

public
agenda

Regular Board Meeting

April 11, 2017
12:00 p.m.Multipurpose Room,
Education Centre
1221 8 Street SW,
Calgary, AB**R-1: Mission |**

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

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

Time	Topic	Who	Policy Ref	Attachment
12:00 p.m.	1 Call to Order, National Anthem and Welcome			
	2 Consideration/Approval of Agenda		GC-2	
	3 Awards and Recognitions		GC-3	
	4 Results Focus			
15 mins	4.1 School Presentation – Westgate School	C. Davies	R-2	
40 mins	4.2 Languages Information Report	D. Stevenson	R-2, OE-8,10	Page 4-1
	5 Operational Expectations			
20 mins	5.1 OE-9: Communicating With the Public – Annual Monitoring	Board	OE-9, B/CSR-5	(April 4/17 Page 5-1)
30 mins	5.2 Budget Assumptions Report	D. Stevenson/ B. Grundy	OE-5, 8	Page 5-1
	6 Public Comment [PDF]		GC-3.2	
Max 20 mins	Requirements as outlined in Board Meeting Procedures			



	<p>7 Matters Reserved for Board Action</p>	Board	GC-3	
30 mins	<p>7.1 Proposed Amendment to Governance Policies: External Resource Allocation Review <i>(THAT the Board gives first reading to the amendment of GC-3: Board Job Description; and THAT the Board directs the Chief Superintendent to inform the Board of any organizational impacts.)</i></p>	Trustee Hurdman	GC-3; OE-6	Page 7-1
	<p>8 Consent Agenda</p> <p>8.1 Locally Developed Courses <i>(THAT the Board approves the newly developed, newly acquired and renewed Locally Developed Courses, and removes the expiring senior high Locally Developed Course, as submitted in the report)</i></p> <p>8.2 Items Provided for Board Information</p> <p>8.2.1 Chief Superintendent’s Update</p> <p>8.2.2 Construction Projects Status Update</p>	Board	GC-2.6 R-2, OE-11 OE-8	Page 8-23 Page 8-18 Page 8-1
	<p>9 In-Camera Session</p>			
3:00 p.m.	<p>10 Adjournment</p> <p>Debrief</p>	Trustees	GC-2.3	

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

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

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

report to Board of Trustees

Languages Information Report

Date	April 11, 2017
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Information
Originator	Jeannie Everett, Superintendent, Learning
Governance Policy Reference	Results 2: Academic Success OE-8: Communication With and Support for the Board
Resource Persons	Chris Meaden, Director, Learning Ronna Mosher, Director, Learning Dianne Roulson, Director, Learning Elizabeth Wood, System Principal, Research & Strategy

1 | Recommendation

This report is being provided for the information of the Board. No decision is required at this time.

2 | Issue

This report provides the Board of Trustees with information related to student achievement in Languages during the 2015-16 school year. It is a detailed look at language learning information from the perspective of Results 2: Academic Success.

3 | Background

The Board of Trustees' Annual Monitoring of Results 2: Academic Success is being supported by the provision of additional information reports over the course of the 2016-17 school year. This report is the sixth of a series of subject-specific information reports.

4 | Analysis

This report provides specific information for Language Education within Board-approved indicators for Results 2: Academic Success.

- The percentage of students meeting learning expectations within each discipline, as measured by student report cards.

Report Card Data

Teachers' evaluations of student learning as documented on student report cards include a complete range of learning outcomes. They are evaluations of student learning across time, in multiple learning tasks as well as assessment activities such as performance tasks, problem-solving situations and tests.

From Kindergarten to grade 9, student learning in the CBE is reported on a four-point scale on a number of stems that reflect the learning expectations within the program of study for each subject area. Level 1 indicates that the student is not meeting the expectations on the program of study. Levels 2-4 indicate increasing degrees of success with the expectations of the program of study. Additional descriptors can be used for students whose English language proficiency or specialized learning needs create specific learning goals outside the regular program of study.

In grades 10-12, student learning is reported as a single percentage grade.

Overall

Percentage of students meeting learning expectations within Languages as measured by student report cards: K-12

Year	2011-12	2012-13	2013-14	2014-15*	2015-16
Overall	90.0	96.5	96.9	97.5	97.5

Note | *Students are considered successful with the learning outcomes of the Programs of Study if they receive:

- a 2, 3, or 4 on the current CBE K-9 report card; or
- 50% or above for a course in grades 10-12.

Historical data reflects students receiving:

- a 3, 4, or 5 on a report card using a 1-5 scale;
- a 2, 3, or 4 on a report card using a 1-4 scale;
- an A, B, or C on a report card using an ABCD scale; or
- 50% or above on a report card using a percentage scale.

Language Arts

The Language Arts report card data included in this report are the Language Arts courses in Bilingual Programs: Chinese (Mandarin), German and Spanish.

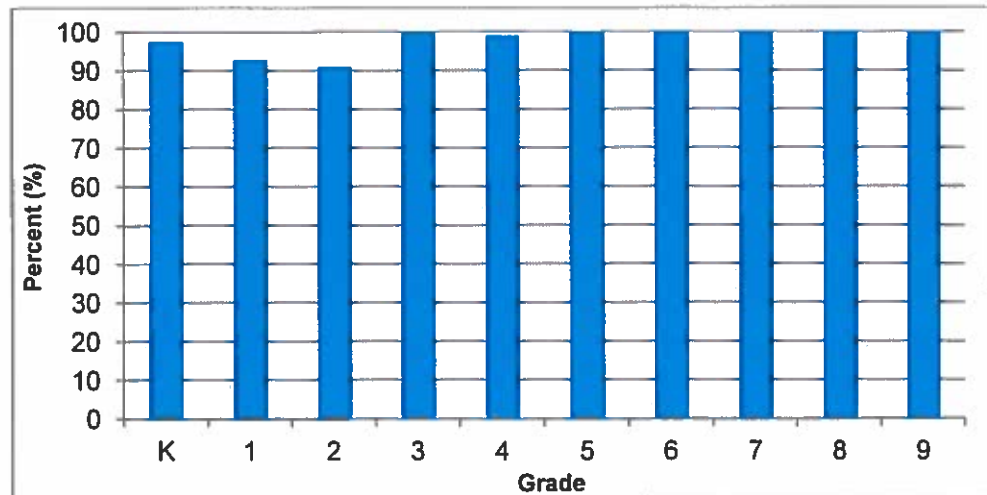
Chinese (Mandarin) Language Arts

Overall

Percentage of students meeting learning expectations within Chinese (Mandarin) Language Arts as measured by student report cards by grade: K-9

Year	K	1	2	3	4	5	6	7	8	9
2014-15	95.2	93.0	97.4	99.2	100.0	100.0	100.0	100.0	100.0	100.0
2015-16	97.7	92.9	91.1	100.0	99.1	100.0	100.0	100.0	100.0	100.0

Percentage of students meeting learning expectations within Chinese (Mandarin) Language Arts as measured by student report cards by grade 2015-16: K-9

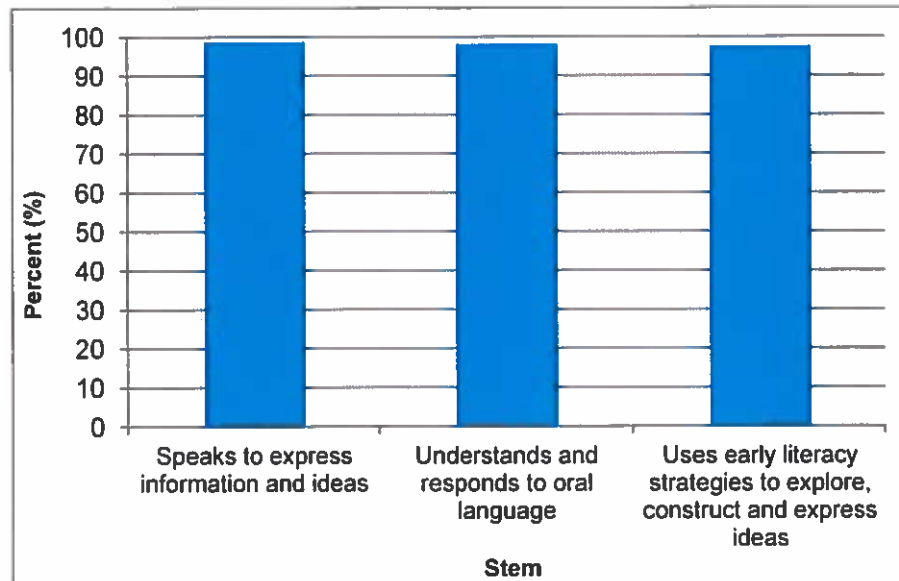


Overall by Stem

Percentage of students meeting learning expectations within Chinese (Mandarin) Language Arts as measured by student report cards by stem: Kindergarten

Stem	2014-15	2015-16
Speaks to express information and ideas	95.2	98.8
Understands and responds to oral language	97.2	98.2
Uses early literacy strategies to explore, construct and express ideas	98.6	97.7

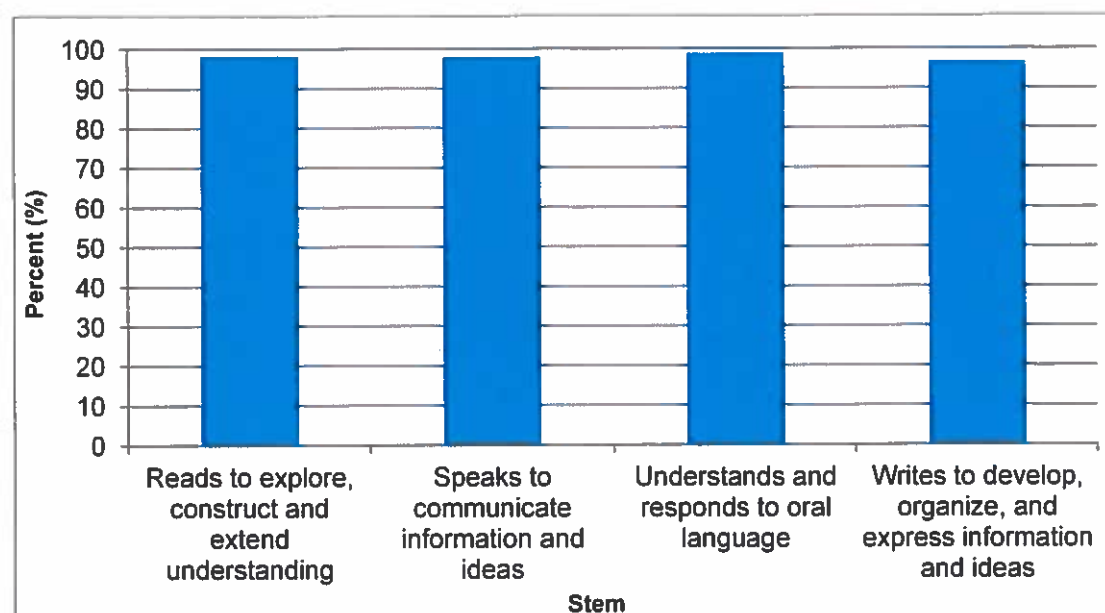
Percentage of students meeting learning expectations within Chinese (Mandarin) Language Arts as measured by student report cards by stem 2015-16: Kindergarten



Percentage of students meeting learning expectations within Chinese (Mandarin) Language Arts as measured by student report cards by stem: Grades 1-9

Stem	2014-15	2015-16
Reads to explore, construct and extend understanding	99.0	98.3
Speaks to communicate information and ideas	97.9	98.0
Understands and responds to oral language	99.2	98.9
Writes to develop, organize, and express information and ideas	98.0	96.7

Percentage of students meeting learning expectations within Chinese (Mandarin) Language Arts as measured by student report cards by stem 2015-16: Grades 1-9



Overall by Stem and Grade

Percentage of students meeting learning expectations within Chinese (Mandarin) Language Arts as measured by student report cards by course and stem 2015-16: Grades 1-9

Stem	1	2	3	4	5	6	7	8	9
Reads to explore, construct and extend understanding	96.7	96.2	100.0	99.0	100.0	100.0	100.0	100.0	100.0
Speaks to communicate information and ideas	96.7	94.3	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Understands and responds to oral language	98.0	96.8	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Writes to develop, organize, and express information and ideas	92.8	93.0	100.0	99.0	100.0	100.0	100.0	100.0	100.0

German Language Arts

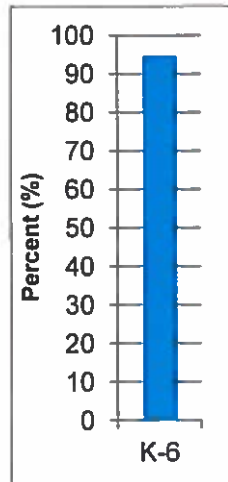
Overall

Note | The combined K to Grade 6 rate of success is provided for German Language Arts, as there are only single classes at each grade level in the CBE's German Bilingual Program.

Percentage of students meeting learning expectations within German Language Arts as measured by student report cards: K-6

Year	K-6
2014-15	90.1
2015-16	94.7

Percentage of students meeting learning expectations within German Language Arts as measured by student report cards 2015-16: K-6



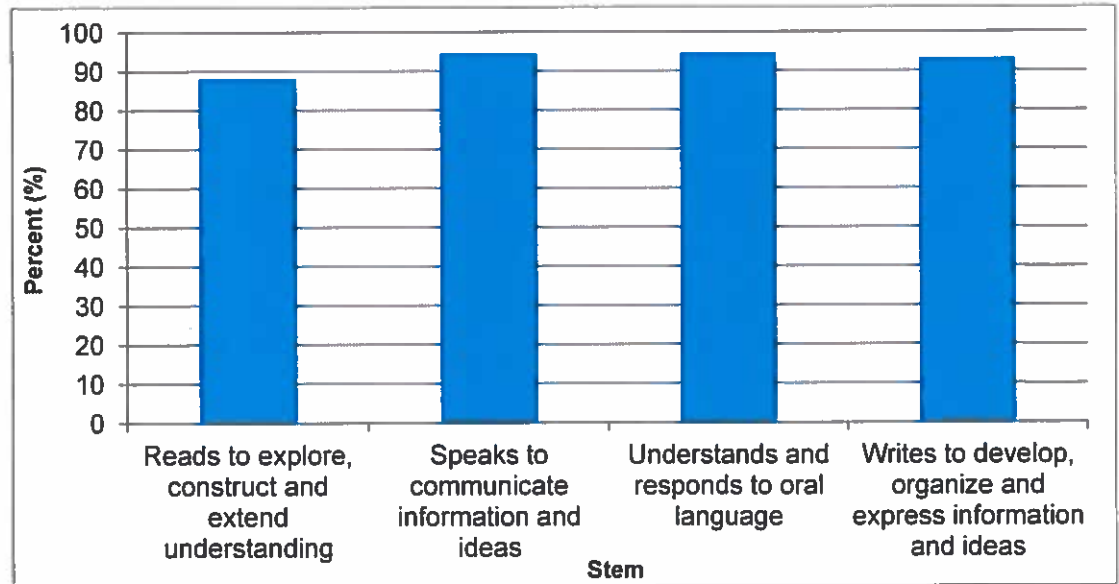
Overall by Stem

Percentage of students meeting learning expectations within German Language Arts as measured by student report cards by stem: the results for Kindergarten are not reported here as there was only a single class in the CBE.

Percentage of students meeting learning expectations within German Language Arts as measured by student report cards by stem: Grades 1-6

Stem	2014-15	2015-16
Reads to explore, construct and extend understanding	93.1	88.1
Speaks to communicate information and ideas	88.9	94.6
Understands and responds to oral language	88.6	94.6
Writes to develop, organize, and express information and ideas	90.8	93.2

Percentage of students meeting learning expectations within German Language Arts as measured by student report cards by stem 2015-16: Grades 1-6



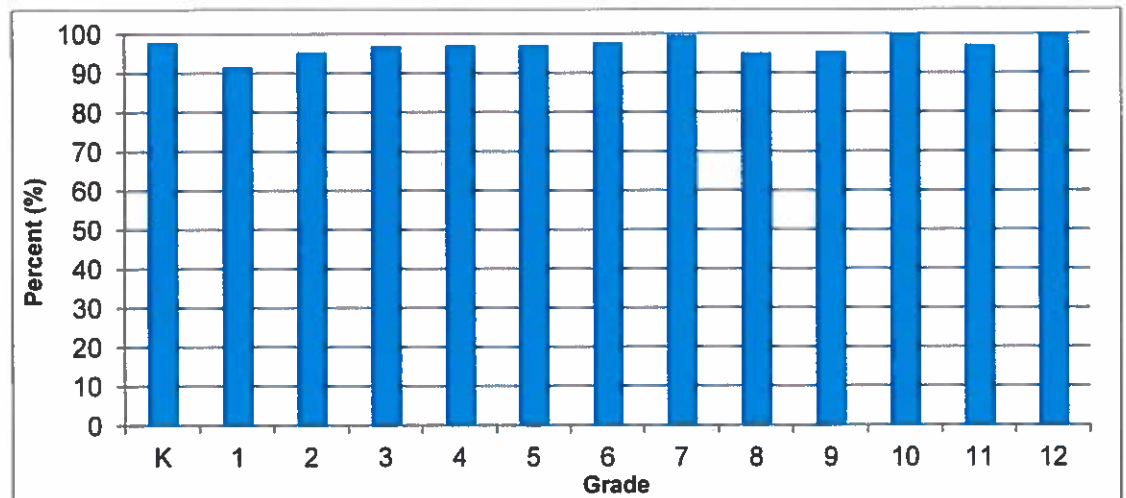
Spanish Language Arts

Overall

Percentage of students meeting learning expectations within Spanish Language Arts as measured by student report cards by grade: K-12

Year	K	1	2	3	4	5	6	7	8	9	10	11	12
2014-15	95.6	91.8	94.4	96.6	98.1	99.2	98.8	99.0	98.2	97.1	97.1	98.5	100.0
2015-16	98.0	91.7	95.5	97.1	97.2	97.3	97.9	99.6	95.2	95.5	100.0	97.3	100.0

Percentage of students meeting learning expectations within Spanish Language Arts as measured by student report cards by grade 2015-16: K-12

