

# public agenda

## Regular Board Meeting

April 14, 2015  
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.	<b>1   Call to Order, National Anthem and Welcome</b>			
	<b>2   Consideration/Approval of Agenda</b>		GC-2	
10 mins	<b>3   Awards and Recognitions</b>		GC-3	
	<b>4   Results Focus</b>			
15 mins	4.1 School Presentation – Wildwood School	C. Davies	R-4	
20 mins	4.2 R-4: Personal Development – Annual Monitoring	Board	B/CSR-5; OE-8	Apr. 7/15 Page 4-1-A
	<b>5   Operational Expectations</b>			
30 mins	5.1 Budget Assumptions Report	B. Grundy	OE-5	Page 5-29
	<b>6   Matters Reserved for Board Action</b>			
15 mins	6.1 Report from Trustee Remuneration Committee <i>(THAT the Board approves the changes to GC-2E: Trustee Remuneration as recommended in the report.)</i>	T. Hurdman	GC-2E, 5E	Page 6-12
10 mins	6.2 Office of the Board of Trustees' 2015-16 Operating Budget	B. Grundy	OE-5	Late Distrib'n
15 mins	6.3 Amendment of Governance Policies – Second Reading <i>(THAT the Board gives second reading to revised policies OE-3, OE-4, OE-5, OE-8 and OE-10 as recommended in the report.)</i>	Board	GC-2	Page 6-1



Time	Topic	Who	Policy Ref	Attachment
	<b>7   Consent Agenda</b>	Board	GC-2.6	
	7.1 OE-9: Communicating with the Public – Annual Monitoring <i>(THAT the Board approves that the Chief Superintendent is in compliance with the provisions of this policy.)</i>		B/CSR-5; OE-9	Apr. 7/15 Page 5-1-A
	7.2 Items Provided for Board Information			
	7.2.1 Correspondence		OE-8	Page 7-1
	7.2.2 Chief Superintendent's Update		OE-8	Page 7-4
	7.2.3 Second Quarter Budget Variance Report for the 2014-15 Budget		OE-5, 6	Page 7-13
	7.2.4 Locally Developed Courses		R-2	Page 7-23
	7.2.5 Construction Projects Status Report		OE-8, 12	Page 7-31
3:00 p.m.	<b>8   Adjournment</b>			
	<b>Debrief</b>	Trustees	GC-2.3	

**Notice |**

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

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

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

**results  
monitoring  
report**

**Results 4: Personal Development**

Monitoring report for the  
school year 2013-2014

Report date:  
April, 07, 2015  
Resubmitted:  
April, 14, 2015

**BOARD OF TRUSTEES ACTION**

Recommendation:

THAT the Board of Trustees has reviewed the monitoring report on Results 4: Personal Development and concludes that reasonable progress is being made toward the ultimate achievement of this Results policy.



## report to Board of Trustees

### Budget Assumptions Report

Date	April 14, 2015
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 & Supply Chain Services staff Communications staff

#### 1 | Recommendation

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

#### 2 | Issue

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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

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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 2015-18

#### 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.

cbe.ab.ca



## Budget Assumptions Report 2015-18

April 14, 2015



**Calgary Board  
of Education**

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**Superintendent |**

Brad Grundy, CA CIA  
Superintendent, Chief Financial Officer, Corporate Treasurer

**Contributors |**

Superintendents' Team  
Finance & Supply Chain Services staff  
Communications staff



# Introduction

## 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 operating budget is guided by our values:

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

Therefore, we will work to optimize student learning while recognizing the reality of our fiscal constraints.

We do our work within the framework of Alberta Education’s Inspiring Education which sets out the following values for public education: opportunity, fairness, citizenship, choice, diversity and excellence. Balancing those values with the resources at hand takes careful consideration.

We are also guided by CBE’s Three-Year Education Plan, which focuses attention on personalized learning, building our professional capital, engaging our public and stewarding our resources. Taken together, these action areas allow us to maximize student learning and achievement.

In tackling the budget exercise 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 make it happen despite the difficult fiscal realities.

# Guiding Documents

- *Inspiring Education* – Developing the qualities and abilities of ethical citizen, engaged thinker and entrepreneurial spirit
- *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
- *Fiscal Plan 2015-20* – the Alberta Government’s choices to stabilize Alberta’s public finances

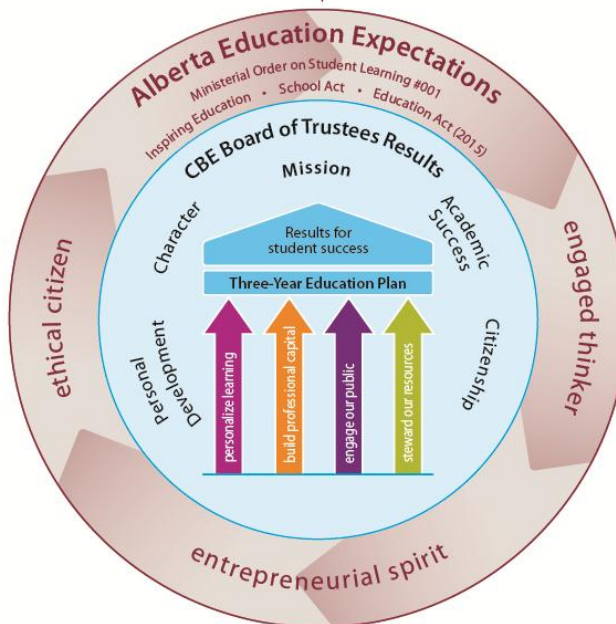
**Budget \$1.2 billion**

Schools: 227

Students: 116,955

Staff: 13,000+

Supporting



## Current and Future Context

The CBE continues to be in a very difficult situation for this coming year. Our economic reliance on provincial government grants that have not kept pace with growth and costs means that students, teachers, support staff and parents will be affected.

On March 26, the Alberta government tabled Budget 2015 with the promise of ensuring long-term financial stability for Alberta and reducing the government's reliance on non-renewable resource revenue. With the announcement of the recent election, Budget 2015 was not passed. Accordingly, the budget presented by the new government after the May 5th election may differ from Budget 2015.

Budget 2015 included detailed five-year fiscal plans for operating and capital expenditures, nevertheless, the government continues to budget on a year-by-year basis which leads to uncertainty related our future year funding.

As the Calgary Board of Education operates to fulfill the accountabilities of the School Act (and the Education Act, which we expect to come into force for the 2015-16 school year), we anticipate receiving \$1.148 billion of annual operating provincial funding, which represents 92 per cent of total CBE revenues. This is an increase from \$1.137 billion in 2014-15.

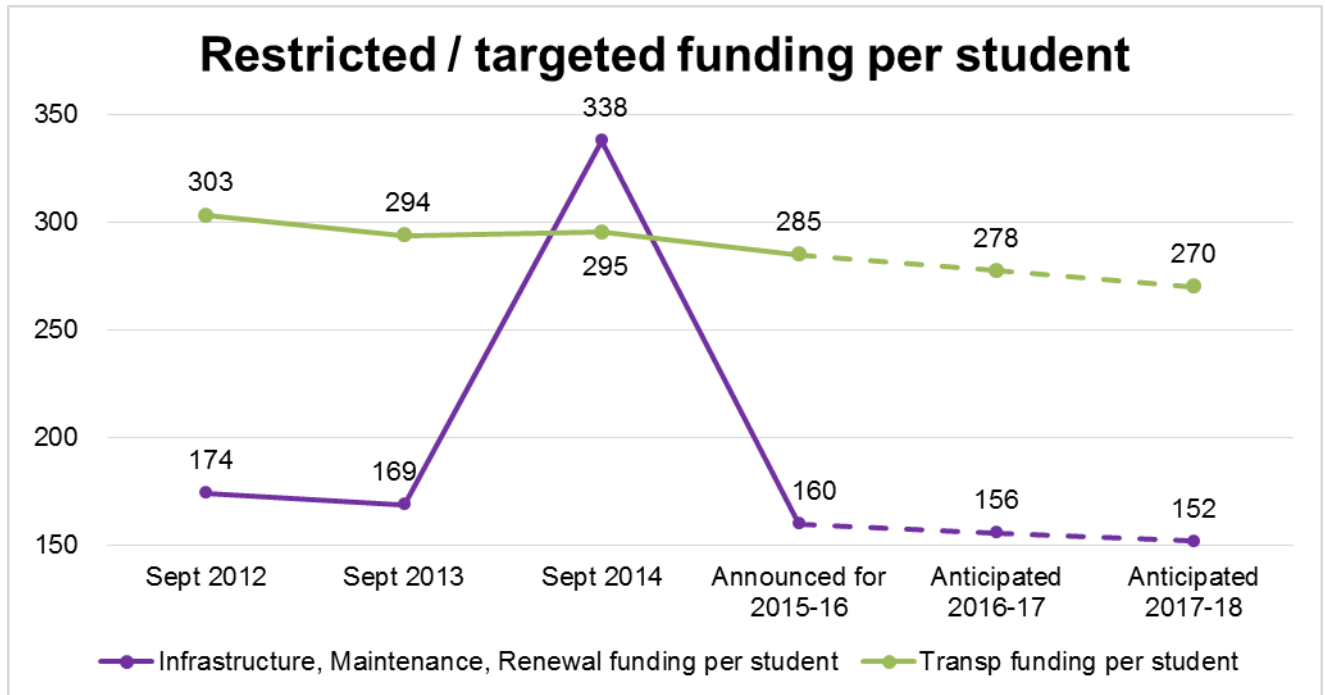
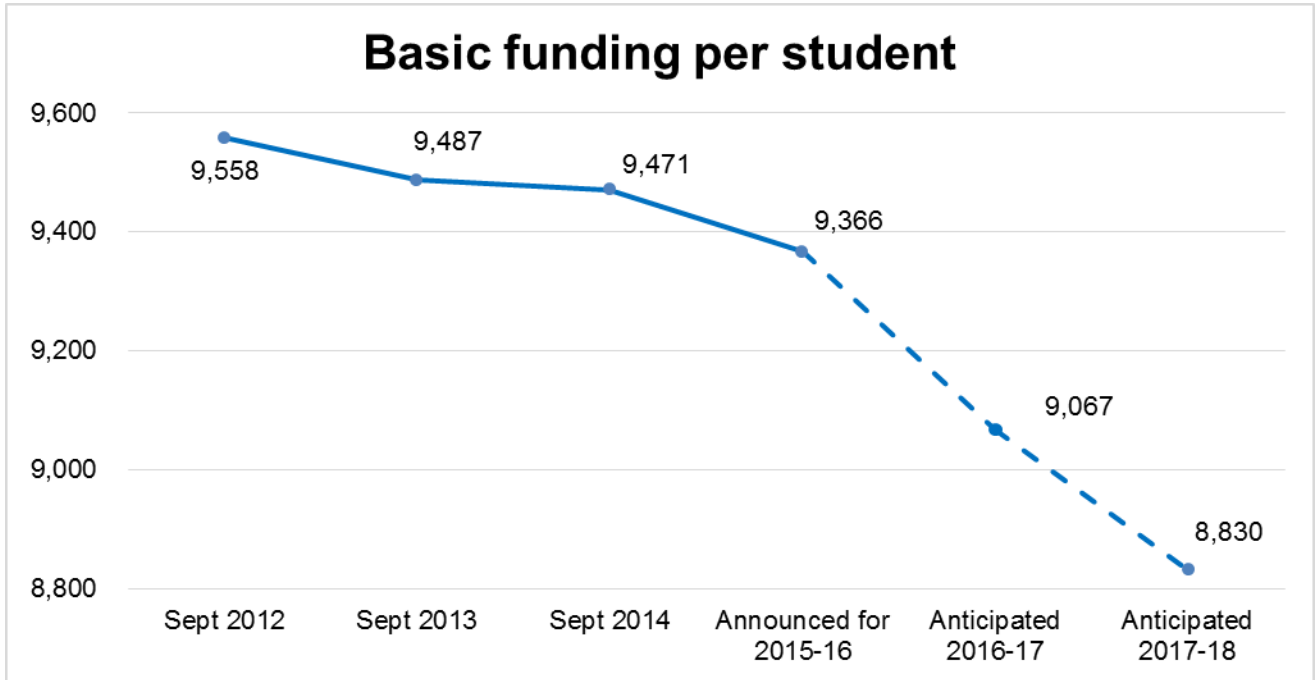
In addition, we expect to receive \$351 million (confirmed to date) in infrastructure project funding over the next three years.

We are economically dependent on the Province and guided by the limitations included with Budget 2015. These constraints include requirements that we: at least, maintain the number of school-based, certificated teacher full-time equivalents (FTEs); balance the operating budget without the use of operating reserves; and obtain Ministerial approval for any "non-balancing" transitional uses of operating reserves. Taken together those restrictions limit the CBE's overall budget flexibility in a challenging budget year.

The Provincial budget contains provisions to fund the final year of the Teachers' Framework Agreement and a commitment to not reduce classroom-based teacher positions from the 2014-15 school year. No additional funding was provided for any other collective agreements. The government's budget was explicit in saying there would be reductions in all other areas. The budget document also anticipated class size growth of up to 1.5 students per class.

Budget 2015 also indicated that this is the first of three years of flat funding and many changes will be needed to conform to this fiscal strategy. Over the next three years, the CBE is projected to grow by almost 9,000 students. That is equivalent to adding nearly fifteen schools of 600 students each, with no additional funding. At 2015-16 per-student funding rates, this equates to \$90 million in unfunded growth.

## Funding per student



Considering these realities, the CBE faces significant challenges as it works to present a balanced budget for the 2015-16 school year and for the years beyond.

Given the dramatic and immediate impact of budget reductions to the CBE, our student results will be difficult to sustain.

The impacts of Budget 2015 come at a time when funding constraints have been experienced every year for the past several years. For the 2015-16 year, we estimate basic per-student funding will drop by 1.1 per cent while costs continue to increase, including cost increases imposed by the government in its budget in the form of fuel taxes and insurance premium taxes.

In addition to significant budget reductions and as noted above, the government has changed how the CBE can use its reserves to lessen the impact on student outcomes. The CBE must now seek the Minister's approval prior to using any reserves for non-budget balancing transitional purposes and approval is by no means certain.

Beginning with this budget and by government direction, the CBE must present a balanced budget without the use of operating reserves. The provincial government has directed that reserves may only be used as one-time funding for transition strategies to a revised financial/cost structure for the 2016-17 school year. Any transition strategies are subject to Ministry approval.

The CBE has a long history of investing its operating reserves to support ongoing operations. This was most recently illustrated when the Board of Trustees approved the use of all available operating reserves to fund operations for fiscal 2014-15. The inability to use operating reserves to balance the budget increases the risk that student success in the classroom will be negatively impacted.

We have calculated the impact of Budget 2015 on CBE operations and have found that if the CBE were to offer the same level of services and supports to students and teachers as in school year 2014-15, we would be facing a shortfall of \$29.3 million.

## Options and Issues

Guided by our Values and our Mission and Results focus, we have always looked to maximize the dollars directed towards our top priority: student success. Budget 2015 included a government direction to assess all costs with a view to maximizing the dollars directed to supporting student results. This has, however, always been the CBE's top priority. Students come first.

The provincial budget provides additional funding to cover the provincially negotiated increases in teacher compensation costs, including wage increases and a one-time, one per cent lump sum payment.

The majority of all other funding has been reduced by an average of 3.1 per cent in Budget 2015. There is no funding for the additional 2,455 new students our system anticipates welcoming in 2015-16. Our funding for 2015-16 will be based on 2014-15 enrolment. The table below sets out year-over-year funding changes included in Budget 2015.

Type of Funding	Grant Rate Change %
<b>Flexible funding</b>	
<b>Base funding – equivalent to average teacher compensation</b>	2.0%
<b>One-time lump sum payment to teachers</b>	n/a
<b>Narrowing Teacher Salary Gap</b>	0%
<b>Base funding – non-teacher compensation</b>	-3.1%
<b>English as a Second Language</b>	-3.1%
<b>Equity of Opportunity</b>	-3.1%
<b>First Nations, Metis and Inuit Education</b>	-3.1%
<b>Inclusive Education</b>	-1.9%
<b>Outreach Programs</b>	-3.1%
<b>Socio-Economic Status</b>	-3.1%
<b>Plant Operations &amp; Maintenance</b>	-3.1%
<b>Targeted / restricted funding</b>	
<b>Education Programs in Institutions</b>	0%
<b>SuperNet Service funding</b>	0%
<b>Federal French Language funding</b>	0%
<b>Early Childhood Services Program Unit</b>	-3.1%
<b>Transportation</b>	-1.4%

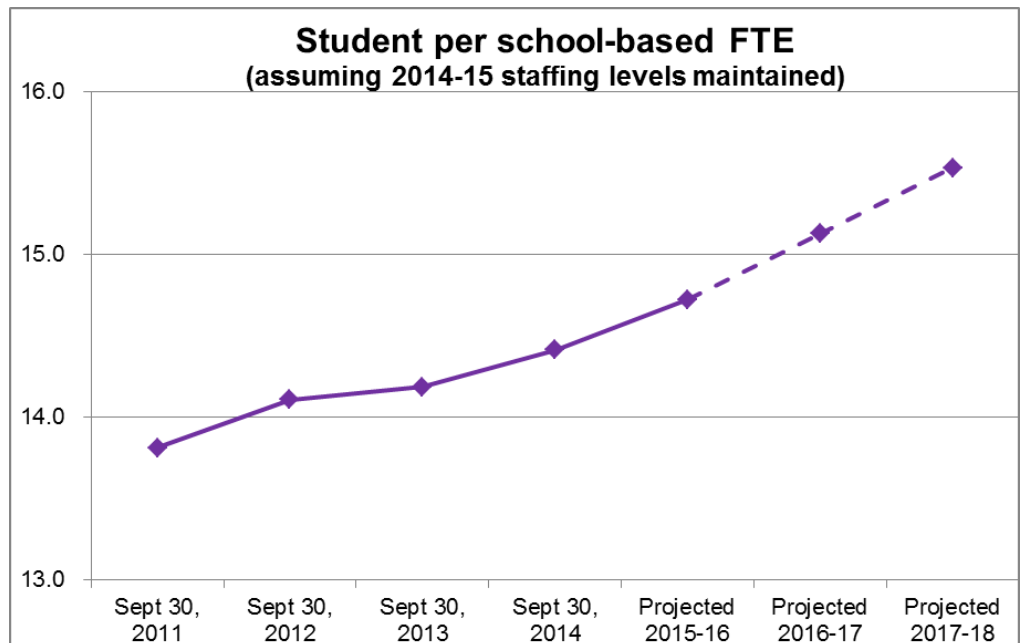
Overall, funding from Alberta Education under Budget 2015 is expected to increase by about \$10.9 million year over year. The increase is related primarily to funding provided for Alberta Teachers' Association collective agreement increases.

While appreciated, the increased funding will not cover the increased costs associated with increased enrolment (an estimated \$15 million), inflation, or other cost increases. For example, the CBE is subject to increasing costs for goods, services, materials, salary grid movement and negotiated increases for all unionized employees (estimated at just under \$15 million).

By way of example, about half of CBE teachers and many other unionized staff are eligible for grid movement, which are time-based increases in salary. Grid movement will increase costs for the CBE by about \$8.6 million in 2015-16. In addition, the Alberta Teachers' Association and provincial government ratified the Framework Agreement in May 2013. In addition to wage increases, that agreement included a number of unfunded enhancements that will cost the CBE \$1.8 million in 2015-16.

As a result, the CBE will have to make choices as it faces a tough budget situation for 2015-16. As noted previously, the CBE must also grapple with unfunded growth, a restricted ability to access reserves funds to buffer the impact of reductions in funding to schools, and material reductions in funding per student. Taken together, the challenge is immediate, obvious and significant.

Significant staffing cuts were made to both central services and schools in prior years because of reduced per-student funding. The need to accommodate a growing number of students without any related funding means that class sizes and complexity will increase over the next three years. The graph on the next page shows the actual and projected increase in the number of students per school based staff (FTE) as an indicator of the impact on class size.



