

# public agenda

## Regular Board Meeting

May 19, 2015  
12:00 p.m.

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

### R-1: Mission |

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
12:00 p.m.	<b>1   Call to Order, National Anthem and Welcome</b>			
	<b>2   Consideration/Approval of Agenda</b>		GC-2	
10 mins	<b>3   Awards and Recognitions</b>		GC-3	
	3.1 2015 Masonry Design Award	F. Coppinger		
	<b>4   Results Focus</b>			
15 mins	4.1 School Presentation – Lord Beaverbrook High School	S. Smith	R-4	
	<b>5   Operational Expectations</b>			
	<b>6   Matters Reserved for Board Action</b>	Board	GC-3	
10 mins	6.1 Office of the Board of Trustees' 2015-16 Operating Budget	Board	OE-5	Page 7-1 (May 12/15)
30 mins	6.2 2015-16 Interim Budget/Budget Discussion	Board	OE-5	Page 7-6 (May 12/15)

Time	Topic	Who	Policy Ref	Attachment
	<b>7   Consent Agenda</b>	Board	GC-2.6	Page 7-14 Page 7-18 Page 7-24
	7.1 Approval of Minutes			
	<ul style="list-style-type: none"> <li>▪ Regular Meetings held March 3, March 10 and March 17, 2015 (THAT the Board approves the minutes of the Regular Meetings held March 3, 10 and 17, 2015 as submitted)</li> </ul>			
	7.2 Items Provided for Board Information			
	7.2.1 Trustee Liaison Report – ASBA Board of Directors Meeting Highlights			
	7.2.2 Chief Superintendent's Update		OE-8	Page 7-1 Page 7-4
3:00 p.m.	<b>8   Adjournment</b>			
	<b>Debrief</b>	Trustees	GC-2.3	

**Notice |**

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

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

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

## report to Board of Trustees

### Office of the Board of Trustees 2015-16 Operating Budget

Date	May 12, 2015
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Decision
Originator	Brad Grundy Superintendent, Chief Financial Officer, Corporate Treasurer
Governance Policy Reference	Operational Expectations OE-5: Financial Planning
Resource Person(s)	Carla Male, Director, School Financial Management Corporate Planning & Reporting staff

#### 1 | Recommendation

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It is recommended:

THAT the Board of Trustees approves the 2015-16 budget for the Office of the Board of Trustees of \$1,285,598 to be reasonable to allow the Board to effectively and efficiently perform its governing responsibilities.

#### 2 | Issue

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The Chief Superintendent is required by Operational Expectation 5 subsection 5.7 to develop a budget that includes amounts determined by the Board to be necessary for the Board to effectively and efficiently perform its governing responsibilities.



### 3 | Background

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The Office of the Board of Trustees' budget for 2014-15 was approved at \$1,515,403.

The Chief Superintendent prepared a report regarding the 2015-16 budget for the Office of the Board of Trustees that incorporates the budget assumptions as they relate to the Office of the Board of Trustees' budget and reflects the outcome of any decisions related to the Board's consideration of Trustee Remuneration.

The Board of Trustees have passed the following motions which have implications for the Office of the Board of Trustees Operating Expense Budget, for the 2015-16 fiscal year:

The Board has reviewed the honoraria for 2015-16 in April 2015 and it will remain same as the existing remuneration policy. The Board of Trustees has approved, as recommended by the Trustee Remuneration Committee, an ongoing formula to address trustee honoraria based on an average of the Statistics Canada annual published Calgary Consumer Price Index. This change will be in effect as of September 1, 2016. Remuneration for 2015-16 remains unchanged at:

Trustees:	\$45,000
Chair:	An additional \$10,000
Vice-Chair:	An additional \$5,000

- GC-2E states that at the end of each Trustee's service, each Trustee shall be entitled to a retiring allowance based on the number of terms completed. As such, the annual retirement accrual will be calculated as follows, if service ends after:

First term:	\$1,731
Completion of two or more terms:	\$3,895

Once the maximum amount has been accrued for a Trustee, no further annual provisions are budgeted.

- The Board of Trustees has approved that the amount allocated for individual trustee professional development be reduced from \$4,000 to \$2,000 annually. The proposed budget has reallocated \$2,000 from each individual Trustee's professional development allotment to a general business travel & PD account.

The Board has also requested the following budget changes:

- The Audit Fees budget to reflect an increase of the following charges to resource the full cost of the annual financial audit

Audit-related legal inquiries	\$1,250
Post-employment benefit valuation	\$34,900

- The general professional & technical services budget to reflect a change in proposed use of contracted services. The dollars have been consolidated into one General and Contracted out Services account, with an overall reduction of \$14,000

- Other changes to reduce overall costs

Reduction in messenger fees	(\$1,000)
Reduction in general supplies	(\$2,500)
Reduction in café food supplies	(\$3,000)
Reduction in printing & binding supplies	(\$4,000)
Reduction in textbooks & materials	(\$500)
Reduction in facility rental	(\$1,500)

- Two administrative positions and the temporary staff budget have moved to the Corporates Secretary's office and the corresponding budget has been transferred from the Board of Trustees budget to the Superintendent of Human Resources & General Counsel budget

Salaries & benefits	(\$216,017)
Temporary salaries & benefits	(\$2,500)
Staff travel	(\$1,000)
Staff professional development	(\$2,000)
Staff telephone	(\$250)

