



AGENDA

BOARD OF TRUSTEES

Sarah Hoffman
Board Chair


Michael Janz
Board Vice-Chair

Sherry Adams
Orville Chubb
Michelle Draper
Ken Gibson
Nathan Ip
Cheryl Johnner
Ray Martin

Edmonton School District No. 7
One Kingsway
Edmonton, Alberta

McCauley Chambers
Tuesday, December 17, 2013
2:00 p.m.

Board Meeting #4

- A. O Canada **
- B. Roll Call**
- C. Approval of the Agenda**
- D. Communications from the Board Chair**
- E. Communications from the Superintendent of Schools**
- F. Approval of the Minutes**
 - 1. DRAFT - Board Meeting #2 – November 26, 2013
 - 2. DRAFT – Board Meeting #3 – December 3, 2013
- G. Comments from the Public and Staff Group Representatives**
(NOTE: Pre-registration with the Board Office [780-429-8021] is required by 4:30 p.m. Monday, December 16, 2013 to speak under this item.)
- H. Reports:**
 - 3. Report #2 of the Caucus Committee (From the Meeting Held December 3, 2013)
(Recommendation)

WALK-IN REPORT - Report #3 of the Caucus Committee (From the Meeting Held December 17, 2013)
(Recommendation)
 - 4. Motion re Resources to Strengthen Liaison Between First Nations Schools and Edmonton Public Schools
(Recommendation)
 - 5. Audit Committee: 2012-2013 Financial Statements and Auditors Report
(Recommendation)
 - 6. Fall 2013 Update to the 2013-2014 Budget
(Recommendation)

7. District Priorities and Governance Committee: Development of the District Priorities
(Recommendation)
8. Policy Review Committee: Annual Policy Development and Review Plan 2013-2014
(Recommendation)
9. ASBA Issues and Resolutions Committee: Alberta School Boards Association (ASBA) Call for Input into the ASBA Strategic Plan 2014-2017
(Recommendation)

I. Other Committee, Board Representative and Trustee Reports

J. Comments from the Public and Staff Group Representatives - 5:00 p.m.
(NOTE: Pre-registration with the Board Office [780-429-8021] is required by 4:30 p.m. Monday, December 16, 2013 to speak under this item.)

K. Trustee and Board Requests for Information

L. Notices of Motion

M. Meeting Dates

N. Adjournment

MINUTE BOOK

Board Meeting #2

Minutes of the Board Meeting of the Trustees of the Edmonton School District No. 7 of the Province of Alberta held in McCauley Chambers in the Centre for Education on Tuesday, November 26, 2013 at 2:00 p.m.

Present:

Trustees

Sherry Adams
Orville Chubb
Michelle Draper

Ken Gibson
Sarah Hoffman
Nathan Ip

Michael Janz
Cheryl Johner
Ray Martin

Officials

Jim Davies
David Fraser

Mark Liguori
Ron MacNeil
Kathy Muhlethaler

Darrel Robertson
Sandra Stoddard

Board Chair: Sarah Hoffman

Recording Secretary: Manon Fraser

A. O Canada 

Staff Group Representatives

Edmonton Public Teachers – Nels Olsen, President
CUPE Local 3550 – Carol Chapman, President

B. **Roll Call:** (2:00 p.m.)

The Superintendent advised that all Trustees were present.

C. **Approval of the Agenda**

MOVED BY Trustee Janz:

“That the agenda for the November 26, 2013 board meeting be approved as printed.” (UNANIMOUSLY CARRIED)

MINUTE BOOK

D. Communications from the Board Chair

The Board Chair advised that the *White Ribbon Campaign* began today and will run through December 6th. The *White Ribbon Campaign* is intended to make the public aware that violence against women is unacceptable. The Board endorsed this campaign in 1996 and urges schools and staff to recognize this initiative. CUPE Local 474 has provided each Trustee and staff member with a white ribbon.

The Board Chair reported on the following activities Board members attended:

- CUPE Local 474 Retirement Banquet
- CUPE Local 784 Retirement Banquet
- 7th Annual Creating Safe Spaces Breakfast (Safe and Caring Schools)
- New Teacher Induction Ceremony
- Annual Meeting of the Joint Action for Children Committee (JACC)
- School Council training evening
- Remembrance ceremonies held at the Butterdome and at district schools
- Metro Boards Chairs' video conference
- Metro Boards' meeting held during the Alberta School Boards Association (ASBA) Fall General Meeting
- Big Brothers and Big Sisters meeting
- United Way Round-Up Breakfast

E. Communications from the Superintendent of Schools

The Superintendent advised that three district students recently attended an International Language and Culture Competition in China. Shawna Truong and Drew Parker from McNally School, and Ivy Friesen from Ross Sheppard School were grouped with three students from Toronto to form the Canadian national team at this world-renowned competition. Led by Dr. Xie Mian Mian, Cultural Coordinator of the Confucius Institute in Edmonton, this team was awarded first place in the final competition and placed second in the running for the most popular team in the world. This is a great achievement for our students and underscores the effectiveness of Chinese language programming in the district.

The Superintendent advised that, three days a week, École Dunluce School hosts an Early Risers Reading Club. Students come to school early not only to read, but to enjoy a healthy breakfast of fruit and toast. Much of the reading is led by mentors who are made up of teacher, parent and community volunteers.

MINUTE BOOK

Last year 20 students were registered in the Club and this year that number has risen to eighty students, from Grades 1 to 6. The school has received a \$7,500 grant from the Junior League's Community Assistance Fund to help supply breakfast for the Club for the next three years. The school was also featured in an article in the *Edmonton Journal*. As a result, the owners of a local grocery store, Land's Happy Mart Food Store, contacted the Principal and donated \$500 to the Club.

The Superintendent introduced Ms Lisa Austin, Director of Communications.

F. Minutes

1. Board Meeting #27 – September 17, 2013

MOVED BY Trustee Johner:

“That the minutes of Board Meeting #27 held September 17, 2013 be approved as printed.” (UNANIMOUSLY CARRIED)

2. Organizational Board Meeting – November 5, 2013

MOVED BY Trustee Adams:

“That the minutes of the Organizational Board Meeting held November 5, 2013 be approved as printed.” (UNANIMOUSLY CARRIED)

G. Comments from the Public and Staff Group Representatives

The Board heard from the following two speakers:

- Ms Alana Boysis regarding concerns about Aboriginal education
- Ms Sharon Young regarding concerns about her daughter's experiences at school

H. Reports

3. Report #1 of the Caucus Committee (From the Meeting Held November 5, 2013)

MOVED BY Trustee Janz:

“1. That Report #1 of the Caucus Committee from the meeting held November 5, 2013 be received and considered.” (UNANIMOUSLY CARRIED)

MINUTE BOOK

MOVED BY Trustee Janz:

- “2. That the agreed-to changes for a four-year collective agreement with the Alberta Teachers’ Association (Teaching Staff) from September 1, 2012 to August 31, 2016 be confirmed.”**

A copy of the agree-to-changes will be attached to the board meeting minutes.

The Board Chair called the question.

The Motion was UNANIMOUSLY CARRIED.

4. Edmonton Public Schools’ Combined Three Year Education Plan and Annual Education Results Report

Trustees provided the following feedback:

- Confirm the figures on page 30 of the AERR versus what appears on page three of the Superintendent’s area results review documents with respect to English 30-1 and English 30-2. The results review documents state that *In English 30-2 89.5% of our students achieved the acceptable standard...* however, the AERR indicates the number is 83.2 for the acceptable level for 2012. (Trustee Chubb)
- Add a reference under parental engagement with respect to the renewing of the Alberta School Councils’ Association (ASCA) district membership for a further two years. (Trustee Johner)
- Provide specific targets related to each of the goals. (Trustee Hoffman)
- Reference the significant change made last year in allowing students to take a fourth year of regular high school programming at their high school rather than having to attend Centre High or Metro Continuing Education or the Argyll Centre. Also mention any evidence available that this contributed to the increase in high school completion. (Trustee Hoffman)
- That for future reports, continue to build a narrative that flows as follows: (Trustee Gibson)
 - a discussion of the current situation
 - a description of our goals to improve on the current situation
 - an analysis of the strategies to achieve those goals
 - evidence of performance and accomplishment for the current period

MINUTE BOOK

- analysis of what worked and what needs to change
- a description of the revised strategies, associated performance measures that make up the new plan

MOVED BY Trustee Hoffman:

“That Trustee feedback be considered in the development of the recommendation report with respect to the Edmonton Public Schools’ Combined Three Year Education Plan and Annual Education Results Report that will be brought to the December 3, 2013 public board meeting for approval.” (UNANIMOUSLY CARRIED)

5. Review of the 2012-2013 Superintendent’s Area Results

This report was discussed in conjunction with report four *Edmonton Public Schools’ Combined Three Year Education Plan and Annual Education Results Report*.

There was a break at this point of the meeting

6. Bereavements

Vice-Chair Janz reported on the passings of Former Trustee Rose Rosenberger, Former Trustee Jean Woodrow, Mrs. Gail Leslie (a member of the District’s support staff) and Mrs. Karen Harries (a member of the District’s teaching staff).

MOVED BY Trustee Janz:

“That the report be received with regret and the actions of the Administration in this regard be confirmed.” (UNANIMOUSLY CARRIED)

I. Other Committee, Board Representative and Trustee Reports

Trustee Johnner, the Board’s representative on ASBA Zone 23, reported that the ASBA Zone 23 Annual General Meeting was held on October 25, 2013. The following individuals were elected at the meeting:

- Zone Chair – Cheryl Dumont
- Zone Vice-Chair – Colleen Holowaychuk
- Director 2 – Jean Boisvert
- Alternate Director 2 – Vicky Lefebvre
- Edwin Parr Committee – Bernie Huedepohl, Cheryl Johnner and Irene Sawyer

MINUTE BOOK

- Advocacy Committee – Richard Gilchrist and Lorna Misselbrook (the election of the remaining position on the Advocacy Committee was deferred to the next ASBA Zone 23 general meeting to be held November 29, 2013).
- Labour Relations Committee (the elections for the Labour Relations representative and alternate positions were also deferred to the next ASBA Zone 23 general meeting on November 29, 2013.)
- Comprehensive School Health Representative (election deferred to the November 29, 2013 ASBA Zone 23 general meeting)

Trustee Johner advised that the ASBA Zone 23 bylaws were approved with amendments.

Trustee Draper, Policy Review Committee Chair, advised that the Committee had its inaugural meeting on November 20, 2013. The Administration provided the Committee with a comprehensive review of the policy review process. The Committee has begun its work to review policies under health and wellness. The Committee is also cognizant of the *Education Act* and is ensuring all of the policies reflect upcoming changes.

Trustee Hoffman advised that the Audit Committee met last week with staff, the external audit firm and the two community members with accounting backgrounds who serve on the Committee.

Trustee Hoffman, the Board's representative on the Alberta School Boards Association (ASBA) Board of Directors, reported that a number of Trustees attended the ASBA Fall General Meeting held last week in Edmonton. The Board brought forward two motions to the floor for consideration – both motions were supported by the membership. The first motion was with respect to advocating to the Province to establish a sustainable, predictable, adequate revenue stream to ensure predictability for education. The second motion was with respect to advocating for additional supports for English Language Learners taking standardized testing at the provincial level. Both motions will be incorporated into the January ASBA planning process as provincial advocacy initiatives.

Trustee Hoffman also noted that Trustee Janz was elected Vice-President of the ASBA at the ASBA Fall General Meeting.

Trustee Gibson, District Priorities and Governance Committee Chair, advised that the Committee held its inaugural meeting on November 13, 2013, at which time, the Committee reviewed a project charter. The Committee will bring forward a recommendation report to the Board on December 17, 2013.

MINUTE BOOK

K. Trustee and Board Requests for Information

Trustee Martin requested that information be provided regarding the Lost Prizes Program for at-risk students, including the purpose of the program, outcomes achieved and any potential for implementation in the District.

L. Notices of Motion – None.

M. Next Board Meeting Date: Tuesday, December 3, 2013 at 2:00 p.m.

J. Comments from the Public and Staff Group Representatives – 5:00 p.m.

The Board heard from Mr. Michael Tachnyski regarding bullying of students and staff.

N. Adjournment (4:55 p.m.)

The Board Chair adjourned the meeting.

Sarah Hoffman, Board Chair

Dr. Sandra Stoddard, Director Governance
and Strategic Support Services

**SYNOPSIS OF CHANGES TO THE COLLECTIVE AGREEMENT
BETWEEN
EDMONTON SCHOOL DISTRICT NO. 7
AND
THE ALBERTA TEACHERS' ASSOCIATION**

Agreement Duration: September 1, 2012 to August 30, 2016

Approximate number of staff: 6000 (including supply staff)

Salaries: 0% September 2012
0% September 2013
0.06% September 2014
2% September 2015

A one-time lump-sum payment of 1% of the annual salary as set out in the collective agreement grid in effect as of November 15, 2015 will be paid to all teachers on contract on that date, and paid no later than the end of December of 2015.

Note: Any dollar amounts not otherwise adjusted are to be adjusted by the same percentage and effective dates as the grid. This includes clauses 7.1, 9.1, 9.2, 9.3, 9.4, 10.1, 10.2, 10.3, 10.4, 11.1, 11.2, 11.3, and 15.2

Preamble

This Agreement is made this Thursday, October 24, 2013, pursuant to the School Act and the Labour Code.

Implementation Notes

This addition to the preamble confirms current practice that the collective agreement is in accordance with legislation.

4 Scope

4.3 The Board may create new classes of designations in respect to teachers covered by this agreement. Nevertheless, the salaries and allowances for such new classifications shall be arrived at by consultation with the ~~Local~~ **Association** before initially advertising or designating teachers within the new classifications.

Implementation Notes:

Adjustment made to correctly identify that the bargaining agent for Edmonton Public Teachers Local No 37 is the Association.

5.1 Salary Scale

Implementation Notes:

As there are no increases to salaries, there will be no need for adjustments to unit costs for the 2013/2014 school year.

The required unit cost adjustments in subsequent years will be communicated to DU administrators.

5.5 Teacher Education

5.5.3 A teacher must advise the Board in writing if a further year of teacher education is acquired as verified by the Teacher Qualification Service (TQS). Failure to do so ***or to provide proof of having applied to TQS*** by October 31 will result in the grid salary adjustment date to be the following February 1. Failure to advise the Board in writing by March 31 will result in the grid salary adjustment being delayed until the opening day of school in the next school year.

Implementation Notes:

Teachers may request that TQS provide proof of having applied for an update of their teacher education qualifications to the District. Failing to provide proof of this application by October 31, or March 31, would mean that there would not be a salary adjustment for the teacher until the next salary adjustment date. (February 1 or the opening day of the next school year).

12. Group Insurance

Increase Board payment of extended disability benefit premiums to 100%, effective September 1, 2014

Effective September 2014 the Board will increase payment of the extended disability benefit premiums to 100% from 85%.

13.2.1 Teacher Assignment

Revise third paragraph to read, "The parties agree that, effective September 1, ~~2012~~ **2016** the language of clause 13.2 will revert to the language of the September 1, 2001 collective agreement".

Implementation Notes

Please see the implementation notes for the Letter of Understanding - Pilot Project Revised Calendar.

On September 1, 2016 the parties have agreed that the collective agreement will revert to the language that was agreed to in the September 1, 2001 collective agreement.

17. Personnel Files

17.2 The Board shall provide to the Association a list of teachers covered by this agreement identifying name, location, FTE, position and teaching certificate number, **address, and telephone numbers (except a declared silent number)**. This shall be provided in electronic format on **October 31 and February 28** of each year.

Implementation Notes

In addition to the information currently provided, the Board will also provide the home address and phone number of all teachers covered by the agreement. This will be done twice a year. This list will not include the phone numbers of teachers who have submitted a declaration of a silent phone number.

18.3 Family Illness and Bereavement Leave

18.3.2 Leave granted under clause 18.3.1(a) will terminate in the event of death of the person identified in clause 18.3.1 and the teacher will then be eligible for leave under clause 18.3.1(b). Leaves referred to in clauses 18.3.1(a) and (b) shall be taken within a two week period of the actual occurrence of the critical illness or death. Leave under 18.3.1(c) shall be taken within ~~a three week period~~ **one year** of the actual occurrence of the critical illness and death.

Implementation Notes

Amended the time period within which teachers may access the combined leave for critical illness and death. The leave must now be accessed within one year of the critical illness and death.

18.3.5 Leave with pay and benefits up to three days per school year necessitated to attend to the medical needs of a **spouse**, parent, spouse's parent, child or a member of the teacher's household shall be granted by the superintendent of schools.

Implementation Notes

The inclusion of spouse clarifies that a spouse would be included even if the spouse does not reside in the same residence as the teacher.

18.4 Private Business Leave

18.4.3 Subject to operational requirements, requests for leave which would extend the Christmas, spring recess, summer vacation period and other breaks of four or more week days may ~~not~~ be granted under this clause.

Implementation Notes

Provides teachers with the option of accessing private business leave to extend the Christmas, spring and summer breaks.

NOTE – “Subject to operational requirements” can be determined through the description of the Superintendent's considerations for granting the leave in **18.4.1** - (Leaves of absence for private business may be granted by the Superintendent of Schools, having due regard to all the

circumstances and the interests of a school and/or the school system, for up to two days per school year.)

19. Other Leaves of Absence

~~19.1 A teacher who is appointed to the interpretations committee under clause 25.1 step four shall be granted leave with salary and benefits for the purpose of attending such committee meetings.~~

Implementation Notes

As a result of changes to the grievance process which resulted in the removal of interpretations as one of the grievance steps, this clause was no longer required.

NEW 19.1 The Board recognizes that teachers have a professional responsibility to provide service to the Association and therefore, upon application to the superintendent of schools, a leave of absence for Alberta Teachers' Association business shall be granted without loss of salary or benefits provided that an amount equal to the daily rate of pay of a substitute teacher as per clause 7.1 shall be paid to the board for each day of such leave.

Implementation Notes

The addition of the new clause provides the Association with the ability to apply to the Superintendent for the release of district teachers for Association business without the teacher losing salary or benefits. The leave shall be granted by the Superintendent if the Association agrees to provide the Board with an amount equivalent to the daily rate of pay of a substitute teacher. The Decision Unit would continue to be responsible for the salary of the teacher.

19.5 At the request of the Local, a teacher who is elected to the office of President of Local 37 A.T.A. shall be granted ***paid*** leave of absence on a scheduled basis, up to a maximum of full-time, for the school year(s) during which the office is held. During such, scheduled ***paid*** leave of absence the President shall receive all the entitlements accorded to a continuing full-time teacher and the Local shall pay a pro-rated portion of Board Cost which reflects the amount of release time provided.

Implementation Notes

The amendment provides job security and clarity of information to candidates and future Presidents of Local No 37.

23. Professional Improvement

23.2 Leave for professional improvement may be granted for a school year or portion thereof, upon application, to a teacher:

- (b) with four or more years of service with this Board, with 1 experience increment, benefits and an annual allowance, calculated at the time the leave commences, that is equal to **the first step** ~~Step 4~~ on the grid for category of teacher education.

Implementation Notes

As the first step of the of the grid is Step 0 it was important to align the language with the original intent which was negotiated when Step 1 was the first step on the grid.

23.7 The Board will grant leaves, after reviewing the foregoing applications for leave and tuition support, to a maximum of 3/4 of one per cent of the annual grid and allowance cost, calculated as of the preceding November 30. The Board will determine both the number and the persons to be granted leave and tuition support after considering the seniority of each applicant and the interests of the school system. No more than ~~30~~ **50** percent of the annual amount approved by the Board shall be used for tuition support.

Implementation Notes

Amendment will provide the Board with flexibility to provide more tuition support to teachers. The change will address the increase in applications for tuition support and the decrease in applications for leave with an allowance.

24. Liaison Committee

The liaison committee is intended to serve as a means of communication *and collaboration* outside the context of collective bargaining. The committee shall consist of:

- 1) Board representatives as determined by the Superintendent of Schools and
- 2) The Table Officers of ATA Local 37 and other Association representatives as determined by the Local.

This committee shall meet monthly unless there is mutual agreement to hold an additional meeting or to cancel a meeting. The Superintendent of Schools and President of the Local may through mutual agreement establish subcommittees to undertake activities such as research, producing reports, and providing feedback. A report of activities and discussion may be compiled annually and provided to the President of the Local and the Superintendent of Schools.

Implementation Notes

The amendment of the first sentence of the clause and the addition of the paragraph outlining specifics provide clarification of the intention of the Board and the Local to use this committee to work together on matters not covered by the collective agreement.

25. Grievance Procedure

- 25.2 Any difference between any teacher covered by this agreement and the Board, or a dispute between The Association and the Board concerning the interpretation, operation or alleged violation of this agreement shall be dealt with as follows:

STEP ONE

Such difference, hereinafter called a “grievance”, shall be submitted in writing within 30 days of the discovery of the difference to the Superintendent of Schools and to the Executive Assistant of the Local. Such grievance shall set out the nature of the grievance, the clauses of this agreement which allegedly have been violated and the remedy being sought.

STEP TWO

The Superintendent of Schools will review the grievance and within 15 days shall render a decision in writing to the grievor and the office of the Executive Assistant of the Local and the Coordinator of Teacher Welfare of The Association.

~~Optional Grievance Mediation~~

~~The parties may mutually agree to a non-binding process to attempt to resolve the grievance. To facilitate the mediation process the parties agree to extend the timeline for moving to Step Three in the grievance process so that a period of 10 days is provided after the conclusion of the mediation process to recommence formal grievance proceedings. A mediation process is attached to this agreement as a letter of intent.~~

STEP THREE

- (a) After receipt of the decision of the Superintendent of Schools, under Step Two, within ten (10) working days either party may request that a Mediator be appointed to meet with the parties, investigate and define the issues in dispute and facilitate a resolution.
- (b) The Mediator shall be appointed by mutual agreement between the parties.
- (c) The purpose of the Mediator’s involvement in the grievance process is to assist the parties in reaching a resolution of the dispute, and anything said, proposed, generated or prepared for the purpose of trying to achieve a settlement is to be considered privileged. During the proceedings, the parties shall disclose all materials and information relevant to the issue(s) in dispute.
- (d) The expenses of the Mediator shall be equally borne by both parties.
- (e) The grievance may be resolved by mutual agreement between the parties.

Within ten (10) working days of first meeting the parties, having considered the issue(s) in dispute and the terms of the collective agreement, the Mediator shall issue a report including non-binding recommendations.

STEP THREE

~~In the event that the decision of the Superintendent of Schools fails to satisfy the grievance, the Executive Assistant of the Local shall within 10 days thereafter give written notice to the Board Secretary requesting consideration of the grievance by the Interpretations Committee.~~

STEP FOUR

~~The Interpretations Committee shall be composed of 2 representatives of the Board and 2 representatives of The Association. A quorum of this committee shall consist of all members.~~

~~It shall be the duty of this Committee to meet, hear the grievor and/or representative(s) and endeavour to resolve all grievances concerning the interpretation, application, operation or alleged violation of this agreement.~~

~~The Interpretations Committee shall be required to give its decision within 21 days following the receipt of such notice and shall dispose of each grievance before proceeding to another, except where, by unanimous consent of the Interpretations Committee, the hearing of such grievance is adjourned for the purpose of obtaining further information.~~

~~If the Committee reaches a unanimous decision as to the disposition of any grievance, that decision shall be final and binding.~~

STEP FIVE FOUR

~~If the Committee does not reach a unanimous decision, The Association shall, within 20 days of the committee's decision, be entitled to serve the Board written notice *In the event that the decision of the Superintendent of Schools fails to satisfy the grievance, the Association shall within 20 days thereafter give written notice to the Board Secretary* requesting the establishment of an Arbitration Board.~~

Each party shall appoint 1 member as its representative on the Arbitration Board within 7 days of such notice and the 2 members so appointed shall endeavor to select an independent Chairperson.

If the 2 members fail to select a Chairperson within 5 days after the date on which the last of the 2 members is appointed, they shall request the Director of Mediation Services to select a Chairperson.

The Arbitration Board shall determine its own procedures but shall give full opportunity to all parties to present evidence and to be heard.

The Arbitration Board shall not change, modify, or alter any of the terms of this agreement. All grievances or differences submitted shall present an arbitrable issue under this agreement, and shall not depend on or involve an issue or contention by either party that is contrary to any provisions of this agreement or that involves the determination of subject matter not covered by, or arising during the term of this agreement.

The Arbitration Board shall give its decision within a reasonable time after the appointment of the Chairperson. A decision of a majority of the members of the Arbitration Board shall govern but, if there is no majority decision, the decision of the Chairperson shall be the decision of the Arbitration Board. In either situation, the decision is binding on both parties.

Each party to Arbitration shall bear the expense of its respective nominee and the 2 parties shall bear equally the expenses of the Chairperson.

- 25.3 By mutual agreement between the Board and the Association, any of the dates contained in this clause may be extended but, in the absence of mutual agreement, failure by the grieving party to comply with any of the time restrictions will mean that the grievance is lost.

Implementation Notes

Amendment of the grievance procedure includes the removal of interpretations and the subsequent renumbering of grievance procedure steps, as well as consequential amendments due to the removal of interpretations.

Content included in the Optional Grievance Mediation section of this clause has been formalized and clarified as Step 3 in the grievance process.

LETTER OF INTENT: “Framework for Involvement in Site-Based Decision Making”

The parties hereby agree that the joint committee (maximum of 10 members) consisting of an equal number of representatives from the Board and the Local, shall continue. The committee working on the Framework for Involvement in Site-Based Decision Making [May 2000] shall expand its focus to investigate and report on developing a culture that engages, values and respects staff, fosters their well being and enables them to be involved in decision making processes resulting in staff satisfaction. This committee will explore strategies and best practices that can be used by schools to achieve these ends. The committee shall issue a written report to the Superintendent of Schools and the President of the ATA Local prior to April 30, 2013. This letter of intent will expire on June 30, 2013.

Implementation Notes

Amendment acknowledges that the work of this committee will not continue beyond June 30, 2013.

Letter of Intent – Guidelines for Classroom Safety

Implementation Notes

This letter of intent was removed from the collective agreement as the work outlined in the letter has been concluded.

Letter of Understanding – Pilot Project on Revised School Calendar

Implementation Notes:

Within 30 days of ratification of the collective agreement the parties will establish a joint committee to review the proposed calendars for the 2014-2015 and 2015-2016 school years to ensure the criteria outlined in the letter are met. The committee will be comprised of teachers appointed by the Economic Policy Committee and three members appointed by the Board.

- The Board still retains the authority to establish the school calendar.
- We are moving from weekly instructional time (maximum of 1430 minutes) to annualized instructional time (maximum of 896.2 hours per year).
- Total teacher assignable time remains 1800 minutes per week.
- Total instructional time has not changed.

- Any changes to the Board Calendar will not become effective until the 2014/2015 school year.
- The District is not anticipating the reduction in the number of days of instruction to impact the number of days that Support, Maintenance or Custodial staff will work.
- Annualized instructional time provides the flexibility to have :
 - one additional day-in-lieu for teacher/parent interviews (a change from one to two days-in-lieu)
 - Two additional days for district/catchment/school professional development days (a change from 3 to 5 PD days)
 - One operational day at the beginning and at the end of the school year (Retained current practice)
- The parties agree that the focus of this pilot project is on teaching quality, improvement of student outcomes and support for a reasonable work load.
- As a result of the pilot project the parties have agreed to the suspension of Clause 13.2 (Teacher Assignment) and Clause 23.10 (Professional Development) during the pilot project
- In the event that either party serves notice that they intend to terminate the pilot project on August 31, 2016, Clause 13.2 and 13.2.1 will take effect on September 1, 2016.

Letter of Understanding – Pilot Project on Staff Development Fund

Implementation Notes:

The parties shall establish a joint committee within 30 days of ratification of the collective agreement to establish guidelines for the fund to ensure there is a clear focus on teaching quality and improvement of student outcomes. The committee will be comprised of three teachers appointed by the Economic Policy Committee and three members appointed by the Board.

Key points relative to this pilot project include the following:

- The Board has committed to establishing a Staff Development Fund to enable teachers or groups of teachers to access funds to support costs incurred in professional development activities or resources related to their individual professional growth plan.
- The Board will provide an amount of \$500,000 annually in 2014-15 and 2015-16 to establish the available funds.
- Edmonton Public Teachers Local No 37 of the ATA shall administer and control the distribution of the Staff Development Fund. Edmonton Public Teachers Local No 37 Treasurer shall provide an annual report to the Superintendent of Schools or delegated authority indicating disbursement of the funds and staff development priorities.
- Any teacher or group of teachers may make application to Edmonton Public Teachers Local No 37 to access these funds.

Memorandum – Principal and Assistant Principal Days-in-Lieu

Implementation Notes:

Reaffirms the Superintendent's commitment to continue this practice for the duration of this agreement. Principals and Assistant Principals will receive two additional days-in-lieu with the option to take pay in lieu of time in recognition of work required during the summer recess to ensure smooth school or decision unit opening.

Memorandum – School Working Files

Implementation Notes:

Outlines the Districts commitment to meet with representatives from the ATA and the three CUPE Locals to gather information that will be submitted for consideration in the development of an administrative regulation and or guidelines relating to the use of working files.

Memorandum – Administrative Regulation GCAA.AR – Teacher Contracts – Section B. PART-TIME CONTINUING CONTRACT – FULLTIME ASSIGNMENT

Implementation Notes:

Reaffirms the Superintendent's commitment to continue the requirements outlined in this section of the administrative regulation, provided that the teacher is meeting the teaching quality standards and all other requirements are met by the school principal and the teacher for the duration of this collective agreement.

MINUTE BOOK

Board Meeting #3

Minutes of the Board Meeting of the Trustees of the Edmonton School District No. 7 of the Province of Alberta held in McCauley Chambers in the Centre for Education on Tuesday, December 3, 2013 at 2:00 p.m.

Present:

Trustees

Sherry Adams
Orville Chubb
Michelle Draper

Ken Gibson
Sarah Hoffman
Nathan Ip

Michael Janz
Cheryl Johner
Ray Martin

Officials

Jim Davies
David Fraser

Mark Liguori
Ron MacNeil
Kathy Muhlethaler

Darrel Robertson
Sandra Stoddard

Board Chair: Sarah Hoffman

Recording Secretary: Manon Fraser

A. O Canada 

B. **Roll Call:** (2:00 p.m.)

The Superintendent advised that all Trustees were present.

C. **Approval of the Agenda**

MOVED BY Trustee Janz:

“That the agenda for the December 3, 2013 board meeting be approved as printed.” (UNANIMOUSLY CARRIED)

D. **Communications from the Board Chair**

The Board Chair advised that the District Recognition Night for Service, Team and Merit Recognition Awards was taking place this evening. The event recognizes the outstanding accomplishments, contributions, and achievements of parent/community members, staff members and students.

MINUTE BOOK

The Board Chair advised that today was the International Day of Persons with Disabilities. This day honours people with disabilities and those who support them.

E. Communications from the Superintendent of Schools

The Superintendent advised that the District has launched the communication plan for the growth accommodation strategy. A number of supporting resources and documents are available on the District website that will help parents and community members understand the District's space issues and the accommodation of students. These materials will begin to inform the public about the consultation meetings that will be held in schools across the District from January 6 to 15, 2014, as well as provide information about an on-line survey and share ways in which parents and the public can get involved through social media.

The Superintendent stated his commitment to public engagement and his belief in the power of collective wisdom as we tackle the District's space and growth challenges. He provided reassurance that, while options will be shared during the engagement strategy as a starting point for discussion, input and feedback, there are no predetermined outcomes. The District website and survey reflects this as well.

F. Comments from the Public and Staff Group Representatives

The Board heard from the following speakers:

- Ms Michele Evans regarding space issues at Bessie Nichols School
- Mr. Travis Dugas regarding FNMI parent engagement

G. Reports

1. Edmonton Public Schools' Combined Three Year Education Plan and Annual Education Results Report

MOVED BY Trustee Chubb:

"That the Edmonton Public Schools' Combined Three-Year Education Plan and Annual Education Results Report, and the Summary of the AERR be approved for submission to Alberta Education." (UNANIMOUSLY CARRIED)

MINUTE BOOK

2. Review of 2012-2013 Results and 2013-2014 Plans and Revised Budgets

Trustees provided verbal reports regarding the results review meetings they attended.

3. Board Chair Discretionary Expenses Allowance Report 2012-2013

The report was discussed.

4. Presentation – Infrastructure

Trustee Janz requested that a copy of the PowerPoint presentation be posted for the public.

Trustee Gibson requested that a copy of Dr. Parker's accompanying verbal remarks also be posted.

Trustee Chubb requested that information be provided regarding student population projections based on school and geographic location.

Trustee Gibson requested that information be provided regarding what percentage of the expected student population growth will be met by adding the proposed new schools in the growth regions; e.g. does one new school in Lewis Farms address the need in the west end or does it address 10% of the need?

5. Capital Planning Methodology (Response to Request for Information #001)

Trustee Chubb requested that information be provided regarding the status of new school construction. Are the schools still on track for opening in 2016?

H. Other Committee, Board Representative and Trustee Reports

Trustee Adams, the Board's representative on the Edmonton Public Schools Foundation Board of Governors, reported on the following:

- She attended the launch of the full-day kindergarten program at Calder School on November 20, 2013.
- The launch of the full-day kindergarten program at Princeton School will take place on Thursday, December 5, 2013. The funding for this program comes from a \$100,000 investment made by the Edmonton Oilers Community Foundation.

MINUTE BOOK

- Foundation information session lunches are scheduled for:
 - Thursday, January 30, 2014 at Lauderdale School
 - Tuesday, February 11, 2014 at Mee-Yah-Noh School
 - Friday, February 21, 2014 at Mee-Yah-Noh School
- Volunteers are required to assist with the Kingsway Mall Wrap-and-Roll store front which will be open for the entire month of December.

I. Trustee and Board Requests for Information – None.

J. Notices of Motion

Trustee Gibson served notice of the following motion:

Given

- *the degree and timing of student mobility between First Nations schools and Edmonton public schools,*
- *limitations in student records following the student,*
- *this Board's commitment to building social capital through partnerships as a means to strengthen student success,*
- *the Provincial Government's commitment to result-based budgets rather than funding in separate silos, and*
- *the Federal Government's desire to strengthen First Nations education,*

That the Advocacy and District Priorities and Governance Committees consider the merits of developing a plan to engage the provincial and federal governments to provide the District additional resources to strengthen liaison between First Nations schools and Edmonton Public schools.

