

# public agenda

## Regular Board Meeting

June 14, 2016  
12:00 p.m.

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

### R-1: Mission |

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

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

Time	Topic	Who	Policy Ref	Attachment
12:00 p.m.	<b>1   Call to Order, National Anthem and Welcome</b>			
	<b>2   Consideration/Approval of Agenda</b>		GC-2	
	<b>3   Awards and Recognitions</b>			
10 mins	3.1 Lighthouse Award	J. Everett	GC-3	
	<b>4   Public Comment [ <a href="#">PDF</a> ]</b>		GC-3.2	
Max 20 mins	Requirements as outlined in Board Meeting Procedures			
	<b>5   Results Focus</b>			
30 mins	5.1 Results 2: Academic Success – Annual Monitoring	D. Stevenson	R-2;OE-8; GC-5	<b>Page 5-1</b>
	<b>6   Operational Expectations</b>			
20 mins	6.1 OE-1: Global Operational Expectation – Annual Monitoring	D. Stevenson	OE-8; B/CSR-5	<b>Page 6-1</b>
	<b>7   Matters Reserved for Board Action</b>	Board	GC-3	
60 mins	7.1 Budget 2016-2019	D. Stevenson	OE-5	<b>Page 7-1</b>
	<b>8   Consent Agenda</b>	Board	GC-2.6	



Time	Topic	Who	Policy Ref	Attachment
	8.1 Approval of Minutes			
	<ul style="list-style-type: none"> <li>Regular Meeting held May 10, 2016</li> <li>Regular Meeting held May 31, 2016 (<i>THAT the Board approves the minutes of the Regular Meetings held May 10 and May 31, 2016, as submitted.</i>)</li> </ul>			Page 8-69 Page 8-75
	8.2 Items Provided for Board Information		OE-8	
	8.2.1 Correspondence			Page 8-62
	8.2.2 Chief Superintendent's Update			Page 8-13
	8.2.3 Construction Projects Status Report			Page 8-20
	8.2.4 Third Quarter Budget Variance Report for the 2015-16 Budget			Page 8-51
	8.2.5 EducationMatters Financial Statements, as at April 30, 2016		GC-3	Page 8-1
	<b>9   In-Camera Session</b>			
3:00 p.m.	<b>10   Adjournment</b>			
	<b>Debrief</b>	Trustees	GC-2.3	

**Notice |**

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

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

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



## results monitoring report

Monitoring report for the  
school year 2014-15

Report date:  
June 14, 2016

### Results 2: Academic Success

#### CHIEF SUPERINTENDENT CERTIFICATION

With respect to Results 2: Academic Success, the Chief Superintendent certifies that the following information is accurate and complete, and that the organization is:

- ☒ Making reasonable progress toward achieving the desired results
- ☐ Making reasonable progress with exception
- ☐ Not making reasonable progress

Signed: Susan Church Date: June 10, 2016  
David Stevenson, Chief Superintendent

#### BOARD OF TRUSTEES ACTION

With respect to Results 2: Academic Success, the Board of Trustees:

- ☐ Finds the organization to be making reasonable progress
- ☐ Finds the organization to be making reasonable progress with exception
- ☐ Finds the organization not to be making reasonable progress

Summary statement/motion of the Board of Trustees:

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Chair, Board of Trustees



## Results 2: Academic Success

Each student will be literate and numerate, able to integrate and apply the knowledge, skills, attitudes and competencies acquired across all academic disciplines.

### Introduction |

Results 2: Academic Success establishes the Board of Trustees' values and expectations for the Calgary Board of Education's work in ensuring that students experience success with the subject matter of their learning programs.

The Chief Superintendent's reasonable interpretation for Results 2: Academic Success was approved on June 9, 2015. The Board of Trustees last monitored Results 2: Academic Success on November 25, 2014.

The report presented today represents organizational data available since the last monitoring report, primarily representing the 2014-15 school year<sup>1</sup>. This report provides the Board of Trustees with several types of information.

1. It provides the most recent data for the indicators of the Chief Superintendent's Reasonable Interpretation as approved by the Board of Trustees. This information is presented as part of trend data where possible and in relation to organizational targets previously approved by the Board of Trustees.

Provincial testing and report card data is presented in summary form, having previously been presented to the Board of Trustees in greater detail through subject-specific information reports between November 2015 and April 2016.

2. It identifies organizational performance targets for 2015-16.

<sup>1</sup> Between the last monitoring of Results 2 in November 2014 and this monitoring report in June 2016 two years of data have become available for the High School Completion Rate, the Diploma Exam Participation Rate and the Rutherford Scholarship Eligibility Rate. In the May 2016 update to the Accountability Pillar Report, Alberta Education recalculated a number of past data sets – these recalculations are included in this Results 2 monitoring report.

## results monitoring report

### Results 2: Academic Success MONITORING REPORT

3. In addition to monitoring data an attachment to this report offers information about the capacity building actions the organization will be using to address specific improvement goals within the Results 2 policy.
4. An additional attachment provides examples of ways in which individual students have experienced academic success. These examples are provided in the students' own words.

Performance targets are based on a number of factors, including the extent of data available, the emerging trends within that data, the level of results already attained, and for measures with provincial comparisons, the assessment of performance provided by Alberta Education. For CBE-specific indicators the level of achievement and level of stability within the individual results has been factored into determining where continued success and/or improvement becomes the priority for that indicator within the overall Results policy. Performance targets are set individually for each indicator with a view to progress in students' academic success within the Results policy as a whole.

### Monitoring Information |

#### Executive Summary |

Monitoring information within this report informs the Board of Trustees of the success of Calgary Board of Education students with the knowledge, skills, processes and application of learning across the subject areas of their instructional programs.

The Calgary Board of Education strives to be a high achieving and leading jurisdiction. Over a number of years it has established patterns of achievement and an organizational expectation that CBE student learning results will be at or above provincial rates of achievement and consistent or improving across time. This organizational expectation is the basis for targeted levels of achievement in a number of indicators.

Some complexities in interpreting the data for both the CBE and the province carry forward from 2012-13 when flooding in Southern Alberta led to the cancellation of a number of Provincial Achievement Tests (PAT) and Diploma Examinations in June 2013. This particularly impacts the interpretation of trend data and the





## results monitoring report

### Results 2: Academic Success MONITORING REPORT

“improvement” component of Alberta Education’s assessment of PAT and Diploma Exam information. The full value of comparisons to previous three-year averages will be regained at the completion of the 2016-17 school year when there are once again three years of continuous data against which to make that comparison. The Chief Superintendent’s certification of reasonable progress is offered in relation to the overall Results policy. Student learning in the Calgary Board of Education is strong and progressing across grade levels, disciplines and course content of the Alberta programs of study.

Reasonable progress in the area of Academic Success is led by high and improving high school completion rates, high and improving overall levels of student achievement on provincial tests and by high levels of achievement and improved results in school-based assessments of student learning. Improvement was demonstrated in each subject for which student report card results are collected. Reasonable progress is also evident in the accomplishment of or progress toward a number of targets for the 2014-15 school year, including those based on student-provided evidence.

The following summary of the sub-sections of Results 2: Academic Success provides an overview of the results for each indicator. Where specific targets had been established for 2014-2015, it is noted whether the target was met, not met or if progress has been made toward the accomplishment of the target.

More specific information for each sub-section of the Results policy and each indicator are included within the section of this report labeled “Evidence of Reasonable Progress” (see pages 6-23).

- 2.1 Students will achieve at individually and appropriately challenging levels of complexity, demonstrating the higher order thinking skills of knowledge, comprehension, application, analysis, synthesis, evaluation and creativity.
  - Indicator 1: No target previously identified; year-to-year and long term improvement noted over multiple measures.
  - Indicator 2: Overall target met and ten of thirteen subject and student specific targets for 2015 met, partially met, and/or showing improvement.
  - Indicator 3: Target met
  - Indicator 4: Target met
  - Indicator 5: Target met
  - Indicator 6: Target met



## results monitoring report

### Results 2: Academic Success MONITORING REPORT

- Indicator 7: Target met
- Indicator 8: Target not met; improvement noted
- Indicator 9: Target not met
- Indicator 10: Target not met; improvement noted

#### Evidence of Reasonable Progress |

##### Students will:

2.1 Achieve at individually and appropriately challenging levels of complexity, demonstrating the higher order thinking skills of knowledge, comprehension, application, analysis, synthesis, evaluation and creativity, based on the following disciplines:

- English Language Arts
- Mathematics
- Science
- Social Studies
- Physical Education
- Arts
- Languages

#### Board-approved Interpretation |

The Chief Superintendent interprets *achieve at individually and appropriately challenging levels of complexity* to mean that student learning is directed toward high standards and to the greatest level of achievement possible for each student.

The Chief Superintendent interprets *knowledge, comprehension, application, analysis, synthesis, evaluation and creativity* to mean the multiple forms of thought required for students to achieve their learning objectives.

The Chief Superintendent interprets *higher order thinking skills* to emphasize the most complex forms of thought within each subject area.

#### Board-approved Indicators and 2014-15 Results |



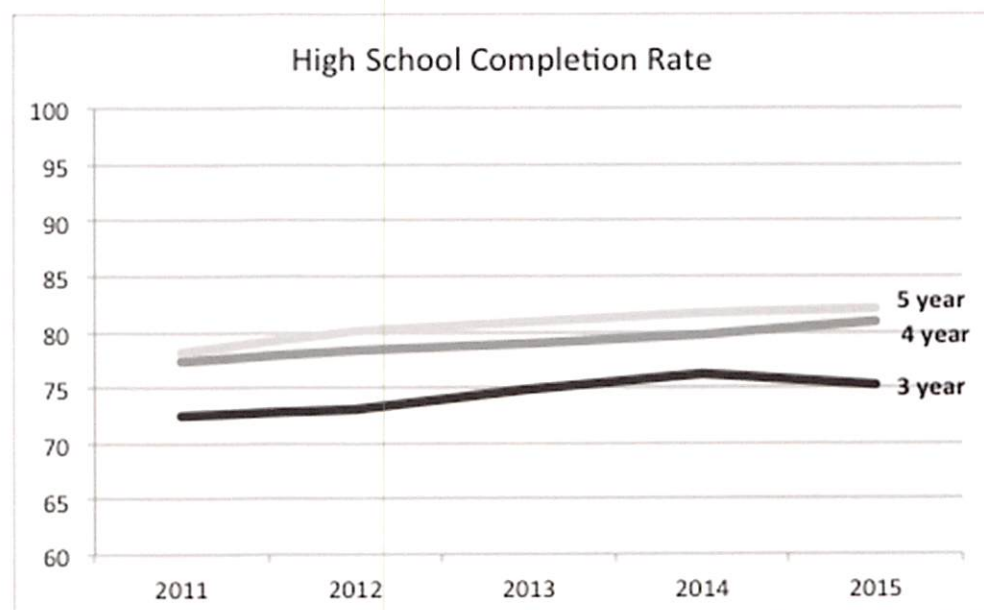
## Results 2: Academic Success MONITORING REPORT

### 1. Percentage of students completing high school.

Alberta Education's Accountability Pillar includes an evaluation of an organization's three-year high school completion rate. This rate is based on a cohort of students between the ages of 14 and 16 entering grade 10 in a given year and completing high school three years later. High school completion rates include students who receive a credential (e.g. a high school diploma or a certificate of achievement) and students who do not receive a credential but who transition to post-secondary or apprenticeship programs.

High school completion rates are also calculated at the four-year and five-year point for each cohort group.

	High School Completion Rate				
	2011	2012	2013	2014	2015
3 year	72.5	73.1	74.8	76.2	75.2
4 year	77.3	78.4	78.9	79.7	80.9
5 year	78.2	80.1	80.9	81.6	82.1





**results  
monitoring  
report****Results 2: Academic Success  
MONITORING REPORT**

CBE high school completion rates have been steadily increasing for more than 5 years. The CBE 3-year High School Completion Rate for 2014-15 shows a slight decline when compared to the 2013-14 result. Alberta Education has evaluated the CBE's 3-year High School Completion Rate as *high* and as *maintained* in relation to its previous three-year average of results. Continued improvement in this measure is targeted for both the short and long term. The CBE 4-year and 5-year High School Completion Rates for 2014-15 show continued improvement when compared to the 2013-14 Rates.

2. Percentage of students who achieve the acceptable standard and the standard of excellence on Provincial Achievement Tests and Diploma Examinations.

Alberta Education sets two standards against which to measure results on the Provincial Achievement Tests (PAT) and Diploma Examinations. To reach the acceptable standard on a Diploma Examination, a student must achieve 50% or more. To reach the standard of excellence, a student must achieve 80% or more. The specific scores for the acceptable standard and standard of excellence on Provincial Achievement Tests vary slightly from year to year but are approximately equivalent to the percentage standards used in Diploma Exams. The percentage of students achieving the acceptable standard includes those achieving the standard of excellence.

Alberta Education requires that results reported for Provincial Achievement Tests be cohort results. This means that reported results include all students enrolled in the grade, whether they wrote the test or not. Students who were excused from writing or who were absent are included and are considered to not have met the acceptable standard. Reporting for Diploma Examination results includes only the students who wrote the examination.



# results monitoring report

## Results 2: Academic Success MONITORING REPORT

### Overall test data

Percentage of CBE students achieving standards on provincial tests					
	2011 <sup>2</sup>	2012	2013 <sup>3</sup>	2014 <sup>4</sup>	2015
PAT Acceptable	75.7	76.9	80.2	74.5	74.9
PAT Excellence	19.9	20.8	20.5	19.1	20.0
Diploma Acceptable	84.8	86.2	87.3	88.3	88.0
Diploma Excellence	24.4	25.6	24.8	28.6	27.7

The previous chart represents the combined measure of results across the grades and subject areas in which students write Provincial Achievement Tests and Diploma Examinations.

Alberta Education's Accountability Pillar Report contextualizes CBE results within those achieved by students across the province.

Alberta Education's standard practice in determining the level of improvement demonstrated by a jurisdiction is to compare the current year's results to the previous three-year average of results. For 2014-15, the Calgary Board of Education's "previous three-year average" for both Provincial Achievement Tests and Diploma Examinations is a modified two-year average as it includes data from 2011-12 and 2013-14 but does not include data from 2012-13.

<sup>2</sup> The gathering of information for CBE Results monitoring reports is typically done during the last few months of a school year. Throughout this report, information labeled as 2011 represents the 2010-11 school year, information labeled as 2012 represents the 2011-12 school year, etc.

<sup>3</sup> The administration of Provincial Achievement Tests and Diploma Examinations in the Calgary Board of Education was significantly impacted by flooding and a local state of emergency in June 2013. PAT and Diploma results from 2012-13 are to be interpreted with caution.

<sup>4</sup> Grade 3 Provincial Achievement Tests are no longer administered in Alberta. The calculation for PAT results from 2014 onward are not directly comparable to results from prior years.



# results monitoring report

## Results 2: Academic Success MONITORING REPORT

Percentage of students achieving standards Provincial Achievement Tests			
	Current Year	Previous Year	Previous 3-year <sup>5</sup> Average
CBE PAT Acceptable	74.9	74.5	75.7
Alberta PAT Acceptable	73.0	73.1	73.9
CBE PAT Excellence	20.0	19.1	19.9
Alberta PAT Excellence	18.8	18.4	18.9

Percentage of students achieving standards Diploma Exams			
	Current Year	Previous Year	Previous 3-year <sup>6</sup> Average
CBE Diploma Acceptable	88.0	88.3	87.3
Alberta Diploma Acceptable	85.2	85.5	84.5
CBE Diploma Excellence	27.7	28.6	27.1
Alberta Diploma Excellence	21.0	21.1	20.0

<sup>5</sup> Until 2016-17 the "previous three-year average" is expected to be a two-year average for the Calgary Board of Education and other school jurisdictions affected by the flooding of June 2013. Alberta Education recommends caution in interpreting PAT and Diploma results that include 2012-13 extends to province-wide scores as well as Calgary Board of Education scores. Provincial results were impacted by the absence of approximately 25% of Alberta students – those residing in flood-affected areas and not able to participate in a number of Provincial Achievement Tests and Diploma Examinations.

<sup>6</sup> Until 2016-17 the "previous three-year average" will actually be a two-year average for the Calgary Board of Education and other school jurisdictions affected by the flooding of June 2013.



# results monitoring report

## Results 2: Academic Success MONITORING REPORT

Overall target: for Calgary Board of Education achievement rates on provincial tests<sup>7</sup> to be at or above the provincial achievement rates and consistent or improving across time.

Calgary Board of Education results for both Provincial Achievement Tests and Diploma Examinations for 2014-15 exceed provincial results at the acceptable standard and at the standard of excellence.

The Accountability Pillar Report evaluates CBE results on Provincial Achievement Tests as *intermediate* at the acceptable standard and *high* at the standard of excellence. It evaluates CBE results on Diploma Examinations as *high* at the acceptable standard and *very high* at the standard of excellence.

The Accountability Pillar evaluates CBE Diploma Examination scores as *improved* at both the acceptable standard and the standard of excellence.

The Accountability Pillar Report evaluates CBE results to have *declined* in relation to the "previous three-year average" at the acceptable standard and to have been *maintained* at the standard of excellence. CBE results for 2014-15 Provincial Achievement Tests are noted to have shown improvement over the previous year results at both the acceptable standard and the standard of excellence.

	At or above provincial results	Consistent or improving across time
PAT acceptable	above	<i>declined</i> re "previous three-year average"; improved over 2013-14
PAT excellence	above	<i>maintained</i> re "previous three-year average"; improved over 2013-14
Diploma acceptable	above	<i>improved</i> re "previous three-year average"
Diploma excellence	above	<i>improved</i> re "previous three-year average"

The overall target for student achievement on Provincial Achievement Tests

<sup>7</sup> This goal is specific to provincial achievement tests and diploma exams that are considered to be stable and statistically reliable by Alberta Education.



## results monitoring report

### Results 2: Academic Success MONITORING REPORT

and Diploma Examinations has been met.

#### Specific test information

The following information, organized by subject area, is an overview of information presented to the Board of Trustees through the Provincial Achievement Test and Examination report of October 13, 2015 and subject-specific information reports between November 2015 and April 2016.

#### English Language Arts (ELA)

- CBE student results on the Gr. 6 English Language Arts Provincial Achievement Test in 2014-15 were above those achieved in the province as a whole and showed improvement over CBE's 2013-14 results at both the acceptable standard and the standard of excellence.

The 2015 target for student results at the standard of excellence on the Gr. 6 PAT to be showing improvement in relation to the previous 3-year average has been met.

The previous three-year average for the standard of excellence on this test, as calculated by Alberta Education, is 18.8%. The current result of 21.3% has been evaluated by Alberta Education as *improved significantly*.

- CBE student results on the Gr. 9 English Language Arts Provincial Achievement Test in 2014-15 were above those achieved in the province as a whole. Results showed a small decline (0.5 percentage points) at the acceptable standard and were maintained at the standard of excellence.

Improvement is sought in student results in Gr. 9 English Language Arts within the overall PAT results. Student results at the acceptable standard are targeted to show no further decline in 2016 and to be showing improvement in relation to the previous three-year average by 2018.

- CBE student results on the Gr. 9 Knowledge and Employability English Language Arts Provincial Achievement Test in 2014-15 were equal to or above the results achieved in the province as a whole and showed improvement over 2013-14 results at both the acceptable standard and the standard of excellence.





## results monitoring report

### Results 2: Academic Success MONITORING REPORT

The 2015 target for the CBE participation rate to increase to 75% has been met. The 2015 target for the CBE participation rate to equal the provincial participation rate has also been met. The CBE participation rate on this test in 2014-15 was 82.4%. The provincial participation rate was 81.6%.

The 2015 target for results for 75% of writers to achieve the standard of excellence on this test has been met as 82% of CBE students who wrote the grade 9 ELA KAE Provincial Achievement Test during the 2014-15 year achieved the acceptable standard.

- CBE student results on the English Language Arts 30-1 and 30-2 Diploma Exams were equal to or above provincial results at both standards and maintain an overall five-year trend of improvement.

#### French Language Arts (FLA)

- CBE student results on the Gr. 6 French Language Arts Provincial Achievement Test in 2014-15 were above those achieved in the province as a whole and showed improvement over CBE's 2013-14 results at both the acceptable standard and the standard of excellence.
- CBE student results on the Gr. 9 French Language Arts Provincial Achievement Test in 2014-15 were above those achieved in the province as a whole. They show improvement from CBE's previous year's results at the acceptable standard and continuing decline at the standard of excellence.

Improvement is sought in student results in Gr. 9 French Language Arts at the standard of excellence within the overall PAT results. Student results at the standard of excellence are targeted to show no further decline in 2016 and to be showing improvement in relation to the previous three-year average by 2018.

- CBE student results on the French Language Arts 30-1 Diploma Exam in 2014-15 were above those achieved in the province as a whole. Results showed improvement at the acceptable standard and a decline from last year at the standard of excellence. Student results at the standard of excellence are targeted to increase by at least 1% for 2016.



## results monitoring report

### Results 2: Academic Success MONITORING REPORT

#### Math

- CBE student results on the Gr. 6 Math Provincial Achievement Test in 2014-15 were above those achieved in the province as a whole at both the acceptable standard and the standard of excellence. Results were maintained at 2013-14 levels at the acceptable standard and show continuing decline at the standard of excellence. Student results at the standard of excellence are targeted to show no further decline in 2016 and to be showing improvement in relation to the previous three-year average by 2018.

The 2015 target for student results at the standard of excellence on this test to be above provincial results and to be showing improvement has been partially met. This target carries forward to 2016.

- CBE student results on the Gr. 9 Math Provincial Achievement Test in 2014-15 were equal to or above those achieved in the province as a whole at both the acceptable standard and the standard of excellence. Improvement from 2013-14 was noted at the standard of excellence and some decline was noted at the acceptable standard.

The 2015 target for student results at the standard of excellence on this test to be above provincial results and to be showing improvement has been met. A long term trend of improvement is now sought for student results on this test.

- CBE student results on the Gr. 9 Knowledge and Employability Math Provincial Achievement Test in 2014-15 were below the results achieved in the province as a whole and lower than 2013-14 results.

The 2015 target for CBE's grade 9 Math Knowledge and Employability (KAE) participation rate to equal the provincial participation rate and that achievement of writers would be at or above the provincial achievement level at the acceptable standard has not been met. The CBE has made improvement by 0.3 % increase in the student participation on grade 9 Math KAE Provincial Achievement Test in past year. This target carries forward to 2016.



## results monitoring report

### Results 2: Academic Success MONITORING REPORT

- New provincial programs of study for Math 30-1 and Math 30-2 were introduced in 2012-13. Results for 2012-13 were impacted by the flooding of June 2013 so results from 2014-15 are essentially a second year of data for the Diploma exams for these courses. In both courses at both standards CBE results exceed those of the province as a whole.

#### Science

- CBE student results on the Gr. 6 and Gr. 9 Science Provincial Achievement Tests in 2014-15 were above those achieved in the province as a whole and showed improvement over CBE's 2013-14 results at both the acceptable standard and the standard of excellence.
- CBE student results on the Gr. 9 Knowledge and Employability Science Provincial Achievement Test in 2014-15 were above the results achieved in the province as a whole at the acceptable level and within three-tenths of a percentage point of the province at the standard of excellence. Results for 2014-15 showed improvement over 2013-14 results at both the acceptable standard and the standard of excellence.

The 2015 target for CBE's participation rate on this test to equal the provincial participation rate has been met. The 2015 target for student results at the acceptable standard to be at or above provincial achievement rates has been met.

- Biology 30, Chemistry 30 and Physic 30 Diploma Exam results for 2014-15 are above those of the province at both the acceptable standard and standard of excellence and show long and short-term improvement. CBE results at the standard of excellence in all three courses are approximately 10 percentage points above the results achieved by the province as a whole.
- Science 30 Diploma Exam results for CBE students in 2014-15 are below provincial results and CBE results from 2013-14 at both standards.

After reaching targets for achievement on this exam in 2014, the 2015 target for CBE student achievement to be at or above provincial achievement rates and to be improving has not been met. This target carries forward to 2016.





# results monitoring report

## Results 2: Academic Success MONITORING REPORT

### Social Studies

- CBE student results on the Gr. 6 and Gr. 9 Social Studies Provincial Achievement Tests in 2014-15 were above those achieved in the province as a whole and showed improvement over CBE's 2013-14 results at both the acceptable standard and the standard of excellence.
- CBE student results on the Gr. 9 Knowledge and Employability Social Studies Provincial Achievement Test in 2014-15 were above those achieved in the province as a whole at both standards. Results for 2014-15 showed improvement over 2013-14 results at the standard of excellence and some decline at the acceptable standard.

The 2015 target for the CBE participation rate on this test to equal provincial participation rate has been met. The 2015 target for the achievement of CBE writers to be at or above the provincial achievement level at the acceptable standard has not been met. This target carries forward to 2016.

- CBE results for Social Studies 30-1 and 30-2 are above provincial results at both the acceptable standard and the standard of excellence and show improvement both in the short term and across five year trend data.

### Specific targets

A summary of test-specific targets previously identified for 2015 are listed below along with information related to the accomplishment of or progress toward those targets.

2014-15 subject-specific PAT and Diploma Exam Targets	
Gr 6 ELA standard of excellence	met
Gr 9 ELA KAE participation	met
Gr 9 ELA KAE acceptable standard	met
Gr 6 Math standard of excellence	partially met
Gr 9 Math standard of excellence	met
Gr 9 Math KAE participation	not met; improved
Gr 9 Math KAE acceptable standard	not met
Gr 9 Science KAE participation	met
Gr 9 Science KAE acceptable standard	met



# results monitoring report

## Results 2: Academic Success MONITORING REPORT

2014-15 subject-specific PAT and Diploma Exam Targets - continued	
Gr 9 Social Studies KAE participation	met
Gr 9 Social Studies KAE acceptable standard	not met
Science 30 achievement	not met

In addition to test-specific goals, grade 9 ELL Provincial Achievement Tests writers in the CBE in 2014-15 were targeted to be equal to or above provincial results in at least five of the ten measures (five subject areas – English Language Arts, French Language Arts, Math, Science, Social Studies – and two standards of achievement). This target was met. Grade 9 ELL students achieved at rates above those achieved provincially at both standards in Math, Science, Social Studies and French Language Arts. They were within 0.5 percentage points of the provincial achievement level at the acceptable standard in English Language Arts and 0.3 percentage points of the provincial achievement level at ELA standard of excellence.

- Percentage of students meeting learning expectations within each discipline; as measured by student report cards.

The following chart represents the amalgamation of classroom-based evaluations of subject area learning from CBE's K-9 report cards and school-awarded marks from high school report cards. More specific information on individual courses, grades, and report card stems has been provided to the Board of Trustees through subject-area information reports earlier this year.

Percentage of students successful <sup>8</sup> with learning outcomes Report card indicators				
Subject Area	2012	2013	2014	2015
English Language Arts	87.7	88.9	91.0	92.1
French Language Arts	92.8	94.8	95.3	96.1
Math	86.6	88.5	90.1	90.6
Science	92.8	93.3	93.1	94.3

<sup>8</sup> Students are considered successful with the learning outcomes of the programs of study if they receive: a 3, 4, or 5 on a report card using a 1-5 scale; a 2, 3, or 4 on a report card using a 1-4 scale; an A, B, or C on a report card using an ABCD scale; or 50% or above for percentage-based marks.





# results monitoring report

## Results 2: Academic Success MONITORING REPORT

Percentage of students successful with learning outcomes Report card indicators - continued				
Social Studies	92.4	94.2	93.0	94.4
Physical Education	97.9	97.5	97.4	98.1
Arts	97.8	99.3	97.3	97.8
Languages	90.0	96.5	96.9	97.5
CTS/CTF <sup>9</sup>	94.3	95.1	95.9	96.9
<b>Overall</b>	<b>93.3</b>	<b>94.1</b>	<b>94.0</b>	<b>95.3</b>

Data from student report cards provides evidence that Calgary Board of Education students are successful with the learning outcomes across the programs of study.

Target for 2015: Continued results at or above 94%  
This target was met

Target for 2016: Continued results at or above 95%

- Percentage of students participating in 4 or more Diploma Exams within three years of starting high school.

The Diploma Exam participation rate is the percentage, adjusted for attrition, of students in the Grade 10 cohort who have written four or more diploma exams by the end of their third year in high school. It is a measure used by Alberta Education as an indicator of Student Learning Achievement in the Accountability Pillar.

The organization's goal is for Calgary Board of Education's Diploma Exam Participation Rate to be at or above the provincial rate and consistent or improving across time. This target has been met.

CBE's most recent Diploma Exam Participation Rate is more than 6 percentage points above the provincial rate. Alberta Education rated CBE results for this measure in 2014-15 as "high" and "maintained".

<sup>9</sup> CTF (Career and Technology Foundations) data was included in this subject area beginning with the 2014 results. Prior years refer only to CTS (Career and Technology Studies).

# results monitoring report

## Results 2: Academic Success MONITORING REPORT

	Diploma Exam Participation Rate				
	2011	2012	2013	2014	2015
CBE	61.1	60.8	48.5	60.7	61.0
Alberta	55.6	55.9	50.1	54.4	54.6

### 5. Percentage of students eligible for the Rutherford Scholarship.

Rutherford Scholarships recognize and reward student achievement in grades 10, 11 and 12. They awarded to students who achieve at least 75% in specific groupings of courses at the 10, 20 and 30 level. The Rutherford Scholarship Eligibility Rate is the percentage of Alberta grade 12 students who have met the eligibility criteria for a Rutherford Scholarship based on course marks in grades 10, 11 and/or 12. It is a measure used by Alberta Education as an indicator of excellence in Student Learning Achievement in the Accountability Pillar.

	Rutherford Scholarship Eligibility Rate				
	2010	2011	2012	2013	2014
CBE	58.6	60.4	59.0	59.5	61.0
Alberta	59.6	61.3	61.5	60.9	61.2

Alberta Education rated the CBE's 2013-14 Rutherford Eligibility Scholarship Rate as *high* and as *improved significantly*. Alberta Education has not rated this measure in the May 2016 Accountability Pillar update. Alberta Education notes that "Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available."

The organization's goal is for Calgary Board of Education's Rutherford Scholarship Eligibility Rate to be at or above the provincial rate and consistent or improving across time. This target was met for the 2013-14 year (new data since the last monitoring of Results 2).

The Rutherford Scholarship Eligibility Rate for 2014-15 establishes a new CBE baseline as 61.1%, which is compared to the new provincial baseline of 60.8%.

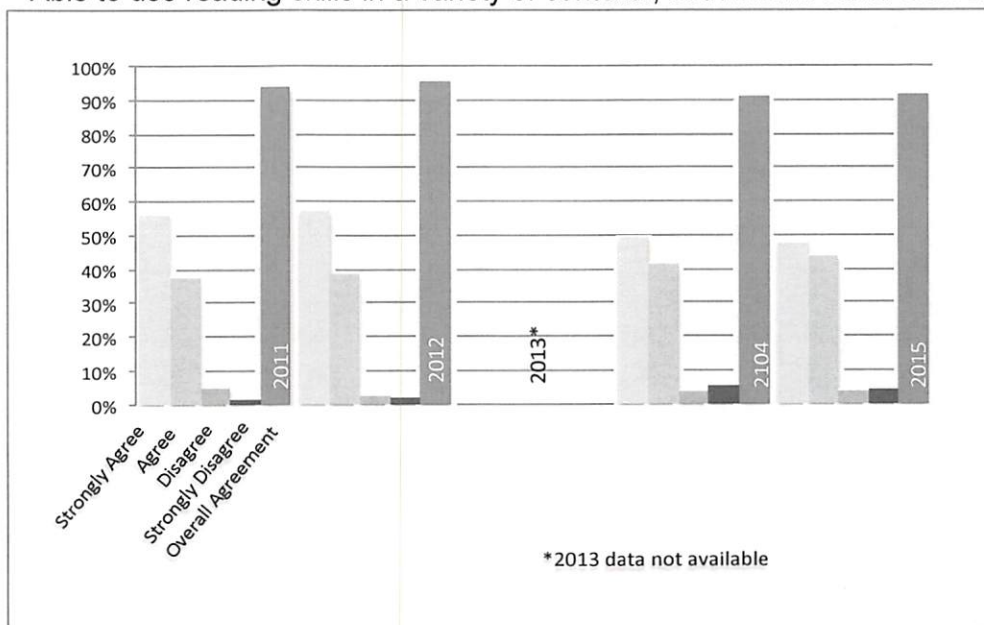
## results monitoring report

### Results 2: Academic Success MONITORING REPORT

6. Percentage of students who report they can use their reading skills in a variety of contexts, both in and out of school; as measured by the Calgary Board of Education student survey.

Able to use reading skills in a variety of contexts, both in and out of school					
Student Survey	2011	2012	2013	2014	2015
Strongly Agree	56.1%	57.3%	not available	49.6%	47.9%
Agree	37.5%	38.4%	not available	41.4%	43.8%
Disagree	4.8%	2.4%	not available	3.7%	3.8%
Strongly Disagree	1.5%	1.9%	not available	5.3%	4.5%
Overall Agreement	93.6%	95.7%	not available	91.0%	91.7%

Able to use reading skills in a variety of contexts, both in and out of school



Target for 2015: 92%





# results monitoring report

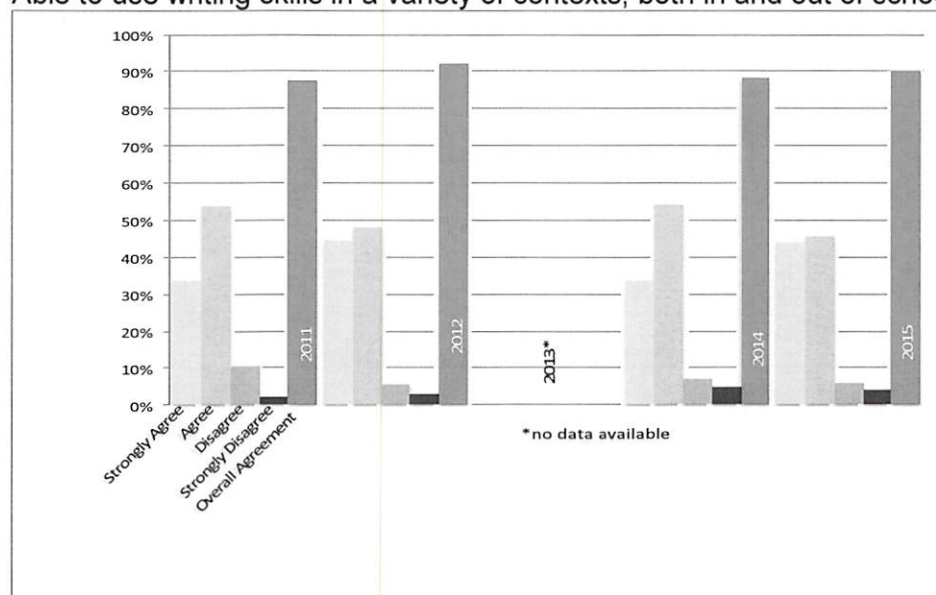
## Results 2: Academic Success MONITORING REPORT

The current result has improved from 2013-14 and is within three-tenths of a percentage point of the target. The target was essentially met.

7. Percentage of students who report they can use their writing skills in a variety of contexts, both in and out of school; as measured by the Calgary Board of Education student survey.

Able to use writing skills in a variety of contexts, both in and out of school					
Student Survey	2011	2012	2013	2014	2015
Strongly Agree	33.6%	44.4%	not available	33.7%	44.3%
Agree	53.9%	47.9%	not available	54.4%	45.9%
Disagree	10.5%	5.7%	not available	7.1%	5.9%
Strongly Disagree	1.9%	2.0%	not available	4.7%	3.9%
Overall Agreement	87.5%	92.3%	not available	88.1%	90.2%

Able to use writing skills in a variety of contexts, both in and out of school



Target for 2015: 89%  
This target was met.