#### 4 | Analysis

The following is a summary of all proposed changes to the 2015-16 Office of the Board of Trustees budget:

<b>2014-15 approved budget</b>	<b>\$1,515,403</b>
Increases/(decreases):	
Decrease in staff salaries & benefits due to lower accruals and two positions moving to the Corporate Secretary's office	(\$236,205)
Increase in audit fees relating to legal inquiries, the post-employment benefit valuation	\$36,150
Moved the professional development, travel & telephone budget for positions moved to the Corporate Secretary's office	(\$3,250)
Decrease in equipment rental, messenger fees, other fees & supplies budget and contracted services	(\$26,500)
<b>Total reduction in expenses (15%) from the 2014-15 Approved Budget</b>	<b>(\$229,805)</b>
<b>2015-16 proposed budget</b>	<b>\$1,285,598</b>

Please refer to Attachment I for a year-over-year comparison between 2014-15 and 2015-16.

## 5 | Conclusion

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This report meets the monitoring requirements of the OE 5: Financial Planning.



DAVID STEVENSON  
CHIEF SUPERINTENDENT OF SCHOOLS

### ATTACHMENTS

Attachment I: Board of Trustees 2015-16 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.



<b>Calgary Board of Education Board of Trustees - General Board of Trustees 2015-16 Operating Budget</b>				
Category	2014-15 Approved	Staff moved to Corp Sec	Other Changes	2015-16 Proposed
<b>Total Permanent Salaries &amp; Benefits</b>	\$ 651,603	\$(216,017)	\$ (17,688)	\$ 417,898
<b>Total Temporary Salaries &amp; Benefits</b>	\$ 2,500	\$ (2,500)	\$ -	\$ -
<b>Membership Dues and Fees</b>				
MB Dues and Fees	\$ 244,000	\$ -	\$ -	\$ 244,000
PD Staff/Dec Training Fees	\$ 2,000	\$ (2,000)	\$ -	\$ -
<b>Total Membership Dues and Fees</b>	\$ 246,000	\$ (2,000)	\$ -	\$ 244,000
<b>Total Equipment &amp; Facility Rental</b>	\$ 1,500	\$ -	\$ (1,500)	\$ -
<b>Professional &amp; Technical</b>				
General & Contracted Out	\$ 56,500	\$ -	\$ 6,000	\$ 62,500
Contracted Out Services	\$ 20,000	\$ -	\$ (20,000)	\$ -
Messenger Fees	\$ 1,000	\$ -	\$ (1,000)	\$ -
Audit Fees	\$ 142,500	\$ -	\$ 36,150	\$ 178,650
Advertising	\$ 10,000	\$ -	\$ -	\$ 10,000
Elections	\$ 321,000	\$ -	\$ -	\$ 321,000
<b>Total Professional &amp; Technical</b>	\$ 551,000	\$ -	\$ 21,150	\$ 572,150
<b>Total Telephone</b>	\$ 1,000	\$ (250)	\$ -	\$ 750
<b>Travel &amp; Subsistence Business</b>				
Trustee PD & Travel	\$ 33,000	\$ -	\$ (19,000)	\$ 14,000
ASBA & General Trustee Travel & PD	\$ -	\$ -	\$ 19,000	\$ 19,000
Staff travel	\$ 1,000	\$ (1,000)	\$ -	\$ -
<b>Total Travel &amp; Subsistence Business</b>	\$ 34,000	\$ (1,000)	\$ -	\$ 33,000
<b>Supplies</b>				
General	\$ 6,500	\$ -	\$ (2,500)	\$ 4,000
Café Food	\$ 5,000	\$ -	\$ (3,000)	\$ 2,000
Printing & Binding	\$ 7,000	\$ -	\$ (4,000)	\$ 3,000
Textbooks & Materials	\$ 1,500	\$ -	\$ (500)	\$ 1,000
<b>Total Supplies</b>	\$ 20,000	\$ -	\$ (10,000)	\$ 10,000
<b>Contribution to school council support</b>	\$ 7,800	\$ -		\$ 7,800
<b>Total Expense Budget</b>	<b>\$1,515,403</b>	<b>\$(221,767)</b>	<b>\$ (8,038)</b>	<b>\$ 1,285,598</b>



report to  
Board of Trustees

2015-16 Interim Budget

Date	May 12, 2015
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Decision and Information
Originator	Brad Grundy , Superintendent, Chief Financial Officer, Corporate Treasurer
Governance Policy Reference	Operational Expectations OE-5: Financial Planning OE-6: Financial Condition OE-7: Asset Protection OE-8: Communication With and Support for the Board
Resource Persons	Superintendents Team Finance / Technology Services staff Members of the Capital Budget Council

1 | Recommendation

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It is recommended:

- THAT this 2015-16 Interim Budget be approved as presented and submitted to Alberta Education, as required.



## 2 | Issue

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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 for the fiscal year beginning on the following September 1.

In accordance with the Board of Trustees' Operational Expectation OE-5: Financial Planning, the Chief Superintendent shall develop and maintain a multi-year financial plan that is related directly to the Board's Results priorities and Operational Expectations goals, and that avoids long-term fiscal jeopardy to the organization.