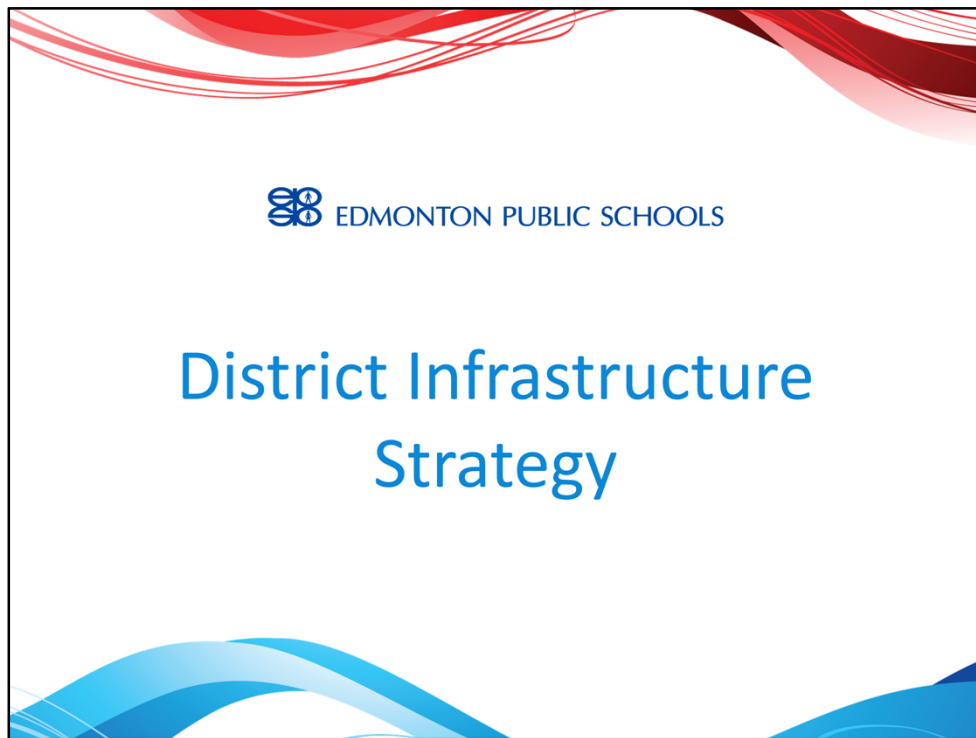
K. Next Board Meeting Date: Tuesday, December 17, 2013 at 2:00 p.m.

L. Adjournment (3:40 p.m.)

The Board Chair adjourned the meeting.

Sarah Hoffman, Board Chair

Dr. Sandra Stoddard, Director Governance
and Strategic Support Services



Good afternoon Madame Chair, Trustees .

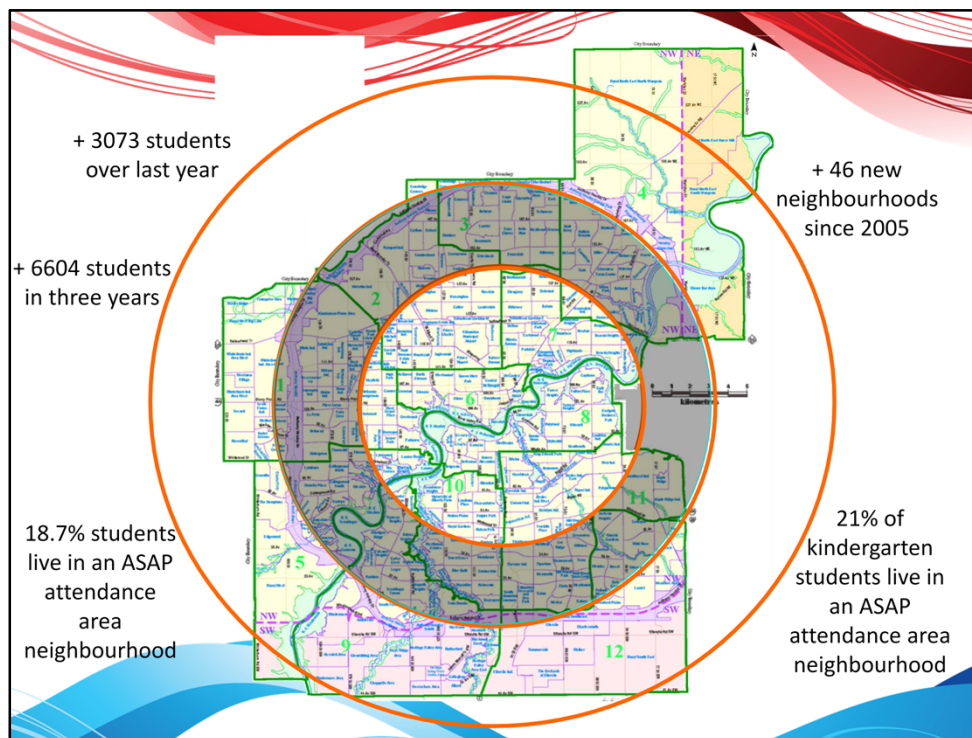
I'm pleased to provide you with this overview of a critical initiative for our district, that being the development of a Ten-Year District Infrastructure Strategy.

Context

- Rapid development in new areas
- Rapid rise in students in new areas
- Limited capacity in areas closest to growth
- Limited access to capital funding to build or expand new schools
- Aging school building infrastructure
- Limited access to capital funding for modernizing existing schools
- More excess space in the mature areas

In terms of current context, our district is experiencing:

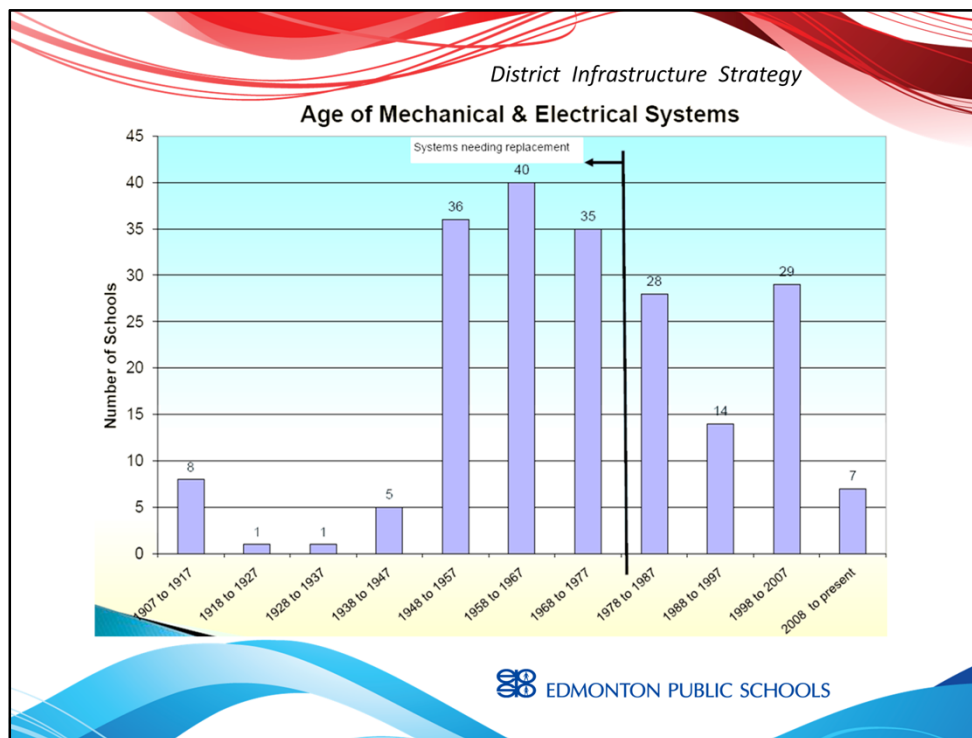
- Rapid development in new areas and a rapid rise in students living in these new areas;
- Limited capacity in existing schools to accommodate new students in areas closest to the growth;
- Limited access to capital funding to build or expand new schools, as with all areas and sectors of the Province;
- Excess capacity in mature areas of the City, but these buildings are aging rapidly and are ill-suited to meet 21st century learning and broader community use; and
- Addressing building conditions by modernizing or replacing aging facilities which is equally challenging in terms of access to capital funding.



- In terms of geography, our oldest schools are found in mature areas inside the middle ring.
- There is more flexibility in these areas in terms of extra space; however, fewer children live here and the facilities are some of our oldest.
- The darker shaded ring contains our middle-aged schools, and there is a mix of fairly mature areas with recent and currently developing areas.
- These areas are all inside the Anthony Henday, and they include six of our newest ASAP or provincial P3 schools.
- Three of our newest ASAP schools are outside the Anthony Henday, with two more scheduled to open in 2016.
- In the middle and outer rings, 46 new neighbourhoods generating students began development since 2005.
- Our district total enrolment grew by 6,604 students in the last three years, 3,073 this year over last year alone.
- 18.7% of all district students live in an ASAP attendance area neighbourhood

(16,200 of 86,554).

- 21% of the total Kindergarten student population live in an ASAP attendance area neighbourhood (1,438 of 6,849).
- Given the high percentage of young students in new areas and continued rapid new area development, the need to add new capacity will remain high for the foreseeable future.

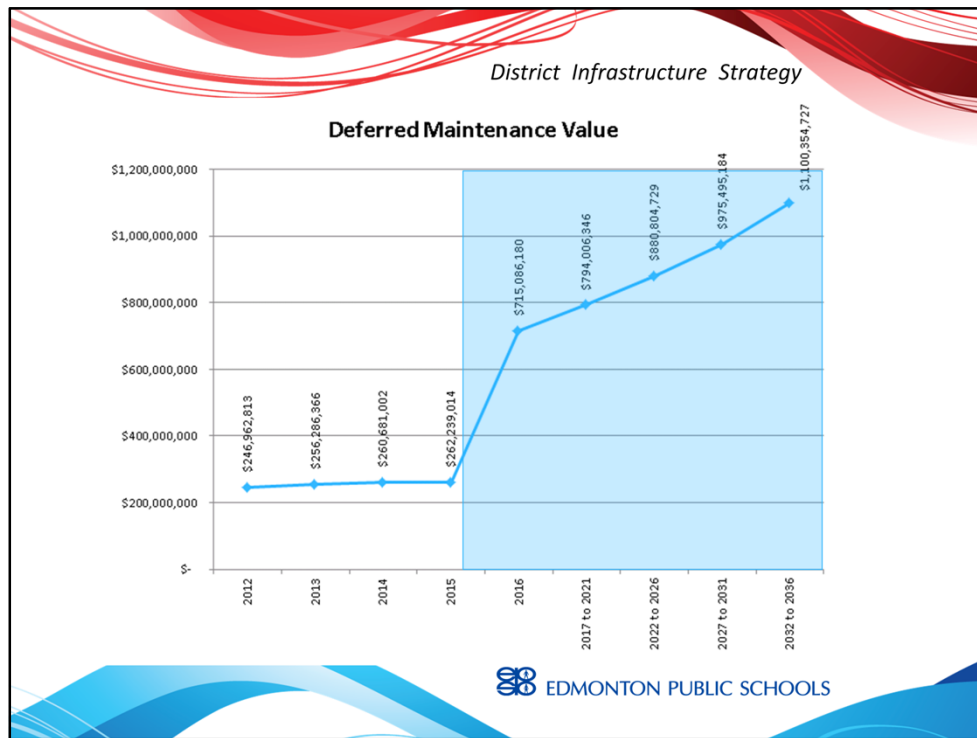


With respect to current infrastructure, our school buildings are aging rapidly.

By 2016, half of our school buildings will be 55 years old or older.

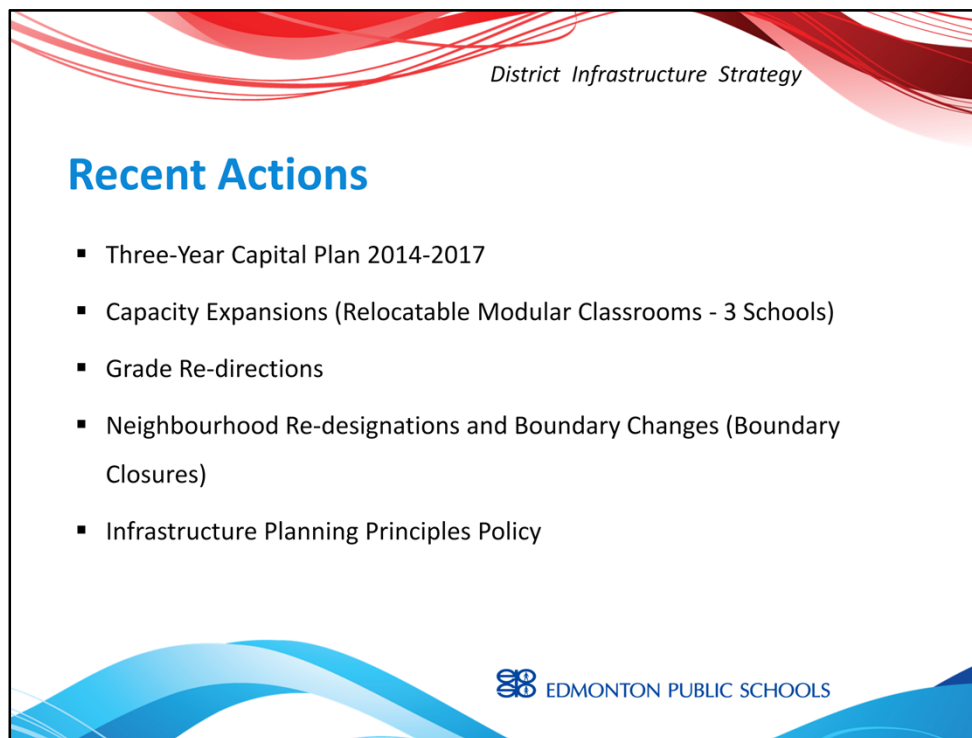
Many have not had significant reinvestment in them due to funding limitations, which contributes to the current deferred maintenance deficit.

For clarity, when you do not replace aging building components as they reach the end of the period they are expected to last, this is referred to as deferred maintenance.



Without investing a significant amount of money in our buildings in the next two years, the deferred maintenance value in total for our district will reach approximately \$700 million.

Continuing without adequate funding for capital renewal or modernizations, or reducing the amount of space we operate, we could reach \$1 billion as early as 2026 considering inflation and other conditions.



In terms of district actions to address some of these many pressures, the District continues to request capital funding through submission of an annual three-year capital plan.

Last year, the plan requested 14 new suburban schools, one addition, three new replacement schools in mature areas, and 16 school modernizations.

To date, two new schools were announced. The total value of the requests in the plan was \$570 million.

With respect to district controlled actions, we have implemented several measures to accommodate student growth or address over-demand at new schools in the absence of new school openings. For example:

- Five ASAP schools had additional portable (modular) classrooms added;
- Esther Starkman and A. Blair McPherson schools have had their junior high attendance areas reduced for this school year;
- The Grade 8 and Grade 9 classes at Esther Starkman and Johnny Bright schools were redirected to other junior high schools;

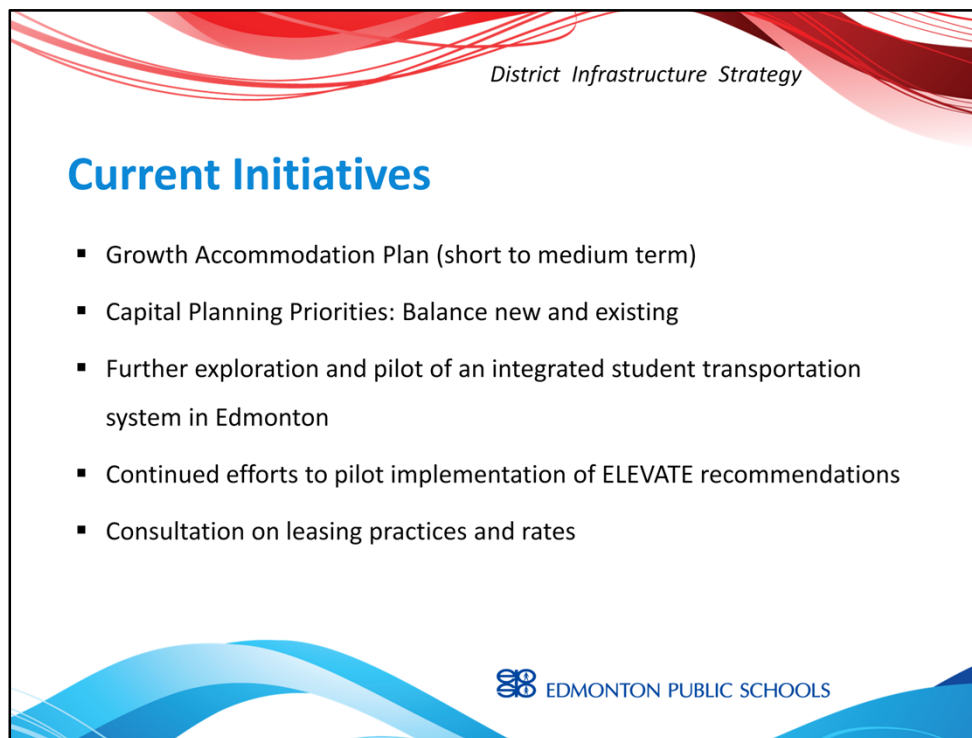
- Optimal enrolment limits and closed boundaries were put in place at some schools to manage enrolment pressures; and
- Madame Chair, the District has also designated new neighbourhoods early in their growth to schools with space, and removed some neighbourhoods to schools other than the ASAP schools.

Planning Principles

1. Accountability
2. Centres for Educational Excellence
3. Environmental Stewardship
4. Equitable Access
5. Fiscal Responsibility
6. Service to Community
7. Supports for the Whole Child

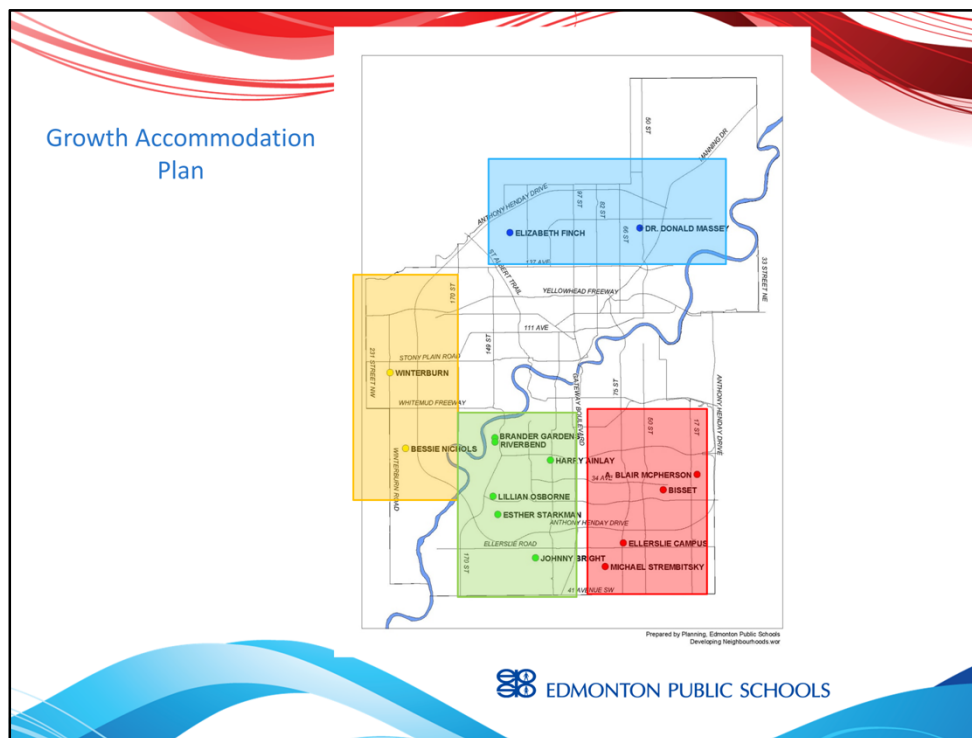
On September 17, 2013, the Board of Trustees adopted the Infrastructure Planning Principles policy.

These seven principles will guide development of future infrastructure planning and capital plans for the longer term.



In addition to the development of a District Infrastructure Strategy, including consultation, the District is involved in a number of initiatives which influence the development of the strategy. For example:

- The Growth Accommodation Plan will address overcapacity challenges for the immediate to medium term;
- Capital Planning Priorities, which provide a balance between serving new and existing communities, will be continued;
- Further exploration and piloting of an integrated student transportation system in Edmonton will continue;
- There will be continued efforts to pilot implementation of ELEVATE recommendations;
- A Real Estate Strategy will be developed; and
- There will be a review and consultation process on leasing practices and rates.



The Growth Accommodation Plan is designed to address the issue where several schools are experiencing enrolment pressures due to unprecedented growth in new and developing neighbourhoods.

This action is necessary as enrolment pressures are creating organizational and program delivery challenges at these schools.

The plan has been developed to address the demand for student learning spaces in four geographic areas: North, West, Southwest and Southeast

As you are aware, the District launched the stakeholder engagement process in the following manner:

- District principals were consulted on November 20;
- Public consultation began with the launch of the online feedback portal on Monday, December 2;
- Drop-in Public Feedback meetings will be held in the first two weeks of January;
- Recommendations will be provided to the Superintendent on January 22, 2014 with a report submitted to the Board of Trustees at the February 18, 2014 board

meeting; and

- The approved plan will be communicated to parents prior to the spring pre-enrolment process.

Capital Planning - A Balanced Approach

ATTACHMENT 1

- New Area Accommodation

- New Schools
- Expansions

- Mature Area Schools

- Modernizations
- Replacement Schools

Proposed Three-Year Capital Plan 2014-2017 Aggregated Priorities

Proposed Priority	Project Description	Category	Sector	Costs (millions)
YEAR 1				
1	Ross Shoppard School	Modernization	HS	\$45.3
2	R.C. Heritage Valley	New	SW	\$18.1
3	R.C. Fernside Heights	New	SW	\$21.9
4	T.P. Leroy Farm	New	W	\$15.5
5	Vivian Ridge Academy	Modernization	HS	\$18.7
6	Balgarnie School	Modernization	SC	\$12.2
7	R.C. Wilfrid Laurier	New	SW	\$21.9
8	Lillian Osborne School (addition)	New (addition)	HS	\$312.1
9	R.C. Heritage Valley	New	SW	\$21.9
10	M.C. Cook School	Modernization	SC	\$6.5
11	Glenway School	Modernization	C	\$10.8
12	Mattie Shephard School as determined by Infrastructure Strategy	New or Modernization	SC	\$180 (up to \$21.9)
13	Mattie Shephard School	Modernization	C	\$12.7
14	Remington School	Modernization	C	\$1.9
YEAR 2				
15	Duluth School	Modernization	C	\$10.5
16	R.C. Parkdale	New	SW	\$18.1
17	R.C. Wilfrid Laurier	New	SW	\$21.9
18	R.C. Pilot Sound	New	SW	\$21.9
19	Mattie Shephard School as determined by Infrastructure Strategy	New or Modernization	NE	\$180 (up to \$21.9)
20	Warrington School	Modernization	C	\$7.8
21	Spruce Avenue School	Modernization	C	\$9.1
22	Cowen School	Modernization	W	\$11.9
23	Thorncliffe School	Modernization	NE	\$12.9
24	R.C. Meadows	New	SE	\$21.9
YEAR 3				
25	R.C. South East	New	SE	\$21.9
26	R.C. Big Lake	New	SW	\$21.9
27	Alameda School	Modernization	SC	\$5.5
28	Gold Bar School	Modernization	SC	\$7.1
29	Laurier (Griffin) School	Modernization	W	\$11.9
30	Mattie Shephard School as determined by Infrastructure Strategy	New or Modernization	SC	\$180 (up to \$21.9)
31	R.C. Heritage Valley	New	SW	\$21.9
32	R.C. Lake District	New	SC	\$21.9
33	R.C. Eldorado Area Plan	New	SE	\$21.9
34	McKernan School	Modernization	SC	\$16.1

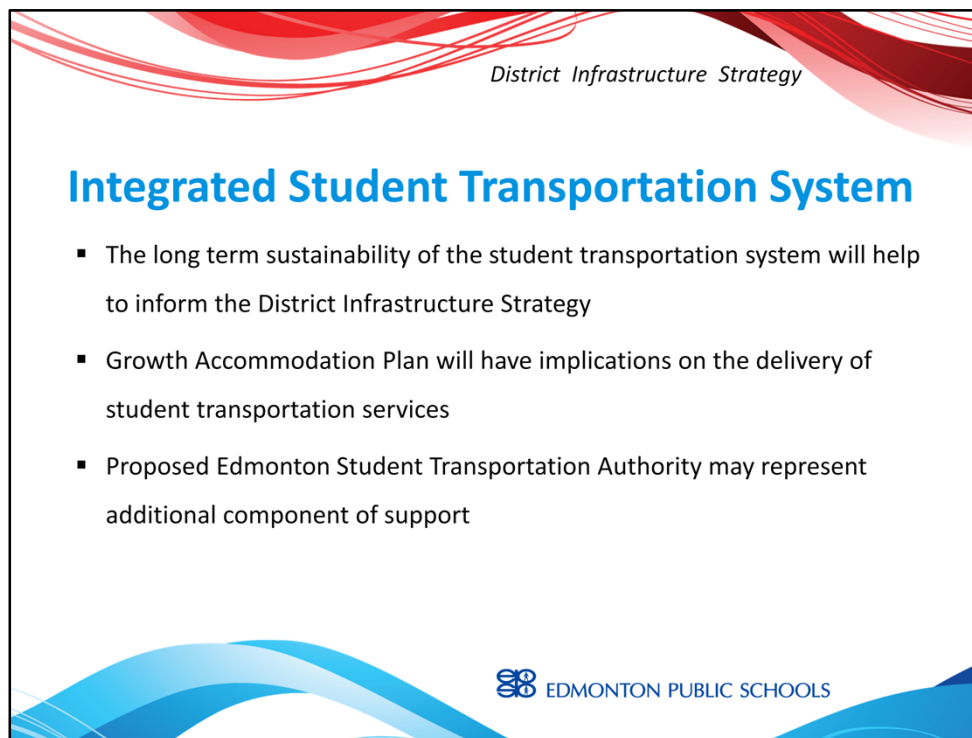


EDMONTON PUBLIC SCHOOLS

Madame Chair, with respect to ongoing accommodation planning, the District continues to submit three-year capital plans annually as required by the Government of Alberta.

The current Three-Year Capital Plan 2014-2017, includes a request for \$570 million in capital funding requests to the Province, for a total of 34 school facility projects.

The plan balances requests for projects in newly developing areas - 14 new schools and one addition at Lillian Osborne School valued at \$312 million, with \$258 million of requests to serve mature areas, including 16 school modernizations and three replacement schools.



With respect to other initiatives that could influence the Infrastructure Strategy, it is anticipated that the forthcoming District Accommodation Plan will have implications for the delivery of student transportation services.

Pressures on ride times and overall costs are expected, meaning it is likely that the gap between funding and the costs to deliver service to the District will increase.

In view of the foregoing, student transportation will be included in the District Infrastructure Strategy.

Any decision related to capital planning and program distribution will include transportation considerations.

In January 2014, the Board of Trustees will hear a presentation related to the feasibility of a collaborative service delivery model offered to all Edmonton students.

The proposed Edmonton Student Transportation Authority could serve students from both Edmonton Public and Edmonton Catholic boards.

Given the service capacity and scale of the proposed model, such a consortium may represent additional support for both boards as they face similar challenges moving forward.



Madame Chair, the Infrastructure Strategy will also need to reflect changing expectations of school facilities within communities, to be more than centres for K-12 learning.

The Mayor's Task Force on Community Sustainability included two of nine recommendations that specifically relate to education, which are to:

“Recognize that education is the foundation of a successful future for both communities and individuals, and that life-long learning is a foundation for community sustainability. Ensure that all community-driven plans include the delivery of life-long learning opportunities for all.”

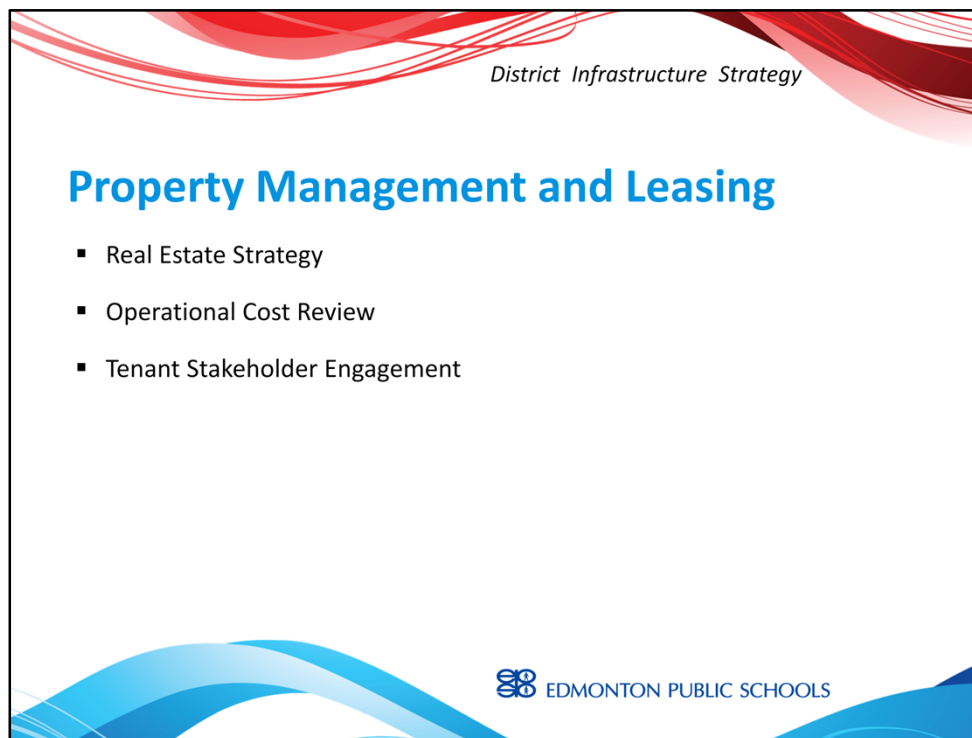
And to

“Encourage the Province of Alberta to provide innovative and sustainable infrastructure funding to guarantee that existing and new schools are modern, multi-functional and able to accommodate a diversity of programs.”

Since the release of the ELEVATE report:

- Edmonton Public School Board representatives met with City Council to discuss ELEVATE;

- The Superintendent and senior district administration are members of the Edmonton Community Sustainability Partnership (ECSP) Steering Committee;
- A joint meeting between senior administrators of the City of Edmonton and the three school districts was held in June 2013, to share capital plan information and to jointly plan and make recommendations; and
- Senior City administration invited senior school board administration to collect school board feedback on developing an Infill Action Plan Terms of Reference.



Also parallel to development of the Infrastructure Strategy, a Real Estate Strategy will be developed which will:

- Set direction in terms of operation and retention of closed school properties;
- Include a review of all space the District leases externally;
- Review and confirm the cost to operate our space and reinvest in capital renewal; and
- Review and develop strategies for establishing future lease rates in consultation with stakeholders and industry.

The District values the role that tenants and partner services can play in terms of providing additional supports and services to families with school-aged children.

However, this must be achieved in a fashion that ensures that costs for use of space are recovered, which is not occurring in the present structure.



The ultimate goal of all this work is to ensure that:

- We have high quality learning environments, equitably distributed across the District;
- All district operations are aligned to effectively support the infrastructure strategy;
- Infrastructure needs are fully funded; and
- We have space for partnerships and community interests.



Madame Chair, the District Infrastructure Strategy will be all encompassing, and require significant consultation and review, as it will examine and impact all aspects of district infrastructure.

Furthermore, implementation of an approved District Infrastructure Strategy will require significant time to implement.

It will involve collaborative planning with external partners, such as the City of Edmonton, the Government of Alberta, and the community.

The ultimate goal as previously stated is to ensure that all our students are provided with high quality learning environments.

Madame Chair, this concludes a brief overview to infrastructure initiatives.

At this time, I'd be pleased to respond to any questions you may have.

DATE: December 17, 2013

TO: Board of Trustees

FROM: Trustee Michael Janz, Caucus Committee Chair

SUBJECT: Report #2 of the Caucus Committee (From the Meeting Held December 3, 2013)

ORIGINATOR: Dr. Sandra Stoddard, Director Governance and Strategic Support Services

REFERENCE: [Trustees' Handbook – Caucus Committee](#) Section 5.4
[School Act](#) Section 61

RECOMMENDATION

1. That Report #2 of the Caucus Committee from the meeting held December 3, 2013 be received and considered.

Alternate Board Representative on the Alberta School Boards Association (ASBA) Board of Directors

2. That the appointment of Trustee Cheryl Johner to serve as the Board's alternate representative on the Alberta School Boards Board of Directors for 2013-2014 be confirmed.

Allocation from Board Initiative Fund for Alberta School Boards Association (ASBA) Metro Boards Meeting

3. That the allocation of \$495 from the Board Initiative Fund to cover the cost of the Metro Boards Meeting held November 17, 2013 be approved.

:mmf

DATE: December 17, 2013

TO: Board of Trustees

FROM: Trustee Michael Janz, Caucus Committee Chair

SUBJECT: Report #3 of the Caucus Committee (From the Meeting Held December 17, 2013)

ORIGINATOR: Dr. Sandra Stoddard, Director Governance and Strategic Support Services

REFERENCE: [Trustees' Handbook – Caucus Committee](#) Section 5.4
[School Act](#) Section 61

RECOMMENDATION

- 1. That Report #3 of the Caucus Committee from the meeting held December 17, 2013 be received and considered.**
- 2. That the following designation for the period August 12, 2013 to August 31, 2014 be approved: Sandra Stoddard – Executive Director**
- 3. That considerations to the Amiskwaciy lease be deferred pending administrative recommendations developed as a result of the growth accommodation strategy as well as the passing of the Planning Principles in September 2013. As a result, the motion approved at the June 18, 2013 board meeting with respect to the Amiskwaciy base rent (*That Recommendation #2 of the Amiskwaciy Base Rent report (That, in future years, the Amiskwaciy base rent be paid with funds other than those received from the province specifically for First Nations, Métis and Inuit Education.) be referred to the Community Relations Committee to consult with the FNMI communities and bring a report to public board by January 31, 2014.*) is rescinded.**

:mmf

DATE: December 17, 2013

TO: Board of Trustees

FROM: Trustee Ken Gibson

SUBJECT: Motion re Resources to Strengthen Liaison Between First Nations Schools and Edmonton Public Schools

REFERENCE: [Trustees' Handbook](#) – Notices of Motion (Section 5.2.2)

ISSUE

Notice of motion was served at the December 3, 2013 board meeting.

RECOMMENDATION**Given**

- the degree and timing of student mobility between First Nations schools and Edmonton public schools,
- limitations in student records following the student,
- this Board's commitment to building social capital through partnerships as a means to strengthen student success,
- the Provincial Government's commitment to result-based budgets rather than funding in separate silos, and
- the Federal Government's desire to strengthen First Nations education,

that the Advocacy and District Priorities and Governance Committees consider the merits of developing a plan to engage the provincial and federal governments to provide the District additional resources to strengthen liaison between First Nations schools and Edmonton Public schools.

