

public agenda

Regular Meeting of the Board of Trustees

May 14, 2019
12:00 p.m.

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

R-1: Mission |

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

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

Time	Topic	Who	Policy Ref	Attachment
12:00 p.m.	1 Call to Order, National Anthem and Welcome			
	2 Consideration/Approval of Agenda		GC-2	
	3 Awards and Recognitions			
	3.1 Legacy Award		GC-3	
	4 Results Focus			
	5 Operational Expectations			
	5.1 OE-9: Facilities – Annual Monitoring	D. Breton	OE-9	Page 5-1
	5.2 Budget Assumptions Report	B. Grundy	OE-5	Page 5-13
	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	
	7.1 Solar for Schools	D. Breton	OE-2,5,9	Page 7-1
	8 Consent Agenda	Board	GC-2.6	
	8.1 Items Provided for Board Information		OE-8	
	8.1.1 Correspondence			Page 8-1
	8.1.2 Construction Status Report	D. Breton		Page 8-16



Time	Topic	Who	Policy Ref	Attachment
	9 In-Camera Session			
3:00 p.m.	10 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

Monitoring report for the
school year 2017-2018

Report date:
May 14, 2019

OE-9: Facilities

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 9: Facilities, the Chief Superintendent certifies that the proceeding information is accurate and complete.

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



Signed: _____
Christopher Usih, Chief Superintendent

Date: May 2, 2019

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 9: Facilities, 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-9: Facilities

Executive Summary

The Board of Trustees believes that learning is optimized in facilities that are safe, clean and properly maintained. Further, the Board of Trustees believes that in order to meet the needs of the entire organization, the responsible stewardship of resources requires effective and efficient use of funding for real property.

This Operational Expectation establishes the values and expectations of the Board of Trustees for the Calgary Board of Education to provide physical learning and working environments which are conducive to student learning in support of the achievement of the Board's Results.

The Chief Superintendent's reasonable interpretation for OE 9: Facilities (formerly OE 12) was approved on April 3, 2012 and revised on October 10, 2017. The Board of Trustees last monitored OE 9 on May 15, 2018. This report includes data available from the 2017-2018 school year and contains evidence to support the following findings:

Policy Statement	Indicator	Finding
9.1	9.1.1	Compliant
9.1	9.1.2	Compliant
9.1	9.1.3	Compliant
9.1	9.1.4	Compliant
9.2	9.2.1	Compliant
9.2	9.2.2	Compliant
9.2	9.2.3	Compliant
9.3	9.3.1	Compliant
9.3	9.3.2	Compliant
9.3	9.3.3	Compliant
9.4	9.4.1	Compliant
9.5	9.5.1	Compliant
9.5	9.5.2	Compliant



OE-9: Facilities

The Board of Trustees believes that learning is optimized in facilities that are safe, clean and properly maintained. Further, the Board of Trustees believes that in order to meet the needs of the entire organization, the responsible stewardship of resources requires effective and efficient use of funding for real property.

Board-approved Interpretation |

The CBE recognizes the direct connection between facilities that are conducive to student learning and the achievement of the Results.

The Chief Superintendent interprets:

- *safe* to mean that the physical learning environment is free from potential harm to students, and that the work environment is compliant with all legal requirements.
- *clean* to mean that CBE schools and facilities are cleaned to a standard which supports occupant health and wellness.
- *properly maintained* to mean that CBE schools and facilities are taken care of in a manner that supports the functionality of the learning and work environment.
- *responsible stewardship* to mean the sustainable management of facilities in support of student learning.
- *effective and efficient use of funding* to mean the fiscally responsible allocation of financial resources on real property that supports student learning.
- *real property* to mean and land buildings.



OE-9: Facilities

The Chief Superintendent shall:

9.1	Ensure that facilities are safe, clean and properly maintained.	
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Board-approved Interpretation

It is critical that learning and work environments are in a condition that optimizes the utility of the school.

The Chief Superintendent interprets:

- *safe* to mean that the physical learning environment is free from potential harm to students, and that the work environment is compliant with all legal requirements.
- *clean* to mean that CBE schools and facilities are cleaned to a standard which supports occupant health and wellness.
- *properly maintained* to mean that CBE schools and facilities are taken care of in a manner that supports the functionality of the learning and work environment.

Board-approved Indicators and *Evidence of Compliance* |

1. 100 percent of formally advanced safety related concerns (i.e., Indoor Environmental Quality Concern Registration and Hazard Reports) are responded to within the established timelines.	Compliant
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The organization is compliant with this indicator.

Evidence statement

The timelines consist of two days for Indoor Environmental Quality Concern Registration and five days for Hazard Reports. 100 percent of formally advanced safety related concerns have been responded to within the established timelines.



OE-9: Facilities

2. 90 percent of maintenance work orders, requiring adherence to a provincial code, are inspected for conformance with the applicable technical provincial codes.	Compliance
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The organization is compliant with this indicator.

Evidence statement

100 percent of maintenance work orders requiring permits adhered to provincial codes. A total of 6085 work orders required the CBE to request permits, and all of these were subsequently inspected and closed by the City as part of the permitting process.

3. 95 percent of CBE schools and facilities are assessed annually at the Level 2 “Ordinary Tidiness” standard of caretaking and cleanliness.	Compliant
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The organization is compliant with this indicator.

Evidence statement

98 percent of CBE schools and facilities are assessed annually at least the Level 2 “Ordinary Tidiness” standard of caretaking and cleanliness.

4. 100 percent of emergency maintenance and repair work requests are acted upon within 24 hours.	Compliant
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The organization is compliant with this indicator.

Evidence statement

6702 out of 6704 emergency maintenance and repair work requests were responded to within 24 hours. This is a 99.9% response rate.

Evidence demonstrates all indicators in sub-section 1 are in compliance.



OE-9: Facilities

9.2	Ensure that facility planning and design decisions appropriately consider environmental impacts, including eco-efficiency and sustainability.
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Board-approved Interpretation

In creating new or updating learning and work environments, it is important to include attributes that result in minimizing the negative effect on the environment while being easily maintained in the long term.

The Chief Superintendent interprets:

- *environmental impacts* to mean those aspects that include effects on the air, water use and energy use, which ensure that facilities and infrastructure are constructed and operated in an ecologically responsible manner.
- *eco-efficiency* to mean an environmentally friendly building design as outlined in the Leadership in Energy and Environmental Design (LEED) Silver level of certification or equivalent standard.
- *sustainability* to mean the ability to maintain a component or facility within our financial capabilities while balancing cost effectiveness and environmental impact.

Board-approved Indicators and Evidence of Compliance |

1. 100 percent of new schools, constructed for the Calgary Board of Education are completed to the LEED Silver level of certification or higher.	Compliance
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The organization is compliant with this indicator.

Evidence statement

100 percent of new schools are completed to the LEED Silver standard and achieve at least a LEED Silver rating. In the reporting year, 2017-2018, four schools were designed to the LEED Silver level of certification.

OE-9: Facilities

2. 100 percent of major modernizations will be assessed using the LEED score card.	Compliant
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The organization is compliant with this indicator.

Evidence statement

100 percent of major modernizations are assessed using the LEED score card. In the reporting year, three major modernizations were assessed for James Fowler, Lord Beaverbrook, and Forest Lawn.

3. 100 percent of the CBE portion of all site naturalization and school garden requests approved through the applicable process are completed.	Compliant
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The organization is compliant with this indicator.

Evidence statement

100 percent of school naturalization or garden development requests were completed. In the reporting year, 2017-2018, fifteen schools made requests and completed the approval process to establish their naturalization or garden areas.

Evidence demonstrates all indicators in sub-section 2 are in compliance.

9.3	Utilize Board-approved prioritization criteria to ensure the effective and efficient use of capital funding and demonstrate responsible stewardship of resources.	
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Board-approved Interpretation

Making decisions regarding maximizing capital funding requests on known and agreed upon criteria ensures consistency and fairness.

OE-9: Facilities

The Chief Superintendent interprets:

- *Board-approved priority* to mean the list of parameters endorsed by the Board of Trustees and utilized by administration to rank each of new school, modernization and modular project requests for provincial funding consideration.
- *effective and efficient use of funding* to mean the fiscally responsible allocation of financial resources on real property that supports student learning.
- *responsible stewardship* to mean the sustainable management of facilities in support of student learning.

Board-approved Indicators and Evidence of Compliance |

1. Annual submission to the Board of Trustees for approval, within the provincial time frames, of a Three Year Capital School Capital Plan.	Compliant
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The organization is compliant with this indicator.

Evidence statement

The Three Year Capital School Capital Plan 2019-2022 was presented to the Board of Trustees March 13, 2018 identifying new school construction and major modernization requests for submission to Alberta Education on April 1, 2018.

2. Annual submission to the Board of Trustees for approval, within the provincial time frames, of the Modular Classroom Plan.	Compliant
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The organization is compliant with this indicator.

Evidence statement

The 2018-2019 Modular Classroom Plan was presented to the Board of Trustees in October 31, 2017. This is within the provincial time frames set out by Alberta Education and was submitted to Alberta Education November 1, 2017.



OE-9: Facilities

3. Triennial submission to the Board of Trustees for approval of a 10 Year Student Accommodation and Facilities Strategy.	Compliant
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The organization is compliant with this indicator.

Evidence statement

The triennial submission of the 10 Year Student Accommodation and Facilities Strategy was completed in 2016 and presented to the Board of Trustees June 20, 2017. The next triennial submission will occur in June 2019.

Evidence demonstrates all indicators in sub-section 3 are in compliance.

9.4	Maximize the public’s use of facilities as long as student safety, student activities and the instructional program are not compromised.	
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Board-approved Interpretation

Making CBE spaces available for the broader public to access is important to our relationships with the community.

