

# public agenda

December 4, 2012  
3:00 p.m.

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



**Please join us on the Link outside the Multi-Purpose Room at 2:45 p.m. for a Musical Performance by Coventry Hills School students**


## 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.	<b>1   Call to Order, National Anthem and Welcome</b>			
	<b>2   Consideration/Approval of Agenda</b>		GC-2	
	<b>3   Awards and Recognitions</b>		GC-3.2	
15 mins	<b>4   Results Focus</b>			
	4.1 School Presentation – Centennial High School	S. Smith	R-3	
20 mins	<b>5   Operational Expectations</b>			
	5.1 OE-8: Communication With and Support for the Board – Annual Monitoring	N. Johnson	B/CSR-5, OE-8	Page 5-1
As Required	<b>6   Public Comment</b>			
	Requirements as outlined in Board Meeting procedures		GC-3.2	
45 mins	<b>7   Matters Reserved for Board Action</b>			
	7.1 Combined Annual Education Results Report 2011-2012 and Three-Year Education Plan 2012-2015	Board C. Faber	R 1-5, OE 1-12	Page 7-1
	<b>8   Board Consent Agenda</b>			
	8.1 Correspondence ( <i>THAT the Board receives the correspondence for information and for the record</i> ).		OE-8	Page 8-1

Time	Topic	Who	Policy Ref	Attachment
	<b>9   Chief Superintendent Consent Agenda</b>			
	9.1 Chief Superintendent Update <i>(THAT the Board receives the report for information).</i>		GC 2-6	Page 9-1
	9.2 Fall 2012 Update to the 2012-13 Budget <i>(THAT the Board receives the Fall 2012 Update to the 2012-13 Operating Budget and authorizes submission to Alberta Education and receives Attachment I, the planned operating reserves and designated funds for information.)</i>		OE-5, OE-6	Page 9-11
	 <b>10   In-Camera Issues</b>			
6:00 p.m.	<b>11   Adjournment</b>			
	<b>Debrief</b>		GC-2.3	

**Notice |**

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

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

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

operational  
expectations  
monitoring report

Monitoring for the 2011-  
2012 school year

Report date:  
December 4, 2012

## OE-8: Communication With and Support for the Board

### CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 8: Communication With and Support for the Board, the Chief Superintendent certifies that the proceeding information is accurate and complete.

Signed: Naomi Johnson  
Naomi E. Johnson, Chief Superintendent

Date: Nov-22, 2012

### BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 8: Communication With and Support for the Board, 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-8: Communication With and Support for the Board

The Chief Superintendent shall ensure that the Board is supported in its work and is fully and adequately informed about matters relating to Board work and significant organizational concern.

### Board-approved interpretation |

Broadly, the Chief Superintendent interprets that the Board of Trustees values information about the Calgary Board of Education that:

- is accurate and relevant to the Board of Trustees' governance responsibility for the system as a whole;
- is delivered to or accessible by the whole Board of Trustees to minimize significant surprises; and
- enables the Board of Trustees to understand, govern and represent the system.

Specifically, the Chief Superintendent interprets:

- *Board work* to mean governance as described in the Board of Trustees' governance policies;
- *supported* to mean access to appropriate resources;
- *fully* to mean thoroughly and relevantly;
- *matters* to mean a reportable event;
- *adequately* to mean sufficiently but not exhaustively;
- *informed* to mean provided with information in writing and/or verbally;
- *significant* to mean material—if omitted or misstated it would influence or change an action or decision;
- *organizational concern* to mean of interest to the conduct, operation and success of the CBE as a whole.

A "reportable" event satisfies the requirements contained in the interpretation of any given OE-8 sub-section.

"Material" is the term commonly used to describe the significance of information to decision-makers. Information is material when it is probable its omission or misstatement would influence or change a decision. Materiality is a matter of professional judgment in the context of particular circumstances.





For OE-8, written communication is preferred. It is an effective way to distribute consistent information efficiently. There are times when urgency may make detailed, written communication impractical.

### The Chief Superintendent will

<p>8.1 Submit required monitoring data (see policy B/CSR-5: Monitoring Chief Superintendent Performance) in a thorough, accurate and understandable fashion, according to the Board's annual work plan schedule, and including both Chief Superintendent interpretations and relevant data to substantiate compliance or reasonable progress.</p>	<p>3 of 3 indicators were achieved</p>
---	--

### Board-approved Interpretation |

The Chief Superintendent interprets:

- *required monitoring data* to mean annual reports about Results and Operational Expectations;
- *thorough* to mean sufficient but not exhaustive
- *accurate* to mean correct to the best of administration's knowledge when it is communicated;
- *understandable* to mean the information enables the Board to easily explain the information to a typical parent of a CBE student;
- *Board's annual work plan schedule* to mean the outcome of policy Governance Culture 6: Annual Work Plan.

Results reports will contain the following elements: a Board-approved reasonable interpretation, baseline and targets, and evidence of reasonable progress. Operational Expectation reports will contain the following elements: a Board-approved reasonable interpretation and evidence of compliance.

### Board-approved Indicators of Compliance |

1. 100 per cent of annual monitoring reports will be presented in accordance with the Board's annual work plan schedule.
2. 100 per cent of annual monitoring reports will contain the elements listed in the interpretation of this sub-section.
3. 100 per cent of annual monitoring reports will contain sufficient information for the Board to make a determination about compliance, non-compliance, reasonable progress, lack of reasonable progress and exceptions.



## Evidence of Compliance |

1. Between September 2011 and January 2012, administration presented eleven monitoring reports to the Board of Trustees. These reports were presented at Board of Trustees' meetings according to the annual work plan approved by the Board.

Between February 2012 and June 2012, administration presented one monitoring report to the Board of Trustees. This report was presented according to the annual work plan dated February 24, 2012.

2. On January 24, 2012, the Board of Trustees adopted the Results and Operational Expectations policies. The governance process for these policies stipulates the elements that constitute a monitoring report for Results and Operational Expectations.

After January 24, one monitoring report was scheduled through the annual work plan. On May 29, 2012, the monitoring report for OE-5: Financial Planning was presented to the Board of Trustees. This report contained a Board-approved reasonable interpretation (including indicators) and evidence of compliance.

3. In 2011-2012, the Board of Trustees made determinations regarding the disposition of all monitoring reports. In no case did the Board of Trustees find there was insufficient information to make a decision.

Evidence demonstrates the three indicators in policy sub-section 8.1 were achieved.

8.2	Provide for the Board in a timely manner, information about trends, facts and other information relevant to the Board's work.	3 of 3 indicators were achieved
-----	---	---------------------------------

## Board-approved interpretation |

The Chief Superintendent interprets:

- *timely* to mean promptly once administration becomes aware of and has validated information;
- *trends* to mean how internal and external data or factors move over time;
- *facts and other information* to mean qualitative and quantitative data;
- *relevant to the Board's work* to mean matters pertaining to governance as described in the governance policies.





## Board-approved Indicators of Compliance |

1. 100 per cent of information about trends, facts and other information will be provided in a timely manner (as interpreted above.)
2. A minimum of once per month, a written update report from the Chief Superintendent will be presented at a Board of Trustee meeting.
3. Once per month or as required by the Board of Trustees' meeting agendas, administration will support the Results focus at Board of Trustees public meetings.

## Evidence of Compliance |

1. There are a number of ways in which administration provides information to the Board of Trustees.<sup>1</sup> In 2011-2012, these included and were not limited to:
  - written Chief Superintendent's updates;
  - verbal Chief Superintendent's updates at Board meetings;
  - written reports from various service units;
  - Board development sessions;
  - presentations at Board meetings.

### Three examples of trend information

- 2011-2012 School Enrolment Report on November 15, 2011;
- Inclusive Learning Communities Board Development Session on March 6, 2012;
- Ten-Year System Student Accommodation & Facilities Strategy and Three-Year System Student Accommodation Plan (2012-2015) reports on June 19, 2012.

### Three examples of factual and other information

- Summary of the 2010-2011 Provincial Achievement Test and Diploma Examination Results on October 18, 2011;
- imagineCalgary Partnership Update on November 15, 2011;
- 2012-2013 Assumptions and Budget Strategies report on March 20, 2012.

In the examples listed above and in other communications with the Board of Trustees, administration endeavoured to give notice when the information became known and was authenticated to the best of our ability.

2. In 2011-2012, there were 28 written updates from the Chief Superintendent to the Board of Trustees.

---

<sup>1</sup> Examples in this report are illustrative only and not intended as an exhaustive list



3. The Results Focus agenda item was added to the Board of Trustees' public meeting agendas beginning April 3, 2012. From April to June, the organization presented at each of the seven public meetings. Topics included school presentations focused on Results, fee engagement, specific student fees, early learning, Collaborative Online Resource Environment, Encore CBE and a Global Learning overview.

Evidence demonstrates the three indicators in policy sub-section 8.2 were achieved.

8.3	Inform the Board of significant transfers of money within funds or other changes substantially affecting the organization's financial condition.	3 of 3 indicators were achieved
-----	--	---------------------------------

#### Board-approved Interpretation |

The Chief Superintendent interprets:

- *transfers of money within funds* to mean all transactions between reserve funds of any kind—for which administration must have Board approval in advance;
- *other changes substantially affecting the organization's financial condition* to mean any transaction or event that is:
  1. known to materially change a revenue, expenditure, asset or liability in the current or future years; or
  2. likely to materially change a revenue, expenditure, asset or liability in the current or future years.

"Likely" means the chance of the occurrence (or non-occurrence) of the future event(s) is high. With respect to financial impact, the Chief Superintendent further interprets material to be greater than 0.5 per cent of gross revenues.

#### Board-approved Indicators of Compliance |

1. For transfers of reserves, a report summarizing requested transfers will be submitted at the earliest quarter and not less than once a year.
2. For *other changes*, the Chief Superintendent's Update will provide timely information about reportable events.
3. Audited financial statements will confirm that 100 percent of reportable events were communicated to the Board of Trustees in a fashion that was timely.



## Evidence of Compliance |

1. Financial Status of the Operating Budget as at August 31, 2011 and Unaudited Financial Results for Year Ending August 31, 2011 report was presented to the Board of Trustees on December 6, 2011. The report provided the required information about transfers of reserves.
2. Quarterly variance reports were presented to the Board of Trustees on the following dates:
  - Fourth Quarter 2010-2011 Operating on December 6, 2011;
  - First Quarter 2011-2012 Operating on December 20, 2011;
  - Second Quarter 2011-2012 Operating on May 15, 2012;
  - Third Quarter 2011-2012 Operating on June 19, 2012.

Following approval of the reasonable interpretation of OE-8 by the Board of Trustees, quarterly variance reports were included in the Chief Superintendent's written updates in May and June.

3. Audited financial statements were provided to the Board on December 6, 2011. The statements confirmed that all reportable events were included in relevant quarterly reports for the 2010-2011 fiscal year.

Evidence demonstrates the three indicators in policy sub-section 8.3 were achieved.

8.4	Ensure that the Board has adequate information from a variety of internal and external viewpoints to ensure informed Board decisions.	the indicator was achieved
-----	---	----------------------------

## Board-approved Interpretation |

The Chief Superintendent interprets:

- *adequate* to mean sufficient but not exhaustive;
- *information* to mean relevant, quantitative and qualitative data;
- *internal* to mean CBE employees;
- *external* to mean relevant stakeholder groups such as students, parents, the provincial government, and CBE union and association leadership;
- *viewpoints* to mean credible and significant perspectives gathered through formal methods and channels;
- *Board decisions* to mean actions taken by the Board of Trustees that are known to administration a reasonable time in advance.



### Board-approved Indicator of Compliance |

100 per cent of known Board of Trustees decisions will be supported with information gathered and presented by administration.

### Evidence of Compliance |

In 2011-2012, administration provided feedback and information to support the Board of Trustees as it made decisions in the following areas:

- determination of reasonable progress toward academic success;
- determination of compliance with expectations for organizational performance;
- approval of submission for the Alberta School Boards Association 2011 Public Engagement Award;
- approval of unspent fund balances carry forward;
- decision regarding use of additional funding for 2011-2012;
- approval of recommendations about the financial status of operating reserves and designated funds;
- approval of recommendations about capital budget and reserves status;
- approval of the combined Three-Year Education Plan;
- approval of locally developed and/or acquired courses;
- approval of the capital and operating budgets;
- approval of transfers from reserves;
- approval of publishing of construction status;
- approval of contracts over \$500,000;
- approval of criteria used when building the school capital plan;
- determination of the Board's governance model and governance policy.

Evidence demonstrates the indicator in policy sub-section 8.4 was achieved.

8.5	Inform the Board of anticipated significant media coverage.	the indicator was achieved
-----	---	----------------------------

### Board-approved Interpretation |

The Chief Superintendent interprets:

- *anticipated* to mean expected before it happens;
- *significant* to mean material—if omitted or misstated it would influence or change an action or decision;
- *media* to mean professional journalists and their print, broadcast and online outlets;
- *coverage* to mean reports or commentary.

### Board-approved Indicator of Compliance |

On a monthly basis, the Board of Trustees will be informed about 100 per cent of reportable events in an appropriate venue.

### Evidence of Compliance |

In 2011-2012, trustees were updated by email regarding media outlooks. These outlooks include and are not limited to notice of media advisories, media coverage, interviews and requests from the media for information or comment from Calgary Board of Education employees on various topics. The media outlook emails to trustees describe actual incidents or situations as well as timely information about anticipated events.

A written summary of the media outlooks is compiled into a number of reports to the private agenda of the Board of Trustees.

Evidence demonstrates the indicator in policy sub-section 8.5 was achieved.

8.6	Inform the Board, the Board Chair or individual members if, in the Chief Superintendent's opinion, the Board or individual members have encroached into areas of responsibility assigned to the Chief Superintendent or if the Board or its members are non-compliant with any Governance Culture or Board/Chief Superintendent Relationship policies.	the indicator was achieved
-----	--	----------------------------

### Board-approved Interpretation |

The Chief Superintendent interprets:

- *inform the Board, the Board Chair or individual members* to mean that the Chief Superintendent may exercise judgment to determine whether the Board of Trustees, the Chair or a trustee is provided with information under specific circumstances;
- *opinion* to mean judgment or assessment based on observation and experience;
- *encroached into areas of responsibility assigned to the Chief Superintendent* to mean that the Board or a trustee has stepped into an operational area delegated by the Board of Trustees through its policies to the Chief Superintendent;
- *Board or its members are non-complaint* to mean the Board or a trustee has violated the policies established by the Board of Trustees.