BACKGROUND

I would like to thank a number of my Trustee colleagues for providing constructive suggestions on approaching this notice of motion. I have chosen the route of a motion over a request for information because I believe the request to respond to extraordinary student mobility is beyond the educational mandate of our Administration and that, instead, this is an area that should be seen to require a response beyond our funding from Alberta Education.

KG:mmf

DATE: December 17, 2013

TO: Board of Trustees

FROM: Trustee Orville Chubb, Audit Committee Chair
Trustee Ken Gibson, Audit Committee
Trustee Sarah Hoffman, Audit Committee

SUBJECT: 2012-2013 Financial Statements and Auditors Report

ORIGINATOR: David Fraser, Executive Director, Corporate Services

RESOURCE
STAFF: Candace Cole, Cheryl Hagen, Brody Sveinson

REFERENCE: N/A

ISSUE

On an annual basis, Alberta Education requires the District to complete and submit audited financial statements based on an August 31st fiscal year end by November 30th.

RECOMMENDATION

- 1) **That for the 2012-2013 year, the transfer of \$17.4 million from the Unrestricted Surplus to Operating Reserves be confirmed.**
- 2) **That the audited financial statements for the year ending August 31, 2013 (Attachment I) be approved.**

BACKGROUND

This report:

- outlines the processes involved in preparing and approving the audited financial statements;
- includes the audited financial statements and notes to the financial statements for the fiscal year (Attachment I);
- includes the Auditor's Report from KPMG LLP regarding their audit opinion (Attachment I);
- includes a summary of the District's accumulated surplus/(deficit) at August 31, 2013 (Attachment II).

This report was reviewed by the Audit Committee on November 20, 2013.

Financial Services prepared the financial statements for the 2011-2012 and 2012-2013 years' and KPMG performed the audit during October –November 2013. Appropriate tests and procedures were performed to enable the auditors to express an unqualified audit opinion on the District's financial statements. An example of such a test is to ensure the statement of grants paid as issued by Alberta Education agrees with District revenues.

The auditors have completed their work, and have indicated to the Audit Committee that the results of the audit work that was performed enable them to arrive at an unqualified audit opinion.

Additionally, at the end of each financial year, the actual surplus/(deficits) for each school and Central decision unit (DU) are calculated and information on the factors giving rise to the surplus/(deficits) are obtained from the school or DU with surplus/(deficits) in excess of 5% of their budget. A report showing the surplus/(deficit) by school and DU was submitted to the Audit Committee for review.

Also, Results Review Committees, composed of members of the Board of Trustees, reviewed the financial and operational results of each school and DU against budgeted planned results at meetings held in November.

RELATED FACTS

- The District ended the 2013 year with an \$18M surplus, compared to a \$10.2M deficit in the previous year.
- The \$35M of unrestricted operating reserves equates to sufficient funds for only 9.2 days of operation compared to 4.7 days in 2011-2012.

OPTIONS

N/A

CONSIDERATIONS & ANALYSIS

N/A

NEXT STEPS

The Audit Committee, at its meeting on November 20, 2013, had an opportunity to review and discuss the audited financial statements and the auditors' letter regarding their opinion prior to the public Board meeting.

The Audit Committee is recommending to the Board, at its meeting on December 17, 2012, that the 2012-2013 audited financial statements be received for approval and that the necessary funds be transferred from unrestricted surplus to operating reserves.

Under Section 150 of the *School Act*, the Board Chair is required to present the auditors' report to a public Board meeting to provide an opportunity for discussion. The *School Act* also requires the audited financial statements be submitted to the Minister of Education by November 30, 2013. An electronic draft of the audited financial statements was submitted to Alberta Education on November 30, 2013 and the final approved documents will be submitted following Board approval on December 17, 2012.

ATTACHMENTS & APPENDICES

ATTACHMENT I Audited Financial Statements as required by Alberta Education (including Auditors' Report and Notes)

ATTACHMENT II Summary of Accumulated Surplus/(Deficit) at August 31, 2013 – Schools, Institutions, Early Ed Sites, and Central DUs

CDH:ja

School Jurisdiction Code: **3020**

**AUDITED
FINANCIAL STATEMENTS
FOR THE YEARS ENDED AUGUST 31, 2012 and AUGUST 31, 2013**
[School Act, Sections 147(2)(a), 148, 151(1) and 276]

EDMONTON SCHOOL DISTRICT NO. 7

Legal Name of School Jurisdiction

ONE KINGSWAY, EDMONTON, AB T5H 4G9

Mailing Address

TELEPHONE: (780) 429-8000 FAX: (780) 429-8318

Telephone & Fax Numbers, and Email Address

SCHOOL JURISDICTION MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL REPORTING

The financial statements of EDMONTON SCHOOL DISTRICT NO. 7 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 Chairman

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

SARAH HOFFMAN

Name

Signature

SUPERINTENDENT

DARREL ROBERTSON

Name

Signature

SECRETARY-TREASURER OR TREASURER

CHERYL HAGEN

Name

Signature

December 17, 2013

Board-approved Release Date

c.c. ALBERTA EDUCATION, Financial Reporting & Accountability Branch
8th Floor Commerce Place, 10155-102 Street, Edmonton AB T5J 4L5
EMAIL: sarah.brennan@gov.ab.ca
PHONE: (780) 422-0312 (Toll free 310-0000) FAX: (780) 422-6996

TABLE OF CONTENTS

	Page
INDEPENDENT AUDITOR'S REPORT	3
STATEMENTS OF FINANCIAL POSITION	4
STATEMENTS OF OPERATIONS	5
STATEMENTS OF CASH FLOWS	6
STATEMENTS OF CHANGE IN NET FINANCIAL ASSETS (NET DEBT)	7
STATEMENT OF REMEASUREMENT GAINS AND LOSSES	8
SCHEDULE OF CHANGES IN ACCUMULATED SURPLUS (2012 - 2013)	9
SCHEDULE OF CHANGES IN ACCUMULATED SURPLUS (2011 - 2012)	11
SCHEDULE OF CAPITAL REVENUE (2012 - 2013)	13
SCHEDULE OF CAPITAL REVENUE (2011 - 2012)	14
SCHEDULE OF PROGRAM OPERATIONS	15
NOTES TO THE FINANCIAL STATEMENTS	16

Draft auditors' report

INDEPENDENT AUDITORS' REPORT

To the Board of Trustees of Edmonton School District No. 7

We have audited the accompanying financial statements of Edmonton School District No. 7, which comprise the statements of financial position as at August 31, 2013 and August 31, 2012 and September 1, 2011, the statements of operations, cash flows and change in net financial assets (net debt) for the years ended August 31, 2013 and August 31, 2012, the statement of remeasurement gains and losses for the year ended August 31, 2013, and notes, comprising 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 public sector accounting standards, 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 audits. We conducted our audits 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 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 our 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, we consider internal control relevant to the District'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 District'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 in our audits 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 Edmonton School District No. 7 as at August 31, 2013 and August 31, 2012 and September 1, 2011, and the statements of operations, cash flows and change in net financial assets (net debt) for the years ended August 31, 2013 and August 31, 2012, the statement of remeasurement gains and losses for the year ended August 31, 2013 in accordance with Canadian public sector accounting standards.

STATEMENTS OF FINANCIAL POSITION
As at (in dollars)

		August 31		September 1
		2013	2012 Restated	2011 Restated
FINANCIAL ASSETS				
Cash and cash equivalents		\$87,902,015	\$60,476,896	\$58,395,401
Accounts receivable (net after allowances)	(Note 4)	\$16,859,785	\$17,004,531	\$26,269,989
Portfolio investments		\$0	\$0	\$416,338
Other financial assets		\$0	\$0	\$0
Total financial assets		\$104,761,800	\$77,481,427	\$85,081,728
LIABILITIES				
Bank indebtedness	(Note 5)	\$0	\$0	\$0
Accounts payable and accrued liabilities	(Note 6)	\$29,493,577	\$32,234,989	\$33,051,407
Deferred revenue	(Note 7)	\$621,080,751	\$638,072,340	\$590,878,112
Employee future benefit liabilities	(Note 8)	\$11,237,700	\$5,812,000	\$5,812,000
Other liabilities		\$0	\$0	\$0
Debt	(Note 9)			
Supported: Debentures and other supported debt		\$739,383	\$1,990,232	\$4,600,276
Unsupported: Debentures and capital loans		\$10,159,158	\$438,170	\$711,244
Capital leases		\$0	\$0	\$0
Mortgages		\$0	\$0	\$0
Total liabilities		\$672,710,569	\$678,547,731	\$635,053,039
Net financial assets (debt)		(\$567,948,769)	(\$601,066,304)	(\$549,971,311)
NON-FINANCIAL ASSETS				
Tangible capital assets	(Note 10)			
Land		\$837,590	\$837,590	\$837,590
Construction in progress		\$4,526,886	\$4,537,802	\$23,303,915
Buildings	\$1,143,562,660			
Less: Accumulated amortization	(\$515,227,865)	\$628,334,795	\$640,825,139	\$580,182,043
Equipment	\$120,047,596			
Less: Accumulated amortization	(\$94,523,982)	\$25,523,614	\$25,876,297	\$24,871,843
Vehicles	\$3,284,554			
Less: Accumulated amortization	(\$1,733,922)	\$1,550,632	\$1,706,639	\$1,900,166
Computer Equipment	\$75,472,071			
Less: Accumulated amortization	(\$65,829,255)	\$9,642,816	\$11,092,115	\$12,436,254
Total tangible capital assets		\$670,416,333	\$684,875,582	\$643,531,811
Prepaid expenses		\$1,118,390	\$1,109,271	\$469,919
Other non-financial assets		\$3,952,304	\$4,667,888	\$5,782,858
Total non-financial assets		\$675,487,027	\$690,652,741	\$649,784,588
Accumulated surplus	(Note 11)	\$107,538,258	\$89,586,437	\$99,813,277
Accumulating surplus / (deficit) is comprised of:				
Accumulated operating surplus (deficit)		\$107,538,258	\$89,586,437	\$99,813,277
Accumulated remeasurement gains (losses)		\$0	\$0	\$0
		\$107,538,258	\$89,586,437	\$99,813,277
Contractual obligations	(Note 12)			
Contingent liabilities	(Note 13)			

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

STATEMENTS OF OPERATIONS
For the Years Ended August 31 (in dollars)

	Budget 2013	Actual 2013	Actual 2012 Restated
REVENUES			
Alberta Education	\$874,262,532	\$889,385,333	\$839,385,020
Other - Government of Alberta	\$0	\$3,821,312	\$4,013,038
Federal Government and First Nations	\$2,840,800	\$2,447,621	\$2,550,501
Other Alberta school authorities	\$1,656,100	\$2,060,695	\$2,454,512
Out of province authorities	\$0	\$0	\$0
Alberta Municipalities-special tax levies	\$0	\$0	\$0
Property taxes	\$0	\$0	\$0
Fees (Note 14)	\$29,391,900	\$29,619,252	\$28,269,748
Other sales and services	\$6,493,092	\$23,471,803	\$21,033,576
Investment income	\$500,000	\$1,220,175	\$1,162,502
Gifts and donations	\$3,803,677	\$7,413,362	\$6,757,443
Rental of facilities	\$2,910,190	\$3,463,076	\$4,444,900
Fundraising	\$2,839,600	\$1,662,396	\$2,447,850
Gains (losses) on disposal of capital assets	\$0	\$4,701,092	\$5,100
Other revenue	\$0	\$0	\$0
Total revenues	\$924,697,891	\$969,266,117	\$912,524,190
EXPENSES			
Instruction	\$750,182,096	\$725,987,925	\$706,927,134
Plant operations and maintenance	\$107,637,279	\$135,605,700	\$128,984,792
Transportation	\$33,067,154	\$32,634,883	\$31,032,665
Administration	\$30,946,394	\$32,947,945	\$31,894,254
External services	\$17,666,163	\$24,137,843	\$23,912,185
Total expenses	\$939,499,086	\$951,314,296	\$922,751,030
Operating surplus (deficit)	(\$14,801,195)	\$17,951,821	(\$10,226,840)

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

STATEMENTS OF CASH FLOWS
For the Years Ended August 31 (in dollars)

	2013	2012 Restated
CASH FLOWS FROM:		
A. OPERATING TRANSACTIONS		
Operating surplus (deficit)	\$17,951,821	(\$10,226,840)
Add (Deduct) items not affecting cash:		
Total amortization expense	\$41,227,591	\$38,643,984
Gains on disposal of tangible capital assets	(\$4,701,092)	(\$5,100)
Losses on disposal of tangible capital assets	\$0	\$0
Changes in:		
Accounts receivable	\$144,746	\$9,265,458
Prepays	(\$9,119)	(\$639,352)
Other financial assets	\$0	\$0
Non-financial assets	\$715,584	\$1,114,970
Accounts payable and accrued liabilities	(\$2,741,412)	(\$816,418)
Deferred revenue (Excluding EDCR)	(\$19,304,400)	(\$12,398,441)
Employee future benefit liabilities	\$5,425,700	\$0
Other (describe)	\$0	\$0
Total cash flows from operating transactions	\$38,709,419	\$24,938,261
B. CAPITAL TRANSACTIONS		
Purchases of tangible capital assets		
Land	\$0	\$0
Buildings	(\$17,598,763)	(\$12,349,885)
Equipment	(\$6,877,351)	(\$7,973,859)
Vehicles	(\$102,664)	(\$86,748)
Computer equipment	\$0	\$0
Net proceeds from disposal of unsupported capital assets	\$4,824,339	\$20,506
Other (describe)	\$0	\$0
Total cash flows from capital transactions	(\$19,754,439)	(\$20,389,986)
C. INVESTING TRANSACTIONS		
Changes in portfolio investments	\$0	\$416,338
Remeasurement gains (losses) reclassified to the statement of operations	\$0	\$0
Other (describe)	\$0	\$0
Total cash flows from investing transactions	\$0	\$416,338
D. FINANCING TRANSACTIONS		
Issue of debt	\$10,000,000	\$0
Repayment of debt	(\$1,529,861)	(\$2,883,118)
Other (describe)	\$0	\$0
Total cash flows from financing transactions	\$8,470,139	(\$2,883,118)
Increase (decrease) in cash and cash equivalents	\$27,425,119	\$2,081,495
Cash and cash equivalents, at beginning of year	\$60,476,896	\$58,395,401
Cash and cash equivalents, at end of year	\$87,902,015	\$60,476,896

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

STATEMENTS OF CHANGE IN NET FINANCIAL ASSETS (NET DEBT)
For the Years Ended August 31 (in dollars)

	2013	2012
Operating surplus (deficit)	\$17,951,821	(\$10,226,840)
Effect of changes in tangible capital assets		
Aquisition of tangible capital assets	(\$26,906,448)	(\$80,055,108)
Amortization of tangible capital assets	\$41,227,591	\$38,643,984
Net carrying value of tangible capital assets disposed of	\$138,106	\$67,353
Write-down carrying value of tangible capital assets	\$0	\$0
Total effect of changes in tangible capital assets	\$14,459,249	(\$41,343,771)
Changes in:		
Prepaid expenses	(\$9,119)	(\$639,352)
Other non-financial assets	\$715,584	\$1,114,970
Net remeasurement gains and (losses)	\$0	\$0
Endowments	\$0	\$0
Increase (decrease) in net financial assets (net debt)	\$33,117,535	(\$51,094,993)
Net financial assets (net debt) at beginning of year	(\$601,066,304)	(\$549,971,311)
Net financial assets (net debt) at end of year	(\$567,948,769)	(\$601,066,304)

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

STATEMENT OF REMEASUREMENT GAINS AND LOSSES
For the Year Ended August 31, 2013 (in dollars)

	2013
Opening accumulated remeasurement gains and (losses) upon adoption on September 1, 2012	\$0
<u>Unrealized gains (losses) attributable to:</u>	
Portfolio Investments	\$0
Other	\$0
<u>Amounts reclassified to the statement of operations:</u>	
Portfolio Investments	
Other	\$0
Net remeasurement gains (losses) for the year	\$0
Accumulated remeasurement gains (losses) at end of year	\$0

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

SCHEDULE OF CHANGES IN ACCUMULATED SURPLUS
for the Year Ended August 31, 2013 (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, 2012	\$89,586,437	\$0	\$89,586,437	\$63,828,822	\$0	\$0	\$20,409,148	\$5,347,669
Prior period adjustments:								
	\$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
	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Adjusted Balance, Aug. 31, 2012	\$89,586,437	\$0	\$89,586,437	\$63,828,822	\$0	\$0	\$20,409,148	\$5,347,669
Operating surplus (deficit)	\$17,951,821		\$17,951,821			\$17,951,821		
Board funded tangible capital asset additions				\$8,045,328		(\$8,104,417)	\$0	(\$2,940,911)
Disposal of unsupported tangible capital assets	\$0		\$0	(\$123,247)		(\$4,701,092)		\$4,824,339
Disposal of supported tangible capital assets (board funded portion)	\$0		\$0					\$0
Write-down of unsupported tangible capital assets	\$0		\$0	\$0		\$0		\$0
Write-down of supported tangible capital assets (board funded portion)	\$0		\$0	\$0		\$0		\$0
Net remeasurement gains (losses) for the year	\$0	\$0						
Endowment expenses	\$0		\$0		\$0			
Direct credits to accumulated surplus	\$0		\$0		\$0	\$0		
Amortization of tangible capital assets	\$0			(\$41,227,591)		\$41,227,591		
Capital revenue recognized	\$0			\$30,591,099		(\$30,591,099)		
Debt principal repayments (unsupported)	\$0			\$279,012		(\$279,012)		
Externally imposed endowment restrictions	\$0				\$0	\$0	\$0	
Net transfers to operating reserves	\$0					(\$17,443,799)	\$17,443,799	
Net transfers from operating reserves	\$0					\$0	\$0	
Net transfers to capital reserves	\$0					(\$59,993)		\$59,993
Net transfers from capital reserves	\$0					\$0		\$0
Assumption/transfer of other operations' surplus	\$0		\$0	\$0	\$0	\$0	\$0	\$0
Balance at August 31, 2013	\$107,538,258	\$0	\$107,538,258	\$62,394,223	\$0	\$0	\$37,852,945	\$7,291,090

SCHEDULE OF CHANGES IN ACCUMULATED SURPLUS
for the Year Ended August 31, 2013 (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, 2012	\$20,408,148	\$5,347,869	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Prior period adjustments:										
	\$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
	\$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
Adjusted Balance, Aug. 31, 2012	\$20,408,148	\$5,347,869	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating surplus (deficit)										
Board funded tangible capital asset additions	\$0	(\$2,040,911)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Disposal of unsupported tangible capital assets		\$4,624,339		\$0		\$0		\$0		\$0
Disposal of supported tangible capital assets (board funded portion)		\$0		\$0		\$0		\$0		\$0
Write-down of unsupported tangible capital assets		\$0		\$0		\$0		\$0		\$0
Write-down of supported tangible capital assets (board funded portion)		\$0		\$0		\$0		\$0		\$0
Net remeasurement gains (losses) for the year										
Endowment expenses										
Direct credits to accumulated surplus										
Amortization of tangible capital assets										
Capital revenue recognized										
Debt principal repayments (unsupported)										
Externally imposed endowment restrictions	\$0		\$0		\$0		\$0		\$0	
Net transfers to operating reserves	\$17,443,799		\$0		\$0		\$0		\$0	
Net transfers from operating reserves	\$0		\$0		\$0		\$0		\$0	
Net transfers to capital reserves		\$59,993		\$0		\$0		\$0		\$0
Net transfers from capital reserves		\$0		\$0		\$0		\$0		\$0
Assumption/transfer of other operations' surplus	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Balance at August 31, 2013	\$37,852,945	\$7,291,090	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

SCHEDULE OF CHANGES IN ACCUMULATED SURPLUS
for the Year Ended August 31, 2012 (in dollars)

	ACCUMULATED SURPLUS	ACCUMULATED REIMBURSEMENT 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, 2011	\$99,813,277	\$0	\$99,813,277	\$69,500,317	\$0	\$0	\$24,829,285	\$5,483,675
Prior period adjustments:								
	\$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
	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Adjusted Balance, Aug. 31, 2011	\$99,813,277	\$0	\$99,813,277	\$69,500,317	\$0	\$0	\$24,829,285	\$5,483,675
Operating surplus (deficit)	(\$10,226,840)		(\$10,226,840)			(\$10,226,840)		
Board funded tangible capital asset additions				\$4,751,848		(\$4,507,780)	\$0	(\$243,888)
Disposal of unsupported tangible capital assets	\$0		\$0	(\$15,407)		(\$5,099)		\$20,506
Disposal of supported tangible capital assets (board funded portion)	\$0		\$0	\$0		\$0		\$0
Write-down of unsupported tangible capital assets	\$0		\$0	\$0		\$0		\$0
Write-down of supported tangible capital assets (board funded portion)	\$0		\$0	\$0		\$0		\$0
Net remeasurement gains (losses) for the year	\$0	\$0						
Endowment expenses	\$0		\$0		\$0			
Direct credits to accumulated surplus	\$0		\$0		\$0	\$0		
Amortization of tangible capital assets	\$0			(\$38,843,984)		\$38,843,984		
Capital revenue recognized	\$0			\$27,963,974		(\$27,963,974)		
Debt principal repayments (unsupported)	\$0			\$273,074		(\$273,074)		
Externally imposed endowment restrictions	\$0				\$0	\$0	\$0	
Net transfers to operating reserves	\$0					\$0	\$0	
Net transfers from operating reserves	\$0					\$4,420,139	(\$4,420,139)	
Net transfers to capital reserves	\$0					(\$87,378)		\$87,378
Net transfers from capital reserves	\$0					\$0		\$0
Assumption/transfer of other operations' surplus	\$0		\$0	\$0	\$0	\$0	\$0	\$0
Balance at August 31, 2012	\$89,586,437	\$0	\$89,586,437	\$83,829,822	\$0	\$0	\$20,409,148	\$5,347,669

SCHEDULE OF CHANGES IN ACCUMULATED SURPLUS
for the Year Ended August 31, 2012 (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, 2011	\$24,820,285	\$5,483,675	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Prior period adjustments:										
	\$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
	\$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
Adjusted Balance, Aug. 31, 2011	\$24,820,285	\$5,483,675	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating surplus (deficit)										
Board funded tangible capital asset additions	\$0	(\$243,888)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Disposal of unsupported tangible capital assets		\$20,508		\$0		\$0		\$0		\$0
Disposal of supported tangible capital assets (board funded portion)		\$0		\$0		\$0		\$0		\$0
Write-down of unsupported tangible capital assets		\$0		\$0		\$0		\$0		\$0
Write-down of supported tangible capital assets (board funded portion)		\$0		\$0		\$0		\$0		\$0
Net remeasurement gains (losses) for the year										
Endowment expenses										
Direct credits to accumulated surplus										
Amortization of tangible capital assets										
Capital revenue recognized										
Debt principal repayments (unsupported)										
Externally imposed endowment restrictions	\$0		\$0		\$0		\$0		\$0	
Net transfers to operating reserves	\$0		\$0		\$0		\$0		\$0	
Net transfers from operating reserves	(\$4,420,139)		\$0		\$0		\$0		\$0	
Net transfers to capital reserves		\$87,378		\$0		\$0		\$0		\$0
Net transfers from capital reserves		\$0		\$0		\$0		\$0		\$0
Assumption/transfer of other operations' surplus	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Balance at August 31, 2012	\$20,400,146	\$5,347,869	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

SCHEDULE OF CAPITAL REVENUE
(EXTERNALLY RESTRICTED CAPITAL REVENUE ONLY)
for the Year Ended August 31, 2013 (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, 2012	\$4,074,834	\$0	\$1,937,020	\$0	\$620,607,789
Prior period adjustments	\$0	\$0		\$0	\$0
Adjusted balance, August 31, 2012	\$4,074,834	\$0	\$1,937,020	\$0	\$620,607,789
Add:					
Unexpended capital revenue received from:					
Alberta Education school building & modular projects (excl. IMR)	\$1,041,441				
Infrastructure Maintenance & Renewal capital related to school facilities	\$7,977,196				
Other Government of Alberta	\$0				
Federal Government and First Nations				\$0	
Other sources				\$0	
Unexpended capital revenue receivable from					
Alberta Education school building & modular	\$0				
Unexpended capital revenue receivable from other than Alberta Education	\$0			\$0	
Interest earned on unexpended capital revenue	\$0	\$0	\$0	\$0	
Other unexpended capital revenue and donations				\$0	
Net proceeds on disposal of supported tangible capital assets			\$170,444	\$0	
Insurance proceeds (and related interest)			\$0	\$0	
Donated tangible capital assets (amortizable, @ fair market value)					\$0
Public Private Partnership (P3), other Alberta Schools Alternative Program (ASAP) Initiative and Alberta Infrastructure managed projects					\$2,327,670
Transferred in tangible capital assets (amortizable, @ net book value)					\$0
Expended capital revenue - current year	(\$9,697,557)	\$0	\$0	\$0	\$9,697,557
Surplus funds approved for future project(s)	\$0	\$0			
Deduct:					
Net book value of supported tangible capital dispositions, write-offs, or transfers	\$0	\$0	\$0	\$0	\$14,859
Capital revenue recognized					\$30,591,099
Balance at August 31, 2013	\$3,395,914	\$0	\$2,107,464	\$0	\$602,027,058
	(A)	(B)	(C)	(D)	
Balance of Unexpended Deferred Capital Revenue at August 31, 2013 (A) + (B) + (C) + (D)					\$5,503,378

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.

(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 tangible capital assets per 10 (2) (a) of Disposition of Property Reg. 181/2011

(D) - Represents capital revenue received from entities OTHER THAN the Government of Alberta for the acquisition of restricted-use tangible capital assets.

**SCHEDULE OF CAPITAL REVENUE
(EXTERNALLY RESTRICTED CAPITAL REVENUE ONLY)
for the Year Ended August 31, 2012 (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, 2011	\$7,857,018	\$0	\$1,043,359	\$0	\$573,320,250
Prior period adjustments	\$0	\$0	\$0	\$0	\$0
Adjusted balance, August 31, 2011	\$7,857,018	\$0	\$1,043,359	\$0	\$573,320,250
Add:					
Unexpended capital revenue received from:					
Alberta Education school building & modular projects (excl. IMR)	\$5,265,629				
Infrastructure Maintenance & Renewal capital related to school facilities	\$6,611,031				
Other Government of Alberta	\$0				
Federal Government and First Nations				\$0	
Other sources				\$0	
Unexpended capital revenue receivable from					
Alberta Education school building & modular	\$0				
Unexpended capital revenue receivable from other than Alberta Education	\$0			\$0	
Interest earned on unexpended capital revenue	\$0	\$0	\$0	\$0	
Other unexpended capital revenue and donations				\$0	
Net proceeds on disposal of supported tangible capital assets			\$893,661	\$0	
Insurance proceeds (and related interest)			\$0	\$0	
Donated tangible capital assets (amortizable, @ fair market value)					\$0
Public Private Partnership (P3), other Alberta Schools Alternative Program (ASAP) Initiative and Alberta Infrastructure managed projects					\$59,644,616
Transferred in tangible capital assets (amortizable, @ net book value)					\$0
Expended capital revenue - current year	(\$15,658,844)	\$0	\$0	\$0	\$15,658,844
Surplus funds approved for future project(s)	\$0	\$0			
Deduct:					
Net book value of supported tangible capital dispositions, write-offs, or transfers	\$0	\$0	\$0	\$0	\$51,947
Capital revenue recognition					\$27,963,974
Balance at August 31, 2012	\$4,074,834	\$0	\$1,937,020	\$0	\$620,607,789
	(A)	(B)	(C)	(D)	
Balance of Unexpended Deferred Capital Revenue at August 31, 2012 (A) + (B) + (C) + (D)				\$6,011,854	

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.

(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 tangible capital assets per 10 (2) (a) of Disposition of Property Reg. 181/2011

(D) - Represents capital revenue received from entities OTHER THAN the Government of Alberta for the acquisition of restricted-use tangible capital assets.

SCHEDULE OF PROGRAM OPERATIONS
for the Year Ended August 31, 2013 (in dollars)

REVENUES	2013						2012
	Instruction (ECS- Grade 12)	Plant Operations and Maintenance	Transportation	Board & System Administration	External Services	TOTAL	TOTAL
(1) Alberta Education	\$727,809,638	\$104,568,538	\$23,950,357	\$27,544,988	\$5,511,814	\$889,385,333	\$839,385,020
(2) Other - Government of Alberta	\$2,414,697	\$0	\$0	\$1,343,943	\$62,672	\$3,821,312	\$4,013,038
(3) Federal Government and First Nations	\$856,896	\$0	\$0	\$0	\$1,490,725	\$2,447,621	\$2,550,501
(4) Other Alberta school authorities	\$796,976	\$0	\$3,374	\$0	\$1,260,345	\$2,060,695	\$2,454,512
(5) Out of province authorities	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(6) Alberta Municipalities-special tax levies	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(7) Property Taxes	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(8) Fees	\$19,795,325		\$9,823,927		\$0	\$29,619,252	\$28,266,748
(9) Other sales and services	\$7,058,792	\$117,976	(\$23)	\$3,257,388	\$13,037,670	\$23,471,803	\$21,033,576
(10) Investment income	\$1,220,175	\$0	\$0	\$0	\$0	\$1,220,175	\$1,162,502
(11) Gifts and donations	\$7,393,548	\$0	\$0	\$19,816	\$0	\$7,413,362	\$6,757,443
(12) Rental of facilities	\$0	\$0	\$0	\$334,944	\$3,128,132	\$3,463,076	\$4,444,900
(13) Fundraising	\$1,662,396	\$0	\$0	\$0	\$0	\$1,662,396	\$2,447,850
(14) Gains on disposal of tangible capital assets	\$0	\$4,701,092	\$0	\$0	\$0	\$4,701,092	\$5,100
(15) Other revenue			\$0	\$0	\$0	\$0	\$0
(16) TOTAL REVENUES	\$769,108,441	\$109,387,604	\$33,777,635	\$32,501,079	\$24,491,358	\$969,266,117	\$912,524,190
EXPENSES							
(17) Certificated salaries	\$423,991,973			\$2,180,871	\$8,302,107	\$434,474,951	\$427,674,661
(18) Certificated benefits	\$92,832,920			\$206,557	\$736,580	\$93,776,057	\$89,911,413
(19) Non-certificated salaries and wages	\$107,266,438	\$54,796,953	\$1,002,271	\$18,362,069	\$4,742,902	\$186,170,633	\$181,909,030
(20) Non-certificated benefits	\$30,528,375	\$13,184,133	\$216,902	\$3,385,938	\$784,060	\$48,101,408	\$38,811,165
(21) SUB - TOTAL	\$654,619,706	\$67,981,086	\$1,221,173	\$24,135,435	\$14,565,649	\$782,523,049	\$738,306,269
(22) Services, contracts and supplies	\$61,969,679	\$36,231,286	\$31,413,710	\$7,752,680	\$9,472,999	\$146,840,354	\$145,385,292
(23) Amortization of supported tangible capital assets	\$0	\$30,591,099	\$0	\$0	\$0	\$30,591,099	\$27,963,974
(24) Amortization of unsupported tangible capital assets	\$9,225,855	\$303,495	\$0	\$1,053,359	\$53,783	\$10,636,492	\$10,680,010
(25) Supported interest on capital debt	\$0	\$125,306	\$0	\$0	\$0	\$125,306	\$168,493
(26) Unsupported interest on capital debt	\$0	\$224,982	\$0	\$0	\$0	\$224,982	\$13,529
(27) Other interest and finance charges	\$172,685	\$148,446	\$0	\$6,471	\$45,412	\$373,014	\$233,463
(28) Losses on disposal of tangible capital assets	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(29) Other expense	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(30) TOTAL EXPENSES	\$725,987,925	\$135,605,700	\$32,634,883	\$32,947,945	\$24,137,843	\$951,314,296	\$922,751,030
(31) OPERATING SURPLUS (DEFICIT)	\$43,120,516	(\$26,218,096)	\$1,142,752	(\$446,866)	\$353,515	\$17,951,821	(\$10,226,840)



1. AUTHORITY AND PURPOSE

Edmonton School District No. 7 (the District) is empowered to provide public education through bylaws approved by its Board of Trustees and pursuant to the provisions of the Alberta School Act.

The jurisdiction receives funding for instruction and support under Education Grants Regulation (AR120/2008). The regulation allows for the setting of conditions and use of grant monies. The School Jurisdiction is limited on certain funding allocations and administration expenses.

2. CONVERSION TO PUBLIC SECTOR ACCOUNTING STANDARDS

Commencing with the 2012/13 fiscal year, the District has adopted Canadian Public Sector Accounting ("PSA") standards without not-for-profit provisions. These financial statements are the first financial statements for which the District has applied PSA standards with retroactive application.

The District has elected to use the following exemptions in accordance with CICA PSA Handbook Section 2125:

- Retirement and post-employment benefits:
 1. the District has elected to delay application of the discount rate equal to the cost of borrowing until the next actuarial valuation as required under Sections PS 3250.044 and 3255; and
 2. the District has elected to recognize all cumulative actuarial gains and losses at September 1, 2011 (the date of transition to PSA standards) directly in accumulated surplus per Section PS 2125.10.

Key adjustments to the District's financial statements resulting from the adoption of these accounting standards are as follows:

- Previously the District was not required to consolidate the Edmonton Public School Board (EPSB) Foundation. PSA standards require that all organizations controlled by the District be consolidated in its financial statements. An adjustment was made to recognize the cash and deferred revenue related to the EPSB Foundation. The resulting adjustment was to increase cash and deferred revenue at September 1, 2011 by \$381,330 and \$486,313 at August 31, 2012.
- Previously the District had not recorded the receivable from Alberta Finance & Treasury that equates to the value of the supported debenture. Alberta Finance & Treasury pay this debenture on behalf of the District. PSA standards require that a receivable be recorded and that expended deferred capital revenue be recorded at the gross amount. An adjustment has been made to increase receivables and expended deferred capital revenue by \$4,600,276 as of September 1, 2011 and \$1,990,232 at August 31, 2012.
- Previously the District was required to match revenues and expenses for revenue recognition. PSA standards do not use matching principle. Rather, externally restricted inflows are to be recognized as revenue in the year in which the resources are used for the purposes specified. The District had always deferred the entire balance of School Generated Funds (SGF) remaining at year end, however, SGF revenues that have no restrictions must be recognized in current year income. An adjustment was made to reduce the deferred revenue and increase internally restricted reserves by \$3,126,510 as of September 1, 2011 and \$3,067,847 at August 31, 2012.



