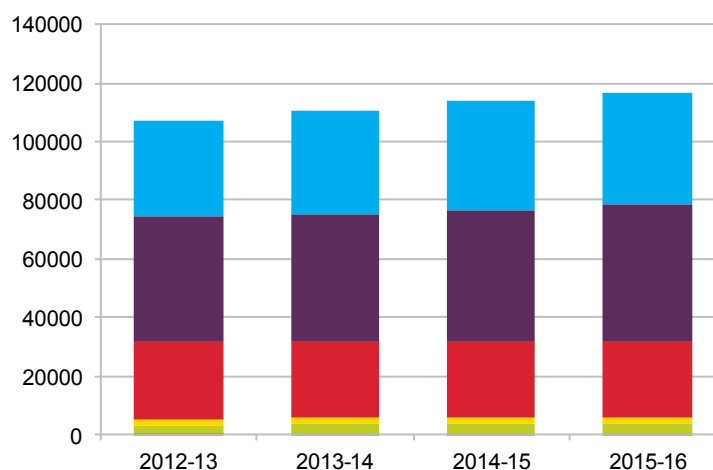
At the time of printing this report, RAM decisions were in progress and service unit reorganizations detail had not been finalized. Therefore, we are unable to provide detail of budgeted FTEs. The total number of FTEs used to build the budget was 9,115.



Student enrolment

Enrolment projections are based on the September 30, 2012 actual enrolment of 107,104 students, and reflect the City of Calgary population changes, market share, and student retention rates. It is expected that student enrolment will continue to increase between 2.7 per cent and 2.9 per cent annually.

Student Enrolment by year



Student Enrolment by years and program

	2012-13	2013-14		2014-15		2015-16	
	Actual	Projection	Change from prior year	Projection	Change from prior year	Projection	Change from prior year
Kindergarten to Gr. 3	32,776	35,059	2,283	36,738	1,679	37,959	1,221
Gr. 4-9	42,956	43,855	899	45,354	1,499	46,919	1,565
Senior High (Gr. 10-12)	25,896	25,812	(84)	25,697	(115)	25,778	81
Unique Schools & Programs	2,036	2,107	71	2,171	64	2,235	64
Chinook Learning Services	2,760	2,843	83	2,930	87	3,016	86
Cbe-Learn	680	700	20	722	22	743	21
Totals	107,104	110,376	3,272	113,612	3,236	116,650	3,038



Glossary of terms⁵

Amortization

Amortization expenses for both supported and unsupported capital assets ("unsupported" capital assets are board-funded; "supported" capital assets are funded by externally restricted capital funding/contributions).

Cohort-survival

Cohort is a group of students having a statistical factor (e.g., age or grade) in common as part of a demographic study. Cohort-survival looks at these demographic groups to determine any decrease or increase in each grade grouping as they move from Kindergarten to Grade 12 within the CBE.

Equity of Opportunity Funding

This grant has three components:

- Per student funding to provide equitable access to education programs for all students;
- Distance funding that recognizes the costs of providing services for students who are located far distances from major service centres; and
- Low student density funding that recognizes the costs of providing services for students who live in low populated, remote, rural communities.

CBE is only eligible for the first component.

Grid Movement

Grid movement refers to time-based salary increases for unionized employees. For example, in the case of teachers, until they reach the top of the salary scale or "grid," there are scheduled increases annually. In budgetary terms, grid movement is not a discretionary expense.

Interest and charges

Interest expenses charged for both supported and unsupported debenture debt and all other interest charges.

Provincial Priority Targeted Funding

Funding is comprised of the following: Alberta Initiative for School Improvement (AISI, eliminated April 1, 2013), SuperNet and Student Health. Other funding categories from the province that have prescribed guidelines on their use include: Infrastructure Maintenance Renewal (IMR), Regional Assessment Services (REACH) and Institutional Funding.

Salaries & Benefits

Consists of both certificated and non-certificated salaries and benefits

Certificated salaries refer to all salaries paid or accrued for those employees of the jurisdiction who possess a valid Alberta Teaching Certificate, or its equivalent (i.e., certified teachers, Principals and Superintendents).

Certificated benefits refer to the employer share of amounts paid on behalf of employees possessing an Alberta Teacher Certificate or equivalent for statutory and pension contributions, and medical and insurance benefits. It also includes allowances which are taxable payments made to (or on behalf of) employees for

⁵ Some terms are defined by Alberta Education

sabbatical leave, advanced study and training, and for negotiable or board-authorized allowances including automobile, subsidized housing, relocation, retirement, and supplementary unemployment benefits.

Non certificated salaries are salaries and wages paid or accrued for all other employees, who do not possess an Alberta Teaching Certificate or equivalent.

School-Generated Funds

School-Generated Funds (SGF) are funds raised in the community for student activities that come under the control and responsibility of school management. These funds are usually collected and retained at the school for expenditures paid at the school level. SGF does not include any other funds collected at the school but remitted to central office and accounted for by central office (facility rentals, capital assets purchases, etc.)

Appendix I - Alberta Education

School Jurisdiction Code: _____

BUDGET REPORT FOR THE YEAR ENDING AUGUST 31, 2014

[School Act, Sections 147(2)(b) and 276]

Legal Name of School Jurisdiction

Telephone and Fax Numbers

BOARD CHAIR

Name

Signature

SUPERINTENDENT

Name

Signature

SECRETARY TREASURER

Name

Signature

Certified An accurate summary of the year's budget approved by the Board of Trustees at its
meeting held _____
Date



TABLE OF CONTENTS

	Page
BUDGETED STATEMENT OF OPERATIONS	3
BUDGETED ALLOCATION OF EXPENSES (BY OBJECT)	3
PROJECTED STATEMENT OF CHANGES IN NET ASSETS (SUMMARY)	4
PROJECTED STUDENT STATISTICS	5
PROJECTED STAFFING STATISTICS	6

Color coded cells:

blue cells: require the input of data/descriptors wherever applicable.
 salmon cells: contain referenced juris. information - protected

Grey cells: data not applicable - protected
 white cells: within text boxes REQUIRE the input of points and data.

HIGHLIGHTS, PLANS, ASSUMPTIONS AND RISKS SUMMARY- 2013/2014 BUDGET REPORT

The following were presented to the Board and approved as underlying the budget. These key points and assumptions used in development of the budget take into consideration the economic environment of the jurisdiction, focus on anticipated changes from current year, and are realistic and consistent with the three year Education Plan. At a minimum, they disclose key budget assumptions, financial & business risks, and specific strategies explaining how this budget will support the jurisdiction's plans.

Budget Highlights, Plans & Assumptions:

Administration's approach to the operating budget is guided by the following values:

- Minimizing the impact on students and parents remains a top priority.
- We will focus our resources on achieving the vision as articulated in the Results Statements, the Three-Year Education Plan, and Inspiring Education.
- We will continue to build on innovation already in progress.
- We will continue to advance the learning agenda. We are committed to the best possible learning for our students today while continuing to move our practice forward.

The key highlights of the 2013-14 Financial Plan are:

- The RAM-rate increase across the system is an average of two per cent and is weighted to ensure that current average kindergarten to Grade class size is maintained.
- As requested by Alberta Education, our administration block is reduced by \$4.6 million from our 2012-13 budget.
- The use of one-time funding sources and depletion of all available reserves totals \$15.3 million.
- The operating budget for 2013-14 is balanced.

The CBE will **continue to allocate resources**—both to schools and for associated central learning supports—by way of the following strategies:

- Advance the objectives of Inspiring Education
- Maintain kindergarten to Grade 3 current average class-size.
- Support English language learners
- Generally maintain fees at 2012-13 rates
- Maintain full-day kindergarten programs
- Continued support of facilities maintenance

Significant Business and Financial Risks:

- Compensation changes, including compensation increases, grid movements, performance increases and benefits, have been planned based on current information. Negotiated salary and wage settlements may differ from the current information.
- Enrolment projections have been based on the Sept. 30, 2012 actual enrolment and will be different from actual Sept. 30, 2013
- The inflation rates were estimated based on the 5-year trend in Calgary at 1.4 per cent per year.
- All known changes in contractual obligations have been included based on current information.
- The financial impact of any potential legislative changes cannot be determined at this time.

Note: We have reclassified the 2012-13 budget, presented in this report, for comparative purposes.

BUDGETED STATEMENT OF OPERATIONS
for the Year Ending August 31

	Approved Budget 2013/2014	Final Approved Budget 2012/2013	Actual 2011/2012
REVENUES			
Government of Alberta	\$1,043,045,403	\$1,040,530,774	\$1,028,977,351
Federal Government and/or First Nations	\$2,380,519	\$2,191,185	\$2,241,955
Other Alberta school authorities	\$512,650	\$509,850	\$731,359
Out of province authorities	\$0	\$0	\$0
Alberta Municipalities-special tax levies	\$0	\$0	\$0
Fees	\$37,794,985	\$30,855,920	\$37,440,265
Other sales and services	\$20,537,952	\$20,295,454	\$21,010,468
Investment income	\$3,002,000	\$3,198,197	\$5,631,824
Gifts and donations	\$5,166,000	\$10,035,797	\$6,151,370
Fundraising	\$11,092,000	\$8,411,026	\$11,034,757
Rental of facilities	\$7,954,128	\$7,236,414	\$8,397,249
Gain on disposal of capital assets	\$0	\$0	\$41,336,714
Amortization of capital allocations	\$30,061,928	\$29,605,490	\$24,401,064
Other revenue	\$0	\$0	\$230,514
TOTAL REVENUES	\$1,161,547,565	\$1,152,870,107	\$1,187,584,889
EXPENSES			
ECS - Grade 12 Instruction	933,601,459	\$922,616,230	\$897,524,916
Operations & Maintenance of Schools and Maintenance Shops	140,270,851	\$141,308,192	\$137,442,579
Transportation	43,099,338	\$39,011,849	\$37,759,933
Board & System Administration	33,348,497	\$37,940,673	\$41,652,025
External Services	26,544,682	\$28,072,837	\$23,396,410
TOTAL EXPENSES	\$1,176,864,827	\$1,168,949,781	\$1,137,775,863
ANNUAL SURPLUS (DEFICIT)	(\$15,317,262)	(\$16,079,674)	\$49,809,026

BUDGETED ALLOCATION OF EXPENSES (BY OBJECT)
for the Year Ending August 31

	Approved Budget 2013/2014	Final Approved Budget 2012/2013	Actual 2011/2012
EXPENSES			
Certificated salaries	\$561,261,227	\$561,119,704	\$555,900,110
Certificated benefits	\$122,909,705	\$120,384,600	\$112,166,346
Non-certificated salaries and wages	\$189,985,891	\$189,075,276	\$177,419,009
Non-certificated benefits	\$49,735,962	\$45,957,067	\$41,156,457
Services, contracts, and supplies	\$200,677,811	\$197,819,377	\$205,428,454
Capital and debt services			
Amortization of capital assets			
supported	\$30,061,928	\$29,605,490	\$23,396,410
unsupported	\$20,643,449	\$22,495,281	\$19,066,307
Interest on capital debt			
supported	\$819,977	\$1,116,395	\$1,463,720
unsupported	\$0	\$0	\$0
Other interest charges	\$768,877	\$1,376,591	\$1,779,050
Loss on disposal of capital assets	\$0	\$0	\$0
Other expense	\$0	\$0	\$0
TOTAL EXPENSES	\$1,176,864,827	\$1,168,949,781	\$1,137,775,863



PROJECTED STATEMENT OF CHANGES IN NET ASSETS (SUMMARY)
for the Year Ending August 31

	(1)	(2)	(3)	(4)	(5)	(6)
	TOTAL NET ASSETS (2+3+6)	INVESTMENT IN CAPITAL ASSETS	ACCUMULATED OPERATING SURPLUS (4+5)	UNRESTRICTED NET ASSETS	INTERNALLY RESTRICTED NET ASSETS	
					OPERATING RESERVES	CAPITAL RESERVES
Actual balances per AFS at August 31, 2012	\$199,703,559	\$119,570,333	\$28,510,326	\$2,810,336	\$25,699,990	\$51,622,900
2012/2013 Estimated impact to net assets for:						
Estimated surplus(deficit)	(\$11,998,000)			(\$11,998,000)		
Estimated Board funded capital asset additions		\$30,653,000		(\$19,280,000)	\$15,577,461	(\$26,950,461)
Estimated Amortization of capital assets (expense)		(\$47,902,000)		\$47,902,000		
Estimated Amortization of capital allocations (revenue)		\$28,912,000		(\$28,912,000)		
Estimated Unsupported debt principal repayment		\$2,210,000		(\$2,210,000)		
Estimated reserve transfers (net)				\$11,687,664	(\$11,687,664)	\$0
Estimated Assumptions/Transfers of Operations	\$0	\$0	\$0	\$0	\$0	\$0
Estimated Balances for August 31, 2013	\$187,705,559	\$133,443,333	\$29,589,787	\$0	\$29,589,787	\$24,672,439
2013/2014 Budget projections for:						
Budgeted surplus(deficit)	(\$15,317,262)			(\$15,317,262)		
Projected Board funded capital asset additions		\$14,035,449		(\$14,035,449)	\$0	\$0
Budgeted Amortization of capital assets (expense)		(\$50,705,377)		\$50,705,377		
Budgeted Amortization of capital allocations (revenue)		\$30,061,928		(\$30,061,928)		
Budgeted Unsupported debt principal repayment		\$3,108,000		(\$3,108,000)		
Projected reserve transfers (net)				\$11,817,262	(\$11,817,262)	\$0
Projected Assumptions/Transfers of Operations	\$0	\$0	\$0	\$0	\$0	\$0
Projected Balances for August 31, 2014	\$172,388,297	\$129,943,333	\$17,772,525	\$0	\$17,772,525	\$24,672,439

ANTICIPATED CHANGES IN NET ASSETS SUMMARY- 2013/2014 BUDGET REPORT

The following explains the anticipated changes to Unrestricted Net Assets, Investment in Capital Assets, Operating Reserves and Capital Reserves for 2012/2013 and 2013/2014 and breaks down the planned additions to unsupported capital.