The impact of central services cuts on the CBE's ability to support student success and employee workload is difficult to assess at this time. Investments in strategies to mitigate the additional teacher workload and to improve teacher and school practices will be necessary in order to cope. Exploring the options and then implementing those strategies will take time, energy, staff commitment, and resources.

Throughout the transition we will need to pay careful attention to staff supports as we will be relying even more upon our staffs' dedication, competence and professionalism. Any reserve-funded transitional strategies, as mentioned previously, are subject to Minister approval.

Another challenge: much of the CBE's budget supports costs that are essentially fixed under multi-year contracts and agreements. For example, utilities, student transportation, leased facilities, insurance and software licensing and maintenance fee agreements. Long-term agreements make sense as they provide economies of scale and lower costs. Opening those agreements is problematic in the short to medium term and significantly limits the CBE's ability to reduce these costs, at least in the short term.

Other costs such as amortization are not subject to reduction as they are defined by accounting standards. Amortization alone accounts for \$52 million of the CBE's fixed costs.



## Limited Budget Flexibility

The government, through Budget 2015, has directed that the CBE maintain a minimum level of classroom teaching positions. This means that the required reductions must come from only about 25 per cent of the system's budget. Accordingly, significant and deep cuts will need to be made in those non-school based system-provided services, programs and activities that support students, teachers, and schools.

The following table shows the various areas where funds are anticipated to be spent:

	(in \$ thousands)
	2015-16 Status Quo
<b>Revenues</b>	
Alberta Education	1,147,856
Fees	52,495
Other revenues	48,959
	<b>1,249,310</b>
<b>Expenses not available for closing the gap:</b>	
Teachers in schools <sup>(1)</sup>	629,772
Fixed school costs <sup>(2)</sup>	171,123
Fixed Service Unit expenses <sup>(3)</sup>	155,729
	<b>956,624</b>
<b>Available for closing the budget gap<sup>(4)</sup></b>	<b>321,936</b>

<sup>(1)</sup> Teachers are all permanent, certificated staff working in schools including learning leaders, principals and assistant principals.

<sup>(2)</sup> All non-discretionary costs supporting schools. This includes the provision for substitute costs (\$34.3M) and the flow-through Alberta Teachers' Retirement Fund cost (\$71.5M) as well as costs funded through ISM fees and targeted funds (\$31.7M) and School Generated Funds expenditures (\$33.5M).

<sup>(3)</sup> Includes amortization expense, uncollectible accounts expense, audit fees, software licence fees, insurance, utilities, student transportation, lease costs, etc.

<sup>(4)</sup> Breakdown of amounts that are available to close the budget gap.

Service unit staffing	107,964
Non-teaching staff in schools and school decentralized funds	174,626
Supplies and services expenses	39,346

Finding \$29.3 million in \$321.9 million will require significant average reductions of more than nine per cent. This is well above the Budget 2015's suggested 2.7 per cent reduction.

The CBE is further constrained because there is little room to cut what Alberta Education defines as administrative costs. Alberta Education has mandated that no more than 3.6 per cent of the CBE's total expenditures can be allocated to administrative costs. In past years, the CBE has consistently made choices that have resulted in administrative costs that, at 2.9 per cent, are well below the 3.6 per cent cap. This choice has not been without consequence, however, as many CBE administrative systems are under strain. That strain is exacerbated by rapid growth in enrolment coupled with the enormous administrative burden of building and commissioning 31 major capital projects.

Initial projections are that status quo administrative costs in 2015-16 will be \$36.2 million, or 2.9 per cent of total budgeted expenditures. This is \$8.8 million below the government's \$45 million limit and is equivalent to the budget of a larger junior high-school.

In short, the CBE is a system that is, and will continue to be, under strain. This is the result of rapidly growing enrolment, increasing student diversity, high student and parent expectations for educational excellence and choice and increasing costs. At the same time, government revenues have not kept pace with costs for five years and are not expected to do so into the future.

The challenge is to ensure that we continue to focus on student success and safety while struggling to do more with much less. We will need to carefully monitor our systems and processes as some critical elements that support student success and safety may be stretched in meeting the high expectations of students and their parents.

This budget assumption report provides the first look into how administration proposes to continue to support student learning while balancing the budget in compliance with Alberta Education's direction in Budget 2015.

## Background

Alberta Education provides 92 per cent of CBE funding. Student fees, adult learning fees, cafeteria sales, donations, fundraising at schools, investment income, revenues from the rental of facilities and other contributions make up the remaining eight per cent, or \$101.5 million. Alberta Education funding is expected to increase to \$1,147.9 million from \$1,137.0 million recorded in the CBE's 2014-15 Fall Budget Update. This is a \$10.9 million or 1.0 per cent increase.

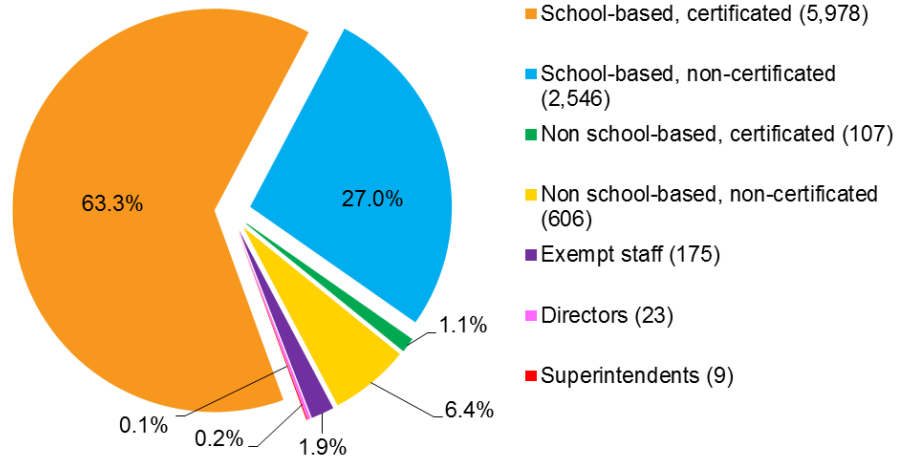
A marginal increase of 1.0 per cent combined with increased enrolment of 2,455 (2.1 per cent) means that funding per student from Alberta Education is down by 2.0 per cent from \$9,558 in September 2012 to \$9,366 for 2015-16. Spreading the CBE's resources over more and more students means that each student receives less. Had the CBE's funding been maintained at 2012 levels, adjusted for inflation, the CBE would have seen an additional \$22.5 million in 2015-16.

<b>Enrolment by Program</b>	<b>Actual 2014-15</b>	<b>Projection 2015-16</b>	<b>Projection 2016-17</b>	<b>Projection 2017-18</b>
Pre-K & Kindergarten	9,389	9,750	10,015	10,270
Grades 1-6	51,253	53,075	55,390	57,025
Grades 7-9	22,237	22,670	23,535	24,545
Grades 10-12	26,420	26,210	25,940	26,175
Unique/Outreach	2,219	2,250	2,313	2,397
Chinook Learning Serv	2,393	2,400	2,400	2,400
Cbe-Learn	589	600	600	600
<b>Total Enrolment</b>	<b>114,500</b>	<b>116,955</b>	<b>120,193</b>	<b>123,412</b>
Total Annual Change		2,455	3,238	3,219
Total % Change		2.1%	2.8%	2.7%

The CBE's programs and services are delivered under collective agreements with four unions: the Alberta Teachers' Association, Staff Association, Skilled Trades Unions and Canadian Union of Public Employees. In all, 77 per cent, or \$953 million of total revenue is spent on costs directly in schools. Of that, approximately 93 per cent (\$881 million) is spent exclusively on staffing in schools (teachers, school support staff and custodians).

The CBE also has about 207 staff that are non-union. This group makes up 2.1 per cent of total staff positions. Other than superintendents and directors, 87 per cent of the exempt group (175 positions) are not in senior leadership positions. This group of employees includes, but is not limited to, people who pay the bills and issue paycheques, answer questions for the public, help with the payment of fees, provide technology support, design and build schools and information systems, and people who ensure our buildings are safe.

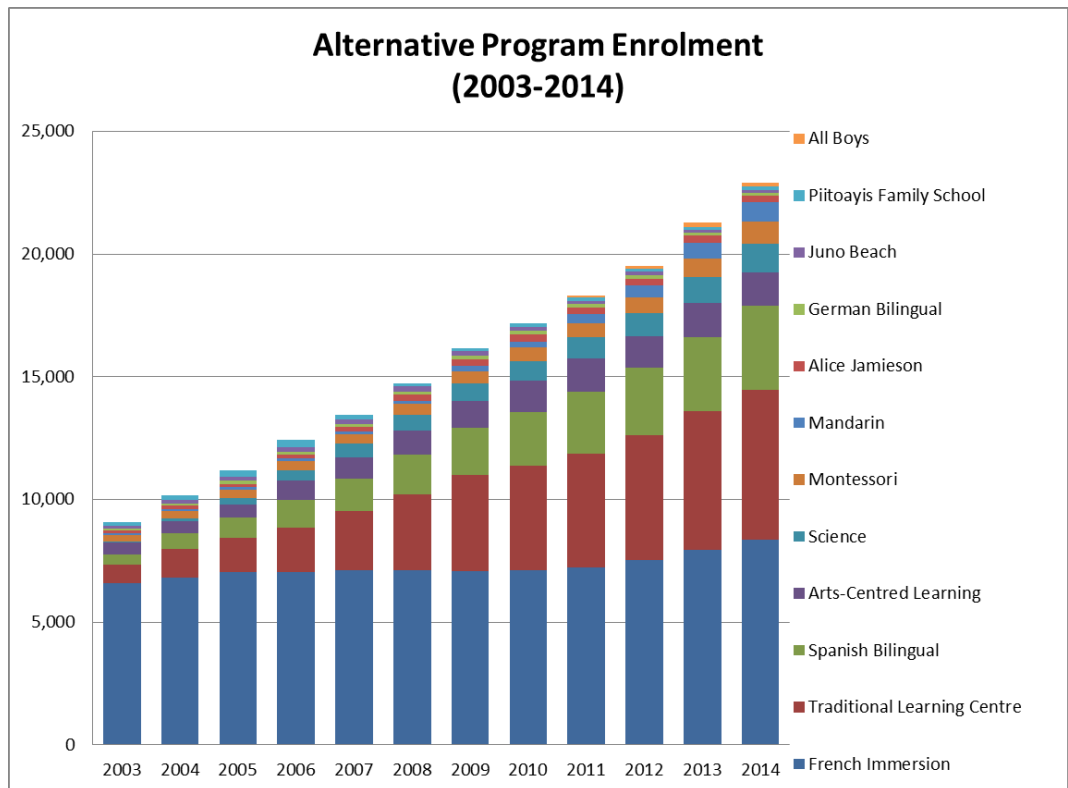
## Staff complement 2014-15 Fall Budget (FTEs)



In addition, the CBE has entered into a number of long-term service agreements to support the delivery of programs and services. These agreements are in the area of software systems relating to student information, payroll, accounting, utilities, student transportation and leased facilities. Long-term agreements support cost certainty and increased cost effectiveness. The CBE's ability to change those costs is restricted. Overall, this comprises about \$327 million or 26 per cent of our \$1.2 billion budget for 2015-16.

In response to student needs and high public demand and expectations, the CBE offers a wide variety of alternative programs that focus on specific languages, cultures, subject matter and/or teaching philosophies. The range of alternative programs provided by the CBE is set out in the graphic that follows.

Most of these programs do not attract additional resources from Alberta Education but contribute to higher student success as a result of more personalized learning. As one example, the CBE is leading the province with an online learning environment that has high student success.



In order to maintain service levels, CBE expenses should increase annually in relation to enrolment growth. Without the corresponding funding increase, the CBE will need to absorb growth impacts. Enrolment projections are based on the Sept 30, 2014 actual enrolment of 114,500 and reflect the City of Calgary forecasted population changes, market share, and student retention rates. Future impacts for changes to the Alberta Education Act for 2015-16 are still being examined. At a minimum the CBE expects to welcome an additional 2,455 new students into public education.

Another pressure on the CBE is the fact that nearly 60 per cent of CBE schools were built prior to 1970 and are in need of maintenance, modernization and repair. The CBE's deferred maintenance has increased to \$1.016 billion. This is growing at a rate of approximately \$40 million per year while provincial maintenance and repair funding is running at around \$18 million per year. Each year approximately \$22 million dollars of needed repairs and maintenance goes undone.

Given all of this, with anticipated revenues of \$1,249.3 million and operating expenses projected to be \$1,278.6 million, the CBE is grappling with a \$29.3 million funding shortfall that, under Budget 2015, must be balanced without the use of operating reserves. In addition, the CBE has unfunded cost pressures related to priority capital projects and the cost of bringing 31 major new capital projects into operation that increase the shortfall significantly.

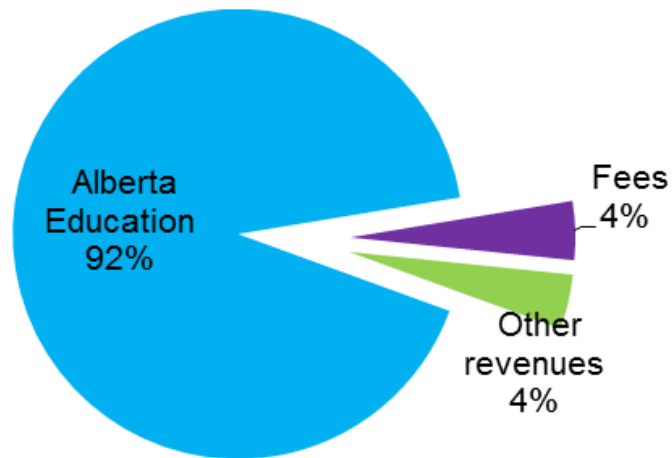
## General Assumptions

The CBE's 2015-16 budget will (subject to any budgetary changes implemented by the new government after the May 5th general election):

- Be guided by the CBE's mission, operational expectations and core values. Our core values are:
  - Students come first;
  - Learning is our central purpose; and
  - Public education serves the common good.
- Derive guidance from the direction provided by Alberta Education through Inspiring Education, the CBE's Results, the Three-Year Education Plan and the Chief Superintendent's priorities.
- Recognize that school principals, working with their school communities, are best positioned to make the ultimate school-based decisions related to staffing and resourcing.
- Maintain, to the extent possible, funding provided to schools in the 2015-16 budget after final student enrolment numbers are finalized in the fall of 2015 with the commencement of the school year. For example, if actual enrolment is 100 students above the current estimate of 2,455 the additional cost to the CBE is approximately \$1.0 million. That additional cost is unfunded under Budget 2015.
- Support the provision of safe and healthy learning environments for students and staff.
- Provide for CBE-funded capital projects 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 to maintain our schools. These are the capital costs of running a school system.
- Take a 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, to the extent we are able, can continue to provide basic supports to comply with Board of Trustees' mandated Operational Expectations as well as legal and regulatory requirements as set out in the School Act (and soon to be implemented Education Act).
- Maintain, to the extent possible, the systems and processes that allow the CBE to attract, retain, and pay our employees.

- Prioritize investment in infrastructure and programs to address current challenges and anticipate future-year enrolment growth. We will make critical investments now, subject to ministry direction, which will position our students for success now and into the future.
- Be balanced. We have assumed, however, that Alberta Education will support the use of operating reserves to fund “transitional” activities.
- Eliminate all known “conservatism” in estimates and projections. As a result, there is an increased risk of an overall negative variance between the budget plan and actual results at the end of 2015-16.
- Avoid putting the organization in fiscal jeopardy.

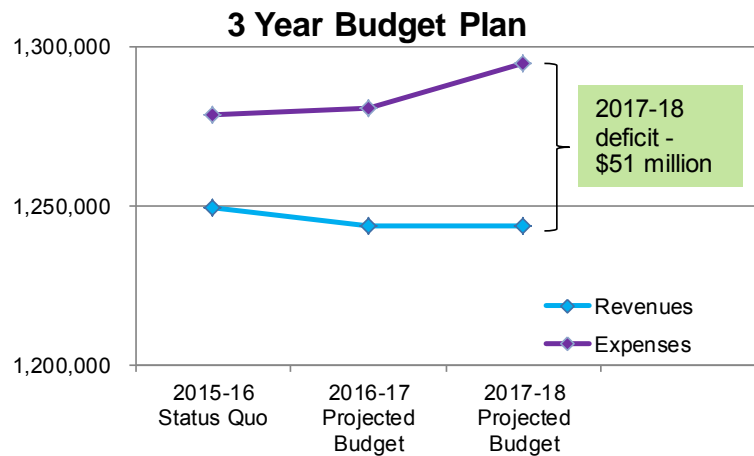
## Revenue Assumptions



With Budget 2015, the flexibility afforded in the past for the CBE to organize for learning in ways that best support students is now restricted. While the majority of funding remains flexible, albeit reduced, the CBE must also comply with constraints on not reducing the 2014-15 level of school-based teachers. In addition, the CBE may not balance its budget with the use of accumulated operating reserves. Traditionally the CBE has applied its operating reserves in support of student learning as that is our central purpose. Under the direction provided in Budget 2015, only specific “transitional” activities may be funded by operating reserves and then only with the approval of the Minister of Education.

Our revenue assumptions are:

- Alberta Education’s funding formula is based on:
  - 2014-15 frozen enrolment. There will be no incremental revenue for the projected 2,455 new students attending CBE schools in 2015-16. We also anticipate a flat funding profile for each of the next three years (along with a reduction of the one-time lump sum payment under the ATA collective agreement in 2015-16) although that has not been officially confirmed.



- An increase of:
  - 2.0 per cent to a portion of the base rate to fund the 2.0 per cent general Alberta Teachers’ Association wage increase.
  - 1.0 per cent lump sum payment under the Alberta Teachers’ Association collective agreement in 2015-16 (one-time grant).
  - 2.0 per cent increase to Class Size grant rates.
- A reduction of :
  - 1.9 per cent on the Inclusive Education grant rate affecting all CBE students.
  - 1.4 per cent reduction in transportation grants (which, combined with the gas tax increase, will be recovered through either higher transportation fees or a change in services)
  - 3.1 per cent on most other grants including funding for First Nations, Metis and Inuit and a portion of base funding.
- We will apply Alberta Education targeted/restricted funding for the specified purpose, as directed.



- Fees
  - All revenue from Alberta Education related to transportation, noon supervision and instructional materials and supplies (ISM) will be fully applied to the cost of these services. There will be no contribution from the instructional budget to support fee-based programs and services. Fee revenue for transportation, noon supervision, and instructional materials and supplies will fully fund the gap between Alberta Education funding and direct program costs, including waivers and bad debts.
  - The full anticipated Transportation Fee Reserve at Aug. 31, 2015, if any, will be applied to moderate transportation fee increases or increased service costs. Additional costs are incurred because we have more than 26,500 students transported daily via 1,041 bus routes using more than 802 buses (2014-15 data).
  - There is no provincial funding for instructional supplies and materials or noon supervision. These programs are solely funded by student fees. 50,100 Grade 1-6 students are supervised over the noon hour in CBE schools (2014-15 data).
  
- Opportunities to grow non-Alberta Education revenue will be explored where it is consistent with our vision and values. A small team is charged with this corporate partnership work and that work will continue.
  
- Lease revenues from charter schools will continue to be restricted by Alberta Education. In most cases revenue is \$1 per year.
  
- Facility rental rates charged are currently set to break even (cover incremental direct costs) as set out in Administrative Regulation 8004 and by agreement with the Calgary Separate School District and the City of Calgary. The CBE will undertake a review, in conjunction with its partners, of the current facility rental model with an eye towards increasing revenue from this source.
  
- 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 on CBE cash balances will be assumed to accrue at a rate averaging between five and seven per cent over the medium to long term. Short-term investments will average one per cent, subject to changes in the Bank of Canada rate. Investment returns will be devoted to enhancing student outcomes.