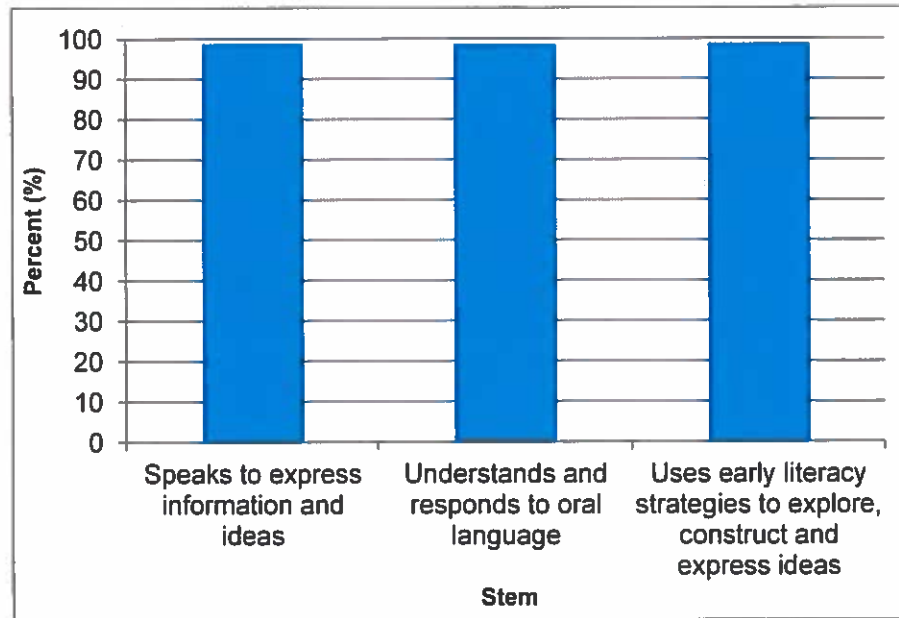


Overall by Stem

Percentage of students meeting learning expectations within Spanish Language Arts as measured by student report cards by stem: Kindergarten

Stem	2014-15	2015-16
Speaks to express information and ideas	98.5	98.9
Understands and responds to oral language	96.7	98.7
Uses early literacy strategies to explore, construct and express ideas	97.7	98.9

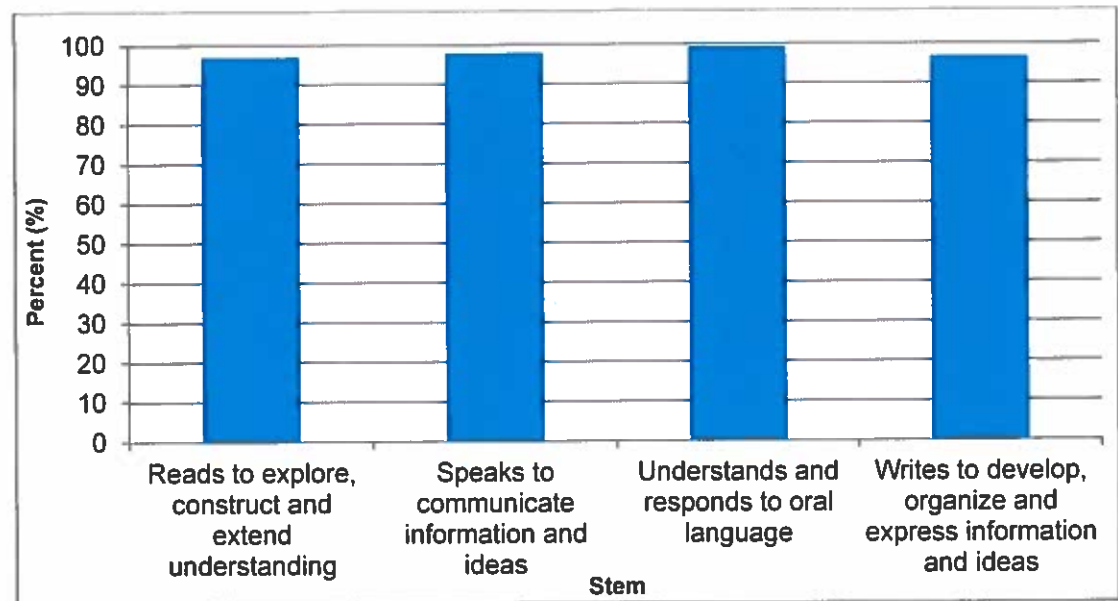
Percentage of students meeting learning expectations within Spanish Language Arts as measured by student report cards by stem 2015-16: Kindergarten



Percentage of students meeting learning expectations within Spanish Language Arts as measured by student report cards by stem: Grades 1-9

Stem	2014-15	2015-16
Reads to explore, construct and extend understanding	97.5	97.0
Speaks to communicate information and ideas	97.7	97.9
Understands and responds to oral language	99.4	99.3
Writes to develop, organize, and express information and ideas	96.7	96.7

Percentage of students meeting learning expectations within Spanish Language Arts as measured by student report cards by stem 2015-16: Grades 1-9



Overall by Stem and Grade

Percentage of students meeting learning expectations within Spanish Language Arts as measured by student report cards by course and stem 2015-16: Grades 1-9

Stem	1	2	3	4	5	6	7	8	9
Reads to explore, construct and extend understanding	91.8	97.7	98.4	99.6	100.0	98.3	100.0	92.5	96.1
Speaks to communicate information and ideas	96.7	97.1	98.2	98.6	97.3	100.0	99.6	98.4	97.4
Understands and responds to oral language	99.6	98.6	99.5	99.3	99.7	100.0	99.6	98.4	98.7
Writes to develop, organize, and express information and ideas	91.6	96.5	98.1	97.5	98.3	99.2	100.0	95.7	97.4

The percentage of students meeting learning expectations in Chinese (Mandarin) Language Arts from K-9 is 96.6%; in German Language Arts from K-6 is 89.2%; and in Spanish Language Arts from K-9 is 97.8% and 10-12 is 99.2%.

In Chinese (Mandarin) Language Arts, as compared to the results for 2014-15, the results in 2015-16 improved or remained at 100.0% in 7 of 10 grades. As measured by the stems, the results are stable in grades 1 and 2 and overall success in all stems increased from grades 3 to 9. In grades 1 and 2, the stem "writes to develop, organize and express information and ideas" shows the lowest student success rates; however, from grade 3 through 9 a high rate of student success is achieved.

In German Language Arts, as compared to the results for 2014-15, the results in 2015-16 increased by 4.6 percentage points. As measured by the stems, in grades 1 to 6, student success improved in 2015-16 as compared to the results in 2014-15 in 3 of 4 stems.

In Spanish Language Arts, the results in 2015-16 showed that the percent of students achieving success was at or above 95.0% (with the exception of grade 1 at 91.7%). IN comparison to the results for 2014-15, 6 of 13 grades showed improvement in 2015-16. As measured by the stems, the results improved in 2015-16 in all 3 stems in Kindergarten and in grades 1 to 9, student success remained stable in all 4 stems.

Language and Culture

The Language and Culture report card data in this report include the following: Chinese (Mandarin) Language and Culture, French as a Second Language (FSL), German Language and Culture and Spanish Language and Culture.

Chinese (Mandarin) Language and Culture

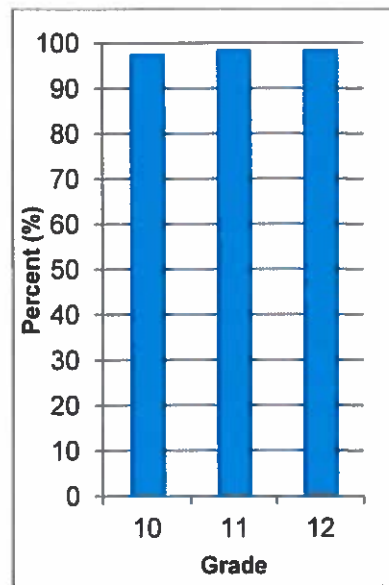
Overall

Percentage of students meeting learning expectations within Chinese (Mandarin) Language and Culture as measured by student report cards by grade: 8-12

Year	10	11	12
2014-15	96.1	100.0	100.0
2015-16	97.7	98.6	98.6

Chinese (Mandarin) Language and Culture is offered in grade 8 and 9. The results are not reported here as they reflect the results of a single joint grade 8 and 9 class.

Percentage of students meeting learning expectations within Chinese (Mandarin) Language and Culture as measured by student report cards by grade 2015-16: 8-12



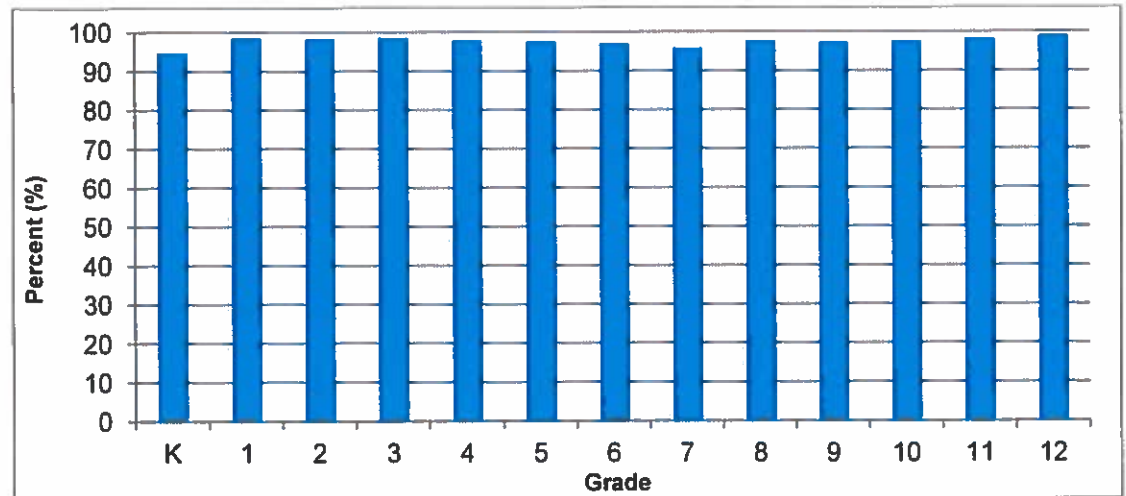
French as a Second Language

Overall

Percentage of students meeting learning expectations within French as a Second Language as measured by student report cards by grade: K-12

Year	K	1	2	3	4	5	6	7	8	9	10	11	12
2014-15 ¹		99.2	98.4	98.7	98.4	98.2	96.7	95.7	97.8	95.6	96.6	97.9	99.3
2015-16	94.9	98.7	98.4	98.7	98.1	97.7	97.1	96.0	97.8	97.4	97.7	98.3	99.1

Percentage of students meeting learning expectations within French as a Second Language as measured by student report cards by grade 2015-16: K-12



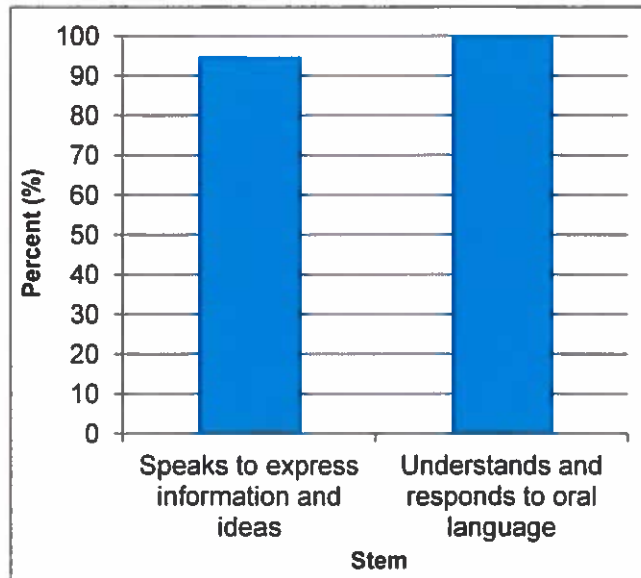
¹In the year 2014-15 no results were recorded for French as a Second Language [FSL] in Kindergarten as no school offered FSL at that level.

Overall by Stem

Percentage of students meeting learning expectations within French as a Second Language as measured by student report cards by stem: Kindergarten

Stem	2014-15	2015-16
Speaks to express information and ideas ¹		94.9
Understands and responds to oral language ¹		100.0

Percentage of students meeting learning expectations within French as a Second Language as measured by student report cards by stem 2015-16: Kindergarten

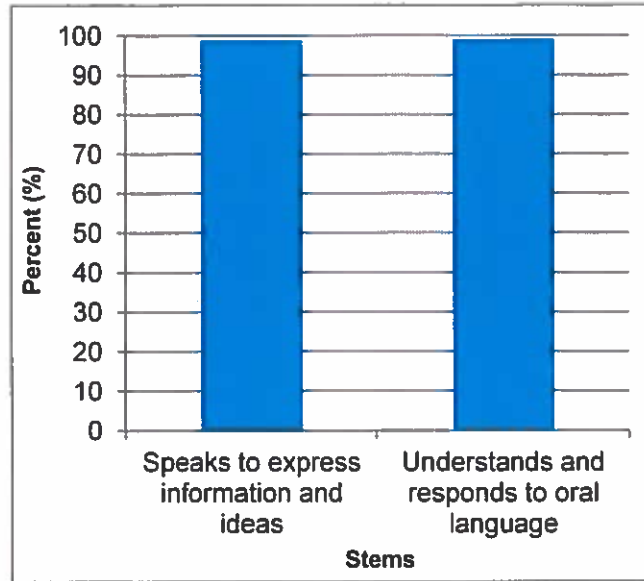


¹In the year 2014-15 no results were recorded for French as a Second Language [FSL] in Kindergarten as no school offered FSL at that level.

Percentage of students meeting learning expectations within French as a Second Language as measured by student report cards by stem: Grades 1-3

Stem	2014-15	2015-16
Speaks to express information and ideas	99.0	98.9
Understands and responds to oral language	99.0	99.1

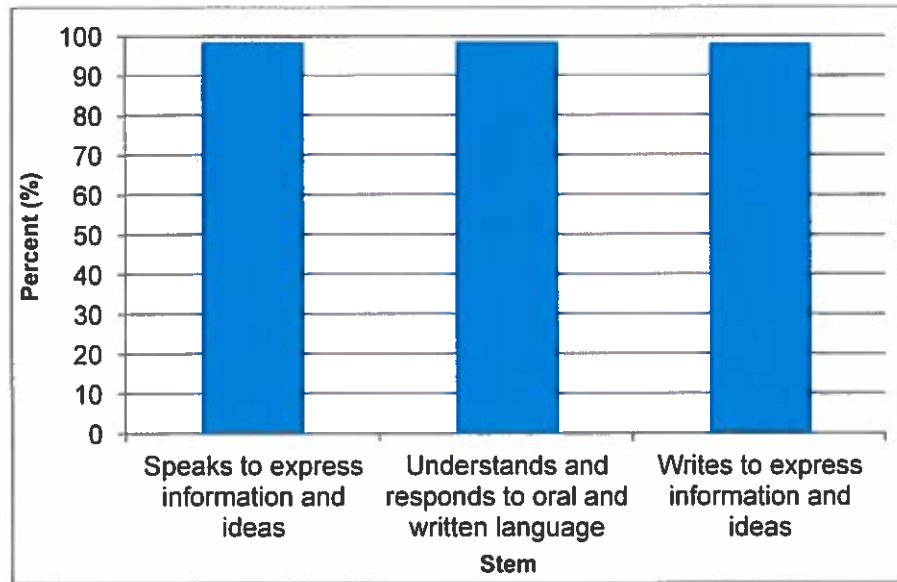
Percentage of students meeting learning expectations within French as a Second Language as measured by student report cards by stem 2015-16: Grades 1-3



Percentage of students meeting learning expectations within French as a Second Language as measured by student report cards by stem: Grades 4-9

Stem	2014-15	2015-16
Speaks to express information and ideas ¹		98.6
Understands and responds to oral and written language	98.7	98.7
Writes to express information and ideas ¹		98.2
Expresses ideas and information through speaking and writing ¹	97.8	

Percentage of students meeting learning expectations within French as a Second Language as measured by student report cards by stem 2015-16: Grades 4-9

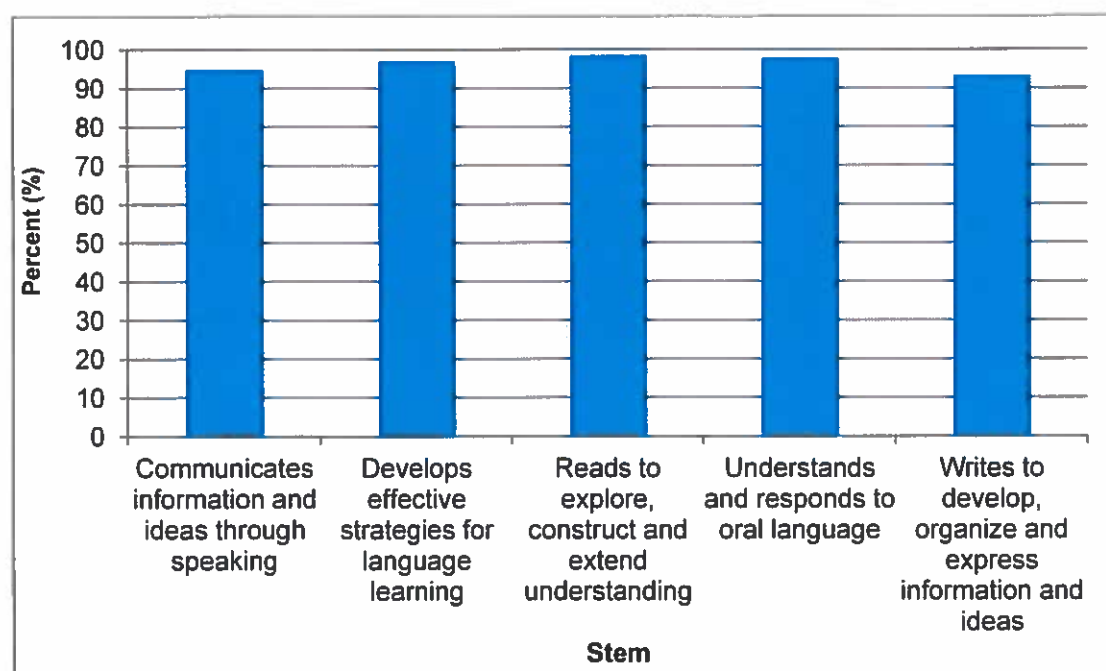


¹ In 2015-16, the report card stem "Expresses ideas and information through speaking and writing" was divided into: "Speaks to express information and ideas" and "Writes to express information and ideas".

