

# public agenda

## Regular Board Meeting

May 15, 2012  
3:00 p.m.

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

### 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>	Chair		
	<b>2   Consideration/Approval of Agenda</b>	Board	GC-2	
	<b>3   Awards and Recognitions</b>		GC-3.2	
15 mins	3.1 Lighthouse Award	M. Levy		
	<b>4   Results Focus</b>			
30 mins	4.1 Results 2: Academic Success – Reasonable Interpretation	N. Johnson	R-2	Page 4-1
30 mins	4.2 Collaborative Online Resource Environment (CORE)	C. Faber	R-1	Verbal
	<b>5   Operational Expectations</b>			
30 mins	5.1 Operational Expectations 8: Communication With and Support For the Board – Reasonable Interpretation	N. Johnson	OE-8	Page 5-1
Maximum 15 mins.	<b>6   Public Comment</b> Requirements as outlined in Board Meeting Procedures		GC-3.2	
	<b>7   Matters Reserved for Board Action</b>		GC-3.10	
30 mins	7.1 2012-2013 Capital Budget ( <i>THAT the Board approves the 2012/13 Capital Budget expenditures outlined in Attachments I-V and receives the 2013/14 and 2014/15 Capital Expenditure Estimates for information.</i> )	N. Johnson	OE-5	Page 7-1



Time	Topic	Who	Policy Ref	Attachment
	<b>8   Board Consent Agenda</b>	Board	GC-2	
	8.1 Approval of Minutes <ul style="list-style-type: none"> <li>Regular Meeting held April 3, 2012</li> <li>Regular Meeting held April 10, 2012</li> </ul> <i>(THAT the Board approves the minutes of the Regular Meetings held April 3, and April 10, 2012.)</i>			- Page 8-15
	8.2 Correspondence <i>(THAT the Board receives the correspondence for information and for the record.)</i>			Page 8-1
	8.3 EducationMatters Financial Statements March 31, 2012 <i>(THAT the financial report for EducationMatters be received for information and for the record.)</i>		GC-3	Page 8-4
	8.4 ASBA Zone 5 Liaison Report <i>(THAT the Board receives the report for information.)</i>		GC-3	Page 8-18
	<b>9   Chief Superintendent Consent Agenda</b>	Board	GC-2.6	
	9.1 Chief Superintendent Update <i>(THAT the Board receives the report for information.)</i>		OE-8	Page 9-1
	9.2 2012-13 Operating Budget <i>(THAT the Board receives the report for information.)</i>		OE-5	Page 9-42
	9.3 Interim Three-Year Education Plan 2012-2015 <i>(THAT the Board receives the report for information.)</i>		R-1 to R-5 OE-6	Page 9-8
	9.4 Transfer of Funds to Capital Reserves <i>(THAT the Board approves the transfer of funds as outlined in the report.)</i>			Page 9-32
	<b>10. In-Camera Issues</b>	Board		
6:00 p.m.	<b>11.0  Adjournment</b>			
	<b>Debrief</b>	Trustees	GC-2.3	
	<b>Notice  </b> 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 <a href="mailto:corpsec@cbe.ab.ca">corpsec@cbe.ab.ca</a>			



## report to Board of Trustees

### Reasonable Interpretation Results 2: Academic Success

Date	May 15, 2012
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Naomi E. Johnson, Chief Superintendent of Schools
Purpose	Decision
Governance Policy Reference	Board/Chief Superintendent Relationship B/CSR 5: Chief Superintendent Accountability  Operational Expectations OE-8: Communication With and Support for the Board
Resource Person(s)	Ronna Mosher, Director, Office of the Chief Superintendent

#### 1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves the reasonable interpretation of Results 2: Academic Success.
- THAT the Board of Trustees determines an appropriate date for presentation of the monitoring report for Results 2: Academic Success.

#### 2 | Issue

Board of Trustees' governance policy B/CSR 5 states the "Board will acquire monitoring data on *Results and Operational Expectations* policies by one or more of three methods." One of these methods is "by *Internal Report*, in which the Chief Superintendent submits information that certifies and documents to the Board compliance or reasonable progress;"

Board of Trustees' governance policy OE-8: Communication With and Support for the Board asks the Chief Superintendent to "submit required monitoring data 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."

### 3 | Background

---

Alberta Education's Framework for Student Learning is provided as an attachment to this report. This document describes a future in education that acknowledges the need for competencies to be more central in the education of Alberta's youth. While the competencies outlined in this document can be found embedded within the current Alberta programs of study, it is expected that new programs of study will more explicitly include the competencies within student learning outcomes.

### 4 | Conclusion

---

The attached report presents a reasonable interpretation, including interpretations and indicators, for Board of Trustees' approval prior to monitoring Results 2: Academic Success.



NAOMI E. JOHNSON  
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENT 1: Reasonable Interpretation of Results 2: Academic Success

ATTACHMENT 2: Framework for Student Learning, Alberta Education

GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

Governance: Defining values in policy that establish the vision and *Results* to be achieved by students. Defines organizational performance of the district's employees, holding them accountable for that stated standard of performance.

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.

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.

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.

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*.





**Results 2: Academic Success  
REASONABLE INTERPRETATION REPORT**

May 15, 2012

Attachment

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

**Interpretation |**

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that all students in the Calgary Board of Education (CBE) will experience success with the subject matter of their learning program and will be able to use language, images, symbols and text in a variety of contexts.

- The Chief Superintendent interprets *each student* to mean every individual learner registered in Calgary Board of Education schools, inclusive of the full spectrum of student strengths, needs, values, interests, backgrounds and circumstances.
- As a specific term, the Chief Superintendent interprets *literate* to mean the ability to acquire, create, connect and communicate meaning through language, images and written text.
- As a broad term, the Chief Superintendent interprets *literate* to mean the ability to use the vocabulary of a particular field of knowledge, to read and understand the texts of that field and to communicate within its ways of thinking.
- The Chief Superintendent interprets *numerate* to mean the ability to acquire, create, connect and communicate meaning through mathematical terms, symbols and ways of thinking.
- The Chief Superintendent interprets *integrate and apply* to mean that students can use their understandings within and across their studies to solve problems and achieve their goals.
- The Chief Superintendent interprets *knowledge, skills and attitudes* to mean the learning outcomes within Alberta Education's authorized programs of study.



## Results 2: Academic Success

### REASONABLE INTERPRETATION REPORT

- The Chief Superintendent interprets *competencies* to mean the set of attitudes, skills and knowledge identified by Alberta Education<sup>1</sup> as crossing specific subject areas and being key to students' personal fulfilment, active citizenship and employability.
  - critical thinking, problem solving and decision-making
  - creativity and innovation
  - social, cultural, global and environmental responsibility
  - communication
  - digital and technological fluency
  - lifelong learning, personal management and well-being; and
  - collaboration and leadership.
- The Chief Superintendent interprets *academic disciplines* to mean the fields of knowledge authorized as subjects of study by Alberta Education and included in section 2.1 below, as well as Career and Technology Studies.
- The Chief Superintendent interprets *Arts* to mean the Fine Arts programs of study, including Art, Music and Drama.
- The Chief Superintendent interprets *Languages* to mean those programs of study taught in the Calgary Board of Education as both second language/language and culture courses and as immersion/bilingual alternative programs: French, Chinese (Mandarin), German and Spanish.

#### Indicators |

1. Percentage of elementary students demonstrating satisfactory, very good or excellent achievement in reading skills; as measured by elementary school report cards.
2. Percentage of middle/junior high school students experiencing success with reading skills; as measured by middle/junior high school report cards.<sup>2</sup>
3. Percentage of elementary students demonstrating satisfactory, very good or excellent achievement in understanding mathematical concepts, skills and procedures; as measured by elementary school report cards.

<sup>1</sup> Alberta Education. (2011). *Framework for student learning: competencies for engaged thinkers and ethical citizens with an entrepreneurial spirit.*

<sup>2</sup> Following a review of Calgary Board of Education middle/junior high school report cards, data for this measure are expected to be available at the end of the 2013-2014 school year.



## results monitoring report

### Results 2: Academic Success REASONABLE INTERPRETATION REPORT

4. Percentage of middle/junior high school students experiencing success with mathematical concepts, skills and procedures; as measured by middle/junior high school report cards.<sup>3</sup>
5. Percentage of kindergarten students meeting or demonstrating strong development in meeting expectations for communication; as measured by kindergarten report cards.
6. Percentage of elementary students demonstrating satisfactory, very good or excellent achievement with communication learning outcomes; as measured by elementary school report cards.
  - a. Communicates information and ideas through speaking
  - b. Communicates information and ideas through representing
  - c. Communicates understanding of mathematics through writing or speaking, using manipulatives, pictures
  - d. Communicates understanding of science through writing, speaking, models, pictures or demonstration
  - e. Communicates understanding of social studies through writing, speaking, models, or pictures, etc.
7. Percentage of middle/junior high school students experiencing success with communication learning outcomes; as measured by middle/junior high school report cards.<sup>4</sup>
8. Percentage of grade 12 students who report they can use their reading skills in a variety of contexts, both in and out of school; as measured by the Calgary Board of Education student survey.
9. Percentage of grade 12 students who report they can use their writing skills in a variety of contexts, both in and out of school; as measured by the Calgary Board of Education student survey.
10. Percentage of grade 12 students who report they can use their math skills in a variety of contexts, both in and out of school; as measured by the Calgary Board of Education student survey.

<sup>3</sup> Following a review of Calgary Board of Education middle/junior high school report cards, data for this measure are expected to be available at the end of the 2013-2014 school year.

<sup>4</sup> Following a review of Calgary Board of Education middle/junior high school report cards, data for these measures are expected to be first available at the end of the 2013-2014 school year.





**Results 2: Academic Success  
REASONABLE INTERPRETATION REPORT**

11. Percentage of grade 12 students who report they can make connections between new ideas and prior learning; as measured by the Calgary Board of Education student survey.
12. Percentage of grade 12 students who report they can critically evaluate complex information and ideas; as measured by the Calgary Board of Education student survey.
13. Percentage of grade 12 students who report they can gather information, make connections and use reason to solve problems; as measured by the Calgary Board of Education student survey.
14. Percentage of grade 12 students who report they use creative thinking to build understanding and represent their learning; as measured by the Calgary Board of Education student survey.
15. Percentage of grade 12 students who report they can select and combine ideas in a meaningful way; as measured by the Calgary Board of Education student survey.

Students will:

2.1 Achieve at individually and appropriately challenging levels of complexity, demonstrating the higher order thinking skills of knowledge, comprehension, application, analysis, synthesis, evaluation and creativity, based on the following disciplines:

- English Language Arts
- Mathematics
- Science
- Social Studies
- Physical Education
- Arts
- Languages

## Results 2: Academic Success

### REASONABLE INTERPRETATION REPORT

#### Interpretation |

- The Chief Superintendent interprets *achieve at individually and appropriately challenging levels of complexity* to mean that student learning is directed toward high standards and to the greatest level of achievement possible for each student.
- The Chief Superintendent interprets *knowledge, comprehension, application, analysis, synthesis, evaluation and creativity* to mean the multiple forms of thought required for students to achieve their learning objectives.
- The Chief Superintendent interprets *higher order thinking skills* to emphasize the most complex forms of thought within each subject area.

#### Indicators |

1. Percentage of students who achieve the acceptable standard and the standard of excellence on Provincial Achievement Tests and Diploma Examinations.
2. Percentage of students who achieve 50% or above and 80% or above in culminating high school courses not included in provincial achievement testing.
  - a. English Language Arts 30-4
  - b. Spanish Language Arts 30
  - c. Mathematics 20-4, Mathematics 31
  - d. Science 24, Science 20-4
  - e. Social Studies 20-4
  - f. Physical Education 10 – 3 credit and 5 credit, Physical Education 30
  - g. Art 30, Choral Music 30, General Music 30, Instrumental Music 30, Drama 30
  - h. French as a Second Language 30, Chinese (Mandarin) Language and Culture 30, German Language and Culture 30, Spanish, Language and Culture 30
  - i. Career and Technology Studies advanced-level courses in Business, Administration, Finance & Information Technology (BIT), Health, Recreation & Human Services (HRH), Media, Design & Communication Arts (MDC), Natural Resources (NAT), and Trades, Manufacturing & Transportation (TMT).

**Results 2: Academic Success  
REASONABLE INTERPRETATION REPORT**

3. Percentage of students meeting or demonstrating strong development in meeting expectations complex learning outcomes in English Language Arts and Mathematics; as measured by kindergarten report cards.
  - a. English Language Arts
    - i. Comprehends different kinds of text
  - b. Mathematics
    - i. Applies mathematical skills and strategies to solve problems
  
4. Percentage of students demonstrating satisfactory, very good or excellent achievement with complex learning outcomes within each discipline; as measured by elementary school report cards.
  - a. English Language Arts
    - i. Comprehends different kinds of text
    - ii. Writes to develop, organize and express information and ideas
  - b. Mathematics
    - i. Applies mathematical skills and strategies to solve problems
  - c. Science
    - i. Applies scientific processes and skills while creating/solving problems
  - d. Social Studies
    - i. Gathers, analyzes and evaluates information
  - e. Physical Education
    - i. Acquires and applies basic skills
  - f. Art, Music, Drama
    - i. Applies skills and knowledge
  - g. Languages
    - i. Responds to other's ideas and viewpoints
  
5. Percentage of students experiencing success with complex learning outcomes within each discipline; as measured by middle/junior high school report cards.<sup>5</sup>
  
6. Percentage of academic learning objectives met by students whose achievement is reported through their Individual Program Plans.

---

<sup>5</sup> Following a review of Calgary Board of Education middle/junior high school report cards, data for these measures are expected to be available at the end of the 2013-2014 school year.





## Results 2: Academic Success

### REASONABLE INTERPRETATION REPORT

7. Percentage of students in specialized programs and unique settings who are reported to meet academic learning objectives through program-specific report cards.<sup>6</sup>
8. Percentage of students participating in 4 or more Diploma Exams within three years of starting high school.
9. Percentage of students eligible for the Rutherford Scholarship.
10. Mean grade level on Advanced Placement exams.
11. Mean grade level on International Baccalaureate exams.

2.2 Be technologically fluent, able to use digital tools critically, ethically and safely.

#### Interpretation |

- The Chief Superintendent interprets *technologically fluent* to mean Alberta Education's learning competency "digital and technological fluency" in which students "competently use information and communication technologies as tools in a variety of digital environments and media".<sup>7</sup>
- The Chief Superintendent interprets *critically, ethically and safely* to mean that students make reasoned, reflective judgments about what to do or believe as they work to meet their learning goals.

<sup>6</sup> Following a review of Calgary Board of Education specialized program report cards, data for these measures are expected to be available at the end of the 2013-2014 school year.

<sup>7</sup> Alberta Education. (2011). *Framework for student learning: competencies for engaged thinkers and ethical citizens with an entrepreneurial spirit*.



**Results 2: Academic Success  
REASONABLE INTERPRETATION REPORT**

## Indicators |

1. Percentage of grade 4 students who report they can use technology to help them learn; as measured by CBE-specific questions on Alberta Education's Accountability Pillar Survey.
2. Percentage of grade 4 students who report they can use technology to communicate with others; as measured by CBE-specific questions on Alberta Education's Accountability Pillar Survey.
3. Percentage of grade 7, 10 and 12 students who report they are confident in their abilities to use digital technologies in support of their learning; as measured by CBE-specific questions on Alberta Education's Accountability Pillar Survey and the Calgary Board of Education student survey.
4. Percentage of grade 7, 10 and 12 students who report they are capable of using digital technologies to communicate effectively with others; as measured by CBE-specific questions on Alberta Education's Accountability Pillar Survey and the Calgary Board of Education student survey.
5. Percentage of grade 7, 10 and 12 students who report they can use technology to investigate and solve problems; as measured by CBE-specific questions on Alberta Education's Accountability Pillar Survey and the Calgary Board of Education student survey.
6. Percentage of grade 7, 10 and 12 students who report they can assess critically the information presented in a variety of online environments; as measured by CBE-specific questions on Alberta Education's Accountability Pillar Survey and the Calgary Board of Education student survey.

**we educate**



# Framework for Student Learning

Competencies for Engaged Thinkers and Ethical Citizens  
with an Entrepreneurial Spirit

**Government  
of Alberta**

*Alberta*



## ALBERTA EDUCATION CATALOGUING IN PUBLICATION DATA

Alberta. Alberta Education.

Framework for student learning : competencies for engaged thinkers and ethical citizens with an entrepreneurial spirit.

ISBN 978-0-7785-9647-9 (online)

Available online: <http://education.alberta.ca/department/ipr/curriculum.aspx>

1. Competency-based education – Alberta. 2. Educational evaluation – Alberta.  
3. Curriculum change – Alberta. 4. Education – Standards – Alberta. I. Title.

LC1033.5.C22A3 A333 2011

379.154

For further information, contact:

Alberta Education

Action on Curriculum – Planning and Standards Sector

8th Floor, 44 Capital Boulevard

10044 – 108 Street NW

Edmonton, Alberta, Canada T5J 5E6

Telephone: 780-427-2984 in Edmonton or

toll-free in Alberta by dialling 310-0000

Copyright © 2011, the Crown in Right of Alberta, as represented by the Minister of Education. Alberta Education, Action on Curriculum – Planning and Standards Sector, 8th Floor, 44 Capital Boulevard, 10044 – 108 Street NW, Edmonton, Alberta, Canada, T5J 5E6.

Every effort has been made to provide proper acknowledgement of original sources. If cases are identified where this has not been done, please notify Alberta Education so appropriate corrective action can be taken.

Permission is given by the copyright owner to reproduce this document for educational purposes and on a nonprofit basis, with the exception of materials cited for which Alberta Education does not own copyright.

Permission is also granted for sharing the electronic files via network capabilities at the school or jurisdiction level.

Cette publication est disponible en français.

# Introduction

Several major initiatives including but not limited to [\*Inspiring Education: A Dialogue with Albertans\*](#), [\*Setting the Direction for Special Education in Alberta\*](#), [\*Speak Out: The Alberta Student Engagement Initiative\*](#) and [\*Literacy First: A Plan for Action\*](#), have provided Albertans with an opportunity to participate in dialogues about the kind of education that students will need in the 21st century.

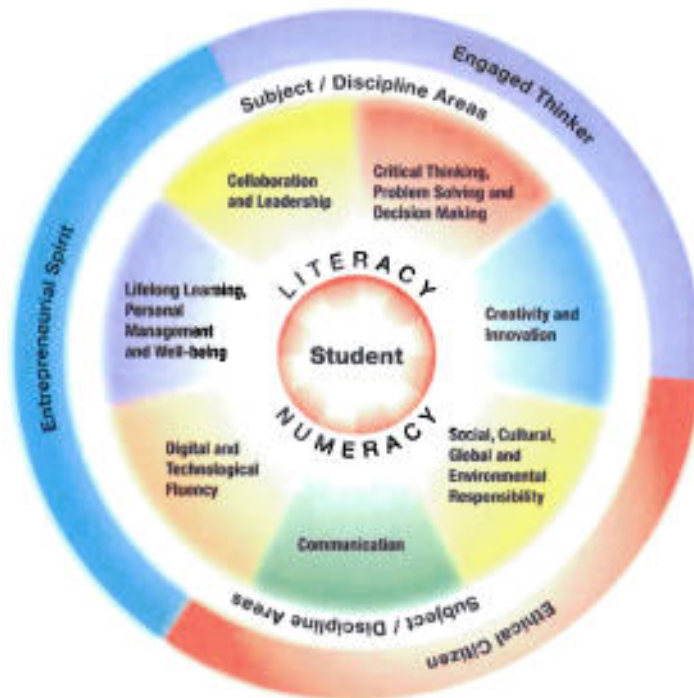
Following up on the results of these initiatives and dialogues with Albertans, Alberta Education has begun the implementation of six interrelated action agendas outlined in [\*Alberta Education Action Agenda 2011–14\*](#). *Action on Curriculum* is focused on the standards, guidelines and processes for curriculum development and the competencies that Alberta students will need to demonstrate in order to meet the opportunities and challenges of the future.

The *Framework for Student Learning: Competencies for Engaged Thinkers and Ethical Citizens with an Entrepreneurial Spirit* is the result of a review of educational literature and research and other provincial and international frameworks for learning, and online consultations and face-to-face engagements with educators, parent groups, students, teachers, school administrators, researchers, employers and non-governmental organizations. These activities confirmed among other things, general support for the competencies, described in [\*Inspiring Action on Education\*](#) (2010), that contribute to an inclusive education system and success for all students. Embedding competencies in curriculum will enable educators to develop engaging and relevant learning experiences for Alberta students.

The *Framework for Student Learning: Competencies for Engaged Thinkers and Ethical Citizens with an Entrepreneurial Spirit* provides the foundation for the review and replacement of the student learning outcomes in the current Ministerial Order (MO) on the [\*Goals and Standards Applicable to the Provision of Basic Education\*](#). The Framework and the new MO, along with revised standards, guidelines and processes, will provide direction for the development of future curriculum (programs of study, assessment, and learning and teaching resources).

# Framework for Student Learning

The Framework for Student Learning outlines the relationships among literacy, numeracy, competencies and subject/discipline areas essential for students to become engaged thinkers and ethical citizens with an entrepreneurial spirit.



This is one of many possible graphics that could be used to illustrate the Framework for Student Learning.



## Student

The **student** is at the centre of all decisions and discussions related to curriculum.

## Literacy and Numeracy

Literacy and numeracy are foundational to student learning. Being literate and numerate means going beyond the basic skills of reading, writing and solving simple arithmetic problems to acquiring, creating, connecting and understanding information.

## Competencies

A **competency** is an interrelated set of attitudes, skills and knowledge that is drawn upon and applied to a particular context for successful learning and living. Competencies are developed over time and through a set of related learner outcomes. The following competency groupings contain descriptions of the attitudes, skills and knowledge that contribute to students becoming engaged thinkers and ethical citizens with an entrepreneurial spirit.

### Critical Thinking, Problem Solving and Decision Making

Alberta students review, analyze and assess information from a variety of sources and points of view. They use application, analysis, evaluation and conceptualization as appropriate for the context. As critical thinkers, they use metacognition to reflect on their thinking and recognize strengths and weaknesses in their reasoning and in the positions presented by others. Students have the confidence and capacity to solve a range of problems, from simple to complex and including novel to ill-defined, related to their learning, their work or their personal lives. They use multiple approaches to solving a problem and understand that a problem can have several solutions. They use a variety of resources in arriving at a solution and use the knowledge and experience gained to inform their ability to solve problems and make decisions in the future.

The following statements reflect students' ideas and comments made in various engagements. They represent how students might describe what they value, know and are able to do:

*I am creative in using different ways of communicating in different situations. In my everyday life, I can use mathematical information and ideas that are represented in a variety of ways.*

*I see the need for a broad range of competencies in my daily life, both inside and outside of school.*

*To build my knowledge, I reflect on my own thinking and am open to new ideas. I can see the strengths and weaknesses of my own point of view and in the points of view of others. I believe in my ability to solve problems and make good decisions.*

I can come up with original work and ideas. I appreciate the creativity of others. Making mistakes is okay because they help me learn, and result in better work. When things get challenging, I try not to give up because I know that this is part of learning, and life as I look for solutions.

I do my best to protect the environment and try to be a positive member of my community. I have a good understanding of where I live, who I am and where I come from. It is important to respect the rights of others and believe in people because that is what makes a good society. I want to live in a society where there is fairness, equality, compassion and freedom.

It is important to be a good listener and to respect others by trying to understand their ideas and emotions. When I communicate with others, I am clear and confident.

### Creativity and Innovation

Alberta students are optimistic, curious and open to new and diverse ideas. They appreciate the creative works of others, value aesthetic expression and demonstrate initiative, imagination, spontaneity and ingenuity in a range of creative processes. They generate original ideas and recognize when a new or existing idea or product can be applied to a specific context. They recognize and accept mistakes as part of the creative process and as an opportunity to learn. Students demonstrate flexibility and adaptability in response to change. They embrace ambiguity and uncertainty and are willing to take risks, and demonstrate initiative, resiliency and perseverance when faced with obstacles and challenges.

### Social, Cultural, Global and Environmental Responsibility

Alberta students are responsible and contribute positively to the quality and sustainability of their environment, communities and society. They appreciate social, cultural, economic and environmental interconnectedness and diversity, demonstrate stewardship, and respect the rights and beliefs of others within local and global communities. Their potential to contribute to their communities, including as volunteers, is enhanced through their personal understanding of place and their ability to value fairness, equity and the principles of a democratic society. As active participants in their local and global community, they act responsibly and ethically in building and sustaining communities. In developing their identity, learners see themselves as individuals and as active agents of a broader world.

### Communication

Alberta students understand and interpret the thoughts, ideas and emotions of others and express themselves clearly and effectively, in appropriate ways, for different audiences and for a variety of purposes within local and global communities. Depending on the context, they choose the appropriate medium through which to communicate. They communicate formally and informally within literary, mathematical, scientific, social and artistic contexts. They use a variety of verbal and nonverbal modes to communicate with people from diverse cultural backgrounds. Students demonstrate the ability to listen with purpose and interact respectfully with others, read for information and enjoyment, and speak and write appropriately.



### Digital and Technological Fluency

Alberta students competently use information and communication technologies as tools in a variety of digital environments and media. Students access information from a variety of sources to learn individually or with others, to communicate, to come to new understandings, to inform problem solving, and support decision making. They are aware of current and emerging information and communication technologies and choose with confidence the appropriate technology for a defined purpose. Students can access, understand and manipulate digital information creatively and effectively for learning, for communication and for sharing and creation. They use technology critically and safely, and in an ethically responsible manner.

I use technologies as tools to learn by myself or to share with others. They help me find information, communicate with others, solve problems and make decisions. I know how to choose the right technology for my needs and how to use it safely and properly.

### Lifelong Learning, Personal Management and Well-being

Alberta students understand that learning is a lifelong endeavour. They use their talents and passions to contribute to their communities and manage their strengths and areas in need of improvement. They manage the various roles they have in life, and balance school, work and other life priorities. They seek opportunities for personal and professional growth, explore career possibilities and plan accordingly as they confront challenges and adapt to change. They are self-directed and self-aware, using this knowledge to make responsible personal choices and decisions. They demonstrate understanding of the importance of education, safety, financial literacy and personal wellness, with commitment to lifestyle choices based on healthy attitudes and actions. Students take ownership of, and responsibility for, their emotional, intellectual, physical, spiritual and social well-being.

Learning is happening all around me, and I know that it is important to use my unique talents and passions. I need to understand how I learn best, and where I need to improve. The different parts of my life and my relationships need to be balanced if I am to be successful. Making strong, responsible decisions and planning for my future will help me have a safe, happy and healthy future.

### Collaboration and Leadership

Alberta students demonstrate leadership in their personal lives and in their communities. They seek to provide guidance, inspire others to action and direct or influence others to achieve a shared purpose or vision. They build respectful, caring and effective relationships to manage conflict and differences and to seek consensus in the pursuit of common goals. They accept responsibility for their actions as individuals and share responsibility as team members. In a team situation, they work with others to influence, motivate and mentor all members. They show flexibility in being able to work with a diversity of people in varying situations. As leaders, they use their influence and powers responsibly and keep the interests of the larger community and group in mind.

I try to be a positive role model by showing respect, building good relationships and cooperating with others. I accept responsibility for my actions. I understand that when working with people I need to be flexible and share responsibility. These are good leadership skills that can influence, guide and motivate others.



## Subject/Discipline Areas

**Subject and discipline areas** are organized bodies of knowledge that have unique ways by which knowledge is created, changed, verified, communicated and generalized. Subject areas provide a context for the development of competencies and opportunities for interdisciplinary learning. The learning outcomes within a subject or discipline help students to develop and gain a deeper understanding and appreciation of competencies.

## Vision, Values and Mission

Alberta Education's vision and values guide the Ministry and its partners in the transformation of ECS–12 education in Alberta.