- The \$2.8 M of Unrestricted Net Assets is anticipated to fund the projected deficit of 2012-13. No changes to 2013-14.
- The reduction of \$27.0 M from capital reserves in the 2012 year is a combination of the transfer of \$15.6 M to the Operating Lease reserve as approved by the Minister and \$11.4 M in to fund capital projects that were carried forward from the prior year.
- Operating reserves are reduced by \$11.7 M and \$11.8 M respectively for 2012-13 and 2013-14 to fund the projected deficits.
- Additions to Board funded capital assets are:

2012-13

Building 3,651,520
Vehicles 1,026,000
Equipment 28,185,480
\$32,863,000

2013-14

Building 3,861,000
Vehicles 152,000
Equipment 13,130,000
\$ 17,143,000

**PROJECTED STUDENT STATISTICS
FULL TIME EQUIVALENT (FTE) ENROLLED STUDENTS**

	Budgeted 2013/2014 (Note 2)	Actual 2012/2013	Actual 2011/2012	Notes
GRADES 1 TO 12				
Eligible Funded Students:				
Grades 1 to 9	70,242	67,725	65,722	Head count
Grades 10 to 12	28,864	28,881	28,701	Note 3
Total	99,106	96,606	94,423	Grades 1-12 students eligible for base instruction funding from Alberta Education.
Other Students:				
Total	1,948	1,900	1,850	Note 4
Total Net Enrolled Students	101,054	98,506	96,273	
Home Ed and Blended Program Students	254	247	140	Note 5
Total Enrolled Students, Grades 1-12	101,308	98,753	96,413	
Of the Eligible Funded Students:				
Severely Disabled Students served	4,368	4,692	4,293	Total eligible funded severely disabled student FTEs; including Code 40s (excluding Code 47s).
EARLY CHILDHOOD SERVICES (ECS)				
Eligible Funded Children	9,068	8,351	7,718	ECS children eligible for ECS base instruction funding from Alberta Education.
Other children	-	-	51	ECS children not eligible for ECS base instruction funding from Alberta Education.
Total Enrolled Children - ECS	9,068	8,351	7,769	
Program Hours	475	475	475	Minimum: 475 Hours
FTE Ratio	0.500	0.500	0.500	Actual hours divided by 950
FTE's Enrolled, ECS	4,534	4,176	3,885	
Of the Eligible Funded Children:				
Severely Disabled Children served	423	399	345	Total eligible funded severely disabled children FTEs, including Code 40 children in program units
NOTES:				
1) Enrolment is to be completed WHEREVER APPLICABLE and are 'as at September 30th' for each year.				
2) Budgeted enrolment is to be based on best information available at time of the 2013/2014 budget report preparation.				
3) The # of FTE grade 10-12 students is determined by taking the total # of students' credits / 35; where 35 CEU's = 1 FTE.				
4) Other Grade 1-12 students that are not eligible for base instruction funding from Alberta Education include First Nations students living on reserves for which tuition fee payments are made from Band or INAC (Code 330), students younger than 5 1/2 or older than 20, and out-of-province and foreign students.				
5) Because they are funded separately, Home Education students are not included with total net enrolled students. In the blended program, funding per student is pro-rated on the percentage of the student's program which is taken at school and at home; home education students are assigned a weighting of 0.25 FTE for base funding.				

**PROJECTED STAFFING STATISTICS
FULL TIME EQUIVALENT (FTE) PERSONNEL**

	Budgeted 2013/2014	Actual 2012/2013	Actual 2011/2012	Notes
<u>CERTIFICATED STAFF</u>				
School Based	5,727.2	5,738.3	5,649.7	Teacher certification required for performing functions at the school level.
Non-School Based	115.1	124.7	127.1	Teacher certification required for performing functions at the system/central office level.
Total Certificated Staff FTE	5,842.3	5,863.0	5,776.8	FTE for personnel possessing a valid Alberta teaching certificate or equivalency.
Certificated Staffing Change due to:				
Enrolment Change	152.7	88.6	43.2	If negative change impact, the small class size initiative is to include any/all teachers retained.
Other Factors	(173.4)	(2.5)	(162.1)	Descriptor (required): Budget reduction *
Total Change	(20.7)	86.1	(118.9)	Year-over-year change in Certificated FTE
Breakdown, where total change is Negative:				
Continuous contracts terminated	-	-	-	FTEs
Non-permanent contracts not being renewed	-	-	-	FTEs
Other (retirement, attrition, etc.)	(20.7)	-	(118.9)	Descriptor (required): Budget reduction *
Total Negative Change in Certificated FTEs	(20.7)	-	(118.9)	Breakdown required where year-over-year total change in Certificated FTE is 'negative' only.
<u>NON-CERTIFICATED STAFF</u>				
Instructional	1,921.7	1,916.5	1,853.2	Personnel providing instruction support for schools under 'Instruction' program areas.
Non-Instructional	1,298.5	1,294.0	1,331.5	Personnel in Transportation, Board & System Admin., O&M and External service areas.
Total Non-Certificated Staff FTE	3,220.2	3,210.5	3,184.7	FTE for personnel not possessing a valid Alberta teaching certificate or equivalency.
Non-Certificated Staffing Change due to:				
Enrolment Change	26.9	-	-	FTEs
Other Factors	(17.2)	25.8	12.5	Descriptor (required): Budget reduction *
Total Change	9.7	25.8	12.5	Year-over-year change in Non-Certificated FTE
<p>*At the time of generating this report, school-based decisions were in progress and service unit reorganization details had not been finalized. The FTEs provided are based on 2012-13 actuals projected forward based on enrolment growth and other budget changes, excluding the results of the decisions in progress. The total number of FTEs of 9,062.5 excludes 52.5 staff on leaves and secondments (9,062.5 + 52.5 = 9115.0 FTE reported in Operating Budget for 2013-14 and Beyond).</p>				

report to Board of Trustees

Trustee Liaison Report - Alberta School Boards Association Zone 5

Date	May 7, 2013
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trustee Taylor Board Liaison, ASBA Zone 5
Purpose	Decision
Governance Policy Reference	Governance Culture GC-3 Board Job Description

1 | Recommendation

- a) Whereas Prairie Land School Division put forth a policy recommendation to Alberta School Boards Association ("ASBA") Zone 5 with respect to private school funding and detailed in Attachment 1;

be it Resolved, THAT the Board of Trustees endorses submission of the policy recommendation in Attachment 1 to the ASBA Board of Directors for further review and action.

- b) Whereas ASBA Zone 5 reviewed its current handbook (Attachment 2) and requested all member boards review the proposed document (Attachment 3);

be it Resolved, THAT the Board of Trustees endorses Alberta School Boards Association Zone 5 Handbook revised April 2013.

- c) **THAT the Board of Trustees receives for information the ASBA Zone 5 minutes from February 1, 2013 and March 1, 2013 as detailed in attachments 4 and 5.**



2 | Issue

There are three matters arising from ASBA Zone 5 for the CBE Board of Trustees to consider:

- A. Policy recommendation related to private school funding
- B. Zone 5 handbook review
- C. Minutes from Zone 5 meetings

The Board's decision on these matters will direct future votes by Zone 5 representative, Trustee Sheila Taylor.

3 | Background

A. Policy recommendation related to private school funding

Prairie Land School Division submitted a policy amendment proposal at the last ASBA Zone 5 meeting. The proposal is detailed in Attachment 1. If the policy amendment is recommended for submission by the zone in May, it will next be reviewed by ASBA Board of Directors (or the ASBA Policy Development Advisory Committee) and will likely be placed on the Fall General Meeting agenda for debate by the full ASBA assembly. There have been no other policy amendments submitted to the zone to date.

Please see the following excerpt from the ASBA policy development process (full document at http://www.asba.ab.ca/files/pdf/policy_process.pdf)

2.4 Geographical zones may forward up to three proposed Association policy positions sponsored by a Board or the Zone to the Association. Suggested amendments to existing policy will be in addition to the above limits. (Zone 2/3 – maximum of six.)

2.5 The Board of Directors, or the Policy Development Advisory Committee, shall:

2.5.1 Review the proposals from the Zones;

2.5.2 Request additional background or clarification when warranted;

2.5.3 Ensure consistent format;

2.5.4 Amalgamate overlapping proposals;

2.5.5 Determine reclassification as a directive for action or issue, if warranted.

The proposed policies (additions, deletions, amendments, reaffirmations) will be reviewed by the Board of Directors or the Policy Development Advisory Committee and then circulated to Boards and Zones for review and response



B. Zone 5 handbook review

The Zone 5 Handbook is comprised of:

- Descriptions of Zones,
- ASBA Bylaws with respect to forming Bylaws for Zones. (Bylaw 8 says "The Zone may establish such other Bylaws for the conduct of its affairs not inconsistent with the Bylaws of the ASBA.")
- Zone 5 Bylaws, and
- Appendix A: Roles and Responsibilities.

Recently, Zone 5 undertook a review of its handbook. Attachment 2 is the current version and Attachment 3 is the proposed version. Due to the comprehensive nature of the changes, a strike-out edit version of the document was not completed.

The Main/Substantive proposed changes to the handbook are as follows:

- Revised document name from General Procedures to Bylaws in order to reflect current nomenclature
- Defined replacement of Vice-Chair should that position become empty between General Meetings (not addressed in previous version)
- Specific descriptions of committees (e.g. Edwin Parr Committee) removed from Bylaws and placed in Appendix A: Roles and Responsibilities. Most committees and positions were already described in the Appendix. This revision was done for consistency and to allow for more flexibility in changing roles and responsibilities should that be necessary.
- Introduced more frequent financial reporting
- Improved audit section by clarifying definition and reflecting current requirements in small organizations
- Removed provision for Co-Chairs to be consistent with ASBA Bylaws
- Introduced an expense claim form
- Clarified that no per diems are paid by the zone
- Clarified voting to be one vote per board present (past voting simply referred to ASBA Bylaw 4 which said voting would be by a show of hands but did not describe who would vote)
- Revised quorum definition from "the number of people who are in attendance" to "a simple majority of all member Boards in the Zone."
- Added process to amend the Bylaws and a separate process to amend Appendix A: Roles and Responsibilities.

C. Minutes from Zone 5 meetings

The minutes from February 1, 2013 and March 1, 2013 (Attachments 4 and 5) are submitted for information.



4 | Conclusion

Per the recommendation section of this report, it is suggested that the three matters described (policy recommendation related to private school funding, Zone 5 handbook review and minutes from Zone 5 meetings) be endorsed by the Board of Trustees.

Endorsement of the policy recommendation means it will move through the process as defined above and at the following link:

http://www.asba.ab.ca/files/pdf/policy_process.pdf.

The Board will have an opportunity to publicly debate and vote on this policy at the ASBA Fall General Meeting.

The proposed Zone 5 handbook was discussed at a zone meeting and contains many upgrades. It is recommended for endorsement. There are three matters arising from ASBA Zone 5 for the CBE Board of Trustees to consider.



Attachment 1

Policy Amendment Submitted to ASBA Zone 5 by Prairie Land School Division

Public Funding of Private Schools

Whereas a fully-funded public education system protects all childrens' education rights, and promotes shared values and respect for differences;

Whereas a fully-funded public education system ensures equitable programming for all students;

Whereas provincial funding for public schools is currently insufficient to meet the programming, facility, and transportation needs of public school students; and,

Whereas Alberta Education is funding 135 private schools up to 70% of the public school funding allocation, which amounts to approximately 2.8% (\$178 million) of the total allocation to education in Alberta,

Be it resolved that the Alberta School Boards association advocate to Alberta Education for the removal of funding to private schools and reinvest education dollars in the public education system in order to build a viable, sustainable, equitable public education system.



Zone 5

HANDBOOK

- General Procedures for Operation
 - Roles and Responsibilities
 - Member Boards

TABLE OF CONTENTS

- ♦ The Importance of Zones
- ♦ Zone Maps
 - Separate School Jurisdictions and Regional Divisions
 - Alberta Francophone Education Regions
 - Public School Districts, School Divisions, and Regional Divisions
- ♦ Member Board Information
- ♦ Alberta School Boards Association Bylaws for Zones (Schedule A)
- ♦ General Procedures for Zone 5 (not included in A.S.B.A. Bylaws)
- ♦ Roles and Responsibilities of Zone 5 Members

THE IMPORTANCE OF ZONES

“The Zone structure will be utilized to enhance effective, two-way communication between ASBA and the membership.”

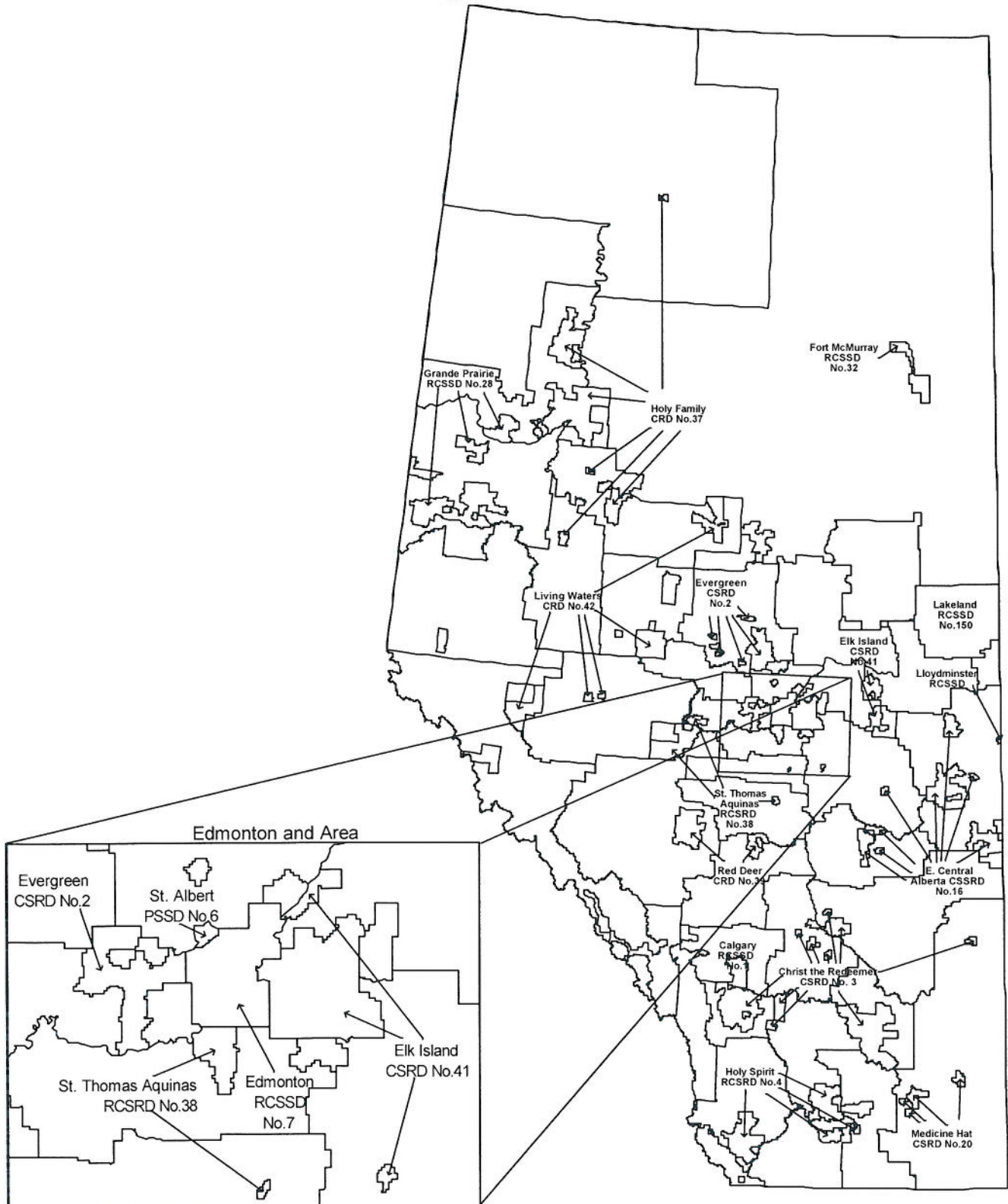
As stated in the ASBA Strategic Plan, 1999

Communicating with each other, whether it is between Boards, between Zones, or between ASBA and the Zones, is critical to the success of our organization. In order to be successful in advocacy, lobbying or generally addressing concerns, there must be a flow of communication and dialogue so that each piece of the association is working in harmony with the others. We are only as strong as our parts.

