

# public agenda

## Regular Board Meeting

November 4, 2014  
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	
	<b>3   Results Focus</b>			
15 mins	3.1 School Presentation – Discovering Choices	E. Gouthro	R-2	
	<b>4   Operational Expectations</b>			
20 mins	4.1 OE-4: Treatment of Employees – Annual Monitoring	Board	OE-4	Oct. 28/14 Page 6-1
	<b>5   Matters Reserved for Board Action</b>	Board	GC-3	
15 mins	5.1 Financial Status of Operating & Capital Reserves & Designated Funds at August 31, 2014	B. Grundy	OE-6, 8	Page 5-1
	<b>6   Consent Agenda</b>	Board	GC-2.6	
	6.1 OE-10: Instructional Program – Annual Monitoring		OE-10	Oct. 28/14 Page 6-15-A
	6.2 Items Provided for Board Information		OE-8	
	6.2.1 Chief Superintendent's Update			Page 6-29
	6.2.2 Correspondence			Page 6-35

Time	Topic	Who	Policy Ref	Attachment
3:00 p.m.	<b>7   Adjournment</b>			
	<b>Debrief</b>			

**Notice |**

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

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

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

operational expectations monitoring report

OE-4: Treatment of Employees

Monitoring report for the period September 1, 2013 to August 31, 2014

Report date: October 28, 2014.

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 4: Treatment of Employees, the Chief Superintendent certifies that the proceeding information is accurate and complete.

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

Signed: [Signature] David Stevenson, Chief Superintendent

Date: Oct. 10/14

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 4: Treatment of Employees, the Board of Trustees:

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

Summary statement/motion of the Board of Trustees:

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

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

## OE-4: Treatment of Employees

The Chief Superintendent shall ensure the recruitment, employment, development, evaluation and compensation of the organization’s employees in a manner necessary to enable the organization to achieve its *Results* policies.

### Board-approved Interpretation |

The Chief Superintendent interprets the Board of Trustees’ values in this statement to mean that the Calgary Board of Education will attract and retain the right people with the right skills at the right time in the right numbers. To attract and retain employees, the Calgary Board of Education must continuously foster working environments that support employees.

In addition to support, it is important that each and every employee understand how their work contributes to organizational performance, student learning and the Board of Trustees’ Results.

For the purposes of this report, the term employees is interpreted to encompass “staff”, “personnel” and “people” as found in OE-4.

### The Chief Superintendent will

4.1 Conduct extensive background inquiries and checks prior to hiring any paid personnel.	Not Compliant
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### Board-approved Interpretation |

The Chief Superintendent interprets *background inquiries* to be reference checks, a criminal record check including a vulnerable sector search, verification of past employment and verification of academic credentials. These checks are completed prior to an offer of employment.

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

100% of new employees will have a thorough background check including but not limited to those conditions set out in the interpretation, prior to commencing employment.

*The organization is non-compliant with this indicator.*

- a) 96.3% of new hire or rehired employees began work after confirmation from Human Resources that the person successfully passed a vulnerable sector police information check.
- b) 100% of new employees provided academic credentials prior to commencing employment.
- c) 100% of new employees have had references checked prior to commencing employment.

Evidence demonstrates the indicator in sub-section 4.1 is not in compliance.

4.2	Select the most qualified and best-suited candidates for all positions.	Compliant
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**Board-approved Interpretation |**

The Chief Superintendent interprets employment *qualifications* to be education and experience. During the selection process additional attributes are considered such as:

- quality of judgment;
- professional currency;
- effective cross-functional teamwork;
- communication and influencing skills;
- technical competence;
- customer service orientation;
- analytical competence;
- project management skills; and
- personal suitability.

The Chief Superintendent interprets *best-suited* to be those individuals with the required education, experience, attributes and fit with the organization.

**Board-approved Indicator and Evidence of Compliance |**

98% of selected employees are best-suited for their position.

*The organization is compliant with this indicator.*

*100% of selected employees are best-suited for their positions. Suitability is determined through a rigorous selection process which includes;*

- *Ensuring candidate’s qualifications match those identified in the position description;*
- *Analyzing the results of interviews;*
- *Checking references;*
- *Analyzing the results of teacher perceiver interviews;*
- *Reviewing practicum reports and teaching & leadership evaluations.*

Evidence demonstrates the indicator in subsection 4.2 is in compliance.

4.3 Ensure that all employees are qualified to perform the responsibilities assigned to them.	Compliant
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**Board-approved Interpretation |**

Employees must demonstrate an ability to perform the work required. A key measurement of success is how well a new employee performs in a new position. When an employee successfully completes their probationary assessment, they are deemed to possess the knowledge, skills and abilities required of their position. The employee has also demonstrated a cultural fit to the organization.

The Chief Superintendent interprets the *qualifications* of an employee to include an aspect of growth. Market shortages often dictate that an employer select an employee who may not have the full qualifications but certainly the potential to grow into the position.

**Board-approved Indicator and Evidence of Compliance |**

95% of all employees will successfully complete their probationary assessment.

*The organization is compliant with this indicator.*

*99% of CBE employees successfully completed their probationary assessment as evidenced by successful performance evaluations and continued employment beyond the probationary period.*

**Evidence demonstrates the indicator in subsection 4.3 is in compliance.**

4.4 Administer clear personnel rules and procedures for employees, including processes for suspension, transfer and termination actions.	Compliant
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**Board-approved Interpretation |**

The Chief Superintendent interprets *rules and procedures* to be subject to the provisions of the collective agreements, terms and conditions of employment, and current statute (*School Act*). The Calgary Board of Education will develop and maintain Human Resource policies and procedures that set out the organizational expectations of the employee and govern processes that impact the employee lifecycle; that is, from hire to termination.

**Board-approved Indicators and Evidence of Compliance |**

1. Human Resource policies are current, foreknown, consistently applied and comply with statute and the provisions of the collective agreements.

*The organization is not in compliance with this indicator.*

*All suspensions, transfers and terminations of designation complied with collective agreements and statutes. There were two terminations of employment that were not in compliance.*

2. Human Resource policies are reviewed on a bi-annual basis to ensure currency and compliance with the collective agreements and statute.

*The organization is compliant with this indicator.*

*Administrative Regulations under the accountability of Human Resources were reviewed; recommended revisions were identified in October 2013. Sixteen Administrative Regulations were deleted. 1 new Administrative Regulation was approved. A review began during the 2013-2014 school year regarding three Administrative Regulations pertaining to Human Resources practices.*

3. 100% of employees will be made aware of Calgary Board of Education policies or regulations governing:
  - respect in the workplace;
  - conflict of interest; and
  - responsible use of electronic information resources.

*The organization is compliant with this indicator.*

- a) *Every employee is made aware of the policy regarding responsible use of electronic information each time they log in to the CBE network.*
- b) *All new employees are provided CBE documentation regarding regulations governing the above, through the onboarding process. Employees are responsible for signing off to indicate awareness.*
- c) *Regulations governing respect in the workplace and conflict of interest are available to all employees. These regulations are posted online on the staff insite for employees to access.*

**Evidence demonstrates two of the three indicators in subsection 4.4 are in compliance; the exception is indicator 4.4.1.**

4.5	Effectively handle complaints and concerns.	Compliant
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**Board-approved Interpretation |**

The Chief Superintendent interprets *complaints and concerns* to be those matters voiced by employees within the context of their employment with the Calgary Board of Education.

The Chief Superintendent interprets *effective* as working relationships characterized by open and respectful dialogue with Calgary Board of Education employees and the resolution of issues in a timely fashion. This is not a random happening. Mechanisms must be developed and maintained, with intention, to foster a working environment where employees are free to voice their issues and

expect resolution. Examples of these mechanisms are grievance procedures, the whistleblower administrative regulation and the respect in the workplace administrative regulation.

**Board-approved Indicators and Evidence of Compliance |**

1. At least three internal mechanisms that support respectful resolution of employees' issues are developed, communicated and maintained.

*The organization is compliant with this indicator.*

*There are eight internal mechanisms that support respectful resolution of employee issues.*

2. 98% of employee inquiries to the Employee Information Centre are resolved within four business days.