Furthermore, the Chief Superintendent acknowledges that notification will be prompt so that those notified have the knowledge and opportunity to assess and resolve issues before they recur or worsen.



#### Board-approved Indicator of Compliance |

100 per cent of reportable events will be provided in an appropriate venue.

#### Evidence of Compliance |

During the 2011-2012 year the Chief Superintendent provided timely information to the Board, the Board Chair and/or individual trustees in several instances where, in the judgment of the Chief Superintendent, provisions outlined in governance policies were not followed. These communications initiated by the Chief Superintendent took place in writing and verbally.

Evidence demonstrates the indicator in policy sub-section 8.6 was achieved.

8.7	Present information in simple concise form, indicating clearly whether the information is incidental, intended for decision preparation, or for formal monitoring.	the indicator was achieved
-----	--	----------------------------

#### Board-approved Interpretation |

The Chief Superintendent interprets:

- *simple* to mean understandable by a typical parent of a CBE student;
- *concise* to mean adequate information provided briefly;
- *incidental* to mean information provided for the Board's edification;
- *intended for decision preparation and formal monitoring* to mean information provided that is germane to Board decision-making.

#### Board-approved Indicator of Compliance |

100 per cent of reports from the Chief Superintendent to the Board of Trustees will indicate whether the report is for information or decision.

#### Evidence of Compliance |

In 2011-2012, the reports presented to the Board of Trustees by administration indicated a purpose.

Beginning in April 2012 an adjustment was made to the report templates to align with governance processes. One of the areas amended was the purpose of the report. The approved choices under purpose are "decision" or "information."

Evidence demonstrates this indicator was achieved.

8.8	Treat all members equally and assure that all members have equal access to information.	the applicable indicator was achieved
-----	---	---------------------------------------

#### Board-approved Interpretation |

The Chief Superintendent interprets:

- *members* to be individual trustees of the Calgary Board of Education Board of Trustees;
- *equal access* to mean that each and all trustees have the opportunity to receive or access reportable information.

#### Board-approved Indicators of Compliance |

1. 100 per cent of responses to written inquiries from individual members of the Board will be copied to all members of the Board.
2. 100 per cent of agendas, related documents and minutes of Board of Trustees' meetings will be available to all members of the Board.

#### Evidence of Compliance |

1. This indicator is new and was approved by the Board of Trustees on May 15, 2012. The indicator was developed to address this specific policy subsection, which is also new. This indicator is not applicable as evidence at this time and will be reported in the next monitoring cycle for OE-8.
2. Agendas and related documents for all Board of Trustees' meeting are forwarded to individual trustees through a process outlined in the Board Procedures documents. Agendas and related documents are also available on the Calgary Board of Education public website.

Evidence demonstrates the applicable indicator was achieved.

8.9	Inform the Board in a timely manner of any actual or anticipated non-compliance with any Board Operational Expectations policy or any failure to achieve reasonable progress toward any Results policy.	2 of 2 indicators were achieved
-----	---	---------------------------------

#### Board-approved Interpretation |

The Chief Superintendent interprets:

- *timely* to mean promptly once administration becomes aware of and has validated information;
- *actual* to mean certain to occur or already occurred;
- *anticipated* to mean expected to occur.



### Board-approved Indicators of Compliance |

1. 100 per cent of instances of actual (already occurred) exceptions to compliance or reasonable progress will be indicated in the annual monitoring reports for Operational Expectations and Results policies.
2. 100 per cent of instances of actual (certain to occur) or anticipated non-compliance or lack of reasonable progress for an entire policy will be presented to the Board of Trustees in a timely manner.

### Evidence of Compliance |

1. The new format for monitoring reports presents the Board of Trustees with information about each subsection of an Operational Expectations policy. This format was used for the one OE monitoring report presented during 2011-2012 and compliance was clearly verified by the Chief Superintendent. Over this time frame there were no Results monitoring reports presented to the Board.
2. During 2011-2012, there were no instances of non-compliance or lack of reasonable progress for an entire policy identified by administration. Therefore, no communication of this sort took place between administration and the Board.

Evidence demonstrates the two indicators in policy sub-section 8.9 were achieved.

8.10	Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Chief Superintendent, but required by law to be approved by the Board.	the indicator was achieved
------	--	----------------------------

### Board-approved Interpretation |

The Chief Superintendent interprets *required by law to be approved by the Board* to mean Alberta Education's requirement for submission of a formal resolution from the Board of Trustees.

Administration has investigated and, at this time, only Locally Developed Courses (LDC) meet the criteria of the sub-section. Although accountability for Locally Developed Courses has been delegated to the Chief Superintendent by the Board of Trustees, the *School Act* requires a Board resolution authorizing LDC for use with Calgary Board of Education students.





#### Board-approved Indicator of Compliance |

100 per cent of recommendations about Locally Developed Courses will be presented to the Board of Trustees for approval.

#### Evidence of Compliance |

As required by provincial reporting timelines, reports about Locally Developed Courses were submitted for approval of the Board of Trustees on December 6, 2011 and April 17, 2012.

Evidence demonstrates the indicator in policy sub-section 8.10 was achieved.

8.11	Inform the Board in advance of any deletions of, additions to, or significant modifications of any instructional program.	the indicator is not applicable
------	---	---------------------------------

#### Board-approved Interpretation |

The Chief Superintendent interprets:

- *deletions of, additions to, or significant modifications of any instructional program* to mean the removal, cancellation, introduction or extension of:
  1. any prescribed programs of study in the regular education program or in alternative or special education programs that would materially impact the Board's work; and
  2. any entire alternative or special education program.
- *inform the Board in advance* to mean notifying the Board as soon as possible after the event is known and confirmed.

Furthermore, the Chief Superintendent interprets this requirement to apply whether changes are initiated by the Calgary Board of Education, Alberta Education or another organization unless the Board of Trustees has been previously or otherwise informed of the change.

#### Board-approved Indicator of Compliance |

100 per cent of reportable instructional program changes will be provided to the Board of Trustees.

#### Evidence of Compliance |

This indicator is new and was approved by the Board of Trustees on May 15, 2012. The indicator was developed to address this specific policy sub-section, which is also new. The indicator is not applicable as evidence at this time and will be reported in the next monitoring cycle for OE-8.



8.12	Ensure that the Board has the support necessary for it to perform its duties in an effective manner.	the indicator was achieved
------	--	----------------------------

#### Board-approved Interpretation |

The Chief Superintendent interprets:

- *support* to mean providing appropriate resources; and
- *its duties* to mean Board governance responsibility for the system as a whole.

The Chief Superintendent will canvas the Board of Trustees annually to ascertain satisfaction with support received and administration's responsiveness to evolving requirements for additions, amendments or reductions to support.

#### Board-approved Indicator of Compliance |

In the annual canvass, the Board of Trustees confirms satisfaction.

#### Evidence of Compliance |

This report represents the annual canvas of the Board of Trustees. The following are a few examples<sup>2</sup> of the level and flexibility of support provide by the Calgary Board of Education over the 2011-2012 year.

- Support for the Board of Trustees' as they revisited their governance model and governance policies
- Flexibility in allocating administration's resources to support implementation of the new governance policies
- Ongoing, interactive support of the Board of Trustees' engagement initiatives
- Continuing provision of suitable accommodation
- Responsiveness to trustee inquiries
- Ongoing support for the Board of Trustees' communication strategies
- Support in trustees' work sessions
- Support in Board of Trustees' meetings
- Provision of information, in written and/or presentation format, to support the work of trustees and the Board of Trustees, including and not limited to:
  - school presentations at Board of Trustees' meetings
  - student-led anthem at Board of Trustees' meetings
  - early learning
  - Freedom of Information and Protection of Privacy
  - records management
  - instructional design and assessment
  - digital citizenship
  - Career and Technology Centre

<sup>2</sup> Examples in this report are illustrative only and not intended as an exhaustive list

- Lighthouse Awards
- fees engagement
- CORE – Collaborative Online Resource Environment
- Encore CBE

Evidence demonstrates the indicator in policy sub-section 8.12 was achieved.

#### 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.



## report to Board of Trustees

## Calgary Board of Education Annual Education Results Report 2011-2012 and Three Year Education Plan 2012-2015

Date	December 4, 2012
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Naomi E. Johnson, Chief Superintendent of Schools
Purpose	Decision
Originator	Cathy Faber, Superintendent Learning Innovation and Chief Information Officer
Governance Policy Reference	Results 1 through 5 Operational Expectations 1 through 12
Resource Person(s)	Superintendents' Team Service Unit Directors Pat Kover, System Assistant Principal, Learning Innovation

### 1 | Recommendation

---

It is recommended

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

### 2 | Issue

---

Alberta Education requires that school board and school education plans and annual results reports be aligned with the Ministry of Education's vision, mission, goals, outcomes and performance measures for the basic education system. School boards are responsible for putting their education plans into action, for reporting annually to parents, communities and government on results and use of



resources, and for using the data to inform plans which enhance student success. Alberta Education's Accountability Framework thus works to ensure that the K-12 education system is effectively focused on meeting the educational needs of Alberta students. Jurisdiction and school plans also incorporate local strategies and may include local goals, priorities, outcomes and measures that reflect the unique characteristics and circumstances of their communities.<sup>1</sup>

### 3 | Background

---

The Three Year Education Plan and the Annual Education Results Report are key elements of the Alberta Education Accountability Framework for the K – 12 education system. They support accountability and transparency throughout the system and ensure alignment of schools and authorities with provincial direction.

### 4 | Analysis

---

The combined *Annual Education Results Report 2011-2012 and Three-Year Education Plan 2012-2015* provides a broad strategic plan that enlists all CBE Units of Change in support of student progress towards the Board's Governance Policy – Results and informs the budgeting process as outlined in OE -5 Financial Planning and OE-6 Financial Administration.

Results 1: *Mega Result* is positioned as the overarching goal in recognition of our primary accountability to the Trustees of the Calgary Board of Education. The single outcome *student success*, a goal shared by both our jurisdiction and the province, recognizes our accountability to Alberta Education.

In articulating a single outcome and identifying four overarching metastrategies to achieve it, we provide clarity of purpose and clear direction for everyone in the organization. The four metastrategies – personalize learning, build our capacity, engage our public and steward our resources – lead us to our goal. Each of the metastrategies is further defined by three more refined strategies.

School development planning processes require that each school, Area, department and service unit devise actions which enable them to implement the system strategies in ways which speak to their unique context. By this means, schools, Areas, service units and departments are able to implement system strategies through actions which reflect the unique characteristics and circumstances of their communities and best meet the needs of their students while remaining focused on learning as our central purpose.

---

<sup>1</sup>Policy and Requirements for School Board Planning and Results Reporting *April 2012* @ [http://education.alberta.ca/media/6707884/school\\_board\\_guide\\_xapril\\_2012.pdf](http://education.alberta.ca/media/6707884/school_board_guide_xapril_2012.pdf)





## 5 | Conclusion

---

This document demonstrates the alignment among the jurisdiction's results, the strategies developed to improve learning outcomes for our students, and the ways in which budget and capital and facilities planning support our strategies.



NAOMI E. JOHNSON  
CHIEF SUPERINTENDENT OF SCHOOLS

### ATTACHMENTS

Attachment I: Three Year Education Plan 2011/2012 and Annual Education Results Report 2012-2015

### 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.



# | **focus** | planning for success



Annual Education Results Report 2011-2012  
Three-Year Education Plan 2012-2015

learning | **as unique** | as every student



**Calgary Board  
of Education**

Part of being unique is that each student learns differently. Students can realize their full potential by learning in ways that recognize their individuality. This is why the CBE is dedicated to personalized learning. Each of our more than 107,000 students is supported by our system. The CBE has the capacity to lead in education while honouring each student's gifts. The result is a rich and dynamic learning experience that enables lifelong learning.

learning | **as unique** | as every student



**Calgary Board  
of Education**

## Table of contents

Annual Education Results Report Summary .....	3
Our Ultimate Goals.....	5
Accountability .....	6
Three-Year Education Plan 2012-2015 Overview .....	7
Three-Year Education Plan 2012-2015 Strategies .....	8
Combined 2012 Accountability Pillar Overall Summary .....	9
Outcomes, Measures and Results Aligned to Strategies and Actions	
Goal One   Success for Every Student .....	11
Goal Two   High Quality Education through Collaboration and Innovation..	14
Goal Three   Success for First Nations, Métis and Inuit Students .....	16
Summary of Financial Results for the 2011-12 School Year .....	17
2012-13 Updated Operating Budget .....	20
2012-15 Approved Capital Budget and Estimates.....	25
Summary of Facility & Capital Plans 2013-2016 .....	26
Measure Evaluation Reference .....	27
Enrolment Program Overview .....	29



# Annual Education Results Report Summary

## Mega Result

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.

## Overview

CBE offers a depth and breadth of programs and supports to meet the unique learning needs and interests of an increasingly diverse population. In addition to school-based programming for students with exceptional needs, we provide more extensive support for students who need it in unique settings or through outreach programs.