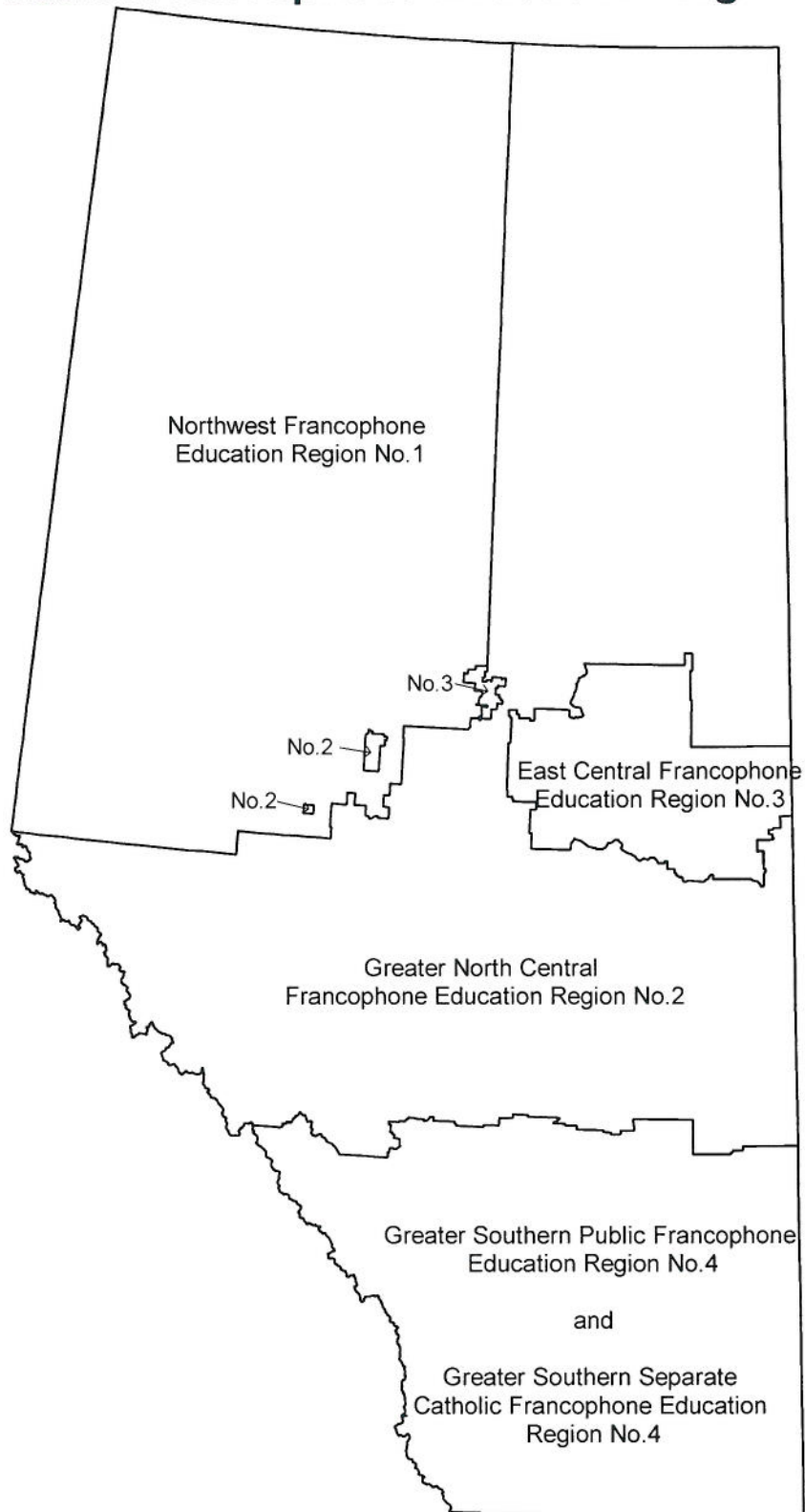
Zones are an established link, critical to the gathering of information from the boards, funnelling to the ASBA Board of Directors, and ensuring that information from the ASBA Board of Directors is shared and discussed with all boards.

ASBA is divided into 5 Zones, numbered 1, 2/3, 4, 5, and 6 from north to south.

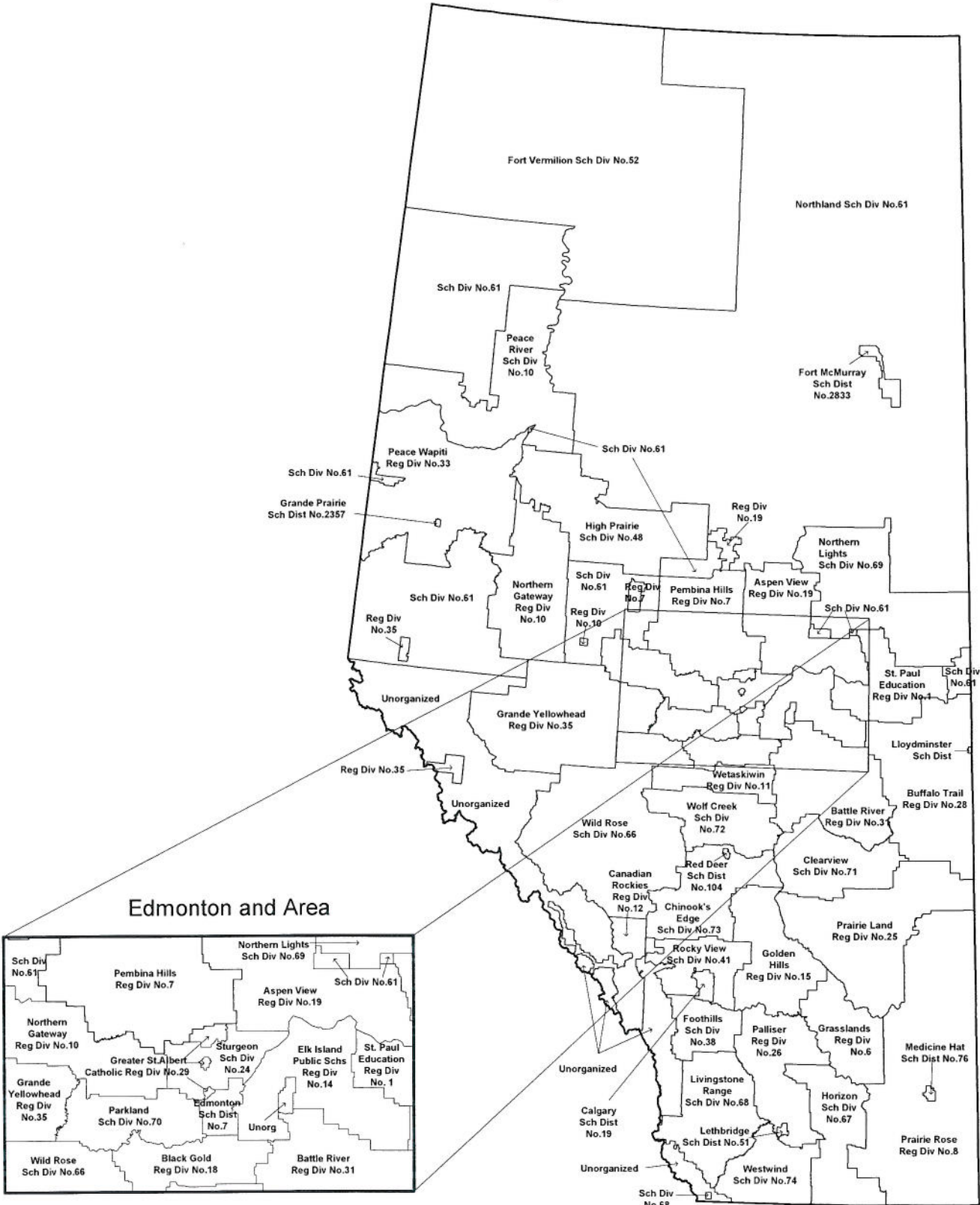
Alberta Separate School Districts and Regional Divisions



Alberta Francophone Education Regions



Alberta Public School Districts, School Divisions and Regional Divisions



ZONE 5 MEMBER BOARDS

Calgary RCSSD No. 1

Calgary School Division No. 19

Canadian Rockies Public Schools

Christ the Redeemer Catholic Separate Regional Division No. 3

Foothills School Division No. 38

Golden Hills Division No. 25

Greater Southern Public Francophone Education Region No. 4

Greater Southern Separate Catholic Francophone Education Region No. 4

Prairie Land Regional Division No. 25

Rocky View School Division No. 41

SCHEDULE "A"

FORMING BYLAWS FOR ZONES 1 – 6 INCLUSIVE

(As referred to in Bylaw No. 13, Section 3)

Bylaw No. 1 – Membership

Membership in Zones shall be determined by Bylaw No. 13 of the Alberta School Boards Association.

Bylaw No. 2 - Finance

Each Zone may set membership fees and vary same from time to time; the same to be in such sum as is necessary to cover operating expenses and such projects as may be undertaken by the Zone.

Bylaw No. 3 – Meetings

1. Each Zone shall hold an annual meeting:
 - a. During a 30-day period preceding the Fall General Meeting of the Alberta School Boards Association, such period ending eight clear days prior to the opening date of the Fall General Meeting;
 - b. In case of exceptional circumstances, the Executive Committee of the Board of Directors may arrange with a Zone to hold its annual meeting on a date falling outside the 30-day period.
2. Zones shall hold a meeting during the 30-day period immediately preceding the relevant General Meeting to elect a Zone Director to the Board of Directors in accordance with Bylaw No. 4(5).
3. Other meetings of the Zones may be held in accordance with provisions hereinafter set out in Bylaw No. 7.
4. Any trustee of a member board of the Zone may attend the annual or other meeting of the Zone and take part in the business of the meeting.

Bylaw No. 4 - Voting

1. a. Voting for the election of the Zone Director and alternate to the Board of Directors of the Alberta School Boards Association shall be by secret ballot on the basis of one vote per member board.
- b. The boards of the cities of Edmonton and Calgary shall be excluded from voting for a member to the Board of Directors of the Alberta School Boards Association.
2. a. Voting on ordinary business or motions at annual Zone meetings shall be by a show of hands, except that any board may request a ballot vote on a motion, which shall be conducted as provided under Alberta School Boards Association Bylaw No. 9, Section 7(a)(b) and Section 8.
- b. Voting on ranking of resolutions from high to low priority at the Zone meetings shall be by weighted ballot.
- c. Voting on ordinary business or motions at Zone meetings other than the annual Zone meetings shall be by a show of hands.
- d. Voting for Zone Chairman or Vice-Chairman shall be by secret ballot on the basis of one vote per member board. The election for Chairman shall take place before the election for Vice-Chairman.

Bylaw No. 5 - Alberta School Boards Association
Board of Directors

1. Each geographic Zone shall elect one member and one alternate to the Board of Directors of the Alberta School Boards Association at such time and for such terms as the Bylaws of the Association may provide. The alternate shall attend, participate and vote only when the regular member is absent.
2. A trustee elected to the Board of Directors of the Alberta School Boards Association shall be a trustee of a member board of the Zone other than the boards of the cities of Calgary and Edmonton.

Bylaw No. 6 - Zone Executive

1. A member of the Zone Executive shall be a trustee of a member board of the Zone.
2. The Zone Executive shall consist of:
 - a. A Chairman and Vice-Chairman to be elected at large at the annual meeting;
 - b. One board representative to Zone to be elected annually by each board in the Zone; and
 - c. The Zone Director or alternate representing the Zone;
3. A majority of the members of the Zone Executive shall constitute a quorum.
4. Any Zone Director ceasing to be a trustee shall vacate his office, which shall be filled in accordance with provisions hereinafter set out in these Bylaws.
5. If the office of Chairman becomes vacant, it shall be automatically filled by the Vice-Chairman.
6. If a vacancy occurs among the directors the board or boards represented may elect a new director to fill the vacancy.

Bylaw No. 7 - Duties and Powers of the Zone
Executive

1. The business and affairs of the Zone shall be managed by and be under the direction of the Zone Executive.
2. Without limiting the generality of the foregoing, the Zone Executive:
 - a. Shall appoint a Secretary-Treasurer who shall hold office until his successor is appointed;
 - b. Shall appoint such standing committees as it may deem necessary;
 - c. Shall appoint such delegates as may be required to represent the Zone;
 - d. Shall appoint, either from its own members or others, such special committees as it may from time to time deem advisable and prescribe their duties and functions;
 - e. Shall meet when necessary as determined by the Chairman or by a majority of the members;
 - f. Shall forward minutes of all meetings to member boards of the Zone and to the Alberta School Boards Association;
 - g. Shall arrange such other meetings of the Zone as are deemed necessary to fulfill its objectives; and
 - h. Shall arrange to fill by election from the Zone membership a vacancy occurring during the unexpired term of office of Vice-Chairman at a meeting of the Zone providing the membership of the Zone is given ten clear days' notice of the intent.

Bylaw No. 8 – Bylaws

The Zone may establish such other Bylaws for the conduct of its affairs not inconsistent with the Bylaws of the Alberta School Boards Association

GENERAL PROCEDURES FOR ZONE 5

(not included in ASBA bylaws)

OPERATIONAL YEAR

The Zone 5 operational year shall be September 1 to August 31 each year.

MEETINGS

Meeting dates will be set in May for the following school year to be held in the months of September, October, November, January, February, March, April and May.

The Executive shall meet after the Annual Meeting, but before the next regular Zone meeting, and later as needed.

In accordance with Schedule A, Bylaw No. 3, there will be an Annual Meeting, generally in October. This may vary in years in which an election is held.

EXECUTIVE

The Zone 5 Executive Committee shall consist of:

- **Chair**, a trustee elected annually at the Zone Annual Meeting*
- **Vice-Chair**, a trustee elected annually at the Zone Annual Meeting*
- **Ten Board Representatives**, one trustee from each member board
- **ASBA Zone Director**, a trustee elected approximately every 18 months following the pattern of November 2001, June 2003, November 2004 and June 2006 to represent Zone 5 on the ASBA Board of Directors. The Zone shall elect their Zone Director and alternate to the Board of Directors at the relevant Zone Meeting preceding the A.S.B.A. General Meeting.
- **Past Chair**

* These positions may also be filled by Co-Chairs.

STANDING POSITIONS

A **Labour Relations Director** is elected annually at the Zone Annual Meeting.