### Vision

*All students are inspired to achieve success and fulfillment as engaged thinkers and ethical citizens with an entrepreneurial spirit.*

[Alberta Education Action Agenda 2011–14](#)

*Inspiring Education: A Dialogue with Albertans* provided more information about the three “E’s” by stating that the education system should strive to instill the following qualities and abilities in our youth.

I can collaborate to create new knowledge.

I do the right thing because it is the right thing to do.

I create new opportunities.

- **Engaged Thinker:** a lifelong learner who thinks critically and makes discoveries; uses technology to learn, innovate, communicate and discover; works with multiple perspectives and disciplines to identify problems and find the best solutions; communicates these ideas to others; and adapts to change with an attitude of optimism and hope for the future.
- **Ethical Citizen:** builds relationships based on humility, fairness and open-mindedness; demonstrates respect, empathy and compassion; and through teamwork, collaboration and communication, contributes fully to the community and the world.
- **Entrepreneurial Spirit:** creates opportunities and achieves goals through hard work, perseverance and discipline; strives for excellence and earns success; explores ideas and challenges the status quo; is competitive, adaptable and resilient; and has the confidence to take risks and make bold decisions in the face of adversity.

[Inspiring Education: A Dialogue with Albertans](#)

**Values**

*The vision is based on the values of opportunity, fairness, citizenship, choice, diversity and excellence.*

[Alberta Education Action Agenda 2011–14](#)

**Mission**

*Collaborate to inspire every student to engage in high quality, inclusive learning opportunities needed to develop competencies required to contribute to an enriched society and a sustainable economy.*

[Education Business Plan 2011–14](#)

## Appendix

### Engagements with Educational Partners and Communities on the Framework for Student Learning and Competencies (2010–2011)

#### Inspiring Action Transformation Guide (August 2010)

- Education stakeholders (students, the Alberta Teachers' Association [ATA], parents, industry, post-secondary institutions and Alberta Education staff) provided responses to questions on competencies in this online guide.

#### College of Alberta School Superintendents Fall Conference (November 5, 2010)

- This annual conference included participants from 2Learn.ca, Alberta Education, the ATA, the Alberta School Boards Association (ASBA), the College of Alberta School Superintendents (CASS), Alberta school authorities (public, separate and Francophone), charter schools and the University of Alberta.

#### Alberta Teachers' Association Curriculum Committee (January 17, 2011)

- This standing committee includes practicing Alberta teachers, members of the ATA's Provincial Executive Council, curriculum specialists, observers from Alberta Education and CASS, and ATA staff officers.

#### Alberta Education's Council on Alberta Teaching Standards (February 7, 2011)

- This People and Research Division committee includes representation from CASS, ASBA, the ATA, the Association of Alberta Deans of Education, and the Association of Independent Schools and Colleges in Alberta (AISCA).

#### Alberta Education's Curriculum Policy Advisory Committee (February 23, 2011)

- This Education Program Standards and Assessment Division standing committee has representation from CASS, Alberta school authorities, the ATA, Alberta Education, students, the Council of Presidents of Colleges and Technical Institutes, ASBA, business and industry, l'Association canadienne-française de l'Alberta, Alberta Employment and Immigration, and Alberta Advanced Education and Technology.



**CASS/Alberta Education Learning Symposium (March 15, 2011)**

- This joint symposium on education initiatives arising from *Inspiring Education and Setting the Direction* had participants from 2Learn.ca, Alberta Education, the Provincial Assessment Consortia, the Government of the Northwest Territories, CASS, the ATA, Alberta school authorities (public, separate and Francophone), the Alberta Regional Professional Development Consortia, the Alberta Assessment Consortium and Renfrew Educational Services.

**FNMI Education Specialist Council (March 18, 2011)**

- This annual ATA event included representatives from Confederation of Treaty 6, Treaty 8 First Nations of Alberta, Treaty 7 Management Corporation, the Métis Nation of Alberta, the Métis Settlements General Council, the ATA, Alberta Advanced Education and Technology, and Alberta Education.

**Alberta Education's Action on Curriculum Research Roundtable 1 (April 11–12, 2011)**

- This significant event to the development of competencies for student learning was part of the Action on Curriculum project and included representatives from Alberta school authorities (public, separate and Francophone), the Alberta Initiative for School Improvement (AISI), Alberta Education, the University of Alberta, the University of Calgary, charter schools, Save Our Fine Arts (SOFA), Triune Enterprises Inc., the University of Calgary Biogeoscience Institute, Renfrew Educational Services, Alberta Health and Wellness, the Government of the Northwest Territories, the Alberta Distance Learning Centre, Galileo Educational Network, the Alberta Council for Environmental Education, the SEEDS Foundation, the Critical Thinking Consortium, the ATA, Phoenix Home Education, Canada Safeway, Alberta Film, Harvard's Graduate School of Education, Ambrose University College, Reading Wings Inc., Speak Out Alberta, and the Alberta Home Education Association.

Delegates spent an entire day developing a common understanding of competencies and refining the competency categories and descriptors. For more detailed information about Roundtable 1, please access the event overview at <http://education.alberta.ca/departement/ipr/curriculum/engagement.aspx>.

**Alberta's Student Engagement Initiative: Speak Out Conference  
(April 16, 2011)**

- This third annual conference included hundreds of students from across Alberta as well as representation from the Minister's Student Advisory Council, Alberta Education, the ATA, CASS, Alberta school authorities, and parents. At the conference, a workshop for students provided Alberta Education with the opportunity to access a good provincial view and diverse representation of students. The workshop provided an opportunity to collect information on how students obtain competencies in and out of school, and how competencies contribute to students' development. The conference also included a workshop for chaperones, who were able to provide their perspectives on the role of competencies in students' education.

**Alberta Education's FNMI Elder Advisory Committee (April 26, 2011)**

- This standing committee consists of indigenous language and culture experts and members from the Dene Suline, Kainai Board of Education, Kee Tas Kee Now Tribal Council, Tsuut'ina Gunaha Project, Plains Cree, Meskanahk Ka-Nipa-Wit School, Piikani, Gwich'in Cree and Métis, Métis Nation of Alberta, Athabasca Tribal Council, Nakoda Nation, Kehewin Band, Métis Settlements General Council, Treaty 8 First Nations of Alberta, Dene Tha' First Nation, Siksika Education Authority, Canadian Native Friendship Centre, and Northland School Division No. 61.

**College of Alberta School Superintendents/Alberta Education Annual Conference (April 29, 2011)**

- This annual joint conference includes students and participants from CASS, the ATA, Alberta Education, the Council of Presidents of Colleges and Technical Institutes, ASBA, the Alberta School Councils' Association (ASCA), business and industry, l'Association canadienne-française de l'Alberta, Alberta Employment and Immigration, and Alberta Advanced Education and Technology.

## report to Board of Trustees

## Reasonable Interpretation Operational Expectations 8: Communication With and Support for the Board

Date	May 15, 2012
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Naomi E. Johnson Chief Superintendent of Schools
Purpose	Decision
Originator	Naomi E. Johnson, Chief Superintendent of Schools
Governance Policy Reference	Board/Chief Superintendent Relationship B/CSR 5: Chief Superintendent Accountability  Operational Expectations OE-8: Communication With and Support for the Board

### 1 | Recommendation

---

It is recommended:

- THAT the Board of Trustees approves the reasonable interpretation of OE-8: Communication With and Support for the Board.
- THAT the Board of Trustees determines an appropriate date for presentation of the monitoring report for OE-8: Communication With and Support for the Board.

### 2 | Issue

---

Board of Trustees' governance policy B/CSR 5 states the "Board will acquire monitoring data on *Results* and *Operational Expectations* policies by one or more of three methods."





One of these methods is "by *Internal Report*, in which the Chief Superintendent submits information that certifies and documents to the Board compliance or reasonable progress..."

Board of Trustees' governance policy OE-8: Communication With and Support for the Board asks the Chief Superintendent to "submit required monitoring data 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."

### 3 | Conclusion

---

The attached report presents a reasonable interpretation, including interpretations and indicators, for Board of Trustees' approval prior to annual monitoring of OE-8.



NAOMI E. JOHNSON  
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENT: Reasonable Interpretation of OE-8: Communication With and Support for the Board

GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

Governance: Defining values in policy that establish the vision and *Results* to be achieved by students. Defines organizational performance of the district's employees, holding them accountable for that stated standard of performance.

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.

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.

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.

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*.



May 15, 2012

Attachment

OE-8: COMMUNICATION WITH AND SUPPORT FOR THE BOARD  
REASONABLE INTERPRETATION REPORT

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.

## 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.



**OE-8: COMMUNICATION WITH AND SUPPORT FOR THE BOARD  
REASONABLE INTERPRETATION REPORT**

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:**

- 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.

*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.

*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.





OE-8: COMMUNICATION WITH AND SUPPORT FOR THE BOARD  
REASONABLE INTERPRETATION REPORT

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.

8.2 Provide for the Board in a timely manner, information about trends, facts and other information relevant to the Board's work.

## 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.

## 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.

**8.3 Inform the Board of significant transfers of money within funds or other changes substantially affecting the organization's financial condition.**

*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.

*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.

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

*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.

#### Indicator of Compliance |

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

### 8.5 Inform the Board of anticipated significant media coverage.

#### 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.

#### 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.

### 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.

#### 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.

#### Indicator of Compliance |

100 per cent of reportable events will be provided to the Board of Trustees in an appropriate venue.

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

#### 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.

#### 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.

**8.8** Treat all members equally and assure that all members have equal access to information.

#### 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.

#### 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.

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.

#### 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.

#### 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.

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.

#### 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.

#### Indicator of Compliance |

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

8.11 Inform the Board in advance of any deletions of, additions to, or significant modifications of any instructional program.

#### 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.

#### Indicator of Compliance |

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

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

#### 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.

*Indicator of Compliance |*

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



## report to Board of Trustees

## CALGARY BOARD OF EDUCATION 2012/13 Capital Budget and 2013/14 & 2014/15 Capital Budget Estimates

Date	May 15, 2012
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Naomi E. Johnson, Chief Superintendent of Schools
Purpose	Decision
Originator	Frank J. Coppinger, Superintendent, Facilities and Environmental Services Deborah L. Meyers, Superintendent, Chief Financial Officer, Corporate Treasurer
Governance Policy Reference	Operational Expectations OE-5: Financial Planning OE-7: Asset Protection
Resource Persons	Shay Khan, Manager, Corporate Planning and Reporting Bob Coll, Lead, Capital Budgets, Corporate Planning and Reporting Members of The Capital Budget Council

### 1 | Recommendations

---

It is recommended:

- THAT the 2012/13 Capital Budget expenditures for the identified capital needs outlined in Attachments I to V be approved.
- THAT the 2013/14 and 2014/15 Capital Expenditure Estimates be received for information.



The Board of Trustees' Operational Expectation OE-5: Financial Planning requires that the Chief Superintendent shall develop and maintain a multi-year financial plan that is related directly to the Board's Results priorities and Operational Expectations goals, and that avoids long-term fiscal jeopardy to the organization.

The ongoing provision of educational services to students requires significant and ongoing investment in capital infrastructure, including equipment, technology, furniture and accommodation needs of new schools and programs. This infrastructure must be maintained, upgraded, or renewed, to accommodate both growth and changes in required service levels. Additional and strategic investments are regularly required due to changes in programs, student enrolment, technology and curriculum enhancements, or other identified improvements required to meet the needs of students and staff as reflected in the CBE's Three-Year Education Plan. The planned expenditures and funding sources to provide the required investments are reflected in the Capital Budget presented annually to the Board of Trustees for their consideration and approval.

## 3 | Background

---

The Capital Budget (or board-funded capital) includes technology, furniture, equipment, vehicles and all other non-facility assets.

The Capital Budget does not reflect capital needs for school buildings and related facility infrastructure supported by additional capital grants approved and provided by the Provincial Government through a separate Capital Planning Process. A Three-Year Capital Plan for these initiatives was approved by the Board on March 20, 2012 and submitted to Alberta Education for this purpose.

These board-funded capital needs are funded from the amortization reserve, school decentralized funds or capital reserves.

The anticipated funding available from amortization for board-funded capital in 2012/13 is \$22.5 million.

Administration—via the Capital Budget Council—categorizes, assesses, and approves its board-funded capital projects based on the business and strategic value that they deliver. The categories used are: strategic, enhancement, and maintenance. This allows Administration to monitor its board-funded capital investment mix in order to ensure that sufficient resources are allocated to adequately maintain and enhance existing capital investment to meet the technological requirements for student learning. Further, Administration also ensures that the extent of new investment matches the organization's ability to maintain its assets in the future.

Funding may be provided for projects for a single year or over several years, depending on the nature and size of the project and the availability of funding.



## 4 | Analysis

---

The 2012/13 Capital Budget, together with the 2013/14 and 2014/15 Capital Budget Estimates for capital needs funded from the amortization reserve or decentralized funds is attached as Attachment I through V. These projects and needs reflect a capital requirement for the 2012/13 school year of approximately \$18.6 million, as recommended by the Capital Budget Council.

A summary of the planned board-funded capital investment for 2012/13 and the funding sources is presented in Attachment I.

The initial requests for 2012/13 totaled \$18.8 million; including school funded assets and required capital lease payments for the energy retrofits. The requests were reviewed and prioritized using the following criteria. Details are provided in Attachment I.

1. For strategic and enhancement projects:
  - impact on the Three-Year Education Plan;
  - impact on the CBE as an organization; and
  - the extent to which the project/purchase will create future savings relative to its capital cost.
2. For maintenance projects:
  - mandatory
  - critical
  - necessary
  - discretionary

Administration strives to maintain an investment mix of:

- |               |     |
|---------------|-----|
| ▪ strategic   | 25% |
| ▪ enhancement | 10% |
| ▪ maintenance | 65% |

The planned expenditures itemized in Attachment I represent the work of highest priority for the organization in support of the Three-Year Education Plan. A portion of available funds were set aside to provide some flexibility to respond to emerging needs.

The 2012/13 Capital Budget and the 2013/14 & 2014/15 Capital Budget Estimates include a provision for required capital lease payments for existing energy performance contracts, over the next three years, in the amount of \$9.4 million.

## 5 | Financial Impact

---

The recommended 2012/13 Capital Budget, in the amount of \$18.6 million (\$19.75 million in 2011/12) will be funded from the following sources:

- Amortization Reserve of \$16.1 million; and
- School Decentralized Funds of \$2.5 million.

The anticipated draw on the amortization reserve is approximately \$6.4 million less than the unsupported amortization expense for 2012/13. This reflects the strategy to partially mitigate the structural operating budget deficit. This is reflected in the Operating Budget for 2012/13.

The approval of this recommended 2012/13 Capital Budget will result in an approximately \$3.7 million increase in the CBE's annual amortization costs in each of the next four years.

## 6 | Implementation Consequences

---

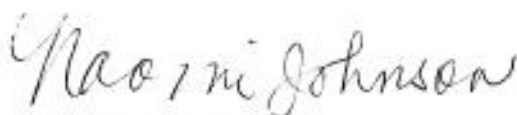
Approval of these projects will enable the CBE to replace, initiate or upgrade various information technology systems, support the needs of program moves and expansions, invest in certain strategic initiatives aligned with the Three-Year Education Plan, and fund previously approved projects undertaken through a capital lease arrangement. The Calgary Board of Education must continue to replace and upgrade its multi-million dollar infrastructure and related equipment in order to accommodate growth, program changes and curriculum changes. These projects will also enable the CBE to avoid higher maintenance costs, minimize any down-time due to the potential failure of capital assets, and be compliant with Operational Expectations 7: Asset Protection.

## 7 | Conclusion

---

This report reflects a Capital Budget request for 2012/13 of \$18.6 million (with Capital Expenditure Estimates for 2013/14 and 2014/15), based on asset investments which are considered essential and affordable. The amounts contained in the Budget do not, however, provide for all life cycle management needs of buildings, equipment and related infrastructure. Resource limitations for accommodating all maintenance, growth, and service level request continue to exist within the District.

This is due to the limitation of CBE's internal funds and limited capital reserves to accommodate all needs presented to the Capital Budget Council and Superintendents' Team, and limits on the availability of staff resources to implement all these project requests.



NAOMI E. JOHNSON  
CHIEF SUPERINTENDENT OF SCHOOLS



## ATTACHMENTS

Attachment I:	Summary of Board-Funded Capital Investment
Attachment II:	Capital Project Priority Categories and Criteria
Attachment III:	Strategic Non-Facility Related Capital Projects
Attachment IV:	Enhancement Non-Facility Related Capital Projects
Attachment V:	Maintenance Non-Facility Related Capital Projects

## 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.



**Calgary Board of Education**  
**2012 - 2015 Capital Budget and Estimates**  
**Summary of Board-Funded Capital Investment**

Attachment I

	Attachment Number	Capital Budget		
		2012/13 (000)	2013/14 (000)	2014/15 (000)
<b>Capital Lease Payments (Contracts)</b>				
Performance Contracts		\$ 2,600	\$ 3,158	\$ 3,664
<b>Total Capital Lease Payments (Contracts)</b>		<u>2,600</u>	<u>3,158</u>	<u>3,664</u>
<b>Non-Facility Related Projects</b>				
Strategic	III	2,276	1,175	400
Enhancement	IV	7,137	7,040	5,160
Maintenance	V	6,542	4,438	2,836
<b>Total Non-Facility Related Projects</b>		<u>15,955</u>	<u>12,653</u>	<u>8,396</u>
<b>Funding Held for Projects to be Identified</b>		<u>45</u>	<u>3,347</u>	<u>7,604</u>
		<u>45</u>	<u>3,347</u>	<u>7,604</u>
<b>Total Capital Expenditures</b>		<u>\$ 18,600</u>	<u>\$ 19,158</u>	<u>\$ 19,664</u>
<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>		<u>\$ 18,600</u>	<u>\$ 19,158</u>	<u>\$ 19,664</u>

**Calgary Board of Education**  
**2012 - 2015 Capital Budget and Estimates**  
**Capital Project Priority Categories and Criteria**

Attachment II

The Capital Budget Council established criteria for prioritizing capital budget projects/equipment requests from schools and service units by project categories & priorities. The following four Project Categories have been identified:

1. **Strategic (S)** - projects that open up new horizons, learning methods, organizational models, and value propositions that cut across the organization or physical facility.
2. **Enhancement (E)** - projects that improve or extend the functionality of existing systems, technologies and processes.
3. **Maintenance (M)** - projects that are required to maintain current systems and keep them working in good conditions.

Projects are then prioritized by urgency. The Priority rankings are:

1. **Mandatory (M)** - projects for which there is a legislated requirement and/or contractual agreement that obligates the CBE to provide a service or physical facility.
2. **Critical (C)** - projects for which the need to start within one or two years is critical. Conditions which make a project critical include safety concerns, avoidance of greater replacement costs in the future, and operational requirements.
2. **Necessary (N)** - projects needed to ensure provision of well maintained facilities, systems equipment to support the CBE mission and/or normal business functions.
3. **Discretionary (D)** - projects identified as desirable, but not necessary, in terms of the CBE mission and/or normal business functions.

Projects are also prioritized by Return on Investment (ROI), impact on the Three-Year Education Plan, and impact on the organization as a whole.

1. **Return on Investment (ROI)** - a calculation that attempts to capture the value or efficiencies garnered from a capital project. (Operational cost savings over 5 years post-implementation/Capital cost of project)
2. **Impact on 3 Year Education Plan** - identifying capital projects that impact students in ways that provide a tangible support for their learning, strategies associated with the personalization of learning and/stewarding resources of learning, health and well-being of students, and bringing continuous benefits of learning.
3. **Impact on the Organization** - identifying the system wide impact capital projects requested have that affects students and service units.

*Continuing multi-year projects commenced in a previous year to their conclusion are generally considered approved unless deemed not viable at the preliminary stage of budget approval.*

**Calgary Board of Education**  
**2012 - 2015 Capital Budget and Estimates**  
**Strategic Non-Facility Related Capital Projects**

Attachment III

Description	Capital Budget		
	2012/13 (000)	2013/14 (000)	2014/15 (000)
<b>Non-Facility Related</b>			
Learning Resources Strategy	\$ 700	\$ 650	\$ -
Integrated Workplace System (5 year plan)	430	475	400
Parent Partner ID/Access Management	156	-	-
Media Design Lab for Career Technology	640	-	-
Student Planners (Career Cruising)	300	-	-
Enterprise Contract Management	50	50	-
<b>Total Strategic - Non-Facility Related</b>	<b>\$ 2,276</b>	<b>\$ 1,175</b>	<b>\$ 400</b>



**Calgary Board of Education**  
**2012 - 2015 Capital Budget and Estimates**  
**Enhancement Non-Facility Related Capital Projects**

Attachment IV

Description	Capital Budget		
	2012/13 (000)	2013/14 (000)	2014/15 (000)
Apple Automated Remote Desktop	\$ 300	\$ -	\$ -
Antivirus Infrastructure Upgrade	260	-	-
Security Cameras	450	650	700
Electronic Door Access	450	325	350
Video Conferencing System	122	-	-
School Portal Solution	295	-	-
School Logic Implementation	130	100	-
Data Warehouse (Human Resources)	240	50	-
Highfield VOIP conversion	-	287	-
Budget System Implementation	100	500	-
PeopleSoft 9.1 Upgrade	1,977	2,000	1,000
Drama Light Refurbishing	-	600	600
School Purchase Assets	2,500	2,500	2,500
Other Enhancement projects	313	28	10
<b>Total Enhancement - Non Facility Related</b>	<b>\$ 7,137</b>	<b>\$ 7,040</b>	<b>\$ 5,160</b>

**Calgary Board of Education**  
**2012 - 2015 Capital Budget and Estimates**  
**Maintenance Non-Facility Related Capital Projects**

Attachment V

Description	Capital Budget		
	2012/13 (000)	2013/14 (000)	2014/15 (000)
Program Moves and Expansions	\$ 900	\$ 900	\$ 900
Infrastructure Renewal & Growth	1,611	1,610	1,132
Oracle Financials Upgrade (R12)	300	-	-
Fall Protection (OH&S compliance)	285	285	-
Disk Encryption	1,041	760	-
Roof Top Heating/Cooling Units	375	-	-
Road Grader	150	-	-
Municipal tractor with attachments	150	-	-
Auto scrubbers & burnishers (35/1)	233	287	251
Service Vans (11,4,9)	336	124	284
Dump Truck (2)	210	-	-
Paint Shop Ventilation	285	-	-
Highfield Transformer	250	-	-
Other Maintenance projects	416	472	269
<b>Total Maintenance - Non-Facility Related</b>	<b>\$ 6,542</b>	<b>\$ 4,438</b>	<b>\$ 2,836</b>

## report to Board of Trustees

## Correspondence

Date	May 15, 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:

- Letter dated April 18, 2012 from the Honourable Thomas Lukaszuk, Minister of Education, to Board Chair Pat Cochrane, thanking the Board for its input to Bill 2, the Education Act, and noting that the Bill did not pass third reading.
- Letter dated April 18, 2012 from the Honourable Thomas Lukaszuk, Minister of Education, to Board Chair Pat Cochrane, acknowledging receipt of the Calgary Board of Education's 2013-2016 School Capital Plan.

Respectfully submitted,

JANICE R. BARKWAY  
OFFICE OF THE CORPORATE SECRETARY

Appendix I: Relevant Correspondence







April 18, 2012

AR 75205

Ms. Pat Cochrane  
Board Chair  
Calgary Board of Education  
Education Centre Building  
1221 - 8 Street SW  
Calgary AB T2R 0L4


Dear Ms. Cochrane:

Thank you for your correspondence regarding Bill 2, the Education Act. As Minister of Education, I am pleased to respond.

While Bill 2 did not pass third reading and therefore will not become law, I appreciate your input. At this point, no decisions have been made respecting what the next steps may be. For the time being, the *School Act* remains in place and continues to govern education in Alberta.

Thank you again for your continued interest in the future of education in our province.

Sincerely,

  
for Thomas A. Lukaszuk  
Minister of Education



AR 75603

April 18, 2012

Ms. Pat Cochrane  
Chair  
Calgary Board of Education  
1221 - 8 Street SW  
Calgary AB T2R 0L4

Dear Ms. Cochrane:

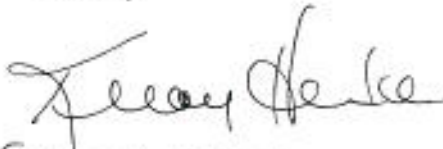
Thank you for your March 27, 2012 letter and the copies of Calgary Board of Education's 2013-2016 School Capital Plan.

I commend your school district for this comprehensive document, developed in support of the capital projects identified for the next three years. The plan clearly points to a continued need for new space, as well as modernization of existing facilities.

All capital submissions are currently being reviewed, and the Calgary Board of Education's high-priority projects will receive appropriate consideration in developing the provincial capital plan. If your school district requires further information regarding the capital planning process or followup on specific projects, your representative should contact Dr. Avi Habinski, Director, Capital Planning South, at 780-427-2272 (dial 310-0000 first for toll-free access) or by email at [avi.habinski@gov.ab.ca](mailto:avi.habinski@gov.ab.ca).

Thank you again for your jurisdiction's comprehensive capital submission.

Sincerely,

  
for Thomas A. Lukaszuk  
Minister of Education

## report to Board of Trustees

### EducationMatters Financial Statements March 31, 2012

Date	May 15, 2012
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Janice R. Barkway Office of the Corporate Secretary
Purpose	Information
Originator	Barbara Burggraf, Executive Director, EducationMatters
Governance Policy Reference	Governance Culture GC-3: Board Job Description

#### 1 | Recommendation

It is recommended:

- THAT the Board of Trustees receives the financial report for EducationMatters for information and for the record, in the form as submitted.

#### 2 | Background

The Board of Trustees has requested quarterly reporting from EducationMatters. The attached report is provided in response to this request.

JANICE R. BARKWAY  
OFFICE OF THE CORPORATE SECRETARY

Appendix I: Education Matters Financial Statements March 31, 2012





May 8, 2012

To the Calgary Board of Education Trustees

EducationMatters is pleased to share its March 31, 2012 unaudited internal financial report (the "Report") with you.

EducationMatters management ("Management") has prepared the Report to the Trustees based on its internal reports and accounting records. While Management has used its best estimates in preparing the Report, please be advised that the Report has not been audited or reviewed nor have notes to the statements been prepared. Other readers may require additional information in order to rely on the Report for their own purposes.

