

public agenda

November 29, 2016
12:00 p.m.

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

Please join us at 11:30 a.m. on the link for refreshments to celebrate our Legacy Award presentation that will take place at the Board Meeting.

At 11:45 a.m., the Glendale School Division II Choir will provide a musical performance.

Regular Board Meeting

R-1: Mission |

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
12:00 p.m.	1 Call to Order, National Anthem and Welcome			
	2 Consideration/Approval of Agenda		GC-2	
	3 Awards and Recognitions			
	3.1 Legacy Award		GC-3	
	4 Results Focus			
30 mins	4.1 Results 2: Academic Success Monitoring - Follow-up Report	D. Stevenson	R-2, OE-8	Page 4-1
60 mins	4.2 CBE Annual Education Results Report 2015-16 and Three-Year Education Plan 2016-19	J. Everett	R-2; OE-8	Page 4-10
	5 Operational Expectations			
20 mins	5.1 OE-5: Financial Planning – Annual Monitoring	B. Grundy	OE-5, 8, 12	Page 5-1
20 mins	5.2 OE-11: Learning Environment/Treatment of Students – Annual Monitoring	D. Stevenson	OE-8, 11, R-2	Page 5-12
	6 Public Comment [PDF]		GC-3.2	
Max 20 mins	Requirements as outlined in Board Meeting Procedures			
	7 Matters Reserved for Board Action	Board	GC-3	
30 mins	7.1 2015-16 Year-end Financial Statements & Audited Financial Statements	B. Grundy	OE-6	(late distrib'n)



	8 Consent Agenda	Board	GC-2.6	
	8.1 Approval of Minutes			
	<ul style="list-style-type: none"> Regular Meeting held November 1, 2016 Regular Meeting held November 8, 2016 			
	(THAT the Board approves the minutes of the Regular Meetings held November 1 and November 8, 2016, as submitted.)			
	8.2 First Quarter Budget Variance Report for 2016-2017 Operating and Capital Budgets and Fall 2016 Budget Update		OE-6	Page 8-12
	(THAT the Board authorizes submission of the Fall 2016 Budget Update to Alberta Education.)			
	8.3 Items Provided for Board Information			
	8.3.1 Correspondence			Page 8-40
	8.3.2 Fourth Quarter Budget Variance Report for the 2015-2016 Budget		OE-6	Page 8-1
	8.3.3 Education Matters Financial Statements as at September 30, 2016		OE-6	Page 8-28
3:00 p.m.	9 Adjournment			
	Debrief			

Notice |

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

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

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

report to Board of Trustees

Results 2 Monitoring: Follow-up Report

Date	November 29, 2016
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Decision
Originator	Jeannie Everett, Superintendent, Learning
Governance Policy Reference	Results 2: Academic Access
Resource Person(s)	Chris Meaden, Director, Learning Ronna Mosher, Director, Learning Dianne Roulson, Director, Learning

1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves the improvement targets established by the Chief Superintendent to address areas of concern within the achievement indicators presented in the 2014-15 Results 2: Academic Success monitoring report.

2 | Issue

The Board of Trustees has directed the Chief Superintendent to provide additional information for specific areas of concern within Results 2: Academic Success.



3 | Background

On June 21, 2016, following their determination that reasonable progress had been made with Results 2 during the 2014-2015 school year, the Board of Trustees passed the following motion:

THAT the Board of Trustees directs the Chief Superintendent to provide additional information, including strategies, revised targets and assessment of strategies for each of the areas identified as a concern, by November 2016.

The areas of concern identified were:

- Overall student results in Mathematics, in the following areas:
 - Grade 6 PAT results at the standard of excellence
 - Grade 9 PAT results at the acceptable standard
 - Grade 9 Knowledge and Employability PAT results at the acceptable standard
- First Nation, Métis and Inuit student achievement in all academic disciplines.
- Grades 1 to 9 report card results with respect to the English Language Arts stem "reads to explore, construct and extend understanding."

4 | Analysis

High level strategy information for Indigenous Education and Literacy is included as part of the CBE's Draft Three-Year Education Plan. The information in this report will build on that information to address the Board of Trustees' specific motion. Additional information about a similar Mathematics teaching, learning and support strategy will also be shared with the Board of Trustees through a Board Development Session on January 17, 2017.

Overall student results in Mathematics, in the following areas:

- **Grade 6 PAT results at the standard of excellence**
- **Grade 9 PAT results at the acceptable standard**
- **Grade 9 Knowledge and Employability PAT results at the acceptable standard**

Targets for 2015-16

- Grade 6 PAT: CBE student results at the standard of excellence will be both above the province and showing improvement. CBE student results will show improvement in relation to the previous three year average by 2018.
- No specific Grade 9 PAT target was set for 2015-16. Targets for 2014-15 had been met and a long-term trend of improvement was identified as the next goal for the Grade 9 PAT.
- Grade 9 KAE PAT: Participation rate to equal the provincial participation rate and the achievement of writers to be at or above the provincial achievement level at the acceptable standard.

Results 2015-16

- Grade 6 PAT standard of excellence: 16.0%. The 2015-16 result is an increase of 0.5 percentage points from the 2014-15 result and is 2.0 percentage points above the provincial results. The target for 2015-16 was met.
- Grade 9 PAT acceptable standard: 67.9%. The 2015-16 result is an increase of 2.2 percentage points from the 2014-15 result.

- Grade 9 KAE PAT participation rate: 85.5%. This is an increase of 0.5 percentage points from the 2014-15 participation rate but below the provincial participation rate of 86.8%. CBE acceptable standard for writers: 62.7%. The 2015-16 result is an increase of 3.9 percentage points from the 2014-15 result but below the provincial result of 70.6%. Improvement was demonstrated in the targeted areas but the 2015-16 targets were not met.

Overall cohort results for the Grade 9 KAE PAT at the acceptable standard: 53.6% (a 3.6 percentage point improvement from 2014-15).

Revised targets for 2016-17

- Percentage of CBE students achieving at the standard of excellence on the Grade 6 Provincial Achievement Test: 16.7%
- Percentage of CBE students achieving at the acceptable standard on the Grade 9 Provincial Achievement Test: 68.0%
- Percentage of CBE students achieving at the acceptable standard on the Grade 9 Knowledge and Employability Provincial Achievement Test: 60.2%

These targets are based on CBE calculations of results that could be statistically considered to be improved in relation to the average of the previous three years' results. The comparison of a single year's result in relation to its previous three-year average is consistent with Alberta Education's evaluation of overall PAT or Diploma Examination results.

Strategies

The mathematics strategy is in development. The strategies indicated also reflect the intentional efforts from the previous year.

- Improve mathematics teaching and learning practices through a unified mathematics strategy. Engage stakeholders (administrators, mathematics teachers, parents/guardians, students, post-secondary experts) in the development of the strategy. The mathematics strategy will focus on the ways in which students participate in their mathematics learning program, including procedural fluency, so they can continue to progress and achieve the outcomes of their programs of study.

The mathematics strategy will emphasize numeracy* as well as problem solving and reasoning. The strategy will also identify ways to incorporate mathematics teaching and learning in all subject areas.

** Alberta Education defines numeracy as the ability, confidence and willingness to engage with quantitative and spatial information to make informed decisions in all aspects of daily living.*

It will also emphasize high impact instructional strategies

- Formative assessment and feedback
- Student self-assessment
- Microteaching to students' specific learning needs
- Intervention strategies for students not achieving to grade level/IPP expectations
- Classroom discussion
- Spaced versus mass practice

- Support schools in their improvement efforts targeted in their school development plans related to mathematics teaching and learning.
- Continue Teacher Leader Sessions in two groupings (K-9 and 10-12) on Task Design and Assessment (6 sessions).
- Improve access to online resources for mathematics
- Increase learning and sharing opportunities for Communities of Practice for teachers of K&E courses.

Assessment of Strategies

Through school development plans, communities of practice, PAT result analysis, report card result analysis and stakeholder feedback we will be able to determine the impact and effectiveness of these strategies and collect data to inform any further adjustments to the strategies. Assessment of these strategies is ongoing as we recognize that these strategies are continuously adjusted to meet the learning needs of students.

First Nation, Métis and Inuit student achievement in all academic disciplines

Targets for 2015-16

- Accountability Pillar Target for the overall percentage of self-identified First Nations, Métis and Inuit students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results): 43.0%
- Accountability Pillar Target for overall percentage of self-identified First Nations, Métis and Inuit students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results): 4.0%

No specific targets were required or set for the achievement of CBE First Nations, Métis and Inuit students on Diploma Examinations as the Accountability Pillar Report identified CBE results as "high, improved and good" at the acceptable standard and "intermediate, maintained and acceptable" at the standard of excellence.

Results for 2015-16

- Overall percentage of self-identified First Nations, Métis and Inuit students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results): 39.6%
- Overall percentage of self-identified First Nations, Métis and Inuit students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results): 3.2%
- Overall percentage of self-identified First Nations, Métis and Inuit students who achieved the acceptable standard on diploma examinations (overall cohort results): 83.7%
- Overall percentage of self-identified First Nations, Métis and Inuit students who achieved the standard of excellence on diploma examinations (overall cohort results): 16.8%



Revised targets for 2016-17

- Overall percentage of self-identified First Nations, Métis and Inuit students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results): 44.2%
- Overall percentage of self-identified First Nations, Métis and Inuit students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results): 4.9%
- Overall percentage of self-identified First Nations, Métis and Inuit students who achieved the acceptable standard on diploma examinations (overall cohort results): 88.6%.
- Overall percentage of self-identified First Nations, Métis and Inuit students who achieved the standard of excellence on diploma examinations (overall cohort results): 20.5%

These targets are based on CBE calculations of results that could be statistically considered to be improved in relation to the average of the previous three years' results. The comparison of a single year's result in relation to its previous three-year average is consistent with Alberta Education's evaluation of overall PAT or Diploma Examination results.

The CBE recognizes significant and focussed structural changes aimed at improving First Nations, Métis and Inuit student success will take time. Strategic actions will make a difference in the long term but may not result in quick wins, or improvement that will show up as statistically significant on these measures.

Strategies

Success for First Nations, Métis and Inuit students is a CBE goal and provincial expectation. The achievement gap in the CBE and the province of Alberta endures, indicating that our current approach is not having the impact we expect and require. The CBE Indigenous Education Strategy is a direct response to this priority. The actions outlined require us to shift our approach significantly in order to achieve visible and sustainable improvements in student learning and well-being. Success for First Nations, Métis and Inuit students requires cultivating a balanced and respectful relationship between Indigenous knowledge systems and existing CBE knowledge structures. This requires establishing deeply rooted, large-scale change over the long-term.

The key actions outlined focus on each student's learning in an environment that reflects high impact strategies for Aboriginal youth. These include:

- **Culturally responsive instructional design & assessment and support** – we know that the greatest impact on student learning is the teacher in the classroom. Therefore, building professional capital of school/system leaders to strengthen teachers' task design & assessment and support in ways that honour Indigenous histories, cultures, languages and ways of knowing is critical. Ensuring staff are knowledgeable,

understanding and respectful of the rich diversity of First Nations, Métis and Inuit cultures, languages and histories is a priority for our district and the province.

- **Early intervention** – we know that a strong start for children with a focus on literacy is critical.
- **School connectedness** – students tell us that they need holistic, consistent day to day supports.
- **Engaging with families and community to support student learning** – we are learning about the importance of engaging families and community from the very beginning as part of how we think about and do everything.

Key Actions for 2016-17 include:

- Building a strong collective network of support to advance culturally responsive environments, instructional design & assessment and support across schools.
- Extending the High School Graduation Coach Model to 11 Elementary/Middle/Junior Schools to work as a cohort to create and document wise practice with high impact strategies.
- Establish the Aboriginal Learning Centre as: a pre K-3 school program (K-1 for 2016-17 school year); a place for supports and services for registered families; and a gathering place for community.
- Redesigning allocation of human and financial resources to enable implementation of high impact strategies.
- Designing a succession and recruitment strategy for Indigenous Education.

Assessment of Strategies

Assessment of these actions will take place in an ongoing way. We will make adjustments over time to ensure continuous improvement. Through school development plans, the work of the new learning leader cohort, monitoring attendance, other schools accessing support for high impact practices through the strong collective network of support, opening the Aboriginal Centre, documentation and mapping of actions taken and establishing business supports, intended results and actual report card results, PAT/DIP results and high school completion rates will identify the impact of strategies employed.

Grades 1 to 9 report card results with respect to the English Language Arts stem “reads to explore, construct and extend understanding.”

Data from the 2014-15 school year identified that from grades 1 to 9, 89.1% of students were successful with this report card stem. This is a baseline result, with 2014-15 being the first year that system-wide data was calculated for individual report card stems. Results from the 2015-16 school year will be included in the Language Arts Information report on February 14, 2017.

Targeted result for 2017-18: 93.0%

This target would see an additional 3.9% of CBE students in grades 1-9 (more than 2000 students) achieving success on this report card measure in the three years between 2014-15 and 2017-18.

Strategies

The improvement efforts to achieve this learning target will be directed through school development plans and the CBE's overall literacy strategy. The literacy strategy currently identifies three initial areas in which schools can focus their efforts to improve. These three areas focus on the ways in which students participate in their learning programs so they can continue to progress and achieve with the outcomes of the Programs of Study.

- Each student will learn in a joyful, literacy-rich environment characterized by:
 - Language play and exploration
 - Developing relationships and understanding identities through share literacy experiences
 - Choice in instructional texts
 - Multimodal texts and tools
 - Responsive, explicit instruction
- Each student will learn in an environment that reflects high impact instructional strategies for literacy learning.
- Each student's learning program will include instruction in disciplinary literacy.

Student success in reading is related to their success in all aspects of Language Arts and is expected to benefit from an integrated focus on reading, writing, listening, speaking, viewing and representing as well as from explicit attention to the experiences and demands of reading itself.

Looking at the overall literacy strategy from a reading-specific perspective, our goal is to ensure that students both can and want to read. Some example actions include:

- Each student will learn in a joyful, literacy-rich environment characterized by:
 - **Language play and exploration** – ensuring students have the oral language background that is an essential resource for reading. This requires building teacher capacity to recognize and develop oral language abilities in all students and to facilitate transitions from the multiple home languages that serve as our students' first oral language bases. It also requires building capacities in engaging students in the aesthetic aspects of reading as well as the transactional skill-based aspects.
 - **Developing relationships and understanding identities through share literacy experiences** - ensuring students benefit from shared reading experiences and participation in a community of readers/culture of reading in their school. This requires supporting schools to re-examine existing practices and structures within their instructional programming to ensure that the social nature of language and literacy development are reflected in students' experiences.
 - **Choice in instructional texts** – ensuring students have the opportunity to read materials that are of interest to them, that reflect and extend their experiences and that can provide access to learning outcomes from the Language Arts Program of Study. This requires building capacity in offering, guiding and responding to student choices and working with multiple instructional materials to meet expected learning outcomes.
 - **Multimodal texts and tools** – ensuring students have experiences with and develop skill in working with print-based text that is dynamic in form and connectivity, is integrated with other text forms (image, video, sound), and serves as a resource for



- creation/re-creation. This requires building adult capacities in the same experiences and in the pedagogical opportunities, demands and affordances of multimodal texts.
- **Responsive, explicit instruction** – ensuring students are receiving precise and personalized instruction as members of a learning community. This requires building capacity in analyzing students' existing reading abilities, mapping those abilities to the outcomes of the Language Arts Program of Study and identifying/responding to individual and collective learning needs.
- Each student will learn in an environment that reflects high impact instructional strategies for literacy learning.

Together with a focus on the learning environment and the nature of student involvement and participation in learning experiences, a group of high-impact instructional strategies will be used to inform instruction and build student success. Each of these strategies is applicable to developing students' abilities in reading.

- Formative assessment and feedback
 - Student self-assessment
 - Microteaching to students' specific learning needs
 - Intervention strategies for students not achieving to grade level/IPP expectations
 - Classroom discussion
 - Spaced versus mass practice
 - Students' metacognition re literacy learning strategies
- Each student's learning program will include instruction in disciplinary literacy. This strategy makes developing students' literacy abilities a shared responsibility among all teachers and focuses on the unique literacy demands of each subject of study. From a reading perspective, teachers and students will be developing their abilities to understand and work with characteristics of written text within different disciplines. This develops students' abilities to read disciplinary content, to navigate different textual structures, grammars and assumptions and to consciously read for different purposes, enhancing both reading strategies and comprehension.

Recognizing that this is a multi-year strategy, with actions within each component of the strategy having implications for system clarity of understanding and action - related to literacy vision and beliefs, best practices in instruction and assessment, sustainable professional learning and community work – key actions for 2016-17 have been identified.

These key actions are:

- Build shared understandings of literacy, disciplinary literacy, literacy-rich learning environments and high-impact literacy instructional and leadership practices
- Identify and build assessment resources for key learning outcomes for Language Arts
- Support literacy cohort groups
- Clarify shared goals and collaborative work with community partners
- Build data sets to inform future years' actions.

Assessment of Strategies

Through school development plans, literacy cohorts, and other schools accessing support within the literacy strategy, documentation and mapping of actions taken, intended results and actual report card results will identify the impact of strategies employed and inform new areas of emphasis or modifications that may be needed to the strategies.

5 | Conclusion

Each of the areas of Results 2: Academic Success that were identified as a concern by the Board of Trustees in June 2016 has a specific action plan with strategies and targets to create improved results for students. These strategies are integrated within the Calgary Board of Education's Three-Year Education Plan 2016-19 and School Development Plans.



DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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



report to Board of Trustees

Calgary Board of Education Annual Education Results Report 2015-16 and Three-Year Education Plan 2016-19

Date	November 29, 2016
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Decision
Originator	Jeannie Everett, Superintendent, Learning Dany Breton, Superintendent, Facilities and Environmental Services Brad Grundy, Superintendent, Chief Financial Officer, Corporate Treasurer
Governance Policy Reference	Results 1 through 5 Operational Expectations 1 through 12
Resource Person(s)	Office of the Chief Superintendent Superintendents' Team Area Directors Service Unit Directors

1 | Recommendation

It is recommended

- THAT the Board of Trustees approve the Annual Education Results Report 2015-16 and the Three-Year Education Plan 2016-19 and authorize its submission to Alberta Education.



2 | Issue

School authorities use their Three-Year Education Plan and the Annual Education Results Report as key elements of the Alberta Education Accountability Framework for the K – 12 education system. School authorities interpret and report results to parents/guardians, students, the Ministry of Education and the public in a manner and at a time the Minister prescribes as part of ensuring transparency. The results are used to improve the quality and effectiveness of education programs provided to their students and to improve student learning and achievement. The Minister's requirements, set out in the *Policy and Requirements for School Board Planning and Results Reporting*,¹ ensure that school board and school education plans, and annual results reports are aligned with the Ministry of Education's vision, mission, goals, outcomes and specific performance measures for the education system.

3 | Background

The K – 12 Education system in Alberta is the responsibility of the Ministry of Education. The Ministry allocates funds to school authorities to allow them to carry out delegated responsibilities. School authorities are obligated to demonstrate accountability for this funding and for the success of students. This public transparency addresses outcomes, goals and priorities established by Alberta Education's Business Plan to meet the educational needs of students along with the local outcomes and strategies in the Three-Year Education Plan that consider the unique characteristics of each authority.

4 | Analysis

The *Annual Education Results Report 2015-16 and Three-Year Education Plan 2016-19* are combined into an Accountability Framework to provide a broad strategic plan encompassing CBE schools, Areas, departments and service units in support of CBE and provincial Outcomes. It also informs the budgeting process as outlined in OE-5 Financial Planning and OE-6 Financial Administration.

The *Annual Education Results Report 2015-16* demonstrates progress made over the past year in meeting the Goals and Outcomes set out by Alberta Education. To assist school authorities in assessing progress, Alberta Education provides the following measure evaluations: Achievement, Improvement and Overall. The Achievement Evaluation is based on a comparison of Current Year data to a set of standards which remain consistent over time. The Improvement Evaluation

¹ Policy and Requirements for School Board Planning and Results Reporting April 2016 @ <https://education.alberta.ca/media/3115398/policy-and-requirements-for-school-board-planning-and-results-reporting-may-2016.pdf>

consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used by Alberta Education to determine the significance of the improvement. The Overall Evaluation combines the Achievement Evaluation and the Improvement Evaluation. Further details of the way these measures are calculated can be found on pages 39 - 40 of Attachment 1: *Calgary Board of Education Annual Education Results Report 2015-16 and Three-Year Education Plan Report 2016-19 document*.

The 2015-16 Annual Education Results Report reflects an Achievement Evaluation of *Very High*, an Improvement evaluation of *Improved Significantly*, and an Overall Evaluation of *Excellent* for each of: Safe and Caring Schools; Program of Studies; Citizenship; and School Improvement. Most notable of these measures, School Improvement increased 4.8 percentage points from last year. Program of Studies increased more than 2 percentage points.

Education Quality, Drop Out Rate, and Work Preparation had an Achievement Evaluation of *High*, with an Improvement Evaluation of *Improved Significantly* and a measure Overall of *Good*. Education Quality increased 1.8 percentage points over the previous year to 89.4%. More students are staying in school as indicated by the Current Year Drop Out Rate of 2.8% as compared with the Previous Year Result of 3.3%.

High School Completion Rate (3 yr), Diploma Exam Participation Rate (4+ Exams) and Transition Rate (6 yr) indicated the Achievement Evaluation was *High*, the Improvement Evaluation was *Maintained* and each of these above the previous three year average. The Overall Evaluation was *Good*.

The Achievement Evaluation for Parent Involvement was *Intermediate* and the Improvement Evaluation showed *Improved* with an increase of 1.2 percentage points from the previous year. The Parental Involvement indicator demonstrated an Overall Evaluation of *Good*.

The Achievement Evaluation was *Intermediate* for PAT: Acceptable and *High* for PAT: Excellence. The Improvement Evaluation showed *Improved* for both. There was an Overall Evaluation of *Good* for PAT: Acceptable and PAT: Excellence.

Diploma: Acceptable showed an Achievement Evaluation of *High* and an Improvement Evaluation of *Declined Significantly*. It decreased by 0.8 percentage points from the previous year. The Overall Evaluation measure was marked as *Issue*.

Diploma: Excellence showed an Achievement Evaluation of *Very High*. The Diploma: Excellence had an Improvement Evaluation marked *Declined* with a decrease of 0.4 percentage points from the previous year. The Overall Evaluation measure was marked *Good*.



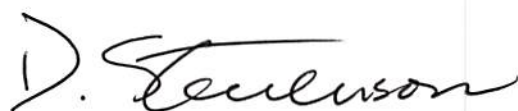
The *Combined 2016 Accountability Pillar: First Nations, Métis and Inuit Summary* demonstrated an Achievement Evaluation of *Improved Significantly* for Drop Out Rate. Notably it decreased by 3.5 percentage points over the previous year from 9.0% to 5.5%. All other Improvement Evaluations demonstrated *Maintained*. For outcomes where the Overall Evaluation is *Issue* or *Concern* targets have been set.

In the Calgary Board of Education the Three-Year Education Plan 2016-19 provides clear direction and clarity of purpose while remaining broad enough to allow each school, Area, department and service unit to formulate actions in response to the unique needs revealed by their own data. The Three-Year Education Plan 2016-19 has been refined by comparison to the plans for the previous three years. The single outcome remains *Student Success*. Personalize Learning is the overarching strategy. Two other strategies, Build Professional Capital and Engage our Stakeholders are the pillars that support the overarching strategy. These in turn rest on the foundation of a fourth strategy, Steward our Resources.

In the cases of Personalize Learning, Build Professional Capital and Engage our Stakeholders, actions build out the specific strategies that guide School Development Planning in individual schools. Thus the plan provides sufficient focus to guide the work of the system while remaining broad enough to allow schools the flexibility to develop plans which are responsive to the unique characteristics and circumstances of their communities.

5 | Conclusion

This Board report demonstrates how strategies developed to facilitate improved Outcomes for CBE students align with the jurisdiction's results. It considers, as well, the ways in which budget and capital and facilities planning support these strategies.



DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

Attachment I: Calgary Board of Education Annual Education Results Report 2015-16 and Three- Year Education Plan 2016-19

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OE - 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.



| achieve | strategies for success

Annual Education Results Report 2015-2016
Three-Year Education Plan 2016-2019

learning | as unique | as every student

Calgary Board
of Education

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Annual Education Results Report (AERR) Summary

Mission

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

Overview

CBE offers a depth and breadth of programs and supports to meet the unique learning needs and interests of a richly diverse population. In addition to responsive and inclusive programming in all CBE schools, we provide opportunities for students to learn in unique settings and outreach programs.

Fast Facts

More than 119,147 students in 242 schools, including:

- 114,162 students between pre-kindergarten and Grade 12;
- 458 students fully enrolled in CBe-learn, our online learning program, with close to 1,900 more registered in courses with CBe-learn while enrolled at another school;
- 751 students in full-day kindergarten in 16 schools;
- 2,211 students upgrading high school courses and pursuing continuing education through Chinook Learning Services;
- 18,524 students with identified special education needs, the majority of whom are learning in their community schools;
- almost 25 per cent of CBE students self-identified as English Language Learners;
- over 4,600 students self-identified as Indigenous;
- over 8,400 students in French Immersion; and
- over 4,700 students in bilingual language and culture programs.

Student Results

On Provincial Achievement Tests (PATs):

- Grade 6 CBE results exceeded those of the province in every subject at the acceptable standard and the standard of excellence.
- Grade 9 CBE results exceeded those of the province in every subject at the acceptable standard and in three out of five subjects for the standard of excellence.

On Diploma Examinations:

- In ten of the eleven diploma examinations, the percentage of CBE students achieving the acceptable standard was equal to or above that of students in the province.
- The percentage of CBE students achieving the standard of excellence exceeded the percentage in the province on ten of eleven examinations.
- Particularly strong results were achieved in Mathematics 30-1, Biology 30, Chemistry 30, Physics 30 and Social Studies 30-2 at the standard of excellence.

Details can be found at CBE Provincial Assessment & Reports

<http://www.cbe.ab.ca/about-us/provincial-tests-and-reports/Pages/default.aspx>

On the Combined Accountability Pillar Overall Summary, Alberta Education records evaluations on the following measures: Achievement, Improvement and Overall. The Achievement Evaluation is based on a comparison of Current year data to a set of standards which remain consistent over time. The Improvement Evaluation consists of comparing the Current year result for each measure with the previous three-year average. A chi-square statistical test is used by Alberta Education to determine the significance of the improvement. The Overall Evaluation combines the Achievement Evaluation and the Improvement Evaluation. Details of the way these measures are calculated can be found on pages 38 - 39. On the Combined 2016 Accountability Pillar Overall Summary the following measures were evaluated by the province as Improved Significantly:

- Safe and Caring Schools
- Program of Studies
- Education Quality
- Drop Out Rate
- Work Preparation
- Citizenship
- School Improvement

CBE also earning an evaluation of Improved on:

- PAT results at both the acceptable standard and the standard of excellence
- Parental Involvement

In the following areas, already very high achievement was Maintained on:

- High School Completion Rate (3 yr)
- Diploma Exam Participation Rate (4+ Exams)
- Transition Rate (6 yr)

Engaging Stakeholders

The CBE is committed to implementing the CBE *dialogue* engagement framework to give students, staff, families and community members voice in decisions that affect them. This *dialogue* framework provides guidance on how people can participate in decision-making. It defines roles and responsibilities and establishes best practices to be applied across the system. The process follows international standards for effective community engagement and ultimately, leads to more informed decisions in the best interests of students.

The CBE provides opportunities for student voices through:

- the Chief Superintendent's Student Advisory Councils;
- surveys and focus groups;
- their school's Principal Advisory Council; and
- bringing their ideas and interests to the design of learning tasks.

In February 2016, more than 23,000 CBE students, over 4,800 parents/guardians and over 4,800 teachers responded to the provincial Accountability Pillar Survey.

- 89.8 per cent agreed or strongly agreed that students are safe in school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.
- 83.8 per cent were satisfied or very satisfied that CBE students model the characteristics of active citizenship.
- 89.4 per cent were satisfied or very satisfied with the overall quality of basic education.

CBE Strategies for Excellence and Continued Improvement

Our overall strategy is to personalize learning and this is supported by three other strategies:

- build professional capital
- engage our stakeholders
- steward our resources

Through these strategies, the CBE supports the outcomes in Alberta Education Business Plan¹ (March 17, 2016) and aligns with provincial Key Strategies including the following:

- 1.3 implement systemic actions to further support student learning and achievement in mathematics;
- 2.1 ensure all students, teachers and system leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, and the history and legacy of residential schools;
- 3.3 foster welcoming, caring, respectful and safe learning environments;
- 4.2 promote excellent teaching practices consistent with the Teaching Quality Standard, which guides student achievement; and
- 5.2 ensure school facilities support current and future education programming.

Financial Summary

- Alberta Education grant revenue makes up 92 per cent of total revenues.
- Funding is spent primarily on Salaries and Benefits at 78 per cent of total expenses.
- Revenue and expense increases from the prior year are driven by increases in enrolment as well as collective agreement negotiated salary increases and grid movement.
- Overall results are more favorable than budgeted resulting in a \$14.6 million surplus compared with the planned \$17.9 million deficit.

[Detailed CBE Budget & Financial Information](#)

¹ Business Plan 2016-19: Education
<http://finance.alberta.ca/publications/budget/budget2015/education.pdf>

Our Ultimate Goals

The CBE Annual Education Results Report 2015-16 combined with the CBE Three-Year Education Plan 2016-19 helps the CBE build strategies that support student learning. These strategies align to the Board of Trustees Results to guide our work with fostering student success.

The Board of Trustees defines the Results as:

Result 1 | Mission

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

Result 2 | Academic Success

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

Result 3 | Citizenship

Each student will be a responsible citizen.

Result 4 | Personal Development

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

Result 5 | Character

Each student will demonstrate good character.

Accountability

The Annual Education Results Report for the 2015-16 school year and the Education Plan for the three years commencing Sept. 1, 2016 for the Calgary Board of Education were prepared under the direction of the Board of Trustees in accordance with its responsibilities under the *School Act* and the *Fiscal Planning and Transparency Act*. This document was developed in the context of the provincial government's business and fiscal plans. The Board of Trustees has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within Education Plan to improve student learning and results.

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

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

The Board of Trustees approved this combined Annual Education Results Report for the 2015-16 school year and the Three-Year Education Plan for 2016-19 on Nov. 29, 2016.

Joy Bowen-Eyre
Chair, Board of Trustees
Calgary Board of Education

David Stevenson
Chief Superintendent of Schools
Calgary Board of Education

The Calgary Board of Education Three-Year Education Plan 2016-19 and Annual Education Results Report 2015-16 may be accessed using the following permalink:
<http://www.cbe.ab.ca/FormsManuals/AERR-2015-2016-3-YEP-2016-2019.pdf>

The Calgary Board of Education Average Class Size Report 2015-16 can be viewed at:
<https://portal.cbe.ab.ca/FormsManuals/Class-Size-Survey-Jurisdiction-Report.pdf>

CBE Three-Year Education Plan 2016-19 and Strategies Overview

The CBE Three-Year Education Plan guides our work and connects each CBE employee to our Mission, our Values and our Outcome: Student Success, as defined through the Board of Trustees Results policies. Our task is to create an environment, aligning with Alberta Education's fundamental goal as defined through the Ministerial Order on Student Learning, "... to inspire all students to achieve success and fulfillment, and reach their full potential by developing the competencies of Engaged Thinkers and Ethical Citizens with an Entrepreneurial Spirit ..." (Alberta Education, 2013). This coherent framework of CBE and provincial outcomes supports individual schools in their work with each student.

Draft Calgary Board of Education Three-Year Education Plan 2016-19

Our Mission: 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.

Our Values: Students come first. Learning is our central purpose. Public education serves the common good.

Our 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 designed for student interests and learning needs
- assessment that informs teaching and learning
- students knowing what they know, how they know it, how they show it, and what they need next

Build Professional Capital

Capacity building with a focus on results

Collaborative learning networks focus on:

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

Engage our Stakeholders

Everyone contributes to the success of public education

Internal and external community members:

- actively recognize public education as foundational to a democratic society
- acknowledge and accept different roles, responsibilities and contributions based on shared outcomes and engagement
- support, 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 and actions at all levels of the organization are:

- based on values and priorities
- consistent with the learning agenda
- evidence-informed
- made within a coherent framework
- strategic & responsive
- sustainable

Alberta Education Outcomes

- Students are successful
- The achievement gap is eliminated for FNMI students
- The education system is inclusive
- Excellent teachers and leaders
- The education system is well governed and managed

Draft Calgary Board of Education Three-Year Education Plan 2016-19

Strategies and Actions

Personalize Learning

Evolve, extend and integrate practices consistent with the elements of CBE's vision for high quality teaching and learning.

- extend the use of learning plans and profiles that help each student be known and develop as a learner
- extend the design of responsive, inclusive, rigorous and engaging learning tasks that ensure students participate, progress and achieve

Clarify and extend inclusive practices through responsive, enabling learning environments and instruction.

- identify and create the conditions for success for students as unique learners and as members of their school and home communities
- action Indigenous Education Strategy

Advance multiple literacies, numeracy and core competencies for each student across the subject areas.

- action Literacy Strategy
- improve clarity and coherence in mathematics teaching and learning practices through a unified mathematics strategy

Build Professional Capital

Build coherence and continuous improvement in program provision, service delivery, and professional learning through a collaborative and evidence-informed culture:

- action recommendations from previous review of High School Success Strategy
- build data literacy across CBE leadership teams

Accelerate collective impact on student learning through leadership practices and professional learning that addresses shared problems of practice:

- inclusive learning
- Indigenous cultures, languages and histories
- literacy, numeracy and core competencies
- task design and assessment

Introduce teacher induction program:

- engage stakeholders and develop program for teachers new to the CBE
- begin implementation of program to support new teachers in actioning personalized learning strategy

Engage our Stakeholders

Implement *dialogue* engagement framework to give students, staff, families and community members voice in decisions that affect them.

- create opportunities for meaningful dialogue that focus on concerns and aspirations of those impacted
- demonstrate and communicate how contributions influence decisions and connect to student success

Promote a workplace culture built on the values of voice, accountability, clarity of role and responsibility in which all employees find meaning and fulfilment.

- introduce an employee engagement survey (administered every two years)
- act on input and feedback to continuously improve processes and build stronger relationships

Engage local, provincial and global partners in collaborative ventures to support student learning.

- create opportunities for Indigenous Elders and community to contribute to student learning
- expand transition opportunities for young adult students
- engage partners in support of shared literacy and mathematics goals

Steward our Resources

Build, optimize, modernize and/or maintain schools and infrastructure to foster enriching learning environments

Improve access to and use of data

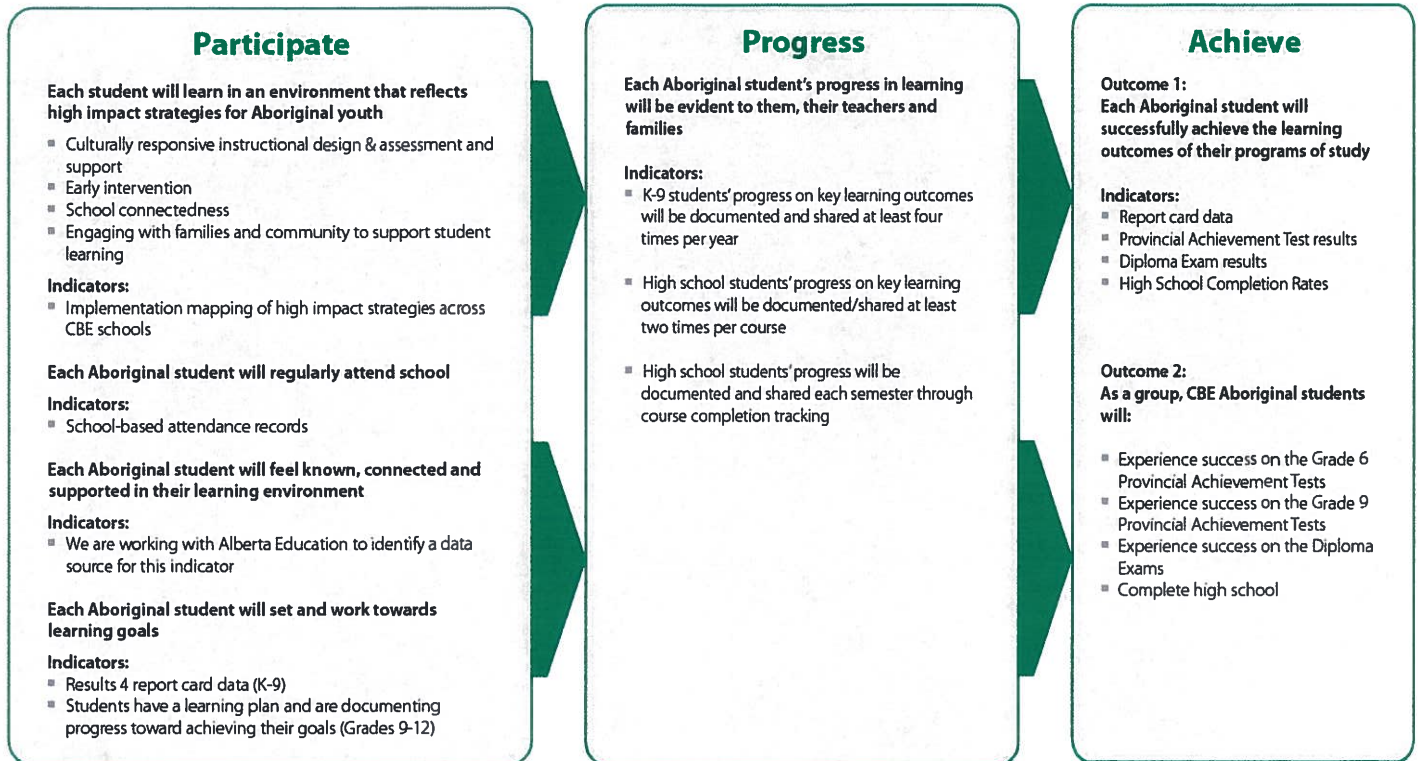
Develop and implement a new student information system

Enhance operational performance through increasingly effective, efficient and streamlined business processes and practices

Draft Indigenous Education Strategy 2016-19

Outcome 1: Each Aboriginal student will participate, progress and achieve in their learning programs.

Outcome 2: As a group, CBE Aboriginal students will show improvement within Alberta Education's Accountability Pillar Measures, closing the achievement gap between Aboriginal students and all Alberta students.



Draft Indigenous Education Strategy 2016-19

Priorities

Indigenizing CBE

Cultivating a balanced and respectful relationship between Indigenous knowledge and existing CBE knowledge structures.

Culturally Responsive Instructional Design & Assessment and Support

Honouring Indigenous histories, cultures and languages through responsive learning environments and instructional design & assessment.

System-Wide Learning

Ensuring staff are knowledgeable, understanding and respectful of the rich diversity of First Nations, Métis and Inuit cultures, languages and histories; the importance of treaties and agreements with First Nations and Métis; and the history and legacy of residential schools

Building Respectful Working Relationships with Community

Working with community from the very beginning as part of how we think about and do everything.

Key Actions

Key Actions 2016-17

Teaching and Learning/Community Engagement

- Build strong collective network of support to advance culturally responsive environments, instructional design & assessment and support across schools
- Extend High School Graduation Coaching Model to 11 elementary/middle schools to work as cohort to create and document wise practice with high impact strategies
- Establish Aboriginal Learning Centre: gathering place for community; supports and services for families; and, pre K-3 school program (pre K-1 first year)

Business Supports

- Redesign allocation of human and financial resources to enable implementation of high impact strategies
- Design succession and recruitment strategy for Indigenous Education

Key Actions 2017-18

Teaching and Learning/Community Engagement

- Strengthen strong collective network of support to advance culturally responsive environments, instructional design & assessment and support across schools
- Extend high impact strategies across CBE schools
- Advance system-wide learning to meet new Teacher Quality/Leader Standards for the benefit of all students
- Design traditional, holistic approach/response to support improved attendance

Continued revision and extension of previous implementation strategies

Key Actions 2018-19

Teaching and Learning/Community Engagement

Continued revision and extension of previous implementation strategies

Draft High School Success Strategy 2016-19

Outcome:

Each CBE high school student will participate, progress and achieve in their learning programs.

Participate

Each high school student will access high quality teaching and flexible learning opportunities that reflect their learning plan and profile.

Indicators:

- Students identify elements of personalization and flexibility through student consultation processes and learning/transition plans:
 - Using voice in relation to their role as a learner
 - Accessing flexible learning across time/space/resources to provide evidence of their learning.
- Students highlight opportunities for school engagement and leadership in their learning/transition plans.
- Implementation mapping of High School Success principles regarding personalization and flexibility

Each high school student will feel known, connected and supported in their learning.

Indicators:

- Students identify key advocates at school through student consultation processes, and learning/transition plans
- Schools identify and implement processes for students to be known, connected and supported in their learning
- Implementation mapping of High School Success principles regarding relationships

Progress

Each high school student's progress toward their goals for life, work and continued learning, will be evident to them, their teachers, and their families.

Indicators:

- High school students' progress on disciplinary outcomes/competencies are documented/shared at least two times per course
- Students articulate the language of disciplinary outcomes in their learning/transition plans and assessments
- Disciplinary outcomes/competencies are visible in school communications and assessment tools
- Course completion

Achieve

Each high school student will successfully achieve the learning outcomes of their programs of study to advance their goals for life, work, and continued learning.

Indicators:

- Report card data
- School surveys and student consultations
- Accountability Pillar data
 - High School Completion Rates
 - Work Preparation
 - Transition Rate
- Diploma Exam results

Alberta Education identifies three outcomes for high school redesign: • engaged students • high levels of achievement • quality teaching

Draft High School Success Strategy 2016-19

Conditions for Success

Moving Forward with High School Redesign (MFWHSR), a province-wide initiative that includes over 200 high schools, highlights "conditions for student success." Calgary Board of Education continues to evolve our approach to these conditions:

Pedagogy

- Designing personalized learning for students through professional learning/networks in task design and assessment.
- Identifying intervention and transition practices.

School Leadership

- Building school leadership teams that collaboratively strengthen their response to the principles of high school redesign including personalization, flexibility and relationships.
- Designing collective research-based and evidence-informed practices that accelerate student learning.

School Culture

- Creating ongoing opportunities for student agency/voice/leadership.
- Engaging with partners around shared goals for student learning and career development

School Structures

- Connecting and making visible the school practices that reflect the principles of high school redesign that support personalization, flexibility and relationships



Key Actions

Key Actions 2016-17

- Align formative/summative assessment practices with outcomes-based assessment and task design
- Develop a continuum of practices that allow students to be known and their learning/life goals to be supported and enriched
- Build coherence in intervention (credit rescue / attendance / essential learning assessments) and Iris/transition practices
- Expand unique pathways, dual credit, work experience and career development opportunities for students
- Articulate school communications regarding the principles of High School Success that support personalization, flexibility and relationships

Key Actions 2017-18

Continued revision and extension of previous implementation strategies

- Task design and assessment
- Practices for students to be known and their learning/life goals to be supported and enriched
- Intervention/transition practices for students
- Career development opportunities for students

Key Actions 2018-19

Continued revision and extension of previous implementation strategies

Draft Literacy Strategy 2016-19

Outcome:

Each CBE student will participate in intentional, joyful literacy learning and progress and achieve in their learning programs.

Participate

Each student will learn in a joyful, literacy-rich environment characterized by:

- Language play and exploration
- Developing relationships and understanding identities through shared literacy experiences
- Choice in instructional texts
- Multimodal tools and texts
- Responsive, explicit instruction

Indicators:

- Student reports on elements of choice, wonder and delight as part of their literacy learning (the tool for gathering this data is under development in collaboration with the Harvard Graduate School of Education)

Each student will learn in an environment that reflects high impact instructional strategies for literacy learning

Indicators:

- Implementation mapping of high impact instructional strategies across CBE schools

Each student's learning program will include instruction in disciplinary literacy.

Indicators:

- Implementation mapping of disciplinary literacy instruction across CBE schools

Progress

Each student's progress in literacy learning will be evident to them, their teachers and families.

Indicators:

- K-9 students' progress on key learning indicators will be documented and shared at least 4 times per year
- High school students' progress on key learning indicators will be documented/shared at least two times per course

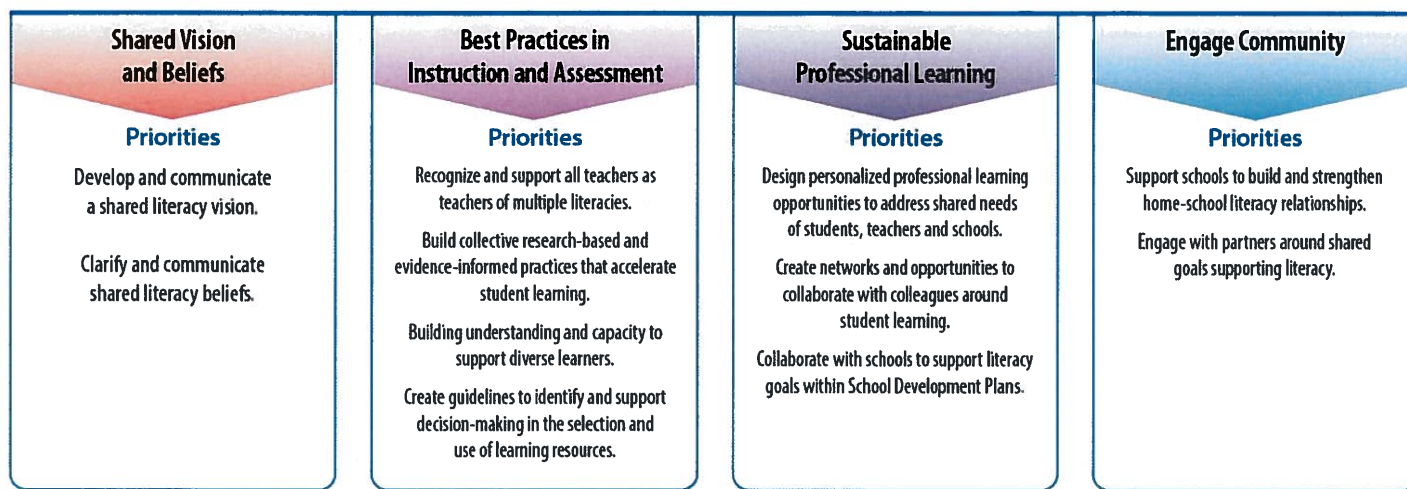
Achieve

Each student will successfully achieve the learning outcomes of their programs of study.

Indicators:

- Language Arts report card data
- Provincial Achievement Test results
- Diploma Exam results

Draft Literacy Strategy 2016-19



Key Actions

Key Actions 2016-17

- Build shared understandings of literacy, disciplinary literacy, literacy-rich learning environments and high-impact literacy instructional and leadership practices
- Identify and build assessment resources for key learning outcomes for Language Arts
- Support literacy cohorts groups
- Clarify shared goals and collaborative work with community partners
- Build data sets to inform future years' actions

Key Actions 2017-18

Continue revision and extension of previous implementation strategies:

- support additional cohort groups
- identify and build assessment resources for key disciplinary literacy outcomes for Mathematics, Science and Social Studies

Key Actions 2018-19

Continue revision and extension of previous implementation strategies

Draft Fostering a Positive Workplace Environment Strategy 2016-19

Outcome: CBE has a workplace culture built on the values of voice, accountability, clarity of role and responsibility in which all employees find meaning and fulfillment.

Key Actions

Key Actions 2016-17

- Create a representative Positive Workplace Environment Committee
- Identify preferred survey methodology and select a vendor
- Survey employees with respect to their level of engagement
- Share baseline results with stakeholders
- Build capacity of leaders to analyze results and plan strategies to address areas of growth where feasible

Progress Indicator

- Baseline data story

Key Actions 2017-18

- Supervisors and workgroups determine how to strategically address areas of growth in work plans
- Implement the strategies within workgroups

Progress Indicator

- Responsive implementation plans in workgroups and across workgroups

Key Actions 2018-19

- Survey representative group of employees to determine progress
- Celebrate success and use data to inform the adjustment cycle

Progress Indicator

- Improvement in targeted areas addressed by plans

Combined 2016 Accountability Pillar: Overall Summary

Measure Category	Measure Category Evaluation	Measure	Calgary School District No. 19			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	89.8	88.2	88.5	89.5	89.2	89.1	Very High	Improved Significantly	Excellent
Student Learning Opportunities	Good	Program of Studies	83.2	81.1	82.2	81.9	81.3	81.4	Very High	Improved Significantly	Excellent
		Education Quality	89.4	87.6	87.9	90.1	89.5	89.5	High	Improved Significantly	Good
		Drop Out Rate	2.8	3.3	3.4	3.2	3.5	3.5	High	Improved Significantly	Good
		High School Completion Rate (3 yr)	75.2	76.2	74.7	76.5	76.5	75.5	High	Maintained	Good
Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	75.5	74.8	74.6	73.6	72.9	73.4	Intermediate	Improved	Good
		PAT: Excellence	20.4	19.9	19.5	19.4	18.8	18.6	High	Improved	Good
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	87.2	88.0	88.2	85.0	85.2	85.1	High	Declined Significantly	Issue
		Diploma: Excellence	27.3	27.7	28.1	21.0	21.0	20.5	Very High	Declined	Good
		Diploma Exam Participation Rate (4+ Exams)	61.0	60.7	60.8	54.6	54.4	53.5	High	Maintained	Good
		Rutherford Scholarship Eligibility Rate	61.1	n/a	n/a	60.8	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	60.9	61.3	60.3	59.4	59.7	59.3	High	Maintained	Good
		Work Preparation	79.3	78.2	77.9	82.6	82.0	81.1	High	Improved Significantly	Good
		Citizenship	83.8	82.3	82.6	83.9	83.5	83.4	Very High	Improved Significantly	Excellent
Parental Involvement	Good	Parental Involvement	78.4	77.2	77.5	80.9	80.7	80.5	Intermediate	Improved	Good
Continuous Improvement	Excellent	School Improvement	80.4	75.6	77.5	81.2	79.6	80.0	Very High	Improved Significantly	Excellent

Notes

- Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
- Aggregated PAT results are based upon a weighted average of per cent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), and Social Studies (Grades 6, 9, 9 KAE).
- Aggregated Diploma results are a weighted average of per cent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: Biology 30, Chemistry 30, English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Physics 30, Science 30, Social Studies 30-1, and Social Studies 30-2.
- Diploma Examination Participation, High School Completion and High School to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Results for the Alberta Commission on Learning (ACOL) measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Combined 2016 Accountability Pillar: First Nations, Métis and Inuit Summary

Measure Category	Measure Category Evaluation	Measure	Calgary School District No. 19 (FNMI)			Alberta (FNMI)			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Learning Opportunities	n/a	Drop Out Rate	5.5	9.0	9.1	6.1	7.0	7.2	Intermediate	Improved Significantly	Good
		High School Completion Rate (3 yr)	33.2	35.1	34.0	50.2	47.7	46.4	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	39.6	42.4	41.8	52.4	52.1	52.8	Very Low	Maintained	Concern
		PAT: Excellence	3.2	3.3	3.9	6.3	6.5	6.2	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	83.7	87.9	85.7	78.2	78.3	77.3	Intermediate	Maintained	Acceptable
		Diploma: Excellence	16.8	15.7	16.0	10.0	9.5	9.4	Intermediate	Maintained	Acceptable
		Diploma Exam Participation Rate (4+ Exams)	14.2	16.3	15.8	20.7	21.0	20.4	Very Low	Maintained	Concern
		Rutherford Scholarship Eligibility Rate	20.3	n/a	n/a	31.9	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	25.6	24.6	25.5	33.5	33.0	33.3	Very Low	Maintained	Concern

Notes

- Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
- Aggregated PAT results are based upon a weighted average of per cent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), and Social Studies (Grades 6, 9, 9 KAE).
- Aggregated Diploma results are a weighted average of per cent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: Biology 30, Chemistry 30, English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Physics 30, Science 30, Social Studies 30-1, and Social Studies 30-2.
- Diploma Examination Participation, High School Completion and High School to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Results for the Alberta Commission on Learning (ACOL) measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target 2016	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	76.8	80.2	74.4	74.8	75.5	75.4*	Intermediate	Improved	Good			
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	20.7	20.5	19.0	19.9	20.4		High	Improved	Good			

*Alberta Education requires jurisdictions to set targets for any performance measures where the *Overall* evaluation is *Issue* or *Concern*. Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (all student cohort results) was an Issue in the 2014-2015 AERR; accordingly a target was set for 2016.

Year over year, Alberta Education revises results to reflect updated information.

- The 2015 result for this measure published in the October 2015 update to the Accountability Pillar Survey was 74.9%.
- The 2015 result for this measure published in the October 2016 update to the Accountability Pillar Survey was 74.8%.
- The target set for 2016 was 75.4% which would represent an increase of 0.5 percentage points.
- There are two ways to consider whether we met our target.
 - One is the target for 2016 was 75.4% and the result for 2016 was 75.5%; we met our target.
 - Second is based on the adjusted result for this measure. We could consider the same 0.5 percentage point targeted increase to have been met ($74.8 + 0.5 = 75.3$; our 2016 result is 75.5% - target met).

Strategies

Personalize learning

Evolve, extend and integrate practices consistent with the elements of CBE's vision for high quality teaching and learning.

- extend the use of learning plans and profiles that help each student be known and develop as a learner
- extend the design of responsive, inclusive, rigorous and engaging learning tasks that ensure students participate, progress and achieve

Clarify and extend inclusive practices through responsive, enabling learning environments and instruction.

- identify and create the conditions for success for students as unique learners and as members of their school and home communities
- action Indigenous Education Strategy

Advance multiple literacies, numeracy and core competencies for each student across the subject areas.

- action Literacy Strategy
- improve clarity and coherence in mathematics teaching and learning practices through a unified mathematics strategy

Build professional capital

Build coherence and continuous improvement in program provision, service delivery, and professional learning through a collaborative and evidence-informed culture.

Accelerate collective impact on student learning through leadership practices and professional learning that addresses shared problems of practice.

- inclusive learning
- Indigenous cultures, languages and histories
- literacy, numeracy and core competencies
- task design and assessment

Notes

- 1 | Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- 2 | Aggregated PAT results are based upon a weighted average of per cent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), and Social Studies (Grades 6, 9, 9 KAE).
- 3 | Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target 2016	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	86.2	87.3	88.3	88.0	87.2		High	Declined Significantly	Issue	88.3	88.4	90.3
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	25.6	24.7	28.6	27.7	27.3		Very High	Declined	Good			

Performance Measure	Results (in percentages)					Target 2016	Evaluation			Targets		
	2011	2012	2013	2014	2015		Achievement	Improvement	Overall	2017	2018	2019
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	72.5	73.1	74.8	76.2	75.2		High	Maintained	Good			
Drop Out Rate - annual dropout rate of students aged 14 to 18	4.0	3.7	3.3	3.3	2.8		High	Improved Significantly	Good			
High school to post-secondary transition rate of students within six years of entering Grade 10.	58.5	59.0	60.4	61.3	60.9		High	Maintained	Good			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	61.1		n/a	n/a	n/a			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	61.1	60.8	48.5	60.7	61.0		High	Maintained	Good			

Notes

- 1 | Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- 2 | Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
- 3 | Aggregated Diploma results are a weighted average of per cent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: Biology 30, Chemistry 30, English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Physics 30, Science 30, Social Studies 30-1, and Social Studies 30-2.
- 4 | Diploma Examination Participation, High School Completion and High School to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
- 5 | Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Strategies

Personalize learning

Evolve, extend and integrate practices consistent with the elements of CBE's vision for high quality teaching and learning.

- extend the use of learning plans and profiles that help each student be known and develop as a learner
- extend the design of responsive, inclusive, rigorous and engaging learning tasks that ensure students participate, progress and achieve

Clarify and extend inclusive practices through responsive, enabling learning environments and instruction.

- identify and create the conditions for success for students as unique learners and as members of their school and home communities
- action Indigenous Education Strategy

Advance multiple literacies, numeracy and core competencies for each student across the subject areas.

- action Literacy Strategy
- improve clarity and coherence in mathematics teaching and learning practices through a unified mathematics strategy

Build professional capital

Build coherence and continuous improvement in program provision, service delivery, and professional learning through a collaborative and evidence-informed culture.

- action recommendations from previous review of High School Success Strategy

Accelerate collective impact on student learning through leadership practices and professional learning that addresses shared problems of practice.

inclusive learning

- Indigenous cultures, languages and histories
- literacy, numeracy and core competencies
- task design and assessment

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2017	2018	2019
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	81.2	82.4	83.1	82.3	83.8		Very High	Improved Significantly	Excellent			
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	76.4	77.3	78.2	78.2	79.3		High	Improved Significantly	Good			

Strategies

Personalize learning

Evolve, extend and integrate practices consistent with the elements of CBE's vision for high quality teaching and learning.

- extend the use of learning plans and profiles that help each student be known and develop as a learner

Clarify and extend inclusive practices through responsive, enabling learning environments and instruction.

- identify and create the conditions for success for students as unique learners and as members of their school and home communities

Build professional capital

Build coherence and continuous improvement in program provision, service delivery, and professional learning through a collaborative and evidence-informed culture.

- action recommendations from previous review of High School Success Strategy

Engage our stakeholders

Engage local, provincial and global partners in collaborative ventures to support student learning.

- expand transition opportunities for young adult students

Note

- 1 | Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2015.

Outcome Two: The achievement gap between First Nations, Métis, and Inuit students and all other students is eliminated

Performance Measure	Results (in percentages)						Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	42.7	47.0	41.1	42.4	39.6	43.0*	Very Low	Maintained	Concern	44.2	45.0	45.9
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	3.7	4.4	4.4	3.3	3.2	4.0*	Very Low	Maintained	Concern	4.9	5.1	5.7
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	82.7	81.0	83.4	87.9	83.7		Intermediate	Maintained	Acceptable			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	9.5	9.5	16.3	15.7	16.8		Intermediate	Maintained	Acceptable			

Performance Measure	Results (in percentages)						Evaluation			Targets		
	2011	2012	2013	2014	2015	2016	Achievement	Improvement	Overall	2017	2018	2019
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	26.0	32.1	34.8	35.1	33.2	35.0*	Very Low	Maintained	Concern	38.3	39.7	41.3
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	10.1	9.3	8.8	9.0	5.5		Intermediate	Improved Significantly	Good			
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	27.0	25.6	26.2	24.6	25.6	25.0*	Very Low	Maintained	Concern	29.8	31.0	33.2
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	20.3		n/a	n/a	n/a			
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	15.7	15.3	13.9	16.3	14.2	18.0*	Very Low	Maintained	Concern	18.7	19.7	20.9

*Alberta Education requires jurisdictions to set targets for any performance measures where the *Overall* evaluation is *Issue or Concern*. Year over year, Alberta Education revises results to reflect updated information.

Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (all student cohort results) was a *Concern* in the 2014-2015 AERR; accordingly a target was set for 2016.

- The 2015 result for this measure published in the October 2015 update to the Accountability Pillar Survey was 42.4%.
- The 2015 result for this measure published in the October 2016 update to the Accountability Pillar Survey was 42.4%.
- The target set for 2016 was 43.0% which would represent an increase of 0.6 percentage points.
- The target for 2016 was 43.0% and the result for 2016 was 39.6%; we did not meet our target.

Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (all student cohort results) was a *Concern* in the 2014-2015 AERR; accordingly a target was set for 2016.

- The 2015 result for this measure published in the 2015 October update to the Accountability Pillar Survey was 3.2%.
- The 2015 result for this measure published in the 2016 October update to the Accountability Pillar Survey was 3.3%.
- The target set for 2016 was 4.0% which would represent an increase of 0.8 percentage points.
- There are two ways to consider whether we met our target.
 - One is the target for 2016 was 4.0% and the result for 2016 was 3.2%; we did not meet our target.
 - Second is based on the adjusted result for this measure. We could consider the same 0.8 percentage point targeted increase not to have been met ($3.3 + 0.8 = 4.1$; our 2016 result is 3.2% - target not met).

High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10 was a *Concern* in the 2014-2015 AERR; accordingly a target was set for 2016.

- The 2014 result for this measure published in the 2015 October update to the Accountability Pillar Survey was 33.2%.
- The 2014 result for this measure published in the 2016 October update to the Accountability Pillar Survey was 35.1%.
- The target set for 2015 was 34.0% which would represent an increase of 0.8 percentage points.
- There are two ways to consider whether we met our target.
 - One is the target for 2015 was 34.0% and the result for 2015 was 33.2%; we did not meet our target.
 - Second is based on the adjusted result for this measure. We could consider the same 0.8 percentage point targeted increase not to have been met ($35.1 + 0.8 = 35.9$; our 2015 result is 33.2% - target not met).

High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10 was a *Concern* in the 2014-2015 AERR; accordingly a target was set for 2016.

- The 2014 result for this measure published in the 2015 October update to the Accountability Pillar Survey was 23.9%.
- The 2014 result for this measure published in the 2016 October update to the Accountability Pillar Survey was 24.6%.
- The target set for 2015 was 25.0% which would represent an increase of 1.1 percentage points.
- There are two ways to consider whether we met our target.
 - One is the target for 2015 was 25.0% and the result for 2015 was 25.6%; we met our target.
 - Second is based on the adjusted result for this measure. We could consider the same 1.1 percentage point targeted increase not to have been met ($24.6 + 1.1 = 25.7$; our 2015 result is 25.6% - target not met).

Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10 was a *Concern* in the 2014-2015 AERR; accordingly a target was set for 2016.

- The 2014 result for this measure published in the 2015 October update to the Accountability Pillar Survey was 17.0%.
- The 2014 result for this measure published in the 2016 October update to the Accountability Pillar Survey was 16.3%.
- The target set for 2015 was 17.5% which would represent an increase of 0.5 percentage points.
- There are two ways to consider whether we met our target.
 - One is the target for 2015 was 17.5% and the result for 2015 was 14.2%; we did not meet our target.
 - Second is based on the adjusted result for this measure. We could consider the same 0.5 percentage point targeted increase not to have been met ($16.3 + 0.5 = 16.8$; our 2015 result is 14.2% - target not met).

Notes

- 1 | Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- 2 | Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
- 3 | Aggregated PAT results are based upon a weighted average of per cent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), and Social Studies (Grades 6, 9, 9 KAE).
- 4 | Aggregated Diploma results are a weighted average of per cent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: Biology 30, Chemistry 30, English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Physics 30, Science 30, Social Studies 30-1, and Social Studies 30-2.
- 5 | Diploma Examination Participation, High School Completion and High School to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
- 6 | Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 7 | Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Strategies

Personalize learning

Evolve, extend and integrate practices consistent with the elements of CBE's vision for high quality teaching and learning.

- extend the use of learning plans and profiles that help each student be known and develop as a learner
- extend the design of responsive, inclusive, rigorous and engaging learning tasks that ensure students participate, progress and achieve

Clarify and extend inclusive practices through responsive, enabling learning environments and instruction.

- identify and create the conditions for success for students as unique learners and as members of their school and home communities
- action Indigenous Education Strategy

Advance multiple literacies, numeracy and core competencies for each student across the subject areas.

- action Literacy Strategy
- improve clarity and coherence in mathematics teaching and learning practices through a unified mathematics strategy

Build professional capital

Build coherence and continuous improvement in program provision, service delivery, and professional learning through a collaborative and evidence-informed culture.

- action recommendations from previous review of High School Success Strategy

Accelerate collective impact on student learning through leadership practices and professional learning that addresses shared problems of practice.

- inclusive learning
- Indigenous cultures, languages and histories
- literacy, numeracy and core competencies
- task design and assessment

Engage our stakeholders

Implement dialogue engagement framework to give students, staff, families and community members voice in decisions that affect them.

- create opportunities for meaningful dialogue that focus on concerns and aspirations of those impacted
- demonstrate and communicate how contributions influence decisions and connect to student success

Engage local, provincial and global partners in collaborative ventures to support student learning.

- create opportunities for Indigenous Elders and community to contribute to student learning
- expand transition opportunities for young adult students

Outcome Three: Alberta's education system is inclusive

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2017	2018	2019
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	87.8	88.3	89.0	88.2	89.8		Very High	Improved Significantly	Excellent			

Strategies

Personalize learning

Evolve, extend and integrate practices consistent with the elements of CBE's vision for high quality teaching and learning.

- extend the use of learning plans and profiles that help each student be known and develop as a learner
- extend the design of responsive, inclusive, rigorous and engaging learning tasks that ensure students participate, progress and achieve

Clarify and extend inclusive practices through responsive, enabling learning environments and instruction.

- identify and create the conditions for success for students as unique learners and as members of their school and home communities
- action Indigenous Education Strategy

Build professional capital

Accelerate collective impact on student learning through leadership practices and professional learning that addresses shared problems of practice.

- inclusive learning
- Indigenous cultures, languages and histories

Engage our stakeholders

Implement dialogue engagement framework to give students, staff, families and community members voice in decisions that affect them.

- create opportunities for meaningful dialogue that focus on concerns and aspirations of those impacted
- demonstrate and communicate how contributions influence decisions and connect to student success

Promote a workplace culture built on the values of voice, accountability, clarity of role and responsibility in which all employees find meaning and fulfilment.

- act on input and feedback to continuously improve processes and build stronger relationships

Note

- 1 | Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2015.

CBE Disclosure

The CBE Public Interest Disclosure (Whistleblower Protection) policy was approved in February 2014. From September 30, 2015, up to and including September 29, 2016 the following has been received:

Disclosures received by the Designated Officer	0
Disclosures acted on	0
Disclosures not acted on	0
Investigations commenced by the Designated Officer as a result of disclosures	0

Outcome Four: Alberta has excellent teachers, school and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2017	2018	2019
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	82.0	82.4	83.1	81.1	83.2	82.1*	Very High	Improved Significantly	Excellent			

*Alberta Education requires jurisdictions to set targets for any performance measures where the *Overall* evaluation is *Issue* or *Concern*. Overall percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education was an Issue in the 2014-2015 AERR; accordingly a target was set for 2016.

Year over year, Alberta Education revises results to reflect updated information.

- The 2015 result for this measure published in the 2015 October update to the Accountability Pillar Survey was 81.1%.
- The 2015 result for this measure published in the 2016 October update to the Accountability Pillar Survey was 81.1%.
- The target set for 2016 was to achieve an increase of 1.0 percentage points.
- According to the target of 82.1% set for 2016, we have met our target (target = 81.1 + 1.0 = 82.1; our 2016 result of 83.2 exceeds our target of 82.1).

Strategies

Build professional capital

Build coherence and continuous improvement in program provision, service delivery, and professional learning through a collaborative and evidence-informed culture.

- build data literacy across CBE leadership teams

Accelerate collective impact on student learning through leadership practices and professional learning that addresses shared problems of practice.

- inclusive learning
- Indigenous cultures, languages and histories
- literacy, numeracy and core competencies
- task design and assessment

Introduce teacher induction program.

- engage stakeholders and develop program for teachers new to the CBE
- begin implementation of program to support new teachers in actioning personalized learning strategy.

Engage our stakeholders

Implement dialogue engagement framework to give students, staff, families and community members voice in decisions that affect them.

- create opportunities for meaningful dialogue that focus on concerns and aspirations of those impacted
- demonstrate and communicate how contributions influence decisions and connect to student success

Note

- 1 | Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2015.

Outcome Five: The education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2017	2018	2019
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	77.6	78.7	78.3	75.6	80.4	76.0*	Very High	Improved Significantly	Excellent			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	76.0	77.4	77.9	77.2	78.4		Intermediate	Improved	Good			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	88.1	88.3	87.8	87.6	89.4		High	Improved Significantly	Good			

*Alberta Education requires jurisdictions to set targets for any performance measures where the *Overall* evaluation is *Issue* or *Concern*. Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years was flagged as an Issue in the 2014-2015 AERR; accordingly a target was set for 2016.

Year over year, Alberta Education revises results to reflect updated information.

- The 2015 result for this measure published in the 2015 October update to the Accountability Pillar Survey was 75.6%.
- The 2015 result for this measure published in the 2016 October update to the Accountability Pillar Survey was 75.6%.
- The target set for 2016 was to achieve an increase of 0.4 percentage points.
- According to the target of 76.0% set for 2016, we met our target (target = 75.6 + 0.4 = 76.0; our 2016 result of 80.4 exceeds our target of 76.0).

Strategies

Build professional capital

Build coherence and continuous improvement in program provision, service delivery, and professional learning through a collaborative and evidence-informed culture.

- action recommendations from previous review of High School Success Strategy
- build data literacy across CBE leadership teams

Engage our stakeholders

Implement dialogue engagement framework to give students, staff, families and community members voice in decisions that affect them.

- create opportunities for meaningful dialogue that focus on concerns and aspirations of those impacted
- demonstrate and communicate how contributions influence decisions and connect to student success

Promote a workplace culture built on the values of voice, accountability, clarity of role and responsibility in which all employees find meaning and fulfilment.

Steward our resources

Build, optimize, modernize, and/or maintain schools and infrastructure to foster enriching learning environments.

Improve access to and use of data.

Develop and implement a new student information system.

Enhance operational performance through increasingly effective, efficient and streamlined business processes and practices.

Note

- 1 | Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2015.

Summary of Financial Results for 2015-16

Year-Over-Year Highlights

From 2014-15 to 2015-16, student enrolment increased by approximately 2.2 per cent (2,485 students) as measured on Sept. 30 of each school year. Comparing the 2015-16 actual results to the prior year highlights the following:

- Revenue from Alberta Education was up \$64.4 million; an increase of 5.6 per cent. Provincial funding per student increased marginally, however total funding increased primarily due to enrolment growth.
- Employee salaries and benefits represent 78 per cent of expenses. The expense increased year-over-year by \$45.9 million. This 4.7 per cent reflects an increase in school-based permanent positions due to increased enrolment, and the negotiated salary and step increment increases for various employee groups. The increase also reflects a \$14.5 million one-time investment to further schools' goals of improving student achievement and \$1.5 million to hire high school graduation coaches to support First Nations, Métis and Inuit students.
- In 2015-16, the provincial government limited board and system administrative expenses¹ to 3.6 per cent of the operating budget. For 2015-16, the CBE spent 2.6 per cent of its total operating expenses on board and system administration, enabling more resources to be directed to the classroom and classroom support. As a result, centralized supports to schools are lean.
- CBE's accumulated surplus has increased by \$8.6 million due to higher than anticipated investment gains realized through investment transactions.

Actual to Budget Highlights

The CBE's 2015-16 budget was developed and approved by the Board of Trustees in the spring of 2015 for implementation in September of that same year. The budget was based on estimates of an expected enrolment increase of 2455 for the 2015-16 school year. At the Sept. 30, 2015 student count date, actual enrolment for the year was 30 students higher than originally budgeted. As a result, both revenues and expenses were marginally higher than the spring budget. The budget presented for comparative purposes in this report is the Fall 2015 Budget Update which incorporates the finalized September 30 enrolment number. That budget update was accepted by the Board of Trustees on Dec. 1, 2015.

- A comparison of actual results to budget for 2015-16 highlights a number of specific variances.
- Over 91 per cent of CBE revenue comes from Alberta Education. Alberta Education funding received was higher than budgeted by \$4.5 million. The increase was due to higher Infrastructure, Maintenance and Renewal (IMR) activity than what was anticipated as well as higher revenue (with offsetting expenses) for the Alberta Teachers' Retirement Fund (ATRF).
- Non-Alberta Education revenue was \$116.9 million. This amount is comprised mainly of fees, school generated revenues and investment income. Non-Alberta Education revenue was \$18.7 million higher than budgeted due primarily to revenues generated from investment income as well as higher school generated revenues which are inherently variable, subject to school decision making, and fluctuate from year to year.
- \$4.7 million more was spent on salaries and benefits than planned due primarily to activities related to opening new schools in 2016-17, higher charges for the Alberta Teachers Retirement Fund and costs associated with the influx of an additional 500 refugee students.
- Due to more favorable results combined with increased capital activities, the actual net draws from operating reserves was only \$1.5 million.

¹ Board and System Administration costs are specifically defined by Alberta Education's reporting manual and are included in Appendix AIV for reference.

Operating Surplus

With the realization of investment gains along with prudent spending, the CBE reports a surplus of \$14.6 million. The \$32.5 million variance from the fall budget update reflects:

- \$9.3 million higher realized investment income due to favorable market conditions and actual gains realized;
- \$9.6 million net savings in salaries and benefits due to lower actual rates than estimated for the budget as well as savings resulting from position vacancies during the year;
- \$3.0 million in savings from resourcing efficacy reviews with existing staff;
- \$3.5 million net savings on contracts, system accounts and service unit spending;
- \$2.6 million in lower utility costs than budgeted due to both a reduction in usage and lower energy rates than anticipated;
- (\$2.4 million) in spending associated with unanticipated increase in refugee students; and
- \$6.9 million for projects budgeted in 2015-16 that were incomplete at year-end and the budget will be carried forward to 2016-17.

Use of Surplus

The CBE has applied a prudent financial management practice due to concerns about future pressures and realized a surplus of \$14.6 million. This amount is transferred to and from reserves as follows:

- transfer (to) and from operating reserves totalling \$1.1 million:
 - \$8.2 million from unrestricted operating surplus;
 - \$(3.5) million to fiscal stability reserve;
 - \$(0.1) million from the transportation fee stabilization reserve;
 - \$(3.2) million to designated funds; and
 - \$(0.3) million to the EducationMatters Endowment Fund.
- investment of \$(15.7) million in board-funded capital.

The surplus means that the CBE's reliance on funding from operating reserves in 2015-16 was less than anticipated, making the reserves available to fund projects already planned, committed and in progress.

For detailed information regarding the source and use of school generated funds, interested parties should contact the school office.

A full discussion and analysis of the CBE's year-end financial statements and historical financial documents can be found at the following link subsequent to Board of Trustees approval, scheduled for Nov. 29, 2016: <http://www.cbe.ab.ca/about-us/budget-and-finance/Pages/default.aspx>

The provincial roll up of financial results can be found at:
<https://education.alberta.ca/financial-statements/combined-statements>

Program Expenditure Information

	2015-16							2014-15
	Instruction: early childhood services	Instruction: grades 1-12	Board and system administration	Transportation	Plant operations and maintenance	External services	Total	Total
Revenues								
Alberta Education	51,856	925,487	43,517	35,027	152,907	-	1,208,794	1,144,397
Other government of Alberta revenue	-	200	-	-	463	70	733	1,108
Federal grants and education agreements	-	997	20	-	-	1,970	2,987	2,904
Sales and services	579	19,910	1,095	-	852	4,836	27,272	24,329
Fees	158	27,889	-	8,173	-	13,657	49,876	50,296
Investment income	-	324	154	-	258	11,410	12,147	14,863
Other Alberta school authorities	-	375	-	-	272	-	646	831
Gifts and donations	-	8,699	-	-	-	42	8,741	7,023
Fundraising	-	7,166	-	-	-	-	7,166	6,828
Rentals	-	-	445	-	2,054	4,368	6,868	6,698
Gain on disposal of assets	-	44	-	-	-	-	44	63
Other revenue	-	426	-	-	-	-	426	1,323
Total Revenues	52,593	991,516	45,231	43,200	156,807	36,353	1,325,699	1,260,664
Expenses								
Certificated salaries	27,072	598,485	1,153	11	-	375	627,095	594,042
Certificated benefits	3,020	139,510	84	1	-	173	142,788	134,485
Non-certificated staff salaries	12,464	108,011	14,542	2,141	49,774	13,760	200,691	197,091
Non-certificated staff benefits	3,127	26,026	3,174	563	12,959	2,783	48,632	47,608
Sub-total	45,683	872,031	18,952	2,715	62,733	17,092	1,019,206	973,227
Supplies and services	2,595	101,459	11,611	44,171	70,078	3,217	233,131	217,687
Amorization of supported tangible capital assets	-	-	-	-	29,221	-	29,221	29,808
Amorization of unsupported tangible capital assets	666	14,201	2,827	-	5,171	6	22,871	21,837
Supported debt interest	-	-	-	-	463	-	463	560
Other interest and finance charges	8	211	111	202	257	261	1,050	1,477
Other expense	51	1,081	46	1,359	-	2,659	5,196	4,705
Total expenses	49,003	988,983	33,547	48,447	167,923	23,235	1,311,138	1,249,301
Operating surplus / (deficit)	3,590	2,533	11,684	(5,247)	(11,116)	13,118	14,561	11,363

Budget Summary: Fall 2016 Update to the 2016-17 Operating Budget

On Nov 29, 2016, the Board of Trustees will be asked to receive the Fall 2016 Update to the 2016-17 Operating Budget reflecting total planned spending of \$1331.0 million, an increase of \$6.8 million from the approved budget, and authorize submission to Alberta Education.

The development of the 2016-17 Budget was guided by the CBE's values:

- Students come first;
- Learning is our central purpose; and
- Public education serves the common good.

The approved 2016-17 Operating Budget was prepared using a consultative process and focused resources on achieving the vision as articulated in the CBE values, the Three-Year Education Plan and guidance from Alberta Education.

In consideration of our values and the provincial revenue limitations, the overall expected outcomes for the 119,147 students in this budget are:

- Funds allocated directly to schools via the RAM have increased by \$24.2 million and are sufficient to maintain the current 2015-16 ratio of students to school-based staff, subject to principal deployment decisions.
- The RAM increase includes \$1.9 million for the addition of 13 additional system classes and the opening of six Early Development Centres to accommodate increased enrolment, refugees and student learning complexity.
- \$1.0 million will be spent in support of a strategy to effectively address the issue of how we can increase academic success for First Nations, Métis and Inuit learners. This increase is in addition to the continuation of the graduation coach program that began last year for senior high schools (\$1.5 million). We continue to focus on improving educational outcomes for CBE First Nations, Métis and Inuit students.
- \$11.0 million has been added to the budget for incremental operating costs associated with the opening of 15 new schools and the Aboriginal Learning Centre (\$6.0 million of which is part of the RAM increase). Additional costs relate to administrative staff in schools (principal, office staff, library staff, etc.) facility operations and maintenance staff and operating costs such as connectivity, insurance and utilities.
- Fee revenue will be increased by \$1.8 million year-over-year due primarily to enrolment growth.
- Fee revenue for noon supervision and Instructional Supplies and Materials (ISM) will fully fund the gap between targeted Alberta Education funding where available and direct program costs, including waivers and uncollectible accounts. There will be no contribution from the instructional budget to support these fee-based programs and services.
- The transportation program is currently budgeted to run at a deficit of up to \$2.2 - \$2.7 million, to be contributed from operating reserves. This decision was made following extensive public engagement that resulted in recommendations on the level of transportation services and fees. Further changes will be put in place for the 2017-18 school year with the ultimate objective that the transportation program will be self-sustaining (i.e. funded exclusively via targeted government grants and parent/guardian fees).
- The number of school-based teachers will increase by 201 full time equivalent positions and support staff by 48 full time equivalent positions.

- Non-facility capital project spending is budgeted at \$63.4 million, including \$3.5 million to support the commissioning of new schools scheduled to open in the 2017-18 year, \$7 million for wireless upgrades to address functionality issues, \$2.8 million for Career and Technology Studies/Foundations and \$7.2 million for the development and implementation of the new Student Information System (SIS) and \$23.7 million in capital designated funds for projects in progress at the end of 2015-16 that will continue in 2016-17.
- As required by law, the budget for 2016-17 is balanced.

The CBE's 2016-17 budget report can be found at the following location:

<http://www.cbe.ab.ca/about-us/budget-and-finance/Pages/default.aspx>

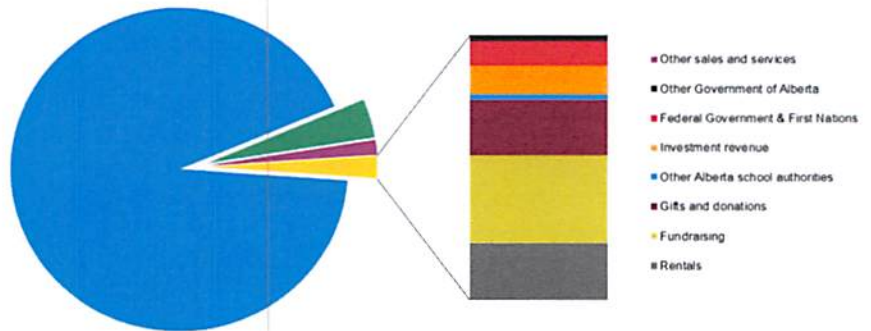
The fall update report will be submitted to Alberta Education immediately following its receipt by the Board of Trustees. It reflects financial support for the outcomes, strategies and actions articulated in the CBE's Three-Year Education Plan and forms the basis of the 2016-17 updated work plans for each of the CBE's service units and fall resource deployment by principals at schools.

Of the \$1,331.0 million in total expected revenues (not including approved transfers from operating reserves and designated funds) approximately 92 per cent, or \$1,230.7 million, is Alberta Education grant revenue. The total planned spending is \$1,350.8 million leaving a deficit of \$19.8 million, which will be funded from draws on reserves.

Revenues

- Alberta Education
- Fees revenue
- Other sales and services
- Other
- Revenues**

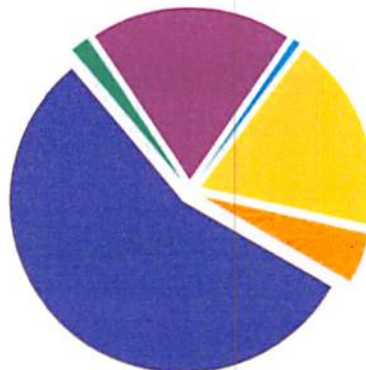
Fall Budget Update		Budget
2016-17		
(in \$ thousands)	%	(in \$ thousands)
1,230,690	92%	1,224,643
51,456	4%	51,047
19,360	1%	19,111
29,466	2%	29,347
1,330,972	100%	1,324,148



Expenses By Type

- Certificated permanent salaries and benefits
- Certificated temporary salaries and benefits
- Non-certificated permanent salaries and benefits
- Non-certificated temporary salaries and benefits
- Supplies and services
- Other (interest, amortization and uncollectible accounts)
- Expenses by type**

Fall Budget Update		Budget
2016-17		
(in \$ thousands)	%	(in \$ thousands)
751,779	56%	742,249
23,535	2%	23,386
253,696	19%	257,790
8,983	1%	8,540
247,869	18%	242,576
64,936	5%	69,433
1,350,798	100%	1,343,974



Summary of Facility & Capital Plans 2016-17

Calgary has experienced high growth over the past decade. Calgary's population has increased by 139,979 persons in the last five years, an average of 27,996 persons per year. The current population is 1,235,171 people (2016 City Census). There are approximately 20 new developing communities as indicated in the City of Calgary's 2016 *Suburban Residential Growth 2016-2020*.

New school construction is necessary in outlying communities of the city to provide students with equitable access to instructional programs and to comply with the Board of Trustees' Governance Policies. New school construction priorities are approved by the Board of Trustees and these priorities are submitted to the provincial government in accordance with the annual School Capital Plan process.

The CBE's Three-Year School Capital Plan 2017-2020 was approved on March 8, 2016 by the Board of Trustees and can be found on the Schools Under Development page on the CBE Website at:

<http://www.cbe.ab.ca/FormsManuals/Three-Year-School-Capital-Plan.pdf>

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

- 20 new school construction projects totaling \$478.5 million
- 13 major modernization projects totaling \$187 million

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

Approved New Schools and Modernization Requests

In May 2013, the Provincial Government announced the approval of six new schools for the CBE to accommodate enrolment growth in Calgary's new and developing communities as part of the Building Alberta Schools Construction Program (BASCP). The six new schools consisted of three elementary, two middle, and one high school. In June 2014 the Provincial Government announced that they would not be pursuing the BASCP procurement package and that the new schools, with the exception of the North East High School, would be handed over to the CBE for development and construction. The construction process is now complete and these schools were opened for the 2016-17 school year:

- New Brighton School (Elementary)
- Copperfield School (Elementary)
- Kenneth D. Taylor School (Evanston Elementary)
- William D Pratt School (Royal Oak Middle)
- Peter Loughheed School (Saddle Ridge Middle)
- Nelson Mandela School (North East High School)

In February 2014 the Provincial Government announced funding for the development and construction of six additional schools for CBE as part of their commitment to build fifty new schools. The design development and pre-construction process is now complete. Construction was completed on 2 of the 6 schools for the September 2016-17 school year with the balance of construction anticipated for completion in the coming months.

- Auburn Bay School (Elementary) – Open September 6, 2016
- Marshall Springs School (Evergreen Middle)
- Buffalo Rubbing Stone School (Panorama Elementary) Open September 26, 2016.
- McKenzie Highlands School (McKenzie Towne Middle)
- Dr. Martha Cohen School (New Brighton/Copperfield Middle)
- Eric Harvie School (Tuscany Elementary)

In September 2014, the Provincial Government announced funding for four starter schools and the design development of a new high school in South East Calgary. These four starter schools would subsequently proceed as full build-outs for completion and opening in the 2016- 2017 school year and the high school in 2018/2019:

- Dr. Roberta Bondar School (Aspen Woods Elementary)
- Dr. George Stanley School (Cranston Middle)
- Hugh A Bennett School (Saddle Ridge Elementary)
- West Ridge School (West Springs/Cougar Ridge Middle)
- Seton High School (SE High School)

The completion of the Booth Centre for Chinook Learning Services was expected in the summer of 2014. Due to significant flood damage in June 2013 the development was abandoned and alternative concepts for the redevelopment of the site with the Calgary Municipal Land Corporation and developers were explored. A Land Use Re-designation Application has been submitted to the City and a Developer Expression of Interest will be issued.

In January 2014 the Provincial Government announced funding for four additional major modernizations which were completed in the 2016-2017 school year. Both Jack James and Bowness High Schools opened in September 2016, while Christine Meikle and Harold W. Riley will be completed in the coming months.

- Christine Meikle School (Replacement School)
- Harold W. Riley School (New Aboriginal Learning Centre)
- Jack James High School (Major Modernization)
- Bowness High School (Major Modernization)

In February & March 2014 the Provincial Government approved limited capital funding to rebuild Elbow Park School and flood mitigation funding for Rideau Park school, damaged by the 2013 Floods.

In October 2014 the Provincial Government announced funding for phase 3 of a consolidated advancement of education capital projects. This announcement which has subsequently been approved for full development provides the CBE with 3 new schools and two additional high school major modernizations for completion in the 2017/2018 school year.

- Manmeet Singh Bhullar School (Martindale Elementary School)
- Ron Southern School (Silverado Elementary School)
- Griffith Woods School (Springbank Hill/Discovery Ridge K-9)
- James Fowler High School Modernization
- Lord Beaverbrook High School Modernization

Enrolment Program Overview

In the 2016-17 school year the Calgary Board of Education will provide programs and services in 242 schools, addressing the complexity and diversity of a population of 119,147 students.

Type and Number of Schools¹ 2016-17	
Elementary	140
Elementary Junior or Middle	43
Junior	17
Junior Senior	3
Senior	22
Elementary Junior Senior ²	1
Unique Settings including Discovering Choices	
Outreach at four locations	16
Total	242
Notes	
1	School is defined as an instructional setting with a unique school code assigned by Alberta Education.
2	Home Education

Student Enrolment as of Sept. 30, 2016	
Early Learning	178
Kindergarten	9,125
Grades 1 to 3	29,410
Grades 4 to 6	25,715
Grades 7 to 9	23,292
Grades 10 to 12	26,443
Home Education	249
Unique Settings	729
Outreach Programs	1,337
Chinook Learning Services ¹	2,211
CBe-learn	458
Total Enrolment	119,147
Note	
1	767 students are over 20 years old.

CBE Budgeted Employee Count¹ 2015-16	
Certificated ²	6,228
Non-certificated	3,382
Total	9,610
Notes	
1	Reported as Full-Time Equivalents as of Sept. 30, 2015
2	Excludes substitute teachers and staff on secondment or Professional Improvement Leave.

Program Overview

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

Unique Settings and Outreach Programs Providing Specialized Services and Supports

- Alternative High School
- CBE Homeschooling
- CBe-learn
- Children's Village School
- Chinook Learning Services
- Christine Meikle School
- Discovering Choices Outreach: Bowness, Downtown, Marlborough, Westbrook,
- Dr. Gordon Townsend School at Alberta Children's Hospital
- Dr. Oakley School
- Early Development Pre-School
- Emily Follensbee School
- Encore CBE
- Jack James Pre-school.
- Louise Dean School
- Nexus
- Project Trust
- West View School
- William Roper Hull School
- Wood's Homes Schools – George Wood Learning Centre and William Taylor Learning Centre

Specialized School-Based Programming for Students with:

- Autism
- Blind or Visual Impairments
 - Head Start Braille Program
 - Short-Term Classes at Vision Resource Centre
- Complex Needs
- Deaf and Hard of Hearing Needs
 - Aural/Oral Approach
 - Bi-lingual Approach – American Sign Language and English
 - Preschool for Deaf or Hard of Hearing
- Developmental Disabilities
- English Language Learning Needs
- Literacy, English and Academic Development Program
- Gifted and Talented Needs
- Learning Disabilities
- Mental Health Needs
- Social-emotional Needs

Sports-Supported Learning Opportunities

- National Sport Academy
- National Sport School

CBE-Supported Community-Based Programming

- Adolescent Day Treatment Program at Holy Cross Centre with Alberta Health Services (AHS)
- Alberta Adolescent Recovery Centre
- Alberta Alcohol and Drug Abuse Commission
- Calgary Youth Attendance Centre with Alberta Justice
- Community Psychiatric Unit at Wood's Homes Parkdale Campus with AHS
- Emergency Women's Shelter Liaison
- Enviros Wilderness Base Camp with AHS
- ExCel Discovery Program with Alberta Justice, AHS and Enviros
- Exceptional Needs Under 12 at Wood's Homes Parkdale Campus with AHS
- HERA Program with Boys and Girls Club of Calgary
- Young Adult Program at the Foothills Hospital with AHS
- Youth Community Support Program at Wood's Homes Parkdale Campus with AHS

Pathway Categories and Programs

- Dual Credit
- Internships
- Off-campus Exploratory Programs
- Registered Apprenticeship Programs

Alternative Programs

Content program focus

- Arts-Centred Learning
- Juno Beach Academy of Canadian Studies
- Performing and Visual Arts
- Science Program

Teaching philosophy programs

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

Language and culture programs

- Aboriginal Learning Centre
- French Immersion (Early and Late) Program
- German Bilingual Program
- Mandarin Bilingual Program
- Medicine Wheel Pre-school and Kindergarten
- Piitoayis Family School
- Second Language and Culture Programs (Arabic, French, German, Italian, Mandarin, Punjabi, Spanish)
- Spanish Bilingual Program

Measure Evaluation Reference

Achievement Evaluation

Achievement Evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 Achievement Evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 73.77	73.77 - 80.97	80.97 - 86.66	86.66 - 90.29	90.29 - 100.00
Diploma: Excellence	0.00 - 7.14	7.14 - 13.15	13.15 - 19.74	19.74 - 24.05	24.05 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes

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

Improvement Table

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

The table below shows the definition of the 5 Improvement Evaluation levels based upon the chi-square result.

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

Overall Evaluation Table

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

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

Category Evaluation

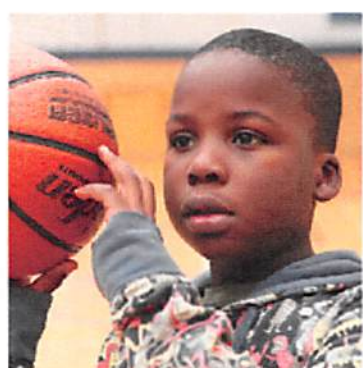
The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these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

Accountability Pillar Overall Summary Annual Education Results Reports - Oct 2016 - Province: Alberta

Measure Category	Measure Category Evaluation	Measure	Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	89.5	89.2	89.1	Very High	Improved Significantly	Excellent
Student Learning Opportunities	Excellent	Program of Studies	81.9	81.3	81.4	Very High	Improved Significantly	Excellent
		Education Quality	90.1	89.5	89.5	Very High	Improved Significantly	Excellent
		Drop Out Rate	3.2	3.5	3.5	High	Improved Significantly	Good
		High School Completion Rate (3 yr)	76.5	76.5	75.5	High	Improved Significantly	Good
Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	73.6	72.9	73.4	Intermediate	Maintained	Acceptable
		PAT: Excellence	19.4	18.8	18.6	Intermediate	Improved Significantly	Good
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	85.0	85.2	85.1	Intermediate	Maintained	Acceptable
		Diploma: Excellence	21.0	21.0	20.5	High	Improved	Good
		Diploma Exam Participation Rate (4+ Exams)	54.6	54.4	53.5	Intermediate	Improved Significantly	Good
		Rutherford Scholarship Eligibility Rate	60.8	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	59.4	59.7	59.3	High	Maintained	Good
		Work Preparation	82.6	82.0	81.1	High	Improved Significantly	Good
		Citizenship	83.9	83.5	83.4	Very High	Improved Significantly	Excellent
Parental Involvement Continuous Improvement	Good	Parental Involvement	80.9	80.7	80.5	High	Improved	Good
	Excellent	School Improvement	81.2	79.6	80.0	Very High	Improved Significantly	Excellent

Notes

- 1 | Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- 2 | Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
- 3 | Aggregated PAT results are based upon a weighted average of per cent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 4 | Aggregated Diploma results are a weighted average of per cent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, and Social Studies 30-2.
- 5 | Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 6 | Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
- 7 | Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 8 | Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 9 | Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TFM (Tell Them From Me) survey in 2014.



learning | as unique | as every student



Calgary Board
of Education

operational
expectations
monitoring report

Monitoring report for
the school year 2015-
2016

Report date:
November 29, 2016

OE-5: FINANCIAL PLANNING

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 5: Financial Planning, the Chief Superintendent certifies that the proceeding information is accurate and complete, and is:

- ☒ In Compliance
- ☐ In Compliance with exceptions as noted in the evidence
- ☐ Not in Compliance

Signed: D. Stevenson
Chief Superintendent

Date: Nov. 15/16

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 5: Financial Planning, the Board of Trustees:

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

Summary statement/motion of the Board of Trustees:

Signed: _____
Chair, Board of Trustees

Date: _____



OE-5: FINANCIAL PLANNING

Executive Summary

Operational Expectation 5: Financial Planning establishes the values and expectations of the Board of Trustees for the Calgary Board of Education in developing and maintaining financial planning that allows the organization to meet its fiscal obligations on an ongoing basis.

The Chief Superintendent's reasonable interpretations for OE 5: Financial Planning were approved on March 20, 2012 and subsequent revisions approved on May 28, 2013. The Board of Trustees last monitored OE 5: Financial Planning on December 1 2015. Revisions were approved to the Reasonable Interpretations on April 5 2016 and will be used to monitor the 2017-2018 budget development process.

5.1 The Chief Superintendent will develop a budget that is in a summary format understandable to the Board and presented in a manner that allows the Board to understand the relationship between the budget and the Results priorities and any Operational Expectations goals for the year.

- Indicator 1: Compliant
- Indicator 2: Compliant

5.2 The Chief Superintendent will develop a budget that credibly describes revenues and expenditures.

- Indicator 1: Compliant

5.3 The Chief Superintendent will develop a budget that shows the amount spent in each budget category for the most recently completed fiscal year, the amount budgeted for the current fiscal year, and the amount budgeted for the next fiscal year.

- Indicator 1: Compliant

5.4 The Chief Superintendent will develop a budget that discloses budget-planning assumptions.

- Indicator 1: Compliant
- Indicator 2: Compliant



OE-5: FINANCIAL PLANNING

5.5 The Chief Superintendent will develop a budget that plans for fiscal soundness in future years.

- Indicator 1: Compliant

5.6 The Chief Superintendent will develop a budget that reflects anticipated changes in employee compensation, including inflationary adjustments, step increases, performance increase and benefits.

- Indicator 1: Compliant

5.7 The Chief Superintendent will develop a budget that includes amounts determined by the Board to be necessary for the Board to effectively and efficiently perform its governing responsibilities.

- Indicator 1: Compliant

5.8 The Chief Superintendent may not develop a budget that plans for the expenditure in any fiscal year of more funds than are conservatively projected to be available during the year.

- Indicator 1: Compliant
- Indicator 2: Compliant

Two documents are named in the indicators for OE-5: a Budget Document and a Budget Assumptions Report.

The Budget Document named in the indicators is the "Budget Report for 2016-17 and beyond", as submitted on June 21, 2016. Evidence in this monitoring report will point to specific pages in the budget report. The budget report as a whole is referred to as the Budget Document.

The Calgary Board of Education Budget Assumptions report was presented to the Board of Trustees on May 17, 2016. It is included in the Budget Document on page 44.



OE-5: FINANCIAL PLANNING

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.

Board-approved Interpretation |

- The Chief Superintendent interprets *multi-year* to mean a three-year period rolling in synchronization with the Three-Year Education Plan. This multi-year financial plan includes both the operating and capital Budgets.
- The Chief Superintendent interprets *develop and maintain* to mean that the multi-year financial plan will be presented and approved by May 31 of each year.
- The Chief Superintendent interprets *directly related to the Board's Results priorities* to mean in accordance with the Three-Year Education Plan, which is the strategy designed to achieve the Board's Results priorities and Operational Expectations goals. Furthermore, the format will include comparative numbers for the previous year and the forecasted budgets for the ensuing two years.
- The Chief Superintendent interprets *directly related to the Board's Operational Expectations goals* to mean that the processes used in financial planning are conducted, and the format and content of the financial planning document are developed, in compliance with the requirements of Operational Expectations.
- The Chief Superintendent interprets *avoids long-term fiscal jeopardy to the organization* as referring to the ultimate financial decisions reflected in the financial plan. Fiscal jeopardy refers to the ongoing ability of the organization to meet its fiscal obligations. While the organization must produce a balanced budget in accordance with the *School Act*, this in itself does not demonstrate avoidance of fiscal jeopardy as it reflects the financial position at a single point in time.

The Chief Superintendent interprets guarding against fiscal jeopardy while balancing the budget to mean that financial decisions will:

1. Only contemplate a temporary structural deficit if there is a clear, prudent financial plan to eliminate it;
2. Address any structural deficits over an identified time frame appropriate to the circumstances, but usually within a three-year period;



3. Strive to develop and maintain an operating reserve base equal to 1% of jurisdiction revenues, whenever possible; and
4. Be based on acceptable levels of risk, in accordance with the organization's definition of risk tolerance.

The Chief Superintendent will develop a budget that:

5.1 Is in a summary format understandable to the Board and presented in a manner that allows the Board to understand the relationship between the budget and the Results priorities and any Operational Expectations goals for the year.	Compliant
--	-----------

Board-approved Interpretation |

The Chief Superintendent interprets *summary format understandable to the Board* to be the format required by Alberta Education.

The Chief Superintendent interprets *Board understands the relationship between the budget and Results priorities and any Operational Expectations goals for the year* to mean that at the outset of the budget building process, the Board will be presented with a Budget Assumptions Report that demonstrates the linkages.

Board-approved Indicators and Evidence of Compliance |

1. A Budget Assumptions Report that reflects the above interpretation.

The Budget Assumptions Report begins with the Board's Results Statements, Values and Guiding documents (e.g. Three-Year Education Plan) that were used to drive the report's creation, and, ultimately, the CBE's Budget.

The organization is compliant with this indicator.

2. A Budget Document that reflects the above interpretation.

A budget was presented to the Board on June 21, 2016.

The organization is compliant with this indicator.

Evidence demonstrates all indicators in sub-section 5.1 are in compliance.

5.2 Credibly describes revenues and expenditures	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets that *revenues and expenditures are credibly described* when they summarize revenue by major funding source and expenditure by spending categories typically used in financial statements prepared in accordance with generally accepted accounting principles.

The Chief Superintendent interprets *credible description* to mean the format required by Alberta Education, supplemented by a glossary of terms and explanatory notes.

Board-approved Indicator and *Evidence of Compliance* |

A Budget Document that reflects the above interpretation.

Page 122 of the Budget Document describes revenue by major funding source and expenditure by spending categories typically used in financial statements prepared in accordance with generally accepted accounting principles, and in the format required by Alberta Education. Revenue and expenditures are also described as a percentage of total and in terms of the variance from the 2014-15 budget. A glossary of terms is found starting on page 180.

The organization is compliant with this indicator.

Evidence demonstrates the indicator in sub-section 5.2 is in compliance.

5.3 Shows the amount spent in each budget category for the most recently completed fiscal year, the amount budgeted for the current fiscal year, and the amount budgeted for the next fiscal year.	Compliant
--	-----------

Board-approved Interpretation |

The Chief Superintendent interprets *budget category* to mirror the revenue and expenditure categories.

The Chief Superintendent interprets the requested disclosure to be three fiscal years, being the previous fiscal year actuals, the current fiscal year budget, and the next fiscal year (being the year for which budget approval is required).

In addition, to comply with the overall requirement to present a *multi-year budget*, in accordance with the Chief Superintendent's interpretation, the presentation will include (for information purposes only) the planned amounts for two subsequent years.

Board-approved Indicator and *Evidence of Compliance* |

A Budget Document that reflects the above interpretation.

The Budget Document presents the required three years of information for the period 2016-17 to 2018-19 with comparatives for 2015-16 in the format required by Alberta Education, in accordance with the approved reasonable interpretation. This is provided on page 124 of the Budget Report.

The organization is compliant with this indicator.

Evidence demonstrates the indicator in sub-section 5.3 is in compliance.

5.4 Discloses budget-planning assumptions	Compliant
---	-----------

Board-approved Interpretation |

The Chief Superintendent interprets the *budget-planning assumptions* to include:

- financial, economic and other relevant factors where uncertainty exists; and
- resource allocation strategies.

The Chief Superintendent interprets that the *disclosure of budget planning assumptions* shall be a separate document, containing both a description of the assumption and the intended budget impact. Presentation of this document to the Board of Trustees will take place in advance of the presentation of the resulting budget.

To demonstrate that the ultimate budget document reflects the planned assumptions, the statistics and impacts from the Budget Assumptions Report will be re-calculated using the final budget figures and included with the Budget Document presented to the Board.

Disclosure of assumptions shall be based on materiality of impact. For the purposes of disclosure, the Chief Superintendent interprets *material impact* to be either:

- any assumption having an impact greater than one per cent of the budget; and
- any assumption that is pivotal to the delivery of the Three-Year Education Plan.

By necessity, the level of detail of the assumptions and the confidence in the estimated impacts will be greater for the current year budget being approved than for the ensuing two years provided for information only. These future years will be modified and adjusted in each ensuing year to respond to unforeseen and changing circumstances and formal budget approval by the Board for those years will occur annually.

Board-approved Indicators and *Evidence of Compliance* |

1. A Budget Assumptions Report that reflects the above interpretation.

The Budget Assumptions Report provides the following information as required by the above interpretation:

- *Financial, economic and other relevant factors where uncertainty exists are disclosed in the attached Budget Assumption Report on beginning on page 5-17, page 12-14 for Revenue and page 14-16 for expenses.*

All assumptions having an impact greater than one per cent of the budget and all assumptions pivotal to the delivery of the Interim Three-Year Education Plan have been disclosed in the attached Budget Assumptions Report on the above noted pages.

The organization is compliant with this indicator.

2. Recalculation of the statistics and impacts from the report on assumptions, using the final budget figures.

Statistics, such as basic funding per student, have been updated throughout the Budget document.

The organization is compliant with this indicator.

Evidence demonstrates all indicators in sub-section 5.4 are in compliance.

5.5 Plans for fiscal soundness in future years.	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets *fiscal soundness in future years* to mean **ongoing** ability to meet financial obligations.

The Chief Superintendent interprets *plans for* to mean that financial decisions are made in accordance with the previous interpretation of “*guarding against fiscal jeopardy while balancing the budget*”.

Board-approved Indicator and *Evidence of Compliance* |

A Budget Assumptions Report that reflects the above interpretation.

The 2016-17 Budget is balanced with the use of reserves to fund regular operations. Reserves are planned to be utilized to fund the operating deficit and other identified one-time expenses such as CTS/CTF and Fine and Performing Arts equipment upgrades.

The projections included in the report for 2017-18 to 2018-19 do not represent deficit plans. Rather, the deficits are indicative of the additional revenue and/or program and service reductions that would be necessary to generate a balanced budget. As well, as a government controlled entity there is no risk that the CBE will be unable to meet its financial obligations.

The organization is compliant with this indicator.

Evidence demonstrates the indicator in sub-section 5.5 is in compliance.

5.6 Reflects anticipated changes in employee compensation, including inflationary adjustments, step increases, performance increase and benefits.	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets that the financial plan will *reflect anticipated changes in employee compensation, including inflationary adjustments, step increases, performance increases and benefits* by including these estimated changes in the projections for salaries and benefits expenses in each of the three years presented in the financial plan.

Board-approved Indicator and Evidence of Compliance |

A Budget Assumptions Report that reflects the above interpretation.

Estimated changes in the projections for salaries and benefits expenses are incorporated into the budget assumption on page 14 of the Budget Assumptions Report. These assumptions are reflected in the information provided in the Budget Document.

The organization is compliant with this indicator.

Evidence demonstrates the indicator in sub-section 5.6 is in compliance.

5.7 Includes amounts determined by the Board to be necessary for the Board to effectively and efficiently perform its governing responsibilities	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets *amounts determined by the Board to be necessary for the Board to effectively and efficiently perform its governing responsibilities* to be the Office of the Trustees' budget allocation.

Board-approved Indicator and *Evidence of Compliance* |

Board approval of the Office of the Trustees' budget allocation.

At the meeting on May 10, 2016, the Board of Trustees approved the Office of the Trustees' budget allocation for 2016-2017.

The organization is compliant with this indicator.

Evidence demonstrates the indicator in sub-section 5.7 is in compliance.

The Chief Superintendent may not develop a budget that:

5.8 Plans for the expenditure in any fiscal year of more funds than are conservatively projected to be available during the year.	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets *conservatively projected to be available to mean that:*

- the source of the funding can be specifically identified; and
- the timing for receipt and amount of funding can both be reasonably estimated.

Reasonably estimated means our level of confidence in our projections is:

- high; or
- if moderate, is acceptable given potential alternative actions.

Levels of confidence are defined in the context of the organization's risk tolerance.

Board-approved Indicators and *Evidence of Compliance* |

1. A Budget Assumptions Report that reflects the above interpretation.

Over 92% of Calgary Board of Education funding is derived from Provincial grants. Revenue projections are based on the Alberta Education Funding Manual, and CBE student projections, which have been extremely reliable on a system-wide basis. Remaining revenues have been budgeted conservatively, as described in the attached Budget Assumptions Report on pages 12-14.

The organization is compliant with this indicator.

2. A Budget Document that reflects the above interpretation.

On page 124 of the Budget Document, the Three-Year Financial Plan reflects expenses in excess of revenue for 2017-18 to 2018-19. These deficits represent the additional revenue and/or cost reductions needed to balance the budget in the future and are not plans to overspend in future years.

The organization is compliant with this indicator.

Evidence demonstrates all indicators in sub-section 5.8 are in compliance.

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.

operational
expectations
monitoring report

OE-11: Learning Environment/Treatment of Students

Monitoring report for the
school year 2015-2016

Report date:
November 29, 2016

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 11: Learning Environment/Treatment of Students, the Chief Superintendent certifies that the proceeding information is accurate and complete, and is:

- ☒ In Compliance
- ☐ In Compliance with policy exceptions as noted in the evidence
- ☐ Not in Compliance

Signed: 
David Stevenson, Chief Superintendent

Date: Nov. 15/16

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 11: Learning Environment/Treatment of Students, the Board of Trustees:

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

Summary statement/motion of the Board of Trustees:

Signed: _____
Chair, Board of Trustees

Date: _____



OE-11: Learning Environment/Treatment of Students

Executive Summary

The Chief Superintendent shall establish and maintain a learning environment that is safe, respectful and conducive to effective learning for each student.

Operational Expectation 11: Learning Environment/Treatment of Students establishes the Board of Trustees' values and expectations for the Calgary Board of Education's work in providing learning environments that support student success.

The Chief Superintendent's reasonable interpretations for OE 11: Learning Environment/Treatment of Students was approved on May 1, 2012. The Board of Trustees last monitored OE 11: Learning Environment/Treatment of Students on December 1, 2015.

The report provided today includes data available from the 2015-2016 school year. The following summary of the individual policy statements for OE 11: Learning Environment/Treatment of Students provides an overview of the results of each indicator. Information, including evidence pertaining to each specific indicator is presented in detail in this report.

11.1	The Chief Superintendent shall protect instructional time provided for students during the academic day by prohibiting interruptions due to unnecessary intrusions.	Compliant
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- Indicator 1: Compliant
- Indicator 2: Compliant
- Indicator 3: Compliant

11.2	The Chief Superintendent shall provide safe learning conditions for each student.	Compliant
------	---	-----------

- Indicator 1: Compliant
- Indicator 2: Compliant
- Indicator 3: Non Compliant

operational
expectations
monitoring report

OE-11: Learning Environment/Treatment of Students

- Indicator 4: Compliant

11.3	The Chief Superintendent shall maintain a climate that is characterized by support and encouragement for high student achievement.	Compliant
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- Indicator 1: Compliant

11.4	The Chief Superintendent shall ensure that all confidential student information is lawfully collected, used and protected.	Compliant
------	--	-----------

- Indicator 1: Compliant
- Indicator 2: Non-compliant
- Indicator 3: Compliant
- Indicator 4: Compliant

11.5	The Chief Superintendent shall provide instructional programs and transportation services that consider the educational needs of students, the choices of families, and the fiscal and operational capacity of the organization.	Compliant
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- Indicator 1: Compliant
- Indicator 2: Compliant
- Indicator 3: Compliant

11.6	The Chief Superintendent shall not tolerate any behaviours, actions or attitudes by adults who have contact with students that hinder the academic performance or the well-being of students.	Compliant
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- Indicator 1: Compliant



OE-11: Learning Environment/Treatment of Students

The Chief Superintendent shall establish and maintain a learning environment that is safe, respectful and conducive to effective learning for each student.

Board-approved Interpretation |

The Chief Superintendent interprets *learning environment* to be those situations when students are engaged in instruction and activities related to Alberta Education's Programs of Study and where students are supervised by Calgary Board of Education employees. Learning environments include approved off-site activities.

The Chief Superintendent interprets *safe* to mean a learning environment where students may focus on their learning, reasonably free from distractors. This learning environment provides for students intellectually, socially, emotionally and physically.

The Chief Superintendent interprets *respectful* to mean a learning environment that is safe, caring and where students feel they are treated fairly.

The Chief Superintendent interprets *conducive to effective learning* to mean a learning environment that provides the conditions and encouragement necessary for students to achieve at the level appropriate to them. In this learning environment students are engaged in their learning and are challenged to stretch and grow.

The Chief Superintendent will

11.1	Protect instructional time provided for students during the academic day by prohibiting interruptions due to unnecessary intrusions.	Compliant
------	--	-----------

Board-approved Interpretation |

The Chief Superintendent interprets *instructional time provided for students during the academic day* to be those scheduled periods that focus on the learning outcomes of students, as defined by Alberta Education's authorized Programs of Study.



The Chief Superintendent interprets *protect* and *prohibit* to mean clear communication to school principals about expectations for instructional time and the correction of known instances of operation outside of regulations. Regulations and expectations for instructional time provide guidance or direction related to such things as school participation in campaigns, school participation in elections, and school participation in programs provided by outside services and partnerships.

The Chief Superintendent interprets *unnecessary intrusions* to be a halt to instructional time not related to student learning outcomes, with the exception of approved practices and emergent responses connected to safety.

Board-approved Indicators and *Evidence of Compliance* |

1. 100% of on-site student activities taking place in instructional time will focus on student learning outcomes.

The organization is compliant with this indicator.

100 % of school principals responded Yes to the following statement:

- *"all on-site student activities taking place in instructional time focused on student learning outcomes."*

2. 100% of off-site activities occurring during instructional time will support student learning outcomes.

The organization is compliant with this indicator.

100 % of school principals responded Yes to the following statement:

- *"all off-site activities taking place in instructional time focused on student learning outcomes."*

3. 100% of schools will use a visitor sign-in system so that visitors check in at the school office before proceeding to classrooms or other areas of the school.

The organization is compliant with this indicator.

100% of school principals responded Yes to the following statement:

- *"my school uses a system that requires visitors to sign-in and/or check-in before proceeding to classrooms or other areas of the school."*

Evidence demonstrates all indicators in sub-section 11.1 are in compliance.

11.2 Provide safe learning conditions for each student.	Compliant
---	-----------

Board-approved Interpretation |

The Chief Superintendent interprets *safe* to mean the learning environment is free from potential harm to students, where students may focus on their learning, reasonably free from distractors. This learning environment provides for students intellectually, socially, emotionally and physically.

Board-approved Indicators and *Evidence of Compliance* |

1. 100% of schools will have the required number of school employees on staff with a current certification in first aid, as set out by Occupational Health and Safety.

The organization is compliant with this indicator.

100 % of school principals responded Yes to the following statement:

- *"my school had the required number of staff with a current certification in first aid, as set out by Occupational Health and Safety."*

2. 100% of schools offering off-site activities to students will have the required number of school employees with current certification in first aid participating in the activities, as set out by the Calgary Board of Education off-site manual.

The organization is compliant with this indicator.

- *Risk management and Off-Site departments confirm all schools offering off-site activities had the required number of staff with a current certification in first aid or access to certified first aid personnel at their destination, as set out by the Calgary Board of Education off-site activities manual.*
- *Principals report providing the required number of staff with appropriate certification participating in off-site activities.*

3. 100% of schools will practice an emergency plan that includes fire drills, evacuation procedures and lockdown procedures.

The organization is not compliant with this indicator.

97.2 % of school principals confirmed that lockdowns and evacuation practices were held.

- *All schools conducted fire drills. 4 schools did not complete a lockdown and 2 schools did not practice an evacuation to an alternate site.*

4. The Calgary Board of Education annual Safe and Caring Schools result, as determined by Alberta Education's Accountability Pillar Survey will be intermediate (81 per cent) or higher.

The organization is compliant with this indicator.

89.8 % of teachers, parents and students agree that students are safe at school, are learning the importance of caring for others, are learning respect for others and are being treated fairly in school.

Evidence demonstrates three of the four indicators in sub-section 11.2 are in compliance. The exception is indicator 3.

11.3	Maintain a climate that is characterized by support and encouragement for high student achievement.	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets *student achievement* to include a demonstration of performance in areas of academic success, citizenship, character and personal development. Evidence of student performance is comprehensively covered in the monitoring of Results policies. In this interpretation of operational policy, the focus is on the supports and practices that enable students to do their best.

The Chief Superintendent interprets *climate* to be the learning environment.

Support and encouragement are interpreted to mean the practices that create a learning environment where schools are safe, caring and fair.

Along with practices, positive relationships with peers and adults in the school assist students socially/emotionally and intellectually.

Board-approved Indicator and *Evidence of Compliance* |

The Calgary Board of Education annual Safe and Caring Schools result, as determined by Alberta Education's Accountability Pillar Survey will be intermediate (81%) or higher.

The organization is compliant with this indicator.

89.8 % of teachers, parents, and students agree that students are safe at school, are learning the importance of caring for others, are learning respect for others and are being treated fairly in school.

Evidence demonstrates the indicator in sub-section 11.3 is in compliance.

11.4 Ensure that all confidential student information is lawfully collected, used and protected.	Compliant
--	-----------

Board-approved Interpretation |

The Chief Superintendent interprets this sub-section to mean that all records about students are maintained in confidence and disclosed only if authorized and by law. Administrative regulations about student records must align with the School Act and the regulations passed thereunder, as well as other applicable legislation and regulations about student records.

The Chief Superintendent interprets *collected, used and protected* to mean student records will be gathered, shared and stored as defined in the School Act, the Freedom of Information and Protection of Privacy Act, the Child Welfare Act, and the Income Tax Act.

Board-approved Indicators and *Evidence of Compliance* |

1. Administrative Regulations regarding student records will align with legal requirements.

The organization is compliant with this indicator.

Administration has confirmed that Administrative Regulation 6024: Student Records is aligned with Alberta Education Student Records Regulation and Calgary Board of Education legal requirements.

2. 100% of school principals indicate the practices in their schools will comply with the organization's Administrative Regulations regarding student records.

The organization is not compliant with this indicator.

