

public agenda

Regular Meeting of the Board of Trustees

June 15, 2021
12:00 p.m.

Microsoft Teams
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		GC-3	
	4 Results Focus			
	5 Operational Expectations			
	5.1 OE-5: Financial Planning – Annual Monitoring	C. Usih	B/CSR-5; OE-5, 7	Page 5-1
	5.2 OE-9: Facilities – Annual Monitoring	C. Usih	B/CSR-5; OE-7, 9	Page 5-9
	6 Public Comment [PDF]		GC-3.2	
	Requirements as outlined in Board Meeting Procedures			
	7 Matters Reserved for Board Information			
7.1 Third Quarter Budget Variance Report	B. Grundy	OE-5, GC-5E	Page 7-1	
8 Matters Reserved for Board Decision	Board	GC-3		



Time	Topic	Who	Policy Ref	Attachment
	9 Consent Agenda	Board	GC-2.6	Page 9-1
	9.1 Items Provided for Board Decision			
	9.1.1 Locally Developed Courses			
	<i>(THAT the Board of Trustees approves the Locally Developed Courses listed in Appendix I for school use in The Calgary Board of Education, for the authorization periods set by Alberta Education.)</i>			
	9.2 Items Provided for Board Information			
	9.2.1 Chief Superintendent's Update			
	9.2.2 Construction Projects Status Update		OE-8	Page 9-8
			OE-7, 9	Page 9-13
	10 In-Camera Session			
4:30 p.m.	11 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.

Information is collected under the authority of the Education 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-5: Financial Planning

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 5: Financial Planning, 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: June 5, 2021

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 5: Financial Planning, 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-5: Financial Planning

Executive Summary

The Board of Trustees believes that prudent financial planning and management are essential for student success and public confidence.

This Operational Expectation establishes expectations of the Board of Trustees for the Calgary Board of Education regarding financial planning for student success public confidence.

The Chief Superintendent's reasonable interpretation and indicators for OE 5: Financial Planning were approved on October 10, 2017. The Board of Trustees last monitored OE 5 on June 16, 2020. This report includes data available from the 2019-2020 school year and contains evidence to support the following findings:

Policy Statement	Indicator	Finding
5.1	5.1.1	Compliant
5.2	5.2.1	Compliant
5.3	5.3.1	Compliant
5.4	5.4.1	Compliant
5.4	5.4.2	Compliant
5.4	5.4.3	Compliant

The Board of Trustees believes that prudent financial planning and management are essential for student success and public confidence.

Board-approved Interpretation |



OE-5: Financial Planning

As stewards of public funds, careful and intentional planning for use of available funding that is aligned with CBE missions, vision and values is essential to support student learning and provide assurance to the community.

The Chief Superintendent interprets:

- *prudent financial planning* to mean the allocation of resources to achieve the objectives as outlined in the Three year Education plan.
- *financial management* to mean having the process and controls in place to balance the cost and benefit for budget decisions with available funding.
- *public confidence* to mean the ability for members of the community to understand the rationale for budget decisions through transparent financial reporting.

The Chief Superintendent shall:

5.1	Present the budget-planning assumptions.	Compliant
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Identifying key principles and variables that will drive budget decisions is an important component of the budget process and is critical to consistency and transparency.

The Chief Superintendent interprets:

- *budget-planning assumptions* to mean the identification of a range of controllable and non-controllable factors that impact the budget.

Board-approved Indicators and *Evidence of Compliance* |

<p>1. A Budget Assumptions Report that reflects the Board’s values and identifies the critical and relevant factors impacting the development and balancing of the budget.</p>	Compliant
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The organization is compliant with this indicator.

OE-5: Financial Planning*Evidence statement*

The Budget Assumptions Report was presented to the Board of Trustees on April 28, 2020 and May 12, 2020.

Evidence demonstrates all indicators in subsection 1 are in compliance.

5.2	<p>Develop a budget that:</p> <ul style="list-style-type: none"> a) is in a summary format understandable to the Board and presented in a manner that allows the Board to understand the relationship between the budget and the Results priorities and any Operational Expectations goals for the year as set out in the Annual Summative Evaluation; and b) avoids fiscal jeopardy 	Compliant
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The budget reflects the focus on student learning, incorporates key assumptions and presents information that furthers understanding of the use of resources.

The Chief Superintendent interprets:

- *summary format understandable to the Board* to mean the format required by Alberta Education with supplemental information as required to enhance public understanding.
- *the relationship between the budget and Results priorities and any Operational Expectations goals for the year* to mean that the budget reflects the priorities of the Three Year Education Plan and the goals as set out in the Annual Summative Evaluation.
- *avoid fiscal jeopardy* to mean to take steps to mitigate the risks associated with the inability of the organization on an ongoing basis to continue to operate and meet statutory obligations.

Board-approved Indicators and *Evidence of Compliance* |



OE-5: Financial Planning

1. A Budget Document that reflects this interpretation is presented to the Board.	Compliant
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The organization is compliant with this indicator.

Evidence statement

The *Students Come First | Budget Report for 2020-2021* was presented on May 19, 2020 and May 26, 2020. The Budget Report incorporates all material assumptions set out in the Budget Assumptions Report.

Evidence demonstrates all indicators in subsection 2 are in compliance.

5.3	Ensure prudent financial management that does not materially deviate from the budget.	Compliant
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The same expectations should exist for ongoing administration and operationalization of the budget as were made in the planning process.

The Chief Superintendent interprets:

- *materially deviates from the budget* to mean quantitative variances from the approved budget including:
 - any change in approved use of reserves;
 - creation of a deficit in any amount; or
 - an annual negative variance from planned net operating surplus of \$5 million or more;
 - Any line item in the quarterly variance reports that varies by greater than 1% and \$500,000.

Board-approved Indicators and *Evidence of Compliance* |

OE-5: Financial Planning

1. Quarterly variance reports will be presented reflecting the materiality interpretation.	Compliant
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The organization is compliant with this indicator.

Evidence statement

Quarterly variance reports provide explanations for variances in excess of 1% and \$500,000. The following quarterly variance reports were presented to the Board of Trustees in the 2019-2020 school year:

- November 26, 2019 – Fourth Quarter Budget Variance Report for the 2018-2019 Budget
- January 7, 2020 – Fall 2019 Update to the 2018-2019 Budget and First Quarter Budget Variance Report
- March 10, 2020 – Second Quarter Budget Variance Report
- June 9, 2020 - Third Quarter Budget Variance Report

Evidence demonstrates all indicators in subsection 3 are in compliance.

5.4	Ensure that prior board approval is received for all expenditures from reserve funds and for all transfers between operating reserves, capital reserves or committed operating surplus.	Compliant
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The Board of Trustees must authorize use of or transactions between reserve funds of any kind.

Board-approved Indicators and *Evidence of Compliance* |

1. All use of reserve funds will occur with the prior approval of the Board of Trustees.	Compliant
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OE-5: Financial Planning

The organization is compliant with this indicator.

Evidence statement

The *Financial Status of Reserves and Designated Funds at August 31, 2019* was presented to the Board of Trustees on November 5, 2019 and received approval for the use of reserve funds.

2. All transfers between reserve funds will occur with prior approval of the Board of Trustees.	Compliant
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The organization is compliant with this indicator.

Evidence statement

The *Financial Status of Reserves and Designated Funds at August 31, 2019* was presented to the Board of Trustees on November 5, 2019 as evidence of Board of Trustee approval for transfers between reserve funds.

3. All debt arrangements will occur with the prior approval of the Board of Trustees.	Compliant
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The organization is compliant with this indicator.

Evidence statement

There was no new debt acquired for 2019-2020 school year.

Evidence demonstrates all indicators in subsection 4 are in compliance.



OE-5: Financial Planning

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-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: June 5, 2021

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: _____

Executive Summary

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.

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 and indicators for OE 9: Facilities were approved on October 10, 2017. The Board of Trustees last monitored OE 9 on June 9, 2020. This report includes data available from the 2019-2020 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.

The Chief Superintendent shall:

9.1	Ensure that facilities are safe, clean and properly maintained.	Compliant
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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.

OE-9: Facilities

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

In the 2019-2020 school year, all Indoor Environmental Quality Concern reports and Hazard reports were responded to within two days or less. These included 22 hazard reports and 38 Indoor Environmental Quality Concern reports.

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

Evidence statement

Maintenance work orders requiring permits were in 100% compliance and adhered to provincial codes. A total of 3766 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.



OE-9: Facilities

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

All CBE schools and facilities were assessed annually at a minimum at 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

CBE had a 99.98% response rate in 2019-2020 with 5727 out of 5728 emergency maintenance and repair work requests being responded to within 24 hours.

Evidence demonstrates all indicators in subsection 1 are in compliance.

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



OE-9: Facilities

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.	Compliant
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The organization is compliant with this indicator.