- The CBE believes that operating surpluses should be reinvested in supporting student success in the classroom. Accordingly, the CBE will seek the support the Minister of Education in approving the routine use of operating reserves to support, in part, the maintenance of service levels in our school system.

## Expense Assumptions

Our expense assumptions are:

- The CBE will present, for approval by the Minister of Education, one-time transition strategies to be funded by our operating reserves. These strategies will focus on best positioning the CBE to continue to focus on student success during this expected period of fiscal restraint. It is expected these strategies will include a review of, and the implementation of changes related to:
  - The redesign of kindergarten through high school programs and services to optimize student success by supporting a variety of program choices and opportunities within the new fiscal reality.
  - Enhancing and further integrating programs and services provided by CBe-Learn, Chinook Learning, Encore, Discovering Choices and our outreach services with a view to providing each student with the best programs and services within available resources.
  - Further integrating the provision of centralized and decentralized specialized supports and services to students, teachers and schools.
  - Making school based management “easier” by streamlining the provision of administrative services and supports to schools and moving to further standardization in non-teaching supports.
- We will be requesting the support of the Minister of Education in approving the use of a portion of our reserves to:
  - Provide transitional dollars to address urgent and unexpected impacts resulting from funding reductions to ensure legislated requirements for student outcomes are met.
  - Fund the unknown impacts of un-funded *Education Act* requirements to provide services for students up until their 22nd birthday.
  - Transition our early childhood learner programs that support our most vulnerable students with new programing for 2016-17.
  - Transition our English Language Learner programing and services through 2015-16 with new programming for 2016-17.

The CBE is pursuing the following strategies as we work to balance the 2015-16 budget and position ourselves for 2016-17 and 2017-18:

- The budget will ensure that the CBE complies with all requirements of current collective agreements including general wage increases, employee salary grid movement and benefits changes. The CBE will follow the province's lead on future negotiations with our unions and associations as contemplated in Budget 2015.
- The number of superintendents will be reduced by 22 per cent (from nine to seven) with duties consolidated under the remaining positions. This will allow \$0.6 million in salaries, benefits and supplies to be allocated to other priorities.
- Other senior leadership positions will be reviewed for consolidation opportunities.
- The CBE will continue implementation of its system-wide software management strategy as well as moving to implement a "Bring Your Own Device" strategy for technology across the system.
- The CBE will introduce a new model for technology replacement and refresh and move to a "break/fix" model until the "bring your own device" strategy has been implemented. As well, the implementation of a comprehensive software management strategy will be finalized.
- Services provided by Facility and Environmental Services will be reduced. Reductions will be seen in all operations and maintenance areas.
- Cleanliness for CBE facilities will be reduced below current standards and the number of single custodian schools will increase. This will also have an impact on the number of schools that can be rented by the public.
- An energy management initiative involving all CBE facilities will be implemented to further reduce energy consumption across the system.
- Area Office resources will be reduced and focused on the areas of highest need. Resources will be allocated based on equity rather than equality.
- Communication services to schools and service units will be reduced.
- Legal services to the system will be reduced and there will be limited ability to respond to emerging legal issues. The priority will be on critical legal compliance services.

- Administrative supports and services will be reduced. These reductions will increase the risk of non-compliance with Operational Expectations established by the Board of Trustees. Legal compliance will be prioritized over compliance with Operational Expectations.
- Reductions will be made to services and supports that are available to students and schools.
- Additional operating costs for 21 new modular classrooms will be absorbed.
- Consistent with the Alberta Education budget, no blanket provisions for inflationary increases have been built into the 2015-16 budget; the impacts will be absorbed primarily through service reductions. Inflationary increases on the CBE's (essentially) fixed costs amount to more than \$2.0 million.
- The CBE will meet all contractual obligations. All known changes in contractual obligations will be included based on current information.

Examples include:

- Significant increases in the cost of software licences and fees as well as the impact of the weaker Canadian dollar on contracts stated in US dollars.
- Cost increases resulting from the increased taxes and fees announced in Budget 2015.
- Where practical, the CBE will enter into discussions with contracted service providers with an eye to reducing costs.
- System administration costs will remain well below the provincially mandated cap of 3.6 per cent of total expenditures. For the CBE which has system administration costs of approximately 2.9 per cent this means that \$8.8 million remains available to support other critical student support needs. Current projections suggest that the CBE's administrative costs in 2015-16 will be at 2.9 per cent.

Note: The average of the three other Alberta metro boards for 2014-15 is reported at 3.2 per cent: Calgary Catholic School Division is reported at 3.3 per cent, Edmonton Public Schools at 3.4 per cent, and Edmonton Catholic Schools at 3.0 per cent.

- Learning Innovation and Learning Services units will be consolidated into one integrated unit under one Superintendent to ensure that our reduced resources are focused on the areas of greatest need.

- The CBE will explore providing school principals with additional discretion within the Resource Allocation Method (RAM) by eliminating certain CBE-mandated staff positions. Principals are best positioned to make staffing and resource allocation decisions at the school level.
- Further development of school-based software to support & monitor student learning (Iris 3.0) will be postponed. Deployment of Iris 2.0 across all CBE schools will continue.
- With the support of Alberta Education, the CBE will explore deferral of the upgrade to our Student Information System.

## Capital

The CBE appreciates that the 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. The province has committed to keeping its promise to continue with the 31 major capital projects the CBE currently has underway. Those projects include new school construction, replacement school construction and major modernizations.

The CBE, however, will need to find additional funds beyond those provided by the province for furniture and equipment to prepare the new schools for students on the day they open. These costs will 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, school secretaries, etc.) required to engage with the new school communities, develop time-tables, and make pre-school opening curricular decisions.

As of the date of this report, no funding sources for these costs have been identified, however we will seek additional funding from Alberta Education to cover these one-time new commissioning costs.

The new school openings beginning September 2016 will further increase cost pressures. A new school requires a principal, assistant principals, secretaries and custodians. As well, new schools consume additional utilities and require facility maintenance services. Beyond these costs, new schools need teachers, learning assistants, library assistants, as well as other services and supports to maximize student learning. Some of these will transfer over from our existing facilities but most will require additional dollars to deploy. Over the next three years the CBE will support nearly 9,000 additional students. Under Budget 2015 the costs associated with those new students are unfunded. In very rough terms, the incremental cost of adding 9,000 new students is approximately \$90 million.

## Operational Impact

Given our context, we expect average class size and complexity will increase in each of the next three years. We also expect the supports that wrap around each student and improve the quality of learning and access to education will have to be deployed differently and/or reduced. As the CBE continues to experience enrolment increases, there will be a compounding effect on class size.

If school-based teacher FTEs are maintained at 2014-15 levels, class sizes will increase over the next three years. The application of operating reserves in 2015-16 will help to moderate this impact in the first year.

	2014-15 class size survey	2015-16 projected increase	2016-17 cumulative projected increase	2017-18 cumulative projected increase
K – Grade 3	19.7	+ 0.6	+1.7	+ 3.5
Grades 4 – 6	22.9	+ 0.7	+ 2.0	+ 4.1
Grades 7 – 9	25.8	+ 1.0	+ 2.5	+ 4.8
Grades 10 - 12	29.9	+ 1.2	+ 2.9	+ 5.7

## Opportunities and Risks

The single biggest opportunity presented by these assumptions is that the resulting budget will continue to support the reliable achievement of the Board's Results consistent with the values of:

- students come first,
- learning is our central purpose, and;
- public education serves the common good.

The assumptions included in this report were developed based on the best information currently available. 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:

- This assumptions report and the following budget will be based on enrolment growth of 2,455 students. Growth above that level will be felt within our schools and in class size.
- The budget is lean. Choices made in reaching the final budget may impact students' success and/or the achievement of operational expectations or compliance with legislative and regulatory requirements.
- 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 2015-16 in a deficit position as known conservatism will be removed from the budget to maximize resources to support student success.
- 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. Reduced staffing levels will impact the system's ability to respond to any such events.
- Continuing reductions in basic funding per student have resulted in support services that are minimally resourced. Significant events or broad system changes could affect the continuity of operations. Support to schools, student and staff safety, and legal compliance will be prioritized over other needs.
- Changes within the *Education Act* (to be proclaimed) extend the provision of services to Albertans aged less than 22. The impact of this new cohort of students on the CBE is unknown at this time. Alberta Education has provided no additional funding to support these students which means the CBE is exposed to incremental costs.

## Conclusion

These assumptions will allow us to build a budget that is balanced and stays true to our values.

Inevitably, this challenging budget will affect students and families. This budget will require us to make choices around decreasing learning supports available to schools and reducing non-school based operations. We will need to choose, with the support of the Minister of Education, how to apply our operating reserves. We will need to make choices between increasing fees and reducing or modifying service levels. We will need to make choices around school spending levels.

Our choices will be guided and informed by our values of 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.



## Glossary of terms

Accumulated Operating Surplus	The school jurisdiction's residual interest in assets after deducting liabilities. Definition provided by Alberta Education.
Alberta Education revenue	All funds received from Alberta Education, including amortization of Alberta Education-funded facilities. This is sometimes referred to as provincial funding.
Base funding	Kindergarten to grade nine students are funded on a per-student basis and students in grade 10 to 12 are funded based on a high school credits formula. Base funding is the largest component of funding and is provided for each eligible student, regardless of other factors that drive additional funding.
Board-funded capital	The acquisition of all capital assets other than those specifically funded by Alberta Education. This includes technology, maintenance equipment, furniture and fixtures, musical instruments, and other capital purchases
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.
Classroom complexity	The variety of different needs of the students in a classroom
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.
Exempt employee	Employees who are not covered by a collective agreement (207 positions in 2014-15). Exempt employees do not experience grid movement. Superintendents and directors make up the minority of this group. Approximately 86 per cent of the exempt group are staff who are not in senior leadership positions. This group of employees includes, but is not limited to, administrative assistants; human resources, communications and finance personnel; business analysts; engineers; and, managers and supervisors from various service units.
Fixed cost	A cost that will not change based on fluctuations in activity.
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. Employees covered by a collective agreement may benefit from grid movement.

Operational Expectations	Policies established by the Board of Trustees by which the Chief Superintendent's performance and successful operation of the organization is evaluated
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.
School-based teaching staff	Includes all certificated staff including school based administration such as principals.
Student Outcome measures	Measures against which Alberta Education accumulates data to evaluate achievement of a School Jurisdiction, including student learning achievement, safe and caring schools, preparation for lifelong learning, world of work, citizenship, parental involvement, continuous and improvement and ACOL measure. For more information, see our <a href="#">Annual Education Results Report</a>
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.

## report to Board of Trustees

### Trustee Remuneration Committee Report

Date	April 14, 2015
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trustee Trina Hurdman, Chair, Trustee Remuneration Committee Trustee Pamela King, Committee Member
Purpose	Decision
Resource Person(s)	Trustee Remuneration Committee Members Janice Barkway, Corporate Secretary
Governance Policy Reference	Governance Culture GC-5E: Trustee Remuneration Committee Terms of Reference GC-2E: Trustee Remuneration

#### 1 | Recommendation

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THAT the Board of Trustees approves the recommended changes to GC-2E: Trustee Remuneration, as provided in the attachment to the report.

#### 2 | Background

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The Board of Trustees' Governance Culture-5E: Committees, Terms of Reference for the Trustee Remuneration Committee identify that the purpose of the committee is:

- To annually review trustee remuneration, including trustee remuneration levels, taking into consideration budgetary, economic and other relevant factors; and
- To recommend continuation of or changes to Board policy on remuneration.



The also dictate the Committee membership. In accordance with the Terms of Reference, the Committee is comprised of two trustees and six external members. External committee member appointments are effective until June 30, 2015.

The Committee met on January 22 and March 31, 2015. The minutes of the meetings are attached to this report (March 31 minutes have not been approved by the Committee, and are still in draft form).

The Committee resolved on March 31 to recommend an ongoing formula to address trustees' remuneration, based on Statistics Canada information. The monetary impact of this recommendation to the organization is minimal; the 3-year annual average for 2012 through to 2014 Calgary CPI is 1.9%. The financial impact of this increase for the organization will be \$5,985 in the 2015-16 fiscal year.

In addition, the Committee recommends that the amount allocated for trustee professional development for individual trustees be reduced from \$4,000 to \$2,000 annually. This recommendation is based on the understanding that trustees' required attendance at ASBA spring and fall meetings, as well as expenses required to fulfill Board of Trustees' business requirements would be paid from the Board of Trustees' general travel account, rather than from individual trustees' professional development allotment.

GC-2E: Trustee Remuneration would have to be updated to reflect these changes. Those proposed changes are attached to this report, and will also require board approval. These policy changes would not be effective until September 1, 2015, which is the commencement of the 2015-2016 fiscal year for the Calgary Board of Education.

### 3 | Analysis

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Current rates for Trustee remuneration are set at pre-2009 levels. In 2013, trustee honoraria remained at the 2009 level. For 2013-2014, the Board reduced its honoraria in response to the Minister's request that administrative expenses be reduced by 10%. That reduction was intended to be effective only for the 2013-2014 fiscal year (Sept. 1, 2013 – Aug. 31, 2014); however, the Board resolved in 2014 to retain the lower level. In 2009, basic trustee remuneration was \$46,618. It is currently \$45,000.

## 4 | Conclusion

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The Committee recommends:

- that effective September 1, 2015 trustee honoraria be adjusted annually according to the most recent three-year rolling average of Statistics Canada annual published Calgary Consumer Price Index (CPI – all items);
- that professional development expenses be limited to \$2,000 per fiscal year; and
- that the GC-2E: Trustee Remuneration be amended accordingly.

These proposed changes are included on the attached GC-2E in tracked changes, which will require board approval. Approval of the policy exhibit will provide the approval necessary to implement the changes recommended by the Trustee Remuneration Committee, effective September 1, 2015.

Attachment I: GC-2E: Trustee Remuneration, showing revisions in tracked changes

Attachment II: Minutes of Trustee Remuneration Committee meetings January 22 and March 31, 2015 (Draft)

Board of Trustees'  
Governance Policy

**GOVERNANCE CULTURE**  
**GC-2E: Trustee Remuneration**

**Monitoring Method:** Board Self-assessment  
**Monitoring Frequency:** Annually

**A. Taxable Honoraria, Benefits and Allowances**

1. Effective September 1, ~~2014~~2015, and at the commencement of each fiscal year (September 1) following, Trustees' honoraria will be ~~\$45,000 per annum~~adjusted according to the most recent three-year rolling average of Statistics Canada annual published Calgary Consumer Price Index (CPI – all items). Trustee honoraria will be, paid in regular bi-weekly payments. The annual honoraria provide compensation for all duties, responsibilities and activities required of Trustees.
2. The Chair will receive an additional honorarium in regular bi-weekly payments at the rate of \$10,000 per annum; and the Vice-Chair will receive an additional honorarium in regular bi-weekly payments at the rate of \$5,000 per annum. These honoraria provide compensation for duties, responsibilities and activities required of the Chair and Vice-Chair.
3. In addition to honoraria, each Trustee will receive a taxable benefit package worth 10% of the basic honorarium. The package will include for each Trustee, \$50,000 group life insurance and \$50,000 Accidental Death and Dismemberment coverage which will be paid 100% by the Calgary Board of Education. In lieu of other benefits, each Trustee will receive the remainder of the package (the value of 10% of basic honorarium less the cost of the group life insurance and Accidental Death and Dismemberment premiums) in regular bi-weekly payments.
4. Each Trustee will receive an annual taxable transportation allowance of \$4,100 paid in regular bi-weekly payments. This allowance will compensate for all in-city transportation costs including vehicle expenses, parking, taxis, LRT fares and the like.

**B. Reimbursable Expenses**

1. Each Trustee will be entitled to be reimbursed from the Board of Trustees' budget for expenses, which are supported by receipts, related to professional development up to a maximum of ~~\$4000~~2,000 per fiscal year of the CBE. This budget is expected to

cover the costs of travel, fees and related expenses to attend professional meetings; and the costs of books, journals and similar items that are clearly of a professional development nature.

2. Each Trustee will be entitled to be reimbursed from the Board of Trustees' budget for expenses that are supported by receipts, related to reasonable costs of carrying out assigned Board business or approved representation of the Board at meetings and events in accordance with standard CBE policies.
3. Trustees' expense information will be publicly disclosed on a regular basis.
4. Notwithstanding the requirement to provide receipts for all reimbursable expenses, the following is the maximum that will be reimbursed for any meal expense incurred:

Breakfast:	\$12.00
Lunch:	\$17.00
Dinner:	\$26.00

5. Expenditures for alcohol will not be reimbursed.

### **C. Other**

1. Each Trustee will be entitled to reserved or scramble underground parking at the individual's expense. Each Trustee will be provided office space in the Dr. Carl Safran Centre. Each Trustee will be provided the use of a laptop computer or similar portable electronic device for use in the Board Room, in the Trustee's Office and off site.
2. At the end of each Trustee's service, such Trustee shall be entitled to a retiring allowance to ease the transition from such service, in accordance with the following schedule:
  - (a) A Trustee whose service ends at the end of his/her first term shall receive a retiring allowance equal to two weeks of Trustees' basic honorarium prevailing at the end of such service per year of service;

- (b) A Trustee whose service ends following the completion of two or more terms shall receive a retiring allowance equal to one month's honoraria per year of continuous service to a maximum of one-half of the Trustees' basic annual honorarium prevailing at the end of such service; and
  - (c) Notwithstanding a) and b) above, a Trustee who fails to complete the term to which he/she is elected shall not be entitled to a retirement allowance for any portion of that term, except as the Board of Trustees might determine after due consideration of any extenuating circumstances.
3. It should be noted that there is no provision to pay 'meeting honoraria' or 'per diems'; nor is there any provision to reimburse Trustees for any other support of home offices that Trustees may choose to establish as an off-site work place.

| Approved: April 14, ~~2014~~2015, to be effective September 1, 2015



**CALGARY BOARD OF EDUCATION**  
**TRUSTEE REMUNERATION COMMITTEE**

**Minutes of the Meeting of the Trustee Remuneration Committee  
held in Room S308, Education Centre, 1221 – 8<sup>th</sup> Street SW, Calgary, Alberta  
Tuesday, March 31, 2015  
8:00 a.m. – 9:00 a.m.**

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**PRESENT:** Ms. T. Hurdman, Trustee and Committee Chair  
Ms. P. King, Trustee and Committee Member  
Mr. E. Miller, Committee Member  
Mr. K. Lima-Coelho, Committee Member  
Mr. J. Pantazopoulos, Committee Member  
Ms. W. Fraser, Committee Member  
Ms. P. McLeod, Committee Member

**ABSENT:** Ms. K. Vink, Committee Member

**1.0 Welcome and Introductions**

Trustee Hurdman welcomed all attendees and introductions were exchanged.

**2.0 Review of Agenda**

The agenda was accepted as submitted.

**3.0 Review of Minutes of Committee Meeting held January 22, 2015**

The minutes were accepted as submitted.

**4.0 Information Requested by Committee on January 22, 2015**

Committee members reviewed data provided on inflation (CPI-all items), Alberta Average Weekly Earnings (AAWE), per-student funding, and salary increases for the various CBE employee groups (ATA, Staff Association, CUPE, Trades and Exempt) for the past ten years. Discussion took place on what the appropriate benchmarks are for determining the remuneration for trustees. It was suggested that the use of a three-year rolling average of the Calgary CPI may be plausible. The committee also discussed the trustees' retirement allowance and professional development funds.

**5.0 Committee Recommendation to the Board**

MOVED by Mr. Miller:

- 1. THAT the Trustee Remuneration Committee recommends that effective September 1, 2015, trustee honoraria be adjusted annually according to the most recent three-year rolling average of Statistics Canada annual published Calgary Consumer Price Index (CPI-all items);**

2. **THAT professional development expenses be limited to \$2,000 per fiscal year; and**
3. **THAT the GC-2E policy be amended accordingly.**

The motion was  
CARRIED UNANIMOUSLY.

