

**♪ Please join us on the Link at 2:45 p.m.
for a Musical Presentation by grade 3 & 4 choir students
from Chris Akkerman School**

public agenda

November 6, 2012
3:00 p.m.

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

Regular Board Meeting

Mega Result Policy |

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

Conflict of Interest reminder: Trustees must disclose any potential pecuniary interest in any matter before the Board of Trustees, as set forth in the agenda as well as any pecuniary interest in any contract before the Board requiring the Board's approval and/or ratification.

Time	Topic	Who	Policy Ref	Attachment
3:00 p.m.	1 Call to Order, National Anthem and Welcome			
	2 Consideration/Approval of Agenda		GC-2	
10 mins.	3 Awards and Recognitions		GC-3.2	
	3.1 Global Best Awards for the Campus Calgary/Open Minds Program		OE-8	
15 mins.	4 Results Focus			
	4.1 School Presentation – Chris Akkerman School	N. Johnson	R-3	
20 mins.	5 Operational Expectations			
	5.1 OE-12: Facilities – Annual Monitoring	N. Johnson	OE-8,12	Page 5-1
	6 Public Comment [PDF]		GC-3.2	
	Requirements as outlined in Board Meeting procedures			
10 mins.	7 Matters Reserved for Board Action	Board		
	7.1 Report from the Trustee Remuneration Committee	G. Lane	GC-2E	Page 7-1
	8 Board Consent Agenda		GC-2	
	8.1 Approval of Minutes			
	▪ Organizational Meeting held October 16, 2012			Page 8-18
	▪ Regular Meeting held October 16, 2012			
	▪ Regular Meeting held October 23, 2012			Page 8-27



8.2	Correspondence		
8.3	Roster for Second Vice-Chair	GC-4	Page 8-30
8.4	ASBA Zone 5 Trustee Liaison Report	GC-3	Page 8-1 Page 8-2

9 | Chief Superintendent Consent Agenda

9.1	Chief Superintendent Update	GC-2.6 OE-8	Page 9-18
9.2	Financial Status of Operating Reserves and Designated Funds as at August 31, 2012	OE-6, OE-8	Page 9-10
9.3	Capital Budget & Reserves Status Report at August 31, 2012	OE-6, OE-8	Page 9-1

10 | Adjournment

GC-2.3

Debrief

Notice |

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

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

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

Times included on this agenda are approximate only, and may vary during the course of the meeting.

**operational
expectations
monitoring report**

OE-12: Facilities

Monitoring report for the
school year 2011-2012

Report date:
November 6, 2012

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 12: Facilities, the Chief Superintendent certifies that the proceeding information is accurate and complete.

Signed: Naomi Johnson
Naomi E. Johnson, Chief Superintendent

Date: Oct 26/12

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 12: Facilities, the Board of Trustees:

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

Summary statement/motion of the Board of Trustees:

Signed: _____
Chair, Board of Trustees

Date: _____



OE-12: Facilities

The Chief Superintendent shall ensure that physical facilities support the accomplishment of the Board's Results policies.

Board-approved interpretation |

- The Chief Superintendent interprets the intent of OE-12: Facilities to be the assurance that existing and planned school facilities provide physical learning and working environments which are conducive to student learning and ultimately the achievement of the Board's Results.
- The facility requirements of the Calgary Board of Education encompass the need to provide new schools, to modernize existing schools, to improve functionality to meet new curriculum and school program requirements, and to renovate existing schools to address essential asset lifecycle maintenance.
- The Chief Superintendent interprets *ensure* to mean that facilities and the components within are operationally sound and that the Calgary Board of Education is in compliance with all facility related regulations and legislation.
 - The Chief Superintendent interprets *support* to mean that learning environments are kept operational and that the physical facilities offer no long term hindrances to student learning.
 - The Chief Superintendent interprets *physical facilities* to mean all land and buildings owned or occupied by the Calgary Board of Education. This covers schools, administrative centres, operation depots, compounds, playgrounds, parking lots and sport fields.
 - The Chief Superintendent interprets *accomplishment* to mean that, in general and consistent terms; physical facilities enhance the opportunity for students to learn and to complete high school.
 - The Chief Superintendent interprets the *Board's Results Policies* to mean in accordance with the Three-Year Education Plan, which is the strategy designed to accomplish the Board's Results and Operational Expectation goals.



The Chief Superintendent will:

<p>12.1 Develop a plan that establishes priorities for construction, renovation and maintenance projects that is based upon the needs of the entire organization and that:</p> <ul style="list-style-type: none"> a. assigns highest priority to the correction of unsafe conditions; b. includes preventive maintenance and system replacement cost estimates as necessary to enable facilities to reach their intended life cycles; c. discloses assumptions on which the plan is based, including growth patterns and the financial and human impact individual projects will have on other parts of the organization; d. ensures that facility planning and design decisions appropriately consider environmental impacts, including eco-efficiency and sustainability; and e. ensures the effective and efficient use of capital funding that demonstrates responsible stewardship of resources. 	<p>14 of the 14 applicable indicators were achieved</p>
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12.1 Develop a plan that establishes priorities for construction, renovation and maintenance projects that is based upon the needs of the entire organization.

Board-approved Interpretation |

- The Chief Superintendent interprets this provision to mean the development of a series of long-range capital plans which outline the rankings for new school construction, replacement school construction and school preservation/major modernization projects. This is achieved through an annually prepared Ten-Year System Student Accommodation and Facilities Strategy, a Three-Year School Capital Plan, Three-Year Student Accommodation Plan, Three-Year Modular Plan and Three-Year Infrastructure, Maintenance and Renewal (IMR) Plan.
- The *needs of the entire organization* are interpreted as the facility requirements to deliver required education programs identified by schools and departments in the Calgary Board of Education.

Board-approved Indicators of Compliance |

1. Provision, each year, of a Ten-Year System Student Accommodation and Facilities Strategy and a Three-Year Student Accommodation Plan to the Board of Trustees for information.

2. Submission, within the provincial time frames each year, of a Three-Year School Capital Plan and a Three Year Modular Plan to the Board of Trustees for approval and submission to Alberta Education.

Evidence of Compliance |

1. A Ten-Year System Student Accommodation and Facilities Strategy and Three-Year Student Accommodation Plan were received by the Board of Trustees on June 19, 2012.
2. A Three Year School Capital Plan (March 20, 2012) and a Three Year Modular Plan (October 18, 2011) were completed on time and approved by the Board of Trustees and submitted to Alberta Education.

12.1 a. assigns highest priority to the correction of unsafe conditions;

Board-approved Interpretation |

- The Chief Superintendent interprets this provision to mean that the plan will recognize that any remediation project, required to mitigate any identified health and safety issue, will be given a status above all other projects in the plan. *Unsafe conditions* are interpreted to mean any condition of a physical facility that presents a potential of harm to occupants, whether that condition is known, anticipated or of an emergent nature.

Board-approved Indicators of Compliance |

1. 100 percent of all appropriation of Infrastructure Maintenance and Renewal funding for emergent and planned safety related maintenance work conforms to the provincial guidelines, which stipulate Priority 1 - Health and Safety.
2. 90 percent of all formally advanced safety related concerns (i.e., Indoor Environmental Quality (IEQ) Concern Registration and Unsafe Condition Report) are addressed within the established timelines. (At present 3 days for IEQ and 5 days for Unsafe Condition).

Evidence of Compliance |

1. 100 percent of safety related maintenance work supported with Infrastructure, Maintenance and Renewal (IMR) funding conforms to the provincial guidelines. 116 planned and emergent safety related projects (of a total of 352 projects) valued at \$4.8 million and supported by IMR funding (\$18.3 million annual CBE allocation) were acted upon during the reporting period.
2. 98 percent of the formally advanced safety related concerns were addressed within the established timelines. The CBE Indoor Environment team and Safety Advisory Services attended to 136 emerging issues during the reporting period. Over the course of the year the response time for indoor environment concerns was reduced to 2 days from 3 days.



12.1 b. includes preventive maintenance and system replacement cost estimates as necessary to enable facilities to reach their intended life cycles;

Board-approved Interpretation |

- The Chief Superintendent interprets this provision to mean:
 - a. that a facility condition assessment summary, which details cost estimates of required facility component replacements and a total deferred maintenance cost, will be prepared annually,
 - b. that the Three Year Infrastructure Maintenance and Renewal (IMR) Plan will outline the projects that are planned to be implemented within the approved provincial funding for this purpose, and
 - c. that a preventive maintenance (PM) plan, which details both required and standard facility and equipment preventive maintenance, will be prepared annually.
- The Chief Superintendent also interprets this provision to mean that the replacement of physical facility system components (e.g. heating plants, windows, floor coverings, lockers) is integral to the achievement of the facility design life. Component replacement activities must be planned, aligned with system-wide needs and delivered in order of the highest identified needs. Priorities are to be based on cyclical schedules, existing conditions and component lifecycle considerations.

Board-approved Indicators of Compliance |

1. 95 percent of active CBE school facilities, constructed more than ten years ago, have a condition assessment undertaken within the last five years. These assessments will include reasonably accurate cost estimates of all facility components due for replacement.
2. 100 percent of all planned facility component renewal projects in the Three-Year IMR Plan incorporate reasonably accurate cost estimates and are compliant with provincial requirements.
3. 100 percent of required preventive maintenance routines (e.g. fire alarm testing, boiler inspections, elevator inspections and emergency light testing) are incorporated into the annual plan.
4. 80 percent of standard preventive maintenance routines (e.g. play structure inspections, heat exchanger inspections, boiler water treatment, moving machinery lubrication and air filter changes) are included in the budgeted preventive maintenance plan.

Evidence of Compliance |

1. 99 percent of CBE school facilities requiring a condition assessment received such an assessment within the last five years. A review of the records indicated that two schools had not been audited: Connaught

School, which was under construction during the audit period, and Simons Valley School, which had been inadvertently omitted from the Province's listing. Simons Valley School will be tabled by the CBE for introduction into the audit cycle. Costs estimates, generated by the Province's professional consultants, are on file and can be considered reasonably accurate for the identified work.

2. 100 percent of all planned facility component replacement projects included a reasonably accurate cost estimate and were compliant with provincial requirements. All 357 planned projects in the Three-Year IMR Plan have cost estimates based on actual costs for similar or identical work. All projects comply with the Provincial requirements as evidenced by a 0 percent rejection rate upon final cost submissions to the Province.
3. 100 percent of all required preventive maintenance routines were included in the CBE plan. All of the 1,324 mandated inspections were scheduled in the annual delivery plan to meet or exceed the requirements, such as frequency, set out by the authority having jurisdiction. Delivery of the plan is tracked monthly and records show that all inspections were completed within the scheduled month, with some ahead of the target date within the month.
4. 85 percent of 26 standard preventive maintenance routines, as outlined in a comparative industry norm, were budgeted for delivery in the CBE preventive maintenance plan. Proactive preventive maintenance routines not mandated by legislation include such practices as the treatment of water in heating and cooling systems, inspection and repair of playground equipment, inspection of furnace heat exchangers, science fume hood testing and the lubrication of machinery parts. This requires the CBE to undertake 3,304 site visits per year to perform the associated tasks.

12.1 c. discloses assumptions on which the plan is based, including growth patterns and the financial and human impact individual projects will have on other parts of the organization;

Board-approved Interpretation |

- The Chief Superintendent interprets *discloses assumptions* on which the plan is based to mean that a Three-Year System Student Accommodation Plan will be developed that includes the rationale which are used for student accommodation decisions.
- The Chief Superintendent interprets *growth patterns* to be data related to enrolment trends in schools, as determined from pre-school census and community development.
- The Chief Superintendent interprets *financial and human impact individual projects will have on other parts of the organization* to mean that, besides the estimated costs of individual projects, that impacts on students, parents and communities, and the changes to staffing, would also be included in the Plan.

Board-approved Indicators of Compliance |

1. Provision, each year, of a Three-Year System Student Accommodation Plan, which includes individual project costs, staffing changes and the impacts on students, parents and communities, to the Board of Trustees for information.

Evidence of Compliance |

1. For 2011-2012, the Three Year System Student Accommodation Plan, which includes individual project costs, staffing changes and the impacts on students, parents and communities, was received by the Board of Trustees for information on June 19, 2012.

Board-approved Interpretation |

12.1 d. ensures that facility planning and design decisions appropriately consider environmental impacts, including eco-efficiency and sustainability;

- The Chief Superintendent interprets *environmental impacts* as those aspects which include siting, water use, energy use, local materials and resources, environmental quality and innovation, which ensure that facilities and infrastructure are constructed, managed and operated in an ecologically responsible and sustainable manner.
- Facility and building efficiency and ventilation and lighting systems are to be improved continuously in a way that positively impacts student health. These impacts may be accomplished through better design, construction, operation and maintenance.
- *Eco-efficiency and sustainability* is interpreted as the CBE's ongoing commitment to an environmentally friendly building design for new schools, as outlined in the Leadership in Energy and Environmental Design (LEED) Silver environmental standard, or equivalent standard.

Board-approved Indicators of Compliance |

1. 100 percent of all new schools, constructed by the Calgary Board of Education, are completed to the LEED Silver standard.
2. 90 percent of modernization projects incorporate the most affordable, innovative and energy efficient solutions to optimize the life cycle cost and return on investment.
3. 80 percent of maintenance projects replacing fixtures and equipment utilize energy efficient and sustainable products.
4. 100 percent of all approved requests for school site naturalizations and school gardens are completed.

