

🎵 Please join us on the Link outside the Multi-Purpose Room at 2:45 p.m. for a Musical Performance by students from Panorama Hills School Grade 3 Choir

# public agenda

## Regular Board Meeting

January 7, 2014  
3:00 p.m.

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

### PUBLIC AGENDA

#### Mega Result Policy |

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

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

Time	Topic	Who	Policy Ref	Attachment
3:00 p.m.	<b>1   Call to Order, National Anthem and Welcome</b>			
	<b>2   Consideration/Approval of Agenda</b>		GC-2	
5 mins	<b>3   Awards and Recognitions</b>		GC-3	
	3.1 CAPSC to CBE School Traffic Safety Week	N. Johnson		Verbal
	<b>4   Results Focus</b>			
15 mins	4.1 School Presentation – Panorama Hills School	S. Church	R-5	
	<b>5   Operational Expectations</b>			
20 mins	5.1 OE-6: Financial Administration – Annual Monitoring	N. Johnson	OE-6	Page 5-1
	<b>6   Public Comment [ PDF ]</b>		GC-3.2	
Max 15 mins	Requirements as outlined in Board Meeting Procedures			
	<b>7   Matters Reserved for Board Action</b>		GC-3.10	
15 mins	7.1 Elbow Park School – Restore vs Replacement Option	N. Johnson	OE-8,12	Page 7-1



Time	Topic	Who	Policy Ref	Attachment	
	<b>8   Board Consent Agenda</b>	Board			
	8.1 Approval of Minutes				
	<ul style="list-style-type: none"> <li>▪ Regular Meeting held December 3, 2013</li> <li>▪ Regular Meeting held December 10, 2013</li> <li>▪ Regular Meeting held December 17, 2013</li> </ul> (THAT the Board approves the minutes of the Regular Meetings held December 3, 2013, December 10, 2013 and December 17, 2013.)		GC-2.6	Page 8-1 Page 8-11 Page 8-16	
	8.2 Correspondence (THAT the Board receives the correspondence for information and for the record.)			OE-8	Page 8-24
	8.3 CBE Response to ASBA Strategic Plan			OE-8	Page 8-26
	<b>9   Chief Superintendent Consent Agenda</b>	Board		GC-2.6	
	<b>10   In-Camera Issues</b>	Board			
6:00 p.m.	<b>11   Adjournment</b>				
	<b>Debrief</b>	Trustees		GC-2.3	

**Notice |**

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

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

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

operational  
expectations  
monitoring report

Monitoring report for  
the school year  
2012-2013

January 7, 2014

OE-6: FINANCIAL ADMINISTRATION

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 6: Financial Administration, the Chief Superintendent certifies that the proceeding information is accurate and complete.

Signed: Naomi Johnson  
Chief Superintendent

Date: Dec. 19 2013

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 6: Financial Administration, the Board of Trustees:

- Finds the evidence to be fully compliant
- Finds the evidence to be compliant with noted exceptions
- Finds the evidence to be noncompliant

Summary statement/motion of the Board of Trustees:

Signed: \_\_\_\_\_  
Chair, Board of Trustees

Date: \_\_\_\_\_



operational  
expectations  
monitoring report

The Chief Superintendent shall not cause or allow any financial activity or condition that materially deviates from the budget adopted by the Board; cause or allow any fiscal condition that is inconsistent with achieving the Board's Results or meeting any Operational Expectations goals; or places the long-term financial health of the organization in jeopardy.	Compliant
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**Board-Approved Interpretation |**

Operational Expectation 5: Financial Planning similarly requires that the Chief Superintendent 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 same interpretations should be made for managing financial expenditure as were made when planning for financial expenditure.

The Chief Superintendent interprets *materially deviates from the budget adopted by the Board* as follows:

- any change in approved use of reserves;
- creation of a deficit in any amount; or
- an annual negative variance from planned net operating surplus of \$5 million or more.

The following indicator is related to material deviations from the budget, which is not covered under the sub-sections of this policy. Indicators for the remaining conditions within this section are specifically covered under the sub-sections of this policy.

**Board-Approved Indicator and Evidence of Compliance |**

Quarterly variance report showing:

- line by line variances between budget and forecasted year end actual with explanations for any line item that varies by greater than 1%; and
- a net operating surplus variance that is:
  - positive (greater than budget); or
  - if negative, the variance is less than \$5 million.

*The organization is compliant with this indicator.*





In the 2012-13 fiscal year, quarterly variance reports were presented to the Board of Trustees on the following dates:

- First Quarter 2012-13 Operating – January 22, 2013
- Second Quarter 2012-13 Operating – May 28, 2013
- Third Quarter 2012-13 Operating – June 18, 2013
- Fourth Quarter 2012-13 Operating – December 3, 2013

In every case, reports contained line by line variances as described in the above indicator and there was either a nil or a positive net operating surplus variance.

**Evidence demonstrates the indicator in this sub-section is in compliance.**

**The Chief Superintendent will:**

6.1 Ensure that payroll and debts of the organization are promptly paid when due.	Compliant with the exception of indicators 6.1.1 and 6.1.2
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**Board-Approved Interpretation |**

The Chief Superintendent interprets *payroll* to mean the process for computation, the disbursement of payments, and the financial record of employees' salaries, wages, net pay and deductions.