Target for 2016: Continued results at or above 90%

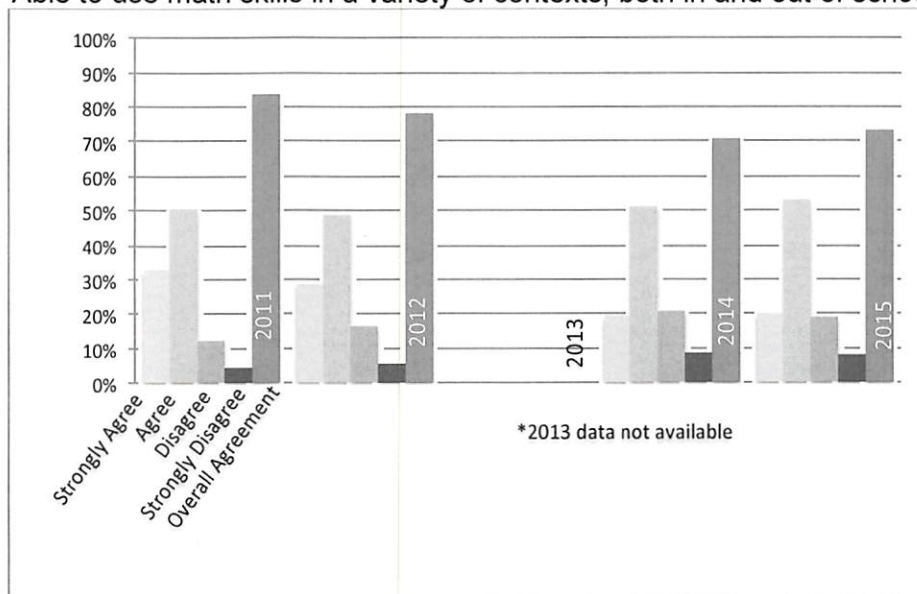
# results monitoring report

## Results 2: Academic Success MONITORING REPORT

8. Percentage of students who report they can use their math skills in a variety of contexts, both in and out of school; as measured by the Calgary Board of Education student survey.

Able to use math skills in a variety of contexts, both in and out of school					
Student Survey	2011	2012	2013	2014	2015
Strongly Agree	33.1%	29.0%	not available	19.4%	20.3%
Agree	50.6%	49.1%	not available	51.4%	52.9%
Disagree	12.2%	16.6%	not available	20.5%	18.7%
Strongly Disagree	4.1%	5.4%	not available	8.8%	8.1%
Overall Agreement	83.7%	78.1%	not available	70.8%	73.2%

Able to use math skills in a variety of contexts, both in and out of school



Target for 2015: 75%

This target was not met; improvement from 2013-14 results is noted.

Target for 2016: 75%

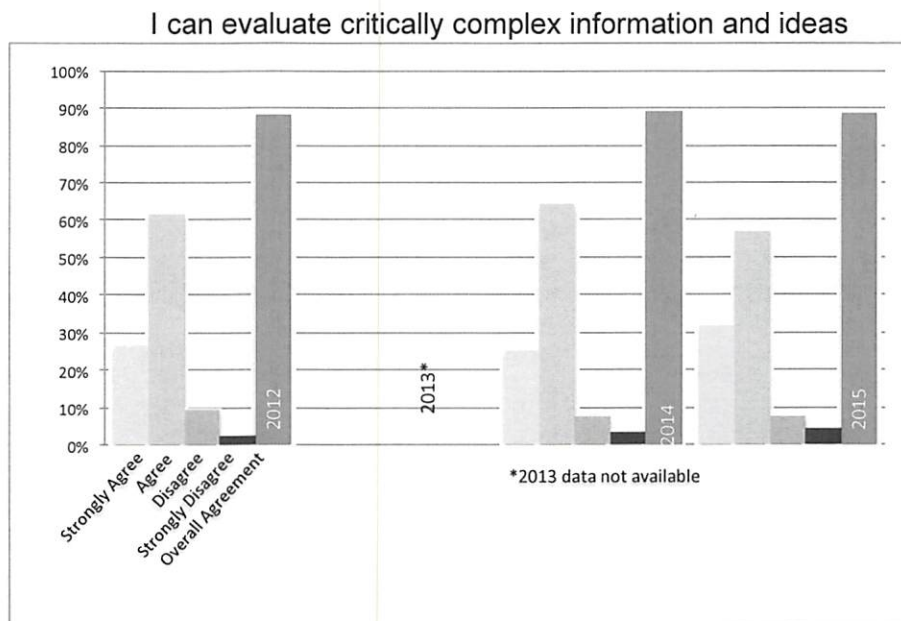


## results monitoring report

### Results 2: Academic Success MONITORING REPORT

9. Percentage of students who report they can evaluate critically complex information and ideas; as measured by the Calgary Board of Education student survey.

I can evaluate critically complex information and ideas				
Student Survey	2012	2013	2014	2015
Strongly Agree	26.5%	not available	25.1%	31.6%
Agree	61.6%	not available	64.2%	56.9%
Disagree	9.6%	not available	7.4%	7.5%
Strongly Disagree	2.3%	not available	3.3%	4.1%
Overall Agreement	88.1%	not available	89.3%	88.5%



Target for 2015: 90%  
This target was not met.

Target for 2016: 89%



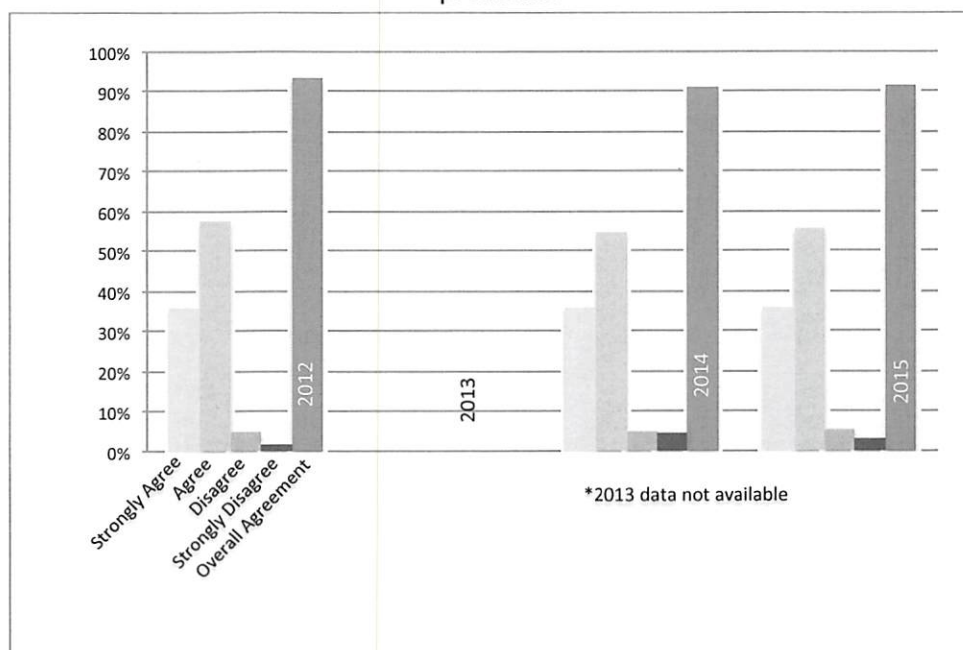
## results monitoring report

### Results 2: Academic Success MONITORING REPORT

10. Percentage of students who report they can gather information, make connections and use reason to solve problems; as measured by the Calgary Board of Education student survey.

I can gather information, make connections and use reason to solve problems				
Student Survey	2012	2013	2014	2015
Strongly Agree	35.8%	not available	35.9%	35.7%
Agree	57.5%	not available	55.0%	55.8%
Disagree	4.7%	not available	4.9%	5.3%
Strongly Disagree	1.9%	not available	4.3%	3.2%
Overall Agreement	93.3%	not available	90.9%	91.5%

I can gather information, make connections and use reason to solve problems



Target for 2015: 92%

This target was not met; improvement from 2013-14 results is noted.

Target for 2016: 92%



## results monitoring report

### Results 2: Academic Success MONITORING REPORT

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

Board: Board of Trustees

**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.

**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

2.1 Achieve at individually and appropriately challenging levels of complexity, demonstrating the higher order thinking skills of knowledge, comprehension, application, analysis, synthesis, evaluation and creativity, based on the following disciplines:

- English Language Arts
- Mathematics
- Science
- Social Studies
- Physical Education
- Arts
- Languages

## Indicator 1

Percentage of students who achieve the acceptable standard and the standard of excellence on Provincial Achievement Tests and Diploma Examinations

Factors contributing to success in the number of students achieving the acceptable standard and the standard of excellence on Provincial Achievement Tests and Diploma Examinations include:

- a data orientation informing the work of schools, professional learning communities and service units
- a focus on formative assessment, responsive instructional practices and rigorous and relevant task design as part of personalized learning strategies
- support systems for teachers and principals
- dedicated attention to strengthening leadership and teaching practices in relation to the Teaching Effectiveness Framework
- dedicated attention to strengthening teacher understanding of programs of study and interdisciplinary opportunities to impact student learning goals

## Areas for improvement within this indicator |

- English Language Arts grade 9
- French Language Arts standard of excellence in grade 9 and FLA 30-1
- Math grades 6 and 9 standard of excellence
- Grade 9 Knowledge and Employability courses, particularly Math
- Science 30
- achievement of First Nations, Métis and Inuit students



## Forward Looking Actions |

### English Language Arts, French Language Arts, Math, Science 30

- school-by-school focus on improving results through school development plans and professional learning communities
- formation of new system-wide communities of practice to examine student learning data and build capacity with key instructional and assessment practices for key learning areas
- development of new system-wide strategies for literacy and mathematics

### Grade 9 Knowledge and Employability

- school-by-school focus on improving results through school development plans and professional learning communities
- continued system-wide and school-specific support to ensure students are enrolled in courses best matched to their learning needs and goals
- continued focus on professional learning for principals and teachers to increase understanding of Knowledge and Employability courses, learning outcomes and optimal instructional tasks

### First Nations, Métis and Inuit students

- school-by-school focus on improving results through school development plans and professional learning communities
- continue to partner with aboriginal community leaders to understand student learning needs and to build community and school learning supports
- build professional capacity in relation to incorporating indigenous ways of knowing into student learning experiences, instructional tasks and assessment practices

## Indicator 7

Percentage of grade 12 students who report they can use their math skills in a variety of contexts, both in and out of school; as measured by the Calgary Board of Education student survey.

## Areas for improvement within this indicator |

- students being able to use their Math skills in a variety of contexts

## Forward Looking Actions |

- system-wide and school-by-school focus on developing learning tasks that address authentic mathematical problems relevant to students' experiences in and out of school



## Results 2: Academic Success

## | attachment |

## Student-contributed examples of Academic Success

- I have demonstrated academic success in English by asking for extra help for the sake of learning, not just a mark, as well as looking for real life applications in course material. I am currently in English 30-1 and my class has talked extensively about what it means to exist and asked what the purpose of existence is, or if there is even any purpose at all. The main focus this year is existentialism. My teacher initially gave the class the general ideas of existentialism and applied it to a text we were reading to make sure everyone understood. This sparked my interest in the idea of existence and what it really means to live. I chose to seek my teacher out in tutorial times and ask her for more examples of existentialist text, as well as to ask her how she makes sense of existence. I took the time to pursue my interests in class and it benefited my academic achievement, my insight into existence, and most importantly, a deeper understanding of myself.
- Academic achievement can be seen every day inside and beyond the walls of CBE. However, the first time I really felt that a student had reached his or her fullest academic potential thanks to the CBE was when I met a few of my school's alumni. From politicians to successful entrepreneurs, each former student had the same thing to say about their high school experience, "Cherish these moments. Everything I have learned, I am still using." In my school, I see evidence of academic achievement in the way my peers strive to be the best they can possibly be in whatever subject area they are passionate about. From winning national scholarships to joining extra-curricular organizations like SHAD, students in the CBE are taking clear risks to further their further educational experience because they have confidence in their academic achievement and abilities.

In my own life, achieving a higher level of excellence is an ongoing goal for me as a student within the CBE. On the Chief Superintendent Student Advisory Council trip to Beijing I had the privilege of attending an English class in the International High School there. In the class I joined a discussion about the *Great Gatsby*, excited to both share my knowledge on the book and hear about completely different opinions from the students. It was in that moment, engaged in a passionate discussion about the themes of the book that I realized how much I actually knew about the English subject. While the kids in Beijing struggled to understand symbols such as the weather, or a recurring object in the book, I was able to find answers and encourage the students to see the book through analytical eyes the way we had been taught in our schools.



## Results 2: Academic Success

- I have demonstrated academic success in Social Studies in several ways. Being prepared for class has allowed more time to concentrate on work to make sure I put in my best effort. Striving to receive the satisfaction of knowing that you did well on something has driven me to give 100% on every assignment, task, and quiz. Always wanting to improve my previous mark on a test has also been a huge factor contributing to my rapid growth in Social Studies. The academic success I have achieved means that I now feel more comfortable wanting to take AP classes in future high school courses.
- I have demonstrated academic success in math. I'm enrolled in a pre- AP math class and by the end of grade nine, I will have completed grade 10 mathematics. My academic success also shows in my high-test scores and overall average of 97% in mathematics. Finally, I show comprehension of a wide variety of topics by being a tutor for my peers in grade nine and students in grades five to eight.

The type of academic success I demonstrated was showing higher order thinking skills in the comprehension and application of the concepts of knowledge learned in math class. I was able to demonstrate this through the work I've done in math class, and how I've been able to keep high standards. Also, I've been able to show application of the concepts and knowledge in one of the math contests we do, where I scored exceptionally high, in the top 10% of the grade. I show comprehension of the concepts learned in class daily, when we complete homework or study for a test.

The academic success I have achieved means that I am on the right track in life. With the high scores I have maintained through school, I can be confident in my future.

- I have demonstrated academic success in social studies by making sure I thoroughly understand every topic that we have explored so far. In addition to this, I have also actively participated in all class discussions and have asked questions when I'm unsure of something or when I want to deepen my understanding of a topic. As well, I have accurately related the ideas and events we learn about in class back into today's world, by comparing them to the current events we experience ourselves on a daily basis. This helps me to draw connections between the topics we have learned in class and the events that we either experience or hear about every single day. I know that all of these strategies I use to further my academic success have been successful as they're reflected in my overall grades and test scores.

Ultimately, through the above learning strategies, I was able to achieve a high level of academic success in practically applying the concepts we are taught in class to the outside world. For example, recently we learned about





## Results 2: Academic Success

economics and economic systems in social studies. I related what we had learned back to the real world by drawing the conclusion that oil prices are down because the supply is higher than the demand. Therefore, to sell off the product, all of the companies must lower their prices in order to compete with one another's supply. This is, in fact, what is actually happening in the world right now. Another case of this happening is when the recent issue of electoral systems came up. Should it be a mixed, proportionally or first-past-the-post system, like we already have in place? I was able to make an informed decision on which system I would prefer because I knew how each system worked from when we had learned about them earlier in the year. I would've then have been able to argue my opinion had someone asked me about the issue.

- I have demonstrated academic success in English in the following ways, writing skills, thought processes in answering questions, as well as the ability to apply and convey that process in a piece of writing.

The type of academic success I demonstrated was in creativity and application of concepts. I improved in these areas mostly through collaboration in the classroom and one on one help with my teacher, which I hadn't sought out in previous years. I attribute much of my success to those recourses. My English teacher sat down with me in our lunch hour and after school and really helped me to see the areas that I needed to improve in. Once my errors were explored, the quality of work I did increased and so did my mark.

Other people knew I had demonstrated academic success because I shared my work and overall had become more confident in my abilities, which was evident to my teacher and peers. My improvement made me enjoy the class much more.

The academic success I have achieved impacted my future plans because it made me realize I wanted to pursue an English program in university.

- I would describe myself as one who is very well-rounded and thus, have demonstrated academic success in many courses throughout high school, but chose to place particular emphasis on the English courses I've completed throughout grades 10, 11 and 12. This academic success has been portrayed through my passion for writing, my willingness to explore new formats and my continued applause from teachers and peers. I have always been one who has a way with words and find myself truly gifted in regards to the analysis of various texts, my development of ideas and lastly, the execution and delivery of language through both paper and speech.



## Results 2: Academic Success

The type of academic success I demonstrated was continued self-improvement. Throughout the English courses in high school, I explored a variety of texts ranging from movies, to novels, to poems, to pictures. As a result of our varied studies, I often explored an assortment of responses. With this, I found myself continually understanding the concepts thoroughly, planning a clear direction for my response and thus, executing my piece to my best ability. The feedback I received from teachers and peers noted my creativity, work ethic and natural talent for the arts. Every assignment (and English courses give a lot...) was completed with passion, with heart and with ease. This success was confirmed by my overall final course marks throughout grades 10, 11 and 12. I completed grade 10 English with an overall average of 94%. I completed grade 11 English with 97% and I completed grade 12 English with a 91% (after entering the diploma with a 95%). However, I choose to see these achievements as more than just numbers – they are gateways leading to an endless future of opportunity.

English has taught me to pursue my creativity, to approach every situation with an open mind in order to see all perspectives. It has taught me to speak my mind, to express through words and has allowed me to connect with many through the use of imagination and exploration.

- Over the course of a year I achieved academic success in multimedia in the following ways. Through demonstrating my understanding of the way light works, I was able to create the end result that I imagined in my mind. Throughout the course I developed each individual concept and created photographs that clearly demonstrated each concept. I was able to demonstrate my understanding of the key principles of photography while creating a unique final product. I achieved academic success because I demonstrated the application of concepts while allowing my creative side to show through. I was able to produce high quality photos while representing my story visually. Other people were aware of my academic success because my photograph was selected to go on the achievement wall. It was a great honor to be recognized by a professional in the industry. It wasn't an easy road to success, I had been dreaming up the concept in my mind for almost a year. During the process, between tester shots and failed attempts at timing I took nearly 100 photographs, in the end three photos met my standard. After selecting the few that I did enjoy I spent hours ensuring all the little things were up to standard. I edited out little flaws and adjusted the saturation and exposure until I was content. I had to persevere through the frustration of failed attempts and living up to my own high standards. To achieve the moment I wanted to capture it took hours upon hours, the rigorous process led to an end result of success academically. I felt proud to have had my photos selected to be an example the amazing work that students produce.





## Results 2: Academic Success

- I have demonstrated academic achievement by entering into and continuing my education in the International Baccalaureate program at my school. I feel like I demonstrated an effort to achieve at “individually and appropriately challenging levels of complexity.” One of my favourite courses now is French, which I found challenging in Grade 10, but ended up with 99% at the end of French 31 because I was constantly immersed in an environment where I was learning about the culture, speaking the language every day, and trying to exceed my own standards. My willingness to explore and my commitment to communicating with my teacher about my own learning needs whenever I have trouble has led to good academic success and about a 95% average across my 3 years of high school.
- I have demonstrated academic success in social studies because I have asked questions and asked for feedback so that I can improve my essay writing skills. This resulted in me being successful on my social 30 diploma where I got an 82 on the written. I consider this a success because when I started in social in grade 10 I was getting 50s and 60s on my written assignments. The type of academic success I demonstrated was application of concepts and I was able to apply what I have learned from my past essays to improve my future ones.
- I have demonstrated the most academic success in math because I decided to retake the course again this year with more focused attention. The first time I took the course, my extracurricular activities were occupying my schedule and I never found time to understand the material and I finished the course with an 80. This time around, I have been sure to keep up with everything and now have a 95. I am sure to stay organized and finish my homework on time.

The academic success I have achieved means that I have the ability to decide where I want my future to go. I received admission at UBC and was able to choose whether it would be the right fit for me instead of being forced into a university with lower grade requirements. My academic success has given me confidence for my future and it has opened doors for any career I may choose. I am motivated to maintain my academic standing through university.

- In grade 9 Social Studies, we learn about economics and consumerism. Our teacher decided to show us the aspects of these concepts in an extremely, challenging yet creative way. We participate in a social studies simulation called Civic Mirror. In this program, everyone is put into our own country. As a country you elect representatives and a Prime Minister. We engage in lawmaking sessions, we hear complaints of the citizens, we have



## Results 2: Academic Success

trials and we have a market. Recently we just went through our market session. Instead of just having us trade units with each other in the classroom, our teacher had us actually create a business. We did this in collaboration with our math curriculum. In this project we created a business. In this business we needed to have financial reports which consisted of doing surveys around the school, creating main graphs and calculating the costs of each thing to make our product. For social studies we looked at how people buy products. Therefore we learned about how marketing and advertising plays a huge part in consumerism. We also learned about the aspects of competition because when we were selling our product, we only had 40 minutes to sell and were in a room with 40 other students selling products as well.

I think that this project was challenging in a way to make us students grow as problem solvers. I have been able to understand what goes into a business to make it successful. As well, I was able to experience the concepts of supply and demand, competition and the importance of marketing on a more in-depth level. I was able to understand the concepts from experience and not just reading what is in the grade 9 textbook.

- I have always been a student who was able to communicate my ideas, understand the curriculum and properly demonstrate real world applications in the classroom. It was not hard for me to gain academic success in a typical class but the first class in which I experienced a completely new challenge was my drama class. When I first started taking drama I struggled a lot with coming up with new ideas and being open to putting myself out there while performing. I really loved the positivity of the class and my teacher was amazing at being encouraging but I lacked the ability to create scenarios beyond things I had seen in real life. I kept trying, every day I would contribute ideas to my group and my class even though they weren't always chosen. Slowly I started to get better at speaking to people in the audience. I started to become more comfortable in my ability to perform and my passion to get better.

That same year I tried out for the school play and even though I was only an extra/set piece mover I was really happy to be involved. I went to every rehearsal and I got to see how people could transform on stage into people with different emotions and characteristics. All I wanted was to be able to perform confidently and act just like them. At each rehearsal I watched them, I learned from their actions and gradually learned what worked and what didn't on stage. As the play came together I got to be a part of three scenes. I had no lines but every time I walked on stage whether it was in rehearsal or for our actual performances I became my character. I had memorized the lines of all the other characters in my scenes and had even planned specific actions that I would do during certain lines. Even though I





## Results 2: Academic Success

only had a small role I was able to show my academic success through my improvement.

On the day of the last performance during intermission one of the actresses with a large speaking role got sick and had to go home. Everybody was freaking out over who would take over her part but my drama teacher chose me. He told me that he knew I was ready to have a speaking part for a long time because of my improvement of skills in class as well as my dedication to the play. He said that he had seen my planned actions as well as me mouthing the lines of all the other actors throughout the play. I was terrified. But as soon as I changed into her costume and walked on stage to say my first line ever in front of the whole audience I knew I could do it. This movement specifically brought me academic success because I was able to see I could apply everything I had learned about drama to the stage and reflect on my effort and improvement of my skills.

- I have demonstrated Academic Success through my resilience in my English courses. English is by far the hardest subject for me. My brain is oriented for math and science, not English and the arts.

In my grade 10 year I really struggled to have success in my English course. I worked hard on my own time, asking my teacher a few questions and my peers a few more. I did okay, but not as well as I had hoped. I did not feel like I had reached my potential.

When I started my 20 level English, I knew that I would have to change my actions in order to be successful. I started to go to tutorials before class to ask my teacher for help on assignments. Her help allowed me to start grasping more understanding on what I needed to do and should work to do in the future. The tutorial time soon turned into me asking for more than just help on assignments. I was coming in for depth of understanding on the texts we were reading. I wanted to look beyond the course and by looking beyond I learned about myself as well. I could relate to characters more easily in stories after I learned who I am as a person. By being able to relate to characters, I had more success in my class. By truly wanting to learn deeply about a subject instead of just learning what is required, I had success.

Now in English 30-1, I am in tutorials again and it is completely worth my time. I know what I need to be successful in my most challenging course, so I have been successful through constant effort. I can honestly say that I enjoy English now because I get more out of it than just the course content.



**operational  
expectations  
monitoring report**

Monitoring report for the  
school year 2015-2016

Report date:  
June 14, 2016

**OE-1: Global Operational Expectations****CHIEF SUPERINTENDENT CERTIFICATION**

With respect to Operational Expectations 1: Global Operational Expectations, 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: D. Stevenson  
David Stevenson, Chief Superintendent

Date: June 2, 2016

**BOARD OF TRUSTEES ACTION**

With respect to Operational Expectations 1: Global Operational Expectations, 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-1: Global Operational Expectations

### Executive Summary

The Chief Superintendent shall not cause, allow, or fail to take reasonable measures to prevent any practice, activity, decision or organizational condition that is unlawful, unethical, unsafe, disrespectful, imprudent, in violation of Board policy or endangers the organization's public image or credibility.

This Operational Expectation establishes the global values and expectations of the Board of Trustees for the Calgary Board of Education regarding the operation of the organization.

The Chief Superintendent's reasonable interpretation for OE 1: Global Operational Expectations was approved on September 18, 2012. The Board of Trustees last monitored OE 1 on June 9, 2015. This report contains evidence to support the following findings:

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





## OE-1: Global Operational Expectations

The Chief Superintendent shall not cause, allow, or fail to take reasonable measures to prevent any practice, activity, decision or organizational condition that is unlawful, unethical, unsafe, disrespectful, imprudent, in violation of Board policy or endangers the organization's public image or credibility.

Compliant

## Board-approved Interpretation |

The Chief Superintendent interprets that the Board of Trustees values an organization characterized and distinguished as:

- operating in accordance with the *School Act* and the related regulations, as well as other applicable legislation and regulations;
- operating using standards associated with sound professional and business practice;
- maintaining working and learning environments that endeavour to keep employees and students from harm;
- supporting a respectful work environment for employees, a respectful school environment for students and considerate, thoughtful interactions with the public;
- implementing well-informed and purposeful direction-setting and decision-making models;
- meeting the expectations set out in the Board of Trustees' Operational Expectations policies; and
- administering its operations in ways that meet or exceed the community's expectations for the conduct of a public institution.

Specifically, the Chief Superintendent interprets:

- *reasonable measures* to mean system-wide preventative internal controls.



## OE-1: Global Operational Expectations

Chief Superintendent's Administrative Regulations lay a foundation for internal controls. Administrative Regulations are principle-driven and apply across the organization. They are built upon and align with the Alberta *School Act* and the policies of the Board of Trustees.

In relation to global operations, Administrative Regulation 4027 – Code of Conduct for Employees (Attachment I) defines standards of practice that meet the values of the Board of Trustees.

Administrative Regulation 4027 provides a foundation and guidance for employee conduct. The Three-Year Education Plan (Attachment II) provides the direction. The Chief Superintendent considers the four pillars of the Plan to support the stated values of the Board of Trustees.

- *practice, activity, decision or organizational condition* to mean the day-to-day operations of the Calgary Board of Education.

In a large, decentralized organization like the CBE, implementation of and adherence to internal controls is the responsibility of each employee. Administrative Regulations define standards of practice that meet the expectations of the Board of Trustees and the organization. The Chief Superintendent understands that the method used to determine whether the organization is compliant with the expectations of the Board is monitoring of Operational Expectations policies.

### Board-approved Indicators and *Evidence of Compliance* |

1. 100 per cent of employees are informed of the expectations for their conduct in the context of their employment with the CBE:

- a) at the point of hire, as evidenced by new employee acknowledgement;

*All employees newly hired or re-hired to the CBE in the 2014-2015 school year completed a form indicating their acknowledgement and awareness of the employee code of conduct. This is confirmed by a review of the new hire checklist maintained in the Human Resources service unit.*

- b) annually by school principals;

*100 per cent of school principals responded Yes to the following statement:*

*"all employees in my school were informed of the expectations for their conduct in the context of their employment at my school."*



## OE-1: Global Operational Expectations

- c) annually by supervisors.

*100 per cent of service unit managers responded Yes to the following statement:*

*“all employees in this service unit were informed of the expectations for their conduct in the context of their employment in the Calgary Board of Education.”*

*100 per cent of area directors responded Yes to the following statement:*

*“all of my direct reports were informed of the expectations for their conduct in the context of their employment in the Calgary Board of Education.”*

*The organization is compliant with this indicator.*

2. Each service unit will develop and implement a work plan directly linked to the system direction set by the Three-Year Education Plan, as measured by the Chief Superintendent’s accountability process.
  - a) *100 per cent of service units developed a work plan for the 2014-2015 school year, identifying specific work connected to and in alignment with the Three-Year Education Plan. These work plans informed the system strategic implementation plan coordinated and led by Superintendents’ Team.*

*The organization is compliant with this indicator.*

3. 100 percent of monitoring reports for Operational Expectations 2 to 12 will be found by the Board of Trustees to be:
  - a) in compliance, or
  - b) in compliance with exceptions to individual subsections, all of which will have a plan to address, as measured by decisions of the Board of Trustees.

*11 Operational Expectations monitoring reports have been presented to the Board of Trustees in 2014-2015 meetings and all were found to be in overall compliance by the Board. No reports were found to be in non-compliance. Of these 11 reports, one report had two exceptions and one report had four exceptions noted. Exceptions were noted by administration*



**OE-1: Global Operational Expectations**

*and a plan to address these exceptions was included in the capacity building section attached to the monitoring reports.*

*The organization is compliant with this indicator.*

Evidence demonstrates the indicators in sub section 1 are in compliance.

ATTACHMENT I: Administrative Regulation 4027 – Code of Conduct for Employees

ATTACHMENT II: Three-Year Education Plan 2015-2018

**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.



## Employee Code of Conduct

### administrative regulation

Administrative  
Regulation No.  
4027

Classification:  
Staff

Effective Date:  
June 24, 2015.

#### 1 | Purpose

The purpose of this Administrative Regulation is:

- To provide guidelines for the conduct of CBE employees.

#### 2 | Scope

This Administrative Regulation applies to:

- All CBE employees

#### 3 | Compliance

All employees are responsible for knowing, understanding and complying with this Administrative Regulation.

Failure to comply could result in disciplinary action up to and including termination of employment.

#### 4 | Principles

The following principles apply

- CBE maintains high standards for the conduct of its employees.
- Employees are expected to exercise common sense, good judgement and discretion.
- Employees are expected to conduct themselves honestly and with integrity.
- CBE Working Relationship Commitment guides our work together.
- Employee conduct should reflect CBE values.

#### 5 | Definitions.

**Bullying:** means aggressive and repeated behavior by an individual where the behavior is intended to cause harm, fear or distress to another individual including physical, emotional, or social harm, harm to the individual's reputation or harm to the individual's property, or to create a negative environment for another individual. Bullying behavior includes the use of any physical, verbal, electronic, written or other means.

**CBE:** means The Calgary Board of Education.

**Conflict of Interest:** means situations in which the personal or private interests of an employee (or the employee's family or close business associates) conflict with the interests of the CBE, or when there is a reasonable basis for the perception of such conflict.



**Discrimination:** means any type of behavior that includes practices or actions, intentional or otherwise that is exclusionary, denies access or differentiates adversely and is based on such aspects as: race, religious beliefs, colour, gender, sexual orientation, physical/mental disability, ancestry, place of origin, marital status, family status, source of income or age.

**Harassment:** means any behavior or pattern of repeated behavior that disparages, humiliates or harms another person, or denies an individual's dignity and respect and is demeaning or humiliating to another person.

**Sexual Harassment:** means any unwelcome sexual behavior that adversely affects, or threatens to affect, directly or indirectly, a person's job security, working conditions or prospects for promotions.

## 6 | Regulation Statement

### General

- 1) Employees shall:
  - a) treat students, parents, community members and other CBE employees with dignity, respect and consideration;
  - b) adhere to their respective collective agreements or terms and conditions of employment;
  - c) report to work fit to conduct their duties;
  - d) adhere to the policies, practices, and regulations of CBE; and
  - e) conduct their employment responsibilities in a respectful, honest and diligent manner.
- 2) Employees shall not:
  - a) engage in discriminatory behavior;
  - b) engage in behavior that constitutes harassment or sexual harassment;
  - c) engage in bullying behavior;
  - d) engage in activities that are deemed to be in a conflict of interest;
  - e) engage in behavior that may compromise CBE's image or reputation including activities that may disparage, defame, or embarrass the organization;
  - f) expose or subject any student to sexual contact, activity, behavior or sexually explicit material;



**Conflict of Interest**

- g) engage in a relationship with a staff member, parent or community member that disrupts the school community or workplace;
  - h) be under the influence of, or provide others with alcohol or illegal drugs while on work premises or performing work related duties;
  - i) engage in retaliatory behavior against anyone who uses the policies and procedures of CBE.
- 3) Employees of the CBE shall be deemed to be in conflict of interest if they:
- a) are party to a subsisting contract with the CBE other than a contract of employment under which money of the CBE is payable or may become payable;
  - b) have a shareholding interest in any private corporation (other than a corporation whose shares are publicly traded) which has a subsisting contract with the CBE under which money of the CBE is payable or may become payable;
  - c) use information gained through their positions as employees of the CBE to gain benefit either directly or indirectly;
  - d) are in a familial, cohabitation or intimate relationship at the same time there is a direct supervisory relationship;
  - e) disclose information gained through their positions as employees of the CBE for the benefit of themselves or others;
  - f) are party to a contract with the CBE for the lease or purchase of real estate property or holdings: or
  - g) engage in private endeavours, outside of official CBE duties, that provide the appearance of an opportunity for wrongdoing or unethical conduct, which include, but are not limited to;
    - i. paid or unpaid activities beyond official duty,
    - ii. activities associated with a financial interest,
    - iii. relationships with third parties who may be associated with the CBE through employment or business.
- 4) Employees shall not;
- a) use information or materials belonging to the CBE to gain financial benefit either directly or indirectly;
  - b) enter into a contract with the CBE , either personally or through

- a third party; or
  - c) use their employment to gain personal advantage beyond the benefits provided by their employment contract.
- Criminal conduct**
- 5) Employees must immediately notify the Superintendent of Human Resources if they are charged with a criminal offence.
  - 6) Employees charged with an offence under the Criminal Code of Canada may be suspended from their employment.
  - 7) An individual's employment with CBE may be terminated as a result of a criminal conviction.
- Gifts and payment**
- 8) CBE employees shall not accept or provide a gift, payment, favour or service from or to any individual or organization in the course of performance of their assigned duties if that gift, payment, favour or service:
    - a) is other than a normal exchange of hospitality between people doing business; or
    - b) affects the fair and unbiased reception or the evaluation of the materials or services offered for use by the CBE; or
    - c) may create the appearance of undue influence.
- Use of CBE Property**
- 9) Principals or managers may authorize the use of CBE equipment by a CBE employee off CBE premises provided the required documentation is completed, tracked and retained by the direct supervisor.
  - 10) CBE property, including vehicles, equipment and material shall not be used for personal benefit, gain or non-CBE use without supervisor approval and documentation.
  - 11) Employees are responsible for exercising all reasonable care to prevent abuse to, excessive wear, loss or damage to CBE-owned equipment or material entrusted to their care.
- Outside Employment**
- 12) Employees may take supplementary employment, including self-employment, unless such employment:
    - a) constitutes a conflict of interest under section 3 of this regulation;
    - b) is performed in such a way as to appear to be an official act or to represent an opinion of the CBE; or
    - c) interferes with, influences or affects the performance of duties for the CBE.

## 7 | History

Approval	June 27, 1978
Next Review	June 2019
Revision/Review Dates	June 14, 1994 February 15, 2003 June 2015

## 8 | Related Information

- AR 4038 Harassment and Discrimination
- AR 4080 Workplace Violence



## Calgary Board of Education Three-Year Education Plan 2015-2018

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

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

### Our Outcome: Student Success

#### Personalize Learning

Success for each student, every day, no exceptions

Instructional design and leadership focus on:

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

#### Build Professional Capital

Capacity building with a focus on results

Collaborative learning networks focus on:

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

#### Engage our Stakeholders

Everyone contributes to the success of public education

Internal and external community members:

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

#### Steward our Resources

Resource management on behalf of student learning

Decisions and actions at all levels of the organization are:

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

### Alberta Education Goals

- Every student is successful
- Quality teaching and school leadership
- First Nations, Métis and Inuit students are successful
- Effective governance

## report to Board of Trustees

### Budget Report for 2016-17 and beyond

Date	June 14, 2016
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Decision and Information
Originator	Brad Grundy , Superintendent, Chief Financial Officer, Corporate Treasurer
Governance Policy Reference	Operational Expectations OE-5: Financial Planning OE-6: Financial Condition OE-7: Asset Protection OE-8: Communication With and Support for the Board
Resource Persons	Superintendents Team Carla Male, Director, School Financial Management Donna Rogers, Manager, Corporate Planning & Reporting Finance / Technology Services Staff

#### 1 | Recommendation

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It is recommended:

THAT the 2016-17 Budget and projections for 2017-18 and 2018-19, as presented in Attachment I of this report, be accepted for information purposes.



## 2 | Issue

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Section 147(2) of the *School Act* requires that the Calgary Board of Education submit to Alberta Education, by May 31 of each year, a budget approved by the Board of Trustees for the fiscal year beginning on the following September 1. The deadline was extended to June 30 for this year only.

In accordance with the Board of Trustees' Operational Expectation OE-5: Financial Planning, the Chief Superintendent shall develop and maintain a multi-year financial plan that is related directly to the Board's Results priorities and Operational Expectations goals, and that avoids long-term fiscal jeopardy to the organization.

This budget document has been prepared to satisfy the requirements of the above expectation.

## 3 | Background

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In accordance with the *School Act* and the intent of Operational Expectation OE 5: Financial Planning, the Chief Superintendent is required to prepare and submit to the Board of Trustees, for review and approval, a budget which is balanced, so that the proposed expenses do not exceed the projected revenues to be received by the Calgary Board of Education or from other identified funding sources such as reserves or unrestricted net assets.

