



Please join us on the Link for a musical performance by the Haultain Memorial School Choir commencing at 11:45 a.m.

public agenda

Regular Board Meeting

November 1, 2016
12:00 p.m.

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

R-1: Mission |

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

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

Time	Topic	Who	Policy Ref	Attachment
12:00 p.m.	1 Call to Order, National Anthem and Welcome			
	2 Consideration/Approval of Agenda		GC-2	
	3 Awards and Recognitions			
	3.1 Lighthouse Award		GC-3	
	4 Results Focus			
60 mins	4.1 Board Development Session – Indigenous Education Strategy 2016-17	J. Everett	R-2, OE-8, 10	
	5 Operational Expectations			
30 mins	5.1 Presentation: Fostering a Positive Workplace Environment	G. Francis	OE-4	
30 mins	5.2 OE-4: Treatment of Employees – Annual Monitoring	G. Francis	OE-4, 8, 12	Page 5-1
	6 Public Comment [PDF]		GC-3.2	
Max 20 mins	Requirements as outlined in Board Meeting Procedures			
	7 Matters Reserved for Board Action	Board	GC-3	
20 mins	7.1 2017/18 Modular Classroom Plan (<i>THAT the Board approves the 2017/18 Modular Classroom Plan, as submitted.</i>)	D. Stevenson	OE-8,9,11, 12	Page 7-11



Time	Topic	Who	Policy Ref	Attachment
	8 Consent Agenda	Board	GC-2.6	
	8.1 Approval of Minutes <ul style="list-style-type: none"> ▪ Regular Meeting held October 4, 2016 ▪ Regular Meeting held October 11, 2016 ▪ Regular Meeting held October 25, 2016 (<i>THAT the Board approves the minutes of the Regular Meetings held October 4, October 11 and October 25, 2016, as submitted.</i>) 			(late distrib'n)
	8.2 Financial Status of Reserves and Designated Funds at August 31, 2016 (<i>THAT the transfers represented in Attachment I be approved; and the terms and conditions of the Fiscal Stability Reserve be amended as per Attachment III.</i>)		OE-6	Page 7-1
	8.3 Terms of Reference for the School Naming Committee (<i>THAT the Board approves the amendments to the School Naming Committee Terms of Reference, as submitted.</i>)		OE-8	Page 8-3
	8.4 Items Provided for Board Information			
	8.4.1 Correspondence			Page 8-1
3:00 p.m.	9 Adjournment			
	Debrief	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.

operational expectations monitoring report

OE-4: Treatment of Employees

Monitoring report for the 2015 - 2016 school year

Report date: November 1, 2016.

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 4: Treatment of Employees, the Chief Superintendent certifies that the proceeding information is accurate and complete.

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

Signed: D. Stevenson
David Stevenson, Chief Superintendent

Date: Oct. 21/16

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 4: Treatment of Employees, the Board of Trustees:

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

Summary statement/motion of the Board of Trustees:

Signed:
Chair, Board of Trustees

Date:

OE-4: Treatment of Employees

Executive Summary

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.

This Operational Expectation establishes the values and expectations of the Board of Trustees for the Calgary Board of Education regarding the actions that support relationships between the organization and its employees.

The Chief Superintendent's reasonable interpretation for OE 4: Treatment of Employees was approved on March 6, 2012. The Board of Trustees last monitored OE-4: Treatment of Employees on November 3, 2015.

4.1 Conduct extensive background inquiries and checks prior to hiring any paid personnel.

Indicator 1: Compliant

4.2 Select the most qualified and best-suited candidates for all positions.

Indicator 1: Compliant

4.3 Ensure that all employees are qualified to perform the responsibilities assigned to them.

Indicator 1: Compliant

4.4 Administer clear personnel rules and procedures for employees, including processes for suspension, transfer and termination actions.

Indicator 1: Compliant

Indicator 2: Compliant

Indicator 3: Compliant

4.5 Effectively handle complaints and concerns.

Indicator 1: Compliant

Indicator 2: Compliant

4.6 Maintain adequate job descriptions for all employee positions.

Indicator 1: Compliant

Indicator 2: Compliant

Indicator 3: Compliant

4.7 Protect confidential information

Indicator 1: Non-compliant

4.8 Develop total compensation plans to attract and retain the highest quality "exempt" employees within available resources.

Indicator 1: Compliant

4.9 Honour the terms of negotiated agreements

Indicator 1: Compliant

4.10 Receive Board of Trustees' approval for the bargaining mandate and ratification of all collective agreements for unionized employees.

Indicator 1: Compliant

Indicator 2: Compliant

4.11 Receive Board of Trustees' approval for total compensation packages for all exempt employees.

Indicator 1: Compliant

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.

Indicator 1: Non-compliant

Indicator 2: Compliant

Indicator 3: Compliant

4.13 Reasonably include people in decisions that affect them.

Indicator 1: Non-compliant



OE-4: Treatment of Employees

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.

Board-approved Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that the Calgary Board of Education will attract and retain the right people with the right skills at the right time in the right numbers. To attract and retain employees, the Calgary Board of Education must continuously foster working environments that support employees.

In addition to support, it is important that each and every employee understand how their work contributes to organizational performance, student learning and the Board of Trustees' Results.

For the purposes of this report, the term employees is interpreted to encompass "staff", "personnel" and "people" as found in OE-4.

The Chief Superintendent will

4.1	Conduct extensive background inquiries and checks prior to hiring any paid personnel.	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets *background inquiries* to be reference checks, a criminal record check including a vulnerable sector search, verification of past employment and verification of academic credentials. These checks are completed prior to an offer of employment.

Board-approved Indicator and Evidence of Compliance |

100% of new employees will have a thorough background check including but not limited to those conditions set out in the interpretation, prior to commencing employment.

The organization is compliant with this indicator.

- a) 99.8% of new hire or rehired employees began work after confirmation from Human Resources that the person successfully passed a vulnerable sector police information check.
- b) 100% of new employees provided academic credentials prior to commencing employment.
- c) 100% of new employees have had references checked prior to commencing employment.

Evidence demonstrates that indicator in sub-section 4.1 is not in compliance.

4.2	Select the most qualified and best-suited candidates for all positions.	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets employment *qualifications* to be education and experience. During the selection process additional attributes are considered such as:

- quality of judgment;
- professional currency;
- effective cross-functional teamwork;
- communication and influencing skills;
- technical competence;
- customer service orientation;
- analytical competence;
- project management skills; and
- personal suitability.

The Chief Superintendent interprets *best-suited* to be those individuals with the required education, experience, attributes and fit with the organization.

Board-approved Indicator and Evidence of Compliance |

98% of selected employees are best-suited for their position.

The organization is compliant with this indicator.

100% of selected employees are best-suited for their positions. Suitability is determined through a rigorous selection process which includes;

- Ensuring candidate's qualifications match those identified in the position description;
- Analyzing the results of interviews;
- Checking references;
- Analyzing the results of teacher perceiver interviews;
- Reviewing practicum reports and teaching & leadership evaluations.

Evidence demonstrates the indicator in subsection 4.2 is in compliance.

4.3 Ensure that all employees are qualified to perform the responsibilities assigned to them.	Compliant
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Board-approved Interpretation |

Employees must demonstrate an ability to perform the work required. A key measurement of success is how well a new employee performs in a new position. When an employee successfully completes their probationary assessment, they are deemed to possess the knowledge, skills and abilities required of their position. The employee has also demonstrated a cultural fit to the organization.

The Chief Superintendent interprets the *qualifications* of an employee to include an aspect of growth. Market shortages often dictate that an employer select an employee who may not have the full qualifications but certainly the potential to grow into the position.

Board-approved Indicator and Evidence of Compliance |

95% of all employees will successfully complete their probationary assessment.

The organization is compliant with this indicator.

98.3% of CBE employees successfully completed their probationary assessment as evidenced by successful performance evaluations and continued employment beyond the probationary period.

Evidence demonstrates the indicator in subsection 4.3 is in compliance.

4.4 Administer clear personnel rules and procedures for employees, including processes for suspension, transfer and termination actions.	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets *rules and procedures* to be subject to the provisions of the collective agreements, terms and conditions of employment, and current statute (*School Act*). The Calgary Board of Education will develop and maintain Human Resource policies and procedures that set out the organizational expectations of the employee and govern processes that impact the employee lifecycle; that is, from hire to termination.

Board-approved Indicators and Evidence of Compliance |

1. Human Resource policies are current, foreknown, consistently applied and comply with statute and the provisions of the collective agreements.

The organization is compliant with this indicator.