The Chief Superintendent interprets *promptly paid when due* to mean in compliance with, as applicable:

- Alberta Employment Standards Code for payroll; and
- contract/invoice terms for other debts.

**Board-Approved Indicators and Evidence of Compliance |**

1. 99.5% accurate and complete pays for the pay runs completed in each month compared to the total number of pays required for such pay runs.

*The organization is not compliant with this indicator.*

*For the period of September 2012 to August 2013 payroll accuracy was 99.0%.*

2. 100% adherence with respect to payment of earnings requirements in the Employment Standards Code.

*The organization is not compliant with this indicator.*

*For the period of September 2012 to August 2013 99.9% of payments to employees were made in accordance with Employment Standards Code.*

3. 100% of all non-salary debts will be paid in accordance with the terms and conditions of the associated purchase agreement, except where there is a dispute with respect to satisfactory delivery of the service/product or no late payment charges are levied.

*The organization is compliant with this indicator.*

*100.00% of all non-salary debts were paid without being charged late payment fees.*

*Two of 54,055 invoices were paid late and resulted in late payment fees being charged and paid (0.0037% of all invoices paid).*

**Evidence demonstrates one of three indicators in sub-section 6.1 is in compliance.**

6.2	Ensure that all purchases are based upon comparative prices of items of similar value, including consideration of both cost and long-term quality, using appropriate business practices and in compliance with industry standards.	Compliant
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**Board-Approved Interpretation |**

The Chief Superintendent interprets that the Board values compliance with legal and trade agreement requirements and procurement of goods and services based on the principles of: vendor fair access to information on procurement opportunities, competition, demand aggregation, value for money, transparency and accountability.

To achieve these objectives, the Calgary Board of Education uses a variety of procurement or solicitation instruments to ensure that the cost of the procurement process, to both vendors and the Calgary Board of Education, is appropriate in relation to the value and complexity of each procurement and that procurement in "exception" circumstances is consistent with best practice. In this case, "exception" is a situation in which normal purchasing processes may not occur, such as sole sourcing due to proprietary acquisitions, emergency situations, warranty requirements, patent rights, license agreements or other obligations which may prevent Strategic Sourcing Services from using the normal competitive bidding or formal bidding processes and is in the best interest of the Calgary Board of Education. The following summarizes the controls applied by Administration for "exceptions":

For emergency conditions, (defined as "a condition which, in the opinion of a designated Calgary Board of Education employee, loss of life or property may occur if immediate action is not taken"), authority to purchase without competitive quotes is delegated to:

- the signing authority, for purchases less than \$5,000;
- Supply Chain Services Buyer positions for purchases greater than \$5,000 but less than \$25,000;
- the Manager, Strategic Sourcing for purchases greater than \$25,000 but less than \$50,000; and
- the Director, Supply Chain Services for purchases greater than \$50,000.

For all other exceptions, as defined above, authority for exceptions to the usual purchasing requirement is delegated to:

- the Director, Supply Chain Services, for purchases between \$5,000 and \$200,000; and
- the Treasurer, for purchases over \$200,000.

Decisions with regard to exceptions are based on sole source justifications submitted by the signing authority.

These processes are delineated in Administrative Regulation 7001.

**Board-Approved Indicators and Evidence of Compliance |**

1. 100% compliance with The Agreement on Internal Trade, New West Partnership Trade Agreement (NWPTA) between British Columbia, Alberta and Saskatchewan, and any Acts/Regulations specifically relevant to the CBE as evidenced by internal monitoring.

*The organization is compliant with this indicator.*

*100% of schools and service units reported that all procurements over \$75,000 were competitively bid or justified as sole source, as required by the NWPTA.*

2. 100% of all procurements over \$75,000 are competitively bid or are justified as sole source as evidenced by internal monitoring.

*The organization is compliant with this indicator.*

*100% of schools and service units reported that all procurements over \$75,000 were competitively bid or justified as sole source.*

**Evidence demonstrates all indicators in sub-section 6.2 are in compliance.**

6.3 Coordinate and cooperate with the Board's appointed financial auditor for the annual audit.	Compliant
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**Board-Approved Interpretation |**

The Chief Superintendent interprets that the Board values both the work of the CBE's external financial auditor and administration's working relationship with the external auditor – both enhancing the integrity and credibility of the annual financial statements of the Calgary Board of Education.

**Board-Approved Indicator and Evidence of Compliance |**

The Audit Committee informs the Board of Trustees that the external auditor has reported that administration has appropriately coordinated and cooperated with them.

*The organization is compliant with this indicator.*

*Attached is a letter from the Chair of the Audit Committee informing the Board of Trustees that the external auditor has reported that administration has appropriately coordinated and cooperated with them.*

**Evidence demonstrates the indicator in sub-section 6.3 is in compliance.**

6.4 Make all reasonable efforts to collect any funds due the organization from any source.	Not compliant
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**Board-Approved Interpretation |**

The Chief Superintendent interprets *all reasonable efforts* to include best practice efforts. This would include a series of escalating steps, from reminder correspondence, up to referral to a collection agency.