The Report contains the following special purpose financial statements and other information:

- Unaudited Statement of Financial Position as at March 31, 2012 and audited December 31, 2011
- Unaudited Statement of Operations for the period ended March 31, 2012 and comparative for the year ended December 31, 2011
- Unaudited Operating Budget Comparison to March 31, 2012
- Statement of EducationMatters Funds Established as at March 31, 2012
- Statement of Grants Awarded for the year to date March 31, 2012
- A discussion of some of the amounts and transactions summarized in the statements

Respectfully submitted,

Monica Bryan - Director, Finance & Administration, EducationMatters  
Mark Saar - Treasurer, EducationMatters

**EducationMatters**  
**Statement of Financial Position**

As at March 31, 2012

\$,000

(unaudited)

	<b>As At Mar 31/12</b> <small>(unaudited)</small>	<b>As At Dec 31/11</b> <small>(audited)</small>
<b>ASSETS</b>		
Cash and cash equivalents	275	241
Investments	4,086	3,175
Accounts receivable		2
Capital assets	5	6
<b>Total assets</b>	<u>4,366</u>	<u>3,424</u>
<b>LIABILITIES</b>		
Accounts payable	318	38
Deferred Contributions	-	125
<b>Total liabilities</b>	<u>318</u>	<u>163</u>
<b>FUND BALANCES</b>		
Endowment funds	2,259	2,115
Flow through funds	1,013	698
Operating funds	776	448
<b>Total fund balances</b>	<u>4,048</u>	<u>3,261</u>
<b>Total liabilities and fund balances</b>	<u>4,366</u>	<u>3,424</u>

**EducationMatters**  
**Statement of Operations**  
Year to Date March 31, 2012

\$,000

(unaudited)

(audited)

	<u>Endowment</u>	<u>Flow-Thru</u>	<u>Operating</u>	<u>Total</u>	<u>Dec 31/11</u>
	\$	\$	\$	\$	\$
<b>REVENUES</b>					
Contributions	106	792	(10)	888	1,287
CBE grants			500	500	750
Gains/losses on investments	68	(2)	3	69	104
Interest & fees			7	7	24
Total revenue	174	790	500	1,464	2,165
 <b>GRANTS</b>					
Grants issued	23	475		498	812
 <b>EXPENSES</b>					
Salaries & benefits			131	131	602
Consulting & professional fees			5	5	51
Administrative expenses	7		35	42	207
Advertising & communications			1	1	66
Total expenses	7		172	179	926
 <b>FUND BALANCES</b>					
Change during the period	144	315	328	787	427
Beginning balance	2,115	698	448	3,261	2,834
Balance, end of period	2,259	1,013	776	4,048	3,261

Total contributions since inception:

2012 YTD	888
2011	1,288
2010	862
2009	733
2008	1,197
2007	641
2006	865
2005	786
2004	612
2003	356
	<u>8,228</u>



**EducationMatters**  
**Operating Budget Comparison**  
**Year-to-Date March 31, 2012**  
(thousands of dollars)

	2012 BUDGET	31 - Mar Actual (unaudited)
	\$	\$
Operating Expenses by function:		
Salaries and Employee Benefits	547	131
Events	46	
Fund Development & Communications	69	4
Organizational Administration	188	26
Total Expenses	<u>850</u>	<u>161</u>

**EducationMatters**  
**Funds Established**  
as at March 31, 2012

	<b>Fund Balance \$</b>
<b>Flow Through Funds:</b>	
Allan Markin Healthy Learners Fund	369,142
Athletics Flow Thru Fund, Helping Students in Need	225
Benjamin (Ben) Albert Legacy Fund (Flow Thru)	-
Beverley Hubert Global Citizenship Fund	-
Bowness High School Enhancement Flow Thru Fund	-
Bridlewood School Enhancement Fund	5,741
Calgary Flames Ambassadors Supports for Kids with the Gift of Dyslexia Fund	10,010
Campus Calgary Programs Flow Thru Fund	-
Career Pathways Flow Thru Projects Fund	11,185
Christine Meikle School Flow Thru Fund	-
Civil Society & Citizenship Flow Thru Fund	137
Cornerstone Fund, Enhancing Education for Economically Disadvantaged Students	3,776
Distinguished Alumni Fund	-
Dr. Brendan Croskery Aboriginal Culture Fund	594
Ernest Manning HS Enhancement Flow Thru Fund	-
Family Literacy Program Flow Thru Fund	-
French for the Future Program Fund	-
Fuel for School Program Flow Thru Fund	699
Future Leaders Flow Thru Fund	23,767
Heather and N. Murray Edwards Literacy Fund	26,000
High School Transition Program	-
Integro Legacy Fund	15,441
James Fowler HS Art Program Equipment Enhancement Fund	-
Lord Shaughnessy High School Enhancement Flow Thru Fund	-
Louise Dean School Fund	950
McGill University Faculty of Agricultural and Environmental Sciences Fund	4,750
Public Education Enhancement Flow Thru Fund (Designated)	208,721
Public Education Enhancement Flow Thru Fund	6,468
Schools Helping Schools Fund	791
SPIRIT Program Fund	-
Stampede Foundation Fund	-
Students with Special Needs Flow Thru Fund	660
Supports for Students with Fetal Alcohol Spectrum Disorder Flow Thru	48
TEAM Leadership Flow Thru Fund	-
Tyler Zeer Flow Thru Fund	1,178
West Springs School Enhancement Fund	4,466
Willow Park School Program Enhancement Flow Thru Fund	33
Youth Mentorship Flow Thru Fund	-
<b>Total Flow Through Funds (Granting)</b>	<b>\$694,782</b>
<b>Endowment Funds:</b>	
Athletics Endowment Fund, Helping Students in Need	15,981
Bob Bannerman Memorial Fund	10,429
Beverley Hubert Global Citizenship Fund	15,114
Career Pathways Field of Interest Endowment Fund	59,091
Civil Society & Citizenship Education Endowment Fund	15,277
ConocoPhillips World Schools Debate Development Endowment Fund	36,711
Cornerstone Fund, Enhancing Education for Economically Disadvantaged Students	52,961

	<b>Fund Balance \$</b>
Creagh Family Fund	15,174
Dr. Brendan Croskery Aboriginal Culture Fund	27,767
EducationMatters Admin Endowment Fund	30,570
Enhancing Education for Students with Special Needs Endowment Fund	26,252
Enhancing ESL Education Endowment Fund	39,832
Future Leaders Endowment Fund	31,787
Georgie C Higgins Junior High Memorial School Fund	7,924
Georgie C Higgins Investment Fund for Lester B Pearson High School	8,351
Governors' Endowment Fund	6,032
Jason and Jane Louie Memorial Fund	6,064
Lehew-Wyman Family Endowment Fund	25,864
M.P. Hess Fund	6,286
Margaret and Bill Whelan Endowment Fund	48,949
Mary Nelson Memorial Fund	46,873
Mawer Investment Management Literacy Fund	105,595
McGill University Faculty of Agricultural and Environmental Sciences Fund	5,503
Public Education Enhancement Endowment Fund	240,450
Schools Helping Schools Fund (Endowment)	21,881
Southland Transportation Career Pathways Endowment Fund	5,530
Sunnyside Community School Endowment Fund	13,528
Supports for Students Born with Fetal Alcohol Spectrum Disorder Fund	28,181
TEAM Leadership Lord Beaverbrook HS Endowment Fund	5,187
Terry Wright Endowment Fund	5,917
Tiberious Publishing Program Fund	10,853
Tyler Zeer Endowment Fund	24,650
William Reid School Endowment Fund	15,124
Youth Mentorship Endowment Fund	7,505
<b>Total Endowment Funds (Granting)</b>	<b>\$1,023,193</b>



**EducationMatters  
Funds Established  
as at March 31, 2012**

	<b>Fund Balance \$</b>
<b>Scholarship Funds:</b>	
Aaron Family Scholarship Fund	9,856
Aaron Family Scholarship Fund (Flow Thru)	-
Aberhart Alumni Scholarship Fund	54,023
Aberhart Alumni Scholarship Fund (Flow Thru)	1,900
Aboriginal Students Award Fund	10,614
Arrata Family Award for New Canadians	34,114
Arrata Family Award for New Canadians Fund (Flow Thru)	1,791
Ataturk Peace Scholarship	-
Benjamin (Ben) Albert Legacy Fund (Endowed)	149,720
Bennett Jones Scholarship Fund	5,978
Bruce Leith Composition Award Fund	10,219
Calgary Chamber of Commerce Play with the Presidents Scholarship Fund	4,000
Carolyn Baxter Memorial Award Fund	6,022
City of Calgary Degree Granting Scholarship Fund	20,403
City of Calgary Post Secondary Scholarships	20,400
ConocoPhillips Canada Awards	28,695
CTS Scholarship Endowment Fund	61,518
CTS Scholarship Flow Thru Fund	663
David James Anderson Memorial Award Fund	11,111
David James Anderson Memorial Award Fund (Flow Thru)	533
Dr Gordon Higgins Student Award Fund	14,848
Edith Berger Memorial Scholarship Fund	13,255
EducationMatters Endowed Scholarship Fund	12
EducationMatters Scholarship Flow Thru Fund	17,356
EllisDon Student Award Fund	6,634
ENMAX Scholarship Fund	1,469
Future Leaders Scholarship Endowment Fund	20,123
Future Leaders Scholarship Flow Thru Fund	1,002
Gary Weimann Award for Community Service (Endowment)	16,861
Gary Weimann Award for Community Service (Flow Thru)	238
George Morley Memorial Scholarship	7,627
Green & Gold Endowment Scholarship Fund	142,328
Green & Gold Flow Thru Scholarship Fund	6,474
Hal Winlaw Health & Nutrition Legacy Award (Endowment)	4,151
Hal Winlaw Health & Nutrition Legacy Award (Flow Thru)	-
Haworth & hbi Architecture/Interior Design Scholarship Fund (Endowment)	24,671
Haworth & hbi Architecture/Interior Design Scholarship Fund (Flow Thru)	6,000
Henry Wise Wood Class of 1970 Scholarship Fund	7,495
Henry Wise Wood Warriors Legacy Endowment Scholarship Fund	18,353
Henry Wise Wood Warriors Legacy Flow Thru Scholarship Fund	1,777
Hopewell Scholarship Fund	2,375
Hugh Robertson Science Award Fund	10,091
Ivy & Len Freeston Student Award Endowment Fund	14,406
Ivy & Len Freeston Student Award Flow Thru Fund	-
James Fowler School Award Fund	11,299

	<b>Fund Balance \$</b>
Jim Hoepfner Award (Flow Thru)	750
Joan Ethier Women in Science Scholarship	296,110
Keith Yu Memorial Scholarship Fund	21,351
The Marguerite Patricia P. Bannister Scholarship Fund at the Calgary Foundation	164,334
Marjorie Taylor Memorial Scholarship Fund	48,670
Marofke Family Aberhart Music Scholarship Fund	23,821
Marofke Family Aberhart Music Scholarship Fund (Flow Thru)	864
Mary Belkin Memorial Scholarship Fund	17,795
MW & JR Tebo Memorial Journalism Fund	14,322
Queen Elizabeth Deaf & Hard of Hearing Scholarship & Program Enhancement Fund	11,673
Queen E Deaf & Hard of Hearing Scholarship & Program Enhancement Fund (FT)	2,000
Richard D Tingle Student Award Fund	21,667
Richard D Tingle Student Award Flow Thru Fund	750
Rick Theriault Memorial Athletic Scholarship Fund	12,445
Ruth Ursula Leipziger Scholarship Fund	24,182
Shawn Whitney Memorial Award Fund	9,186
Southland Transportation Scholarship Endowment Fund	6,070
Southland Transp. Scholarship Flow Thru Fund	1,770
Steven Irving Memorial Music Scholarship Fund	28,561
Susy Devlin Memorial Award Fund	20,960
Thomas Moore Memorial Bursary Fund	12,539
Verna Hart Toole Legacy Award Fund	3,956
Viscount Bennett Band Parents Assoc. Award Fund	7,006
William & Toshimi Sembo Badminton Scholarship Fund	4,238
William Keir MacGougan Memorial Bursary Fund	18,394
<b>Total Scholarship Funds (Endowment &amp; Flow Thru Funds)</b>	<b>\$1,553,819</b>

**EducationMatters**  
**Statement of Grants & Scholarships Awarded**  
**Year-to-Date March 31, 2012**

	<b>\$</b>
Beddington Heights - Library to Learning Commons	25,000
Bowness High School - Library to Learning Commons	25,000
Buchanan School - Library to Learning Commons	27,000
Cgy Learning Centre - Support for Success Parent-Child Workshops	8,160
Calgary School Athletics Assoc - Student Athletic Fees	1,200
Campus Calgary / Open Minds	50,000
Cappy Smart School - Library to Learning Commons	36,000
CBE - International Youth Leadership Summit	11,200
CBE - Teaming Up 4 Healthy Learners	46,750
Centennial High School - Green Earth	7,800
Central Memorial School - Library to Learning Commons	25,000
Children's Village School - Literacy Project	5,000
Children's Village School - Creating a Learning Commons	10,000
Douglasdale School - Library to Learning Commons	25,000
Guy Weadick School - Library to Learning Commons	25,000
Olympic Heights School - Library to Learning Commons	25,000
Rideau Park School - Library to Learning Commons	25,000
Thomas B Reilly School - Student Enhancements	3,694
Tom Baines School - Library to Learning Commons	25,000
Vista Heights School - Library to Learning Commons	31,000
West Spring School - Composting Program	475
<b>Total Program Grants</b>	<b>\$438,279</b>
<b>Total Scholarships</b>	<b>58,175</b>
<b>Total Grants and Scholarships</b>	<b><u>\$496,454</u></b>
<b>Total Grants since Inception</b>	<b>\$3,778,916</b>
<b>Total Scholarships since Inception</b>	<b>\$846,397</b>



**EducationMatters**  
**Discussion of Financial Position and Results of Operations**

***Statement of Financial Position***

As a result of CBE and EducationMatters having different fiscal years, a portion of our operating grant contributions are deferred each year end to reflect the fiscal year for which we have received operating funds.

At December 31, 2011 we deferred \$125,000 of CBE operating contributions received in 2011 that relate to our fiscal year 2012. In February, 2012, we received \$375,000, the second half of our operating funds for the period September 1, 2011 to August 31, 2012.

Capital assets consist primarily of office equipment.

***Statement of Operations***

At March 31, 2012, we have received over \$850,000 in gifts. Some of the major gifts received in the first quarter include \$450,000 for Teaming Up 4 Healthy Learners, \$104,000 for the Leader in Me project, \$181,250 for energy literacy and \$90,000 for literacy.

As is common with most not for profit or charitable organizations, donations are recognized only when they are received and not accrued as promises receivable.

***Operating Budget Comparison***

Expenditures reported include only cash expenses for budget comparison purposes.

***Funds Established and Grants Awarded***

Our report on Funds Established and their balances to March 31, 2012 reflect both realized and unrealized gains on funds as a result of a recovery of markets. For the long term EducationMatters expects steady growth of their investments.

The majority of granting and scholarship activities occur in the fall of each year. Grants and scholarships issued in 2012 continue to provide a significant contribution back to public school students and systems at the CBE.

**report to  
Board of Trustees****Trustee Liaison Report - Alberta School Boards Association  
Zone 5**

Date	May 15, 2012
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trustee Taylor Board Liaison, ASBA Zone 5
Purpose	Information
Governance Policy Reference	Governance Culture GC-3 Board Job Description

**1 | Recommendation**

---

THAT the Board of Trustees receives the Alberta School Boards Association (ASBA) - Zone 5 Meeting Minutes dated Friday, March 2, 2012 for information.

**2 | Background**

---

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

Attachment I: Minutes of March 2, 2012 Zone 5 Meeting



**Alberta School Boards Association – Zone 5**  
**Friday, March 2, 2012**  
**Rocky View Schools**  
**2651 Chinook Winds Drive**  
**Airdrie, AB**

**In Attendance:**

Helen Clease (Chair)	Rocky View Schools
Carol Bazinet (Vice-Chair)	Calgary Board of Education
Sylvia Eggerer	Rocky View Schools
Jerry Muelaner	Foothills School Division
Doug Gardner	Foothills School Division
Laurie Copland	Foothills School Division
Randy Clarke	Alberta Education
Jacquie Hansen	ASBA
David Anderson	ASBA
Jim Gibbons	ASBA
Anne-Marie Boucher	CSSA
Lynn Ferguson	Calgary Board of Education
Sheila Taylor	Calgary Board of Education
Joanne Van Donzel	Christ the Redeemer
Rosemarie Goerlitz	Calgary Catholic
Serafino Scarpino	Calgary Catholic
Mary Martin	Calgary Catholic
Larry Tucker	Golden Hills School Division
Bev LePeare	Rocky View Schools

**Call to Order**

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

**ASBA Directors Report**

Anne-Marie highlighted various points in the written ASBA Directors' report. She indicated she will need to leave early in order to attend the raising of the official Francophone flag later this morning.

**Approval of Agenda**

Moved by Jerry Muelaner that the agenda be approved as submitted. **Carried**



#### Business Arising from the Minutes:

- None

#### Chair Report:

- Zone Chair meeting – March 12.
- She and Carol will be looking at the Zone Handbook.
- Doug Gardner reported on the Community Engagement Meeting. He distributed copies of the questionnaire to zone reps and reviewed the objectives of the task force. Would like the questionnaire completed by the end of March. Helen indicated that Prairie Land, Canadian Rockies need to be contacted regarding this as they are not represented today.

#### Professional Development

Carol advised that the next P.D. will be on April 13 on the topic of Student Learning Framework and will be presented by Merla Bolender from Alberta Education.

#### Directives for Action

- None

#### REPORTS (cont'd)

##### Alberta Education, Randy Clarke

- Hutterite Education Update – referred to the proposed change in the Education Act in that compulsory attendance for Hutterite children will increase by one year to the age of 17 years. There are exploratory meetings occurring to discuss the possibilities for education of Hutterite children.
- Provincial Dual Credit Strategy – a collaboration with Ministries of Education, Advanced Education and Technology, and Human Services to encourage and expand dual credit programming opportunities for Alberta students.
- Inclusive Education Update – this work is continuing. *Diversity in Alberta Schools: A Journey of Inclusion* video demonstrates what inclusive school communities may look like.
- Teacher Bridging to Advanced CTS Programming – Carpentry Pilot – designed to support a growing demand for CTS programs in high schools and will provide nearly \$1 million in grant funding available for teachers who want to instruct carpentry to high school students at a level recognized by post-secondary institutions.
- Locally Developed Courses – March 15 is the date for submitting requests to extend currently authorized developed and acquired courses for semester 1 of the 2012/13 school year.

Field Experience, Sheila Snowsell (*absent*)

Regional Consortium, Joanne van Donzel

- Haven't had a meeting since last report. Joanne also indicated that the meeting dates have been changed so she is now able to attend them.

Moved by Sheila Taylor that the reports be accepted as presented.

Carried

#### **BOARD SHARING**

Calgary Catholic

- The new chief is starting today.

Golden Hills

- Announced that CEPF recognized Golden Hills with the project 'Project Hope'. It now has a \$170,000 budget.

Helen reminded the group that the 'Curriculum' and 'Education Finance' policies will be on next month's agenda for review and encouraged boards to review them prior to April 13. Another 'homework assignment' is to complete the Community Engagement questionnaire provided by Doug Gardner by the end of March.

#### **ADJOURNMENT**

Moved by Joanne Van Donzel that the meeting be adjourned at 12:29 p.m.

Carried

## report to Board of Trustees

### Trustee Liaison Report - Alberta School Boards Association Zone 5

Date	May 15, 2012
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trustee Taylor Board Liaison, ASBA Zone 5
Purpose	Information
Governance Policy Reference	Governance Culture GC-3 Board Job Description

#### 1 | Recommendation

---

THAT the Board of Trustees receives the Alberta School Boards Association (ASBA) - Zone 5 Meeting Minutes dated Friday, March 2, 2012 for information.

#### 2 | Background

---

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

Attachment I: Minutes of March 2, 2012 Zone 5 Meeting



**Alberta School Boards Association – Zone 5**  
**Friday, March 2, 2012**  
**Rocky View Schools**  
**2651 Chinook Winds Drive**  
**Airdrie, AB**

**In Attendance:**

Helen Clease (Chair)	Rocky View Schools
Carol Bazinet (Vice-Chair)	Calgary Board of Education
Sylvia Eggerer	Rocky View Schools
Jerry Muelaner	Foothills School Division
Doug Gardner	Foothills School Division
Laurie Copland	Foothills School Division
Randy Clarke	Alberta Education
Jacquie Hansen	ASBA
David Anderson	ASBA
Jim Gibbons	ASBA
Anne-Marie Boucher	CSSA
Lynn Ferguson	Calgary Board of Education
Sheila Taylor	Calgary Board of Education
Joanne Van Donzel	Christ the Redeemer
Rosemarie Goerlitz	Calgary Catholic
Serafino Scarpino	Calgary Catholic
Mary Martin	Calgary Catholic
Larry Tucker	Golden Hills School Division
Bev LePeare	Rocky View Schools

**Call to Order**

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

**ASBA Directors Report**

Anne-Marie highlighted various points in the written ASBA Directors' report. She indicated she will need to leave early in order to attend the raising of the official Francophone flag later this morning.

**Approval of Agenda**

Moved by Jerry Muelaner that the agenda be approved as submitted. **Carried**



### Business Arising from the Minutes:

- None

### Chair Report:

- Zone Chair meeting – March 12.
- She and Carol will be looking at the Zone Handbook.
- Doug Gardner reported on the Community Engagement Meeting. He distributed copies of the questionnaire to zone reps and reviewed the objectives of the task force. Would like the questionnaire completed by the end of March. Helen indicated that Prairie Land, Canadian Rockies need to be contacted regarding this as they are not represented today.

### Professional Development

Carol advised that the next P.D. will be on April 13 on the topic of Student Learning Framework and will be presented by Merla Bolender from Alberta Education.

### Directives for Action

- None

<b>REPORTS (cont'd)</b>
-------------------------

### Alberta Education, Randy Clarke

- Hutterite Education Update – referred to the proposed change in the Education Act in that compulsory attendance for Hutterite children will increase by one year to the age of 17 years. There are exploratory meetings occurring to discuss the possibilities for education of Hutterite children.
- Provincial Dual Credit Strategy – a collaboration with Ministries of Education, Advanced Education and Technology, and Human Services to encourage and expand dual credit programming opportunities for Alberta students.
- Inclusive Education Update – this work is continuing. *Diversity in Alberta Schools: A Journey of Inclusion* video demonstrates what inclusive school communities may look like.
- Teacher Bridging to Advanced CTS Programming – Carpentry Pilot – designed to support a growing demand for CTS programs in high schools and will provide nearly \$1 million in grant funding available for teachers who want to instruct carpentry to high school students at a level recognized by post-secondary institutions.
- Locally Developed Courses – March 15 is the date for submitting requests to extend currently authorized developed and acquired courses for semester 1 of the 2012/13 school year.

Field Experience, Sheila Snowsell (*absent*)

Regional Consortium, Joanne van Donzel

- Haven't had a meeting since last report. Joanne also indicated that the meeting dates have been changed so she is now able to attend them.

Moved by Sheila Taylor that the reports be accepted as presented.

Carried

## BOARD SHARING

Calgary Catholic

- The new chief is starting today.

Golden Hills

- Announced that CEPF recognized Golden Hills with the project 'Project Hope'. It now has a \$170,000 budget.

Helen reminded the group that the 'Curriculum' and 'Education Finance' policies will be on next month's agenda for review and encouraged boards to review them prior to April 13. Another 'homework assignment' is to complete the Community Engagement questionnaire provided by Doug Gardner by the end of March.

## ADJOURNMENT

Moved by Joanne Van Donzel that the meeting be adjourned at 12:29 p.m.

Carried

## report to Board of Trustees

## Chief Superintendent's Update

Date	May 15, 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

ERDI Conference Spring 2012

The Education Research and Development Corporation conference was held April 11 to 14 in Montreal, Quebec. The organization's motto is, "Establishing meaningful dialogue between business and education leaders across Canada." The Chief Superintendent or Deputy Chief Superintendent has attended this





conference for several years, sharing the Calgary Board of Education perspective with the major suppliers of our students' resources.

This year, Chief Johnson chaired the PCG | Education panel. The focus was on providing scalable data systems targeted to meet district needs. Chief Johnson also chaired the Pearson Education panel and participated in several panel discussions with suppliers such as Apple and IBM. Panel discussions were vigorous and superintendents from across Canada clearly communicated their preferred direction for education research and development.

Of particular note is a comment shared with participants by conference organizers: the Calgary Board of Education is recognized as a national frontrunner in the areas of education direction-setting and innovation, and suppliers and other education jurisdictions are watching us for next steps.

#### Show Off Exhibit 2011-2012

The Calgary Board of Education, in conjunction with Alberta College of Art and Design, is hosting a seventy-five piece high school art and design exhibition from May 1 to May 26. The best in art and design created by high school students from across Alberta, Nunavut and the North West Territories is on display in the education centre link, first and second floors.

Students submitted their artwork along with a description of the meaning depicted and a letter of recommendation from their fine and performing arts teacher. Winning submissions are eligible for two full tuition scholarships to the Alberta College of Art and Design pre-college program or three full first-year scholarships for the college's Bachelor of Fine Arts or Bachelor of Design programs. Official closing of the exhibit is on May 26 from 2:00 to 4:00 p.m.

#### Chief Superintendent's 4th Annual Student Results Symposium 2012

Participation in the Chief Superintendent's Annual Student Results Symposium (formerly known as the Mega End Symposium) reached a new record of attendance this year. Over the course four evenings—April 18, 24, 25 and 26—a total of 380 Calgary Board of Education students gathered at the Education Centre. Students shared their ideas around: student voice; learning personalization and personal development.



The purpose of the symposium was to engage CBE students in dialogues with the objective of documenting perceptions of their school-based experiences. Knowledge was gathered through student-led conversations and brainstorming.

Chief Superintendent Johnson and Superintendent Faber of Learning Innovation opened the evenings by asking students to be forthcoming with their suggestions and recommendations for improving the CBE's educational experience.





Students were asked the following three questions:



- How do you feel the CBE has encouraged your student voice? Please give an example of a situation or experience where you have shared your voice.
- Do you feel the CBE provides personalized learning programs that engage your interests and passions? Please provide an example of a program that engaged your interests and passions.
- One of the Results policies states: "Each student will identify and actively develop individual gifts, talents and interests". How does this statement encourage you to become an active and involved citizen within your school and greater community?

#### 2011 Certificate of Recognition (COR) Audit - Update

During our COR audit in 2011, the auditor noted the CBE would benefit from improving the inspection process and revising the inspection form. With input from participants in the audit, the "CBE Health and Safety Inspection Guide for Schools and Non-School Based Centres" and revised inspection forms were developed and posted for immediate use of employees.

The guide will help leaders to:

- understand the importance of inspecting the workplace to prevent personal and property damaging incidents; and
- identify health and safety resources to address concerns.

#### 2011-2012 Quarterly Budget Variance Reports

- Quarterly Capital Budget Variance Reports – Attachments I and II
  - The 2011/2012 Quarterly Capital Budget Variance Reports highlight projected variances between the current approved budget and estimated capital expenditures for the year ended August 31, 2012. Explanations have been provided for all variances in accordance with our interpretation of OE-6.
  - The Quarterly Capital Budget Variance Report, Non-Facility Related Assets (Attachment I) reflects Board Funded Capital Projects for systems, equipment, vehicles and capital lease principal payments.

- The Quarterly Capital Budget Variance Report, Facility Related Assets (Attachment II) reflects Board Funded Capital Projects for non-school buildings and commissioning costs on new schools. It also reflects Alberta Government funded school and portable classroom projects.
- The actual costs of the equipment purchases or project implementation projects identified in the 2011/2012 Capital Budget will result in approximately \$3.87 million of new amortization expense for each of the next four years, beginning in 2012/2013. This will be accommodated for in the budget planning process.
- Quarterly Operating Budget Variance Report – Attachment III
  - The 2011/2012 Operating Budget Variance Report highlights projected variances between the current approved budget and forecasted revenue and expense for the year ended August 31, 2012. Explanations have been provided for variances above 1% of reported line items in accordance with our interpretation OE-6.
  - As at the second quarter, the Calgary Board of Education projects a net favourable variance of \$12.0 million on overall expenditures and revenues for the year ending August 31, 2012, including approved reserve provisions, on an approved expenditure budget of \$1.2 billion for 2011/2012. This will result in a reduced draw on reserves at year end, and free up these resources to be used towards a one-time strategy to balance the 2012/2013 Operating Budget, as reflected in the 2012/2013 Operating Budget.