99 % of school principals responded Yes to the following statement:

- *"the practices in my school comply with Administrative Regulation 6024 – Student Records."*
- *2 schools indicated there were instances of non compliance with Student Records. One instance was brought to attention through an audit, the other surfaced as a result of a direct report.*

3. 100% of practices in Calgary Board of Education's Records Management department will comply with the organization's regulations regarding student records.

The organization is compliant with this indicator.

The Records Management department confirms that department practice complied with Calgary Board of Education Administrative Regulation 6024 – Student Records.

4. 100% of specialized assessments will proceed only after informed consent is received from the parent/guardian or independent student.

The organization is compliant with this indicator.

The Learning service unit confirms 100% of specialized assessment applications are initiated after a conversation between parent/guardian or independent student and school and/or system personnel responsible for administering specialized assessments, and a written signature.

Evidence demonstrates three of four indicators in sub-section 11.4 are in compliance. The exception is indicator 11.4.2

11.5 Provide instructional programs and transportation services that consider the educational needs of students, the choices of families, and the fiscal and operational capacity of the organization.	Compliant
--	-----------

Board-approved Interpretation |

The Chief Superintendent interprets this sub-section to mean that instructional programs will take into account the strengths, interests and learning outcomes of students, as defined by Alberta Education's authorized Programs of Study.

It means the organization will maintain a reasoned balance in determining programs and programming for students, in consultation with parents and guardians about educational programming. Critical to this balance is connecting cost and service.

Board-approved Indicators and *Evidence of Compliance* |

1. 100% of students have access to an instructional program that meets their learning goals, strengths and interests.

The organization is compliant with this indicator.

100 % of school principals responded Yes to the following statement:

- *"students in my school had access to an instructional program that met their learning goals, strengths and interests."*

2. 100% of alternative program proposals received by the Calgary Board of Education will be considered in three key areas: community interest, the

organization's ability to realize successful student learning outcomes and the fiscal responsibilities of the Calgary Board of Education.

The organization is compliant with this indicator.

The Deputy Chief Superintendent confirms that two proposals for alternative programs were reviewed during the 2015-2016 school year.

3. 100% of decisions about the provision of transportation service for students and the related fee structures are based on access to instructional program and the fiscal responsibilities of the Calgary Board of Education.

The organization is compliant with this indicator.

Administration confirms that decisions were based on access to instructional program for the 2015-2016 school year. There were no transportation reserve funds available to balance the transportation budget.

Evidence demonstrates all indicators in sub-section 11.5 are in compliance.

The Chief Superintendent shall not:

11.6 Tolerate any behaviours, actions or attitudes by adults who have contact with students that hinder the academic performance or the well-being of students.	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets *tolerate* to mean timely action will be taken to address complaints or other evidence of concern related to adult interactions with students.

The Chief Superintendent interprets *adults who have contact with students* to be employees of the Calgary Board of Education and persons volunteering in schools with the knowledge and consent of school staff.

The Chief Superintendent interprets *hinder the academic performance* to mean adult behaviours, actions or attitudes that interfere with student learning. *Hinder the well-being of students* is interpreted to mean adult behaviours, actions or attitudes that do not support a respectful learning environment.

Board-approved Indicators and Evidence of Compliance |

1. 100% of complaints of alleged inappropriate behaviour of employees or volunteers towards students will be addressed within the organization's regulations.

The organization is compliant with this indicator.

100 % of school principals and area directors responded Yes or NA to the following statements:

- *“all reported complaints of alleged inappropriate behaviour of employees or volunteers were addressed within the regulations of the CBE.”*
- *“in my Area, all complaints of alleged inappropriate behaviour of school principals toward students were addressed within the regulations of the CBE.”*

Evidence demonstrates the indicator in sub-section 11.6 is in compliance.

**ATTACHMENT: OE-11 Learning Environment/Treatment of Students
Capacity Building and Process Information**

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-11: Learning Environment/Treatment of Students**Capacity Building**

11.2.3 Schools will practice emergency plans including fire drills, evacuation procedures and lockdown procedures

Continued emphasis will be placed on reminding schools of the need to practice all three types of emergency school responses. Information will continue to be shared at Area principal meetings, system leadership meetings and with the new principal cohorts. A review is underway to explore the possibility of developing electronic tracking and reminders to assist principals in holding these practices.

11.4.2 100% of school principals indicate the practices in their schools will comply with the organization's Administrative Regulations regarding student records.

Records Management department will continue to provide on site support to schools to build capacity with regards to safe and legal record keeping practices that are aligned with CBE Administrative Regulations and current legislation. Ongoing on site audits and reviews provide opportunities for learning, deepening understanding and changing practice. Record management information and updates will continue to be provided on a regular basis to administrative secretary learning sessions held throughout the school year.

November 29, 2016



report to Board of Trustees

Presentation of the 2015-16 Financial Results of the Calgary Board of Education

Date	November 29, 2016
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Board of Trustees' Audit Committee
Purpose	Decision
Originator	Trustee Lynn Ferguson, Chair, Audit Committee
Governance Policy Reference	GC-3: Board Job Description GC-5E: Board Committees

1 | Recommendation

- THAT the Board of Trustees approves the Financial Results of the Calgary Board of Education for the year ended August 31, 2016, including the Audited Financial Statements for the year ended August 31, 2016 and the Auditors' Report dated November 29, 2016, for submission to the Minister of Alberta Education.

2 | Background

In accordance with section 146 of the *School Act*, the Board of Trustees must appoint an auditor. The Board of Trustees appointed KPMG LLP, who has now completed their examination of the 2015-16 financial statements. The auditors' professional opinion on these financial statements is included in the Auditors' Report, dated November 29, 2016, and will be signed following Board approval.

Pursuant to section 151(1) of the *School Act*, the auditor must send to the Minister, on or before November 30 in each year, copies of:

- (a) the financial statements,



- (b) the auditor's report on the financial statements, and
- (c) any written communication between the auditor and the board respecting the systems of internal control and accounting procedures of the board.

In order to assist the Board of Trustees with its work, the Board established an Audit Committee, comprised of two trustees and five external public experts. The Terms of Reference specify the following responsibilities for the Audit Committee:

- (a) to review annually, the external auditors' performance, reporting any issues;
- (b) to serve as liaison to the external auditors, and arrange a meeting with the Board of Trustees prior to public presentation of the annual audited statements;
- (c) to review and recommend approval of the annual audit plan;
- (d) to review and report on the annual financial statements and audit findings report;
- (e) to review with the external auditors the auditing process, any significant difficulties encountered during the audit including any restrictions on scope of work or access to required information;
- (f) to meet at least two times annually as a Committee and at least once annually with the external auditors; and
- (g) to receive and review internal audit reports.

The Audit Committee has reviewed copies of the above information, and has discussed all of these documents with the auditors and with senior Administration. The Committee recommends that the Board of Trustees approves the Financial Statements and the Auditors' Report thereon, as submitted. Such approval is a requirement of the *School Act*.

Attachments:

- Financial Results of the CBE, including the Audited Financial Statements, for the year ended August 31, 2016, and including the Auditors' Report thereon, dated November 29, 2016.



Financial results of the Calgary Board of Education



For the year ended August 31, 2016

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



**Calgary Board
of Education**

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**CALGARY BOARD OF EDUCATION
STATEMENT OF ADMINISTRATION RESPONSIBILITY
AUGUST 31, 2016**

Statement of Administration Responsibility

The Board of Trustees is responsible for ensuring that Administration fulfills its responsibility for financial reporting and control through its own ongoing monitoring and evaluation of its governance policies. The Board of Trustees carries out its responsibility for review of the consolidated financial statements principally through its Audit Committee. The Audit Committee, which consists of two Trustees and not fewer than three public members, meets with Administration and the External Auditor to discuss the results of the audit examination and financial reporting matters. The Audit Committee also reviews the consolidated financial statements, the Auditors' Report and other information, and recommends their approval to the Board of Trustees. The External Auditors have full access to the Audit Committee, with and without the presence of Administration.

In the context of the responsibilities of the Board, the Calgary Board of Education's Administration is responsible for the preparation, presentation and integrity of the consolidated financial statements and has prepared them in accordance with Canadian Public Sector Accounting Standards. The consolidated financial statements present fairly the financial position of the Calgary Board of Education as at Aug. 31, 2016 and the results of its operations and cash flows for the year then ended.

In fulfilling its responsibilities and recognizing the limits inherent in all systems, Administration has developed Administrative Regulations and maintains a system of internal controls, procedures and guidelines, supplemented by ongoing monitoring and evaluation of results, to provide reasonable assurance that assets are safeguarded and that transactions are properly executed in accordance with the governance policies established by the Board of Trustees.

KPMG LLP, the External Auditors appointed by the Board of Trustees, has performed an audit of the consolidated financial statements in this report. Their independent professional opinion on these consolidated financial statements is included in the Auditors' Report.

DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

BRAD GRUNDY
CHIEF FINANCIAL OFFICER,
AND CORPORATE TREASURER

November 29, 2016

**CALGARY BOARD OF EDUCATION
CONSOLIDATED STATEMENT OF FINANCIAL POSITION
AS AT AUGUST 31, 2016**

INDEPENDENT AUDITORS' REPORT

To the Board of Trustees of the Calgary Board of Education

We have audited the accompanying consolidated financial statements of the Calgary Board of Education, which comprise the consolidated statement of financial position as at August 31, 2016, the consolidated statements of operations, accumulated remeasurement gains and losses, changes in net debt, and cash flows for the year then ended, and notes, comprising a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Consolidated Financial Statements

Management is responsible for the preparation and fair presentation of these consolidated financial statements in accordance with Canadian public sector accounting standards, and for such internal control as management determines is necessary to enable the preparation of consolidated financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these consolidated financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the consolidated financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the consolidated financial statements. The procedures selected depend on our judgment, including the assessment of the risks of material misstatement of the consolidated financial statements, whether due to fraud or error. In making those risk assessments, we consider internal control relevant to the entity's preparation and fair presentation of the consolidated financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the consolidated financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the consolidated financial statements present fairly, in all material respects, the consolidated financial position of the Calgary Board of Education as at August 31, 2016, and its consolidated results of operations, its consolidated remeasurement gains and losses, its consolidated changes in net debt, and its consolidated cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Chartered Professional Accountants

November 29, 2016
Calgary, Canada

CALGARY BOARD OF EDUCATION
CONSOLIDATED STATEMENT OF FINANCIAL POSITION
AS AT AUGUST 31, 2016

		2016 (in thousands)	2015 Recast - Note 20 (in thousands)
Financial assets			
Cash and cash equivalents	(Sch 5 and Note 3)	\$ 184,493	\$ 231,853
Accounts receivable (net after allowances)	(Note 4)	52,877	20,779
Portfolio investments	(Sch 5)	96,850	106,941
Total financial assets		334,220	359,573
Liabilities			
Deferred revenue	(Notes 5, 14)	1,079,129	861,570
Accounts payable and accrued liabilities	(Notes 6)	90,744	76,421
Employee future benefits	(Note 7)	24,828	25,428
Other liabilities - asset retirement obligations	(Note 8)	327	327
Supported debt: debentures	(Note 9)	2,936	4,911
Unsupported debt: capital leases	(Note 10)	10,181	8,088
Total liabilities		1,208,145	976,745
Net debt		\$ (873,925)	\$ (617,172)
Non-financial assets			
Tangible capital assets	(Sch 6)		
Land		\$ 2,711	\$ 2,711
Construction in progress		156,367	44,901
Buildings	1,368,739		
Less: Accumulated amortization	(498,908)	869,831	720,122
Furniture and equipment	142,664		
Less: Accumulated amortization	(106,237)	36,427	31,363
Vehicles	9,869		
Less: Accumulated amortization	(6,225)	3,644	4,145
Computer software and hardware	144,729		
Less: Accumulated amortization	(112,241)	32,488	30,764
Total tangible capital assets		1,101,468	834,006
Prepaid expense		6,435	8,535
Total non-financial assets		1,107,903	842,541
Accumulated surplus		\$ 233,978	\$ 225,369
Accumulated surplus is comprised of:	(Notes 11, 20)		
Accumulated operating surplus		230,250	215,689
Accumulated remeasurement gains and losses		3,728	9,680
		\$ 233,978	\$ 225,369

Contractual obligations and contingent liabilities (Note 15)

The accompanying notes and supplementary schedules are part of these consolidated financial statements.

Approved by:

Joy Bowen-Eyre, Chair of Board of Trustees

Date Signed

**CALGARY BOARD OF EDUCATION
CONSOLIDATED STATEMENT OF OPERATIONS
FOR THE YEAR ENDED AUGUST 31, 2016**

	Budget (Note 19)	Actuals	
	2016	2016	2015
	(In thousands)	(In thousands)	(In thousands)
Revenues			
Alberta Education	\$ 1,204,334	\$ 1,208,794	\$ 1,144,396
Other Government of Alberta	846	733	1,108
Federal Government & First Nations	2,393	2,987	2,904
Other sales and services	23,196	27,272	24,329
Fees revenue (Note 13)	49,651	49,876	50,296
Investment revenue	2,817	12,146	14,863
Other Alberta school authorities	522	648	832
Gifts and donations	4,842	8,740	7,023
Fundraising	6,400	7,166	6,828
Rentals	7,544	6,867	6,698
Gain on disposal of assets	-	44	63
Other revenue	20	426	1,323
Total revenues	\$ 1,302,565	\$ 1,325,699	\$ 1,260,663
Expenses			
Instruction: grades 1-12	1,000,765	988,983	941,305
Instruction: early childhood services	46,664	49,003	49,136
Board and system administration	35,773	33,548	33,917
Transportation	48,005	48,447	45,229
Plant operations and maintenance	166,578	167,923	157,489
External services	22,709	23,234	22,225
Total expenses	1,320,494	1,311,138	1,249,301
Annual surplus / (deficit)	\$ (17,929)	\$ 14,561	\$ 11,362

The accompanying notes and supplementary schedules are part of these consolidated financial statements.

**CALGARY BOARD OF EDUCATION
CONSOLIDATED STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED AUGUST 31, 2016**

	2016	2015
	(in thousands)	(in thousands)
Cash flows from:		
Operating transactions		
Annual surplus	\$ 14,561	\$ 11,362
Add (deduct) items not affecting cash:		
Amortization expense	52,092	51,644
Gains on disposal of capital assets	(44)	(63)
Expended deferred capital revenue (EDCR)	(29,221)	(29,808)
Changes in:		
Accounts receivable	(32,098)	40,436
Prepaid expenses	2,100	3,053
Accounts payable and accrued liabilities	14,323	10,739
Deferred revenue excluding EDCR and UDCR (Note 5)	(18,912)	18,030
Employee future benefits	(600)	(936)
Other: Working capital items	(1,975)	(36,739)
Cash flows from operating transactions	\$ 226	\$ 67,718
Capital transactions		
Purchases of tangible capital assets		
Buildings	(290,819)	(49,597)
Equipment	(14,316)	(7,744)
Vehicles	(348)	(1,146)
Computer equipment	(14,072)	(10,781)
Net proceeds from disposal of tangible capital assets	44	68
Other: Working capital items	265,692	104,084
Cash flows (used in) / from capital transactions	\$ (53,819)	\$ 34,884
Investing transactions		
Purchase of portfolio investments	(105,120)	(81,791)
Disposition of portfolio investments	109,651	95,470
Withdrawal of portfolio investments	7,642	-
Remeasurement gains reclassified to the statement of operations	(8,034)	(10,567)
Other: Working capital items	-	228
Cash flows from investing transactions	\$ 4,139	\$ 3,340
Financing transactions		
Repayment of long-term debt	(1,975)	(2,515)
Repayment of capital leases	(1,097)	(6,633)
Additional financing capital leases	3,190	-
Other: Working capital items	1,976	36,739
Cash flows from financing transactions	\$ 2,094	\$ 27,591
 (Decrease) / increase in cash and cash equivalents	 \$ (47,360)	 \$ 133,533
Cash and cash equivalents, beginning of year	231,853	98,320
Cash and cash equivalents, end of year	\$ 184,493	\$ 231,853

The accompanying notes and supplementary schedules are part of these consolidated financial statements.

**CALGARY BOARD OF EDUCATION
CONSOLIDATED STATEMENT OF CHANGES IN NET DEBT
FOR THE YEAR ENDED AUGUST 31, 2016**

	Budget (Note 19)	Actuals	
	2016	2016	2015
	(In thousands)	(In thousands)	(In thousands)
Annual surplus / (deficit)	\$ (17,929)	\$ 14,561	\$ 11,362
Effect of changes in tangible capital assets			
Acquisition of tangible capital assets	(72,077)	(319,554)	(69,268)
Amortization of tangible capital assets	52,115	52,092	51,644
Net carrying value of tangible capital assets disposed	-	-	5
Other changes	(1,096)	-	-
Total effect on changes in tangible capital assets	\$ (21,058)	\$ (267,462)	\$ (17,619)
Changes In			
Prepaid expense	-	2,100	3,052
Net remeasurement gains	-	(5,952)	(3,673)
Change in endowments	-	-	228
Changes in net debt	\$ (38,987)	\$ (256,753)	\$ (6,650)
Net debt, beginning of year	(617,172)	(617,172)	(610,522)
Net debt, end of year	\$ (656,159)	\$ (873,925)	\$ (617,172)

The accompanying notes and supplementary schedules are part of these consolidated financial statements.

CALGARY BOARD OF EDUCATION
CONSOLIDATED STATEMENT OF ACCUMULATED REMEASUREMENT GAINS AND LOSSES
FOR THE YEAR ENDED AUGUST 31, 2016

	<u>2016</u>	<u>2015</u>
	(In thousands)	(In thousands)
Accumulated remeasurement gains, beginning of year	\$ 9,680	\$ 13,353
Unrealized gains attributable to:		
Portfolio Investments	2,082	6,894
Amounts reclassified to the statement of operations:		
Portfolio Investments	(8,034)	(10,567)
Net remeasurement change for the year	<u>\$ (5,952)</u>	<u>\$ (3,673)</u>
Accumulated remeasurement gains, end of year	<u>\$ 3,728</u>	<u>\$ 9,680</u>

The accompanying notes and supplementary schedules are part of these consolidated financial statements.

CALGARY BOARD OF EDUCATION
SCHEDULE 1 - ACCUMULATED SURPLUS
AUGUST 31, 2016
(in thousands)

	ACCUMULATED SURPLUS	ACCUMULATED REMEASUREMENT GAINS (LOSSES)	ACCUMULATED OPERATING SURPLUS	INVESTMENT IN TANGIBLE CAPITAL ASSETS	ENDOWMENTS	UNRESTRICTED SURPLUS	INTERNALLY RESTRICTED	
							TOTAL OPERATING RESERVES	TOTAL CAPITAL RESERVES
Balance at August 31, 2015	217,287	9,680	207,607	134,684	3,520	104	33,083	36,216
Prior period adjustment (Note 20):								
Benefits expense overstated in prior years	8,082		8,082			8,082		
Adjusted Balance, August 31, 2015	225,369	9,680	215,689	134,684	3,520	8,186	33,083	36,216
Annual surplus	14,561		14,561			14,561		
Board funded tangible capital asset additions				34,464		(34,464)		
Net remeasurement gains (losses) for the year	(5,952)	(5,952)						
Endowment contributions					336	(336)		
Amortization of tangible capital assets				(52,092)		52,092		
Capital revenue recognized				29,221		(29,221)		
Debt principal repayments (unsupported)				1,096		(1,096)		
Net transfers to operating reserves						(15,129)	15,129	
Net transfers from operating reserves						8,409	(8,409)	
Net transfers to capital reserves						(23,729)		23,729
Net transfers from capital reserves						20,727		(20,727)
Assumption/transfer of other operations' surplus						-		
Balance at August 31, 2016	233,978	3,728	230,250	147,373	3,856	-	39,803	39,218

	INTERNALLY RESTRICTED RESERVES BY PROGRAM									
	School & Instruction Related		Operations & Maintenance		Board & System Administration ⁽¹⁾		Transportation		External Services	
	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves
Balance at August 31, 2015	21,614	26,576	5,213	1,802	4,541	7,638	122	-	1,593	200
Prior period adjustment (Note 20):										
Adjusted Balance, August 31, 2015	21,614	26,576	5,213	1,802	4,541	7,638	122	-	1,593	200
Net transfers to operating reserves	14,962		40		127					
Net transfers from operating reserves	(7,370)		(256)		(661)		(122)			
Net transfers to capital reserves				23,729						
Net transfers from capital reserves		(9,658)		(4,185)		(6,884)				
Assumption/transfer of other operations' surplus	18,782		(4,957)		(12,232)				(1,593)	
Balance at August 31, 2016	47,988	16,918	40	21,346	(8,225)	754	-	-	-	200

(1) The operating reserve balance includes our Changes in accounting policy reserve and the Education Matters fund which are not available for use.

**CALGARY BOARD OF EDUCATION
SCHEDULE 2 – CAPITAL REVENUE
FOR THE YEAR ENDED AUGUST 31, 2016
(in thousands)**

	Unexpended Deferred Capital Revenue (in thousands)				
	Provincially Approved & Funded Projects ^(A)	Surplus from Provincially Approved Projects ^(B)	Proceeds on Disposal of Provincially Funded Tangible Capital Assets ^(C)	Unexpended Deferred Capital Revenue from Other Sources ^(D)	Expended Deferred Capital Revenue
Balance at Aug. 31, 2015	91,350	-	12,851	-	691,173
Prior period adjustments	4,193	-	(4,222)	-	29
Adjusted balance, Aug. 31, 2015	95,543	-	8,629	-	691,202
Add:					
Unexpended capital revenue received from:					
Alberta Education school building & modular projects (excl. IMR)	225,025				
Unexpended capital revenue receivable from					
Alberta Education school building & modular (excl. IMR)	36,055				
Interest earned on unexpended capital revenue	937	-	-	-	
Insurance proceeds (and related interest)			3,677	-	
Expended capital revenue - current year	(281,902)	-	-	-	281,902
Deduct:					
Capital revenue recognition - Alberta Education					29,221
Balance at Aug. 31, 2016	75,658	-	12,306	-	943,883
	(A)	(B)	(C)	(D)	
Balance of Unexpended Deferred Capital Revenue at Aug. 31, 2015 (A) + (B) + (C) + (D)				87,964	

Deferred Capital Contributions

(A) - Represents funding received from the Province of Alberta toward new approved projects ONLY.

(B) - Represents any surplus of funding over costs from column (A) approved by Minister for future capital expenditures.

(C) - Represents proceeds on disposal of provincially funded capital assets to be expended on approved capital projects per 10 (2) (a) of Disposition of Property Regulation 181/201

(D) - Represents capital contributions received from entities OTHER THAN the Province of Alberta restricted for the acquisition of capital assets.

* Grants received and capitalized under the Infrastructure Maintenance Renewal(IMR) Program are included in this statements under Public Sector Accounting Standards

**CALGARY BOARD OF EDUCATION
SCHEDULE 3 – PROGRAM OF OPERATIONS
FOR THE YEAR ENDED AUGUST 31, 2016
(in thousands)**

	2016							2015
	Instruction: early childhood services	Instruction: grades 1-12	Board and system adminstration	Transportation	Plant operations and maintenance	External services	Total	Total
Revenues								
Alberta Education	51,856	925,487	43,517	35,027	152,907	-	1,208,794	1,144,396
Other government of Alberta revenue	-	200	-	-	463	70	733	1,108
Federal grants and education agreements	-	997	20	-	-	1,970	2,987	2,904
Sales and services	579	19,910	1,095	-	852	4,836	27,272	24,329
Fees	158	27,888	-	8,173	-	13,657	49,876	50,296
Investment income	-	324	154	-	258	11,410	12,146	14,863
Other Alberta school authorities	-	376	-	-	272	-	648	832
Gifts and donations	-	8,698	-	-	-	42	8,740	7,023
Fundraising	-	7,166	-	-	-	-	7,166	6,828
Rentals	-	-	445	-	2,054	4,368	6,867	6,698
Gain on disposal of assets	-	44	-	-	-	-	44	63
Other revenue	-	426	-	-	-	-	426	1,323
Total Revenues	52,593	991,516	45,231	43,200	156,806	36,353	1,325,699	1,260,663
Expenses								
Certificated salaries	27,072	598,485	1,153	-	-	375	627,085	594,041
Certificated benefits	3,020	139,510	84	-	-	173	142,787	134,485
Non-certificated staff salaries	12,464	108,011	14,542	2,152	49,774	13,760	200,703	197,091
Non-certificated staff benefits	3,127	26,026	3,174	563	12,959	2,783	48,632	47,608
Sub-total	45,683	872,032	18,953	2,715	62,733	17,091	1,019,207	973,225
Supplies and services	2,595	101,458	11,611	44,171	70,078	3,217	233,130	217,688
Amorization of supported tangible capital assets	-	-	-	-	29,221	-	29,221	29,807
Amorization of unsupported tangible capital assets	666	14,201	2,827	-	5,171	6	22,871	21,837
Unsupported interest on capital debt	-	-	-	-	257	-	257	-
Supported debt interest	-	-	-	-	463	-	463	560
Other interest and finance charges	8	211	111	202	-	261	793	1,478
Other expense	51	1,081	46	1,359	-	2,659	5,196	4,706
Total expenses	49,003	988,983	33,548	48,447	167,923	23,234	1,311,138	1,249,301
Operating surplus / (deficit)	3,590	2,533	11,683	(5,247)	(11,117)	13,119	14,561	11,362

CALGARY BOARD OF EDUCATION
SCHEDULE 4 – OPERATIONS AND MAINTENANCE EXPENSES
FOR THE YEAR ENDED AUGUST 31, 2016
(in thousands)

Expenses	Custodial	Maintenance	Utilities & tele-communications	Expensed IMR, modular unit relocations & lease payments	Facility planning & operations administration	Unsupported amortization & other expenses	Sub-total operations & maintenance	Supported capital & debt services	2016 Total operations & maintenance
Non-certificated staff salaries	31,197	9,495	-	1,937	7,145	-	49,774	-	49,774
Non-certificated staff benefits	8,135	2,510	-	22	2,292	-	12,959	-	12,959
Sub-total remuneration	39,332	12,005	-	1,959	9,437	-	62,733	-	62,733
Supplies and services	4,890	8,625	152	35,598	1,110	-	50,375	-	50,375
Electricity	-	-	9,584	-	-	-	9,584	-	9,584
Natural gas/heating fuel	-	-	4,370	-	-	-	4,370	-	4,370
Sewer and water	-	-	2,409	-	-	-	2,409	-	2,409
Telecommunications	-	-	165	-	-	-	165	-	165
Insurance	-	-	-	-	2,994	-	2,994	-	2,994
Amorization of tangible capital assets									
Supported	-	-	-	-	-	-	-	29,221	29,221
Unsupported	-	-	-	-	-	5,171	5,171	-	5,171
Sub-total amortization	-	-	-	-	-	5,171	5,171	29,221	34,392
Interest on capital debt									
Supported	-	-	-	-	-	-	-	463	463
Lease payment for facilities	-	-	-	181	-	-	181	-	181
Other interest charges	-	-	-	-	-	257	257	-	257
Total expenses	44,222	20,630	16,680	37,738	13,541	5,428	138,239	29,684	167,923

Square meters									
School buildings									1,288,516

CALGARY BOARD OF EDUCATION
SCHEDULE 5 – CASH AND INVESTMENTS
AUGUST 31, 2016
(in thousands)

Cash & Cash Equivalents	2016		2015
	Average Effective (Market) Yield	Amortized Cost	Amortized Cost
Cash		127,827	72,005
Cash equivalents			
Other, including GIC's	1.40%	56,666	159,848
Total cash and cash equivalents	1.40%	\$ 184,493	\$ 231,853

See Note 3 for additional detail.

Portfolio Investments	2016				2015
	Average Effective (Market) Yield	Cost	Fair Value	Balance	Balance
Guaranteed interest certificates ⁽¹⁾	1.94%	10,561	10,561	10,561	18,203
Fixed income securities					
Government of Canada, direct and guaranteed	0.00%	-	-	-	25,696
Corporate	1.74%	53,773	53,842	53,842	27,507
Total fixed income securities	1.74%	\$ 53,773	\$ 53,842	\$ 53,842	\$ 53,203
Equities					
Canadian	1.83%	10,282	11,096	11,096	12,678
Foreign	2.14%	12,984	14,791	14,791	17,040
Total equities	2.01%	\$ 23,266	\$ 25,887	\$ 25,887	\$ 29,718
Restricted investments ⁽²⁾	1.74%	6,560	6,560	6,560	5,817
Total portfolio investments	1.83%	\$ 94,160	\$ 96,850	\$ 96,850	\$ 106,941

(1) Restricted long-term investments in the amount of \$10,561 (2015 - \$8,360) are included in the GIC balance and relate to cash collateral requirements on capital leases entered into between the years Aug. 31, 2005 and Aug. 31, 2016 (Note 10)

(2) Restricted investments are related to EducationMatters' Endowment Fund and are consisted of T-bills, equities and mutual funds

The following represents the maturity structure for portfolio investments based on principal amount:

	2016	2015
Under 1 year	0.0%	0.0%
1 to 5 years	100.0%	100.0%
6 to 10 years	0.0%	0.0%
11 to 20 years	0.0%	0.0%
Over 20 years	0.0%	0.0%
	<u>100.0%</u>	<u>100.0%</u>

CALGARY BOARD OF EDUCATION
SCHEDULE 6 – TANGIBLE CAPITAL ASSETS
AUGUST 31, 2016
(in thousands)

	2016							2015
	Land	Construction In Progress	Buildings	Equipment	Vehicles	Computer Hardware & Software	Total	Total
Estimated useful life			25-50 Years	5-10 Years	5-10 Years	3-5 Years		
Historical cost								
Beginning of year	2,711	44,901	1,189,386	130,385	9,616	130,665	1,507,664	1,442,412
Additions	-	273,252	17,567	14,316	348	14,072	319,555	69,268
Transfers in (out)	-	(161,786)	161,786	-	-	-	-	-
Less disposals including write-offs	-	-	-	(2,037)	(95)	(8)	(2,140)	(4,016)
	2,711	156,367	1,368,739	142,664	9,869	144,729	1,825,079	1,507,664
Accumulated amortization								
Beginning of year	-	-	469,264	99,022	5,471	99,901	673,658	626,025
Amortization	-	-	29,644	9,252	849	12,348	52,093	51,644
Other additions	-	-	-	-	-	-	-	-
Less disposals including write-offs	-	-	-	(2,037)	(95)	(8)	(2,140)	(4,011)
	-	-	498,908	106,237	6,225	112,241	723,611	673,658
Net Book Value at August 31, 2016	2,711	156,367	869,831	36,427	3,644	32,488	1,101,468	
Net Book Value at August 31, 2015	2,711	44,901	720,122	31,363	4,145	30,764		834,006
		2016	2015					
Total cost of assets under capital lease		36,573	33,384					
Total amortization of assets under capital lease		12,962	10,751					

Disposals and write downs

During 2016, tangible capital assets with a net book value of \$nil (2015 - \$5) were disposed of for net proceeds of \$44 (2015 - \$68).

**CALGARY BOARD OF EDUCATION
SCHEDULE 7 – REMUNERATION
FOR THE YEAR ENDED AUGUST 31, 2016**

	FTE	Remuneration ¹	Benefits ²	Negotiated Allowances ³	Performance Bonuses ⁴	ERIP's / Other Paid ⁵	Other Accrued ⁷ Unpaid Benefits	Expenses ⁶
Board Members:								
Chair								
Joy Bowen-Eyre	1.0	59,280	6,980	4,100			-	5,905
Other members								
Lynn Ferguson	1.0	45,000	6,979	4,100			-	2,087
Judy Hehr	1.0	46,731	6,840	4,100			-	798
Julie Hrdlicka	1.0	45,865	6,979	4,100			-	2,223
Trina Hurdman (Vice Chair)	1.0	47,673	7,002	4,100			-	263
Pamela King	1.0	45,000	6,979	4,100			-	4,915
Amber Stewart	1.0	50,981	7,111	4,100			-	4,225
Subtotal	7.0	340,530	48,870	28,700			-	20,416
David Stevenson, Chief Superintendent	1.0	295,300	32,195	15,000	-	-	147,831	5,166
Brad Grundy, Chief Financial Officer	1.0	237,000	34,616	7,000	-	-	72,476	7,703
Janice Barkway, Corporate Secretary	1.0	165,691	34,220	-	-	-	59,130	715
Certificated teachers	6,230.7	626,799,590	142,726,473	14,000	-	-	-	
Non-certificated - other	3,376.1	199,948,033	47,224,125	18,962	-	1,235,282	-	
TOTALS	9,616.8	827,786,144	190,100,499	83,662	-	1,235,282	279,437	34,000

**CALGARY BOARD OF EDUCATION
SCHEDULE 7 – REMUNERATION
FOR THE YEAR ENDED AUGUST 31, 2016**

Notes for Trustees

¹ **Remuneration** includes honorarium payment and accruals.

Trustee remuneration is established annually through Governance Policy GC-2E Trustee Remuneration. Remuneration reported is on an accrual basis and differs from cash paid in the year. Amounts reported include provisions for the retirement allowance accrual, as applicable.

² **Benefits** include the employer's share of all employee benefits and contributions or payments made on behalf of trustees including: Canada Pension Plan, life insurance, and accidental death and dismemberment coverage. In lieu of other benefits, each Trustee receives the remainder of the package (valued at 10% of basic honorarium) in regular payments.

³ **Negotiated allowances** are a transportation allowance of \$4,100 annually.

⁶ **Expenses** will include the reimbursement of travel, subsistence, conferences fees and other costs, to the Trustee or on his/her behalf that are related to professional development. Expenses are not included on the Schedule of Program Operations as salaries or benefits.

Notes for Employees

¹ **Remuneration** includes regular base salaries, administrative allowances, overtime, lump-sum payments, honoraria, deferred salary leave, accruals, and any other direct cash remuneration. This includes negotiated allowance, performance bonuses, ERIP's/Other as described below. Remuneration reported is on an accrual basis and other differs from cash paid in the year.

² **Benefits** include the employer's share of all employee benefits and contributions or payments made on behalf of employees including retirement, pensions, senior management registered pension plans, Canada Pension Plan, employment insurance, health care, dental coverage, vision coverage, out of country medical benefits, group life insurance, accidental disability and dismemberment insurance, and long and short term disability plans. Government ATRF contributions of individual jurisdictions are included in the audit confirmations that is accessible on Extranet. Individual employee contributions, such as to the Superintendent, can be estimated by using the following formula:

$E = E * ER \text{ rate} * (\text{subject to ATRF Maximum contributions})$ where

D=Salary updated to plan members files

ER rate (2016) – 12.65% (this contribution rate is also available at

http://atrf.com/contribution_rate/jurisdictions_charter_schools.aspx

Benefits for certificated superintendent include Alberta Education contributions to the Alberta Teachers Retirement Fund as well as any supplemental pension plan contributions, if applicable. Benefits for non-certificated superintendents and including the Secretary and Treasurer include the Local Authorities Pension Plan contributions as well as any supplementary pension plan contributions, if applicable.

³ **Negotiated allowances** include monies paid to an employee including car or travel allowance, isolation allowance, relocation expenses, sabbaticals, special leave with pay, financial and retirement planning services, and club memberships. Excluded from this category is certificated school-based employee allowances outlined in collective agreements (these are included in remuneration).

⁴ **Performance bonuses** include those monies paid to employees that are tied to the achievement of some specified goals or objectives.

⁵ **Early Retirement Incentive Plans (ERIPs)/Other** includes termination benefits such as severance pay, retiring allowances (ERIP's), sick leave and other settlement costs due to loss of employment. These are disclosed on a cash basis.

⁶ **Expenses** will include the reimbursement of travel, subsistence, moving costs, conference fees, etc., to the employee or on his/her behalf in performing the responsibilities of employment. Expenses are not included on the Schedule of Program Operations as salaries or benefits.

⁷ **Other Accrued Unpaid Benefits** includes untaken vacation pay and supplemental pension expenses accrued up to Aug. 31, 2016.

CALGARY BOARD OF EDUCATION
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
AUGUST 31, 2016
(in thousands)

1. NATURE OF OPERATIONS

The Calgary Board of Education (the "Corporation"), is an independent legal entity with an elected Board of Trustees as stipulated in the *School Act*, Revised Statutes of Alberta 2000, Chapter S-3, and operates as "Calgary School District No. 19". The Corporation is registered as a charitable organization under the *Income Tax Act* (Canada) and, therefore, is exempt from income tax and may issue official receipts to donors for income tax purposes.

The Corporation is economically dependent upon the Government of the Province of Alberta, since the viability of its on-going operations depends on grants and contributions from Alberta Education and other provincial ministries.

Effective 2005-06, school jurisdictions have been deemed to be controlled by the Government of Alberta according to criteria set out in the Canadian Institute of Chartered Accountants Public Sector Accounting Standards Section 1300, Government Reporting Entity. All entities consolidated or accounted for on a modified equity basis in the accounts of the Government of Alberta are now considered related parties of school jurisdictions for financial reporting purposes. These include government departments, health authorities, post-secondary institutions and all school jurisdictions in Alberta.

The Corporation provides a full range of educational services for all instructional programs ranging from Kindergarten through Grade 12 to the Province of Alberta, and is principally funded by the Province of Alberta through the Alberta Ministry of Education.

2. SIGNIFICANT ACCOUNTING POLICIES

These consolidated financial statements were prepared by management in accordance with the Public Sector Accounting Standards (PSAS) without reference to Sections PS 4200 to PS 4270. The precise determination of many assets and liabilities is dependent on future events. As a result, the preparation of consolidated financial statements for a period involves the use of estimates and approximations, which have been made using judgment. Actual results could differ from those estimates and approximations. The consolidated financial statements have, in management's opinion, been properly prepared within reasonable limits of materiality and within the framework of the accounting policies summarized below:

(a) Basis of consolidation

These consolidated financial statements reflect the assets, liabilities, revenues, and expenses of the reporting entity, which is comprised of all controlled entities.

- EducationMatters (the "Foundation") was established in 2003 by the Corporation under a trust indenture. The Corporation's Board of Trustees appoints the Governors of the Foundation. The Foundation is a registered charity and promotes activities that support public education for the benefit of Calgary's students. The Foundation is controlled by the Corporation therefore its assets, liabilities, revenues and expenses have been consolidated with the Corporation's financial statements.
- School generated funds, which include the assets, liabilities, revenues and expenses at the school level, which are controlled by the Corporation, are reflected in the consolidated financial statements.

Inter-departmental and inter-organizational transactions and balances between these organizations are eliminated upon consolidation.

(b) Cash and cash equivalents

Cash and cash equivalents include cash on hand and highly liquid investments that are readily convertible to known amounts of cash and that are subject to an insignificant risk of change in value. These investments generally have a maturity of three months or less at acquisition and are held for the purpose of meeting short-term cash commitments.

(c) Accounts receivable

Accounts receivable are shown net of allowance for doubtful accounts.

2. SIGNIFICANT ACCOUNTING POLICIES (continued)

(d) Portfolio investments

The Corporation's portfolio investments include GICs, bonds, equity instruments and mutual funds that have no maturity date or have a maturity of greater than one year. Equity instruments that are quoted in an active market and other portfolio investments that have the characteristics of equity investments are recorded at fair value, and the associated transaction costs are expensed upon initial recognition. The Corporation has designated its bond portfolio that would otherwise be classified into the amortized costs category at fair value as the Corporation manages and reports the performance of it on a fair value basis. Other investments not quoted in an active market are reported at cost or amortized cost.

The unrealized change in the fair value is recognized in the Statement of Accumulated Remeasurement Gains and Losses as a remeasurement gain or loss until the portfolio investments are derecognized. Upon derecognition, the accumulated remeasurement gains or losses associated with the derecognized portfolio investments are reversed and reclassified to the Statement of Operations.

Impairment of portfolio investments is recognized when the loss in value of a portfolio investment is other than temporary, and is included in the Statement of Operations. In the case of an item in the fair value category, a reversal of any net remeasurement gains recognized in previous reporting periods up to the amount of the write-down is reported in the Accumulated Statement of Remeasurement Gains and Losses. The loss is not reversed if there is a subsequent increase in value.

Detailed information regarding portfolio investments is disclosed in Schedule 5.

(e) Deferred revenue

Deferred revenue includes contributions received for operations which have stipulations that meet the definition of a liability per *Public Sector Accounting Standard (PSAS) s3200*. These contributions are recognized by the Corporation once it has met all eligibility criteria to receive the contributions. When stipulations are met, deferred revenue is recognized as revenue in the fiscal year in a manner consistent with the circumstances and evidence used to support the initial recognition of the contributions received as a liability.

Deferred revenue also includes contributions for capital expenditures, unexpended and expended:

- Unexpended Deferred Capital Revenue (UDCR)
Unexpended Deferred Capital Revenue represent externally restricted supported capital funds provided for a specific capital purpose received or receivable by the jurisdiction, but the related expenditure has not been made at year-end. These contributions must also have stipulations that meet the definition of a liability per *PS 3200* when expended. The majority of these funds are from the Province of Alberta.
- Expended Deferred Capital Revenue (EDCR)
Expended Deferred Capital Revenue represent externally restricted supported capital funds that have been expended but have yet to be amortized over the useful life of the related capital asset. Amortization over the useful life of the related capital asset is due to certain stipulations related to the contributions that require that the school jurisdiction to use the asset in a prescribed manner over the life of the associated asset.

CALGARY BOARD OF EDUCATION
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
AUGUST 31, 2016
(in thousands)

2. SIGNIFICANT ACCOUNTING POLICIES (continued)

(f) Pensions and employee future benefits

Alberta Teachers' Retirement Fund ("ATRF")

The Corporation's certificated employees are required to contribute to the Alberta Teachers' Retirement Fund (ATRF), a multi-employer defined benefits pension plan. ATRF contributions by the Province for current service are reflected as a cost to operate the education system in Alberta and the Corporation's proportionate share are formally recognized in the accounts of the Corporation, even though the Corporation has no legal obligation to pay these costs. The amount of current service contributions are recognized as "Revenue from the Government of Alberta" and as "Certificated benefits" expense.

Local Authorities Pension Plan ("LAPP")

The Corporation and its non-certificated employees participate in LAPP, a multi-employer pension plan. The Corporation accounts for this plan on a defined contribution basis in accordance with PSA 3250.110 and does not record a share of the unfunded liabilities. Pension costs of LAPP included in these consolidated financial statements comprise the cost of employer contributions for current service of participating employees during the year.

Supplemental Integrated Pension Plan ("SiPP") and Supplementary Executive Retirement Program ("SERP")

The Corporation established supplementary pension plans for certain members of senior administration. The plan provides a supplement to the LAPP or ATRF (as appropriate) and is comprised of both a registered and non-registered portion.

The registered SiPP is a multi-employer plan. The Corporation accounts for this plan on a defined contribution basis in accordance with PSA 3250.110 and does not record a share of the unfunded liabilities.

The non-registered SiPP, or SERP, are administered by the Corporation and provides an annual retirement benefit of 2 per cent of total employee earnings. The cost of SERP is sponsored by the Corporation and is actuarially determined using the projected benefit method pro-rated on service and management's best estimate of expected salary and benefit escalation, retirement ages of employees and plan investment performance. Actuarial valuations of this plan occur annually as at Aug. 31.

Supplementary Retirement Plan ("SRP")

The Corporation provides a non-registered SRP for certain senior employees of the Corporation, based on approved terms and conditions of the plan. The plan provides for annual contributions of 10 per cent of the employee's salary which is above the LAPP or ATRF pensionable earnings cap.

Post-Retirement and Post-Employment Benefits Plans

The Corporation has a number of other defined benefit plans providing post-employment and post-retirement benefits for supplementary health care, dental care, life insurance and retiring allowances (collectively "Post-Retirement and Post-Employment Benefits Plans"). These plans are not funded by separately designated plan assets. For those plans, the future benefits cost is actuarially determined using the projected unit credit method pro-rata on service and using management's best estimate of expected salary escalation, termination and retirement rates and mortality. The discount rate used to measure obligations is based on the internal cost of borrowing.

The cumulative unrecognized actuarial gains and losses are amortized over the expected average remaining service lifetime (EARSL) of active employees covered under the plan. The EARSL for employees of the Corporation is 12 years. The most recent valuation of the obligation was performed at Aug. 31, 2016. For the purposes of determining the financial position of the plans and the employee future benefit costs, a measurement date of Aug. 31 was adopted.

2. SIGNIFICANT ACCOUNTING POLICIES (continued)

(g) Asset Retirement Obligation

The Corporation recognizes the fair value of an Asset Retirement Obligation ("ARO") in the period in which it incurs a legal obligation associated with the retirement of certain buildings and related assets. Certain building assets contain some asbestos. Although the asbestos is appropriately contained in accordance with environmental regulations, it is the Corporation's practice to, if necessary, remediate any asbestos upon disposal of a tangible capital building asset. The Corporation recognizes an ARO only when the related assets have been approved by the Board of Trustees for disposition and when the fair value of the liability can be reasonably determined.

The estimated fair value of the ARO is capitalized as part of the related long-lived asset and depreciated on the same basis as the underlying asset. The ARO provision is adjusted for the passage of time, which is recognized as accretion expense, and for revisions to the timing or the amount of the estimated liability. Actual costs incurred are charged against the asset retirement obligation to the extent of the liability recorded. Differences between the actual costs incurred and the liability are recognized in the Statement of Operations when remediation is completed.

(h) Tangible capital assets

- Tangible capital assets acquired or constructed are recorded at cost which includes amounts that are directly related to the acquisition, design, construction, development, improvement or betterment of the asset. Cost also includes overhead directly attributable to construction as well as interest costs that are directly attributable to the acquisition or construction of the asset.
- Donated tangible capital assets are recorded at their fair market value at the date of donation, except in circumstances where fair value cannot be reasonably determined, when they are then recognized at nominal value. Transfers of tangible capital assets from related parties are recorded at original cost less accumulated amortization.
- Construction in progress is a tangible capital asset that is recorded as an acquisition to the applicable asset class at substantial completion.
- Sites and buildings are written down to residual value when conditions indicate they no longer contribute to the ability of the Corporation to provide services or when the value of future economic benefits associated with the sites and buildings are less than their net book value. For supported assets, the write-downs are accounted for as reductions to Expended Deferred Capital Revenue.
- Buildings that are demolished or destroyed are written-off.
- Capital assets which are paid for directly by the Province of Alberta on behalf of the Corporation are recorded by the Corporation at fair market value when title has transferred. A corresponding deferred capital grant is recorded and reflected in revenue over the life of the asset. Maintenance expenses paid directly by the Province of Alberta on behalf of the Corporation related to these assets are expensed and the corresponding grant is recognized as revenue.
- The cost, less residual value, of the tangible capital assets, excluding land, is amortized on a straight-line basis over the estimated useful life of the asset. Estimated useful life is as follows:

Buildings	25 - 50 years
Furniture and equipment	5 - 10 years
Computer software and hardware	3 - 5 years
Vehicles	5 -10 years

(i) Capital leases

Leases that, from the point of view of the lessee, transfer substantially all the benefits and risks incident to ownership of the property to the Corporation are considered capital leases. These are accounted for as an asset and an obligation. Capital lease obligations are recorded at the present value of the minimum lease payments excluding executor costs (e.g., insurance, maintenance costs, etc.). The discount rate used to determine the present value of the lease payments is the lower of the Corporation's incremental borrowing rate or the interest rate implicit in the lease.

CALGARY BOARD OF EDUCATION
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
AUGUST 31, 2016
(in thousands)

2. SIGNIFICANT ACCOUNTING POLICIES (continued)

(j) Prepaid expenses

Prepaid expenses included advanced payments such as health insurance, and are charged to expense over the periods expected to benefit from such costs.

(k) Operating and capital reserves

Certain amounts are internally or externally restricted for future operating or capital purposes. Transfers to and from reserves are recorded when approved by the Board of Trustees. Capital reserves are restricted to capital purposes and may only be used for operating purposes with approval by the Minister of Education. Reserves are disclosed in the Schedule of Changes in Accumulated Surplus.

(l) Trust fund

Trust funds and their related operations administered by the Corporation are not included in the consolidated financial statements as they are not controlled by the Corporation. Disclosure for Trust funds under administration are detailed in Note 17.

(m) Revenue recognition

Revenues are recorded on an accrual basis. Instruction and support allocations are recognized in the year to which they relate. Fees for services related to courses and programs are recognized as revenue when such courses and programs are delivered.

Volunteers contribute a considerable number of hours each year to schools; such as volunteering in the classroom supporting the milk programs and the raising of school generated funds. These contributed services are not recognized in the consolidated financial statements.

Eligibility criteria are criteria that the Corporation has to meet in order to receive certain contributions. Stipulations describe what the Corporation must perform in order to keep the contributions. Contributions without eligibility criteria or stipulations are recognized as revenue when the contributions are authorized by the transferring government or entity. Contributions with eligibility criteria but without stipulations are recognized as revenue when the contributions are authorized by the transferring government or entity and all eligibility criteria have been met.

Donations of materials and services are recognized as revenue when a fair value can be reasonably estimated and when the materials and services are used in the normal course of the Corporation's operations and would otherwise have been purchased.

Contributions with stipulations are recognized as revenue in the period the stipulations are met, except when and to the extent that the contributions give rise to an obligation that meets the definition of a liability in accordance with *Section PS 3200*. Such liabilities are recorded as deferred revenue. The following items fall under this category:

- Non-capital contributions for specific purposes are recorded as deferred revenue and recognized as revenue in the year the stipulated related expenses are incurred;
- Unexpended Deferred Capital Revenue; or
- Expended Deferred Capital Revenue.

CALGARY BOARD OF EDUCATION
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
AUGUST 31, 2016
(in thousands)

2. SIGNIFICANT ACCOUNTING POLICIES (continued)

(n) Expenses

Expenses are reported on an accrual basis. The cost of all goods consumed and services received during the year is expensed.

Allocation of costs:

- Actual salaries of personnel assigned to two or more programs are allocated based on the time spent in each program.
- Employee benefits and allowances are allocated to the same programs, and in the same proportions, as the individual's salary.
- Supplies and services are allocated based on actual program identification.

(o) Program reporting

The Corporation's operations have been segmented as follows:

- **Instruction: grades 1 – 12.** The provision of grades 1-12 instructional services that fall under the basic public education mandate.
- **Instruction: early childhood services.** The delivery of basic public education to ECS (early childhood services) students.
- **Plant operations and maintenance.** The operation and maintenance of all school buildings and maintenance shop facilities.
- **Transportation.** The provision of regular and special education bus services (to/from school), whether contracted or board operated, including transportation facilities.
- **Board and system administration.** The provision of board governance and system-based/central office administration.
- **External services.** All projects, activities, and services offered outside the public education mandate for ECS children and students in Grades 1-12. Services offered beyond the mandate for public education are to be self-supporting, and Alberta Education funding may not be utilized to support these programs.

The allocation of revenues and expenses are reported by program, source, object and type on Schedule 3 Program of Operations.

(p) Financial instruments

The Corporation classifies its financial instruments as either the fair value or amortized cost. The accounting policy for each category is as follows:

Fair Value

This category includes derivatives and portfolio investments in equity instruments quoted in an active market. The Corporation has designated its bond portfolio that otherwise would be classified into the amortized cost category at fair value as the Corporation manages and reports performance of it on a fair value basis. Those are initially recognized at cost and subsequently carried at fair value. Unrealized changes in fair value are recognized into the Statement of Remeasurement Gains and Losses until they are realized and de-recognized, when they are transferred to the statement of operations, upon disposal.

Transaction costs related to financial instruments in the fair value category are expensed as incurred.

Where the decline in fair value is determined to be other than temporary, the amount of the loss is removed from accumulated remeasurement gains and losses and recognized in the Statement of Operations. Upon disposal, the amount held in accumulated remeasurement gains and losses associated with that instrument is removed from accumulated surplus and recognized in the Statement of Operations.

CALGARY BOARD OF EDUCATION
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
AUGUST 31, 2016
(in thousands)

2. SIGNIFICANT ACCOUNTING POLICIES (continued)

(p) Financial instruments (continued)

Cost / Amortized Cost

This category consist of cash and cash equivalents, accounts receivable, guaranteed investment certificates (GICs), accounts payable and accrued liabilities, long-term debt and capital lease obligations. They are initially recorded at cost and subsequently measured at amortized cost using the effective interest rate method, less any impairment losses on financial assets.

Transaction costs related to financial instruments in the amortized cost category are added to the carrying value of the instrument.

Write-downs on financial assets in the amortized cost category are recognized when the amount of a loss is known with sufficient precision, and there is no realistic prospect of recovery. Financial assets are written down to the net recoverable value with the write-downs being recognized into the statement of operations.

Unless otherwise noted, it is management's opinion that the Corporation is not exposed to significant credit, liquidity, and market risk, which includes currency, interest rate and other price risks.

(q) Measurement uncertainty

The precise determination of many assets and liabilities is dependent on future events. As a result, the preparation of consolidated financial statements for a period involves the use of estimates and approximations, which have been made using careful judgment. Actual results could differ from those estimates. Significant areas requiring the use of management estimates relate to the potential impairment of assets, rates for amortization and estimated employee future benefits.

(r) Budgetary information

Budget information is presented on the Statement of Operations and Statement of Changes in Net Debt and on the related schedules and represents the budget approved by the Board of Trustees in June 2015 and submitted to Alberta Education in June 2015. The budget was amended in December 2015 and accepted by the Board of Trustees at that time.

(s) Future accounting standards

As at Aug. 31, 2016, the following Exposure drafts from PSAS are in place:

- *Related Party Transactions and Inter-Entity Transactions – PSAS has issued new Handbook Sections PS 2200 and PS 3420 dealing with related party transactions and inter-entity transactions. The proposed effective date for Government organizations for year-ends beginning Apr.1, 2017. Earlier adoption is permitted and CBE will adopt earlier if directed by Alberta Education.*
- *Assets, Contingent Assets and Contractual Rights – PSAS has issued three new Handbook Sections dealing with Assets (PS 3210), Contingent Assets (PS 3320) and Contractual Rights (PS 3380). The proposed effective dates for Government organizations for year-ends beginning Apr.1, 2017 with earlier adoption permitted.*
- *Restructuring Transactions – PSAS has issued a new Handbook Section (PS 3430) regarding restructuring transactions. The proposed effective date for Government organizations for year-ends beginning Apr.1, 2018 with earlier adoption permitted.*

None of the above is expected to have a significant effect on the consolidated financial statements of the Corporation.

CALGARY BOARD OF EDUCATION
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
AUGUST 31, 2016
(in thousands)

3. CASH AND CASH EQUIVALENTS

	2016		2015	
	Effective Market Yield	Cost / Amortized cost	Effective Market Yield	Cost / Amortized cost
Bank balances ⁽¹⁾		\$ 130,253		\$ 74,415
Outstanding cheques		(2,426)		(2,410)
Cash equivalents (GIC)	1.40	56,666	1.10	159,848
Total cash and equivalents		\$ 184,493		\$ 231,853

(1) Include cash balances restricted for EducationMatters in the amount of \$135 (2015 - \$199).

General Operating and Other Bank Indebtedness

The Corporation maintains a line of credit with 2.7% borrowing rate that has been negotiated with its banker for general operating purposes. The line of credit is secured against the Corporation's accounts receivable at bank prime rate. At Aug. 31, 2015, no amount has been drawn against the Corporation's general operating line of credit (2015- \$nil).

Supplementary Cash Flow Information

For the year ended Aug. 31, 2016, cash interest paid on debenture debt amounted to \$463 (2015 - \$560) and cash interest earned (both operating and capital) and dividends received on portfolio investments totalled \$3,828 (2015 - \$987).

4. ACCOUNTS RECEIVABLE

	2016			2015
	Gross amount	Allowance for Doubtful Accounts	Net Realizable Value	Net Realizable Value
Alberta Education - capital	\$ 39,055	\$ -	\$ 39,055	\$ 3,000
Treasury Board and Finance	3,120	-	3,120	5,202
Federal government	2,425	-	2,425	1,230
Other	2,182	(125)	2,057	3,050
Municipalities	2,039	-	2,039	1,871
Fees	6,094	(4,236)	1,858	1,718
Alberta Education - grants	1,046	-	1,046	522
Insurance Claims	546	-	546	3,783
Other Alberta school jurisdictions	420	-	420	391
Alberta Education - sub teacher	167	-	167	12
Alberta Education - other	116	-	116	-
First nations	28	-	28	-
	\$ 57,238	\$ (4,361)	\$ 52,877	\$ 20,779

CALGARY BOARD OF EDUCATION
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
AUGUST 31, 2016
(in thousands)

5. DEFERRED REVENUE

	2016	2015
	<hr/>	<hr/>
Unexpended deferred operating revenue		
School Generated Funds (Note 14)	\$ 16,233	\$ 17,221
Infrastructure Maintenance Renewal grants	11,707	28,777
Student fees	14,275	14,754
Alberta Education operating grants	3,099	3,654
Other	1,970	1,768
Other Government of Alberta	-	22
Total unexpended deferred operating revenue	<hr/> 47,284	<hr/> 66,196
Unexpended deferred capital revenue	87,963	104,201
Expended deferred capital revenue ⁽¹⁾	943,882	691,173
Total deferred revenue	<hr/> \$ 1,079,129 <hr/>	<hr/> \$ 861,570 <hr/>

(1) As of Aug. 31, 2016, total insurance proceeds \$3,677 (2015 - \$nil) related to the settlement of flood damage for Elbow Park School was included into Expended deferred capital revenue.

6. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

	2016	2015
	<hr/>	Recast-Note 20 <hr/>
Other trade payables and accrued liabilities	\$ 47,852	\$ 29,007
Salaries and benefit costs	34,191	38,400
Accrued vacation liability	8,287	8,035
Federal Government	211	578
Alberta Capital Finance Authority (Interest on supported debt)	185	291
Alberta Health Services	12	99
Other Alberta school jurisdictions	3	4
Other Government of Alberta ministries	3	7
Total	<hr/> \$ 90,744 <hr/>	<hr/> \$ 76,421 <hr/>

CALGARY BOARD OF EDUCATION
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
AUGUST 31, 2016
(in thousands)

7. EMPLOYEE FUTURE BENEFITS

(a) Alberta Teachers Retirement Fund (ATRF)

The current service and past service costs of the ATRF are met by contributions by active members and the Province of Alberta. Under the terms of the *Teachers' Pension Plan Act*, the Corporation does not make pension contributions for certificated staff and does not report on any unfunded liabilities. The service costs for the members are funded and contributed by the Province of Alberta in the amount of \$75,693 (2015 - \$71,178) and are included in these consolidated financial statements as revenue from the Government of Alberta and as certificated benefits expense. At Aug. 31, 2016, the ATRF reported a surplus of \$1,227,633 (2015 - \$779,716).