**6.0 Adjournment**

The meeting concluded at 8:40 a.m.

DRAFT

**CALGARY BOARD OF EDUCATION**  
**TRUSTEE REMUNERATION COMMITTEE**

**Minutes of the Meeting of the Trustee Remuneration Committee**  
**held in Room S308, Education Centre, 1221 – 8<sup>th</sup> Street SW, Calgary, Alberta**  
**Friday, January 22, 2015**  
**12:00 p.m. – 1:00 p.m.**

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**PRESENT:** Ms. T. Hurdman, Trustee and Committee Chair  
Ms. P. King, Trustee and Committee Member  
Mr. E. Miller, Committee Member  
Mr. K. Lima-Coelho, Committee Member (attended by conference call)  
Mr. J. Pantazopoulos, Committee Member  
Ms. J. Manfield, Recording Secretary

**ABSENT:** Ms. W. Fraser, Committee Member  
Ms. P. McLeod, Committee Member  
Ms. K. Vink, Committee Member

**1.0 Welcome and Introductions**

Trustee Hurdman called the meeting to order at 12:02 p.m., welcomed all attendees and introductions were exchanged. Trustee Hurdman noted that she would share feedback throughout the meeting from the members who were unable to attend.

**2.0 Review of the Trustee Remuneration Committee Terms of Reference (GC-5E)**

Committee members reviewed the Terms of Reference for the Committee. Trustee Hurdman stated that the purpose of this meeting is to review trustee remuneration levels taking into consideration budgetary, economic and other relevant factors and to make recommendations to the Board at least six weeks prior to the approval of the CBE's operating budget. The Provincial budget is not expected to be released until mid-March; therefore it is anticipated that the CBE's operating budget may not be ready until early June.

**3.0 Review of the current Trustee Remuneration Policy (GC-2E)**

Trustee Hurdman noted the change to the Policy effective September 1, 2014 setting Trustees' honoraria at \$45,000 per annum.

**4.0 Review the information requested by the Committee on March 14, 2014**

**Time requirements for Board and Trustee Work**

Trustee Hurdman stated that upon consulting with trustees it was agreed that the work of trustees varies daily, weekly and annually depending on circumstances and the individual trustee. During the school year, trustees spend between 20-60 hours per week on their work. It was recognized that trustees do have time off at Christmas, and spring and summer breaks unless the Board decides to work. Wide variations are

common and flexibility is required on the part of all board members to fulfill all their responsibilities.

### **Board Evaluation**

The Board conducts an annual self-evaluation each September. The most recent one was done on September 17, 2014 and released publicly as part of the October 28, 2014 board meeting reports. There were six recommendations outlined in the report made in consultation with the Board's governance consultants. It was stated that if the Board wishes to direct the Chief Superintendent on any specific matter it must be done through policy.

### **Trustee Attendance at Board Meetings**

Two trustees missed two board meetings, while another trustee missed one meeting between October 2013 and December 2014. The other three current trustees have attended all board meetings. Trustees must notify the Board if they are unable to attend a board meeting. A person is disqualified from remaining as a trustee if they absent themselves, without being authorized by a resolution of the board to do so, from 3 or more consecutive regular meetings of the board, unless the absence is due to illness and medical evidence is provided. The Board of Trustees has the authority to pass a resolution to authorize a trustee to be absent from 3 or more consecutive meetings; however, even though the Board may excuse them from attending meetings, they are still considered to be a trustee and still have fiduciary obligations to the Calgary Board of Education.

### **Adequacy of Professional Development Funds**

For the past two years the majority of trustee professional development funds have been spent attending the Fall and Spring Annual General Meetings (AGM's) of the Alberta School Boards Association. It is an expectation that trustees attend these two annual meetings which cost approximately \$1,500 each. Trustees also represent the Board at symposiums, forums or other meetings, and expenses associated with those events have also sometimes come out of the trustee's personal professional development funds. In order to attend any other conference outside of Calgary, a trustee would likely need to subsidize the remaining \$1,000 PD allotment from their own personal funds.

The AGM's are considered a combination of business and professional development. Committee members agreed to support a recommendation to reduce the current professional development amount of \$4,000, but to have it related specifically to professional development for trustees. A separate fund should be established as a budget item for Board work, including ASBA Annual General Meetings, and other required Board business.

### **Options to Objectively Benchmark Trustee Remuneration**

Since 2009 CBE trustees have voted down every recommended increase to their basic honorarium and in fact, voted to reduce their honorarium in 2012 due to the difficult fiscal circumstances of the CBE. At the request of the Committee, Trustee Hurdman provided examples of benchmarking options currently being used by City Councillors, MLA's and the other three Metro school boards to benchmark salaries.

Committee members discussed the competitiveness of current trustee remuneration to attract quality candidates; potential candidates may refrain from considering running for a trustee position because it may be a big pay cut for them. It was stated that higher remuneration does not always ensure that the best candidates are elected.

It was suggested that, as an example, a combined average of some of the benchmark options could be recommended to establish a benchmark for trustees in an attempt to make sure the CBE is competitive and staying current with inflation. The committee would be able to annually review the benchmark formula to ensure the remuneration is appropriate.

**5.0 Discuss recommendations for further action by the Committee**

Trustee Hurdman agreed to research the history for each of the suggested benchmark options and provide the information to the Committee for review. The Committee could then decide if they wished to consider a combination of the benchmarks at different percentages from each group. The Committee would be able to perform an annual review of the formula to ensure that remuneration is being benchmarked appropriately and keeping pace with the other metro boards.

**6.0 Adjournment**

The Committee members agreed to meet in two months' time to review and analyze the suggested benchmark options and the adequacy of the professional development funds.

The meeting was adjourned at 1:02 p.m.

## report to Board of Trustees

### Proposed Amendment to Governance Policies: Operational Expectations

Date	April 14, 2015
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Joy Bowen-Eyre, Board Chair
Purpose	Decision
Governance Policy Reference	Governance Culture GC-2: Governing Commitments

#### 1 | Recommendation

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It is recommended:

That the Board of Trustees gives second reading, and thereby final approval, to the amendment of the following Operational Expectations Policies, as provided in the Attachment to the report:

- OE-3: Treatment of Owners
- OE-4: Treatment of Employees
- OE-5: Financial Planning
- OE-8: Communication With and Support for the Board
- OE-10: Instructional Program

#### 2 | Background

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Trustees have now had the opportunity to review the Operational Expectations policies, as a new Board. The proposed changes are not expected to have major organizational impacts. This was confirmed by the Chief Superintendent in the April 7, 2015 report "Impact of Proposed Changes to Operational Expectation Policy Statements" provided to the Board. It is anticipated that the changes more specifically identify the Board's values and will add clarity to the policies.

GC-2: Governing Commitments provides 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.” The proposed amendments to OE-3, OE-4, OE-5, OE-8 and OE-10 were given first reading by the Board on January 13, 2015, and the Board received the Chief Superintendent’s report on impacts of the proposed policy statement changes on April 7, 2015.

Giving board approval to these policies will allow the next steps of reasonable interpretation and review of indicators to commence.

The attachments show the proposed revisions in tracked changes:

- Attachment I: OE-3: Treatment of Owners
- Attachment II: OE-4: Treatment of Employees
- Attachment III: OE-5: Financial Planning
- Attachment IV: OE-8: Communication With and Support for the Board
- Attachment V: OE-10: Instructional Program

**OPERATIONAL EXPECTATIONS**  
**OE-3: Treatment of Owners****Monitoring Method: Internal Report**  
**Monitoring Frequency: Annually**

The Chief Superintendent shall maintain an organizational culture that treats all organization owners with respect, dignity and courtesy.

The Chief Superintendent will:

- 3.1 Manage information in such ways that confidential information is protected.
- 3.2 Effectively handle complaints.
- 3.3 Maintain an organizational culture that:
  - a. values individual differences of opinion;
  - b. reasonably includes people in decisions that affect them;
  - c. provides open and honest communication in all written and interpersonal interaction; and
  - d. focuses on common achievement of the Board's *Results* policies.
- ~~3.4 Conduct reasonable background inquiries and checks prior to utilizing the services of any volunteers who have contact with students.~~

Adopted: January 24, 2012





**OPERATIONAL EXPECTATIONS**  
**OE-4: Treatment of Employees****Monitoring Method: Internal Report**  
**Monitoring Frequency: Annually**

The Chief Superintendent shall ensure the recruitment, employment, development, evaluation and compensation of the organization's employees in a manner necessary to enable the organization to achieve its *Results* policies.

The Chief Superintendent will:

- 4.1 Maintain an organizational culture that positively impacts the ability of employees to responsibly perform their jobs and work in an environment characterized by safety, professional support and courtesy.
- 4.12 Ensure that all paid personnel clear ~~Conduct extensive background inquiries and checks prior to hiring any paid personnel.~~ their employment.
- 4.23 Select the most highly qualified and best-suited candidates for all positions.
- 4.34 Ensure that all employees are qualified to perform the responsibilities assigned to them.
- 4.45 Administer clear personnel rules and procedures for employees, including processes for suspension, transfer and termination actions.
- 4.56 Effectively handle complaints and concerns.
- 4.67 Maintain adequate job descriptions for all employee positions.
- 4.78 Protect confidential information.
- 4.89 Develop total compensation plans to attract and retain the highest quality "exempt" employees within available resources.

- | 4.910 Honour the terms of negotiated agreements.
- | 4.~~10~~11 Receive Board of Trustees' approval for the bargaining mandate and ratification of all collective agreements for unionized employees.
- | 4.~~11~~12 Receive Board of Trustees' approval for total compensation packages for all exempt employees.
- | ~~4.12~~ ~~Maintain an organizational culture that positively impacts the ability of employees to responsibly perform their jobs and work in an environment of professional support and courtesy.~~
- 4.13 Reasonably include people in decisions that affect them.

| Adopted: ~~June 19, 2012~~

**OPERATIONAL EXPECTATIONS**  
**OE-5: Financial Planning**

**Monitoring Method:** Internal Report  
**Monitoring Frequency:** Annually

The Chief Superintendent shall develop and maintain a multi-year financial plan that is related directly to the Board's *Results* priorities and *Operational Expectations* goals, and that avoids long-term fiscal jeopardy to the organization.

The Chief Superintendent will develop a budget that:

- 5.1 Is in a summary format understandable to the Board and presented in a manner that allows the Board to understand the relationship between the budget and the *Results* priorities and any *Operational Expectations* goals for the year as set out in the Annual Summative Evaluation.
- 5.2 Credibly describes revenues and expenditures.
- 5.3 Shows the amount spent in each budget category for the most recently completed fiscal year, the amount budgeted for the current fiscal year, and the amount budgeted for the next fiscal year.
- 5.4 Discloses budget-planning assumptions.
- 5.5 When future government funding commitments have been made, creates a multi-year budget and pPlans for fiscal soundness in future years.
- 5.6 Reflects anticipated changes in employee compensation, including inflationary adjustments, step increases, performance increases and benefits.
- 5.7 Includes amounts determined by the Board to be necessary for the Board to effectively and efficiently perform its governing responsibilities.



The Chief Superintendent may not develop a budget that:

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

| Adopted: ~~January 24, 2012~~



**OPERATIONAL EXPECTATIONS****OE-8: Communication With and Support for the Board****Monitoring Method: Internal Report****Monitoring Frequency: Annually**

The Chief Superintendent shall ensure that the Board is supported in its work and is fully and adequately informed about matters relating to Board work and significant organizational concern.

The Chief Superintendent will:

- 8.1 Submit required monitoring data (see policy *B/CSR-5: Monitoring Chief Superintendent Performance*) in a thorough, accurate and understandable fashion, according to the Board's annual work plan schedule, and including both Chief Superintendent interpretations and relevant data to substantiate compliance or reasonable progress.
- 8.2 Provide for the Board in a timely manner, information about trends, facts and other information relevant to the Board's work.
- 8.3 Inform the Board of significant transfers of money within funds or other changes substantially affecting the organization's financial condition.
- 8.4 Ensure that the Board has adequate information from a variety of internal and external viewpoints to ensure informed Board decisions.
- 8.5 Inform the Board of anticipated significant media coverage.
- 8.6 Inform the Board, the Board Chair or individual members if, in the Chief Superintendent's opinion, the Board or individual members have encroached into areas of responsibility assigned to the Chief Superintendent or if the Board or its members are non-compliant with any *Governance Culture* or *Board/Chief Superintendent Relationship* policies.



- 8.7 Present information in simple and concise form, indicating clearly whether the information is incidental, intended for decision preparation, or for formal monitoring.
- 8.8 Treat all members equally and ensure that all members have equal and timely access to information.
- 8.9 Inform the Board in a timely manner of any actual or anticipated noncompliance with any Board *Operational Expectations* policy or any anticipated failure to achieve reasonable progress toward any *Results* policy.
- 8.10 Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Chief Superintendent, but required by law to be approved by the Board.
- 8.11 Inform the Board in advance of any deletions of, additions to, or significant modifications of any instructional programs.
- 8.12 Ensure that the Board has the support necessary for it to perform its duties in an effective manner.

| Adopted: ~~January 24, 2012~~

**OPERATIONAL EXPECTATIONS**  
**OE-10: Instructional Program****Monitoring Method: Internal Report**  
**Monitoring Frequency: Annually**

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.

The Chief Superintendent will ensure that the instructional program:

- 10.1 Is personalized, enabling students to learn at their own pace, place and time.
- ~~10.2 Is competency-based.~~
- 10.3~~2~~ Supports children as individuals emotionally, intellectually, physically, socially and spiritually.
- 10.4~~3~~ Is based on provincially-approved programs of study, available in a variety of forms, in-person or virtually, collaboratively or independently.
- 10.5~~4~~ Includes multiple approaches to assessment, including qualitative measures, that effectively measure each student's progress toward achieving or exceeding standards and competencies.
- 10.6~~5~~ Is inclusive of new and innovative programs to meet students' interests and passions and accommodates different learning styles and needs.
- 10.7~~6~~ Is regularly evaluated and modified as necessary to assure its continuing effectiveness.

The Chief Superintendent will:

- 10.8~~7~~ Ensure that no program emphasizes a particular religion, notwithstanding the School Act definition of alternative programs.



~~10.9—Ensure that reasonable expectations and guidelines are established and clearly communicated to students, parents and/or guardians in regards to fees.~~

~~| Adopted: January 24, 2012~~



operational  
expectations  
monitoring report

Monitoring report for the  
school year 2013-2014

Report date:  
April, 7, 2015  
Resubmitted:  
April 14, 2015

## OE-9: Communicating With the Public

### BOARD OF TRUSTEES ACTION

With respect to OE-9: Communicating with the Public, the Board of Trustees:

- approves that the Chief Superintendent is in compliance with the provisions of this policy.
- Finds the evidence to be compliant with noted exceptions
- Finds evidence to be not compliant

**report to  
Board of Trustees**

**Correspondence**

Date	April 14, 2015
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Janice R. Barkway Office of the Corporate Secretary
Purpose	Information
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board

**1 | Recommendation**

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The following correspondence is being provided to the Board for information:

- Correspondence dated March 25, 2015 from City of Calgary Election & Information Services, to the Deputy Minister of Education, copied to CBE Corporate Secretary, containing Form C, Candidates Nomination Form for the list of candidates for CBE Wards 11 & 13 2015 By-Election.

Attachments: Relevant Correspondence and Communications





THE CITY OF  
**CALGARY**

CITY CLERK'S  
ELECTION & INFORMATION SERVICES #8

ISC: Unrestricted

2015 March 25

CC/E&I File: CG17-00-RS

Ms. Lorna Rosen  
Deputy Minister of Education  
7<sup>th</sup> Floor, Commerce Place  
10155 102 Street  
Edmonton, Alberta T5J 4L5

Dear Ms. Rosen:

In accordance with Section 28(6) of the (LAEA), Form C – 2013 Candidates Nomination Form for the Calgary Board of Education attached please find is the list of candidates for Ward 11 and 14 Calgary Board of Education 2015 By-Election.

*13  
AB.*

Sincerely,

**Barbara Clifford**  
Deputy City Clerk's/Returning Officer

cc: Janice Barkway, Corporate Secretary, CBE

**AUTHORITY NAME:** Calgary Board of Education

**CANDIDATES NOMINATION FORM**

SUBDIVISION/ WARD NO.	ACCLAIMED (A) APPOINTED (AP)	INCUMBENT (I) NEW (N)	MALE (M) FEMALE (F)	NAME OF CANDIDATE	MAILING ADDRESS OF CANDIDATE	PHONE NUMBER	FACSIMILE NUMBER	EMAIL ADDRESS
11 and 13	N/A	New	Female	HRDLICKA, Julie				
11 and 13	N/A	New	Female	LLOYD, Karen Ruth				
11 and 13	N/A	New	Male	McASEY, Sean				
11 and 13	N/A	New	Female	MORGAN, Victoria Jane				
11 and 13	N/A	New	Male	PHILLIPS, Wilfred (Wile) John				

*2015 March 24*

DATE

*Blufford*  
SIGNATURE OF RETURNING OFFICER

## report to Board of Trustees

### Chief Superintendent's Update

Date	April 14, 2015
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

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

#### 2 | Issue

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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.



### 3 | Timely Information

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## Personalize Learning

### Student Speak Out Conference

Every day, student voice helps create the conditions for success in Calgary Board of Education's classrooms. This year CBE students will further develop leadership skills, understand the value of student voice and find ways to action their ideas at the school level through participation in the **Alberta Education Provincial Student Speak-Out Conference**. This conference will be held in Edmonton Alberta from Friday April 17 to Sunday April 19.

Students from the Chief Superintendent's Senior Student Advisory Council (CSSSAC) and Junior Student Advisory Council (CSSJAC) will be challenged to think critically and creatively together with other groups of students from Crescent Heights High School, the CBE NAPI (?) Leadership group and Junior high students from Willow Park School. These CBE students, aged 14 to 19, will join others from across Alberta to use design thinking and develop cross curricular competencies as they tackle topics that affect students today.

Each student design team of four to eight students and teacher-coaches will develop actionable solutions to create a positive impact at their school. This work is based on d-School's design process from Stanford University in which design thinking is a method for creative problem solving. "A design challenge is a creative opportunity to solve a problem or issue. The design process begins with empathy and will engage designers to first 'seek to understand' the topic from multiple points of view. Teams will learn design thinking skills which they can use to solve real life problems." The CSSSAC group has chosen "Leadership" as their design focus and will consider:

- How can students develop qualities of an effective leader, and learn to value diverse skills in both themselves and others?

The CSSJAC group has chosen "Student Engagement" as their design focus and will consider:

- How can students take ownership for their learning and choices, to become more engaged and motivated to personally grow and develop commitment toward learning?

Students will engage with experts from the field who will provide mentorship, be inspired by speakers sharing stories of success and have opportunities to network with participants from around the province. After the conference CBE students will share their plans with their principals, school staff and students with the intent of implementing their designs in support of student voice and student success in their schools.

### Student Voice Symposium

On March 17th and 18th, student representatives from grade seven to grade twelve from across the Calgary Board of Education came together at the Education Centre to participate in the sixth annual Student Voice Symposium. The students were welcomed by Chief Superintendent David Stevenson, Superintendent Cathy Faber and trustees Pamela King, Trina Hurdman and Amber Stewart. 18 CBE specialists also volunteered their time to support the event.

The purpose of the student dialogue at this symposium was to engage junior and senior high students in a Results focused conversation. The Chief Superintendent's Senior Advisory Council (CSSAC) developed both the topics and the process. Topics focused on a number of issues: Technology in Learning, Assessment Practices, Student Health and Wellness, Speak Out Alberta, Personalization of Student Learning, Learning Environment, Designing Learning Experiences, and Transitions. Students were asked to provide feedback and share their own thoughts and creative solutions.