An internal review of all suspensions, transfers and terminations confirmed compliance with collective agreements and statutes.

2. Human Resource policies are reviewed on a bi-annual basis to ensure currency and compliance with the collective agreements and statute.

The organization is compliant with this indicator.

Administrative Regulations (ARs) under the accountability of Human Resources continue to be reviewed on a regular basis. Research and drafting began on the development of two new ARs during the 2015-2016 year. This work will continue into the next monitoring cycle.

3. 100% of employees will be made aware of Calgary Board of Education policies or regulations governing:
 - respect in the workplace;
 - conflict of interest; and
 - responsible use of electronic information resources.

The organization is compliant with this indicator.

- a) *Every employee is made aware of the policy regarding responsible use of electronic information each time they log in to the CBE network.*
- b) *All new employees are provided CBE documentation regarding regulations governing respect in the workplace, employee code of conduct and responsible use of electronic information resources, through the onboarding process. Employees are responsible for signing off to indicate awareness.*
- c) *Regulations governing respect in the workplace and conflict of interest are available to all employees. These regulations are posted online on the staff insite for employees to access.*

Evidence demonstrates the indicators in subsection 4.4 are in compliance.

4.5 Effectively handle complaints and concerns.	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets *complaints and concerns* to be those matters voiced by employees within the context of their employment with the Calgary Board of Education.

The Chief Superintendent interprets *effective* as working relationships characterized by open and respectful dialogue with Calgary Board of Education employees and the resolution of issues in a timely fashion. This is not a random happening. Mechanisms must be developed and maintained, with intention, to foster a working environment where employees are free to voice their issues and

expect resolution. Examples of these mechanisms are grievance procedures, the whistleblower administrative regulation and the respect in the workplace administrative regulation.

Board-approved Indicators and Evidence of Compliance |

1. At least three internal mechanisms that support respectful resolution of employees' issues are developed, communicated and maintained.

The organization is compliant with this indicator.

There are eight internal mechanisms that support respectful resolution of employee issues.

2. 98% of employee inquiries to the Employee Information Centre are resolved within four business days.

The organization is compliant with this indicator.

98.7% of employee inquiries to the Employee Contact Centre (formerly known as the Employee Information Centre) were resolved within four business days.

Evidence demonstrates the indicators in subsection 4.5 are in compliance.

4.6 Maintain adequate job descriptions for all employee positions.	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets a *job description* as an overview of a position that includes and is not limited to a job summary, illustrative examples of the work, and the qualifications, experience, skills and knowledge required of the candidate to perform the work. Further, the Chief Superintendent expects that employees fully understand the roles and responsibilities of the position they hold.

Board-approved Indicators and Evidence of Compliance |

1. A position description will be prepared and its currency maintained for all Calgary Board of Education positions.

The organization is compliant with this indicator.

Every new position requires a job description prior to commencing the hiring process. Fourteen job descriptions were created in 2015-2016.

2. Every employee will be provided with their position description prior to commencing employment.

The organization is compliant with this indicator.

Every employee is provided with the position description as part of the application process. The position description is included in the offer letter provided to each successful candidate.

3. Every Calgary Board of Education position description will be reviewed once in a three-year period.

The organization is compliant with this indicator.

A review process is in place to ensure all job descriptions will be reviewed on a three-year cycle. The second three-year cycle commenced July 2015.

<i>Date</i>	<i>Number of Active Position Descriptions</i>
<i>August 2015</i>	<i>512</i>
<i>August 2016</i>	<i>521</i>

Currently there are 521 active positions resulting from the ongoing review process. In 2015-2016 14 new descriptions were created, 4 previously discontinued descriptions were reactivated and 9 existing descriptions were deactivated.

Evidence demonstrates the indicators in subsection 4.6 are in compliance.

4.7 Protect confidential information	Non compliant
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Board-approved Interpretation |

The Chief Superintendent interprets *confidential information* to be personal information about employees. Further, this confidential information exists in the form of a record. The definition of personal information is taken from the FOIP Act, Section 1(n), which states “personal information means recorded information about an identifiable individual.”

Personal information of Calgary Board of Education employees includes items such as:

- confirmation of employment with the Calgary Board of Education without employees’ stated permission;
- business address or home or business telephone number;
- race, national or ethnic origin, colour;
- age, sex, marital status or family status;
- health and health care history; and
- educational, financial, employment or criminal history, including criminal records where a pardon has been given.

A record is defined as personal information that is written, photographed, scanned or stored in any manner.

The Chief Superintendent interprets *protect* to mean the development and maintenance of appropriate security mechanisms that address three areas: physical, technical and administrative. Examples of these mechanisms include secure storage of records (physical), restricted access to records (technical) and protocols governing the release of personal information (administrative).

Board-approved Indicators and Evidence of Compliance |

No breaches in the reporting period.

The organization is non-compliant with this indicator.

There were six breaches of confidential information with respect to employee information:

- *October 2015: Payroll information of unpaid employees was sent to the wrong Third-party employee for processing;*
- *November 2015: Employee sick leave hours were emailed to the wrong employee;*
- *November 2015: Payroll and overpayment information was sent to the wrong employee;*
- *March 2016: An employee's sick time information was emailed to the wrong employee;*
- *April 2016: An employee's Return from Leave information was mailed incorrectly;*
- *July 2016: A letter was sent to an employee with the correct information but wrong employee name.*

Evidence demonstrates the indicator in subsection 4.7 is not in compliance.

<p>4.8 Develop total compensation plans to attract and retain the highest quality "exempt" employees within available resources.</p>	<p>Compliant</p>
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Board-approved Interpretation |

The Chief Superintendent interprets *total compensation* to include salaries, benefits, and other perquisites. In order to attract and retain quality exempt employees, total compensation must be competitive subject to the Calgary Board of Education's ability to pay.

Board-approved Indicator and Evidence of Compliance |

Salaries and benefits are periodically reviewed against identified comparators.

The organization is compliant with this indicator.

In August of 2016 salaries of exempt employees were compared to the market data from Alberta organizations as reported from Hay Group PayNet.

Evidence demonstrates the indicator in subsection 4.8 is in compliance.

4.9 Honour the terms of negotiated agreements	Compliant
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Board-approved Interpretation |

In order to foster and maintain positive employee and labour relations, the Calgary Board of Education must adhere to the provisions of the collective agreements and the terms and conditions governing exempt employees.

Board-approved Indicator and *Evidence of Compliance* |

85% of grievances will be resolved prior to third party intervention.

The organization is compliant with this indicator.

100% of grievances were resolved prior to third party intervention.

Evidence demonstrates the indicator in subsection 4.9 is in compliance.

4.10 Receive Board of Trustees' approval for the bargaining mandate and ratification of all collective agreements for unionized employees.	Compliant
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Interpretation |

The Chief Superintendent interprets *Board of Trustees' approval* to be a carried motion recorded in the minutes of a meeting of the Board of Trustees.

The Chief Superintendent interprets *bargaining mandate* to be the granting of authority to commence collective bargaining in accordance with the *Labour Relations Code*.

The Chief Superintendent interprets *ratification* to be approval to conclude a collective agreement in accordance with the *Labour Relations Code*.

Board-approved Indicators and *Evidence of Compliance* |

1. The commencement of every round of collective bargaining occurs after the Board of Trustees approves a bargaining mandate.

The organization is compliant with this indicator.

Three rounds of bargaining commenced during the 2015-2016 school year. All bargaining rounds commenced following the Board of Trustees' mandate approval.

<i>Bargaining Unit</i>	<i>Mandate approved</i>	<i>Bargaining commenced</i>
<i>CUPE</i>	<i>September 29, 2015</i>	<i>January 20, 2016</i>
<i>Staff Association</i>	<i>September 29, 2015</i>	<i>January 20, 2016</i>
<i>Construction and Maintenance Skilled Trade Unions</i>	<i>February 23, 2016</i>	<i>April 14, 2016</i>

- The conclusion of every round of collective bargaining with the ratification of the new collective agreement by the Board of Trustees.

The organization is compliant with this indicator.

The Collective Agreement between the Calgary Board of Education and the Calgary Board of Education Staff Association was ratified by the Board of Trustees on June 28, 2016.

Evidence demonstrates the indicators in subsection 4.10 are in compliance.

4.11 Receive Board of Trustees' approval for total compensation packages for all exempt employees.	Compliant
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Interpretation |

The Chief Superintendent interprets *Board of Trustees' approval* to be a carried motion recorded in the minutes of a meeting of the Board of Trustees.

The Chief Superintendent interprets *total compensation* to include salaries, benefits, and other perquisites.