(b) Local Authorities Pension Plan (LAPP)

The Corporation participates in the LAPP, which is a multi-employer pension plan and does not report on any unfunded liabilities. The service costs for the employees for the current year of \$39,381 (2015 - \$19,894) are included in these consolidated financial statements and comprise the Corporation's costs of employer contributions. At Dec. 31, 2015, the LAPP reported a deficiency of \$923,416 (2014 - \$2,454,636).

(c) Supplemental Integrated Pension Plan (SiPP) and Supplemental Executive Retirement Program (SERP)

The Corporation's net pension expense for the registered portion of SiPP for the year was \$30 (2015 - \$32).

The net pension expense for SERP was \$101 (2015 - \$173). The total liability for the SERP at Aug. 31, 2016 was \$262 (2015 - \$616).

(d) Supplementary Retirement Plan (SRP)

The total liability for the SRP at Aug. 31, 2016 was \$217 (2015 - \$229).

(e) Post-Retirement and Post-Employment Benefits Plans

Changes in Projected Benefits Obligation

The following table provides the plans' change in Accrued Benefit Obligation ("ABO") for the year ended Aug. 31, 2016 and 2015:

To date, \$24,349 (2015 - \$24,583) has been accrued in the Corporation's consolidated financial statements as an accrued benefit obligation.

	<u>2016</u>	<u>2015</u>
Accrued benefit obligation, beginning of year	\$ 24,583	\$ 25,594
Current service cost	1,223	999
Interest cost	1,263	1,261
Benefits payments	(3,670)	(3,680)
Actuarial gains	950	409
Accrued benefit obligation, end of year	<u>\$ 24,349</u>	<u>\$ 24,583</u>

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7. EMPLOYEE FUTURE BENEFITS (continued)

(e) Post-Retirement and Post-Employment Benefits Plans (continued)

Plan Funded Status

Reconciliation of funded status of benefit plans to the amounts recorded in the consolidated financial statements is as below:

	<u>2016</u>	<u>2015</u>
Plan deficit	\$ 33,519	\$ 33,616
Unamortized net actuarial losses	(9,170)	(9,033)
Accrued benefit obligation	<u>\$ 24,349</u>	<u>\$ 24,583</u>

Components of Net Periodic Post - Retirement Benefit Cost

The net period benefits cost for pension plans include the following components for the year ended Aug. 31 are:

	<u>2016</u>	<u>2015</u>
Current period service cost	\$ 1,223	\$ 999
Amortization of net actuarial gains	950	409
Benefit expenses	2,173	1,408
Benefit interest expenses	1,263	1,261
Total benefit expenses	<u>\$ 3,436</u>	<u>\$ 2,669</u>

The accrued benefit obligations for employee future benefit plans as at Aug. 31, 2016 are based on actuarial valuations for accounting purposes as at Aug. 31, 2012. These actuarial valuations were based on assumptions about future events. The economic assumptions used in these valuations are the Corporation's best estimates of expected rates of:

	<u>2016</u>	<u>2015</u>
Discount rate on accrued benefit obligation	3.80%	3.90%
Rate of Compensation increase	3.50%	3.50%
Supplemental health care (SHC) cost trend rate	7.00%	7.00%
Dental cost trend rate	4.50%	4.50%

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8. ASSET RETIREMENT OBLIGATION

	<u>2016</u>	<u>2015</u>
Balance, beginning of year	\$ 327	\$ 327
Obligations discharged, during the year	-	-
Balance, end of year	<u>\$ 327</u>	<u>\$ 327</u>

An interest rate of 5.35 per cent is applicable to discount expected cash flows for calculation of the initial obligation and a rate of 3.7 per cent would be applicable for accretion of the obligation.

The Corporation has not recorded an asset retirement obligation for the estimated costs of restoring certain schools that may have asbestos as the Corporation is unable to determine the value of this liability as all locations and amounts of asbestos are unknown.

9. DEBENTURES AND OTHER SUPPORTED DEBT

Included are debentures for the acquisition of school buildings funded directly by Alberta Education (pre-1995). Those debentures were issued by Alberta Capital Finance Authority (ACFA) for periods of 15, 20 or 25 years in those years prior to 1995 when the Corporation had local taxing authority, at fixed interest rates ranging from 7.625 per cent - 11.5 per cent, and maturity at various dates to 2020. Balances at Aug 31, 2016 are \$2,936 (2015-\$4,911) and are repayable by 2020. All debenture principal and interest payments are fully guaranteed by the Province of Alberta. Minimum principal repayments of debentures based on the terms above are as follows:

	<u>Principal</u>		<u>Interest</u>		<u>Total</u>
2017	\$ 1,553	\$	273	\$	1,826
2018	841		128		969
2019	296		52		348
2020	<u>246</u>		<u>24</u>		<u>270</u>
Total	<u>\$ 2,936</u>	\$	<u>477</u>	\$	<u>3,413</u>

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10. CAPITAL LEASES

Capital leases are approved by the Alberta Minister of Education for internally financed projects. All capital leases are secured by identified assets of the Corporation (restricted cash). The Corporation has set aside restricted long-term investments of \$10,561 (refer to Schedule 5) to retire the outstanding lease obligation as of Aug. 31, 2016. As of Aug. 31, 2016, capital lease obligations pertaining to the Corporation are as summarized below:

	<u>2016</u>	<u>2015</u>
Finance contracts, secured by certain building components at interest rates ranging from 2.15 per cent - 2.72 per cent , repayable in annual installments of \$645 including interest, maturing August 2017 through August 2021.	\$ 3,131	\$ 3,669
Finance contracts, secured by certain building components at interest rates ranging from 1.67 per cent - 2.94 per cent, repayable in annual installments of \$233 including interest, maturing August 2019 through August 2021.	3,097	1,708
Finance contracts, secured by certain building components at interest rates ranging from 1.67 per cent - 3.17 per cent , repayable in annual installments of \$454 including interest, maturing August 2017 through August 2021.	2,832	2,711
Finance contracts, secured by certain building components at interest rate 1.67 per cent, repayable in annual installments of \$127 including interest, maturing August 2021.	1,121	-
	<u>\$ 10,181</u>	<u>\$ 8,088</u>

Minimum lease payments for future years are as follows:

	<u>Interest</u>	<u>Principal</u>	<u>Total</u>
2017	\$ 251	\$ 3,292	\$ 3,543
2018	163	2,475	2,638
2019	92	1,691	1,783
2020	48	559	607
2021	37	2,164	2,201
Total	<u>\$ 591</u>	<u>\$ 10,181</u>	<u>\$ 10,772</u>

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11. ACCUMULATED SURPLUS

The components of the Corporation's accumulated surplus as at Aug. 31, 2016 are described below:

(a) Accumulated remeasurement gains / losses

Under PSAS, the change in the fair value of investments is recognized in the Statement of Accumulated Remeasurement Gains and Losses as a remeasurement gain or loss until the portfolio investments are derecognized. Upon derecognition, the accumulated remeasurement gains or losses associated with the derecognized portfolio investments are reversed and reclassified to the Statement of Operations. For the year ended Aug. 31, 2016, total accumulated surplus from accumulated remeasurement gains was \$3,728 (2015 - \$9,680).

(b) Accumulated surplus / deficit from operations

i. Restricted surplus from operations:

Where certain instructional initiatives are planned or in progress, the Corporation has designated or restricted operating funds for these specific purposes. Operating reserves have been established for specific program requirements to stabilize annual fee rates or to offset the cost of programs and services in future years. These fund designations and reserves have been established consistent with Provincial legislation and by Board of Trustees' resolution and will be applied to finance future expenses in accordance with the specific requirements of each of these resolutions.

During the year, the Board of Trustees approved a motion to transfer all available for use operating reserve balances to the Fiscal Stability reserve and close those reserves. The purpose of the Fiscal Stability reserve is to stabilize operations when funding levels are inadequate.

Operating funds have been designated by the Board of Trustees for the following purposes:

	2016	2015
School decentralized budgets	\$ 5,862	\$ 2,275
Instructional and service unit initiatives	1,052	1,440
EducationMatters	1,812	1,679
Total designated operating fund	<u>\$ 8,726</u>	<u>\$ 5,394</u>
Transportation fee stabilization	\$ -	\$ 122
Chinook Learning Services fee stabilization	-	1,593
Utility expense stabilization	-	5,007
Snow removal budget stabilization	-	200
Administrative systems renewal	-	890
General instruction	-	3,000
Fiscal stability ⁽¹⁾	41,241	10,464
System transformation	-	2,000
Operating lease	-	14,577
Total operating reserves allocation	<u>\$ 41,241</u>	<u>\$ 37,853</u>
Total operating surpluses	<u>\$ 49,967</u>	<u>\$ 43,247</u>

⁽¹⁾ There are a number of fiscal pressures for the balance of these remaining funds. Administration expects to bring forward a plan for Board of Trustee approval during the 2017-18 budget preparation process.

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11. ACCUMULATED SURPLUS (continued)

(b) Accumulated surplus / deficit from operations (continued)

ii. Capital reserves

The Corporation's capital reserves and designated capital funds are established by Board of Trustees' resolution and in accordance with Provincial legislation, and are funded from proceeds on disposals of capital assets, provision from operating funds, or from lease revenues. To date, the following capital reserves and designated capital funds have been established:

	2016	2015
Building reserve	\$ 9,019	\$ 18,212
Other capital reserves	29,401	17,206
Plant, operations and maintenance asset replacement	798	798
Total Capital Reserves	\$ 39,218	\$ 36,216

The reserves and designated funds are to be applied to finance future capital expenditures in accordance with the specific requirements of each Board resolution. At Aug. 31, 2016, \$23,729 is committed or designated for a specified purpose leaving \$15,489 (2015 - \$18,212) which remains available for new building commitments.

iii. Investments in capital assets

	2016	2015
Investment in capital assets	\$ 147,373	\$ 134,684

Investment in capital assets represents the Corporation's net investment of operating funds that have been used from time to time to purchase building improvements, capital equipment and technology infrastructure to support the general operating activities of the Corporation.

iv. Endowments

As a result of consolidation of EducationMatters, the Corporation has included the Endowment Fund which represents the principal amounts contributed for the benefit of students which must be held in perpetuity by EducationMatters in accordance with stipulations placed by the contributor.

	2016	2015
Endowments	\$ 3,856	\$ 3,520

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11. ACCUMULATED SURPLUS (continued)

(b) Accumulated surplus / deficit from operations (continued)

v. Adjusted accumulated surplus / deficit

The Corporation has recorded a provision for employee future benefits. Since this provision reflects estimated future obligations, it is not required to be funded from current operations. Accumulated surplus is adjusted as follows:

	2016	2015 (Recast Note 20)
Internally restricted surplus from operations	\$ 49,967	\$ 43,247
Employee future benefits	(10,164)	(10,164)
Operating reserves	39,803	33,083
Unrestricted surplus	-	8,186
Unrestricted surplus and operating reserves	\$ 39,803	\$ 41,269
Accumulated surplus	\$ 244,142	\$ 235,533
Employee future benefits	(10,164)	(10,164)
Adjusted accumulated surplus	\$ 233,978	\$ 225,369

Adjusted accumulated surplus represents mostly encumbered and capital asset investment balances such as commitments made in the 2015-16 and 2016-17 budget process for capital and operating initiatives as well as our net investment in capital assets.

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12. RELATED PARTIES

(a) Province of Alberta and economic dependence

The Corporation is economically dependent upon the Government of the Province of Alberta, since the viability of its on-going operations depends on grants and contributions from Alberta Education and other provincial ministries.

Effective 2005-06, school jurisdictions have been deemed to be controlled by the Government of Alberta according to criteria set out in the Canadian Institute of Chartered Accountants Public Sector Accounting Standards Section 1300, Government Reporting Entity. All entities consolidated or accounted for on a modified equity basis in the accounts of the Government of Alberta are now considered related parties of school jurisdictions for financial reporting purposes. These include government departments, health authorities, post-secondary institutions and all school jurisdictions in Alberta.

Assets, liabilities and transactions of the Corporation that relate to the Government of Alberta are as follows:

	Assets (at cost or net realizable value)	Liabilities	Revenues	Expenses
August 31, 2016				
Government of Alberta (GOA):				
Education				
Accounts receivable / Accounts payable	\$ 40,384	\$ -	\$ -	\$ -
Prepaid expenses / Deferred revenue	-	15,332	-	-
Unexpended deferred capital revenue	-	87,963	-	-
Expended deferred capital revenue	-	943,882	29,221	-
Other assets & liabilities	-	-	-	-
Grant revenue & expenses	-	-	1,207,192	-
Other revenue & expenses	-	3	1,602	-
Other Alberta school jurisdictions	420	3	2,300	83
Treasury Board and Finance (Principal)	3,120	-	-	-
Treasury Board and Finance (Accrued Interest)	-	185	463	-
Alberta Health Services	1	12	203	1,158
Post-secondary institutions	-	-	48	494
Other Government of Alberta				
Alberta Pensions Administration Corporation	-	-	-	39,381
TOTAL 2016	\$ 43,925	\$ 1,047,380	\$ 1,241,029	\$ 41,116
TOTAL 2015	\$ 9,128	\$ 828,235	\$ 1,178,124	\$ 21,887

(b) Other

Various parent groups, including societies and other associations, solicit donations and undertake fundraising activities to provide operating and capital donations to further the objectives of the Corporation. The financial information of these groups is not consolidated in these financial statements as the Corporation has no control over any of those entities.

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13. FEES

For the year ended Aug. 31, 2016, the following fees were charged:

	<u>2016</u>	<u>2015</u>
Transportation fees	\$ 8,173	\$ 8,777
Fees charged for instruction materials and supplies	10,134	10,063
Noon supervision	13,389	12,439
Other (School Generated Funds and Chinook)	18,180	19,017
Total fees	<u>\$ 49,876</u>	<u>\$ 50,296</u>

14. SCHOOL GENERATED FUNDS

	<u>2016</u>	<u>2015</u>
Deferred school generated revenue, beginning of year	\$ 17,221	\$ 16,974
Gross receipts		
Fees	16,382	19,178
Fundraising	9,894	9,773
Gifts and donations	6,895	5,811
Grants to school	321	382
Other sales and services	1,739	51
Total gross receipts	<u>\$ 35,231</u>	<u>\$ 35,195</u>
Less:		
Related expenses and uses of funds	29,342	27,633
Direct costs including costs of goods sold to raise funds	6,877	7,315
Deferred school generated revenue, end of year (Note 5)	<u>\$ 16,233</u>	<u>\$ 17,221</u>

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15. CONTRACTUAL OBLIGATIONS AND CONTINGENT LIABILITIES

(a) Contractual obligations

	2016	2015
Capital Projects ⁽¹⁾	\$ 80,620	\$ 209,072
Office Lease ⁽²⁾	213,154	229,682
Service Providers ⁽³⁾	103,496	106,306
Total	\$ 397,270	\$ 545,060

⁽¹⁾ Capital Projects:

The Corporation has contractual commitments to complete major capital projects relating to school buildings and administrative sites. The full amount of the outstanding contractual obligations as at the reporting date is to be funded by capital contributions from Alberta Education.

⁽²⁾ Office Lease:

The Corporation entered into various operating lease agreements for office spaces that expire up to February 2031, from which the annual rental of \$1,469 (2015 - \$1,653) is recovered annually.

⁽³⁾ Service Providers:

As at Aug. 31, 2016, the Corporation has the following commitments relating to service and grant contracts:

- The Corporation has revised its service agreement related to certain payroll and human resources administration processes expiring Oct. 14, 2019.
- Effective Sept 1, 2006, the Corporation entered into a Master Transportation Agreement with Southland Transportation Ltd. and First Student Canada for the provision of student school bus transportation services. The initial term of the agreement is ten years (expiring Aug. 31, 2016) and the Corporation has renewed for one year expiring Aug. 31, 2017. Each year during the term, the Corporation enters into a yearly service agreement with each carrier, outlining the services to be provided, the applicable daily base rate, and all other anticipated fees and charges under the agreement.
- The Corporation entered into an electricity supply agreement with Enmax to the end of December 2020.

Estimated payment requirements for each of the next five years and thereafter are as follows:

	Capital Projects	Office Lease	Service Providers	Total
2016-17	\$ 63,082	\$ 13,254	\$ 71,121	\$ 147,457
2017-18	10,638	13,686	15,829	40,153
2018-19	3,600	13,734	10,095	27,429
2019-20	3,300	13,547	4,730	21,577
2020-21	-	13,821	1,721	15,542
Thereafter	-	145,112	-	145,112
Total	\$ 80,620	\$ 213,154	\$ 103,496	\$ 397,270

(b) Contingent assets and liabilities

From year to year, legal actions are brought against the Corporation in the normal course of operations. Management believes that the ultimate resolution of claims presently outstanding is not expected to be significant to the overall financial position of the Corporation.

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16. TRUST FUNDS UNDER ADMINISTRATION

	<u>2016</u>	<u>2015</u>
Scholarship Trust Funds	\$ 9	\$ 28
School Staff Funds	<u>121</u>	<u>127</u>
	<u>\$ 130</u>	<u>\$ 155</u>

17. THE URBAN SCHOOLS INSURANCE CONSORTIUM (“USIC” or “the CONSORTIUM”)

The Corporation is a member of USIC, a licensed reciprocal insurance exchange under Alberta's *Insurance Act*, which facilitates the placement of property and liability insurance coverage for 14 school jurisdictions throughout the Province of Alberta. Under the agreement created at the time USIC was established, decisions related to the financial and operating activities of the Consortium are shared. No partner is in a position to exercise unilateral control. Amounts are paid by each of the members to the consortium to pay for insurance premiums on policy renewals and to self-insure a portion of each member's risk exposure.

The Corporation has elected not to proportionately consolidate pro-rata share of assets, liabilities, revenues and expenses of the consortium, as the accumulated consortium funds are payable only upon membership termination or dissolution of the consortium.

The Corporation's share of the accumulated and unencumbered consortium funds as at Aug. 31, 2016 was \$1,539 (2015 - \$1,746).

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18. SEGMENT INFORMATION

Segmented information has been identified based upon lines of service provided and activities performed by the Corporation. Alberta Education requires that school jurisdictions disclose expenses based on the type of activity or services provided, regardless of whether they are incurred at schools or centrally. The services that have been separately disclosed in the segmented information, along with a description of those services, are as follows:

(i) Instruction (ECS and grades 1 – 12)

Instruction is comprised of both the delivery of instruction in schools as well as school administration and support provided for instruction centrally.

(ii) Plant, operations and maintenance

Activities related to the construction, operation, maintenance, safety and security of school buildings and support provided to administer these activities are included as plant, operations and maintenance.

(iii) Transportation

The Corporation is responsible for transporting students to and from school sites. All direct activities related to transporting students and the support to run the program is included in Transportation.

(iv) Administration

Administration includes system-wide activities for the purpose of general regulation and direction of the affairs of the school jurisdiction.

(v) External services

External services includes services offered outside the Corporations regular educational programs for kindergarten to Grade 12 students such as continuing adult education.

Certain allocation methodologies are employed in the preparation of segmented financial information. Amortization expense is allocated to segments based upon the purpose of the capital asset that is being amortized.

The accounting policies used in these segments are consistent with those followed in the preparation of the consolidated financial statements as disclosed in Note 2. See Schedule 3 – Program of Operations for details.

19. BUDGET COMPARATIVES

The CBE's annual budget is first prepared in the spring prior to the start of the school year using enrolment estimates and Alberta Government budget announcements. This 2015-16 budget was approved by the Board of Trustees on Jun. 18, 2015 and submitted to Alberta Education on Jun. 22, 2015. In the fall, the budget was updated to reflect actual enrolment numbers and was accepted by the Board of Trustees on Dec 1. 2015.

The fall budget update is presented in the Consolidated Statement of Operations for comparative purposes. The table below shows the original approved budget compared with the budget as presented for comparative purposes and the difference is the impact of the updated enrolment numbers on revenues and planned expenditures.

Amounts budgeted for capital assets acquired only include board-funded assets, which excludes all capital activity that is funded directly by the Province of Alberta, such as new school construction and modular units. During the year, the actual board-funded capital acquisitions were \$34,464 (2015 - \$22,184) as shown in Schedule 1.

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19. BUDGET COMPARATIVES (continued)

	Original Budget	Budget as presented for comparative purposes	Increase / (Decrease)
Revenues			
Alberta Education	\$ 1,184,939	\$ 1,204,334	\$ 19,395
Other Government of Alberta	846	846	-
Federal Government & First Nations	2,393	2,393	-
Other sales and services	23,628	23,196	(432)
Fees revenue	49,313	49,651	338
Investment revenue	2,817	2,817	-
Other Alberta school authorities	522	522	-
Gifts and donations	4,842	4,842	-
Fundraising	6,400	6,400	-
Rentals	7,544	7,544	-
Gain on disposal of assets	-	-	-
Other revenue	20	20	-
Total revenues	\$ 1,283,264	\$ 1,302,565	\$ 19,301
Expenses			
Instruction: grades 1-12	986,723	1,000,765	14,042
Instruction: early childhood services	46,664	46,664	-
Board and system administration	35,049	35,773	724
Transportation	42,904	48,005	5,101
Plant operations and maintenance	149,215	166,578	17,363
External services	22,709	22,709	-
Total expenses	\$ 1,283,264	\$ 1,320,494	\$ 37,230
Annual surplus / (deficit)	\$ -	\$ (17,929)	\$ (17,929)
Transfer from operating reserves/designated funds			
Transfer from operating reserves	-	37,956	37,956
Transfer from designated funds - schools	-	2,275	2,275
Transfers from designated funds - service units	-	1,439	1,439
	\$ -	\$ 41,670	\$ 41,670
Add/(deduct) capital items paid by operating funds			
Capital assets acquired	(26,677)	(72,077)	(45,400)
Board funded amortization	23,773	22,880	(893)
Debt repayments	(1,096)	(1,096)	-
Use of capital reserves	4,000	26,552	22,552
	\$ -	\$ (23,741)	\$ (23,741)
Cost to be reduced/efficiencies identified	\$ -	\$ -	\$ -

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20. RECAST

As a result of continued review and refinement of employee benefit accounting, certain CBE funded supplemental dental and extended health benefit liabilities were over accrued annually from 2002 to 2014.

These benefits are administered through an Administrated Services Only plan and all direct benefits to employees have been paid in full during the year of benefit access. These recast amounts relate solely to the employers paid benefits and have no impact on the total compensation rewards provided to employees between 2002 and 2014.

This adjustment resulted in a decrease to accounts payable and accrued liabilities and an increase to accumulated surplus for expenses related to 2002 through to 2014.

Accounts payable and accrued liabilities and accumulated operating surplus have been recast for 2015 to reflect the correction of a benefits liability overstatement. There is no impact to 2015 surplus or the Consolidated Statement of Cash Flows as the overstatement was incurred in years prior to 2015.

2015 accounts payable and accrued liabilities has been recast from \$84,503 to \$76,421 – a reduction of \$8,082.

2015 accumulated operating surplus has been recast from \$207,607 to \$215,689 – an increase of \$8,082.

Opening net debt has also been recast from \$618,605 to \$610,522 – a reduction of \$8,082.

21.SUBSEQUENT EVENT

On Nov. 3rd, 2016, the Corporation received new direction from Alberta Treasury Board and Finance specifying that vacation pay paid to employees of the Calgary Board of Education who work 10 months of each calendar year is pensionable salary for purposes of the Local Authorities Pension Plan (LAPP). The Corporation has not accounted for this additional obligation to the Corporation, if any, in the financial statements as the value is indeterminable at this time and it is unknown at this time to which fiscal period(s) this change will be applied.

22. COMPARATIVE FIGURES

Certain comparative figures have been reclassified where necessary to conform to the current year's presentation and have been recast as further described in Note 20.

Overview

We work with our students, families, employees, communities and Alberta Education to build positive learning and working environments. Our work is guided by the Board of Trustees' policies, the CBE Three-Year Education Plan and the direction set by Alberta Education.

Our values guide our work:

- Students come first
- Learning is our central purpose
- Public education serves the common good

An outstanding education begins with making wise decisions about how we invest public resources on behalf of 116,985 students. It's an important responsibility. The money we spend educating our youth is one of the most important investments we can make in our society's future.

Our prudent spending in 2015-16 enabled us to end the year with a modest \$14.6 million surplus. This means we are able to achieve our anticipated target of retaining some reserves that were originally planned for use in 2015-16 to spend on initiatives already approved and in progress in 2016-17 and 2017-18. Our surplus came from higher than anticipated investment gains and a deferral to future years of some initiatives as we focused on capital activities to open 20 new, replacement and modernized schools in 2016-17.

We are pleased to show that in 2015-16 the CBE was well managed financially, achieving 99.3 per cent accuracy in terms of our actual expenditures against our fall budget.

2015-16 achievements

The 2015-16 school year presented the CBE with many challenges and opportunities. We embraced new arrivals: for a short time in some cases and over the longer term in others. Over 500 Syrian refugees joined our system at an incremental cost of over \$2.4 million, without any added funding. We happily adapted to our new students and their learning and transportation needs. To accommodate their language and learning needs, 21 Literacy, English and Academic Development (LEAD) classes were opened. Costs incurred included hiring teachers and English Language Learning (ELL) assistants, specialized training to LEAD teachers and the allocation of psychologist time.

We also welcomed temporary students in the spring when some northern Alberta communities were evacuated due to wildfires. Our schools rose to the challenge and made these students feel welcome and at home in our system. Students, staff, parents and the Calgary community all worked together to support these families in their transitions. Some CBE staff continue to work supporting our Fort McMurray colleagues.

In 2015-16 Kingsland Reception Centre welcomed 4,082 newcomers. This represents an increase of 6.05 per cent compared to the year before. 2,333 students were assessed for English language proficiency and identified ELL with a 301 code.

We worked hard on capital projects in 2015-16, to prepare for the opening of new schools and modernizing of others to continue serving our growing student population. This unprecedented number of major capital projects, while primarily funded by Alberta Education, will see the CBE invest more than \$25 million over the 2016 to 2018 time period to set our new, replacement and modernized schools up for success. Our schools will meet our students' needs today, tomorrow and into the future.

We also committed the use of reserve funds to finance endeavours important to continued student success. We invested \$14.5 million directly into schools to further each school's goal of improving student achievement as

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outlined in their respective school development plans. We also allocated \$1.5 million to support our First Nations, Métis and Inuit learners with high school graduation coaches. Anecdotally this measure has already proven successful, and we continue to focus on improving these students' educational outcomes.

Funding was also dedicated to enhancing wireless services across the CBE. As the integration of technology into learning continues, so too does our need to provide robust, reliable and secure wireless coverage throughout our 240 buildings. This critical investment will ensure both the students of today and tomorrow are able to access information and content reliably, safely and securely to support their learning.

We also made a commitment to our community this year: *we will involve parents, students, staff and community members in decisions*. We have dedicated significant resources to lead and support our community engagement initiatives and developed *dialogue*, our public engagement framework. Our comprehensive transportation engagement saw parents, students and community members get involved in the decisions made about the future of transporting CBE students safely and reliably to and from school.

Communication is important to us, and that's why we embarked on a system initiative to allow schools to easily and securely send email, phone and text messages to parents/guardians of students in a particular grade, class, school or area. SchoolMessenger has now been implemented with resounding success. In addition to providing more immediate communication options, we have also been able to relieve schools of much of the administrative burden associated with communicating with nearly 117,000 students and their families.

Creating an inclusive and welcoming environment for every student is critical to achieving our Mission. In the spring of 2016 we released our guidelines for attending to gender identity, gender expression and sexual orientation in our schools. Fostering inclusive, safe, caring, respectful and welcoming school communities that recognize the full range of uniqueness of CBE students is central to our work. We are proud of the work that our schools do every day to support this.

CBE students continued to demonstrate strong academic results on the 2015-16 Provincial Achievement Tests and Diploma Exams. CBE students in Grades 6 and 9 outperformed the province at the acceptable standard and the standard of excellence on 18 out of 20 measures. Student results on diploma exams are also impressive. In 10 of 11 exams, CBE students outperformed the province at the acceptable standard and the standard of excellence. A full report on our [provincial exam results](#) can be found online.

Student enrolment at the CBE continues to grow. Enrolment for 2015-16 increased to 116,985, up 2,485 (2.2 per cent) from the previous year. To put that in perspective, a large elementary school has a student population of about 600 students; for 2015-16 the CBE grew by the equivalent of four such schools.

Enrolment has grown by over 14,000 since 2010. This growth has put tremendous pressure on all resources including space. Certainly our 20 new, replacement and modernized schools opening in 2016-17 and seven more in 2017-18 and 2018-19 will go some way towards easing this pressure. In addition to the challenges presented by rapid growth, financial planning is complicated by many unknowns, including:

- provincial funding levels from year to year
- considerable costs in the commissioning of an unprecedented 27 new, modernized and replacement schools (see page 33)
- deferred maintenance on our aging buildings (57 per cent of CBE schools were built prior to 1970)

The CBE remains committed to offering choice, universal access, and inclusive and personalized learning. These cornerstones of our public education system come with associated costs. The CBE practices prudent and diligent cost management to best meet the learning needs of our growing student population.

The following review of the financial results for 2015-16 includes two comparisons: year-over-year actual results and actual 2015-16 results to the Fall 2015 Update budget.



Year-over-year highlights

From 2014-15 to 2015-16, student enrolment increased by approximately 2.2 per cent (2,485 students) as measured on Sept. 30 of each school year. Comparing the 2015-16 actual results to the prior year (2014-15) highlights the following:

- Revenue from Alberta Education was up \$64.4 million, an increase of 5.6 per cent. Provincial funding per student increased marginally; however, total funding increased primarily due to enrolment growth.
- Employee salaries and benefits represent 78 per cent of expenses. The expense increased year-over-year by \$45.9 million. This 4.7 per cent reflects an increase in school-based permanent positions due to increased enrolment and the negotiated salary and step increment increases for various employee groups. The increase also reflects a \$14.5 million one-time investment to further schools' goals of improving student achievement and \$1.5 million to hire high school graduation coaches to support First Nations, Métis and Inuit students.
- In 2015-16 the provincial government limited board and system administrative expenses¹ to 3.6 per cent of the operating budget. The CBE spent 2.6 per cent of its total operating expenses on board and system administration, enabling more resources to be directed to the classroom and classroom support. As a result, centralized supports to schools are lean.
- CBE's accumulated surplus has increased by \$8.6 million due to higher than anticipated investment gains realized through investment transactions.

Actual to budget highlights

The CBE's 2015-16 budget was developed and approved by the Board of Trustees in the spring of 2015 for implementation in September of that same year. The budget was based on estimates of an expected enrolment increase of 2,455 for the 2015-16 school year. At the Sept. 30, 2015 student count date, actual enrolment for the year was 30 students higher than originally budgeted. As a result, both revenues and expenses were marginally higher than the spring budget. The budget presented for comparative purposes in this report is the Fall 2015 Update budget which incorporates the finalized September 30th enrolment number. That budget update was accepted by the Board of Trustees on Dec. 1, 2015.

A comparison of actual results to budget for 2015-16 highlights a number of specific variances:

- Over 91 per cent of CBE revenue comes from Alberta Education. Alberta Education funding received was higher than budgeted by \$4.5 million. The increase was due to higher Infrastructure, Maintenance and Renewal (IMR) activity than what was anticipated as well as higher revenue (with offsetting expenses) for the Alberta Teachers' Retirement Fund (ATRF).
- Non-Alberta Education revenue was \$116.9 million. This amount is comprised mainly of fees, school generated revenues and investment income. Non-Alberta Education revenue was \$18.7 million higher than budgeted due primarily to revenues generated from investment income as well as higher school generated revenues which are inherently variable, subject to school decision making, and fluctuate from year to year.
- \$4.7 million more was spent on salaries and benefits than planned due primarily to activities related to opening new schools in 2016-17, higher charges for the Alberta Teachers' Retirement Fund and costs associated with the influx of an additional 500 refugee students.
- Due to more favorable results combined with increased capital activities, the actual net draws from operating reserves was only \$1.5 million.

¹ Board and System Administration costs are specifically defined by Alberta Education's reporting manual and are included in Appendix IV, page 3 for reference.

Support for student success

Students are at the centre of everything we do at the CBE; our budget, our spending and our investing reflects that focus. The funding provided to the CBE and the allocation of resources within the CBE supports the organization's achievement of the expectations and results established by the Board.

Our work is guided by our [Three-Year Education Plan](#), which connects each CBE employee to student success. We must create an environment where each student can become an engaged learner, prepared for success in life, work and future learning.

In the 2015-16 school year \$1.0 billion dollars [including 8,357 Full Time Equivalents (FTEs)] was allocated to instruction in direct support of the achievement of success for each student. This includes spending in schools and Areas as well as supports that are centrally managed, such as, but not limited to: psychologists, braille assistants, deaf and hard of hearing specialists, mental health specialists, occupational and physical therapists, speech language pathologists, multicultural services, school-based technology support, student records and more.

In addition, costs incurred in the Plant, Operations and Maintenance block are essential for the safe operation of our facilities and provide quality learning environments for students. \$167.9 million (including 826 FTEs, 581 of which are school-based facility operations staff) were provided to maintain quality learning environments in support of student success in 2015-16. The CBE has made a decision to concentrate these types of resources under the management of our Facility and Environmental Services service unit and not allocate them to schools directly. This approach ensures that our school administrators can continue to focus on the critical function of instructional leadership.

About 37,900 students are transported to and from CBE schools each day using yellow school buses, Calgary Transit or Handi-buses. Some students do not have a community school where they live and need to travel outside of their community to reach their designated school. Others choose to attend an alternative program, while others have exceptional learning needs that are best met in special settings. The amount we receive from the Province for transportation does not cover the cost of providing these services; the cost of transportation in 2015-16 was \$48.4 million (including 43 FTEs, 30 of which are school-based busing aides and 13 are centralized schedulers, fee clerks, information management and administrative support). Regardless of the program, all students travelling by a yellow school bus or Handi-bus are charged the same fees. Parent fees totalling \$8.2 million were charged in 2015-16 to supplement the cost of providing transportation.

External services (e.g. noon supervision program, adult education), are \$23.2 million (including 270 FTEs) in program costs that do not fall within the Early Childhood Services to Grade 12 education mandate and are generally operated on a cost recovery basis (i.e. offset by related fees or other revenues). Of these amounts, \$13.7 million (231 FTEs) relate to the noon supervision program.

Finally, Board and System Administrative² costs support student success by providing core system supports to student learning. These costs are \$33.5 million (including 156 FTEs). At 2.6 per cent of operating expenses, this is well below the Alberta Education cap of 3.6 per cent. Carefully managing Board and System Administrative costs ensure that the maximum amount of funding is available to support our students and their learning.

² Board and System Administration includes the costs of administrative functions and core program supports for the jurisdiction, at the system level. This grouping of costs is a reporting requirement by Alberta Education. Details of these expenses are provided in the Financial section of this report.

CALGARY BOARD OF EDUCATION
ADMINISTRATION'S DISCUSSION AND ANALYSIS OF FINANCIAL OPERATIONS
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(In thousands)

Financial Overview

Consolidated CBE financial results

A summary of the year-end financial results are as below.

				Fall Update vs Actual Variance		Actual to Actual Variance	
	Fall Budget Update 2015-16	Actuals 2015-16	Actuals 2014-15	Favourable / (Unfavorable)		Increase / (Decrease)	
	\$	\$	\$	\$	%	\$	%
Revenues							
Alberta Education	1,204,334	1,208,794	1,144,396	4,460		64,398	
Other Government of Alberta	846	733	1,108	(113)		(375)	
Federal Government & First Nations	2,393	2,987	2,904	594		83	
Other sales and services	23,196	27,272	24,329	4,076		2,943	
Fees revenue	49,651	49,876	50,296	225		(420)	
Investment revenue	2,817	12,146	14,863	9,329		(2,717)	
All other revenue	19,328	23,891	22,767	4,563		1,124	
	<u>1,302,565</u>	<u>1,325,699</u>	<u>1,260,663</u>	<u>23,134</u>	1.8	<u>65,036</u>	5.2
Expenses by object							
Salaries and benefits	1,023,929	1,019,207	973,227	4,722		45,980	
Supplies and services	237,524	233,130	217,687	4,394		15,443	
Other (interest, amortization and uncollectible accounts)	59,041	58,801	58,387	240		414	
	<u>1,320,494</u>	<u>1,311,138</u>	<u>1,249,301</u>	<u>9,356</u>	0.7	<u>61,837</u>	4.9
Annual surplus / (deficit)	(17,929)	14,561	11,362	32,490		3,199	
Net applications of operating funds	41,670	1,130	3,760	40,540		(2,630)	
Capital transactions	(23,741)	(15,691)	(15,122)	(8,050)		(569)	
Net operating surplus / (deficit)	-	-	-	-		-	

Year-over-year review

Revenue

Alberta Education funding

	Actuals		Increase/ (Decrease)	
	2015-16	2014-15		
	(in \$ thousands)		(\$ thousands)	%
Student funding	1,031,296	987,400	43,896	4%
Alberta teachers' retirement funding	75,693	71,178	4,515	6%
Student transportation	35,027	34,117	910	3%
Expended deferred capital revenues	29,221	29,808	(587)	(2)%
Infrastructure maintenance and renewal	37,557	21,893	15,664	72%
Alberta Education funding	1,208,794	1,144,396	64,398	6%



The CBE received \$1,208.8 million or 91 per cent of total revenue from Alberta Education. Of those funds, \$1,031.3 million were provided to address basic instruction and other differential funding factors that are specific to the CBE as a school jurisdiction. The CBE can generally decide how best to use these funds to support student learning. The remaining \$177.5 million, or 15 per cent of total Alberta Education funding, has a specified use such as *Alberta Teachers' Retirement Fund* (\$75.7 million), *transportation* (\$35.0 million) or *infrastructure maintenance and renewal (IMR)* (\$37.6 million).

The \$43.9 million increase in base instruction funding is primarily driven by increased enrolment. All funding rates remained the same with the exception of a 1.8 per cent increase to the base rate to fund the general Alberta Teachers' Association (ATA) wage increase, a two per cent increase to the class size grant and a one-time increase to pay for the ATA staff's one per cent lump sum payment. \$25.1 million of the total increase relates to increased enrolment (and other volume drivers) while \$18.8 million is due to grant rate increases.

IMR is a targeted grant, and as such, the revenue is only recorded as an offset to eligible expenditures. \$15.7 million more in IMR work was done in 2015-16 than the previous year, which represents the increase in revenue recorded.

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Non-Alberta Education revenue

	Actuals		Variance	
	(all figures in \$ thousands)			
	2015-16	2014-15	\$	%
Fees	49,876	50,296	(420)	(0.8)
Sales and services	27,272	24,329	2,943	12.1
Investment income	12,146	14,863	(2,717)	(18.3)
Gifts and donations	8,740	7,023	1,717	24.4
Fundraising	7,166	6,828	338	5.0
Rentals	6,867	6,698	169	2.5
Federal grants and education agreements	2,987	2,904	83	2.9
Other government of Alberta revenue	733	1,108	(375)	(33.8)
Other Alberta school authorities	648	832	(184)	(22.1)
Other revenue	426	1,323	(897)	(67.8)
Gain on disposal of assets	44	63	(19)	(30.2)
	116,905	116,267	638	0.5

Other revenue of \$116.9 million, or nine per cent of total revenue, was received from these sources:

1. *Fees* revenue is relatively unchanged from the prior year. This is due to offsetting impacts of increased enrolment, a lower transportation fee rate and slightly increased noon supervision fees.
2. *Sales and services, fundraising, gifts and donations and other revenue* are mainly generated in schools and are inherently variable depending on the activity of each school.
3. *Investment income* has decreased from the prior year due to a lower amount of dispositions made in the year.

Fees

Fees are an unfortunate reality in the CBE. We calculate our fees on a cost recovery basis. They are charged to cover the gap between the cost of programs and services and the funding provided to us by the government. Fees are charged for instructional supplies and materials (ISM), transportation, noon supervision and other incidentals. ISM fees are mandatory and charged to all students whereas transportation and noon supervision fees are only charged to students using those services. Fees are set in the spring prior to the school year and are estimated at a level to cover the cost of providing those services. No overhead allocations are charged to fee based programs. Finally, any surplus resulting from these programs is added to a related reserve to moderate year over year changes in fees.

	2014-15	2015-16	2016-17
Transportation	\$ 330	\$ 300	\$ 335
Noon Supervision (four day – five day)	\$ 250 - \$ 280	\$ 255 - \$ 285	\$ 255 - \$ 285
ISM: kindergarten	\$ 15	\$ 15	\$ 15
ISM: Grades 1 – 6	\$ 30	\$ 30	\$ 30
ISM: Grades 7 - 9	\$ 137	\$ 137	\$ 137
ISM: Grades 10 - 12	\$ 152	\$ 152	\$ 152

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Non-Alberta Education revenue (continued)

Fees revenue reported in the tables below are the fees charged to parents in the year, including fees that are waived or deemed uncollectible.

Fees waived increased year-over-year by \$0.5 million and can be attributed to the enrolment increase, economic pressures and the greater communication efforts to our parent population on the availability of waivers. No student is denied access to public education due to an inability to pay a fee.

Fees revenues are comprised of the following components:

	Fall Budget 2015-16	Actual 2015-16	Actual 2014-15	Budget to 2015-16 Actual	Actual to Actual
	\$	\$	\$	Favourable / (Unfavourable)	Increase / (Decrease)
	\$	\$	\$	\$	\$
Transportation	8,370	8,173	8,777	(197)	(604)
Instruction supplies and materials	10,230	10,134	10,063	(96)	71
Noon supervision	13,051	13,389	12,439	338	950
Other fees	18,000	18,179	19,017	179	(838)
Total fees	49,651	49,875	50,296	224	(421)

Instructional supplies and materials fees reflected above include fees charged centrally, by schools and by Chinook Learning Services. Other fees are those charged directly by schools.

Transportation fees

During the budget preparation process in the spring of 2015, the transportation program was budgeted at a level so that parent fees fully covered the cost of the program, after government grants and the planned use of reserves had been applied. Changes to the design of routes were planned at that time in order to reduce costs and ultimately, parent fees.

In response to parent concerns heard in the fall of 2015, routes were then re-configured, buses added and travel distances to yellow bus stops shortened. This action increased the cost of the program. Parent fees were not increased from the established levels. Consequently, the transportation program operated with a subsidy from instructional grant dollars for the school year.



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Non-Alberta Education revenue (continued)

Transportation fees (continued)

	Fall Budget 2015-16	Actual 2015-16	Actual 2014-15	Budget to 2015-16 Actual	Actual to Actual
	\$	\$	\$	Favourable / (Unfavourable)	Increase / (Decrease)
	\$	\$	\$	\$	\$
Government grants and other	34,877	35,027	34,283	150	744
Reserve funding	122	122	2,169	-	(2,047)
Available funding	34,999	35,149	36,452	150	(1,303)
Salary and benefits					
Busing aides	1,390	1,378	1,353	12	25
Central administration	1,343	1,337	1,125	6	212
Contracts and services					
Transportation services	43,421	43,708	41,022	(287)	2,686
Office supplies and contracted services	428	665	396	(237)	269
Uncollectible accounts expense	502	327	439	175	(112)
Waived fees	921	1,032	894	(111)	138
	48,005	48,447	45,229	(442)	3,218
Funding gap	(13,006)	(13,298)	(8,777)	(292)	(4,521)
Fees charged	8,370	8,173	8,777	(197)	(604)
Net (deficit) / surplus	(4,636)	(5,125)	-	(489)	(5,125)

The CBE arranges transportation for all of its students by contracting with yellow school bus providers or working with the Calgary Transit to ensure transportation is available to move students within the correct time frames. A total of 37,900 students were transported in the 2015-16 year; 27,400 students were on yellow school buses, while 10,500 used Calgary Transit. This is an increase of 1,000 compared to the 2014-15 year, in which 36,900 students were transported; 26,600 students were on yellow school buses, and 10,300 used Calgary Transit.

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Non-Alberta Education revenue (continued)

Noon supervision fees

	Fall Budget 2015-16	Actual 2015-16	Actual 2014-15	Budget to 2015-16 Actual	Actual to Actual
	\$	\$	\$	Favourable / (Unfavourable)	Increase / (Decrease)
	\$	\$	\$	\$	\$
Salary and benefits					
School-based staff	10,012	10,249	9,927	(237)	322
Central administration	614	549	514	65	35
Contracts and services					
Other supplies and services	253	227	301	26	(74)
Uncollectible accounts expense	1,019	937	756	82	181
Waived fees	1,153	1,722	1,410	(569)	312
	<u>13,051</u>	<u>13,684</u>	<u>12,908</u>	<u>(633)</u>	<u>776</u>
Funding gap	13,051	13,684	12,908	(633)	776
Fees charged	13,051	13,389	12,439	338	(950)
Net (deficit) / surplus	<u>-</u>	<u>(295)</u>	<u>(469)</u>	<u>(295)</u>	<u>(174)</u>

The 2015-16 noon supervision program budget was balanced and anticipated costs were used to set fee levels. Actual 2015-16 results show that the fee revenues did not cover all of the costs of providing the service; therefore, the deficit was covered using instructional grant dollars.

In 2015-16 the average number of students attending the noon supervision program was 50,300 or 93 per cent of the total elementary population. This was an increase of 2,180 students, or 4.5 per cent over the 2014-15 average student count of 48,120.

Noon supervision fees charged for 2015-16 increased due to growth in students attending the program and due to the increase in the fees rate.

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Non-Alberta Education revenue (continued)

Instructional Supplies and Materials (ISM) Fees

The CBE charges parents and independent students fees for instructional supplies and materials as authorized under the provincial *School Act* [sec. 60(2)(j)]. The supplies and materials go directly to schools and are deemed by the CBE to be necessary for the instruction of students. All students receive the necessary supplies and materials regardless of fee payment.

The fee levels for instructional supplies and materials for kindergarten to Grade 12 students were budgeted to offset all costs of supplying those instructional supplies and materials. There were no changes in fee levels in the 2015-16 school year.

The CBE charges \$15 per student in kindergarten and \$30 per student in Grades 1 – 6. The supplies and materials purchased include pencils, markers, and photocopied materials appropriate to their grade level.

The CBE charged \$137 per student in Grades 7 – 9 and \$152 for Grades 10 - 12. This fee is used to purchase items such as textbooks, novels, photocopy paper and per-copy charges, basic Career and Technology Foundations/Studies supplies and other instructional supplies and materials.

The total amount of Instructional Supplies and Materials fees for the year ended Aug. 31, 2016 (not including Chinook Learning Services) was \$9.2 million (budgeted at \$9.1 million). Each school is required to provide an annual report to parents on fees, which is posted on each school's website in the fall for the previous school year.

Other fees of \$12.8 million are charged and collected by schools. These include fees for field trips, musical instruments, online learning, etc. These are subject to school-based decision making, with parent, teacher and student input.



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Expenses

In 2015-16, with student enrolment increasing by 2.2 per cent, the CBE's objective was to generally maintain student to school-based staffing ratios as well as invest in one-time initiatives to further schools' goals of improving student achievement and hiring graduation coaches to support First Nations, Métis and Inuit students. Expenses increased by \$61.8 million, or 4.9 per cent. The majority of this increase is in salaries and benefits and supplies and services.

	Actuals		Increase/ (Decrease)	
	2015-16	2014-15	(in \$ thousands)	%
	(in \$ thousands)		(in \$ thousands)	%
Certificated salaries and benefits	769,872	728,526	41,346	6%
Non-certificated salaries and benefits	249,335	244,699	4,636	2%
Supply and services	233,130	217,688	15,442	7%
Amortization expense	52,092	51,644	448	1%
Interest and finance charges	1,513	2,038	(525)	(26)%
Other (uncollectible accounts and waivers)	5,196	4,706	490	10%
	1,311,138	1,249,301	61,837	5%



The \$41.4 million (6 per cent) increase in certificated salaries & benefits is largely the result of wage rate increases, a one-time one per cent lump sum payment to teachers, movement within the ATA collective agreement salary grid along with staffing increases in schools in order to generally maintain school-based staffing to student ratios at or near 2014-15 levels.

Also included in this increase is \$14.5 million for a one-time initiative in schools to improve student achievement and \$1.5 million for high school graduation coaches to support Indigenous students.

- The \$4.6 million increase in non-certificated salaries, wages & benefits is the net impact of increased non-certificated staff in schools due to higher enrolment and grid increments as well as staff hired in the spring of 2016 to prepare for the opening in 2016-17 of new schools.
- The \$15.4 million increase in services, contracts & supplies is largely the result of increased IMR activity (see page 6).

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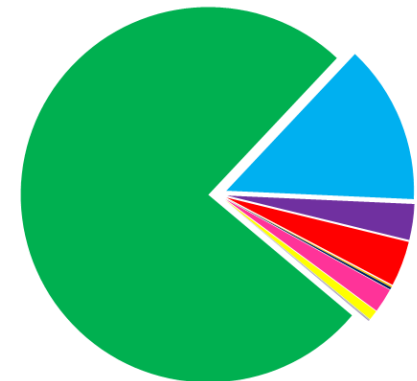
Expenses by Operating Unit (actual expenditures versus fall budget)

Expenses can also be viewed by service unit and schools. This chart shows that the vast majority of the CBE's resources are allocated to schools and how the service units spend money to support student success in schools.

FTEs presented here and in the following schools / service unit tables reflect budgeted positions; actual positions filled during the year may vary.

	Schools & Areas	Service Unit System Budgets	Learning	Facilities and Enviro. Services	Legal Services	Comm and Community Engagement	Finance / Technology Services	Human Resources	Chief Supt's Office	Board of Trustees	Total
FTEs by:											
Superintendent	-	-	1	1	1	1	1	-	2	-	7
Staff (incl ATA, Staff Assn, CUPE, trades)	8,772	49	217	208	3	10	144	44	-	-	9,447
Exempt Staff	10	-	26	50	10	10	48	41	3	-	198
Total FTEs	8,782	49	244	259	14	21	193	85	5	-	9,652
2015-16 Actuals											
Salaries and benefits	912,905	9,393	33,605	24,615	1,681	2,434	23,367	9,911	866	430	1,019,207
Supplies and services	82,252	119,345	5,534	22,914	64	90	1,049	896	107	879	233,130
Other (interest, amortization and uncollectible accounts)	49	50,907	1,330	3,573	13	-	2,914	13	2	-	58,801
	995,206	179,645	40,469	51,102	1,758	2,524	27,330	10,820	975	1,309	1,311,138
2015-16 Fall Budget Update	999,625	183,023	38,666	51,227	2,016	3,111	28,743	11,641	1,156	1,286	1,320,494
Favourable / (unfavourable)	4,419	3,378	(1,803)	125	258	587	1,413	821	181	(23)	9,356

- Schools and Areas spending was \$4.4 million lower than budget due to lower than estimated average salary and benefit rates.
- Service Unit System spending was less than budgeted due to savings from lower utility rates and usage as well as savings from efficacy reviews administered with existing internal resources.
- Learning shows an over-spending of \$1.8 million due to activities associated with targeted funding and supports for Syrian refugee students
- Other service units show savings from the fall budget, which is related to spending constraints introduced during the year in an effort to maximize funds available for capital and future year use.



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Schools and Areas

	2015-16 Actuals		2014-15 Actuals		Increase/(Decrease) (Actuals vs. Actuals)	
	FTEs	(in \$ thousands)	FTEs	(in \$ thousands)	FTEs	(in \$ thousands)
Expenses						
Certificated permanent salaries and benefits	6,121	709,231	6,009	686,207	112	23,024
Certificated temporary salaries and benefits	-	36,135	-	20,532	-	15,603
Non-certificated permanent salaries and benefits	2,661	161,151	2,562	155,391	99	5,760
Non-certificated temporary salaries and benefits	-	6,388	-	6,418	-	(30)
Dues and fees	-	775	-	738	-	37
Rental equipment and facilities	-	757	-	709	-	48
Maintenance and repairs	-	1,993	-	2,154	-	(161)
Insurance	-	-	-	2	-	(2)
Professional services	-	10,238	-	10,553	-	(315)
Utilities	-	356	-	376	-	(20)
Transportation charges	-	2,395	-	2,326	-	69
Travel and subsistence	-	1,040	-	673	-	367
Other supplies	-	55,775	-	52,403	-	3,372
Minor equipment	-	6,953	-	6,411	-	542
Textbooks and materials	-	1,970	-	1,738	-	232
Amortization expenses	-	9	-	9	-	-
Interest and finance charges	-	40	-	41	-	(1)
Total expenses	8,782	995,206	8,571	946,681	211	48,525

Students come first and learning is our central purpose. CBE schools live by these words each and every day, and Area offices support them in making it happen. The 2015-16 Provincial Achievement Test and Diploma Exam results show that CBE students continue to lead the Province in academic outcomes. This is a strong validation of our commitment to students coming first and learning being our central purpose.

Schools create engaging learning experiences and support students in a variety of ways. They also connect with our families and communities to help support student success. For many CBE students and families, their experiences with the CBE occur solely through our schools.

Schools make learning meaningful for individual students and their families. They work collaboratively with service units to create and implement system initiatives that enhance learning experiences and honour the hopes of students and their families. Some of the ways this happens in schools include:

- Teachers personalize learning for students and communicate student progress and achievement to parents/guardians.
- Educational assistants provide valuable support to help students be successful within our diverse classrooms.
- Principals provide leadership to school staff and lead learning at the school. They also work with school councils, parent societies and other groups to implement and communicate priorities and initiatives.
- Office staff communicate with schools, students, employees and families to ensure there is a common understanding and implementation of necessary processes and procedures.
- Facility operators keep schools clean, comfortable and safe.

Schools and Areas (cont'd)

The CBE is currently divided into five geographic areas in Calgary. Each Area is led by an Area Director whose mandate is to support continuous improvement in schools and the provision of quality learning experiences for each student in the Area. The Area offices deliver system services to their schools, support principals in school operations and ensure effective collaboration amongst schools where appropriate. The CBE is moving forward with plans to add two new Areas in 2017, and to change from a geographical model with five Areas to a "feeder school" model that will include seven Areas. The new configuration will ensure continuity of support for students and families from kindergarten through to Grade 12, and will mean each of the seven Areas will support approximately 35 schools.

Significant variances from 2014-15 to highlight include:

- \$44.4 million increase in total *salaries and benefits* is the result of additional staffing due to increased enrolment, additional staffing for a one-time initiative to improve student achievement and the introduction of high school graduation coaches to support Indigenous students. The increase is also related to collective agreement negotiated wage grid movement and rate increases.
- Spending in other expense categories will fluctuate relative to enrolment and is also dependent on school generated revenues, which are inherently variable year over year.
- The 210 FTE increase is fully explained by the enrolment increase in schools.

CALGARY BOARD OF EDUCATION
ADMINISTRATION'S DISCUSSION AND ANALYSIS OF FINANCIAL OPERATIONS
AUGUST 31, 2016
(In thousands)

System Accounts

	2015-16 Actuals		2014-15 Actuals		Increase/(Decrease) (Actuals vs. Actuals)	
	FTEs	(in \$ thousands)	FTEs	(in \$ thousands)	FTEs	(in \$ thousands)
Expenses						
Certificated permanent salaries and benefits	36	4,598	44	2,971	(8)	1,627
Certificated temporary salaries and benefits	-	892	-	835	-	57
Non-certificated permanent salaries and benefits	13	3,100	16	2,572	(3)	528
Non-certificated temporary salaries and benefits	-	803	-	643	-	160
Dues and fees	-	769	-	1,420	-	(651)
Maintenance and repairs	-	42,597	-	23,942	-	18,655
Insurance	-	4,570	-	-	-	4,570
Professional services	-	6,059	-	4,786	-	1,273
Utilities	-	21,124	-	21,640	-	(516)
Transportation charges	-	43,707	-	41,022	-	2,685
Travel and subsistence	-	-	-	2	-	(2)
Other supplies	-	304	-	2,194	-	(1,890)
Minor equipment	-	215	-	187	-	28
Amortization expenses	-	44,332	-	45,978	-	(1,646)
Interest and finance charges	-	1,379	-	1,232	-	147
Other (uncollectible accounts)	-	5,196	-	4,589	-	607
Total expenses	49	179,645	60	154,013	(11)	25,632

Corporate accounts, while monitored and maintained by service units, fund supplies, programs, activities and services that have system-wide impact.

Examples include Professional Improvement Fund (ATA and non-ATA) leave costs, staff secondments for union activities, legal fees, amortization of facilities, interest expense and bank charges. In some years these accounts may also include system provisions for severance accruals or retroactive payroll costs due to union settlements.

Significant changes from 2014-15 to highlight include:

- \$1.7 million increase in *Certificated salaries and benefits* due to increases in the wage rates of seconded staff and additional staff planning for the opening of new schools.
- \$18.7 million increase in *maintenance and repairs* mainly due to increased IMR activity and the flow-through costs of maintenance in P3 schools.
- \$4.5 million increase in *Insurance* as the budget was moved to the System Accounts. The CBE actively manages insurance costs through active participation in the 14 school jurisdiction Urban Schools Insurance Consortium.
- \$1.3 million increase in *Professional services* as banking and internal audit were moved into the System Accounts.
- \$2.7 million increase in *Transportation charges* as congregated bus stops were removed.
- \$1.9 million decrease in *Other supplies* due to offsetting charges against school equipment spending for consolidation purposes.