*Naomi Johnson*

**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.



Calgary Board of Education  
Quarterly Capital Budget Variance Report  
Non-Facility Related Assets Attachment I  
as at February 29, 2012

Attachment I

	Project Budget \$	Cumulative Project Expenditures \$	Budget 01-Dec-11 \$	Expenditures to Date \$	Estimated Costs to Completion \$	Total Estimated Capital Expenditure \$	Forecast Project Variance \$	Estimate 2012-13 \$	Estimate 2013-14 \$
<b>Corporate Finance</b>									
Budget and Reporting System Implementation	542,791	536,971	25,105	19,285	5,820	25,105	-	-	-
Noon Supervision Online Registration System	-	-	-	-	75,000	75,000	(75,000) <sup>(1)</sup>	-	-
Oracle Financials Upgrade (11.5.8)	3,256,661	1,820,238	2,751,920	1,315,497	1,436,423	2,751,920	-	300,000	-
Future Initiatives (2012/13 & 2013/14)	665,000	-	-	-	-	-	-	50,000	615,000
<b>Capital Planning and Development</b>									
Computerized Maintenance Management System	1,073,764	943,849	180,000	50,085	129,915	180,000	-	-	-
Facilities Strategic IT Plan	1,224,224	239,702	580,000	75,478	504,522	580,000	-	355,000	125,000
Mobile Computing	264,710	38,710	226,000	-	226,000	226,000	-	-	-
<b>Central Facility Services</b>									
Electronic Door Access	3,515,987	1,731,517	259,599	33,129	226,470	259,599	-	779,000	779,000
Security Cameras - Phase II	1,675,000	665,610	339,748	80,358	259,390	339,748	-	375,000	375,000
Equipment	1,276,746	328,996	569,591	251,841	317,750	569,591	-	345,000	285,000
Vehicles	776,337	220,012	222,337	220,012	2,325	222,337	-	387,000	167,000
Future Initiatives (2012/13 & 2013/14)	1,183,000	-	-	-	-	-	-	847,000	336,000
<b>Facility Operations</b>									
Equipment	1,000,000	293,253	387,921	274,174	113,747	387,921	-	292,000	301,000
Future Initiatives (2012/13 & 2013/14)	333,000	-	-	-	-	-	-	138,000	195,000
<b>Human Resources</b>									
People Soft 9.1 Upgrade	-	-	-	-	3,031,021	3,031,021	(3,031,021) <sup>(2)</sup>	-	-
<b>Innovation and Learning Technology</b>									
Inclusive Learning Technologies	2,768,000	1,997,405	1,147,670	377,075	770,595	1,147,670	-	-	-
Learning Resource Strategy	2,601,000	462,163	1,251,000	462,163	788,837	1,251,000	-	700,000	650,000
Other Learning Innovation projects	717,439	170,058	562,306	14,925	414,381	429,306	133,000 <sup>(3)</sup>	-	-
Future Initiatives (2012/13 & 2013/14)	90,000	-	-	-	-	-	-	70,000	20,000
<b>Information Technology Services</b>									
Data Centre Air Conditioning - Highfield	210,000	163,236	169,181	122,417	-	122,417	46,764 <sup>(4)</sup>	-	-
Enterprise Portal Deployment Expansion	7,483,115	5,739,716	2,063,573	320,174	1,743,399	2,063,573	-	-	-
ITS Infrastructure Renewal and Growth	4,937,161	1,214,790	1,664,000	72,629	1,591,371	1,664,000	-	1,033,000	1,098,000
Print Strategy Cost Containment (Started 07/08)	1,449,786	1,162,090	995,000	707,304	287,696	995,000	-	-	-
Voice over Internet Protocol - School Demonstration	245,905	227,924	17,581	-	17,581	17,581	-	-	-
Windows Servers and Desktop	1,284,510	241,101	1,082,371	38,962	846,309	885,271	197,100 <sup>(5)</sup>	-	-
Future Initiatives (2012/13 & 2013/14)	1,442,000	-	-	-	-	-	-	1,442,000	-
<b>Schools and Educational Resources</b>									
Program Moves & Expansions Commissioning	2,912,649	107,924	1,112,649	107,924	374,256	482,180	630,469 <sup>(6)</sup>	900,000	900,000
School Purchased Assets (current + 2 yrs)	3,750,000	190,674	1,250,000	190,674	1,059,326	1,250,000	-	1,250,000	1,250,000
<b>Unsupported Debt Principal Payments</b>	56,302,204	2,179,297	4,514,000	294,358	1,500,642	1,795,000	2,719,000 <sup>(7)</sup>	4,652,000	4,790,000
<b>Total Non-Facility Capital Assets</b>	102,980,589	20,375,236	21,371,552	5,028,464	15,722,776	20,751,240	620,312	13,915,000	11,886,000

Variance explanation:

- (1) New Systems project funded by cost savings in other projects.  
(2) New People Soft Upgrade projected funding by identified CBE resources tied to Payroll Services Agreement.  
(3)(4)(5) Reduction of costs tied to reduced scope of work.  
(6) Reduction of costs tied to reduced # of moves.  
(7) Reduction of Capital Lease principal payments due to planned payout of Dr Carl Safran Capital Lease obligation - funding shown as a contribution to the 2011/12 Operating Budget.



Calgary Board of Education  
Quarterly Capital Budget Variance Report  
Facility Related Assets - Attachment II  
as at February 29, 2012

Attachment II

	Budget Dec 1, 2011 \$	Expenditures To Date \$	Estimated Costs to Completion \$	Total Estimated Capital Expenditure \$	Forecast Variance \$
<b>2007/2008 Major Modernization</b>					
Western Canada High Modernization	35,000,000	30,893,596	4,106,404	35,000,000	-
<b>sub-total</b>	35,000,000	30,893,596	4,106,404	35,000,000	-
<b>2008/2009 Capital Projects</b>					
P3 Schools (6) Furniture & Equipment (Bridlewood, Cranston, Evergreen, Royal Oak, Saddle Ridge, West Springs)	5,971,500	5,971,135	365	5,971,500	-
<b>sub-total</b>	5,971,500	5,971,135	365	5,971,500	-
<b>2011/12 Capital Projects</b>					
Chinook Learning Centre Modernization	10,500,000	8,991	10,491,009	10,500,000	-
P3 Middle School Equipment (Coventry Hills, Panorama, Taradale, Tuscany)	8,631,994	-	8,631,994	8,631,994	-
P3 Senior High Equipment (Northwest High)	4,487,560	1,473	4,486,087	4,487,560	-
McKenzie Towne Portables (4)	-	58,774	276,592	335,366	(335,366) <sup>(1)</sup>
<b>sub-total</b>	23,619,554	69,238	23,885,682	23,954,920	(335,366)
<b>Other Capital Projects</b>					
Lord Shaughnessy Career Technology Centre	9,570,000	7,662,116	1,907,884	9,570,000	-
Dr. Carl Safian/Conference Centre, New Education Centre Furniture and Technology requirements, Connaught Modernization and Addition	53,429,477	52,604,199	825,278	53,429,477	-
West High School - Ernest Manning Replacement	52,460,587	50,927,419	1,533,168	52,460,587	-
Secondary Data Centre (Location TBD)	1,390,000	-	1,742,333	1,742,333	(352,333) <sup>(2)</sup>
New School Commissioning (P3 4 Middle Schools)	4,000,000	-	4,000,000	4,000,000	-
New School Commissioning (P3 Northwest Senior High)	1,500,000	-	1,500,000	1,500,000	-
Administration Building Renovations	100,000	-	500,000	500,000	(400,000) <sup>(3)</sup>
Westmount Charter Renovation - relocation to Parkdale School	-	-	180,000	180,000	(180,000) <sup>(4)</sup>
Reallocation of capital interest earned	153,972	-	167,562	167,562	(13,590) <sup>(5)</sup>
<b>sub-total</b>	122,604,036	111,193,734	12,356,225	123,549,959	(945,923)
	187,195,090	148,127,703	40,348,676	188,476,379	(1,281,289)

**Variance Explanation:**

- (1) New project funded by the province.  
 (2) (3) (4) Increased project costs funded by cost savings in other projects.  
 (5) Interest earned in current quarter to be allocated to projects.



CALGARY BOARD OF EDUCATION  
BUDGET VARIANCE REPORT  
FOR THE PERIOD DECEMBER 1, 2011 TO FEBRUARY 29, 2012  
AND FORECAST FOR THE YEAR ENDING AUGUST 31, 2012

Description	2011/2012 Approved Budget <sup>(6)</sup>	2011/12 Forecast for year ended Aug 31, 2012	Variance Favourable/ (Unfavourable)	Favourable/ (Unfavourable) variance %	Note
	(\$000)	(\$000)	(\$000)		
<b>REVENUE</b>					
Government of Alberta	1,018,224	1,018,224	-		
Fees	28,481	28,481	-		
Other sales and services revenue	32,948	32,948	-		
Amortization of capital allocations revenue	24,345	24,345	-		
All other revenues	26,458	37,539	11,081	41.9%	(1)
<b>Total revenue</b>	<b>1,130,456</b>	<b>1,141,537</b>	<b>11,081</b>		
<b>EXPENSE</b>					
Certificated salaries, wages and benefits expense	661,285	664,368	(3,083)	(0.5)%	
Non-certificated salaries, wages and benefits expense	223,627	217,664	5,963	2.7%	(2)
Services, contracts and supplies expense	219,097	214,626	4,471	2.0%	(3)
Amortization expense	42,455	42,455	-		
Interest on capital debt expense	1,464	1,464	-		
All other expenses	1,683	1,683	-		
<b>Total expense</b>	<b>1,149,611</b>	<b>1,142,260</b>	<b>7,351</b>		
<b>Operating excess/(Deficiency) for the year</b>	<b>(19,155)</b>	<b>(723)</b>	<b>18,432</b>		
<b>Transfer from/(to) operating reserves/designated funds</b>					
Transfer from/(to) operating reserves	10,300	10,300	-		
Transfer from/(to) designated funds - schools	4,651	4,651	-		
Transfer from/(to) designated funds - service unit	1,672	1,672	-		
	<b>16,623</b>	<b>16,623</b>	<b>-</b>		
<b>Add/(deduct) capital items paid by operating funds</b>					
Capital assets acquired	(25,895)	(25,595)	300	(1.2)%	(4)
Capital asset amortization	18,110	18,110	-		
Capital debt repayments	(4,514)	(1,795)	2,719	(60.2)%	(5)
Transfer from school purchased assets	1,286	-	(1,286)		
Transfer from capital carry forwards	11,545	11,545	-		
Transfer to capital carry forwards	-	-	-		
	<b>532</b>	<b>2,265</b>	<b>1,733</b>		
<b>Transfer from/(to) capital reserves</b>					
Building and equipment reserves	-	(8,146)	(8,146)		
<b>Net operating (deficit)/surplus</b>					
Add/(draw) to unrestricted net assets	2,000	2,000	-		
<b>Net operating (deficit)/surplus</b>	<b>-</b>	<b>12,019</b>	<b>12,019</b>		

- 1 \$12.4M variance consists of \$9.4M on disposals of Albert Park and King Edward school site and net increase in revenue collected at the school level of \$3M.
- 2 Variances due to vacancies and the inability to recruit and place staff on short notice.
- 3 \$4.4M variance consists of \$2.1M in planned spending from supplies to certified staff and an expected \$1M reduction in spending, and \$1.3M related to funding of school purchased assets.
- 4 Expected underspend on capital projects in 2011/2012 funded by the Board
- 5 Reduction of Capital Lease principal payments due to planned payout of Dr Carl Safran Capital Lease obligation - funding shown as a contribution to the 2011/12 Operating Budget.
- 6 Approved by the Board of Trustees on December 1, 2011

## report to Board of Trustees

### 2012/13 Operating Budget

Date	May 15, 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
Resource Person	Shay Khan, Manager, Corporate Planning and Reporting Superintendents Team Corporate Planning and Reporting Staff

#### 1 | Recommendations

---

It is recommended:

1. THAT the attached 2012-13 Operating Budget Board Report, dated May 29, 2012, be received for information.

#### 2 | Issue

---

The Chief Superintendent intends to present the attached 2012-13 Operating Budget Board Report on May 29, 2012 for Board consideration and approval. It is provided at this meeting, two weeks in advance, for information only.



### 3 | Conclusion

---

The 2012-13 Operating Budget will be presented to the Board of Trustees for consideration and approval on May 29, 2012.



NAOMI E. JOHNSON  
CHIEF SUPERINTENDENT OF SCHOOLS

#### ATTACHMENTS

Attachment I: 2012-13 Operating Budget Board Report dated May 29, 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.

## report to Board of Trustees

## 2012/13 Operating Budget

Date	May 29, 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	Operational Expectations OE-5: Financial Planning
Resource Person	Shay Khan, Manager, Corporate Planning and Reporting Superintendents Team Corporate Planning and Reporting Staff

### 1 | Recommendations

It is recommended:

1. THAT 2012-13 budgetary information regarding planned certificated salaries and benefits expenditures in the amount of \$681.50 million be approved.
2. THAT 2012-13 budgetary information for:
  - planned expenditures of \$487.45 million, which includes all planned expenditures except for the above noted certificated salaries and benefits;
  - planned total revenues of \$1,152.87 million; and
  - the planned difference between total revenue of \$1,152.87 and total expenditures of \$1,168.95 million be covered by Operating and Amortization Reserves, and Unrestricted Net Assets,

be approved.





3. That the following operating reserves, amortization reserve and unrestricted net assets (UNA) totaling \$16.08 million be approved for the planned application to support 2012-13 planned spending; and

<b>Operating Reserves</b>		<b>\$ millions</b>
a)	Utility Expense Stabilization	3.37
b)	Snow Removal	0.20
c)	General Instruction	1.00
d)	Fiscal Stability	2.00
e)	Administrative Systems Renewal	1.93
f)	System Transformation	1.50
		<hr/>
		10.00
<b>Contribution from Amortization Reserve</b>		6.40
<b>School Purchased Assets</b>		(2.50)
<b>Unrestricted Net Assets</b>		2.18
<b>Total</b>		<hr/>
		16.08

4. THAT the 2012-13 Operating Budget as presented in Attachment I, of this report, reflecting total planned spending of \$1,168.95 million be approved and submitted to Alberta Education by May 31, 2012.

## 2 | Issue

Section 147(2) of the *School Act* requires that the Calgary Board of Education submit to Alberta Education, by May 31st in each year, a budget approved by the Board of Trustees for the fiscal year beginning on the following September 1st.

In accordance with the Board of Trustees' Operational Expectation OE 6: Financial Condition, the Chief Superintendent is required to seek the Board's prior approval for any planned use of reserves or transfers between reserves.

## 3 | Background

In accordance with the *School Act* and the intent of OE 5: Financial Planning, the Chief Superintendent of Schools is required to prepare and submit to the Board of Trustees, for review and approval, an operating budget which is balanced, so that the proposed expenses do not exceed the projected revenues to be received by the Calgary Board of Education or from other identified funding sources.

In order to develop the 2012-13 Operating Budget, Superintendents' Team was tasked to formulate and lead all operating budget work including:

- Providing full executive oversight of the operating budget process,
- Considering service delivery model changes,
- Providing succinct and direct stakeholder engagement, and

- Making final recommendations to the Board of Trustees concerning all aspects of the 2012-13 Operating Budget.

The 2012-13 Operating Budget is based upon Assumptions provided to the Board of Trustees for information on March 20, 2012.

The Calgary Board of Education Results Policies and Operational Expectations, and the CBE Interim Three-Year Education Plan 2012-2014 were the foundational documents used by Superintendents' Team in formulating strategies in support of the personalization of student learning.

This year our strategies aimed to achieve one overriding imperative: Dedicate the maximum possible resources to optimize learning for students in classrooms. A summary of the specific strategies is contained in Attachment I.

The key highlights of the 2012-15 Financial Plan reflected in Attachment I are:

1. The budget is balanced, using the strategies outlined in the assumptions report.
2. All available reserves have been applied during the period.
3. The structural deficit resulting from use of one-time funds (reserves) is eliminated in 2014-15.
4. 2012-13 funding to schools (RAM allocation) increased by approximately \$21 million.
5. The portion of the entire operating budget spent on Board Governance and Administration decreased to 3.4 per cent from 3.7 per cent.

The focus for stakeholder engagement in the development of the 2012-13 Operating Budget included:

- Implementation of a structured process for engagement regarding student fees; and
- Communication of budget assumptions early in the budget development process.

These two strategies have resulted in significant stakeholder input that has influenced the development of the Operating Budget.

#### 4 | Analysis

The 2012-13 Operating Budget makes recommendations for program and related support service expenses for Kindergarten, Grades 1 to 12 and Chinook Learning Services Adult programs. Highlights include:

- (a) A summary of the organizations' financial plan for 2012-13 is as follows:

	2012-13 (\$ millions)	2011-12 (\$ millions)
Planned Revenues	\$1,152.9	\$ 1,133.4 <sup>1</sup>
Planned Expenses	(1,169.0)	(1,141.0)
Use of Operating Reserves & UNA	12.2	6.6
School Purchased Assets <sup>2</sup>	(2.5)	(2.5)
Use of Amortization Reserve	6.4	3.5
<b>Net Balanced Position</b>	<b>\$ -</b>	<b>\$ -</b>

(b) Use of Operating Reserves/ Unrestricted Net Assets / Amortization Reserve:

The recommended use of \$16.08 million of available year-end projected operating reserves, Unrestricted Net Assets and Amortization to mitigate the Operating shortfall is consistent with the approved terms of reference in the following amounts:

	\$ million
Operating Reserves	
Utility Expense Stabilization	3.37
Snow Removal	0.20
General Instruction	1.00
Fiscal Stability	2.00
Administrative Systems Renewal	1.93
System Transformation	1.50
Contribution from Capital Amortization Reserve	6.40
School Purchased Assets <sup>2</sup>	(2.50)
Unrestricted Net Assets	2.18
<b>Total</b>	<b>16.08</b>

(c) Targeted Services:

Where funding has been targeted to specific program initiatives (Alberta Initiative for School Improvement, Student Health, High Speed Networking and Infrastructure Maintenance Renewal, etc.) expenditures have been matched to available funding.

<sup>1</sup> net of gain on sale of property recorded in second quarter

<sup>2</sup> Schools contribute funds from their decentralized budget to fund their capital purchases



(d) Service Planning Assumptions:

Within the framework of the high level budget strategies, programs and services supported in the 2012-13 Operating Budget have been reviewed in the context of School development plans, Area Renewal plans and the strategies articulated in the Interim Three-Year Education Plan 2012-2015. Where appropriate, resource reallocations consistent with these plans for 2012-13 have been made, which include regular programs, alternative programs, and unique schools and programs. This is consistent with prior years.

(e) Governance Relationship:

The Operating Budget has been informed by and is consistent with Administration's reasonable interpretations and indicators as articulated in the Board of Trustees' Results and related Operational Expectations and Alberta Education outcomes.

## 5 | Financial Impact

---

### Overall Balanced Position

The CBE will realize a balanced position for this Operating Budget for 2012-13 after taking into account the projected revenues identified above for 2012-13 and the approved planned use of available operating reserves, unrestricted net assets, and the planned use of the unused amortization reserve against the planned projected expenses for 2012-13.

The three year financial plan demonstrates the elimination of structural deficits in 2014-15.

## 6 | Implementation Consequences

---

The approval of the 2012-13 Operating Budget will enable the CBE to continue to provide quality, differentiated teaching and learning services, as well as related administrative and support services required to meet the learning needs of the CBE's K-12 students and adult learners.



## 7 | Conclusion

---

The 2012-13 Operating Budget is presented to the Board of Trustees for consideration and approval on May 29, 2012. The Budget is balanced and complies with the Board of Trustees' Policies, as well as the provisions of the Alberta Education Funding Framework, and the *School Act*.



NAOMI E. JOHNSON  
CHIEF SUPERINTENDENT OF SCHOOLS

### ATTACHMENTS

Attachment I: Calgary Board of Education, 2012-13 Operating Budget

### 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.



# operating budget for 2012-13 and beyond



learning | as unique | as every student



**Calgary Board  
of Education**

## Table of Contents

Budgeting for Success	1
Our Ultimate Goal	1
Operating Budget Highlights	2
Budget-at-a-Glance 2012-13	3
How New Schools are Funded	4
Parents Guide School Fees for 2012-13	4
Board and System Administration Costs	4
Three-Year Financial Plan	5
Budget Assumptions	7
Operating Budget Assumptions Related to Uncertainties	7
Operating Budget Assumptions Related to Strategies	8
Understanding Revenue	12
Provincial Grant Revenues	14
Other Revenue	15
Understanding Expenses	16
Expenses by Block	16
Expenses by Object	17
Reserves	18
Staff complement	20
Student enrolment	21
Glossary of terms	22
Attachment I - Alberta Education Budget Report	23

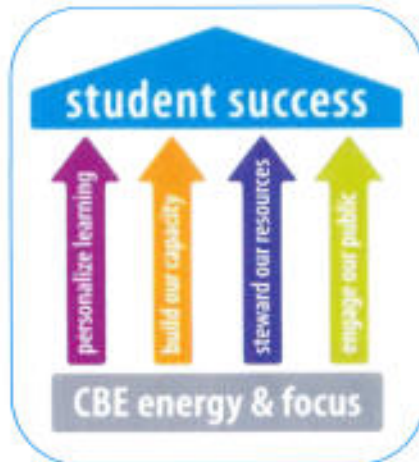
## Budgeting for Success<sup>1</sup>

The Calgary Board of Education is one of the best public education systems in the world. Outstanding education depends on making wise decisions about how to invest public resources on behalf of more than 104,000 students. It's an important responsibility. The money we spend educating our youth is one of the most important investments communities can make in their future.

The Province of Alberta projects a total of \$40.3 billion in revenue for 2012-13. The Province's second biggest expense is education for students from Kindergarten to Grade 12. The largest school board in Alberta, the CBE, will receive an estimated \$1.069 billion in provincial grant revenue for the 2012-13 school year.

### Our Ultimate Goal

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.



Achieving student success requires commitment from every part of the CBE community. It requires a vision of what success looks like for every student, and a plan for how we will get there. This vision is defined by Alberta Education, and reflected in our Three-Year Education Plan.

The Three-Year Education Plan guides our work and connects each CBE employee to our ultimate goal of student success. Everything we do to support students falls under four categories; personalize learning, build our capacity, engage our public and steward our resources.

Stewarding our resources means that we recognize our responsibility to ensure public funding delivers the best possible public education for our students. Building balanced budgets—both operating and capital—is an opportunity to demonstrate the connection between funding and student success.

The most recent provincial budget kept its promise for sustainable funding. The Alberta government provided three-year budgets to enable long-term planning. For the first time, school boards can project their financial plans beyond the next fiscal year. Consequently, for the first time, the Three-Year Education Plan is complemented by a three-year funding model. A three-year, predictable funding model allows us to be more strategic in how we plan for student learning.

<sup>1</sup> Throughout this document, the 2011-12 budget figures presented reflect the Fall Updated Budget approved by the Board of Trustees on Dec. 6, 2011. This comparison base for the prior year reflects revenues and expenditures at Nov. 30, 2011 that are deemed to be sustainable into the future.





## Operating Budget Highlights

Our goal in building the 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.

Key highlights of the budgets include:

- funding to schools via the Resource Allocation Method (RAM) has increased by \$21 million over last year
- we expect to hire an additional 163 positions for the next school year
- Alberta Education requires us to balance our budgets each year
- we expect our enrolment to top 105,654 students at 225 schools across Calgary
- the portion of the budget the CBE spends on Board Governance and Administration will drop from 3.7 per cent to 3.4 per cent of our total operating budget, placing the CBE among the most efficient school districts in the province

The budget numbers presented in this report will be finalized in the fall of 2012, to reflect our Sept. 30, 2012 actual enrolment. A fall budget update is produced once all the numbers are finalized. The following "budget-at-a-glance" shows our revenue and how we spend it to support student learning.



## Budget-at-a-Glance 2012-13

### Revenue

	Budget	
	all figures in \$ thousands	%
Government grants	1,043,232	90.5
Fees, sales and services	51,151	4.4
Other	28,881	2.5
Capital allocations	29,606	2.6
	<u>1,152,870</u>	<u>100.0</u>



**Government grants** include provincial and federal operation funding based on enrolment projections for the 2012-13 school year.

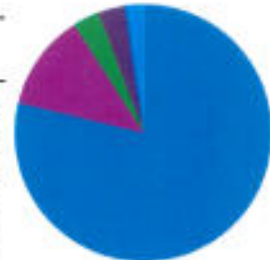
**Fees, sales and services** includes transportation fees, noon supervision fees, instructional supplies and material fees and fees charged at the school level for field trips, athletics, and arts, revenues for Chinook adult education programs, international student fees and general sales at the school level.

**Other** includes gifts and donations, fundraising, leasing revenue, and investment income.

**Capital allocations** represent provincial funding for school building amortization.

### Expenses

	Budget	
	all figures in \$ thousands	%
Instruction: ECS - Grade 12	921,268	78.9
Operations & maintenance	141,608	12.1
Transportation	39,012	3.3
Board & System Administration	39,918	3.4
External services	27,144	2.3
	<u>1,168,950</u>	<u>100.0</u>



**Instruction** includes teacher and support staff salaries and benefits.

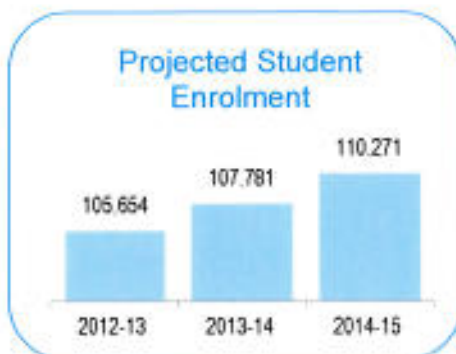
**Board and System Administration** includes administrative functions and central services support for the jurisdiction at the district or system level.

**External services** consists of costs related to education services outside of regular program areas including international student services and adult learning.



## How New Schools are Funded

New schools are funded by the provincial government through a capital budget. Each year, the CBE submits a detailed, three-year capital plan to the provincial government. It outlines where we need to build new schools, or modernize existing schools to serve the needs of our community. The plan details the top priorities. Although we prepare the plan every year, except for a recent \$10.5 million allocation for Chinook Learning Services, no new capital projects have been approved in the past four years.



Capital projects approved a number of years ago mean that four new CBE middle schools (Grades 4-9 or Grades 5-9) will open in September including:

- Nose Creek School – Coventry Hills
- Twelve Mile Coulee School – Tuscany
- Ted Harrison School - Taradale
- Captain Nichola Goddard School - Panorama Hills

In addition, major modernization projects are being completed at Western Canada High School and Lord Shaughnessy High School. The new Northwest High School is expected to open in September 2013.

## Parents Guide School Fees for 2012-13

The funding we receive does not always cover the cost of services provided by the CBE. For example, the funding provided for transportation is \$6.9 million less than the cost of providing the service. In total, the CBE faces a gap of \$31 million between what services for students cost, and the funding that is provided. This year we asked parents to help us solve this problem. More than 4,000 parents helped set the framework for fees going forward following a comprehensive community engagement process. This process is continuing as we seek to further engage parents to refine our framework.

## Board and System Administration Costs

The province limits our Board and System Administration costs to four per cent of our total operating budget, but we expect to spend well below that next year, so that more funding will flow to students in our classrooms. Of our total operating budget next year, we expect only 3.4 per cent will be spent on administration for our entire system. Board and System Administration includes administrative functions and central services that support students at the district or system level.

The CBE's Board and System Administration cost was only 3.7 per cent in 2011-12 and is forecast to be 3.4 per cent for next year, placing the CBE among the most efficient districts in Alberta.



## Three-Year Financial Plan

Schools 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, schools 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 chart shows the financial plan for the Calgary Board of Education for the next three years. The comparative information is provided for 2010-11 and 2011-12.

The way the Calgary Board of Education uses funding can be presented in two ways and both are shown. The first breakdown shows expenses by "block." Blocks are categories of expenses required by Alberta Education. The second breakdown, also required by Alberta Education, shows expenses by commonly used accounting categories called "objects." Whether viewed by block or by object, the expense total is the same.

The table shows that total revenue for 2012-13 is \$16.08 million less than expenses for the same year. The difference represents the CBE's plan to use \$16.08 million of reserves in 2012-13. This use of reserves eliminates the gap between projected revenue and forecast expenses. More detail is provided on page 18.