- Previously the District recorded all unexpended Infrastructure Maintenance & Renewal grants as deferred operating grants. PSA standards require that the portion that relates to capital should be recorded in unexpended deferred capital revenue (UDCR). An adjustment was made to increase UDCR and decrease deferred revenue by \$2,206,653 at September 2011 and \$1,515,960 at August 31, 2012.
- Previously the District was not required to record an accrued benefit obligation related to sick leave benefits as the benefits do not vest. PSA standards require that a liability and an expense be recognized for post-employment benefits and compensated absences that vest or accumulate in the period in which employees render services related to accumulated sick leave entitlement. The resulting adjustment to the liability for employee future benefits at September 1, 2011 and August 31, 2012 was \$5,812,000.
- Previously (for years 2000 to 2012), the District had recorded the tangible capital assets additions that were funded under Infrastructure Maintenance and Renewal (IMR) grants applied to school facilities as unsupported assets with an offsetting investment in capital asset, and revenue equal to the amount of additions. PSA standards require these tangible capital assets to be treated as supported and to record the offset to the expended deferred capital revenue account (see note 3) rather than investment in capital assets. The resulting adjustment was to increase expended deferred capital revenue and decrease investment in capital assets by \$49,723,318 as of September 1, 2011, and \$50,292,192 as of August 31, 2012 on the Statement of Financial Position. The resulting adjustment on the Statement of Operations was to decrease IMR revenue and increase amortization of capital contributions resulting in a net decrease of \$568,874 of Alberta Education revenue for August 31, 2012.
- PSA standards require Trust Assets and Trust Liabilities to not be included on the financial statements. They have been removed, and are now included in a note to the financial statements.
- As a result of the adoption of Public Sector Accounting Standards, comparative information has been restated as follows:



(a) Reconciliation of opening Statement of Financial Position

	September 1, 2011 Not-for-Profit	Transition to PSAS	Transition to PSAS	September 1, 2011 PSAS
FINANCIAL ASSETS				
Cash and cash equivalents / Cash and temporary investments	\$58,430,409	381,330	(\$416,338)	\$58,395,401
Accounts receivable (net after allowances)	\$21,669,713	4,600,276	\$0	\$26,269,989
Portfolio investments / Long term investments	\$0	-	\$416,338	\$416,338
Other financial assets		-	\$0	\$0
Other current assets	\$5,782,858	-	(\$5,782,858)	
Trust assets	\$2,264,813	-	(\$2,264,813)	
Long term accounts receivable	\$0	-	\$0	
Total financial assets	\$88,147,793	\$4,981,606	(\$8,047,671)	\$85,081,728
LIABILITIES				
Bank indebtedness	\$0	-	\$0	\$0
Accounts payable and accrued liabilities	\$33,051,407	-	\$0	\$33,051,407
Deferred revenue	\$13,609,318	(4,951,833)	\$582,220,627	\$590,878,112
Deferred capital allocations / UDCR	\$6,693,724	2,206,653	(\$8,900,377)	
Trust liabilities	\$2,264,813	-	(\$2,264,813)	
Employee future benefit liabilities	\$0	5,812,000	\$0	\$5,812,000
Other liabilities		\$0	\$0	\$0
Long term debt				
Supported: Debentures and other supported debt	\$4,600,276	-	\$0	\$4,600,276
Unsupported: Debentures and capital loans	\$711,244	-	\$0	\$711,244
Capital leases	\$0	-	\$0	\$0
Mortgages	\$0	-	\$0	\$0
Other long-term liabilities	\$0	-	\$0	
Unamortized capital allocations / EDCR	\$518,996,656	\$54,323,594	(\$573,320,250)	
Total liabilities	\$579,927,438	\$57,390,414	(\$2,264,813)	\$635,053,039
Net Debt	(\$491,779,645)	(\$52,408,808)	(\$5,782,858)	(\$549,971,311)
NON-FINANCIAL ASSETS				
Tangible capital assets				
Land	\$837,590	-	\$0	\$837,590
Construction in progress	\$23,303,915	-	\$0	\$23,303,915
Buildings	\$1,041,657,188	-	\$0	\$1,041,657,188
Less: Accumulated amortization	(\$461,475,145)	-	\$0	(\$461,475,145)
Equipment	\$181,426,463	-	(\$69,934,688)	\$111,491,775
Less: Accumulated amortization	(\$144,118,366)	-	\$57,498,434	(\$86,619,932)
Vehicles	\$3,231,432	-	\$0	\$3,231,432
Less: Accumulated amortization	(\$1,331,266)	-	\$0	(\$1,331,266)
Computer Equipment		-	\$69,934,688	\$69,934,688
Less: Accumulated amortization		-	(\$57,498,434)	(\$57,498,434)
Total tangible capital assets	\$643,531,811	-	\$0	\$643,531,811
Prepaid expenses	\$469,919	-	\$0	\$469,919
Other non-financial assets		-	\$5,782,858	\$5,782,858
Total non-financial assets	\$644,001,730	\$0	\$5,782,858	\$649,784,588
Total accumulated surplus	\$152,222,085	(\$52,408,808)	\$0	\$99,813,277
Accumulating surplus / (deficit) is comprised of:				
Accumulated operating surplus (deficit)	\$152,222,085	(\$52,408,808)	\$0	\$99,813,277
Accumulated remeasurement gains (losses)		-	\$0	\$0
	\$152,222,085	(\$52,408,808)	\$0	\$99,813,277



b) Reconciliation of Statement of Financial Position at August 31, 2012

	August 31, 2012 Not-for-Profit	Transition to PSAS	Transition to PSAS	August 31, 2012 PSAS
FINANCIAL ASSETS				
Cash and cash equivalents / Cash and temporary investments	\$59,990,583	486,313	\$0	\$60,476,896
Accounts receivable (net after allowances)	\$15,014,299	1,990,232	\$0	\$17,004,531
Portfolio investments / Long term investments	\$0	-	\$0	\$0
Other financial assets		-	\$0	\$0
Other current assets	\$4,667,888	-	(\$4,667,888)	
Trust assets	\$3,008,230	-	(\$3,008,230)	
Long term accounts receivable	\$0	-	\$0	
Total financial assets	\$82,681,000	\$2,476,545	(\$7,676,118)	\$77,481,427
LIABILITIES				
Bank indebtedness	\$0	-	\$0	\$0
Accounts payable and accrued liabilities	\$32,234,989	-	\$0	\$32,234,989
Deferred revenue	\$15,550,192	(4,097,494)	\$626,619,642	\$638,072,340
Deferred capital allocations/UDCR	\$4,495,894	1,515,960	(\$6,011,854)	
Trust liabilities	\$3,008,230	-	(\$3,008,230)	
Employee future benefit liabilities	\$0	5,812,000	\$0	\$5,812,000
Other liabilities		-	\$0	\$0
Long term debt				
Supported: Debentures and other supported debt	\$1,990,232	-	\$0	\$1,990,232
Unsupported: Debentures and capital loans	\$438,170	-	\$0	\$438,170
Capital leases	\$0	-	\$0	\$0
Mortgages	\$0	-	\$0	\$0
Other long-term liabilities	\$0	-	\$0	
Unamortized capital allocations/EDCR	\$568,325,364	52,282,424	(\$620,607,788)	
Total liabilities	\$626,043,071	\$55,512,890	(\$3,008,230)	\$678,547,731
Net Debt	(\$543,362,071)	(\$53,036,345)	(\$4,667,888)	(\$601,066,304)
NON-FINANCIAL ASSETS				
Tangible capital assets				
Land	\$837,590	-	\$0	\$837,590
Construction in progress	\$4,537,802	-	\$0	\$4,537,802
Buildings	\$1,124,672,114	-	\$0	\$1,124,672,114
Less: Accumulated amortization	(\$483,846,975)	-	\$0	(\$483,846,975)
Equipment	\$189,446,600	-	(\$72,811,224)	\$116,635,376
Less: Accumulated amortization	(\$152,478,188)	-	\$61,719,109	(\$90,759,079)
Vehicles	\$3,296,171	-	\$0	\$3,296,171
Less: Accumulated amortization	(\$1,589,532)	-	\$0	(\$1,589,532)
Computer Equipment		-	\$72,811,224	\$72,811,224
Less: Accumulated amortization		-	(\$61,719,109)	(\$61,719,109)
Total tangible capital assets	\$684,875,582	\$0	\$0	\$684,875,582
Prepaid expenses	\$1,109,271	-	\$0	\$1,109,271
Other non-financial assets		-	\$4,667,888	\$4,667,888
Total non-financial assets	\$685,984,853	\$0	\$4,667,888	\$690,652,741
Total accumulated surplus	\$142,622,782	(\$53,036,345)	\$0	\$89,586,437
Accumulating surplus / (deficit) is comprised of:				
Accumulated operating surplus (deficit)	\$142,622,782	(\$53,036,345)	\$0	\$89,586,437
Accumulated remeasurement gains (losses)		-	\$0	\$0
	\$142,622,782	(\$53,036,345)	\$0	\$89,586,437



c) Reconciliation of Statement of Operations for the August 31, 2012 year ended

	August 31, 2012 Not-for-Profit Restated	Transition to PSAS	August 31, 2012 PSAS
REVENUES			
Alberta Education	\$818,722,770	\$20,662,250	\$839,385,020
Other - Government of Alberta	\$4,013,038	\$0	\$4,013,038
Federal Government and First Nations	\$2,550,501	\$0	\$2,550,501
Other Alberta school authorities	\$2,454,512	\$0	\$2,454,512
Out of province authorities	\$0	\$0	\$0
Alberta Municipalities-special tax levies	\$0	\$0	\$0
Property taxes		\$0	\$0
Fees	\$28,199,180	\$70,568	\$28,269,748
Other sales and services	\$21,515,616	(\$482,040)	\$21,033,576
Investment income	\$1,162,502	\$0	\$1,162,502
Gifts and donations	\$6,757,443	\$0	\$6,757,443
Rental of facilities	\$4,444,900	\$0	\$4,444,900
Fundraising	\$2,095,041	\$352,809	\$2,447,850
Gains (losses) on disposal of capital assets	\$5,100	\$0	\$5,100
Amortization of capital contributions	\$21,231,124	(\$21,231,124)	\$0
Other revenue	\$0	\$0	
Total Revenues	\$913,151,727	(\$627,537)	\$912,524,190
EXPENSES			
Instruction	\$706,927,134	\$0	\$706,927,134
Plant operations and maintenance	\$128,984,792	\$0	\$128,984,792
Transportation	\$31,032,665	\$0	\$31,032,665
Administration	\$31,894,254	\$0	\$31,894,254
External services	\$23,912,185	\$0	\$23,912,185
Total Expenses	\$922,751,030		\$922,751,030
Operating surplus (deficit)	(\$9,599,303)	(\$627,537)	(\$10,226,840)



d) Reconciliation of the Schedule of Expenses by Object for the August 31, 2012 year ended

EXPENSES	August 31, 2012 Not-for-Profit	Transition to PSAS	August 31, 2012 PSAS
Certificated salaries	\$427,674,661	\$0	\$427,674,661
Certificated benefits	\$89,911,413	\$0	\$89,911,413
Non-certificated salaries and wages	\$181,909,030	\$0	\$181,909,030
Non-certificated benefits	\$38,811,165	\$0	\$38,811,165
SUB - TOTAL	\$738,306,269	\$0	\$738,306,269
Services, contracts and supplies	\$145,385,292	\$0	\$145,385,292
Amortization of supported tangible capital assets	\$21,231,124	\$6,732,850	\$27,963,974
Amortization of unsupported tangible capital assets	\$17,412,860	(\$6,732,850)	\$10,680,010
Supported interest on capital debt	\$168,493	\$0	\$168,493
Unsupported interest on capital debt	\$13,529	\$0	\$13,529
Other interest and finance charges	\$233,463	\$0	\$233,463
Losses on disposal of tangible capital assets	\$0	\$0	\$0
Other expense	\$0	\$0	\$0
TOTAL EXPENSES	\$922,751,030	\$0	\$922,751,030

3. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

These financial statements have been prepared in accordance with the CICA Canadian public sector accounting standards (PSAS). The 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) Accounts receivable

Accounts receivable are shown net of allowance for doubtful accounts.

(b) Tangible capital assets

Tangible capital assets are recorded at original cost. Tangible capital assets contributed to the District are recorded at administration's best estimate of fair value at the time the assets are contributed. Commencing in the year following the year of acquisition, amortization is recorded on a straight-line basis over the estimated useful lives of the assets using the following rates:

Buildings and site improvements	2.5% to 10%
Furniture and equipment	10%
Vehicles	10%
Computer equipment	20%



(c) Deferred Revenue

Deferred revenue includes contributions received for operations which have stipulations that meet the definition of a liability. These contributions are recognized by the District 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 include 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 when expended.
- 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 the school jurisdiction to use the asset in a prescribed manner over the life of the associated asset.

(d) Employee Future Benefits

The School District provides certain post-employment benefits including vested and non-vested benefits for certain employees pursuant to certain contracts and union agreements.

The District accrues its obligations and related costs including both vested and non-vested benefits under employee future benefit plans. Benefits include retirement allowances and non-vested sick leave. The future benefits cost is actuarially determined using the projected accrued benefit cost method pro-rata on service and using management's best estimate of expected salary escalation, benefit usage, termination and retirement rates and mortality. The discount rate used to measure obligations is based on the market yield on long-term high quality Canadian corporate bonds at August 31, 2013 (3.65%).

(e) Asset Retirement Obligations

The District recognizes the fair value of future asset retirement obligations as a liability when there exists a legal obligation associated with the retirement of tangible long-lived assets. The District concurrently recognizes a corresponding increase in the carrying amount of the related long-lived asset that is amortized over the life of the asset or the expected date of remediation. The fair value of the asset retirement obligation is estimated using the expected cash flow approach that reflects a range of possible outcomes discounted at a credit-adjusted risk-free interest rate.

Subsequent to the initial measurement, the asset retirement obligation is adjusted at the end of each period to reflect the passage of time and changes in the estimated future cash flows underlying the obligation. Changes in the obligation due to the changes in estimated cash flows are recognized as an adjustment of the carrying amount of the related long-lived asset that is being amortized. The District has a legal obligation to remove hazardous materials from District buildings. A liability is recognized when the asset has been approved by the Board of Trustees for disposition and when the fair value of the liability can be reasonably determined. When there is reasonable assurance of capital support for such obligations (funding commitments), the District accrues the receivable and reduces the remaining carrying amount.



(f) 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.

(g) 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 assist schools operated by the District in carrying out certain activities. Contributed services are not recognized in the financial statements due to the difficulty of determining the fair value and the fact that such assistance is generally not otherwise purchased.

Eligibility criteria are criteria that the District has to meet in order to receive certain contributions. *Stipulations* describe what the District 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.

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. 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.

(h) Pensions

The District participates in a number of defined benefit plans to provide pension, retirement and healthcare benefits to its employees.

The District's certificated employees are required to contribute to the Alberta Teachers' Retirement Fund (ATRF). The plan's sponsor is the Province of Alberta. ATRF contributions by the plan sponsor for current service are reflected as a component part of education system costs and are formally recognized in the accounts of the District, even though the District has no legal obligation to pay these costs. The amount of current services contributions are recognized as "Government of Alberta" revenue and as "Certificated benefits" expense. . The plan sponsor's current service costs for employees for the current year are \$44,337,310 (2012 \$41,231,413).

The District participates in the Local Authorities Pension Plan, which is a multi-employer pension plan and does not report on any unfunded liabilities. The service costs for employees for the current year of \$16,310,614 (2012 - \$14,896,914) are included in these statements and comprise the District costs of employer contribution. At December 31, 2012, the Local Authorities Pension Plan reported a deficiency of \$4,977,303 (2011 - \$4,639,390).



(i) Program Reporting

The Division's operations have been segmented as follows:

- **ECS-Grade 12 Instruction:** The provision of Early Childhood Services education and grades 1 - 12 instructional services that fall under the basic public education mandate.
- **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 and from school), whether contracted or board operated, including transportation facilities.
- **Board & 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, and object on the Schedule of Program Operations.

(j) Trusts Under Administration

The District has property that has been transferred or assigned to it to be administered or directed by a trust agreement or statute. The District holds title to the property for the benefit of the beneficiary. Trusts under administration have been excluded from the financial reporting of the District.

(k) Financial Instruments

A contract establishing a financial instrument creates, at its inception, rights and obligations to receive or deliver economic benefits. The financial assets and financial liabilities portray these rights and obligations in the financial statements. The District recognizes a financial instrument when it becomes a party to a financial instrument contract.

Financial instruments consist of cash and cash equivalents, accounts receivable, portfolio investments, bank indebtedness, accounts payable and accrued liabilities, and debentures. Financial instruments are recorded at cost or amortized cost. Unless otherwise noted, the fair value of these financial instruments approximates their carrying values.

Transaction costs are recognized immediately in the statement of revenue and expenses. Trade-date basis of accounting is used for financial instruments.

The District has a comprehensive risk management framework to monitor, evaluate and manage the principal risks assumed with financial instruments. The risks that arise from transacting financial instruments include credit risk, liquidity risk, and price risk. Price risk arises from changes in interest rates, foreign currency exchange rates and market prices. The District does not use derivative financial instruments to alter the effects of these risks. The District invests surplus funds in accordance with Section 60(2) of the School Act and Section 5 of the Trustees Act. Portfolio investments for the District are cash type instruments (guaranteed investment certificates).



The District's accounts receivable are substantially comprised of amounts due from the provincial and federal governments. Funds on deposit are maintained with Schedule 1 Canadian financial institutions. Accordingly, the District is not exposed to significant credit risk. Further, substantially all of the District's operations are transacted in Canadian currency.

(l) Measurement Uncertainty

The precise determination of many assets and liabilities is dependent on future events. As a result, the preparation of 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.

4. ACCOUNTS RECEIVABLE

	August 31, 2013			August 31, 2012	September 1, 2011
	Gross Amount	Allowance for Doubtful Accounts	Net Realizable Value	Net Realizable Value	Net Realizable Value
Alberta Education - Grants	\$ 1,445,752	\$ -	\$ 1,445,752	\$ 1,286,625	\$ 809,057
Alberta Education - Capital	8,648,989	-	8,648,989	8,126,652	12,200,832
Alberta Education - IMR	-	-	-	-	3,249,065
Alberta Education - Other	151,792	-	151,792	227,402	755,866
Alberta Treasury Board & Finance - Supported debentures	778,482	-	778,482	2,079,077	4,941,761
Other Alberta school jurisdictions	281,682	-	281,682	356,322	528,905
Alberta Health Services	268,129	-	268,129	47,740	50,290
Post-secondary institutions	16,321	-	16,321	-	-
Other Government of Alberta ministries	23,078	-	23,078	-	-
Federal government	2,632,547	-	2,632,547	1,032,430	1,564,306
First nations	553,850	-	553,850	938,476	766,302
Other	2,829,234	(770,071)	2,059,163	2,909,807	1,403,605
Total	<u>\$17,629,856</u>	<u>\$ (770,071)</u>	<u>\$ 16,859,785</u>	<u>\$ 17,004,531</u>	<u>\$ 26,269,989</u>

5. BANK INDEBTEDNESS

The jurisdiction has negotiated a line of credit in the amount of \$30 million dollars that bears interest at prime less 0.50%. This line of credit is secured by a borrowing bylaw and a security agreement, covering all revenue of the jurisdiction. There was no balance at September 1, 2011, August 31, 2012 or August 31, 2013.



6. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

	August 31, 2013	August 31, 2012	September 1, 2011
Alberta Education	\$ 2,052,679	\$ 3,776,739	\$ 3,057,247
Other Alberta school jurisdictions	25,480	29,192	1,344
Alberta Capital Finance Authority (Interest on long-term debt)	39,099	113,971	371,944
Alberta Health & Wellness	29,873	-	-
Post-secondary institutions	7,812	-	-
Other Government of Alberta ministries	2,068	-	-
Federal government	111,102	175,282	147,893
Other trade payables and accrued liabilities	27,225,464	28,139,805	29,472,979
Total	<u>\$29,493,577</u>	<u>\$32,234,989</u>	<u>\$33,051,407</u>



7. DEFERRED REVENUE

SOURCE AND GRANT OR FUND TYPE	DEFERRED REVENUE as at Aug. 31, 2012	ADD: 2012/2013 Restricted Funds Received/ Receivable	DEDUCT: 2012/2013 Restricted Funds Expended (Paid / Payable)	DEFERRED REVENUE as at Aug. 31, 2013
Unexpended deferred operating revenue				
Alberta Education:				
Alberta Initiative for School Improvement	\$ -	\$ 3,239,385	\$ (3,239,385)	\$ -
Infrastructure Maintenance Renewal	2,273,941	13,421,749	(12,035,920)	3,659,770
Institutional Education Programs	-	9,298,098	(9,298,098)	-
Regional Educational Consulting Services	-	3,212,448	(2,482,197)	730,251
Student Health Initiative (School Authorities)	-	1,755,245	(1,755,245)	-
SuperNet Service	-	2,179,200	(2,179,200)	-
Other Alberta Education deferred revenue	2,616,962	1,465,396	(2,617,290)	1,465,068
Other Government of Alberta:				
AHSCWF - Human Resources	-	50,000	-	50,000
AHSCWF - Extending the Play - Abbott School	-	46,000	(5,746)	40,254
Critical Hours Project for Aboriginal Youth	40,000	-	(40,000)	-
Community Helper Project	84,071	-	(22,131)	61,940
EDC Mapping Initiative	-	62,795	-	62,795
REACH Grant - Schools as Hubs Project	58,897	117,000	(165,093)	10,804
Safe Communities Innovation Fund (SCIF) Grant	43,920	-	(17,356)	26,564
Other Deferred Revenue:				
School Generated Funds - Fundraising	449,224	1,987,332	(1,744,402)	692,154
School Generated Funds - Fees	110,459	62,720	(95,285)	77,894
School Generated Funds - Donations	848,694	5,100,365	(4,734,495)	1,214,564
EPSB Foundation	486,313	577,023	(340,968)	722,368
Community Grant for High Risk Youth	-	55,000	(30,230)	24,770
International Students	3,661,737	3,975,202	(3,331,396)	4,305,543
Metro Continuing Education	689,107	846,876	(1,175,412)	360,571
Other Deferred Revenue	89,372	130,080	(174,447)	45,005
Total unexpended deferred operating revenue	11,452,697	47,581,914	(45,484,296)	13,550,315
Unexpended deferred capital revenue	6,011,854	9,189,081	(9,697,557)	5,503,378
Expended deferred capital revenue	620,607,789	12,025,227	(30,605,958)	602,027,058
Total	\$ 638,072,340	\$ 68,796,222	\$ (85,787,811)	\$ 621,080,751

SOURCE AND GRANT OR FUND TYPE	DEFERRED REVENUE as at Aug. 31, 2011	ADD: 2011/2012 Restricted Funds Received/ Receivable	DEDUCT: 2011/2012 Restricted Funds Expended (Paid / Payable)	DEFERRED REVENUE as at Aug. 31, 2012
Unexpended deferred operating revenue				
Alberta Education:				
Alberta Initiative for School Improvement	\$ -	\$ 5,399,589	\$ (5,399,589)	\$ -
Infrastructure Maintenance Renewal	3,309,979	22,225,058	(23,261,096)	2,273,941
Institutional Education Programs	-	8,352,353	(8,352,353)	-
Regional Educational Consulting Services	-	3,149,459	(3,149,459)	-
Student Health Initiative (School Authorities)	-	1,180,342	(1,180,342)	-
SuperNet Service	-	1,802,361	(1,802,361)	-
Other Alberta Education deferred revenue	1,152,279	3,179,438	(1,714,755)	2,616,962
Other Government of Alberta:				
Critical Hours Project for Aboriginal Youth	-	40,000	-	40,000
Community Helper Project	58,064	113,500	(87,493)	84,071
REACH Grant	-	120,000	(61,103)	58,897
Safe Communities Innovation Fund (SCIF) Grant	69,000	43,920	(69,000)	43,920
Other Deferred Revenue:				
School Generated Funds - Fundraising	400,488	1,787,330	(1,738,594)	449,224
School Generated Funds - Fees	29,836	244,508	(163,885)	110,459
School Generated Funds - Donations	319,342	4,269,060	(3,739,708)	848,694
EPSB Foundation	381,330	545,170	(440,187)	486,313
Expolingua Berlin Student Recruitment Fair	2,306	-	(2,306)	-
International Students	2,590,643	4,647,434	(3,576,340)	3,661,737
Lease/Rental	8,793	-	(8,793)	-
Metro Continuing Education	333,686	2,320,197	(1,964,776)	689,107
Other	1,739	89,708	(2,075)	89,372
Total unexpended deferred operating revenue	\$ 8,657,485	\$59,509,427	\$ (56,714,215)	\$11,452,697
Unexpended deferred capital revenue	8,900,377	12,770,321	(15,658,844)	6,011,854
Expended deferred capital revenue	573,320,250	75,303,460	(28,015,921)	620,607,789
Total	\$ 590,878,112	\$ 147,583,208	\$ (100,388,980)	\$638,072,340



8. EMPLOYEE FUTURE BENEFIT LIABILITIES

Employee future benefit liabilities consist of the following:

	2013	2012	2011
Accumulated sick pay liability	\$ 5,509,900	\$ 5,812,000	\$ 5,812,000
Retirement allowances	5,727,800	-	-
Total	<u>\$ 11,237,700</u>	<u>\$ 5,812,000</u>	<u>\$ 5,812,000</u>

9. DEBT

	August 31, 2013	August 31, 2012	September 1, 2011
Supported debentures outstanding at August 31, 2013 have interest rates between 7.5% to 9.88%. The terms of the loans are 20 years, payments made annually supported by Alberta Treasury Board and Finance	\$ 739,383	\$ 1,990,232	\$ 4,600,276
Unsupported debentures outstanding at August 31, 2013 have interest rates between 3.06% to 4.04%. The terms of the loans range between 10 and 20 years, payments made semi-annually and annually	10,159,158	438,170	711,244
Total	<u>\$10,898,541</u>	<u>\$2,428,402</u>	<u>\$ 5,311,520</u>

Debenture Debt – Supported

The debenture debt bears interest at rates varying between 7.5% and 9.88%. The debenture debt is fully supported by Alberta Treasury Board and Finance. Supported debenture payments to mature in 2015:

	Principal	Interest	Total
2013-2014	\$ 548,027	\$ 67,696	\$ 615,723
2014-2015	191,356	18,639	209,995
Total	<u>\$ 739,383</u>	<u>\$ 86,335</u>	<u>\$ 825,718</u>

Unsupported Debentures – Alberta Capital Finance Authority

The School Jurisdiction has a debenture outstanding in the amount of \$159,158. The debenture bears interest at 4.04% per annum. The unsupported debenture payment due to maturity on March 2014:

	Principal	Interest	Total
2013-2014	<u>\$ 159,158</u>	<u>\$ 6,427</u>	<u>\$ 165,585</u>



Unsupported Debentures – Alberta Capital Finance Authority

The School Jurisdiction has a debenture outstanding in the amount of \$10,000,000. The debenture bears interest at 3.06% per annum and expires September 2033. Subsequent to year end, a final draw on the loan was issued for \$5,000,000. The following is a summary of principal and interest payments on the related unsupported debenture

	Principal	Interest	Total
2013-2014	\$ 274,744	\$ 382,123	\$ 656,867
2014-2015	562,150	445,887	1,008,037
2015-2016	579,467	428,571	1,008,038
2016-2017	597,316	410,721	1,008,037
2017-2018	615,716	392,322	1,008,038
2018 to maturity	12,370,607	3,253,977	15,624,584
Total	\$ 15,000,000	\$5,313,601	\$ 20,313,601

10. TANGIBLE CAPITAL ASSETS

	August 31, 2013						
	Land	Construction In Progress - Buildings	Buildings	Equipment	Vehicles	Computer Hardware & Software	Total
Estimated useful life			25-40 Years	5-10 Years	5-10 Years	3-5 Years	
Historical cost							
Beginning of year	\$ 837,590	\$ 4,537,802	\$1,124,672,114	\$116,635,376	\$ 3,296,171	\$ 72,811,224	\$ 1,322,790,277
Additions	-	9,339,607	10,586,827	4,199,211	102,664	2,678,140	26,906,449
Transfers in (out)	-	(9,350,523)	9,276,469	74,054	-	-	-
Less disposals including write-offs	-	-	(972,750)	(861,045)	(114,281)	(17,293)	(1,965,369)
	<u>\$ 837,590</u>	<u>\$ 4,526,886</u>	<u>\$1,143,562,660</u>	<u>\$120,047,596</u>	<u>\$ 3,284,554</u>	<u>\$ 75,472,071</u>	<u>\$ 1,347,731,357</u>
Accumulated amortization							
Beginning of year	\$ -	\$ -	\$ 483,846,975	\$ 90,759,079	\$ 1,589,532	\$ 61,719,109	\$ 637,914,695
Additions	-	-	31,960,291	4,887,453	252,793	4,127,055	41,227,592
Transfers in (out)	-	-	378,490	(378,874)	-	384	(0)
Less disposals including write-offs	-	-	(957,891)	(743,676)	(108,403)	(17,293)	(1,827,263)
	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 515,227,865</u>	<u>\$ 94,523,982</u>	<u>\$ 1,733,922</u>	<u>\$ 65,829,255</u>	<u>\$ 677,315,024</u>
Net Book Value at End of Year	<u>\$ 837,590</u>	<u>\$ 4,526,886</u>	<u>\$ 628,334,795</u>	<u>\$ 25,523,614</u>	<u>\$ 1,550,632</u>	<u>\$ 9,642,816</u>	<u>\$ 670,416,333</u>

	August 31, 2012						
	Land	Construction In Progress - Buildings	Buildings	Equipment	Vehicles	Computer Hardware & Software	Total
Estimated useful life			25-40 Years	5-10 Years	5-10 Years	3-5 Years	
Historical cost							
Beginning of year	\$ 837,590	\$ 23,303,915	\$1,041,657,188	\$111,491,775	\$ 3,231,432	\$ 69,934,688	\$ 1,250,456,588
Additions	-	4,537,802	67,456,700	5,097,322	86,748	2,876,536	80,055,108
Transfers in (out)	-	(23,303,915)	23,069,235	234,680	-	-	-
Less disposals including write-offs	-	-	(7,511,009)	(188,401)	(22,009)	-	(7,721,419)
	<u>\$ 837,590</u>	<u>\$ 4,537,802</u>	<u>\$1,124,672,114</u>	<u>\$116,635,376</u>	<u>\$ 3,296,171</u>	<u>\$ 72,811,224</u>	<u>\$ 1,322,790,277</u>
Accumulated amortization							
Beginning of year	\$ -	\$ -	\$ 461,475,145	\$ 86,619,932	\$ 1,331,266	\$ 57,498,434	\$ 606,924,777
Additions	-	-	29,792,852	4,365,588	264,869	4,220,675	38,643,984
Transfers in (out)	-	-	38,040	(38,040)	-	-	-
Less disposals including write-offs	-	-	(7,459,062)	(188,401)	(6,603)	-	(7,654,066)
	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 483,846,975</u>	<u>\$ 90,759,079</u>	<u>\$ 1,589,532</u>	<u>\$ 61,719,109</u>	<u>\$ 637,914,695</u>
Net Book Value at End of Year	<u>\$ 837,590</u>	<u>\$ 4,537,802</u>	<u>\$ 640,825,139</u>	<u>\$ 25,876,297</u>	<u>\$ 1,706,639</u>	<u>\$ 11,092,115</u>	<u>\$ 684,875,582</u>



11. ACCUMULATED SURPLUS

The District's accumulated surplus is summarized as follows:

	August 31, 2013	August 31, 2012	September 1, 2011
Internally restricted reserves	\$ 2,886,068	\$ 3,067,847	\$ 3,126,510
Operating reserves	34,966,877	17,341,299	21,702,775
Accumulated surplus (deficit) from operations	37,852,945	20,409,146	24,829,285
Investment in tangible capital assets	62,394,223	63,829,622	69,500,317
Capital reserves	7,291,090	5,347,669	5,483,675
Accumulated surplus (deficit)	\$ 107,538,258	\$ 89,586,437	\$ 99,813,277

12. CONTRACTUAL OBLIGATIONS

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

	Building Projects	Building Leases	Service Providers
2013-14	\$ 9,250,000	\$ 5,071,986	\$ 2,432,834
2014-15	4,400,000	3,416,080	1,219,012
2015-16	-	3,093,762	-
2016-17	-	3,106,381	-
2017-18	-	3,057,689	-
Thereafter	-	13,492,443	-
	\$ 13,650,000	\$ 31,238,341	\$ 3,651,846



13. CONTINGENT LIABILITIES

- a) The District is a member of Urban Schools Insurance Consortium (USIC) which facilitates the placement of property and liability insurance coverage for fourteen jurisdictions throughout the province of Alberta. Premium rebates are received from the insurers; favorable claims experience and accumulated by the consortium to self-insure a portion of the member's risk exposure. Under the terms of its membership, the District could become liable for its proportionate share of any claim losses in excess of the funds held by the exchange. The District's share of the accumulated consortium funds as at August 31, 2013 was \$947,159 (2012 - \$1,092,604). This amount has not been recognized in the District's financial statement
- b) The District was involved in various legal disputes as of August 31, 2013. While it is not possible to estimate the outcome of these disputes, management believes that there will be no significant adverse effects on the financial position of the District.

14. FEES

	2013	2012
Transportation fees ⁽¹⁾	9,823,927	\$ 9,410,270
Fees charged for instruction material and supplies ⁽²⁾	2,655,548	2,569,313
Other fees	17,139,777	16,290,165
Total	<u>\$ 29,619,252</u>	<u>\$ 28,269,748</u>

⁽¹⁾ Charged under School Act, Section 51(3)

⁽²⁾ Charged under School Act, Section 60 (2) j

15. TRUSTS UNDER ADMINISTRATION

These balances represent assets that are held in trust. They are not recorded on the statements of the District.

	2013	2012	2011
Deferred salary leave plan	\$ 1,582,862	\$ 1,619,859	\$ 1,356,452
Scholarship trusts	477,341	477,964	469,542
Children and Youth with Complex Needs (Banker board)	754,673	424,094	57,489
Total	<u>\$ 2,814,876</u>	<u>\$ 2,521,917</u>	<u>\$ 1,883,483</u>



16. SCHOOL GENERATED FUNDS

	2013	2012
Unspent School Generated Funds, Beginning of Year	\$ 4,476,224	\$ 3,876,175
Gross Receipts:		
Fees	12,516,534	12,779,637
Fundraising	1,835,965	1,613,028
Gifts and donations	5,100,364	4,269,060
Grants to schools	151,367	174,302
Other sales and services	5,575,943	5,561,549
Total gross receipts	25,180,173	24,397,576
Total Related Expenses and Uses of Funds	17,820,268	16,822,645
Total Direct Costs Including Cost of Goods Sold to Raise Funds	6,965,449	6,974,882
Unspent School Generated Funds, End of Year	<u>\$ 4,870,680</u>	<u>\$ 4,476,224</u>
Balance included in Deferred Revenue	\$ 1,984,612	\$ 1,408,377
Balance included in Accumulated Surplus	\$ 2,886,068	\$ 3,067,847



17. RELATED PARTY TRANSACTIONS

All entities that are consolidated in the accounts of the Government of Alberta are related parties of school jurisdictions. These include government departments, health authorities, post-secondary institutions and other school jurisdictions in Alberta.