The Chief Superintendent interprets *funds due* to be revenues.

The Chief Superintendent interprets *any source* to be those fees related to unfunded or partially funded services provided to students by the Calgary Board of Education, amounts owed by employees, and lease revenue. The interpretation does not include funding grants and/or allocations from government, or donations from members of the public including funds raised through parent groups, which would not be subject to collection procedures.

**Board-Approved Indicator and Evidence of Compliance |**

Bad debt expense shall not exceed 5% of the total revenue that may incur a bad debt expense.

*The organization is not compliant with this indicator.*

*Bad debt expense for student fees in 2012-13 was \$1,086,722 representing 5.5 percent of centrally collected student fee revenue.*

**Evidence demonstrates the indicator in sub-section 6.4 is not in compliance.**

6.5 Keep complete and accurate financial records by funds and accounts in accordance with Canadian Generally Accepted Accounting Principles.	Compliant
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**Board-Approved Interpretation |**

The Chief Superintendent interprets *complete and accurate* within the context of “materiality.” Therefore, while administration strives for 100% accuracy and completeness, the appropriate interpretation for measurement of this policy provision would apply the materiality used in the completion of our external audit, which by its nature, reflects the level of accuracy/completeness that would change or impact decisions based on the financial information.

The Chief Superintendent interprets *funds* to be the reserves established by the Board. The Chief Superintendent interprets *Canadian Generally Accepted Accounting Principles* to be those principles established by the Canadian Institute of Chartered Accountants and applicable to school districts. Commencing 2013, this will include the application of Public Sector Accounting Board (“PSAB”) principles.

**Board-Approved Indicator and Evidence of Compliance |**

External Auditors unqualified audit opinion on the financial statements of the CBE.

*The organization is compliant with this indicator.*

*The audited financial statements were presented to the Board of Trustees December 17, 2013 with an unqualified opinion.*

**Evidence demonstrates the indicator in sub-section 6.5 is in compliance.**

**The Chief Superintendent shall not:**

6.6 Expend more funds than have been received in the fiscal year unless revenues are made available through other legal means, including the use of fund balances or the authorized transfer of funds from reserve funds.	Compliant
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**Board-Approved Interpretation |**

The Chief Superintendent interprets *fund balances* to be the reserves established by the Board. The Chief Superintendent interprets *authorized transfer of funds from reserve funds* to be the approval by the Board of Trustees of the use of reserve funds.



**Board-Approved Indicator and Evidence of Compliance |**

Year-end audited financial statements reflect a zero or net operating surplus.

*The organization is compliant with this indicator.*

*The 2012-13 audited financial statements showed a net operating surplus of \$0, following pre-approved transfers of \$2.8 million from reserves.*

**Evidence demonstrates the indicator in sub-section 6.6 is in compliance.**

6.7 Indebt the organization.	Not applicable
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**Board-Approved Interpretation |**

The Chief Superintendent interprets *indebt the organization* to exclude typical operating accounts payable, normally paid within 30 days.

The Chief Superintendent interprets any other indebtedness must be with the approval of the Minister of Education and requires the approval of the Board of Trustees.

**Board-Approved Indicator and Evidence of Compliance |**

100% of debt arrangements will occur with the prior approval of the Board of Trustees.

*This indicator is not applicable at this time.*

There were no new debt arrangements in the 2012-13 fiscal year.

6.8 Expend monies from reserve funds.	Compliant
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**Board-Approved Interpretation |**

The Chief Superintendent interprets that Board approval must be sought for the use of reserve funds of any kind.

**Board-Approved Indicator and Evidence of Compliance |**

100% of monies expended from reserve funds will occur with the prior approval of the Board of Trustees.

*The organization is compliant with this indicator.*

*The approval to expend funds from reserves in the 2012-13 year was provided in the approval of the 2012-13 Operating Budget on May 29, 2012. Reserve transfers (reflecting the actual expenditure of reserve funds) were approved by the Board of Trustees on November 5, 2013.*

**Evidence demonstrates the indicator in sub-section 6.8 is in compliance.**

6.9 Transfer monies between operating reserves, capital reserves or committed operating surplus.	Compliant
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**Board-Approved Interpretation |**

The Chief Superintendent interprets that Board approval must be sought for all transactions between reserve funds of any kind.

**Board-Approved Indicator and Evidence of Compliance |**

100% of transfers between reserve funds will occur with the prior approval of the Board of Trustees.

*The organization is compliant with this indicator.*

*Actual reserve transfers (reflecting the actual expenditure of reserve funds) were approved by the Board of Trustees on November 5, 2013.*

**Evidence demonstrates the indicator in sub-section 6.9 is in compliance.**

6.10 Allow any required reports to be overdue or inaccurately filed.	Compliant
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**Board-Approved Interpretation |**

The Chief Superintendent interprets this to mean that all external financial reports are filed by their due date or within approved extensions, and no financial penalties were levied for late or inaccurate reporting.

**Board-Approved Indicators and Evidence of Compliance |**

1. 100% of external financial reports and/or filings, which are within the control of the CBE, are submitted by their filing due date or within approved extensions.