Percentage of students meeting learning expectations within French as a Second Language as measured by student report cards by stem: Grades 5-6 Intensive French Approach

Stem	2014-15	2015-16
Communicates information and ideas through speaking	92.9	94.9
Develops effective strategies for language learning	96.9	97.0
Reads to explore, construct and extend understanding	93.7	98.5
Understands and responds to oral language	96.9	97.8
Writes to develop, organize and express information and ideas	90.3	93.2

Percentage of students meeting learning expectations within French as a Second Language as measured by student report cards by stem 2015-16: Grades 5-6 Intensive French Approach



Overall by Stem and Grade

Percentage of students meeting learning expectations within French as a Second Language as measured by student report cards by course and stem 2015-16: Grades 1-9

Stem	1	2	3	4	5	6	7	8	9
Speaks to express information and ideas	98.8	98.6	99.1	98.9	98.6	98.5	97.4	99.0	99.0
Understands and responds to oral (and written language)	98.9	99.3	99.0	99.0	98.9	98.8	97.5	98.9	98.5
Writes to express information and ideas ¹				98.7	98.4	97.9	96.9	98.0	98.3

¹In Kindergarten to Grade 3 FSL courses only oral comprehension and oral production are assessed.

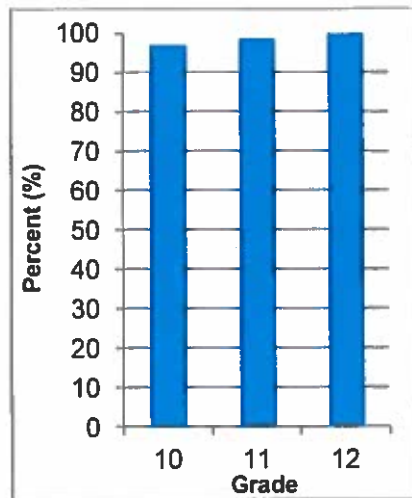
German Language and Culture

Overall

Percentage of students meeting learning expectations within German as measured by student report cards by grade: 10-12

Year	10	11	12
2014-15	90.7	100.0	100.0
2015-16	97.2	98.7	100.0

Percentage of students meeting learning expectations within German Language and Culture as measured by student report cards by grade 2015-16: 10-12



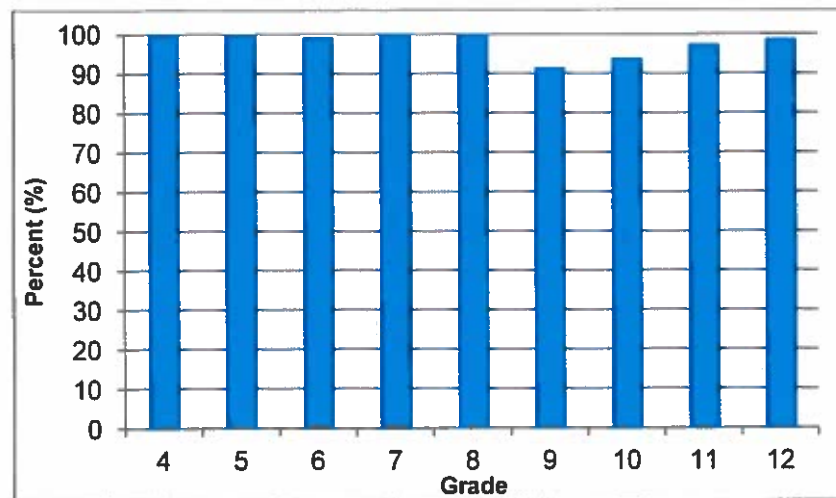
Spanish Language and Culture

Overall

Percentage of students meeting learning expectations within Spanish Language and Culture as measured by student report cards by grade: 4-12

Year	4	5	6	7	8	9	10	11	12
2014-15 ¹	100.0	100.0	100.0	100.0			94.2	96.8	97.4
2015-16	100.0	100.0	99.4	100.0	100.0	91.7	94.1	97.6	98.9

Percentage of students meeting learning expectations within Spanish Language and Culture as measured by student report cards by grade 2015-16: 4-12



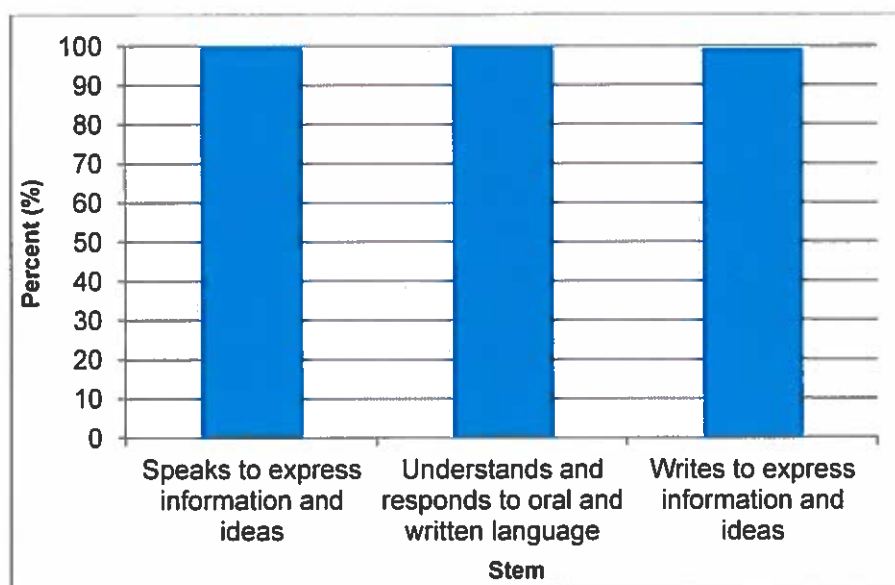
¹ Spanish Language and Culture was not offered in grades 8 and 9 in 2014-1015

Overall by Stem

Percentage of students meeting learning expectations within Spanish Language and Culture as measured by student report cards by stem: Grades 4-9

Stem	2014-15	2015-16
Speaks to express information and ideas ¹		99.6
Understands and responds to oral and written language	100.0	100.0
Writes to express information and ideas ¹		99.3
Expresses ideas and information through speaking and writing ¹	100.0	

Percentage of students meeting learning expectations within Spanish Language and Culture as measured by student report cards by stem 2015-16: Grades 4-9



Overall by Stem and Grade

Percentage of students meeting learning expectations within Spanish Language and Culture as measured by student report cards by course and stem 2015-16: Grades 4-9

Stem	4	5	6	7	8	9
Speaks to express information and ideas	100.0	100.0	100.0	100.0	100.0	95.8
Understands and responds to oral and written language	100.0	100.0	100.0	100.0	100.0	100.0
Writes to express information and ideas	100.0	100.0	99.4	100.0	100.0	95.8

¹ In 2015-16, the report card stem "Expresses ideas and information through speaking and writing" was divided into: "Speaks to express information and ideas" and "Writes to express information and ideas".

The percentage of students meeting learning expectations in Chinese (Mandarin) Language and Culture for high school is 98.3%. In French as a Second Language K-9, it is 97.6% and is 98.4% for 10-12. In German Language and Culture, 98.0% of high school students are successful. In Spanish Language and Culture grades 4-9, the percentage of students meeting learning expectations is 98.9% and 96.1% in 10-12.

In French as a Second Language, as compared to the results for 2014-15 (grades 1-12), the results in 2015-16 improved or remained the same in 8 of 12 grades. The results in 2015-16 range from 97.4% to 99.3% as measured by the stems,

In Spanish Language and Culture, as compared to the results for 2014-15, the results in 2015-16 improved or remained at 100.0% in 5 of 7 grades. As measured by the stems, the results show consistently high student success from grades 1 to 9; with a slight drop for "Speaks to express information and ideas" and "Writes to express information and ideas" in grade 9.

5 | Conclusion

Overall, CBE students achieve well in our Language Arts and Language & Culture courses. They have access to and are evaluated by their teachers to be successful in a wide range of language courses across grades and learning outcomes.

Overall Academic Success for CBE students is well supported through these instructional programs.



DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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

OE-9: Communicating with the Public

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 9: Communicating with the Public, the Chief Superintendent certifies that the proceeding information is accurate and complete and is:

- In compliance
- In compliance with exceptions as noted in the evidence
- Not in compliance

Signed: D. Stevenson
David Stevenson, Chief Superintendent

Date: Mar. 28/17

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 9: Communicating with the Public, the Board of Trustees:

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

Summary statement/motion of the Board of Trustees:

Signed: _____
Chair, Board of Trustees

Date: _____



OE-9: Communicating with the Public

Executive Summary

The Chief Superintendent shall ensure that the public is adequately informed about the condition and direction of the organization.

This Operational Expectation establishes the values and expectations of the Board of Trustees for the Calgary Board of Education regarding communicating with the public. The communication process involves both sharing, informing, listening and responding.

The Chief Superintendent's reasonable interpretation for OE-9: Communicating with the Public was approved on September 4, 2012. Indicator 9.1.3 was revised and approved on June 17, 2014. The Board of Trustees last monitored OE-9 on April 5, 2016.

9.1 Ensure the timely flow of information, appropriate input and strategic two-way dialogue between the organization and the citizens of Calgary that builds understanding and support for organizational efforts.

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

9.2 Prepare and publish, on behalf of the Board, an annual progress report to the public that includes the following items:

- a. data indicating student progress toward accomplishing the Board's *Results* policies;
- b. information about strategies programs and operations intended to accomplish the Board's *Results* policies; and
- c. revenues, expenditures and a review of the organization's financial condition

- Indicator 1: Not Compliant

OE-9: Communicating with the Public

The Chief Superintendent shall ensure that the public is adequately informed about the condition and direction of the organization.

Board approved Interpretation |

Broadly, the Chief Superintendent interprets this policy to underscore the importance of building confidence with the public by genuinely valuing their input and perspectives. This involves sharing system information with the public, but more importantly, listening to them and being responsive. To this end, administration will provide the public with a yearly touch-point in the form of a progress report, in addition to ongoing conversations with the public about the performance, vision, plans and challenges of the organization.

Specifically, the Chief Superintendent interprets:

- *public* to mean citizens of Calgary (who are among the CBE’s owners), with particular consideration for CBE students, parents and employees;
- *adequately* to mean sufficiently but not exhaustively;
- *informed* to mean provided with information in writing and/or verbally;
- *condition* to mean the degree to which the organization is making progress toward its *Results*;
- *direction* to mean the vision, plans and challenges;
- *organization* to mean the CBE as a whole.

The Chief Superintendent will:

<p>9.1 Ensure the timely flow of information, appropriate input and strategic two-way dialogue between the organization and the citizens of Calgary that builds understanding and support for organizational efforts.</p>	<p>Compliant</p>
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Board-approved Interpretation |

The Chief Superintendent interprets:

- *timely* to mean promptly once administration becomes aware of and has validated information;

- *flow* to mean distribution and/or provision;
- *appropriate input* to mean advice, viewpoints, comment and opinion sought from public with clear expectations for how the input be used;
- *strategic* to mean in consideration of the vision, plans and challenges facing the organization as a whole;
- *two-way dialogue* to mean disseminating and listening;
- *understanding* to mean fact-based knowledge about the organization;
- *support* to mean agreement with the vision, values and work of the organization.

Board-approved Indicators and *Evidence of Compliance* |

1. 100 percent of system-level communications will enable feedback or provide the public with the ability to ask questions.

The organization is compliant with this indicator.

During the reporting period, 100% of system level communications included at least one of the following: CBE website address and/or contact information for the system, department, school or individual responsible for content.

Community engagement

Community engagement efforts take place in schools and service units on an ongoing basis throughout the year. In 2015-16, the CBE developed the Dialogue Framework to provide a system-wide approach to community engagement. The Framework offers guidance to employees on community engagement best practices, and provides stakeholders with opportunities to share their perspectives about decisions that affect them. The development of this Framework was also informed by the large scale system engagements that happened in 2015-16.

In 2015-16, the dialogue web pages and inbox were launched to enable feedback on any engagement initiatives. Members of the public were able to subscribe to receive updates on a variety of engagements. As of August 31, 2016 we had 685 subscribers.

SchoolMessenger

In June 2016, we implemented SchoolMessenger, a new system-wide mass communications system. SchoolMessenger allows the CBE and our schools to quickly and easily send emails and phone messages to groups of parents/guardians. The system is fully integrated with our student information system, ensuring parent contacts remain up to date and allowing staff to target recipients based on the class, grade or other criteria. Using SchoolMessenger system wide provides consistency for parents and staff, and enables CBE to comply with Canada's Anti-Spam Legislation.

As of August 31, 2016, there were 660 broadcasts sent through SchoolMessenger, including standard news and announcements, attendance notifications, emergency communication and system-wide messages. These broadcasts include 364,000 emails and 25,000 phone messages. (For

example, emailing a school newsletter to 500 parents is counted as one broadcast and 500 emails.) The response from schools and parents has been positive.

2. 90 percent of public enquiries received at the system-level by voice mail and email will be acknowledged within two business days.

The organization is compliant with this indicator.

During the reporting period, a review of the monitoring records from the Chief Superintendent's office indicate 100% of public enquires were acknowledged by voicemail and email within two business days. A similar review of records maintained in CBE Communications department indicate 5,119 enquiries, or 100% of enquiries received by the public information line or CBE communications email inbox from August 2015 to July 2016 were acknowledged within two business days.

3. The Calgary Board of Education annual Parent Involvement result, as determined by Alberta Education's Accountability Pillar survey will be intermediate or higher.

The organization is compliant with this indicator.

During the reporting period, the result for Parental Involvement was 78.4% which is identified as intermediate by Alberta Education. The result was determined by Alberta Education to be "improved" over results from the previous year.

Evidence demonstrates all indicators in sub-section 9.1 are in compliance.

<p>9.2 Prepare and publish, on behalf of the Board, an annual progress report to the public that includes the following items:</p> <ol style="list-style-type: none"> a. data indicating student progress toward accomplishing the Board's <i>Results</i> policies; b. information about strategies programs and operations intended to accomplish the Board's <i>Results</i> policies; and c. revenues, expenditures and a review of the organization's financial condition 	<p>Not Compliant</p>
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Board-approved Interpretation |

The Chief Superintendent interprets:

- publish to mean make widely available for the public to access;

- annual progress report to mean the document generally known as the “CBE’s Community Report”;
- data to mean qualitative and quantitative information;
- strategies to mean the direction and plans the organization as a whole takes to accomplish the Board’s Results policies;
- programs and operations to mean the work the organization undertakes to accomplish the strategies and consequently the Board’s Results policies;
- revenues, expenditures and a review of the organization’s financial condition to mean a high-level depiction of how funding from all sources is applied towards student learning with links to more detailed information on the organization’s finances.

Board-Approved Indicator and Evidence of Compliance |

Every year by the end of February, administration will publish a progress report on behalf of the Board of Trustees containing the items identified in the interpretation of OE-9.2.

The organization is not compliant with this indicator.

We did not produce a progress report for the 2015-16 school year. The information typically included in the progress report was already provided to the public on a more timely basis through a variety of reporting mechanisms and documents throughout the year. For example:

- *Information demonstrating that CBE students are making progress toward achieving success in the areas of academics, citizenship, personal development and character is provided through comprehensive Results monitoring reports presented at public board meetings and posted on our corporate website.*
- *In-depth reports on subject areas including Mathematics, English Language Arts, Social Studies, Science, Physical Education and Arts and Languages are presented at public board meetings and posted on our corporate website.*
- *A budget summary that indicates how we use funds to support student learning is provided through comprehensive budget reporting throughout the year. These include our Budget Assumptions Report, 2015-16 operating budget and year-end budget reporting.*

In addition to these reports, other information is regularly prepared and published to provide the public with more in-depth information about the organization’s direction and plans. In the 2015-16 school year, these included:

<i>Annual reports</i>	<i>The Annual Education Results Report 2014-2015 and Three-Year Education Plan 2015-2018 is made available to employees and our public every year in December on our corporate website.</i>
<i>Spotlight stories</i>	<i>293 spotlight stories were posted to the CBE corporate website that provided the public with in-depth information about the CBE, and that</i>

	<i>demonstrates how schools and students are achieving the Board of Trustees' Results policies. Timely banner stories including links to Kindergarten, Back-to-School information, Dialogue engagement and budget pages were also posted throughout the year.</i>
<i>Link online</i>	<i>19 issues of our internal newsletter were distributed to all CBE employees. The newsletter contains important, system-level information about the CBE. A number of timely emails were also sent to all employees regarding issues such as plans for impacted schools.</i>
<i>News releases</i>	<i>91 news releases, statements or media advisories were posted on our corporate website and sent to news media. Many of these were in turn featured by local news media.</i>
<i>Information sheets</i>	<i>One or two-page flatsheets are continually updated to provide the public with current information. 2015-16 flatsheets included information about fees, facilities and school funding.</i>
<i>RSS feeds</i>	<i>87 RSS feeds were posted on all school websites and emailed out to subscribers</i>
<i>Tweets</i>	<i>608 tweets were posted on the CBE's official Twitter feed @yyCBEdU. In addition, 1,097 followers were added in 2015-16. In April 2016, the CBE released social media protocols that provide resources and guidelines to support schools and service units in the use of social media. This has assisted many schools and teachers to begin using social media accounts to communicate and share information about daily events with their communities.</i>
<i>Key Communiques</i>	<i>10 updates including system news were emailed to school council chairs, principals, area offices and trustees. School council chairs in turn share these with their individual school communities.</i>
<i>Community newsletters</i>	<i>Eight CBE updates were sent on behalf of the Board of Trustees to four community newsletter publishers in Calgary. Total distribution is over 436,100. Topics ranged from building updates to budget and volunteer opportunities.</i>
<i>Calgary's Child</i>	<i>We provided six, half-page articles about CBE activities and news in the printed version of Calgary's Child Magazine. These are often repeated in the online version of the magazine.</i>
<i>School newsletter leadership updates</i>	<i>10 monthly Board of Trustees and Chief Superintendent's messages were placed in school newsletters.</i>

<i>Print projects</i>	<i>285 print projects for schools and service units that include everything from the high school course guide to banners, brochures and infographics that explain complex information about the CBE.</i>
<i>Photos and videos</i>	<i>137 photo shoots that added more than 11,000 images to our collection and are available to all schools and service units. 51 video productions highlighted achievement in subjects including math, social studies and science, as well as transportation and impacted schools engagement and numerous program offerings at schools including Chinook Park, Jack James and Georges P. Vanier.</i>
<i>Web content</i>	<i>Every day, we post information to staff insite, the corporate website and school websites that outline the organization's direction and plans on a wide variety of topics. We also update Chinook Learning Services website and partner websites such as Campus Calgary/Open Minds.</i>

Evidence demonstrates the indicator in sub-section 9.2 is not in compliance.

GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

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

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

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

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

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

report to Board of Trustees

Budget Assumptions Report

Date	April 11, 2017
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Information
Originator	Brad Grundy, Superintendent, Chief Financial Officer, Corporate Treasurer
Governance Policy Reference	Operational Expectations OE-5: Financial Planning
Resource Persons	Superintendents' Team Finance / Technology Services staff Communications staff

1 | Recommendation

This report is being provided for the information of the Board. No decision is required at this time.

2 | Issue

Operational Expectation 5: Financial Planning, sub-provision 5.4 requires the Chief Superintendent to disclose budget-planning assumptions. The Chief Superintendent interprets this sub-provision as follows:

- The Chief Superintendent interprets the budget-planning assumptions to include:
 1. financial, economic and other relevant factors where uncertainty exists;
and
 2. resource allocation strategies.



- The Chief Superintendent interprets that the disclosure of budget planning assumptions shall be a separate document, containing both a description of the assumptions and the intended budget impact. Presentation of this document to the Board of Trustees will take place in advance of the presentation of the resulting budget.
- To demonstrate that the ultimate budget document reflects the planned assumptions, the statistics and impacts from the Budget Assumptions Report will be re-calculated using the final budget figures and included with the Budget Document presented to the Board.
- Disclosure of assumptions shall be based on materiality of impact. For the purposes of disclosure, the Chief Superintendent interprets material impact to be either:
 - any assumption having an impact greater than one per cent of the budget; and
 - any assumption that is pivotal to the delivery of the Three-Year Education Plan.
- Due to the uncertainty in enrolment growth, resource allocation strategies are only developed annually.

3 | Conclusion

The attached report on budget assumptions accomplishes the above-noted provision and interpretation and is submitted for consideration by the Board of Trustees.



DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: Budget Assumptions Report 2017-21

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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

Budget Assumptions Report 2017-21



April 2017

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



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Superintendent |

Brad Grundy, CA CIA

Superintendent, Chief Financial Officer, Corporate Treasurer

Contributors |

Superintendents' Team

Finance / Technology Services staff

Communications staff

Introduction

The Budget Assumptions Report (the BAR) is a key document on the path to developing the annual budget for the Calgary Board of Education (the CBE).

The BAR is a high level directional document that sets out the general operating context of the CBE as well as the financial and operating assumptions that will be built into the CBE's budget.

The BAR is presented to the Board of Trustees for information. Based on the BAR, the Board of Trustees has an opportunity to provide additional or alternative direction to the Chief Superintendent in the development of the annual Budget Report for the coming school year.

Additionally, the BAR is one of the primary means through which the CBE communicates to its students, parents, stakeholders and the community its intentions in developing the budget for the coming school year.

Context

Mission

The Board of Trustees sets as its Mission that **“each student, in keeping with his or her individual abilities and gifts, will complete high school with a foundation of learning necessary to thrive in life, work and continued learning.”** We therefore know that we must consider each individual student and his or her learning requirements while balancing all student needs against the resources available across the organization.

Values

Administration's approach to the budget is guided by our values:

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

We will work to optimize student learning while recognizing the reality of our fiscal constraints.

The 2017 Alberta Budget was delivered March 16, 2017 and provides funding for enrolment growth. This year the Provincial Government further announced a new fee replacement grant along with new restrictions on the charging of certain fees.

Our budget, built on the information and funding provided by Alberta Education, will set out how we will deploy and invest those financial resources to meet the needs of students in order to achieve the Results established by the Board of Trustees.

We are also guided by the CBE's Three-Year Education Plan, which focuses on personalized learning, building our professional capital, engaging our stakeholders and stewarding our resources. Taken together, these strategies allow us to optimize student learning and achievement.

In tackling the development of our budget we know that public education is a shared responsibility. With our students, families, employees, communities and Alberta Education in mind, we make budgetary decisions knowing we need to work together to build positive learning and working environments. By sharing a common goal of student success, each one of us contributes to making it happen.

Guiding Documents

- [Alberta Education Business Plan 2017-20](#) – Alberta Education's business plan provides an overview of the outcomes for the ministry and the key strategies to be completed to achieve those outcomes.
- [CBE Three-Year Education Plan](#) – Personalize learning, build professional capital, engage our public, steward our resources
- [CBE Results](#) – Our Mission, academic success, citizenship, personal development, character
- [Alberta Budget 2017: Making life more affordable](#) – The Alberta Government's fiscal plan for 2017 including new legislation on school fees and transportation services

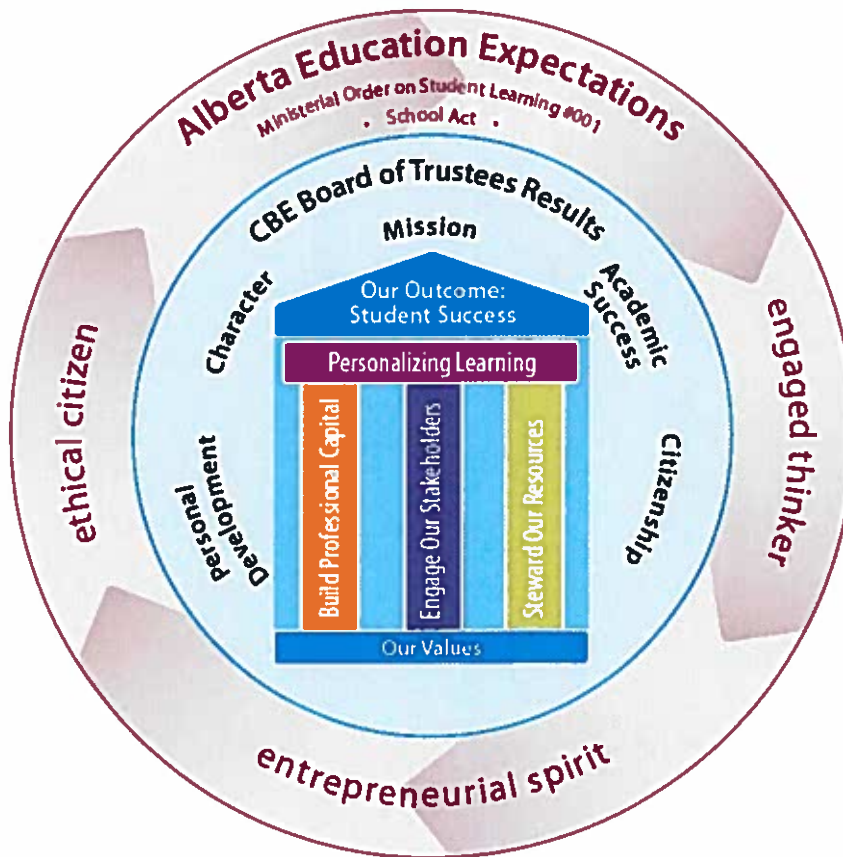
CBE 2017-18 Budget

Schools: 247

Students: 121,200 (estimated)

Staff: 14,000+

Supporting



Provincial budget impacts and implications

Over the past two years the CBE has benefited from the current Provincial support and commitment to public education. With over 93 per cent of our funding coming from the Province, even a small change in funding rates or funding methodologies impacts all our students, parents, teachers, and support staff.

The Provincial Government released its 2017 budget on March 16, 2017. In the 2017 budget the Alberta Government states its commitment to maintaining stability for public education by way of stabilized funding rates and continuing to meet its obligation to fund each student attending school in Alberta.

The level of funding the CBE will receive in 2017-18, while an increase over 2016-17 primarily due to enrolment growth, will not be sufficient to maintain services at levels similar to those provided in the 2016-17 school year. As we head into the 2017-18 school year we believe that we will have to make difficult choices to balance our budget.

Bill 1: An Act to Reduce School Fees

The Provincial Government has committed to reducing the financial impact on families related to public education. On March 2 the Provincial Government introduced [Bill 1: An Act to Reduce School Fees](#). This legislation will impact service levels and fees for families beginning in the fall of 2017.

It is anticipated that Bill 1 will also significantly impact the ability of school boards to charge or increase school fees as the responsibility to define and approve school fees will shift to the Minister of Education from local school boards.

We still have many questions about this legislation. We are working with the government to seek clarification and work through the details. For this report, we have made our best estimates and will construct our budget based on those estimates. As additional information becomes available from the Provincial Government we will adjust our plans accordingly.

Transportation Services and Fees

In 2016-17, approximately 38,000 CBE students travel to school daily on yellow buses, Calgary Transit, taxi, and/or Handi-bus. Of those, approximately 26,000 ride a yellow school bus. These riders are typically in kindergarten – Grade 9 attending a regular program or students with complex

transportation needs (about 50 per cent of riders) or in an alternative program (approximately 50 per cent). In the transportation engagement last year we heard from parents that they wanted shorter travel distances to a yellow school bus stop. Our current CBE guidelines for yellow school bus transportation are that elementary students will access a stop within 1.6 km of their homes and middle school/junior high students will access a stop within 1.8 km of their homes. In the current 2016-17 most students in a regular program and the larger alternative programs have stops within 1,000 m from home. We can do this because of the density of students within a community accessing these schools and programs. Some exceptions may occur due to the geographic location of some student addresses. Students in some non-language alternative programs access congregated stops where it is not feasible financially to do otherwise. For 2016-17 the fee for a yellow school bus rider is \$335/year. Based on what we heard from the engagement, the fee is the same for all riders, regardless of program or distance travelled to school.

In a letter to parents on March 3, 2017 about Bill 1, the Minister of Education outlined some details about changes to transportation. At that time he wrote:

"Bill 1, if passed, will also remove bus fees for eligible students traveling to their designated school. That means that if your child attends his or her designated school and that school is more than 2.4 kilometres away from your home, you will not be charged transportation fees. In some circumstances – for example, if parents choose to enrol their child in a school other than their designated school – fees may still be incurred."

We are working with the government to better understand the impact of this legislation for our families. Our analysis indicates that a minority of students who currently ride a yellow school bus will not pay busing fees under Bill 1. Service levels will also be affected.

Until we understand the impact on fees and service levels for our families, transportation pre-registration cannot begin. We had planned to begin in late April. However, with the introduction of Bill 1 this process will be delayed. Early registration helps us plan our routes more efficiently resulting in fewer changes in the fall. It also allows us to share more accurate route information with our families sooner.

During our engagement last year families clearly stated they wanted information on transportation – including service levels, stop locations and timings – as early as possible to begin planning for the next school year. We will continue to provide updates to our parents as more information becomes available.

Instructional Supplies and Materials (ISM) fees

Under Bill 1, school boards will no longer be able to charge a fee for instructional supplies or materials such as textbooks, workbooks, printing and paper costs.

We are seeking clarification on instructional supplies or materials (ISM) fees. We need to understand if this includes bulk purchase of schools supplies for students in kindergarten – Grade 6. The current ISM fee is essentially the “pass-through” of the cost of bulk buying student supplies (pens, pencils, binders, etc.). It is our understanding that those costs will not be covered under Bill 1 and that parents will continue to pay for the costs of school supplies. Students in Grades 7 through 12 should, however, see a fee reduction.

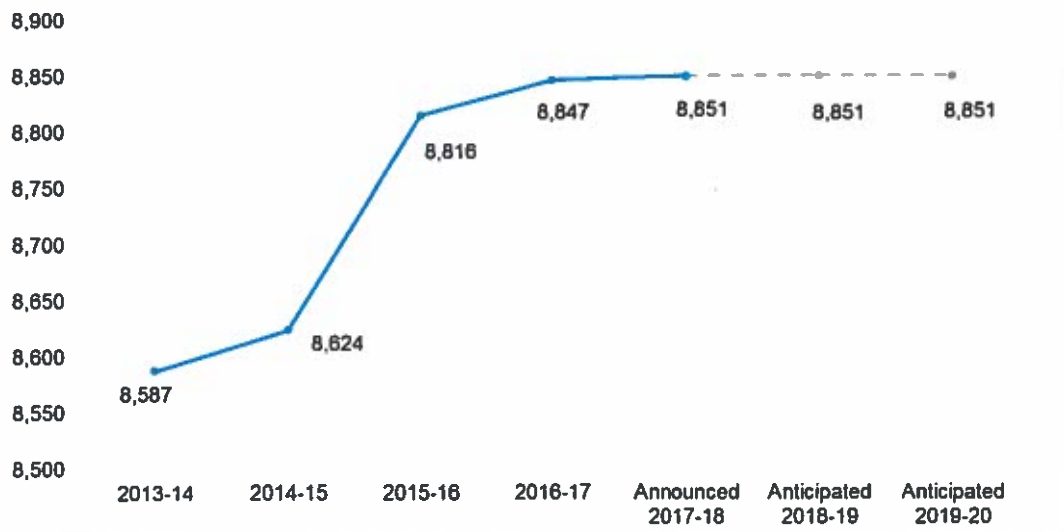
Other impacts and cost pressures

We will see costs increase in 2017-18 for the operation of four new schools, grid movement in accordance with collective agreements as well as inflation and escalating costs of contractual obligations such as insurance premiums, software licenses and fees, utilities, etc. To maintain current service levels across the CBE in 2017-18, we would require a 4.8 per cent rate increase in base instruction funding. With enrolment-only funding there will be decreases in service levels across the system to balance the budget for 2017-18.

‘Funding per student’ is used as a measure of the amount of funding Alberta Education has been providing on a per-student basis. For a number of years prior to 2013-14, this amount had been declining. We saw an increase in 2015-16 with the election of a new Provincial Government. The amount is expected to remain flat into 2017-18 and future years.

The chart below shows funding per student using actuals for the years that have ended and estimates for the current year and future years. Funding does not include amounts for Infrastructure Maintenance & Renewal (IMR), the Alberta Teachers' Retirement Fund, transportation grants, fees subsidy or expended deferred capital revenues, as these grants are targeted and do not fund regular operations.

Funding per student



Balancing Strategy

Following the funding commitment by the Province and based on the assumptions discussed in this report, the CBE is facing a **\$38.6 million deficit** in the 2017-18 year before the application of available reserves, other one-time funding contributions and/or cost reductions. This report will discuss the assumptions used for budget planning, our plans to cover the shortfall and risks involved in our balancing strategy.

Projected budget before cost reduction strategies applied

Guided by our Values, our Mission, and our focus on Results, we always look to maximize the dollars directed towards students and their success. “Students come first” has always been the CBE’s top value and therefore our priority. In 2017-18 we will balance our resources to support student learning while meeting legislative requirements and the Board of Trustees’ operational expectations. Bill 1 will challenge our ability to respond to the choices our parents told us they value; however, we will continue to support the Provincial Government’s intention to lessen the fee burden on families.

Reducing spending by \$38.6 million means that we cannot continue to do everything in the same way or deliver the same level of service as in 2016-17. Many cost reducing strategies have been considered and evaluated using the following decision-making criteria established by Superintendents’ Team:

- Meets the CBE’s mandate/mission and supports our values and aligns with our foundational documents.
- Advances our learning agenda.
- Enables the personalization of learning.
- Builds our professional capital.
- Supports well defined, effective, efficient business processes.
- Ensures infrastructure and environments that enable learning.
- Leverages other community resources that serve overlapping populations or is a shared responsibility.
- Viable from the perspective of stakeholders.

The 2017-18 budget will be prepared using a system-wide, balanced approach to reducing costs and directing resources to priorities that meet the criteria established above.

Many programs, services, and supports were evaluated during the development of this Budget Assumptions Report. The changes proposed to reduce costs will be fully disclosed in the 2017-18 Budget Report scheduled for presentation to the Board of Trustees in May 2017.

Examples of budget balancing strategies considered but not necessarily approved

All budget lines have been examined during this budget preparation process. These are some examples of programs, services and supports that were considered, but not necessarily approved for action:

- Approximately \$11 million in budget allocation reductions to schools. An \$11 million reduction to the schools budget represents approximately 1.4 per cent of the total that would have been required to fully maintain service levels in schools. Reductions considered include general per-student allocation rate reductions combined with specific allocation reductions that are unique to certain schools or programs. See pages 17 -19 for specific budget reductions that are planned to be effective for the April 6 RAM (Resource Allocation Method) roll-out.
- The viability of continuing to offer full day kindergarten was assessed. Alberta Education offers half day programs and does not currently provide funding for full day kindergarten. We considered reducing the number of sites offering full day kindergarten.
- The Provincial Government funds school jurisdictions for five years of English Language Learner (ELL) support. This is a reduction from the seven years of support provided as recently as 2013. Currently the CBE provides ELL supports for seven years. We assessed the impact of a reduction to the English Language Learner RAM allocation for years six and seven supports. To better align services offered with direction from the Province, we considered reducing our level of supports in 2017-18.
- The Provincial Government's Plant, Operations & Maintenance (POM) funding has not covered the actual cost of plant operations and maintenance for many years. The CBE invested approximately \$16 million from the global budget to fully fund plant operation and maintenance costs in the current year. In contemplating budget 2017-18 we evaluated the ability to reduce the POM subsidy from the global budget by \$5 million. We also considered ways to maximize the use of the annual IMR funding to offset some of the impacts associated with a reduction in the global budget subsidy to POM.
- Taking a whole system approach, we evaluated the prudence of applying a reduction of approximately 3.7 per cent to each of our service units. The original target was 3.0 per cent, however, after removing items such as amortization or contractual obligations that are difficult to reduce in the short-term, the targeted reduction was calculated to be 3.7 per cent.
- A reduction of the CBE's contribution to EducationMatters was considered.