## 3 | Background

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In accordance with the *School Act* and the intent of Operational Expectation OE 5: Financial Planning, the Chief Superintendent is required to prepare and submit to the Board of Trustees, for review and approval, a 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.

This 2015-16 Interim Budget is based upon assumptions provided to the Board of Trustees for information on April 14, 2015 (based on the previous government's Budget 2015 document) and adjusted for high-level assumptions related to the new government's budget. At this time there is a high level of uncertainty related to the new government's budget direction. The development of this interim budget was guided by the CBE's values:

- Students come first
- Learning is our central purpose
- Public education serves the common good

The interim budget is also influenced by the CBE's Mission, Alberta Education's *Inspiring Education*, and the CBE's Three Year Education Plan and the Board's summative evaluation of the Chief Superintendent.

## 4 | Analysis

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On April 24, 2015, administration allocated amounts to schools for the 2015-16 school year, through the Resource Allocation Method (RAM). The RAM distribution begins the Spring Staffing process. The Spring Staffing process is one of the largest processes at the CBE and is the process by which schools are staffed for the beginning of the next school year. Lead time is necessary to ensure proper compliance with collective agreements. Resources were allocated to schools to fund growth and maintain 2014-15 class size, based on current projections.

On May 5, 2015, a new provincial government was elected by the citizens of Alberta. The CBE awaits budget direction from this new government. Until such time as direction is received, the CBE will maintain the current levels of operations while planning for the future, including the continuing of school planning and organization activities for next year. Future changes may include:

- The amounts and types of allocations provided to schools in the RAM.
- The amounts and types of services provided by Service Units.
- The fees charged to parents for Noon Supervision, Instructional Supplies and Materials and Transportation.
- Program and services related to changes to the School Act, and Inspiring Education, anticipated to be enacted for the 2015-16 school year.

The key highlights of the 2015-16 Interim Budget are:

- Funds allocated directly to schools via the Resource Allocation Method have increased year over year to maintain class sizes and fund growth, based on current projections, and subject to principal deployment decisions.
- Revenue from Alberta Education will be sufficient to maintain all operations in a manner consistent with operations in the 2014-15 school year.
- Fee revenue will be increased by \$5.8 million year-over-year due primarily to enrolment growth. Consistent with current budget principles, fee revenue for transportation, noon supervision and Instructional Supplies and Materials (ISM) will fully fund the gap between targeted Alberta Education funding and direct program costs, including waivers and uncollectible accounts. There will be no contribution from the instructional budget to support fee-based programs and services. Fee levels are subject to change given budget direction from Alberta's new government. Attachment I includes information regarding the fees proposed in this interim budget.
- The 2015-16 budget is balanced without the use of reserves. The CBE is committed to working collaboratively with the Government of Alberta regarding the use of available reserves to support student learning and advancing the CBE's and government's learning agenda. The amount of available reserves as at August 31, 2015 is projected to be between 2% and 3% of total CBE revenue.
- Non-facility capital project spending will be \$25.4 million, in order to invest in strategic projects that will sustain critical systems and enable the system to better accommodate student learning needs and enrolment growth in future years.
- The CBE will continue to work with Alberta Education regarding commissioning costs related to new school openings anticipated for the 2016-17 school year. These costs have not been factored into this interim budget.
- The CBE will carry on continuously improving in ways that benefit students and their learning as well as continue to advance the priorities of the Chief Superintendent. It is anticipated these strategies will include:
  - The redesign of kindergarten through high school programs and services to optimize student success by supporting a variety of program choices and opportunities within the new fiscal reality,
  - Enhancing and further integrating programs and services provided by CBe-Learn, Chinook Learning, Encore, Discovering Choices and our outreach services with a view to providing each student with the best programs and services within available resources,
  - Further integrating the provision of centralized and decentralized specialized supports and services to students, teachers and schools.
  - Making school based management "easier" by streamlining the provision of administrative services and supports to schools and moving to further standardization in non-teaching supports,
  - Evaluating the current model of the RAM to schools,
  - Seeking further operational efficiencies where appropriate.
- Service Unit budgets have been maintained in this interim budget to provide the same levels of service to students and schools as in the 2014-15 school year, subject to continuous improvement and operational efficiency reviews as mentioned above. Ultimate service levels may be impacted by provincial government budget decisions.
- As required by law, the budget for 2015-16 is balanced.



A summary of the 2015-16 Interim Budget, in comparison with 2014-15 is as follows:

### Interim 2015-16 Budget

for the period 2015-16 (with comparatives for 2013-14 and 2014-15)  
(all figures in \$ thousands)

