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a seasonal musical celebration by
Western Canada High School Vocal Jazz Ensemble



Calgary Board
of Education

REGULAR MEETING OF THE BOARD OF TRUSTEES

PUBLIC AGENDA

TUESDAY, DECEMBER 20, 2011

5:00 P.M. – 8:00 P.M.
Board Room, Education Centre
1221 – 8th Street SW, 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.

<u>Attach.</u>	<u>TOPIC</u>	<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	V. McLaughlin	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 <u>Public Question Period</u> (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 <u>Stakeholder Reports</u> (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 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.)	Public	
	5.5 Trustee Inquiries		
	6.0 ACTION ITEMS		

<u>Attach.</u>	<u>TOPIC</u>	<u>Who</u>	<u>Time</u>
	7.0 MONITORING AND RESULTS		
P. 7-1	7.1 Annual Monitoring of Ends 2: Academic Success	N. Johnson	60 min.
P. 7-49	7.2 Annual Monitoring of EL-11: Financial Condition	N. Johnson	20 min.
P. 7-61	7.3 Annual Monitoring of EL-13: Facilities	N. Johnson	20 min.
P. 7-85	7.4 Board Procedures <i>(THAT the Board of Trustees adopts the Board Meeting Procedures, as attached to this report, to be effective February 1, 2012.)</i>	Board	30 min.
P. 7-125	7.5 Trustee King's Motion re Stakeholder Engagement and Input	P. King	15 min.
	8.0 POLICY DEVELOPMENT AND REVIEW		
	9.0 CONSENT AGENDA		5 min.
	9.1 Board Consent Agenda		
P. 9-48	9.1.1 Approval of Minutes <ul style="list-style-type: none"> Regular Meeting held November 29, 2011 <i>(THAT the Board of Trustees approves the Minutes of the Regular Meeting held November 29, 2011 as submitted.)</i>		
P. 9-53	9.1.2 Correspondence <i>(THAT the Board receives the correspondence as submitted, for information and for the record.)</i>		
P. 9-1a	9.1.3 Appointment of CBE Trustee to EducationMatters <i>(THAT the Board approves the reappointment of Trustee Cochrane to EducationMatters' Board of Governors, as submitted.)</i>		
P. 9-61	9.1.4 Trustee Remuneration Committee Appointment of Members <i>(THAT the Board approves the appointment of members to the Trustee Remuneration Committee, as submitted.)</i>		
P. 9-3	9.1.5 ASBA Zone 5 Liaison Report <i>(THAT the Board receives the liaison report for information, and approves the response outlined in the conclusion section of the report.)</i>		
P. 9-14	9.1.6 ASBA Liaison Report <i>(THAT the liaison report containing the ASBA Board of Directors' Meeting Highlights, be received for information.)</i>		
P. 9-18	9.1.7 ASBA Strategic Plan <i>(THAT the Board responses to ASBA prior to January 6, 2012 as outlined in the conclusion of the report.)</i>		
	9.2 Chief Superintendent Consent Agenda		
P. 9-1	9.2.1 Chief Superintendent Update <i>(THAT the Board receives the report for information.)</i>		

<u>Attach.</u>	<u>TOPIC</u>	<u>Who</u>	<u>Time</u>
P. 9-5	9.2.2 Annual Facility Condition Report (EL-13E) <i>(THAT the Board receives the report for information and for the record.)</i>		
P. 9-40	9.2.3 Capital Budget and Reserves Status Report as at November 30, 2011 <i>(THAT information regarding all budget revisions and previously approved transfers, and actual capital expenditures and forecast expenditures be received for information and for the record; and that the capital carry-forwards, transfers and reduction for capital lease payment be approved, as submitted.)</i>		
P. 9-48	9.2.4 Financial Status of the Operating Budget as at November 30, 2011 & Forecast for year ending August 31, 2012 <i>(THAT the information regarding all previously approved budget revisions and planned reserve transfers, as identified in the report, and the 2011/12 projected Budget Variance report be received for monitoring information and for the record.)</i>		
10.0	TRUSTEE NOTICES OF MOTION		
11.0	IN-CAMERA ISSUES		
12.0	ADJOURNMENT		

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

December 20, 2011

To: Board of Trustees

From: Naomi E. Johnson, Chief Superintendent of Schools

Re: **Annual Monitoring Report for Ends 2: Academic Success**

Resource Persons: Ronna Mosher, Director, Office of the Chief Superintendent
Pat Kover, System Assistant Principal, Learning Innovation

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 2: Academic Success. The purpose of this report is to provide evidence of the accomplishment of the Chief Superintendent's Reasonable Interpretation for this Ends.

II. 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 2: Academic Success
2. THAT the Board of Trustees approves the recommended changes to the Reasonable Interpretation of Ends 2: Academic Success as described in Section VI of this report.

III. REASONABLE INTERPRETATION

The following Chief Superintendent's Reasonable Interpretation was approved by the Board of Trustees on March 23, 2010.

The Calgary Board of Education Ends 2: Academic Success states:

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.

6. Information Technologies

- Understand and demonstrate competence in using information technologies.

In examining what determines academic success, it is natural to think of intellectual growth. But in a broader sense, for a student to achieve academic success we must build a context for learning in which individuals can develop their intellectual, social and emotional potentials. In a positive learning context, each of these potentials can be explored and developed, with students gaining critical character traits to support the acquisition of skills, knowledge and attitudes enabling them to contribute to the greater community. In addition to producing good citizens, an effective learning climate will serve to develop the whole student; providing a foundation for each student to reach personal highest potential. In turn, each student is provided with opportunities to prepare for life, work and future learning successfully – the goal of Ends 2: Academic Success.

Striving for academic success must include opportunities for students to personalize their learning. No longer is it acceptable to take a “cookie-cutter” approach to education by having all students learning the same material at the same time. There is a growing conviction that with the rapidity of change, the relentless advance of technology and the far-reaching effects of globalization, students must develop skills in how to find and use knowledge; making connections between their learnings and their world. Perhaps the best thing students can learn is how to learn.¹ This conviction could serve as the cornerstone for personalization. Educators must take into account each student’s strengths and areas for growth, in all areas of development. This approach is evidenced, within the Calgary Board of Education, through the interconnectedness between and among the qualities demonstrated by the five Ends statements created by the Board of Trustees.

Just as we examine the development of the whole student in light of the interconnectedness between all of the five Ends, we must look at a student’s academic learning across curricular boundaries. Although many school timetables are organized by subject area, students do not simply “learn math” for an hour and then switch to “learn science” for the next hour. In reality, the Programs of Study for each curriculum area is not an entity unto itself, as each one is related to others in a myriad of ways. For instance, it would be difficult for a student to complete many science experiments without the literacy skills to read directions, math skills requiring measurement, and a basic understanding of the scientific process. Focusing on the interdisciplinary nature of learning helps students see essential connections between bodies of knowledge and their own lives.

Language, in particular, is difficult to examine in isolation from other learnings. As well as being a defining feature of culture, language is essential for forming interpersonal relationships, extending experiences, reflecting on thought and action, contributing to society and building community. The ability to use language effectively enhances student opportunities to experience personal satisfaction and to become responsible and contributing citizens and lifelong learners.

Each of the policy provisions developed for Ends 2: Academic Success is a key component of the whole of a student’s learning. Although each may be monitored and evaluated as a seemingly separate subject areas in relative isolation from one another, it is important to remember that none stand alone. The Chief Superintendent believes that the strength of academic success is built upon the synergy created from the interplay amongst all areas of learning in addition to the relevance of that learning to a student’s life outside the formal learning environment, and as such, has formed this definition of Ends 2 without separately addressing individual subject matter policy provisions.

Much of the current educational research focused on how to best serve our students now and in the future refers to relevance in learning. Place-based learning,² inquiry-based

¹ <http://www.campaign-for-learning.org.uk/cfl/learninginschools/T21/5rs.asp>

² <http://www.placebasedlearning.co.uk/philosophy.asp>

learning,³ and Universal Design for Learning⁴ all are pedagogical practices or philosophical approaches⁵ that support the integration of curriculum in building relevance for increased student understandings. When students are presented with real world problems drawing on multiple forms of expertise, they will be less likely to ask “Why do I need to know this?”⁶

Relevancies in learning, built in part through cross-curricular connections, are key to increased student engagement in the learning process. The evolution of schools towards a more integrated curriculum is supported by the Coalition of Essential Schools (CES)⁷. CES believes a school’s goals should be simple: “Each student should master a limited number of essential skills and areas of knowledge. While these skills and areas will, to varying degrees, reflect the traditional academic disciplines, the program’s design should be shaped by the intellectual and imaginative powers and competencies that the students need, rather than by ‘subjects’ as conventionally defined. The aphorism ‘less is more’ should dominate; curricular decisions should be guided by the aim of thorough student mastery and achievement rather than by an effort to merely cover content.”⁸

In a personalized learning environment, educators structure activities to help students make connections between their formal learning and their lives outside of the learning environment. As students recognize the relevance in their learning they are lifted to higher levels of learning engagement. By engaging deeply in the learning process students develop greater confidence in their own abilities, achieve higher levels of skill development, moving towards greater learning autonomy – all of which lead to an increased desire for life-long learning and improved opportunities for academic success. Just as learning is most effective when it is personalized, the term “academic success” must also be put into a personalized context for each student. “Academic success” is a term that can mean different things for different students as a broad range of student abilities, interests and readiness for new learning is found in every classroom and learning environment. For students with identified exceptional needs or who are English language learners, curriculum must be differentiated to accommodate their unique learning needs, language levels and readiness to learn. Many of our students have their specific academic goals set out in Individual Program Plans (IPP) that reflect their unique learning needs.

³ <http://www.galileo.org/>

⁴ <http://www.udlcenter.org/aboutudl>

⁵ Developing curriculum intent to provide multiple opportunities for students to engage in intellectually challenging and real-world learning experiences

⁶ According to researchers Ackerman and Perkins, interdisciplinary work can increase student motivation and, thus, enhance learning. These interdisciplinary themes have practical value, too, according to Ackerman, in helping students develop the “flexible thinking” they need to be effective in their personal, civic, and professional lives.

Ackerman, D. and Perkins, D. *Integrating Thinking and Learning Skills Across the Curriculum*, in Jacobs, H.H. (1989)

⁷ The Coalition of Essential Schools (CES) is a network of schools, organizations, and individuals whose mandate is to lead the movement to transform public education.

⁸ http://www.essentialschools.org/pub/ces_docs/about/phil/10cps/10cps.html

In terms of high school completion, most Albertans equate academic success with acquiring a high school diploma. Academic success means the completion of a registered apprenticeship program, certificated and non-certificated programs, or continuing their learning as adult learners. For many of our most complex students, academic success is the acquisition of basic life skills that prepare them to function with dignity and integrity as autonomous individuals.

With these thoughts in mind, what would a student who demonstrates academic success look like? No longer is it adequate for students to learn the 3 R's (reading, writing and 'rithmetic), but rather students are now required to display characteristics of the 5 R's and the 3 E's – demonstrating readiness, resourcefulness, resiliency, responsibility and reflectiveness⁹, in addition to developing as ethical, entrepreneurial and engaged learners. Sir Kenneth Robinson, a leading thinker and speaker on creativity, states that we must place creativity and innovation at the forefront of our educational systems. Robinson believes that humanity's future requires the development of innovative capacity and creative spirit to achieve personal and professional success.¹⁰ Howard Gardner, another well-respected educator, cites "the creating mind" as one of the five minds we will need in the future. To cultivate such a mind, he says, we need an education that features "exploration, challenging problems, and the tolerance, if not active encouragement, of productive mistakes." He goes on to state the need for adaptability, leadership, teamwork, and interpersonal skills.¹¹ In today's world, educators are agreeing on the critical need for all of these essential elements to achieve academic success; characteristics necessary in preparation for life, work and further learning.

To increasingly guide students in personalizing learning and positively influence student learning outcomes, our system is focused on the instructional core; the relationship between teacher and student in the presence of content. Improving student learning outcomes depends upon the interactions between each of the elements in the instructional core as all serve to influence the others, just as each of the Ends is influenced and impacted by the other Ends.

Outcomes

- Each student demonstrates academic knowledge and skills as identified in the Alberta Programs of Study.
- Each student possesses attitudes required for academic success
- Each student is effectively prepared for life, work and further learning

⁹ <http://www.campaign-for-learning.org.uk/cfl/learninginschools/121/5rs.asp>

¹⁰ From a talk by Sir Kenneth Robinson delivered in February 2006 at the TED Conference. Viewed at <http://www.ted.com/index.php/talks/view/id/66>

¹¹ Gardner, H. (2007) *Five Minds for the Future*. Harvard Business School Press, Boston, Massachusetts.

Measures

- Percentage of students who achieve acceptable standard and standard of excellence on Provincial Achievement and Diploma Exams
- Mean Grade level on Advanced Placement exams
- Number of International Baccalaureate Diplomas awarded *
- Difference between actual and predicted Provincial Achievement Test results for students enrolled in Grades 6 and 9 (Prior level of achievement report)
- Trend analysis of individual student Grade Level of Achievement Results
- Percentage of students eligible for the Rutherford Scholarship
- Percentage of students participating in 4 or more Diploma Exams within three years of starting high school
- Number of awarded Certificates of School Completion *
- Number of awarded Certificates of High School Achievement *
- Number of Certificates of High School Achievement earned by students in the Paced Learning Program *
- Percentage of Grades 7 and 10 students who believe that the opportunities to receive a broad program of studies, including fine arts, health and physical education and are satisfied that the core subjects are useful
- Percentage of Grade 12 students who perceive themselves to be confident in their abilities to read and write
- Percentage of Grade 12 students who perceive themselves as capable of applying their knowledge of math and science in everyday life
- Percentage of Grades 7 and 10 students who are satisfied with having the opportunity to learn another language
- Number of students participating in Language and cultural courses *
- Number of credits earned in the Registered Apprenticeship Program *
- Number of students who receive credentials i.e. International Certificate, Career and Technology Credentialing, Fine Arts Certificate, International Second Language Credential in German, Spanish, Chinese, or French.* contextualized within the monitoring report *
- Percentage of parents and teachers who agree that students are taught the attitudes and behaviours that will make them successful at work when they finish school
- Percentage of Grades 7 and 10 students who are satisfied with the opportunities to access digital learning devices in school
- Percentage of Grade 12 students who indicate that they use digital technologies in support of their learning
- Percentage of Grade 12 students satisfied that teachers support them in being able to relate school work to real life
- Percentage of students who complete High School in 3, 4, or 5 years
- Percentage of students who drop out of High School

* Numbers reported will be contextualized within the monitoring report itself

Data Sources

- Accountability Pillar Survey
- Provincial Achievement Test and Diploma Exam results
- Student Survey
- Grade Level of Achievement Results
- International Baccalaureate and Advanced Placement examinations
- Prior Level of Achievement
- Credit Earned Units
- Rutherford Scholarship eligibility
- Alberta Education awarded certificates
- Calgary Board of Education awarded certificates
- Industry Awarded Certificates
- Pre or Advanced Placement Certificates from a Post-Secondary Institution
- International Language Credentials
- Alberta Education high school completion data

IV. RESULTS

Building success in learning for and with each student is the primary goal and core business of the Calgary Board of Education.

In keeping with the *School Act*, the *Guide to Education: ECS to Grade 12*, Alberta Education's *Business Plan 2011-2014*, and the Board of Trustees' Ends, the Calgary Board of Education focuses its resources and efforts on ensuring that students achieve academic success. Students' accomplishment of their educational outcomes is recognized as important to their individual futures and an enriched future for the community.

In this monitoring report, evidence demonstrating the accomplishment of the Chief Superintendent's Reasonable Interpretation of Ends 2: Academic Success is organized around the outcomes identified in the Reasonable Interpretation.

- Each student demonstrates academic knowledge and skills as identified in the Alberta Programs of Study
- Each student possesses attitudes required for academic success
- Each student is effectively prepared for life, work and further learning

Externally validated measures of academic success such as Provincial Achievement Tests (PATs) and Diploma Examinations, Advanced Placement exams or International Baccalaureate diplomas are important data sources for this report. They allow us to consider the achievement of Calgary Board of Education students in relation to the achievement of students in Alberta, North America and the world.

These measures are further supported by measures from the Accountability Pillar. The Pillar's summary and survey results allow comparison with the results and experiences of parents, students and teachers in the whole of Alberta. A third layer of data is drawn from our local context. This includes the perceptions of Calgary Board of Education students who participated in the Calgary Board of Education's 2011 student survey and information about CBE success in providing programs that encourage students to complete high school and be well prepared for life, work and further learning.

OUTCOME 1

Each student demonstrates academic knowledge and skills as identified in the Alberta Programs of Study

Measure 1.1

Percentage of students who achieve the acceptable standard and standard of excellence on Provincial Achievement Tests and Diploma Exams

Rationale 1.1

In order to achieve the acceptable standard or the standard of excellence on Provincial Achievement Tests and Diploma Exams, students must demonstrate the academic knowledge and skills identified in the Alberta Programs of Study.

Result 1.1

Overall Percentages of Students Meeting Standards on Provincial Achievement Tests and Diploma Exams						
	Calgary Board of Education			Alberta		
Measure	2010-2011 Result	2009-2010 Result	Prev. 3-year Average 2008-2010	2010-2011 Result	2009-2010 Result	Prev. 3 yr. Average 2008-2010
PAT Acceptable ¹	80.7	80.7	79.6	79.3	79.1	78.0
PAT Excellence	20.3	20.3	19.9	19.6	19.4	18.5
Diploma Acceptable ²	84.0	83.8	84.9	82.6	83.4	84.0
Diploma Excellence	23.1	23.4	23.2	18.7	19.0	18.9

- 1 Overall PAT results are a weighted average of the percentage meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses include: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9)
- 2 Overall Diploma results are a weighted average of the percentage meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses include: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.

Overall 2010-2011 results for the Provincial Achievement Tests show that:

- At the acceptable standard, achievement of Calgary Board of Education students is above that of students in the province. It is also above the CBE's own previous three year average
- At the standard of excellence, achievement of Calgary Board of Education students is also above that of students in the province and the CBE's previous three year average.

Overall 2010-2011 results for the Diploma Exams show that:

- At the acceptable standard, achievement of Calgary Board of Education students is above that of students in the province. It is also slightly above the CBE's 2009-2010 result but below the CBE's previous three year average.
- At the standard of excellence, achievement of Calgary Board of Education students is slightly below CBE's previous results but above provincial levels of achievement.

Alberta Education considers each jurisdiction's full range of Provincial Achievement Test and Diploma Exam results by their levels of achievement and degrees of improvement. Those measures are then combined into an overall evaluation. In this measure, Alberta Education acknowledges the good results obtained by the Calgary Board of Education on Provincial Achievement Tests at both standards of achievement and on Diploma Exams at the standard of excellence, and draws attention to some decline at the Diploma Exam acceptable standard. This decline is consistent with provincial levels of achievement.

Calgary Board of Education 2010-2011			
Measure	Levels of Achievement	Degrees of Improvement	Overall Evaluation
PAT Acceptable	Intermediate	Improved Significantly	Good
PAT Excellence	High	Maintained	Good
Diploma Acceptable	Intermediate	Declined	Issue
Diploma Excellence	High	Maintained	Good

Alberta Education's summary of subject area results for Provincial Achievement Tests and Diploma examinations is included in Attachment I of this report.

Subject area results for Provincial Achievement Test results show that:

- Calgary Board of Education grade 3 student results are higher than provincial results on five of six measures, the exception being at the acceptable level in French Language Arts.
- Calgary Board of Education grade 6 student results are higher than provincial results on eight of ten measures, the exceptions being at the standard of excellence in Science and Social Studies.
- The achievement of Calgary Board of Education students on Provincial Achievement Tests for grade 9 Knowledge and Employability (K&E) courses is below that of the province with the exception of the standard of excellence in Science.
- Calgary Board of Education grade 9 student results, other than in K&E courses are equal to or higher than provincial results on ten of ten measures.

Subject area Diploma exams results show that:

- Calgary Board of Education results are higher than provincial results in 9 of 11 tests at the acceptable level, the exceptions being English Language Arts 30-1 and 30-2.
- Calgary Board of Education results are higher than provincial results in all tests at the level of excellence.
- Student results in Math and Science are particularly strong, with results notably higher than the province at the level of excellence in Chemistry 30 and Physics 30.

Measure 1.2

Difference between actual and predicted Provincial Achievement Test results for students enrolled in grades 6 and 9 (Prior Level of Achievement report)

Rationale 1.2

Through the Prior Level of Achievement report, Alberta Education provides a comparative measure of student achievement on grades 3, 6 and 9 Provincial Achievement Tests.

This measure considers the difference between students' current achievement on Provincial Achievement Tests and the levels of achievement predicted by their results on previous Provincial Achievement Tests. A zero score indicates that students met expectations based on prior results. This report provides a measure of the gains in academic knowledge and skills that students experience across time in Calgary Board of Education schools.

Result 1.2

Difference Between Actual and Predicted 2011 Provincial Achievement Test Results ¹								
Data Sets	English Language Arts				Mathematics			
	Grade 6		Grade 9		Grade 6		Grade 9	
	Diff.	% of writers	Diff.	% of writers	Diff.	% of writers	Diff.	% of writers
CBE students who wrote the PATs in 2008 and 2011 and who were enrolled in the same school where they wrote the 2011 tests as of September 2010	0.9 (+)	82.8	-0.3 (-)	84.3	0.3 (=)	81.1	0.1 (=)	82.8
CBE students who wrote the PATs in 2008 and 2011 and who were enrolled in the same school where they wrote the 2011 tests as of September 2009	1.0 (+)	69.9	-0.2 (-)	75.6	0.7 (+)	69.1	0.3 (=)	73.7

¹The actual 2011 school authority average is significantly above (+), not significantly different from (=), or significantly below (-) the predicted 2011 school authority average. A difference is reported as significant when there is a 5% or smaller probability that a difference of that size could occur by chance. At the provincial level, the average predicted score will be identical to the average actual score because of the statistical procedure used.

In the *Guidelines for Interpreting the Prior Level of Achievement Report*, Alberta Education suggests that “the longer a student receives instruction in a school the greater should be the influence of that school on his or her level of achievement.”

Accordingly, the prior level of achievement report includes two sets of data: one includes students enrolled as of September 2010 in the same school in which they wrote 2011 tests; the second includes students who have been enrolled in the same school for two years prior to writing their current Provincial Achievement Tests (since September 2009).

CBE students enrolled as of September 2010 in the school in which they wrote their tests equalled or exceeded the achievement predicted on the basis of performance on PAT at the previous testing grade on three of the four exams included in the report.

These results are affirmed by the achievement of students enrolled as of September 2009 in the same school in which they wrote the 2011 tests. Student results for this group again equalled or exceeded the predicted levels of achievement on three of the four exams.

Measure 1.3

Percentage of students participating in 4 or more Diploma Exams within three years of starting high school

Rationale 1.3

Students are included in the diploma examination participation rate if they have written four or more diploma examinations within three years of starting grade 10. Any one examination in each of English Language Arts, French Language Arts/Français, Mathematics and Social Studies subject areas is considered, as are Biology 30, Chemistry 30, Physics 30 and Science 30. In order to participate in four or more diploma exams within three years of starting high school, students must have demonstrated the academic knowledge and skills identified in the Alberta Programs of Study in four core academic subjects at the 10, 20, and 30 level.

Result 1.3

Diploma Examination Participation Rate in Four or More Exams					
Calgary Board of Education			Alberta		
Current Year 2010	Previous Year 2009	Prev. 3 yr. Average 2007- 2009	Current Year 2010	Previous Year 2009	Prev. 3 yr. Average 2007- 2009
59.8	57.3	57.1	54.9	53.5	53.5

Note: The Diploma Exam Participation Rate is updated once each year, in the May update to the Accountability Pillar report. Accordingly, 2010 is the latest year for which data on this measure are available.

The percentage of students writing four or more diploma exams within three years of starting high school is high and is evaluated by Alberta Education as having improved significantly. The current result is 4.9 percentage points above the 2010 result for Alberta.

Calgary Board of Education 2010			
Measure	Level of Achievement	Degree of Improvement	Overall Evaluation
Diploma Exam Participation Rate (four or more exams)	High	Improved Significantly	Good

Measure 1.4**Trend analysis of individual student Grade Level of Achievement results**Rationale 1.4

Grade Level Achievement (GLA) is a broad indicator of academic success for students in grades 1 to 9 studying the Alberta Programs of Study in English Language Arts, French Language Arts (Immersion) and Mathematics.

Students' Grade Level of Achievement is reported in relation to their attainment of the learning outcomes of these programs of study. GLA reporting indicates a student's achievement to be at, above, or below the grade level in which they are registered.

Result 1.4

Grade Level of Achievement					
Subject	GLA Result	CBE % 2008	CBE % 2009	CBE % 2010	CBE % 2011
English Language Arts	At grade level	81.5	81.7	85.3	88.0
	Above grade level	1.4	0.7	0.7	0.7
	Below grade level	11.9	11.5	11.6	10.9
	No GLA provided	5.2	6.1	2.4	0.5
French Language Arts	At grade level	85.2	84.2	91.0	93.5
	Above grade level	0.2	0.1	1.0	0.1
	Below grade level	31	3.1	4.0	3.3
	No GLA provided	11.5	12.7	4.1	3.1
Math	At grade level	84.5	84.7	85.8	84.2
	Above grade level	1.7	1.3	1.3	1.0
	Below grade level	11.0	10.6	11.0	10.1
	No GLA provided	2.8	3.3	1.9	4.8

Grade Level of Achievement reporting by Calgary Board of Education teachers in 2011 shows that in relation to the learning outcomes of the grades 1 to 9 Alberta Programs of Study, 88.7% of students achieved at or above grade level in English Language Arts; 93.6% of students achieved at or above grade level in French Language Arts; and 85.2% of students achieved at or above grade level in Mathematics. 2011 GLA results continue an overall increase in Calgary Board of Education students in grades 1 to 9 achieving at or above grade level in English Language Arts and French Language Arts. An increase in students for whom no GLA is reported interrupts an upward trend in Calgary Board of Education students achieving at or above grade level in Mathematics.

Measure 1.5

Percentage of students eligible for the Rutherford Scholarship

Rationale 1.5

The Rutherford Scholarship Eligibility Rate is the percentage of Alberta grade 12 students who have met the eligibility criteria for a Rutherford Scholarship based on course marks in grades 10, 11 and/or 12. Students are eligible if their combined average in specified courses is 75% or greater. In order to achieve this average, students must demonstrate the knowledge and skills identified in the Alberta Programs of Study.

Result 1.5

Rutherford Scholarship Eligibility Rate					
Calgary Board of Education			Alberta		
Current Year 2010	Previous Year 2009	Prev. 3-year Average 2007- 2009	Current Year 2010	Previous Year 2009	Prev. 3-year Average 2007- 2009
58.6	57.7	58.3	59.6	56.9	57.0

Note: The Rutherford Scholarship Eligibility Rate is updated once each year, in the May update to the Accountability Pillar report. Accordingly, 2010 is the latest year for which data on this measure are available.

The percentage of students in the Calgary Board of Education eligible for a Rutherford Scholarship has risen by comparison with last year and is slightly above the previous three year average, indicating that a higher percentage of students has achieved an average on specified courses of 75% or greater. The percentage of students in the province eligible for a Rutherford Scholarship has, however, risen significantly. As a result, achievement in the Calgary Board of Education is this year 1 percentage point below that in the province on this measure.

Alberta Education evaluates Calgary Board of Education results in the area of Rutherford Scholarship Eligibility Rate as intermediate in achievement, maintained in improvement and acceptable overall.

Calgary Board of Education 2010			
Measure	Level of Achievement	Degree of Improvement	Overall Evaluation
Rutherford Scholarship Eligibility Rate	Intermediate	Maintained	Acceptable

Measure 1.6

Mean Grade level on Advanced Placement exams

Rationale 1.6

Advanced Placement courses challenge students to meet extended academic expectations. In demonstrating success on Advanced Placement exams, students demonstrate that they have acquired knowledge and skills in and beyond the Alberta Programs of Study.

Result 1.6

Advanced Placement Exam Results 2010-2011	
Locations	Mean Grade (out of 5.0)
CBE	3.89
Alberta	3.40
Canada	3.43
Global	2.86

In 2010-2011, 466 CBE students from 10 schools wrote 645 Advanced Placement exams. The achievement of Calgary Board of Education students on Advanced Placement exams in 2010-2011 surpassed achievement at provincial, national and global levels.

Measure 1.7

Number of International Baccalaureate Diplomas awarded

Rationale 1.7

The International Baccalaureate program challenges students to meet rigorous academic expectations. In demonstrating success through this program, students demonstrate that they have acquired knowledge and skills identified in and beyond the Alberta Programs of Study.

Result 1.7

CBE International Baccalaureate Program 2010-2011	
Students Writing	837
Diploma candidates	126
Diplomas Awarded	112
Total Tests Written	1632
Number of subjects for which CBE Mean Exceeded World Mean	17 of 21

In 2011, 112 of 126 CBE candidates (89%) were successful in earning the International Baccalaureate (IB) diploma. A further 551 Calgary Board of Education students successfully completed IB exams in individual subjects and were awarded International Baccalaureate certificates.

Eight-hundred and thirty-seven students in the five CBE schools offering IB wrote 1632 tests in 26 subjects, 16 at Standard Level and 10 at Higher Level.

The mean score of CBE students exceeded the world mean on 17 of the 21 subjects for which comparisons could be made, six at higher level and eleven at standard level. Comparative results are not available for the five subjects where fewer than six Calgary Board of Education students wrote the exam.

Outcome 1 Results Summary

Seven performance measures of students demonstrating the academic knowledge and skills as identified in the Alberta Programs of Study have been presented from a number of sources. The achievement of Calgary Board of Education students exceeds provincial levels in nearly all courses that are included in Provincial Achievement Tests and Diploma Examinations.

The achievement of Calgary Board of Education students begins in elementary school and is maintained throughout their experiences in secondary schools. Students' ongoing achievement within their programs of study contributes to their strong participation in diploma courses and their eligibility for Rutherford Scholarships in high school.

In addition, Calgary Board of Education students who participate in extended academic programs achieve at rates beyond many students in the province, nation and other countries.

Together these performance measures provide evidence of the accomplishment of Outcome 1 of the Chief Superintendent's Reasonable Interpretation for Ends 2: Academic Success.

OUTCOME 2

Each student possesses attitudes required for academic success

Measure 2.1

Percentage of Grade 12 students who perceive themselves to be confident in their abilities to read and write

Rationale 2.1.

The ability to read and write is foundational to students' abilities to achieve success with a variety of learning outcomes throughout their lives. Confidence with these skills allows students to engage in learning with an expectation of success, to consider information from multiple sources and perspectives, and to pursue both required and self-determined learning objectives. Students who are confident in their ability to read and write have acquired both an important skill and an important attitude for academic success.

Result 2.1

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 statements: "I have confidence in my reading skills both in and outside of school" and "I have confidence in my writing skills both in and outside of school". More than 4460 grade 12 students responded to these questions.

Overall, 93.6% of grade 12 respondents indicated they had confidence in their reading skills and 87.5% indicated they had confidence in their writing skills.

Student Survey 2011	Strongly Agree	Agree	Disagree	Strongly Disagree	Overall Agreement
I have confidence in my reading skills both in and outside of school.					
Grade 12 %	56.1%	37.5%	4.8%	1.5%	93.6%
I have confidence in my writing skills both in and outside of school.					
Grade 12 %	33.6%	53.9%	10.5%	1.9%	87.5%

Calgary Board of Education students report confidence in their reading and writing skills at a level that exceeds what would be expected in the general Canadian population. Statistics Canada's adult literacy indicator uses a five-point scale, with Level 3 being the point at which a person would be able to function well and with some confidence in Canadian society. Results from the last comprehensive assessment of Canadian literacy levels (2003) indicated that 52% of Canadians 16 years of age and older, and 62% of Canadians in the 16 to 25 age group, had literacy scores of Level 3 or above¹².

¹²<http://www4.hrsdc.gc.ca/3ndic.11.4n@-eng.jsp?iid=31> Retrieved on November 20, 2011.

Measure 2.2

Percentage of Grade 12 students who perceive themselves as capable of applying their knowledge of math and science in everyday life

Rationale 2.2

Feeling capable with mathematical and scientific information and processes is foundational to students' abilities to achieve success with a variety of learning outcomes and functional requirements throughout their lives. Feeling capable with these skills allows students to identify questions, access and understand material with a mathematic, scientific or technological dimension, draw evidence based conclusions, and use these processes to achieve learning outcomes and make everyday decisions.

Students who perceive themselves as able to apply their knowledge of math and science in everyday life have acquired both important skills and important attitudes for academic success.

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 statements: "I am capable of applying my knowledge of mathematics in everyday life" and "I am capable of applying my knowledge of science in everyday life". More than 4410 grade 12 students responded to these questions.

Overall, 83.7% of grade 12 respondents indicated they felt capable of applying their mathematical knowledge in everyday life and 86.9% indicated they felt capable of applying their scientific knowledge in everyday life.

Student Survey 2011	Strongly Agree	Agree	Disagree	Strongly Disagree	Overall Agreement
I am capable of applying my knowledge of mathematics in everyday life.					
Grade 12 %	33.1%	50.6%	12.2%	4.1%	83.7%
I am capable of applying my knowledge of science in everyday life.					
Grade 12 %	35.7%	51.2%	10.6%	2.6%	86.9%

Calgary Board of Education students report feeling capable of applying their mathematical knowledge at a level that exceeds what would be expected in the general Canadian population. Statistics Canada's adult numeracy indicator uses a five-point scale, with Level 3 being the point at which a person would be able to function with some skill and confidence in Canadian society. Results from the last comprehensive assessment of Canadian numeracy levels (2003) indicated that 45% of Canadians 16 years of age and older, and 55% of Canadians in the 16-25 age group, had numeracy scores of Level 3 or above¹³.

¹³ <http://www4.hrsdc.gc.ca/3ndic/114n@-eng.jsp?iid=79> Retrieved on November 20, 2011.

Calgary Board of Education students also report feeling capable of applying their scientific knowledge at a level that exceeds what would be expected in the general Canadian population. Analysis of Canadians' scientific understandings and their attitudes towards science and technology estimates that fewer than 20 percent of the Canadian adults could be considered scientifically literate¹⁴.

Measure 2.3

Percentage of Grade 12 students who indicate that they use digital technologies in support of their learning

Rationale 2.3

The use of digital technologies has become foundational to students' abilities to participate in a full range of learning experiences in today's world. Digital learning technologies allow students to communicate with others and to access, process and represent information in a variety of ways.

The use of digital technologies allows students to experience success with required and self-determined learning objectives in school and throughout their lives. Students who are confident with digital learning technologies have acquired both an important skill and an important attitude for academic success.

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 statements: "I am confident in my abilities to use digital technologies in support of my learning" and "I am capable of using digital technologies to communicate effectively with others". More than 4435 grade 12 students responded to these questions.

Overall, 92.6% of grade 12 respondents indicated they had confidence in their use of digital technologies in support of their learning and 94.2% indicated they had confidence in their use of digital technologies for communication.

Student Survey 2011	Strongly Agree	Agree	Disagree	Strongly Disagree	Overall Agreement
I am confident in my abilities to use digital technologies in support of my learning.					
Grade 12 %	51.8%	40.8%	5.5%	1.9%	92.6%

¹⁴ Miller, J.D., & Pardo, R. (2000). Civic scientific literacy and attitude to science and technology: A comparative analysis of the European Union, the United States, Japan, and Canada. In M. Dierkes & C. von Grote (Eds.), *Between understanding and trust: The public, science, and technology* (pp. 81-129). Amsterdam: Harwood Academic Publishers.

Student Survey 2011	Strongly Agree	Agree	Disagree	Strongly Disagree	Overall Agreement
I am capable of using digital technologies to communicate effectively with others.					
Grade 12 %	57.5%	36.7%	4.1%	1.8%	94.2%

Calgary Board of Education students report confidence in their use of digital technologies for both learning and communication at rates at the leading edge of technology use in Canada. Statistics Canada's survey of Canadians' use of the internet (May 25, 2011) found that in 2010 79% of Canadian households and 84% of Alberta households had internet access¹⁵. In 2005 nearly 80% of Canadian students accessed the internet for educational purposes¹⁶.

Outcome 2 Results Summary

Three performance measures of students possessing attitudes required for academic success have been presented from grade 12 students in Calgary Board of Education schools. Student self-reporting is recognized as meaningful perception data and provides insight from those most able to attest to the attitudes held by students: the students themselves.

Calgary Board of Education students report feeling confident and capable with their learning processes and accomplishments in the areas of reading, writing, math, science and technology. Considered within the context of Canadian measures of literacy, numeracy, scientific literacy and technology use, CBE students demonstrate positive attitudes in key areas for academic success.

Together these performance measures provide evidence of the accomplishment of Outcome 2 of the Chief Superintendent's Reasonable Interpretation for Ends 2: Academic Success.

OUTCOME 3:

Each student is effectively prepared for life, work and further learning

Measure 3.1

Percentage of students who complete High School in 3, 4, or 5 years

Number of awarded Certificates of High School Achievement

Number of awarded Certificates of School Completion

¹⁵ <http://www.statcan.gc.ca/daily-quotidien/110525/dq110525b-eng.htm> Retrieved on November 20, 2011.

¹⁶ <http://www.statcan.gc.ca/daily-quotidien/071030/dq071030b-eng.htm> Retrieved on November 20, 2011.

Rationale 3.1

High school completion is important preparation for life, work and further learning. High school completion provides students with access to postsecondary learning, to career opportunities and increased lifetime earnings.

Result 3.1

Percentage of Students Completing High School in 3, 4 and 5 Years						
Measure	Calgary Board of Education			Alberta		
	Current Year 2010	Previous Year 2009	Prev. 3 yr. Average 2007- 2009	Current Year 2010	Previous Year 2009	Prev. 3 Yr. Average 2010
3 year completion rate	70.8	69.6	69.5	72.6	71.5	71.1
4 year completion rate	75.4	74.4	74.8	76.9	76.1	76.2
5 year completion rate	77.3	78	78.3	79	79	78.9

Note: The High School Completion Rates – 3, 4 and 5 Year are updated once each year, in the May update to the Accountability Pillar report. Accordingly, 2010 is the latest year for which data on this measure are available.

Alberta Education identifies a number of ways in which students can be considered to have completed high school.

The majority are credentialed completers, earning a High School Diploma, High School Equivalency Diploma (GED), or a Certificate of High School Achievement. 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 are considered non-credentialed completers.

Paths to High School Completion for Calgary Board of Education Students			
	2008	2009	2010
Number of High School Diplomas	5672	5556	5671
High School Equivalency Diplomas (GED)	2	0	2
Certificates of High School Achievement/School Achievement	63	52	52
Number of non-credentialed completers	93	73	85

In addition to the credentials included in the calculation of three, four, and five-year completion rates, Alberta Education acknowledges students with significant cognitive delays who are unable to achieve a high school diploma or certificate of high school with a Certificate of School Completion. These students must have completed twelve years of schooling and be 17 years of age by March 1 in the year in which the certificate is awarded.

Based on the recommendation of the school principal or assistant principal, this certificate acknowledges students' participation in school programs which contribute to their preparation for life, work and further learning in the context of their personal potentials.

An Additional Path to High School Completion for Calgary Board of Education Students			
	2008	2009	2010
Number of Certificates of School Completion	68	33	33

Both the current three-year and four-year High School Completion rates have risen by comparison with the previous year and the previous three year average; the five-year rate has declined slightly. Results at all three levels remain below those of the province.

Alberta Education considers each jurisdiction's three-year high school completion rate in terms of its levels of achievement and degree of improvement and then combines those measures into an overall evaluation. In this measure, Alberta Education evaluates the Calgary Board of Education three year high school completion rate as intermediate in achievement, improved, and good overall. Alberta Education does not provide evaluations for the four and five-year completion rates.

Calgary Board of Education 2010			
Measure	Level of Achievement	Degree of Improvement	Overall Evaluation
3 Year High School Completion Rate	Intermediate	Improved	Good

Measure 3.2

Percentage of students who drop out of High School

Rationale 3.2

High school completion is important preparation for life, work and further learning. High school completion provides students with access to postsecondary learning, to career opportunities and increased lifetime earnings. Students who drop out of high school are not as well prepared for life, work and further learning as they would have been if they had completed their K-12 schooling.

Result 3.2

An initial cohort of students age 14 to 18 is established for a given school year. The dropout rate is calculated by determining the percentage, adjusted for attrition, of students from the cohort not found to be in the learning system in the subsequent school year.

Students in Alberta's education system are considered to have dropped out if they did not complete high school and there is no evidence of their participation in the education system, including post-secondary and apprenticeship programs, the following school year.

Drop Out Rate (%)					
Calgary Board of Education			Alberta		
Current Year 2010	Previous Year 2009	Prev. 3 yr. Average 2007- 2009	Current Year 2010	Previous Year 2009	Prev. 3 yr. Average 2007- 2009
4.1	3.5	4.6	4.2	4.3	4.7

Note: The Drop Out Rate is updated in May and included in the May update to the Accountability Pillar report. Accordingly, 2010 is the latest year for which data on this measure are available.

Alberta Education considers each jurisdiction's dropout rate in terms of its levels of achievement and degree of improvement and then combines those measures into an overall evaluation. In this measure, Alberta Education evaluates the Calgary Board of Education three year high school dropout rate as high in achievement, improved significantly, and good overall.

Calgary Board of Education 2010			
Measure	Level of Achievement	Degree of Improvement	Overall Evaluation
Drop Out Rate	High	Improved Significantly	Good

Measure 3.3

Percentage of Grades 7 and 10 students who are satisfied with the opportunities to receive a broad program of studies, including fine arts, health and physical education, and are satisfied that the core subjects are useful.

Rationale 3.3

Alberta Education's 2011 Accountability Pillar asked students to rate the quality of their opportunities to learn about a number of topics, including fine arts, health and physical education. It also asked students to report the extent to which they agreed that their core subjects are useful.

Student's positive perceptions of learning opportunities in different subject areas suggest that they will continue to include these subjects and experiences in their lives beyond the requirements of their K-12 learning programs. If students like what they are learning they are more likely to continue to learn in these areas and to include these subjects in their lives. Each of the subject areas included in this measure help prepare students for future learning and work opportunities and to participate as informed citizens in their communities.

Result 3.3

Student Satisfaction with Opportunities to Learn about Art								
Acct. Pillar Survey 2011	Very Good	Good	Poor	Very Poor	Don't Know	Overall Satisfaction	CBE Range 2006-2010	Alberta Overall Satisfaction 2011
Grade 7	46%	39%	6%	2%	7%	85%	79%-84%	79%
Grade 10	30%	44%	5%	2%	19%	74%	67%-73%	75%

Student Satisfaction with Opportunities to Learn about Music								
Acct. Pillar Survey 2011	Very Good	Good	Poor	Very Poor	Don't Know	Overall Satisfaction	CBE Range 2006-2010	Alberta Overall Satisfaction 2011
Grade 7	38%	38%	10%	4%	11%	76%	70%-73%	69%
Grade 10	23%	38%	9%	4%	26%	61%	56%-62%	61%

Student Satisfaction with Opportunities to Learn about Drama								
Acct. Pillar Survey 2011	Very Good	Good	Poor	Very Poor	Don't Know	Overall Satisfaction	CBE Range 2006-2010	Alberta Overall Satisfaction 2011
Grade 7	40%	37%	7%	5%	11%	77%	75%-79%	69%
Grade 10	25%	41%	5%	2%	26%	66%	62%-67%	68%

Student Satisfaction with Opportunities to Learn about Health								
Acct. Pillar Survey 2011	Very Good	Good	Poor	Very Poor	Don't Know	Overall Satisfaction	CBE Range 2006-2010	Alberta Overall Satisfaction 2011
Grade 7	37%	49%	8%	2%	4%	86%	80%-84%	83%
Grade 10	17%	48%	12%	4%	19%	65%	55%-63%	69%

Student Satisfaction with Opportunities to Learn: about Physical Education								
Acct. Pillar Survey 2011	Very Good	Good	Poor	Very Poor	Don't Know	Overall Satisfaction	CBE Range 2006-2010	Alberta Overall Satisfaction 2011
Grade 7	72%	24%	2%	1%	1%	96%	95%-96%	95%
Grade 10	56%	37%	3%	1%	3%	93%	92%-93%	92%

Student Agreement with the Usefulness of Core Subjects:								
Acct. Pillar Survey 2011	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Overall Agreement	CBE Range 2006-2010	Alberta Overall Agreement 2011
Grade 7	41%	52%	4%	1%	2%	93%	90%-92%	92%
Grade 10	32%	54%	8%	3%	3%	86%	83%-87%	87%

More than 6000 students in grade 7 and more than 6900 students in grade 10 responded to the survey.

For each of these measures, two standards have been provided against which to judge accomplishment: the range of CBE achievement over the five years 2006-2010 and Alberta overall satisfaction/agreement for the current year (2011). The CBE range allows us to evaluate our current achievement against our previous performance. The Alberta average allows us an external standard against which to evaluate current achievement.

On eight of twelve measures, CBE achievement in the current year meets or exceeds both these standards. On the other four measures, CBE achievement falls within or exceeds the five-year historical CBE range but is between 1 and 4 percentage points below Alberta overall achievement for 2011.

Measure 3.4

Percentage of Grades 7 and 10 students who are satisfied with having the opportunity to learn another language

Number of students participating in Language and cultural courses

Rationale 3.4

Alberta Education's 2011 Accountability Pillar asked students to rate the quality of their opportunities to learn about a number of topics, including learning another language.

Student's positive perceptions of learning opportunities in different subject areas suggest that they will continue to include these subjects and experiences in their lives beyond the requirements of their K-12 learning programs. If students like what they are learning they are more likely to continue to learn in these areas and to include these subjects in their lives. In a global economy, the opportunity to learn another language is a key factor in preparing for life, work and further learning.

Result 3.4

Student Satisfaction with Opportunities to Learn Another Language								
Acct. Pillar Survey 2011	Very Good	Good	Poor	Very Poor	Don't Know	Overall Satisfaction	CBE Range 2006-2010	Alberta Overall Satisfaction 2011
Grade 7	41%	42%	10%	4%	3%	83%	67%-82%	75%
Grade 10	31%	44%	8%	3%	14%	76%	76%-77%	73%

More than 6000 students in grade 7 and more than 6900 students in grade 10 responded to the survey.

For this measure, two standards have again been provided against which to judge accomplishment: the range of CBE achievement over the five years 2006-2010 and Alberta overall satisfaction for the current year (2011). Overall satisfaction of grade

seven students with opportunities to learn another language is one percentage point above the range established over the previous five years and eight percentage points above the Alberta percentage. Overall satisfaction of grade ten students with opportunities to learn another language fall within the range established 2006-2010 and is two percentage points above the Alberta percentage.

Student satisfaction with their opportunities for additional language learning is tied to their participation in language and cultural courses as well as language-based alternative programs.

Total Number of Students in Language and Culture Courses			
	2008-2009	2009-2010	2010-2011
Chinese-Mandarin	223	586	495
Cree and Blackfoot	107	104	106
French as a Second Language	28 371	31 772	35 427
German	440	447	355
Japanese	6	0	0
Korean	16	3	0
Spanish	4 295	5 687	4243
Total	33 458	38 499	40523

Total Number of Students in Immersion and Bilingual Programs over Three Years			
	2008-2009	2009-2010	2010-2011
French Immersion	7122	6831	7044
Chinese-Mandarin Bilingual	215	224	265
German Bilingual	161	185	171
Spanish Bilingual	1608	1867	2168
Total	9106	9107	9648

Measure 3.5

Percentage of Grades 7 and 10 students who are satisfied with the opportunities to access digital learning devices in school

Rationale 3.5

Alberta Education's 2011 Accountability Pillar asked students to rate the quality of their opportunities to learn about a number of topics, including computers.

Student's positive perceptions of learning opportunities suggest that they will continue to include these experiences in their lives beyond the requirements of their K-12 learning programs. If students like how they are learning they are more likely to continue to learn in these ways and to include these experiences in their lives. In today's world, the opportunity to use digital learning devices is a key factor in preparing for life, work and further learning.

Results 3.5

Student Satisfaction with Opportunities to Learn About Computers								
Acct. Pillar Survey 2011	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Overall Agreement	CBE Range 2006-2010	Alberta Overall Agreement 2011
Grade 7	42%	39%	9%	3%	6%	82%	77%-82%	79%
Grade 10	29%	47%	7%	2%	15%	76%	73%-76%	78%

More than 6000 students in grade 7 and more than 6900 students in grade 10 responded to the survey.

For this measure, two standards are provided against which to judge accomplishment: the range of CBE achievement over the five years 2006-2010 and Alberta overall satisfaction for the current year (2011). Grade 7 student satisfaction equalled the high point of the range and exceeded Alberta achievement by 3 percentage points. Grade 10 student satisfaction also equalled the high point of the CBE range but fell below Alberta achievement by two percentage points.

Measure 3.6

Percentage of parents and teachers who agree that students are taught the attitudes and behaviours that will make them successful at work when they finish school.

Rationale 3.6

Students who are taught the attitudes and behaviours that will make them successful at work when they finish school are prepared for life in the world of work.

Result 3.6

Alberta Education's 2011 Accountability Pillar Survey asked parents of students in grades 4, 7 and 10 and all teachers to report the extent to which they agreed that students are taught attitudes and behaviours that will make them successful at work when they finish school.