Board-approved Indicator and Evidence of Compliance |

Changes to total compensation packages occur after the Board of Trustees' approval.

The organization is compliant with this indicator.

The Board of Trustees approved exempt compensation in May 2016.

Evidence demonstrated the indicator in subsection 4.11 is in compliance.

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.	Compliant
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Board-approved Interpretation |

There is a significant correlation between an organization's culture and the level of employee engagement. Employees who are engaged in their work have a purpose, understand organizational expectations and objectives, know they are making a contribution and find value in their achievements. The Chief Superintendent interprets an *environment of professional support and courtesy* to be a culture of respect, trust and participation. The Calgary Board of Education Working Relationship Commitment defines this culture and provides a developmental framework. Employee voice is a critical component and influences the organization's direction and processes wherever possible.

Further, the Chief Superintendent interprets *employee ability and performance* to be linked to capacity building. It is important that employees are current in their work and have opportunities to develop their understanding and skills. Most important is the direct relationship between building employee capacity and student achievement. Professional development provides an opportunity to meet the learning needs of employees, who in turn meet the needs of student learning.

Board-approved Indicators and *Evidence* of Compliance |

1. On a bi-annual basis the Calgary Board of Education shall conduct an employee engagement survey utilizing a representative sample of the workforce.
 - Employee response rate to the survey will exceed 35% of those surveyed.
 - Survey results regarding the degree of employee engagement will be equal to or better than the industry benchmark, as determined by the selected survey tool.

This organization is not compliant with this indicator.

Research and project planning began during the spring of 2016 in support of developing and implementing an effective employee engagement survey. It is anticipated that the survey will be conducted, results analyzed and reported on during the next monitoring cycle.

2. The Calgary Board of Education's attrition rate for all Calgary Board of Education employees excluding temporaries, substitutes and retirees will be equal to or less than the industry benchmark of 5%.

The organization is compliant with this indicator.

The Calgary Board of Education's attrition rate is 2.25% as indicated by voluntary separation. The current industry benchmark is 3%.

3. The Calgary Board of Education will achieve within a range of +/- one percentage point from previous three-year average results on the Accountability Pillar Survey pertaining to teacher responses about professional development.

The organization is compliant with this indicator.

In the February 2016 Accountability Pillar Survey, 80.2% of CBE teachers responded "Agree" or "Strongly Agree" to the following question:

"Thinking back over the past three years, to what extent do you agree or disagree that professional development opportunities made available through the jurisdiction have...

- a) Effectively addressed your professional development needs
- b) Significantly contributed to your on-going professional development
- c) Been focused on the priorities of the jurisdiction"

This result was 5.2 percentage points higher than the previous three-year average (2013-2015) of 75.0%.

Evidence demonstrates that two out of three indicators are in compliance. The exception is 4.12.1.

4.13 Reasonably include people in decisions that affect them.	Non-compliant
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Board-approved Interpretation |

The Chief Superintendent interprets *reasonable inclusion* of employees in decision-making to begin with a framework that provides clarity for employees about their participation in the process. This framework is built on the platform of inform, consult, involve, collaborate and empower. The framework is designed to reflect the interests and concerns of employees who are impacted by pending decisions.

Board-approved Indicator and Evidence of Compliance |

On a bi-annual basis the Calgary Board of Education shall conduct an employee engagement survey utilizing a representative sample of the workforce.

- Survey results pertaining to reasonable inclusion of employees in decisions that affect them will be equal to or better than the industry benchmark, as determined by the selected survey tool.

The organization is not compliant with this indicator.

Research began during the spring of 2016 in support of developing an employee engagement survey. Data gathered and input received from employees during the development of the CBE engagement framework has been used to inform aspects of this survey as we move forward. It is anticipated that the survey will be conducted, analyzed and reported on during the next monitoring cycle.

Evidence demonstrates non-compliance with this subsection.

ATTACHMENT: OE-4 Capacity Building and/or Process Information

GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

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

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

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

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

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

OE-4: Treatment of Employees**Capacity Building Information**4.1a) Background checks prior to hiring

Processes put in place during the last reporting cycle and identified in the last monitoring report, continue to be used to attend to the proper timing of background checks and commencement of employment. These processes are making an impact and have reduced the number of incidents of employees starting work prior to having a cleared background check this year. We will continue to use and monitor these processes. Once it became known that the background check was not cleared, employees were either removed from the work site or re-assigned so as not to be working with students.

4.7 Protect confidential information

CBE takes full responsibility for breaches of confidential information. The majority of issues were created due to human error. The importance of accuracy has been communicated to the HR teams with an emphasis on quality of employee communications.

4.12.1 and 4.13 Conduct an Employee Engagement survey on a bi-annual basis...

As indicated, research, development and project planning for the implementation of this survey has commenced. The employee engagement survey has been embedded as a strategy into the 3 year Education Plan with the intention of promoting a workplace culture where all employees find meaning and fulfilment. It is anticipated that the survey will be communicated to employees, conducted, analyzed and reported during the 2016-2017 school year and subsequent monitoring and reporting cycle. Quarterly reports outlining the progress of the employee engagement survey will be provided to the Board of Trustees.

report to Board of Trustees

2017/18 Modular Classroom Plan

Date	November 1, 2016
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Decision
Originator	Dany Breton, Superintendent, Facilities and Environmental Services
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board OE-9: Communication With the Public OE-11: Learning Environment/Treatment of Students OE-12: Facilities
Resource Person(s)	Eugene Heeger, Director, Design & Property Development Erin Hafichuk, Supervisor, Design & Property Development Carrie Edwards, Director, Planning & Transportation Anne Trombley, Manager, Planning

1 | Recommendations

It is recommended:

- THAT the Board of Trustees approves the 2017/18 Modular Classroom Plan.

2 | Issue

In November 2013, the Provincial Government initiated the requirement that all jurisdictions prioritize modular requests as part of their submission.



3 | Background

The implementation of annual modular plans is dependent upon Provincial approvals and the availability of capital funds. Based on last year's November 1, 2015 submission the following nine modular classroom additions were approved:

- Samuel W. Shaw (4)
- Midsun (1)
- Lake Bonavista (2)
- Queen Elizabeth (2)

Chris Akkerman School was also approved for the replacement of six existing modular classrooms.

Due to a number of unforeseen circumstances and delays related to permitting, tendering and mandated scope of work increases, the installation and occupancy of these 15 modular classrooms is delayed. School principals developed and implemented contingency plans for the accommodation of students within their school buildings. Chris Akkerman School was unable to accommodate the students and as a result, grade 5 students are being accommodated at Sir Wilfrid Laurier School until the modular classrooms are in place.

In the fall of 2014 the Province announced the approval of eight modular classrooms for installation at Westgate School to alleviate a short-term accommodation challenge at the school. The Calgary Board of Education (CBE) received approval from the province to explore alternate solutions for use of these modular classrooms. In late November 2015, the CBE met with parents of both the Spanish Bilingual program and the French Immersion program at Westgate School to share a plan for moving forward with the placement of six of the eight approved modular classrooms at Glenmeadows School.

The installation of the units at Glenmeadows School is targeted for Summer 2017. Both the Development Permit and a Development Site Servicing Permit (DSSP) have been approved by the City of Calgary, and the CBE intends to tender this scope of work in January, 2017. It should be noted that both a firewall and a fire hydrant are required by the City of Calgary for this installation.

4 | Analysis

Assessment of Need for Modular Classroom Additions

In fall 2014, CBE approved Eligibility Filters for Modular Classrooms (Attachment I). Schools that meet all of the eligibility filters are then assigned points using the Modular Classroom Ranking Criteria (Attachment II) to determine priority.

Using the established CBE criteria for modular classrooms, a Modular Classroom Eligibility Filter Review was conducted in September 2016. A list of all schools over 90% utilization (based on rated room capacity) using September 2015 opening day enrolments was assembled. (Attachment III). After completion of this review, administration has identified there are no schools currently over 90%

utilization, or projected to be over 90% utilization in the next three years, that meet all the filters to be eligible for points ranking.

Assessment of Need for Demolition and Replacement of Existing Modular Classrooms

The *Student Accommodation and Facilities Strategy 2015-2024* indicates that some modular classrooms in the CBE inventory are older and have exceeded their design life and show the wear of time and usage. Demolition and replacement of some modular classrooms each year was identified as target for addressing modular classrooms that have exceeded their lifecycle. Modular classrooms identified for demolition and/or demolition and replacement are selected based on condition assessment and school utilization, not through the CBE approved Eligibility Filters for Modular Classrooms and Modular Classroom Ranking Criteria.

