

REGULAR MEETING OF THE BOARD OF TRUSTEES PUBLIC AGENDA

TUESDAY, JUNE 28, 2011

5:00 P.M. – 8:00 P.M. Board Room, Plaza Level (2nd Floor), Education Centre 515 Macleod Trail SE, Calgary, Alberta

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.

	• •			
Attach.	TOPIC		<u>Who</u>	<u>Time</u>
	1.0	CALL TO ORDER, NATIONAL ANTHEM AND WELCOME	Chair	5 min.
Agenda	2.0	CONSIDERATION/APPROVAL OF AGENDA	Chair	2 min.
	3.0	SCHOOL/SYSTEM PRESENTATIONS		
	4.0	HONOURS AND RECOGNITIONS		
	4.1	Lighthouse Award	M. Levy	15 min.
Verbal	5.0	PUBLIC CONVERSATION AND INFORMATION		30 min.
	5.1	Report from Chair and Trustees		
	5.2	Report from Chief Superintendent		
	5.3	Public Question Period (An opportunity for the public and/or stakeholders to raise questions and seek clarification on educational matters with the trustees. Fill out "Public Question Period" form on the table in the foyer and submit to the Corporate Secretary in writing or electronically to corpsec@cbe.ab.ca no later than 5 hours prior to the scheduled start time of the meeting. This form is also available in Appendix C of the Board Meeting Procedures. The person asking the question must be present at the meeting.)	Public	
	5.4	Stakeholder Reports (An opportunity for stakeholder groups or the public to verbally address the Board for 3 minutes on any educational issue, to a maximum of 5	Public	

reports per meeting. Advise the Corporate Secretary at least 10 minutes prior to the commencement of the meeting if you wish to do a stakeholder

presentation.)

Attach.	TOPIC		<u>Who</u>	<u>Time</u>
	5.5	Trustee Inquiries		
	6.0	ACTION ITEMS		
P. 6-1	6.1	Board Consideration of 2011-2012 Operating Budget (THAT the Board approves the recommendations as submitted in the report.)	D. Meyers	30 min.
	7.0	MONITORING AND RESULTS		
P. 7-1	7.1	Ends 5: Character – Annual Monitoring	N. Johnson	60 min.
P. 7-34	7.2	Ends 1: Mega End - Annual Monitoring	N. Johnson	60 min.
	8.0	POLICY DEVELOPMENT AND REVIEW		
	8.1	Governance Committee Report	J. Bowen-	15 min.
	9.0	CONSENT AGENDA	Eyre	5 min.
	9.1	Board Consent Agenda		
P. 9-57 P. 9-84	9.1.1	 Approval of Minutes Regular Meeting held May 17, 2011 Regular Meeting held June 7, 2011 (THAT the Board approves the Minutes of the Regular Meetings held May 17, 2011 and June 7, 2011, as submitted.) 		
P. 9-20	9.1.2	Correspondence (THAT the Board receives the correspondence for information and for the record, as submitted.)		
P. 9-48	9.1.3	Monitoring Governance Process Policies 3,4,8, and 9 (THAT the Board approves the monitoring reports re: GP-3, GP-4, GP-8 and GP-9, as attached to the report.)		
	9.2	Chief Superintendent Consent Agenda		
P. 9-1	9.2.1	Chief Superintendent's Update (THAT the Board receives the report for information.)		
P. 9-4	9.2.2	Report on Financial Status of Operating Budget as at May 31, 2011 (THAT the Board receives the report for monitoring information and for the record.)		
P. 9-9	9.2.3	Capital Budget and Reserves Status Report as at May 31, 2011 (THAT the Board receives the report and attachments for monitoring information and for the record, and approves the specific budget requests as presented.)		

Attach.	TOPIC		<u>Who</u>	<u>Time</u>
P. 9-36	9.2.4	Education Centre Financial Status Report (THAT the Board receives the report for information and for the record.)		
P. 9-40	9.2.5	Education Centre – Department Allocations (THAT the Board receives the report for information.)		
	10.0	TRUSTEE NOTICES OF MOTION		
	11.0	IN-CAMERA ISSUES		
	12.0	ADJOURNMENT	Chair	

CALGARY BOARD OF EDUCATION

REPORT TO THE REGULAR MEETING OF THE BOARD OF TRUSTEES

PUBLIC AGENDA June 28, 2011

To: BOARD OF TRUSTEES

From: Naomi E. Johnson, Chief Superintendent of Schools

Re: 2011/12 Preliminary Operating Budget

Purpose: For Approval

Originator: Deborah L. Meyers, Superintendent, Chief Financial Officer, Corporate Treasurer

Governance Policy Reference: EL-3: Information, Counsel and Support to the Board of Trustees

EL-10: Budgeting Process EL-11: Financial Condition

Resource Persons: Wayne T. Braun, Director, Corporate Financial Services

Superintendents' Team

Budget and Corporate Reporting Staff

I. RECOMMENDATIONS

It is recommended:

- 1. THAT budgetary information regarding the 2011/12 Instructional Supplies and Materials fee, as outlined in Attachment I (Item A1.), reflecting planned revenues of \$6.35 million and corresponding expenses of \$6.35 million be approved;
- 2. THAT budgetary information regarding the 2011/12 Noon Supervision program, as outlined in Attachment I (Item A2.), reflecting planned revenues of \$5.32 million and corresponding expenses of \$5.32 million be approved;
- 3. THAT budgetary information regarding the 2011/12 Elementary and Junior Incidental Activity Fees, as outlined in Attachment I (Item A3.), reflecting planned revenues of \$0.72 million and corresponding expenses of \$0.72 million be approved;
- 4. THAT budgetary information regarding the 2011/12 Student Transportation Fees, as outlined in Attachment I (Item A4.), reflecting planned revenues of \$8.32 million and corresponding partial expenses of \$8.32 million of this report be approved;

- 5. THAT budgetary information regarding the 2011/12 Other Parent and Independent Student fees related to Chinook Learning Services Fees, CBe-learn Fees, Non-Resident Student Fees, Music Instrument Registration Fees, and Parking Fees, as outlined in Attachment I (Item A5.), reflecting planned revenues of \$9.62 million and corresponding partial expenses of \$9.62 million be approved;
- 6. THAT budgetary information regarding the 2011/12 non-fee based components, as outlined in Attachment I (Item A6.), reflecting revenues of \$1,069.92 million and corresponding expenses of \$1,089.22 million, with the difference being covered by Operating and Amortization Reserves, School and Service Unit Designated Funds and Unrestricted Net Assets be approved;
- 7. THAT the following operating reserves, designated funds, amortization reserve and unrestricted net assets (UNA) totaling \$19.3 million be approved for the planned application to support 2011/12 planned spending; and

		\$ millions
	Operating Reserves	
a)	Utility Expense Stabilization	3.352
b)	Snow Removal	0.200
c)	General Instruction	1.000
d)	Fiscal Stability	2.000
e)	Administrative Systems Renewal	2.248
f)	System Transformation	1.500
	Designated Funds	
g)	Schools Designated Funds	2.500
h)	Service Unit Designated Funds	2.500
i)	Contribution from Capital Amortization	
207	Reserve	3.000
j)	Unrestricted Net Assets	1.000
	Total	19.300

8. THAT the 2011/12 Preliminary Operating Budget, as presented in Attachment II of this report, reflecting total planned spending of \$1,119.6 million be approved, and submitted to Alberta Education by June 30, 2011.

II. ISSUE

Section 147(2) of the *School Act* requires that the Calgary Board of Education submit to Alberta Education, by May 31 in each year, a budget approved by the Board of Trustees for the fiscal year beginning on the following September 1. For the 2011/12 fiscal year, the Minister of Education has extended this deadline to June 30, 2011 for all Alberta school jurisdictions.

With respect to the actual ongoing condition of the organization's financial health, under EL-11: Financial Condition, the Chief Superintendent is required to seek the Board's prior approval for any planned use of any uncommitted operating surplus, operating reserves, or capital reserves.

III. BACKGROUND

In accordance with the *School Act* and the intent of EL-10: Budgeting Process, the Chief Superintendent of Schools is required to prepare and submit to the Board of Trustees, for review and approval, an operating budget which is balanced, so that the proposed expenses do not exceed projected revenues to be received by the Calgary Board of Education or other identified funding sources.

The proposed 2011/12 Preliminary Operating Budget was presented by the Chief Superintendent to the Board of Trustees at the Regular Meeting held on June 14, 2011 for information. The Budget as presented was prepared based on certain revenue and expenditure assumptions for 2011/12 as outlined in the Report to the Board.

IV. IMPLEMENTATION CONSEQUENCES

The approval of the 2011/12 Preliminary Operating Budget will enable the CBE to continue to provide required teaching and learning services, as well as related administrative and support services that are required to meet the learning needs of the CBE's K-12 students and adult learners. Various program and service areas will be impacted by this Budget as presented and articulated to the Board of Trustees on June 14, 2011.

V. CONCLUSION

The 2011/12 Preliminary Operating Budget is presented to the Board of Trustees for consideration and approval at this time. The Budget is balanced and complies with the Board of Trustees' Policies – Executive Limitation 10: Budgeting Process, and Executive Limitation 11: Financial Condition as well as the provisions of the Alberta Education Funding Framework, and the *School Act*.

Naomi E. Johnson

Chief Superintendent of Schools

CALGARY BOARD OF EDUCATION

Attachment I: Calgary Board of Education

Bridge of Motions to the Operating Budget Summary

Attachment II: Preliminary Operating Budget 2011/12

Maomi Johnson

Calgary Board of Education Bridge of Motions to the Operating Budget Summary 2011/12 Preliminary Operating Budget (\$millions)

Item	Motions Mandatory and Elective Fees: *	Motion Amount	Preliminary Operating Budget - Revenue Page 13	Budgeted Expenses	Preliminary Operating Budget - Expense Page 16
	•	0.05			-
A1.	Instructional Supplies and Materials (ISM)	6.35		6.35	D
A2.	Noon Supervision Fee	5.32		5.32	A,B
A3.	Elementary and Junior Incidental Activity Fees	0.72		0.72	A,B,D
A4.	Student Transportation Fee	8.32		8.32	С
A5.	Other Parent and Independent student fees** Sub-total	9.62	Α	9.62	All Objects, not C & E
A6.	Non-fee revenues and planned spending ***	1,069.92		1,089.22	
	Total Revenues and Expenses	1,100.25	В	1,119.55	F

^{*} As articulated in 2011/2012 Fees Report to the Board of Trustees' Public meeting April 19, 2011, and 2011/12 Transportation Fee Schedule report June 7, 2011

^{**} Primarily reflects Chinook Learning Services Fees, CBe-learn Fees, Non-Resident Student Fees, Music Instrument Registration Fees, Parking Fees

^{***} Primarily reflects Provincial and Federal grant funding, Leasing, Rentals, other juridictions, secondments, other sales and services revenues and School Generated Funds



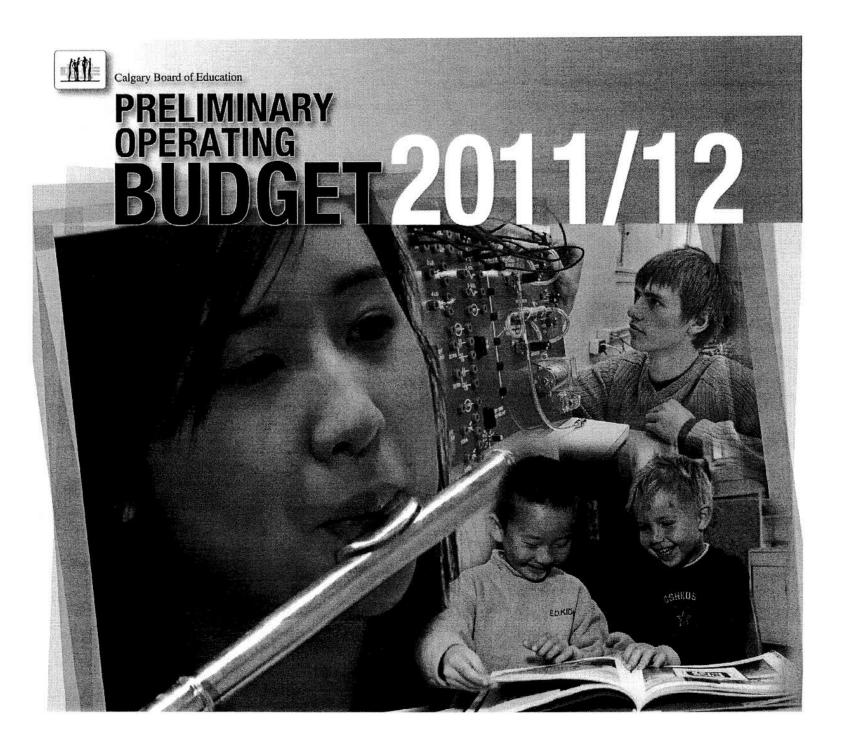


TABLE OF CONTENTS

EXECUTIVE SUMMARY	1
BUDGET PLANNING PROCESS	5
2011/12 PRELIMINARY OPERATING BUDGET SUMMARY	
BUDGETED REVENUES	10
BUDGETED EXPENSES	15
RESERVES	
APPENDIX 1: STUDENT COUNTS	23
APPENDIX 2: SCHOOLS & PROGRAMS	24
APPENDIX 3: FEE INFORMATION	25
APPENDIX 4: PROVINCIAL BUDGET/FUNDING FRAMEWORK	
APPENDIX 5: CBE COMMITMENT	
APPENDIX 6: BOARD OF TRUSTEES' POLICY - ENDS	29
APPENDIX 7: INTERIM THREE YEAR EDUCATION PLAN 2011-2014	31
APPENDIX 8: BOARD OF TRUSTEES' POLICY – EXECUTIVE LIMITATIONS	37
APPENDIX 9: EL-10: BUDGETING PROCESS	45
2011/12 AREA MAP	46



EXECUTIVE SUMMARY



The Calgary Board of Education (CBE) has provided quality differentiated educational opportunities to its students for over 125 years. The CBE is the largest public school district in Alberta and for 2011/12 will serve an expected 103,332 students in 221 schools. The CBE provides an inclusive learning environment and values the uniqueness of all learners. The organization employs for 2011/12 an overall total of 8,782.9 Full-Time Equivalents (FTE) reflecting 5,656.7 FTE certificated staff and 3,126.2 non-certificated FTE staff in schools and service units who work together in "Educating Tomorrow's Citizens Today".

In the 2011/12 school year, the CBE will focus on maintaining services to students and meeting priority needs. This will be achieved through investments in the personalization of student learning, and other strategic initiatives embedded in the Interim Three-Year Education Plan. In the preparation of the 2011/12 budget, the CBE was faced with the projected revenues not keeping pace with virtually all anticipated cost increases. In a Provincial fiscal environment of negligible resource increases, emphasis has been placed on reducing, redeploying or reallocating resources and associated supports in regard to programs and services, and examining all areas of the organization for synergies and operational efficiencies particularly at service units. The CBE has identified considerable changes to both staffing and service levels through service delivery redesign to ensure a long-term financially sustainable, fiscal position while honouring the Board of Trustees' Values influencing the budget process, namely:

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

The Preliminary Operating Budget planned spending of \$1,119.6 million, presented to the Board of Trustees for their consideration and approval, represent the OBE's plan for the allocation of resources for the 2011/12 school year. In developing this budget, CBE Administration considered the relationship between the proposed budget and the Board of Trustees' Ends policies, Executive Limitations and prescribed Alberta Education outcomes for the 2011/12 school year.

The Board-funded capital budget of \$19.75 million was approved by the Board of Trustees at their public meeting May 17, 2011.

REVENUES - Total Planned Revenues \$1,100.3 million

The organization is expecting the following revenue changes for 2011/12:

- The student enrolment growth projection and all expected student complexity changes are fully reflected in revenues.
- Base Instruction grant rates and associated Kindergarten to Grade 3 and identified high school Career Technology Studies (CTS) class-size funding have a confirmed increase of 4.54% over the previous year.
- Discontinued grant funding for Grades 4-6 class size, Enrolment Growth/Decline, Enhanced English as a Second Language (ESL) and Intra-Jurisdiction Distance.
- Reduction of 50% in funding for the three Relative Cost of Purchasing Adjustment (RCPA) grant funding line items (Regular, Transportation, and Plant Operations and Maintenance (PO&M)) and the Alberta Initiative for School Improvement (AISI).
- All other Provincial grant funding rates are unchanged, or 0% increase.
- Other revenues include all approved fee increases and other non-Provincially based revenues such as leases, rentals and investment income.
- Total Other revenues increased by \$4.5 million or 5.3% for 2011/12.

EXPENSES - Total Planned Expenses \$1,119.6 million

The following expenditure considerations are included for 2011/12:

- Provisions for salaries and associated benefits costs have been made for the upcoming year.
- This Budget makes provision for the costs of services, contracts and supplies, including reasonable expense projections for utilities, maintenance and repair services, insurance costs, amortization and supplies, materials and equipment.
- This Budget reflects total planned expenses of \$42.8 million or 3.8% of total costs for System Administration and therefore respects the Provincially-prescribed limit of 4.0% under this expenditure block.
- Embedded in this 2011/12 Preliminary Operating Budget is a \$0.75 million provision for EducationMatters.

OPERATING RESERVES, DESIGNATED FUNDS, UNRESTRICTED NET ASSETS (UNA), AMORTIZATION RESERVE

- Total Planned use of \$19.3 million

The CBE, through Board of Trustees' approval, has designated funds and operating reserves which function as savings for one-time use for specified initiatives. The use of these operating reserves is solely at the discretion of the Board of Trustees. In addition, the organization has modest amounts under Unrestricted Net Assets (UNA) in which there is no specific encumbrance, and is available to support operational expenses on a one-time basis.

In support of 2011/12 organizational expenses, a general strategy of under-spending Board funded capital additions through the amortization reserve will be employed in 2011/12 to support the operating needs of the organization. Since the Reserves were last communicated to the Board of Trustees of \$18.5 million, additional refinements have been made for \$1.0 million in support from the System Transformation Reserve and a reduction of \$(0.2) million reflecting schools' projected designated funds to be used to support staffing at schools at August 31, 2011.

The August 31, 2011 expected available reserve amounts in support of 2011/12 operating expenses are as follows:

	(\$ millions)
Utility Expense Stabilization Reserve	\$ 3.352
Snow Removal Budget Stabilization Reserve	\$ 0.200
General Instruction Reserve	\$ 1.000
Fiscal Stability Reserve	\$ 2.000
Administrative Systems Renewal Reserve	\$ 2.248
System Transformation Reserve	\$ 1.500
Schools Designated Funds	\$ 2.500
Service Unit Designated Funds	\$ 2.500
Unrestricted Net Assets (UNA)	\$ 1.000
Sub-total	\$ 16.300
Amortization Reserve	\$ 3.000
TOTAL	\$ 19.300 *

- This number has been refined during the budget process from the original estimate provided to the Board of Trustees of \$12.0 million. This refinement and increase are the result of the following:
 - \$1.8 million in expected available reserves at August 31, 2011
 - \$3.0 million in unused amortization reserve in 2011/12
 - \$2.5 million in expected drawdowns of school-based designated funds in 2011/12 to mitigate staff reductions

OVERARCHING BUDGET CONSIDERATIONS

Provincial Funding Increase - Announced increases in only the base instruction grants and class size grants. In order to address the needs of students with complex needs, the CBE is placed in a position of having to support specific enhancements in these areas under the teaching and learning budget solely through a redeployment and alignment of some resources.

Specified Provincial Funding Eliminated – The Provincial budget eliminated class-size funding for Grades 4-6 (Division II). This will likely increase class sizes slightly in all divisions with a higher increase in Division I for 2011/12. The reason for this increase is that some funding for Division II was directed to Division I for the 2010/11 school year. Considerable cost pressures will impact the Regular program, English Language Learners (ELL), Special Education, and First Nations, Métis, Inuit (FNMI) learners.

Realigning and Redeploying Resources to Support Programs - 2011/12 Provincial funding allocation to school districts does not permit the CBE to resource schools optimally in order to maintain the same service level as 2010/11. The overarching strategy to contain costs principally involved redesigning and redeploying resources at CBE service units to maximize school resourcing. Administration, nonetheless, still anticipates and predicts significant challenges to school resource allocations for 2011/12. This Budget accommodates and provides for continued and minor-enhanced support for those learners who require complex instructional supports.

Resource Allocation to Schools - All schools received additional funding in an attempt to address a portion of the inflationary costs. This was modeled around average teacher and support staff total compensation levels. This additional funding, year-over-year, amounts to approximately \$113.00 or a 3.0% increase per student in base instruction grants for every school. However, the amount of this additional funding is insufficient to deal with every estimated inflationary cost pressure experienced by most CBE schools, falling short by approximately 2.6%.

Resourcing Equity – Equity application in the CBE requires some differentiation between the resource allocations for elementary schools, junior high schools, senior high schools and unique settings. An example of equity in practice at the CBE includes Full-day kindergarten programming; although not funded by the Province, this program will continue to be supported in 16 schools reflecting 37 classes for students who are at risk and would benefit the most from this program. As in the past, support for neighborhood schools will continue, and in response to stakeholder engagement, the CBE will continue to support programs of choice.

Service Impact - Facilities and Environmental Services (FES) Service Unit continues to experience unfunded cost increases for caretaking and maintenance, utilities and material costs. In light of these pressures, FES is unable to maintain current service delivery levels in all areas. The organization is expecting considerable medium-term pressures in this area where external leasing revenues are being significantly reduced commencing September 2012, as communicated by the Province.



OVERARCHING BUDGET CONSIDERATIONS, (Cont.)

Student Transportation Impact - Student Transportation funding rates have not kept pace with all inflationary cost increases, particularly diesel fuel costs. This has resulted in increased charter fee rates and some reduction in routes. As well, to mitigate any unfunded cost increases, the organization will co-ordinate its non-instructional days resulting in a decrease in carrier costs for those specified days. 2011/12 is forecasted to be in a balanced position overall, but it is imperative that a revised and enhanced funding model be provided in the immediate future to maintain appropriate service levels. A new metro transportation funding formula is not expected from the Province until at least 2012/13.

Fiscal Responsibility and Accountability - The 2011/12 Preliminary Operating Budget continues to address the important long-term goal of responsibly managing public resources with a commitment to meet the personalized learning needs of our students.

BUDGET PLANNING PROCESS



1. GUIDANCE/PROCESS

Superintendents' Team Direction

The 2011/12 Preliminary Operating Budget was proposed by the Superintendents' Team and with significant input from the CBE's internal and external community. The Superintendents' Team is responsible for presenting a balanced budget proposal to the Board of Trustees for their consideration and approval. The proposal includes a prudent expenditure plan for the organization under all prescribed programs including:

- Teaching and Learning
- Plant Operations and Maintenance (PO&M)
- Student Transportation
- Board and System Administrative Expenses
- · External services including the Adult Program at Chinook Learning Services

The Superintendents' Team is comprised of individuals with responsibilities and accountabilities encompassing every operational area of the Calgary Board of Education and includes the five Area Directors, who manage the operation of schools and programs across the city.

In developing the 2011/12 Preliminary Operating Budget, Superintendents' Team considered the Board of Trustees' Governance Policies and Administrative Regulations, and the Interim Three-Year Education Plan 2011-2014 for the Calgary Board of Education. The Superintendents' Team also considered the Board of Trustees' Executive Limitations in creation of the Preliminary Operating Budget.

Once the magnitude of the funding shortfall for 2011/12 was known, Superintendents' Team confirmed that a more succinct, genuine and thoughtful engagement of the organization's stakeholders would be required before any proposed changes to the Operating Budget would be considered. This strategy is in full alignment with the Board of Trustees' Executive Limitation 10, which requires the appropriate participation of stakeholders. A multitude of stakeholder engagement strategies were employed including a survey facilitated through the CBE external website, numerous engagements with CAPSC and engaging the CBE's Unions and Associations. In addition, at the System Leadership meeting in April, where schools' resources and spring staffing was the key topic, Principals were reminded of the requirement for school-based stakeholder engagement. The Superintendents' Team believes that the feedback received through the engagement has been embedded in whole or in part in this Preliminary Operating Budget within the financial constraints of the general budget itself.

Based on the success of the engagement strategies over the past few months, and the interest received regarding the sustainability of public education by our external stakeholders over the long term, it suggests the strategy of enhanced engagement itself was well received and that further engagement strategies are warranted to continue the facilitation of open and transparent dialogue regarding public education between the CBE and all its stakeholders.

The Interim Three-Year Education Plan 2011-2014 will be placed before the Board of Trustees on June 14, 2011 for information. The 2011/12 Preliminary Operating Budget will be presented at the same board meeting to clearly demonstrate that the Preliminary Operating Budget aligns with and fully supports the Board of Trustees' Ends Statements and the Interim Three-Year Education Plan. In this regard, the Board of Trustees' Policy - Ends can be found in Appendix 6, The Interim Three-Year Education Plan 2011-2014 and Executive Limitations are presented, with examples of associated resourcing in Appendices 7 and 8.



Provincial Initiative - Action on Inclusion

The organization is awaiting specific direction in implementing the Action on Inclusion. Any new initiatives may have an impact on this proposed budget.

2. ASSUMPTIONS

Student Enrolment Projections (Appendix 1)

The Calgary Board of Education's funding and corresponding expenditures are determined primarily by 2011/12 planned student enrolments. These student enrolment projections have been utilized in revenue and expenditure planning including school resourcing under the Resource Allocation Method for CBE schools.

Provincial Budget

The Province of Alberta delivered its budget for 2011/12 on February 24, 2011 and announced grant funding increases solely on base instruction grants (including class size) tied to the Alberta Average Weekly Earnings Index and specific reductions or elimination of other identified grant funding categories. The planned revenues in this Preliminary Operating Budget fully reflect all provincially-announced funding changes known to date.

General Uncertainties

As is the case with any financial planning exercise, some of the underlying assumptions used in the preparation of this budget may not occur exactly as predicted once the school year has commenced. Some of the factors that may change include:

- The student count projection at the system level and the actual school by school count may differ at the September 30th enrolment count date.
- Actual fall allocation and deployment decisions of schools, between the numbers of certificated and non-certificated staff, may differ somewhat from the labour distribution planning at the school level made in this budget.
- Provincial and Board decisions about the number and/or location of CBE schools and programs may change associated budget allocations.
- Funding requirements for Board-funded capital projects may change as a result of scope, timing or tender pricing differences that may be outside the control of CBE Administration.
- The actual amount of operating reserves available at August 31, 2011 to support 2011/12 operating expenses may be different than the estimate
 embedded in this budget as a result of finalized expenditures. The organization will continue to monitor current year expenses against budget and
 report variances to the Board of Trustees in a timely manner.
- · Finalization of Collective Agreements.



3. RAM PROCESS

Equitable Allocations and Deployment of Resources

The CBE employs a model for allocating school instructional resources called the Resource Allocation Method (RAM) for CBE Schools. The fundamental purpose of the Resource Allocation Method is to provide a decentralized and equitable rationale for resource allocations to schools.

Administration has devoted considerable time and effort to building an equitable RAM model through the Superintendents' Team. A fundamental assumption of the work in this area is that the concept of equity must be differentiated from the concept of equality. In short, a classic principle of Western philosophy is that in order to treat all people with equity, you may have to treat some unequally (in the province of Alberta, for example, children with special learning needs are funded at a much higher level than children within the "normal" spectrum of learning abilities). Equitable treatment of schools, therefore, contemplates some standardization of resource allocations along with some differentiation of budgetary allocations for those educational areas that require a higher level of resourcing¹. A well developed and thoughtful allocation model provides Principals with flexibility to respond to specific needs and circumstances and supports the concept of equity which is of great importance to the organization and its external stakeholders.

Schools are provided resources through the RAM to meet student learning outcomes articulated in their School Development Plans. Superintendents' Team, through Board of Trustees' approval, releases the allocations to schools. After Principal decisions are received, it informs the development of the instructional component of the CBE's budget. Accountability for the CBE's overall financial condition and budgeting processes resides at the system level.

Resource Deployment

Once resources have been allocated to individual schools, the Principal, in consultation with the school community, will decide how those resources will be best deployed for optimal student learning outcomes. After engagement of staff and school-based stakeholders, such as school councils, accountability for final deployment decisions rests with the Principals.

Principals must adhere to statutory and contractual requirements but are afforded some discretion and flexibility when making resource deployment decisions and must fully consider the following:

- Student entitlement, including instructional hours and personalized learning;
- · Program requirements outlined by Alberta Education in The Program of Studies and the Guide to Education;
- Entitlement of Special Needs students (meeting the Standards of Special Education);
- · Support for students who are English Language Learners;
- · Staffing guidelines;
- Contractual agreements between the Calgary Board of Education and various employee groups;
- · CBE Governance Policies and Administrative Regulations;
- · Alberta Education mandates and guidelines (e.g., Infrastructure, Maintenance and Renewal).

Stone, Deborah A. (2001). Policy Paradox: The Art of Political Decision Making, Revised Edition. Norton



The centralized resource allocations of the system to schools are balanced by the decentralized deployment decisions of individual schools. The level of school-based educational services therefore is a function not only of the resource allocation by the system to that school, but also of the effectiveness of that school's deployment logic to facilitate student learning. In this regard, this Preliminary Operating Budget reflects returned Principal spring staffing decisions.

4. PRESENTATION

Comparative Figures

Throughout this document, budget comparisons are made between the 2011/12 Preliminary Operating Budget with the 2010/11 Modified Approved Budget. This comparison base for the prior year reflects revenues and expenditures at November 30, 2010 that are deemed to be sustainable into the future.

Alberta Education Prescribed Budget Changes

Embedded in all budgetary numbers are two new prescribed requirements from Alberta Education:

- School Generated Funds (SGF), under this Preliminary Operating Budget, is now broken down into fees, fundraising, gifts and donations, and other sales and services.
- Reporting for teacher pension contributions, which are funded by the Province, are shown within this Preliminary Operating Budget as Corporate Revenues with an expenditure offset to certificated benefits (flow-through funds).

2011/12 PRELIMINARY OPERATING BUDGET SUMMARY

	2011/12 Pre Operating E		2010/11 Mo Approved I	
	(\$000)	(%)	(\$000)	(%)
REVENUE				
Provincial Funding	1,011,720	90.4	1,002,597	90.9
Other Revenue	88,532	7.9	84,045	7.6
Total Revenue	1,100,252	98.3	1,086,642	98.5
Operating Reserves				
Utility Expense Stabilization	3,352	0.3	2,300	0.2
Snow Removal Stabilization	200	0.0	ĭ-	0.0
General Instruction	1,000	0.1	2,000	0.2
Fiscal Stability	2,000	0.2	3,000	0.3
Administrative Systems Renewal	2,248	0.2	3,074	0.3
System Transformation	1,500	0.1	-	0.0
Designated Funds				
Schools Designated Funds	2,500	0.2	1,500	0.1
Service Unit Designated Funds	2,500	0.2	1-1	0.0
Contribution from Amortization Reserve	3,000	0.3	2,009	0.2
Unrestricted Net Assets	1,000	0.1	2,500	0.2
Total Revenue and Other Funding Source	1,119,552	100.0	1,103,025	100.0
EXPENSE				
School and Area Instruction	854,382	76.3	840,934	76.2
System Instructional Support	26,401	2.4	28,727	2.6
Environmental Services (Operations & Maintenance)	134,285	12.0	136,973	12.4
Student Transportation	37,688	3.4	37,164	3.4
Board of Trustees	1,791	0.1	1,744	0.2
Administration	41,022	3.7	37,538	3.4
Other (Chinook Learning, External Services)	23,983	2.1	19,945	1.8
Total Expense	1,119,552	100.0	1,103,025	100.0
OPERATING DEFICIT	-	0.0		

^{*} Restated to reflect the flowthrough revenues and associated expenses tied to the requirement to now commence reporting related to the Province's contribution to the Alberta Teacher Retirement Fund on behalf of teachers for 2011/12. This provides for comparability between 2010/11 and the 2011/12 fiscal years.

BUDGETED REVENUES



Overall planned operating revenues are planned to be \$1,100.3 million reflecting a \$13.6 million or 1.3% increase over 2010/11 levels.

The Calgary Board of Education is financially dependent on the Province of Alberta and Provincial grants are approximately 90% of the organization's total revenue. Funding allocations from Alberta Education are distributed in categories such as base funding, differential cost funding, Provincial-targeted and other Provincial support. The base and differential cost funding is simply a method of allocating funds to the CBE. The CBE, in turn, is delegated authority to address local needs with the flexibility to determine where these funds are best spent in support of student learning. Conversely, Provincially-targeted funding is provided for specified initiatives, and the related allocations must be spent on the priority programs for which the allocations were provided. The CBE receives Provincially-targeted funding for three programs: the Alberta Initiative for School Improvement (AISI), Student Health Initiative and High Speed Networking (Supernet). The Southern Alberta Regional Educational Assessment & Consultation Services (REACH) program, and Institutional Programs fall under Other Provincial Support but must be fully spent on those programs.

The revenues portion of the 2011/12 Preliminary Operating Budget have been prepared using known information such as the February 24, 2011 Provincial Budget and by making reasonable and prudent assumptions for other revenues. These are fully described as follows:

ANNOUNCED PROVINCIAL GRANT FUNDING CHANGES

- Per student rates for base instruction (K-12) and class size (ECS, grades 1-3 and grades 10-12 CTS Tier 2 & 3 courses) is planned to increase by 4.54%,
- All other Provincial grant funding rates are unchanged from the 2010/11 school year.

PROVINCIAL FUNDING ALLOCATION REVENUE CHANGES

The following allocations have been discontinued effective September 1, 2011:

		\$ millions
•	Grades 4-6 Class Size Funding loss of	\$ 5.900
•	Enhanced ESL loss of	\$ 4.800
•	Intra-Jurisdiction Distance Funding loss of	\$ 0.015
•	Enrolment Growth Funding loss of	\$ 2.200
•	Enrolment Decline Funding loss of	\$ 1.000
	Sub-total	\$13.915

The following funding allocations have been reduced by 50% effective September 1, 2011:

		\$ millions	
•	Relative Cost of Purchasing Adjustment (RCPA)	\$ 4.100	
•	RCPA Transportation loss of	\$ 0.400	
•	RCPA Plant Operation & Maintenance loss of	\$ 1.600	
•	Per student rates for the Alberta Initiative for		
	Student Improvement (AISI) loss of	\$ 6.900	
	Sub-total		\$13.000
To	tal		\$26.915

A budget is a dynamic document that evolves as the actuals from one year are recorded and the estimated costs for the subsequent year are refined. As part of the overall \$61.7 million shortfall, Administration initially calculated the reduction of Provincial funding to be \$25.3 million. As we finalize the Preliminary Operating Budget, the refined estimate is \$26.915 million, which is \$1.615 million worse than originally forecast. All budgets are finalized September 30th when enrolment is final.



Severe Disabilities Profile Funding:

- No announced funding rate increase and no change to the severe profile disability (eligible students)
- The CBE is awaiting an announcement regarding the distribution of \$12.0 million in funding for students requiring these supports

PROVINCIAL GRANT REVENUE

The 2011/12 Preliminary Operating Budget revenues from Alberta Education, under the Renewed Funding Framework (including transportation grants), are projected to be \$1,011.7 million. This is an increase of \$9.1 million, or 0.9% from the 2010/11 Modified Approved Budget. The majority of this increase is primarily the result of:

- Net \$29.5 million gain, or 4.5%, representing a 4.54% announced increase in the Base Instruction grant rates and tied to a budgeted increase in the projected student enrolment, and fully reflects the loss of Division II class size funding,
- Net \$(10.8) million loss, or (9.3)%, primarily reflecting no announced increase in grant rates for Differential Cost Factors and to reflect modest expected increases in enrolments of English Language Learners (ELL) and First Nations, Métis, Inuit (FNMI) learners. It also fully reflects the loss of Enhanced English as a Second Language (ESL) funding and Enrolment Growth and Decline grant funding and an announced reduction of 50.0% in Relative Cost of Purchasing Adjustment (RCPA) funding,
- \$(0.1) million, or (0.4)%, under Student Transportation primarily due to an announced 50.0% reduction in Student Transportation RCPA grant funding,
- \$(1.6) million, or (2.0)%, in Plant Operations and Maintenance (PO&M) funding, and fully reflecting an announced 50.0% reduction in PO&M RCPA funding,
- \$(0.4) million, or (1.6)%, tied to reduced interest support on debenture debt as a result of corresponding reduced expenses,
- \$(6.9) million, or (49.9)%, for a 50.0% announced reduction in grant funding for the Alberta Initiative for School Improvement (AISI),
- \$(0.2) million, or (4.6)%, to reflect expected reduced revenues under the Regional Assessment (REACH) program,
- \$0.2 million, or 5.1%, to reflect expected increased revenues for Institutional Programs,
- \$0.8 million, or 26.8%, to reflect expected increased revenues under the Student Health Initiative,
- \$(5.1) million, or (100.0)%, in one-time revenues concluding for Career and Technologies Evergreening funding of \$(1.7) million and Innovative Classroom Technology Funding of \$(3.4) million (ending of 3-year program), and
- \$3.7 million, or 7.4%, in flow-through grant funding reflecting the Province's contribution towards the Alberta Teacher Retirement Fund (ATRF).

PLANT OPERATIONS AND MAINTENANCE (PO&M)

Funding from the Province in support of expenditures in Facilities and Environmental Services includes two components: for Plant Operations and Maintenance, the CBE will receive approximately \$81.3 million which is a \$1.6 million decrease over 2010/11 to operate, maintain and repair all buildings owned by the CBE. The CBE is again expecting \$18.2 million for Infrastructure Maintenance Renewal (IMR) funding (third year with no increase) to facilitate large planned projects to assist in addressing the CBE's \$798.0 million backlog of deferred maintenance. Funding allocations totaling \$25.1 million are also budgeted to provide financial support for debenture interest of \$1.5 million (to fund the repayment for Provincially-supported debt on school buildings) and amortization of \$23.6 million for these capital building assets.