The Chief Superintendent interprets:

- *public use* to mean access for general public users to specific, identified spaces through the rental process administered by the City of Calgary.
- *As long as student safety, student activities, and the instructional program are not compromised* to mean appropriate guidelines and processes are in place that reflect these values and the public use of CBE school spaces will not adversely impact the delivery of the program of studies and/or extracurricular student events.

Board-approved Indicators and Evidence of Compliance |

OE-9: Facilities

1. No less than 80% of schools are made available for public use.	Compliant
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The organization is compliant with this indicator.

Evidence statement

90 percent of schools were made available for public use rental.

Evidence demonstrates all indicators in sub-section 4 are in compliance.

9.5	Ensure that financially significant improvements, acquisition, disposal or encumbrance or real property are in support of student learning.	
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Board-approved Interpretation

It is important that decisions pertaining to CBE land and buildings attend to the impact on student learning.

The Chief Superintendent interprets:

- *financially significant improvements* to mean major modernization projects funded by the provincial government.
- *acquisitions* to mean CBE becoming the owner of and responsible for the maintenance and operation of land or building.
- *disposal* to mean the removal of land or buildings from CBE ownership.
- *encumbrance* to mean burden with financial claim or other registrations affecting transferability of property (excluding standard property encumbrances such as utility right of way and temporary construction liens).
- *real property* to mean land and buildings.
- *in support of student learning* to mean providing resources that are directed to positively impact student learning.

Board-approved Indicators and Evidence of Compliance |

OE-9: Facilities

1. 100% of all real property acquisitions, disposals and encumbrances will be approved by the Board of Trustees.	Compliant
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The organization is compliant with this indicator.

Evidence statement

No property acquisitions occurred in 2017-2018. Board and Ministerial approvals were received in regards to the disposition of a small portion of the Nelson Mandela High School site to the City of Calgary to correct the City/CBE boundary areas. Board and Ministerial approval were also received to process Utility Right of Way Agreements in 2017-2018, which were registered as encumbrances on the property's land title.

2. 100% of new school construction and major modernization projects will be approved by the Board of Trustees.	Compliance
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The organization is compliant with this indicator.

Evidence statement

100 percent of new school construction and major modernization projects were approved by the Board of Trustees. In the reporting year, 2017-2018, one project was approved by the Chief Superintendent, in July 2018, under the delegation of authority provided to him by the Board when they are recessed for 30 days or more.

Evidence demonstrates all indicators in sub-section 5 are in compliance.

OE-9: Facilities

GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

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

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

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

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

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



report to Board of Trustees

Budget Assumptions Report

Date	May 14, 2019
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih, Chief Superintendent of Schools
Purpose	Information
Originator	Brad Grundy, Superintendent, Chief Financial Officer, Corporate Treasurer
Governance Policy Reference	Operational Expectations OE-5: Financial Planning
Resource Persons	Superintendents' Team Finance / Technology Services staff Communications staff

1 | Recommendation

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

At the time of writing this report, the CBE has not received notification of its allocation of the Provincial Education budget. In order to fulfill staffing at schools, the CBE will continue with resource deployment to schools via the RAM based on the assumptions contained within this report. Subsequent to the Board's review of the report, the intention would be to provide the RAM plan to schools on May 16, 2019.

2 | Issue

Operational Expectation 5: Financial Planning, sub-provision 5.1 requires the Chief Superintendent to present budget-planning assumptions.



The Chief Superintendent interprets the budget-planning assumptions to include key principles and variables, both controllable and non-controllable, which will drive budget decisions.

The Budget Assumptions Report will reflect the Board's values and identifies critical and relevant factors impacting the development and balancing of the budget.

3 | Conclusion

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



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: Budget Assumptions Report 2019-20

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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

Budget Assumptions Report 2019-20



learning | as unique | as every student

1221 - 8 Street S.W.
Calgary, AB T2R 0L4



**Calgary Board
of Education**



Introduction

Context

Metro school jurisdictions in Alberta typically receive more than 94 per cent of their total funding from Alberta Education. Accordingly, changes to how education funding is determined and allocated can have significant impacts on the delivery of public education services.

Public education within Alberta also exists within a democratic context in which the decision makers (the members of the legislative assembly) stand for election every four years. That means that how, when and how much funding is allocated in support of public education can, and does, change every four years. This is the case for the 2019-20 school year.

In recognition of that reality and to provide time for the new government to implement its plans, Alberta Education, prior to the election, extended the budget submission deadline for school jurisdictions as set out in the *School Act* from May 31 to June 30 of 2019.

School jurisdictions must plan for the coming school year based on the information currently available to them. For the CBE, this budget assumptions report sets out the key planning assumptions that will be incorporated into the final CBE 2019-20 budget.

Please note, the assumptions included in this report are based on less than perfect information. Accordingly, the assumptions may vary from those that are included in the budget ultimately presented to the Board of Trustees for approval and submission to Alberta Education. The CBE's budget report will clearly identify any material changes in assumptions from what is contained in this report.

Mission

The Board of Trustees' Mission is: **“Each student, in keeping with their individual abilities and gifts, will complete high school with a foundation of learning necessary to thrive in life, work and continued learning.”** The CBE considers each individual student and their learning requirements while balancing all student needs against available financial and other resources.

Values

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

- Students come first
- Learning is our central purpose

- Public education serves the common good

The CBE will continue to prioritize student learning while recognizing the reality of fiscal constraints and the integrated nature of services and supports across the system.

Priorities

For the 2019-20 school year the CBE will focus on achieving the goals set out in the Three-Year Education Plan ([Appendix I](#)) and the following system priorities:

- Improving student achievement, equity and well-being
- Strategically allocating resources to support student success
- Increasing organizational effectiveness through service transformation
- Developing our employees

Assumptions

CBE Administration's major planning assumptions for inclusion in the 2019-20 school year budget include the following.

General Assumptions

- The *School Act* remains the operative legislative and regulatory framework.
- Strive to provide the same programs and services as the 2018-19 school year. For example, this includes maintaining the scope of programming for all day kindergarten at a similar number of locations and English Language Learners (ELL) can access supports beyond five years.
- Enrolment will increase by 1.5 per cent (1,800 students, total 125,300) ([Appendix II](#)).
- Continue to operate over 240 schools and buildings.
- Programs such as the International Student Program and adult language training, considered to be external to Kindergarten to Grade 12, will continue to operate on a full-cost recovery basis.
- Given the focus on student achievement and equity the CBE will continue to provide all-day kindergarten at levels similar to 2018-19 and years six and seven English Language Learner support will continue.
- Any proceeds from the sale of property will flow to capital reserves to support maintenance and enhancement of existing school infrastructure.

Revenue Assumptions

- Alberta Education funding will remain at the same absolute levels as identified in the Fall Update Budget 2018-19. This means no incremental funding for enrolment growth.
- Fees and other sales and services will continue under comparable policy, legislation and guidelines with increases for enrolment and rates set on a cost recovery basis.
- Fundraising, gifts and donations will be comparable to prior year.
- Rentals will continue at comparable rates as prior year.

- Investment returns, if any, will be directed to enhancing student outcomes.

Expense Assumptions

- Salaries and benefits will continue to experience planned grid movement, except for the Chief Superintendent and Superintendents' salaries which are frozen with no grid movement.
- Trustee salaries that will remain the same as the prior year and have been frozen since 2014.
- Costs associated with centrally bargained contracts (specifically the Alberta Teachers Association) will be funded by the Province.
- Contractual obligations such as collective agreement wage increases, licensing and service charges will change based on inflation calculated by Statistics Canada or previously agreed rates.
- Amortization, as required by accounting guidelines, will continue based on historical capital spending patterns.

Closing the Gap

The annual budget process at the CBE begins with planning the revenue and expenses needed to maintain program and service levels at a comparable level to the prior year. Given the many variables at play, it is reasonable and expected to assume that there will be a “gap” between revenues and expenditures.

Where projected revenues exceed projected expenses, the gap is called a surplus. In developing the budget the CBE can use a surplus to add, modify or expand programming. Where planned expenses exceed projected revenues, as currently assumed for 2019-20, this gap is called a planning deficit. In developing the final budget, a gap is typically addressed by modifying, scaling or changing services and supports to bring expenditures into alignment with projected revenues. This is a normal part of the budget development process.

For more information on the standard budget process, see the [2018-19 Budget Report](#) for the ‘Budget process and timeline’ on page 6.

As more information becomes available and the planning gap is confirmed, the CBE will take a system wide approach to closing the gap. A system wide approach means that all organizational units, programs, and services will be required to assist in closing the planning gap.

The planning gap assumed at the time of this report is an excess of expenditures over planned revenue of \$40 million ([Appendix III](#)). Focus will be placed on achieving the priorities noted in this report, as well as the Three Year Education Plan, although that may not include an increase in funding. CBE funded capital plans, service units, centrally provided services as well as schools and areas will all be impacted by the planned balancing strategies.

Every effort will be made to minimize the impact on students and schools ([Appendix IV](#)). That said, it is not possible to fully absorb the planning gap against

other organizational units, programs or services. Accordingly, closing the gap will place upward pressure on the average class size across all divisions.

Risks

CBE Administration has made best efforts to identify the critical planning assumptions that will impact the 2019-20 school year budget. Those assumptions, as noted previously, are based on less than complete information. Accordingly there are a number of risks which may come to pass that can materially impact on the assumptions set out above. We have provided the most material risks to the budget plan below for information.