## Fast facts

- More than 107,000 K-12 students in 225 schools, including:
  - 103,664 students between Kindergarten and Grade 12
  - 680 students in CBe-learn, our online learning program
  - 2,760 students upgrading high school and pursuing continuing education through Chinook Learning Services
  - Over 23 per cent of CBE students identified as English language learners
  - 15,655 students with identified special education needs, the majority of whom are supported within their community school
  - More than 7,500 students in French immersion
  - 3,300 students in bilingual language and culture programs
  - 27,000 students studying a second language including French, German, Spanish, Korean, Chinese, Blackfoot and Cree
  - Supported learning opportunities for athletes including the National Sport School, National Sports Academy and National Sports Development Program

## Student results

In Provincial Achievement Tests (PATs) in grades 3, 6 and 9:

- A higher percentage of students in the CBE than in the province as a whole achieved both the acceptable standard and the standard of excellence in all subjects tested
- Knowledge and Employability PATs in English, mathematics, science and social studies, will be an area of focus in 2012-13 and for the future

In Diploma Examinations:

- A higher percentage of students in the CBE than in the province as a whole achieved the acceptable standard in eight out of 11 subjects and the standard of excellence in 10 out of 11 subjects.
- In six out of 11 subjects, the percentage of students achieving the standard exceeded that in the province by seven percentage points or more
- The downward trend in English Language Arts 30-1 appears to have stopped; results are up for the second year.
- Science 30 will be an area of focus in 2012-13 and for the future

Significantly improved:

- Three-Year high school completion rates
- Dropout rates
- Diploma exam participation rates
- Rutherford Scholarship eligibility rates

An area of focus is the six-year transition rate to post-secondary education, which declined significantly.



## Engaging stakeholders

Students have the opportunity to provide feedback to CBE administrators through:

- The Chief Superintendent's Student Advisory Councils
- The Mega Results Symposia for junior and senior high school students
- CBE's Speak Out Conferences for First Nations, Métis and Inuit students
- Surveys

In February 2012, more than 21,000 CBE students in grades 4, 7 and 10; close to 5,000 parents; and in excess of 4,000 teachers responded to the provincial Accountability Pillar Survey.

- 87.8 per cent agreed that students are safe in school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.
- 81.2 per cent were satisfied that CBE students model the characteristics of active citizenship.

In addition, more than 8,500 grades 11 and 12 students responded to a CBE student survey.

## CBE strategies

- Personalize learning
- Build our capacity
- Engage our public
- Steward our resources

Through these strategies, CBE supports the provincial priorities of:

- Closing the achievement gap for First Nations, Métis and Inuit students
- Working with our partners to provide an inclusive education system

## The bottom line:

- In 2011-12, total revenue was \$1,187,584 million.
- Almost 90 per cent of our revenue comes from government grants.
- The provincial government limits administrative expenses to four per cent of the operating budget. For 2011-12, the CBE spent 3.7 per cent of its operating budget on administration.
- The three-year capital plan prioritizes 16 new schools and 20 major modernizations totaling \$330 million and \$337 million respectively.

## Links

- Full AERR document (link to be determined)
- [Detailed financial information](#)
- [Detailed performance measure results](#)

## Our Ultimate Goals

The Annual Education Results Report 2011-2012 combined with the Three-Year Education Plan 2012-2015 helps the CBE build strategies that support student learning. These strategies align to the Board of Trustees Results statements and contribute to learning as unique as every student.

The Board of Trustees defines the objectives as:

### Result 1 | Mega Result

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.

### Result 2 | Academic Success

Each student will be literate and numerate, able to integrate and apply the knowledge, skills, attitudes and competencies acquired across all academic disciplines.

### Result 3 | Citizenship

Each student will be a responsible citizen.

### Result 4 | Personal Development

Each student will identify and actively develop individual gifts, talents and interests.

### Result 5 | Character

Each student will demonstrate good character.

## Accountability

The Annual Education Results Report for the 2011-12 school year and the Education Plan for the three years commencing Sept. 1, 2012, for the CBE was prepared under the direction of the Board in accordance with its responsibilities under the *School Act* and the *Government Accountability Act*. This document was developed in the context of the provincial government's business and fiscal plans. The CBE has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

School councils play a key role in education and council advice is actively sought and seriously considered prior to making decisions on a wide range of school issues. School councils help build the context of school development plans through direct input at meetings and the opportunities for suggestions and feedback provided to all parents. The CBE has established administrative regulations that ensure school principals work toward:

- Enhancing communication between the school and its parent community;
- Providing a method by which the school, the home and the community may work together for the benefit of students;
- Providing a forum for discussion of school philosophies, plans and operations that contributes to the creation of the school development plan.

The Board of Trustees approved this combined Annual Education Results Report for the 2011-12 school year and the Three-Year Education Plan for 2012–2015 on Dec. 4, 2012

Pat Cochrane, Chair  
Board of Trustees  
Calgary Board of Education

Naomi E. Johnson  
Chief Superintendent of Schools  
Calgary Board of Education

The Calgary Board of Education Combined Three Year Education Plan 2012 – 2015 and Annual Education Results Report 2011 – 2012 may be accessed using the following permalink:  
link to be determined

Our jurisdiction's annual AISI report can be viewed at:  
<http://education.alberta.ca/teachers/aisi/leaders/synopses.aspx>

The Calgary Board of Education Average Class Size Report 2011-2012 can be viewed at:  
<http://www.cbe.ab.ca/aboutus/documents/ClassSizeSurveyReport.pdf>



## Program Overview

### Three-Year Education Plan 2012-2015 Overview

The Three-Year Education Plan guides our work and connects each CBE employee to our Mega Result and our desired outcome of student success. Our task is to create an environment in which each student has the opportunity to become an engaged learner, prepared for success in life, work and future learning. We therefore focus on four objectives: personalize learning; build our capacity; engage our public; and steward our resources.

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.

### Outcome: Student Success

#### Personalize Learning

**Success for each student, every day, no exceptions**

Instructional design and leadership focus on

- student agency and intellectual engagement
- active and effortful tasks
- assessment that informs teaching and learning
- students knowing what they know, how they know it, how they show it, and what they need to learn next

#### Build Our Capacity

**Capacity building with a focus on results**

Professional Learning Communities and Communities of Practice focus on

- Intellectual engagement
- shared standards of practice
- data driven, job-embedded professional learning
- staff knowing the decisions they have made, why they made them, what impact those decisions had, and what is required of them next

#### Engage Our Public

**Everyone has a part to play in public education**

Internal and external community members

- recognize public education as foundational to a democratic society
- acknowledge and accept different roles, responsibilities and contributions
- practice and benefit from open and responsive communication
- accept responsibility for the success of the organization

#### Steward Our Resources

**Resource management on behalf of student learning**

Decisions at all levels of the organization (schools to service units) are

- based on values and priorities
- data driven
- strategic and responsive
- consistent with the learning agenda
- made within a coherent framework
- sustainable

### Alberta Education Goals

Success for Every Student

High Quality Education through Collaboration and Innovation

Success for First Nations, Métis and Inuit Students

## Three-Year Education Plan 2012-2015 Strategies

To achieve our desired outcome, the CBE has described strategies to achieve our Mega Result. Among them, we are working to articulate and advance a coherent, system-wide vision of high-quality teaching and learning. These strategies are a work in progress that will continue to get better with ongoing input from employees.

Personalize Learning	Build Our Capacity	Engage Our Public	Steward Our Resources
Articulate and advance a coherent, system-wide vision of high quality teaching and learning.	Establish district-wide professional learning in support of personalized learning and district coherence.	Enhance understanding of and participation in public education through increased civic engagement.	Facilitate collective capacity for resource creation, coordination, and integration.
Implement a well-articulated framework for system-wide inclusive practices.	Promote a workplace culture that ensures continuous improvement in program provision, service delivery, and professional learning across the system.	Promote a workplace culture built on the values of voice, accountability, self-sufficiency, clarity of role and responsibility, and in which all employees find meaning and fulfillment.	Improve access to data that supports transparent decision making.
Support instructional practices that reflect Alberta Education's competency-based conceptions of literacy and numeracy.	Develop integration strategies to maximize impact on student success.	Engage community partners in collaborative ventures to support student learning.	Enhance operational performance through more effective and efficient business process and practice.



## Combined 2012 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Calgary School District No. 19			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Good	Safe and Caring	87.8	86.1	85.7	88.6	88.1	87.5	High	Improved Significantly	Good
Student Learning Opportunities	Good	Program of Studies	82.0	81.8	81.7	80.7	80.9	80.6	Very High	Maintained	Excellent
		Education Quality	88.1	88.0	88.0	89.4	89.4	89.3	High	Maintained	Good
		Drop Out Rate	3.1	4.1	4.2	3.2	4.2	4.4	High	Improved Significantly	Good
		High School Completion Rate (3 yr)	72.4	70.8	69.8	74.1	72.6	71.6	Intermediate	Improved Significantly	Good
Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	81.6	80.7	80.4	79.1	79.3	78.9	Intermediate	Improved Significantly	Good
		PAT: Excellence	22.4	20.3	20.3	20.9	19.6	19.1	High	Improved Significantly	Good
Student Learning Achievement (Grades 10-12)	Good	Diploma: Acceptable	85.6	84.0	84.4	83.5	82.6	83.5	Intermediate	Improved Significantly	Good
		Diploma: Excellence	23.9	23.1	23.2	18.6	18.7	18.7	Very High	Improved	Excellent
		Diploma Exam Participation Rate (4+ Exams)	61.9	59.8	58.0	56.2	54.9	53.9	High	Improved Significantly	Good
		Rutherford Scholarship Eligibility Rate (Revised)	60.4	58.6	58.2	61.5	59.6	58.0	High	Improved Significantly	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Acceptable	Transition Rate (6 yr)	58.3	59.9	59.9	58.4	59.3	59.5	High	Declined Significantly	Issue
		Work Preparation	76.4	76.7	76.4	79.7	80.1	79.9	Intermediate	Maintained	Acceptable
		Citizenship	81.2	79.5	79.0	82.5	81.9	81.2	Very High	Improved Significantly	Excellent
Parental Involvement	Acceptable	Parental Involvement	76.0	76.2	76.3	79.7	79.9	80.0	Intermediate	Maintained	Acceptable
Continuous Improvement	Good	School Improvement	77.6	76.9	77.1	80.0	80.1	79.8	High	Improved	Good

### Notes

- PAT results are a weighted average of the percentage meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weightings are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
- Diploma results are a weighted average of percentage meeting standards (Acceptable, Excellence) on Diploma Examinations. The weightings are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- The subsequent pages include evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.



## Combined 2012 Accountability Pillar Overall Summary

### First Nations, Métis & Inuit Students

Measure Category	Measure Category Evaluation	Measure	Calgary School District No. 19			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Learning Opportunities	n/a	Drop Out Rate	9.8	13.6	12.6	9.0	10.4	10.9	Very Low	Improved	Issue
		High School Completion Rate (3 yr)	27.1	25.2	24.3	40.2	38.2	36.0	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	49.5	50.3	53.2	58.3	58.1	57.8	Very Low	Declined	Concern
		PAT: Excellence	5.0	4.2	4.3	6.6	6.0	5.9	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Issue	Diploma: Acceptable	85.1	84.4	84.5	77.6	77.7	77.0	Intermediate	Maintained	Acceptable
		Diploma: Excellence	11.6	10.9	11.2	8.8	7.4	8.1	Low	Maintained	Issue
		Diploma Exam Participation Rate (4+ Exams)	16.7	12.9	12.6	19.6	19.1	17.7	Very Low	Improved	Issue
		Rutherford Scholarship Eligibility Rate (Revised)	21.1	19.7	22.2	34.4	32.1	29.6	Very Low	Maintained	Concern
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	26.5	22.9	25.5	30.2	31.2	32.3	Very Low	Maintained	Concern

#### Notes

- PAT results are a weighted average of the percentage meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weightings are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
- Diploma results are a weighted average of percentage meeting standards (Acceptable, Excellence) on Diploma Examinations. The weightings are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- The section for Goal 3 includes evaluations for the performance measures included in the table above. If jurisdictions desire not to present evaluations for each performance measure in that section, please include a reference to this overall summary page under Goal 3.

## Goal One | Success for Every Student

### Outcome | Students demonstrate proficiency in literacy and numeracy

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2008	2009	2010	2011	2012		Achievement	Improvement	Overall	2013	2014	2015
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	78.3	79.8	80.7	80.7	81.6		Intermediate	Improved Significantly	Good			
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	19.1	20.2	20.3	20.3	22.4		High	Improved Significantly	Good			

#### Strategies

- Personalize learning: support instructional practices that reflect Alberta Education's competency-based conceptions of literacy and numeracy

#### Notes

- Aggregated PAT results are based upon a weighted average of percentage meeting standards (Acceptable, Excellence). The weightings are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9). The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.



## Goal One | Success for Every Student

### Outcome | Students achieve student learning outcomes

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2008	2009	2010	2011	2012		Achievement	Improvement	Overall	2013	2014	2015
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	85.6	85.3	83.8	84.0	85.6		Intermediate	Improved Significantly	Good			
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	23.1	23.1	23.4	23.1	23.9		Very High	Improved	Excellent			

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011		Achievement	Improvement	Overall	2013	2014	2015
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	69.9	68.9	69.6	70.8	72.4		Intermediate	Improved Significantly	Good			
Drop Out Rate - annual dropout rate of students aged 14 to 18	5.2	5.0	3.5	4.1	3.1		High	Improved Significantly	Good			
High school to post-secondary transition rate of students within six years of entering Grade 10.	59.5	59.7	60.1	59.9	58.3	59	High	Declined Significantly	Issue	59.5	60	60.5
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	58.9	58.4	57.7	58.6	60.4		High	Improved Significantly	Good			
Percentage of students writing four or more Diploma Exams within three years of entering Grade 10.	57.1	57.0	57.3	59.8	61.9		High	Improved Significantly	Good			

#### Strategies

- Personalize learning: articulate and advance a coherent system-wide vision of high quality teaching and learning.
- Build our capacity: develop integration strategies to maximize impact on student success
- Steward our resources: improve access to data that support transparent decision-making.

#### Notes

- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weightings are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30. The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
- Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
- Please note that the rules for Rutherford Scholarships changed in 2008, which increased the number of students eligible for Rutherford Scholarships. The history for the measure has been re-computed to allow for trends to be identified.



## Goal One | Success for Every Student

Outcome | Students develop competencies for success as engaged thinkers and ethical citizens with an entrepreneurial spirit

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2008	2009	2010	2011	2012		Achievement	Improvement	Overall	2013	2014	2015
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	75.6	78.1	79.4	79.5	81.2		Very High	Improved Significantly	Excellent			
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	76.9	76.0	76.5	76.7	76.4		Intermediate	Maintained	Acceptable			

### Strategies

- Build our capacity: establish district-wide professional learning in support of personalized learning and district coherence.
- Engage our public: enhance understanding of and participation in public education through increased civic engagement.
- Steward our resources: facilitate collective capacity for resource creation, coordination and integration.