	Actuals	Budget		Variance from 2014-15	
	2013-14	2014-15 Fall Update	2015-16	Increase / (decrease)	%
<b>REVENUES</b>					
Alberta Education	1,101,997	1,136,965	1,177,106 *	40,141	3.5
Fees	40,453	46,736	52,495	5,759	12.3
Other sales and services	20,677	19,684	23,388	3,704	18.8
Other revenue	36,317	30,462	25,571	(4,891)	(16.1)
<b>Total Revenues</b>	<b>1,199,444</b>	<b>1,233,847</b>	<b>1,278,560</b>	<b>44,713</b>	<b>3.6</b>
<b>EXPENSES BY BLOCK</b>					
Instruction: ECS - grade 12	937,715	996,079	1,024,523	28,444	2.9
Plant operations and maintenance	151,746	148,886	147,231	(1,655)	(1.1)
Transportation	40,815	44,698	48,128	3,430	7.7
Board and system administration	36,603	35,779	36,183	404	1.1
External services	23,421	23,049	22,495	(554)	(2.4)
<b>Total Expenses</b>	<b>1,190,300</b>	<b>1,248,491</b>	<b>1,278,560</b>	<b>30,069</b>	<b>2.4</b>
<b>EXPENSES BY OBJECT</b>					
Certificated salaries and benefits	695,584	730,184	755,424	25,240	3.5
Support staff salaries and benefits	231,845	256,010	253,065	(2,945)	(1.2)
Services, contracts and supplies	207,290	205,767	211,279	5,512	2.7
Amortization expenses	52,161	52,042	53,762	1,720	3.3
Interest on capital debt expenses	859	560	356	(204)	(36.4)
Other interest charges	1,243	758	777	19	2.6
Other expenses	1,318	3,170	3,897	727	22.9
<b>Total Expenses</b>	<b>1,190,300</b>	<b>1,248,491</b>	<b>1,278,560</b>	<b>30,069</b>	<b>2.4</b>
<b>Operating surplus / (deficit)</b>	<b>9,144</b>	<b>(14,644)</b>	<b>-</b>	<b>14,644</b>	<b>(100.0)</b>
Transfers (to)/from operating reserves	(5,429)	18,773	-	(18,773)	(100.0)
Board funded amortization	21,505	21,832	23,618	1,786	8.2
Capital acquisitions and debt repayment	(23,346)	(26,605)	(25,375)	1,230	(4.6)
Debt repayments	(3,301)	(2,750)	(2,243)	507	(18.4)
Use of capital reserves	1,427	3,394	4,000	606	17.9
Capital items paid by operating funds	(3,715)	(4,129)	-	4,129	(100.0)
<b>Surplus</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	

\* The Alberta Education revenue amount has been assumed by the CBE, to be confirmed by the provincial government

## 5 | Financial Impact

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Overall balanced position.

The CBE will achieve a balanced position for this operating budget for 2015-16 after taking into account:

- assumed revenues and projected expenses identified above for 2015-16;
- maintaining operations and planning activities at the same level as for the 2014-15 school year for both schools and service units;
- funding enrolment and maintaining class size; and
- maintaining school fees at a level consistent with 2014-15 school year, except for Noon Supervision fees, which are expected to increase, subject to the final provincial budget, by \$5 for each type of service.

## 6 | Implementation Consequences

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The approval of the 2015-16 Interim Budget will meet the requirement to balance the budget and to submit a budget to Alberta Education by May 31.

This interim budget is subject to future provincial budget direction. In the event future budget direction is materially different from the assumptions included in this report, Administration will submit to the Board of Trustees any material changes in a final budget report. The timing of that final budget report is not known at this time.

Any significant difference in funding for amounts to be allocated to schools in the RAM may mean that certain decisions that have been made by principals regarding school organization and planning would need to be revisited and changed. This will be done prospectively and as soon as practicable based on provincial government budget timelines.

## 7 | Conclusion

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The 2015-16 Interim Budget with planned total revenues of \$1,278.6 million, total expenditures of \$1,278.6 million and \$25.4 million in non-facility capital acquisitions 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*.



DAVID STEVENSON  
CHIEF SUPERINTENDENT OF SCHOOLS

### ATTACHMENTS

Attachment I: 2015-16 Fees (supplementary information)

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## 2015-16 Fees (supplementary information)

The CBE charges fees for instructional supplies and materials (ISM), transportation, noon supervision and other incidentals. ISM fees are mandatory and charged per student whereas transportation and noon supervision are only charged for students using those services. Fees are set in the spring prior to the school year and are set at a level to cover the estimated cost of providing those services. Any surplus resulting from these programs is added to a related reserve to keep fees at a minimum in future years.

Because of rapid enrolment growth and a lack of schools close to where students live means that ever more students are being transported and supervised over the noon hour. As well, the growing gap between (proposed) funding received to support students and the costs of doing so meant that we were (prior to 2014-15) spending increasing amounts of instructional dollars to subsidize fees. While providing transportation and noon supervision have evolved to become part of our modern education system, they are separate from student learning. Reflecting on our values of students come first and learning is our central purpose, a practice was established to eliminate any subsidy to fee programs from instructional funds.

Eliminating any central budget support for fees means that all the costs of providing transportation, noon supervision and instructional supplies and materials are funded by targeted provincial grants and reserves (where available), and parent fees. Costs of providing the services include direct labour and supplies, as well as the cost of fee waivers and uncollectible accounts.

To keep fees as low as possible, the CBE is committed to being as efficient as possible in the provision of services. In some cases this also means that transportation service levels may need to change. The CBE will consider moving towards more congregated stops to minimize the number of buses and routes. As always, student and staff safety remains our top priority and any changes will consider impacts on safety.

In keeping with our values, the CBE is continuing its comprehensive waiver process to ensure that no student is denied access to an education due to the inability to pay some or all fees. Learning is our central purpose.