In order to develop the 2016-17 Budget, superintendents were tasked to formulate and lead all budget work including:

- providing full executive oversight of the budget process;
- considering the delivery of learning supports and services;
- providing succinct and direct stakeholder engagement; and
- making final recommendations to the Board of Trustees concerning all aspects of the 2016-17 Budget.

The 2016-17 Budget is based upon assumptions provided to the Board of Trustees for information on May 17, 2016. The budget development is guided by the CBE's values:

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

The budget is also developed with direction from Alberta Education and the CBE's Three Year Education Plan.

## 4 | Analysis

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The key highlights of the 2016-17 Budget, detailed in Attachment I are:

- Funds allocated directly to schools via the RAM have increased by \$21.4 million and are sufficient to maintain the current 2015-16 ratio of students to school-based staff, subject to principal deployment decisions.



- The RAM increase includes \$1.9 million for the addition of 13 additional system classes and the opening of six Early Development Centres to accommodate increased enrolment, refugees and student learning complexity.
- \$1.0 million will be spent in support of a strategy to effectively address the issue of how we can increase academic success for our First Nations, Métis and Inuit learners. This increase is in addition to the continuation of the graduation coach program that began last year for senior high schools (\$1.5 million). We continue to focus on improving educational outcomes for our FNMI students.
- \$11.0 million has been added to the budget for incremental operating costs associated with the opening of 15 new schools and the Aboriginal Learning Centre (\$6.0 million of which is part of the RAM increase). Additional costs relate to administrative staff in schools (principal, office staff, library staff, etc.) facility operations and maintenance staff and operating costs such as connectivity, insurance and utilities.
- Fee revenue will be increased by \$1.4 million year-over-year due primarily to enrolment growth.
- Fee revenue for noon supervision and Instructional Supplies and Materials (ISM) will fully fund the gap between targeted Alberta Education funding where available and direct program costs, including waivers and uncollectible accounts. There will be no contribution from the instructional budget to support these fee-based programs and services.
- The transportation program is currently budgeted to run at a deficit of up to \$2.2 - \$2.7 million, to be contributed from operating reserves. This decision was made following extensive public engagement that resulted in recommendations on the level of transportation services and fees. Further changes will be put in place for the 2017-18 school year with the ultimate objective that the transportation program will be self sustaining (i.e. funded exclusively via targeted government grants and parent fees).
- The number of school-based teachers will increase by 121 full time equivalent positions and support staff by 97 full time equivalent positions.
- Non-facility capital project spending is budgeted at \$38.2 million, including \$3.5 million to support the commissioning of new schools scheduled to open in the 2017-18 year, \$7 million for wireless upgrades to address functionality issues, \$2.8 million for Career and Technology Studies/Foundations and \$7.2 million for the development and implementation of the new Student information system (SIS).
- As required by law, the budget for 2016-17 is balanced.

Further details are provided in Attachment I to this report.

## 5 | Financial Impact

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### Overall Balanced Position

The CBE will achieve a balanced position for this operating budget for 2016-17 after taking into account:

- projected revenues of \$1,324 million and operating expenditures of \$1,344 million for an operating deficit of \$19.8 million
- planned capital spending of \$38.2 million;
- planned use of \$28.3 million in operating and capital reserves.

It is anticipated that at the end of the 2016-17 school year, there will be no unallocated available-for-use operating reserves and that capital reserves will have a very modest \$10 million available for capital purposes.

## 6 | Implementation Consequences

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The attached budget report fulfills the requirement to provide a budget in summary format that is understandable to the Board and allows the Board to understand the relationship between the budget and the Results priorities and any Operational Expectations goals for the year as well as the other requirements under OE-5.

## 7 | Conclusion

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This report is being presented to the Board of Trustees for information and satisfies the requirements of OE-5.



DAVID STEVENSON  
CHIEF SUPERINTENDENT OF SCHOOLS

### ATTACHMENTS

Attachment I: Students come first| Budget Report for 2016-17 and beyond

### GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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

cbe.ab.ca

# Students Come First |

## Budget Report for 2016-17 and beyond



learning | as unique | as every student

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



Calgary Board  
of Education



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## I. Introductory – Executive Summary

### Organizational summary

The CBE is one of the best public education systems in the world. Outstanding education depends on making wise decisions about how to invest public resources on behalf of 118,679 students. It's an important responsibility. The money we spend educating our youth is one of the most important investments we can make in our society's future.

The CBE's entire system works to support student learning. The 2016-17 budget was prepared, first and foremost, with the objective of honoring our mission, vision and most importantly, our values. The 2016-17 budget puts students first, focuses on learning as our central purpose, and recognizes that public education serves the common good.

### Mission

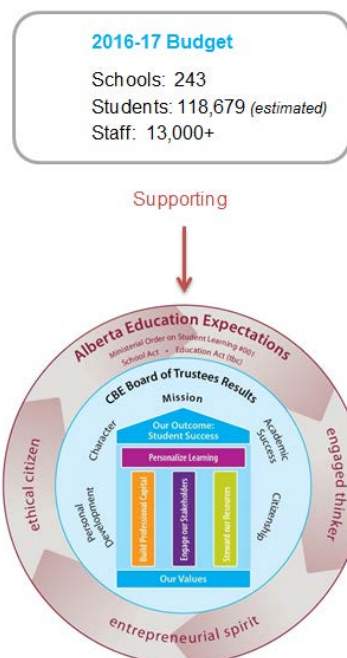
The Board of Trustees sets as its Mission that “each student, in keeping with his or her individual abilities and gifts, will complete high school with a foundation of learning necessary to thrive in life, work and continued learning.” We therefore know that we must consider each individual student and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

### Values guide our approach

Our approach to the budget development is guided by Calgary Board of Education (CBE) values:

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

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



We do our work following the direction of Alberta Education. With the announcement of the [2016 Alberta budget](#), the Government has reaffirmed its commitment to public education by continuing to fund enrolment growth and maintaining funding rates at 2015-16 levels.

We are also guided by CBE's [Three-Year Education Plan](#), which focuses on personalized learning, building our professional capital, engaging our stakeholders and stewarding our resources. Taken together, we believe these actions allow us to optimize student success.

Public engagement provides perspectives that help us make the best decisions on behalf of our students. In developing the budget we recognize that public education is a shared responsibility. With our students, families, employees, communities and Alberta Education in mind, we make budgetary decisions knowing we need to work together to build positive learning and working environments.

By sharing a common goal of student success, each one of us contributes to making it happen.

## **Guiding Documents**

- [CBE Results](#) – Our Mission, academic success, citizenship, personal development, character
- [CBE Three-year Education Plan](#) – Personalize learning, build professional capital, engage our stakeholders, steward our resources
- [CBE Governance Policies](#) – the policies that enable the Board of Trustees to effectively lead, direct, inspire and control the outcomes and operations of the district
- [Budget 2016 \(the Alberta Jobs Plan\)](#) – the Alberta Government’s Fiscal plan for 2016

This direction, translated through our values, help us support success for each student every day.

## **Budget process**

The CBE is committed to involving people in decisions that affect them. In February and March the Calgary Board of Education invited parents, students, members of the public, employees, and union representatives to provide their perspectives on budget priorities for the 2016-17 school year and beyond. The request for input included key questions to assist in the engagement:

- In crafting the 2016-17 and future budgets, what should the CBE consider stopping, starting and continuing in supporting success for each student?
- What would you suggest as the top priorities for our budget planning as the CBE focuses on 2016-17 and future years?
- What single change would have the greatest impact on student learning?
- What are the most important things that the CBE should keep in mind in deciding how to allocate our scarce resources?

We appreciate the diverse feedback we have received. The perspectives we heard were considered as budget decisions were made for this budget cycle and going forward. [Budget feedback](#) continues to be gathered and analysed year round.

In a typical year the provincial budget is released in late February or early March. This timing would allow us the time required to prepare and deliver the Budget Assumptions Report to the Board of Trustees, provide schools with their budget by early April to accommodate the spring staffing process and deliver the final budget to the Board of Trustees for approval by the May 31 deadline.

This year the provincial Government released its 2016 budget on April 14, 2016. Due to the timing of the budget, the CBE provided schools with their budget allocation in advance of the provincial budget. This provided schools with adequate time to plan for staffing new schools as well as movement of existing staff between schools in two open rounds of postings.



Our decision to release the Resource Allocation Method (RAM) in advance of the Provincial budget and provide for two rounds of open posting for staff was grounded in our [Three-Year Education plan](#), and our commitment to building professional capital and creating the best possible learning opportunities for students.

At the time of writing this report, we are still in the midst of the first round of open postings. 319 postings have been made available (as well as some administrative opportunities) and principals have until early June to make staffing decisions. If the positions are not filled during this round, they will be reposted (as well as new vacancies) in a second round in mid-June. We had 294 earlier postings prior to the annual spring staffing process for vacancies such as Teacher, Administrator and Learning Leader.

The [Budget Assumptions Report](#) was presented to the Board for information purposes on May 17, 2016. This report discloses the budget planning assumptions as required under [Operational Expectation 5: Financial Planning](#). There were no board motions arising from the presentation of this report.

Following the budget assumptions established, this final budget was developed by Superintendents' Team. The report was prepared and is planned for presentation to the Board of Trustees on June 14, 2016 for review and on June 21, 2016 for approval.

The preparation of the annual budget is led by Superintendents' Team with Board of Trustees direction, guidance and ultimate approval.

Notable priorities upon which this budget is focused:

1. Continue to personalize learning for all students and optimize student success by:
  - advancing K-12 strategies in literacy and math
  - improving results for First Nations, Métis and Inuit students
  - refining our high school success strategy
  - advancing leadership practices
2. System initiatives that will have a positive impact on the learning outcomes of students, particularly:
  - Building, modernizing and operationalizing 31 schools and maintaining more than 200 existing schools to foster enriching learning environments for all students.
  - developing and implementing a student information system that improves access to and use of data to support best practices in assessment and grading and creates administrative efficiencies.
  - implementing our public engagement framework (dialogue framework) to guide decision making and to ensure stakeholders are reasonably included in decisions that affect them.

## **Members of the Board of Trustees and Superintendents' Team:**

### **Board of Trustees**

Joy Bowen-Eyre (Chair)	Wards 1 & 2
Amber Stewart (Vice-Chair)	Wards 12 & 14
Lynn Ferguson	Wards 3 & 4
Pamela King	Wards 5 & 10
Trina Hurdman	Wards 6 & 7
Judy Hehr	Wards 8 & 9
Julie Hrdlicka	Wards 11 & 13

### **Superintendents' Team**

David Stevenson	Chief Superintendent
Susan Church	Deputy Chief Superintendent
Brad Grundy	Superintendent, Finance/Technology Services, Chief Financial Officer, Corporate Treasurer
Dany Breton	Superintendent, Facilities & Environmental Services
Greg Francis	Superintendent, Human Resources & General Counsel
Jeannie Everett	Superintendent, Learning
Marla Martin-Esposito	Chief Communications Officer

## Allocation of resources to achieve student success

Students are at the centre of everything we do at the CBE; our budget and spending reflects that. The funding provided to the CBE and the allocation of resources within the CBE supports the organization's achievement of the expectations and results established by the Board.

Our work is guided by our [Three-Year Education Plan](#), which connects each CBE employee to student success. We must create an environment where each student can become an engaged learner, prepared for success in life, work and future learning.

In the 2016-17 school year, \$1.1 billion dollars (including 8,593 Full Time Equivalents (FTEs)) will be spent on instruction in direct support of the achievement of success for each student. This includes spending in schools and Areas as well as supports that are centrally managed, such as, but not limited to: psychologists, braille assistants, deaf and hard of hearing specialists, mental health specialists, occupational and physical therapists, speech language pathologists, multicultural services, school-based technology support, student records and more.

**Resources have been applied to support the personalized learning pillar of the Three-Year Education Plan, notably personalizing learning, advancing leadership practices, implementing a kindergarten to grade 12 literacy and math strategy and improving results for First Nations, Métis and Inuit (FNMI) students.**

In addition, costs under the Plant, Operations and Maintenance block are essential for the safe operation of our facilities and providing quality learning environments. In 2016-17, \$173.9 million (including 884 FTEs, 628 of which are school-based facility operations staff) will be spent in supporting quality learning environments to support student success.

About 37,000 students are transported to CBE schools each day using yellow school buses, Calgary Transit or Handi-bus. Some students do not have a community school where they live and need to travel outside of their community to reach their designated school. Others choose to attend an alternative program, and others have exceptional learning needs that are best met in special settings. The amount we receive from the Province for transportation does not cover the cost of providing these services; the cost of transportation is \$45.3 million (including 43 FTEs, 30 of which are school-based busing aides and 13 are schedulers, fee clerks, IT and administrative support). Regardless of the program, all students travelling by a yellow school bus or Handi-bus are charged the same fees. Parent fees totalling \$8.5 - \$9.0 million will be charged in 2016-17 to supplement the cost of providing transportation.

External services (e.g. noon supervision program, adult education), are \$22.9 million (including 262 FTEs) in program costs that do not fall within the Early Childhood Services to Grade 12 education mandate and are generally operated on a cost recovery basis (i.e. offset by related fees or other revenues). Of these amounts, \$13.6 million (226 FTEs) is the noon supervision program.

Finally, Board and System Administrative<sup>1</sup> costs support student success by providing core system supports to student learning. These costs are budgeted at \$36.9 million (including 158 FTEs). At 2.7 per cent of operating expenses, this is well below the Alberta Education cap of 3.6 per cent.

---

<sup>1</sup> Board and System Administration includes the costs of administrative functions and core program supports for the jurisdiction, at the system level. This grouping of costs is a reporting requirement by Alberta Education. Details of these expenses are provided in the Financial section of this report.



## **Impacts on student learning**

CBE provides a world class education program for our students and families. As reported by Alberta Education for our 2014-15 year, CBE students continue to lead the Province in [academic achievement](#). Our Accountability Pillar Overall Summary (current as of May 2016) is included on the next page.

Funding allocations to schools and the investment in capital projects have increased where budget allocations for other areas have remained relatively static. The funding does not, however, support increases to centrally provided service levels in proportion with enrolment growth. It cannot support everything that we would like to do to support student learning and our staff. Choices have to be made. Some examples of positive impacts on student learning include:

- Student engagement and achievement will be advanced through personalized instruction and assessment; however, innovations and supports to respond to student learning interests and needs and the changing face of education will be constrained.
- Resources have been allocated to support the improvement priorities identified by the Board of Trustees such as strategies for increasing the success of our First Nations, Métis, and Inuit students.
- Teachers will have time and opportunity to learn together and build their collective capacity to meet student learning needs and ensure student success.
- Schools will organize for instruction and make choices about the deployment of their resources to best meet the learning needs of students. As schools prioritize for the best use of their resources, some program offerings or services may be enhanced, replaced, modified, or reduced. Staffing levels may be impacted.
- Classrooms and facilities will see wireless upgrades to address capacity issues and better support student learning.
- Groups of students who would most benefit from extended early learning experiences will have access to full day kindergarten.
- Students and teachers will have access to the learning tools, resources, and environments that help create flexible, responsive and personalized learning opportunities and support student success.
- The impact of school leaders on student learning is second only to the teacher in the classroom. The leadership strategy provides opportunities for these leaders to continuously develop their capacity to lead staff to achieve the goals of the Three Year Education Plan.

**Accountability Pillar Overall Summary  
3-Year Plan - May 2016  
Authority: 3030 Calgary School District No. 19**

Measure Category	Measure Category Evaluation	Measure	Calgary School District No. 19			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	89.8	88.2	88.5	89.5	89.2	89.1	Very High	Improved Significantly	Excellent
Student Learning Opportunities	Good	Program of Studies	83.2	81.1	82.2	81.9	81.3	81.4	Very High	Improved Significantly	Excellent
		Education Quality	89.4	87.6	87.9	90.1	89.5	89.5	High	Improved Significantly	Good
		Drop Out Rate	2.8	3.3	3.4	3.2	3.5	3.5	High	Improved Significantly	Good
		High School Completion Rate (3 yr)	75.2	76.2	74.7	76.5	76.5	75.5	High	Maintained	Good
Student Learning Achievement (Grades K-9)	Acceptable	PAT: Acceptable	74.9	74.5	75.7	73.0	73.1	73.9	Intermediate	Declined	Issue
		PAT: Excellence	20.0	19.1	19.9	18.8	18.4	18.9	High	Maintained	Good
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	88.0	88.3	87.3	85.2	85.5	84.6	High	Improved	Good
		Diploma: Excellence	27.7	28.6	27.1	21.0	21.1	20.0	Very High	Improved	Excellent
		Diploma Exam Participation Rate (4+ Exams)	61.0	60.7	60.8	54.6	54.4	53.5	High	Maintained	Good
		Rutherford Scholarship Eligibility Rate	61.1	n/a	n/a	60.8	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	60.9	61.3	60.3	59.4	59.7	59.3	High	Maintained	Good
		Work Preparation	79.3	78.2	77.9	82.6	82.0	81.1	High	Improved Significantly	Good
		Citizenship	83.8	82.3	82.6	83.9	83.5	83.4	Very High	Improved Significantly	Excellent
Parental Involvement	Good	Parental Involvement	78.4	77.2	77.5	80.9	80.7	80.5	Intermediate	Improved	Good
Continuous Improvement	Excellent	School Improvement	80.4	75.6	77.5	81.2	79.6	80.0	Very High	Improved Significantly	Excellent

**Notes:**

- 1) Current and historical results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- 2) Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
- 3) Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 4) Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
- 5) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 6) Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
- 7) Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
- 8) Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
- 9) Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

## Financial summary

### Budget highlights<sup>2</sup>

In consideration of our values and the provincial revenue limitations, the overall expected outcomes for the 118,679 students in this budget are:

- Funds allocated directly to schools via the RAM have increased by \$21.4 million and are sufficient to maintain the current 2015-16 ratio of students to school-based staff, subject to principal deployment decisions.
- The RAM increase includes \$1.9 million for the addition of 13 additional system classes and the opening of six Early Development Centres to accommodate increased enrolment, refugees and student learning complexity.
- \$1.0 million will be spent in support of a strategy to effectively address the issue of how we can increase academic success for our First Nations, Métis and Inuit learners. This increase is in addition to the continuation of the graduation coach program that began last year for senior high schools (\$1.5 million). We continue to focus on improving educational outcomes for our FNMI students.
- \$11.0 million has been added to the budget for incremental operating costs associated with the opening of 15 new schools and the Aboriginal Learning Centre (\$6.0 million of which is part of the RAM increase). Additional costs relate to administrative staff in schools (principal, office staff, library staff, etc.) facility operations and maintenance staff and operating costs such as connectivity, insurance and utilities.
- Fee revenue will be increased by \$1.4 million year-over-year due primarily to enrolment growth.
- Fee revenue for noon supervision and Instructional Supplies and Materials (ISM) will fully fund the gap between targeted Alberta Education funding where available and direct program costs, including waivers and uncollectible accounts. There will be no contribution from the instructional budget to support these fee-based programs and services.
- The transportation program is currently budgeted to run at a deficit of up to \$2.2 - \$2.7 million, to be contributed from operating reserves. This decision was made following extensive public engagement that resulted in recommendations on the level of transportation services and fees. Further changes will be put in place for the 2017-18 school year with the ultimate objective that the transportation program will be self sustaining (i.e. funded exclusively via targeted government grants and parent fees).
- The number of school-based teachers will increase by 121 full time equivalent positions and support staff by 97 full time equivalent positions.
- Non-facility capital project spending is budgeted at \$38.2 million, including \$3.5 million to support the commissioning of new schools scheduled to open in the 2017-18 year, \$7 million for wireless upgrades to address functionality issues, \$2.8 million for Career and Technology Studies/Foundations and \$7.2 million for the development and implementation of the new Student information system (SIS).
- As required by law, the budget for 2016-17 is balanced.

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<sup>1</sup>Throughout this document, the 2015-16 comparative budget figures presented are from the 2015-16 Fall Update, which was approved by the Board of Trustees on Dec. 8, 2015. Some numbers have been reclassified for comparative purposes.



**CALGARY BOARD OF EDUCATION  
BUDGET 2016 – 2019**

**2016-17 Budget and comparatives**

				Budget 2016-17 vs Actuals 2014-15		2016-17 Budget vs 2015-16 Fall Budget	
	Budget 2016-17	Fall Budget 2015-16 <sup>1</sup>	Actuals 2014-15	Increase / (Decrease)	%	Increase / (Decrease)	%
Revenues							
Alberta Education	1,224,643	1,204,334	1,144,396	80,247		20,309	
Other Government of Alberta	618	846	1,108	(490)		(228)	
Federal Government & First Nations	2,650	2,393	2,904	(254)		257	
Other sales and services	19,111	23,217	24,329	(5,218)		(4,106)	
Fees revenue	51,047	49,651	47,148	3,899		1,396	
Investment revenue	3,345	2,817	14,863	(11,518)		528	
All other revenue	22,734	19,307	22,767	(33)		3,427	
	1,324,148	1,302,565	1,257,515	66,633	5.3%	21,583	1.7%
Expenses by block							
Instruction: early childhood services	55,573	50,901	49,136	6,437		4,672	
Instruction: grade 1-12	1,009,370	996,528	940,461	68,909		12,842	
Board and system adminstration	36,943	35,773	33,917	3,026		1,170	
Transportation	45,301	48,005	44,336	965		(2,704)	
Plant operations and maintenance	173,880	166,578	157,489	16,391		7,302	
External services	22,907	22,709	20,814	2,093		198	
	1,343,974	1,320,494	1,246,153	97,821	7.8%	23,480	1.8%
Expenses by object							
Salaries and benefits	1,031,965	1,023,929	973,227	58,738		8,036	
Supplies and services	242,576	237,524	217,687	24,889		5,052	
Other (interest, amortization and uncollectible accounts)	69,433	59,041	55,239	14,194		10,392	
	1,343,974	1,320,494	1,246,153	97,821	7.8%	23,480	1.8%
Annual surplus / (deficit)	(19,826)	(17,929)	11,362	(31,188)		(1,897)	
Transfer from operating reserves	26,126	41,670	3,760	22,366		(15,544)	
Capital items paid by operating funds	(6,300)	(23,741)	(15,122)	8,822		17,441	
Net operating surplus / (deficit)	-	-	-	-		-	

<sup>1</sup> 2015-16 Fall Budget amounts have been reclassified for comparative purposes.

**CALGARY BOARD OF EDUCATION  
BUDGET 2016 – 2019**

**Summary of changes from prior year budget (in \$ thousands)**

	Fall Budget 2015-16	Budget changes from 2015-16 to 2016-17													Budget 2016-17
		Remove 2015-16 one-time activities	Enrol- ment	Non discr changes	Impact of new schools	Advance leadership practice	Service unit pressures	Transport- ation	Area config- uration	Charter lease	Carbon tax	Aboriginal learning strategy	LEAD and system classes	Use of reserves	
<b>Revenues</b>															
Alberta Education	1,204,334	(8,538)	27,050	2,128				(331)							1,224,643
Other Government of Alberta	846		(59)	(169)											618
Federal Government & First Nations	2,393		257												2,650
Other sales and services	23,216		(4,085)												19,111
Fees revenue	49,651		1,257					139							51,047
Investment revenue	2,817		(10)	538											3,345
All other revenue	19,308		4,305	254						(1,153)					22,734
	1,302,565	(8,538)	28,715	2,751	-	-	-	(192)	-	(1,153)	-	-	-	-	1,324,148
<b>Expenses by object</b>															
Certificated salaries and benefits	767,467	(23,775)	19,057	(548)		650		(94)	676			1,005	1,197		765,635
Non-certificated salaries and benefits	256,462	52	3,312	1,701	3,500		218	115	225				744		266,330
Supply and services	237,524	(3,442)	6,659	1,507	1,574	300	250	(2,709)	240		653	20			242,576
Amortization expenses	52,115			10,107											62,223
Interest and finance charges	2,158		25	(19)				(41)							2,123
Other (uncollectible accounts)	4,768		295	41				(17)							5,087
	1,320,494	(27,165)	29,347	12,790	5,074	950	468	(2,745)	1,141	-	653	1,025	1,942	-	1,343,974
<b>Annual surplus / (deficit)</b>	(17,929)	18,627	(632)	(10,039)	(5,074)	(950)	(468)	2,553	(1,141)	(1,153)	(653)	(1,025)	(1,942)	-	(19,826)
Transfer from operating reserves	41,670	(3,714)												(11,830)	26,126
Transfer from designated funds															-
Transfers from designated funds															-
<b>Transfer from operating reserves</b>	41,670	(3,714)												(26,126)	26,126
<b>Add/(deduct) capital items paid by operating funds</b>															
Capital acquisitions	(72,077)			37,613											(34,464)
Board funded amortization	22,880			6,849											29,729
Debt repayments	(1,096)			(2,669)											(3,765)
Use of capital reserves	26,552													(24,352)	2,200
	(23,741)	-	-	41,793	-	-	-	-	-	-	-	-	-	(24,352)	(6,300)
<b>Net operating surplus / (deficit)</b>	-	14,913	(632)	31,754	(5,074)	(950)	(468)	2,553	(1,141)	(1,153)	(653)	(1,025)	(1,942)	(50,478)	-

Budget change additional information

- (1) One-time budgets from 2015-16 are removed from the 2016-17 budget such as budget carryforwards for projects that continued from 2014-15 into 2015-16, one-time lump sum payment to teachers in November 2015, one-time allocation to schools for furthering the goals of each schools' development plan and the Change Office.
- (2) Enrolment changes include funding changes from the Province related to enrolment, RAM allocations, adjustments to School Generated Funds (SGF), for enrolment and activity trends and increases to the RAM related to new school openings (approximately \$6 million).
- (3) Non-discretionary changes include adjustments to amortization expense (and related revenue recognized) for new schools opening in 2016-17, changes to contractual commitments, impacts of utility rates, foreign exchange pressures, and other non-discretionary changes.
- (4) Impacts to support budgets related to the opening of new schools including increased facility operations and maintenance staff, utility costs and facility-related technology costs.
- (5) Increases for advancing leadership practices includes budget provisions for the new teacher induction program, the Galileo Educational Network including K-12 teachers (Career & Technology Studies/Foundations, fine arts, physical education and core subject teachers), and support for a specialized group focused on our First Nations, Métis and Inuit learners.
- (6) Service Unit pressure increases include additional positions in Human Resources and increases in Finance / Technology Services for position alignment.
- (7) Transportation fees and budgeted expenses have been adjusted following public engagement that resulted in recommendations on the level of transportation services and fees. Further changes will be put in place for the 2017-18 school year with the ultimate objective that the transportation program will be self sustaining (i.e. funded exclusively via targeted government grants and parent fees).
- (8) A budget provision to include two additional Areas to the current Area configuration to support leadership in an increasing number of schools. The equitable distribution of learning supports in Areas offices is being reviewed.
- (9) Rental revenue will be reduced for 2016-17 due to the loss of revenues from charter schools. Alberta Education has mandated that as leases with charter schools expire, they must be renewed at a rental value of \$1 per year.
- (10) New carbon taxes will be imposed starting in January 2017. The impact to the CBE for January – August 2017 is \$0.7 million, not including any impact on our charter transportation costs.
- (11) \$1.0 million will be spent in support of a strategy to effectively address the issue of how we can increase academic success for our First Nations, Métis and Inuit learners. This increase is in addition to the continuation of the graduation coach program that began last year for senior high schools (\$1.5 million).
- (12) \$1.9 million has been included for an increase of 13 additional system classes and opening six Early Development Centres to accommodate increased enrolment, refugees and student learning complexity.



## Revenue summary

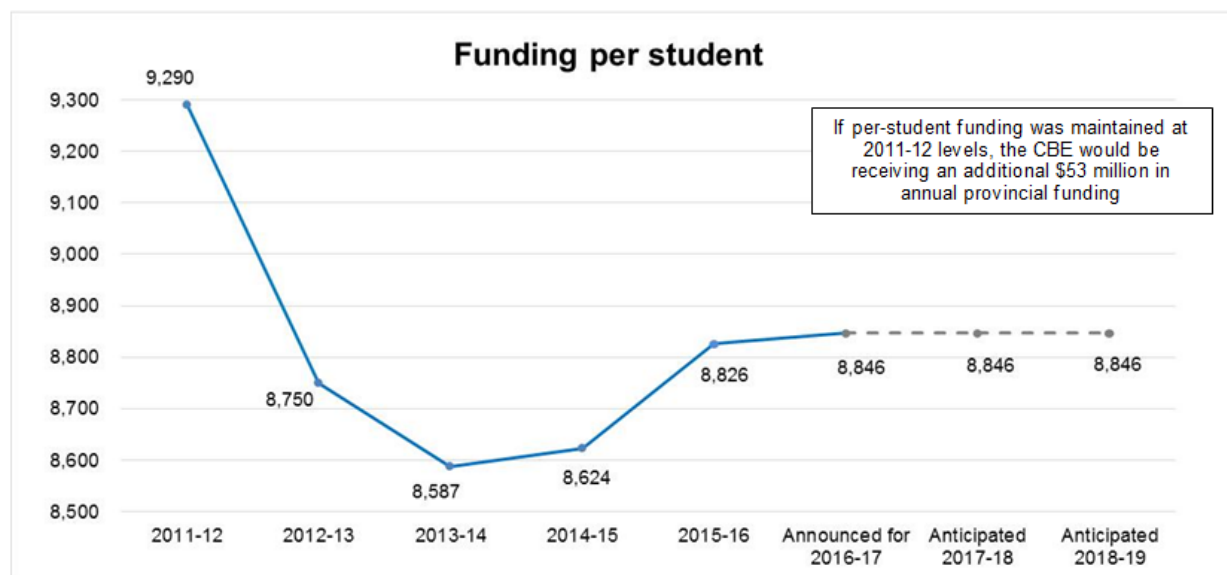
The CBE has benefited from the current provincial Government's support of and commitment to funding public education. With over 92 per cent of our funding coming from the Province, even a small change in funding rates or funding methodologies impacts all our students, parents, teachers, and support staff.

The provincial Government released its 2016 budget on April 14, 2016. The Alberta Government has committed to maintaining stability for public education by way of stabilized funding rates and continuing to fund growth in enrolment. The Province of Alberta continues to operate in a financially constrained environment. Many provincially funded initiatives will be experiencing budget reductions in 2016; however, funding rates in education have been maintained at 2015-16 levels.

While this level of provincial funding will maintain service levels similar to 2015-16, it is not enough to enable the CBE to enhance services in step with enrolment growth. The budget will provide for the operating costs of 15 new schools, the Aboriginal Learning Centre, two major modernizations and two replacement schools.

'Funding per student' is used as a measure of the amount of funding Alberta Education has been providing on a per-student basis. For a number of years prior to 2015-16, this number has been declining. We saw an increase in 2015-16 with the election of a new Government and the amount is expected to remain steady into 2016-17 and future years.

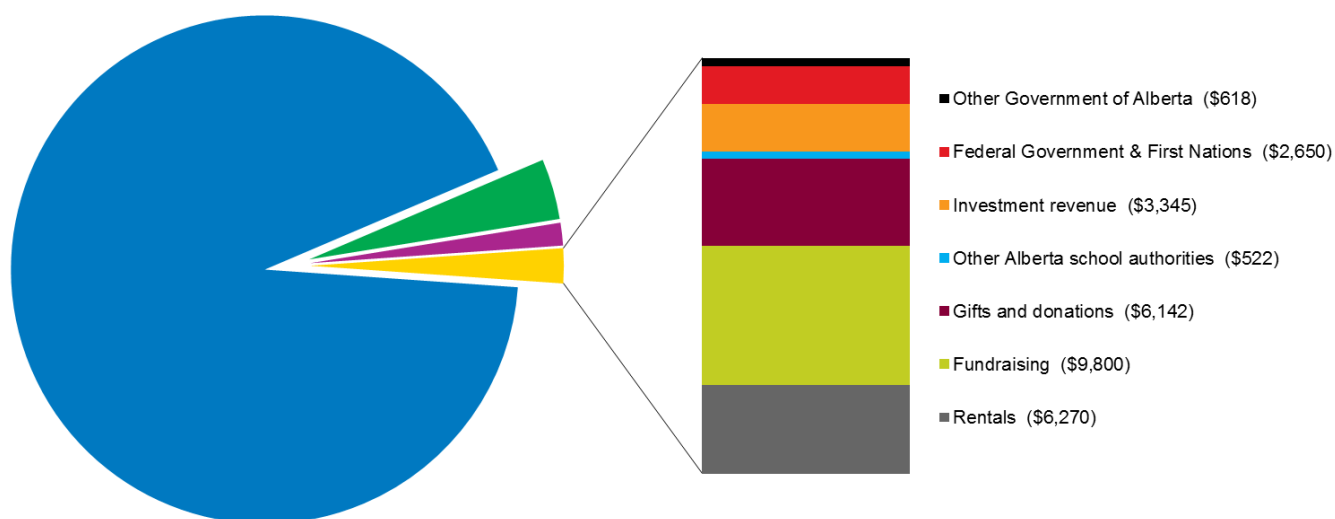
The chart below shows funding per student using actuals for the years that have ended and estimates for the current year and future years. Funding (in this chart) does not include Infrastructure Maintenance & Renewal (IMR), the Alberta Teachers' Retirement Fund, transportation grants or expended deferred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



## Revenue highlights

	Budget		Fall Budget Update <sup>1</sup>
	2016-17		2015-16
	(in \$ thousands)	%	(in \$ thousands)
Alberta Education	1,224,643	92%	1,204,334
Fees revenue	51,047	4%	49,651
Other sales and services	19,111	1%	23,217
Other	29,347	2%	25,363
<b>Revenues</b>	<b>1,324,148</b>	<b>100%</b>	<b>1,302,565</b>

<sup>1</sup> 2015-16 Fall Budget 'Other sales and services' and 'Other' revenues have been reclassified for comparative purposes.

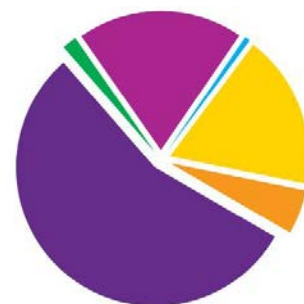


- **Alberta Education revenue** – includes grants received based on anticipated 2016-17 enrolment on September 30. All funding rates have remained the same as in 2015-16. We have assumed that Syrian refugee students attending CBE schools by September 30 will be funded at refugee rates.
- **Fees** – parent fees collected for transportation services, the supervision of students who stay at school for lunch, instructional materials, field trips, and additional programming.
- **Sales and services** – revenue collected from international students attending CBE schools, instruction fees paid by adult learners, and general sales revenue based on cafeteria sales, and the provision of services by students, like cosmetology and automotive.
- **Other** – these include donations received, fundraising at schools, investment income and revenues from the rental of facilities.

## Expense highlights

### Expenses by type

	Budget	
	2016-17	
	(in \$ thousands)	%
Certificated permanent salaries and benefits	742,249	55%
Certificated temporary salaries and benefits	23,386	2%
Non-certificated permanent salaries and benefits	257,790	19%
Non-certificated temporary salaries and benefits	8,540	1%
Supplies and services	242,576	18%
Other (interest, amortization and uncollectible accounts)	69,433	5%
<b>Expenses by type</b>	<b>1,343,974</b>	<b>100%</b>



### Expenses by activity

	Budget		Fall Budget Update
	2016-17		2015-16
	(in \$ thousands)	%	(in \$ thousands)
Service unit supports	332,660	25%	320,869
Schools and area supports	1,011,314	75%	999,625
<b>Expenses by activity</b>	<b>1,343,974</b>	<b>100%</b>	<b>1,320,494</b>



*Schools and Area supports* includes amounts allocated directly to schools via the RAM, Facility operations staff in schools, Area office budgets and centrally held budgets that directly support school operations, such as the Alberta Teachers Retirement Fund (ATRF), School Generated Funds (SGF), central budgets for sick relief in schools, etc.

*Service unit supports* include direct and indirect supports for students. These supports wrap around each student and improve the quality of learning and access to education. This also includes the cost of service units that operate the CBE's business processes (e.g. payroll, recruiting, procurement, legal services, technology support, etc.) as well as the costs for constructing, operating and maintaining safe and secure facilities, providing student transportation, providing central learning supports, amortization of school buildings and other capital assets and the Board of Trustees budget.

## Capital projects

### Major Capital Projects – New Schools and Major Modernization

The provincial Government has recognized the incredible growth in our student numbers and is financially supporting the construction of many of the schools required to support the growing educational needs of our students. The Province has committed to financing the 31 major capital projects the CBE currently has underway. Those projects include new school construction, replacement school construction and major modernizations. Information on these projects is available on [the CBE's website](#) as well as in the Informational section of this report.