Students are taught the attitudes and behaviours that will make them successful at work when they finish school: Parent Responses								
Acct. Pillar Survey 2011	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Overall Agreement	CBE Range 2006-2010	Alberta Overall Agreement 2011
Parents Grade 4	12%	54%	14%	2%	19%	65%	59%-67%	71%
Parents Grade 7	11%	54%	18%	3%	14%	65%	61%-67%	71%
Parents Grade 10	11%	54%	21%	3%	12%	65%	57%-64%	70%
Parents Grades 4, 7, and 10	11%	54%	17%	3%	15%	65%	60%-64%	71%

Students are taught the attitudes and behaviours that will make them successful at work when they finish school: Teacher Responses								
Acct. Pillar Survey 2011	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Overall Agreement	CBE Range 2006-2010	Alberta Overall Agreement 2011
Teachers all grades	32%	56%	7%	1%	4%	89%	88%-89%	90%

4,182 teachers and 4,176 parents (1,530 Grade 4, 1,258 Grade 7 and 1,388 Grade 10) responded to the survey.

Two standards are provided against which to judge accomplishment: the range of CBE achievement over the five years 2006 – 2010 and Alberta overall Satisfaction for the current year (2011). While CBE achievement is below that of the province, it is within the range of CBE achievement for the previous five years, and, in the case of grade 10 parents, above the previous high point by one percentage point.

Measure 3.7

Percentage of Grade 12 students satisfied that teachers support them in being able to relate school work to real life

Rationale 3.7

Students who have support in relating school work to real life can be understood to have experiences and see connections that help them make the transition from school to their futures in life, work and further learning.

Result 3.7

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 statements: "I am satisfied with the support I received from my teachers in relating school work to real life". A total of 4445 grade 12 students responded to this question.

Overall, 81.5% of grade 12 respondents indicated they were satisfied with the support they received from their teachers in relating school work to real life.

Student Survey 2011	Strongly Agree	Agree	Disagree	Strongly Disagree	Overall Agreement 2011	Overall Agreement 2010
I am satisfied with the support I received from my teachers in relating school work to real life.						
Grade 12 %	28.3%	53.2%	14.5%	4.0%	81.5%	78.6%

This question was first included in the Calgary Board of Education Student Survey in 2010. The overall level of agreement from grade 12 students has risen nearly three percentage points between 2010 and 2011.

Standards of accomplishment for this measure will be developed as multiple years of information are gathered within the Calgary Board of Education.

Measure 3.8

Number of students who receive credentials i.e. International Certificate, Career and Technology Credentialing, Fine Arts Certificate, International Second Language Credential in German, Spanish, Chinese, or French.

Rationale 3.8

Students who receive specialized learning credentials have demonstrated commitment in exploring and achieving success in a particular path, which provides future direction for their life, work and further learning.

Result 3.8

International Certificate			
School Year	2008-2009	2009-2010	2010-2011
Number of Students	16	100	128

Students seeking to earn the international certificate must meet rigorous criteria. They must complete 125 hours of International Language Study and earn credit in Social Studies 30-1 and a further five credits in a CBE Internationalized course as well as completing 3 internationalized assignments in regular coursework. In addition, they must complete, locally or abroad, 3 months of international experience. The growth in the number of students who meet these criteria and earn the international certificate has grown from 16 to 128 since its inception in 2008-2009 school year.

International Second Language Credential	2009-2010	2010-2011
Chinese – Mandarin YCT – Youth Chinese Test HSK – HanuShuiping Kaoshi	0	6
French - Diplôme d'études en langue française (DELF)	76	116
German – Sprachdiplom	12	16
Spanish - Diplomas de Español como Lengua Extranjera (DELE)	29	58*

*58 students participated (# who achieved credentials is not yet available)

Common European Framework of Reference (CEFR) Language Credentialing is an internationally recognized, standardized assessment of language proficiency. Language specific diplomas assess four areas of communication: oral and written production, listening and written comprehension.

These tests must be administered under the most rigorous conditions. It is a testament to the quality of teaching of international languages at the Calgary Board of Education that in 2010 CBE became an accredited centre for the administration of the DELF.

Fine Arts Certificate					
School Year	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Total number of certificates earned	144	170	184	206	211

Students who earn the fine arts certificate have also achieved success by earning 35 credits in the fine arts as well as credit in Professional Development in the Arts 35, a locally developed course which requires students to explore their journey as an artist, independently investigate the working life of a professional artist, develop a personal portfolio and publicly showcase themselves as artists. Over five years, the number of students demonstrating their commitment by earning the Fine Arts Certificate has increased by 47%.

Career and Technology Credentialing:

The Career and Technology Centre allows students access to credentialed, certificated and/or specialized programs beyond high school. Students can follow four career pathways: Autobody, Cosmetology, Fabrication (Welding) and Pre-engineering. As of October 2011, 193 students were attending classes at the Career and Technology Centre. September 2012 will see the implementation of further programs from four clusters: Business, Administration, Finance and IT; Health Recreation and Human Services; Media Design and Communication Arts; and Natural Resources.

In addition, 26 students graduated from the Pharmacy Technician program in 2010-2011. A joint initiative of Alberta Education, SAIT, the Calgary Board of Education and the Calgary Catholic School District, this project allows students to graduate with not only a high school diploma but also a Pharmacy Technician Certificate from SAIT.

Measure 3.9

Number of credits earned in the Registered Apprenticeship Program

Rationale 3.9

Students in the Registered Apprenticeship Program (RAP) spend part of their school time in the workplace as registered apprentices in a trade. To achieve credit, students must demonstrate a range of workplace skills.

Results 3.9

Registered Apprenticeship Program		
School Year	Number of Students	Credits Earned
2008-2009	102	1755
2009-2010	155	850
2010-2011	71	1195

Seventy-one students from 16 CBE High Schools earned RAP credits in 2010-2011. Students were apprenticed in eighteen different trades, including Auto Body Technician, Cabinet Maker, Glazier, Heavy Equipment Technician, Millwright, Steamfitter/Pipefitter and Welder. Of the 71 students earning credits in RAP, 21 earned 25 or more credits. Five students earned the program maximum of 40 credits.

Outcome 3 Results Summary

Evidence of Calgary Board of Education students experiencing academic success that prepares them for life, work and further learning has been presented through three sets of measures.

- Alberta Education measures of high school completion
- Student, teacher and parent perceptions of the quality of the learning programs offered to Calgary Board of Education students
- Student success in credentialed programs that provide specialized preparation for students to pursue their interests in life, work and further learning

Calgary Board of Education students are satisfied with their opportunities to learn different subjects and through technology. They are satisfied with their opportunities to learn other languages and the support they are receiving in connecting their academic learning to life beyond school.

Parents and teachers believe students are being taught the necessary skills and attitudes to be successful in life after school and students are building workplace preparation through school learning programs.

Calgary Board of Education students are completing high school with locally, provincially, and internationally recognized academic credentials that prepare them for their futures in postsecondary study, that open choice in their career paths, and that prepare them for informed contribution and continued learning throughout their lives.

Together these performance measures provide evidence of the accomplishment of Outcome 3 of the Chief Superintendent's Reasonable Interpretation for Ends 2: Academic Success.

V. SUMMARY STATEMENT

Nineteen measures have provided data about student academic success in the Calgary Board of Education. These measures range from the synthesis of student performance on a range of Provincial Achievement Tests and Diploma examinations to student perceptions about elements of their learning, and from the numbers of students participating in specific programs to external measures of high school completion.

Where possible the achievement of Calgary Board of Education students is compared to the achievement of students in the province and beyond. Highlights include:

- CBE results exceed provincial results on overall measures of Provincial Achievement Tests at both the acceptable standard and standard of excellence.
- CBE results exceed provincial results on overall measures of Diploma examinations at both the acceptable standard and standard of excellence.
- Calgary Board of Education students participated in four or more Diploma examinations at rates above provincial participation rates.
- The achievement of Calgary Board of Education students on Advanced Placement and International Baccalaureate exams exceeds provincial, national and global levels of achievement.
- A smaller percentage of Calgary Board of Education students drop out of school than do so across the province.
- Compared to students across the province, Calgary Board of Education students express greater levels of satisfaction about their learning opportunities in 11 of 16 measures.

For measures without direct points of comparison, Calgary Board of Education results are considered within a larger data context. In these circumstances, the level of confidence CBE students express in key learning processes compares favourably to the Canadian context in reading, writing, math, science and technology use.

For a number of measures a point of comparison for current Calgary Board of Education results is provided through the organization's previous results. Highlights include:

- CBE 2010-2011 overall results on PATs exceed the CBE's previous three-year average at both the acceptable standard and standard of excellence.
- Calgary Board of Education students participated in four or more Diploma examinations above the previous three-year average rate of participation.
- Greater numbers of students were identified as achieving at or above grade level in English Language Arts and French Language Arts than in previous years.
- A greater number of Calgary Board of Education students met the eligibility criteria for Rutherford Scholarships in 2010 than in previous years.
- The 2010 three-year and four-year high school completion rates exceed the Calgary Board of Education's previous three-year averages.
- The dropout rate for Calgary Board of Education students improved significantly over the previous three-year average.
- The percentage of Calgary Board of Education parents who agree that students are taught the attitudes and behaviour that will make them successful at work when they finish school is consistent with or above the results from the past five years.
- The percentage of grade 12 students satisfied that teachers support them in being able to relate school work to real life surpasses the level of satisfaction expressed by students last year.
- The number of students receiving specialized learning credentials in 2010-2011 exceeds previous results.

The information in this report is presented as evidence of the accomplishment of the Chief Superintendent's Reasonable Interpretation of Ends 2: Academic Success.

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

Administration respectfully requests that the Board of Trustees consider the following changes to the Reasonable Interpretation for Ends 2: Academic Success for use in future monitoring of this Ends.

1. **Removal of Measure:** "Trend analysis of individual student Grade Level of Achievement Results (GLAR)"

Reason for Change: Alberta Education no longer requires school boards to collect and submit Grade Level of Achievement data. These data will therefore not be available for future monitoring reports.

2. **Removal of Measure:** "Number of Certificates of High School Achievement earned by students in the Paced Learning Program"

Reason for Change: The overall number of Certificates of High School Achievement awarded to Calgary Board of Education students is included within the measures of the Ends 2: Academic Success report. This measure would be a repeat of information already provided.

3. **Change in Wording:** Wording on p.6 of Reasonable Interpretation from "Data Sources" to "Suggested Data Sources".

Reason for Change: As our understanding of optimal ways of providing evidence of student academic success develops, our data sources also need to continue to evolve. Changing the wording allows data sources to be added when needed or disregarded when no longer applicable.



NAOMI E. JOHNSON
CHIEF SUPERINTENDENT OF SCHOOLS

Attachment I: Subject by Subject Analysis of PAT and Diploma Examination Results
Attachment II: Comparison of CBE Provincial Examination Results with Other Urban Alberta Boards and the Province

Analysis of Provincial Achievement Test and Diploma Examination Results by Subject

Subject Area Results for English Language Arts							
Course	Measure	Calgary Board of Education			Province		
		Current Results 2011	Prev. Year Results 2010	Prev. 3-Yr. Average 2008-2010	Current Results 2011	Prev. Year Results 2010	Prev. 3-Yr. Average 2008-2010
English Language Arts 3	Acceptable	82.8	83.4	81.8	81.8	81.6	81.0
	Excellence	18.3	20.6	18.9	17.5	18.5	17.9
English Language Arts 6	Acceptable	85.7	85.6	84.8	83.0	81.8	82.1
	Excellence	19.9	20.4	21.6	18.5	18.9	19.6
English Language Arts 9	Acceptable	79.7	80.3	79.5	79.1	79.3	78.2
	Excellence	16.3	15.6	16.1	16.3	15	14.8
K&E English Language Arts 9	Acceptable	64.7	57.7	n/a	67.2	66.8	n/a
	Excellence	7.4	8	n/a	7.9	7.8	n/a
English Language Arts 30-1	Acceptable	82.1	82.6	84.8	84.4	85.1	86.1
	Excellence	11.6	10.7	13.3	10.1	10.1	12.6
English Language Arts 30-2	Acceptable	87	87	87.1	88.6	88.8	88.6
	Excellence	9.9	10.2	9.3	9.1	9.8	9.0

Achievement in Grade 3 English Language Arts Provincial Achievement Tests has declined slightly (0.7 percentage points) at the acceptable standard, but the percentage of CBE students achieving at or above the acceptable standard is still higher than that in the province as a whole. Results at the standard of excellence have declined in both CBE and the province; however, a higher percentage of CBE students achieved this standard than students in the province as a whole.

In Grade 6 English Language Arts, CBE achievement at the acceptable standard has improved very slightly, while achievement in the province as a whole declined slightly. As a result, the gap between CBE and province has widened to 2.7 percentage points. Achievement at the standard of excellence has declined at both CBE and provincial levels.

In Grade 9 English Language Arts, achievement at the acceptable standard has been maintained at both CBE and provincial levels. The percentage of grade 9 students in CBE achieving at or above the acceptable standard remains slightly above that in the province as a whole. In both CBE and the province, the percentage of students achieving the standard of excellence has increased.

In Grade 9 Knowledge and Employability (K&E) English Language Arts, the participation rate in CBE is higher than last year and is now above that in the province by 2.3 percentage points. The percentage of students achieving the acceptable standard has increased from 57.7% to 65.2%, though it is still lower in CBE than in the province.

In English 30-1, after trending down over a five year period for both the Calgary Board of Education and the province, results at both the acceptable standard and the standard of excellence have stabilized, the percentage of CBE students achieving the standard of excellence has risen from 10.1% to 11.6% and is now 1.5 percentage points above the province. Both Alberta Education and the Calgary Board of Education continue to monitor the situation and the impact of strategies implemented to arrest the decline.

In English 30-2, CBE results are slightly above those of the province at the standard of excellence and the gap between CBE and the province at the acceptable standard, the gap has narrowed from 2 percentage points to 1.6 percentage points.

Subject Area Results for French Language Arts							
Course	Measure	Calgary Board of Education			Province		
		Current Results 2011	Prev. Year Results 2010	Prev. 3-yr Average 2008- 2010	Current Results 2011	Prev. Year Results 2010	Prev. 3-yr Average 2008-2010
French Language Arts 3	Acceptable	75.9	86.3	87.3	80.6	84.1	83.9
	Excellence	16.4	17.9	21	15.8	15.9	16.1
French Language Arts 6	Acceptable	93.3	93	93.1	89.4	88.3	89.2
	Excellence	20.6	17.3	17.6	17.1	15.9	15.3
French Language Arts 9	Acceptable	91.0	86.8	86.9	88.8	86.1	84.1
	Excellence	16.7	13.1	10.9	15	12.4	11.7
French Language Arts 30-1	Acceptable	96.6	94.9	95.2	95.3	93.7	94.6
	Excellence	17.9	21	24.4	14.3	16.3	19.9

2010–2011 is the third year for which results have been available for the Grade 3 French Language Arts Provincial Achievement Test, which was standardized in 2008–2009. This year's result was affected by an administrative error and trend analysis is thus limited. Procedures have been implemented to address the error.

In Grade 6 French Language Arts, CBE achievement has been maintained at the acceptable standard and has significantly improved at the standard of excellence. The percentage of CBE students achieving the standard of excellence by 3.2 percentage points from the previous year and now exceeds that in the province as a whole by 3.4 percentage points.

In Grade 9 French Language Arts, achievement at the acceptable standard has increased by 4.2 percentage points. The difference between CBE and the province has increased to 2.2 percentage points. Achievement at the standard of excellence has increased by 3.8 percentage points (from 13.1% to 16.9%). Although achievement at the standard of excellence at the provincial level also increased, the difference between CBE and the province has increased from 0.7 percentage points in 2010 to 1.9 percentage points in 2011.

In French Language Arts 30-1, a higher percentage of students in the CBE than in the province achieved both the acceptable standard and the standard of excellence: 96.6% of CBE students achieved the acceptable standard. Results show a parallel, continued decline at the standard of excellence for both Calgary Board of Education and the province in 2010–2011.

Subject Area Results for Mathematics							
Course	Measure	Calgary Board of Education			Province		
		Current Results 2011	Prev. Year Results 2010	Prev. 3-yr Average 2008-2010	Current Results 2011	Prev. Year Results 2010	Prev. 3-yr Average 2008-2010
Math 3	Acceptable	78.1	n/a	n/a	77.4	n/a	n/a
	Excellence	27.0	n/a	n/a	26.0	n/a	n/a
Math 6	Acceptable	75.1	n/a	n/a	73.7	n/a	n/a
	Excellence	19.5	n/a	n/a	17.8	n/a	n/a
Math 9	Acceptable	67.8	n/a	n/a	66.1	n/a	n/a
	Excellence	20.2	n/a	n/a	17.3	n/a	n/a
K&E Math 9	Acceptable	58.7	60.4	n/a	64.9	65.6	n/a
	Excellence	12.9	14.4	n/a	14.9	15.3	n/a
Pure Math 30	Acceptable	85.4	85.2	85.1	81	82.9	82.1
	Excellence	36.6	38.8	35.3	28.7	29.7	27.3
Applied Math 30	Acceptable	77.3	78.0	79.1	74.3	78.0	77.7
	Excellence	12.1	15.5	15.0	9.8	15.5	12.3

2010-2011 was the implementation year for Grades 3, 6 and 9 PAT's for the new math programs of study. Year to year comparisons are not yet available. The 2009-2010 reporting year will provide the baseline data for future trend analysis.

In Grade 9 Knowledge and Employability (K&E) Mathematics, the participation rate in CBE has risen and is now closer to that in the province. Results at the acceptable standard in K&E Math were impacted by the high percentage of students who met the criteria for excused status. The Request for Excused Status application form has been revised to allow requests to excuse students from K&E PATs to be tracked separately from regular Grade 9 PATs.

In Pure Math 30, the percentage of students achieving at the acceptable standard has increased to 85.4%, 4.4 percentage points above the province. At the standard of excellence, achievement in the CBE exceeds that in the province by 7.9 percentage points.

A decline is noted at both standards in Applied Math 30 in the CBE and the province as a whole. CBE results in are higher than provincial results by 3 percentage points at the acceptable standard and 2.3 percentage points at the standard of excellence.

Subject Area Results for Sciences							
Course	Measure	Calgary Board of Education			Province		
		Current Results 2011	Prev. Year Results 2010	Prev. 3-yr Average 2008-2010	Current Results 2011	Prev. Year Results 2010	Prev. 3-yr Average 2008-2010
Science 6	Acceptable	77.8	78.3	77.7	76.2	76.8	76
	Excellence	24.9	26.8	26.5	25	26.4	25.1
Science 9	Acceptable	76.2	75.2	73.3	74.9	73.6	71.7
	Excellence	22.2	19.5	17.5	20.8	17.7	15.5
K&E Science 9	Acceptable	64.1	66.3	66.3	69.5	67.2	67.2
	Excellence	16.7	12.7	12.7	15.3	14.3	14.3
Biology 30	Acceptable	86.1	84.8	85.2	81.9	81.4	82.2
	Excellence	37.5	35.5	34.6	29.8	28.1	27.0
Chemistry 30	Acceptable	80.8	82.6	82.5	75.1	76.3	77.6
	Excellence	37.5	39.5	39.2	27.7	27.7	28.8
Physics 30	Acceptable	83.7	79.9	82.2	76.7	79.3	76.6
	Excellence	39.2	28.3	29.3	27.7	23.1	21.7
Science 30	Acceptable	80.9	78.9	85.6	80.4	80.1	84.9
	Excellence	21.4	18.8	21.5	21.0	22.8	21.8

In Grade 6 Science, CBE results at the acceptable standard remain above those in the province as a whole; the decrease in CBE results is mirrored by a decrease in the province. At the standard of excellence there has been a slight decline over the past 2 years and current year results for the CBE are 0.2 percentage points below those in the province as a whole. The decline over the past two years has been noted. The analysis continues at the student and school level to determine appropriate response.

In Grade 9 Science, CBE results demonstrate a consistent upward trend since 2005-2006 when the revised Grade 9 Provincial Achievement Test was implemented. CBE results continue to be above those of the province and have improved over the previous year. At the acceptable standard, results have increased by 5.2 percentage points over five years. The improvement at the standard of excellence is particularly noteworthy: results have improved by 7.0 percentage points over four years.

The difference in achievement between Grades 6 and 9 Science has been noted and will be investigated.

In Grade 9 Knowledge and Employability (K&E) Science, The percentage of students in CBE achieving the standard of excellence is higher than that in the province by 1.3 percentage points while the percentage of students achieving the acceptable standard is lower by 5.5 percentage points.

In Biology 30, the percentage of students achieving the acceptable standard has risen to 86.1%, increasing the gap between CBE and the province to 4.2 percentage points. 37.4% of students in CBE achieved the standard of excellence, 7.6 percentage points higher than the province.

In Chemistry 30, the percentage of students achieving at the standard of excellence (37.5%) continues to be noteworthy.

The new program in Physics 30 represents a radical shift from the old one, requiring a thorough understanding of physics concepts as well as mathematics; results indicate the success of students and teachers in making this shift. Achievement in the CBE continues to be very solid at both the acceptable standard (83.7%, 7 percentage points above the province) and the standard of excellence (39.2%, 11.5 percentage points above the province).

In Science 30 in 2011, the percentage of students achieving the acceptable standard rose from 1.2 percentage points below the province to 0.6 above. At the standard of excellence, there has also been an improvement. While in the province as a whole, achievement at the standard of excellence has declined, in the CBE the percentage of students achieving the standard of excellence has increased from 18.8 to 21.5 and now stands 0.5 percentage points above the province.

Subject Area Results for Social Studies							
Course	Measure	Calgary Board of Education			Province		
		Current Results 2011	Prev. Year Results 2010	Prev. 3-yr Average 2008-2010	Current Results 2011	Prev. Year Results 2010	Prev. 3-yr Average 2008-2010
Social Studies 6	Acceptable	73.2	n/a	73.5	71.1	n/a	71.0
	Excellence	17.3	n/a	15.5	18.5	n/a	16.4
Social Studies 9	Acceptable	69.7	n/a	70.2	67.2	n/a	68.5
	Excellence	20.0	n/a	19.1	19.0	n/a	18.8
K&E Social Studies 9	Acceptable	60.4	60.4	62.2	61.9	64.6	64.6
	Excellence	10.4	10.9	10.9	13.6	15.7	15.7
Social Studies 30-1	Acceptable	86.1	n/a	86.4	82.8	n/a	84.5
	Excellence	21.2	n/a	19.2	14.9	n/a	16.1
Social Studies 30-2	Acceptable	87.1	n/a	85.7	85.6	n/a	85.0
	Excellence	20.1	n/a	17.4	15.9	n/a	13.7

In Grade 6 Social Studies, by comparison with the province as a whole, a higher percentage of students in CBE achieved at or above the acceptable standard (2.1 percentage points above the province) and a slightly lower percentage of students achieved the standard of excellence (1.2 percentage points below the province).

In Grade 9 Social Studies, a higher percentage of students in CBE than in the province achieved at or above the acceptable standard and the standard of excellence: the percentage of students achieving the acceptable standard was 2.4 percentage points higher and 1.0 percentage point higher at the standard of excellence.

In Grade 9 Knowledge and Employability (K&E) Social Studies, participation in CBE has increased and is now above that in the province. While results declined in the CBE and the province at both the acceptable standard and the standard of excellence, CBE results at the acceptable standard are within 0.9 percentage points of those in the province.

Diploma examinations based on the new programs of studies for Social Studies 30-1 and 30-2 were implemented in 2009-2010. Alberta Education notes that two to three years are required for changes in programs to be internalized and for this to be reflected in achievement on examinations.

Early results on the Social Studies 30-1 examination are encouraging, with a higher percentage of students in CBE than in the province achieving both the acceptable standard and the standard of excellence. At the acceptable standard, the difference between CBE and the province increased to

3.3 percentage points; 21.2% of CBE students achieved the standard of excellence, 6.3 percentage points higher than in the province as a whole.

In Social Studies 30-2, the percentage of CBE students achieving at the acceptable standard has risen to 87.1%, increasing the gap between CBE and the province from 0.6 percentage points to 1.5 percentage points. The percentage of CBE students achieving the standard of excellence has risen to 20.1%, increasing the gap between CBE and the province to 4.2 percentage points.

Comparison of CBE Provincial Examination Results with Other Urban Boards and the Province

Achievement of students in CBE continues to be comparable to that of students in other urban boards and in the province as a whole.

Achievement on Diploma Examinations is particularly noteworthy:

- in 9 out of 11 subjects the standard of excellence was achieved by a higher percentage of students in CBE than in other boards or in the province
- in 6 out of 11 subjects, a higher percentage of CBE students achieved at or above the acceptable standard

Grade 3 Provincial Achievement Test Results for Urban Boards and the Province

Grade 3 English Language Arts										
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE	
	N	%	N	%	N	%	N	%	N	%
Participation	42 987		2345		N/A		3023		7146	
Acceptable Standard		81.8		82.5		81.7		81.7		82.7
Standard of Excellence		17.5		17.4		15.8		22.1		18.3
Grade 3 French Language Arts										
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE	
Participation	3181		309		N/A		N/A		507	
Acceptable Standard		80.6		74.4		80.2		N/A		75.9
Standard of Excellence		15.8		12.9		17.3		N/A		16.4
Grade 3 Mathematics										
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE	
Participation	43 000		2346		N/A		2828		7151	
Acceptable Standard		77.4		76.7		78.9		77.2		78.1
Standard of Excellence		26		21		27.1		29		27

Grade 6 Provincial Achievement Test Results for Urban Boards and the Province

Grade 6 English Language Arts										
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE	
	N	%	N	%	N	%	N	%	N	%
Participation	43 468		2429		5716		3151		6920	
Acceptable Standard		83		86.4		83.8		83.7		85.7
Standard of Excellence		18.5		20.6		20.6		20		19.9
Grade 6 French Language Arts										
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE	
Participation	2636		255		N/A		207		419	
Acceptable Standard		89.4		86.7		92		92.4		93.1
Standard of Excellence		17.1		14.9		20.1		19.9		20.5
Grade 6 Mathematics										
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE	
Participation	43 575		2429		N/A		2967		6920	
Acceptable Standard		73.7		77.6		75.4		76		75.1
Standard of Excellence		17.8		19.5		22		17.7		19.5
Grade 6 Science										
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE	
Participation	43 476		2426		N/A		2982		6906	
Acceptable Standard		76.2		79.5		80		78.6		77.8
Standard of Excellence		25		24.1		31.9		26.2		24.8
Grade 6 Social Studies										
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE	
Participation	43 572		2429		5718		2977		6920	
Acceptable Standard		71.1		75.2		74.2		74.7		73.2
Standard of Excellence		18.5		19.6		23.4		20.3		17.3

Grade 9 Provincial Achievement Test Results for Urban Boards and the Province

Grade 9 English Language Arts										
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE	
	N	%	N	%	N	%	N	%	N	%
Participation	43 051		2411		6043		3077		7213	
Acceptable Standard		79.1		84.9		80.1		81		79.6
Standard of Excellence		16.3		20.5		18.6		18		16.3
Grade 9 French Language Arts										
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE	
	N	%	N	%	N	%	N	%	N	%
Participation	2332		192		N/A		236		521	
Acceptable Standard		88.8		91.7		94.9		86		91
Standard of Excellence		15		18.8		13.5		16.5		16.9
Grade 9 Mathematics										
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE	
	N	%	N	%	N	%	N	%	N	%
Participation	42 565		2406		N/A		2878		7130	
Acceptable Standard		66.1		74.5		68.7		68.1		67.8
Standard of Excellence		17.3		18.5		23.1		18.5		20.2
Grade 9 Science										
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE	
	N	%	N	%	N	%	N	%	N	%
Participation	42 960		2413		N/A		2884		7172	
Acceptable Standard		74.8		80.5		78.9		76.2		76.1
Standard of Excellence		20.8		20.5		29.1		21.4		22.2
Grade 9 Social Studies										
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE	
	N	%	N	%	N	%	N	%	N	%
Participation	43 155		2413		N/A		2849		7206	
Acceptable Standard		67.2		75.1		71.9		69.2		69.6
Standard of Excellence		19		21.5		25.6		20.4		20

Diploma Examination Results for Urban Boards and the Province

English Language Arts 30-1										
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE	
	N	%	N	%	N	%	N	%	N	%
Participation	29 070		1490		5075		2578		6526	
Acceptable Standard		84.4		87.6		81.1		82.9		82.1
Standard of Excellence		10.1		9.2		10.3		8.4		11.6
English Language Arts 30-2										
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE	
Participation	14 577		902		2055		829		2312	
Acceptable Standard		88.6		90.9		82.6		85.8		87
Standard of Excellence		9.1		10.4		7.1		5.4		9.9
French Language Arts 30-1										
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE	
Participation	1269		75		N/A		140		446	
Acceptable Standard		95.3		89.3		N/A		96.4		96.6
Standard of Excellence		14.3		2.7		N/A		14.3		17.9
Social Studies 30-1										
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE	
Participation	23 608		1314		4019		1883		4768	
Acceptable Standard		82.8		87.5		80.6		84.2		86.1
Standard of Excellence		14.9		15.3		13.9		13.9		21.2
Social Studies 30-2										
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE	
Participation	16,546		874		1,912		1,271		3,052	
Acceptable Standard		85.6		88.6		80.5		86.2		87.1
Standard of Excellence		15.9		14.2		11		19.4		20.1

Diploma Examination Results for Urban Boards and the Province. continued

Applied Mathematics 30										
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE	
	N	%	N	%	N	%	N	%	N	%
Participation	10 811		533		1534		759		2150	
Acceptable Standard		74.3		68.5		66		77.1		77.3
Standard of Excellence		9.9		6.8		6.8		10.9		12.1
Pure Mathematics 30										
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE	
Participation	23 034		1325		4319		2083		5172	
Acceptable Standard		81		80.3		79.1		81.9		85.4
Standard of Excellence		28.7		25.7		28.1		28.7		36.6
Biology 30										
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE	
Participation	22 822		1191		3944		1880		4468	
Acceptable Standard		81.9		80.5		82.9		82.3		86.1
Standard of Excellence		29.8		28.7		32.4		29.4		37.4
Chemistry 30										
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE	
Participation	18 793		1007		3415		1637		4157	
Acceptable Standard		75.1		76.2		75.2		74.6		80.8
Standard of Excellence		27.7		24.8		28.9		26.1		37.5

Diploma Examination Results for Urban Boards and the Province. continued

Physics 30										
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE	
	N	%	N	%	N	%	N	%	N	%
Participation	10 660		565		2153		706		2288	
Acceptable Standard		76.7		78.1		77		79.7		83.7
Standard of Excellence		27.7		28		26.8		26.6		39.2
Science 30										
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE	
	N	%	N	%	N	%	N	%	N	%
Participation	5008		426		1312		342		861	
Acceptable Standard		80.4		81.2		82.8		74.9		81
Standard of Excellence		21		22.1		28		14.6		21.5

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

December 20, 2011

To: BOARD OF TRUSTEES

From: Naomi E. Johnson, Chief Superintendent of Schools

Re: **Annual Monitoring Report for Executive Limitation 11: Financial Condition**

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

Resource Persons: Wayne T. Braun, Director, Corporate Finance
Chantelle Wellock-Bolt, Manager, Performance Management and
Corporate Initiatives
Scott Miller, Director, Operations and Integrated Solutions, Human
Resources

I. PURPOSE OF THE REPORT

The Board of Trustees requires the Chief Superintendent to report annually on Executive Limitation 11: Financial Condition. This report provides information for the Board of Trustees to evaluate the achievement of the Chief Superintendent's reasonable interpretation for this Executive Limitation (EL).

II. EXECUTIVE LIMITATION 11: FINANCIAL CONDITION

Executive Limitation 11: Financial Condition states:

With respect to the actual ongoing condition of the organization's financial health, the Chief Superintendent shall not cause or allow the development of fiscal jeopardy or a material deviation from the budget policy.

Accordingly the Chief Superintendent shall not:

1. Expend more funds than have been received or are reasonably expected to be received in the fiscal year unless appropriate authorizations have been received pursuant to the *School Act* and shall include a repayment schedule in reporting such expenditure to the Board of Trustees;
2. Plan to use or use any operating reserves, capital reserves, or committed operating surplus for other than their designated purposes;

3. Plan to use or use any operating reserves, capital reserves, or accumulated surplus without the prior approval of the Board of Trustees;
4. Fail to provide a report to the Board of Trustees annually, prior to November 30th, regarding the actual use of operating reserves and capital reserves, in comparison to Board approved commitments;
5. Allow any reports or filings required by any provincial or federal agency to be overdue or incorrectly filed;
6. Fail to:
 - (a) Ensure that the auditor is given access to all records, documents, books of accounts and vouchers of the Calgary Board of Education by Calgary Board of Education employees;
 - (b) Provide any information and explanations that in the auditor's opinion may be necessary to enable the auditor to report as required by provincial legislation;
7. Fail to bill on a timely basis and actively pursue receivables after a reasonable grace period;
8. Fail to settle payroll and debts in a timely fashion;
9. Fail to assure that any purchase is based upon prudent judgment and sound financial practice, including precaution against conflict of interest; comparative pricing based on items of similar quality with a balance between long-term quality and cost;
10. Fail to maintain complete and accurate financial records by funds and accounts in accordance with law and generally accepted accounting principles;
11. Allow any expenditure of borrowed capital funds for any purpose not authorized by the Minister of Education;
12. 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. REASONABLE INTERPRETATION

In interpreting Executive Limitation 11 the Chief Superintendent acknowledges that, by including explicit policy provisions, the Board has narrowed the potential for interpretation. Where the Board has exhaustively interpreted the EL through detailed

policy provisions, no additional interpretation is necessary in order to measure compliance. In addition, the demonstration of compliance with these detailed policy provisions addresses the higher policy completely. Where there is need for interpretation at the detailed level or where the detailed policy provision is not clearly measurable, the Chief Superintendent provides an interpretation. Furthermore, if the detailed policy provision is a clear measurement in itself, then no measure rationale is required.

1. **Expend more funds than have been received or are reasonably expected to be received in the fiscal year unless appropriate authorizations have been received pursuant to the *School Act* and shall include a repayment schedule in reporting such expenditure to the Board of Trustees;**

Chief Superintendent Interpretation: The provisions in this statement include operational and capital budgets for the 2011/2012 fiscal year. The authorizations required include:

- a) Board of Trustees' and Ministerial approval to present a deficit budget position; and/or
- b) Board of Trustees' approval for use of reserve funds to cover deficits.

Therefore it is necessary to find the following:

Measure 1.1

Board of Trustees' and Ministerial authorizations were received in anticipation of an annual operating deficit budget position.

Rationale 1.1

The Measure is explicit from the Interpretation.

Result 1.1

Yes, authorization was received by the Board of Trustees in its approval of the 2011/2012 operating budget on June 28, 2011, and this measure was achieved. Ministerial approval was not required as the deficit will be covered by reserves.

Measure 1.2

Board of Trustees' approval was received regarding use of reserve funds to address specific deficits.

Rationale 1.2

The Measure is explicit from the Interpretation.

Result 1.2

Yes, Board of Trustees' approval was received to use all available operating reserve funds dedicated to the Kindergarten to grade 12 program to fully mitigate the approved deficit budget for 2011/2012. This measure was achieved.

Measure 1.3

A repayment schedule regarding an anticipated deficit budget was reported to the Board of Trustees.

Rationale 1.3

The Measure is explicit from the Executive Limitation.

Result 1.3

A repayment schedule was not required, as the budget utilized reserves to cover the deficit. Therefore this measure was achieved.

- 2. Plan to use or use any operating reserves, capital reserves, or committed operating surplus for other than their designated purposes;**

Chief Superintendent Interpretation: While targeted funds should always be used for their intended purpose, there may be circumstances where it is in the CBE's best interest to re-designate funds. Where this is required and where it is allowable to make a reallocation, prior approval of the Board of Trustees is sought.

Therefore it is necessary to find the following:

Measure 2.1

Administration used operating reserves, capital reserves and unrestricted net assets for their intended purposes, except where prior approval of the Board of Trustees was obtained.

Rationale 2.1

The Measure is explicit from the Interpretation.

Result 2.1

Yes, all planned and actual use of operating reserves, capital reserves and unrestricted net assets were used for their intended purposes and approved by the Board of Trustees in advance. This measure was achieved.

- 3. Plan to use or use any operating reserves, capital reserves, or accumulated surplus without the prior approval of the Board of Trustees;**

Chief Superintendent Interpretation: The Interpretation is explicit from the Executive Limitation.

Therefore it is necessary to find the following:

Measure 3.1

Administration sought Board of Trustees approval in advance for the planned or actual use of any operating reserves, capital reserves and unrestricted net assets for the previous fiscal year.

Rationale 3.1

The Measure is explicit from the Executive Limitation.

Result 3.1

Yes, all planned and actual use of operating reserves, capital reserves and unrestricted net assets were approved in advance by the Board of Trustees, either as part of the Budget approval, quarterly budget updates or through a year-end report. This measure was achieved.

4. **Fail to provide a report to the Board of Trustees annually, prior to November 30th, regarding the actual use of operating reserves and capital reserves, in comparison to Board approved commitments;**

Chief Superintendent Interpretation: The Interpretation is explicit from the Executive Limitation.

Therefore it is necessary to find the following:

Measure 4.1

Administration provided an annual report to the Board of Trustees prior to November 30, 2011, comparing the actual use of operating reserves, capital reserves, unrestricted net assets and designated funds as compared to the Board approved commitments.

Rationale 4.1

The Measure is explicit from the Executive Limitation.

Result 4.1

Yes, the reserve status reports for 2010/2011, for both the operating and capital areas, with a comparison to commitments, were provided to the Board of Trustees on October 18, 2011, and this measure was achieved.

5. **Allow any reports or filings required by any provincial or federal agency to be overdue or incorrectly filed;**

Chief Superintendent Interpretation: Compliance is considered to be achieved if all reports and filings were filed by their due date or within approved extensions, and if no financial penalties were levied for late or inaccurate reporting.

Therefore it is necessary to find the following:

Measure 5.1

100% of reports and/or filings to any provincial or federal agency were submitted by their due filing date or within approved extensions and no financial penalties were levied for late or inaccurate reporting without known or discovered error.

Rationale 5.1

The Measure is explicit from the Executive Limitation.

Result 5.1

100% and this measure was achieved.

6. Fail to:

- (a) Ensure that the auditor is given access to all records, documents, books of accounts and vouchers of the Calgary Board of Education by Calgary Board of Education employees;**
- (b) Provide any information and explanations that in the auditor's opinion may be necessary to enable the auditor to report as required by provincial legislation;**

Chief Superintendent Interpretation: The Interpretation is explicit from the Executive Limitation.

Therefore it is necessary to find the following:

Measure 6.1

External Auditors were provided unfettered access to all documentation in support of the annual audit process.

Rationale 6.1

The Measure is explicit from the Executive Limitation.

Result 6.1

Yes, external Auditors were provided full access to CBE documentation in support of the annual audit on behalf of the Board of Trustees. This measure was achieved.

Measure 6.2

Administration fully collaborated with the external auditors and provided information and explanations to all audit queries as part of their work to support their audit opinion.

Rationale 6.2

The Measure is explicit from the Executive Limitation.

Result 6.2

Yes, administration responded to all audit inquiries in a timely manner, and this measure was achieved.

7. Fail to bill on a timely basis and actively pursue receivables after a reasonable grace period;

Chief Superintendent Interpretation: Based on CBE Administrative Regulations and related best practices:

- timely billing is considered to be within 10 days after delivery of the services/product; and
- a reasonable grace period is considered to be 30 days after due date. All accounts over 30 days are actively pursued, except as further defined below.

CBE practices with respect to billings and receivables are different depending on whether they relate to parent/school fees or not.

Parent fees are levied within 30 days of school start-up, or from the first day a new student starts school with the CBE. Schools are expected to send reminders to parents on October 15 and again on November 19, where payment is still due. At January 31, all outstanding Instructional Supplies and Materials (ISM) fees are sent to Corporate Finance for recovery. For 2010/2011 fees, this amount represented approximately 6% of the student population. A third letter was sent, once details were confirmed with schools on April 28, 2011. On June 8, 2011, as a last resort, any remaining outstanding accounts were sent to a collection agency.

There is a small identified group of parents who have over the years refused to pay school fees. The right to charge the fees is authorized by legislation or through delegated authority under the legislation or under Administrative Regulation policies. These costs are not specifically funded by the province but cannot be avoided. With respect to the parental group that has refused to pay the fees, the fees continue to be invoiced but it has been the practice of the CBE not to enforce payment by that identified group of parents and, therefore, they are excluded from the above noted collection procedures. The group involves 13 parents and 18 students. The reference in Measure 7.2 and Result 7.2 below do not include the foregoing identified group of parents.

Non-parent fees are billed within a week of notice to Corporate Finance and receivables are actively pursued once over 30 days. Most of this type of billing is to Unions and, in this case, delinquent accounts are not sent to collections, but are referred to the Superintendent of Human Resources for resolution.

Therefore it is necessary to find the following:

Measure 7.1

All parent fees are issued within 30 days of school start up.

Rationale 7.1

The Measure is explicit from the Interpretation.

Result 7.1

100% and this measure was achieved.

It is the accountability of schools to ensure this activity takes place. As part of the next monitoring cycle on this Executive Limitation, administration will be validating compliance on this measure using the "Action Manager" survey tool.

Measure 7.2

100% of all delinquent parent fee accounts receivable are actively pursued in accordance with procedures.

Rationale 7.2

The Measure is explicit from the Interpretation.

Result 7.2

100% of delinquent parent fee accounts are actively pursued and this measure was achieved.

Measure 7.3

100% of non-parent fees are billed within a week of notice to Corporate Finance, and receivables are actively pursued once over 30 days.

Rationale 7.3

The Measure is explicit from the Interpretation.

Result 7.3

100%, and this measure was achieved.

8. Fail to settle payroll and debts in a timely fashion;

Chief Superintendent Interpretation: Timely is defined as meeting the following, where applicable:

- legislated obligations;
- contract/invoice terms;
- Collective Agreements; and
- terms and conditions of employment including the Alberta's Employment Standards Code.

Therefore it is necessary to find the following:

Measure 8.1

Staff are paid in a timely fashion.

Rational 8.1

In the main, staff are paid in a timely fashion. However, exceptions do and will occur. The current CBE environment contributes to a number of exceptions. More specifically, paper-based employee time capture, multiple payrolls and the fact pay is processed based on the information received on the cut-off date which is in advance of the applicable pay period end date. Human error contributes to the remainder of the exceptions.

CBE will be introducing on-line time capture, a pay in arrears model and reducing the number of payrolls within the next 12 months. These initiatives will reduce the number of potential errors.

Result 8.1

Measure not fully achieved. However, reasonable progress has been made and additional steps contemplated to ensure achievement of this measure in future monitoring reports.

Measure 8.2

100% of all non-salary debts are paid in accordance with the terms and conditions of the associated purchase agreement, except where there is dispute with respect to satisfactory delivery of the service/product.

Rationale 8.2

While the CBE ensures that it meets payment terms and conditions of its purchase agreements, it does not make payment where there is dispute over the deliverables until such dispute has been resolved satisfactorily. In these cases, payment may be delayed beyond the stated terms in the agreement.

Result 8.2

100%, and this measure was achieved.

9. **Fail to assure that any purchase is based upon prudent judgment and sound financial practice, including precaution against conflict of interest; comparative pricing based on items of similar quality with a balance between long-term quality and cost;**

Chief Superintendent Interpretation: In order to ensure prudent judgment and sound financial practice, the CBE has established regulations, policy and procedures to provide controls to prevent conflict of interest and promote obtaining best value in our procurement transactions.

These regulations provide guidelines and prescriptive direction with respect to vendor prequalification, tendering, comparative pricing, requisitioning of goods and services, awarding, authorization and reporting requirements to the Board of Trustees. They also provide for exceptions to general rules in order to provide the flexibility to respond to exceptional circumstances. In these exceptional cases, the regulations

require additional internal controls to manage our risk in this area. Generally these compensating controls require additional approvals and documented sound business justifications. In addition, Executive Limitation 12: Asset Protection requires Board of Trustees' approval for expenditures over \$500,000. In these cases, the Chief Superintendent interprets such approval as having met this sub provision to the Board's satisfaction.

Therefore it is necessary to find the following:

Measure 9.1

100% of procurement transactions comply with regulations.

Rationale 9.1

The Measure is explicit from the Interpretation.

Result 9.1

100% of procurement transactions comply with regulations, and this measure was achieved.

10. Fail to maintain complete and accurate financial records by funds and accounts in accordance with law and generally accepted accounting principles;

Chief Superintendent Interpretation: Generally Accepted Accounting Principles address the interpretation of the concepts "complete" and "accurate" within the context of "materiality." Therefore, while Administration strives for 100% accuracy and completeness, the appropriate interpretation for measurement of this policy provision would apply the materiality used in the completion of our external audit, which by its nature, reflects the level of accuracy/completeness that would change or impact decisions based on the financial information. Therefore, the interpretation of this provision is that 100% of the CBE funds and accounts are in accordance with Generally Accepted Accounting Principles.

Therefore it is necessary to find the following:

Measure 10.1

The CBE receives an unqualified audit opinion.

Rationale 10.1

An external audit is an independent third party confirmation of the CBE's compliance with this policy provision. An unqualified audit indicates the financial records are materially accurate and complete and in accordance with law and generally accepted accounting policies.

Result 10.1

Yes, the CBE received an unqualified audit opinion, and this measure was achieved.

11. Allow any expenditure of borrowed capital funds for any purpose not authorized by the Minister of Education.

Chief Superintendent Interpretation: The Interpretation is explicit from the Executive Limitation.

Therefore it is necessary to find the following:

Measure 11.1

100% of all new borrowings of capital funds were used for the purposes approved by the Minister of Education.

Rationale 11.1

The Measure is explicit from the Executive Limitation.

Results 11.1

100%, and this measure was achieved.

12. 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.

Chief Superintendent Interpretation: Timely reporting to the Board of Trustees is considered to be quarterly, in keeping with the monitoring frequency noted in this EL. All deviations and projected deviations are stipulated in the quarterly reports, and all variances in excess of \$500,000 are explained. This includes both operating and capital budgets.

Therefore it is necessary to find the following:

Measure 12.1

Reports are provided quarterly to the Board informing them of all deviations and planned deviations in income and expenditures, from the approved operating and capital budgets.

Rational 12.1

The Measure is explicit from the Interpretation.

Results 12.1

Yes, quarterly reports were provided to the Board for both Operating and Capital, and this measure was achieved.

V. STATEMENT OF COMPLIANCE

The Chief Superintendent is required to provide an annual monitoring report to the Board of Trustees reflecting on the extent to which the Chief Superintendent complies with Executive Limitation 11: Financial Condition.

This report contains reasonable interpretations of EL-11 and documented results. Accordingly, I am reporting compliance with all twelve interpretations and seventeen of the eighteen measures. Measure 8.1 compliance is expected to be achieved in future monitoring reports.

A handwritten signature in cursive script that reads "Naomi Johnson".

Naomi E. Johnson
Chief Superintendent of Schools
CALGARY BOARD OF EDUCATION

CALGARY BOARD OF EDUCATION

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

December 20, 2011

To: BOARD OF TRUSTEES

From: Naomi E. Johnson, Chief Superintendent of Schools

Re: **Annual Monitoring Report for Executive Limitation 13: Facilities**

Originator: Frank J. Coppinger, Superintendent, Facilities and Environmental Services

Resource Persons: Eugene Heeger, Director, Capital Planning and Development Services
Dieter Hoerz, Director, Central Facility Services
Catherine Fradgley, Director, Facility Operations
Karen Barry, System Principal, Community Engagement and Operational Planning
Wayne Braun, Director, Corporate Financial Services
Brent Hughes, Manager, Capital and Urban Planning Services
Robert Ashley, Manager, Architectural and Engineering Services
Sherri Lambourne, Manager, Leasing and Property Development Services

I. PURPOSE OF THE ANNUAL MONITORING REPORT

The Board of Trustees requires the Chief Superintendent to report annually on Executive Limitation 13: Facilities. This report provides information for the Board of Trustees to evaluate the achievement of the Chief Superintendent's reasonable interpretation for this Executive Limitation (EL).

II. EXECUTIVE LIMITATION EL-13: FACILITIES

The CBE facilities must support the accomplishment of the Ends policies. Accordingly, the Chief Superintendent shall not fail to ensure:

1. effective and efficient use of capital funding that demonstrates responsible stewardship of resources;
2. long-range facility plans and capital plans that establish priorities for construction, renovation and maintenance projects;
3. exploration and development of innovative and supplementary capital funding models and mechanisms in support of long-term capital planning to supplement provincial funding allocations, while treating school and communities with fairness

and equity, including support and development for partnerships with other public and/or private organizations. All innovative and supplementary capital funding models and mechanisms shall demonstrate the following:

- a) a sound business case;
 - b) value for money;
 - c) results that are within the CBE's financial capabilities to support;
 - d) flexibility to accommodate changing community needs;
 - e) economic and community service efficiencies without compromising the learning environment and student safety;
 - f) shared risks and incentives;
 - g) clarity of roles and responsibilities;
 - h) transparent expectations and accountabilities; and
 - i) assurance in meeting CBE building standards.
4. the pursuit of the reduction of regulatory barriers to innovative and supplementary capital funding models and mechanisms;
 5. a clear process to inform administrative recommendations on long-range facility and capital plans. This process shall include appropriate dissemination of information, community input and participation of appropriate stakeholders;
 6. that facilities are safe, properly maintained, aesthetically appropriate and built for enduring use and respect;
 7. that facilities are located and situated to effectively accommodate public and student access;
 8. that facilities are adequate and functional for the programs offered in the facilities;
 9. that learning environment designs are research-based;
 10. that facility planning and design decisions appropriately consider:
 - a) naturalized learning environments, and
 - b) environmental impacts, including eco-efficiency and sustainability;
 11. the public's use of facilities is not unreasonably denied. School functions and CBE programs should not be compromised by the public's use of facilities;
 12. that consistently administered detailed guidelines exist for public use of facilities;
 13. that the Board of Trustees is regularly updated on the status of approved new school construction and major infrastructure projects;
 14. that the Board of Trustees is annually provided with a Facility Condition Report as outlined in the attached EL-13: Facilities Exhibit.