Evidence of Compliance |

1. No new schools were constructed by the CBE in the reporting period 2011-2012, therefore this indicator is not applicable.
2. The major modernizations completed in 2011-2012, Western Canada High School and Lord Shaughnessy High School, fully met the most affordable, innovative and efficient technical solutions to optimize the life cycle costs.
3. 86 percent of maintenance projects that include the replacement of fixtures and equipment incorporated energy efficient and/or sustainable products. 84 maintenance projects, valued at \$5.7 million, replaced existing fixtures (e.g. flush-o-meters, steam-traps, emergency lights, washroom basin and taps, water closets) or equipment (e.g. boilers, fire alarms, roof-top heating units, unit-ventilators, furnaces, hot water tanks) with the highest energy efficient equipment economically supportable by the project.
4. 100 percent of the school-based naturalization or garden development requests were completed. In the reporting year seven schools made requests, completed the approval process and established their naturalized area or food garden.

Board-approved Interpretation |

12.1 e. ensures the effective and efficient use of capital funding that demonstrates responsible stewardship of resources.

- The Chief Superintendent interprets *effective and efficient use*, as demonstrated by the priority allocation and use of resources, and the ranking of projects with the minimum wastage and unnecessary effort by consultants and employees.
- *Capital funding*, is interpreted as funding provided by the Provincial Government, subject to the provisions of the Provincial School Capital Manual, and/or funding identified by the Capital Budget Council.
- *Responsible stewardship* is interpreted as to how the funding is prioritized, allocated, administered and monitored, including how the expenditures are regularly reported back to the Provincial Government and to the Board.

Board-approved Indicators of Compliance |

1. 100 percent of provincially funded capital projects, undertaken by the CBE, are completed within approved budgets and on schedule.
2. 100 of CBE funded capital projects are completed within approved budgets and on schedule.

Evidence of Compliance |

1. In 2011-2012, all provincially funded capital projects were completed within approved provincial budgets and schedules.



2. All provincially funded capital projects, undertaken by the CBE, were completed within approved budgets and schedules.

Evidence demonstrates 14 of the 14 indicators in sub-section 12.1 that are applicable to the 2011-2012 reporting period were achieved.

12.2 Ensure that facilities are safe, clean and properly maintained	four of the six indicators were achieved
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Board-approved Interpretation |

- The Chief Superintendent interprets *safe* to mean that the physical learning environment is free from potential harm to students, and that the work environment is compliant with all legal requirements.
- The Chief Superintendent interprets *clean* to mean that CBE schools and facilities are cleaned to a standard which supports occupant health and wellness.
- The Chief Superintendent interprets *properly maintained* to mean that CBE schools and facilities are maintained to support the functionality of the learning and work environment.

Board-approved Indicators of Compliance |

1. 100 percent of formally advanced safety related concerns (i.e., Indoor Environmental Quality Concern Registration and Unsafe Condition Report) are addressed, as evidenced by the completed corrective measures taken.
2. Not more than 80 Unsafe Condition Reports are received and investigated each year.
3. 90 percent of maintenance work orders, requiring adherence to a provincial code, are inspected for conformance with the applicable technical provincial codes.
4. 98 percent of CBE schools and facilities are assessed annually at least at the Level 2 "Ordinary Tidiness" standard of caretaking and cleanliness.
5. 100 percent of emergency maintenance and repair work requests are responded to within 24 hours.
6. 80 percent of regular maintenance and repair work requests are corrected within two months of registration.



Evidence of Compliance |

1. 100 percent of the formally advanced safety related concerns were addressed. All 87 Indoor Environment concerns were addressed. 49 Unsafe Condition Reports were filed in the reporting year with 39 being closed and 10 remedial actions ongoing beyond the end of the reporting year.
2. 49 Unsafe Condition Reports were filed with Safety Advisory Services in the reporting year and each report was investigated.
3. 61 percent of all maintenance work requiring permits and subsequent inspection were completed under a permit. The exception was electrical maintenance work in elementary schools. All electrical work in elementary schools was completed by qualified electricians and in accordance with the technical requirements of the electrical code. The associated permits were not put into place at the beginning of the 2011/2012 reporting period. In order to comply, Administration has obtained permits to fully cover the electrical work within all CBE schools in 2012/2013.
4. 99.5 percent, or 205 of 206 schools, were assessed and were found to meet the standard of "Ordinary Tidiness". One school was not assessed during the reporting period but has since had an assessment completed.

"Ordinary Tidiness" is generally categorized as:

- Floor and base moldings shine and/or are bright and clean. There is no buildup in corners or along walls, but there can be up to two days' worth of dust, dirt, stains, or streaks.
 - All vertical and horizontal surfaces are clean, but marks, dust, smudges, and fingerprints are noticeable upon close observation. Fixtures are clean.
 - Washroom and shower fixtures and tile gleam and are odor-free. Supplies are adequate.
 - Waste containers and pencil sharpeners hold only daily waste, are clean and odor-free.
5. 100 percent of the 6,472 emergency maintenance and repair work requests were responded to within 24 hours. The response process includes dispatching the emergency work request to the appropriate trade personnel for assessment of the issue and subsequent resolution.
 6. 74 percent of the 25,986 registered work requests were addressed within the established timelines. In the 2011-2012 reporting year a predominantly paper-based process, with inherent issues, was used to record the progress of work requests.

Evidence demonstrates four of the six indicators in sub-section 12.2 were achieved. The exceptions are indicators 3 and 6.



The Chief Superintendent shall not:

12.3 Build or renovate buildings.	the applicable indicator was achieved
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Board-approved Interpretation |

- The Chief Superintendent interprets *build or renovate buildings* to mean all new schools and major school building modernization projects, costing more than \$2.5 million, not approved by the Board and authorized by the Government of Alberta, and which are prescribed by the policies, procedures and guidelines of the School Capital Manual.

Board-approved Indicators of Compliance |

1. 100 percent of new school construction and major infrastructure projects, greater than \$2.5 million are approved by the Board.
2. Nine Construction Status Reports, to inform on progress of approved new school construction and major infrastructure projects, greater than \$2.5 million, are provided to the Board each year.

Evidence of Compliance |

1. No new school construction or major infrastructure projects greater than \$2.5 million were commenced during the reporting period 2011-2012.
2. In 2011-2012, nine monthly Construction Status Reports were submitted within the required timeframes.

Evidence demonstrates the indicator in sub-section 12.3 that is applicable to the 2011-2012 reporting period was achieved.

12.4 Unreasonably deny the public's use of facilities as long as student safety, student functions, and the instructional program are not compromised.	both indicators were achieved
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Board-approved Interpretation |

- The Chief Superintendent interprets *unreasonably deny the public's use of facilities* to mean that schools are made available, where possible, for



community and other third party use, through either lease agreements or rental contracts.

- The Chief Superintendent interprets *as long as student safety, student functions, and the instructional program are not compromised* to mean that appropriate guidelines and processes are in place, that ensure student safety and learning is not impacted by the public's access to schools.
- School principals are consulted 100% of the time, prior to the signing of a lease agreement.
- 100 percent of school principals shall have the ability to retain school space and time required for the instructional program and for student functions, prior to the release of space to the public.

Board-approved Indicators of Compliance |

1. Not less than 90 percent of lease requests for the use of vacant spaces within schools are approved.
2. Not less than 80 percent of schools are made available for public use rental.

Evidence of Compliance |

1. In 2011-2012, 100 percent of requests for use of vacant spaces in CBE-owned schools with vacant spaces were approved. Vacant spaces that are available in CBE owned schools are leased upon request for the space.
2. 96 percent, or 197 CBE schools, were available for public use rental. Some schools are permanently excluded from the public use rental inventory due to the type of school facility, or because of the program that operates in the school. An example is Emily Follensbee School as the gymnasium contains specialised equipment that is integral to the students' needs. Schools can also be removed from the inventory on a temporary basis; for example, Western Canada High School was not available for public use rentals while undergoing renovations.

Evidence demonstrates the indicators in sub-section 12.4 were achieved.

ATTACHMENT: OE-12: Facilities Capacity Building

GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

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

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

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

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

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



| attachment |

OE-12: Facilities

November 6, 2012

Capacity Building Information

12.2 Ensure that facilities are safe, clean and properly maintained.

Administration is enhancing the recording of maintenance work order data to require a tradesperson to indicate whether a permit is required for the work and if the permit has been obtained.

In the 2011-2012 reporting year a predominantly paper-based process, with inherent issues, was used to record the progress of work requests. 2012/13 will see the implementation of a mobile computing strategy for trade's employees and enhanced use of integrated workplace management software. Compliance in 2012-2013 is expected to be above 80%.



report to Board of Trustees

Trustee Remuneration Committee Report

Date	November 6, 2012
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trustee George Lane Chair, Trustee Remuneration Committee
Purpose	Decision
Resource Person(s)	Trustee Remuneration Committee Members Keith Peterson, Acting Superintendent, Human Resources Janice Barkway, Corporate Secretary
Governance Policy Reference	Governance Culture GC-5E: Trustee Remuneration Committee Terms of Reference

1 | Recommendation

THAT the Board of Trustees approves the acquisition of external contracting services, with an estimated cost of \$25,000, to assist with the in-depth comparative review of trustee remuneration in the 2012-2013 year.

2 | Background

The Board of Trustees' Governance Culture-5E: Committees, Terms of Reference for the Trustee Remuneration Committee identify that the purpose of the committee is:

- To annually review trustee remuneration, including trustee remuneration levels, taking into consideration budgetary, economic and other relevant factors; and



- To recommend continuation of or changes to Board policy on remuneration;

At the May 1, 2012 Meeting of the Board of Trustees, the Board resolved:

THAT the Remuneration Committee makes a recommendation to the Board of Trustees by October 31, 2012 regarding an in-depth comparative review to be done in the 2012-13 year. Such review will include but not be limited to the four metro boards and the City of Calgary Councillor comparators.

In order to respond to this request, the Trustee Remuneration Committee held two meetings to determine the possible options and recommendation for how to best address this requirement.

3 | Analysis

Trustee representatives held an initial meeting with Human Resources and representatives from a human resources consulting firm to determine a possible scope of services that would be required to complete the work required by the Board, and requested a proposal for completion of the work. In follow-up work, the proposed scope of work was narrowed to take advantage of in-house skills, and a proposal was received to respond to the limited service provision.

The background information was discussed at a Trustee Remuneration Committee, and members determined the following three options to address the Board's requirement for an in-depth comparative review:

- a) The Trustee Remuneration Committee reviews information collected by the organization (Human Resources employees and perhaps others) to make a recommendation to the Board by April 15 regarding reasonable remuneration for CBE trustees;
- b) An external consultant is contracted to manage the entire review process and recommendation (expected cost: \$30,000 - \$45,000); or
- c) A hybrid approach, whereby CBE employees provide as much of the review as possible, including data gathering, and an external consultant is used to focus on confirming the compensation philosophy, summarizing the market data and preparing an independent report for the Committee's review (expected cost \$25,000 for consultant).

The above estimates are based on proposals from one firm that included two different statements of work. This is a firm that does have a contractual agreement with the CBE for Human Resources Consulting Services. The contract was awarded through an RFP process and the contract is valid to May, 2014 with a one year option. Procurement Services has confirmed



that it would be acceptable for the Board of trustees to use the firm for this engagement.

Attempts were made to have a second firm provide a proposal; however, to date, we have not received a second proposal. It is possible that a second proposal will be received prior to awarding the contract, and the Committee will choose the most efficient one to complete the required process.

The Committee discussed the need to have a reliable arms-length analysis of data, as it is anticipated that the information will be used by the organization for at least the next three years. Past practice has been to have a major review done only every third year, prior to the municipal election. The possibility of extending elected terms to four years may extend the use of this information. Committee members expressed that this would be an investment that would support the future sustainability of a fair remuneration policy for CBE Trustees.

As certain CBE employees have similar skills to those that we would contract from a consulting firm, it was determined that it would be more efficient to utilize in-house services as much as possible, particularly for the data-gathering phase. Much of the information is available publicly (although it is a year old); however, internal staff often have working relationships with the comparator organizations, which may facilitate the efficient collection, standardization and understanding of data. Every effort would be made to provide as much of the service as possible using internal resources. The consultant services would be limited to focus on confirming the compensation philosophy, summarizing the market data and preparing an independent report for the Committee's review.

4 | Conclusion

The Committee unanimously agreed that Option C would be the preferred method to support the Board's requirement for an in-depth comparative review of trustee remuneration in the 2012-2013 year.



report to Board of Trustees

Correspondence

Date	November 6, 2012
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Janice R. Barkway Office of the Corporate Secretary
Purpose	Information
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board

1 | Recommendation

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

- Email dated October 23, 2012 from the Honourable Jeff Johnson, Minister of Alberta Education, to Board Chairs, regarding the introduction of Bill 3, The Education Act.

Respectfully submitted,

JANICE R. BARKWAY
OFFICE OF THE CORPORATE SECRETARY

Appendix I: Relevant Correspondence



From: Education Minister [Education.Minister@gov.ab.ca]
Sent: Tuesday, October 23, 2012 3:26 PM
Subject: The Education Act

EDUCATION
Office of the Minister

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

Today I was honoured to introduce Bill 3, The Education Act<<http://www.education.alberta.ca/departement/policy/education-act.aspx>>, in the Alberta Legislature. You can view the news release here<<http://alberta.ca/NewsFrame.cfm?ReleaseID=/acn/201210/331548EBB3EA9-AF86-C55F-F5490089FD305F58.html>>.