Evidence statement

In the 2019-2020 reporting year, three new schools were constructed by Alberta Infrastructure to achieve the LEED Silver level of certification. Five new schools were designed by Alberta Infrastructure to achieve the LEED Silver level of certification.

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

OE-9: Facilities

In the reporting year, 100% of major modernizations were assessed using the LEED score card. For the 2019-2020 school year, the major modernization assessed was Forest Lawn High School.

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

In the 2019-2020 school year, 100% of school naturalization or garden development requests were completed. Two schools made requests and completed the approval process to establish their naturalization or garden areas.

Evidence demonstrates all indicators in subsection 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.	Compliant
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Board-approved Interpretation

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

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.



OE-9: Facilities

- *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 School Capital Plan 2021-2024 was presented to the Board of Trustees on March 3, 2020. Annual submission to Alberta Education includes one prioritized capital list consisting of both new school construction and “major modernization” requests. These requests include eligibility criteria and ranking criteria as a result of CBE’s review of their need for space and justification of the requests.

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 2020-2021 Modular Classroom Plan was presented to the Board of Trustees on October 22, 2019.

3. Triennial submission to the Board of Trustees for approval of a 10 Year Student Accommodation and Facilities Strategy.	Compliant
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OE-9: Facilities

The organization is compliant with this indicator.

Evidence statement

The Ten-Year Student Accommodation and Facilities Strategy report was presented to the Board of Trustees on June 25, 2019. The next report will be presented in the 2021-22 school year.

Evidence demonstrates all indicators in subsection 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.	Compliant
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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* |

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

OE-9: Facilities

In the 2019-2020 school year, 95.7% of schools were available for public use rental until March 12, 2020. All rentals were cancelled as of March 13, 2020 due to the pandemic and there were no rentals for the rest of the school year.

Evidence demonstrates all indicators in subsection 4 are in compliance.

9.5	Ensure that financially significant improvements, acquisition, disposal or encumbrance or real property are in support of student learning.	Compliant
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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* |

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

OE-9: Facilities

There were no property acquisitions for the 2019-2020 school year. Board and Ministerial approvals were received in 2019-2020 for disposition of four properties, as well as the registration of Utility and Access Right of Way agreements as an encumbrance on the land title of selected school board properties.

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

Evidence statement

In the 2019-2020 school year, there were no new school construction and major modernization projects, managed by the Calgary Board of Education that required approval by the Board of Trustees

Evidence demonstrates all indicators in subsection 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

Third Quarter Budget Variance Report

Date	June 15, 2021
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 and Corporate Treasurer
Governance Policy Reference	OE-5: Financial Planning GC-5E: Board Committees
Resource Person(s)	Tanya Scanga, Manager of Corporate Planning & Reporting Tauha Pasha, Financial Reporting Supervisor

1 | Recommendation

This report is provided for the information of the Board of Trustees. No decision is required.

2 | Issue

Operational Expectations OE-5: Financial Planning requires that quarterly variance reports are prepared and explanations provided for variances between planned (budgeted) and forecast expenditures over 1% and \$500,000. This report serves as the third-quarter report for the 2020-21 fiscal year.

Further, Governance Culture GC-5E requires that the Calgary Board of Education's (CBE's) Audit and Risk Committee review the Division's unaudited quarterly financial variance reports and financial health matrix. The Committee is to pay particular attention to the presentation of unusual or sensitive matters such as disclosure of significant non-recurring events, significant risks,

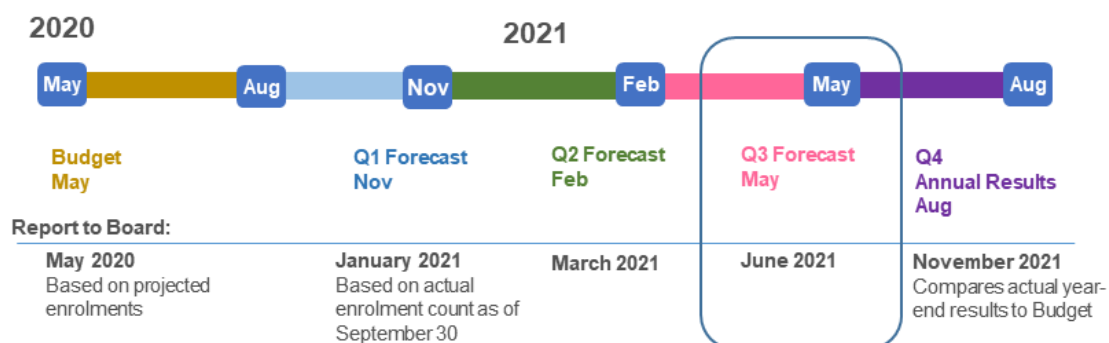
changes in accounting principles, and estimates or reserves, and all significant variances between comparative reporting periods.

3 | Background

Quarterly and annual reports presented to the Audit and Risk Committee and the Board of Trustees provide updates on the results of operations. This report was presented to the Audit and Risk Committee on June 9, 2021 and compares 2020-21 third-quarter annual forecasted results to the annual 2020-21 Budget to meet Operational Expectations OE-5: Financial Planning.

GC-5E: Board Committees Terms of Reference was amended in October 2020. Administration is in the process of receiving and incorporating feedback to enhance future quarterly reporting. Incorporated in this report are highlights on financial position and other forward looking information.

4 | Analysis



Attachment I summarizes forecasted activity compared with budgeted revenues and expenses, reserve transfers and capital transactions.

COVID-19 continues to heavily impact the operations of the CBE. The situation remains very dynamic and subject to significant change with short timelines. In response, the CBE continues to closely monitor additional spending related to COVID-19.

The CBE began the current school year with the fiscal stabilization reserve in excess of \$37 million (a significant portion of the operating reserves) and those funds remain available for deployment, if necessary, to support school operations through the pandemic.

Operating deficit

The CBE's updated deficit forecast for the year is \$3.7 million (0.3% of budgeted expenditures), which is an unfavourable variance of \$1.0 million from the budgeted deficit of \$2.7 million. This unfavorable variance is 0.1% of total forecast expenditures. As a result of the new funding framework implemented in the 2020-21 school year, the weighted moving average is now the basis of many provincial grants. As such, the CBE has deferred \$19 million in revenue in recognition of the students that did not attend school in this year. With this deferral, the CBE is recognizing the revenue associated with the students in attendance and not the full funding based on projected enrolment. This accounting treatment is consistent with the design of Government's weighted moving average funding framework. Had the CBE not deferred this revenue, there would be a projected surplus of \$15.3 million rather than the projected deficit of \$3.7 million.

Variances are comprised of a number of offsetting factors that are outlined in this report.

Overall revenues are higher than budget by \$5.3 million (0.4%) while expenses have increased by \$6.3 million (0.5%). The primary factor in the change is unbudgeted revenue and related expenses of COVID-19. Specifically, the CBE has received \$45.68 million in Safe Return to Class funding from the Federal government. Offsetting that funding are additional COVID-19 forecast expenses of \$45.93 million. In addition, the CBE received the Critical Worker benefit from the Provincial government in the amount of \$3.3 million to eligible staff and contractors in recognition of their hard work to provide Alberta with the care and critical services needed during the pandemic. This funding was a flow-through the CBE that also covered employer related payroll deductions. Refer to “Revenue” and “Expense” for further details.

Spending by schools and service units is provided in Attachment II with explanations of significant variances from Budget 2020-21.

Financial Position Activity

All COVID-19-related inventory items received from the Government of Alberta have been distributed to schools to ensure classrooms and schools are as safe as possible. Accordingly, the value of the inventory (\$1.7 million) has been expensed and is reflected in this report.

Note: Statement of Financial Position (balance sheet) ratios are reflected in the Financial Health Matrix (Appendix V). No other significant changes have been noted to balance sheet accounts during the third quarter.

Capital Activities

The CBE’s forecasted capital expenditures are \$31.0 million, an increase of \$4.7 million from the budgeted expenditures of \$26.3 million. This increase is primarily due to \$10.5 million in expenses for board-funded capital projects initiated in 2019-20 that continued into the 2020-21 fiscal year. This increase is offset by savings on the carried-forward projects of \$1.5 million and \$4.3 million of savings on current projects. The capital expenses carried-forward include:

- \$8.6 million in plant, operations, and maintenance projects, including school commissioning, landscaping, modernization, solar, information technology and safety projects;
- \$1.2 million in administrative projects, including the Rycor fees management system and various security upgrades (eg. enterprise portal and two-factor authentication); and
- \$0.7 million in information technology enhancement projects, including Student Information System.

The 2020-21 third-quarter capital budget report in Attachment IV highlights significant variances from the Budget.

Use of reserves and balancing

The CBE’s Budget included planned draws of \$2.7 million from operating reserves. The third quarter forecast requires a contribution of \$1.2 million to operating reserves and \$9.0 million from capital reserves for a total draw of up to \$7.8 million from reserves.