CALGARY BOARD OF EDUCATION
ADMINISTRATION'S DISCUSSION AND ANALYSIS OF FINANCIAL OPERATIONS
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(In thousands)

Learning Services

	2015-16 Actuals		2014-15 Actuals		Increase/(Decrease) (Actuals vs. Actuals)	
	FTEs	(in \$ thousands)	FTEs	(in \$ thousands)	FTEs	(in \$ thousands)
Expenses						
Certificated permanent salaries and benefits	69	9,675	65	9,124	4	551
Certificated temporary salaries and benefits	-	871	-	776	-	95
Non-certificated permanent salaries and benefits	101	11,251	101	11,690	-	(439)
Non-certificated temporary salaries and benefits	-	555	-	271	-	284
Dues and fees	-	5	-	197	-	(192)
Maintenance and repairs	-	38	-	26	-	12
Insurance	-	3	-	3	-	-
Professional services	-	905	-	737	-	168
Utilities	-	42	-	41	-	1
Transportation charges	-	26	-	14	-	12
Travel and subsistence	-	343	-	352	-	(9)
Other supplies	-	1,320	-	1,626	-	(306)
Minor equipment	-	532	-	915	-	(383)
Textbooks and materials	-	40	-	43	-	(3)
Amortization expenses	-	1,236	-	1,173	-	63
Interest and finance charges	-	34	-	99	-	(65)
Total expenses	170	26,876	166	27,087	4	(211)

Learning provides supports and services that are designed and implemented to achieve student success, the goal of the Three-Year Education Plan.

These supports and services focus on: Indigenous education, alternative programs, assessment, attendance, curriculum, early learning, English language learning, exceptional needs, international students, the personalization of learning (Iris), Multicultural Services, outreach, psychological services, suspension, speech language, deaf & hard of hearing, vision, second languages programming, family school liaison and critical incident response team.

In 2015-16 the work of Learning supported student learning in many ways:

- Further building our professional capital to support success of Indigenous students through system and school-based leadership.
- Coordinating the establishment of 18 new Literacy, English & Academic Development (LEAD) programs and supporting over 500 Syrian refugee student placements in the LEAD classes or through integration in community schools.
- Participating in the Grade 3 Student Learning Assessments (SLAs) provincial pilot.
- Coordinating the completion of the Early Development Instrument (EDI) which was required by Alberta Education for all kindergarten children to provide province-wide information about children's overall development.

Significant changes from 2014-15 include:

- \$0.5 million increase in *Salaries and benefits* is the result of additional staff FTEs, wage increments and additional funding from Alberta Education to support teacher relief time to complete SLAs and the EDI.
- \$0.3 million decrease in *Other supplies* is the result of the completion of the Curriculum Development Prototyping project during the 2014-15 school year.
- \$0.4 million decrease in *Minor equipment* is the result of a decision, in conjunction with all partners, not to renew software licenses for Collaborative Online Resource Environment (CORE).

CALGARY BOARD OF EDUCATION
ADMINISTRATION'S DISCUSSION AND ANALYSIS OF FINANCIAL OPERATIONS
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(In thousands)

Chinook Learning Services

	2015-16 Actuals		2014-15 Actuals		Increase/(Decrease) (Actuals vs. Actuals)	
	FTEs	(in \$ thousands)	FTEs	(in \$ thousands)	FTEs	(in \$ thousands)
Expenses						
Certificated permanent salaries and benefits	18	1,582	14	1,011	4	571
Certificated temporary salaries and benefits	-	4,012	-	4,084	-	(72)
Non-certificated permanent salaries and benefits	56	3,651	58	3,906	(2)	(255)
Non-certificated temporary salaries and benefits	-	2,007	-	2,052	-	(45)
Dues and fees	-	8	-	5	-	3
Rental equipment and facilities	-	35	-	27	-	8
Maintenance and repairs	-	36	-	52	-	(16)
Professional services	-	384	-	400	-	(16)
Utilities	-	48	-	70	-	(22)
Travel and subsistence	-	14	-	19	-	(5)
Other supplies	-	1,542	-	1,425	-	117
Minor equipment	-	35	-	276	-	(241)
Textbooks and materials	-	180	-	84	-	96
Interest and finance charges	-	59	-	70	-	(11)
Total expenses	74	13,593	72	13,481	2	112

Chinook Learning Services support student success to complete, upgrade or enhance their high school diplomas as they prepare to enter post-secondary institutions or the world of work.

In 2015-16, the services of Chinook Learning supported student achievement in several ways:

- High school upgrading.
- Summer school for students in Grades 10-12.
- Off-campus programs and summer band camps.
- Adult English Language Learning.
- Non-credit continuing education (professional development, personal development & corporate training).

Programming provided to adult learners is provided for a fee, which is included in other sales and services (\$3.7 million). Programming that is not within the ECS – Grade 12 mandate is provided on a cost-recovery basis.

Significant changes from 2014-15 include:

- \$0.2 million net decrease in Salaries and benefits is the result of budgeted Learning Leader positions not filled. Non-certificated FTE changes and unfilled vacant positions due to retirements and resignations.
- \$0.2 million decrease in Minor equipment is the result of one time funding in 2014-15 for equipment for the Language Instruction for Newcomers to Canada (LINC) program.

**CALGARY BOARD OF EDUCATION
ADMINISTRATION'S DISCUSSION AND ANALYSIS OF FINANCIAL OPERATIONS
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(In thousands)**

Facilities and Environmental Services

	2015-16 Actuals		2014-15 Actuals		Increase/(Decrease) (Actuals vs. Actuals)	
	FTEs	(in \$ thousands)	FTEs	(in \$ thousands)	FTEs	(in \$ thousands)
Expenses						
Certificated permanent salaries and benefits	6	565	6	563	-	2
Certificated temporary salaries and benefits	-	-	-	2	-	(2)
Non-certificated permanent salaries and benefits	253	22,391	253	24,381	-	(1,990)
Non-certificated temporary salaries and benefits	-	1,659	-	1,120	-	539
Dues and fees	-	248	-	200	-	48
Rental equipment and facilities	-	9,292	-	8,927	-	365
Maintenance and repairs	-	3,973	-	7,311	-	(3,338)
Professional services	-	4,780	-	4,848	-	(68)
Utilities	-	137	-	160	-	(23)
Travel and subsistence	-	185	-	185	-	-
Other supplies	-	4,276	-	7,637	-	(3,361)
Minor equipment	-	23	-	13	-	10
Amortization expenses	-	3,573	-	2,747	-	826
Total expenses	259	51,102	259	58,094	-	(6,992)

Facilities & Environmental Services (FES) provides students and employees with quality learning and working environments.

The supports and services provided by FES include the areas of planning for student accommodation and transportation; design, construction, renovation, maintenance and day-to-day operations of school and CBE facilities; internal deliveries; environmental initiatives; and, emergency, safety and security services.

IMR expenditures are not included in the financial information above. They are captured in the System Accounts (page 16).

Significant variances from 2014-15 to highlight include:

- Decreases in spending given a reallocation of efforts to more emphasis placed on Infrastructure Maintenance and Renewal (IMR) activity in the 2015-16 year and where internal labour was reallocated to IMR from various FES operational departments. Impacts include:
 - \$1.5 million decrease in *non-certificated salaries and benefits*.
 - \$3.3 million decrease in *maintenance and repairs*.
 - \$3.4 million decrease in *other supplies*.
- \$0.8 million increase in *amortization expenses* is due to additions of assets such as the Integrated Workplace Management System and Energy Performance Contracts which have led to an increase in amortization.

CALGARY BOARD OF EDUCATION
ADMINISTRATION'S DISCUSSION AND ANALYSIS OF FINANCIAL OPERATIONS
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(In thousands)

Legal Services

	2015-16 Actuals		2014-15 Actuals		Increase/(Decrease) (Actuals vs. Actuals)	
	FTEs	(in \$ thousands)	FTEs	(in \$ thousands)	FTEs	(in \$ thousands)
Expenses						
Certificated permanent salaries and benefits	1	173	1	159	-	14
Non-certificated permanent salaries and benefits	13	1,489	11	1,486	2	3
Non-certificated temporary salaries and benefits	-	19	-	5	-	14
Dues and fees	-	13	-	13	-	-
Professional services	-	1	-	1	-	-
Utilities	-	2	-	3	-	(1)
Travel and subsistence	-	6	-	6	-	-
Other supplies	-	13	-	17	-	(4)
Minor equipment	-	18	-	6	-	12
Textbooks and materials	-	11	-	11	-	-
Amortization expenses	-	13	-	10	-	3
Total expenses	14	1,758	12	1,717	2	41

Legal Services provides the business functions of law, privacy and access.

The service unit handles CBE's Administrative Regulation development, contract administration, Corporate Secretary and administrative support to the Board of Trustees.

In 2015-16, Legal Services supported students, schools and the organization by:

- Delivering important information and training to schools on complex legal and privacy issues.
- Managing the legal affairs of the CBE.
- Providing or coordinating the delivery of legal services on behalf of the CBE.
- Providing risk mitigation oversight.
- Managing the CBE's compliance with the Freedom of Information and Protection of Privacy (FOIP).
- Overseeing the CBE's compliance with applicable law, regulations and policies.
- Coordinating the development of the CBE's administrative regulations and procedures.
- Managing contract processes and standards and maintaining a repository.
- Providing legal counsel to the Board of Trustees and the Chief Superintendent.
- Managing the proceedings of the Board of Trustees.
- Maintaining the corporate record of the Board of Trustees proceedings.
- Maintaining and managing the CBE's "whistle blower" program .

CALGARY BOARD OF EDUCATION
ADMINISTRATION'S DISCUSSION AND ANALYSIS OF FINANCIAL OPERATIONS
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(In thousands)

Communications and Community Engagement

	2015-16 Actuals		2014-15 Actuals		Increase/(Decrease) (Actuals vs. Actuals)	
	FTEs	(in \$ thousands)	FTEs	(in \$ thousands)	FTEs	(in \$ thousands)
Expenses						
Certificated permanent salaries and benefits	-	6	-	-	-	6
Non-certificated permanent salaries and benefits	21	2,332	22	2,446	(1)	(114)
Non-certificated temporary salaries and benefits	-	96	-	1	-	95
Dues and fees	-	12	-	2	-	10
Rental equipment and facilities	-	-	-	8	-	(8)
Maintenance and repairs	-	1	-	1	-	-
Professional services	-	34	-	65	-	(31)
Utilities	-	8	-	8	-	-
Travel and subsistence	-	2	-	3	-	(1)
Other supplies	-	19	-	21	-	(2)
Minor equipment	-	13	-	8	-	5
Textbooks and materials	-	1	-	-	-	1
Amortization expenses	-	-	-	4	-	(4)
Total expenses	21	2,524	22	2,567	(1)	(43)

Communications and Community Engagement ("Communications") communicates and engages with parents, government and community stakeholders and staff about what matters most to them. This service unit supports student learning by allowing schools and other service units to focus their time on teaching and learning while Communications deals with areas such as media relations, emergency communications, website management and development, public information, strategic communications planning, leading and supporting engagements and print and production design.

In 2015-16 Communications and Community Engagement supported students, schools and the organization by:

- Assisting schools in communicating with parents and their communities.
- Corporate communications planning and strategic counsel, including support for service units.
- Crisis communications.
- Managing corporate media relations and social media.
- Communications and engagement support for the Board of Trustees and board-government relations.
- Developing corporate information products (reports, stories, videos and web material) for print and web communication.
- Acting as the first point of contact for public information.
- Developing and producing teaching and learning materials, such as professional development training videos for teachers.
- Managing our corporate and staff websites as well as supporting school websites.

In 2015-16 Communication and Community Engagement introduced SchoolMessenger; a system-wide tool to help schools and service units communicate with parents by phone, email, and text message. In addition, Communications dedicated resources to lead and support community engagement initiatives and developed an engagement framework called *dialogue*. Communications continued to advance the school website technology platform and plan to migrate school websites to the new platform before the end of the 2016-17 school year. Communications continues to support communications and engagement related to 31 capital projects, including web communications.

CALGARY BOARD OF EDUCATION
ADMINISTRATION'S DISCUSSION AND ANALYSIS OF FINANCIAL OPERATIONS
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(In thousands)

Finance / Technology Services

	2015-16 Actuals		2014-15 Actuals		Increase/(Decrease) (Actuals vs. Actuals)	
	FTEs	(in \$ thousands)	FTEs	(in \$ thousands)	FTEs	(in \$ thousands)
Expenses						
Certificated permanent salaries and benefits	1	129	-	73	1	56
Certificated temporary salaries and benefits	-	-	-	52	-	(52)
Non-certificated permanent salaries and benefits	192	23,011	190	22,901	2	110
Non-certificated temporary salaries and benefits	-	227	-	465	-	(238)
Dues and fees	-	196	-	208	-	(12)
Maintenance and repairs	-	3	-	3	-	-
Insurance	-	-	-	4,518	-	(4,518)
Professional services	-	200	-	817	-	(617)
Utilities	-	42	-	42	-	-
Travel and subsistence	-	39	-	47	-	(8)
Other supplies	-	392	-	178	-	214
Minor equipment	-	177	-	120	-	57
Amortization expenses	-	2,914	-	1,710	-	1,204
Interest and finance charges	-	-	-	596	-	(596)
Other (uncollectible accounts)	-	-	-	116	-	(116)
Total expenses	193	27,330	190	31,846	3	(4,516)

Finance / Technology Services (FTS) facilitates financial and technology decision-making within CBE so that resources are used to maximize student outcomes. FTS also ensures a fiscally responsible CBE.

FTS provides a range of services including School Financial Management, the Fees Central team, Information and Client Technology services, procurement as well as financial operations such as accounts payable, revenue and treasury, and budget development and control and financial reporting.

In 2015-16, FTS supported students, schools and the organization by:

- Preparing the annual budget and related reports.
- Monitoring and reporting on financial performance through the year.
- Supporting sound financial practices in schools and across the CBE.
- Providing financial administration of fees for noon supervision services, student transportation, and instructional supplies and materials programs, including waivers and collections.
- Seeking the best deals possible when purchasing goods and services.
- Paying the bills on time.
- Designing, building, and supporting the CBE's technology infrastructure.
- Ensuring that computers, tablets and other school-based technology is available, accessible and appropriate for students and their learning.

Significant variances from 2014-15 to highlight include:

- Realignment of system-wide support budgets from operations to system accounts in 2015-16 including:
 - \$4.5 million decrease in *Insurance* as the budget was moved to the System Accounts.
 - \$0.6 million decrease in Professional services as banking and internal audit were moved to the System Accounts.
 - \$0.6 million decrease in Interest and finance charges as they were moved to the System Accounts.
- \$1.2 million increase in Amortization as relevant charges were moved back from the System Accounts.

CALGARY BOARD OF EDUCATION
ADMINISTRATION'S DISCUSSION AND ANALYSIS OF FINANCIAL OPERATIONS
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(In thousands)

Human Resources

	2015-16 Actuals		2014-15 Actuals		Increase/(Decrease) (Actuals vs. Actuals)	
	FTEs	(in \$ thousands)	FTEs	(in \$ thousands)	FTEs	(in \$ thousands)
Expenses						
Certificated permanent salaries and benefits	10	1,388	7	1,317	3	71
Certificated temporary salaries and benefits	-	51	-	64	-	(13)
Non-certificated permanent salaries and benefits	75	8,251	77	7,976	(2)	275
Non-certificated temporary salaries and benefits	-	221	-	275	-	(54)
Dues and fees	-	103	-	58	-	45
Rental equipment and facilities	-	6	-	7	-	(1)
Maintenance and repairs	-	1	-	-	-	1
Professional services	-	499	-	1,172	-	(673)
Utilities	-	14	-	19	-	(5)
Travel and subsistence	-	65	-	92	-	(27)
Other supplies	-	124	-	98	-	26
Minor equipment	-	82	-	28	-	54
Textbooks and materials	-	2	-	5	-	(3)
Amortization expenses	-	13	-	13	-	-
Total expenses	85	10,820	84	11,124	1	(304)

Human Resources supports employees in all matters related to their employment relationship with the CBE.

In 2015-16, the work of Human Resources supported students, schools and the organization by:

- Supporting over 13,000 employees while they provide a first-class education to Calgary students.
- Proactively recruiting talent while balancing current and future projected needs.
- Supporting continuous learning and leadership development for all employees.
- Overseeing recruitment, total rewards, workforce planning, labour and employee relations, partner services, employee development, payroll, our human resources management system, the Employee Health Resource Centre, operations and integrated solutions, and organizational development and leadership.

Significant variances from 2014-15 to highlight include:

- \$0.3 million increase in *Salaries and benefits* mainly due to an increase in salaries.
- \$0.7 million decrease in *Professional services* mainly due to less contractual work in Leadership, Employee Relations and Talent Management.

**CALGARY BOARD OF EDUCATION
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(In thousands)**

Chief Superintendent's Office

	2015-16 Actuals		2014-15 Actuals		Increase/(Decrease) (Actuals vs. Actuals)	
	FTEs	(in \$ thousands)	FTEs	(in \$ thousands)	FTEs	(in \$ thousands)
Expenses						
Certificated permanent salaries and benefits	2	564	3	746	(1)	(182)
Certificated temporary salaries and benefits	-	11	-	12	-	(1)
Non-certificated permanent salaries and benefits	3	277	3	245	-	32
Non-certificated temporary salaries and benefits	-	14	-	-	-	14
Dues and fees	-	3	-	11	-	(8)
Rental equipment and facilities	-	86	-	143	-	(57)
Maintenance and repairs	-	-	-	1	-	(1)
Professional services	-	-	-	104	-	(104)
Utilities	-	3	-	4	-	(1)
Travel and subsistence	-	4	-	4	-	-
Other supplies	-	11	-	16	-	(5)
Amortization expenses	-	2	-	-	-	2
Total expenses	5	975	6	1,286	(1)	(311)

The Chief Superintendent's office leads strategic planning for student success based on the Board of Trustees' values and policies.

- The Chief Superintendent, as both the Chief Executive Officer and Chief Educational Officer, develops the Three Year Education Plan to improve student success and ensures that students and their learning are at the centre of organizational decisions.
- The Deputy Chief Superintendent leads the learning and operations in each of CBE's 227 schools.
- The Chief Superintendent's Office is a key liaison point between all components of the CBE and the many individuals and groups who hold an interest in public education.

Significant variances from 2014-15 to highlight include:

- *Salaries and benefits* expense decreased by \$0.2 million due to 1 FTE position moved to Learning.
- \$0.1 million decrease in *Professional services* as there was no leadership recruiting activity in 2015-16.

CALGARY BOARD OF EDUCATION
ADMINISTRATION'S DISCUSSION AND ANALYSIS OF FINANCIAL OPERATIONS
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(In thousands)

Board of Trustees

	2015-16 Actuals		2014-15 Actuals		Increase/(Decrease) (Actuals vs. Actuals)	
	FTEs	(in \$ thousands)	FTEs	(in \$ thousands)	FTEs	(in \$ thousands)
Expenses						
Non-certificated salaries and benefits	-	430	2	454	(2)	(24)
Dues and fees	-	241	-	259	-	(18)
Rental equipment and facilities	-	-	-	1	-	(1)
Professional services	-	610	-	676	-	(66)
Utilities	-	1	-	1	-	-
Travel and subsistence	-	19	-	9	-	10
Other supplies	-	7	-	5	-	2
Total expenses	-	1,308	2	1,405	(2)	(97)

The Board of Trustees budget includes items related directly to the governance of the organization, including Trustee remuneration, office expenses and travel costs, financial audit fees, election costs, and Alberta School Boards Association fees. Staff costs for the two FTEs are now included in the Office of the Corporate Secretary. During the course of the year, the Board of Trustees also draws upon the services and supports of other service units in support of their governance needs. Those costs are not reflected here.

Significant variances from 2014-15 to highlight include:

- \$0.1 million decrease in *Professional services* is due to the Wards 11 & 13 by-election held in 2014-15.
- Two staff positions moved to the Office of the Corporate Secretary.

For more information on the remuneration of the Board of Trustees, please see Schedule 7 of the consolidated financial statements.

Staffing and Full-Time Equivalents (FTEs)

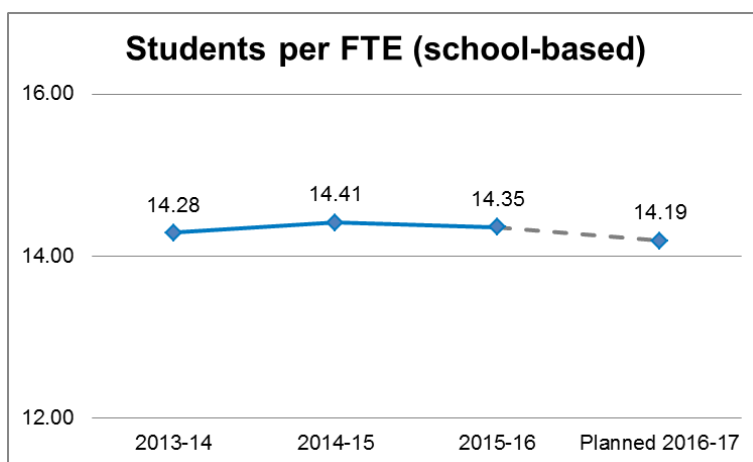
More than 13,000 people worked for the CBE, which equated to 9,652 full-time equivalent (FTE) positions for fiscal 2015-16.

Each one of our employees plays an important role in supporting students in their learning. 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 capacities.

The CBE spends the greatest proportion of its funds (78 per cent) on salaries and benefits with certificated staff (teachers) making up the majority of that total. The provincial grant increases in past years has not been sufficient to keep up with enrolment growth and to cover the negotiated wage rate increases and wage grid movement for teachers and support staff. As a result, the number of FTEs has not always increased at a rate equal to enrolment growth. This impacts the ratio of students to school-based staff.

For 2015-16 grant rates did increase at a rate that provided for an increase in teachers and school-based support staff to maintain the ratio of students to school-based staff. That ratio is anticipated to be slightly reduced in 2016-17 due to the upcoming opening of new schools.

The following tables show the average number of CBE students per school-based full-time equivalent staff position:



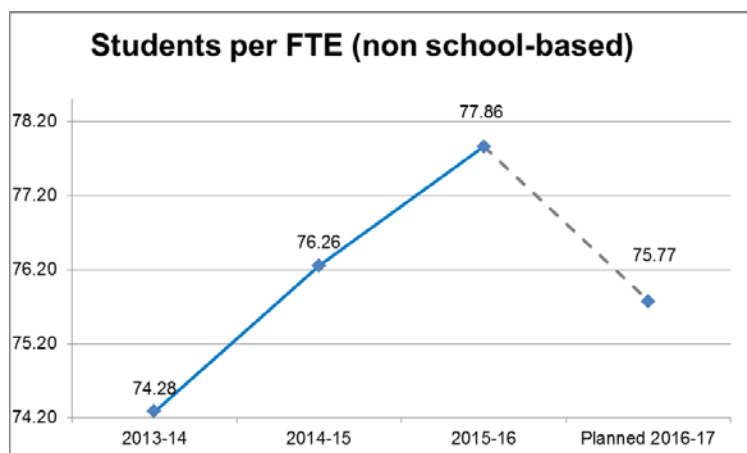
School-based staff includes all staff hired via the Resource Allocation Method (RAM) deployment as well as FTEs budgeted under centrally held school-related budgets where specific funding has been received in support of schools, such as Regional Collaborative Service Delivery (formerly Student Health Partnership) and Program Unit Funding. These resources are then deployed to schools to support student learning needs.

For purposes of this presentation, school-based staff does not include staff in service units that work directly in schools, such as facility operations staff, school technology support specialists, psychologists, etc.

CALGARY BOARD OF EDUCATION
ADMINISTRATION'S DISCUSSION AND ANALYSIS OF FINANCIAL OPERATIONS
AUGUST 31, 2016
(In thousands)

Staffing and Full-Time Equivalents (FTEs) (continued)

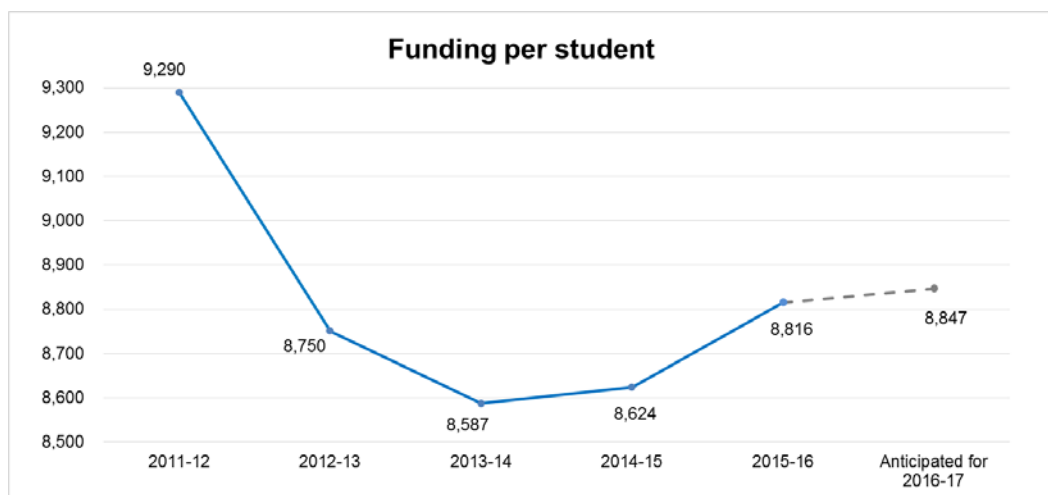
The ratio of students to non school-based FTEs tends to increase year-over-year because the CBE's central staffing needs are not as closely tied to enrolment as school-based staffing requirements. However, we anticipate seeing a reduction in the ratio for 2016-17 due to the opening of new schools and the additional facility maintenance and operations staff that have been hired to maintain and care for these schools.



Alberta Education funding per student

CBE's enrolment in 2015-16 was up by 2,485 students from Sept. 30 of the prior year. Funding from Alberta Education increased for enrolment, as well as some rate increases which resulted in a \$192 increase in overall funding per student. In 2016-17, the CBE anticipates welcoming an additional 2,162 students with a \$31 increase in overall funding per student.

Funding per student is summarized below:



CALGARY BOARD OF EDUCATION
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Reserves

CBE's Operating and Capital Reserves

	Reserve balance Sep 1, 2015 (recast)	Fall Update planned transfers from reserves	Actual transfers to/ (from) reserves	Reserve balance Aug 31, 2016	Anticipated 2016-17 use of reserves	Forecasted 2017-18 use of reserves
Operating reserves			(all figures in \$ thousands)			
Restricted reserves	(8,485)	-	133	(8,352)	-	-
Available for use reserves	37,853	(37,853)	3,388	41,241	(26,126)	(15,115)
Designated operating funds	3,715	(3,715)	3,199	6,914	(6,914)	-
Unrestricted surplus	8,186	(104)	(8,186)	-	-	-
Total operating reserves	41,269	(41,672)	(1,466)	39,803	(33,040)	(15,115)
Capital reserves						
Building reserve	18,212	(15,018)	(9,193)	9,019	(2,200)	(6,819)
Other capital reserves	17,206	(11,534)	12,195	29,401	(23,729)	(5,672)
Plant, operations and maintenance asset replacement	798	-	-	798	-	(798)
	36,216	(26,552)	3,002	39,218	(25,929)	(13,289)

The 2015-16 budget anticipated the use of \$41.7 million operating reserves and \$26.5 million in capital reserves in order to balance. With an effort to hold spending where possible, a focus on capital activities and more investment dispositions than planned, the year ended in a surplus position. This resulted in a delayed draw on operating reserves than was anticipated in the fall budget update.

Many projects are funded by the application of reserves and are well underway. Those projects are expected to be completed over the next two years, using all remaining forecast reserve funds. These projects include:

- Continued construction, project management and commissioning of new schools
- Wireless upgrades
- CTS/CTF and Fine and Performing Arts equipment upgrades

In addition to these projects underway, we know there will be more cost pressures in the next two years relating to the new Student Information System, fixed operating costs for new schools and the arrival of more refugee students.

Recast opening reserve balance

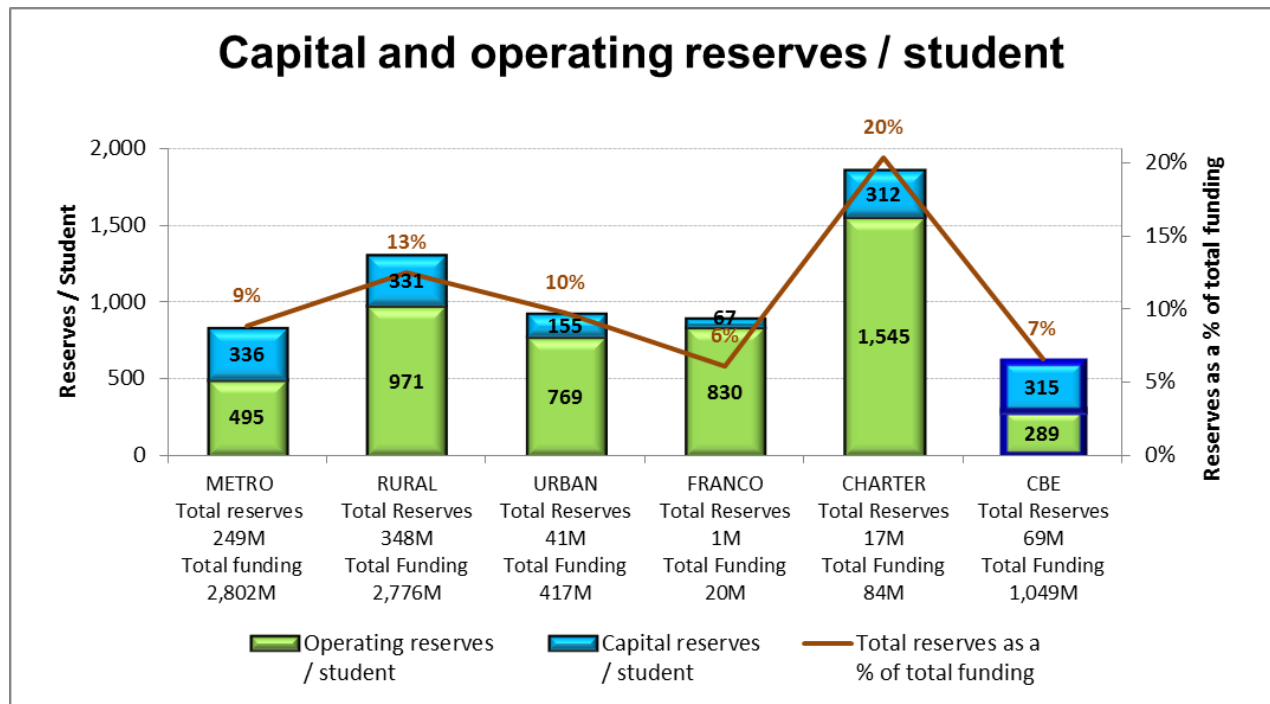
As a result of continued review and refinement of employee benefit accounting, certain CBE funded supplemental dental and extended health benefit liabilities were identified that needed correction. This has no impact on the provision of or entitlement to employee benefits. These benefits are administered through an Administrated Services Only plan.

The net effect of correcting this accounting error is an \$8.1 million increase to opening accumulated surplus for overstated expenses related to 2002 through to 2014.

CALGARY BOARD OF EDUCATION
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AUGUST 31, 2016
(In thousands)

Comparison to other Alberta school jurisdictions

All types and sizes of school jurisdictions in Alberta have reserves. The following chart shows the quantity relative to size and as a percent of total funding as at Aug. 31, 2015.



Analysis of Financial Operating Results to Budget

The 2015-16 Budget was prepared and approved by the Board of Trustees in the spring of 2015 using projected numbers. The CBE's budget was updated in December 2015 for actual September 30 student enrolment with a planned operating deficit of \$17.9 million and net board-funded capital spending of \$23.7 million. In the budget the CBE planned to cover this operating deficit with reserve draws of \$41.7 million.

During the year spending targets were identified in order to keep spending in Service Units to a minimum. As well, significant time and effort was spent overseeing school construction and planning for the opening of 20 new and replacement schools and major modernizations. The focus devoted to these projects by CBE staff meant that other work activity had to slow down or be deferred to future years. As a result, and as forecasted in the third quarter, we spent less money than was originally budgeted.

Operating surplus

With the realization of investment gains along with prudent spending, the CBE is reporting a surplus of \$14.6 million. The \$32.5 million variance from the fall budget update reflects:

- \$9.3 million higher realized investment income due to favorable market conditions and actual gains realized;
- \$9.6 million net savings in salaries and benefits due to lower actual rates than estimated for the budget as well as savings resulting from position vacancies during the year;
- \$3.0 million in savings from resourcing efficacy reviews with existing staff;
- \$3.5 million net savings on contracts, system accounts and service unit spending;
- \$2.6 million in lower utility costs than budgeted due to both a reduction in usage and lower energy rates than anticipated;
- (\$2.4 million) in spending associated with an unanticipated increase in refugee students;
- \$6.9 million for projects budgeted in 2015-16 that were incomplete at year-end and the budget will be carried forward to 2016-17.

Use of surplus

The CBE has applied prudent financial management practices due to concerns about future pressures and realized a surplus of \$14.6 million. This amount is transferred to and from reserves as follows:

- transfer (to) and from operating reserves totalling \$1.1 million:
 - \$8.2 million from unrestricted operating surplus;
 - \$(3.5) million to fiscal stability reserve;
 - \$(0.1) million from the transportation fee stabilization reserve;
 - \$(3.2) million to designated funds;
 - \$(0.3) million to the EducationMatters Endowment Fund.
- investment of \$(15.7) million in board-funded capital.

The surplus means that the CBE's reliance on funding from operating reserves in 2015-16 was less than anticipated, making the reserves available to fund projects already planned, committed and in progress.

Financial Position

As at Aug. 31, 2016, the CBE has an accumulated surplus balance of \$234.0 million, reflecting net financial debt of (\$873.9) million and non-financial assets of \$1,107.9 million. Net debt includes \$943.9 million of deferred revenue already expended on the acquisition of capital assets. That deferred revenue will be recognized and brought into income over the useful life of the related assets. If the deferred revenue were fully recognized, the Aug. 31, 2016 financial position would result in net financial assets of \$70.0 million.

The CBE had a combined total of \$281.3 million in cash, cash equivalents and portfolio investments as at Aug. 31, 2016. The amount held is determined by the timing of operational and capital spending and by the savings achieved through prudent fiscal management.

Cash related to CBE's daily operations reflects the outstanding payments owed to vendors. Cash related to capital are the funds received from the province for capital construction that have not yet been spent. Lastly, the CBE's cash related to savings is the cash based on available for use reserves, surplus, designated funds and capital reserves (see below).

Accumulated Surplus

	Actuals	
	Aug. 31, 2016	Aug. 31, 2015 (recast)
	(in \$ thousands)	
Available for use reserves, surplus and designated funds		
Committed for use in 2016-17	33,040	-
Committed for use in 2017-18	15,115	-
Available for use	-	49,753
	<u>48,155</u>	<u>49,753</u>
Capital reserves		
Committed for use in 2016-17	25,929	-
Committed for use in 2017-18	13,289	-
Available for use	-	36,215
	<u>39,218</u>	<u>36,215</u>
Restricted reserves	(8,352)	(8,485)
Endowments	3,856	3,520
Remeasurement gains	3,728	9,681
Investment in capital assets	147,373	134,685
Total accumulated surplus	<u>233,978</u>	<u>225,369</u>

Capital Expenditures

The CBE receives funding for capital assets through two main sources. Funds are received for specific buildings or projects through targeted grants. In addition, the CBE funds other capital—such as technology, furniture, equipment and vehicles—by setting aside the funds from regular grants.

Capital reserves have increased \$3.0 million from 2014-15 due to the number of capital projects that were not complete at year-end. The related unused funding has been carried forward to 2016-17. A few examples of these projects include the implementation of a new student information system, a number of enhancements planned for school facilities as well as wireless network upgrades and technology replacements.

Investment in capital assets increased by \$12.7 million due to:

- Board-funded capital additions of \$34.5 million for purchases such as CTS/CTF equipment, new school furniture and equipment and replacement vehicles;
- debt repayment of \$1.1 million related to energy efficiency retrofit work; and
- (\$22.9) million amortization of board-funded capital assets.

There was a significant amount of non board-funded capital activity underway in 2015-16. 26 new schools, modernizations and replacement schools were under construction incurring \$273 million in construction costs during the year. Of those projects, eight new schools opened in Sept. 2016 and two modernizations were complete. Another 10 new school facilities will open in spring 2017 and the remainder in 2017-18 and 2018-19. See the table on the next page summarizing new school construction.

The CBE is grateful for the many new schools the Province has committed to funding but is challenged with the costs of managing construction and commissioning these schools. In 2015-16, the CBE spent over \$20 million of reserves and operating funds on these activities with more planned for 2016-17 and beyond.

Another challenge the CBE faces is providing the resources for maintenance and renewal work necessary for established school facilities. 57 per cent of CBE schools were built prior to 1970 which means that the majority of our facilities are more than 40 years old.

Meanwhile the CBE continues to develop appropriate strategies for the additional space created in some schools as a result of new school openings in the 2016-17 school year. No decisions have been made to date and public engagement is underway. Strategies could include program consolidation, expanding programs of choice, and leasing unused space.

**CALGARY BOARD OF EDUCATION
ADMINISTRATION'S DISCUSSION AND ANALYSIS OF FINANCIAL OPERATIONS
AUGUST 31, 2016
(In thousands)**

School facility projects

#	School (*yet to be officially named)	Project type	Status
1	Kenneth D. Taylor School ES	New school	Opened September 2016
2	Peter Loughheed School MS	New school	Opened September 2016
3	Copperfield School ES	New school	Opened September 2016
4	New Brighton School ES	New school	Opened September 2016
5	William D. Pratt School MS	New school	Opened September 2016
6	Buffalo Rubbing Stone ES	New school	Opened September 2016
7	Auburn Bay ES	New school	Opened September 2016
8	Nelson Mandela High School	New school	Opened September 2016
9	Bowness HS	Modernization	Opened September 2016
10	Jack James HS	Modernization	Opened September 2016
11	Aboriginal Learning Centre	Modernization, new school community	Opening 2016-17
12	Christine Meikle	Replacement school	Opening 2016-17
13	Elbow Park School	Replacement school (flood)	Opening 2016-17
14	Eric Harvie ES	New school	Opening 2016-17
15	McKenzie Highlands School MS	New school	Opening 2016-17
16	Dr. Martha Cohen School MS	New school	Opening 2016-17
17	West Ridge School MS	New school	Opening 2016-17
18	Dr. George Stanley School MS	New school	Opening 2016-17
19	Hugh A. Bennett School ES	New school	Opening 2016-17
20	Dr. Roberta Bondar School ES	New school	Opening 2016-17
21	Marshall Springs MS	New school	Opening 2017-18
22	Ron Southern School ES	New school	Opening 2017-18
23	Griffith Woods School K-9	New school	Opening 2017-18
24	Manmeet Singh Bhullar School ES	New school	Opening 2017-18
25	Southeast High School	New school	Opening 2018-19
26	James Fowler HS	Modernization	Expected completion fall 2018
27	Lord Beaverbrook HS	Modernization	Expected completion fall 2018

Outlook for 2016-17

The provincial budget announced in April 2016 made it possible for the CBE to prepare a budget that supports the stability we need as we educate 119,147 students in 2016-17, open 15 new schools, modernize and replace other schools and plan for the opening of several more schools in 2017-18 and beyond. As 2016 unfolds the Province of Alberta is still facing a challenging economic environment. We will continue to review our programs and operations and make changes where necessary in order to maximize efficiency and resources. The CBE continues to achieve great results for students by making operating decisions that are consistent with our values. The favourable financial results in 2015-16 demonstrate the CBE's prudent financial management.

The CBE will continue to be challenged by the large number of capital projects underway including the continued construction and opening of new schools. These new schools will come with commissioning costs to get them furnished and ready for students. Less reliance on reserves in 2015-16, as forecasted in the third quarter, means that the CBE has opportunity to use these reserves for more commissioning in future years.

The 2016-17 operating budget was prepared with guidance from the CBE's Results, Three Year Education Plan, Governance Policies and Budget 2016 (the Alberta Government's Fiscal plan for 2016).

**CALGARY BOARD OF EDUCATION
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(In thousands)**

The 2016-17 budget includes maintained funding rates that make it possible for the CBE to maintain school-based staff to student ratios and centrally provided services. The budget also has capital provisions for the replacement of equipment, technology enhancement and maintenance projects as well as school facility enhancements. The budget was balanced with the use of \$28.3 million in operating and capital reserves.

In 2016-17 we will focus on:

- Implementing new literacy and math strategies
- Working with indigenous learners to enhance their educational outcomes
- Opening 20 new, replacement and modernized schools
- Constructing and planning for the opening of five more new schools
- Increasing support for student learning complexity within our increased enrolment
- Implementing an expanded public engagement framework
- Developing our *Fostering a Positive Workplace Environment* strategy

Student success is at the center of every budget-related decision we make. Our values guide our work: students come first, learning is our central purpose and public education serves the common good.

Compliance

For the year ended Aug. 31, 2016, the CBE was in full compliance with the provincial funding framework. In addition, all transfers of funds affecting the CBE's operating and capital reserves were made in accordance with provincial regulations and the Board of Trustees' direction and approval.

Summary of Third Party Invoices by Total Value Group

Appendix I

For the year ending August 31, 2016

Category	Number of Suppliers	% of Suppliers	Total Amount	% of Total Amount
1. Third Parties with total invoices amount greater than \$250,000	165	4%	817,463,211	96%
2. Third Parties with total invoices amount between \$200,000 and \$250,000	18	0%	4,006,042	0%
3. Third Parties with total invoices amount between \$100,000 and \$200,000	83	2%	11,682,475	1%
4. Third Parties with total invoices amount between \$50,000 and \$100,000	103	2%	7,262,053	1%
5. Third Parties with total invoices amount less than \$50,000	3,952	91%	12,944,491	2%
Grand Total	4,321		853,358,272	

Accounts for Third Parties with total Invoices Value > \$250K

Appendix I

For the Year ending August 31, 2016

Category	Number of Vendor	Total Invoices Amount	% of Total Amount
1 SALARIES & BENEFITS	12	402,950,760	49.3%
2 TANGIBLE CAPITAL ASSETS	40	244,069,773	29.9%
3 SUPPLIES (SUPP)	49	59,963,989	7.3%
4 TRANSPORTATION OF PUPILS (TRSP)	5	45,041,382	5.5%
5 UTILITIES	6	23,227,467	2.8%
6 MAINTENANCE & REPAIR	38	21,661,085	2.6%
7 RENTAL EQUIPMENT & FACILITY	2	13,524,284	1.7%
8 PROFESSIONAL & TECHNICAL SERVICES (P&T)	5	3,405,744	0.4%
9 DUES & FEES (D&F)	3	938,364	0.1%
10 FLOW THROUGH FROM AB ED	1	764,768	0.1%
11 DONATIONS	1	697,075	0.1%
12 EMPLOYEE FUTURE BENEFITS	1	524,718	0.1%
13 MINOR EQUIPMENT <\$5000	1	420,802	0.1%
14 POSTAGE	1	273,000	0.0%
Grand Total	165	817,463,211	

Third Parties Payments with Total Payments Value >\$250,000*

Appendix I

For the Year ending August 31, 2016

Category	Total Invoices Amount	% of Total Amount
SALARIES & BENEFITS	402,950,760	49.3%
RECEIVER GENERAL FOR CANADA**	209,789,520	
BOARD OF ADMINISTRATORS**	80,764,651	
SUN LIFE ASSURANCE COMPANY OF CANADA**	40,328,330	
ALBERTA PENSIONS ADMINISTRATION CORP.**	40,282,035	
ASEBP - ALBERTA SCHOOL EMPLOYEE BENEFIT PLAN**	15,096,836	
ALBERTA TEACHERS ASSOCIATION**	10,408,432	
WORKERS' COMPENSATION BOARD**	2,233,111	
CBE STAFF ASSOCIATION**	1,671,351	
ALBERTA BLUE CROSS**	863,334	
CANADIAN UNION OF PUBLIC EMPLOYEES LOCAL 40**	636,337	
LONDON LIFE INSURANCE CO.**	525,949	
LONDON LIFE/CAPITAL ESTATE PLANNING CORP.**	350,874	
TANGIBLE CAPITAL ASSETS	244,069,777	29.9%
LEAR CONSTRUCTION MANAGEMENT LTD.	28,822,444	
CHANDOS CONSTRUCTION LTD.	26,358,767	
MAPLE REINDERS INC.	25,128,648	
STARCRAFT CONSTRUCTION LTD.	18,065,018	
TRIBUILD CONTRACTING (CALGARY) LTD.	16,881,052	
EVEREST CONSTRUCTION MANAGEMENT LTD.	12,901,804	
DELNOR CONSTRUCTION 2012 LTD.	12,523,339	
BCT STRUCTURES, INC.	11,074,192	
BIRD CONSTRUCTION GROUP	9,679,203	
WESTCOR CONSTRUCTION LTD.	8,849,080	
SPACEMAKERS CONSTRUCTION SERVICES INC.	8,473,201	
CARBON CONSTRUCTORS INC.	8,387,571	
APM CONSTRUCTION SERVICES INC.	7,429,162	
PC CORP INC.	6,121,482	
STUART OLSON CONSTRUCTION LTD.	6,007,998	
SHARP'S AUDIO-VISUAL LTD.	3,580,582	
APPLE CANADA INC.	3,389,626	
GIBBS GAGE ARCHITECTS	2,859,298	
WESTERN WEATHER PROTECTOR LTD.	2,748,123	
ENMAX POWER SERVICES CORPORATION	2,246,583	
LYNNWOOD ROOFING (1991) INC.	2,117,963	
CHARTER TELECOM, INC.	2,019,620	
ECOSYSTEM ENERGY SERVICES	1,864,095	
S.I. SYSTEMS LTD.	1,834,473	
KAMEX CONSTRUCTION LTD.	1,740,475	
CONCEPT ELECTRIC LTD.	1,713,485	
WREM BUILDING SYSTEMS LTD.	1,536,758	
WILLIAM MORRIS OFFICE SOLUTIONS INC.	1,322,627	
TRU-CO STRUCTURES INC.	1,256,678	
RIDDELL KURCZABA ARCHITECTURE ENGINEERING INTERIOR DESIGN LTD.	1,039,759	
GROUP2 ARCHITECTURE INTERIOR DESIGN LTD.	920,677	
SAHURI + PARTNERS ARCHITECTURE INC.	918,120	
CDI SPACES	903,906	
COLLIERS PROJECT LEADERS INC.	707,026	
HBI - HERITAGE BUSINESS INTERIORS	699,730	
MHPM PROJECT MANAGERS INC.	574,706	
ONX ENTERPRISE SOLUTIONS LTD.	393,724	

Third Parties Payments with Total Payments Value >\$250,000*

Appendix I

For the Year ending August 31, 2016

Category	Total Invoices Amount	% of Total Amount
TRIUNE WOOD INDUSTRIES LTD.	349,879	
W.E. GREER LTD.	316,721	
EDUCAN INSTITUTIONAL FURNITURE LTD.	312,182	
SUPPLIES (SUPP)	59,963,991	7.3%
BANK OF MONTREAL	10,183,582	
HULL SERVICES	3,690,230	
TELUS SOURCING SOLUTIONS PARTNERSHIP	3,339,640	
SWISH MAINTENANCE LIMITED	2,774,525	
LASERNETWORKS INC.	2,536,761	
GRAND & TOY	2,509,896	
WOOD'S HOMES	2,196,074	
MARSH CANADA LIMITED	2,135,374	
CHISHOLM INDUSTRIES LTD.	1,980,142	
URBAN SCHOOLS INSURANCE CONSORTIUM	1,945,599	
VECTUS INC.	1,682,658	
ST. JOHN'S MUSIC LTD.	1,504,677	
ORACLE CANADA ULC	1,462,540	
SYNCON MANAGEMENT LTD	1,442,430	
UNITED LIBRARY SERVICES INC.	1,363,439	
DELL CANADA INC.	1,340,393	
ALBERTA HEALTH SERVICES-CHR	1,158,340	
TREND MICRO CANADA TECHNOLOGIES, INC.	1,104,484	
ALBERTA FIRE & FLOOD LTD.	1,088,014	
SOCIETY FOR TREATMENT OF AUTISM	1,052,772	
SUPREME OFFICE PRODUCTS LTD	1,046,063	
WASTE MANAGEMENT OF CANADA CORP.	947,278	
SPICERS CANADA ULC	894,273	
DATA GROUP OF COMPANIES	686,341	
D2L CORPORATION	679,745	
ACRODEX INC.	594,106	
LONG & MCQUADE LTD.	578,007	
MAPLEWOOD COMPUTING LTD	566,206	
DBI SYSTEMS INTEGRATION INC	530,248	
BIG KAHUNA SPORT COMPANY	470,300	
SYSCO CALGARY, A DIVISION OF SYSCO CANADA INC.	467,881	
PEARSON EDUCATION CANADA	460,504	
INTERNATIONAL BACCALAUREATE ORGANIZATION	447,036	
NELSON EDUCATION LTD.	421,279	
WOLSELEY CANADA INC.	396,602	
WEST CANADIAN DIGITAL IMAGING INC.	388,874	
INGLE INTERNATIONAL	380,434	
SPECTRUM EDUCATIONAL SUPPLIES LIMITED	362,941	
SKYLINE ATHLETICS INC.	332,063	
IMPERIAL OIL LTD.	329,662	
MAINLAND INFORMATION SYSTEMS LTD. cob SCALAR DECISIONS	318,781	
SHAW TELECOM G.P.	310,807	
ACME VISIBLE	281,453	
SPALDING HARDWARE SYSTEMS	277,067	
GEOREF SYSTEMS LTD.	273,982	
ACKLANDS-GRAINGER INC.	267,569	
MCGRAW-HILL RYERSON LTD.	259,102	

Third Parties Payments with Total Payments Value >\$250,000*

Appendix I

For the Year ending August 31, 2016

Category	Total Invoices Amount	% of Total Amount
KMS TOOLS AND EQUIPMENT LTD.	252,173	
SCHOOLLOGIC	251,644	
TRANSPORTATION OF PUPILS (TRSP)	45,041,381	5.5%
SOUTHLAND TRANSPORTATION LTD.	22,673,360	
CARDINAL COACH LINES ULC	20,632,397	
CHECKER CABS LTD.	853,820	
SPECIAL NEEDS ACCOMPANIMENT SERVICE LTD.	606,610	
DREAMS TRANSPORTATION LTD.	275,194	
UTILITIES	23,227,467	2.8%
ENMAX ENERGY CORPORATION	9,888,461	
DIRECT ENERGY BUSINESS SERVICES	4,506,395	
CITY OF CALGARY	3,838,168	
AXIA SUPERNET LTD.	3,417,990	
TELUS COMMUNICATIONS INC.	1,074,291	
BELL MOBILITY INC.	502,162	
MAINTENANCE & REPAIR	21,661,085	2.6%
COBRA CORPORATE MANAGEMENT INC.	999,609	
UPA CONSTRUCTION GROUP (AB) LTD.	870,920	
NOSE CREEK ELECTRICAL SERVICES	862,975	
MJS MECHANICAL LTD.	859,581	
GATEWAY MECHANICAL SERVICES INC.	848,477	
FLYNN CANADA LTD.	793,789	
TAFF ARCHITECTURE LTD.	774,487	
ZEIDLER BKDI ARCHITECTS	768,951	
PEDDIE ROOFING & WATERPROOFING LTD.	758,730	
RUSSPET CONSTRUCTION LTD.	750,023	
OFFICE SOLUTIONS (ALBERTA) INC.	745,770	
CEI ARCHITECTURE PLANNING INTERIORS	733,170	
BIG COUNTRY PLASTERING LTD.	731,803	
PIVOTAL PROJECTS INC.	719,293	
FREEZE MAXWELL ROOFING (CALGARY) LTD.	708,454	
MODUS STRUCTURES INC.	690,215	
ELLISDON CONSTRUCTION SERVICES INC.	638,878	
REGGIN TECHNICAL SERVICES LTD.	609,739	
QUALIMECH COMMERCIAL SERVICES LTD.	558,911	
SOLARIS ELECTRIC INC.	546,351	
BLACK & MCDONALD LTD.	509,873	
STATE GROUP INC. (THE)	498,790	
MARSHALL TITTEMORE ARCHITECTS	479,683	
WEST SOURCE ENTERPRISES INC.	472,859	
FOOTHILLS DECORATING LTD.	462,022	
BMP MECHANICAL LTD.	455,148	
CLEAN AIR SERVICES INC.	427,391	
MANASC ISAAC ARCHITECTS LTD.	411,779	
RYDON CONSTRUCTION INC.	347,985	
DONE RITE JANITORIAL SALES & SERVICE	331,891	
D. OWEN CONSTRUCTION LTD.	306,933	
UNITED ROOFING INC.	305,550	
WESTERN ROOFING AND CONTRACTING INC.	303,053	
DIALOG ALBERTA ARCHITECTURE ENGINEERING INTERIOR DESIGN PLANNING INC. o/a DIALOG ALBERTA INC.	283,053	
STANTEC CONSULTING LTD.	283,024	

Third Parties Payments with Total Payments Value >\$250,000*

Appendix I

For the Year ending August 31, 2016

Category	Total Invoices Amount	% of Total Amount
SPRUCE PARK ELECTRIC INC.	273,599	
EMM DECORATING & GRAFFITI REMOVAL LTD.	269,486	
SEBRING CONSTRUCTION LTD.	268,840	
RENTAL EQUIPMENT & FACILITY	13,524,281	1.7%
BENTALL KENNEDY (CANADA) LP	13,234,663	
20 VIC MANAGEMENT INC.	289,618	
PROFESSIONAL & TECHNICAL SERVICES (P&T)	3,405,742	0.4%
AMERESCO CANADA, INC.	1,096,078	
VECOVA	771,510	
DLA PIPER (CANADA) LLP	683,324	
IMPERIAL PARKING CANADA CORP.	542,880	
GALILEO EDUCATIONAL NETWORK	311,950	
DONATIONS	697,075	0.1%
EDUCATIONMATTERS	697,075	
FLOW THROUGH FROM AB ED	764,768	0.1%
TSUUT'INA NATION	764,768	
EMPLOYEE FUTURE BENEFITS	524,718	0.1%
STANDARD LIFE**	524,718	
MINOR EQUIPMENT <\$5000	420,802	0.1%
SCHOOLHOUSE PRODUCTS INC.	420,802	
POSTAGE	273,000	0.0%
POSTAGE BY PHONE/PITNEYWORKS PREPAID	273,000	
DUES & FEES (D&F)	938,364	0.1%
UNIVERSITY OF CALGARY	388,312	
CALGARY SENIOR HIGH SCHOOL ATHLETIC ASSOCIATION	296,820	
ALBERTA SCHOOL BOARDS ASSOCIATION	253,232	
Grand Total	817,463,211	

* disclosure made on cash basis

** payment includes both employee and employer amounts



Financial Statements
December 31, 2015



Collins Barrow Calgary LLP
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 777 – 8th Avenue S.W.
 Calgary, Alberta, Canada
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Independent Auditors' Report

To the Board of Governors
 EducationMatters, Calgary's Public Education Trust

We have audited the accompanying financial statements of EducationMatters, Calgary's Public Education Trust, which comprise the statement of financial position as at December 31, 2015, and the statements of operations, changes in fund balances and cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian accounting standards for not-for-profit organizations, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements present fairly, in all material respects, the financial position of EducationMatters, Calgary's Public Education Trust as at December 31, 2015, and the results of its operations and its cash flows for the year then ended in accordance with Canadian accounting standards for not-for-profit organizations.