*The organization is compliant with this indicator.*

*99.2% of employee inquiries to the Employee Contact Centre (formerly known as the Employee Information Centre) were resolved within four business days.*

**Evidence demonstrates the indicators in subsection 4.5 are in compliance.**

4.6 Maintain adequate job descriptions for all employee positions.	Compliant
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**Board-approved Interpretation |**

The Chief Superintendent interprets a *job description* as an overview of a position that includes and is not limited to a job summary, illustrative examples of the work, and the qualifications, experience, skills and knowledge required of the candidate to perform the work. Further, the Chief Superintendent expects that employees fully understand the roles and responsibilities of the position they hold.

**Board-approved Indicators and Evidence of Compliance |**

1. A position description will be prepared and its currency maintained for all Calgary Board of Education positions.

*The organization is compliant this indicator.*

*Every new position requires a job description prior to commencing the hiring process. Fifteen job descriptions were created in 2013-2014.*

2. Every employee will be provided with their position description prior to commencing employment.

*The organization is compliant with this indicator.*

*Every employee is provided with the position description as part of the application process.*

3. Every Calgary Board of Education position description will be reviewed once in a three-year period.

*The organization is compliant with this indicator.*

*A review process is in place to ensure all job descriptions will be reviewed on a three-year cycle. The three-year cycle commenced in July 2012.*

<i>Date</i>	<i>Number of Active Position Descriptions</i>
<i>July 2012</i>	<i>787</i>
<i>November 2013</i>	<i>703</i>
<i>July 2014</i>	<i>587</i>

*At the end of 2013-2104, 119 job descriptions had been reviewed; 468 require review in 2014-2015. A plan is in place to complete this review by June 2015, which marks the end of the first 3-year cycle.*

**Evidence demonstrates the indicators in subsection 4.6 are in compliance.**

4.7 Protect confidential information	Not compliant
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**Board-approved Interpretation |**

The Chief Superintendent interprets *confidential information* to be personal information about employees. Further, this confidential information exists in the form of a record. The definition of personal information is taken from the FOIP Act, Section 1(n), which states “personal information means recorded information about an identifiable individual.”

Personal information of Calgary Board of Education employees includes items such as:

- confirmation of employment with the Calgary Board of Education without employees’ stated permission;
- business address or home or business telephone number;
- race, national or ethnic origin, colour;
- age, sex, marital status or family status;
- health and health care history; and
- educational, financial, employment or criminal history, including criminal records where a pardon has been given.

A record is defined as personal information that is written, photographed, scanned or stored in any manner.

The Chief Superintendent interprets *protect* to mean the development and maintenance of appropriate security mechanisms that address three areas: physical, technical and administrative. Examples of these mechanisms include secure storage of records (physical), restricted access to records (technical) and protocols governing the release of personal information (administrative).

**Board-approved Indicators and Evidence of Compliance |**

No breaches in the reporting period.

*The organization is non-compliant with this indicator.*

*There were 8 breaches of confidential information with respect to employee information:*

- *October 2013: an employee new to the Board was provided with an employee # of an existing employee;*
- *October 2013: a placement letter was sent to the wrong employee;*
- *November 2013: a CBE employee's bank transit and account number was released to a caller;*
- *January 2014: a salary overpayment letter was sent to the wrong employee;*
- *March 2014: a CBE employee's spouse was spoken to about the employee's benefit plan without the employee's permission;*
- *April 2014: a benefits costing sheet was sent to the wrong employee;*
- *June 2014: a benefits card was sent to the wrong employee;*
- *June 2014: letters for 20 employees regarding the Instructional Leadership Development Portfolio were all sent to 1 employee.*

*In 4 instances, the breaches to personal employee information occurred as a result of actions taken by the third-party provider; in the remaining instances, breaches were the result of actions taken by CBE HR personnel. Regardless, CBE takes responsibility for these breaches.*

**Evidence demonstrates the indicator in subsection 4.7 is not in compliance.**

4.8	Develop total compensation plans to attract and retain the highest quality "exempt" employees within available resources.	Compliant
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**Board-approved Interpretation |**

The Chief Superintendent interprets *total compensation* to include salaries, benefits, and other perquisites. In order to attract and retain quality exempt employees, total compensation must be competitive subject to the Calgary Board of Education's ability to pay.

**Board-approved Indicator and Evidence of Compliance |**

Salaries and benefits are periodically reviewed against identified comparators.

*The organization is compliant with this indicator.*

*In the 2013-2014 year, salaries for CBE exempt employees were compared against market data from public sector organizations, including the Government of Alberta and the Calgary market. Also, benefits were compared to ASEBP benefits.*

**Evidence demonstrates the indicator in subsection 4.8 is in compliance.**

4.9	Honour the terms of negotiated agreements	Compliant
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**Board-approved Interpretation |**

In order to foster and maintain positive employee and labour relations, the Calgary Board of Education must adhere to the provisions of the collective agreements and the terms and conditions governing exempt employees.

**Board-approved Indicator and Evidence of Compliance |**

85% of grievances will be resolved prior to third party intervention.

*The organization is compliant with this indicator.*

*100% of grievances were resolved prior to third party intervention.*

**Evidence demonstrates the indicator in subsection 4.9 is in compliance.**

4.10	Receive Board of Trustees' approval for the bargaining mandate and ratification of all collective agreements for unionized employees.	Compliant
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**Interpretation |**

The Chief Superintendent interprets *Board of Trustees' approval* to be a carried motion recorded in the minutes of a meeting of the Board of Trustees.

The Chief Superintendent interprets *bargaining mandate* to be the granting of authority to commence collective bargaining in accordance with the *Labour Relations Code*.

The Chief Superintendent interprets *ratification* to be approval to conclude a collective agreement in accordance with the *Labour Relations Code*.

**Board-approved Indicators and Evidence of Compliance |**

1. The commencement of every round of collective bargaining occurs after the Board of Trustees approves a bargaining mandate.

*This indicator is not applicable at this time.*

*No rounds of collective bargaining commenced during the 2013-2014 year.*

2. The conclusion of every round of collective bargaining with the ratification of the new collective agreement by the Board of Trustees.

*The organization is compliant with this indicator.*

*The Collective Agreement between the Calgary Board of Education and the Alberta Teachers Association was ratified by the Board of Trustees on November 26, 2013.*

*The Collective Agreement between the Calgary Board of Education and the Bargaining Council of the Calgary Board of Education Construction and Maintenance Skilled Trade Unions was ratified by the Board of Trustees on November 26, 2013.*

**Evidence demonstrates the indicators in subsection 4.10 are in compliance.**

4.11 Receive Board of Trustees' approval for total compensation packages for all exempt employees.	Compliant
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#### **Interpretation |**

The Chief Superintendent interprets *Board of Trustees' approval* to be a carried motion recorded in the minutes of a meeting of the Board of Trustees.

The Chief Superintendent interprets *total compensation* to include salaries, benefits, and other perquisites.

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

Changes to total compensation packages occur after the Board of Trustees' approval.

*The organization is compliant with this indicator.*

*The Board of Trustees approved exempt compensation in March 2014.*

**Evidence demonstrated the indicators in subsection 4.11 are in compliance.**

4.12 Maintain an organizational culture that positively impacts the ability of employees to responsibly perform their jobs and work in an environment of professional support and courtesy.	Not compliant
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## Board-approved Interpretation |

There is a significant correlation between an organization's culture and the level of employee engagement. Employees who are engaged in their work have a purpose, understand organizational expectations and objectives, know they are making a contribution and find value in their achievements. The Chief Superintendent interprets an *environment of professional support and courtesy* to be a culture of respect, trust and participation. The Calgary Board of Education Working Relationship Commitment defines this culture and provides a developmental framework. Employee voice is a critical component and influences the organization's direction and processes wherever possible.

Further, the Chief Superintendent interprets *employee ability and performance* to be linked to capacity building. It is important that employees are current in their work and have opportunities to develop their understanding and skills. Most important is the direct relationship between building employee capacity and student achievement. Professional development provides an opportunity to meet the learning needs of employees, who in turn meet the needs of student learning.