OTHER REVENUE

All other revenues (including all board mandated fees, school generated funds and elective fees, discretionary program collections, investment income and rental and leasing revenues) have been budgeted at \$88.5 million, an increase of \$4.5 million, or 5.3% as follows:

		Operating Budget 2011/12 (\$ millions)	Modified Approved Budget 2010/11 (\$ millions)	Increase/ (Decrease) (\$ millions)	Increase/ (Decrease) %
	Increase in School Generated Fund Revenues due to change in services provided	30.2	29.8	0.4	1.3
•	Net investment income increase due to interest earned on retrofit lease	3.2	2.7	0.5	18.5
•	Increase in Noon Supervision and elementary/junior incidental fee revenue (reflects increase in the fee rate and the number of students served)	6.0	5.5	0.5	9.1
•	Charter Transportation Fee revenue increase	8.3	6.3	2.0	31.8
•	Increase in sales and services revenue reflecting activity	5.0	4.0	1.0	25.0
•	Increase in staff parking revenues tied to the move to the new Education Centre	0.5	0.1	0.4	400.0
•	Increase in Chinook Learning Services mainly in Credit-Free program	8.0	7.6	0.4	5.3
	Aboriginal Pride Program (end of program)	2	0.5	(0.5)	(100.0)
•	Other net revenue decreases (foreign & ISM fees, lease revenues, rentals, secondments and REACH services)	27.3	27.5	(0.2)	(0.7)
		\$ 88.5	\$ 84.0	\$ 4.5	5.3%



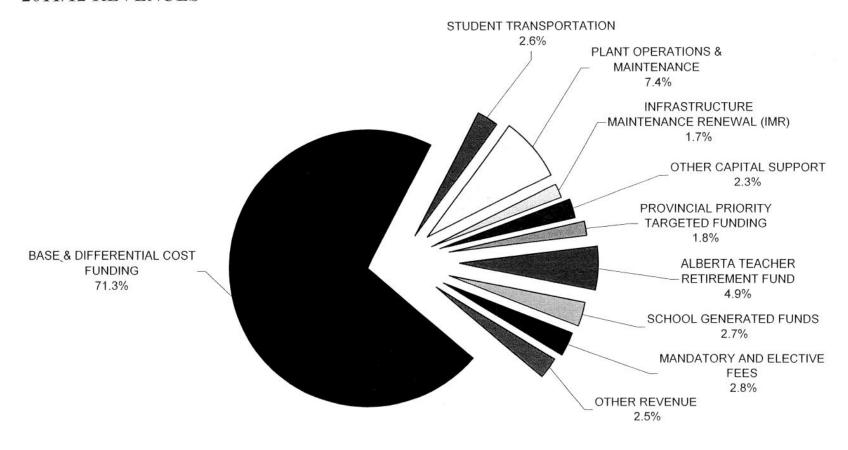
REVENUE SUMMARY

Reference	Percentage of Total	Preliminary Operating Budget 2011/12	Modified Approved Budget 2010/11	Increase/ (Decrease)	Increase/ (Decrease)
Alberta Education Funding	%	(\$000)	(\$000)	(\$000)	%
Base Instruction	61.7	678,760	649,267	29,493	4.5
Differential Cost Factors	9.6	105,592	116,374	(10,782)	(9.3)
Student Transportation	2.6	28,893	29,013	(120)	(0.4)
Plant Operations and Maintenance	7.4	81,342	82,986	(1,644)	(2.0)
Infrastructure Maintenance Renewal (IMR)	1.7	18,248	18,248	192	-
Other Capital Support	2.3	25,127	25,538	(411)	(1.6)
Provincial Priority Targeted / Other Support					
Alberta Initiative for School Improvement (AISI)	0.6	6,912	13,788	(6,876)	(49.9)
Regional Educational Assessment & Consultation Services (REACH)	0.3	3,228	3,384	(156)	(4.6)
Institutional Programs	0.5	4,801	4,566	235	5.1
Student Health Initiative (SHI)	0.3	3,673	2,896	777	26.8
Innovative Classroom Technology	0.0	•	3,410	(3,410)	(100.0)
CTS Evergreening	0.0		1,679	(1,679)	(100.0)
High Speed Networking (Supernet)	0.1	1,419	1,419	-	970
Other Ministry Support					
Alberta Teacher Retirement Fund (ATRF) - flow through	4.9	53,725	50,029	3,696	7.4
Total Alberta Education Funding	92.0	1,011,720	1,002,597	9,123	0.9
Other Revenue					
School Generated Funds	2.7	30,170	29,795	375	1.3
A Mandatory and Elective Fees	2.8	30,330	27,442	2,888	10.5
Other *	2.5	28,032	26,808	1,224	4.6
Total Other Revenue	8.0	88,532	84,045	4,487	5.3
B TOTAL REVENUE	100.0	1,100,252	1,086,642	13,610	1.3

^{*} Primarily reflects Provincial and Federal grant funding, Leasing. Rentals, other juridictions, secondments, other sales and services revenues.



2011/12 REVENUES



TOTAL REVENUES \$1,100,252 (\$000's)

BUDGETED EXPENSES



Overall planned operating expenses are projected to increase by \$16.5 million (or 1.5%) as compared to the 2010/11 Modified Approved Budget. This budget reflects employee salaries and benefits.

The organization's flexibility is somewhat constrained as approximately 77% of the CBE's Preliminary Operating Budget provides for salaries and benefits. The salary and benefit cost information presented in the 2011/12 Preliminary Operating Budget is based on certain assumptions, on past experience and on the preliminary allocation and deployment decisions made within CBE schools. It is anticipated that, overall, actual staffing decisions will not vary significantly from the budgeted information, based on past experience.

After salaries and benefits, the remaining 23% of the budget includes: services 11%; supplies and materials 8%; and amortization charges 4%.

Specific operating expenses are rising, but the economic environment has caused these increases to moderate. The CBE has limited discretion, for example, with respect to the market-driven increases in costs for utilities, construction materials, transportation diesel fuel, technology maintenance, licenses and operating supplies. As well, the organization is committed to fully fund its collective agreement obligations and to remain competitive to facilitate the attraction and retention of staff. The CBE has attempted to mitigate these cost increases through redeployment of resources, exploring internal efficiencies such as strategic sourcing, contracting to guarantee prices or implementing service level changes. Also impacting the CBE in 2011/12 is the finalization of the move into the new Education Centre and the associated capital lease costs and operational expenses which are fully accommodated in this budget.

EXPENSE SUMMARY BY OBJECT

		Percentage of Total	Preliminary Operating Budget 2011/12	Modified Approved Budget 2010/11	Increase/ (Decrease)	Increase/ (Decrease)
		(%)	(\$000)	(\$000)	(\$000)	(%)
	Continuous Salaries and Benefits	(70)	(\$000)	(\$000)	(\$000)	(,,,
	Certificated	55.9	625,229	614,834	10,395	1.7
Α	Non-certificated	19.0	212,730	211,355	1,375	0.7
8.4	Sub-total Continuous Salaries and Benefits	74.9	837,959	826,189	11,770	1.4
	Temporary Salaries and Benefits					
	Certificated	0.6	6,475	7,292	(817)	(11.2)
В	Non-certificated	1.8	20,247	19,688	559	2.8
	Sub-total Temporary Salaries and Benefits	2.4	26,722	26,980	(258)	(1.0)
	Central Services and Supplies:					
	Interest	0.9	10,544	6,092	4,452	73.1
C	Student Transportation	3.2	35,662	34,191	1,471	4.3
	Utilities	1.8	20,483	23,052	(2,569)	(11.1)
	Miscellaneous Services and Supplies	6.5	72,822	75,212	(2,390)	(3.2)
D	School Services and Supplies	3.2	35,063	34,526	537	1.6
	School Program Expenses	0.4	5,000	4,000	1,000	25.0
E	School Generated Funds	2.7	30,170	29,795	375	1.3
	Amortization	4.0	45,127	42,988	2,139	5.0
F		100.0	1,119,552	1,103,025	16,527	1.5



FULL-TIME EQUIVALENT (FTE) CHANGES

As a result of the funding increases anticipated for the CBE in 2011/12 and staff deployment decisions made by school Principals, the 2011/12 Teaching and Learning Budget projects a decrease in both the numbers of certificated staff and non-certificated staff within the CBE in the next school year as compared to the 2010/11 Modified Approved Budget. A decrease of 170.7 full-time equivalents (FTE) certificated positions (3.1)% and a decrease of 3.5 FTE non-certificated staff positions (0.2%) in schools from the 2010/11 Modified Approved Budget is currently projected. These changes primarily reflect lower staff levels tied to a lower resource allocation increase to schools than required to maintain positions beyond the projected enrolment growth and a reduction of \$5.9 million in support for the grades 4-6 small class size initiative funding.

Continuous staff salary and benefit costs are projected to increase by 1.4%, as a result of anticipated salary and benefit rate increases, and staffing level changes at schools and service units.

Educational Programs	
Alberta Initiative for School Improvement	
Service Units	

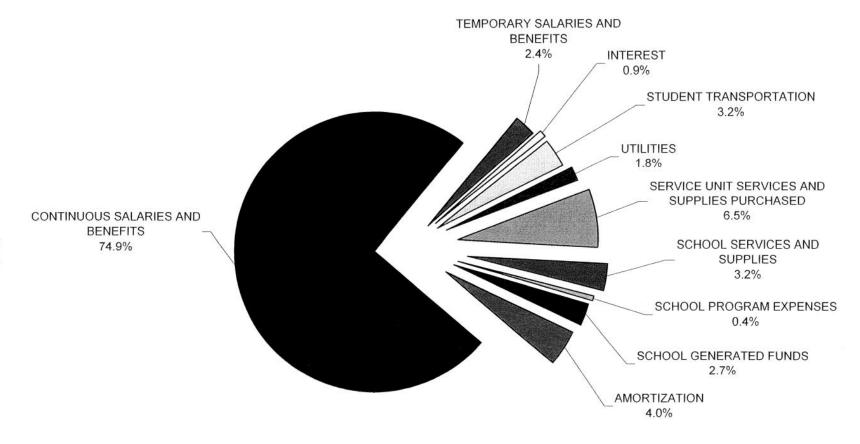
Increase (decrease) in Full Time Equivalents			
Certificated Staff	Non-certificated Staff	Total	
(170.7)	(3.5)	(174.2)	
(69.2)	000 to	(69.2)	
(38.9)	(48.7)	(87.6)	
(278.8)	(52.2)	(331.0)	

· Other major expense changes include:

Increases/(decreases) in miscellaneous supplies and services purchased: • decrease in miscellaneous supplies and services • increase in school-based supplies and services tied to school budget deployment decisions (0.1)	nillion
 increase in school-based supplies and services tied to school budget deployment decisions (0.2) 	
	(0.3)
Decrease in temporary salaries and benefits	(0.3)
Increase in interest and operating expenses for CBE-owned and leased sites	6.3
Decrease in utilities	(2.6)
Net decrease in planned expenses in Facilities and Environmental Services	(1.5)
Increase in transportation costs due to increase in fuel price and planned service offering	1.5
Decrease in Alberta Education funded debt interest tied to expense reduction	(0.4)
Amortization expense changes (both supported and Board-funded)	2.1
	4.8



2011/12 EXPENSES



TOTAL EXPENSES \$1,119,552 (\$000's)



EXPENSE SUMMARY BY SERVICE UNIT AND EDUCATIONAL SERVICES

Staff Complement 2011/12	Staff Complement 2010/11	Service Unit	Percentage of Total	Preliminary Operating Budget 2011/12	Modified Approved Budget 2010/11	Increase/ (Decrease)	Increase/ (Decrease)
(FTE's)	(FTE's)		(%)	(\$000)	(\$000)	(\$000)	(%)
		Office of the Chief Superintendent:					
7.0	8.8	Office of the Chief Superintendent	0.1	1,500	1,712	(212)	(12.4)
18.5	19.5	Legal Affairs	0.6	6,480	6,359	121	1.9
19.9	21.1	Communications	0.2	2,254	2,266	(12)	(0.5)
164.4	227.7	AREA Offices (includes AISI)	2.4	26,706	31,618	(4,912)	(15.5)
7.3	7.3	Corporate Responsibilities (includes Global Learning)	0.3	2,912	1,855	1,057	57.0
2.0	2.0	Board of Trustees	0.2	1,791	1,744	47	2.7
810.3	819.2	Facilities and Environmental Services	11.3	126,984	127,786	(802)	(0.6)
6.0	6.0		3.9	43,465	43,820	(355)	(0.8)
							VV
80.5	88.5	Finance & Business Services	0.8	9,374	9,870	(496)	(5.0)
202	323	Finance & Business Services: Corporate Responsibilities	2.2	24,228	19,158	5,070	26.5
		1. 1 1. 1 1. 1 1. 1 1. 1 1. 1 1. 1 1.					
73.9	75.9	Human Resources (includes Chinook Adult Learning)	1.7	19,074	18,937	137	0.7
52.9	46.0		0.5	5,223	5,347	(124)	(2.3)
112.8	164.2	Learning Services	1.6	17,662	23,330	(5,668)	(24.3)
-	я.	Learning Services: Corporate Responsibilities	0.0	64	64	-	
186.6	212.7	Learning Innovation	2.5	28,343	31,413	(3,070)	(9.8)
-		Learning Innovation: Corporate Responsibilities	1.4	15,566	14,079	1,487	10.6
							, , , ,
1,542.1	1,698.9	Sub-total - Service Units	29.7	331,626	339,358	(7,732)	(2.3)
7,240.8	7,415.0	Educational Services (Schools and Programs)	70.3	787,926	763,667	24,259	3.2
8,782.9	9,113.9	Total	100.0	1,119,552	1,103,025	16,527	1.5
(331.0)		Increase (Decrease)		16,527			
		moreage (Degreease)					
(3.6)%		Percentage		1.5%			

^{*} includes Professional Improvement Fellowships and Secondments



T	Cotal Expenses	FTE's	(\$000)
	Preliminary Operating Budget 2011/12	8,782.9	1,119,552
	Modified Approved Budget 2010/11	9,113.9	1,103,025
Ne	et increase(decrease) to be explained	(331.0)	16,527
Re	epresented by:		
a)	Continuous salaries and benefits increase (decrease)		
	Certificated staff decrease at schools	(170.7)	(16,649
	Alberta Teacher's Retirement Fund flow-through		3,695
	Non-Certificated staff decrease at schools	(3.5)	(202
	AISI-certificated staff reductions	(69.2)	(6,398
	Certificated staff at service units	(38.9)	(5,165
	Non-Certificated staff at service units	(48.7)	(5,146
	Salary increases, grid increments and miscellaneous for all service units and schools		41,635
	cutary more description and miscontained on an outries and outro	(331.0)	11,770
b)	Temporary salaries and benefits and other expenses increase(decrease)		
	Changes in deployment decisions under supplies and services made by principals		(181
	REACH - transfers to support projected salary cost increases		(307
	Student Health Initiative - increase to reflect the planned level of activities		885
	Corporate responsibility related to transportation shortfall tied to the fee schedule		(475
	Cbe-learn - transfers to support increase in staffing costs		(683
	Fees, donations, fundraising, other sales & services - increase to reflect the current level of	factivities	375
	Learning Centre annual contract not renewed	dottvitico	(190
	Aboriginal Pride program ended (end of 3 year initiative)		(117)
	Schools temporary staff salary increase		482
	CTS Evergreening initiative (end of 3 year initiative)		(1,679)
	Software and maintenance agreements and contracts increase		1,855
	Chinook Learning Services- Adult program expense increase		312
	System transformation provision (contingency)		1,000
	Net decrease in Human Resources for projects and programs		(320)
	Debenture interest decrease		(411)
	Net reduction in utilities		(2,569)
	Leasing expenses reduced at schools		(180
	Transportation - increase in costs to reflect the Student Transportation service offer		1,471
	Facilities and Environmental Services - Service delivery changes		(1,683)
	New Education Centre incremental operating costs		1,375
	Incremental Capital lease interest expense for new Education Centre		3,670
	Safran Centre operating costs		353
	Provision for non-collection (Noon supervision fees)		200
	Interest expense increase on retrofit lease		933
	Interest expense increase on performance contracts		251
	Innovative Classroom Technology Funding (Smartboards) completed (end of 3 year initiative	9)	(3,410)
	Use of anticipated carryforward surplus amounts in schools in support of staff retention	-/	2,500
	Amortization expense increase		2,300
	Miscellaneous line item amounts in Service Units		6000
	Other		(452)
	Ould		(387) 4,757
	TOTAL	(224.2)	
	TOTAL	(331.0)	16,527

RESERVES



USE OF OPERATING RESERVES, UNRESTRICTED NET ASSETS (UNA) AND DESIGNATED FUNDS

In previous fiscal years, the organization, through the Board of Trustees' approval, had been able to transfer surplus operating funds into specified Operating Reserves. The terms and conditions of these reserves allow for the utilization of these reserves by the Board of Trustees, including mitigating a planned operating deficit. The organization is responding to the shortfall of revenues against planned expenses for the 2011/12 school year by utilizing all available operating reserves, school and service unit designated funds and unrestricted net assets (UNA). The anticipated August 31, 2011 balance of all available operating reserves, designated funds and UNA is expected to amount to approximately \$16.3 million and will be applied in its entirety to support expenses in the 2011/12 Preliminary Operating Budget. The use of any operating reserves to support expenses is solely a one-time, non-sustainable funding source. Administration predicts that there will be no available operating reserves at August 31, 2012, which will place the organization at risk to address any unknown or emergent matters going forward.

USE OF BOARD CAPITAL AMORTIZATION

The organization will further support general operational expenses through a reduced expenditure plan in the CBE's approved Board-funded Capital budget. The Capital budget, which was approved by the Board of Trustees on May 14, 2011, included a provision where an under-spend of \$3.0 million in Board-funded capital is utilized on a one-time basis to support 2011/12 general operating expenses.

In summary, it is expected that there will be a total of \$19.3 million in available operating reserves, unrestricted net assets (UNA), designated funds and the amortization reserve to support 2011/12 operating expenses.

OPERATING RESERVES NOT UTILIZED

This Preliminary Operating Budget excludes the following operating reserves to support 2011/12 planned operating expenditures:

- Unrealized Investment Gains and Losses Reserve Fund. Exclusion of these amounts is based upon the absence of finalized and confirmed transactions tied to the actual realization of these gains.
- Continuing Education Fee Stabilization Reserve Fund. This is a restricted operating reserve for Adult Education purposes at Chinook Learning Services and, in accordance with Alberta Education reporting guidelines, cannot be used in support of K-12 educational programs.
- Music Funds at Schools. These are restricted funds kept at the school level to support this program, raised entirely from fees.



OTHER FUNDING SOURCES

The following operating reserves, designated funds, contribution from the capital amortization reserve and unrestricted net assets, are proposed to be utilized in the operating budget to support budget balancing:

	Preliminary Operating Budget 2011/12 (\$000)	Modified Approved Budget 2010/11 (\$000)	Increase/ (Decrease) (\$000)	Increase/ (Decrease)
Operating Reserves				
Utility Expense Stabilization	3,352	2,300	1,052	45.7
Snow Removal Stabilization	200	-	200	100.0
General Instruction	1,000	2,000	(1,000)	(50.0)
Fiscal Stability	2,000	3,000	(1,000)	(33.3)
Administrative Systems Renewal	2,248	3,074	(826)	(26.9)
System Transformation	1,500	-	1,500	100.0
Designated Funds				
Schools Designated Funds	2,500	1,500	1,000	66.7
Service Unit Designated Funds	2,500	7/2	2,500	100.0
Contribution from Amortization Reserve	3,000	2,009	991	49.3
Unrestricted Net Assets	1,000	2,500	(1,500)	(60.0)
TOTAL OTHER FUNDING SOURCES	19,300	16,383	2,917	17.8

APPENDIX 1: STUDENT COUNTS



COMPARATIVE ENROLMENT SUMMARY

	Budget Projection 2011/12	Modified Approved Budget (Note 3)2010/11	Projected Difference
Elementary	42,581	41,601	980
Junior High	20,801	20,923	(122)
Senior High	24,497	24,761	(264)
Severely Disabled Students (profile count) excluding Unique Schools	2,583	2,583	(w)
Unique Schools and Programs (Note 1)	1,853	1,898	(45)
Subtotal (Note 2)	92,315	91,766	549
Kindergarten	7,667	7,482	185
Chinook Learning Services (<20 years, head count)	2,700	2,789	(89)
Cbe-learn Cbe-learn	650	637	13
Total	103,332	102,674	658

Unique Schools and Programs include the following: Note 1:

AADACDr. Gordon Townsend

Westview Christine Meikle Emily Follensbee William Roper Hull

Children's Village Home Education Wood's Homes (including Young Adult Program)

Discovering Choices Nexus Trust

Dr. Oakley

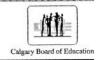
Of the projected Grades 1 to 12 students, 603 are not Provincially funded since they are supported by Federal grants or non-resident Note 2: student fees (foreign students).

Note 3: Based on September 30, 2010 student count which does not reflect the elimination of students who are registered in more than one district.

Information (a): English as a Second Language is considered a secondary coding by Alberta Education and, accordingly, English Language Learners are not identified separately in this schedule. Such students could be represented as part of any one of the above categories of students. The projected number of ESL-funded English Language Learners is 22,955, or +5.4% (21,774 for 2010/11).

(b): Self identified Aboriginal is considered a secondary coding by Alberta Education and, accordingly, students qualifying for such status are not separately identified in this schedule. Such students could be represented as part of any one of the above categories of students. The projected number of aboriginal students at the CBE in 2011/12 is 3,405, or +11.3%, based totally on self-identification (3,058 students for 2010/11).

APPENDIX 2: SCHOOLS & PROGRAMS



In 2011/12, the CBE will continue to address the need for public schools in the new and developing communities of the City of Calgary. In addition, the CBE will also address the need for major modernizations of identified schools in established communities in the City of Calgary.

In January 2008, the Provincial Government announced five new P3 schools for the CBE. There are four grades 5-9 schools for the communities of Coventry Hills, Taradale, Panorama Hills and Tuscany scheduled to open for the 2012/13 school year and a new high school for northwest Calgary, scheduled to open for the 2013/14 school year.

A new West Calgary High School (Ernest Manning replacement school) is scheduled to open for the 2011/12 school year.

Funding has been provided in the budget to implement or expand the following alternative programs or program renewal initiatives in 2011/12:

- Spanish Bilingual expansion at Westgate School,
 William Aberhart High School, Bishop Pinkham School and Dr. E.P. Scarlett High School
- German Bilingual expansion at Thomas B. Riley School
- Grade expansion at The Hamptons School
- Traditional Learning Centre expansion at Glamorgan School, Sir Wilfrid Laurier School and Dr. J.K. Mulloy School

- French Immersion expansion at Janet Johnstone School, Valley Creek School and Bishop Pinkham School
- Mandarin Bilingual expansion at Midnapore School and program move to Highwood School
- Montessori expansion at Captain John Palliser School
- All Boys' Alternative Program opening at Sir James Lougheed School

Note: See page 46 for Area map.

APPENDIX 3: FEE INFORMATION



2010/11

2011/12

The Preliminary Operating Budget incorporates revenues to be received from fees charged to students and parents. The most common of these fees are summarized below:

		\$	\$
Instructional Supplies and Materia	als Fees (ISM):		
Kindergarten (half day)		15.00	15.00
Kindergarten (full day prog	gram when offered)	30.00	30.00
Elementary (Grades 1 to 6		30.00	30.00
Junior High (Grades 7 to 9		105.00	105.00
Senior High (Grades 10 to		132.00	132.00
Family Maximum*		264.00	264.00
	e approved rate for Senior High School students.		
CBe-learn			
1 course		66.00	66.00
2 courses		99.00	99.00
3 or more courses		132.00	132.00
Senior High School Stude	ents Directed to Chinook Learning Services or CBe-learn:		
(a) non-refundable instruc	ctional resource fee (per course)	60.00	60.00
(b) textbook rental fee, ba	ased on the total value of textbooks for courses taken		
(including a refundable	e caution fee of \$60.00)	85.00	85.00
(c) performance bond of u	up to \$220.00 (2010/11 - \$220.00) for a five credit course will be required of students 19		
years of age or younge	er for each course they are repeating in the Fall and Winter semesters. All students		
attending the Summer	r semester are required to pay a performance bond. The amount of the performance		
bond, minus the non-re	refundable instructional resource fee, will be refunded if the student achieves the		
requirements as set by	y Alberta Education.		
Transportation Fees:			
Calgary Transit (net of ann	nual rebate of \$150,000	\$392.50	357.50
Ineligible Transit (per year		\$542.50	542.50
Kindergarten Charter (per	· · · · · · · · · · · · · · · · · · ·	\$215.00	200.00
Elementary (Grades 1-6) (\$295.00	200.00
Junior High (Grades 7-9)		\$335.00	200.00
Junior High (Grades 7-9) (\$335.00	200.00
Eligible Special Needs Stu		\$295.00	200.00

Elective Elementary Noon Supervision Fees: Non bus eligible students **** Kindergarten (full-day – Five day program) 295.00 280.00 Elementary (Grades 1 to 6 – Five day program) 240.00 230.00 Elementary (Grades 1 to 6 – Four day program) 240.00 230.00 Elementary (Grades 1 to 6 – Four day program) 240.00 230.00 Elementary (Grades 1 to 6 – Four day program) 240.00 230.00 **** Non bus eligible students are those students who live within the school's designated walk zone or attend a school other than their designated school. Bus eligible students **** 295.00 - Elementary (Grades 1 to 6 – Five day program) 295.00 - Elementary (Grades 1 to 6 – Four day program) 240.00 - Elementary (Grades 1 to 6		Transportation Fees (Cont.): Family Maximum (established at two times the approved charter rates for eligible Charter Transportation students) eliminated in 2011/12 Conditional Charter ** The fees associated with Calgary Transit student monthly bus passes will be provided on an equitable basis with the fees for charter bus transportation for Junior High students. As a result, the CBE will continue to provide an approved rebate for the eligible Junior High students with Calgary Transit student monthly bus passes at \$20.75 per month for 2011/12 (\$34.25 per month for 2010/11). For those bus-eligible students who access transportation services and pay a transportation fee, those students do not pay a noon supervision fee.	N/A 335.00	400.00 200.00
Kindergarten (full-day – Five day program)				
Name Student Student		Kindergarten (full-day – Five day program) Elementary (Grades 1 to 6 – Five day program) Kindergarten (full-day – Four day program) Elementary (Grades 1 to 6 – Four day program) *** Non bus eligible students are those students who live within the school's designated walk zone or attend a school other	295.00 240.00	280.00 230.00
Elementary (Grades 1 to 6) Junior High (Grades 7 to 9) Elective Musical Instrument Rental Fees: Elementary Program Annual Annual Summer Annual Annual Annual Annual Summer Annual Summer Annual Summer Annual Summer Annual Summer Annual Summer Summer As annual Summer Student Parking Fees:	R-20	Kindergarten (full-day – Five day program) Elementary (Grades 1 to 6 – Five day program) Kindergarten (full-day – Four day program) Elementary (Grades 1 to 6 – Four day program) **** Superintendents' Team approved a noon supervision fee for those bus-eligible students who	295.00 240.00	
Elementary Program		Elementary (Grades 1 to 6)		
		Elementary Program Annual Summer Junior High Program Annual Summer Senior High Programs Annual Summer	30.00 65.00 30.00 85.00	30.00 65.00 30.00 85.00
			30.00	25.00

6-3

APPENDIX 4: PROVINCIAL BUDGET/FUNDING FRAMEWORK



BUDGETED REVENUES

It should be noted that approximately 90% of the CBE's budgeted revenues come from Provincial grants. The amounts of these grants are determined, for the most part, by the number of students attending CBE schools and by the specific complex needs of some of these students. Accordingly, much of the information presented in the Preliminary Operating Budget is based on student enrolment projections and expected complexity for the 2011/12 school year.

In January 2008, a Memorandum of Agreement (MOA) was signed between the Province and the Alberta Teachers' Association which tied annual salary increases to the Alberta Average Weekly Earnings Index. The Province, in 2011/12 has increased solely the base instruction grants by 4.54%.

PROVINCIAL GRANTS

The Provincial grants incorporated in the 2011/12 Preliminary Operating Budget fully reflect all relevant and known information from Alberta Education and the Provincial budget announced February 24, 2011.

To better meet the needs of school boards and their students, Alberta Education introduced the Renewed Funding Framework beginning September 2004. Under this framework, Alberta Education allocates funding to school boards according to their unique circumstances and complexities recognized, in part, by the numbers of students with special needs, First Nations, Métis, Inuit (FNMI) students, and English Language Learners (ELL) students. As well, additional funding is allocated to those jurisdictions with small schools by necessity and a higher than average cost of living (applies to non-salary components only and is being phased out).

As part of Alberta Education's Renewed Funding Framework, funding allocations are provided with minimal conditions. School jurisdictions are provided with the flexibility to allocate funding based on local priorities and student needs. This gives the CBE the flexibility to decide how to spend its resources, with the exception of those grants related to the Alberta Initiative for School Improvement (AISI), High Speed Networking (Supernet), and the Student Health Initiative. In addition, resources provided to support Regional Educational Assessment & Consultation Services (REACH) and Institutional programs must all be deployed to support these programs. Guidelines are still maintained to establish a maximum allocation of total expenditures (4%) on Board Governance and System Administration, and this Preliminary Operating Budget is within the prescribed percentage.

With the increased flexibility provided by the renewed funding framework comes an increased emphasis on local accountability for results or outcomes. Accordingly, most of the inputs affecting reporting and expenditure directions have been removed and replaced by increased emphasis on outcome measurement. CBE performance will be measured by assessing current results against past performance and specific, well-defined outcomes and targets established by the CBE through its approved Three-Year Education Plan 2011-2014. These results will be reported in the Annual Education Results Report.

APPENDIX 5: CBE COMMITMENT



As a learning organization, the Calgary Board of Education is committed to ensuring success for each student, every day, no exceptions and to ensuring that each student, in keeping with his or her individual abilities and gifts, will complete high school with a foundation of learning to function effectively in life, work and continued learning.

As a responsible steward of the public trust, the Calgary Board of Education is committed to efficiently managing resources for organizational effectiveness and to prudently investing in the organization's strategic direction on behalf of student learning and the achievement of the Board of Trustees' Ends.

For our students

- Priority spending to maintain as many staff as possible in schools in recognition of their role as students' primary learning resources.
- · Focused investment in providing students flexibility in their learning and a relevant and rigorous curriculum for every talent and interest.
- Continued support and investment in the resources and infrastructures that advance the personalization of learning within an inclusive educational system.
- Continued support for students with complex learning needs.
- Support for a broad spectrum of programming choices.

For our staff and schools

- Continued flexibility in resource deployment to allow schools and areas to address student learning needs and respond to local contexts.
- Organizational redesign to ensure principals and teachers can focus more directly on instructional design and leadership and to ensure access to specialized professional support networks.
- Continued support for job-embedded professional learning.
- Continued support for the development of an engaged workforce with an active role in professional learning and career development.
- Investment in technology and facility infrastructures that support trusted, safe, effective and innovative working and learning environments.

For our community

- Values-based decision making informed by public priorities and interests.
- · Continued support for regular and alternative programming choices.
- · Balance of short-term and long-term perspectives for cost management, cost containment and asset management, modernization and renewal.
- Continued investment in engaging the public in the work of public education.

APPENDIX 6: BOARD OF TRUSTEES' POLICY-ENDS





CALGARY BOARD OF EDUCATION

Board of Trustees' Policy – Ends Monitoring Method: Internal Monitoring Frequency: Annually

Adopted: May 3, 2005

E-1: Mega End

Each student, in keeping with his or her individual abilities and gifts, will complete high school with a foundation of learning to function effectively in life, work and continued learning.

E-2: Academic Success

Each student will possess the knowledge, skills and attitudes required for academic success and be effectively prepared for life, work and further learning.

Accordingly, each student will meet or exceed provincial grade-level standards of achievement in the following areas, with priority attention being focused on the attainment of literacy and numeracy skills:

- 1. Language Arts
 - (a) Read for information, understanding and enjoyment.
 - (b) Write and speak clearly, accurately and appropriately for the context.
 - (c) Understand and appreciate literature.
 - (d) Have the opportunity to learn languages other than English, and to attain second language levels of proficiency and cultural awareness to prepare them for participation in the global environment.
- 2. Mathematics
 - (a) Understand and use knowledge of mathematics to solve problems in business, science and daily life.
- 3. Science
 - (a) Understand the physical world, ecology, and the diversity of life.
 - (b) Understand the scientific method, the nature of science and technology, and their application to daily life.
- 4. Social Studies
 - (a) Know the history and geography of Alberta and Canada and have a general understanding of world history and geography.
 - (b) Understand Canada's political, legal, economic and social systems within a global context.
- 5 Arts
 - (a) Understand and appreciate the arts and the creative process.
- Information Technologies
 - (a) Understand and demonstrate competence in using information technologies.



E-3: Citizenship

Each student will be a responsible citizen by being an informed and involved member in his or her local, national and global communities.

Accordingly, each student will:

- 1. Participate in developing and maintaining our Canadian civil, democratic society;
- 2. Understand the responsibilities of citizenship in local, national and international contexts;
- 3. Respect and embrace cultural diversity;
- 4. Develop the skills necessary to work and communicate effectively with others;
- 5. Actively contribute to creating a better local and global community.

E-4: Personal Development

Each student will acquire the skills, attitudes and knowledge to achieve personal highest potential.

Accordingly, each student will:

- 1. Identify and actively develop individual gifts, talents and interests;
- 2. Love learning;
- 3. Be a critical and creative thinker;
- 4. Be a confident and autonomous individual;
- 5. Demonstrate the ability to adapt to changing environments;
- Develop the resiliency to overcome failure;
- Self-evaluate, set goals and strive to continuously improve;
- 8. Demonstrate commitment to make a difference based upon personal convictions;
- 9. Develop and maintain a healthy, active lifestyle.

E-5: Character

Each student will possess the character to do what is right, act morally with wisdom, and balance individual concerns with the rights and needs of others.

Accordingly, each student will demonstrate:

- 1. Integrity;
- 2. Compassion:
- 3. Decency;
- 4. Civility;
- Fairness;
- 6. Courage;
- 7. Initiative:
- Perseverance;
- 9. Respect;
- 10. Optimism;
- 11. Responsibility

6-3

APPENDIX 7: INTERIM THREE YEAR EDUCATION PLAN 2011-2014



The Three Year Education Plan supports the achievement of the Board of Trustees' Ends and provides examples of budgetary linkages between the strategies articulated in the Interim Three Year Education Plan 2011-2014 and planned resourcing of the organization for the 2011/12 school year:

Each student, in keeping with his or her individual abilities and gifts, will complete high school with a foundation of learning to function effectively in life, work and continued learning.

Outcome: Student Success

A. Personalize Learning

	Examples of Organizational Resourcing to Implement Strategy
Articulate and advance a coherent, system- wide vision of high quality teaching and	 Schools are resourced through the Resource Allocation Method (RAM) to meet student learning outcomes as articulated in their School Development Plans.
learning.	 The Office of the Chief Superintendent is resourced to implement and monitor personalized learning for each CBE student.
	 Area Offices are resourced to provide operational assistance and instructional advice to principals in support of personalized educational delivery in their school.
	 Learning Innovation is resourced to expand and enhance learning opportunities for students through digital technologies.
	 Learning Services is resourced to develop and promote standards of practice that elevate student engagement and agency and the design and assessment of rigorous and relevant tasks.
Implement a well-articulated framework for system-wide inclusive practices.	 Schools are resourced through the Resource Allocation Method (RAM) to meet student learning outcomes as articulated in their School Development Plans.
	 Learning Innovation is resourced to facilitate access to anytime anyplace learning experiencing.
	 Learning Services is resourced to promote accessible, rigorous and relevant programming that is responsive to the learning needs of all students.



A. Personalize Learning (Cont.)

	Examples of Organizational Resourcing to Implement Strategy
 Support instructional practices that reflect Alberta Education's competency-based conceptions of literacy and numeracy. 	 Schools are resourced through the Resource Allocation Method (RAM) to meet student learning outcomes as articulated in their School Development Plans.
	 Learning Services and Learning Innovation are resourced to create opportunities for students to pursue a variety of learning pathways in alignment with Alberta Education's curriculum outcomes and competencies.
	Area Offices are resourced to assist and monitor the implementation of Alberta Education policies.

B. Build Our Capacity

	Examples of Organizational Resourcing to Implement Strategy
Establish district-wide professional development in support of personalized	 Schools are resourced through the Resource Allocation Method (RAM) to meet improvement goals as articulated in their School Development Plans.
learning and district coherence.	 The Office of the Chief Superintendent is resourced to implement and monitor personalized learning for each CBE student.
	Learning Innovation is resourced to support schools in understanding, accessing and using digital learning resources to advance the personalization of student learning.
	 Learning Services is resourced to support schools in bridging research, theory and practice in relation to students, instructional content, assessment and professional development to advance the personalization of student learning.
Promote a workplace culture that ensures continuous improvement in program	 Schools are resourced through the Resource Allocation Method (RAM) to meet improvement goals as articulated in their School Development Plans.
provision, service delivery, and professional learning across the system.	 Learning Services is resourced to design and implement consistent in-depth processes to support students through times of transition.
	Human Resources is resourced to create and deliver professional development and learning opportunities to CBE employees.
	The Office of the Chief Superintendent is resourced to enable a workplace culture that is adaptive and responsive.
	 Finance and Business Services is resourced to provide analytics and articulate opportunities in the organization for improvement opportunities.

B. Build Our Capacity (Cont.)

	Examples of Organizational Resourcing to Implement Strategy
Develop integration strategies to maximize impact on student success across Calgary Board of Education Ends.	The Office of the Chief Superintendent is resourced to develop strategies to implement a system-wide intentional focus on the instructional core.
	 Learning Innovation is resourced that support the infusion of learning technologies and technical support into the instructional core.
	 Learning Services is resourced to develop and promote standards of practice that elevate student engagement and agency and the design and assessment of rigorous and relevant tasks.
	 Facilities and Environmental Services is resourced to ensure that CBE schools are well maintained to foster an educational environment that is safe, caring and is fully supports student achievement.

C. Engage Our Public

The Office of the Chief Superintendent is resourced to articulate the organization's
strategic goals and receive feedback from stakeholders regarding any commentary for improvement.
 Communications Services is resourced to convey the purpose, core messages and success of the CBE with internal and external communities.
 Community Engagement and Operational Planning is resourced to engage community members in articulating values and priorities in facility and programming decisions.
 Community Engagement and operational planning is resourced to support the organization in a wide range of engagement strategies.
 The Office of the Chief Superintendent is resourced to engage staff and affirm and reinforce a positive and supportive workplace culture in all CBE Service Units and Schools.
 Human Resources is resourced to orient new employees to the CBE, to articulate the mandate and desired outcomes of the organization.
 Human Resources is resourced to create the Resource Allocation Method Staffing Companion to ensure sound and consistent spring and fall staffing practices at the school level.
 Communications Services is resourced to ensure internal communications are strategic, timely and clear.
Learning Services and Learning Innovation are resourced to promote and manage collaborations with external organizations in support of public education.



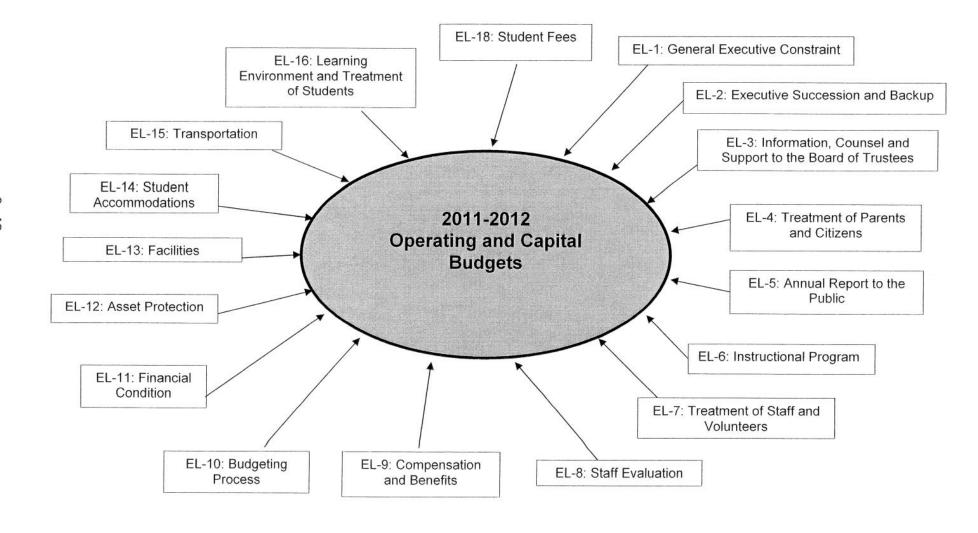
D. Steward Our Resources

	Examples of Organizational Resourcing to Implement Strategy
Facilitate collective capacity for resource creation, coordination, and integration.	The Office of the Chief Superintendent is resourced to foster an innovative environment and create integration across all CBE service units and schools.
	 Facilities and Environmental Services is resourced to ensure full coordination with Alberta Education regarding the maintenance and modernization needs of CBE schools.
	Corporate Financial Services is resourced to ensure full utilization of CBE financial resources in the school year.
Improve access to data that supports transparent decision making.	The Chief Financial Officer and Corporate Treasurer is resourced to ensure rigorous stewardship of the organization's financial and other resources.
	 Learning Innovation is resourced to create a framework for information management throughout the CBE and to enable CBE staff to access, analyze and interpret data related to students and their learning needs.
	 Learning Services is resourced to develop and implement system research initiatives to support evidence-based practices in the personalization of learning.
Increase alignment of business practices with external efficiency standards.	Finance and Business Services is resourced to provide analytics that benchmark and compare input and outputs against like organizations.
	 Finance and Business Services is resourced to analyze business processes and provide strategies and recommendations for improvement.
	 Facilities and Environmental Services are resourced to monitor and analyze utility use and provide recommendations to improve energy efficiency.

APPENDIX 8: BOARD OF TRUSTEES' POLICY-EXECUTIVE LIMITATIONS



CBE's Board of Trustees' Executive Limitations Policies provide the essential guidance for the development of the 2011/12 Operating and Capital budgets. These distinct policies are depicted as follows:





The Preliminary Operating Budget provides additional specific resources to support compliance to the Board of Trustees Executive Limitations:

EL-1: General Executive Constraint

- The Office of the Chief Superintendent is resourced to ensure all Schools and Service Units are in full compliance with the Board of Trustees' Executive Limitations.
- Communications Services and Community Engagement and Operational Planning (CEOP) are resourced to facilitate authentic and genuine stakeholder engagement.
- The Office of the Corporate Secretary is resourced to improve governance capacity.
- The Chief Financial Officer and Corporate Treasurer is resourced to ensure that business processes and procedures are in alignment with accepted business practices.