The **Secretary-Treasurer** or designate of the School Division of the Chair or Vice-Chair traditionally serves as Secretary-Treasurer to Zone 5 with the responsibility for taking and distributing the minutes of each meeting and managing the finances. Two Secretary-Treasurers may share this position. The appointment shall be made at the Zone Annual Meeting. The appointed Secretary-Treasurer may delegate the responsibility for taking and distributing the minutes of each meeting to a Recording Secretary.

REPRESENTATIVES TO AGENCIES/ORGANIZATIONS

At the Zone Annual Meeting, Zone 5 shall appoint representatives to:

- University of Calgary Centre for Leadership in Learning
- Calgary Regional Consortium
- University of Calgary Teacher Preparation Committee
- University of Calgary Field Experiences Policy Advisory Committee

EDWIN PARR SELECTION COMMITTEE

A committee of three trustees will be selected at the Zone Annual Meeting. The Chair of the committee will be determined by the committee.

All member boards are encouraged to submit a nominee for consideration.

The committee shall follow the ASBA guidelines and adhere to the timelines.

The committee may arrange the Awards Banquet and gift presentation, or Zone 5 may appoint a trustee who is not on the committee to do so.

COMMITTEES

The Zone may want to establish Ad Hoc Committees to undertake specific tasks.

The Terms of Reference for such committees shall specify:

- The powers and duties of the members;
- The Chair of the committee;
- Budget;
- Timelines, and;
- Reporting Procedures.

HONORARIA

Honoraria shall be paid to the Chair, Vice-Chair, and Secretary-Treasurer. If the position of Secretary-Treasurer is held by a school board employee, then no honoraria will be paid to the school board employee.

Gifts may be given to clerical staff in the Board office of the Chair in recognition of work on behalf of Zone 5, the amount of which shall be determined annually during the preparation of the budget.

Guest speakers may be recognized with a gift to be determined annually by the Executive Committee.

MEMBERSHIP FEES

Membership Fees for Zone 5 shall be determined annually during the preparation of the budget. The fee will be calculated as an annual flat fee per jurisdiction.

All member boards shall pay an equal amount, unless a member board qualifies for pro-rated fees based on the total number of students, in accordance with the following scale:

<u>Number of Students</u>	<u>Membership Fee</u>
Less than 750 students	50%
750 – 999	75%
1000 and greater	100%

FINANCIAL REPORTING

A financial report shall be presented at each regular Zone meeting.

BANKING

A banking institution shall be selected with the approval of the Executive.

AUDIT

An auditor shall be appointed annually by the Executive on the recommendation of the Treasurer and shall audit the financial records for the operational year ending August 31. This audit shall be presented at the annual meeting of the Zone.

The Auditor may be a Secretary-Treasurer from a Zone 5 member school jurisdiction, but NOT from one represented by the Chair or Vice-Chair of Zone 5.

BUDGET

After the Annual Meeting of Zone 5, the Executive shall prepare a budget for submission and approval at the first regular meeting after the Annual Meeting of Zone 5. The budget presented shall set out membership fees, all revenue and line items for expenses, including honoraria.

Adoption of the Budget shall be by simple majority of voting members present.

PER DIEM

No per diem or travel/meal/accommodation allowance will be paid for attendance at regular Zone 5 meetings, but may be paid to the Chair, Vice-Chair, and Zone Director when representing Zone 5 in the capacity and function of their positions, unless such costs are borne by another authority. The rates shall be paid in accordance with ASBA Policy.

Accommodation will be paid for by Zone 5 for attendance at Executive meetings held on the evening prior to regular Zone meetings. Members of the Edwin Parr Committee shall receive travel and meal allowances when representing Zone 5 in the capacity and function of their appointed positions.

C.S.B.A. CONVENTION

The Chair or designate shall attend the Canadian School Boards Association Annual Congress on a bi-annual basis, to be coordinated with the attendance of the Alberta School Boards Association Zone 5 Director so that attendance of the Zone Chair is on alternating years from the Alberta School Boards Association Zone Director. Zone 5 will cover the Registration Fee and expenses of the delegate to the Congress and reflect the cost in the annual budget.

RULES OF ORDER

When procedural questions arise that are not addressed in the ASBA's Bylaws or in the Zone 5 General Procedures, Robert's Rules of Order shall prevail.

VOTING

Who is eligible to vote at regular Zone meetings and the Annual Meeting is set out in ASBA Schedule A: Bylaws No. 3 and 4.

Voting for Labour Relations Director shall follow the method of voting for the Chair and Vice-Chair.

Robert's Rules of Order state that, in voluntary societies, the quorum is the number of people who are in attendance. The majority vote is, therefore, established on the basis of those present and voting.

The Chair shall have a vote even while performing the duties of the Chair.

CHANGES TO HANDBOOK

Changes or additions to ASBA "Schedule A: Forming Bylaws for Zones" shall automatically become a part of this handbook when so passed by the Alberta School Boards Association.

Changes to General Procedures and Roles and Responsibilities shall be brought to a Zone 5 meeting for approval.

ROLES AND RESPONSIBILITIES

CHAIR

- Primary spokesperson for the Zone
- Attend and chair all Zone meetings
- Bring timely requests and suggestions from trustees of member boards for discussion and/or action
- Participate in the planning process of the Zone so as to reflect membership wishes and financial capabilities of the Zone
- In conjunction with Board Representatives to Zone, determine which issues will be dealt with by the Executive and which should be put before the Zone membership for discussion
- Encourage input and active participation by all trustees in the Zone
- Arrange location of meetings
- Set the meeting agenda with direction from the Executive
- Guide the progress of meetings according to the agenda following timelines and proper meeting procedures
- Arrange for guest speakers
- Meet with other Zone Chairs as required and act as a liaison with other zones
- Act as a communication link with ASBA Zone Director
- Prepare annual budget for approval

VICE-CHAIR

- Assume position of Chair in his/her absence
- Attend to any responsibilities as requested/directed by the Chair
- Introduce and thank guest speakers

ASBA ZONE DIRECTOR

- Act as the communication/information link between the Zone and ASBA
- Attend all ASBA Board of Directors meetings
- Represent Zone concerns and issues to the Board of Directors
- Report relevant information from ASBA to the Zone
- Attend and report at all Zone meetings
- Attend all Zone Executive meetings
- On emerging issues where the Zone Director must take a position on behalf of the Zone, he/she will be expected to use his/her best judgment based on his/her knowledge of the Zone and to convey action back to the Zone at the earliest possible time

BOARD REPRESENTATIVE TO ZONE

- Act as a key communicator between the Zone, the member Board and the ASBA
- Attend all meetings of the Zone and all Executive meetings
- Bring timely requests and suggestions from the member Board for discussion and/or action
- Participate in the planning process of the zone so as to reflect membership wishes and financial capabilities of the zone
- Act as the liaison between the member Board and the ASBA Zone Director reflecting the individual Board's point of view
- Work with the Executive to determine which issues will be dealt with by the Executive and which should be put before the Zone membership for discussion
- Communicate Zone and ASBA concerns and decisions to member Board and request input
- Encourage active participation by all trustees in the Zone

SECRETARY/TREASURER

- Maintain the financial records and accounts of the Zone
- Ensure that banking procedures reflect sound investment practices to maximize interest income
- Assist the Executive in the annual preparation of the budget
- Submit a financial report at each meeting
- Deliver financial statements to an Auditor annually
- Assist the Chair in the preparation and distribution of the agenda
- Take, type and distribute meeting minutes
- Prepare and send documents and correspondence on behalf of the Zone
- Submit materials to the Webmaster for the Zone website

LABOUR RELATIONS COORDINATOR

- Attend all Labour Relations Council meetings
- Represent Zone concerns to the Labour Relations Council
- Give factual Labour relations reports at all Zone meetings
- Call a Zone Labour Relations meeting as required or at the request of member Boards
- Encourage and assist trustees in comparing contracts and in using similar language in contract negotiations

REGIONAL CONSORTIUM REPRESENTATIVE

- Attend all Calgary Regional Consortium (CRC) Board of Directors meetings
- Represent the interests of Zone member Boards to the CRC
- Give factual reports and updates at Zone meetings
- Encourage Zone trustees to provide input regarding professional development, in-service and workshop opportunities

CENTRE FOR LEADERSHIP IN LEARNING REPRESENTATIVE

- Attend all Centre for Leadership in Learning (CLL) meetings
- Represent the interests of Zone member Boards to the CLL
- Give factual reports and updates at Zone meetings
- Encourage Zone trustees to attend CLL sponsored events

UNIVERSITY OF CALGARY TEACHER PREPARATION COMMITTEE REPRESENTATIVE

- Attend all Committee meetings
- Represent the interests of Zone member Boards to the Committee
- Give factual reports and updates at Zone meetings

UNIVERSITY OF CALGARY FIELD EXPERIENCES POLICY ADVISORY COMMITTEE

- Attend all Committee meetings
- Represent the interests of Zone member Boards to the Committee
- Give factual reports and updates at Zone meetings

EDWIN PARR COMMITTEE

- Select Committee Chair from Committee members
- Follow the ASBA guidelines
- Adhere to the timelines
- Provide updates at Zone meetings throughout the nomination and selection process
- Arrange the Awards Banquet and presentation (this may be done by a trustee who is not a member of the selection committee)

ALL TRUSTEES

- Attend Zone meetings when possible
- Communicate issues and concerns to Board representative to Zone
- Support Edwin Parr Awards Program
- Recognize the importance of Zones

Alberta School Boards' Association

Zone 5

HANDBOOK

Bylaws for Operation

Roles and Responsibilities

Member Boards

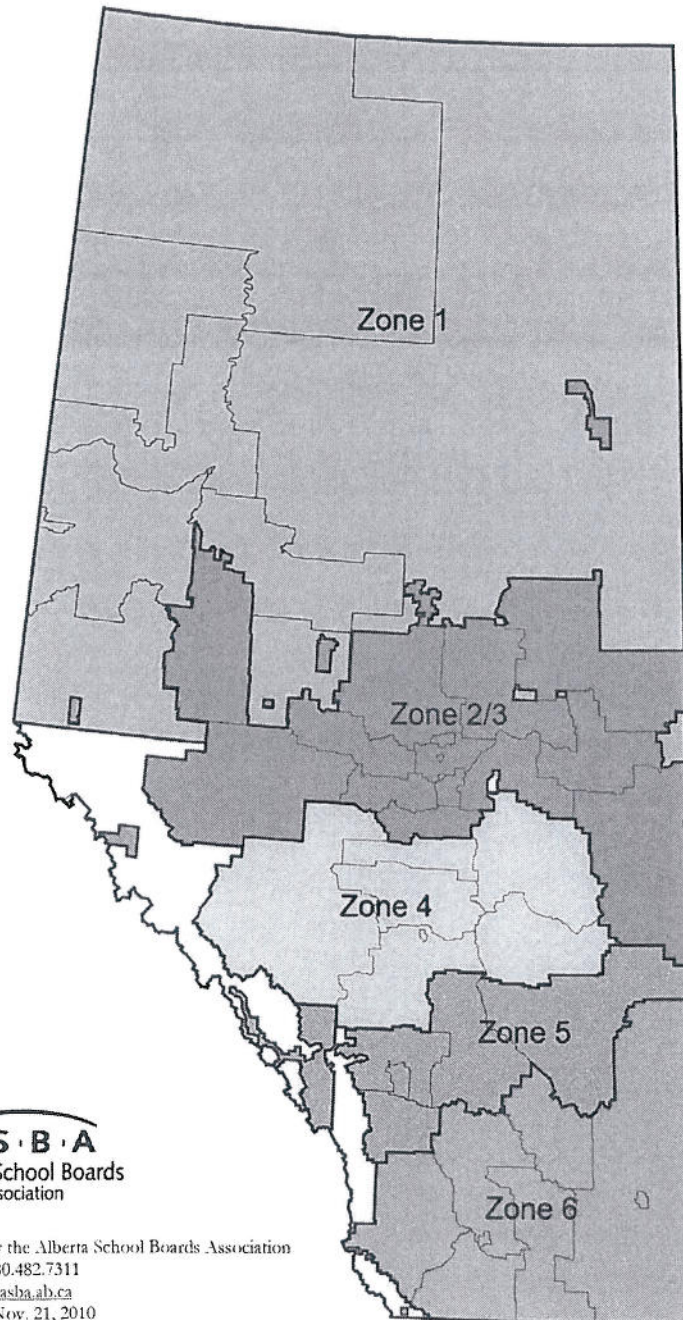
Revised April 2013

TABLE OF CONTENTS

<u>ZONE MAPS</u>	<u>3</u>
<u>THE IMPORTANCE OF ZONES</u>	<u>5</u>
<u>ZONE 5 MEMBER BOARDS</u>	<u>5</u>
<u>ASBA SCHEDULE A: FORMING BYLAWS</u>	<u>6</u>
<u>BYLAWS FOR ZONE 5</u>	<u>9</u>
<u>APPENDIX A: ROLES AND RESPONSIBILITIES OF EXECUTIVE</u>	<u>12</u>

ZONE MAPS

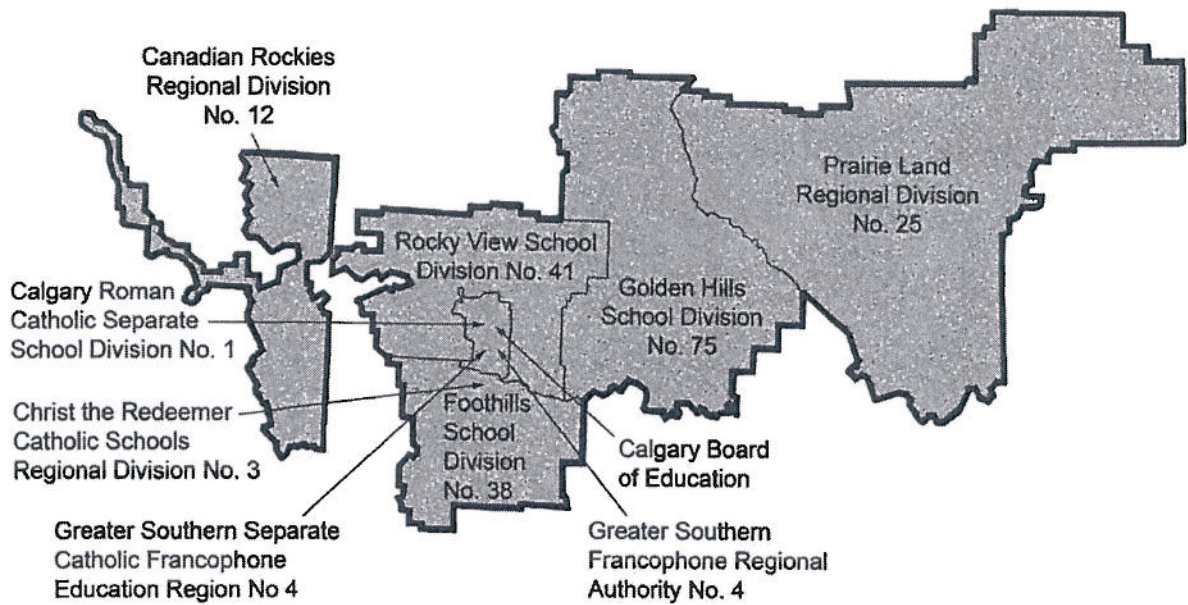
ASBA Zones



A · S · B · A
Alberta School Boards
Association

Prepared by the Alberta School Boards Association
Phone: 1.780.482.7311
Web: www.asba.ab.ca
Published Nov. 21, 2010

ASBA Zone 5



THE IMPORTANCE OF ZONES

"The Zone structure will be utilized to enhance effective, two-way □ communication between ASBA and the membership."