## Board-approved Indicators and *Evidence of Compliance* |

1. On a bi-annual basis the Calgary Board of Education shall conduct an employee engagement survey utilizing a representative sample of the workforce.
  - Employee response rate to the survey will exceed 35% of those surveyed.
  - Survey results regarding the degree of employee engagement will be equal to or better than the industry benchmark, as determined by the selected survey tool.

*This indicator is not applicable at this time.*

*In November 2013, Administration identified the need to review and revise this reasonable interpretation and this indicator. In June 2014, the Board postponed consideration of revised reasonable interpretation of OE-4 pending further discussion.*

2. The Calgary Board of Education's attrition rate for all Calgary Board of Education employees excluding temporaries, substitutes and retirees will be equal to or less than the industry benchmark of 5%.

*The organization is not compliant with this indicator.*

*The Calgary Board of Education's attrition rate is 5.6%. Increased attrition was apparent primarily in two employee groups: ATA and Staff Association. An increase was noted in teacher resignations. Attrition amongst Staff Association members was attributed to retirements, followed by resignations, and those impacted by expiry of recall rights.*

3. The Calgary Board of Education will achieve within a range of +/- one percentage point from previous three-year average results on the Accountability Pillar Survey pertaining to teacher responses about professional development.



The organization is compliant with this indicator.

In the May 2014 Accountability Pillar Survey, 73.5% of CBE teachers responded "Agree" or "Strongly Agree" to the following question:

"Thinking back over the past three years, to what extent do you agree or disagree that professional development opportunities made available through the jurisdiction have...

- a) Effectively addressed your professional development needs
- b) Significantly contributed to your on-going professional development
- c) Been focused on the priorities of the jurisdiction"

This result was 0.7% lower than the previous three-year average (2011 to 2013) of 74.2%, however the decrease is within 1 percentage point.

Evidence demonstrates 4.12.3 is in compliance and that 4.12.2 is not in compliance. At this time, there is no evidence to indicate the level of compliance for 4.12.1.

4.13 Reasonably include people in decisions that affect them.	Not applicable
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#### Board-approved Interpretation |

The Chief Superintendent interprets *reasonable inclusion* of employees in decision-making to begin with a framework that provides clarity for employees about their participation in the process. This framework is built on the platform of inform, consult, involve, collaborate and empower. The framework is designed to reflect the interests and concerns of employees who are impacted by pending decisions.

#### Board-approved Indicator and Evidence of Compliance |

On a bi-annual basis the Calgary Board of Education shall conduct an employee engagement survey utilizing a representative sample of the workforce.

- Survey results pertaining to reasonable inclusion of employees in decisions that affect them will be equal to or better than the industry benchmark, as determined by the selected survey tool.

The indicator is not applicable at this time.

In November 2013, Administration identified the need to review and revise this reasonable interpretation and this indicator. In June 2014, the Board postponed consideration of revised reasonable interpretation of OE-4 pending further discussion.

There is no evidence to indicate level of compliance.

## ATTACHMENT: OE-4 Capacity Building and/or Process 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

October 28, 2014

**OE-4: Treatment of Employees****Capacity Building Information**4.1a) Background checks prior to hiring

An internal process review was initiated in 2013-2014 to identify further improvements to HR system configuration changes, tracking capabilities, and process checks.

Principals play a critical role in ensuring this indicator is met; Human Resources will continue to underscore the importance of this collective accountability.

Human Resources and Chinook Learning Services will review current hiring processes.

The provider is launching a new electronic application process for securing police information checks. CBE is currently reviewing existing business processes and regulations to determine the impact of this change and determine a strategy for risk mitigation.

4.4.1 Consistently apply and comply with statutes and provisions for collective agreements

Relevant processes, procedures and accountabilities were reviewed and clarified to ensure that noncompliance is addressed on a go-forward basis.

4.7 Protect confidential information

CBE takes responsibility for breaches of confidential information. Human error is the cause of all breaches. Actions were taken by the provider or HR department personnel to resolve the issues at hand and to mitigate against repeat occurrences.

4.12.2 Industry benchmark for attrition

Currently, OE4.12.2 cites the industry benchmark as 5%. Proposed revisions to this indicator will include a dynamic rather than static percentage. Human Services Alberta's Q1 2014 Calgary & Area Labour Market Report indicated that the grouping which included the educational services sector reported an 11% turnover rate for 2013; CBE's reported rate of 5.6% is well below this industry benchmark.



## report to Board of Trustees

### Financial Status of Reserves and Designated Funds at August 31, 2014

Date	November 4, 2014
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Decision and Information
Originator	Brad Grundy, Chief Financial Officer and Corporate Treasurer
Governance Policy Reference	Operational Expectations OE-6: Financial Administration OE-8: Communication With and Support for the Board
Resource Person(s)	Chantelle Wellock-Bolt, Acting Director, Corporate Finance Donna Rogers, Manager, Corporate Planning and Reporting

#### 1 | Recommendations

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It is recommended:

1. THAT the terms of reference for the Fiscal Stability Reserve be revised to permit a maximum accumulation of \$15.0 million.
2. THAT the transfers represented in Attachments I, and II be approved.

#### 2 | Issue

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Operational Expectation OE-6: Financial Administration requires that the Chief Superintendent will not transfer monies between reserves or committed operating surplus without Board approval. This report seeks approval for the 2013-14 reserve transfers in accordance with Board direction.



### 3 | Background

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Each spring the Calgary Board of Education prepares its operating and capital budgets for the following fiscal year. Quarterly and annual reports are presented to the Board of Trustees to provide updates on the status of the results of financial activity. These results are compared to the approved Operating and Capital Budgets to meet the monitoring requirements of OE 6: Financial Administration.

When the year-end actual financial results are known, funds are transferred in to or out of reserves in order to fund a deficit or to reserve the use of a surplus. The Board has approved terms and conditions for various operating and capital reserves which include conditions for additions and withdrawals that are subject to Board approval consistent with OE 6: Financial Administration.

Practice at the Calgary Board of Education has permitted unspent budgeted funds pertaining to one-time programs to be carried forward for use in the following year. These are called Designated Funds.

For 2013-14, the CBE began with operating reserves (all types) of \$39.0 million. Of that, \$30.6 million was available to fund 2013-14 operations. Planned usage for 2013-14 was \$11.8 million.

Due to a number of factors, the CBE is anticipating that it will be posting a small surplus for the year ended August 31, 2014, which is a favourable variance when compared against the budgeted deficit. There are several factors contributing to this difference including unanticipated investment gains and actual salary and benefits rates being lower than expected. As a result, rather than drawing on reserves to balance the year's activity, reserve balances will, in fact, increase.

If the proposed transfers are approved, the operating reserve balance at August 31, 2014 totals \$53.6 million, of which \$37.3 million is available to fund operations in future years (Attachment I). \$21.7 million of reserves is currently planned for use in 2014-15 to fund the operating deficit.

### 4 | Analysis

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The following provides details to support all requests for Operating and Capital Reserve transfers for the year ended August 31, 2014.

#### Restricted Reserves (Attachment I)

##### 1. Transportation Fee Stabilization Reserve

Administration monitors all external fee revenues, grant funding and expenses under the Transportation funding block. The net result at year-end was a deficit of \$1.4 million.

The *School Act* requires that any surplus resulting from transportation fees must be used to subsidize the cost of transporting students in future years and as such, the entire transportation deficit is covered by a draw from the reserve.

Aug 31, 2013	Transfers in / (out)	Aug 31, 2014
3,681,198	(1,390,091)	2,291,107

## 2. Unrealized Investment Gains/Losses Reserve

Fluctuations in the fair value of investments are reported as Re-measurement Gains/Losses in the financial statements. For internal CBE reporting, these impacts will continue to be transferred to/from the Unrealized Investment Gains/Losses Reserve. This reserve is not available to fund CBE operations.

Aug 31, 2013	Transfers in / (out)	Aug 31, 2014
9,371,231	7,177,178	16,548,409

## 3. Endowment Fund

Under public sector accounting standards, it has been determined that the CBE is required to consolidate the financial results of EducationMatters<sup>1</sup> for financial reporting purposes. The Endowment Fund represents principal amounts contributed to EducationMatters for the benefit of third-parties which must be held in perpetuity in accordance with stipulations placed by the contributor. This fund is not available to support CBE operations.