EL-2: Executive Succession and Backup

The Office of the Chief Superintendent and Human Resources are resourced to ensure full continuity of certificated and non-certificated leadership capacity.

EL-3: Information, Counsel and Support to the Board of Trustees

- . The Office of the Chief Superintendent is resourced to fully support the needs of the Board of Trustees.
- · Legal Affairs is resourced to enable prudent and informed decision making regarding all statutory matters that impact the organization.
- Facilities and Environmental Services is resourced to report asset conditions and any required remediation plan for Board of Trustees' approval.
- Communications Services is resourced to assist the Board of Trustees in communicating with the public, highlighting acedemic or extra-curricular achievements by CBE students.
- Corporate Financial Services is resourced to ensure that any required financial advice to the Board of Trustees including options analysis and recommendations
 are readily available.



EL-4: Treatment of Parents and Citizens

- . The Office of the Chief Superintendent and Area Offices are resourced to ensure all stakeholders are engaged in a thoughtful, tactful and respectful manner.
- Community Engagement and Operational Planning is resourced to provide forums to engage the community at large regarding student accommodation in a consistent manner and repecting the Board of Trustees' approved engagement process.
- Communications Services is resourced to articulate the CBE's personalised educational strategies to the community at large.
- Community Engagement and Operational Planning is resourced to consult with Parents and other interested stakeholders regarding any proposed changes to noon supervision and transportation fees.

EL-5: Annual Report to the Public

- . Communications Services is resourced to publish in hard copy and to the CBE external website the Annual Report to the Public.
- Corporate Financial Services is resourced to ensure easily understood annual financial performance information is embedded within the Annual Report to the Public.

EL-6: Instructional Program

- . Schools are resourced through the Resource Allocation Method (RAM) to meet student learning outcomes as articulated in their School Development Plans.
- . Human Resources is resourced to ensure that the organization has highly qualified staff to work within and lead the instructional programs in CBE schools.
- . Learning Services is resourced to ensure that contracted external services are responsive to the personalized instructional needs of students.
- Community Engagement and Operational Planning is resourced to develop and implement the System 3-Year Student Accommodation Plan and the 10-Year Long Range Student Accommodation Strategy.
- · Learning Services is resourced to ensure that the instructional program meets all Alberta Education requirements.
- Learning Innovation is resourced to ensure technology is leveraged into instructional practices at CBE schools.



EL-7: Treatment of Staff and Volunteers

- Transportation Services is resourced to review with schools administrative strategies to support bus drivers and bus aids in facilitating the safe and effective transportation of students.
- · Corporate Security is resourced to ensure the provision of safe working conditions for students, volunteers and staff.
- The Freedom of Information, Privacy and Protection (FOIPP) Office is resourced to ensure that all prescribed requirements under FOIPP Legislation are adhered to.
- · Centres of Excellence is resourced to provide advice in the areas of recruitment and retention of staff.
- Human Resources is resourced to ensure that staff are provided updates pertinent to them through Human Resources e-bulletins.
- Communications Services is resourced to ensure internal communications are clearly articulated, primarily through e-mail or the Staffroom.

EL-8: Staff Evaluation

- · Human Resources is resourced to design and build employee staff evaluation systems and processes to be used at the system and school level.
- . Human Resources is resourced to develop staff evaluation processes that are fair, impartial and provide employees with constructive feedback.
- Human Resources is resourced to evaluate, audit and assess people practices to ensure alignment with organizational needs.

EL-9: Compensation and Benefits

- . Human Resources is resourced to ensure that all position classification methodology is fair and transparent.
- . Human Resources is resourced to assist employees who are considering retirement by offering pre-retirement planning sessions to participating employees.



EL-10: Budgeting Process

- Finance and Business Services is resourced to ensure that annual Capital and Operating Budgets are developed in full alignment with the Board of Trustees Ends.
- Community Engagement and Operational Planning is resourced to project system and school by school student enrolments for the following school year and in support of Spring staffing.
- Community Engagement and Operational Planning is resourced to project system enrolments to facilitate revenue planning regarding grant funding to be received from Alberta Education.
- Budget and Corporate Reporting is resourced to ensure that the Resource Allocation Method (RAM) to schools regarding allocations to schools are well documented, easily understood and in a format easily utilized by school Principals.
- School Financial Operations is resourced to ensure that Principals are supported regarding deployment decisions and position management concepts during Spring staffing through one-on-one sessions.

EL-11: Financial Condition

- Budget and Corporate Reporting is resourced to provide any required analysis of the CBE Operating Budget.
- · Corporate Financial Services is resourced to upgrade and maintain key financial systems.
- Architectural & Engineering Services is resourced to ensure that capital expenditures are compliant with contractual terms and comply with Board and Ministerial approvals.
- The Chief Financial Officer and Corporate Treasurer is resourced to ensure that any excess cash is prudently invested in the short or long-term.
- Student Information Record System (SIRS) Department is resourced to capture certain fees information.
- Corporate Financial Services is resourced to ensure internal controls meet or exceed audit standards and to ensure that the CBE receives an unqualified audit
 opinion in the annual Audited Financial Statements.
- Corporate Financial Services is resourced to support the year-end audit including reports to the Board of Trustees and its Audit Committee.
- Corporate Financial Operations is resourced to ensure the accounting cycle is fully executed.
- · Corporate Financial Operations is resourced to ensure the successful centralized collection of the noon supervision fee.



EL-12: Asset Protection

- Facilities and Environmental Services is resourced to ensure the timely provision of emergent maintenance needs through the work order and trades dispatch process and maintain operating records of work initiated, ongoing and completed.
- Purchasing Services is resourced to ensure ethical and transparent procurement practices and ensuring strategic procurement.
- Risk Management is resourced to ensure full risk mitigation for Board activities and preventing financial loss through ensuring adequate insurance coverage.
- Safety Services is resourced to develop work safe best practices and communicating to all CBE employees.
- Records Management is resourced to ensure compliance with all legislation and to ensure that disposals are performed in a fully secure manner.
- Legal Affairs is resourced to review contracts as resources permit.
- Corporate Security is resourced to advise on the protection of assets and to provide representation of interagency groups such as the Safer Calgary Coalition and the Calgary Emergency Management Agency.
- Central Facilities Services and Facility Operations are resourced for the upkeep and operational maintenance of facilities to ensure overall cleanliness.
- Energy and Environmental Services is resourced to implement energy savings strategies.
- Maintenance Projects are provided Infrastructure Maintenance and Renewal (IMR) funds to ensure that funds are fully utilized for repairs and maintenance.
- Facility Security is resourced to provide off-hours security for CBE properties, restricted entry control processes and overall maintenance of swipe cards, rekeying and alarm monitoring.



EL-13: Facilities

- Capital Planning and Development is resourced to ensure leading best practices for Capital and Urban Planning, Architectural and Engineering, Leasing and
 Property Management and Integrated Workplace Systems Services.
- Urban and Capital Planning is resourced to represent the CBE with respect to the identification of new school sites and facilities as well as maintaining an active presence on the Joint Use Coordinating Committee (JUCC) to promote CBE interests.
- Urban and Capital Planning is resourced to annually develop and create the Ten-Year Facility Plan and the Three-Year Capital Plan.
- Architectural and Engineering is resourced for the project delivery of new school projects and modernizations as well as to provide technical advice on long-term maintenance.
- Leasing and Property Management is resourced for the effective management of CBE properties, including rentals, leases and disposal of surplus space and facilities.
- Integrated Workplace Systems Services is resourced to implement the strategic facilities information technology plan and maintain and administer the Archibus applications software for space management and facilities maintenance management.

EL-13E: Facility Condition Report Information Requirements

Central Facility Services is resourced to create and present the annual Facility Condition Report, manage central maintenance projects, maintain grounds, security and distribution services.

EL-14: Student Accommodation

- Community Engagement and Operational Planning is resourced to thoroughly research and predict demographic profile changes to the City of Calgary and perform situational and scenario analysis in support of long-term student enrolment projections.
- Community Engagement and Operational Planning is resourced to create the Three-Year System Student Accommodation Plan and the 10-Year System Student Accommodation Strategy.



EL-15: Transportation

- Community Engagement and Operational Planning is resourced to review walk zones, consider bus zones, optimize start and end times, and facilitate the safe and efficient transportation of all CBE students.
- . Corporate Financial Services is resourced to ensure that collaborative efforts are utilized to create an annual transportation fee schedule.
- Student Transportation is resourced to engage carriers to ensure bussing standards meet Provincial standards and to maintain the Versa Trans student reporting system.

EL-16: Learning Environment and Treatment of Students

- . Human Resources is resourced to ensure that there are opportunities for Professional Development to ensure seamless Administrator Succession.
- Corporate Security, Safety Services, and Corporate Risk Management are resourced to ensure the provision of safe working conditions.
- The Office of the Chief Superintendent is resourced to develop a corporate culture that affirms the value of respect.
- The Office of the Chief Superintendent is resourced to foster a continued culture of high student achievement.
- Area Offices are resourced to provide strategies to Principals to ensure safe learning conditions for students at all times.
- Schools are resourced through the Resource Allocation Method to meet student learning outcomes as articulated in the school development plans.

EL-17: Removed by the Board of Trustees on February 2, 2010

EL-18: Student Fees

- Corporate Financial Services is resourced to analyze financial information so that schools comply with fees charged to parents and students for Instructional Supplies and Materials and educational trips.
- Corporate Financial Services is resourced to ensure that the Fee waiver policy is adhered to in a consistent manner.
- . Communications Services is resourced to ensure that Parents can easily find current fees and the fee waiver information on the CBE external website.

EL-18E: Student Fees – Student Fees Report

- Corporate Financial Services is resourced to ensure that the Student Fees report is written in a clear concise manner and is easily understood by the target audience.
- Student Information Record System (SIRS) Department is resourced to provide systems and associated technical support to allow schools to create and maintain fee records.
- Corporate Financial Services is resourced to ensure that the chart of accounts facilitates reporting of the Instructional Supplies and Materials fees.

APPENDIX 9: EL-10: BUDGETING PROCESS



Adopted: June 19, 2007



CALGARY BOARD OF EDUCATION

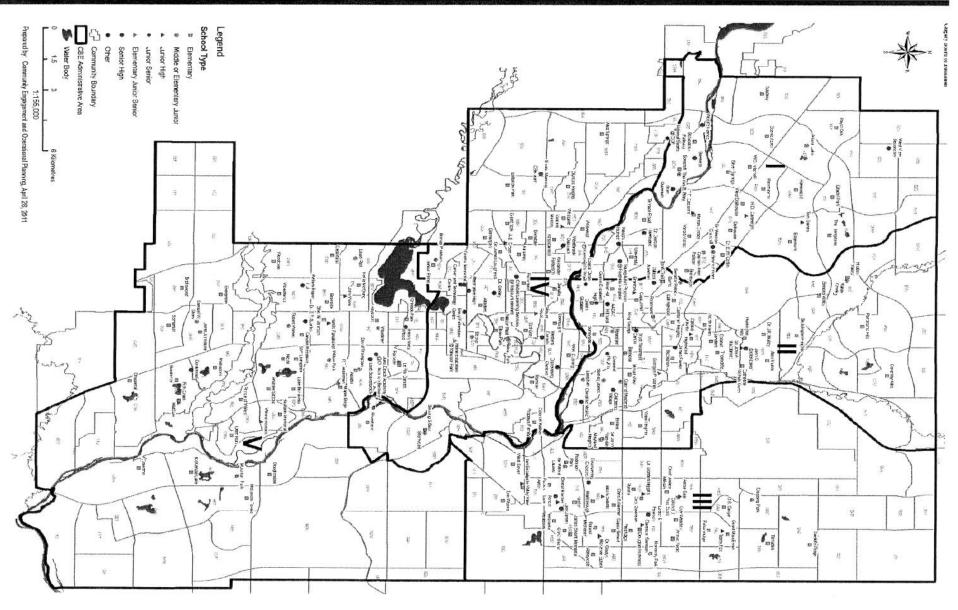
Board of Trustees' Policy – Executive Limitations EL-10: Budgeting Process Monitoring Method: Internal Monitoring Frequency: Annual

Budgeting, which includes the operating and capital budgets and the resource allocation to schools for any fiscal year or the remaining part of any fiscal year shall not deviate materially from Board of Trustees' policies, risk fiscal jeopardy, or fail to be derived from the Three-Year Education Plan. Accordingly, the Chief Superintendent shall not cause or allow budgeting which:

- 1. is not provided in a summary format understandable to a reasonably informed layperson;
- 2. contains too little information to enable credible projection of revenues and expenses, cash flow, separation of capital and operating items, and disclosure of planning assumptions;
- 3. fails to demonstrate the relationship between the proposed budget and the Ends priorities for the year;
- 4. plans the expenditure in any fiscal year of more funds than are conservatively projected to be received in that period;
- 5. endangers the fiscal or organizational capability sufficient to achieve Ends in future years;
- 6. does not provide for appropriate participation of stakeholders;
- 7. relies on fundraising/donations for the provision of basic education as provided by provincial grants and Goals and Standards applicable to the provision of basic education in Alberta, as described in Ministerial Order 004/98;
- 8. proceeds with the early release of resources for staffing at schools prior to receiving Board of Trustees' approval.

Calgary Board of Education

2011/12 AREA MAP



6-52

CALGARY BOARD OF EDUCATION

REPORT TO THE REGULAR MEETING OF THE BOARD OF TRUSTEES PUBLIC AGENDA

June 28, 2011

To:

Board of Trustees

From:

Naomi E. Johnson, Chief Superintendent of Schools

Re:

Annual Monitoring Report for Ends 5: Character

Originator: Cathy Faber, Superintendent, Learning Innovation

Resource Persons:

Ronna Mosher, Director, Office of the Chief Superintendent

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I. PURPOSE OF THE REPORT

The Chief Superintendent is required to provide an annual monitoring report for the Board of Trustees with respect to Ends 5: Character. The purpose of this report is to provide evidence demonstrating the accomplishment of the Chief Superintendent's Reasonable Interpretation for Ends 5: Character.

II. RECOMMENDATION

It is recommended:

- 1. THAT the Board of Trustees receive the information in this monitoring report as evidence of the accomplishment of the Chief Superintendent's Reasonable Interpretation for Ends 5: Character.
- 2. THAT the Board of Trustees approve the recommended change to the Reasonable Interpretation of Ends 5: Character as described in Section VI of this report.

III. REASONABLE INTERPRETATION

The Calgary Board of Education Ends 5: Character states:

Each student will possess the character to do what is right, act morally with wisdom, and balance individual concerns with the rights and needs of others.

Accordingly, each student will demonstrate:

- 1. Integrity
- 2. Compassion
- 3. Decency
- 4. Civility
- 5. Fairness
- 6. Courage
- 7. Initiative
- 8. Perseverance
- 9. Respect
- 10. Optimism
- 11. Responsibility

Character development is the deliberate effort to nurture the attributes upon which schools and communities find consensus. These attributes provide a standard for behaviour against which we hold ourselves accountable. They permeate all that happens in schools. They bind us together across the lines that often divide us in society. They form the basis of our relationships and of responsible citizenship. They are a foundation for excellence and equity in education, and for our vision of learning cultures and school communities that are respectful, safe, caring and inclusive.¹

A person's character is forever evolving and developing in response to life experiences. The Calgary Board of Education believes school systems can help to guide the ongoing character development of our youth. The eleven qualities identified in Ends 5: Character arguably represent characteristics parents wish their children to acquire; and societies would like each of their citizens to hold.

Educators recognize that a focus on character in the learning environment not only benefits each student personally, but also provides for the greater good of communities. In this way, Ends 5: Character is interconnected with Ends 4: Personal Development, and Ends 3: Citizenship. In addition, school systems that focus on developing a student's character help to promote safe and caring learning environments that provide opportunities for greater student engagement and higher levels of achievement; in turn, strengthening ethical actions to support the outcomes connected to Ends 2: *Academic Success*.² The

¹ Glaze, Avis E., Zegarac, George & Giroux, Dominic. 2008. *Finding Common Ground: Character Development in Ontario Schools*. Toronto, ON: Queen's Printer. Retrieved from: http://www.edu.gov.on.ca/eng/document/reports/literacy/booklet2008.pdf

² U.S. Department of Education. 2007. *Mobilizing for Evidence-based Character Education*, p. 3. DeAngelis, Tori. 2010. *Social Awareness + Emotional Skills = Successful Kids*. American Psychological Association, p. 1. retrieved from http://www.apa.org/monitor/2010/04/classrooms.aspx

interconnectedness between the five CBE Ends, creating the synergy with Ends 1: *Mega End* is undeniable. The *Mega End* represents our ultimate goal of preparing each student for success in life, work and future learning.

The Conference Board of Canada has identified a number of skills associated with character development in its list of Employability Skills 2000+. Having a positive attitude and behaviour, combined with skills in communication, problem solving, working with others, and adaptability, are all listed in their report as necessities for joining the workforce. Adding science, technology and mathematics skills completes the Conference Board list of skills they believe are necessary to achieve success in life beyond high school.³



Character development first takes place within the family. It is here where children initially learn how to be in the world. Character development is also a reflection of the culture in which students live. There is enormous diversity among our CBE students based on social, economic and cultural differences -- differences often reflected in parent and family values. Formally and informally, children not only learn their family's rules and values but also how each family member is expected to interact with others and the world around them. This learning occurs as a result of explicit instruction from parents, but also from children observing and doing.

³Employability Skills 2000+ at http://www.conferenceboard.ca/Libraries/EDUC_PUBLIC/esp2000.sflb

"With an increasingly diverse population there is an opportunity for us to determine the beliefs and principles that we hold in common...The principles and attributes of character development are based in equity and transcend differences."

School systems are faced with the challenge of guiding learners who come to us with a variety of backgrounds. Given this reality, educators design the environment and the learning tasks. As student observation plays a significant role in character development, it is critical for educators to be aware that their actions demonstrate their own character. An educator's role in student character development is critical as they not only serve as role models, but also engage students in understanding contexts, invite them to think critically and encourage their students to act in an ethical manner.

Character development, although ubiquitous in the learning environment, is also taught explicitly through Alberta Programs of Study. For example, the philosophy of the English Language Arts Programs of Study discusses language as essential for forming interpersonal relationships, extending experiences, reflecting on thought and action, and contributing to society⁵; essential components in the development of the eleven qualities found in the Ends 5: *Character* policy provisions.

The philosophy in the Mathematics Programs of Study states that "the learning environment should value and respect the diversity of students' experiences and ways of thinking, so that students are comfortable taking intellectual risks, asking questions and posing conjectures." It would seem that this type of learning environment would support students developing greater courage, taking initiative and developing perseverance – explicit Ends 5 policy provisions.

Examples like these can be found in all curricular areas within the Alberta Programs of Study. Alberta Education does not view character development as a separate course or area of study, but rather as an overarching philosophy or solid foundation upon which students, in all subject areas, are being purposefully presented with opportunities for exploring and strengthening their character. This is most evident in the following statement from the Heart of the Matter study published by Alberta Education in 2005:

"Character...education is not a separate subject to be taught in isolation. Rather, it integrates guiding principles into the existing curriculum, and into daily experiences and interactions."

⁴ Glaze, Avis E., Zegarac, George & Giroux, Dominic. 2008. Finding Common Ground: Character Development in Ontario Schools. Toronto, ON: Queen's Printer. (p.6). Retrieved from: http://www.edu.gov.on.ca/eng/document/reports/literacy/booklet2008.pdf

⁵ English Language Arts Programs of Study philosophy, Alberta Education, 2000, p.1 retrieved from http://education.alberta.ca/media/450519/elak-9.pdf

⁶ Mathematics Programs of Study philosophy, Alberta Education, 2007, p. 1 retrieved from http://education.alberta.ca/media/645594/kto9math.pdf

⁷ Alberta Education: Learning and Teaching Resources Branch. 2005. *The Heart of the Matter: Character and Citizenship Education in Alberta Schools*, p. 45.

In the Inspiring Education Steering Committee Summary from January 2010, it is noted that many Albertans' traditional concepts of education are evolving to include increased cross-curricular connections and learning relevancy for students (Ends 2: *Academic Success*). In addition, there is a growing understanding from school systems around the globe on the need for greater personalization of learning with a focus on the whole child: "emotionally, physically, intellectually, spiritually and socially." The very essence of the whole child is her character and how that child is learning to be in the world. 8

Albertans' vision for the future of education also focuses on the 3E's -- developing learners who are engaged, entrepreneurial and ethical. Although being an engaged thinker and housing an entrepreneurial spirit display aspects of character, many of the qualities stated in Ends 5: *Character* speak more directly to the development of ethical behaviours. As noted in Ends 1: *Mega End*, Sir Michael Barber's equation for a well-educated citizen includes knowledge, thinking and leadership encapsulated within an ethical framework. Ethics clearly play a primary role in the vision for the future of education in Alberta. As we work to increase the personalization of student learning we focus on the whole child with an understanding of how that child's actions will ethically serve the future needs of society. Each child's actions will be guided by the development of his/her character, led by the student's ability for self-understanding.

As educators, one of the greatest benefits we can provide for our youth is to help them develop greater self-knowledge and, in turn, increased agency for their learning and overall development. Students must first be able to look within in order to effectively direct their actions in the world around them. Then, using processes of self-evaluation, students can develop understandings of how their actions affect their world. As students are guided towards attaining the qualities identified in the eleven characteristics of Ends 5: Character, work within and across all curricular areas becomes nested inside student beliefs, values and understandings. In this regard, self-awareness and self-assessment are critical to character development.

Learning about oneself can be guided by external forms of assessment. Just as a wide variety of assessment strategies are employed in each of the various curricular areas, multiple forms of assessment can be employed to assess character development. Considering progress towards student character development requires us to measure more than understandings. We must measure how those understandings are acted upon in daily life. As Ends 5 states, the concept of right thought and action are key components of character: "to do what is right, act morally with wisdom and balance individual concerns with the rights and needs of others." Character is viewed as observable in one's conduct; therefore it must be demonstrated with a balance of thinking and purposeful acting.

Measuring character development within the context of the learning environment involves student self-assessment as well as educators' assessments of student progress. This is accomplished through formal assessment procedures like tests and assignments along with observations and recordings of student interactions with others and their environment.

⁸ Inspiring Education Steering Committee, January 2010, *Inspiring Education: A Dialogue with Albertans*, Draft 3.

⁹ Calgary Board of Education, Ends 1: Mega End Reasonable Interpretation, January 19, 2010, p. 6 at http://www.cbe.ab.ca/trustees/reports/10jan19ends1reasinterp.pdf

Student self-assessment may involve students developing e-portfolios or personal learning plans, setting and evaluating learning goals and participating in the creation of their individual IPPs. The assessment process is collaborative, on-going and continuous as demonstrated in the adjustment cycle (Attachment I). As in all areas of learning, both formative and summative assessment strategies are employed to provide educators with a well-rounded picture of student progress.

Outcomes

- 1. Each student will engage in learning with initiative and the willingness to take risks.
- 2. Each student will demonstrate perseverance in learning.
- 3. Each student will treat others with respect, decency, civility, fairness and compassion.
- 4. Each student will make responsible decisions in the learning environment.
- 5. Each student will engage in learning with integrity.

Measures

- Percentage of students who report feeling safe at school. (Accountability Pillar)
- Percentage of students who report being treated well by other students. (Accountability Pillar)
- Percentage of students who believe students at school help each other. (Accountability Pillar)
- Percentage of students who report feeling that students respect one another. (Accountability Pillar)
- Percentage of students who report understanding their responsibilities in using technology with integrity and how it affects themselves and others. (Student survey)
- Percentage of students who report that they persist in solving problems even when they find them difficult. (Student survey)
- Percentage of students who report doing what they believe is right for themselves and society even when it is unpopular or difficult to do so (Student survey)
- Percentage of students who report being honest with themselves and others. (Student survey)
- Percentage of students who balance their own needs with the needs of others. (Student survey)
- Percentage of students who report that they listen to and respond to the needs of others.
 (Student survey)
- Percentage of students who are reported to engage in learning with initiative, persistence and integrity.¹⁰ (Report cards)
- Percentage of students who are reported to treat others with respect and compassion. (Report cards)

¹⁰ **Measure:** Percentage of students who are reported to engage in learning with initiative, persistence and integrity. Ends reporting data will be available from student report cards at the end of the 2010-2011 school year.

- Percentage of students who are reported to make responsible decisions in the learning environment. ¹¹ (Report cards)
- Qualitative data that highlights student perceptions of their leadership roles within their school communities. (Student survey)
- Qualitative data illustrating students' perceptions of ways in which they have demonstrated the qualities of character within their school communities. (Student survey)

Data Sources

- Alberta Education Accountability Pillar Overall Summary
- Calgary Board of Education student report cards
- Calgary Board of Education student survey

¹¹ **Measure:** Percentage of students who are reported to make responsible decisions in the learning environment. Ends reporting data will be available from student report cards at the end of the 2010-2011 school year.

IV. RESULTS

Introduction

Educators recognize that a focus on character in the learning environment not only benefits each student personally, but also provides for the greater good of communities.

School systems that focus on developing character in learning help to promote safe and caring environments that provide opportunities for greater student engagement and higher levels of achievement.

This perspective is reflected provincially, nationally and globally. Alberta Education integrates processes for learning, such as persistence, collaboration and respect for diversity, within the Alberta programs of study to influence student learning and achievement while maintaining the idea of contributing well to the community throughout the curriculum. The Conference Board of Canada identifies skills associated with character development as necessary to achieve success in life beyond high school. The Organization for Economic Cooperation and Development (OECD) recognizes that character development as an important component of the education of leaders.

The monitoring reports of the 2010-2011 school year illustrate that progress is being made in finding ways to measure character, citizenship and personal development in and through learning. The Ends 5 report represents efforts to find more comprehensive, consistent data sources for the measures outlined in the Chief Superintendent's Reasonable Interpretation.

Alberta Education's Accountability Pillar and the Calgary Board of Education (CBE) Student Survey are key data sources for this report. Both draw data from those closest to the point of impact of our system's efforts to develop the qualities of character within students: the students themselves. Student self-reporting is recognized as meaningful perception data by Alberta Education and by the Calgary Board of Education, and where possible is complemented by additional data provided by teachers and parents.

The ongoing work to create authentic, sustainable, and timely data sources for Ends Monitoring Reports has resulted in the CBE Student Survey being significantly modified for 2010-2011, both in the questions asked of students, and in the expansion of student respondents to include students in grades 4, 7 and 10 along with students in grade 12.

Since the June 15, 2010 Ends 5 monitoring report, data from two sets of CBE Student Surveys has been gathered and analyzed. In the majority of cases, the information presented to Trustees in this current report (June 28, 2011) is from the 2010-2011 Student Survey. In some instances, additional data was gathered from the 2009-2010 Student Survey as it has not previously been presented to the Board of Trustees.

Outcome 1

Each student will engage in learning with initiative and the willingness to take risks.

Measure 1.1

Percentage of students who report that they take risks in their learning.

Rationale 1.1

The measure is explicit in the outcome.

Result 1.1

The 2011 Calgary Board of Education Student Survey asked students in grades 4, 7, 10 and 12 to report on the extent to which they agreed with one of the following statements: I am willing to take risks in my learning/As a learner I am comfortable taking risks.

6004 grade 4 students, 5548 grade 7 students, 6871 grade 10 students and 4319 grade 12 students responded to these questions, representing approximately 22% of the Calgary Board of Education's student population.

Positive responses to the questions ranged from 74.8% among grade 10 students to 85.5% among grade 12 students, with an overall average of 79.1% among all respondents.

Table 1: Grade 4 Student Self-Reporting on Taking Risks in Learning

Grade 4	Strongly Agree	Agree	Disagree	Strongly Disagree	Overall Agreement
%	32.8%	48.1%	14.0%	5.2%	80.9%
count	1968	2886	839	311	4854

Table 2: Grade 7 Student Self-Reporting on Taking Risks in Learning

Grade 7	Strongly Agree	Agree	Disagree	Strongly Disagree	Overall Agreement
%	29.3%	48.5%	16.6%	5.6%	77.8%
count	1625	2690	922	311	4315

Table 3: Grade 10 Student Self-Reporting on Taking Risks in Learning

Grade 10	Strongly Agree	Agree	Disagree	Strongly Disagree	Overall Agreement
%	20.5%	54.3%	18.4%	6.8%	74.8%
count	1411	3731	1264	465	5142

Table 4: Grade 12 Student Self-Reporting on Taking Risks in Learning

Grade 12	Strongly Agree	Agree	Disagree	Strongly Disagree	Overall Agreement
%	32.0%	53.5%	12.1%	2.4%	85.5%
count	1384	2309	522	104	3693

Table 5: Total Student Self-Reporting on Taking Risks in Learning

Total Grades 4, 7, 10 and 12	Strongly Agree	Agree	Disagree	Strongly Disagree	Overall Agreement
%	28.0%	51.1%	15.6%	5.2%	79.1%
count	6388	11616	3547	1191	18004

Measure 1.2

Percentage of students who report they take initiative in their learning.

Rationale 1.2

The measure is explicit in the outcome.

Result 1.2

The 2011 Calgary Board of Education Student Survey asked students in grades 4, 7, 10 and 12 to report on the extent to which they agreed with one of the following statements: I take initiative in my learning/As a learner I am willing to take initiative.

5979 grade 4 students, 5530 grade 7 students, 6854 grade 10 students and 4298 grade 12 students responded to these questions, representing approximately 22% of the Calgary Board of Education's student population.

Positive responses to the questions ranged from 83.2% among grade 10 students to 91.3% among grade 12 students, with an overall average of 87.5% among all respondents.

Table 6: Grade 4 Student Self-Reporting on Taking Initiative in Learning

Grade 4	Strongly Agree	Agree	Disagree	Strongly Disagree	Overall Agreement
%	36.6%	54.7%	6.2%	2.5%	91.3%
count	2187	3269	372	151	5456

Table 7: Grade 7 Student Self-Reporting on Taking Initiative in Learning

Grade 7	Strongly Agree	Agree	Disagree	Strongly Disagree	Overall Agreement
%	26.5	62.0%	7.4%	4.2%	88.5%
count	1467	3426	407	230	4893

Table 8: Grade 10 Student Self-Reporting on Taking Initiative in Learning

Grade 10	Strongly Agree	Agree	Disagree	Strongly Disagree	Overall Agreement
%	18.6%	64.6%	10.9%	5.9%	83.2%
count	1275	4427	746	406	5702

Table 9: Grade 12 Student Self-Reporting on Taking Initiative in Learning

Grade 12	Strongly Agree	Agree	Disagree	Strongly Disagree	Overall Agreement
%	33.1%	55.1%	9.8%	2.0%	88.2%
count	1421	2370	420	87	3791

Table 10: Total Student Self-Reporting on Taking Initiative in Learning

Total Grades 4, 7, 10 and 12	Strongly Agree	Agree	Disagree	Strongly Disagree	Overall Agreement
%	28.0%	59.5%	8.6%	3.9%	87.5%
count	6350	13492	1945	874	19842

Measure 1.3

Percentage of students who are reported to engage in learning with initiative.

Rationale 1.3

The measure is explicit in the outcome.

Result 1.3

Student demonstrations of initiative in learning were evaluated in the Calgary Board of Education's 2009-2010 Ends Reporting pilot. Nineteen Calgary Board of Education schools, representing more than 4600 students in grades 1-9, reported on the Character End on student report cards in June 2010.

Student results were reported as Excellent, Very Good, Meeting Expectations, or Needing Improvement, and gave consideration to students independently beginning and/or seeking opportunities to further learning.

The chart below shows that teachers reported that the majority of students (91.7%) were successful in demonstrating initiative in their learning.

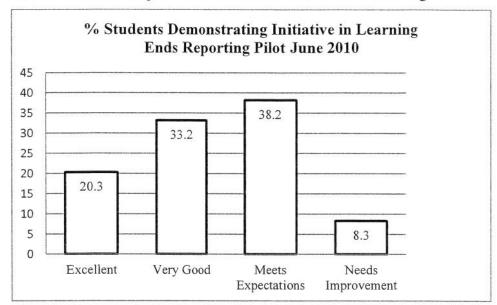


Chart 1: Students Reported to Demonstrate Initiative in Learning

Outcome 1 Results Summary

Performance measures of students demonstrating initiative and a willingness to take risks have been presented from a range of grade levels in Calgary Board of Education schools. Together, student perception data from the Calgary Board of Education Student Survey and teacher assessment information from the 2009-2010 Ends Reporting pilot provide evidence of the accomplishment of the Chief Superintendent's Reasonable Interpretation for Ends 5: Character, Outcome 1, each student will engage in learning with initiative and the willingness to take risks.

A current external standard that offers context and a point of comparison for Calgary Board of Education results is Alberta Education's performance target for the measure: "Overall agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school." Alberta Education's Annual Report identifies the 2009-2010 target for this performance measure as 71%, and the actual 2010 provincial result as 68%. All Calgary Board of Education performance measures for Outcome 1 of Ends 5: Character exceed this standard, and are within the statistically acceptable range to be considered as having met a target of $80\%^{13}$.

¹² Government of Alberta (2010). Alberta Education Annual Report 2009-2010, p. 18.

¹³ Government of Alberta (2010). Alberta Education Annual Report 2009-2010, p. 18. "Targets are considered met if the result is within 5 per cent of the target value." The acceptable range for a target value of 85% would therefore begin at 76%.

Standards of accomplishment for these performance areas will be further developed as multiple years of data are gathered within the Calgary Board of Education.

Outcome 2

Each student will demonstrate perseverance in learning.

Measure 2.1

Percentage of students who report that they work through challenges in their learning.

Rationale 2.1

Students who are able to work through challenges in their learning can be seen to demonstrate perseverance.

Result 2.1

The 2011 Calgary Board of Education Student Survey asked students in grades 4, 7, 10 and 12 to report on the extent to which they agreed with one of the following statements: I keep on trying, even when I face challenges/I work through challenges in my learning.

5993 grade 4 students, 5558 grade 7 students, 6862 grade 10 students and 4323 grade 12 students responded to these questions, representing approximately 22% of the Calgary Board of Education's student population.

Positive responses to the questions ranged from 85.5% among grade 10 students to 93.6% among grade 12 students, with an overall average of 90.2% among all respondents.

Table 11: Grade 4 Student Self-Reporting on Working Through Challenges in Learning

Grade 4	Strongly Agree	Agree	Disagree	Strongly Disagree	Overall Agreement
%	47.0%	46.6%	4.4%	2.1%	93.6%
count	2816	2791	262	124	5607

Table 12: Grade 7 Student Self-Reporting on Working Through Challenges in Learning

Grade 7	Strongly Agree	Agree	Disagree	Strongly Disagree	Overall Agreement
%	35.0%	55.0%	6.0%	4.0%	90.0%
count	1945	3056	335	222	5001

Table 13: Grade 10 Student Self-Reporting on Working Through Challenges in Learning

Grade 10	Strongly Agree	Agree	Disagree	Strongly Disagree	Overall Agreement
%	24.1%	61.4%	8.1%	6.3%	85.5%
count	1655	4214	558	435	5869

Table 14: Grade 12 Student Self-Reporting on Working Through Challenges in Learning

Grade 12	Strongly Agree	Agree	Disagree	Strongly Disagree	Overall Agreement
%	29.8%	63.5%	5.4%	1.2%	93.3%
count	1290	2747	233	53	4037

Table 15: Total Student Self-Reporting on Working Through Challenges in Learning

Total Grades 4, 7, 10 and 12	Strongly Agree	Agree	Disagree	Strongly Disagree	Overall Agreement
%	33.9%	56.3%	6.1%	3.7%	90.2%
count	7706	12808	1388	834	20514

Measure 2.2

Percentage of students who report that they persist in solving problems even when they find them difficult.

Rationale 2.2

Students who persist in solving problems even when they find them difficult can be seen to demonstrate perseverance in learning.

Result 2.2

The 2011 Calgary Board of Education Student Survey asked students in grade 12 to report on the extent to which they agreed with the following statement: I persist in solving problems even when things get difficult. (4315 respondents)

Overall, 88.8% of grade 12 respondents agreed that they were able to persist in solving problems even when they found them difficult.

Table 16: Grade 12 Students Self-Reporting on Persisting and Solving Problems Even When Difficult

Grade 12	Strongly Agree	Agree	Disagree	Strongly Disagree	Overall Agreement
%	29.5%	59.3%	9.5%	1.8%	88.8%
count	1271	2558	408	78	3829

Measure 2.3

Percentage of students who report having confidence in their ability to work through setbacks and challenges in learning and persist even when it is difficult to do so.

Rationale 2.3

Students who are confident in their ability to work through setbacks and challenges in learning and persist, even when it is difficult, can be seen to demonstrate perseverance in learning.

Result 2.3

The 2011 Calgary Board of Education Student Survey asked students in grade 12 to report on the extent to which they agreed with the following statement: I am confident in my ability to work through setbacks and challenges in learning even when it is difficult to do so. (4367 respondents)

Overall, 91.5% of grade 12 respondents indicated that they were confident in their ability to work through setbacks and challenges in their learning and persist even when it was difficult to do so.

Table 17: Grade 12 Students Self-Reporting on Working Through Setbacks Even When Difficult

Grade 12	Strongly Agree	Agree	Disagree	Strongly Disagree	Overall Agreement
%	37.9%	53.6%	6.5%	2.0%	91.5%
count	1656	2339	283	89	3995

Measure 2.4

Percentage of students completing high school in 3, 4 or 5 years.

Rationale 2.4

Students who graduate from high school can be seen to demonstrate perseverance by setting and achieving a long-term goal.

Several grade 12 students who responded to the open-ended questions on the Calgary Board of Education Student Survey about times they exhibited strong character, identified perseverance as being a key factor in their ability to complete high school. Some of their comments are included below.

Student Comments Identifying Perseverance as a Key Factor in High School Success

A lot of friends in my calculus class found the class to be too hard and dropped it in order to reduce stress, even if it meant they will have a more difficult time learning it again in university. I stayed in the course despite its difficulty and my low marks. I worked really hard and eventually brought my mark up to a 92.

I have persevered through varying degrees of adversity in terms of my academic success. Although I have struggled many times in my courses due to my many activities outside of school, I always manage to prioritize my needs in order to be successful all the time.

I worked hard to take advance placement math even though it used to be one of my worst subjects and took the most work over multiple years to get better. I haven't given up because it would be counterproductive to my own success.

I am very determined. Whether I'm failing or excelling in a particular class I never give up or stop trying.

I believe I demonstrated perseverance when I chose to graduate and attend post-secondary after taking a year off of school and having a baby.

Coming to school every day takes courage. This may sound strange but I have been in and out of school since grade 10 due to a serious Cardiac surgery that I underwent during the second semester of Grade 10. After that I was teased mercilessly for looking fat as my doctors and I tapered off different medications. In grade 11 I felt that I had no friends and became very withdrawn and depressed - my entire high school career has essentially been a nightmare. However my teachers tell me that I'm a strong willed person and carry myself with dignity, always show compassion, perseverance and optimism during times of difficulty.

I was living on my own and paying rent, I was working two jobs but continued to go to school to go on and complete my high school education.

Result 2.4

June 2010 results show that overall, 77.3% of students in the Calgary Board of Education completed high school within 5 years. In their 2010 Annual Report, Alberta Education set a target of 80% for high school completion rate of students within five years of entering grade 10¹⁴. Alberta Education considers the target met if the result is within 5% of the target value of 80%, meaning the acceptable range is from 76% to 80%. The 2010 Calgary Board of Education results meet the current standard set by Alberta Education.

Table 18: High School Completion Rates

2010	3 Year	4 Year	5 Year
CBE	70.8%	75.4%	77.3%
Province	72.6%	76.9%	79.0%

¹⁴ Government of Alberta (2010). Alberta Education Annual Report 2009-2010, p. 17.

Measure 2.5

Percentage of students who return after having dropped out of high school.

Rationale 2.5

Students who return after dropping out of high school demonstrate perseverance in overcoming a setback and working toward the long-term goal of high school completion. They can also be seen to be taking a risk in changing direction in their life and returning to what had previously been an unsuccessful venture with no guarantee of success.