*The organization is compliant with this indicator.*

*100% of external financial reports and/or filings, which are within the control of the CBE, were submitted by their filing due date or within approved extensions.*

- 2. 100% of external financial reports and/or filings are without financial penalties for inaccurate reporting.

*The organization is compliant with this indicator.*

*100% of external financial reports and/or filings were without financial penalties for inaccurate reporting.*

**Evidence demonstrates all indicators in sub-section 6.10 are in compliance.**

6.11 Receive, process or disburse funds under controls that are insufficient.	Compliant
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**Board-Approved Interpretation |**

The Chief Superintendent interprets *controls* to mean the policies and procedures that help ensure management directives are carried out and necessary actions are taken to address risks that threaten the achievement of the Board's Results.

The Chief Superintendent interprets *controls that are insufficient* to mean a significant deficiency, or a combination of deficiencies, in internal control, such that a control is designed, implemented or operated in such a way that it is unable to prevent, or detect and correct, misstatements in the CBE financial statements on a timely basis, or a control necessary to prevent, or detect and correct, misstatements in the financial statements on a timely basis is missing. Significant deficiencies would result in pervasive additional audit testing or a qualified opinion on the financial statements, and in the external auditor's professional judgment, are of sufficient importance to merit the attention of those charged with governance.

If the external auditor identifies one or more deficiencies in internal control, the external auditor shall determine, on the basis of the audit work performed, whether, individually or in combination, they constitute significant deficiencies in internal control.

**Board-Approved Indicator and Evidence of Compliance |**

The Audit Committee reports to the Board that no significant deficiencies were reported by the external auditors.

*The organization is compliant with this indicator.*

*Attached is a letter from the Chair of the Audit Committee informing the Board of Trustees that the auditors did not find evidence of insufficient internal controls for receiving, processing or disbursing funds.*

**Evidence demonstrates the indicator in sub-section 6.11 is in compliance.**



ATTACHMENT I: Letter from Lynn Ferguson, Chair, Audit Committee

GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

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

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

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

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

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



## attachment

## OE-6: Financial Administration

## Capacity Building/Process Information

Administration is addressing the achievement of selected indicators as follows:

January 7, 2014

- 6.1 Ensure that payroll and debts of the organization are promptly paid when due

Indicator 1: 99.5% accurate and complete pays for the pay runs completed in each month compared to the total number of pays required for such pay runs.

*On a monthly basis TELUS provides, as part of the Payroll Services Agreement (PSA) Service Level Agreements (SLAs), a monthly report on Payroll Accuracy. This indicator shows the accurate and complete pays for all the pay cycles in a given month compared to the number of pays with errors. During this reporting period, errors were identified in approximately 1% of payments made to employees. The vast majority of errors were related to timeliness of processing or data entry errors, rather than the calculation of pay. There were no major payroll system or service incidents during the reporting period that caused payroll errors.*

Indicator 2: 100% adherence with respect to payment of earnings requirements in the Employment Standards Code

*This measure focuses solely on new hires, as it is assumed that all established employees are paid in adherence the Employment Standards Code. Compliance is measured by determining whether new hires have received their first pay within the timelines established in the Employment Standards Code. To arrive at the percentage, this number is compared against the total number of employee payments made during the reporting period.*

*Again, the vast majority of errors were related to timeliness of processing or errors related to data entry. It is anticipated that the upcoming changes associated with the Pay Cycle Alignment Project will positively impact these measures. Additionally, timeliness is anticipated to improve further as employees and supervisors become more proficient with the e HR system that was recently implemented in Spring 2013.*

- 6.4 Make all reasonable efforts to collect any funds due the organization from any source.

Indicator: Bad debt expense shall not exceed 5% of the total revenue that may incur a bad debt expense.

Bad debts expense increased significantly from 2011-12 to 2012-13 for the following reasons:





## OE-6: Financial Administration

1. The estimation of bad debts was revised from 50% of amounts sent to collections to 70% of amounts sent to collection. This better reflects CBE's most recent experience for amounts recovered using a collection agency.
2. As a result of extensive public engagement sessions on student fees, the fee structure was changed for 2012-2013 school year to encompass a fee for service approach. Fees were charged for those who use both transportation and noon supervision services. Although public information is available regarding the waiver process, fewer parents are utilizing fee waivers than anticipated. Efforts will continue to increase awareness of the waiver process.

Administration will be reviewing the Reasonable Interpretation and Indicator for this policy provision.





**Board of Trustees**

1221 – 8 Street SW Calgary, AB T2R 0L4 | t | 403-817-7933 | f | 403-294-8282 | www.cbe.ab.ca

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**Board Chair**

Sheila Taylor Wards 11 & 13

**Vice-Chair**

Joy Bowen-Eyre Wards 1 & 2

Lynn Ferguson Wards 3 & 4

Pamela King Wards 5 & 10

Trina Hurdman Wards 6 & 7

Judy Hehr Wards 8 & 9

Amber Stewart Wards 12 & 14

December 12, 2013

Board of Trustees  
Calgary Board of Education

Dear Trustees,

The Audit Committee has met with the Calgary Board of Education's external auditors, KPMG LLP, regarding their audit of CBE's financial statements for the 2012-13 fiscal year. As Chair of the Audit Committee, I am pleased to confirm:

1. That administration has appropriately coordinated and cooperated with the external auditors, and
2. That KPMG LLP reported no significant deficiencies in controls for how funds are received, processed or disbursed.