- Given that Facilities and Environmental Services (FES) is the second largest service unit after Schools and Areas we evaluated the following actions:
 - With the wind-down of construction activity, FES will refocus its efforts on operating and maintaining the CBE's more than 250 separate facilities. To support this refocusing, FES will explore the transfer of responsibility for new school construction almost exclusively to Alberta Infrastructure.
 - FES responsibility for undertaking major modernization work will be evaluated on a case-by-case basis. This would necessitate maintaining a very close working relationship with Alberta Infrastructure to ensure the best possible outcomes for CBE students.
 - Movement to a customized cleanliness standard that will assist in effectively deploying resources.
- A range of reduction strategies in all other service units in the amount of \$2.6 million (approximately 3.7 per cent) of their operating budgets were evaluated. At the time this report was written, specific decision-making is underway related to nature and content of the proposed reduction strategies.
- The long-service recognition program for staff was assessed.
- We contemplated an increase in student parking rates equivalent to the cost of a monthly Calgary Transit bus pass.
- We assessed a number of minor program and process changes aimed at shaving costs. For example, the elimination of the option to receive a paper pay stub.
- Given the ready availability of free flu vaccine across the city, we assessed the annual flu shot program for staff.
- We assessed board funded capital spending with a target of reducing the available funding by \$5 million.
- We reviewed our transportation program in light of Bill 1 and the recent in-depth public engagement to contemplate the elimination of the transfer from the global budget. In 2016-17 this transfer amounted to \$2.1 million and \$5 million in the planning budget.

In addition, actions were identified that will provide cost savings either in the course of the 2017-18 year or in the longer term. These included:

- Review of principal positions for schools with low enrolment. These positions will be considered for merging with another school principal.
- Review of employee benefits programs and exploration of alternative benefit providers with the goal of maintaining benefit levels and lowering costs.

- Review schools with low enrolment and utilization rates to optimize the use of learning space commensurate with pedagogical need and available financial resources.
- Implement technology to student/staff ratios consistent with pedagogical needs and available funding levels. As well, the CBE will look to reduce the average unit cost of technology through a rigorous review of need.
- Continue to expand the implementation of the "on-demand" technology support model currently used by 50 elementary schools.
- Review the scope of our community engagement activities in light of available levels of resourcing.
- Repatriate payroll services from outsourcing to achieve long-term savings.
- Align school start and end times across the CBE to achieve transportation system efficiencies and ensure the largest number of students can benefit from sustainable levels of transportation service.
- Work with Alberta Education to define basic education and the appropriate level of funding required to meet student and parent expectations.

Anticipated and approximate 2017-18 high-level budget

The information presented below is our best estimate as to how the 2017-18 budget might look, given the balancing options currently being evaluated. There continue to be some unknown factors, specifically regarding Bill 1, and as such the final proposed budget for 2017-18 may differ from what is presented below.

	(in \$ thousands)		
	Fall Budget Update 2016-17	Anticipated Budget 2017-18	Increase / (Decrease)
Revenues			
Alberta Education	1,230,690	1,271,533	40,844
Other Government of Alberta	618	345	(273)
Federal Government & First Nations	2,650	2,650	-
Other sales and services	19,360	25,115	5,755
Fees revenue	51,456	36,732	(14,724)
Investment revenue	3,345	3,167	(178)
All other revenue	22,853	20,148	(2,705)
	<u>1,330,972</u>	<u>1,359,690</u>	<u>28,718</u>
Expenses by object			
Salaries and benefits	1,037,994	1,065,063	27,069
Supply and services	247,869	230,269	(17,600)
Amortization expenses	57,370	67,339	9,969
Interest and finance charges	2,123	1,865	(258)
Other (uncollectible accounts)	5,443	5,475	32
	<u>1,350,798</u>	<u>1,370,011</u>	<u>19,213</u>
Expenses funded through reserves or capital transactions	<u>(19,826)</u>	<u>(10,321)</u>	<u>9,505</u>

Assumptions

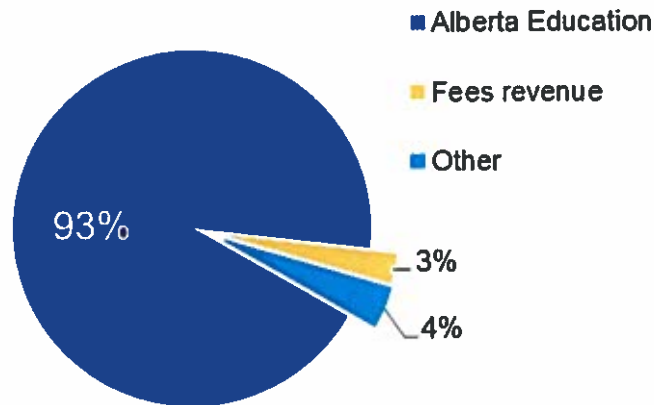
General Assumptions

The CBE's 2017-18 budget assumes:

- We will be guided by the CBE's Mission, operational expectations and values. Our values are:
 - Students come first
 - Learning is our central purpose
 - Public education serves the common good
- Parents and students will continue to make program choice decisions similar to those made in 2016-17.
- We will meet the requirements of the new Bill 1 legislation impacting student fees and transportation service within the incremental funding provided.
- We will take a balanced CBE-wide approach, bearing in mind that all work is done in support of student learning. This means that the budget will ensure that the organization can continue to provide basic supports to comply legal and regulatory requirements as set out in the [School Act](#) and, to the extent we are able, with the Board of Trustees' mandated Operational Expectations.
- We will derive guidance from the direction provided by Alberta Education, the CBE's Results and the Three-Year Education Plan. Priorities are:
 - Continue to optimize student success by improving the quality of teaching and learning in the classroom by focusing on:
 - Personalizing learning.
 - Advancing leadership practices.
 - Implementing K-12 mathematics and literacy strategies.
 - Implementing the High School Success strategy.
 - Improving results for First Nations, Métis and Inuit students.
 - Within the context of personalized learning as the overall learning strategy, we will create conditions for success and have a positive impact on the learning outcomes of students by:
 - Building, maintaining and modernizing schools to foster enriching learning environments for all students.

- Developing and implementing a student information system that provides greater access to and use of student profile data for students, families, teachers and leaders, supports best practices in assessment and grading and creates administrative efficiencies.
- Continuing to use our public engagement framework (dialogue framework) to guide decision making and to ensure stakeholders are reasonably included in decisions that affect them.
- We will continue to recognize that school principals, working with their school communities, are best positioned to make the ultimate school-based decisions related to staffing, resourcing and program enhancement.
- Consistent with our values, we will minimize to the extent possible reductions to general school funding allocation rates as set out in the RAM.
- We will continue to provide safe, healthy, and supportive learning environments for students and staff.
- We will allocate sufficient Board Funded Capital to meet the priorities established by our Three-Year Education Plan. These projects include program moves and expansions, software programs, and equipment used by facility operations staff operations to maintain our schools. These are the capital costs of running a school system.
- We will maintain, to the extent possible, the systems and processes that allow the CBE to attract, retain, and pay our employees.
- We will apply prudence in the use of projected available-for-use reserves and other one-time funding sources.
- We will continue to minimize all known “conservatism” in estimates and projections in order to maximize resources available to support students and their learning. As a result, there is an increased probability of an overall negative variance between the budget plan and actual results at the end of 2017-18.
- We will take all steps necessary to avoid operating and fiscal jeopardy as directed by the Board of Trustees.

Revenue Assumptions



Alberta Education will fund the CBE as follows:

- Alberta Education maintains its funding [formula](#), which is based on projected enrolment for Sept. 30, 2017.
- Alberta Education maintains funding rates at 2015-16 levels with the exception of changes to the funding rate for Credit Enrolment Units (CEUs), which are anticipated to have minimal impact on the CBE.

Our revenue assumptions are:

- We will calculate provincial funding using the funding formula provided to us based on our 2017-18 enrolment projections.
- Any cost increases (for example, wages, benefits or working conditions) negotiated with the Alberta Teachers' Association (ATA) will be fully funded by additional Alberta Education grants. The collective agreement expired on Aug. 31, 2016, and we have assumed the Provincial Government will fully fund the cost of any salary, benefit, or work-load changes resulting from upcoming collective bargaining.
- We will apply Alberta Education targeted/restricted funding for the specified purpose.

- Fees
 - All revenue from Alberta Education related to transportation and ISM will be fully applied to the cost of these services. There will be no contribution from the global budget to support fee-based programs and services. Fee revenue for transportation and instructional materials and supplies will fully fund the gap between Alberta Education funding and direct program costs, including waivers and uncollectable accounts.
 - Currently there is no provincial funding for the Grade 1 – 6 noon supervision program. This program is solely funded by student fees. Approximately 50,200 Grade 1-6 students are registered and supervised through the noon hour program in CBE schools (April 2016 estimate). For the 2017-18 year noon supervision fees will be maintained and service levels adjusted due to increased labour costs.

- Opportunities to grow non-Alberta Education revenue will be explored where it is consistent with our vision and values. Although important work, we do not anticipate this will have a material impact on overall CBE revenue.
- We will continue to receive \$1 per year per facility lease with charter schools as determined by Alberta Education.
- Facility rental rates charged will break even (cover incremental direct costs) as set out in CBE's Administrative Regulation 8004 and by agreement with the Calgary Separate School District and the City of Calgary.
- Revenue from the sale of CBE-owned properties, if any, will be applied to upgrade and modernize existing facilities to support student learning.
- The CBE will continue to participate in the Joint Use Agreement framework with the City of Calgary and the Calgary Separate School District respecting land and schools.
- Investment income, interest and dividend income on CBE cash balances will be assumed to accrue at a rate averaging between two and three per cent on the medium to long term investments. Short-term investments will average one per cent, subject to changes in the Bank of Canada rate. Overall return on the medium and long term investments, including capital growth and investment income, is assumed to be four to six per cent. Investment returns will be devoted to enhancing student outcomes.

Expense Assumptions

Our expense assumptions are:

- The budget will ensure that the CBE is able to comply with all conditions within collective agreements including general wage increases (where applicable), employee salary grid movement and benefits changes. The CBE will follow the Province's lead on future negotiations with our unions and associations.
- The additional cost of operating four new schools has been included which approximates \$2.3 million for 2017-18. These costs relate to school-based administrative staff and operating costs such as internet connectivity, insurance and utilities.
- Over the two school years from 2016 through 2018 the CBE's fixed operating costs, due to the opening of more than [19 new schools](#), have increased by more than \$13.8 million. As we are funded based on students rather than facilities, this increase is largely unfunded.
The CBE will continue to work with Alberta Education on funding for issues such as this that are outside of regular operating activities. Additional resources for school custodial and maintenance activities have not been added due to funding constraints.
- Any additional costs related to delayed school openings or transitional supports required for impacted schools will be provided for as resources allow.
- Amortization of board-funded capital assets has increased by \$3.9 million due to increased capital expenditures in 2016-17.
- While Alberta Education has maintained grant funding rates at 2015-16 levels, the CBE continues to experience non-discretionary cost increases (such as for contractual obligations or the increase in currency exchange where contracts are in non-Canadian dollars), which have been reflected in our projections.
- The CBE has system administration costs of approximately 2.7 per cent which is well below the provincially mandated cap of 3.6 per cent of total expenditures. This means that \$11.8 million of the allowable administrative allocation is made to fund other supports to students.
- 2017-18 school budget allocations are expected to be sent to principals on April 6 using the Resource Allocation Method (RAM). For the 2017-18 school year we anticipate that more than \$813 million will be deployed through the RAM to support students; this is a \$12.5 million (1.6 per cent) increase over 2016-17.

The following changes will be made within the RAM and centralized school supplies budget for the 2017-18 school year in comparison to 2016-17:

- RAM allocations are provided to four new schools opening during the year: Ron Southern School, Manmeet Singh Bhullar School, Marshall Springs School and Griffith Woods School.

- Per-school allocation rates have been increased to correspond with the increased cost for which these allocations are intended (school principal, administrative support, learning commons staff, etc.).
- Per-student allocation rates would have needed to increase by 0.25 - 0.54 per cent (depending on allocation type) to maintain the ratio of student to school-based staff, but will instead be reduced by 0.42 - 0.83 per cent to reduce the overall RAM budget by \$7.7 million.
- School furniture and equipment and basic decentralized allocations will be eliminated for one year. Principals have been encouraged to suspend these types of purchases for one year and focus remaining budget dollars on staffing.
- A moratorium will be placed on school-based software purchases except through the approved centralized process to reduce costs across the system.
- The CBE will continue to offer full-day kindergarten at fifteen locations. Research indicates that full-day kindergarten programming provides significant educational benefits for certain vulnerable groups that actually reduce costs in the longer-term.
- Support for our large and growing English Language Learner population will be continued with the provision of support for two years beyond the five years for which we are currently funded. The longer-term benefits outweigh the short-term costs.
- The allocation enhancement for resources provided to schools with alternative language programs will be eliminated for 2017-18. This amount had been provided to support the increased costs of resources in languages other than English as well as to support the purchase of resources in both English and a second language. An amount will be provided to the Area Offices to support schools in this regard, should an emergent need arise in 2017-18.
- The Aboriginal per-student RAM allocation will be maintained in 2017-18. Consistent with the direction set out in the Indigenous Learning Strategy, centralized supports were added in the 2016-17 year with the intention that the per-student RAM allocations would be discontinued in 2017-18. The transition will be extended by one year.
- The CBE remains committed to supporting its most vulnerable students. In an effort to manage these costs, budgets will be reallocated between programs and reductions made in response to changing student needs. The changes identified are those that are assessed to have a lower impact to students. These include:
 - 30 Literacy, English, and Academic Development (LEAD) classes will be offered.
 - Reduce costs by continuing to optimize enrolment in specialized classes.

- Reduce costs by continuing to optimize additional resources allocated at unique setting schools.
- Reductions in the scope of contracted services provided for students with complex learning needs.

Reserve Assumptions

The Board of Trustees has final authority on the deployment of reserves and therefore these assumptions are subject to approval by the Board.

- The budget will be based on the assumption that the CBE will end the 2016-17 school year with operating reserves of approximately \$17 million and \$13 million in capital reserves.
- Given the anticipated continuation of new school construction, the CBE will retain modest operational reserves to fully support the commissioning of approved new schools. Based on recent activity, the CBE spends approximately \$0.6 million to commission an elementary school and \$0.9 million for a middle school.
- The amount of reserves available for use in 2017-18 is also contingent upon the funding request made to the Province to cover the cost of project management services associated with new school construction projects. We anticipate a final answer on these requests upon submission to Alberta Education of the statements of final costs associated with each project.

Given the above, we anticipate that we will be able to allocate up to \$5 million in operating reserves to balance the 2017-18 budget.

- There will be no funds available in the Transportation Fee Stabilization Reserve to help fund the cost of the program in 2017-18.
- The CBE will continue to maintain reserves at one of the lowest levels relative to other school jurisdictions. The CBE is committed to investing government funding in the students using the system in the year that the funding is received.

Capital

The CBE appreciates that the Provincial Government has recognized the incredible growth in our student numbers and is building many of the schools required to support the growing educational needs of our students. During the past year the CBE has opened 20 new, replacement and modernized schools and has seven more projects underway with opening dates scheduled for 2017 and 2018. Three more new schools and one major modernization were announced on March 21, 2017.

While good news, each new school announcement required the CBE to find additional funds beyond those provided by the Province for furniture, fixtures and equipment. These costs include preparing the learning environment with learning materials, sound systems, specialty equipment and technology. Other costs are related to the staff time (principals, assistant principals, learning leaders, administrative assistants, etc.) required to engage with the new school communities, develop time tables, and make pre-opening curricular decisions. In all, the CBE has made over \$25 million available to support these new school commissioning costs to date.

The Province has changed its process for funding new school and modernization activities as a result of the Report of the Auditor General dated April 2016: [Education and Infrastructure – Systems to Manage the School-Building Program](#). Where costs are being incurred in excess of construction tenders, but within the total approved funding amount, and to pay for the project management components of the projects, further funding requests must be made to the Province. At this time, the CBE has received approval for \$1.8 million (for building permits and services connections) of the \$8.2 million in additional costs requested. The Province has indicated that the project management expenses may be considered for additional funding upon submission of the Statement of Final Costs for each project. A risk exists that these amounts will not be approved and the CBE will need to fund these additional costs from operating resources.

Nevertheless, the 2017-18 budget balancing strategy will include two strategies related to board funded capital funding.

First, the CBE will allocate \$5 million in board-funded capital funding to support ongoing operations. This will require careful prioritization of capital requests. Currently capital requests exceed available capital funding by approximately \$16 million. The highest ranked board-funded capital project is the replacement of our out-dated and non-PASI (Provincial Approach to Student Information) compliant student information system.

Second, the CBE will move to maximize the use of IMR funding consistent with guidance provided from Alberta Education. This will relieve pressure on the board funded capital budget and allow approximately \$5 million to be directed towards supporting operations. The stated objective of this shift is to fully expend IMR funding received to adequately maintain and renew our continually aging facilities.

Budget engagement

The CBE requested input from parents, staff, other stakeholders and the public related to the 2017-18 budget and beyond. We requested feedback in various venues and formats:

- meetings with union representatives (ATA, Staff Association, CUPE, Skilled Trades Union)
- meetings with principal associations (Elementary School Principals Association, Principals' Association for Adolescent Learners, Senior High School Principals Association)
- meeting with the Council of School Councils (COSC)
- online comments

In February/March 2016 we embarked on a larger budget engagement and continue to combine this feedback with that received in 2017. Our public still places a priority on maximizing resources in the classrooms. We continue to honour this in 2017-18 by maintaining one of the lowest Board and System Administration expenditures in Alberta, enabling our funding to be dedicated to student learning.

We also maximize resources by centralizing many supports, enabling principals and teachers to focus on teaching and learning.

We continue to improve our budget-related communication with our stakeholders. [Our website](#) includes a great deal of budget information, including reports, staff communications, and speaking notes. Chief Financial Officer Brad Grundy continues to respond to comments on "Dollars and Sense with CFO Brad Grundy," where issues such as classroom funding and staffing are addressed head-on.

Comments are accepted year-round through our [budget feedback form](#) and all comments are read by our finance team.

Operational Impacts

We expect services and support levels to students, parents and schools to be reduced from those experienced in 2016-17. Schools will be directly impacted. The majority of schools will see approximately a one per cent reduction to their budgets from what they needed to maintain their staffing and operations at levels similar to those provided in 2016-17.