	Balances		Transactions	
	Financial Assets (at cost or net realizable)	Liabilities (at amortized cost)	Revenues	Expenses
Government of Alberta (GOA):				
Education				
Accounts receivable / Accounts payable	\$ 10,246,533	\$ 2,052,679	-	-
Prepaid expenses / Deferred revenue	-	5,855,089	-	-
Unexpended deferred capital revenue	-	5,503,378	-	-
Expended deferred capital allocation		602,027,058		
Grant revenue & expenses	-	-	889,385,332	-
Other revenues & expenses	-	-	455,468	2,026,261
Other Alberta school jurisdictions	281,682	25,480	3,204,025	1,271,554
Treasury Board and Finance (Principal)	739,383	739,383	128,648	83
Treasury Board and Finance (Accrued interest)	39,099	39,099		
Alberta Health	-	-	-	1,996
Alberta Health Services	268,129	29,873	927,118	98,791
Enterprise and Advanced Education	-	-	-	-
Post-secondary institutions	16,321	7,812	1,128,753	191,969
Alberta Infrastructure	-	35	8,952	488
Human Services	-	-	1,259,375	-
Other GOA ministries (Deferred Revenue)	-	252,357	-	-
Other GOA ministries	23,078	2,033	1,489,201	18,856
TOTAL 2012/2013	<u>\$ 11,614,225</u>	<u>\$ 616,534,276</u>	<u>\$ 897,986,872</u>	<u>\$ 3,609,998</u>
TOTAL 2011/2012 Reclassified	<u>\$ 12,123,818</u>	<u>\$ 582,799,559</u>	<u>\$ 848,131,473</u>	<u>\$ 4,279,716</u>

18. ECONOMIC DEPENDENCE ON RELATED THIRD PARTY

The District's primary source of income is from the Government of Alberta. The District's ability to continue viable operations is dependent on this funding.



19. REMUNERATION AND MONETARY INCENTIVES

The District had paid or accrued expense for the year ended August 31, 2013 to or on behalf of the following positions and persons in groups as follows:

Board Members:	FTE	Remuneration	Benefits	Negotiated Allowances	ERIP's / Other	Expenses
Chair: S. Hoffman	1.0	\$41,915	\$3,946	\$3,364		\$14,478
Other members						
L. Cleary	1.0	\$34,010	\$6,150	\$3,364		\$10,361
D. Colburn	1.0	\$31,863	\$5,722	\$3,364		\$14,470
M. Janz	1.0	\$37,878	\$6,553	\$3,364		\$14,303
C. Johner	1.0	\$31,852	\$6,318	\$3,364		\$13,045
H. MacKenzie	1.0	\$36,500	\$6,507	\$3,364		\$13,296
C. Ripley	1.0	\$33,383	\$6,375	\$3,364		\$10,395
K. Shipka	1.0	\$31,901	\$3,595	\$3,364		\$8,109
C. Spencer	1.0	\$31,365	\$6,314	\$3,364		\$9,548
Subtotal	9.0	\$310,667	\$51,480	\$30,276		\$108,005
Superintendent E. Schmidt (1)	1.0	\$265,896	\$67,862	\$0	\$0	\$11,758
Board Secretary-Treasurer C. Hagen (6.2 Months)	1.0	\$95,140	\$14,754	\$1,719	\$0	\$7,610
Board Secretary-Treasurer R. Malysh (5.8 Months)	1.0	\$104,728	\$17,150	\$1,645	\$106,470	\$5,252
Certificated teachers	4,482.8	\$437,452,411	\$94,004,503	\$795,437	\$88,000	
Non-certificated - other	2,976.0	\$177,863,321	\$47,707,872	\$3,261,245	\$302,645	
TOTALS		\$616,092,163	\$141,863,622	\$4,090,321	\$497,115	\$132,625

Note

1) The benefit cost for the Superintendent includes payments to the Supplementary Pension Plan of \$37,999 (2012 - \$35,416) and the Alberta Teachers' Retirement Fund (ATRF) contribution made by Alberta Education on behalf of Edmonton School District No.7 in the amount of \$15,878 (2012 - \$14,707)

20. BUDGET AMOUNTS

The budget was prepared by the school jurisdiction and approved by the Board of Trustees on June 12, 2012. It is presented for information purposes only and has not been audited.

EDMONTON PUBLIC SCHOOL BOARD
SUMMARY OF ACCUMULATED SURPLUS/(DEFICIT) AT AUGUST 31, 2013
SCHOOLS, INSTITUTIONS/EARLY ED SITES AND CENTRAL DUs

	2012-13 Accumulated Surpluses	2012-13 Accumulated Deficits	2012-13 Accumulated Surplus/(Deficit)
Schools	\$ 19,694,691	\$ (5,253,411)	\$ 14,441,280
Institutions / Early Ed Sites	2,669,776	(15,656)	2,654,120
Central Services - Carryforward DUs	31,078,014	(1,091,464)	29,986,550
Central Services - Non-Carryforward DUs	4,138,042	(6,583,070)	(2,445,028)
District Sub-Total	57,580,523	(12,943,601)	44,636,922
Less:			
Institutions / Early Ed Sites ¹	(2,669,776)	15,656	(2,654,120)
Central Services - Non-Carryforward DUs ²	(4,138,042)	6,583,070	2,445,028
Total School & DU Carryforwards	50,772,705	(6,344,875)	44,427,830
Internally Restricted School Generated Funds	2,886,068		2,886,068
Less:			
Operating Reserve at August 31, 2013 ³	(37,852,945)		(37,852,945)
Surplus Carry forward in Excess of Available Funds **	\$ 15,805,828		\$ 9,460,953

Amounts above exclude the following:

¹ Early Ed Sites/Institutions actual net surplus of \$2.7 M requires a return of funding to Alberta Education

² Central DU's that do not carryforward surplus or deficit funds

As per Schedule of Changes in Accumulated Surplus:

³ **Operating Reserve is composed of:**

Internally Restricted Reserve (School Generated Funds)	2,886,068
General Operating Reserve	34,966,877
Total Operating Reserve	\$ 37,852,945

****Surplus Carryforward in Excess of Available Funds**

The surplus in excess of reserve funds represents the current gap between operating funds available and amounts of surplus carryforward funds within Schools and Central Decision Units

DATE: December 17, 2013
TO: Board of Trustees
FROM: Darrel Robertson, Superintendent of Schools
SUBJECT: Fall 2013 Update to the 2013-2014 Budget
ORIGINATOR: David Fraser, Executive Director, Corporate Services
RESOURCE STAFF: Todd Burnstad, Candace Cole, Cheryl Hagen, Madonna Proulx
REFERENCE: N/A

ISSUE

Alberta Education requires jurisdictions to prepare and submit a budget update each fall. Jurisdictions are also required by Alberta Education to provide the budget update as information to the Board of Trustees each fall reflecting changes in revenue, enrolment, current staffing, and other key budget assumptions.

RECOMMENDATION

That the Board formally adopt the Fall 2013 Update as the 2013-2014 annual District Budget.

BACKGROUND

Each school and central decision unit prepared a revised budget in the fall based on updated September 30th enrolment, current staffing FTE's, as well as the planned use of surplus funds.

RELATED FACTS

The 2013-2014 Fall budget update for EPSB has been completed for submission to Alberta Education. The revised budget is based on total expenses of \$970.3 million. Alberta Education requires boards to report the government contributions to the Alberta Teachers' Retirement Fund (ATRF), which is estimated at \$52.9 million. The overall increase in budget is as follows:

- 1) Increase in the ATRF: \$8.2 million;
- 2) Increases in revenues: \$28 million. Comprised of enrolment growth (\$19.7 million) and other revenue adjustments (\$8.3 million).
 - The 2013-2014 Budget update reflects a balanced budget with no use of carry forward surplus for schools or central decision units.
 - Enrolment increased from the approved budget by 2.4 per cent or 1,968 eligible funded students.
 - Certificated staffing has increased by 142.3 FTE.
 - Administration expenses comprise 3.2 per cent of the total budgeted expenditures which is below the 3.6 per cent cap.

OPTIONS

N/A

CONSIDERATIONS & ANALYSIS

N/A

NEXT STEPS

Once approved the Fall 2013-2014 Revised Budget will be posted to the district's website, and the Fall 2013-2014 Budget Report will be submitted to Alberta Education.

ATTACHMENTS & APPENDICES

ATTACHMENT I	Fall 2013 Update to the 2013-2014 Budget – Alberta Education
ATTACHMENT II	2013-2014 Revised Revenue Budget
ATTACHMENT III	Student Enrolment
ATTACHMENT IV	2013-2014 Revised Budget – Total Allocations
ATTACHMENT V	2013-2014 Revised Budget – Direct School Allocations
ATTACHMENT VI	2013-2014 Revised Budget – Other Allocations

CDH: ja

3020 Edmonton School District No. 7

School Jurisdiction Code and Name

FALL 2013 UPDATE TO THE 2013/2014 BUDGET

	Fall 2013 Update to the Budget 2013/2014	Spring 2013 Budget Report 2013/2014	Variance
OPERATIONS (SUMMARY)			
Revenues			
Government of Alberta	\$906,482,900	\$850,484,295	\$55,998,605
Fees	\$29,276,100	\$33,635,200	(\$4,359,100)
Other sales and services revenue	\$19,094,700	\$10,519,741	\$8,574,959
Amortization of capital allocations revenue	\$0	\$23,966,441	(\$23,966,441)
All other revenues	\$15,439,300	\$15,456,914	(\$17,614)
Total Revenues	\$970,293,000	\$934,062,591	\$36,230,409
Expenses By Program			
ECS - Grade 12 Instruction	\$753,163,182	\$720,899,270	\$32,263,912
Operations & Maintenance of Schools and Maintenance Shops	\$124,183,129	\$120,348,196	\$3,834,933
Transportation	\$34,905,267	\$33,682,767	\$1,222,500
Board and System Administration	\$30,972,743	\$30,947,934	\$24,809
External Services	\$27,068,679	\$28,184,424	(\$1,115,745)
Total Expenses	\$970,293,000	\$934,062,591	\$36,230,409
Operating Surplus (Deficit)	\$0	\$0	\$0
Accumulated Operating Surplus (Projected)			
Accumulated Operating Surplus - Aug.31, 2013	\$37,852,945	(\$2,536)	\$37,855,481
Accumulated Operating Surplus - Aug.31, 2014	\$36,499,562	\$2,897,341	\$33,602,221
Expenses by Object			
Certificated salaries, wages and benefits expense	\$544,294,756	\$519,910,010	\$24,384,746
Non-certificated salaries, wages and benefits expense	\$228,370,822	\$220,366,489	\$8,004,333
Services, contracts and supplies expense	\$155,162,899	\$151,428,730	\$3,734,169
Amortization expense	\$41,866,318	\$41,866,318	\$0
Interest on capital debt expense	\$491,046	\$491,044	\$2
All other expenses	\$107,159	\$0	\$107,159
Total Expenses	\$970,293,000	\$934,062,591	\$36,230,409
Certificated Staff FTE's			
School based	4,263.9	4,127.6	136.3
Non-school based	142.6	136.6	6.0
Total Certificated Staff FTE's	4,406.5	4,264.2	142.3
Certificated Staffing Change due to:			
Enrolment	142.3	-	142.3
Other factors	-	(182.0)	182.0
Total Change	142.3	(182.0)	324.3
Non-Certificated Staff FTE's			
Instructional	1,951.0	1,745.9	205.1
Non-instructional	1,251.0	1,206.2	44.8
Total Non-Certificated Staff FTE's	3,202.0	2,952.1	249.9
Non-Certificated Staffing Change due to:			
Enrolment	204.9	-	204.9
Other factors	45.0	(157.3)	202.3
Total Change	249.9	(157.3)	407.2
Eligible Funded Students			
Early childhood services (ECS headcount)	7,807	7,568.0	239
Grades 1 to 9 (headcount)	55,421	54,470.0	951
Grade 10 to 12 (FTE)	22,369	21,591.0	778
Total Eligible Funded Students	85,597	83,629	1,968

Attestation of Secretary-Treasurer/Treasurer:

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

December 17, 2013

3020 Edmonton School District No. 7

School Jurisdiction Code and Name

FALL 2013 UPDATE TO THE 2013/2014 BUDGET

Comments/Explanations of Variance:

Revenue Variances:

Government of Alberta: Increase of \$56M or 6.6% due to:

- a) reclassification of Amortization of Capital Allocations Revenue of \$24M to Government of Alberta Revenue (requirement under PSAS),
- b) increase of Amortization of Capital Allocations Revenue of \$7.9M due to PSAS requirement that IMR capital funding be treated as supported,
- c) \$19.7M of increase relates to enrollment growth,
- d) ATRF increase of \$8.2M (increase in allocation rate),
- e) decrease in IMR revenue of \$5.6M due to requirement that IMR for capital be deferred into EDCR and amortized, and
- f) decrease of \$2.2 M of revenues pertaining to secondments from other entities from Government of Alberta revenue to Other Sales and Services Revenue.

Fees: Decrease of \$4.3M or 13% relates to a reclassification of :

- a) \$4.08M of revenues pertaining to the lunch room program from Fees to Other Sales and Services Revenue, and
- b) \$1.9M of revenues pertaining to Adult Education from Fees to Other Sales and Services Revenue.

Other sales and services revenue: Increase of \$8.6M or 81.5% due to reclassification of:

- a) \$4.08M of revenues pertaining to lunch room program from Fees to Other Sales and Services Revenue,
- b) \$1.9M of revenues pertaining to Adult Education from Fees to Other Sales and Services Revenue, and
- c) \$2.2 M of revenues pertaining to secondments from other entities from Government of Alberta revenue to Other Sales and Services Revenue.

Amortization of capital allocations revenue:

- reclassification of Amortization of Capital Allocations Revenue of \$24M to Government of Alberta Revenue (requirement under PSAS)

Certificated Staff FTEs Variance

Increase of 142.3 FTE certificated staff if primarily due to increased enrollment.

Non- Certificated Staff FTEs Variance

Increase of 249.9 FTE non-certificated: 204.9 FTE due to increased enrollment, and 45 FTE due to an adjustment from spring budget.

Attestation of Secretary-Treasurer/Treasurer:

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

December 17, 2013

**Edmonton Public Schools
2013-2014 Fall Revised Revenue Budget**

	2013-2014 Revised Budget	2013-2014 Proposed Budget	Variance \$	Variance %	Notes
BASE INSTRUCTION FUNDING					
Early Childhood Services (ECS) Base Instruction	\$ 25,613,500	\$ 24,829,400	\$ 784,100	3.2%	
Base Instruction (Grades 1 to 9)	363,653,400	357,408,800	6,244,600	1.7%	
Base Instruction (Grades 10 to 12)	124,491,600	120,207,700	4,283,900	3.6%	
Base Instruction Special Ed Block (Grades 10 to 12)	16,870,100	15,479,000	1,391,100	9.0%	1
Base Instruction Metro (Grades 10 to 12)	768,700	768,700	-	-	
Base Instruction Metro Summer (Grades 10 to 12)	5,272,900	5,272,900	-	-	
Outreach Site Funding	377,800	377,800	-	-	
ECS Base Instruction Class Size	5,709,200	5,534,400	174,800	3.2%	
Base Instruction Class Size (Grades 1 to 3)	28,725,400	28,148,300	577,100	2.1%	
Base Instruction Tier 2 Class size (Grades 10 to 12)	176,600	171,500	5,100	3.0%	
Base Instruction Tier 3 Class size (Grades 10 to 12)	1,896,500	1,842,500	54,000	2.9%	
Base Instruction Tier 4 (Work Exp. & Sp. Proj)	1,993,800	1,937,100	56,700	2.9%	
Home Education	653,200	702,500	(49,300)	(7.0%)	2
SUBTOTAL BASE FUNDING	576,202,700	562,680,600	13,522,100	2.4%	
DIFFERENTIAL COST FUNDING					
ECS Program Unit Funding (PUF)	31,106,300	29,893,400	1,212,900	4.1%	
Inclusive Education	56,749,200	54,325,700	2,423,500	4.5%	
English as a Second Language (ESL)	14,330,400	14,620,200	(289,800)	(2.0%)	
First Nations, Metis and Inuit Education (FNMI)	8,628,400	7,513,300	1,115,100	14.8%	3
Socio Economic Status	9,855,300	9,597,300	258,000	2.7%	
Plant Operations and Maintenance (PO&M)	61,971,100	60,751,700	1,219,400	2.0%	
Metro Urban Transportation	22,209,600	21,117,500	1,092,100	5.2%	4
ECS Special Transportation	2,273,000	1,840,300	432,700	23.5%	5
Equity of Opportunity	8,251,000	8,040,600	210,400	2.6%	
Federal French Funding	500,000	500,000	-	-	
SUBTOTAL DIFFERENTIAL COST FUNDING	215,874,300	208,200,000	7,674,300	3.7%	
PROVINCIAL PRIORITY TARGETED FUNDING					
High Speed Networking	2,179,200	2,179,200	-	-	
SUBTOTAL PROVINCIAL PRIORITY FUNDING	2,179,200	2,179,200	-	0.0%	
OTHER PROVINCIAL SUPPORT					
Institutional Support	9,624,200	9,801,500	(177,300)	(1.8%)	
Regional Education Consulting Services	3,212,400	3,212,400	-	-	
Regional Collaborative Service Delivery (RCSD)	1,850,700	1,815,300	35,400	2.0%	
System Admin & School Bd Gov'n - 10% Reduction	(3,691,000)	(3,691,000)	-	-	
SUBTOTAL OTHER PROVINCIAL SUPPORT	10,996,300	11,138,200	(141,900)	(1.3%)	
TOTAL PROVINCIAL OPERATIONAL FUNDING	805,252,500	784,198,000	21,054,500	2.7%	

Edmonton Public Schools
2013-2014 Fall Revised Revenue Budget

	2013-2014 Revised Budget	2013-2014 Proposed Budget	Variance \$	Variance %	Notes
CAPITAL					
Debenture Interest	102,500	102,500	-	-	
Infrastructure Maintenance Renewal (IMR)	5,677,700	11,241,700	(5,564,000)	(49.5%)	6
Amortization of Capital Allocations and Expended Deferred Capital Revenue	31,881,400	23,966,400	7,915,000	33.0%	7
SUBTOTAL CAPITAL	37,661,600	35,310,600	2,351,000	6.7%	
OTHER PROVINCIAL REVENUES					
Tuition Agreements	1,137,100	805,600	331,500	41.1%	8
Secondments - Provincial	3,789,800	3,422,223	367,577	10.7%	9
Alberta Teachers' Retirement Fund (ATRF)	52,905,900	44,689,600	8,216,300	18.4%	10
SUBTOTAL OTHER PROVINCIAL REVENUES	57,832,800	48,917,423	8,915,377	18.2%	
OTHER PROVINCIAL GRANTS	5,736,000	4,514,800	1,221,200	27.0%	11
TOTAL GOVERNMENT OF ALBERTA	906,482,900	872,940,823	33,542,077	3.8%	
FEDERAL GOVERNMENT AND FIRST NATIONS	2,339,200	2,099,800	239,400	11.4%	12
OTHER ALBERTA SCHOOL AUTHORITIES	1,063,000	1,268,500	(205,500)	(16.2%)	13
FEES					
School Fees - School Generated Funds	12,514,400	11,899,700	614,700	5.2%	14
Transportation Fees	9,838,700	9,800,600	38,100	0.4%	
International Student Fees	4,297,500	3,937,500	360,000	9.1%	15
Metro Continuing Education Fees	938,300	889,000	49,300	5.5%	16
Textbook Rental Fees	1,447,700	1,416,600	31,100	2.2%	
Music Instrument & Other Material Fees	239,500	231,900	7,600	3.3%	
SUBTOTAL FEES	29,276,100	28,175,300	1,100,800	3.9%	
OTHER SALES AND SERVICES					
Sales and Services - Schools & Central DU's	5,065,800	4,469,800	596,000	13.3%	17
Other Sales and Services - School Generated Funds	5,778,400	5,218,000	560,400	10.7%	18
Secondments - Other Entities	2,212,300	2,009,877	202,423	10.1%	9
Lunch Program Fees	4,077,800	3,744,800	333,000	8.9%	19
Adult Education	1,960,400	1,947,000	13,400	0.7%	
SUBTOTAL SALES AND SERVICES	19,094,700	17,389,477	1,705,223	9.8%	
INVESTMENT INCOME	-	-	-	-	
GIFTS AND DONATIONS					
School Gifts and Donations	6,524,000	6,305,300	218,700	3.5%	
EPSB Foundation Support	406,100	300,000	106,100	35.4%	20
SUBTOTAL GIFTS AND DONATIONS	6,930,100	6,605,300	324,800	4.9%	
FUNDRAISING - School Generated Funds	1,713,300	2,099,700	(386,400)	(18.4%)	21
RENTAL OF FACILITIES	3,393,700	3,483,600	(89,900)	(2.6%)	
TOTAL OPERATING REVENUE	\$ 970,293,000	\$ 934,062,500	\$ 36,230,500	3.9%	

**Notes to the
2013-2014 Fall Revised Revenue Budget**

Consistent with the Provincial requirements, variance explanations have been provided for amounts where the Fall Revised Budget differs from the Spring Proposed Budget by more than 5%.

1 Base Instruction Special Ed Block (Grades 10 to 12)

Increase is due to enrolment growth of 3.6% for senior high students. Out of the total number of high school students, 2,571 are block funded.

2 Home Education

Decrease is a reflection of a lower number of students registered in this program at September 30th. Enrolment fluctuations are expected as students register in this program throughout the year.

3 First Nations, Metis and Inuit Education (FNMI)

Funding is based on the number of self identified students as at September 30th. Out of the total amount received (\$8.6 Million), \$7.3 Million is allocated directly to schools and \$1.3 Million is allocated to a Central Decision Unit to support FNMI education.

4 Metro Urban Transportation

The increase is directly related to the increase in district enrolment between the Spring proposed and the actual number of students requiring transportation.

5 ECS Special Transportation

The increase is directly related to the increase in the number of PUF children being served.

6 Infrastructure Maintenance Renewal (IMR)

The total amount of the IMR revenue remains the same as in the Proposed Budget, however, under the new Public Sector Accounting Standards (PSAS) IMR capital revenue has been reclassified to expended deferred capital reserve (EDCR) and is matched to the supported amortization expense.

7 Amortization of Capital Allocations & Expended Deferred Capital Reserve (EDCR)

The increase over the Proposed Budget results from a reclassification of a portion of IMR funding from operating to supported capital required under the new Public Sector Accounting Standards (PSAS).

8 Tuition Agreements

Includes a contract between the Alberta School for the Deaf and Health Services (paid directly by Alberta Education) which has been updated based on the September 30th enrolment.

9 Secondments - Provincial & Other

For 2013-2014, other than the DARE program, secondments are still continuing with Alberta Education, other government organizations and the University of Alberta. In the Spring proposed budget there was uncertainty as to the number of secondments that would be approved for 2013-2014.

10 Alberta Teachers' Retirement Fund (ATRF)

This amount represents a flow through of Teacher retirement benefits paid by the province on behalf of our teachers and matches the revenue from the province. For 2013-2014, the Government contribution rate increased from 10.64% to 12.65%.

11 Other Provincial Grants

The increase over the Proposed budget relates to approval of other conditional grants that were uncertain in the spring.

12 Federal Government and First Nations

The number of non-resident students in the district is updated based on the September 30th count. The majority of these students are billed directly to Native bands and the remaining students are funded by the federal government and are included on the nominal role.

**Notes to the
2013-2014 Proposed Revenue Budget - continued**

13 Other Alberta School Authorities

This revenue has been updated based on actual invoices issued to other School Districts based on September 30th enrolment.

14 School Fees - School Generated Funds

School Generated Funds are funds raised in the community for student activities under the control and responsibility of school management. The funds are collected and retained for expenses at the school level. For budget reporting purposes these funds have been consolidated into the District budget. The increase from the Spring Proposed budget is consistent with the increase in overall enrolment and includes fees anticipated to be received for such things as drama, field trips, ski club, physical education and school teams.

15 International Student Fees

International students pay tuition and an application fee totalling \$11,250. In the spring, it was anticipated there would be 350 international students. As at September 30th, the district registered 382 students and anticipates additional registrations during the year.

16 Metro Continuing Education Fees

The increase in continuing education fees is a reflection of a higher number of students registered in these courses.

17 Sales and Services - Schools & Central DU's

The Fall Revised Budget includes higher anticipated society funding to support the alternative programs.

18 Other Sales and Services - School Generated Funds

School Generated Funds are funds raised in the community for student activities under the control and responsibility of school management. The funds are collected and retained for expenses at the school level. The increase from the Spring Proposed budget is consistent with the increase in overall enrolment.

19 Lunch Program Fees

The increase is a reflection of a higher number of students enrolled at September 30th.

20 EPSB Foundation Support

The original fundraising goal was to provide approximately \$100,000 to each of the three schools with a full day kindergarten program for 2013-2014. This goal has now been expanded to provide support to two additional schools for this school year (Calder and Princeton).

21 Fundraising - School Generated Funds

This amount has been decreased compared the the Spring Proposed figure based on actual results reported for the year ended August 30, 2013.

Edmonton Pubic Schools
2013-2014 September 30th Enrolment vs Projected Enrolment
Funded vs Other

Student Enrolment Enrolment by Division	2013-2014 Sept. 30th Enrolment	2013-2014 Projected Enrolment	Increase/ (Decrease) Enrolment	Variance %
Funded Students:				
ECS	7,807	7,568	239	3.2%
Grade 1 to 3	19,640	19,246	394	2.0%
Grade 4 to 6	18,028	17,748	280	1.6%
Junior High	17,753	17,476	277	1.6%
Senior High	22,369	21,591	778	3.6%
Subtotal Funded Students	85,597	83,629	1,968	2.4%
Other :				
International Students	382	350	32	9.1%
Early Ed. - Headstart/community children	88	58	30	51.7%
Other/Non Resident/ Blended/Sponsorships	89	196	(107)	(54.6%)
Home Education	398	428	(30)	(7.0%)
Subtotal Other Students	957	1,032	(75)	0.2%
Total Student Enrolment	86,554	84,661	1,893	2.2%

**Edmonton Public Schools
2013-2014 Fall Revised Budget
Total Allocations**

	Revised 2013-2014	Proposed 2013-2014	Variance \$	Variance %	Notes
Projected Revenue					
Operating Revenue	\$ 970,293,000	\$ 934,062,500	\$ 36,230,500	3.9%	
Operating Reserve Funds *	-	-	-	-	
	\$ 970,293,000	\$ 934,062,500	\$ 36,230,500	3.9%	
School Allocations (Attachment V)					
School Allocations Levels 1 to 8	\$ 525,067,318	\$ 509,049,981	\$ 16,017,337	3.1%	
Other Supplemental School Allocations	145,497,069	141,520,685	3,976,384	2.8%	
	670,564,387	650,570,666	19,993,721	3.1%	
School Generated Funds/External Revenues	37,862,434	34,788,010	3,074,424	8.8%	1
Subtotal School Allocations	708,426,821	685,358,676	23,068,145	3.4%	
Other Allocations (Attachment VI)					
Metro Continuing Education	11,416,725	11,376,955	39,770	0.3%	
External Revenue Allocations - Central	15,066,394	14,387,685	678,709	4.7%	
District Level Fixed Costs	67,424,760	66,649,760	775,000	1.2%	
District Level Committed Costs	67,173,292	65,134,524	2,038,768	3.1%	
	161,081,171	157,548,924	3,532,247	2.2%	
Central Decision Units	47,879,157	46,465,334	1,413,823	3.0%	
Subtotal Other Allocations	208,960,328	204,014,258	4,946,070	2.4%	
Alberta Teachers' Retirement Fund (ATRF)	52,905,851	44,689,566	8,216,285	18.4%	2
Total Allocations	970,293,000	934,062,500	36,230,500	3.9%	
Planned Use of Reserves *	-	-	-	-	
Total Budget	\$ 970,293,000	\$ 934,062,500	\$ 36,230,500	3.9%	

* The 2013-2014 Budget was prepared without the use of reserves.

**Notes to the
2013-2014 Fall Revised Budget
Total Allocations**

Consistent with the Provincial requirements, variance explanations have been provided for amounts where the Fall Revised Budget differs from the Spring Proposed Budget by more than 5%.

1 School Generated Funds/External Revenues

The increase of 8.8% from prior year represents a combination of school generated funds and external revenues. School generated funds comprise \$26 million and are funds raised in the community for expenditures at the school level. School external revenues (\$12.5 million) include board approved textbook rental fees, lunch program fees, grants, as well as school lease rentals. The increase over the Proposed Budget is attributed to increased enrolment.

2 Alberta Teachers' Retirement Fund (ATRF)

This amount represents a flow through of Teacher retirement benefits paid by the province on behalf of our teachers and matches the revenue from the province. For 2013, the Government contribution rate increased from 10.64% to 12.65%.

**Edmonton Public Schools
2013-2014 Fall Revised Budget
Direct School Allocations**

	Revised 2013-2014	Proposed 2013-2014	Variance \$	Variance %	Notes
School Allocations					
Kindergarten	\$ 19,484,115	\$ 18,886,545	\$ 597,570	3.2%	
Elementary	134,206,601	126,442,455	7,764,146	6.1%	1
Junior High	62,711,426	56,121,529	6,589,897	11.7%	1
Senior High	90,974,529	85,206,856	5,767,673	6.8%	1
Senior High Credit Adjustment	2,000,000	3,915,505	(1,915,505)	(48.9%)	2
International Students	2,506,657	2,591,050	(84,393)	(3.3%)	
Special Needs Levels 3 - 8	174,551,630	177,054,128	(2,502,498)	(1.4%)	1
Institutions & Early Education (PUF) Allocations	38,632,360	36,288,310	2,344,050	6.5%	3
Enrolment Adjustment	-	2,543,603	(2,543,603)	(100.0%)	4
Subtotal School Allocations	525,067,318	509,049,981	16,017,337	3.1%	1
Other Supplemental School Allocations					
Base Allocation	48,852,907	48,837,523	15,384	0.03%	
Class Size Funding	33,215,397	33,215,402	(5)	(0.0%)	
Plant Operation & Maintenance - Schools	16,583,625	16,223,624	360,001	2.2%	
Inclusive Learning - Early Education	13,494,146	13,494,146	-	-	
* First Nations, Metis and Inuit Education (FNMI)	7,319,058	7,127,751	191,307	2.7%	*
* Program Enhancement Allocations	8,161,198	7,146,121	1,015,077	14.2%	*
* Other Miscellaneous Allocations	1,392,463	1,405,258	(12,795)	(0.9%)	*
Edmonton Regional Educational Consulting Serv. (ERECS)	3,212,448	3,212,448	-	-	
High Social Vulnerability	4,000,000	4,000,000	-	-	
Facility Use Payments - Christian Schools	1,345,840	1,319,148	26,692	2.0%	
Transitional Funding	6,237,300	3,969,457	2,267,843	57.1%	5
Argyll Reach Out Support	400,000	400,000	-	-	
Foundation Full Day Kindergarten Funding	406,145	300,000	106,145	35.4%	6
Outreach Program	377,838	377,838	-	-	
Community Use of Schools	498,704	491,969	6,735	1.4%	
Subtotal Other Supplemental School Allocations	145,497,069	141,520,685	3,976,384	2.8%	
Subtotal School and Other Supplemental Allocations	670,564,387	650,570,666	19,993,721	3.1%	
School Generated Funds/External Revenues	37,862,434	34,788,010	3,074,424	8.8%	7
Total Direct School Allocations	\$ 708,426,821	\$ 685,358,676	\$ 23,068,145	3.4%	

* See Attachment V^A - for a detailed breakdown of this line item

**Edmonton Public Schools
2013-2014 Fall Revised Budget
Direct School Allocations
Detailed Breakdown - Other Supplemental School Allocations**

	Revised 2013-2014	Proposed 2013-2014	Variance \$	Variance %	Notes
First Nations, Metis and Inuit Education (FNMI)					
FNMI Per Student	\$ 5,839,815	\$ 5,648,508	\$ 191,307	3.4%	
Amiskwaciy Base Rent	1,114,243	1,114,243	-	-	
Aboriginal Block Grant	365,000	365,000	-	-	
	\$ 7,319,058	\$ 7,127,751	\$ 191,307	2.7%	

FNMI Funding is based on the number of self identified students as at September 30th. Out of the total amount received (\$8.6 Million), \$7.3 Million is allocated directed to schools and \$1.3 Million is allocated to a Central Decision Unit to support FNMI education.

Program Enhancement Allocations

New to District	\$ 3,500,000	\$ 3,361,490	\$ 138,510	4.1%	
Guaranteed Enrolment	2,421,281	3,046,709	(625,428)	(20.5%)	
Outreach Directed Placement	1,151,388	126,875	1,024,513	807.5%	
Transfers from Institutions	350,000	260,000	90,000	34.6%	
Establishment Facility Grant	497,255	150,000	347,255	231.5%	
Establishment Program Grant	140,227	100,000	40,227	40.2%	
Mental Health Teacher	101,047	101,047	-	-	
	\$ 8,161,198	\$ 7,146,121	\$ 1,015,077	14.2%	

8

Other Miscellaneous Allocations

Addition to Basic	\$ 1,098,967	\$ 1,111,762	\$ (12,795)	(1.2%)	
Facility Allocations	293,496	293,496	-	-	
	\$ 1,392,463	\$ 1,405,258	\$ (12,795)	(0.9%)	

**Notes to the
2013-2014 Fall Revised Budget
Direct School Allocations**

Consistent with the Provincial requirements, variance explanations have been provided for amounts where the Fall Revised Budget differs from the Spring Proposed Budget by more than 5%.

1 School Allocations

School Allocations for the Spring Proposed Budget are based on enrolment projections which attempt to predict the number of students at each grade level and the number of students with special needs. The Fall Revised Budget is based on an actual headcount at September 30th. It is expected that there will be differences in the composition of students between the Proposed and the Revised Budgets. In total, the School Allocation variance of 3% is reasonable and consistent with the overall enrolment increase of 2.2%.

2 Senior High Credit Adjustment

In the fall, High Schools updated their estimated credit completion target based on a three year history of the actual credits earned. The updated target amount provides high schools with a larger upfront allocation which will reduce the amount required to true up at the end of the year based on the actual credits earned.

3 Institutions & Early Education (PUF) Allocations

Subsequent to the proposed budget, additional PUF classes were approved for Homesteader, Mayfield, and Scott Robertson Early Education sites.

4 Enrolment Adjustment

This allocation was created by individual schools based on updating their forecasted enrolment vs. the projected enrolment figures that were used to allocate resources for the spring proposed budget. This allocation is not required in the fall as the school allocations are based on the actual September 30th enrolment.