Sincerely,

Lynn Ferguson  
Chair, Audit Committee  
Trustee, Wards 3 & 4

c.c. Naomi Johnson, Chief Superintendent of Schools

**report to  
Board of Trustees**

**Elbow Park School – Restore vs Replacement Option**

Date	January 07, 2014
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
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board OE-12: Facilities
Resource Person(s)	Eugene Heeger, Director, Design & Property Development Darlene Unruh, Director, Planning and Transportation Robert Ashley, Manager, Design Services

**1 | Recommendation**

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It is recommended:

- THAT the Board of Trustees endorses Administration’s recommendation to seek support, approval and flood relief funding from the Minister of Education for the replacement of Elbow Park School damaged by the floods in June 2013, as outlined in this report, contingent on the understanding that this request is distinct from the annual Three Year Capital Plan and will not adversely affect the decision or timing of new school announcements or major modernizations for other communities in Calgary.



## 2 | Issue

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The Chief Superintendent is required to provide the Board of Trustees with an update regarding the status of new and replacement facilities under development or construction.

## 3 | Background

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On December 17, 2013, the Minister of Education invited the Chief Superintendent, the Chair of the Board of Trustees, together with a small group of administrative staff and the Co-Chairs of the School Council, to meet him for the opportunity to present and outline Administration's preferred solution to replace the structurally damaged Elbow Park School directly caused by the devastating floods in June 2013.

The Minister made it clear at this meeting that the Provincial Government was supportive and committed to either restoring or rebuilding the Elbow Park School. The decision however, on what restoration or replacement option was desired by the CBE, together with any associated request for flood relief assistance, had to come directly as a request and resolution from the CBE.

At this meeting, the Chief Superintendent undertook to advise the Board of Trustees of Administration's engagement with school and community stakeholders in this neighbourhood and its administrative recommendation to Government to rebuild Elbow Park School, incorporating as many of the historical features of the library and exterior masonry facades as possible.

The Chief Superintendent also undertook to seek a Board Resolution to endorse this special request to the Province of Alberta.

On December 18, 2013, Administration prepared the request to the Minister of Education seeking Government support and approval to grant full flood relief for the total project replacement costs, less the final negotiated insurance replacement value, for the replacement of the Elbow Park School, together with authorization and approval to proceed ahead without further delay for the procurement of consulting and contracting services.

Administration also recognized and confirmed with the Minister that this flood relief request was quite distinct from the annual Three Year Capital Plan request. The Minister acknowledged that should this request be approved by Government that it would in no way affect the decision of new school announcements or major modernizations for other communities in Calgary.





## 4 | Analysis

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Administration has carefully assessed the insurance company's confidential geotechnical and structural reports, together with the Capital Replacement Cost Report prepared by independent consultants. These reports have all been shared with the Provincial Government.

In addition, Administration has consulted with parent and community stakeholders including the Elbow Park School Council on their support for a preferred repair or replacement option. The overwhelming preference through the feedback received from these stakeholders is for a replacement solution, supporting the structural and value engineering assessment of Administration's technical staff.

The replacement option is preferred for the following reasons;

- Costs – the replacement option is less expensive than a restoration/repair option
- Building Age (88 years) – a restoration will not provide the same structural and material integrity as a replacement – flood mitigation risks will continue to be a problem – insurance coverage will be a problem
- Hazardous materials – a replacement will ensure the elimination of all hazardous materials
- Building Code – a replacement will be built to modern building and environmental standards
- Deferred Maintenance – a replacement ensures that all outstanding deferred maintenance items are eliminated
- Barrier Free – a replacement would allow for complete utilization for individuals with disabilities
- Gymnasium – a replacement will allow for a standard size gym
- Curriculum Delivery – a replacement will provide a state of art structure that will meet the personal and flexible needs of learners as teaching and learning evolves
- Size of school – a replacement will provide a 250 capacity school that will eliminate the need for modular units

Administration is currently negotiating an improved settlement from the insurance company and is unable to verify what this value will be at this time. It is imperative to note however, that the settlement amount received from the insurers can only be used for replacing the Elbow Park School facility. It cannot be used for any other building purpose, or redistributed to any other school facility needs.





## 5 | Conclusion

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Administration seeks the Board of Trustees' endorsement of the preferred solution for a replacement school on the existing site at Elbow Park, with no negative financial impact to the CBE.

This Report is provided to the Board of Trustees as monitoring information in compliance with Operational Expectation 8: Communication With and Support for the Board as well as approval under OE-12: Facilities, 12.3.



NAOMI E. JOHNSON  
CHIEF SUPERINTENDENT OF SCHOOLS



report to  
Board of Trustees

Correspondence

Date	January 7, 2014
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

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

- Email dated December 16, 2013 from Honorable J. Johnson, Minister of Education regarding further announcements for funding of school capital projects in the coming months.