15 new schools are opening in 2016-17 along with the Aboriginal Learning Centre (modernization of existing facility), two other major modernizations and replacement schools for Elbow Park and Christine Meikle.

Four additional new schools are scheduled to open in 2017-18. The CBE will incur costs in 2016-17 beyond those provided by the Province for furniture and equipment and to prepare the new schools for the day they open. These costs will include preparing the learning environment with learning materials, sound systems, specialty equipment and technology. Other costs are related to staff time (principals, assistant principals, learning leaders, administrative assistants, etc.) required to engage with the new school communities, develop time tables, and make pre-school opening curricular decisions. Altogether, the CBE has committed more than \$25 million for these activities.

### Non-Facility Capital activities

Non-facility capital activities are funded through the cash made available from non-facility amortization expense (a non-cash expense) as well as capital reserves. As part of the budget development, decisions are made on how those amounts will be spent.

Non-facility (sometimes referred to as “board-funded”) capital projects should not be confused with the capital activities associated with the building of new schools or major modernizations. Those projects are supported by additional capital grants approved and provided by the provincial Government through a separate capital planning process.

The CBE will continue to invest resources to ensure that the necessary capital investments are being made today to support the learning environment our students will need in the future. As a result, the CBE is investing \$38.2 million in board-funded non-facility capital projects. This amount includes \$7.2 million for the replacement of the student information system, \$7.0 million in wireless access upgrades and \$3.5 million for the commissioning of new schools opening in 2016-17 (funded from operating reserves) as well as \$2.8 million for Career and Technology Studies/Foundations equipment upgrades (funded from operating reserves).



## Use of reserves and balancing

The 2016-17 budget is balanced with the use of reserves and unrestricted surplus. The \$19.8 million operating deficit and capital activities of \$6.3 million will be balanced by:

- \$19.8 million in available-for-use operating reserves created from favorable operating results of the 2015-16 school year.
- An additional \$6.3 million in operating reserves will be used to fund capital activities; \$3.5 million for the commissioning of new schools and \$2.8 million for CTS/CTF equipment upgrades.

For a total use of operating reserves of \$26.1 million.

As well, up to \$2.2 million in capital reserves will be drawn upon to pay the CBE's portion of the gymnasium for Nelson Mandela High School.

It is anticipated that at the end of the 2016-17 school year, there will be no unallocated available-for-use operating reserves and that capital reserves will have a very modest \$10 million available for capital projects.

## Summary of reserves

	<b>Anticipated reserve balance Sept. 1, 2016</b>	<b>Planned use</b>	<b>Anticipated reserve balance Aug. 31, 2017</b>
<b>Operating reserves use</b>			
Available for use reserves	26,126	(26,126)	-
Restricted reserves <sup>1</sup>	(8,485)	-	(8,485)
	<b>17,641</b>	<b>(26,126)</b>	<b>(8,485)</b>
<b>Capital reserves use</b>			
Building reserve	6,155	(2,200)	3,955
Other capital reserves	5,671	-	5,671
Plant, operations and maintenance asset replacement	798	-	798
	<b>12,624</b>	<b>(2,200)</b>	<b>10,424</b>

<sup>1</sup> Restricted reserves are reserves that cannot be used to fund operations. It is comprised of \$1.7 million of EducationMatters reserves that are consolidated with the CBE for financial reporting purposes as well as (\$10.2) million in the 'Changes in accounting policy reserve' which was established upon conversion to Public Sector Accounting Standards.

## Informational summary

In addition to the preparation of the 2016-17 year budget, we have also projected the anticipated budget for the next two years, assuming that funding rates are maintained and staffing is increased to maintain student to school-based staff ratios. Central staffing levels are not assumed to increase with enrolment and are assumed to remain fixed into the forecast years.

The forecast years also assume a zero rate wage increase for all union groups and associations. The cost of grid movement has been incorporated. All collective agreements are currently up for renegotiation.

The forecast is based on enrolment projections.

<b>Enrolment by program</b>	<b>Actual 2015-16</b>	<b>Projection 2016-17</b>	<b>Projection 2017-18</b>	<b>Projection 2018-19</b>
Pre-K and Kindergarten	9,389	<b>9,122</b>	9,287	8,733
Grades 1-6	53,329	<b>54,945</b>	55,281	56,220
Grades 7-9	22,624	<b>23,177</b>	23,560	24,438
Grades 10-12	26,375	<b>26,111</b>	26,143	26,269
Unique Settings	676	<b>691</b>	695	699
Home Education	270	<b>276</b>	277	279
Outreach Programs	1,384	<b>1,355</b>	1,422	1,431
Chinook Learning Services	2,327	<b>2,378</b>	2,391	2,407
Cbe-Learn	611	<b>625</b>	628	632
<b>Total</b>	<b>116,985</b>	<b>118,679</b>	119,684	121,107
Total annual change		<b>1,694</b>	1,005	1,423
Total % change		<b>1.4%</b>	0.8%	1.2%

**CALGARY BOARD OF EDUCATION  
BUDGET 2016 – 2019**

**2016-17 Budget and forecast years  
Staffing and resource forecast**

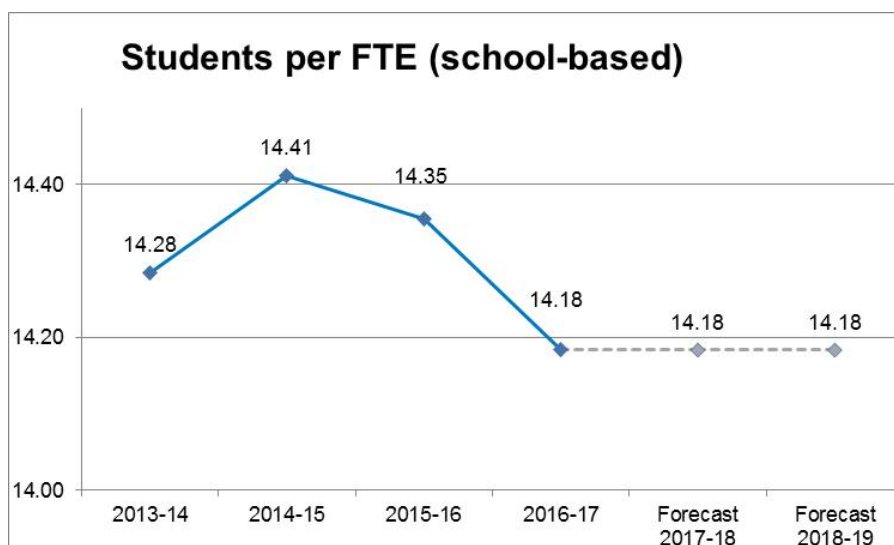
	Budget		Forecasts			
	2016-17		2017-18		2018-19	
	FTE	(in \$ thousands)	FTE	(in \$ thousands)	FTE	(in \$ thousands)
<b>Revenues</b>						
Alberta Education		1,224,643		1,232,911		1,244,617
Other Government of Alberta		618		618		618
Federal Government & First Nations		2,650		2,650		2,650
Other sales and services		19,111		19,273		19,502
Fees revenue		51,047		51,479		52,092
Investment revenue		3,345		3,345		3,345
Other Alberta school authorities		522		522		522
Gifts and donations		6,142		6,194		6,268
Fundraising		9,800		9,883		10,000
Rentals		6,270		6,323		6,398
<b>Total Revenues</b>		<b>1,324,148</b>		<b>1,333,198</b>		<b>1,346,012</b>
<b>Expenses by block</b>						
Instruction: grades 1-12	8,075	1,009,370	8,134	1,035,071	8,213	1,057,256
Instruction: early childhood services	518	55,573	521	53,097	527	54,235
Board and system administration	158	36,943	159	37,403	161	38,204
Transportation	43	45,301	43	48,305	44	49,341
Plant operations and maintenance	884	173,880	890	174,633	899	178,376
External services	262	22,907	264	23,295	267	23,794
<b>Total Expenses</b>	<b>9,940</b>	<b>1,343,974</b>	<b>10,011</b>	<b>1,371,804</b>	<b>10,111</b>	<b>1,401,206</b>
<b>Expenses by object</b>						
Certificated permanent salaries and benefits	6,391	742,249	6,444	758,643	6,519	776,900
Certificated temporary salaries and benefits		23,386		23,385		23,385
Non-certificated permanent salaries and benefits	3,549	257,790	3,567	262,877	3,593	267,381
Non-certificated temporary salaries and benefits		8,540		8,540		8,540
Supply and services		242,576		248,841		255,379
Amortization expenses		62,223		62,223		62,223
Interest and finance charges		2,123		2,165		2,208
Other (uncollectible accounts)		5,087		5,130		5,190
<b>Total Expenses</b>	<b>9,940</b>	<b>1,343,974</b>	<b>10,011</b>	<b>1,371,804</b>	<b>10,111</b>	<b>1,401,206</b>
<b>Deficit</b>		<b>(19,826)</b>		<b>(38,606)</b>		<b>(55,194)</b>
<b>Transfers from operating reserves</b>		<b>26,126</b>		<b>-</b>		<b>-</b>
<b>Add/(deduct) capital items paid by operating funds</b>						
Capital assets acquired		(34,464)		(29,729)		(29,729)
Board funded amortization		29,729		29,729		29,729
Debt repayments		(3,765)		-		-
Draw from capital reserves		2,200		-		-
		<b>(6,300)</b>		<b>-</b>		<b>-</b>
<b>Cost to be reduced / efficiencies identified</b>		<b>-</b>		<b>(38,606)</b>		<b>(55,194)</b>

# CALGARY BOARD OF EDUCATION BUDGET 2016 – 2019

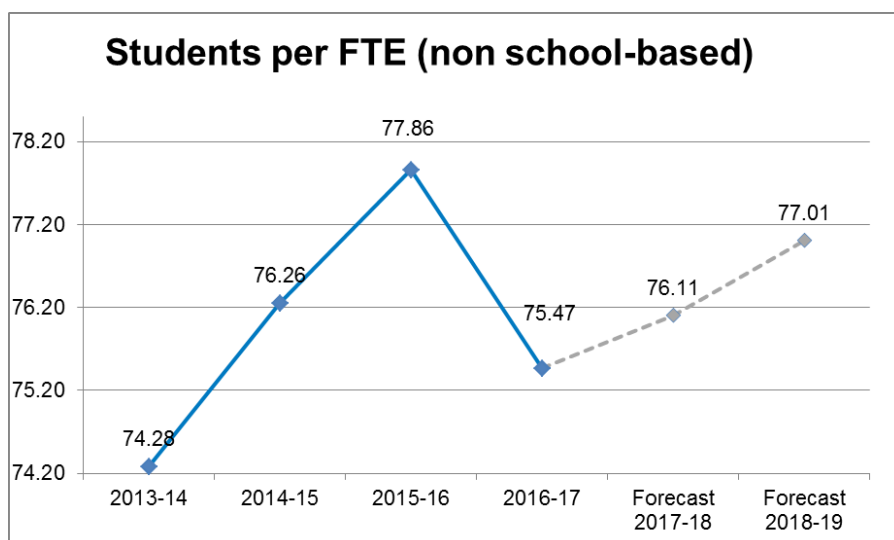
Based on enrolment projections, we assume that the staffing resources required to maintain student to school-based staffing ratios in the upcoming and forecast years are increased.

We also assume that non-school based staffing resources are not increased at the same rate as enrolment. For the purposes of this presentation non-school based FTEs include facility operations staff who work in schools (628 FTEs for 2016-17, an increase of 46 from 2015-16) to maintain new schools opening in 2016-17:

FTEs by:	Fall Update 2015-16	Budget 2016-17	Forecast 2017-18	Forecast 2018-19
School based certificated	6,093	6,214	6,266	6,340
School based non certificated	2,057	2,154	2,172	2,198
Non-school based	1,502	1,572	1,572	1,572
	<b>9,652</b>	<b>9,940</b>	<b>10,010</b>	<b>10,110</b>



The decrease in students per FTE in 2016-17 is due to the increase in new schools opening and FNMI graduation coaches.



The large reduction in students per FTE in 2016-17 is due to the increase in facility operations staff added to clean, maintain and operate the new school facilities opening.



## **Organizational Risks**

As part of the budget development process, budget risks have been identified where there are circumstances that may result in financial pressures that cannot be completely estimated at this time. These include:

- **Declining enrolment growth**

With ever increasing costs and no related increases to per-student funding, there is a risk that funding will be insufficient to support existing levels of programming, services and supports and changes will impact negatively on student learning. To date the CBE has managed to largely maintain the integrity of programming and services because we have had enrolment growth which attracts additional dollars. When funding rates do not keep up with the rate of cost increases, there is an increased risk that those programs and services will be negatively impacted.

Going forward, with additional new school facilities opening in 2016-17, 2017-18 and 2018-19, as well as inflationary cost pressures not addressed by Alberta Education funding rates, the CBE will need to find efficiencies or cost reductions of at least \$20 million, or 1.5 per-cent of our budget. The CBE will engage with our public and our staff to understand how this can be done with as little impact to students as possible.

- **Future cost escalation**

A number of collective agreements expired on Aug. 31, 2015 and the Alberta Teachers' Association contract expires on Aug. 31, 2016. None of the collective agreements had been ratified at the time the budget was prepared. This budget follows the lead of the provincial Government and has made no provisions for wage rate increases, with the exception of projected grid movement. As a result, there are two broad risks. One is that future settlements may exceed available funding, putting core programming and services in jeopardy. The second risk is that an inability to reach a negotiated settlement may impact CBE operations as a result of labour action.

To mitigate this risk the CBE has an experienced and competent labour negotiation team and maintains effective working relationships with all associations and unions. For other costs, hedging strategies will be deployed to assist in managing cost variability.

- **Systemic health – technology, infrastructure, volume, etc.**

To operate effectively and efficiently the CBE must continue to invest in its core systems, processes and infrastructure. Due to scarce financial resources over the last few years there is an increased risk that core infrastructure, systems and processes will fail, either completely or in part. Similarly, there is a higher risk that our technology infrastructure will not be able to accommodate the rapid enrolment growth forecasted and our ever changing environment.

This risk is mitigated to an extent by careful assessment of the most critical investments necessary to maintain operations and student success. To the extent resources are available they are allocated to those critical systems, infrastructure and processes.

- **Elimination of budget conservatism**

This budget has eliminated known “conservatism” in estimates and projections. In some cases, more aggressive assumptions were made in order to minimize budget projections. An example of this is the amount of staffing turnover anticipated in the calculation of average salary costs.

There is an increased risk of an overall negative variance between the budget plan and actual results at the end of 2016-17. Specific areas of concern include the cost of utilities, wages, insurance premiums and uninsured losses as well as the impact from the devaluation of the Canadian dollar. Should this occur, the CBE would develop a deficit repayment plan with the Province.

- Non school-based supports not keeping up with enrolment growth

The CBE has experienced significant enrolment growth over the last five years and growth is anticipated to continue, albeit at a slightly lower rate. The CBE has focused its resources at increasing school-based staffing levels to keep pace with enrolment growth but has not been able to maintain the same level of growth in non school-based supports, such as for psychologists, braille assistants, deaf and hard of hearing specialists, mental health specialists, occupational and physical therapists, and speech language pathologists.

With increasing student complexity and diversity, including issues of mental health, the demand for these types of supports continues to increase while the capacity has remained static.

- [Additional students after September 30 as a result of the Government of Canada's commitment to continue to resettle refugees](#)

The Canadian Government has committed to continue to process refugee applications up to early 2017. Any students registered with the CBE after September 30, 2016 are not funded through Alberta Education's funding model and any activities to support these new Canadians will need to be accommodated. There are no amounts in this budget for the students who may register after September 30, 2016 as a result of the Government's commitment.

- Education Act (to be proclaimed)

Changes within the Education Act (to be proclaimed) extend the provision of services to Albertans aged less than 22. The impact of this new cohort of students on the CBE is unknown at this time. While we know that the School Act will remain in place for the 2016-17 year, there remains a risk for future years that Alberta Education may not provide additional funding to support these students which means the CBE is exposed to incremental costs.

- Mid-year provincial budget announcements

The CBE is economically reliant on the grants we receive from Alberta Education. The province's budget year is April 1 to March 31 each year. This does not coincide with the CBE's budget year, September 1 to August 31.

The province continues to be in a financially challenging environment and there exists a risk that our funding could be reduced in April of next year when the province starts a new budget year. Any significant changes in funding are difficult to quickly respond to given the size of our system and our on-going commitments to staff and suppliers once the school year is underway.

- Use of reserves to balance

The largest risk in this budget is the use of reserves to balance the 2016- 17 budget. The use of reserves to cover regular, on-going operations is a one-year, temporary solution. Going forward, with additional new school facilities opening in 2017-18 and 2018-19, as well as inflationary cost pressures not addressed by Alberta Education funding rates, the CBE will need to operationalize efficiencies or cost reductions of at least \$20 million, or 1.5% of our budget. The CBE will engage with our public and our staff to understand how this can be done with as little impact to students as possible.

## Looking forward

The provincial budget announced in April, 2016 made it possible for the CBE to prepare a budget that supports the stability we need as we educate 118,679 students in 2016-17, open 15 new schools, modernize and replace other schools as well as plan for the opening of several more in 2017-18 and beyond. As 2016 unfolds, the Province of Alberta is still facing a challenging economic environment. We will continue to review our programs and operations and make changes where necessary in order to maximize efficiency and resources.

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

The CBE has presented its 2016-17 budget on page 18 with projections for 2016-17 and 2017-18. Although the Province has provided estimates of funding to Education in the upcoming years, there continue to be many unknown factors which make it difficult to prepare balanced projections. Unknowns include union settlements, provincial Government action on reducing parent fees and potential provincial Government grant rate changes.

The budget presented for 2016-17 is balanced with the use of reserves, meaning that the CBE is using one-time funding to pay for ongoing expenses. This is a structural deficit and unless measures are taken to reduce spending, we will start the 2017-18 budget balancing exercise with a similar sized, or larger, deficit. The CBE, working with students, parents, stakeholders, and Alberta Education, will continue to provide the best public education programs and supports possible within the financial resources made available to us.

[cbe.ab.ca](http://cbe.ab.ca)



## II. Organizational Background





## Mission and goals

### Mission

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

### Values guide our approach

Our approach to the budget development is guided by Calgary Board of Education (CBE) values:

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

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

We do our work following the direction of Alberta Education. With the announcement of the [2016 Alberta budget](#), the Government reaffirms its commitment to public education by continuing to fund enrolment growth and maintaining funding rates at 2015-16 levels.

We are also guided by CBE's [Three-Year Education Plan](#), which focuses attention on personalized learning, building our professional capital, engaging our stakeholders and stewarding our resources. Taken together, these action areas allow us to optimize student success.

Our budget is focused on the priorities which are developed following direction from Alberta Education, the Three-Year Education Plan and the CBE's Results. Notable priorities upon which this budget is focused:

1. Continue to personalize learning for all students and optimize student success by:
  - advancing K-12 strategies in literacy and math
  - improving results for First Nations, Métis and Inuit students
  - refining our high school success strategy
  - advancing leadership practices
2. System initiatives that will have a positive impact on the learning outcomes of students, particularly:
  - Building, modernizing and operationalizing 31 schools and maintaining more than 200 existing schools to foster enriching learning environments for all students.
  - developing and implementing a student information system that improves access to and use of data to support best practices in assessment and grading and creates administrative efficiencies.
  - implementing our public engagement framework (dialogue framework) to guide decision making and to ensure stakeholders are reasonably included in decisions that affect them.

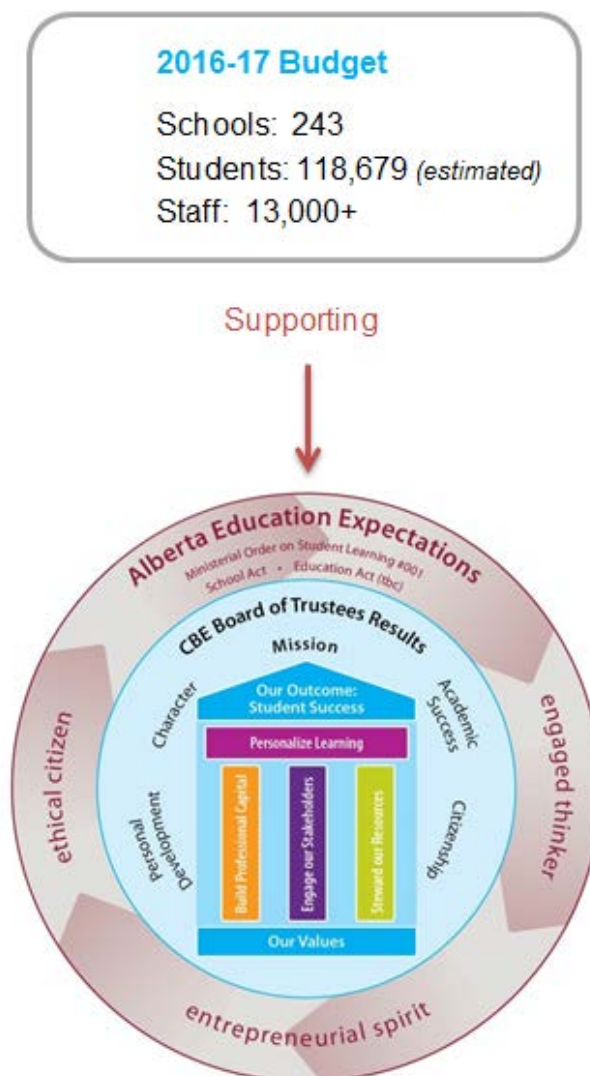
Public engagement provides perspectives that help us to make the best decisions on behalf of our students. In tackling the budget exercise we know that public education is a shared responsibility. With

our students, families, employees, communities and Alberta Education in mind, we make budgetary decisions knowing we need to work together to build positive learning and working environments. By sharing a common goal of student success, each one of us contributes to making it happen.

## Guiding Documents

- [CBE Results](#) – Our Mission, academic success, citizenship, personal development, character
- [CBE Three-year Education Plan](#)– Personalize learning, build professional capital, engage our stakeholders, steward our resources
- [CBE Governance Policies](#) – the policies that enable the Board of Trustees to effectively lead, direct, inspire and control the outcomes and operations of the district
- [Budget 2016 \(the Alberta Jobs Plan\)](#) – the Alberta Government’s fiscal plan for 2016

It is these directions, translated through our values, that ensure success for each student every day.

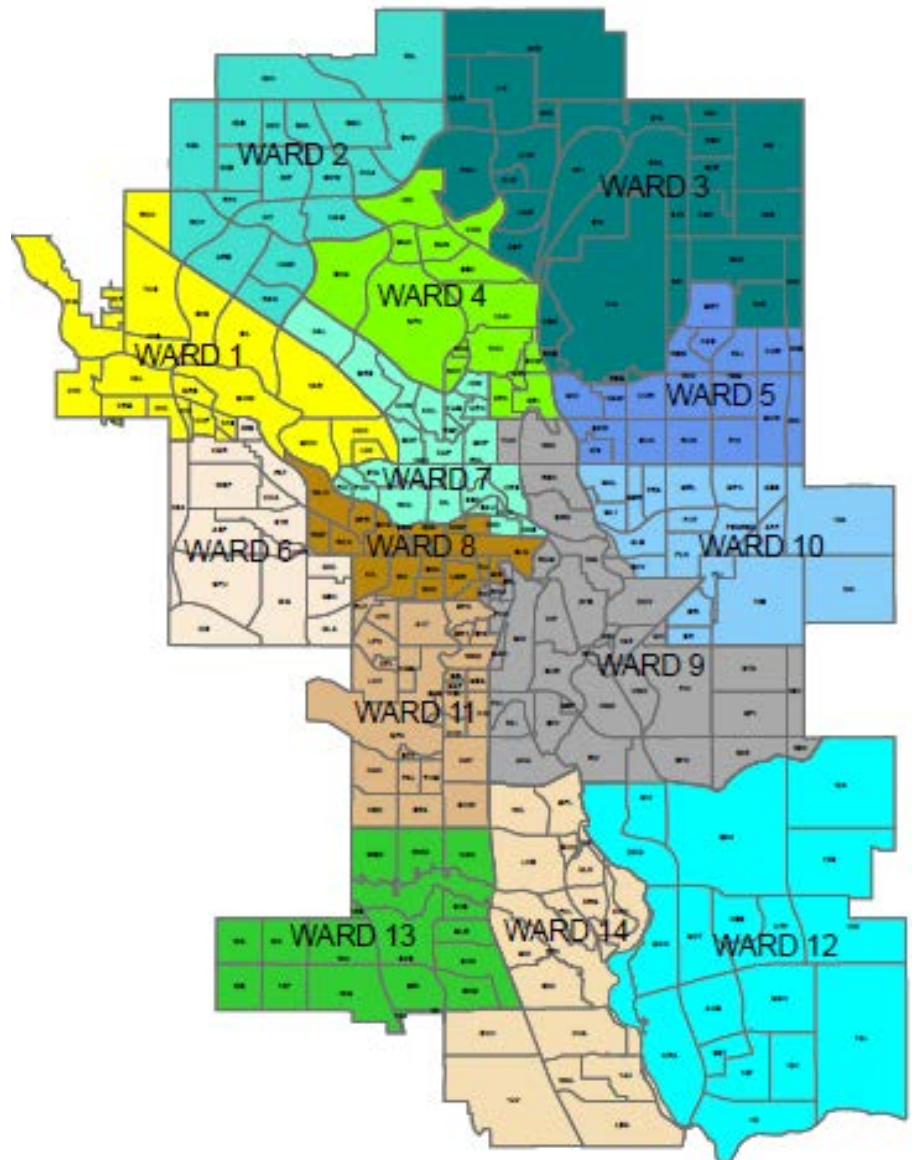


## Governance

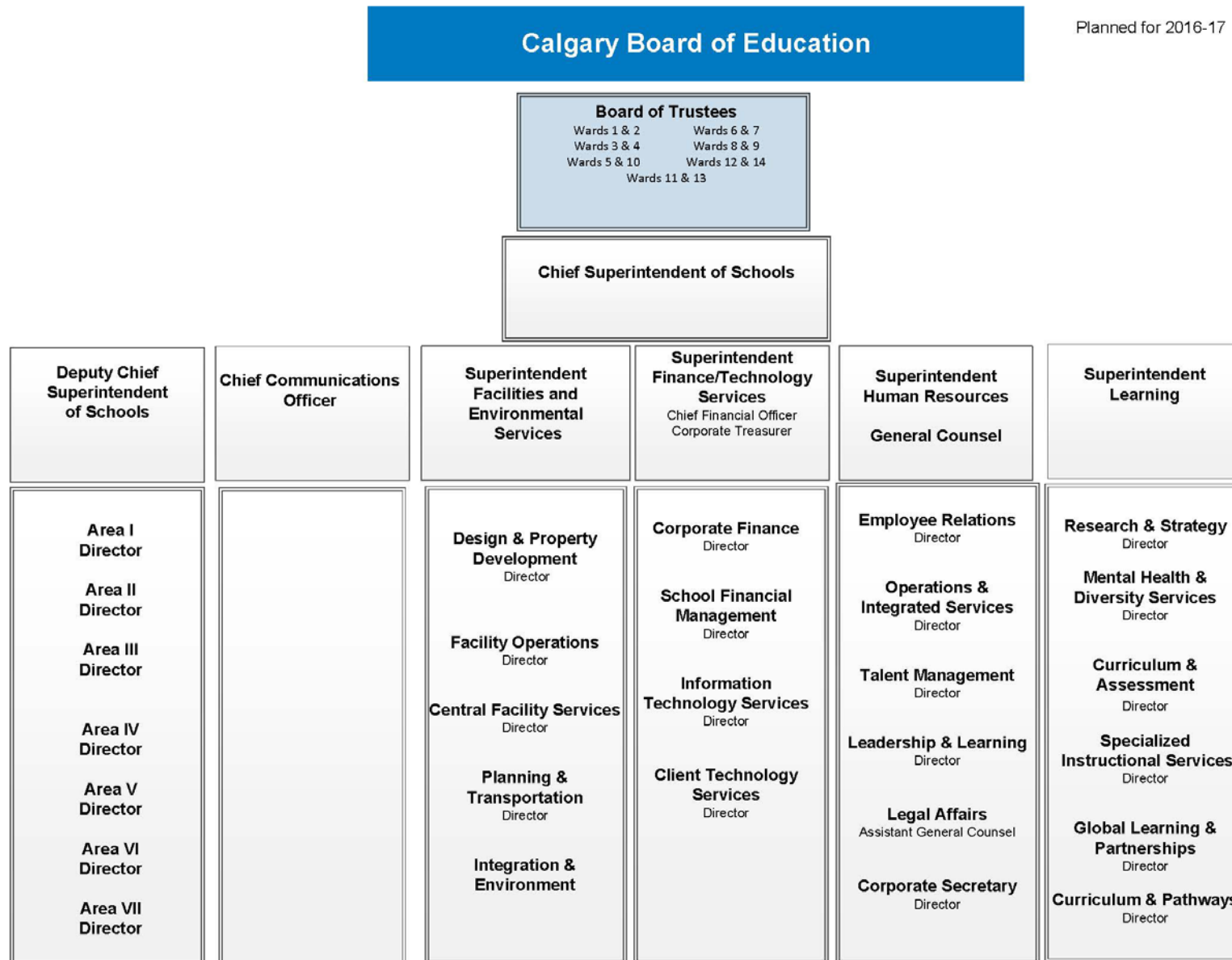
The CBE is guided by an elected board of seven trustees. Trustees are elected every four years during the municipal election along with Calgary's mayor and councillors. Day-to-day operations are led by a team of superintendents who are responsible for meeting the expectations of the Board of Trustees as set out in the Board's Results policies and Operational Expectations.

Board members represent two wards each within the City of Calgary.

Board of Trustees
Joy Bowen-Eyre (chair) Wards 1 & 2
Amber Stewart (vice-chair) Wards 12 & 14
Lynn Ferguson Wards 3 & 4
Pamela King Wards 5 & 10
Trina Hurdman Wards 6 & 7
Judy Hehr Wards 8 & 9
Julie Hrdlicka Wards 11 & 13



The day-to-day operations are led by the Chief Superintendent, supported by a team of Superintendents.





### **Chief Superintendent**

- Is hired by and is the sole employee of the Board of Trustees
- Is delegated operational and strategic decision-making from the Board of Trustees
- Is responsible for meeting the expectations of the Board that are set out in the Board's Results policies and the Board's Operational Expectations
- Leads all aspects of the organization to ensure student success
- Hires Superintendents

### **Deputy Chief Superintendent**

- Leads the day-to-day learning and operations in each school through Area offices
- Supports the Chief Superintendent in managing our school system

### **Schools and Area Offices**

To manage the needs of our large school system and efficiently support our schools, we have divided our school district into geographic areas in Calgary. Each Area is led by an area director who provides leadership support to principals in 40-50 schools. The Area offices deliver system services to its schools, support principals in school operations and ensure effective collaboration amongst schools where appropriate. The addition of two Areas to the current Area configuration is to support leadership of learning and operations in an increasing number of schools. The equitable distribution of learning supports in Areas offices is being reviewed.

Each school is led by a principal who is responsible for meeting the learning needs of each student. Resources are allocated to each school via the RAM, a methodology for allocating funds with the objective of ensuring that resources are allocated equitably (rather than equally) in support of student learning. Principals make staffing and deployment decisions using those funds because it is the CBE's belief that school principals, in consultation of their communities, are best positioned to make school-based spending decisions.

### **Service Units**

Service units provide support to schools by:

- helping teachers develop the best teaching methods and tools for student learning
- hiring and developing the skills of our employees
- looking after our schools and buildings
- maintaining and improving learning technology
- managing our finances
- providing other services such as legal and communications support

The CBE is organized so that school-based leaders (principals and assistant principals) can devote the maximum amount of time to instructional leadership. This means that many services and supports that directly impact staff and students are provided through supporting service units. Doing this significantly reduces the administrative burden placed on school-based leaders.

Examples of this approach include the provision of specialized learning supports and services for students (psychology, language and curriculum support) where and when required. These services are provided through our Learning service unit. Similarly, facilities operations, staff recruitment practices and information technology infrastructure development and maintenance and a host of other supports are provided through our supporting service units.

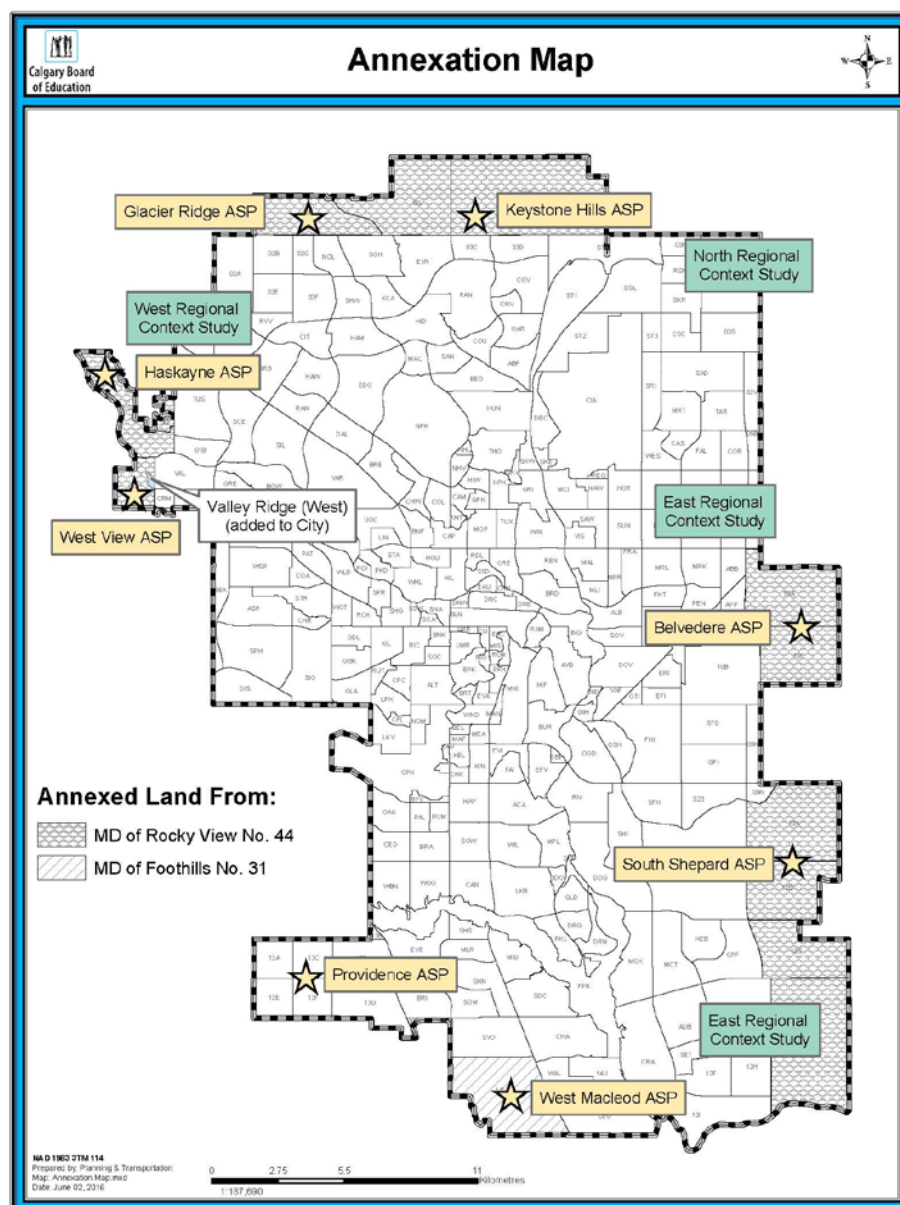
Lastly, resources are deployed based on needs and priorities and may not be distributed to schools or on behalf of schools in the same way. For example Infrastructure Maintenance and Renewal (IMR) funds may not be needed by a school that is relatively new. Projects are prioritized based on need, rather than an equal distribution. Services and supports are available when and where needed.

## Enrolment context

The Calgary Board of Education (CBE) is the public school board in Calgary, Alberta, Canada. Recognized as the largest school district in Western Canada, the CBE provides a full range of educational services for all instructional programs from kindergarten through to Grade 12 and is principally funded by the Province of Alberta through the Alberta Ministry of Education. The CBE addresses the complexity and diversity of 118,679 students (including continuing Adult Education) through 243 schools with 9,940 permanent, full-time equivalent (FTE) positions and an operating budget of \$1,344.0 million.

The CBE is an independent legal entity with an elected Board of Trustees as stipulated in the School Act, Revised Statutes of Alberta 2000, Chapter S-3, and operates as "School Corporation No. 19". The CBE is registered as a charitable organization under the Income Tax Act (Canada).