## Goal Two | High Quality Education through Collaboration and Innovation

Outcome | Effective learning and teaching within caring, respectful, safe and healthy environments

Performance Measure	Results (in percentages)					Target 2012	Evaluation			Targets		
	2008	2009	2010	2011	2012		Achievement	Improvement	Overall	2013	2014	2015
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	80.9	81.7	81.7	81.8	82.0		Very High	Maintained	Excellent			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	86.5	88.0	88.0	88.0	88.1		High	Maintained	Good			
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	83.2	85.0	86.0	86.1	87.8		High	Improved Significantly	Good			

### Strategies

- Build our capacity: promote a workplace culture that ensures continuous improvement in program provision, service delivery, and professional learning across the system.
- Engage our public: engage community partners in collaborative ventures to support student learning.
- Steward our resources: facilitate collective capacity for resource creation, coordination, and integration.

## Goal Two | High Quality Education through Collaboration and Innovation

Outcome | The education system demonstrates leadership and collaboration

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2008	2009	2010	2011	2012		Achievement	Improvement	Overall	2013	2014	2015
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	74.7	76.6	76.0	76.2	76.0		Intermediate	Maintained	Acceptable			
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	73.1	76.6	77.8	76.9	77.6		High	Improved	Good			

### Strategies

- Build our capacity: establish district-wide professional learning in support of personalized learning and district coherence.
- Engage our public: enhance understanding of an participation in public education through increased civic engagement.
- Steward our resources: enhance operational performance through more effective and efficient business process and practice.



## Goal Three | Success for First Nations, Métis and Inuit Students

### Outcome | First Nations, Métis & Inuit students are engaged in learning

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011		Achievement	Improvement	Overall	2013	2014	2015
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	29.7	25.5	22.1	25.2	27.1	27.6	Very Low	Maintained	Concern	28.1	28.6	29.1
Drop Out Rate - annual dropout rate of students aged 14 to 18	14.6	13.6	10.5	13.6	9.8	9.6	Very Low	Improved	Issue	9.4	9.2	9.0
High school to post-secondary transition rate of students within six years of entering Grade 10.	20.4	25.2	28.5	22.9	26.5	27.5	Very Low	Maintained	Concern	28.5	29.5	30.5
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	21.7	21.8	25.0	19.7	21.1	21.6	Very Low	Maintained	Concern	22.1	22.6	23.1
Percentage of students writing four or more Diploma Exams within three years of entering Grade 10.	15.4	12.8	12.2	12.9	16.7	17.0	Very Low	Improved	Issue	17.3	17.6	17.9

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2008	2009	2010	2011	2012		Achievement	Improvement	Overall	2013	2014	2015
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	49.0	50.7	58.7	50.3	49.5	50.0	Very Low	Declined	Concern	50.5	51.0	51.5
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	4.1	3.9	4.8	4.2	5.0	5.5	Very Low	Maintained	Concern	6.0	6.5	7.0
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	85.4	87.9	81.4	84.4	85.1	85.4	Intermediate	Maintained	Acceptable	85.7	86.0	86.3
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	11.1	12.7	10.1	10.9	11.6	12.4	Low	Maintained	Issue	13.2	14.0	14.8

#### Strategies

- Personalize learning: implement a well-articulated framework for system-wide inclusive practices.
- Build our capacity: develop integration strategies to maximize impact on student success.
- Engage our public: engage community partners in collaborative ventures to support student learning.
- Steward our resources: improve access to data that support transparent decision making.

#### Notes

- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weightings are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9). The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weightings are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30. The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
- Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
- Please note that the rules for Rutherford Scholarships changed in 2008, which increased the number of students eligible for Rutherford Scholarships. The history for the measure has been re-computed to allow for trends to be identified.

## Summary of Financial Results for the 2011-12 School Year

### Overview

Despite a tough budget year, in 2011-12 the CBE provided outstanding educational opportunities to more than 104,000 students in 221 schools. Our students posted some of the best provincial achievement test and diploma exam results. The 2011-12 school year reflects continued implementation of the three pillars of *Alberta Education's Renewed Funding Framework: Flexibility, Accountability, and Funding* with a primary focus on improved accountability for results achieved in 2011-12. The vision defined by Alberta Education is reflected in the CBE's Three-Year Education Plan. This plan guides our work and connects each CBE employee to our ultimate goal of student success.

When the provincial budget was announced, the CBE faced a \$61.7 million shortfall in funding for 2011-12. Input from more than 1,400 parents and community members guided decisions to balance our budget while minimizing the negative impact on students in the classroom. We redesigned central services; planned to use all of our available reserves; and included a provision to underspend Board-funded capital. The goal of these initiatives and others was to reduce the impact of the anticipated budget shortfall on schools.

The review of the financial results for 2011-12 includes two comparisons: actual 2011-12 results to the budget; and year-over-year actual results.

### 2011-12 Actual to Budget

A comparison of actual results to budget for 2011-12 highlights a number of specific areas.

- Almost 90 per cent of CBE revenue comes from government grants.
- Actual "other revenue" was \$132.0 million. This amount, which is \$47.2 million more than the budget, is mostly a result of the sale of two schools and the old education centre (515 MacLeod Trail S.E.).
- The CBE did not need to use \$19.2 million of reserves to cover budget shortfall as expected. Moreover, the CBE actually increased operating reserves by \$8.1 million.
- Coincidentally, the CBE received additional, one-time funding of \$19.2 million when Premier Redford restored \$107 million to school budgets in October 2011. The CBE portion was directed to benefit students in classrooms.
- The provincial government limits administrative expenses to four per cent of the operating budget. For 2011-12, the CBE spent 3.7 per cent of its operating budget on administration.
- Board-funded capital additions totalled \$43.7million. To fund work not completed by the fiscal year-end, \$11.4 million is being carried forward to 2012-13.

### Year-over-year changes

Comparing the 2011-12 actual results to the prior year reveals the following highlights.

- Revenue from government grants was up \$39.9 million. This was the result of a 4.54 per cent Alberta Education grant rate increase and a 1.2 per cent enrolment increase, which equates to 1,265 students.
- Employee salaries and benefits represent almost 78 per cent of expenses. The total expense increased year-over-year by \$29.4 million. This 3.4 per cent increase primarily reflects negotiated salary and step increment increases for various employee groups.
- When the construction of four new middle schools was completed by the province, CBE capital assets increased by \$93.4 million
- CBE total net assets increased \$49.8 million to \$199.7 million from the year before, mainly due to the sale of three buildings.



During the 2011-2012 school year, per-pupil costs were \$10,890, compared to \$10,580 in 2010-2011. This represents an increase of 2.9 per cent, primarily reflecting general inflationary increases.

### Financial Position

As at Aug. 31, 2012, the CBE had an unrestricted operating surplus of \$2.8 million which reflects an increase of \$0.6 million from \$2.2 million in the 2010-11 fiscal year. In addition, at Aug. 31, 2012, the Corporation's overall net assets stand at \$199.7 million versus \$149.9 million for 2010-11, which primarily represents operating and capital reserves, designated operating funds and Board-funded investments in capital assets. This increase is primarily tied to a \$20.2 million increased investment in capital for the Dr. Carl Safran Centre and \$25.7 million transfer to capital reserves.

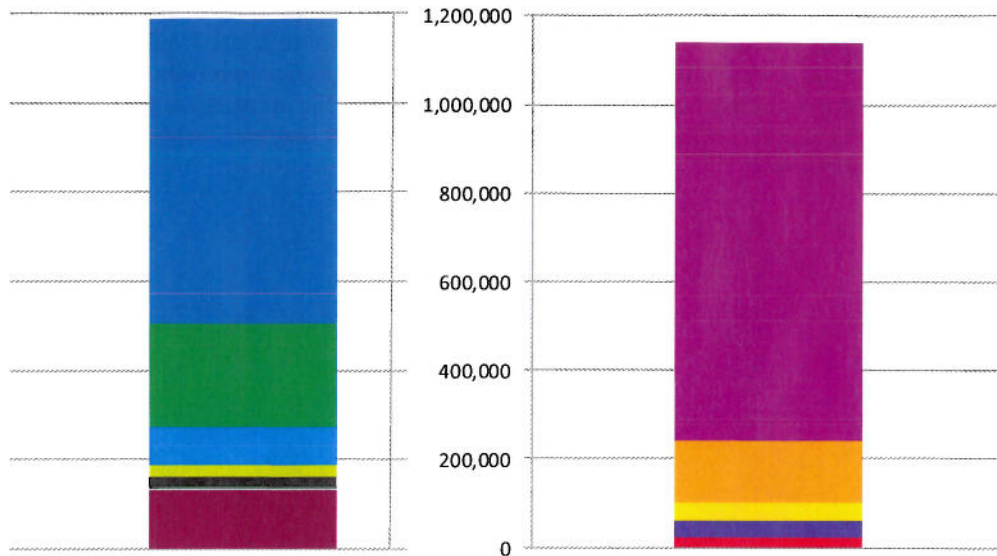


## Financial Summary for the Year Ended Aug. 31 2012

### REVENUE SUMMARY

all figures in \$ thousands

### EXPENSE SUMMARY



	2011-12	2010-11
	Actual	(restated)
Revenue	Revenue	Revenue
all figures in \$ thousands		
Base provincial instruction grants	682,730	648,043
Differential cost funding grants	230,582	230,007
Other provincial education grants	87,279	84,887
Capital support	25,865	25,626
Provincial priority targeted grants	23,715	20,788
Other provincial revenue	3,208	4,191
Federal grants & education agreements	2,242	2,201
Other revenue	131,963	85,268
<b>Total revenue</b>	<b>1,187,584</b>	<b>1,101,011</b>

	2011-12	2010-11
	Actual	Actual
Expense	Expense	Expense
all figures in \$ thousands		
Instruction (K - 12)	897,525	874,046
Plant, operations and maintenance	137,442	139,967
Board & system administration	41,652	40,097
Transportation	37,760	36,931
External services	23,396	15,430
<b>Total expense</b>	<b>1,137,775</b>	<b>1,106,471</b>

#### Notes

- For additional financial information, please review our 2011-12 Audited Financial Statements, located on our website at <http://www.cbe.ab.ca/trustees/budget.asp>

## 2012-13 Updated Operating Budget

On Dec. 4, 2012, the Board of Trustees will be asked to receive the CBE's 2012-13 updated operating budget reflecting total planned spending of \$1.179 billion. Approved budgets are prepared in accordance with the:

- Board of Trustees' Governance Policies, Operational Expectations and Results
- Three-Year Education Plan for the Calgary Board of Education
- service levels determined by Superintendents
- requirements of Alberta Education

In addition, through the original operating budget process, input was sought from employee group representatives and other stakeholders. The goal in building the 2012-13 budget is to dedicate the maximum possible resources to optimize learning for students in classrooms. We remain focused on this goal as we prepare balanced budgets each year. Our expenditures are measured against the goals of our Three-Year Education Plan to ensure that everything we do contributes as much as possible to student success.

The fall updated operating budget will be submitted to Alberta Education immediately following its receipt by the Board of Trustees. It reflects financial support for the outcomes, strategies and actions articulated in the CBE's Three-Year Education Plan 2012-2015, and forms the basis of the 2012-13 updated work plans for each of the CBE's service units and fall resource deployment by principals at schools.

The 2012-13 fall updated forecast reflects all applicable announced grant funding rates and all known financial information up to Oct. 31, 2012 including the Fall Resource Allocation Method (RAM) decisions by principals, utilizing the Sept. 30 student enrolment count and associated changes in full time equivalents (FTEs) staffing levels.

Of the \$1,164.0 million in total expected revenues (not including approved transfers from operating reserves and designated funds), Alberta government grant revenues are projected to be \$1,079.6 million. The total planned spending is \$1,179.2 million.

The forecasted changes to the original budgeted revenues and expenses are:

- An \$11.0 million increase in revenue from the operating budget approved by the Board on May 29, 2012, due mainly to enrolment growth offset by any forecasted changes in staffing and supplies deployed to schools through the RAM process.
- Forecasted decrease in amortization of capital allocations revenue of \$0.7 million and a decrease of \$4.2 million in amortization expense due to delayed completion of projects in 2011-12.
- Anticipated use of designated funds approved by the Board on Nov. 6, 2012 to be used in 2012-13 of \$2.6 million.

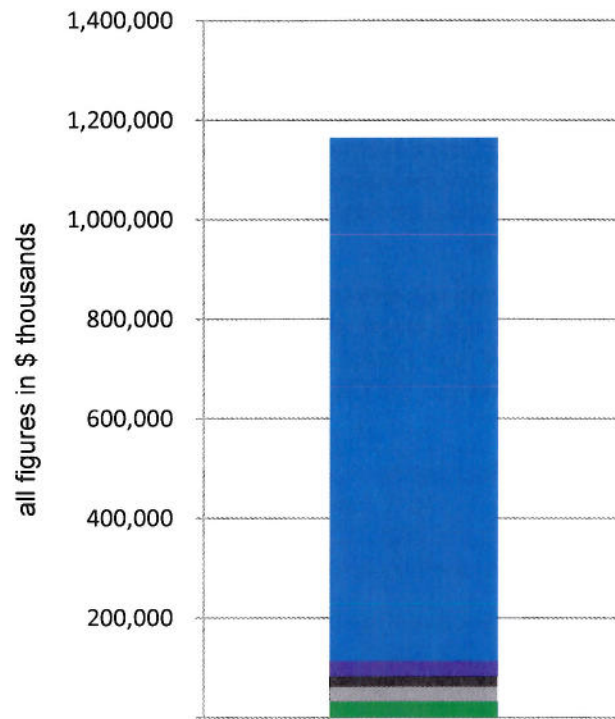
The forecasted use of operating reserves and designated funds has decreased to \$15.2 million, compared to the approved use of operating reserves and designated funds of \$16.08 million.