As stated in the ASBA Strategic Plan, 1999

Communicating with each other, whether it is between Boards, between Zones, or between ASBA and the Zones, is critical to the success of our organization. In order to be successful in advocacy, lobbying or generally addressing concerns, there must be a flow of communication and dialogue so that each piece of the association is working in harmony with the others. We are only as strong as our parts.

Zones are an established link, critical to the gathering of information from the boards, funneling to the ASBA Board of Directors, and ensuring that information from the ASBA Board of Directors is shared and discussed with all boards.

ASBA is divided into 5 Zones, numbered 1, 2/3, 4, 5, and 6 from north to south.

ZONE 5 MEMBER BOARDS

Calgary RCSSD No. 1

Calgary School Division No. 19

Canadian Rockies Public Schools

Christ the Redeemer Catholic Separate Regional Division No. 3

Foothills School Division No. 38

Golden Hills Division No. 25

Greater Southern Public Francophone Education Region No. 4

Greater Southern Separate Catholic Francophone Education Region No. 4

Prairie Land Regional Division No. 25

Rocky View School Division No. 41

ASBA SCHEDULE A

FORMING BYLAWS for Zones 1, 2/3, 4, 5 and 6

(As referred to in Bylaw No. 13, Section 3)

Bylaw No. 1 - Membership

Membership in Zones shall be determined by Bylaw No. 13 of the Alberta School Boards Association.

Zone may attend the annual or other meeting of the zone and take part in the business of the meeting.

Bylaw No. 2 - Finance

Each Zone may set membership fees and vary same from time to time; the same to be in such sum as is necessary to cover operating expenses and such projects as may be undertaken by the Zone.

Bylaw No. 4 - Voting

Bylaw No. 3 - Meetings

1. Each Zone shall hold an annual meeting:
 - a. during a 30-day period preceding the Fall General Meeting of the Alberta School Boards Association, such period ending eight clear days prior to the opening date of the Fall General Meeting;
 - b. in case of exceptional circumstances, the Executive Committee of the Board of Directors may arrange with a zone to hold its annual meeting on a date falling outside the 30-day period.
2. Zones shall hold a meeting during the 30-day period immediately preceding the relevant General Meeting to elect the Zone Director(s) to the Board of Directors in accordance with Bylaw No. 4(5).
3. Other meetings of the Zones may be held in accordance with provisions hereinafter set out in Bylaw No. 7.
4. Any trustee of a member board of the

1. Zone Directors(s) and Alternate(s):

- a. Voting for the election of the Zone Director(s) and alternate(s) to the Board of Directors of the Alberta School Boards Association shall be by secret ballot on the basis of one vote per member board.
- b. The boards of the cities of Edmonton and Calgary shall be excluded from voting for Zone Directors and the Zone Director's alternate to the Board of Directors of the Alberta School Boards Association.

2. Vote per Member:

- a. Voting on ordinary business or motions at annual Zone meetings shall be based upon one vote per Full member board in attendance, unless otherwise provided for in the Zone Bylaws.
- b. Voting for Zone Chair or Vice-Chair shall be by secret ballot on the basis of one vote per member board. The election for Chairman shall take place before the election for Vice-Chairman.

Bylaw No. 5 - Alberta School Boards Association Board of Directors

1. Each Zone shall elect its Director(s) and alternate Director(s) to the Board of Directors of the Alberta School Boards Association at such time and for such

terms as the Bylaws of the Association may provide.

The alternate shall attend, participate and vote only when the regular member is absent.

2. A trustee elected to the Board of Directors of the Alberta School Boards Association shall be a trustee of a member board of the Zone other than the boards of the cities of Calgary and Edmonton.

Bylaw No. 6 - Zone Executive

1. A member of the Zone Executive shall be a trustee of a member board of the zone.
2. The Zone Executive shall consist of:
 - a. a Chair and Vice-Chair to be elected at large at the annual meeting;
 - b. one board representative to Zone to be elected annually by each board in the Zone; and
 - c. the Zone Director(s) or alternate(s) representing the Zone;
3. The position of Zone Chair or Vice-Chair shall not be held by:
 - a. the ASBA President, Vice-President, Zone or Metro Director, or alternate
 - b. the President or Vice-President of the Alberta Catholic School Trustees' Association (Zone 7), the Public School Boards Association of Alberta (Zone 8), and the Fédération des conseils scolaires francophones de l'Alberta (Federation of Francophone School Authorities – Zone 9).

4. A majority of the members of the Zone Executive shall constitute a quorum.
5. Any Zone Director ceasing to be a trustee shall vacate his office, which shall be filled in accordance with provisions hereinafter set out in these Bylaws.
6. If the office of Chair becomes vacant, it shall be automatically filled by the Vice-Chair.
7. If a vacancy occurs among the directors the board or boards represented may elect a new director to fill the vacancy.

Bylaw No. 7 - Duties and Powers of the Zone Executive

1. The business and affairs of the Zone shall be managed by and be under the direction of the Zone Executive.
2. Without limiting the generality of the foregoing, the Zone Executive:
 - a. shall appoint a Secretary-Treasurer who shall hold office until his successor is appointed;
 - b. shall appoint such standing committees as it may deem necessary;
 - c. shall appoint such delegates as may be required to represent the Zone;
 - d. shall appoint, either from its own members or others, such special committees as it may from time to time deem advisable and prescribe their duties and functions;
 - e. shall meet when necessary as determined by the Chair or by a majority of the members;
 - f. shall forward minutes of all meetings to member boards of

the Zone and to the Alberta School Boards Association;

- g. shall arrange such other meetings of the Zone as are deemed necessary to fulfill its objectives; and
- h. shall arrange to fill by election from the Zone membership a vacancy occurring during the

unexpired term of office of Vice-Chairman at a meeting of the Zone providing the membership of the Zone is given ten clear days' notice of the intent.

Bylaw No. 8 - Bylaws

The Zone may establish such other Bylaws for the conduct of its affairs not inconsistent with the Bylaws of the Alberta School Boards Association.

BYLAWS FOR ZONE 5

(not included in ASBA bylaws)

Operational Year

The Zone 5 operational year shall be September 1 to August 31 each year.

Meetings

Meeting dates and locations should be set in May for the following school year to be held in the months of September, October, November, December (optional), January, February, March, April, May and June (optional).

The Executive shall meet after the Annual Meeting, but before the next regular Zone meeting, and later as needed.

In accordance with ASBA Schedule A, Bylaw No. 3, there will be an Annual Meeting, generally in October. This may vary in years in which an election is held.

Executive

The Zone 5 Executive Committee shall consist of:

1. **Chair**, a trustee elected annually at the Zone Annual Meeting
2. **Vice-Chair**, a trustee elected annually at the Zone Annual Meeting
3. **Board Representatives**, one trustee from each member board
4. **ASBA Zone Director**, a trustee elected approximately every 18 months following the pattern of June 2012, November 2013, June 2015 and November 2016 to represent Zone 5 on the ASBA Board of Directors. The Zone shall elect their Zone Director and alternate to the Board of Directors at the relevant Zone Meeting preceding the A.S.B.A. General Meeting.
5. The Treasurer of Zone 5 must be the Secretary/Treasurer of a Zone 5 board,

unless an alternate is agreed to by a majority of Zone 5 boards.

6. Zone 5 may choose to hire its own Zone Secretary.

In the event of a vacancy of the position of Chair, the Vice-Chair will assume the position of chair.

In the event of a vacancy of the position of Vice-Chair, the Zone Chair shall call a by-election providing the membership of the Zone with at least ten days notice of intent.

Both the Treasurer and Zone Secretary positions will be appointed/selected at the Zone 5 Annual General Meeting in the fall. Duties of each of the above positions are outlined in Appendix A – Roles and Responsibilities.

Representatives to Agencies/Organizations

At the Zone Annual Meeting, Zone 5 may appoint representatives to:

1. Calgary Regional Consortium
2. University of Calgary Teacher Preparation Committee
3. University of Calgary Field Experiences Policy Advisory Committee
4. The Alberta Coalition for Healthy School Communities
5. Others as required

Committees

The Zone may establish committees to undertake specific tasks including the following Standing Committees:

1. Edwin Parr Committee

2. ASBA Labour Relations

The Terms of Reference for all committees shall specify:

1. The powers and duties of the members;
2. The Chair of the committee;
3. Budget;
4. Timelines, and;
5. Reporting Procedures.

- a. Less than 750 students: 50 per cent
- b. 750 – 999: 75 per cent
- c. 1000 and greater: 100 per cent

Roles and Responsibilities

The Zone may establish roles and responsibilities consistent with its bylaws and may review and amend such if necessary. These roles and responsibilities are set out in Appendix A.

Honoraria

Honoraria shall be paid to the Chair, Vice-Chair and Secretary (if not contracted).

Gifts may be given to staff in recognition of work done on behalf of Zone 5. The amount shall be within the annual budget.

Guest speakers may be recognized with a gift within the annual budget.

Membership Fees

Membership Fees for Zone 5 shall be determined annually during the preparation of the budget. The fee will be calculated as an annual flat fee per jurisdiction and is due 31 October.

All member boards shall pay an equal amount, unless a member board qualifies for pro-rated fees based on the total number of students, in accordance with the following scale:

1. Number of Students Membership Fee

Financial Reporting

A financial report shall be presented twice a year, unless some major expenses have occurred. A year-end report will be presented at the Zone Annual General Meeting.

Any proposed expenditure of more than \$500 not approved in the budget must be approved at a Zone meeting.

Banking

All finances will be held in trust with the board of the Treasurer. A banking institution shall be selected with the approval of the Executive.

Audit

An informal audit shall take place at least once per electoral term. Two auditors shall be appointed by the Executive of the Zone. These auditors shall be members of the Zone who volunteer for the appointment.

Results of the scheduled audit shall be presented at the next scheduled Annual General Meeting.

Any member may ask for an informal audit during the course of an electoral term. The request shall be voted on by the membership of the Zone. If the vote is passed, then the audit results shall be presented within 60 days of the voting dates. Auditors shall be appointed as above.

If the informal audit identifies issues, a formal audit may be called by a majority of the executive, who will appoint members of the committee, scope of investigation and final report date.

Budget

Beginning in May or June, the Executive shall prepare a budget for submission and approval at the Annual Meeting of Zone 5. The budget presented shall set out all revenue and expenses. Expenses shall be reimbursed by submitting a Zone 5 expense claim form.

Per Diem

No per diem for time shall be paid by Zone 5.

Conventions

The Chair may attend the Canadian School Boards Association Annual Congress and/or the National School Board Association Congress and request funds from the Zone 5 budget.

Rules of Order

When procedural questions arise that are not addressed in the ASBA or Zone 5 Bylaws, Robert's Rules of Order shall prevail.

Voting

Voting on ordinary business or motions at Zone meetings shall be based upon one vote per member board in attendance, unless otherwise provided for in the Zone Bylaws.

Voting for Zone Chair or Vice-Chair shall be by secret ballot on the basis of one vote per member board in attendance. The election for Chair shall take place before the election for Vice-Chair.

Quorum

Quorum is a simple majority of all member boards of the Zone.

Changes to ASBA Bylaws

Changes or additions to ASBA "Schedule A: Forming Bylaws for Zones" shall automatically become a part of this handbook when so passed by the Alberta School Boards Association.

Changes to Zone 5 Bylaws

Proposed changes to bylaws for Zone 5 shall follow these steps:

- Any Zone member may submit changes to the membership by filing a written notice of intent at least 25 days prior to the AGM
- Bylaws can only be changed at the AGM by a two-thirds vote of the membership.

Changes to Roles and Responsibilities shall be brought to a Zone 5 meeting for approval.

APPENDIX A: ROLES AND RESPONSIBILITIES OF EXECUTIVE

CHAIR

- Primary spokesperson for the Zone
- Attend and chair all Zone meetings
- Bring timely requests and suggestions from trustees of member boards for discussion and/or action
- Participate in the planning process of the Zone so as to reflect membership wishes and financial capabilities of the Zone
- In conjunction with Board Representatives to Zone, determine which issues will be dealt with by the Executive and which should be put before the Zone membership for discussion
- Encourage input and active participation by all trustees in the Zone
- Arrange location of meetings
- Set the meeting agenda with direction from the Executive
- Guide the progress of meetings according to the agenda following timelines and proper meeting procedures
- Arrange for guest speakers
- Meet with other Zone Chairs as required and act as a liaison with other zones
- Act as a communication link with ASBA Zone Director
- Prepare annual budget for approval
- Attend ASBA Zone Chair meetings
- Initiate discussion with Zone 5 executive prior to AGM to review Handbook and Bylaws

VICE-CHAIR

- Assume position of Chair in his/her absence
- Attend to any responsibilities as requested/directed by the Chair
- Introduce and thank guest speakers
- Monitor and ensure updating of Zone 5 website including: agendas, meeting dates, times and location, minutes, financials, Zone 5 handbook

ASBA ZONE DIRECTOR

- Act as the communication/information link between the Zone and ASBA
- Attend all ASBA Board of Directors meetings
- Represent Zone concerns and issues to the Board of Directors
- Report relevant information from ASBA to the Zone
- Bring Directives for Action submitted by a member board to the ASBA Board of Directors when requested
- Attend and report at all Zone meetings
- Attend all Zone Executive meetings

On emerging issues where the Zone Director must take a position on behalf of the Zone, he/she will be expected to use his/her best judgment based on his/her knowledge of the Zone and to convey action back to the Zone at the earliest possible time.