- The CBE has not, as of the date of this report, received its funding allocation from the Provincial Education budget and it is not clear when it will be received. Whether the funding allocation increases or decreases from the assumption in this report, the closer it is received to the start of the 2019-20 school year the higher the risk of disruption to school operations and the supports provided. These disruptions may include modifications to school staff complements, classroom disruption, implementation challenges and extra administrative effort to support the system in implementing any required changes.
- If total government funding is held at the current levels, there will be an impact on class size of up to two students per class across all Kindergarten to Grade 12. The impact can vary depending on schools' needs and programming decisions made by principals.
- Most current collective agreements or those anticipated to be in place for 2019-20 contain wage reopening clauses. The impact of the wage reopening clauses is unknown and has not been incorporated in the assumptions. Any increases will put further pressure on the gap.
- If the *Education Act* is proclaimed, student residency changes and age of access (change from 19 to 21 years old) have the potential to significantly increase the number of students eligible for supports and services. In the absence of funding support, class size and school utilization rates may increase, and supporting programs will be challenged to provide appropriate levels of support.
- The modest balances of operating and capital reserves strictly limit the CBE's ability to respond to any significant changes from the previously noted budget assumptions ([Appendix V](#)).
- The majority of the CBE's facilities are over 50 years old, any unforeseen issue would require financial support from reserves which as mentioned previously, are at modest levels ([Appendix VI](#)).
- The CBE will continue to be below the provincial mandated board and system administration cap of 3.6 per cent. However, long term contractual commitments with cost escalation clauses will put increased operational pressure on the CBE in the absence of increasing funding.

Conclusion

Keeping in line with the CBE's mission, values and priorities, the CBE is one of the best public education systems in the world. Bridging an assumed \$40 million gap will be a challenging task for the CBE. Changes to the economical and political environment further the need for budget discussions and decisions to maintain service levels where possible.

Appendices

Appendix I: Three-Year Education Plan 2018-2021

Calgary Board of Education Three-Year Education Plan 2018-21

Our Mission: Each student, in keeping with their individual abilities and gifts, will complete high school with a foundation of learning necessary to thrive in life, work and continued learning.

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

Our Outcome: Student Success

Personalize Learning

Success for each student, every day, no exceptions

Instructional design and leadership focus on:

- student agency and intellectual engagement
- active and effortful tasks designed for student interests and learning needs
- assessment that informs teaching and learning
- students knowing what they know, how they know it, how they show it and what they need next

Build Professional Capital

Capacity building with a focus on results

Collaborative learning networks focus on:

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

Engage our Stakeholders

Everyone contributes to the success of public education

Internal and external community members:

- actively recognize public education as foundational to a democratic society
- acknowledge and accept different roles, responsibilities and contributions based on shared outcomes and engagement
- support, practice and benefit from open and responsive communication
- accept responsibility for the success of the organization

Steward our Resources

Resource management on behalf of student learning

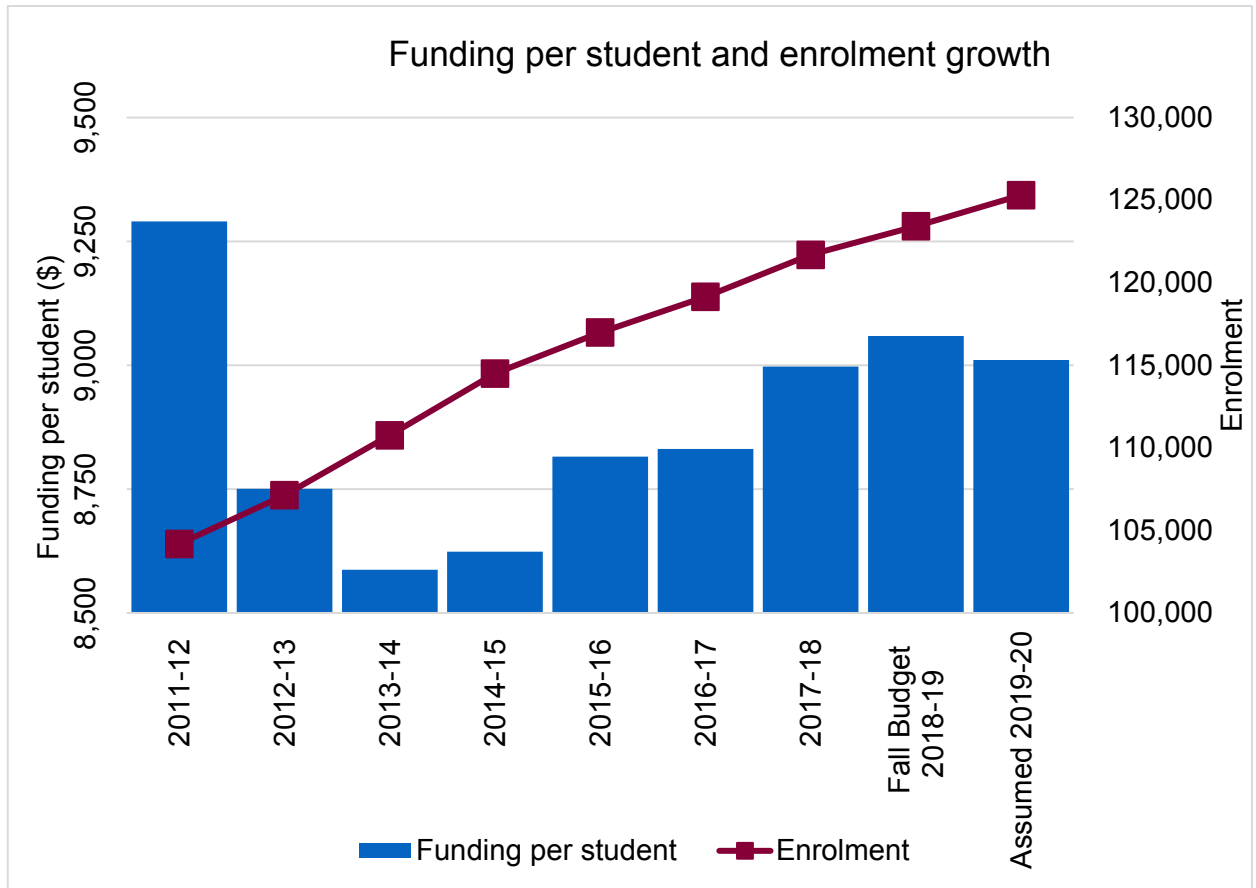
Decisions and actions at all levels of the organization are:

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

Alberta Education Outcomes

- Alberta's students are successful
- Alberta's education system supports First Nations, Métis, and Inuit students' success
- Alberta's education system respects diversity and promotes inclusion
- Alberta has excellent teachers, and school and school authority leaders
- Alberta's education system is well governed and managed

Appendix II: Funding per student vs enrolment growth



- The chart above shows the funding the CBE receives on a per-student basis compared to student growth.
- There has been enrolment growth since 2011.
- The funding per student has decreased by more than \$250 per student since 2011-12.

Appendix III: Preliminary Planning Gap

Fall Budget Update 2018-19			
(\$6.0M)			
Status Quo Changes			
Enrolment (\$10.0M)	Rate (\$4.9M)	Contractual (\$4.9M)	
Projected Budget including Status Quo changes			
(\$25.8M)			
Funding for 1.5% enrolment increase		System Operations	
(\$11.7M)		(\$2.5M)	
Projected Status Quo without funding enrolment			
(\$40.0M)			
Deficit Reduction Options			
Schools and Areas \$22.0M	Service units reduction \$3.0M	Operating Reserves \$5.0M	Capital Reserves \$5.0M
Projected Budget Deficit 2019-20			
(\$5.0M)			

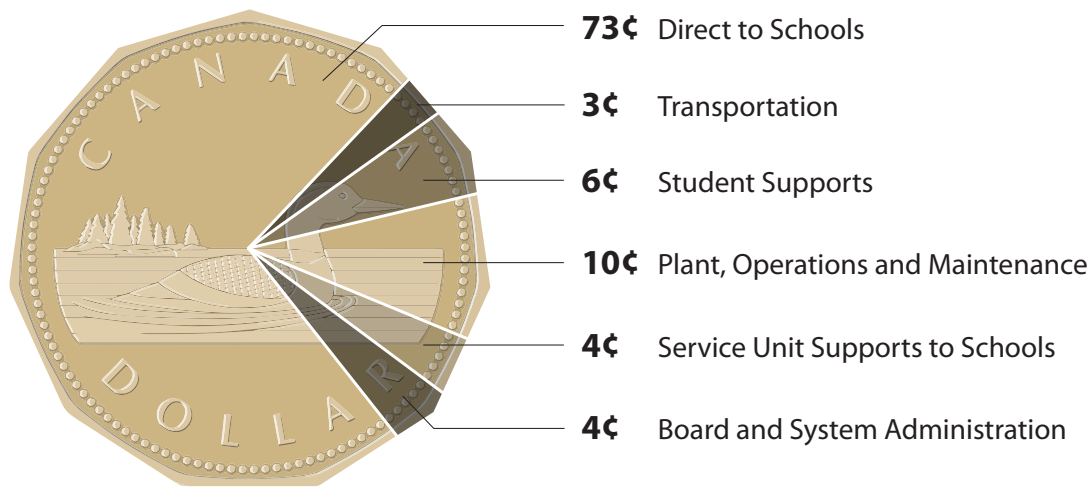
- Starting with the Fall Update Budget 2018-19, incorporating the projected deficit for the year, and assumptions mentioned above, the CBE is facing a potential \$40 million funding gap for the 2019-20 school year.
- In order to close the gap, changes to schools and Areas, centrally provided services and reserves will need to be considered in the budget.

Appendix IV: Dividing the dollar





Dividing the Dollar: How Every Cent of Alberta Education Funding Supports CBE Schools



73¢ | Direct to Schools

Money is provided to schools via a process the CBE calls RAM (Resource Allocation Method).