Additionally, the experience of this symposium encouraged students to seek leadership opportunities to further demonstrate the CBE Results Statements locally and globally. The Chief Superintendent Senior Advisory Council not only designed the symposium but acted as session facilitators, emcees, greeters, hosts and promoters of the event. Keynote speaker, student Brett Rothery, a CSSAC member, provided a stirring and compelling story of his own journey towards building awareness of mental health issues in his school and his experiences of implementing a student lead campaign to promote mental health. He shared a powerful motivational message about the impact of student voice and how one small act garnered international attention and support. Brett's keynote inspired the student participants to believe in the impact of voice and action.

The Chief Superintendent's Junior Advisory Council was also in attendance. They were expected to attend at least one night of the event; several of the junior high students attended both nights. These students were also charged with promoting the event and encouraging attendance in their own schools.

Each student who participated will receive a letter of recognition from the Chief Superintendent. Feedback from this Student Voice Symposium will be used to inform the work of various CBE stakeholders including service units, administration and the Board of Trustees. The feedback collected from the event will be analyzed and presented by the Chief Superintendent's Senior Advisory Council to a member of senior leadership and Superintendents' Team.



## Supporting Student Transition

The CBE contracts with the VECOVA, previously known as VRRRI, to provide personalized work experience to some of our students in order to support their successful transition into adulthood. This service has been provided for almost ten years. At that time it was identified that students in our high school classes such as PLP and ALP required specialized supported work study to enable students to successfully transition to community living. The Vecova staff initially supported students and teachers in their ALP and PLP classes. Since that time their support has successfully branched into ACCESS, TASC and CSSI.

Vecova support staff work in a variety of CBE settings to build community awareness and promote community inclusion by:

1. Supporting school staff to engage students in learning all skills required to participate in community job sites.
2. Developing work/volunteer opportunities and working in conjunction with school staff to sustain them.
3. Supporting school staff in assessing the suitability and safety of work/volunteer opportunities.
4. Engaging in ongoing communication with school learning teams regarding suitability and success of the job/volunteer placement both for the student as well as the employer.
5. Helping school staff become more aware of the skills required for travel training in the community, both in groups and individual situations.
6. Providing workshop opportunities to teachers showcasing the adult options for our students transitioning into adulthood, in areas such as leisure, support work opportunities, residential and PDD requirements. This valuable information supports our teachers in informing parents during the transition process from CBE to adult services.
7. Conversations with school learning teams, including parents and students, where appropriate, regarding student interests and skill sets before placements are made in job/volunteer situations.

## **Build Professional Capital**

### Visionary Leadership for Today's Learner

A unique and valuable learning experience was gained by several CBE leaders who recently attended the *uLead: Visionary Leadership for Today's Learner Conference* in Banff from March 15-18.

Over 850 educators from around the world, including provincial and state education leaders, district-level leaders, and school-based leaders participated. A wide array of world-class keynote speakers included Simon Breakspear (Australia), Pasi Sahlberg (Finland), Dr. Dennis Shirley (USA), Dr. Andy Hargreaves (USA), Pak Tee Ng (Singapore), and talented educational leaders



from Canada, Australia, Singapore, Iceland, Finland, Norway, Sweden, and the USA.

Those attending the conference returned to their communities with a renewed sense of inspiration with many ideas to foster the growth of students. The conference offered an ongoing dialogue on creativity and innovation in both leadership and student learning. One of the highlights was a panel discussion about the various perspectives on leadership amongst global thought leaders: Minister of Education Gordon Dirks (Alberta), Minister of Education, Science and Culture Illugi Gunnerson (Iceland), Dr. Pasi Sahlberg (Finland), and Dr. Pak Tee Ng (Singapore). These leaders challenged delegates to go beyond current practices and to consider what great leaders do differently to help students realize their full potential.

Innovative principals and district leaders from around the world shared their stories with conference delegates. Among those presenters were members from the Leadership and Learning Department in the Calgary Board of Education. Director Dr. Lori Pamplin and Consultants, Dr. Lori Cooper and Kim Hackman, presented a session on co-creating leadership in a school district. Their discussion invited participants to consider the following question: *In Inspiring Education (Alberta Education, 2010) Albertans were asked to think of a vision for education to 2030. What do you think should be a vision for leadership practice in education for 2030?*

For two days following the conference, the Leadership and Learning team along with Aubrey Fletcher from Global Learning hosted educational leaders from Sweden and Singapore. These leaders toured CBE schools and met with representatives from senior CBE leadership including Chief Superintendent David Stevenson and Deputy Chief Superintendent Susan Church. We in the CBE benefit greatly from such interactions and ongoing relationships as we learn from leaders from leading school districts and share and celebrate the successes of the Calgary Board of Education.

### Building Professional Capacity of Learning Leaders

In partnership with the Calgary Board of Education, representatives from the Galileo Educational Network have co-designed and led a professional learning series for over 600 selected Elementary, and Middle/Junior, and Senior High Learning Leaders as part of the system strategy on Task Design and Assessment k-12.

The focus of the work is aligned with the CBE Three-Year Education Plan Outcome: Student Success. There are clear connections to the Personalize Learning and Build Professional Capacity pillars:

- instructional design and leadership focus on intellectual engagement, active and effortful tasks, and assessment that informs teaching; and,

- collaborative learning networks focus on intellectual engagement, shared standards of practice, and data-driven, research-informed, job-embedded professional learning.

Learning Leaders are school-based and work with assistant principals and principals to enhance and improve instructional practice within schools. Learning leaders from all levels and from all parts of the district were invited to participate in a 6-session professional learning series. The learning outcomes include:

- cultivating expertise in designing and assessing intellectually engaging learning environments for teachers and students;
- cultivating research informed and evidence-based practices for teaching and learning;
- building capacity for designing worthwhile learning tasks and assessment plans for students;
- developing clear images of effective teacher and student learning;
- developing a process for providing teachers with timely, specific and constructive feedback about teaching and learning; and
- strengthening professional learning networks.

The elementary and middle/junior learning leaders meet once a month in two separate groups while high school learning leaders represent four curricular areas – English Language Learning, Social Studies, Science and Mathematics – and attend a session, approximately once per month, specific to their particular area of subject leadership. It is intended and expected that learning leaders are in turn sharing their understandings and building capacity with the teachers at their home schools.

Learning Leaders participating in these professional learning opportunities have strengthened their capacity in leading more effective teaching practices with the other teachers in their school. Reflecting on the connection between task design for students and her colleagues a Learning Leader stated, *“I am thinking about the principles of student engagement. How can I apply these to engaging staff as part of the PLC work and school wide PD? If intellectual engagement is not the property of the students but rather an outcome from the kinds of tasks and assessment practices teachers intentionally design, then wouldn’t this be the same for LLs and other members of our school leadership team? Wouldn’t the engagement of the other teachers at our school depend on the professional learning activities and assessments that we as a leadership team collaboratively design?”*

Overall, the Learning Leaders see the benefits of these sessions in the alignment they bring between the school and the district. As one Learning Leader suggested, *“The sessions have highlighted some of the ways I can initiate dialogue about teaching practices, for example that support embedded formative assessment; questioning techniques to use and to have teachers use to elicit formative understanding from their students. It helps me to sort out what*



*we may need to be emphasizing and what we already do well for PLC and PD organization at my school.”*

Discussions about supporting the learning moving forward takes place with principals and assistant principals at system and Area leadership meetings each month. They acknowledge that the focus on learning leaders has helped build coherence and furthered the strategies of the Three-Year Education Plan. Most importantly, principals have indicated their strong support of this work as it has increased the capacity of their learning leaders to influence effective teaching practice on behalf of student learning.

## **Engage Our Public**

### Transportation Survey Results

In February, the Calgary Board of Education released a Transportation Survey to obtain feedback from families about their transportation experiences. More than 2,500 responses were submitted representing about 7 percent of families who access transportation. Approximately 65% of the responding families were either satisfied or very satisfied with the service they received by our bus carriers and Transportation Services.

Nearly 40 percent of respondents were dissatisfied with elements of the route design. These concerns identified stop locations, long routes and crowded buses as issues. CBE takes various factors into consideration when determining routes. Routes are designed to maximize existing resources across all CBE program options in order to be responsible stewards of public funds. To ensure efficiency of stop locations, route length, and load counts the CBE must receive contracts by the end of June for the next school year’s transportation planning.

An area of major concern identified by more than a third of parents was the delays in service. As an organization, we share this concern. As part of our contract with bus carriers the CBE Transportation Services Department tracks all service delays. Buses that are up to 10 minutes late are considered to be on-time. Our tracking indicates that our carriers are on-time an average of 98.9% of the time so far for the 2014-15 school year.

Parents also identified communication issues such as bus delays and the ability of dispatch to communicate with bus drivers.

Transportation Services is working on a number of initiatives to improve some of the areas of concern. Details will be rolled-out over the coming weeks.

## Budget Feedback

On February 24, 2015 the CBE launched its 2015-16 budget web page, which includes a budget feedback form. The budget feedback form is intended to give internal and external audiences a way to offer suggestions to the CBE on budget-related topics. Users are invited to share their priorities and opinions and submit general budget feedback. All submissions are read by the budget team and will be used to inform budget communications and decisions. As of April 7, 2015, a total of 126 submissions have been received.

The top theme thus far has been to keep dollars in classrooms. Many commentators mention this could be done by cutting administrative and area staff and redistributing central staff to schools. Many comments also include other cost-cutting ideas, ranging from cutting programs to increasing fees.

Other top issues are ensuring the budget supports students with complex needs, decreasing spending on new initiatives and technology, and ensuring the budget considers teacher health and workload.

The budget feedback form will be online for all users until the end of the budget approval process.

## **Steward Our Resources**

### Education Act Task Force

Given the approval and anticipated September 2015 implementation of the Education Act and associated regulations, on February 5 Superintendents' Team established an Education Act Task Force to develop a systemic understanding and response to changes in legislation. Additionally, the task force will ensure that required CBE system changes are identified, implemented and communicated with internal and external stakeholders prior to the end of the 2014-15 school year.

The Task Force will provide leadership by overseeing and coordinating the implementation of a systemic response to the new legislative and policy changes. Three working groups have been established to address specific priorities related to student access and programming, transportation and fees, and public engagement. Phase 1 of the work will involve understanding the Act, bringing forward current data and issues, and gathering research on provincial responses and plans. Phase 2 will look at solution requirements, and developing measures of success. Phase 3 will provide recommendations, responsibilities and requirements in order of priority and timelines. A report to Superintendents' Team will be provided and issues identified will be prepared and positioned for school start up in September.

### West View School Update

On March 25, 2015 the Calgary Board of Education was informed by the Executive Director of the Young Offenders Branch, that the services for Young Offenders in the province were being centralized to Edmonton. This decision has implications for the Calgary Young Offenders Center (CYOC) and West View School. Currently, CYOC accommodates incarcerated youth from southern Alberta. The Calgary Board of Education provides a 12 month educational program for the youth at CYOC. Upon completion of the restructuring, it is anticipated that youth will remain at the Calgary facility for a maximum of seven days. Young people having lengthier stays will be sent to the Edmonton Young Offender Centre. Two units will remain open in CYOC; one for males and one for females. Thirty to forty youth will be anticipated to be housed at CYOC.

The Executive Director of the Young Offenders Branch, who represents the Solicitor General's office, has indicated that they will require educational programming to accommodate the restructuring of CYOC. The EXCEL Program and the Calgary Youth Attendance Center (CYAC) will remain unchanged. The Solicitor General's office has indicated that the restructuring is to be completed by July 27, 2015. The Principal, supported by the Area Director and the Director of Student Services, is engaging in discussions with Alberta Education and the Solicitor General's representative to develop educational programming in response to the restructuring of CYOC.



DAVID STEVENSON  
CHIEF SUPERINTENDENT OF SCHOOLS

#### GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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

## report to Board of Trustees

## Second Quarter Budget Variance Report for the 2014-15 Budget

Date	April 14, 2015
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Decision and Information
Originator	Brad Grundy, Superintendent, Chief Financial Officer and Corporate Treasurer
Governance Policy Reference	Operational Expectations OE-5: Financial Planning OE-6: Financial Administration
Resource Persons	Carla Male, Director, Finance & Supply Chain Services Donna Rogers, Manager, Corporate Planning and Reporting

### 1 | Recommendations

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

### 2 | Issue

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Operational Expectations 6 – Financial Administration requires that quarterly variance reports are prepared and provide explanations for variances in excess of 1% and \$500,000. This report serves as the second quarter report for the 2014-15 fiscal year.

### 3 | Background

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Quarterly and annual reports are presented to the Board of Trustees to provide updates on the status of the results of operations. These results are compared to the Fall Update Operating Budget to meet the Operational Expectations 5: Financial Planning and Operational Expectations 6: Financial Administration.

Included in this report is the second quarter operating budget variance analysis, the projected use of operating reserves and designated funds (Attachment II) and capital budget variance analysis in Attachment III and Attachment IV.

### 4 | Analysis

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The First Quarter Budget Variance Report (i.e. the Fall Budget Update) primarily reports the budget impacts of changes in student enrolment from what was estimated during the budget preparation in the previous spring. The Fall Budget Update is adopted as the comparative budget for all subsequent budget and variance reports as it is the most accurate reflection of planned spending based on actual student enrolment.

The 2014-15 Second Quarter Budget Variance Report analyzes variances based on current year spending trends as compared to the Fall Budget Update.

Attachment I summarizes the forecasted changes to the budgeted revenues and expenses, reserve transfers and capital transactions. Explanations have been provided for variances above 1% and \$500,000 of reported line items in accordance with Operational Expectations 6. This includes:

#### REVENUE

- An increase in *Alberta Education* revenue of \$1.3 million is for project revenues that were deferred at August 31, 2014 and will be recognized in 2014-15 in relation to expended project costs
- An increase in *Other sales and services* of \$1.2 million for projects that were not complete at August 31, 2014 and will be recognized in 2014-15 in relation to expended costs. \$0.8 million relates to projects in Learning Services and \$0.4 million in Learning Innovation
- An increase in *Investment income* of \$3.5 million is the result of realized gains on the sale of equity investments. The amount was reinvested into fixed income investments
- An increase in *All other revenue* of \$1.2 million is the result of a \$1.8 million increase in donation revenues that are spent in schools. This is offset by a decrease of rental income in the amount of \$0.6 million

## EXPENSES

- A decrease of \$2.5 million in *Certificated salaries and benefits* due to:
  - \$3.5 million decrease related to the calculation of budgeted average annual salary and benefit rates which does not impact FTEs at the teaching level
  - \$1.0 million savings from successful deployment of staff in employee retention strategies.
  - Net of \$2.0 million expense increase for deferred projects within Learning Services and Learning Innovation
- A decrease of \$6.7 million in *Non-certificated* staff expenses includes:
  - \$1.0 million decrease for lower support staffing levels in schools from the redeployment of current support staff when positions are vacated
  - \$5.7 million decrease related to the calculation of budgeted average annual salary and benefit rates which does not impact FTEs
- A \$2.8 million increase for *Services, contracts and supplies* includes:
  - \$3.5 million minor equipment increase in schools. This is funded by unspent 2013-14 funds carried forward into 2014-15, donation revenues and \$1.0 million redeployment from *Non-certificated salaries* budget
  - \$0.5 million expense increase for deferred projects within Learning Services
  - Net of \$1.2 million projected cost reductions for utilities expenses

## OPERATING DEFICIT

- The forecasted deficit is \$1.2 million; \$13.5 million lower than what was anticipated in the Fall Update. The reduced deficit is the result of:
  - \$3.5 million of incremental investment income anticipated
  - \$11.2 million reduction in salary and benefit costs related to the calculation of budgeted average salary and benefit rates as well as lower support staffing levels
  - \$1.2 million reduction in utilities expense
  - (\$0.6 million) reduced rental revenue
  - (\$1.8 million) increased costs for minor equipment to enhance student learning in the classroom

## USE OF RESERVES

*Transfer from operating reserves/designated funds* shows the forecasted use of \$2.0 million, compared to the Fall Update projected use of \$18.8 million, a decrease of \$16.8 million.

The anticipated *Available for use reserves* of \$39.3 million (Attachment II) represents 3.2% of total revenue which is not a significant reserve value considering that we spend \$6.7 million per instructional day. Current anticipated reserve levels are equal to approximately 5.9 days.



Further details are provided in the second quarter use of operating reserves and designated funds (Attachment II).

## CAPITAL ACTIVITIES

The 2014-15 second quarter capital budget status reports (Attachments III and IV) highlight variances between the current approved budget and estimated capital expenditures for the year ended August 31, 2015.

The budget for capital assets acquired has decreased by \$3.3 million; this is primarily due to:

- Anticipated cost savings on enhancement projects of \$0.5 million
- A reduction in school enhancement expenditures of \$2.8 million which are being deferred due to the uncertainty of 2015-16 funding rates

The following table provides additional information as to the planned spending between schools and service units. Expense and FTE details are provided by major expense category and operating unit.

### Summary

	Schools & Areas	Service Unit System Budgets	Learning Services	Learning Innovation	Facilities and Environ Services	Legal	Communi-cations	Finance & Supply Chain Services	Human Resources	Chief Supt's Office	Board of Trustees	Total
<b>Budgeted FTEs by:</b>												
Superintendent	-	-	1	1	1	1	1	1	1	2	-	9
Staff (incl ATA, Staff Assn, CUPE, trades)	7,985	59	169	137	789	3	11	42	42	-	-	9,237
Exempt Staff	5	-	20	28	54	8	10	26	41	4	2	198
<b>Total FTEs</b>	<b>7,990</b>	<b>59</b>	<b>190</b>	<b>166</b>	<b>844</b>	<b>12</b>	<b>22</b>	<b>69</b>	<b>84</b>	<b>6</b>	<b>2</b>	<b>9,444</b>
<b>2014-15 Forecast (in \$ thousands)</b>												
Salaries and benefits	831,858	5,377	28,486	21,420	65,471	1,681	2,407	8,212	10,248	1,165	629	<b>976,954</b>
Services, contracts and supplies	73,578	13,918	5,418	1,656	105,429	134	161	1,607	5,260	332	1,024	<b>208,517</b>
Amortization expenses	9	44,856	-	1,173	4,263	10	4	1,714	13	-	-	<b>52,042</b>
Interests and finance charges	55	1,124	179	-	-	-	-	-	-	-	-	<b>1,358</b>
Other (uncollectible accounts expense)	-	3,169	-	-	-	-	-	-	-	-	-	<b>3,169</b>
	<b>905,500</b>	<b>68,444</b>	<b>34,083</b>	<b>24,249</b>	<b>175,163</b>	<b>1,825</b>	<b>2,572</b>	<b>11,533</b>	<b>15,521</b>	<b>1,497</b>	<b>1,653</b>	<b>1,242,040</b>
2014-15 Fall Update <sup>(1)</sup>	<b>913,346</b>	<b>67,690</b>	<b>33,081</b>	<b>23,813</b>	<b>176,390</b>	<b>1,825</b>	<b>2,673</b>	<b>11,273</b>	<b>15,521</b>	<b>1,371</b>	<b>1,508</b>	<b>1,248,491</b>
Increase/(Decrease) <sup>(2)</sup>	<b>(7,846)</b>	<b>754</b>	<b>1,002</b>	<b>436</b>	<b>(1,227)</b>	<b>-</b>	<b>(101)</b>	<b>260</b>	<b>-</b>	<b>126</b>	<b>145</b>	<b>(6,451)</b>

<sup>(1)</sup> The 2014-15 Fall Update for Service Unit System Budgets IMR expenses of \$18.3 million were moved to Facilities and Environ ervices.  
The 2014-15 Fall Update for Service Unit System Budgets legal expenses of \$0.8 million was moved to Legal.