Collins Barrow Calgary LLP

CHARTERED PROFESSIONAL ACCOUNTANTS

Calgary, Canada
March 10, 2016

EducationMatters, Calgary's Public Education Trust
Statement of Financial Position
December 31, 2015

	2015	2014
Assets		
Current assets		
Cash and cash equivalents (notes 3 and 6)	\$ 2,281,640	\$ 1,954,955
Goods and Services Tax recoverable	655	1,401
Prepaid expenses	<u>-</u>	<u>4,400</u>
	2,282,295	1,960,756
Investments (notes 4 and 6)	4,534,126	3,998,032
Property and equipment (note 5)	<u>31,632</u>	<u>32,488</u>
	<u><u>\$ 6,848,053</u></u>	<u><u>\$ 5,991,276</u></u>
Liabilities		
Current liabilities		
Accounts payable and accrued liabilities	\$ 27,846	\$ 25,337
Deferred operating contributions (note 7)	<u>440,000</u>	<u>440,000</u>
	<u>467,846</u>	<u>465,337</u>
Funds		
Operating funds (including investment in capital assets)	774,197	707,463
Flow-through funds	941,345	725,289
Endowment funds (note 6)	<u>4,664,665</u>	<u>4,093,187</u>
	<u>6,380,207</u>	<u>5,525,939</u>
	<u><u>\$ 6,848,053</u></u>	<u><u>\$ 5,991,276</u></u>

Commitments (note 8)

See accompanying notes to the financial statements

On behalf of the Board,

 Governor
 Governor

EducationMatters, Calgary's Public Education Trust
Statement of Operations
Year Ended December 31, 2015

	2015				
	Operating Funds	Flow- Through Funds	Endowment Funds	Total	2014
Revenue					
Contributions	\$ 679,672	\$ 901,258	\$ 335,633	\$ 1,916,563	\$ 2,543,386
Interfund fees	96,892	(36,299)	(60,593)	-	-
Gains (losses) on investments	(1,377)	-	305,281	303,904	338,336
Interest and dividend revenue	<u>22,027</u>	<u>-</u>	<u>150,701</u>	<u>172,728</u>	<u>107,153</u>
	<u>797,214</u>	<u>864,959</u>	<u>731,022</u>	<u>2,393,195</u>	<u>2,988,875</u>
Expenditures					
Grants (notes 7 and 10)	-	645,307	161,052	806,359	1,279,260
Salaries and benefits (note 10)	490,862	-	-	490,862	437,363
Communications	1,556	-	-	1,556	2,929
Fund development (note 10)	16,673	-	-	16,673	49,534
Office	39,964	-	-	39,964	40,444
Professional fees	61,318	188	1,329	62,835	58,917
Special events (note 10)	30,383	-	-	30,383	37,833
Computer applications & support	43,264	-	-	43,264	36,366
Rent	38,993	-	-	38,993	38,993
Amortization (note 10)	<u>8,038</u>	<u>-</u>	<u>-</u>	<u>8,038</u>	<u>2,272</u>
	<u>731,051</u>	<u>645,495</u>	<u>162,381</u>	<u>1,538,927</u>	<u>1,983,911</u>
Excess of revenue over expenditures	<u>\$ 66,163</u>	<u>\$ 219,464</u>	<u>\$ 568,641</u>	<u>\$ 854,268</u>	<u>\$ 1,004,964</u>

See accompanying notes to the financial statements

EducationMatters, Calgary's Public Education Trust
Statement of Changes in Fund Balances
Year Ended December 31, 2015

	Operating Funds	Flow- Through Funds	Endowment Funds	Total
Fund balances, December 31, 2013	\$ 614,842	\$ 844,975	\$ 3,061,158	\$ 4,520,975
Excess (deficiency) of revenue over expenditures	103,802	(119,424)	1,020,586	1,004,964
Interfund transfers	<u>(11,181)</u>	<u>(262)</u>	<u>11,443</u>	<u>-</u>
Fund balances, December 31, 2014	707,463	725,289	4,093,187	5,525,939
Excess of revenue over expenditures	66,163	219,464	568,641	854,268
Interfund transfers	<u>571</u>	<u>(3,408)</u>	<u>2,837</u>	<u>-</u>
Fund balances, December 31, 2015	<u>\$ 774,197</u>	<u>\$ 941,345</u>	<u>\$ 4,664,665</u>	<u>\$ 6,380,207</u>

See accompanying notes to the financial statements

EducationMatters, Calgary's Public Education Trust
Statement of Cash Flows
Year Ended December 31, 2015

	2015	2014
Cash provided by (used in):		
Operating activities		
Excess of revenue over expenditures	\$ 854,268	\$ 1,004,964
Add (deduct) items not affecting cash		
Amortization	8,038	2,272
Unrealized gain on investments	<u>(279,330)</u>	<u>(332,753)</u>
	<u>582,976</u>	<u>674,483</u>
Changes in non-cash working capital		
Goods and Services Tax recoverable	746	(853)
Prepaid expenses	4,400	600
Accounts payable and accrued liabilities	<u>2,509</u>	<u>4,006</u>
	<u>7,655</u>	<u>3,753</u>
Cash provided by operating activities	<u>590,631</u>	<u>678,236</u>
Investing activities		
Purchase of equipment	(7,182)	(32,025)
Purchase of investments	(359,194)	(707,794)
Disposal of investments	<u>102,430</u>	<u>38,982</u>
Cash used in investing activities	<u>(263,946)</u>	<u>(700,837)</u>
Cash inflow (outflow)	326,685	(22,601)
Cash and cash equivalents, beginning of year	<u>1,954,955</u>	<u>1,977,556</u>
Cash and cash equivalents, end of year	<u>\$ 2,281,640</u>	<u>\$ 1,954,955</u>
Cash and cash equivalents is comprised of:		
Cash	\$ 158,314	\$ 163,080
Treasury bills (note 3)	<u>2,123,326</u>	<u>1,791,875</u>
	<u>\$ 2,281,640</u>	<u>\$ 1,954,955</u>

See accompanying notes to the financial statements

EducationMatters, Calgary's Public Education Trust

Notes to Financial Statements

December 31, 2015

1. Nature of Trust

EducationMatters, Calgary's Public Education Trust, (the "Trust") was formed by way of a trust indenture on January 20, 2003. The Trust is a registered charity and a public trust under the *Income Tax Act* (Canada) and, accordingly, is exempt from income taxes and can issue donation receipts for income tax purposes. The Trust's mandate is to promote citizen engagement with and inspire passion for public education and to mobilize resources for programs that enhance public education.

The Board of Trustees of the Calgary Board of Education (the "CBE Board") appoints all Trust governors. At least two, but not more than 50%, of the Trust governors must be members of the CBE Board.

2. Significant accounting policies

The financial statements were prepared in accordance with Canadian accounting standards for not-for-profit organizations and include the following significant accounting policies:

(a) Revenue

The Trust receives contributions in the form of donations to specified funds, operating grants and event funding.

The Trust recognizes contributions when the amounts can be reasonably estimated and collection is assured.

The Trust follows the deferral method of accounting for restricted contributions related to general operations of the Trust. These contributions are recognized as revenue in the operating fund in the period in which the related expenses are incurred.

The Trust recognizes interest, dividends and fee revenue when the amounts are earned.

(b) Trust funds

The Trust holds operating, flow-through and endowment funds. The Trust follows the deferral accounting method for the operating fund and the restricted fund accounting method for the flow-through and endowment funds.

The Trust restricts endowment fund grants in any fiscal period to a maximum of 4.5% of the market value of the endowment at the end of the prior fiscal year.

Operating funds

Operating fund contributions received that relate to a subsequent period are shown as deferred operating contributions on the statement of financial position.

EducationMatters, Calgary's Public Education Trust
Notes to Financial Statements
December 31, 2015

Flow-through funds

Flow-through funds are spent during the year in which they are received or the year following to support a wide range of programs and projects.

Endowment Funds

Endowment funds are created by donors to provide long-term support for discretionary spending, general fields of interest or designated specific programs or projects.

(c) Cash and cash equivalents

Cash and cash equivalents comprise cash on hand and short-term investments with a maturity date of three months or less.

(d) Property and equipment

The Trust capitalizes administrative assets, consisting of computer equipment and office equipment, at cost and amortizes them over their estimated useful lives of five years on a straight-line basis.

Property and equipment is evaluated for impairment when events or circumstances indicate its carrying value may not be recoverable. Any impairment is measured by comparing the carrying value of the assets to the fair value, based on the present value of future cash flows expected to be generated from the assets.

(e) Measurement uncertainty

The valuation of property and equipment is based on management's best estimates of the future recoverability of these assets and the determination of costs subject to classification as property and equipment. The amounts recorded for amortization of the property and equipment are based on management's best estimates of the remaining useful lives and period of future benefit of the related assets.

The valuation of accrued liabilities is based on management's best estimates of expenses incurred during the year that will be payable in future periods.

By their nature, these estimates are subject to measurement uncertainty and the effect on the financial statements of changes in such estimates in future periods could be significant.

EducationMatters, Calgary's Public Education Trust
Notes to Financial Statements
December 31, 2015

(f) Financial instruments

The Trust initially measures its financial assets and liabilities at fair value, except for certain non-arm's length transactions that are measured at the exchange amount.

The Trust subsequently measures all its financial assets and financial liabilities at amortized cost, except for investments in pooled investment funds that are quoted in an active market, which are measured at fair value. Changes in fair value are recognized in excess of revenue over expenditures.

Financial assets measured at amortized cost include cash and cash equivalents. The Trust's financial assets measured at fair value include the pooled investment funds.

Financial liabilities measured at amortized cost include accounts payable and accrued liabilities.

Financial assets measured at cost or amortized cost are tested for impairment, at the end of each year, to determine whether there are indicators that the asset may be impaired. The amount of the write-down, if any, is recognized in excess of revenue over expenditures. The previously recognized impairment loss may be reversed to the extent of the improvement, directly or by adjusting the allowance account. The reversal may be recorded provided it is no greater than the amount that had been previously reported as a reduction in the asset and it does not exceed original cost. The amount of the reversal is recognized in excess of revenue over expenditures.

The Trust recognizes its transaction costs in excess of revenue over expenditures in the period incurred for its equity investments and for all other financial assets and liabilities that are subsequently measured at fair value. Financial instruments that are subsequently measured at cost or amortized cost are adjusted by the transaction costs and financing fees that are directly attributable to their origination, issuance or assumption.

(g) Expenditures

Administrative expenses are charged to endowment funds in accordance with donor agreements. Interest income earned on flow-through funds is allocated to the operating fund in lieu of an administration fee. Expenses incurred for a specific fund are charged to that fund.

(h) Donated services

Donated services are not recognized in the financial statements as there is no objective basis available to measure the value of such services.

EducationMatters, Calgary's Public Education Trust**Notes to Financial Statements****December 31, 2015****3. Cash and cash equivalents**

Cash and cash equivalents include short-term investments of \$2,123,326 (2014 - \$1,791,875) consisting entirely of investments in Canadian treasury bills with maturity dates of 90 days or less. Short-term investments yield an average interest rate of 0.63% (2014 - 1.01%).

4. Investments

Investments include pooled investment funds that have a market-based unit value. Investments are comprised of \$4,534,126 (2014 - \$3,998,032) in pooled investment funds measured at fair value. The Trust's policy is to liquidate gifted shares on the same day as they are received. There were no gifted shares held at December 31, 2015 or 2014.

5. Property and equipment

	Net Book Value			
	Cost	Accumulated Amortization	2015	2014
Computer equipment	\$ 54,156	\$ 23,594	\$ 30,562	\$ 30,705
Office equipment	<u>3,566</u>	<u>2,496</u>	<u>1,070</u>	<u>1,783</u>
	<u>\$ 57,722</u>	<u>\$ 26,090</u>	<u>\$ 31,632</u>	<u>\$ 32,488</u>

6. Endowment funds

Endowment funds are invested to provide long-term support, and are comprised of the following:

	2015	2014
Cash	\$ 130,539	\$ 95,155
Investments	<u>4,534,126</u>	<u>3,998,032</u>
	<u>\$ 4,664,665</u>	<u>\$ 4,093,187</u>

7. Related party transactions

The Trust is economically dependent on contributions from the Calgary Board of Education ("CBE") and is committed to provide services to CBE in fund development, grants and student awards. During the year, the Trust received \$660,000 (2014 - \$660,000) from the CBE. \$440,000 of the contributions received was deferred to 2016 in accordance with spending of the funds over a twelve-month period and is included in deferred operating contributions on the statement of financial position. The Trust rented office space and purchased services of \$38,993 (2014 - \$38,993) and \$6,442 (2014 - \$6,886), respectively, from the CBE. These transactions were recorded at the amounts established and agreed to by the parties.

EducationMatters, Calgary's Public Education Trust
Notes to Financial Statements
December 31, 2015

Grants awarded to CBE schools by the Trust are distributed to recipients by way of the CBE. In 2015, this amount was \$360,320 (2014 - \$930,845).

8. Commitments

The Trust's office lease with the CBE was renewed in August 2015 for an additional one-year term to August 31, 2016 and requires monthly rental payments of \$3,249.

9. Financial instruments

The Trust is exposed to the following significant financial risks:

(a) Credit risk

Credit risk is the risk that one party to a financial instrument will cause a financial loss for the other party by failing to discharge an obligation. The financial instrument that potentially subjects the Trust to significant concentration of credit risk consists primarily of cash and cash equivalents. The Trust mitigates its exposure to credit loss by placing its cash and cash equivalents with major financial institutions.

(b) Market risk

Market risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market prices. The Trust's investments in pooled investment funds expose the company to price risks as equity investments are subject to price changes in the open market.

10. Additional information on fund development

(a) Expenses incurred to raise funds

	2015	2014
Fundraising event	\$ 30,383	\$ 37,833
Fund development expenses	16,673	49,534
Fund development salaries and benefits	<u>133,835</u>	<u>105,809</u>
	<u>\$ 180,891</u>	<u>\$ 193,176</u>

(b) Funds raised during 2015 were \$1,236,891 (2014 - \$1,853,824).

(c) Summary of disbursements

	2015	2014
Grants	\$ 402,357	\$ 958,845
Scholarships	<u>404,002</u>	<u>320,415</u>
	<u>\$ 806,359</u>	<u>\$ 1,279,260</u>

EducationMatters, Calgary's Public Education Trust
Notes to Financial Statements
December 31, 2015

In 2015 and 2014 there were no disbursements greater than 10% of the funds raised.

(d) Allocation of total expenditures and disbursements

Total expenditures and disbursements after allocation of salaries and benefits to the cost centres consist of the following:

	2015	2014
Grant disbursements	\$ 806,359	\$ 1,279,260
Communication expenses	1,556	2,929
Fund development expenses, excluding events	150,508	155,343
Events	30,383	37,833
Program expenses	542,083	506,274
Amortization expense	<u>8,038</u>	<u>2,272</u>
	<u>\$ 1,538,927</u>	<u>\$ 1,983,911</u>

Salary and benefit costs are incurred to operate the Trust and its programs in a cost-effective manner while maximizing all opportunities to further the Trust's mission. The Trust allocates salary and benefits based on the actual time spent in each cost centre by each staff person.

11. Comparative figures

Certain comparative figures have been reclassified to conform with the current year's presentation.



September 19, 2016

Board of Directors
Urban Schools Insurance Consortium
c/o Calgary Board of Education
1221 – 8th Street SW
Calgary AB T2R 0L4

Dear Sirs,

Enclosed please find the management financial statements for Urban Schools Insurance Consortium (“USIC”) for the eight months ended August 31, 2016, with comparative results for the eight months ended August 31, 2015.

Highlights

Key financial activities and issues for the period are summarized as follows:

- USIC has recorded a net comprehensive loss of (\$211,266) for the eight month period ended August 31, 2016, compared to comprehensive income of \$341,997 for the same period in 2015 and compared to the eight month budgeted income for 2016 of \$430,429.
- USIC engaged PwC to complete a retention study, including reviewing overall premium requirements and allocation of premiums. The estimated cost for this study is \$39,000, before taxes and administrative costs. The amount was not included in the budget for 2016.
- In April, an RFP was issued for audit services for the next three years. KPMG was selected by the audit committee and appointed by the board as auditor for 2016, with an agreement for 3 years, with renewal options.
- With the occurrence of the Fort McMurray fire in May, USIC’s \$3,000,000 property limit on the policy year ending October 31, 2016 is fully reserved as at the end of August. The early expensing of this full limit has an effect of approximately \$430,000 negative variance in comparison to the budget and the prior year. The total reserve for the fire is currently estimated at over \$43 million.
- The investments held by USIC have shown a market recovery in the last few months, with an increase in market value of \$245,600 since the April 2016 reported results.

Financial Review

USIC’s results of operation for the eight months ended August 31, 2016 show a net loss of (\$211,266) which is comprised of net premiums earned and investment income of \$3,814,461, offset by losses and operating expenses of \$4,025,727. The unfavourable variance from actual to budget is attributed to the losses incurred of \$0.9 million, reduced by the favourable variance on investment income of \$0.25 million.

Premium income is \$3,300,000 representing eight months of the 2015-16 policy premiums, which equals the premiums budgeted. The other insurance income is the commission income passed onto USIC from Marsh and is earned evenly over the policy period, which is slightly higher than the amount originally budgeted.

Premium taxes of 3% on the premiums written for the 2015-16 policies were paid in February and are expensed over the entire policy period. USIC can expect to pay 4% in premium taxes for its renewal later this year.

The losses incurred of \$3,511,179 is comprised of losses paid in the period, the change in the reported claim reserves (as determined by claims data reported at August 31, 2016 provided by the respective loss adjusters), and an adjustment to the incurred but not reported reserves ("IBNR"). The IBNR is calculated comparing the losses paid and the change in the known reserves, to the prorated estimate at August 31st based on the 2015/16 ultimate loss reserves per the 2015 actuarial report, adjusted for known differences (the Fort McMurray full limit loss and payments and known reserves exceeding the prior year actuarial estimate).

The losses incurred are higher than the budgeted amount by \$911,967. The following summarizes the particular policy years where the differences have occurred.

August 2016 variance to budget for Losses Incurred

Property policy

Early recognition of reserves during the year - due to reaching \$3M limit	
2015/16 policy year	\$ 429,533

Liability policy

Actuarial evaluation difference in loss reserves from the 2015 report (used for 2016 calculations)	
versus the 2014 report (used for budget purposes)	219,686

Known loss reserves and paid losses exceeding ultimate reserves from the 2015 report	
2008/09 policy year - occurrence reserves	5,198
2011/12 policy year - occurrence reserves	75,542
2015/16 policy year - claims made reserves	182,008

	\$ 911,967
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Schedule 4 of the financial statement package reports net underwriting income by policy issued. While some losses are continuing to be paid out on the old auto policies, these payments are sufficiently covered by the established loss reserves. The most significant underwriting loss year to date occurred on the liability policies, with a loss ratio of 120.3%, with property lower at a 99.1% loss ratio. The variances listed above caused the negative underwriting result.

Comparing the eight months ended August 31, 2016 to 2015, the loss ratio is considerably higher. The losses paid out in 2016 are lower than in the first eight months of 2015, even though the losses incurred were higher. The result is that cash and investments remain higher than 2015 and the losses reserves have increased accordingly.

	YTD Jan - Aug 2016		YTD Jan - Aug 2015	
Losses incurred:				
Paid	\$	1,088,270	\$	2,082,974
Outstanding loss reserves (case reserves)		2,476,546		(379,254)
Incurred but not reported reserves		(53,637)		1,035,045
	\$	3,511,179	\$	2,738,765
Loss ratio		106.4%		83.0%

General and administrative expenses are made up of accruals and actual costs for general operations, as detailed on Schedule 2 of the financial reporting package. The schedule lists major expenses in comparison to budgeted amounts and the prior year.

The most significant positive variance from budget is for the claims system expenses. When preparing the 2016 budget, it was anticipated that the remaining cost of the JLT program would be paid in 2016. However, part of that cost was paid in late 2015, resulting in the positive variance in 2016 from the budget. In addition, the annual maintenance cost was a little less than originally budgeted. In comparison to the prior year, there were no costs to August 2015 for the JLT system.

The audit fees are under budget and significantly less than 2015. The higher cost in 2015 was due to additional charges for the extra audit work on reviewing the actuarial report for the 2014 year end audit. When originally quoting the 2015 audit fee, that additional charge was included, and thus accrued for 2015 and budgeted for 2016. However, the extra work was not required and the audit fee adjusted downward, with the reduction reflected in 2016. USIC was successful with its RFP for audit services, and has engaged KPMG for the coming next three years, for a fee similar to the reduced 2015 fee.

As USIC engaged PwC to complete a retention study, premium valuation and allocation analysis, after the budget had been prepared, this amount will exceed the budget and the prior year throughout 2016. The positive variance to budget for the actuarial work on the ORSA project is a reflection of the timing of their work and at an amount lower than the budget.

USIC's investment portfolio includes marketable securities of low risk, government and corporate debt securities, and investments in equity mutual funds. The financial assets are summarized in Schedule 1 of the financial reporting package. The investment income earned for the eight month period was \$353,781 including interest earned, realized and unrealized market gains and losses, and is net of investment management fees. This compares favourably to the budgeted amount of \$105,434, and favourably to the investment income to August 31, 2015 of \$78,583. The equities held by USIC experienced a healthy recovery since last reported at April 30th, with a \$245,600 recovery in unrealized gains. The largest increase was in the Canadian equities, with a calculated yield of over 10% for the year to date. USIC's calculated investment return for the period was 1.9% (2.8% annualized), compared to the annualized rate to August 31, 2015 of 0.7%. The calculation includes the cash held at the bank currently earning 0.95%.

A portion of USIC's cash and investments are restricted to comply with the Insurance Act's minimum reserve and guarantee fund requirements, ensuring sufficient funds are available to meet claim

obligations. At the reporting period end, USIC is in full compliance and meets this requirement as follows:

As at August 31,	2016	2015
Required cash and investment balance as required pursuant to the Act:		
Reserve fund	\$ 2,475,000	\$ 2,475,000
Guarantee fund	13,149,559	9,448,339
	15,624,559	11,923,339
Actual cash and investments	18,824,104	15,686,480
Excess over required balance	\$ 3,199,545	\$ 3,763,141

Preceding the financial reporting package, we have included a ratio analysis based on the current financial statements, in comparison to the eight months ended August 31, 2015 and 2014. Overall the ratios show a decline in the financial position in 2016 over 2015, with higher liquidity ratios, higher loss, expense and combined ratios, and a lower return on equity. The only ratios outside the benchmark are the loss, combined ratios, and the claim reserves to equity ratio. The loss ratio at 106.4% compared to the benchmark of 75% and the combined ratio at 122.0% compared to a 100% benchmark, are a result of the losses on the liability policies and early recognition of the current year property losses as discussed earlier.

The higher claim reserve to equity ratio is a result of the additional losses occurring (higher reserves) and a reflection of the timing of the payment of losses. The ratio would be lower if more losses had been paid out during the year to date. As USIC incurred a loss for the year to date, this reduces the equity additionally causing the ratio to move higher. The ratio at December 31, 2015 was 205.6%. This ratio should decrease if loss payments exceed the additional losses incurred during the remainder of the fiscal year.

The MCT calculation at August 31, 2016 is a little higher at 194.2% compared to the calculation at the end of 2015 of 185%, mainly due to the additional capital required at the end of year for the insurance balances receivable and for the premium liabilities portion of the unearned premiums. After the allowed phase-in from the old MCT calculation, it would put the MCT for USIC at 212% at August 2016. USIC is still above the internal target rate of capital of 180% as agreed by the Board and presented in the P&C-1 filed with the regulator for the year end 2015. However, it is lower than the MCT calculated at August 2015 caused by the higher reserves at the current reporting period end.

Please contact us if you have any questions.

Yours truly,
Aon Insurance Managers (Vancouver)

Marilyn Scott

Marilyn Scott, CA
Senior Account Executive

**Urban Schools Insurance Consortium
Management Financial Statements
For the eight months ended August 31, 2016**

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Schedule 4: Net Underwriting Income - Year to Date

Prepared by:

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Urban Schools Insurance Consortium
Financial Performance Ratios
Expressed in Canadian dollars

	Benchmark	August 31 2016	August 31 2015	August 31 2014
Liquidity Ratios				
Total liabilities : Liquid assets ratio	< 100%	74.2%	65.4%	60.8%
	OFSI Max 105%			
Total reserves : Total investments ratio	< 100%	69.2%	59.5%	53.8%
Solvency Ratios				
Net retention		\$ 3,000,000	\$ 3,000,000	\$ 3,000,000
Retention : Equity ratio	< 100%	60.9%	54.6%	56.2%
Profitability Ratios				
Loss ratio	< 75%	106.4%	83.0%	92.7%
Expense ratio	< 25%	15.6%	13.5%	9.0%
Combined ratio	< 100%	122.0%	96.5%	101.7%
Investment return		2.8%	0.7%	2.3%
Return on equity	> 8%	-4.2%	6.4%	6.4%
	OFSI Min 5.4%			
Leverage Ratios				
Premiums : Equity ratio	< 400%	67.0%	60.0%	61.6%
	OFSI Max 500%			
<i>(Note: ratio changed to earned premiums rather than written for reporting periods during the year)</i>				
Claim reserves : Equity ratio	< 200%	263.6%	169.1%	134.9%
	OFSI Max 200%			
Minimum Capital Test				
Total available capital : minimum capital required	> 180%			2013 Version
2015 version of MCT calculation		194.2%	285.0%	
Phased in from 2013 MCT version		211.9%	353.1%	563.1%

Urban Schools Insurance Consortium
Statement of Financial Position
Expressed in Canadian dollars

As at August 31,		2016	2015
Assets			
	<i>Note</i>		
Cash and cash equivalents	7 & Schedule 1	\$ 3,494,663	\$ 2,287,598
Marketable securities	7 & Schedule 1	15,262,003	13,338,559
Accrued investment income	7 & Schedule 1	67,438	60,323
Claims recoverable	1	-	9,301
Deferred premium taxes	2	24,750	24,750
Total Assets		\$ 18,848,854	\$ 15,720,531
Liabilities			
Accounts payable and accrued expenses	3	\$ 77,026	\$ 66,653
Deferred revenue	4	40,151	37,128
Unearned premiums	5	825,000	825,000
Provision for unpaid claims and loss adjustment expenses	6	12,982,382	9,294,558
Total Liabilities		13,924,559	10,223,339
Subscribers' Surplus			
Subscribers' contributions		481,391	481,391
Retained Earnings		4,442,904	5,015,801
Total Subscribers' Surplus		4,924,295	5,497,192
Total Liabilities and Subscribers' Surplus		\$ 18,848,854	\$ 15,720,531

Urban Schools Insurance Consortium
Statement of Comprehensive (Loss) Income
Expressed in Canadian dollars

	Actual	Budget	Variance	Actual
For the eight months ended August 31,	2016	2016	Favourable / (Unfavourable)	2015
Income				
Gross premiums written	\$ -	\$ -	\$ -	\$ -
Change in unearned premium reserve	3,300,000	3,300,000	-	3,300,000
Premiums earned <i>Schedule 4</i>	3,300,000	3,300,000	-	3,300,000
Other insurance income	160,680	142,666	18,014	148,512
Investment income	194,590	105,434	89,156	187,737
Realized gains (losses) on investments	2,031	-	2,031	(28,390)
Unrealized (losses) gains on investments	157,160	-	157,160	(80,764)
Total income	3,814,461	3,548,100	266,361	3,527,095
Expenses				
Losses paid	1,088,270	-		2,082,974
Change in outstanding loss reserves	2,476,546	-		(379,254)
Change in incurred but not reported reserves	(53,637)	-		1,035,045
Losses incurred <i>Schedule 4</i>	3,511,179	2,599,212	(911,967)	2,738,765
Premium taxes <i>Schedule 4</i>	99,000	99,000	-	99,000
General and administrative expenses <i>Schedule 2</i>	415,548	419,459	3,911	347,333
Total expenses	4,025,727	3,117,671	(908,056)	3,185,098
Total comprehensive (loss) income	\$ (211,266)	\$ 430,429	\$ (641,695)	\$ 341,997

Urban Schools Insurance Consortium
Statement of Changes in Subscribers' Surplus
Expressed in Canadian dollars

	Retained Earnings	Subscribers' Contributions	Total Subscribers' Surplus
As at January 1, 2015	\$ 4,673,804	\$ 481,391	\$ 5,155,195
Total comprehensive income	341,997	-	341,997
As at August 31, 2015	\$ 5,015,801	\$ 481,391	\$ 5,497,192
As at January 1, 2016	\$ 4,654,170	\$ 481,391	\$ 5,135,561
Total comprehensive loss	(211,266)	-	(211,266)
As at August 31, 2016	\$ 4,442,904	\$ 481,391	\$ 4,924,295

Urban Schools Insurance Consortium
Statement of Cash Flows
Expressed in Canadian dollars

For the eight months ended August 31,	2016	2015
Operating Activities		
Total comprehensive (loss) income	\$ (211,266)	\$ 341,997
Items not involving cash:		
Net investment income	(353,781)	(78,583)
Change in non-cash operating accounts:		
Insurance balances receivable	1,237,787	-
Claims recoverable	11,149	76,874
Prepaid expenses	102,052	70,000
Commissions receivable	240,437	-
Deferred premium taxes	99,000	99,000
Accounts payable and accrued expenses	(32,538)	(20,724)
Deferred revenue	(160,213)	(148,512)
Premium tax payable	(148,500)	(148,500)
Unearned premiums	(3,300,000)	(3,300,000)
Provision for unpaid claims and loss adjustment expenses	2,422,908	655,790
	(92,965)	(2,452,658)
Investing Activities		
Investment income received	187,718	182,408
Investment management fees	(15,530)	(11,483)
Purchases of marketable securities	(7,566,320)	(12,554,015)
Proceeds from sales of marketable securities	5,842,738	8,411,278
	(1,551,394)	(3,971,812)
Decrease in cash and cash equivalents	(1,644,359)	(6,424,470)
Cash and cash equivalents, opening	5,139,022	8,712,068
Cash and cash equivalents, ending	\$ 3,494,663	\$ 2,287,598

Urban Schools Insurance Consortium
Notes
Expressed in Canadian dollars

As at August 31,

As at August 31,		2016	2015		
1	Claims recoverable				
	Crawford Canada - Garage auto deducted in error	\$ -	\$ 9,301		
2	Deferred premium taxes				
	Premium Tax - 3%				
	Property Contributions	\$ 16,250	\$ 16,000		
	CGL & BOE Contributions	8,500	7,000		
	Auto Loss Fund Contributions	-	1,750		
		\$ 24,750	\$ 24,750		
3	Accounts payable and accrued expenses				
	Management fees - July and August 2016	\$ 8,013	\$ 7,914		
	Audit & tax advisory fees	19,477	19,845		
	Actuarial - Valuation	15,729	15,086		
	- Premium Valuation	8,820	-		
	Investment management fees	3,967	3,016		
	Broker fees	11,667	11,667		
	Attorney in Fact	9,353	9,125		
		\$ 77,026	\$ 66,653		
4	Deferred revenue				
	Commissions	\$ 40,151	\$ 37,128		
5	Unearned premium reserve				
	Property policy	\$ 541,667	\$ 533,333		
	Liability policy	283,333	233,333		
	Auto policy	-	58,334		
		\$ 825,000	\$ 825,000		
6	Loss reserves				
		OSLR	IBNR	Total	Total
	Property	\$ 3,995,330	\$ 1,838,749	\$ 5,834,079	\$ 3,831,527
	Liability	4,550,777	2,437,538	6,988,315	5,214,069
	Auto	53,116	106,872	159,988	248,962
		\$ 8,599,223	\$ 4,383,159	\$ 12,982,382	\$ 9,294,558

Urban Schools Insurance Consortium
Notes
Expressed in Canadian dollars

As at August 31,	2016	2015
7 Restricted cash and marketable securities		
Reserve fund:		
50% of gross premiums written of policy yet to expire	\$ 2,475,000	\$ 2,475,000
Guarantee fund:		
Total liabilities (excluding upr) + \$50,000	13,149,559	9,448,339
Restricted cash and marketable securities	<u>\$ 15,624,559</u>	<u>\$ 11,923,339</u>
Cash and cash equivalents	\$ 3,494,663	\$ 2,287,598
Marketable securities	15,262,003	13,338,559
Accrued interest receivable	67,438	60,323
Total	<u>\$ 18,824,104</u>	<u>\$ 15,686,480</u>
Surplus	<u>\$ 3,199,545</u>	<u>\$ 3,763,141</u>

Urban Schools Insurance Consortium
Cash and Cash Equivalents and Marketable Securities
Expressed in Canadian dollars

Schedule 1

As at August 31, 2016

Cash and Cash Equivalents

Cash - XXXXXXXXXX
 Cash held in trust - Crawford
 Investment Cash - Scotia Assets Management

	Cost	Market Value	Accrued Interest
Cash - XXXXXXXXXX	\$ 3,330,416	\$ 3,330,416	\$ -
Cash held in trust - Crawford	146,705	146,705	-
Investment Cash - Scotia Assets Management	17,542	17,542	-
	<u>3,494,663</u>	<u>3,494,663</u>	<u>-</u>
Marketable Securities			
Bonds - maturing within 5 years	11,139,784	11,151,117	67,438
Equities	4,134,081	4,110,886	-
	<u>15,273,865</u>	<u>15,262,003</u>	<u>67,438</u>
Total	<u>\$ 18,768,528</u>	<u>\$ 18,756,666</u>	<u>\$ 67,438</u>

Restricted portion for Reserve & Guarantee Fund
 (see note 7 for calculation)

15,624,559

Unrestricted cash , investments & accrued interest

\$ 3,199,545

Urban Schools Insurance Consortium
General and Administrative Expenses
Expressed in Canadian dollars

Schedule 2

	Actual	Budget	Variance	Actual
For the eight months ended August 31,	2016	2016	Favourable/ (Unfavourable)	2015
Audit and tax advisory fees	\$ 14,516	\$ 23,334	\$ 8,818	\$ 24,255
Actuarial - Valuation	15,729	15,334	(395)	15,086
- ORSA	2,205	3,500	1,295	-
- Premium Valuation	8,820	-	(8,820)	-
- Retention Study	18,743	-	(18,743)	-
Management fees	31,874	32,000	126	31,540
Legal & government fees	-	2,000	2,000	-
Brokerage fees - Marsh	186,667	186,667	-	186,667
AIF fees - Axxima	73,864	74,666	802	72,996
Claims System				
JLT - Claims System	13,119	26,500	13,381	-
JLT - Claims System - Annual Maintenance	32,053	35,000	2,947	-
Travel, meeting and miscellaneous	5,458	7,333	1,875	4,289
Director and officer policy premium	12,500	13,125	625	12,500
	\$ 415,548	\$ 419,459	\$ 3,911	\$ 347,333

URBAN SCHOOLS INSURANCE CONSORTIUM
Calculation of Share of Consortium Pool Equity

Schedule 3

as at August 31, 2016

Member	Percentage Share at Dec/15	Share of Equity at 31/12/15 (Note)	Contribution Written in 2015 Earned Jan - Aug 2016	Share of Contributions	Jan to Aug change in Equity	New Equity Balance	Share at August 31, 2016
Calgary Board of Education	31.4562%	1,615,450	1,199,453	36.3471%	(76,789)	1,538,659	31.2463%
Calgary Roman Catholic	12.2851%	630,907	430,051	13.0318%	(27,532)	603,375	12.2530%
Edmonton Public Schools	24.8723%	1,277,332	825,192	25.0058%	(52,829)	1,224,503	24.8666%
Fort McMurray S.D. No. 2833	2.0482%	105,186	73,302	2.2213%	(4,693)	100,493	2.0408%
Grande Prairie S.D. No. 2357	2.2637%	116,256	85,734	2.5980%	(5,489)	110,767	2.2494%
Grande Prairie Roman Catholic	1.1892%	61,073	44,245	1.3408%	(2,833)	58,240	1.1827%
Lethbridge S.D. No. 51	2.7131%	139,333	90,156	2.7320%	(5,772)	133,561	2.7123%
Holy Spirit Roman Catholic	1.7203%	88,345	51,255	1.5532%	(3,281)	85,064	1.7274%
Medicine Hat S.D. No. 76	2.5158%	129,203	71,203	2.1577%	(4,558)	124,645	2.5312%
Medicine Hat Catholic	1.3347%	68,544	29,576	0.8962%	(1,893)	66,651	1.3535%
Red Deer S.D. No. 104	3.0700%	157,663	96,654	2.9289%	(6,188)	151,475	3.0761%
Red Deer Catholic	2.1588%	110,867	68,639	2.0800%	(4,394)	106,473	2.1622%
Rocky View Schools (RVS)	10.1400%	520,744	172,860	5.2382%	(11,066)	509,678	10.3503%
St. Albert P.S.D. No. 5565	2.2327%	114,660	61,680	1.8691%	(3,949)	110,711	2.2483%
TOTAL	100.0000%	5,135,561	3,300,000	100.0000%	(211,266)	4,924,295	100.0000%

Note:

Equity calculated as follows:

	December 2015	August 2016	Change in Equity
Members Equity after Reserves For Claims	\$ 5,135,561	\$ 4,924,295	\$ (211,266)

Urban Schools Insurance Consortium
Net Underwriting Income - Year to Date
Expressed in Canadian dollars

Schedule 4

For the eight months ended August 31, 2016	Property	Liability	Auto	Total
Underwriting				
Gross premiums written	\$ -	\$ -	\$ -	\$ -
Change in unearned premium reserve	2,166,667	1,133,333	-	3,300,000
Premiums earned	2,166,667	1,133,333	-	3,300,000
Losses paid				
Paid Losses	783,141	259,835	45,294	1,088,270
Change in outstanding loss reserves	1,765,274	747,514	(36,242)	2,476,546
Change in incurred but not reported reserves	(400,753)	356,168	(9,052)	(53,637)
Losses incurred	2,147,662	1,363,517	-	3,511,179
Premium taxes	65,000	34,000	-	99,000
Net underwriting income (loss)	\$ (45,995)	\$ (264,184)	\$ -	\$ (310,179)
Loss ratio	99.1%	120.3%	0.0%	106.4%

INSTRUCTION

Early Childhood Services and Grades 1 – 12 instruction is the provision of activities dealing directly with or aiding in the teaching of students or improving the quality of teaching. The costs of personnel, services, supplies, and furnishings and equipment are allocated to the program, along with capital equipment amortization on the basis of the direct benefit or service contributed. All academic, vocational and technical courses, along with organized instructional activities which may be remedial and/or developmental in nature are included in this definition. Support to instruction is classified in two groups:

School Administration and Instruction Support

School administration and instruction support includes the provision of activities at school level that do not provide direct instruction to the student in the classroom. Costs for these activities include:

- Release time and allowances for principals, vice-principals, assistant principals, department heads and coordinators;
- Clerical and support staff (staff not working directly in classrooms in support of students, but in an administrative support role) remuneration;
- Library, counseling and testing services provided by school-based staff;
- Support services provided from outside the school (such as contracted services for assessments, therapy for students, etc.) at the school's discretion and supported by the school's budget;
- Communications and document reproduction equipment for instructional support staff;
- Administrative services, contracts and supplies.

System Instructional Support (SIS)

SIS consists of activities of certificated and non-certified staff across the school jurisdiction for system-based instruction services to:

- Support the implementation of instruction and curriculum;
- Cover other boards' costs, paid to a hosting board in a consortia for services such as film libraries, regional assessment services and professional development consortiums;
- Audit School Generated Funds;
- Coordinate in-service instruction to school staff;
- Assist teachers with program delivery;
- Implement system-wide change initiatives (e.g., curriculum, library, counselling and testing services); and
- Liability insurance related to instructional personnel.

These activities are at the discretion of the board and are budgeted at the system level.

Generally, "school generated fund" revenues & expenses may be classified to instruction if it relates to broadening the educational experience of qualifying students.

PLANT OPERATIONS AND MAINTENANCE (PO & M)

PO & M consist of activities that relate to the jurisdiction's responsibility for the construction, operation, maintenance, safety and security of all school buildings, including costs relating to the supervision of this program.

Costs associated with this program include:

- Remuneration expenses for the supervisor of operations and maintenance of school facilities and all clerical and support staff associated with this program;
- Repair, maintenance and security of school buildings, equipment and grounds including services, contracts and supplies;
- Costs related to cleaning and janitorial activities and supplies in school facilities;
- Costs of utilities for school and maintenance facilities;
- Liability insurance related to the proportion of maintenance personnel;
- Property insurance on school building and maintenance facilities;
- Amortization of school and shop facilities, and vehicles and equipment that was purchased with PO & M revenues, with a historic cost of \$5,000 or greater;
- General operational costs associated with the maintenance programs;
- Costs associated with maintenance supervisory staff involvement in the capital planning cycle;
- Costs associated with Occupational Health and Safety activities;
- Emergency planning; and
- Facilities Planning and Development – The entire planning, development and construction cycle for capital building projects carried out by central office.

TRANSPORTATION

Activities related to the transportation of students to, from and between schools, and boarding of eligible students away from home.

Costs associated with this program include:

- Remuneration expenses for the supervision of student transportation and all clerical and support staff associated with the program, including bus aides;
- Conveyance of students to and from school whether buses are contracted or board operated;
- Repair and maintenance of transportation vehicles;
- Operating lease payments on transportation vehicles;
- Amortization of capital costs of transportation vehicles, equipment and shop facilities with a historic cost of \$5,000 or greater;
- Property insurance on bus shops and barns and equipment;
- Liability insurance related to the proportion of transportation personnel;
- Vehicle insurance on board owned vehicles used for student transportation;
- Amounts paid to third-party operators for the transportation of students to & from school;
- Utilities for transportation facilities;
- General operational costs associated with the transportation programs; and
- The sale (Fees) and cost (Services, contracts, and supplies) of public transit passes.

The use of transportation services for field trips, co-curricular trips and athletic trips are charged back to the appropriate program.

BOARD & SYSTEM ADMINISTRATION (BSA)

BSA are system-wide activities for the purpose of general regulation and direction of the affairs of the school jurisdiction. Costs relate directly to the operation of the boards of trustees, superintendents, secretary-treasurers and their respective staffs, including supplies and amortization of administrative equipment and facilities. Categories include:

Board Governance

Board Governance includes activities related to the work of the elected body responsible for all activities within the jurisdiction. All payments to trustees and for expenses incurred by the body for such things as travel, membership fees and school board elections.

Office of the Superintendent including Instructional Services / Educational Administration

This category includes activities related to overall jurisdiction educational leadership and administration. This includes those performed by the superintendent of schools; deputy, associate and assistant superintendents. These duties are restricted to functions that may not be considered System Instructional Support. Note that for the purposes of the Unaudited Schedule of Central Administration Expenses, costs associated with the Superintendent's office (including administration staff) should be segregated from other instructional services.

Activities associated with educational administration include:

- System level planning;
- Instructional staffing allocations (human resource planning, and implementation);
- New programming implementation and review;
- Monitoring and evaluation of programs, schools, & the system; and
- Hiring, supervision and evaluation of principals and staff.

Business Administration (Office of the Secretary-Treasurer)

Business administration includes activities related to the business and financial operations of the school system at the jurisdictional level, performed by the Secretary-Treasurer and related business/finance support staff including:

- Corporate budgeting;
- Financial accounting including accounts payable and receivable, and internal and external audits (excluding School Generated Fund audits which falls under SIS);
- Legal services;
- Liability insurance related to the proportion of central office administrative personnel;
- Property insurance for the administration facility;
- Activities related to the Corporate Secretary and Corporate Treasurers office;
- Corporate records management; and
- May include the payroll function.

This program does not include support service activities based at the school level.

General Services Management

General services management are activities related to central support services such as:

- Human Resources – Personnel planning, employment and development on behalf of the school system as a whole;
- Central Purchasing – Purchasing of services, contracts and supplies on behalf of the school system and with the approval of department managers;

General Services Management (continued)

- Communications, Public Relations and Marketing – Costs associated with system-wide communications and marketing activities;
- Information Technology; and
- May include the payroll function.

Administration Buildings

These activities relate to the administration building of the division including:

- Operating costs;
- Operating lease payment;
- Interest expense on capital loan associated with the administration buildings;
- Amortization expense of administration buildings.

EXTERNAL SERVICES

Includes services offered outside the board's regular educational programs for ECS children and students in grades one to 12 who are served by the board. Activities such as adult education, family school liaison programs and those of a cultural and recreational nature are included in this program.

Other costs associated with this program may include:

- Community services, and community use of schools (at cost recovery);
- Joint use agreements with municipalities (may also be classified as PO&M);
- Sales and services provided to external organizations and individuals;
- Administration costs associated with Regional Collaborative Service Delivery (RCSD) and the Regional Learning Consortia (for “banker boards” only);
- Cafeteria programs of a non-instructional nature;
- Noon-hour and lunch room supervision in schools (may also appear under instruction programs);
- Daycare & pre-kindergarten services;
- Any other activity that does not fall into regular programs; and
- Continuing education programs (see below);

Funding that has been provided to support ECS to Grade 12 programs cannot be used to support any adult programs. Programs and courses offered to adult students (20 years or older on September 1st) should be accounted for in a manner that separates them from ECS to Grade 12 funds. These programs must be offered on a cost-recovery basis.

External services must not incur a deficit and funding from Alberta Education must be limited to targeted funding of such programs.

Jurisdictions offering General Interest Courses, Adult Post-Secondary Programs leading to credentials and/or Adult Post-Secondary Upgrading Programs (which are included as an "External Service" in the Budget Report and AFS) must provide a full cost accounting for these programs or courses upon request. Jurisdictions must allocate overhead and indirect costs on the basis of student counts, program space requirements, staffing allocations, or another predetermined method that is reasonable. If the board incurs an accumulated deficit, it must be eliminated in the following year. A surplus generated by adult post-secondary programs may be carried forward or used at the board's discretion.

**AUDITED
FINANCIAL STATEMENTS
FOR THE YEAR ENDED AUGUST 31, 2016**
[School Act, Sections 147(2)(a), 148, 151(1) and 276]

Calgary School District No. 19 o/a Calgary Board of Education

Legal Name of School Jurisdiction

1221 8 Street SW Calgary AB T2R 0L4

Mailing Address

(403) 817-7900 (403) 294-8125 brgrundy@cbe.ab.ca

Telephone & Fax Numbers, and Email Address

SCHOOL JURISDICTION MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL REPORTING

The financial statements of Calgary School District No. 19 o/a Calgary Board of Education presented to Alberta Education have been prepared by school jurisdiction management which has responsibility for their preparation, integrity and objectivity. The financial statements, including notes, have been prepared in accordance with Canadian Public Sector Accounting Standards and follow format prescribed by Alberta Education.

In fulfilling its reporting responsibilities, management has maintained internal control systems and procedures designed to provide reasonable assurance that the school jurisdiction's assets are safeguarded, that transactions are executed in accordance with appropriate authorization and that accounting records may be relied upon to properly reflect the school jurisdiction's transactions. The effectiveness of the control systems is supported by the selection and training of qualified personnel, an organizational structure that provides an appropriate division of responsibility and a strong system of budgetary control.

Board of Trustees Responsibility

The ultimate responsibility for the financial statements lies with the Board of Trustees. The Board reviewed the audited financial statements with management in detail and approved the financial statements for release.

External Auditors

The Board appoints external auditors to audit the financial statements and meets with the auditors to review their findings. The external auditors were given full access to school jurisdiction records.

Declaration of Management and Board Chair

To the best of our knowledge and belief, these financial statements reflect, in all material respects, the financial position, results of operations and cash flows for the year in accordance with Canadian Public Sector Accounting Standards.

BOARD CHAIR

Ms. Joy Bowen-Eyre

Name

Signature

SUPERINTENDENT

Mr. David Stevenson

Name

Signature

SECRETARY-TREASURER OR TREASURER

Mr. Bradley Grundy

Name

Signature

November 29, 2016

Board-approved Release Date

c.c. ALBERTA EDUCATION, Financial Reporting & Accountability Branch
8th Floor Commerce Place, 10155-102 Street, Edmonton AB T5J 4L5
EMAIL: mei-ling.irwin@gov.ab.ca AND robert.mah@gov.ab.ca
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School Jurisdiction Code: 3030**TABLE OF CONTENTS**

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INDEPENDENT AUDITORS' REPORT

To the Board of Trustees of the Calgary Board of Education

We have audited the accompanying consolidated financial statements of the Calgary Board of Education, which comprise the consolidated statement of financial position as at August 31, 2016, the consolidated statements of operations, changes in net debt, remeasurement gains and losses, and cash flows for the year then ended, which are presented in the format prescribed by Alberta Education, and accompanying schedules and notes comprising a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Consolidated Financial Statements

Management is responsible for the preparation and fair presentation of these consolidated financial statements in accordance with Canadian public sector accounting standards, and for such internal control as management determines is necessary to enable the preparation of the consolidated financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these consolidated financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform an audit to obtain reasonable assurance about whether the consolidated financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the consolidated financial statements. The procedures selected depend on our judgment, including the assessment of the risks of material misstatement of the consolidated financial statements, whether due to fraud or error. In making those risk assessments, we consider internal control relevant to the entity's preparation and fair presentation of the consolidated financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the consolidated financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the consolidated financial statements present fairly, in all material respects, the consolidated financial position of the Calgary Board of Education as at August 31, 2016, and its consolidated results of operations, its consolidated remeasurement gains and losses, its consolidated changes in net debt, and its consolidated cash flows for the year then ended in accordance with Canadian public sector accounting standards and the presentation requirements of Alberta Education.

Chartered Professional Accountants

November 29, 2016
Calgary, Canada

STATEMENT OF FINANCIAL POSITION

As at August 31, 2016 (in dollars)

		2016	2015
FINANCIAL ASSETS			
Cash and cash equivalents	(Schedule 5; Note 3)	\$ 184,493,000	\$ 231,853,000
Accounts receivable (net after allowances)	(Note 4)	\$ 52,877,000	\$ 20,779,000
Portfolio investments	(Schedule 5; Note 5)	\$ 96,850,000	\$ 106,941,000
Other financial assets	(Note 6)	\$ -	\$ -
Total financial assets		\$ 334,220,000	\$ 359,573,000
LIABILITIES			
Bank indebtedness	(Note 7)	\$ -	\$ -
Accounts payable and accrued liabilities	(Note 8)	\$ 90,744,000	\$ 76,421,000
Deferred revenue	(Note 9)	\$ 1,079,129,000	\$ 861,570,000
Employee future benefit liabilities	(Note 10)	\$ 24,828,000	\$ 25,428,000
Liability for contaminated sites	(Note 11)	\$ -	\$ -
Other liabilities	(Note 12)	\$ 327,000	\$ 327,000
Debt	(Note 13)		
Supported: Debentures and other supported debt		\$ 2,936,000	\$ 4,911,000
Unsupported: Debentures and capital loans		\$ -	\$ -
Mortgages		\$ -	\$ -
Capital leases	(Note 14)	\$ 10,181,000	\$ 8,088,000
Total liabilities		\$ 1,208,145,000	\$ 976,745,000
Net financial assets (debt)		\$ (873,925,000)	\$ (617,172,000)
NON-FINANCIAL ASSETS			
Tangible capital assets	(Schedule 6)		
Land		\$ 2,711,000	\$ 2,711,000
Construction in progress		\$ 156,367,000	\$ 44,901,000
Buildings	\$ 1,368,739,000		
Less: Accumulated amortization	\$ (498,908,000)	\$ 869,831,000	\$ 720,122,000
Equipment	\$ 142,664,000		
Less: Accumulated amortization	\$ (106,237,000)	\$ 36,427,000	\$ 31,363,000
Vehicles	\$ 9,869,000		
Less: Accumulated amortization	\$ (6,225,000)	\$ 3,644,000	\$ 4,145,000
Computer Equipment	\$ 144,729,000		
Less: Accumulated amortization	\$ (112,241,000)	\$ 32,488,000	\$ 30,764,000
Total tangible capital assets		\$ 1,101,468,000	\$ 834,006,000
Prepaid expenses	(Note 15)	\$ 6,435,000	\$ 8,535,000
Other non-financial assets	(Note 16)	\$ -	\$ -
Total non-financial assets		\$ 1,107,903,000	\$ 842,541,000
Accumulated surplus	(Schedule 1; Note 17)	\$ 233,978,000	\$ 225,369,000
Accumulating surplus / (deficit) is comprised of:			
Accumulated operating surplus (deficit)		\$ 230,250,000	\$ 215,689,000
Accumulated remeasurement gains (losses)		\$ 3,728,000	\$ 9,680,000
		\$ 233,978,000	\$ 225,369,000
Contractual obligations	(Note 18)		
Contingent liabilities	(Note 19)		

The accompanying notes and schedules are part of these financial statements.

School Jurisdiction Code: **3030**

STATEMENT OF OPERATIONS
For the Year Ended August 31, 2016 (in dollars)

	Budget 2016	Actual 2016	Actual 2015
REVENUES			
Alberta Education	\$ 1,184,939,162	\$ 1,208,794,000	\$ 1,144,396,000
Other - Government of Alberta	\$ 846,443	\$ 733,000	\$ 1,108,000
Federal Government and First Nations	\$ 2,392,591	\$ 2,987,000	\$ 2,904,000
Other Alberta school authorities	\$ 522,000	\$ 648,000	\$ 832,000
Out of province authorities	\$ -	\$ -	\$ -
Alberta municipalities-special tax levies	\$ -	\$ -	\$ -
Property taxes	\$ -	\$ -	\$ -
Fees (Schedule 8)	\$ 49,313,027	\$ 49,876,000	\$ 50,296,000
Other sales and services	\$ 23,628,426	\$ 27,272,000	\$ 24,329,000
Investment income	\$ 2,816,882	\$ 12,146,000	\$ 14,863,000
Gifts and donations	\$ 4,842,000	\$ 8,740,000	\$ 7,023,000
Rental of facilities	\$ 7,542,752	\$ 6,867,000	\$ 6,698,000
Fundraising	\$ 6,400,000	\$ 7,166,000	\$ 6,828,000
Gains on disposal of capital assets	\$ -	\$ 44,000	\$ 63,000
Other revenue	\$ 20,000	\$ 426,000	\$ 1,323,000
Total revenues	\$ 1,283,263,283	\$ 1,325,699,000	\$ 1,260,663,000
EXPENSES			
Instruction - ECS	\$ 46,663,988	\$ 49,003,000	\$ 49,136,000
Instruction - Grades 1 - 12	\$ 986,721,479	\$ 988,983,000	\$ 941,305,000
Plant operations and maintenance	\$ 149,215,131	\$ 167,923,000	\$ 157,489,000
Transportation	\$ 42,904,456	\$ 48,447,000	\$ 45,229,000
Board & system administration	\$ 35,049,461	\$ 33,548,000	\$ 33,917,000
External services	\$ 22,708,768	\$ 23,234,000	\$ 22,225,000
Total expenses	\$ 1,283,263,283	\$ 1,311,138,000	\$ 1,249,301,000
Operating surplus (deficit)	\$ -	\$ 14,561,000	\$ 11,362,000

The accompanying notes and schedules are part of these financial statements.

School Jurisdiction Code: 3030		
STATEMENT OF CASH FLOWS For the Year Ended August 31, 2016 (in dollars)		
	2016	2015
CASH FLOWS FROM:		
A. OPERATING TRANSACTIONS		
Operating surplus (deficit)	\$ 14,561,000	\$ 11,362,000
Add (Deduct) items not affecting cash:		
Total amortization expense	\$ 52,092,000	\$ 51,644,000
Gains on disposal of tangible capital assets	\$ (44,000)	\$ (63,000)
Losses on disposal of tangible capital assets	\$ -	\$ -
Expended deferred capital revenue recognition	\$ (29,221,000)	\$ (29,807,000)
Deferred capital revenue write-down / adjustment	\$ -	\$ -
Donations in kind	\$ -	\$ -
Changes in:		
Accounts receivable	\$ (32,098,000)	\$ 40,436,000
Prepays	\$ 2,100,000	\$ 3,053,000
Other financial assets	\$ -	\$ -
Non-financial assets	\$ -	\$ -
Accounts payable, accrued and other liabilities	\$ 14,323,000	\$ 10,739,000
Deferred revenue (excluding EDCR)	\$ 246,780,000	\$ 18,030,000
Employee future benefit liabilities	\$ (600,000)	\$ (936,000)
Other (describe)	\$ (1,975,000)	\$ (36,740,000)
Total cash flows from operating transactions	\$ 265,918,000	\$ 67,718,000
B. CAPITAL TRANSACTIONS		
Purchases of tangible capital assets		
Land	\$ -	\$ -
Buildings	\$ (290,819,000)	\$ (49,597,000)
Equipment	\$ (14,316,000)	\$ (7,744,000)
Vehicles	\$ (348,000)	\$ (1,146,000)
Computer equipment	\$ (14,072,000)	\$ (10,781,000)
Net proceeds from disposal of unsupported capital assets	\$ 44,000	\$ 68,000
Other (describe)		\$ 104,084,000
Total cash flows from capital transactions	\$ (319,511,000)	\$ 34,884,000
C. INVESTING TRANSACTIONS		
Purchases of portfolio investments	\$ (105,120,000)	\$ (81,791,000)
Dispositions of portfolio investments	\$ 117,293,000	\$ 95,470,000
Remeasurement (gains) losses reclassified to the statement of operations	\$ (8,034,000)	\$ (10,567,000)
Change in endowments	\$ -	\$ 228,000
Other (describe)		\$ -
Total cash flows from investing transactions	\$ 4,139,000	\$ 3,340,000
D. FINANCING TRANSACTIONS		
Issue of debt	\$ -	\$ -
Repayment of debt	\$ (1,975,000)	\$ (9,148,000)
Other factors affecting debt (describe)	\$ -	\$ -
Issuance of capital leases	\$ 3,190,000	\$ -
Repayment of capital leases	\$ (1,097,000)	\$ -
Other factors affecting capital leases (describe)	\$ -	\$ -
Other (describe)	\$ 1,976,000	\$ 36,739,000
Total cash flows from financing transactions	\$ 2,094,000	\$ 27,591,000
Increase (decrease) in cash and cash equivalents	\$ (47,360,000)	\$ 133,533,000
Cash and cash equivalents, at beginning of year	\$ 231,853,000	\$ 98,320,000
Cash and cash equivalents, at end of year	\$ 184,493,000	\$ 231,853,000

The accompanying notes and schedules are part of these financial statements.

School Jurisdiction Code: 3030**STATEMENT OF CHANGE IN NET FINANCIAL ASSETS (NET DEBT)**

For the Year Ended August 31, 2016 (in dollars)

	Budget 2016	2016	2015
Operating surplus (deficit)	\$ -	\$ 14,561,000	\$ 11,362,000
Effect of changes in tangible capital assets			
Acquisition of tangible capital assets	\$ (26,777,000)	\$ (319,555,000)	\$ (69,268,000)
Amortization of tangible capital assets	\$ 52,665,000	\$ 52,092,000	\$ 51,644,000
Net carrying value of tangible capital assets disposed of	\$ -	\$ -	\$ 5,000
Write-down carrying value of tangible capital assets	\$ -	\$ -	\$ -
Other changes	\$ (1,096,000)	\$ -	\$ -
Total effect of changes in tangible capital assets	\$ 24,792,000	\$ (267,463,000)	\$ (17,619,000)
Changes in:			
Prepaid expenses	\$ -	\$ 2,101,000	\$ 3,052,000
Other non-financial assets	\$ -	\$ -	\$ -
Net remeasurement gains and (losses)	\$ -	\$ (5,952,000)	\$ (3,673,000)
Endowments	\$ -	\$ -	\$ 228,000
Increase (decrease) in net financial assets (net debt)	\$ 24,792,000	\$ (256,753,000)	\$ (6,650,000)
Net financial assets (net debt) at beginning of year	\$ 617,171,000	\$ (617,172,000)	\$ (610,522,000)
Net financial assets (net debt) at end of year	\$ 641,963,000	\$ (873,925,000)	\$ (617,172,000)

The accompanying notes and schedules are part of these financial statements.

School Jurisdiction Code: 3030**STATEMENT OF REMEASUREMENT GAINS AND LOSSES**

For the Year Ended August 31, 2016 (in dollars)

	2016	2015
Accumulated remeasurement gains (losses) at beginning of year	\$ 9,680,000	\$ 13,353,000
Prior Period Adjustment (Explain)	\$ -	\$ -
Prior Period Adjustment (Explain)	\$ -	\$ -
Unrealized gains (losses) attributable to:		
Portfolio investments	\$ 2,082,000	\$ 6,894,000
Other	\$ -	\$ -
Amounts reclassified to the statement of operations:		
Portfolio investments	\$ (8,034,000)	\$ (10,567,000)
Other	\$ -	\$ -
Net remeasurement gains (losses) for the year	\$ (5,952,000)	\$ (3,673,000)
Accumulated remeasurement gains (losses) at end of year	\$ 3,728,000	\$ 9,680,000

The accompanying notes and schedules are part of these financial statements.