Aug 31, 2013	Transfers in / (out)	Aug 31, 2014
2,744,000	548,000	3,292,000

### Designated Operating Funds (Attachment I)

Operating budgets are prepared on an annual basis and relate to the Calgary Board of Education's fiscal year of September 1 to August 31. Past practice at the Calgary Board of Education has been to permit unspent budgeted funds pertaining to projects initiated in the year that are not yet fully complete to be carried forward for use in the following year. If not approved, these expenditures would need to be funded from 2014-15 resources.

Guidelines are in place to assist in the determination of which requests are considered appropriate to support the carryforward of unspent budgeted funds. A copy of the guidelines is included for information as Attachment III.

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<sup>1</sup> EducationMatters is a charitable trust that funds innovative public enhancement programs. It is governed through a Trust indenture by an independent Board of Governors, which includes two appointed CBE Trustees.

In addition, the operating and flow through funds relating to the activities of EducationMatters are restricted for its use only, and the CBE has included its operating surplus as a designated fund.

Available for use reserves (Attachment I)

1. General Instruction Reserve

The General Instruction Reserve was established in October, 2007 to provide supplementary or contingent funds in any given budget year to support ‘teaching and learning’ program initiatives undertaken by the Calgary Board of Education. In consideration of the positive variance generated by salary and benefit rate differentials, \$2.0 million is recommended for transfer to the reserve, to bring the balance up to the maximum of \$3.0 million.

Aug 31, 2013	Transfers in / (out)	Aug 31, 2014
1,000,000	2,000,000	3,000,000

2. Fiscal Stability Reserve

The Fiscal Stability Reserve was established at the end of 2006-07 to deal with uncertainties related to future financial impacts to the CBE’s Unrestricted Surplus balance, where those could not be determined as part of the budget process. \$6.4 million is recommended for transfer to the reserve and will be available to help fund deficits forecasted in future years due to funding uncertainty.

Under the existing terms and conditions of this reserve, the maximum balance is limited to \$5.0 million. CBE administration recommends that the maximum amount is increased to \$15.0 million, to help mitigate forecasted deficits in future years. Revised terms and conditions are found in Attachment IV.

Aug 31, 2013	Transfers in / (out)	Aug 31, 2014
4,016,827	6,447,084	10,463,911

3. Administrative Systems Renewal Reserve

The Administrative Systems Renewal Reserve was created in 2004-05 to set aside funds for information system projects that would generate future savings or efficiencies. On March 4, 2014, the Board of Trustees approved the use of the reserve to support the purchase and implementation of Oracle Hyperion.

During the year, the Oracle Hyperion project incurred \$1.9 million in expenditures in excess of capital and operating budgeted funds. \$1.9 million is recommended for transfer out of the Administrative Systems Renewal Reserve to fund these costs. The transfer is net of a \$100,000 rebate received in the year which is recommended for transfer to the reserve.

Aug 31, 2013	Transfers in / (out)	Aug 31, 2014
2,248,336	(1,818,930)	429,403

**Capital Reserves (Attachment II)**

**1. Building Reserve**

Legislation requires that the net proceeds on the disposal of capital assets must be restricted for future capital use. The Building Reserve was established to hold the net proceeds of land and building dispositions.

During the year, the CBE identified an urgent need for air conditioners to be installed in four P3 middle schools. This work began in the summer of 2014 and \$181,233 was incurred prior to August 31, 2014. It is recommended that these expenses be funded through the Building Reserve.

Aug 31, 2013	Transfers in / (out)	Aug 31, 2014
18,393,015	(181,233)	18,211,782

**2. Plant, Operations & Maintenance Asset Replacement Reserve**

The Plant, Operations & Maintenance Asset Replacement Reserve holds the net proceeds of plant, operations and maintenance assets. The recommended transfer reflects the net proceeds for the disposition of capital equipment in the year.

Aug 31, 2013	Transfers in / (out)	Aug 31, 2014
767,533	30,723	798,256

**3. Other Capital Reserves**

Other Capital Reserves includes the carry forward of unspent budgeted funds from the previous year as well as other specific capital reserves established such as for capital leases, relocations, etc. Similar to Operating Designated funds, unspent budgeted funds pertaining to projects initiated in the year that are not yet fully complete are recommended for carry forward for use in the following year.

The same guidelines for both operating and capital are used to determine which requests are considered appropriate for carryforward. See Attachment III.

Aug 31, 2013	Transfers in / (out)	Aug 31, 2014
10,340,405	(1,276,161)	9,064,244

## 5 | Financial Impact

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### ***The Statement of Operations for the Year Ended August 31, 2014***

For the year ended August 31, 2014, the Calgary Board of Education's operating surplus is \$nil, after accounting for the reserve provision requests identified in this report.

The complete Financial Statements with the signed Audit Report will be presented to the Board of Trustees in December, 2014 for final adoption and approval. At the time of writing this report, the audit is in progress. Any changes required as a result of audit findings could amend the year end position for the CBE.

The Financial Statements will include disclosure of planned reserve transfers and the reserved designated funds with full disclosure in the 2013-14 year-end Audited Financial Statements and this disclosure will be consistent with previous Board of Trustees motions.

## 6 | Conclusion

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Each of these requests to transfer funds to or from these Reserves is being recommended in accordance with the Board approved terms and conditions for specific reserve funds where applicable, and in accordance with provincial regulations and guidelines. A summary of all reserves and designated fund activity for the year ended August 31, 2014 is provided in Attachments I and II. These are consistent with OE 6: Financial Administration. In addition, the ending Reserve balances as at August 31, 2014 are sufficient to cover planned reserve usage for the current fiscal year ending August 31, 2015.

This report represents the Financial Status of Operating Reserves, Designated Operating Funds, Capital Reserves and Designated Capital Funds as at August 31, 2014, with a request for consideration and approval of the Reserve transfers by the Board of Trustees in connection with the 2013-14 Operating and Capital Budgets and associated financial results for the Calgary Board of Education, as required by OE 6: Financial Administration.



DAVID STEVENSON  
CHIEF SUPERINTENDENT OF SCHOOLS

## **ATTACHMENTS**

- Attachment I: 2013-14 Statement of Total Operating Reserves and Designated Funds**  
**Attachment II: 2013-14 Capital Reserves and Designated Capital Funds**  
**Attachment III: Guidelines for carryforward requests**  
**Attachment IV: Terms and Conditions – Fiscal Stability Reserve**

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

**Board:** Board of Trustees

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

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

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

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

**Attachment I – 2013-14 Statement of Total Operating Reserves and Designated Funds**

CALGARY BOARD OF EDUCATION				
2013-14 STATEMENT OF TOTAL OPERATING RESERVES AND DESIGNATED FUNDS				
in \$ thousands				
Description	Reserve Balance Aug 31, 2013	Budgeted 2013-14 Reserve Transfer <sup>(1)</sup>	Recommended Actual 2013-14 Reserve Transfers to/(from)	Reserve Balance Aug 31, 2014
<b>ACCUMULATED OPERATING RESERVES</b>				
<u>Available for use reserves</u>				
System Transformation	2,000	(500)	-	2,000
Utility Expense Stabilization Reserve	5,007	(1,637)	-	5,007
Snow Removal Budget Stabilization	200	-	-	200
Administrative Systems Renewal	2,248	(2,248)	(1,819)	429
General Instruction	1,000	(1,000)	2,000	3,000
Fiscal Stability Reserve	4,017	(1,660)	6,447	10,464
Continuing Education Fee Stabilization	1,593	(1,593)	-	1,593
Operating Lease Reserve	14,577	(1,000)	-	14,577
<b>Total available for use reserves <sup>(2)</sup></b>	<b>30,643</b>	<b>(9,638)</b>	<b>6,628</b>	<b>37,270</b>
<u>Restricted reserves</u>				
Transportation Fee Stabilization Reserve	3,681	(2,179)	(1,390)	2,291
Unrealized Investment Gains and Losses	9,371	-	7,177	16,548
Changes in Accounting Policy Reserve	(10,164)	-	-	(10,164)
<b>Total Operating Reserves</b>	<b>33,531</b>	<b>(11,817)</b>	<b>12,415</b>	<b>45,945</b>
<b>DESIGNATED OPERATING FUNDS</b>				
Instructional and Service Unit initiatives	779	-	1,225	2,004
School Decentralized Budgets	118	-	478	596
EducationMatters <sup>(3)</sup>	1,839	-	(84)	1,755
<b>Total Designated Funds</b>	<b>2,736</b>	<b>-</b>	<b>1,619</b>	<b>4,355</b>
<b>ENDOWMENT FUND <sup>(3)</sup></b>	<b>2,744</b>	<b>-</b>	<b>548</b>	<b>3,292</b>
<b>UNRESTRICTED OPERATING SURPLUS</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>TOTAL OPERATING RESERVES AND DESIGNATED FUNDS</b>	<b>39,011</b>	<b>(11,817)</b>	<b>14,582</b>	<b>53,592</b>

(1) Approved by the Board of Trustees on May 28, 2013.