Attachments: Relevant Correspondence



**From:** Education Minister [Education.Minister@gov.ab.ca]  
**Sent:** December-16-13 9:34 AM  
**Subject:** School Capital Projects Announcements  
**To:** All School Board Chairs of Public, Separate, Francophone and Charter School Boards

Dear Board Chairs:

First of all, thank you for the great work of your boards over the last year and for letting your name stand in the recent elections.

As you may have seen, the province has begun announcing more funding for school capital projects. With these projects, we are addressing Alberta's need for new student spaces in high-growth communities and ensuring modern learning facilities for staff and students in as many communities as we possibly can where infrastructure is aging.

One of the cornerstones of our Building Alberta Plan is ensuring our kids have a world-class education that prepares them for their future. Our Premier committed to building and modernizing a total of 120 schools, and that's exactly what we are doing. In fact, there are already 100 projects either recently completed or in the tendering or construction phase, and we anticipate announcing another 90 projects in the coming months.

If any of you are concerned that you have not heard news on your own priority projects, I want to take this opportunity to assure you that more projects will be announced early in the New Year and into the early spring.

Please rest assured that we are moving forward on our commitments. Thanks to Premier Redford, the Minister of Infrastructure, Ric Mclver and I will be very busy making more school project announcements early in 2014.

Thank you for your patience as I know you anxiously await word on your capital request. I look forward to continuing to work with each of you as we move forward in our Inspiring Education journey. If you have any questions or concerns, please don't hesitate to contact my office.

Kindest personal regards,

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

## report to Board of Trustees

## CBE Response to 2014-2017 Alberta School Boards Association (ASBA) Strategic Plan Survey

Date	January 7, 2014
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trustee Pamela King
Purpose	Decision
Governance Policy Reference	Governance Culture GC-3 Board Job Description

### 1 | Recommendation

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THAT the Board of Trustees approves the survey response, as attached, for submission to Alberta School Boards Association as the Calgary Board of Education's input for the ASBA Strategic Plan 2014-2017.

### 2 | Issue

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On November 8, 2013 the ASBA corresponded with Board Chairs, requesting school boards' input on the ASBA Strategic Plan 2014-2017 which will inform the ASBA Budget for 2014-2015. The ASBA has requested a corporate board response from each board. As the ASBA Director for the Calgary Board of Education I agreed to collect and collate responses from CBE trustees in an attempt to arrive at a single board response. The attached document is the result of that work. Where required, I have used the responses submitted by a majority of trustees, or used my best judgement to choose the response that I believed best matched the trustees' input.

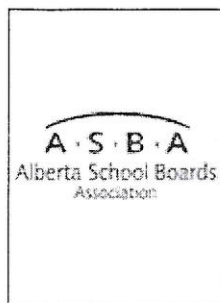
The ASBA Strategic Plan 2014-2017 will be developed by the Board of Directors in January 2014, approved at the March 2014 Board of Directors meeting and implementation will begin in September 2014.

Respectfully submitted,

Pamela King, Trustee  
Liaison Representative







## 2014-2017 ASBA Strategic Plan Survey

## ATTACHMENT I

School board responses to the following questions with respect to current strategic priorities and corresponding key results will inform the ASBA Board of Directors as they determine the 2014-2017 ASBA Strategic Plan, implementation of which will begin in September 2014.

Similar to voting at general meetings, please ensure only the corporate Board response is noted.

### \* 1. Board Name

CALGARY BOARD OF EDUCATION

### \* 2. Strategic Priority A: ASBA provides leadership through its support of school boards to continuously improve and facilitate their development of inclusive, personalized learning environments for the success of all students.

- Strategic Priority A should be a high priority for ASBA and remain in the 2014-2017 ASBA Strategic Plan.
- Strategic Priority A should be a moderate priority for ASBA and remain in the 2014-2017 ASBA Strategic Plan.
- Strategic Priority A should be a low priority for ASBA and remain in the 2014-2017 ASBA Strategic Plan.
- Strategic Priority A should not be a priority for ASBA and should not be included in the 2014-2017 ASBA Strategic Plan.

### \* 3. Key Result A1: Partnerships are strengthened for the effective development and implementation of an inclusive education environment.

- Key Result A1 should be a high priority for ASBA.
- Key Result A1 should be a moderate priority for ASBA.
- Key Result A1 should be a low priority for ASBA.



- Key Result A1 should not be a priority for ASBA.

**\*4. Key Result A2: Leadership and support are provided to school boards to share and implement best practices relative to First Nations, Métis and Inuit education.**

- Key Result A2 should be a high priority for ASBA.
- Key Result A2 should be a moderate priority for ASBA.
- Key Result A2 should be a low priority for ASBA.
- Key Result A2 should not be a priority for ASBA.

**\*5. Key Result A3: Partnerships are strengthened to continue the work and further develop the promotion of student health and wellbeing.**

- Key Result A3 should be a high priority for ASBA.
- Key Result A3 should be a moderate priority for ASBA.
- Key Result A3 should be a low priority for ASBA.
- Key Result A3 should not be a priority for ASBA.

**\*6. Key Result A4: Support is provided to school boards to facilitate the sharing and implementation of best practices relative to second language learning including English.**

- Key Result A4 should be a high priority for ASBA.
- Key Result A4 should be a moderate priority for ASBA.
- Key Result A4 should be a low priority for ASBA.
- Key Result A4 should not be a priority for ASBA.