Approximately 78 per cent of the CBE's operating budget provides for the certificated and non-certificated salaries and benefits of CBE employees (including the Alberta Teacher Retirement Fund flow-through expenses). The fall updated budgeted full time equivalent (FTE) staff is 9,074 reflecting 5,863 certificated staff and 3,211 non-certificated staff. The salary and benefit cost information presented in the 2012-13 fall updated operating budget is based on certain expenditure assumptions, on past experience and on the fall resource allocation and deployment decisions made within CBE schools. These staffing levels reflect a decrease of 50 FTEs since the budget was initially approved in June 2012 primarily reflecting an increase in certificated staff offset by a decrease in non-certificated staff.

## 2012-13 Updated Operating Budget

The following is a brief summary of the Calgary Board of Education's 2012-13 fall updated operating forecast:

### Revenues



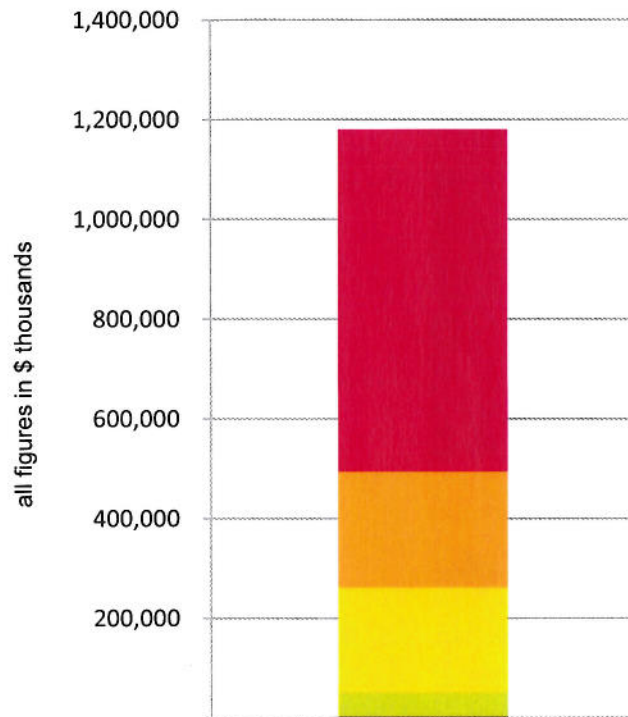
<span style="color: blue;">■</span>	Government of Alberta
<span style="color: purple;">■</span>	Fees
<span style="color: black;">■</span>	Other sales and services revenue
<span style="color: grey;">■</span>	Amortization of capital allocations revenue
<span style="color: green;">■</span>	All other revenues
<b>Total</b>	

<b>2012-13</b>	<b>2011-12</b>
Updated Operating Forecast	Approved Fall Update Budget
all figures in \$ thousands	
1,050,653	1,018,224
31,562	28,481
20,321	32,948
28,912	24,345
32,505	26,458
<b>1,163,954</b>	<b>1,130,456</b>



## 2012-13 Updated Operating Budget

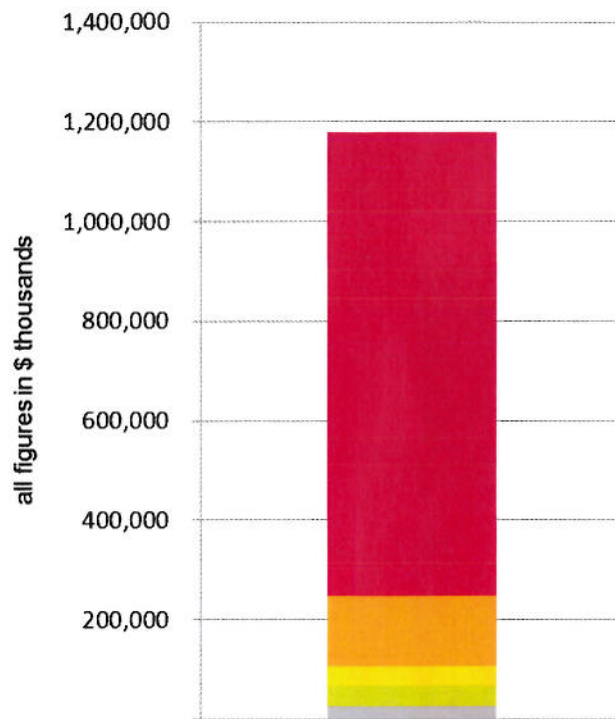
### Expenses by object



<span style="display:inline-block; width:10px; height:10px; background-color:yellow; border:1px solid black;"></span> Certificated salaries, wages and benefits expense
<span style="display:inline-block; width:10px; height:10px; background-color:orange; border:1px solid black;"></span> Non-certificated salaries, wages & benefits expense
<span style="display:inline-block; width:10px; height:10px; background-color:yellow; border:1px solid black;"></span> Services, contracts and supplies expense
<span style="display:inline-block; width:10px; height:10px; background-color:yellow; border:1px solid black;"></span> Amortization expense
<span style="display:inline-block; width:10px; height:10px; background-color:purple; border:1px solid black;"></span> Interest on capital debt expense
<span style="display:inline-block; width:10px; height:10px; background-color:purple; border:1px solid black;"></span> All other expenses
<b>Total</b>

<b>2012-13</b>	<b>2011-12</b>
Updated	Approved
Operating	Fall Update
Forecast	Budget
all figures in \$ thousands	
685,437	661,284
232,697	223,627
210,640	219,097
47,902	42,455
1,116	1,464
1,377	1,683
<b>1,179,170</b>	<b>1,149,611</b>

## Expenses by block



<span style="display:inline-block; width:10px; height:10px; background-color:red; border:1px solid black;"></span> Instruction (K - Grade 12)
<span style="display:inline-block; width:10px; height:10px; background-color:orange; border:1px solid black;"></span> Operations & maintenance of schools and shops
<span style="display:inline-block; width:10px; height:10px; background-color:yellow; border:1px solid black;"></span> Transportation
<span style="display:inline-block; width:10px; height:10px; background-color:lightgreen; border:1px solid black;"></span> Board & system administration
<span style="display:inline-block; width:10px; height:10px; background-color:grey; border:1px solid black;"></span> External services
<b>Total</b>

<b>2012-13</b>	<b>2011-12</b>
Updated	Approved
Operating	Fall Update
Forecast	Budget
all figures in \$ thousands	
930,314	906,683
141,090	134,876
40,551	38,962
39,755	48,397
27,460	20,693
<b>1,179,170</b>	<b>1,149,611</b>

## Budget Initiatives

### 2012-13 Budget Initiatives and Outlook

Our budget decisions are driven by our ultimate goal – ensuring student success. This goal is expressed by our Board of Trustees' expectation that 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. This "mega result" encompasses very specific expectations for student outcomes in academic success, character, personal development and citizenship.

School districts used to get their budgets from the provincial government one year at a time. This process made it impossible to connect long-term strategies and three-year education plans to funding. In February 2012, the Alberta government changed the process. For the first time, school districts were given revenue formulas for three years, fulfilling a commitment to provide predictable funding. The three-year funding enables school districts to plan further in advance than was ever possible before.

The Three-Year Financial Plan applied strategies to deliver balanced budgets with the greatest possible benefit for student success. Our goal is to dedicate the maximum possible resources to optimize learning for students in classrooms. To this end, we identified initiatives to achieve efficiencies and reduce costs, and we applied available operating reserves. The three-year plan included strategies to ultimately eliminate reliance on operating reserves in meeting operational needs.



## 2012-15 Approved Capital Budget and Estimates

### Calgary Board of Education and Reserve-funded Assets

#### Capital Budget Information

The Board of Trustees approved the 2012-13 Board-funded Capital Budget of \$18.6 million based on recommendations by the Capital Budget Council and the carry forward of \$11.4 million in capital projects from prior year. The capital budget was developed through information received from schools and departments within the various service units. Recommendations were made by applying filters to each request, including the project type, category and priority. The committee focused on completion of projects underway, support for new technology projects, and energy efficiency projects and funding sources.

The summary of the Three Year Plan is as follows:

	Capital Budget		
	(all figures in \$ thousands)		
	2012-13	2013-14	2014-15
<b>Capital Lease Payments (Contracts)</b>			
Performance Contracts	2,600	3,158	3,664
<b>Total Capital Lease Payments (Contracts)</b>	2,600	3,158	3,664
<b>Non-Facility Related Projects</b>			
Strategic	2,276	1,175	400
Enhancement	7,137	7,040	5,160
Maintenance	6,542	4,438	2,836
<b>Total Non-Facility Related Projects</b>	15,955	12,653	8,396
<b>Funding Held for Projects to be Identified</b>	45	3,347	7,604
<b>Total Capital Expenditures</b>	18,600	19,158	19,664
<b>Financed by the Following:</b>			
Amortization Reserve	16,100	11,058	17,164
Capital Reserve	-	5,600	-
School Purchased Assets	2,500	2,500	2,500
<b>Total Capital Financing</b>	18,600	19,158	19,664

#### CBE Web links:

[2013-2016 School Capital Plan](#)

[2012-2020 Ten-Year System Student Accommodation and Facilities Strategy](#)

## Summary of Facility & Capital Plans 2013-2016

Over the past decade, Calgary has seen tremendous growth and economic prosperity. One simple indicator of the magnitude of the growth is that the population of Calgary increased by 99,177 people since 2006 at an average of 19,835 new Calgarians per year. Currently, there are approximately 24 actively developing communities in varying stages of development in Calgary. New school construction is necessary in outlying communities of the city to provide students with equitable access to instructional programs and to comply with the Board of Trustees' Governance Policies. New school construction priorities are approved by the Board of Trustees and these priorities are submitted to the provincial government in accordance with the annual School Capital Plan process.

The CBE's School Capital Plan 2013-2016 was approved on March 20, 2012, by the Board of Trustees and can be found on the CBE Website at:

<http://www.cbe.ab.ca/aboutus/documents.asp>

The capital priorities for the three-year period consist of:

- 16 new school construction projects totaling \$330 million
- 20 major modernization projects totaling \$337 million

New school construction projects and school modernization projects previously approved by the province through CBE school capital plans as well as recently completed projects are listed below.

### School Openings 2012-2013 School Year

The following middle schools were approved by the Provincial government on January 30, 2008, to accommodate enrolment growth in Calgary's new and developing communities. These projects were part of the Alberta Schools Alternative Procurement (ASAP) Phase II project and were being built using a Private, Public, Partner (P3) model. The four new middle schools below opened for the 2012-2013 school year:

- Nose Creek School
- Captain Nichola Goddard School
- Ted Harrison School
- Twelve Mile Coulee School

### Schools under Construction

The new Robert Thirsk High School is under construction. It is anticipated to be handed over to the CBE in the fourth quarter of 2012. It has been procured through a design build process. The school is scheduled to open in September 2013 for 1500 students.

### Modernizations

A modernization to Lord Shaughnessy High School was approved for \$9.7 million. The project began in April 2010 and was completed in fall 2012.

On July 7, 2012, the Alberta Government approved provincial funding for the Booth Centre modernization for Chinook Learning Services. Completion is expected in the summer of 2014.



## Measure Evaluation Reference

### Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the three-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the five achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 65.53	65.53 - 78.44	78.44 - 85.13	85.13 - 89.49	89.49 - 100.00
PAT: Excellence	0.00 - 9.19	9.19 - 11.96	11.96 - 17.99	17.99 - 22.45	22.45 - 100.00
Diploma: Acceptable	0.00 - 74.42	74.42 - 83.58	83.58 - 88.03	88.03 - 92.35	92.35 - 100.00
Diploma: Excellence	0.00 - 10.31	10.31 - 15.67	15.67 - 20.27	20.27 - 23.77	23.77 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate (Revised)	0.00 - 43.18	43.18 - 49.83	49.83 - 59.41	59.41 - 70.55	70.55 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

#### Notes

- For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.



## Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the five improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

## Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	Achievement				
Improvement	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

## Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

## Enrolment Program Overview

In the 2012-13 school year, the Calgary Board of Education will provide programs and services in 225 schools, addressing the complexity and diversity of a population of 107,104 students.

<b>Type and Number of Schools*</b> <b>2012-13 School Year</b>	
Elementary	132
Middle or Elementary Junior	32
Junior	22
Junior Senior	7
Senior High	16
Elementary Junior Senior**	1
Unique Settings including Discovering Choices	15
Outreach at four locations	
<b>Total</b>	<b>225</b>
* School is defined as an instructional setting with a unique school code assigned by Alberta Education	
** Home Education	

<b>Student Enrolment</b> <b>as of Sept. 30, 2012</b>	
Early Learning	
Pre-Kindergarten	80
Kindergarten	8,252
Grades 1 to 3	24,444
Grades 4 to 6	21,333
Grades 7 to 9	21,623
Grades 10 to 12	25,896
Home Education	247
Unique Settings	
Outreach Programs	1,116
Chinook Learning Services*	2,760
CBe-learn	680
Other	673
<b>Total Enrolment</b>	<b>107,104</b>
* 1,039 are 20 years old and older	

<b>CBE Budgeted Employee Count*</b> <b>2012-13</b>	
Certificated**	5,863
Non-certificated	3,211
<b>Total</b>	<b>9,074</b>
* Reported as Full-Time Equivalents as of Oct. 31, 2012	
** Excludes substitute teachers	

## Program Overview

The CBE offers a depth and breadth of programs and supports to meet the unique learning interests and needs of our increasingly diverse student populations.