(2) Operating reserves that are available for use are unrestricted and can be used as a funding source in a future period.

(3) Both Reserves are the result of consolidating EducationMatters into the CBE's financial statements upon transition to new accounting standards.

**Attachment II – 2013-14 Capital Reserves and Designated Capital Funds**

<p><b>CALGARY BOARD OF EDUCATION</b>  <b>2013-14 CAPITAL RESERVES AND DESIGNATED CAPITAL FUNDS</b>  in \$ thousands</p>
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<u>Description</u>	<u>Reserve Balance Aug 31, 2013</u>	<u>Budgeted 2013-14 Reserve Transfer (<sup>1</sup>)</u>	<u>Recommended Actual 2013-14 Reserve Transfers to/(from)</u>	<u>Reserve Balance Aug 31, 2014</u>
<b>CAPITAL RESERVES</b>				
Building Reserve	18,393	-	(181)	18,212
Plant, Operations & Maintenance Asset Replacement	768	-	30	798
Other Capital Reserves <sup>(2)</sup>	10,340	-	(1,276)	9,064
<b>Total Designated Funds</b>	<b>29,501</b>	<b>-</b>	<b>(1,428)</b>	<b>28,074</b>

(1) Approved by the Board of Trustees on May 28, 2013

(2) Included in Other Capital Reserves is Designated Capital Funds - capital funds carried forward for projects that were in progress and will continue into 2014-15. The Designated Capital Funds balance at August 31, 2014 is \$3.4 million.

### **Attachment III: GUIDELINES FOR CARRYFORWARD REQUEST**

- Carryforward requests must be submitted on a completed form no later than Sept. 18, 2014.
- The amount requested is for project expenditures not otherwise incorporated in the 2014-15 operating and capital budgets and are directly related and critical to the success of the Three-Year Education Plan.
- The initial funding for the project has been specifically approved by superintendents' team.
- The project is already underway as evidenced by outstanding purchase orders or a work order.
- All service unit carryforward requests will be presented to superintendents' team for approval or rejection.

## **Attachment IV: Terms and Conditions – Fiscal Stability Reserve**

### **Purpose**

The Reserve is to provide a method of stabilizing or smoothing the revenue stream within the CBE from year to year arising from non-grant sources of revenue including student fees.

### **Additions**

Additions to the Reserve shall only be made annually from surplus funds, if any, in the CBE annual operating budget at the fiscal year end. Funds in the Reserve may only accumulate to a maximum of \$15,000,000, equivalent to approximately 1.0% of the CBE current total annual operating budget.

### **Interest**

The Fiscal Stability Reserve Fund is an unfunded internal reserve and there is no accrual of interest added to the fund.

### **Withdrawals**

Withdrawals from the Reserve shall only be made to support the annual CBE operating budget if actual revenues for the identified categories fall below the annual budgeted amount or decline significantly from prior year actual revenues received. In addition, the Board of Trustees may approve a planned withdrawal from the Reserve Fund in the preparation of the CBE's annual operating budget to achieve a balanced position or to cover other emergent operating expenses normally funded by operating grants or other revenues.

operational  
expectations  
monitoring report

## OE-10: Instructional Program

### BOARD OF TRUSTEES ACTION

With respect to OE-10: Instructional Program, the Board of Trustees:

- approves that the Chief Superintendent is in compliance with the provisions of this policy.
- Finds the evidence to be compliant with noted exceptions
- Finds evidence to be not compliant

Monitoring report for the  
school year 2013-2014

Report date:

October, 28, 2014

Resubmitted:

November 4, 2014



operational  
expectations  
monitoring report

Monitoring report for the  
school year 2013-2014

Report date:  
October 28, 2014.

## OE-10: Instructional Program

### CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 10: Instructional Program, the Chief Superintendent certifies that the proceeding information is accurate and complete.

- In Compliance.
- In Compliance with exceptions noted in the evidence.
- Not in Compliance.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
David Stevenson, Chief Superintendent

### BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 10: Instructional Program, the Board of Trustees:

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

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

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



**OE-10: Instructional Program**

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

**Board-approved Interpretation |**

Broadly, the Chief Superintendent interprets that the Board of Trustees values student engagement in learning. Intellectual engagement requires students to seriously invest both emotionally and cognitively in their learning, and is influenced by:

- instructional challenges;
- individual and collective knowledge building;
- high expectations for success; and
- positive relationships with teachers.<sup>1</sup>

Specifically, the Chief Superintendent interprets:

- *program of instruction* to mean the learning outcomes defined in Alberta Education's authorized programs of study;
- *challenging and relevant opportunities* to mean that each student is intellectually engaged in learning at an appropriate level for growth;
- *all students* to mean students enrolled in Calgary Board of Education schools and programs;
- *achieve at levels* to mean the high standards appropriate to each student as an individual; and
- *defined in the Board's Results policies* to mean a demonstration of performance in academic success, citizenship, character and personal development.

Evidence of student performance is reported in the monitoring for Results policies. The focus of this OE reasonable interpretation is on the learning environment – the supports and practices that result in student engagement in learning.

<sup>1</sup> Dunlevy, Jodene and Milton, Penny. What did you do in school today? Canadian Education Association, 2009.



**The Chief Superintendent will ensure that the instructional program:**

10.1 Is personalized, enabling students to learn at their own pace, place and time.	Compliant
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**Board-approved Interpretation |**

The Chief Superintendent interprets:

- *personalized* to mean instruction designed in response to individual and group interests, abilities, goals and prior learning; and
- *enabling students to learn at their own pace, place and time* to mean that students can access instruction and build knowledge in flexible ways and environments.

The maintenance of a system-wide focus on the personalization of student learning is a process that requires continuous communication, analysis, adjustment, capacity building and organizational change management.

This results in an ongoing endeavor with many interdependencies and complexities. CBE leaders throughout the system provide structure and support for this work as the concept moves from innovation to integrated practice.

**Board-approved Indicators and Evidence of Compliance |**

1. 100 per cent of school principals engage with their staff to further understanding of the personalization of student learning.

*The organization is compliant with this indicator.*

*100 per cent of school principals responded Yes to the following statement:*

- *“I engage with the staff in my school to further our understanding of the personalization of student learning.”*

2. 100 per cent of school development plans will articulate a specific action related to CBE Alberta Initiative for School Improvement (AISI) Cycle 5 project on the personalization of student learning, as measured by Skovison.

*This indicator is not applicable at this time.*

**Evidence demonstrates applicable indicators in sub-section 10.1 are in compliance.**

10.2 Is competency-based.	Compliant
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### Board-approved Interpretation |

The Chief Superintendent interprets *competency-based* to mean the set of attitudes, skills and knowledge identified in the *Framework for Student Learning*, Alberta Education, 2011.

These competencies are currently implicit in Alberta Education’s authorized programs of study and include but are not limited to:

- critical thinking, problem solving and decision-making;
- creativity and innovation;
- social, cultural, global and environmental responsibility;
- communication;
- digital and technological fluency;
- lifelong learning, personal management and well-being; and
- collaboration and leadership.

Alberta Education has initiated a reframing of curriculum and the competencies students will need to be successful into the future. Alberta Education’s *Framework for Student Learning* provides a foundation for the review of student learning outcomes and, with other revised standards and guidelines, gives direction for the development of future curriculum – programs of study, assessment, and learning and teaching resources.