5 Transitional Funding

This allocation is only for 2013-2014 and is intended to assist schools with transitioning to the new budget allocation model. The increase over the Proposed Budget results from including amounts due to a reclassification under the new Public Sector Accounting Standards (PSAS) where IMR capital funding is now treated as a supported capital asset. The resulting impact on the operating statement is a \$2.2 Million surplus which has been added to the Transitional Funding Allocation for distribution to schools based on direction from the District Support Team.

6 Foundation Full Day Kindergarten Funding

For 2013-2014 the Foundation support is being reflected as an allocation vs. being included as external revenue budgeted by the schools. The Foundation will provide approximately \$81,000 to each of five schools to support a full day kindergarten program for 2013-2014. The Proposed Budget assumed the Foundation would support only three schools.

7 School Generated Funds/External Revenues

The increase of 8.8% from prior year represents a combination of school generated funds and external revenues. School generated funds comprise \$26 million and are funds raised in the community for expenditures at the school level. School external revenues (\$12.5 million) include board approved textbook rental fees, lunch program fees, grants, as well as school lease rentals. The increase over the Proposed Budget is attributed to increased enrolment.

**Notes to the
2013-2014 Fall Revised Budget
Direct School Allocations - continued**

8 Program Enhancement Allocations

Guaranteed Enrolment

This allocation provides a guaranteed amount of funds for approved special education programs where due to low student enrolment, the student driven allocation is not able to support the program. The guaranteed enrolment is provided based on 12 students for mild-moderate funded special education programs and 7 students for severe funded special education programs. If the number of students registered in a special education program does not generate the guaranteed level of funding for that program, the school will receive funds to reach the guaranteed level. This allocation has been updated in the Fall based on the September 30th enrolment.

Outreach Directed Placement

The Revised Budget allocation includes \$1.02 Million allocated to the Outreach New Directions sites to cover fixed and committed costs in order to support high risk students that have been directed by the District.

Transfers from Institutions

This allocation is given to schools for students who meet district special needs eligibility criteria and who were enrolled in an institutional school on September 30th and will be subsequently returned to a school after that date.

Establishment Facility Grant

This allocation provides financial support to physically accommodate students in schools identified for new alternative and special education programs. The annual amount of the allocation is \$150,000. The increase in the Revised Budget is due to existing approved recommendation reports providing additional support of \$347,255 to schools during the 2013-14 school year.

Establishment Program Grant

This allocation provides financial support in terms of start up costs associated with the implementation of new programs. The annual amount of the allocation is \$100,000. The increase in the Revised Budget is due to existing approved recommendation reports providing additional support of \$40,227 to schools during the 2013-14 school year.

**Edmonton Public Schools
2013-2014 Fall Revised Budget
Other Allocations**

	Revised 2013-2014	Proposed 2013-2014	Variance \$	Variance %	Notes
District Level Fixed Costs					
Debt and Fiscal Services	\$ 42,820,560	\$ 42,820,560	\$ -	-	
Utilities	18,900,000	18,900,000	-	-	
Insurance	3,525,000	2,750,000	775,000	28.2%	1
High Speed Networking	2,179,200	2,179,200	-	-	
	67,424,760	66,649,760	775,000	1.2%	
District Level Committed Costs					
Student Transportation	34,512,766	33,317,767	1,194,999	3.6%	
School Plant Operations & Maintenance	12,708,379	11,864,610	843,769	7.1%	2
Human Resources Supply Services	10,714,770	10,714,770	-	-	
Language and Cultural Support	3,953,008	3,953,008	-	-	
Professional Improvement Leaves	1,540,000	1,540,000	-	-	
Election	1,200,000	1,200,000	-	-	
Enterprise Systems	1,585,752	1,585,752	-	-	
Human Resources Secondments	232,917	232,917	-	-	
Partnership Commitments	364,000	364,000	-	-	
Pinpoint	150,000	150,000	-	-	
Audit Fees	111,200	111,200	-	-	
Board Initiative Fund	45,000	45,000	-	-	
Access Copyright & Edulink	43,000	43,000	-	-	
Trustee Transition Allowance	12,500	12,500	-	-	
	67,173,292	65,134,524	2,038,768	3.1%	
External Revenue Allocation	15,066,394	14,387,685	678,709	4.7%	
Metro Continuing Education	11,416,725	11,376,955	39,770	0.3%	
	26,483,119	25,764,640	718,479	2.8%	
Central Decision Units					
* Board and Office of the Superintendent	6,507,522	6,507,522	-	-	*
* Corporate Services	17,647,088	16,476,129	1,170,959	7.1%	*
* Finance and Infrastructure	12,711,274	12,669,410	41,864	0.3%	*
Inclusive Learning	5,596,066	5,596,066	-	-	
Archives and Museum	468,427	468,427	-	-	
International Programs	904,500	703,500	201,000	28.6%	3
Support for Staff and Students	2,074,165	2,074,165	-	-	
Research, Data and Knowledge	1,970,115	1,970,115	-	-	
	47,879,157	46,465,334	1,413,823	3.0%	
Total	\$ 208,960,328	\$ 204,014,258	\$ 4,946,070	2.4%	

* See Attachment VI^A - for a detailed breakdown of this line item

**Edmonton Public Schools
2013-2014 Fall Revised Budget
Other Allocations**

Detailed Breakdown - Central Decision Units

	Revised 2013-2014	Proposed 2013-2014	Variance \$	Variance %	Notes
Board and Office of the Superintendent					
Board of Trustees	\$ 804,890	\$ 804,890	\$ -	-	
Office of the Superintendent of Schools	2,567,433	2,567,433	-	-	
Governance and Strategic Support Serv.	1,171,317	1,171,317	-	-	
District Support Services	1,491,698	1,491,698	-	-	
General Counsel	472,184	472,184	-	-	
	\$ 6,507,522	\$ 6,507,522	\$ -	-	
Corporate Services					
Communications	\$ 2,468,339	\$ 2,468,339	\$ -	-	
District Information Security	406,667	406,667	-	-	
District Records and FOIP Management	559,780	559,780	-	-	
District Technology	5,790,289	4,638,289	1,152,000	24.8%	4
Edmonton Public Schools Foundation	400,000	400,000	-	-	
Human Resources	8,022,013	8,003,054	18,959	0.2%	
	\$ 17,647,088	\$ 16,476,129	\$ 1,170,959	7.1%	
Finance and Infrastructure					
Facilities Services & Building Ops	\$ 4,262,011	\$ 4,262,011	\$ -	-	
Financial Services	5,488,794	5,488,794	-	-	
Planning & Property Management	2,960,469	2,918,605	41,864	1.4%	
	\$ 12,711,274	\$ 12,669,410	\$ 41,864	0.3%	

**Notes to the
2013-2014 Fall Revised Budget
Other Allocations**

Consistent with the Provincial requirements, variance explanations have been provided for amounts where the Fall Revised Budget differs from the Spring Proposed Budget by more than 5%.

1 Insurance

The increase is due to an increase in insurance premiums triggered by the number of flood related insurance claims filed in Alberta in 2012-13.

2 School Plant Operations & Maintenance (PO&M)

In August the Province announced additional PO&M funding. An additional allocation of \$844 K was allocated to Facilities Maintenance, and \$360 K was provided directly to the schools based on the increase in enrolment.

3 International Programs

In the spring, it was anticipated there would be 350 international students. As at September 30th, the district registered 382 students and anticipates a total of 450 registrations during the year.

4 District Technology

The increase in the allocation is based on an approved Recommendation Report dated May 28, 2013, whereby an ongoing allocation of \$1.152 Million will be provided to Information Technology Services to cover services that were changed from cost-recovery to a core service.

DATE: December 17, 2013

TO: Board of Trustees

FROM: Trustee Michelle Draper, District Priorities and Governance Committee
Trustee Ken Gibson, District Priorities and Governance Committee Chair
Trustee Ray Martin, District Priorities and Governance Committee

SUBJECT: Development of the District Priorities

RESOURCE STAFF: Sonia Bector, Heather Lightfoot

REFERENCE: [Trustees' Handbook](#) – Board Committees – District Priorities and Governance (Section 6.1.5)

ISSUE

The Board of Trustees' District Priorities and Governance Committee is seeking approval on the following recommendations arising from the Committee meeting held on November 13, 2013.

RECOMMENDATION

1. That the recommended process for seeking staff, student, parent, and community stakeholder input into the development of the District Priorities as outlined in Phase 1 of the Project Charter titled "Development of the District's Strategic Plan 2014 – 2018" (Attachment I) be approved.
2. That the Agenda Outcomes for the January 26– 29, 2014 Board Retreat (Attachment II) be approved.
3. That the allocation of up to \$20,000 from the Board Initiative Fund to assist with the costs associated with the use of an external Program Evaluator to:
 - support the development of goals, strategies, outcomes, and performance measures based on the District Priorities; and
 - facilitate the creation of an online dashboard to measure progress on the priorities over the next four years be approved.

BACKGROUND

The District Priorities and Governance Committee is responsible for assisting the Board in identifying and developing the priorities that will guide district operations and the budget planning cycle for the Board's four-year term of office.

The District Priorities and Governance Committee has reviewed Phase 1 of a Project Charter titled *Development of the District's Strategic Plan 2014-2018* that recommends and facilitates a process for seeking student, staff, parent and community stakeholder input into the development of the District Priorities. The Committee finds that the process defined in Phase 1 of the project supports the requirements as outlined in the Terms of Reference, specifically:

- *After an election, following the organizational meeting, the committee will:*
 - *Recommend and facilitate a process for each Board member to contribute to the development of the District Priorities;*
 - *Seek student, staff, parent and community stakeholder input into the District Priorities; and*
 - *Consider all input received and develop and recommend a District priorities statement to Board for approval.*

Using the information gathered from Phase 1 of the project, the Committee will present a draft set of priorities at the Board Retreat in January 2014. Upon Board agreement of the draft priorities, a second round of consultation will be undertaken with internal and external stakeholders. It is intended a final draft version of the Mission, Vision, Values and Priorities will be ready to be brought forward for approval by the Board of Trustees by the end of February 2014.

The District's Mission, Vision, Values and Priorities are key district documents that provide the overall direction for the District. As outlined in the Project Charter, it is intended that the established Priorities will form the foundation upon which a four-year, results-based Strategic Plan will be developed that will articulate a common understanding of the District's work. In this way, Trustees, the Superintendent, and staff are best positioned to make decisions and undertake initiatives that support this core mandate. Given the importance of these documents, and to support the work of Phase 2 of the project, the expertise of an external Program Evaluator is required. Administration will determine the scope of the work and solicit requests for proposals.

The District Priorities and Governance Committee is also tasked with the development of Board Retreat Agendas. The Board typically holds a fall and winter planning retreat; except in an election year when only a winter planning retreat is held. As this is an election year, a winter Board Retreat has been scheduled for January 26-29, 2014. The District Priorities and Governance Committee has established draft outcomes to be used in the development of an agenda and once approved, will task Administration with the creation of the activities/items and the agenda for this retreat.

RELATED FACTS

- At the January 2014 Board Retreat, the District Priorities and Governance Committee will provide a reviewed Vision and Mission statement, and a draft set of District Priorities and Values.
- A summative report will also be presented that will provide a summary of the following data:
 - A historical review of the District's Priorities and reflections on past planning experiences.

- An internal consultation process with key stakeholders, to understand what is relevant and current today in the District.
- An environmental scan to assess the District's current state using various initiatives (data-driven).
- Research on current issues, emerging themes and trends in education and the community around us (e.g., ELEVATE Report).
- Research on priorities of successful school districts that are replicable in our local context.
- Research on best practices when crafting priorities.
- An external analysis that focuses on analyzing changes/mandates that could impact the District (e.g., *Education Act*).
- A recommended stakeholder consultation plan (for Board of Trustees' approval) for use with key stakeholders once the District Vision, Mission and Priorities have been drafted to gather further input and feedback into the draft.
- A recommended communication plan (for Board of Trustees' approval) for use once the District Vision, Mission and Priorities have been finalized.
- With the approval of the District Priorities, Administration will utilize the Vision, Mission, Values and Priorities to articulate strategies, goals, aligned outcomes/objectives and performance measures.
- A District Strategic Plan for 2014-2018 will be produced that will provide all stakeholders with a clear picture of where the District is headed, what it plans to achieve, the methods by which it will succeed and the measures to monitor progress.

OPTIONS CONSIDERED

The following options have been considered as they are deemed the most admissible:

1. Approve the recommendations as stated.
2. Provide suggestions for consideration by the District Priorities and Governance Committee and/or amend and approve the recommendations.
3. Not approve the recommendations.

CONSIDERATIONS & ANALYSIS

Should the recommendations be approved, the Administration will proceed with the next steps to support the work of the District Priorities and Governance Committee. The Committee will keep the Board apprised of progress and changes in timelines should they occur.

ATTACHMENTS & APPENDICES

ATTACHMENT I Project Charter: Development of the District's Strategic Plan

ATTACHMENT II Board Retreat Agenda Outcomes

SB:sb

[PROJECT CHARTER]

Project Name:	Development of the District's Strategic Plan (2014-2018)
Project Sponsor (s):	Sandra Stoddard, Director, Executive and Board Relations
Project Manager:	Sonia Bector, Program Coordinator, Executive and Board Relations
Date:	September 9, 2013

1 SCOPE

1.1 Purpose

The purpose of the project is to develop an overarching structure for the District's Strategic Plan for 2014-2018.

The project will lay out the vision and operational priorities of the organization in a framework that allows for evaluating progress toward attainment of that vision within a prescribed timeline.

The project will review the Vision and Mission statements, and establish a set of District Priorities and Values that will guide the continued work of the District.

The Vision, Mission and Priorities will then be articulated into strategies, goals, aligned outcomes and performance measures thereby creating a results-based Strategic Plan for the District and a basis for the development of operational plans and performance measures for all District Decision Units.

1.2 Rationale

Guiding operations through a strategic planning framework can help an organization become more focused, efficient, and effective. With the District's limited resources, we

need to be focused on the goals and strategies that will best prepare all our students for life in a globally competitive environment. That means being fully transparent in the decisions we make to guide the district, setting priorities and sticking to them, and concentrating our resources on the programs, practices and staffing that will best serve our students in achieving academic success.

The development of the District's Strategic Plan results from a deliberate decision-making process. It defines where the organization is going and sets the direction for the organization, guiding its efforts and investments. Through a common understanding of the mission, vision, priorities, goals and objectives, the Strategic Plan provides a template for all employees and stakeholders to make decisions that move the organization forward and provides a basis for future decision-making.

1.3 Description

Product Scope [what will be created/facilitated and timeline]

The project will produce a District Strategic Plan for 2014-2018 that will provide all stakeholders with a clear picture of where it is headed, what it plans to achieve, the methods by which it will succeed and the measures to monitor progress.

The work plan below was designed to incorporate what is already working well and to leverage the extensive resources of talent, expertise and commitments that exists among various stakeholders into a roadmap to an even stronger future.

The following outlines the flow of the work for this project:

Work produced from the Core Planning Team will be shared first with the District Support Team, then the District Priorities and Governance Committee, and finally with the Board of Trustees.

Phase 1: Review of the District's Vision and Mission, and the Development of the District's Priorities (September 2013 – January 2014)

The Board of Trustees is responsible for the development of the District's Vision, Mission and Priorities which sets the overall focus and direction for Edmonton Public School district and ensures that student achievement and well-being are at the forefront of the District's work.

It is important to note that the work to be completed in this phase is to provide the Board of Trustees with a context for the development of the priorities, and not to direct their work.

To support the Board of Trustees in their work around the establishment of the District's Values and Priorities for 2014-2018, and their review of the Vision and Mission, the project will produce the following:

1. A summative report to the Board of Trustees in January 2014 that provides a summary of the data collected through various initiatives. The report will:
 - a. Provide a summary of the historical review conducted, specifically describing the themes from the past priorities created for the District, reflections and observations made by current trustees, results of the last consultation process to highlight the voices of students, parents and the public) (RDK/Communications)
 - b. Highlight perceptions of what is relevant and current in the District today specifically from senior management and District leaders, incoming trustees, and students (RDK)
 - c. Describe current research on emerging themes and trends in education (RDK)
 - d. Describe current research on other high profile school districts and their priorities and goals (RDK)
 - e. Use data (internal analysis) to provide a snapshot of the District's current state related to various educational themes (RDK)
 - f. Summarize the results of the consultation process used with various stakeholders with rationale for the approach being used (AA.BP) (Communications/Policy)
 - g. Provide an analysis of external drivers/mandates and upcoming changes that could impact the District (e.g., the new Education Act, Inspiring Education, etc.) (Policy/Legal)
 - h. Identify strengths, weaknesses, opportunities and challenges based on the data compiled through the various activities (Core Planning Team)
 - i. Identify emerging issues by looking for emergence of patterns or cross cutting themes. (Core Planning Team)
 - j. Provide recommended strategic issues for inclusion in the establishment of the Values, Vision, Mission and Priorities. (Core Planning Team)
2. The District's draft Values, Vision, Mission and Priorities.
3. A recommended stakeholder consultation plan (for Board's approval) for once the District Vision, Mission and Priorities have been drafted.
4. A recommended communication plan (for Board's approval) for once the District Vision, Mission and Priorities have been finalized.

Phase 2 – Development of the District’s Strategic Plan: Strategies, Goals, Objectives and Measures (January 2014-June 2014)

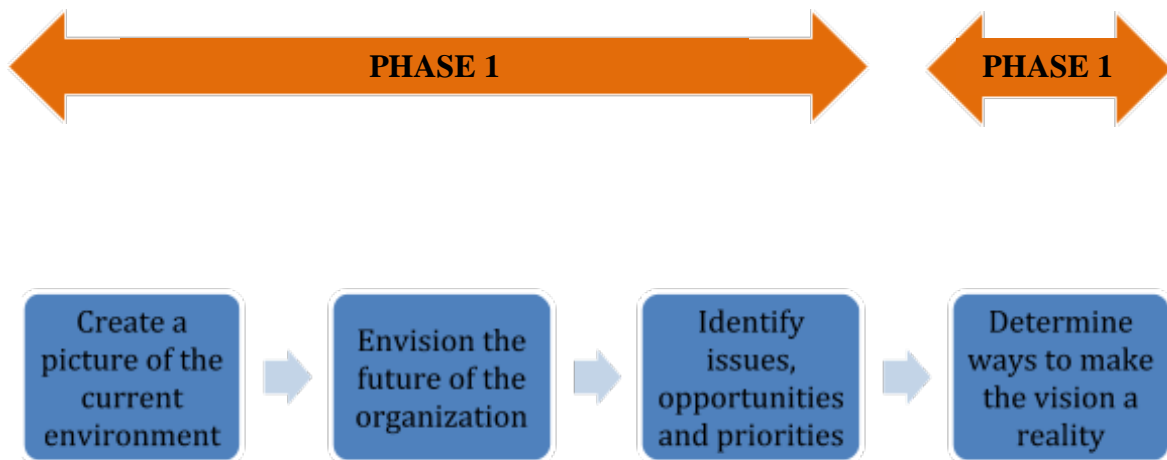
The priorities established by the Board of Trustees in January will inform the development of strategies, goals and objectives for each priority, with built-in measures of success to mark the District’s progress on the road to becoming a truly world-class school system.

This phase of the project will produce the overarching structure for the Strategic Plan, and will include a review of current research to highlight the current trends in developing school district Strategic Plans and provide examples of such. (RDK)

The structure for the Strategic Plan will include the following:

1. The strategies that will be used to address/impact each priority
2. Broad goals and corresponding measurable objectives defined with timelines and assigned to staff/departments

Project Scope [how it will be done]



Phase 1: Review of the District’s Vision and Mission, and the Development of the District’s Priorities (September 2013 – January 2014)

Using a Project Management approach, a Core Planning Team will be identified to support the following work. Members of various Decision Units will be tasked with completing the work of the project as described below under the supervision of the individual identified as a member of the Core Planning Team. These individuals will be

known as the working group.

1. Conduct a Historical Review on the District's priorities.
 - a. Review the last 3 sets of priorities to identify themes from the past (Core Planning Team)
 - b. Survey the current Board of Trustees for their reflection: Sample questions: What progress was made relative to the Priorities? What areas of improvements are evident? What do you feel are the most critical priorities? (RDK)
 - c. Review the results/data of last consultation conducted around the establishment of the priorities for 2011 - 2014 (which includes the voices of students, parents and the public) (Communications)
 - d. Reflections on past planning experiences for lessons learned (Communications and Policy)
 - e. Identification of values currently existing in Policies through the policy review that is underway. (Policy) *Note: Value statements need to be aligned with the New Education Act.*
2. Conduct a consultation process with key stakeholders to understand what is relevant and current today in the District.
 - a. Senior Management and school leaders through the Superintendent's Community of Practice for their perspective on the current state of affairs and any trends/themes that would identify implications to the development of the new priorities. (SCOP and Results Review) (DST/RDK)
 - b. District leaders through results review documents to identify current state of affairs and any trends/themes that would have implications to the development of the new priorities - specifically look at challenges section.
 - c. New Trustees through the use of interviews, which could focus on identifying values of the individual members of the Board (Sandra/RDK/Superintendent)
 - d. Students through the use of the results from the Student Advisory Group meetings held in 2012-2013. (RDK)
3. Identify and define stakeholders.
4. Develop a Stakeholder Consultation process for stakeholder groups.
 - a. Summarize the results of the consultation process used with various stakeholders with rationale for the approach being used (AA.BP) (Communications/Policy)

- b. For future use once the District Vision, Mission and Priorities have been drafted (for Board approval) (Communications and Partnership, followed by RDK for review of questions)
- 5. Develop a Communication Management Plan.
 - a. For immediate use (Front end) with District staff to communicate this initiative and to share the process being used. (e.g., end of November through Need to Know News, DST, Board meeting) (Communications)
 - b. For future use once the District Vision, Mission and Priorities have been finalized (for Board approval) (Communications)
- 6. Conduct an Environmental Scan to assess the current state using various initiatives (data-driven).
 - a. Identify emerging themes/trends that are setting the direction for education.
 - i. Conduct an internal analysis that is data-driven to assess the District's current state related to various educational themes. Use the AERR and Accountability Pillar Survey (RDK)
 - ii. Conduct a Literature Review on current issues and trends in education and the community around us (e.g., Elevate Report). (RDK)
 - iii. Conduct a Literature Review on priorities of successful school districts, nationally and internationally that are replicable in our local context (e.g., Seven Oaks). (RDK)
 - iv. Conduct an external analysis that focuses on analyzing changes/mandates that could impact the District (e.g., Ministerial Order, Education Act, Elevate, Inspiring Education, Setting the Direction). (Policy/Legal)
- 7. Complete an analysis to sort through all the data and turn it into information. (RDK)
 - a. Provide research on how to develop/craft priorities. (RDK)
 - b. Identify emerging drivers by looking for emergence of patterns or cross cutting themes. The goal of this analysis is to identify strategic drivers. (Core Planning Team)
 - c. Refer to strategic drivers and consult with the Board's District Priorities and Governance Committee and the District Support Team to craft the draft Values, Vision, Mission and Priorities. (Core Planning Team)

8. The District Priorities and Governance Committee will provide a report for the Board of Trustees' and the District Support Team for use at the January 2014 retreat. (Core Planning Team).
9. Facilitate a retreat that allows the Board of Trustees' and the District Support Team to finalize the draft of the District's Priorities for 2014-2018.
 - a. Covey Professional Development will provide background in Strategic Planning. (Sandra)
 - b. Share the evidence-based journey that led to the development of the Priorities. The Board of Trustees' and the District Support Team finalize the District Value, Vision, Mission and Priorities.
10. Stakeholder Engagement

Phase 2 – Development of the District's Strategic Plan: Strategies, Goals, Objectives and Measures (January 2014-June 2014)

A review of current research to highlight the current trends in developing school district Strategic Plans and provide examples of such will be provided to the District Support Team. (RDK)

The District Support Team will utilize the Vision, Mission, Values and Priorities and articulate them into strategies, goals, aligned outcomes/objectives and performance measures.

A Measurement Team will be established to work with the District Support Team in developing measures to assess progress toward strategic objectives.

An Action Planning Team will be established to work with the District Support Team in developing action plans and results for each strategy.

A Strategic Plan that identifies:

1. strategies that will be used to address/impact each priority
2. broad goals and corresponding measurable objectives defined with timelines and assigned to staff/departments (Measurable and time-framed targets (expected results))

will be produced.

NOTE: THE PROCESS USED FOR PHASE 2 WILL BE DEFINED AT A LATER TIME (PROGRESSIVE ELABORATION)

1.4 Business Operational Impacts

Changes in the following areas may occur as a result of this work (external to the project)

- School and Decision Unit work plans may need to change to reflect the new District priorities.
- Results Review process may need to change to reflect the new District priorities Strategic Plan.
- Professional Learning already identified may need to be reconsidered in order to ensure that it is aligned to the priorities.
- Data collection for this project may identify other data that the District may want to begin to collect to better inform decisions. In this case, the RDK unit will be required to structure their data collection systems appropriately to reflect this.
- Development of a District Survey (to replace the District Satisfaction survey) is being considered.
- A review of the current structure/format of Board Reports may need to be conducted in order to ensure alignment to the District Strategic Plan.
- Schools and Decision Units will need to identify all programs, initiatives and activities that meet the objectives specified and will be tasked with determining appropriate measures to monitor progress (with guidance and support offered through central).
- Ongoing measurement and monitoring of initiatives is necessary to ensure the Strategic Plan is on track in fulfilling the priorities and identifying opportunities for quality improvement.
- Annual reports may need to change to reflect the new District Strategic Plan in addition to any other mandated reporting (e.g., Alberta Education, Special Task Force reports, Policy

1.5 Out of Scope

The following responsibilities and activities are not part of this project:

- Population of the Strategic Plan through the identification of initiatives already in operation in schools and central
- Identification of new initiatives to address the District Strategic Plan
- Modification of school and central work plans to reflect the new District Strategic Plan
- Monitoring of the strategic plan
- Alignment of actions/initiatives and priorities throughout all layers and units of the District

2 PROJECT CONDITIONS

2.1 Project Assumptions

- The District Mission and Vision may remain the same. Some slight changes may need to be made to align with the new Education Act,
- Adequate resources (for example in the areas of research, data analysis, communications, consultation management, quality assurance, etc.) will be available.
- Surveys and other tools used to gather information from stakeholders will be completed by the informants.
- The project work will take place within the framework of a site-based decision making model.
- The following terms will be used and are assumed to mean the following:
 - **Values** – Principles, beliefs and underlying assumptions that guide the organization. These values are shared by Board and staff, strongly held, and not easily changed. SITE-BASED DECISION MAKING/CHOICE
 - **Vision** - The ideal future state; futuristic view regarding the ideal state or conditions that the organization aspires to change or create.
 - **Mission** - The purpose of the organization, what it does, and whom it serves
 - **Priorities** - Broad statements that describe long-range desired results
 - **Strategies** - Broad approaches used to accomplish each priority
 - **Goals** - Concepts that are valued within each priority. Long-range outcome statements that are broad enough to guide the District's programs, administrative, financial and governance functions.
 - **Objectives** – Short to intermediate outcome statements that are specifically tied to the goal. Objectives are clear, measurable and communicate how a goal will be achieved. Objectives may be referred to as outcome objectives.
 - **Outcomes** - The performance expected within the timeframe of the plan
 - **Initiatives** - Specific programs, projects, or services used to attain an outcome

2.2 Risks and Opportunities

Risks

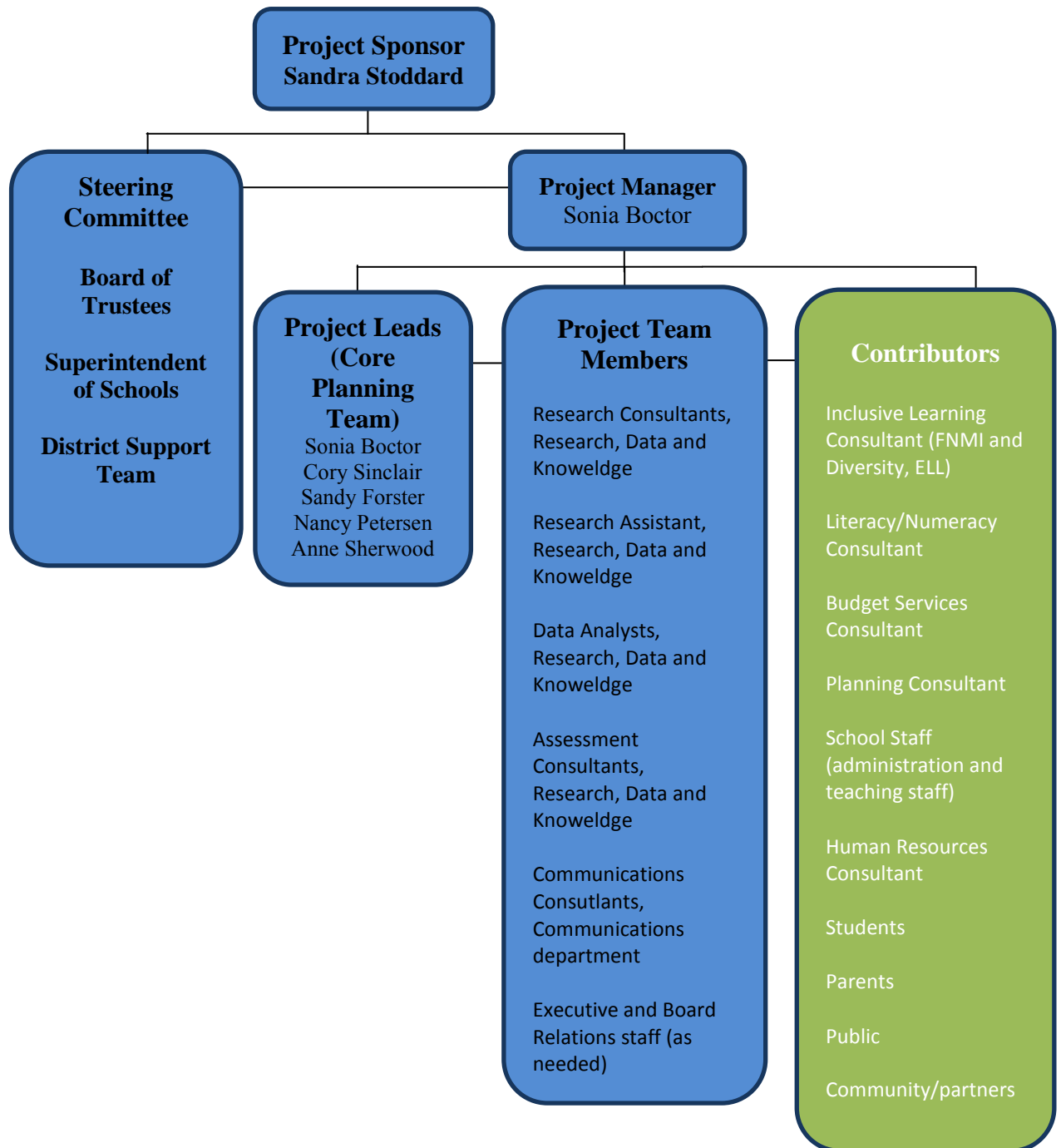
- Non-availability of resources or limited resources.
- The process being used is a new process
- New Education Act which will create change in choice in where students go for school

Opportunities

- The project process may model the use of industry standard Project Management processes.
- The project may contribute learning to other Decision Units.

3 Project Team

3.1 Project Organization



3.2 Project Team Roles and Responsibilities

Project Team Role	Project Team Members	Responsibilities
Project Sponsor	Sandra Stoddard, Director, Executive and Board Relations	<ul style="list-style-type: none"> • Represents the District Support Team • Ultimately responsible for the project and is in senior management • Approves the overall project and necessary resources allocated to project • Is a visible champion for the project and legitimizes the project's goals and objectives • Responsible for championing the project and for overcoming any organizational resistance to the project • Participates in and/or leads project initiation; the development of the Project Charter • Approves original Project Charter and changes to the Project Charter • Participates in project planning (high level) • Keeps abreast of major project activities and is a key decision-maker for the project, making any high level recommendations, terminating projects or taking other actions as required to keep District objectives consistent • Provides support for the Project Manager • May deliver key project communications • Assists with any issues, problems, and policy conflicts that may have district impact • Approves scope changes • Signs off on major deliverables identified in the Charter • Invited to (and receives agendas for) Working Group meetings • May elect to delegate any of the above responsibilities to other personnel either on

[PROJECT CHARTER]

		or outside the Project Team
Project Manager	Sonia Bector, Program Coordinator, Executive and Board Relations	<ul style="list-style-type: none"> • Manages the Project, including facilitating the work of the Project Management Team (not the Working Group) • Creates the Project Charter (the formal documentation of the existence of a project with authority to apply District resources) in collaboration with the Project Sponsor, and other stakeholders • Documents the Project Plan through consultation with stakeholders (including the Project Sponsor) that includes a description of the product, performance or service • Manages to the constraints (scope, schedule, cost, communication, resources and quality, etc.) of the individual project. • Escalates issues to the Sponsor when/if necessary • Identifies, monitors and responds to issues, and recommends changes if required. • Reports, using Project Management documentation, on the progress, successes, changes, and lessons learned related to the project and the activities. • Creates Project Share site, documentation structures and manages site access • Contributes to the management of the interdependencies among multiple District projects. • Seeks acceptance of deliverables from Project Sponsors
Project Steering Committee	Board of Trustees (District Priorities and Governance Committee Trustees) Darrel Robertson,	<ul style="list-style-type: none"> • Representatives involved in key oversight and control of the project • Have a special interest in the outcome of the project • Act individually and collectively as a vocal and visible project champion

[PROJECT CHARTER]

	<p>Superintendent of Schools</p> <p>District Support Team</p>	<ul style="list-style-type: none"> • Approve project deliverables • Help resolve issues and policy decisions, • Approve scope changes • Provide direction and guidance to the project
Project Leads	<p>Core Planning Team</p> <p>Sonia Bactor – Strategic Support and Project Management</p> <p>Cory Sinclair - Communications</p> <p>Sandy Forster – Research, Data and Knowledge (RDK)</p> <p>Nancy Petersen – Partnerships</p> <p>Anne Sherwood - Policy</p>	<ul style="list-style-type: none"> • Provides guidance on best methods for design based on his/her in-depth knowledge of the subject matter • Provides advice to the Project Manager for the development of project documentation • Assists the Project Manager in developing the scope and estimates for his/her area of expertise/subject matter • Assists the Project Manager in creating the work breakdown structure for his/her area of expertise/subject matter • Leads the project work tasks (not the Project Management work) • Provides the technical perspective in day-to-day project decisions • Monitors issues and any changes required during the work process and communicates these to the Project Manager • Keeps all technical stakeholders aware of project status • Meets project work deadlines • Ensures readiness of deliverable for Project Manager
Project Team Members	<p>Research Consultants, Research, Data and Knowledge</p> <p>Research Assistant, Research, Data and Knowledge</p> <p>Data Analysts, Research, Data and</p>	<ul style="list-style-type: none"> • Represent different groups with knowledge of a specific subject matter or with a specific skill set who carry out the work of the project. • Dedicate days for project tasks (includes all task activities). • Carry out the tasks detailed in the project documentation but are not involved with management of the project. • Responsible for executing tasks and

	<p>Knowledge</p> <p>Assessment Consultants, Research, Data and Knowledge</p> <p>Communications Consultants, Communications department</p> <p>Executive and Board Relations staff (as needed)</p> <p>Members of the Measurement Team and Action Planning Team will include:</p> <p>Inclusive Learning Consultant (FNMI and Diversity, ELL)</p> <p>Literacy/Numeracy Consultant</p> <p>Budget Services Consultant</p> <p>Planning Consultant</p> <p>School Staff (administration and teaching staff)</p> <p>Human Resources Consultant</p>	<p>producing deliverables as outlined in the Project Plan and directed by the Project Manager/Project Lead</p> <ul style="list-style-type: none"> • Responsible for informing the Project Lead of issues, scope changes, risks and quality concerns • Responsible for proactively communicating project status and assisting the Project Lead in managing expectations • Complete the tasks, including regular face-to-face meetings. • Responsible for the quality of the project deliverables assigned to his/her functional area
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The following resources are identified as contributors to the Project. They represent groups, units, individuals, or organizations (internal and external to our District) which are impacted by, or can impact, the outcomes of the project. These members will be engaged at times throughout the project.