III. REASONABLE INTERPRETATION

It is the Chief Superintendent's interpretation that the intent of Executive Limitation EL-13: Facilities, is to ensure that existing and planned facilities provide a physical environment which is conducive to student learning and ultimately the achievement of the Board of Trustees' stated Ends.

The CBE facility planning, design, construction and maintenance activities are complex undertakings in a large district with 242 distinct facilities consisting of the following:

- 203 schools, with a broad range of student enrolments;
- 20 closed schools or bungalows used for lease purposes to charter schools, Francophone schools and others (i.e., Clem Gardner School);
- 9 closed schools used for administrative and/or leased purposes (i.e., Harold W. Riley);
- 6 administrative buildings (i.e., New Education Centre/Dr. Carl Safran Centre);
- 3 CBE programs in leased space (i.e., Christine Meikle);
- 1 closed administration facility (Old Education Centre).

CBE facility requirements encompass the need for new schools in outlying communities, to modernize existing schools, to improve functionality and to renovate schools to address essential asset lifecycle maintenance requirements. Proactive engagement of the provincial government through ongoing discussion and consultation is required to ensure effective project planning and timely approvals. Facilities planning, design, construction, maintenance and public use, must also consider the interests of multiple stakeholders including students, parents, staff, the City of Calgary and other community interest groups.

The Chief Superintendent shall not fail to ensure the following:

- 1. effective and efficient use of capital funding that demonstrates responsible stewardship of resources;**

Chief Superintendent Interpretation: Capital Planning and Development Services follows the Provincial School Capital Manual procedures for reporting the progress of capital projects. The process allows for the monitoring of project progress and expenditures by Alberta Infrastructure on all capital funded projects to ensure costs do not exceed available funding.

Measure #1.1

100% of all capital projects and cost estimates are reviewed periodically by an independent agency throughout the project to ensure the project is within scope and on budget. Provincial approvals are required before capital funded projects can proceed to the next stage.

Rationale #1.1:

Capital Planning and Development Services through Architectural and Engineering Services manages capital funded projects and sends Alberta Infrastructure project reports with cost estimates for review during design, pre-tendering, post-tendering and after building occupancy. Provincial approval is required prior to the project proceeding to the next stage. Capital funds are typically released sequentially after approvals are given by the Province.

Result: 100%, this measure was achieved.

Measure #1.2

100% of contractors and prime consultants on large capital projects are prequalified and all capital projects are competitively tendered.

Rationale #1.2:

Contractors or consultants are prequalified to ensure the most qualified and responsible companies bid on projects. To ensure the best prices for projects, competitive tendering is used to award construction contracts and competitive Requests for Proposal are used to award consultants contracts.

Result: 100%, this measure was achieved.

2. long-range facility plans and capital plans that establish priorities for construction, renovation and maintenance projects;

Chief Superintendent Interpretation: The CBE develops long-range capital plans, which outline the priorities for new school construction/replacement school construction and school preservation/major modernization projects through the annual three-year School Capital Plan and the Ten-Year System Student Accommodation and Facilities Strategy. The School Capital Plan is approved by the Board of Trustees on an annual basis for submission to the Province.

Measure #2.1

A three year School Capital Plan is prepared and approved by the Board of Trustees within the Provincial time frame.

Rationale #2.1:

To make effective use of capital funding, CBE establishes priorities for its capital projects as part of the annual School Capital Plan submission. The plan is due to the Province on an annual basis by May 1st of each year unless otherwise specified. The plan identifies requirements for new school construction, school replacements, school preservation and modernization projects and constitutes the CBE's annual request for provincial funding for school building projects. The Province then determines school projects that proceed as part of the overall Provincial Capital Plan.

Result: This measure was achieved.

The School Capital Plan 2012-2015 was approved at the Board of Trustees Meeting of April 5, 2011 and was sent to the Province on April 15, 2011.

3. exploration and development of innovative and supplementary capital funding models and mechanisms in support of long-term capital planning to supplement provincial funding allocation, while treating school and communities with fairness and equity, including support and development for partnerships with other public and/or private organizations. All innovative and supplementary capital funding models and mechanisms shall demonstrate the following:

- a) a sound business case;
- b) value for money;
- c) results that are within the CBE's financial capabilities to support;
- d) flexibility to accommodate changing community needs;
- e) economic and community service efficiencies without compromising the learning environment and student safety;
- f) shared risks and incentives;
- g) clarity of roles and responsibilities;
- h) transparent expectations and accountabilities; and,
- i) assurance in meeting CBE building standards.

Chief Superintendent Interpretation: That the CBE will establish a structure for the exploration and development of innovative and supplementary capital funding models and mechanisms to support long-term capital planning within certain frameworks.

Measure #3.1

Administration has initiated and brought forward for approval by the Board of Trustees, projects that incorporate innovative funding mechanisms which demonstrated the above characteristics.

Rationale #3.1:

To make effective use of all potential capital funding sources, the CBE continues to investigate and leverage alternative funding mechanisms to support the mitigation of the significant backlog in deferred maintenance within the CBE and the replacement of older lighting technology. In 2010/2011, administration substantially completed the Phase Three Energy Savings Retrofit Projects. All of these energy retrofit projects were and are being done through leveraging surplus short term cash funds held by the CBE resulting in reduced borrowing costs. Administration is continuing to investigate other opportunities to use this similar approach on future projects as resources come available. In addition, changes are still required in the Capital Borrowing Regulations to enable school districts to better utilize borrowing mechanisms.

Result: This measure was achieved.

The Phase Four Energy Retrofit Project to be undertaken by Ameresco was approved on May 25, 2010 by the Board of Trustees and forwarded to the Minister of Education for approval, which was received by the CBE. During the summer of 2011, Ameresco commenced the previously approved Phase Four Energy Savings Retrofit Projects that would again utilize a capital leasing approach to undertake the retrofit of another 15 schools within the CBE. It is expected that the retrofits of these phase four schools will be substantially completed by the end of the 2011/2012 school year, subject to all the work fitting into existing school schedules.

4. the pursuit of the reduction of regulatory barriers to innovative and supplementary capital funding models and mechanisms;

Chief Superintendent Interpretation: That the CBE will actively engage the various levels of government to reduce and possibly eliminate the various regulatory barriers that exist, and prohibit the implementation of innovative and supplementary capital funding models and mechanisms.

Measure #4.1

Administration continues to encourage the Provincial Government to make changes to the Capital Borrowing Regulation, to facilitate additional opportunities in support of alternative funding mechanisms in school districts.

Rationale #4.1:

To make effective use of alternative funding models and mechanisms, there is a need to make significant changes to the Capital Borrowing Regulations, and reopen the School Act to facilitate these changes. The revisions to the School Act and subsequent revisions to the Capital Borrowing Regulations have now been further delayed until at least the spring of 2011/2012.

Result: This measure was achieved.

Administration has continued to pursue amendments to the capital Borrowing Regulation with the Ministry during 2010/2011; however, changes have been delayed until the School Act has been amended.

5. a clear process to inform administrative recommendations on long-range facility and capital plans. This process shall include appropriate dissemination of information, community input and participation of appropriate stakeholders;

Chief Superintendent Interpretation: That appropriate community input and participation in facility decisions will be obtained consistent with the System Student Accommodation Planning Process. Community Engagement and Operational Planning continues to support Area Directors and Capital Planning and Development Services in engaging communities.

Measure #5.1

The annual preparation of a Ten-Year System Student Accommodation and Facilities Strategy.

Rationale #5.1:

To ensure the delivery of quality education to our students, the CBE administration has set forth a long-term strategy of the Ten-Year System Student Accommodation and Facilities Strategy which facilitates the development of the three-year School Capital Plan and our Three-Year System Student Accommodation Plan.

A framework has been developed to inform administration and utilizes the following principles: Equitable access to quality learning environments and choice of programs; student accommodation and programming needs within Areas; creative use of surplus space and retention of schools in mature neighbourhoods.

Result: This measure was achieved.

The Ten-Year System Student Accommodation and Facilities Strategy 2011-2020 was received for information at the June 7, 2011 meeting of the Board of Trustees.

Measure #5.2

100% of new school construction projects and modernization projects approved from the three-year School Capital Plan include a process for stakeholder participation.

Rationale #5.2:

Capital Planning and Development Services and Community Engagement and Operational Planning endeavour to employ processes that engage communities in discussions regarding facility use, as it is “the principles of democracy that drive our accountability to the public as well as allowing public participation in our work.” In doing so, the public is given the opportunity to provide input into decisions about facility changes and usage which enables the CBE to make informed decisions in the best interest of our learners.

CBE student accommodation engagement is intentionally designed to ensure transparency and the inclusion of all interested members of the public. Capital Planning and Development Services and Community Engagement and Operational Planning ensure public meetings occur for major school capital projects. Stakeholder meetings the past year included: middle schools at Tuscany School and Taradale School; Northwest High School; and the Lord Shaughnessy High School modernization.

Result: 100%, this measure was achieved.

In the 2010/2013 School Capital Plan, only one modernization project, Chinook Learning Services, was approved. Stakeholder participation will commence in 2012.

Measure #5.3

The three-year System Student Accommodation Plan is submitted to the Board of Trustees annually.

Rationale #5.3:

The development of the Three Year System Student Accommodation Plan informs, and is informed by, our Ten-Year System Student Accommodation and Facilities Strategy. This involves gathering and analyzing a wide variety of data from current and anticipated learning opportunities for students by Area, to enrolment figures and utilization rates. This iterative process involves stakeholders across multiple Service Units and capitalizes on their input.

As the Three Year System Student Accommodation Plan is an ongoing three (3) year plan where community input is gathered during each engagement, it feeds directly into the development of the subsequent three year plan. The opportunity to present the Three Year System Student Accommodation Plan to the Calgary Association of Parent and Schools Councils (CAPSC) seeks feedback that assist parents and parent councils to more fully contribute to and shape the education of their children in CBE schools. These individuals, by being informed and involved, are able to engage their schools with respect to the Three Year System Student Accommodation Plan.

Result: This measure was achieved.

The System Student Accommodation Plan 2011-2014 was received for information at the June 14, 2011 meeting of the Board of Trustees.

Measure #5.4

Short and long-term CBE planning documents are readily available to key stakeholders and the public.

Rationale #5.4:

The Ten-Year System Student Accommodation and Facilities Strategy, three-year School Capital Plan and Three-Year System Student Accommodation Plan are major short and long-term facility and accommodation plans for the CBE.

These plans are approved and/or received as information by the Board of Trustees at public meetings and stakeholders and public are welcome to attend board meetings. Once approved, these short and long-term planning documents are available on the CBE web site.

Result: 100%, this measure was achieved.

The Ten-Year System Student Accommodation and Facilities Strategy 2011-2020, School Capital Plan 2012-2015, and System Student Accommodation Plan 2011-2014, are on the CBE website.

- 6. that facilities are safe, properly maintained, aesthetically appropriate and built for enduring use and respect;**

Facilities Are Safe

Chief Superintendent Interpretation: This policy provision is interpreted to mean: The Board's responsibility to the safety of students necessitates the provision of a learning environment free from potential harm to students. The employer is also legally compelled to provide a safe working environment. The conduct of the facility occupants has an impact on the relative safety of the environment. In order to maintain safe facilities all safety-related matters, whether anticipated or of an emergent nature, must continuously receive the highest priority.

Measure #6.1

100% of formally advanced safety related concerns (i.e., Indoor Environmental Quality Concern Registration and Unsafe Condition Report) are addressed.

Rationale #6.1:

Occupational Health and Safety legislation empowers an employee to refuse unsafe work. This would include the refusal to work in unsafe conditions. The CBE's Unsafe Condition Report form is available to all staff to report perceived unsafe conditions in the workplace. Timely response to such reports is paramount to attending to any real or perceived unsafe conditions.

Result: 100%, this measure was achieved.

Measure #6.2

100% compliance with all applicable technical provincial codes governing maintenance activities.

Rationale #6.2:

Code compliance and the requirements of any authority having jurisdiction (i.e., the City of Calgary) are essential in the maintenance of a safe environment. All new undertakings must be code compliant by legislation. Appropriate permits are secured, as required, and inspections by regulatory bodies are undertaken to confirm compliance.

Result: 100%, this measure was achieved.

Measure #6.3

100% of all new schools and major modernizations receive an occupancy permit.

Rationale #6.3:

Code compliance and adherence to the requirements of any authority having jurisdiction (i.e., the City of Calgary) is integral to any new construction activity and furthers the establishment of a known safe environment. All new undertakings must

be code compliant by legislation. Appropriate permits are secured and inspections by regulatory bodies are undertaken to confirm compliance. The issuance of an occupancy permit signifies that the facility has been inspected for code compliance and that the facility is suitable for occupancy for the purpose for which it was designed. This embeds confirmation that all life safety standards have been complied with.

Result: 100%, this measure was achieved.

Measure #6.4

100% of companies engaged in facility work comply with the CBE's Certificate of Recognition requirements.

Rationale #6.4:

Employers with a Certificate of Recognition have confirmed through an independent third-party certifier that the company has developed safety programs that meet established standards that embrace safe work practices. This certificate helps to assure the CBE that the engaged firm has a reputable safety program and that business will be conducted in a manner that is safe for the worker and other occupants of the facility. In the interim, the CBE has accepted confirmation that a firm is in the process of completing the requirements to obtain a Certificate of Recognition as an equivalent to having the certificate. The CBE includes itself in this requirement and has held the certificate since 2005.

Result: 100%, this measure was achieved.

Facilities are Properly Maintained

Chief Superintendent Interpretation: Within current funding constraints administration must endeavour to provide for the maintenance of schools to facilitate the ongoing usefulness and availability of the facilities for educational purposes. Occupational Health and Safety requirements must be fully attended to as a high priority.

The resources available for the day-to-day and emergent maintenance needs of the CBE's facilities are fully utilized for maintenance purposes.

Preventive maintenance is seen to be integral to the provision of maintenance services and the prevention of premature failure of facility components.

Based on Alberta Infrastructure and industry standards, many of the CBE's school facilities and the associated equipment have already exceeded their intended lifecycle. Plant Operation and Maintenance funding provided by the Province for maintenance has not kept pace with the increasing costs for facility maintenance services. Resource constraints necessitate the thoughtful application of those resources to the maintenance needs of the facilities. The resources available for the day-to-day and

emergent maintenance needs of the CBE's facilities are to be fully utilized for maintenance purposes.

Measure #6.5

100% of all work orders are registered and dispatched within the required timelines.

Rationale #6.5:

Maintenance work is primarily responsive to facility needs as identified through work order submission by the schools. Adherence to the CBE's internal work order processing protocol ensures that suitable resources are dispatched in a timely manner to address the identified need(s). Emergency work requests are acted upon immediately and non-emergency work requests are initiated as a work order within three business days.

Result: 99.2%, this measure was not fully achieved.

For the 23,883 work orders of the reporting period, the shortfall in processing time was limited to non-emergency work requests in the first month. All work request turnaround in the final eleven months was 100% compliant. In 2010, summer requests processed in September led to a volume influx for Administration that resulted in a short delay (10 business days) in work distribution. With the introduction of the new ARCHIBUS work order processing protocol during the reporting year, such delays should be avoided in the future.

Measure #6.6

100% of all available resources for planned maintenance are fully appropriated towards the system priorities.

Rationale #6.6:

Limited resources necessitate that there be a full consideration of all known system needs in order to allocate funds to the highest priorities. Various planning tools (i.e., cross-functional committees, tiered reviews) and input mechanisms (i.e., Province's facility review, field observations) are required for comprehensive planning. Planned work, such as the re-roofing of a school, the replacement of terminal heating units or the refinishing of a gym floor must be prioritized based on cyclical schedules, existing conditions and lifecycle considerations.

Result: 100%, this measure was achieved.

Measure #6.7

100% of all required and planned preventive maintenance routines are completed.

Rationale #6.7:

A large portion of the CBE's preventive maintenance activities are required under various statutes. These would include such things as the annual fire alarm testing, boiler inspections, annual fire extinguisher testing, elevator inspections, elevating

device (i.e., Genie lift) inspections, fire suppression testing in cafeterias, emergency lighting test, back-up generator testing and fall arrest equipment inspection.

In addition, a commonly accepted business practice is the regular inspection and servicing of facility components. In the CBE, this includes such things as monthly play structure inspections and repairs, seasonal air-conditioning servicing, heat exchanger inspections, boiler water treatment, humidification medium replacement, moving machinery lubrication and air filter changes.

Result: 100%, this measure was achieved.

Measure #6.8

100% of all facility renewal projects are compliant with the requirements of the Province.

Rationale #6.8:

The allocation of funding for Infrastructure Maintenance Renewal projects must conform to the provincial guidelines governing the use of these funds for school projects. The priorities are clearly laid out by the Province and the focus is on safety: Priority 1 - Health and Safety, Priority 2 - Immediate Needs, and Priority 3 - General Upgrading. Priorities for the work are governed by Alberta Infrastructure criteria and must meet with the Province's approval. Infrastructure Maintenance Renewal funding levels to date have only allowed for a modest level of planned maintenance.

Result: 100%, this measure was achieved.

Facilities are Aesthetically Appropriate and Built for Enduring Use and Respect

Chief Superintendent Interpretation: This policy provision is interpreted to mean: that school buildings are in good taste and of pleasing appearance; and school buildings age gracefully to provide years of services without obvious signs of wear and tear. As well, school buildings are symbols of learning in the community and should appear dignified.

Measure #6.9

A school's appearance is aesthetically appropriate to the available budget and function of the school.

Rationale #6.9:

In general, aesthetics are subjective in nature. CBE schools are designed by architectural professionals and designs are approved by the City.

Result: This measure was achieved.

For example, the current design of Career and Technology Centre at the Lord Shaughnessy High School facility reflects an appropriate design solution.

Measure #6.10

Many building components are durable and are providing service beyond their typical life cycle.

Rationale #6.10:

The materials used in school buildings are generally durable and school facility audits and extended life cycles of components provide verification of school buildings' durability.

Result: This measure was achieved.

A review of the Alberta Infrastructure school facility audits provides feedback as to building component longevity. School building components are lasting beyond their typical life cycle. That older schools are open and operating with original equipment speaks to the durability of school buildings.

Measure #6.11

Incidents of vandalism are documented and tracked to assist Administration in developing mitigating strategies.

Rationale #6.11:

School buildings are generally respected and records for vandalism removal provide verification of a school building's standing in the community. The graffiti removal program successfully counters the defacing of CBE schools and discourages tagging, thus maintaining the dignity and appearance of the school building.

Result: This measure was achieved.

There is significant community support for existing schools and a great desire for schools in new communities.

7. that facilities are located and situated to effectively accommodate public and student access;

Chief Superintendent Interpretation: This policy provision is interpreted to mean that the location of schools within the individual communities, and the CBE Administrative Area Structure, best meet the accommodation needs of the public and students.

Measure #7.1

100% of new city communities have a school site within the community. School reserve sites are dedicated to the CBE for new school construction.

Rationale #7.1:

The City of Calgary requires a 10% municipal and school reserve dedication from developers within new and developing communities to provide for open space, parks, school sites, playfields and recreation facilities. The activities associated with reserve sites are administered by the Joint Use Co-ordinating Committee comprised of the CBE, Calgary Catholic School District, City representation and the Site Planning sub-committee.

The CBE is actively involved with the City of Calgary in the selection of school sites through regional plans, community plans, area structure plans and outline plans. The CBE selects reserve sites in conjunction with the Calgary Catholic School District to be used for school and playfield purposes. In terms of the new and developing communities, depending on their size, there are normally one to three CBE school sites. These sites will be developed over time as the community grows and a school is approved.

Small communities in the population range of 8,000 can support one elementary school while large communities in the population range of 20,000 can support two elementary schools and one middle school. Senior high schools serve several communities and can support a population range of 60,000 residents.

Result: 100%, this measure was achieved.

Measure #7.2

100% of public school students in city communities have a CBE school that they are designated to for the regular program or other program offerings.

Rationale #7.2:

The CBE incorporates a decentralized administrative system of five Areas with “Area offices” for facilitating curriculum, program planning and decision-making. Each Area has a network of elementary, junior/middle and senior high schools to accommodate educational program requirements. There are 195 residential communities within Calgary.

There are over 200 CBE schools, and students have a designated school depending on the community they reside in and the program being undertaken. Transportation is provided for CBE students who reside beyond elementary, junior and senior high walk limits and/or attend an alternative program. Six new elementary schools (West Springs, Royal Oak, Saddle Ridge, Cranston, Evergreen, Bridlewood) opened for the 2010-2011 school year. Four new middle schools (Tuscany, Panorama Hills, Coventry Hills, Taradale) and one new senior high school (Arbour Lake) are being constructed to accommodate growth in the new and developing communities.

Result: 100%, this measure was achieved.

8. that facilities are adequate and functional for the programs offered in the facilities;

Chief Superintendent Interpretation: Learning environments are sufficient and operational for the programs offered in new and existing schools. New schools are appropriate for the programs offered and reflect current thinking in school design. For the majority of CBE schools that are older and reflect an older, more dated learning philosophy, these schools will need to receive renovations that are specific to the school program.

Measure #8.1

Program modernization projects are prioritized according to program needs of students and implemented within the approved budget.

Rationale #8.1:

In order to better provide functional adequacy and sustainability for current and future educational programs, schools generate project requests asking to modify their learning environments. These project requests are reviewed and their costs are estimated. The School Program Modernization Committee reviews and prioritizes the project requests according to the greatest need of students

Result: 100%, this measure was achieved.

9. that learning environment designs are research-based;

Chief Superintendent Interpretation: That there is on-going research into effective learning environments and school design which contribute to student learning and achievement.

Measure #9.1

100% of registered consultants have a mandatory annual continuing education requirement to maintain their professional status.

Rationale #9.1:

The continuing education requirement mandates that all architect and engineers must read research reports and literature, and attend conference seminars to maintain their professional status. Exchange of ideas about trends in education and school design with other school boards and education experts is also part of the conference experience. Conferences include but are not limited to Council of Educational Facility Planners and Buildex.

Courses offering accreditation include Leadership in Energy and Environmental Design, also identified as LEED, and Crime Prevention through Environmental Design (CPTED). Research literature includes High Performance School Design and the Third Teacher. Many technical courses are available to ensure that learning environments are designed with the latest school facility information. All registered

architects and engineers must complete their mandatory continuing education requirements annually.

Result: 100%, this measure was achieved.

Measure #9.2:

100% of new CBE schools achieve a Leadership in Energy and Environmental Design (LEED) Silver rating.

Rationale #9.2:

Leadership in Energy and Environmental Design (LEED) is an evaluation tool used to provide a quantitative assessment of the building's environmental sustainability and elements that affect occupant comfort and well-being which has a direct correlation to student achievement. All four ASAP-2 P3 middle schools are in the process of submitting the paperwork for a Leadership in Energy and Environmental Design (LEED) Silver rating (33 points), all four submissions have identified 38 potential points.

Result: 100%, this measure was achieved.

10. that facility planning and design decisions appropriately consider:

- a) naturalized learning environments; and
- b) environmental impacts, including eco-efficiency and sustainability;

a) naturalized learning environments

Chief Superintendent Interpretation: Naturalized learning environments are desirable as an alternative to the traditional classroom setting. This type of space facilitates some diversity in instructional opportunity. These environments should be designed to offer a unique experience for the student, be supportive of the setting of the surrounding community and to contribute to the overall greening of the location.

Measure #10.1

100% of known requests for area naturalization are reviewed and supported where appropriate.

Rationale #10.1:

Naturalized areas provide a further setting for the educational process. The unique setting affords schools an opportunity to expand the learning experience of the students. The CBE is advantaged by the external sponsors that provide the resources for the naturalization of exterior areas surrounding a school. All development is subject to the approval of the CBE's Grounds and Landscaping Department to ensure that design and location criteria are met.

Result: 100%, this measure was achieved.

Twenty new requests were supported. Fourteen are in the planning phase, four were completed and two were expansions to previous developments.

Measure #10.2

All applications for a garden are reviewed and supported where appropriate.

Rationale #10.2:

There is a growing interest at schools to be involved with food production through partnering with community groups to develop and maintain small garden plots. This type of undertaking reinforces the CBE connection to the community and provides a form of naturalization for the property. Schools can incorporate the project as a learning experience for those students that are involved.

Result: This measure was achieved.

Two examples are gardens at Belfast and Henry Wisewood schools.

b) **environmental impacts including eco-efficiency and sustainability**

Chief Superintendent Interpretation: The CBE mandates that new schools obtain Leadership in Energy and Environmental Design (LEED) Silver rating. Leadership in Energy and Environmental Design (LEED) is a green building performance assessment tool comprised of a range of criteria that evaluates the environmental performance of a building. The rating system consists of six categories: sustainable site, water efficiency, energy and atmosphere, materials and resources, and indoor environmental quality and innovation.

Measure #10.3

100% of new school designs are green and sustainable.

Rationale #10.3:

The new provincial standard is Leadership in Energy and Environmental Design (LEED) Silver. All new school designs balance environmental responsibility, resources efficiency, occupant comfort and well-being, and the economics of building construction and operation.

Result: 100%, this measure was achieved.

Measure #10.4

100% of maintenance related replacement of fixtures and equipment are replaced with products that are more efficient and better for the environment.

Rationale #10.4:

New technologies and the general evolution of product design provide many more options for building fixtures than have been previously available. Maintenance supervisors consult with Energy and Environmental Services on a regular basis in an effort to replace damaged fixtures or fixtures that have exceeded their life-cycle

parameters with replacements that make better use of natural resources; i.e., water, energy.

Result: 100%, this measure was achieved.

11. The public's use of facilities is not unreasonably denied. School functions and CBE programs should not be compromised by the public's use of facilities;

Chief Superintendent Interpretation: The CBE and Calgary Catholic School District are partners with the City of Calgary in a Joint Use Agreement. Under the terms of the agreement, the school districts are required to provide opportunities for the public to access school facilities outside of school hours. This access is coordinated through a City of Calgary issued Rental Contract. In addition to rental arrangements, the CBE also provides access to schools through the provision of a lease agreement. Lease agreements typically pertain to the use of surplus school space by an outside organization during regular school days and regular school hours.

Central Facility Services facilitates community access through public use rentals and lease agreements are facilitated by Capital Planning and Development Services. Both Central Facility Services and Capital Planning and Development Services have established protocols and procedures which allow for community access to school buildings while ensuring CBE programming is not adversely impacted and facility assets are appropriately protected.

Public Use Access through Rental Contracts

Measure #11.1

A minimum of 80% of CBE schools with operating programs are available for public use rentals.

Rationale #11.1:

In general, all CBE schools with operating programs could be made available for public use rentals. There are, however, schools that are not suitable for public use rentals because of the type of school facility or because of the program that operates in the school. For example, Emily Follensbee School gymnasium is not conducive for public use activities as it contains specialised equipment that is integral to the students' needs. To allow public use rentals in such schools would adversely affect the school program. Schools such as Emily Follensbee School are permanently excluded from the public use inventory.

On occasion, it is necessary to remove a school from the rental pool temporarily for maintenance or renovation activities; for example, Western Canada High School was not available for public use rentals while undergoing renovations.

Result: 91%, this measure was achieved.

Measure #11.2

100% of school principals are able to block book time and space in the school prior to the release of space to the public inventory.

Rationale #11.2:

School principals retain control of time and space in their school until 6:00 p.m. Monday through Friday. In addition they are asked annually to block-book the additional time they require for the school program and other school activities. Senior high schools block-book three evenings per week, junior high and middle schools block-book two evenings per week, elementary schools block-book one evening per week, and all schools are able to book time during the weekend. In addition to the annual block booking there are additional booking provisions for principals to ensure that school programs and functions are not compromised by the public's use of the facility.

Result: 100%, this measure was achieved.

Measure #11.3

The amount of leased space is consistent over time.

Rationale #11.3:

Leasable space in operating schools is influenced by the CBE's own requirements for instructional space, school size and design, as well as other special circumstances (i.e., P3 schools). Not all schools have surplus space, and consistently changing program requirements means that the type and amount of surplus space is not static. Although the availability of leased space may change from school to school over time, the total number of leases and square meters leased remains consistent.

Leasing and Property Development Services reviews lease requests on a case-by-case basis with respect to space availability and suitability to the school environment. A lease arrangement may be rejected in circumstances where there is no available space, where a duplicate service already exists, or if an organization's activities are not suited to a school environment. Leasing and Property Development Services will support continuation of a lease arrangement so long as there is no CBE requirement for leased space, and the lessee is in conformance with the lease agreement.

Result: This measure was achieved.

Measure #11.4

95% of leases are approved for consecutive terms.

Rationale #11.4:

Leasing and Property Development Services will support continuation of a lease arrangement so long as there is no CBE requirement for leased space, and the lessees are in conformance with their lease agreement. Occasionally, leases are discontinued at the request of the lessee (i.e., change in ownership, declining participation in a

lease program), or termination by the CBE due to a breach of lease terms. In general, the number of lease arrangements remains constant or grows slightly from year to year.

Result: 99%, this measure was achieved.

Measure #11.5

100% of school principals are consulted when a new lease arrangement is contemplated.

Rationale #11.5:

Leasing and Property Development Services works with school administration in reviewing lease requests to ensure space availability and suitability to the school community. Principals are informed as to typical roles and responsibilities under a lease arrangement, such that the potential for a lease presence to interfere with school programming is limited. When a lease is approved, Leasing and Property Development Services continue to provide ongoing support to principals with respect to concerns or questions pertaining to lease arrangements.

Result: 100%, this measure was achieved.

12. that consistently administered detailed guidelines exist for public use of facilities;

Chief Superintendent Interpretation: This policy element ensures that fair and transparent processes and procedures are in place to facilitate public access to CBE facilities. Such processes enable the CBE to be efficient and effective in managing public use of CBE facilities while maintaining the integrity of the CBE and appropriately protecting facility assets.

Therefore, it is necessary to find the following:

Public Use Access through Rental Contracts

Measure #12.1

100% of public use rental groups agree to the terms and conditions of the rental contract.

Rationale #12.1:

The City of Calgary manages the booking process for all public use rentals that operate in CBE schools and the Calgary Catholic School District. The City of Calgary, the CBE, and the Calgary Catholic School District have jointly established a detailed set of guidelines and requirements which governs public use rental booking procedures and expectations for rental groups.

The terms and conditions, including behavioural expectation, are included on every public use rental contract issued by the City of Calgary. Public use rental groups that

fail to adhere to the terms and conditions of their rental contract are subject to a standard complaint procedure which includes adequate notice of concern, provisions for the cancellation of the rental permit and recovery of any damages to CBE facilities or assets.

Result: 100%, this measure was achieved.

Measure #12.2

Public use rental rates are approved annually by Superintendents' Team.

Rationale #12.2:

Administrative Regulation 8004, "Community Use of School Buildings, Grounds and Facilities" requires the recovery of all incremental costs incurred as a result of public use rentals. The Joint Use Agreement between the City of Calgary, the CBE and the Calgary Catholic School District also states that "each party shall exchange or charge for the use of its facilities on an incremental cost basis."

A formula is used by the CBE, the City of Calgary and the Calgary Catholic School District to establish an accepted estimate of incremental costs. The derived incremental costs are utilized in the computation of the annual adjustments for the rates the CBE utilizes to invoice the City of Calgary for the public use rental of CBE facilities.

Result: This measure was achieved.

Public Use Access through Lease Agreements

Measure #12.3

100% of lessees execute a Licence of Occupation Agreement.

Rationale #12.3:

The Licence of Occupation Agreement is a legal contract detailing terms of use for leased space. Provisions include permitted use(s), days and hours of operation, fees, maintenance and caretaking responsibilities, supervision responsibilities, insurance requirements and other general rules of conduct. A lessee is not permitted to lease space without a signed Licence of Occupation Agreement.

Result: 100%, this measure was achieved.

Measure #12.4

100% of new lessees take part in a meeting with a school principal and Leasing and Property Development Services to review roles and responsibilities.

Rationale #12.4:

Prior to initiation of a new lease arrangement, Leasing and Property Development Services will meet with the school principal and the new lessee to review terms of the Licence of Occupation Agreement, as well as responsibilities of both the school and the lessee. Items for discussion may include security procedures, parking, and cleaning. Both parties are provided an opportunity to ask questions to clarify expectations, with the intention that guidelines and expectations are equally understood by all involved parties.

Result: 100%, this measure was achieved.

Measure #12.5

Lease rates are approved annually by Superintendents' Team.

Rationale #12.5:

The CBE policy requires that leased space be provided on a minimum cost recovery basis. This is achieved by charging lease fees for leased space, with fees based on system average operating costs. A system average cost per square foot is calculated annually by Corporate Financial Services, and lease fees amended based on fluctuations to the cost per square foot. System average costs include leasing administration costs as well as caretaking, maintenance, insurance premiums, capital and other related building expenditures. Lease fees are reviewed by Superintendents' Team in May/June, with changes to lease fees implemented and communicated to lessees by the following September.

Result: This measure was achieved.

Measure #12.6

Information pertaining to lease arrangements is distributed by Leasing and Property Development Services as part of a multi-tiered communication plan.

Rationale #12.6:

In recognition that lease arrangements not only affect the schools they reside in, but also caretaking, maintenance and related departments which may be involved in the processing lease agreements, Leasing and Property Development Services is committed to assembling and distributing on an annual basis, summary lease information pertinent to principals, Accounts Receivable staff, as well as Area and Central Maintenance and Caretaking staff.

Leasing and Property Development Services also takes part in Area meetings, provides information as part of the School Information Package, and maintains an intranet web presence. Distribution of information ensures CBE staff is receiving consistent information regarding lease arrangements, and assists in strengthening the

role of Leasing and Property Development Services as the sole source for lease information, thereby reinforcing consistency in messaging.

Result: This measure was achieved.

13. that the Board of Trustees is regularly updated on the status of approved new school construction and major infrastructure projects;

Chief Superintendent Interpretation: The Board of Trustees will receive monthly construction status reports that update information on approved school construction and major infrastructure projects.

Measure #13.1

100% of monthly construction status reports are prepared for presentation to the Board of Trustees, as per the administrative report schedule.

Rationale #13.1:

Monthly reports provide the Board of Trustees timely updates of approved school construction and major infrastructure projects. The project status reports include: opening date; project activities; site photos; City permit approvals; and stages in the provincial approval process.

Result: 100%, this measure was achieved.

14. that the Board of Trustees is annually provided with a Facility Condition Report, as outlined in EL-13E: Facilities Exhibit;

Chief Superintendent Interpretation: That a Facility Condition Report will be submitted to provide a “snapshot” of the condition of CBE facilities in relation to building information, building condition, deferred maintenance and other facility related issues.

Measure #14.1

The provision of the Facility Condition Report to the Board of Trustees is in accordance with the content requirements of EL-13E.

Rationale #14.1:

The Facility Condition Report is a required submission to the Board of Trustees as outlined in EL-13 section 14.

Result: This measure was achieved.

The annual Facility Condition Report was tabled for the Board of Trustees on December 7, 2010.

V. STATEMENT OF COMPLIANCE

The Chief Superintendent is required to provide an annual monitoring report to the Board of Trustees that reflects the extent to which the Chief Superintendent is in compliance with Executive Limitation EL-13: Facilities.

This report contains a reasonable interpretation of EL-13 and documented results.

Accordingly, I am reporting compliance with all interpretations except the following measures:

Measure #6.5 - Work orders are registered and dispatched within the required timelines.

Compliance with this measure should be accomplished in the next school year.



NAOMI E. JOHNSON
CHIEF SUPERINTENDENT OF SCHOOLS

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

DECEMBER 20, 2011

To: Board of Trustees

From: Working Group Established to Review Board Meeting Procedures

Re: Review of Board Meeting Procedures

Purpose: Approval

RECOMMENDATION:

THAT the Board of Trustees adopts the *Board Meeting Procedures*, as attached to this report, to be effective February 1, 2012.

BACKGROUND:

Section 68 of the School Act provides that "*The board may make rules governing its internal procedure and its meetings.*" The *Board Meeting Procedures* are therefore adopted and enacted by the Board of Trustees in order that the duties vested in the Board by the School Act and other legislation can be accomplished in an orderly and efficient manner, while maintaining the principles of democracy. The document is reviewed annually to ensure that Board practices are kept current.

A Working Group comprised of Trustees Cochrane, King and Bowen-Eyre met several times with Ms. Barkway from the Corporate Secretary's Office to review the *Board Meeting Procedures* and to recommend changes to the Board of Trustees. In addition, suggestions for change were provided by external legal counsel and General Counsel. A brief summary of the changes recommended include:

- Definitions were clarified, and new definitions were added for Administration, Private Agenda, Procedures, and Public Agenda
- Private meetings will be held in the Hearing Room, rather than the Multipurpose Room
- Changes were made to recognize the new Education Centre (seating, room names, etc)
- The time of meetings has been changed, so that public meetings would commence at 3:00 p.m. and private meetings would commence at 11 a.m.
- Agendas, including supporting reports, will be distributed to Trustees on the Wednesday prior to the Board meeting; corresponding timelines have been changed for receipt of the reports by the Corporate Secretary's Office
- Sensitive reports will be available for trustees to read two hours in advance of the Board meeting

- Strategic communication dialogues will replace stakeholder reports and public inquiries
- Several changes have been recommended to allow board meetings to focus on the work of the Board, and to elevate the work of the Board over that of the individual trustee (Board to approve removal of items from consent agenda, Trustee inquiries will not come to Board meetings, trustee notices of motion have been removed)
- Recognition of the responsibility for each Trustee to exercise appropriate confidentiality as a part of their fiduciary duties
- Trustees will not be allowed to participate in a Private Agenda electronically
- The Calgary Board of Education will record and broadcast public board meetings and make the video of those meetings available on the internet
- The template for Board reports has been updated to correspond with the new Calgary Board of Education visual identity guidelines
- Other minor wording, format, typographical and numbering changes, are suggested, in order to provide more clarity of the document

We are recommending that the updated Procedures be effective February 1, 2012, to allow time to arrange for the video-recording and broadcasting of board meetings, as well as to adjust to the timeline for the earlier disbursement of Agendas to Trustees.

Overall, the Working Group believes that the implementation of these changes will result in more effective and efficient Board meetings and respect the time of Trustees as well as staff and public attending the Board meetings.

Respectfully submitted,

Trustee Pat Cochrane
Trustee Pamela King,
Trustee Joy Bowen-Eyre

Attachment: Board Meeting Procedures



**Board of Trustees
Calgary Board of Education**

BOARD MEETING PROCEDURES

Approved by the Board of Trustees [Date], 2011

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INTRODUCTION

"Parliament, the model for all assemblies, should be, in the words of Winston Churchill, 'a strong, easy, flexible instrument of free debate.' It attains Standing Committee status by the willing observance of sensible rules which provide for the orderly consideration of the questions before it, leading to an expression of collective will or opinion.

Unanimity cannot always be reached, but procedures which have ensured, and have been seen to ensure, proper deliberation of an issue will lead to acceptance and wide support of the outcome. The meticulous observance of agreed forms is of primary importance in the group conduct of both private and public business and it will moreover, help to avoid misunderstandings and friction in the process.

It may not always be possible to reconcile practice with theory, but in effect good procedure is fair play and common sense built on a solid foundation of acknowledged principle. Above all, the rules must not change in the middle of the game."

Source: *Bourinot's Rules of Order*, 3rd Edition

PURPOSE

- (1) The *School Act* provides that the Board of Trustees may make rules governing its internal procedure and its meetings.
- (2) These Procedures are adopted and enacted by the Board of Trustees in order that the duties vested in the Board of Trustees by the *School Act* and other legislation can be accomplished in an orderly and efficient manner, while maintaining the principles of democracy.
- (3) The Board of Trustees is, pursuant to the *School Act*, R.S.A.2000, c.S-3, as amended, (the "*School Act*"), a statutory corporation under the name of The Calgary Board of Education charged with the governance of the school district (the "District").

DEFINITIONS

- (1) In these Procedures:
 - (a) "Administration" means the Chief Superintendent, and any staff to whom the Chief Superintendent may choose to delegate any of the rights or responsibilities outlined in these Procedures;
 - (b) "Agenda" means the list of items and order of business for any meeting of the Board of Trustees;
 - (c) "Board" and "Board of Trustees" means the Board of Trustees of The Calgary Board of Education;

- (d) "Chair" and "Vice-Chair" mean, respectively, the Chair and Vice-Chair of the Board of Trustees of The Calgary Board of Education elected by the Board of Trustees pursuant to section 65 of the *School Act*;
- (e) "Chief Superintendent" means the person appointed by the Board of Trustees as the superintendent of schools, chief executive officer of the board, and chief education officer of the District pursuant to Section 113 of the *School Act*;
- (f) "Corporate Secretary" means the person appointed as the secretary of the District pursuant to Section 116 of the *School Act*. Where reference is made throughout these Procedures pertaining to duties of the Corporate Secretary or designate, such duties may be delegated to the Assistant Corporate Secretary;
- (g) "District" means The Calgary Board of Education, established by Ministerial Order, pursuant to Sections 207 and 246 of the *School Act*;
- (h) "Minister" means the Minister of Education, from time to time appointed by the Lieutenant Governor in Council of the Province of Alberta;
- (i) "Pecuniary interest" means, with respect to a person, a direct or indirect interest in a matter before the Board of Trustees that could monetarily affect:
 - (i) the person,
 - (ii) a corporation, other than a distributing corporation, in which the Trustee is a shareholder, director or officer,
 - (iii) a distributing corporation in which the person beneficially owns voting shares carrying at least 10% of the voting rights attached to the voting shares of the corporation or of which the Trustee is a director or officer,
 - (iv) a partnership or firm of which the person is a member,
 - (v) a corporation, partnership, firm, government or person that employs the person,

provided that a person shall not have a pecuniary interest by reason only of any interest that the person may have by reason of any of the matters referred to in Sections 80(3) and 80(4) of the *School Act*;

For the purposes of the definition of "Pecuniary interest", "corporation", "distributing corporation", "shareholder", "voting shares", "voting rights", "director" and "officer" have the meanings given to them in the Business Corporations Act (Alberta); and

"spouse" means the husband or wife of a married person but does not include a spouse who is living separate and apart from the person if the person and spouse have separated pursuant to a written separation agreement or if their support obligations and family property have been dealt with by a court order.

For the purposes of determining the existence of a pecuniary interest of a Trustee, the pecuniary interests of the spouse or adult interdependent partner of that Trustee that are known to such Trustee or of which such Trustee reasonably should know are deemed to be the pecuniary interests of such Trustee.

- (j) "Private Agenda" means that part of any Agenda and related information and materials which relate to any private meeting of the Board of Trustees;
 - (k) "Procedures" means these Procedures for meetings of the Board of Trustees;
 - (l) "Public Agenda" means that part of any Agenda and related information and materials which relate to any public meeting of the Board of Trustees;
 - (m) "Quorum" means a majority of the Trustees that are specified by the Minister, under Section 247 of the *School Act*, to be elected to the Board of Trustees provided that (i) the Minister may order that when the number of Trustees has fallen below the quorum, the remaining Trustees are deemed to be a quorum until elections are held to fill the number of vacancies required to achieve a normal quorum, and (ii) when the number of Trustees at a meeting is less than a quorum because one or more Trustees has declared a conflict of interest with respect to a matter before the Board at the meeting, the Minister may order that the remaining Trustees are deemed to be a quorum for the purpose of deciding that matter. Trustees participating in a meeting of the Board by electronic means or other communication facilities acceptable to the Board of Trustees, as described in Section J of these Procedures are deemed to be present at the meeting.
 - (n) "*School Act*" means the *School Act*, R.S.A. 2000, c.S-3, as amended, and where applicable, all predecessor *School Acts* of the Province of Alberta from 1905, or School Ordinances of the Northwest Territories prior to 1905, applicable in what is now the Province of Alberta, the relevant school provisions of the Alberta Act, S.C. 1905, c.3, The Northwest Territories Acts, S.C. 1875 and 1877, the Constitution Act, 1867, the Constitution Act, 1982, Part I, Canadian Charter of Rights and Freedoms, Section 29, and any act or acts in substitution therefore, and any and all regulations in effect from time to time thereunder;
- and
- (o) "Trustee" means a member of the Board of Trustees of The Calgary Board of Education.

APPLICATION

- (1) The rules of order to be observed at meetings of the Board of Trustees shall be in accordance firstly with the *School Act*, and secondly with the provisions of these Procedures. In all cases not provided for by the *School Act* or these Procedures, the rules and practice of "Robert's Rules of Order Newly Revised" 11th Edition shall govern insofar as applicable.
- (2) In the event of any conflict between the provisions of these Procedures, and those contained in the *School Act*, the provisions of the *School Act* shall prevail and apply.
- (3) These Procedures apply to all regular and special meetings of the Board of Trustees, whether public or private.
- (4) Procedure is a matter of interpretation by the Chair or other person presiding at a meeting, subject to the appeal process as described in these Procedures.

- (5) In the absence of any statutory requirement, any provision of these Procedures may be temporarily altered or suspended by an affirmative vote of a majority of the votes of those Trustees present at the meeting of the Board of Trustees addressing such matter.

MEETINGS OF THE BOARD OF TRUSTEES

A. PUBLIC SESSIONS

- (1) The Meetings of the Board of Trustees shall be held in public, except when a majority of the Trustees present at a meeting of the Board of Trustees are of the opinion that it is in the public interest to hold the meeting or a part of the meeting in private. For the purpose of considering any such matter in private, the Board of Trustees may, by motion, exclude any person from the meeting.

B. PLACE OF MEETINGS

- (1) Public meetings of the Board of Trustees shall ordinarily be held in the Multipurpose Room in the Education Centre building. Private meetings shall ordinarily be held in the Trustees' Hearing Room in the Education Centre building. Committee meetings may be held where convenient.

C. BOARD ROOM SEATING

- (1) The Board of Trustees' table seating for Board meetings shall be reserved for the Trustees and shall include a seat for the Corporate Secretary or the Assistant Corporate Secretary, as designate.
- (2) The following procedures shall apply to the selection of the Board of Trustees' table seating:
 - (a) the Chair will occupy a seat at the centre or middle of the Board table;
 - (b) the Corporate Secretary or designate will occupy the seating position directly to the left of the Chair;
 - (c) Trustees will occupy the remaining six Board table seats; and
 - (d) seat selection will be determined according to ward numbers, with the lower of any two ward numbers to be the determining number. The Trustee with the lowest ward number will occupy the seat on the far left of the Chair.
- (3) Seating shall be assigned for The Calgary Board of Education superintendents and directors who are required to attend Board meetings on a regular basis.
- (4) Assigned seating may be provided for individuals or groups as necessary, including administrative, student and other stakeholder representatives.
- (5) Limited seating room will be made available for members of the media.
- (6) The remainder of the seating accommodation will be available for the public.

D. CALLING OF MEETINGS

(1) *Pre-Organizational Meeting of the Trustees*

- (a) An informal pre-organizational meeting of Trustees shall be called within seven days prior to the Organizational Meeting. The meeting shall be called by the Corporate Secretary or designate. The purpose of this informal meeting shall be for the discussion of the selection of the Chair and Vice-Chair, role and structure of committees, liaison appointments of the Board of Trustees and the annual schedule of Board of Trustees' meetings. A Request for Nominations form shall be circulated to all trustees in advance of the meeting. No decisions may be taken at this meeting.

(2) *Organizational Meeting of the Board of Trustees*

- (a) The organizational meeting of the Board of Trustees shall be called by the Corporate Secretary or designate as provided in Section 64 of the *School Act*, as follows:
 - (i) Subject to clause (ii), the organizational meeting shall be held annually on the third or fourth Tuesday of October of each year; and
 - (ii) in any year in which a general election takes place, the organizational meeting shall be held within four (4) weeks following the date of that election.

(3) *Regular Meetings of the Board of Trustees*

- (a) Regular meetings of the Board of Trustees shall be established by motion of the Board of Trustees. In accordance with Section 66 of the *School Act*, the motion establishing the regular meetings of the Board of Trustees shall state the date, time and place of the regular meeting, and the Board shall not be required to give notice of the regular meetings of the Board.
- (b) The Board of Trustees' regular meetings will normally be held during the period of September to June, inclusive, of each calendar year. The Board of Trustees' meetings in July and August may be held in accordance with the Procedures required for holding special meetings of the Board of Trustees, unless the Board determines that regular meeting(s) will be held during those months. In order to allow that the business of the Board of Trustees is not interrupted, Trustees must inform the Corporate Secretary of their contact information during vacation periods. Such information will be used to contact the Trustees for Board of Trustees' business.
- (d) To determine the schedule of the Board of Trustees' meetings, the following guidelines have been established:

Regular Board of Trustees' Meetings, Public Agenda

1st and 3rd Tuesday of each month - 3:00 p.m. – 6:00 p.m.

Regular Board of Trustees' Meetings, Private Agenda

4th Tuesday of each month - 11:00 a.m. – 2:00 p.m.