- The RAM is used to allocate resources equitably
- Principals make decisions on how to use money from the RAM to meet learning outcomes and the unique needs of students within their schools
- Includes teacher and staff salaries and benefits as well as the contractual obligation of teachers' pensions
- Instructional supplies and materials
- Custodial services for healthy learning environments

6¢ | Student Supports

Such as:

- Psychologists
- Occupational and physical therapists
- Cultural diversity advisors
- Speech language pathologists
- Braille assistants

4¢ | Service Unit Supports to Schools

Centrally provided services that increase efficiencies, effectiveness and economical savings:

- Instructional and programming support provided to teachers and schools
- Indigenous education
- School health
- Off-campus learning programs
- High school success initiatives
- School nutrition

3¢ | Transportation

Transportation for 34,500 students, including those with exceptional and special needs. Includes supports such as:

- Busing aides
- Charter service
- Attendants
- Licensed Practical Nurses
- Calgary Transit passes
- Taxi/ Handi-Bus service

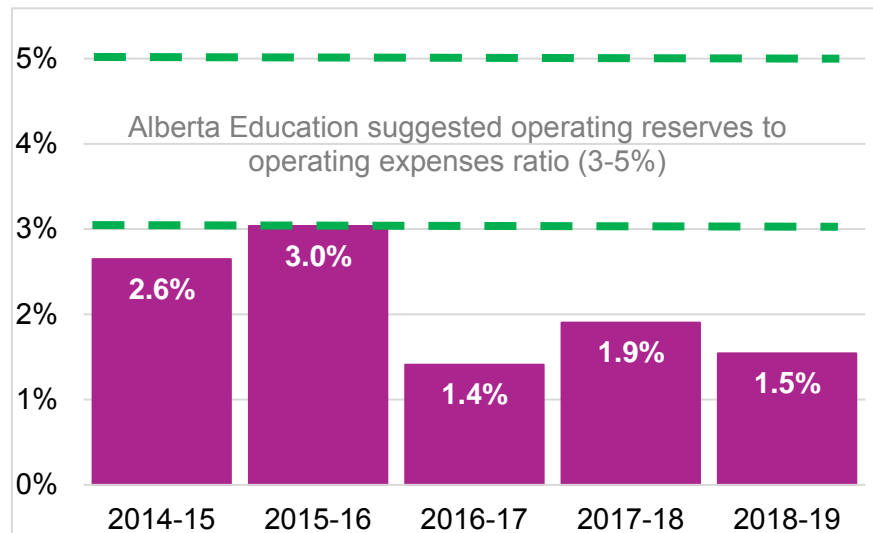
10¢ | Plant, Operations and Maintenance

- Facility maintenance
- Repairs
- Utilities
- Insurance
- Amortization for provincially funded new schools, modulars, and modernization

4¢ | Board and System Administration

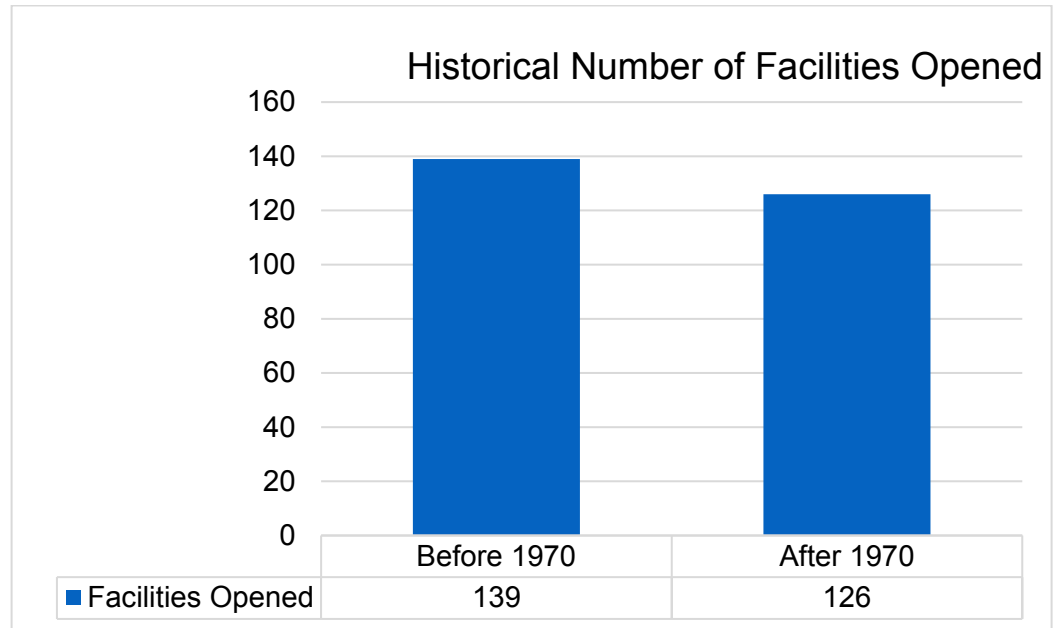
- Technology services and support, including safeguarding student data and CBE networks
- Communications and community engagement, including website administration and school/ school council communication assistance
- Financial supply chain management
- Legal services
- Payroll and benefits administration
- Board of Trustees and superintendents who provide the overall direction to the system

Appendix V: Operating Reserves



- The chart outlines the historical operating reserve balance to operating expense ratio compared to the Alberta Education suggested ratio.
- Having sufficient funds in the reserves helps the CBE navigate through any unforeseen events, projects or initiatives that come up during the year which are not included in the budget. Without a healthy balance in reserves, opportunities could be foregone and risks may not be mitigated.
- The use of reserves to balance the budget has been a short term strategy deployed in previous budget years to minimize the impact on students and the overall learning experience.
- The CBE spends approximately \$7.7M per instructional day. Current anticipated reserve levels represent approximately three days of operations.

Appendix VI: Age of Facilities



- The CBE has more than 130 schools that over 50 years old. Funding is required in order to ensure safe and modernized facilities are available for students.
- The province estimates the CBE's deferred maintenance is \$162 million for immediate needs (e.g., aging roofs and boilers).
- The CBE continues to grow by more than 2,000 students per year. The province would need to build three new schools and complete three modernization projects every year to keep up with the pace of growth.

report to Board of Trustees

Solar for Schools

Date	May 14, 2019
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Decision
Originator	Dany Breton, Superintendent, Facilities and Environmental Services
Governance Policy Reference	Operational Expectations: OE-2: Learning Environment/Treatment of Students OE-5: Financial Planning OE-7: Communication With and Support for the Board OE-9: Facilities
Resource Person(s)	Ming Tian, Acting Director, Facility Projects Tanya Scanga, Manager, Corporate Planning & Reporting Sanjeev Sharma, Environmental Projects Coordinator, Facility Projects

1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves a budget expenditure of up to \$2,500,000 from capital reserves to enhance the CBE solar power portfolio.



2 | Issue

The provincial Solar for Schools (SFS) rebate program requires school districts to fund the entire project cost upfront. A financial incentive is subsequently determined based upon the installed solar power capacity and is rebated to the school district.

3 | Background

In November 2018, the Municipal Climate Change Action Centre (MCCAC) announced a SFS program. This program provides financial rebates to Alberta Public School Authorities that install grid-connected solar photovoltaic (PV) systems on existing school facilities or land in their jurisdiction and complete a student education initiative as part of the project.

In the CBE Sustainability Framework 2018, one target is for “CBE schools [to] reduce their dependency on fossil fuels through the incorporation of photovoltaic systems on schools.” Efforts to achieve this goal must concurrently balance the responsibility to be sound stewards of our resources. To achieve both objectives, alternative energy projects undertaken must demonstrate long-term financial viability. Given the current market, PV systems are only viable if a significant portion of the cost of the project is paid for by some form of rebate, grant or donation.

The CBE has a history of supporting PV projects. These include installation of PV systems in the new and modernized facilities under the Alberta Government’s Solar Technology System program, and school-initiated projects the CBE has supported and partnered with other organizations. These solar initiatives have the added benefit of ensuring that students and teachers are involved in the projects and that they can derive educational benefits in addition to the environmental and economic outcomes.

There is also a significant commitment to sustainability and environmental awareness by many school staff and students as evidenced by school-based environmental clubs and the educational activities and projects they undertake. These activities and projects help students positively impact the environment and make schools more sustainable.

4 | Analysis

Through this initiative, the CBE can not only offer students with learning opportunities but does so in a way that models the behaviour students will need to contribute to a sustainable future.

By investing in on-site generation capacity the CBE will reduce its long term energy costs and make practical use of a free natural resource, the sun. Local generation eliminates transmission losses and helps to stabilize and reduce risks to the provincial energy grid. By diverting consumption from high-carbon sources, such as coal-fired power plants, to a carbon-free source, PV projects contribute in a meaningful way to the CBE target of reducing greenhouse gas emissions.

The maximum amount of rebate the CBE may receive is \$2 million. Phase 1 of the project is a proposed investment of \$2.5 million dollars for the installation of PV systems at six schools. The projected rebate is \$1.1 million dollars, reducing the net investment to only \$1.4 million dollars. Once installed, the CBE will receive free

energy generated by solar panels, yielding an annual energy savings of \$127,000, a payback of approximately 11 years.

The intake of the SFS program is based on a first come, first serve basis. The application will need to be sent to the authority in charge for approval. Once the project is approved, the rebate will be secured and released to the CBE when the project is finished.

The continuity of this program may be impacted by the provincial election. If the program is closed or the CBE is not successful in the application process, the approved funding will be returned to the capital reserves.

5 | Financial Impact

The SFS program provides an attractive rebate once the project is complete. The maximum amount of rebate the CBE may receive is \$2 million, and the rebate is based on the installed solar power capacity. Phase 1 of the project is to invest \$2.5 million dollars. With a projected rebate of \$1.1 million dollars, this means a net investment of only \$1.4 million dollars. Once installed, the CBE will receive free energy generated by the solar panels that should yield an annual energy payment savings at \$127,000, a payback of approximately 11 years.

If the proposed use of capital reserve on Solar for Schools project approved, the capital reserve balance at August 31, 2019 is anticipated to be \$12,989,000. The balance identified above includes the anticipated reserve uses identified in the Fall 2018 Budget Update report provided to the Board of Trustees.

6 | Conclusion

Through the investment in Solar for Schools, the CBE will demonstrate sound stewardship of its resources and advance progress on the CBE Sustainability Framework targets while providing additional learning opportunities to students.