Result 2.5

June 2010 results show that although the dropout rates for the Calgary Board of Education and the Province are similar, the rate of return to school within the Calgary Board is more than 3% higher than the province. Over the course of the last 5 years, the rate of students returning to complete high school within CBE after dropping out has climbed from roughly 20% to over 31%.

4 Year	2010
CBE Dropout rate	4.1%
Province Dropout rate	4.2%
CBE Return Rate	31.1%
Province Return Rate	27.9%

Table 19: Drop Out and Return Rates

Outcome 2 Results Summary

Performance measures of students demonstrating perseverance in learning have been presented from grade 4, grade 7, grade 10 and grade 12 students in Calgary Board of Education schools, with a focus on grade 12 student results and the relationship between perseverance and high school success. Together, the five measures of Outcome 2 provide evidence of perseverance in learning across the Calgary Board of Education and evidence of the accomplishment of the Chief Superintendent's Reasonable Interpretation for Ends 5: Character, Outcome 2, each student will demonstrate perseverance in learning.

Measure 2.4 and Measure 2.5 include Calgary Board of Education high school completion rates that are within the acceptable range identified by Alberta Education. CBE's dropout rates were lower than the provincial average and the return rate was over 3% higher than the provincial return rate.

A current external standard that offers context and a point of comparison for Measures 2.1 to 2.3 is Alberta Education's performance target for the measure: "Overall agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school." Alberta Education's Annual Report identifies the 2009-2010 target for this performance measure as 71%, and the actual 2010 provincial result as 68%.

All Calgary Board of Education performance measures for Outcome 2 of Ends 5: Character that are based on agreed perceptions of success (Measures 2.1 to 2.3) exceed this standard, and are within the statistically acceptable range to be considered as having met a target of 90%¹⁵.

Standards of accomplishment for these performance areas will be further developed as multiple years of data are gathered within the Calgary Board of Education.

Outcome 3

Each student will treat others with respect, decency, civility, fairness and compassion

Measure 3.1

Percentage of students, parents and teachers who report that students treat one another well

Rationale 3.1

Students who treat each other well can be understood to demonstrate aspects of respect, decency, civility, fairness and compassion in their interactions with others.

Result 3.1

In the context of Alberta Education's Safe and Caring Schools initiative, the 2011 Accountability Pillar Survey asked students, parents and teachers to report the extent to which they agreed with the statement that "students treat each other well". Students in grade 4 (6787), grade 7 (6065) and grade 10 (6956) responded to the question, representing approximately 19% of the Calgary Board of Education's student population. Parents of students in grades 4, 7 and 10 (4293) and teachers of students in these grades (4189) responded as well.

Tables 20 to 25 below show that respondents' overall agreement with the statement, "students treat each other well" ranged from 73% (parents) to 90% (teachers), with students' overall agreement ranging from 75% to 80%. Over the past five years, responses to this statement at the provincial level ranged from 69% (parents, 2007) to 92% (teachers, 2011). The Calgary Board of Education's results for 2011 fit within the historical range for overall agreement at the provincial level.

Table 20: Grade 4 Students Reporting on Being Treated Well by Other Students

Students Grade 4	Yes	No	Don't Know	Overall Agreement
%	75%	11%	14%	75%
count	5090	747	950	5090

¹⁵ Government of Alberta (2010). Alberta Education Annual Report 2009-2010, p. 18. "Targets are considered met if the result is within 5 per cent of the target value." The acceptable range for a target value of 90% would therefore begin at 85.5%.

Table 21: Grade 7 Students Reporting on Being Treated Well by Other Students

Students Grade 7	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Overall Agreement
%	26%	54%	11%	4%	4%	80%
count	1577	3275	667	243	243	4852

Table 22: Grade 10 Students Reporting on Being Treated Well by Other Students

Students Grade 10	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Overall Agreement
%	22%	62%	7%	4%	5%	84%
count	1530	4313	487	278	348	5843

Table 23: Total Students Reporting on Being Treated Well by Other Students

Students Grades 4, 7 and 10	Overall Agreement	Overall Disagreement	Don't Know
%	80%	12%	8%
in it is count	15785	2422	1541

Table 24: Parents Reporting on Students Treating One Another Well

Parents Grades 4, 7, and 10	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Overall Agreement
%	12%	61%	13%	3%	11%	73%
count	515	2619	558	129	472	3134

Table 25: Teachers Reporting on Students Treating One Another Well

Teachers Grades 4, 7, and 10	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Overall Agreement
%	25%	65%	8%	1%	1%	90%
count	1047	2723	335	42	42	3770

Measure 3.2

Percentage of students, parents and teachers reporting that students respect one another.

Rationale 3.2

The measure is explicit in the outcome.

Result 3.2

In the context of Alberta Education's monitoring of student preparation for lifelong learning, world of work, and citizenship, the 2011 Accountability Pillar Survey asked students, parents and teachers to report on the extent to which they agreed with the statement that "students respect each other". Students in grade 4 (6785), grade 7 (6055) and grade 10 (6937) responded to the survey, representing approximately 19% of the Calgary Board of Education's student population. Parents of students in grades 4, 7 and 10 (4319) and teachers of students in these grades (4209) responded as well.

Tables 26 to 31 below show that respondents' overall agreement with the statement, "students respect each other" ranged from 62% (grade 10 students) to 90% (teachers), with parents and other students reporting in the 67% to 74% range. Over the past five years, responses to this statement at the provincial level ranged from 55% (grade 7 students, 2007) to 92% (teachers, 2011). The Calgary Board of Education's results for 2011 fit within the historical range for overall agreement at the provincial level.

Table 26: Grade 4 Students Reporting on Students Respecting Each Other

Students Grade 4	Yes	No	Don't Know	Overall Agreement
%	72%	11%	17%	72%
count	4885	746	1153	4885

Table 27: Grade 7 Students Reporting on Students Respecting Each Other

Students Grade 7	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Overall Agreement
%	15%	52%	20%	7%	6%	67%
count	908	3149	1211	424	363	4057

Table 28: Grade 10 Students Reporting on Students Respecting Each Other

Students Grade 10	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Overall Agreement
%	10%	52%	21%	8%	8%	62%
count	694	3607	1457	555	555	4301

Table 29: Total Students Reporting on Students Respecting Each Other

Students Grades 4, 7 and 10	Overall Agreement	Overall Disagreement	Don't Know
%	67%	22%	11%
count	13243	4393	2071

Table 30: Parents Reporting on Students Respecting Each Other

Parents Grades 4, 7, and 10	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Overall Agreement
%	13%	61%	14%	4%	9%	74%
count	561	2635	605	173	389	3196

Table 31: Teachers Reporting on Students Respecting Each Other

Teachers Grades 4, 7, and 10	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Overall Agreement
%	25%	65%	8%	1%	1%	90%
count	1052	2736	337	42	42	3788

Measure 3.3

Percentage of students, parents and teachers reporting that students help one another.

Rationale 3.3

Students who help one another can be understood to be engaged in purposeful action rooted in aspects of respect, decency, civility, fairness and compassion for others.

Result 3.3

As with Measure 3.2, students helping each other relates to Alberta Education's monitoring of student preparation for lifelong learning, world of work, and citizenship. The 2011 Accountability Pillar Survey asked students, parents and teachers to report the extent to which they agreed with the statement that "students help each other". Students in grade 4 (6183), grade 7 (6050) and grade 10 (6955) responded to the survey, representing approximately 19% of the Calgary Board of Education's student population. Parents of students in grades 4, 7 and 10 (4322) and teachers of students in these grades (4212) responded as well.

Tables 32 to 37 below show that respondents' overall agreement with the statement, "students help each other" ranged from 74% (grade 10 students) to 94% (teachers), with parents and other students reporting in the 74% to 78% range. Over the past five years, responses to this statement at the provincial level ranged from 69% (grade 7 students, 2007) to 95% (teachers, 2011). The Calgary Board of Education's results for 2011 fit within the historical range for overall agreement at the provincial level.

Table 32: Grade 4 Students Reporting on Students Helping One Another

Students Grade 4	Yes	No	Don't Know	Overall Agreement	
%	77%	8%	15%	77%	
count	5237	544	1020	5237	

Table 33: Grade 7 Students Reporting on Students Helping One Another

Students Grade 7	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Overall Agreement
%	25%	53%	13%	5%	4%	78%
count	1513	3206	787	302	242	4719

Table 34: Grade 10 Students Reporting on Students Helping One Another

Students Grade 10	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Overall Agreement
%	17%	57%	15%	5%	6%	74%
count	1182	3964	1043	348	417	5146

Table 35: Total Students Reporting on Students Helping One Another

Students Grades 4, 7 and 10	Overall Agreement	Overall Disagreement	Don't Know
%	76%	16%	8%
count	15102	3024	1679

Table 36: Parents Reporting on Students Helping One Another

Parents Grades 4, 7, and 10	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Overall Agreement
%	15%	59%	10%	3%	13%	74%
count	648	2550	432	130	562	3198

Table 37: Teachers Reporting on Students Helping One Another

Teachers Grades 4, 7, and 10	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Overall Agreement
%	35%	59%	4%	1%	1%	94%
count	1474	2485	168	42	42	3959

Measure 3.4

Percentage of students, parents and teachers reporting that they feel students are safe at school.

Rationale 3.4

Alberta Education's Initiative for Safe and Caring Schools indicates that feeling safe at school requires an environment where individual differences are respected, where students demonstrate care for one another, and where common social expectations are held¹⁶. Students feeling safe at school can be understood as reflective of an environment where students treat one another with respect, decency, civility, fairness and compassion.

Result 3.4

The 2011 Accountability Pillar Survey asked students, parents and teachers to report the extent to which they agreed with the statement that they feel "students are safe at school". Students in grade 4 (6792), grade 7 (6064) and grade 10 (6960) responded to the survey, representing approximately 19% of the Calgary Board Education student population. Parents of students in grades 4, 7 and 10 (4324) and teachers of students in these grades (4319) responded as well.

Tables 38 to 43 below show that respondents' overall agreement with the statement, "students feel safe at school" ranged from 77% (grade 10 students) to 96% (teachers), with parents and other students reporting in the 77% to 85% range. Over the past five years, responses to this statement at the provincial level ranged from 77% (grade 7 students, 2007) to 97% (teachers, 2011). The Calgary Board of Education's results for 2011 fit within the historical range for overall agreement at the provincial level.

Table 38: Grade 4 Students Reporting on Feeling Safe at School

Students Grade 4	Yes	No	Don't Know	Overall Agreement
%	89%	5%	7%	89%
count	6045	340	475	6045

Table 39: Grade 7 Students Reporting on Feeling Safe at School

Students Grade 7	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Overall Agreement
%	37%	48%	7%	4%	4%	85%
count	2244	2911	424	243	243	5155

¹⁶ Alberta Education (2005). The Heart of the Matter: Citizenship and Character Education in Alberta Schools, p.36.

Table 40: Grade 10 Students Reporting on Feeling Safe at School

Students Grade 10	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Overall Agreement
%	20%	57%	11%	6%	6%	77%
count	1392	3967	766	418	418	5359

Table 41: Total Students Reporting on Feeling Safe at School

Students Grades 4, 7 and 10	Overall Agreement	Overall Disagreement	Don't Know
%	83%	11%	6%
count	16559	2191	1136

Table 42: Parents Reporting that Their Children Feel Safe at School

Parents Grades 4, 7, and 10	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Overall Agreement
%	25%	64%	6%	2%	3%	89%
count	1081	2767	259	86	130	3848

Table 43: Teachers Reporting that Their Students Feel Safe at School

Teachers Grades 4, 7, and 10	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Overall Agreement
%	48%	48%	3%	1%	1%	96%
count	2020	2020	126	42	42	4040

Measure 3.5

Percentage of students who are reported to treat others with respect and compassion.

Rationale 3.5

The measure is explicit in the outcome.

Result 3.5

Student demonstrations of treating others with respect and compassion were evaluated in the Calgary Board of Education's 2009-2010 Ends Reporting pilot. Nineteen Calgary Board of Education schools, representing more than 4600 students in grades 1-9, reported on the Character End on student report cards in June 2010.

Student results were reported as Excellent, Very Good, Meeting Expectations, or Needing Improvement, and gave consideration to the consideration students showed for the feeling, perspectives, opinions and belongings of others.

The chart below shows that teachers reported that the majority of students (91.8%) were successful in taking responsibility for their own actions.

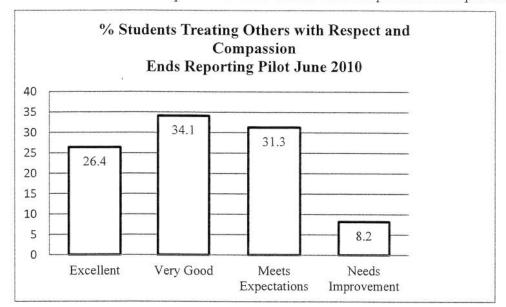


Chart 2: Students Reported to Treat Others with Respect and Compassion

Outcome 3 Results Summary

Performance measures of students treating others with respect, decency, civility, fairness and compassion have been presented from students in a range of grade levels within Calgary Board of Education schools. Data from Alberta Education's 2011 Accountability Pillar Survey was used to establish that students treat one another well, respect one another, help one another, and feel safe at school. In addition, data from the Calgary Board of Education's Ends Reporting pilot was used to establish that students treat one another with respect and compassion. Together, the five measures provide evidence of the accomplishment of the Chief Superintendent's Reasonable Interpretation of Outcome 3, each student will treat others with respect, decency, civility, fairness and compassion.

Data included in Measures 3.1 to 3.4 are directly related to Alberta Education's Safe and Caring Schools initiative, and Alberta Education's monitoring of student preparation for lifelong learning, world of work, and citizenship. The Calgary Board of Education's results for 2011 provide evidence of accomplishment that is consistent with the historical range for overall agreement at the provincial level.

Further context for these results can be found in Alberta Education's Accountability Pillar assessment, which notes the Calgary Board of Education's results to demonstrate *high achievement, significant improvement* and *good* overall performance.

Standards of accomplishment for student report card data will be developed as multiple years of performance information are gathered within the Calgary Board of Education.

Outcome 4

Each student will make responsible decisions in the learning environment.

Measure 4.1

Percentage of students who report that when they have a problem they stop and think about it before making a decision.

Rationale 4.1

Students who stop to think before making a decision can be understood to be engaged in an informed, reflective and consciously responsible decision-making process.

Result 4.1

The 2011 Calgary Board of Education Student Survey asked students in grades 4, 7, and 10 to report on the extent to which they agreed with the following statement: When I have a problem I stop and think about it before making a decision.

6011 grade 4 students, 5551 grade 7 students, and 6862 grade 10 students responded to this question, representing approximately 18% of the Calgary Board of Education's student population.

Positive responses to the question ranged from 81.3% among grade 10 students to 90.2% among grade 4 students, with an overall average of 85.1% among all respondents.

Table 44 Grade 4 Student Self-Reporting on Stopping to Think

Grade 4	Strongly Agree	Agree	Disagree	Strongly Disagree	Overall Agreement
%	36.2%	54.0%	6.8%	3.1%	90.2%
count	2179	3245	407	185	5424

Table 45 Grade 7 Student Self-Reporting on Stopping to Think

Grade 7	Strongly Agree	Agree	Disagree	Strongly Disagree	Overall Agreement
%	24.6%	59.9%	11.0%	4.5%	84.5%
count	1368	3323	610	250	4691

Table 46 Grade 10 Student Self-Reporting on Stopping to Think

Grade 10	Strongly Agree	Agree	Disagree	Strongly Disagree	Overall Agreement
%	20.1%	61.2%	11.4%	7.3%	81.3%
count	1382	4200	780	500	5582

Table 47 Total Student Self-Reporting on Taking Risks in Learning

Total Grades 4, 7, and 10	Strongly Agree	Agree	Disagree	Strongly Disagree	Overall Agreement
%	26.7%	58.4%	9.8%	5.1%	85.1%
count	4929	10768	1797	935	18429

Measure 4.2

Percentage of students who report that they are able to set goals and decide what tasks are most important in their school and personal lives.

Rationale 4.2

The ability to set goals and prioritize tasks reflects students' optimistic engagement in a future they believe they can influence, and their ability to make responsible short-term decisions toward achieving those goals.

Result 4.2

The 2011 Calgary Board of Education Student Survey asked students in grades 4, 7, 10, and 12 to report on the extent to which they agreed with one of the following statements: I am able to set goals for myself and work towards them/As a learner I can set goals and decide what tasks are most important in school and my personal life.

6005 grade 4 students, 5551 grade 7 students, 6865 grade 10 students, and 4368 grade 12 students responded to these questions, representing approximately 22% of the Calgary Board of Education's student population.

Positive responses to the questions ranged from 82.3% among grade 10 students to 92.1% among grade 4 students, with an overall average of 86.9% among all respondents.

Table 48 Grade 4 Student Self-Reporting on Goal Setting and Task Prioritization

Grade 4	Strongly Agree	Agree	Disagree	Strongly Disagree	Overall Agreement
%	41.3%	50.8%	5.5%	2.3%	92.1%
count	2483	3048	333	141	5531

Table 49 Grade 7 Student Self-Reporting on Goal Setting and Task Prioritization

Grade 7	Strongly Agree	Agree	Disagree	Strongly Disagree	Overall Agreement
%	31.0	55.3%	9.4%	4.4%	86.3%
count	1720	3068	520	243	4788

Table 50 Grade 10 Student Self-Reporting on Goal Setting and Task Prioritization

Grade 10	Strongly Agree	Agree	Disagree	Strongly Disagree	Overall Agreement
%	22.4%	59.9%	10.7%	7.0%	82.3%
count	1541	4109	736	479	5650

Table 51 Grade 12 Student Self-Reporting on Goal Setting and Task Prioritization

Grade 12	Strongly Agree	Agree	Disagree	Strongly Disagree	Overall Agreement
%	36.1%	51.9%	9.6%	2.4%	88%
count	1577	2266	418	107	3843

Table 52 Total Student Self-Reporting on Goal Setting and Task Prioritization

Total Grades 4, 7, 10 and 12	Strongly Agree	Agree	Disagree	Strongly Disagree	Overall Agreement
%	32.1%	54.8%	8.8%	4.3%	86.9%
count	7321	12491	2007	970	19812

Measure 4.3

Percentage of students who report that they balance their own needs with the needs of others.

Rationale 4.3

Students who are able to balancing their individual needs with the needs of others can be understood to be engaged in a socially responsible decision making process that promotes both individual and social benefit.

Result 4.3.1

The 2010 Calgary Board of Education Student Survey asked students in grade 12 to respond to two questions representing the understanding and skill involved in balancing the needs of self and others in order to work well together.

Students were asked to report on the extent to which they agreed with the following statements:

- I learned how to work effectively with others. (4040 respondents)
- I know how I learn best and I am able to work well with those who learn in different ways. (4046 respondents)

Overall, 88.1% of 2010 grade 12 respondents agreed with the combined measures demonstrating that they balanced the needs of self and others.

Table 53 Grade 12 Student Self-Reporting on Balancing Needs of Self and Others

2010	Strongly Agree	Agree	Disagree	Strongly Disagree	Overall Agreement
	I learn	ed how to worl	c effectively w	rith others.	
%	36.7%	52.8%	6.3%	2.8%	89.5%
count	1503	2164	259	114	3667
I know how	I learn hest at	nd I am able to	work well wit	h those who le	arn in different
		V	vays.		
I know how	I learn best at 34.9%			h those who le	arn in different
		V	vays.		
%	34.9% 1430	51.7%	9.3% 382	2.8%	86.6%

Result 4.3.2

The 2011 Calgary Board of Education Student Survey asked students in grade 12 to report on the extent to which they agreed with the following statement: I consider the needs of others when thinking about my own needs. (4318 respondents)

Overall, 91.1% of 2011 grade 12 respondents agreed that they considered the needs of others when thinking of their own needs.

Table 54 Grade 12 Student Self-Reporting on Balancing Needs of Self and Others

2011	Strongly Agree	Agree	Disagree	Strongly Disagree	Overall Agreement
%	37.8%	53.3%	6.6%	2.3%	91.1%
count	1633	2300	284	101	3933

Measure 4.4

Percentage of students who report they listen to and respond to the needs of others.

Rationale 4.4

Students who listen and respond to the needs of others can be understood to be engage in is socially responsible decision making process that promotes both individual and social benefit.

Result 4.4.1

The 2010 Calgary Board of Education Student Survey asked students in grade 12 to respond to two questions that representing the effort and skill of listening and responding to the needs of others in the learning environment.

Students were asked to report on the extent to which they agreed with the following statements:

- I work to understand how other people feel through listening, speaking and observing. (4051 respondents)
- I learned how to communicate effectively with others. (4045 respondents)

Overall, 90.7% of 2010 grade 12 respondents agreed with the combined measures demonstrating that they listened and responded to the needs others.

Table 55 Grade 12 Student Self-Reporting on Listening and Responding to Others

2010	Strongly Agree	Agree	Disagree	Strongly Disagree	Overall Agreement
I work to	understand ho		le feel through rving.	listening, spea	king and
%	40.5%	51.2%	5.3%	2.0%	91.7%
count	1660	2096	215	80	3756
	I learned how	v to communi	cate effectively	with others.	
%	35.7%	54.0%	6.9%	2.2%	89.7%
count	1464	2211	281	92	3672
	Listeni	ng and respor	nding to others	overall	
average %	38.1%	52.6%	6.1%	2.1%	90.7%

Result 4.4.2

The 2011 Calgary Board of Education Student Survey asked students in grade 12 to report on the extent to which they agreed with the following statement: I listen to and respond to the needs of others. (4310 respondents)

Overall, 93.4% of 2011 grade 12 respondents agreed that they listened and responded to the needs others.

Table 56 Grade 12 Student Self-Reporting on Listening and Responding to Others

2011	Strongly Agree	Agree	Disagree	Strongly Disagree	Overall Agreement
%	38.6%	54.8%	5.1%	1.6%	93.4%
count	1664	2361	218	67	4025

Outcome 4 Results Summary

Performance measures of students demonstrating responsible decision making in the learning environment have been presented from grade 4, grade 7, grade 10 and grade 12 students in Calgary Board of Education schools. This data from the Calgary Board of Education Student Survey provides evidence of the accomplishment of the Chief Superintendent's Reasonable Interpretation for Ends 5: Character, Outcome 4, each student will make responsible decisions in the learning environment.

Data included in Measure 4.1 and 4.2 speak primarily to self-regulatory decisions that students make: taking time to stop and think before making a decision, and making decisions in relation to established goals and priorities. Like other aspects of Ends 5: Character, the results of Measures 4.1 and 4.2 can be contextualized within Alberta Education's performance target for "Overall agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school." The results for Measures 4.1 and 4.2 exceed the 71% target established by Alberta Education and are within the statistically acceptable range to be considered as having met a target of 85%¹⁷

Data included in Measure 4.3 and Measure 4.4 also include aspects of self-regulatory decision making, but extend more specifically into decisions that have a noticeable impact on others: balancing the needs of self and others, and listening and responding to others. The results of Measures 4.3 and 4.4 can be contextualized within Alberta Education's performance target for "Overall agreement that schools are safe and caring." Alberta Education's Annual Report identifies the 2009-2010 target for this performance measure as 90+%, and the actual 2010 provincial result as 94%. ¹⁸

¹⁷ The acceptable range for a target value of 85% would begin at 80.75%.

¹⁸ Government of Alberta (2010). Alberta Education Annual Report 2009-2010, p. 17.

Calgary Board of Education performance measures for Measures 4.3 and 4.4 meet the 90% target.

Standards of accomplishment for these performance areas will be further developed as multiple years of data are gathered within the Calgary Board of Education.

Outcome 5

Each student will engage in learning with integrity.

Measure 5.1

Percentage of students who report understanding their responsibility in using technology with integrity and how it affects themselves and others.

Rationale 5.1

The ability to use technology responsibly and to make responsible decisions about accessing information and communicating with others in ways that demonstrate adherence to community standards and personal convictions is a unique challenge and opportunity for today's learners. The digital world is one in which society is still seeking to establish legal and ethical standards, and one that holds unique temptations for inappropriate conduct. Responsible use of technology often requires students to do what they know is right, even when it seems like no one is watching.

Result 5.1.1

The 2010 Calgary Board of Education Student Survey asked students in grade 12 to report on the extent to which they agreed with the following statement: I take responsibility for using technology appropriately. (4043 respondents)

Overall, 89.5% of 2010 grade 12 respondents agreed that they took responsibility for using technology appropriately.

Table 57 Grade 12 Student Self-Reporting on Responsible Technology Use

2010	Strongly Agree	Agree	Disagree	Strongly Disagree	Overall Agreement
%	32.5%	57.0%	6.2%	3.0%	89.5%
count	1333	2335	252	123	3668

Result 5.1.2

The 2011 Calgary Board of Education Student Survey asked students in grade 12 to report on the extent to which they agreed with the following statement: I understand my responsibility to protect myself and others within the digital community from inappropriate behaviour. (4384 respondents)

Overall, 92.2% of 2011 grade 12 respondents agreed that they understood their responsibility to protect themselves and others within the digital community from inappropriate behaviour.

Table 58 Grade 12 Student Self-Reporting on Responsible Technology Use

2011	Strongly Agree	Agree	Disagree	Strongly Disagree	Overall Agreement
%	41.4%	50.8%	5.4%	2.5%	92.2%
count	1781	2186	231	109	3967

Measure 5.2

Percentage of students who report that they are honest with themselves and others.

Rationale 5.2

Students who are honest with themselves and others can be seen to engage in learning with integrity.

Results 5.2

The 2011 Calgary Board of Education Student Survey asked students in grade 12 to report on the extent to which they agreed to the following statement: I am honest with myself and others. (4319 respondents)

Overall, 93% of grade 12 respondents agreed that they are honest with themselves and others.

Table 59 Grade 12 Student Self-Reporting on Being Honest with Selves and Others

2011	Strongly Agree	Agree	Disagree	Strongly Disagree	Overall Agreement
%	43.4%	49.6%	5.0%	2.0%	93.0%
count	1876	2142	216	85	4018

Measure 5.3

Percentage of students who report doing what they believe is right for themselves and society even when it is unpopular or difficult to do so.

Rationale 5.3

Students who do what is right for themselves and society even when it is unpopular or difficult to do so can be seen to engage in learning with integrity.

Results 5.3

The 2011 Calgary Board of Education Student Survey asked students in grade 12 to report on the extent to which they agreed to the following statement: I do what is right for me and society even when it is difficult or unpopular to do so. (4318 respondents)

Overall, 89.8% of grade 12 respondents agreed that they do what is right for themselves and society even when it is difficult to do so.

Table 60 Grade 12 Student Self-Reporting on Doing What is Right for Self and Society Even When Difficult

2011	Strongly Agree	Agree	Disagree	Strongly Disagree	Overall Agreement
0/0	33.6%	56.2%	8.3%	1.9%	89.8%
count	1452	2428	357	81	3880

Measure 5.4

Percentage of students reported to take responsibility for their own actions.

Rationale 5.4

Students who take responsibility for their own actions acknowledge a community standard of ethical practice and seek to align their decisions and behaviour to that standard. They demonstrate integrity between their individual actions and what the community expects of them.

Results 5.4

Student demonstrations of taking responsibility for their own were evaluated in the Calgary Board of Education's 2009-2010 Ends Reporting pilot. Nineteen Calgary Board of Education schools, representing more than 4600 students in grades 1-9, reported on the Character End on student report cards in June 2010.

Student results were reported as Excellent, Very Good, Meeting Expectations or Needing Improvement, and gave consideration to students' truthfulness regarding their actions and their willingness to correct errors in judgement.

The following chart shows that teachers reported that the majority of students (92.4%) were successful in taking responsibility for their own actions.

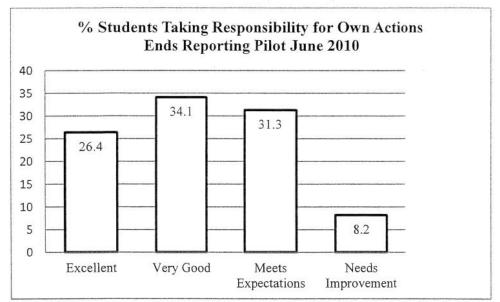


Chart 3: Students Reported to Take Responsibility for Own Actions

Measure 5.5

Percentage of student population referred for suspension from Calgary Board of Education Schools.

Rationale 5.5

In the Calgary Board of Education student suspension is a serious disciplinary response to student behaviour that is repeatedly or significantly outside of accepted standards of conduct. Students who are referred for suspensions have not adhered to those standards or to what they themselves know is the right course of action.

Result 5.5

The percentage of students who were referred for suspensions in relation to total CBE student enrolment during the 2009-2010 school year was 0.23%. This demonstrates that the vast majority of students (99.77%) successfully adhere to the student behaviour standards of the Calgary Board of Education.

The range of CBE results for this measure during the past five years has been between 0.20% and 0.37%.

Measure 5.6

Number of incidents of vandalism in Calgary Board of Education schools during school hours.

Rationale 5.6

Incidents of vandalism during school hours are most often acts committed by students and reflect a violation of community standards in relation to self, others and property.

Results 5.6

The number of incidents of vandalism during school hours in the Calgary Board of Education for the 2009-2010 school year was 720.

The range of results for this measure during the past five years has been between 720 and 1007 incidents per school year.

Outcome 5 Results Summary

Performance measures that demonstrate students engaging in learning with integrity have been presented from a range of grade levels in Calgary Board of Education schools. Student perception data from the Calgary Board of Education Student Survey, teacher assessment information from the 2009-2010 Ends Reporting pilot, as well as vandalism and suspension data from the 2009-2010 school year, provide evidence of the accomplishment of the Chief Superintendent's Reasonable Interpretation for Ends 5: Character, Outcome 5, each student will engage in learning with integrity.

System data of student suspensions and school hour vandalism reports from the past five years show that 2009-2010 incidents are among the Calgary Board of Education's lowest levels.

A current external standard that offers context and a point of comparison for Calgary Board of Education perception data results is Alberta Education's performance target for the measure: "Overall agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school." All Calgary Board of Education performance measures for Outcome 5 of Ends 5: Character exceed the provincial target of 71%, and are within the statistically acceptable range to meet a target of 90% ¹⁹.

Standards of accomplishment for these performance areas will be further developed as multiple years of data are gathered within the Calgary Board of Education.

Overall Results and Summary

Looking at particular measures of student performance provides an understanding of how each measure contributes the accomplishment of the specific outcomes within the Chief Superintendent's Reasonable Interpretation of Ends 5: Character and how the accomplishment of each of the five outcomes contributes to the accomplishment of the whole of the Reasonable Interpretation.

Looking at individual measures of student performance also provides an understanding of the interrelated nature of the measures and outcomes, as well as the complex relationship between personal development, citizenship, character, academic success and overall success in school, life, work and continued learning. The development of character in and through learning is an important contributor to a student's success in their immediate learning goals, in their communities, and for the rest of their lives.

¹⁹ The acceptable range for a target value of 90% would begin at 85.5%.

Results from the previous measures present evidence of students in the Calgary Board of Education demonstrating initiative and perseverance in their learning, demonstrating respect and compassion for others, making responsible decisions and demonstrating integrity in their actions.

Additional data from grade 12 student responses to two open-ended questions on the Calgary Board of Education Student Survey, provide additional insight into students' own awareness, as they reach the end of their K-12 school years, of the significance qualities of character have played in their school experiences and success.

Qualitative data that highlights student perceptions of their leadership roles within their school communities.

Student comments provide further information about the impact these aspects of character have had on their school experiences. Qualitative data from the Calgary Board of Education's Student Survey indicated that grade 12 students identified qualities of character that were demonstrated through a variety of learning experiences, such as leadership.

Specifically, students were asked to describe a way in which they had demonstrated leadership in their school community. 1000 of the 3404 responses to this question were analysed for thematic connection to the outcomes of the Chief Superintendent's Reasonable Interpretation of Ends 5: Character.

From these responses, it was noted that the majority of students associated qualities of character, such as respect, decency, civility, fairness and compassion as elements of effective leadership. Through their descriptions of specific actions taken in relation to their leadership roles, students discussed the significance of taking initiative, respecting the dignity of others, helping their fellow students, acting responsibly and showing compassion through seeking to understand the needs of others.

Students voiced a strong commitment to enacting qualities of character through their decisions and interactions with others. A notable theme was the number of student leadership responses that showed the synthesis of two or more of the outcomes for Ends 5: Character.

Student Comments Identifying Aspects of Character as a Key Factor in Leadership

Within some subjects, I enjoy taking the lead in group projects, class discussions and group activities. I help keep a discussion going when others show apathy, or disinterest, and I like getting a group project going/moving by throwing ideas around or encouraging people who have ideas themselves.

In group projects, people tend to look to me as a leader. I take initiative and guide the group with dividing up the activities in an efficient way.

When a student is being picked on or called names, I stand up for them because I want to be a good influence on others and I want to lead other students to become better people and citizens.

Being involved in various activities I met different people and became exposed to multiple perspectives and personalities. As a leader, it was up to me to incorporate those into my own decision-making and understand the views of every individual I was acquainted with. Being compassionate with everyone is a crucial step; sometimes learning to accept an idea is harder than giving one. As a leader, I was able to challenge and be challenged, learning to adapt to all kinds of environments and thus, growing in every role I took on, while helping others to do the same.

In examples such as this, it is evident that students are coming to understand and enact visions of leadership that are founded in important aspects of character: initiative, integrity, responsible decision-making and respectful interactions with their peers.

Qualitative data illustrating students' perceptions of ways in which they have demonstrated the qualities of character within their school communities.

The second open-ended question that grade 12 students responded to in the 2011 CBE Student Survey referred them to the qualities of Ends 5 as articulated by the Board of Trustees and asked them to provide an example of I time they demonstrated strong character in their school community.

There were 3503 student responses to this question in the 2011 survey, with 800 used to determine thematic connections to the outcomes for Ends 5.

Again the strongest theme to emerge from the student examples was the commitment to civility, decency, respect, fairness and compassion. Five student responses have been selected to show the kinds of responses that students communicated.

During class discussions, we hear a variety of opinions. Especially in Social Studies we're exposed to many cultures and backgrounds so I've learned to respect and understand the people around me.

I helped new kids at my school to adapt to their new environment.

I have demonstrated strong character in my school community by simply being kind, respecting my elders (staff members) and fellow students.

When I hear gossip I always do my best to stop it and never repeat it because I have no idea if it's true or not. Even if it was true who knows whether the person that it is about wants it known. That isn't my decision to make.

In gym class we were doing social dance and me and a bunch of my friends already had a group set up. However, there was a boy who was left without a group and no one would take him in. I felt bad and walked over and invited him into our group. We gave him one of the main roles and tried to make him feel welcome among us.

Perseverance and initiative were the next most frequent thematic connections, followed by integrity and responsible decision-making.

The following student responses show some of the ways in which students demonstrate perseverance as learners.

Even when times were really tough, like family issues and stuff, I was able to work through it and make sure my marks in school were not affected.

When doing a big English project, I showed perseverance by working many hours straight on it in order to make it the best that I could, even though it was a difficult and daunting task.

I am one of the co-presidents of student council. We were setting up the school dance and all of the volunteers backed out. I had to persevere in order to fulfil the responsibility I had to the school and my fellow classmates.

This year I didn't do well in my Math or English diploma exams. I decided to work hard and re-do both of these subjects. This took a lot of work and dedication to re-do these classes.

Initiative and risk taking in learning is another area that students demonstrate a commitment to as they complete their public education journey.

I take the initiative to do well in school by prioritizing and staying on top of deadlines and asking teachers about potential assignments and lessons just so I am prepared.

I take initiative in my learning by spending hours outside of school working on projects to get them done before the due date, and also by researching further into subjects that interest me.

The band and choir went to LA last year and it took a lot of work and organization. I volunteered to help my band teacher plan and organize the trip.

I run a radio show in the school, and have the leadership to maintain a steady show, which is both interesting and informative.

Integrity in learning is a theme that was significant to many students as evidenced in the examples that they offer below.

Several times, I have been presented with decisions to make, small and insignificant, or of great importance, and I have been able to make the right decision confidently whether it was the "popular" thing to do or not.

As an IB student with many deadlines and exams there was some pressure to use the internet or friends' work to complete the tasks, however I completed my work independently and adhered to my moral standards and can proudly say I completed high school on my own, through my own work and abilities.

Plenty a' time I stumbled across pop cans or bottles laying around. I'd pick them up and recycle them just because it made me feel better knowing our school looked cleaner when I took the time to help out. I didn't need the recognition. It made me feel good inside knowing I did a good deed.

When discussing the formation and intent of the "Girls Culture Club", I articulated a position that was unpopular, but I felt to be an important part of a discussion which preserved the integrity of our commitment to the dignity and freedom of students and citizens.

I was always honest during tests. I strongly believe that people shouldn't cheat or be dishonest when writing a test.

Independent and responsible decision-making is another critical theme identified through student responses.

I always complete assignments in all of my classes on time and with superb quality and it shows my sense of responsibility as a student in high school.

When I helped other students to study for their exams, sacrificing my own time to study for my own exams.

I always think what are my responsibilities and what are the ways that I can complete them.

I took full responsibility of my behaviour, attitude and manner during classes.

Responses to the two open-ended questions from the grade 12 Calgary Board of Education Student Survey address the outcomes of the Chief Superintendent's Reasonable Interpretation of Ends 5: Character in an integrated and open-ended manner and provide additional qualitative data in relation to the accomplishment of the Chief Superintendent's Reasonable Interpretation.

V. SUMMARY STATEMENT

The information in this report is presented as evidence of the accomplishment of the Chief Superintendent's Reasonable Interpretation of Ends 5: Character.

VI. ADMINISTRATIVE RECOMMENDATIONS FOR CHANGES TO THE CHIEF SUPERINTENDENT'S REASONABLE INTERPRETATION

Administration respectfully requests the Board of Trustees consider the following change to the Reasonable Interpretation for Ends 5: Character for use in future monitoring reports.

Change: Wording on p.7 of Reasonable Interpretation from "Data Sources" to "Suggested Data Sources".

Reason for Change: As our understanding of optimal ways of measuring character increases, our data sources continue to evolve and mature. Changing the wording allows data sources to be added when needed or disregarded when no longer applicable.

NAOMI E. JOHNSON

CHIEF SUPERINTENDENT OF SCHOOLS

haomi Johnson

CALGARY BOARD OF EDUCATION

REPORT TO THE REGULAR MEETING OF THE BOARD OF TRUSTEES PUBLIC AGENDA

June 28, 2011

To:

Board of Trustees

From:

Naomi E. Johnson, Chief Superintendent of Schools

Re:

Annual Monitoring Report for Ends 1: Mega End

Originator: Cathy Faber, Superintendent, Learning Innovation

Resource Persons:

Ronna Mosher, Director, Chief Superintendent's Office

Pat Kover, System Assistant Principal, Learning Innovation

Johanna de Leeuw, Specialist, Learning Innovation

Michelle Bastock, System Assistant Principal, Learning Innovation

PURPOSE OF THE REPORT I.

The Chief Superintendent is required to provide an annual monitoring report for the Board of Trustees with respect to Ends 1: Mega End. The purpose of this report is to provide evidence of the accomplishment of the Chief Superintendent's Reasonable Interpretation for Ends 1: Mega End.

П. RECOMMENDATION

It is recommended:

- 1. THAT the Board of Trustees receives the information in this monitoring report as evidence of the accomplishment of the Chief Superintendent's Reasonable Interpretation for Ends 1: Mega End.
- 2. THAT the Board of Trustees approves the recommended changes to the Reasonable Interpretation of Ends 1: Mega End as described in Section VI of this report.

III. REASONABLE INTERPRETATION

The Calgary Board of Education Mega End states:

Each student, in keeping with his or her individual abilities and gifts, will complete high school with a foundation of learning to function effectively in life, work and continued learning.