(4) *Special Meetings of the Board of Trustees*

- (a) Special meetings of the Board of Trustees may be called in accordance with the procedures outlined below, to consider, among other matters, the following items:
 - (i) matters of governance,
 - (ii) major issues of a specific nature that require lengthy consideration,
 - (iii) items of an emergent nature that cannot be postponed until a regular Board of Trustees' meeting is scheduled to be held,
 - (iv) collective bargaining and contract negotiations with staff and with applicable third parties,
 - (v) petitions, delegations and presentations from any individual, organization, or group, that have been filed with the Corporate Secretary or designate, and
 - (vi) conduct of hearings and hearing appeals as required by the *School Act*, including, without limitation, those relating to teacher transfers and recommendations for teacher terminations.
- (b) In accordance with Section 67 of the *School Act*, the Chair, a majority of the Trustees, or the Minister may call a special meeting of the Board of Trustees after written notice has been given to each Trustee by the Corporate Secretary or designate in accordance with the following requirements:
 - (i) The notice of the special meeting shall state the date, time and place of the special meeting, and the nature of the business to be transacted at the special meeting.
 - (ii) The notice of the special meeting shall be:
 - sent by registered mail to each Trustee at least seven (7) days before the date of the meeting, or
 - personally served on the Trustee or a responsible person at the Trustee's residence at least two (2) days before the date of meeting.
- (c) Notwithstanding the notice requirements prescribed above, a special meeting of the Board of Trustees may be held at any time without notice if every Trustee agrees, in writing, to waive such notice requirements..
- (d) The agreement of each Trustee to waive the notice requirement prescribed above shall be recorded in the minutes of the meeting by the Corporate Secretary or designate and the Waiver of Notice consent form shall be attached with the Minutes of the called special meeting. A sample copy of the *Waiver of Notice* form is attached as Appendix A.
- (e) In the case of special meetings of the Board of Trustees, other than special meetings held for the purpose of conducting hearings or hearing appeals, those Trustees participating and present by electronic means as provided for in Section J of these Procedures shall be considered present at the meeting.
- (f) As provided in Section 67(5) of the *School Act*, unless all the Trustees are present at the special meeting, no business other than that stated in the notice of special meeting shall be transacted at the special meeting.

(5) *Other*

- (a) When the Board of Trustees so decides, or when Trustees so agree, informal briefing sessions may be held for the purpose of providing background information, clarification, and in-depth discussion with respect to issues of relevance for Trustees or for the Board of Trustees. The purpose of these meetings will be for the provision of information, and will not include decision-making that advances the work of the Board of Trustees.
- (b) The Board of Trustees will plan and implement strategic communication dialogues to ensure the whole Board's ability to engage stakeholders in understanding the organization's work as well as sharing viewpoints and values. These sessions may be held in conjunction with a regular or special meeting of the Board of Trustees.

E. CANCELLATION OF MEETINGS

- (1) Should there be a need or desire to cancel or reschedule any meeting of the Board of Trustees, the Board of Trustees shall decide on the cancellation or rescheduling of the meeting to be held on another date. Where possible, the decision to cancel or reschedule a meeting will be made at least two (2) weeks prior to the originally scheduled date.

AGENDA

F. PREPARATION OF AGENDA

- (1) General planning for Agendas for meetings of the Board of Trustees shall take place at the regular private meetings of the Board of Trustees. The Chair is authorized to approve emergent agenda planning decisions, as required, in consultation with the Corporate Secretary or designate.
- (2) To the extent possible, the annual Board of Trustees' meeting Agendas will be approved at the organizational meeting of the Board of Trustees.
- (3) The preparation of the Agenda also includes the determination of which Board of Trustees' correspondence is to be read at the meetings of the Board of Trustees. When determining whether Board of Trustees' correspondence should be read at a public meeting, consideration must be given to privacy issues and issues of confidentiality.
- (4) Board meeting Agendas shall include a reminder to Trustees that they must disclose any potential pecuniary interest that they may have in respect of any of the matters before the Board of Trustees, as set forth in the Agenda as well as any pecuniary interest that they may have in any contract before the Board requiring the Board's approval and/or ratification.
- (5) The Corporate Secretary or designate shall review each proposed Agenda as against the disclosure of information filed with the Corporate Secretary by each Trustee pursuant to section 81(1) of the *School Act*, in order to identify any potential pecuniary interests of a Trustee, and, if applicable, bring these to the Trustee(s)' attention prior to the Board meeting. Notwithstanding such review by the Corporate Secretary or designate, it shall

ultimately be the personal responsibility to determine whether or not they have a pecuniary interest in any Board matter being considered, and to act in accordance with the School Act and these Board Procedures.

G. DISTRIBUTION OF AGENDA – REGULAR MEETINGS

- (1) All regular meeting Agenda information including Trustees' motions and reports, and recommendations from the Chief Superintendent, will be circulated by the Corporate Secretary or designate to Trustees and members of Administration, as appropriate, on the Wednesday, six days prior to the applicable meeting. Supportive Agenda information will also be provided at that time. In order to meet this schedule, signed reports and all other information required to prepare the Agenda must be received in the Corporate Secretary's Office by noon on the Tuesday, seven days prior to the meeting.
- (2) Only that material which has been received by the Corporate Secretary or designate by the time prescribed under Section G(1) above and included in the distributed information may be considered at a meeting for which the Agenda is prepared. Notwithstanding the foregoing, due to the emergent nature of some Agenda items, it may not be practicable to circulate some reports and information six days prior to the Board of Trustees' meeting. Private meeting materials will only be circulated to Trustees and Superintendents' Team and General Counsel, to maintain appropriate confidentiality.
- (3) Agenda information for public meetings, including reports attached to the Agenda, shall be made available, either in print format or electronically, by the Corporate Secretary or designate to the media and public by noon on the Monday one (1) day prior to the respective meeting. In the event that the Monday prior to the meeting is a statutory holiday, Board Meeting information will be made available by noon on the Tuesday of the Board meeting.
- (4) From time to time, private reports may be of such a sensitive nature that they are not distributed in advance of the Board of Trustees' meeting. In these instances, the Corporate Secretary's Office will make the reports available to Trustees in the board meeting room two hours in advance of the commencement of the Board meeting.
- (5) All Board of Trustees' meeting Agenda materials and information will be printed on coloured paper, as required, in accordance with the following:
 - (a) Regular Board of Trustees – Public Agenda - yellow
 - (b) Regular Board of Trustees – Private Agenda - grey
 - (c) Special Meetings – ivory.
- (6) An appropriate number of copies of the Agendas, with attachments, for all public meetings shall be printed and be made available for members of the public attending such meetings. Public Agendas shall also be available on the Calgary Board of Education web-site at <http://www.cbe.ab.ca>.

H. ORDER OF BUSINESS

- (1) Subject to other provisions of these Procedures, the order of business for a Board Meeting shall be the order of the items contained in the template Agendas contained in Appendix C of these Procedures, for regular meetings, special meetings and

organizational meetings. A general description of each of the items included in such template Agenda is set forth in Section I, below.

I. CONDUCTING BUSINESS AT BOARD OF TRUSTEES' MEETINGS

(1) General Meeting Procedures

- (a) No act or proceeding of the Board of Trustees is binding unless it is adopted at a meeting at which a quorum is present at the time the act or proceeding occurred.
- (b) After the time appointed for a meeting to convene, subject to a quorum existing, the Chair shall take the chair and call the meeting to order.
- (c) If no quorum exists within fifteen (15) minutes after the time appointed for a meeting of the Board of Trustees, the Board of Trustees shall stand adjourned until the next applicable regular meeting of the Board of Trustees or until a special meeting may be called in accordance with the prescribed requirements for such meetings.
- (d) If a meeting is not convened due to the lack of a quorum at the expiration of the said fifteen (15) minutes, the Corporate Secretary or designate shall indicate as such in the Minute book with a record of the names of those members present.
- (e) The Board of Trustees shall adjourn a convened meeting whenever a quorum is no longer present and the Corporate Secretary or designate shall record the time of adjournment and the names of the Trustees then present.
- (f) When the Board of Trustees is unable to meet for want of a quorum, the Agenda delivered for that meeting shall be considered at the next scheduled meeting prior to the consideration of the Agenda for that subsequent meeting, or it shall be the Agenda for a special meeting called for that purpose.

(2) Pecuniary Interest

- (a) When a Trustee has a pecuniary interest in a matter before the Board, any committee of the Board or any commission, committee or agency to which the Trustee is appointed as a representative of the Board, subject to and in accordance with Section 83 of the *School Act*, the Trustee shall, if present,
 - (i) disclose the general nature of the pecuniary interest prior to any discussion of the matter,
 - (ii) abstain from voting on any question relating to the matter,
 - (iii) subject to Subsection 6(c), abstain from discussing the matter, and
 - (iv) subject to subsection (b) and (c), leave the room in which the meeting is being held until the discussion and voting on the matter are concluded.
- (b) If the matter with respect to which the Trustee has a pecuniary interest is the payment of an account for which funds have previously been committed, it is not necessary for the Trustee to leave the room.

- (c) If a Trustee is temporarily absent from a meeting when a matter in which the Trustee has a pecuniary interest is introduced, the Trustee shall, immediately on the Trustee's return to the meeting or as soon afterwards as the Trustee becomes aware that the matter has been considered, disclose the general nature of the Trustee's pecuniary interest in the matter.

Conducting Business at Regular Board of Trustees' Meetings – Public Agenda

(1) Call to Order, National Anthem and Welcome

- (a) All regular public meetings of the Board of Trustees shall commence with the singing of the Canadian national anthem. The Chair shall request everyone present who is able to stand and participate in the singing of the Canadian national anthem.
- (b) The Chair shall make general welcome comments to Superintendents, Directors, stakeholders and members of the public. At the commencement of every regular public meeting of the Board of Trustees, the Chair shall indicate which Trustees are absent on Board of Trustees' business or for other purposes, as requested by the relevant Trustee(s).

(2) Consideration/Approval of Agenda

- (a) Prior to the discussion of business, the Chair may outline the Agenda, make or request any recommendations respecting amendments to the Agenda from the Corporate Secretary or designate and Trustees, and entertain any inquiries and conduct any necessary discussion concerning the Agenda. The Chair shall then entertain a motion to approve the Agenda as submitted or amended.

(3) School/System and Public Presentations

- (a) This portion of the Agenda is to accommodate presentations related to educational issues by public interest groups, school/system groups, educational liaison groups or partners in education. Presentations are intended as a method of providing information related to governance policies. Up to fifteen (15) minutes will be allotted for each presentation. The Board of Trustees must give prior consent for these presentations. The ward Trustee, in the case of school presentations, or the Chair, in the case of system or public presentations, will thank the presenters.

(4) Honours and Recognitions

- (a) This portion of the Agenda may be used to recognize special achievements of persons or departments within The Calgary Board of Education or educational partnerships.

(5) Unfinished Business Carried Forward

- (a) Any remaining Agenda items not dealt with at a meeting shall automatically be placed on the Agenda of the next appropriate Board of Trustees' meeting. Such material shall take precedence over other items on the subsequent meeting's Agenda.

(6) *Public Conversation and Information*

(a) Report from the Chair and Trustees

This portion of the Agenda provides an opportunity for the Chair and Trustees to provide, verbally, the highlights of significant recent events and good news. During this portion of the meeting, the Board of Trustees may make any announcements that it considers important through the Chair.

(b) Report from the Chief Superintendent

During this portion of the Agenda, the Chief Superintendent shall provide a verbal update to highlight significant recent events and good news.

(7) *Board Development*

- (a) In accordance with its Governance Process policy, the Board will identify topics for Board development, and the timing for each Board development session. Generally, the purpose of Board development sessions is to assist the Board to develop more complete knowledge and a better understanding of specific policy issues and to support effective Board monitoring. Prior to the detailed planning for each session, the Board will complete any information requirements, and provide more specific information as may be required for Board development sessions to the Chief Superintendent, who will be responsible for the preparation and organization of these sessions.

(8) *Action Items*

- (a) This section of the Agenda shall include items requiring action or decision of the Board of Trustees.
- (b) Business introduced by Administration shall proceed by way of recommendation to the Board of Trustees. All reports to be considered by the Board of Trustees must be in written format in the prescribed report style as attached in Appendix E. In cases where timing is of a critical nature, the Board of Trustees may accept verbal reports.

(9) *Monitoring and Results*

This section of the Agenda shall be for the purpose of:

- (a) providing all monitoring reports to the Board of Trustees, according to the annual planning calendar in the Board's governance policies, or otherwise as required by the Board, in the areas of Ends, Executive Limitations, Governance Process and Board/Chief Superintendent Linkages, and
- (b) providing timely results information that will, at the time of monitoring, be used to determine reasonable progress towards achievement of the Board's Ends policies, or compliance with the Executive Limitations policies. Normally, these reports are to be provided in written format, and are for information purposes only. All Trustees are responsible for reading all written reports; therefore, detailed presentations are not required in the Board Room. Discussion will take place for the purpose of clarification and/or questions.

(10) *Policy Development and Review*

- (a) All governance policies are evaluated regularly, according to the process defined in the Board's governance policies. This section of the Agenda shall include Board consideration of issues that might require policy development or amendment, as well as the Board's debate and approval of governance policies and policy exhibits, and any amendments thereto.

(11) *Consent Agenda*

The Board of Trustees uses a "Consent Agenda" to act on non-controversial and routine items quickly. Items may be removed from the Consent Agenda and placed on the regular Agenda with the approval of a majority of the Trustees present at the meeting. The Corporate Secretary or designate must be advised of such request and relevant reasons for the request to remove any item from the Consent Agenda, by noon of the day prior to the Board of Trustees' meeting. Items removed from the Consent Agenda will be dealt with on the regular Agenda, immediately following the Consent Agenda items.

(a) Board Consent Agenda

This section of the Agenda shall include reports relative to approval of minutes of prior meetings of the Board of Trustees, and the Board of Trustees' committees, Trustees' liaison responsibilities, correspondence sent or received by the Board of Trustees, and other routine matters of Board business. These reports must be submitted in a written format and shall be received as part of the record in Board of Trustees' meetings.

In the case of the approval of Board meeting minutes, if the approval of the minutes of any meeting is removed from the Consent Agenda, such approval shall be dealt with as noted in the process above; however, the following limitations shall apply:

- (i) The minutes of a previous meeting shall not be read aloud unless requested by a majority of the Trustees.
- (ii) Any Trustee may make a motion requesting that the minutes be amended to correct any inaccuracy or omission. However, the Corporate Secretary or designate should be advised in advance of the challenge to the minutes before they are officially adopted by the Board of Trustees.
- (iii) Minor changes may be made to correct errors in grammar, spelling, and punctuation or to correct the omission of a word necessary to the meaning or continuity of a sentence; but no change shall be allowed which would alter or affect, in a material way, any actual decision made by the Board of Trustees. Minor corrections to the minutes can be accomplished by informing the Corporate Secretary of such errors. The minutes do not need to be pulled from the Consent Agenda to make such corrections.

(b) Chief Superintendent Consent Agenda

This section of the Agenda includes:

- (i) all items delegated to the Chief Superintendent that are required by law or contract to be approved by the Board,
- (ii) adequate information necessary to keep the Board of Trustees informed,

- (iii) monitoring reports where the Chief Superintendent is reporting full compliance for the second consecutive year, and
- (iv) other items as deemed appropriate by the Chief Superintendent.

(12) *Recess and Adjournment*

- (a) A short break may be called during Board of Trustees' meetings at the discretion of the Chair of the meeting. It shall be the responsibility of the Chair of the meeting to bring the meeting back to order.
- (b) The regular adjournment time for Board of Trustees' meetings shall be at the conclusion of consideration of the approved Agenda items for the meeting, or a maximum duration time of three hours from the scheduled commencement of the meeting. If the business of the meeting is not completed within three hours, the following provision shall apply:
 - (i) Upon the completion of three hours, the Chair will announce that such time has arrived and shall seek the pleasure of the Board of Trustees. If a majority of the members present agree, the meeting may continue until the completion of the scheduled Agenda items or until the time agreed to by the majority.
- (c) When a regular or special meeting adjourns without ending the session, this necessarily means that the time for another meeting to continue the same business or order of business has already been set, or that provision has been made for such a meeting to be held "at the call of the Chair". If a motion to "adjourn to the call of the Chair" is moved prior to the Chair declaring that the meeting is adjourned, an adjourned meeting called accordingly is a continuation of the same session. However, if no such meeting is held before the next regular or special Board of Trustees' meeting, whichever is applicable to the adjourned meeting, the adjournment of the previous Board of Trustees' meeting becomes final retrospectively as of the date the last meeting adjourned, and the Chair's authority to call an adjourned meeting expires.

Conducting Business at Regular Board of Trustees' Meetings – Private Agenda

- (1) When a majority of the Trustees present at a meeting of the Board of Trustees are of the opinion that it is in the public interest to hold the meeting or a part of the meeting in private for the purpose of considering any matter, the Board of Trustees may by motion exclude any person from the meeting. As such, the purpose of the Private Agenda is to deal with in camera matters, as determined by the Board of Trustees and/or as described in Section 18(1) of the *Alberta Freedom of Information and Protection of Privacy Regulation (AR200/95)*, a copy of which is attached as Appendix B (as amended from time to time). These topics include matters of privacy and matters confidential to the internal governance and management of the Board of Trustees.
- (2) When a meeting is held in private, the Board of Trustees does not have the power to pass a by-law or motion at that meeting apart from the motion necessary to revert to an open meeting.
- (3) When the Board of Trustees resolves to consider any matter in private, any motion(s) arising from the Private Agenda shall not be subject to question or debate.

- (4) Due to the confidential or privileged nature of all private meeting Agenda items and supporting material on which the motions are based, the comments, discussions and supporting material relating to private items shall remain strictly confidential, except in cases when the Board of Trustees determines that the information should be submitted to a public meeting of the Board of Trustees, when the Board of Trustees specifically authorizes its public release, or when legally required to release such information. A motion of the Board of Trustees is required if this information is to be provided to any persons other than to the Board of Trustees or to employees or agents of the Board of Trustees who require such information to carry out the duties of their job.
- (5) As part of the fiduciary duties to which each Trustee is bound is the strict duty of confidentiality. That duty applies to every matter of a confidential nature before the Board or coming to the notice of any Trustee, including the private discussions and deliberations of Trustees during informal work sessions and the agendas, debates and discussions of or that occur during private meetings of the Board. Until such time as any such confidential matters are lawfully and properly disclosed pursuant to public meetings of the Board, such matters remain confidential and any Trustee breaching such obligation of confidentiality may be subject to sanctions anticipated under the School Act and the Board governance processes as well as possible legal claims.
- (6) Motions arising from Agenda items discussed in private session must be carefully worded so as to protect the confidentiality and personal privacy around the issue.

Conducting Business at the Board of Trustees' Special Meetings

The business of special meetings shall be conducted in accordance with the rules governing regular Board meetings, subject to following the order of business appropriate to the purpose of the meeting, as outlined in Appendix C of these Procedures.

Conducting Business at the Board of Trustees' Organizational Meetings

- (1) The Corporate Secretary or designate shall assume the chair as Chair *pro tem*.
- (2) At the organizational meeting following civic elections, after the elected Trustees have taken their oaths of office, as provided in Section 76 of the *School Act*, and have taken their places at the Board table, the Corporate Secretary or designate shall:
 - (a) proceed to read to the Board of Trustees the returns of the election as certified by the Returning Officer; and
 - (b) declare the Board of Trustees to be legally constituted.
- (3) The Corporate Secretary or designate shall then conduct the annual election for the office of the Chair of the Board of Trustees, as provided in Section 65 of the *School Act*, which shall be as follows:
 - (a) Call for nominations to be made orally by Trustees in public session.
 - (b) After the nominations have ceased, the nominee(s) shall be requested to inform the meeting whether they elect to stand or decline to stand.

- (c) If only one person is nominated, that member shall be declared elected by acclamation.
 - (d) Where more than one nominee stands for election, an open vote shall be taken on the nominations in the order in which they were submitted.
 - (e) In the case of election of the Chair or Vice-Chair of the Board of Trustees, one or more Trustees can request that the vote be by secret ballot, as provided in Section 73(d) of the *School Act*.
 - (f) Each Trustee shall vote.
 - (g) The Board of Trustees' member who receives a simple majority of votes cast by the Trustees present shall be declared elected.
 - (h) Where more than two nominees elect to stand, if upon the first vote no nominee receives the majority required for election, the name of the nominee receiving the least number of votes shall be dropped, and the members shall proceed to vote anew and so continue until a nominee receives the majority required for election, at which time such nominee shall be declared elected.
 - (i) In the case of a vote where no nominee receives the majority required for election, and where two or more nominees are tied with the least number of votes, a special vote shall be taken to decide which one of such tied nominees' names shall be dropped from the list of names to be voted on in the next vote.
 - (j) In the case of a two-way tie vote, the Corporate Secretary or designate shall write the names of those nominees separately on blank sheets of paper of equal size and of the same colour and texture, and after folding the sheets of paper in a uniform manner and so that the names are concealed, shall deposit them in a receptacle and direct some person to withdraw one of the sheets. The Corporate Secretary or designate shall declare the nominee whose name appears on the withdrawn sheet to be elected.
 - (k) In the case of a three-way tie vote, the Corporate Secretary or designate shall write the names of those nominees separately on blank sheets of paper of equal size and of the same colour and texture and after folding the sheets of paper in a uniform manner and so that the names are concealed, shall deposit them in a receptacle and direct some person to withdraw one of the sheets. The nominee's name that appears on the withdrawn sheet shall be dropped, and a vote shall then be taken to elect one of the remaining two nominees.
- (4) The Chair shall then assume the chair.
- (5) The Chair shall then conduct the election for the office of Vice-Chair of the Board of Trustees in the same manner as for the election of the Chair of the Board of Trustees as set out in the preceding section.
- (6) *Term of Office, Chair and Vice-Chair*
- (a) In accordance with Section 65 of the *School Act*, the Chair and Vice-Chair shall hold office during the pleasure of the Board of Trustees, which under normal

circumstances shall be until the next organizational meeting of the Board of Trustees.

- (b) In the event that the office of the Chair or Vice-Chair becomes vacant due to death, incapacity, resignation or any other reason, the Board of Trustees shall elect a Trustee to fill the office for the remainder of the term.
- (c) The position of second Vice-Chair shall be appointed at the organizational meeting on a rotating roster basis, every two months. During the months of July and August a Trustee will be designated as an on call Trustee to assist the Chair and/or Vice-Chair.

(7) *Establishment of Committees and Liaison Requirements*

- (a) The number of committees of the Board of Trustees, their powers and duties, and the membership of each committee, shall be decided by the Board of Trustees, in accordance with the governance policy regarding committees.

(8) *Schedule of Meetings and Annual Agendas*

- (a) The Board of Trustees will determine the schedule of regular meetings for the forthcoming year (up to the date of the next organizational meeting of the Board of Trustees) and shall forthwith, by motion, adopt the calendar of meetings. This does not preclude motions to schedule additional regular meetings, as required, throughout the year.
- (b) To the extent possible, the Board of Trustees shall determine the Agenda for meetings of the Board of Trustees for the forthcoming year.

(9) *Delegation of Power*

- (a) Any motion of the Board of Trustees to authorize delegation of the Board of Trustees' duties or powers may be made or renewed at the organizational meeting, and/or at such other time as the Board of Trustees determines to be appropriate.

J. CONTROL AND CONDUCT OF BOARD OF TRUSTEES' MEETINGS

(1) *Role of Chair in Presiding Over Meetings*

- (a) The Chair of the Board of Trustees shall preside over regular and special meetings of the Board of Trustees.
- (b) In the case of the absence of the Chair, the Vice-Chair has all the powers and shall perform all the duties of the Chair during the absence of the Chair. In the case of the absence of both the Chair and the Vice-Chair, the rotating second Vice-Chair shall preside. In the absence of all three of the above, the Corporate Secretary or designate shall call the meeting to order and a Chair shall be chosen by the members of the Board of Trustees present and that individual shall then preside during the meeting, or until the Chair, Vice-Chair or second Vice-Chair arrives.
- (c) Subject to being overruled by a majority vote of Trustees, as outlined in Section

J(7) of these Procedures, the Chair:

- (i) shall maintain order and preserve decorum and may, if necessary, call a Trustee to order;
 - (ii) shall decide points of order without debate or comment other than to state the rule applicable to the case;
 - (iii) shall determine which Trustee has a right to speak;
 - (iv) shall ensure that all Trustees who wish to speak on a motion have spoken, that the Trustees are ready to vote and shall subsequently call the vote;
 - (v) shall rule when a motion is out of order; and
 - (vi) may, at any meeting, expel and exclude any person who creates any disturbance or acts improperly.
- (d) When the Chair wishes to make a motion, he/she shall:
- (i) vacate the chair, and request that the Vice-Chair take the chair; and
 - (ii) remain out of the chair until the motion has been dealt with.

(2) *Attendance at Meetings*

- (a) Any Trustee who will be absent from a Board of Trustees' meeting must notify the Corporate Secretary or designate in writing as soon as possible in order to accommodate the rescheduling of the meeting, if required.
- (b) No Trustee shall leave the Board of Trustees' meeting (other than for brief periods of time) without written notice being provided through the Corporate Secretary or designate.

(3) *Trustees' Attendance at Board Meetings by Electronic Means*

- (a) It is the preference of the Board of Trustees to hold its meetings at a common location to conduct Board business, with Trustees and official staff physically present at the meeting. Notwithstanding this preference, from time to time, one or more Trustees may participate in a public meeting of the Board by electronic means or other communication facilities, subject to satisfying the requirements as outlined in these Procedures. Trustees may not participate in a private meeting or private portion of any Board of Trustees' meeting by electronic means.
- (b) Any acceptable electronic means or other communication facilities must permit the Trustee(s) not physically present at the meeting of the Board of Trustees to hear and be heard or watch and be heard by all other participants and public in attendance at the meeting, as is appropriate. Unless otherwise approved by the Board of Trustees, the electronic means of communication will be limited to land-line telephones or communication facilities that provide simultaneous audio and video communication.
- (c) Electronic attendance of Trustees may be permitted for regular public meetings of the Board of Trustees, and for special meetings of the Board of Trustees, except those special meetings held in-camera and/or for the purpose of hearing appeals or conducting hearings related to employee matters, or any Board

decision which attracts the principles of natural justice. Notwithstanding the above, the Board of Trustees may by Board motion passed 30 days prior to a particular meeting, determine that such Board meeting will be exempt from having any Trustees attend the meeting electronically.

- (d) The Board of Trustees, in its sole discretion, reserves the right to determine which Trustees will be allowed to participate in a meeting of the Board via electronic means, so as to ensure that a quorum of the Board will be physically present at the meeting. Preference will be given to those Trustees who request electronic attendance due to illness, circumstances beyond their control, or physical incapacity to be physically present at a meeting.
- (e) Notwithstanding the requirements of these Procedures, a Trustee cannot attend more than three consecutive Board meetings electronically, without being authorized by a resolution of the Board of Trustees to do so.
- (f) At every meeting of the Board, the following persons must be physically present in the meeting room of the Board:
 - (i) the Chair of the Board or his or her designate;
 - (ii) at least three (3) other Trustees, in order to ensure that a quorum of the Board shall be physically present; and
 - (iii) the Corporate Secretary or designate.
- (g) At a meeting of the Board at which one or more Trustees is present electronically, voting on all motions shall be done verbally, with the Chair asking each Trustee to indicate whether they are in favour or opposed to each motion by stating their name.
- (h) At a meeting of the Board at which one or more Trustees is present electronically, if a ruling of the Chair is appealed, the Chair will poll Trustees alphabetically by last name to verify the decision.
- (i) Any Trustee wishing to participate in a Board meeting by electronic means must:
 - (i) notify the Corporate Secretary or designate a minimum of eight (8) hours prior to the stated commencement of the meeting that they will be physically absent and wish to participate electronically;
 - (ii) notify the Corporate Secretary or designate of the location at which they can be reached. Notwithstanding that a Trustee has requested to electronically attend a meeting of the Board of Trustees, if a reasonable attempt is made to connect with the Trustee, but for any reason, such connection is not made, the Trustee will be considered to be absent from the meeting. If the connection is lost during the meeting, the Trustee will be considered to be absent from the portion of the meeting during which there is no connection;
 - (iii) arrange to have access to all information that is distributed to Trustees prior to the meeting, and to a means to receive copies of all information that may be circulated at the meeting;
 - (iv) be available at the scheduled commencement of the meeting, as late electronic attendance will not be permitted;
 - (v) formally provide a verbal statement to the Board of their identity in order

that the Board can be assured that only Board members are participating in the Board decision;

- (vi) verbally inform the Chair if and when they wish to speak;
- (vii) inform the Chair if they depart from a meeting, whether temporary or permanent;
- (viii) ensure that they comply with the requirements of the Act and these Procedures with regard to any pecuniary interest that they have in any matter before the Board.

(4) *Conduct of Trustees*

- (a) When a Trustee wishes to speak at a Board of Trustees' meeting the Trustee shall obtain the approval of the Chair before doing so.
- (b) When a Trustee is speaking every other Trustee shall:
 - (i) remain quiet and seated;
 - (ii) not interrupt the speaker, except on a point of order; and
 - (iii) not carry on a private conversation in person, via email, text or social media site (such as Facebook or Twitter).
- (c) When a Trustee is speaking the Trustee shall:
 - (i) not speak disrespectfully of Her Majesty The Queen, her official representatives or her government;
 - (ii) not use offensive words in referring to any person;
 - (iii) not reflect on any vote of the Board of Trustees except when moving to rescind it, and shall not reflect on the motives of the Trustees who voted on the motion, or the mover of the motion;
 - (iv) not shout or immoderately raise his voice or use profane, vulgar or offensive language; and
 - (v) assume personal responsibility for the accuracy of any statement made and, upon request of the Board of Trustees, shall give the source of the information.

(5) *Conduct of Members of the Public*

- (a) The members of the public during a Board of Trustees' meeting shall:
 - (i) not address the Board of Trustees without permission;
 - (ii) maintain order and quiet; and
 - (iii) not interrupt any speech or action of the Board of Trustees, or any other person addressing the Board of Trustees.

(6) *Point of Information, Point of Order*

- (a) A point of information is a request or a statement directed to the Chair, or through the Chair to another Trustee, or to the Chief Superintendent, for or about

information relevant to the business at hand, but not related to a point of procedure. When a point of information is raised, the Chair shall answer the question or direct the question to the appropriate Trustee or the Chief Superintendent.

- (b) A point of order is the raising of a question by a Trustee with the view of calling attention to any departure from the Board of Trustees' Procedures or the customary proceedings in debate or in the conduct of the Board of Trustees' business. When any point of order arises, it shall be immediately taken into consideration.
 - (i) When the Chair is called upon to decide a point of order, the point shall be stated without unnecessary comment, and the Chair shall state the rule or authority applicable in the case.
 - (ii) When a point of order is raised, or when a Trustee is called to order by the Chair, the Trustee speaking shall immediately be silent and shall remain silent until the Chair decides the point raised.
 - (iii) The Trustee raising a point of order may be granted permission to explain.
- (7) *Ruling of the Chair*
 - (a) When the Chair is of the opinion that any motion is contrary to the rules of the Board of Trustees, the Chair shall advise the Trustees immediately, quoting the rule or authority applicable.
 - (b) No argument or comment as to the Chair's ruling shall be permitted, and the decision of the Chair shall be final unless a challenge is made.
 - (c) When a Trustee wishes to challenge the ruling of the Chair, the motion, "That the decision of the Chair be overruled" shall be made.
 - (d) A challenge of the ruling of the Chair shall be decided by a majority of the Trustees present. When the ruling of the Chair is challenged, the Chair shall have the right to state the reasons for the decision given, and shall then call the question, without further debate.

(8) *Calling a Trustee to Order*

- (a) When the Chair calls a Trustee to order, the Trustee shall cease to speak.
- (b) The Chair shall provide the opportunity for the Trustee to apologize and/or to explain the Trustee's position in making the remark for which the Trustee was called to order.
- (c) In the event that a Trustee refuses to remain quiet when called to order, the Chair shall request the Vice-Chair or any Trustee to move a motion to remove the unruly Trustee either:
 - (i) for the balance of the meeting; or
 - (ii) until a time stated in the motion;

unless the Trustee makes an apology acceptable to the Board of Trustees for the Trustee's unruly behaviour.

- (d) When the majority of the Board of Trustees votes in favour of the motion, the Chair shall direct the unruly Trustee to leave the Board Room and, if the Trustee refuses to leave, direct that the Trustee be removed.
- (e) When the Chair has directed an unruly Trustee to leave the Board Room and the Trustee makes an explanation and apology satisfactory to the Board of Trustees, it may, by a majority vote of the remaining Trustees present, allow the offending Trustee to remain in his or her place.

(9) *Motions in Board of Trustees' Meetings*

- (a) Pursuant to Section 72(1) of the *School Act*, all motions shall be submitted to the Board of Trustees by the Chair or a Trustee and no seconder is required.
- (b) Any motion in excess of 25 words shall be submitted in writing to the Board of Trustees and the Corporate Secretary or designate.
- (c) Unless exempted by the Chair, motions submitted during the course of debate shall also be submitted to the Corporate Secretary or designate in writing, except motions to receive or adopt reports, to refer, to adjourn, to lay on the table, to postpone, to recess, to extend termination of the meeting, or to rise and report to the Board of Trustees.
- (d) After a motion has been moved and prior to it being placed on the floor for debate, it is the property of its mover, who can withdraw it or modify it without asking the consent of anyone.
- (e) When a question is under debate, no motion shall be received, except a motion to extend adjournment, to adjourn, to lay on the table, to postpone to a certain time, to refer to a committee, to amend, or to postpone indefinitely, which motions shall have the precedence in the above order.
- (f) A motion to "lay on the table" should only be used if the purpose is to temporarily put business aside so that the Board of Trustees can take up a more urgent matter. If the motion to "lay on the table" is adopted, it is important to make the motion to "take from the table" after the more important business has been decided, in order that the Board of Trustees can again discuss and vote on the motion that was laid on the table. A tabling motion is not debatable. A question laid on the table remains there until taken from the table or until the close of the next regular meeting; if not taken up by that time, the question dies.
- (g) A motion to "adopt" a report has the effect of the Board of Trustees endorsing every word of the report, including the indicated facts and the reasoning, as its own statement.
- (h) A motion to "postpone indefinitely" has the purpose of suppressing the main motion for the duration of the meeting, while a "motion to postpone to a certain time" is for the purpose of putting off or delaying a decision until that time.

- (i) A motion to “refer” is for the purpose of having another group or committee investigate a proposal, and the motion is debatable. If the motion does not include a time by which the committee is to report, the motion might die in committee.
- (10) *The Handling of a Motion*
- (a) The mover of a motion shall state the motion to be considered.
 - (b) A question period will follow, during which Trustees will have an opportunity to ask questions for clarification or information prior to the Chair’s calling for formal debate.
 - (c) After a main motion has been made and before the question has been stated by the chair, any Trustee can informally suggest one or more modifications in the motion, which at this point the maker can accept or reject as the mover wishes.
 - (d) Representatives of the Alberta Teachers’ Association, Canadian Union of Public Employees, Calgary Association of Parents and School Councils, The Calgary Board of Education Staff Association, and Trade Unions, will be permitted to speak during the question period at the discretion of the Chair. Other representatives as deemed necessary can be included at the discretion of the Board of Trustees. Questions to these representatives are to be addressed through the Chair.
 - (e) The Board of Trustees must approve by motion that a member of the public audience be allowed to respond to a Trustee’s request for information during the question period.
 - (f) Any Trustee desiring to speak shall so indicate by upraised hand and, upon recognition by the Chair who shall call the Trustee by name, the Trustee may then, but not before, proceed to speak.
 - (g) Every individual, prior to speaking, shall address the Chair, and remarks shall be confined to the motion under consideration.
 - (h) At the conclusion of the question period, the Chair states the motion, thus placing it on the floor for debate. After the motion has been stated by the Chair, it is the property of the Board of Trustees and the maker must receive the approval of the Board, either by consent or by formal approval, to withdraw or modify his own motion.
 - (i) The mover of the motion shall be given the opportunity to speak first and open debate.
 - (j) No Trustee may speak more than twice during the debate on any motion, except under the following circumstances:
 - (i) When a Trustee feels he/she has been misquoted or misunderstood, the Trustee may, after receiving permission from the Chair, explain a material part of his speech but the Trustee may not introduce any new matter and there shall be no debate on the explanation.

- (ii) Before the debate has been closed and the vote called, provided no other Trustee has the floor, a Trustee may request that the motion be read aloud.
 - (k) Unless the Board of Trustees by a majority vote extends the time, no Trustee shall speak more than twice for three minutes each on any motion.
 - (l) During the debate, each Trustee has the right to speak twice on the same question, but cannot make a second speech so long as any Trustee who has not spoken on that question desires the floor.
 - (m) When debate is closed, and prior to calling the question on the motion, the Chair shall always have the right and responsibility to make clear the exact question that the Board of Trustees is deciding and to make sure that Trustees understand the effect of an "aye" and of a "no" vote prior to calling the question on the motion.
- (11) *Motion to Adjourn*
- (a) A motion to adjourn is always in order, except when a motion to adjourn was the immediately preceding motion, and takes precedence over all others, but it must not be entertained while a member is speaking nor while a vote is in progress.
- (12) *Voting on Motions*
- (a) The Chair and each Trustee present must vote on all questions, unless excused from voting in accordance with Section 72 of the *School Act*. Each question shall be decided by a majority of the votes of those Trustees present. Any question on which there is an equality of votes shall be decided in the negative.
 - (b) Notwithstanding the above section, any Trustee who was absent from a Board of Trustees' meeting is not entitled to vote on the adoption of the minutes arising from that meeting. Such abstention shall be recorded. This provision is deemed to satisfy the requirements of Section 72(2)(a) of the *School Act* and no further motion in this regard is required.
 - (c) In accordance with Section 83 of the *School Act*, if a Trustee has a pecuniary interest in any matter before the Board of Trustees, the Trustee shall disclose such interest prior to any discussion of the matter, abstain from voting on or discussing the matter, and leave the room in which the meeting is being held until the discussion and voting on the matter are concluded.
 - (d) The Chair shall declare the results of all votes, including which Trustees voted for or against the motion in question.
- (13) *Motions that Bring a Question Again Before the Board*
- (a) A question once decided cannot be brought up again at the same meeting unless otherwise decided by a majority of the Board of Trustees.
 - (b) A question to reconsider must be made by a Trustee who voted on the prevailing side of the original motion and can only be considered on the same day that the original motion was decided. When the question to reconsider is on the table,

the mover shall briefly state his reasons for reconsideration and the motion to reconsider shall then be voted on without further debate. If carried, the original motion shall then be read and is before the Board of Trustees for disposal.

- (c) If the Board of Trustees refuses to reconsider, no other motion to reconsider can be made.
- (d) If it should become necessary to rescind a motion that has passed, at least one weeks' notice in writing must be given unless otherwise decided by a majority of the Board of Trustees. The motion to rescind is then introduced and dealt with at the next regular Board meeting.
- (e) No motion to rescind or to reconsider shall have the effect of delaying or impeding the action necessary to give effect to any motion, unless the Board of Trustees shall order otherwise.

(14) *Adjournment*

- (a) At the conclusion of each Board of Trustees' or committee meeting, the Chair must declare the meeting adjourned.

K. CORPORATE RECORDS OF MEETINGS

- (1) Minutes of all Board of Trustees' meetings, whether public or private, shall be recorded in the official minutes maintained by the Corporate Secretary on behalf of the Board of Trustees in accordance with Section 74 of the *School Act*. Minutes of committees of the Board of Trustees shall be presented to the Board of Trustees as part of the regular committee reports, and shall be retained in the corporate records of the Board of Trustees.
- (2) The Minutes for each Board of Trustees' meeting shall include:
 - (a) the kind of meeting: regular, special, or organizational;
 - (b) the name of the assembly;
 - (c) the date, time and place of the meeting;
 - (d) Trustees in attendance as well as Trustees who are absent;
 - (e) main and secondary motions and their disposition; including the names of Trustees voting in favour of, or in opposition to the motion or recommendation and the names of Trustees who were temporarily absent from the meeting at the time the question was called, or who abstained from voting in accordance with Section 72(2) of the *School Act*;
 - (f) points of order and appeals, whether sustained or lost, together with the reasons given by the Chair for his or her ruling;
 - (g) in accordance with Section 83(4) of the *School Act*, the abstention of a Trustee under Sections 83(1) and 83(3) of the *School Act*, as related to disclosure of any pecuniary interests; and
 - (h) the hour of adjournment.

- (3) The Corporate Secretary shall prepare the minutes of each Board of Trustees' meeting and such minutes shall be considered for adoption at a subsequent meeting of the Board of Trustees.
- (4) The minutes shall contain a record of decisions and motions made at the meeting, along with a summary of Board deliberations and discussions, rather than detailed deliberations.
- (5) The Corporate Secretary's office shall cause an audio record of all public meetings of the Board of Trustees to be made and, if any Trustee questions the accuracy of any portion of the minutes of a previous meeting, the audio recording shall be used to decide the question.
- (6) The audio recording of a meeting of the Board of Trustees shall be erased immediately following the Board of Trustees' adoption of the minutes unless in the meantime, a written request has been received to retain the audio record, and followed by receipt within 60 days of a court order requiring the retention of the audio recording..
- (7) Public Board meetings will be recorded and broadcast in order to make recordings of the meetings accessible to CBE stakeholders. The Calgary Board of Education reserves the sole authority to make video or audio recordings of its meetings and to broadcast those recordings. Videos will be made available to the public on the Internet for a period of thirty (30) days from the date of the meeting.
- (8) When a Trustee arrives late, leaves early, or is absent from a portion of a meeting due to a conflict of interest, the minutes of such meeting shall reflect the reason for the Trustee's absence.
- (9) All reports and documents submitted to the Board of Trustees shall be retained in the corporate records of the Board of Trustees.

L. COMMITTEES OF THE BOARD OF TRUSTEES

The Board of Trustees will make use of committees to help the Board of Trustees do its work. The functioning of Board of Trustees' committees will be governed by the Board of Trustees' governance policy regarding committees.

BOARD MEETING PROCEDURES

APPENDIX A – WAIVER OF NOTICE FOR SPECIAL MEETINGS

**WAIVER OF NOTICE
FOR
Special Meeting of the Board of Trustees
to be called _____ ,
(yy/mm/dd)
commencing at _____ (time) in the Multipurpose Room,
1221 8th Street S.W. Calgary, Alberta**

We, the undersigned Trustees of The Calgary Board of Education of the Province of Alberta, do hereby waive notice for the above-noted Special Meeting of the Board of Trustees. This waiver is completed in accordance with the provisions of Section 67 (Special Meetings) of the *School Act*. (This waiver may be signed in counterpart and the counterparts when combined shall be treated as one and the same document.)

The purpose of the Special Meeting of the Board of Trustees scheduled for _____, is to give consideration to the following items:

-
-

Waiver of Notice is hereby granted:

<u>Name of Trustee</u>	<u>Signature of Trustee</u>	<u>Date</u>

**APPENDIX B – EXCERPT FROM FREEDOM OF INFORMATION AND PROTECTION OF
PRIVACY REGULATION**

**EXCERPT FROM
ALBERTA FREEDOM OF INFORMATION
AND PROTECTION OF PRIVACY REGULATION (AR200/95)**

18(1) A meeting of a local public body's elected officials, governing body or committee of its governing body may be held in the absence of the public only if the subject-matter being considered in the absence of the public concerns

- (a) the security of the property of the local public body,
- (b) personal information of an individual, including an employee of a public body,
- (c) a proposed or pending acquisition or disposition of property by or for a public body,
- (d) labour relations or employee negotiations,
- (e) a law enforcement matter, litigation or potential litigation, including matters before administrative tribunals affecting the local public body, or
- (f) the consideration of a request for access for information under the *Freedom of Information and Protection of Privacy Act* if the governing body or committee of the governing body is itself designated as the head of the local public body for the purposes of the *Freedom of Information and Protection of Privacy Act*,

and no other subject-matter is considered in the absence of the public.

(2) Subsection (1) does not apply to a local public body if another Act

- (a) expressly authorizes the local public body to hold meetings in the absence of the public, and
- (b) specifies the matters that may be discussed at those meetings.

**APPENDIX C - TEMPLATES FOR ORDER OF BUSINESS
FOR BOARD OF TRUSTEES' MEETINGS**

- I. The normal order of business for the **Regular Meeting of the Board of Trustees, Public Agendas** shall be as follows:
1. Call to Order, National Anthem and Welcome
 2. Consideration/Approval of Agenda
 3. School/System and Public Presentations
 4. Honours and Recognitions
 5. Unfinished Business Carried Forward
 6. Public Conversation and Information
 - (a) Report from the Chair and Trustees
 - (b) Report from the Chief Superintendent
 7. Board Development Sessions
 8. Action Items
 9. Monitoring and Results
 - (a) Ends
 - (b) Executive Limitations
 - (c) Governance Process
 10. Policy Development and Review
 11. Consent Agenda
 - (a) Board Consent Agenda
 - (i) Approval of Board of Trustees' Minutes
 - (ii) Board Correspondence
 - (iii) Trustee Liaison Reports
 - (iv) Committee Reports
 - (v) Other
 - (b) Chief Superintendent Consent Agenda
 - (i) Monthly Update
 - (ii) Other
 12. Adjournment

II. The normal order of business for the **Regular Meeting of the Board of Trustees, Private Agendas** shall be as follows:

1. Call to Order
 - (a) Motion to Move In Camera
2. Consideration/Approval of Agenda
3. Governance: Action Items (Decision Required)
 - (a) Agenda Planning
 - (b) Other Items That Require a Board of Trustees' Decision
4. Governance Information/Discussion Items (No Decision Required)
 - (a) Communications
 - (b) Legal Update
 - (c) Other Items for Information
5. Consent Agenda
 - (a) Chief Superintendent's Update Report (As Required)
 - (b) Labour Relations (Quarterly and as Required)
 - (c) Construction Projects Status Report
6. Governance Issues Discussion
7. Emergent Items for Next Meeting
8. Motions
 - (a) To Revert to Public Meeting
 - (b) To Action In Camera Recommendations
9. Adjournment

III. The normal order of business for **Special Meetings** of the Board of Trustees established for any purpose other than the conducting of hearings and hearing of appeals shall be as follows:

1. Call to Order
2. Consideration of Agenda (subject to Section 67(5) of the *School Act*)
3. Action Items
4. Information Items
5. Governance/Board of Trustees
6. Adjournment

- IV. The normal order of business for **Special Meetings** of the Board of Trustees established for the purpose of conducting **hearings and hearing appeals** shall be as follows:

1. Call to Order
 - (a) Motion to Consider Agenda In Camera
 - (b) Welcome and Introductions
 - (c) Review of Procedures
 - (d) Preliminary Points Prior to Commencement of Procedure
2. Presentations, Comments and Responses, Committee Questions, and Concluding Comments of Parties

	Teacher Transfer Appeal	Teacher Hearing
i) Written and Oral Presentation	Teacher	Administration
ii) Written and Oral Presentation	Administration	Teacher
iii) Comments by Way of Response	Teacher	Administration
iv) Comments by Way of Response	Administration	Teacher
v) Trustee Questions	Both Parties	Both Parties
vi) Concluding Remarks	Administration	Teacher
vii) Concluding Remarks	Teacher	Administration

3. Deliberation and Decision
 - (a) Deliberation
 - (b) Motion to Revert to Public Meeting
 - (c) Motion re: Decision
4. Adjournment

- V. The order of business at the **Organizational Meeting of the Board of Trustees** shall be as follows:

1. The Corporate Secretary or designate shall assume the Chair as Chair pro tem and carry out the following:
 - (a) Call to order
 - (b) Read the returns of the election as certified by the Returning Officer (Election Year)
 - (c) Declare the Board of Trustees to be legally constituted (Election Year)
 - (d) Election of Chair
2. The Chair shall assume the Chair and conduct the remainder of the Organizational Meeting.
3. Election of Vice-Chair
4. Establishment of Committees, Committee Membership, and Liaison Links
5. Schedule of Board of Trustees' Meetings and Annual Agendas
6. Delegation Order of the Board of Trustees
7. Adjournment

APPENDIX D – QUICK REFERENCE GUIDE TO ROBERT'S RULES OF ORDER

PROCEDURES AS ADAPTED FROM QUICK REFERENCE GUIDE TO ROBERT'S RULES OF ORDER					
	ORDER OF MOTIONS	MOVER MUST BE RECOGNIZED	AMENDABLE	DEBATABLE	MAY BE RECONSIDERED
PRIVILEGED					
1	Fix time of next meeting	Yes	Yes	No	Yes
2	Adjourn	Yes	No	No	No
3	Take a recess	Yes	Yes	No	No
4	Question of privilege	No	No	No, but a resulting motion is	No
5	Orders of the day	No	No	No	No
INCIDENTAL					
	Point of order	No	No	No	No
	Appeal	No	No	Usually	Yes
	Suspend the rules	Yes	No	No	No
	Create special orders	Yes	No	Yes	No
	Withdraw (or renew)	Yes	No	No	Negative only
	Objection to consideration	No	No	No	Negative only
SUBSIDIARY					
6a	Table	Yes	No	No	No
6b	Take from the table	Yes	No	No	No
7	Previous question	Yes	No	No	Yes
8	Limit debate	Yes	Yes	Yes	Yes
9	Postpone definitely	Yes	Yes	Yes	Yes
10	Refer or commit	Yes	Yes	Yes	Yes
11	Amend	Yes	Yes, once	Yes	Yes
12	Postpone indefinitely	Yes	No	Yes	Affirmative only
13	Main question (or motion)	Yes	Yes	Yes	Yes
MOTIONS					
14	Reconsider	No	No	No	No
15	Rescind	Yes	Yes	Yes	Negative only
16	Elections (nominations)	No	No	Yes	Yes

Note: Under the provisions of the *School Act* and Board Meeting Procedures, a seconder is not required for Board of Trustees' resolutions, and each motion shall be decided by a majority of the votes of those Trustees present.

report to
Board of Trustees

Topic

Date | Month date, 201X

Meeting Type | Click here to select an option

To | Board of Trustees

From | Naomi Johnson,
Chief Superintendent of Schools

Purpose | Click here to selection an option

Governance Policy
Reference | (Make reference to pertinent Governance Policy type,
number and name of policy if applicable)Resource Person(s) | (Those who assist in the generation of the report.)
First name Last name, titleNOTE: Include only the sections that are required and
appropriate for this report. Not all reports will require all
sections.1 | Recommendation

The recommendation is the proposed Board action and specifies exactly what you want the Board of Trustees to decide. The rest of the report provides context, information and alternatives that support the recommendations. For a given issue, the recommendation proposes a solution.