Following last year's submission, the CBE has re-assessed the condition of all modular classrooms previously included in the annual modular classroom request over the last several years. After completing this re-assessment, it has been determined that the request to demolish and replace two modular classrooms at Rosedale School is still required and as this has yet to be approved it remains on this plan as a carry forward item.

It has been determined that the remaining modular classrooms previously requested for replacement do not require removal and replacement at this time, as ongoing or planned Infrastructure Maintenance and Renewal (IMR) projects have or will extend the lifecycle of these units for an additional 5-10 years.

Replacement of existing modular classrooms at the following schools is no longer required:

Falconridge School

- Twelve modular classrooms are currently located at Falconridge School. All modular classrooms are in fair to good condition, with recent upgrades to the roof, fire alarm and life safety systems. Both the siding and the flooring in these units will require replacement within the next 1-3 years, however, these are regular maintenance items with minimal costs compared to a demolition and replacement.
- It should be noted that when replacement of these units is required, there is insufficient space at this location to accommodate the complete removal and replacement of all twelve units, as the new Alberta Infrastructure standard unit dimensions are slightly larger than the existing units. A maximum of eight modular classrooms could be replaced at this location, provided all twelve existing units were removed. This will have a dramatic impact to school capacity, and must be considered in conjunction with larger accommodations and planning strategies.

Deer Run School

- Six modular classrooms are currently located at Deer Run School. All modular classrooms are in fair to good condition, except for the roof, which is scheduled to be replaced in summer 2017. The skirting around all units, as well as the flooring in four units will require replacement within the next 1-3 years, which are regular maintenance items with minimal costs.
- When replacement of these units is required, the preferred location for the new modular installation is adjacent to the existing fire lane on the property. Relocation of the existing garbage enclosure will be necessary, and significant re-grading is anticipated at this location, which will likely require a DSSP.

Marion Carson School

- Three modular classrooms are currently located at Marion Carson School. These classrooms went through significant IMR repairs during the 2015-2016 school year and are not anticipated to require replacement until 2020-2021.

Cappy Smart School

- Four modular classrooms are currently located at Cappy Smart School. Recent foundation concerns have been investigated and are currently being remediated through IMR funds. The modular classrooms are in otherwise good condition and additional repairs are not anticipated for between 5-10 years.

John G. Diefenbaker High School

- Four modular classrooms are currently located at John G. Diefenbaker High School. A comprehensive facility assessment and planning study is currently underway in advance of the anticipated modernization, to scope out required upgrades and program enhancements throughout the facility, including the modular classrooms. At this time, the CBE recommends that replacement is deferred until the project has been fully scoped and the schedule/phasing for the proposed modernization is better understood.

Moving forward, assessments of approximately 20% of the existing modular classrooms will be undertaken annually by the Design and Property Development team, on a five year rotating basis, to proactively identify issues with existing modular classrooms.

A map showing the locations of the requested modular classrooms is shown in Attachment IV.

5 | Financial Impact

As part of last year's modular classroom program, Alberta Education paid for the cost of building and installing the modular classrooms. The CBE was responsible for the cost of furniture and equipment for the new units. Historically, Alberta Education has provided funding for furniture, fittings and equipment totalling approximately \$12,000 per modular classroom. These funds are used to provide built-in millwork, blinds, white boards and tack boards, and wireless access points. In addition, the CBE typically provides approximately \$10,000 of PMEX (Program Moves and Expansions) funding per unit for new modular classroom additions to support new furniture and technology costs. In this instance, PMEX funding is not anticipated to be required as these are replacement modular units and existing furniture and equipment would be reused in the replacement modular units.

The budget targets for 2016/17 have not yet been set by the Province. Assuming the same funding arrangement as last year, the cost to the CBE is estimated at \$15,000 per modular classroom, for a total of \$30,000 from the Capital Budget if all the requested units were approved. This includes the installation of air conditioning units, security system interfaces, and some minor landscaping upgrades to an existing irrigated soccer field, but excludes costs associated with the construction of a firewall, municipal requirements, grading and general site development that are typically funded by Alberta Education.

6 | Implementation Consequences

The request for any new modular classrooms for 2017-2018 is to be submitted to the Province by November 1, 2016. To allow time to analyze and assess opening day enrolment information as well as to align with timelines for report submission to the Board of Trustees, CBE has received an extension from the province to submit the request as soon as possible after approval at the November 1, 2016 public board meeting.

Should these recommendations be approved and submitted by the Board of Trustees and approved by the Province by February 2017, there should be sufficient lead time for the CBE to obtain development and building permit approvals. This would enable sufficient time to tender, award and install modular classrooms during the summer of 2017 for them to be ready for the upcoming school year.

Rosedale School is a well-utilized facility that is projected to continue to be well utilized in the future and will not be impacted by the opening of new schools under development. The existing modular classrooms will remain in place and continue to be used for students until approval to both demolish and replace the units is provided.

7 | Conclusion

A thorough review and assessment of all schools that are over 90% utilization has been conducted. None of the assessed schools meet all the eligibility filters and therefore CBE is not requesting the addition of any new modular classrooms in the 2017/18 Modular Classroom Plan.

With respect to existing modular classrooms, the CBE will undertake a methodical multi-year review process. As a starting point, unfunded modular classroom replacement requests from last year's submission have been reviewed and only the replacement of the two units at Rosedale School is recommended in the 2017/18 Modular Classroom Plan.



DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

Attachment I: Eligibility Filters for Modular Classrooms
Attachment II: Modular Classroom Ranking Criteria
Attachment III: Modular Classroom Eligibility Filter Review September 2016
Attachment IV: Map of Modular Classroom Replacement Requests

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

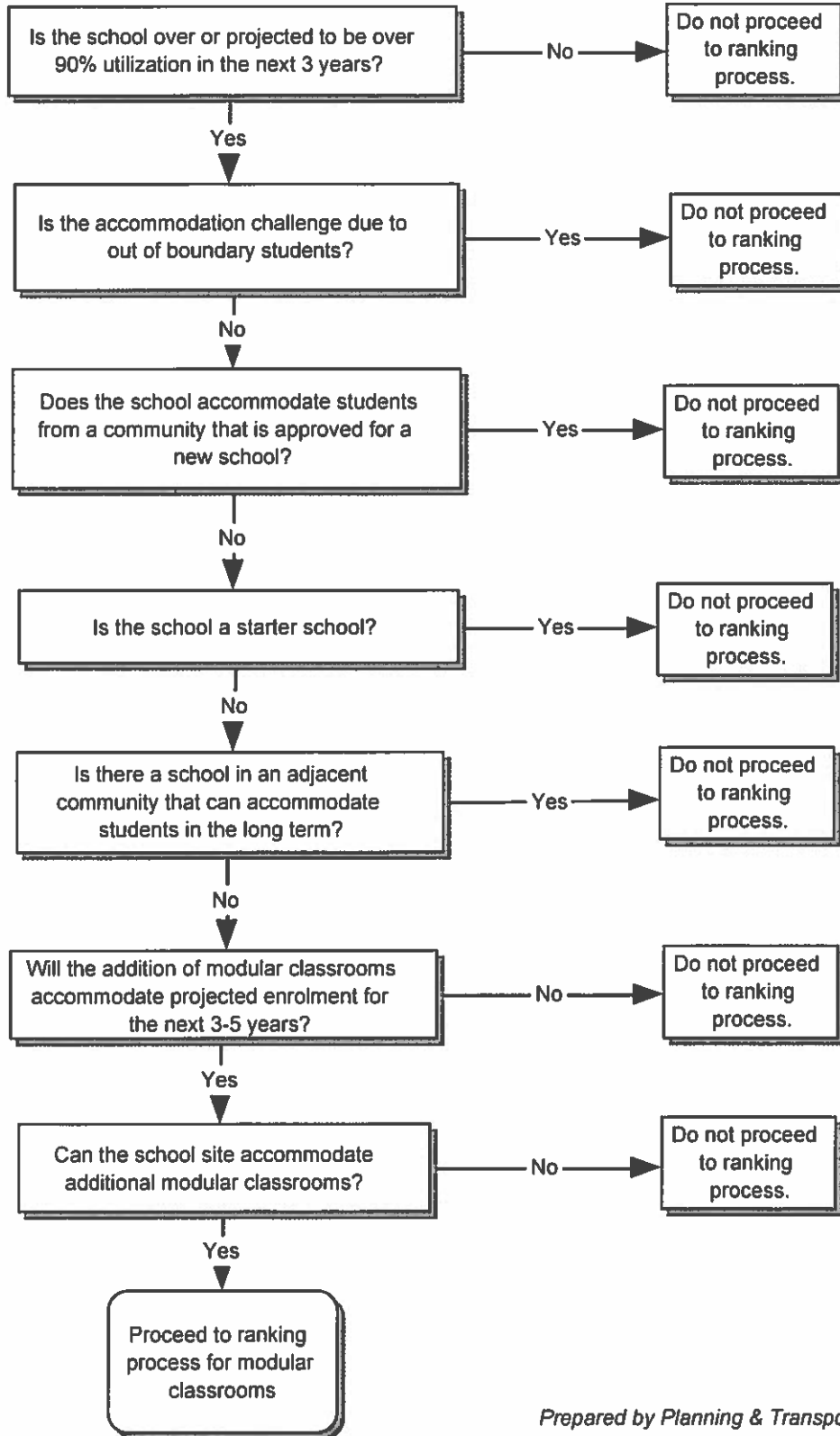
Governance Culture: The Board defined its own work and how it will be carried out. These policies clearly state the expectations the Board has for individual and collective behaviour.