The impact of service unit reductions will be felt broadly across the organization as we may have difficulty providing the same response time and supports our schools have come to expect. We have tried to balance the reductions across the organization to minimize the direct impact on students while still meeting our legislated obligations. There is an increased risk to our ability to achieve compliance with the Board of Trustees' Operational Expectations (OEs).

At the time this report was written, the decision-making process for service unit budget reductions was underway. A full description of operational impacts will be provided in the Budget Report which is currently scheduled for presentation to the Board of Trustees in May, 2017.

Opportunities and Risks

The biggest opportunities presented by these assumptions are that the resulting budget will enable the opening of four new schools and that some parents will see reductions in the amount they pay in fees. This budget will continue to prioritize support to our students and staff and the reliable achievement of the Board's Results consistent with the values of:

- students come first
- learning is our central purpose
- public education serves the common good

The assumptions included in this report were developed based on the best information available at the time. Given that assumptions have been made and there are uncertainties in the related estimates, there is a risk that actual results may differ. Notable risk areas include:

- The budget is lean and minimal contingency has been built into our estimates. Choices made in reaching the final budget may impact students and/or the achievement of operational expectations. We are committed to making every effort possible to reduce impacts on learning.
- Actual costs may be higher than assumed. We are planning in April for a budget year that does not begin until September. Specific areas of concern include the cost of utilities, wages, insurance premiums and uninsured losses.
- There is an increased risk that the CBE will end 2016-17 in a less favourable position than forecast due to the elimination of conservatism in our budgeted estimates, which will impact the availability of reserves in 2017-18.
- As the deferred maintenance backlog continues to grow, our facilities will be more susceptible to extreme weather events and mechanical and structural failure. This reality could increase costs beyond assumed levels. A focus on fully committing IMR funding received should allow us, in part, to manage this risk.
- The ATA Collective Agreement expired on Aug. 31, 2016 and negotiations continue with the Teachers' Employer Bargaining Authority (TEBA). While we assume that any wage increases will be specifically and incrementally funded by the Provincial Government, other negotiated terms could have a significant financial impact on the CBE that is not incrementally funded.
- Collective agreements with all other unions have a wage re-opener clause for the period from Aug. 31, 2016 to Aug. 31, 2017. This wage re-opener discussion is contingent upon the ratification of the ATA agreement. The results of the ATA agreement will set the expectation for the remaining unions' agreements. Any wage increase for locally bargained agreements is the responsibility of the CBE to cover within its existing funding from the Provincial Government.
- Parents and students may make different program decisions from what is anticipated due to the implications of Bill 1. If student enrolment shifts significantly between schools and programs, this would pose challenges for staffing, transportation and school scheduling come the fall.
- The largest risk in this budget is the use of reserves to balance the 2017-18 budget. The use of reserves to cover regular, on-going operations is a one-year, temporary solution. Going forward, the CBE will continue to struggle with maintaining service levels, managing increasing costs and accommodating system growth with flat funding rates (see funding per student graph on page 7). The CBE will engage with our public and our staff to understand how this can be done with as little impact to students as possible.

Conclusion

These assumptions will allow us to build a budget that is balanced and stays true to our values. Spending reductions are an unfortunate reality of this budget. We have approached these in a way that balances the reductions across the organization to minimize the impact on student learning. These budget assumptions support learning for 121,200 students next year, within our funding constraints and with consideration of the unknown elements of Bill 1.

Maximizing the dollars directed to the classroom to support student results remains our top priority. Our choices will continue to be guided and informed by our values: students come first, learning is our central purpose, and public education serves the common good.

The CBE, working with students, parents, stakeholders, and Alberta Education, will continue to provide the best public education programs and supports possible within the financial resources made available to us.

Appendix I - Glossary of terms

Alberta Education revenue	All funds received from Alberta Education, including amortization of Alberta Education-funded facilities. This is sometimes referred to as provincial funding.
Amortization	Amortization expenses for both supported and unsupported capital assets ("unsupported" capital assets are non-facility, "supported" capital assets are funded by externally restricted capital funding/contributions).
Capital assets	These are goods that are acquired that have a useful life that extends beyond one year and are of more than minor value. For example, computers, most musical instruments, furniture, machinery, etc.
Credit Enrolment Units (CEUs)	Credit Enrolment Units are the funding unit used to calculate base instructional funding at the high school level. CEUs are assigned when the course, the student, and the student's achievement in a course meet certain criteria.
Collective agreement	An agreement between a union or association that sets out terms and conditions of employment including general wage increases, benefits, grid movement, and other employment terms.
Deferred maintenance	The practice of postponing repair and maintenance activities to property (such as school buildings) in order to save costs and/or meet budget funding levels.
Enrolment	Total number of students including those enrolled in Home Education, outreach programs and Chinook Learning Services.
Fixed cost	A cost that will not change based on fluctuations in activity.
General wage increase	An overall wage increase or lump sum applicable to an entire union (or exempt) group.
Grid movement	The increase in the salary paid to an employee based on movement through progressive salary grid levels. The movement is based on the passage of time.
Operational Expectations	Policies established by the Board of Trustees by which the Chief Superintendent's performance and successful operation of the organization is evaluated
PASI	The Provincial Approach to Student Information (PASI) is a strategic, multi-year initiative aimed at ensuring the business processes and technology related to student information are effectively positioned to serve the needs of Alberta's K-12 students now and in the future.
Reserves	Dollars that have been accumulated from prior years that are available to support current year projects, programs and services. Reserves can be restricted by board motion or external parties.
System administration	The overall management, administration and educational leadership of the CBE at the system level. Also includes Board of Trustees remuneration and office budgets. Examples include functions in human resources, finance, information technology, legal and communications that provide system-level support.
Total revenue	All funds received from Alberta Education plus all other revenues.

Appendix II – New schools opening in 2017-18 and 2018-19

The following new schools and major modernizations are opening in the next two years.

#	School	New / modernization
1	Marshall Springs School	New, opening 2017-18
2	Manmeet Singh Bhullar School	New, opening 2017-18
3	Ron Southern School	New, opening 2017-18
4	Griffith Woods School	New, opening 2017-18
5	Southeast High School	New, opening 2018-19
6	James Fowler High School	Modernization, completion in 2018-19
7	Lord Beaverbrook High School	Modernization, completion in 2018-19
8	Cranston Elementary School (announced spring 2017)	New
9	Evergreen Elementary School (announced spring 2017)	New
10	Coventry Hills Elementary (announced spring 2017)	New
11	Forest Lawn High School (announced spring 2017)	Modernization

report to Board of Trustees

Proposed Amendment to Governance Policies: External Resource Allocation Review

Date	April 11, 2017
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trustee Trina Hurdman, Wards 6 & 7
Purpose	Decision
Governance Policy Reference	Governance Culture GC-3: Board Job Description Operational Expectations OE-6: Financial Administration

1 | Recommendation

- THAT the Board of Trustees gives first reading to the amendment of GC-3: Board Job Description, as provided in the Attachment to the report.
- THAT the Board of Trustees directs the Chief Superintendent to inform the Board prior to May 23, 2017, of organizational impacts that would result from these proposed changes.

2 | Background

The Board of Trustees operates under the Coherent Governance model of corporate governance whereby the Board provides leadership for the Calgary Board of Education by setting direction through policy. This governance model is consistent with section 113 of the School Act which outlines that the [Chief] Superintendent is the chief executive officer as well as chief education officer of the district and carries out duties as assigned by the Board. Governance policies enable the Board of Trustees to lead, direct, inspire and control the outcomes and operation of the district through a set of very carefully crafted



policy statements that state the Board's values. The Governance Culture policies set out the values in relation to the Board's work. The Board sets out in policy the Results (learning outcomes) to be achieved, and the Operational Expectations, which set out the Board's values in relation to day-to-day operations. The Board/Chief Superintendent Relationship policies articulate how the Board and Chief Superintendent work together through the delegation to and evaluation of the Chief Superintendent.

Changes to governance policies are given two readings. The Board of Trustees' Governance Culture 2: Governing Commitments (GC-2.7) states that: "The Board, by majority vote, may revise or amend its policies at any time. However, as a customary practice, a proposed policy revision will be discussed at one session of the Board prior to being acted upon at a subsequent Board meeting.

As the largest school district in Western Canada the CBE provides education services to over 119,000 students in 240 schools. The CBE's budget for 2016/2017 is over \$1.3 billion dollars with 92% of revenue coming from Alberta government grants. The CBE has been operating in challenging financial circumstances for many years now. This is reflected in the yearly budgets submitted by the CBE to the provincial government. The following are quotes from budget documents since 2010 that demonstrate the CBE has not been provided with sufficient provincial funding to maintain service levels across the system from year to year:

2010-11 Budget: "The 2010/11 Provincial funding allocation to school districts does not permit the CBE to resource schools at a level to maintain the same services as provided in 2009/2010." (pg. 11)

2011-12 Budget: "2011/12 Provincial funding allocation to school districts does not permit the CBE to resource schools optimally in order to maintain the same service level as 2010/11. The overarching strategy to contain costs principally involved redesigning and redeploying resources at CBE service units to maximize school resourcing." (pg. 3)

2012-13 Budget: "Service units have identified initiatives to achieve efficiencies while maintaining services and quality." (pg. 9) The accompanying chart on that page shows \$20 million in anticipated savings within three years which were needed in order to address the structural deficit incurred through the use of reserves to fund operations in the 2011-12 budget.

2013-14 Budget: "The impact of reduced provincial funding, coupled with non-discretionary cost increases will be felt across the system. Increased average class sizes in grades 4 through 12 and reductions in the timeliness and quality of services provided centrally are unavoidable." (pg. 5 of May 28, 2015, introductory report). "The operating budget report for 2013-14 directs as much funding as possible to students in classrooms. To accomplish this, central reorganization and severe cuts to administration were required." "Unfortunately, in the fourth consecutive year of funding reductions, it is impossible to continue to make cuts without negative impacts on students, parents, classrooms, staff,



programs and services. The proposed budget may even jeopardize our ability to deliver core service and support functions.” “We have kept students first by making cuts everywhere else first.” (pg. 1 of the “Operating Budget for 2013-2014 and Beyond”)

2014-15 Budget: “2014-15 will mark the fourth year in which Alberta Education funding per student to the CBE has decreased” (pg. 2 of the “Budget Budget 2014-17 Values and Choices”) “With the use of reserves, this budget provides resources to generally maintain service delivery and support to students and schools at 2013-14 levels.” (pg. 4 of the introductory report)

2015-16 Budget: “The increase in provincial funding allows the CBE to maintain service levels in 2015-16 without reliance on reserves for regular operational expenses.” (pg. 3 of the “Operating Budget for 2015-16 and beyond”)

2016-17 Budget: “Funding allocations to schools and the investment in capital projects have increased where budget allocations for other areas have remained relatively static. The funding does not, however, support increases to centrally provided service levels in proportion with enrolment growth. It cannot support everything that we would like to do to support student learning and our staff. Choices have to be made.” (pg. 6) “While this level of provincial funding will maintain service levels similar to 2015-16, it is not enough to enable the CBE to enhance services in step with enrolment growth.” (pg. 12)

At the March 14, 2017 board meeting, the Second Quarter Budget Variance Report for the 2016-17 Budget was presented, which forecasts an operating deficit is \$24 million to be funded through the use of reserves.

3 | Analysis

It is evident that the CBE administration has been diligent in doing their utmost to maintain service levels in schools through reorganizing or eliminating central service supports and processes. They have always strived to stay true to the CBE values of:

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

After so many years of financial challenges, it will be extremely difficult for administration to find efficiencies in central services that have not already been implemented, or are in the process of being implemented.

The Board of Trustees is ultimately responsible for ensuring the efficient use of resources in order to maximize student results. One of the ways in which the Board can monitor operations is through external review.

External resource allocations reviews have been used by other Canadian school boards in order to optimize their resource allocations. For example, the following

is the mandate from the 2012 Toronto District School Board Resource Allocation Review Final Report conducted by PricewaterhouseCoopers LLP.

“To assist the Director of Education by conducting a review of business services and existing revenue-generating programs to identify opportunities for increased cost effectiveness, cost efficiency and optimal resource allocation that will help address the school board’s budget pressures and assist in aligning to the Board’s long-term strategic vision.” (pg. 7)

The proposed policy amendment would allow the Board of Trustees to engage an independent third party to conduct a resource allocation review every four years, similar to how the Board currently appoints an independent auditor to conduct an annual financial audit. This would enable the Board of Trustees to ensure that resource allocation is reviewed on a consistent basis. Other benefits from this type of review are that it may provide the public with greater assurance regarding the effective use of resources. The information received may also assist the Board in identifying advocacy priorities.

An internal resource allocation review serves a different purpose from that of an external audit. The purpose of a financial audit is to examine the organization’s financial records to ensure that all financial disclosures are accurate and in keeping with applicable accounting standards. The purpose of an internal allocation review is to examine whether resources are being deployed in the most effective way possible in order to achieve the ultimate goals of the organization.

Just as an annual financial audit has associated costs, so too, would an external resource allocation review done once every four years. Should this policy amendment pass first reading, it is recommended that the Board requests an impact statement from the Chief Superintendent that should provide further clarity as to potential costs before second reading is considered.

ATTACHMENTS

Attachment I: GC-3: Board Job Description (in tracked changes)



GOVERNANCE CULTURE
GC-3: Board Job Description

Monitoring Method: Board Self-assessment
Monitoring Frequency: Annually

The Board's job is to represent, lead and serve the owners and to govern the organization by establishing expectations for organizational results, expectations for quality operational performance, and monitoring actual performance against those expectations.

The Board will:

- 3.1 Ensure that the *Results* are the dominant focus of organization performance.
- 3.2 Advocate for the organization and the students it serves.
- 3.3 Initiate and maintain constructive two-way dialogue with students, employees, parents and the citizens as a means to engage all stakeholders in the work of the Board and the organization.
- 3.4 Develop written governing policies that address:
 - a. **Results:** The intended outcomes for the students served by the district;
 - b. **Operational Expectations:** Statements of the Board's values about operational matters delegated to the Chief Superintendent, including both actions and conditions to be accomplished and those prohibited;
 - c. **Governance Culture:** Definition of the Board's own work, the processes it will employ and conditions within which it will accomplish that work;
 - d. **Board/Chief Superintendent Relationship:** The role relationship of the Chief Superintendent and the Board, including the specified authority of the Chief Superintendent and the process for monitoring organization and Chief Superintendent performance.

- 3.5 Ensure acceptable Chief Superintendent performance through effective monitoring of *Results* and *Operational Expectations* policies.
- 3.6 Ensure acceptable Board performance through effective evaluation of Board *Governance Culture* and *Board/Chief Superintendent Relationship* policies, actions and processes.
- 3.7 Appoint an independent auditor to conduct an annual external review of the organization's financial condition and report directly to the Board.

| 3.8 Appoint an independent third party to conduct a resource allocation review of the organization every four years and report directly to the Board.

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- | 3.~~89~~ Name or rename the organization, schools, portions of schools, school grounds, and other Calgary Board of Education facilities.
- | 3.~~910~~ Approve the bargaining mandate and ratify all collective agreements for unionized employees.
- | 3.1~~01~~ Approve the total compensation packages for all exempt employees.
- | 3.1~~24~~ Perform other duties required by law or not otherwise delegated to the Chief Superintendent.

| Adopted: ~~June 19, 2012~~

report to Board of Trustees

Locally Developed Courses

Date	April 11, 2017
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Decision
Originator	Jeannie Everett, Superintendent
Governance Policy Reference	Locally Developed Courses R-2: Academic Success OE-11: Instructional Program
Resource Person(s)	Dianne Roulson, Director, Learning

1 | Recommendation

It is recommended:

1. THAT the Board of Trustees approves the following **newly developed senior high** Locally Developed Courses** for use in Calgary Board of Education schools from September 1, 2017 to August 31, 2021:

Academic Success for English Language Learners

Level: 15, 25, 35 Credits: 3 and 5

Design Thinking for Innovation

Level: 15, 25, 35 Credits: 3 and 5

Film & Media Art

Level: 15, 25, 35 Credits: 3 and 5

Expanded Core Curriculum-Visually Impaired Technology

Level: 15, 25, 35 Credits: 3 and 5



2. THAT the Board of Trustees approves the following **newly acquired senior high** Locally Developed Courses for use in Calgary Board of Education schools from September 1, 2017 to their expiry date:

Edmonton School District No. 7

Dance Twelve-Year

Level: 15, 25, 35

Credits: 3 and 5

Northern Lights School Division

Russian Language and Culture (3Y)

Level: 15, 25, 35

Credits: 5

3. THAT the Board of Trustees approves the following **newly acquired elementary and junior high** Locally Developed Course for use in Calgary Board of Education schools from September 1, 2017 to their expiry date:

Edmonton School District No. 7

Dance Twelve-Year

Grade: 1, 2, 3, 4, 5, 6, 7, 8, 9

4. THAT the Board of Trustees approves the following **renewed elementary** Locally Developed Course for use in Calgary Board of Education schools from September 1, 2017 to August 31, 2021:

French as a Second Language

Grade: K, 1, 2, 3

5. THAT the Board of Trustees approves the following **expiring** Locally Developed Course be removed from the approved senior high listing effective September 1, 2017:

Film Studies

Level: 15, 25, 35

Credits: 3 and 5

*** Alberta Education is currently reviewing these courses for significant overlap and adherence to Alberta Education Policy 1.2.1 – Locally Developed Course. Trustee approval of the above locally developed course is requested, provisional on confirmation of a successful review by Alberta Education.*

2 | Issue

Alberta Education Policy 1.2.1 – *Locally Developed/Acquired and Authorized Junior and Senior High Complementary Courses (4)* requires that, “Approval of a locally developed/acquired and authorized course (junior and/or senior high) shall be by Board motion and shall be for a maximum duration of four years.”

In order to offer the courses for students, Board of Trustee approval is requested.