Recommendations related to private agenda items must be carefully worded so as to protect the confidentiality and personal privacy around the issue.

Use the following format when preparing this section:

It is recommended:

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



2 | Issue

The report and the recommendations exist for a reason. Be concise in describing why this report has been created and brought forward. The issue section provides a brief synopsis of the problem that needs to be solved. For example, “The Board of Trustees directed the Chief Superintendent to draft a policy for the use of capital reserves” or “The Chief Superintendent is proposing a communication strategy to improve how the CBE manages its reputation”. This section should be no more than two paragraphs.

3 | Background

This section should answer the question “how did we get here” and provide the context required to understand both the issue and the alternatives.

If the report responds to a prior Board motion, that is stated here. For example, on month, day, year, the Board of Trustees passed the following resolution:

THAT the Board of Trustees directs the Chief Superintendent to draft a policy governing the accumulation and use of funds in the Calgary Board of Education's capital reserve accounts by Dec. 15, 2010.”

4 | Analysis

The analysis section does much of the heavy lifting of the report, including:

- describing the problem in greater detail
- clearly explaining the complexity of issues;
- demonstrating how governance policies and their interpretations impact the possible and resulting options;
- explaining measurements and results;
- describing and discussing alternatives;
- describing the CBE's position compared to others.

Ultimately, the analysis makes the case for the recommendations. In this section you should present the options you've considered (including those you are not recommending) and clearly explain your rationale. It will always be true that people will disagree with recommendations. When the analysis is excellent, people may not like the outcome but they will understand the rationale.

Writing the report is not the full value of the process. The greatest value comes from thinking and reflection. The analysis section may contain recommendations to continually improve.



5 | Financial Impact

The financial section is important. One pillar of the Three-Year Education Plan is “stewarding our resources.” This section demonstrates our financial sensibility and performance. This section should be as detailed and extensive as possible.

A thorough and compelling presentation of the financial impact may include implications such as:

- cost (e.g., capital, operating, incremental, one-time, ongoing);
- revenue or funding;
- balance sheet, cash flow and income statement;
- legislated or regulatory;
- human resource;
- organizational priorities; and
- opportunity cost

As in all sections, charts, tables and graphics should be used wherever they help to tell the story. At a minimum, a financial section should include figures.

6 | Implementation Consequences

Implementation Consequences is future focused. Explain the effects or expected outcomes that may occur if the report is approved and the recommendation implemented. The consequences may be positive or negative. In some cases, this section may underscore the risks of inaction as well. Regardless of how complex the situation, it must be explained simply and in plain language.

7 | Conclusion

The conclusion should recap the essence of the report. It is the last thing most people will read before turning back to the recommendations. The conclusion is not the place to introduce new information, but rather to summarize in one paragraph the most compelling reasons for the recommendations.

Be brief. Be direct. Be persuasive.

NAOMI E. JOHNSON
CHIEF SUPERINTENDENT OF SCHOOLS



ATTACHEMENTS | Appendix 1:

GLOSSARY

NOTE: Include terms used in this report that may not be commonly understood by the general public.



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

DECEMBER 20, 2011

To: Board of Trustees
From: Trustee Pamela King
Re: Motion re: Stakeholder Input
Purpose: Approval

RECOMMENDATION:

Whereas the Board of Trustees' role is to provide the link between The Calgary Board of Education and the citizens of Calgary; and

Whereas the Board of Trustees values and welcomes mutually informative interaction with all stakeholders in order to achieve its Ends; and

Whereas the Board of Trustees values the importance of strategic leadership, and strives to govern with an emphasis on strategic leadership; and

Whereas the Board is committed to initiate and maintain constructive two-way dialogue with students, staff, parents and the citizens as a means to engage all stakeholders in the work of the Board and the district; and

Whereas the current process for stakeholder reports and public inquiries at Board meetings does not:

- **allow for meaningful two-way dialogue; or**
- **encourage full exploration of diverse viewpoints on any topic that affects the Board's work; or**
- **provide the Board of Trustees with input from a broad spectrum of stakeholders on strategic topics; or**
- **allow for a planned session to fully explore topics that would enable the understanding of the District's work, with a focus on governance matters rather than administrative issues;**

THEREFORE, BE IT RESOLVED THAT the Board of Trustees suspends the portions of the Board Meeting Procedures and Board of Trustees' meeting agendas regarding Stakeholder Reports and Public Inquiries until such time that the Board of Trustees can plan for and implement strategic communication dialogues to ensure the whole Board's ability to engage stakeholders in understanding district work as well as sharing viewpoints and values.

BACKGROUND:

The Board of Trustees truly values the opportunity to interact with our publics and as a governing board we should be pushing the conversation up to a higher level at every opportunity. Our current process for stakeholder input does not allow for two-way dialogue, is very limiting to the Board in its ability to correct misinformation and does not assist in building mutually supportive relationships between the Board and its stakeholders.

Respectfully submitted,

Pamela King,
Trustee, Wards 5& 10

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

DECEMBER 20, 2011

CORRESPONDENCE

RECOMMENDATION:

THAT the Board of Trustees receives the following correspondence for information and for the record, in the form as submitted:

- **Correspondence dated November 1, 2011 to Trustees from Carol Oliver, ARTICS and Board of Trustees response dated November 15, 2011.**
- **Correspondence dated November 10, 2011 from Dan Taubensee, International Director, YMCA Calgary to the Board of Trustees regarding the 2011 YMCA Calgary Peace Medals awards event and CBE nominees.**
- **Correspondence dated November 17, 2011 from the Honourable Thomas Lukaszuk to Board Chairs invitation to attend a series of meetings entitled *Our Children, Our Future, Getting it Right* in regards to input into the New Education Act.**
- **Correspondence from Board Chair Pat Cochrane to Matt McClure, Calgary Herald in regards to a December 7th story that required corrections.**

Respectfully Submitted,

J.R. Barkway,
Office of the Corporate Secretary

ARTICS

Association for Responsive
Trusteeship in Calgary Schools

November 1, 2011

Chair Cochrane and Trustees:

At your October 18, 2011 public board meeting, you passed a motion directing administration to distribute the new provincial funding to principals of schools, using the resource allocation method (RAM). As you know this is the same method used for school budgets each year and on Oct 19th, the CBE issued a press release about the specific direction by the Board of Trustees to distribute funding using RAM.

Last year, additional provincial funding of \$18.6 million was received and disbursed, without direction from the Board of Trustees. The actions of Administration went unchallenged by the Board.

With these new dollars, the trustees specifically directed administration to use the 'resource allocation method' because trustees wanted to ensure equitable - not equal - funding. Equitable funding ensures more for those with greater needs.

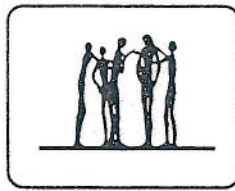
If the new funding were distributed equitably via RAM, more funds would be directed toward schools where student needs are greater. Some examples - English language learners, often children of immigrants, aboriginal children, and children with special needs. In addition, more funds would be directed toward reducing class sizes in grades K-3, the only division where the CBE is not currently able to meet provincial targets.

The desire of trustees was clear. During the October 18th board meeting, trustees spoke in favour of distributing funds through RAM to meet the public priority of supports for students with special needs and to effectively reverse the losses schools suffered from the budget shortfall. Chair Cochrane recognized that RAM was developed by senior leadership to equitably distribute funds, according to the values of the Board of Trustees. The trustees agreed that RAM incorporated their priorities, and thus chose not to establish other parameters around how the funds would be distributed.

Ignoring the directive from the Board of Trustees, the chief superintendent chose to distribute the funds equally, on a per student basis, as described in the November school newsletter insert. No matter what needs a school has, or what differences affect a school's population, each school will get \$155.30 per student. The Board of Trustees was clear in their direction to the administration that this is not how they intended the money to be distributed.

Chair Cochrane and trustees, we acknowledge that you are a policy board. You did a good thing for students when you passed the motion to have the new funds distributed using the 'resource allocation method' (RAM). It is the job of the board of trustees to govern. Giving up your governance role by allowing administrators to act contrary to a decision of the Board of Trustees causes the public to lose faith in their elected trustees, and endangers the Calgary Board of Education's public image and credibility. We are requesting that you the Board of Trustees continue to do the right thing and not permit administration to govern the system, but leave that work for the CBE elected representatives.

Carole Oliver
Former trustee of the Calgary Board of Education
Executive member of the Association for Responsive Trusteeship in Calgary Schools



Calgary Board of Education
OFFICE OF THE BOARD OF TRUSTEES

Education Centre
1221 8th Street SW, Calgary, Alberta T2R 0L4 Telephone: 403-817-7933 Fax: 403-294-8282

November 15, 2011

Ms. Carole Oliver

Executive Member, ARTICS

Dear Ms. Oliver:

Please accept this letter as a response on behalf of all members of the Board of Trustees to the letter of November 1, 2011 addressed to the Board that was recited as a "stakeholders report" during the public meeting of the Board held on November 1, 2011.

As members of the CBE Board, we implement our fiduciary obligations to the CBE in a considered and serious manner in the best interests of the CBE. Our Board members find it disturbing that in its letter of November 1, ARTICS, being an organization that claims to support "responsive trusteeship", made inaccurate and disparaging comments concerning the CBE's Chief Superintendent.

As you know, CBE Board members are elected to carry out fiduciary duties and to focus on the strategic and policy considerations of the CBE. The Board does not and should not micromanage day to day CBE operations. The Board of Trustees directs and controls the CBE through the establishment of well thought-out principles and policies. It is the responsibility of the Chief Superintendent to implement those principles and policies. The organizational accomplishment of Board-stated Ends constitutes successful performance of activities by the Chief Superintendent.

The Resource Allocation Method ("RAM") is Administration's implementation of funding distribution in a manner that will, in Administration's determination after reviewing all factors and options, best facilitate the accomplishment of the Board's Ends and directions from the Minister of Education. The fact that CBE students have improved performance and accomplished exceptional results in Provincial

Achievement Tests and Diploma Exams serves as proof that our confidence in the actions and decisions of our Chief Superintendent and Administration in implementing Board Ends has not been misplaced.

We find ARCTICS' allegations in regard to the disbursement of the 2010 additional provincial funding of \$18.6 million to be totally unfounded. The distribution by Administration of the funding was in accordance with the Minister's requirements and Board determination of Ends and funding was not disbursed "without direction from the Board".

Similarly, in regard to the disbursement of the additional 2011 funding, the Chief Superintendent did not, as alleged by ARTICS, ignore the Board directives and the Board did not allow Administration to "act contrary" to any Board decisions.

As you know, school boards report to the Minister of Education and, in the case of the additional 2011 provincial funding, the Minister has requested that each school board provide a report as to the distribution of funds in enhancing student learning. The Minister has indicated his intention to publicize the reports.

The members of the Board of Trustees were elected by Calgarians to govern the CBE school system. The Board has full confidence in Chief Superintendent Johnson. The members of the Board look forward to continuing Board focus on what is best for CBE students and the job that Trustees were elected to carry out.

Yours truly,

A handwritten signature in cursive script, appearing to read "Pat Cochrane".

Pat Cochrane, Chair
Board of Trustees



YMCA

We build strong kids, strong families, strong communities.

November 10, 2011

CBE Board of Trustees

Dear Trustees,

The 2011 YMCA Calgary Peace Medals will honour youth and adults from all walks of life who commit their time to advance peace in their local communities or abroad. Please join us as we recognize another group of outstanding Peace Medal nominees and recipients.

As usual, many of our Peace Medal nominees are connected to the Calgary Board of Education; this year, we have four individuals and two groups with a direct connection:

- **Aften Ballem**, teacher at Hawkwood School
- **Ayat Saleh**, student leader at Sir Winston Churchill High School
- **Sarah Kesler** (and family), teacher at Douglasdale School
- **Jocelyn Davis**, student at Western Canada High School
- **Legacy Corporation** of Vincent Massey Junior High
- **Diversity and Student for Change Council**, Bob Edwards School

While we try to generally keep the recipients' names confidential until the luncheon, I can tell you that one individual and one group listed above will be receiving a YMCA Peace Medal this year.

The Peace Medal event is also a great opportunity to recognize and celebrate everyone who is involved in building peace – not just the nominees and recipients, but any staff, volunteers, and students who are making a difference in our community. Please join us and share this information with others:

Wednesday, November 23, 2011

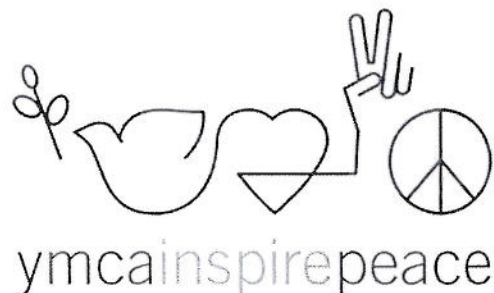
11:45-12:45 awards program; **12:45-1:15** reception & lunch
2nd floor of Eau Claire Market (200 Barclay Parade SW).

Registration is \$25 right now (or \$35 after Nov. 14) and can be purchased at any YMCA Calgary branch or by phoning 403-269-6701.

For more information, visit our website: www.ymcacalgary.org.

Thank you for your time and consideration.

Dan Taubensee
International Director, YMCA Calgary
403-256-5533, x284
dtaubens@calgary.ymca.ca



YMCA Calgary

www.ymcacalgary.org

Shawnessy YMCA #400, 333 Shawville Blvd SE, Calgary, Alberta T2Y 4H3 tel 403 256-5533 fax 403 256-0133

From: Education Minister [mailto:Education.Minister@gov.ab.ca]
Sent: Thursday, November 17, 2011 11:18 AM
To: Undisclosed recipients
Subject: Our Children, Our Future: Getting It Right Meetings

TO: BOARD CHAIRS OF PUBLIC, SEPARATE, FRANCOPHONE AND CHARTER SCHOOL BOARDS

As the new Minister of Education, I want to provide you with the opportunity to share your views about education in Alberta. Since the introduction of the proposed Education Act in April 2011, much has changed. Our government has made a renewed commitment to the education system, and it is important to confirm that we are indeed moving in a direction that reflects the desires and wishes of Albertans.

On November 15, I announced the opportunity for public input as we begin to review the proposed Education Act. The first component is a series of seven full-day meetings, called *Our Children, Our Future: Getting It Right*, scheduled for late November and early December 2011.

The new Education Act must support and sustain learning environments in which students can thrive through flexible, personalized learning. By opening discussion to the public, especially to students, we can ensure this legislation reflects Albertans' vision for their education system and that it has a direct and positive impact on Alberta classrooms now and for years to come.

Many of the ideas emphasized in the earlier draft will likely carry forward because it:

- enables school boards to be more responsive to local needs;
- engages students from Kindergarten to graduation;
- better supports inclusion of learners with differing needs, cultures and abilities; and
- ensures that schools are caring, respectful and safe environments all remain important priorities for this government.

This is an invitation for you or your designate to attend one of the scheduled meetings identified below. Please note that we are also asking superintendents to invite two teachers as well as one teaching/educational assistant, five students and one parent chaperone from their jurisdictions. The Ministry of Education will provide the costs of up to two substitute days for each teacher and teaching/educational assistant (one for travel, if necessary, and one for classroom teaching if needed from Monday to Friday). Mileage costs will be paid for the student and the parent chaperone to attend, and Education will also pay other travel costs if the student and parent chaperone need to travel more than 200 kilometres to attend their designated meeting.

I also ask you to encourage participation among others in your community for whom the meetings would be a new experience by passing along this information. We have invited community leaders and education authorities to attend the meetings, however, the vast majority of registrations are being held for students, parents, teachers and others who have a broad interest in education – as learners, as taxpayers and as future employers.

The meeting dates are as follows:

Date	Location
Saturday, November 26	Edmonton
Tuesday, November 29	Red Deer
Thursday, December 1	Calgary
Saturday, December 3	Bonnyville
Monday, December 5	Lethbridge
Wednesday, December 7	Fort McMurray
Friday, December 9	Peace River

For more information and to register, please follow this link: <http://ideas.education.alberta.ca/engage/current-initiatives/education-act-getting-it-right>. Following submission of registration, participants will receive a confirmation. This will include venue information and pre-meeting reading materials.

While space is limited and preregistration is required, those who are unable to participate in a community meeting will also have other channels for submitting their thoughts on the future of education in Alberta. We expect to have online options ready in a little over a week and will ensure Albertans are aware of how to provide us with their input. Of course, I also welcome traditional forms of communication, such as letters and emails.

Thank you for your interest as we continue this important work on behalf of education in Alberta. Your input will be considered as we work toward reintroducing the Education Act in spring 2012.

If you have any questions, please contact the project team by email at Engage.Education@gov.ab.ca or by phone at 780-422-1484 (dial 310-0000 first for toll-free access in Alberta).

Sincerely,

Thomas A. Lukaszuk
Minister of Education
MLA, Edmonton – Castle Downs

cc: Superintendents of Public, Separate, Francophone and Charter School Boards

This communication is intended for the use of the recipient to which it is addressed, and may contain confidential, personal, and or privileged information. Please contact us immediately if you are not the intended recipient of this communication, and do not copy, distribute, or take action relying on it. Any communication received in error, or subsequent reply, should be deleted or destroyed.



**Calgary Board
of Education**

Board of Trustees

1221 8 Street S.W., Calgary, Alberta T2R 0L4

cbe.ab.ca

Board Chair

Pat Cochrane Wards 8 & 9

Carol Bazinet Wards 12 & 14

Joy Bowen-Eyre Wards 1 & 2

Lynn Ferguson Wards 3 & 4

Pamela King Wards 5 & 10

George Lane Wards 6 & 7

Sheila Taylor Wards 11 & 13

Mr. Matt McClure
Calgary Herald

Dear Mr. McClure,

On behalf of the Board of Trustees, I draw your attention to your by-lined story from the Calgary Herald on Dec. 7 that requires corrections for the record.

In the story entitled "School board finds a surplus; system finished last year \$10.9M in black," you reported that the CBE finished its 2010-11 fiscal year with a \$10.9 million operating *surplus*. This is absolutely incorrect. In fact, the CBE ended the year with an operating *deficit*. The deficit was \$5.4 million. The \$10.9 million figure in your story may refer to the *variance* between the forecast deficit and the actual *deficit*.

Second, your story states, "At year end, the board found it had spent \$7.7 million *more* [emphasis added] than expected in its rainy day fund." This too is incorrect. In fact, the CBE spent \$7.7 million *less* than expected.

It is disappointing that these errors occurred given that the correct figures are clearly identified in the audited financial statements and press releases posted on the CBE website. Moreover, to answer questions from the media, for the first time the CBE hosted a 30-minute conference call following the posting of the financial statements on Monday, Dec. 5. You were on this call and many of the issues covered in the Herald story were addressed at that time. In addition, there was ample opportunity to obtain more information and clarification at our regular board meeting on Tuesday, Dec. 6.

It is important that these errors be corrected to ensure they are not perpetuated in future stories about the CBE. Our goal is to make accurate information accessible and understandable to parents, taxpayers and other stakeholders.

We look forward to a correction that matches the profile of the original story.

Sincerely,

Pat Cochrane
Board Chair
Board of Trustees

CALGARY BOARD OF EDUCATION
REGULAR MEETING OF THE BOARD OF TRUSTEES

PUBLIC AGENDA

December 20, 2011

TOPIC: REAPPOINTMENT OF TRUSTEE REPRESENTATIVE TO
EDUCATIONMATTERS' BOARD OF GOVERNORS

RECOMMENDATION:

**THAT the Board of Trustees approves the reappointment of Trustee
Cochrane to EducationMatters' Board of Governors, to be effective
December 12, 2011, for a three-year term, ending December 12, 2014.**

BACKGROUND

The Calgary Board of Education Foundation Trust Indenture was approved by the Board of Trustees on December 17, 2002. Under the terms of the Trust Indenture (s. 12.2):

"The term of office of each Governor shall be three (3) years from the date of appointment following which such Governor may make a written request to the Protector that he be reappointed for an additional term. The Protector may, in its absolute discretion, reappoint such Governor or decline such reappointment."

Trustee Cochrane is currently appointed to the EducationMatters' Board of Governors as one of the two Calgary Board of Education trustee representatives on that Board. She has submitted a written request to the Board, indicating her desire to be reappointed for a further three-year term (attached). No other trustees have indicated an interest in fulfilling this role.

Respectfully Submitted,

J.R. Barkway,
Office of the Corporate Secretary

Attachment (1)



Calgary Board
of Education

December 6, 2011

Board of Trustees
Calgary Board of Education
1221 – 8th Street SW
Calgary, AB T2R 0L4

Dear Board of Trustees:

As you are aware, I am currently serving as one of the Board's two representatives on the Board of Governors of EducationMatters. My term as Governor ends on December 12, 2011. I would like to continue to serve as a Governor on the Board for another term and ask for your support of my reappointment as a Governor of EducationMatters.

Yours truly,

Pat Cochrane, Trustee
Wards 8 & 9

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

December 20, 2011

TOPIC: APPOINTMENT OF EXTERNAL MEMBERS TO BOARD OF TRUSTEES'
TRUSTEE REMUNERATION COMMITTEE

RECOMMENDATION:

THAT the Board of Trustees approves the appointment of the following members to the Trustee Remuneration Committee for the 2011-2012 and the 2012-2013 school years:

- **Ms. Eryn Kelly (Calgary Association of Parents & School Councils representative) (CAPSC)**
- **Mr. Eric Miller (corporate representative)**
- **Ms. Marina Munro (stakeholder representative)**

BACKGROUND:

Governance Process Policy GP-11: Board of Trustees' Committees, states the following:

"7. All committee members are appointed to serve on Board of Trustees' committees at the pleasure of the Board. Committee membership shall be reviewed annually at the Organizational Meeting and more frequently if the Board of Trustees so determines."

In addition to two trustees, the current Terms of Reference for the Trustee Remuneration Committee require the following membership:

- a parent representative from the Calgary Association of Parents and School Councils,
- a representative from the Calgary corporate community, and
- at least one other stakeholder of the Calgary Board of Education.

Board approval of the above appointments would satisfy the requirements for all external representation on the Trustee Remuneration Committee. Ms. Eryn Kelly is currently co-president of CAPSC; Mr. Eric Miller is Senior Vice-President and General Counsel and Corporate Secretary of Nexen Inc.; and Ms. Marina Munro is Acting Chairperson of David Thompson School Council. All three representatives have prior experience on this Committee, and have indicated an interest in being reappointed to serve in this capacity.

At the Organizational Meeting of the Board, Trustees Lane and King were appointed as trustee representatives, with Trustee Lane as Chair of the Committee. The trustee representatives are pleased to recommend the persons listed above as Trustee Remuneration Committee members for this school year and the next school year.

Respectfully Submitted,

Trustee George Lane
Chair, Trustee Remuneration Committee

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

DECEMBER 20, 2011

LIAISON REPORT – ALBERTA SCHOOL BOARDS ASSOCIATION (ASBA)
ZONE 5

RECOMMENDATION:

BE IT RESOLVED THAT the Alberta School Boards Association (ASBA) Representative Report with respect to the ASBA – Zone 5 dated December 2, 2011, be received for information; and

THAT the Board of Trustees approves the response outlined in the Conclusion section of this report.

BACKGROUND:

As the CBE Board of Trustees representative for the ASBA Zone 5, I am pleased to provide this report for your information.

At the ASBA Zone 5 meeting on December 2, 2011 there was a presentation from the ASBA Political Advocacy Task Force called "ASBA Advocacy Presentation: Zone Consultation: Proposed key issues approach" (see attachments).

To summarize this presentation, the ASBA Political Advocacy Task Force would like to improve overall provincial advocacy efforts of the Association by giving the Board of Directors more freedom in addressing and speaking on issues that are not in the ASBA policy handbook.

The local ASBA Zone 5 Advocacy Committee is on hold until feedback related to the ASBA Political Advocacy Task force is obtained from boards.

CONCLUSION

As the Calgary Board of Education representative for ASBA Zone 5, I recommend we respond to the requests outlined as follows:

1. Endorse the new approach for the ASBA Political Advocacy Task Force (as detailed in the attachments).

Respectfully submitted,

Trustee Sheila Taylor
CBE Representative, ASBA Zone 5

Attachments: I) Backgrounder – Proposed key issues approach
II) ASBA approach to Political Advocacy November 25, 2011
III) Key Issues Approach (Draft) November 27, 2011
IV) ASBA – Zone 5 Minutes – November 4, 2011

*Background***Proposed key issues approach for consideration by Zones/school boards****ASBA Political Advocacy Task Force recommends change to ASBA Board of Directors**

Last fall the ASBA Board of Directors appointed a task force to review the ASBA's approach to political advocacy. **David Price** from Golden Hills School Division in Zone 5 served on this task force. Based on its review of the ASBA's approach to political advocacy, the task force made the following recommendation to the ASBA Board of Directors. The ASBA Board of Directors, in turn, asked the Political Advocacy Task Force to consult with Zones about its proposal. This is the Zone 5 presentation.

*Proposed key issues approach for consideration by Zones/school boards**ASBA Political Advocacy Task Force*

While the ASBA should continue advocating for association policies, the ASBA Political Advocacy Task Force believes the ASBA's advocacy efforts would be strengthened by giving the ASBA Board of Directors the leeway to address issues beyond the constraint of the policy handbook.

Current top-of-mind issues for which the ASBA doesn't have policy – and is hence not as active in the discussion as it could or should be are:

- Debate about how much time Alberta students should spend in class
- Supports for sexual minority students
- Full day Kindergarten
- Student obesity

Without association policy, the ASBA's voice – and by extension school boards' voices – are not heard in these important debates. The Political Advocacy Task Force proposes introducing a structure that would free the ASBA to marshal its advocacy tools on issues not addressed in association policy.

These tools include:

- Gathering and sharing information
- Initiating discussion among school boards and Zones
- Engaging stakeholders in discussion
- Commenting publicly on the issue

We believe this approach would:

- Make the ASBA more nimble in its advocacy efforts and responses to emerging issues
- Make the ASBA more proactive and current
- Earn the ASBA the reputation as the go-to source for information and perspective(s) on education issues

School boards must be involved in developing the structure to achieve this goal

We believe the key to making these changes will be to seek and secure school boards' acceptance for this proposal. While the task force is proposing a draft structure, our central recommendation is to explain the challenge to school boards and to involve them in developing a solution.

ASBA approach to Political Advocacy
November 25, 2011

(New)

Our beliefs about effective political advocacy

The ASBA's goal is to influence government policy on behalf of students and school boards.

We believe we can be *more influential* by:

- establishing relationships and building trust with all levels of government
- being clear about what our goals are
- focusing on the big picture issues in education
- being strategic:
 - o recognizing what government policy-makers want and need
 - o recognizing when the timing is right
 - o recognizing the small wins en route to our long term goals
 - o identifying opportunities to dovetail with government policy
 - o identifying short, medium and long term goals
- engaging our communities/publics in discussion about ideas and issues by modeling generative governance at
 - o our local school board tables
 - o our board of directors meetings
 - o our Zone meetings
 - o our general meetings

Our approach to political advocacy

ASBA seeks to shape government policy in support of students and school boards by:

(New)

- The ASBA's political advocacy goals and efforts will be informed by a systematic process of consulting with stakeholders – including but not limited to these venues – at the local board table; at Zones; at the board of directors table and at general meetings of the association.
- The ASBA provides an informed/researched perspective to *policy-influencers* to shape public policy.
- The ASBA participates actively in government initiatives to inform government policy development.

(New)

- The ASBA is the “go-to” source of information on key issues for the public, stakeholders and policy-influencers.
- The ASBA establishes partnerships with other organizations to strengthen its advocacy/influence.
- The ASBA cultivates positive working relationships with *government MLAs and key ministries and bureaucrats*.
- With the ASBA's political advocacy goals in mind, the association commends government publicly when it moves forward on those goals and is prepared to *speak firmly, diplomatically and publicly* when government does not.
- The ASBA seeks results not headlines

KEY ISSUES APPROACH (DRAFT)*Draft for consideration by Zones/ boards**November 27, 2011*

While the ASBA should continue advocating for association policies, the ASBA Political Advocacy Task Force believes the association's advocacy efforts would be strengthened by giving the ASBA Board of Directors the leeway to address issues beyond the constraint of the policy handbook.

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School boards must be involved in developing the structure to achieve this goal

We believe the key to making these changes will be to seek and secure school boards' acceptance for this proposal. While we are proposing a draft structure, our central recommendation is to explain the challenge to school boards and to involve them in developing a solution.

POSSIBLE STRUCTURE

Subject to discussion with school boards

- a) **Two-year trial period**
- b) **Board of Directors identify key issues**
Based on environmental scans – including but not limited to input from school boards; Zones; and association staff – the ASBA Board of Directors will identify non-policy based issues that would benefit from school boards' perspective. Upon identification of a key issue, the ASBA Board of Directors will advise school boards.
- c) **Criteria for key issues**
Outcome of issue(s) will affect students or school boards.
The issue(s) is not currently addressed in association policy.
Note: It is possible that there may not be an issue that meets the criteria
- d) **An advocacy plan will be developed with regard to key issue(s) as needed**
This plan will be shared with school boards.
- f) **Evaluation**
At the end of the two-year trial period, school boards will be asked to assess the value of this new approach to doing business.

**Alberta School Boards Association – Zone 5
Friday, November 4, 2011
Rocky View Schools
2651 Chinook Winds Drive
Airdrie, AB**

In Attendance:

Helen Clease (Chair)	Rocky View Schools
Carol Bazinet (Vice-Chair)	Calgary Board of Education
Sylvia Eggerer	Rocky View Schools
Sylvie Roth	CSCFSA
Diane Boutin	CSCFSA
Marge Belcourt	Calgary Catholic
Larry Tucker	Golden Hills School Division
Angie Warwick	Prairie Land School Division
Elaine Horner	Prairie Land School Division
Anne-Marie Boucher	CSFSA
Randy Clarke	Alberta Education
Don Thomas	Rocky View Schools
John Deausey	Calgary Catholic
Bev LePeare	Rocky View Schools
Cheryl Smith	ASBA
Scott McCormack	ASBA
Jerry Muelaner	Foothills School Division
Sheila Taylor	Calgary Board of Education
Darrell Couture	Rocky View Schools
Doug Gardner	Foothills School Division
Mary Martin	Calgary Catholic
Cathie Williams	Calgary Catholic

Call to Order

Chair Helen Clease called the meeting to order at 9:32 a.m. Introductions.

Approval of Agenda

Moved by Marge Belcourt that the agenda be approved as submitted. Carried

Approval of Minutes

Moved by Elaine Horner that the Minutes dated October 7, 2011, be approved as amended. Carried

Minutes of the October 7 AGM minutes will be approved at next year's AGM.

Business Arising from the Minutes

- Send letter to Donna Engel at ASBA requesting that the topics of FOIP and In-Camera Sessions be presented as sessions at a general ASBA meeting.

Correspondence:

- None received.

PRESENTATION

John Deausey, Secretary-Treasurer of Calgary Catholic, gave a presentation on Audited Financial Statements and the audit process and invited open dialogue.

Helen thanked John for his presentation. Any questions trustees may have of John can be forwarded directly to him or to Rita who will forward them to John.

Recessed at 10:41 a.m.

Reconvened at 10:54 a.m.

Chair Report:

- Copy of expense form is available.
- December meeting – will be receiving an ASBA presentation on Advocacy.
- Board sharing in December – reps to share what their boards define as generative governance or community engagement. Then in March, there will be a P.D. on this topic.
- Any interest in a Christmas party at the next meeting? No interest expressed.
- Rocky View Schools – Wine & Cheese on December 1 and all Zone 5 trustees are invited.
- Handbook Update – Anne-Marie Boucher will send out a draft copy within the next few days. The ASBA bylaws have also been updated. Will also ask whether or not anyone wants to see more information in the handbook. There will be a discussion on the proposed revised handbook at the next meeting.
- Budget Update – Carol Bazinet reviewed proposed 2011-12 budget. Discussion.

Moved by Elaine Horner that the 2011-12 proposed budget be accepted as presented.

Carried

- FGM & Resolutions – Helen reviewed. The resolutions will be voted on at the AGM. Discussion ensued on how much time boards spend on resolution review.
- Directives for Action – Larry Tucker indicated there will likely be one coming from Golden Hills. Apparently there is still some confusion as to what is a *Directive for Action* and what is a policy resolution. Helen commented that any board can submit a Directive for Action at any time.

REPORTS

ASBA Director's Report, Anne-Marie Boucher

- Voting Process: Should the ASBA represent school boards in tripartite talks? There will not be a special general meeting where school boards would vote about whether the ASBA should represent school boards in talks with the ATA and the Alberta Government.
- Advocacy flexibility with zones/boards – will be a discussion at next month's zone meeting.
- Cost/privacy concerns flagged for PASI – ASBA is still concerned about the costs associated with introducing the Provincial Approach to Student Information (PASI). ASBA is strongly recommending that board get legal advice before entering into PASI agreements, especially with regard to privacy standards.
- The Board of Directors held its first videoconference on October 13. The board made a commitment during last year's budget discussions to use this technology more often as part of a cost saving initiative.

ASBA Executive, Cheryl Smith

- Jacquie Hansen sends her regards as she is attending a seminar today. Also expressed sincere sympathies to Grand Prairie for the recent death of four of their students in a vehicle crash.
- Looking for board views on whether we should remain members of CSBA. Discussion ensued as to how this question has come about. Scott MacCormack provided background information and explained how this decision was made. David Anderson is still working to flesh out ASBA's position. Discussion continued with respect to the details of what happened in order to determine whether or not a withdrawal from CSBA is justified. That decision has been left with the Board of Directors. Scott explained that the question of 'are we getting value for the money expended' has been asked. Discussion. Is the process valid? ASBA indicated it has gotten to be very convoluted. They'll take a provincial look and keep that perspective. The issue was really with CSBA and how it operates. For the longest time, ASBA carried CSBA, and there was a lot of discussion about how is CSBA achieving what its mandate is. Still part of CSBA until next March. The process is ongoing but it's awkward to have this thrown in there. The president has been meeting with their executive to determine if the issues are being addressed. A question was asked if there was any way to withdraw the action and take this back to the board of directors – perhaps wait to hear from individual boards. Scott responded that he didn't think this is the way to go at this time as it pits zone against zone. ASBA will review the process in light of the feedback received. Anne-Marie suggested that if individual boards don't have issues, then answer that way.
- FGM fast approaching – encouraged all trustees to attend.
- Pleased to hear that the new premier is returning \$107 million to education. Lots of positive things in Bill 18 and continuing to work with the government on that.
- Hot News – *Stop the Cuts Campaign* didn't seem to have the same impact this second time around.

Alberta Education, Randy Clarke

- Superintendents were advised recently that the consultation sessions have been cancelled. The perspective of the new minister is that he is anxious to get out to visit boards as soon as possible. If boards still want to have this type of a session, please let Alberta Education know and they will make arrangements.
- School Act – hope to be introduced at the spring sitting.
- Strategic Priorities – Curriculum Framework for Student Learning; Grade 1-6 focus (capacity-building opportunities for those with cognitive difficulties).
- Locally developed courses – final report will be published in December.
- English as a Second Language – *Teaching Refugees with Limited Formal Schooling* is a website that has been developed by Calgary Board of Education to support school staff in their work with students and families who are among the approximately 10 percent of immigrants with refugee backgrounds. This content may be accessed at www.teachingrefugees.com. This site was made possible by a grant from Alberta Education to Calgary Board of Education and the content can be accessed by school authorities across Alberta and beyond.
- Action on Inclusion – Education is strengthening the focus on caring, respectful and safe learning environments as reflected in the proposed Education Act. School authorities would be required to have policies in place that address this change, including policy on bullying.
Question: What does bullying have to do with inclusion?
Response: Understand that inclusion means every child is safe and welcome in every environment. Randy noted that the focus of this strategy is to enhance community action, increase youth engagement and leadership, and support children, youth, parents and communities to prevent and respond to bullying (listed at the bottom of the report). Carol indicated she understood that bullying happens everywhere and for no apparent reason.
- Action on Teaching and Leadership – superintendents have now been given access to the updated *Student Population Projection and Teacher Forecasting Model*. Trustees were encouraged to avail themselves of this information.
- Action on FNMI Success – Three new FNMI PD consultants will be available to consult and provide Professional Development services with Regional Advisory groups, Teachers Conventions and Specialist Council events including jurisdictions, First Nation Schools and schools on Métis Settlements. The Regional Consortia are working closely with their partners to coordinate and plan programs and events. Ideally all partners seeking FNMI Professional Development services are expected to connect through their Regional Consortia office.

The 18th Annual “Knowing Our Spirits” conference will be held at the Ramada Hotel, Edmonton, November 23–25, 2011. The conference features education, culture and contemporary issues related to First Nations, Métis and Inuit people.

- High school completion website – very interactive and engaging. More information is available on the High School Completion website at <http://ideas.education.alberta.ca/hsc.aspx>. It provides a wealth of information for teachers and parents to support students before they get to high school, during the transition to high school and after they've arrived in high school.
- Questions & Answers: in addition to the questions and answers listed in the report, there is one last one re funding of \$107 million and AISI funding. The question will be out tomorrow re flexibility. Cheryl asked if flexibility is going to be given to other areas besides AISI? Randy responded that he didn't think so.

ASBALE, Marge Belcour on behalf of Linda Welman (absent)

- ASBALE has been disbanded and there will be a meeting at the FGM. New name is Second Language Caucus.

Labour Relations, Jerry Muelaner

- It was suggested that it might be good to have a level just beneath the ATA, ASBA – a committee/board of trustees from all the zones perhaps. Discussion.

Moved by Doug Gardner that Jerry Muelaner be appointed as the Zone 5 representative on the ASBA Trustee Advisory Committee. **Carried**

Advocacy, Sheila Taylor

- Provided an update on the meeting she and Cathie Williams had and distributed notes. See it as being a source of communication tools (newsletter to MLAs).
- Activities of the committee were reviewed.
- Would like to send an introductory letter quite soon – no issues at this time.
- Perhaps issue quarterly newsletters.
- Thinking of a big event on a Friday in March somewhere in Calgary and during the day.
- Themes – it appears that sustainable funding is already redundant as the premier has indicated that is a priority in her government. Education Act could be point #4. Encouraged boards to discuss other possible themes.
- Proposed budget - \$3000. Believe that is sufficient. Cathie indicated they will be going to their boards to ask for some assistance in this area.

****** Could have this as a discussion item for the December meeting. Will determine whether to send an introductory letter at that meeting as well.

Health Initiatives, Mary Martin

- Question at last meeting re regional teams – will be continuing these teams. Next meeting is December 21. Have started adding some PD. Parents can participate in the regional teams. Mary will send a communiqué to Rita to send to the reps.
- National conference brochure – September 30-Oct 2, 2012.

Edwin Parr, Marge Belcourt

- Grateful to have Joy and Sylvia on the committee.

Field Experience, Sheila Snowsell (absent)

Regional Consortium, Joanne van Donzel (absent)

Moved by Sheila Taylor that the reports be accepted as presented.

Carried

IN-CAMERA SESSION

Moved by Marge Belcourt to go in-camera at 12:24 p.m.

Carried

Moved by to come out of in-camera at 12:40 a.m.

Carried

ADJOURNMENT

Moved by Anne-Marie Boucher that the meeting be adjourned at 12:42 p.m.
Carried

CALGARY BOARD OF EDUCATION

REPORT TO THE REGULAR MEETING OF THE BOARD OF TRUSTEES

PUBLIC AGENDA

December 20, 2011

To: BOARD OF TRUSTEES

From: Trustee Lynn Ferguson

Re: Liaison Report – Alberta School Boards Association (ASBA)

Purpose: Information

Governance Policy Reference: GP-13: Board of Trustees' Linkages

I. RECOMMENDATION

THAT the Alberta School Boards Association (ASBA) liaison report containing the ASBA Board of Directors' Meeting Highlights dated December 14, 2011 be received for information.

II. ISSUE

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

Respectfully submitted,

Trustee Lynn Ferguson
Liaison Representative

ASBA Board of Directors Meeting

*Board Highlights are circulated to the ASBA Board of Directors and all ASBA staff following the ASBA Board of Directors meeting. Board of Directors members are asked to circulate Board Highlights to their respective constituencies. Please note these are not the official minutes of the meeting. Draft minutes and ratified minutes are posted on the ASBA website. See the ASBA Board of Directors section. For more information phone **Marian Johnson** at 1.780.451.7101.*

ASBA gets clean audit

Audited financial statements presented to ASBA Board of Directors

Douglas Kroetsch of Collins Barrow Edmonton LLP presented the 2010-2011 audited financial statements to the ASBA Board of Directors. Collins Barrow gave the ASBA a clean audit report. Kroetsch told the board that the ASBA is in a healthy position – it is carrying no debt and ended the year with a surplus of \$32,987. The 2011 audited financial statements will be posted on the ASBA website shortly. For more information contact **Heather Rogers**, Director Finance and Administration at 1.780.451.7114.

School boards have until Jan. 6 to give input to association's strategic plan

School boards' chance to tell the ASBA where to go..... strategically

Want a say in the association's strategic direction?

Before January 6 sit down with your board to review the ASBA's strategic plan:

http://www.asba.ab.ca/files/pdf/strategic-plan/strat_plan_final_11_14.pdf

and identify:

- initiatives that are missing
- initiatives that should move up the agenda
- initiatives that should be given less emphasis or dropped

The deadline to respond is Jan. 6, 2012.

For more info contact: **Heather Rogers** hr Rogers@asba.ab.ca, Director Finance and Administration.

What has the association done so far this year?

Read the December progress report for information about the work that has been done on the current strategic plan.

Strategic plan progress report: December 2011

http://www.asba.ab.ca/files/pdf/strategic-plan/strat_plan_firstreport11_14.pdf

Get involved in the ASBA's Community Engagement task force

Under the leadership of Edmonton Public rep **Dave Colburn** and Zone 2/3 rep **Johnette Lemke**, the ASBA's new Community Engagement Task Force will:

1. Develop a work plan by the end of June aimed at deepening school boards' understanding of and participation in active community engagement.
2. Develop legacy resources which will promote and support school boards' ongoing efforts in community engagement beyond the life of the task force.
3. Involve Zone representatives and CASS, ASBOA and ASCA representatives in this work.

A call for interest in this task force will be circulated in mid December. The task force's first meeting will be February 2, 2012.

Appointments

The ASBA Board of Directors made these appointments to its insurance and pension boards. See <http://www.asba.ab.ca/services/insurance.asp> for a complete list of the members of each of these boards.

ASBIE Advisory Board

Dexter Durfey, Associate Superintendent Business Services, Westwind School Division
(reappointment to Dec. 31, 2014)

ASEBP Board of Trustees

Carol Bazinet, trustee Calgary Board of Education
(reappointment as chair of ASEBP to Dec. 31, 2012)

Gerry Martins, trustee St. Albert Protestant Schools
(reappointment to December 31, 2014)

Drew Chipman, secretary-treasurer Wolf Creek School Division
(reappointment to December 31, 2014)

SiPP Board

Marge Belcourt, trustee, Calgary Catholic
(reappointment to December 31, 2014)

Trustees named to Second Languages Task Force

The ASBA Board of Directors appointed **Leslie Cleary**, trustee Edmonton Public Schools and **Dianne Macaulay**, Zone 4 Director to join **Linda Wellman**, trustee Calgary Catholic and president of ASBALE (now disbanded) on the ASBA's Second Languages Task Force. This task force will lead and advance the work of the ASBA's second language caucus by working with the second language caucus to:

- provide networking opportunities to discuss issues and best practices in second language learning
- communicate best practices in second language learning throughout the province
- gather information from the bi-annual caucus meetings on perceived and real barriers to successful delivery of second language programs. These will be communicated as a part of ASBA advocacy efforts
- promote the benefits and value of learning a second language
- communicate and liaise with key stakeholders on second language learning

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CALGARY BOARD OF EDUCATION

**REGULAR MEETING OF THE BOARD OF TRUSTEES
PUBLIC AGENDA**

DECEMBER 20, 2011

To: Board of Trustees

From: Trustee Lynn Ferguson, ASBA Director

Re: ASBA Liaison Report re: ASBA Strategic Plan

Purpose: Approval

Governance Policy Reference: GP-13: Board of Trustees' Linkages

RECOMMENDATION:

THAT the Board of Trustees responds to ASBA prior to January 6, 2012 as outlined in the conclusion of this report.

ISSUE:

The Board of Trustees has been asked to review the current *ASBA Strategic Plan September 2011 - August 2014*, and provide input and/or recommendations for the upcoming *ASBA Strategic Plan 2012-2015* as requested by the ASBA Board of Directors.

BACKGROUND:

By January 6, 2012, the ASBA Board of Directors would like to get school boards' input for the 2012-2013 budget by asking school boards to identify any additional strategic priorities or initiatives they believe warrant expenditure of association dollars.

The ASBA's strategic plan drives their budget process. School boards have been requested to review the current *ASBA Strategic Plan September 2011 - August 2014* to see if there are items that are missing, if there are initiatives that should move up or down in priority, or if there are initiatives that ASBA has accomplished and should be removed from the strategic plan. The ASBA Board of Directors will consider this advice at their January 2012 strategic planning meeting.

The four main strategic priorities from the *ASBA Strategic Plan September 2011 – August 2014* are outlined below:

Strategic Priority A: ASBA provides leadership and support to school boards in their provision of successful learning opportunities for all students with the intent of meeting the needs of the whole child.

Strategic Priority B: ASBA provides leadership and support that will enable school boards to understand and implement effective governance that is informed by their public's views and values.

Strategic Priority C: ASBA provides leadership in advocating on behalf of school boards and supports boards in their advocacy efforts.

Strategic Priority D: ASBA provides leadership and support to position school boards to respond strategically to evolving initiatives in transforming public education in Alberta.

Additional details regarding key results and strategies are outlined in the current *ASBA Strategic Plan September 2011 – August 2014* which is available at: http://www.asba.ab.ca/files/pdf/strategic-plan/strat_plan_final_11_14.pdf.

CONCLUSION:

Following a review of the information contained in the above mentioned documents, I recommend that the Board of Trustees provides the following input as requested by ASBA:

1. *Strategy A6.1 Establish an Early Learning Task Force* – This initiative be prioritized to begin immediately in order that information and research would be available to school boards in advance of any decisions being considered by Alberta Education.

Respectfully submitted,

Trustee Lynn Ferguson,
CBE Representative on the ASBA Board of Directors

Attachment: ASBA Strategic Plan September 2011 – August 2014



ASBA STRATEGIC PLAN

SEPTEMBER 2011 – AUGUST 2014

Approved by the Board of Directors March 2011
Effective September 2011

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INTRODUCTION

The Board of Directors of the Alberta School Boards Association (ASBA) met from January 12 to 15, 2011 to develop the ASBA Strategic Plan 2011–2014. The ASBA has a three year rolling strategic plan; therefore the Board reviewed the ASBA Strategic Plan 2010–2013 prior to commencing work on the 2011–2014 Strategic Plan. Members of the management staff of the Association were in attendance at this session and acted as resource persons, providing valuable information that assisted Board members in making informed decisions.

BACKGROUND

In preparation for the development of the 2011–2014 Strategic Plan, Board members reviewed and discussed the following documents:

- ♦ Results of the 2009 ASBA Membership Survey
- ♦ Input received from school boards regarding the strategic plan
- ♦ Trends in Education update
- ♦ The ASBA 2009–2012 Strategic Plan Year-End Report
- ♦ The ASBA 2010–2013 Strategic Plan Implementation First Report

VISION

- ♦ ASBA is a respected and influential provincial association of locally elected school boards.
- ♦ ASBA supports publicly elected school boards in their efforts to ensure students in Alberta have the opportunity to reach their highest potential.
- ♦ ASBA is the leading voice advocating for public education in Alberta.
- ♦ ASBA is energized by the enthusiastic participation of its members.

MISSION

- ♦ Promoting Excellence In Public Education

MANDATE

The Alberta School Boards Association is a province-wide organization of locally elected school boards. Providing leadership focusing on continuous improvement of the public education system, the Alberta School Boards Association:

- ♦ Advocates provincially and nationally on public education issues, with a strong voice, on behalf of locally elected school boards.
- ♦ Provides timely, well-researched information on public education issues to school boards.
- ♦ Encourages networking and interaction among school boards and stakeholders on education issues.
- ♦ Works with other provincial organizations, national education organizations and governments to improve public education.
- ♦ Provides services to school boards.

GUIDING PRINCIPLES

1. Public education – public, separate and francophone jurisdictions - must be governed by locally elected school boards.
2. School boards must have the autonomy to make decisions in the best interests of the students and communities they serve.
3. School boards must have access to equitable long-term stable funding to fulfill the mandate of educating their students. A portion of this funding must come from property taxes.
4. Direct access to the local property tax base and the ability to tax are fundamental to school board autonomy, accountability and responsiveness to their communities.
5. The Alberta School Boards Association will sponsor or provide input to any amendments to the School Act and regulations.
6. School boards are responsible for communicating with their communities about the local public education system.
7. School boards are responsible for providing quality public education to their students.

STRATEGIC PRIORITIES 2011-2014

Strategic priorities describe the most important priorities that ASBA must accomplish in order to succeed at a point in time. Strategic priorities focus the resources of the ASBA on its mandate and doing the right things, well, at the right time.

Strategic Priority A: ASBA provides leadership and support to school boards in their provision of successful learning opportunities for all students with the intent of meeting the needs of the whole child.

Strategic Priority B: ASBA provides leadership and support that will enable school boards to understand and implement effective governance that is informed by their public's views and values.

Strategic Priority C: ASBA provides leadership in advocating on behalf of school boards and supports boards in their advocacy efforts.

Strategic Priority D: ASBA provides leadership and support to position school boards to respond strategically to evolving initiatives in transforming public education in Alberta.