### 2015-16 fees

#### Noon supervision

There will be small increases to noon supervision fees for the 2015-16 year as a result of increased costs to deliver the program.

	four day			four / five day			five day		
	2014-15	2015-16	% var	2014-15	2015-16	% var	2014-15	2015-16	% var
Bused and non-bused students	\$ 250	\$ 255	2.0	\$ 270	\$ 275	1.9	\$ 280	\$ 285	1.8

## Transportation

There will be no fee increase for Transportation in 2015-16. Although the proposed provincial funding for transportation has been reduced, the CBE has made it a priority to maintain the level of fees. However, if funding remains at the proposed levels, service levels will need to change in order to keep costs as low as possible.

In 2015-16, the following changes have been proposed if funding is not increased:

- Calgary Transit rebates will be no longer available. Parents may claim the cost of transit on their personal income tax return
- Routes with ridership less than 15 students will be eliminated
- Students attending middle schools with charter routes will utilize Calgary Transit
- Congregated stops will be established for all alternative programs
- The start and end times of certain schools will be adjusted to accommodate route partnerships with other schools

Charter rates	2014-15	2015-16
ECS – Grade 9	\$ 330	\$ 330

## Instructional Supplies and Materials

ISM fees will remain at 2014-15 levels for the 2015-16 year.

ISM fees	2014-15	2015-16
Kindergarten	\$15	\$15
Grades 1 – 6	\$30	\$30
Grades 7 – 9	\$137	\$137
Grades 10 - 12	\$152	\$152

## **Daily rate summary**

Based on 184 instructional days, the daily fee rates are as shown below. The maximum amount that could be incurred by an individual student is **\$3.51 per day** (a Grade 1 – 6 student taking transportation, staying for noon supervision and paying the ISM fee).

Service	2014-15 Cost per day	2015-16 Cost per day
Noon supervision	\$1.35 - \$1.50	\$1.39 - \$1.55
Transportation	\$1.78	\$1.79
ISM	\$0.08 - \$0.82	\$0.08 - \$0.83



**report to  
Board of Trustees**

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

Date | May 19, 2015

Meeting Type | Regular Meeting, Public Agenda

To | Board of Trustees

From | Trustee Pamela King

Purpose | Information

Governance Policy Reference | Governance Culture  
GC-3 Board Job Description

**1 | Recommendation**

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The Alberta School Boards Association (ASBA) liaison report containing the ASBA Board of Directors' Meeting Highlights dated May 7 and 8, 2015 is being provided for Board information.

**2 | Issue**

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

Attachment I: ASBA Highlights May 7 and 8, 2015



## ASBA Board of Directors Meeting

*Board Highlights are circulated to the Board of Directors and ASBA staff after each meeting. Directors are asked to circulate these highlights to their respective constituencies. Meeting agendas, draft and ratified minutes are available on the ASBA website at [www.asba.ab.ca](http://www.asba.ab.ca). For more information contact **Marian Johnson** at 1.780.451.7101.*

### **ASBA plans to reach out to incoming government and MLAs**

With the May 5 election of a new provincial government, President Helen Clease is launching a focussed effort to meet with key ministers and MLAs over the next six months. The goal: to put education on the legislative agenda. As well as one-on-one meetings, the plan includes inviting the incoming minister of education to meet with the ASBA Board of Directors and hosting *A day for advocacy* in the fall. President Clease will circulate the detailed plan in her next board chair's e-mail.

### **Board of Directors seeks school boards' direction re membership in the Canadian School Boards Association**

The ASBA spends \$30,000 to be a member of the Canadian School Boards Association. There are also costs related to attending CSBA board meetings and events. Against the backdrop of cutting half a million dollars to balance the ASBA's proposed 2015-16 budget, the ASBA Board of Directors decided to ask school boards if the ASBA should remain a member of the CSBA. School boards will vote on CSBA membership at the Spring General Meeting. **Note:** As CSBA bylaws require the ASBA to give six months' notice before withdrawing from the CSBA, school boards' decision will only have an impact on the ASBA's 2016-17 budget. Background materials will be circulated shortly.

### **Board of directors recommends changes to process for calling special general meetings to allow for quicker decisions**

In response to the *Strengthening the Provincial Voice of School Boards Task Force report* – and subsequent feedback from school boards – the ASBA Board of Directors is proposing a bylaw change that will give the ASBA President the authority to call a Special General Meeting – with 3 days written notice. The board of directors has also asked administration to explore options for convening special general meetings electronically. School boards will vote on this at the upcoming Spring General Meeting. Background materials will be provided shortly.

### **About the Strengthening the Provincial Voice of School Boards Task Force**

The task force's full report is [here](#):

The ASBA Board of Directors asked the task force to:

- Explore avenues to strengthen the ASBA's provincial voice and the collective voice of school boards on matters of provincial interest/impact on students and school boards
- Examine the role of board chairs in decision-making on provincial issues
- Gather input from a variety of stakeholders on these questions
- Produce a report including recommendations and potential alternatives for the ASBA Board of Directors to consider.

**Who was on this task force?**

Colleen Deitz, Palliser School Division  
Ken Checkel, Clearview School Division  
Michael Ouellette, Grande Prairie Catholic  
Dave Price, Golden Hills School Division  
Michael Janz, Vice-president  
David Anderson, Executive Director ASBA  
Scott McCormack, Executive Director ASBA

**Strategic plan update**

The association's work is guided by a strategic plan. At the May meeting the board received the latest progress report.