CBE Administration recommends that the Board of Trustees approves the use of up to \$2,500,000 from capital reserves.



CHRISTOPHER USIH
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**

Correspondence

Date	May 14, 2019
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trish Minor, Associate Corporate Secretary
Purpose	Information
Governance Policy Reference	Operational Expectations OE-7: Communication With and Support for the Board

1 | Recommendation

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

- Letter dated May 1, 2019 to the Minister of Education regarding the Calgary Board of Education's Board of Trustees priorities.

Attachments: Relevant Correspondence





Board Chair

Trina Hurdman Wards 1 & 2

Vice-Chair

Marilyn Dennis Wards 5 & 10

Trustees

Althea Adams Wards 3 & 4

Lisa Davis Wards 6 & 7

Richard Hehr Wards 8 & 9

Julie Hrdlicka Wards 11 & 13

Mike Bradshaw Wards 12 & 14

May 1, 2019

Honourable Adriana LaGrange
Minister of Education
228 Legislature Building
10800 - 97 Avenue
Edmonton, AB T5K 2B6

Dear Minister LaGrange:

On behalf of the Calgary Board of Education (CBE) Board of Trustees, I would like to offer our sincere congratulations on your appointment as Alberta’s Education Minister. We look forward to working closely with you to ensure that all Alberta students have access to a high quality education system that will provide them with the foundation necessary to succeed in life, work and continued learning. We want to take this opportunity to share with you our Board’s current priorities.

An investment in students is an investment in our future

Public education shapes the future of our communities and is the foundation of our democracy. An investment in students is an investment in our collective future and must always be a top priority, even in times of fiscal restraint. In addition to being a moral imperative, ensuring that students are well-educated ultimately leads to higher economic growth while lowering the cost of social services.

Funding needs to address student population growth and increasing costs

In order to simply maintain education service levels from year to year, the CBE needs increases in funding to account for student population growth and increasing costs such as salary grid movement, benefits and inflation. Over the past seven years, the CBE’s student population has increased by 18% while the inflation rate from 2011 to 2018 was 11%. However, provincial funding has not kept pace. In fact, the CBE currently receives less overall funding per student than it did seven years ago.

In order to minimize these funding impacts on classrooms, the CBE has already cut heavily in administration and other non-school based service units. A financial review conducted by Alberta Education, and released last year, concluded that the CBE’s spending is comparable to the other three metro

school boards and did not contain any recommendations for further efficiencies.

Should per student education grant rates continue to be frozen, the CBE anticipates being \$21M short of what is required in order to maintain current education service levels.

Should the overall budget allocation to the CBE be frozen at the amount provided in 2018-19, the CBE projects that it will be \$40M short of what is required to maintain service levels. Such a significant shortfall would have an impact on the quality of educational services currently being offered to students. We eagerly anticipate receiving budget direction from you so that we can plan for the upcoming school year.

Increasing student complexity needs to be adequately supported

The CBE welcomes all students, regardless of their background, abilities or financial status. Our schools provide support for an increasingly wide range of learning, behavioral, physical and mental health needs. Within the CBE are:

- almost 21,000 students with identified special education needs in community schools or specialized settings (17% of our population)
- around 30,000 English Language Learners (25% of our population)
- over 5,000 students who have self-identified as Indigenous

We have a responsibility to meet the learning needs of these students and we continue to do our best within our limited resources. However, the funding required to support a truly inclusive education system is woefully inadequate. Last year alone, the CBE spent almost \$80 million more to support students with complex needs than it received in government funding. This is not sustainable.

We also recognize that supporting students is not simply an issue of education funding. We all need to work together more effectively to remove barriers to student success. CBE students have benefited greatly from the generosity of community and corporate partnerships in Calgary. We now need multiple government ministries (eg. Health, Children's Services, Community and Social Services) to collaborate and commit expertise and resources to support children where they are - in schools.

The need for new schools and major modernizations is ongoing

The CBE serves students at 246 schools, of which 134 are over 50 years old. Many of our schools are full and our student population grows by at least three schools full of students every year. While we appreciate that many new schools have been built recently, we need the province to continue building new schools to keep up with this growth as we continue to have sectors of the city where the number of students exceeds the school capacity available. Our need for the full construction approval for the new North Calgary high school is

particularly urgent as we anticipate that our system-wide high school utilization rate, currently at 88%, will rise well above 100% within six years.

Equally important is the need for major modernizations. Renovations of many of our schools are needed in order to address aging infrastructure and to meet the demands of a modern curriculum. Many of these schools have been included in our capital plan submission to the province for many years, yet they continue to remain unfunded.

For your convenience enclosed is our capital plan priorities and our Board advocacy information sheets.

Let's work together

We look forward to developing a positive working relationship with you and would appreciate meeting with you at your earliest convenience in order to build a shared understanding of how we can best meet the needs of students going forward. We recognize that we are all in this together and that students are best served when there is open communication and collaboration between us.

Sincerely,



Trina Hurdman
Chair, Board of Trustees

cc: Christopher Usih, Chief Superintendent of Schools

Encls.

Table 3: New School Construction and Major Modernizations					
Three-Year School Capital Plan 2020-2023 Priorities					
Priority Ranking – Project Description					
YEAR 1					
Community/School	Grade	Project Status	Request Type	2019 Cost (\$)	Number of Years Previously Listed in Capital Plan
1 Auburn Bay Middle (Design Funded)	5-9	New Request	Full buildout to 900	27,859,000	5
2 North Calgary High (Design Funded) ¹	10-12	New Request	Full buildout to 1800	62,000,000	6
3 Auburn Bay Elementary ⁽²⁾	K-4	New Request	Full buildout to 600	19,675,000	1
4 Evanston Middle	5-9	New Request	Full buildout to 900	31,144,000	6
5 John G. Diefenbaker High School	10-12	Modernization Request	Major Modernization	27,621,000	10
6 Nickle School	5-9	Modernization Request	Major Modernization	14,322,000	11
7 Ernest Morrow School	6-9	Modernization Request	Major Modernization	16,368,000	5
				YEAR 1 TOTAL	198,989,000
YEAR 2					
Community/School	Grade	Project Status	Request Type	2019 Cost (\$)	Number of Years Previously Listed in Capital Plan
8 Evanston Elementary ⁽²⁾	K-4	New Request	Full buildout to 600	19,675,000	1
9 Sage Hill Elementary	K-4	New Request	Full buildout to 600	19,675,000	5
10 A.E. Cross School	7-9	Modernization Request	Major Modernization	18,414,000	2
11 Sherwood/Nolan Hill Middle	5-9	New Request	Full buildout to 900	31,144,000	3
12 Janet Johnstone School	K-4	Modernization Request	Major Modernization	8,900,000	4
13 Annie Foote School	K-6	Modernization Request	Major Modernization	10,639,000	4
				YEAR 2 TOTAL	108,447,000
YEAR 3					
Community/School	Grade	Project Status	Request Type	2019 Cost (\$)	Number of Years Previously Listed in Capital Plan
14 Nolan Hill Elementary	K-4	New Request	Full buildout to 600	19,675,000	2
15 Cedarbrae School	K-6	Modernization Request	Major Modernization	7,980,000	4
16 Altadore School	K-6	Modernization Request	Major Modernization	7,980,000	11
17 Ranchlands School	K-6	Modernization Request	Major Modernization	11,969,000	4
18 Queen Elizabeth School	K-6	Modernization Request	Major Modernization	8,900,000	4
				YEAR 3 TOTAL	56,504,000
				GRAND TOTAL	363,940,000

Note: ¹ Senior high schools are not ranked using point criteria. See page 24.

⁽²⁾ = second elementary school for the community

As of Sept. 30, 2018



Calgary Board of Education at-a-glance

Supporting the success of each student

As one of the largest school boards in Canada, we offer a depth and breadth of programs and supports to meet the unique learning needs and interests of all learners in an increasingly diverse population. We focus on personalizing the learning experience so that each student is engaged, inspired and learning to their full potential.

We are a leader in education and proud of our students and the outstanding results they continue to achieve.

Our mission

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

Our values

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

Key facts about the CBE

- Total student enrolment, as of Sept. 30, 2018 is 123,419 students
- 246 schools, ranging from elementary to junior/middle to high schools in every quadrant of the city
- Excellent community schools and alternative programs
- More than 15,000 employees, or almost 10,000 full-time positions – one of the largest employers in Calgary
- Nearly 37,000 students transported to school daily by yellow school buses, Calgary Transit, Handi-buses and taxis. Our yellow school buses transport over 25,000 students.
- Major projects announced include:
 - 1 high school
 - 1 middle school
 - 1 elementary/middle school
 - 4 elementary schools

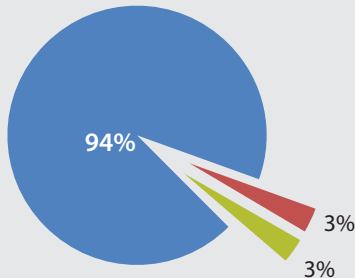
Note | The opening for these schools has not yet been determined.

2018-19 Budget

Students come first.

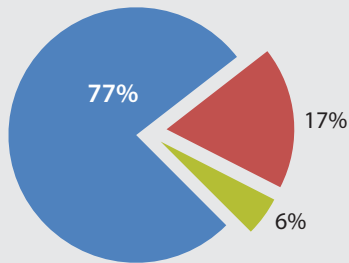
Revenue Breakdown

- Alberta Education - 94%
- Fees - 3%
- Other - 3%



Expense Breakdown

- Salaries, wages & benefits - 77%
- Services, contracts & supplies - 17%
- Amortization & other - 6%



- 2018-19 CBE budget is \$1.4 billion (approx.)
- 94 per cent of CBE revenue comes from the Province
- 77 per cent of CBE spending is spent on staffing

Students are at the centre of everything we do

We focus on fostering citizenship, character personal development and academic success for all our students.

Outstanding academic results in 2017-18

When you compare CBE results to overall provincial standardized test results, our students are doing very well.