**\*7. Key Result A5: Partnerships are fostered and support is provided to school boards to share and implement best practices relative to remote delivery of education.**

- Key Result A5 should be a high priority for ASBA.
- Key Result A5 should be a moderate priority for ASBA.
- Key Result A5 should be a low priority for ASBA.
- Key Result A5 should not be a priority for ASBA.

**\*8. Strategic Priority B: ASBA provides leadership and support to assist school boards in implementing effective, evolving governance practices that are proactive, responsive and accountable to students and communities.**

- Strategic Priority B: should be a high priority for ASBA and remain in the 2014-2017 ASBA Strategic Plan.
- Strategic Priority B should be a moderate priority for ASBA and remain in the 2014-2017 ASBA Strategic Plan.
- Strategic Priority B should be a low priority for ASBA and remain in the 2014-2017 ASBA Strategic Plan.
- Strategic Priority B should not be a priority for ASBA and should not be included in the 2014-2017 ASBA Strategic Plan.

**\*9. Key Result B1: Resources and supports are provided to school boards and trustees to enable them to respond to the transformation in governance required to meet expectations of the new Education Act and Inspiring Education.**

- Key Result B1 should be a high priority for ASBA.
- Key Result B1 should be a moderate priority for ASBA.
- Key Result B1 should be a low priority for ASBA.
- Key Result B1 should not be a priority for ASBA.

**\*10. Key Result B2: Resources and support are made available to school boards to enhance community engagement in public education.**

- Key Result B2 should be a high priority for ASBA.
- Key Result B2 should be a moderate priority for ASBA.
- Key Result B2 should be a low priority for ASBA.
- Key Result B2 should not be a priority for ASBA.

**\*11. Strategic Priority C: ASBA provides leadership in advocating on behalf of school boards and supports boards in building their capacity to communicate and advocate effectively.**

- Strategic Priority C: should be a high priority for ASBA and remain in the 2014-2017 ASBA Strategic Plan.
- Strategic Priority C should be a moderate priority for ASBA and remain in the 2014-2017 ASBA Strategic Plan.
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Strategic Priority C should be a low priority for ASBA and remain in the 2014-2017 ASBA Strategic Plan.

Strategic Priority C should not be a priority for ASBA and should not be included in the 2014-2017 ASBA Strategic Plan.

**\* 12. Key Result C1: ASBA works with school boards to develop shared advocacy positions on key issues.**

- Key Result C1 should be a high priority for ASBA.
- Key Result C1 should be a moderate priority for ASBA.
- Key Result C1 should be a low priority for ASBA.
- Key Result C1 should not be a priority for ASBA.

**\* 13. Key Result C2: Professional development is provided to support effective advocacy.**

- Key Result C2 should be a high priority for ASBA.
- Key Result C2 should be a moderate priority for ASBA.
- Key Result C2 should be a low priority for ASBA.
- Key Result C2 should not be a priority for ASBA.

**\* 14. Strategic Priority D: ASBA provides leadership and support to school boards to lead and implement transformation of public education in Alberta informed by legislation and the vision of Inspiring Education.**

Strategic Priority D: should be a high priority for ASBA and remain in the 2014-2017 ASBA Strategic Plan.

Strategic Priority D should be a moderate priority for ASBA and remain in the 2014-2017 ASBA Strategic Plan.

Strategic Priority D should be a low priority for ASBA and remain in the 2014-2017 ASBA Strategic Plan.

Strategic Priority D should not be a priority for ASBA and should not be included in the 2014-2017 ASBA Strategic Plan.

**\* 15. Key Result D1: Leadership and support are provided to school boards in the strategic development and implementation of changes in legislation, regulation, education policy and labour relations.**

- Key Result D1 should be a high priority for ASBA.



- Key Result D1 should be a moderate priority for ASBA.
- Key Result D1 should be a low priority for ASBA.
- Key Result D1 should not be a priority for ASBA.

**\*16. Key Result D2: ASBA assists school boards in being aware of and engaged in identifying and shaping transformation initiatives in public education.**

- Key Result D2 should be a high priority for ASBA.
- Key Result D2 should be a moderate priority for ASBA.
- Key Result D2 should be a low priority for ASBA.
- Key Result D2 should not be a priority for ASBA.

**17. Please identify any additional priorities that could be included in the 2014-2017 ASBA Strategic Plan, along with rationale which may inform consideration by the Board of Directors.**

Done

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ALBERTA SCHOOL BOARDS ASSOCIATION  
STRATEGIC PLAN 2013-2016: *AT A GLANCE*