KEY RESULTS AND STRATEGIES

Key results are statements of specific outcomes ASBA wishes to achieve relative to the strategic priorities. Strategies are the broadly stated means of deploying resources to achieve the organization's key results.

The Board of Directors' responsibility for the strategic plan is carried out by the Board of Directors itself, by an appointed board committee or by the executive committee.

Strategic Priority A: ASBA provides leadership and support to school boards in their provision of successful learning opportunities for all students with the intent of meeting the needs of the whole child.

Key Result A1: Leadership support is provided to school boards to facilitate their creation of personalized learning environments for all students with diverse needs.

Strategy A1.1: Establish an Action on Inclusion task force, with the following among its objectives:

- ♦ Assess the recommendations and implications of Action on Inclusion.
- ♦ Develop an advocacy plan to enable school boards to implement Action on Inclusion.

Strategy A1.2: Hold an issues forum on how best to implement Action on Inclusion.

Strategy A1.3: Provide policy advice to school boards on implementing Action on Inclusion.

Strategy A1.4: Establish an Arts in Education task force, with the following among its objectives:

- ♦ Compile research on best practices in Arts education in Alberta.
- ♦ Participate in, partner with and promote provincial celebrations of the Arts, including Alberta Arts Days.

Strategy A1.5: Work with school boards to develop a working alliance with provincial organizations representing and servicing refugee families.

Strategy A1.6: Research effective English language learning practices with consideration for partnership with Alberta Education and/or other international partners.

Strategy A1.7: Prepare and distribute a report of the effective English language learning practices research project to school boards and key stakeholders.

Strategy A1.8: Provide policy advice to school boards with regard to English language learning.

Key Result A2: Leadership in action based on research is provided relative to the education of First Nations, Métis and Inuit students.

Strategy A2.1: Maintain the First Nations, Métis and Inuit Student Success task force, with the following among its objectives:

- ♦ Compile local and international research on First Nations, Métis and Inuit education, including evidence of promising practices, with consideration for partnership with Alberta Education and/or other international partners.
- ♦ Prepare and distribute a report of the research project to school boards and key stakeholders.
- ♦ Develop strategic partnerships with appropriate First Nations, Métis and Inuit groups to pursue this priority.
- ♦ Prepare a report on possible actions that could be taken by school boards quickly and without additional funds to advance this priority.

Strategy A2.2: Encourage all First Nations, Métis and Inuit school jurisdictions to join ASBA as associate members.

Strategy A2.3: Investigate a new system of funding First Nations, Métis and Inuit students in Alberta.

Strategy A2.4: Invite trustees to self-identify for the purpose of establishing a network of trustees with First Nations, Métis or Inuit heritage, and facilitate networking opportunities for this group in advance of general meetings.

Key Result A3: Strengthened partnerships are in place between ASBA and other provincial organizations/agencies for the effective development, implementation and expansion of wrap around services.

Strategy A3.1: Establish a Wrap Around Services task force, with an objective to encourage and promote partnerships to expand wrap around services in the province.

Strategy A3.2: Develop and publish an inventory of existing wrap around services partnerships in Alberta and identify best practices.

Strategy A3.3: Construct a sample memorandum of understanding for boards and agencies complete with possible governance structures.

Strategy A3.4: Explore possible funding options for research and implementation of wrap around services.

Strategy A3.5: Host an issues forum on best practices.

Key Result A4: Leadership in action based on research is provided to promote student health and wellbeing.

Strategy A4.1: Establish a Student Health and Wellbeing task force, with the following among its objectives:

- ♦ Consider inviting participation on the task force by the Alberta Teachers' Association and other partners.
- ♦ Investigate means to support zone school health teams.

Strategy A4.2: Host a national conference incorporating health and education to discuss increased collaboration and commitment in the area of school health.

Key Result A5: Leadership support based on research is provided relative to emerging competencies in the education of twenty-first century learners.

Strategy A5.1: Compile research on best practices in the delivery of education to twenty-first century learners.

Strategy A5.2: Prepare and distribute a report of the research project to school boards and key stakeholders.

Strategy A5.3: Consider developing partnerships with other education stakeholders to identify emerging competencies to assist school boards in providing appropriate twenty-first century learning opportunities.

Strategy A5.4: Utilize twenty-first century learning as a theme for a future general meeting.

Strategy A5.5: Advocate for resources to allow school boards to provide appropriate twenty-first century learning opportunities.

Strategy A5.6: Sponsor a session at the Twenty-First Century Learning forum in October 2011 in Banff.

Key Result A6: Early intervention/school preparedness/early learning is researched and the information disseminated to school boards and key stakeholders.

Strategy A6.1: Establish an Early Learning task force, with the following among its objectives:

- ♦ Complete a research project about early intervention/ school preparedness/ early learning.
- ♦ Prepare and distribute a report of the research project to school boards and key stakeholders.

Strategic Priority B: ASBA provides leadership and support that will enable school boards to understand and implement effective governance that is informed by their public's views and values.

Key Result B1: In the 2011/12 school year, support based on research is made available to school boards in relation to their evolving governance practices.

Strategy B1.1: Identify means by which the Education Transformation task force may support emerging governance practices.

Strategy B1.2: Arrange for dissemination of the ASBA research report on school board governance practices in Alberta.

Strategy B1.3: Develop and implement a school board/ trustee development program based on research of emerging governance practices.

Strategy B1.4: Investigate opportunities for hosting issues forums.

Strategy B1.5: Develop phase two of ASBA's Financial Accountability for School Boards program.

Key Result B2: In the 2011/12 school year, support and resources are made available to school boards to enhance community engagement in public education.

Strategy B2.1: Establish a Community Engagement task force.

Strategy B2.2: Develop a cadre of consultants/ resources that can be made available to school boards on a fee-for-service basis to assist with their efforts to increase public engagement in education.

Strategy B2.3: Hold issues forums to support public engagement in education, incorporating best practices in generative governance.

Strategy B2.4: Explore opportunities for partnership with Alberta Urban Municipalities Association (AUMA) to maximize available resources.

Strategy B2.5: Explore opportunities for funding to support community engagement in public education.

Strategy B2.6: Update the school board budget community engagement toolkit on an annual basis.

Strategic Priority C: ASBA provides leadership in advocating on behalf of school boards and supports boards in their advocacy efforts.

Key Result C1: ASBA is recognized by school boards as an effective advocate for students and school boards.

Strategy C1.1: Maintain the High School Completion, Infrastructure and Transportation task forces with the objective to develop or confirm relevant advocacy plans, and to execute the advocacy plans.

Strategy C1.2: Identify means to support zones and boards in their advocacy efforts.

Strategy C1.3: Invite input from school boards relative to ASBA's advocacy efforts.

Key Result C2: ASBA is recognized by government and partners as an effective advocate for students and school boards.

Strategy C2.1: Establish a Political Advocacy task force, with the following among its objectives:

- ♦ Review ASBA's approach to advocacy.
- ♦ Identify best practices in the area of political advocacy.

Strategy C2.2: Investigate opportunities to support and promote municipal government partnerships.

Strategy C2.3: Explore possible topics of mutual interest with partner organizations.

Strategy C2.4: Review strategic priorities of relevant ministries of provincial and federal governments.

Strategy C2.5: Identify initiatives for which partnerships with organizations and the ministries of provincial and federal governments will be pursued and strengthened.

Strategy C2.6: Invite partners to work with the ASBA on advocacy issues and ensure relationships with these organizations are nurtured.

Strategy C2.7: Build partnerships with ministries of provincial and federal governments to strengthen services to students.

Strategy C2.8: Engage student panels at general meetings to hear student perspectives on various subjects.

Strategy C2.9: Investigate a package price for school boards for the student engagement instrument from Gallup.

Key Result C3: ASBA will provide support to school boards in communicating the need for the Government of Alberta to provide adequate, stable and predictable funding for public education.

Strategy C3.1: Establish a School Board Funding task force, with the following among its objectives:

- ♦ Conduct research, partnering with municipal government organizations as appropriate, to determine comparative provincial funding levels for education.
- ♦ Build advocacy strategies based on research.

Strategy C3.2: Establish a task force with the purpose of profiling the needs of school boards and their non-teaching staff.

Strategic Priority D: ASBA provides leadership and support to position school boards to respond strategically to evolving initiatives in transforming public education in Alberta.

Key Result D1: ASBA continues to advance the interests of school boards as the approach to teacher bargaining evolves.

Strategy D1.1: ASBA represents the interests of school boards throughout any tripartite process relative to teacher bargaining.

Strategy D1.2: Develop and provide negotiation sessions for school boards and their senior administrators with respect to collective bargaining.

Key Result D2: ASBA provides leadership and support to school boards in responding to proposed legislation, regulations and policy in furthering the interests of school boards as they promote the interests of students.

Strategy D2.1: Respond to the Education Act upon its introduction in the legislature.

Strategy D2.2: Actively engage in the public discussion which ensues following the introduction of the Education Act.

Strategy D2.3: Actively participate in discussions on the regulations and policies which flow from the Education Act.

Key Result D3: ASBA provides leadership and support to focus all aspects of education transformation on enhancing student success.

Strategy D3.1: Establish an Education Transformation Agenda task force with the following among its objectives:

- ♦ Develop a vision for the informed transformation of education with a focus on enhancing student success.
- ♦ Cooperate with education partners as appropriate.
- ♦ Compile research around specific transformational initiatives to determine ease of implementation and efficacy.

Strategy D3.2: Incorporate ASBA transformational themes in appropriate communication initiatives and events.

Strategy D3.3: Sponsor a roundtable forum on student success.

Strategy D3.4: Maintain the education trends partnership.

Strategy D3.5: Explore opportunities associated with the development of a website compendium of relevant research.

EXECUTING THE STRATEGY

Effective September 2011, the ASBA management team and staff will begin executing this Strategic Plan, and will invest maximum effort on the strategies and in the development and implementation of action plans. The management team will:

- ♦ Prepare action plans to accomplish each strategy.
- ♦ Prepare budget and resource estimates relative to each strategy.
- ♦ Identify operational issues relative to each strategy.
- ♦ Assign resources to each strategy.
- ♦ Identify implementation timing and performance measures for each strategy.

For some key results and strategies, members of the ASBA Board of Directors will work closely with Association staff in the implementation of the strategies.

The Board will be presented with updates on the progress made on the key results identified in the strategic plan, and will be provided with a year-end report.

ALBERTA SCHOOL BOARDS ASSOCIATION

STRATEGIC PLAN 2011-2014

Strategic Priority A: ASBA provides leadership and support to school boards in their provision of successful learning opportunities for all students with the intent of meeting the needs of the whole child.

Key Results		Strategies	
	<p>A1 Leadership support is provided to school boards to facilitate their creation of personalized learning environments for all students with diverse needs.</p>		<p>A1.1 Establish an Action on Inclusion task force, with the following among its objectives:</p> <ul style="list-style-type: none"> ♦ Assess the recommendations and implications of Action on Inclusion. ♦ Develop an advocacy plan to enable school boards to implement Action on Inclusion. <p>A1.2 Hold an issues forum on how best to implement Action on Inclusion.</p> <p>A1.3 Provide policy advice to school boards on implementing Action on Inclusion.</p> <p>A1.4 Establish an Arts in Education task force, with the following among its objectives:</p> <ul style="list-style-type: none"> ♦ Compile research on best practices in Arts education in Alberta. ♦ Participate in, partner with and promote provincial celebrations of the Arts, including Alberta Arts Days. <p>A1.5 Work with school boards to develop a working alliance with provincial organizations representing and servicing refugee families.</p> <p>A1.6 Research effective English language learning practices with consideration for partnership with Alberta Education and/or other international partners.</p> <p>A1.7 Prepare and distribute a report of the effective English language learning practices research project to school boards and key stakeholders.</p> <p>A1.8 Provide policy advice to school boards with regard to English language learning.</p>
	<p>A2 Leadership in action based on research is provided relative to the education of First Nations, Métis and Inuit students.</p>		<p>A2.1 Maintain the First Nations, Métis and Inuit Student Success task force, with the following among its objectives:</p> <ul style="list-style-type: none"> ♦ Compile local and international research on First Nations, Métis and Inuit education, including evidence of promising practices, with consideration for partnership with Alberta Education and/or other international partners. ♦ Prepare and distribute a report of the research project to school boards and key stakeholders. ♦ Develop strategic partnerships with appropriate First Nations, Métis and Inuit groups to pursue this priority. ♦ Prepare a report on possible actions that could be taken by school boards quickly and without additional funds to advance this priority. <p>A2.2 Encourage all First Nations, Métis and Inuit school jurisdictions to join ASBA as associate members.</p> <p>A2.3 Investigate a new system of funding First Nations, Métis and Inuit students in Alberta.</p> <p>A2.4 Invite trustees to self-identify for the purpose of establishing a network of trustees with First Nations, Métis or Inuit heritage, and facilitate networking opportunities for this group in advance of general meetings.</p>

Key Results	A3 Strengthened partnerships are in place between ASBA and other provincial organizations/agencies for the effective development, implementation and expansion of wrap around services.	Strategies	<p>A3.1 Establish a Wrap Around Services task force, with an objective to encourage and promote partnerships to expand wrap around services in the province.</p> <p>A3.2 Develop and publish an inventory of existing wrap around services partnerships in Alberta and identify best practices.</p> <p>A3.3 Construct a sample memorandum of understanding for boards and agencies complete with possible governance structures.</p> <p>A3.4 Explore possible funding options for research and implementation of wrap around services.</p> <p>A3.5 Host an issues forum on best practices.</p>
	A4 Leadership in action based on research is provided to promote student health and wellbeing.		<p>A4.1 Establish a Student Health and Wellbeing task force, with the following among its objectives:</p> <ul style="list-style-type: none"> ♦ Consider inviting participation on the task force by the Alberta Teachers' Association and other partners. ♦ Investigate means to support Zone school health teams. <p>A4.2 Host a national conference incorporating health and education to discuss increased collaboration and commitment in the area of school health.</p>
	A5 Leadership support based on research is provided relative to emerging competencies in the education of twenty-first century learners.		<p>A5.1 Compile research on best practices in the delivery of education to twenty-first century learners.</p> <p>A5.2 Prepare and distribute a report of the research project to school boards and key stakeholders.</p> <p>A5.3 Consider developing partnerships with other education stakeholders to identify emerging competencies to assist school boards in providing appropriate twenty-first century learning opportunities.</p> <p>A5.4 Utilize twenty-first century learning as a theme for a future general meeting.</p> <p>A5.5 Advocate for resources to allow school boards to provide appropriate twenty-first century learning opportunities.</p> <p>A5.6 Sponsor a session at the Twenty-First Century Learning forum in October 2011 in Banff.</p>
	A6 Early intervention/school preparedness/early learning is researched and the information disseminated to school boards and key stakeholders.		<p>A6.1 Establish an Early Learning task force, with the following among its objectives:</p> <ul style="list-style-type: none"> ♦ Complete a research project about early intervention/school preparedness/early learning. ♦ Prepare and distribute a report of the research project to school boards and key stakeholders.

Strategic Priority B: ASBA provides leadership and support that will enable school boards to understand and implement effective governance that is informed by their public's views and values.

Key Results	B1 In the 2011/12 school year, support based on research is made available to school boards in relation to their evolving governance practices.	Strategies	B1.1 Identify means by which the Education Transformation task force may support emerging governance practices.
	B2 In the 2011/12 school year, support and resources are made available to school boards to enhance community engagement in public education.		B1.2 Arrange for dissemination of the ASBA research report on school board governance practices in Alberta.
			B1.3 Develop and implement a school board/ trustee development program based on research of emerging governance practices.
			B1.4 Investigate opportunities for hosting issues forums.
			B1.5 Develop phase two of ASBA's Financial Accountability for School Boards program.
			B2.1 Establish a Community Engagement task force.
			B2.2 Develop a cadre of consultants/ resources that can be made available to school boards on a fee-for-service basis to assist with their efforts to increase public engagement in education.
			B2.3 Hold issues forums to support public engagement in education, incorporating best practices in generative governance.
			B2.4 Explore opportunities for partnership with Alberta Urban Municipalities Association (AUMA) to maximize available resources.
			B2.5 Explore opportunities for funding to support community engagement in public education.
			B2.6 Update the school board budget community engagement toolkit on an annual basis.

Strategic Priority C: ASBA provides leadership in advocating on behalf of school boards and supports boards in their advocacy efforts.

Key Results	Strategic Priority C: ASBA provides leadership in advocating on behalf of school boards and supports boards in their advocacy efforts.	
	Key Results	Strategies
C1 ASBA is recognized by school boards as an effective advocate for students and school boards.	Key Results	<p>C1.1 Maintain the High School Completion, Infrastructure and Transportation task forces with the objective to develop or confirm relevant advocacy plans, and to execute the advocacy plans.</p> <p>C1.2 Identify means to support zones and boards in their advocacy efforts.</p> <p>C1.3 Invite input from school boards relative to ASBA's advocacy efforts.</p>
C2 ASBA is recognized by government and partners as an effective advocate for students and school boards.		<p>C2.1 Establish a Political Advocacy task force, with the following among its objectives:</p> <ul style="list-style-type: none"> ♦ Review ASBA's approach to advocacy. ♦ Identify best practices in the area of political advocacy. <p>C2.2 Investigate opportunities to support and promote municipal government partnerships.</p> <p>C2.3 Explore possible topics of mutual interest with partner organizations.</p> <p>C2.4 Review strategic priorities of relevant ministries of provincial and federal governments.</p> <p>C2.5 Identify initiatives for which partnerships with organizations and the ministries of provincial and federal governments will be pursued and strengthened.</p> <p>C2.6 Invite partners to work with the ASBA on advocacy issues and ensure relationships with these organizations are nurtured.</p> <p>C2.7 Build partnerships with ministries of provincial and federal governments to strengthen services to students.</p> <p>C2.8 Engage student panels at general meetings to hear student perspectives on various subjects.</p> <p>C2.9 Investigate a package price for school boards for the student engagement instrument from Gallup.</p>
C3 ASBA will provide support to school boards in communicating the need for the Government of Alberta to provide adequate, stable and predictable funding for public education.		<p>C3.1 Establish a School Board Funding task force, with the following among its objectives:</p> <ul style="list-style-type: none"> ♦ Conduct research, partnering with municipal government organizations as appropriate, to determine comparative provincial funding levels for education. ♦ Build advocacy strategies based on research. <p>C3.2 Establish a task force with the purpose of profiling the needs of school boards and their non-teaching staff.</p>

Strategic Priority D: ASBA provides leadership and support to position school boards to respond strategically to evolving initiatives in transforming public education in Alberta.

Key Results	D1 ASBA continues to advance the interests of school boards as the approach to teacher bargaining evolves.	Strategies	D1.1 ASBA represents the interests of school boards throughout any tripartite process relative to teacher bargaining. D1.2 Develop and provide negotiation sessions for school boards and their senior administrators with respect to collective bargaining.
	D2 ASBA provides leadership and support to school boards in responding to proposed legislation, regulations and policy in furthering the interests of school boards as they promote the interests of students.		D2.1 Respond to the Education Act upon its introduction in the legislature. D2.2 Actively engage in the public discussion which ensues following the introduction of the Education Act. D2.3 Actively participate in discussions on the regulations and policies which flow from the Education Act.
	D3 ASBA provides leadership and support to focus all aspects of education transformation on enhancing student success.		D3.1 Establish an Education Transformation Agenda task force with the following among its objectives: <ul style="list-style-type: none"> ♦ Develop a vision for the informed transformation of education with a focus on enhancing student success. ♦ Cooperate with education partners as appropriate. ♦ Compile research around specific transformational initiatives to determine ease of implementation and efficacy. D3.2 Incorporate ASBA transformational themes in appropriate communication initiatives and events. D3.3 Sponsor a roundtable forum on student success. D3.4 Maintain the education trends partnership. D3.5 Explore opportunities associated with the development of a website compendium of relevant research.

CALGARY BOARD OF EDUCATION

REPORT TO THE REGULAR MEETING OF THE BOARD OF TRUSTEES Public Agenda

December 20, 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 Limitation (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

Office of the Information and Privacy Commissioner Order Received

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

EL-7: Treatment of Staff and Volunteers

The Calgary Board of Education received an order from the Office of the Information and Privacy Commissioner on December 5, 2011. This order resulted from a complaint lodged by a former employee in July 2009 with the Office of the Information and Privacy Commissioner. An investigation ensued resulting in the order dated December 1, 2011.

In 2007, the former employee of the Calgary Board of Education testified at a Board of Reference hearing in support of another employee. As part of the Calgary Board of Education's testimony in the hearing, personal information of the former employee was introduced. As a result, the Board of Reference

ordered that documents in the custody of the Calgary Board of Education be released to them.

The complaint lodged by the former employee with the Office of the Information and Privacy Commissioner was around three main issues. The Adjudicator upheld the Calgary Board of Education in two of those issues, as follows.

1. The CBE disclosed information about an investigation file during an unrelated Board of Reference hearing.
 - The Adjudicator ruled that CBE's use of the Complainant's personal information was not consistent with the purpose for which it was initially collected, so was in contravention of the Freedom of Information and Protection of Privacy (FOIP) Act.
2. The Board of Reference ordered the Calgary Board of Education to release documents from an investigation file in order to determine if they would be admissible.
 - The Adjudicator ruled that the CBE disclosed the documents appropriately as ordered.
3. The Calgary Board of Education failed to protect personal information by using a copier outside of the Calgary Board of Education in order to provide documents to the Board of Reference.
 - The Adjudicator ruled that CBE took reasonable precautions to ensure the security of the Complainant's personal information.

The Adjudicator ordered the Calgary Board of Education to stop using and disclosing personal information as in this particular case by providing training to staff concerning the appropriate management of personal information in personnel files. Much of this training has already been completed over the past two years.

Records management and basic FOIP training has been included in all new staff orientation sessions since August of 2009. Beginning in October 2010, the Privacy and Access Officers have been conducting training sessions for principals and school staff around information management and the obligations under the FOIP Act. There were five FOIP training sessions for school administrators held in April and May 2011, and a session for trustees in November 2011. Beginning in September of 2011, training sessions have been conducted for administrative staff in several departments, and it is expected that this initial training will have been completed for all staff by June of 2012.

In addition to training sessions, a FOIP Custodian Committee was created in December of 2010. Each service unit and area has provided a representative to this committee, which meets monthly. This group has received intensive training in the FOIP Act, and continues to discuss current and timely issues concerning the use of personal information. The representatives then take this information

back to their service units and areas for discussion. The goal of this committee is to ensure horizontal integration of basic FOIP knowledge and obligations throughout the organization.

Ongoing updates and refresher training will be planned yearly in addition to the training sessions that will continue to be provided to all new employees.

2012-2013 School Instructional Calendars Approved

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

EL-6: Instructional Program

On Monday, December 12, 2011, superintendents approved the 2012-2013 traditional and modified system instructional calendars. The calendars contain 10 system-wide non-instruction days for schools to schedule parent/teacher conferences, appeals, professional learning activities and organizational functions.

Both of these calendars have been published on the CBE website as *tentative* and will be re-published this December. Following are the changes between the *tentative* calendars and the approved calendars:

- Traditional and modified calendars – 10 system-wide non-instruction days
- Traditional calendar – students start school on Tuesday, September 4, right after Labour Day. In the *tentative* calendar, students were starting on Wednesday, September 5. This is a more logical start date; however, it adds one instruction day to the traditional calendar.

To maintain a balance with the modified calendar, all CBE schools will be closed to staff and students on Tuesday, October 9. In essence, for schools using the traditional calendar, we have added an instruction day in September and taken it off in October. Schools using the modified calendar are already closed for fall break.

Superintendents consider this decision to be less disruptive for students and more easily communicated than other options.

CBE instructional calendars approved for 2012-2013 and *tentative* calendars for 2013 through 2016 will be published in early January on the CBE website under the Parent tab. The address is www.cbe.ab.ca/calendars/default.asp

Administrative Regulation Update

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

Executive Limitation 3 1. f) requires the chief superintendent to provide updates on "changes to the Administrative Regulations of the Calgary Board of Education." The following two updates are provided in compliance with this policy.

- Revised Administrative Regulation 3041 – Nutrition is published and effective January 1, 2012. This regulation was developed and published in advance to facilitate implementation of procedures.
- New Administrative Regulation 3044 – Alternative Program Processes is published and effective immediately. This regulation was developed to facilitate implementation of a new process for members of the public submitting an alternative program proposal to the Calgary Board of Education.

Both of these regulations are found at
www.cbe.ab.ca/policies/adminregs.asp#students.

The CBE is reviewing all 177 administrative regulations. A new framework has been developed with Chief Superintendent Directives and related Administrative Practices replacing administration regulations. Chief Superintendent Directives and related Administrative Practices will address, in a cohesive fashion, current practice issues for educational organizations.

The main goals of the review and re-issue project are to enhance CBE's overall administrative functions and, in particular, assist CBE employees in carrying out their responsibilities by:

- clearly distinguishing between policy and procedure,
- Increasing business and operational efficacy,
- addressing current and emergent issues,
- providing guidance with clarity and precision, and
- ensuring directives and administrative practices are consistent, organized and understood.

As this work moves forward there are occasions when interim measures must be taken with existing or new regulations. Such is the case with AR 3041 and AR 3044.



Naomi E. Johnson
 Chief Superintendent of Schools

CALGARY BOARD OF EDUCATION

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

December 20, 2011

To: Board of Trustees

From: Naomi E. Johnson, Chief Superintendent of Schools

Re: **Annual Facility Condition Report**

Purpose: Information and for the record

Governance Policy References: EL-12: Asset Protection
EL-13: Facilities
EL-13E: Facility Condition Report Information Requirements

Originator: Frank J. Coppinger, Superintendent, Facilities & Environmental Services

Resource Persons: Dieter Hoerz, Director, Central Facility Services
Peter Jeffrey, Manager, Maintenance Projects
Madeleine MacKay, Lead, Service Unit Support
Rod Neumann, Planner, Capital Planning and Development

I. RECOMMENDATION

It is recommended:

THAT this report be received for information and for the record.

II. ISSUE

Executive Limitation EL-13: Facilities, section 14, requires that a Facility Condition Report, as outlined in EL-13E: Facility Condition Report Information Requirements, be submitted to the Board on an annual basis.

III. BACKGROUND

Executive Limitation EL-13: Facilities, section 14, states that the Chief Superintendent shall not fail to ensure that the Board of Trustees is annually provided with a Facility Condition Report which, as required by Executive Limitation EL-13E, shall contain information that includes:

1. Information regarding the functional building standards required for program delivery;

2. The mean and median of facility operating costs, by square metre, for the Calgary Board of Education; and
3. Information provided on each Calgary Board of Education facility grouped by sector, within Areas, and including:
 - (a) Age of the building;
 - (b) Type of construction used;
 - (c) Estimated lifespan;
 - (d) Projected capital costs, including deferred maintenance requirements;
 - (e) Status of major operating systems;
 - (f) Facility operating costs by facility and per square metre for each facility;
 - (g) Plant operations and maintenance funding level;
 - (h) Identification of issues that may affect the future viability of the facility;
 - (i) Environmental issues that may affect the operation of the facility; and
 - (j) Any other information that, in the opinion of the Chief Superintendent, should be provided to the Board of Trustees.

In accordance with Executive Limitation EL-13, Administration provides the Annual Facility Condition Report for the Calgary Board of Education (CBE) schools.

IV. ANALYSIS

As a first priority, Administration ensures that sufficient resourcing is provided for a safe learning environment for students and staff in all facilities. In all cases safety related matters are addressed.

1. Building Standards

Functional building standards for new school facilities are established in the Alberta Infrastructure School Infrastructure Manual. Appendices 7 and 8 of the manual outline the area allowances for a facility and the instructional and non-instructional spaces. In addition, the CBE's Capital Planning and Development department has prepared comprehensive design guidelines which include parameters for new schools. Preferences for such things as a specific telephone system, information technology support network or building management system may influence the preferred corporate building standards.

Combined, the provincial and CBE documents provide significant guidance in providing facilities that are most suitable for the delivery of the contemplated education program.

The design of the last ten new schools approved by the Province for the CBE was managed by Alberta Infrastructure on behalf of Alberta Education. The first six of these schools opened for the 2010/11 school year. These facilities are being delivered through a Public/Private Partnership (P-3) model. The approach provides for input from the recipient school district into the design of the facility although, ultimately, the Province maintains full control over the final design, and the District's opportunity to influence changes is limited.

Since the private partner is contractually required to maintain the new facility over an extended period of time (30 years), the delivery mechanism allows the private sector partner to determine the facility components and finishes in order to meet the performance criteria set out by the Province.

A school building must also meet the statutory requirements such as the building, electrical and plumbing codes established by the Province. In addition, any authority having jurisdiction (e.g. The City of Calgary or the Fire Marshall) can require further action of the facility owner in support of codes, bylaws or local requirements.

The building requirements for a new school are a standard against which one can measure the adequacy of an existing facility.

2. MEAN and MEDIAN OPERATING COSTS

For the purpose of this report, operating costs have been considered to include the direct cost of utilities, caretaking and maintenance. Overhead costs, such as supervisory costs, are considered to be fixed costs and are not included.

In 2010/11 the CBE mean, direct facility operating cost was \$56.88 per square metre (\$58.83/m² in 2009/10) and the median, direct facility operating cost was \$57.97 per square metre (\$58.79/m² in 2009/10).

3. BUILDING INFORMATION

A significant amount of information that is required under Executive Limitation EL-13E has been compiled into the chart contained in **Attachment I**. The facilities have been grouped by area and by sector. Closed facilities, leased sites and administrative or unique settings are shown in their respective grouping within an 'other' category.

a) Age of the building

A single date of construction often does not suitably represent the age of the CBE's buildings. In many instances the original structure has had one or more additions over time.

In order to better reflect the age of any one facility, the construction dates of the original building and all subsequent additions are included in **Attachment I**. **Attachment II** provides information on the number of buildings constructed in each decade (based on the year of construction of the original portion).

b) Type of construction used

Sandstone (1908 to 1920)

There are nine sandstone type buildings with stone masonry walls, wood floor joists and lath and plaster interior finishes.

Branton Style Buildings (1950 to late 1960's)

There are numerous Branton style buildings which have a wooden frame, stucco exterior and drywall and/or plaster interior. Some of the junior high school facilities of this type of structure have a brick exterior. Any remaining original windows are of wood frame construction and are generally in poor condition.

Newer Construction (late 1960's to present)

Most of the newer buildings have a structural steel frame, steel stud walls, a brick or metal exterior and drywall interior. The windows have an aluminum or fiberglass frame.

Individual building construction types are described in Attachment I using the abbreviations noted below. Up to two exterior finishes may be listed under 'Fin1' and 'Fin 2' (finish 1, finish 2). The construction of the outside wall is identified under 'Framing'. The construction of the supporting structure, or skeleton of the building, is noted under 'Struct'.

Blk	concrete block
Bri	brick
Conc	concrete
Glu	glue-laminated wooden structural members
MS	metal siding
PC	pre-cast concrete
Ste	steel studs
Sto	sandstone masonry
Str	structural steel
Stu	stucco
WF	wood framing
WS	wooden siding

c) Estimated lifespan

In general the original design life of CBE facilities has been in the range of 50 years. 30% of CBE schools are older than 50 years and an additional 29% of schools are in the range of 40 to 50 years old.

The components that make up a building have different life expectancies. For example: roof 25 years; wood frame windows 35 years; wood door and frame 30 years; lockers 30 years; heating plants 35 years; resilient flooring 20 years; washroom fixtures 35 years; air handling units 30 years; fire alarms 25 years; asphalt pavement 25 years; larger electrical installations 40 years (based on the theoretical design life values used by Alberta Infrastructure).

In order to achieve the design life of a facility, ongoing capital investments are required to replace the various building components (i.e. windows, boilers, ventilation system components, finishes) once they reach the end of their lifecycle. With continued investment in component repair and replacement, it is possible to utilize a facility beyond the original design life.

Establishing the remaining life of any one building is difficult and costly. The process would involve a review of each building component by a knowledgeable individual to provide a professional opinion. Such an assessment must be made with some knowledge of the potential for future investment, and in consideration of Executive Limitation EL-13, section 6 and Executive Limitation EL-12 section 2. On a 'do nothing, go forward' basis, the remaining life of a facility is equal to the shortest remaining life of any one major component whose failure would render the facility unusable.

Sandstone and Branton style buildings pose more substantial concern because a number of these facilities have components that are currently beyond their design life.

Although a building may be in a good state of repair it can be rendered functionally unfit as a result of a change in use. As the curriculum changes older facilities may become unsuitable in their configuration and renovations to upgrade the building may be cost prohibitive. At that point the facility has reached the end of its useful life.

d) Projected capital costs, including deferred maintenance requirements

Shown against the CBE schools listed in **Attachment I** are updated values for deferred facility maintenance, including the replacement/upgrading of major building components, and projected capital costs to address curriculum needs.

The projected capital costs for a number of schools have been extracted from multi-year capital plans and previous viability reports. A field review of the remaining schools would be required to complete a comprehensive database for all schools.

Alberta Infrastructure has conducted their facility audit program from 2006 to 2010. This audit cycle provides technical information that replaces and updates the information of the 1999/2000 Alberta Infrastructure Facility Evaluation Project audit.

Attachment III indicates the number of facilities audited by the Province each year. The audit establishes the value of the identified, necessary maintenance in the reviewed buildings. The value of deferred maintenance in this report has been derived from the audit information which first became fully available in 2009. The value of any identified work completed by the CBE has been removed from the record.

The Province's database does not provide any allowance for the passage of time between the date of the audit of the building and the date of this report. In lieu of an annual audit to update the list of deferred maintenance projects at schools that were audited more than a year ago, a per year aging allowance of 2% of replacement cost has been added to the costs put forward in the audit. The reference replacement costs are taken from the Province's database. Schools that have not been audited have an aging allowance based on the year of construction. Closed and administration facilities do not have an attributed aging allowance. P-3 type schools have not been assigned an aging allowance because all maintenance costs are covered directly by the Province.

The graph in **Attachment IV** represents the aggregation of the audit information on deferred maintenance costs with the aging allowance.

Lifecycle costs are incorporated by the Province into the fifth year of the audit information. Lifecycle replacement costs, however, always remain in the fifth year of the report and do not advance in the annual updating process. Only by reclassifying the lifecycle replacement to something like 'failure replacement' would the identified work shift away from the fifth year of the report. The net effect of deferring the identified lifecycle replacements and accumulating the work in the fifth year is demonstrated in the significant change between year four and year five of the graph in **Attachment V**.

The consultants' estimated total value of deferred maintenance for the CBE is **\$103 million** as at September 1, 2011. This represents the work that was proposed by the consultants to be scheduled and completed for each audited facility between the time of the audit and August 31, 2011. Allowing for the aging of the facilities since the completion of the field audits adds a further **\$241 million** in estimated maintenance cost, for a total deferred maintenance value of **\$344 million**.

Lifecycle replacement costs which are valued at **\$462 million** should also be added to the deferred maintenance for a realistic final total value of deferred maintenance of **\$806 million**. This figure compares to the value of \$798 million reported to the Board of Trustees on December 7, 2010.

The graph in **Attachment VI** represents the accumulation of the three cost factors on an audit year basis.

e) Status of major operating systems

Care should be taken when interpreting the 'Overall Condition Rating' contained in **Attachment I**. The rating represents a measure of a facility's overall condition and program functionality of the space is not considered in the assessment.

The evaluations shown in **Attachment I** are based on those provided in the provincial audits undertaken from late 2006 to early 2011. The reported ratings quantify a building's major operating systems condition.

Few audit reports indicated an overall condition rating for the facility, and where it was lacking, an average of the five categories was used. Based on the overall condition rating, **Attachment VII** graphically represents the number of audited CBE facilities in each of the ratings.

f) Facility operating costs by facility and per square metre for each facility

The 2010/11 operating cost for each facility is provided in Attachment I.

g) Plant Operations and Maintenance (PO&M) Funding level

For the fiscal year 2010/11, the Plant Operations and Maintenance funding was based on the formula as applied by the Province to the aggregate of school enrolment within the CBE's jurisdiction (K-6 funded enrolment X \$779, plus grades 7-9 funded enrolment X \$736, plus grades 10-12 funded enrolment X \$740 and adjusted by adding the travel time allowance and the Small Schools by Need allowance).

The Province's general formula was used to approximate the level of Plant Operations and Maintenance funding for each facility reported upon in Attachment I. The calculation yields a total Plant Operations and Maintenance funding value of \$74.6 million for CBE facilities for 2010/11.

The utilization rate is not a factor in the provincial allocation of Plant Operations and Maintenance funding to school Districts. Facilities that do not have students receive no Plant Operations and Maintenance allocation under the current funding model.

Administration buildings do not receive this funding. They are supported by the 4% Administrative funding available through Alberta Education.

h) Identification of issues that may affect the future viability of the facility

Apart from the unacceptable level of deferred maintenance, Administration is unaware of any issue that would affect the utilization of a CBE school for its intended purpose.

The growing backlog of deferred maintenance, and the lack of adequate annual maintenance and renewal funding, could over time affect the viability of any one facility.

Building on the last paragraph of part c), initiatives such as personalized learning or marked changes in the curriculum, could render a facility functionally unsuitable. One such example would be the ability for an existing high school to host a fulsome Career and Technology Studies program.

i) Environmental issues that may affect the operation of the facility

Administration is unaware of any environmental issues which would prevent the utilization of any of the CBE's school facilities for their intended purpose at this time. If a vital building component, such as the air handling system, cannot be maintained, indoor air quality may be compromised and unsuitable occupancy conditions could arise. This is an example of the impact of a major building component failure referenced in part c).

j) Other Information

No other information is being reported at this time.

V. FINANCIAL IMPLICATIONS

In 2010/11, the CBE budgeted \$20.9 million for ongoing minor building maintenance and \$36.5 million in caretaking operations. In addition, it is estimated that the CBE requires a minimum overall investment of approximately \$40 million annually to adequately maintain its facilities and attend to deferred maintenance.

The graph in **Attachment VIII** demonstrates the impact of doubling the CBE's current annual Infrastructure Maintenance and Renewal investment. The Province has assumed that facility maintenance costs will increase by only 0.5 percent of replacement costs each year. This compares to a more common industry figure of 2.0 percent per annum.

The graph reflects the Provincial cost assumptions. Even with these figures, an increased level of Infrastructure Maintenance and Renewal funding of \$36.6 million per annum would mean that it would take approximately 25 years to clear the deferred maintenance backlog.

The most recent levels of investment in CBE facilities through available Infrastructure Maintenance and Renewal program funding were \$18.0 million in 2007/08, \$18.1 million in 2008/09, \$18.2 million in 2009/10, \$18.2 million in 2010/11 and \$18.3 million for 2011/12.

It should be noted that the Modernization Block Funding used to address major functional upgrades to buildings to meet curriculum or code requirements was last received by the CBE in 2001/02. A one-time modernization grant of \$35.0 million was

provided for repairs to the Western Canada High School. Currently, the CBE attends to some minor functional needs through the assignment of a portion of the annual Infrastructure Maintenance and Renewal funding.

The Board has established a separate capital reserve (\$2 million) to attend to the future replacement of major systems and components for leased buildings.

Some options in dealing with the CBE's deferred maintenance are:

- a) Increase the level of funding for maintenance and restoration work through Alberta Education.
- b) A reintroduction of modernization type funding to address deferred maintenance along with program upgrades.
- c) The closure and demolition (or disposal) of identified school facilities that have a high level of deferred maintenance in order to eliminate the future expenditure on maintenance at those sites. Under the current per-pupil PO&M funding model this strategy would not release operational funding for redistribution to the CBE's remaining sites.
- d) Long term financing of deferred maintenance combined with savings in operating costs, such as utilities, through public/private partnerships or performance contracts.
- e) Utilization of capital reserves to provide needed replacement of major building system components or modernizations.

Combinations of the above options could enable Facility and Environmental Services to reduce the deferred maintenance in the CBE's schools.

VI. IMPLEMENTATION CONSEQUENCES

The individual, detailed analysis of building components provided by the Province will continue to be used to plan and allocate future Infrastructure Maintenance and Renewal and other maintenance funding.

The Infrastructure Maintenance and Renewal priorities are clearly established in the School Infrastructure Manual, as issued by Alberta Infrastructure.

The Calgary Board of Education needs to continue to be creative in working with Alberta Education, Alberta Infrastructure and other partners, if the current levels of deferred maintenance are to be reduced in the future.

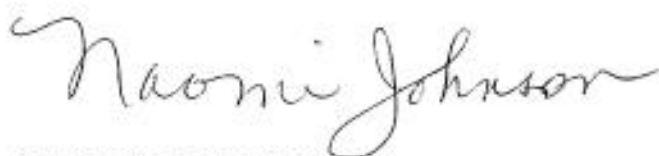
VII. CONCLUSION

Within the next decade 59% of CBE schools will be in excess of 50 years of age. Although today the overall condition of CBE schools is generally seen by the Province's consultants as acceptable, the maintenance and/or replacement of aged facility components could become more critical and the condition of some facilities may move into the marginal category.

Under the current provincial funding model the number of students within a facility directly establishes the level of Plant Operations and Maintenance funding that the facility attracts. Empty facilities receive no funding although there are ongoing costs associated with their retention.

Infrastructure Maintenance and Renewal funding is seen to be inadequate for the purpose of recapitalizing CBE facilities in a reasonable manner. Given the provincial forecast of maintenance costs and even considering a doubling of the CBE's current level of Infrastructure Maintenance and Renewal funding, it would take in excess of 25 years to attend to the identified maintenance work.

This report is provided in compliance with Executive Limitation EL-13: Facilities and is forwarded to the Board for information and for the record.



NAOMI E. JOHNSON
CHIEF SUPERINTENDENT OF SCHOOLS

- Attachment I Facility Condition Report Summary by Area/Sector
- Attachment II Age Distribution of Facilities
- Attachment III Number of Facilities Audited Each Year
- Attachment IV Breakdown of Total Deferred Maintenance
- Attachment V Cumulative Event Costs
- Attachment VI Aggregate Deferred Maintenance and Lifecycle Replacement
- Attachment VII Facility Condition Rating of Audited Facilities
- Attachment VIII Cumulative Event Costs vs. Cumulative Base Funding - \$36.6 million

Facility Condition Report Summary by Area/Sector

Legend	
E	Elementary
J	Junior
S	Senior
D	Other
Fin1	Finish 1
Fin2	Finish 2
Struct	Structural
Oper&Maint Funding	Plant Operations & Maintenance Funding

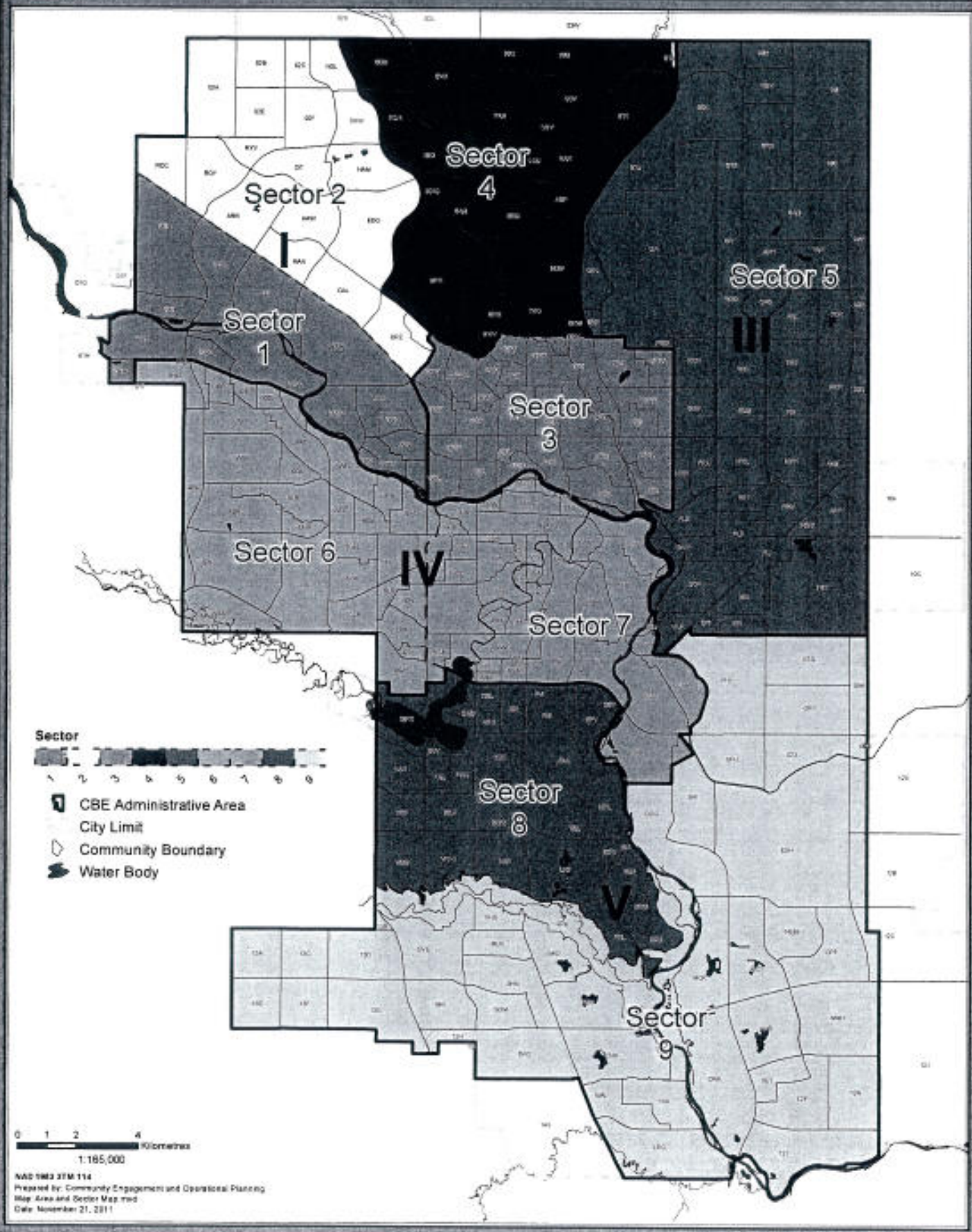
Note:

Rating Guide	
Condition Rating	Performance
1- Critical	Unsafe, high risk of injury or critical system failure
2- Poor	Does not meet requirements, has significant deficiencies. May have high operating/maintenance costs
3- Marginal	Meets minimum requirements, has significant deficiencies. May have above average operating maintenance costs.
4- Acceptable	Meets present requirements, minor deficiencies. Average operating/maintenance costs
5- Good	Meets all present requirements. No deficiencies.
6- Excellent	As new/state of the art, meets present and foreseeable requirements.