### Unique settings and outreach programs providing specialized services and supports

- CBe-Learn
- Children's Village School
- Chinook Learning Services
- Christine Meikle School
- Discovering Choices Outreach: Downtown, Marlborough, Westbrook, Bowness
- Dr. Gordon Townsend School at Alberta Children's Hospital
- Dr. Oakley School
- Emily Follensbee School
- Encore CBE
- Project Trust
- West View School
- William Roper Hull School
- Wood's Homes Schools – George Wood Learning Centre and William Taylor Learning Centre
- Young Adult Program (YAP)

### Sports-supported learning opportunities

- National Sports Academy
- National Sports Development program
- National Sport School

### Specialized school-based programming

- Autism
- Behaviour
- Blind and visually impaired
- Deaf and hard of hearing
- Developmental disabilities
- Early development pre-school
- English-language learning
- Gifted and talented
- Learning disability
- Mental health

### CBE-supported community-based programming

- Alberta Alcohol and Drug Abuse Commission (AADAC)
- Adolescent Day Treatment Program (ADTP) – Holy Cross Centre
- Alberta Adolescent Recovery Centre (AARC)
- Emergency Women's Shelter Liaison
- HERA Program
- R.A.D.A.R. (Re-engaging Academically Disconnected Adolescents Respectfully)

### Alternative Programs

#### Content program focus

- Arts-Centred Learning
- Juno Beach Academy of Canadian Studies
- Science School

#### Teaching philosophy programs

- Alice Jamieson Girls' Academy
- All-Boys Alternative Program
- Montessori
- Traditional Learning Centres

#### Language and culture programs

- French Immersion Early and Late
- German Bilingual
- Mandarin Bilingual
- Medicine Wheel Kindergarten
- Piitoayis Family School – Aboriginal Culture Program
- Spanish Bilingual

November 2012





learning | as unique | as every student



**Calgary Board  
of Education**

## report to Board of Trustees

## Correspondence

Date	December 4, 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:

- Correspondence dated November 22, 2012 from the Honourable Jeff Johnson, Minister of Education to All Board Chairs and Presidents of Stakeholder Associations, regarding the passage of Bill 3, the Education Act and expressing thanks for their contributions and collaborations.

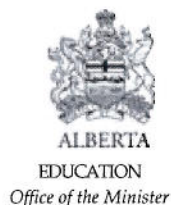
Respectfully submitted,

JANICE R. BARKWAY  
OFFICE OF THE CORPORATE SECRETARY

Attachment



**From:** Education Minister [<mailto:Education.Minister@gov.ab.ca>]  
**Sent:** November-22-12 11:09 AM  
**Subject:** Passage of Bill 3, The Education Act



**TO: Board Chairs of Public, Separate, Francophone and Charter School Boards  
Presidents, Stakeholder Associations:**

Alberta Catholic School Trustees' Association  
Alberta Educational Facilities Administrators Association  
Alberta School Boards Association  
Alberta Home Education Association  
Alberta School Councils' Association  
Alberta Teachers' Association  
Association of Alberta Public Charter Schools  
Association canadienne-française de l'Alberta  
Association of Independent Schools & Colleges in Alberta  
Association of School Business Officials of Alberta  
College of Alberta School Superintendents  
Council of Catholic Superintendents of Alberta  
Federation des parents francophones de l'Alberta  
Federation des conseils scolaires francophones de l'Alberta  
Learning Disabilities Association of Alberta  
Public School Boards' Association of Alberta

The passage of Bill 3, the Education Act, in the Alberta Legislature on November 20, 2012 is a significant step toward bringing to life the vision for the future of education that Albertans shared with us through the *Inspiring Education* dialogue.

Thanks to the hard work of so many partners in education, including your organization, I am confident we now have the right legislation for our province at the right time.

This legislation is founded on the principle that students and their parents, teachers, school administrators, boards and trustees – indeed all members of our community – are important partners in the education system. I am proud that the thoughtful input of all these groups is also reflected in Alberta's new Education Act.

Passage of Bill 3 is, however, only the latest step on the road to a new and better education system in Alberta.

Now that the Act has passed, we will begin work to ensure related regulations and policies are in place to support the legislation. Your organizations will once again play a critical role in this process to ensure that every child in Alberta is given the chance to succeed. It is that same spirit



of collaboration and co-operation that have made Alberta's education system the envy of the world.

Please accept my heartfelt thanks for all your many contributions and collaboration to date on behalf of future generations of Alberta students and their parents. I look forward to your invaluable input as we go forward.

Sincerely,

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

cc: Superintendents of Public, Separate, Francophone and Charter School Boards  
Executive Directors of Stakeholder Associations  
School Board Communications Contacts

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

## report to Board of Trustees

## Chief Superintendent's Update

Date	December 4, 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.



### 3 | Timely Information

---

#### Learning Innovation

##### We Day

October 24<sup>th</sup> marked the first-ever We Day Alberta, hosted in the Scotia Bank Saddledome. Sponsored by Free the Children, this event brought 20,000 students and educators together to find their passion and take action on social justice issues. Created by the Free The Children organization, We Day kicks off a year-long program of ideas and actions that educate, engage and empower students to become active citizens in their own community, and around the world.

The event was attended by approximately 3,000 Calgary Board of Education students from 123 schools. Speakers such as Larry King, Premier Alison Redford, Spencer West and Liz Murray inspired students to be the change in the world. Each speaker shared stories of inspiration and accomplishment on various topics ranging from addressing homelessness and equality to a double amputee climbing Mount Kilimanjaro on his hands.

We Day may only happen one day a year but the philosophy behind it is embraced every day across Calgary Board of Education schools through the Results policies, which encourage students to become global citizens.

##### Career and Technology Advisory Council Update

To engage our public and build system capacity, while also supporting the work and development of the Pathway Strategy, the Calgary Board of Education has established a new middle/junior high school Career and Technology Advisory Council. The inaugural meeting for this Advisory Council took place on November 7, 2012 at the Career and Technology Centre.

The Council, which will meet several times throughout the 2012-2013 school year, is composed of various key stakeholders including an Area Director, school principals, parents and students. Members will enhance our understanding and awareness of the new Career and Technology Foundations Programs of Study, gathering information from stakeholders. Council participants will also advise on implementation of the first competency-based curriculum.

This work is fundamental to the success of the new Programs of Study. In the future, additional stakeholders including government, business and industry may join us to provide insight and direction regarding this work.

##### Off-Campus Update – Job Safety Skills

The off-campus education program at the Calgary Board of Education has experienced some significant staffing changes this year. As a result, we are working with Dr. Mike Alpern from the Job Safety Skills Society to support our new coordinators in ensuring they are exercising due diligence when





considering suitable work placements for Calgary Board of Education students. This effort to build capacity within the organization is a part of an overall system safety strategy that the CBE is committed to delivering.

### Career and Technology Centre

The Career and Technology Centre is inviting Grade 9 students from across the system to "Try-A-Trade". These events give students first-hand experience in this unique learning environment where credentialing and/or specialization in high-skilled, high-demand occupations works within their high school timetable.

Through the use of industry-standard resources, students explore high school learning opportunities and understand the role of the Centre as it relates to their high school transition planning. Students participate in interactive and relevant activities in a variety of learning suites through the Try-A-Trade agenda. Students are supported to make informed decisions about their future pathways, as they are invited to be active navigators in their journey to high school completion and beyond.

### Corporate Partnership Awards

The Impact Society provides the Heroes and H2 programs for CBE schools through a collaborative agreement with the CBE. This collaboration supports the outcome to engage community partners in joint ventures to support student learning. On November 7 at the Heroes Awards and Appreciation evening, five CBE students, one teacher and one principal were honoured with awards for their achievements and involvement with these programs. In the words of Impact Society, "It is as these come together that we are able to see the positive effects on society that our programs and partnerships create."

### Experiential Learning through Kidcasters

Recently, students from Ernest Morrow School had the opportunity to interview Canadian Olympic Gold Medalists Kyle Shewfelt and John Morris through the Cardel Kidcasters Program. With the support of Lisa Bowes from CTV, the Kidcasters Program was created in partnership with Cardel Homes and the Calgary Board of Education to introduce students to the world of broadcast journalism.

The program teaches reporters-in-the-making the importance of research, writing and journalism. Students research newsworthy stories using video, print and digital media under a deadline before delivering their broadcasts in a simulation of newsroom and field environments. The program consists of on-camera writing assignments, interviews and oral presentations.

### Positive Playgrounds Workshop for Noon Supervisors

Heather Rootsart from Positive Playgrounds led a very active, fun-filled and informative half-day workshop for noon supervisors. The Positive Playground Program is a proactive approach to dealing with behaviours on the playground,



with an emphasis on the importance of positive social skills and physical activity.

Participants learned positive play strategies along with the benefits of playing traditional, cooperative and new games that they can use to develop social skills, gain physical fitness and have fun during the noon recess. The workshop was made possible through the Noon Supervision Wellness grant. Each participant received a games resource and a selection of playground equipment to take back to their schools.

### Educational Leadership Webinar Series

On November 20, 2012 Dr. Ben Levin was the feature speaker for the first Educational Leadership Webinar in this year's series, "The Future of Teaching and Learning". This webinar was developed to support the interest generated during Dr. Levin's CASS (College of Alberta School Superintendents) presentation in October and to support ongoing system educational leadership development. Over 170 individuals from within the Calgary Board of Education and beyond registered for this event.

### CORE (Collaborative Online Resource Environment)

Through the soft launch of CORE we have recorded over 60 unique individual CBE students logging in. Students have found resources on topics ranging from positive body image, Remembrance Day, anti-bullying resources and algebra. Over 100 unique individual teachers have logged in from the Calgary Board of Education, finding material that supports French language instruction, global economic issues, Bill C-11 and resources for grade 3, to name a few.

CORE is a project that supports the goals identified in our three-year education plan significantly. It supports personalization of learning by providing access to quality educational resources that are easily used by all students and staff. It helps build capacity by creating a network for students and staff to share, remix, and reuse resources and work, adding to a collaborative intelligence model. CORE also supports learning infrastructure (stewarding our resources) so that the most users can gain benefit from digital resources and a sharing network.

## Learning Services

### Early Years Evaluation – Teacher Assessment

Kindergarten teachers have completed observations and Early Years Evaluation – Teacher Assessment (EYE-TA) data entry and have generated child and class reports. Child reports will be presented to parents at the November/December Parent Teacher conferences. These reports will also help teachers and school learning teams to make decisions about appropriate strategies with groups of children and to access the enhanced supports required to support the needs of each child. Area Early Learning Strategists have been holding collaborative meetings with kindergarten teachers and





school learning teams. The purpose of these meetings is to review each school's EYE-TA results along with other data and determine follow-up actions based on the results.

### Family Oriented Programming

Family Oriented Programming learning sessions for parents have been held at James Short School, Wildwood School, Hidden Valley School, Saddle Ridge School, Bridlewood School, Douglasdale School and Deer Run School.

Sessions have focused on enhanced supports for children and families, understanding the roles of multidisciplinary team members, and language and literacy development.

### Professional Learning

In order to support personalized learning in early learning environments, professional learning opportunities have been provided to kindergarten teachers and other school staff regarding the use of technology in the classroom. For example, an app chat session for staff interested in learning more about early learning apps for the iPad and iPod was held on October 29, 2012. This particular technology provides a unique opportunity to engage each child and move their learning forward.

### Diversity & Learning Support Advisors' Agency Meeting

On October 25, participants from 30 multi-disciplinary agencies attended a meeting, hosted by the Calgary Board of Education's Diversity & Learning Support Advisors, entitled "Towards Community Connections." The first part of the meeting presented information about the structure and services of the Calgary Board of Education and how schools, students and families are supported. The second component of the presentation focussed on building capacity among service providers and service users through meaningful engagement. Bringing the agencies together supports the development of a collaborative framework and establishes key contacts among the service providers to assist in more efficiently navigating the various services offered by agencies.

### Free Library Cards

The Calgary Public Library, the Calgary Board of Education, the Calgary Catholic School District and United Way have teamed up to ensure that over 76,000 CBE students in kindergarten through grade 9 have a library card. The goal of the campaign is to encourage Library membership and provide parents and students with the benefits of the many resources and services available to them as cardholders. This campaign encourages students to use the Library regularly as a place to learn and grow both inside and outside the classroom.





## Sinneave Family Foundation Partnership

With a rise in the prevalence of Autism Spectrum Disorders – currently 1 in 88 within Calgary and Alberta – a number of organizations have emerged to support individuals and families living with this diagnosis. Among these organizations is the Sinneave Family Foundation

To further our work in addressing the learning needs of our students with autism, the Calgary Board of Education has entered into an evolving research-based collaboration with this well-established foundation. The focus of our initial work together is on achieving shared goals around educational transitions and employment skills as well as the development of independent living skills. Through our collaboration, we are exploring how to most effectively intervene and support students with autism so that they may “complete high school with a foundation of learning necessary to thrive in life, work and continued learning.”

## 4 | Results Focus

---

The focus of this report is on Results 4: Personal Development. The Board of Trustees has stated, “Each student will identify and actively develop individual gifts, talents and interests.” 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

Young adolescents in the F. E. Osborne School Paced Learning Program have many opportunities to acquire skills, attitudes and knowledge to achieve their personal potential. The program is designed to support the learning of students identified with a mild cognitive disability. Students take initiative, set goals, self-evaluate and strive to continuously improve. Students have the opportunity to discover themselves as learners. They are guided and supported to reach goals to become the best students they can be and success is celebrated in whatever form it appears. Students develop the confidence to embrace ambiguity and complexity and are integrated into a variety of classes including Career and Technology Foundations and Fine Arts courses in the school. grade 9 students in the program presented a modified version of Julius Caesar as a readers’ theatre play in the 2011-2012 school year.

Students are encouraged to take appropriate risks, which help to support the development of their individual gifts and interests. One young student entered grade 7 with identified reading and math skills at the grade 2 level. He set a goal for himself, aspiring to get into the Knowledge and Employability (KAE) Program at Bowness High School by the time he entered Grade 10. His ambitions included raising his reading level to a grade 6 reading assessment standard and developing confidence by becoming involved in a variety of school activities. He worked very hard to achieve his goals with the guidance of his teacher. By the end of grade 9, this student’s reading skill level was



assessed at a grade 6.5 for reading comprehension, he was working on the grade 7 modified math program, he had presented a memorized poem at the Remembrance Day assembly, he was reading morning announcements over the PA system to the entire school, and he was accepted into the KAE program where he is currently experiencing much success.

Students attending the Paced Learning Program are resilient and exhibit the perseverance necessary to overcome challenges and adapt to change. This is evident in the many educational experiences the students undertake to help them successfully transition into the next level of their schooling. These educational experiences include and are not limited to field trips to their new high school to familiarize themselves with the new environment, current and future course offerings and transportation routes. Students also increase their skills, knowledge and attitudes in making healthy life-style choices to assume responsibility for their personal well-being. Finally, students develop and maintain positive relationships, demonstrate leadership and communication skills and reach consensus, both within the classroom and in other areas of the school. For example, some of the students joined the Aboriginal Pride Club last year, taking part in activities such as friendship building and bannock making.