The CBE serves students in the City of Calgary. While the boundaries of the City of Calgary are growing, the Minister of Education has identified that it is in the best interest of the students to retain the existing school boundaries until urban development warrants change. Annexed lands would be brought into the CBE and Calgary Catholic School District (CCSD) inventory as area structure plans are finalized.



## Budget process

The preparation of the annual budget is led by Superintendents' Team and with Board of Trustee direction, guidance and ultimate approval.

Our budget work begins in January when we begin the internal work of projecting the costs required for the next fiscal year when factoring in:

- enrolment and student complexity changes
- wage changes and grid movement
- opening / closing of schools
- impacts from contractual commitments
- impacts from anticipated rate changes
- other non-discretionary budget implications

These budget figures form the basis for what we refer to as our *Status Quo Budget*, meaning the budget that would be required to maintain 2015-16 service levels in the next school year. Superintendents team also establishes the solution requirements or decision criteria needed to inform budget decisions.

January also sees the beginning of planning for public engagement. In February and March, the Calgary Board of Education invited employees, union representatives, parents, students and members of the public to provide their perspectives on budget priorities for the 2016-17 school year and beyond. The request for input included key questions to assist in the engagement:

- In crafting the 2016-17 and future budgets, what should the CBE consider stopping, starting and continuing in supporting success for each student?
- What would you suggest as the top priorities for our budget planning as the CBE focuses on 2016-17 and future years?
- What single change would have the greatest impact on student learning?
- What are the most important things that the CBE should keep in mind in deciding how to allocate our scarce resources?

We appreciate the diverse feedback we have received. The perspectives we heard will be considered as budget decisions are made for this budget cycle and going forward. [Budget feedback](#) continues to be gathered and analysed year round.

The Province of Alberta typically announces its annual budget in late February or early March. Included in this budget are the funding rates and formulas to fund school districts for the upcoming year. At this point in time we have finalized both our enrolment, anticipated expenses and revenue calculations and are able to project whether there will be a deficit for the upcoming year or additional funds to work with. Final budget balancing activities then occur to ensure resources are aligned to support our students in the best way and to make progress on high priority strategies and actions.

In a typical year, this timing would allow us the time required to prepare and deliver the Budget Assumptions Report to the Board of Trustees, provide schools their budget by early-April to accommodate the spring staffing process and deliver the final budget to the Board of Trustees for approval by the May 31 deadline.

This year the provincial Government released its 2016 budget on April 14, 2016. Due to the timing of the budget, the CBE provided schools with their budget allocation in advance of the provincial budget. This provided schools with adequate time to plan for staffing of new schools as well as movement of existing staff between schools in two open rounds of postings.

Our decision to release the Resource Allocation Method (RAM) in advance of the Provincial budget and provide for two rounds of open postings for staff was grounded in our Three-Year Education plan and our commitment to building professional capital and creating the best possible learning opportunities for students.

At the time of writing this report, we are still in the midst of the first round of open postings. 319 postings have been made available (as well as some Administrative opportunities) and Principals have until early June to make

staffing decisions. If the positions are not filled during this round, they will be reposted (as well as new vacancies) in a second round in mid-June. There were 294 earlier postings prior to the annual spring staffing process which represents vacancies such as Teacher, Administrator and Learning Leader.

Superintendents consider all elements of operations, requests and the [information gathered from public budget engagement](#) in deliberating on budget planning assumptions to be used in the development of the budget. Other activities during budget development include the scrutiny of existing budget resources and consideration of alternative practices.

The [Budget Assumptions Report](#) was then presented to the Board of Trustees for information purposes on May 17, 2016. This report discloses the budget planning assumptions as required under Operational Expectation 5: Financial Planning as well as includes a follow up report on what we heard during the public engagement process. There were no board motions arising from the presentation of this report. The full report is included at the end of the Organizational section of this budget report.

Based on the budget assumptions established, this final budget was developed by Superintendents' Team, with direction from established decision making criteria, Alberta Education direction, our mission, values and Three-Year Education plan. The report was prepared and will be presented to the Board of Trustees on June 14, 2016 for review and on June 21, 2016 for approval. There are no material deviations from the assumptions included in the budget assumptions presented to the Board of Trustees.

## Capital budget process

The capital budget preparation is a subset of the larger budget process with oversight from the Capital Budget Council. The amount available for board-funded capital investments is generally equivalent to the board-funded amortization expense projected, except where funds are needed for budget balancing.

The Capital Budget Council is comprised of representatives from across the organization: superintendents, directors and principals. The Council is responsible for reviewing and making recommendations with respect to the CBE's capital budget. They have reviewed all requests for capital budget dollars and have made recommendations to Superintendents' Team for approval based on the CBE's priorities and linkage with the Three-Year Education Plan.

## Alberta Education budget submission

Alberta Education requires that their *Budget Report template (BR)* is completed, approved by the Board of Trustees and submitted by May 31 (extended to June 30 for 2016 due to the delayed release of the provincial budget). For each annual budget, Alberta Education issues the *BR Guidelines* to school jurisdictions, which provides direction for budget preparation, classification of items and disclosure.

The Alberta Education Budget Report for the Calgary Board of Education is [included below](#).

## Basis of accounting

The CBE reports its [annual financial statements](#) in accordance with Public Sector Accounting Standards. These standards require that year-end financial statements present a comparison of the actual results against those originally planned (i.e. the budget). As such, the budget must be prepared and presented for the same scope of activities and on a consistent basis as the reporting for our actual financial activity.

This budget has been prepared using our best estimate of September 2016 enrolment and in a manner consistent with how our actual financial activity will be recorded and presented.



## Factors affecting the budget

### Implications of the provincial budget

The CBE receives 92 per cent of its funding from Alberta Education. As a result of rapidly growing enrolment, increasing student diversity, increasing costs, and high student and parent expectations for educational excellence and choice, the CBE has been a system under strain. Government funding announced for 2016-17 will be sufficient to maintain service levels (on average) to students and families at 2015-16 levels.

Overall, funding from Alberta Education will increase by \$20.3 million from 2015-16, or 1.7 per cent.

### Cost increases

Our costs are increasing. Funding is not provided directly for increased costs. These include, but are not limited to:

- costs related to projected enrolment growth;
- additional workload caused by system growth;
- grid movement for all employees; and
- inflation and foreign exchange pressures.

In addition to increasing costs, a significant portion of CBE expenses are non-discretionary. A non-discretionary cost is a cost over which the CBE has little or no direct control in the short term and which is necessary to maintain our programming, services and supports. Non-discretionary costs include things like amortization, insurance premiums, utility expenses, technology licencing fees, etc. This creates a challenge as it limits available cost reduction options.

This budget will also eliminate known “conservatism” in estimates and projections. As a result, actual costs may, at the end of the school year, be higher than assumed in this budget. Specific areas of concern include the cost of utilities, wages, insurance premiums and uninsured losses. There is an increased risk that the CBE will end 2016-17 with actual expenses greater than planned. We believe this risk is acceptable as it allows the CBE to maximize the resources available to support student success.

Our budget proposes a current year operating deficit of \$19.8 million, which is driven by (in \$ thousands):

Incremental cost of operating new school facilities	11,000
Carbon tax impacts	653
FNMI graduation coaches	1,500
Transportation program deficit	2,246
Decline in revenues from charter schools	1,153
Devaluation of Canadian dollar	420
Enhancements for the Aboriginal Learning Strategy	1,025
Area office configuration	1,141
Contractual commitments, non-discretionary increases and movement of staff through the salary grid	688
<b>Total</b>	<b>19,826</b>

Finally, administration must deliver a balanced budget and this plan does that.

**2016-17 Calgary Board of Education Budget for Alberta Education submission**

**BUDGET  
REPORT  
FOR THE YEAR ENDING AUGUST 31, 2017**

[School Act, Sections 147(2)(b) and 276]

**Calgary School District No. 19**

**Legal Name of School Jurisdiction**

403-817-7400 | 403-294-8254 (f) | dwelch@cbe.ab.ca

**Telephone & Fax Numbers, Email Address**

**BOARD CHAIR**

Joy Bowen-Eyre

Name

Signature

**SUPERINTENDENT**

David Stevenson

Name

Signature

**SECRETARY TREASURER or TREASURER**

Brad Grundy

Name

Signature

**Certified as an accurate summary of the year's budget as approved by the Board  
of Trustees at its meeting held on**

June 21, 2016

Date

Version: 160422\*

c.c. Alberta Education  
c/o Robert Mah, Financial Reporting & Accountability Branch  
8th Floor Commerce Place, 10155-102 Street, Edmonton AB T5J 4L5

E-MAIL: Robert.Mah@gov.ab.ca (780-427-3855)

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Color coded cells:

	blue cells: require the input of data/descriptors wherever applicable.		grey cells: data not applicable - protected
	salmon cells: contain referenced juris. information - protected		white cells: within text boxes REQUIRE the input of points and data.
	green cells: populated based on information previously submitted		yellow cells: to be completed when yellow only.

## HIGHLIGHTS, PLANS, ASSUMPTIONS AND RISKS SUMMARY- 2016/2017 BUDGET REPORT

The following were presented to the Board and approved as underlying the budget. These key points and assumptions used in development of the budget take into consideration the economic environment of the jurisdiction, focus on anticipated changes from current year, and are realistic and consistent with the three year Education Plan. At a minimum, they disclose key budget assumptions, financial & business risks, and specific strategies explaining how this budget will support the jurisdiction's plans.

**Budget Highlights, Plans & Assumptions:**

In consideration of our values and the provincial revenue limitations, the overall expected outcomes for the 118,679 students in this budget are:

- Funds allocated directly to schools via the RAM have increased by \$21.4 million and are sufficient to maintain the current 2015-16 ratio of students to school-based staff, subject to principal deployment decisions.
- The RAM increase includes \$1.9 million for the addition of 13 additional system classes and the opening of six Early Development Centres to accommodate increased enrolment, refugees and student learning complexity.
- \$1.0 million will be spent in support of a strategy to effectively address the issue of how we can increase academic success for our First Nations, Métis and Inuit learners. This increase is in addition to the continuation of the graduation coach program that began last year for senior high schools (\$1.5 million). We continue to focus on improving educational outcomes for our FNMI students.
- \$11.0 million has been added to the budget for incremental operating costs associated with the opening of 15 new schools and the Aboriginal Learning Centre (\$6.0 million of which is part of the RAM increase). Additional costs relate to administrative staff in schools (principal, office staff, library staff, etc.) facility operations and maintenance staff and operating costs such as connectivity, insurance and utilities.
- Fee revenue will be increased by \$1.4 million year-over-year due primarily to enrolment growth.
- Fee revenue for noon supervision and Instructional Supplies and Materials (ISM) will fully fund the gap between targeted Alberta Education funding where available and direct program costs, including waivers and uncollectible accounts. There will be no contribution from the instructional budget to support these fee-based programs and services.
- The transportation program is currently budgeted to run at a deficit of up to \$2.2 - \$2.7 million, to be contributed from operating reserves. This decision was made following extensive public engagement that resulted in recommendations on the level of transportation services and fees. Further changes will be put in place for the 2017-18 school year with the ultimate objective that the transportation program will be self sustaining (i.e. funded exclusively via targeted government grants and parent fees).
- The number of school-based teachers will increase by 121 full time equivalent positions and support staff by 97 full time equivalent positions.
- Non-facility capital project spending is budgeted at \$38.2 million, including \$3.5 million to support the commissioning of new schools scheduled to open in the 2017-18 year, \$7 million for wireless upgrades to address functionality issues, \$2.8 million for Career and Technology Studies/Foundations and \$7.2 million for the development and implementation of the new Student information system (SIS).
- As required by law, the budget for 2016-17 is balanced.

**Significant Business and Financial Risks:**

As part of the budget development process, budget risks have been identified where there are circumstances that may result in financial pressures that cannot be completely estimated at this time. Please see our full risk discussion in our Budget Report. These include:

- Declining enrolment growth
- Future cost escalation
- Systemic health: technology, infrastructure, volume, etc.
- Elimination of budget conservatism
- Non school-based supports not keeping up with enrolment growth
- Education Act (to be proclaimed)
- Mid-year provincial budget announcements
- Use of reserves to balance



**BUDGETED STATEMENT OF OPERATIONS**  
for the Year Ending August 31

	Approved Budget 2016/2017	Fall Budget Update 2015/2016	Actual 2014/2015
<b>REVENUES</b>			
Alberta Education	\$1,224,643,000	\$1,204,333,933	\$1,144,396,000
Other - Government of Alberta	\$618,000	\$846,443	\$1,108,000
Federal Government and First Nations	\$2,650,000	\$2,392,591	\$2,904,000
Other Alberta school authorities	\$522,000	\$522,000	\$832,000
Out of province authorities	\$0	\$0	\$0
Alberta Municipalities-special tax levies	\$0	\$0	\$0
Property taxes	\$0	\$0	\$0
Fees	\$51,047,000	\$49,650,827	\$47,148,000
Other sales and services	\$19,111,000	\$23,195,948	\$24,329,000
Investment income	\$3,345,000	\$2,816,882	\$14,863,000
Gifts and donations	\$6,142,000	\$4,842,000	\$7,023,000
Rental of facilities	\$6,270,000	\$7,542,752	\$6,698,000
Fundraising	\$9,800,000	\$6,400,000	\$6,828,000
Gains on disposal of capital assets	\$0	\$0	\$63,000
Other revenue	\$0	\$20,000	\$1,323,000
<b>TOTAL REVENUES</b>	<b>\$1,324,148,000</b>	<b>\$1,302,563,376</b>	<b>\$1,257,515,000</b>
<b>EXPENSES</b>			
Instruction - Early Childhood Services	\$55,573,000	\$50,900,906	\$49,136,000
Instruction - Grades 1-12	\$1,009,370,000	\$996,527,076	\$940,461,000
Plant operations & maintenance	\$173,880,000	\$166,578,383	\$157,489,000
Transportation	\$45,301,000	\$48,005,481	\$44,336,000
Administration	\$36,943,000	\$35,773,466	\$33,917,000
External Services	\$22,907,000	\$22,708,768	\$20,814,000
<b>TOTAL EXPENSES</b>	<b>\$1,343,974,000</b>	<b>\$1,320,494,080</b>	<b>\$1,246,153,000</b>
<b>ANNUAL SURPLUS (DEFICIT)</b>	<b>(\$19,826,000)</b>	<b>(\$17,930,704)</b>	<b>\$11,362,000</b>

**BUDGETED ALLOCATION OF EXPENSES (BY OBJECT)**  
for the Year Ending August 31

	Approved Budget 2016/2017	Fall Budget Update 2015/2016	Actual 2014/2015
<b>EXPENSES</b>			
Certificated salaries	\$624,300,000	\$626,601,666	\$594,041,000
Certificated benefits	\$141,335,000	\$140,865,031	\$134,485,000
Non-certificated salaries and wages	\$209,606,000	\$203,566,657	\$197,091,000
Non-certificated benefits	\$56,724,000	\$52,895,452	\$47,608,000
Services, contracts, and supplies	\$242,576,000	\$237,523,743	\$217,688,000
<b>Capital and debt services</b>			
Amortization of capital assets			
Supported	\$32,494,000	\$29,236,142	\$29,807,000
Unsupported	\$29,729,000	\$22,880,174	\$21,837,000
Interest on capital debt			
Supported	\$687,000	\$0	\$560,000
Unsupported	\$188,000	\$356,443	\$0
Other interest and finance charges	\$1,248,000	\$1,800,537	\$1,478,000
Losses on disposal of capital assets	\$0	\$0	\$0
Other expenses	\$5,087,000	\$4,768,235	\$1,558,000
<b>TOTAL EXPENSES</b>	<b>\$1,343,974,000</b>	<b>\$1,320,494,080</b>	<b>\$1,246,153,000</b>

**BUDGETED SCHEDULE OF FEE REVENUE**  
for the Year Ending August 31

	Approved Budget 2016/2017	Fall Budget Update 2015/2016	Actual 2014/2015
<b>FEES</b>			
<b>TRANSPORTATION</b>	\$8,509,000	\$8,370,000	\$7,883,000
<b>BASIC INSTRUCTION SUPPLIES</b>	\$10,597,000	\$10,876,739	\$9,902,000
<b>FEES TO ENHANCE BASIC INSTRUCTION</b>			
Technology user fees	\$0	\$0	\$0
Alternative program fees	\$0	\$0	\$0
Fees for optional courses	\$6,612,000	\$6,264,000	\$6,618,000
Activity fees	\$9,437,000	\$8,940,000	\$9,445,000
ECS Enhanced program fees	\$0	\$0	\$0
Other enhancement fees (describe)	\$0	\$0	\$0
Other enhancement fees (describe)	\$0	\$0	\$0
Other enhancement fees (describe)	\$0	\$0	\$0
Other enhancement fees (describe)	\$0	\$0	\$0
Other enhancement fees (describe)	\$0	\$0	\$0
<b>NON-CURRICULAR FEES</b>			
Extra-curricular fees	\$675,000	\$639,000	\$675,000
Non-curricular travel	\$0	\$0	\$0
Lunch supervision fees (Optional & Mandatory)	\$13,667,000	\$13,091,088	\$11,072,000
Non-curricular supplies and materials	\$0	\$0	\$0
Other non-curricular fees (describe)* Incidental activity fees	\$810,000	\$767,000	\$810,000
Other non-curricular fees (describe)* Other SGF	\$740,000	\$703,000	\$743,000
Other non-curricular fees (describe)*	\$0	\$0	\$0
Other non-curricular fees (describe)*	\$0	\$0	\$0
Other non-curricular fees (describe)*	\$0	\$0	\$0
<b>TOTAL FEES</b>	<b>\$51,047,000</b>	<b>\$49,650,827</b>	<b>\$47,148,000</b>

\*PLEASE DO NOT USE "SCHOOL GENERATED FUNDS" AS A CATEGORY

Please disclose amounts paid by parents of students that are recorded as "Other sales and services" (rather than fee revenue). Note that this schedule should include only amounts collected from parents and so it may not agree with the Statement of Operations.	Approved Budget 2016/2017	Fall Budget Update 2015/2016	Actual 2014/2015
Cafeteria sales, hot lunch, milk programs	\$0	\$0	\$0
Special events	\$0	\$0	\$0
Sales or rentals of other supplies/services	\$0	\$0	\$0
Out of district student revenue	\$0	\$0	\$0
International and out of province student revenue	\$0	\$0	\$0
Adult education revenue	\$3,187,000	\$3,402,052	\$3,256,000
Preschool	\$0	\$0	\$0
Child care & before and after school care	\$0	\$0	\$0
Lost item replacement fees	\$0	\$0	\$0
Other (describe) Foreign Tuition	\$8,338,000	\$8,337,500	\$9,183,000
Other (describe) Music Instruments, library fees, commissions	\$1,500	\$568,226	\$442,000
Other (describe)	\$0	\$0	\$0
Other (describe)	\$0	\$0	\$0
Other (describe)	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$11,526,500</b>	<b>\$12,307,778</b>	<b>\$12,881,000</b>

**PROJECTED SCHEDULE OF CHANGES IN ACCUMULATED OPERATING SURPLUS (SUMMARY)**  
for the Year Ending August 31

	(1)	(2)	(3)	(4)	(5)	(6)	(7)
	ACCUMULATED OPERATING SURPLUS (2+3+4+7)	INVESTMENT IN TANGIBLE CAPITAL ASSETS	ENDOWMENTS	ACCUMULATED SURPLUS FROM OPERATIONS (5+6)	UNRESTRICTED SURPLUS	INTERNALLY RESTRICTED	
						OPERATING RESERVES	CAPITAL RESERVES
<b>Actual balances per AFS at August 31, 2015</b>	\$207,607,000	\$134,684,000	\$3,520,000	\$33,187,000	\$104,000	\$33,083,000	\$36,216,000
<b>2015/2016 Estimated impact to AOS for:</b>							
Prior period adjustment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Estimated surplus(deficit)	(\$1,989,000)			(\$1,989,000)	(\$1,989,000)		
Estimated Board funded capital asset additions		\$58,827,000		(\$58,827,000)	(\$58,827,000)	\$0	\$0
Estimated Disposal of unsupported tangible capital assets	\$0	\$0		\$0	\$0		\$0
Estimated amortization of capital assets (expense)		(\$52,116,000)		\$52,116,000	\$52,116,000		
Estimated capital revenue recognized - Alberta Education		\$29,236,000		(\$29,236,000)	(\$29,236,000)		
Estimated capital revenue recognized - Other GOA		\$0		\$0	\$0		
Estimated capital revenue recognized - Other sources		\$0		\$0	\$0		
Estimated changes in Endowments	\$0		\$0	\$0	\$0		
Estimated Unsupported debt principal repayment		\$1,203,000		(\$1,203,000)	(\$1,203,000)		
Estimated reserve transfers (net)				\$23,590,000	\$39,035,000	(\$15,445,000)	(\$23,590,000)
Estimated Assumptions/Transfers of Operations (Explain)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Estimated Balances for August 31, 2016</b>	\$205,618,000	\$171,834,000	\$3,520,000	\$17,638,000	\$0	\$17,638,000	\$12,626,000
<b>2016/2017 Budget projections for:</b>							
Budgeted surplus(deficit)	(\$19,826,000)			(\$19,826,000)	(\$19,826,000)		
Projected Board funded capital asset additions		\$34,464,000		(\$34,464,000)	(\$34,464,000)	\$0	\$0
Budgeted Disposal of unsupported tangible capital assets	\$0	\$0		\$0	\$0		\$0
Budgeted Amortization of capital assets (expense)		(\$62,223,000)		\$62,223,000	\$62,223,000		
Budgeted capital revenue recognized - Alberta Education		\$32,494,000		(\$32,494,000)	(\$32,494,000)		
Budgeted capital revenue recognized - Other GOA		\$0		\$0	\$0		
Budgeted capital revenue recognized - Other sources		\$0		\$0	\$0		
Budgeted changes in Endowments	\$0		\$0	\$0	\$0		
Budgeted Unsupported debt principal repayment		\$3,765,000		(\$3,765,000)	(\$3,765,000)		
Projected reserve transfers (net)				\$2,200,000	\$28,326,000	(\$26,126,000)	(\$2,200,000)
Projected Assumptions/Transfers of Operations (Explain)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Projected Balances for August 31, 2017</b>	\$185,792,000	\$180,334,000	\$3,520,000	(\$8,488,000)	\$0	(\$8,488,000)	\$10,426,000

**SCHEDULE OF USES FOR ACCUMULATED SURPLUSES AND RESERVES**  
for the Year Ending August 31

	Unrestricted Surplus Usage			Operating Reserves Usage			Capital Reserves Usage		
	Year Ended			Year Ended			Year Ended		
	31-Aug-2017	31-Aug-2018	31-Aug-2019	31-Aug-2017	31-Aug-2018	31-Aug-2019	31-Aug-2017	31-Aug-2018	31-Aug-2019
Projected opening balance	\$0	\$0	\$0	\$17,638,000	(\$8,488,000)	(\$8,488,000)	\$12,626,000	\$10,426,000	\$10,426,000
Projected excess of revenues over expenses (surplus only) Explanation - additional space available AOS2 tab	\$0	\$0	\$0						
Budgeted disposal of unsupported tangible capital assets Explanation - additional space available AOS2 tab	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Budgeted Amortization of capital assets (expense) Explanation - additional space available AOS2 tab	\$62,223,000	\$0	\$0	\$0	\$0	\$0			
Budgeted capital revenue recognized Explanation - additional space available AOS2 tab	(\$32,494,000)	\$0	\$0	\$0	\$0	\$0			
Budgeted changes in Endowments Explanation - additional space available AOS2 tab	\$0	\$0	\$0	\$0	\$0	\$0			
Budgeted unsupported debt principal repayment Explanation - additional space available AOS2 tab	(\$3,765,000)	\$0	\$0	\$0	\$0	\$0			
Projected reserves transfers (net) Explanation - additional space available AOS2 tab	\$28,326,000	\$0	\$0	(\$26,126,000)	\$0	\$0	(\$2,200,000)	\$0	\$0
Projected assumptions/transfers of operations Explanation - additional space available AOS2 tab	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Increase in (use of) school generated funds Explanation - additional space available AOS2 tab	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
New school start-up costs Explanation - additional space available AOS2 tab	(\$12,141,000)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Decentralized school reserves Explanation - additional space available AOS2 tab	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Non-recurring certificated remuneration Explanation - additional space available AOS2 tab	\$0	\$0	\$0	\$0	\$0	\$0			
Non-recurring non-certificated remuneration Explanation - additional space available AOS2 tab	\$0	\$0	\$0	\$0	\$0	\$0			
Non-recurring contracts, supplies & services Explanation - additional space available AOS2 tab	\$0	\$0	\$0	\$0	\$0	\$0			
Professional development, training & support Explanation - additional space available AOS2 tab	\$0	\$0	\$0	\$0	\$0	\$0			
Salary negotiations Explanation - additional space available AOS2 tab	\$0	\$0	\$0	\$0	\$0	\$0			
Full-day kindergarten Explanation - additional space available AOS2 tab	\$0	\$0	\$0	\$0	\$0	\$0			
English language learners Explanation - additional space available AOS2 tab	\$0	\$0	\$0	\$0	\$0	\$0			
First nations, Metis, Inuit Explanation - additional space available AOS2 tab	(\$2,525,000)	\$0	\$0	\$0	\$0	\$0			
OH&S / wellness programs Explanation - additional space available AOS2 tab	\$0	\$0	\$0	\$0	\$0	\$0			
B & S Administration organization / reorganization Explanation - additional space available AOS2 tab	\$0	\$0	\$0	\$0	\$0	\$0			
Debt repayment Explanation - additional space available AOS2 tab	\$0	\$0	\$0	\$0	\$0	\$0			
Flood related costs (unfunded) Explanation - additional space available AOS2 tab	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Non-salary related programming costs (explain) Explanation - additional space available AOS2 tab	\$0	\$0	\$0	\$0	\$0	\$0			
Repairs & maintenance - School building & land Explanation - additional space available AOS2 tab	\$0	\$0	\$0	\$0	\$0	\$0			
Repairs & maintenance - Technology Explanation - additional space available AOS2 tab	\$0	\$0	\$0	\$0	\$0	\$0			
Repairs & maintenance - Vehicle & transportation Explanation - additional space available AOS2 tab	\$0	\$0	\$0	\$0	\$0	\$0			
Repairs & maintenance - Administration building Explanation - additional space available AOS2 tab	\$0	\$0	\$0	\$0	\$0	\$0			
Repairs & maintenance - POM building & equipment Explanation - additional space available AOS2 tab	\$0	\$0	\$0	\$0	\$0	\$0			
Repairs & maintenance - Other (explain) Explanation - additional space available AOS2 tab	\$0	\$0	\$0	\$0	\$0	\$0			
Capital costs - School land & building Explanation - additional space available AOS2 tab	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - School modernization Explanation - additional space available AOS2 tab	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - School modular & additions Explanation - additional space available AOS2 tab	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - School building partnership projects Explanation - additional space available AOS2 tab	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - Technology Explanation - additional space available AOS2 tab	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - Vehicle & transportation Explanation - additional space available AOS2 tab	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - Administration building Explanation - additional space available AOS2 tab	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - POM building & equipment Explanation - additional space available AOS2 tab	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - Other Explanation - additional space available AOS2 tab	(\$34,464,000)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Building leases Loss of Charter School revenue	(\$1,153,000)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Carbon tax increase Provincially imposed carbon tax	(\$653,000)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Devaluation of the Canadian dollar Some contracts are in USD	(\$420,000)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Increased contractual commitments, grid movement, etc. Explanation - additional space available AOS2 tab	(\$688,000)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Funding transportation deficit from reserves Explanation - additional space available AOS2 tab	(\$2,246,000)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Estimated closing balance for operating contingency	\$0	\$0	\$0	(\$8,488,000)	(\$8,488,000)	(\$8,488,000)	\$10,426,000	\$10,426,000	\$10,426,000

Total surplus as a percentage of 2017 Expenses	0.14%	0.14%	0.14%
ASO as a percentage of 2017 Expenses	-0.63%	-0.63%	-0.63%



**ANTICIPATED CHANGES IN ACCUMULATED OPERATING SURPLUS (SUPPLEMENTARY DETAIL)  
for the Year Ending August 31**

The following provides further explanation of the anticipated changes to each component of AOS for the 2015/2016, 2016/2017, 2017/2018, and 2018/2019 years as outlined on pages 5 and 6. Please provide information on the acquisition of significant unsupported capital, non-recurring project expenditures, and intended use of funds as at August 31, 2019. Note that unrestricted surplus, operating reserves, and/or capital reserves should include the jurisdiction's contingency for unexpected or emergent issues.

**Additional detail on uses of Accumulated Operating Surplus:**

**2015/2016**

Provide an explanation of material changes from the budget originally submitted in the spring of 2015 for annual operating surplus (deficit), capital acquisitions, endowments, and/or other changes affecting unrestricted surplus, operating reserves, and capital reserves.

We are projecting a reduction in the use of our Accumulated Operating Surplus for 2015-16 than what was originally reported in the Spring of 2015. In the Spring of 2015, we projected no use of reserves, however in the Fall of 2015, several priorities were identified (such as the commissioning of new schools, wireless upgrades, Career and Technology Studies/Foundations equipment upgrades and furthering the goals of each schools' development plan). Our revised use of Accumulated Operating Surplus for 2015-16 is \$2.0 million.

**2016/2017**

Please provide additional detail regarding uses of Unrestricted Surplus, Operating Reserves, and Capital Reserves not described on pages 5 and 6.

The current year operating deficit of \$19.8 million is driven by (in \$ thousands):

\$11,000 - Incremental cost of operating 17 new school facilities

\$653 - Carbon tax impacts

\$1,500 - FNMI graduation coaches

\$2,246 - Transportation program deficit

\$1,153 - Decline in revenues from charter schools

\$420 - Devaluation of Canadian dollar

\$1,025 - Enhancements for the Aboriginal Learning Strategy

\$1,141 - Area office configuration

\$688 - Contractual commitments, non-discretionary increases and movement of staff through the salary grid

**ANTICIPATED CHANGES IN ACCUMULATED OPERATING SURPLUS (SUPPLEMENTARY DETAIL)**  
**for the Year Ending August 31**

The following provides further explanation of the anticipated changes to each component of AOS for the 2015/2016, 2016/2017, 2017/2018, and 2018/2019 years as outlined on pages 5 and 6. Please provide information on the acquisition of significant unsupported capital, non-recurring project expenditures, and intended use of funds as at August 31, 2019. Note that unrestricted surplus, operating reserves, and/or capital reserves should include the jurisdiction's contingency for unexpected or emergent issues.

**Additional detail on uses of Accumulated Operating Surplus:**

**2017/2018**

Please provide additional detail regarding uses of Unrestricted Surplus, Operating Reserves, and Capital Reserves not described on pages 5 and 6.

At this time, we are not anticipating the use of Unrestricted Surplus, Operating Reserves or Capital Reserves in the 2017-18 year.

**2018/2019**

Please provide additional detail regarding uses of Unrestricted Surplus, Operating Reserves, and Capital Reserves not described on pages 5 and 6.

At this time, we are not anticipating the use of Unrestricted Surplus, Operating Reserves or Capital Reserves in the 2018-19 year.

**August 31, 2019**

Describe the jurisdiction's intended use of unrestricted surplus, operating reserves, and capital reserves balances expected as at August 31, 2019.

At this time, we are not anticipating the use of Unrestricted Surplus, Operating Reserves or Capital Reserves in the 2019-20 year.

**PROJECTED STUDENT STATISTICS  
FULL TIME EQUIVALENT (FTE) ENROLLED STUDENTS**

	Budgeted 2016/2017 (Note 2)	Actual 2015/2016	Actual 2014/2015	Notes
<b>GRADES 1 TO 12</b>				
<b>Eligible Funded Students:</b>				
Grades 1 to 9	78,507	76,341	73,828	Head count
Grades 10 to 12	29,237	29,479	29,347	Note 3
Total	107,744	105,820	103,175	Grades 1-12 students eligible for base instruction funding from Alberta Education.
Percentage Change	1.8%	2.6%		
<b>Other Students:</b>				
Total	1,615	1,586	1,680	Note 4
<b>Total Net Enrolled Students</b>	109,359	107,406	104,855	
<b>Home Ed and Blended Program Students</b>	183	177	249	Note 5
<b>Total Enrolled Students, Grades 1-12</b>	109,542	107,583	105,104	
Percentage Change	1.8%	2.4%		
<b>Of the Eligible Funded Students:</b>				
Students with Severe Disabilities	4,947	4,838	4,456	FTE of students with severe disabilities as reported by the board via PASI.
Students with Mild/Moderate Disabilities	13,070	13,225	13,055	FTE of students identified with mild/moderate disabilities as reported by the board via PASI.
<b>EARLY CHILDHOOD SERVICES (ECS)</b>				
<b>Eligible Funded Children</b>	9,137	9,402	9,394	ECS children eligible for ECS base instruction funding from Alberta Education.
<b>Other Children</b>	-	-	2	ECS children not eligible for ECS base instruction funding from Alberta Education.
<b>Total Enrolled Children - ECS</b>	9,137	9,402	9,396	
<b>Program Hours</b>	475	475	475	Minimum: 475 Hours
<b>FTE Ratio</b>	0.500	0.500	0.500	Actual hours divided by 950
<b>FTE's Enrolled, ECS</b>	4,569	4,701	4,698	
Percentage Change	-2.8%	0.1%		
<b>Of the Eligible Funded Children:</b>				
Students with Severe Disabilities	356	341	635	FTE of students with severe disabilities as reported by the board via PASI.
Students with Mild/Moderate Disabilities	538	535	551	FTE of students identified with mild/moderate disabilities as reported by the board via PASI.
<b>NOTES:</b>				
1) Enrolment is to be completed WHEREVER APPLICABLE and are 'as at September 30th' for each year.				
2) Budgeted enrolment is to be based on best information available at time of the 2016/2017 budget report preparation.				
3) The # of FTE grade 10-12 students is determined by taking the total # of students' credits / 35; where 35 CEU's = 1 FTE.				
4) Other Grade 1-12 students that are not eligible for base instruction funding from Alberta Education include First Nations students living on reserves for which tuition fee payments are made from Band or AANDC (Code 330), students younger than 5 1/2 or older than 20, and out-of-province and foreign students.				
5) Because they are funded separately, Home Education students are not included with total net enrolled students. In the blended program, funding per student is pro-rated on the percentage of the student's program which is taken at school and at home; home education students are assigned a weighting of 0.25 FTE for base funding.				

**PROJECTED STAFFING STATISTICS  
FULL TIME EQUIVALENT (FTE) PERSONNEL**

	Budgeted 2016/2017	Actual 2015/2016	Fall Budget 2015/2016	Actual 2014/2015	Notes
<b><u>CERTIFICATED STAFF</u></b>					
School Based	6,213.5	6,092.9	6,092.8	5,978.5	Teacher certification required for performing functions at the school level.
Non-School Based	148.7	135.1	135.1	127.4	Teacher certification required for performing functions at the system/central office level.
Total Certificated Staff FTE	6,362.2	6,228.0	6,227.9	6,105.9	FTE for personnel possessing a valid Alberta teaching certificate or equivalency.
Percentage change from prior period	2.2%	2.0%	2.2%	2.0%	
If an average standard cost is used, please disclose rate:	\$ 101,500	\$ 101,800		\$ 99,000	
Student F.T.E. per certificated Staff	17.9	18.0		18.0	
<b>Certificated Staffing Change due to:</b>					
Enrolment Change	104.2	0.1	122.0		If negative change impact, the small class size initiative is to include any/all teachers retained.
Small Class Size Initiative	-	-	-		If enrolment change impact on teacher FTEs is negative, include any/all teachers retained.
Other Factors	30.0	-	-		Descriptor (required): New schools opening in 2016-17
Total Change	134.2	0.1	122.0		Year-over-year change in Certificated FTE
<b>Breakdown, where total change is Negative:</b>					
Continuous contracts terminated					FTEs
Non-permanent contracts not being renewed	-	-	-		FTEs
Other (retirement, attrition, etc.)	-	-	-		Descriptor (required):
Total Negative Change in Certificated FTEs	-	-	-		Breakdown required where year-over-year total change in Certificated FTE is 'negative' only.
<b><u>NON-CERTIFICATED STAFF</u></b>					
Instructional	2,199.4	2,098.4	2,098.4	2,006.0	Personnel providing instruction support for schools under 'Instruction' program areas.
Plant Operations & Maintenance	882.9	824.1	824.1	826.6	Personnel providing support to maintain school facilities
Transportation	43.0	42.5	42.5	42.5	Personnel providing direct support to the transportation of students to and from school
Other	411.3	416.8	416.9	410.3	Personnel in Board & System Admin. and External service areas.
Total Non-Certificated Staff FTE	3,536.6	3,381.8	3,381.8	3,285.4	FTE for personnel not possessing a valid Alberta teaching certificate or equivalency.
Percentage Change	4.6%	2.9%	4.6%	2.9%	
<b>Explanation of Changes:</b>					
Instructional increases due to the increase in new schools opening and FNMI graduation coaches. PO&M increase is due to the increase in facility operations staff added to clean, maintain and operate the new school facilities opening.					
<b>Additional Information</b>					
Are non-certificated staff subject to a collective agreement? <span style="border: 1px solid black; padding: 2px;">Some are</span>					
Please provide terms of contract for 2016/17 and future years for non-certificated staff subject to a collective agreement along with the number of qualifying staff FTE's.					