Forecasted operating reserves of \$42.7 million (an increase of \$1.2 million from the \$41.5 million as at August 31, 2020) represent 3% of total budgeted expenses. The CBE has adequate operating reserves at 3% to address most non–grant funding risks and operational needs. Given the global pandemic and the transition to a funding framework that increases the variability of per student funding, it is appropriate that the CBE’s reserves have been deployed to maintain core

programs, services and supports if required. At 3%, operating reserves are compliant with the Board of Trustee’s policy regarding operating reserves.

Forecasted capital reserves of \$25.4 million represent a decrease of \$8.9 million from the \$34.3 million as at August 31, 2020. This reflects the costs incurred during the year for board-funded capital projects including new school commissioning, modernization, and information technology enhancement. Capital reserves are funds which are designated for future board-funded capital asset acquisitions.

Current anticipated reserve levels represent approximately 5 days of operation. Traditionally Alberta Education has recommended that school jurisdictions maintain operating reserves between 3% to 5% of total expenditures. Anticipated new guidance will likely cap operating reserves at a percentage of total expenditures equivalent to the System Administration grant. For the CBE the System Administration grant is 3.15%.

Further details are provided in Attachment III – Use of reserves.

Revenue

(in \$ thousands)	
Q3 Forecast Revenue	1,380,282
Budget 2020-21 Revenue	1,375,018
Variance Favourable / (Unfavourable)	5,264

Significant contributions to this increase in revenue include:

- Favourable variance of \$32.3 million in Government of Alberta funding resulting from the net impact of:
 - \$45.7 million in additional federal funding through the Safe Return to Class Fund to ensure the safety of students and staff during the global pandemic;
 - \$3.3 million one-time Critical Worker Benefit funding for critical frontline workers during the global pandemic. This is offset by unfavourable variance in Non-certificated salaries, wages and benefits, and Services, contracts and supplies expenses.
 - \$1.9 million increase in capital revenue recognized due to amortization adjustments in related capital assets;
 - \$1.7 million in additional revenue recognized for Personal Protective Equipment (PPE) and cleaning supplies provided by the provincial government;
 - \$0.8 million increase in Specialized Learning Support Grants due to enrolment changes;
 - \$0.5 million increase in Infrastructure Maintenance Renewal (IMR) funding, which will be recognized as an operating expense;
 - Offset by a \$19 million deferral of Alberta Education’s funding grant due to the difference between the projected student enrolment count used for grant calculation purposes and actual student enrolment; and
 - Offset by a \$2.6 million decrease in Alberta Teacher’s Retirement Fund (ATRF), reflecting the decline in current service cost. This is offset by a favourable variance in Certificated salaries, wages and benefits.

- Unfavourable variance of \$2.4 million in Federal Government funding due to the discontinuation of Language Instruction for Newcomers to Canada (LINC) program.

- Unfavourable variance of \$5.6 million in Other sales and services due to:
 - \$4.1 million decrease in international student fees due to lower enrolment as a result of the global pandemic;

- \$1.0 million decrease due to the discontinuation of Adult English as a Second Languages (ESL) program; and
 - \$0.5 million reduction in revenues due to lower enrolment in the Continuing Education program.
- Unfavourable variance of \$18.1 million in Fees due to:
 - \$14.0 million decline in transportation fees due to a decrease of approximately 10,000 students in ridership as students opted for the Hub online learning initiative, and management's decision to refund all transportation fees for the fiscal year;
 - \$3.5 million decrease in noon-supervision fees due to refunds for mandatory periods of at-home learning during the year because of COVID-19 pandemic; and
 - \$0.6 million decrease in student supplies fees as students opted for HUB online learning model due to the COVID-19 pandemic.
 - Unfavourable variance of \$0.6 million in All other revenues due to inability to generate rental revenues because of COVID-19 facility restrictions.

Expense

(in \$ thousands)	
Q3 Forecast Expense	1,383,997
Budget 2020-21 Expense	1,377,734
Variance Favourable / (Unfavourable)	(6,263)

Significant contributions to this increase in expense include:

- Unfavourable variance of \$23.0 million in Certificated salaries, wages and benefits resulting from the net impact of:
 - \$17.5 million increased costs for online Hub learning model to provide an at-home learning option for students during COVID-19;
 - \$7.4 million in additional staffing costs due to budgetary decisions made by principals to accommodate for students' learning needs based on actual enrolment;
 - \$5.4 million increase due to additional substitute coverage and sick-leave costs related to COVID-19;
 - \$1.3 million related to approved costs carried-forward from the prior year;
 - \$0.7 million increased expenses for certificated staff assisting with COVID-19 related responsibilities;
 - \$0.6 million related to increased enrolment in CBe-learn and LINC program due to COVID-19;
 - Offset by a \$4.5 million decrease in medical and dental benefit expenses due to actual claims trending lower than budget;
 - Offset by a \$2.6 million decrease in ATRF benefit expense, reflecting the decline in current service cost. This is offset by an unfavourable variance in the Government of Alberta funding;
 - Offset by \$1.9 million reduction in staffing levels due to a decline in international student enrolment; and
 - Offset by \$0.9 million reduction due to position vacancies and cost-saving measures implemented during the year.
- Favourable variance of \$6.1 million in Non-certificated salaries, wages and benefits resulting from the net impact of:
 - \$7.5 million decrease due to school-based staffing decisions made by principals to accommodate for students' learning needs based on actual enrolment;
 - \$3.1 million in savings due to position vacancies across service units;
 - \$2.4 million in savings due to elimination of the LINC and Adult ESL programs, along with reduced course offerings in Continuing Education program;

- \$2.1 million decrease in staffing expense due to reduced participation in noon-supervision program;
 - \$2.0 million decrease in medical and dental benefit expenses due to actual claims trending lower than budget;
 - \$0.8 million in system savings due to management's prudent spending initiatives;
 - Offset by \$7.2 million increase due to additional hiring and increased overtime for cleaning staff related to COVID-19;
 - Offset by \$2.6 million increase due to the distribution of one-time Critical Worker Benefit to the frontline staff;
 - Offset by \$1.3 million increase in non-certificated staff sick-leave coverage related to COVID-19; and
 - Offset by \$0.7 million increased expenses for non-certificated staff assisting with COVID-19 related responsibilities.
- Favourable variance of \$10.6 million in Services, contracts and supplies resulting from the net impact of:
 - \$14.0 million reduction in transportation costs due to a significant decline in ridership. This enabled management to provide a refund of student transportation fees for students enrolled effective February 28, 2021;
 - \$6.0 million decrease due to budgetary decisions made by principals to accommodate for students' learning needs based on actual enrolment;
 - \$1.6 million decrease due to cost saving initiatives implemented by management;
 - Offset by \$5.3 million for additional purchases of PPE and cleaning supplies to ensure safety for students and staff under COVID-19 circumstances;
 - Offset by \$2.6 million increase in insurance and electricity costs due to contractual changes;
 - Offset by \$0.9 million increase in school-based expenses to purchase students' supplies;
 - Offset by \$0.9 million in additional cleaning fees for student transportation services related to COVID-19;
 - Offset by \$0.7 million increase due to the distribution of one-time Critical Worker Benefit to the frontline staff; and
 - Offset by \$0.6 million in utilities cost for increased usage of heating and ventilation systems to mitigate COVID-19 spread.
 - Unfavourable variance of \$3.2 million in Amortization is due to adjustments in estimated amortization expense for the year as compared to actual capitalization at year end.
 - Favourable variance of \$3.1 million in All other expenses due to a decrease in bad debt and waiver expenses as all transportation fees were refunded to students during the year.

5 | Conclusion

This report represents information presented to the Audit and Risk Committee on June 9, 2021 in connection with Governance Culture GC-5E: Board Committees and Board of Trustees in connection with Operational Expectations OE-5: Financial Planning.

The CBE will continue to practise prudent financial decision-making and maximize funds received to provide programs and services to optimize student success through achievement, equity and well-being. The CBE continues to monitor a range of risks that may impact planned spending to adapt for future operational needs.

Looking forward, the CBE is closely monitoring the evolving COVID-19 pandemic. The situation is very dynamic and is subject to abrupt and significant change. The prudent financial decision-

making, including additional guidance to our schools, mentioned above and the healthy operating reserve balances mean the CBE is well positioned at this time.

The current vaccination roll-out is a positive step that is mitigating the growth in infection rates. The CBE is cautiously optimistic that the 2021-22 school year will be near normal.

Notwithstanding the pandemic, the CBE will maintain focus on our core values of: students come first, learning is our central purpose and public education serves the common good.