The focus at F. E. Osborne School with all students is on maximizing their personal development. The work with our students in the Paced Learning Program is facilitated by the classroom teacher who collaborates with students and colleagues for personalization of programming and inclusivity within the school community. The success in students' personal development is apparent.

## **Area II**

The work to achieve Results 4: Personal Development exists in many different forms at Beddington Heights School. This fall, our student leaders exemplify students' ability to work and collaborate effectively with others. The student leadership group attended We Day and were very inspired by the possibilities that result when a community unites around common goals. Upon returning to school, these students set a goal of inspiring our entire school community to make a difference on both local and global levels.

Students assumed leadership and contributing roles to create their own Mini-We Day. For weeks 38 grade 6 student leaders have been collecting items from home and working in the classroom, the learning commons and throughout lunch hours to write speeches, produce dances, design sets, and create art work for our first Beddington Heights Mini-We Day. These students have set a specific focus on two local initiatives: promoting an anti-bullying school culture and creating shoeboxes filled with necessities for Calgarians in need. Student leaders are also highlighting global initiatives, such as providing clean water to developing countries in East Africa through a project called We Create Change. Even though Mini-We Day has not yet happened, the enthusiasm from our student leaders has begun to impact others. The School Council has agreed to support the shoebox campaign and a group of students are starting a garbage club to keep our school and playground clean.





Engaging staff and students around concepts of student leadership and contributing to community goals supports our work to achieve Result 4. Students are assuming leadership roles, communicating to build understanding and managing conflict as they learn to work collaboratively with others.

### Area III

Students attending Cappy Smart School demonstrate their resilience in personal development through leadership opportunities. This commitment to leadership encompasses a variety of student-led and staff-led initiatives. Students in grades 5-6 and the Social, Knowledge, Independent Living and Language (SKILL) program volunteer their time and build their interpersonal skills through the following leadership initiatives:

- school patrols,
- office core,
- hallway monitors,
- library monitors,
- library helpers,
- lunch monitors, and
- intramural leaders.

These opportunities support and encourage students as they develop their individual talents, gifts and interests. Helping students discover their own strengths allows teachers to find opportunities for every child to shine – to be a leader. Below are accounts from students about what student leadership means to them and how this develops their individual strengths.

“Being a student leader means that you are trusted. You are a role model for younger students. Instead of being disruptive you are doing something good for the school. I am doing something to contribute to the learning of others. I am learning to deal with different situations that effect students in everyday life. It improves my people skills. I have learned how to help others by doing something fun and educational at the same time. When the little kids watch me they think that they can be a leader too. If I encourage others to be a leader it will give us a safe and happy learning environment. Everyone can be a leader in different ways.”

“Leadership to me means we are a team and if one of us gets hurt or is feeling down we are there to help each other for better or worst.”

“I like helping other kids. I help them when they are hurt. I help the 5/6's in the gym in basketball. I help kids be safe by holding out my sign at patrols. I take the attendance to the office. I am important. I am ten years old.”

Dr. Stephen R. Covey states, “leadership is communicating a person’s worth and potential so clearly that they are inspired to see it in themselves.” Students at Cappy Smart School are engaged in meaningful opportunities to be leaders





and follow others in developing a sense of community. Students build resilience and confidence in their abilities to take meaningful actions and assume responsibility.

#### **Area IV**

Students at Killarney School have been working on personal development' through learning while using Iris, a new web-based teaching and learning application consisting of student learning plans, learner profiles and teacher and administrator workspaces. As a staff it has been a privilege to be able to make use of this tool to support our instructional decisions while personalizing learning for each student. At the beginning of this year, parents, students and teachers shared ideas around possible goals and learning targets to strive for with our young Montessori learners. Students have now entered their goals along with related strategies (evidence of success) into Iris. Students are excited to monitor their growth and document their transition toward success in this environment. We have partnered with parents to set goals in the past, but allowing for continuous access of this work between home and school supports the intention of continued use of student voice and the valuable partnership we have with parents in this pursuit. We have discovered that students find it very rewarding to track and monitor their work whether at home or school. Deciding on what evidence to post that best exemplifies student driven goals has ignited worthy conversations among classmates and teachers alike. We are pleased to see students using this format to share (notify) teachers of their thoughts and related questions connected to their personal learning goals.

#### **Area V**

Kindergarten to grade four learners at Evergreen School set meaningful goals, develop strategies and select artifacts that represent their learning. We have a culture where students are partners in their learning, generating goals and developing strategies to support their learning. That is the way we worked when we opened Evergreen School, only then we built it in I-web. Then along came Iris. At first we thought Iris was a place to keep the excellent work that staff and students are already doing. Eventually we started to see how transformative the platform is – even for our young learners.

The following was written by a grade 4 student.

- Understanding myself as a learner

"I learn best when the lights are on because if they're not on I can't see, when I'm by myself because with people I get distracted, and in a quiet room because I can focus better. My favourite subject is Reading and French."



■ My Goal October 16, 2012

"My reading goal is to read at least 15 minutes everyday, and to find a comfy quiet place to read at home. I finished Time Cat quickly at school. My writing goal is to use juicy words. My math goal is to 11 and 12 times tables because I only up to 10."

■ Strategies

"I was born in the Philippines, a country near Asia. I can speak Tagalog. I like to learn by myself because when i'm with a partner I get silly. I prefer silence because it's disturbing with a lot of noise. I prefer the lights on so I can see."

■ My Goal November 1, 2012\_(from home)

"My new goal is to not watch more than 4 T.V. shows and play 30 min. of computer a day."

Because of the platform, our children are accessing Iris from home. They are sharing more of their home lives with their teachers; more of their school lives with their families. They are empowered learners! Transformation is occurring through the adjustment cycle, work in professional learning communities, teacher feedback with students, parent-teacher conferences and much more. We are in the early stages of Iris; however the way we live this work has a significant potential to support the personalization of learning for all learners.



NAOMI E. JOHNSON  
CHIEF SUPERINTENDENT OF SCHOOLS

GLOSSARY – Developed by the Board of Trustees

Board. Board of Trustees

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

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

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

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



## report to Board of Trustees

## November 30, 2012 Budget Report Update to the 2012-13 Operating Budget

Date	December 4, 2012
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Naomi E. Johnson, Chief Superintendent of Schools
Purpose	Information
Originator	Deborah L. Meyers, Superintendent, Chief Financial Officer, Corporate Treasurer
Governance Policy Reference	Operational Expectations OE-5: Financial Planning OE-6: Financial Administration
Resource Person(s)	Lisa Pilon, Director, Corporate Financial Services Shay Khan, Manager, Corporate Planning and Reporting

### 1 | Recommendations

---

It is recommended:

- THAT the Board of Trustees receives the Fall 2012 Update to the 2012-13 Operating Budget (Attachment I) as at November 30, 2012, reflecting total planned spending of \$1,179.2 million, and authorize submission to Alberta Education.
- THAT the Board of Trustees receives for information (Attachment II) the planned operating reserves and designated funds as at November 30, 2012 reflecting a forecasted use of \$15.2 million.





## 2 | Issue

---

Alberta Education requires a Fall 2012 Budget Update to the 2012-13 Approved Operating Budget, adopted by the Board of Trustees on May 29, 2012. This update includes forecasted changes related to enrolment and other known adjustments.

## 3 | Background

---

The approved 2012-13 Operating Budget was prepared using a consultative process, based on the CBE Three-Year Education Plan, Area Renewal Plans and Service Unit Plans which align with Board of Trustees Governance Policies, Operational Expectations and Results. The Board approved the Operating Budget on May 29, 2012 and documentation was submitted to Alberta Education.

Once this Budget Report is received by the Board of Trustees, it will be immediately submitted to Alberta Education for use in their financial forecasting and preparing for any Provincial budget submissions for its subsequent fiscal year.

In the past, the Fall Update was approved by the Board of Trustees as the modified budget. Commencing this year, in accordance with Expectation 5 - Financial Planning, no changes will be made to the approved budgeted amounts submitted to Alberta Education each year in May.

## 4 | Analysis

---

This Fall 2012 Update Report reflects all known financial information up to October 31, 2012 including the Fall Resource Allocation Method (RAM) decisions by principals utilizing the September 30th student enrolment count and associated changes in full time equivalents (FTE's) staffing levels.

Attachment I summarizes the forecasted changes to the original budgeted revenues and expenses. This includes:

- An \$11.0 million increase in revenue from the operating budget approved by the Board on May 29, 2012, due mainly to enrolment growth offset by any forecasted changes in staffing and supplies deployed to schools through the RAM process;
- Forecasted decrease in amortization of capital allocations revenue of \$0.7 million and a decrease of \$4.2 million in amortization expense due to delayed completion of projects in 2011-12; and
- Anticipated use of designated funds approved by the Board on November 6, 2012 to be used in 2012-13 of \$2.6 million.



Attachment II shows the forecasted Use of Operating Reserves and Designated Funds of \$15.2 million, compared to the approved Use of Operating Reserves and Designated Funds of \$16.08 million.

## 5 | Financial Impact

---

The forecast maintains a balanced position and includes anticipated draws on reserves and designated funds (Attachment II).

## 6 | Conclusion

---

The Fall 2012 update to the 2012-13 Operating Budget will be submitted to Alberta Education on December 4, 2012, as required by Alberta Education, following receipt by the Board of Trustees and their authorization to submit. In the interim, a preliminary draft was forwarded on November 30, 2012.



NAOMI E. JOHNSON  
CHIEF SUPERINTENDENT OF SCHOOLS

### ATTACHMENTS

- Attachment I: Fall 2012 Update to the 2012/2013 Budget
- Attachment II: Use of Operating Reserves and Designated Funds

### 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.





## 3030 Calgary School District No. 19

School Jurisdiction Code and Name

## FALL 2012 UPDATE TO THE 2012/2013 BUDGET

	Fall 2012 Update to the Budget 2012/2013	Spring 2012 Budget Report 2012/2013	Variance
<b>OPERATIONS (SUMMARY)</b>			
<b>Revenues</b>			
Government of Alberta	\$1,050,653,424	\$1,039,523,380	\$11,130,044
Fees	\$31,562,235	\$30,855,920	\$706,315
Other sales and services revenue	\$20,321,054	\$20,295,454	\$25,600
Amortization of capital allocations revenue	\$28,912,354	\$29,605,490	(\$693,136)
All other revenues	\$32,505,203	\$32,589,863	(\$84,660)
<b>Total Revenues</b>	<b>\$1,163,954,270</b>	<b>\$1,152,870,107</b>	<b>\$11,084,163</b>
<b>Expenses By Program</b>			
ECS - Grade 12 Instruction	\$930,314,049	\$921,268,009	\$9,046,040
Operations & Maintenance of Schools and Maintenance Shops	\$141,089,746	\$141,608,215	(\$518,469)
Transportation	\$40,551,223	\$39,011,849	\$1,539,374
Board and System Administration	\$39,754,974	\$39,918,236	(\$163,262)
External Services	\$27,459,709	\$27,143,472	\$316,237
<b>Total Expenses</b>	<b>\$1,179,169,701</b>	<b>\$1,168,949,781</b>	<b>\$10,219,920</b>
<i>Excess (Deficiency) of Revenues over Expenses</i>	<i>(\$15,215,431)</i>	<i>(\$16,079,674)</i>	<i>\$864,243</i>
<b>Accumulated Operating Surplus (Projected)</b>			
Accumulated Operating Surplus - Aug.31, 2012	\$28,510,326	\$18,640,061	\$9,870,265
Accumulated Operating Surplus - Aug.31, 2013	\$13,684,321	\$6,455,121	\$7,229,200
<b>Expenses by Object</b>			
Certificated salaries, wages and benefits expense	\$685,437,416	\$681,504,304	\$3,933,112
Non-certificated salaries, wages and benefits expense	\$232,696,681	\$235,032,343	(\$2,335,662)
Services, contracts and supplies expense	\$210,640,291	\$197,819,377	\$12,820,914
Amortization expense	\$47,902,327	\$52,100,771	(\$4,198,444)
Interest on capital debt expense	\$1,116,395	\$1,116,395	\$0
All other expenses	\$1,376,591	\$1,376,591	\$0
<b>Total Expenses</b>	<b>\$1,179,169,701</b>	<b>\$1,168,949,781</b>	<b>\$10,219,920</b>
<b>Certificated Staff FTE's</b>			
School based	5,738.3	5,728.5	9.8
Non-school based	124.7	126.1	(1.4)
<b>Total Certificated Staff FTE's</b>	<b>5,863.0</b>	<b>5,854.6</b>	<b>8.4</b>
<b>Certificated Staffing Change due to:</b>			
Enrolment	11.9	59.4	(47.5)
Other factors	(3.5)	18.4	(21.9)
<b>Total Change</b>	<b>8.4</b>	<b>77.8</b>	<b>(69.4)</b>
<b>Non-Certificated Staff FTE's</b>			
Instructional	1,916.5	1,941.2	(24.7)
Non-instructional	1,294.0	1,328.2	(34.2)
<b>Total Non-Certificated Staff FTE's</b>	<b>3,210.5</b>	<b>3,269.4</b>	<b>(58.9)</b>
<b>Non-Certificated Staffing Change due to:</b>			
Enrolment	-	-	-
Other factors	(58.9)	84.7	(143.6)
<b>Total Change</b>	<b>(58.9)</b>	<b>84.7</b>	<b>(143.6)</b>
<b>Eligible Funded Students</b>			
Early childhood services (ECS headcount)	8,351	8,217.0	134
Grades 1 to 9 (headcount)	67,725	66,549.0	1,176
Grade 10 to 12 (FTE)	28,881	29,062.0	(181)
<b>Total Eligible Funded Students</b>	<b>104,957</b>	<b>103,828</b>	<b>1,129</b>

**Attestation of Secretary-Treasurer/Treasurer:**

This information was formally received by the Board of Trustees at the meeting held on :

December 4, 2012



FALL 2012 UPDATE TO THE 2012/2013 BUDGET

**Comments/Explanations of Variance:**

For object items that have material change of >5%:

- Of \$12.8 million increase in services, contracts and supplies expense, approximately \$10.2 million results from principals' decisions based on program needs and funded by the increase in provincial grant funding due to enrolment increase, and \$2.6 million is funded by carrying forward the designated funds from 2011-12.