Budget Assumptions Report – May 17, 2016

# Budget Assumptions Report 2016-19



May 2016

learning | as unique | as every student



Calgary Board  
of Education

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### **Superintendent |**

Brad Grundy, CA CIA

Superintendent, Chief Financial Officer, Corporate Treasurer

### **Contributors |**

Superintendents' Team

Finance / Technology Services staff

Communications staff

# Introduction

## Mission

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

## Values

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

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

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

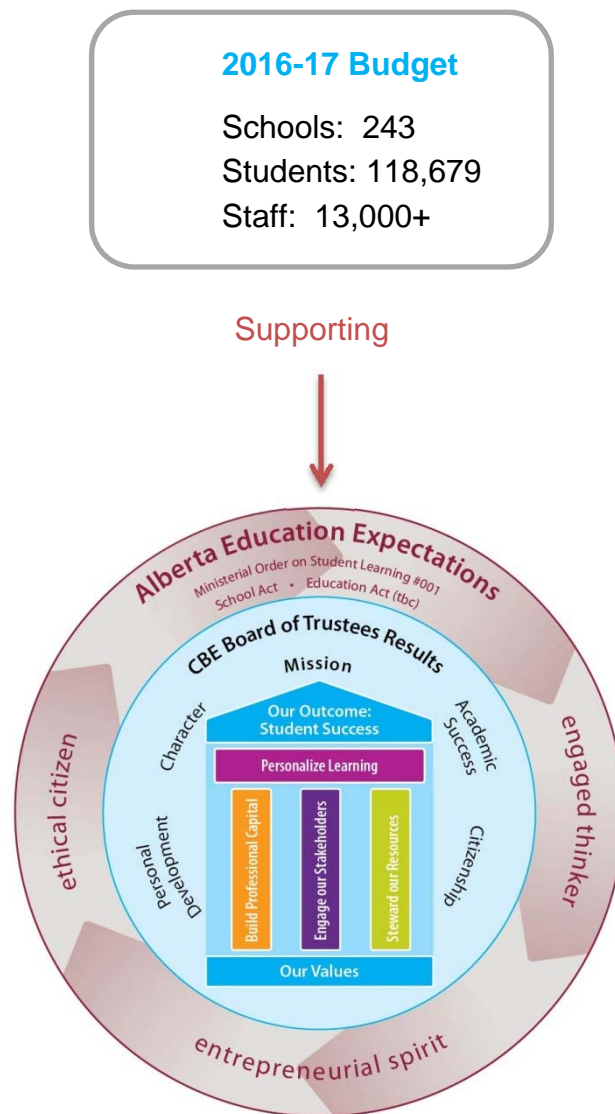
We do our work following the direction of Alberta Education. With the announcement of the 2016 Alberta budget, the Government reaffirms its commitment to public education by continuing to fund enrolment growth and maintaining funding rates at 2015-16 levels.

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

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

## Guiding Documents

- [CBE Three-year Education Plan](#) – Personalize learning, build professional capital, engage our public, steward our resources
- [CBE Results](#) – Our Mission, academic success, citizenship, personal development, character
- [Budget 2016 \(the Alberta Jobs Plan\)](#) – the Alberta Government’s fiscal plan for 2016



## Current and Future Context

The CBE has benefited from the current provincial Government's support of and commitment to funding public education. With over 92 per cent of our funding coming from the Province, even a small change in funding rates or funding methodologies impacts all our students, teachers, support staff and parents.

With the election of a new Government in the spring of 2015, funding rate reductions that had been announced by the previous Government were reversed and the CBE was able to maintain service levels and student to school-based staff ratios in the 2015-16 year.

The provincial Government released its 2016 budget on April 14, 2016. Due to the timing of the budget, the CBE provided schools with their budget allocation in advance of the provincial budget. The amount allocated directly to schools increased by \$21.4 million from 2015-16. This provided schools with adequate time to plan for staffing of new schools as well as movement of existing staff between schools to support their continued opportunities in the two open rounds of postings that were planned.

Our decision to release the Resource Allocation Method (RAM) in advance of the Provincial budget and provide for two rounds of open posting for staff was grounded in our three-year education plan and our commitment to building professional capital and creating the best possible learning opportunities for students.

On April 14, 2016 the Government announced its spending plan for the upcoming year. The Alberta Government has committed to maintaining stability for public education by way of stabilized funding rates and continuing to fund growth in enrolment. While this level of funding will maintain service levels similar to 2015-16, it is not enough to enable the CBE enhance services, as this budget needs to provide for the operating costs of the 16 new schools and the Aboriginal Learning Centre. Centrally provided supports will not be increased in proportion with the increase in enrolment or the number of school sites, and services may be altered as a result.



## Funding per student and financial situation for 2016-17

Due to the timing of the provincial budget, we chose to distribute the schools' budgets to them in advance of the provincial budget. School budgets were adjusted for enrolment, and student complexity changes and rates were set in order to maintain, on average, student to school-based staff ratios similar to 2015-16, as shown in the chart on page 6.

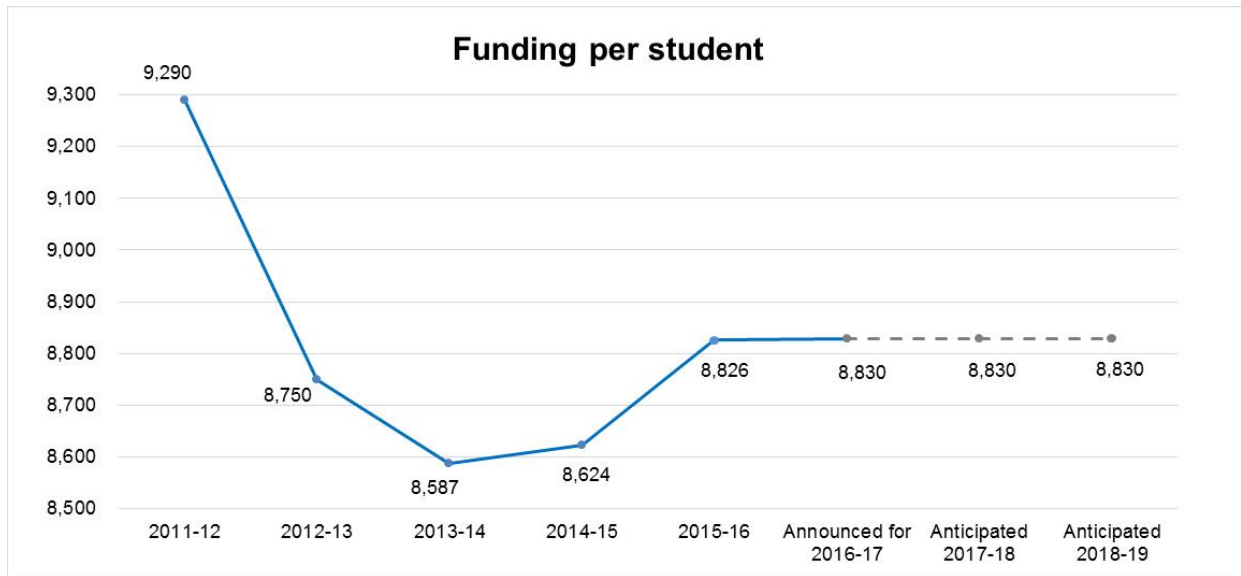
We did this in order to have enough time to provide two rounds of open postings for school based staff this spring. This is an opportunity we know our school based staff value. Open rounds of postings provide staff a chance for staff to grow personally and professionally by taking on new assignments and/or new roles, often in different schools. It is also a great opportunity for our schools and school communities, and we are pleased to be able to offer it this year. The early release of the RAM will provide us with adequate time to plan for staffing of new schools as well as the movement of staff in the open rounds of postings.

This decision was made at a time when the CBE felt confident about the budget funding assumptions for enrolment growth and funding rates. We knew that if these assumptions were not realized, we would need to make other cost savings decisions or possibly even revisit the RAM allocations during the fall budget update process.

The Province of Alberta continues to operate in a financially constrained environment. Many provincially funded initiatives will be experiencing budget reductions in 2016; however, we are fortunate that funding rates in education have been maintained at 2015-16 levels. As well, the government has committed to fund enrolment growth.

'Funding per student' is used as a measure of the amount of funding Alberta Education has been providing on a per-student basis. For a number of years prior to 2015-16, this number has been declining. We saw an increase in 2015-16 with the election of a new Government and the amount is expected to remain steady into 2016-17 and future years.

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



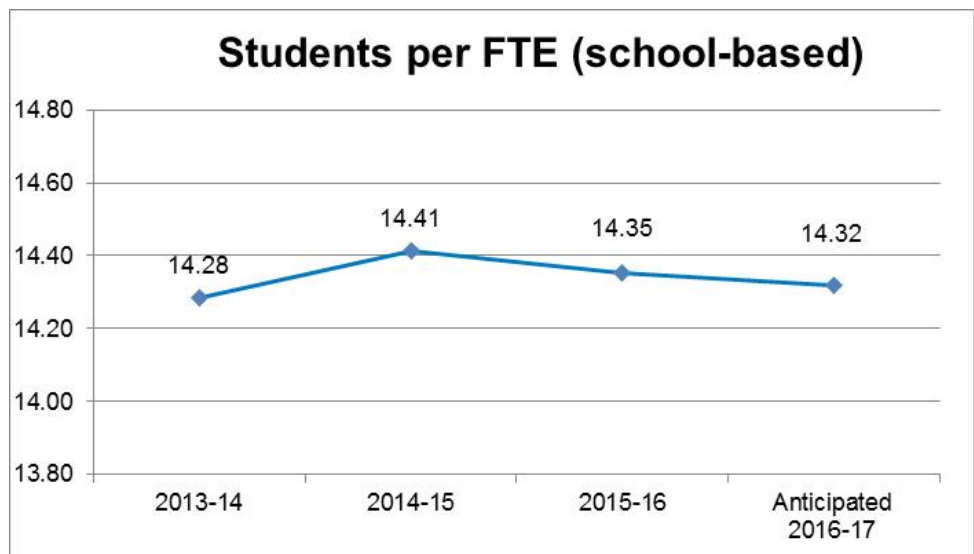
While the government's commitment to public education funding is appreciated and enables us to maintain stability, the funding will not cover all the increased costs associated with increased enrolment, operating costs of new schools opening, inflation, and other cost increases. For example, the CBE is subject to increasing costs for goods, services, materials, and salary grid movement. We have not included any money in the budget for general wage increase for any staff group in 2016-17.

Following the funding commitment by the province and the assumptions discussed in this report, the CBE is facing a **\$20 million deficit** in the 2016-17 year before the application of available reserves, other one-time funding contributions or cost reductions. This report will discuss the assumptions used for budget planning, our plans to cover the shortfall and risks involved in our balancing strategy.

## Balancing Strategy

Guided by our Values, our Mission, and our focus on results, we have always looked to maximize the dollars directed towards students and their success. Students come first has always been the CBE's top priority.

For 2016-17 we propose to fund the full operating costs of the 16 new schools and the Aboriginal Learning Centre as well as maintain the number of students per school-based staff (FTE), subject to each principal's staff deployment decisions, in all of our existing schools. We are pleased to note that the number of students per school-based FTE has decreased (a good thing) albeit only modestly.



We will balance the 2016-17 budget using operating reserves created by forecast budget savings from 2015-16 and deferring some capital activity in favour of operating expenses. Service unit budgets will not increase in relation to enrolment growth; however, facility operations, school based technology support and Area Office configurations are being reviewed with an eye towards better managing and supporting our increased number of schools.

## Anticipated and approximate 2016-17 high-level budget

	Fall Budget Update 2015-16	Anticipated Budget 2016-17	Increase/ (Decrease)
	<b>(all figure in \$ thousands)</b>		
<b>Revenues</b>			
Alberta Education	1,204,334	1,222,643	18,309
Other Government of Alberta	846	618	(228)
Federal Government & First Nations	2,393	2,650	257
Other sales and services	23,196	24,020	824
Fees revenue	49,651	50,678	1,027
Investment revenue	2,817	3,345	528
All other revenue	19,328	22,634	3,306
	<u>1,302,565</u>	<u>1,326,588</u>	<u>24,023</u>
<b>Expenses</b>			
Salaries and benefits	1,023,929	1,034,801	10,872
Supplies and services	237,524	242,404	4,880
Other (interest, amortization and uncollectible accounts)	59,041	69,369	10,328
	<u>1,320,494</u>	<u>1,346,574</u>	<u>26,080</u>
<b>Expenses funded through reserves or capital transactions</b>	<u>(17,929)</u>	<u>(19,986)</u>	<u>(2,057)</u>
<b>Reserve activity and capital transactions</b>			
Use of operating reserves	41,670	14,400	(27,270)
Capital acquisitions	(72,077)	(20,378)	51,699
Board funded amortization	22,880	29,729	6,849
Debt repayments	(1,096)	(3,765)	(2,669)
Use of capital reserves	26,552	-	(26,552)
<b>Surplus / (deficit)</b>	<u>-</u>	<u>-</u>	<u>-</u>

# Assumptions

## General Assumptions

The CBE's 2016-17 budget will:

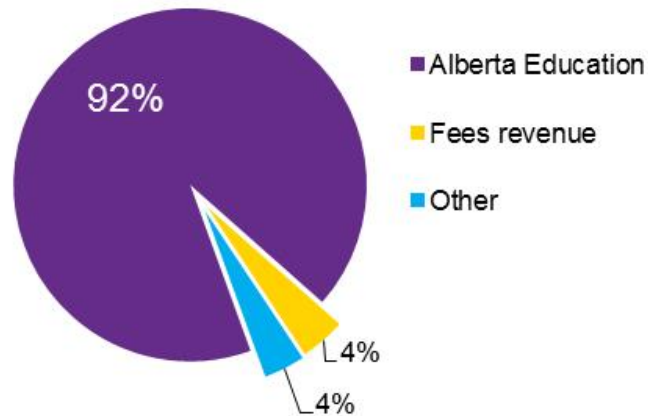
- Be guided by the CBE's Mission, operational expectations and core values. Our core values are:
  - Students come first
  - Learning is our central purpose
  - Public education serves the common good
- Derive guidance from the direction provided by Alberta Education, the CBE's Results, the Three-Year Education Plan and the chief superintendent's priorities. Priorities are:
  - Continue to optimize student success by improving the quality of teaching and learning in the classroom by focusing on:
    - Personalizing learning
    - Advancing leadership practices
    - Implementing a K-12 literacy strategy
    - Improving results for First Nations, Métis and Inuit students
  - Within the context of personalized learning as the overall learning strategy, initiatives that will create support and conditions for success and have a positive impact on the learning outcomes of students are:
    - A new Aboriginal Education strategy
    - New strategies for Literacy and Mathematics
    - A renewed High School Success strategy
    - Building, maintaining and modernizing schools to foster enriching learning environments for all students.
    - Developing and implementing a student information system that provides greater access to and use of student profile data for students, families, teachers and leaders, supports best practices in assessment and grading and creates administrative efficiencies.
    - Implementing our public engagement framework (dialogue framework) to guide decision making and to ensure



stakeholders are reasonably included in decisions that affect them.

- Recognize that school principals, working with their school communities, are best positioned to make the ultimate school-based decisions related to staffing and resourcing.
- Maintain, to the extent possible, funding provided to schools in the 2016-17 budget after student enrolment numbers are finalized in the fall of 2016.
- Support the provision of safe, healthy, and supportive learning environments for students and staff.
- Provide for CBE-funded capital projects to meet the priorities established by our Three-Year Education Plan. These projects include program moves and expansions, software programs, and equipment used by facility operations staff operations to maintain our schools. These are the capital costs of running a school system.
- Take a CBE-wide approach, bearing in mind that all work is done in support of student learning. This means that the budget will ensure that the organization, to the extent we are able, can continue to provide basic supports to comply with Board of Trustees' mandated Operational Expectations as well as legal and regulatory requirements as set out in the *School Act* (and soon to be implemented *Education Act*).
- Maintain, to the extent possible, the systems and processes that allow the CBE to attract, retain, and pay our employees.
- Be balanced with the use of reserves and other one-time funding sources.
- Eliminate all known "conservatism" in estimates and projections. As a result, there is an increased risk of an overall negative variance between the budget plan and actual results at the end of 2016-17.
- Avoid operating and fiscal jeopardy.

## Revenue Assumptions



Alberta Education will fund the CBE following the approach utilized for 2015-16:

- Alberta Education maintains its funding [formula](#), which is based on projected enrolment for Sept. 30, 2016.
- Alberta Education maintains funding rates at 2015-16 levels.

Our revenue assumptions are:

- We will calculate provincial funding using the funding formula provided to us and our enrolment projections.
- We assume that our refugee students will be funded at refugee rates. In the event our current refugee students achieve permanent residency status, certain amounts under Alberta Education's funding formula no longer apply. This would result in a potential decrease in revenue of approximately \$2 million for the CBE.
- Any cost increases (for example, wages, benefits or working conditions) negotiated with the ATA will be fully funded by additional Alberta Education grants. The current collective agreement expires on Aug. 31, 2016 and we have assumed the provincial government will fully fund the cost of any salary and benefit changes resulting from upcoming collective bargaining.
- We will apply Alberta Education targeted/restricted funding for the specified purpose, as directed.

## Fees

- All revenue from Alberta Education related to transportation, noon supervision and instructional materials and supplies (ISM) will be fully applied to the cost of these services. There will be no contribution from the instructional budget to support fee-based programs and services. Fee revenue for transportation\*, noon supervision, and instructional materials and supplies will fully fund the gap between Alberta Education funding and direct program costs, including waivers and bad debts.

*\*at the time this report was written, recommendations from the transportation engagement were not yet available and decisions resulting from the engagement had not been made.*

*The goal is to reduce or eliminate the subsidy of instructional dollars to the transportation budget. Please see the [CBE Master Transportation Strategy Engagement Roadmap](#) for details on the engagement. The engagement is running on schedule per the timeline initially established. By the end of May, we will communicate decisions on 2016-17 service levels and/or fee adjustments.*

*By early summer, the Calgary Board of Education will have consulted with parents, students, staff and other stakeholders to establish a Master Transportation Strategy (MTS) that outlines changes to CBE transportation services and/or fees to establish financial sustainability.*

*Until decisions are made, we maintain the assumption that costs of running the transportation program are fully covered via Alberta Education funding and parent fees. The final Budget Report will provide more details on any planned changes in transportation service and parent fees.*

- There will be no funds available in the Transportation Fee Stabilization Reserve to help fund the cost of the program in 2016-17.
  - There is no provincial funding for instructional supplies and materials or the noon supervision program. These programs are solely funded by student fees. Approximately 50,200 Grade 1-6 students are registered and supervised through the noon hour program in CBE schools (April 2016 estimate).
  - There are no additional restrictions imposed by Alberta Education on the types of fees school jurisdictions may charge to parents.
- 
- Opportunities to grow non-Alberta Education revenue will be explored where it is consistent with our vision and values. A small team is charged with this corporate partnership work and that work will continue.
  - Lease revenues from charter schools will continue to be restricted by Alberta Education. In most cases revenue is \$1 per year.

- Facility rental rates charged are currently set to break even (cover incremental direct costs) as set out in Administrative Regulation 8004 and by agreement with the Calgary Separate School District and the City of Calgary. The CBE has undertaken a review, in conjunction with its partners, of the current facility rental model with an eye towards increasing revenue from this source.
- Revenue from the sale of CBE-owned properties, if any, will be applied to upgrade and modernize existing facilities to support student learning.
- The CBE will continue to participate in the Joint Use Agreement framework with the City of Calgary and the Calgary Separate School District respecting land and schools.
- Investment income, interest and dividend income on CBE cash balances will be assumed to accrue at a rate averaging between two and three per cent on the medium to long term investments. Short-term investments will average one per cent, subject to changes in the Bank of Canada rate. Overall return on the medium and long term investments, including capital growth and investment income, is assumed to be five to seven per cent. Investment returns will be devoted to enhancing student outcomes.

## Expense Assumptions

Our expense assumptions are:

- The budget will ensure that the CBE complies with all requirements of current collective agreements including general wage increases, employee salary grid movement and benefits changes. The CBE will follow the province's lead on future negotiations with our unions and associations.
- No funding has been provided for a general wage increase for any category of employee. The cost of staff moving through their respective wage grid has been funded.
- The cost of 13 additional system classes and opening six Early Development Centres will be funded to support increased enrolment and student learning complexity.
- The cost of 12 additional Literacy, English and Academic Development (L.E.A.D.) classes to accommodate Syrian refugee students.
- One-time activities in 2015-16 have been removed from the budget including the \$14.5 million to further the goals of each School Development

Plan, budget carry-forwards from 2015-16 and the Change Office for \$3.0 million.

- RAM rates have been calculated to allow schools (on average across the organization) to maintain student to school-based staff ratios at or near 2015-16 levels.
- With the addition of new schools over the next two years and in order to support principal instructional leadership, the Area Office configuration is currently under review. The estimated cost of changing the Area Office configuration is included. Also, the estimated cost of increasing the 0.7 FTE System Principal in each of the five Areas to 1.0 FTE to optimize the delivery of Area supports to schools has been included.
- The additional cost of operating 16 new schools and the Aboriginal Learning Centre has been included which approximates \$11 million. Additional costs relate to administrative staff, facility operations and maintenance staff and operating costs such as connectivity, insurance and utilities. The CBE will continue to work with Alberta Education on funding for anomalous issues such as this.
- Any additional costs related to delayed school openings or transitional supports required for impacted schools will be provided for as resources allow.
- There are no additional financial supports for changes in Provincial legislation, regulation and direction such as the implementation of the Education Act and Regulations.
- The cost of Aboriginal graduation coaches in all senior high schools has been included as a permanent budget addition under the current allocation methodology.
- \$1.0 million has been added in support of the development and implementation of a strategy to effectively address the issue of how we can increase academic success for our First Nations, Metis and Inuit (FNMI) learners.
- No additions have been made for any other centrally deployed learning supports.
- No provision has been made for any adjustments to RAM rates other than to address changes in the cost of staffing in order to maintain, on average, school-based staffing to student ratios.
- Amortization of board-funded capital assets has increased by \$6.8 million due to increased capital expenditures in 2014-15 and 2015-16.



- \$0.3 million has been added in support of ongoing public engagement work.
- While Alberta Education has maintained grant funding rates from 2014-15, the CBE continues to experience non-discretionary cost increases or reductions (such as for contractual obligations or the increase in exchange rate where contracts are denominated in non-CAD), which have been reflected.
- No changes have been made to budget amounts as a result of efficacy reviews that have taken place over the last six months on the topics of high school success, psychology and certain school programs. The goal of the reviews was to increase efficiency with existing resources. Budget reallocations or revisions may be necessary over the course of the year as recommendations are put in place.
- No changes have been made to the RAM allocation model except for the inclusion of high school graduation coaches for our FNMI students. Given the Provincial vision for personalization of learning and inclusive education, we will be engaging with affected stakeholders on adjusting our current RAM allocation model. The CBE is awaiting further information on changes from the Alberta Education before any comprehensive review of how we allocate dollars in support of student learning.
- System administration costs will remain well below the provincially mandated cap of 3.6 per cent of total expenditures. For the CBE, which has system administration costs of approximately 2.7 per cent, this means that \$11.8 million remains available to support other critical student support needs.

## Reserve Assumptions

- There will be no funds available in the Transportation Fee Stabilization Reserve to help fund the cost of the program in 2016-17.
- Any unused and available for use reserves from the reduced 2015-16 deficit from operations will be applied to support 2016-17 operations. At the current time, it is anticipated there will be a favourable operating variance of \$14.4 million.

## Capital

The CBE appreciates that the Government has recognized the incredible growth in our student numbers and is building many of the schools required to support the growing educational needs of our students. The province has committed to funding 31 major capital projects that are currently underway. Those projects include new school construction, replacement school construction and major modernizations. 16 new schools and the Aboriginal Learning Centre (modernization of an existing facility) will open in 2016-17 as well as the Elbow Park replacement school and two other major modernizations. All told, the CBE will be opening more new facilities than in the entire Grande Prairie Public School District.

However, the CBE has had to find additional funds beyond those provided by the Province for furniture and equipment. These costs will include preparing the learning environment with learning materials, sound systems, specialty equipment and technology. Other costs are related to the staff time (principals, assistant principals, learning leaders, administrative assistants, etc.) required to engage with the new school communities, develop time-tables, and make pre-school opening curricular decisions. The CBE must continue to fund these activities for three schools with planned 2017-18 openings. In all, the CBE has made \$25 million available to support these new school commissioning costs.

The Province has changed its process for funding new school and modernization activities as a result of the Report of the Auditor General dated April 2016

[Education and Infrastructure – Systems to Manage the School-Building Program.](#)

Where costs are being incurred in excess of construction tenders, but within the total approved funding amount, further funding requests must be made to the Province. There exists a risk that the funding may not be approved and the CBE will need to fund even more costs through operations or reserves.

## Budget engagement

The CBE requested input from parents, staff, other stakeholders and the public related to the 2016-17 budget and beyond. We requested feedback in various venues and formats:

- public sessions in each of the five Areas
- meetings with union representatives (ATA, Staff Association, CUPE, Skilled Trades Union)
- meetings with principal associations (Elementary School Principals Association, Principals' Association for Adolescent Learners, Senior High School Principals Association)
- meetings with staff
- online comments
- Twitter live chat session

We thank everyone who helped contribute to these engagement sessions for their time and effort.

Our engagement showed us that our public places priority on maximizing resources to schools and classrooms. We have provided schools with resources to maintain average student to school-based staff ratios. The CBE allocates resources to schools where it makes sense as it is more beneficial to centralize certain supports to enable Principals and teachers to focus on teaching and learning. In addition, with the opening of many new schools next year, only critical non-school based supports have increased, and many supports will remain consistent with the prior year – even with increases in enrolment and number of schools.

Our engagement showed us that supporting students with diverse needs is a priority. Our community has asked for consistent support for students with diverse needs including assessments. For the coming year, the CBE is increasing the number of specialized classes for our most vulnerable students. In addition, given the early success of the program, we will continue with high school graduation coaches for our FNMI students.

Much of our feedback revolved around transportation. This is an important issue for the CBE, and we are in the midst of a [separate public engagement](#) for this issue. The results of this engagement will impact transportation services and budgets moving forward.

Comments also indicated more information regarding budget, in total as well as for each school, was needed. In response, our budget website has been enhanced with additional information including a section called “Dollars & Sense with CFO Brad Grundy” where certain comments received are provided with a response. In addition, to assist with communication to school communities, principals have been provided with standard templates of their specific school’s budgets.

Many comments revolved around our management of funds. Contributors ask that we do not spend money on items such as staff lunches and contracting jobs that they feel could be done with existing staff. We continue to work to ensure that this is the case and we have communicated these concerns at our system leadership meetings. Our staffs are reminded to consider all spending decisions and ensure these decisions align with our values. Meals, for example, must be carefully considered and done only when critical meetings extend over the lunch hour.

## Operational Impact

As noted, we expect class sizes (as indicated by the ratio of students to school-based staff) to be maintained at similar levels to 2015-16. We have not been able to increase supports to schools at a rate relative to enrolment growth, so there will be additional pressure on our Service Units to continue to support even more students, schools, staff, and parents.

During the 2015-16 year we have been conducting efficacy reviews on how our programs are delivered. The results from these reviews are being discussed and recommended changes will be implemented during the 2016-17 year. At this time, the financial impacts are unknown and will not be incorporated in the 2016-17 budget.

## Opportunities and Risks

The biggest opportunities presented by these assumptions are that the resulting budget will continue to support stability to our students and staff and the reliable achievement of the Board's Results consistent with the values of:

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

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

- The budget is lean and no conservatism has been built in. Choices made in reaching the final budget may impact students' success and/or the achievement of operational expectations or compliance with legislative and regulatory requirements.
- Actual costs may be higher than assumed. We are planning in April for a budget year that does not begin until September. Specific areas of concern include the cost of utilities, wages, insurance premiums and uninsured losses. There is an increased risk that the CBE will end 2016-17 in a deficit position as known conservatism will be removed from the budget to maximize resources to support student success.
- As the deferred maintenance backlog continues to grow, our facilities will be more susceptible to extreme weather events and mechanical and structural failure. This reality could increase costs beyond assumed levels.
- Changes within the Education Act (to be proclaimed) extend the provision of services to Albertans aged less than 22. The impact of this new cohort of students on the CBE is unknown at this time. Alberta Education has provided no additional funding to support these students which means the CBE is exposed to incremental costs.
- The ATA Collective Agreement expires on Aug. 31, 2016 and negotiations are underway with the Teachers' Employer Bargaining Authority (TEBA). While we assume that any wage increases will be specifically and



incrementally funded by the provincial government, other negotiated terms could have a significant financial impact on the CBE that is not incrementally funded.

- The largest risk in this budget is the use of reserves to balance the 2016-17 budget. The use of reserves to cover regular, on-going operations is a one-year, temporary solution. Going forward, with additional new school facilities opening in 2017-18 and 2018-19, as well as inflationary cost pressures not addressed by Alberta Education funding rates (see funding per student graph on page 5), the CBE will need to operationalize efficiencies or cost reductions of at least \$20 million, or 1.5% of our budget. The CBE will engage with our public and our staff to understand how this can be done with as little impact to students as possible.

## Conclusion

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

These assumptions allow us to create a budget that supports the stability we need as we educate 118,679 students next year in the CBE, and we are encouraged that the Government continues to put a priority on educating the next generation of Albertans.

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

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

## Appendix I - CBE background information

Alberta Education provides over 92 per cent of CBE funding. Student fees, adult learning fees, cafeteria sales, donations, fundraising at schools, investment income, revenues from the rental of facilities and other contributions make up the remaining eight per cent, or \$103.9 million. Alberta Education funding is expected to increase to \$1,222.6 million from \$1,204.3 million recorded in the CBE's 2015-16 Fall Budget Update which will fund enrolment growth. This is an \$18.3 million or 1.5 per cent increase.

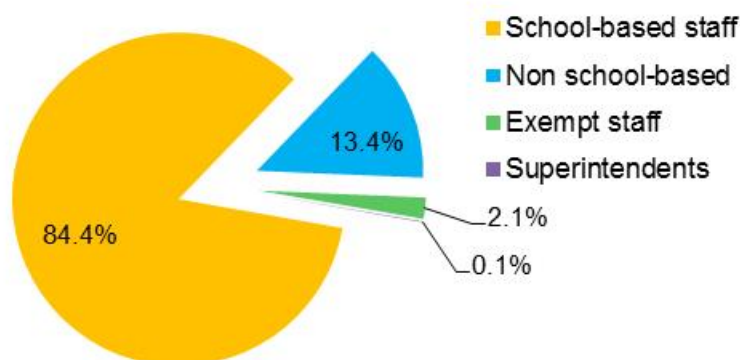
The CBE has experienced significant enrolment growth over the last five years. For the 2016-17 year, we anticipate enrolment to increase by 1.4 per cent (1,694 students) including 480 Syrian Refugee students.

<b>Enrolment by program</b>	<b>Actual 2015-16</b>	<b>Projection 2016-17</b>	<b>Projection 2017-18</b>	<b>Projection 2018-19</b>
Pre-K and Kindergarten	9,389	<b>9,122</b>	9,287	8,733
Grades 1-6	53,329	<b>54,945</b>	55,281	56,220
Grades 7-9	22,624	<b>23,177</b>	23,560	24,438
Grades 10-12	26,375	<b>26,111</b>	26,143	26,269
Unique Settings	676	<b>691</b>	695	699
Home Education	270	<b>276</b>	277	279
Outreach Programs	1,384	<b>1,355</b>	1,422	1,431
Chinook Learning Services	2,327	<b>2,378</b>	2,391	2,407
Cbe-Learn	611	<b>625</b>	628	632
<b>Total</b>	116,985	<b>118,679</b>	119,684	121,107
Total annual change		<b>1,694</b>	1,005	1,423
Total % change		<b>1.4%</b>	0.8%	1.2%

The CBE's programs and services are delivered under collective agreements with four unions: the Alberta Teachers' Association, Staff Association, Skilled Trades Unions and Canadian Union of Public Employees. In all, 77 per cent, or \$1 billion of total revenue is spent on costs directly in schools. Of that, approximately 92 per cent (\$918 million) is spent exclusively on staffing in schools (teachers, school support staff and facility operations staff). *Source: 2015-16 Budget.*

The CBE also has about 205 staff who do not belong to a bargaining group. Exempt staff make up 2.1 per cent of total staff positions; 85 per cent of this group (175 positions) are not in senior leadership positions (*source: 2015-16 Budget*). Exempt employees include, but are not limited to: people who pay the bills and issue paycheques, assist with fee payment, update school websites, provide technology support, design and build schools and information systems, and people who ensure our buildings are safe.

## Staffing complement 2015-16



In addition, the CBE has entered into a number of long-term service agreements to support the delivery of programs and services. These agreements are in the area of software systems relating to student information, payroll, accounting, utilities, student transportation and leased facilities. Long-term agreements support cost certainty and increased cost effectiveness. The CBE's ability to change those costs is restricted.

The [Guide to Education](#) outlines that choice is an important principle in Alberta's education system. The *School Act* provides school boards with the ability to provide [alternative programs](#) for parents who desire increased choice in the

education of their children. In response to student needs and high public demand and expectations, the CBE offers a wide variety of alternative programs that focus on specific languages, cultures, subject matter and/or teaching philosophies.

In order to maintain service levels, CBE expenses (both in schools and centrally which support schools) should increase annually in relation to enrolment growth. Enrolment projections are based on the Sept 30, 2015 actual enrolment of 116,985 and reflect the City of Calgary forecasted population changes, market share, and student retention rates. Future enrolment impacts for changes to the Alberta Education Act are still being examined. At a minimum the CBE expects to welcome an additional 1,694 new students into our schools in September 2016.

A new pressure for the 2016-17 year are the incremental operating costs associated with the opening of 16 new schools and the Aboriginal Learning Centre (major modernization of an existing facility). A new school requires a principal, assistant principal, facility operations staff and administrative staff as well as the cost of utilities, phone and internet lines. The incremental costs of operating these new schools is forecast to be \$11 million in 2016-17. The provincial funding model is based on per-student rates and does not have a per-facility or location component to accommodate for this type of high growth in one year.

## Appendix II - Glossary of terms

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



## Appendix III – New schools opening in 2016-17

The following new and replacement schools are opening during the 2016-17 year. One “new” school is the modernization of an old facility (the Aboriginal Learning Centre) while Christine Meikle is not a new school but will be operating out of a new facility.

#	School	New / modernization / replacement
1	Kenneth D. Taylor School (Evanston)	new
2	Peter Lougheed School (Saddle Ridge)	new
3	Copperfield School	new
4	New Brighton School	new
5	William D. Pratt School (Royal Oak / Rocky Ridge)	new
6	Nelson Mandela High School	new
7	Christine Meikle School	replacement
8	Eric Harvie School (Tuscany)	new
9	Buffalo Rubbing Stone School (Panorama Hills)	new
10	Auburn Bay School	new
11	McKenzie Highlands School (McKenzie Towne)	new
12	Dr. Martha Cohen School (New Brighton / Copperfield)	new
13	West Ridge School (West Springs / Cougar Ridge)	new
14	Dr. George Stanley School (Cranston)	new
15	Hugh A. Bennett School (Saddle Ridge)	new
16	Dr. Roberta Bondar School (Aspen Woods)	new
17	Aboriginal Learning Centre	new / modernization
18	Elbow Park School	flood replacement
19	Bowness High School	modernization
20	Jack James High School	modernization

# Appendix IV – Budget engagement

## Following up: what we heard from you



2016-17 budget engagement



**Calgary Board  
of Education**

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## Summary

In late February the Calgary Board of Education invited employees, parents, students and members of the public to provide their perspectives on budget priorities for the 2016-17 school year and beyond. These perspectives will be considered as we make budget decisions going forward.

### In-person sessions

About 80 parents and 40 employees attended in-person budget sessions. Meetings took place in each of the CBE's five Areas as well as the Education Centre. Chief Financial Officer Brad Grundy [provided information on the CBE's financial position](#), answered questions, and led group discussions on budget priorities.