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

- Attachment I: Third-quarter budget variance report
- Attachment II: Spending by schools and service units
- Attachment III: Use of reserves
- Attachment IV: Capital budget report
- Attachment V: Impact of COVID-19
- Attachment VI: Financial Health Matrix

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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


Attachment I: Third-quarter budget variance report

CALGARY BOARD OF EDUCATION
Third Quarter Budget Variance Report

Description	2020-21 Budget ^(A)	Forecast for the year ending Aug 31, 2021	Variance Favourable/ (Unfavourable)	
	(in \$ thousands)			%
Revenues				
Government of Alberta	1,269,476	1,301,738	32,262	3%
Federal Government and First Nations	3,012	573	(2,439)	(81%)
Other sales and services	23,898	18,333	(5,565)	(23%)
Fees	59,616	41,549	(18,067)	(30%)
Investment income	2,421	2,131	(290)	(12%)
All other	16,595	15,958	(637)	(4%)
Total revenues	1,375,018	1,380,282	5,264	0%
Expenses				
Certificated salaries, wages and benefits	796,277	819,304	(23,027)	(3%)
Non-certificated salaries, wages and benefits	265,307	259,224	6,083	2%
Services, contracts and supplies	234,522	223,882	10,640	5%
Amortization	73,535	76,745	(3,210)	(4%)
Interest	1,799	1,671	128	7%
All other	6,294	3,171	3,123	50%
Total expenses	1,377,734	1,383,997	(6,263)	(0%)
Annual deficit	(2,716)	(3,715)	(999)	(37%)
Net transfer from / (to) operating reserves	2,716	(1,189)	3,905	144%
Add/(deduct) capital items paid by operating funds				
Capital assets acquired	(26,352)	(31,041)	(4,689)	(18%)
Board funded amortization	26,352	26,968	616	2%
Transfer from capital reserves		8,977	8,977	100%
	-	4,904	4,904	100%
Net operating surplus / (deficit)	-	-	-	-

^{A)} Approved by the Board of Trustees on May 26, 2020.

Attachment II: Spending by schools and service units



	Forecast 2020-21	Salaries and benefits	Supplies and services	Other (interest, amortization and uncollectible accounts)	Forecast 2020-21	Budget 2020-21	Variance Favourable/ (Unfavourable)	
	FTEs	(in \$ thousands)						%
Schools and Areas	9,077	962,705	77,796	15	1,040,516	1,040,346	(170)	(0%)
Service Unit System Budgets	14	8,557	127,706	73,437	209,700	220,702	11,002	5% (1)
Facilities and Environmental Services	210	21,653	11,558	2,442	35,653	33,634	(2,019)	(6%) (2)
School Improvement	384	46,624	2,085	103	48,813	32,935	(15,878)	(48%) (3)
Finance and Technology Services	172	21,919	1,228	5,540	28,687	29,119	432	1%
Human Resources	104	12,441	1,139	31	13,611	13,792	181	1%
Communications	20	2,276	1,113	-	3,389	3,352	(37)	(1%)
General Counsel	11	1,487	77	19	1,582	1,615	33	2%
Chief Superintendent's Office	3	509	242	-	751	751	-	-
Board of Trustees	-	356	939	-	1,295	1,488	193	13%
Total	9,995	1,078,528	223,882	81,587	1,383,997	1,377,734	(6,263)	(0%)

Note: The FTE related to the Board of Trustees has been removed to properly reflect that they are not employees of the CBE.

- (1) **Service Units System Budgets:** Decrease due to lower transportation expenses and management's prudent spending initiatives, offset by higher amortization and expense recognized for PPE and cleaning supplies from the provincial government.
- (2) **Facilities and Environmental Services:** Increase is due to additional COVID-19 supplies purchased, offset by a decrease in amortization and overtime with lower facility rentals due to COVID-19.
- (3) **School Improvement:** Increase is due to a net zero change for realignment of reporting structure to cost centres between Schools and School Improvement, offset with the savings from the elimination of LINC, Adult ESL, and anticipated Continuing Education offerings.

Attachment III: Use of reserves

	Reserve balance Sept 1, 2020	Budget 20-21 planned use of reserves	Forecasted use of Reserves	Forecasted reserve balance Aug. 31, 2021	% of Budgeted expenses
(in \$ thousands)					
Operating reserves					
Fiscal stabilization reserve	37,546	(2,716)	13,194	50,740	
Restricted reserves	(8,075)			(8,075)	
Designated operating funds	12,005		(12,005)	-	
Total operating reserves	41,476	(2,716)	1,189	42,665	3% (1)
Capital reserves					
Building reserve	17,388			17,388	
Other capital reserves	16,155		(8,977)	7,178	
Plant, operations and maintenance	798			798	
Total capital reserves	34,341		(8,977)	25,364	2%
Total reserves	75,817	(2,716)	(7,788)	68,029	5%

- Operating reserves: Forecasted annual deficit of \$3.7 million is funded through a contribution of \$4.9 million from capital activities and contribution of \$1.2 million to operating reserves, which is a net impact of:
 - \$12.0 million draw from designated operating reserves for prior year expenses carried forward related to schools (\$9.5 million) and service units (\$2.5 million); and
 - 13.2 million contribution to fiscal stability reserve.
- Capital reserves: \$9 million forecasted use of capital reserves for board-funded capital projects initiated in 2019-20, to be continued into 2020-21 fiscal year, including:
 - \$6.5 million for including school commissioning, landscaping, modernization, solar, information technology and safety projects;
 - \$2.0 million for fees management system and security upgrades (eg. enterprise portal and two-factor authentication); and
 - \$0.5 million for Student Information System and IT enhancement projects

(1) Alberta Education suggests maintaining operating reserves between 3% to 5% of total expenditures. Forecasted ending operating reserve balance for Aug 31, 2021, is 3% of the total budgeted expenditures (less External block expenses).

Attachment IV: Capital budget report

	Budget 2020-21	Approved carryforward and revisions	Forecast 2020-21	Variance Favourable/ (Unfavourable)	
(in \$ thousands)					
Capital lease payments (contracts)					
Performance contracts	2,820	-	2,820	-	-
Total Capital Lease Payments	2,820	-	2,820	-	-
Non-facility related projects					
Strategic	740	619	804	(64)	(9%)
Enhancement	2,165	973	3,361	(1,196)	(55%)
Maintenance	11,322	3,048	13,666	(2,344)	(21%)
Total non-facility related projects	14,227	4,640	17,831	(3,604)	(25%)
Capital reserve projects					
New school Commissioning	-	4,647	4,240	(4,240)	(100%)
Landscaping Commissioning	-	701	650	(650)	(100%)
Solar Power System	-	2,497	1,500	(1,500)	(100%)
Total capital reserve projects	-	7,845	6,390	(6,390)	(100%)
Unallocated board funded projects	9,305	(2,000)	4,000	5,305	57%
Total non-facility capital expenditures	26,352	10,485	31,041	(4,689)	(18%)
Financed by the following:					
Contribution to operating activities			(4,904)	4,904	(100%)
Total amortization expense (non-cash)	26,352		26,968	(616)	(2%)
Transfer from capital reserves	-	10,485	8,977	(8,977)	(100%)
Total board-funded financing	26,352	10,485	31,041	(4,689)	(18%)

Definitions:

- Maintenance - Projects that are required to maintain current processes and systems in good working condition.
- Enhancement - Projects that improve or extend the functionality of existing systems, technologies, and processes.
- Strategic - Projects that open up new horizons, learning methods, organization models, and value propositions that reach across the organization or physical facility.

In January 2020, the World Health Organization declared the Novel Coronavirus (“COVID-19”) outbreak a global health emergency and on March 11, 2020, it was declared a global pandemic.

With the return to a near-normal school year in 2020-21, the CBE schools are delivering education through the traditional in-classroom method and the new online Hub model. Ensuring the safety of students, parents and staff is of utmost importance.

The CBE will be following guidelines provided by Alberta Health Services (AHS). The current estimated costs relate to COVID-19 are subject to material change depending on how the situation evolves and as of May 14, 2021, was estimated at \$45.93 million. \$45.68 million in federal funding will be used to offset financial strain keeping students and staff safe through the global pandemic. Any major changes in the course or intensity of the pandemic will have financial implications for the CBE.

While there are direct funding and costs which can be attributed to COVID-19, there are indirect effects of this global pandemic that are not captured in the chart below. Examples of programs that have been indirectly affected include:

- International students who cannot attend CBE schools due to unforeseen circumstances such as border closure, have resulted in decreased international student tuition revenue and subsequent expenses.
- Hub online learning has negatively impacted ridership on school buses. Although, the overall number of students transported is lower than prior year, the root cause of the decrease cannot be pointed solely at the Hub learning model.