### Three-Year Financial Plan\*

(with comparatives for the periods 2012/13 to 2014/15)  
(all figures in \$ thousands)

	Actuals	Budget		Projection	
	2010/11	2011/12	2012/13	2013/14	2014/15
<b>Revenue</b>					
Government of Alberta	935,489	1,012,448	1,039,523	1,075,800	1,120,854
Federal Government and/or First Nations	3,689	3,139	3,199	3,199	3,189
Other Alberta school authorities	834	511	510	510	510
Out of province authorities	338	-	-	-	-
Alberta Municipalities - special tax levies	-	-	-	-	-
Fees	13,555	31,521	30,856	30,967	31,679
Other sales and services	40,025	19,484	20,295	24,005	24,908
Investment income	5,307	3,199	3,198	3,262	3,327
Gifts and donations	7,365	9,901	10,036	10,036	10,036
Fundraising	11,448	8,312	8,411	8,411	8,411
Rental of facilities	7,710	9,599	7,236	7,527	7,828
Gain on disposal of capital assets	49	-	-	-	-
Amortization of capital allocations	23,751	24,345	29,606	29,223	28,941
Other revenue	-	-	-	-	-
<b>Total Revenue</b>	<b>1,049,538</b>	<b>1,122,459</b>	<b>1,152,870</b>	<b>1,192,640</b>	<b>1,239,693</b>
<b>Expense by Block</b>					
ECS - Grade 12 Instruction	822,573	902,820	921,268	950,351	981,938
Operations & Maintenance	139,967	134,615	141,608	143,626	149,685
Transportation	36,931	36,898	39,012	39,285	40,180
Board & System Administration	40,067	42,608	39,918	40,831	42,184
External Services	15,431	23,588	27,144	27,143	27,143
<b>Total Expense</b>	<b>1,054,999</b>	<b>1,140,329</b>	<b>1,168,950</b>	<b>1,201,237</b>	<b>1,241,140</b>
<b>Expense by Object</b>					
Certificated salaries	589,592	660,062	681,504	702,187	730,444
Support staff salaries	217,173	223,041	235,032	243,342	251,924
Services, contracts	204,002	211,624	197,820	202,412	206,610
Amortization expense	41,889	42,455	52,101	51,072	50,170
Interest on capital debt expense	1,875	1,464	1,116	820	550
Other interest charges	1,468	1,683	1,377	1,404	1,432
Loss on disposal of capital assets	-	-	-	-	-
Other expense	-	-	-	-	-
Operating expense	-	-	-	-	-
<b>Total Expense</b>	<b>1,054,999</b>	<b>1,140,329</b>	<b>1,168,950</b>	<b>1,201,237</b>	<b>1,241,140</b>

\* In accordance with Operational Expectation OE-5: Financial Planning



## Budget Assumptions

Administration reported budget assumptions to the Board of Trustees on Mar. 20, 2012. The budget assumptions report included two types of information:

- 1 | financial and economic uncertainties expected to affect the budget. For the operating budget, these include factors like inflation and compensation increases; and
- 2 | strategies to deliver balanced budgets with the greatest possible benefit for student success.

The intention of the report was to provide the Board of Trustees with insight into how Administration planned to support the Three-Year Education Plan with 2012-13 budget decisions.

### Operating Budget Assumptions<sup>2</sup> Related to Uncertainties

Compensation changes	All anticipated changes in employee compensation have been included based on current information. Anticipated changes include: compensation increases, step increases, performance increases and benefits.
Enrolment	<p>Enrolment projections have been based on the Sept. 30, 2011 actual enrolment of 104,182 and reflect the City of Calgary population changes, market share, and student retention rates (cohort-survival model). Forecasted enrolment figures are:</p> <ul style="list-style-type: none"><li>• 2012-13            105,654</li><li>• 2013-14            107,781</li><li>• 2014-15            110,271</li></ul>
Inflation Rate	The inflation rates were estimated based on the 20-year trend, which averages two per cent per year in Calgary.
Contractual Obligations	All known changes in contractual obligations have been included based on current information.

<sup>2</sup> A Glossary of Terms is provided on Page 22



Legislative and  
Regulatory Framework

Any new legislation may affect the budget in areas such as full-day kindergarten, increased age of funded students, and residency requirements. The financial impact of any potential legislative changes cannot be determined at this time.

### Operating Budget Assumptions<sup>3</sup> Related to Strategies

The CBE will continue to allocate resources—both to schools and for associated central supports—by way of the following strategies:

- full-day Kindergarten programs in 18 identified schools at an approximate cost of \$2 million without provincial funding;
- First Nations, Métis, and Inuit (FNMI) programs primarily handled through centralized services at an approximate cost of \$3 million;
- English as a Second Language (ESL) and English-Language Learner (ELL) programs and supports at an approximate cost of \$23 million;
- specialized programs, unique settings and classroom supports at an approximate cost of \$115 million;
- small-class supports in Kindergarten to Grade 3 and high school Career and Technology Strategy (CTS) at an approximate cost of \$42 million;
- AISI project supports at an approximate cost of \$7 million;
- equity supports in identified schools at an approximate cost of \$3 million; and
- infrastructure maintenance renewal (IMR) projects at an approximate cost of \$18 million

We expect Grade 4 to 12 class sizes to remain below the guideline. Kindergarten to Grade 3—where class-size funding continues—should remain below 20 to 1 on average.

In addition to the allocation strategies which continue, Administration applied the following strategies to re-allocate resources. The goal is to dedicate the maximum possible resources to optimize learning for students in classrooms.

<sup>3</sup> A Glossary of Terms is provided on Page 22



### Anticipated savings

2012-13    2013-14    2014-15  
(all figures in \$ millions)

#### Service Units –Operational Excellence Initiative

Service units have identified initiatives to achieve efficiencies while maintaining services and quality. For example:

1. finding ways to improve productivity without making additional demands on existing resources – this means working smarter;
2. accepting the challenge of determining work we can stop because it does not add sufficient value at this time;
3. improving processes that maximize revenue;
4. integrating functions to increase the impact and efficiency with a focus on system-wide priorities; and,
5. saving money for the system by better leveraging strategic procurement and sourcing.

A number of these initiatives require several years to fully reap the anticipated savings – especially where benefits are achieved by introducing systems to replace manual processes.

#### Delaying capital investments and elimination of lease payments

- a) Application of amortization  
To eliminate the structural deficit and balance the budget, we free up funds by

- temporarily delaying the spending on non-urgent board-funded capital, such as equipment and technology-- which are funded through the application of amortization expense; and
- Utilizing capital reserves for eligible capital expenditures that have typically been funded by the amortization reserve in the past.

To achieve the annual anticipated savings shown will require a draw on Capital Reserves of \$5.6 million in 2013-14.

By definition, board-funded capital excludes school facilities.

- b) Capital lease payments  
The sale of the former Education Centre, which is assumed to happen during the 2011-12 fiscal year, will enable us to eliminate required lease payments in 2011-12 going forward.

The benefit of this strategy is expected to occur in fiscal 2011-12. This increases available reserves that can be applied in 2012-13, and the impact is reflected in the Use of Reserves Strategy.

9.0                      16.0                      20.0

8.0                      11.0                      4.0

0.0                      0.0                      0.0



### Anticipated savings

2012-13      2013-14      2014-15  
(all figures in \$ millions)

#### Expiration of one-time AISI funding

Alberta Education provided the CBE with \$4.2 million of one-time funding for AISI projects in October 2011. All of the one-time funding was directed to schools for staffing – positions were temporary by definition. The provincial budget confirmed this specific funding expires on Aug. 31, 2012. Consequently and as planned from the outset, the related positions will be eliminated for 2012-13.

4.2

4.2

4.2

#### School fees

More than 4,000 stakeholders participated in a comprehensive community engagement process to help the CBE develop a framework for fees going forward. This process is continuing as we seek to further engage parents to refine the framework.

#### Use of reserves

##### a) School reserves

Despite best efforts, we anticipate that schools will have unused and unencumbered reserves (also known as "carry forwards") at 2011-12 fiscal year end. This partly reflects an inability to recruit and place staff on short notice when new funds were made available by Alberta Education in October 2011.

6.0

0.0

0.0

##### b) Unrestricted Reserves

We also anticipate that our use of unrestricted reserves in the current fiscal year will be lower than budget, as a result of gapping tied to unfilled positions (outside of schools) and the elimination of capital lease payments. We have applied this projection to balance the 2012-13 budget.

6.0

1.0

1.0

33.2

32.2

29.2



## Understanding Revenue

### Alberta Education Grant Funding

Alberta Education funding represents more than 90 per cent of CBE revenue. This year the funding methodology changed significantly. This section explains those changes and the overall funding grants expected for the next three school and fiscal years.

The announced rate increases are:

Fiscal year	Base instruction and class size grants	Other grant areas
2012-13	1%	2%
2013-14	2%	2%
2014-15	2%	2%

Exceptions to these increases are:

1. severe disabilities profile, and Early Childhood Services (ECS) mild/moderate/gifted/talented was eliminated and are now part of the Inclusive Education grant; and
2. the Infrastructure Maintenance and Renewal (IMR) and the SuperNet which remain constant.

The new Inclusive Education Grant is comprised of two components:

- seventy-five per cent is for supports and services (e.g., Instructional Support, Learning Coaches, Speech and Language, etc.) and is based on a common formula tied to total enrolment. This approach assumes a standard level of support and services across all students.
- twenty-five per cent is for supporting diversity factors and is based on Stats Canada and Alberta Government data on demographics for 10 identified factors (e.g., average income, mother's average year of education, refugee, etc.). Funding is only provided where a district's data is below/above provincial averages.

A comprehensive review of our Resource Allocation Method (RAM) is planned for fall 2012. Although the current RAM model already addresses a broad array of diversity factors this review of the model is considered appropriate.

The new "equity of opportunity" grant has three components:

1. per-student funding to provide equitable access to education programs for all students;
2. distance funding that recognizes the costs of providing services for students who are located far distances from major service centres; and
3. low-student-density funding that recognizes the costs of providing services for students who live in remote, rural communities with small populations.

The last two components of the equity of opportunity grant do not apply to the CBE.

The CBE is concerned that IMR funding has been frozen, given the CBE's increasing deferred maintenance needs. At current funding levels for IMR, the CBE is unable to manage the annual growth in maintenance in schools.

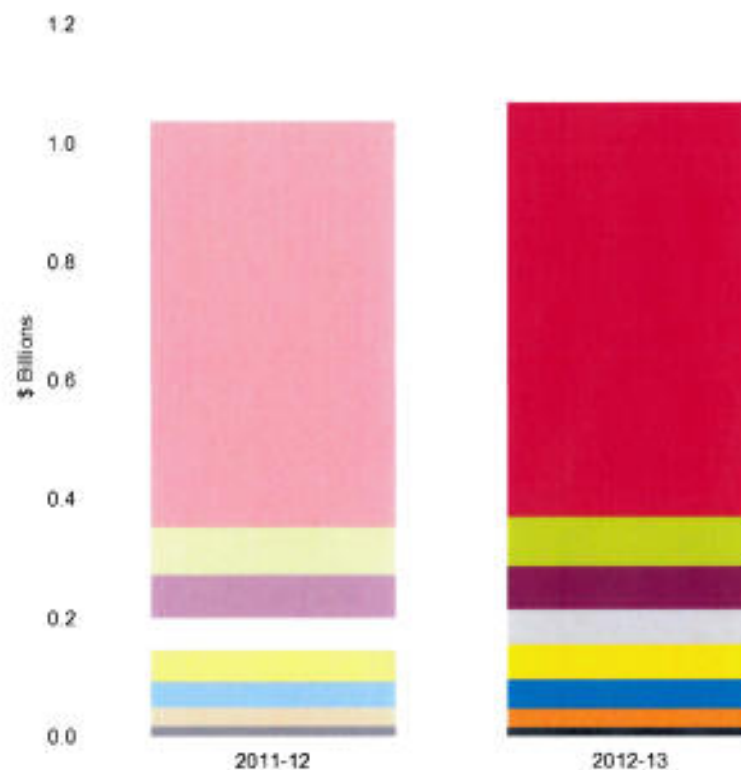
The following chart is an analysis of the Alberta Education funding and its changes for the next three years.

#### Government of Alberta Grant Funding Changes

(all figures in \$ millions)

Description	Actual Changes	Projected changes	
	2012-13	2013-14	2014-15
Changes due to:			
Enrolments	12	14	21
Grant Increases	15	18	18
	27	32	39
Changes in grant programs:			
Elimination of CPA inflation protection	(6)		
Loss of one time fund (CBE share - \$107M)	(19)		
New equity opportunity	16		
Loss of severe disabilities profiles	(52)		
Loss of Early Childhood Schooling – mild & moderate	(3)		
New inclusive education funding	60		
	(4)	-	-
Total net grant changes	23	-	-
Capital support			
Infrastructure Maintenance			
Renewal	0		
Amortization – school buildings portion	5		
	5	-	-
Alberta Teachers Retirement Fund – flow-through	4	5	6
Total increase	32	37	45

## Provincial Grant Revenues



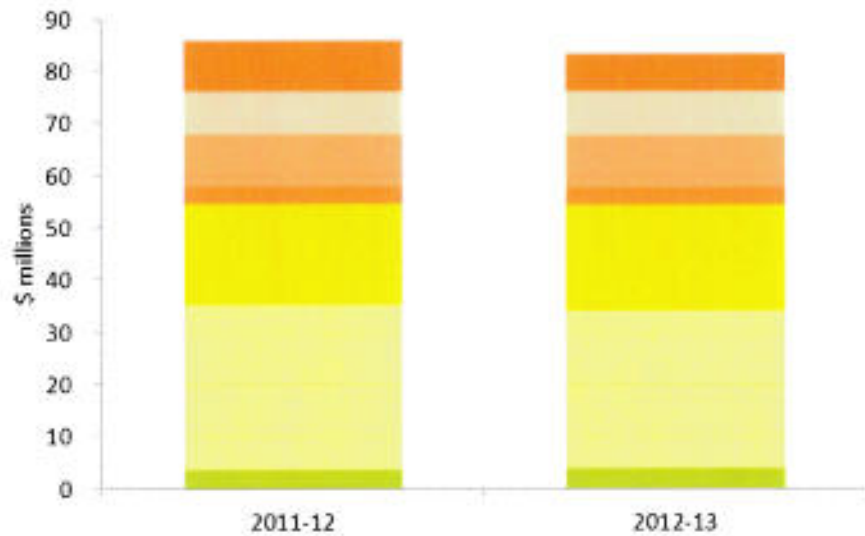
	Budget		Variance	
	(all figures in \$ thousands)		\$	%
	2011-12	2012-13		
Base funding	683,381	697,743	14,362	2.1
Operations & maintenance	81,342	84,020	2,678	3.3
Other differential funding	72,945	73,029	84	0.1
Inclusive education funding	54,073	59,803	5,730	10.6
Alberta Teacher Retirement Fund	53,725	58,560	4,835	9.0
IMR & capital support	44,057	49,050	4,993	11.3
Student transportation	29,663	32,734	3,071	10.4
Provincial priority targeted funding	17,606	14,190	(3,416)	(19.4)
	<b>1,036,792</b>	<b>1,069,129</b>	<b>32,337</b>	<b>3.1</b>





## Other Revenue

Other revenues include school-generated funds and elective fees, discretionary program collections, investment income and rental and leasing revenues.



	Budget		Variance	
	(all figures in \$ thousands)		\$	%
	2011-12	2012-13		
Other government funding	3,651	3,708	57	1.6
Fees	31,521	30,856	(665)	(2.1)
Other sales and services	19,484	20,295	811	4.2
Investment income	3,199	3,198	(1)	(0.0)
Gifts and donations	9,901	10,036	135	1.4
Fundraising	8,312	8,411	99	1.2
Rental of facilities	9,599	7,237	(2,362)	(24.6)
	<b>85,667</b>	<b>83,741</b>	<b>(1,926)</b>	<b>(2.2)</b>

## Understanding Expenses

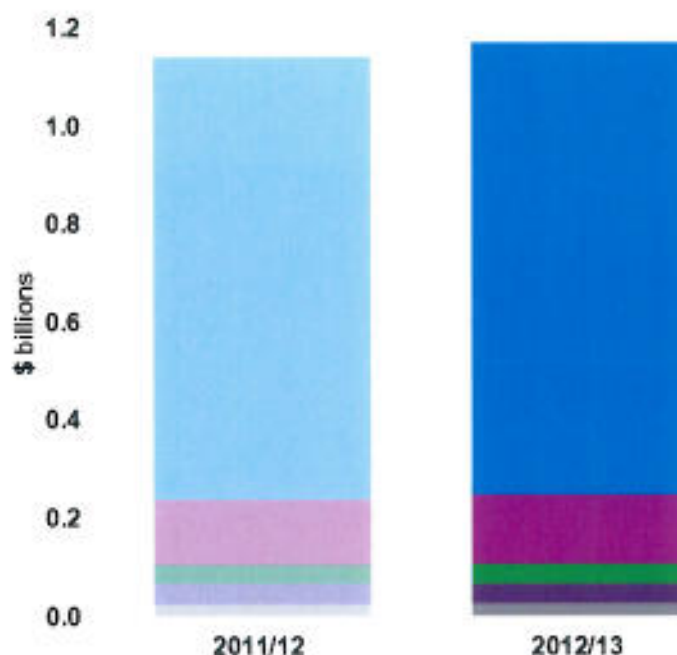
The way the Calgary Board of Education uses funding can be presented in two ways and both are shown. The first breakdown shows expenses by "block." Blocks are categories of expenses required by Alberta Education. The second breakdown, also required by Alberta Education, shows expenses by commonly used accounting categories called "objects." Whether viewed by block or by object, the expense total is the same.

In building the 2012-13 operating budget, the primary focus was to dedicate the maximum possible resources to optimize learning for students in classrooms.

As a result, the "instructional block" increased by about two per cent. The two per cent increase in the instructional block reflects grant-rate increases as well as the estimated impact of increased enrolment.

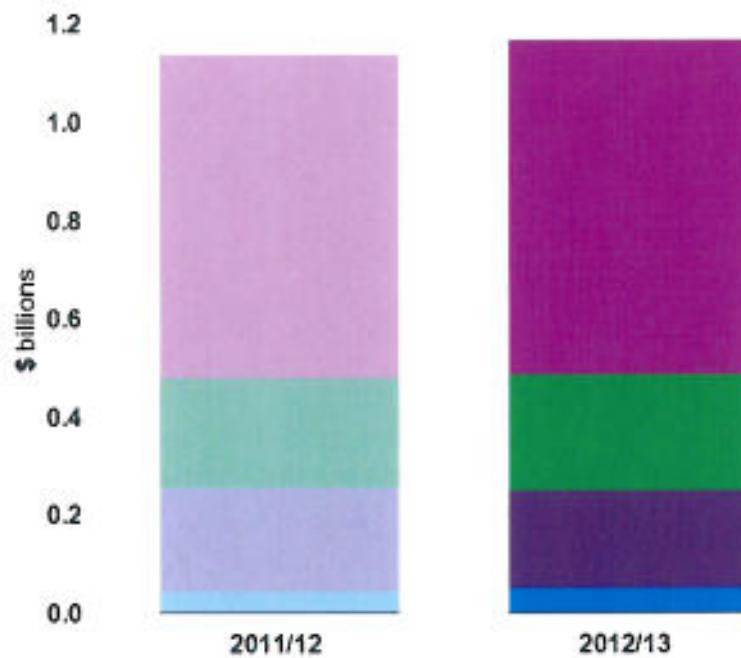
The increase in operations and maintenance is mainly related to the four new schools.

### Expenses by Block



	Budget		Variance	
	(all figures in \$ thousands)		(\$000)	%
	2011/12	2012/13		
Instruction: ECS - grade 12	902,620	921,268	18,648	2.1
Operation & maintenance	134,615	141,608	6,993	5.2
Transportation	36,898	39,012	2,114	5.7
Board & System Administration	42,608	39,918	(2,690)	(6.3)
External services	23,588	27,144	3,556	15.1
	<b>1,140,329</b>	<b>1,168,950</b>	<b>28,621</b>	<b>2.5</b>

## Expenses by Object



	Budget		Variance	
	(all figures in \$ thousands)		(\$000)	%
	2011/12	2012/13		
Certificated salaries & benefits	660,062	681,504	21,442	3.2
Non-certificated salaries & benefits	223,041	235,032	11,991	5.4
Services, contracts	211,624	197,820	(13,804)	(6.5)
Amortization expense	42,455	52,101	9,646	22.7
Interest on capital debt expense	1,464	1,116	(348)	(23.7)
Other interest charges	1,683	1,377	(306)	(18.2)
	<b>1,140,329</b>	<b>1,168,950</b>	<b>28,621</b>	<b>2.5</b>

## Reserves

The CBE is required to balance its budget every year. When we experience an operational shortfall, we can cover the shortfall by cutting spending, or by using our savings which we call reserves.

The chart below demonstrates all changes in reserves balances year over year.

### Unrestricted Net Assets and Operating Reserves

(all figures in \$ thousands)

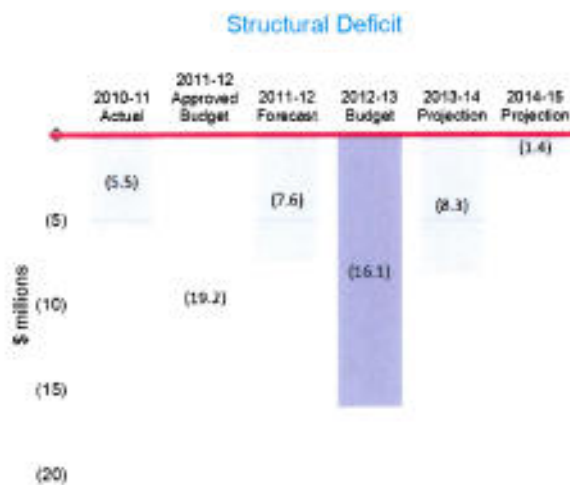
	Actual 2010/11	Forecast 2011/12	Budget 2012/13	Forecast 2013/14	Forecast 2014/15
Opening Balance	34,509	25,282	18,640	8,455	6,455
<b>Changes in period</b>					
Net revenue (expense) for the period	(5,450)	(723)	(16,080)	(8,337)	(7,447)
Board funded capital assets	(14,829)	(27,390)	(18,600)	(10,158)	(19,004)
Amortization of board funded assets	18,110	18,110	22,495	21,855	21,111
Other transfers	(6,476)	3,361		3,602	
Net increase (decrease)	(8,727)	(6,642)	(12,185)		
Closing Balance	25,282	18,640	6,455	8,455	6,455

While we indicate a closing balance of more than \$6 million over the next three years, these reserves are not available for general use. These funds are set aside for specific purposes including adult learning (Chinook Learning Services), unrealized investment gains and professional improvement fellowships.



## Structural Deficit and Available Operating Reserves

When we use reserves to balance our budget, we create what is called a "structural deficit," because we fund ongoing expenses with "one-time" funding. We started the current year with a budgeted \$19.15 million structural deficit. Going into the next school year, we will be using more than \$12 million in reserves to balance the budget. The CBE has strategies in place to reduce the structural deficit to zero over the next three years. Once we no longer need to use reserves, we eliminate structural deficits.



We entered the current school year with approximately \$25 million in reserves. However, with a forecasted \$61.7 million shortfall, we budgeted the full use of our reserves to help cover the difference, as directed by the Ministry of Education. Some of our budget strategies for 2012-13 will impact our use of reserves in the current year and has delayed their depletion to 2012-13. This will leave us with no available reserves going forward.

## Staff complement

More than 12,000 people work for the CBE, or the equivalent of 9,014 full-time equivalents (FTEs). In 2012-13, as four new middle schools open and our enrolment grows, we expect to hire an additional 163 FTEs, bringing the total number of full-time positions to 9,177.

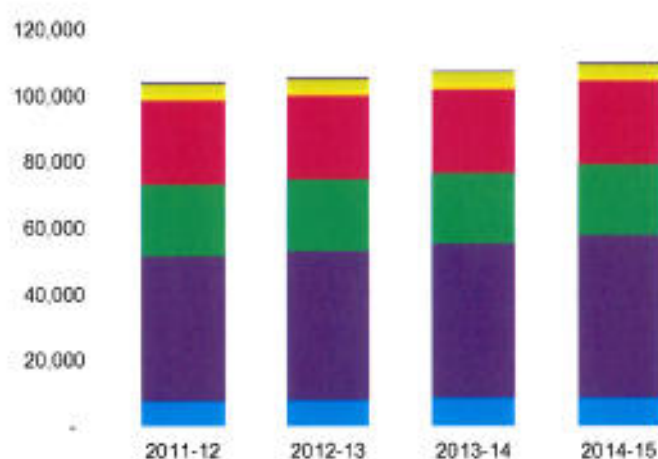
Each one of our employees plays an important role in providing learning as unique as every student. While teachers, principals and school-based employees work with students to unlock their passions and potential, they are supported by knowledgeable employees who work in a variety of other departments such as learning services, information technology and human resources.



## Student enrolment

Enrolment projections are based on the Sept. 30, 2011 actual enrolment of 104,182 students, and reflect the City of Calgary population changes, market share, and student retention rates. It is expected that student enrolment will continue to increase between 1.4% and 2.0% annually.

Student Enrolment by year



Student Enrolment by years and program

	2011-12	2012-13		2013-14		2014-15	
	Actual	Projection	Change from prior year	Projection	Change from prior year	Projection	Change from prior year
Pre-Kindergarten & Kindergarten	7,769	8,217	448	8,706	489	8,895	189
Elementary (Gr. 1-6)	44,014	45,002	988	46,866	1,864	49,061	2,195
Junior High (Gr. 7-9)	21,505	21,464	(41)	21,221	(243)	21,383	162
Senior High (Gr. 10-12)	25,547	25,541	(6)	25,408	(133)	25,192	- 216
Unique Schools & Programs	1,797	1,780	(17)	1,780	-	1,780	-
Chinook Learning Services	2,935	3,000	65	3,150	150	3,310	160
Cbe-Learn	615	650	35	650	-	650	-
<b>Totals</b>	<b>104,182</b>	<b>105,654</b>	<b>1,472</b>	<b>107,781</b>	<b>2,127</b>	<b>110,271</b>	<b>2,490</b>



## Glossary of terms<sup>4</sup>

### Amortization

Amortization expenses for both supported and unsupported capital assets ("unsupported" capital assets are board-funded; "supported" capital assets are funded by externally restricted capital funding/contributions)

### Cohort-survival

Cohort is a group of students having a statistical factor (e.g., age or grade) in common as part of a demographic study. Cohort-survival looks at these demographic groups to determine any decrease or increase in each grade grouping as they move from Kindergarten to Grade 12 within the CBE.

### Interest and charges

Interest expenses charged for both supported and unsupported debenture debt and all other interest charges.

### Salaries & Benefits

Consists of both certificated and non-certificated salaries and benefits

Certificated salaries refer to all salaries paid or accrued for those employees of the jurisdiction who possess a valid Alberta Teaching Certificate, or its equivalent (i.e., certified teachers, Principals and Superintendents).

Certificated benefits refer to the employer share of amounts paid on behalf of employees possessing an Alberta Teacher Certificate or equivalent for statutory and pension contributions, and medical and insurance benefits. It also includes allowances which are taxable payments made to (or on behalf of) employees for sabbatical leave, advanced study and training, and for negotiable or board-authorized allowances including automobile, subsidized housing, relocation, retirement, and supplementary unemployment benefits.

Non certificated salaries are salaries and wages paid or accrued for all other employees, who do not possess an Alberta Teaching Certificate or equivalent.

### School-Generated Funds

School-Generated Funds (SGF) are funds raised in the community for student activities that come under the control and responsibility of school management. These funds are usually collected and retained at the school for expenditures paid at the school level. SGF does not include any other funds collected at the school but remitted to central office and accounted for by central office (facility rentals, capital assets purchases, etc.)

### Provincial Priority Targeted Funding

Funding is comprised of the following: Alberta Initiative for School Improvement (AISI), SuperNet and Student Health. Other funding categories from the province that have prescribed guidelines on their use include: Infrastructure Maintenance Renewal (IMR), Regional Assessment Services (REACH) and Institutional Funding.