Alberta's new Education Act brings to life the vision for a 21st century education that educators like you and thousands of other Albertans shared through Inspiring Education and subsequent consultations. We have listened to what Albertans were saying and their input is reflected in this legislation.

The Act contains some of the toughest anti-bullying measures of any jurisdiction in Canada. The legislation makes it clear bullying and other inappropriate behaviour is not acceptable under any circumstances – not by students, teachers or anyone else in the school community. It sets out the expectation that schools must be welcoming, caring, respectful, safe and free from physical and emotional harm in order for children and youth to be successful.

Bill 3 is also the first legislation in Canada to formally recognize the role of parents as a child's first and most important teacher and maintains Alberta's commitment to choice in education, whether it is public, separate, francophone, private, charter or home education. Under the new legislation, School Boards will also be given more flexibility to meet local needs.

As Premier Alison Redford recently said, "Education is the key to responsible citizenship. It is how young Albertans understand who we are and connect with the values we share. It also gives them the skills they need to take an active role in society."

I am confident we all share the Premier's commitment to an education system built on a foundation that parents, students, teachers, administrators and interested Albertans are all important partners in the education of future generations.

The introduction of new Education Act is not the end of the journey toward a transformed education system for Alberta. When the Education Act is passed, corresponding regulations and policies will have to be aligned before it comes into force. Synchronizing the regulations to the legislation will ensure a successful transition and strengthen the education system for the future. I look forward to your feedback during this review, which I hope to get started shortly after the legislation passes.

Please accept my sincere thanks for your dedication to Alberta students and their families and your contributions to the development of this important piece of legislation. I encourage you to share this message with trustees, principals, teachers and parents across Alberta.

Jeff Johnson
Minister of Education
MLA for Athabasca-Sturgeon-Redwater

cc. Executive Directors, Stakeholder Associations
Superintendents of Public, Separate, Francophone and Charter School Boards
School Division Communications contacts

report to Board of Trustees

Roster for Second Vice-Chair

Date	November 6, 2012
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Janice R. Barkway Office of the Corporate Secretary
Purpose	Decision
Governance Policy Reference	Governance Culture GC-4: Officers' Roles

1 | Recommendation

THAT the Board of Trustees approves the roster for Second Vice-Chair for the period of November 2012 through October 2013 as follows:

▪ November/December 2012	Trustee King
▪ January/February 2013	Trustee Bowen-Eyre
▪ March/April 2013	Trustee Bazinet
▪ May/June 2013	Trustee Taylor
▪ July/August 2013	As Available
▪ September/October 2013	Trustee Lane

2 | Background

The Board of Trustees' Board Meeting Procedures require that "The position of second Vice-Chair shall be appointed at the Organizational Meeting on a rotating roster basis, every two months." This roster excludes the Chair and Vice Chair. At the Organizational Meeting on October 16th, this item was deferred to a later Board meeting, and is now being brought forward for Board consideration.



report to Board of Trustees

Trustee Liaison Report - Alberta School Boards Association Zone 5

Date	November 6, 2012
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trustee Taylor Board Liaison, ASBA Zone 5
Purpose	Information
Governance Policy Reference	Governance Culture GC-3 Board Job Description

1 | Recommendation

THAT the Board of Trustees receives the Alberta School Boards Association (ASBA) - Zone 5 Meeting Minutes dated Friday, October 7, 2011; Friday, May 18, 2012; and Friday, September 7, 2012 for information.

2 | Background

Trustee Taylor, as the CBE Trustee representative for ASBA Zone 5, provides this report for information of the Board.

Attachments: Minutes of September 7, 2012; May 18, 2012 and October 7, 2011 Zone 5 Meeting



Alberta School Boards Association – Zone 5
Friday, September 7, 2012
Coventry Hills Superstore
2nd Floor, 100 Country Village Road N.E.
Calgary, AB

In Attendance:

Carol Bazinet (Chair)
Helen Clease
Sylvia Eggerer
Anne-Marie Boucher
Jerry Muelaner
Doug Gardner
Randy Clarke
Cheryl Smith
Jacquie Hansen
Joanne Van Donzel
Sheila Snowsell
Elaine Horner
Rosemarie Goerlitz
Serafino Scarpino
Larry Tucker
Bev LaPeare
Colleen Munro
Sylvie Roth
Sheila Taylor

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

Call to Order

Chair Carol Bazinet called the meeting to order at 9:40 a.m. Introductions.

Approval of Agenda

Moved by Sylvia Eggerer that the agenda for September 7, 2012 be approved.

Carried

Approval of Minutes

Moved by Joanne Van Donzel that the Minutes dated May 18, 2012, be approved as submitted.

Carried

Business Arising from the Minutes:

- None

Correspondence

- None

Chair Report *(Carol Bazinet)*

- Attended ASBA Leadership Retreat in mid-August - valuable time with great speakers. Carol will make sure that everyone is aware of it for next year.
- Handbook Update – still waiting for ASBA Legal's response.
- Financial Report – on its way and will arrive some time this morning. Will try to get a proposed 2012-13 budget out to everyone before the next meeting.
- Next month is the Zone AGM. Helen Clease and Sheila Snowsell volunteered to serve on the Nomination Committee. Carol encouraged people to go through the list of committee opportunities and consider participating on one of them.
- Zone 5 will be at this facility (Superstore) again next month. Sylvia suggested that we have an alternate place available for the November meeting in case Rocky View is still not available.
- Chair of Zone 4, Cheri Neitz and Carol talked about doing a joint meeting together perhaps at the Olds College and possibly in June. Discussion. General consensus was to proceed with planning this joint meeting.

Directives for Action

- None.

REPORTS

ASBA Zone Director, Helen Clease

- Diana Froc attended the June 14 meeting via teleconference on her behalf because Helen was unable to attend.
- Board of Director's meeting was held on August 21-22.
- Undertook the evaluation of the Director.
- Leadership Academy. Recommended books: The Advantage (Lencioni); Six Thinking Hats (Bono)
- Next Board of Directors meeting is next week.
- Student Health Conference is coming up very soon - a great event at the end of this month.

ASBA Executive, Jacquie Hansen

- Attempted to be as pro-active as possible in reporting to boards re tripartite discussions.
- She has been acclaimed as Vice-President of CSBA. Hopes to be able to assist the President in reviewing the strategic plan and helping to revitalize CSBA.
- Mary Stengler was recognized for 18 years of service. Encouraged boards to submit their trustees' long service applications.
- The Premier's Award – please consider submitting your Board's initiatives.
- Looking forward to a good strong year together as a Board of Directors. Worked on a Board self-evaluation and will send out a 'highlight' of the results.
- The Student Health Conference – September 30-October 2. Great speakers in a beautiful place – please consider sending representation. It's such a big topic and ASBA is hoping it doesn't keep boards from attending.
- Social Policy Network – encouraged trustees to go online and read the report.
- Question: ASBA AGM in November – is it possible to get a larger block of rooms at the Westin? They seem to fill up quickly. Jacquie will check into this.

Alberta Education, Randy Clarke

- Ministry is appreciative of the boards accommodating the summer visits.
- Excited about the new Minister's passion for the key elements of education: "Path to Action". Talking about inclusion, FNMI success, research, legislation. Need to find the opportunity to move along that road.
- RBB (results-based budgeting). Looking closely at whether the funding is getting close to the desired ends.
- September 12 – Regional Collaborative Service Delivery Model provincial meeting in Edmonton - ASBA will be participating. November 1 – Zone 5 Alberta Ed consultation session in Calgary.
- Inclusion – The Raising Children website (www.raisingchildren.alberta.ca) is a one-stop source of information for parents of early learning and kindergarten-aged children. The *Journey to Inclusion* vignette series is now live on YouTube under the Alberta Education Channel.
- Collaborative Practices and Partnerships – Alberta Education, the Alberta School Boards Association, the Alberta School Councils' Association, the College of Alberta School Superintendents and the Alberta Teachers' Association have formed the Collaborative Practices and Partnership Team. The goal is to develop resources to help stakeholders build sustainable partnerships for Alberta's inclusive education system.
- Bullying Prevention Strategies – The Alberta government is taking a leadership role in bullying prevention and in delivering the message that bullying is not acceptable. Through the joint efforts of Education and Human Services, under the Bullying Prevention Strategy, three websites and a 24-hour helpline have been developed with resources available to help children, youth and adults learn about and deal with bullying issues.

- Individualized Program Plan – In the fall of 2012, stakeholders will be asked for their perspectives about the essential information/components that are included in Individual Program Plans (IPPs) as per the *Standards for Special Education, Amended June 2004*.

The review will take place during 2012/2013 and will be led by the Inclusive Learning Supports Branch. Both internal and external stakeholders will be involved in this process. Once completed, the information from the online review process will be compiled and recommendations for future direction related to the components of IPPs in Alberta will be made. School jurisdictions will be notified when the online review document is available on the ministry website.

- Special Education Codes – Discussion: what happens to children who don't fall specifically into a 'code'? Should a board go to all the work of 'coding' a student when, in the end, it doesn't really matter? Randy responded that he will go back and determine why we continue to need the codes.

Is there an ability to make a case for a 'top-up' in funding? What can we do to make sure that someone is looking at the "grey areas"? Carol concluded that this topic appears to be an area of great interest. Perhaps we need to spend more time on this at a future meeting.

- Assessment & Diagnosis – with the implementation of the new equity of opportunity and inclusive education funding model, school jurisdictions are no longer required to conduct formal, specialized, diagnostic assessments every three years.
- FNMI Cultural Awareness Workshop – November 27 in Calgary for Zone 5.
- Student Population Projections – An updated *Student Population Projection and Teacher Forecasting Model* was recently distributed to superintendents, education stakeholder organizations and deans of education in post-secondary institutions. The model is designed to enable school authorities to make informed hiring decisions by anticipating local student populations and teacher demand.
- Northern Student Teacher Bursary Program - The Northern Student Teacher Bursary program provides an opportunity for northern school authorities to consider newly graduated teachers with high demand subject areas for employment.
- SuperNet – increase in funding from \$700/mo/site to \$800/mo/site.

Discussion: re flexibility with diploma exams so that they are not all on the same date. Randy responded that it's work in progress.

Recess at 11:09 a.m.

Reconvened at 11:21 a.m.

Second Language Caucus, Linda Wellman (*absent*)

Advocacy (Networking Group), Sylvia Eggerer, Cathie Williams, Doug Gardner/Diana Froc

- A committee meeting was held and Cathie Williams is the Chair. This committee is now called a “Networking Group”. Cathie is working on some highlights to publish. Calgary Catholic is printing the first brochure. Need to start celebrating different things that are happening in education in the province. Also looking for suggestions. Want to keep it more general rather than jurisdiction-specific. Zone reps will receive a copy before it is sent out. Have not used any of the budget thus far. Zone reps supported the committee’s direction.
- Suggestion: perhaps do up a binder that can be passed on to the next committee. Helps with continuity and history.

Coalition for Healthy Schools, Mary Martin *(absent)*

Edwin Parr, Sylvia Eggerer

- Sylvia suggested that at the next meeting, new ideas for this special evening be shared.

Field Experience, Sheila Snowsell

- Received an email stating that meetings will start again. Not sure about how much ASBA can offer this committee – need to re-evaluate our participation. It’s about the actual field experience part of the teaching aspect. Perhaps we need to talk to U of C and see if there are other committees that would be more beneficial for ASBA to be involved in.

Labour Relations, Jerry Muelaner

- Nothing new to report. Will discuss more during the in-camera session. Jacquie reported that Edmonton Catholic has served strike notice.

Regional Consortium, Joanne van Donzel

- The new program is out to schools.
- Reorganization was discussed at the last meeting. It was felt that certain programs need to be centralized out of Edmonton.

IN-CAMERA SESSION

Moved by Sheila Snowsell to go in-camera at 11:46 a.m.

Carried

Moved by Sheila Taylor to come out of in-camera at 12:07 p.m.

Carried

Financial Statement

- Carol reviewed the financial statement for the period ending August 31, 2012. Will review in more detail at the next meeting along with the proposed budget for 2012-13.

PRESENTATION

CORE: Digital Resources to Increase Student Success

Carol introduced Brant Parker, Director of Innovation & Learning Technologies, from the CBE who will be talking about CORE (Collaborative Online Resource Environment) – a gateway to high quality resources.. This initiative is a collaboration of 5 boards including Alberta Education, Calgary Board of Education, Canadian Rockies, Rocky View, Golden Hills, and Calgary Catholic. It is a a multi-jurisdictional digital resource initiative and is receiving considerable financial support for this initiative. Mr. Parker offered a video presentation. Michael Fullan's book *Stratosphere* was an inspiration for this initiative. CORE project site - <http://www.albertacore.net>. Mr. Parker cautioned boards to remember that this is a work in progress and there will be glitches. Questions & discussion.

Carol thanked Mr. Parker for this insightful presentation.