BOARD REPRESENTATIVE TO ZONE

- Act as a key communicator between the Zone, the member Board and the ASBA
- Attend all meetings of the Zone and all Executive meetings
- Bring timely requests and suggestions from the member Board for discussion and/or action
- Participate in the planning process of the zone so as to reflect membership wishes and financial capabilities of the zone
- Act as the liaison between the member Board and the ASBA Zone Director reflecting the individual Board's point of view
- Work with the Executive to determine which issues will be dealt with by the Executive and which should be put before the Zone membership for discussion
- Communicate Zone and ASBA concerns and decisions to member Board and request input
- Encourage active participation by all trustees in the Zone

TREASURER

- Maintain the financial records and accounts of the Zone
- Ensure that banking procedures reflect sound investment practices to maximize interest income

- Assist the Executive in the annual preparation of the budget
- Submit a financial report at each meeting.
- Deliver financial statements to an Auditor as required

SECRETARY

- Assist the Chair in the preparation and distribution of the agenda
- Take, type and distribute meeting minutes
- Prepare and send documents and correspondence on behalf of the Zone
- Submit materials to the Webmaster for the Zone website

LABOUR RELATIONS COORDINATOR

- Attend all Labour Relations Council meetings
- Represent Zone concerns to the Labour Relations Council
- Give factual Labour relations reports at all Zone meetings
- Call a Zone Labour Relations meeting as required or at the request of member Boards
- Encourage and assist trustees in comparing contracts and in using similar language in contract negotiations

REGIONAL CONSORTIUM REPRESENTATIVE

- Attend all Calgary Regional Consortium (CRC) Board of Directors meetings
- Represent the interests of Zone member Boards to the CRC
- Give factual reports and updates at Zone meetings
- Encourage Zone trustees to provide input regarding professional development, in-service and workshop opportunities

UNIVERSITY OF CALGARY TEACHER PREPARATION COMMITTEE REPRESENTATIVE

- Attend all Committee meetings
- Represent the interests of Zone member Boards to the Committee
- Give factual reports and updates at Zone meetings

UNIVERSITY OF CALGARY FIELD EXPERIENCES POLICY ADVISORY COMMITTEE

- Attend all Committee meetings
- Represent the interests of Zone member Boards to the Committee
- Give factual reports and updates at Zone meetings

EDWIN PARR COMMITTEE

- Select Committee Chair from Committee members
- Follow the ASBA guidelines
- Adhere to the timelines
- Provide updates at Zone meetings throughout the nomination and selection process
- Arrange the Awards Banquet and presentation (this may be done by a trustee who is not a member of the selection committee)

NETWORKING COMMITTEE

- Formed on an ad-hoc basis, tasks and members to be assigned by the Zone executive

ALL TRUSTEES

- Attend Zone meetings when possible
- Communicate issues and concerns to Board representative to Zone
- Support Edwin Parr Awards Program
- Recognize the importance of Zones

**Alberta School Boards Association – Zone 5
Friday, February 1, 2013
Rocky View Schools
2651 Chinook Winds Drive
Airdrie, AB**

In Attendance:

Carol Bazinet (Chair)
Sylvia Eggerer
Helen Clease
Jerry Muelaner
Joanne Van Donzel
Bev LaPeare
Marlene Lambe
David Anderson
Diana Froc
Doug Gardner
Lynn Ferguson
Sheila Taylor
Colleen Munro
Mary Martin
Sylvie Roth
Larry Tucker
Sheila Snowsell
Rosemarie Goerlitz
Ed Brinkman

Calgary Board of Education
Rocky View Schools
Rocky View Schools
Foothills School Division
Christ the Redeemer
Rocky View Schools
Alberta Education
ASBA
Foothills School Division
Foothills School Division
Calgary Board of Education
Calgary Board of Education
Rocky View Schools
Calgary Catholic
CSCSFA
Golden Hills School Division
Canadian Rockies
Calgary Catholic
Prairie Land

Call to Order

Chair Carol Bazinet called the meeting to order at 9:34 a.m. Introductions.

Approval of Agenda

Moved by Jerry Muelaner that the agenda for February 1, 2013 be approved as submitted. **Carried**

Approval of Minutes

Moved by Sylvie Roth that the Minutes dated December 7, 2012, be approved as submitted. **Carried**

Business Arising from the Minutes:

- None

Correspondence

- Letter from Buffalo Trail re Fall General Meeting. They have expressed disappointment re motion #10 (Infrastructure) and the lack of time given to speak to the motion. David Anderson indicated this concern and others are directed to the PDAC. There was frustration in the fact that it was the end of the day and people “wanted to get out of there”. There has also been some concern with the ‘decorum’ in the room. Several times the Chair has had to ask for order in the room. PDAC is looking into all these issues.

Chair Report *(Carol Bazinet)*

- None

Vice-Chair Report *(Sylvia Eggerer)*

- None

Call for Directives for Action

- Ed Brinkman asked if the Directives for Action is the proper method for expressing concern with public monies going to private schools. Helen responded that for clarification purposes, Prairieland is interested in formulating a Directive for Action on this or should ASBA Zone 5 send this to ASBA to handle this. Right now the Private Members Bill on this is dead. Helen suggested it might be time to revisit the policy. Other comments included: it shouldn’t be attached to a particular party – could be a ‘belief statement’. David responded that we could ask ASBA to examine this policy and bring it to the next meeting. Ed stated Prairieland would like it as an ASBA belief that public funds shouldn’t be used for private education. Discussion.

Zone 5 Handbook Presentation

Carol provided some background information as to how the review of the handbook transpired. Wanted to clean it up according to current practice and it became an almost complete rewrite. The old copy and the revised copy are both available.

Sylvia presented the changes. Helen, Carol, Anne-Marie and Colleen have all worked on reviewing and revising the handbook. Karen Dolynny did all the formatting. A lot of the bylaws have remained unchanged. Discussion re audit process. The following suggestions were provided:

- include a header for a ‘review of the handbook’ (perhaps a year after an election).
- website – would like to see that it is incorporated into the minutes. Perhaps it should be in the Roles and Responsibilities for someone to monitor it.

- any consideration of including attendance at national conferences? Response - it is located on page 11.
- it appears not all committees shown on the agenda are included in the Roles and Responsibilities.

Carol indicated this will come back next month for discussion on any feedback boards have come with. There's no rush in approving it so will discuss it next month and will then vote on it in April. The bylaws and roles and responsibilities will be voted on separately. Will also implement the changes that have been suggested today.

REPORTS

ASBA Zone Director, Helen Clease

- Have had 2 meetings since November. Referred to the handout documents. There is a wide diversity in the Board of Directors but also great strength in supporting the people who are working for us. Highlights included:
 - Dianne Macaulay was appointed to PDAC.
 - ASBA will be conducting a review of the bylaws. Encouraged zones to take a look at them.
 - Sheila Taylor (CBE) and Ron Heinrichs (Parkland) were appointed as reps on the Student Health and Wellness Task Force.
 - Carol Bazinet has been reappointed Chair of ASEBP for 2013.
 - The financial report indicates there will be a small surplus of \$35,942.
 - The audited financial statements were approved and it was once again a clean audit.
 - A meeting was held following ASBA Strategic planning session. David commented that the strategic plan is extremely important as it is the "driver" for the organization. Would like to receive 100% response.

ASBA Executive/Staff, David Anderson

- Community Engagement – have contracted Insight Marketing to work with 5 boards on a pilot project basis to see how it works. Possibility of expanding it if it works well. Have had about 10-15 boards express interest so far.
- Jacquie and Cheryl are both sending their regrets in not being here. These 2 individuals make a remarkable team and do not spare any efforts in working for the good of ASBA.
- 2nd Annual Rural Education Conference – March 3-5 in Canmore. Encourage everyone to attend – it's important not only for rural boards but urban boards as well.
- Northlands Board situation – the dismissal of the board some time ago re-emphasizes that "the Board is responsible". There is a board of advisors there now but the move will be to have a fully elected board in place by this October.
- Bylaw Review – 5-year cycle. The single most important issue is the transition from a 3-year elected term to a 4-year term. Currently our Chair and Vice-Chair roles are 18-month terms. PDAC is now reviewing how best to implement the length of term.

- Wrap-Around Services Task Force – will be moving forward fairly quickly. Putting out a call for membership in this task force.
- Trustee Information Sessions – will be sponsoring a series of meetings to encourage the general public to participate. Will also be offering a “School for Candidates” to help candidates run their election.

Question: Local Authorities Election Act – are Boards aware that they need to pass motions re campaign contributions, etc.? At the bottom of the last Board of Directors’ meeting minutes, there is an outline of what is required. ASBA will ensure that Boards are aware of requirements.

Encouraging all boards to bring (and pay for) members of the public to the Rural Education symposium.

Alberta Education, Marlene Lambe

- Deputy Minister is moving on to other opportunities. Will hear in the next few weeks who the new DM will be.
- March 5 – legislature starts; budget – March 7. Premier announced there would be a summit on May 9. The online tool www.budgetchoice.ca – simulation tool meant as an education tool for the public rather than an input tool.
- Education Act – has been passed and received Royal Assent on December 10. Now developing a plan for the regulatory process. It has been about 20 years since all the regulations have come together. Hope to have the regs in place by the end of 2014.
- Curriculum Redesign – there was a 2-day symposium (ATA & AE) held November 29 & December 1. To keep up to date with what is happening in this area, visit www.education.alberta.ca/departments/ipr/curriculum.aspx. In early February there will be a communication toolkit available.
- Provincial Achievement Tests – parent guides have been posted.
- Inclusion: – a couple of conferences coming up for Fetal Alcohol Spectrum Disorder.
- Individualized Program Plan Component Review Survey – work has begun to review the current components required in IPPs in Alberta. There will be an opportunity to engage stakeholders in an IPP Component Survey in February.
- Promoting Healthy Relationship and Preventing Bullying – In November 2012, Education and Human Services hosted a webcast for parents and youth on cyber-bullying. This included the launch of the Premier’s video on bullying, a panel discussion, and an interactive online question and answer period. The full webcast is available at www.b-free.ca.
- Mental Health Matters – new website will be launched soon at www.education.alberta.ca/mentalhealthmatters.
- REACH Edmonton Videos – Edmonton residents touched by the Alberta Government’s Safe Communities Innovation Fund projects are sharing their stories through a series of YouTube videos produced by REACH Edmonton.
- Excellence in Teaching Awards Nomination Closing Date – Teacher and principal nominations for the 25th annual Excellence in Teaching Awards close on February 8, 2013.

- Internet Safety Day – February 5, 2013, has been designated internationally as Safer Internet Day.
- Maximize Savings with the Learning Resources Credit Allocation – The LRC allocation save authorities an additional 25% on already-established preferred pricing on resources. Be sure to use the 2012/13 LRC allocation by March 31, 2013.

Recessed at 11:14 a.m.

Reconvened at 11:27a.m.

Second Language Caucus, Joanne Van Donzel

- Getting a speaker for the spring conference. Have a website and working on ways to activate more feedback.

Networking Group: Cathie Williams, Doug Gardner/Diana Froc

- No report.

Coalition for Healthy Schools, Mary Martin

- Managed a conference call with new members to provide them with an overview of what is being done. In the process of finalizing the Terms of Reference for this group. Also now have membership from Saskatchewan. All provinces are in except Quebec and Nova Scotia(which is in the works).

Edwin Parr, Anne-Marie Boucher, Sheila Snowsell, Sheila Taylor, Sylvie Roth (alt)

- No report.

Field Experience, Sheila Snowsell

- No report.

Labour Relations, Jerry Muelaner

- No report.

Regional Consortium, Joanne van Donzel

- Sent out, electronically, the minutes from the January 18 meeting. Interviews for the new Executive Director will take place February 25.

Moved by Sheila Snowsell that the reports be received.

Carried

Moved by Bev LePeare to go into in-camera at 11:37 a.m.

Carried

Carol Bazinet, Larry Tucker and Marlene Lambe removed themselves from the meeting citing 'conflict of interest'.

Moved by Ed Brinkman to come out of in-camera at 11:59 a.m.

Carried

POLICY REVIEW

Accountability

Reviewed and discussed.

BOARD SHARING

Christ the Redeemer, Joanne Van Donzel

- In Brooks the ELL population is increasing tremendously – about 80%. ELL is also growing in High River.

Rocky View, Bev LaPeare

- Bert Church School won the *Finding Undeniable Challenge* and will use the \$100,000 prize to outfit their athletic teams with uniforms, apparel, footwear and accessories.

ADJOURNMENT

Moved by Sheila Taylor that the meeting be adjourned at 12:05 p.m.

Carried

**Alberta School Boards Association – Zone 5
Friday, March 1, 2013
Rocky View Schools
2651 Chinook Winds Drive
Airdrie, AB**

In Attendance:

Carol Bazinet (Chair)
Sylvia Eggerer (Vice-Chair)
Bev LaPearce
Sheila Taylor
Helen Clease
Jerry Muelaner
Ed Brinkman
Randy Clarke
Lynn Ferguson
Jennifer Carson
David Anderson
Cheryl Smith
Heather Tkachuk
Larry Tucker
Colleen Munro
Sheila Snowsell
Rosemarie Goerlitz

Calgary Board of Education
Rocky View Schools
Rocky View Schools
Calgary Board of Education
Rocky View Schools
Foothills School Division
Prairie Land
Alberta Education
Calgary Board of Education
ASEBP
ASBA
ASBA
ASBA
Golden Hills School Division
Rocky View Schools
Canadian Rockies
Calgary Catholic

Call to Order

Chair Carol Bazinet called the meeting to order at 9:35 a.m. Introductions.

Approval of Agenda

Moved by Ed Brinkman that the agenda for March 1, 2013 be approved as submitted. **Carried**

Approval of Minutes

Moved by Sheila Taylor that the Minutes dated February 1, 2013, be approved as submitted. **Carried**

Business Arising from the Minutes:

- None

Correspondence

- None

PRESENTATION

ASEBP

Carol welcomed Jennifer Carson, Executive Director of ASEBP, to the meeting. Jennifer Carson provided a powerpoint presentation on the Alberta School Employee's Benefit Plan. Discussion followed. Ms. Carson left the meeting at 10:30 a.m.

REPORTS

ASBA Zone Director, Helen Clease

- Rural Education Symposium in Canmore March 3-5.
- Call for resolutions
- Edwin Parr Awards
- Discussion re voting at the Board of Directors.

ASBA Executive/Staff, Cheryl Smith/David Anderson

- Jacquie is doing some work with her own board, therefore is unable to attend today.
- The SGM Theme this year is around the "Arts".
- Trustee election resources are available. April 4 in Calgary at the Executive Royal Inn (on website).

Alberta Education, Randy Clarke

- Advised of upcoming important dates for school authorities.
- There is an invitation to apply to participate in the *Early Learning and Child Care Curriculum Framework Pilot*. There are 2 phases to the project. The first is the development of a draft curriculum framework. The second consists of piloting the curriculum framework and supports in selected ECS sites across the province. The project will conclude by March 2014 with recommendations and strategies for implementation.
- Curriculum Redesign – Cross-curricular Competencies Drafted – Alberta Education is revising standards, guidelines and development processes for curriculum to ensure that

future curriculum supports the development of competencies that will enable students to become engaged thinkers and ethical citizens with an entrepreneurial spirit.