<sup>(2)</sup> The decrease in Schools & Areas of \$7.8 million is due to lower benefit rates, lower average salaries and lower than expected support FTEs, offset by increased expenditures in minor equipment  
Service Unit System Budgets expenses increased by \$0.8 million due to expenses related to projects that were incomplete at August 31, 2014 and continued into 2014-15.  
Learning Services expenses increased by \$1.0 million due to expenses related to projects that were incomplete at August 31, 2014 and continued into 2014-15.  
Learning Innovations expenses increased by \$0.4 million due to expenses related to projects that were incomplete at August 31, 2014 and continued into 2014-15.  
Facilities and Environ Services total expenses will be reduced due to utilities savings anticipated.  
Finance and Supply Chain Services expenses increased pimarily from a \$0.2 million increase in payment service fee costs.  
Chief Supt's office forecast is increased by \$0.1 million due to higher facility rental costs.  
Board of Trustees expenses increased by \$0.1 million for the cost of a by-election approved on Dec 2, 2014 and offset slightly by savings from a vacant administrative position.

## 7 | Financial Impact

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The forecast anticipates the use of \$2.0 million operating reserves and maintains a balanced position. There are changes in anticipated draws on reserves from what was initially planned as the projected deficit has changed.

## 8 | Conclusion

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This report represents information to the Board of Trustees in connection with Operational Expectations 5: Financial Planning and Operational Expectations 6: Financial Administration.

In response to the economic conditions within Alberta, and the anticipated financial challenges that will be faced by the Government and subsequently passed on to Alberta Education and the CBE, we must pay particular attention to our financial management.

The Chief Superintendent asked the implementation of cost containment measures while maintaining focus on our core values of; students come first, learning is our central purpose and public education serves the common goal. We have always practiced careful financial decision making and will be scrutinizing our operations to identify areas where additional cost cutting measures may be implemented without impacting student learning.



DAVID STEVENSON  
CHIEF SUPERINTENDENT OF SCHOOLS

### Attachments

Attachment I: 2014-15 second quarter operating budget variance analysis

Attachment II: 2014-15 second quarter use of operating reserves and designated funds

Attachment III: 2014-15 second quarter capital budget status report, summary of board funded capital investment

Attachment IV: 2014-15 second quarter capital budget status report – projects funded by the Province of Alberta

### GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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

Attachment I: 2014-15 second quarter operating budget variance analysis

CALGARY BOARD OF EDUCATION  
Q2 BUDGET VARIANCE REPORT  
(in \$ thousands)

Description	2014-15 Fall Update Budget <sup>(A)</sup>	2014-2015 Actuals to Feb 28, 2015	Forecast for the year ended Aug 31, 2015	Variance Favourable/ (Unfavourable)	
<b>REVENUE</b>					
Alberta Education	1,136,965	570,589	1,138,220	1,255	0%
Other - Government of Alberta	1,134	516	1,010	(124)	(11)%
Federal Government and First Nations	2,220	833	2,220	-	0%
Fees	46,736	20,477	46,736	-	0%
Other sales and services	19,684	15,092	20,838	1,154	6%
Investment income	3,026	7,704	6,526	3,500	116%
All other revenue	24,082	6,763	25,295	1,213	5%
<b>Total revenue</b>	<b>1,233,847</b>	<b>621,974</b>	<b>1,240,845</b>	<b>6,998</b>	<b>1%</b>
<b>EXPENSES</b>					
Certificated salaries, wages and benefits expense	730,184	354,967	727,640	2,544	0%
Non-certificated salaries, wages and benefits expense	256,010	118,933	249,314	6,696	3%
Services, contracts and supplies expense	205,767	90,589	208,517	(2,750)	(1)%
Amortization expense	52,042	25,722	52,042	-	0%
Interest expenses	1,319	708	1,358	(39)	(3)%
All other expenses	3,169	(3)	3,169	-	0%
<b>Total expense</b>	<b>1,248,491</b>	<b>590,916</b>	<b>1,242,040</b>	<b>6,451</b>	<b>1%</b>
<b>Operating (deficiency) / surplus for the year</b>	<b>(14,644)</b>	<b>31,058</b>	<b>(1,195)</b>	<b>13,449</b>	<b>92%</b>
<b>Transfer from operating reserves/designated funds</b>					
Transfer from operating reserves	16,172	-	(591)	(16,763)	(104)%
Transfer from designated funds - schools	596	596	596	-	0%
Transfer from designated funds - service units	2,004	2,004	2,004	-	0%
	18,772	2,600	2,009	(16,763)	(89)%
<b>Add/(deduct) capital items paid by operating funds</b>					
Capital assets acquired	(26,605)	(5,722)	(23,290)	3,315	(12)%
Capital asset amortization	21,832	10,919	21,832	-	0%
Debt repayments	(2,750)	(194)	(2,750)	-	0%
Transfer from capital carry forwards	3,394	3,394	3,394	-	0%
	(4,129)	8,397	(814)	3,315	80%
<b>Net operating surplus</b>	<b>-</b>	<b>42,055</b>	<b>-</b>	<b>-</b>	<b>0%</b>

<sup>A)</sup> Approved by the Board of Trustees on Nov 25, 2014. Some numbers have been reclassified for comparative purposes.

Attachment II: second quarter use of operating reserves and designated funds

**CALGARY BOARD OF EDUCATION  
2014-15 FORECASTED USE OF OPERATING RESERVES**

<u>Description</u>	Reserve Balance Sept 1, 2014	Fall Update Use of 2014-15 Reserve <sup>(1)</sup>	Forecasted Use of 2014-15 Reserve	Forecasted Reserve Balance Aug 31, 2015
<b>ACCUMULATED OPERATING RESERVES</b>				
<u>Available for use reserves</u>				
System Transformation	2,000	(2,000)	-	2,000
Utility Expense Stabilization Reserve	5,007	(5,007)	-	5,007
Snow Removal Budget Stabilization	200	-	-	200
Administrative Systems Renewal	429	(429)	-	429
General Instruction	3,000	-	-	3,000
Fiscal Stabilization Reserve	10,464	(7,311)	2,016	12,480
Continuing Education Fee Stabilization	1,593	-	-	1,593
Operating Lease Reserve	14,577	-	-	14,577
Subtotal available for use reserves	37,270	(14,747)	2,016	39,286
<u>Restricted reserves</u>				
Transportation Fee Stabilization Reserve	2,291	(1,425)	(1,425)	866
Unrealized Investment Gains and Losses	16,548	-	-	16,548
Changes in Accounting Policy Reserve	(10,164)	-	-	(10,164)
<b>Total Operating Reserves</b>	<b>45,945</b>	<b>(16,172)</b>	<b>591</b>	<b>46,536</b>
<b>DESIGNATED OPERATING FUNDS</b>				
Instructional and Service Unit initiatives	2,004	(2,004)	(2,004)	-
School Decentralized Budgets	596	(596)	(596)	-
EducationMatters <sup>(2)</sup>	1,755	-	-	1,755
<b>Total Designated Funds</b>	<b>4,355</b>	<b>(2,600)</b>	<b>(2,600)</b>	<b>1,755</b>
<b>ENDOWMENT FUND <sup>(2)</sup></b>	<b>3,292</b>	<b>-</b>	<b>-</b>	<b>3,292</b>
<b>UNRESTRICTED OPERATING SURPLUS</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>TOTAL OPERATING RESERVES AND DESIGNATED FUNDS</b>	<b>53,592</b>	<b>(18,772)</b>	<b>(2,009)</b>	<b>51,583</b>

(1) Approved by the Board of Trustees on Nov 25, 2014.

(2) Both Reserves are the result of consolidating EducationMatters into the CBE's financial statements upon transition to new accounting standards.

Attachment III: 2014-15 second quarter capital budget status report, summary of board funded capital investments

	2014-15 Fall Update Budget (000)	Actual Costs to Feb 28, 2015 (000)	Forecasted to Year End Aug 31, 2015 (000)	Variance Favorable / (Unfavorable) (000) %	
<b>Capital Lease Payments (Contracts)</b>					
Performance Contracts	2,750	194	2,750	-	-
<b>Total Capital Lease Payments (Contracts)</b>	<b>\$ 2,750</b>	<b>194</b>	<b>\$ 2,750</b>	<b>\$ -</b>	<b>-</b>
<b>Non-Facility Related Projects</b>					
Strategic	7,778	2,138	7,778	-	0%
Enhancement	4,212	621	3,661	551	13%
Maintenance	10,992	2,859	11,000	(8)	0%
<b>Total Non-Facility Related Projects</b>	<b>\$ 22,982</b>	<b>5,618</b>	<b>\$ 22,439</b>	<b>\$ 543</b>	<b>13%</b>
<b>School Enhancements</b>					
	3,623	104	851	2,773	77%
	<b>\$ 3,623</b>	<b>104</b>	<b>\$ 851</b>	<b>\$ 2,773</b>	<b>77%</b>
<b>Total Non-Facility Capital Expenditures</b>	<b>\$ 29,355</b>	<b>5,916</b>	<b>\$ 26,040</b>	<b>\$ 3,315</b>	<b>11%</b>
<b>Financed by the Following:</b>					
Contribution from/(to) operating activities	4,129	(8,397)	814		
Total Amortization Expense (non-cash)	21,832	10,919	21,832		
Designated Capital Funds	3,394	3,394	3,394		
<b>Total Non-Facility Capital Financing</b>	<b>\$ 29,355</b>	<b>5,916</b>	<b>\$ 26,040</b>		

**Definitions:**

Strategic - Projects that open up new horizons, learning methods, organization models, and value propositions that cut across the organization or physical facility.

Enhancement - Projects that improve or extend the functionality of existing systems, technologies, and processes.

Maintenance - Projects that are required to maintain current systems and keep them in good working condition.



**Attachment IV: 2014-15 second quarter capital budget status report –  
projects funded by the Province of Alberta**

	<b>Total Approved Budget and Carry Forwards</b>	<b>Actual costs to Feb 28, 2015</b>	<b>Forecasted total project expenses</b>	<b>Forecast Variance</b>
	<b>(In thousands)</b>			
<b>Ongoing Capital Projects - Funded by Alberta Education</b>				
<b>Phase One-2011 Announcement</b>				
Chinook Learning Centre Modernization (Booth Centre)	10,500	313	10,500	-
<b>Phase Two-2013 Announcements</b>				
Auburn Bay School	14,307	157	14,307	-
Christine Meikle School - Modernization/Replacement	16,377	1,122	16,377	-
Copperfield School	14,353	794	14,353	-
Evanston School	14,353	378	14,353	-
Harold W. Riley (Aboriginal Family Community) School - Modernization	10,499	944	10,499	-
New Brighton School	14,353	846	14,353	-
Panorama Hills School	14,307	181	14,307	-
Tuscany School	14,307	180	14,307	-
<b>Sub-total Elementary Schools</b>	<b>112,856</b>	<b>4,602</b>	<b>112,856</b>	<b>-</b>
Evergreen Middle	24,237	506	24,237	-
McKenzie Towne Middle	24,237	201	24,237	-
New Brighton - Copperfield Middle	24,237	202	24,237	-
Royal Oak - Rocky Ridge Middle	24,201	1,046	24,201	-
Saddle Ridge Middle	24,201	1,018	24,201	-
<b>Sub-total Middle Schools</b>	<b>121,113</b>	<b>2,973</b>	<b>121,113</b>	<b>-</b>
Bowness High - Modernization	16,882	798	16,882	-
Jack James High - Modernization	11,729	711	11,729	-
Northeast High	111	111	111	-
<b>Sub-total High School</b>	<b>28,722</b>	<b>1,618</b>	<b>28,722</b>	<b>-</b>
<b>Total Phase Two Announcements</b>	<b>262,691</b>	<b>9,195</b>	<b>262,691</b>	<b>-</b>
<b>Phase Three-2014 Announcements</b>				
Aspen Woods School	6,700	72	6,700	-
Martindale School	750	-	750	-
Saddle Ridge School	6,700	72	6,700	-
Silverado School	750	-	750	-
Glenmeadows School - Portable (8)	2,800	74	2,800	-
<b>Sub-total Elementary Schools - Portable</b>	<b>17,700</b>	<b>218</b>	<b>17,700</b>	<b>-</b>
Cranston Middle	6,700	72	6,700	-
West Springs/Cougar Ridge Middle	6,700	-	6,700	-
Springbank Hill/Discovery Ridge Middle	750	72	750	-
<b>Sub-total Middle Schools</b>	<b>14,150</b>	<b>144</b>	<b>14,150</b>	<b>-</b>
James Fowler High - Modernization	-	-	-	-
Lord Beaverbrook High	-	-	-	-
Southeast High - design	1,000	-	1,000	-
<b>Sub-total High School</b>	<b>1,000</b>	<b>-</b>	<b>1,000</b>	<b>-</b>
<b>Total Phase Three Announcements</b>	<b>32,850</b>	<b>362</b>	<b>32,850</b>	<b>-</b>
<b>Flood Relief</b>				
Elbow Park School	16,500	1,170	16,500	-
<b>National Sports School</b>				
	3,000	-	3,000	-
<b>Total Capital Projects - Funded by Alberta Education</b>	<b>325,541</b>	<b>11,040</b>	<b>325,541</b>	<b>-</b>

## report to Board of Trustees

## Locally Developed Courses

Date	April 14, 2015
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Decision
Originator	Susan Church, Deputy Chief Superintendent
Governance Policy Reference	Locally Developed Courses R-2: Academic Success OE-11: Instructional Program
Resource Person(s)	Dianne Roulson, Director, Learning Services

### 1 | Recommendation

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It is recommended:

1. THAT the Board of Trustees approves the following, **newly developed** for the Calgary Board of Education, senior high locally developed courses and resources, as listed in the course outline submitted to Alberta Education, for use in Calgary Board of Education schools for **September 1, 2015 to August 31, 2019**:

Environmental Science (AP)

Level: 35

Credits: 5





2. THAT the Board of Trustees approves the following, **newly acquired** for the Calgary Board of Education, senior high locally developed courses and resources, as listed in the course outline submitted and approved to Alberta Education, for use in Calgary Board of Education schools from Red Deer Public School District No. 104:

Competencies in Math

Level: 15                      Credits: 3, 5  
September 1, 2015 to August 31, 2018

Physics (AP)

Level: 35                      Credits: 5  
September 1, 2015 to January 31, 2019

3. THAT the Board of Trustees approves the following **re-newed** Calgary Board of Education **senior** high locally developed courses and the resources, submitted and approved to Alberta Education, as listed in the course outline for use in Calgary Board of Education schools: **September 1, 2015 to August 31, 2019**

Advanced Acting/Touring Theatre

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

*Alberta Education is currently reviewing this course 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.*

Autobody Repair K&E

Level: 15, 25, 35              Credits: 5

Creative Writing and Publishing

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

Journalism

Level: 15, 25, 35              Credits: 5

Korean Language & Culture | 3Y

Level: 15, 25, 35              Credits: 5

Musical Theatre

Level: 15, 25, 35              Credits: 5

Yoga

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

4. THAT the Board of Trustees approves the following **newly developed** Calgary Board of Education **junior** high locally developed courses and the resources, as listed in the course outline for use in Calgary Board of Education schools from **September 1, 2015 to August 31, 2019:**

Performing Arts

Grade: 7, 8, 9

Power up your Learning

Grade: 6

Yoga

Grade: 7, 8, 9

5. THAT the Board of Trustees approves the following **re-newed** Calgary Board of Education **junior** high locally developed courses and the resources, as listed in the course outline for use in Calgary Board of Education schools from **September 1, 2015 to August 31, 2019:**

Dance

Grade: 7, 8, 9

ESL Beginner English Language Development

Grade: 7, 8, 9

Leadership/Service

Grade: 7, 8, 9

Power up your Learning

Grade: 7, 8, 9

Training for Excellence in Sport

Grade: 7, 8, 9

6. THAT the Board of Trustees approves the following **expiring courses developed by** Calgary Board of Education for junior and senior high locally developed courses be removed from the Calgary board of Education course board:

Exploration in Fine and Performing Arts

Grade: 7

Physics (AP)

Level: 35

Credits: 3

Sport Psychology

Level: 25

Credits: 5

7. THAT the Board of Trustees approves the following Calgary Board of Education senior high locally developed courses be updated to provide enhanced current resources for students in the Calgary Board of Education:

Geology

Level: 25

Credits: 3

## 2 | Issue

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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 three years.”

## 3 | Analysis

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In November 2014, System Assistant Principals and Specialists reviewed the expiring Locally Developed Courses used within Calgary Board of Education schools to determine if the courses meet the current needs of our students and the requirements of Alberta Education Policy 1.2.1.

We are now seeking board approval to renew existing courses and approve new courses along with the resources as listed in the recommendation section of this report. Resources listed in the course outline support student learning and have been enhanced to include teaching resources to further assist student learning.

### Competencies in Math {Level 15 Credits 3 | 5 new}

This course is designed to “enhance numeracy skills, develop critical thinking and problem solving abilities, and set students up for success in future courses in mathematics”. Having access to this course will support students’ success in Math 10C.

### Environmental Science (AP) {Level 35 Credits 3 new}

The AP® Environmental Science course cultivates academic success and provides experiences where student can earn advanced credit or advanced standing at colleges and universities on the basis of their AP® achievements.

This course will allow students to expand their scientific literacy and numeracy when they examine and apply multiple stakeholder perspectives and decision-making processes (Engaged Thinkers). It will also allow them to develop and apply Environmental Science and stewardship solutions within their school and communities (Entrepreneurial Spirit).

Exploration in Fine and Performing Arts {Grades 7 remove} | Performing Arts {Grades 7, 8, 9 new}

It is recommended that Exploration in Fine and Performing Arts locally developed junior high course be removed from the junior high course board (due to declining student interest) and replaced by Performing Arts 7, 8, 9. The new course provides a broader interpretation of learner outcomes and extends to grades 8 and 9.

Power Up Your Learning {Grade 6 new}

Power Up Your Learning: Discover Strategies and Use Your Strengths as a Learner to Improve Your Learning is designed for students to become engaged thinkers and focuses on the development of self-assessment, goal setting, and metacognitive processes. The course is designed to allow students to understand their personal strengths and learning preferences and become strong advocates for their learning. Essentially, the course provides additional support for student learning.

The original course was targeted for Grade 7, 8, and 9 junior high school students. Adding Grade 6 to the course fits with the middle school model. Power Up Your Learning for Grade 6 provides a valuable learning choice to more students.

Physics (AP) {Level 35 - 5 Credits new and 35 - 3 Credits remove}

It is recommended that Physics 35 – 3 Credits be discontinued. It corresponds to the College Board Physics B, which is no longer offered. Physics 1 and Physics 2 have replaced Physics B. Physics Level 35 Credits 5 encompasses both Physics 1 and Physics 2.

Sport Psychology {Level: 25 Credits: 5 remove}

It is recommended that Sport Psychology 25 be discontinued. It provides significant overlap with existing courses in the Career and Technology Studies Program of Studies. The overlap occurs in the Health, Recreation and Human Services cluster of courses; specifically, REC 1050 (Sport Psychology 1), REC 2050 (Sport Psychology 2), and REC 3050 (Sport Psychology 3).

Yoga {Grade: 7, 8, 9 new}

Yoga practice in the Grade 7, 8, and 9 will provide students further opportunity to personalize their learning. Along with the physical skills acquired through Yoga, students also develop their personal management skills and overall well-being. Yoga is a holistic pursuit of wellness that encourages students to challenge their limits both physically and cognitively.

## 4 | Implementation Consequences

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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.

All locally developed and acquired courses are approved by the Director responsible for Locally Developed Courses and the Superintendent, Learning Services.

The intention of the Calgary Board of Education process is to facilitate seamless access for students by authorizing newly acquired courses for September 1, 2015. 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

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Board of Trustee's approval of the listed locally developed acquired courses will ensure that the Calgary Board of Education is compliant with Alberta Education Policy 1.2.1. Approval of the renewed courses will enable the Calgary Board of Education to be innovative and responsive in personalizing learning to address the individual 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 junior and senior high schools through the Calgary Board of Education web page.



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.