CBE 2020-21 Incremental COVID-19 Costs

	Forecast 2020-21	Trend
HUB		
Current	\$ 17,500,000	-
Subtotal	\$ 17,500,000	
Cleaning Staff		
OT	\$ 2,636,000	▲
Temporary Cleaners	\$ 4,594,000	▲
Subtotal	\$ 7,230,000	
Substitutes	\$ 5,367,000	▲
Non-certificated staff	\$ 1,370,000	▲
Cleaning Supplies/ PPE	\$ 5,794,000	▲
Student Supplies	\$ 900,000	-
Capital Equipment	\$ 4,250,000	-
Certificated Positions Assisting with COVID	\$ 713,000	▲
Facilities increased HVAC costs	\$ 576,000	-
Summer school	\$ 640,000	-
Transportation - Additional cleaning costs	\$ 900,000	-
Health Advisors	\$ 694,000	-
Total	\$ 45,934,000	
Federal funding	\$ 45,684,000	

▲ Indicates costs likely to increase if COVID-19 infection rates continue to increase through 2020-21 school year.

Financial Health Matrix

In response to the Ministerial Investigation and in the interest of transparency and accountability, the CBE developed a financial health matrix. This matrix is designed to assist CBE administration and the Board of Trustees in monitoring the overall financial health of the CBE. Financial health is the ability of the CBE to reliably achieve its Results policies and Education Plan goals in the short and longer term.

The CBE's financial health is indicated by both short and longer term financial health indices as well as other operational indicators. Taken together, these indices and indicators allow for an assessment of the CBE's ability to continue providing the programs, services and supports that students and families expect and rely on.

Monitoring the financial health matrix along with the numerous reports from CBE administration to the Board of Trustees allows stakeholders (students, staff, the public, government) to gain a comprehensive view of the CBE and its activities.

From a short-term perspective, the indicators outline a trend of continuing to be able to sustain annual operations and meet near-term financial commitments with modest financial room available through the CBE's operating line of credit or thorough access to operating and capital reserves. Note, access to operating reserves requires approval of the Board of Trustees as well as the Minister of Education.

From a longer-term perspective, near-term operational capabilities may be constrained should the recent decline in the funding per student, increasing enrolment and continued cost increases resulting from inflation and contractual commitments continue. School capacity utilization is in a reasonable target zone to accommodate current enrolment growth, but with deferred maintenance on schools approaching \$160 million, the effective utilization of IMR and CMR funds are increasingly important in maintaining safe and healthy learning spaces for students.

In summary, short-term operational needs are being met through a balance of financial support and operational effectiveness in delivering programs, services and supports to students.

At this time, the most significant area of concern relates to the overall level of government funding. Should enrolment grow at rates above funding growth, the CBE will be challenged to find new, different and more efficient ways to provide high quality public education. As of the date of this report, the CBE anticipates that up to \$53 million in provincial funding is at risk for 2022-23 and beyond. At risk funding includes the \$36 million in bridge funding and \$18 million in COVID Mitigation funding provided for the 2021-22 school year.

Current Year – Short Term Financial Health Indicators						
Indicator	Metric / Ratio	2017-18	2018-19	2019-20	Q3 2020-21	Status
						Favorable
						Neutral
						Unfavorable
Ability to meet financial obligations in the current school year	Current Assets to Current Liabilities.	1.01	1.74	1.72	2.55	Favorable
	Why it is important: Current assets should equal or exceed current liabilities to ensure the CBE is able to meet current year financial obligations.					
Debt Affordability	Debt servicing costs as a percent of total CBE spending.	0.06%	0.06%	0.09%	0.09%	Favorable
	Why it is important: Lower debt servicing costs mean the CBE has greater ability to take on debt to moderate impacts on programs, services and supports.					
Debt Affordability	Debt as a percent of total CBE assets	0.95%	0.87%	0.88%	0.86%	Favorable
	Why it is important: The lower the percentage the better as it means the CBE has greater ability to take on debt to address emerging unfunded infrastructure cost.					
Overall Health (see Note 2)	Net Assets/Net Debt adjusted for deferred revenue related to new school construction/modernizations	*	213,282	225,017	225,017	Favorable
	Why it is important: Net assets means the CBE is managing its costs and assets in a sustainable way. (* - information not presented in a manner to report correctly)					
Ability to respond to short-term revenue changes	Operating reserves available for use.	\$25,977,000	\$23,802,000	\$41,477,000	\$42,665,000	Favorable
	Days of operation that can be funded by Operating reserves	(3.5 days)	(3 days)	(5.5 days)	(5.5 days)	
Why it is important: Operating reserves provide the CBE with short-term flexibility to address unanticipated unfunded costs.						
Ability to respond to short-medium term infrastructure pressures	Capital reserves available for use.	\$24,200,000	\$28,846,000	\$34,341,000	\$25,364,000	Favorable
	Capital reserves available for use as a percent of total assets at net book value	1.65%	1.88%	2.24%	1.61%	
Why it is important: Capital reserve amounts provide the CBE with the ability to address emerging unfunded infrastructure (buildings, technology, furniture, fixture, and equipment) needs to maintain programs, services and supports.						
Note: The indicator for "Percent of Line of Credit in use at end of the year" has been removed as Line of Credit is an operating tool to assist boards with cash flow management and not borrowing to meet operating expenses.						

Medium - Long Term Financial Health Indicators						
Indicator	Metric / Ratio	2017-18	2018-19	2019-20	Q3 2020-21	Status
						Favorable
						Neutral
						Unfavorable
Health of CBE School Infrastructure	Estimated Deferred Maintenance	\$162,000,000	\$173,000,000	\$173,000,000	\$160,000,000	Unfavorable
	Why it is important: Deferred maintenance is the estimated cost to repair/upgrade the major building systems that are currently operating beyond their designed service life. An increase in deferred maintenance over time is an indicator of significant future cost and risk.					
Potential Future Cash Outflows related to CBE School Infrastructure (see Note 2)	Asset Retirement Obligations and Liabilities related to Contaminated Sites	\$ 327,000	\$ 327,000	\$ 2,127,000	\$ 2,127,000	Unfavorable
	Why it is important: The requirement to restore certain schools and property that may require remediation is a cost that will need to be outlaid at some point in the future.					
Ability to continue to fund current levels of programs, services, and supports (see Note 1)	Per student funding from Alberta Education. Total Alberta Education Funding divided by number of students	\$8,995	\$9,020	\$8,597	\$8,478	Unfavorable
	Why it is important: Per student funding is an indicator of the stability of revenue over time. Increasing funding per student generally indicates an increased ability to maintain programs, services and supports. Decreasing per student funding over time is an indicator that programs, services and supports will need to be re-structured to fit within available resources.					
Enrolment each year	Year over year change in enrolment growth	121,691	123,419	125,809	122,641	Unfavorable
	Why it is important: Increasing enrolment over time is an indicator that costs will continue to increase as programs, services and supports will need to support more students. This includes the need for additional learning spaces which can include the need for new schools. With a weighted moving average funding model, enrolment growth over time means that funding growth will lag actual enrolment. The faster the growth, the greater the lag. Accordingly, the rate of growth over time can indicate a need to re-evaluate programs, services and supports for students.					
Incremental costs change due to compliance with contractual agreements (see Note 1)	Change in average teacher salary year over year.	\$100,771	\$100,453	\$101,000	\$102,334	Unfavorable
	Why it is important: The average teacher salary is one of the most significant factors in driving total CBE spending. Flat or falling average teacher salaries indicates an ongoing ability to fund programs, services and supports. An increase in average teacher salaries over time may impact on the ability to maintain programs, services and supports.					
Incremental cost growth due to inflationary pressure on non-compensation costs (see Note 2)	Statistics Canada annual inflation rate for Calgary Alberta	2.26%	1.64%	1.19%	1.19%	Neutral
	Why it is important: Over time, the cost of most inputs into public education increase due to inflation. Monitoring the inflation rate for Calgary over time allows decision makers to assess the continued affordability and sustainability of programs, services and supports.					
Ability of the CBE to accommodate incremental enrolment growth (see Note 2)	Overall system utilization rate.	83%	85%	86%	84%	Favorable
	Why it is important: The quality and availability of learning spaces plays a significant role in student outcomes. An increase in system utilization rates indicates an increased risk of crowding, potentially lower quality learning spaces, and the need for new or expanded facilities. Conversely, a fall in system utilization rates over time may indicate a need to close or shrink existing learning spaces to ensure the sustainability of programs, services and supports.					
Notes:						
1) Calculation based on budget so will not change on a quarterly basis.						
2) Amounts are not adjusted until year end so will not change on a quarterly basis.						

report to Board of Trustees

Locally Developed Courses

Date	June 15, 2021
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih, Chief Superintendent of Schools
Purpose	Decision
Originator	Joanne Pitman, Superintendent, School Improvement
Governance Policy Reference	Locally Developed Courses R-2: Academic Success OE- 3: Instructional Program
Resource Person(s)	David Dyck, Director, School Improvement Stephanie Chan, Specialist, School Improvement Alexandra Hunt, Specialist, School Improvement

1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves the Locally Developed Courses listed in Appendix I for school use in The Calgary Board of Education, for the authorization periods set by Alberta Education.