SCHEDULE 1**SCHEDULE OF CHANGES IN ACCUMULATED SURPLUS**
for the Year Ended August 31, 2016 (in dollars)

	ACCUMULATED SURPLUS	ACCUMULATED REMEASUREMENT GAINS (LOSSES)	ACCUMULATED OPERATING SURPLUS	INVESTMENT IN TANGIBLE CAPITAL ASSETS	ENDOWMENTS	UNRESTRICTED SURPLUS	INTERNALLY RESTRICTED	
							TOTAL OPERATING RESERVES	TOTAL CAPITAL RESERVES
Balance at August 31, 2015	\$ 217,287,000	\$ 9,680,000	\$ 207,607,000	\$ 134,684,000	\$ 3,520,000	\$ 104,000	\$ 33,083,000	\$ 36,216,000
Prior period adjustments:								
Benefits expense overstated in prior years	\$ 8,082,000	\$ -	\$ 8,082,000		\$ -	\$ 8,082,000	\$ -	\$ -
	\$ -	\$ -	\$ -				\$ -	\$ -
Adjusted Balance, August 31, 2015	\$ 225,369,000	\$ 9,680,000	\$ 215,689,000	\$ 134,684,000	\$ 3,520,000	\$ 8,186,000	\$ 33,083,000	\$ 36,216,000
Operating surplus (deficit)	\$ 14,561,000		\$ 14,561,000			\$ 14,561,000		
Board funded tangible capital asset additions				\$ 34,464,000		\$ (34,464,000)	\$ -	\$ -
Disposal of unsupported tangible capital assets or board funded portion of supported	\$ -		\$ -	\$ -		\$ -		\$ -
Write-down of unsupported tangible capital assets or board funded portion of supported	\$ -		\$ -	\$ -				\$ -
Net remeasurement gains (losses) for the year	\$ (5,952,000)	\$ (5,952,000)						
Endowment expenses & disbursements	\$ -		\$ -		\$ -	\$ -		
Endowment contributions	\$ -		\$ -		\$ 336,000	\$ (336,000)		
Reinvested endowment income	\$ -		\$ -		\$ -	\$ -		
Direct credits to accumulated surplus (Describe)	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Amortization of tangible capital assets	\$ -			\$ (52,092,000)		\$ 52,092,000		
Capital revenue recognized	\$ -			\$ 29,221,000		\$ (29,221,000)		
Debt principal repayments (unsupported)	\$ -			\$ 1,096,000		\$ (1,096,000)		
Additional capital debt or capital leases	\$ -			\$ -				
Net transfers to operating reserves	\$ -					\$ (15,129,000)	\$ 15,129,000	
Net transfers from operating reserves	\$ -					\$ 8,409,000	\$ (8,409,000)	
Net transfers to capital reserves	\$ -					\$ (23,729,000)		\$ 23,729,000
Net transfers from capital reserves	\$ -					\$ 20,727,000		\$ (20,727,000)
Assumption/transfer of other operations' surplus	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Changes	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Balance at August 31, 2016	\$ 233,978,000	\$ 3,728,000	\$ 230,250,000	\$ 147,373,000	\$ 3,856,000	\$ -	\$ 39,803,000	\$ 39,218,000

SCHEDULE 1**SCHEDULE OF CHANGES IN ACCUMULATED SURPLUS**
for the Year Ended August 31, 2016 (in dollars)

	INTERNALLY RESTRICTED RESERVES BY PROGRAM									
	School & Instruction Related		Operations & Maintenance		Board & System Administration		Transportation		External Services	
	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves
Balance at August 31, 2015	\$ 21,614,000	\$ 26,576,000	\$ 5,213,000	\$ 1,802,000	\$ 4,541,000	\$ 7,638,000	\$ 122,000	\$ -	\$ 1,593,000	\$ 200,000
Prior period adjustments:										
Benefits expense overstated in prior years	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted Balance, August 31, 2015	\$ 21,614,000	\$ 26,576,000	\$ 5,213,000	\$ 1,802,000	\$ 4,541,000	\$ 7,638,000	\$ 122,000	\$ -	\$ 1,593,000	\$ 200,000
Operating surplus (deficit)										
Board funded tangible capital asset additions	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Disposal of unsupported tangible capital assets or board funded portion of supported		\$ -		\$ -		\$ -		\$ -		\$ -
Write-down of unsupported tangible capital assets or board funded portion of supported		\$ -		\$ -		\$ -		\$ -		\$ -
Net remeasurement gains (losses) for the year										
Endowment expenses & disbursements										
Endowment contributions										
Reinvested endowment income										
Direct credits to accumulated surplus (Describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Amortization of tangible capital assets										
Capital revenue recognized										
Debt principal repayments (unsupported)										
Additional capital debt or capital leases										
Net transfers to operating reserves	\$ 14,962,000		\$ 40,000		\$ 127,000		\$ -		\$ -	
Net transfers from operating reserves	\$ (7,370,000)		\$ (256,000)		\$ (661,000)		\$ (122,000)		\$ -	
Net transfers to capital reserves		\$ -		\$ 23,729,000		\$ -		\$ -		\$ -
Net transfers from capital reserves		\$ (9,658,000)		\$ (4,185,000)		\$ (6,884,000)		\$ -		\$ -
Assumption/transfer of other operations' surplus	\$ 18,782,000	\$ -	\$ (4,957,000)	\$ -	\$ (12,232,000)	\$ -	\$ -	\$ -	\$ (1,593,000)	\$ -
Other Changes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Balance at August 31, 2016	\$ 47,988,000	\$ 16,918,000	\$ 40,000	\$ 21,346,000	\$ (8,225,000)	\$ 754,000	\$ -	\$ -	\$ -	\$ 200,000

SCHEDULE 2

SCHEDULE OF CAPITAL REVENUE
(EXTERNALLY RESTRICTED CAPITAL REVENUE ONLY)
for the Year Ended August 31, 2016 (in dollars)

	Unexpended Deferred Capital Revenue				Expended Deferred Capital Revenue
	Provincially Approved & Funded Projects ^(A)	Surplus from Provincially Approved Projects ^(B)	Proceeds on Disposal of Provincially Funded Tangible Capital Assets ^(C)	Unexpended Deferred Capital Revenue from Other Sources ^(D)	
Balance at August 31, 2015	\$ 91,350,000	\$ -	\$ 12,851,000	\$ -	\$ 691,173,000
Prior period adjustments	\$ 4,193,000	\$ -	\$ (4,222,000)		\$ 29,000
Adjusted balance, August 31, 2015	\$ 95,543,000	\$ -	\$ 8,629,000	\$ -	\$ 691,202,000
Add:					
Unexpended capital revenue <u>received</u> from:					
Alberta Education school building & modular projects (excl. IMR)	\$ 225,025,000				
Infrastructure Maintenance & Renewal capital related to school facilities	\$ -				
Other sources:	\$ -			\$ -	
Other sources:	\$ -			\$ -	
Unexpended capital revenue <u>receivable</u> from:					
Alberta Education school building & modular (excl. IMR)	\$ 36,055,000				
Other sources:	\$ -			\$ -	
Other sources:	\$ -			\$ -	
Interest earned on unexpended capital revenue	\$ 937,000	\$ -	\$ -	\$ -	
Other unexpended capital revenue:				\$ -	
Proceeds on disposition of supported capital			\$ -	\$ -	
Insurance proceeds (and related interest) Indicate sources of original funding			\$ 3,677,000	\$ -	
Donated tangible capital assets:					\$ -
Alberta Infrastructure managed projects					\$ -
Transferred in (out) tangible capital assets (amortizable, @ net book value)					\$ -
Expended capital revenue - current year	\$ (281,902,000)	\$ -	\$ -	\$ -	\$ 281,902,000
Surplus funds approved for future project(s)	\$ -	\$ -			
Other adjustments:	\$ -	\$ -	\$ -	\$ -	\$ -
Deduct:					
Net book value of supported tangible capital dispositions or write-offs					\$ -
Other adjustments:		\$ -	\$ -	\$ -	\$ -
Capital revenue recognized - Alberta Education					\$ 29,221,000
Capital revenue recognized - Other Government of Alberta					\$ -
Capital revenue recognized - Other revenue					\$ -
Balance at August 31, 2016	\$ 75,658,000	\$ -	\$ 12,306,000	\$ -	\$ 943,883,000
	(A)	(B)	(C)	(D)	
Balance of Unexpended Deferred Capital Revenue at August 31, 2016 (A) + (B) + (C) + (D)				\$ 87,964,000	

Unexpended Deferred Capital Revenue

(A) - Represents funding received from the Government of Alberta to be used toward the acquisition of new approved tangible capital assets with restricted uses only. Please specify department if funds received from a source other than Alberta Education.

(B) - Represents any surplus of funding over costs from column (A) approved by Minister for future capital expenditures with restricted uses only.

(C) - Represents proceeds on disposal of provincially funded restricted-use capital assets to be expended on approved capital assets per 10(2)(a) of Disposition of Property Reg. 181/2010.

(D) - Represents capital revenue received from entities OTHER THAN the Government of Alberta for the acquisition of restricted-use tangible capital assets.

SCHEDULE 3School Jurisdiction Code: 3030

SCHEDULE OF PROGRAM OPERATIONS
for the Year Ended August 31, 2016 (in dollars)

REVENUES	2016							2015
	Instruction		Plant Operations and Maintenance	Transportation	Board & System Administration	External Services	TOTAL	TOTAL
	ECS	Grades 1 - 12						
(1) Alberta Education	\$ 51,856,000	\$ 925,487,000	\$ 152,907,000	\$ 35,027,000	\$ 43,517,000	\$ -	\$ 1,208,794,000	\$ 1,144,396,000
(2) Other - Government of Alberta	\$ -	\$ 200,000	\$ 463,000	\$ -	\$ -	\$ 70,000	\$ 733,000	\$ 1,108,000
(3) Federal Government and First Nations	\$ -	\$ 997,000	\$ -	\$ -	\$ 20,000	\$ 1,970,000	\$ 2,987,000	\$ 2,904,000
(4) Other Alberta school authorities	\$ -	\$ 376,000	\$ 272,000	\$ -	\$ -	\$ -	\$ 648,000	\$ 832,000
(5) Out of province authorities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(6) Alberta municipalities-special tax levies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(7) Property taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(8) Fees	\$ 158,000	\$ 27,888,000		\$ 8,173,000		\$ 13,657,000	\$ 49,876,000	\$ 50,296,000
(9) Other sales and services	\$ 579,000	\$ 19,910,000	\$ 852,000	\$ -	\$ 1,095,000	\$ 4,836,000	\$ 27,272,000	\$ 24,329,000
(10) Investment income	\$ -	\$ 324,000	\$ 258,000	\$ -	\$ 154,000	\$ 11,410,000	\$ 12,146,000	\$ 14,863,000
(11) Gifts and donations	\$ -	\$ 8,698,000	\$ -	\$ -	\$ -	\$ 42,000	\$ 8,740,000	\$ 7,023,000
(12) Rental of facilities	\$ -	\$ -	\$ 2,054,000	\$ -	\$ 445,000	\$ 4,368,000	\$ 6,867,000	\$ 6,698,000
(13) Fundraising	\$ -	\$ 7,166,000	\$ -	\$ -	\$ -	\$ -	\$ 7,166,000	\$ 6,828,000
(14) Gains on disposal of tangible capital assets	\$ -	\$ 44,000	\$ -	\$ -	\$ -	\$ -	\$ 44,000	\$ 63,000
(15) Other revenue	\$ -	\$ 426,000	\$ -	\$ -	\$ -	\$ -	\$ 426,000	\$ 1,323,000
(16) TOTAL REVENUES	\$ 52,593,000	\$ 991,516,000	\$ 156,806,000	\$ 43,200,000	\$ 45,231,000	\$ 36,353,000	\$ 1,325,699,000	\$ 1,260,663,000
EXPENSES								
(17) Certificated salaries	\$ 27,072,000	\$ 598,485,000			\$ 1,153,000	\$ 375,000	\$ 627,085,000	\$ 594,041,000
(18) Certificated benefits	\$ 3,020,000	\$ 139,510,000			\$ 84,000	\$ 173,000	\$ 142,787,000	\$ 134,485,000
(19) Non-certificated salaries and wages	\$ 12,464,000	\$ 108,011,000	\$ 49,774,000	\$ 2,152,000	\$ 14,542,000	\$ 13,760,000	\$ 200,703,000	\$ 197,091,000
(20) Non-certificated benefits	\$ 3,127,000	\$ 26,026,000	\$ 12,959,000	\$ 563,000	\$ 3,174,000	\$ 2,783,000	\$ 48,632,000	\$ 47,608,000
(21) SUB - TOTAL	\$ 45,683,000	\$ 872,032,000	\$ 62,733,000	\$ 2,715,000	\$ 18,953,000	\$ 17,091,000	\$ 1,019,207,000	\$ 973,225,000
(22) Services, contracts and supplies	\$ 2,595,000	\$ 101,458,000	\$ 70,078,000	\$ 44,171,000	\$ 11,611,000	\$ 3,217,000	\$ 233,130,000	\$ 217,688,000
(23) Amortization of supported tangible capital assets	\$ -	\$ -	\$ 29,221,000	\$ -	\$ -	\$ -	\$ 29,221,000	\$ 29,807,000
(24) Amortization of unsupported tangible capital assets	\$ 666,000	\$ 14,201,000	\$ 5,171,000	\$ -	\$ 2,827,000	\$ 6,000	\$ 22,871,000	\$ 21,837,000
(25) Supported interest on capital debt	\$ -	\$ -	\$ 463,000	\$ -	\$ -	\$ -	\$ 463,000	\$ 560,000
(26) Unsupported interest on capital debt	\$ -	\$ -	\$ 257,000	\$ -	\$ -	\$ -	\$ 257,000	\$ -
(27) Other interest and finance charges	\$ 8,000	\$ 211,000	\$ -	\$ 202,000	\$ 111,000	\$ 261,000	\$ 793,000	\$ 1,478,000
(28) Losses on disposal of tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(29) Other expense	\$ 51,000	\$ 1,081,000	\$ -	\$ 1,359,000	\$ 46,000	\$ 2,659,000	\$ 5,196,000	\$ 4,706,000
(30) TOTAL EXPENSES	\$ 49,003,000	\$ 988,983,000	\$ 167,923,000	\$ 48,447,000	\$ 33,548,000	\$ 23,234,000	\$ 1,311,138,000	\$ 1,249,301,000
(31) OPERATING SURPLUS (DEFICIT)	\$ 3,590,000	\$ 2,533,000	\$ (11,117,000)	\$ (5,247,000)	\$ 11,683,000	\$ 13,119,000	\$ 14,561,000	\$ 11,362,000

SCHEDULE 4

School Jurisdiction Code: 3030

SCHEDULE OF PLANT OPERATIONS AND MAINTENANCE EXPENSES
for the Year Ended August 31, 2016 (in dollars)

EXPENSES	Custodial	Maintenance	Utilities and Telecomm.	Expensed IMR, Modular Unit Relocations & Lease Payments	Facility Planning & Operations Administration	Unsupported Amortization & Other Expenses	Supported Capital & Debt Services	2016 TOTAL Operations and Maintenance	2015 TOTAL Operations and Maintenance
Uncertificated salaries and wages	\$ 31,197,000	\$ 9,495,000	\$ -	\$ 1,937,000	\$ 7,145,000			\$ 49,774,000	\$ 50,056,000
Uncertificated benefits	\$ 8,135,000	\$ 2,510,000	\$ -	\$ 22,000	\$ 2,292,000			\$ 12,959,000	\$ 12,424,000
Sub-total Remuneration	\$ 39,332,000	\$ 12,005,000	\$ -	\$ 1,959,000	\$ 9,437,000			\$ 62,733,000	\$ 62,480,000
Supplies and services	\$ 4,890,000	\$ 8,625,000	\$ 152,000	\$ 35,598,000	\$ 1,110,000			\$ 50,375,000	\$ 39,342,000
Electricity			\$ 9,584,000					\$ 9,584,000	\$ 9,812,000
Natural gas/heating fuel			\$ 4,370,000					\$ 4,370,000	\$ 4,713,000
Sewer and water			\$ 2,409,000					\$ 2,409,000	\$ 2,255,000
Telecommunications			\$ 165,000					\$ 165,000	\$ 187,000
Insurance					\$ 2,994,000			\$ 2,994,000	\$ 3,151,000
ASAP maintenance & renewal payments							\$ -	\$ -	\$ -
Amortization of tangible capital assets									
Supported							\$ 29,221,000	\$ 29,221,000	\$ 29,807,000
Unsupported						\$ 5,171,000		\$ 5,171,000	\$ 4,413,000
Total Amortization						\$ 5,171,000	\$ 29,221,000	\$ 34,392,000	\$ 34,220,000
Interest on capital debt									
Supported							\$ 463,000	\$ 463,000	\$ 560,000
Unsupported						\$ -		\$ -	\$ 30,000
Lease payments for facilities				\$ 181,000				\$ 181,000	\$ 179,000
Other interest charges						\$ 257,000		\$ 257,000	\$ 560,000
Losses on disposal of capital assets						\$ -		\$ -	\$ -
TOTAL EXPENSES	\$ 44,222,000	\$ 20,630,000	\$ 16,680,000	\$ 37,738,000	\$ 13,541,000	\$ 5,428,000	\$ 29,684,000	\$ 167,923,000	\$ 157,489,000

SQUARE METRES									
School buildings								0.0	1,288,516.0
Non school buildings								0.0	15,878.0

Note:

Custodial: All expenses related to activities undertaken to keep the school environment and maintenance shops clean and safe.

Maintenance: All expenses associated with the repair, replacement, enhancement and minor construction of buildings, grounds and equipment components. This includes regular and preventative maintenance undertaken to ensure components reach or exceed their life cycle and the repair of broken components. Maintenance expenses exclude operational costs related to expensed IMR & Modular Unit relocations, as they are reported on separately.

Utilities & Telecommunications: All expenses related to electricity, natural gas and other heating fuels, sewer and water and all forms of telecommunications.

Expensed IMR & Modular Unit Relocation & Lease Pmts: All operational expenses associated with non-capitalized Infrastructure Maintenance Renewal projects, modular unit (portable) relocation, and payments on leased facilities.

Facility Planning & Operations Administration: All expenses related to the administration of operations and maintenance including (but not limited to) contract administration, clerical functions, negotiations, supervision of employees & contractors, school facility planning & project 'administration', administration of joint-use agreements, and all expenses related to ensuring compliance with health and safety standards, codes and government regulations.

Unsupported Amortization & Other Expenses: All expenses related to unsupported capital assets amortization and interest on unsupported capital debt.

Supported Capital & Debt Services: All expenses related to supported capital assets amortization and interest on supported capital debt.

SCHEDULE 5**School Jurisdiction Code: 3030**

SCHEDULE OF CASH, CASH EQUIVALENTS, AND PORTFOLIO INVESTMENTS
for the Year Ended August 31, 2016 (in dollars)

Cash & Cash Equivalents	2016			2015
	Average Effective (Market) Yield	Cost	Amortized Cost	Amortized Cost
Cash		\$ 127,827,000	\$ 127,827,000	\$ 72,005,000
Cash equivalents				
Government of Canada, direct and guaranteed	0.00%	-	-	-
Provincial, direct and guaranteed	0.00%	-	-	-
Corporate	0.00%	-	-	-
Municipal	0.00%	-	-	-
Pooled investment funds	0.00%	-	-	-
Other, including GIC's	1.40%	56,666,000	56,666,000	159,848,000
Total cash and cash equivalents	<u>0.43%</u>	<u>\$ 184,493,000</u>	<u>\$ 184,493,000</u>	<u>\$ 231,853,000</u>

See Note 3 for additional detail.

Portfolio Investments	2016			2015	
	Average Effective (Market) Yield	Cost	Fair Value	Balance	Balance
Long term deposits	0.00%	\$ -	\$ -	\$ -	\$ -
Guaranteed interest certificates	1.94%	10,561,000	10,561,000	10,561,000	18,203,000
Fixed income securities					
Government of Canada, direct and guaranteed	0.00%	\$ -	\$ -	\$ -	25,696,000
Provincial, direct and guaranteed	0.00%	-	-	-	-
Municipal	0.00%	-	-	-	-
Corporate	1.74%	53,773,000	53,842,000	53,842,000	27,507,000
Pooled investment funds	0.00%	-	-	-	-
Total fixed income securities	<u>1.74%</u>	<u>53,773,000</u>	<u>53,842,000</u>	<u>53,842,000</u>	<u>53,203,000</u>
Equities					
Canadian	1.83%	\$ 10,282,000	\$ 11,096,000	\$ 11,096,000	12,678,000
Foreign	2.14%	12,984,000	14,791,000	14,791,000	17,040,000
Total equities	<u>2.01%</u>	<u>23,266,000</u>	<u>25,887,000</u>	<u>25,887,000</u>	<u>29,718,000</u>
Supplemental integrated pension plan assets	0.00%	\$ 5,522,000	\$ 6,560,000	\$ 6,560,000	
Restricted investments	1.74%	-	-	-	5,817,000
Other (Specify)	0.00%	-	-	-	-
Other (Specify)	0.00%	-	-	-	-
Total portfolio investments	<u>1.83%</u>	<u>\$ 93,122,000</u>	<u>\$ 96,850,000</u>	<u>\$ 96,850,000</u>	<u>\$ 106,941,000</u>

See Note 5 for additional detail.

The following represents the maturity structure for portfolio investments based on principal amount:

	2016	2015
Under 1 year	0.0%	0.0%
1 to 5 years	100.0%	100.0%
6 to 10 years	0.0%	0.0%
11 to 20 years	0.0%	0.0%
Over 20 years	0.0%	0.0%
	<u>100.0%</u>	<u>100.0%</u>

SCHEDULE 6School Jurisdiction Code: **3030**

SCHEDULE OF CAPITAL ASSETS
for the Year Ended August 31, 2016 (in dollars)

Tangible Capital Assets	2016							2015
	Land	Construction In Progress	Buildings	Equipment	Vehicles	Computer Hardware & Software	Total	Total
Estimated useful life			25-50 Years	5-10 Years	5-10 Years	3-5 Years		
Historical cost								
Beginning of year	\$ 2,711,000	\$ 44,901,000	\$ 1,189,386,000	\$ 130,385,000	\$ 9,616,000	\$ 130,665,000	\$ 1,507,664,000	\$ 1,442,412,000
Prior period adjustments	-	-	-	-	-	-	-	-
Additions	-	273,252,000	17,567,000	14,316,000	348,000	14,072,000	319,555,000	69,268,000
Transfers in (out)	-	(161,786,000)	161,786,000	-	-	-	-	-
Less disposals including write-offs	-	-	-	(2,037,000)	(95,000)	(8,000)	(2,140,000)	(4,016,000)
	\$ 2,711,000	\$ 156,367,000	\$ 1,368,739,000	\$ 142,664,000	\$ 9,869,000	\$ 144,729,000	\$ 1,825,079,000	\$ 1,507,664,000
Accumulated amortization								
Beginning of year	\$ -	\$ -	\$ 469,264,000	\$ 99,022,000	\$ 5,471,000	\$ 99,901,000	\$ 673,658,000	\$ 626,025,000
Prior period adjustments	-	-	-	-	-	-	-	-
Amortization	-	-	29,644,000	9,252,000	849,000	12,348,000	52,093,000	51,644,000
Other additions	-	-	-	-	-	-	-	-
Transfers in (out)	-	-	-	-	-	-	-	-
Less disposals including write-offs	-	-	-	(2,037,000)	(95,000)	(8,000)	(2,140,000)	(4,011,000)
	\$ -	\$ -	\$ 498,908,000	\$ 106,237,000	\$ 6,225,000	\$ 112,241,000	\$ 723,611,000	\$ 673,658,000
Net Book Value at August 31, 2016	\$ 2,711,000	\$ 156,367,000	\$ 869,831,000	\$ 36,427,000	\$ 3,644,000	\$ 32,488,000	\$ 1,101,468,000	
Net Book Value at August 31, 2015	\$ 2,711,000	\$ 44,901,000	\$ 720,122,000	\$ 31,363,000	\$ 4,145,000	\$ 30,764,000		\$ 834,006,000

	2016	2015
Total cost of assets under capital lease	\$ 36,573,000	\$ 33,383,824
Total amortization of assets under capital lease	\$ 12,962,000	\$ 10,751,318

Assets under capital Lease includes buildings with a total cost of \$36,573,000 and accumulated amortization of \$12,962,000.

SCHEDULE 7

SCHEDULE OF REMUNERATION AND MONETARY INCENTIVES
for the Year Ended August 31, 2016 (in dollars)

Board Members:	FTE	Remuneration	Benefits	Negotiated Allowances	Performance Bonuses	ERIP's / Other Paid	Other Accrued Unpaid Benefits (1)	Expenses
Joy Bowen-Eyre	1.00	\$59,280	\$6,980	\$4,100			\$0	\$5,905
Lynn Ferguson	1.00	\$45,000	\$6,979	\$4,100			\$0	\$2,087
Judy Hehr	1.00	\$46,731	\$6,840	\$4,100			\$0	\$798
Julie Hrdlicka	1.00	\$45,865	\$6,979	\$4,100			\$0	\$2,223
Trina Hurdman (Vice Chair)	1.00	\$47,673	\$7,002	\$4,100			\$0	\$263
Pamela King	1.00	\$45,000	\$6,979	\$4,100			\$0	\$4,915
Amber Stewart	1.00	\$50,981	\$7,111	\$4,100			\$0	\$4,225
	-	\$0	\$0	\$0			\$0	\$0
	-	\$0	\$0	\$0			\$0	\$0
	-	\$0	\$0	\$0			\$0	\$0
	-	\$0	\$0	\$0			\$0	\$0
	-	\$0	\$0	\$0			\$0	\$0
	-	\$0	\$0	\$0			\$0	\$0
	-	\$0	\$0	\$0			\$0	\$0
	-	\$0	\$0	\$0			\$0	\$0
Subtotal	7.00	\$340,530	\$48,870	\$28,700			\$0	\$20,416
David Stevenson, Chief Superintendent	1.00	\$295,300	\$32,195	\$15,000	\$0	\$0	\$147,831	\$5,166
Brad Grundy, Chief Financial Officer	1.00	\$237,000	\$34,616	\$7,000	\$0	\$0	\$72,476	\$7,703
Janice Barkway, Corporate Secretary	1.00	\$165,691	\$34,220	\$0	\$0	\$0	\$59,130	\$715
		\$0	\$0	\$0	\$0	\$0	\$0	\$0
		\$0	\$0	\$0	\$0	\$0	\$0	\$0
		\$0	\$0	\$0	\$0	\$0	\$0	\$0
		\$0	\$0	\$0	\$0	\$0	\$0	\$0
		\$0	\$0	\$0	\$0	\$0	\$0	\$0
Certificated teachers	6,230.70	\$626,799,590	\$142,726,473	\$14,000	\$0	\$0	\$0	
Non-certificated - other	3,376.10	\$199,948,033	\$47,224,125	\$18,962	\$0	\$1,235,282	\$0	
TOTALS	9,616.80	\$827,786,144	\$190,100,499	\$83,662	\$0	\$1,235,282	\$279,437	\$34,000

(1) Other Accrued Unpaid Benefits Include: Please describe Other Accrued Unpaid Benefits

School Jurisdiction Code: 3030

SCHEDULE 8

UNAUDITED SCHEDULE OF FEE REVENUES
for the Year Ending August 31, 2016 (in dollars)

	Actual 2016	Actual 2015
FEES		
Transportation fees	\$8,172,000	\$8,777,000
Basic instruction supplies (text books, including lost or replacement fees, course materials)	\$10,395,000	\$10,746,000
Technology user fees	\$0	\$0
Alternative program fees	\$408,000	\$0
Fees for optional courses (band, art, etc.)	\$2,501,000	\$6,618,000
Fees for students from other boards	\$0	\$0
Tuition fees (international & out of province)	\$0	\$0
Kindergarten & preschool	\$0	\$0
Extracurricular fees (sports teams and clubs)	\$3,769,000	\$675,000
Field trips (related to curriculum)	\$10,290,000	\$9,445,000
Lunch supervision fees (Mandatory & Optional)	\$13,440,000	\$12,482,000
Locker rental; locks; student ID; uniforms; library, student union, and fitness fees	\$0	\$0
Other (describe)* Incidental activity fees	\$901,000	\$810,000
Other (describe)* Blanket Activity Fees	\$0	\$743,000
Other (describe)*	\$0	\$0
Other (describe)*	\$0	\$0
Other (describe)*	\$0	\$0
Other (describe)*	\$0	\$0
Other (describe)*	\$0	\$0
Other (describe)*	\$0	\$0
TOTAL FEES	\$49,876,000	\$50,296,000

*PLEASE DO NOT USE "SCHOOL GENERATED FUNDS" AS A CATEGORY

Please disclose amounts paid by parents of students that are recorded as "Other sales and services" or "Other revenue" (rather than fee revenue):	Actual 2016	Actual 2015
Cafeteria sales, hot lunch, milk programs	\$0	\$0
Special events, graduation, tickets	\$0	\$0
Student travel (international, recognition trips, non-curricular)	\$1,659,000	\$0
Sales or rentals of other supplies/services (clothing, agendas, yearbooks)	\$0	\$0
Adult education revenue	\$3,018,000	\$3,256,000
Child care & before and after school care	\$0	\$0
Other (describe) Foreign Tuition	\$9,196,000	\$9,183,000
Other (describe) Music Instruments, library fees, commissions	\$307,000	\$442,000
Other (describe)	\$0	\$0
TOTAL	\$14,180,000	\$12,881,000

SCHEDULE 9

3030

UNAUDITED SCHEDULE OF DIFFERENTIAL FUNDING for the Year Ended August 31, 2016 (in dollars)					
	PROGRAM AREA				
	First Nations, Metis & Inuit (FNMI)	ECS Program Unit Funding (PUF)	English as a Second Language (ESL)	Inclusive Education	Small Schools by Necessity (Revenue only)
Funded Students in Program	4,508	677	23,087		
Federally Funded Students					
REVENUES					
Alberta Education allocated funding	\$ 4,787,000	\$ 13,510,000	\$ 23,272,000	\$ 70,806,000	\$ -
Other funding allocated by the board to the program	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL REVENUES	\$ 4,787,000	\$ 13,510,000	\$ 23,272,000	\$ 70,806,000	\$ -
EXPENSES (Not allocated from BASE, Transportation, or other funding)					
Instructional certificated salaries & benefits	\$ 4,754,000	\$ 1,070,000	\$ 25,052,000	\$ -	
Instructional non-certificated salaries & benefits	\$ 113,000	\$ 4,544,000	\$ 2,907,000	\$ -	
SUB TOTAL	\$ 4,867,000	\$ 5,614,000	\$ 27,959,000	\$ -	
Supplies, contracts and services	\$ 73,000	\$ 6,826,000	\$ 31,000	\$ -	
Program planning, monitoring & evaluation	\$ -	\$ -	\$ -	\$ -	
Facilities (required specifically for program area)	\$ -	\$ -	\$ -	\$ -	
Administration (administrative salaries & services)	\$ 266,000	\$ 374,000	\$ -	\$ -	
Contracted services and staffing charged centrally	\$ 1,614,000	\$ 816,000	\$ 902,000	\$ -	
All other expenses	\$ -	\$ -	\$ -	\$ 1,261,797,000	
TOTAL EXPENSES	\$ 6,820,000	\$ 13,630,000	\$ 28,892,000	\$ 1,261,797,000	
NET FUNDING SURPLUS (SHORTFALL)	\$ (2,033,000)	\$ (120,000)	\$ (5,620,000)	\$ (1,190,991,000)	

School Jurisdiction Code: 3030**SCHEDULE 10**

UNAUDITED SCHEDULE OF CENTRAL ADMINISTRATION EXPENSES for the Year Ended August 31, 2016 (in dollars)								
EXPENSES	Allocated to Board & System Administration				Allocated to Other Programs			TOTAL
	Salaries & Benefits	Supplies & Services	Other	TOTAL	Salaries & Benefits	Supplies & Services	Other	
Office of the superintendent	\$ 866,000	\$ 24,000	\$ -	\$ 890,000	\$ -	\$ 83,000	\$ -	\$ 973,000
Educational administration (excluding superintendent)	\$ 529,000	\$ 59,000	\$ -	\$ 588,000	\$ 23,149,000	\$ 3,482,000	\$ -	\$ 27,219,000
Business administration	\$ 4,857,000	\$ 571,000	\$ 46,000	\$ 5,474,000	\$ 4,120,000	\$ (187,000)	\$ 5,150,000	\$ 14,557,000
Board governance (Board of Trustees)	\$ 430,000	\$ 879,000	\$ -	\$ 1,309,000	\$ -	\$ -	\$ -	\$ 1,309,000
Information technology	\$ 3,543,000	\$ 1,114,000	\$ -	\$ 4,657,000	\$ 11,137,000	\$ 8,963,000	\$ -	\$ 24,757,000
Human resources	\$ 5,981,000	\$ 4,661,000	\$ -	\$ 10,642,000	\$ 6,530,000	\$ 1,697,000	\$ -	\$ 18,869,000
Central purchasing, communications, marketing	\$ 2,384,000	\$ 63,000	\$ -	\$ 2,447,000	\$ 1,422,000	\$ 459,000	\$ -	\$ 4,328,000
Payroll			\$ 110,000	\$ 110,000			\$ 4,463,000	\$ 4,573,000
Administration - insurance			\$ 2,827,000	\$ 2,827,000			\$ 49,265,000	\$ 52,092,000
Administration - amortization			\$ 4,051,000	\$ 4,051,000			\$ 10,645,000	\$ 14,696,000
Administration - other (admin building, interest)			\$ -	\$ -			\$ -	\$ -
Facilities	\$ 260,000	\$ 269,000	\$ -	\$ 529,000	\$ 29,134,000	\$ 109,085,000	\$ -	\$ 138,748,000
Schools & Areas	\$ -	\$ 24,000	\$ -	\$ 24,000	\$ 924,157,000	\$ 84,548,000	\$ -	\$ 1,008,729,000
EducationMatters	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 288,000	\$ 288,000
TOTAL EXPENSES	\$ 18,850,000	\$ 7,664,000	\$ 7,034,000	\$ 33,548,000	\$ 999,649,000	\$ 208,130,000	\$ 69,811,000	\$ 1,311,138,000

report to Board of Trustees

Fourth Quarter Budget Variance Report for the 2015-16 Budget

Date	November 29, 2016
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Decision and Information
Originator	Brad Grundy, Superintendent, Chief Financial Officer and Corporate Treasurer
Governance Policy Reference	Operational Expectations OE-5: Financial Planning OE-6: Financial Administration
Resource Persons	Carla Male, Director, School Financial Management Donna Rogers, Manager, Corporate Planning and Reporting

1 | Recommendation

This report is being provided for the information of the Board. No decision is required at this time.

2 | Issue

Operational Expectations 6 – Financial Administration requires that quarterly variance reports are prepared and provide explanations for variances in excess of 1% and \$500,000. This report serves as the fourth quarter and final report for the 2015-16 fiscal year.

3 | Background

Quarterly and annual reports are presented to the Board of Trustees to provide updates on the status of the results of operations. These results are compared to



the fall update budget to meet the Operational Expectations 5: Financial Planning and Operational Expectations 6: Financial Administration.

Included in this report is the fourth quarter operating budget variance analysis, the actual use of operating reserves and designated funds (Attachment II) and capital budget variance analysis in Attachments III and IV.

4 | Analysis

The First Quarter Budget Variance Report (i.e. the fall update to the spring budget) primarily reports the budget impacts of changes in student enrolment from what was estimated during the budget preparation in the preceding spring. The fall update is adopted as the comparative budget for all subsequent budget and variance reports as it is the most accurate reflection of planned spending based on actual student enrolment.

The 2015-16 Second and Third Quarter Budget Variance Reports analyzes variances based on current year spending trends as compared to the fall update budget.

The Fourth Quarter Budget Variance Report discusses actual year-end results as compared to the fall update budget.

Attachment I summarizes the actual activity compared with budgeted revenues and expenses, reserve transfers and capital transactions. Explanations have been provided for variances above 1% and \$500,000 of reported line items in accordance with Operational Expectations 6. This includes:

REVENUE

- An increase in *Alberta Education* revenue of \$4.5 million is the result of activity with offsetting expenses including \$2.6 million for Infrastructure Maintenance and Renewal and \$3.0 million for the Alberta Teachers' Retirement Fund (ATRF), net of other small grant variances.
- An increase in *Federal Government and First Nations* revenue of \$0.6 million is largely related to federal grants received and is inherently variable. Additional federal grants were received under the Language Instruction for Newcomers to Canada (LINC) program, which is offset by additional spending.
- An increase in *Other sales and services* of \$4.1 million is the result of increased foreign student tuition of \$0.9 million as well as funds raised by schools through sales which are inherently variable and subject to school specific circumstances. These revenues are offset by increased spending.
- An increase in *Investment income* of \$9.3 million due to higher than anticipated disposals made during the year in order to meet cash needs related to new school construction activity.



- An increase in *All other revenue* of \$4.6 million is primarily the result of higher than anticipated donation revenues generated by schools. *All other revenue* includes sources from gifts and donations, rental facilities, fundraising, other school boards and municipalities, gain on disposals and other sources not captured by the other revenue categories.

EXPENSES

- A net unfavourable variance of \$(2.4) million in *Certificated salaries and benefits* is the net impact of:
 - \$(3.0) million increase in certificated benefits related to the ATRF flow-through report.
 - \$(1.2) million increase in staffing to support programming needs of Syrian refugee students.
 - \$1.8 million decrease related to savings from the Change Office project and the calculation of budgeted average annual salary rates which does not impact FTEs at the teaching level and net of increased costs paid by offsetting targeted revenues.
- A net favourable variance of \$7.1 million in *Non-certificated staff expenses* due to:
 - \$5.9 million reduction in school average annual salary rates from what was estimated during the budget preparation as well as vacancies experienced during the year.
 - \$2.0 million savings in Service Units due to vacant positions and rate differences.
 - \$(0.8) million increase in staffing to support programming needs of Syrian refugee students.
- A net \$4.4 million favourable variance for *Services, contracts and supplies* is the net impact of:
 - 7.9 million net favourable variance in service unit and system account expenses comprised primarily of \$2.6 reduced utility expenses and the remainder is savings on contracts, system accounts and service unit spending.
 - \$(7.8) million additional spending offset by increased offsetting revenues (donations, grants, fundraising, other sales and services).
 - \$6.9 million favourable variance due to projects incomplete at year-end that will be carried forward for spending in 2016-17.
 - \$(2.6) million unfavourable variance due to increased IMR expenses (offset with an increase in IMR revenues).



- A \$0.6 million favourable variance for Interest expenses is related to lower interest paid on capital leases.

OPERATING SURPLUS

With the realization of investment gains along with prudent spending, the CBE reports a surplus of \$14.6 million. The \$32.5 million difference from budget predominantly reflects:

- \$9.3 million higher realized investment income due to favorable market conditions and actual gains realized;
- \$9.6 million net savings in salaries and benefits due to lower actual rates than estimated for the budget as well as savings resulting from position vacancies during the year;
- \$3.0 million in savings from resourcing efficacy reviews with existing staff; \$3.5 million net savings on contracts, system accounts and service unit spending;
- \$2.6 million in lower utility costs than budgeted due to both a reduction in usage and rates than anticipated;
- (\$2.4 million) in spending associated with Syrian refugee students;
- \$6.9 million for projects budgeted in 2015-16 that were incomplete at year-end and the budget will be carried forward to 2016-17.

USE OF RESERVES

The fall 2015 budget update included planned draws of \$41.7 million in operating reserves and \$26.6 capital reserves, for a total of \$68.2 million for the purposes of several one-time projects including new school commissioning, wireless upgrades, CTS/CTF and Fine and Performing Arts equipment upgrades.

These projects were initiated during the year and will complete over the next two years. With the timing of project activity and the unanticipated surplus, the CBE will have net draws of \$1.1 million in operating reserves and a net addition of \$3.0 million in capital reserves.

Further details are provided in Attachment II - Use of operating reserves and designated funds.

CAPITAL ACTIVITIES

The 2015-16 fourth quarter capital budget status reports (Attachments III and IV) highlight variances between the current approved budget and actual capital expenditures for the year ended August 31, 2016.

The following table provides additional information as to the actual spending between schools and service units. Expense and FTE details are provided by major expense category and operating unit. More details on actual Service Unit spending are included in the 2015-16 year-end financial results report.

	Schools & Areas	Service Unit System Budgets	Learning	Facilities and Enviro. Services	Legal Services	Comm and Community Engagement	Finance / Technology Services	Human Resources	Chief Supt's Office	Board of Trustees	Total
FTEs by:											
Superintendent	-	-	1	1	1	1	1	-	2	-	7
Staff (incl ATA, Staff Assn, CUPE, trades)	8,772	49	217	208	3	10	144	44	-	-	9,447
Exempt Staff	10	-	26	50	10	10	48	41	3	-	198
Total FTEs	8,782	49	244	259	14	21	193	85	5	-	9,652
2015-16 Actuals											
Salaries and benefits	912,905	9,393	33,605	24,615	1,681	2,434	23,367	9,911	866	430	1,019,207
Supplies and services	82,252	119,345	5,534	22,914	64	90	1,049	896	107	879	233,130
Other (interest, amortization and uncollectible accounts)	49	50,907	1,330	3,573	13	-	2,914	13	2	-	58,801
	995,206	179,645	40,469	51,102	1,758	2,524	27,330	10,820	975	1,309	1,311,138
2015-16 Fall Budget Update	999,625	183,023	38,666	51,227	2,016	3,111	28,743	11,641	1,156	1,286	1,320,494
Favourable / (unfavourable)	4,419	3,378	(1,803)	125	258	587	1,413	821	181	(23)	9,356

- Schools and Areas spending was \$4.4 million lower than budget due to lower than estimated average salary and benefit rates.
- Service Unit System spending was less than budgeted due to savings from lower utility rates and usage as well as savings from efficacy reviews administered with existing internal resources.
- Learning shows an over-spending of \$1.8m due to activities associated with targeted funding and supports for Syrian refugee students
- Other service units show savings from the fall budget which is related to spending constraints introduced during the year in an effort to maximize funds available for capital and future year use.



7 | Financial Impact

The year ends with the use of \$1.1 million operating reserves and additions of \$3.0 million to capital reserves to maintain a balanced position.

Many projects have been committed by reserve funding and are well underway. They will complete over the next two years, using all remaining reserve funds.

In addition to projects underway, we know there will be more cost pressures in the next two years such as costs relating to the new Student Information System, fixed operating costs for new schools opening and the addition of more Syrian refugee students in our schools.

8 | Conclusion

This report represents information to the Board of Trustees in connection with Operational Expectations 5: Financial Planning and Operational Expectations 6: Financial Administration.

In response to the economic conditions within Alberta, and the anticipated financial challenges that will be faced by the Government and subsequently passed on to Alberta Education and the CBE, we must pay particular attention to our financial management.

The Chief Superintendent asked the implementation of cost containment measures while maintaining focus on our core values of; students come first, learning is our central purpose and public education serves the common good. We have always practiced careful financial decision making and will be scrutinizing our operations to identify areas where additional cost cutting measures may be implemented without impacting student learning.



DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

Attachments

Attachment I: 2015-16 fourth quarter operating budget variance analysis

Attachment II: 2015-16 fourth quarter use of operating reserves and designated funds

Attachment III: 2015-16 fourth quarter capital budget status report, summary of board funded capital investment

Attachment IV: 2015-16 fourth quarter capital budget status report – projects funded by the Province of Alberta

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.



2015-16 fourth quarter operating budget variance analysis

Q4 BUDGET VARIANCE REPORT
(in \$ thousands)

Description	2015-16 Fall Update Budget ^(A)	Actuals for the year ended Aug. 31, 2016	Variance Favourable/ (Unfavourable)	
Revenues				
Alberta Education	1,204,334	1,208,794	4,460	0%
Other - Government of Alberta	846	733	(114)	(13)%
Federal Government and First Nations	2,393	2,987	594	25%
Other sales and services	23,196	27,272	4,076	18%
Fees	49,651	49,876	225	0%
Investment income	2,817	12,146	9,329	331%
All other revenues	19,328	23,891	4,563	24%
Total revenues	1,302,565	1,325,699	23,134	2%
Expenses				
Certificated salaries, wages and benefits expenses	767,467	769,872	(2,404)	(0)%
Non-certificated salaries, wages and benefits expenses	256,462	249,335	7,127	3%
Services, contracts and supplies expenses	237,524	233,130	4,393	2%
Amortization expenses	52,115	52,092	23	0%
Interest expenses	2,158	1,513	645	30%
All other expenses	4,768	5,196	(427)	(9)%
Total expenses	1,320,494	1,311,138	9,357	1%
Operating deficiency for the year	(17,929)	14,561	32,490	181%
Transfer from operating reserves/designated funds				
Transfer from operating reserves	37,956	4,665	(33,291)	(88)%
Transfer to Endowment fund	-	(336)	(336)	100%
Transfer from designated funds - service units	1,439	388	(1,051)	(73)%
Transfer from / (to) designated funds - schools	2,275	(3,587)	(5,862)	(258)%
	41,670	1,130	(40,540)	(97)%
Add/(deduct) capital items paid by operating funds				
Capital assets acquired	(72,077)	(34,464)	37,613	(52)%
Capital asset amortization	22,880	22,871	(9)	(0)%
Debt repayments	(1,096)	(1,096)	-	0%
Transfer from / (to) capital reserves	26,552	(3,002)	(29,554)	(111)%
	(23,741)	(15,691)	8,049	34%
Net operating surplus	-	-	-	-

^{A)} Approved by the Board of Trustees on December 8, 2015. Some numbers have been reclassified for comparative purposes.



2015-2016 fourth quarter use of operating reserves and designated funds

Description	Reserve balance Sept 1, 2015	Prior period adjustment ⁽¹⁾	2015-16 Fall Update planned use of reserves ⁽²⁾	2015-16 Transfers and closures of reserves	2015-16 use of reserves	Balance Aug. 31, 2016	Anticipated 2016-17 use of reserves ⁽⁵⁾	Forecasted 2017-18 use of reserves ⁽⁵⁾
Accumulated operating reserves								
<u>Available for use reserves</u>								
Continuing education fee stabilization	1,593	-	(1,593)	(1,593)	-	-	-	-
Utility expense stabilization reserve	5,007	-	(5,007)	(5,007)	-	-	-	-
Snow removal budget stabilization	200	-	(200)	(200)	-	-	-	-
Administrative systems renewal	890	-	(890)	(890)	-	-	-	-
General instruction	3,000	-	(3,000)	(3,000)	-	-	-	-
Fiscal stabilization reserve	10,464	-	(10,464)	27,268	3,510	41,241	(26,126)	(15,115)
System transformation	2,000	-	(2,000)	(2,000)	-	-	-	-
Operating lease reserve	14,577	-	(14,577)	(14,577)	-	-	-	-
Subtotal available for use reserves	37,731		(37,731)	-	3,510	41,241	(26,126)	(15,115)
<u>Restricted reserves</u>								
Transportation fee stabilization reserve	122		(122)	-	(122)	-	-	-
EducationMatters ⁽³⁾	1,679		-	-	133	1,812	-	-
Changes in accounting policy reserve	(10,164)		-	-	-	(10,164)	-	-
Total operating reserves	28,599		(37,853)		3,521	32,889	(26,126)	(15,115)
Designated operating reserves								
School decentralized budgets	2,275		(2,275)	-	3,587	5,862	(5,862)	-
Instructional and service unit initiatives	1,440		(1,440)	-	(388)	1,052	(1,052)	-
Total Designated Funds	3,715		(3,715)		3,199	6,914	(6,914)	
Unrestricted operating surplus	104	8,082	(104)		(8,186)			
Total operating reserves and designated funds	33,187		(41,672)		(1,467)	39,803	(33,040)	(15,115)
Capital reserves								
Building reserve	18,212		(15,018)	-	(9,193)	9,019	(2,200)	(6,819)
Other capital reserves ⁽⁴⁾	17,206		(11,534)	-	12,195	29,401	(23,729)	(5,672)
Plant, operations and maintenance asset replacement	798		-	-	-	798	-	(798)
Total capital reserves	36,216		(26,552)		3,002	39,218	(25,929)	(13,289)

(1) A prior period adjustment has been made to correct for an overstatement of benefits charges in the years 2002 to 2014.

(2) Approved by the Board of Trustees on Dec 8, 2015.

(3) This reserves is the result of consolidating EducationMatters into the CBE's financial statements in accordance with accounting standards.

(4) Included in Other capital reserves is designated capital funds - capital funds carried forward for projects that were in progress and will continue into 15-16. The Designated Capital Funds balance at Aug 31, 2016 is \$23.7M

(5) The anticipated and forecasted use of reserves in 2016-17 and 2017-18 reflect the reserve use for projects in progress that have already been committed by reserve use including wireless upgrades, CTS/CTF and Fine and Performing Arts equipment upgrades and commissioning of new schools opening in 2017 and 2018. Administration is currently reviewing a number of options and will present recommendations to the Board during the 2017-17 budget process with regards to specific planned use of reserves.

2015-16 fourth quarter capital budget status report, summary of board funded capital

	2015-16 Fall Update Budget (\$ thousands)	Actual Costs to Aug. 31, (\$ thousands)	Variance Favorable / (Unfavorable) (\$ thousands) %		Variance >1% & \$500k Note
Capital Lease Payments (Contracts)					
Performance Contracts	1,096	1,096	-	0%	
Total Capital Lease Payments (Contracts)	\$ 1,096	1,096	-	0%	
Board-funded projects					
Strategic	4,652	8,280	(3,628)	-78%	(1)
Enhancement	4,702	4,886	(184)	-4%	
Maintenance	21,565	11,639	9,926	46%	(2)
Total NAI Related Projects	\$ 30,919	24,806	6,113	-36%	
Reserve Projects					
Wireless Enhancements	7,000	829	6,171	88%	(3)
CTS/CTF Upgrades (16-17 Spending allocation)	2,825	-	2,825	100%	(4)
CTS/CTF Upgrades (15-16 Spending allocation)	655	144	511	78%	(5)
Nelson Mandela HS (CTS Commissioning)	1,520	-	1,520	100%	(6)
Nelson Mandela HS Gym	-	2	(2)	-100%	
15-16 New School Commissioning	25,000	7,581	17,419	70%	(7)
Air Conditioning for P3 Modulares	191	54	137	72%	
Forest Lawn Welding Shop	675	27	648	96%	(8)
Total Reserve Projects	37,866	8,637	29,229	77%	
School Enhancements	\$ 3,292	1,021	2,271	69%	(9)
Total Capital Expenditures	\$ 73,173	35,560	37,613	51%	
Financed by the Following:					
Contribution from/(to) operating activities	23,741	15,691			
Total Amortization Expense (non-cash)	22,880	22,871			
Designated Capital Funds	11,534	11,534			
CFWD funds to designated capital funds	-	(23,729)			
Capital Reserves	15,018	9,193			
Total Non-Facility Capital Financing	\$ 73,173	35,560			

Definitions:

Strategic - Projects that open up new horizons, learning methods, organization models, and value propositions that cut across the organization or physical facility.

Enhancement - Projects that improve or extend the functionality of existing systems, technologies, and processes.

Maintenance - Projects that are required to maintain current systems and keep them in good working condition.

investments

- (1) Strategic projects went over budget due to the inclusion of new school construction project management, design and development costs which were not budgeted as they were intended to be funded via construction grants received from Alberta Education, which has been past practice. At this time, Alberta Education has denied the request for funding these costs.
- (2) The maintenance budget variance results from the deliberate plan to restrain spending in an effort to reduce current year reliance on reserves.
- (3) – (9) are projects that were not complete in the year and the budgets are being carried forward for use in 2016-17



2015-16 fourth quarter capital budget status report – projects funded by the Province of Alberta

	Total Approve Budget	Actual Costs to Aug 31, 2016	Additional Expenditures to Project End	Forecasted Capital Expenditure	Forecast Variance
(in thousands)					
Ongoing Capital Projects - Funded by Alberta Education					
2011 Announcement					
Chinook Learning Centre Modernization (Booth Centre)	\$ 10,500	686	9,814	10,500	-
2013 Announcements					
Auburn Bay School	13,266	11,757	1,508	13,266	-
Christine Meikle School - Modernization/Replacement	14,745	12,625	2,120	14,745	-
Copperfield School	15,136	13,706	1,429	15,136	-
Kenneth D. Taylor School	13,241	12,941	300	13,241	-
Aboriginal Learning Centre - Modernization	11,003	8,224	2,779	11,003	-
New Brighton School	15,136	13,738	1,398	15,136	-
Buffalo Rubbing Stone School	13,088	12,037	1,051	13,088	-
Eric Harvie School	12,594	11,013	1,581	12,594	-
Sub-total Elementary Schools	108,208	96,042	12,166	108,208	-
Marshall Springs School	22,772	9,639	13,133	22,772	-
McKenzie Highlands School	22,789	14,740	8,048	22,789	-
Dr. Martha Cohen School	21,826	13,115	8,711	21,826	-
Peter Lougheed School	19,573	16,987	2,586	19,573	-
William D. Pratt School	20,031	17,458	2,574	20,031	-
Sub-total Middle Schools	106,992	71,940	35,052	106,992	-
Bowness High - Modernization	18,019	14,929	3,090	18,019	-
Jack James High - Modernization	12,161	11,252	909	12,161	-
Nelson Mandela High School	-	-	-	-	-
Sub-total High School	30,180	26,181	3,999	30,180	-
Total 2013 Announcements	245,380	194,163	51,217	245,380	-
2014 Announcements					
Dr. Roberta Bondar School	13,680	9,309	4,371	13,680	-
Manmeet Singh Bhullar School	15,900	1,488	14,411	15,900	-
Hugh A. Bennet School	14,195	10,707	3,488	14,195	-
Ron Southern School	15,900	1,777	14,123	15,900	-
Glenmeadows School - Portable (8)	2,800	95	2,705	2,800	-
Sub-total Elementary Schools - Portable	62,474	23,377	39,097	62,474	-
Cranston Middle	21,322	15,394	5,929	21,322	-
West Ridge School	20,691	15,000	5,692	20,691	-
Griffith Woods School	25,117	1,818	23,299	25,117	-
Sub-total Middle Schools	67,131	32,211	34,920	67,131	-
James Fowler High - Modernization	17,706	1,119	16,587	17,706	-
Lord Beaverbrook High	27,098	505	26,594	27,098	-
Seton High School	55,996	2,874	53,122	55,996	-
Sub-total High School	100,800	4,498	96,302	100,800	-
Total 2014 Announcements	230,405	60,086	170,319	230,405	-
Flood Relief					
Elbow Park School	16,500	9,541	11,786	16,500	-
National Sports School					
	3,000	269	2,731	3,000	-
Total Capital Projects - Funded by Alberta Education	\$ 505,785	264,746	245,867	505,785	-

* Note, some new schools have yet to be officially named by the Board of Trustees.



report to Board of Trustees

Correspondence

Date	November 29, 2016
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

The following correspondence is being provided to the Board for information:

- Letter dated July 21, 2016 from Chair Bowen-Eyre to the Minister of Municipal Affairs, regarding CBE feedback on Bill 21, the proposed modernized *Municipal Government Act*.
- Letter dated September 1, 2016 from the Minister of Municipal Affairs in response to the CBE's July 21, 2016 letter regarding Bill 21, the proposed modernized *Municipal Government Act*.
- Letter dated November 7, 2016 from Chair Bowen-Eyre to the Minister of Education, regarding the opening of Hugh A. Bennett School on December 5, 2016.
- Email dated November 7, 2016 from the Minister of Education, regarding proposed amendments to the *Public Health Act*.
- Letter dated November 14, 2016 from the Minister of Municipal Affairs, regarding the Memorandum of Understanding signed by the Calgary Board of Education, Calgary Catholic School District and the City of Calgary.

Attachments: Relevant Correspondence





Board of Trustees

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

Board Chair

Joy Bowen-Eyre

Vice-Chair

Trina Hurdman

Trustees

Lynn Ferguson

Pamela King

Judy Hehr

Julie Hrdlicka

Amber Stewart

July 21, 2016

Honourable Danielle Larivee
Minister of Municipal Affairs
Office of the Minister
204 Legislature Building
10800 – 97 Avenue
Edmonton, AB T5K 2B6

Dear Minister Larivee,

The purpose of this letter is to provide the Calgary Board of Education's (CBE) feedback regarding the proposed modernized *Municipal Government Act* (MGA). Let me start by thanking you for the technical briefing your staff provided school boards on May 13, 2016 and the follow-on consultation session you personally led on July 7, 2016. These opportunities were invaluable in allowing us to better understand the changes being considered and explore with you and your staff how they might influence student success.

To begin, please note that the emphasis you have placed upon collaboration within the modernized MGA is well received. Moreover, your commitment to ensuring that any changes made will not adversely impact the ability of school boards to fulfill their educational mandate is reassuring and pivotal in enabling student outcomes.

As discussed on July 7, 2016, one area that should be explored further is the ability to secure sufficient lands for high school sites to ensure they meet provincially established educational requirements. The current mechanism that sees up to 10% of land being developed allocated to Municipal and School Reserves has unfortunately proven inadequate for the learning needs of high school students. The result is that funds must be expended to secure additional land to complement the reserve allocation.

Additionally, the proposal to expand the scope of offsite levies to include land and buildings for community recreation facilities, fire halls, police stations and libraries is of concern to school boards. Although described as "enabling legislation" that would be imposed upon developers, the City of Calgary views school boards as developers and accordingly the expansion as currently envisaged could create an additional pressure upon limited educational resources. It is our opinion that schools provide an essential community service equivalent to the aforementioned public facilities; as such, schools should be exempted from offsite levy considerations.

It was very clearly explained to the stakeholders present at the July 7, 2016 meeting that Alberta Education would further investigate these observations and their potential impact upon student outcomes. Rest assured that the CBE is firmly committed to working with you and the Honourable David Eggen to ensure strong public schools built upon the values of: students come first; learning is our central purpose; and public education serves the common good. Accordingly, we look forward to continuing our engagement with the government, this time under the leadership of the Minister of Education, to further the dialogue that you have initiated on this important matter.

Yours truly,



Joy Bowen-Eyre
Chair, Board of Trustees

cc: Honourable David Eggen, Minister of Education
David Stevenson, Chief Superintendent
Dany Breton, Superintendent, Facilities and Environmental Services





ALBERTA
MUNICIPAL AFFAIRS

Office of the Minister
MLA, Lesser Slave Lake



ARB6383

Ms. Joy Bowen-Eyre
Chair, Board of Trustees
Calgary Board of Education
GMStCroix@cbe.ab.ca

Dear Ms. ~~Bowen-Eyre~~ Joy

Thank you for your letter of July 21, 2016, providing the Calgary Board of Education's feedback on Bill 21, the *Modernized Municipal Government Act (MMGA)*. I also appreciated having the opportunity to meet with you at the consultation session with school boards on July 7, 2016.