Provincial Achievement Tests

CBE students in Grades 6 outperformed the province at the acceptable standard and at the standard of excellence in all measures. In Grade 9, our results were equal to or better than the provincial results in three subjects at the acceptable standard and in four subjects at the standard of excellence.

Diploma exams

In all eleven Grade 12 subjects, CBE results were at or above provincial results at both the acceptable standard and the standard of excellence.

Our students are diverse

- Almost one quarter of CBE students identify as English language learners. This included about 30,000 students in 2017-18.
- more than 13,000 students in bilingual language and culture programs
- Almost 5,000 students self-identified as Indigenous.
- We teach almost 21,000 students with identified special education needs in our community schools or in specialized settings.

Support for high school success

To fulfill our mission, we offer a variety of ways for high school students to achieve success. This includes flexible learning options, academic enrichment programs, work experience and other programs that support the needs of all of our learners.

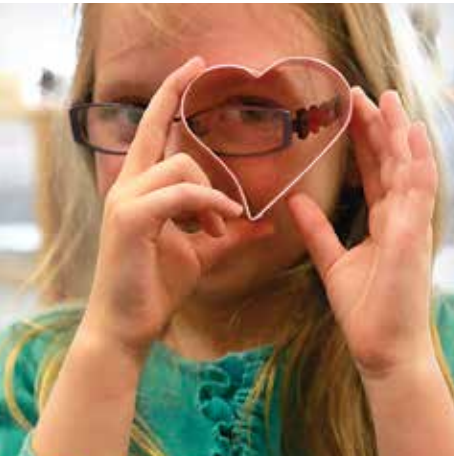
[learn more |](#)

[visit our website at cbe.ab.ca](http://cbe.ab.ca)

Calgary Board of Education
1221 - 8 Street S.W., Calgary AB T2R 0L4
t | 403-817-4000

Fall, 2018

Public Education Serves the Common Good



The Calgary Board of Education appreciates the provincial focus on public education, and in particular, the continued funding of student enrolment.

Despite this focus, provincial education funding has not been sufficient to maintain service levels from year to year since 2009.

For many years, the CBE has protected classrooms by continuing to reduce non-school based spending. For example in 2017-18, all non-school based budgets were reduced by 3.7%, followed by a 3-10% cut for 2018-19. This is in addition to the 10%+ cut in 2013-14. This has significantly impacted the supports that we provide to schools and takes time away from school-based administration that could be better directed towards teaching and learning.



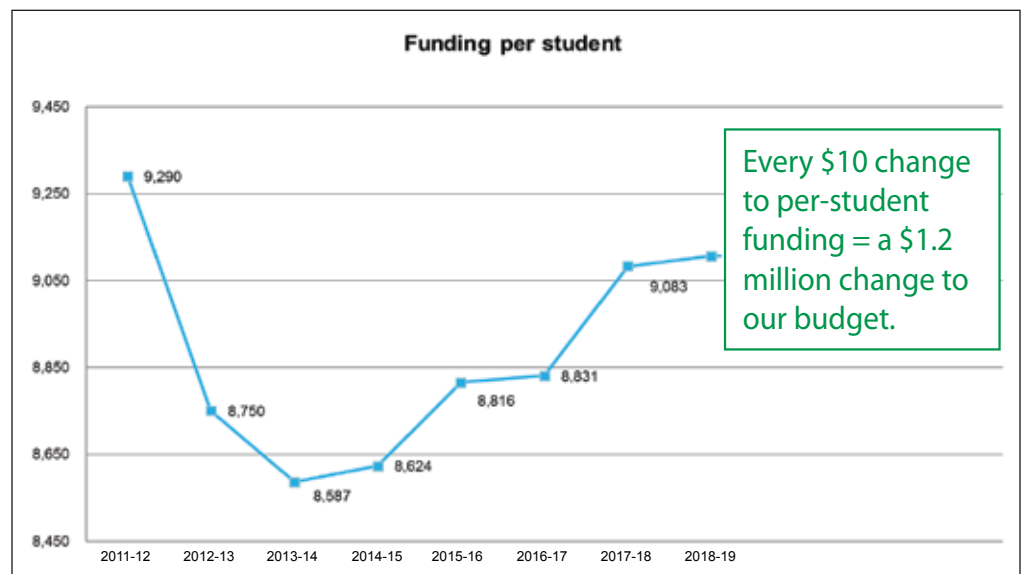
A financial review conducted by Alberta Education (released April 2018) concluded that the CBE's spending is comparable to the other three metro school boards and did not contain any recommendations for where further efficiencies could be found.

Underfunded or unfunded costs still have to be paid. This has an impact on resources and supports available to schools.



Per-student funding

If the province continues to freeze per-student allocations, the CBE anticipates a \$21 M shortfall in the 2019-20 school year from what is needed to maintain current service levels.



Every \$10 change to per-student funding = a \$1.2 million change to our budget.



* The increase in 2015-16 can be attributed to the 2 per cent rise in teacher salaries, and a 1 per cent lump sum payment.
 * The increase in 2017-18 is due to the Classroom Improvement and an Act to Reduce School Fees funding.

Investing in Students

From 2015-16 to 2018-19 the province has benefitted students through:

Funding for student growth

The CBE has grown by 6,434 students (equivalent to almost 11 elementary schools) over the past three years and the government has provided increases to the total education budget by funding every student.

The Classroom Improvement Fund (CIF)

The government has provided funds to be spent directly on improving classroom conditions in 2017-18 and continued the program in 2018-19.

Funding the teacher salary increase

After three years of 0% increases, the government funded the provincially negotiated salary increase for teachers of 2% plus a 1% lump sum in 2015-16.



Funding shortfalls arise from:

Adequate supports for students

Underfunded | \$80 M/yr

CBE teachers have identified that classrooms are becoming increasingly complex.

- Staff are required to provide support for a wide range of learning, behavioural, physical and mental health needs. The CBE allocates far more to support these students than is received.
- In 2013-14, the government reduced the funding support for ELL students from seven years to five. The CBE funds seven years to establish a foundation in academic English.
- The benefits of full-day kindergarten for at-risk students are widely known. The CBE funds programs in 16 schools but the program is needed in 11 more schools. Full-day kindergarten is currently funded through reserves. This is not sustainable.
- Hundreds of refugee students arrive throughout the year, many of whom have complex learning needs. No provincial funding is provided for students arriving after Sept. 30.
- An independent review found transportation for students with complex needs costs double what we receive in provincial funding. This inadequacy in funding has contributed to the transportation challenges facing the CBE.



Salary grid movement

Underfunded | \$15 M/yr

In a growing system, we continue to hire new school-based staff. While salary grids are frozen, as employees gain more experience, they automatically move to a higher pay level until they reach the maximum.

Inflationary costs

Inflation in Calgary has risen almost 5% since 2015. Examples of cost increases include rising utility, fuel, insurance costs, carbon levy, rising software costs due to a weaker Canadian dollar, transportation contracts.

Investing in the Learning Environment

From 2015-16 to 2018-19 the province has benefitted students through:

28 new schools, 5 modernizations and 45 modular classrooms

The government has fulfilled all of its capital project commitments and has continued to announce new schools.

Energy efficiency grants

The province has provided grants to gain further energy efficiencies within the CBE. We are one of the largest solar power generators in the City of Calgary with 22 sites; nine additional sites are currently under development.

Funding shortfalls arise from:

Infrastructure, Maintenance and Renewal (IMR) Underfunded | \$20 - \$70 M

The CBE has 134 schools that are over 50 years old. The province estimates the CBE's deferred maintenance is \$162 million for immediate needs (e.g., aging roofs and boilers). This need continues to grow every year.

Over the past five years, the CBE has received about \$33M per year in IMR funding. The industry standard is between 1-2% of replacement value. Current IMR funding represents about 0.68%. To align with industry standards, the CBE should be receiving between \$52-\$104M per year based on a total replacement value of our infrastructure.

In addition, during the 2017-18 school year the CBE spent nearly \$13M more than what was provided by Alberta Education for the daily operation and maintenance of our schools (plant operations and maintenance).

Costs of new schools and modernizations Unfunded | \$16+ M

New schools are welcomed by our communities but there are additional costs not covered by the province.

- Schools don't come with the furnishings, equipment and learning materials required to meet the demands of a modern program of studies. Commissioning costs have been estimated at about \$23 M for 27 new schools and modernizations.
- Only student enrolment is funded, not buildings. When new schools are opened the CBE must absorb the increased operating costs, estimated at over \$11 million. The 5 new schools and 2 approved for design are anticipated to further increase annual operating costs by \$5.2 million.

New capital projects

The CBE continues to grow by more than 2,000 students per year. The province would need to build three new schools and complete three modernization projects every year to keep up with the pace of growth.

Reserves

CBE reserves are low as a percentage of revenue. Alberta Education guidance is that district reserves should be between 1-5 per cent of expenditures. CBE is at the lower end of this range.



Investing in our Communities

From 2015-16 to 2018-19 the province has benefitted students through:

Eliminating the Instructional, Supplies and Materials (ISM) fee

The government has provided funding to replace the \$15/kindergarten student, \$30/Gr. 1-6 student, \$137/Gr. 7-9 student and \$152/Gr. 10-12 student ISM fee. The funding is based on 2015-16 student enrolment.

Eliminating the transportation fees for eligible students

Funding to replace the transportation fees of eligible students (ie. those who live more than 2.4km from their designated regular program school) was provided based on 2015-16 student enrolment.

Nutrition program

The province has provided funding for new nutrition programs in 23 CBE schools. The provincial nutrition program provides funding for healthy food for students at school.

Playground funding

School playgrounds are usually built through parent fundraising society activities in Alberta. All new schools announced between Jan. 1, 2014 to Dec. 31, 2018 are now eligible for a \$250,000 playground grant.

Support for LGBTQ2+ students

Multiple pieces of legislation have been passed to support and protect LGBTQ2+ students.