ADJOURNMENT

Moved by Jerry Muelaner that the meeting be adjourned at 1:03 p.m. Carried

**Alberta School Boards Association – Zone 5
Friday, May 18, 2012
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
Jerry Muelaner	Foothills School Division
David Anderson	ASBA
Jacquie Hansen	ASBA
Donna Engel	ASBA
Heather Rogers	ASBA
Sheila Taylor	Calgary Board of Education
Lynn Ferguson	Calgary Board of Education
Joanne Van Donzel	Christ the Redeemer
Doug Gardner	Foothills School Division
Diana Froc	Foothills School Division
Laurie Copland	Foothills School Division
Elaine Horner	Prairie Land
Angie Warwick	Prairie Land
Randy Clarke	Alberta Education
Larry Maerz	Golden Hills School Division
Cathie Williams	Calgary Catholic
Rosemarie Goerlitz	Calgary Catholic
Colleen Munro	Rocky View Schools
Laurie Copland	Foothills School Division
Sheila Snowsell	Canadian Rockies
Pierre Gendron	CSCFSA
Diane Boutin	CSCFSA
Anne-Marie Boucher	CSSA

Call to Order

Chair Helen Clease called the meeting to order at 09:33 a.m. Introductions.

Approval of Agenda

Moved by Joanne Van Donzel that the agenda for May 18, 2012 be approved.

Carried

Approval of Minutes

Moved by Sheila Taylor that the Minutes dated April 13, 2012, be approved as submitted. Carried

Business Arising from the Minutes:

- None

Correspondence

- None

Chair Report

- Attended Board Chairs meeting last week. One of the items discussed was zones reviewing ASBA policies – it was well received.
- Handbook update – ASBA legal is now reviewing it. Will forward a draft to all zone reps.
- NSBA – thanked the zone for allowing her to attend. Shared a quote: *The power is in teaching students to seek knowledge not repeat it.* Carol Bazinet added her comments about the conference as did Sheila Taylor.
- This room may not be available for the September/October meeting. Will keep reps apprised of where the meeting will be held in the fall.
- Reminded reps who qualify for mileage claims to complete the requisition.

Vice-Chair Report

- Financial Statement for the period ending April 30, 2012 was reviewed. All membership fees have been collected; haven't spent any money on 'advocacy'; everything else appears to be on track. Discussion.

Moved by Jerry Muelaner that the Financial Statement for the period ending April 30, 2012 be approved. Carried

Directives for Action

The Chair invited discussion on the proposed resolution from Rocky View (forwarded to zone reps in March). It was noted that some school boards haven't had the opportunity to review it. Discussion re wording. Jacquie advised that the PDAC will review it and possibly edit the wording for clarity without changing the meaning.

Moved by Sylvia Eggerer that the proposed policy resolution be forwarded to ASBA. Carried

REPORTS

ASBA Zone Director, Anne-Marie Boucher

- Anne-Marie referred to the printed highlights.
- ASEBP made a brief presentation to the Board.
- She thanked the zone for giving her the opportunity to serve as Director. Being a participant at the provincial level has been most beneficial. Helen thanked Anne-Marie for her very capable work in this role.

ASBA Executive, Jacquie Hansen

- Optimistic about working with our new Minister of Education, Jeff Johnson. He is keen to work with school boards in a positive way. Found a real sense of being listened to.
- Thanked everyone for being involved in “A Day for Education”. Kudos to all.
- She was invited to speak to the Edmonton Education Society – retired educators.
- “We Day” – Craig Kilberger – an opportunity to gather in a Calgary arena geared toward inspiring kids to make a difference. There is a “We Day” link. There is still time to become involved. For those who can’t come, there will be a way to link in electronically. CBE encouraged boards to send students – it is very worthwhile. Jacquie added that “We Day” is just the beginning of the journey. There is major commitment following this day.
- Thanked Zone 5 for the great Edwin Parr Banquet last night. All 7 nominees were worthy of the award.
- Will be spending the day with ATA tomorrow. Delighted to be invited to speak.
- A special thank you to Anne-Marie Boucher for her special work with the Board of Directors.
- David Anderson reminded the zone about the *Time for Student Health Revolution Conference* coming in the fall in Banff.

Alberta Education, Randy Clarke

- Thanked the Zone for the wonderful Edwin Parr Awards Banquet. He was struck by each nominee’s humility and how they gave so much credit to their colleagues and administrators.
- Keray Henke is retiring as Deputy Minister and the new DM is Tim Wiles. The new Minister of Education, Jeff Johnson, is very excited about this opportunity. He would very much like to be in contact with each board before the end of June.
- Kim Capstick is the new press secretary for the Department of Education.
- Mathematics 30-2 is now accepted at the university level as an entrance requirement for their nursing programs.
- International Education – Alberta Education has a direct relationship with 4 nations and the Minister will be visiting Singapore.
- Support for the Implementation of an Inclusive Education System – will be offering learning opportunities in a variety of formats that include face-to-face, live interactive

webinars, online professional development resources, archived webinars and a new format – an online community of practice environment.

- Advancing Adolescent Reading Initiative Update – a research and capacity-building initiative which is currently in the development and pilot stage.
- Upcoming Advancing Adolescent Reading Initiative Events – a second cohort will take place July 3-6.

Second Language Caucus, Linda Wellman *(absent)*

Community Engagement Task Force, Doug Gardner

- The task force is analyzing all the feedback received to the survey that was sent out.
- He provided some of the questions the task force is trying to work through.
- Link is: IAP2.

Advocacy, Sylvia Eggerer, Cathie Williams, Doug Gardner/Diana Froc

- Sent out invitations to all MLAs to join us for the Edwin Parr Awards Banquet, however, no one was able to come. Cathie mentioned that the timing was likely the cause of the lack of attendance as they were just installed earlier in the week.
- Cathie indicated that there is a draft ready of the communiqué. Everyone will see it before it goes out.

Question: the political climate has changed in some of the areas – is there some work that zone could do to help with reconnecting with our MLAs?

Answer: the communiqué will be going out to all zone MLAs and will introduce what school boards and ASBA is all about. Trying to build a relationship between MLAs and boards/ASBA. Perhaps the term “advocacy” needs to be changed. The committee will work on that too.

Coalition for Healthy Schools, Mary Martin *(absent)*

Edwin Parr, Sylvia Eggerer

- Helen thanked the committee for all their hard work and was pleased at the attendance.
- Sylvia advised of some of the things that will change next year. Will encourage our political counterparts to come.
- Would like any helpful suggestions to make this an even better event next year.

Labour Relations, Jerry Muelaner

- No report

Field Experience, Sheila Snowsell

- No report

Regional Consortium, Joanne van Donzel

- No report but will forward the minutes of the next meeting.

Moved by Joanne Van Donzel that the reports be accepted as presented. Carried

Recessed at 11:00 a.m.

Reconvened at 11:15 a.m.

IN-CAMERA SESSION

Moved by Larry Maerz to go in-camera at 11:15 a.m. Carried

Moved by Anne-Marie Boucher to come out of in-camera at 11:43 a.m. Carried

PRESENTATION

ASBA 2012-13 Budget

Cathie Williams introduced the proposed budget. Looking at a 3.5% increase in membership fees plus an increase in fee for service (which is from projected sponsorship revenue). This proposed budget will be going to the floor at the June SGM. Please provide any comments or questions you may have to Heather Rogers (780-451-7114) or Jacquie Hansen. Discussion.

Election of ASBA Zone 5 Director

Jacquie Hansen called for nominations for Zone 5 Director. Laurie Copland nominated Helen Clease (accepted); called a second time; called a third time. No further nominations received.

Moved by Sheila Taylor that nominations cease. Carried

Helen Clease was declared Zone 5 Director by acclamation.

Jacquie opened nominations for Alternate Zone 5 Director. Helen Clease nominated Diana Froc (accepted); second and third calls were made. No further nominations received.

Moved by Sylvia Eggerer that nominations cease. Carried

Diana Froc was declared Alternate Zone 5 Director.

Helen advised that she will hand the gavel over to Carol Bazinet (Vice-chair) until the Zone 5 elections in October.

Policy Review

Helen suggested postponing the discussion on the Personnel & Employee Relations policy until the fall.

She thanked everyone for their support this past year; she sees this not as 10 boards but as a single zone.

ADJOURNMENT

Moved by Joanne Van Donzel that the meeting be adjourned at 12:40 p.m. Carried

**Alberta School Boards Association – Zone 5
Annual General Meeting
Friday, October 7, 2011
Rocky View Schools**

In Attendance:

Helen Clease (Chair)	Rocky View Schools
Carol Bazinet (Vice-Chair)	Calgary Board of Education
Jerry Muelaner	Foothills School Division
Diana Froc	Foothills School Division
Laurie Copland	Foothills School Division
Bev LePeare	Rocky View Schools
Marlene Lambe	Alberta Education
Jacquie Hansen	ASBA
Scott McCormack	ASBA
Cheryl Smith	ASBA
Heather Tkachuk	ASBA
Anne-Marie Boucher	CSFSA
Larry Maerz	Golden Hills School Division
Larry Tucker	Golden Hills School Division
Sheila Snowsell	Canadian Rockies
Joanne Van Donzel	Christ the Redeemer Catholic
Elaine Horner	Prairie Land School Division
Don Thomas	Rocky View Schools
Sheila Taylor	Calgary Board of Education
Marge Belcourt	Calgary Catholic
Mary Martin	Calgary Catholic
Sylvie Roth	CSCFSA
Diane Boutin	CSCFSA
Cathie Williams	Calgary Catholic

Call to Order

Chair Helen Clease called the meeting to order at 12:05 p.m.

Approval of Agenda

Moved by Bev LaPeare that the agenda be approved as amended.

Carried

Approval of Minutes

Moved by Anne-Marie Boucher that the Minutes of the Annual General Meeting dated November 12, 2010 be approved as submitted.

Carried

Year Financial Report, Carol Bazinet

- The year-end financial statements were distributed and reviewed.
- Will come with a proposed budget for the next meeting. If there will be more advocacy work, will need to set up a budget for that.
- Committees should send their required budget to the Executive before the next meeting.

Moved by Larry Maerz that the financial report for the year ending August 31, 2011 be accepted. **Carried**

Zone Fees

Moved by Marge Belcourt that the Zone Fees be maintained at the same amount for the 2011-12 school year. **Carried**

Location of Meeting Location and Dates

Moved by Jerry Muelaner that the Zone 5 meetings be held at Rocky View School Division for the 2011-12 school year. **Carried**

Moved by Anne-Marie Boucher that the dates of the 2011-12 zone meetings be reaffirmed as follows: September 2, October 7, November 4, December 2 (2011), January 6, February 3, March 2, April 13, and May 18 (2012). **Carried**

Moved by Laurie Copland that Rita Janzen be retained as the Zone 5 secretary for the 2011-12 school year. **Carried**

ELECTIONS

This section of the meeting was turned over to ASBA to direct. Mrs. Hansen, President of ASBA, called for nominations for **Chair**. Bev LaPeare nominated Helen Clease; two more calls for nominations were extended, however none received.

Moved by Jerry Muelaner that the nominations cease. **Carried**

Helen Clease was declared elected Chair by acclamation.

Nominations were called for the position of **Vice-Chair**. Joanne Van Donzel nominated Carol Bazinet; two more calls for nominations were extended, however, none received.

Moved by Sheila Snowsell that nominations cease. **Carried**

Carol Bazinet was declared elected Vice-Chair by acclamation.

Mrs. Hansen called for nominations for the following positions of which the following people 'volunteered':

- ASBALE – Linda Welman
- Advocacy – Sheila Taylor, Cathie Williams, *(need a third)*
- Edwin Parr – Marge Belcourt, *(need 2 more)*
- Coalition for Healthy Schools – Mary Martin
- Field Experiences – Sheila Snowsell
- Labour Relations – Jerry Muelaner
- Regional Consortium – Joanne Van Donzel

Moved by Joanne Van Donzel that the committee formation be accepted. Carried

Moved by Bev Lapeare that Darrell Courture be designated as the Zone 5 Secretary-Treasurer. Carried

ADJOURNMENT

Moved by Joanne Van Donzel that the meeting be adjourned at 12:23 p.m. Carried

report to Board of Trustees

Chief Superintendent's Update

Date	November 6, 2012
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Naomi E. Johnson, Chief Superintendent of Schools
Purpose	Information
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board

1 | Recommendation

It is recommended:

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

2 | Issue

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

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



Chief Superintendent's Office

Chief Superintendent's Junior Student Advisory

On Oct. 4, an eager group of students from the Chief Superintendent's Junior Student Advisory Council gathered in the Future of Learning Lab to begin their student leadership journey.

The Chief Superintendent's Junior Advisory Council leadership initiative is connected to a Career and Technology Foundation project. It supports middle/junior high school students in Grades 8 and 9 with recognition and marks for work completed outside the traditional school day and the middle/junior high school setting. This project exemplifies the extension of learning beyond the classroom, in a collaborative environment, and with relevant and authentic opportunities to connect with key Calgary Board of Education leaders.

Apple Symposium

The Calgary Board of Education was featured at the Apple leadership conference in Toronto this past October. We shared information about CBE initiatives and were recognized for our work with technology, in particular students' use of mobile devices.

Finance and Supply Chain Services

Oracle Upgrade Project

In the fall of 2011, the CBE undertook a significant upgrade to its financial system, Oracle e-Business Suite. The upgrade was mandatory due to software obsolescence. The project also sought to achieve efficiencies through automation and improved business processes. Primarily, these improvements related to the introduction of online purchase requisitions. There were also a number of improvements expected in administrative departments through taking advantage of more of Oracle's functionality, thereby reducing manual transactions and customizations.

The Calgary Board of Education contracted with Oracle Consulting Canada to manage the upgrade project and complete the upgrade. The Oracle consultants supported CBE's team of functional and technical staff throughout the project. The upgraded system went live on July 3, 2012.