- My Child's Learning: A Parent Resource – available in English at www.mychildslearning.alberta.ca and in French at www.apprentissagedemonenfant.alberta.ca
- Inclusive Education – Mental Health Matters – promoting positive mental health as www.education.alberta.ca/mentalhealthmatters which is a series of web pages containing information and resources to support administrators and teachers in helping children, youth and their families feel comfortable talking about mental health.
- National Mentoring Symposium – Big Brothers Big Sisters, Canada and the Alberta Mentoring Partnership are co-hosting the first ever National Mentoring Symposium, November 5-7, 2013 in Banff.
- Webinar: Moore v. BC Education – What does it mean for education in Alberta? – March 21 (2 sessions)
- Indicators of Inclusive Schools: Continuing the Conversation – a resource that supports schools and school authorities in facilitating focused conversations about inclusive learning environments.
- Update on Regulatory Review process – Minister is establishing a MLA review committee.
- There will be a sharing of the Deputy Minister position until such time as a replacement for the position is appointed (possibly 2 months).
- Deputy Minister wrote to all school superintendents indicating that the high school flexibility program will continue into the second phase.

Second Language Caucus, Joanne Van Donzel *(absent)*

Networking Group: Cathie Williams, Doug Gardner/Diana Froc *(absent)*

Coalition for Healthy Schools, Sheila Taylor

- Reported on the meeting held last week. Mostly information sharing. There could be representation from some pediatricians on the board.

Edwin Parr, Anne-Marie Boucher, Sheila Snowsell, Sheila Taylor, Sylvie Roth *(alt)*

- Deadline for school boards to submit their nomination is April 5 and it should be sent to Carol Bazinet as Zone Chair.

Field Experience, Sheila Snowsell

- No report.

Labour Relations, Jerry Muelaner

- No report.

Regional Consortium, Joanne van Donzel *(absent)*

Recessed at 11:01 a.m.

Reconvened at 11:10 a.m.

Chair Report *(Carol Bazinet)*

- None

Moved by Jerry Muelaner that the reports be received.

Carried

Moved by Rosemarie Goerlitz to go into in-camera at 11:14 a.m.

Carried

Carol Bazinet, Larry Tucker left the meeting at 11:14 a.m. . Sylvia Eggerer assumed the Chair.

Moved by Rosemarie Goerlitz to come out of in-camera at 11:42 a.m.

Carried

Vice-Chair Report *(Sylvia Eggerer)*

Zone 5 Bylaws Review

Vice-Chair Eggerer reviewed the history of this review and invited Colleen Munro to assist with the presentation.

Feedback received on the draft handbook:

- Audit – will leave as is.
- Typo on page 11 – remove ‘Changes’ to ‘General Procedures’
- Appendix A – Roles and Responsibilities: add another bullet – “attend zone chair meetings”. Do we need roles and responsibilities? ‘Yes’ for Networking Group but perhaps not for liaison-type representation.
- Suggestion in General Format – put on agenda that we review this handbook once per year (either at AGM or at the beginning of a new term). Place under the Duty of the Chair that this be looked at in June at the Executive Meeting. Ensure bylaws are reviewed at the annual Executive Meeting prior to the AGM. Add: Attend ASBA Zone Chair Meetings.
- Add bullet under Vice-Chair – Monitor and ensure update of Zone 5 website. Lynn Ferguson will review the website to see what should be included and perhaps removed.
- Will send the suggestions and changes back to the Ad Hoc committee to incorporate. Will place it on the agenda at the next meeting for approval.

PRESENTATION

ASBA BYLAWS REVIEW *(Cheryl Smith, Heather Tkachuk)*

Reviewed the proposed changes to the ASBA Bylaws. The one that has the greatest impact is the 'Term of the Board of Directors'.

Additional Comments

Carol - will plan to follow the May 17 meeting with an Executive Meeting.

Helen – please bring any proposed resolutions to the April meeting. Boards can send them to Helen Clease if they are ready earlier.

ADJOURNMENT

Moved by Sheila Taylor that the meeting be adjourned at 12:40 p.m. Carried

**report to
Board of Trustees****Correspondence**

Date	May 7, 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:

- Email dated April 17, 2013 to Board Chairs from the Honourable Jeff Johnson, Minister, Alberta Education, regarding the formation of the Education Act Regulatory Review Committee.

Attachment: I: Relevant Correspondence



From: Education Minister [mailto:Education.Minister@gov.ab.ca]
Sent: April-17-13 9:54 AM
Subject: Education Act update

TO: Board Chairs of Public, Separate, Francophone and Charter School Boards
Presidents Stakeholder Associations
ACSTA (Alberta Catholic School Trustees' Association)
ASBA (Alberta School Boards Association)
AHEA (Alberta Home Education Association)
ASCA (Alberta School Councils' Association)
ATA (Alberta Teachers' Association)
AAPCS (Association of Alberta Public Charter Schools)
ACFA (Association canadienne-française de l'Alberta)
AISCA (Association of Independent Schools & Colleges in Alberta)
ASBOA (Association of School Business Officials of Alberta)
CASS (College of Alberta School Superintendents)
CCSSA (Council of Catholic Superintendents of Alberta)
Federation des parents francophones de l'Alberta
Federation des conseils scolaires francophones de l'Alberta
Learning Disabilities Association of Alberta
PSBAA (Public School Boards' Association of Alberta)

I am pleased to announce that we are taking the next step in implementing the Education Act with the formation of the Minister's Education Act Regulatory Review Committee, comprised of four MLAs and a public member previously involved in the Inspiring Education initiative. The committee will work with you, your organizations, and all Albertans, to develop regulations in support of the new legislation.

The committee will focus specifically on the following:

- " Ensuring the regulatory framework is consistent with the results of the Inspiring Education initiative;
- " Leading public consultations to gain understanding of the diverse perspectives of participants;
- " Soliciting input from organizations like yours in order to receive feedback; and
- " Leading the recommendations through necessary legislative processes.

The following individuals have been appointed to the committee:

- " Maureen Kubinec - MLA, Barrhead-Morinville-Westlock (committee chair), former president ASBA;
- " Christine Cusanelli - MLA, Calgary-Currie, former teacher and principal;
- " Linda Johnson - MLA, Calgary-Glenmore;
- " Matt Jeneroux - MLA, Edmonton-South West; and
- " Jim Gibbons - former head of the College of Alberta School Superintendents and a member of the Inspiring Education steering committee.

These members ensure a range of perspectives from north and south, rural and urban Alberta. They bring a vast range of experience to this important work: public sector experience at all levels; business and voluntary sector experience; education leadership experience in the school, jurisdiction and board levels; and experience with youth beyond the school community. Together, they form a balanced, highly respected committee that adds significant value to the regulatory review process. I look forward to your participation with the committee along with other interested Albertans during the consultation phase of the regulatory review process.

I would also like to take this opportunity to thank you for your efforts in support of the province wide agreement between government and the Alberta Teachers' Association (ATA). I understand a significant majority of jurisdictions, over 40 boards to date, have already voted to support the agreement's commitment to labour stability and cost certainty. I am also encouraged to see many local teachers vote in favour of the agreement, and many more votes are scheduled for the coming weeks. My staff will continue to work with the remaining boards to ensure a clear understanding of what the agreement means for students and schools prior to the May 13, 2013 deadline for ratification.

If you have any questions, please feel free to contact my office.

Jeff Johnson
Minister of Education
MLA for Athabasca-Sturgeon-Redwater
Phone: 780-427-5010
Email: education.minister@gov.ab.ca

cc: : Superintendents of Public, Separate, Francophone and Charter School Boards
Executive Directors of Stakeholder Associations

report to Board of Trustees

Chief Superintendent's Update

Date	May 7, 2013
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Naomi E. Johnson, Chief Superintendent of Schools
Purpose	Information
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board

1 | Recommendation

It is recommended:

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

2 | Issue

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

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



3 | Timely Information

Office of the Chief Superintendent

Alternative Program Proposal Update

A proposal was received on December 11, 2012 called Calgary Chinese Immersion Program. Administration has carefully considered the proposal within the context and under the guidelines of Calgary Board of Education established process.

Superintendents' Team decided to decline to establish Calgary Chinese Immersion Program as an alternative program within the Calgary Board of Education. Analysis of the proposed program, which included meeting with the applicant, concluded the proposed program does not meet the definition of an alternative program provided in the *School Act* nor does it offer programming features beyond those commonly available to Calgary Board of Education students.

A letter stating the decision to decline and detailing the reasons for administration's decision has been presented to the applicant in a meeting; this was done within the 60 school-day time frame. There will be ongoing conversation between the Calgary Board of Education and the Sino Canada Culture Association to determine how we can collaborate to support and enhance students' learning experiences within our Chinese (Mandarin) Bilingual programs.

Partner Research Schools Initiative

On April 10, the Calgary Board of Education (CBE) joined seven other school authorities in signing a memorandum of agreement for the Partner Research Schools initiative. This dynamic collaboration among schools, communities, and universities will lead innovation through research-active inquiry and practice.

Sharon Friesen, University of Calgary's Vice Dean of Education suggests that the agreement signals a deep commitment to collaboration research across K-20 to lead innovations in learning, teaching and leading.

This initiative will support the Calgary Board of Education's commitment to ensuring that its teachers are well-prepared and that they have ongoing opportunities to continually build their capacity to design personalized learning experiences for each child. The partnership will provide additional opportunities for learning for both our district and the research community as educational practice is examined and studied.

This is an opportunity for the fine work of staff within the Calgary Board of Education to inform research and build knowledge through active integration of theory and contemporary educational literature.

Communications

Connecting with parents

One of the CBE's key strategies to achieve student success in its 2012 -15 Three-Year Education Plan is to enhance understanding of and participation in public education through increased civic engagement. A large and significant stakeholder group to consider in this is parents. Parents provide valuable insights and perspectives that are beneficial to the CBE in its decision-making process. That is why we are currently consulting with parents about parent communications, kindergarten decision-making and perceptions of the CBE.

Focus groups were held in April with parents and school representatives about parent communications. On this same topic, an online survey will be open to all parents and there are plans to connect with parents who are not greatly involved in activities at CBE schools through telephone surveys. These surveys will be conducted in May and the results of this consultation process will be made available on the CBE website in June.

During the month of May, some parents will also be asked to share their perspectives on kindergarten programs, the quality of education CBE students receive, what things the CBE could do better and more. We look forward to our ongoing work with parents. Together, we can help our students achieve their full potential.

Broadening Our Reach

This spring, Communication Services expanded the reach of the 2013 Community Report beyond a print publication. In addition to sending hard copies to every school and service unit and posting the PDF online, we created a new website that allows our communities to explore our organization and the progress we are making toward achieving the Trustees' results policies. The new website includes links to more information about student results, quick access to monitoring reports, informative videos and stories about our students and schools. We will continue to update the website throughout the school year, providing ongoing information to our parents, students, schools and community. To make the CBE even more accessible to our parents, we created a 90-second video overview of the report that was translated from English into Arabic, French, Spanish, Urdu, Vietnamese, Chinese (both Mandarin and Cantonese) and Punjabi.

Global Learning

Third Annual International Youth Leadership Summit

24 grade 11 students from across the system, traveled to Beijing to be a part of the third annual International Youth Leadership Summit. In preparation for the summit, every student was required to take Intercultural Studies 35 in order to gain an understanding of cross cultural issues and international leadership. The summit enabled CBE students to meet with Beijing high school students in a conference style format to discuss world issues and social action.



DEL F (Diplôme d'études en langue française)

This year, 137 CBE students elected to evaluate their French reading, writing, listening and speaking skills through the DELF (Diplôme d'études en langue française). The DELF is administered by the CBE and the certificate is granted by the French Ministry of Education. This certificate gives students an accurate evaluation of their language ability relative to the rest of the world.

Learning Innovation

Cinderella Gown Project

The 9th Annual Cinderella Project Event was held on Saturday, March 16, 2013. Three hundred Cinderellas who were invited by school based Godmothers took home beautiful dresses and accessories – all donated by caring community members.

The Cinderella Project promotes and encourages high school graduation. It helps teens in need realize their dreams of a remarkable high school graduation celebration. The program is discreet, and celebrates the diversity and educational achievement of our youth.

Some outstanding facts about the project:

- Every CBE high school participates
- Over 60 corporate and community sponsors and donors contribute each year
- Each Cinderella is guided through the process by 2 Godmothers who provide the opportunity of choosing a gown, shoes, jewelry, hand bag, shawl, and gift bag. Girls also receive a makeover and hairstyle (up do)
- Kingsland Centre is transformed into a giant dress and accessory store with over 3000 dresses to choose from and stations of accessories
- 250 corporate and community members volunteer during the event day and over 3000 volunteers assist throughout the year
- 2 rooms are set up with over 15 cosmetologists and 15 hairstylists
- 1 room is set up with 8 seamstresses for alterations

This project would not be possible without the immense support of partners and donors.

Campus Calgary/Open Minds

The application process for Campus Calgary/ Open Minds is in full swing. Once again we are overwhelmed with applications from teachers who want to participate in this innovative teaching and learning model in the 2013/14 school year. The program received 370 applications for 245 possible weeks of programming. The Campus Calgary/Open Minds team will continue to work diligently with community partners to offer exceptional experiential learning opportunities.



CORE

CORE supports the personalization of learning by engaging students in tasks that are supported in a media-rich digital environment, accessible anytime, anywhere, on any device. It allows students to explore, use, collaborate, share, and remix a variety of media in formats including streaming video, podcasts, images, animations, websites, and applets. This month 2220 unique CBE visitors logged in to CORE and 5180 unique users from all five participating districts.

Technology in Education Matrix

Innovation and Learning Technology has collaborated to create the first draft of a Technology Matrix: A Snapshot of Learning in 2018.

The purpose of the matrix is to:

- build a vision for where the CBE sees their students, teachers and the learning environment in order to support our strategies and actions for personalization of learning in 2018
- inform the educational technology strategy so the CBE has a strong foundation of infrastructure and technologies to support student learning competencies, leading to student success and achievement

The document outlines the digital and technological competencies of the student, teacher and learning environment five years from now. The draft is built upon the: ISTE NETS, The Alberta Education Student Competencies (DRAFT), John Hattie's top 10 factors that positively impact student success, Teacher Effectiveness Framework (From: What Did you Do in School Today?), and Nine Trends in Educational Technology.

<https://docs.google.com/document/d/1mhDV5-fGAHAG2HWW5smHlzWYTyX2Ze9ejr2oripDMCg/edit>

Learning Services

Multi-Agency School Support Team

The Multi-Agency School Support Team (MASST) is a joint partnership between the Calgary Police Service (CPS); the Calgary Board of Education (CBE); The Calgary Catholic School District (CCSD); Community and Neighbourhood Services (CNS) – Children and Youth Services Division; and various youth serving organizations. It was initiated as a pilot project in CBE across Areas II and III in 2009, with four teams of one police officer and one registered social worker. MASST was created as an early intervention initiative to assist children in kindergarten to grade 6 who are exhibiting behaviour that creates the increased potential for victimization or puts them at risk of criminal involvement. While the focus of the program is on children, the philosophy of the program also includes educating parents and inviting the family to play an active role.

Building on initial success, the MASST program added two more teams in September 2012 and the program was implemented in all five CBE Areas. In



January 2013, MASST expanded to eight teams and since that time an additional four have been added to bring the total number to 12 MASST teams operating city-wide.