Let's work together

By working together, we can better identify the needs of our communities and the solutions required. With limited resources, it is critical that we direct funds to the areas of greatest need. Collaboration will be essential to ensuring the best outcomes for our students.

learn more |
visit our website at cbe.ab.ca

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t | 403-817-4000



Adequate Supports for Students



All CBE students have the right to be successful in their learning. However, CBE teachers have identified that classrooms are becoming increasingly complex, creating barriers for learning. Schools provide support for a wide range of learning, behavioral, physical and mental health needs, but as this complexity continues to grow, the gap between what is provided and what it costs to support students and their learning is also increasing.

Students with complex learning needs



* The CBE spends approximately \$136 M every year to adequately support students with complex learning needs. This creates an annual shortfall of about \$58 M.

Students go through a rigorous process to be identified with special or exceptional needs. About 21,000 students have identified special needs (17% of CBE students). This is equal to the size of the Rockyview school district. Students who meet the criteria receive programming and supports to ensure they can succeed in their learning in community schools, specialized classes or a special setting school.

Specialized supports include braille assistants, deaf and hard of hearing specialists, mental health specialists, occupational and physical therapists, speech language pathologists, cultural diversity advisors and more. These supports eliminate systemic barriers to success and are critical to our students.

Transportation for students with complex learning needs



* The CBE spends approximately \$21 M every year to transport students with complex needs to school. This creates an annual shortfall of about \$12 M.

Every year, the CBE transports about 2,400 students requiring specialized transportation. The cost is more than double the funding received. Those families do not pay fees because they attend their designated school.

* All figures from the 2017-18 budget.

Adequate Supports for Students



English Language Learners (ELL)



* The CBE spends approximately \$31 M every year to fully support English Language Learners. This creates an annual shortfall of about \$7.5 M.

One in four (more than 29,000) students are identified as an English Language Learner. Our schools offer many different kinds of programming and supports. Refugee students often require additional services to help them deal with trauma. In 2013-14, the government reduced the funding support for ELL students from seven years to five. The CBE funds seven years to establish a foundation in academic English.



Indigenous education



* The CBE spends approximately \$6.7 M every year to support success for Indigenous students. This creates an annual shortfall of about \$1.2 M.

We receive a grant to support the nearly 5,000 self-identified Indigenous students. We provide schools with high Indigenous populations with graduation coaches and other school-based supports to help students complete school, and to build staff capacity. We also offer three unique settings to provide early intervention and support for our youngest Indigenous learners (pre-K and K) and their families.



Let's work together

By working together, we can better identify the needs of our communities and the solutions required. With limited resources, it is critical that we direct funds to the areas of greatest need. Collaboration will be essential to ensuring the best outcomes for our students.

[learn more |](#)
visit our website at cbe.ab.ca

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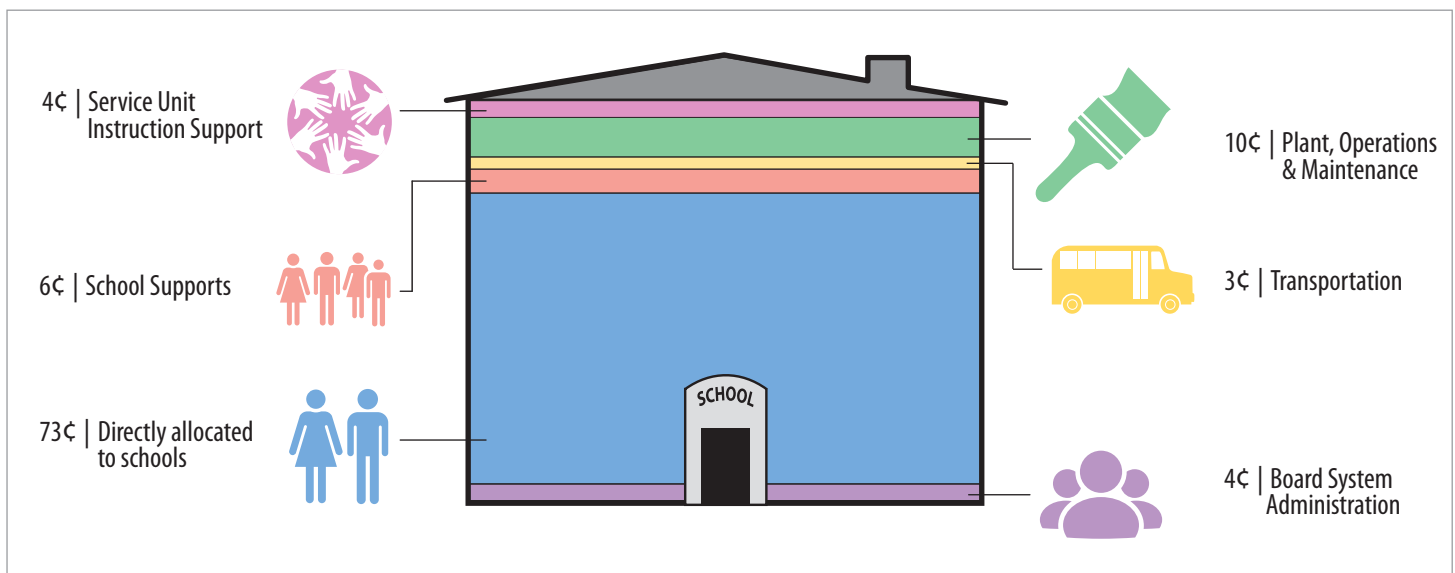
Where does school funding go?

Note | 2018-19 budget figures

Each dollar of Alberta Education funding is seen in or affects our schools.

Students are at the centre of everything we do. Our budget reflects that.

While the majority of our funding from Alberta Education goes directly to schools, a portion of it is also held centrally. This enables us to give schools the resources they need. For example, each school cannot afford several full-time specialists in different fields. But when specialists are paid for centrally, they can be deployed to schools as needed and shared amongst schools.



How can Alberta Education funding be seen in our schools?

73 cents of every dollar goes directly to schools.



Numbers based upon
2017-18 budget

Money is provided to schools via a process we call RAM (Resource Allocation Method). Monies allocated through the RAM fund the learning experience in schools, which includes teacher and staff salaries and benefits. These funds enable schools to meet our learning outcomes. This method is designed to allocate resources equitably while providing principals and schools with choice in the assignment and deployment of those resources to best meet the unique needs of students within their schools.

This 73 cents also includes custodial services provided in schools which ensure a clean and healthy learning environment.

Six of the 73 cents go to pay into the Alberta Teachers' Retirement Fund as part of our collective agreement with teachers. This is a contractual obligation over which the CBE has no direct control. Although this cost is not rolled out as part of the RAM, it is an essential cost of teacher compensation and is included in this category as a direct cost of schools.

But what about the remaining 27 cents?

Our entire organization supports student learning. Some specific school and instruction supports are administered on behalf of schools, rather than directly by schools, as it is more efficient and effective to provide these at a system level rather than to duplicate these at individual schools. Central administration relieves schools and principals of administrative burden and allows them to focus on students and their learning. However, the majority of funds are allocated directly to schools.



**Calgary Board
of Education**



6 cents of every dollar goes to support learning in schools by funding school supports.

This includes the many specialized services for students that are available for principals to access including psychologists, braille assistants, deaf and hard of hearing specialists, mental health specialists, occupational and physical therapists, speech language pathologists, cultural diversity advisors and more. These central supports are critical to our teachers, particularly to the almost 21,000 students identified with special education needs, and to the almost 30,000 students identified as English language learners. These specialists work in various schools supporting learning.

This funding also provides learning supports in Area offices. The Area learning team is the first support to school learning teams as they work to meet student needs.

While our schools do excellent work day in and day out, our Area offices ensure that the entire system of schools remains integrated and coordinated so that our students have a seamless learning experience. Our substitute teachers for long and short-term absences are also funded here.



4 cents of every dollar goes to service unit instruction support

This funds the instructional and programming support to teachers and schools that is provided by service units.

Support is offered in areas such as Indigenous education, attendance, suspensions, student records, expulsions, counselling, kindergarten, multicultural services and specialized assessment. Funding provided to service unit instruction support also includes programs such as school health, school nutrition, off-site and off-campus learning programs, outreach programs, community partnerships, home schooling, online learning and high school success initiatives.

This funding also supports our Human Resources department with teacher recruitment, enabling us to find the best, most qualified candidates for teaching in our classrooms.



10 cents of every dollar goes to plant, operations and maintenance

Schools are safe and secure thanks to funding for plant, operations and maintenance. This also funds facility maintenance and repairs, and provides utilities and insurance for schools.

3 cents of every dollar goes to transportation



Transportation dollars help fund how our students get to school each day.

Other transportation needs are also funded in this category, such as busing aides, charter services, attendants, Licensed Practical Nurses, Calgary Transit passes and taxis/Handi-Bus services as needed.

4 cents of every dollar goes to board and system administration



These dollars are seen in schools every day through services provided by the Board of Trustees, Chief Superintendent's office, Human Resources, Technology Services, Financial Services, Legal Services, and Communications and Community Engagement. Board and system administration funds the Board of Trustees and superintendents who provide the overall direction to the system, along with many important services that affect our schools. Examples include accessible technology design for schools, supply chain operations, administration and operation of our website, communications assistance for schools and school councils, and community engagement, and the administration of payroll and benefits for all employees.

report to Board of Trustees

Construction Projects Status Report

Date	May 14, 2019
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Information
Originator	Dany Breton, Superintendent, Facilities and Environmental Services
Governance Policy Reference	Operational Expectations OE-7: Communication With and Support for the Board OE-9: Facilities
Resource Person(s)	Ming Tian, Acting Director, Facility Projects Erin Hafichuk, Project Manager, Capital Projects

1 | Recommendation

It is recommended:

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

2 | Issue

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



3 | Background

The Calgary Board of Education (CBE) is currently undertaking 7 new school construction projects and 1 modernization project.