---

<sup>4</sup> Based on Alberta Education definitions





# BUDGET REPORT

## FOR THE YEAR ENDING AUGUST 31, 2013

[School Act, Sections 147(2)(b) and 276]

**Calgary Board of Education**

Legal Name of School Jurisdiction

Tel: (403) 817-4000 Fax: (403) 294-8254

Telephone and Fax Numbers

Patricia Cochrane	BOARD CHAIR	
Name		Signature
Naomi Johnson	SUPERINTENDENT	
Name		Signature
Deborah Meyers	SECRETARY TREASURER	
Name		Signature
Certified An accurate summary of the year's budget approved by the Board of Trustees at its meeting held May 29, 2012 .		
Date		

## TABLE OF CONTENTS

	Page
<b>BUDGETED STATEMENT OF OPERATIONS</b>	<b>3</b>
<b>BUDGETED ALLOCATION OF EXPENSES (BY OBJECT)</b>	<b>3</b>
<b>PROJECTED STATEMENT OF CHANGES IN NET ASSETS (SUMMARY)</b>	<b>4</b>
<b>PROJECTED STUDENT STATISTICS</b>	<b>5</b>
<b>PROJECTED STAFFING STATISTICS</b>	<b>6</b>

## Color coded cells:

blue cells: require the input of data/descriptors wherever applicable;  
salmon cells: contain referenced juris. information - protected

Grey cells: data not applicable - protected  
white cells: within text boxes REQUIRE the input of points and data

**HIGHLIGHTS, PLANS, ASSUMPTIONS AND RISKS SUMMARY- 2012/2013 BUDGET REPORT**

The following were presented to the Board and approved as underlying the budget. These key points and assumptions used in development of the budget take into consideration the economic environment of the jurisdiction, focus on anticipated changes from current year, and are realistic and consistent with the three year Education Plan. At a minimum, they disclose key budget assumptions, financial & business risks, and specific strategies explaining how this budget will support the jurisdiction's plans.

**Budget Highlights, Plans & Assumptions:**

Our goal in building the 2012-13 budget was to dedicate the maximum possible resources to optimize learning for students in classrooms. Every expense is measured against the goals of our Three-Year Education Plan to ensure that everything we do contributes as much as possible to student success.

- An operating deficit of \$16 M is a result of planned revenues of \$1,153 M less expenses of \$1,169 M. This operating deficit will be funded using all available reserves.
- 79% of expenses are for Instruction at \$921 M.
- Based on planned staffing levels, an additional 163 positions will be hired for the next school year.

The organisation projects an increase in enrolment to 105,654 students which is an increase of 1,472, or 1.4% over the 2011-12 year.

- Board Governance and Administration is budgeted to be 3.4 per cent of total expenses.

The CBE will **continue to allocate resources**—both to schools and for associated central supports—by way of the following strategies:

- full-day Kindergarten programs in 18 identified schools at an approximate cost of \$2M without provincial funding;
- First Nations, Métis, and Inuit (FNMI) programs primarily handled through centralized services at an approximate cost of \$3 M;
- English as a Second Language (ESL) and English-Language Learner (ELL) programs and supports at an approximate cost of \$23 M;
- specialized programs, unique settings and classroom supports at an approximate cost of \$115 M;
- small-class supports in Kindergarten to Grade 3 and high school Career and Technology Strategy (CTS) at an approximate cost of \$42 M;
- AISI project supports at an approximate cost of \$7 M;
- equity supports in identified schools at an approximate cost of \$3 M; and
- infrastructure maintenance renewal (IMR) projects at an approximate cost of \$18 M
- We expect Grade 4 to 12 class sizes to remain below the guideline. Kindergarten to Grade 3—where class-size funding continues—should remain below 20 to 1 on average.

**Significant Business and Financial Risks:**

- Compensation changes, including compensation increases, step increases, performance increases and benefits, have been planned based on current information. Negotiated salary and wage settlements may differ from the current information.
- Enrolment projections have been based on the Sept. 30, 2011 actual enrolment and will be different from actual Sept. 30, 2012.
- The inflation rates were estimated based on the 20-year trend, which averages two per cent per year in Calgary.
- All known changes in contractual obligations have been included based on current information.
- The financial impact of any potential legislative changes cannot be determined at this time.

**BUDGETED STATEMENT OF OPERATIONS**  
for the Year Ending August 31

	Approved Budget 2012/2013	Final Approved Budget 2011/2012	Actual 2010/2011
<b>REVENUES</b>			
Government of Alberta	\$1,039,523,380	\$1,012,447,593	\$935,486,724
Federal Government and/or First Nations	\$3,198,579	\$3,139,106	\$3,888,800
Other Alberta school authorities	\$509,850	\$511,450	\$833,727
Out of province authorities	\$0	\$0	\$338,256
Alberta Municipalities-special tax levies	\$0	\$0	\$0
Fees	\$30,855,920	\$31,520,783	\$13,555,335
Other sales and services	\$20,295,454	\$19,483,586	\$40,025,079
Investment income	\$3,198,197	\$3,199,113	\$5,306,740
Gifts and donations	\$10,035,797	\$9,901,018	\$7,364,678
Fundraising	\$8,411,026	\$8,312,076	\$11,446,061
Rental of facilities	\$7,236,414	\$9,599,396	\$7,710,226
Gain on disposal of capital assets	\$0	\$0	\$49,283
Amortization of capital allocations	\$29,605,490	\$24,345,127	\$23,751,314
Other revenue	\$0	\$0	\$0
<b>TOTAL REVENUES</b>	<b>\$1,152,870,107</b>	<b>\$1,122,459,348</b>	<b>\$1,049,538,223</b>
<b>EXPENSES</b>			
ECS - Grade 12 Instruction	\$921,268,009	\$902,619,587	\$822,573,231
Operations & Maintenance of Schools and Maintenance Shops	\$141,608,215	\$134,815,150	\$139,966,741
Transportation	\$39,011,849	\$36,898,044	\$36,930,965
Board & System Administration	\$39,918,236	\$42,608,465	\$40,097,486
External Services	\$27,143,472	\$23,587,462	\$15,430,121
<b>TOTAL EXPENSES</b>	<b>\$1,168,949,781</b>	<b>\$1,140,328,708</b>	<b>\$1,054,998,544</b>
<b>ANNUAL SURPLUS (DEFICIT)</b>	<b>(\$16,079,674)</b>	<b>(\$17,869,360)</b>	<b>(\$5,460,321)</b>

**BUDGETED ALLOCATION OF EXPENSES (BY OBJECT)**  
for the Year Ending August 31

	Approved Budget 2012/2013	Final Approved Budget 2011/2012	Actual 2010/2011
<b>EXPENSES</b>			
Certificated salaries	\$561,119,704	\$550,901,893	\$533,282,337
Certificated benefits	\$120,384,600	\$109,160,095	\$55,309,917
Non-certificated salaries and wages	\$189,075,276	\$181,408,415	\$178,276,506
Non-certificated benefits	\$45,957,067	\$41,632,347	\$38,895,933
Services, contracts, and supplies	\$197,819,377	\$211,623,788	\$204,001,783
Capital and debt services			
Amortization of capital assets			
supported	\$29,605,490	\$24,345,127	\$23,751,314
unsupported	\$22,495,281	\$18,109,892	\$18,138,004
Interest on capital debt			
supported	\$1,116,395	\$1,464,046	\$1,674,600
unsupported	\$0	\$0	\$0
Other interest charges	\$1,376,591	\$1,683,105	\$1,468,151
Loss on disposal of capital assets	\$0	\$0	\$0
Other expense	\$0	\$0	\$0
<b>TOTAL EXPENSES</b>	<b>\$1,168,949,781</b>	<b>\$1,140,328,708</b>	<b>\$1,054,998,544</b>



**PROJECTED STATEMENT OF CHANGES IN NET ASSETS (SUMMARY)**  
for the Year Ending August 31

	(1)	(2)	(3)	(4)	(5)	(6)
	TOTAL NET ASSETS (2+3+6)	INVESTMENT IN CAPITAL ASSETS	ACCUMULATED OPERATING SURPLUS (4+5)	UNRESTRICTED NET ASSETS	INTERNALLY RESTRICTED NET ASSETS	
					OPERATING RESERVES	CAPITAL RESERVES
Actual balances per AFS at August 31, 2011	\$149,694,532	\$98,646,553	\$25,281,534	\$2,184,011	\$23,097,523	\$25,986,445
2011/2012 Estimated impact to net assets for:						
Estimated surplus(deficit)	(\$723,246)			(\$723,246)		
Estimated Board funded capital asset additions		\$25,595,000		(\$25,595,000)	\$0	\$0
Estimated Amortization of capital assets (expense)		(\$42,455,016)		\$42,455,016		
Estimated Amortization of capital allocations (revenue)		\$24,345,127		(\$24,345,127)		
Estimated Unsupported debt principal repayment		\$1,794,853		(\$1,794,853)		
Estimated reserve transfers (net)				\$3,361,737	\$0	(\$3,361,737)
Estimated Assumptions/Transfers of Operations	\$0	\$0	\$0	\$6,641,473	(\$6,641,473)	\$0
<b>Estimated Balances for August 31, 2012</b>	<b>\$149,171,286</b>	<b>\$107,926,517</b>	<b>\$18,640,061</b>	<b>\$2,184,011</b>	<b>\$16,456,050</b>	<b>\$22,604,708</b>
2012/2013 Budget Projections for:						
Budgeted surplus(deficit)	(\$16,079,674)			(\$16,079,674)		
Projected Board funded capital asset additions		\$16,000,194		(\$16,000,194)	\$0	\$0
Budgeted Amortization of capital assets (expense)		(\$52,100,771)		\$52,100,771		
Budgeted Amortization of capital allocations (revenue)		\$29,605,490		(\$29,605,490)		
Budgeted Unsupported debt principal repayment		\$2,600,353		(\$2,600,353)		
Projected reserve transfers (net)				\$0	\$0	\$0
Projected Assumptions/Transfers of Operations	\$0	\$0	\$0	\$10,000,929	(\$10,000,929)	\$0
<b>Projected Balances for August 31, 2013</b>	<b>\$133,091,612</b>	<b>\$104,031,785</b>	<b>\$6,455,121</b>	<b>\$0</b>	<b>\$6,455,121</b>	<b>\$22,604,708</b>

**ANTICIPATED CHANGES IN NET ASSETS SUMMARY- 2012/2013 BUDGET REPORT**

The following explains the anticipated changes to Unrestricted Net Assets, Investment in Capital Assets, Operating Reserves and Capital Reserves for 2011/2012 and 2012/2013 and breaks down the planned additions to unsupported capital.

There are no anticipated changes in Unrestricted Net Assets for 2011-12. The planned change in 2012-13 is a use of \$2 M to fund the projected deficit.

Operating reserves are reduced by \$6.6 M and \$10.0 M respectively for 2011-12 and 2012-13 to fund the projected deficits.

Capital Reserves decrease in 2011/12 due to the use of \$11.5 M for capital spending that was carried forward from the prior year. The decrease was offset by \$8.1 M of proceeds received from the sale of assets.

Additions to unsupported capital are:

**Planned Additions 2011-12**

Building	3,922,828
Vehicles	222,337
Equipment	<u>23,244,688</u>
	<b>\$ 27,389,853</b>

**Planned Additions 2012-13**

Building	2,297,753
Vehicles	1,026,000
Equipment	<u>15,276,794</u>
	<b>\$ 18,600,547</b>



**PROJECTED STUDENT STATISTICS  
FULL TIME EQUIVALENT (FTE) ENROLLED STUDENTS**

	Budgeted 2012/2013 (Note 2)	Actual 2011/2012	Actual 2010/2011	Notes
<b>GRADES 1 TO 12</b>				
<b>Eligible Funded Students:</b>				
Grades 1 to 9	66,540	65,722	64,600	Head count
Grades 10 to 12	29,062	28,701	28,551	Note 3
<b>Total</b>	<b>95,601</b>	<b>94,423</b>	<b>93,151</b>	Grades 1-12 students eligible for base instruction funding from Alberta Education.
<b>Other Students:</b>				
<b>Total</b>	<b>1,637</b>	<b>1,850</b>	<b>1,749</b>	Note 4
<b>Total Net Enrolled Students</b>	<b>97,238</b>	<b>96,273</b>	<b>94,900</b>	
Home Ed and Blended Program Students	189	140	57	Note 5
<b>Total Enrolled Students, Grades 1-12</b>	<b>97,427</b>	<b>96,413</b>	<b>94,957</b>	
<b>Of the Eligible Funded Students:</b>				
Severely Disabled Students served	4,293	4,263	3,551	Total eligible funded severely disabled student FTEs; including Code 40s (excluding Code 47s).
<b>EARLY CHILDHOOD SERVICES (ECS)</b>				
Eligible Funded Children	8,217	7,718	7,457	ECS children eligible for ECS base instruction funding from Alberta Education.
Other children	-	51	47	ECS children not eligible for ECS base instruction funding from Alberta Education.
<b>Total Enrolled Children - ECS</b>	<b>8,217</b>	<b>7,769</b>	<b>7,504</b>	
Program Hours	475	475	475	Minimum: 475 Hours
FTE Ratio	0.500	0.500	0.500	Actual hours divided by 950
<b>FTE's Enrolled, ECS</b>	<b>4,109</b>	<b>3,885</b>	<b>3,752</b>	
<b>Of the Eligible Funded Children:</b>				
Severely Disabled Children served	325	288	301	Total eligible funded severely disabled children FTE's, including Code 40 children in program units.
<b>NOTES:</b>				
1) Enrolment is to be completed WHEREVER APPLICABLE and are 'as at September 30th' for each year.				
2) Budgeted enrolment is to be based on best information available at time of the 2012/2013 budget report preparation.				
3) The # of FTE grade 10-12 students is determined by taking the total # of students' credits / 35; where 35 CEU's = 1 FTE.				
4) Other Grade 1-12 students that are not eligible for base instruction funding from Alberta Education include First Nations students living on reserves for which tuition fee payments are made from Band or INAC (Code 330), students younger than 5 1/2 or older than 19, and out-of-province and foreign students.				
5) Because they are funded separately, Home Education students are not included with total net enrolled students. In the blended program, funding per student is pro-rated on the percentage of the student's program which is taken at school and at home; home education students are assigned a weighting of 0.25 FTE for base funding.				

**PROJECTED STAFFING STATISTICS  
FULL TIME EQUIVALENT (FTE) PERSONNEL**

	Budgeted 2012/2013	Actual 2011/2012	Actual 2010/2011	Notes
<b>CERTIFICATED STAFF</b>				
School Based	5,728.5	5,549.7	5,729.9	Teacher certification required for performing functions at the school level.
Non-School Based	128.1	127.1	185.8	Teacher certification required for performing functions at the system/central office level.
Total Certificated Staff FTE	5,856.6	5,776.8	5,895.7	FTE for personnel possessing a valid Alberta teaching certificate or equivalency.
<b>Certificated Staffing Change due to:</b>				
Enrolment Change	69.4	43.2	10.4	If negative change impact, the small class size initiative is to include angait teachers retained.
Other Factors	18.4	(162.1)	(198.4)	Descriptor (required): Principals' decision deployment.
Total Change	77.8	(118.9)	(188.0)	Year-over-year change in Certificated FTE.
<b>Breakdown, where total change is Negative:</b>				
Continuous contracts terminated	-	-	-	FTEs
Non-permanent contracts not being renewed	-	-	-	FTEs
Other (retirement, attrition, etc.)	-	-	-	Descriptor (required):
Total Negative Change in Certificated FTEs	-	-	-	Breakdown required where year-over-year total change in Certificated FTE is 'negative' only.
<b>NON-CERTIFICATED STAFF</b>				
Instructional	1,841.2	1,853.2	1,932.5	Personnel providing instruction support for schools under 'instruction' program areas.
Non-Instructional	1,328.2	1,331.5	1,236.7	Personnel in Transportation, Board & System Admin., O&M and External service areas.
Total Non-Certificated Staff FTE	3,209.4	3,184.7	3,172.2	FTE for personnel not possessing a valid Alberta teaching certificate or equivalency.
<b>Non-Certificated Staffing Change due to:</b>				
Enrolment Change	-	-	2.0	FTEs
Other Factors	84.7	12.5	(83.2)	Descriptor (required): Principals' decision deployment, change in service units' operations.
Total Change	84.7	12.5	(81.2)	Year-over-year change in Non-Certificated FTE.

## report to Board of Trustees

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

Date	May 15, 2012
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Naomi E. Johnson, Chief Superintendent of Schools
Purpose	Information
Originator	Cathy Faber, Superintendent, Learning Innovation and Chief Information Officer
Governance Policy Reference	Operational Expectation OE-8: Communication With and Support for the Board
Resource Person(s)	Pat Kover, System Assistant Principal, Learning Innovation Johanna de Leeuw, Specialist, Learning Innovation

#### 1 | Recommendation

---

It is recommended:

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

#### 2 | Issue

---

OE-8: Communication With and Support for the Board requires that the Chief Superintendent ensure the Board is fully informed about matters of significant organizational concern and has the support necessary for it to perform its duties in an effective manner.



### 3 | Background

---

School authority planning and results reporting are integral parts of school authority accountability. The Three-Year Education Plan is part of an overall Performance Management Cycle. The planning component of the performance management cycle involves updating three-year education plans annually in alignment with provincial goals and priority initiatives, developing the budget to support the plan, maintaining a three-year time frame and adjusting strategies and targets based on performance over time, Accountability Pillar measure evaluations and local factors.<sup>1</sup>

The Calgary Board of Education's Interim Three-Year Education Plan 2012-2015 recognizes the organization's accountabilities to the province of Alberta and to the people of Calgary as articulated in the Board of Trustees' Results.

It is informed by the provincial *Education Business Plan 2012-2015* and the *School Authority Planning and Reporting: Reference Guide*, by input from across the organization and by internal and external measures of performance.

The Alberta Education Business Plan 2012-2015, released January 20, 2012, sets the following goals and priority initiatives:

#### **Goal One: Success for every student**

Students demonstrate proficiency in literacy and numeracy, achieve Alberta's student learning outcomes, and develop competencies for success as engaged thinkers and ethical citizens with an entrepreneurial spirit.

##### **Priority Initiatives:**

- 1.1 Support the development of an early learning and child care framework in collaboration with other government ministries and stakeholders.
- 1.2 Redesign standards and guidelines for the development of future curriculum (programs of study, assessment, learning and teaching resources) and the associated processes.
- 1.3 Continue the implementation of an inclusive education system in collaboration with partners and stakeholders.

#### **Goal Two: High quality education through collaboration and innovation**

Effective learning and teaching within caring, respectful, safe and healthy environments is achieved through collaborative leadership.

##### **Priority Initiatives:**

- 2.1 Develop the *Education Act* and subsequent regulations and policies.
- 2.2 Implement the Education Sector Workforce Planning Framework for Action.

---

<sup>1</sup> *School Authority Planning and Reporting: Reference Guide*. 2011 Edition, Alberta Education, p. 2



- 2.3 Update teacher competency requirements.
- 2.4 Develop a strategic long-term plan to provide and maintain Alberta's school infrastructure.
- 2.5 Implement the Education Research Framework to inform education policy and practice.
- 2.6 Develop a technology strategy to enable effective learning and teaching.

**Goal Three: Success for First Nations, Métis and Inuit students**

First Nations, Métis and Inuit students are engaged in learning and achieve educational outcomes at the same level as all students.

**Priority Initiatives:**

- 3.1 Collaborate with First Nations and Métis organizations to implement the FNMI Education Partnership Council Action Plan.
- 3.2 Collaborate with First Nations and the Federal Government to implement the Memorandum of Understanding for First Nations' education in Alberta.
- 3.3 Attract and retain increased numbers of FNMI professionals in the education workforce.
- 3.4 Work with school authorities, parents and communities to improve educational outcomes for FNMI students.

School boards are required to consider their latest Accountability Pillar results when they review, adjust and roll forward the Three-Year Education Plan each year. Alberta Education has advised that the update of the Accountability Pillar Report scheduled for May 1 will be delayed until the incoming Minister of Education can be briefed on the information. Because of this delay, the data required for Attachment III: Alberta Education Goals, Priority Initiatives and Required Measures is not available. Alberta Education expects to be able to post the new information later this month. The document will be completed and presented as soon as the required information is made available.

## 4 | Financial Impact

The strategies set out in the Interim Three-Year Education Plan 2012-2015 provide the decision-making framework for the development of the 2012 CBE Operating Budget. The finalized Three-Year Education Plan 2012-2015 will take into account the Fall Budget Update and will present summary information about the budget for the first year of the plan.

## 5 | Implementation Consequences

---

The strategies contained in the attached Interim Three-Year Education Plan 2012-2015 effectively address Alberta Education goals and Priority Initiatives. Insights and understandings gathered through feedback from Areas and service units form the basis for revisions to the 2011-2014 plan.

This Interim Three-Year Education Plan 2012-2015 allows schools, Areas and service units to begin work on development planning for the next school year. It will be completed by the addition of the results from the May update to the Accountability Pillar Report, to be released on May 1, 2012.

The Three-Year Education Plan 2012-2015 will be finalized in the fall. It will reflect updated results, including results from the 2012 administrations of provincial achievement tests and diploma examinations, provided by Alberta Education in the October 2012 update to the Accountability Pillar Report. The combined Three-Year Education Plan and Annual Education Results Report will be presented in November, in accordance with the policy and requirements set out by Alberta Education in *Policy and Requirements for School board Planning and Results Reporting*.

## 6 | Conclusion

---

This Interim Three-Year Education Plan 2012-2015 reflects the Results of the Board of Trustees of the Calgary Board of Education and the goals and priority initiatives of Alberta Education. It fulfils the Alberta Education expectation that school authorities update their plan annually. It contains the information available at this time and incorporates the changes required by Alberta Education.



NAOMI E. JOHNSON  
CHIEF SUPERINTENDENT OF SCHOOLS

### ATTACHMENTS

- Attachment I: Interim Three-Year Education Plan 2012-2015
- Attachment II: Service Unit Strategies and Impact
- Attachment III: Alberta Education Goals, Priority Initiatives and Required Measures (not available)



## 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.





## Interim Calgary Board of Education Three-Year Education Plan 2012-2015

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 FNMI Students**



## Interim Calgary Board of Education Three-Year Education Plan 2012-2015 Strategies

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.



## Attachment II

# Advancing the Three-Year Education Plan Service Units Strategies & Impact

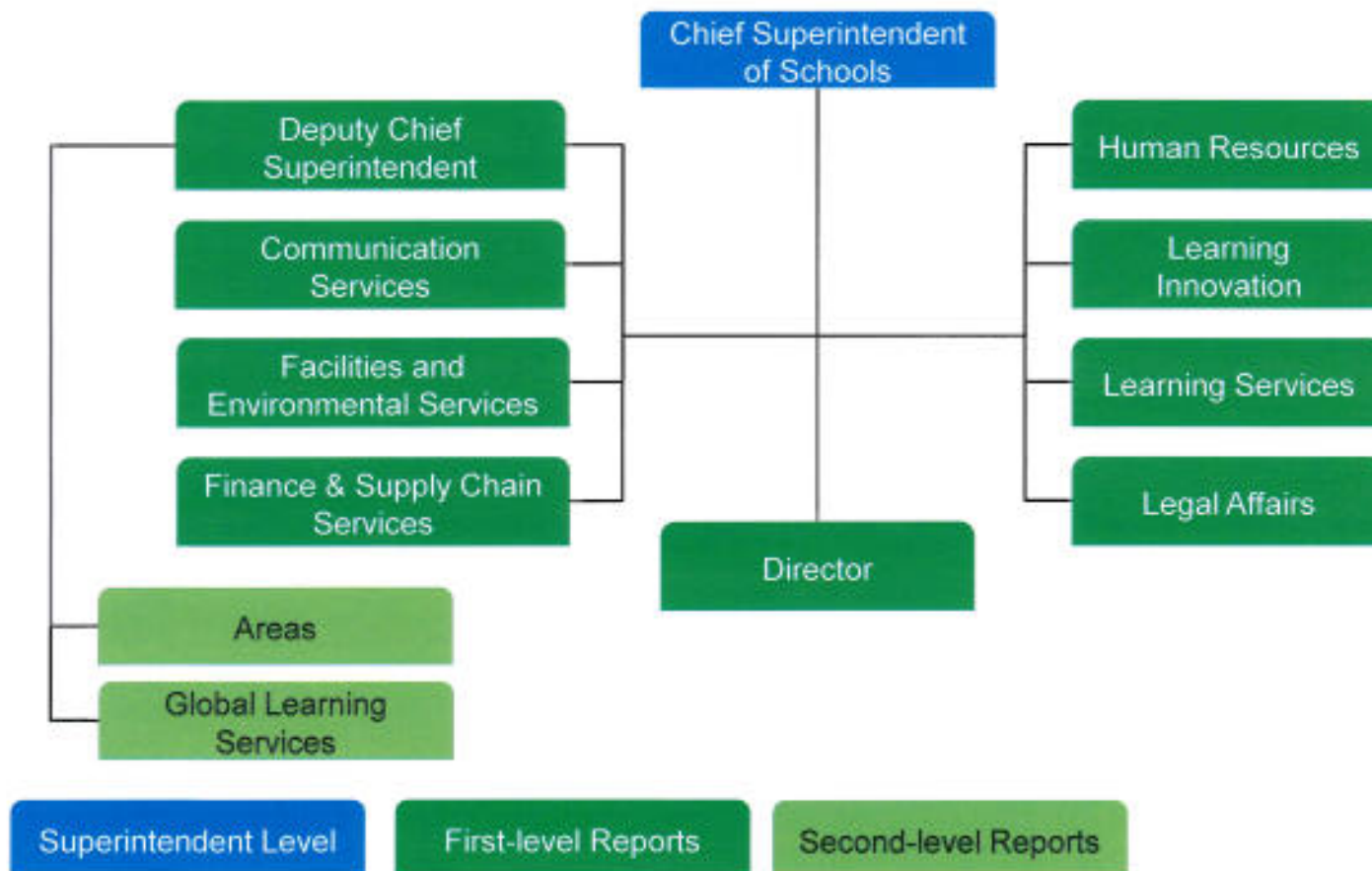
learning | **as unique** | as every student



**Calgary Board  
of Education**

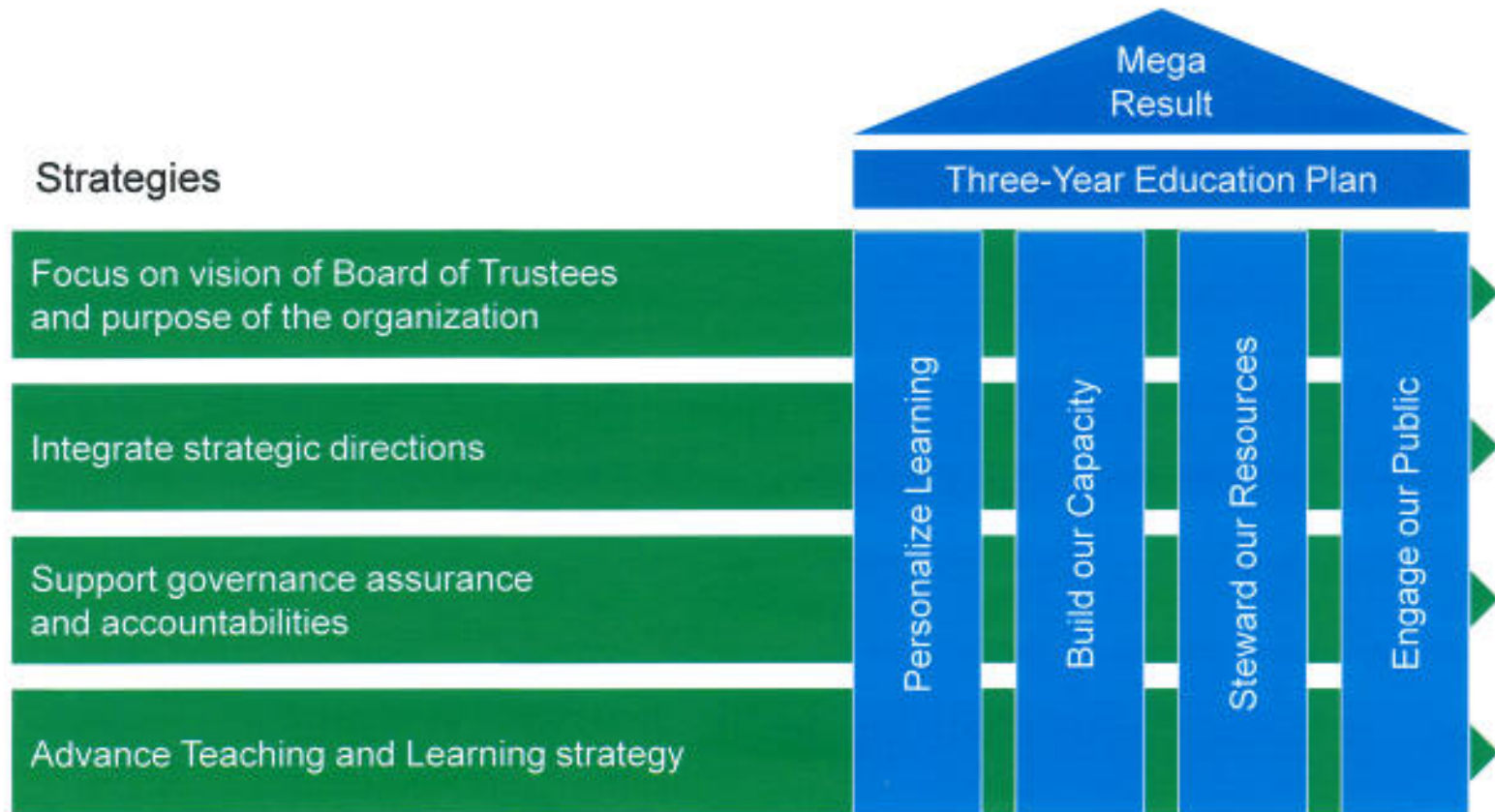
## Functions & Accountability Office of the Chief Superintendent

The chief superintendent of schools is the chief executive officer, and chief education officer of the Calgary Board of Education, and the only direct report to the Board of Trustees. The Office of the Chief Superintendent provides leadership to the overall direction for the educational and business functions of the school district in accordance with the vision, purpose and policies established by the Board of Trustees, legislation and Alberta Education.