In spite of a rigorous three-stage testing strategy, a number of issues arose following "go live." While not uncommon in major system upgrades like this, the impact of the issues has affected operations to some degree. Several of these issues resulted in the late payment of vendors from approximately July 15 through to September 28, 2012. Every effort was made to pay vendors through



non-standard processes while ensuring that adequate controls were in place to prevent duplicate payments. While the issues delayed internal year-end reporting schedules, external reporting deadlines will not be impacted. Further, there were no data integrity issues. Technical problems also resulted in challenges for users in ordering the goods and services they required on a timely basis. That issue was resolved in mid-October. All remaining issues are expected to be resolved by November 15. These issues relate to customized financial reports for schools and departments.

A detailed review of root causes is expected to be completed by December 31. In the meantime, the financial system is running normally.

Learning Innovation

Noon Supervision Handbook

During the 2011-2012 school year, parents, principals and school-based staff were consulted about noon supervision. In response to this consultation, the Calgary Board of Education is standardizing service for noon supervision based on training. One of the major components of this training is an updated noon supervision handbook. This handbook is now available online at www.cbe.ab.ca > parents > noon supervision. Hard copies will be sent to schools, area offices and trustees in the coming weeks.

Collaborative Online Resource Environment

CORE, an innovative online space where teachers and students can find a variety of resources, is now accessible at <http://www.albertacore.ca>. Four of the five partner school districts have now launched login access, which enables users to find increased content, power search, save favourites and comment on the digital resources. Guest access is available to anyone with Internet access and enables the user to search and share over 19,000 resources including Discovery Education and CBC Learning. Full access enables users to find and use over 22,000 resources. Professional learning resources are also being loaded into CORE to make them easily accessible by all employees.

Resource Viewings

Resource Viewings enable school staff to review, select and evaluate new print, audio/video and digital resources to help personalize the learning resources for their school's student population. Resource Viewings also provide networking opportunities, and the ability to connect with subject matter experts including librarians and teacher specialists.

The Educational Resources and Learning Systems team has facilitated the first of four Resource Viewings at Highfield this year for School Learning Commons and teaching staff. This year's Resource Viewings also include a variety of mini-sessions focused on new innovations such as the Collaborative Online Resource Environment and School Equipment Inventory in Symphony. The next Resource Viewing at Highfield will be in December.



School Equipment Inventory

With asset management continuing to be a strong focus throughout our organization, the Educational Resources and Learning Systems team are working with teacher specialists, Student Information Record System (SIRS) support and Capital Planning and Development on an integrated approach to supporting equipment inventory at our schools. CBE currently has three equipment inventory systems that can meet the variety of inventory needs at our schools: Archibus, SIRS and now Symphony. Symphony, our library system, currently inventories and circulates 3,092,900 books and audio/video resources. As of September 2012 all schools can inventory and circulate school equipment through Symphony.

D2L Growth

Desire2Learn (D2L) is the Calgary Board of Education's supported learning management system enabling an accessible, secure and safe online learning environment for all students, teachers, parents and staff in CBE. D2L is accessible to all schools and service units and is actively being used by 7,064 teachers and 78,714 students. After seven years, D2L still continues to see growth in both adoption and use of its environment across all divisions of schools and service units for student and professional learning. In the late summer of 2012, a new version of D2L was released. This new version has enhanced the learning environment with more personalized tools and notification abilities to better support success for every student. D2L can be accessed here: <https://d2l.cbe.ab.ca/>

Global Best Award

The Calgary Board of Education accepted two Global Best Awards for the Campus Calgary/Open Minds program on Sept. 27 in South Africa. Supported by The Conference Board of Canada, the International Education Business Partnership Network and MiET Africa, the Global Best Awards celebrate outstanding and effective business, education and community organization partnerships that have a significant impact on their communities.

Campus Calgary/Open Minds was recognized with two significant awards:

- * for partnerships that demonstrate capacity building, leadership and innovation for the Americas; and
- * the overall 2012 Global Best Award for the Americas.

Pathway Strategy Update

On Oct. 4, the Calgary Board of Education brought supply chain industry representatives and post-secondary partners and educators together to understand how they can support students in their learning. This event was well attended and generated much enthusiasm and interest among the many industry and post-secondary participants.

The meeting provided information about the Calgary Board of Education's Pathway Strategy; the collaborative efforts which are underway to build the CBE's Supply Chain Management Program and the many ways that partners could support student learning. Experiential learning and off-campus educational opportunities were highlighted as an essential component of personalization and student engagement.

Provincial Examination Data

Neither Calgary Board of Education school by school results nor data comparing Calgary Board of Education results with those of the three other metro boards were available when the Examination Results Report was presented to the Board of Trustees at the public meeting on October 2, 2012. Accordingly, administration is including the information in this update.

The school by school results for grades 3, 6 and 9 provincial achievement tests and grade 12 diploma examinations were posted on October 9, 2012, on the CBE website under student results / achievement tests and diploma exam results at <http://www.cbe.ab.ca/results/achtest.asp>.

The tables in Attachment I to this report present the comparison among the Calgary Board of Education, the province and the three other metro boards. These data have been drawn from information on the Alberta Education website at <http://education.alberta.ca/admin/testing.aspx>

Learning Services

Mathematics

The implementation of the new Mathematics Programs of Study for Alberta schools has now been completed. At the Kindergarten to Grade 9 level, the focus of the curriculum is on students developing personal strategies in mathematics supported in a problem solving environment. At the high school level, the focus is on students' ability to solve problems using a variety of methods. These changes are reflected in the Provincial Achievement Tests as well as the Diploma Examinations.

The first writing of the Mathematics 30-1 and Mathematics 30-2 diploma examinations will take place in the 2012-2013 school year. Mathematics 30-1 replaces Pure Mathematics 30, Mathematics 30-2 replaces Applied Mathematics 30 and Mathematics 30-3 is a new course that is the next progression in the Mathematics 10-3 and 20-3 course sequence. Alberta Education has determined that the Mathematics -3 courses are a non-diploma program.

Deaf and Hard of Hearing Program Scholarship

During the 2010-2011 school year, the Deaf and Hard of Hearing (DHH) program at Queen Elizabeth High School established a scholarship endowment fund to support deaf, hard of hearing and hearing learners. Two of the

scholarships will assist deaf and hard of hearing students in pursuing further education at the post-secondary level. A third scholarship is open to all hearing, hard of hearing and deaf students whose post-secondary education is directly related to an area of service or support for the deaf and hard of hearing population. The fourth is a unique award that will be presented to the DHH program in order to pursue specialized training, workshops, projects and initiatives for current year students in the area of deaf cultural studies, language and literacy development, and achievement of DHH program outcomes.

On September 27, 2012, a donation ceremony for the program was held to recognize the International Order of the Daughters of the Empire who donated over \$6,000 to the program.

Healthy School Communities Award

On Oct. 5, the Alberta government honoured the achievements of ten Alberta schools, businesses and communities that promote healthy eating, physical activity and mental well-being in school communities.

The Healthy School Communities Award recognizes individuals and organizations for their work to encourage healthy lifestyles among children and youth. The award program also promotes ways school authorities, schools, communities, businesses and individuals can create healthy environments for Alberta children at school.

This year, O. S. Geiger School was selected as one of ten recipients of this award.

“Creating a healthy learning environment encourages kids to make healthier lifestyle choices today and throughout their lives,” said Jeff Johnson, Minister of Education. “The leaders recognized today are an integral part of making this happen and I commend them for setting healthy examples for all Albertans.”

4 | Results Focus

The focus of this report is on Results 3: Citizenship. The Board of Trustees has stated, “Each student will be a responsible citizen.” Calgary Board of Education schools have provided illustrative examples of how personalized student learning lives in classrooms across the district and supports the Board of Trustees’ Results.

Area I

In 2010, as Royal Oak School opened its doors, the school handbook indicated, “It is anticipated that Royal Oak School will be a highly regarded example of personalized elementary education for today’s and tomorrow’s learner. It will embody the values of the Calgary Board of Education and design instruction to align with the goals of the CBE’s 3 year Education Plan...In doing so, students



will be well prepared for their own successful futures.” Since that opening, Royal Oak School students and staff have continued to embrace their inquiry-based learning practices and align their work with the CBE goals and values. The school recently celebrated an example of their many successes as students and staff gathered with distinguished dignitaries for public recognition of their work and contribution to preserving a wetland in their community. A CTV news segment noted that, “This authentic learning opportunity has led the school to be honoured by Ducks Unlimited Canada, one of Canada’s leading conservation organizations, for being the first school to receive the Newalta ‘Wetland Heroes’ award.”

The demonstration of learning and citizenship was brought to life by the students as they displayed their work, creativity and impact upon the local community. The event demonstrated to all present the benefits of embracing curriculum and examining it through the multiple lenses of inquiry-based learning. Student production, learning artifacts and the showcasing of their collective depth of knowledge was inspirational.

The Royal Oak School students became even more passionate about getting involved in the wetlands project when the City of Calgary was considering the local wetland for an off-leash dog park. Through letter writing, surveys and, with Grade 1 students attending a public meeting, they took an active role in convincing city officials that these areas were special. Students also reached out to their community by contributing artwork depicting water and their wetland to the local Royal Bank of Canada branch and by raising more than \$1,500 for three local charities, through an auction of the kindergarten students’ artwork.

The goal of the wetlands initiative was to encourage community involvement and active citizenship in young people. The school-wide project assisted in connecting people with nature and supporting a healthier world through wetland conservation. The meaningful work of the students resulted in Royal Oak School being presented with the first ever NEWALTA Wetland Heroes Award of Merit. The result of this award is to continue the work and further the conservation and learning efforts of the school community.

Area II

Valley Creek School and Hidden Valley School

There are few words more inclusive than “community.” While our schools share a campus, reference has often been made to “The Little School” (Hidden Valley School: K-3) and “The Big School” (Valley Creek School: 4-9). Through strategic planning for transitioning students from one school to the next, it became obvious there was an advantage to letting go of this duality and focussing on the larger community defined by our shared campus. Both staffs came together to discuss what we could achieve as partners. At the end of our discussions we knew there was much to be gained by putting our shared values into shared action. This started with small steps – students helping students.



The Valley Creek Leadership students first sought leadership opportunities by volunteering at Hidden Valley School for special lunches. In some classrooms, older students began reading with younger students, providing a great opportunity to offer audience to both Regular Program and French Immersion students. Valley Creek students also helped organize Hidden Valley School's year end event day by planning and leading activities that promoted working together to achieve a desired outcome. On that day it was a joy to see groups of students working as teams constructing towers, crossing imaginary rivers on plastic disks representing stepping stones and coming up with strategies to move loads under times constraints; essentially, practicing the intended citizenship skills of group participation and cooperation.

It has been amazing to watch what happens when older students work with younger students. In our case, the small steps became much larger steps as events moved from local citizenship to global action. This occurred when a group of Valley Creek leadership students felt it would be worthwhile to share their work with the "Free the Children" campaign. The Valley Creek students put together a presentation that included hands-on activities, which served to pique the interest of the younger students. As an example, in one activity the younger children were shown a single cup of water, a toothbrush and a small cloth and were asked to think about how they might meet their cleanliness needs for a day if this was all they had. Suggestions led to multiple demonstrations and then to conversation about the scarcity of fresh water in many parts of the world. The books, *Water, Water Everywhere*, by Cynthia Overbeck Bix and Mark Rauzon (1995) and *Les Enfants de L'eau*, by Angele Delaunois (2006) were used to enhance this conversation about responsible stewardship of this limited resource.

At the time of this sharing, Valley Creek School had been supporting "Free the Children" for almost two years and students had raised enough money to build a school in Ecuador. Their next goal was to build a well. Hidden Valley students joined the campaign by pledging all funds from their annual read-a-thon to support this goal. Children helping children was an idea that captured the heart of the Hidden Valley community as evidenced by the remarkable number of minutes in which student engaged collectively in reading – marking unprecedented success with this event. Not only did the community in Ecuador get their school and their well, enough funds were raised to contribute to a community vaccination program.

Independently, each school has a history of engaging in acts of local and global citizenship. However, in expanding our own concept of community whereby our students are not just citizens of "the big school" and "the little school" but of the campus as a whole, we've created an opportunity to make a larger impact on the global scene. This past September the school year was launched with both schools coming together for a "Welcome Back" pancake breakfast. This celebration was intended to honour the potential waiting to be released in another year of shared citizenship. We know that we are just beginning to explore how our campus can contribute to positive world change.



Area III

A Global Citizenship Project

by Armina, Nabila, Farishta, Nafeesa, Glance and Courtney
for the Annie Gale School Tea Party Club

The Tea Party Club at Annie Gale School is a group of students (boys and girls) who meet every Monday after school to socialize, knit and do craft work. Over the past few years we have dedicated our work to raising funds and awareness about the difficulties young people may face in Annie Gale School, in Calgary, in our country and around the world. We are very lucky to have many people to help us with our work especially our teacher and our principal. We have also been sponsored and supported by a lady named Annie who owns The Loop Wool Shop and the Trinity Women's Guild at Saint Barnabus Church who have donated wool, knitting needles and sewing supplies along with money for cookies and tea for us too. Annie often displays our creations in her shop window and sells our things for us.

Over the last few years we have sold Christmas decorations, mittens, washcloths and smelly cats to fundraise for projects we support. We have made donations to the Calgary Food Bank, knit hats and mittens for homeless youth and last year we knit hats for premature and newborn babies. With our fundraising money we were able to pay to sponsor two children in India for a year. After we were on the Global News many generous people donated wool to our club and we had enough supplies to keep us going for the entire next year! So we had to decide just what we would do with it!