3 | Analysis

Academic Success for English Language Learners

This course provides opportunities for students to learn and apply the linguistic tools needed to fully participate and represent their knowledge in high school content area courses. By developing effective communication skills students are then better positioned to contribute to the community and to the world

Dance Twelve-Year

Currently, the CBE offers dance as a creative arts course to students in junior high and senior high school. Dance is one of four main areas of the arts which also include Art & Design, Drama and Music. Each of the other areas has a provincial Program of Study that extends all the way from Grade 1 to Grade 12. The CBE would like to acquire Dance Twelve-Year to provide schools the opportunity to offer Dance to students in the early grades. Acquiring this course will fill the gap between Dance and the other Arts disciplines, allowing students in Grades 1 to 6 the opportunity to learn the creative and artistic side of dance.

Design Thinking for Innovation

The interdisciplinary learning offered by Design Thinking for Innovation is a unique opportunity for students to bring together their interests and learning from across subject areas to solve problems in authentic and practical ways. Our students will need to be the future innovators able to solve problems and find solutions for their unique circumstances. Design Thinking for Innovation builds upon the learning of students across subject areas to prepare them for this future.

Expanded Core Curriculum – Visually Impaired Technology

The ECC-VI Technology acquired with permission from the Provincial Resource Centre for the Visually Impaired (BC) will provide visually impaired CBE students with technology skills to support their learning.

Film & Media Arts (new) and Film Studies (expiring)

Film Studies has undergone a significant revision. The new course focuses on creative and artistic practice including media art as an artistic form. The name change more accurately describes the course.

Russian Language and Culture (3Y)

The Calgary Board of Education is preparing to offer Russian Language & Culture to high school students beginning in the 2017-2018 school year. The course has been acquired from Northern Lights School Division and is being offered in response to student interest. It will serve as an addition to the array of Language and Culture courses currently available in the Calgary Board of Education.

French as a Second Language

The Calgary Board of Education has developed French as a Second Language to offer students in Kindergarten to Grade 3 an earlier opportunity to learn French. The course aligns with The French as a Second Language (9Y) for grade 4 to 12. This course will provide students the opportunity to benefit both academically and personally from learning the French language.

4 | Implementation Consequences

Calgary Board of Education Operational Expectations OE-11: Instructional Program states,

“The Chief Superintendent shall maintain a program of instruction that offers challenging and relevant opportunities for all students to achieve at levels defined in the Board’s Results policies.

10.6 Is inclusive of new and innovative programs to meet students’ interests and passions and accommodates different learning styles and needs.

10.7 Is regularly evaluated and modified as necessary to assure its continuing effectiveness.”

Alberta Education Policy 1.2.1 – *Locally Developed/Acquired and Authorized Junior and Senior High Complementary Courses* states,

“Alberta Learning supports the local development and authorization of junior high school and senior high school complementary courses, which do not duplicate provincially authorized courses, to further develop and cultivate the unique interests and abilities of students, to foster educational improvement and excellence through innovation at the local level to meet the unique needs of a local community.”

Alberta Education Policy 1.2.1 further states,

“...in the interest of increasing local flexibility to meet the needs of students, local school authorities will authorize senior high locally developed/acquired and authorized courses and provide Alberta Learning with information regarding these authorizations.”

Alberta Education requires a copy of the Board of Trustee motion showing specific information about the Board authorization of senior high locally developed courses. In order to meet provincial requirements, the motion must be available upon request from Alberta Education on or before May 31 of a given year for course implementation in the first semester of the next school year.

Locally Developed Courses (LDC) are approved and authorized by Alberta Education for a maximum period of four years. When a course is expiring, it must be reviewed in the context of local student need and a decision made by the originating district about whether to go forward with the renewal process.

The intention of the current Calgary Board of Education process is to facilitate seamless access for students by authorizing the aforementioned courses for September 1. Notice of authorization of the recommendations in this report will be provided to Alberta Education's Curriculum Branch and appropriate Calgary Board of Education staff. Copies of the new course outlines will be made available to all schools through the web site in the Portal – "*staff insite*".

5 | Conclusion

Board of Trustee's approval of all locally developed courses will ensure that the Calgary Board of Education is compliant with Alberta Education Policy 1.2.1. Approval of these courses will enable the Calgary Board of Education to be responsive to the learning needs of our students.

Notice of approval of the recommendations in this report will be provided to the appropriate Alberta Education and Calgary Board of Education staff. Copies of the new course outlines will be made available to all schools through the Calgary Board of Education web page.



DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

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report to Board of Trustees

Chief Superintendent's Update

Date	April 11, 2017
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Information
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board

1 | Recommendation

This report is being provided for the information of the Board. No decision is required at this time.

2 | Issue

As the Board of Trustees' chief executive officer, the Chief Superintendent is accountable for meeting the expectations set by the Board. These expectations are stated in Results and Operational Expectations policies.

OE-8: Communication With and Support for the Board requires that "the Board is supported in its work and is fully and adequately informed about matters relating to Board work and significant organizational concern." With other reports submitted to the Board of Trustees, this update meets the requirement of OE-8 for the provision of information in a timely, simple and concise form.

Personalize Learning

Welcome to Canada Refugee Computer Project

This past school year CBE partnered with the Alberta Computers for Schools Association (ACFS) to collaborate in the national Computers for Schools #Welcome Refugee project. This Government of Canada initiative supports Syrian refugees as they settle into life in Canada. As a result of this work with ACFS, and the combined efforts of several CBE departments, 142 computers have been delivered to CBE Syrian families as of March 17, 2017. Computer distribution has now been completed at Forest Lawn High School, James Fowler High School, Patrick Airlie School, Penbrooke Meadows School and Kingsland Centre.

Technology is an integral part of student learning today. Through this responsive action, conditions for the success for our new Syrian students are greatly enhanced. This collaborative venture demonstrates our CBE commitment to engaging our stakeholders for the success of all students, especially those new to Canada.

Build Professional Capital

Alberta Education Research Grants

The Calgary Board of Education has been awarded Alberta Education research grants that will help advance the work of the CBE's Aboriginal education strategy and mathematics strategy. These grants were awarded as part of a province-wide invitation for collaborative research that would support Alberta Education in ensuring that policies and practices in key areas such as inclusive education, Indigenous education and learning programs (particularly in math) were evidence-informed. Each grant is valued at \$50 000.

The CBE's research in Indigenous Education is being conducted in collaboration with the Werklund School of Education and will investigate the implementation of new early childhood education programming for First Nations, Métis and Inuit students at the Aboriginal Learning Centre.

The research into mathematics education will focus on the nature and frequency of specific classroom teaching and assessment strategies that improve student mathematical understanding of key math concepts and the nature of professional learning that supports the improvement of student learning in mathematics. The CBE is partnering with both the Galileo Educational Network and the Werklund School of Education on this study.

The CBE is also a partner in a research grant awarded to a faculty member from the Werklund School of Education that will study the development of students'

mathematical literacy through gaming. Our organization is proud to be part of a strong research network within Alberta and looks forward to sharing the learnings from these studies as they are gathered and created during the 2017-18 school year.

Spring Staffing

An early round of postings for certificated staff took place March 13-15. Principals of schools with early postings are now in the final phases of making their staffing decisions concerning those positions. RAM Rollout is scheduled for April 6, 2017. RAM Drop in sessions are planned for principals at Area Offices the week of April 10. Reconciliations will take place at the Education Centre between April 21 and May 1. Information sessions for teachers declared surplus and support staff identified for transfer and layoff will take place May 4-6. As with last year, we anticipate holding two rounds of open postings for teachers. These rounds will take place in late May and early June once all teachers requiring placement have been welcomed to their new schools. The success of open rounds depends on the ability of principals to move through the posting rounds as quickly as possible. We appreciate the time and attention it takes to staff our schools for students.

Engage Our Public

Instructional Calendar Guidelines

CBE is reviewing the guidelines used when creating our yearly school calendars. The current guidelines are posted on our website. We will be inviting our parents, staff, and community members to provide input about some of the guidelines we use when creating future calendars. Specifically we are seeking input on the first day of school for traditional calendars, winter break and the placement of non-instructional days for both traditional and modified calendars. The survey link will be open from April 12 – 26. Once this survey closes, we will report back the results through our website and use the results to inform our new calendar guidelines.

Employee engagement participation rate

An employee engagement survey was identified as one of the priorities of the CBE's Three-Year Education Plan. The goal is to conduct an anonymous survey that will measure how engaged employees are in their work, and in the mission and goals of the organization. The CBE's employee engagement survey opened on March 14 and closed on March 28. Participation in the survey was 61 per cent for our continuous, temporary and term-specific workforce.

This confidential survey data is being managed by Aon Hewitt, the CBE's survey partner. This data will be analyzed in the late spring, and a high-level report on overall CBE results is expected to be provided to all staff before the end of the school year.

Steward Our Resources

New School and Modernization Announcements

On March 21, 2017, the Alberta Government announced the approval of three new schools and one modernization for the CBE. The three new school projects are:

- Cranston School (K-4),
- Evergreen School (K-4) and
- Coventry Hills/Country Hills Village School (K-4).

The modernization approved was of Forest Lawn High School (GR10-12).

This brings the total number of such undertakings underway within the CBE to 31, with 20 of these having been completed in the 2016-17 school year but not yet fully closed out as we work with our partners to rectify minor deficiencies.

The projects selected by the government are in accordance with the CBE priorities identified within the 2017-2020 Three-Year School Capital Plan and submitted in April 2016. The new schools opened in the 2016-17 school year have allowed the CBE utilization rate to drop from a high of 87% down to 82%, a number that is much closer to the CBE established target of 80%. The approval of yet another three new schools will go a long way in allowing the CBE to keep up with population growth and prevent the system utilization rate from rising again in the near future.

Bill 1 – An Act to Reduce School Fees

As stated by the Minister of Education in a letter to parents on March 3, 2017:

“Bill 1, if passed, will also remove bus fees for eligible students traveling to their designated school. That means that if your child attends his or her designated school and that school is more than 2.4 kilometres away from your home, you will not be charged transportation fees. In some circumstances – for example, if parents choose to enrol their child in a school other than their designated school – fees may still be incurred.”

CBE Administration is working with the government to seek clarification and work through the details to determine how this legislation will impact service levels and fees for CBE families beginning this fall.

Until further details are provided transportation pre-registration for the 2017-18 school year cannot begin. Transportation staff had planned to begin communicating with families starting in late April; however, with the introduction of Bill 1 this process will be delayed. Early registration helps us plan routes more efficiently resulting in few changes in the fall. It also provides families with accurate route information sooner. During our engagement last year families clearly stated they wanted information on transportation – including service levels, stop locations and timings – as early as possible to begin planning for the next school year.

CBE administration is also seeking clarification on instructional supplies or materials (ISM) fees.

Information will be shared with parents once Administration receives more specific details about Bill 1 and what it will mean for CBE families.

Area office reconfiguration

The CBE has reconfigured the number of administrative Area offices from five to seven effective April 3, 2017. This change was made to address the need for more responsive supports to school instructional leaders and learning teams, which in turn support student success. In this new service model Areas are no longer defined by geographical boundaries. Instead, the CBE has adopted a “feeder school” model to ensure continuity of support for students and families from kindergarten to Grade 12. The two new Area offices will be located at Forest Lawn High School and Norman Bethune School.

Area offices provide leadership support to principals and teachers to improve instruction and student achievement. They also provide timely support to their schools, families and communities, help deliver system services to schools, support principals in school operations and ensure effective collaboration amongst schools.



DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

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**report to
Board of Trustees**

Construction Projects Status Report

Date	April 11, 2017
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson Chief Superintendent of Schools
Purpose	Information
Originator	Dany Breton, Superintendent, Facilities and Environmental Services
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board OE-12: Facilities
Resource Person(s)	Eugene Heeger, Director, Design & Property Development Leah Hartley, Project Manager, Capital Projects

1 | Recommendation

It is recommended:

- This report is being provided for information for the Board. No decision is required at this time.

2 | Issue

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

3 | Background

The Calgary Board of Education (CBE) is currently undertaking 7 new school construction and modernization projects. Two new schools were opened in March. Another four new schools are forecasted to open in the 2017-18 school year. One new high school and two high school modernizations are anticipated for the 2018-19 school year.

On March 21, 2017, the Alberta Government announced the approval of three new elementary schools for Cranston, Evergreen and Coventry Hills, as well as a major modernization for Forest Lawn High School.

4 | Analysis

Information on the current status of the projects under development and being administered by the CBE and Alberta Infrastructure is provided in **Attachment I**.

The locations of the various new school and modernization capital projects under development are shown in **Attachment II**.

There are eight Project Steering Committees setup for the current school projects as follows:

- Marshall Springs MS
- McKenzie Highlands MS
- Dr. Martha Cohen MS

- Griffith Woods K-9 (Bundle 10)
- Manmeet Singh Bhullar and Ron Southern ES (Bundle 11)
- Seton HS
- James Fowler HS Modernization
- Lord Beaverbrook HS Modernization

Modular Classrooms

Two modular units from the Earl Grey School site have been assigned for installation at Rosedale School for September 2017.

5 | Conclusion

This report provides the current update on the status of new and modernized facilities under development or construction by the CBE.

It is provided to the Board of Trustees as monitoring information in compliance with Operational Expectation 8: Communication With and Support for the Board.



DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I	New/Modernized Facilities Construction Status
Attachment II	Project Location Map
Attachment III	Project Photos

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**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
April 2017**

Building	Opening Date	Notes/Comments	
2. Innovation Centre / Academy (Booth Centre) (Chinook Learning Services) Capacity 675 students	TBD	Land Use Amendment	100%
		Expression of Interest Document	100%
		Concept Design	20%
		Design and Specifications	0%
		City Permits	0%
		Note: Four developers will be invited to participate in RFP process.	
8. (b) Nelson Mandela High School (Northeast High School) Gymnasium	Fall-17	City Permits	100%
		Construction Award	0%
		Foundations	0%
		Steel Fabrication and Erection	0%
		Roofing and Membranes	0%
		Building Envelope	0%
		Interior Finishes	0%
Note: Prequalification of contractors taking place.			
13. Marshall Springs School (Evergreen School) Grades 4 - 9 Capacity 900 students	Sep-17	Design and Specifications	100%
		City Permits	100%
		Construction Award	100%
		Foundations	100%
		Steel Fabrication and Erection	100%
		Roofing and Membranes	100%
		Building Envelope	100%
		Interior Finishes	90%
Note: The contractor is indicating a delay in substantial completion. This will not affect Occupancy.			
17. McKenzie Highlands School (McKenzie Towne School) Grades 5 – 9 Capacity 900 students	Mar-17	Design and Specifications	100%
		City Permits	100%
		Construction Award	100%
		Foundations	100%
		Steel Fabrication and Erection	100%
		Roofing and Membranes	100%
		Building Envelope	100%
		Interior Finishes	100%
Note: Occupancy has been obtained. The school opened on March 6, 2017.			

**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
April 2017**

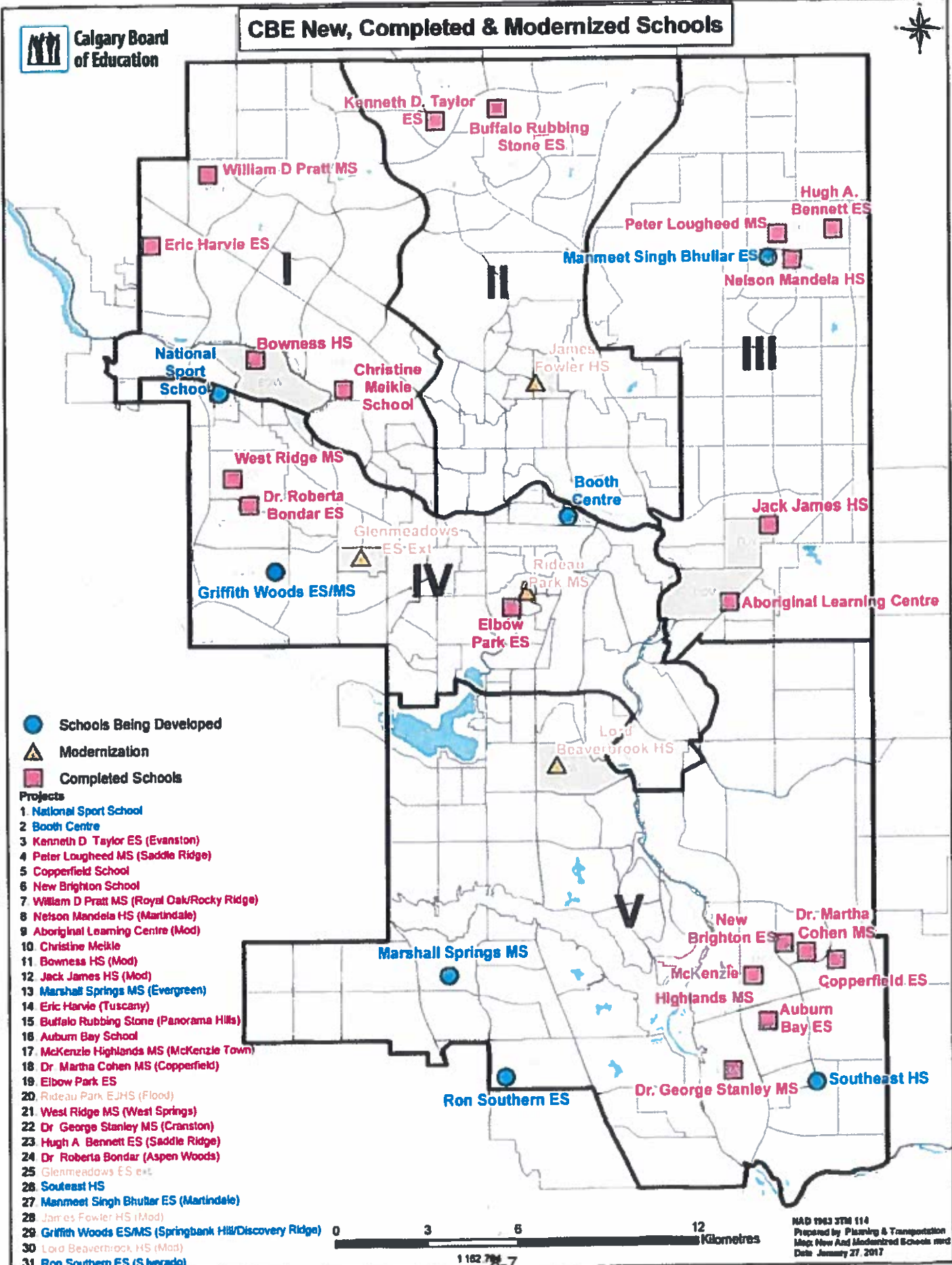
Building	Opening Date	Notes/Comments	
18. Dr. Martha Cohen School (New Brighton-Copperfield School) Grades 5 - 9 Capacity 900 students	Mar-17	Design and Specifications	100%
		City Permits	100%
		Construction Award	100%
		Foundations	100%
		Steel Fabrication and Erection	100%
		Roofing and Membranes	100%
		Building Envelope	100%
		Interior Finishes	100%
Note: Occupancy has been obtained. The school opened on March 13, 2017.			
20. Rideau Park School (Flood mitigation)	Sep-17	Design and Specifications	100%
		City Permits	100%
		Construction Award	0%
		Note: Tenders submitted to Alberta Infrastructure for review. Reassessment of scope required as tenders are over budget.	
26. Southeast High School Grades 10 -12 Capacity 1800 students	Fall-18	Design and Specifications	100%
		City Permits	100%
		Construction Award	100%
		Foundations	75%
		Steel Fabrication and Erection	15%
		Roofing and Membranes	0%
		Building Envelope	0%
		Interior Finishes	0%
27. Manmeet Singh Bhullar School (Marindale School) Grades K-5 Capacity 600 students	Fall-17	Design and Specifications	100%
		City Permits	100%
		Construction Award	100%
		Foundations	100%
		Steel Fabrication and Erection	100%
		Roofing and Membranes	95%
		Building Envelope	70%
		Interior Finishes	20%
28. James Fowler High School Modernization	Fall-18	Design and Specifications	100%
		City Permits	100%
		Construction Award	100%
		Tender to subtrades	100%
		Award to subtrades	100%
		Construction Progress	0%

**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
April 2017**

Building	Opening Date	Notes/Comments	
29. Griffith Woods School (Springbank Hill/ Discovery Ridge School) Grades K-9 Capacity 900 students	Fall-17	Design and Specifications	100%
		City Permits	100%
		Construction Award	100%
		Foundations	100%
		Steel Fabrication and Erection	95%
		Roofing and Membranes	80%
		Building Envelope	30%
		Interior Finishes	0%
		Note: Project tracking behind schedule.	
30. Lord Beaverbrook High School Modernization	Fall-18	Design and Specifications	100%
		City Permits	100%
		Construction Award	100%
		Tender to subtrades	100%
		Award to subtrades	100%
		Construction Progress	0%
31. Ron Southern School (Silverado School) Grades K-4 Capacity 600 students	Fall-17	Design and Specifications	100%
		City Permits	100%
		Construction Award	100%
		Foundations	100%
		Steel Fabrication and Erection	80%
		Roofing and Membranes	40%
		Building Envelope	20%
		Interior Finishes	0%
		Note: Project tracking behind schedule.	