It is often said that learning does not stop at the end of a formal school experience, but must be viewed as a lifelong pursuit. This is especially true in current times with the rapid changes taking place across the globe. Advances in technology, greater understandings of the brain, and the far-reaching effects of globalization contribute to a growing conviction that the best thing we can teach our students is how to learn for a lifetime. This understanding contributes to the Chief Superintendent's interpretation of what it means to have developed a foundation of learning to function effectively in life, work and continued learning. It is the development of a mind-set whereby an individual desires ongoing intellectual growth and further development of skills and talents. It speaks of a determination to expand one's knowledge and understandings of the world. It requires a transformation from a knowledge-based teaching perspective to one that views student learning in a more holistic manner. The Canadian Council on Learning recognizes the importance of viewing students through a holistic lens in its report on the State of Aboriginal Learning in Canada (2009). This report states that to fully understand learning we must incorporate a student's knowledge along with their community well-being over the length and breadth of a lifelong learning journey.

Current educational thought not only focuses on a more holistic view of students, but also on a more holistic view of teaching and learning in general -- a view focusing on what Richard Elmore terms the "instructional core" ². Elmore

¹ The transformation to a holistic approach to student learning is shaped by our growing understanding of how people learn. The pioneering work of Lev Vygotsky in the 1920's demonstrated the importance of the social environment to the learning process. Jean Piaget's theories attempted to demonstrate that cognitive development in children proceeds in a predictable sequence of steps (1952). His work also revealed that we learn not so much by acquiring content from outside our minds, but rather by constructing it from within. Building on Piaget's work, Benjamin Bloom (1956) formulated his famous taxonomy, in which cognitive skills are ordered hierarchically. Bloom's taxonomy has since been adjusted to help teachers understand a standards-based curriculum. The revised hierarchy of cognitive skill development begins with remember, understand, and apply, and proceeds on to the skills needed for analyzing, evaluating and creating (Anderson & Krathwohl, 2001).

² Current research conducted by Richard Elmore (2008) builds upon earlier learning theories and helps us develop a richer understanding of the learning/teaching relationship. Elmore unpacks a concept he terms "the instructional core". He describes this core as the symbiotic relationship between teacher and student in the presence of content. Each learning task is designed with this instructional core in mind, recognizing that the individual components of the core work in combination with the others. He maintains that the only way to improve student learning is by

describes the relationship between student, teacher and content as forming a greater entity in an instructional core, just as the reasonable progress made towards the attainment of Ends 2: Academic Success, Ends 3: Citizenship, Ends 4: Personal Development and Ends 5: Character work together to provide the foundation of learning to function effectively in life, work and continued learning; the greater entity of Ends 1: Mega End. Rather than serving as simply a culmination of Ends 2 through 5, the Mega End becomes a larger result through the synergistic relationship that occurs amongst the elements of the other four Ends. To provide an example of a whole being greater than the sum of its parts, we need look no further than our students. Our students gain many individual skills and attributes over the course of their school experience, but when we look at each student as a whole and examine their understandings, we see the culmination of those individual learnings as a greater entity. Ends 1: Mega End reflects this critical way of thinking as it speaks of the foundation of learning used to function effectively in life, work and continued learning.

The Mega End describes the hopes that our community has for developing the skills of our children and youth, and the expectation that public schooling will provide a foundation on which they can build successful lives. Conventional wisdom commonly asserts that a certain level of educational achievement is required for effective functioning in a world that is becoming increasingly complex and challenging. Social commentators commonly assert that, at a minimum, all high school completers need to attain proficiency in literacy, numeracy and various kinds of social understandings. This assertion, in general, has validity for a large number of students. It becomes problematic, however, when we attempt to build agreement on the level of proficiency required and on the universality of our expectations for all students.

The Chief Superintendent believes that high school completion can serve as a useful outcome to gauge system performance, but only if an appropriate definition for high school completion is developed ethically and with high sensitivity to each one of our students. The Chief Superintendent interprets Ends 1: Mega End as the overarching outcome of what it means for each student to be well educated in the Calgary Board of Education, and uses a model presented by Michael Barber (2009); to inform the Reasonable Interpretation of Ends 1: Mega End.

Barber has developed an equation – Well educated = E(K+T+L). This equation contains elements he describes as necessary now, and into the future, to produce well educated citizens. The 'K' and 'T' stand for the concepts of knowledge and thinking; traditional ingredients in educational philosophy. Barber then expands the concept of a well educated individual to include an 'L' for leadership and qualifies an understanding of the term leadership to include taking action and skilfully wielding influence. Finally, Barber encapsulates the elements of

adjusting one or more components of the core. By adjusting one component each of the remaining two are also affected, illustrating the synergy between the three.

Knowledge, Thinking and Leadership within an ethical framework (E); ensuring that actions taken are for the benefit of society.

Barber's model serves to represent the phrase "foundation of learning" in the Board of Trustees' Ends 1: Mega End statement. By combining Ethics with Knowledge, Thinking and Leadership, his model serves to broaden the mandate of education systems, much like the inclusion of Ends 2: Academic Success, Ends 3: Citizenship, Ends 4: Personal Development and Ends 5: Character broadens the concept of the Calgary Board of Education's Mega End.

For example, one could place the Knowledge (K) component of Barber's equation within Ends 2: Academic Success. However, on closer examination, it becomes clear that the Knowledge component does not solely apply to Ends 2, but permeates through Ends 2 through 5. It takes considerable knowledge to become a responsible, informed citizen, just as it takes knowledge to achieve success on provincial achievement test measures. Conversely, the Leadership (L) component of Barber's equation seems to lend itself to an interplay between Ends 3, 4 and 5. However, Leadership is also a critical factor leading to Academic Success.

The personalization of student learning is the critical overarching component in creating a Calgary Board of Education Mega End statement. This statement uses Barber's equation as a model and demonstrates the synergy emerging from the interplay among all of the Board's Ends.

Ends 1 - Mega End:
$$P(A \Leftrightarrow C \Leftrightarrow PD \Leftrightarrow CH)$$

In the Ends 1: Mega End statement above, the letter A stands for Academic Success, the letter C for Citizenship, the letters PD for Personal Development and the letters CH for Character. Although the two-directional arrows seem to represent interplay between only two components at any one time, all components work together within a framework of personalized (P) student learning to create a bigger picture of success – the Mega End.

Personalizing learning for students makes their schooling experience meaningful and authentic. When students see relevance in their work they are more likely to be fully engaged in the learning process and, in turn, reach greater potential. David Perkins, a leading Harvard educator, discussed the importance of relevance to a student's learning at the Future of Learning Conference 2009. He addressed what he calls the Relevance Gap by asking educators to consider the worth of what they are teaching, and then to impart that worth to students. He notes that students need to understand why they are learning something as well as its application to real-life situations in order to continue wanting to learn. Students need to understand the learning's relevance to their personal lives.³

³ In addition to making learning personally relevant for students, Sharon Friesen identifies four additional core principles in an *Effective Teaching Practices Rubric* (May 2009). She asserts that not only should learning be connected to each student's personal world, but that learning must be

In personalizing learning to best prepare students for lives after high school, it is important to build upon the talents, skills and aspirations of each individual while also considering the needs of society. Problem-solving, creative thinking and an ability to work effectively with others are commonly considered as essential skills in today's global marketplace.

Many considerations must be taken in determining what attributes are necessary to provide students with the foundation of learning to function effectively in life, work and continued learning. Historical research, in conjunction with current models of what is meant by a well educated person, produce a list of student attributes sought by educators. A well-educated student is one who has mastered an array of cognitive skills as well as skills in the affective and aesthetic domains.⁴ The combination of these skills must also be commensurate with one's personal learning needs and abilities.

Personalizing learning is a distinct challenge within Calgary Board of Education schools as this jurisdiction serves students from a wide socio-economic spectrum and with a variety of learning needs. Our students represent a myriad of cultures, with many learning the English language. The Calgary Board of Education embraces diversity and inclusion. All students matter.

To most effectively use this Reasonable Interpretation's conceptual definition, including the Outcomes, Measures and Data Sources that follow, in determining future reasonable progress towards Ends 1: Mega End, it is imperative that the revised Reasonable Interpretations of Ends 2 through 5 be considered in order to fully determine how the Mega End reflects the whole that is greater than the sum of its parts.

Outcomes

 Reasonable progress toward the accomplishment of the Chief Superintendent's Reasonable Interpretation of Ends 2: Academic Success, Ends 3: Citizenship, Ends 4: Personal Development and Ends 5: Character

designed to engage students on academic and intellectual levels. She goes on to discuss the importance of relationships within a learning framework, including teachers' own learning, as current research demonstrates that teachers gain the most professional development through the work with their peers. Finally, Friesen highlights the significance of on-going assessment to guide teacher and student work. This provides students with clear targets guiding expectations towards improving learning. These five core elements contribute to an increased personalization of learning, making learning more relevant for all.

⁴ The International Education Roundtable (July 2009) added the importance of vocational education to this list of critical skills in developing lifelong learners. Vocational education, the report emphasizes, should focus on learning, not just training. It is critical that the CBE continue to expand its view of work preparation by maintaining programming flexibility with increased links to apprenticeships, work experience opportunities, post-secondary institutions and industry.

inform reasonable progress toward the Chief Superintendent's Reasonable Interpretation of Ends 1: Mega End.

- Student transition into post-secondary learning
- Students are prepared for life, work and continued learning
- High school success

Measures

- Measures for Ends 2 through 5 will be developed as each of the Ends' Reasonable Interpretations is reviewed and revised prior to fall of 2010.
- Measures developed to inform the Reasonable Interpretations of Ends 2 through 5 will inform the reasonable progress towards accomplishment of the Reasonable Interpretation of Ends 1: Mega End.
- % of students transitioning from high school to post secondary within 4 years
- % of students transitioning from high school to post secondary within 6 years
- % of students who report feeling satisfied that their CBE experience has adequately prepared them for life, work or continued learning (after 1 year following high school) (Longitudinal study)
- % of students who report feeling satisfied that their CBE experience has adequately prepared them for life, work or continued learning (after 3 years following high school) (Longitudinal study)
- % of students who report satisfaction with their CBE experiences in adequately preparing them for their on-going learning experiences (Longitudinal K-12 study)

Data Sources

- Annual monitoring reports for Ends 2: Academic Success, Ends 3: Citizenship, Ends 4: Personal Development and Ends 5: Character.
- Alberta Education Accountability Pillar Summary
- Mega End Symposium data (including Longitudinal 1 and 3 year post-high school studies)
- CBE student survey
- Longitudinal K-12 study
- Individual Program Plans (IPPs)
- Student report card exemplars

IV. RESULTS

Introduction

Ends 1: Mega End (Ends 1) describes the hopes that our community has for developing the skills of our children and youth, and the expectation that public schooling will provide a foundation on which they can build successful lives. The Chief Superintendent interprets Ends 1: Mega End as the overarching outcome of what it means for each student to be well educated and uses a model that combines ethics with knowledge, thinking and leadership that can be seen in the synergistic relationship existing between the Calgary Board of Education's other four Ends.

On behalf of students, their families, and the community, the Calgary Board of Education (CBE) is dedicated to the development and well-being of each child and youth. Success in learning for each and every student is the goal of our work.

To achieve this goal the Calgary Board of Education has demonstrated commitment to the accomplishment of the five Ends: Academic Success, Citizenship, Personal Development, Character and the Mega End. The cumulative result of these five Ends is to prepare our youth for success in life, work and continued learning.

The Ends 1 monitoring report can be seen as the culmination and overview of the work that has taken place in Calgary Board of Education schools. As well, it represents another forward step in efforts to draw from developing data sources. The current report is the first to present findings from the newly implemented CBE Longitudinal Survey which gathers student feedback from grades 4, 7, 10, 12 and one year after graduation.

This report presents data from a variety of sources to demonstrate Calgary Board of Education students' ongoing learning journey toward the end goal of functioning effectively in life, work and continued learning. Data is presented under each outcome to support evidence of the accomplishment of the Chief Superintendent's Reasonable Interpretation of Ends 1: Mega End.

As in the Ends 5: Character monitoring report, benchmarks for percentage results indicating the range that constitutes the level of accomplishment are presented. Findings from qualitative measures provide anecdotal evidence to enhance and expand the meanings from percentage results. Further explanation offers insights about the ways results from different measures support the outcome. This enables an informed decision regarding accomplishment of Ends 1: Mega End.

As in previous 2011 Ends monitoring reports, evidence is provided for the "accomplishment of the Chief Superintendent's Reasonable Interpretation" of Ends 1 rather than "reasonable progress towards the accomplishment of the End." The information in this monitoring report is organized around the outcomes contained in the Chief Superintendent's Reasonable Interpretation of Ends 1: Mega End.

Outcome 1: Reasonable progress toward the accomplishment of the Chief Superintendent's Reasonable Interpretation of Ends 2: Academic Success, Ends 3: Citizenship, Ends 4: Personal Development and Ends 5: Character inform reasonable progress toward the Chief Superintendent's Reasonable Interpretation of Ends 1: Mega End.

Outcome 2: Student transition into post-secondary learning

Outcome 3: Students are prepared for life, work and continued learning

Outcome 4: High school success

Outcome 1

Reasonable progress toward the accomplishment of the Chief Superintendent's Reasonable Interpretation of Ends 2: Academic Success, Ends 3: Citizenship, Ends 4: Personal Development and Ends 5: Character inform reasonable progress toward the Chief Superintendent's Reasonable Interpretation of Ends 1: Mega End.

Measure 1.1

Measures for Ends 2 through 5 will be developed as each of the Ends' Reasonable Interpretations is reviewed and revised prior to fall of 2010.

Rationale 1.1

The development of measures operationalizes the Chief Superintendent's Reasonable Interpretations of the Board of Trustees' Ends and clarifies the means of providing results of organizational performance related to the Ends.

Result 1.1

Measures were developed for the Reasonable Interpretations of Ends 2 through 5 during the 2009–2010 school year. These measures were used as a basis for evidence of the accomplishment of the Chief Superintendent's Reasonable Interpretation in Ends monitoring during the 2010-2011 school year.

This measure was transitional in nature. It is recommended that this measure now be removed from the Chief Superintendent's Reasonable Interpretation (see Section VI).

Measure 1.2

Measures developed to inform the Reasonable Interpretations of Ends 2 through 5 will inform the reasonable progress towards accomplishment of the Reasonable Interpretation of Ends 1: Mega End.

Rationale 1.2

A foundation of learning to function effectively in life, work and continued learning is supported by the other CBE Ends: Academic Success, Citizenship, Personal Development and Character.

In this report the accomplishment of the Chief Superintendent's Reasonable Interpretation of Ends 2: Academic Success, Ends 3: Citizenship, Ends 4: Personal Development and Ends 5: Character informs accomplishment of the Chief Superintendent's Reasonable Interpretation of Ends 1: Mega End.

The accomplishment of, rather than reasonable progress toward, the Chief Superintendent's Reasonable Interpretation for Ends 1: Mega End has been used as the basis for the presentation of evidence in this report. A proposed change reflecting this adjustment to Outcome 1 has been included as a recommended revision in Section VI of this report.

Result 1.2

During the 2010-2011 school year, the Board of Trustees received the information presented in the monitoring reports for Ends 2, 3, 4 and 5 as supporting evidence of the accomplishment of the Chief Superintendent's Reasonable Interpretations of Ends 2 through 5.

Outcome 1 Summary of Results

The Chief Superintendent's Reasonable Interpretations of Ends 2, 3, 4 and 5 have been accomplished for the 2010-2011 school year. With the accomplishment of the other four CBE Ends (pending receipt of E-5 June 2011), evidence supporting the accomplishment of the Chief Superintendent's Reasonable Interpretation of Ends 1: Mega End has been demonstrated.

Outcome 2

Student transition into post-secondary learning

Measure 2.1

Percentage of students transitioning from high school to post-secondary within 4 years and 6 years.

Rationale 2.1

The measure is explicit in the outcome.

Result 2.1

The Alberta Education Accountability Pillar⁵ reports the post-secondary transition Rate (four year) as the percentage, adjusted for attrition, of students in the grade 10 cohort who have entered a post-secondary-level program at an Alberta post-secondary institution or registered in an Alberta apprenticeship program within four years of entering grade 10.

Table 2.1.1 Four Year Transition Rate High School to Post-Secondary

	20	10
	CBE	Province
% 4 year	39.1	37.8

The Calgary Board of Education four year student transition rate from high school to post-secondary exceeds that of the province.

The Alberta Education Accountability Pillar reports the post-secondary transition Rate (six year) as the percentage, adjusted for attrition, of students in the grade 10 cohort who have entered a post-secondary-level program at an Alberta post-secondary institution or registered in an Alberta apprenticeship program within six years of entering grade 10.

Table 2.1.2 Six Year Transition Rate High School to Post-Secondary

	2010	大大学是共享基础 计正式设置器
	CBE	Province
% 6 year	59.9	59.3

The Calgary Board of Education six year student transition rate from high school to post-secondary exceeds that of the province.

Results from the Alberta Education Accountability Pillar reveal 59.9% of CBE students transitioned into post-secondary within six years. This meets the standard set by Alberta Education for the six year transition rate⁶ and exceeds that of the province.

⁵ The Accountability Pillar ensures all school jurisdictions in Alberta are measuring success in the same way. While most school boards have tracked their own progress, what they measured, when and how could vary widely. With the Accountability Pillar, all jurisdictions measure the same factors in the same way at the same time, creating timely, accurate, consistent data that is publicly evaluated and reported. The Accountability Pillar allows jurisdictions and the province to assess successes and identify opportunities for improvement, while also providing students with the best possible learning experience. The measurement process also helps to determine if challenges are local or province-wide based on surveys of all teachers and students in grades 4, 7 and 10 and their parents.

⁶ The Alberta Education target for the post-secondary transition rate of students within six years of grade 10 is 61.0%. Acceptable values for this rate are at, or above, 57.9%.

Measure 2.2

Percentage of Grade 12 students who report on factors contributing toward enrolment in post-secondary learning, as identified in Statistics Canada research (2004).

Rationale 2.2

Positive interactions, both academically and socially, as well as student engagement and a strong sense of belonging in high school are factors noted to relate to the likelihood of student enrolment in post-secondary education⁷. When students feel a strong sense of belonging in their school and have one or more adults who know them well as a learner and a person, they are more likely to attend school regularly, remain in school and move on to post-secondary learning. Grade 12 CBE Student Survey responses are offered below to demonstrate student perception data on the above factors.

Result 2.2

The following results are taken from the 2011 Grade 12 Calgary Board of Education Student Survey.

Table 2.2.1 Student Reporting on Sense of Belonging at School

	I have a str	ong sense of	belonging to n	ny school	
	Strongly Agree	Agree	Disagree	Strongly Disagree	Overall Agreement
% Grade 12	26.1	46.3	18.0	9.5	72.4
Grade 12 Count	1108	1965	764	403	3073

Table 2.2.2 Student Reporting on Relationships with Adults at School

I am satisfied with	the relationsh	ips I have bee	en able to devel	op with adults	at my school
	Strongly Agree	Agree	Disagree	Strongly Disagree	Overall Agreement
% Grade 12	34.3	52.2	9.7	3.7	86.5
Grade 12 Count	1452	2209	411	157	3661

⁷ Lambert, M., Zeman, K., Allen, M., Bussiere, P. (2004). Who pursues post-secondary education, who leaves and why: Results from the youth in transition survey. Ottawa, ON: Statistics Canada.

Table 2.2.3 Student Reporting on Number of Adults Knowing Them as a Learner

What is the number of adults at school (teachers, principals, secretaries, counsellors) who know you well as a learner?

	Four or More Adults	Three Adults		One Adult	Zero Adults
% Grade 12	54.1	17.3	15.7	6.9	6.0
Grade 12 Count	2293	733	665	292	254

Table 2.2.4 Student Reporting on Number of Adults Knowing Them as a Person

What is the number of adults at school (teachers, principals, secretaries, counsellors) who know you well as a person?

	Four or More Adults	Three Adults	Two Adults	One Adult	Zero Adults
% Grade 12	36.6	15.1	20.8	13.5	14.1
Grade 12 Count	1548	639	880	571	596

Table 2.2.5 Student Reporting on Absences

How often Have You Been Absent this Year?						
	Rarely/Never	Sometimes	Frequently	Almost Always		
% Grade 12	48.1	38.2	11.1	2.6		
Grade 12 Count	2055	1632	474	111		

Total student responses reporting that at least one adult knows them well as a learner are 94.0%. Responses reporting that at least one adult that knows them well as a person show an 85.9% result. The result for students who report that they are rarely or sometimes absent is 86.3%. An external comparison for the CBE Student Survey measures is found within the 2009-2010 Alberta Education Annual Report. The Alberta target for school jurisdictions in the "Overall agreement that schools are safe and caring", is 90.0%. The student survey responses for all of the above measures are within the range provided by Alberta Education with one exception, student responses to the survey question: "I have a strong sense of belonging to my school".

Outcome 2 Summary of Results

In Measures 2.1.1 and 2.1.2, CBE results for 2010, for both the four year and six year student transition rate from high school to post-secondary, exceed that of the province and the provincial standard. Grade 12 student responses to factors that

⁸ In the 2009-2010 Alberta Education Annual Report. a 5% variance on that target is acceptable. Results between at, or above, 85.5 are acceptable. This provides an external standard to contextualize these responses. As a frame of reference, questions within the Safe and Caring detail of the Accountability Pillar are similar in nature to those offered in the CBE Student Survey.

are known to influence the likelihood that they will pursue post-secondary learning offer additional support for the accomplishment of Outcome 2 of the Chief Superintendent's Reasonable Interpretation for Ends 1: Mega End.

Outcome 3

Students are prepared for life, work and continued learning

Measure 3.1

Percentage of parents and teachers who agree that high school graduates demonstrate the knowledge, skills and attitudes for lifelong learning

Rationale 3.1

Alberta Education's Accountability Pillar Survey gathers teacher and parent responses to the following statement: *High school graduates demonstrate the knowledge, skills and attitudes necessary for lifelong learning.* By responding to this statement staff, internal to school jurisdictions, and parents, as external stakeholders, collectively offered their responses. Gathering information related to the question of whether students are well prepared for life beyond high school from these two stakeholders is one way of examining jurisdictional and public viewpoints on this outcome.

Result 3.1

In examining the results for this measure it is important to include the fact that the composite result is based on responses to two statements:

- High school graduates demonstrate the knowledge, skills and attitudes necessary for learning throughout their lifetime.
- Your child is (students are) taught the knowledge, skills and attitudes necessary for learning throughout his or her (their) lifetime.

The 2011 results for this measure, presented in Table 3.1.1, are based on the Accountability Pillar Report. These results show the overall parent and teacher satisfaction related to the above two statements.

Table 3.1.1 Percentage of Overall Satisfaction of Teachers and Parents that High School Graduates Demonstrate the Knowledge, Skills and Attitudes Necessary for Lifelong Learning

	20	007	20	800	20	09	20	10	20)11
"Very Satisfied" and "Satisfied"	CBE	Prov.								
% Overall	63.8	65.6	63.1	66.7	63.4	67.4	63.8	67.6	63.4	67.9
% Parents	55.3	57.1	55.8	59.5	55.9	60.8	55.9	59.8	56.5	60.6
% Teachers	72.3	74.1	70.5	73.8	71.0	74.0	71.8	75.4	70.4	75.3

The Calgary Board of Education's 2011 results of 63.4% fall below the range that meets the overall provincial standard⁹. In contextualizing this result, it is important to note that the 'don't know' responses of parents and teachers of younger children factor into the overall disagreement category. The high level of 'don't know' responses negatively impacts the overall result. Evidence from measure 3.1 is presented with this factor in mind.

Measure 3.2

Percentage of parents and teachers who report that students are taught attitudes and behaviors that will make them successful at work when they finish high school

Rationale 3.2

Measure 3.2 presents internal organizational feedback from grade 4, 7 and 10 teachers as well as external parent agreement regarding whether students are well prepared to enter the world of work beyond schooling.

Result 3.2

In contrast to the measure 3.1, it is important to note that parents and teachers respond to one statement rather than two. In May 2011, Alberta Education's Accountability Pillar Survey assessed the extent to which teachers and parents were satisfied that *students are taught attitudes and behaviours that will make them successful at work when they finish school*. Table 3.2.1 below presents overall teacher and parent satisfaction with the statement and the percentage of CBE parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school. The overall 2011 CBE result shows improvement over 2010 results.

Table 3.2.1 Percentage of Overall Satisfaction of Teachers and Parents that High School Students are Taught Attitudes and Behaviours That Will Make Them Successful at Work When They Finish School

High school Si	tudents a	ire taught	attitudes	and beha they finis			ake them	successfi	ul at wori	k when
建基本的设施	20	007	20	800	20	09	20	10	20)11
"Very Satisfied" and "Satisfied"	CBE	Prov.	CBE	Prov.	CBE	Prov.	CBE	Prov.	CBE	Prov.
% Overall	74.2	77.1	76.9	80.1	76.0	79.6	76.5	79.9	76.7	80.1
% Parents	60.9	65.1	65.5	70.9	63.6	70.2	64.1	69.8	64.8	70.6
% Teachers	87.6	89.2	88.3	89.3	88.4	88.9	88.8	90.0	88.7	89.6

⁹ The Alberta Education target for overall agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school is 71.0%. Values at, or above, 67.4 are deemed to have met the provincial standard.

The Calgary Board of Education's 2011 overall result of 76.7% falls within the range that meets the provincial standard¹⁰.

Measure 3.3

Percentage of students in grades 4, 7, 10 and 12 who report that they are developing skills that provide a foundation of learning to function effectively in continued learning, life and work

Rationale 3.3

By developing foundational skills throughout the course of their education, students will be prepared for life, work and continued learning at the end of high school. For this reason, self reporting, at a variety of stages in a student's education, provides insights into their understandings of these foundational skills. To accomplish this, students in grades 4, 7, 10 and 12 responded to questions in the 2011 CBE Student Surveys¹¹.

Result 3.3

The responses demonstrate that students from grades 4, 7, 10 and 12 agree that overall, they are developing the skills identified by the Conference Board of Canada as necessary for life-long learning and the world of work. Overall student agreement regarding the development of foundational skills (fundamental skills, personal management skills and team work skills) falls between 74.8% and 95.1%.

Although the levels of student satisfaction vary somewhat between grades, by the time students are preparing to leave high school, their overall agreement responses are among the highest.

The grade 4, 7, 10 and 12 CBE Student Survey results are contextualized using the standard of 71%, as identified in the 2009-2010 Alberta Education Annual

¹⁰ The Alberta Education Annual Report (2010, p. 18) sets a target for overall agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school at 71.0%. Values at, or above, 67.4% are deemed to have met the provincial standard.

¹¹ The CBE Student Survey questions are based upon the Conference Board of Canada employability skills. In these responses students offers insights into their reported preparation for life, work and continued learning. The Conference Board of Canada presents Employability 2000+ skills. These skills are required in order to enter the work force, stay in the work force, and progress in learning throughout life. Employability 2000+ are organized under three categories: fundamental skills, personal management skills and teamwork skills. Fundamental skills are those that an individual needs as a basis for further learning; they include such things as communication, managing information and using technology. Personal management skills are those that drive one's potential for growth and continued learning. They include setting goals, taking initiative, taking risks and working through learning challenges. Teamwork skills enable a person to contribute productively to projects and include working with others and thinking creatively to solve problems.

Report.¹² Additional standards of accomplishment will be further developed as multiple years of data are gathered within the Calgary Board of Education.

Although it is possible to draw conclusions that students in grades 4, 7, 10 and 12 are satisfied with their overall CBE experiences as adequately preparing them for their ongoing learning experiences, the measure: "Percentage of students who report satisfaction with their CBE experiences in adequately preparing them for their ongoing learning experiences (K-12 Longitudinal Study)" is not specifically addressed. Specific data for this measure will be provided in future reports.

Table 3.3.1 Student Self Reporting - Communicating Effectively

	I ca	n communic	ate effectively.		
	Strongly Agree	Agree	Disagree	Strongly Disagree	Overall Agreement
% Grade 4	38.9	56.2	3.2	1.7	95.1
Grade 4 Count	2345	3391	195	103	5736
% Grade 7	43.9	48.0	3.8	4.2	91.9
Grade 7 Count	2441	2668	212	236	5109
% Grade 10	40.1	48.6	4.2	7.2	88.7
Grade 10 Count	2757	3340	287	495	6097
	I can com	municate eff	fectively with or	thers.	
% Grade 12	43.4	49.6	5.4	1.6	93.0
Grade 12 Count	1900	2174	235	72	4074

Table 3.3.2 Student Self Reporting - Using Technology Effectively

	I use	technology v	with confidence		
	Strongly Agree	Agree	Disagree	Strongly Disagree	Overall Agreement
% Grade 4	50.0	43.4	4.6	2.0	93.4
Grade 4 Count	3016	2615	276	121	5631
% Grade 7	41.0	48.0	6.4	4.6	89.0
Grade 7 Count	2277	2667	357	256	4944
% Grade 10	35.4	51.0	7.0	6.6	86.4
Grade 10 Count	2435	3507	479	455	5942
I am confident i	n my abilities	to use digita	l technologies i	n support of n	ny learning.
% Grade 12	51.8	40.8	5.5	1.9	92.6
Grade 12 Count	2303	1814	245	85	4117

¹² The Alberta Education Annual Report (2010, p. 18) sets a target for overall agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school at 71.0%. Values at, or above, 67.4% are deemed to have met the provincial standard.

Table 3.3.3 Student Self Reporting - Enjoying Learning

	Strongly Agree	Agree	Disagree	Strongly Disagree	Overall Agreement
% Grade 4	52.0	40.7	4.4	2.9	92.7
Grade 4 Count	3124	2445	263	177	5569
% Grade 7	30.1	52.4	11.3	6.2	82.5
Grade 7 Count	1670	2908	626	343	4578
% Grade 10	21.2	56.7	14.6	7.5	77.9
Grade 10 Count	1456	3891	1004	515	5347
I enjoy	learning and	look forwara	to learning th	roughout my l	ife.
% Grade 12	40.3	50.2	7.0	2.5	90.5
Grade 12 Count	1758	2189	307	109	3947

Table 3.3.4 Student Self Reporting - Taking Initiative

	I an	n willing to t	ake initiative.		
	Strongly Agree	Agree	Disagree	Strongly Disagree	Overall Agreement
% Grade 4	36.6	54.7	6.2	2.5	91.3
Grade 4 Count	2187	3269	372	151	5456
% Grade 7	26.5	62.0	7.4	4.2	88.5
Grade 7 Count	1467	3426	407	230	4893
% Grade 10	18.6	64.6	10.9	5.9	83.2
Grade 10 Count	1275	4427	746	406	5702
	I tak	te initiative in	n my learning.		
% Grade 12	33.1	55.1	9.8	2.0	88.2
Grade 12 Count	1421	2370	420	87	3791

Table 3.3.5 Student Self Reporting - Working Through Challenges

	I keep on try	ving, even wh	nen I face a cha	allenge.	
	Strongly Agree	Agree	Disagree	Strongly Disagree	Overall Agreement
% Grade 4	47.0	46.6	4.4	2.1	93.6
Grade 4 Count	2816	2791	262	124	5607
% Grade 7	35.0	55.0	6.0	4.0	90.0
Grade 7 Count	1945	3056	335	222	5001
% Grade 10	24.1	61.4	8.1	6.3	85.5
Grade 10 Count	1655	4214	558	435	5869
	I work thi	ough challer	iges in my lear	ning.	
% Grade 12	29.8	63.5	5.4	1.2	93.3
Grade 12 Count	1290	2747	233	53	4037

Table 3.3.6 Student Self Reporting - Risk-Taking

	I an	n comfortable	e taking risks.		
	Strongly Agree	Agree	Disagree	Strongly Disagree	Overall Agreement
% Grade 4	32.8	48.1	14.0	5.2	80.9
Grade 4 Count	1968	2886	839	311	4854
% Grade 7	29.3	48.5	16.6	5.6	77.8
Grade 7 Count	1625	2690	922	311	4315
% Grade 10	20.5	54.3	18.4	6.8	74.8
Grade 10 Count	1411	3731	1264	465	5142
	I am will	ing to take ri	sks in my learn	ing.	
% Grade 12	32.0	53.5	12.1	2.4	85.5
Grade 12 Count	1384	2309	522	104	3693

Table 3.3.7 Student Self Reporting - Setting Goals

I can set goals and decide what tasks are most important in school and in my personal life.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Overall Agreement
% Grade 4	41.3	50.8	5.5	2.3	92.1
Grade 4 Count	2483	3048	333	141	5531
% Grade 7	31.0	55.3	9.4	4.4	86.3
Grade 7 Count	1720	3068	520	243	4788
% Grade 10	22.4	59.9	10.7	7.0	82.3
Grade 10 Count	1541	4109	736	479	5650
Ia	m able to set g	oals for mys	elf and work to	wards them.	
% Grade 12	36.1	51.9	9.6	2.4	88.0
Grade 12 Count	1577	2266	418	107	3843

Table 3.3.8 Student Self Reporting - Creative Thinking

	Strongly Agree	Agree	Disagree	Strongly Disagree	Overall Agreement
% Grade 4	42.5	50.3	5.2	2.1	92.8
Grade 4 Count	2544	3010	311	125	5554
% Grade 7	32.9	55.3	7.7	4.0	88.2
Grade 7 Count	1825	3071	430	223	4896
% Grade 10	22.6	58.9	12.1	6.4	81.5
Grade 10 Count	1547	4034	830	441	5581
My sch	oolwork requ	ired me to be	a critical and	creative think	er.
% Grade 12	31.8	53.0	11.0	4.2	84.8
Grade 12 Count	1387	2311	479	181	3698

Table 3.3.9 Student Self Reporting - Working with Others

	Strongly Agree	Agree	Disagree	Strongly Disagree	Overall Agreement
% Grade 4	51.6	41.2	4.3	2.9	92.8
Grade 4 Count	3096	2471	256	175	5567
% Grade 7	41.5	47.8	5.3	5.4	89.3
Grade 7 Count	2300	2646	293	298	4946
% Grade 10	32.4	54.8	5.9	6.9	87.2
Grade 10 Count	2213	3743	405	471	5956
	Iw	ork effectivel	with others.		
% Grade 12	42.6	49.5	5.6	2.3	92.1
Grade 12 Count	1866	2172	245	102	4038

Measure 3.4

Percentage of Grade 12 students who report satisfaction with their preparation for life, work and continued learning

Rationale 3.4

Feedback from students who are graduating from CBE schools offers insights into how satisfied they are in relation to how well their overall CBE experience has prepared them for work, life and continued learning.

Result 3.4

Data from the Calgary Board of Education Grade 12 Student Survey indicates respondents' overall levels of satisfaction in terms of the development of knowledge, skills and abilities developed during high school, connections between learning and the world of work and preparedness to pursue goals and ongoing learning experiences. Grade 12 students reported overall levels of satisfaction ranging from 78.5% to 90.1%, indicating that the level of student satisfaction exceeds Alberta Education standards¹³.

¹³ In their 2010 Annual Report, Alberta Education (p. 18) set a target of 71% for the overall agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school. Since Alberta Education considers the target is met if the result is within 5% of the target value, the acceptable range for the accomplishment of these quantified measures is judged to be at, or above, 67.45%.

Table 3.4.1 Student Self-Reporting - Satisfaction with the Skills, Knowledge and Abilities Developed During High School

I am satisfied with the skills, knowledge and abilities I have developed during high school

	school.								
	Strongly Agree	Agree	Disagree	Strongly Disagree	Overall Agreement				
% Grade 12	33.5	56.6	7.1	2.8	90.1				
Grade 12 Count	1427	2407	303	118	3834				

Table 3.4.2 Student Self-Reporting - Connections Between Learning and the Real World of Work and Life

I am satisfied with the connection between what I learned and the real world of work and life

	Strongly Agree	Agree	Disagree	Strongly Disagree	Overall Agreement
% Grade 12	26.2	54.7	14.7	4.4	80.9
Grade 12 Count	1114	2327	624	187	3441

Table 3.4.3 Student Self-Reporting - Connections Between Learning and the Real World of Work and Life

I am Satisfied with how well my school has prepared me to pursue my goals (e.g. work, post-secondary).

	Strongly Agree	Agree	Disagree	Strongly Disagree	Overall Agreement
% Grade 12	24.0	54.5	16.0	5.4	78.5
Grade 12 Count	1018	2311	679	230	3329

Table 3.4.4 Student Self-Reporting - School as Preparation for Ongoing Learning

I am Satisfied with how well my school has prepared me for ongoing learning erneriouces

	Strongly Agree	Agree	Disagree	Strongly Disagree	Overall Agreement
% Grade 12	25.0	57.7	12.7	4.6	82.7
Grade 12 Count	1059	2442	536	194	3501

Measure 3.5

Percentage of students who report feeling satisfied that their CBE experience has adequately prepared them for life, work or continued learning one year following high school

Rationale 3.5

The measure is explicit in the outcome.

Result 3.5

The Longitudinal Study with students who have graduated from CBE began in spring 2011. Twenty three students volunteered to participate one year post high school. All of the students in the cohort completed their high school diploma in 2010. Twenty-one of the students completed their high school in three years and two of the students completed their high school in four years.

Overall post graduate student satisfaction with the quality of the education that they received from the CBE is indicated below.

Table 3.5.1 Student Self Reporting on Overall Satisfaction with the Quality of Education that They Received From the Calgary Board of Education

Overall, how satisfied are you with the quality of education you received within the Calgary Board of Education?

	Very Satisfied	Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Dissatisfied	Very Dissatisfied	Overall Satisfaction
%	8.7	65.2	17.4	8.7	0.0	0.0	73.9
count	2	15	4	2	0	0	17

Table 3.5.1 Student Self Reporting on Satisfaction with the Skills, Knowledge and Abilities Developed During High School

	Strongly Agree	Agree	Disagree	Strongly Disagree	Overall Agreement
% Post Grad	13.0	78.3	8.7	0.0	91.3
Post Grad Count	3	18	2	0	21

Table 3.5.2 Student Self Reporting on Satisfactions Between Learning and Life

I am Satisfied with the connection between what I learned and the real world of work and life.								
	Strongly Agree	Agree	Disagree	Strongly Disagree	Overall Agreement			
% Post Grad	13.0	43.5	39.1	4.3	56.5			
Post Grad Count	3	10	9	1	13			

Table 3.5.3 Student Self Reporting on Using Learning in Life

I use what I learned in school in real-life settings.									
	Strongly Agree	Agree	Disagree	Strongly Disagree	Overall Agreement				
% Post Grad	8.7	47.8	43.5	0.0	56.5				
Post Grad Count	2	11	10	0	13				

Table 3.5.4 Student Self Reporting on Preparation for the Pursuit of Goals

I am satisfied with how well my school has prepared me to pursue my goals.								
And the Control of th	Strongly Agree	Agree	Disagree	Strongly Disagree	Overall Agreement			
% Post Grad	8.7	52.2	34.8	4.3	60.9			
Post Grad Count	2	12	8	1	14			

Table 3.5.5 Student Self Reporting on Receiving Support to Transition from Grade 12 to Life Beyond High School

I received the s	upport I needed		v transition from ool.	Grade 12 to life	beyond high
	Strongly Agree	Agree	Disagree	Strongly Disagree	Overall Agreement
% Post Grad	21.7	47.8	21.7	8.7	69.5
Post Grad Count	5	11	5	2	16

Students responded to the open-ended statement: Please give an example of how the Calgary Board of Education helped to prepare you for life, work and future learning. Themes that supported students toward this end were identified. The most common responses were an appreciation for the Career and Life Management courses and rigorous academic learning experiences within school. Strong teachers were identified in students' comments as being critical to student preparation. Work experience and interactions with CBE staff and students were noted as assisting post graduates with interactions in the workplace. Initiative through leadership opportunities and perseverance were also mentioned in the student responses.

In response to the statement: Please give an example of a time when the Calgary Board of Education was not able to meet your needs as a learner, a common theme in the student responses was the need for relevant connections between studies and the real world. Another common theme was a desire for students to have their individual needs addressed in more concrete ways within the school environment.

Drawing conclusions from a small cohort, such as the one in this sample, must be done cautiously. Initial responses indicate that students are satisfied with their overall educational experience and the skills, attitude and knowledge that they gained as a result of it.

However, a need is evident for a deeper understanding of student perceptions of how their public education has prepared them for life, work and continued learning. The years to come, as the following student comment supports, will provide further insight to these students' experience into their preparation for life, work and continued learning.

I am one year and a world removed from the system. I am neither at a point at which I can provide you constructive criticism from recent memory, nor one at which a lifetime of experience can provide me the insight to say the one thing that was missing from my high school experience, which would have drastically improved any aspect of my pursuits since.