Our teacher, Mrs. Lynem, found a project on the Heart for Africa website called Duduza Dolls. These dolls are knitted by people all over the world to be given to children in Africa. Sometimes these dolls are the only things the children will ever own. It didn't take us long to decide this was the project for us and we got busy!

Mrs. Lynen is also our language arts teachers and during our unit on Heroes and Inspiration, we learned about a boy named John Dau who walked across Africa to safety, escaping the war in the Sudan. We were inspired by the lost boys of Sudan and Mr. Dau because he is just like us. He showed commitment by making the world a little bit better no matter how small his contribution might be. We wrote letters to Mr. Dau to tell him how much he inspired us and asked if the Duduza Dolls we make could go directly to the children in his clinic The Duk Lost Boys Health Clinic in Southern Sudan. Our first shipment will be leaving for Southern Sudan in November! We are so excited!

An interesting thing happens when people get together with a good idea and want to help someone else. Our club now has the help of 6 staff at our school. Another CBE school has kids knitting too. Our families, friends and neighbours are all helping. Wool keeps coming in and our change collection grows every day. Kids in our school drop off any change they can in our donation vase. We have knit nearly 100 dolls and will definitely reach our goal of 150 before our deadline!



P.S. We sent a comfort doll to Nelson Mandela last year when we heard he was sick and got a letter back thanking us.

Area IV

Citizenship at Earl Grey School

by Olivia C. and Miro D.
Grade 6 Students at Earl Grey School

The Grade Six students at Earl Grey School have started a Leadership Club with their teachers. There are many groups. One of the groups we have is Math Helpers, who help younger students to understand math better by playing fun math games. We also have Technology Club, who clean computers, find new apps for ipods and ipads and sync them. We also have a team of students who set up risers for choir and chairs and benches for assemblies. There is a Library Club for shelving/signing out and helping students locate books in the library. There are Kindergarten Helpers who help the students and teachers with their learning. Office Helpers photocopy, answer phones and hand out mail to teacher's mailboxes. Leadership is important for many things especially role modeling for younger students. It shows Citizenship because the Division One and Grade Four and Five students look up to the older students in Grade Six for guidance and help in Math and Reading. Leadership Club is important because it teaches kids to be leaders and good citizens.



NAOMI E. JOHNSON
CHIEF SUPERINTENDENT OF SCHOOLS

Attachment I: Provincial Examination Data

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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



| attachment |

November 6, 2012

Provincial Examination Data**Comparison of Calgary Board of Education Provincial Examination Results with Other Urban Boards and the Province****2011-2012**

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

At the grade 3 level, the acceptable standard in English Language Arts, French Language Arts and mathematics was achieved by a higher percentage of Calgary Board of Education students than in the other three urban boards or the province.

In English Language Arts and French Language Arts, the standard of excellence was achieved by a higher percentage of Calgary Board of Education students than in the other three urban boards or the province.

Achievement on Diploma Examinations continues to be particularly noteworthy:

- in 9 out of 11 subjects the standard of excellence was achieved by a higher percentage of students in than in other boards or the province
- in 8 out of 11 subjects, a higher percentage of Calgary Board of Education students achieved at or above the acceptable standard than in other boards or the province.



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	40984	91.6	2334	94.1	5439	94.4	3033	85.1	7187	94.9
Acceptable Standard		81.9		81.4		81.4		79.7		85.1
Standard of Excellence		20.4		19.7		19.5		22.0		22.5
Grade 3 French Language Arts										
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE	
	N	%	N	%	N	%	N	%	N	%
Participation	3253	96.3	281	97.2	348	96.7	241	93.8	519	98.5
Acceptable Standard		82.1		75.4		82.2		77.0		89.2
Standard of Excellence		14.5		8.7		11.9		9.3		17.1
Grade 3 Mathematics										
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE	
	N	%	N	%	N	%	N	%	N	%
Participation	41148	92.0	2348	94.6	5484	95.2	3563	86.2	7220	95.3
Acceptable Standard		76.8		75.5		78.0		76.0		78.2
Standard of Excellence		25.5		22		27.3		27.0		26

Note: Dark grey boxes denote CBE percentages above the province and other boards.

Light grey boxes denote percentages lower than CBE.

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	39250	90.8	2249	94.4	5182	94.1	3091	86.6	6605	93.5
Acceptable Standard		82.7		85.5		83.4		83.0		86.3
Standard of Excellence		17.8		21.3		18.4		20.7		19.5
Grade 6 French Language Arts										
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE	
	N	%	N	%	N	%	N	%	N	%
Participation	2526	97.3	227	97.0	207	98.1	194	99.0	415	98.1
Acceptable Standard		89.3		84.2		90.5		95.9		92
Standard of Excellence		17.3		16.2		21.3		18.4		19.9
Grade 6 Mathematics										
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE	
	N	%	N	%	N	%	N	%	N	%
Participation	39308	91	2262	95.0	5164	93.8	3123	87.5	6637	93.8
Acceptable Standard		74.7		76.2		76.3		78.3		76.8
Standard of Excellence		16.6		16.3		18.9		19.7		18.1
Grade 6 Science										
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE	
	N	%	N	%	N	%	N	%	N	%
Participation	39169	90.8	2246	94.8	5188	94.6	3566	87.9	6636	94.2
Acceptable Standard		77.8		78.2		81.6		80.4		80.4
Standard of Excellence		28.2		27.5		32.9		29.1		29.3
Grade 6 Social Studies										
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE	
	N	%	N	%	N	%	N	%	N	%
Participation	39195	90.7	22261	94.9	5161	93.8	3126	87.5	6645	94.0
Acceptable Standard		73.2		76.5		76.5		77		76.8
Standard of Excellence		19.5		20.8		21.9		21		19.9

Note: Dark grey boxes denote CBE percentages above the province and other boards.

Light grey boxes denote percentages lower than CBE.

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	37625	88.9	2174	92.4	5139	91.1	3039	87	6686	91.3
Acceptable Standard		77.4		83.9		78.1		81.1		78.8
Standard of Excellence		16.4		20.1		20.1		18.8		16.8
Grade 9 French Language Arts										
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE	
	N	%	N	%	N	%	N	%	N	%
Participation	2284	97.4	161	98.2	186	95.4	213	97.7	639	98.8
Acceptable Standard		87.5		92.1		84.1		83.9		90.3
Standard of Excellence		12.2		18.9		7.2		9.6		13.8
Grade 9 Mathematics										
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE	
	N	%	N	%	N	%	N	%	N	%
Participation	37626	89.7	2214	94.3	5148	92.4	3106	88.9	6660	92.6
Acceptable Standard		66.4		73.6		69.1		70.3		67.6
Standard of Excellence		17.8		18.9		24.1		19.3		19.3
Grade 9 Science										
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE	
	N	%	N	%	N	%	N	%	N	%
Participation	38136	90.1	2227	94.2	5206	92.4	3107	88.9	6794	93.2
Acceptable Standard		74.1		79.5		77.6		77.8		76.1
Standard of Excellence		22.4		24.7		29.9		24.9		24.6
Grade 9 Social Studies										
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE	
	N	%	N	%	N	%	N	%	N	%
Participation	37815	89.1	2217	93.5	5163	91.4	3058	87.5	6726	91.9
Acceptable Standard		68.9		77.8		72.9		72.8		72.1
Standard of Excellence		19.1		20		25.6		20.4		20.2

Note: Dark grey boxes denote CBE percentages above the province and other boards.

Light grey boxes denote percentages lower than CBE.

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	29330		1592		5208		2719		6429	
Acceptable Standard		86		91.1		82		85.3		85.3
Standard of Excellence		11.3		11.3		10.8		11.5		13.5
English Language Arts 30-2										
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE	
Participation	14560		933		2013		900		2300	
Acceptable Standard		89.5		94.3		83.2		89.3		88.3
Standard of Excellence		10.7		12.3		7.1		8.2		11.7
French Language Arts 30-1										
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE	
Participation	1208		67		115		183		402	
Acceptable Standard		95.5		91		95.7		94.5		96.3
Standard of Excellence		13.4		4.5		12.2		13.1		16.4
Social Studies 30-1										
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE	
Participation	23489		1460		4009		1979		4526	
Acceptable Standard		86.2		89.7		84.6		87.6		90.4
Standard of Excellence		16.7		15.5		15.8		18.2		24.4
Social Studies 30-2										
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE	
Participation	17199		855		2087		1508		3258	
Acceptable Standard		83.0		84.7		76.1		84.9		85.9
Standard of Excellence		13.7		15		8.9		17.9		20.7

Note: Dark grey boxes denote CBE percentages above the province and other boards.

Light grey boxes denote percentages lower than CBE.

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	9993		480		1390		797		2000	
Acceptable Standard		75.6		71.3		68.5		78.5		79.8
Standard of Excellence		10.3		8.5		7.5		9.2		14
Pure Mathematics 30										
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE	
	N	%	N	%	N	%	N	%	N	%
Participation	21693		1230		3945		2044		4999	
Acceptable Standard		81.8		79.6		80.5		81.8		86.9
Standard of Excellence		27.1		19.7		27.2		26.1		37.5
Biology 30										
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE	
	N	%	N	%	N	%	N	%	N	%
Participation	23300		1254		4169		1942		4428	
Acceptable Standard		81.8		81.4		82.8		82.1		86.2
Standard of Excellence		28.1		25.5		29.1		29.9		36.6
Chemistry 30										
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE	
	N	%	N	%	N	%	N	%	N	%
Participation	19927		1108		3716		1692		4568	
Acceptable Standard		76.7		73.6		76.6		75.7		81.7
Standard of Excellence		28.4		22.5		28.9		26.7		37.6

Note: Dark grey boxes denote CBE percentages above the province and other boards.

Light grey boxes denote percentages lower than CBE.

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	10562		580		2246		702		2233	
Acceptable Standard		81.0		80.7		80.5		86		87.1
Standard of Excellence		30.3		24.1		30.6		31.5		41.8
Science 30										
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE	
	N	%	N	%	N	%	N	%	N	%
Participation	5874		469		1548		444		970	
Acceptable Standard		79.8		80.6		83.5		71.2		77.8
Standard of Excellence		22.0		21.1		26.3		17.6		17.2

Note: Dark grey boxes denote CBE percentages above the province and other boards.

Light grey boxes denote percentages lower than CBE.

report to Board of Trustees

Financial Status of Operating Reserves and Designated Funds at August 31, 2012

Date	November 6, 2012
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Naomi E. Johnson, Chief Superintendent of Schools
Purpose	Decision and Information
Originator	Deborah L. Meyers, Superintendent, Chief Financial Officer, Corporate Treasurer
Governance Policy Reference	Operational Expectations OE-6: Financial Administration OE-8: Communication With and Support for the Board
Resource Person(s)	Lisa Pilon, Director, Corporate Finance Shay Khan, Manager, Corporate Planning and Reporting

1 | Recommendations

It is recommended:

1. THAT information regarding all provisional transfers to and from operating reserves and balances at August 31, 2012, be received for information and for the record as outlined in Attachment I.
2. THAT a transfer of \$162,886 to the Unrealized Investment Gain/Loss Reserve, reflecting unrealized investment gains experienced during the 2011-12 fiscal year, be approved.
3. THAT a transfer of \$2,815,583 to the Transportation Fee Stabilization Reserve be approved.
4. THAT a transfer of \$1,637,000 to the Utility Expense Stabilization Reserve be approved.



5. THAT a transfer of \$3,000,000 to the Fiscal Stability Reserve be approved.
6. THAT a transfer of \$500,000 to the System Transformation Reserve be approved.
7. THAT a transfer of \$626,327 to Unrestricted Net Assets (UNA) Operating Surplus be approved.
8. THAT the unspent service unit fund balances of \$1,514,250 and the unspent school decentralized fund balances of \$1,126,815, totalling \$2,641,065, be approved for carryforward to 2012-13.

2 | Issue

Operational Expectation OE-6: Financial Administration requires that “the Chief Superintendent shall not cause or allow any financial activity of condition that materially deviates from the budget adopted by the Board; cause or allow any fiscal condition that is inconsistent with achieving the Board’s Results or meeting any Operational Expectations goals; or places the long-term financial health of the organization in jeopardy”. Further, subsection 6.9 requires that the Chief Superintendent shall not transfer monies between operating reserves, capital reserves or committed operating surplus without Board approval.

3 | 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 Operating Budget to meet the monitoring requirements of OE 6: Financial Administration.

The Board has approved terms and conditions for various operating reserves which include conditions for additions and withdrawals that are subject to Board approval consistent with OE 6: Financial Administration. Other Designated Operating Funds are requested for carryforward to 2012-13 totaling \$2.6 million. Practice at the Calgary Board of Education has permitted unspent budgeted funds pertaining to one-time programs to be carried forward for use in the following year. These are called Other Designated Funds.

4 | Analysis

Reserve Transfer Commentary

There were many draws against reserves that were originally anticipated by Administration and approved by the Board of Trustees in support of the 2011-12 Operating Budget under previous governance policy. These amounts were

monitored and amended as appropriate in the quarterly monitoring reports based on the best information at the time. As part of the year end close, Administration reviewed all actual expenditures and matched any recommended additional transfers into or withdrawals from the appropriate operating reserve for the Board of Trustees consideration. The following provides details to support all requests for Operating Reserve transfers for the year ended August 31, 2012.