### Online

Over 100 comments have been received to date through our online feedback form at [cbe.ab.ca/budget](http://cbe.ab.ca/budget). The [budget feedback form](#) is available year-round and we welcome budget feedback from our community at any time. All comments are read by the Finance team. In response to comments received, we have already introduced an online feature called [Dollars and Sense with CFO Brad Grundy](#). On this page, our CFO addresses some of the questions and suggestions made through our online budget feedback form.

For the first time, the CBE invited public comment by hosting a Twitter live chat with the CFO. This forum attracted limited participation, but provided a new opportunity for our communities to provide feedback and ask questions.

We thank everyone who contributed their thoughts and ideas. Your feedback is very valuable to us.

## Moving forward with our engagement results

Several clear themes emerged from our engagement efforts. Among others, contributors identified the following as some of the priorities for our system (in alphabetical order):

- Ensuring technology decisions support students
- Keeping class sizes low
- Managing employee costs
- Options for fees
- Providing clarity on budget
- Reviewing provision of Alternative Programs
- Solving transportation budget issues
- Supporting students with diverse needs



Some comments were beyond the scope of the budget. Examples include:

- Suggestions related to the Charter School application process, a process defined by Alberta Education,
- Comments related to funding for and timing of new schools, which is the responsibility of Alberta Education,
- Comments relating to the determination of wages, benefits and working conditions, which are determined through collective bargaining with our unions and associations, rather than set by the budget.

### Next steps

We will continue to review and consider all feedback as we make budget decisions for this year and into the future. It is important to know how our community prioritizes for our [budget spending decisions](#). You will see the results of how this engagement information was considered reflected in the 2016-17 Budget Assumptions Report.

## Budget Engagement Themes – Summary

Theme	Number	Summary
Admin Costs	2	Feel they have increased
Alternative programs	16	Negative feelings towards them
Budget Info	30	Most want more information and clarity around the info presented to them. Had specific questions as to where they could find certain information.  Wanting more info on their school's budget
Capital Planning	1	Timing
Class size	12	Lower them
Curriculum	11	From go back to basics, to seeing more CTCs
Donations	2	Wanting information on process
Education Centre	5	Questions on why, lease terms and how much
Employee Costs	17	From wanting employee numbers and costs to cutting administrative costs
Engagement	4	Improve transparency, keeping parents informed
Facilities	8	From state of old schools to selling underutilized schools
Fees	15	From equity, to keeping or raising them to what is covered in the fee, including amounts for uncollected fees.
First Nations	3	Funding model and more engagement
Funding	5	What do we need and how can we get more
Fundraising	3	Equity and clearer process
Innovation Costs	4	Spending too much – do we need it - use what we have
Leasing	4	Need to inform public that we do lease our facility spaces and how
Lotteries	3	Looking for guidelines/equity
Noon Supervision	3	Looking for numbers and services provided
Operational Costs	7	Looking for more detail of costs and suggestions for thought
Operational Review	5	Looking for business audits
P3 schools	1	General question
RAM	1	Looking for the RAM review

Area IV parent:

"You are all very capable people and I have tremendous respect for the people and their good work. I don't think we are going to come up with any ideas that you haven't already considered."

Shared services	7	Suggestions – can CBE do shared services
Special needs	10	Concern about funding and how it works
Stewardship	1	Concern about waste at their school
Strategy Plan	2	How is budget and HR linked to it
Technology	12	From costs to increasing more technology to reducing it
Transportation	14	From our process to alternative programs to concern that classroom dollars will be used to cover costs
<b>Total Comments/Questions</b>	<b>208</b>	

## Budget Engagement by Themes

Theme / Source	Area	Comment(s)
Administrative costs		
From discussion	Area I	Find efficiencies in your satellite areas.
From discussion	Area I	How much has central admin cost increased compared to school costs?
Alternative programs		
From discussion	Area I	Can Alternative programs become Charter Schools?
From discussion	Area I	Parent noted that alternative programs are a competitive advantage for us.
From discussion	Area I	Apart of transportation and/or including it – do Alternative Programs cost more?
From comment cards	Area II	Focus on community schools vs charter schools.
From discussion	Area II	Forgive me if this is critical, but it's not meant to be, I am from Manitoba. In a city where so many communities don't have schools, the CBE offers so many choices, why does the CBE feel it is necessary to provide all these options when so many students can get in or have a school close to home?
From discussion	Area II	Why does Alberta Ed deny some Charter school requests because of the CBE's alternative programs?
From comment cards	Area III	People who want their kids to go to special program schools should pay the full busing fee for all children or get rid of special program schools (science, TLC, etc.) and put kids in their own neighborhood schools. Cut back to what you say is your central purpose "Public Education". This cuts busing costs and makes community schools better with teachers/parents/students.
From comment cards	Area V	The CBE needs to start focusing on a standard, good quality "regular" program for all students in all areas instead of transporting children all over the city for special programming (science, arts, languages other than English/French). If parents are concerned CBE programming is not a good fit for their child they are free to transport them to Charter Schools or pay for private school.
From discussion	Area V	Would like to see renewed focus on the regular program.

From discussion	Area V	At what point do you prioritize one good standard education for every student. (comes from a mixed school that has a [REDACTED] program which seems to be getting all new books, equipment, classroom space while regular program charges for small things i.e. \$1.00 for a bug catcher for field trip.) Alternative program has large classrooms while regular program students are in portables without washrooms. Students have to bundle up in the winter to use the bathrooms. Creates an us vs them mentality. Strife between programs – most “regular” parents give up.
From discussion	Area V	Feelings of inequality on services with alternative programs at same school – especially when paying fees.
From discussion	Area V	Administration of all these alternative programs have left the core program thin.
From discussion	Area V	As a parent I didn't necessarily want to send my child to alternative program but did so because local school's regular program was full and my child would have to have been bused out. So put my child in alternative program at local school so my child could walk to school.
From discussion	Area V	Are any of the new schools going to be offering alternative programs?
From discussion	Area V	Where does the priority lie? Between regular core programs and alternative.
From discussion	Area V	At our school the regular program has way more students than the current alternative program creating increased tension at the school and community as we are at that space threshold. Do not want or need the alternative program. Need space for regular program.
Budget Information		
From discussion	Area I	Question around how the CBE uses amortization.
From discussion	Area I	What is the budget this year?
From discussion	Area I	Where is the extra funding that we received for the .5 teacher this year shown in the chart?
From discussion	Area II	Clarification on 10 cents being bricks and mortar only vs. what is in the 66 cents?
From discussion	Area II	What is the “reallocation of existing budgets”? A large range of student enrolment increase was provided – what number do you go with? How do you come up with that projection?
From discussion	Area II	Does the CBE submit any of the information to the government prior to their budget announcement? How does the government decide how much to provide?
From discussion	Area II	If you're not sure the province will fund enrolment, how do you know if the government will fund any new schools in Calgary?



From discussion	Area II	How do you manage your deficit every year? Does it go into a larger pool that you have to accumulate?
From discussion	Area II	How many budget meeting have you had across the city?
From discussion	Area II	Where did the reserves come from?
From discussion	Area III	Where can I find detailed budget numbers? How granular can we get for this year?
From discussion	Area III	Parent finds it very intimidating to fill in the on line budget comment form.
From discussion	Area III	What does the FTE ratio at schools mean?
From comment cards	Area IV	Please install the language program into the CBE website so people can read and answer in their own tongue and feel more comfortable with communicating.
From comment cards	Area IV	Where are expenses such as these included in the budget: \$18K CASS memberships? Grant to Education Matters?
From comment cards	Area IV	I think that this was explained very well but I didn't understand everything (e.g. the Galileo project), and it would be nice for students like me to know more about bills, fees, school things, etc. so we can give our opinion too. – a student
From discussion	Area IV	What is the purpose of tonight?
From discussion	Area IV	I can't answer the questions as I don't know the budget materials. Don't know who to contact to answer my questions. There is no vehicle to have these conversations. Therefore, as a parent and taxpayer I am becoming less trusting. Not clear what all the info on the website means.
From discussion	Area IV	I have a financial background, and am able to pour over documents and know that you can't turn on a dime. Request for input point towards looking to what the CBE needs to look like over next five years. I am looking for CBE's pain points with current budget and would like to know of current dilemmas.
From discussion	Area IV	How sustainable is next year. What can you cut for next year?
From discussion	Area IV	Looking at data provided, I can cut 27 million easily but I don't know what the impact would be.
From discussion	Area IV	When looking at what is reaching the schools it very difficult for us to evaluate.
From discussion	Area IV	Total for Board and System Admin adds up to 35 million. If you look at the previous slide it adds up to 52 million. What is the difference?

From discussion	Area V	Where does English language support fall in the buckets?
From discussion	Area V	Do the Noon Supervision and ISM fees go into the RAM?
From discussion	Area V	Are you accountable for reporting on fees for service?
From discussion	Area V	Does location and school administration play a role in distribution of funding?
From discussion	Area V	I feel powerless, since the principal has the power to spend the money the way they see fit, but parents don't agree. Where do you take your concerns?
From discussion	Area V	Confusion around RAM and noon supervision at the school. I calculated the number of students staying for lunch times the fee, there was over \$10,000. But this was not what was shown in the RAM.
From discussion	Area V	Per student funding – graph shows from 2012 on – curious has to how our funding looks over the years. Are we keeping up with what our students need now as from 10 – 15 years ago?
Capital Planning		
From discussion	Area II	How often does the CBE revisit its new school priority list?
Class size		
From comment cards	Area I	Reduce class size.
From discussion	Area I	Class sizes and classes should not be affected. High schools should not be affected (again!!)
From comment cards	Area II	Class size – first and foremost we need to keep our class sizes as small as possible. Every child requires one on one time and with multiple children in every class with special needs the teacher is being stretched even thinner.
From comment cards	Area II	There must be class sizes in high school core subjects that are less than 35 students per class.
From discussion	Area II	I asked some 13 year olds – Class size was the number one issue for them. Although they liked their new CTC kitchen.
From discussion	Area II	I wanted to speak to North Haven School - we have all the things that make parents crazy – 40 kindergarten kids using the library as classroom – teaching in staffroom, classes taken from before/after school care, lead paint on doors. Also have the most amazing staff who came in to move things around and view situation as a challenge. I want to encourage parents to go to parent council meetings and understand issues and work with school – talk to MLAs.
From comment cards	Area III	Stop cutting funding to high schools. They have no more room to cut. Classrooms are huge.

From discussion	Area IV	Parent of a Kindergarten student: What is an optimal student/teacher ratio? Where does the CBE stand?
From discussion	Area IV	Are we getting funded for the class size initiatives?
From discussion	Area IV	Hearing that you want cuts, yet you are maintaining growth. How are you going to address class size averages?
From discussion	Area IV	Protect the classroom.
From comment cards	Area V	Class size ↓ School Improvements ↑ Inclusive supports ↑ Per student funding? ↑ or ↓
Curriculum		
From comment cards	Area I	Bring back handwriting.
From comment cards	Area II	Job creation Trade school development
From discussion	Area II	I find the inspiring education document has really changed education profoundly and my kids don't seem to be performing at a level that seems to be acceptable. How are we managing this?
From comment cards	Area III	I think what you guys are doing to make high schools more flexible is fantastic. I wish it would have been that way a few years ago when I was in school.
From comment cards	Area III	Top priority → Literacy → Reading. Continue personalized learning – I think this is key for our students. It would be good to see more funding directed to high needs schools. They need more support → more challenges for those students than in affluent areas.
From discussion	Area III	Utilization: How many opportunities for high schools students to study in the afternoon? Or have several shifts?
From discussion	Area III	Would like to see more CT centres as this is a fantastic opportunities for students who are not planning to go university. Can become self-sufficient for employment. Also CT provides earning power while they put themselves through higher education. Parent sees huge amount of potential in CT centres.
From discussion	Area III	What about offering business courses in schools – ways to support the CTCs in Calgary giving students a better foundation for self-employment.
From discussion	Area IV	Is there a cost saving in running similar programs together – i.e. Spanish program aligned with the French program in the same area. Keeping language programs together.

From discussion	Area V	Priorities – class room teacher and focus on the core.
From discussion	Area V	Need to go back to the basics. Kids are first and their environment and the people that work with them.
Donations		
From discussion	Area I	To reduce constant fund raising, is there the possibility to set up a non-profit foundation so that I can donate a lump sum. Willing to make donations to needier schools. Have foundation give suggestions for donation amounts and receive tax receipts.
From discussion	Area I	Wasn't aware that there was an opportunity to donate directly to the CBE and schools. Where do I find this information?
Education Centre		
From discussion	Area I	Which service unit does the Ed Centre costs come from?
From discussion	Area I	Why does the CBE need to be downtown?
From discussion	Area IV	How much does the building downtown cost?
From discussion	Area IV	Where did you find the 16 million lease cost for this year?
From discussion	Area IV	What about the building downtown? Can you move?
Employee costs		
From comment cards	Area I	Wage Freeze across the board.
From discussion	Area I	How many people is the 78% of costs?
From discussion	Area I	Targeted budget for the teachers' pension – is that cost included as part of your total budget?
From discussion	Area I	Is the increase for teachers' salaries built into next year's budget?
From discussion	Area I	Are wage increases build into system growth and new schools?
From discussion	Area I	How do CBE salaries compare to other boards?
From comment cards	Area II	When is the ATA collective agreement due to expire? - pressure on teacher wages and impact to budget Class sizes and teacher quality are paramount.
From discussion	Area II	I am curious about the 10 cents that goes to supports such as aides, etc? Has this historically been the same? As you know these populations are increasing so has the funding been increasing in proportion?
From comment cards	Area III	Need to reign in your collective bargaining.
From comment cards	Area III	Cut costs at support services units (sorry) but there are too many admin things going on.

From comment cards	Area IV	Staffing – no one wants to cut teachers, but looking at admin and executive salaries -
From discussion	Area IV	Of the 10 cents for School Supports – how much of the 10 cents is for the retirement fund and what are the actual dollars?
From discussion	Area IV	Greatest cost is wages and benefits – what have you built into budget? Have you built in collective agreement costs?
From discussion	Area IV	Largest cost is staffing. Understands that ATA and other unions are handled differently, but what about the group of people not covered by a collective agreement? Traditionally in times of austerity, these salaries do not go up. When looking at the average – quite high. \$250,000 in the Chief's office shows 12% increase in salaries.
From discussion	Area IV	Value the work done by administration but when you look at the expense sheet – lots is spent on salaries.
From discussion	Area IV	I am not a CBE employee / nor related to one. But CBE should not be looking at cutting teachers. In fact their work load has increased due to increased class sizes and initiatives. Are their salaries in line?
From discussion	Area IV	Looking at the wages outside of the schools – you have a lot of well-paid salaries downtown. How do these compare to peer organizations? Will you participate in the sunshine list? How come organization charts are not available? Would like to see school budgets put online.
Engagement		
From comment cards	Area IV	Where do we want to go? How are you/we going to get there? How will you/we know that we are there?
From comment cards	Area IV	Minister Eggen recently mentioned that school boards have responsibility for “transparency and careful, careful expenditure”. How will CBE meet these challenges? If large chunks of costs cannot be reduced then oversight/control is key. Especially for travel costs, etc.
From discussion	Area IV	Is part of tonight a renewed consultation with the public?
From discussion	Area IV	Need to improve transparency.
Facilities		
From discussion	Area I	Why do new parents have to go to the Kingsland Centre? The downtown location would be more convenient.
From comment cards	Area II	Parent from North Haven Elementary School doors need paint; - why not part of the one-time \$17 million government (revenue).



From comment cards	Area II	Is Arts (music on the upgrade/maintain schedule?) i.e. piano needing to be replaced.
From comment cards	Area II	Differed maintenance – inner city aging Schools bursting at seams. (Rosedale/Capital Hill all in area)
From comment cards	Area II	Portables “may be as old as the school” – or me
From comment cards	Area II	Sell old school facilities in areas with low student population and use the money to build new schools.
From discussion	Area II	We have a lot of inner city schools bursting at the seams in both age and population – at capacity – we focus a lot on the bright new shiny schools but don’t focus on the old ones. Is there a way to push the government to fund the deferred maintenance for existing schools? This could also be a job creation program.
From discussion	Area V	Aesthetics of classrooms – terrible in some schools – would like to see money earmarked for maintenance and improvements – the environment is the second teacher. Our school had heating and lighting issues, not to mention small windows in non-classroom areas that are being used as classrooms.
Fees		
From comment cards	Area I	Online textbooks. They don’t get wrecked. Add a fee for paper.
From comment cards	Area I	Raise ISM Fees to: Kindergarten to \$20 Full Day Kindergarten, Grades 1-4 to \$45 Grades 5-9 to \$ 140 Grade 10-12 to \$160 This is still lower than Quebec and Saskatchewan.
From discussion	Area I	9 million on instructional supplies - should this be provided by the CBE at all? Is the ISM fee not enough to cover? Have you thought about going digital for textbooks, worksheets, etc? Parents should be charge for the paper if they want paper copies.
From comment cards	Area II	Please keep fees: it is a comfort to know that I am able to provide supplies for students from families who cannot afford pens, books, etc.
From comment cards	Area II	Leave parent fees but make it easier for low income families to access relief.
From comment cards	Area II	Is there a way for the CBE to go back at families that choose not to pay their school fees year after year?  I have heard that there are schools that are asking students/parents to purchase their own copies of books required for classes just like college/university. How does the CBE plan to have enough resources (books) for students?

From comment cards	Area II	I am willing to purchase school supplies for my child but not subsidize the class.
From comment cards	Area II	Re: unpaid/waived fees: there needs to be a way to collect fees from all parents. Children are their parents' responsibility. Add to their taxes (provincial) or collections that must be paid.
From discussion	Area II	I've heard you say you're worst nightmare would be that the government would say you cannot collect fees. What happens if they say this and then don't fund for them?
From discussion	Area II	Heard that there are 3 boards that are planning to eliminate fees next year, is this on the CBE's radar? Can you decide that fees shouldn't be charged to parents?
From discussion	Area II	There are schools that don't charge ISM fee and expect parents to supply their own child's supplies often to the tune of more than their share.
From discussion	Area II	Hindsight on decision – for me school fees are an issue of equity – for parents with multiple children September can be more expensive than Christmas. Why wasn't the \$47 million in reserves used to eliminate the \$50 million in fees instead of investment?
From discussion	Area II	Why am I paying fees and book deposits when no books are available?
From discussion	Area IV	I can afford an increase in school fees, and willing to pay more. I don't want to hollow out the inner city schools. I don't want to see some schools at a disadvantage due to lack of funds because school covers fees.
From discussion	Area V	Fees and waivers: During the current economy (recession) how do you handle increased bad debt.
First Nations		
From comment cards	Area I	My priority – To continue funding First Nations, Inuit Metis programing and resources. Action on TRC 94 recommendations.
From comment cards	Area I	I would love to see an open house/public engagement for First Nations, Inuit Metis parents
From discussion	Area I	Is there a different funding for first nations/metis than for public education?
Provincial Funding		
From comment cards	Area II	The one time funding that bought a .5 FTE for SDP supports was money well spent. I hope something like this can continue.
From comment cards	Area II	Tell parents what they need to lobby MLAs for (i.e. leave parent fees/ \$ for new schools)
From discussion	Area II	Do you have in your notebook a wish list for the minister of education or are you just too practical?

From discussion	Area II	We recently found out that playgrounds don't come with new schools. Is this true? And it is dollars and cents for them or some other reason?
From discussion	Area V	\$5 million made a difference at our school. Help with math and literacy. A lot of different needs in the community. What is the point of giving this extra money if it will be taken away next year?
Fundraising		
From comment cards	Area II	Limit how much parent council groups can fundraise to reduce inequities.
From discussion	Area II	How much do you consider the fund-raising monies that schools raise?
From discussion	Area II	How do you keep schools equitable when capacity for fundraising differs?
Innovation costs		
From discussion	Area IV	How much does Galileo and other contracted out services costs. And other technology? What is the cost of learning leaders / teachers being out of the classroom for these programs? Cost of subs for teachers being out of classroom for these programs.
From discussion	Area IV	With Learning Services and Innovation with a \$40 million budget, why then are you using Galileo, outside services, consultants, etc on top to provide a service? It seems like we are spending a lot on learning learners and yet the PATS are not very good – average mark below provincial average. Also why spend on Inspiring Education as it has all but disappeared from the government's website.
From discussion	Area V	CBE needs to look at how it presents itself to parents as during this economy. Everyone is getting back to basics and trying to hold on. Tough times in this province. Go back to basics. Do not need all the innovations.
From discussion	Area V	Last few years CBE has been focusing on being learning leaders in the country and world. Too many innovations and going after awards.
Leasing		
From discussion	Area II	Have you ever thought about leasing underused schools to other groups in the community?
From comment cards	Area IV	How much revenue do we get from rentals in schools for gym with recreation?
From discussion	Area IV	CBE has several buildings throughout the city. Has there been an aggressive approach to leasing out the buildings during non-teaching time? Doing something with the land, monetizing the land.

From discussion	Area IV	Do you track if schools are used after school use? Is there an opportunity to raise funds here while making sure costs are covered?
Lotteries		
From comment cards	Area I	Review of lottery dollars (gaming and casino funds). Maybe restrictions need to be reviewed as to assist parent councils in fundraising efforts to schools. Look at Green Partnerships (solar energy). Why are we not implementing solar panels to reduce energy costs?
From discussion	Area I	Have you considering approaching the lottery board to change their guidelines so that funds can be used for schools?
From discussion	Area I	Concern about lotteries and the equity across the system. Some areas have active parent groups, others do not. Need to be fair to all the children in the city.
Noon supervision		
From discussion	Area II	What % of students use noon-supervision?
From discussion	Area II	Are you entertaining the idea of expanding noon-supervision to grades 7 and 8?
From discussion	Area V	There is misalignment of what we think we are paying for. Like the ratio of noon supervision. We hear of different scenarios at schools. I have two children in two different schools. Very different services provided. Not comparable across the board. Would like clarity around services that I am paying for as there are differences across the system. In comparison to other consumer services I pay for which are consistent in their delivery.
Operational costs		
From comment cards	Area I	Lower printing costs by having middle and senior high schools print at home. Have everything online for parents to print i.e. tax receipts.
From discussion	Area I	What are you doing to minimizing your operational costs?
From discussion	Area I	Would like more detail as to the supplies and services expenses of \$237 million – where can I find that information online?
From discussion	Area I	What are your costs for utilities? How do you manage large contracts? Do you look at efficiencies?
From discussion	Area I	Have the efficiencies of CBE online Fee Payment created any savings?

From comment cards	Area III	Custodial things cost too much as everything has to be done by a specialized person. Someone to fix a sink, someone else to fix something else, the facility operations staff isn't allowed to do anything.
From discussion	Area IV	In the Audited Financial Statements, there is no category for service unit system budgets as shown on the slide. Where are these costs in the AFS?
Operational review		
From comment cards	Area IV	*consider an audit please on overlapping private contractors. 3 roofing companies?
From discussion	Area IV	Has there been a business audit of the CBE? An impact assessment identifying areas that can be cut. Believe that there are areas that are hemorrhaging money. Agree not to cut teachers but are there opportunities for improvement. (i.e. accounts payable)
From discussion	Area I	Does the CBE hire external expertise to look at its efficiencies?
From discussion	Area IV	Looking at the core purpose (teaching kids) have you considered a business case in contracting out support services? i.e. custodial care, landscaping, etc.)
From discussion	Area IV	Asking a group of parents a month before a budget deadline to find \$27 million in savings is not feasible. Can't solve all at once. Need to look at a business model for future savings and changes.
P3 schools		
From discussion	Area I	Do the P3 schools ever become full CBE schools?
RAM		
From discussion	Area IV	Apparently the CBE did a RAM review a few years ago. Why wasn't that report made public? Why was a previous trustee denied access to it?
Shared services		
From discussion	Area I	I see that cost savings can be made in administration. Have you looked at shared services with other organizations and the Catholic School Board? Cut back on teacher professional development travel by using teleconferencing.
From discussion	Area I	Are you working with other school boards, organizations on joint procurement?
From discussion	Area I	Schools supports – how many are those are CBE employees as compared to outside services (AHS employees)? Can you share services?

From discussion	Area II	Has the board ever looked at targeting other government programs to fund its needs? Infrastructure, green trip funding, tech and arts funding?
From comment cards	Area IV	Given that students are #1, please work with Calgary Catholic for shared services. Leave politics at the door? If it saves us \$1.00 it is worth it. If you need parents to support by pushing government, let us know.
From discussion	Area IV	Is there an opportunity to work with Calgary Catholic on shared resources/services? i.e. purchasing power.
From discussion	Area IV	What happened with the wrap around services with Alberta Health?
Special needs		
From comment cards	Area I	Increase resources for students who are visually impaired and blind. Braille – E.A.s, O&M, Vision Strategist. Hire another O&M. Needs of visually impaired students can't be stressed enough
From comment cards	Area I	I would love to see this just for parents of special needs students and blind/deaf students.
From comment cards	Area I	I think the question needs to be asked. E.E.L. – maybe implement concentrated clusters or classes as to not stretch resources, aides, and improve overall education delivery (i.e. Edgemont)
From discussion	Area I	Do you get extra funding for students on IPPs?
From comment cards	Area II	Supports – AIDS, OT, SLP etc. - increased children with special needs that NEED these services to give them a chance to succeed. Please do anything possible to increase these supports, give these kids the chance they deserve. Thank you.
From comment cards	Area III	I am still learning about everything but what about supports for kids who maybe have special needs like ADHD or youth at risk?
From discussion	Area IV	What about the children with special needs? Using an aide instead of a teacher?
From discussion	Area IV	Parents of special needs children have wait to for the end of year to see if there will be an aide for their child for the following year. Why does it take so long? This creates tension over the summer – wondering and waiting – and still no answer.
From discussion	Area V	Issue of support to children who are more sensitive, higher needs, anxiety, depression, may increase with the economy and subsequent family issues. Would like to see more support i.e. more school aides or smaller class size.  Is the CBE meeting all the fundamental needs of students?
From discussion	Area V	How does the money funnel into the school when special needs or any other complexity is discovered throughout the year?



Stewardship		
From comment cards	Area I	<p>Lower the ISM Fee. Not because I can't afford it but to put the responsibility back onto the parents to instill values to their children. At my child's school I see a lot of waste as I walk through the hallways. Pencils, erasers, sharpeners, paper, etc on the floor. I don't think that having the school supply everything is teaching the kids to be good stewards (citizenship) of what is provided to them. Pass some of the costs back onto the parents and have them buy the consumable items (pencils, erasers, paper, crayons). This would lower the fees and perhaps help students appreciate and learn to take care of their supplies.</p> <p>The ISM fee could be for non-consumable items like scissors, rulers that stay in the classroom.</p> <p>Using 25 cent notebooks with lines instead of providing the HUGE unlined journals would be more helpful for students in organizing their work.</p>
Strategy plan		
From discussion	Area I	Is the budget tied to the CBE's strategy plan?
From discussion	Area I	Is Human Resources linked to the strategy plan?
Technology		
From comment cards	Area I	Get technology in order to better support students in classrooms. Wi-Fi /smart boards, use of iPads, etc.
From discussion	Area I	How often do you do external reviews? In particular looking at technology. Why is the CBE upgrading Wi-Fi? Wi-Fi should be used only for learning purposes. See too many students using it all day for their leisure. Why don't we charge parents for kids using Wi-Fi during non-classroom time?
From discussion	Area I	How do you calculate the IT costs? How do you buy the supplies and services?
From comment cards	Area II	Technology is not as high of a priority as class size or having resources as textbooks and novels.
From discussion	Area II	I am involved in my school's parent council and we found out we need to maintain the technology we bought. Where is the CBE's investment, I don't see it? Technology is such a bottomless pit. I can understand people saying cut it.
From comment cards	Area III	Maintain technology funding.

From comment cards	Area IV	<p>Please get rid of Galileo as it undermines teacher professional choices, adds to workloads in a year and is too costly for no return. It is also a top down initiative.</p> <p>Get rid of IRIS – actually all computer systems need to be rolled together and made economic and actually effective.</p> <p>Cut things that add to workload – Eye, IRIS, Galileo. All those add ons.</p>
From comment cards	Area IV	<p>When you are hosting sessions and discussing cutting costs. More emphasis on how to increase revenue and classroom support.</p> <p>Less colour photocopies, less duplication of resources (i.e. 3 information systems, IRIS, Google, et all).</p>
From discussion	Area IV	When looking at my school's RAM – I see we are paying for IT tech support.
From discussion	Area V	Over the past five years there has been a huge priority focus on innovation. Now, given our current economy, would like to see more efficiency in the system. We have had it pretty well over the past few years; let's now show how we use what we have spent money on to its best.
From discussion	Area V	Money spent on all the innovation has cut us a little lean on core learning.
From discussion	Area V	Is the CBE using what it has built over the past few years (like D2L) to their fullest potential?
Transportation		
From discussion	Area I	Where does the busing costs fit in the expenses?
From discussion	Area I	Why isn't the total cost of busing paid by CBE?
From discussion	Area I	Can't expect buy in from parents to cover busing shortfall when they see that some buses are not full.
From discussion	Area I	You say that there are about 8 people in transportation. Are you utilizing the many software programs available for this work? Your model is not sustainable.
From comment cards	Area II	Change the right to fund busing for specialized programs. Charge more for students travelling larger distances for particular programming.
From discussion	Area II	What part of the total transportation budget does the 3% represent?
From discussion	Area II	New schools can reduce transportation costs, but what impact does it have on the operating costs?

From discussion	Area V	Will the transportation deficit eventually come out of the classroom dollars? I find it hard to watch one bus arriving each day with 2 students on it at my school for an alternative program.
From discussion	Area V	Enormous difference made at my school with the extra funds we got in the fall for extra staff. Concern that this money will go away to accommodate transportation issues.
From discussion	Area V	Line between what money is earmarked and what it is used for is blurry. Is the system going to cover the deficit in transportation? Transparency gets blurry when it comes to transportation.
From discussion	Area V	<p>Transportation is a big issue – on all sides.</p> <p>Was the increase in services necessary this fall? Lots of money spent on a few.</p> <p>Is shortening the walking distance something we should be spending millions on?</p> <p>This was a very expensive change – not sure people understand it. The complaining of a few cost the CBE a lot of money. How many kids are actually walking the distance to the bus stop? Small children are still being driven to either the bus stop or the school. Older children can handle the walk.</p>
From discussion	Area V	On the other hand, if too many children are driven to school – this causes safety issues in the school parking lots and street.
From discussion	Area V	I feel the pain of trying to organize transportation. Identified that parents do not complete and send in registration forms in on time for planning purposes.
From discussion	Area V	Still concerned that any extra funding will go to transportation of alternative programs after transportation engagement results.

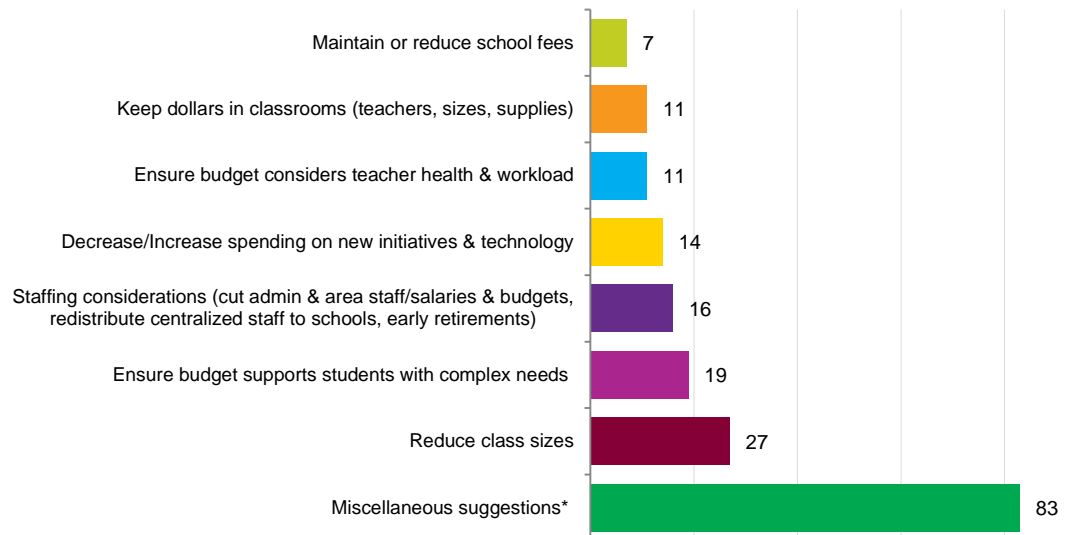
## Staff budget feedback (written comments)

Staff budget feedback was obtained from an in-person engagement session on March 4, 2016.