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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's performance.

Attachment I: Eligibility Filters for Modular Classrooms



Prepared by Planning & Transportation Sept 2014

Category A	Points
Enrolment, Utilization, Projection	
Strength of enrolment and utilization into the future (Projected 5 Year Utilization)	
Projected Utilization is less than 79%	0
Projected Utilization is between 80 to 84%	5
Projected Utilization is between 85 to 89%	10
Projected Utilization is between 90 to 94%	15
Projected Utilization is between 95 to 99%	20
Projected Utilization is greater than 100%	25

Category B	
Site Features, Location	
Ability to add modular units to the site	
Site Size - ability to accommodate portables	1
Physical Obstructions (large trees, playground equip, catch basins, elec. Transformers, etc)	1
Site Grading, contours (slope to portables not good)	1
Additional Parking Requirements	1
Additional Washroom stall / sink requirements	1
Sight lines for Security, creates concealed areas	1
Ability to locate portables near entrance	1
Ability to connect with a corridor	1
Ease of connecting services, ie gas, power, data	1
Proximity to underground services restricting placement (ie: main elec, water, sewer)	1
Proximity and quantity of windows opposite the modulars	1
Fire rating of school exterior wall	1
Existing Firewall on school to accommodate addition	1
Distance from Street (within 15m will allow for more)	1
Location on site for aesthetics.....front vs. rear vs. side	1
Existing catch basins in vicinity to portables for roof drainage	1
Proximity to main sidewalks (downspouts cause icing)	1

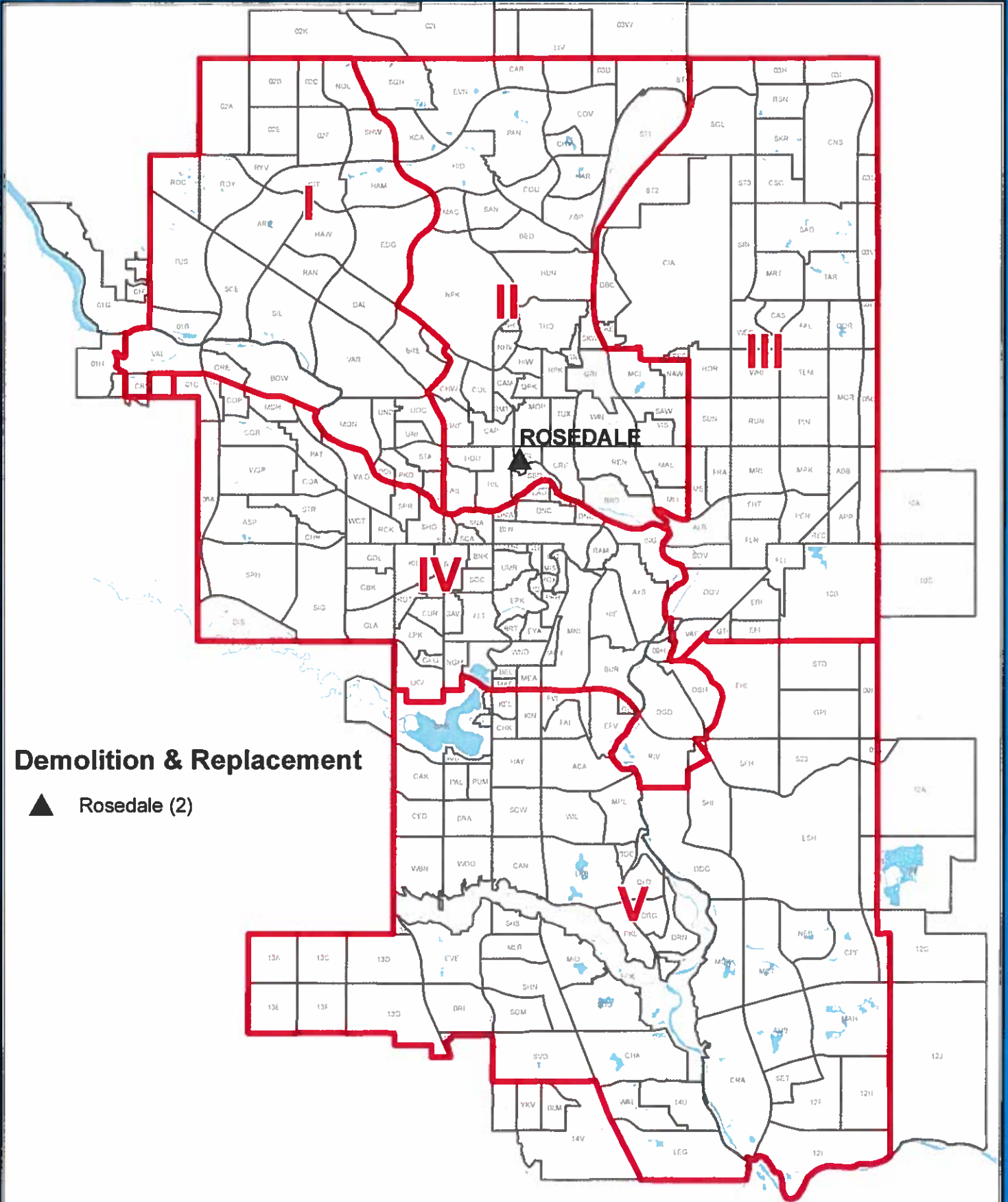
Ranking Range: 0 (difficult) to 1 (easy)

Category C	
Cost to Add Modular Units Compared to Average Cost to Add Modular Units to a Site	
What is the anticipated cost of modular units at this site?	
1 = Poor \$\$\$\$\$ (more than 25% more)	5
2= Fair \$\$\$\$ (Between 20 to 24% more)	10
3 = Good \$\$\$ (Between 15 to 19% more)	15
4 = Very Good \$\$ (Between 10 to 14% more)	20
5 = Excellent \$ (Less than 9% more)	25