## report to Board of Trustees

### Chief Superintendent's Update

Date	May 19, 2015
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Information
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board

#### 1 | Recommendation

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This report is being provided for the information of the Board. No decision is required at this time.

#### 2 | Issue

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

OE-8: Communication With and Support for the Board requires that "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.



## Personalize Learning

### Diploma Exam Update

During the English Language Arts 30-1 and 30-2 diploma examinations held on January 13, 2015, the Quest A+ exam system was temporarily unable to accommodate all the students writing the exam. Recognizing that no student should be negatively impacted by circumstances beyond his or her control, Alberta Education offered two options involving the opportunity to rewrite the exam or accept a partial exemption and receive a calculated mark from Alberta Education. For both April and June the rewrite fee was waived.

Of the 3521 students who wrote the January ELA 30-1 exam, approximately 700 elected to accept the offer of a partial exemption. Six hundred and twenty-five CBE students pre-registered to rewrite on April 13, 2015; 393 of these students actually rewrote. Other students will rewrite in June.

Of the 393 students who did rewrite ELA 30-1 Part A on April 13<sup>th</sup>, 66 successfully used Quest A+. The situation was closely monitored by CBE and Exam Administration, Alberta Education. In addition, Client Technology Support Services ensured that all schools had access to secure exam accounts. Two hundred and eleven students used these secure accounts without issue.

Students and schools appreciate the flexibility afforded by the opportunity for students to write or rewrite diploma exams in November and April, but with large numbers of students writing and rewriting, the costs of preparation and administration are substantial. For students, there is the cost of time to study and time away from their current classes to write the exam. For administration, there is the difficulty of designating supervision and access to computers in the midst of the school's core work of teaching and learning.

Because of the number of students pre-registered, the majority of schools elected to have students write at their home school. The possibilities and practicalities of establishing system exam writing centres are being explored.

No other provincial exam was impacted and processes for rewrites followed regular procedures.

### CBE Students in France and Franche-Comté

As a result of the successful and robust partnership that exists between the Calgary Board of Education and the Académie of Besançon in France, 81 students from three of our middle schools visited Besançon during the month of April. Twenty-eight students from Branton School, 28 students from Georges P.





Vanier School and 25 students from Fairview School were hosted by families in Besançon offering our students an authentic and meaningful linguistic and cultural experience. Branton School students toured the historic Citadelle in Besançon, which was constructed by the well-known French architect Vauban. They explored chateaux, museums and historical landmarks. They also travelled to Normandy where they visited the Juno Beach Centre in Caen as well as the Canadian War cemetery at Bény-sur-mer. Students from Georges P. Vanier School spent six days with their French host families before travelling to Paris where they discovered Notre Dame Cathedral, Montmartre, the Louvre and Versailles. Fairview School students began their visit in Brussels then spent five days in Besançon with their host families and concluded their trip in Chamonix-Mont-Blanc-Aiguille and Genova.

While staying with French families, students cultivated enduring relationships with their French counterparts and families while participating in school and community events. They tasted a variety of French foods and delicacies such as foie gras, regional cheeses and “tartiflette”, a traditional French dish. Next year their French counterparts will visit Calgary enabling our students to reciprocate the hospitality they experienced in Franche-Comté. As educators we know that these exceptional learning experiences are transformative for our young students. Their value is reflected in the following student and parent comments about this exchange experience:

“Though she felt tired and went to bed earlier last night due to jet lag, I am pretty sure she had a dream of still being in France and speaking French with a Canadian accent. It would be one of the most tremendous events and memories of her Jr. High and never forgettable throughout her life.”

“It was life changing. The culture and language is so different than here, it was soooo cool to live in that for a while.”

“It changed my life. I want to go back so bad. I miss them with a passion. The country is stunning and it was all around the most amazing thing I've ever done in my life.”

“Absolutely, he said when he got home ‘Arg, I keep thinking in French.’ I think that is awesome.”

“It really made the French language and culture an authentic, lived experience and not just something you speak at school.”

“He says it's weird because he's starting to think in French now, he certainly didn't say that before! I completely agree that this has taken them from kids who go to school in French to kids who can function in French.”



## **Build Professional Capital**

### New Teacher Cohort

In May and June of this school year the CBE will be working with a cohort of 25 new teachers from across the country to enhance their understanding of instructional design and assessment, Alberta curriculum, language acquisition for English Language Learners (ELLs), and special education. Individuals in the cohort are certificated teachers with contracts with the Calgary Board of Education. It is anticipated this new teacher cohort will fill school-based vacancies in specialized classes, unique settings, and our schools with a growing complexity of student learning and language learning needs in the 2015-2016 school year.

The cohort will run for eight weeks. During this time participants will work with a range of specialists from Learning Services to better understand the personalization of learning for our students through learner profiles and differentiated task design and assessment. The core of the program is immersive and school-based with teachers working alongside experienced teachers in select schools each week.

The goal of this work will be to help teachers map out what they need to know and understand, support them in making connections between multiple responsibilities and accountabilities, and ensure they have been directed towards the research and resources that will help them make informed decisions as they work with students.