CBE New, Completed & Modernized Schools



- Schools Being Developed
- ▲ Modernization
- Completed Schools

Projects

- 1 National Sport School
- 2 Booth Centre
- 3 Kenneth D Taylor ES (Evanston)
- 4 Peter Lougheed MS (Saddle Ridge)
- 5 Copperfield School
- 6 New Brighton School
- 7 William D Pratt MS (Royal Oak/Rocky Ridge)
- 8 Nelson Mandela HS (Martindale)
- 9 Aboriginal Learning Centre (Mod)
- 10 Christine Meikle
- 11 Bowness HS (Mod)
- 12 Jack James HS (Mod)
- 13 Marshall Springs MS (Evergreen)
- 14 Eric Harvie (Tuscany)
- 15 Buffalo Rubbing Stone (Panorama Hills)
- 16 Auburn Bay School
- 17 McKenzie Highlands MS (McKenzie Town)
- 18 Dr. Martha Cohen MS (Copperfield)
- 19 Elbow Park ES
- 20 Rideau Park EJHS (Flood)
- 21 West Ridge MS (West Springs)
- 22 Dr. George Stanley MS (Cranston)
- 23 Hugh A Bennett ES (Saddle Ridge)
- 24 Dr. Roberta Bondar (Aspen Woods)
- 25 Glenmeadows ES ext.
- 26 Southeast HS
- 27 Manmeet Singh Bhullar ES (Martindale)
- 28 James Fowler HS (Mod)
- 29 Griffith Woods ES/MS (Springbank Hill/Discovery Ridge)
- 30 Lord Beaverbrook HS (Mod)
- 31 Ron Southern ES (S Inerado)



1:62,700

NAD 1983 3TM 114
 Prepared by Planning & Transportation
 Map: New And Modernized Schools.mxd
 Date: January 27, 2017

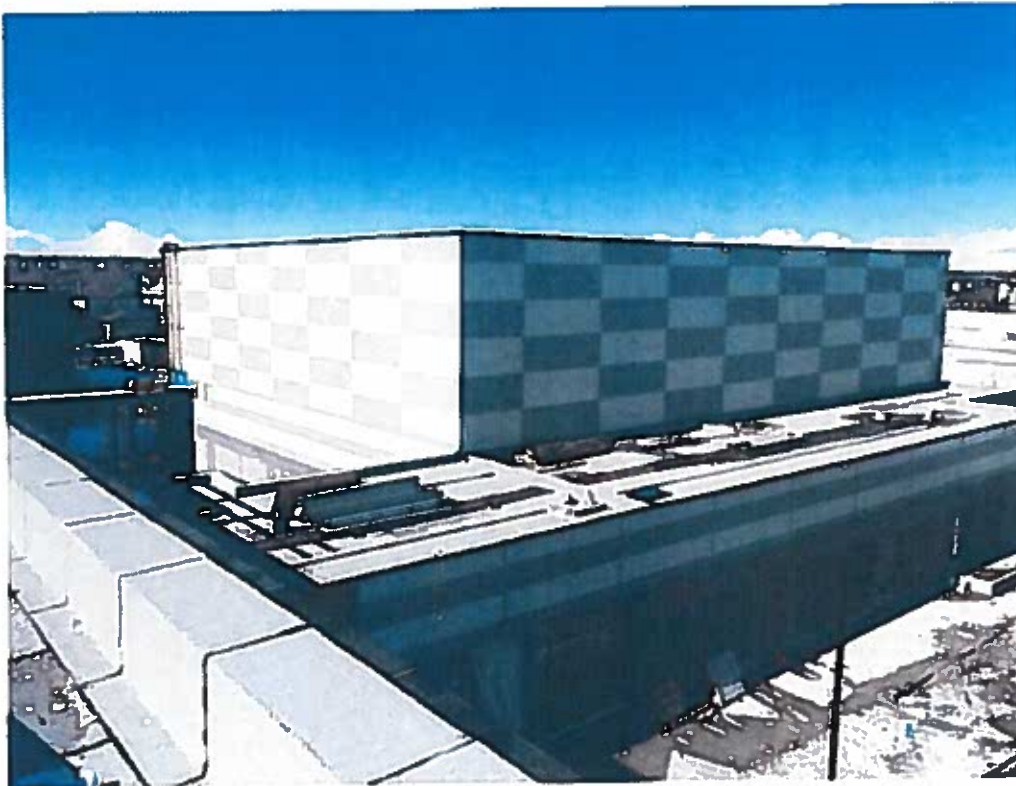
Nelson Mandela High School (Northeast High School)



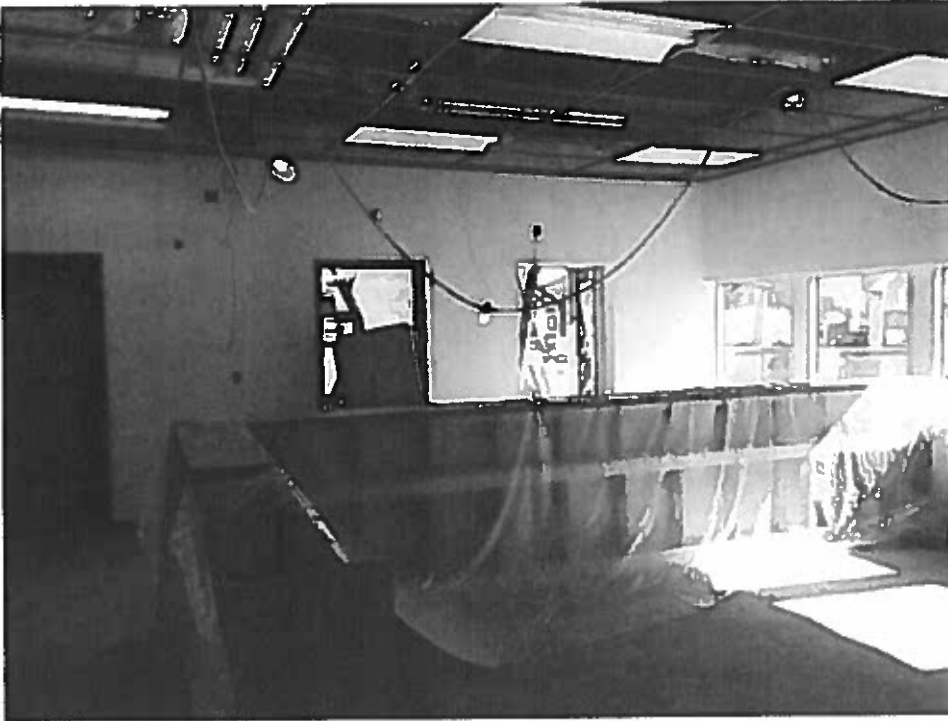
Nelson Mandela High School (Northeast High School)



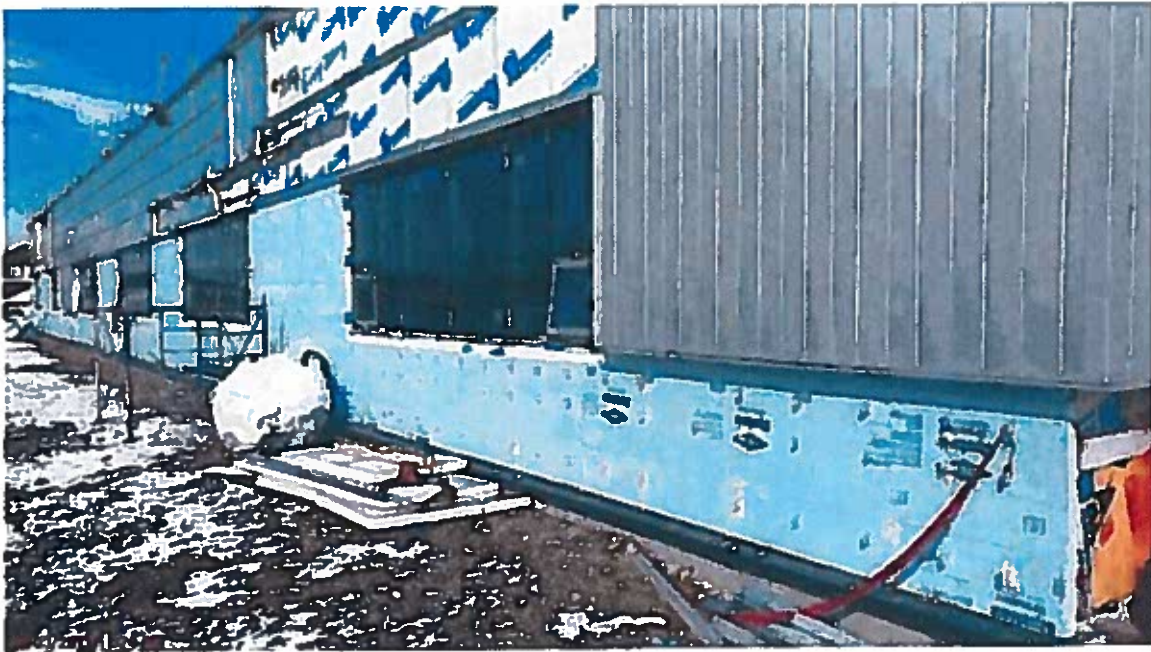
Marshall Springs School (Evergreen MS)



Marshall Springs School (Evergreen MS)



Manmeet Singh Bhullar School (Martindale K-5)



Manmeet Singh Bhullar School (Martindale K-5)



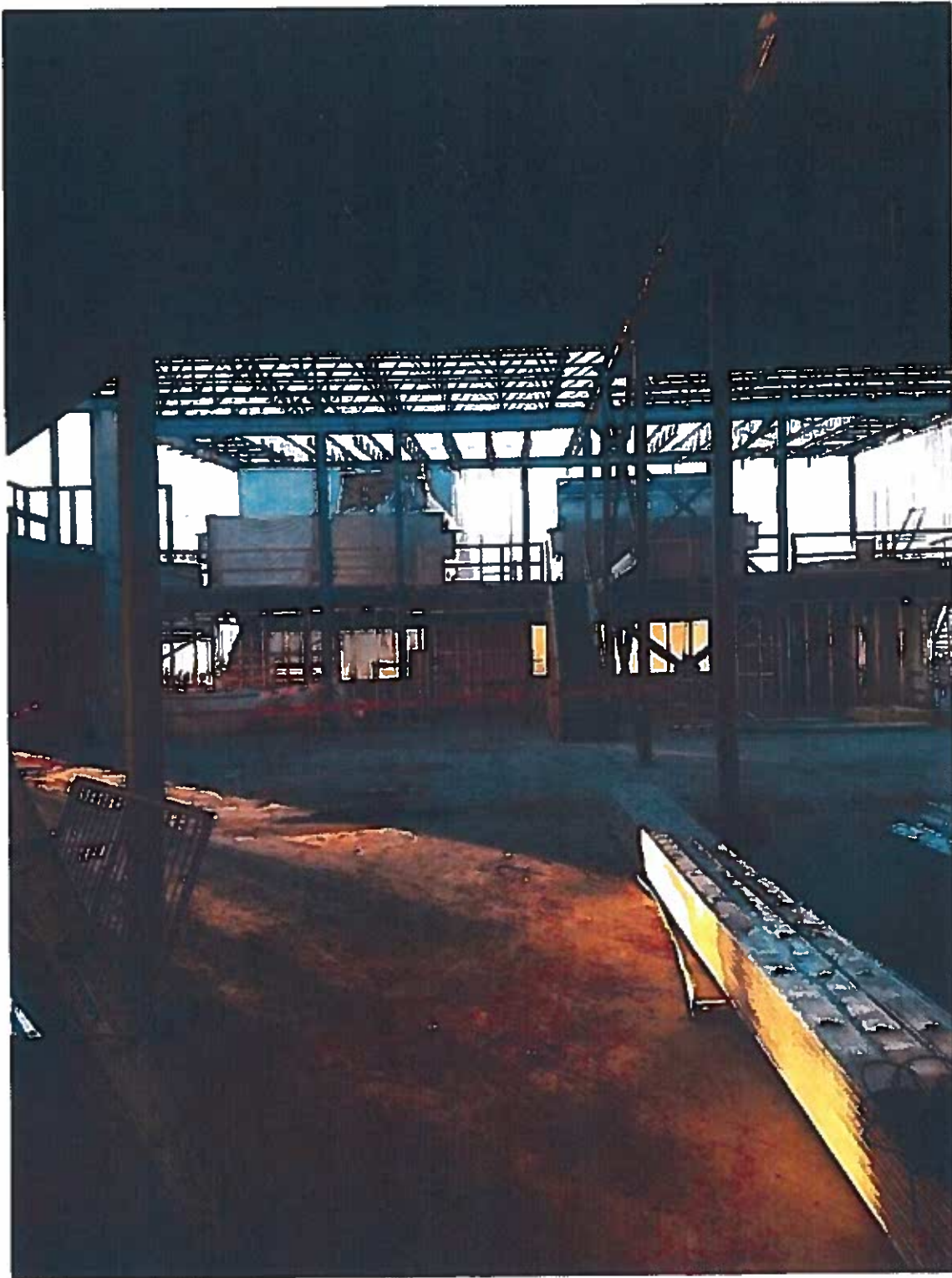
Griffith Woods School (Springbank Hill / Discovery Ridge School)



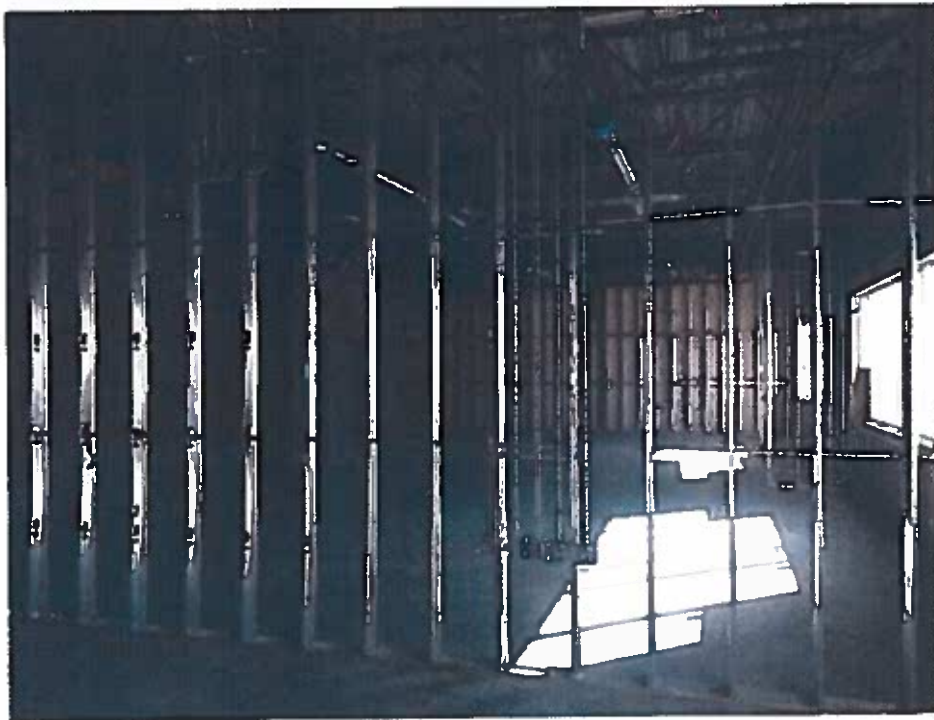
Griffith Woods School (Springbank Hill / Discovery Ridge School)



Griffith Woods School (Springbank Hill / Discovery Ridge School)



Ron Southern School (Silverado K-4)



Ron Southern School (Silverado K-4)