## Office of the Chief Superintendent



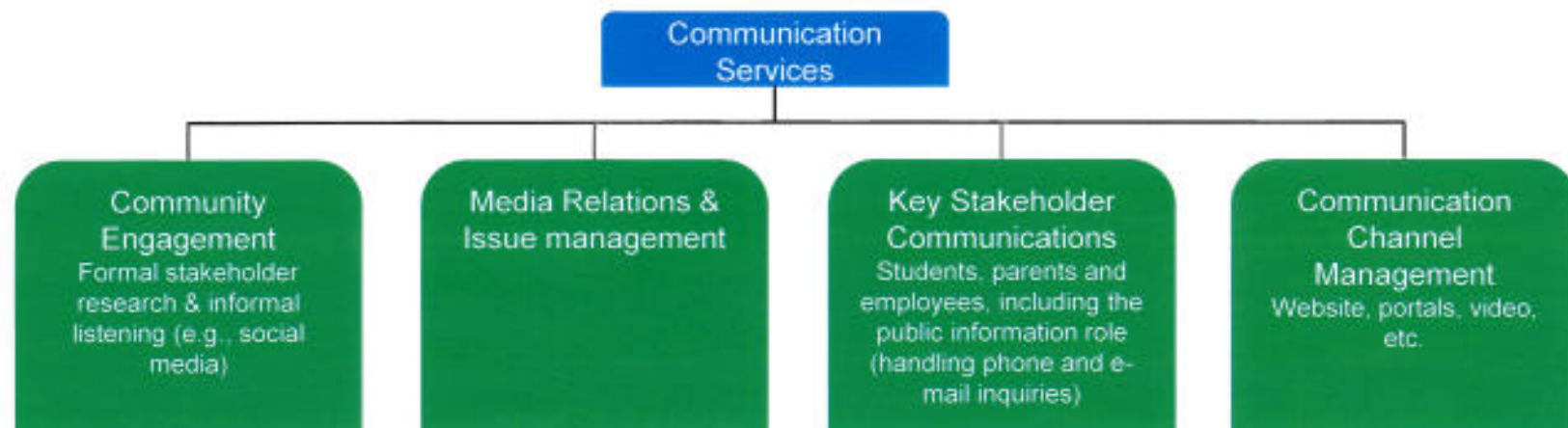
% of Service Unit effort to each strategy of the Three-Year Education Plan

Relative impact of the Service Unit to the Three-Year Education Plan



## Functions & Accountability Communication Services

Communication Services integrates all formal communication responsibilities within the CBE. This includes communication planning and strategy; message development; content production; channel management; distributions and—to an increasing degree—listening to key stakeholders.

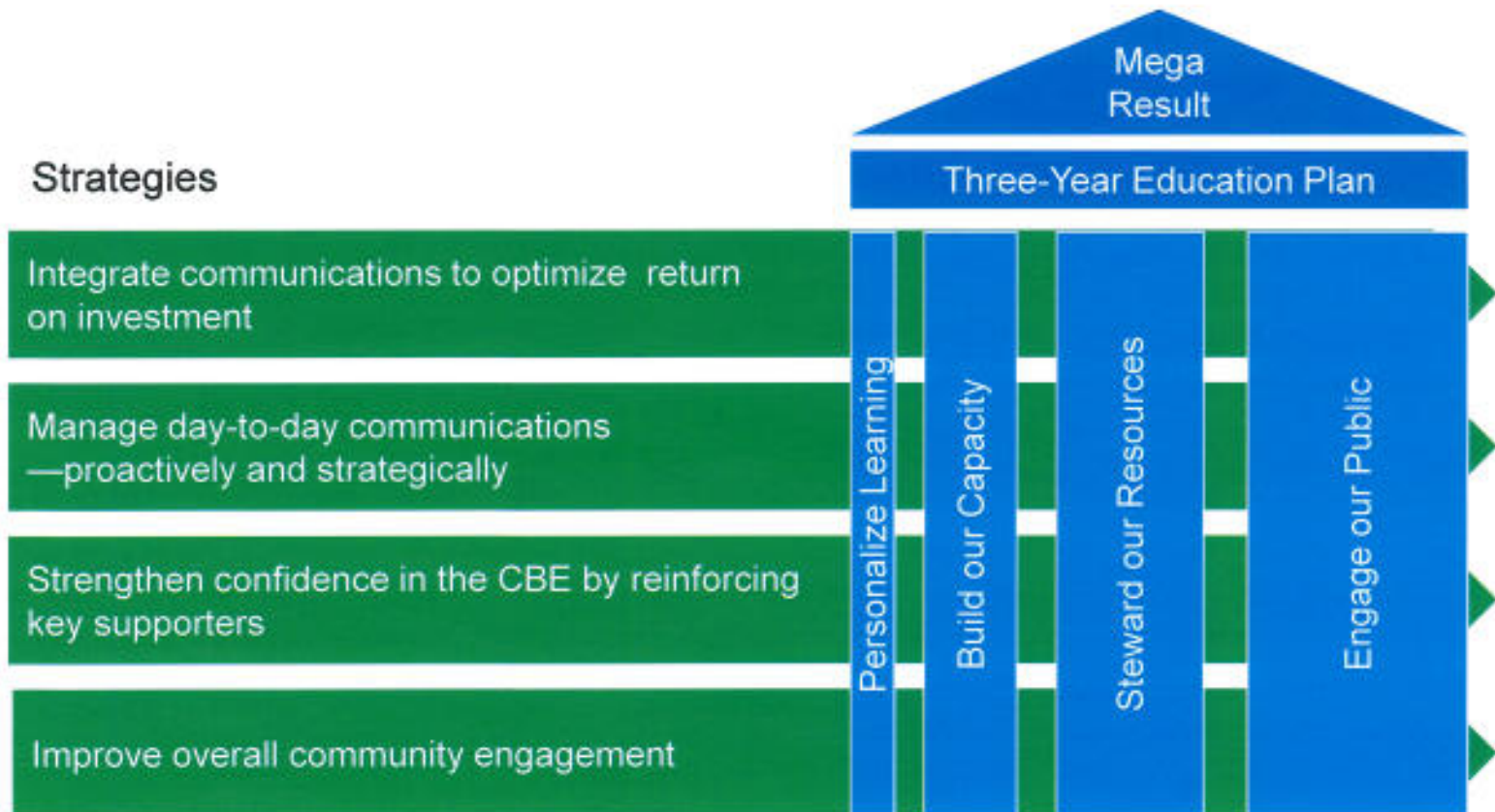


Superintendent Level

First-level Reports

Second-level Reports

## Communication Services



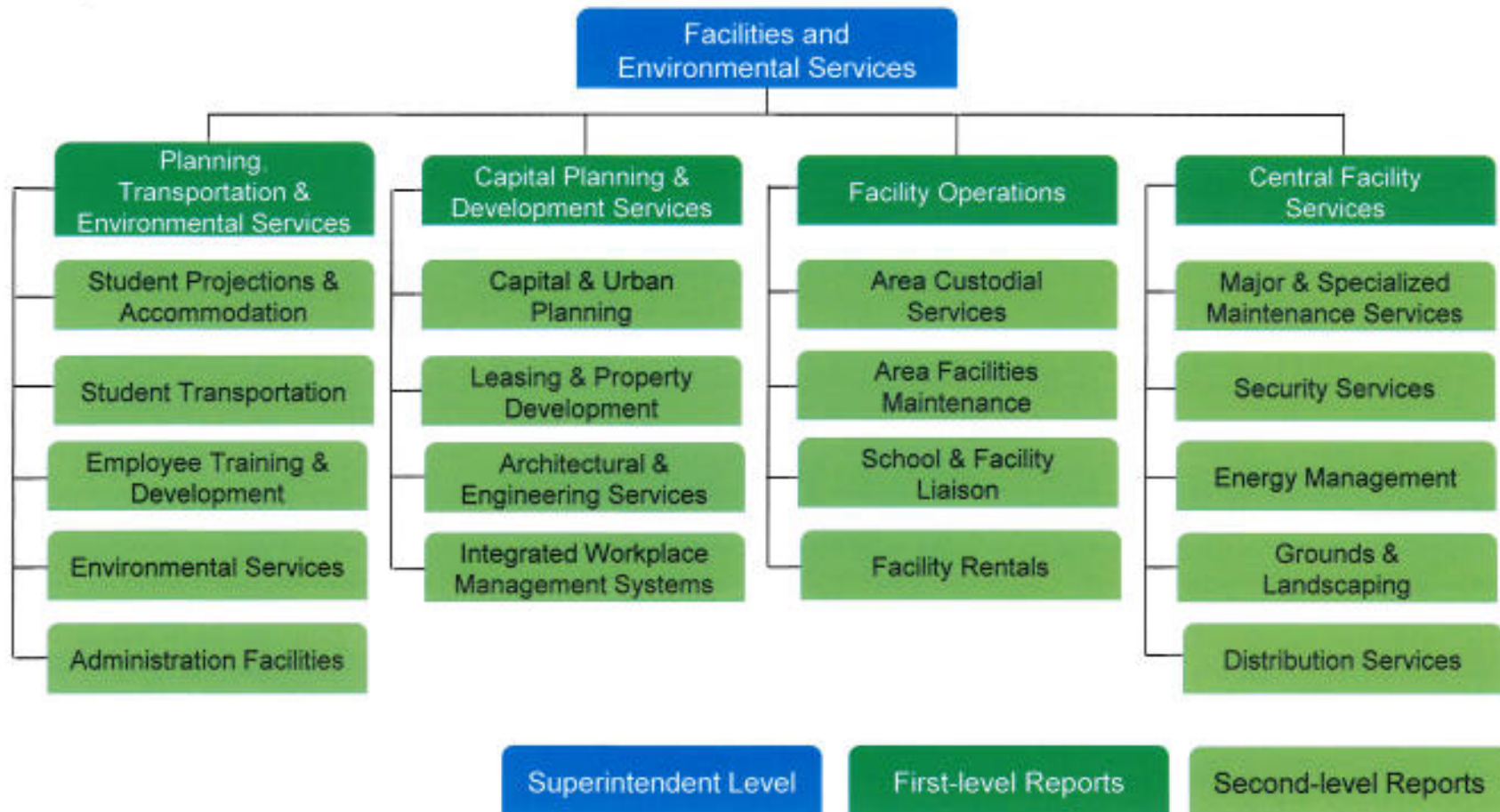
% of Service Unit effort to each strategy of the Three-Year Education Plan

Relative impact of the Service Unit to the Three-Year Education Plan

## Functions & Accountability

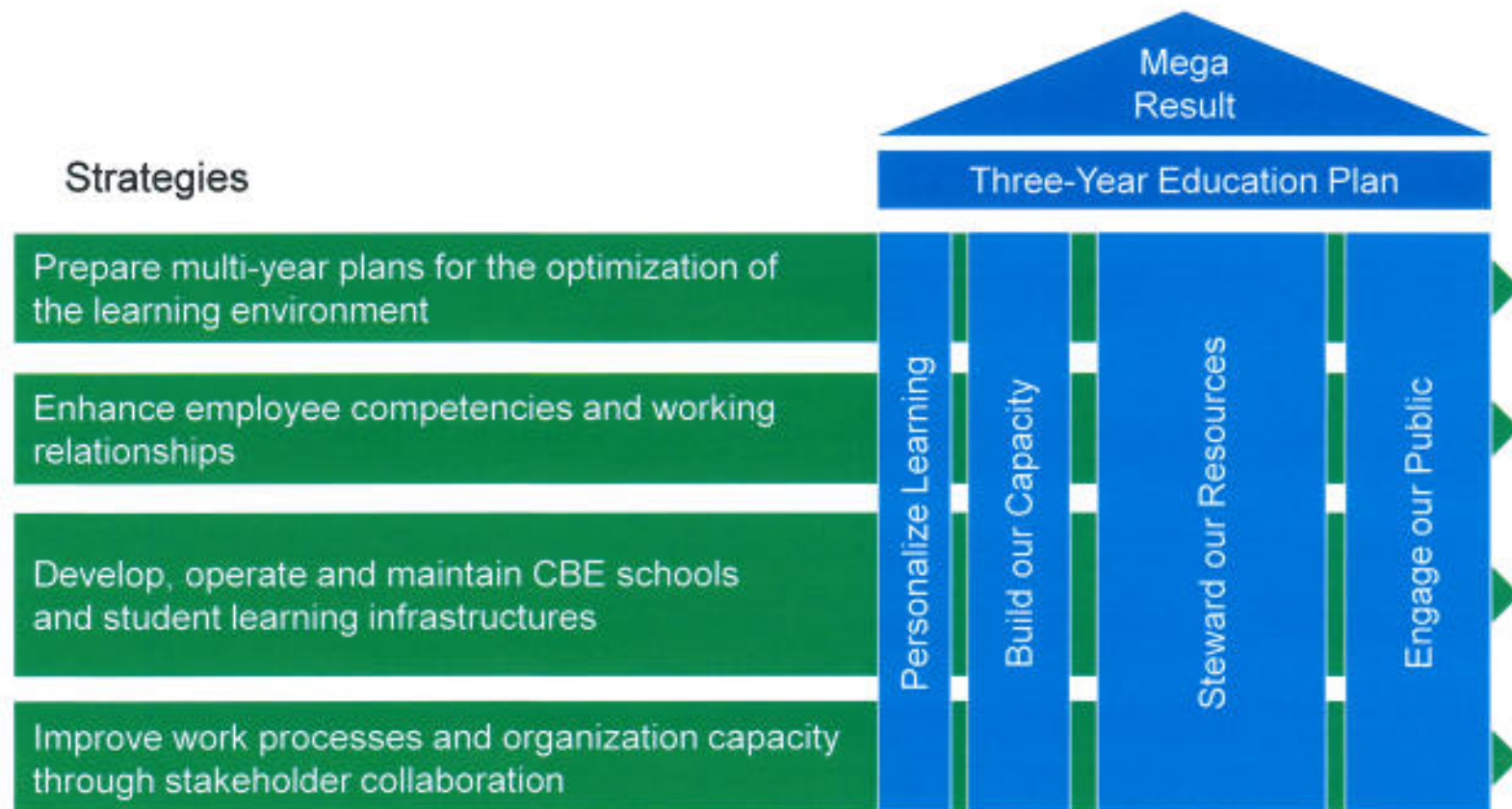
### Facilities and Environmental Services

The mission of Facilities and Environmental Services is to optimize the quality of the learning and work environment for CBE students and employees through the provision of safe, secure, healthy, clean, comfortable, well maintained and sustainable facilities. This task entails the integration of the principles of business administration, transportation, design, construction, maintenance, engineering sciences and facility operations.





## Facilities and Environmental Services



% of Service Unit effort to each strategy of the Three-Year Education Plan

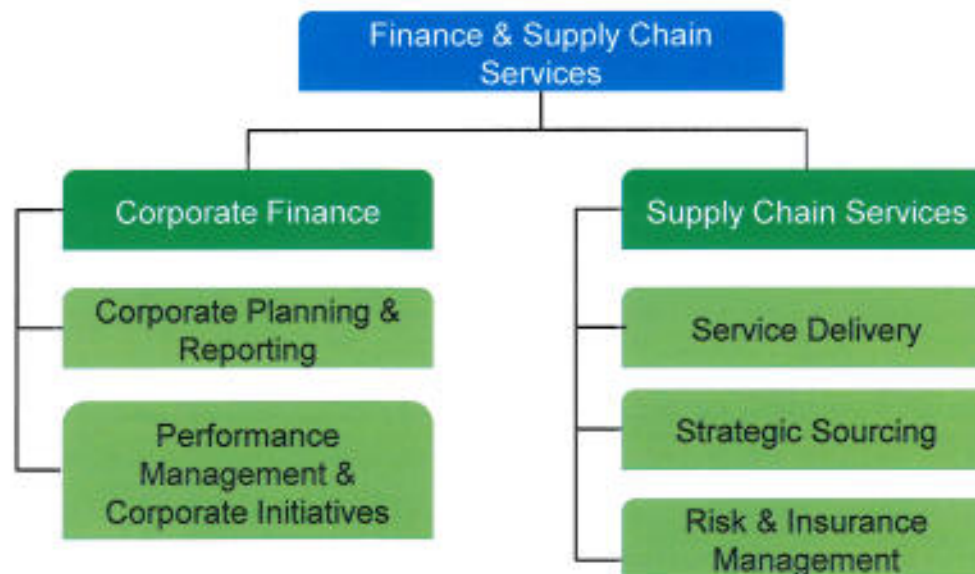
Relative impact of the Service Unit to the Three-Year Education Plan



## Functions & Accountability

### Finance & Supply Chain Services

Finance and Supply Chain Services supports student learning through the provision of services in the area of strategic sourcing, procurement and payment; corporate planning and reporting; financial analysis and performance management; treasury and revenue; risk management; financial systems and the internal control function.

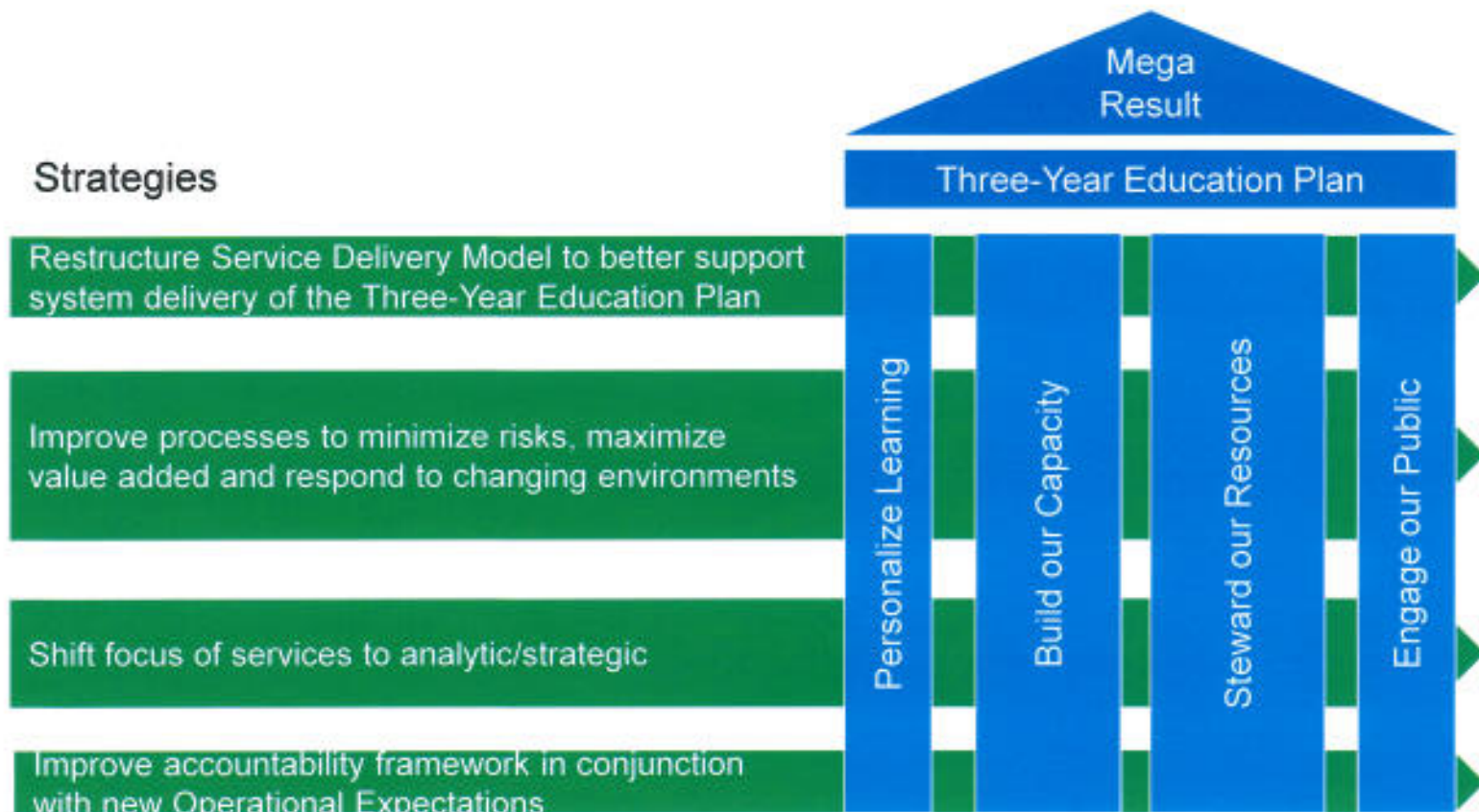


Superintendent Level

First-level Reports

Second-level Reports

## Finance & Supply Chain Services



% of Service Unit effort to each strategy of the Three-Year Education Plan

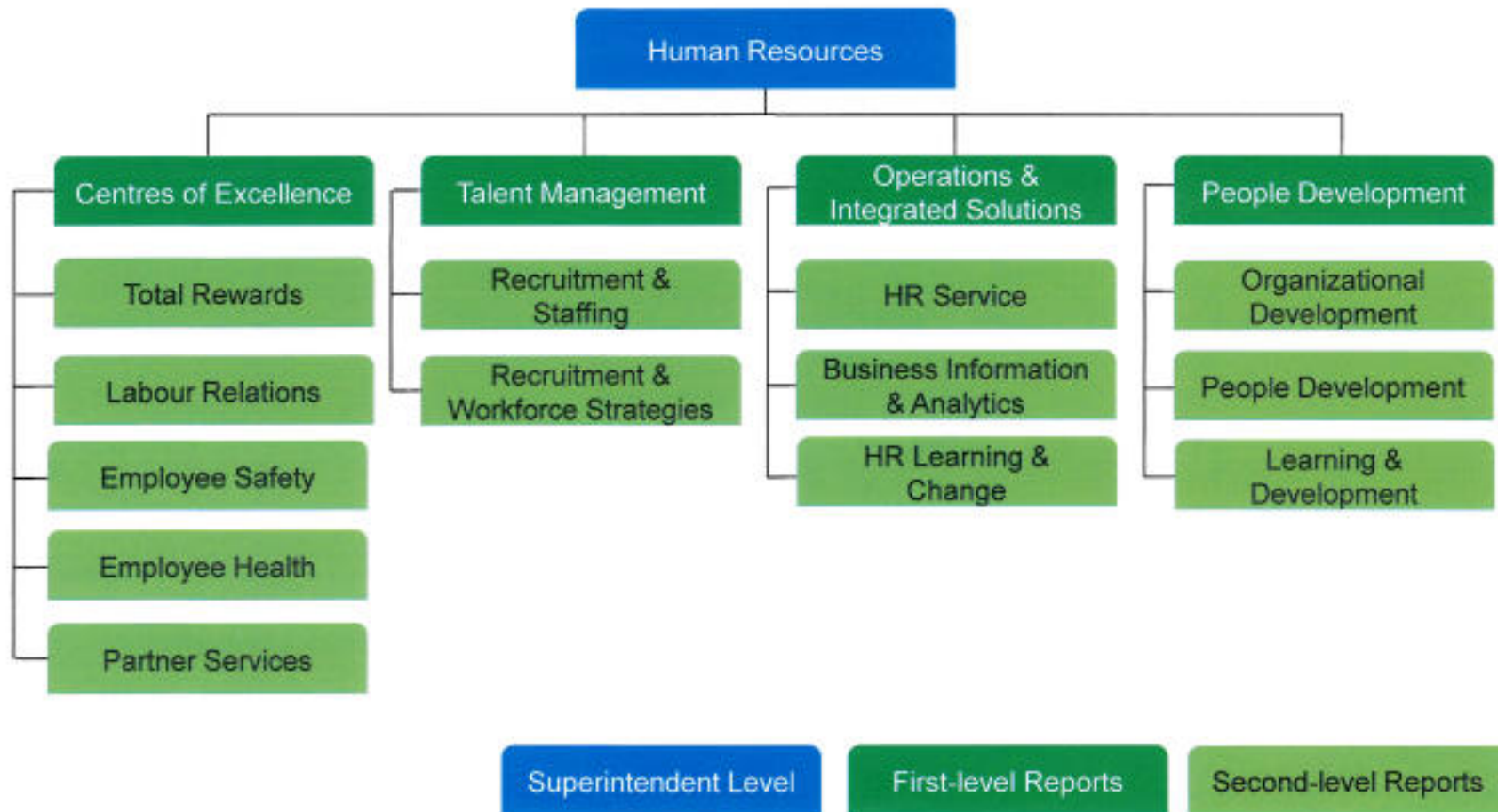
Relative impact of the Service Unit to the Three-Year Education Plan

9

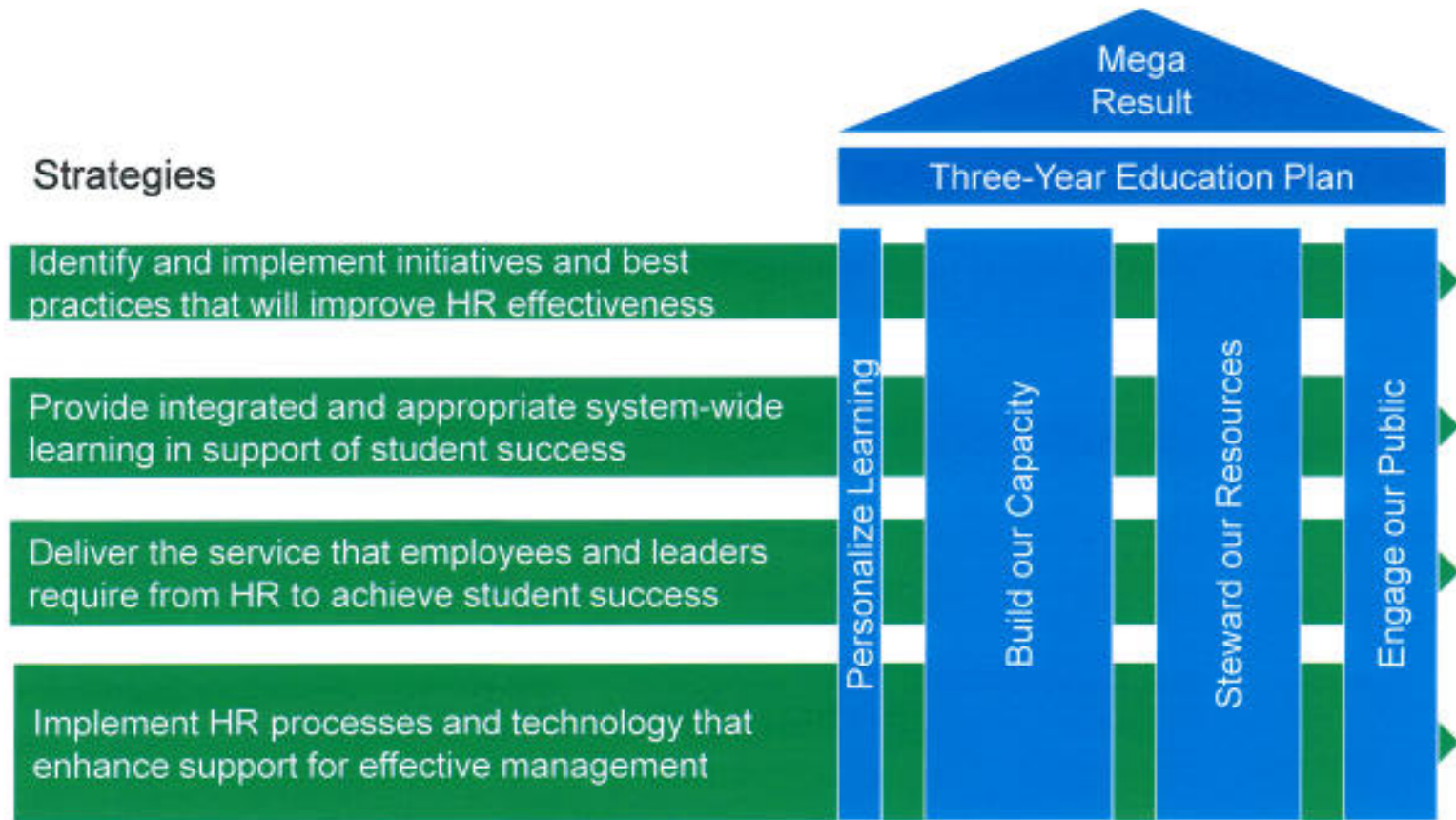
23

## Functions & Accountability Human Resources

The mission of Human Resources is to ensure CBE has the right people with the right skills in the right place at the right time in order to achieve student success. Human Resources supports the organization in creating a workplace where engaged and excellent employees are committed to personalized, lifelong learning and the student success.