Beginning with Career and Technology Foundations in 2013-2014 and Career and Life Management in 2014-2015, Alberta Education will lead the re-design. The build-out to other curricular areas will take a number of years. During this process, it is expected Alberta Education will clarify the role of competencies in student learning and this clarification will be clearly reflected in the programs of study, assessment, and learning and teaching resources.

### Board-approved Indicators and *Evidence of Compliance* |

1. 100 per cent of school principals confirm use of Alberta Education’s authorized programs of study.

*The organization is compliant with this indicator.*

*100 per cent of school principals responded Yes to the following statement:*

- *“The Alberta Education authorized programs of study are used in my school.”*
2. 100 per cent of school principals confirm instruction is aligned with the student learning outcomes identified in Alberta Education’s authorized programs of study.

*The organization is compliant with this indicator.*

100 per cent of school principals responded Yes to the following statement:

- “Instruction in my school is aligned with the student learning outcomes identified in Alberta Education’s authorized programs of study.”

Evidence demonstrates all indicators in sub-section 10.2 are in compliance.

10.3 Supports children as individuals emotionally, intellectually, physically, socially and spiritually.	Compliant
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### Board-approved Interpretation |

The Chief Superintendent interprets that the Board values a program of instruction that is integrated and responsive to each learner. The Chief Superintendent interprets *children* to be students enrolled in Calgary Board of Education schools and programs.

### Board-approved Indicators and Evidence of Compliance |

1. 100 per cent of school principals confirm resources are designated to support the specific learning needs of students.

*The organization is compliant with this indicator.*

100 per cent of school principals responded Yes to the following statement:

- “Resources in my school were designated to support the specific learning needs of students.”

2. 100 per cent of school principals confirm strategies are incorporated into work with students to support a positive learning environment and the building of positive relationships in school.

*The organization is compliant with this indicator.*

100 per cent of school principals responded Yes to the following statement:

- “Strategies were incorporated into our work with students to support a positive learning environment and the building of positive relationships were in the school.”

3. 100 per cent of school principals confirm their school has a school learning team.

*The organization is compliant with this indicator.*

100 per cent of school principals responded Yes to the following statement:

- “My school has a school learning team.”

4. 100 per cent of school principals confirm their school has access to area learning team services and supports.

*The organization is compliant with this indicator.*

*100 per cent of school principals responded Yes to the following statement:*

- *“My school staff had access to area learning team services and supports.”*

**Evidence demonstrates all indicators in sub-section 10.3 are in compliance.**

10.4	Is based on provincially-approved programs of study, available in a variety of forms, in-person or virtually, collaboratively or independently.	Compliant
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#### **Board-approved Interpretation |**

The Chief Superintendent interprets:

- *provincially-approved programs of study* to mean all programs authorized by Alberta Education for use in CBE schools including locally developed courses; and
- *in a variety of forms, in person or virtually, collaboratively or independently* to mean that programs of instruction take place in classrooms and on-line, within groups and with individual students.

#### **Board-approved Indicators and Evidence of Compliance |**

1. 100 per cent of schools offer only those courses authorized by Alberta Education, as measured by internal tracking.

*The organization is compliant with this indicator.*

*Internal tracking confirms, through the Student Information Records System (SIRS), that 100 percent of schools offer only those courses authorized by Alberta Education.*

2. 100 per cent of schools have access to a distributed learning platform, as measured by internal tracking.

*The organization is compliant with this indicator.*

*Internal tracking by Learning Innovation confirms that 100 per cent of schools have access to a distributed learning platform (Desire2Learn).*

**Evidence demonstrates all indicators in sub-section 10.4 are in compliance.**



10.5 Includes multiple approaches to assessment, including qualitative measures that effectively measure each student's progress toward achieving or exceeding standards and competencies.	Compliant
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### Board-approved Interpretation |

The Chief Superintendent interprets:

- *multiple approaches to assessment* to mean individual student learning is evaluated in a number of ways, depending on the purpose of the evaluation and the learning needs of the student;
- *qualitative measures* to mean performance measures that provide descriptions of student learning;
- *effectively measure* to mean the gathering of performance and analysis evidence about student learning; and
- *progress towards achieving or exceeding standards and competencies* to mean each student is advancing their level of knowledge and skills in relation to their prior levels of learning and the authorized programs of study learning outcomes.

### Board-approved Indicators and *Evidence of Compliance* |

1. 100 per cent of school principals confirm formative assessment practices are used within the instructional program at their school.

*The organization is compliant with this indicator.*

*100 per cent of school principals responded Yes to the following statement:*

- *“Formative assessment practices were used within the instructional program at my school.”*

2. 100 per cent of school principals confirm students are involved in self-assessment practices.

*The organization is compliant with this indicator.*

*100 per cent of school principals responded Yes to the following statement:*

- *“At my school, students were involved in self-assessment practices.”*

3. 100 per cent of school principals confirm summative evaluation is provided to students and parents through report cards and/or individual program plans.

*The organization is compliant with this indicator.*

*100 per cent of school principals responded Yes to the following statement:*



- *“Summative evaluation was provided to students and parents through report cards and/or individual program plans.”*
4. 100 per cent of school principals confirm qualitative and/or quantitative information is provided in student report cards and individual program plans.

*The organization is compliant with this indicator.*

*100 per cent of school principals responded Yes to the following statement:*

- *“Qualitative and/or quantitative information was provided in student report cards and individual program plans.”*

5. 100 per cent of schools have access to specialized assessments from professionals trained in the administration of the assessment tools, as measured by internal tracking.

*The organization is compliant with this indicator.*

*100 per cent of schools have access to specialized assessments. Learning Services facilitates processes for all students to have access to specialized assessment either from their teachers or other professionals.*

**Evidence demonstrates all indicators in sub-section 10.5 are in compliance.**

10.6	Is inclusive of new and innovative programs to meet students’ interests and passions and accommodates different learning styles and needs.	Compliant
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**Board-approved Interpretation |**

The Chief Superintendent interprets:

- *new and innovative programs* to mean the creation or acquisition of locally developed courses and alternative programs;
- *meet student’s interests and passions* to mean a variety of authorized programs are offered to students; and
- *different learning styles and needs* to mean a continuous, responsive design of instructional strategies that result in an expanded curriculum and enriched learning experiences.

**Board-approved Indicators and Evidence of Compliance |**

1. 100 per cent of students in grades 7 to 12 are provided with opportunities to select courses within their instructional program.

*The organization is compliant with this indicator.*

*100 per cent of school principals responded Yes to the following statement:*

- *“All students in my school in grades 7 to 12 were provided with opportunities to select courses within their instructional program.”*

2. 100 per cent of alternative program proposals received by the Calgary Board of Education are considered within the context of the CBE Alternative Program Proposal Process, as measured by internal tracking.

*The organization is not compliant with this indicator.*

*The Deputy Chief Superintendent confirms that two proposals for alternative programs were received during the 2013-2014 school year. One proposal was received on December 6, 2013 and was considered within the context of the published CBE Alternative Program Proposal Process. The decision to refuse the proposal was communicated to the primary contact outside of the 60 day time frame. The report containing the decisions was delivered 64 days from receipt. The primary contact was notified of the date the report would be delivered. The Board of Trustees was notified through the April 15, 2014 Chief Superintendents' Update. As the second Alternative Program Proposal was received in May 2014, the process continued into the current school year and will be reported on in the subsequent monitoring report.*

3. On an annual basis, currently authorized locally developed courses are reviewed for relevancy and student interest, as measured by internal tracking.

*The organization is compliant with this indicator.*

*Locally developed courses eligible for renewal were reviewed by Learning Services for relevancy and SIRS determined student interest through enrolment.*

4. As required by provincial reporting timelines, requests for new locally developed courses that meet identified student interest are submitted for Board approval and Alberta Education authorization, as measured by internal tracking.

*The organization is compliant with this indicator.*

*As required by provincial reporting timelines, reports about locally developed courses were submitted for approval of the Board of Trustees on February 4, 2014 and April 15, 2014.*

5. 100 per cent of teachers are provided with opportunities to participate in professional learning to design instructional strategies.