MASST is open to new referrals anytime during the school year. Referrals are sent to a CBE specialist for screening. If accepted the referral is sent forward to MASST for further screening. Once accepted to MASST, referrals are assigned to a team who will then work with the school, child and family.

Regional Collaborative Calgary Area

The planning team of the Regional Collaborative Calgary Area (RCCA) is in the process of developing the foundational elements and Strategic Plan for a blended model of what is currently the Student Health Partnership (SHP), Children and Youth with Complex Needs (CYCN), and REACH. SHP and CYCN funding will be blended for the 2013-14 school year with REACH funding blended into RCCA for the following year. By June 2013, the planning team will have established the Terms of Reference, which include purpose, accountabilities, membership, roles and responsibilities of the newly formed collaborative (RCCA). In addition, Alberta Education has asked that a Manager be hired for the region by September 2013. The Strategic Plan will outline the service delivery model, which will include the structure, priorities, outcomes, processes, and measures as identified by the region. To support the continuation of services and supports to students in the region the planning team has agreed to support the current service delivery model while working on a phased in implementation and that by September 2014 the new model will be fully implemented and operational.

Encore CBE

There continues to be increased numbers of youth coming to Encore CBE and, as a result, connecting with school (71% of the 117 youth who have visited are now connected to school or a work placement).

A United Way initiative, Society for Aboriginal Youth (USAY) is working with Encore CBE to reach Aboriginal youth. Since January, 24 Aboriginal youth have come to Encore CBE (compared to five this time last year) and have started a plan to return to school.

A second United Way initiative is part of the *Navigator Project* of the *All In for Youth* Campaign. United Way has funded a School Community Liaison Worker through the Boys and Girls Club of Calgary to work with Encore CBE. This individual will be working with our most vulnerable youth who need to access community supports to be most successful in their transition back to school.



Early Child Development Mapping Initiative

The Early Child Development Mapping Initiative (ECMap) is a province-wide, five-year research project activity looking at the factors that may influence healthy child development. The ECMap gathers and analyzes information about early childhood development in Alberta and helps to support the work of the provincial and local ECMap coalitions.

Kindergarten teachers entered data, through the Early Development Instrument (EDI), for close to 8500 children in the Calgary Board of Education during February and March. Alberta Education's five-year ECD Mapping Initiative required that school jurisdictions enter EDI data at least twice during the five year cycle. With the completion of the data entry in 2013, the Calgary Board of Education has met Alberta Education's requirements. At this time, it is unknown what Alberta Education's plans for future use of the EDI. Provincial data from the EDI has informed Alberta Education who has made the first goal in their 2013-16 business plan "*An excellent start to learning.*"

4 | Results Focus

The focus of this report is on Results 5: Character. The Board of Trustees has stated, "Each student will be a responsible citizen." Calgary Board of Education schools have provided illustrative examples of how personalized student learning lives in classrooms across the district and supports the Board of Trustees' Results.

Area I

Belvedere-Parkway School

Belvedere-Parkway School was an active participant in the "We Day" event in October 2013. An eager group of grade six students attended the event and the rest of the school took part in the event via streaming video. Immediately, the students were inspired and ready for action. They were inspired to do what is right; act morally with wisdom and balance individual concerns with the rights and needs of others.

In response to the students, Belvedere-Parkway School staff made an effort to harness this powerful wave. Through conversation and debate, students weighed local, national and international issues that led to a deeper discussion about what they, the students, could do to make a difference. Ultimately, the students decided to *act morally with wisdom* to concentrate their efforts on awareness and knowledge. They also asked for the opportunity to showcase their new learning. The connection became clear, and planning for Belvedere-Parkway's "Mini We Day" began.

The "Mini We Day" is planned for the morning of May 24th and will feature displays of student work in a Global Fair format: similar to displays and activities in a Science Fair, but with projects focused on global issues. After



studying global issues for several weeks, the students were asked to choose a way to represent the issue that meant most to them. Issues inclusive of the water crisis, right to education, food shortage, and health care came to the forefront, but students added other ideas such as child soldiers, child labour, and women's rights. In all instances, the students kept at the forefront the *balance of individual concerns with the rights and needs of others*. The ways in which the students will be able to represent their work was, and continues to be, personalized, with students showcasing their work through music, drama performances/monologues, newscasts, clay dioramas, digital flyers and blogs.

Students have been inspired over the course of the school year by many visitors who will be eagerly welcomed back for the "Mini We Day". Anticipated keynote speakers on May 24th include Jayme Doll from Global News, Quinn Wilton from *Free the Children*, a representative from the *Impact Society*, and the Furdal family on behalf of *Dogs with Wings*. Musical performances will include Runs with Scissors, and Peter and the Wolves. These performances will be enhanced by student contributions from the grade 5/6 dance club, and this year's Belvedere-Parkway Idol finalists. We anticipate that invited guests will learn from this event and the robust student work.

Area II

George P. Vanier School

The development of character is held at the forefront in Georges P. Vanier School. There was curiosity, however, to ascertain if the work towards this CBE Result was being internalized by students. Two Grade 8 students were asked to describe their day, including challenges and successes, from the time they left for school until they had volunteered to come out of their after-school basketball practice to share their experiences. Direct quotes, captured from these students, that clearly demonstrate attributes of Results 5: Character, are provided below.

...We get on the bus at 7:23 in the morning. The students from King George are on the same bus as us. They are a bit loud. We sometimes have to remind them to respect other people, and care for each other. Most of the time, they listen to us...

...We get to Georges P. Vanier at 8:00 a.m. Our day starts with Homeroom. Today we had an extended homeroom. Our teacher led us into a discussion about PDA (public display of affection). She asked us about what should be the rule about PDA. Students were saying that school is not the place for this; that school was a learning environment and most people don't want to see it; if you need to do this, find another place for that...

...We then went to Social Studies. We are working on a project on the Aztecs in Social Studies. Monsieur C told us that he would create the group for our project. It's a good idea to make sure no one feels left out. Inside the group we each have our responsibilities. It wouldn't be fair to put our name on the project if we didn't do our share of the work...



...In PE, we are doing archery; we have to respect the rules for safety reasons. We need to treat the equipment with care so that we can use the equipment longer. If we don't, then money that it is needed elsewhere will need to be used to replace it...

...At lunch we were sitting in the cafeteria, we made a bit of a mess, but we did clean it up after. Student volunteers are cleaning up the cafeteria after lunch. It wouldn't be fair that they would have to clean up after us...

...Two Grade 9 students stopped by to talk to us towards the end of lunch. They were making a video. They asked our thoughts about Vanier's GSA club (Gay Strait Alliance)...I think the video is a good opportunity for students to express themselves and to speak their mind... The club makes sure that people get included in our school and they're not scared of coming out with their sexuality, and they know that there are other students to support them as well...

...In the afternoon we had Invention Convention in the gymnasium. It's a project we did in Science to come up with an invention. Then we had to prepare a display and a presentation to share. The students from Grades 8 & 9 were visiting us. They were nice when they talked to us about our project.... The partner of the student beside us was absent today so we helped him set up his display...

...After school, we had basketball. Our coach, Mr. D., showed us the skills. Our team has improved so much since the beginning of the season. He has showed us how to work as a team and how to respect the other side as well...

These students' descriptions of their day clearly evidenced not only their own *good character* as they journeyed through the day, but of those around them. Their depiction of the day captured their ability to do what is right, to act morally with wisdom, and to balance individual concerns and needs of others.

Area III

Dr. Gladys McKelvie Egbert School

Dr. Gladys McKelvie Egbert School has had an ongoing focus of building a positive school community that reaches beyond the school. Dr. Egbert has a culturally diverse student population and building a supportive school community helps in bridging cultural barriers.

Building CHARACTER in each of their students is one way in which Dr. Egbert has strived to meet the needs of such a diverse student population. The following are examples of how Dr. Egbert builds character in their students:

The Calgary Emergency Woman's Shelter comes to the school once a week and works with a group of students over 10 weeks. This preventative programming is centered on building healthier relationships using therapeutic groups and activity based learning for youth.



The Starburst Program (Child and Family services) puts a focus on character development and building healthy relationships for at-risk girls in a co-curricular and extracurricular program that includes on-site and off-site activities as well as counseling and support for both the girls and their families.

Arabic/Muslim groups are organized by Calgary Board of Education Diversity and Learning Support advisors that come into the school to deepen students understanding of other cultures as well as their own. The group puts on a school showcase of their culture at least once a school year.

Big Brothers/Big Sisters teen mentoring initiatives are ongoing at Roland Michener School involving 15 “bigs” that spend every week at the elementary school with their “littles”.

As part of the transition program between the feeder elementary schools and Dr. Egbert students in gr. 7/8 have buddied-up with grade 5/6 students in order to build relationships between the students before they arrive as well as leadership skills and empathy in Egbert students.

Dr. Egbert is committed to helping students build and demonstrate good character. Dr. Egbert works with their diverse population to build character so students will possess the strength to do what is right in the many situations they will face in life. At Dr. Egbert students learn to act morally and use their wisdom to balance individual concerns with the rights and needs of others.

Students at Dr. Egbert are benefiting from these programs in their demonstration of doing what is right and acting morally with wisdom. There is a visual representation within the school building in balancing individual concerns with the rights and needs of others. This is visible in the interactions between student-to-student, student-to-staff and student-to-community members.

Area IV

Glamorgan School

Glamorgan School teachers model and instruct through the lens of promoting positive character values, based on our three pillars of care; care for ourselves, others, and our place. This is evident in the students’ academic achievement, exemplary behaviour, and the opportunities embraced in the fine arts, athletics, science, and leadership. For example, as a relatively new band program, our students performed at the Alberta International Band Festival and achieved gold recognition. This accomplishment is credited to the students demonstrating the character traits of self-discipline, commitment, and excellence, under the skilled instruction and leadership of their teacher.

Glamorgan School focuses on character virtues to create a respectful, common language for the meaning and mastery of personal character within our multicultural landscape. Over this school year, students demonstrated ownership for the pillars of care visually through the creation of two beautiful legacy murals with a mosaic artist. This whole school and community project



enriched and inspired the students as demonstrated through their enthusiastic commitment and quality work. These murals remind us daily that student performance in all aspects of their school experience culminates in the achievement of the vision to which we aspire.

Through our commitment to school clubs, teams, and events within and beyond our school walls, students are developing as global citizens. Through participation in events such as We Day and contributing to local and world causes, students develop a belief in their power to make an impact with their lives. They recognize the importance of being significant in our world. In Steven Covey's words, "*significance means making a contribution to others*".

Area V

Fairview School

Fairview is a safe and caring school with a mission of pursuing academic excellence, self-discipline and the respect of others. Character education is embedded into curriculum in the Traditional Learning Centre and French Immersion Program as well as extra-curricular activities where students demonstrate concern for the rights and needs of others.

Students in physical education are encouraged to make decisions that reflect a high regard for themselves as learners and they are recognized for exemplifying excellence in Sportsmanship, Skill, Effort, Attitude and/or Participation.

Students take responsibility for their actions and make decisions that positively impact others. The Social Awareness Society at Fairview is a group of students and teachers who meet and plan initiatives that make the world a better place for everyone. Focus this year has been on composting, waste reduction, locally grown vegetables, purchasing and delivering computers to Sierra Leone in Africa and fasting to raise awareness of students' needs around the world.

Students in the Moot Court Club work with the University of Calgary Law Society and CBE General Council to learn how to effectively debate issues and stand up for what is right. In March, 30 students attended the Diversity and Peace conference at Bob Edwards School, which focused on promoting peaceful communities, embracing diversity and treating others with compassion and respect.

Students reflected on how they demonstrate Character. When reflecting on how they possess the strength of character to do what is right, students said, "*by meeting the goal of picking up garbage as I see it. I often do it outside*" and "*meeting the goal of helping friends study by helping peers in Math, Science and French.*"

Students commented on how they act morally with wisdom stating, "*I incorporate my peers' ideas in my work and compromise*" and "*I continue to*



strive towards making responsible choices and listening to the needs of others.” Others said, “I made a point of asking my peers their opinions and what they want” and “I made an effort of understanding others’ points of view by trying to think about how his actions affect others.”

Students demonstrated an understanding of how to balance individual concerns with the rights and needs of others stating, *“I met the goal of decreasing arguments between myself and my peers by not saying hurtful things to friends”* and *“I met goal of making group work worthwhile by reminding myself and my group members to focus.”*

Teachers also observed students demonstrating good character. Examples included students solving problems on their own before asking their teacher for help, working effectively in groups and articulating how each member contributed worthwhile work.

Students at Fairview have opportunities to demonstrate good character each day in rich and meaningful ways.

Revision

Area II: Academic Success - Alice Jamieson Academy at Stanley Jones School

Please note the revised information regarding Academic Success at Alice Jamieson Academy. The following information replaces the information included in the March 5 Chief Superintendent’s Update.

The Alice Jamieson Academy is an alternative program within the Calgary Board of Education which offers choice based on methodology which is tailored to meet the needs of female learners from Grades 4-9. The results achieved by the students within this program over the last five years suggest that this alternative is offering a choice which increases achievement for the majority of students in the program. A May 2012 monitoring and evaluation report conducted by Learning Services in Calgary Board of Education concluded that students achieved results at the acceptable standard which were significantly above their cohort in the city and province in four core subjects. Provincial achievements results from the 2011 school year were used to prepare the May 2012 report.

Here are two of the data sources which support that conclusion. Results which compare a student’s prior level of achievement to current levels of achievement on provincial achievement exams are one source which suggests the value-added benefit a program may have on student learning. Grade 9 Language Arts Achievement Results for Alice Jamieson indicate that students achieved 2.1% above what was predicted based on their Grade 6 results. Grade 9 Math Achievement results indicate that students achieved 8.1% above what was predicted based on their Grade 6 results. Both results were reported as significantly* above the predicted results. A second source is student success



in Science over time. Provincial Achievement Test results in Science have increased steadily over the past five years and indicate that our students consistently receive scores at the acceptable level in Grade 9. During the 2010-2011 school year the Multiyear Science Report shows that the student average at the acceptable standard was 93.9% which was 10.7% above the average for the province, and results for the 2011-2012 school year were 87.8% which was 5.8% above the provincial average. Both of these data sources demonstrate success related to the focus on Science and Technology in our all-girls program. This data also suggests that the protocols used in this alternative program result in increased achievement for the majority of our female students.

The school community's current focus is on increasing achievement at the excellence levels in all subject areas. Improvement has been noted in these areas as well; however, exceptions to this improvement are achievement levels at the standard of excellence in Math and Language Arts. One of development goals for the school is for the students to experience instructional tasks and assessments which will incorporate tangible improvements in these areas. The work of system leadership in providing professional development for principals and assistant principals in addressing these concerns has been a pivotal support in implementing this strategy with our teaching staff.

*A difference is reported as significant when there is a 5% or smaller probability that a difference of that size could occur by chance.



NAOMI E. JOHNSON
CHIEF SUPERINTENDENT OF SCHOOLS

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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