2 | Issue

Alberta Education's "*Guide to Education*" under School Authority Procedures indicates, "*School authorities offering locally developed courses must develop, implement and maintain current written procedures consistent with the Guide. School authorities must approve LDCs by a resolution or motion of the board of a school authority or governing body of a private school prior to offering the LDCs.*"

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



3 | Analysis

Appendix II outlines the rationale for the approval requested for developed, acquired and withdrawing Locally Developed Courses for use in The Calgary Board of Education.

4 | Implementation Consequences

Calgary Board of Education Operational Expectations OE-3: Instructional Program states,

“The Board of Trustees believes that providing high quality programming for all students is essential for student success...”

The Chief Superintendent shall:

3.1 Plan for and provide challenging, relevant and high quality programming opportunities that consider the educational needs of students, the choices of families, and the fiscal and operational capacity of the organization.

3.2 Ensure that the instructional program is regularly evaluated and modified as necessary.”

Alberta Education’s *Guide to Education* on Locally Developed Courses states,

“School authorities have the flexibility to develop or acquire locally developed courses (LDCs) to address particular student and/or community needs. These learning opportunities complement, extend and/or expand upon provincial programs of study. LDCs may be used to accommodate student needs and interests; encourage and support innovative learning and teaching practices; address unique community priorities; e.g., language, culture, labour market needs; engage students who may be at risk of leaving school early; promote successful transitions to further education by exposing students to advanced subject matter and learning environments; e.g., Advanced Placement, International Baccalaureate.”

Procedures for authorizing a Locally Developed Course outlined in the Guide to Education include the expectation that all school authorities have a board motion approving developed, acquired; and withdrawing of Locally Developed Courses for the specified time reflected in Appendix I. Notice of authorization of the recommendations in this report is provided to Alberta Education’s Curriculum Branch, when requested, and The Calgary Board of Education staff.

Locally Developed Courses (LDC) are authorized by Alberta Education for a maximum period of four years. When a course is expiring, it is reviewed in the context of local student need and overlap with existing curriculum. A decision is made by the originating district to continue developing or seek approval to remove from the Board of Trustees’ approved course listing.

The Calgary Board of Education's intention is to facilitate seamless access for students by seeking approval for the recommendations outlined in Appendix I and the rationale outlined in Appendix II. Copies of the new course outlines are available to all staff in The Calgary Board of Education through the "Insite".

5 | Conclusion

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



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

APPENDICES

- Appendix I: Locally Developed Courses Recommendations
- Appendix II: Rationale for approval needed for Locally Developed Courses

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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.

Appendix I | Locally Developed Courses Recommendations

Developed | September 1, 2021 to August 31, 2025

- Academic Achievement through English Language Development (2021) (15-3/5; 25-3/5; 35-3/5)
- Band (2021) (15-3/5; 25-3/5; 35-3/5)
- Chamber Ensemble (2021) (15-3/5; 25-3/5; 35-3/5)
- Choir (2021) (15-3/5; 25-3/5; 35-3/5)
- Design Thinking for Innovation (2021) (15-3/5; 25-3/5; 35-3/5)
- Expanded Core Curriculum for Students with Visual Impairment (2021) (15-3/5; 25-3)
- Epidemiology: Study of Pandemics (2021) (15-3/5)
- ESL Introduction to Mathematics (2021) (7-8-9)
- Film and Media Art (2021) (15-3/5; 25-3/5; 35-3/5)
- French as a Second Language (2021) (K-1-2-3)
- Holistic Lifelong Learning (2021) (5-6-7-8-9)
- Instrumental Jazz (2021) (15-3/5; 25-3/5; 35-3/5)
- Musical Theatre Performance (2021) (15-5; 25-5; 35-5)
- Personal and Professional Skills (2021) (25-3; 35-3)
- Vocal Jazz (2021) (15-5; 25-5; 35-5)

Acquired | September 1, 2021 to expiry date indicated:

From The Edmonton School Division: August 31, 2025

- Forensic Studies (2021) (25-3; 35-3)

From The Edmonton Catholic Separate School Division: August 31, 2025

- Content Literacy (2021) (15-3/5; 25-3/5)
- European History (2021) (35-5)
- Theory of Knowledge (2021) (25-3; 35-3)

From The Golden Hills School Division: August 31, 2025

- Leadership, Character, & Social Responsibility (2021) (15-3/5; 25-3/5; 35-3/5)

From the Grande Yellowhead School Division: August 31, 2025

- Foundations in Industry Workplace Safety (35-5)

From Little Red River Board: August 31, 2023

- Treaties and Sovereignty (2019) (15-3)

From The Parkland School Division: August 31, 2025

- Literature and Composition (2021) (25-3)

From The Red Deer School Division: August 31, 2025

- Literature and Composition (2021) (35-5)

From The Rocky View School Division: August 31, 2024

- Gender Studies (15-3; 25-3; 35-3)

From The St. Albert School Division: August 31, 2024

- Mental Health Literacy (15-3)

From Strathcona-Tweedsmuir School: August 31, 2025

- Global Economics (2021) (35-3)

Withdraw | effective August 31, 2021

- Aboriginal Studies (7-8-9)
- English (AP) (35-3/5)
- European History (AP) (35-3)
- International & Development Economics (IB) (35-3)
- Theory of Knowledge (IB) (35-3/5)
- Vocal Jazz (15-3; 25-3; 35-3)



Appendix II | Locally Developed Courses Rationale

Aboriginal Studies (7-8-9) (withdraw)

Aboriginal Studies required an extensive rewrite to better support student learning. It was determined that a new course would be written and appropriately named. It is recommended that this course be withdrawn from the approved listing of courses for use in schools.

Academic Achievement through English Language Development (15-25-35 5) (new)

This course was previously offered only as a 3 credit course. To further support student learning it was determined this could be achieved by adding a 5 credit level. It is recommended that this course be approved as both 3 credit and 5 credit levels for use in schools.

Content Literacy (15-25 3/5) (new)

This course focuses on teaching strategies for comprehension outside the parameters of the language arts. This course is designed for students of all academic levels and for all core subject areas and is not intended for those students who require intense remedial reading intervention. It is recommended that this course be approved for use in schools.

Epidemiology: Study of Pandemics (2021) (15-3/5) (new)

In this course students will investigate and evaluate processes involved in a pandemic. Students will learn of past pandemics, viruses, vaccinations and potential career opportunities in the field of epidemiology. It is recommended this course be approved for use in schools.

English (AP) (35-3/5) (withdraw)

English (AP) was acquired and the developing jurisdiction did not seek renewal and will be allowed to expire. In its place, CBE has been granted authorization to offer Literature and Composition based on English (AP). It is recommended this course be removed from the approved listing of courses for use in schools.

European History (2021) (35-5) (new) and European History (AP) (35-3) (withdraw)

European History (2021) previously titled European History (AP) is based on components of the College Board: Advanced Placement and Exam. This course, named to avoid misrepresentation of European History (AP); will provide experience where students can earn advanced credit or advanced standing at colleges and universities. It is recommended this course be approved for use in schools.

Foundations in Industry Workplace Safety (35-5) (new)

The course will provide students with an understanding and awareness of the legislative requirements and responsibilities under the following seven industry standard safety courses including: H2S Alive, Confined Space, WHMIS 2015, Transportation of Dangerous Goods, Ground Disturbance, Detection and Control of Flammable Substances, and Fall Restraint Systems. This course is designed to assist students, if desired, complete the rigors of attaining certification. It is recommended this course be approved for use in schools.

Global Economics (35-3) (new) and International & Development Economics (IB) (35-3) (withdraw)

Locally Developed Courses based on the International Baccalaureate® are being updated and named to reflect the content taken from the International Baccalaureate® (IB) program. This course introduces key concepts, processes, and policies on international economics. It is recommended this course, using the new course name be approved for use in schools.

Gender Studies (15-3; 25-3; 35-3) (new)

This course offers an introduction to Gender Studies in which students will explore critical questions about the role of gender in historical contexts, the impact of gender on contemporary quality of life, and the interaction of gender with contemporary political, economic, and social structures. It is recommended this course be approved for use in schools.



Holistic Lifelong Learning (5-6-7-8-9) new

This course will provide opportunities that teach through a holistic model of learning. The course will focus on learning through the four domains of the whole self: spirit, heart, body, and mind. Holistic learning engages with students, families, community and teachers. It is recommended that this course be approved for use in schools.

Mental Health Literacy (15-3) (new)

Mental Health Literacy is designed to offer students an opportunity learn accurate terminology related to mental health and wellness; recognize the difference between mental health distress, problems and disorders / illness. This course is designed to engage students in building empathy and reduce the stigma surrounding mental health. It is recommended that this course be approved for use in schools.