Calgary Board
of Education

Calgary Board of Education Areas and Sectors



School	E	J	S	O	Year	Building	Area	Sector	Fin1	Fin2	Frame	Struct	Oper & Maint Funding (\$1,000)	Total Direct Facility Cost (\$1000)	Cost/M2	Total Deferred Maint (\$1000)	Projected Capital Cost (\$1,000)	Mech Cond Rating	Elec Cond Rating	Interior Cond Rating	Envelope Cond Rating	Struct Rating	Overall Cond Rating
Belvedere Parkway School	E				1957	Original	1	1	Bri	Stu	WF	Str	\$189	\$222	\$46.95	\$2,505		3	4	4	4	4	4
Belvedere Parkway School	E				1964	Addition	1	1	Blk	Stu	WF												
Belvedere Parkway School	E				1974	Addition	1	1	Bri	Stu	WF												
Belvedere Parkway School	E				1999	Modernization	1	1															
Bowcroft School	E				1952	Original	1	1	Stu		WF	Str	\$239	\$298	\$73.89	\$1,027		4	4	4	3	4	4
Bowcroft School	E				1953	Addition	1	1	Stu		WF	Str											
Bowcroft School	E				1967	Addition	1	1	Bri		WF	Str											
Bowness High School			S		1956	Original	1	1	Stu		WF	Str	\$975	\$928	\$55.98	\$1,948	\$24,250	3	3	3	3	3	3
Bowness High School			S		1959	Addition	1	1	Stu	Bri	WF	PC											
Bowness High School			S		1964	Addition	1	1	Stu	Bri	WF	PC											
Bowness High School			S		1972	Addition	1	1	Stu	Bri	Ste	PC											
Bowness High School			S		1986	Addition	1	1	MS		Ste	Conc											
F. E. Osborne School	J				1967	Original	1	1	Bri		Ste	Conc	\$453	\$412	\$58.77	\$2,166	\$660	4	4	4	4	5	4
F. E. Osborne School	J				1984	Portable(s)	1	1															
Marion Carson School	E				1969	Original	1	1	Bri		Ste	Conc	\$389	\$254	\$62.19	\$1,172		4	5	4	4	5	4
Scenic Acres School	E				2005	Original	1	1	MS	Stu	WF		\$119	\$114	\$81.70	\$143		n/a	n/a	n/a	n/a	n/a	n/a
Silver Springs School	E				1976	Original	1	1	Bri	MS	Ste	Str	\$135	\$148	\$52.61	\$679		4	4	4	4	4	4
Terrace Road School	E				1952	Original	1	1	Stu		WF	Str	\$85	\$144	\$57.04	\$673		4	3	4	3	4	4
Terrace Road School	E				1958	Addition	1	1	Stu	Bri	WF	Str											
Terrace Road School	E				1966	Addition	1	1	Stu	Bri	WF	Str											
Thomas B. Riley School	J				1967	Original	1	1	Bri	Stu	Ste	Str	\$290	\$303	\$48.90	\$1,980	\$11,000	4	4	4	4	4	4
Thomas B. Riley School	J				1985	Addition	1	1	Bri	Stu	Ste	Str											
Tuscany	E				2008	Original	1	1	Blk	MS	Ste	Str	\$569	\$251	\$51.96	\$1,015		n/a	n/a	n/a	n/a	n/a	n/a
University School	E				1967	Original	1	1	Bri		Ste	Str	\$250	\$303	\$50.87	\$2,174	\$780	5	4	4	4	5	4
Varsity Acres School	E				1965	Original	1	1	Bri	Stu	Ste	Str	\$417	\$293	\$65.17	\$1,993		4	4	4	4	4	4
Varsity Acres School	E				1969	Addition	1	1	Bri	Stu	Ste	Str											
W. O. Mitchell School	E				1977	Original	1	1	Bri		Ste	Str	\$158	\$227	\$55.34	\$755		5	5	5	5	5	5
W. O. Mitchell School	E					Portable(s)	1	1	MS		WF												

School	E	J	S	O	Year	Building	Area	Sector	Fin1	Fin2	Frame	Struct	Oper & Maint Funding (\$1,000)	Total Direct Facility Cost (\$1000)	Cost/M2	Total Deferred Maint (\$1000)	Projected Capital Cost (\$1,000)	Mech Cond Rating	Elect Cond Rating	Interior Cond Rating	Envelope Cond Rating	Struct Rating	Overall Cond Rating
Arbour Lake Middle	E	J			2007	Original	1	2 MS	Bri		Ste	Str	\$619	\$372	\$48.32	\$1,616		n/a	n/a	n/a	n/a	n/a	n/a
Brentwood School	E				1963	Original	1	2 Bri			WF	Conc	\$409	\$297	\$55.89	\$1,663		4	5	4	4	4	4
Brentwood School	E				1960	Addition	1	2 Bri			Ste	Conc											
Captain John Palliser School	E				1964	Original	1	2 Bri	Stu		Ste	Str	\$308	\$231	\$49.75	\$1,484		4	4	4	4	4	4
Captain John Palliser School	E				1967	Addition	1	2 Bri	Stu		Ste	Str											
Citadel Park	E				2008	Original	1	2 Blk	MS		Ste	Str	\$374	\$238	\$62.02	\$969		n/a	n/a	n/a	n/a	n/a	n/a
Dalhousie School	E				1971	Original	1	2 Bri	MS		Ste	Str	\$413	\$257	\$60.46	\$1,294		4	5	4	4	4	4
Dr. E. W. Coffin School	E				1975	Original	1	2 Bri	MS		Ste	Conc	\$148	\$221	\$115.88	\$627		4	4	4	4	4	4
Edgemont School	E				1990	Original	1	2 Stu	MS		Ste	Str	\$517	\$372	\$71.60	\$1,160		5	5	5	4	5	5
Edgemont School	E				1991	Portable(s)	1	2 MS			WF												
H. D. Cartwright School		J			1971	Original	1	2 Bri	Stu		Ste	Str	\$252	\$290	\$59.31	\$1,981		4	4	4	4	4	4
H. D. Cartwright School		J			1995	Addition	1	2 Bri	Stu		Ste	Str											
Hawkwood School	E				1992	Original	1	2 Blk	Stu		Ste	Str	\$366	\$361	\$74.40	\$1,217		5	4	5	5	5	5
Hawkwood School	E				1994	Addition	1	2 Blk	Stu		Ste	Str											
Ranchlands School	E				1966	Portable(s)	1	2 MS			WF												
Ranchlands School	E				1970	Portable(s)	1	2 MS			WF												
Ranchlands School	E				1980	Original	1	2 Bri			Ste	Str	\$266	\$292	\$62.25	\$1,723		4	5	4	4	5	4
Ranchlands School	E				1981	Portable(s)	1	2 MS			WF												
Royal Oak School	E				2010	Original	1	2 Bri	Me		Ste	Ste	\$307	\$161	\$36.76			n/a	n/a	n/a	n/a	n/a	n/a
Simon Fraser School		J			1964	Original	1	2 Bri	PC		Ste	Conc	\$500	\$291	\$48.08	\$947		4	4	4	4	4	4
Simon Fraser School		J			1982	Addition	1	2 Bri	PC		Ste	Conc											
Simon Fraser School		J			1984	Addition	1	2 Bri	PC		Ste	Conc											
Simon Fraser School		J			1992	Portable(s)	1	2 MS			WF												
Sir Winston Churchill High School			S		1970	Original	1	2 Bri	PC		Ste	Conc	\$1,505	\$1,201	\$60.26	\$6,701		4	5	4	4	4	4
Sir Winston Churchill High School			S		1983	Addition	1	2 Bri	PC		Ste	Conc											
Sir Winston Churchill High School			S		1999	Addition	1	2 MS			Ste	Conc											
The Hamptons School	E				1999	Original	1	2 Stu			WF		\$131	\$120	\$61.49	\$280		5	5	5	4	4	5
Tom Baines School		J			1996	Original	1	2 Blk	Stu		Ste	Str	\$589	\$388	\$61.04	\$1,174		4	5	4	4	4	4
West Dalhousie School	E				1976	Original	1	2 Bri	MS		Ste	Str	\$295	\$220	\$68.76	\$658		4	5	5	5	4	5
West Dalhousie School	E				1979	Portable(s)	1	2 MS			WF												
											TOTALS:		\$6,999	\$5,302		\$23,493							

School	E	J	S	O	Year	Building	Area	Sector	Fin1	Fin2	Frame	Struct	Oper & Maint Funding (\$1,000)	Total Direct Facility Cost (\$1,000)	Cost/M2	Total Deferred Maint (\$1,000)	Projected Capital Cost (\$1,000)	Mech Cond Rating	Elect Cond Rating	Interior Cond Rating	Envelope Cond Rating	Struct Rating	Overall Cond Rating
Balmoral School	J				1913	Original	2	3	Stone	Blk	WF		\$439	\$392	\$61.18	\$2,732		4	4	4	4	5	4
Balmoral School	J				1955	Addition	2	3	Blk	Stu	Ste	Str											
Banff Trail School	E				1959	Original	2	3	WS	Stu	WF	Str	\$275	\$170	\$49.44	\$1,126		4	4	4	4	4	4
Banff Trail School	E				1966	Addition	2	3	WS	Stu	WF	Str											
Banff Trail School	E				1984	Modernization	2	3	n/a														
Belfast School	E				1960	Original	2	3	Stu	WS	WF	Str	\$172	\$128	\$56.55	\$689		4	4	4	4	4	4
Branton School	J				1956	Original	2	3	Bri	Stu	WF	Str	\$496	\$512	\$76.31	\$1,408		4	4	4	4	5	4
Branton School	J				1964	Addition	2	3	Bri	Stu	Ste	Str											
Briar Hill School	E				1954	Original	2	3	Stu		WF	Str	\$150	\$167	\$60.88	\$714	\$650	4	3	4	4	4	4
Briar Hill School	E				1956	Addition	2	3	Stu		WF	Str											
Buchanan School	E		O		1951	Original	2	3	Stu	WS	WF	Str	\$103	\$156	\$56.74	\$967	\$130	4	3	4	4	4	4
Buchanan School	E		O		1960	Addition	2	3	Stu	WS	WF	Str											
Cambrian Heights School	E				1957	Original	2	3	Stu	WS	WF	Str	\$299	\$190	\$57.75	\$840	\$2,470	3	5	4	4	5	4
Cambrian Heights School	E				1961	Addition	2	3	Stu	WS	WF	Str											
Cambrian Heights School	E				1967	Addition	2	3	Stu	WS	WF	Str											
Capitol Hill School	E				1953	Original	2	3	Stu	Bri	WF	Str	\$155	\$133	\$48.64	\$719		3	4	4	4	4	4
Capitol Hill School	E				1954	Addition	2	3	Stu	WS	WF	Str											
Christine Meikle School			O		1957	Original	2	3	Bri		WF	Str	\$59	\$186	\$75.39	\$975	\$7,500	4	4	4	4	4	4
Christine Meikle School			O		1959	Addition	2	3	Bri		WF	Str											
Christine Meikle School			O		1962	Addition	2	3	Bri		WF	Str											
Collingwood School	E				1959	Original	2	3	Stu	WS	WF	Str	\$330	\$240	\$55.39	\$2,634		4	4	4	4	4	4
Collingwood School	E				1963	Addition	2	3	Stu	WS	WF	Str											
Collingwood School	E				1969	Addition	2	3	Stu	MS	WF	Str											
Colonel Irvine School	J				1956	Original	2	3	Bri	Stu	WF	Str	\$401	\$377	\$50.05	\$2,715		4	4	4	4	4	4
Colonel Irvine School	J				1959	Addition	2	3	Bri	Stu	WF	Str											
Colonel Irvine School	J				1967	Addition	2	3	Bri	Stu	WF	Str											
Colonel Macleod School	J				1956	Original	2	3	Bri	Stu	WF	Str	\$342	\$341	\$59.28	\$299		4	5	4	3	4	4
Colonel Macleod School	J				1998	Addition	2	3	Bri		Ste	Str											
Crescent Heights High School		S			1928	Original	2	3	Bri	Sto	WF	Str	\$1,249	\$1,165	\$44.15	\$2,573		4	3	4	3	4	4
Crescent Heights High School		S			1950	Addition	2	3	Bri	Sto	WF	Str											
Crescent Heights High School		S			1951	Addition	2	3	Bri	Sto	WF	Str											
Crescent Heights High School		S			1956	Addition	2	3	Bri	Sto	WF	Str											
Crescent Heights High School		S			1959	Addition	2	3	Bri	Sto	WF	Str											
Crescent Heights High School		S			1966	Addition	2	3	Bri	Sto	Ste	Str											
Crescent Heights High School		S			1968	Addition	2	3	Bri	Sto	Ste	Conc											
Crescent Heights High School		S			1985	Addition	2	3	Bri	Sto	Ste	Conc											
Georges P. Vanier School	J				1960	Original	2	3	Bri	PC	Ste	Conc	\$304	\$311	\$48.56	\$2,285		4	3	4	3	4	4
Georges P. Vanier School	J				1967	Addition	2	3	Bri	PC	Ste	Conc											
Highwood School	E				1966	Original	2	3	Bri	PC	Ste	Conc	\$89	\$149	\$48.41	\$704		4	4	4	4	4	4
Hillhurst School	E				1912	Original	2	3	Sto		WF	Str	\$159	\$147	\$43.10	\$1,158		4	2	4	4	4	4
Hillhurst School	E				1962	Addition	2	3	Stu		WF	Str											
James Fowler High School		S			1962	Original	2	3	Bri		Ste	Conc	\$1,156	\$1,042	\$47.85	\$8,965	\$24,250	4	4	4	4	4	4
James Fowler High School		S			1979	Addition	2	3	Bri		Ste	Conc											
King George School	E				1912	Original	2	3	Sto		WF		\$427	\$306	\$52.96	\$677		4	5	5	4	4	4

School	E	J	S	O	Year	Building	Area	Sector	Fin1	Fin2	Frame	Struct	Oper & Maint Funding (\$1,000)	Total Direct Facility Cost (\$1000)	Cost/M2	Total Deferred Maint (\$1000)	Projected Capital Cost (\$1,000)	Mech Cond Rating	Elect Cond Rating	Interior Cond Rating	Envelope Cond Rating	Struct Rating	Overall Cond Rating
King George School	E				1980	Addition	2	3	Bri		Ste	Str											
Langevin School	E	J			1955	Original	2	3	Bri	PC	WF	Conc	\$475	\$305	\$51.66	\$1,849		4	5	4	4	4	4
Langevin School	E	J			1967	Addition	2	3	Bri	PC	Ste	Str											
Louise Dean School				O	1954	Original	2	3	Stu		WF	Str	\$102	\$167	\$52.62	\$1,846		4	4	4	4	4	4
Louise Dean School				O	1957	Addition	2	3	Stu		WF	Str											
Mayland Heights School	E				1967	Original	2	3	Conc		Ste	Conc	\$233	\$287	\$69.62	\$1,427		4	4	4	4		4
Mount View School	E			O	1946	Original	2	3	Stu		WF	Str	\$94	\$133	\$68.17	\$260	\$1,300	3	4	4	4	4	4
Mount View School	E			O	1955	Addition	2	3	Stu		WF	Str											
Queen Elizabeth School	E				1958	Original	2	3	Bri	Blk	WF	Str	\$150	\$161	\$50.30	\$1,758	\$910	4	3	4	4	4	4
Queen Elizabeth High School		J	S		1930	Original	2	3	Bri	Sto	WF	Str	\$839	\$816	\$63.17	\$2,354		4	4	4	4	4	4
Queen Elizabeth High School		J	S		1946	Addition	2	3	Bri	Sto	WF	Str											
Queen Elizabeth High School		J	S		1952	Addition	2	3	Bri	Sto	WF	Str											
Queen Elizabeth High School		J	S		1963	Addition	2	3	Bri	Sto	Ste	Conc											
Queen Elizabeth High School		J	S		1963	Addition	2	3	Bri	Sto	Ste	Conc											
Queen Elizabeth High School		J	S		1968	Addition	2	3	Bri	Conc	Ste	Conc											
Renfrew	E				1954	Original	4	6	Stu		WF	Str	\$37	\$200	\$73.41	\$153		4	4	4	4	4	4
Renfrew	E				1999	Portable(s)	4	6															
Rosedale School	E				1955	Original	2	3	Stu	WS	WF	Str	\$198	\$229	\$100.34	\$1,118		4	4	4	4	5	4
Rosemont School	E				1959	Original	2	3	Stu		WF	Str	\$87	\$137	\$58.93	\$389	\$1,170	4	3	4	3	4	4
Rosemont School	E				1966	Addition	2	3	Stu		WF	Str											
Senator Patrick Burns School		J			1961	Original	2	3	Bri		Ste	Str	\$400	\$375	\$46.98	\$3,270	\$11,000	4	4	3	3	5	4
Senator Patrick Burns School		J			1966	Addition	2	3	Bri		Ste	Str											
Sir John Franklin School		J			1965	Original	2	3	Bri	PC	Ste	Conc	\$242	\$229	\$42.72	\$1,657		n/a	n/a	4	n/a	n/a	4
Sir John Franklin School		J			1982	Addition	2	3	Bri	PC	Ste	Conc											
Stanley Jones School	E				1914	Original	2	3	Sto		WF	Str	\$311	\$406	\$80.59	\$283		4	4	4	4	4	4
Stanley Jones School	E				1957	Addition	2	3	Bri		Ste	Str											
Sunnyside School	E				1919	Original	2	3	Bri	Sto	WF		\$119	\$151	\$65.82	\$537		4	3	4	3	4	4
Sunnyside School	E				1956	Addition	2	3	Bri	Stu	WF	Str											
Vista Heights School	E				1964	Original	2	3	Bri	Stu	Ste	Str	\$110	\$121	\$60.47	\$925		4	4	4	4	4	4
Vista Heights School	E				1975	Addition	2	3	Bri	Stu	Ste	Str											
William Aberhart High School			S		1957	Original	2	3	Bri	PC	WF	Conc	\$1,120	\$832	\$47.06	\$1,118		4	4	3	3	4	4
William Aberhart High School			S		1965	Addition	2	3	Bri	PC	Ste	Conc											
TOTALS:													\$11,122	\$10,661		\$51,122	\$49,380						

School	E	J	S	O	Year	Building	Area	Sector	Fin1	Fin2	Frame	Struct	Oper & Maint Funding (\$1,000)	Total Direct Facility Cost (\$1000)	Cost/M2	Total Deferred Maint (\$1000)	Projected Capital Cost (\$1,000)	Mech Cond Rating	Elect Cond Rating	Interior Cond Rating	Envelope Cond Rating	Struct Rating	Overall Cond Rating
Alex Munro School	E				1971	Original	2	4	Bri	Stu	Ste	Conc	\$236	\$256	\$72.54	\$1,053		5	4	4	4	5	4
Beddington Heights School	E				1980	Original	2	4	Bri	MS	Ste	Str	\$270	\$271	\$63.19	\$1,063		5	5	4	4	4	4
Beddington Heights School	E				1981	Relocatable(s)	2	4		MS	WF												
Beddington Heights School	E				1999	Modernization	2	4															
Catherine Nichols Gunn School	E				1974	Original	2	4	Bri	MS	Ste	Conc	\$279	\$234	\$66.95	\$921		5	4	4	4	4	4
Colonel Sanders School	E				1965	Original	2	4	Stu	WS	WF	Str	\$299	\$158	\$57.84	\$154		4	4	4	3	4	4
Coventry Hills School	E				2003	Portable(s)	2	4	Stu	MS	WF												
Coventry Hills School	E				2005	Original	2	4	Bri	MS	Ste	Str	\$448	\$297	\$59.21	\$1,284		n/a	n/a	n/a	n/a	n/a	n/a
Dr. J. K. Mulloy School	E				1969	Original	2	4	PC		Ste	Conc	\$353	\$212	\$52.22	\$1,426	\$6,000	4	4	4	4	4	4
Hidden Valley School	E				2000	Portable(s)	2	4															
Hidden Valley School	E				2003	Original	2	4	Bri	MS	Ste	Str	\$365	\$247	\$74.99	\$1,043	\$142	n/a	n/a	n/a	n/a	n/a	n/a
Huntington Hills School	E				1967	Original	2	4	Bri	MS	Ste	Str	\$155	\$148	\$55.22	\$865		4	4	4	4	4	4
John G. Diefenbaker HS			S		1971	Original	2	4	Bri	Stu	Ste	Str	\$1,078	\$978	\$70.45	\$4,177		5	4	5	4	4	4
John G. Diefenbaker HS			S		1990	Addition	2	4	Bri	Stu	Ste	Str											
North Haven School	E				1964	Original	2	4	Bri	MS	Ste	Str	\$191	\$181	\$51.21	\$1,161		4	4	4	4	4	4
North Haven School	E				1968	Addition	2	4	Bri	MS	Ste	Str											
Panorama Hills School	E				2009	Original	2	4	Bri	Stu	Ste	Str	\$393	\$227	\$56.97	\$403		n/a	n/a	n/a	n/a	n/a	n/a
Simons Valley School	E				1991	Original	2	4	Blk		Ste	Str	\$398	\$338	\$70.29	\$3,244		4	5	4	4	5	4
Sir John A. Macdonald School	J				1966	Original	2	4	Bri	PC	Ste	Conc	\$535	\$423	\$54.61	\$2,213	\$11,000	4	5	4	4	4	4
Sir John A. Macdonald School	J				1970	Addition	2	4	Bri	PC	Ste	Conc											
Thorndiffe School	E				1957	Original	2	4	Stu	WS	WF	Str	\$221	\$134	\$61.53	\$419	\$1,040	4	4	5	4	5	4
Valley Creek School	E	J			2003	Original	2	4	Blk	Stu	Ste	Str	\$596	\$426	\$56.12	\$2,876		n/a	n/a	n/a	n/a	n/a	n/a
													\$5,817	\$4,530		\$22,302	\$18,182						

School	E	J	S	O	Year	Building	Area	Sector	Fin1	Fin2	Frame	Struct	Oper & Maint Funding (\$1,000)	Total Direct Facility Cost (\$1,000)	Cost/M2	Total Deferred Maint (\$1,000)	Projected Capital Cost (\$1,000)	Mech Cond Rating	Elect Cond Rating	Interior Cond Rating	Envelope Cond Rating	Struct Rating	Overall Cond Rating
Abbeydale School	E				1980	Original	3	5 Bri	Blk	Ste	Conc		\$270	\$203	\$53.63	\$1,114		5	4	4	3	5	4
Annie Foote School	J				1980	Original	3	5 Bri		Ste	Str		\$267	\$188	\$48.24	\$1,613		5	4	4	4	5	4
Annie Gale School	J				1983	Original	3	5 Bri		Ste	Str		\$426	\$375	\$55.25	\$2,343		5	4	4	3	4	4
Bob Edwards School	J				1971	Original	3	5 Bri	Stu	Ste	Str		\$342	\$407	\$79.95	\$1,725		5	4	4	4	4	4
Bob Edwards School	J				1991	Addition	3	5 Bri	Stu	Ste	Str												
Cappy Smart School	E				1979	Original	3	5 Bri	Stu	Ste	Str		\$164	\$208	\$61.30	\$1,407		5	4	4	4	5	4
Cappy Smart School	E				1979	Addition	3	5 Bri	Stu	Ste	Str												
Cappy Smart School	E				1977	Addition	3	5 Bri	Stu	Ste	Str												
Cecil Swanson School	E				1981	Original	3	5 Bri	MS	Ste	Conc		\$246	\$213	\$58.55	\$1,045		5	4	4	3	5	4
Chief Justice Milvain School	E				1981	Original	3	5 Bri		Ste	Str		\$356	\$248	\$62.19	\$943		5	4	4	4	5	4
Chris Akkerman School	E				1964	Original	3	5 Bri	MS	Ste	Str		\$445	\$234	\$65.84	\$954		4	4	4	4	5	4
Chris Akkerman School	E				1966	Addition	3	5 Bri	MS	Ste	Str												
Chris Akkerman School	E				1967	Addition	3	5 Bri	MS	Ste	Str												
Chris Akkerman School	E				1973	Addition	3	5 Bri	MS	Ste	Str												
Clarence Sansom School	J				1982	Original	3	5 Bri	MS	Ste	Str		\$406	\$390	\$57.49	\$2,077		4	5	4	4	4	4
Colonel J. Fred Scott School	E				1976	Original	3	5 Bri	MS	Ste	Str		\$358	\$266	\$70.84	\$1,128		5	4	4	4	4	4
Colonel J. Fred Scott School	E				1977	Portable(s)	3	5 MS		WF	Str												
Crossing Park School	E				2005	Portable(s)	3	5 Blk	MS	Ste	Conc												
Crossing Park School	E				2002	Original	3	5 Blk	Stu	Ste	Conc		\$860	\$498	\$58.35	\$3,555		n/a	n/a	n/a	n/a	n/a	n/a
Jouglas Harkness School	E				1976	Original	3	5 Bri		Ste	Str		\$202	\$184	\$59.25	\$1,042		4	4	4	4	4	4
Jouglas Harkness School	E				1977	Portable(s)	3	5															
Dr. Gladys McKelvie Egbert School	J				1976	Original	3	5 Bri	Stu	Ste	Str		\$264	\$304	\$51.25	\$2,210		4	4	4	4	4	4
Dr. Gladys McKelvie Egbert School	J				1981	Addition	3	5 Bri	Stu	Ste	Str												
Dr. Gordon Higgins School	J				1976	Original	3	5 Bri	MS	Ste	Str		\$351	\$302	\$57.17	\$1,562		4	4	4	4	4	4
Dr. Gordon Higgins School	J				1981	Addition	3	5 Bri	MS	Ste	Str												
Erin Woods School	E				1982	Original	3	5 Bri	MS	Ste	Str		\$308	\$258	\$65.31	\$1,044		5	4	4	4	5	4
Erin Woods School	E				1984	Relocatable(s)	3	5 MS		WF													
Ernest Morrow School	J				1964	Original	3	5 Bri		Ste	Glu		\$393	\$414	\$51.03	\$3,041	\$14,000	4	4	4	4	4	4
Ernest Morrow School	J				1976	Addition	3	5 Bri		Ste	Glu												
Falconridge School	E				1980	Original	3	5 Bri	MS	Ste	Str		\$359	\$232	\$54.10	\$2,028		4	4	4	4	4	4
Falconridge School	E				1981	Portable(s)	3	5 MS		WF													
Falconridge School	E				1983	Portable(s)	3	5 MS		WF													
Forest Lawn High School			S	O	1968	Original	3	5 Bri	PC	Ste	Conc		\$1,167	\$1,588	\$71.95	\$8,782		4	4	4	3	4	4
Forest Lawn High School			S	O	1984	Addition	3	5 Bri	PC	Ste	Conc												
G. W. Skene School	E				1978	Original	3	5 Bri	MS	Ste	Str		\$167	\$296	\$83.17	\$869		4	4	4	4	4	4
G. W. Skene School	E				1979	Relocatable(s)	3	5 MS	MS	WF	Str												
Grant MacEwan School	E				1985	Relocatable(s)	3	5 MS		WF													
Grant MacEwan School	E				1987	Original	3	5 Bri	MS	Ste	Str		\$373	\$274	\$61.45	\$1,534		4	4	4	4	4	4
Guy Weadick School	E				1979	Original	3	5 Bri	MS	Ste	Str		\$206	\$209	\$58.29	\$1,367		4	4	4	4	4	4
Guy Weadick School	E				1980	Addition	3	5 Bri	MS	Ste	Str												
Ian Bazalgette School	J				1960	Original	3	5 Bri		Ste	Str		\$266	\$388	\$67.81	\$301	\$2,300	4	4	4	4	4	4

School	E	J	S	O	Year	Building	Area	Sector	Fin1	Fin2	Frame	Struct	Oper & Maint Funding (\$1,000)	Total Direct Facility Cost (\$1000)	Cost/M2	Total Deferred Maint (\$1000)	Projected Capital Cost (\$1,000)	Mech Cond Rating	Elect Cond Rating	Interior Cond Rating	Envelope Cond Rating	Struct Rating	Overall Cond Rating
Ian Bazaigette School		J			1978	Addition	3	5 Bri	Blk	Ste	Conc												
Jack James High School			S		1980	Original	3	5 Bri		Ste	Str		\$392	\$557	\$55.01	\$3,024	\$24,250	5	4	4	4	4	4
James Short Memorial School	E				1973	Original	3	5 Bri	MS	Ste	Str		\$244	\$229	\$63.18	\$941		4	4	4	4	4	4
Keeler School	E				1962	Original	3	5 Bri	Blk	Ste	Str		\$215	\$243	\$80.22	\$919		5	5	4	4	4	4
Keeler School	E				1965	Addition	3	5 Bri	Blk	Ste	Str												
Keeler School	E				1971	Addition	3	5 Blk		Ste	Str												
Lester B. Pearson High School			S		1989	Original	3	5 Bri	Blk	Ste	Str		\$1,142	\$1,061	\$60.70	\$4,547		4	4	4	4	4	4
Marlborough School	E				1965	Portable(s)	3	5															
Marlborough School	E				1967	Portable(s)	3	5															
Marlborough School	E				1968	Original	3	5 Bri	PC	Ste	Conc		\$324	\$243	\$60.64	\$1,474		4	4	4	4	4	4
Monterey Park School	E				2003	Original	3	5 Stu	MS	WF	Str		\$473	\$322	\$62.38	\$1,510		n/a	n/a	n/a	n/a	n/a	n/a
Monterey Park School	E				2004	Portable(s)	3	5															
O. S. Geiger School	E				1983	Original	3	5 Bri		Ste	Str		\$341	\$248	\$62.09	\$870		4	4	4	4	4	4
Patrick Airline School	E				1957	Original	3	5 Stu		WF	Str		\$151	\$146	\$66.29	\$1,674		4	4	4	3	4	4
Patrick Airline School	E				1960	Addition	3	5 Stu		WF	Str												
Patrick Airline School	E				1968	Addition	3	5 Stu		WF	Str												
Patrick Airline School	E				1986	Addition	3	5 MS		Ste	Str												
Penbrooke Meadows School	E				1971	Original	3	5 Bri		Ste	Str		\$180	\$190	\$58.94	\$920		4	4	4	4	4	4
Penbrooke Meadows School	E				1985	Portable(s)	3	5 MS		WF													
Pineridge School	E				1978	Original	3	5 Bri		Ste	Str		\$184	\$219	\$59.11	\$1,170		4	4	4	4	4	4
Pineridge School	E				1979	Portable(s)	3	5 MS		WF													
Pineridge School	E				1980	Portable(s)	3	5 MS		WF													
Radisson Park	E				2006	Original	3	5 Blk		Ste	Str		\$218	\$195	\$57.62	\$1,142		4	4	4	4	4	4
Roland Michener School	E				1976	Original	3	5 Bri		Ste	Str		\$168	\$175	\$54.78	\$856		4	4	4	4	4	4
Roland Michener School	E				1977	Addition	3	5 Bri		Ste	Str												
Rundle School	E				1979	Original	3	5 Bri		Ste	Str		\$320	\$310	\$77.98	\$603		4	5	4	4	5	4
Saddle Ridge School	E				2010	Original	3	5 Bri	Me	Ste	Ste		\$297	\$173	\$39.31			n/a	n/a	n/a	n/a	n/a	n/a
Sir Wilfrid Laurier School		J			1966	Original	3	5 Bri	PC	Ste	Conc		\$297	\$296	\$56.27	\$1,476	\$11,000	4	4	4	4	4	4
Taradale School	E				2009	Original	3	5 Bri	Stu	Ste	Str		\$571	\$385	\$73.82	\$472		n/a	n/a	n/a	n/a	n/a	n/a
Terry Fox School		J			1994	Original	3	5 Blk	Stu	Ste	Str		\$547	\$389	\$59.80	\$1,737		5	5	5	5	5	5
Valley View School	E				1959	Original	3	5 Stu		WF	Str		\$238	\$222	\$62.88	\$280	\$1,690	4	4	4	3	4	4
Valley View School	E				1964	Addition	3	5 Stu		WF	Str												
Valley View School	E				1966	Addition	3	5 Stu		WF	Str												
West Dover School	E				1971	Original	3	5 Bri		Ste	Str		\$229	\$222	\$62.88	\$852	\$1,690	5	5	4	4	5	5

													Oper & Maint Funding (\$1,000)	Total Direct Facility Cost (\$1000)		Total Deferred Maint (\$1000)	Projected Capital Cost (\$1,000)	Mech Cond Rating	Elect Cond Rating	Interior Cond Rating	Envelope Cond Rating	Struct Rating	Overall Cond Rating
School	E	J	S	O	Year	Building	Area	Sector	Fin1	Fin2	Frame	Struct			Cost/M2								
A. E. Cross School		J			1964	Original	4	6 Bri	PC	Ste	Conc		\$446	\$462	\$51.01	\$2,451	\$11,000	4	4	4	4	5	4
A. E. Cross School		J			1966	Addition	4	6 Bri	PC	Ste	Conc												
A. E. Cross School		J			1983	Modernization	4	6 Bri	PC	Ste	Conc												
Alex Ferguson School	E				1956	Original	4	6 Bri	Stu	WF	Str		\$200	\$126	\$58.89	\$334		4	4	4	5	5	4
Battalion Park School	E				2007	Original	4	6 Stu	MS	WF			\$533	\$276	\$52.90	\$838		n/a	n/a	n/a	n/a	n/a	n/a
Bishop Pinkham School		J			1964	Original	4	6 Bri		Ste	Str		\$326	\$402	\$58.69	\$936		4	4	4	4	5	4
Bishop Pinkham School		J			1969	Addition	4	6 Bri		Ste	Str												
Ernest Manning High School			S	O	2011	Original	4	6 Bri	Me	Ste	Ste							n/a	n/a	n/a	n/a	n/a	n/a
Glamorgan School	E				1958	Original	4	6 Stu	MS	WF	Str		\$342	\$269	\$49.92	\$302	\$1,690	4	4	4	4	5	4
Glamorgan School	E				1959	Addition	4	6 Stu	MS	WF	Str												
Glamorgan School	E				1964	Addition	4	6 Stu	MS	WF	Str												
Glamorgan School	E				1968	Addition	4	6 Bri		Ste	Str												
Glenbrook School	E				1959	Original	4	6 Stu	WS	WF	Str		\$181	\$200	\$49.39	\$1,510	\$1,170	5	5	4	4	4	4
Glenbrook School	E				1963	Addition	4	6 Stu	WS	WF	Str												
Glenbrook School	E				1967	Addition	4	6 Bri		Ste	Str												
Glendale School	E				1956	Original	4	6 Stu	WS	WF	Str		\$157	\$158	\$57.00	\$165	\$780	4	4	4	4	4	4
Glendale School	E				1959	Addition	4	6 Stu	WS	WF	Str												
Jennie Elliott School	E				1962	Original	4	6 Bri		Ste	Str		\$390	\$202	\$39.39	\$1,835		4	4	4	4	4	4
Jennie Elliott School	E				1967	Addition	4	6 PC		Ste	Str												
Marney School	E				1954	Original	4	6 Stu	WS	WF	Str		\$143	\$157	\$57.80	\$216	\$1,040	4	3	4	4	4	4
Olympic Heights School	E				1993	Original	4	6 Bri	Stu	Ste	Str		\$553	\$353	\$70.24	\$829		4	5	4	4	5	4
Rosscarrock School	E				1960	Original	4	6 Stu		WF	Str		\$119	\$158	\$47.51	\$1,175	\$910	4	4	4	4	4	4
Sir James Loughheed School	E				1957	Original	4	6 Stu	WS	WF	Str		\$55	\$124	\$58.25	\$128		4	4	4	5	5	4
Vincent Massey School		J			1955	Original	4	6 Bri	Stu	WF	Str		\$483	\$407	\$51.72	\$1,837		4	4	4	4	4	4
Vincent Massey School		J			1959	Addition	4	6 Bri	Stu	WF	Str												
Vincent Massey School		J			1965	Addition	4	6 Bri	Stu	WF	Str												
Vincent Massey School		J			1971	Addition	4	6 Bri	Stu	WF	Str												
Westgate School	E				1960	Original	4	6 Stu	WS	WF	Str		\$485	\$304	\$55.41	\$310	\$1,430	4	4	4	4	5	4
Westgate School	E				1964	Addition	4	6 Bri		Ste	Str												
Westgate School	E				1968	Addition	4	6 Bri		Ste	Str												
West Springs School	E				2010	Original	4	6 Bri	Me	Ste	Ste		\$177	\$102	\$23.19			n/a	n/a	n/a	n/a	n/a	n/a
Wildwood School	E				1956	Original	4	6 Stu	WS	WF	Str		\$324	\$248	\$57.16	\$833	\$1,300	4	4	4	5	4	4
Wildwood School	E				1957	Addition	4	6 Stu	WS	WF	Str												
Wildwood School	E				1959	Addition	4	6 Stu	WS	WF	Str												
Wildwood School	E					Addition	4	6 Bri		Ste	Str												
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School	E	J	S	O	Year	Building	Area	Sector	Fin1	Fin2	Frame	Struct	Oper & Maint Funding (\$1,000)	Total Direct Facility Cost (\$1000)	Cost/M2	Total Deferred Maint (\$1000)	Projected Capital Cost (\$1,000)	Mech Cond Rating	Elect Cond Rating	Interior Cond Rating	Envelope Cond Rating	Struct Rating	Overall Cond Rating
Sherwood School		J			1980	Addition	4	7 Bri	MS	Ste	Str												
Sunalta School	E				1912	Original	4	7 Sto		WF	Str		\$255	\$245	\$53.08	\$260		4	4	4	4	5	4
Sunalta School	E				1957	Addition	4	7 Blk		WF	Str												
Western Canada High School			S		1928	Original	4	7 Bri	Sto	WF	Str		\$1,505	\$1,093	\$46.13			n/a	n/a	n/a	n/a	n/a	n/a
Western Canada High School			S		1929	Addition	4	7 Bri	Sto	WF	Str												
Western Canada High School			S		1959	Addition	4	7 Bri	Sto	WF	Str												
Western Canada High School			S		1966	Addition	4	7 Bri	Sto	Ste	Str												
Western Canada High School			S		1966	Addition	4	7 Bri	Sto	Ste	Str												
Western Canada High School			S		1968	Addition	4	7 Bri	PC	Ste	Str												
Western Canada High School			S		1982	Addition	4	7 Bri	PC	Ste	Str												
Western Canada High School			S		1982	Addition	4	7 Bri	PC	Ste	Str												
William Reid School	E				1954	Original	4	7 Stu		WF	Str		\$154	\$130	\$61.86	\$107		4	4	4	4	5	4
TOTALS:													\$6,240	\$6,814		\$20,243	\$56,270						

School	E	J	S	O	Year	Building	Area	Sector	Fin1	Fin2	Frame	Struct	Oper & Maint Funding (\$1,000)	Total Direct Facility Cost (\$1000)	Cost/M2	Total Deferred Maint (\$1000)	Projected Capital Cost (\$1,000)	Mech Cond Rating	Elect Cond Rating	Interior Cond Rating	Envelope Cond Rating	Struct Rating	Overall Cond Rating
Acadia	E				1963	Original	5	8	Bri	Stu	WF	Str	\$269	\$215	\$49.37	\$997		5	5	4	4	5	5
Acadia	E				1968	Addition	5	8	Bri	Stu	WF	Str											
Acadia	E				1991	Portable(s)	5	8															
Andrew Sibbald School	E				1971	Original	5	8	Bri	Stu	Ste	Conc	\$168	\$197	\$55.77	\$780		5	5	5	5	5	5
Braeside School	E				1968	Original	5	8	Bri	MS	Ste	Str	\$162	\$234	\$54.70	\$1,606		4	4	4	4	4	4
Canyon Meadows School	E				1971	Original	5	8	Bri	Stu	Ste	Str	\$357	\$353	\$89.24	\$1,214		5	4	5	5	5	5
Cedarbrae School	E				1976	Original	5	8	Bri	MS	Ste	Str	\$148	\$281	\$98.36	\$856		5	4	4	4	5	4
Chinook Park School	E				1960	Original	5	8	Stu		WF	Str	\$348	\$288	\$55.51	\$321		4	4	4	4	5	4
Chinook Park School	E				1963	Addition	5	8	Stu		WF	Str											
Chinook Park School	E				1965	Addition	5	8	Stu		WF	Str											
Chinook Park School	E				1968	Addition	5	8	Bri	Stu	Ste	Str											
David Thompson School		J			1962	Original	5	8	Bri		Ste	Str	\$500	\$595	\$75.13	\$1,315	\$46	4	5	4	5	4	4
David Thompson School		J			1967	Addition	5	8	Bri		Ste	Str											
David Thompson School		J			1982	Relocatable(s)	5	8	MS		WF												
Deer Run School	E				1981	Original	5	8	Bri		Ste	Str	\$248	\$234	\$58.73	\$1,046		5	5	5	5	5	5
Dr. E. P. Scarlett High School			S		1971	Original	5	8	Bri		Ste	Conc	\$1,174	\$923	\$55.70	\$6,703		3	4	4	4	4	4
Dr. E. P. Scarlett High School			S		1978	Addition	5	8	Bri		Ste	Conc											
Dr. E. P. Scarlett High School			S		1983	Addition	5	8	Bri		Ste	Conc											
Dr. Norman Bethune	E				1971	Original	5	8	MS	Bri	Ste	Str	\$121	\$176	\$49.38	\$1,050		4	4	4	4	4	4
Ethel M. Johnson School	E				1966	Original	5	8	Bri	Blk	Ste	Conc	\$294	\$212	\$56.55	\$1,138	\$650	4	4	4	4	4	4
Ethel M. Johnson School	E				1991	Portable(s)	5	8	MS		WF												
Fairview School		J			1961	Original	5	8	Bri		Ste	Str	\$558	\$518	\$53.96	\$1,507	\$14,000	4	4	4	4	5	4
Fairview School		J			1967	Addition	5	8	PC		Ste												
Harold Panabaker School		J			1964	Original	5	8	Bri	PC	Ste	Str	\$236	\$255	\$49.84	\$1,419		4	3	5	5	5	4
Harold Panabaker School		J			1982	Addition	5	8	Bri	PC	Ste	Str											
Haultain Memorial School	E				1980	Original	5	8	Bri		Ste	Str	\$176	\$225	\$74.52	\$1,256		4	4	4	4	4	4
Haultain Memorial School	E				1981	Portable(s)	5	8	MS	WS													
Haywards School	E			O	1959	Original	5	8	Stu	WS	WF	Str	\$116	\$172	\$59.11	\$163		4	5	4	4	5	4
Henry Wise Wood High School			S		1961	Original	5	8	Bri	PC	Ste	Conc	\$1,074	\$1,006	\$63.64	\$4,311	\$23,000	4	3	4	3	4	4
Henry Wise Wood High School			S		1964	Addition	5	8	Bri	PC	Ste	Conc											
John Ware School		J			1969	Original	5	8	Bri		Ste	Str	\$272	\$282	\$58.39	\$1,467		4	4	4	4	4	4
Lake Bonavista School	E				1969	Original	5	8	Bri	Stu	Ste	Str	\$224	\$195	\$69.62	\$867		4	4	4	4	4	4
Le Roi Daniels School	E				1963	Original	5	8	Bri	Stu	WF	Str	\$304	\$188	\$58.79	\$922		4	4	4	4	4	4
Le Roi Daniels School	E				1965	Addition	5	8	Bri	Stu	WF	Str											
Le Roi Daniels School	E				1980	Addition	5	8	MS		Ste	Str											
Lord Beaverbrook High School			S		1966	Original	5	8	PC	Bri	Ste	Conc	\$1,445	\$1,445	\$52.53	\$10,058	\$24,250	4	4	4	4	4	4
Lord Beaverbrook High School			S		1979	Addition	5	8	PC	Bri	Ste	Conc											
Lord Beaverbrook High School			S		1985	Addition	5	8	PC	Bri	Ste	Conc											
Louis Riel School	E	J			1971	Original	5	8	Bri	MS	Ste	Str	\$390	\$705	\$92.40	\$2,725	\$11,000	4	4	4	4	4	4
Louis Riel School	E	J			1976	Addition	5	8	Bri	MS	Ste	Str											
Louis Riel School	E	J			1979	Portable(s)	5	8	MS		WF												
Louis Riel School	E	J			1993	Addition	5	8	Bri	MS	Ste	Str											
Maple Ridge School	E				1967	Original	5	8	Bri	MS	Ste	Str	\$220	\$164	\$48.59	\$190		3	4	4	4	4	4
Nellie McClung School	E				1969	Original	5	8	Bri	Stu	Ste	Str	\$312	\$228	\$59.96	\$1,251		4	4	4	4	4	4
Nickle School		J			1971	Original	5	8	Bri	Stu	Ste	Str	\$435	\$358	\$51.48	\$2,534	\$11,000	4	4	4	4	4	4
Nickle School		J			1976	Addition	5	8	Bri	Stu	Ste	Str											

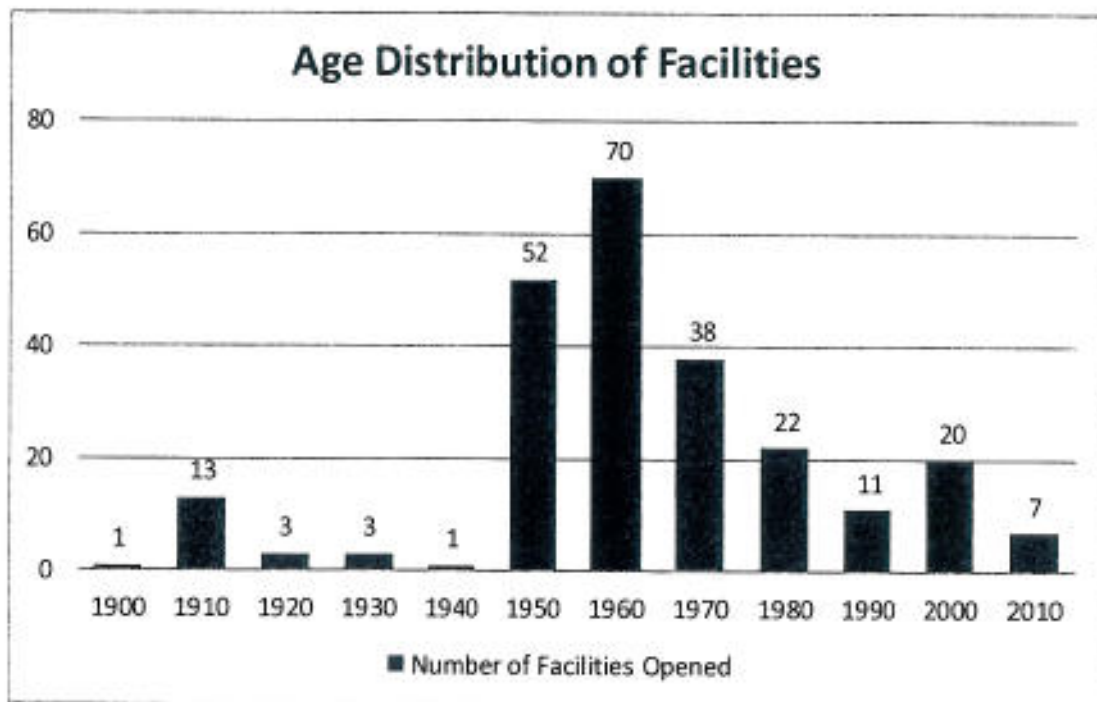
	E	J	S	O	Year	Building	Area	Sector	Fin1	Fin2	Frame	Struct	Oper & Maint Funding (\$1,000)	Total Direct Facility Cost (\$1000)	Cost/M2	Total Deferred Maint (\$1000)	Projected Capital Cost (\$1,000)	Mech Cond Rating	Elect Cond Rating	Interior Cond Rating	Envelope Cond Rating	Struct Rating	Overall Cond Rating
Nickle School		J			1976	Portable(s)	5	8 MS			WF												
Nickle School		J			1985	Addition	5	8 Bri	Stu		Ste	Str											
Prince of Wales School	E				1976	Original	5	8 Bri			Ste	Str	\$258	\$216	\$65.55	\$918		4	4	4	4	4	4
Prince of Wales School	E				1976	Portable(s)	5	8 MS			WF												
Prince of Wales School	E				1978	Portable(s)	5	8 MS			WF												
R. T. Alderman School		J			1966	Original	5	8 Bri	Stu		Ste	Conc	\$320	\$332	\$45.17	\$2,088	\$950	3	4	4	4	4	4
R. T. Alderman School		J			1970	Addition	5	8 Bri	Stu		Ste	Conc											
Robert Warren School		J			1963	Portable(s)	5	8 MS			WF												
Robert Warren School		J			1964	Portable(s)	5	8 MS			WF												
Robert Warren School		J			1965	Portable(s)	5	8 MS			WF												
Robert Warren School		J			1974	Original	5	8 Bri			Ste	Str	\$210	\$271	\$59.20	\$1,281	\$4,000	4	4	4	4	4	4
Robert Warren School		J			1991	Addition	5	8 Bri			Ste	Str											
Robert Warren School		J			1998	Portable(s)	5	8 MS			WF												
Sam Livingston School	E				1972	Original	5	8 Bri			Ste	Str	\$393	\$244	\$57.97	\$1,397		5	5	5	5	4	5
Willow Park School	E			O	1965	Original	5	8 Bri	Conc		Ste	Conc	\$474	\$412	\$84.82	\$1,805		4	5	4	4	4	4
Willow Park School	E			O	1967	Addition	5	8 Bri	Conc		Ste	Conc											
Wima Hansen School		J			1983	Original	5	8 Bri	Stu		Ste	Str	\$327	\$385	\$58.79	\$1,267		4	5	5	5	5	5
Wima Hansen School		J			1985	Portable(s)	5	8 MS			WF												
Woodbine School	E				1981	Original	5	8 Bri	MS		Ste	Str	\$260	\$281	\$73.38	\$1,097		4	5	5	5	5	5
Woodlands School	E				1981	Original	5	8 Bri	MS		Ste	Str	\$216	\$195	\$56.39	\$658		5	5	5	5	5	5
Woodman School		J			1960	Original	5	8 Bri	Stu		Ste	Str	\$502	\$399	\$45.62	\$2,648	\$9,000	3	5	5	5	5	5
Woodman School		J			1968	Addition	5	8 Bri	Conc		Ste	Conc											
TOTALS:													\$12,512	\$12,184		\$68,856	\$97,896						

	E	J	S	D	Year	Building	Area	Sector	Fin1	Fin2	Frame	Struct	Oper & Maint Funding (\$1,000)	Total Direct Facility Cost (\$1000)	Cost/M2	Total Deferred Maint (\$1000)	Projected Capital Cost (\$1,000)	Mech Cond Rating	Elect Cond Rating	Interior Cond Rating	Envelope e Cond Rating	Struct Rating	Overall Cond Rating
Bridlewood School	E				2010	Original	5	9 Bri	Me	Ste	Ste		\$348	\$149	\$32.41			n/a	n/a	n/a	n/a	n/a	n/a
Centennial High School			S		2004	Original	5	9 Blk		Ste	Str		\$1,262	\$958	\$62.55	\$6,550		n/a	n/a	n/a	n/a	n/a	n/a
Chapparral	E				2006	Original	5	9 MS	Blk	Ste	Str		\$381	\$201	\$49.98	\$945		n/a	n/a	n/a	n/a	n/a	n/a
Cranston School	E				2010	Original	5	9 Bri	Me	Ste	Ste		\$238	\$146	\$33.16			n/a	n/a	n/a	n/a	n/a	n/a
Douglasdale School	E				2006	Original	5	9 Stu	MS	WF			\$276	\$230	\$55.02	\$840		n/a	n/a	n/a	n/a	n/a	n/a
Evergreen School	E				2010	Original	5	9 Bri	Me	Ste	Ste		\$251	\$140	\$31.91			n/a	n/a	n/a	n/a	n/a	n/a
Fish Creek School	E				1992	Original	5	9 Blk	Stu	Ste	Conc		\$448	\$330	\$68.02	\$1,408		5	5	4	4	4	4
Fish Creek School	E				1994	Addition	5	9 Blk	Stu	Ste	Conc												
Janet Johnstone School	E				1982	Original	5	9 Bri		Ste	Str		\$294	\$257	\$65.80	\$1,076		4	4	4	4	4	4
McKenzie Lake School	E				1995	Original	5	9 Blk	Stu	Ste	Str		\$394	\$248	\$51.72	\$800		5	5	4	4	4	4
McKenzie Towne School	E				2009	Original	5	9 Bri	Stu	Ste	Str		\$306	\$152	\$32.46	\$524		n/a	n/a	n/a	n/a	n/a	n/a
Midnapore School	E				1983	Portable(s)	5	9 MS		WF													
Midnapore School	E				1984	Portable(s)	5	9 MS		WF													
Midnapore School	E				1987	Portable(s)	5	9 MS		WF													
Midnapore School	E				1978	Original	5	9 Bri	MS	Ste	Str		\$167	\$320	\$74.99	\$845		4	4	4	4	4	4
Midnapore School	E				1980	Addition	5	9 Bri	MS	Ste	Str												
MidSun School		J			1998	Original	5	9 Blk	Stu	Ste	Str		\$539	\$381	\$53.06	\$1,807		5	5	5	5	5	5
Mountain Park		J			2006	Original	5	9 MS	Blk	Ste	Str		\$637	\$408	\$51.83	\$1,865		n/a	n/a	n/a	n/a	n/a	n/a
Samuel W. Shaw School		J			2009	Original	5	9 Bri	MS	Ste	Str		\$528	\$354	\$47.48	\$743		n/a	n/a	n/a	n/a	n/a	n/a
Somerset School	E				2003	Original	5	9 Blk	MS	Ste	Str		\$269	\$172	\$51.59	\$1,319		n/a	n/a	n/a	n/a	n/a	n/a
undance School	E				1982	Original	5	9 Bri	MS	Ste	Str		\$376	\$279	\$71.35	\$744		5	5	5	5	5	5
											TOTALS:		\$6,714	\$4,725		\$19,267							