One year after graduation, students show 74.1% (averaged for the nine response results) overall agreement that their CBE experience prepared them for life, work and continued learning. This result exceeds the standard set by Alberta Education. However, the small cohort sample must be taken into consideration in the interpretation of these results.

Data for the measure: "Percentage of students who report feeling satisfied that their CBE experience has adequately prepared them for life, work or continued learning (after three years following high school - Longitudinal Study) is not available yet. Specific data for this measure will be provided in future reports.

Outcome 3 Summary of Results

Results from the Alberta Education Accountability Pillar Survey reveal that 76.7% of parents and teachers believe that students are taught attitudes and behaviours that will make them successful at work when they finish school. Student surveys indicate that grade 4, 7, 10 and 12 students report satisfaction that their CBE experiences are preparing them for lifelong learning. Post CBE graduates, one year after high school completion, also communicate the value of their CBE learning experience for life, work and continued learning. These results support evidence of the accomplishment of Outcome 3 of the Chief Superintendents' Reasonable Interpretation of Ends 1: Mega End.

Outcome 4 High School Success

4.1 Measure

Percentage of students who complete high school within 3, 4 or 5 years

4.1 Rationale

One measure of high school success is the percentage of students who have completed high school within three, four or five years.

¹⁴ In their 2010 Annual Report, Alberta Education (p.18) set a target of 71% for the overall agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school. Since Alberta Education considers the target is met if the result is within 5% of the target value, the acceptable range for the accomplishment of these measures is judged to be at, or above, 67.45%.

4.1 Result

Table 4.1.1, below, shows the five year range for the high school completion rate in three, four and five years in the Calgary Board of Education. The 2010 three year high school completion rate for the Calgary Board of Education is at the high end of the range for completion rates in the CBE over the past five years. Overall completion rates are within 2 percentage points of provincial completion rates.

Table 4.1.2 below, shows three year high school completion rates for the Calgary Board of Education as compared to other metropolitan boards in Alberta. Other metropolitan boards in Alberta offer a point of comparison for the Calgary Board of Education's accomplishment in the area of high school completion. This broader data set describes a province-wide range of performance for school boards with similar demographics, and helps to establish a context for interpreting results.

The Calgary Board of Education's 3 year completion rate is within the range set by the 4 major metropolitan boards. In the 2010 Annual Report, Alberta Education set a target of 80% for the rate of high school completion for students within 5 years of entering grade 10¹⁵. The CBE result for 2010 is within the acceptable standard for Alberta Education.

Table 4.1.1 Percentage of Students Completing High School in 3, 4 or 5 Years

	2006		2007		2008 200		2009		20	010
	CBE	Prov.	CBE	Prov.	CBE	Prov.	CBE	Prov.	CBE	Prov.
% 3 Year	69.9	70.6	69.9	71.1	68.9	70.8	69.6	71.5	70.8	72.6
% 4 Year	76.2	76.1	75.1	76.1	74.8	76.3	74.4	76.1	75.4	76.9
% 5 Year	77.1	78.1	79.1	78.9	78.0	78.7	78.0	79.0	77.3	79.0

Table 4.1.2 Comparison of Metropolitan Boards in Alberta for 3 Year High School Completion

	Current (09-10)	Previous (08-09)	3 Year Average
% Calgary Board of Education Students	70.8	69.6	69.5
% Edmonton Public School Board Students	67.1	65.7	64.9
% Calgary Catholic School Board Students	77	74.5	74.6
% Edmonton Catholic School Board Students	76.5	73.8	72.1

Measure 4.2

Percentage of students who achieve credentialed and non-credentialed high school completion

¹⁵ Since Alberta Education considers the target met if the result is within 5% of the target value, the acceptable range for the accomplishment of this measure is judged to be at, or above, 76.0%.

Rationale 4.2

Students can be identified as having achieved high school success through a variety of means of high school completion, including: Alberta High School Diploma, High School Equivalency Diploma, Certificate of Achievement or Certificate of High School Achievement ¹⁶. This is referred to as credentialed completion.

Non-credentialed high school completion refers to students who leave school without one of the above credentials but who have earned credits in high school courses that enable them to continue into post-secondary or apprenticeship programs. Non-credentialed high school completion is achieved by enrolment in a post-secondary institution, apprenticeship program participation or academic standing.

Result 4.2

Table 4.2.1 below identifies credentialed¹⁷ and non-credentialed¹⁸ high school completion rates from the Calgary Board of Education. The 2010 rate for CBE credentialed and non-credentialed completion is within one percent of the average provincial results¹⁹ and meets the performance standard set by Alberta Education. The CBE's 2010 high school credentialed and non-credentialed completion rates support the accomplishment of this measure.

¹⁶ Alberta Education, Guide to Education, 2010-2011, p.79

¹⁷ Credentialed Completers: Students can achieve high school completion status through a variety of means. The majority of students receive one of the following credentials within three, four or five years of starting Grade 10: Alberta High School Diploma, High School Equivalency Diploma (GED), Certificate of Achievement, Certificate of High School Achievement. (Alberta Education, Guide to Education, 2010-2011, p. 79)

Non-credentialed Completers: Students who leave school without one of the above credentials but who have earned credits in high school courses that enable them to continue into post-secondary or apprenticeship programs within three, four or five years of starting Grade 10 are considered non-credentialed high school completers. Non-credentialed high school completion is achieved through one of the following means:

^{1.} Enrolment at a Post-secondary Institution - Students enrolled in a credit program in an Alberta post-secondary institution who have not achieved completion status through any of the above means are considered non-credentialed high school completers.

Apprenticeship Program Participation - Students registered in an apprenticeship
program who have not achieved completion status through any of the above means and
are no longer registered in school are considered non-credentialed high school
completers.

^{3.} Academic Standing - Students who have not achieved completion status through any of the above means are considered to have achieved academic standing if they have passed a minimum of five Grade 12 courses including a language arts diploma exam course and three other diploma exam courses. These students are eligible for Alberta post-secondary programs and may be attending a post-secondary institution out-of-province. (Alberta Education, Guide to Education, 2010-2011, p. 83)

¹⁹ Alberta Education targets, identified in the 2010 Annual Report are considered met if the result is within 5% of the target value. In this instance that any result at, or above, 69.0% meets the Alberta Education standard.

Table 4.2.1 Calgary Board of Education Credentialed and Non-Credentialed High School Completion

	Numbe	r of CBE Cred Completers	entialed	Number of	aber of CBE Non-Credentialed Completers			Overall Completion Rate	
	High School Diploma	High School Equivalency Diploma	Certificate of Achievement	Post- secondary Attendance	Apprentice -ship	Academic Standing	CBE	Alberta	
2006	5,463	1	75	4	16	59	69.9%	70.6%	
2007	5,639	0	63	8	14	55	69.9%	71.1%	
2008	5,672	2	63	10	23	60	68.9%	70.8%	
2009	5,556	0	52	8	20	45	69.6%	71.5%	
2010	5,671	2	52	4	9	72	70.8%	72.6%	

Measure 4.3

Percentage of Grade 12 students eligible for the Rutherford Scholarship

Rationale 4.3

Students eligible for the Rutherford Scholarship have demonstrated strong academic performance, which reflects that they are achieving high standards, indicative of high school success.

Result 4.3

Table 4.3.1 below describes Rutherford Scholarship eligibility rates for the 4 major metropolitan boards in Alberta. Other metropolitan boards offer a point of comparison for the Calgary Board of Education's accomplishment in the area of Rutherford Scholarship eligibility. This broader data set describes a province-wide range of performance for school boards with similar demographics, and helps to establish a context for interpreting results.

The Rutherford Scholarship Eligibility Rate for Grade 12 CBE students was 58.6%. In the 2010 Annual Report, Alberta Education set a target of 58%²⁰ for Rutherford Scholarship Eligibility for Grade 12 students. The Calgary Board of Education results compare favourably to two of the three other metropolitan boards in Alberta. The CBE has met the Alberta Education standard.

²⁰ Since Alberta Education considers the target is met if the result is within 5% of the target value, the acceptable range for the accomplishment of this measure is judged to be 55.1% or above.

Table 4.3.1 Rutherford Scholarship Eligibility: Comparison with Other Metropolitan Boards in Alberta

	Current (09-10)	Previous (08-09)	3 Year Average
% Calgary Board of Education Students	58.6	57.7	58.3
% Edmonton Public School Board Students	57.1	56.2	55.2
% Calgary Catholic School Board Students	61.3	62.0	61.0
% Edmonton Catholic School Board Students	57.7	56.9	56.9

Measure 4.4

Percentage of students who drop out of high school

Rationale 4.4

A lower annual dropout rate means that more students are remaining in school, contributing to success in high school.

Result 4.4

The table below illustrates current and previous high school drop out rates for the Calgary Board of Education and other metropolitan boards in Alberta. Other metropolitan boards offer a point of comparison for the Calgary Board of Education's accomplishment in the area of high school drop out rates. This broader data set describes a province-wide range of performance for school boards with similar demographics, and helps to establish a context for interpreting results.

According to the standards set by Alberta Education in the 2010 Accountability Pillar Report²¹ the CBE's drop out rates reflect a *high level of achievement*, significant improvement and good overall achievement,. This result is favourable in comparison to 2 of 3 other metropolitan boards in Alberta.

Table 4.4.1 Comparison of Metropolitan Boards in Alberta for High School Drop Out Rates

	Current (09-10)	Previous (08-09)	3 Year Average
% Calgary Board of Education Students	4.1	3.5	4.6
% Edmonton Public School Board Students	5.6	5.7	6.1
% Calgary Catholic School Board Students	1.9	3.0	2.8
% Edmonton Catholic School Board Students	4.0	4.5	4.4

²¹ Accountability Pillar, 2011, p. 2

Measure 4.5

Percentage of students who transition to post-secondary education settings within 4 and 6 years of entering grade 10

Rationale 4.5

Transition rates demonstrate that students have completed high school with a foundation of learning that allows them to engage in continued learning opportunities.

Result 4.5

Table 4.5.1 below illustrates current and previous 4 and 6 year transition rates for the Calgary Board of Education. The 6 year transition rate is the only one publicly available for the other metropolitan boards in Alberta. Other metropolitan boards in Alberta offer a point of comparison for the Calgary Board of Education's accomplishment in the area of 6 year transition rates. This broader data set describes a province-wide range of performance for school boards with similar demographics, and helps to establish a context for interpreting results.

According to the 2010 Alberta Education Accountability Pillar²², 6 year transition rates for the CBE reflect a *high level of achievement, a maintenance of previous performance* and a *good level of overall achievement* This result is comparable to transition rates from the other major public board in Alberta.

Table 4.5.1 Comparison of Metropolitan Boards in Alberta for Transition Rates to Post Secondary Education

	Current (09-10)	Previous (08-09)	3 Year Average
% Calgary Board of Education Students (4 Year)	39.1	38.0	38.9
% Calgary Board of Education Students (6 Year)	59.9	60.1	59.9
% Edmonton Public School Board Students (6 Year)	61.1	59.6	58.3
% Calgary Catholic School Board Students (6 Year)	69.2	69.4	68.6
% Edmonton Catholic School Board Students (6 Year)	67.2	67.0	65.7

4.6 Additional Qualitative Data to Support Outcome 4 – High School Success

Qualitative analysis of themes from the CBE Grade 12 Student Survey based on student reported perceptions of what high school success means to them as well as factors that contributed to their high school success.

²² Alberta Education Accountability Pillar, 2011, p. 2

Rationale 4.6

Student perceptions of what high school success means and their understanding of the factors that contribute to high school success, provide additional insight and background to the information obtained from quantitative measures related to high school completion rates.

Result 4.6

Student responses to the questions What does high school success mean to you? and What has helped you or prevented you from being successful? were analysed using a thematic analysis approach (Patton, 2002).²³ All quotations in Result 4.5 are taken from the 2011 CBE Grade 12 Student Survey and represent themes that emerged from the analysis of student responses.

The vast majority of students identified that graduating with a diploma was an important indicator of success. While many said that passing was enough, an equal number of students aspired to achieving good or high grades and spoke of the sense of accomplishment that comes with achieving their potential. However, students qualified this response by recognising that graduating with a diploma is only one part of the picture:

Although the more measureable part of high school success is making and achieving realistic goals for marks, obtaining scholarships and getting into my first choice of university there is also another part of high school success that is just as important. That very important part is getting involved in the school community, feeling like you are making a difference and making friends.

Students acknowledged the importance of learning for life and that this included acquiring the knowledge, skills and attributes required to develop personally:

High school success to me means, first and foremost, preparation for my next steps in life. This can often be equated to high academic achievement which is the classic example of success but I value just as much if not more the way that high school has taught me to appreciate others, strive for the best results I can achieve and value my accomplishments - in short, character development.

Some identified the importance of learning about themselves and, with the help of teachers, discovering and "harnessing those passions and teaching us how to make a life out of it." Others spoke of personal growth, "accepting failure, by acknowledging you learn more when you make mistakes, knowing you have gained wisdom in comparison to yesterday, and becoming somebody who has a voice, and can stand up for their rights."

²³ Patton, M. Q. (2002). Qualitative research and evaluation methods. Thousand Oaks, CA: Sage

Of note was the number of responses that addressed citizenship in addition to character and personal development as key components of high school success. For some this meant "the ability to understand the world around you politically, financially, socially and ethically to the extent where you have become a responsible citizen of the land." There was widespread recognition that qualities such as becoming "mature and responsible" and "generally a good person" are what truly count.

When asked to what they attributed their success, several distinct themes emerged. Many students identified help and support from teachers with a passion for their subject as being significant. Students spoke of the importance of a supportive school environment where they received counselling, encouragement and direction through relationships with staff. Family support was also identified, specifically direct encouragement from parents to "work harder and study harder," providing assistance with decision making and understanding during times of confusion.

Student agency emerged as another prominent theme. Students identified motivation, becoming a self-directed learner, setting goals and time management as critical aspects of personal development: "I am the only thing that stands between me and success."

Positive learning environments, choosing supportive peer groups with similar aspirations and making wise decisions regarding social activities outside of school hours were also cited as important factors:

The main aspect of my high school experience that has aided my ability to succeed has been the learning environment established in and around classroom. My peers are driven to succeed and my teachers have been passionate about seeing their pupils flourish under their guidance - all of which has translated into an ideal atmosphere in which one can set appropriate goals and ultimately achieve them.

Also prominent was the theme of involvement in school fine arts and or sports programs as sources of inspiration, motivation and a sense of belonging or community:

Being surrounded by programs such as the National Sport Academy and the Performing and Visual Arts helps individuals find who they really are. These programs give kids an outlet, a family, and a place to feel like they belong and are safe. I think it greatly encourages diversity and creativity... This has helped me become successful as it helped me build that network of people willing to help me on the way to my aspirations and goals.

Other notable but less prominent themes that emerged were the importance of flexibility in programming to accommodate outside commitments, students with

special learning needs receiving the support they need, and access to technology, digital learning environments such as D2L, and online learning.

High school students had multiple ways of articulating what success meant to them and important themes have emerged from the data in relation to students' perceptions about their ability to: understand the world around them, engage in learning for life, achieve to personal potential and develop into responsible citizens. They also indicated that central to their success in high school was having: teachers who were passionate about their work, supportive school environments, support with important decisions and the opportunity to spend time in the company of goal oriented peers.

Outcome 4 Summary of Results

The results for 3, 4 and 5 year high school completion rates (credentialed and non-credentialed), Rutherford Scholarship eligibility, annual drop out rates, and 4 and 6 year transitions to post-secondary learning environments meet the standards set by Alberta Education. Qualitative evidence from measure 4.6 provides additional insight to the nature of high school success and further supports the percentage results. Taken together, the findings provide evidence of the accomplishment of the Chief Superintendents' Reasonable Interpretation of Outcome 4.

Conclusion: Overall Summary of Outcome Results

Measure 1.1, the creation and approval of outcomes and measures for Ends 2 through 5, was accomplished in 2009. Measure 1.2, that the measures approved for the reasonable interpretations of End 2 to 5 have informed the accomplishment of the reasonable interpretation of Ends 1, has also been accomplished. This indicates the overall accomplishment of Outcome 1.

Results presented for measures under Outcome 2: Students transition into post-secondary education indicate that the number of students transitioning into post-secondary education within four and six years falls within the acceptable range based on targets established by Alberta Education. Grade 12 CBE Student Survey responses to questions that reflect their likelihood of pursuing post-secondary learning were positive overall. Together, these findings support evidence of the overall accomplishment of Outcome 2.

Under Outcome 3: Students are prepared for life, work and continued learning, results from the Accountability Pillar Report, the grade 4, 7, 10 and 12 CBE Student Surveys and the Longitudinal Study results, with one year post CBE graduates, are presented. Findings in each of the measures indicates that students are being prepared, in the case of grade 4, 7 and 10, and are prepared, in grade 12 and post graduation, for life, work and continued learning. These results support the overall accomplishment of Outcome 3.

In the case of Outcome 4, evidence is provided from both the Accountability Pillar Report, comparable data from other metropolitan boards in Alberta and the Student Survey to support high school success. These measures are supported by qualitative data illustrating student perceptions of high school success and the factors that contributed to their success. This evidence supports the overall accomplishment of Outcome 4.

V. SUMMARY STATEMENT

The information in this report is presented as evidence of the accomplishment of the Chief Superintendent's Reasonable Interpretation for Ends 1: Mega End.

VI. ADMINISTRATIVE RECOMMENDATIONS FOR POLICY ENHANCEMENT

1. Revise Title Wording

Revise the wording on page six of the Chief Superintendent's Reasonable Interpretation for Ends 1: Mega End, from "Data Sources" to "Suggested Data Sources".

Reason for Revision: Changing the wording allows data sources to be added when needed or disregarded when no longer applicable.

2. Delete Measure 1.1

Reason for Deletion: Measures for the Reasonable Interpretation for Ends 2 through 5 were developed and approved by the Board of Trustees during the 2009 and 2010 school year and will apply to future monitoring. This measure is no longer needed.

3. Revise Outcome Wording

From: Outcome 1: Reasonable progress towards the accomplishment of the Chief Superintendent's Reasonable Interpretation of Ends 2: Academic Success, Ends 3: Citizenship, Ends 4: Personal Development and Ends 5: Character inform reasonable progress toward the Chief Superintendent's Reasonable Interpretation of Ends 1: Mega End.

To: Outcome 1: Accomplishment of the Chief Superintendent's Reasonable Interpretations of Ends 2 through 5 provided evidence of the accomplishment of the Chief Superintendent's Reasonable Interpretation of Ends 1: Mega End

Reason for Revision: Policy Governance suggests that it is the CEO's degree of accomplishment of the Reasonable Interpretation²⁴ that is to be measured not reasonable progress towards accomplishment of the Reasonable Interpretation.

NAOMI E. JOHNSON

CHIEF SUPERINTENDENT OF SCHOOLS

Naomi Johnson

²⁴ Carver, J. & Carver M. (2009). *Evaluating CEO and board performance*. San Francisco, CA: Jossey-Bass.

CALGARY BOARD OF EDUCATION REPORT TO THE REGULAR MEETING OF THE BOARD OF TRUSTEES PUBLIC AGENDA

June 28, 2011

To:

BOARD OF TRUSTEES

From:

Trustee Bowen-Eyre

Re:

Board of Trustees' Governance Committee

Purpose:

Approval

Governance Policy Reference: GP-11E Board of Trustees' Committees

I. RECOMMENDATIONS

- 1. That the Board of Trustees approves the minutes of the Governance Committee dated May 11, May 16, June 1, 8, 15 and 22, 2011.
- 2. That the Board of Trustees directs the Chair of the Board to negotiate a contract with the Aspen Group to provide consultation services in support of the adoption by the Board of Trustees of the Coherent Governance model.
- 3. That the Board of Trustees approves the continuation of the Governance Committee and that revised Terms of Reference for the Governance Committee be brought forward for approval at the September 6, 2011 meeting of the Board of Trustees.

II. ISSUE

The Board of Trustees of the Calgary Board of Education recognizes that its most important work is to govern the school system with clarity and consistency. Given the importance of the work of governance, the Board of Trustees is committed to the regular and rigorous evaluation of its policies and practices. The Governance Committee was established in order to undertake an evaluation of the current model of governance used by the Board of Trustees and to decide what model would be used going forward.

III. BACKGROUND

The Governance Committee has met regularly from March 16 - June 27, 2011 and has considered several models of governance. After much work and thought, the Governance Committee (which is a committee of the whole Board) is recommending that the Board of Trustees adopts a new model of governance — the Coherent Governance model, created by the Aspen Group.

The adoption by the Calgary Board of Education of this new model will necessitate much work including, but not limited to, reviewing current policies and the writing of new policies. In order to do this work well, the Board of Trustees will require support from the creators of Coherent Governance. The Governance Committee is recommending that the services of the Aspen Group be secured for the upcoming school year.

In addition to the intensive work with the Aspen Group, regular work by trustees on policy and governance will need to continue. Given the need for this work, the *Governance Committee is recommending that the Governance Committee continues to exist, with revised terms of reference to come forward for approval to the Board of Trustees at the September 6, 2011 Board meeting.

Respectfully submitted,

Trustee Joy Bowen-Eyre Chair, Board of Trustees' Governance Committee

GOVERNANCE COMMITTEE MEETING

MINUTES OF THE GOVERNANCE COMMITTEE MEETING HELD ON WEDNESDAY, MAY 11, 2011 AT 9:40 A.M., TRUSTEES' LOUNGE, EDUCATION CENTRE

Present:

Trustee Carol Bazinet
Trustee Pat Cochrane
Trustee George Lane
Trustee Sheila Taylor

Sheila Wasylyshyn, Executive Assistant to the Trustees

Regrets:

Trustee Pamela King

1. Review of the Agenda

The agenda was reviewed and approved as written.

2. Review of the April 20, 2011 and May 4, 2011 meeting minutes and actions

The minutes of the above mentioned meetings were approved. Further to the action noted in the May 4 minutes, The City of Calgary Council Policy, Council Chambers – Operational Matters Policy, was distributed. The Committee discussed and asked for this information to be provided to the Chief Superintendent with regard to provisions at the new Education Centre.

Action: P. Cochrane

3. <u>Items referred to Governance Committee from April 5, 2011 and May 3, 2011 regular meetings of the Board of Trustees</u>

Trustees discussed and deferred any action on the two items referred to the Governance Committee by the Board of Trustees:

From the April 5, 2011 regular meeting of the Board of Trustees – Trustee Bazinet's Motion Re: Annual Monitoring of Board-Chief Superintendent Linkage Policies – Amendment of GP-11E: Board of Trustees Committees – Terms of Reference – Board Evaluation Committee

THAT the Board of Trustees referred this report to the Governance Committee for further discussion and recommendation.

From the May 3 regular meeting of the Board of Trustees – Annual Monitoring Ends 4: Personal Development

THAT the Board of Trustees refers review of Governance Policy B-4: Delegation to the Chief Superintendent to the Governance Committee, specifically as it relates to pre-approval of reasonable interpretation.

4. Discussion - essential elements of a governance model

Trustees brainstormed essential elements/criteria for a governance model.

Action: S. Wasylyshyn to circulate brainstorming discussion notes to all trustees, with Trustee King being invited to review the notes and to add items. Once Trustee King has the opportunity to review and respond, the brainstorming discussion notes will be provided to facilitators, B. Samuels and D. Gould by S. Wasylyshyn.

5. Respect

Action: This item will be referred to the May 16 Governance Committee meeting.

6. Working Together

Action: This item will be referred to the May 16 Governance Committee meeting.

7. Review and categorization of governance materials/reading resources (core or supplementary)

Trustees reviewed and categorized the governance materials/reading resources as core or supplementary as follows:

Core:

Binder of Governance Articles

Carver Policy Governance Guide series (<u>Jossey-Bass</u>, 2009) by John Carver and Miriam Carver

Good Governance is a Choice – A Way to Re-create Your Board – The Right Way by Quinn and Dawson

Governance as Leadership – Reframing the Work of Nonprofit Boards by Chait, Ryan and Taylor

Supplementary:

Dynamic Governance (known as sociocracy in Europe and many other parts of the world) (http://www.governancealive.com/)

Governing for Results - A Director's Guide to Good Governance by Mel Gill

John Carver on Board Leadership: Selected Writings From the Creator of the World's Most Provocative and Systematic Governance Model (Jossey-Bass, 2001) by John Carver

National School Boards Association - Governance Resources (http://www.nsba.org/Board-Leadership/Governance/WhySchoolBoards)

School Board Leadership 2000: The Things Staff Didn't Tell You At Orientation. By Gene Royer (1996)

8. Next meeting: Monday, May 16, 9:30 a.m. - 3:30 p.m.

9. Adjournment

The meeting adjourned at 11:30 a.m.

GOVERNANCE COMMITTEE MEETING

MINUTES OF THE GOVERNANCE COMMITTEE MEETING HELD ON WEDNESDAY, MAY 16, 2011 AT 10:30 A.M., TRUSTEES' LOUNGE, EDUCATION CENTRE

Present:

Trustee Carol Bazinet
Trustee Pat Cochrane
Trustee Pamela King
Trustee Sheila Taylor

Trustee Carol Bazinet
Trustee Joy Bowen-Eyre
Trustee Lynn Ferguson
Trustee George Lane

David Gould, Facilitator Certus Strategies Barbara Samuels, Facilitator

ategies Certus Strategies

1. Calgary Board of Education - A Conversation about Effective Governance

The facilitators led trustees through the Workbook II and guided the conversation that followed.

2. Next meeting: June 1, 2011 - 9:30 a.m.

Note: no meeting will be held on May 25 as trustees will be taking part in high school graduation ceremonies on this day.

3. Adjournment

The meeting adjourned at 4:00 p.m.

GOVERNANCE COMMITTEE MEETING

MINUTES OF THE GOVERNANCE COMMITTEE MEETING HELD ON WEDNESDAY, JUNE 1, 2011 AT 9:30 A.M., TRUSTEES' LOUNGE, EDUCATION CENTRE

Present:

Trustee Carol Bazinet
Trustee Pat Cochrane
Trustee Pamela King
Trustee Sheila Taylor

Trustee Ioy Bowen-Eyre
Trustee Lynn Ferguson
Trustee George Lane

David Gould, Facilitator Certus Strategies Barbara Samuels, Facilitator

Certus Strategies

1. Calgary Board of Education - A Conversation about Effective Governance

The facilitators led trustees through Workbook III and guided the conversation that followed.

2. Next meeting: June 8, 2011 - 9:30 a.m.

3. Adjournment

The meeting adjourned at 11:30 a.m.

GOVERNANCE COMMITTEE MEETING

MINUTES OF THE GOVERNANCE COMMITTEE MEETING HELD ON WEDNESDAY, JUNE 8, 2011 AT 9:30 A.M., TRUSTEES' LOUNGE, EDUCATION CENTRE

Present:

Trustee Carol Bazinet Trustee Pat Cochrane Trustee Pamela King Trustee Sheila Taylor Trustee Joy Bowen-Eyre Trustee Lynn Ferguson Trustee George Lane

Barbara Samuels, Facilitator Certus Strategies

1. Review of the June 1, 2011 meeting minutes and actions

The June 1 minutes were reviewed and approved.

2. Calgary Board of Education - A Conversation about Effective Governance

The facilitator led trustees through Workbooks, I, II and III and guided the conversation that followed.

3. Next meeting: June 15, 2011 - 9:30 a.m.

4. Adjournment

The meeting adjourned at 11:45 a.m.

GOVERNANCE COMMITTEE MEETING

MINUTES OF THE GOVERNANCE COMMITTEE MEETING HELD ON WEDNESDAY, JUNE 15, 2011 AT 9:30 A.M., TRUSTEES' LOUNGE, EDUCATION CENTRE

Present:

Trustee Carol Bazinet
Trustee Pat Cochrane
Trustee Pamela King
Trustee Sheila Taylor

Trustee Carol Bazinet
Trustee Joy Bowen-Eyre
Trustee Lynn Ferguson
Trustee George Lane

Barbara Samuels, Facilitator

Certus Strategies

Dave Gould, Facilitator Certus Strategies

1. Review of the Agenda

The agenda was reviewed and approved as written.

2. Review of the May 11, May 16 and June 8, 2011 meeting minutes and actions

The minutes of the above mentioned meetings were approved.

3. Reflection on Worksheet 2.1

The facilitators led trustees through a reflection and discussion on worksheet 2.1

4. Work through Worksheet 3.1 - evaluating the governance models

The facilitators led trustees through worksheet 3.1.

5. Our discussion on value based governance models

Trustees continued their discussion from the June 8 meeting on value based governance models.

6. Outstanding Action Items for the Governance Committee to date

These items will be addressed when the Board conducts a policy review.

- 7. Next meeting: June 22, 2011 9:30 a.m.
- **8. Adjournment** The meeting adjourned at 1:30 p.m.

GOVERNANCE COMMITTEE MEETING

MINUTES OF THE GOVERNANCE COMMITTEE MEETING HELD ON WEDNESDAY, JUNE 22, 2011 AT 9:30 A.M., TRUSTEES' LOUNGE, EDUCATION CENTRE

Present:

Trustee Carol Bazinet	Trustee Joy Bowen-Eyre
Trustee Pat Cochrane	Trustee Lynn Ferguson
Trustee Pamela King	Trustee George Lane
Trustee Sheila Taylor	

Barbara Samuels, Facilitator Certus Strategies Dave Gould, Facilitator Certus Strategies

1. Review of the Agenda

The agenda was reviewed and approved as written.

2. Review of the June 15, 2011 meeting minutes and actions

The minutes of the June 15 meeting were approved.

3. Worksheet 3.2

The facilitators led trustees through worksheet 3.2.

4. Next meeting: June 27, 2011 - TBA

5. Adjournment The meeting adjourned at 12:00 p.m.

REGULAR MEETING OF THE BOARD OF TRUSTEES PUBLIC AGENDA

JUNE 28, 2011

To:

BOARD OF TRUSTEES

From:

Danielle Doll, Assistant Corporate Secretary

Re:

Correspondence

Purpose:

Information

Governance Policy Reference:

EL-3: Information, Counsel and Support to

the Board of Trustees

I. RECOMMENDATION

THAT the Board of Trustees receives the following correspondence for information and for the record, in the form as submitted:

- Email with attachments dated June 15, 2011, from the Honourable Dave Hancock, Minister of Education, to Board Chairs of Public, Separate and Francophone School Boards, and Presidents of Stakeholder Associations, regarding May 3-4 Education Act Sessions.
- Email dated June 15, 2011, from the Honourable Dave Hancock, Minister of Education, to Board Chairs of Public, Separate and Francophone School Boards, and Presidents of Stakeholder Associations, regarding 2011/2012 Curriculum Handbooks for Parents, Curriculum, Summaries and Curriculum Express for Parents.

Respectfully Submitted,

Danielle Doll, Assistant Corporate Secretary

Attachments (2)

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

Sent: Wed 6/15/2011 10:17 AM To: Undisclosed recipients

Subject: May 3 - 4, 2011 - Education Act Sessions

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

Presidents, Stakeholder Associations:

ACSTA (Alberta Catholic School Trustees' Association)

ASBA (Alberta School Boards Association)
ASCA (Alberta School Councils' Association)

ATA (Alberta Teachers' Association)

AAPCS (Association of Alberta Public Charter Schools)

AISCA (Association of Independent Schools & Colleges in Alberta)

ASBOA (Association of School Business Officials of Alberta)

CASS (College of Alberta School Superintendents)

Federation des conseils scolaires francophones de l'Alberta

PSBAA (Public School Boards' Association of Alberta)

I want to thank each of you for participating in the Education Act information sessions last week in Airdrie and Nisku. I appreciated the opportunity to spend time with you and engage you about the significant policy shifts contained in Bill 18, the Education Act.

These sessions were unique in that we took advantage of technology to ensure we could answer as many questions as possible. We would like to know your thoughts about the sessions and the format in order to gauge how we can improve these types of meetings in the future. Please take a moment to fill out the survey at https://phoenix.edc.gov.ab.ca/surveys/web/cgi-bin/qwebcorporate.cgi?idx=F7P34H.

As you are aware, Bill 18 will be held over until the fall legislative session providing ample opportunity to continue engaging Albertans to gain their insights and ideas about the proposed legislation. Attached are two documents that many of you requested - "What was included in the School Act, but not in the new Education Act" and "How the new Education Act differs from the Framework document," as well as the questions that were not answered at the sessions.

Education's Engage website is open to all Albertans to contribute to the conversation about the Education Act and how we can all move forward to transform our education system. Visit www.education.alberta.ca/engage to join the conversation.

Many of you inquired about the presentation materials. You can find the PowerPoint presentation and handout on Education's Engage site at https://ideas.education.alberta.ca/engage/current-initiatives/action-on-legislation, as well as video clips from the meetings.

Additionally, there are a number of information resources available about Bill 18, highlighting what is changing and why. I encourage you to share these resources with your school communities. Visit www.education.alberta.ca/educationact for more information.

Once again, thank you for your continued leadership and support as we continue our work to transform Alberta's education system for tomorrow.

Yours truly,

Dave Hancock, Q.C. Minister of Education

Attachments

cc: All Superintendents of Public, Separate, Francophone and Charter School Boards

Executive Directors, Stakeholder Associations

What was included in the School Act, but not in the new Education Act? (Attachment 1)

The following sections of the *School Act* are not included in the proposed *Education Act* (53 sections). The content of these sections is either no longer relevant, will be included in regulations or Ministerial Orders, or has been included in another section of the proposed *Education Act*.

- · Section 5: Application to regional divisions
- · Section 7: Regulations
- · Section 17: Application to Division
- Section 33: Restriction on operator
- Section 33.1: Transitional
- Section 43: Inspections
- Section 53: Maintenance allowance
- · Section 57: Emergency closure of school building
- Section 59: Powers of separate school boards
- Section 61.1: Avoiding duplication of functions
- Section 63: Joint committees
- Section 64: Organizational meeting
- Section 65: Chair
- Section 66: Regular meetings
- Section 67: Special meetings
- · Section 68: Procedure
- Section 69: Readings of bylaws
- Section 71: Quorum
- Section 72: Voting on question
- Section 73: Required votes
- Section 74: Records
- Section 150: Examination of auditor's report
- Section 152.1: Assessment of property Interpretation
- Section 155: List of separate school district residents
- Section 164.1: Requisition deemed valid and binding
- Section 170: Dissolution of School Foundation Program Fund
- Section 194: Hamlet
- Section 210: Rearrangement
- Section 221.3: Regulations
- Section 222: Regional agreements
- Section 223: Establishment of regional division
- Section 224: Bylaws
- Section 225: Lieutenant Governor in Council order
- Section 226: Election of trustees
- · Section 227: Effect of establishment

- Section 228: Petition for plebiscite to withdraw ward from regional division
- Section 229: Elected ward representatives
- Section 230: Vote against withdrawal
- · Section 231: Vote in favour of withdrawal of ward
- Section232: Addition to ward to another regional division
- Section 233: Addition of wards to district or school division.
- Section 234: Failure of negotiations
- Section 235: Regulations
- Section 236: Regional divisions consisting of former counties or Town of Devon
- Section 237: Conversion of regional division to school division
- Section 255.2: Transitional
- Section 264: Presentation of petition to board
- Section 265: Determination of a petition's sufficiency
- · Section 266: Insufficiency of petition
- Section 267: Appeal re sufficiency
- Section 268: Petition calling for vote
- · Section 269: Petition calling for public meeting
- Section 281: Transitional

The following sections are included in the proposed *Education Act* but consist of only one direction-setting statement rather than the lengthier more detailed sections found in the *School Act* (five sections):

- Section 57: School day and year (previously section 56)
- Section 184: Acquisition of property (previously section 196)
- Section 242: Petition (previously sections 263-269)
- Section 243: Notice of public meeting (previously section 270)
- Section 244: Public notice (previously section 271)

The following sections are new to the proposed *Education Act* and were not in the *School Act* (16 sections):

- · Section 31: Student Responsibilities
- · Section 32: Parent responsibilities
- Section 33: Board responsibilities
- Section 34: Trustee Responsibilities
- · Section 38: School dispute resolution
- · Section 44: Mediation by Attendance Board
- Section 48: Natural person powers

- Section 79: Failure to elect trustee, etc
- Section 81: Appointment of First Nations trustee
- Section 108: Intention to establish
- Section 109: Separate school establishment area
- Section 111: Community information meeting
- Section 112: Vote respecting establishment
- Section 113: Notice respecting vote
- Sections 114: Minimum participation for binding vote
- Section155: Definition

Total number of sections:

School Act: 281

Proposed Education Act: 255

How the new Education Act differs from the Framework document (Attachment 2)

Education Act 2011 Proposed Framework	Proposed Education Act		
Preamble	Preamble		
The Preamble will be a statement of the vision of education in Alberta. It will emphasize education is at the core of individual well-being;	WHEREAS the following visions, principles and values are the foundation of the education system in Alberta;		
 education is foundational to a healthy democracy, and as such is at the core of societal well-being; 	WHEREAS education lies at the core of individual and societal well-being;		
 the role of education is to develop citizens who will be engaged in their communities and will be able to face the challenges they face in an increasingly complex world. The Government of Alberta recognizes the importance of enabling high quality and socially engaging learning opportunities with flexible timing and pacing through a range of learning environments to meet 	WHEREAS the role of education is to develop ethical citizens who will be engaged in their communities and will strive for excellence and be able to face the challenges that arise in an increasingly complex world; WHEREAS the collaboration and co-operation of all partners in the		
diverse student needs. Limiting the Preamble to these concepts will	education system is necessary to ensure the educational success of all students;		
provide us with the best opportunity to express the heart and soul of the act at the outset. There are other foundational statements which many people would expect to see in the Preamble.	WHEREAS the educational interest o the child is the paramount consideration in making decisions about a child's education;		
Including these statements in the Preamble is an option; in the alternative, these statements might be addressed by having a purpose statement at the beginning of each Part of the act, and would include:	WHEREAS parents have the right and the responsibility to make decisions respecting the education of their children;		
 All Alberta children shall have access to the early childhood services to grade 12 education system. The educational interest of the student is the paramount consideration in making decisions about a child's education. Parents have rights and responsibilities for 	WHEREAS the Government of Albert recognizes the importance of an inclusive education system that provides each student with the learning opportunities and supports necessary to enable the student to achieve success;		
 their children's learning. Student success is the primary goal of the education system and government has a responsibility to provide the structure and supports to enable student success. 	WHEREAS the Government of Albert recognizes the importance of enabling high quality and socially engaging learning opportunities with flexible timing and pacing through a range of		
 The Government of Alberta is committed to the preservation and continuation of rights to minority language and minority denominational education as described and protected by the Constitution of Canada. 	learning and pacing through a range of learning environments to meet divers student needs and to maximize student success; WHEREAS the Government of Albert believes in and is committed to		

believes in and is committed to

publicly funded education system that provides a choice of educational opportunities to students and that, through the dimensions of public, separate and Francophone schools, honours the rights guaranteed under the Constitution of Canada in respect of minority language and minority denominational education:

WHEREAS the Government of Alberta is committed to providing choice to students in methods of learning and courses of study;

WHEREAS the Government of Alberta is committed to encouraging the collaboration of all partners in the education system to ensure the educational success of Alberta's First Nations, Metis and Inuit students;

THEREFORE HER MAJESTY, by and with the advice and consent of the Legislative Assembly of Alberta, enacts as follows:

Note: The suggestion in the Framework of having purpose statements at the beginning of each Part is not the structure used in the proposed Education Act

Access:

- 1. Access will be provided to children who are four years and six months of age or older on September 1 of the school year.
- 3. Access will be provided to individuals who are lawfully entitled to be in Canada, are resident in Alberta and who have a parent that is lawfully resident in Canada.

Access:

- 3 Every person
 - (a) who at September 1 in a year is 6 years of age or older and younger than 21 years of age, and
 - (b) who
 - (i) is a resident of Alberta, and
 - (ii) has a parent who is a resident of Canada,

is entitled to have access in that school year to an education program in accordance with this Act.