On March 21, 2017, the Alberta Government announced the approval of three new elementary schools for Cranston, Evergreen and Coventry Hills, as well as a major modernization for Forest Lawn High School. Construction for the three new schools has begun, with an anticipated opening in September 2020.

On April 12, 2017, the Alberta Government advised that at the CBE's request, the design and construction of the three new elementary schools would be managed by Alberta Infrastructure, and that the Forest Lawn High School Modernization would be Grant Funded and managed by the CBE.

On March 23, 2018, the Alberta Government announced the approval of an elementary school for Mahogany and a K-9 school for Skyview Ranch. They also provided design approval for a middle school in Auburn Bay and a new high school to be located in Coventry Hills.

4 | Analysis

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

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

There are three Project Steering Committees set up for the current school projects as follows:

- Forest Lawn HS Modernization
- New Elementary/Middle Schools (Mahogany, Skyview Ranch, Auburn Bay)
- Coventry Hills HS

5 | Conclusion

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

It is provided to the Board of Trustees as monitoring information in compliance with Operational Expectation 7: Communication With and Support for the Board.



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

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

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's performance.

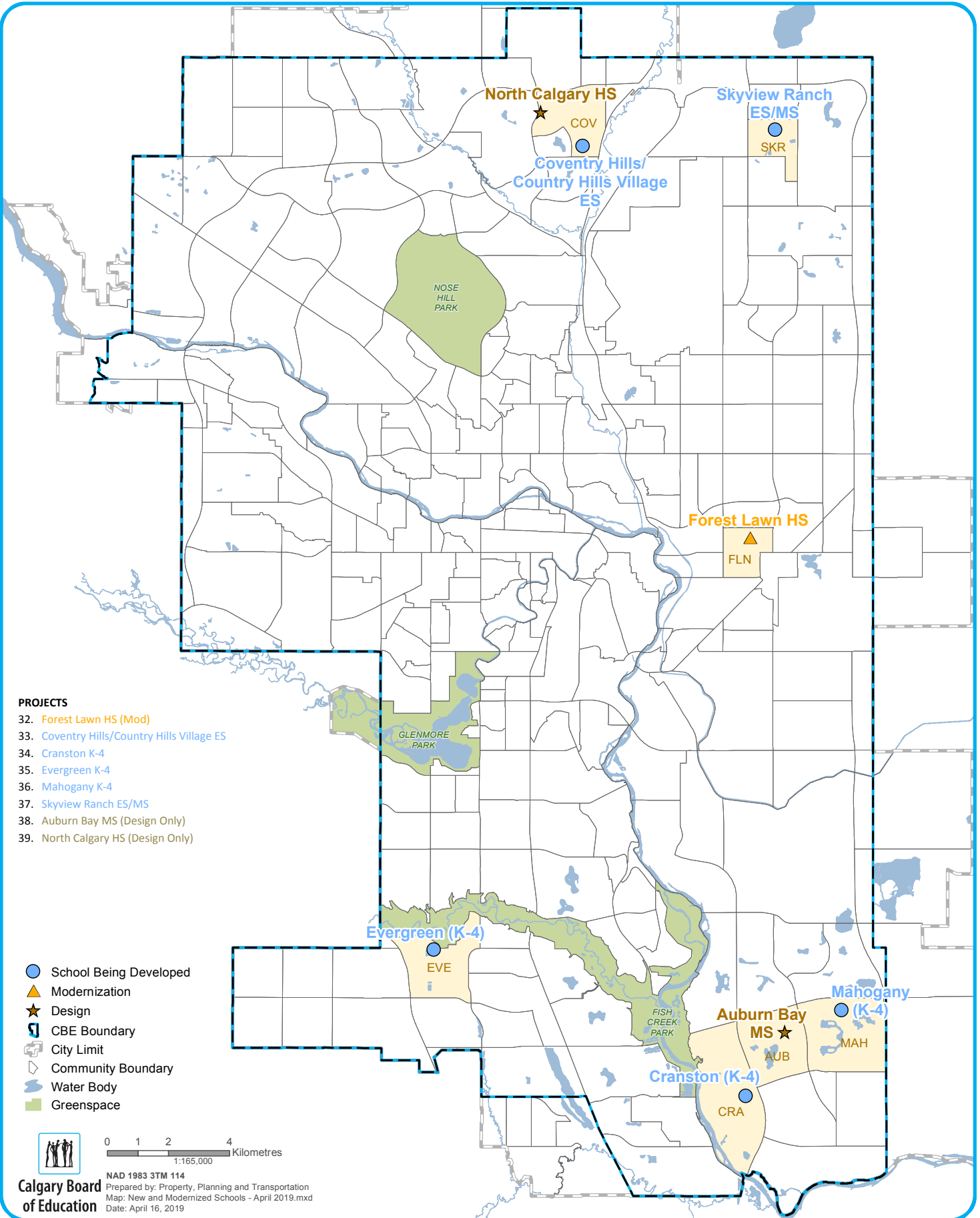
**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
May 2019**

Building	Opening Date	Notes/Comments	
32. Forest Lawn High School Modernization	Fall-20	Phase One Design and Specifications	100%
		Phase One Construction Award	100%
		Phase One Construction Progress	10%
		Phase Two Design and Specifications	90%
		Note: Phase One Tender Award Approval received January 2019. Overall project completion date adjusted to Fall 2020 to accommodate demolition activities over Summer 2020.	
33. Coventry Hills/Country Hills Village School Grades K-4 Capacity 600 students	Fall-20	Design and specifications	100%
		Construction Award	100%
		Construction Progress	1%
		Note: Project Managed by Alberta Infrastructure. Contractor mobilized to site March 2019. Erosion and Sedimentation Control and Site Preparation underway.	
34. Cranston School Grades K-4 Capacity 600 students	Fall-20	Design and specifications	100%
		Construction Award	100%
		Construction Progress	1%
		Note: Project Managed by Alberta Infrastructure. Contractor mobilized to site March 2019. Erosion and Sedimentation Control and Site Preparation underway.	
35. Evergreen School Grades K-4 Capacity 600 students	Fall-20	Design and specifications	100%
		Construction Award	100%
		Construction Progress	1%
		Note: Project Managed by Alberta Infrastructure. Contractor mobilized to site March 2019. Erosion and Sedimentation Control and Site Preparation underway.	
36. Mahogany School Grades K-4 Capacity 600 students	TBC	Design and Specifications	10%
		Note: Project managed by Alberta Infrastructure. Conceptual design complete.	
37. Skyview Ranch ES/MS Grades K-9 Capacity 900 students	TBC	Design and Specifications	10%
		Note: Project managed by Alberta Infrastructure. Conceptual design complete.	

**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
May 2019**

Building	Opening Date	Notes/Comments	
38. Auburn Bay MS Grades 5-9 Capacity 900 students	TBC	Design and Specifications	10%
		Note: Project managed by Alberta Infrastructure. Conceptual design complete	
39. North Calgary HS Grades 10-12 Capacity 1800 students	TBC	Design and Specifications	5%
		Note: Project managed by Alberta Infrastructure. Conceptual design underway	

New and Modernized Schools As of April 2019



PROJECTS

- 32. Forest Lawn HS (Mod)
- 33. Coventry Hills/Country Hills Village ES
- 34. Cranston K-4
- 35. Evergreen K-4
- 36. Mahogany K-4
- 37. Skyview Ranch ES/MS
- 38. Auburn Bay MS (Design Only)
- 39. North Calgary HS (Design Only)

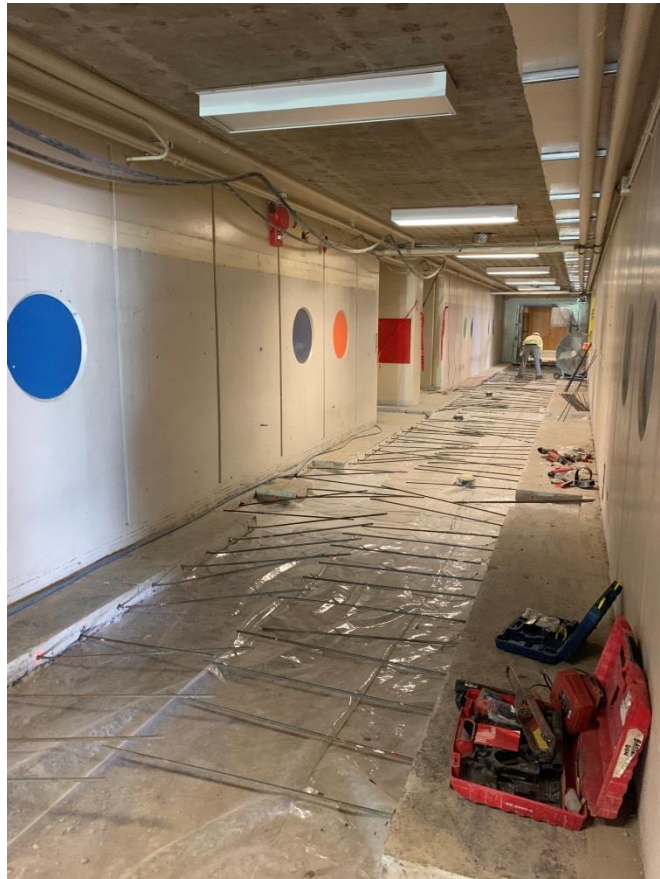
- School Being Developed
- Modernization
- Design
- CBE Boundary
- City Limit
- Community Boundary
- Water Body
- Greenspace



0 1 2 4
1:165,000 Kilometres

Calgary Board of Education
 NAD 1983 3TM 114
 Prepared by: Property, Planning and Transportation
 Map: New and Modernized Schools - April 2019.mxd
 Date: April 16, 2019

Forest Lawn High School



Coventry Hills Elementary School



Cranston Elementary School



Evergreen Elementary School