### An evening with Dr. Enrica Piccardo: The CEFR and the action-oriented approach

On the evening of March 12<sup>th</sup>, 115 second-language teachers from the CBE and Calgary Catholic School District came together to engage in a conversation around the implementation of the Common European Framework of Reference (CEFR) for Languages with Dr. Enrica Piccardo of OISE at the University of Toronto. Teachers explored the possibilities afforded by the CEFR in creating a balanced approach for language teaching and learning, one that is grounded in developing communicative competencies in students. Teachers were provided with practical resources and implementation guides to support their work in creating authentic, communication-based tasks to promote student language development.

### Project-based Learning in French with Charity Allen

In mid-March, 35 of our French Immersion teachers from K-12 classrooms participated in a professional learning opportunity with Charity Allen on Project-based Learning (PBL) for second-language contexts. A world-renowned consultant in Project-based Learning, Charity Allen has provided hundreds of

PBL workshops and sustained support sessions to dozens of schools and districts throughout the world.

During this two-day introductory course on PBL, our teachers learned the fundamentals of project-based learning development and implementation. This workshop balanced work-time with engaging didactics, activities, facilitated discussions and protocols. Participants designed a peer-reviewed project-based unit ready to implement on their return to schools.

### Vietnam Study Tour

In March, over spring break, 33 CBE staff members participated in the annual International Study Tour – Vietnam. The study tour involved visits to rural and public schools, social agencies and numerous cultural learning opportunities. Two highlights included visiting a high school for gifted students where CBE staff were warmly welcomed and introduced to life in the school. In addition, a visit to KOTO (Know one, teach one) demonstrated how Hanoi is working with street youth to prepare them for careers in the hospitality industry. The trip was transformational as participants described their own experiences, reflections and insights and how these would impact their own classrooms or worksites. In order to participate on the study tour, staff were required to cover the costs of the entire trip themselves using a combination of staff development or ATA professional development funds as well as their own money. As the trip took place two days prior to and during spring break, there was minimal impact on student learning time. This study tour is a cornerstone of the CBE's global learning strategy that provides opportunities for CBE staff to develop critical intercultural understandings and world mindedness.

### International Delegations visit the CBE

On Tuesday, March 31<sup>st</sup>, Dr. Dianne Yee, the staff and students of Lester B Pearson School and Global Learning, in partnership with Alberta Education, welcomed four distinguished guests from Germany. With two Ministers of Education among them, the staff toured the group through a typical morning at Pearson. From cooking class to the ELL labs, math class to Language Arts in French Immersion, the honoured guests experienced an Alberta high school from the student's eyes. As always, the conversation after the tour was rich and exciting as both groups shared insights and reflections while drawing conclusions about the distinct similarities and differences between our nations. It was a wonderful morning, one that left all parties with a desire to continue talking!

It was with open arms that Global Learning, in partnership with Alberta Education, welcomed a large and enthusiastic group of Dutch colleagues to the Career and Technology Centre on Thursday, April 2<sup>nd</sup>. This was a mixed group to be sure with guests ranging from directors and superintendents to four recipients of "Teacher of the Year" awards in various disciplines. Upon touring



the Career and Technology Centre, these educators were right in the thick of things speaking with teachers and students throughout the building, experimenting in the robotics lab, and exploring the environmental science prototypes. Debriefing over a chef's table created by students in the culinary arts program, this group was as interested in professional development and leading change as they were in assessment and our new K-9 report card.

In all, both delegations, though markedly different, professed their time spent in CBE settings as the highlight of their time here in Canada. Gut gemacht and goed gedaan (well done in both languages) Pearson and Career and Technology Centre staff and students!

## **Engage Our Public**

### Distinguished Alumni

We would like to congratulate the 2014-15 recipients of the Calgary Board of Education Distinguished Alumni Award: Dr. Gerald Hankins, a graduate of Western Canada High School; George Brookman, a graduate of Henry Wise Wood High School; and Kaillie Humphries, a graduate of the National Sport School. These former CBE students are passionate about making a difference for our youth, the future of education, and our city. These leaders all possess the skills, attitude and character that inspire today's students to follow their dreams and create their own path to future success. Dr. Hankins, Mr. Brookman and Ms. Humphries were honoured at the Distinguished Alumni Awards Dinner on April 20<sup>th</sup>.

### Art Show

The ATA Fine Arts Council showcased student and teacher art from April 16-23, 2015 at CBE's Education Center. Students and teachers throughout Alberta used their knowledge, skills and techniques of the fine arts to respond to the provocation: How do the arts inspire me?

The student work accentuated the passion students experienced and felt when they were able to learn in, through and about the arts. Danika at Elbow Park School explained, "The arts inspire me to be happy. When I'm making pictures and playing cello I do not have to think about the things that bug me or make me sad." And Chloe at Wilma Hansen who realized, "This painting represents me because of all my rough edges and my beautiful insides." Or Mais, also at Wilma Hansen, who pondered, "This photo inspires me because it reminds me that everyone has hard times but they are never truly alone. I was influenced to take this photo because others around me and myself have sometimes lost sight of the people who help us through sad times." Anil at Wilma Hansen was able to respond to the great potential of the arts for creativity and innovation, "The arts inspire me because of the unlimited possibilities of what we create. When I look

at a famous painting, I see the opportunity to create something unique like the artist." Jaden's aesthetic awareness is evident as she described her work at Wilma Hansen "This tree inspired me because of the abstract feel of the twisting and turning of the branches that pop out and catch your eye against the pale blue sky above. It gives me the feeling of moving upwards, through the maze of life." Finally, Claire at Elbow Park School discovered how the arts helped her articulate more easily, "It's interesting how in writing even when you think hard you won't get something, but in painting you just move with the brush and you can make something amazing!"