*The organization is compliant with this indicator.*

*100 per cent of school principals responded Yes to the following statement:*

- “All teachers in my school were provided with opportunities to participate in professional learning communities to design instructional strategies.”

Evidence demonstrated four of the five indicators in sub-section 10.6 are in compliance. The exception is indicator 2.

10.7 Is regularly evaluated and modified as necessary to assure its continuing effectiveness.	Compliant
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**Board-approved Interpretation |**

The Chief Superintendent interprets *evaluated and modified* as program assessment addressed through the adjustment cycle and professional capacity building. The instructional program is *regularly evaluated and modified as necessary* when the instructional leaders of schools—the school principals—focus their work and the work of their staff on engaging students in their learning.

**Board-approved Indicators and Evidence of Compliance |**

1. 100 per cent of school principals complete school development plans based on an analysis of student achievement and focused strategies and actions on improving student learning.

*The organization is compliant with this indicator.*

*100 per cent of school principals responded Yes to the following statement:*

- *“Our school development plan was based on an analysis of student achievement and focused strategies and actions on improving student learning.”*

2. 100 per cent of school principals supervise and support teachers in professional capacity building.

*The organization is compliant with this indicator.*

*100 per cent of school principals responded Yes to the following statement:*

- *“I supervised and supported the teachers in my school in professional capacity building.”*

Evidence demonstrates all indicators in sub-section 10.7 are in compliance.

10.8 Ensure that no program emphasizes a particular religion, notwithstanding the School Act definition of alternative programs.	Compliant
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### Board-approved Interpretation |

The Chief Superintendent interprets the Board's value to be that Calgary Board of Education programs will not promote the views of specific religions.

### Board-approved Indicators and *Evidence of Compliance* |

No CBE program emphasizes a particular religion, as measured by internal tracking.

*The organization is compliant with this indicator.*

*Administration verified that Calgary Board of Education programs do not promote the views of specific religions.*

**Evidence demonstrates the indicator in sub-section 10.8 is in compliance.**

10.9 Ensure that reasonable expectations and guidelines are established and clearly communicated to students, parents and/or guardians in regards to fees.	Compliant
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### Board-approved Interpretation |

In the context of Operational Expectations 10: Instructional Program, the Chief Superintendent interprets *fees* to align with the *School Act*, 60(2) "A board may: (j) charge a parent of a student fees with respect to instructional supplies or materials." These instructional supplies or material fees are related to regular, alternative and specialized programs of instruction. The fees include complementary course requirements such as musical instrument rental. The costs connected to off-site activities are also a part of this interpretation.

In addition, the Chief Superintendent interprets:

- *reasonable* to mean administration will be responsive to mitigating circumstances that may impact a parent/guardian's or independent students' ability to pay;
- *expectation* to mean administration's anticipation of fee payment by parent/guardians or independent students and administration's understanding that this is a shared responsibility;
- *guidelines* to mean the standard format and forms used to communicate information about fees; and
- *clearly communicated* to mean parents/guardians and independent students are notified about fees in a timely manner.

## Board-approved Indicators and *Evidence of Compliance* |

1. 100 per cent of school principals confirm parents/guardians and independent students are provided information about instructional fees, payment timelines and the waiver process at the beginning of the school year.

*The organization is compliant with this indicator.*

*100 per cent of school principals responded Yes to the following statement:*

- *“Parents/ guardians and independent students were provided information about instructional fees, payment timelines and the waiver process at the beginning of the school year.”*

2. 100 per cent of school principals confirm parents/guardians and independent students are provided with the reasons for an educational trip fee and costs related to the fee.

*The organization is compliant with this indicator.*

*100 per cent of school principals responded Yes to the following statement:*

- *“Parents/guardians and independent students were provided with the reasons for an educational trip fee and costs related to the fee.”*

3. A standard for defining “ability to pay” is established and communicated in the waiver process, as measured by internal tracking.

*The organization is compliant with this indicator.*

*Corporate Financial Services defined a standard for “ability to pay” and communicated this with the waiver process. This communication can be found on the CBE website at <http://www.cbe.ab.ca/Parents/fees.asp#wavers>.*

4. 100 per cent of school principals confirm no CBE students are refused access to instructional materials and supplies or educational trips based on an inability to pay.

*The organization is compliant with this indicator.*

*100 per cent of school principals responded Yes to the following statement:*

- *“No students attending my school were refused access to instructional materials and supplies or educational trips based on an inability to pay.”*

5. 100 per cent of school principals confirm parents/guardians and independent students are provided with an accounting of fees collected for instructional supplies and materials and for educational trips.

*The organization is compliant with this indicator.*

*100 per cent of school principals responded Yes to the following statement:*

- *“Parents/guardians and independent students were provided with an accounting of fees collected for instructional supplies and materials and for educational trips.”*

**Evidence demonstrates all indicators in sub-section 10.9 are in compliance.**

**ATTACHMENT: OE-10: Instructional Program  
Capacity Building**

**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.

**OE-10: Instructional Program****Capacity Building Information**10.1.2 School Development Plans and AISI

Evidence for indicator 10.1.2 is not available for monitoring reports.

Indicator 10.1.2 states: “100 percent of school development plans will articulate a specific action related to CBE Alberta Initiative for School Improvement (AIS) Cycle 5 project on the personalization of student learning, as measured by Skovision.”

- This indicator was approved by the Board of Trustees on September 18, 2012.
- Cycle 5 of the Alberta Initiative for School Improvement (AIS) was no longer funded as of March 2013.
- Skovision was decommissioned on August 31, 2013.

10.6.2 Alternative Program Proposal Process

Administration is reviewing the current internal process for receiving and reviewing alternative program proposals to clarify and identify consistent practices for ensuring timelines are adhered to.

October 28, 2014



## report to Board of Trustees

### Chief Superintendent's Update

Date	November 4, 2014
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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It is recommended:

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

#### 2 | Issue

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

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



## Personalize Learning

### Student Learning Assessments

Grade three students participated in the provincial pilot of Student Learning Assessments (SLAs) between September 29th and October 24th. The focus of SLAs is consistent with our emphasis on formative assessment that provides actionable information for teachers, students, and parents. Throughout the SLA process we have emphasized that:

- the purpose of SLAs is to inform instruction;
- the experience of completing the SLAs should be typical of daily learning;
- the analysis of student work should be done collaboratively;
- SLA results should be understood as one small piece of a larger body of assessment evidence;
- teacher professional judgment is key to interpreting this evidence and using it to inform instructional design;
- feedback from teachers/principals during this pilot period is important.

Support for schools before and during the administration of SLAs has been multifaceted. Extensive technology support was provided to schools prior to and during the administration of the assessments. A staff webpage was developed to provide guidance to schools (i.e., overview, guidance for preparation and administration, steps for submitting data, FAQs, links to Alberta Education, information for parents, resources, contact information for support). Information Technology Services has been monitoring network traffic to ensure stability and access to the assessments. Three after-school sessions were offered to teachers to support them in collaboratively analyzing student work that was completed as part of the numeracy and literacy performance tasks. The sessions took place at the Area I, III and IV offices. A team of specialists from Learning Innovation and Learning Services worked collaboratively to design and host the sessions. Feedback will continue to be gathered through individual conversations and discussions on the website.

### CTF Program of Studies

The Career & Technology Foundations (CTF) curriculum is a competency-focused curriculum for grades 5 to 9 that emphasizes the use of skills such as creative and critical thinking, communications, and problem-solving. CTF supports interdisciplinary learning opportunities and connections between the community and the school.

The Calgary Board of Education was involved in a three year project with Alberta Education to support the development and implementation of the Career & Technology Foundations (CTF) Program of Study for Grades 5 to 9. Our involvement has positioned many of our schools to have already implemented this curriculum. The work has also prepared schools to implement this curriculum going forward. We have identified a variety of models that demonstrate a clear and effective uptake of this new program of studies.