21(1) A board or, with the approval of the Minister, another person may

	provide an early childhood services program to a child who, as of September 1, is younger than 6 years of age, if the parent of the child requests it.
Compulsory Education Individuals who are older than five years and six months of age and younger than seventeen years of age on September 1 shall attend school.	Compulsory education 7(1) A person who (a) is a resident of Alberta and has a parent who is a resident of Canada, (b) at September 1 in a year is 6 years of age or older, and (c) subject to subsection (2), is younger than 17 years of age, shall attend school. (2) Subsection (1)(c) does not apply to a person who is younger than 17 years of age who has attained high school completion in accordance with an order of the Minister under section 18.
Dispute Resolution: 1. Boards shall develop a dispute resolution process that is in accordance with the requirements of the Minister as established by Ministerial order.	Dispute Resolution 38 A board shall establish a policy respecting the resolution of disputes or concerns at the school level between parents and school staff that supports a co-operative and collaborative learning environment for students.
4. A review by the Minister may be requested in circumstances where the issue is the student's right to access education or appropriate education programming for the student.	Request for review by the Minister 40(1) If a board makes a decision on an appeal to it or otherwise, with respect to (a) the provision of specialized supports and services to a student in accordance with section 11(4) or a child in accordance with section 21, or (b) the expulsion of a student,

a parent of a student or child affected by the decision, and the student if the student is 16 years of age or older, may request in writing that the Minister review the decision. Responsibilities of boards Responsibilities of boards The roles and responsibilities of boards will include: A board has the responsibility to (b) be accountable and provide b) to be accountable for student achievement of assurances to students, learning outcomes parents, the community and the Minister for student achievement of learning outcomes. d) to provide a safe and caring environment (d) ensure that each student enrolled in a school operated by the board and each staff member employed by the board is provided with a caring, respectful and safe, environment, f) to increase collaboration between the board and (f) collaborate with municipalities, community-based service agencies in order to other boards and more effectively address the needs of all students community-based service agencies in order to effectively address the needs of all students and manage the use of public resources, Trustee responsibilities Trustee responsibilities The duties of trustees will include providing for the A trustee of a board has the engagement of parents, students, staff, and various responsibility to engage parents. communities on board matters. students and the community on matters related to education Appointment of trustees Appointment trustees: Where a vacancy has occurred between elections, 79(1) Where 2 attempts to fill a and in the event that no eligible candidates file vacancy on a board have been made nomination papers after two by-elections are and no nominations have been put attempted in accordance with the Local Authorities forward, whether as part of a general Election Act, the Minister will have the authority to election or a by-election held in appoint a trustee by Ministerial Order. accordance with section 78, the

Where an education services agreement exists between a board and a First Nation band, the Minister, in consultation with the band and the board, may appoint a trustee representing the band.	Minister may, in consultation with the board, appoint a trustee to fill that vacancy. 81(1) Where a board has entered into one or more education services agreements pursuant to section 60 (a) the board by resolution, or (b) the Minister, at the request of the board or in consultation with the board and the band, may appoint a trustee to represent First Nations students and parents on the board.		
Where there are underrepresented groups, a board may appoint, with the approval of the Minister, up to one third of the number of trustees to a board, and the Minister, in consultation with the board, may appoint up to one-third of the number of trustees to the board.	This is not included in the proposed Education Act.		
Separate School district establishment	Separate School district establishment		
The procedural requirements will require that the establishment meeting and notice to the Minister has been completed by November 1 of the year prior to the school year in which the newly established separate school district will be added to the separate school region.	No timeline is included in the proposed Education Act.		
Public and Separate Boards	Public and Separate Boards		
The Minister will have the authority to change the designation of a public school jurisdiction to a separate school jurisdiction, and the reverse, when the designations of the jurisdictions no longer accurately reflect the minority faith population.	This is not included in the proposed Education Act.		
Borrowing	Borrowing		
Restrictions around borrowing by a school board for operational expenses will be removed. The Minister may, by order, set a threshold over which Ministerial approval for borrowing must be obtained.	 176(1) Subject to subsection (2), a board may borrow to meet operating and capital expenditures only with the prior approval of the Minister. (2) The Minister may make regulations respecting the circumstances in which a board is not required to obtain the prior approval of the Minister before borrowing to meet 		

	operating and capital expenditures, including qualifying conditions or requirements that the Minister considers appropriate.
Acquisition of property A school board will be required to provide notification in advance to the Minister if it plans to purchase or lease land for a school building.	Acquisition of property 184 A board shall notify the Minister within 30 days from the date on which the board purchases or enters into an agreement to purchase any land or any interest in land or any school building or any interest in a school building.

Answers to the questions that were not answered at the May 3rd Airdrie and May 4th Nisku sessions (Attachment 3)

Question: Moving forward with Action on Inclusion is critical to transforming education. Has the government considered allocating resources based on a per student allocation so as to support the concept of personalized programming for all?

The government is considering many allocation models to determine the one that will best support student learning and help ensure success for all students. Per student allocation is one of the models being explored within the new funding model to support an inclusive education system.

Question: Given the change of age of access increasing to 21 from 19 will this cause a significant increase in costs as students with severe disabilities may choose to stay in school for an additional two years? 15 years of access vs. the current 13 years or a 15% increase?

There could be an increase in the number of students with/without severe disabilities staying in school if the age is increased to 21. Currently, students may remain in school until their 20th birthday which allows time for transition to post-secondary or the world of work or independent living. In a transformed education system, we must move towards focusing our energies and resources on identifying the learning needs of all students and providing supports and services, as appropriate, to meet these learning needs. This may mean that students, including those with disabilities, require additional time to complete their educational pathway. A transformed education system requires us to work differently to facilitate the changes needed to support student success.

Question: Caring, Respectful and Safe Environment – How will this new act support LGBTQ students and their special needs?

A focus of the proposed Act is to emphasize the responsibilities of students, parents and school boards. In particular, Section 31 states that students have a responsibility to respect the rights of others in the school and refrain from, report and not tolerate bullying or bullying behaviour directed towards others in the school including those who are LGBTQ. Students have this responsibility regardless of whether or not bullying behaviour occurs within the school building, during the school day or by electronic means. This is to ensure that students conduct themselves in a manner that contributes to a caring, respectful and safe environment. In addition, Section 33 of the proposed Act states that a board will establish, implement and maintain a policy respecting the board's obligation to provide a caring, respectful and safe environment that includes addressing bullying behaviours. It is anticipated that these sections in the new Act will bring awareness, understanding and ability for boards to be responsive to the unique needs of students who are LGBTQ.

Question: We struggle to achieve sufficient public engagement to keep our school councils viable. How are we going to achieve the meaningful community involvement in this new act and visions?

Effective community involvement of the kind contemplated during the recent dialogues with Albertans includes not only school councils, but also other community partners. The Report of the Steering Committee for Inspiring Education: A Dialogue With Albertans includes the following comment: "the community can be a source of leadership, teaching, and support through the participation of experts, mentors, and elders." One of the three goals in Alberta Education's Business Plan 2011-14 is "transformed education through collaboration." One of the required elements for leading transformation through collaboration is cultural and organizational change. The ministry's Action Agenda identifies three kinds of actions that will lead to this change: leading by example, fostering partnerships and embedding community participation. It will be important to ensure that communities are engaged in ways that eliminate barriers to involvement, encourage generative dialogue and welcome everyone's contributions and influence.

Question: Regarding age of students...those who are funded until age 21 – what is the difference between attendance in classes and "access" to education? Some parents are expressing that young adults nearing age 21 may not be suited to attendance at our High Schools.

"Access" to education is a right. The people to whom this right is extended are defined by the governing legislation. In the Education Act, the right is extended to each individual between the ages of 6 and 21, who is a resident of Alberta and who has a parent who is a resident of Canada. This is set out in section 3. Residence is further defined in section 1(4) and section 5.

"Attendance" is an obligation. The Education Act indicates in section 7 that the individuals who have the right to access education are compelled to attend school from the age of 6 on September 1 until they turn 17. The exception is when a person has attained high school completion. Attendance is also an obligation that imposes some responsibility on the board, as section 7(3) states that a board must make all reasonable efforts to ensure that resident students and students who are enrolled attend school.

Extending the age of funded access to those younger than 21 years of age on September 1 is designed to provide students additional time to successfully complete their high school programming and receive a high school credential. Many students may continue to attend regular high school programs; however, a variety of alternative program delivery models may also be made available to them. How this will best be accomplished will be dependent upon how boards engage their partners in decision-making and how they create solutions that work in their particular communities. A positive approach by boards will be required to ensure successful implementation.

----Original Message----

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

Sent: Wed 6/15/2011 4:06 PM To: Undisclosed recipients

Subject: 2011/2012 Curriculum Handbooks for Parents, Curriculum, Summaries and Curriculum Express

for Parents

TO Board Chairs of Public, Separate, Francophone School Boards

Presidents, Stakeholder Associations

ACSTA (Alberta Catholic School Trustees' Association)

ASBA (Alberta School Boards Association)

AHEA (Alberta Home Education Association)

ASCA (Alberta School Councils' Association)

ATA (Alberta Teachers' Association)

AAPCS (Association of Alberta Public Charter Schools)

ACFA (Association canadienne-française de l'Alberta)

AISCA (Association of Independent Schools & Colleges in Alberta)

ASBOA (Association of School Business Officials of Alberta)

CASS (College of Alberta School Superintendents)

Federation des parents francophones de l'Alberta

Federation des conseils scolaires francophones de l'Alberta

Learning Disabilities Association of Alberta

PSBAA (Public School Boards' Association of Alberta)

CCSSA (Council of Catholic Superintendents of Alberta)

SPOSA (School Plant Officials of Alberta)

I am pleased to inform you that the general and Catholic versions of the 2011/2012 Curriculum Handbooks for Parents, Curriculum Summaries for Kindergarten to Grade 9 and senior high school and the Curriculum Express for Parents for Kindergarten to Grade 3 are now available in both digital and print format. The general version of the handbooks and summaries is produced in both English and French. I trust you will find them to be a valuable source of information as you prepare for the next school year.

The Curriculum Handbooks for Parents offer in-depth information about what students are expected to learn at each grade level of the curriculum; the Curriculum Summaries provide concise, grade-at-a-glance information; and the Curriculum Express for Parents gives a short explanation of the curriculum for parents who are English language learners.

The handbooks, summaries and Curriculum Express for Parents are available in English on Education's website at www.education.alberta.ca/parents/resources/handbook.aspx and the general versions of the handbooks and summaries are available in French at

www.education.alberta.ca/francais/parents/resources/handbook.aspx

http://www.education.alberta.ca/francais/parents/resources/handbook.aspx. They may be downloaded for viewing and printing as required. The handbooks are also available for purchase from the Learning Resources Centre, which can be reached at 780-427-2767 (toll-free by first dialing 310-0000). An order form is also available on the Education website at

www.education.alberta.ca/media/834791/order prentbk.pdf

http://www.education.alberta.ca/media/834791/order prentbk.pdf> .

Parents and parent groups have shown a keen interest in how to better support students and an appreciation for parent resources, such as the Curriculum Handbook for Parents, Curriculum Summaries

and Curriculum Express for Parents. Education has also recognized that parents' needs are changing and that parent resources need to be enhanced to meet those changing needs. Through a review of the handbooks, summaries and Curriculum Express for Parents, a suite of resources has been developed to facilitate more focused and efficient communication with parents. Therefore, 2012 will be a year of transition in which the present Curriculum Handbook for Parents series will transform into an integrated and enhanced parent digital resource.

Information about the handbooks, summaries and Curriculum Express for Parents will also be distributed to superintendents, principals and school council chairs. For further information, please contact Curriculum Sector at 780-427-2984, or for information in French, please contact French and International Education Services Sector at 780-427-2940 (both numbers are toll-free by first dialing 310-0000).

Yours truly,

Dave Hancock, Q.C.

Minister of Education

REPORT TO THE REGULAR MEETING OF THE BOARD OF TRUSTEES PUBLIC AGENDA

June 28, 2011

To:

Board of Trustees

From:

Trustee Joy Bowen-Eyre Trustee Sheila Taylor

Re:

Monitoring of Governance Process Policies 3, 4, 8 and 9

Purpose:

Annual Monitoring

I. RECOMMENDATION:

THAT the Board of Trustees approves the Governance Process Policy Monitoring reports for Governance Process Policies 3, 4, 8 and 9, in the form as submitted as Attachment I to the report dated June 28, 2011.

II. ISSUE:

The Board of Trustees is required to annually monitor each of its policies, as scheduled in GP-4E: Annual Agenda Planning.

III. BACKGROUND

The Board of Trustees is committed to self-evaluation through the monitoring of its governance process policies, the policies with which the Board instructs itself and subparts of itself, such as offices and committees, about its own job. In governance process policies, the Board describes standards of group and individual behaviour to which it agrees to hold itself.

The Board monitored the following policies during the months of April and June:

- Governance Process Policy 3: Governance Policy Development
- Governance Process Policy 4: Board of Trustees' Annual Planning Cycle
- Governance Process Policy 8: Working Relationship Commitment
- Governance Process Policy 9: One Voice Commitment

Respectfully submitted,

Bowen-Eyre, Trustee Chair, Board Evaluation Committee

Attachment I:

GP 3, 4, 8 and 9 Monitoring Reports



Board of Trustees' Policy – Governance Process GP- 3: Governance Policy Development

Monitoring Method: Self-Assessment Monitoring Frequency: Annual

September 14	ernance Process 3: Governance Policy elopment	Compliance	Non Compliance
prov action Sup- mak	Board of Trustees sees the development of policy as iding effective parameters and broad guidelines for the on of the Board of Trustees and the Chief erintendent. In fulfilling its responsibility for policy ing, the Board of Trustees shall be directed by the wing considerations:		
1.	compliance with the School Act and other relevant legislation;	7	300 - September 200 - Septembe
2.	policy development shall begin with the broadest, most general statement of policy and proceed to progressively more specific provisions until the Board of Trustees has achieved the degree of definition necessary in that area;	7	
3.	each policy shall be included in the annual monitoring process calendar;	7	
4.	policy development or amendment may be initiated by: trustee motion; general consensus of trustees; administrative recommendations; individual citizens or groups of citizens (including petitions); public participation and/or survey; needs assessments; policy review; legislative change; or policy violation. The process for developing or amending policies shall be determined by the Board of Trustees and may include communication strategies and public participation, as determined appropriate by the Board of Trustees. Every change to governance policy of the Board of Trustees, including amendments, deletions and new policies, but not including exhibits to policy, shall have three distinct separate readings and opportunities for trustees to debate before the policy is finally passed. No more than two readings of a policy shall be given at any one meeting, unless the trustees present at the meeting unanimously agree to give the policy a third reading;	7	

Dev	vernance elopment e Two	Process	3:	Governance	Policy	Compliance	Non Compliance
5.	shall prov of Trusted cost and policy, le suggested administra would be	ride a general es. Impacts es. Impacts es ease of integral implicated communicative regulates amended	al impasshall in pleme ions of ations ations ations ation re	the Chief Super act statement to the noclude the general entation of the of the proposed strategies, as we and/or operational spond to the clather relevant impa	he Board al impact, proposed change, Il as how I practice nange in	6 (1 not applicable)	

Adopted: Sept. 21/10

Board Comments:

- #2. Possibly too specific on some policy provisions.
- #5. What is the process followed to ensure the Board is aware that Admin. Regs. Are aligned when Board policies are changed?



Board of Trustees' Policy – Governance Process GP- 4: Board of Trustees' Annual Planning Cycle

Monitoring Method: Self-Assessment Monitoring Frequency: Annual

		ce Process 4: Board of Trustees' Annual Cycle	Compliance	Non Compliance
throu monit with contin throu	gh ar toring sele nually gh B	governance and strategic planning is enhanced an annual calendar that includes continuing review, and refinement of all policies, linkage meetings cted stakeholder groups, and activities to improve Board of Trustees' performance oard of Trustees' education, enriched input and n. Accordingly:		
1.		planning cycle shall conclude each year by the of August;	7	
	Trust	planning cycle shall begin with the Board of tees' development of its calendar for the next and shall include, but is not limited to scheduling for:		
	(a)	a retrospective review focusing on Ends and a review of the Board of Trustees' annual priorities;	7	
	(b)	timely review of the Ends to direct budget development;	7	
	(c)	monitoring progress on Ends;	7	
	(d)	monitoring compliance by the Chief Superintendent with Executive Limitations policies, and for review of the policies themselves;	7	
	(e)	self-monitoring of all Governance Process and Board-Chief Superintendent Linkage policies;	7	
	(f)	considering and arranging methods of obtaining input, including participation of selected stakeholder groups and persons;	7	

Governance Process 4: Board of Trustees' Annual Planning Cycle Page Two		Compliance	Non Compliance
(g)	education and workshops related to the work of the Board of Trustees (see GP-4E: Board Development Session); and	7	
(h)	education about the process of governance, including orientation of potential candidates and new trustees to the Board of Trustees' governing process.	7	

Board Comments:

- #2(b) Look at removing 2(b) "timely review..." after all policies are reviewed.
- #2(f) Look at increasing stakeholder involvement in future.

Flip #1 and #2 around.



Board of Trustees' Policy – Governance Process GP- 8: Working Relationship Commitment

Monitoring Method: Self-Assessment Monitoring Frequency: Annual

Gove	rnanc	ee Process 8: Working Relationship Commitment	Compliance	Non Compliance
with o	each o	of Trustees believes that positive working relationships other are essential for a healthy working environment, e, quality learning and personal well-being.		
Accor	rdingl	y, Trustees are committed to and accountable for:		Charles of the Control of the Contro
	Alber Polic	ng by the Code of Ethics for Trustees established by the rta School Boards Association (see Governance Process y GP-8E, Alberta School Boards Association – Trustee of Ethics);	2	5
	mutu envir	ring to earn, build and sustain trust, and build hal understanding among trustees, to ensure an conment conducive to effective governance. Ordingly, we shall:		7
	(a)	recognize and respect each other's worth and dignity, always focusing on issues rather than personalities, making every reasonable effort to protect the integrity and promote the positive image of the district and one another;		7
	(b)	communicate with each other in a timely fashion in ways that avoid surprises, exercising honesty in all written and interpersonal interaction and never intentionally misleading or misinforming each other;	1	6
	(c)	use collaborative approaches to problem solving and decision making;		7
	(d)	give each other the benefit of the doubt, never embarrassing each other or the district, practicing public praise and reserving criticism for private conversation;		7
	(e)	cultivate a sense of group respect and responsibility in support of Board of Trustees' decisions;		7

Governand Page Two	ce Process 8: Working Relationship Commitment	Compliance	Non Compliance
(f)	respect the confidentiality appropriate to issues of a sensitive nature;	1	6
(g)	collect, use and disclose personal information only as permitted by the Freedom of Information and Protection of Privacy Act and such other legislation as may be applicable.	2	5

Adopted: Sept. 21/10

Board Comments:

- Each Board member affirms that the non-compliance of this GP will be addressed through a number of actions not limited to Governance Committee and Planning Committee.
- In accordance with GP 8, it is the personal responsibility of each and every trustee to work towards a positive healthy working relationship with each member of the Board.
- This evaluation done by this monitoring reflects the period October 19, 2010 to June 21, 2011.



Board of Trustees' Policy – Governance Process GP- 9: One Voice Commitment

Monitoring Method: Self-Assessment Monitoring Frequency: Annual

GP-	9: One Voice Commitment	Compliance	Non Compliance
of a indiview construction. The vote Trustonly	voice commitment speaks to the legislated authority and funtability of the Board of Trustees acting as a corporate body to ride leadership for the Calgary Board of Education. As members democratically elected body, it is important and necessary for vidual trustees to encourage and represent a diversity of repoints. Individual trustees are ultimately accountable to their stituents for bringing forward the voice and views of Calgarians. Board's one voice commitment does not require unanimous as but does require that all trustees shall respect Board of stees' decisions. Board of Trustees' decisions can be changed by the Board of Trustees.		
1.	support Board of Trustees' decisions. In the course of debate and daily work, trustees are expected to contribute to and influence the decisions of the Board of Trustees. Board of Trustees' decisions are only those that have been voted upon at an official Board of Trustees' meeting. These shall be written as policies or as resolutions that shall be reflected in the minutes of the meeting. Once the Board of Trustees has made a decision, each trustee shall support the decision of the Board of Trustees;	1	6
2.	make no attempt to exercise individual authority over the organization. Individual trustees' interactions with the Chief Superintendent or staff shall recognize that individual trustees have no authority over staff and no authority to insert themselves into staff operations except when explicitly authorized by the Board of Trustees through the Chief Superintendent;	4	3
3.	no trustee shall place himself or herself between staff members in their disputes or negotiations;	7	
4.	as members of a policy board, focus on what needs to be accomplished at the Board table (i.e. policy development and review, monitoring adherence to policies, major issues relating to interaction with other governmental agencies, etc.);	2	5

GP-9: One Voice Commitment Page Two		Compliance	Non Compliance
5.	if issues are raised by community members, staff or trustees about which the Board of Trustees already has a policy, the trustee shall state the policy. Discussion shall center on whether the concerns justify needed changes to the policy or whether compliance monitoring of the policy is needed.	3	4

Adopted: Sept. 21/10

Board Comments:

During the discussion for the monitoring of this policy it has become evident that trustees do not necessarily interpret this policy in the same way, and we acknowledge we need to commit to reaching a common understanding to move forward. These discussions will take place during the review of our current governance model and policies.

REPORT TO THE REGULAR MEETING OF THE BOARD OF TRUSTEES PUBLIC AGENDA

June 28, 2011

To:

Board of Trustees

From:

Naomi E. Johnson, Chief Superintendent of Schools

Re:

Chief Superintendent's Update

Purpose:

Information

I. RECOMMENDATION

It is recommended that the Board of Trustees receive this report for information.

II. PURPOSE OF THE UPDATE REPORT

As the Board's Chief Executive Officer, the Chief Superintendent is accountable for meeting the expectations set by the Board of Trustees. These expectations are stated in Ends and Executive Limitations (EL) policies.

Executive Limitation 3: Information, Counsel and Support to the Board of Trustees requires the provision of timely information, prudent counsel and support to the Board of Trustees. Along with other reports submitted to the Board of Trustees, this update meets the requirement of EL-3 for the provision of information in a timely, accurate and understandable manner.

III. TIMELY INFORMATION

OFFICE OF THE CHIEF SUPERINTENDENT

<u>Executive Limitation Monitoring Report – Additional Information</u> EL-3: Information, Counsel and Support to the Board of Trustees

At the June 14, 2011 presentation to the Board of Trustees of the monitoring report for Executive Limitation 1: General Executive Constraint, administration was directed to provide additional information outlining why the Calgary Board of Education's Certificate of Recognition (COR) overall rating declined from 92% in 2009 to 83% in 2010.

The CBE had an overall COR rating of 92% in two previous audits. As a result, administration was permitted to undertake a short-form audit in 2010. This short-form audit is more rigorous because it is based solely on existing documentation and

observations and does not include any interviews of staff. In the absence of the interviews, there is no mechanism to introduce relevant information that could improve the COR standing.

For the 2010 audit, administration engaged the CBE's internal certified auditors. Under these circumstances, there is a much higher degree of critical review. The CBE auditors are fully aware of the details of the CBE health and safety management system and could readily identify the absence of documentation on any of the system's components.

Observations to assess the level of implementation of the CBE Occupational Health and Safety System were made at a sample of 19 schools and two work-sites. This more stringent approach to the interim audit was adopted in order to best prepare the CBE for the formal 2011 recertification audit.

The audit is formed from the evaluation of eight base components referred to as 'elements'. Each element has a number of questions to test compliance. Based on the prescribed calculation process, a score is attributed to each review element. Generally, all categories declined in 2010. Specific details on the aspects that contributed most significantly to the downward trend are outlined in the attached chart.

Implementation of the CBE's Corrective Action Plan, which is based on the 2010 COR audit, is intended to address those areas warranting improvement.

Maomi E. Johnson

Chief Superintendent of Schools

CALGARY BOARD OF EDUCATION

Attachment: COR Audit Scoring Summary 2009 and 2010

Scoring Summary

Attachment

	ELEMENT	2009	2010	VARIANCE	COMMENTS
1.	Management Leadership and Organizational Commitment	96%	90%	minor	
2.	Hazard Identification and Assessment	89%	71%	substantial	 Only 79% of audited schools and work groups reviewed and signed-off on the work site hazard assessment document, indicating worker participation in health and safety hazard identification and assessment. Management must ensure that they more regularly review the work-site hazard assessment with their staff.
3.	Hazard Control	93%	83%	substantial	 Only 66% of audited schools and work groups provided instruction and training on the use, care and maintenance of personal protective equipment (PPE).
4.	Ongoing Inspections	92%	88%	minor	
5.	Qualifications, Orientation and Training	95%	71%	substantial	 Not all new employee orientations, based on the CBE Health and Safety Orientation form, CBE OHS Pamphlets and AR 1070-OHS, commence within the first week of employment. Only 78% of audited schools or work groups evidenced that there is an adequate health and safety orientation of transferred employees.
6.	Emergency Response	100%	86%	substantial	 Only 64% of audited schools and work groups evidenced that emergency response planning was in place. First aid supplies were not regularly checked by designated staff.
7.	Accident and Incident Investigation	74%	90%	positive	· · · · · · · · · · · · · · · · · · ·
8.	Program Administration	98%	80%	substantial	 Only 77% of audited schools and work groups demonstrated that management participated in and kept records of safety meetings.
O۱	verall	92%	83%		

REPORT TO THE REGULAR MEETING OF THE BOARD OF TRUSTEES

PUBLIC AGENDA June 28, 2011

To:

Board of Trustees

From:

Naomi E. Johnson, Chief Superintendent of Schools

Re:

Report on the Financial Status of the Operating Budget as at

May 31, 2011 and Forecast for the Year Ending August 31, 2011

Purpose:

Monitoring Information and for the Record

Governance Policy Reference:

EL-10: Budgeting Process EL-11: Financial Condition

Originator:

Deborah L. Meyers, Superintendent, Chief Financial Officer, Corporate Treasurer

Resource Persons:

Wayne T. Braun, Director, Corporate Financial Services

Budget and Corporate Reporting Staff

I. RECOMMENDATIONS

It is recommended:

- 1. THAT information regarding all budget revisions made during the period March 1, 2011 to May 31, 2011 inclusive (identified in this report and in Attachment I), be received for monitoring information and for the record.
- 2. THAT the 2010/2011 Budget Variance Report as at August 31, 2011 (identified in Attachment II) be received for monitoring information and for the record.

II. ISSUE

In accordance with the Board of Trustees' Executive Limitation 11: Financial Condition, the Chief Superintendent shall not cause or allow the development of fiscal jeopardy or a material deviation from budget policy, and shall not fail to inform the Board of Trustees in a timely manner of significant deviations or projected deviations in either the income or expenditures in the approved budget.

III. BACKGROUND

Each spring, the Calgary Board of Education prepares its operating budget for the following fiscal year, which is updated in the fall, based on final enrolment and associated staffing, and subsequently approved by the Board of Trustees. Quarterly and annual reports are presented to the Board of Trustees to provide updates on the status of the results of operations. These results are compared to the approved and current operating budget to meet the monitoring requirements of EL-11: Financial Condition.

This report includes:

- The Statement of 2010/11 Annual Budgeted Revenue and Expense with Revisions and Transfers during the period March 1, 2011 to May 31, 2011 (Attachment I).
- The Statement of Revenue and Expense for the period March 1, 2011 to May 31, 2011 and Forecast for the Year Ending August 31, 2011 (Attachment II).

IV. ANALYSIS

Statement of 2010/2011 Annual Budgeted Revenue and Expense

A number of budget transfers were made during the third quarter of 2010/2011 to reflect revenue and expenditure adjustments. Transfers generally reflected the confirmed funding and updated expenditure plans of schools and service units.

During the third quarter, the following net budget revisions and transfers occurred:

	(\$ millions)
Net revenue transfers to partially offset changes in expenditures described below, and reflecting minor additional provincial funding, donations and other external revenues	1.9
Net expenditure transfers related to revenues noted above, school based Resource Allocation (RAM) transfers, Duty to Accommodate and use of Area Basic Discretionary Funds	(1.9)
Net Budgetary Impact	0.0

The Calgary Board of Education's budgeted net financial results do not change based on the budget revisions or transfers identified in Attachment I.

2010/2011 Budget Variance Report

The 2010/11 Budget Variance Report (Attachment II) highlights variances between the current budget and forecast. Any variances in excess of 1% are explained.

There is an overall projected net favourable variance of \$0.2 million.

V. IMPLEMENTATION CONSEQUENCES

Superintendents' Team will continue to monitor the 2010/2011 Operating Budget to identify one time savings opportunities that could be applied to critical one-time spending initiatives.

VI. CONCLUSION

This report represents the third quarterly monitoring report to the Board of Trustees in connection with the recently approved amended 2010/2011 Operating Budget for the Calgary Board of Education, as required by Executive Limitation 11: Financial Condition.

Naomi E. Johnson

Chief Superintendent of Schools

CALGARY BOARD OF EDUCATION

Naomi Johnson

Attachment I: The Statement of 2010/11 Annual Budgeted Revenue and Expense with

Revisions and Transfers during the period March 1, 2011 to May 31, 2011.

Attachment II: The Statement of Revenue and Expense for the period March 1, 2011 to

May 31, 2011 and Forecast for the Year Ending August 31, 2011.

CALGARY BOARD OF EDUCATION STATEMENT OF 2010/11 ANNUAL BUDGETED REVENUE AND EXPENSE WITH REVISIONS AND TRANSFERS DURING THE PERIOD MARCH 1, 2011 TO MAY 31, 2011

Description REVENUE	A Budg	pproved get Effective rch 1, 2011 (\$000)	Ma	sions/ Transfers arch 1, 2011 to May 31, 2011 (\$000)	An	10/11 Current nual Budget as May 31, 2011 (\$000)
Alberta Education grants						
Base provincial instruction Differential cost funding and Transportation Provincial priority targeted grants Other provincial education grants Infrastructure Maintenance Renewal (IMR) Support Provincial Capital support	\$	649,267 227,312 20,141 16,010 18,248 25,538	\$	- 1,315 - - -	\$	649,267 228,627 20,141 16,010 18,248 25,538
School generated funds (SGF) Other revenue		35,375 51,818		581		35,375 52,399
Total revenue	1,	043,709	-	1,896		1,045,605
EXPENSE						
Salaries and benefits Supplies and services Interest School funded activities Amortization of capital assets		809,146 166,490 6,092 35,375 42,988		1,210 686 - -		810,356 167,176 6,092 35,375 42,988
Total expense	1	,060,091		1,896		1,061,987
Excess (deficiency) of operating revenue over expense for the year Transfer from/(to) operating reserves/designated funds		-16,382		-		-16,382
		14,374		-		14,374
Add/(deduct) capital items paid by operating funds Capital assets acquired Amortization reserve Capital lease debt repayments Transfer from (to) school purchased assets		-24,770 19,325 (2,682) 1,593				-24,770 19,325 (2,682) 1,593
Transfer from capital carryforward Transfer from/(to) capital reserves		5,314		-		5,314
Building and equipment reserves		3,228		-		3,228
Net operating surplus	\$	E	\$	-	\$	-

CALGARY BOARD OF EDUCATION STATEMENT OF REVENUE AND EXPENSE FOR THE PERIOD SEPTEMBER 1, 2010 TO MAY 31, 2011 AND FORECAST FOR THE YEAR ENDING AUGUST 31, 2011

Description	Actual Year to Date	2010/11 Forecast Annual Revenue and	2010/11 Current Annual Budget, Effective	2010/11 Annual Variance Favourable/
Description	31-May-11 (\$000)	(\$000)	31-May-11 (\$000)	(Unfavourable) (\$000)
REVENUE	(3000)	(3000)	(3000)	(3000)
Alberta Education grants:				
Base provincial instruction	484,186	649,267	649,267	3.53
Differential cost funding and Transportation	168,005	227,587	228,627	(1,040) (1)
Provincial priority targeted grants	16,415	20,141	20,141	
Other provincial education grants	13,723	16,010	16,010	-
Infrastructure Maintenance Renewal (IMR) Support	16,581	18,248	18,248	-
Provincial Capital support	15,156	25,538	25,538	144
School generated funds	-	35,375	35,375	(2)
Other revenue	48,249	52,359	52,399	(40)
Total revenue	762,315	1,044,525	1,045,605	(1,080)
EXPENSE				
Salaries and benefits	607,753	808,301	810,356	2,055
Supplies and services	120,757	167,156	167,176	20
Interest	2,358	6,092	6,092	-
School funded activities	S23	35,375	35,375	-
Amortization	32,048	42,988	42,988	
Total expense	762,916	1,059,912	1,061,987	2,075
Excess of operating revenue over expense for the year	(601)	(15,387)	(16,382)	995
Transfer from (to) operating reserves/designated funds				
Utility Expense Stabilization	-	1,500	2,300	(800) (2)
Administrative Systems Renewal	-	3,074	3,074	
Fiscal Stability Reserve	2	3,000	3,000	-
General Instruction Reserve	-	2,000	2,000	-
Other decentralized budgets/Project funding	-	1,500	1,500	-
Other designated funds		2,500	2,500	
Unrestricted operating surplus for the year,				
before capital items	(601)	(1,813)	(2,008)	195
Add/(deduct) capital items paid by operating funds				
Capital assets acquired	-	(24,770)	(24,770)	-
Amortization reserve	-	19,325	19,325	(*)
Capital debt repayments	-	(2,682)	(2,682)	-
Transfer from (to) building and equipment reserves	-	3,228	3,228	
Transfer from (to) School Decentralized	-	1,593	1,593	
Transfer from capital carry forward		5,314	5,314	-
Add/(deduct) capital items paid by operating funds		2,008	2,008	-
Net operating surplus (deficit)	(601)	195	74	195

Variances in excess of 1%:

⁽¹⁾ Transportation grant funding lower than projected, tied to actual enrolments/schools, and ESL funding lower than projected tied to actual funded enrolments.

⁽²⁾ Reduced planned draw on Utility Expense Stabilization reserve based on reduced expected spending for Utilities (lower natural gas rate).

REPORT TO THE REGULAR MEETING OF THE BOARD OF TRUSTEES

PUBLIC AGENDA June 28, 2011

To:

BOARD OF TRUSTEES

From:

Naomi E. Johnson, Chief Superintendent of Schools

Re:

Capital Budget and Reserves Status Report as at May 31, 2011

Purpose:

Approval, Monitoring Information and for the Record

Governance Policy Reference:

EL-11: Financial Condition

EL-12: Asset Protection

Originator: Deborah L. Meyers, Superintendent, Chief Financial Officer, Corporate Treasurer

Resource Persons:

Wayne T. Braun, Director, Corporate Financial Services Bob Coll, Capital Controller, Corporate Financial Services

Eugene Heeger, Director, Capital Planning and Development Robert Ashley, Manager, Architectural and Engineering Services

I. RECOMMENDATIONS

It is recommended:

- 1. THAT information regarding all budget revisions and previously approved transfers, as outlined in this report for the period March 1 to May 31, 2011 inclusive, be received for monitoring information and for the record.
- 2. THAT attachments I to IV, reflecting actual capital expenditures for the period March 1 to May 31, 2011 and forecast expenditures for the year ending August 31, 2011, be received for monitoring information and for the record.
- 3. THAT the \$10,603 in proceeds from the disposal of capital equipment assets be placed in Capital Reserves (Attachment IV).

II. ISSUE

In accordance with the Board of Trustees' Executive Limitation 11: Financial Condition. the Chief Superintendent shall not cause or allow the development of fiscal jeopardy or material deviation from budget policy. Accordingly, the Chief Superintendent shall not fail to inform the Board of Trustees in a timely manner of significant deviations in either the income or expenditure in the approved budget. Ongoing monitoring of actual requests against approved budgets is to occur on a quarterly and annual basis, including financial statements. This report compares actual capital expenditures incurred to May 31, 2011 to the approved 2010/11 Capital Budget, showing the use and recommended application of capital reserves, budget transfers and revisions made during this period.

III. BACKGROUND

Each spring the Calgary Board of Education prepares its capital budget for the following school year. The capital budget is prepared in two components: Facility Related Assets (which are primarily new school buildings or school modernization projects funded by capital grants from Alberta Education since April 1, 2006, and managed by the Capital Planning and Development Department) and Non-Facility Related Assets (which are primarily larger technology acquisitions, vehicles and equipment, and capital allocations to schools funded by operating grants and reserves of the CBE).

This report is presented to the Board of Trustees to:

- provide an update on the status, to the end of the third fiscal quarter, of capital projects approved for the 2010/11 fiscal year;
- · provide quarterly status of capital reserves and designated funds; and
- meet the quarterly monitoring requirements of EL-11: Financial Condition, as they relate to the capital budget.

IV. ANALYSIS

Attachments to this report summarize the financial data for all approved 2010/11 capital projects, as follows:

Non-Facility Related Capital Budget Status Report (Attachment I)

The revised Non-Facility Related Capital Budget, including current quarter revisions, amounts to \$17.86 million, with actual expenditures to May 31, 2011 totaling \$6.48 million. The Total Estimated Capital Expenditure is \$17.86 million in 2010/11, with no anticipated variance.

All Budget revisions are identified in Attachment I. The current quarter budget revisions reflect a revenue neutral position as at the end of the third fiscal quarter. The revisions include budget reductions/increases to various projects to reflect actual budget requirements. The budget changes include:

reductions totaling: (\$0.81) million
 increases totaling: \$0.48 million
 Total (\$0.33) million

Facility Related Capital Budget Status Report (Attachment II)

The total Facility Related Capital Budget, including current quarter revisions, amounts to \$367.55 million, with actual expenditures to May 31, 2011 totaling \$325.96 million. The Total Estimated Capital Expenditure is \$367.55 million, with no anticipated variance.

• There are no current budget revisions for the third fiscal quarter.

Capital Financing Summary (Attachment III)

This attachment provides information pertaining to the various funding sources required to finance the 2010/11 Capital Budget and the status of their deployment to budgeted projects.

During this period, a net savings of \$0.33 million has been identified from non-facility and facility related projects. These cost savings have eliminated the funding shortfall that had existed at the end of the second fiscal quarter for the Technology Project component of the New Education Centre previously approved by the Board of Trustees.

Capital Reserves, Designated Capital Funds and Alberta Government Proceeds on Disposal of Capital Assets (Attachment IV)

This attachment provides information pertaining to the various transfers in and out of specific Reserves for the year, and the commitments for approved capital projects.

As at May 31, 2011 there is \$19.70 million in Building Capital Reserves and Designated Funds. Of these funds, \$8.54 million is committed for approved projects, leaving \$11.16 million in uncommitted capital reserves.

V. FINANCIAL IMPACT

To the extent that there are funding shortfalls on capital projects funded by Alberta Education, these will be addressed through the use of savings in other capital projects, modernization or infrastructure maintenance renewal (IMR) block funding allotments, accrued interest earned on capital receipts previously received from Alberta Infrastructure, approved transfers from capital reserves or, as a final resort, from operating funds or interim financing pending approved disposition of surplus properties. There are sufficient funds available from these sources to address all anticipated shortfalls on existing approved capital projects.

The actual costs of the equipment purchases or project implementation projects identified in the 2010/11 Capital Budget will result in approximately \$3.8 million of new amortization expense for each of the next four fiscal years, beginning in 2011/12.

VI. CONCLUSION

This report meets the quarterly monitoring requirements of the Executive Limitation 11: Financial Condition.