During the exhibit's opening the Fine Arts Council representative, Shannon Roy, shared her expectations, "I hope that this Art exhibition will give students an authentic experience of art sharing. I hope that our students enjoy the celebration of their skills, hard work and dedication to the arts. And I also hope that this experience will encourage students to move forth in their artistic and creative practice."

## **Steward Our Resources**

### Resource Allocation Method

On Friday, April 24<sup>th</sup>, the 2015-16 school budget allocations were distributed to schools via the Resource Allocation Method (RAM). These allocations included the Board of Trustees direction to use \$18 million of reserves to be allocated to schools to fund growth and maintain class sizes. The RAM represents the allocation formula and the means by which budget funds are provided to schools in order to start program planning and staffing requirements for the upcoming school year. Allocations are made to schools via the RAM on both a per-student and a per-school basis. Per-student allocations are made based on enrolment projections determined by the Planning and Transportation Department.

Principals have been engaging staff and their communities regarding resources on a year round basis. The RAM rollout begins the concrete planning phase for schools for the next school year. Principals will be considering their School Development Plan and the learning needs of students, consulting with staff and community stakeholders and making decisions within the context of available financial resources to determine school organization, programming and staffing.

Support to principals is provided by Area Directors, Human Resources and Finance in a variety of formal and informal ways. RAM reconciliation sessions with principals will be held between May 7 and May 14, 2015. At these sessions, principals will finalize their spring staffing decisions after meeting with staff from Teacher and Support Staffing. They will then meet with a Finance Specialist to review the RAM spreadsheet and ensure that it accurately reflects their staffing decisions. The Area Director will also discuss the planning process and any organizational or programming issues.



The RAM will be updated in the fall with September 30 enrolment counts and re-distributed to schools.

### Spring Staffing

The Spring Staffing Core Group Team consisting of members from Talent Management, Finance, Position Management, Information Technology, Operational Integrated Systems, and HR Services have been meeting weekly since September 2014 refining spring staffing activities. This proactive approach allowed for early issue identification and strategic resolution.

The Spring Staffing Requisition form (SSR) is an integral web application used in the annual Spring Staffing process. Principals use this application as a tool to plan the next school year staffing requirements, based on the forecasted budget for the upcoming school year. The Spring Staffing Core Team utilized principal feedback from Spring 2014 to improve the SSR and as such principals have identified that the 2015 SSR is more intuitive and the data integrity has increased.

Due to the late RAM release, there is insufficient time to offer an open round of teacher postings. However, enhancements have been made to the Teacher Exchange Program to facilitate teacher movement within the system. It is anticipated that there will be a significant increase in teacher exchanges this spring. There will be three rounds of Learning Leader postings, as well as continuous postings for administrative positions such as, Principal, Assistant Principal, Specialists and Strategists.

Support Staffing froze all school-based support staff positions on April 1<sup>st</sup> to accumulate vacancies to place Support Staff employees identified for transfer and layoff during spring staffing. These vacancies are being covered with casual employees through Smart Find Express until the end of the school year. Placement registration postings have been opened for support staff employees who have been identified for lay off and transfer. This year there have been fields added to the placement registration positions to gather more information about the employee's experience, qualifications and preferences to more closely match the employee to the open positions.

There continues to be a high level of support for Principals and their staff. There is extensive User documentation available in the Principals Roadmap on Staff Insite that informs staff about the RAM, deployment, and staffing processes along with resource guides to document the processes within the SSR. Each Area held pre-Resource Allocation Method (RAM) drop-in sessions with all stakeholders present to assist the Principals with their staffing and budget queries in addition to RAM reconciliation meetings to finalize their staffing.

In late May, there will be meetings facilitated by Talent Management for teachers who have been declared surplus to need; support staff that have been


identified for transfer and layoff; displaced probationary contract teachers as well as an information meeting for temporary contract teachers. In the past, these meetings have been very well attended and feedback shows them to be considered both useful and supportive.

Placements for teachers returning from leave and those who are surplus will occur beginning June 1 – 9, 2015. Support staff placements will begin on June 1, 2015 and continue into the Fall. The staffing timelines for both teacher and support staff are on track and all deadlines so far have been met.

### West View Update

Working alongside the Calgary Young Offender Centre (CYOC), the CBE and Alberta Education have developed an educational plan to support the restructuring of the Calgary Young Offender Centre and West View School. It has been determined the restructure will see the population in the Centre at less than 45, and perhaps as low as 30, short-term young offenders. As a result West View School will reduce the number of staff. The new school structure will continue to be a 12-month program with the existing leadership of a Principal and Assistant Principal, along with adequate teaching and support staff, to accommodate the anticipated reduction in students. The remaining satellite programs – Excel, Calgary Youth Attendance Centre and Enviros Base Camp – will remain as is.

The new operational scenario will continue to evolve, and as Alberta Education has indicated, the program will need to be reassessed at the end of next school year to determine the staffing requirements more accurately. Both the school and CYOC are now developing the educational model that works within the new reality. The focus is to create a relevant, rigorous learning environment that will engage and support the young people academically and socially emotionally.



DAVID STEVENSON  
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.