Literature and Composition (25-3; 35-5) (new)

This course provides further learning beyond the English Language Arts program of study to the Advanced Placement English Literature and Composition level, a college/university course level. It will provide students with the intellectual challenges and workload consistent with a typical first year undergraduate university English literature/Humanities course. It is recommended that this course be approved for use in schools.

Personal & Professional Skills (25-3; 35-3) new

This course is an interconnected element of the International Baccalaureate Career-related Programme (IBCP) core to develop personal qualities, values and skills of students. It fosters responsibility, practical problem solving, good intellectual habits, perseverance, resilience, an appreciation of identity and perspective, and an understanding of the complexity of the modern world. It is recommended that this course be approved for use in schools.

Theory of Knowledge (2021) (25-3; 35-3) (new) and Theory of Knowledge (IB) (35-3/5) (withdraw)

Theory of Knowledge (IB) had significant overlap with another existing Locally Developed Course. In the spirit of collaboration both jurisdictions developed one course. The new course, taken from the International Baccalaureate® (IB) program, continues to explore knowledge and the process of knowing to develop an inquiring, reflective student working to deepen their understanding of their place in the world with attention to metacognition. It is recommended Theory of Knowledge (IB) be withdrawn and Theory of Knowledge be approved for use in schools.

Treaties and Sovereignty (2019) (15-3) (new)

This course examines the treaty relationship between local First Nations and the Government of Canada. By exploring treaty history, students come to understand responsibilities of First Nations right to self-government. It is recommended that this course be approved for use in schools.

Vocal Jazz (15-3; 25-3; 35-3) (withdraw)

Vocal Jazz was previously offered as both a 3 credit course and a 5 credit course. It was determined to allow the 3 credit to expire due to limited enrollment and avoiding significant overlap with the 5 credit course. Schools can program and flex instructional time. It is recommended that the 3 credit course be removed for use in schools.



**report to
Board of Trustees**

Chief Superintendent's Update

Date	June 15, 2021
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Information
Governance Policy Reference	OE-2: Learning Environment/Treatment of Students OE-3: Instructional Program OE-6: Asset Protection OE-9: Facilities

1 | Recommendation

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

2 | Issue

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

OE-2: Learning Environment/Treatment of Students states that "it is essential to establish and maintain a learning environment that is welcoming, caring, safe, respectful and conducive to effective learning for each student." With other reports submitted to the Board of Trustees, this update meets the requirement of providing safe and positive learning conditions for each student that fosters a sense of belonging and a respect for diversity.



OE-3: Instructional Program states that "providing high quality programming for all students is essential for student success, as defined in the Results". With other reports submitted to the Board of Trustees, this update meets the requirement of OE-3 in planning for and providing challenging, relevant and high quality programming opportunities that consider the educational needs of students.

OE-6: Asset Protection states that "the protection of all organizational assets contributes to student learning." With other reports submitted to the Board of Trustees, this update meets the requirement of OE-6 to properly maintain, adequately protect and appropriately use all organizational assets.

OE-9: Facilities states that "learning is optimized in facilities that are safe, clean and properly maintained". With other reports submitted to the Board of Trustees, this update meets the requirement of OE-9 in the effective and efficient use of capital funding and demonstrates responsible stewardship of resources.

3 | Timely Information

Organizational Effectiveness & Service Transformation | Capital Maintenance and Renewal Plan 2020-2021

The province introduced the Capital Maintenance and Renewal (CMR) stimulus grant in April 2020 as a job creation program intended to both offset the negative employment impact of the pandemic and address the backlog of deferred maintenance in schools.

Eligible capital projects included those that would enhance learning spaces, improve energy use, replace existing building systems at the end of their useful life, have a positive impact on industry and could be initiated and delivered within a short timeframe.

In May 2020 the province approved \$36.9 million in CMR funding for the CBE, and CBE immediately set to work on 107 projects in 83 schools. Projects included:

- 2 structural projects;
- 17 building envelop projects (e.g. roof, wall, window and door replacements);
- 28 mechanical projects (e.g. heating, ventilation and air conditioning);
- 54 electrical projects (e.g. energy efficient lighting retrofits, primary service upgrades, fire alarm & emergency lighting);
- 5 site projects (e.g. deteriorated concrete replacements and landscape improvements); and
- Support to COVID pandemic preparations in all schools (e.g. hand sanitizing stations, acrylic shields).

The original timeline provided by the government for completion of this work was end October 2020. This was later ultimately extended to end August 2021 – this in recognition of the sheer magnitude of the undertaking coupled with the positive benefits to schools and the economy that would be realized by allowing this stimulus grant to fully conclude. As of May 15, \$28.2 million of the \$36.9 million has been expended. The remaining projects will be completed on or before August 31, 2021 and is projected to fully expend the provincial CMR allocation.

The delivery of these fast tracked projects would not have been possible without the support and collaboration between CBE Facility Projects and Alberta Education, CBE Finances, CBE Procurement and most importantly the many school principals that helped mitigate the impact of the construction activity upon students – this to ultimately ensure that their schools can continue to be safe and welcoming learning environments for many more years to come.

Strategic Allocation of Resources to Support Student Needs | Pathways to High School Success Unique Pathways

The Unique Pathways strategy of responsive and flexible dual credit programming that is designed to meet the needs of diverse learners and increase equitable access to programs has been given a boost through the awarding by Alberta Education of a \$50,000 start-up grant. This grant is to develop, in partnership with Olds College, a pathway in agriculture and agricultural technologies. The agriculture sector in Alberta is projected to experience a skilled labour gap of between 70,000 – 100,000 jobs going unfilled over the next 10 years. The intent of this grant is to support urban high school students to engage through the universal language of technology in an exciting pathway and growth sector leading to career opportunities locally, provincially and globally.

The Unique Pathways Information and Emerging Technology pathway has seen exciting developments with student learning opportunities through a partnership with the Digital Transformation Youth Hub (DX Hub) and the new School for Advanced Digital Technologies (SfADT) at SAIT. Introductory, exploratory and dual credit programs are under development and opportunities for students to participate in this emergent pathway from G7 – G12 through a variety of technology programs will continue to unfold throughout the 2021-22 academic year.

The previous Alberta Education start-up grants awarded for developing dual credit programming in Indigenous Studies, in partnership with Mount Royal University, and Environmental Sustainability, in partnership with SAIT, have resulted in two new dual credit programs to add breadth and pathway choice to the existing dual credit opportunities. These programs, Introduction to Indigenous Studies and Innovation and Disruption in Water Systems will be accessible to high school students from across the CBE for spring 2022.

This summer Unique Pathways continues to offer a robust summer dual credit program with the University of Calgary, and CBE has expanded the partnership with CAREERS to offer summer paid internships for students in the Agriculture



and Information Technology sectors. CBE looks forward to welcoming over 400 students through these programs.

Developing our Employees | Complementary Curriculum: Human Sexuality Education Sessions

Partnering with Alberta Health Services Sexual and Reproductive Health (AHS SRH) team, the CBE offered 9 professional learning sessions to build the capacity of teachers in Grades 4-9 and CALM to teach outcomes related to human sexuality. These sessions ranged in content from general grade specific understanding to teaching about sexuality to students with diverse abilities. In total these sessions reached 435 teachers. Further, AHS SRH supported two parent sessions focusing on how families play an important role in comprehensive sexual health education. These sessions reached a total of 400 families.

Developing our Employees | Student Voice

At the May System Leadership Meeting, two resources were shared to support school-based leaders with incorporating student voice into future School Development Plans. These resources were generated from the online student voice gathering sessions hosted by Chief Superintendent Usih in February and March 2021.

The student voice gathering sessions provided a means of capturing a wider range of diverse voices at the system level; the 25 students represented all 7 CBE Areas from all divisions. Holding the sessions online eliminated transportation challenges for students and allowed some students to be supported in their school settings during the sessions. Students shared the ways in which they have a voice in:

- learning,
- assessment, and
- decision making at their schools.

The wisdom shared by the students in the student voice gathering sessions allowed for the development of two resources for school-based leaders:

- a video that highlights the students' insights in their own voices; and
- a document that shares tangible strategies for principals to use in their future School Development Plans. The document is divided by division and includes ideas from the student representatives to support the use of student voice in learning, assessment, and decision making.

The Student Voice resources shared with school-based leaders directly support the 2021-2024 CBE Education Plan commitments to “leverage school and system wide processes for gathering and utilizing student voice to inform school and system actions” and to make “student voice visible in School Development Plans.”