# Human Resources



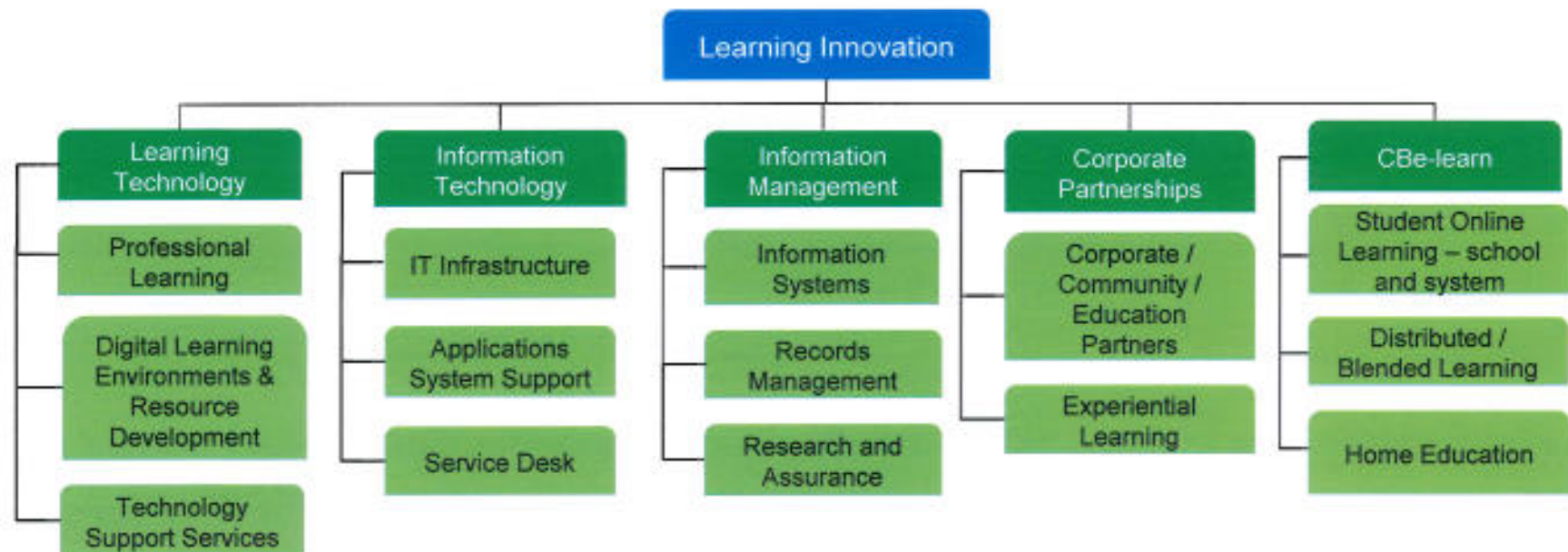
% of Service Unit effort to each strategy of the Three-Year Education Plan

Relative impact of the Service Unit to the Three-Year Education Plan



## Functions & Accountability Learning Innovation

Learning Innovation exists to support advancing personalized learning, teaching practice and the effective use of technology within the Calgary Board of Education.

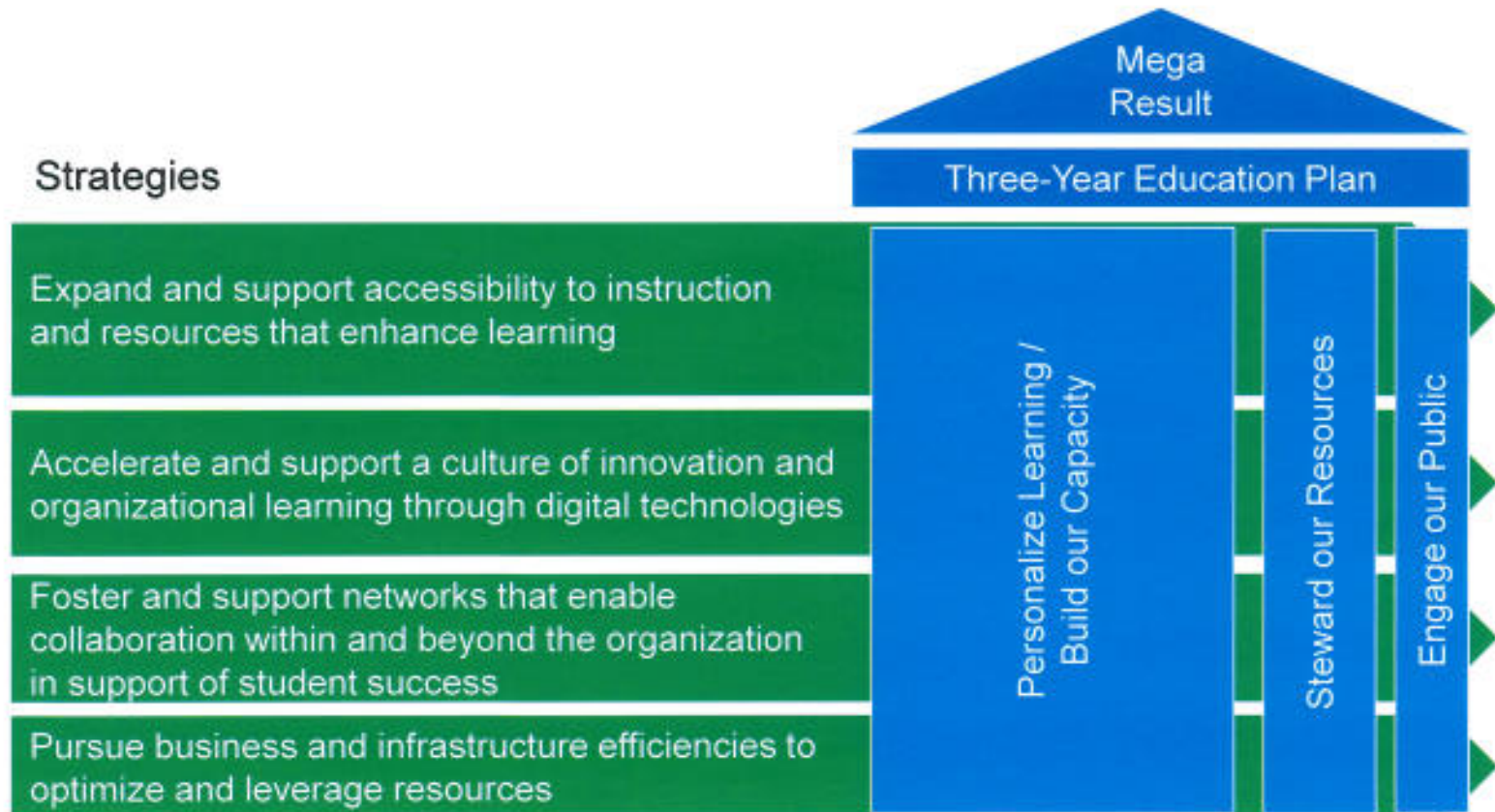


Superintendent Level

First-level Reports

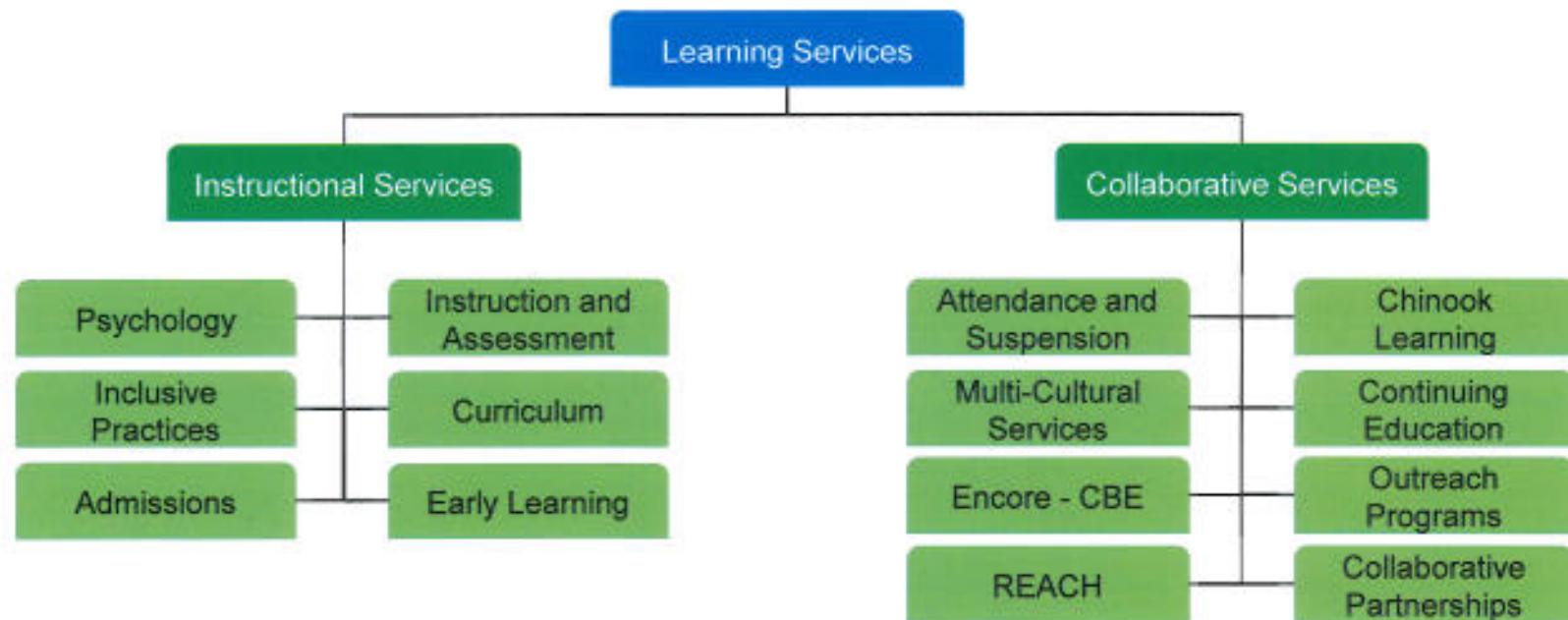
Second-level Reports

# Learning Innovation



## Functions & Accountability Learning Services

Learning Services provides instructional and community-based collaborative services and supports to the system, the areas and our schools so that all students can successfully realize their learning outcomes.

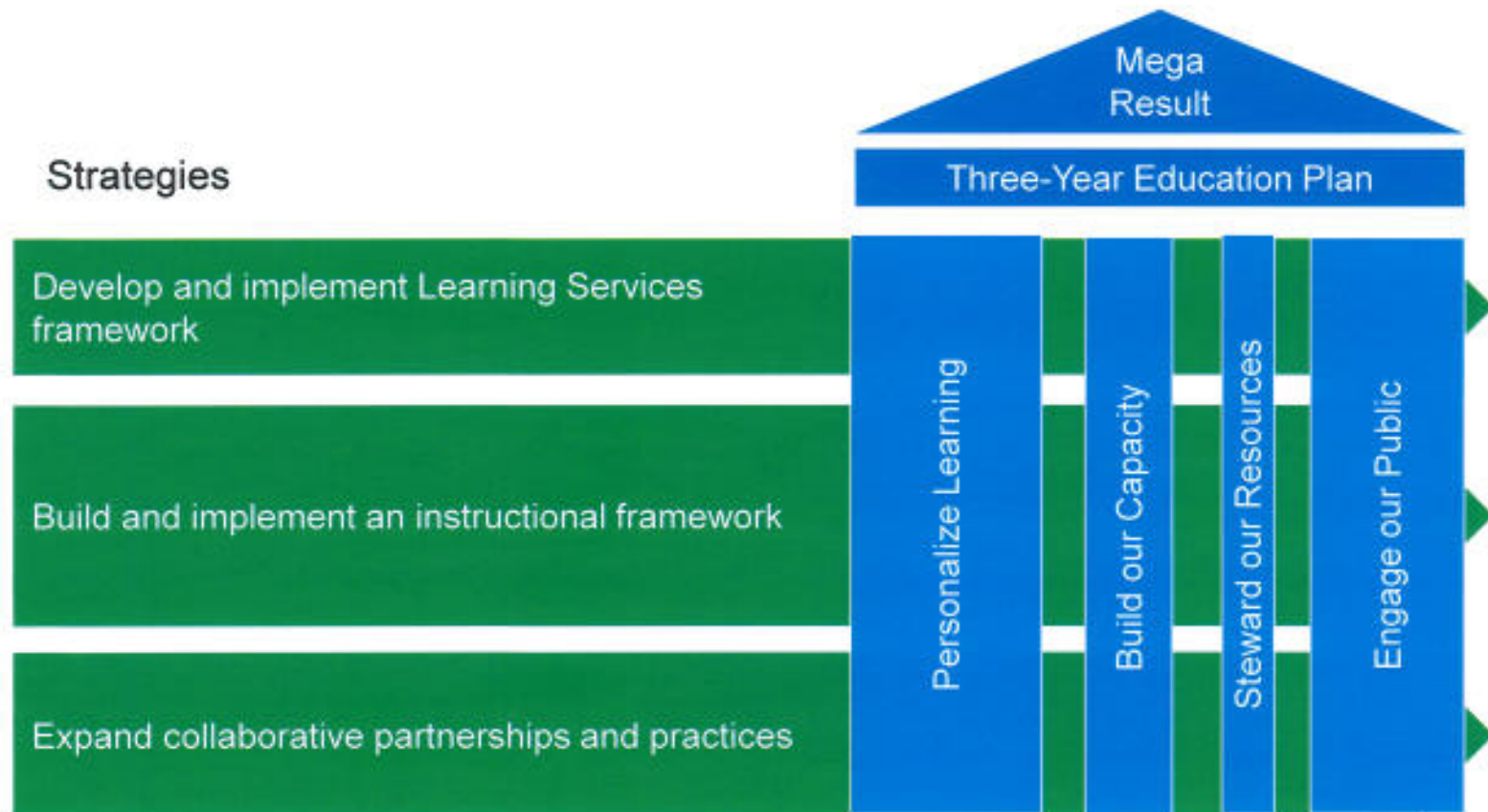


Superintendent Level

First-level Reports

Second-level Reports

# Learning Services



% of Service Unit effort to each strategy of the Three-Year Education Plan

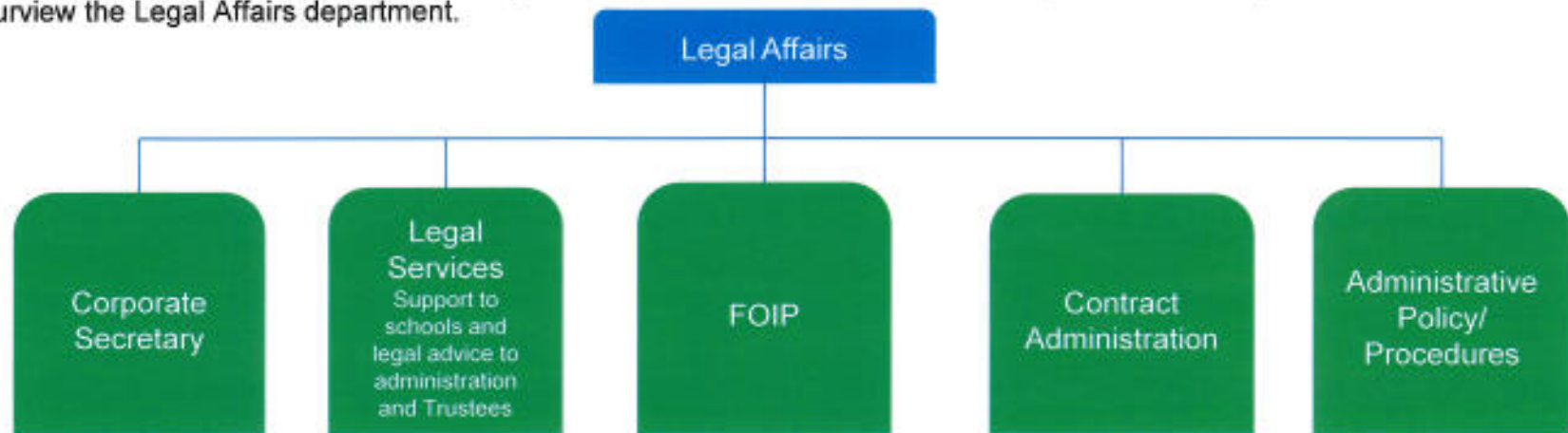
Relative impact of the Service Unit to the Three-Year Education Plan



## Functions & Accountability

### Legal Affairs

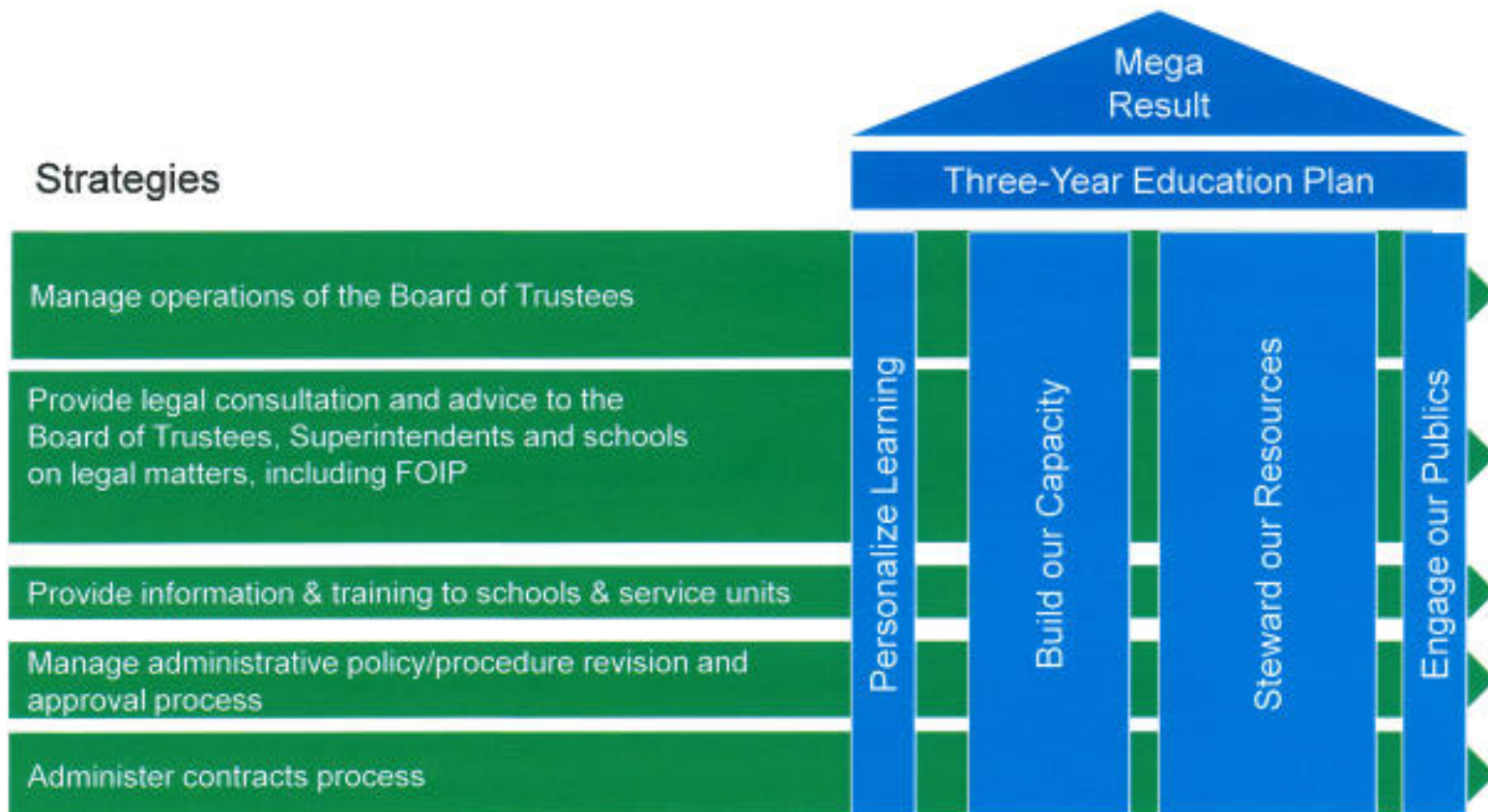
Legal Affairs provides oversight in the area of risk mitigation for the Calgary Board of Education by providing or coordinating the delivery of legal services on behalf of the institution. This includes overseeing CBE's compliance with applicable law, regulations and policies; managing the CBE's compliance with the Freedom of Information and Protection of Privacy Act; coordinating development of the CBE's administrative regulations and procedures; administering contract processes and responding to and advising on all legal issues. The Office of the Corporate Secretary also falls within the purview the Legal Affairs department.



Superintendent Level

First-level Reports

# Legal Affairs



% of Service Unit effort to each strategy of the Three-Year Education Plan

Relative impact of the Service Unit to the Three-Year Education Plan

## report to Board of Trustees

## CALGARY BOARD OF EDUCATION Transfer of Funds to Capital Reserves

Date	May 15, 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	Operational Expectations OE-6: Financial Administration
Resource Persons	Shay Khan, Manager, Corporate Planning and Reporting Bob Coll, Lead, Capital Budgets, Corporate Planning and Reporting

### 1 | Recommendations

It is recommended:

- THAT the \$8,133,256 in net proceeds from the disposal of Albert Park and King Edward Schools be transferred to the Capital Building Reserves, along with \$1,378,246 representing the Provincial portion of the proceeds be placed in Government Restricted Proceeds (Attachment I) in accordance with legislation.
- THAT \$13,276 in net proceeds from the disposal of capital equipment assets be transferred to the Plant Operations and Maintenance Asset Reserve (Attachment I) in accordance with legislation.



## 2 | Issue

---

Operational Expectation OE-6: Financial Administration subsection 6.9 requires that the Chief Superintendent not transfer monies between operating reserves, capital reserves or committed operating surplus without Board approval.

## 3 | Analysis

---

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

This attachment provides information pertaining to the various recommended transfers in and out of specific Capital Reserves for the year to-date, and the commitments for approved capital projects.

During the second fiscal quarter, Albert Park and King Edward Schools were sold, along with miscellaneous equipment with net proceeds of \$8.15 million that are recommended to be transferred to Capital Building Reserves and net proceeds of \$1.38 million, representing the Provincial portion of the proceeds, to be placed in Government Restricted Proceeds in accordance with legislation.

## 4 | Financial Impact

---

As at February 29, 2012 there was \$34.14 million in Capital Building Reserves. Of these funds, \$11.55 million are committed for approved projects, in the current fiscal year, leaving \$22.59 million in uncommitted capital reserves for future projects that will require Board approval.

## 5 | Implementation Consequences

---

There will be an increase in the Capital Building Reserves available to be used for future Board approved capital projects when the Reserve transfers are approved.





## 6 | Conclusion

---

This report reflects the requirements of the Operational Expectation OE 6: Financial Administration subsection 6.9.



NAOMI E. JOHNSON  
CHIEF SUPERINTENDENT OF SCHOOLS

### ATTACHMENTS

Attachment I: Capital Reserves, Designated Funds, and Alberta Government Proceeds on Disposal of Capital Assets

### 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.

**Calgary Board of Education**  
**Capital Reserves, Designated Capital Funds, and**  
**Alberta Government Proceeds on Disposal of Capital Assets**  
Balances as at February 29, 2012

	Building Reserve	Plant Operations & Maintenance Asset Replacement	Other Capital Reserves	Capital Reserves Total	Alberta Government Proceeds on Disposal of Capital Assets Note 2
<b>Balances as at December 1, 2011</b>	\$ 8,249,769	\$ 527,103	\$ 17,215,765	\$ 25,992,637	\$ 669,761
<b>Transfers in</b>					
Albert Park Disposal	1,564,833	-	-	1,564,833	1,378,246
King Edward Disposal- unrestricted portion	2,611,621	-	-	2,611,621	3,956,802
King Edward Disposal- restricted portion	3,956,802	-	-	3,956,802	(3,956,802)
Equipment and Vehicle Disposal Proceeds	-	13,276	-	13,276	-
<b>Total Net Transfers in</b>	<b>8,133,256</b>	<b>13,276</b>	<b>-</b>	<b>8,146,532</b>	<b>1,378,246</b>
<b>Balances as at February 29, 2012</b>	<b>\$ 16,383,025</b>	<b>\$ 540,379</b>	<b>\$ 17,215,765</b>	<b>\$ 34,139,169</b>	<b>\$ 2,048,007</b>
<b>Commitments:</b>					
<b>Represented by:</b>					
2010/11 Capital Budget (4th Quarter Report - carry forward projects)	-	-	11,544,993	11,544,993	-
Lord Shaughnessy Career Technology Centre (Board meeting April 27, 2010)	-	-	-	-	669,761
<b>Total Committed Amounts</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 11,544,993</b>	<b>\$ 11,544,993</b>	<b>\$ 669,761</b>
<b>Total Uncommitted Amounts</b>	<b>\$ 16,383,025</b>	<b>\$ 540,379</b>	<b>\$ 5,670,772</b>	<b>\$ 22,594,176</b>	<b>\$ 1,378,246</b>
<b>Balances as at February 29, 2012</b>	<b>\$ 16,383,025</b>	<b>\$ 540,379</b>	<b>\$ 17,215,765</b>	<b>\$ 34,139,169</b>	<b>\$ 2,048,007</b>