My colleague, the Honourable David Eggen, Minister of Education, and I both recognize the importance of ensuring strong planning and co-ordination between municipalities and school boards, and the need to ensure tools are available to facilitate the development of the new schools many of our communities need. Municipal Affairs and Education are in the process of examining additional alternatives for addressing these concerns. These efforts are being undertaken separate from Bill 21 and the *MGA* Review, though they may result in future amendments to the *MGA* and the Education Act.

Off-site levies were also a major topic of discussion when I met with you and school board representatives. Off-site levies have also been brought up throughout the summer tour. It is a complicated concept around which there is no clear consensus. We will be taking into account all of the views that were expressed as we consider potential changes to the *MMGA*.

Please note there are several regulations that are being reviewed/created as part of the *MGA* Review. The draft regulations will be posted in draft form on the *MGA* Review website (www.mgareview.alberta.ca) in early 2017 to allow all Albertans a chance to read the proposed regulations and provide additional feedback. I look forward to receiving your submission on how these draft regulations can be further improved in early 2017.

.../2

Ms. Joy Bowen-Eyre

- 2 -

Thank you again for writing and for sharing your input into the *MMGA*.

Sincerely,

A handwritten signature in cursive script, appearing to read 'Dannele Larivee'.

Hon. Danielle Larivee
Minister of Municipal Affairs

cc: Honourable David Eggen, Minister of Education



Board of Trustees

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

Board Chair

Joy Bowen-Eyre Wards 1 & 2

Vice-Chair

Trina Hurdman Wards 6 & 7

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Pamela King Wards 5 & 10

Judy Hehr Wards 8 & 9

Julie Hrdlicka Wards 11 & 13

Amber Stewart Wards 12 & 14

November 7, 2016

Honourable David Eggen

Minister of Education

228 Legislature Building

10800 – 97 Avenue

Edmonton, Alberta T5K 2B6

Dear Minister Eggen:

RE: Opening of Hugh A. Bennett School

I am pleased to inform you that Hugh A. Bennett School will be opening on Dec. 5, 2016. This new school serves kindergarten to Gr. 4 students in the community of Saddle Ridge.

Hugh A. Bennett School is currently operating as a 'school within a school' in Peter Loughheed School. Students will transition to their new school with the same teachers and classmates that they have had since the beginning of this school year.

We expected to open Hugh A. Bennett School on Jan. 3, 2017, but the early completion of construction and issuance of the full occupancy permit will enable the Calgary Board of Education to open the school one month early.

A letter will be sent to parents on Monday, Nov. 7, 2016 to share this good news with them.

Yours truly,

Joy Bowen-Eyre

Chair, Board of Trustees

cc: Honourable Brian Mason, Minister of Infrastructure, Gov't House Leader
David Stevenson, Chief Superintendent of Schools, CBE
Dany Breton, Superintendent, Facilities and Environmental Services

From: EDC Minister [Education.Minister@gov.ab.ca]

Sent: November-07-16 3:34 PM

Cc: Doreen Lupaschuk

Subject: Public Health Amendments Act

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

ACSTA (Alberta Catholic School Trustees' Association)

AEFAA (Alberta Educational Facilities Administrators Association)

ASBA (Alberta School Boards Association)

AHEA (Alberta Home Education Association)

ASCA (Alberta School Councils' Association)

ATA (Alberta Teachers' Association)

AAPCS (Association of Alberta Public Charter Schools)

ACFA (Association canadienne-française de l'Alberta)

AISCA (Association of Independent Schools & Colleges in Alberta)

ASBOA (Association of School Business Officials of Alberta)

CASS (College of Alberta School Superintendents)

CCSSA (Council of Catholic Superintendents of Alberta)

Fédération des parents francophones de l'Alberta

Fédération des conseils scolaires francophones de l'Alberta

Learning Disabilities Association of Alberta

PSBAA (Public School Boards' Association of Alberta)

Dear Colleagues,

At Alberta Education, our top priority is the safety, well-being and success of all students in Alberta.

We know that immunization saves lives. However, our current immunization rates in Alberta are not high enough to prevent outbreaks of vaccine-preventable diseases. In addition, the health sector does not currently have immunization information for 15-25 percent of students. This poses a challenge to effectively manage outbreaks in schools and safeguard the health of all students.

Today, the Government of Alberta proposed amendments to the *Public Health Act*, which, if passed, would allow Alberta Health to collect student enrolment information from Alberta Education to help identify students with missing or incomplete immunization records on a more proactive basis.

The amendments to the *Public Health Act* will support public health professionals to request that parents/guardians of students with incomplete or missing immunization records:

- provide the student's immunization records;
- complete or update missing immunizations;
- provide a letter indicating a medical exemption has been granted; or
- sign a form indicating they are choosing not to immunize their child.

Public health professionals will also have an opportunity to remind parents that unimmunized students may be kept home from school in the event of an outbreak of a vaccine-preventable disease. This is in line with current practices which are designed to help prevent the spread of these diseases in our schools and communities.

Public health professionals, not schools or school authorities, will be responsible for contacting parents. If the proposed legislation is passed, school authorities will be informally engaged regarding notifying parents of the legislative changes and Alberta Health's collection of student enrolment information.

The health and safety of students and school communities is our utmost priority. These amendments are in line with recommendations by the Canadian Medical Association. You can learn more by visiting <http://www.health.alberta.ca/newsroom/news.html>

My ministry and I will continue to keep you informed as decisions around the proposed changes to the *Public Health Act* move forward.

If you have any questions, please contact your respective Field Services Liaison Manager or Doreen Lupaschuk, Director, Greater Edmonton Services Branch at doreen.lupaschuk@gov.ab.ca or 780-427-9296.

Sincerely,

David Eggen
Minister of Education

cc: Superintendents of Public, Separate, Francophone and Charter School Boards
Accredited Private Schools Authorities
Executive Directors of Stakeholder Associations
Communications Contacts at School Divisions



ALBERTA
MUNICIPAL AFFAIRS

*Office of the Minister
MLA, Lesser Slave Lake*



AR87657

NOV 14 2016

Ms. Joy Bowen-Eyre
Chair, Board of Trustees
Calgary Board of Education
1221 - 8 Street SW
Calgary AB T2R 0L4

Dear Ms. Bowen-Eyre,

Thank you for your letter of October 20, 2016, regarding the Memorandum of Understanding (MOU) recently signed by the Calgary Board of Education, the Calgary Catholic School District, and the City of Calgary. Your collaborative effort on the topics of Municipal and School Reserve land and the Joint Use Agreement is impressive, and I am pleased to see the resulting MOU.

This MOU is a valuable step towards improved management of land for school and other public purposes, and I am looking forward to the continued work on this topic as part of the ongoing city charter process.

Thank you again for writing.

Sincerely,

Hon. Danielle Larivee
Minister of Municipal Affairs

cc: Honourable David Eggen, Minister of Education

report to Board of Trustees

First Quarter Budget Variance Report for the 2016-17 Operating and Capital Budgets and Fall 2016 Budget Update

Date	November 29, 2016
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Decision and Information
Originator	Brad Grundy, Superintendent, Chief Financial Officer and Corporate Treasurer
Governance Policy Reference	Operational Expectations OE-5: Financial Planning OE-6: Financial Administration OE-8: Communication With and Support for the Board
Resource Persons	Carla Male, Director, School Financial Management Donna Rogers, Manager, Corporate Planning and Reporting Sharyn Tut, Lead, Corporate Budgets

1 | Recommendations

It is recommended:

- THAT the Board of Trustees receives the Fall 2016 Update to the 2016-17 Operating Budget (Attachment V), reflecting total planned spending of \$1,350.8 million, an increase of \$6.8 million from the Approved Budget, and authorize submission to Alberta Education.
- THAT the Board of Trustees receives the planned 2016-17 use of operating reserves and designated funds (Attachment II) for a total of \$59.0 million.



2 | Issue

Operational Expectations OE-6: Financial Administration requires that quarterly variance reports are prepared and provide explanations for variances in excess of 1% and \$500,000. This report serves as the first quarter report for the 2016-17 fiscal year.

Alberta Education requires a Fall 2016 Budget Update to the 2016-17 Budget, which was approved by the Board of Trustees on June 21, 2016. This update includes forecasted changes related to enrolment and other known adjustments.

3 | Background

The approved 2016-17 Operating Budget was prepared using a consultative process and focused resources on achieving the vision as articulated in the CBE values, the Three-Year Education Plan and guidance from Alberta Education.

The Board approved the Operating Budget on June 21, 2016 and documentation was submitted to Alberta Education. The approved budget was based on enrolment projections for 2016-17, which drives provincial grant funding and school spending.

Enrolment numbers for the school year are counted at Sept. 30 and those are the official enrolment numbers which drive actual funding and resources deployed to schools for the school year. Alberta Education requires an update to the approved 2016-17 operating budget which includes a revised estimate of funding, expenditures, number of students eligible for provincial funding and an estimate of full-time equivalent staff positions (FTEs). This is the Fall 2016 Update to the 2016-17 Budget shown in Attachment V. It is important to note that the estimate of FTEs is based on resource deployment by school principals as at October, 2016. Actual FTEs will vary from this and fluctuate throughout the year.

Once this Fall 2016 Update is approved by the Board of Trustees, it will be immediately submitted to Alberta Education for use in their financial forecasting and preparing for any Provincial budget submissions for the subsequent fiscal year.

Also included in this report is the first quarter operating budget variance analysis in Attachment I. This report is prepared for the Board of Trustees and varies slightly in presentation from the Fall 2016 Update, which is prepared for Alberta Education. The budget changes and updated deficit amounts in both reports are the same.



4 | Analysis

The 2016-17 First Quarter Budget Variance Report (Attachment I) and Fall 2016 Update (Attachment V) reflects the budget impacts of changes in student enrolment from what was estimated during the budget preparation in the spring, and the Sept. 30, 2016 count. Also included in the Fall 2016 Update budget are adjustments from better information that what was available when the spring budget was prepared.

Attachment I summarizes the forecasted changes to the budgeted revenues and expenses. Explanations have been provided for variances above 1% and \$500,000 of reported line items in accordance with Operational Expectations 6. This includes:

REVENUE

Total revenue has increased by \$6.8 million. This is comprised of:

- \$6.0 million increase in Alberta Education revenue including:
 - \$4.2 million increase in base instructional funding due to enrolment growth different from projections.
 - \$0.9 million increase in Alberta Teacher Retirement Fund flow through revenues. This revenue fully offsets the expense increase. This increase was a result of changes in enrolment from what was projected in the spring to Sept. 30th actual counts.
 - \$0.6 million increase in capital allocation revenue due to higher amounts capitalized in 2016-17 for provincially supported assets than what was estimated in the approved budget.
 - \$0.3 million new funding for the Nutrition Pilot program.
- \$0.3 million increase in grant revenue relating to a revised estimate for special needs programs. The corresponding cost increase has been included in expenses.
- \$0.4 million increase in fees revenue related to the changes in enrolment from what was projected in the spring to Sept. 30th actual counts.
- \$0.1 million increase in all other revenues related to budget realignments to better reflect actual funding.

EXPENSES

Total expenses have increased by \$6.8 million. This is comprised of:

- \$9.7 million increase in certificated salaries and benefits, which is the combined impact of:



- \$7.7 million increase in certificated salaries and benefits in schools resulting from increased enrolment and principal deployment decisions.
- \$0.9 million increase in certificated benefits is the offsetting increase relating to the Alberta Teacher Retirement Fund flow through budgets.
- \$0.6 million increase for Professional Improvement Fellowship budget from 2015-16 and carried forward to the 2016-17 as certificated salaries.
- \$0.2 million increase to contingency funds for additional Area Offices.
- The remainder is a result of budget realignments to the budget to better reflect actual planned spending in Service Units. These transfers were made between the certificated temporary salaries and benefits and other expense items.
- \$(3.7) million decrease in non-certificated salaries and benefits, which is the combined impact of:
 - \$(3.8) million decrease in non-certificated salaries and benefits in actual enrolment and schools resulting from principal deployment decisions. The 2016-17 budget assumed a certain level of staffing. This level has materialized lower than anticipated.
 - \$0.3 million increase for enhanced community engagement activity. The additional resources are expected to be expended on non-certificated salaries and benefits.
 - The remainder is a result of budget realignments to the 2016-17 to better reflect actual spending. These transfers were made between the non-certificated temporary salaries and benefits and other expense items.
- \$5.3 million increase in supply and services, which is the combined impact of:
 - \$6.3 million increase for projects in service units and schools budgeted in 2015-16 that were incomplete or unspent at year-end and the budget will be carried forward to 2016-17.
 - \$(1.4) million decrease in supply and services resulting from principal deployment decisions.
 - \$0.2 million increase for rental of gym space at the Genesis Centre for Nelson Mandela High School.
 - \$0.2 million increase in Staff Association development fund per the terms of the collective agreement.

- \$(4.9) million net decrease in amortization due to lower amounts capitalized in 2016-17 for board funded assets (decrease of \$5.5 million) less higher amounts capitalized for the provincially supported assets increase of \$0.6 million.
- \$0.4 million increase in other expenses due to a revision of estimated waived fees.

OPERATING DEFICIT

The planned deficit is not changed at \$19.8 million.

USE OF RESERVES

Transfer from operating reserves/designated funds shows the forecasted use of \$33.0 million of operating reserves and \$25.9 million of capital reserves in order to fund the \$19.8 million operating deficit and increased capital activities. These draws include \$6.9 million in operating and \$23.7 million in capital designated funds for projects in progress at the end of 2015-16 that will continue in 2016-17.

Further details are provided in Attachment II - first quarter use of reserves and designated funds.

CAPITAL ACTIVITIES

The 2016-17 first quarter capital budget status report (Attachments III and IV) highlights changes between the current approved budget and estimated capital expenditures for the year ended August 31, 2017. Changes are due to incomplete projects at August 31, 2016 continuing into 2016-17.

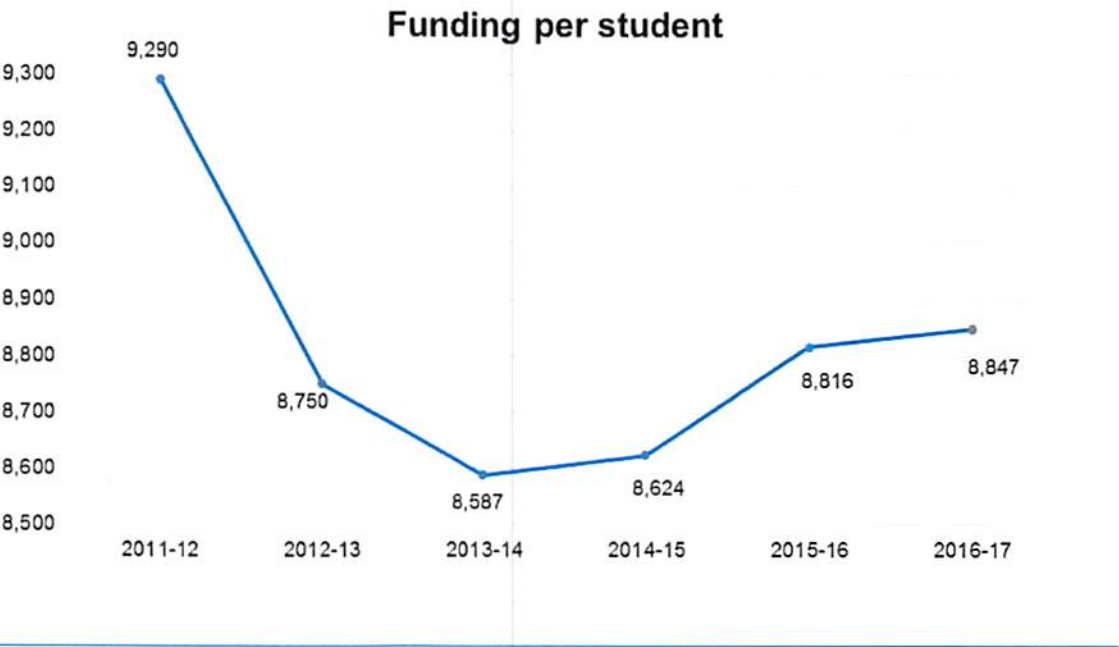
Capital assets acquired has increased by \$25.2 million, of which \$23.7 million was the amount carried forward from 2015-16 to fund projects budgeted in 2015-16 that were not complete by August 31, 2016. This is reflected as an increase in the transfer from capital carryforwards.

Amortization for board-funded assets decrease \$5.5 million as noted above. At the time the spring budget was prepared the actual amounts to be spent and capitalized on new school commissioning were estimated in order to project amortization expense for 2016-17. Actual amounts capitalized were lower than estimated and result in reduced amortization expense in 2016-17.

5 | Funding Impacts

Funding per student is used as a measure of the amount of funding Alberta Education has been providing on a per-student basis. Alberta Education basic funding per student has increased by \$31 per student since 2015-16. For a number of years prior to 2015-16, this number has been declining. We saw an increase in 2015-16 with the election of a new Government and the amount is expected to remain steady into 2016-17 and future years. Funding (in this chart) does not include Infrastructure

Maintenance & Renewal (IMR), the Alberta Teachers' Retirement Fund, transportation grants or expended deferred capital revenues as these grants are targeted and do not fund regular operations.



The following table provides additional information as to the planned spending between schools and service units. Expense and FTE details are provided by major expense category and operating unit.

Summary:

	Schools & Areas	Service Unit System Budgets	Learning	Facilities and Environmental Services	Legal	Communications and Community Engagement	Finance/Technology Services	Human Resources	Chief Supt's Office	Board of Trustees	Total
FTEs by:											
Superintendent	-	-	1	1	1	1	1	-	2	-	7
Staff (incl ATA, Staff Assn, CUPE, trades)	9,079	54	219	193	3	11	147	46	1	-	9,753
Exempt Staff	7	-	24	68	10	10	47	43	2	-	211
Total FTEs	9,086	54	244	262	14	22	195	89	5	-	9,971
2016-17 Budget											
Salaries and benefits	925,674	11,310	33,664	25,643	1,930	2,574	24,829	11,020	931	418	1,037,993
Supplies and services	95,076	121,603	4,377	22,509	137	152	1,348	1,509	286	873	247,870
Other (interest, amortization and uncollectible accounts)	44	57,108	1,121	3,324	15	-	3,301	20	2	-	64,935
	1,020,794	190,021	39,162	51,476	2,082	2,726	29,478	12,549	1,219	1,291	1,350,798
2016-17 Approved Budget	1,011,314	191,613	40,324	51,840	2,084	2,745	29,228	12,403	1,133	1,291	1,343,974
Increase/ (decrease)	9,480	(1,592)	(1,162)	(364)	(2)	(19)	250	146	86	-	6,824

Significant changes from the 2016-17 approved budget:

- Schools & Areas increase is due to an increase in funding allocated to schools related to increased enrolments, increase in the Alberta Teacher Retirement Fund budget as well as dollars relating to projects and schools budgeted in 2015-16 that were incomplete or unspent at year-end and carried forward to 2016-17.
- Service Unit System budgets decrease is mainly due to decrease in amortization expense offset by increases in:
 - Professional Improvement Fellowship unspent budget from 2015-16 and carried forward to the 2016-17
 - Rental of gym space at the Genesis Centre for Nelson Mandela.
 - SA development budget increase of \$0.2 million
 - Community engagement budget increase of \$0.3 million
 - Waivers increase of \$0.4 million
- Learning and Facilities and Environmental Services is mainly due to decrease in amortization expense
- Finance/Technology Services and Human Resources increase is related to projects budgeted in 2015-16 that were incomplete or unspent at year-end and the budget will be carried forward to 2016-17.



6 | Financial Impact

The forecast anticipates the use of \$59.0 million reserves and maintains a balanced position. There are no changes on anticipated draws on reserves from what was initially planned other than for projects incomplete at Aug. 31, 2016 and carried forward into 2016-17.

7 | Conclusion

The Fall 2016 Update to the 2016-17 Operating Budget will be submitted to Alberta Education by Nov 30, 2016, following Board of Trustee approval.



DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

Attachments

- Attachment I: 2016-17 first quarter operating budget variance analysis
- Attachment II: 2016-17 first quarter planned use of operating reserves and designated funds
- Attachment III: 2016-17 first quarter capital budget status report summary of board funded capital investment – non facility
- Attachment IV: 2016-17 first quarter capital budget status report – multi-year facility projects
- Attachment V: Fall 2016 update to the 2016-17 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

2016-17 first quarter operating budget variance analysis

Q1 Budget Variance Report

(in \$ thousands)

	Approved Budget 2016-17 ⁽¹⁾	Fall Budget Update 2016-17	Increase / (Decrease)	%
Revenues				
Alberta Education	1,224,643	1,230,690	6,047	0.5%
Other Government of Alberta	618	618	-	-
Federal Government & First Nations	2,650	2,650	-	-
Other sales and services	19,111	19,360	249	1.3%
Fees revenue	51,047	51,456	409	0.8%
Investment revenue	3,345	3,345	-	-
All other revenue	22,734	22,853	119	0.5%
	1,324,148	1,330,972	6,824	0.5%
Expenses by object				
Certificated salaries and benefits	765,635	775,314	9,679	1.3%
Non-certificated salaries and benefits	266,330	262,679	(3,651)	(1.4)%
Supply and services	242,576	247,869	5,293	2.2%
Amortization expenses	62,223	57,370	(4,853)	(7.8)%
Interest and finance charges	2,123	2,123	-	-
Other (uncollectible accounts)	5,087	5,443	356	7.0%
	1,343,974	1,350,798	6,824	0.5%
Annual surplus / (deficit)	(19,826)	(19,826)	-	-
Transfer from operating reserves/designated funds				
Transfer from operating reserves	26,126	26,126	-	-
Transfer from designated funds - schools	-	5,862	5,862	100.0%
Transfers from designated funds - service units	-	1,052	1,052	100.0%
	26,126	33,040	6,914	26.5%
Add/(deduct) capital items paid by operating funds				
Capital acquisitions	(34,464)	(59,625)	(25,161)	73.0%
Board funded amortization	29,729	24,229	(5,500)	(18.5)%
Debt repayments	(3,765)	(3,765)	-	-
Use of capital reserves	2,200	25,947	23,747	1079.4%
	(6,300)	(13,214)	(6,914)	109.8%
Net operating surplus / (deficit)	-	-	-	-

⁽¹⁾ Approved by the Board of Trustees on June 21, 2016. Some numbers have been reclassified for comparative purposes.

2016-17 first quarter planned use of reserves and designated funds

CALGARY BOARD OF EDUCATION
2016-17 FORECASTED USE OF OPERATING RESERVES

<u>Description</u>	<u>Reserve balance Sept 1, 2016</u>	<u>2016-17 Approved Use of Reserves¹</u>	<u>2016-17 Revised Use of Reserves</u>	<u>Forecasted Reserve Balance Aug. 31, 2017</u>	<u>2017-18 Forecasted Use of Reserves</u>
Accumulated operating reserves					
Available for use	41,242	(26,126)	(26,126)	15,116	(15,116)
Restricted reserves					
EducationMatters flow-through funds ⁽²⁾	1,812	-	-	1,812	-
Changes in accounting policy reserve	(10,164)	-	-	(10,164)	-
Total restricted reserves	(8,352)	-	-	(8,352)	-
Designated operating reserves					
School decentralized budgets	5,862	-	(5,862)	-	-
Instructional and service unit initiatives	1,052	-	(1,052)	-	-
Total Designated Funds	6,914	-	(6,914)	-	-
Total operating reserves and designated funds	39,804	(26,126)	(33,040)	6,764	(15,116)
Capital reserves					
Building reserve	9,019	(2,200)	(2,200)	6,819	(6,819)
Other capital reserves ⁽³⁾	29,401	-	(23,747)	5,653	(5,653)
Plant, operations and maintenance asset replacement	798	-	-	798	(798)
Total capital reserves	39,218	(2,200)	(25,947)	13,270	(13,270)
Total reserves	79,022	(28,326)	(58,987)	20,035	(28,386)

(1) Approved by the Board of Trustees on June 21, 2016.

(2) This reserves is the result of consolidating EducationMatters into the CBE's financial statements in accordance with accounting standards.

(3) Included in Other capital reserves is designated capital funds - capital funds carried forward for projects that were in progress and will continue into 2015-16. The Designated Capital Funds balance at Aug 31, 2016 is \$23.7 million.

2016-17 first quarter capital budget status report, summary of board funded capital investments

	Capital Budget				
	Approved Budget Sept 1, 2016	Approved Carry Forward and Revision	Total Fall Budget and Carry Forwards	Estimate 2017-18	Estimate 2018-19
Capital Lease Payments (Contracts)					
Performance Contracts	3,765	-	3,765	-	-
Total Capital Lease Payments (Contracts)	3,765	-	3,765	-	-
Non-Facility Related Projects					
Strategic	7,217	1,908	9,125	4,944	1,875
Enhancement	4,165	1,797	5,962	5,426	4,837
Maintenance	14,552	8,778	23,330	20,377	15,406
Total Non-Facility Related Projects	25,934	12,483	38,417	30,747	22,118
Capital Reserve Projects					
CTS/CTF Upgrades	2,825	300	3,125	-	-
New School Commissioning	3,505	8,578	12,083	-	-
Forest Lawn Welding Shop	-	648	648	-	-
Nelson Mandela HS (CTS Commissioning)	-	1,520	1,520	-	-
Nelson Mandela Gym	2,200	-	2,200	-	-
Total Capital Reserve Projects	8,530	11,046	19,576	-	-
	-	1,632	1,632	-	-
School Enhancements	-	1,632	1,632	-	-
Total Non-Facility Capital Expenditures	38,229	25,161	63,390	30,747	22,118
Financed by the Following:					
Contribution from/(to) operating activities	6,300	6,914	13,214	-	-
Total Amortization Expense (non-cash)	29,729	(5,500)	24,229	30,747	22,118
Designated Capital Funds	-	23,747	23,747	-	-
Capital Reserves	2,200	-	2,200	-	-
Total Non-Facility Capital Financing	38,229	25,161	63,390	30,747	22,118

Definitions:

Strategic - Projects that open up new horizons, learning methods, organization models, and value propositions that cut across the organization or physical facility.

Enhancement - Projects that improve or extend the functionality of existing systems, technologies, and processes.

Maintenance - Projects that are required to maintain current systems and keep them in good working condition.



2016-17 first quarter capital budget status report – projects funded by the Province of Alberta

	Total Budget	Estimated Capital Expenditure	Forecast Variance
(in thousands)			
Ongoing Capital Projects - Funded by Alberta Education			
Phase One-2011 Announcement			
Chinook Learning Centre Modernization (Booth Centre)	\$ 10,500	10,500	-
Phase Two-2013 Announcements			
Auburn Bay School	13,266	13,266	-
Christine Meikle School - Modernization/Replacement	14,745	14,745	-
Copperfield School	15,136	15,136	-
Kenneth D. Taylor School ES	13,241	13,241	-
Harold W. Riley (Aboriginal Family Community) School - Modernization	11,003	11,003	-
New Brighton School	15,136	15,136	-
Buffalo Rubbing Stone School	13,088	13,088	-
Eric Harvie School	12,594	12,594	-
Sub-total Elementary Schools	108,209	108,208	-
Marshall Springs School	22,772	22,772	-
McKenzie Highlands MS	22,789	22,789	-
Dr. Martha Cohen School	21,826	21,826	-
William D. Pratt School MS	20,031	20,031	-
Peter Loughheed School MS	19,573	19,573	-
Sub-total Middle Schools	106,991	106,992	-
Bowness High - Modernization	18,019	18,019	-
Jack James High - Modernization	12,161	12,161	-
Northeast High	-	-	-
Sub-total High School	30,180	30,180	-
Total Phase Two Announcements	245,380	245,380	-
Phase Three-2014 Announcements			
Dr. Roberta Bondar School ES	13,681	13,681	-
Manmeet Singh Bhullar School ES	15,900	15,900	-
Hugh A. Bennett School ES	14,195	14,195	-
Ron Southern School ES	15,900	15,900	-
Glenmeadows School - Portable (8)	-	2,800	-
Sub-total Elementary Schools - Portable	59,676	62,475	-
Dr. George Stanley School	21,321	21,321	-
West Ridge School	20,691	20,691	-
Giffith Woods School	25,117	25,117	-
Sub-total Middle Schools	67,129	67,130	-
James Fowler High - Modernization	17,706	17,706	-
Lord Beaverbrook High	27,098	27,098	-
Seton High School	55,996	55,996	-
Sub-total High School	100,800	100,800	-
Total Phase Three Announcements	227,605	230,405	-
Flood Relief			
Elbow Park School	10,100	10,100	-
National Sports School	3,000	3,000	-
Total Capital Projects - Funded by Alberta Education	\$ 496,585	499,385	-

The following attachments are templates provided by Alberta Education and updated with the CBE's 2016-17 first quarter forecast information.

These will be submitted to Alberta Education following Board of Trustees approval. While the totals are the same, some groupings may be different in some cases due to Alberta Education reporting requirements.

Fall 2016 Update to the 2016-17 Operating Budget

3030 Calgary School District No. 19				
School Jurisdiction Code and Name				
FALL 2016 UPDATE TO THE 2016/2017 BUDGET: Page 1				
	Fall 2016 Update to the Budget 2016/2017	Spring 2016 Budget Report 2016/2017	Variance	% Variance
OPERATIONS (SUMMARY)				
Revenues				
Alberta Education	\$1,230,690,000	\$1,224,643,000	\$6,047,000	0.5%
Other - Government of Alberta	\$618,000	\$618,000	\$0	0.0%
Federal Government and First Nations	\$2,650,000	\$2,650,000	\$0	0.0%
Other Alberta school authorities	\$572,000	\$522,000	\$50,000	9.6%
Out of province authorities	\$0	\$0	\$0	0.0%
Alberta municipalities - special tax levies	\$0	\$0	\$0	0.0%
Property taxes	\$0	\$0	\$0	0.0%
Fees	\$51,456,000	\$51,047,000	\$409,000	0.8%
Other sales and services	\$19,360,000	\$19,111,000	\$249,000	1.3%
Investment income	\$3,345,000	\$3,345,000	\$0	0.0%
Gifts and donation	\$6,142,000	\$6,142,000	\$0	0.0%
Rental of facilities	\$6,281,000	\$6,270,000	\$11,000	0.2%
Fundraising	\$9,800,000	\$9,800,000	\$0	0.0%
Gain on disposal of capital assets	\$0	\$0	\$0	0.0%
Other revenue	\$58,000	\$0	\$58,000	100.0%
Total revenues	\$1,330,972,000	\$1,324,148,000	\$6,824,000	0.5%
Expenses By Program				
Instruction - Early Childhood Services	\$55,553,000	\$55,573,000	(\$20,000)	0.0%
Instruction - Grades 1 - 12	\$1,015,538,000	\$1,009,370,000	\$6,168,000	0.6%
Plant operations and maintenance	\$174,053,000	\$173,880,000	\$173,000	0.1%
Transportation	\$45,393,000	\$45,301,000	\$92,000	0.2%
Board & system administration	\$37,073,000	\$36,943,000	\$130,000	0.4%
External services	\$23,188,000	\$22,907,000	\$281,000	1.2%
Total Expenses	\$1,350,798,000	\$1,343,974,000	\$6,824,000	0.5%
Annual Surplus (Deficit)	(\$19,826,000)	(\$19,826,000)	\$0	0.0%
Expenses by Object				
Certificated salaries & wages	\$632,097,000	\$624,300,000	\$7,797,000	1.2%
Certificated benefits	\$143,217,000	\$141,335,000	\$1,882,000	1.3%
Non-certificated salaries & wages	\$206,655,000	\$209,606,000	(\$2,951,000)	-1.4%
Non-certificated benefits	\$56,024,000	\$56,724,000	(\$700,000)	-1.2%
Services, contracts and supplies	\$247,869,000	\$242,576,000	\$5,293,000	2.2%
Amortization expense - supported	\$33,141,000	\$32,494,000	\$647,000	2.0%
Amortization expense - unsupported	\$24,229,000	\$29,729,000	(\$5,500,000)	-18.5%
Interest on capital debt - supported	\$687,000	\$687,000	\$0	0.0%
Interest on capital debt - unsupported	\$188,000	\$188,000	\$0	0.0%
Other interest and finance charges	\$1,248,000	\$1,248,000	\$0	0.0%
Losses on disposal of tangible capital assets	\$0	\$0	\$0	0.0%
Other expenses	\$5,443,000	\$5,087,000	\$356,000	7.0%
Total Expenses	\$1,350,798,000	\$1,343,974,000	\$6,824,000	0.5%
Accumulated Surplus from Operations (Projected)				
Accumulated Surplus from Operations - August 31, 2016	\$39,803,000	\$17,638,000	\$22,165,000	125.7%
Accumulated Surplus from Operations - August 31, 2017	\$6,763,000	(\$8,488,000)	\$15,251,000	-179.7%
Capital Reserves - August 31, 2016	\$39,218,000	\$12,626,000	\$26,592,000	210.6%
Capital Reserves - August 31, 2017	\$13,271,000	\$10,426,000	\$2,845,000	27.3%
Certificated Staff FTE's				
School based	6,293.5	6,213.5	80.0	1.3%
Non-school based	149.2	148.7	0.5	0.3%
Total Certificated Staff FTE's	6,442.7	6,362.2	80.5	1.3%
Non-Certificated Staff FTE's				
Instructional	2,149.9	2,199.4	(49.5)	-2.3%
Plant operations & maintenance	882.9	882.9	0.0	0.0%
Transportation	43.0	43.0	-	0.0%
Other non-instructional	411.3	411.3	0.0	0.0%
Total Non-Certificated Staff FTE's	3,487.1	3,536.6	(49.5)	-1.4%
Attestation of Secretary-Treasurer/Treasurer:				
This information was formally received by the Board of Trustees at the meeting held on : November 29, 2016				



3030 Calgary School District No. 19

School Jurisdiction Code and Name

FALL 2016 UPDATE TO THE 2016/2017 BUDGET: Page 2

	Fall 2016 Update to the Budget 2016/2017	Spring 2016 Budget Report 2016/2017	Variance	% Variance
FEE & SALES TO PARENTS & STUDENTS				
Fees				
Transportation	\$8,509,000	\$8,509,000	\$0	0.0%
Basic instruction supplies	\$10,670,000	\$10,597,000	\$73,000	0.7%
Technology user-fees	\$0	\$0	\$0	0.0%
Alternative program fees	\$0	\$0	\$0	0.0%
Fees for optional courses	\$6,612,000	\$6,612,000	\$0	0.0%
Activity fees	\$9,437,000	\$9,437,000	\$0	0.0%
ECS enhanced program fees	\$0	\$0	\$0	0.0%
Other enhancement fees (describe here)	\$0	\$0	\$0	0.0%
Other enhancement fees (describe here)	\$0	\$0	\$0	0.0%
Other enhancement fees (describe here)	\$0	\$0	\$0	0.0%
Other enhancement fees (describe here)	\$0	\$0	\$0	0.0%
Other enhancement fees (describe here)	\$0	\$0	\$0	0.0%
Extra-curricular fees	\$675,000	\$675,000	\$0	0.0%
Non-curricular travel	\$0	\$0	\$0	0.0%
Lunch supervision fees	\$14,003,000	\$13,667,000	\$336,000	2.5%
Non-curricular supplies and materials	\$0	\$0	\$0	0.0%
Incidental activity fees	\$810,000	\$810,000	\$0	0.0%
Other SGF	\$740,000	\$740,000	\$0	0.0%
Other non-curricular fees (describe here)	\$0	\$0	\$0	0.0%
Other non-curricular fees (describe here)	\$0	\$0	\$0	0.0%
Other non-curricular fees (describe here)	\$0	\$0	\$0	0.0%
Total fees	\$51,456,000	\$51,047,000	\$409,000	0.8%
Other Sales to Parents & Students				
Cafeteria sales, hot lunch, milk programs	\$0	\$0	\$0	0.0%
Special events	\$0	\$0	\$0	0.0%
Sales or rentals of other supplies / services	\$0	\$0	\$0	0.0%
Out of district student revenue	\$0	\$0	\$0	0.0%
International and out of province student revenue	\$8,338,000	\$0	\$8,338,000	100.0%
Adult education revenue	\$3,187,000	\$3,187,000	\$0	0.0%
Preschool	\$0	\$0	\$0	0.0%
Child care & before and after school care	\$0	\$0	\$0	0.0%
Lost item replacement fees	\$0	\$0	\$0	0.0%
Foreign Tuition	\$0	\$8,338,000	(\$8,338,000)	-100.0%
Music Instruments, library fees, commissions	\$0	\$0	\$0	0.0%
Other sales (describe here)	\$0	\$0	\$0	0.0%
Other sales (describe here)	\$0	\$0	\$0	0.0%
Other sales (describe here)	\$0	\$0	\$0	0.0%
Total other sales	\$11,525,000	\$11,525,000	\$0	0.0%
Grades 1 - 12				
Eligible funded students - Grades 1 to 9	78,783.0	78,507.0	276.0	0.4%
Eligible funded students - Grades 10 to 12	29,253.0	29,237.0	16.0	0.1%
Other students	1,616.0	1,615.0	1.0	0.1%
Home ed and blended program students	168.0	183.0	(15.0)	-8.2%
Total Enrolled Students, Grades 1-12	109,820.0	109,542.0	278.0	0.3%
Early Childhood Services (ECS)				
Eligible funded children - ECS	9,327.0	9,137.0	190.0	2.1%
Other children	-	-	-	0.0%
Program hours	475.0	475.0	-	0.0%
ECS FTE's Enrolled	4,663.5	4,568.5	95.0	2.1%

Attestation of Secretary-Treasurer/Treasurer:

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

November 29, 2016



3030 Calgary School District No. 19

School Jurisdiction Code and Name

FALL 2016 UPDATE TO THE 2016/2017 BUDGET

Comments/Explanations of changes from original Spring 2016/2017 Budget Report:

Explain any changes in revenue or fee items >5% (any highlighted items in cells S10-S24 on Page 1 or cells S10 - S30 and S34 - S47 on Page 2):

\$50k increase in Other Alberta school authorities due to revised estimates.

\$57k increase in Other Revenues due to RCSD revenues.

\$8.3 million reclassified from 'foreign tuitions' to 'international and out of province student revenue' under 'Other Sales and Services'. The CBE has made a number of changes to accurately record fees. This category was not previously used however better represents the foreign tuitions collected from non funded students. Thus, these revenues were reclassified to ensure complete accuracy in fee reporting.

Explain any changes in program expenses >5% (any highlighted items in cells S27-S32 on Page 1):

Immaterial variances.

Explain any changes in expenses by object >5% (any highlighted items in cells S37 - S48 of Page 1):

\$4.9 million net decrease in board funded amortization due to lower amounts capitalized in 2016-17 for board funded assets (decrease of \$5.5 million) less higher amounts capitalized for the provincially supported assets increase of \$0.6 million.

\$0.4 million increase in other expenses due to a revision of estimated uncollectible fees.

Explain any changes in projected Accumulated Operating Surplus and Capital Reserves as at August 31, 2016 or August 31, 2017 by >5% (highlighted items in cell S52 to S55):

Transfer from operating reserves/designated funds shows the forecasted use of \$33.0 million of operating reserves and \$25.9 million of capital reserves. This includes additional draws of \$6.9 million in operating and \$23.7 million in capital designated funds for projects in progress at the end of 2015-16 that will continue in 2016-17.

Explain change in total certificated staff >3% (if cell S58 or S59 on Page 1 is highlighted) or non-certificated staff >3% (if cell S63 - S66 on Page 1 is highlighted):

Immaterial variances.

Explain change in enrolment >3% (if cell S55 or cell S61 on Page 2 is highlighted):

Immaterial variances.

Attestation of Secretary-Treasurer/Treasurer:

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

November 29, 2016



**report to
Board of Trustees****EducationMatters Financial Statements as at September 30, 2016**

Date	November 29, 2016
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Janice R. Barkway Office of the Corporate Secretary
Purpose	Information
Originator	Monica Bryan, Director, Finance and Administration, EducationMatters
Governance Policy Reference	Governance Culture GC-3: Board Job Description

1 | Recommendation

- The financial report for EducationMatters is provided for Board information.

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 as at September 30, 2016



November 22, 2016

To the Calgary Board of Education Trustees

EducationMatters is pleased to share its September 30, 2016 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 September 30, 2016 and audited December 31, 2015
- Unaudited Statement of Operations for the period ended September 30, 2016 and audited comparative for the year ended December 31, 2015
- Unaudited Operating Budget Comparison to September 30, 2016
- Statement of EducationMatters Funds Established as at September 30, 2016
- Statement of Grants Awarded for the year to date September 30, 2016
- A discussion of some of the amounts and transactions summarized in the statements

Respectfully submitted,

Monica Bryan - Director, Finance & Administration, EducationMatters

Marilyn Field - Executive Director, EducationMatters

Mark Saar - Treasurer, EducationMatters

EducationMatters
Statement of Financial Position

As at Sept 30, 2016

\$'000

(unaudited)

	As At Sept 30/16	As At Dec 31/15
ASSETS	(unaudited)	(audited)
Cash and cash equivalents	183	158
Investments	6,398	6,657
Accounts receivable	2	1
Prepaid expenses	-	-
Capital assets	29	32
 Total assets	 <u>6,612</u>	 <u>6,848</u>
 LIABILITIES		
Accounts payable	50	28
Deferred Contributions	-	440
 Total liabilities	 <u>50</u>	 <u>468</u>
 FUND BALANCES		
Endowment funds	4,890	4,665
Flow through funds	874	941
Operating funds	798	774
Total fund balances	<u>6,562</u>	<u>6,380</u>
 Total liabilities and fund balances	 <u>6,612</u>	 <u>6,848</u>

EducationMatters
Statement of Operations
Year to Date to Sept 30, 2016
\$'000

(unaudited)

(audited)

	<u>Endowment</u>	<u>Flow-Thru</u>	<u>Operating</u>	<u>Total</u>	<u>Dec 31/15</u>
	\$	\$	\$	\$	\$
REVENUES					
Contributions	134	909	20	1,063	1,266
CBE grants			440	440	660
Gains/losses on investments	234		37	271	464
Interest & fees			50	50	61
Total revenue	368	909	547	1,824	2,451
 GRANTS					
Grants issued	92	977		1,069	806
 EXPENSES					
Salaries & benefits			379	379	490
Consulting & professional fees			24	24	39
Administrative expenses	49		117	166	259
Advertising & communications			4	4	3
Total expenses	49		524	573	791
 FUND BALANCES					
Change during the period	227	(68)	23	182	854
Beginning balance	4,665	941	774	6,380	5,526
Balance, end of period	4,892	873	797	6,562	6,380

Total contributions since inception (\$'000):

2016 YTD	1,063
2015	1,266
2014	1,903
2013	1,244
2012	2,279
2011	1,288
2010	862
2009	733
2008	1,197
2007	641
2006	865
2005	786
2004	612
2003	356
	<u>15,095</u>

EducationMatters
Operating Budget Comparison
Year-to-Date Sept 30, 2016
(\$'000)

	2016 BUDGET	30 Sept Actual (unaudited)
	\$	\$
Operating Expenses by function:		
Salaries and Employee Benefits	536	379
Events	90	3
Fund Development & Communications	56	12
Organizational Administration	216	129
	<hr/>	<hr/>
Total Expenses	<u>898</u>	<u>523</u>

EducationMatters
Funds Established
as at Sept 30, 2016

	Fund Balance \$
Flow Thru Funds (Grants):	
Allan Markin Healthy Learners Fund	-
Athletics Flow Thru Fund, Helping Students in Need	-
Benjamin (Ben) Albert Legacy Fund	-
Beverley Hubert Global Citizenship Fund	-
Bowness High School Enhancement Flow Thru Fund	-
Bridlewood School Enhancement Fund	-
Calgary Flames Ambassadors Supports for Kids with the Gift of Dyslexia Fund	10
Campus Calgary Programs Flow Thru Fund	-
Career Pathways Flow Thru Projects Fund	5,309
Christine Meikle School Flow Thru Fund	-
Civil Society & Citizenship Flow Thru Fund	143
Cornerstone Fund, Enhancing Education for Economically Disadvantaged Students	-
Distinguished Alumni Fund	-
Dr. Brendan Croskery Aboriginal Culture Fund	475
Ernest Manning HS Enhancement Flow Thru Fund	-
Family Literacy Program Flow Thru Fund	-
For the Love of Learning Fund	-
French for the Future Program Fund	-
Fuel for School Program Flow Thru Fund	1,188
Future Leaders Flow Thru Fund	920
Heather and N. Murray Edwards Literacy Fund	-
High School Transition Program	-
Integro Legacy Fund	-
James Fowler HS Art Program Equipment Enhancement Fund	-
Lord Shaughnessy High School Enhancement Flow Thru Fund	-
Louis Riel School Fund	43
Louise Dean School Fund	1,900
McGill University Faculty of Agricultural and Environmental Sciences Fund	-
Mawer Investment Management Literacy Flow Thru Fund	9,316
Public Education Enhancement Flow Thru Fund (Designated)	171,848
Public Education Enhancement Flow Thru Fund	38,383
Schools Helping Schools Fund	1,560
SPIRIT Program Fund	-
Stampede Foundation Fund	-
Students with Special Needs Flow Thru Fund	-
Supports for Students with Fetal Alcohol Spectrum Disorder Flow Thru	-
TEAM Leadership Flow Thru Fund	-
Tyler Zeer Flow Thru Fund	-
West Springs School Enhancement Fund	-
Willow Park School Program Enhancement Flow Thru Fund	33
Youth Mentorship Flow Thru Fund	-
Total Flow Through Funds (Grants)	\$231,128

	Fund Balance \$
Endowment Funds (Grants):	
Athletics Endowment Fund, Helping Students in Need	44,698
Bob Bannerman Memorial Fund	14,746
Beverley Hubert Global Citizenship Fund	22,553
Beyond Your Backyard Opportunities Fund	10,512
Career Pathways Field of Interest Endowment Fund	80,424
Christine M. Fielding Memorial Endowment Fund	41,783
Civil Society & Citizenship Education Endowment Fund	21,731
ConocoPhillips World Schools Debate Development Endowment Fund	50,839
Cornerstone Endowment Fund, Enhancing Education for Economically Disadvantaged	72,065
Creagh Family Fund	28,927
Dr. Brendan Croskery Aboriginal Culture Fund	38,823
EducationMatters Admin Endowment Fund	40,009
Enhancing Education for Students with Special Needs Endowment Fund	35,769
Enhancing ESL Education Endowment Fund	54,221
Future Leaders Endowment Fund	43,235
Georgie C Higgins Junior High Memorial School Fund	13,368
Georgie C Higgins Investment Fund for Lester B Pearson High School	13,717
Governors' Endowment Fund	8,569
Jason and Jane Louie Memorial Fund	7,813
Kaiti Perras Love of Dance Memorial Fund	99,803
Lehew-Wyman Family Endowment Fund	46,019
M.P. Hess Fund	10,155
Margaret and Bill Whelan Endowment Fund	71,912
Mary Nelson Memorial Fund	63,797
Mawer Investment Management Literacy Fund	37,692
McGill University Faculty of Agricultural and Environmental Sciences Fund	7,414
Public Education Enhancement Endowment Fund	326,079
Public Education Enhancement Endowment Fund (Designated)	44
Schools Helping Schools Fund	38,050
Southland Transportation Career Pathways Endowment Fund	7,620
Sunnyside School Endowment Fund	27,848
Supports for Students Born with Fetal Alcohol Spectrum Disorder Fund	37,088
TEAM Leadership Lord Beaverbrook HS Endowment Fund	7,221
Terry Wright Endowment Fund	8,163
Tiberious Publishing Program Fund	15,576
Tyler Zeer Endowment Fund	35,055
William Reid School Endowment Fund	19,922
Youth Mentorship Endowment Fund	9,849
Total Endowment Funds (grant availability capped @ 4.5% per annum)	\$1,513,109

**EducationMatters
Funds Established
as at Sept 30, 2016**

	Fund Balance \$
Flow Thru Funds (Student Awards):	
Aberhart Alumni Scholarship Fund	1,000
Aboriginal Students Award Fund	3,714
Accomplished Angels Student Award Fund	2,500
Adrienne Goudie Memorial Bursary	456
Arrata Family Award for New Canadians	18
Ataturk Peace Scholarship	3,750
Bennett Jones Scholarship Fund	-
Calgary Bridge Foundation for Youth Student Awards Fund	6,955
Calgary Chamber of Commerce Play with the Presidents Scholarship Fund	-
Calgary Entrepreneur Organization (CEO)	4,625
City of Calgary Degree Granting Scholarship Fund	27,202
City of Calgary Post Secondary Scholarships	34,000
ConocoPhillips Canada Awards	12,195
CTS Scholarship Flow Thru Fund	-
David James Anderson Memorial Award Fund	105
EducationMatters Scholarship Flow Thru Fund	65,028
EllisDon Student Award Fund	6,634
ENMAX Scholarship Fund	2,969
Future Leaders Flow Thru Scholarship Fund	958
Gary Weimann Award for Community Service	-
Green & Gold Flow Thru Scholarship Fund	2,819
Hal Winlaw Health & Nutrition Legacy Award	-
Haworth & Heritage Bus Interiors Architecture/Interior Design Scholarship Fund	6,198
Henry Wise Wood Warriors Legacy Flow Thru Fund	4,551
Henry Wise Wood Class of 1970 Scholarship Fund	2,095
Hopewell Scholarship Fund	18,009
Integro Legacy Scholarship Fund	29,922
Ivy & Len Freeston Student Award Flow Thru Fund	160
Jennifer Ellen Shepherd Memorial Award Fund	10,000
Jim Hoeppner Award	20
Kermet Archibald & Jacoba Van Den Brink Memorial Scholarship at The Cgy Found	79,114
Lauber Student Award	9,270
Louise Dean High School Awards	9,668
The Marguerite Patricia P. Bannister Scholarship Fund at The Calgary Foundation	248,608
Marofke Family Aberhart Music Scholarship	-
Maureen Langston Memorial Fund	4,000
Nickolas Paswisty Memorial Bursary	3,168
Pay It Forward Fund	4,900
Queen Elizabeth Deaf and Hard of Hearing Scholarship and Program Enhancement Fund	27,244
R.M. (Mac) Dobson Creative Writing Scholarship	872
Richard D. Tingle Student Award Flow Thru Fund	-
Richard Dunn Music Scholarship Fund	1,930
Southland Transportation Scholarship Flow Thru Fund	1,924
Tenaris Merit Awards Fund	3,000
Tom Inkster Memorial Scholarship Fund	4,424
Verna Hart Toole Legacy Award Fund	435
William & Toshimi Sembo Badminton Scholarship Fund	-
Total Flow Thru Funds (Student Awards)	\$642,440

	Fund Balance \$
Endowment Funds (Student Awards):	
Aaron, Harben Vocal Music Prize Fund	11,377
Aaron Family Scholarship Fund	13,576
Aberhart Alumni Scholarship Fund	77,048
Accomplished Angels Student Award Fund	850,257
Ann Strand Memorial Awards Fund	7,272
Anthony Ward Memorial Fund	3,638
Archie McKillop Student Award Endowment Fund	34,994
Arrata Family Award for New Canadians	47,964
Avis Hibbard Bursary	2,041
Benjamin (Ben) Albert Legacy Fund	266,637
Bennett Jones Scholarship Fund	9,313
Bob Clarke Memorial Scholarship	2,062
Bruce Leidl Composition Award Fund	13,912
Carolyn Baxter Memorial Award Fund	8,192
CNIB Memorial Scholarship Fund	3,816
Claire Poppit Award	7,765
Colonel Walker Community School 1950 to 1965 Alumni Award	13,113
David E. Mitchell Award	52,679
David James Anderson Memorial Award Fund	14,866
Doris Donald Memorial Bursary in Fine Arts	1,494
Douglas Norton Scholarship	2,151
Dr. Gordon Higgins Student Award Fund	23,548
Drs. Harry & Martha Cohen Prize Fund	10,654
Dustin Peers Memorial Visual Arts Award	210,546
Edith Berger Memorial Scholarship Fund	21,112
EducationMatters Endowed Scholarship Fund	2,419
EF Coste Scholarship	4,383
E George Brigden Memorial Scholarship	4,931
Ena Paul Memorial Award	3,671
F Margaret Milligan Scholarship	641
Frank L Woodman Scholarship	1,909
Frank Whipple Memorial Bursary	6,912
Future Leaders Scholarship Endowment Fund	26,295
Gary Weimann Award for Community Service	23,480
George Morley Memorial Scholarship	11,096
Green & Gold Endowment Scholarship Fund	182,994
Hal Winlaw Health & Nutrition Legacy Award Fund	8,486
Haworth & Heritage Business Interiors Architecture/Interior Design Scholarship Fund	33,256
H.D. Cartwright Memorial Award	9,949
Henry Wise Wood Warriors Legacy Endowment Scholarship Fund	53,515
Hugh Robertson Science Award Fund	18,760
Ivy & Len Freeston Student Award Endowment Fund	19,783
James Fowler School Award Fund	15,544
Jennifer Ellen Shepherd Memorial Award Endowment Fund	76,790
Jennifer Eyton Memorial Trust Fund	2,571
Joan Ethier Women in Science Scholarship	413,157
Joanne Mugford Memorial Art Award	7,685
John Bancroft Memorial Award	12,038
Keith Carswell Memorial Scholarship	10,756
Keith Yu Memorial Scholarship Fund	30,005
Laine McLeod Memorial Scholarship	8,266

**Fund
Balance
\$**

Endowment Funds (Student Awards) cont'd:

Langevin School Bursary	25,759
Lawrence Parker Memorial Scholarship	7,494
Lester B. Pearson Work Experience/RAPP Scholarship Fund	24,791
Marjorie Taylor Memorial Scholarship Fund	67,162
Marnie Whitehead Memorial Scholarship	2,341
Marofke Family Aberhart Music Scholarship	53,742
Mary Belkin Memorial Scholarship Fund	27,734
Maurice A Spring (Vocational) Scholarship	5,185
MW & JR Tebo Memorial Journalism Fund	18,903
Pamela Jane Hardy Memorial Award Fund	50,121
Queen Elizabeth Deaf and Hard of Hearing Scholarship and Program Enhancement Fund	64,546
Richard D. Tingle Student Award Fund	31,604
Rick Theriault Outstanding Athletic Contribution Award Fund	19,314
Ruth Ursula Leipziger Scholarship Fund	32,476
Shawn Whitney Memorial Award Fund	13,526
Sir Winston Churchill Enterprise & Innovation Scholarship	6,544
Southland Transportation Scholarship Endowment Fund	7,486
Steven Irving Memorial Music Scholarship	37,092
Susy Devlin Memorial Award Fund	31,220
Teens Against Drunk Drivers (TADD) Scholarship	6,531
Thomas Moore Memorial Bursary Fund	16,434
Thomas Walter Morrish Memorial Scholarship	8,920
Trades Related Career Pathways Student Award	80,549
Viscount Bennett Band Parents Association Award Fund	11,109
William Keir MacGougan Memorial Bursary	27,389

Total Endowment Funds (scholarship availability capped @ 4.5% per annum)

\$3,377,291

EducationMatters
Statement of Grants & Scholarships Awarded
Year-to-Date Sept 30, 2016

	\$
Annie Foote School - Maker Education	14,500
Bishop McNally High School - Athletics Program	1,105
Bowcroft School - Library to Learning Commons	33,000
Bowness High School - Athletics Program	250
CBE - Biennial Conference on Adolescents and Adults with FASD	4,387
CBE - Cinderella Project	2,852
CBE - Encore Program	2,375
CBE - Exploratory Programs	105,600
CBE - Fuel for School Nutrition Support for Vulnerable Schools	55,627
CBE - Fuel for School Program	7,609
CBE - Leader in Me Program	40,128
CBE - Professional Development for Maker Education	10,000
Centennial High School - Athletics Program	400
Central Memorial High School	410
Colonel J. Fred Scott School - Maker Education	14,500
Crescent Heights High School - Athletics Program	700
Discovering Choices Outreach (Downtown) - Student Basic Needs	57,190
Discovering Choices Outreach (Downtown) - Dance Program	4,202
Douglas Harkness School - Library to Learning Commons	33,000
Dr. E.P. Scarlett High School - Athletics Program	75
Dr. Gordon Higgins School - Empathy toys / Supply cart	1,660
Dr. Gordon Higgins School - Maker Education	14,500
Erin Woods School - Maker Education	14,500
Ernest Morrow School - Maker Education	14,500
Forest Lawn High School - Maker Education	14,500
Glenbrook School - Maker Education	14,500
James Fowler High School - Athletics Program	75
James Short Memorial School - Library to Learning Commons	33,000
Junior Achievement of Southern Alberta - Entrepreneurial Trades	47,500
Lester B. Pearson High School - Finance Club	621
Louis Riel School - Technology Funding	6,833
Notre Dame High School - Athletics Program	250
O.S. Geiger School - Library to Learning Commons	33,000
Patrick Airlie High School - Maker Education	14,500
Pineridge School - Library to Learning Commons	33,000
Queen Elizabeth High School - Athletics Program	250
St. Francis High School - Athletics Program	400
Ted Harrison School - Maker Education	14,500
Terrace Road School - Maker Education	14,500
West View School - Maker Space Program	14,250
Western Canada High School - Athletics Program	500
William Aberhart High School - Athletics Program	180
Total 2016 YTD Program Grants	\$ 708,429
Total 2016 YTD Scholarships	\$ 360,791
Total 2016 YTD Grants & Scholarships	\$1,069,220

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.

In October, 2016 we deferred \$440,000 of CBE operating contributions received in 2016 that relate to our fiscal year 2017. This amount is not reflected in the financial statements at September 30, 2016, as provided in this report.

Capital assets consist primarily of office equipment.

Statement of Operations

Fundraising initiatives for 2016 are proceeding as planned and anticipated.

In accordance with best practices for 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 September 30, 2016 reflect both realized and unrealized gains on funds. For the long term EducationMatters expects steady growth of their investments.

Grants and scholarships at \$1,069,220 issued year-to-date, continue to provide a significant contribution supporting Calgary Board of Education students.