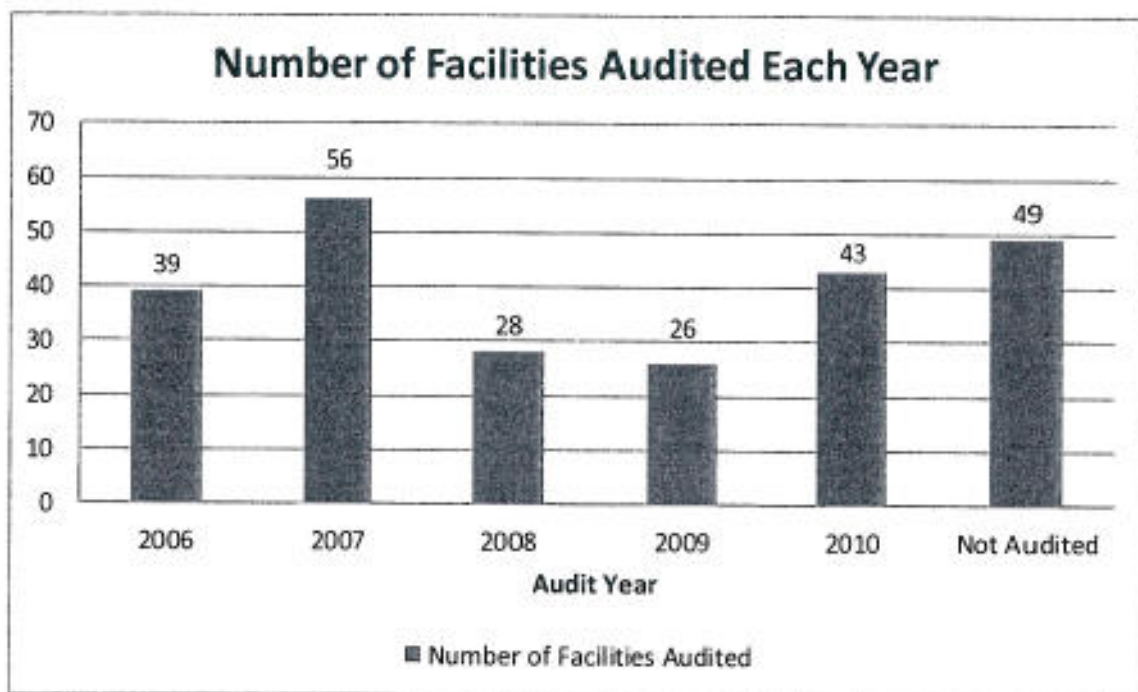
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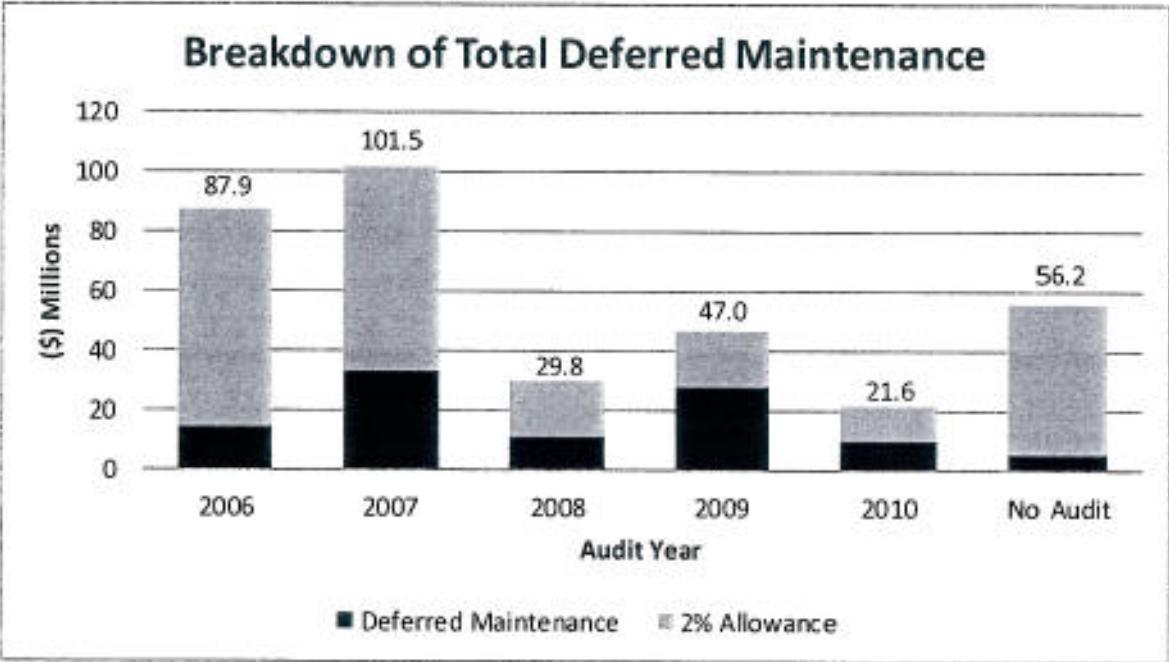
													Oper & Maint Funding (\$1,000)	Total Direct Facility Cost (\$1000)	Cost/M2	Total Deferred Maint (\$1000)	Projected Capital Cost (\$1,000)	Mech Cond Rating	Elect Cond Rating	Interior Cond Rating	Envelope Cond Rating	Struct Rating	Overall Cond Rating																			
School	E	J	S	O	Year	Building	Area	Sector	Fin1	Fin2	Frame	Struct																														
ADMINISTRATIVE SITES:																																										
Education Centre				O					PC	Conc	Ste	Conc		\$859	\$101.86	\$4,281		4	2	4	5	5	4																			
Highfield Building				O					Bri	Conc	WF	Conc		\$836	\$59.18	\$4,231		4	4		4	4	4																			
Bowness Depot				O										\$120	\$213.06			n/a	n/a	n/a	n/a	n/a	n/a																			
Dr. Carl Safran Center				O	1908	Original			Sto		WF	Str		\$72	\$15.12			n/a	n/a	n/a	n/a	n/a	n/a																			
Dr. Carl Safran Center				O	1911	Addition			Sto	Bri	WF	Str																														
Dr. Carl Safran Center				O	1940	Addition																																				
Erlton (Unique)				O	1961	Original			Stu	WS	WF			\$35	\$52.57			n/a	n/a	n/a	n/a	n/a	n/a																			
Glenmeadows Depot				O					MS		Ste	Str		\$6	\$65.36			n/a	n/a	n/a	n/a	n/a	n/a																			
Kingsland School	E				1958	Original	5	8	Stu	WS	WF	Str		\$201	\$41.71	\$2,932	\$10,500	4	4	4	3	4	4																			
Kingsland School	E				1963	Addition	5	8	Bri		Ste	Str																														
Kingsland School	E				1968	Addition	5	8	Bri		Ste	Str																														
Kingsland School	E				1987	Portable(s)	5	8	MS		WF																															
Midnapore Depot				O					MS		Ste	Str		\$87	\$315.70			n/a	n/a	n/a	n/a	n/a	n/a																			
N.E. Depot				O					MS		Ste	Str		\$91	\$242.67			n/a	n/a	n/a	n/a	n/a	n/a																			
Parkdale				O	1952	Original			Stu		WF	Str		\$288	\$49.30	\$3,910	\$1,300	n/a	n/a	n/a	n/a	n/a	n/a																			
Parkdale				O	1960	Addition			Stu		WF	Str																														
Riverside Bungalow				O	1913	Original			Bri		WF							n/a	n/a	n/a	n/a	n/a	n/a																			
Tuxedo Park (Chinook Learning)	E				1912	Original			Bri		WF			\$14		\$2,792	\$1,820	n/a	n/a	n/a	n/a	n/a	n/a																			
Tuxedo Park (Chinook Learning)	E				1956	Addition			Bri	Stu	WF	Str																														
Viscount Bennett				O	1954	Original			Stu	Bri	WF	Str	\$1,009	\$1,114	\$56.62	\$6,419	\$548	4	4	4	3	4	4																			
Viscount Bennett				O	1957	Addition			Stu	Bri	WF	Str																														
Viscount Bennett				O	1985	Addition			Stu	Bri	WF	Str																														
Viscount Bennett				O	1973	Addition			Bri		Ste	Str																														
Windsor Park School	E				1956	Original	4	7	Stu		WF	Str				\$1,018		4	2	5	5	5	4																			
Balmoral Bungalow				O	1913	Original	2	3	Stu		WF							n/a	n/a	n/a	n/a	n/a	n/a																			
Harold W. Riley School					1972	Original								\$156	\$55.59	\$717	\$1,170	4	4	4	4	5	4																			
TOTAL:													\$1,009	\$3,877		\$26,300	\$14,169																									
School	E	J	S	O	Year	Building	Area	Sector	Fin1	Fin2	Frame	Struct	Oper & Maint Funding (\$1,000)	Total Direct Facility Cost (\$1000)	Cost/M2	Total Deferred Maint (\$1000)	Projected Capital Cost (\$1,000)	Mech Cond Rating	Elect Cond Rating	Interior Cond Rating	Envelope Cond Rating	Struct Rating	Overall Cond Rating																			
UNIQUE / CLOSED SITES:																																										
Eugene Coste School	E				1959	Original	5	8	Stu	MS	WF	Str		\$100	\$19.61	\$1,247		3	5	5	4	5	4																			
Eugene Coste School	E				1967	Relocatable(s)	5	8																																		
King Edward				O	1912	Original			Sto		WF			\$77				n/a	n/a	n/a	n/a	n/a	n/a																			
King Edward				O	1956	Addition			Bri		WF																															
King Edward				O	1968	Addition			Bri		Ste	Str																														
Montgomery School	J				1952	Original	1	1	Stu		WF	Str																														
Montgomery School	J				1960	Addition	1	1	Stu		WF	Str																														
Montgomery School	J				1966	Addition	1	1	Stu		WF	Str																														
Montgomery School	J				1955	Original	1	1	Stu		WF	Str	\$148	\$299	\$46.46	\$2,447		4	3	3	4	4	4																			

Montgomery School	J		1956	Addition	1	1	Stu		WF	Str										
Montgomery School	J		1982	Addition	1	1	Blk	Stu	Ste	Str										
Queensland Downs			O				Bri	MS	WF	Conc		\$60	\$19.75	\$1,202		5	4	4	4	4
									TOTAL:			\$148	\$536		\$4,896					



Note: Some facilities have not been audited.

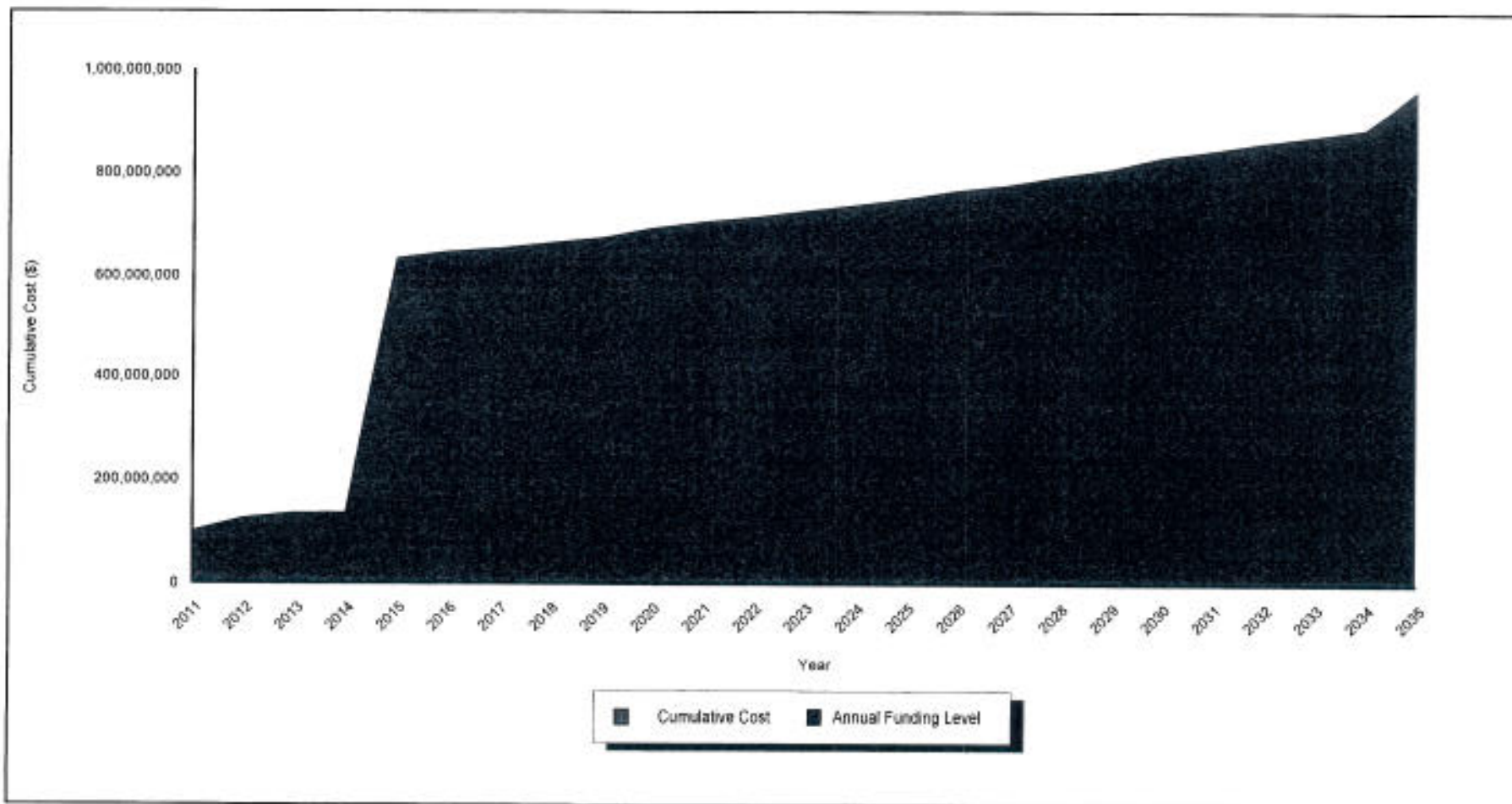




BLIMS Evaluation Module

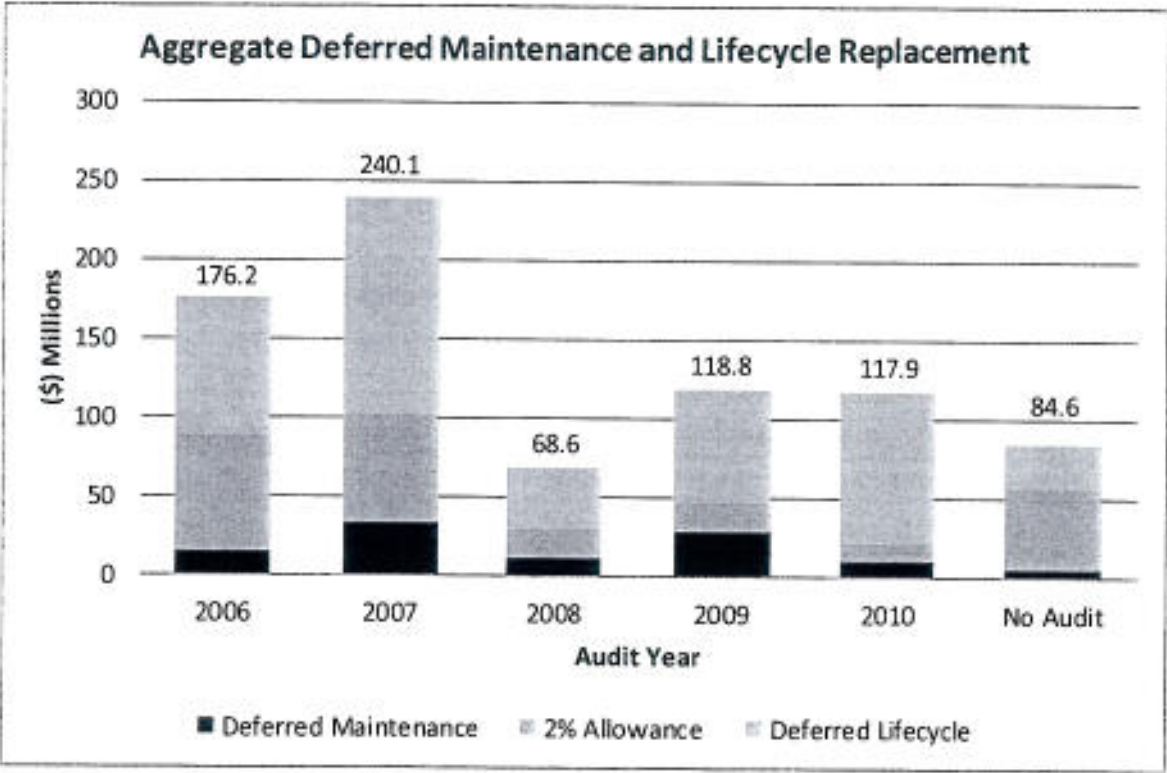
Cumulative Event Costs

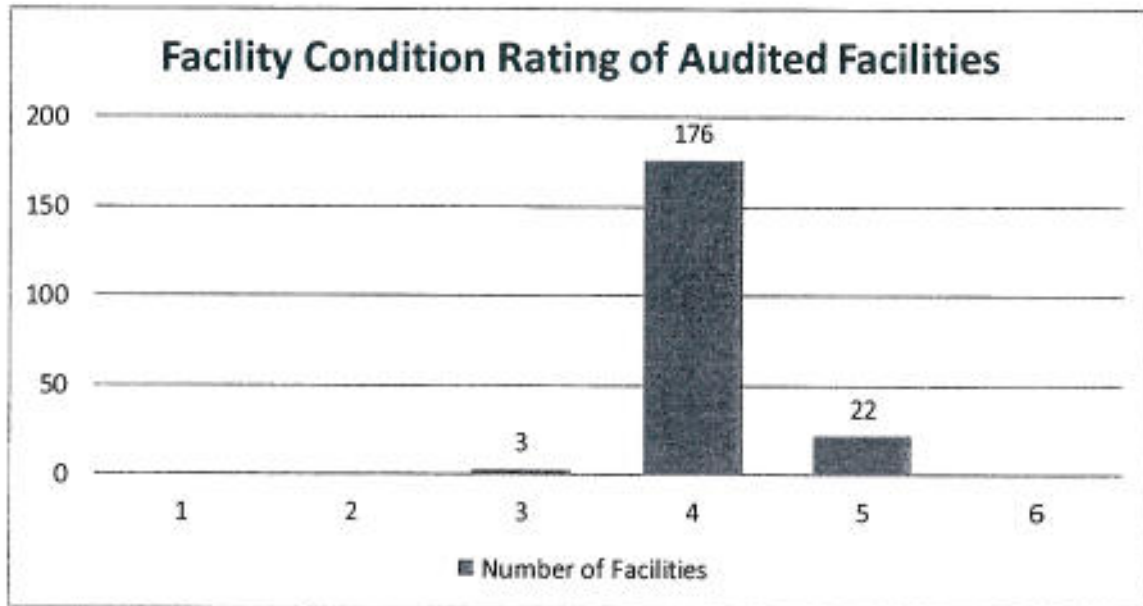
Printed On: 2011/10/11



This report was generated using Virtual Events.

Cumulative Event Costs / Cumulative Annual Funding / Calgary School District #19 (Filtered)





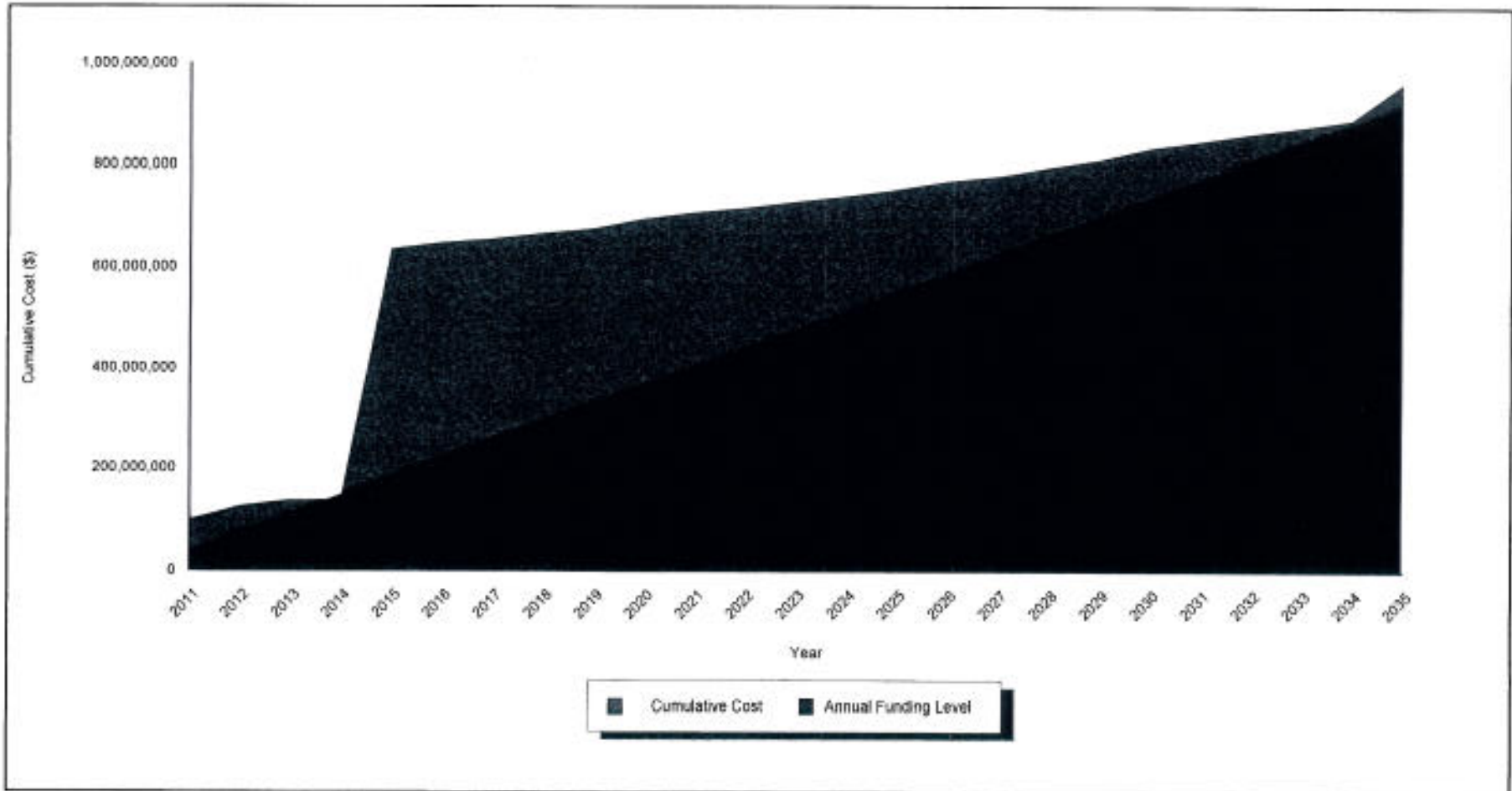
Rating Guide

Condition Rating	Performance
1- Critical	Unsafe, high risk of injury or critical system failure
2- Poor	Does not meet requirements, has significant deficiencies. May have high operating/maintenance costs
3- Marginal	Meets minimum requirements, has significant deficiencies. May have above average operating maintenance costs
4- Acceptable	Meets present requirements, minor deficiencies. Average operating/maintenance costs
5- Good	Meets all present requirements. No deficiencies.
6- Excellent	As new/state of the art, meets present and foreseeable requirements.

BLIMS Evaluation Module

Cumulative Event Costs vs. Cumulative Base Funding - \$36.6 million

Printed On: 2011/10/24



This report was generated using Virtual Events

Cumulative Event Costs / Cumulative Annual Funding / Calgary School District #19 [Filtered]

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

PUBLIC AGENDA
December 20, 2011

To: BOARD OF TRUSTEES

From: Naomi E. Johnson, Chief Superintendent of Schools

Re: **Capital Budget and Reserves Status Report as at November 30, 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 Finance
Donna Rogers, Manager, Corporate Planning and Reporting
Bob Coll, Lead, Capital Budgets, Corporate Planning and Reporting
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 September 1 to November 30, 2011 inclusive, be received for monitoring information and for the record.
2. THAT attachments I to IV, reflecting actual capital expenditures for the period September 1 to November 30, 2011 and forecast expenditures for the year ending August 31, 2012, be received for monitoring information and for the record.
3. THAT the net capital amount of \$11,544,993 (\$5,654,993 non-facility related see Attachment I) and (\$5,890,000 facility related see Attachment II), designated for Board Funded project initiatives previously approved for carry forward from 2010/11, be approved for transfer and inclusion in the 2011/2012 Capital Budget to complete those projects as planned.

4. THAT the reduction of \$886,000 from a total budget of \$5,400,000 for the capital lease payments on the Dr. Carl Safran Centre and Performance retrofit projects, be approved as identified in Attachment I.
5. THAT the \$26,195 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 November 30, 2011 to the approved 2011/12 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 first fiscal quarter, of capital projects approved for the 2011/12 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 2011/12 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 \$21.37 million, with actual expenditures to November 30, 2011 totaling \$1.77 million. Service Units, based on actual expenditures to August 31, 2011, had requested carry forward amounts to complete projects in 2011/12 totaling \$5.65 million which were approved by the Board of Trustees on October 18, 2011 and are imbedded in the numbers above. The Total Estimated Capital Expenditure is \$21.37 million for 2011/12 with no identifiable variance at this time.

All Budget revisions are identified in Attachment I. The current quarter budget revisions reflect an expenditure reduction position as at the end of the first fiscal quarter. The revisions include budget reductions/increases to various projects to reflect actual budget requirements. The budget changes include:

Total reductions	(\$1.11 million)
Total increases	<u>\$ 0.18 million</u>
Net change	<u>(\$0.93 million)</u>

Facility Related Capital Budget Status Report (Attachment II)

The total Facility Related Capital Budget, including current quarter revisions, amounts to \$187.20 million, with actual expenditures to November 30, 2011 totaling \$144.88 million. Board approved carry forwards, based on actual expenditures to August 31, 2011, totaled \$5.89 million and are imbedded in the numbers above. The Total Estimated Capital Expenditure is \$187.20 million, with no anticipated variance.

The current quarter budget revisions amount to a net increase of \$23.63 million:

- Increase of \$10.50 million for the modernization of the Chinook Learning Centre (location TBD);
- Increase of \$8.63 million for the P3 Middle school equipment at Coventry Hills, Panorama, Taradale, and Tuscany Middle Schools;
- Increase of \$4.49 million for the P3 Northwest High School equipment;
- Increase of \$0.01 million to reflect interest earned on capital advances during the year.

Capital Financing Summary (Attachment III)

This attachment provides information pertaining to the various funding sources required to finance the 2011/12 Capital Budget and the status of their deployment to budgeted projects.

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 November 30, 2011 there is \$25.99 million in Building Capital Reserves and Designated Funds. Of these funds, \$11.54 million is committed for approved projects, leaving \$14.45 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 2011/12 Capital Budget will result in approximately \$3.87 million of new amortization expense for each of the next four fiscal years, beginning in 2012/13.

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
Attachment IV:	Capital Reserves, Designated Capital Funds, and Alberta Government Proceeds on Disposal of Capital Assets

Calgary Board of Education
Quarterly Capital Budget Status Report
Non-Facility Related Assets
as at November 30, 2011

	Project Budget \$	Cumulative Project Expenditures \$	Budget 01-Sep-11 \$	Approved Carry Forward \$	Current Quarter Revisions \$	Revised Budget 30-Nov-11 \$	Expenditures to Date \$	Estimated Costs to Completion \$	Total Estimated Capital Expenditure \$	Forecast Project Variance \$	Estimate 2012-13 \$	Estimate 2013-14 \$
<u>Finance and Supply Chain Services</u>												
Corporate Finance												
Budget and Reporting System Implementation	542,791	523,614	-	25,105	-	25,105	5,928	19,177	25,105	-	-	-
Oracle Financials Upgrade (11.5.8)	3,256,661	509,110	1,200,000	1,551,920	-	2,751,920	304,369	2,447,551	2,751,920	-	300,000	-
Future Initiatives (2012/13 & 2013/14)	665,000	-	-	-	-	-	-	-	-	-	5,000	615,000
<u>Facility and Environmental Services</u>												
Capital Planning and Development												
Computerized Maintenance Management System	1,073,764	918,031	-	180,000	-	180,000	24,267	155,733	180,000	-	-	-
Facilities Strategic IT Plan	1,224,224	164,224	380,000	200,000	-	580,000	-	580,000	580,000	-	355,000	125,000
Mobile Computing	264,710	38,710	226,000	-	-	226,000	-	226,000	226,000	-	-	-
Central Facility Services												
Electronic Door Access	3,515,987	1,721,428	134,000	125,599	-	259,599	23,040	236,559	259,599	-	779,000	779,000
Security Cameras - Phase II	1,675,000	662,919	175,000	164,748	-	339,748	77,667	262,081	339,748	-	375,000	375,000
Equipment	1,276,746	259,595	427,000	162,369	(19,778)	569,591	182,440	387,151	569,591	-	345,000	285,000
Vehicles	776,337	-	250,000	-	(27,663)	222,337	-	222,337	222,337	-	387,000	167,000
Future Initiatives (2012/13 & 2013/14)	1,183,000	-	-	-	-	-	-	-	-	-	847,000	336,000
Facility Operations												
Equipment	1,000,000	292,532	287,000	100,921	-	387,921	273,453	114,468	387,921	-	292,000	301,000
Future Initiatives	333,000	-	-	-	-	-	-	-	-	-	138,000	195,000
<u>Learning Innovation</u>												
Innovation and Learning Technology												
Inclusive Learning Technologies	2,768,000	1,738,489	969,000	178,670	-	1,147,670	153,432	994,238	1,147,670	-	-	-
Learning Resource Strategy	2,601,000	-	765,000	486,000	-	1,251,000	-	1,251,000	1,251,000	-	700,000	650,000
Other Learning Innovation projects	717,439	155,133	300,000	262,306	-	562,306	-	562,306	562,306	-	-	-
Future Initiatives (2012/13 & 2013/14)	90,000	-	-	-	-	-	-	-	-	-	70,000	20,000
Information Technology Services												
Data Centre Air Conditioning - Highfield	210,000	204,055	-	169,181	-	169,181	163,236	5,945	169,181	-	-	-
Enterprise Portal Deployment Expansion	7,483,115	5,494,234	1,713,000	350,573	-	2,063,573	74,692	1,988,881	2,063,573	-	-	-
ITS Infrastructure Renewal and Growth	4,937,161	1,202,707	1,664,000	-	-	1,664,000	60,546	1,603,454	1,664,000	-	1,033,000	1,098,000
Print Strategy Cost Containment (Started 07/08)	1,449,786	458,708	-	995,000	-	995,000	3,922	991,078	995,000	-	-	-
Voice over Internet Protocol - School Demonstration	245,505	227,924	-	17,581	-	17,581	-	17,581	17,581	-	-	-
Windows Server & Desktop	1,284,510	202,392	610,000	472,371	-	1,082,371	253	1,082,118	1,082,371	-	-	-
Future Initiatives (2012/13 & 2013/14)	1,442,000	-	-	-	-	-	-	-	-	-	1,442,000	-
<u>Schools and Educational Programs</u>												
Program Moves & Expansions Commissioning	2,912,649	31,487	900,000	212,649	-	1,112,649	31,487	1,081,162	1,112,649	-	900,000	900,000
School Purchased Assets (current + 2 yrs)	3,750,000	98,847	1,250,000	-	-	1,250,000	98,847	1,151,153	1,250,000	-	1,250,000	1,250,000
Unsupported Debt Principal Payments	56,302,204	2,179,297	5,400,000	-	(886,000)	4,514,000	294,358	4,219,642	4,514,000	-	4,652,000	4,790,000
Total Non-Facility Capital Assets	102,980,589	17,083,436	16,650,000	5,654,993	(933,441)	21,371,552	1,771,937	19,599,615	21,371,552	-	13,870,000	11,886,000

Calgary Board of Education
Quarterly Capital Budget Status Report
Multi Year Facility Projects
as at November 30, 2011

	Budget	Board Funded Approved Carry Forward	Current Quarter Revisions	Revised Budget 30-Nov-11	Expenditures To Date	Estimated Costs to Completion	Total Estimated Capital Expenditure	Forecast Variance
	Sep 1, 2011							
	\$	\$	\$	\$	\$	\$	\$	\$
2007/2008 Major Modernization								
Western Canada High Modernization	35,000,000	-	-	35,000,000	29,436,630	5,563,370	35,000,000	-
sub-total	35,000,000	-	-	35,000,000	29,436,630	5,563,370	35,000,000	-
2008/2009 Capital Projects								
P3 Schools (6) Furniture & Equipment (Bridlewood,Cranston, Evergreen,Royal Oak,Saddle Ridge,West Springs)	5,971,500	-	-	5,971,500	5,823,643	147,857	5,971,500	-
sub-total	5,971,500	-	-	5,971,500	5,823,643	147,857	5,971,500	-
2011/12 Capital Projects								
Chinook Learning Centre Modernization	-	-	10,500,000	10,500,000	-	10,500,000	10,500,000	-
P3 Middle School Equipment (Coventry Hills, Panorama,Taradale,Tuscany)	-	-	8,631,994	8,631,994	-	8,631,994	8,631,994	-
P3 Senior High Equipment (Northwest High)	-	-	4,487,560	4,487,560	1,473	4,486,087	4,487,560	-
McKenzie Towne Portables	-	-	-	-	-	-	-	-
sub-total	-	-	23,619,554	23,619,554	1,473	23,618,081	23,619,554	-
Other Capital Projects								
Administration Building Renovations	100,000	-	-	100,000	-	100,000	100,000	-
Lord Shaughnessy Career Technology Centre	9,570,000	-	-	9,570,000	6,326,884	3,243,116	9,570,000	-
	9,670,000	-	-	9,670,000	6,326,884	3,343,116	9,670,000	-
Other Capital Projects (continued)								
Dr. Carl Safran/Conference Centre, Connaught Modernization and Addition	49,177,485	1,043,021	-	50,220,506	49,490,162	730,344	50,220,506	-
New Education Centre - Technology Requirements	2,251,992	956,979	-	3,208,971	3,151,814	57,157	3,208,971	-
West High School - Ernest Manning Replacement	52,460,587	-	-	52,460,587	50,653,376	1,807,211	52,460,587	-
Secondary Data Centre (Location TBD)	-	1,390,000	-	1,390,000	-	1,390,000	1,390,000	-
New School Commissioning (P3 4 Middle Schools)	3,000,000	1,000,000	-	4,000,000	-	4,000,000	4,000,000	-
New School Commissioning (P3 Northwest Senior High)	-	1,500,000	-	1,500,000	-	1,500,000	1,500,000	-
Reallocation of capital interest earned	141,123	-	12,849	153,972	-	153,972	153,972	-
sub-total	107,031,187	5,890,000	12,849	112,934,036	103,295,352	9,638,684	112,934,036	-
	157,672,687	5,890,000	23,632,403	187,195,090	144,883,982	42,311,108	187,195,090	-

**Calgary Board of Education
2011/12 Capital Budget
Capital Financing Summary
As at November 30, 2011**

	Non-Facility Related Assets Budget	Facility Related Assets Budget	Total Budget
Total Budgeted Expenditures (per Attachments I and II)	\$ 21,371,552	\$ 187,195,090	\$ 208,566,642
Financed by the Following:			
Alberta Infrastructure Funded Approvals	\$ -	\$ 95,731,057	\$ 95,731,057
Deemed City Contribution to Ernest Manning Sr. High	-	24,460,587	24,460,587
Alberta Government Proceeds on Disposal of Capital Assets	-	1,307,668	1,307,668
Funded from Current Operations - Amortization	14,466,559	3,100,000	17,566,559
Funded from prior year operations and Capital Building Reserves	-	23,528,404	23,528,404
Accrued Interest Earned on Capital Grants	-	1,676,301	1,676,301
Funded from School or Departmental Resources	1,250,000	-	1,250,000
Designated Capital Funds - 2011/12 Approved Carry Forward	5,654,993	5,890,000	11,544,993
Interim Financing from CBE/RBC Funds	-	27,901,073	27,901,073
Infrastructure Maintenance Renewal Program	-	3,600,000	3,600,000
Total Capital Financing	\$ 21,371,552	\$ 187,195,090	\$ 208,566,642

Attachment III

Calgary Board of Education
Capital Reserves, Designated Capital Funds, and
Alberta Government Proceeds on Disposal of Capital Assets
Balances as at November 30, 2011

	Building Reserve	Plant Operations & Maintenance Asset Replacement	Leased School Buildings Reserve	School Facility Modernization Reserve	Chinook Learning Services Relocation	Capital Reserves Total	Designated Capital Funds Note 1	Total	Alberta Government Proceeds on Disposal of Capital Assets Note 2
Balances as at September 1, 2011	\$ 8,249,769	\$ 500,908	\$ 2,000,000	\$ 2,270,772	\$ 1,400,000	\$ 14,421,449	\$ 11,544,993	\$ 25,966,442	\$ 669,761
Transfers out									
Total Transfers out	-	-	-	-	-	-	-	-	-
Transfers in									
Equipment and Vehicle Disposal Proceeds	-	26,195	-	-	-	26,195	-	26,195	-
Total Transfers in	-	26,195	-	-	-	26,195	-	26,195	-
Balances as at November 30, 2011	\$ 8,249,769	\$ 527,103	\$ 2,000,000	\$ 2,270,772	\$ 1,400,000	\$ 14,447,644	\$ 11,544,993	\$ 25,992,637	\$ 669,761
Commitments:									
Represented by:									
2010/11 Capital Budget (4th Quarter Report - carry forward projects)	-	-	-	-	-	-	11,544,993	11,544,993	-
Lord Shaughnessy Career Technology Centre (Board meeting April 27, 2010)	-	-	-	-	-	-	-	-	669,761
Total Committed Amounts	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 11,544,993	\$ 11,544,993	\$ 669,761
Total Uncommitted Amounts	\$ 8,249,769	\$ 527,103	\$ 2,000,000	\$ 2,270,772	\$ 1,400,000	\$ 14,447,644	\$ -	\$ 14,447,644	\$ -
Balances as at November 30, 2011	\$ 8,249,769	\$ 527,103	\$ 2,000,000	\$ 2,270,772	\$ 1,400,000	\$ 14,447,644	\$ 11,544,993	\$ 25,992,637	\$ 669,761

Notes:

- Designated Capital Funds - capital funds carryforward for capital projects, which were in progress at fiscal year end.

Service Unit Requests	\$ 5,654,993	(Attachment I)
Facility Related Requests	5,890,000	(Attachment II)
Net capital carry forward request from 2010/11	\$ 11,544,993	
- 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 all of these funds in support of the Career and Technology Centre Project as requested.

CALGARY BOARD OF EDUCATION

REPORT TO THE REGULAR MEETING OF THE BOARD OF TRUSTEES

PUBLIC AGENDA

December 20, 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 November 30, 2011 and Forecast for the Year Ending August 31, 2012**

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 Finance
Donna Rogers, Manager, Corporate Planning & Reporting

I. RECOMMENDATIONS

It is recommended:

1. THAT information regarding all previously approved budget revisions and planned reserve transfers made during the period September 1, 2011 to November 30, 2011 inclusive (identified in this report and in **Attachment I**), be received for monitoring information and for the record.
2. THAT the 2011/2012 Projected Budget Variance Report as at August 31, 2012 (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. 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 builds upon the Fall 2011/12 Budget Update approved by the Board of Trustees on December 6, 2011 and includes:

- The Statement of 2011/2012 Annual Budgeted Revenue and Expenses with budget revisions and applicable transfers for the period ended November 30, 2011 (Attachment I).
- The 2011/2012 Budget Variance Report (Attachment II).

IV. ANALYSIS:

Statement of 2011/2012 Annual Budgeted Revenue and Expense

A number of budget transfers were made during the first quarter of 2011/2012 to reflect revenue and expenditure adjustments as outlined in the Fall Budget Update approved by the Board of Trustees.

These adjustments reflect both sustainable (ongoing provincial and other revenues and the associated expenditures) and non-sustainable (one-time funding only to support one-time expenditures) components. The 2011/2012 modified budget (reflecting only sustainable adjustments) is the comparator budget that will be used in building the 2012/2013 CBE Operating Budget.

During the first quarter, the following sustainable net budget revisions and transfers occurred, as reported in Attachment I.

	Budget Impact (\$ millions)
Net revenue increase reflecting the finalization of September 30 th enrolment counts and transportation fuel grant reinstatement.	2.4
Net expenditure decrease related mainly to finalized enrolment counts, updated amortization schedules for capital assets acquired in 2010/2011, and the revised accounting treatment for the new Education Centre lease.	4.0
Transfer of budgeted use of school-based and service unit designated funds from sustainable to non-sustainable application (one-time funds).	(5.0)
Decreased planned draw on the available amounts in the capital amortization reserve transfer to support operations.	(2.4)
Increased planned draw from unrestricted net assets.	1.0
Net budgetary impact	0.0

During the first quarter, the following **non-sustainable** net budget revisions and transfers occurred, as reported in Attachment I.

	Budget Impact (\$ millions)
The additional one-time provincial funding announced in October, 2011.	19.2
Net revenue increases related to one-time projects deferred in the prior year for completion in 2011/2012.	8.6
Increased draw on schools and service unit designated funds of \$1.3 million plus portions moved from sustainable to non-sustainable application (one-time funds).	6.3
Net off setting expenditures increase related to one-time provincial funding to be spent on staff salaries, one time projects deferred in 2010/2011 and carryforward projects from the prior year to be completed in 2011/2012.	(34.1)
Net budgetary impact	0.0

2011/12 Budget Variance Report

The 2011/2012 Budget Variance Report (**Attachment II**) highlights projected variances between the current approved budget and projected revenue and expense.

All variances are less than 1% of the related annual budget.

V. FINANCIAL IMPACT

Statement of 2011/2012 Annual Budgeted Revenue and Expense

The Calgary Board of Education's budgeted net financial results do not change based on the budget revisions or transfers identified in Attachment I.

2011/2012 Budget Variance Report

As at November 30, 2011, the Calgary Board of Education is currently projecting a negligible net favourable variance of \$0.8 million on overall expenditures and revenues for the year ending August 31, 2012, including approved reserve provisions, on an approved expenditure budget of \$1.1 billion for 2011/2012. As it is early in the fiscal year, the only projected variance is due to service unit positions vacant in the first quarter.

VI. IMPLEMENTATION CONSEQUENCES

Superintendents' Team will continue to monitor the 2011/2012 Operating Budget to identify one time savings opportunities that could materialize and could be applied to critical one-time spending initiatives in the second quarter and beyond.

VII. CONCLUSION

This report represents the first quarterly monitoring report to the Board of Trustees in connection with the recently approved amended 2011/2012 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

- Attachment I: Statement of 2011/2012 Annual Budgeted Revenue and Expense with Revisions and Transfers during the period from September 1, 2011 to November 30, 2011 for both sustainable and non-sustainable components.
- Attachment II: 2011/12 Projected Budget Variance Report as at August 31, 2012.

Attachment I - Statement of 2011/2012 Annual Budgeted Revenue and Expense with Revisions and Transfers during the period from September 1, 2011 to November 30, 2011 for both sustainable and non-sustainable components

Description	2011/12 Approved Budget Effective September 1, 2011 (\$000)	Sustainable Revisions/ Transfers September 1 to November 30, 2011 (\$000)	2011/12 Modified Budget Effective November 30, 2011 (\$000)	Non- Sustainable Revisions/ Transfers September 1 to November 30, 2011 (\$000)	2011/12 Current Annual Budget as at November 30, 2011 (\$000)
REVENUE					
Alberta Education grants:					
Base provincial instruction	678,761	1,017	679,777	3,604	683,381
Differential cost funding, PO&M and transportation	215,827	1,259	217,085	6,312	223,397
Provincial priority targeted grants & other education grants	20,033	(608)	19,425	15,194	34,619
Infrastructure Maintenance Renewal (IMR) Support	18,248	-	18,248	-	18,248
Provincial Capital support	25,127	682	25,809	-	25,809
Alberta Teacher Retirement Funds(ATRF) - flow through	53,725	-	53,725	-	53,725
School generated funds(SGF)	30,170	-	30,170	-	30,170
Other revenue	58,361	72	58,434	2,672	61,106
Total revenue	1,100,252	2,422	1,102,674	27,782	1,130,456
EXPENSE					
Salaries and benefits	864,531	(617)	863,914	20,998	884,912
Supplies and services	115,454	6,640	122,095	13,108	135,203
Interest	10,544	(7,397)	3,147	-	3,147
School funded activities	30,170	-	30,170	-	30,170
Amortization	45,127	(2,672)	42,455	-	42,455
Alberta Teacher Retirement Funds(ATRF) - flow through	53,725	-	53,725	-	53,725
Total expense	1,119,551	(4,046)	1,115,505	34,106	1,149,611
Excess/(Deficiency) of operating revenue over expense for the year	(19,300)	6,468	(12,832)	(6,323)	(19,155)
Transfer from/(to) operating reserves/designated funds					
Transfer from/(to) operating reserves	10,300	-	10,300	-	10,300
Transfer from/(to) designated funds - schools	2,500	(2,500)	-	4,651	4,651
Transfer from/(to) designated funds - service unit	2,500	(2,500)	-	1,672	1,672
	15,300	(5,000)	10,300	6,323	16,623
Add/(deduct) capital items paid by operating funds					
Capital assets acquired	(14,350)	-	(14,350)	(11,545)	(25,895)
Capital asset amortization	21,464	(3,354)	18,110	-	18,110
Capital debt repayments	(5,400)	886	(4,514)	-	(4,514)
Transfer from school purchased assets	1,286	-	1,286	-	1,286
Transfer from capital carryforwards	-	-	-	11,545	11,545
Transfer to capital carryforwards	-	-	-	-	-
	3,000	(2,468)	532	-	532
Net operating (deficit)/surplus					
Add/(draw) to unrestricted net assets	1,000	1,000	2,000	-	2,000
Net operating (deficit)/surplus	-	-	-	-	-

Attachment II - 2011/12 Projected Budget Variance Report as at August 31, 2012

Description	Actual Year to Date 30-Nov-11 (\$000)	2011/12 Forecast Annual Revenue and Expense (\$000)	2011/12 Current Annual Budget, Effective 30-Nov-10 (\$000)	2011/12 Annual Variance Favourable/ (Unfavourable) (\$000)
REVENUE				
Alberta Education grants:				
Base provincial instruction	115,852	683,381	683,381	-
Differential cost funding, PO&M and transportation	35,917	223,397	223,397	-
Provincial priority targeted grants & other education grants	4,860	34,619	34,619	-
Infrastructure Maintenance Renewal (IMR) Support	8,874	18,248	18,248	-
Provincial Capital support	6,641	25,809	25,809	-
Alberta Teacher Retirement Funds(ATRF) - flow through	4,348	53,725	53,725	-
School generated funds(SGF)	-	30,170	30,170	-
Other revenue	108,606	61,106	61,106	-
Total revenue	285,098	1,130,456	1,130,456	-
EXPENSE				
Salaries and benefits	190,549	884,086	884,912	826
Supplies and services	28,371	135,203	135,203	-
Interest	500	3,147	3,147	-
School funded activities	-	30,170	30,170	-
Amortization	7,497	42,455	42,455	-
Alberta Teacher Retirement Funds(ATRF) - flow through	4,348	53,725	53,725	-
Total expense	231,264	1,148,785	1,149,611	826
Excess/(Deficiency) of operating revenue over expense for the year	53,834	(18,329)	(19,155)	826
Transfer from/(to) operating reserves/designated funds				
Transfer from/(to) operating reserves	-	10,300	10,300	-
Transfer from/(to) designated funds - schools	-	4,651	4,651	-
Transfer from/(to) designated funds - service unit	-	1,672	1,672	-
	-	16,623	16,623	-
Add/(deduct) capital items paid by operating funds				
Capital assets acquired	-	(25,895)	(25,895)	-
Capital asset amortization	-	18,110	18,110	-
Capital debt repayments	-	(4,514)	(4,514)	-
Transfer from school purchased assets	-	1,286	1,286	-
Transfer from capital carry forwards	-	11,545	11,545	-
Transfer to capital carry forwards	-	-	-	-
	-	532	532	-
Net operating (deficit)/surplus				
Add/(draw) to unrestricted net assets		2,000	2,000	-
Net operating (deficit)/surplus	-	825	-	-