Rank	Section	Enrollment (%)	Elementary School	Is the school a group of 10 or more classrooms?	Is the school a group of 10 or more classrooms?	Is the school a group of 10 or more classrooms?	Is the school a group of 10 or more classrooms?	Is the school a group of 10 or more classrooms?	Is the school a group of 10 or more classrooms?	Is the school a group of 10 or more classrooms?	Is the school a group of 10 or more classrooms?	Is the school a group of 10 or more classrooms?
III	5	98%	ANNIE GALE	No	-	-	-	-	-	-	-	-
III	5	106%	CECIL SWANSON	No	-	-	-	-	-	-	-	-
V	8	93%	NICKLE	No	-	-	-	-	-	-	-	-
II	3	102%	STANLEY JONES (incl. Alice Jamieson Girls)	No	-	-	-	-	-	-	-	-
IV	6	93%	WESTGATE	No	-	-	-	-	-	-	-	-
IV	6	107%	ALEXANDER FERGUSON	Yes	Yes	-	-	-	-	-	-	-
IV	7	117%	ALTADORE	Yes	Yes	-	-	-	-	-	-	-
II	3	107%	BALMORAL	Yes	Yes	-	-	-	-	-	-	-
II	3	93%	BELFAST	Yes	Yes	-	-	-	-	-	-	-
II	3	92%	CAPITOL HILL	Yes	Yes	-	-	-	-	-	-	-
V	9	122%	CENTENNIAL	Yes	Yes	-	-	-	-	-	-	-
V	8	114%	DR E P SCARLETT	Yes	Yes	-	-	-	-	-	-	-
I	2	91%	DR E W COFFIN	Yes	Yes	-	-	-	-	-	-	-
IV	6	104%	ERNEST MANNING	Yes	Yes	-	-	-	-	-	-	-
III	5	96%	ERNEST MORROW	Yes	Yes	-	-	-	-	-	-	-
II	4	113%	JOHN G DIEFENBAKER	Yes	Yes	-	-	-	-	-	-	-
III	5	112%	LESTER B PEARSON	Yes	Yes	-	-	-	-	-	-	-
II	3	90%	MOUNT VIEW	Yes	Yes	-	-	-	-	-	-	-
I	2	109%	ROBERT THRSK	Yes	Yes	-	-	-	-	-	-	-
II	3	94%	ROSEDALE	Yes	Yes	-	-	-	-	-	-	-
II	3	91%	ROSEMONT	Yes	Yes	-	-	-	-	-	-	-
I	2	121%	SIR WINSTON CHURCHILL	Yes	Yes	-	-	-	-	-	-	-
I	2	92%	WEST DALHOUSIE	Yes	Yes	-	-	-	-	-	-	-
IV	7	106%	WESTERN CANADA	Yes	Yes	-	-	-	-	-	-	-
II	3	102%	WILLIAM ABERHART	Yes	Yes	-	-	-	-	-	-	-
II	4	98%	CAPTAIN NICHOLA GODDARD	Yes	No	Yes	-	-	-	-	-	-
V	9	93%	MCKENZIE TOWNE	Yes	No	Yes	-	-	-	-	-	-
II	4	92%	PANORAMA HILLS	Yes	No	Yes	-	-	-	-	-	-
I	2	97%	TWELVE MILE COULEE	Yes	No	Yes	-	-	-	-	-	-
II	3	98%	COLONEL IRVINE	Yes	No	No	No	Yes	-	-	-	-
IV	7	91%	CONNAUGHT	Yes	No	No	No	Yes	-	-	-	-
I	2	98%	EDGE MONT	Yes	No	No	No	Yes	-	-	-	-
IV	6	97%	ALL BOYS @ Sir James Loughheed	Yes	No	No	No	No	No	-	-	-
II	3	90%	BRANTON	Yes	No	No	No	No	No	-	-	-
I	2	91%	BRENTWOOD	Yes	No	No	No	No	No	-	-	-
I	2	106%	CAPTAIN JOHN PALLISER	Yes	No	No	No	No	No	-	-	-
III	5	91%	DR GORDON HIGGINS	Yes	No	No	No	No	No	-	-	-
V	8	107%	ETHEL M JOHNSON	Yes	No	No	No	No	No	-	-	-
V	8	101%	FAIRVIEW	Yes	No	No	No	No	No	-	-	-
V	9	112%	FISH CREEK	Yes	No	No	No	No	No	-	-	-
III	5	102%	GUY WEADICK	Yes	No	No	No	No	No	-	-	-
I	2	90%	HAWKWOOD	Yes	No	No	No	No	No	-	-	-
IV	6	93%	KILLARNEY	Yes	No	No	No	No	No	-	-	-
III	5	107%	RUNDLE	Yes	No	No	No	No	No	-	-	-
II	4	102%	SIMONS VALLEY	Yes	No	No	No	No	No	-	-	-
I	1	104%	THOMAS B RILEY	Yes	No	No	No	No	No	-	-	-
III	5	101%	ANNIE FOOTE	Yes	No	No	No	No	Yes	No	-	-
I	2	101%	ARBOUR LAKE	Yes	No	No	No	No	Yes	No	-	-
IV	6	93%	BATTALION PARK	Yes	No	No	No	No	Yes	No	-	-
II	4	94%	BEDDINGTON HEIGHTS	Yes	No	No	No	No	Yes	No	-	-
V	9	96%	BRIDLEWOOD	Yes	No	No	No	No	Yes	No	-	-
V	9	105%	CHAPARRAL	Yes	No	No	No	No	Yes	No	-	-
III	5	90%	CHIEF JUSTICE MILVAIN	Yes	No	No	No	No	Yes	No	-	-
III	5	100%	CHRIS AKKERMAN	Yes	No	No	No	No	Yes	No	-	-
III	5	96%	COLONEL J F SCOTT	Yes	No	No	No	No	Yes	No	-	-
II	4	106%	COLONEL SANDERS (TLC)	Yes	No	No	No	No	Yes	No	-	-
V	9	92%	CRANSTON	Yes	No	No	No	No	Yes	No	-	-
III	5	107%	CROSSING PARK	Yes	No	No	No	No	Yes	No	-	-
V	9	100%	EVERGREEN	Yes	No	No	No	No	Yes	No	-	-
II	3	91%	GEORGES P VANIER	Yes	No	No	No	No	Yes	No	-	-
IV	6	92%	GLAMORGAN	Yes	No	No	No	No	Yes	No	-	-
III	5	100%	GRANT MACEWAN	Yes	No	No	No	No	Yes	No	-	-
II	3	99%	HILLHURST	Yes	No	No	No	No	Yes	No	-	-
V	9	103%	JANET JOHNSTONE	Yes	No	No	No	No	Yes	No	-	-
II	3	103%	LANGEVIN	Yes	No	No	No	No	Yes	No	-	-
V	8	99%	LOUIS RIEL	Yes	No	No	No	No	Yes	No	-	-
V	9	103%	MIDSUN	Yes	No	No	No	No	Yes	No	-	-
V	9	99%	MOUNTAIN PARK	Yes	No	No	No	No	Yes	No	-	-
II	4	106%	NOSE CREEK	Yes	No	No	No	No	Yes	No	-	-
III	5	94%	SADDLE RIDGE	Yes	No	No	No	No	Yes	No	-	-
V	9	92%	SAMUEL W. SHAW	Yes	No	No	No	No	Yes	No	-	-
V	9	94%	SUNDANCE	Yes	No	No	No	No	Yes	No	-	-
III	5	93%	TARADALE	Yes	No	No	No	No	Yes	No	-	-
III	3	90%	TED HARRISON	Yes	No	No	No	No	Yes	No	-	-
I	2	92%	TOM BAINES	Yes	No	No	No	No	Yes	No	-	-
II	4	91%	VALLEY CREEK	Yes	No	No	No	No	Yes	No	-	-
IV	7	91%	WILLIAM REID	Yes	No	No	No	No	Yes	No	-	-
V	8	94%	WILLOW PARK	Yes	No	No	No	No	Yes	No	-	-



Modular Classroom Requests 2017-2018



Demolition & Replacement

▲ Rosedale (2)

report to Board of Trustees

Financial Status of Reserves and Designated Funds at August 31, 2016

Date	November 1, 2016
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Decision and Information
Originator	Brad Grundy, Chief Financial Officer and Corporate Treasurer
Governance Policy Reference	Operational Expectations OE-6: Financial Administration OE-8: Communication With and Support for the Board
Resource Person(s)	Carla Male, Director, School Financial Management Donna Rogers, Manager, Corporate Planning and Reporting

1 | Recommendations

It is recommended:

1. THAT the transfers represented in Attachment I be approved.
2. THAT the terms and conditions of the Fiscal Stability Reserve be amended as per Attachment III.

2 | Issue

Operational Expectation OE-6: Financial Administration requires that the Chief Superintendent will not transfer monies between reserves or committed operating surplus without Board approval. This report seeks approval for the 2015-16 reserve transfers in accordance with Board direction.

3 | Background

Each spring the Calgary Board of Education prepares its operating and capital budgets for the following fiscal year. Quarterly and annual reports are presented to the Board of Trustees to provide updates on the status of the results of financial activity. These results are compared to the approved Operating and Capital Budgets to meet the monitoring requirements of OE 6: Financial Administration.

When the year-end actual financial results are known, funds are transferred in to or out of reserves in order to fund a deficit or to reserve the use of a surplus. The Board has approved terms and conditions for various operating and capital reserves which include conditions for additions and withdrawals that are subject to Board approval consistent with OE 6: Financial Administration.

In September 2016, the Board of Trustees approved the recommendations to transfer all remaining funds at August 31, 2016 from the following reserves into the Fiscal Stability Reserve and to then close those reserves once the transfer has been made. The reserves for closure are:

- System Transformation
- Utility Expense Stabilization
- Snow Removal Budget
- Administrative Systems Renewal
- General Instructional Resource Fund
- Chinook College/Continuing Education
- Operating Lease Reserve

For simplicity, we assume that these transfers have been made prior to any other year-end transfers that are discussed in this report.