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

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

**report to  
Board of Trustees**

**Construction Projects Status Report**

Date	April 14, 2015
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Information
Originator	Frank J. Coppinger, Superintendent, Facilities & 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 Robert Ashley, Manager, Design Services

**1 | Recommendation**

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It is recommended:

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

**2 | Issue**

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





### 3 | Background

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Following the demolition of the old Ernest Manning High School, the National Sport School was moved temporarily into leased office accommodation at Calgary Olympic Park. On September 26, 2012, the Alberta Government approved provincial funding of \$3 million for the National Sport School on the condition that the Calgary Board of Education (CBE) funds an additional \$6 million for a total project value of \$9 million. The proposed new National Sport School at Canada Olympic Park is on hold, subject to funds being raised to enable a construction start in 2015. Discussions have recommenced with WinSport on potential funding strategies and options.

On July 7, 2012, the Alberta Government approved provincial funding for the Booth Centre modernization for Chinook Learning Services. In June 2013, significant damage occurred to the building as a result of the Calgary floods. Engineering and insurance assessments have been finalized. Meetings have been held with the Alberta Government (Justice, Infrastructure and Education) and the Calgary Municipal Land Corporation to review different concepts for the potential redevelopment of Booth Centre site with a private developer. Discussions are ongoing.

On May 1, 2013, the Alberta Government announced the approval of six new schools for the CBE as part of Building Alberta Schools Construction Program (BASCP). This was the fourth phase of a Provincial alternative procurement program. The six schools included the North East High School, two middle schools located in Royal Oak and Saddle Ridge and three K-4 schools located in Copperfield, Evanston and New Brighton.

On January 21, 2014, the Alberta Government announced the approval of four major modernizations for the CBE. The four projects are: Christine Meikle School – A New Replacement, Harold W Riley School – An Aboriginal Family School Modernization, Jack James High School – A Modernization and Bowness High School - A Modernization.

On February 10, 2014, the Alberta Government announced the approval of six new schools for the CBE as part of the Provincial Government's commitment to build 50 new schools. The six schools include three K-4 schools located in Auburn Bay, Panorama and Tuscany and three middle schools located in Evergreen, McKenzie Towne and New Brighton-Copperfield.

On February 12, 2014, the Alberta Government advised that CBE's request for capital funding to rebuild Elbow Park School had been approved by the Flood Relief Ministerial Task Force.

On March 11, 2014, the Alberta Government also advised that Elbow Park School was eligible for flood mitigation funding up to \$2.5 million. The new school will be built on the original site and will incorporate flood mitigation in the design. On March 13, 2015, the Alberta Government advised that the CBE's request for flood mitigation funding had been approved.

On March 11, 2014, the Alberta Government advised that Rideau Park School was eligible for flood mitigation funding up to \$2.5 million. These funds will be used to implement measures that will better protect the school infrastructure to ensure that the facility is able to withstand future flood events. On March 13, 2015, the Alberta Government advised that CBE's request for flood mitigation funding had been approved.

In June 2014, the Provincial Government announced that they would not be pursuing the BASCP school package, that was originally announced in May 2013, and that these new schools, with the exception of the North East High School, would be handed over to the CBE for development and construction.

On September 22, 2014, the Provincial Government announced a \$30.6 million investment for four starter schools in Calgary. These schools will be located in West Springs/Cougar Ridge (middle school), Cranston (middle school), Saddle Ridge (elementary school) and Aspen Woods (elementary school). In addition \$2.8 million of funding has been approved for the supply and installation of modular classrooms for Westgate School and \$1.0 million for the design development of the new high school in South East Calgary.

On October 8, 2014, the Provincial Government announced Phase 3 of a consolidated advancement of education capital projects. The new projects for the CBE included the design of schools located in Martindale and Silverado (elementary schools) and Springbank Hill/Discovery Ridge (elementary/middle school). In addition, the designs of two major modernization projects at Lord Beaverbrook and James Fowler High Schools were approved.

In November 2014, Alberta Education granted the CBE flexibility regarding the use of modular classroom capital originally intended for Westgate School. A revised plan has been developed to install additional modular units to the Glenmeadows School, which is scheduled to be returned from a charter school use to the CBE in September 2016.

On February 19, 2015, the Provincial Government advised the CBE that the four starter schools announced in September 2014, would proceed as full build-out developments, subject to the CBE committing to completing the middle schools by December 2016 and the elementary schools by September 2016.

On March 31, 2015, the Premier announced that the Province was proceeding ahead with the construction of the Phase 3 schools announced in 2014. They included four new schools and two modernization projects.

#### 4 | Analysis

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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**.

The following fifteen Project Steering Committees have been setup for the twenty four school projects being managed by CBE Administration:

- Aboriginal Learning Centre
- Christine Meikle School
- Bowness HS
- Jack James HS
  
- Elbow Park ES
- Evergreen MS (Bundle 1)
- Panorama Hills ES, Tuscany ES, Auburn Bay ES, McKenzie Towne MS and New Brighton-Copperfield MS (Bundles 2 and 3)
- Royal Oak and Saddle Ridge MS (Bundle 4)
  
- Evanston ES (Bundle 5)
- Copperfield and New Brighton ES (Bundle 6)
- West Springs and Cranston Starter MS (Bundle 7)
- Saddle Ridge and Aspen Woods Starter K-4 School (Bundle 8)
  
- Springbank Hill/Discovery Ridge K-9 (Bundle 10)
- Martindale and Silverado ES (Bundle 11)
- Seton High School.

These Steering Committees are scheduled to meet on a monthly basis. Individual project management committees meet on a more frequent basis.

The status of the BASCP North East High School, being managed by Alberta Infrastructure, is provided in **Attachment I**.

The Province also recently announced their approval of a modernization project at Sir William Van Horne High School, which is currently leased to Westmount Charter School.

### **Modular Classrooms**

Administration submitted the 2015/16 Modular Classroom Plan, which was approved by the Board on October 14, 2014, to the Province for approval. This request included 28 modular classrooms in eleven CBE schools. On January 22, 2015, the Province advised that 19 modular classrooms were approved.

Details of these new modular units are provided in **Attachment III**.

A map showing the locations of the modular receiving schools is shown in **Attachment IV**.

An internal project team has been set up to administer the roll-out and installation of these modular classrooms.

Photos of the commencement of construction work are shown on **Attachment V**.

## 5 | Conclusion

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

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:	New Modular Classrooms
Attachment IV:	Modular Classrooms Location Map.
Attachment v:	Project Photos

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**CALGARY BOARD OF EDUCATION  
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS  
March 2015**

Building	Orig. Open Date	Rev. Open Date	Notes/Comments
1. National Sport School	Dec -14	TBD	The National Sport School is currently located in leased premises at Canada Olympic Park. Planning for the permanent school at Canada Olympic Park started in 2009 and has progressed to design stage. Design brief is complete. Comments sent to consultants for final revisions. Development Permit conditions are under review, a response has been submitted to the City. Until a source of capital funding is secured, no further architectural or engineering work will be completed. Discussions have commenced with WinSport on potential funding strategies, <b>and with the City on progressing the Development Permit approval application extension</b>
2. Booth Centre (Chinook Learning Services) Capacity 675 students	Mar -14	TBD	Booth Centre modernization for Chinook Learning Services central location was approved for provincial funding on July 7, 2012. Prime Consultants were appointed through a request for proposal process on July 23, 2012. Alberta Infrastructure has provided technical documentation on the existing facility. Schematic design and functional space layouts have been finalized. Different concepts are being assessed for the potential redevelopment of the site with the Calgary Municipal Land Corporation and developers. Discussions are ongoing. An Expression of Interest (EOI) proposal call <b>was</b> issued to developers in January 2015. <b>Following the review of EOI submissions, four developers will be invited to submit RFPs in April 2015.</b>
3. Evanston School Grades K-4 Capacity 600 students	Fall-16		Project handed over to the CBE to develop and construct in June 2014. Sahuri + Partners Architecture Inc. appointed as Prime Consultant. Steering Committee set up. Working drawings are being prepared for a fixed price lump sum tender. Tenders were issued November 2014 and closed in December 2014. Altus Group was appointed as Project Manager. A post tender analysis has been completed and a recommendation for construction award was made to Alberta Infrastructure. The Development Permit was approved by the City. On January 29, Alberta Infrastructure approved the construction contract award. <b>A Letter of Award has been issued to APM Construction Services Inc. An Open House was held on February 25, 2015, at the Education Centre.</b>  <b>While mobilization and construction commencement was scheduled for mid-March 2015, this could not start as the City has not yet issued a Building Permit.</b>
4. Saddle Ridge School Grades 5 – 9 Capacity 900 students	Fall-16		Project handed over to the CBE to develop and construct in June 2014. Gibbs Gage Architects appointed as Prime Consultant. Steering Committee set up. Working drawings are being prepared for a fixed price lump sum tender. Tenders were issued November 2014 and closed in December 2014. Pivotal Projects was appointed as Project Manager. A post tender analysis has been completed and a recommendation for construction award has been made to Alberta Infrastructure. The Development Permit was approved by the City. <b>A Letter of Award has been issued to LEAR Construction Management Ltd. An Open House was held on February 25, 2015, at the Education Centre.</b>  <b>Mobilization and construction commenced in mid-March 2015 and piling on site began on March 26, 2015.</b>

**CALGARY BOARD OF EDUCATION  
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS  
March 2015**

Building	Orig. Open Date	Rev. Open Date	Notes/Comments
5. Copperfield School Grades K-4 Capacity 600 students	Fall-16		<p>Project handed over to the CBE to develop and construct in June 2014. Group 2 Architecture appointed as Prime Consultant. Steering Committee set up. Working drawings are being prepared for a fixed price lump sum tender. Tenders were issued November 2014 and closed in December 2014. Pivotal Projects was appointed as Project Manager. A post tender analysis has been completed and a recommendation for construction award was made to Alberta Infrastructure. The Development Permit was approved by the City. On January 29, Alberta Infrastructure approved the construction contract award. <b>A Letter of Award has been issued to Tribuild Contracting (Calgary) Ltd. An Open House was held on February 25, 2015, at the Education Centre.</b></p> <p><b>Mobilization has commenced but construction excavation has not started on site as the City has not yet issued a Building Permit.</b></p>
6. New Brighton School Grades K-4 Capacity 600 students	Fall-16		<p>Project handed over to the CBE to develop and construct in June 2014. Group 2 Architecture appointed as Prime Consultant. Steering Committee set up. Working drawings are being prepared for a fixed price lump sum tender. Tenders were issued November 2014 and closed in December 2014. Pivotal Projects was appointed as Project Manager. A post tender analysis has been completed and a recommendation for construction award was made to Alberta Infrastructure. The Development Permit was approved by the City. On January 29, Alberta Infrastructure approved the construction contract award. <b>A Letter of Award has been issued to Tribuild Contracting (Calgary) Ltd. An Open House was held on February 25, 2015, at the Education Centre.</b></p> <p><b>Mobilization has commenced but construction excavation has not started on site as the City has not yet issued a Building Permit.</b></p>
7. Royal Oak/Rocky Ridge School Grades 5 – 9 Capacity 900 students	Fall-16		<p>Project handed over to the CBE to develop and construct in June 2014. Gibbs Gage Architects appointed as Prime Consultant. Steering Committee set up. Working drawings are being prepared for a fixed price lump sum tender. Tenders were issued in November 2014 and closed in December 2014. Pivotal Projects was appointed as Project Manager. A post tender analysis has been completed and a recommendation for construction award has been made to Alberta Infrastructure. The Development Permit was approved by the City. <b>A Letter of Award has been issued to LEAR Construction Management Ltd. An Open House was held on February 25, 2015, at the Education Centre.</b></p> <p><b>Mobilization and construction commenced in mid-March 2015 and site excavation on site has begun with piling to follow.</b></p>
8. Northeast High School Grades 10 – 12 Capacity 1800 students	Fall-16		<p>School approved for Provincial funding May 1, 2013, as part of BASCP using the Design/Build delivery process, with the CBE to look after maintenance. Bridging Consultants worked with CBE to develop the site layout and floor plans for the proponent RFP. Gibbs Gage Architects and the Bird Construction team were the</p>

**CALGARY BOARD OF EDUCATION  
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS  
March 2015**

Building	Orig. Open Date	Rev. Open Date	Notes/Comments
			successful design build proponents. Alberta Education approved an increase in capacity of the school to 1800 students. Construction has commenced on site. Furniture, fixtures and equipment fit-up and commissioning will commence after the school is turned over to the CBE. Two successful open houses were held in April and September 2014.
9. Harold W. Riley School Aboriginal Learning Centre	Sep -16		<p>Harold W. Riley modernization for the Aboriginal Learning Centre was announced January 21, 2014. A provincial pre-design charrette was held on November 25 and 26, 2013 as part of a Value Management exercise to gather support for the project. The Provincial kick-off meeting occurred February 25, 2014. The Leblond Partnership has been selected as Prime Consultant.</p> <p>The design process has been completed. Pivotal Projects Incorporated has been selected as Project Managers. Public engagement and open house held on June 18 and September 17, 2014. Development Permit application submitted in August 2014. Working drawings were finalized for tender, which was scheduled for mid-January 2015. Hazmat abatement work has commenced and is underway. <b>Tenders closed on March 24, 2015 and are being reviewed by Pivotal Project Managers, prior to AI approval submission, to award the contract.</b></p>
10. Christine Meikle School (Replacement school)	Dec -16		<p>Christine Meikle School replacement for students with complex learning needs was announced January 21, 2014. This new school located on a greenfield site will combine attributes of both educational and health care facilities to address the special needs of the students. A provincial program charrette was held on February 12, 2014 as part of a Value Management exercise to gather information on the project. The Provincial kick-off meeting occurred February 25, 2014.</p> <p>Marshall Tittmore Architects has been selected as Prime Consultant. Resource Planning Group has been retained to complete the functional program for the project. Stantec Consulting Ltd. has been selected as Project Manager. Public engagement and open house held on June 19, August 6 and September 17, 2014. Development Permit application submitted in September 2014. A Statement of Claim has been registered by a group of residents who are opposed to the development. No judgment has been made by the courts. Design development has been completed. Working drawings were finalized for tender, which was scheduled for mid-January 2015. <b>Tenders closed on March 19, 2015 and are being reviewed by AI for approval to award the contract.</b></p>
11. Bowness High School Modernization	Sep -16		<p>Modernization of Bowness High School was announced January 21, 2014. The modernization will update the spaces to meet the current and future needs of the students. The Provincial kick-off meeting occurred February 25, 2014. BKDI Architects has been selected as Prime Consultant. The design process is underway. MHPM Project Managers Inc. has been selected as Project Manager. Public engagement and open house held on June 18, August 6 and September 17, 2014. Development Permit application submitted in August 2014. On October 1, 2014, Alberta Infrastructure approved the appointment of Chandos Construction Ltd. as the Construction Manager. Working drawings are being</p>

**CALGARY BOARD OF EDUCATION  
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS  
March 2015**

Building	Orig. Open Date	Rev. Open Date	Notes/Comments
			<p>prepared for sequential tendering, which will commence at the end of January 2015. A Design Development Cost Report has been completed. 90% Cost Report completed. <b>Tender Packages and Cost Reports have been submitted to Alberta Infrastructure for staged Tender Approval reviews. The first tender package was released in March 2015.</b></p>
12. Jack James High School Modernization	Sep -16		<p>Modernization of Jack James High School was announced January 21, 2014. The modernization will update the spaces to meet the current and future needs of the students. The Provincial kick-off meeting occurred February 25, 2014. Dialog Alberta Architecture has been selected as Prime Consultant. The design process is underway. Turnbull Construction Services Ltd. Has been selected as Project Manager. Public engagement and open house held on June 18, August 6 and September 17, 2014. Development Permit application was submitted in August 2014 and approved by the City in December 2014. On October 1, 2014, Alberta Infrastructure approved the appointment of Carbon Constructors Inc. as the Construction Manager.</p> <p>Working drawings have been completed and sequential tendering will commence at the end of January 2015. A Design Development Cost Report has been completed. Alberta Infrastructure has reviewed and approved the Tender Documents and Cost Report. <b>Sequential Tendering has commenced and the first bid package for work has been approved for award by AI. Construction mobilization has commenced. A second bid package has been received and is being reviewed.</b></p>
13. Evergreen School Grades 5 - 9 Capacity 900 students	Sep -16		<p>The new Middle school was announced February 10, 2014, as part of the Provincial government's commitment to build 50 new schools. The Provincial kick-off meeting occurred February 25, 2014. Zeidler Partnership Architects has been selected as Bridging Consultant. The design process is completed. Public engagement and open house held on June 18, August 6 and September 17, 2014. Development Permit application submitted in August 2014. Design-Build proposal documents have been issued and contractor proposals will be received and assessed in February 2015.</p> <p><b>The Design-Build responses were unsatisfactory and over budget. The Design Team will finalize a new set of working drawings and lump sum Tender Documents will be issued in May 2015 for award and commencement of construction by July 2015.</b></p>
14. Tuscany School Grades K-4 Capacity 600 students	Sep -16		<p>The new K-4 school was announced February 10, 2014, as part of the Provincial government's commitment to build 50 new schools. The Provincial kick-off meeting occurred February 25, 2014. Group 2 Architecture has been selected as Bridging Consultant. The design process is completed. Public engagement and open house held on June 18, 2014. The Development Permit application was submitted in August 2014 and was approved by the City. Design-Build proposal documents have been issued and contractor proposals will be received and assessed in February 2015.</p>



**CALGARY BOARD OF EDUCATION  
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS  
March 2015**

Building	Orig. Open Date	Rev. Open Date	Notes/Comments
			<p><b>The Design-Build responses were unsatisfactory and over budget. The Design Team will finalize a new set of working drawings and lump sum Tender Documents will be issued in March 2015. Tender closing on April 1, 2015. Assessment and approval to be completed by mid-April 2015.</b></p>
15. Panorama School Grades K-4 Capacity 600 students	Sep -16		<p>The new K-4 school was announced February 10, 2014, as part of the Provincial government's commitment to build 50 new schools. The Provincial kick-off meeting occurred February 25, 2014. Group 2 Architecture has been selected as Bridging Consultant. The design process is underway. Public engagement and open house held on June 18, 2014. The Development Permit application was submitted in August 2014 and was approved by the City. Design-Build proposal documents have been issued and contractor proposals will be received and assessed in February 2015.</p> <p><b>The Design-Build responses were unsatisfactory and over budget. The Design Team will finalize a new set of working drawings and lump sum Tender Documents will be issued in March 2015. Tender closing on April 2, 2015. Assessment and approval to be completed by mid-April 2015.</b></p>
16. Auburn Bay School Grades K-4 Capacity 600 students	Sep -16		<p>The new K-4 school was announced February 10, 2014, as part of the Provincial government's commitment to build 50 new schools. The Provincial kick-off meeting occurred February 25, 2014. Group 2 Architecture has been selected as Bridging Consultant. The design process is underway. Public engagement and open house held on June 18, 2014. Development Permit application submitted in August 2014 was approved by the City. Design-Build proposal documents have been issued and contractor proposals will be received and assessed in February 2015.</p> <p><b>The Design-Build responses were unsatisfactory and over budget. The Design Team will finalize a new set of working drawings and lump sum Tender Documents will be issued in March 2015. Tender closing on April 1, 2015. Assessment and approval to amend to be completed by mid-April 2015.</b></p>
17. McKenzie Towne School Grades 5 - 9 Capacity 900 students	Sep -16		<p>The new Middle school was announced February 10, 2014, as part of the Provincial government's commitment to build 50 new schools. The Provincial kick-off meeting occurred February 25, 2014. Group 2 Architecture has been selected as Bridging Consultant. The design process is underway. Public engagement and open house held on June 18, 2014. The Development Permit application was submitted in August 2014 and was approved by the City. Design-Build proposal documents have been issued and contractor proposals will be received and assessed in February 2015.</p> <p><b>The Design-Build responses were unsatisfactory and over budget. The Design Team will finalize a new set of working drawings and lump sum Tender Documents will be issued in May 2015 for award and</b></p>