Unrealized Investment Gains/Losses Reserve

Under Generally Accepted Accounting Principles (GAAP) the corporation must post any unrealized gains or losses in its investment portfolio, within the General Ledger. The Unrealized Gains/Losses Reserve mitigates any fluctuations in these values so as not to impact the instructional services offered. Due to favourable general market conditions, the organization experienced an unrealized gain in its portfolio as at August 31, 2012 resulting in a transfer to the reserve of \$162,886. Administration is requesting that these unrealized funds be placed into the Reserve in accordance with GAAP reporting requirements, resulting in a fiscal year-end balance of \$3,195,064 in that particular Reserve.

Continuing Education Fee Stabilization Reserve

Administration created the Continuing Education Fee Stabilization Reserve at the end of 1996-97 to provide flexibility for program planning and the ability to respond to fluctuating enrolment. The Reserve must not exceed 10% of the following year's Approved Revenue Budget and as such no transfers are necessary at August 31, 2012.

Transportation Fee Stabilization Reserve

Administration reviewed all external fee revenues, grant funding and expenses under the Transportation funding block. The net result at year end is overall revenues of \$40,575,516 and expenses of \$37,759,933 resulting in a favourable difference of \$2,815,583. The surplus is primarily due to a combination of additional fuel grant received and cost savings from reduced bussing routes.

Utility Expense Stabilization Reserve

Due to lower utility expenses tied to a warmer winter, and a favourable variance overall in the Plant Operations and Maintenance block a year end transfer of \$1,637,000 is being recommended to add to the Reserve. This will bring the Reserve to its maximum amount of \$5,007,000, the equivalent of 25% of the 2012-13 utilities budget.

System Transformation Reserve

Based on positive year end fiscal results a transfer of \$500,000 is requested to bring the Reserve balance to \$2,000,000.

Fiscal Stability Reserve Fund

The Fund was established, in part, to assist in dealing with uncertainties related to future financial impacts to the CBE's Unrestricted Net Asset Balance, where this

could not be determined as part of the budget process. Effective for the year ending August 31, 2013 and comparative figures for the year ending August 31, 2012, the CBE will be required to adopt Public Sector Accounting Standards (PSAB). Under these standards, the pension liability will be determined using different terms and conditions and could result in a material increase to the pension liability and corresponding decrease to operating surplus. Based on positive year end fiscal results, an increase of \$3,000,000 is requested to bring the Reserve balance to \$5,000,000.

Designated Funds

Operating budgets are prepared on an annual basis and relate to the Calgary Board of Education's fiscal year of September 1 to August 31. Past practice at the Calgary Board of Education has been to permit unspent budgeted funds pertaining to one-time funded or eligible projects or programs to be carried forward for use in the following year. There has also been a longstanding practice to allow the carryforward of funds allocated for specific purposes under collective agreements with employee groups, and to permit schools to carryforward unspent decentralized budget funds to the next fiscal year for the purchase of equipment, supplies (primarily curriculum materials) and services which may not occur in equal amounts year over year.

In keeping with the Interim CBE Three-Year Education Plan, specifically stewarding resources, the process for schools with respect to carryforwards has been aligned with those for the service units. Guidelines are in place to assist in the determination of which requests are considered appropriate to support the carryforward of unspent budgeted funds. A copy of the guidelines is included for information as Attachment II.

The following summarizes the carryforward requests:

Carryforward request	Amount Requested
Service delivery review and systems implementation	\$ 740,000
Committed funds for professional services	346,250
Second language development	150,000
Outstanding maintenance workorders	208,000
Musical instruments	70,000
Schools' decentralized funds	1,126,815
Total Requests	\$ 2,641,065

Annual Operating Surplus

Based on actual revenue and expenses for the year ended August 31, 2012, Administration is requesting a net transfer to Unrestricted Net Assets (UNA) of \$626,327.

Each of these requests to transfer funds to or from these Reserves has been made in accordance with the Board approved terms and conditions for specific

reserve funds where applicable, and in accordance with provincial regulations and guidelines. A summary of all reserves and designated fund activity for the year ended August 31, 2012 is provided in Attachment I. These are consistent with OE 6: Financial Administration. In addition, it should be noted that the ending Reserve balances as at August 31, 2012 are sufficient to cover planned reserve usage for the current fiscal year ending August 31, 2013.

5 | Financial Impact

The Statement of Revenue and Expense for the Year Ended August 31, 2012

For the year ended August 31, 2012, the Calgary Board of Education operating surplus is \$0.626 million, after accounting for the reserve provision requests identified in this report.

The complete Financial Statements with the signed Audit Report will be presented to the Board of Trustees in November 2012 for final adoption and approval. At the time of writing this report, the audit is in progress. Any changes required as a result of audit findings could amend the year end position for the CBE.

The Financial Statements will include disclosure of planned reserve transfers and the reserved designated funds with full disclosure in the 2011-12 year-end Audited Financial Statements and this disclosure will be consistent with previous Board of Trustees motions.

6 | Conclusion

This report represents the Financial Status of Operating Reserves and Designated Funds as at August 31, 2012, with a request for consideration and approval of the Reserve transfers by the Board of Trustees in connection with the 2011-12 Operating Budget and associated financial results for the Calgary Board of Education, as required by OE 6: Financial Administration.



NAOMI E. JOHNSON
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

- Attachment I: 2011-12 Statement of Operating Reserves and Designated Funds Report as at August 31, 2012
- Attachment II: Guidelines for carryforward requests

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CALGARY BOARD OF EDUCATION
2011-12 STATEMENT OF OPERATING RESERVES AND DESIGNATED FUNDS
(As at August 31, 2012)

<u>Description</u>	<u>Reserve Balance Sept 1, 2011 (\$000)</u>	<u>Budgeted 2011-12 Reserve Transfer ⁽¹⁾ (\$000)</u>	<u>Recommended Actual 2011-12 Reserve Transfers to/(from) (\$000)</u>	<u>Reserve Balance Aug 31, 2012 (\$000)</u>
OPERATING RESERVES				
Continuing Education Fee Stabilization	1,593	-	-	1,593
Unrealized Investment Gains and Losses	3,032	-	163	3,195
Transportation Fee Stabilization Reserve	-	-	2,816	2,816
Utility Expense Stabilization Reserve	3,370	3,352	1,637	5,007
Snow Removal Budget Stabilization	200	200	-	200
Administrative Systems Renewal	2,248	2,248	-	2,248
General Instruction	1,000	1,000	-	1,000
Fiscal Stability	2,000	2,000	3,000	5,000
Operating Lease Reserve ⁽²⁾	-	-	-	-
System Transformation	1,500	1,500	500	2,000
Total Operating Reserves	14,943	10,300	8,116	23,059
DESIGNATED OPERATING FUNDS				
Instructional and Service Unit initiatives	2,672	1,672	(1,158)	1,514
School Decentralized Budgets	5,482	4,652	(4,355)	1,127
Total Designated Funds	8,154	6,324	(5,513)	2,641
UNRESTRICTED OPERATING SURPLUS				
Contribution from Amortization Reserve	-	532	-	-
Unrestricted Net Assets Surplus (UNA)	2,184	2,000	626	2,810

(1) Approved by the Board of Trustees on December 6, 2011.

(2) Transfer of residual proceeds of \$15.6 million from sale of 515 McLeod Trail from Capital Reserves, subject to Ministerial approval.

Attachment I

GUIDELINES FOR CARRYFORWARD REQUEST

Departments & Schools

1. Requests will be considered for:
 - a) Identifiable projects for which funds were specifically allocated by the Board or Superintendents' Team and which have not been completed by August 31, 2012.
 - b) Responsibility centers of the CBE that generate their own revenue, are mandated as cost recovery units, and are not subsidized by allocations of CBE funds.
2. Specifically excluded are projects or programs for which external funds have been received prior to August 31, and for which the CBE is contractually bound to spend for the purpose designated. Any unearned revenues associated with these projects or programs should be identified and notice made to Corporate Revenue.
3. Also specifically excluded are requests to carryforward unspent operating funds representing favourable variances from approved budgets in schools or service units unless such funds relate to specific identifiable and approved projects or initiatives not completed during the fiscal year.
4. Revenue sources and associated costs must be clearly identifiable.

report to Board of Trustees

Capital Budget and Reserves Status Report as at August 31, 2012

Date	November 6, 2012
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Naomi E. Johnson, Chief Superintendent of Schools
Purpose	Decision and Information
Originator	Deborah L. Meyers Superintendent, Chief Financial Officer, Corporate Treasurer
Governance Policy Reference	Operational Expectations OE-6: Financial Administration OE-8: Communication With and Support for the Board
Resource Person(s)	Lisa Pilon, Director, Corporate Finance Shay Khan, Manager, Corporate Planning and Reporting

1 | Recommendations

It is recommended:

1. THAT information regarding all and previously approved transfers, as outlined in this report for the period June 1 to August 31, 2011 inclusive, be received for information and for the record;
2. THAT attachments I-IV, reflecting actual capital expenditures for the period June 1 to August 31, 2012 and actual expenditures for the year ending August 31, 2012 be received for information and for the record;
3. THAT the net capital carryforward amounts of \$11,373,162 for Board Funded projects (\$4,621,604 non-facility related and \$6,751,558 facility related) at August 31, 2012, and as identified in Attachment III, be approved;



4. THAT \$68,109 in net proceeds from the disposal of capital equipment assets be transferred to the Plant Operations and Maintenance Asset Reserve in accordance with legislation (Attachment III);
5. THAT the additional net proceeds of \$2,009,987 (\$159,682 from the disposal of Albert Park School and the net proceeds of \$1,850,305 from the disposal of King Edward School), as identified in Attachment III, be transferred to the Capital Building Reserve in accordance with legislation; and
6. THAT \$35,824,117 in net proceeds from the disposal of 515 Macleod Trail, the previous administration building, as identified in Attachment III, be transferred to the Capital Building Reserve in accordance with legislation.

2 | Issue

Operational Expectation OE-6: Financial Administration requires that “the Chief Superintendent shall not cause or allow any financial activity of condition that materially deviates from the budget adopted by the Board; cause or allow any fiscal condition that is inconsistent with achieving the Board’s *Results* or meeting any *Operational Expectations* goals; or places the long-term financial health of the organization in jeopardy”. Further, subsection 6.9 requires that the Chief Superintendent shall not transfer monies between operating reserves, capital reserves or committed operating surplus without Board approval.

3 | 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 fourth fiscal quarter, of capital projects approved for the 2011-12 fiscal year;
- Provide quarterly status of capital reserves and designated funds;
- Meet the quarterly requirements of OE-6: Financial Administration, as they relate to the capital budget;
- Request for approval of year end carryforward amounts; and
- Request for approval of transfer of net proceeds from the sale of capital assets.



In prior years, CBE revised its Capital Budget each quarter. As a result of applying the new Operational Expectation OE-5, Financial Planning, no modifications have been made since the first quarter revisions approved by the Board of Trustees on December 20, 2011. Changes in spending have been explained through variance analysis, as required by Operational Expectation OE-6, Financial Administration. Consequently, in Attachment I and II, new projects initiated during the year (which therefore had no budget originally assigned), reflect negative variances. These projects are funded by either a reallocation of funds from other project budgets or new funding sources. Attachment IV demonstrates that the negative variances from budget are fully funded and that the overall capital spending has not exceeded available resources.

4 | Analysis

Attachments to this report summarize the financial data for all approved 2011-12 capital projects. Explanations have been provided for all variances in accordance with our interpretation of OE-6: Financial Administration.

Non-Facility Related Capital Budget Status Report (Attachment I)

The Non-Facility Related Capital Budget amounts to \$21.4 million, with actual expenditures to August 31, 2012 totaling \$16.6 million.

Service Units have requested carryforward amounts based on actual expenditures to August 31, 2012 to complete projects totaling \$4.6 million with no significant overall variance to the approved budget. If approved by the Board of Trustees, these funds will be appropriately placed in capital reserves with full disclosure in the financial statements.

Facility Related Capital Budget Status Report (Attachment II)

The total Facility Related Multi-Year Capital Budget amounts to \$187.2 million, with actual expenditures to August 31, 2012 totaling \$161.9 million. The Total Estimated Capital Expenditure is \$189.1 million.

Facility carryforward amounts based on actual expenditures to August 31, 2012 to complete projects totaling \$6.8 million. If approved by the Board of Trustees, these funds will be appropriately placed in capital reserves with full disclosure in the financial statements.

Capital Reserves, Designated Capital Funds and Alberta Government Proceeds on Disposal of Capital Assets (Attachment III)

This attachment provides information pertaining to the various transfers in and out of specific Reserves for the quarter, and the commitments for approved capital projects.

In the second quarter of this fiscal year, the CBE recognized the gains from the sales of Albert Park and King Edward Schools and the transfer of the combined net proceeds of \$8,133,256 for the schools was approved by the Board of Trustees at the Regular Meeting on May 15, 2012. After further clarification of Alberta Education's intended accounting treatment for sale proceeds, an additional transfer of \$2,009,987, including \$159,682 from the disposal of Albert Park School and \$1,850,305 from the disposal of King Edward School, to the Capital Building Reserve.

In June, 2012 515 Macleod Trail was sold for net proceeds of \$35,824,117. This amount is placed in the Capital Building Reserve in accordance with legislation. \$20.2 million of the net proceeds has been applied against the Capital Lease Interim Financing arrangement for the modernization and addition to the Dr. Carl Safran Centre, in accordance with approval received from the Minister of Education to undertake this capital work. The residual proceeds of \$15.6 million will be transferred to an operating reserve upon confirmation of ministerial approval.