Achievement and Well-being | Fine and Performing Arts Certificates of Achievement 2021

This year, over 150 graduating students have qualified to receive the Calgary Board of Education's Fine and Performing Arts Certificate. Students that have completed at least 30 credits in Fine and Performing Arts classes plus the Leadership in the Arts course qualify for this recognition. Students specialize in dramatic arts, visual arts, music, media arts, or in multi-discipline arts. CBE Fine and Performing Arts students demonstrate collaboration, creativity & problem solving competencies through their commitment to their learning. These students often engage in their chosen art form in classes outside of the timetable. The COVID-19 reality has severely impacted student opportunities to collaboratively rehearse, practice, and perform in showcases and festivals which would further demonstrate these students' commitment to their art. CBE celebrates these student achievements and wish them all the best in their future endeavors.



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

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**report to
Board of Trustees**

Construction Projects Status Report

Date	June 15, 2021
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)	Marc Aquin, Director, Facility Projects Erin Hafichuk, Manager, Capital Planning & Development David Jaimes, Project Manager

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 5 new school construction projects and has 3 additional schools that opened in September 2020 that still require landscaping.

On March 21, 2017, the Alberta Government announced the approval of three new elementary schools for Dr. Freda Miller School (Evergreen), Sibylla Kiddle School (Cranston), and Northern Lights School (Coventry Hills/Country Hills), as well as a major modernization for Forest Lawn High School. Construction for the three new schools is complete with landscaping outstanding, with all three schools opening on September 8, 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.

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 north high school to be located in Coventry Hills.

On November 1, 2019, the Government of Alberta approved full construction funding for a middle school in Auburn Bay, and a new north high school in Coventry Hills. The Government of Alberta also announced the approval of a second elementary school for Auburn Bay.

On April 14, 2020, the Government of Alberta announced that the second elementary school in Auburn Bay will be procured through a design-build contract.

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 two Project Steering Committees set up for the current school projects as follows:

- New Elementary/Middle Schools (Mahogany, Skyview Ranch, Auburn Bay)
- North Calgary 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

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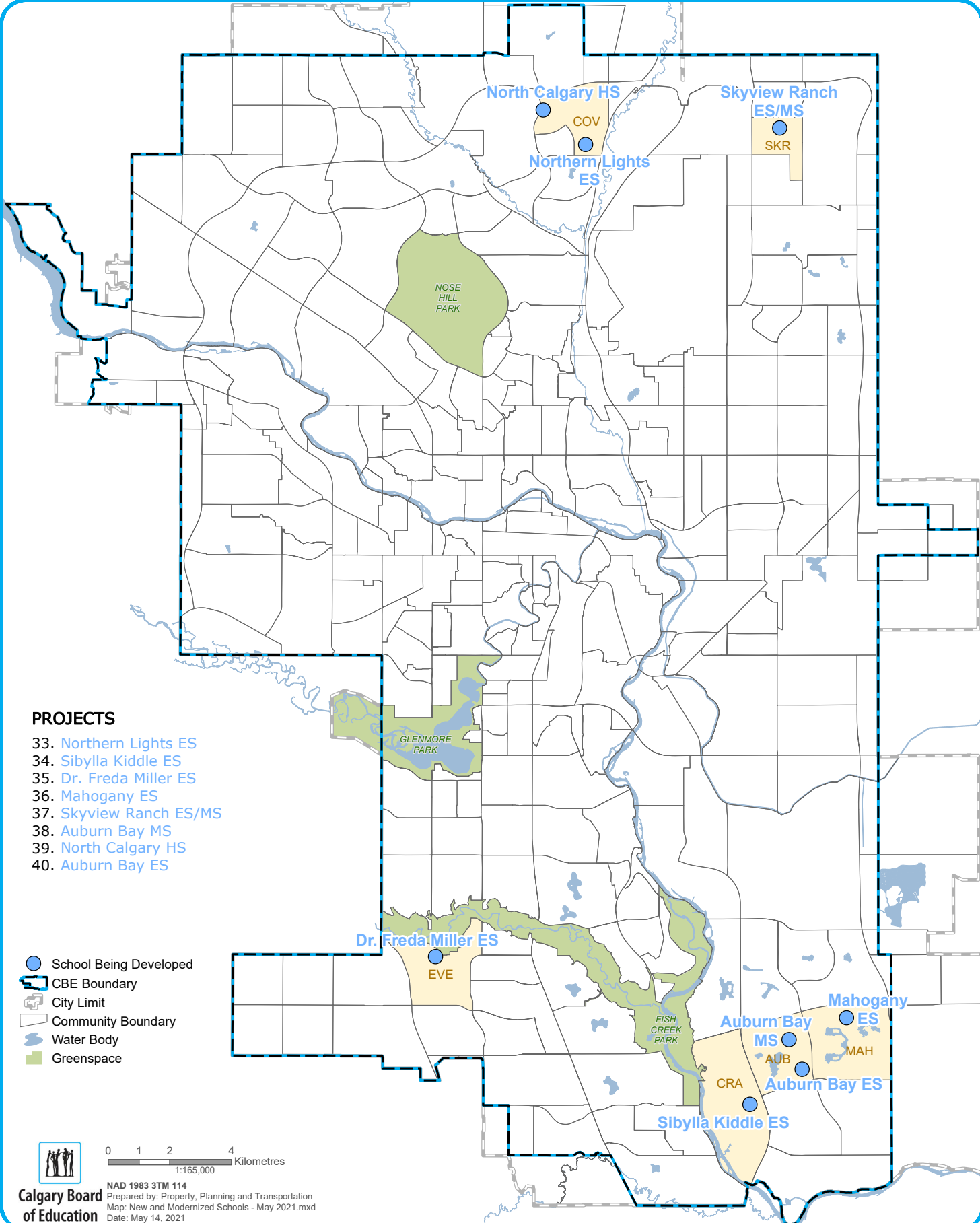
**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
June 2021**

Building	Opening Date	Notes/Comments	
33. Northern Lights School (Coventry Hills) Grades K-4 Capacity 600 students	Sept. 8, 2020	Design and specifications	100%
		Construction Award	100%
		Construction Progress	99%
		Note: Project Managed by Alberta Infrastructure. School complete; deficiency correction underway. Landscaping outstanding.	
34. Sibylla Kiddle School (Cranston) Grades K-4 Capacity 600 students	Sept. 8 2020	Design and specifications	100%
		Construction Award	100%
		Construction Progress	99%
		Note: Project Managed by Alberta Infrastructure. School complete; deficiency correction underway. Landscaping outstanding.	
35. Dr. Freda Miller School (Evergreen) Grades K-4 Capacity 600 students	Sept. 8 2020	Design and specifications	100%
		Construction Award	100%
		Construction Progress	99%
		Note: Project Managed by Alberta Infrastructure. School complete; deficiency correction underway. Landscaping outstanding.	
36. Mahogany Elementary School Grades K-4 Capacity 600 students	Summer 2022	Design and Specifications	100%
		Construction Progress	8%
		Note: Project managed by Alberta Infrastructure. Construction in progress; foundation and backfill complete, steel erection complete, installation of exterior steel studs underway, roof deck installation underway, slab on grade pouring started.	
37. Skyview Ranch ES/MS Grades K-9 Capacity 900 students	TBD	Design and Specifications	100%
		Construction Award	100%
		Construction Progress	1%
		Note: Project managed by Alberta Infrastructure. Construction contractor selected. Piling complete, formwork for grade beams, deep services started.	

**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
June 2021**

Building	Opening Date	Notes/Comments	
38. Auburn Bay MS Grades 5-9 Capacity 900 students	Summer 2022	Design and Specifications	100%
		Construction Progress	5%
		Note: Project managed by Alberta Infrastructure. Construction in progress, piling underway, all deep services complete, grade beams and backfilling complete, masonry on gym complete, roof deck started, exterior framing started, structural steel underway.	
39. North Calgary HS Grades 10-12 Capacity 1800 students	TBD	Design and Specifications	100%
		Construction Award	100%
		Construction Progress	2%
		Note: Project managed by Alberta Infrastructure. Excavation underway, deep services complete, piling complete, grade beam pouring underway, retaining walls excavated, partial backfilling underway, damproofing underway.	
40. Auburn Bay Elementary School Grades K-4 Capacity 600 students	TBD	Design Build - Basis of Design/Bid package	100%
		Construction Award	100%
		Design and Specifications	100%
		Construction Progress	1%
		Note: Project managed by Alberta Infrastructure. Construction started. Earthworks, piling, grade beams, and deep services underway. Modular classroom fabrication underway.	

New and Modernized Schools As of May 2021



PROJECTS

- 33. Northern Lights ES
- 34. Sibylla Kiddle ES
- 35. Dr. Freda Miller ES
- 36. Mahogany ES
- 37. Skyview Ranch ES/MS
- 38. Auburn Bay MS
- 39. North Calgary HS
- 40. Auburn Bay ES

- School Being Developed
- 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 - May 2021.mxd
Date: May 14, 2021

Mahogany Elementary School



Auburn Bay Middle School



North Calgary High School



Auburn Bay Elementary School



Skyview Ranch K-9 School