**CALGARY BOARD OF EDUCATION  
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS  
March 2015**

Building	Orig. Open Date	Rev. Open Date	Notes/Comments
			<b>commencement of construction by July 2015.</b>
18. New Brighton-Copperfield School Grades 5 - 9 Capacity 900 students	Sep -16		<p>The new Middle school was announced February 10, 2014, as part of the Provincial government's commitment to build 50 new schools. The Provincial kick-off meeting occurred February 25, 2014. Group 2 Architecture has been selected as Bridging Consultant. The design process is underway. Public engagement and open house held on June 18, 2014. The Development Permit application was submitted in August 2014 and was approved by the City. Design-Build proposal documents have been issued and contractor proposals will be received and assessed in February 2015.</p> <p><b>The Design-Build responses were unsatisfactory and over budget. The Design Team will finalize a new set of working drawings and lump sum Tender Documents will be issued in May 2015 for award and commencement of construction by July 2015.</b></p>
19. Elbow Park School (Replacement school)	Dec -16		<p>The June 2013 flood caused significant structural damage to the existing Elbow Park School due to differential settlement. As a result, a replacement of the Elbow Park School was approved by the Provincial government on February 12, 2014. The Provincial kick-off meeting occurred on February 25, 2014. Gibbs Gage Architects were selected as the Prime Consultant. The new school will meet current building standards including barrier free access and will address flood mitigation in the design. The library will reflect the original aesthetic design.</p> <p>The first information meeting with the community was held on April 2, 2014. The consultant team led by Gibbs Gage Architects and advised by Donald Luxton &amp; Associates and MMP Engineering recommended the preservation of the North, West and East exterior walls along with a partial preservation of the South façade, while demolishing the remainder of the school.</p> <p>This design concept for the Elbow Park Replacement School was presented to the public on July 3, 2014. Comments received were consistently favorable. A new and modern school is planned to be constructed within the historic walls, with a new brick veneer and glass curtain wall gymnasium addition to the South. The new roofs are to emulate the original sloped roofs between the historic facades, while the new addition will have a flat roof with clerestory lighting over the central ancillary spaces.</p> <p>In June 2014, Duke Evans Inc. was retained as the Project Manager. Due to the nature of this project a Construction Management construction procurement process is to be followed to meet the phased schedule of activities. The Schematic Design Report has been completed and has been approved by Alberta Infrastructure. A Development Permit application has been approved. On October 1, 2014, Alberta Infrastructure approved the appointment of Stuart Olson Construction Ltd. as the Construction Manager.</p> <p>The first Tender Package for the specialist foundation work, demolition and</p>

**CALGARY BOARD OF EDUCATION  
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS  
March 2015**

Building	Orig. Open Date	Rev. Open Date	Notes/Comments
			structural wall stabilization <b>was retendered and</b> has been reviewed for award. The balance of the work is <b>now</b> scheduled to be tendered in March 2015. Hazmat abatement work has commenced on site. <b>Commencement of demolition work is scheduled for March 2015 subject to contract approval from AI. Tender package 2 has been approved by AI for tender.</b>
20. Rideau Park School (Flood mitigation)	TBD		Rideau Park School was approved for flood mitigation funding on March 11, 2014. Engineering Consultants <b>have been</b> appointed to commence flood mitigation <b>design</b> . It is anticipated that <b>construction of</b> this work will commence in the summer 2015.
21. West Springs/ Cougar Ridge School Grades 5 – 9 Capacity 900 students	Jan - 17		A new <b>starter middle school</b> was announced September 22, 2014, as part of the Provincial government's commitment to build four starter schools. On October 8, 2014, the Province committed to the immediate planning of the final school design. Riddell Kurczaba Architects was appointed to commence planning and design. Steering Committee Meetings have commenced and Schematic Design options have been developed for phasing the construction build-out. <b>On February 19, 2015, full build-out was approved. Detailed Design and Tender Documents will be prepared for a Tender issue by May 2015. An Open House was held on February 25, 2015, at the Education Centre.</b>
22. Cranston School Grades 5 - 9 Capacity 900 students	Jan -17		A new <b>starter middle school</b> was announced September 22, 2014, as part of the Provincial government's commitment to build four starter schools. On October 8, 2014, the Province committed to the immediate planning of the final school design. Riddell Kurczaba Architects was appointed to commence planning and design. Steering Committee meetings have commenced and schematic design options have been developed for phasing the construction build-out. <b>On February 19, 2015, full build-out was approved. Detailed Design and Tender Documents will be prepared for a Tender issue by May 2015. An Open House was held on February 25, 2015, at the Education Centre.</b>
23. Saddle Ridge School Grades K-4 Capacity 600 students	Sep -16		A new <b>starter elementary school</b> was announced September 22, 2014, as part of the Provincial government's commitment to build four starter schools. On October 8, 2014, the Province committed to the immediate planning of the final school design. Manasc Isaac Architects was appointed to commence planning and design. Steering Committee meetings have commenced and schematic design options have been developed for phasing the construction build-out. <b>On February 19, 2015, full build-out was approved. Detailed Design and Tender Documents will be prepared for a Tender issue by May 2015. An Open House was held on February 25, 2015, at the Education Centre.</b>

**CALGARY BOARD OF EDUCATION  
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS  
March 2015**

Building	Orig. Open Date	Rev. Open Date	Notes/Comments
24. Aspen Woods School Grades K-4 Capacity 600 students	Sep - 16		A new <b>starter elementary school</b> was announced September 22, 2014, as part of the Provincial government's commitment to build four starter schools. On October 8, 2014, the Province committed to the immediate planning of the final school design. Manasc Isaac Architects was appointed to commence planning and design. Steering Committee meetings have commenced and schematic design options have been developed for phasing the construction build-out. <b>On February 19, 2015, full build-out was approved. Detailed Design and Tender Documents will be prepared for a Tender issue by May 2015. An Open House was held on February 25, 2015, at the Education Centre.</b>
25. Glenmeadows School Grades K-6 Extension	Sept -15		The original plan to place eight modular units on the Westgate School site (Provincial approval September 22, 2014) has been changed to a revised plan to install six modular units (five classrooms and a washroom) at the Glenmeadows School site.  A Development Permit application has been made to the City. A meeting with the Glenmeadows Community Association was held on January 12, 2015.
26. Southeast High School Grades 10 -12 Capacity 1800 students	Sept-18		The Province announced the design development funding for the new high school on September 22, 2014. Proposals for a prime consultant have been received assessed. <b>Gibbs Gage Architects was appointed on February 10, 2015, to commence Design Development Services. Site investigation studies have commenced.</b>
27. Martindale School Grades K-6 Capacity 600 students	Sept - 17		On October 8, 2014, the Province committed to the immediate planning and design of the elementary school. Request for Proposals were issued for design services and proposals were reviewed in December 2014. Design Services Contract was awarded to Sahuri + Partners Architecture Inc. Steering Committee Meetings have commenced. <b>Schematic Designs have been developed.</b>
28. James Fowler High School Modernization	Sept - 17		On October 8, 2014, the Province committed to the immediate planning and <b>development of design scope</b> of the high school modernization. Onsite inspections and program assessments are being undertaken with the Province to determine an agreed scope of work. Design consultants are yet to be appointed.
29. Springbank Hill/ Discovery Ridge School Grades K-9 Capacity 900 students	Sept - 17		On October 8, 2014, the Province committed to the immediate planning and design of the elementary/middle school. Request for Proposals have been issued for design services and proposals were reviewed in December 2014. Design Services Contract was awarded to CEI Architecture Planning Interiors. Steering Committee Meetings have commenced. <b>Schematic Designs have been developed.</b>

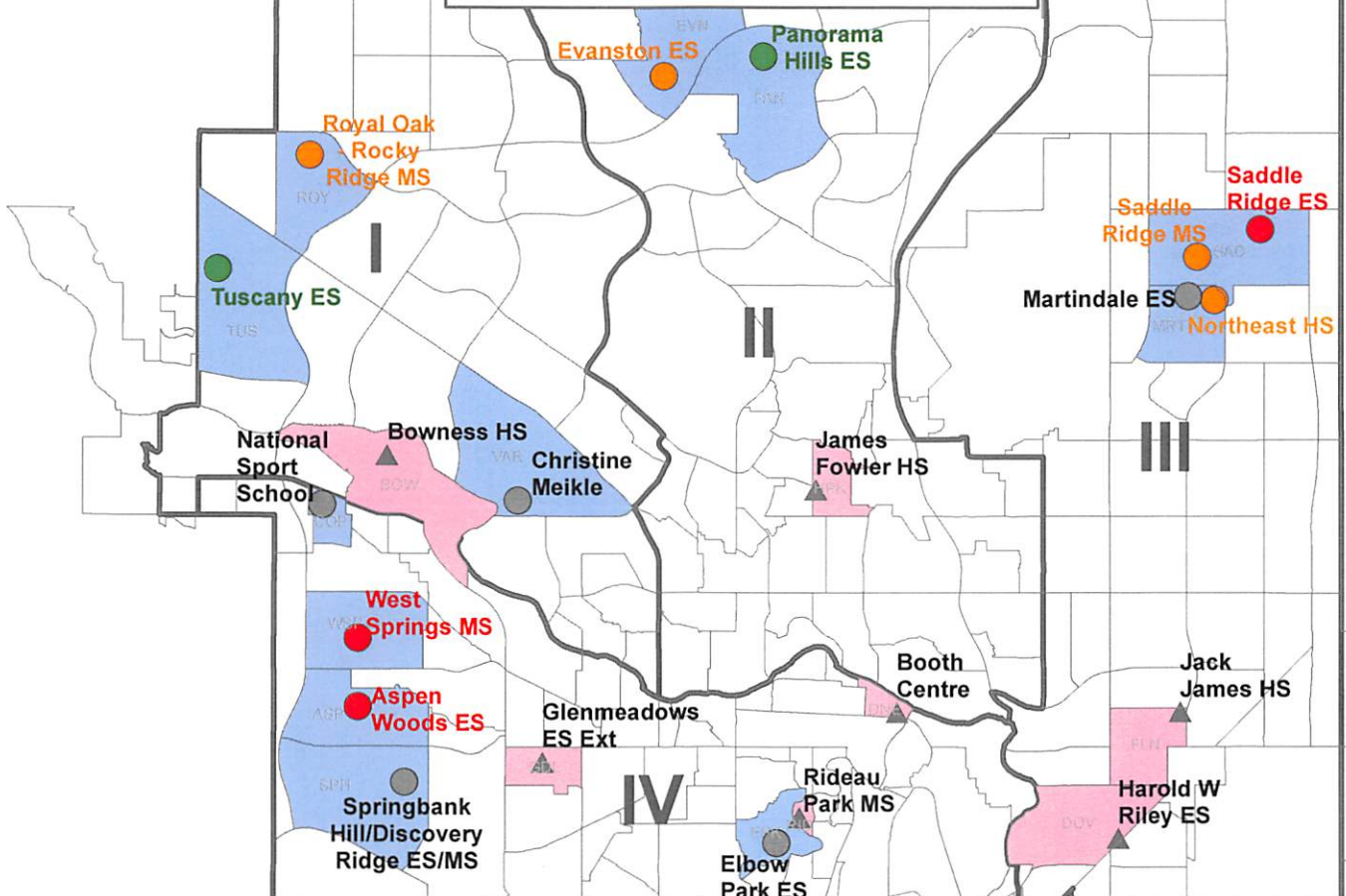
**CALGARY BOARD OF EDUCATION  
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS  
March 2015**

Building	Orig. Open Date	Rev. Open Date	Notes/Comments
30. Lord Beaverbrook High School Modernization	Sept - 17		On October 8, 2014, the Province committed to the immediate planning and <b>development of design scope</b> of the high school modernization. Onsite inspections and program assessments are being undertaken with the Province to determine an agreed scope of work. Design consultants are yet to be appointed.
31. Silverado School Grades K-4 Capacity 600 students	Sept - 17		On October 8, 2014, the Province committed to the immediate planning and design of the elementary school. Tenders were issued November 2014 and proposals were reviewed in December 2014. Design Services Contract was awarded to Sahuri + Partners Architecture Inc. Steering Committee Meetings have commenced. <b>Schematic Designs have been developed.</b>



Calgary Board of Education

### CBE New/Modernized Schools Approved and Under Development



- ▲ Modernization Under Construction
- Schools Being Developed

**Projects**

1. National Sport School
2. Booth Centre
3. Evanston ES
4. Saddle Ridge MS
5. Copperfield ES
6. New Brighton ES
7. Royal Oak/Rocky Ridge MS
8. Northeast HS
9. Aboriginal Learning Centre
10. Christine Meikle
11. Bowness HS (Mod)
12. Jack James HS (Mod)
13. Evergreen MS
14. Tuscany ES
15. Panorama Hills ES
16. Auburn Bay ES
17. McKenzie Towne MS
18. New Brighton-Copperfield MS
19. Elbow Park ES
20. Rideau Park EJHS (Flood)
21. West Springs MS
22. Cranston MS
23. Saddle Ridge ES
24. Aspen Woods ES
25. Glenmeadows ES ext.
26. Southeast HS
27. Martindale ES
28. James Fowler HS
29. Springbank Hill/Discovery Ridge
30. Lord Beaverbrook HS
31. Silverado ES



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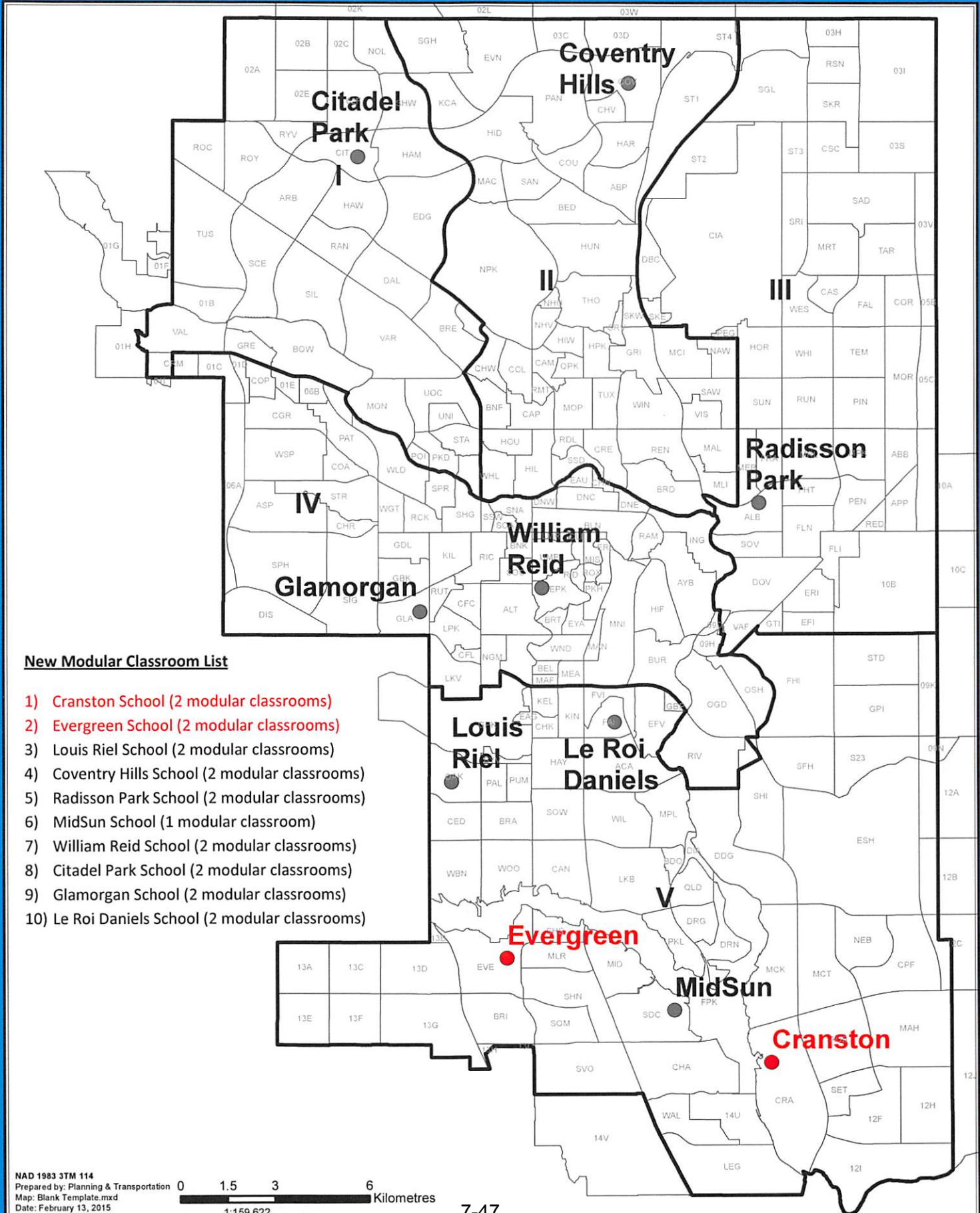
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 Prepared by: Planning & Transportation  
 Map: New And Modernized Schools.mxd  
 Date: February 19, 2015

**CALGARY BOARD OF EDUCATION  
NEW MODULAR CLASSROOM CONSTRUCTION STATUS  
March 2015**

School	Orig. Open Date	Rev. Open Date	Notes/Comments
1. Cranston ES (k-4)	Sept-15		Two modular classrooms requested in the 2015/16 Modular Classroom Plan have been approved. Alberta Infrastructure is to organize the supply of the modular units and their installation by the P3 contractor.
2. Evergreen ES (k-4)	Sept-15		Two modular classrooms requested in the 2015/16 Modular Classroom Plan have been approved. Alberta Infrastructure is to organize the supply of the modular units and their installation by the P3 contractor.
3. Louis Riel E/MS (k-9)	Sept-15		Two of the six modular classrooms requested in the 2015/16 Modular Classroom Plan have been approved. CBE Administration is arranging for the supply and installation of these modular units.
4. Coventry Hills ES (k-3)	Sept -15		Two modular classrooms requested in the 2015/16 Modular Classroom Plan have been approved. CBE Administration is arranging for the supply and installation of these modular units.
5. Radisson Park ES (k-5)	Sept-15		Two modular classrooms requested in the 2015/16 Modular Classroom Plan have been approved. CBE Administration is arranging for the supply and installation of these modular units.
6. MidSun MS (5-9)	Sept -15		One of the two modular classrooms requested in the 2015/16 Modular Classroom Plan has been approved. CBE Administration is arranging for the supply and installation of this modular unit.
7. William Reid ES (k-4)	Sept -15		Two modular classrooms requested in the 2015/16 Modular Classroom Plan have been approved. CBE Administration is arranging for the supply and installation of these modular units.
8. Citadel Park ES (k-4)	Sept -15		Two modular classrooms requested in the 2015/16 Modular Classroom Plan have been approved. CBE Administration is arranging for the supply and installation of these modular units.
9. Glamorgan E/MS (k-9)	Sept -15		Two modular classrooms requested in the 2015/16 Modular Classroom Plan have been approved. CBE Administration is arranging for the supply and installation of these modular units.
10. Le Roi Daniels ES (k-4)	Sept -15		Two modular classrooms requested in the 2015/16 Modular Classroom Plan have been approved. CBE Administration is arranging for the supply and installation of these modular units.



# Schools With Modular Classrooms 2015-2016



### New Modular Classroom List

- 1) Cranston School (2 modular classrooms)
- 2) Evergreen School (2 modular classrooms)
- 3) Louis Riel School (2 modular classrooms)
- 4) Coventry Hills School (2 modular classrooms)
- 5) Radisson Park School (2 modular classrooms)
- 6) MidSun School (1 modular classroom)
- 7) William Reid School (2 modular classrooms)
- 8) Citadel Park School (2 modular classrooms)
- 9) Glamorgan School (2 modular classrooms)
- 10) Le Roi Daniels School (2 modular classrooms)



Saddle Ridge School