Alberta Education has indicated that mandatory provincial implementation of CTF will occur in 2015-2016. The 2014/15 CTF courses are aligned with the 5 CTS clusters and/or 28 occupational areas. These are:

- BIT: Business, Administration, Finance & Information Technology
- HRH: Health, Recreation & Human Services
- MDC: Media, Design & Communication Arts
- NAT: Natural Resources
- TMT: Trades, Manufacturing & Transportation

The CTF team in Learning Innovation offers presentations, professional learning opportunities and resources to support schools through the transition process and into full CTF implementation. Information and support services are available through our staff intranet and through information sessions available throughout the year.

### High School Success

The CBE High School success initiative is a system-wide collaboration between high school leaders and system leaders which focuses on developing high school programming and teaching approaches that expand opportunities for high school students, provides high school students with meaningful and relevant experiences and connects their work in school with their interests and future aspirations.

High schools will be using a common course registration guide (The CBE Course Guide) to communicate with parents and students the nature of high school programming and the variety of opportunities available to all high school students in the CBE. The CBE Course Guide is the first step in creating a common understanding among all stakeholders of the parameters under which students in the CBE operate in terms of course selection, choice of programming, and the various pathways to high school success. The development of the CBE Course Guide has created an opportunity for system and school leaders to nurture a collaborative focus on creating the conditions for each student to successfully complete high school and dedicating our collective work to supporting each student.

Over the 2013 – 2014 school year, a number of off-campus exploratory programs and internships were developed and implemented in a wide variety of areas. These programs have been built on the strong relationships that we have developed with members of our business community and non-profit community. The development of these programs has led to some excellent conversations with our school and system leaders about how high schools might build and connect course work from the programs of study to experiential learning. Students who have been involved in these programs have reported a high level of engagement and many have followed paths to apprenticeships in skilled trades and post-secondary studies as a direct result of these experiences.

Alberta Education and Alberta Innovation and Advanced Education have provided opportunities for school jurisdictions to apply for start-up grants to

support dual credit opportunities for students. The CBE has been successful in five applications which include partnerships with community as well as SAIT, Olds College and the Alberta College of Art and Design. We are in the early stages of mounting dual credit opportunities and working with Alberta Education to develop sustainable funding approaches that will allow these opportunities for students to continue.

## **Build Professional Capital**

### C2 Committee

The Assurance for Students Act, Bill 26 is a legislated four-year labour settlement between teachers and school boards which brings into effect the provincial framework agreement for teachers and school boards in Alberta. Part C, clause 2 (C2), of the framework agreement directed each school jurisdiction to form a committee “to design, direct and conduct internal review to determine what jurisdiction-initiated task or policies can be eliminated or modified to reduce teacher workload and improve teacher efficacy.”

The Calgary Board of Education established a C2 committee in June 2013. The committee posed three questions to teachers and received 12,956 thoughts from 4,013 participants. The thoughts were analysed and categorized by the C2 committee and presented to the Chief Superintendent as 16 recommendations. Subsequently, a C2 Recommendation Implementation Steering Committee has been formed, under the sponsorship of Deputy Chief Superintendent Susan Church. General Counsel Greg Francis chairs the Steering Committee which will oversee the development of strategies, action plans and timelines to implement the recommendations.

## **Steward Our Resources**

### Spring & Fall Staffing

Human Resources, Finance and Information Technology personnel worked collaboratively throughout 2013-2014 to refine processes and systems related to the timely and effective staffing of schools for the 2014-2015 school year. This cross-functional approach included gathering input from principals and then creating the tools and supports school-based leaders required to be successful with the staffing of their schools including targeted supports for new principals. As a result of these collective efforts, personnel new to schools had timely IT access and were paid accurately and on time at the end of September. Human Resources received positive feedback from principals and acknowledgement from the ATA regarding the improvements, the Help Desk noted significant decreases in call volumes, and instances regarding negative pay impact were substantially reduced.

### New Schools and Modernizations

Requests for Proposal documents were issued on October 20, 2014 for design/build projects for three elementary schools (Panorama, Tuscany and Auburn) and three middle schools (Evergreen, New Brighton and McKenzie Towne). Contract awards are scheduled for early 2015 with a construction start expected in March 2015.

The construction tenders for the five former P3 schools (Evanston ES, Saddle Ridge MS, Copperfield ES, New Brighton ES and Royal Oak/Rocky Ridge MS) are scheduled to be released in November 2014. Construction start is expected in February 2015.

The North East High School commenced construction in October 2014 and has been scheduled by Alberta Infrastructure to be completed by June 2016.

The tenders for three modernization projects at Harold W. Riley School (Aboriginal Learning Centre), Bowness High School and Jack James High School are to be released before year end and construction is scheduled to commence in early 2015.

The Christine Meikle replacement school is scheduled for tendering in March 2015, with a construction start planned for May 2015.

The tender for the first phase of the Elbow Park school replacement is to be issued in October 2014, and demolition and construction work is scheduled to commence early in 2015.

Design consultants for the recently announced eleven additional school projects are to be appointed by year end.

### Snow Storm Repairs

The debris from trees damaged in the storm has now been removed from the majority of CBE schools. The remaining work is being expedited either through the emergency work order system (hanging branches/debris on school grounds which pose an immediate safety concern) or through standard low priority work requests (branch piles/debris on school sites which require clean up).

Ongoing issues may be experienced as high winds and more snowfall will likely bring down hanging branches on storm affected trees that are not detectable at this time. The CBE Grounds department will turn their attention to the necessity of tree replacement in the upcoming months.

### Administrative Regulations

As part of our Administrative Regulation review process, a new regulation has been developed to identify the process for appeals under Section 123 of the *School Act*. This section of the *School Act* refers to decisions made by an

employee that significantly affect the education of a student. The Appeals Administrative Regulation provides clarity regarding a fair and timely process by which parents and students can seek a review of a decision that significantly affects the education of a student. A communication plan is being developed to provide timely information to stakeholders.



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.

**report to  
Board of Trustees**

**Correspondence**

Date	November 4, 2014
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**

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The following correspondence is being provided to the Board for information:

- Letter dated October 23, 2014 to Board Chair Joy Bowen-Eyre, from The Honourable Gordon Dirks, Minister, Alberta Education, regarding the province's evaluation of modular requests from the Calgary Board of Education.

Attachments: Relevant Correspondence





ALBERTA  
EDUCATION

*Office of the Minister*



October 23, 2014

Ms. Joy Bowen-Eyre  
Board Chair  
Calgary Board of Education  
1221-8 Street S.W.  
Calgary AB T2R 0L4

Dear Ms. Bowen-Eyre:

In anticipation of your request for modular units in the annual Modular Classroom Program, and in acknowledgement of the extensive planning requirements for the installation of modular units within your jurisdiction, I would like to provide you some assurance regarding the evaluation of your modular request.

The deadline for these requests is November 3, 2014, after which time my staff will begin the process of evaluating the requests from across the province. As in previous years, the criteria used for evaluating the provincial requests for modular classrooms are as follows:

- 1) Health & Safety – Modular classrooms that will be used to address health and safety concerns for students will be given the highest priority when evaluating the requests for modular classrooms.
- 2) Utilization – Following health and safety concerns, the highest priority will be given to those facilities across the province which demonstrates the highest utilization, based on the Alberta Education Area Capacity and Utilization Report.
- 3) Other Considerations – Following the most urgent utilization needs, other factors, such as board prioritization and evergreening requirements, will be considered in the approval of modular units.

Your board's two requests with the highest utilization rates, for two modular units at Cranston School and two modular units at William Reid School, are highly supported. Along with these two schools, all your jurisdiction's other priorities will be evaluated based on the criteria noted above, with many standing a good chance of receiving approval.

Ms. Joy Bowen-Eyre  
Page Two

Letters with formal approval will be issued following the evaluation exercise that will be completed by Education staff in Capital Planning. Your board should receive the approval letter by late 2014 or early 2015.

I trust this letter will provide you with some confidence and allow you to begin some of the planning requirements that will allow you to act quickly in placing your modular classroom order once the approval letters have been received. This should provide sufficient time to have the units located at the facilities with the highest utilization demands installed by the start of the 2015/16 school year.

I look forward to work together to address student accommodation needs in Calgary

Sincerely,

A handwritten signature in black ink, reading "Gordon Dirks". The signature is written in a cursive style with a large, sweeping initial "G".

Gordon Dirks  
Minister