As at August 31, 2012 there was \$51.6 million in Capital Reserves. Of these funds, \$11.4 million is committed for approved future projects; \$15.6 million is committed for transfer to an operating reserve subject to Ministerial approval, leaving \$24.6 million in uncommitted Capital Reserves for future projects that will require Board approval.

Capital Financing Summary (Attachment IV)

Attachment IV summarizes the sources of funding for total capital expenditures for the fiscal year ended August 31, 2012 and demonstrates that overall capital spending is fully funded.

5 | 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 Education, 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 \$3.9 million of new amortization expense for each of the next four fiscal years, beginning in 2012-13.

6 | Conclusion

This report reflects the requirements of the Operational Expectation OE-6: Financial Administration.



NAOMI E. JOHNSON
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

- Attachment I: Non-Facility Related Capital Budget Status Report
- Attachment II: Facility Related Capital Budget Status Report
- Attachment III: Capital Reserves, Designated Capital Funds and Alberta Government Proceeds on Disposal of Capital Assets
- Attachment IV: Capital Financing Summary Report

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Non-Facility Related Capital Budget Status Report as at August 31, 2012

	(a)	(b)	(c)	(b-c)	(a-d)		(f)	(g)
	Board Approved Budget 01-Dec-11 \$	Expenditures to Date \$	Carry Forward Requests \$	Total Estimated Capital Expenditure \$	Forecast Project Variance \$	Notes	Estimate 2012-13 \$	Estimate 2013-14 \$
Corporate Finance								
Budget and Reporting System Implementation	25,105	20,480	-	20,480	4,625	(1)	-	-
Oracle Financials Upgrade (11.5.8)	2,751,920	2,911,361	135,159	3,046,520	(294,600)	(2)	300,000	-
Future Initiatives (2012-13 & 2013-14)	-	-	-	-	-		150,000	615,000
Capital Planning and Development								
Computerized Maintenance Management System	180,000	167,615	-	167,615	12,385	(1)	-	-
Facilities Strategic IT Plan	580,000	441,898	119,138	561,036	18,964	(1)	430,000	475,000
Mobile Computing/Plotter	226,000	79,248	156,000	235,248	(9,248)	(3)	-	-
Central Facility Services								
Electronic Door Access	259,599	203,002	-	203,002	56,597	(1)	450,000	325,000
Security Cameras - Phase II	339,748	369,112	-	369,112	(29,364)	(3)	450,000	650,000
Equipment	469,591	426,550	-	426,550	43,041	(1)	68,000	9,000
Vehicles	222,337	225,011	-	225,011	(2,674)	(3)	336,000	124,000
Future Initiatives (2012-13 & 2013-14)	-	-	-	-	-		1,585,000	388,000
Facility Operations								
Equipment	387,921	307,481	103,219	410,700	(22,779)	(3)	273,000	325,000
Future Initiatives (2012-13 & 2013-14)	-	-	-	-	-		375,000	-
Human Resources								
People Soft 9.1 Upgrade & Other	100,000	2,608,748	935,406	3,544,154	(3,444,154)	(5)	2,262,000	2,285,000
Future Initiatives (2012-13 & 2013-14)	-	-	-	-	-		240,000	50,000
Learning Services								
Inclusion Change Agent Equipment	-	225,431	-	225,431	(225,431)	(6)	-	-
Innovation and Learning Technology								
Inclusive Learning Technologies	1,147,670	1,004,727	142,943	1,147,670	-		-	-
Learning Resource Strategy	1,251,000	366,350	804,650	1,171,000	80,000	(1)	700,000	650,000
Other Learning Innovation projects	562,306	25,030	89,970	115,000	447,306	(1)	81,000	-
Future Initiatives (2012-13 & 2013-14)	-	-	-	-	-		1,365,000	100,000
Information Technology Services								
Data Centre Air Conditioning - Highfield	169,181	122,417	-	122,417	46,764	(1)	-	-
Enterprise Portal Deployment Expansion	2,063,573	767,983	1,295,590	2,063,573	-		-	-
ITS Infrastructure Renewal and Growth	1,664,000	1,091,579	572,421	1,664,000	-		1,611,000	1,610,000
Print Strategy Cost Containment (Started 2007-08)	995,000	929,593	15,000	944,593	50,407	(1)	-	-
Voice over Internet Protocol - School Demonstration	17,581	14,953	-	14,953	2,628	(1)	-	-
Windows Servers and Desktop	1,082,371	625,512	252,108	877,620	204,751	(1)	560,000	-
Future Initiatives (2012-13 & 2013-14)	-	-	-	-	-		1,319,000	1,047,000
Service Unit Future Initiatives to be indentified	-	-	-	-	-		45,000	3,347,000
Schools and Educational Resources								
Drama Lighting Refurbishing	-	-	-	-	-		-	600,000
Program Moves & Expansions Commissioning	1,112,649	233,905	-	233,905	878,744	(7)	900,000	900,000
School Purchased Assets	1,250,000	1,635,949	-	1,635,949	(385,949)	(8)	2,500,000	2,500,000
Unsupported Debt Principal Payments	4,514,000	1,796,247	-	1,796,247	2,717,753	(9)	2,600,000	3,158,000
Total Non-Facility Capital Assets	21,371,552	16,600,182	4,621,604	21,221,786	149,766		18,600,000	19,158,000

- (1) Reduction of costs tied to reduced scope of work
 (2) New Systems project funded by cost savings in other projects
 (3) Increased costs due to ability to deliver desired results earlier than expected
 (4) New Emergent equipment required funded by cost savings in other projects
 (5) New Peoplesoft Upgrade project funding by identified CBE resources tied to Payroll Services Agreement
 (6) New Systems equipment funded by targeted grant funding
 (7) Reduction of costs tied to reduced # of moves
 (8) School Purchased Assets
 (9) Reduction of Capital lease principal payments due to payout of Dr. Carl Safran capital lease

Attachment I



Facility Related Capital Budget Status Report as at August 31, 2012

	Budget Dec 01, 2011 \$	Expenditures To Date \$	Estimated Costs to Completion \$	Carry Forward Request \$	Total Estimated Capital Expenditure \$	Forecast Variance \$
2007-08 Major Modernization						
Western Canada High Modernization	35,000,000	34,807,630	192,370	-	35,000,000	-
sub-total	35,000,000	34,807,630	192,370	-	35,000,000	-
2008-09 Capital Projects						
P3 Schools (6) Furniture & Equipment (Bridlewood, Cranston, Evergreen, Royal Oak, Saddle Ridge, West Springs)	5,971,500	5,971,500	-	-	5,971,500	-
sub-total	5,971,500	5,971,500	-	-	5,971,500	-
2011-12 Capital Projects						
Chinook Learning Centre Modernization	10,500,000	22,768	10,477,232	-	10,500,000	-
P3 Middle School Equipment (Coventry Hills, Panorama, Taradale, Tuscany)	8,631,994	4,853,044	3,778,950	-	8,631,994	-
P3 Senior High Equipment (Robert Thirsk senior high)	4,487,560	9,558	4,478,002	-	4,487,560	-
McKenzie Towne Portables (4)	-	297,835	37,531	-	335,366	(335,366) (1)
McKenzie Towne Portables (2) (budget to be determined)	-	175,222	-	-	175,222	(175,222) (1)
Panorama Portables (2)	-	157,765	148,785	-	306,550	(306,550) (1)
sub-total	23,619,554	5,516,192	18,920,500	-	24,436,692	(817,138)
Other Capital Projects						
Administration Building Renovations	100,000	229,922	-	270,078	500,000	(400,000) (2)
Lord Shaughnessy Career Technology Centre	9,570,000	9,729,532	-	-	9,729,532	(159,532) (3)
Dr. Carl Safran/Conference Centre, New Education Centre Furniture and technology requirements, Connaught Modernization and Addition	53,429,477	52,844,701	-	584,776	53,429,477	-
West High School - Ernest Manning Replacement	52,460,587	51,273,583	1,187,004	-	52,460,587	-
Secondary Data Centre	1,390,000	137,715	-	1,604,618	1,742,333	(352,333) (2)
New School Commissioning (P3 4 Middle Schools)	4,000,000	1,118,972	-	2,881,028	4,000,000	-
New School Commissioning (P3 Robert Thirsk Senior High)	1,500,000	88,942	-	1,411,058	1,500,000	-
Westmount Charter Renovation - relocation to Parkdale School	-	180,000	-	-	180,000	(180,000) (2)
Reallocation of capital interest earned	153,972	-	185,511	-	185,511	(31,539) (4)
sub-total	122,604,036	115,603,367	1,372,515	6,751,558	123,727,440	(1,123,404)
	187,195,090	161,898,689	20,485,385	6,751,558	189,135,632	(1,940,542)

Variance Expanation :

- (1) New project funded by the province
- (2) Increased project costs funded by cost savings in other projects
- (3) Increased project funding by cost savings and a further contribution from IMR
- (4) Interest earned on AI approved projects in 2011-12

Attachment II



Capital Reserves, Designated Capital Funds and Alberta Government Proceeds on Disposal of Capital Assets Status Report as at August 31, 2012

	Building Reserve	Plant Operations & Maintenance Asset Replacement	Other Capital Reserves (1)	Capital Reserves Total	Alberta Government Proceeds on Disposal of Capital Assets (2)
Balances as at March 1, 2012	\$ 16,383,025	\$ 540,379	\$ 17,215,765	\$ 34,139,169	\$ 2,048,007
Transfers in					
Equipment and Vehicle Disposal Proceeds	-	68,109		68,109	-
Albert Park Disposal NBV Adjustment	159,682	-		159,682	-
King Edward Disposal - NBV Adjustment Unrestricted portion	1,850,305	-		1,850,305	-
Ed Centre Disposal	35,824,116	-		35,824,116	-
Carry forward 2011-12 (Facility & Non-Facility Related)	-	-	11,373,162	11,373,162	-
Total Transfers in	37,834,103	68,109	11,373,162	49,275,374	-
Transfers out					
Reversal of previous year carry forward	-	-	(11,544,993)	(11,544,993)	-
Dr. Carl Safran debt repayment (3)	(20,246,655)	-		(20,246,655)	-
Lord Shaughnessy Expenditures 2011-12 tied to restrictive proceeds	-	-		-	(669,761)
Total Transfers out	(20,246,655)	-	(11,544,993)	(31,791,648)	(669,761)
Balances as at August 31, 2012	\$ 33,970,473	\$ 608,488	\$ 17,043,934	\$ 51,622,895	\$ 1,378,246
Commitments:					
Represented by:					
2011-12 Capital Budget (4th Quarter Report - carry forward projects)	-	-	11,373,162	11,373,162	-
Transfer to Operating Reserve (4)	15,577,461			15,577,461	
Total Committed Amounts	15,577,461	-	11,373,162	26,950,623	-
Total Uncommitted Amounts	\$ 18,393,012	\$ 608,488	\$ 5,670,772	\$ 24,672,272	\$ 1,378,246
Balances as at August 31, 2012	\$ 33,970,473	\$ 608,488	\$ 17,043,934	\$ 51,622,895	\$ 1,378,246

Notes:

(1) Included in Other Capital Reserves is Designated Capital Funds - capital funds carryforward for capital projects, which were in progress at fiscal year end.

Service Unit Requests	\$ 4,621,604	(Attachment I)
Facility Related Requests	6,751,558	(Attachment II)
Net capital carry forward request from 2011-12	\$ 11,373,162	

(2) Alberta Government Proceeds on Disposal of Capital Assets - government portion of proceeds on disposal of capital assets, Ministerial approval is required for use of this fund. Ministerial approval was received in July, 2010 to use \$1,307,668 funds in support of the Career and Technology Centre Project at Lord Shaughnessy as requested. \$637,907 was used in 2010-11 with the remainder of \$669,761 used in 2011-12.

(3) The CBE was required to eliminate Interim Financing for Dr. Carl Safran Centre in accordance with the original approval received from Alberta Education to undertake the capital work.

(4) Subject to confirmation of ministerial approval.

Attachment III



Capital Financing Summary Report as at August 31, 2012

Calgary Board of Education 2011/12 Capital Budget Capital Financing Summary As at August 31, 2012

	Non-Facility Related Assets Expenditures	Facility Related Assets Expenditures	Total Expenditures
Total Expenditures (per Attachments I and II)	<u>\$ 21,221,786</u>	<u>\$ 189,135,632</u>	<u>\$ 210,357,418</u>
Financed by the Following:			
Alberta Infrastructure Funded Approvals	\$ -	\$ 97,820,568	\$ 97,820,568
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	11,933,212	1,937,555	13,870,767
Funded from prior year operations and Capital Building Reserves	-	51,429,477	51,429,477
Accrued Interest Earned on Capital Grants	-	1,722,170	1,722,170
Funded from School or Departmental Resources	1,635,949	-	1,635,949
Designated Capital Funds - 2011/12 Approved Carry Forward	4,621,604	6,751,558	11,373,162
Infrastructure Maintenance Renewal Program	-	3,706,049	3,706,049
Funded from Service Delivery Change	3,031,021	-	3,031,021
Total Capital Financing	<u>\$ 21,221,786</u>	<u>\$ 189,135,632</u>	<u>\$ 210,357,418</u>

Attachment IV