<b>Strategic Priority A: ASBA provides leadership through its support of school boards to continuously improve and facilitate their development of inclusive, personalized learning environments for the success of all students.</b>		
<b>Key Results</b>	<p>A1 Partnerships are strengthened for the effective development and implementation of an inclusive education environment.</p>	<p>A1.1 Establish an Inclusive Education Environments task force, with the following among its objectives and scope:</p> <ul style="list-style-type: none"> <li>♦ Assess the implications of Inclusive Education Environments.</li> <li>♦ Examine specific areas of wrap around services and early intervention and early learning programming.</li> <li>♦ Develop an action plan to enable school boards to support Inclusive Education Environments.</li> </ul> <p>A1.2 Provide policy advice to school boards on implementing all aspects of Inclusive Education Environments.</p> <p>A1.3 Partner with Alberta Education and other education stakeholders to advance inclusive education.</p> <p>A1.4 Showcase best practices.</p>
	<p>A2 Leadership and support are provided to school boards to share and implement best practices relative to First Nations, Métis and Inuit education.</p>	<p>A2.1 Support the implementation of the action plan developed by the Education Partners' First Nations, Métis and Inuit Student Success and Wellbeing task force.</p> <p>A2.2 Encourage all First Nations, Métis and Inuit school jurisdictions to join ASBA as associate members.</p> <p>A2.3 Invite trustees to self-identify for the purpose of establishing a network of trustees with First Nations, Métis or Inuit heritage, and facilitate networking opportunities for this group in advance of general meetings.</p> <p>A2.4 Advance this agenda to the national level through the Canadian School Boards Association (CSBA).</p> <p>A2.5: Showcase best practices.</p>
	<p>A3 Partnerships are strengthened to continue the work and further develop the promotion of student health and wellbeing.</p>	<p>A3.1 Support the implementation of the action plan developed by the joint Student Health and Wellbeing task force.</p> <p>A3.2 Provide policy advice to school boards on creating caring, respectful and safe school environments.</p>



<b>Key Results</b>	A4 Support is provided to school boards to facilitate the sharing and implementation of best practices relative to second language learning including English.	<b>Strategies</b>	A4.1 Develop an information portal to support sharing of best practices relative to second language learning.
	A5 Partnerships are fostered and support is provided to school boards to share and implement best practices relative to remote delivery of education.		A4.2 Showcase best practices.
			A5.1 Provide ongoing support for Rural Education Symposium directions.

**Strategic Priority B: ASBA provides leadership and support to assist school boards in implementing effective, evolving governance practices that are proactive, responsive and accountable to students and communities.**

<b>Key Results</b>	B1 Resources and supports are provided to school boards and trustees to enable them to respond to the transformation in governance required to meet expectations of the new Education Act and Inspiring Education.	<b>Strategies</b>	B1.1 Establish the School Board Governance Task Force with the following among its objectives: <ul style="list-style-type: none"> <li>♦ Examine governance practices which facilitate transformation of the education system.</li> <li>♦ Develop an action plan.</li> </ul>
	B2 Resources and support are made available to school boards to enhance community engagement in public education.		B1.2 Develop and implement a school board/ trustee development program based on emerging governance practices within the context of the new Education Act.
			B1.3 Encourage best practices in collaborative partnerships.
			B2.1 Support the implementation of the action plan as developed by the Community Engagement task force.



**Strategic Priority C: ASBA provides leadership in advocating on behalf of school boards and supports boards in building their capacity to communicate and advocate effectively.**

<b>Key Results</b>	C1 ASBA works with school boards to develop shared advocacy positions on key issues.	<b>Strategies</b>	C1.1 Identify and communicate ASBA's advocacy priorities.
			C1.2 Provide direction and support to ASBA Zones in how best to support ASBA's advocacy priorities.
			C1.3 Develop appropriate advocacy responses to Education Regulation and policy proposals.
			C1.4 Invite partners to work with the ASBA on advocacy issues to strengthen services to students.
			C1.5 Support the implementation of the recommendations developed by the Political Advocacy task force.
			C1.6 Make services available to school boards to support local communications.
			C1.7 Support school boards in communicating with the public and the Government of Alberta the need for predictable, sustained and long term operational and capital funding that addresses the current realities of school boards.
	C2 Professional development is provided to support effective advocacy.		C2.1 Provide professional development opportunities at ASBA general meetings.
			C2.2 Provide opportunities for school boards to partner with external organizations to facilitate professional development.



**Strategic Priority D: ASBA provides leadership and support to school boards to lead and implement transformation of public education in Alberta informed by legislation and the vision of Inspiring Education.**

<b>Key Results</b>	D1 Leadership and support are provided to school boards in the strategic development and implementation of changes in legislation, regulation, education policy and labour relations.	<b>Strategies</b>	D1.1 Extend the Transformation task force with the following among its objectives: <ul style="list-style-type: none"> <li>♦ Provide leadership in the development of an integrated approach to education transformation by working with relevant government ministries and organizations.</li> <li>♦ Compile best practices on education transformation initiatives.</li> <li>♦ Develop an action plan to enable school boards to actively implement education transformation initiatives focused on enhancing student success.</li> </ul>
	D2 ASBA assists school boards in being aware of and engaged in identifying and shaping transformation initiatives in public education.		D1.2 Establish the Labour Relations task force with the following among its objectives: <ul style="list-style-type: none"> <li>♦ Actively participate in discussions on the Education Professions and Occupations Act and subsequent regulations and policies.</li> </ul> D1.3 Develop and provide support for school boards and their senior administrators with respect to labour relations.
			D2.1 Extend the Transformation task force as outlined in strategy D1.1. D2.2: Showcase best practices.