- Amortization expense: estimate revised due to delayed completion of projects.

**Attestation of Secretary-Treasurer/Treasurer:**

This information was formally received by the Board of Trustees at the meeting held on :

December 4, 2012

## Attachment II - Use of Operating Reserves and Designated Funds

	Reserve Balance	Budgeted Use	Forecasted	Anticipated
	Aug 31, 2012	2012-13	Change in Actual	Balance Aug 31,
Operating Reserves	(\$000's)	Approved	2012-13 Fall	2013
		May 29, 2012	Update 2012	
		(\$000's)	(\$000's)	(\$000's)
Continuing Education Fee Stabilization	\$ 1,593	\$ -	\$ -	\$ 1,593
Unrealized Investment Gains and Losses	3,195	-	-	3,195
Transportation Fee Stabilization Reserve	2,816	-	-	2,816
Utility Expense Stabilization Reserve	5,007	(3,370)	(3,370)	1,637
Snow Removal Budget Stabilization	200	(200)	(200)	-
Administrative Systems Renewal	2,248	(1,931)	(1,931)	317
General Instruction	1,000	(1,000)	(1,000)	-
Fiscal Stability	5,000	(2,000)	(2,000)	3,000
Operating Lease Reserve	-	-	-	-
System Transformation	2,000	(1,500)	(1,500)	500
Unrestricted net assets (UNA)	2,810	(2,184)	(2,184)	626
<b>Total Operating Reserves and UNA</b>	<b>25,869</b>	<b>(12,185)</b>	<b>(12,185)</b>	<b>13,684</b>
<b>Designated Funds</b>				
Schools Designated Funds	1,514	-	(1,514)	-
Service Unit Designated Funds	1,127	-	(1,127)	-
<b>Total Operating Reserves, UNA and Designated Funds</b>	<b>28,510</b>	<b>(12,185)</b>	<b>(14,826)</b>	<b>13,684</b>
Capital transfer to operating		(3,895)	(390)	-
<b>Total reserves/funding sources</b>	<b>\$ 28,510</b>	<b>\$ (16,080)</b>	<b>\$ (15,216)</b>	<b>\$ 13,684</b>

## report to Board of Trustees

## AMENDED UNAUDITED SCHEDULES OF THE CALGARY BOARD OF EDUCATION FOR THE YEAR ENDED AUGUST 31, 2012

Date	December 4, 2012
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Naomi E. Johnson, Chief Superintendent of Schools
Purpose	Decision
Originator	Deborah L. Meyers Superintendent, Chief Financial Officer, Corporate Treasurer
Governance Policy Reference	OE-6: Financial Administration
Resource Person(s)	Lisa Pilon, Director, Corporate Finance Shay Khan, Manager, Corporate Planning and Reporting

### 1 | Recommendation

THAT the Board of Trustees approves the amended Unaudited Schedules of the Calgary Board of Education for the year ended August 31, 2012, for submission to the Minister of Education.

### 2 | Background

On November 27, 2012, the Board of Trustees passed the following resolution:

“THAT the Board of Trustees approves the Alberta Education Audited Financial Statements and Unaudited Schedules of the Calgary Board of Education for the year ended August 31, 2012, including the Auditors' Report thereon, dated November 27, 2012, as submitted, for submission to the Minister of Education.”





Following the approval of the financial statements, some classification errors were identified in the Unaudited Schedules. These schedules detail the allocation of revenues and expenses between blocks and within the Operations and Maintenance Block. As such, the errors do not impact the financial results of the approved financial statements.

The Unaudited Schedules have been amended and draft amended schedules were forwarded to Alberta Education with the originally approved audited financial statements and Unaudited Schedules.

The approved amended Schedules will be forwarded to Alberta Education.

### 3 | Analysis

---

There were two amendments to the original Schedules presented to the Board of Trustees on November 27, 2012

1. Schedule A – Allocation of Revenues and Expenses to Programs – 2011/2012

Correction in the allocation of revenue from Alberta Education:

ECS – Grade 12 Instruction decreased by \$1,256,821 and Board & System Administration increased by \$1,256,821.

2. Schedule B – Operations and Maintenance of Schools & Maintenance Shops Program Expense Details – 2011/2012

Correction in the allocation of amortization of capital assets:

Unsupported Amortization decreased by \$24,399,672 and Supported Amortization increased by \$24,399,672.

### 4 | Financial Impact

---

These amendments have no impact on the financial results for the year ended August 31, 2012.

### 5 | Implementation Consequences

---

CBE's past practice has always been to submit the entire package to the Board of Trustees for approval. However, as noted on the cover page to the Schedules, Alberta Education does not require that the Board of Trustees approve these supplemental Unaudited Schedules. They are submitted to Alberta Education by the Treasurer, on the basis that they have been

submitted to the board for information purposes. In future, these schedules will be submitted to the Board of Trustees for information, rather than for approval.

## 6 | Conclusion

---

This report reflects the necessary amendments to Unaudited Schedules A and B for submission to Alberta Education.



NAOMI E. JOHNSON  
CHIEF SUPERINTENDENT OF SCHOOLS

## ATTACHMENTS

Unaudited Schedules to the Financial Statements for the Year Ended August 31, 2012

## 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.

**UNAUDITED SCHEDULES**  
TO THE  
FINANCIAL STATEMENTS  
FOR THE YEAR ENDED AUGUST 31, 2012  
[School Act, Section 276]

**Calgary Board of Education**

Legal Name of School Jurisdiction

**1221 8th Street SW, CALGARY, ALBERTA T2R 0L4**

Mailing Address

**Tel:(403) 817 -4000 FAX (403) 294 - 8254**

Telephone and Fax Numbers

***Declaration of Secretary-Treasurer / Chief Financial Officer***

To the best of my knowledge and belief, these unaudited schedules have been prepared following Alberta Education's reporting requirements for Alberta school jurisdictions. These schedules were submitted to the board for information purposes.

**SECRETARY TREASURER OR TREASURER**

**DEBORAH L. MEYERS**

Name

**Unsigned**

Signature

**Dated**

c.c. ALBERTA EDUCATION, Financial Reporting & Accountability Branch  
8th Floor Commerce Place, 10155-102 Street, Edmonton AB T5J 4L5  
EMAIL: Robert.Mah@gov.ab.ca  
PHONE: (780) 427-3855 FAX: (780) 422-6996



TABLE OF CONTENTS

	Page
SCHEDULE A    Allocation of Revenues and Expenses to Programs	3
SCHEDULE B    Operations and Maintenance Program Expense Details	4

**SCHEDULE A**  
**ALLOCATION OF REVENUES AND EXPENSES TO PROGRAMS - 2011/2012**

School Jurisdiction Code: 3030

REVENUES	ECS -Grade 12 Instruction	Operations and Maintenance of Schools & Maintenance Shops	Transportation	Board & System Administration	External Services	TOTAL
(1) Alberta Education	\$838,479,092	\$107,694,376	\$31,641,741	\$45,511,034	\$3,548,161	\$1,026,874,404
(2) Other - Government of Alberta	289,595	\$1,464,033	\$0	\$0	\$349,319	2,102,947
(3) Federal Government and First Nations	767,168	\$0	\$0	\$30,330	\$1,444,457	2,241,955
(4) Other Alberta school authorities	489,482	\$241,877	\$0	\$0	\$0	731,359
(5) Out of province authorities	-	\$0	\$0	\$0	\$0	\$0
(6) Alberta Municipalities-special tax levies	\$0	\$0	\$0	\$0	\$0	\$0
(7) Fees (Note 1)	22,367,655		\$8,927,900			\$31,295,555
(8) Other sales and services	12,744,519	\$820,791	\$5,875	\$1,069,213	\$12,514,780	\$27,155,178
(9) Investment income	51,690	\$250,000	\$0	\$0	\$5,330,134	\$5,631,824
(10) Gifts and donations	6,113,970	\$0	\$0	\$0	\$37,400	\$6,151,370
(11) Fundraising	11,034,757	\$0	\$0	\$0	\$0	\$11,034,757
(12) Rental of facilities	\$0	\$5,894,918	\$0	\$392,064	\$2,110,267	\$8,397,249
(13) Gains on disposal of capital assets	\$8,133,256	\$56,518	\$0	\$33,146,940	\$0	\$41,336,714
(14) Amortization of capital allocations	\$0	\$24,401,064	\$0		\$0	\$24,401,064
(15) Other revenue	230,514	\$0	\$0	\$0	\$0	\$230,514
(16) TOTAL REVENUES	\$900,701,698	\$140,823,577	\$40,575,516	\$80,149,581	\$25,334,518	\$1,187,584,890
<b>EXPENSES</b>						
(17) Certificated salaries	\$552,728,390			\$2,053,501	\$1,118,219	\$555,900,110
(18) Certificated benefits	\$111,648,329			\$245,740	\$272,277	\$112,166,346
(19) Non-certificated salaries and wages	\$96,108,478	\$46,470,768	\$2,073,594	\$18,270,971	\$14,495,198	\$177,419,009
(20) Non-certificated benefits	\$22,886,186	\$11,100,164	\$527,907	\$3,823,514	\$2,818,686	\$41,156,457
(21) SUB - TOTAL	\$783,371,383	\$57,570,932	\$2,601,501	\$24,393,726	\$18,704,380	\$886,641,922
(22) Services, contracts and supplies	\$101,055,289	\$50,440,398	\$35,158,044	\$14,175,574	\$4,599,149	\$205,428,454
(23) Amortization of capital assets	\$12,758,228	\$27,378,899	\$388	\$2,309,705	\$15,498	\$42,462,718
(24) Interest and charges	\$340,016	\$2,052,350	\$0	\$773,020	\$77,383	\$3,242,769
(25) Losses on disposal of capital assets	\$0	\$0	\$0	\$0	\$0	\$0
(26) Other expense	\$0	\$0	\$0	\$0	\$0	\$0
(27) TOTAL EXPENSES	\$897,524,916	\$137,442,579	\$37,759,933	\$41,652,025	\$23,396,410	\$1,137,775,863
(28) EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES	\$3,176,782	\$3,380,998	\$2,815,583	\$38,497,555	\$1,938,108	\$49,809,027

**SCHEDULE B**  
**OPERATIONS AND MAINTENANCE OF SCHOOLS & MAINTENANCE SHOPS PROGRAM EXPENSE DETAILS - 2011/2012**

EXPENSES	Custodial	Maintenance	Utilities and Telecommunications	Expensed IMR & Modular Unit Relocations	Facility Planning & Operations Administration	Unsupported Amortization & Other Expenses	SUB-TOTAL Operations & Maintenance	Supported Capital & Debt Services	TOTAL Operations and Maintenance
Uncertificated salaries and wages	\$27,529,927	\$4,931,143	\$403,439	\$3,197,425	\$10,408,834		\$46,470,768		\$46,470,768
Uncertificated benefits	\$6,997,059	\$2,052,684	\$196,433	\$8	\$1,853,980		\$11,100,164		\$11,100,164
Sub-total Remuneration	\$34,526,986	\$6,983,827	\$599,872	\$3,197,433	\$12,262,814		\$57,570,932		\$57,570,932
Supplies and services	\$2,135,216	\$7,807,746	\$191,293	\$18,282,796	\$1,013,939		\$29,430,990		\$29,430,990
Electricity			\$12,207,359				\$12,207,359		\$12,207,359
Natural gas/heating fuel			\$5,042,699				\$5,042,699		\$5,042,699
Sewer and water			\$1,711,375				\$1,711,375		\$1,711,375
Telecommunications			\$208,328				\$208,328		\$208,328
Insurance					\$1,839,648		\$1,839,648		\$1,839,648
Amortization of capital assets									
Supported								\$24,399,672	\$24,399,672
Unsupported				\$0		\$2,979,226	\$2,979,226		\$2,979,226
Total Amortization				\$0		\$2,979,226	\$2,979,226	\$24,399,672	\$27,378,898
Interest on capital debt									
Supported								\$1,464,033	\$1,464,033
Unsupported							\$0		\$0
Lease payments for facilities				\$588,317			\$588,317		\$588,317
Other interest charges						\$0	\$0		\$0
Losses on disposal of capital assets							\$0		\$0
<b>TOTAL EXPENSES</b>	<b>\$36,662,202</b>	<b>\$14,791,573</b>	<b>\$19,960,926</b>	<b>\$22,068,546</b>	<b>\$15,116,401</b>	<b>\$2,979,226</b>	<b>\$111,578,874</b>	<b>\$25,863,705</b>	<b>\$137,442,579</b>
<b>SQUARE METRES</b>									
School buildings									1,257,084.9
Non school buildings									14,207.0

## Note:

<b>Custodial:</b>	All expenses related to activities undertaken to keep the school environment and maintenance shops clean and safe.
<b>Maintenance:</b>	All expenses associated with the repair, replacement, enhancement and minor construction of buildings, grounds and equipment components. This includes regular and preventative maintenance undertaken to ensure components reach or exceed their life cycle and the repair of broken components. Maintenance expenses exclude operational costs related to expensed IMR & Modular Unit relocations, as they are reported on separately.
<b>Utilities &amp; Telecommunications:</b>	All expenses related to electricity, natural gas and other heating fuels, sewer and water and all forms of telecommunications.
<b>Expensed IMR &amp; Modular Unit Relocations:</b>	All operational expenses associated with non-capitalized Infrastructure Maintenance Renewal projects (AKA IMP and BQRP) and modular unit (portable) relocations.
<b>Facility Planning &amp; Operations Administration:</b>	All expenses related to the administration of operations and maintenance including (but not limited to) contract administration, clerical functions, negotiations, supervision of employees & contractors, school facility planning & project 'administration', administration of joint-use agreements, and all expenses related to ensuring compliance with health and safety standards, codes and government regulations.
<b>Supported Capital &amp; Debt Services:</b>	All expenses related to supported capital assets amortization and interest on supported capital debt.