Naomi E. Johnson

Chief Superintendent of Schools

CALGARY BOARD OF EDUCATION

Attachment I: Non-Facility Related Assets

Attachment II: Facility Related Assets

Attachment III: Capital Financing Summary

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Attachment IV: Capital Reserves, Designated Capital Funds, and Alberta Government

Proceeds on Disposal of Capital Assets

9-13

Attachment I

Calgary Board of Education Quarterly Capital Budget Status Report Non-Facility Related Assets as at May 31, 2011

	Project Budget \$	Cumulative Project Expenditures S	Budget 28-Feb-11 \$	Current Quarter Revisions \$	Revised Budget 31-May-11 \$	Expenditures to Date \$	Estimated Costs to Completion \$	Total Estimated Capital Expenditure S	Forecast Project Variance S	Estimate 2011/12 S	Estimate 2012/13
Finance and Business Services											
Corporate Financial Services											
Budget and Reporting System Implementation	587,791	516,676	100,000	=	100,000	28,885	71,115	100,000	.50		医洗法
Budget SysBusiness Intelligence Tools/Web Server	1,771	1,771	-	0	2		2	-	-	- 10 - 10 - 10 - 10 - 10 - 10 - 10 - 10	
Oracle Financials Upgrade (11.5.8)	1,850,000		350,000		350,000		350,000	350,000	0.70	1,200,000	300,000
Quick Books Upgrade	1		_			-	-		-		
sub-total	2,439,562	518,447	450,000		450,000	28,885	421,115	450,000	-	1,200,000	300,000
Information Tashnalogy Samisas											
Information Technology Services	61 003	61 002	14,255		14,255	14,255	_	14,255		The second of th	
Class Upgrade Data Centre Air Conditioning - Highfield	61,993 210,000	61,993	210,000	- ē	210,000	14,233	210,000	210,000			
[17] [17] [17] [17] [17] [17] [17] [17]	327,558	307.715	270,000		270,000	250,157	19,843	270,000	-		
Development Lab	347,008	307,715	270,000	-		230,137	17,043	270,000	-	100,000,000	
Directory Resource Administrator	250.000		250,000	-	250,000	2	250,000	250,000		a talen is let	
Enterprise Archiving Tool	250,000					31,215	50,000	81,215	-		
Enterprise Fax Solution	81,215	31,215	81,215	ā	81,215	658,627	639,729	1,298,356		1,713,000	
Enterprise Portal Deployment Expansion	7,523,415	5,170,686	1,298,356	-	1,298,356		039,729	1,290,330	11 120	1,713,000	
Enterprise Project Management Solution	- 	24 010	40.000	-	40.090	-	40.090	40.090			
Exchange 2010	75,000	34,910	40,090			1 007 070	155,970	1,243,849		1,664,000	1,033,00
ITS Infrastructure Renewal and Growth	3,940,849 538,679	1,087,879 357,207	1,243,849 499,460	-	1,243,849 499,460	1,087,879 317,988	181,472	499,460	-	1,664,000	1,033,00
Office 2010		如何也是如此的社会中的关系的现在分词。									
Print Strategy Cost Containment (Started 07/08)	1,458,559	356,072	1,131,333		1,131,333	28,846	1,102,487	1,131,333	-		
Self Serve Password Reset	100,000		100,000		100,000	-		100,000	-		
Streaming Media Server Upgrade	105,000		105,000	-	105,000	-	105,000	105,000			
Student Demographic/Academic Achievement Data Mart	610,000	564,311	142,578	_	142,578	96,889	45,689	142,578	2 0	7	
Voice over Internet Protocol - School Demonstration	245,505	195,236	286,937	(41,432)	245,505	195,236	50,269	245,505	-	7	-
Windows 7 (OS)	425,000		425,000	-	425,000		425,000	425,000			
Windows 2008 (OS)	174,270	151,989	100,725	<u> </u>	100,725	78,444	22,281	100,725	-		-
Wireless Capacity and Enhancement	5,420,084	5,420,084	285,176	(2,444)	282,732	282,732	2 207 020	282,732		2 255 000	1 022 00
sub-total	21,547,127	13,739,297	6,483,974	(43,876)	6,440,098	3,042,268	3,397,830	6,440,098		3,377,000	1,033,00
Facility and Environmental Services											
Capital Planning and Development	1.077.000	550 035	475.015		175015	154.057	320,958	475,015			
Computerized Maintenance Management System	1,077,000	756,042	475,015		475,015	154,057			-	380,000	255.00
Facilities Strategic IT Plan	1,121,000	67,213	386,000	2	386,000	67,213	318,787	386,000			355,00
Mobile Computing sub-total	276,000 2,474,000	8,675 831,930	50,000 911,015		50,000 911,015	8,675 229,945	41,325 681,070	50,000 911,015		226,000 606,000	355,000
C 1 1 F 11/4 C 1											
Central Facility Services	00.070		00.050		00.050		90.050	90.050			
Global Positioning Fleet Tracking System	89,050		89,050	-	89,050	-	89,050	89,050	-		74.00
Mail Truck with Box (0, 0, 1)	74,000						-		170		74,000
Stake Truck with Box and Lift Gate (1)	83,745	83,745	84,500	(755)	83,745	83,745	-	83,745	-	District to be a series	

Attachment I

Calgary Board of Education Quarterly Capital Budget Status Report Non-Facility Related Assets as at May 31, 2011

	Project Budget	Cumulative Project Expenditures S	Budget 28-Feb-11 \$	Current Quarter Revisions \$	Revised Budget 31-May-11 \$	Expenditures to Date S	Estimated Costs to Completion \$	Total Estimated Capital Expenditure S	Forecast Project Variance \$	Estimate 2011/12 \$	Estimate 2012/13
Central Facility Services Continued	Total Soliday										
1 Ton Van with Shelving	28,626	28,626	27,850	776	28,626	28,626	2	28,626	5 - 6	-	
4 x 4 Trucks with Boxes (1, 1, 0)	70,800	27,833	30,800		30,800	27,833	2,967	30,800	-	in there as have	40,000
5 Ton Dump Truck (0, 0, 2)	210,000		_	-	-	-	-	-	-	- 1	210,000
Argon Filling Unit	9,000		10 - 0		7	2	2	12	127		9,000
Asphalt Breaker	9,633	9,633	9,633		9,633	9,633	-	9,633	0.00		
Asphalt Roller	31,496	31,496	31,496	_	31,496	31,496	_	31,496	920		
Automotive Parts Washer	13,000	21,120	13,000	_	13,000		13,000	13,000			
Compact Tractor c/w Snow Removal attach (0,1,1)	120,000		-		-	2	-	-	-	60,000	60,000
Genie Lift (2, 1, 0)	16,450	16,540	20,000	(3,460)	16,540	16,540	2	16,540	-		10,000
Truck with Glass Racks (0, 0, 1)	64,000		20,000	(5,700)	-	-		-	-	1249	64,000
Glazing Shop Glass Washer	45,000		-	_	-	-	_	-	-		45,000
Hydraulic Metal Band Saw (0, 1, 0)	6,000		120	_	_	_	_	-	-	6,000	to and the
Metal Lathe (0, 1, 0)	10,000			-	-	-	-	2	-	10,000	
Municipal Tractor c/w attachments (0, 0, 1)	150,000			_	-	_	0	_	-		150,000
Road Grader (0, 0, 1)	150,000			- 2	9	2	_	~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~	-	1	150,000
Sanding and Plow Truck	49,924	49,924	51,000	(1,076)	49,924	49,924		49,924		A COMPLE	
Scan Tool Software	11,743	11,743	11,800	(57)	11,743	11,743		11,743	-		
Security Office Hardware/Software Replacement	165,000	11,745	-	165,000	165,000	- 11,745	165,000	165,000			
Service Truck with Box (0, 1, 0)	65,000			105,000	105,000		103,000	103,000			65,000
	NUMBER OF STREET STREET, STREE	12.070	12.070			12,070	-	12,070	-		03,000
Snow Blower Attachments (2)	12,070	12,070	12,070	-	12,070	1.000				250,000	287 000
Trade Vans with Racks (0, 16, 4)	637,000		-	₹.	5 141		-	5 141	100	230,000	387,000
Trailer for Asphalt Roller	5,141	5,141	5,141	-	5,141	5,141	- 266	5,141	-		
Trim Mowers (5)	79,000	73,635	79,000	7	79,000	73,635	5,365	79,000	-		770.000
Electronic Door Access	2,602,987	1,688,292	365,800	*	365,800	230,105	135,695	365,800	(**)	175 000	779,000
Security Cameras - Phase II sub-total	1,300,000 5,945,615	383,006 2,421,684	535,793 1,366,933	160,428	535,793 1,527,361	168,799 749,290	366,994 778,071	535,793 1,527,361	-	175,000 501,000	375,000 2,418,00 0
	3,943,013	2,421,084	1,300,933	100,428	1,527,501	749,290	778,071	1,327,301		301,000	2,418,000
Education, Energy and Environment			220.000	(120.000)	210.000		210.000	210,000			(開放開放時
Building Automated Systems (BAS) Front End	218,000	•	338,000	(120,000)	218,000	≅	218,000	218,000			
Utility Metering	124,103	124,103	127,897	(127,897)			****	-		and the second	NEW THE PARTY OF THE
sub-total	342,103	124,103	465,897	(247,897)	218,000	*	218,000	218,000	-		
Facility and Environmental Services Continued:											
Facility Operations											
Articulating Manlift (1, 0, 0)	70,000		70,000	¥	70,000		70,000	70,000	1-1	-	
Auto Scrubbers - 20" (8)	46,607	46,607	46,607	-	46,607	46,607	5	46,607	170		
Auto Scrubbers - 23" (8)	46,710	46,710	46,710		46,710	46,710	-	46,710	-		4.00m, co. 41.
Auto Scrubbers - 24" (8, 21, 30)	374,214	51,214	51,214	-	51,214	51,214	-	51,214	-	135,000	188,000
Auto Scrubbers - 28" (2,)	14,789	14,789	21,444	(6,655)	14,789	14,789	¥:	14,789	.=.		
BSM Computer Upgrades (5)	70,000	19,079	70,000	(0,000)	70,000	19,079	50,921	70,000	-		
Burnishers (0, 3, 5)	55,000	12,012	-		,0,000	,		-		21,000	34,000

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	Project Budget	Cumulative Project Expenditures	Budget 28-Feb-11 \$	Current Quarter Revisions	Revised Budget 31-May-11 \$	Expenditures to Date	Estimated Costs to Completion	Total Estimated Capital Expenditure	Forecast Project Variance	Estimate 2011/12	Estimate 2012/13
		Expenditures		S		S	\$	S	S	S	
Facility Operations Continued	The second section										
CCTV Pipeline Inspection System	14,000	10,493	14,000	-	14,000	10,493	3,507	14,000	0.70	i i	
Pipe Threading Machine	12,659	12,659	12,659	-	12,659	12,659	-	12,659	363		
Ride-on Auto Scrubbers (4, 4, 3)	152,257	63,257	63,257	2	63,257	63,257		63,257	1321	51,000	38,000
Ride-on-Tractors (2, 3, 2)	66,899	14,899	14,899	-	14,899	14,899		14,899	-	30,000	22,000
Thermal Imaging Camera	27,000	18,064	27,000	-	27,000	18,064	8,936	27,000	-		
sub-total	950,135	297,771	437,790	(6,655)	431,135	297,771	133,364	431,135	-	237,000	282,000
Human Resources											
Substitute Emp. Mngmt. Sys. Upgrade/Replace	172,277		500,000	(327,723)	172,277		172,277	172,277			
sub-total	172,277		500,000	(327,723)	172,277		172,277	172,277			Seast Lo
Learning Innovation											
Apple Automated Remote Management	618,000		-	318,000	318,000	2	318,000	318,000	_	300,000	Galaight.
District Planning & Monitoring Solutions	480,000	429,345	60,043	1 <u>0</u>	60,043	9,388	50,655	60.043	-		
Integraged Media System (IMS) Upgrade - Phase II	734,609	734,609	205,000	(168,000)	37,000	37,000	50,055	37,000	-	The second second second	
Inclusive Learning Technologies	2,768,000	1,203,309	1,324,312	(100,000)	1,324,312	728,621	595,691	1,324,312	11	969,000	
Learning Resource Strategy	1,965,000		500.000		500,000	720,021	500,000	500,000		765,000	700,000
Corporate Partnerships Database	1,965,000		15,000	8	15,000		15,000	15,000		765,000	700,000
[전경: 시간: 40m - 1.1] (1) 24.1 기급: 1.4 1.4 4.1 1.5 2.1 1.1 1.1 1.1 1.1 1.1 1.1 1.1 1.1 1.1	The first state of the state of					-					
School Logic	100,000	2 267 262	100,000	150,000	100,000	775,009	1,579,346	100,000		2,034,000	700,000
sub-total	6,680,609	2,367,263	2,204,355	150,000	2,354,355	775,009	1,5/9,346	2,354,355	-	2,034,000	700,000
Schools and Educational Programs											
Drama Lighting Systems	1,959,063	1,959,063	15,451	2	15,451	15,451	2	15,451	20		
Program Moves & Expansions Commissioning	2,869,419	223,570	1,081,419	(12,000)	1.069,419	223,570	845,849	1,069,419		900,000	900,000
School Purchased Assets (current + 2 yrs)	4,093,000	832,178	1,593,000	-	1,593,000	832,178	760,822	1,593,000	-	1,250,000	1,250,000
sub-total	8,921,482	3,014,811	2,689,870	(12,000)	2,677,870	1,071,199	1,606,671	2,677,870	-	2,150,000	2,150,000
Unsupported Debt Principal Payments	57,901,131	2,179,297	2,682,000	¥	2,682,000	286,354	2,395,646	2,682,000	923	5,400,000	5,600,000
Total Non-Facility Capital Assets	107,201,764	25,494,603	18.191,834	(327,723)	17,864,111	6,480,721	11,383,390	17,864,111	i sala dala	15,505,000	12,838,000

Calgary Board of Education Quarterly Capital Budget Status Report Facility Related Assets as at May 31, 2011

	Budget Feb 28, 2011	Current Quarter Revisions	Revised Budget 31-May-11	Expenditures To Date	Estimated Costs to Completion	Total Estimated Capital Expenditure	Forecast Variance
	S	\$	\$	S	\$	\$	\$
2005/2006 Capital Projects							
Samuel W Shaw School	20,306,865	-	20,306,865	20,306,865	-	20,306,865	
Samuel W Shaw School - 12 new portables	2,144,468	-	2,144,468	2,144,468	-	2,144,468	
sub-total	22,451,333	.7	22,451,333	22,451,333	-	22,451,333	-
2006/2007 Capital Projects							
McKenzie Towne (K-4) School	13,072,594	-	13,072,594	12,815,515	257,079	13,072,594	S-
Panorama (K-4) School (w/8 new portrables)	13,299,532	4	13,299,532	13,299,532	-	13,299,532	-
Taradale (K-4) School (w/10 new portables)	14,581,212	-	14,581,212	14,581,212	-	14,581,212	-
sub-total	40,953,338	37	40,953,338	40,696,259	257,079	40,953,338	=
2007/2008 Major Modernization							
Western Canada High Modernization	35,000,000	-	35,000,000	21,453,655	13,546,345	35,000,000	_
sub-total	35,000,000		35,000,000	21,453,655	13,546,345	35,000,000	-
2008/2009 Capital Projects							
Robert Warren School Portables - Setup	187,083		187,083	187,083		187,083	12
P3 Schools (6) Furniture & Equipment (Bridlewood, Cranston,	107,005		107,003	107,005		107,003	
Evergreen, Royal Oak, Saddle Ridge, West Springs)	5,971,500	-	5,971,500	4,859,394	1,112,106	5,971,500	-
sub-total	6,158,583	(-)	6,158,583	5,046,477	1,112,106	6,158,583	
2009/2010 Capital Projects							
Child Care Modular Initiative (Battalion Park, Chaparral & Taradale 2 each)	1,780,700		1,780,700	1,780,700	_	1,780,700	_
P3 Schools (Bridlewood, Cranston, Evergreen, Royal Oak, Saddle Ridge, West	1,760,700		1,760,700	1,700,700		1,700,700	
Springs	160,589,065	-	160,589,065	160,589,065	_	160,589,065	_
sub-total	162,369,765	(-)	162,369,765	162,369,765		162,369,765	-
Other Capital Projects							
Administration Building Renovations	105,000	720	105,000	5,250	99,750	105,000	_
New School Commissioning (Samuel W. Shaw)	520,255	1448	520,255	520,255	-	520,255	- -
		-			-		-
New School Commissioning (2007/08 capital projects)	1,000,000		1,000,000	1,000,000		1,000,000	-
New School Commissioning P3 (Bridlewood, Cranston, Evergreen,	2 222 27		2 000 000	2 000 000		2 000 000	
Royal Oak, Saddleridge, and West Springs)	3,000,000	7.5	3,000,000	3,000,000	5	3,000,000	
Lord Shaughnessy Career Technology Centre	9,570,000		9,570,000	1,628,708	7,941,292	9,570,000	*

Calgary Board of Education Quarterly Capital Budget Status Report Facility Related Assets as at May 31, 2011

					Estimated	Total	
		Current	Revised	Expenditures	Costs	Estimated	
	Budget	Quarter	Budget	То	to	Capital	Forecast
	Feb 28, 2011	Revisions	31-May-11	Date	Completion	Expenditure	Variance
	\$	S	\$	\$	s	\$	\$
Other Capital Projects (continued)							
Dr. Carl Safran/Conference Centre,	50,220,506	-	50,220,506	47,245,877	2,974,629	50,220,506	-
Connaught Modernization and Addition							
New Education Centre - VoIP	573,476	(2)	573,476	573,476	2	573,476	2
New Education Centre - Technology Requirements	6,000,000	-	6,000,000	1,965,447	4,034,553	6,000,000	Ē
West High School - Ernest Manning Replacement	28,000,000		28,000,000	18,000,000	10,000,000	28,000,000	-
Area V Relocation/Renovation to Midnapore Depot	183,000	e = 0	183,000	-	183,000	183,000	-
Secondary Data Centre (Location TBD)	1,390,000	-	1,390,000	120	1,390,000	1,390,000	~
Reallocation of capital interest earned	59,007	-	59,007	-	59,007	59,007	-
sub-total	100,621,244	128	100,621,244	73,939,013	26,682,231	100,621,244	-
	367,554,263	-	367,554,263	325,956,502	41,597,761	367,554,263	

Attachment III

Calgary Board of Education 2010/11 Capital Budget Capital Financing Summary As at May 31, 2011

	1	Non-Facility Related Assets Budget	Facility Related Assets Budget	Total Budget
Total Budgeted Expenditures (per Attachments I and II)	\$	17,864,111	\$ 367,554,263	\$ 385,418,374
Financed by the Following:				
Alberta Infrastructure Funded Approvals	\$	-	\$ 298,073,022	\$ 298,073,022
Alberta Government Proceeds on Disposal of Capital Assets		*	1,307,668	1,307,668
Funded from Current Operations - Amortization		11,037,593	8,287,545	19,325,138
Funded from prior year operations and Capital Building Reserves		5000 St	20,802,959	20,802,959
Accrued Interest Earned on Capital Grants		-	1,581,336	1,581,336
Funded from School or Departmental Resources		1,593,000	-	1,593,000
Designated Capital Funds - 2009/10 Approved Carryforward		4,640,721	673,772	5,314,493
Capital Building Reserves		-	3,227,961	3,227,961
Interim Financing from CBE/RBC Funds		-	30,000,000	30,000,000
Provincial One-time Technology Funding		592,797	-	592,797
Infrastructure Maintenance Renewal Program		1075	3,600,000	3,600,000
Total Capital Financing	<u> </u>	17,864,111	\$ 367,554,263	\$ 385,418,374

Calgary Board of Education Capital Reserves, Designated Capital Funds, and Alberta Government Proceeds on Disposal of Capital Assets Balances as at May 31, 2011

Plant

	1	Building Reserve	Main	rations & ntenance Asset	В	nsed School Buildings Reserve		School Facility odernization Reserve	1	Chinook Learning Services delocation	Ca	ipital Reserves Total	Designated pital Funds Note 1	 Total	ı	Government Proceeds on Disposal of Capital Assets Note 2
Balances as at March 1, 2011	\$	8,249,769	S	456,360	\$	2,000,000	\$	2,270,772	\$	1,400,000	\$	14,376,901	\$ 5,314,493	\$ 19,691,394	\$	1,307,668
Transfers out Total Transfers out	_			-			_	-		-		-	-	-		-
Transfers in Equipment and Vehicle Disposal Proceeds				10,603		12		2		2		10,603		10,603		2
Total Transfers in	-	-		10,603								10,603		10,603		
Balances as at May 31, 2011	\$	8,249,769	\$	466,963	\$	2,000,000	\$	2,270,772	\$	1,400,000	\$	14,387,504	\$ 5,314,493	\$ 19,701,997	S	1,307,668
Commitments:														and the contract of		
Represented by:																
Dr. C Safran/Conf. Ctr & Connaught (Board Meeting February 19, 2008) 2009/10 Capital Budget (4th Quarter Report - carry forward projects)		2,879,310						7.		39		2,879,310		2,879,310		(2)
Albert Park Demolition (Board Meeting, June 23, 2009)								70				87.6	5,314,493	5,314,493		
P3 School Commissioning (Bridlewood, Cranston, Evergreen, RoyalOak,										1.0		-	970 940	-		-
Saddleridge, and West Springs, (2009/10 Approved Capital Budget)		348,651		-								348,651		348,651		181
Career Technology Centre (Board meeting April 27, 2010)		-		-		*		20				-	(4)	-		1,307,668
Total Committed Amounts	\$	3,227,961				-		-		-	\$	3,227,961	\$ 5,314,493	\$ 8,542,454	S	1,307,668
Total Uncommitted Amounts	S	5,021,808	\$	466,963	\$	2,000,000	\$	2,270,772	\$	1,400,000	\$	11,159,543	-	\$ 11,159,543		-
Balances as at May, 2011	S	8,249,769	\$	466,963	\$	2,000,000	\$	2,270,772	s	1,400,000	s	14,387,504	\$ 5,314,493	\$ 19,701,997	5	1,307,668

Notes

1 Designated Capital Funds - capital funds carryforward for capital projects, which were in progress at fiscal year end.

Net capital carry forward request into 2010/11	\$	5,314,493
less covered by one time technology funds in 2010/11	-	(592,797)
Facility Related Requests		673,772
Service Unit Requests	\$	5,233,518

2 Alberta Government Proceeds on Disposal of Capital Assets - government portion of proceeds on disposal of capital assets, Ministerial approval is required for use of this fund. Ministerial approval was received in July, 2010 to use these funds in support of the Career and Technology Centre Project as requested. Alberta

CALGARY BOARD OF EDUCATION

REPORT TO THE REGULAR MEETING OF THE BOARD OF TRUSTEES PUBLIC AGENDA

June 28, 2011

To:

Board of Trustees

From:

Naomi E. Johnson, Chief Superintendent of Schools

Re:

Education Centre Financial Status Report

Purpose:

Information and for the Record

Governance Policy References:

EL-3: Information, Counsel and Support to the Board of Trustees

EL-12: Asset Protection

EL-13: Facilities

Originator: Frank J. Coppinger, Superintendent, Facilities & Environmental Services

Resource Persons:

Eugene Heeger, Director, Capital Planning and Development Services

Wayne Braun, Director, Corporate Financial Services

I. RECOMMENDATION

It is recommended:

THAT this report be received for information and for the record.

II. ISSUE

The Chief Superintendent is required to provide the Board of Trustees with regular updates regarding the status of new and replacement facilities under development or under construction. The Board of Trustees has also requested in addition to the monthly Construction Projects Status Report, that a Quarterly Financial Report for the new Education Centre Complex be submitted for information.

III. BACKGROUND

On February 19, 2008, the Board of Trustees approved a total project budget of approximately \$50.2 million for the modernization and redevelopment of the Dr. Carl Safran Centre and Connaught School. This total budget was broken down into \$31,242,006 for Dr. Carl Safran Centre, and \$18,978,500 for Connaught School. The funding for these two projects was to come from the current Capital Building Reserve and proceeds of future disposition of properties.

At that Board Meeting, in February 2008, the Board of Trustees also approved a total new Education Centre project cost budget of \$129,962,057, plus an internal administrative cost budget of \$400,000, for the long term development and appropriate lease arrangements for a newly constructed office space to accommodate an Education Centre Administrative Building on the Dr. Carl Safran site.

The Developer has established a Deemed Final Project Cost, which has been "fixed" at \$124,196,786, and agreed to by the Calgary Board of Education (CBE). This Deemed Project Value is the total project cost financed by the Developer and includes land costs, permits and fees, base building construction costs, base building consultants, insurance and legal overhead costs, tenant improvements and marketing and finance costs. Also included in the Board approved total project cost budget of \$129,962,057, is an amount of \$5,362,109 for CBE supplied Furniture, Fittings, Fixtures and Equipment, and interior design consulting services for the offices in the premises.

On September 29, 2009, the Board of Trustees approved the selection and award of new systems furniture and modular walls to HBI/Haworth for an order of magnitude value of \$1,343,443. This represents a portion of the total scope of work for new and used furniture, which will be procured through Bentall/Kennedy, as Development Manager s for the CBE. This scope of work is tracked and managed separately by Administration.

On November 26, 2009, the Board of Trustees approved an additional \$6.0 million project budget for technology installations in the New Education Centre Complex. At the time of the February 2008 budget approvals, there was lack of clarity of the technology requirements. It was only recently that Administration identified and developed a detailed scope and estimate of the desired technology components to be installed, including the new Voice of Internet Protocol (VOIP) telephony solutions for the New Education Centre Complex. On June 22, 2010, the Board approved the telephony proposal submitted by Telus Communications for an amount of \$1,104,825, using Nortel/Avaya equipment.

IV. ANALYSIS

The gross leasable area of the tower has been measured as 214,896 square feet. The CBE aggregate area is 208,708 square feet (97.1percent share of the building). The lease costs for the first years of occupancy have been determined to be \$8,545,418.98 per annum.

The following chart is a summary of all expenditures on the various building and equipment projects associated with Connaught School, Dr. Carl Safran Centre and the Education Centre tower.

PROJECTS	Approved CBE Budget	Bentall Budget	Committed Expenditures	Forecast Completion
Connaught School	\$18,978,500	\$18,382,351	\$17,747,594	\$17,800,000
Dr. Carl Safran Centre	\$31,242,006	\$30,090,729	\$29,938,079	\$31,000,000
Education Centre Tower *	\$124,599,948	\$124,196,786	\$124,196,786	\$124,196,786
Furniture, Fittings, Fixtures & Equipment	\$5,362,109	\$5,138,867	\$5,138,867	\$ 5,150,000
CBE Architectural Costs	\$400,000	N/A	\$400,000	\$400,000
Technology &VOIP	\$6,573,476	\$4,974,000	\$4,500,000	\$4,900,000
TOTAL	\$187,156,039	\$182,782,733	\$181,921,316	\$183,446,786

Note: * Lease costs are based on the Bentall/Kennedy deemed project cost.

Commentary on the above budget summary:

- a) Connaught School Completed in the summer, 2009 with total expenditures below the approved CBE Budget.
- b) Dr. Carl Safran Centre Completed in April 2011 with a current cost forecast completion below the approved Budget.
 - The Dr. Carl Safran Centre Budget is being tracked by Administration and includes; base building construction and modernization costs, permits and fees, interior tenant improvement construction costs, furnishings, technology, consultants, overheads and fees.
- c) Education Centre Base Building and Tenant Improvements The developer's expenditures have been monitored closely by Administration to ensure that quality design and construction work has been undertaken. All Tenant Improvements are now completed. The current cost forecast completion expenditures are in line with the approved budget.

The scope of work includes a minimal fit out of the 9th and 10th floors, which are intended to be leased to others. In addition, due to budget constraints and

organizational changes, staff will not occupy the 8th floor as planned. Workstations have not been installed on the 8th floor and this may be made available for sublease.

In addition, Administration is developing a Transition Centre on the ground floor. This Tenant Improvement work is being undertaken at no extra cost to the Base Building Tenant Improvements budget, as savings have been achieved through tight monitoring of construction expenditure.

This Budget is being tracked by Administration and includes; base building construction and modernization costs, permits and fees, interior tenant improvement construction costs, furnishings, technology, consultants, overheads and fees.

- d) Furniture, Fittings, Fixtures and Equipment This Budget is being tracked separately by Administration for the Education Centre Tower and the Dr. Carl Safran Centre. Total forecast expenses are below the approved budget.
- e) CBE Architectural Costs These expenditures are for internal design and construction supervision and other logistical administrative costs.
- f) Technology & VOIP This Budget is being tracked separately by Administration for the Education Centre Tower and the Dr. Carl Safran Centre. Total expenses are forecast to be below the approved budget.

V. CONCLUSION

This report provides an update on the financial status and budget commitments of the new Education Centre Complex. It is provided to the Board of Trustees as monitoring information in compliance with Executive Limitation -3: Information, Counsel and Support to the Board of Trustees.

NAOMI E. JOHNSON

CHIEF SUPERINTENDENT OF SCHOOLS

Maoni Johnson

CALGARY BOARD OF EDUCATION

REPORT TO THE REGULAR MEETING OF THE BOARD OF TRUSTEES PUBLIC AGENDA

June 28, 2011

To:

Board of Trustees

From:

Naomi E. Johnson, Chief Superintendent of Schools

Re:

Education Centre Department Allocations

Purpose:

Information and for the Record

Governance Policy Reference: EL- 3: Information, Counsel and Support to the Board of

Trustees

EL-12: Asset Protection

EL-13: Facilities

Originator: Frank J. Coppinger, Superintendent, Facilities & Environmental Services

Resource Person: Eugene Heeger, Director, Capital Planning & Development Services

I. RECOMMENDATION

It is recommended that the report on Education Centre Department Allocations be received for information.

11. ISSUE

In recent months there have a number of organization changes in the Calgary Board of Education. As a result, a number of staff moves and department space allocations have needed to be made to the space plans reported in January, 2010.

III. BACKGROUND

The initial plans for the new Education Centre and the Dr. Carl Safran Centre assumed that all levels would be utilized by Administration, except for the Tower 4th Level, which was planned for future growth purposes. The spatial blocking plans prepared on January 15, 2009 are shown in Attachment I.

In December 2009, the facility planners, following detailed re-planning and restacking design of several office space layouts and options, determined that Administration space requirements could be accommodated without the use of the Tower's 9th and 10th Levels. The stacking diagram prepared on January 25, 2010 is shown in Attachment II.

Recently, additional revisions have been prepared, following changes in department organization structures and reductions in staff levels as a consequence of a reduction in Provincial operating grants. As a result, a further floor, Tower 8th Level has become available and will not be used. The revised stacking diagram, as June 9th 2011, is illustrated in Attachment III.

IV. ANALYSIS

Learning Innovation

Following adjustments to this Service Unit, the staff in departments in Learning Innovation and Information Technology, which were located on the three floors, Tower 8th, 7th and 5th Levels, are being consolidated to the two floors, Tower 7th and 5th Levels. This leaves the Tower 8th Level available for other uses or sublease. The Special Innovation Centre and Library have been moved from the Tower 2nd level to a location in Dr. Carl Safran Centre North 2nd Level, which is more suitable for training purposes.

Learning Support

Although there have been a number of staff position changes, including the incorporation of staff from Learning Innovation, the overall number of 77 workstations required has remained constant. These personnel are all accommodated on the Tower 6th level.

Finance & Supply Chain Services

Risk Management has been added to this Service unit. In addition, Supply Chain Services, who are currently largely located at the Highfield Centre, are to move to the Education Centre. As it is desirable to have all these personnel located together on the Tower 4th Level, it will be necessary to move Education Matters from this floor to a new location. The most suitable location, with the least amount of disruption in space required, was the Corporate Partnership's area on the Tower 2nd Level.

The consolidation of staff from the Highfield Centre will result in approximately six workstations added to the floor for a total complement of 82 workstations.

Education Matters

Education Matters had originally been planned to occupy space in Floor SL in the Dr. Carl Safran Centre, but they were moved to the Tower as their space was required by Communications. As Corporate Partnerships on the Tower 2nd level are growing to 12 staff, their personnel are planned to be moved to the second floor of the Dr. Carl Safran Centre. Education Matters are to be relocated to the space vacated by Corporate Partnerships. These relocations require no workstation modifications.

Human Resources

No significant changes have been required for Human Resources, who have 52 workstations on the Tower 3rd level. However, they will be moving 10 staff from Continuing Education into the People Development department. This will require additional workstations and adjustments to the floor.

Office of Chief Superintendent

In order to accommodate administration reallocations, the office of the Chief Superintendent is being moved to the Special Library location on the Tower 2nd Level. Global Learning is also located on this floor.

Facilities & Environmental Services

The two departments, Community Engagement and Operational Planning and Transportation, have remained in their original planned locations on the Tower 2nd level and have required no changes.

Legal Affairs

The offices of Legal Affairs remain in an unchanged location on the Dr. Carl Safran Centre S2 Level.

Encore Calgary

A new transition centre for students is being constructed in the Tower 1st Level. This facility is scheduled to be available for the start of the 2011/2012 school year.

V. FINANCIAL IMPACT

As the estimated cost of moving staff to different workstation locations is \$300 per occurrence, every effort is made to minimize relocations. However, with changes in the sizes and functions of departmental units, it has been necessary to adjust layouts and respect required adjacencies, in order to maximize administration efficiency and effectiveness.

The work of relocating staff will occur in July and August. All the moves and changes that are listed in this report have, or will be achieved within the approved capital budget for the new Education Centre and the Dr. Carl Safran Centre.

VI. IMPLEMENTATION CONSEQUENCES

Workstation churn is a common characteristic of office buildings, due to changes in corporate strategies and organization structures. Although the current layout of departments in the Education Centre is considered the most appropriate design at the present time, it is probable that there will be further changes in the future as the CBE Education Plans evolve and growth occurs.

VII. CONCLUSION

This report outlines the current space allocations of departments in the new Education Centre. Three floors are available for sublease.

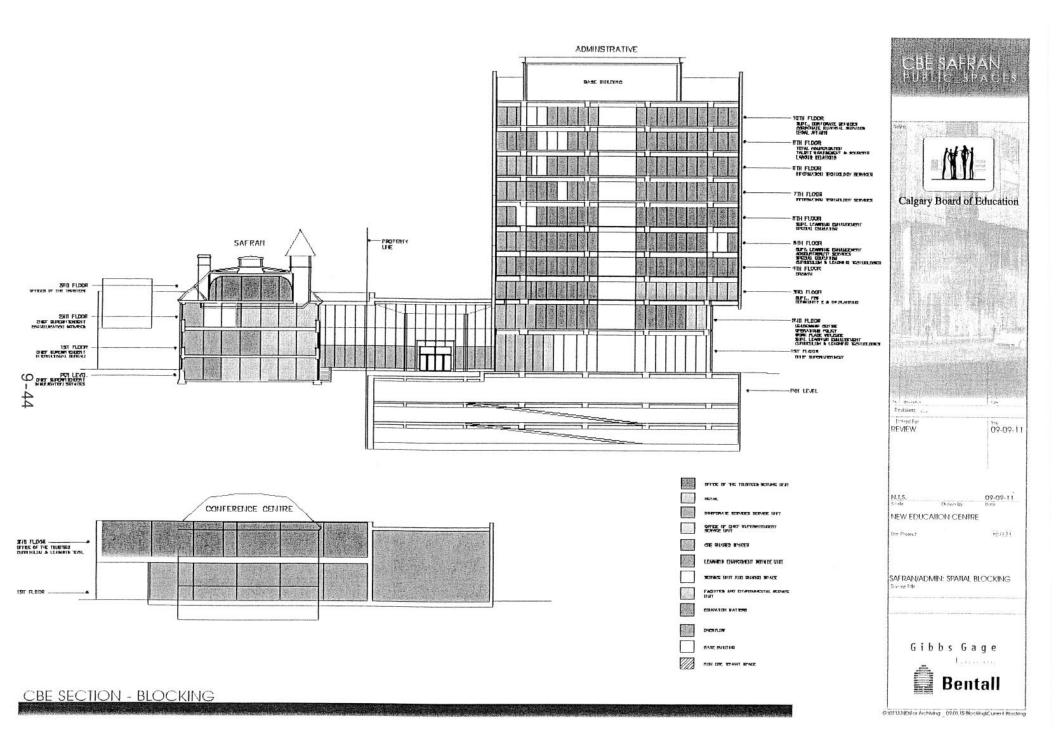
Maomie Johnson

CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENT I Stacking Diagrams – January 15, 2009

ATTACHMENT II Stacking Diagram – January 25, 2010

ATTACHMENT III Stacking Diagram – June 9, 2011



NEW EDI	UCATION CENTRE		ATTA	ACHMENT I					
CBE Dep	artmental Stacking Diagram								
		New Ed Centre Tower							
Floor T10	SUPT. CORPORATE SERVICES	CORPORATE FINANCIAL SERVICE	LE	GAL AFFAIRS					
Floor T9	SUPT. HUMAN RESOURCES	TOTAL COMPENSATION / TALENT	MANAGEMENT / LABOUR RELA	ATIONS GROWTH					
Floor T8	IT CLIENT SERVICES / IT APPLICATION SE	RVICES / TECHNOLOGY SUPPORT / IT COP	RPORATE INFO / IT ADMINISTRA	TION					
Floor T7	IT ENTERPRISE PLANNING		IT TECHNOLOGY INFRA	STRUCTURE					
Floor T6	SUPT. LEARNING ENHANCEMENT	thought at the second of the s	SPECIAL EDUCATION						
Floor T5	C&L TECHNOLOGIES		ACCOUNTABILITY SERVICES						
Floor T4		GROWT	H						
Floor T3	SUPT. FACILITIES & ENVIRONMENTAL SE	RVICES COMMUNITY ENGAGEMENT & OPI	ERATIONAL PLANNING	GROWTH					
Floor T2	LEADERSHIP CENTRE	WORKPLACE VIOLENCE	ED MATTERS	G R O W T H					
Floor T1	LEARNING CENTRE INFO SERVICE		RENT	ALS / SERVICES					
		Safran							
Floor \$3		OFFICES OF THE TRUS	TEES						
Floor S2	CHIEF SUPERINTENDENT		COMMUNICATIONS SER	VICES					
Floor S1	INTERNATIONAL BUREAU		SHARED						
Floor SB	COMMUNICATIONS / MEDIA			SHARED					

	NEW EDUCATION CEN		ATTACHN	IENT II				
	CBE Departmental Stackin	New Ed Centre Tow	er 25, 2010		TOTAL			
Floor T10								
Floor T9					0			
Floor T8	INFORMATION TECHNOLOGY (4	54)	LI -Technology Support	(41)	95			
Fioor T7 INFORMATION TECHNOLOGY (70)								
Floor T6	LEARNING SUPPORT (71)	Diversity / Business Adm	ir Special Education	LI - Learning Technologies (6)	77			
Floor T5	LEARNING INNOVATION (85)	Learning Technologies I	SIRS / Curriculum Design		85			
Floor T 4 FINANCE & BUSINESS SERVICES (60) CEOP / FES (13)								
Floor T 3	por T 3 HUMAN RESOURCES (52) growth							
Floor T2	LI- Global Learning (11) Special Library (4)	CS - LEGAL TEAM (13)	FES Transportation (10)	LI- Corporate Partnerships (6)	44			
Floor T1	INFO CENTRE (1)		RENTALS / SERVICES		1			
		Dr Carl Safran Centr	e					
Floor S3	OFFICES OF TRUSTEES (10)			Office of Corporate Secretary (3)	13			
Floor S2	oor S2 CHIEF SUPERINTENDENT (8) General Counsel (2) Communications /Media (21)							
Floor S1 HISTORICAL/STUDENTS Executive Centre / SHARED Space								
Floor SL	Education Matters	Exercise Room	MEDIA (3)		3			
				TOTAL	544			

		NEW EDUCATION C				
1		BE Departmental Staci		une 9, 2011	Growth	TOTAL
		New Ed Centre To	ower	*		WKSTNS
Fioor T10				基层标题	通过	0
Floor T9					其在 20 1 写 20	0 -
Floor T8						0
Floor T7	LEARNING INNOVATION - In	fo. Technology (95)				95
Floor T6	LEARNING SERVICES (&&)	Learning Support (54); C	Curriculum (23)			77
Floor T5	LEARNING INNOVATION (85	5) Learning Technologies	s / SIRS / ITS		1	86
Floor T4	FINANCE & SUPPLY CHAIN	SERVICES (80)			2	82
Floor T3	HUMAN RESOURCES (52)			SPARE		52
Floor T2	Chief Superintendent (9)	Global Learning (11)	FES Transportation (12) CEOP (13)	Education Matters (8)	0	53
Floor T1	INFO CENTRE (1)	Encore Calgary (8)	RENTALS / SERVICES		- 0	9
		Dr. Carl Safran	Centre South			
Floor S3	OFFICES OF TRUSTEES (10	j.	Office of Corporate	Secretary (3)	2	15
Floor S2	Legal Affairs (16)		Corporate Par		28	
Fioor S1	Historical Classroom	Tomorrow's Learning Centre	Executive Centre / SHA	RED Space		0
Floor SL	Communications (21)		Media (3) & Exercis	e Room		24
	-	Dr. Carl Safran	Centre North			
Main	Multipurpose Room					
Second	LI - Innovation & Learning C	ommons (4)	Trustee meeting rooms			4
				TOTAL		525