Practice at the Calgary Board of Education has permitted unspent budgeted funds pertaining to one-time programs to be carried forward for use in the following year. These are called Designated Funds.

On December 1, 2015, the Board of Trustees approved the 2015-16 Fall Budget which included the planned use of \$38 million from operating reserves and \$15 million from capital reserves. The use of reserves was identified for one-time initiatives that support student learning and advancing the CBE's and Government's learning agenda.

In the third quarter financial forecast report, Administration had revised the anticipated planned use of reserves to \$9.8 million from operating reserves and \$12.1 million from capital reserves. The third quarter forecast was also used as a basis for establishing the reserves available to balance the 2016-17 budget.

Due to a number of factors that will be detailed with the 2015-16 year-end financial statements, Administration is anticipating to be in a slightly more favourable position at August 31, 2016 than what was anticipated in the third quarter forecast.

There are several factors contributing to the favourable results including unanticipated investment gains and lower interest rates that are offset by higher capital costs related to new school construction. As a result, proposed draws from both operating and capital reserves are slightly reduced from what was forecasted.

If the proposed transfers are approved, the operating reserves balances at Aug. 31, 2016 of \$33.2 million is available to fund operations in future years (Attachment I). As reported in the 2016-17 Budget on June 21, 2016 the 2016-17 budget was balanced with the use of all reserves that were forecasted to be available at Sept. 1, 2016. Actual reserves available for 2016-17 will be sufficient to meet the budgeted use.

4 | Analysis

The following provides details to support all requests for Operating and Capital Reserve transfers for the year ended August 31, 2016.

Restricted Reserves (Attachment I)

1. Transportation Fee Stabilization Reserve

Administration monitors all external fee revenues, grant funding and expenses under the Transportation funding block. The net result at year-end was a deficit of \$5.2 million.

In the spring of 2015 when the 2015-16 budget was developed, the Transportation program was budgeted at a level so that parent fees fully covered the cost of the program, after Government grants and the planned use of reserves had been applied. Changes to the design of routes were planned at that time in order to reduce costs and, ultimately, parent fees.

In response to parent concerns heard in the fall of 2015, routes were then re-configured, bussess added and travel distances to yellow bus stops shortened. This has increased the cost of the program and is the primary reason why the program ended in a \$5.2 million deficit for the year.

The *School Act* requires that any surplus resulting from transportation fees must be used to subsidize the cost of transporting students in future years and as such, the entire balance of the Transportation Fee Stabilization Reserve is transferred out to be applied against the current year deficit. At August 31, 2016, there is no remaining balance available.

Sept 1, 2015	Transfers in / (out)	Aug 31, 2016
\$ 122,490	\$ (122,490)	\$ -

2. EducationMatters flow-through fund

Under public sector accounting standards, it has been determined that the CBE is required to consolidate the financial results of EducationMatters¹ for financial reporting purposes. The EducationMatters flow-through fund represents the operating surplus of EducationMatters which is not available to support CBE operations.

Sept 1, 2015	Transfers in / (out)	Aug 31, 2016
\$ 1,679,000	\$ 133,000	\$ 1,812,000

Designated Operating Funds (Attachment I)

Operating budgets are prepared on an annual basis and relate to the Calgary Board of Education's fiscal year of September 1 to August 31. Past practice at the Calgary Board of Education has been to permit unspent budgeted funds pertaining to projects initiated in the year that are not yet fully complete to be carried forward for use in the following year. If not approved, these expenditures would need to be funded from 2016-17 resources.

Guidelines are in place to assist in the determination of which requests are considered appropriate to support the carryforward of unspent budgeted funds. A copy of the guidelines is included for information as Attachment II.

Available for use reserves (Attachment I)

1. Fiscal Stability Reserve

The Fiscal Stability Reserve was established at the end of 2006-07 and amended in September 2016 to:

- stabilize the CBE's operating activities from year to year if provincial funding does not keep pace with student growth.
- stabilize the CBE's operating activities from year to year in years of temporary student decline.
- provide funds for planned or unexpected dramatic operational consequences or emergencies.
- provide funds for one-time initiatives that generate operating budget savings.

¹ EducationMatters is a charitable trust that funds innovative public enhancement programs. It is governed through a Trust indenture by an independent Board of Governors, which includes two appointed CBE Trustees.

\$4.6 million is recommended for transfer from the reserve to balance current year activity that was in excess of funding received. The targeted minimum balance under the terms and conditions for this reserve is \$5 million or 0.5% of the total annual operating budget.

Sept 1, 2015	Transfer in from closed reserves	Transfers in / (out)	Aug 31, 2016
\$ 10,462,911	\$ 27,267,768	\$ (4,571,561)	\$ 33,159,118

The recommended terms and conditions of the Fiscal Stability Reserve have been modified and are included in Attachment III. Specifically, the funding source section has been modified. The order in which funding sources are applied to the reserve has been specified to better match the order in which the accounting transactions are evaluated and processed.

Capital Reserves (Attachment I)

1. Building Reserve

Legislation requires that the net proceeds on the disposal of capital assets must be restricted for future capital use. The Building Reserve was established to hold the net proceeds of land and building dispositions.

For 2015-16, several one-time initiatives were identified to be funded by the Building Reserve including wireless enhancements, upgrades for CTS/CTF and Fine and Performing Arts equipment upgrades, air conditioning in P3 schools and new school commissioning. The amount transferred out of the Building Reserve is the planned \$15.0 million less amounts still in progress.

Sept 1, 2015	Transfers in / (out)	Aug 31, 2016
\$18,211,782	\$ (9,193,000)	\$ 9,018,782

2. Other Capital Reserves

Other Capital Reserves includes the carry forward of unspent budgeted funds from the previous year as well as other specific capital reserves established such as for capital leases, relocations, etc. Similar to Operating Designated funds, unspent budgeted funds pertaining to projects initiated in the year that are not yet fully complete are recommended for carry forward for use in the following year.

The same guidelines for both operating and capital are used to determine which requests are considered appropriate for carryforward. See Attachment II.

Sept 1, 2015	Transfers in / (out)	Aug 31, 2016
\$17,205,164	\$12,194,595	\$ 29,399,759

5 | Financial Impact

The Statement of Operations for the Year Ended August 31, 2015

For the year ended August 31, 2016, the Calgary Board of Education's unrestricted surplus is expected to be \$nil, after accounting for the reserve provision requests identified in this report.

The complete Financial Statements with the signed Audit Report will be presented to the Board of Trustees in November, 2016 for final adoption and approval. At the time of writing this report, the audit is in progress. Any changes required as a result of audit findings could amend the year end unrestricted surplus balance or actual reserves transfers recommended for the CBE.

The Financial Statements will include disclosure of planned reserve transfers and the reserved designated funds with full disclosure in the 2015-16 year-end Audited Financial Statements and this disclosure will be consistent with previous Board of Trustees motions.

6 | Conclusion

Each of these requests to transfer funds to or from these Reserves is being recommended in accordance with the Board approved terms and conditions for specific reserve funds where applicable, and in accordance with provincial regulations and guidelines. A summary of all reserves and designated fund activity for the year ended August 31, 2016 is provided in Attachments I and II. These are consistent with OE 6: Financial Administration.

This report represents the Financial Status of Operating Reserves, Designated Operating Funds, Capital Reserves and Designated Capital Funds as at August 31, 2016, with a request for consideration and approval of the Reserve transfers by the Board of Trustees in connection with the 2015-16 Operating and Capital Budgets and associated financial results for the Calgary Board of Education, as required by OE 6: Financial Administration.



DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I:	2015-16 Statement of Total Reserves and Designated Funds
Attachment II:	Guidelines for carryforward requests
Attachment III:	Terms and Conditions – Fiscal Stability Reserve

GLOSSARY – Developed by the Board of Trustees

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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 – 2015-16 Statement of Total Reserves and Designated Funds

Description	Reserve balance Sept 1, 2015	2015-16 Fall Update planned use of reserves (1)	2015-16 Transfers and closures of reserves	2015-16 recommended reserve transfers to / (from)	Balance Aug. 31, 2016	Anticipated 2016-17 use of reserves (4)	Forecasted 2017-18 use of reserves (4)
Accumulated operating reserves							
<u>Available for use reserves</u>							
Continuing education fee stabilization	1,593	(1,593)	(1,593)	-	-	-	-
Utility expense stabilization reserve	5,007	(5,007)	(5,007)	-	-	-	-
Snow removal budget stabilization	200	(200)	(200)	-	-	-	-
Administrative systems renewal	890	(890)	(890)	-	-	-	-
General instruction	3,000	(3,000)	(3,000)	-	-	-	-
Fiscal stabilization reserve	10,464	(10,464)	27,268	(4,572)	33,160	(26,126)	(7,034)
System transformation	2,000	(2,000)	(2,000)	-	-	-	-
Operating lease reserve	14,577	(14,577)	(14,577)	-	-	-	-
Subtotal available for use reserves	37,731	(37,731)	-	(4,572)	33,160	(26,126)	(7,034)
<u>Restricted reserves</u>							
Transportation fee stabilization reserve	122	(122)	-	(122)	-	-	-
EducationMatters flow-through funds (2)	1,679	-	-	133	1,812	-	-
Changes in accounting policy reserve	(10,164)	-	-	-	(10,164)	-	-
Total operating reserves	28,599	(37,853)		(4,561)	24,808	(26,126)	(7,034)
Designated operating reserves							
School decentralized budgets	2,275	(2,275)	-	3,587	5,862	(5,862)	-
Instructional and service unit initiatives	1,440	(1,439)	-	(387)	1,053	(1,053)	-
Total Designated Funds	3,715	(3,715)		3,200	6,915	(6,915)	
Unrestricted operating surplus	104	(104)		(104)			
Total operating reserves and designated funds	33,187	(41,672)		(1,465)	31,723	(33,041)	(7,034)
Capital reserves							
Building reserve	18,212	(15,018)	-	(9,193)	9,019	(2,200)	(6,819)
Other capital reserves (3)	17,206	(11,534)	-	12,195	29,401	(23,729)	(5,672)
Plant, operations and maintenance asset replacement	798	-	-	-	798	-	(798)
Total capital reserves	36,216	(26,552)		3,002	39,218	(25,929)	(13,289)

(1) Approved by the Board of Trustees on Dec 8, 2015.

(2) This reserves is the result of consolidating EducationMatters into the CBE's financial statements in accordance with accounting standards.

(3) Included in Other capital reserves is designated capital funds - capital funds carried forward for projects that were in progress and will continue into 2016-17. The Designated Capital Funds balance at Aug 31, 2016 is \$23.7 million.

(4) The anticipated and forecasted use of reserves in 2016-17 and 2017-18 reflect the reserve use for projects in progress that have already been committed by reserve use including wireless upgrades, CTS/CTF and Fine and Performing Arts equipment upgrades and commissioning of new schools opening in 2017 and 2018.



Attachment II: GUIDELINES FOR CARRYFORWARD REQUEST

- 1) Carryforward requests must be submitted on a completed form no later than Sept. 17, 2016.
- 2) The amount requested is for project expenditures not otherwise incorporated in the 2016-17 operating and capital budgets and are directly related and critical to the success of the Three-Year Education Plan.
- 3) The initial funding for the project has been specifically approved by superintendents' team or the Capital Budget Council.
- 4) The project is already underway as evidenced by outstanding purchase orders or a work order.
- 5) All service unit carryforward requests will be presented to superintendents' team for approval or rejection.

Attachment III: Terms and Conditions – Fiscal Stability Reserve

- Purpose:**
- To stabilize the CBE's operating activities from year to year if provincial funding does not keep pace with student growth.
 - To stabilize the CBE's operating activities from year to year in years of temporary student decline.
 - To provide funds for planned or unexpected dramatic operational consequences or emergencies.
 - To provide funds for one-time initiatives that generate operating budget savings.
- Conditions:**
- Reserve funds must be used within three years of being placed in the reserve.
 - The target for this reserve is to maintain a minimum of \$5.0 million or 0.5% of total annual operating budget.
- Restrictions:**
- In the event funds are not required within three years of being placed in the reserve, board funded capital requests may be considered for funding.
- Funding sources:**
- Funding sources will be applied as an increase to the Fiscal Stability Reserve in the following order:
 - Any investment income earned in excess of budgeted amounts and attribution to deferred revenue.
 - Any previously committed one-time contingent funds that are no longer required for their original purpose, such as recoveries from liabilities that resolve favorably.
 - Any other funding source identified and approved by the Board of Trustees.
 - Any balance that would otherwise remain as Annual Unrestricted Surplus after the mandatory adjustments are processed per Alberta Education reporting requirements.
 - This reserve does not attract investment income.

report to Board of Trustees

Terms of Reference for the School Naming Committee

Date	November 1, 2016
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
Purpose	Decision
Governance Policy Reference	Governance Culture GC-5: Board Committees GC-5E: Board Committees

1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves the revised Terms of Reference for the School Naming Committee, an excerpt from GC-5E Board Committees – Terms of Reference, as shown in Attachment I of the Report.

2 | Issue

Committee Terms of Reference are reviewed regularly by the Board, in order to ensure that current organizational needs are being met. The proposed changes, as outlined in the attachment and shown in tracked changes, represent the most recent review by Trustees.

Attachment: Proposed Changes to the Terms of Reference



Monitoring Method: Board Self-assessment
Monitoring Frequency: Annually

1. School Naming Committee

a. **Purpose/Charge:**

- To provide recommendations to the Board of Trustees for the naming or renaming of a school.
- To ensure that the reputation of the Corporation is given the highest priority when making recommendations for school naming.
- To consider Corporation values and be guided by the following principles:

(1) Names of schools should provide meaningful learning opportunities for students.

(2) Schools ~~should~~may be named:

- for the districts in which they are located; or
- for locations or events that show great Canadian historical significance; or after a Canadian individual of recognized stature, whose life work aligns with achievement of the organizational *Results*, or who has demonstrated exemplary achievement of the organizational Results; or
- by any other name that may be deemed appropriate by the Board of Trustees.

(3) ~~Names of schools should provide meaningful learning opportunities for students.~~

(4) When naming schools after individuals, the use of the names of individuals who are deceased or who have retired will be considered first.

(5) Prior to naming a school after an individual, that individual or immediate family will be requested to grant permission.

(6) Except for high schools, it will be the practice to exclude grade configurations as part of the school name.

(6) Consultation with the school community to discuss the matter must take place prior to making a recommendation to the Board.

b. **Membership:**

- Chair: Ward Trustee for the community in which the school is located, or alternate trustee, as designated by the Board. The Committee Chair must be present at all meetings;
- Chair or Vice-Chair of the Board, or alternate trustee, as designated by the Board;

- Corporate Secretary or designee;
- Area Director or designee;
- School community representatives (at least 2-3 members);
- Other member(s) as determined by the Board.

c. **Reporting Schedule:**

As required for Board approval of the school name.

d. **Term:**

As determined by the Board of Trustees and convened by the Corporate Secretary's Office in consultation with the Ward Trustee, terminating upon approval of a name for the particular school.

e. **Authority Over District Resources:**

None.

| Adopted: ~~December 2, 2014~~

**report to
Board of Trustees**

Correspondence

Date	November 1, 2016
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Janice R. Barkway Office of the Corporate Secretary
Purpose	Information
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board

1 | Recommendation

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

- Letter dated October 6, 2016 from Chair Bowen-Eyre to Parents/Guardians of Christine Meikle School re: confirmation of closure of Christine Meikle School at its current location and relocation of the existing program to the replacement school at 3525 - 50 Street NW, Calgary.
- .

Attachments: Relevant Correspondence





Board Chair

Joy Bowen-Eyre Wards 1 & 2

Vice-Chair

Trina Hurdman Wards 6 & 7

Trustees

Lynn Ferguson Wards 3 & 4

Pamela King Wards 5 & 10

Judy Hehr Wards 8 & 9

Julie Hrdlicka Wards 11 & 13

Amber Stewart Wards 12 & 14

October 6, 2016

Dear Parents/Guardians of Christine Meikle School:

Re: Confirmation of Closure, Christine Meikle School at 64–12 St. NE Calgary

I am pleased to inform you that, at its meeting of October 4, 2016, the Board of Trustees of the Calgary Board of Education confirmed its approval of the closure of Christine Meikle School at its current location, effective January 31, 2017, in order that the existing program can be relocated to the purpose-built replacement school at 3525-50 Street NW, Calgary.

The Board also confirmed that the name *Christine Meikle School* will be transferred to the new facility. Christine Meikle was considered a leader in the delivery of education to students with complex learning needs. The Board is proud to continue to honour the Meikle family through the use of this name, and believes that the name of the school is an integral part of the school identity.

On behalf of the Board, I would like to express our appreciation for the support that parents have provided and continue to provide to the students and staff members at Christine Meikle School. The Board believes that the transfer to the new building will make a positive contribution to the success of each student. We value your ongoing support in these efforts.

Yours Truly,

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