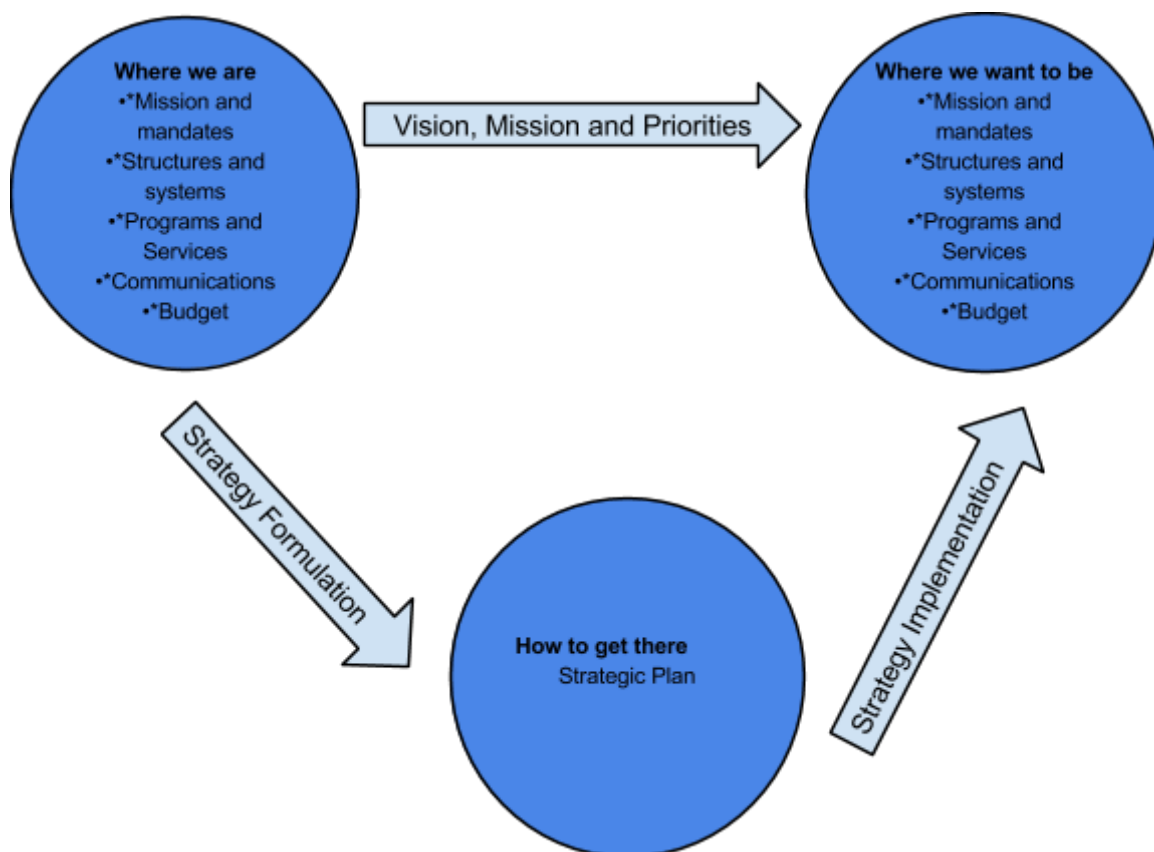
- Students
- Parents
- Public (anyone with a child enrolled in a school or with an interest in education)
- Community/partners (those organizations who have a relationship with the District e.g., Alberta Education)
- Others...

4 APPROVALS

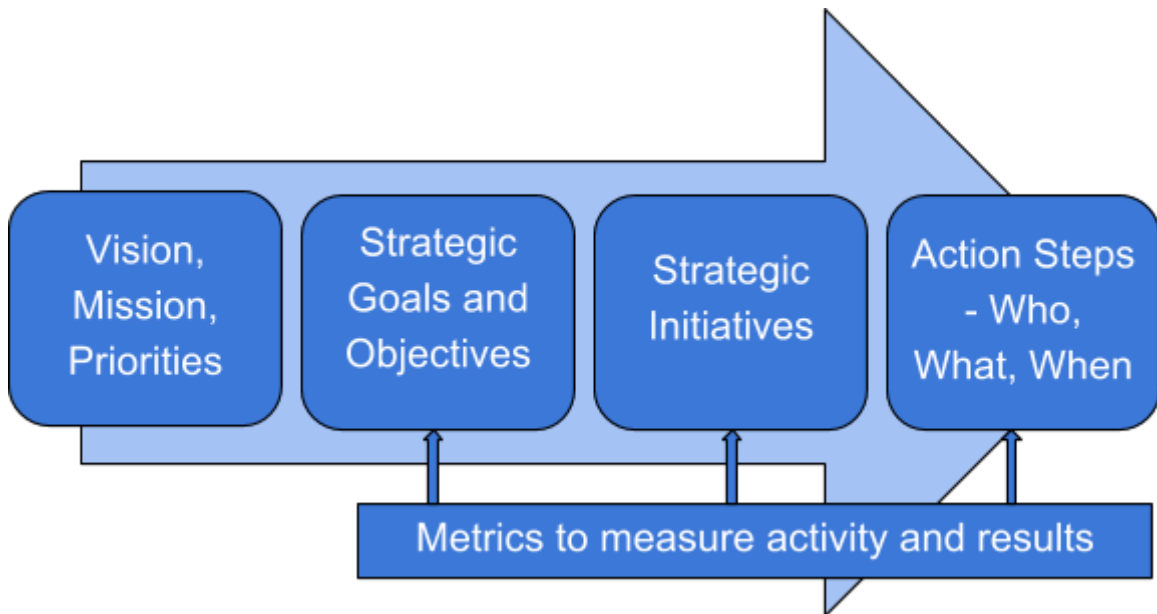
Prepared by Sonia Bector, Project Manager

Approved by Sandra Stoddard, Project Sponsor

Appendix 1: Strategic Planning Process

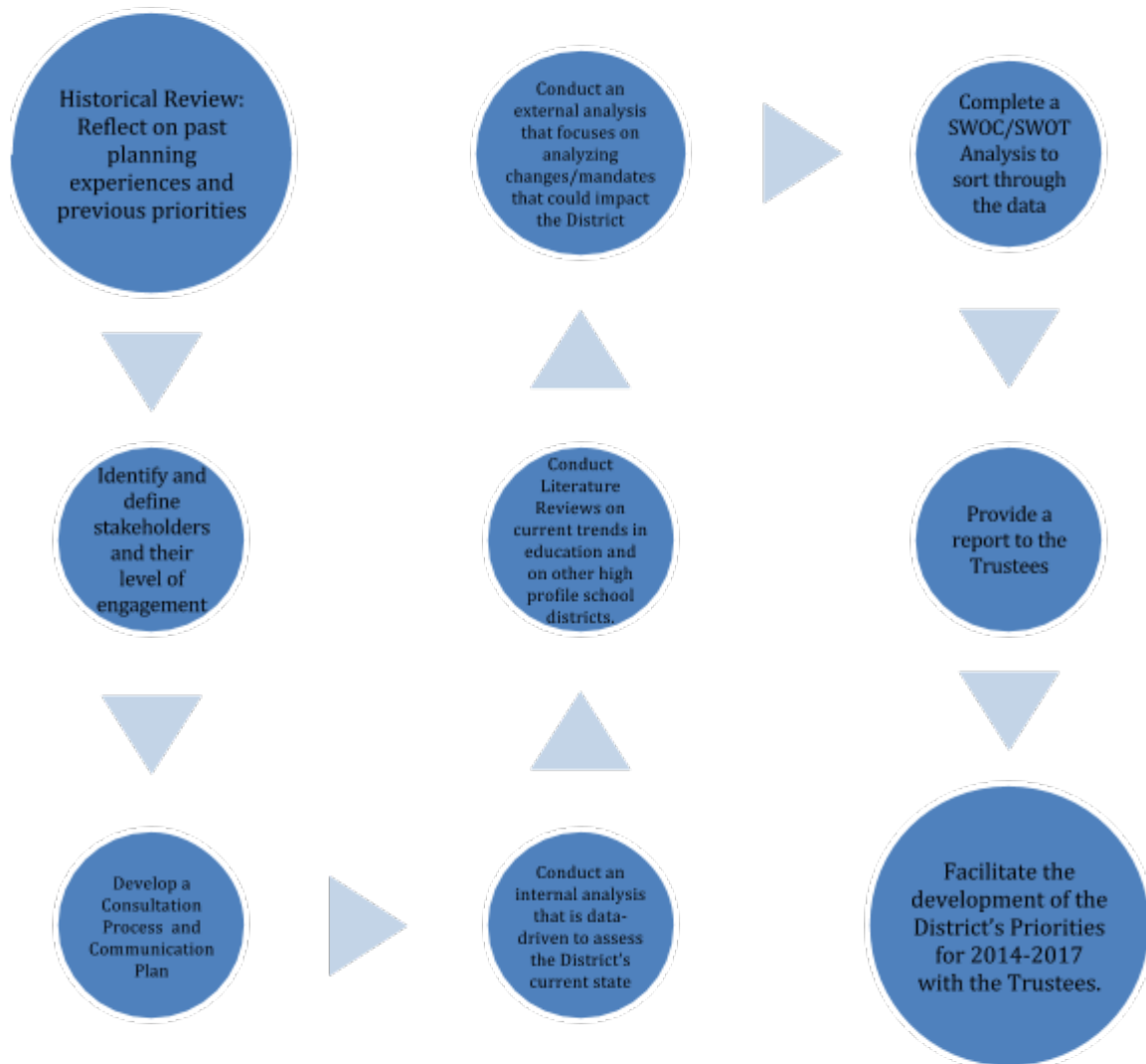


**Appendix 2: Driving Alignment and Action
A Strategic Plan**



Appendix 3: Strategic Planning Roadmap

Phase 1– Review of the District’s Vision and Mission, and the Development of the District’s Priorities (September 2013 – January 2014)



Appendix 3: Strategic Planning Roadmap

Phase 2– Development of the District’s Strategic Plan: Strategies, Goals, Objectives and Measures (January 2014-June 2014)



Appendix A: Project Charter Version Control

Version	Date	Author	Change Description
0	September 9-23, 2013	Sonia Boctor	Created charter based on initial conversation with Sandra Stoddard on September 5, 2013
1	September 24, 2013	Sonia Boctor	Revised charter based on meeting with Board Chair, Sarah Hoffman, and Sandra Stoddard
2	October 1, 2013	Sonia Boctor	Revised charter based on meeting with Core Planning Team (Sandy Forster, Cory Sinclair, Anne Sherwood, Nancy Pertersen)
3	October 11, 2013	Sonia Boctor	Revised charter based on meeting with Core Planning Team and with Project Sponsor
4	Month, Day, Year		

Proposed Outcomes for the Trustee Retreat

Day One (Evening)	Day Two (Full Day)	Day Three (Full Day)	Day Four (Half Day)
<p>Theme: Great Leaders, Great Team</p> <p><u>Evening session:</u></p> <p>Using the DiSC personal assessment tool, trustees will:</p> <ul style="list-style-type: none"> • measure their leadership style - <u>D</u>ominance, <u>I</u>nfluence, <u>S</u>teadiness and <u>C</u>onscientiousness (DiSC); and • better understand their individual work style and how to build a more effective and efficient team. 	<p>Theme: Great Results</p> <p><u>Morning session:</u></p> <p>By Working with Franklin Covey Institute, Trustees and the District Support Team will:</p> <ul style="list-style-type: none"> • understand how mission, vision, values, and priorities are foundational to the success of an organization; • develop awareness of how the Board and Administration can be key contributors to the organization's strategy; and • gain the skills, tools and a plan for leading the District in executing on the organization's most important priorities. <p><u>Afternoon Session:</u></p> <p>Trustees and the District Support Team will:</p> <ul style="list-style-type: none"> • review findings from the literature and data review that informed the development of the draft Mission, Vision, Values and Priorities; • provide further input into the draft Mission, Vision, Values and Priorities; and • confirm support for the final draft Mission, Vision, Values and Priorities that will be used to facilitate further input and consultation with stakeholders. 	<p>Theme: Great Results</p> <p><u>Morning session:</u></p> <p>Trustees will:</p> <ul style="list-style-type: none"> • review, provide input and confirm a consultation and engagement process for the District Priorities that embodies the concept of generative governance; and • review, provide input and confirm a Communication Plan for the District Priorities. <p><u>Afternoon Session:</u></p> <p>Trustees will:</p> <ul style="list-style-type: none"> • review definitions and literature on creating goal statements, strategies, objectives and measures; • begin to conceptualize a Board Strategic Plan by <ul style="list-style-type: none"> ○ identifying goals that are tied to the draft Vision, Mission, Values and Priorities; and ○ identifying strategies and initiatives that are tied to the draft Vision Mission, Values and Priorities that the Board could implement over the next four year term. 	<p>Theme: Great Results</p> <p><u>Morning session:</u></p> <p>Trustees will:</p> <ul style="list-style-type: none"> • continue to conceptualize a Board Strategic Plan by <ul style="list-style-type: none"> ○ Identifying measures and assigning lead roles to committees ○ Setting targets/success indicators • reflect on the Board's draft Strategic Plan and develop a targeted professional development plan that will support their success.

DATE: December 17, 2013

TO: Board of Trustees

FROM: Trustee Michelle Draper, Chair Policy Review Committee
Trustee Sarah Hoffman, Policy Review Committee
Trustee Nathan Ip, Policy Review Committee

SUBJECT: Annual Policy Development and Review Plan 2013-2014

RESOURCE STAFF: Sandra Stoddard, Anne Sherwood

REFERENCE: [January 8, 2013 Board Meeting #10 Item 3](#)
[Board Policy CH.BP – Framework for Policy Development and Review](#)
[Administrative Regulation CH.AR – Policy Development and Review](#)

ISSUE

The Policy Review Committee is charged with developing and presenting to Board an annual policy development and review plan.

RECOMMENDATION

That the Annual Policy Development and Review Plan 2013-2014 (Attachment II) be approved.

BACKGROUND

On January 31, 2012, the Board approved a motion to undertake a comprehensive review of all board policy. On June 12, 2012, the Board approved Board Policy CH.BP – Framework for Policy Development and Review to guide both the full review of all of the Board's policies and to guide the ongoing maintenance and renewal of board policy.

The Board approved a plan for the overall review of board policy on January 8, 2013 to provide a consistent approach to aligning policy to the Board's mandated responsibilities under the new *Education Act* in anticipation of its proclamation September 2015. While many of the mandated responsibilities for school boards are the same in the *Education Act* as in the *School Act*, the values of inclusion, respect for diversity, stakeholder engagement and desire for efficient use of public resources through intergovernmental and community agency partnerships are more evident and there is an entirely new section outlining the expectations for parents as key partners in Education.

By focusing on the Board's mandated responsibilities for the overall approach to the review of board policy, any gaps or redundancies in responsive existing policy can be identified and addressed in a methodical manner to reduce duplication and consolidate the Board's direction in a coherent manner. This approach, combined with the new framework for policy development, will enable the Board to clarify the purpose of each policy, provide definitions,

and articulate any specific expectations with respect to meeting a board responsibility. This will provide the Superintendent of Schools with parameters for the effective operation of the District and ensure clear lines of reporting and accountability are in place for each policy.

Attachment I provides an update to the overall plan for the comprehensive review of board policy approved by the previous Board January 8, 2013. The plan has been updated to reflect work completed in 2012-2013 reducing the number of board policies from 87 to 75. New policies are indicated by italics and an asterisk and rescinded policies by strike through.

The order and timelines for addressing board responsibilities and themes in the overall plan reflect the need to wait for development of corresponding Ministerial regulations under the new *Education Act* for some topics. Those responsibilities which are not expected to be impacted significantly by the regulations are being addressed first.

As noted in the plan, existing board policies that are deemed responsive to a board responsibility outlined in Section 33 of the *Education Act* are grouped accordingly and may appear under more than one responsibility. The review process requires looking at all related policies to identify common themes related to the responsibility and identify gaps and redundancies in existing policy. This is a new way of examining policy and requires considerable cross-department collaborative work. For example, Appendix I is a sample of the themes identified from existing policies responsive to board responsibility 33(1)(d) “ensure that each student enrolled in a school operated by the board and each staff member employed by the board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.” The policy themes for health and wellness and safety and security will be addressed in 2013-2014. The policy theme for “respect for diversity and (a safe and) caring environment” will be addressed once the related Ministerial regulations have been confirmed, most likely 2014-2015.

When the comprehensive review of board policy began it was expected to take 3 to 4 years to complete. The 2013-2014 Policy Review Committee believes that this may have been an ambitious timeline and that it is more reasonable to expect that the work be completed within this Board’s term of office by Fall 2017.

Attachment II shows only the proposed annual policy development and review plan for the remainder of 2013-2014.

RELATED FACTS

- The Board should be aware that the best case timelines have been presented. As the work proceeds in considering each broad policy theme, adjustments may need to be made to related policies, placement of policies within the codification structure and timelines accordingly.
- The Policy and Regulations Manual was originally divided into 11 sections based on the Alberta School Boards adaptation of the National School Boards Association (American) policy codification index. As part of the overall review and consolidation of policy, the previous Board approved reducing the number of sections to nine while maintaining the overall codification structure as shown in Appendix II.
- With the launch of the new district website the Policy and Regulations section of the website will reflect the new codification structure (Appendix II). A complete copy of

recoded board policy and administrative regulations with the new section divisions will be made available to principals and decision unit administrators in January. Individual policies and administrative regulations can be printed in a print friendly format for those principals and decision unit administrators who wish to maintain a hard copy of the policies and regulations on-site.

OPTIONS CONSIDERED

1. Approve as printed the recommended Annual Policy Development and Review Plan 2013-2014 (Attachment II).
2. Provide suggestions for consideration to the Policy Review Committee and or amend and approve the Annual Policy Development and Review Plan 2013-2014.

CONSIDERATIONS & ANALYSIS

The proposed Annual Policy Development and Review Plan 2013-2014 reflects the continuation of work begun in 2012-2013. The Board will be approving the new District Priorities for 2014-2018 in April and must be considered as work proceeds with the comprehensive policy review and will be a consideration in establishing the annual policy development and review plan for 2014-2015.

NEXT STEPS

Once the Board has approved the annual plan for the remainder of the 2013-2014 year, work will continue according to the plan. The Policy Review Committee shall keep the Board apprised of progress and changes in timelines should they occur. In accordance with board policy CH.BP – Framework for Policy Development and Review and as outlined in the policy development and review process flow in Appendix III, when the Policy Review Committee brings forward a proposed draft policy for first consideration by the Board, the Board will have an opportunity to review, provide input and or make amendments prior to the draft policy being circulated for stakeholder feedback.

ATTACHMENTS & APPENDICES

ATTACHMENT I	Plan for Comprehensive Review of Board Policy - Board Responsibilities in the <i>Education Act</i> vis-à-vis Board Policy (approved January 8, 2013 - updated November 2013)
ATTACHMENT II	Annual Policy Development and Review Plan for 2013-2014
APPENDIX I	Example of Themes for Board Responsibility S33(1)(d)
APPENDIX II	Changes to the Policy Manual Codification Structure (changes in mark-up)
APPENDIX III	Policy Development and Review Process Flow

AS:lb

Plan for Comprehensive Review of Board Policy

Board Responsibilities in the *Education Act* vis-à-vis Board Policy

This document is an outline of the proposed sequencing for the comprehensive review of Board Policy.

BACKGROUND

The Board's power to delegate authority (Section 52) and legislated board responsibilities (Section 33) in the new, yet to be proclaimed, *Education Act* are key considerations in the review of existing board policy.

Like the *School Act*, the *Education Act* delegates administrative and legislative powers and obligations to school boards. Part 4 Division 1 addresses Board Powers similar to section 60 of the *School Act* and is the primary reference for administrative and legislative powers and obligations. Other powers and obligations have been delegated in a variety of sections of the *Education Act*.

Section 52 (61) **Delegation of power**, similar to Section 61 of the *School Act*, enables the Board to delegate by board resolution its authority.

52(1) Subject to subsections (4) and (5), a board may authorize

... any of its employees, a committee, a school councilto do any act or thing or exercise any power that the board may do or exercise or is required to do or exercise.

(4) A board shall not delegate

- (a) the power to make a bylaw under this Act,
- (b) the power to close a school or school building under section 62,
- (c) the power to requisition from a municipality that the board may have from time to time, or
- (d) the power to hold a hearing under section 212.

(5) A board shall not delegate, except to a superintendent employed by the board,

- (a) the power to suspend the services of a teacher, or
- (b) the power to terminate the services of a teacher.

In other words a board cannot delegate:

- The power to make a bylaw,
- The power to close a school or school building
- The power to requisition from a municipality, and
- The power to hold a teacher transfer hearing

General powers of boards

Section: 53; 60

“53(1) A board shall

- (a) **establish, maintain and implement policies necessary for fulfilling its responsibilities under section 33,**
- (b) *ensure that all policies are available and accessible to students, parents, board employees and others affected by the policies,*
- (c) *in co-operation with school councils, provide for parental and community engagement in schools, and*
- (d) *maintain, repair, furnish and keep in good order all its real and personal property.*

(2) A board may

- (a) *subject to section 18 and any regulations under this Act, develop, acquire or offer courses or programs,*
- (b) *subject to section 18 and any regulations under this Act, develop or acquire instructional materials for use in courses or programs or in schools,*
and
- (c) **make policies, subject to any regulations under this Act, respecting the establishment, administration, management and operation of**
 - (i) *schools operated by the board, or*
 - (ii) *school buses and other vehicles used for the purposes of the board.”*

What follows is a chart, listing Board responsibilities as laid out in Section 33, a preliminary identification of responsive existing board policies, suggested topics for corresponding broad overarching policies and the expected review year. Policies may appear under more than one responsibility/theme.

Note: Policies that have been rescinded are noted by strikeout; new policies are indicated by italics and an asterisk.

COMPREHENSIVE POLICY DEVELOPMENT AND REVIEW PLAN 2012-2017

Board Responsibilities	Existing Board Policies 2012	Policy Themes	Review Year	STATUS
<p>33(1) A board, as a partner in education, has the responsibility to:</p> <p>(a) <u>deliver appropriate education programming to meet the needs of all students</u> enrolled in a school operated by the board and to enable their success,</p>	HA.BP – Student Programs IA/HA.BP– Inclusive Education HGA.BP – Basic Instructional Program HGAB/GGAB.BP – Multicultural Education HCAF.BP – Second Language Education, HGAJ/GGAJ.BP – Early Years, IAA/HAA.BP – Aboriginal Education IG/HI.BP – Student Behaviour and Conduct GC/FC.BP – Recruitment, Employment, Qualifications and Deployment of Staff HGDD.BP – Performance and Exhibit Opportunities in the Fine Arts HGDJ.BP – Participation in interschool Athletic Activities HD/GD.BP – Instructional Time HJ/GJ.BP – Comprehensive Guidance and Counseling Programs and Services HI.BP – Teaching and Learning Resources HK.BP – Student Achievement and Growth IC/HC.BP – Student Accommodation FED.BP – Capital Planning IEC/HEC.BP – Student Admission to the District IED/HED.BP – Student Attendance HICA.BP – Field Trips HKB.BP – Homework HIAA/GIAA.BP – Health Instruction Materials FO/EO.BP – Environment HCA/GCA.BP – Approval of the School Year Calendar HE/GE.BP – Organization for Instruction HGE.BP – Continuing Education	Appropriate programming to meet needs of all students.	2012-2013	New policy (code change) <i>HA/GA.BP-Student Programs of Study*</i>
		Organization for Instruction	2013-2014	New code (revised former HA.BP) <i>HAA/GAA.BP Delivery of Student Programs of Study*</i>
		Delivery of programming to meet needs of all students in a school: (staffing, facilities, transportation, instruction) (see 33(1)(i))	2014-2015	

Board Responsibilities	Existing Board Policies 2012	Policy Themes	Review Year	STATUS
<p>33(1) A board, as a partner in education, has the responsibility to:</p> <p>(b) <u>be accountable and provide assurances</u> to students, parents, the community and the Minister for student achievement of learning outcomes,</p>	<p>HK.BP – Student Achievement and Growth DA/CO.BP – Fiscal Oversight and Management HD/GD.BP – Instructional Time JBC/IBC.BP-Communications Framework CN.BP – Managing District Information HCA/GCA.BP – Approval of the School Year Calendar IAA/HAA.BP – Aboriginal Education HGAB/GGAB.BP – Multicultural Education Trustee Handbook – Board Committees</p>	<p>Accountable assessment of student achievement of learning outcomes and reporting thereof.</p>	<p>2012-2013</p>	<p>Revised and Expanded HK/GK.BP – <i>Student Assessment, Achievement and Growth*</i></p>
<p>33(1) A board, as a partner in education, has the responsibility to:</p> <p>(c) provide, <u>where appropriate</u>, for the <u>engagement</u> of parents, students, staff and the community, including municipalities and the local business community, in board matters, including the board's plans and the achievement of goals and targets within those plans,</p>	<p>AA.BP – Stakeholder Engagement JBC/IBC.BP – Communications Framework JA/IA.BP – Parent and Community Involvement CH.BP – Framework for Policy Development and Review IA/HA.BP – Inclusive Education JJ/IJ.BP – Assisting Community Organizations GAA/FAA.BP – Human Resources Framework GBC/FBC.BP Liaison Committees HGAB/GGAB.BP – Multicultural Education FA/EA.BP – <i>Infrastructure Planning Principles*</i> FB.BP – School Reopening FL.BP – School Closure IAA/HAA.BP – Aboriginal Education AGA.BP – Recognition of Students, Staff, Parents, and the Community JAB/IAB.BP – Comment, Delegations and Presentations at Board Meeting....</p>	<ul style="list-style-type: none"> • Partnerships • Stakeholder engagement • Social capital <p>see also 33(1)(f)</p>	<p>2013-2015</p>	

Board Responsibilities	Existing Board Policies 2012	Policy Themes	Review Year	STATUS
<p>33(1) A board, as a partner in education, has the responsibility to:</p> <p>(d) ensure that each student enrolled in a school operated by the board and each staff member employed by the board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging,</p>	<p>IF/HF.BP – Safe, Caring and Respectful Learning Environments IFA/HFA.BP – Sexual Orientation and Gender Identity GBE/FBE.BP – Health and Wellness of Staff and Students GBEA/FBEA.BP – Occupational Health and Safety GBCA/FBCA.BP – Respectful Working Environments GAA/FAA.BP Human Resources Framework EBC/DBC.BP – Emergency Plans HCDJ.BP – Participation in Interschool Athletic Activities IG/HG.BP – Student Behaviour and Conduct HICA.BP – Field Trips IGD/HGD.BP – Student Suspension and Expulsion* IA/HA.BP – Inclusive Education IAA/HAA.BP – Aboriginal Education GBCB/FBCB.BP – District Staff Code of Conduct; GBCD/FBCD.BP – Mandatory Records Checks for Employees GBCE/FBCE.BP – Volunteers- Registration and Record Checks GBB/FBB.BP – Community Funded Personnel ACB.BP – National Anthem and Flag HIAA/GIAA.BP – Health Instruction Materials AA.BP – Stakeholder Engagement GJD/FJD.BP – Administrative Recognition JBC/IBC.BP – Communications Framework FM/EM.BP –Alcoholic Beverages & Smoking on District Premises... HHHA/GHHA.BP – Tutoring FO/EO.BP – Environment GDB/FDB.BP – Terms and Conditions of Employment for Exempt Staff GFA/FFA.BP – Reduction of Staff GGC/FGC.BP – Staff Performance GIA/FIA.BP – Pensions GJD/FJD.BP – Administrative Recognition GM/FM.BP – Acknowledgement of Deaths and Bereavements</p>	<p>Health and Wellness</p> <p>Safety and Security</p> <p>Respectful (safe and caring) Environment</p>	<p>2012-2013</p> <p>2013-2014</p> <p>2013-2014</p> <p>2014-2015</p>	<p>Theme Identification</p>

Board Responsibilities	Existing Board Policies 2012	Policy Themes	Review Year	STATUS
<p>33(1) A board, as a partner in education, has the responsibility to:</p> <p>(e) provide a continuum of specialized <u>supports and services</u> to students that is <u>consistent with the principles of inclusive education</u>.</p>	<p>IA/HA.BP – Inclusive Education HA/GA.BP – <i>Student Programs of Study*</i> HAA/GAA.BP – <i>Delivery of Student Programs of Study*</i> HGAJ/GGAJ.BP – Early Years, HGAB/GGAB.BP – Multicultural Education HI.BP – Teaching and Learning Resources HHHA/GHHA.BP - Tutoring HIBD/GIBD.BP – Integrated School Library Learning Commons GJ/FJ.BP – Staff Leaves of Absence EEA/DEA.BP – Student Transportation HGDJ.BP – Participation in Interscholastic Athletic Activities KA/DK.BP – District Technology HE/GE.BP – Organization for Instruction HGE.BP – Continuing Education</p>	Theme Identification	2013-2015	
<p>33(1) A board, as a partner in education, has the responsibility to:</p> <p>(f) <u>collaborate</u> with municipalities, other boards and community-based service agencies in order <u>to effectively address the needs of all students</u> and <u>manage the use of public resources</u>.</p>	<p>IA/HA.BP – Inclusive Education GJ/FJ.BP – Staff Leaves of Absence HGAB/GGAB.BP – Multicultural Education HGAJ/GGAJ.BP – Early Years JA/IA.BP – Parent and Community Involvement JAA/IAA.BP – Educational Partnerships and Sponsorships JJ/IJ.BP – Assisting Community Organizations FA/EA.BP – <i>Infrastructure Planning Principles*</i> GBB/FBB.BP – Community Funded Personnel HIBD/GIBD.BP Integrated School Library Learning Commons JJA/IJA.BP – Electioneering and Politically motivated Communications DA/CO.BP – Fiscal Oversight and Management JBD/IBD.BP – Protocol for Trustee Recognition... GBCE/FBCE.BP – Volunteers- Registration and Record Checks JH/IH.BP – Public Gifts Trustee Handbook – Elections, Advocacy Committee, Community Relations Committee</p>	Theme Identification <ul style="list-style-type: none"> • partnerships • shared services 	2013-2015	

Board Responsibilities	Existing Board Policies 2012	Policy Themes	Review Year	STATUS
<p>33(1) A board, as a partner in education, has the responsibility to:</p> <p>(g) <u>collaborate with post-secondary institutions</u> and the community to enable <u>smooth transitions</u> for students <u>from secondary to post-secondary</u> education;</p>	<p><i>HA/GA.BP – Student Programs of Study*</i> <i>IA/HA.BP – Inclusive Education</i> <i>IAA/HAA.BP – Aboriginal Education</i> <i>HGAB/GGAB.BP - Multicultural Education</i> <i>HGAB/GGAB.AR – Multicultural Education</i> <i>HK.BP – Student Assessment, Achievement and Growth*</i> <i>HGE.BP – Continuing Education</i></p>	<p>Collaborate with post-secondary for smooth transition from secondary.</p>	<p>2014-2015</p>	
<p>33(1) A board, as a partner in education, has the responsibility to:</p> <p>(h) establish and maintain <u>governance and organizational structures</u> that <u>promote student well-being and success</u>, and monitor and evaluate their effectiveness,</p>	<p>GBE/FBE.BP – Health and Wellness of Staff and Students IF/HF.BP – Safe, Caring, and Respectful Learning Environments <i>CH.BP – Framework for Policy Development and Review*</i> CHA.BP – Delegation of Authority AD.BP – District Priorities AE.BP – District Vision and Mission GIC/FIC.BP – Employee Assistance HJ/GJ.BP – Comprehensive Guidance and Counseling Programs and Services GGB/FGB.BP – Evaluation of Superintendent of Schools Trustee Handbook – Trustee Committees</p>	<p>Throughout all policy and administrative regulation</p> <ul style="list-style-type: none"> metrics District Priorities 2014-2018 	<p>2013-2015</p> <p>2013-2014</p>	<p>Scheduled April 8, 2013</p>

Board Responsibilities	Existing Board Policies 2012	Policy Themes	Review Year	STATUS
<p>33(1) A board, as a partner in education, has the responsibility to:</p> <p>(i) ensure effective stewardship of the board's resources,</p>	<p>DA/CO.BP – Fiscal Oversight and Management DG/CT.BP – Appointment of Principal Banker DIE/CVE.BP –Auditor DJ/CW.BP - Purchasing CN.BP – Managing District Information GAA/FAA.BP – Human Resources Framework GC/FC.BP – Recruitment, Employment, Qualifications and Deployment of Staff ECA/DCA.BP – Security and Vandalism KA/DK.BP – District Technology FA/EA.BP – <i>Infrastructure Planning Principles*</i> FED.BP – Capital Projects FL.BP – School Closure JG.BP – Community use of District Buildings FO/EO.BP - Environment JAC/IAC.BP – Funding and Endorsement Requests from External Agencies GBCB/FBCB.BP – District Staff code of Conduct INB/HNB.BP – School Assessed Fees GB/FB.BP Authority for Human Resource Decisions GBB/FBB.BP – Community Funded Personnel GBCE/FBCE.BP – Volunteers- Registration and Record Checks GGC/FGC.BP – Staff Performance FEE.BP – Site Acquisition and Disposal EEA/FEA.BP – Student Transportation FECA.BP – Identification of a Building as a Historic Resource FF.BP – Naming of Schools JH/IH.BP – Public Gifts Trustees' Handbook – Expense Reporting</p>	<p>Effective stewardship of all district resources:</p> <ul style="list-style-type: none"> Capital (buildings and real property) Financial (Public Expense Reporting) SES: supplies, equipment, services Human Information and data (collected or created) 	<p>2012-2013</p> <p>2012-2013</p> <p>2013-2014</p> <p>2013-2015</p> <p>2012-2013</p>	<p>Theme Identification</p> <p>(New) <i>FA/EA.BP Infrastructure Planning Principles*</i></p> <p>(New) <i>CNA.BP – Information Security *</i></p>
<p>33(1) A board, as a partner in education, has the responsibility to:</p> <p>(j) <u>recruit the superintendent and entrust the day-to-day management of the school division to the staff through the superintendent.</u></p>	<p>GGB/FGB.BP – Evaluation of Superintendent CHA.BP – Board Delegation of Authority CH.BP – Framework for Policy Development and Review* GB/FB.BP – Authority for Human Resources Decisions</p>	<ul style="list-style-type: none"> Superintendent Role and Responsibilities and Evaluation Delegation of Authority 	<p>2012-2013</p> <p>2013-2015</p>	<p>Superintendent Hired (job description)</p>

Board Responsibilities	Existing Board Policies 2012	Policy Themes	Review Year	STATUS
<p>33(1) A board, as a partner in education, has the responsibility to:</p> <p>(k) develop and implement a code of conduct that applies to trustees of the board, including definitions of breaches and sanctions, in accordance with principles set out by the Minister by order,</p>	Trustee Manual – Principles of Board Operation and Protocols	<p>Board and Trustee Role and Responsibilities and Code of Conduct (see also 33(4))</p> <p>(dependent on Ministerial regulations)</p>	<p>2012-2013</p> <p>2014-2015</p>	Trustees' Handbook (pre-election)
<p>33(1) A board, as a partner in education, has the responsibility to:</p> <p>(l) comply with all applicable Acts and regulations,</p>	<p><i>CH.BP – Framework for Policy Development and Review*</i></p> <p>CHA.BP – Board Delegation of Authority</p> <p>GCA/FCA.BP – Qualifications for Teacher Continuing Contracts</p> <p>GIA/FIA.BP – Pensions</p> <p>(All policy and administrative regulations)</p>	<p>Delegation of Authority</p> <p>Applicable to all policy and administrative regulation</p>	2014-2015	
<p>33(1) A board, as a partner in education, has the responsibility to:</p> <p>(m) establish appropriate dispute resolution processes, and</p>	AB.BP – Appeals	Dispute resolution processes	2014-2015	
<p>33(1) A board, as a partner in education, has the responsibility to:</p> <p>(n) carry out any other matters that the Minister prescribes.</p>	CHA.BP – Board Delegation of Authority	Delegation of Authority (subject to completion of comprehensive policy review)	2013-2015	Ongoing examination as policies reviewed and developed

Board Responsibilities	Existing Board Policies 2012	Policy Themes	Review Year	STATUS
<p>33(2) A board shall establish, implement and maintain a policy respecting the board's obligation under subsection (1)(d) to provide a welcoming, caring, respectful and safe learning environment that includes the establishment of a code of conduct for students that addresses bullying behaviour.</p> <p>(3) A code of conduct established under subsection (2) must:</p> <ul style="list-style-type: none"> (a) be made publicly available, (b) be reviewed every year, (c) be provided to all staff of the board, students of the board and parents of students of the board, (d) contain the following elements: <ul style="list-style-type: none"> (i) a statement of purpose that provides a rationale for the code of conduct, with a focus on welcoming, caring, respectful and safe learning environments; (ii) one or more statements that address the prohibited grounds of discrimination set out in the Alberta Human Rights Act; 	<p>IF/HF.BP – Safe Caring and Respectful Learning Environments IFA/HFA.BP Sexual Orientation and Gender Identity IG/HG.BP – Student Behaviour and Conduct IGD/HGD.BP – <i>Student Suspension and Expulsions*</i> IED/HED.BP – Student Attendance ECA/DCA.BP – Security and Vandalism</p>	<p>Requirements for a Student Code of Conduct (see also 33(4))</p> <p>(dependent on Ministerial regulations)</p>	<p>2014-2015</p>	

Board Responsibilities	Existing Board Policies 2012	Policy Themes	Review Year	STATUS
<p>(iii) one or more statements about what is acceptable behaviour and what is unacceptable behaviour, whether or not it occurs within the school building, during the school day or by electronic means;</p> <p>(iv) one or more statements about the consequences of unacceptable behaviour, which must take account of the student's age, maturity and individual circumstances, and which must ensure that support is provided for students who are impacted by inappropriate behaviour, as well as for students who are impacted by inappropriate behaviour, as well as for students who engage in inappropriate behaviour, and</p> <p>(e) be in accordance with any further requirements established by the Minister by order.</p>				
<p>33(4) An order of the Minister under subsection (1)(k) or (3)(e) must be made publicly available.</p>			2014-2015	

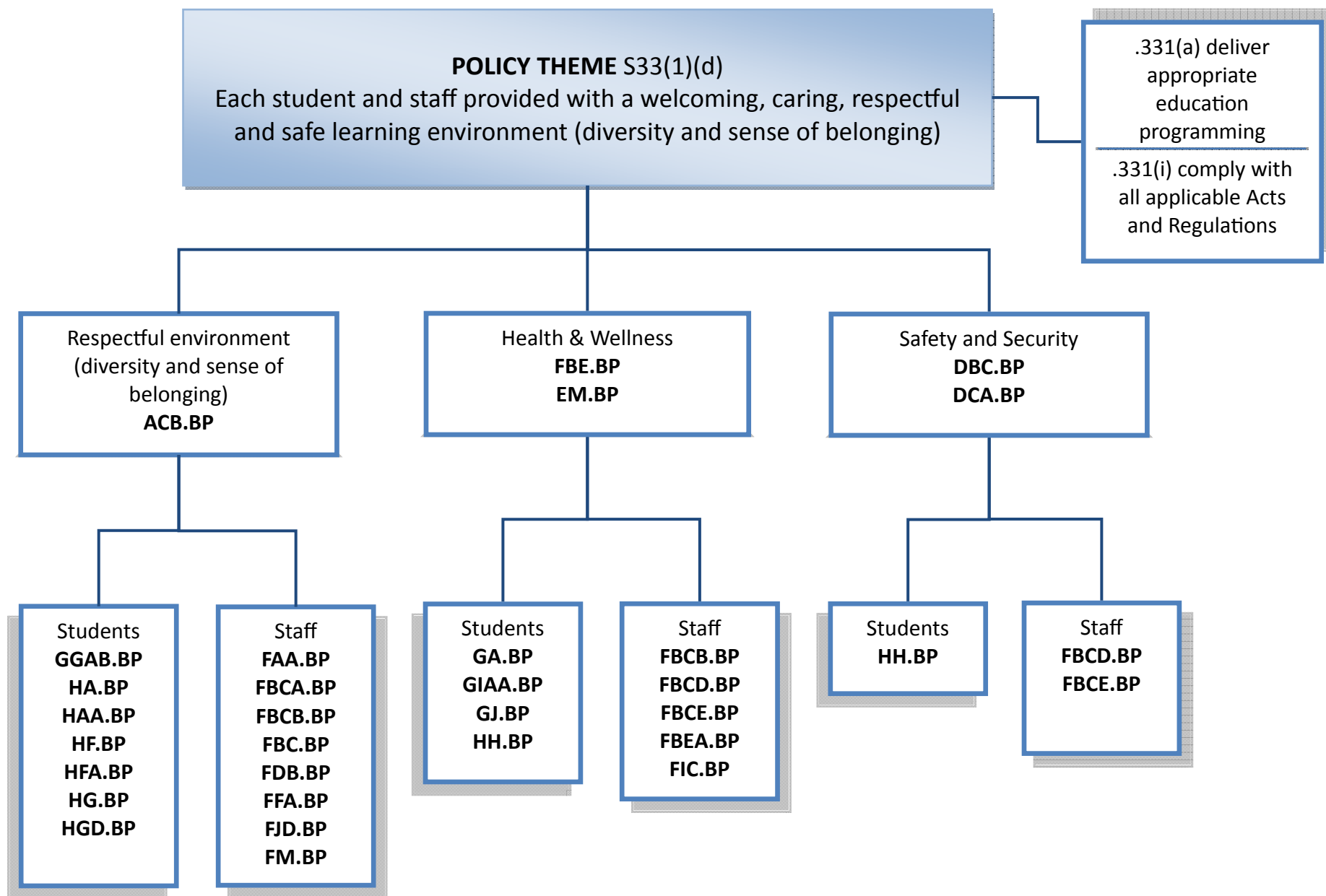
Board Responsibilities	Existing Board Policies	Policy Themes	Review Year	STATUS
<p>33(1) A board, as a partner in education, has the responsibility to:</p> <p>(a) <u>deliver</u> appropriate education programming to meet the needs of <u>all students</u> enrolled in a school operated by the board and to enable their success,</p>	<p>GD.BP – Instructional Time GCA.BP – Approval of the School Year Calendar GE.BP – Organization for Instruction</p>	<p>Organization for Instruction</p>	<p>2013-2014</p>	
<p>33(1) A board, as a partner in education, has the responsibility to:</p> <p>(c) provide, <u>where appropriate</u>, for the <u>engagement</u> of parents, students, staff and the community, including municipalities and the local business community, in board matters, including the board's plans and the achievement of goals and targets within those plans,</p>	<p>AA.BP – Stakeholder Engagement IBC.BP – Communications Framework IA.BP – Parent and Community Involvement CH.BP – Framework for Policy Development and Review HA.BP – Inclusive Education IJ.BP – Assisting Community Organizations FAA.BP – Human Resources Framework FBC.BP Liaison Committees GGAB.BP – Multicultural Education <i>EA.BP – Infrastructure Planning Principles*</i> HAA.BP – Aboriginal Education AGA.BP – Recognition of Students, Staff, Parents, and the Community IAB.BP – Comment, Delegations and Presentations at Board Meeting....</p>	<p>Theme Identification</p> <ul style="list-style-type: none"> • Partnerships • Stakeholder engagement • Social capital <p>see also 33(1)(f)</p>	<p>2013-2015</p>	

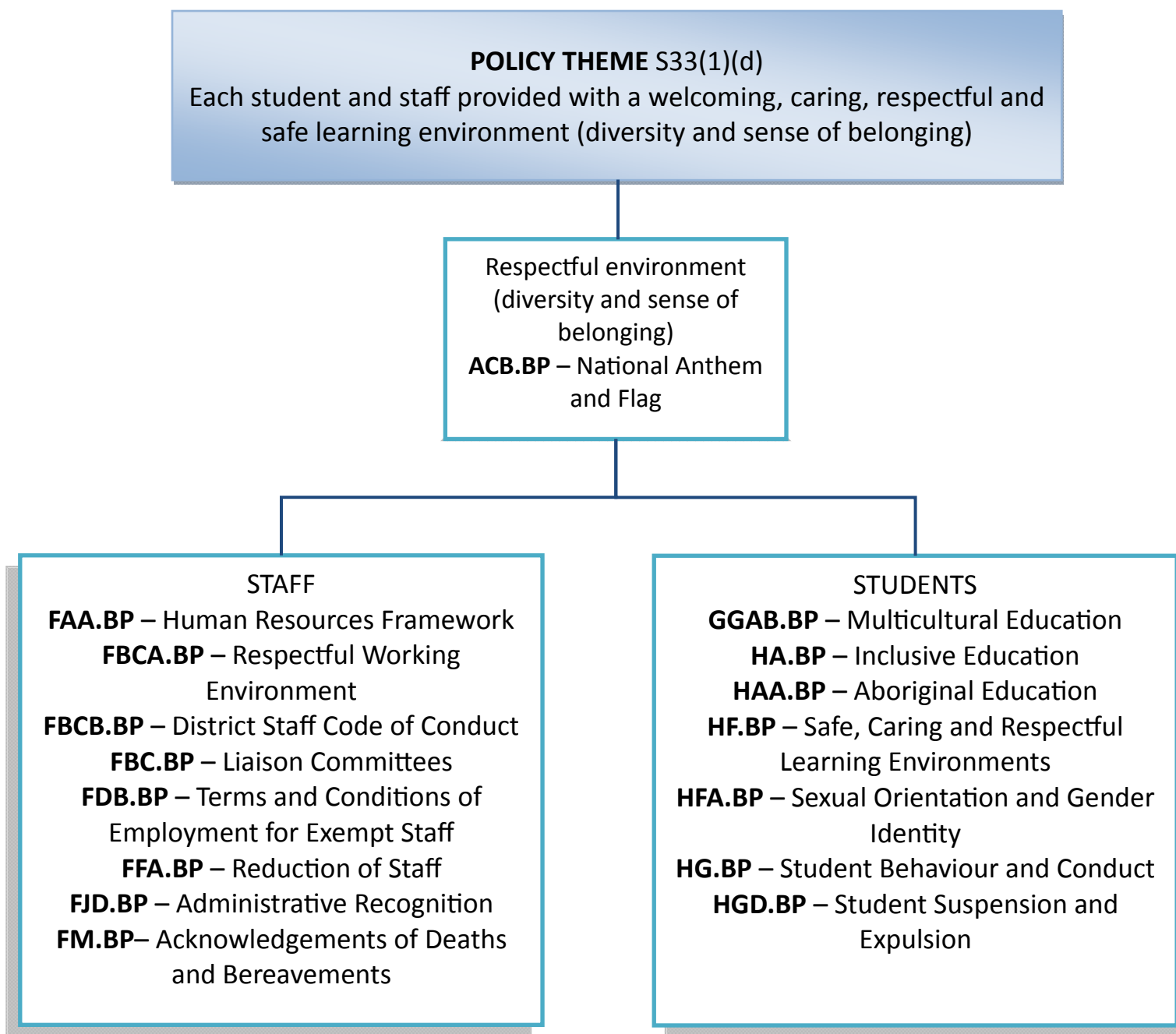
Board Responsibilities	Existing Board Policies	Policy Themes	Review Year	STATUS
<p>33(1) A board, as a partner in education, has the responsibility to:</p> <p>(d) ensure that each student enrolled in a school operated by the board and each staff member employed by the board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging,</p>	<p>FBE.BP – Health and Wellness of Staff and Students FBEA.BP – Occupational Health and Safety GA.BP – <i>Student Programs of Study</i>* GIAA.BP – Health Instruction Materials EO.BP – Environment</p>	Health and Wellness	2013-2014	
	<p>FBCD.BP – Mandatory Records Checks for Employees FBCE.BP – Volunteers- Registration and Record Checks FBB.BP – Community Funded Personnel GHHA.BP – Tutoring EM.BP –Alcoholic Beverages & Smoking on District Premises... DBC.BP – Emergency Plans</p>	Safety and Security	2013-2014	
	<p>HF.BP – Safe, Caring and Respectful Learning Environments HFA.BP – Sexual Orientation and Gender Identity FBCA.BP – Respectful Working Environments FAA.BP Human Resources Framework HG.BP – Student Behaviour and Conduct HGD.BP – <i>Student Suspension and Expulsion</i>* HA.BP – Inclusive Education HAA.BP – Aboriginal Education FBCB.BP – District Staff Code of Conduct; ACB.BP – National Anthem and Flag AA.BP – Stakeholder Engagement FKD.BP – Administrative Recognition IBC.BP – Communications Framework FDB.BP – Terms and Conditions of Employment for Exempt Staff FFA.BP – Reduction of Staff FGC.BP – Staff Performance FIA.BP – Pensions FJD.BP – Administrative Recognition FM.BP – Acknowledgement of Deaths and Bereavements</p>	Respectful (safe and caring) Environment	2014-2015	

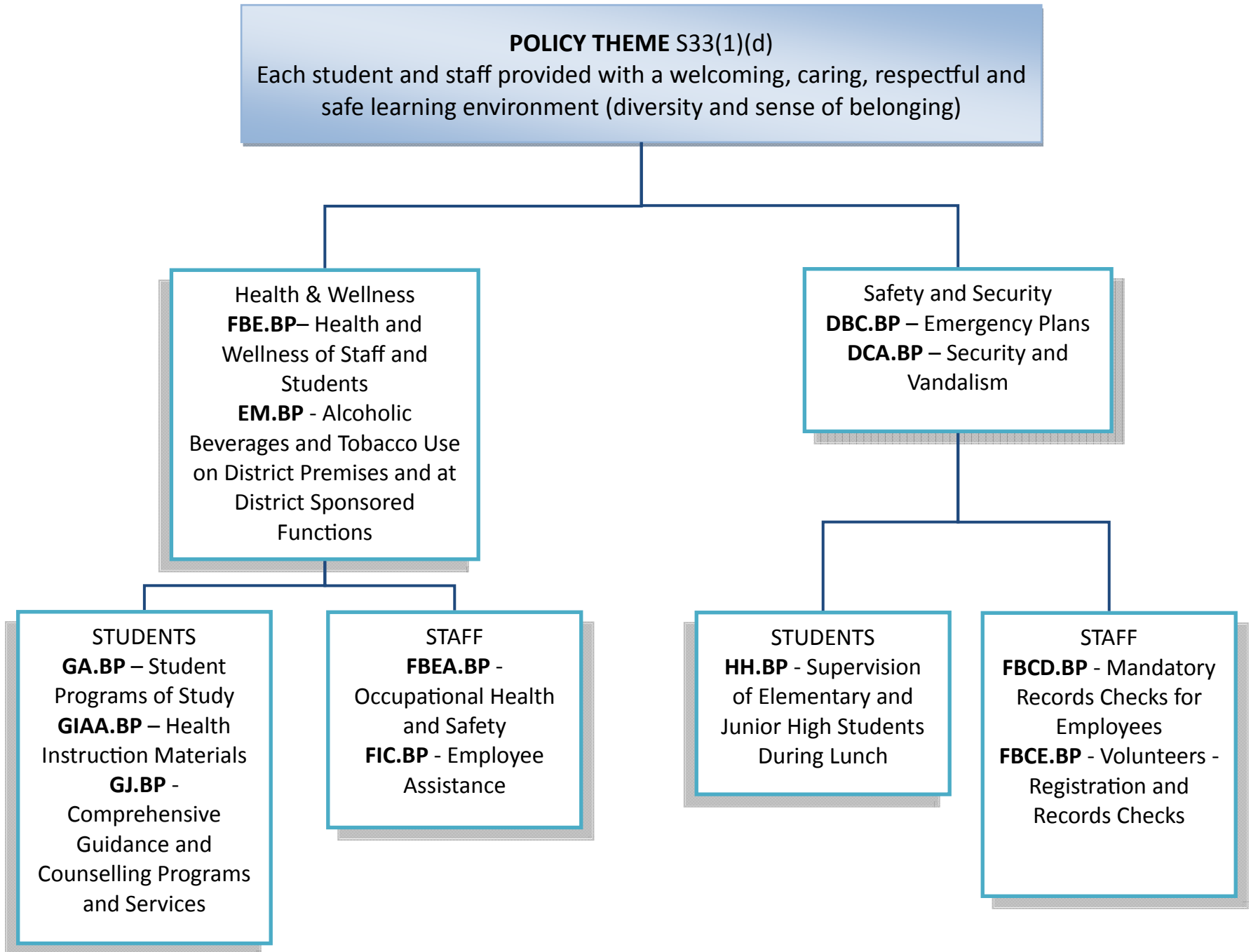
Board Responsibilities	Existing Board Policies	Policy Themes	Review Year	STATUS
<p>33(1) A board, as a partner in education, has the responsibility to:</p> <p>(e) provide a continuum of specialized <u>supports and services</u> to students that is <u>consistent with the principles of inclusive education</u>.</p>	<p>HA.BP – Inclusive Education GA.BP – <i>Student Programs of Study*</i> GAA.BP – <i>Delivery of Student Programs of Study*</i> GGAJ.BP – Early Years, GGAB.BP – Multicultural Education GHHA.BP - Tutoring GIBD.BP – Integrated School Library Learning Commons FJ.BP – Staff Leaves of Absence DEA.BP – Student Transportation DK.BP – District Technology GE.BP – Organization for Instruction</p>	<p>Theme Identification</p>	<p>2013-2015</p>	
<p>33(1) A board, as a partner in education, has the responsibility to:</p> <p>(f) <u>collaborate</u> with municipalities, other boards and community-based service agencies in order <u>to effectively address the needs of all students</u> and <u>manage the use of public resources</u>.</p>	<p>HI.BP – Inclusive Education FJ.BP – Staff Leaves of Absence GGAB.BP – Multicultural Education GGAJ.BP – Early Years IA.BP – Parent and Community Involvement IAA.BP – Educational Partnerships and Sponsorships IJ.BP – Assisting Community Organizations EA.BP – <i>Infrastructure Planning Principles*</i> FBB.BP – Community Funded Personnel GIBD.BP Integrated School Library Learning Commons IJA.BP – Electioneering and Politically motivated Communications CO.BP – Fiscal Oversight and Management IBD.BP – Protocol for Trustee Recognition... FBCE.BP – Volunteers- Registration and Record Checks IH.BP – Public Gifts Trustee Handbook – Elections, Advocacy Committee, Community Relations Committee</p>	<p>Theme Identification</p> <ul style="list-style-type: none"> • partnerships • shared services <p>See also 33(1)(c)</p>	<p>2013-2015</p>	

Board Responsibilities	Existing Board Policies	Policy Themes	Review Year	STATUS
<p>33(1) A board, as a partner in education, has the responsibility to:</p> <p>(h) establish and maintain <u>governance and organizational structures</u> that <u>promote student well-being and success</u>, and monitor and evaluate their effectiveness,</p>	<p>FBE.BP – Health and Wellness of Staff and Students HF.BP – Safe, Caring, and Respectful Learning Environments <i>CH.BP – Framework for Policy Development and Review*</i> CHA.BP – Delegation of Authority AD.BP – District Priorities AE.BP – District Vision and Mission FIC.BP – Employee Assistance GJ.BP – Comprehensive Guidance and Counseling Programs and Services FGB.BP – Evaluation of Superintendent of Schools Trustee Handbook – Trustee Committees</p>	<p>Throughout all policy and administrative regulation</p> <ul style="list-style-type: none"> metrics District Priorities 2014-2018 (AD.BP) 	<p>2013-2015</p> <p>2013-2014</p>	<p>Scheduled April 8, 2013 Board Meeting</p>
<p>33(1) A board, as a partner in education, has the responsibility to:</p> <p>(i) ensure effective stewardship of the board’s resources,</p>	<p>CO.BP – Fiscal Oversight and Management CT.BP – Appointment of Principal Banker CVE.BP – Auditor CW.BP – Purchasing DEA.BP – Student Transportation EO.BP - Environment IAC.BP – Funding and Endorsement Requests from External Agencies HNB.BP – School Assessed Fees IH.BP – Public Gifts Trustee Handbook – Expense Reporting DCA.BP – Security and Vandalism DK.BP – District Technology</p> <p>FAA.BP – Human Resources Framework FC.BP – Recruitment, Employment, Qualifications and Deployment of Staff FBCB.BP – District Staff code of Conduct FB.BP Authority for Human Resource Decisions FBB.BP – Community Funded Personnel FBCE.BP – Volunteers- Registration and Record Checks FGC.BP – Staff Performance</p>	<p>Effective stewardship of all district resources:</p> <ul style="list-style-type: none"> Financial (Public Expense Reporting) SES: supplies, equipment, services Human 	<p>2013-2014</p> <p>2013-2015</p>	

Board Responsibilities	Existing Board Policies	Policy Themes	Review Year	STATUS
<p>33(1) A board, as a partner in education, has the responsibility to:</p> <p>(j) recruit the superintendent and <u>entrust the day-to-day management of the school division to the staff through the superintendent.</u></p>	<p>FGB.BP – Evaluation of Superintendent CHA.BP – Board Delegation of Authority CH.BP – <i>Framework for Policy Development and Review*</i> FB.BP – Authority for Human Resources Decisions</p>	<ul style="list-style-type: none"> • Superintendent Role and Responsibilities • Superintendent Evaluation • Delegation of Authority 	<p>2013-2015</p> <p>2013-2014</p> <p>2013-2015</p>	







POLICY MANUAL CODIFICATION STRUCTURE (BASED ON NATIONAL SCHOOL BOARDS ASSOCIATION)

A: FOUNDATIONS AND PHILOSOPHIC COMMITMENTS

The foundation statements in this section clarify the principles supportive of the public school system in that the school board is a legal entity -- an autonomous body created by the legislature - - intended to function in a democratic manner. The philosophic commitments, viewed as an educational philosophy, serve to guide the Board in policy development, the administrative staff actions and the operational decisions of staff. The philosophy should be interpreted through goals and specific expectations.

B: BOARD GOVERNANCE AND OPERATIONS (Trustees Manual)

This section contains statements about the Board as a corporate body. That is, the Board is "ruling on itself". It speaks to its own operations, its own procedures, its own practices, and its own conduct as a school board. In dealing with its own operating procedures, some statements will sound more like rules or by-laws, but will be policies nonetheless, albeit operational.

~~C: GENERAL SCHOOL ADMINISTRATION~~

~~This section deals with policies regarding school district management, on the formulation of administrative regulations, and policies pertaining to the position of the Superintendent of Schools.~~

~~D: BUSINESS ADMINISTRATION~~

~~This section provides policy statements concerning the finance and control aspects of the school district.~~

C: DISTRICT ADMINISTRATION (combines sections C and D)

This section contains policy statements and expectations for school district management, business administration, finance and control aspects of district operations for effective and efficient stewardship of public funds, physical and information assets. It contains policy on the formulation of board policy and administrative regulations and the delegation of authority to the Superintendent of Schools.

DE: SUPPORT SERVICES (includes section K)

This section includes policies related to non-instruction functions, support services, and programs.

EF: FACILITIES

This section covers facility development and construction as well as related activities such as long-range planning, renovations and remodeling, and leasing and renting of facilities.

FG: HUMAN RESOURCES AND EMPLOYEE RELATIONS

These two areas relate to the school board's relationship to staff.

GH: CURRICULUM AND INSTRUCTION

This section deals with the total instruction program and reflects the school's reason for being: to

provide the best possible educational opportunity for students.

H: STUDENTS

This section deals with student-related policies addressing the collective and individual needs and welfare of students, and the educational needs and welfare of society.

I: SCHOOL – COMMUNITY RELATIONS – PARTNERS IN EDUCATION

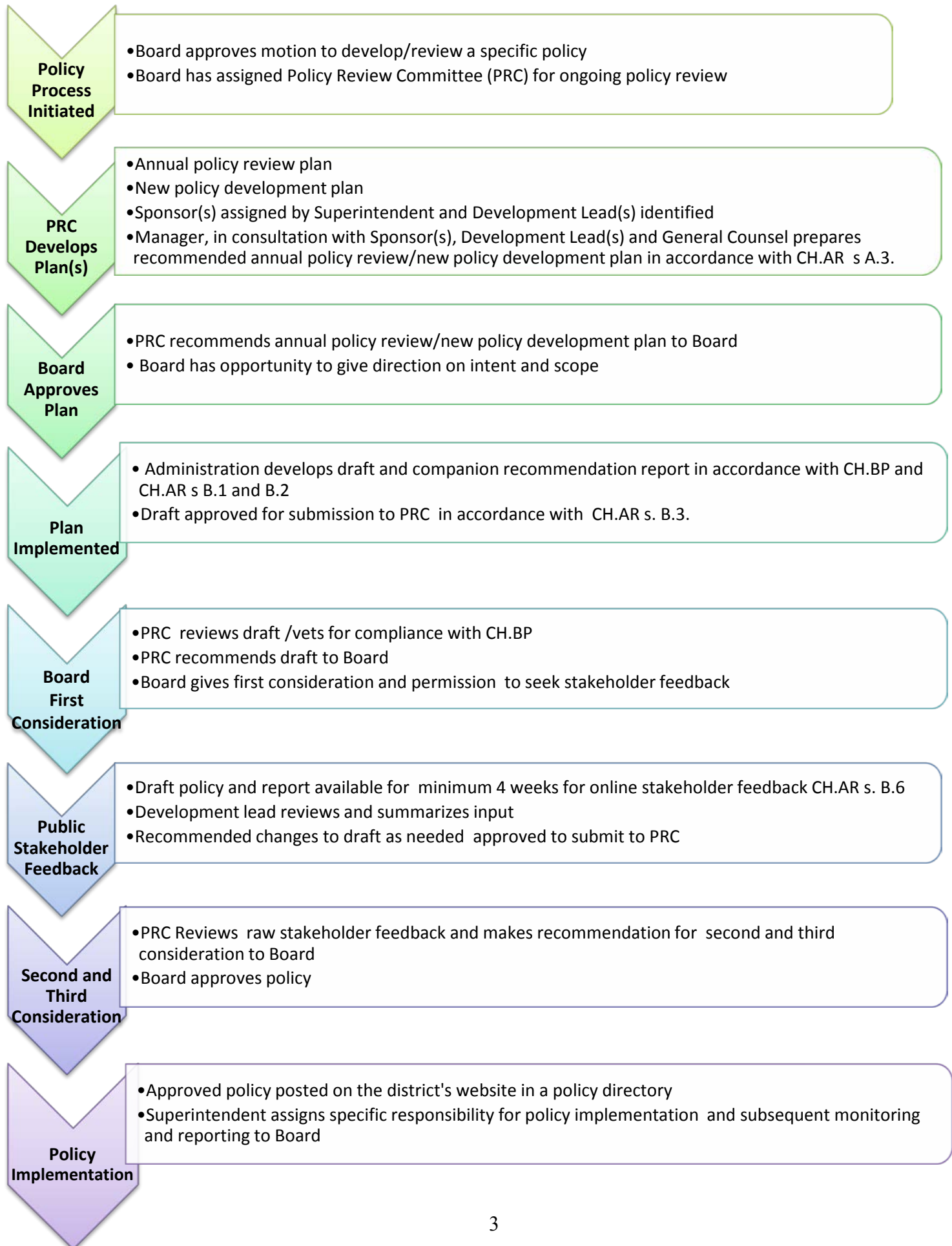
This section deals with relations with the general public, community organizations, and other public agencies (including other educational agencies and groups).

K: DISTRICT TECHNOLOGY

~~This section deals with district policy standards, specifications and guidelines for the appropriate use of district technology and specifically digital technologies.~~

Board policies are denoted by the suffix code **.BP** (For example, board policy [CH.BP - Framework for Policy Development and Review](#)) Board policies are statements, *of intent, belief, governing principles and expectations regarding specific areas of Board responsibility, formally adopted by a majority vote of the Board and intended to guide future action.* Policies create a framework within which the Superintendent of Schools can discharge responsibilities.

Administrative Regulations are denoted by the suffix code **.AR** (For example, administrative regulation [CH.AR – Policy Development and Review](#)) Administrative regulations are the *directions, procedures and assignment of responsibilities established by the Superintendent of Schools that direct the implementation of and achievement of desired outcomes of board policy and the operation of the district.*



DATE: December 17, 2013

TO: Board of Trustees

FROM: Trustee Sarah Hoffman, ASBA Issues and Resolution Committee Chair
Trustee Michael Janz, ASBA Issues and Resolution Committee
Trustee Cheryl Johner, ASBA Issues and Resolution Committee

SUBJECT: Alberta School Boards Association (ASBA) Call For Input into the ASBA Strategic Plan 2014-2017

RESOURCE STAFF: Dr. Sandra Stoddard, Director Governance and Strategic Support Services

REFERENCE: [January 8, 2013 Board Report](#) – ASBA Call for Input Into the ASBA Strategic Plan 2013-2016 (Report 4)

ISSUE

Through a questionnaire, the Alberta School Boards Association (ASBA) Board of Directors is seeking input from school boards on priorities for the Association's 2014-2017 Strategic Plan.

RECOMMENDATION

That the Board approve the questionnaire responses in Attachment I, as proposed by the ASBA Issues and Resolutions Committee.

BACKGROUND

The ASBA Board of Directors annually reviews and renews their Strategic Plan each January when determination is made as to whether the priorities are still applicable and should be included in the next Plan, or are complete and would result in their exclusion from the next Plan. Any new initiatives are also added at this time.

RELATED FACTS

- The ASBA Strategic Plan 2014-2017 will be developed by the Board of Directors in January 2014, approved at the March 2014 Board of Directors meeting, and begin implementation in September 2014.
- All ASBA member school boards are being asked for input into the ASBA's Strategic Plan. The Edmonton Public School Board is one stakeholder in the process. The Board of Directors will assess all the input received, with the Directors being charged with developing the ASBA's Strategic Plan.
- There are 17 questions in the survey which are based on the ASBA's current 2014-2017 Strategic Plan.

CONSIDERATIONS & ANALYSIS

The Issues and Resolutions Committee discussed the survey questions and is proposing responses based on the Edmonton Public School Board's areas of focus for 2014 and the District's mission and priorities. The ASBA provided its ASBA 2013-2016 Strategic Plan At-a-Glance and is included as Attachment II. The status of each of the strategies identified in the 2013-2016 Strategic Plan was not provided. The Committee discussed suggesting once again, to the ASBA that, in future, the status of each activity mentioned in the Strategic Plan be identified for better analysis.

NEXT STEPS

Subject to the Board's approval of the recommendation, the Administration will submit the questionnaire responses to the ASBA Policy Research Analyst by January 6, 2014 as per the ASBA's request.

ATTACHMENTS & APPENDICES

ATTACHMENT I Proposed Questionnaire: Priorities for the 2013-2016 ASBA Strategic Plan

ATTACHMENT II ASBA 2012-2015 Strategic Plan At-a-Glance

SS: mmf

2014-2017 ASBA Strategic Plan Survey

School board responses to the following questions with respect to current strategic priorities and corresponding key results will inform the ASBA Board of Directors as they determine the 2014-2017 ASBA Strategic Plan, implementation of which will begin in September 2014. Similar to voting at general meetings, please ensure only the corporate Board response is noted.

1. School Board Name: **Edmonton Public Schools**

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

Please
check one

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

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

Please
check one

	Key Result A1 should be a high priority for ASBA.
X	Key Result A1 should be a moderate priority for ASBA.
	Key Result A1 should be a low priority for ASBA.
	Key Result A1 should not be a priority for ASBA.

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

Please
check one

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

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

Please
check one

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

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

Please
check one

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

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

Please
check one

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

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

Please
check one

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

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

Please
check one

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

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

Please
check one

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

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

Please
check one

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

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

Please
check one

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

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

Please
check one

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

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

Please
check one

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

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

Please
check one

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

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

Please
check one

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

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

The ASBA should be supporting zones through building capacity in advocacy. It would be strategic to focus collectively on the what, and the how, rather than having significant different advocacy priorities.

This could be accomplished by:

- 1) Zones working collaboratively
- 2) Identification of common, strategic advocacy issues
- 3) Development of a collective communication plan and common advocacy tools

ALBERTA SCHOOL BOARDS ASSOCIATION

STRATEGIC PLAN 2013-2016: *AT A GLANCE*

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

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

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

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

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

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

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

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