1.	<p>Does job sharing cost more than having a single employee fill the role?</p> <p>What impact does the additional cost of benefits/sick time/etc cost?</p> <p>I think work / life balance is important and a priority, but what does this opportunity cost our system?</p>
2.	<p>Stop:</p> <p>Over paying PSS – do a market analysis and you will find a significant discrepancy (10 month employees)</p> <p>Management (exempt) staff supporting PSS staff Psych, SLP – paid significantly higher than ATA management/leadership positions. Why?</p> <p>Start:</p> <p>Ascertain the impact of Area/System structure – are we using our resources in the most efficient way? Effectiveness?</p> <p>Examine every position – ‘value added’</p> <p>Do we have ‘historical’ rules and structures that no longer meet the CBE Three-Year Ed plan/priorities?</p> <p>Idea:</p> <p>Post frequently asked questions</p> <p>Question:</p> <p>What was the wisdom of using the entire ‘surplus’ for additional staff →schools → change management? Sustainability?</p>
3,	<p>Closing gap:</p> <p>Publish some of our teacher created materials for profit (such as Edmonton Public has done).</p> <p>Government should not fund private schools.</p> <p>Put transportation for choice programs in the hands of the parents.</p> <p>Private only funds transportation for special education and communities without schools.</p> <p>Charge competitive rates for school rentals.</p> <p>Is there a way to make a less costly balance between bids for facilities maintenance and quality control (trucks we don't have)?</p> <p>Publish the dollar numbers per kid on what we spend and what it actually costs (parents think they are paying the costs).</p> <p>CBE continues to fund some catering. Can we completely eliminate that or is it only a drop in the bucket?</p> <p>Could we show how much costs that go into ed costs .e.g. how much per hour a kid costs?</p>

4.	<p>I'm guessing that being part of a large Metro means more students (&amp; \$\$) get diverted from CBE than other jurisdictions. Is this reflected in Inclusive Education funding to CBE?</p> <p>I'm very concerned about services to students with vision loss. Over the last 5 years we've had reductions in ATA FTE. We are a skeleton crew and working on fumes. What can I do to protect positions? In each of the last five years there have been cuts. Current data shows that blind people are greater than 80 percent underemployed if employed at all.</p>
5.	<p>Do not unfairly target well attended alternative programs through higher fees. It is not always simply a choice of a parent saying "I want more than my community school". My children's French Immersion school is the closest CBE school that they can attend. Why should I pay, for example, an increased transportation fee when they are taking the shortest possible bus ride? My gifted child qualifies for GATE but rather than send him for a long cross-city commute he has his needs met through the challenge of French Immersion. At the same time, I think it is reasonable to look at poorly subscribed programs. When the utilization rate is extremely low, it is it fiscally responsible to maintain that program?</p>
6.	<p>The single best thing that will have a positive impact on student learning is the reduction of class sizes at all levels.</p> <p>I also want to advocate for greater support for special needs students.</p>
7.	<p>Regarding how the money is categorized (e.g. in-school spending vs centralized spending), is that legislated or do we have some leeway? From a pure perception perspective, it would be good if everyone who works directly with kids (e.g. psychologists) was counted in more of a school-ish category. The labeling of the buckets matter, perception-wise.</p>
8.	<p>Future budgets/long range</p> <ul style="list-style-type: none"> <li>▪ reduce or stop increase in staff pay/income levels (if staffing is our largest cost, this makes sense)</li> <li>▪ single change → spend less \$ on staffing – greatest impact</li> <li>▪ Stop growth of unique schools e.g. languages. Build language into all schools (less travel in system)</li> <li>▪ Can't do much in short range – just run deficit</li> <li>▪ Go for change in long range to more sustainable model.</li> </ul>
9.	<p>Learning should not support transportation. To a significant degree parents chose where they live and often chose what program their child attends – therefore they should pay for that choice.</p>
10.	<p>Based on the CBE values that students come first, I don't think that students with visual impairments needs are being met. Out students who use braille are currently getting visits from a vision strategist (braille teacher) once a week. An EA brail assistant cannot replace time from a trained teacher. It would be interesting to compare how much teacher time is allocated to similar students in other large cities like Toronto or Vancouver.</p>

## Online budget feedback by category



## Online budget feedback

*Note: this was not edited for spelling or grammar. Personal details are redacted.*

1.	Please try to work out a way to make and to keep our free education free. I have four children and every September I go into debt to pay for school fees, transportation, and other 'extras'. As someone who is living on a knife edge in terms of my budget, it is a debilitating cost. I have to cancel or never promise to do other things for and with my children like piano lessons or other trips because of the costs associated with 'Cheque-tember'.
2.	High School class sizes
3.	<p>Top priorities??? If ANY business were run the way the CBE runs, it would go bankrupt. Get rid of administration personnel. 0 based budgeting. But that wont happen since it's tax dollars.</p> <p>Whats your biggest expense? Come on, you know. Salaries! If CBE employees are not IN the schools, teaching sweeping etc, they are BLOAT.</p> <p>Seriously... The people (like me) are putting their hard earned money where their mouth is, and voting with their feet. Ever hear of charter schools?? They LISTEN. Why does the CBE have schools that need to run on a lottery system? Hmm, Perhaps the CBE and their BLOATED bureaucracy, are incapable of teaching the "basics" the way parents want their children taught. But instead of changing, they figure out, even more ingenious ways to squander money. Like busing kids all over the city.</p> <p>Be Practical! If a school is below capacity, CLOSE IT! Move those resources to newer communities that need one. Stop busing kids to support your broken model.</p> <p>END school lotteries! If it's been over subscribed, put more resources and budget towards it! If it's at "capacity" get it MORE. Folks it's really that simple.</p> <p>CBE budget = 1.3Bil. / number of students 115,000 = \$11,304 per child / year.</p>



	<p>If that money was given to parents, who in turn gave it to the school of THEIR choice, how quickly would the "system" respond? It would change overnight.</p> <p>Another fun fact, 115,000 students / 13,000 CBE employees = 8.8, ok make it 9. Do we have class sizes of 9??? Nope. Heck, do we have a class size of 18? (Half the staff could be non student facing at that point). Nope. It's obvious where the BLOAT is.</p> <p>Will it change? Nope. The "system" is only interested in keeping the system going.</p> <p>Good luck with your propaganda campaign.</p>
3.	<p><b>Dollars and Sense response:</b> Thank you for your thoughts and comments. For your information and perhaps in the interest of others I would like to add some additional information to your thoughts.</p> <p>A reality of public education is that schools are built in communities and the size and composition of communities change over time. When we have a lottery system in place at a school it means that we have significantly more students seeking to attend the school than the school has capacity. To manage that unfortunate reality we have implemented some rules related to who can get into the school as well as the lottery mechanism. Everyone in the CBE acknowledges that a lottery is not ideal but we do not control where and when new schools are built. That responsibility resides with the provincial government. Our responsibility is to use the facilities available to us to the maximum extent possible.</p> <p>You mention busing. Busing is in large part due to the number of schools that we have that are full to the brim and bursting at the seams. Rather than looking to close schools, we are challenged with efficiently using the facilities that we have available to address the fact that many of our community schools are well above the provincially mandated utilization maximum of 80 per cent. Some are well above. That means we have to bus students to where the spaces are. This is not our preferred model but it is a reality given provincial funding decisions related to new schools and modernizations of existing schools. If new school construction does not keep pace with our enrolment growth, our busing challenges will only grow.</p> <p>You mention getting more resources. Once again, funding for public education is the responsibility of the provincial government. Like you, the CBE is committed to an adequately funded public education system and we advocate regularly with the province related to education funding. We would love to have your support in assisting us in our advocacy efforts and would very much encourage you to contact your local MLA to talk about the importance of public education in the future of the province.</p> <p>A point of clarification on your numbers. Our budget is \$1.3 billion as noted. I would clarify however that the number of Full Time Equivalent positions is about 9,650. Said another way, the 13,000 staff share only 9,650 staff positions. And we will have more than 117,000 students in 2016-17. That is about 12.12 students per FTE. I would also note that the vast majority of our staff are school based. In addition to teachers a schools needs library support, a caretaker, a principal, an administrative assistant, etc. We watch those numbers closely to ensure we maximize the positions available to support students in the classroom. Also, we need to do the payroll, pay the bills, order supplies, maintain the facilities, etc. I think we can all agree those are not tasks that we should burden our teachers with.</p> <p>While I take your point about staffing I would want to point out that the CBE has Board and System Administration costs of less than three per cent. This is among the lowest across the entire province, including charter schools and private schools.</p> <p>With regard to charter schools and private schools specifically, I would further note than unlike those institutions the CBE is legally obligated to take every student. We do not pick and choose. We do not turn students away who do not meet an eligibility criteria. Everyone who registers with the CBE gets a top notch education and our student achievement results back that up.</p> <p>I imagine that we will agree to disagree on a number of points. Nevertheless, I trust that this additional information is of interest and use.</p> <p>Thank you again for taking the time to share your thoughts with us.</p>
4.	<p>CBE paid \$600,000 to Galileo last year - this is a complete waste of money. Please teach our children math, science, reading, writing, social studies, art, music. Please stop using this company for their ridiculous math experiments - our children need an education to succeed in the world.</p> <p>Please continue to support children with hiring teachers who care, are interested in the child's well-being, but ensure your budget has enough teachers. Children cannot learn in classes with 36 children, children with IPP's, gifted children, open classrooms where there is no discipline or structure. Give up on the "inspiring education" trend as we all know it is not working.</p>

	<p>Our school cannot afford enough text books for the children to bring home to work on questions or to study from. Please fix this, and give up on the iPads, excessive online and computer work done in class. We all know (speak to any paediatrician), that it is detrimental to children's health.</p> <p>Start assessments on children earlier than you do now. Some children are reaching grade 4 and 5 and then find out they have a learning disability - parents want to know if their children need assistance or have problems early on so they can be addressed, rather than trying to push each child through giving them false marks and finding out things later when a lot of curriculum and learning has been missed.</p> <p>Allocate your scarce resources to hiring more teachers, having textbooks for each child in subjects where it is necessary, reduce the number of options in middle school/junior high school (i.e. fashion, etc.), improve the science and math curriculum and get our Alberta children back on path where they can succeed and excel on the world stage. This is not happening and the results show it.</p>
5.	<p>Stop specialty programs and get back to basics.</p> <p>Stop capital waste in building K-4 tiny schools and get back to K-8 and 9-12 schools with the shared administration cost savings that is realized by such an approach.</p> <p>Cut CBE head office budget in half and redirect to schools.</p> <p>Cut bureaucratic management so that managers can get a grip on what is actually happening to kids.</p> <p>Start tutoring systems.</p> <p>Consolidate any and all electronic portals into one - all schools, teachers etc. use D2L/Homelogic etc. differently and it is beyond frustrating for everyone. To assign homework on D2L that only the student can see (parents can't see it on their own), to not provide textbooks so that parents can support their kids in the manner in which they are familiar, is removing parents from the system in a big big way. Negative optioning homework is crazy! Hand it out in class, have the parent sign it - these are tried and true methods. Parents have time to help their kids with homework - they don't have time to hunt it down online when it may or may not be there then try to assist without any context or a textbook.</p> <p>Utilize your resource for revenue - renting classrooms at reasonable rates, gyms after hours, making it a community resource would be beneficial to the public.</p> <p>The single biggest change is reduce class sizes because right now kids are being held hostage by both sides trying to prove a point.</p> <p>That the resources ARE scarce and should be directed to students and those who work directly with students - not trustees and those who work directly with trustees.</p>
6.	<p>In crafting the 2016-2017 budget, if the CBE is looking to make cuts, the first of those cuts should be taken from the new initiatives budget.</p> <p>New initiatives make absolutely no sense if teacher staffing needs to be reduced.</p> <p>Teachers and front line staff need, at the very least, to maintain at their current levels.</p> <p>I understand that wages are a fixed cost. But where staff resources are allocated should be defined by the budget, and it should be open to feedback by citizens. As an example, the number of certificated staff who work at the headquarters could be reduced and the number of teachers in schools could be increased by sending those people back to the classroom. Another example is that by reducing learning leaders and sending these people back into the classroom, the ratio of classroom teachers to classroom students would be improved. Neither of these ideas would cost more (or less) money, but they would have a big impact on improving the working conditions of teachers and the learning conditions of students.</p> <p>My other suggestion, as a parent of a child who is coded as special needs, I believe that accountability is very important. For example, the school my son attends receives additional money based on his special need. However, the school didn't allocate any additional resources to my son or his class (and the teachers didn't even know he had an IPP, but that's not budget-related). Having each school publish their budget would be very helpful in ensuring that money is spent in accordance with the intended allocation.</p>
6.	<p><b>Dollars and Sense response:</b> Thank you for your note. I thought a bit of additional information might be of use to you and others related to your comments.</p> <p>There are indeed some certificated (teachers) staff who are not directly in the classroom. I think it is important to note that those centrally hosted teachers are a resource to the whole system and are sent to</p>

	<p>specific schools when those schools are facing unique and different situations. For example, a school might have a new student with unique learning challenges which are beyond the knowledge of the school-based staff. By having expertise available centrally we can send that expertise where and when required to support our students and their learning. We believe this model is both cost effective and supports student outcomes.</p> <p>With regard to Learning Leaders, those are individuals, in schools who take on additional responsibilities in addition to their teaching responsibilities. We know that the quality of teaching that takes place in the classroom is one of the biggest contributors to student outcomes within the school system. Our learning leaders work with their teacher colleagues to improve and grow teaching practice. This too we feel is good for our students.</p> <p>With regard to students with unique learning challenges, our Resource Allocation Method is how we allocate our scarce resources to our schools. It was not the intention within the RAM that dollars would be specifically attached to one child. Said another way, we use the coding attached to students as an indicator of the complexity in the school community. A school community with a more complex student population tends to attract more dollars than a school with a less complex school community. Through this approach we attempt to ensure that the RAM allocation will meet the learning needs of the entire school community. If some students require additional supports the principal can provide those supports through their RAM allocation. Other students may require few supports. With scarce resources it is always a balancing act between needs and funding. We believe that each principal is best positioned to make those decisions related to how the resources provided to them are best deployed in support of students and their learning. To reiterate, no dollars in the RAM are specific to a particular student.</p> <p>You may also be interested in knowing that the funding we receive from the province is not attached to specific students. Rather, the provincial allocation is designed to meet the needs of all students within the system.</p> <p>Thank you again for taking the time to provide input and comment. I very much appreciate it.</p>
7.	<p>Most important to:</p> <ol style="list-style-type: none"> <li>1. Ensure students with severe special needs are supported</li> <li>2. ensure transportation needs are met in priority: <ol style="list-style-type: none"> <li>a) providing transportation to designated schools as needed</li> <li>b) charging MORE for transportation for ALTERNATE programs, those parents are choosing the alternate program, they should pay more</li> </ol> </li> </ol>
8.	Always cut the bureaucracy first. Schools need as many teachers as possible
9.	<p>I would like to see classes restructured by learning ability. We are now seeing children sitting in the classes doing nothing because the teacher spends most of their time on the slower learning children. There can be larger classes of faster learning kids and smaller classes of slower learning ones. We do not need smaller classroom sizes. I would also like to see no computers (unless its a computer class) and no cell phones in any class. Children should learn how to do the basics without mechanical help. I would also like to see no 'graduation' ceremonies for each and every grade. What is the point? Everyone passes so there is no big accomplishment and its a waste of time and money. Is this what we pay teachers for? Less time off for the teachers, seems like every Friday before a stat Monday is off, lots of 'professional days' etc. They can have these during the summer vacations breaks where they are already being paid for not working. Perhaps we should pay teachers by the hour since they work far less per day and per month than the average person yet make full time wages. Kids are spending far less time in the classrooms and why every Friday afternoon off?</p> <p>Children are graduating without the proper abilities. This is a public system and should be available to everyone and not just a few. We are pandering to parents perceptions of some children 'feeling bad'. The system is to teach our children, to educate them and prepare them for the future. It has now become a glorified daycare that taxpayers are paying for. Public systems are just that, public. Why do people have to pay fee's? For what?</p> <p>I would also like to see an end to these school sponsored trips out of the city, province and even the country. It is not the schools job to provide vacations to the some of the children (if your parents can't afford it, you can't go). The teachers are still paid and extra teachers are needed to replace them while away to teach the children that cannot go. Field trips are fine, during the day. Not these that we see now. Once again, its a public system and not only for some children. School sponsored? How does that work?</p>

9.	<p><b>Dollars and Sense response:</b> I appreciate your perspective and would like to provide some information regarding a few of your suggestions.</p> <p>You indicated a desire for ability grouping of students. While this may seem efficient, research continues to reinforce that eliminating grade repetition and avoiding early tracking contributes to success and high school completion (Equity and Quality in Education, OECD 2012). Some research would support your suggestions that we do not need smaller class sizes, however what cannot be underestimated is the impact of the teacher. Quality teaching is influenced from professional learning of staff regardless of when the time is provided. There are contractual obligations that determine the assignable time of a teacher as well as expectations for professional learning. You are correct that, at times, this might occur on a half day in the week but be assured, the number of hours students spend in school is actually determined by Alberta Education. Students in Grades 1 – 9 receive a minimum of 950 hours of instruction and high school students receive a minimum of 1000 hours of instruction annually.</p> <p>You might be unaware that in the province of Alberta there is a focus on High School Redesign. The goal is to actively engage students in learning at school and expand positive partnerships with industry. This ensures there are multiple ways for students to experience success in high school that will lead them to success in post-secondary or the world of work.</p> <p>You might also be surprised to know that off campus learning or overnight eldtrips are most often paid for by participating students. This could be direct payment by the parents/guardians of students or through fundraising. At times, fees pay for these experiences beyond the classroom as well. The Calgary Board of Education has a rigorous process for reviewing all educational travel. Teachers make a direct link to the outcomes in the program of studies and how students will be evaluated as the result of the trip. Often these trips occur over Spring Break or include weekends. Teachers give of their own time to plan the learning opportunities, support fundraising and supervise the trips.</p>
10.	I would recommend a wage freeze for union and non-union staff rather than laying off people like previous years. Admin Staff shouldn't be targeted for the budget cut.
11.	I just want to stress that support staff at the CBE are equally important as the teachers. Without support staff, teachers won't be able to allocate their time to be full time teaching.
12.	Please don't give the teachers anymore raises they already make way to much to work what is essentially a part time job. Hundreds of thousands of Albertans are losing their jobs atm and the ones that still have jobs don't get every summer off with pay.
13.	<p>As diversity in the inclusive classroom increases, teachers need more ELL and EA support to be able to provide meaningful learning opportunities for as many students as possible.</p> <p>Increased support from Professional Support Staff, so that more students with behavioural and learning challenges can benefit at as early an age as possible.</p> <p>Reduced class size.</p> <p>New teachers could benefit from courses in their degree program that prepare and educate them for working with students with high needs, regardless of which specialty they choose.</p>
14.	<p>If students come first, why are we still dealing with huge class sizes in high school? English classes continue to nudge 40 students per class, which is obviously untenable when it comes to getting useful work done with the kids or providing useful feedback on assignments. For example, a critical/analytical essay which takes half an hour to mark per student will consume 20 hours of marking time (not one minute of which is considered as extra-curricular commitment) which means timely feedback is impossible; some kids are waiting more than two weeks for their marked papers, by which time other activities have come up. Further to class sizes, at my school, putting 35 kids into a classroom on the third floor is a clear breach of the fire code--even if we set aside the fact that there is no fire escape from any of the third floor rooms--and yet the rooms continue to be packed.</p> <p>The CBE keeps crowing about having its priorities in place for the service of the students and the common good, but as long as our class sizes are unmanageably large and unsafe, I will not believe a syllable of it.</p>
15.	Class sizes at the high school level are out of control. Our school regularly has science 10 and math 10 classes approaching (or even over) 40 students. This is completely unacceptable. I presently have a Chemistry 30 class with 35 students, which makes labs (an essential part of the curriculum) unsafe--both due to the number of students crammed into the lab and due to reduced supervision.

16.	There are too many students in each class. Without a doubt, money should go toward providing schools with more teachers to teach core subjects in order to ensure smaller class sizes. As students benefit from one-on-one instruction and feedback on their work, by having massive classes, the school board is stripping students of one-on-one instruction and thorough feedback. Specifically in high school English, it takes upwards of 30 minutes simply to mark critical responses. Given the fact that many high school English classes now are verging on 40 students, expecting teachers to provide sufficient practice, feedback, and instruction for each student is unreasonable.
17.	I would really like to see High School class sizes to be addressed. There has been a sharp increase over the last few years. In recent years emphasis has been placed on lower division class sizes, and I would like to see action on the high school class sizes as well.
18.	Funding for classroom resources.
19.	The CBE should consider lowering high school class sizes in the 2016-17 budget. This change will have the most significant impact on student learning. For example, this semester I have 39 students in my grade 10 Social Studies class. The sheer number of students prevents the following: effective group work (it is so noisy even when students are conversing about the course material they cannot hear each other talk), teacher-student relationships (I have much less time to speak to students one-on-one and to get to know them) and as a result, personalized learning (this is negatively impacted due to the fact that teachers are more focused on classroom management and do not have the opportunity to get to know their students individual needs).
20.	High school class sizing are completely outrageous these days. With classes averaging between 35-40 students, it makes it impossible to complete all my teacher duties within the scheduled work day, and I am always taking my work home. I feel that I am unable to do my best for my students as I am always bogged down with marking and I am often behind with giving them feedback as often as I would like. Using this money to employ more teachers would be extremely beneficial to both teacher workload and also to the students learning process.
21.	<p>*top priorities for our budget planning as the CBE focuses on 2016-17 and future years?</p> <p>There is an ever-increasing level of complex needs in the student population. Each year we see more students entering school or returning to school with substantial and important emotional and psychological needs. In many cases resources allocated to dealing with these for the benefit of the student and his or her success as well as to assist educators in working effectively with them just are not adequate. This needs to become much more of a high priority. Students who come to us with complex personal needs and issues are valuable members of the population and should be afforded the care and attention they deserve. This issue also impacts the culture of a classroom and school as well as the success of the teacher. A lot of time and attention is being devoted to the spin off effects these issues bring which is a detriment to the education of other students and to everyone involved. Addressing this in a much more decisive way would be a win-win for everyone concerned and would serve to meet student needs well ahead of attempting to fulfill their academic growth needs. It is time to place this issue high.</p> <p>*What single change would have the greatest impact on student learning?</p> <p>Increased funding to schools... and basing the funds on need vs. student population or "area" where the school is situated. More even distribution of resources needs to be done. Some schools seem to have everything and more while others scramble to make do. Some smaller schools have substantially higher levels of needs among the students yet fewer resources with which to address them.</p> <p>*What are the most important things that the CBE should keep in mind in deciding how to allocate our scarce resources?</p> <p>Students in the education system are not a commodity. They are not the product of a business venture. Whatever investment it takes to ensure their success and that they all have the same, fair chances should be paramount and financial constraints second. Balancing budgets and cutting and trimming has been done to the detriment of education for too long. What is necessary to ensure a sound education system for all students and schools needs to be kept in mind, before consideration of a limited amount of dollars curtails that.</p> <p>If we are truly committed to meeting the educational needs of all students this must be obvious in the resources that are provided. Many schools because of their population (size) do not receive nearly enough resources or funding. Some schools because they have a relatively low population are hindered by this even though they may be environments with a higher level of special needs and complex needs. This needs to be</p>

	<p>kept in mind and a new way of ensuring funding meets needs... rather than basing it on student numbers, must be explored. If we are serious about what we say we are!</p> <p>Every school (specifically pertaining to elementary) needs to have a qualified resource teacher/leader. Every school also needs to have enough educational assistants to effectively assist in meeting the complex needs that teachers cannot meet entirely on their own.</p> <p>Budgeting for schools as a process being undertaken by individual principals needs to be revisited. Many principals are not proficient with budgeting large amounts of finances for the operation of an organization such as a school and as well too much may be left to their 'discretion' and spending may not be allocated to the most necessary areas.</p>
22.	<p>Make the busing system more useable for younger children. The consolidated busing format in 2015-2016 caused major issues with our family arrangement. It interfered with our ability work, due to the fact that we needed to take public transit to get to school bus. Our family is ok with an increase to the busing user-fee so that the CBE can maintain an reasonable level of busing service.</p>
23.	<p>Teachers should get paid more which should stimulate an enhancement of the teacher pool/talent pool vs. a race to the bottom...</p> <p>with an enrichment of the teacher pool this should then become evident in the success of student learning apart from the resources available (although ensuring a certain standard level of resources available and learning environments should definitely be provided).</p>
24.	<p>High School classes for Social Studies, English, Math and Science should not have 40 students in them, especially grade 10 classes. Class sizes of 36 - 40 students may be kind on board/school budgets but create a stressful and hectic environment that interferes with student learning.</p> <p>There needs to be a real commitment from the CBE to measure and address high school class sizes by putting cap(s) in place to prevent huge student classes that:</p> <ul style="list-style-type: none"> <li>▪ intimidate students</li> <li>▪ limit student access to teacher support during scheduled classes (simple supply and demand within limited time)</li> <li>▪ significantly increase the teacher assessment/report load (3 or 4 students makes for a 10% increase/decrease in evaluation and communication work)</li> </ul> <p>This is especially important for Grade 10 students who are themselves already making a big and sometimes challenging transition into a larger school environment.</p> <p>The current CBE practice of measuring and publicly reporting AVERAGE staff-to-student ratios falls far short of acknowledging real and systemic over-crowding of academic core classes. The averages mask many classes where an inappropriate # of students end up enrolled with a single teacher guiding/facilitating their learning.</p> <p>Inquiry Learning, Formative Assessment and Task Redesign do not effectively address the disservice done to students who are crammed into a 39 person Science 10 lab with only one teacher, nor do they meaningfully resolve the needs of 38 students taking ELA to get timely feedback on their writing from their one teacher. The discussion environment in a single classroom or learning commons of 40 or more Social Studies students working in groups literally induces anxiety for students (some IPP coded and others not) which detracts from vital interaction and learning simply due to the volume of vocal noise. 37 Math students each needing some help from their teacher have a 10% lower chance of getting the help they need when struggling than the 34 students (still a large class, but one which is less problematic) in another classroom or school district.</p> <p>Personalizing student experiences is a great goal, but stuffing students into crowded classrooms to meet a budget quota isn't going to accomplish it</p>
25.	<p>The CBE should stop spending money on positions in the organization that do not teach. Education should be the focus of the organization since that is the main purpose. So... Less directors, less system principals or system assistant principals, less specialists, and more teachers. At the very least the above mentioned should be encouraged to teach. The single most defining issue (that can be solved by the CBE) is class size. Class size is a reflection of the allocated budget, from the government, for sure. However another less recognizable factor to class size is the management of said government dollars. The CBE could manage the funds better. A teacher makes \$100000 ish, and a director \$200-250000 ish. That is two teachers</p>



	<p>salaries. More front line teachers are needed. Trim the cream at the top. Leaders need to lead by example.</p> <p>On another note: The biggest issue in education is actually the trend of entitling students. Students need to fail, just as much as they need to succeed. Better balance is needed. Still, I am aware that this issue really is not in the control of the CBE and is a bigger decision handed down to the organization by the government. Still, people in the organization could step up and help guide misguided policies.</p>
26.	<p>Special education funding from Alberta Education should be allocated to the student for whom it is designated, rather than going into the school's general budget. Although my child with autism is PUF funded in his kindergarten year, he receives very few services. It confuses me as to how in preschool, with the same amount of funding, he was able to receive Speech or Occupational therapy daily, but now he has received only a handful of Speech services that are not individualized for his needs. It seems that unless your child acts out, he is deemed to not require supports/services and those who internalize their struggles seem to be overlooked.</p> <p>I would also suggest spending less money on technology and more on direct teacher-student interaction and hands-on tactile learning experiences for the younger students. Although it is important to keep up with technology, I think that having an educational assistant in a class is more beneficial in kindergarten than having new flat panel TVs, iPads, Apple TV, etc. With resources being so scarce and too much "screen time" for young children, it seems odd that money is being spent on more screens.</p>
26.	<p><b>Dollars and Sense response:</b> Thank you so much for your budget comments. For your information I would like to provide a little bit of additional information. You commented that the "Special Education funding from Alberta Education should be allocated to the student for whom it is designated." You may be interested to know that Alberta Education does not provide funding specific to a particular student. Rather, the provincial funding framework allocates dollars to a school jurisdiction such as the CBE for what they call inclusive education. The manual can be found <a href="#">here</a>. The process is a little different for Early Childhood Services Program Unit Funding but the result is basically the same. The ECS-PUF funding has to serve the needs of all qualifying students and dollars do not attach to one specific child.</p> <p>If you turn to <a href="#">page 28</a> of the manual you will see how the inclusive education funding is allocated. There is no identification of a specific student. Thus, it is up to each school jurisdiction to allocate those resources to meet the educational needs of all students. The ECS-PUF formulae begins on <a href="#">page 21</a>.</p> <p>Within the CBE, funds are allocated via our Resource Allocation Method (RAM) to schools. School principals are then responsible, with input from the staff, students and the public, for the allocation of those dollars to meet the needs of all the students in their care. Note, the RAM funds schools based on enrolment and student population complexity. As with the provincial funding framework, the RAM does not provide funding for a particular student. In addition to school-based funding and resources, the CBE funds resources at both the Area office and central levels that are available to support the unique learning requirements of students with special needs. Having resources at the Area and central level allow for a better matching of resources to needs.</p> <p>Finally, I would note that the dollars spent across the CBE in support of students with special needs far exceeds the amount of funding that comes from the inclusive education funding. This information is included in the CBE's 2014-15 financial results submission to Alberta Education and is available on <a href="#">our website</a>. This information is also available directly from the <a href="#">Alberta Education website</a>.</p> <p>Once again thank you for providing your thoughts and I hope that the additional information is of some use.</p>
27.	<p>Evanston is the fastest growing community in the city currently.</p> <p>We have hundreds, if not thousands of students taking multiple busses to multiple schools across the city. Bumping up the middle school to a top priority would be beneficial for the CBE, Evanston and surrounding communities.</p> <p>Evanstons population in 2015 was 12,883, growing by a whopping 2,853 residents. It jumped from 37 to #18 on the cities list of biggest communities.</p> <p>We are so happy to have our k-4 school, but I believe the middle school should be bumped up to a top priority of new builds.</p> <p>Thank you for your consideration in this matter. Last I was told, Evanstons Middle school was #22 on the priority list. I truly hope we can jump up 19 spots as we did with our community growth.</p>

28.	<p>Continue the Fine Arts programmes - especially Drama - which is the least expensive programme to run at any level.</p> <p>All you need is a space and a teacher who has a passion for theatre and what you get is a safe space that allows students to be themselves, create and explore who they are and who they aren't and express their perception of the world. Students in the Drama room become leaders and team members, risk-takers, out-of-the-box-thinkers, problem-solvers, ethical citizens, entrepreneurs and engaged thinkers.</p> <p>Drama is the single most important and ancient of the arts. Before we had language we acted out what had happened to us, we shared and communicated with our voices and bodies. By our very nature we are born to tell our stories, to provoke thought and to model changes. I was horrified to hear that Drama - of all programmes - is being cut in many schools.</p> <p>Stop inundating educators, parents and students with continued, ongoing changes. Keep the status quo.</p> <p>Look to the teachers on how best to use resources. They know what can and cannot wait. Do not update computers and smart boards unnecessarily. You don't need the latest equipment in a public school.</p>
29.	<p>Continue with Strategists, speech language assistants; contract psychologists (rather than hired as CBE employee); Ed assistants</p> <p>These services are becoming more essential than ever due to the complexity of students and families, that is why, I believe, some of the mentioned positions, should be not be part-time.</p> <p>Review any redundancy of positions in the system;</p> <p>Review each department/area roles and positions; is the CBE using technology to its' fullest.</p> <p>Are there services that can be out-source?</p>
30.	<p>Continue with Strategists, speech language assistants; contract psychologists (rather than hired as CBE employee); Ed assistants</p> <p>These services are becoming more essential than ever due to the complexity of students and families, that is why, I believe, some of the mentioned positions, should be not be part-time.</p> <p>Review any redundancy of positions in the system;</p> <p>Review each department/area roles and positions; is the CBE using technology to its' fullest.</p>
31.	<p>I would like to advocate for the improvement of older schools. While the new schools are much needed, we need to make improvements to our existing schools. Alberta Ed. needs to look at the needs of our community as a whole and not just new communities.</p> <p>Reducing class sizes, and SUPPORTING INCLUSIVE CLASSROOMS with more access to educational assistants should be our top priority. 1 hour a week of support from an educational assistant in a class of 20 students, 4 who have IPP's, and 5 ELL learners is not sufficient.</p> <p>Increased access to specialized supports and services for complex learners with educational and emotional needs. More access to educational assessments to inform parents and teachers about the needs of the student so we can best support them</p>
32.	<p>Our child is enrolled at [REDACTED] School and our primary concern is class size.</p> <p>The 2/3 split grade has 28 students and one teacher. That does not fall within the CBE goals.</p>
33.	<p>As a board committed to having each student experience success, 'in keeping with his other gifts and abilities' I believe funding needs to be focused on the areas of strengths identification, integration and building of resiliency. If we can support and change the internal dialogue of a young person, building self esteem, self image and self dignity, we will significantly see an increase in positive decision making skills, in a readiness to learn and in their ability to give back in meaningful ways. Over 70 years of research proves that feeling-thought-behaviour is the long term sustainable process of change.</p> <p>In supporting this we need to continue to place funding in the areas of social supports, staffing, hands on/experiential learning and necessary additional curricular resources. Partnerships with like-minded strengths-focused organizations would also be of value.</p> <p>Financial support in the areas of providing breakfasts, snacks and other meals to supply to those students in need with nourishment will also support their learning. Schools should not need to try to seek funding from other sources or staffing these ventures.</p>

34.	<p>Reducing class sizes should be a top priority for the CBE (and not just the "average" class size but the "actual" size of classes in each school).</p> <p>Many teaching and learning challenges stem from large class sizes - with a focus in this direction, teacher burnout could be avoided and student success could be increased.</p> <p>If the CBE is going to continue to have specialists within the board, these specialists should be better utilized/deployed within schools in order to support learning. For example, the science specialist could organize an event with all science teachers in each area on a specific engagement topic. Alternatively, this specialist could gather curriculum or digital resources to be disseminated to teaching staff within schools.</p> <p>24% of the budget was spent on "Service unit supports" in 2015-2016. These services should be evaluated for their effectiveness in supporting learning within schools. Services not adequately supporting learning should be cut in order to allow more budget dollars to be spent on in-school staff.</p>
35.	<p>As a parent with three kids who have gone through the Calgary CBE (they are currently in Grade 11, 11, &amp; 8), the single biggest concern I have had with the quality of my kids education has been</p> <p>New approaches in teaching of elementary math. Which in my mind have severely handicapped kids ability to grasp basic and essential skills setting them up for failure as they move to high-school and university. This has forced parents to co-teach their children from grades 4 - 7. Most parents I have spoken to share this view. The mantra from educators is more philosophical than budget driven but it leads to point 2</p> <p>There is an obvious desire (I assume budgetary) to cut back on / if not to remove the provision of text books from our schools. If asked to prioritize spending I would place the provision of quality get books above a great many things. Aside from a roof, heating, fire alarms and desks I don;t know what would be more valuable to me. Note: If you ask me as a parent, am I willing to personally her 100% of the costs of text books if given the choice... my answer is Yes, show me the product sku on amazon</p>
36.	The Northern Hills communities need a public high school.
36.	<p><b>Dollars and Sense response:</b> Thank you for your feedback. We have received many comments stating this, and we recognize the need for high schools in Calgary's north. However, we don't decide when new schools are built. The provincial government determines where, when and how new schools are built. Each year, school boards submit a Three-Year School Capital Plan to Alberta Education. The plan identifies priorities for new school construction and major modernizations. When submitting our plan, we take several factors into account such as census statistics, projected community growth, travel time and more. We also include modernization requests to upgrade existing learning spaces.</p> <p>Accordingly, the CBE will open Nelson Mandela High School in northeast Calgary in fall 2016. In addition, a new high school for north Calgary is also identified as the CBE's highest high school priority (ranked 8th out of 19 new school construction priorities) in our <a href="#">Three-Year School Capital Plan 2017-2020</a>. Further information regarding how the CBE prioritizes new school construction requests to the Province can be found in <a href="#">section 3.0 of the plan</a>: New School Construction Capital Plan Criteria.</p> <p>We encourage parents and interested stakeholders to let their local MLAs know of their concerns related to adequately resourcing the CBE with new and modernized schools.</p>
37.	Coventry Hills NEEDS a High School already!
38.	I would like to strongly suggest getting a public high School up and running in the northern hills area. There are huge numbers of children that are currently in the elementary school and now moving into the new middle school and that's just in coventry hills, but there is no where for them to go after that other than bussing them to another school which in my opinion is way too far away. There needs to be a high school here where there are tons of kids that would benefit from it.
39.	<p>Please please please build a public high school in the northern hills!! Otherwise my boys will have to take a very long bus ride all the way to Crescent Heights :(</p> <p>We live in Coventry Hills. Our family has lived here for all of my kids school years and we love the sense of community from both Coventry Hills Elementry and Nose Creek School</p>
40.	Our communities (Coventry Hills and Panorama) need a high school!!!

41.	We need the north central high school built! It is much too long of a bus ride for these students to go to their designated high school. This needs to be built immediately!
42.	high school for Northern Hills area. Coventry Hills needs a high school so our kids don't have to be bussed so far. Moved here under the impression middle and high school would be built. Have the middle school, need the high school.
43.	We need a High school in Northern Hills ( Coventry Hills ) , there are no high schools in the area.
44.	Is there any money in the 2016 budget to build the Northern Hills High School. How come there is no public high school in the Coventry Hills area. The nearest high school for my kids to attend is Crescent Heights high school which is 40 minutes bus ride away. How long will we have to wait for the high school to be built?
45.	Please make the Northern Hills High School a priority.
46.	I think a Northern Hills High School should be top priority! I have 6 children and having them be bussed across the city to Crescent Heights is Too far!! There are too many kids up here, there NEEDS to be a high school in our area!
47.	Northern hills is LONG overdue for a public high school. This needs to be prioritized. Our community is larger than Airdrie -- without a high school! Unacceptable.
48.	I would love to see a High School in or near our community of Coventry Hills.
49.	A priority for my family would be the Northern Hills High School. The designated schools for this area is so far away!
50.	<p>1.No class should be above 28 no matter what the grade. At the High School level, my total number of students per semester can go over 115 sometimes. The major problem with that is that I can't attend to my students needs. Second, I still have to put in 125 hours to the co-curricular program to maintain my spare. The issue... the time that it takes to mark those extra copies is most of the time equivalent to my co-curricular hours, therefore ,I am teaching a full load + extra-curricular hours!!!</p> <p>2. CBE has to put more money at the school level into students fighting depression and anxiety.</p> <p>In my 24 years of teaching, I do think that the larger class sizes have contributed to the students stress, anxiety and depression issue. Given more individual time EVERY day would have in most cases helped. Thanks for allowing me to give my input!</p>
51.	I feel that supporting students where they need it is important. Class sizes should be a priority as kids need a certain amount of personalized help. Students with learning challenges should also have funding go to directly supporting their learning and needs.
52.	I want to really encourage the technology infrastructure in the schools. Improving the Wi-Fi to allow the proper functionality of the numerous connected devices is critical for effective interactions. Updating the technology hardware (older whiteboards with projectors to the new integrated flat panels) and updating to the latest SW and services is important. But this technology needs to be effectively used by the Teachers to truly see a benefit for the students. SMART Technologies is a Calgary company and one that the CBE should tap into more to maximize the value for our kids. The classrooms and learning experiences need to closer emulate the real world with the various tablets and laptops that students go home to every day.
53.	One of the top priorities for budget planning should be allocating appropriate resources and support to students in specialized programs, like SKILL and ACCESS. The demographics in these classrooms are becoming increasingly complex and the descriptors/placement criteria for the programs do not match the students who are being placed into these programs i.e. programs that are designed for students with moderate cognitive delays are full of students with severe cognitive, emotional, physical and behavioral challenges. The original program descriptors and staffing formulas do not account for the increasing challenges that students face and we are overwhelmingly understaffed. In order to ensure student safety and that basic human rights are being met (i.e. toileting and diaper changing, spoon-feeding, lifts and transfers of students with accessibility issues) it often means that teachers are having to step in and perform the aforementioned tasks that we are not hired to do, and that the ATA has very clearly outlined are not tasks that teachers are employed to do. We are not covered by WCB to do tasks like lifts/transfers, and this puts us and our students at risk. However, if we teachers do not provide these supports, it means that the

	<p>basic needs of students are not being met and infringes on the basic rights that they are guaranteed in the School Act. The CBE needs to ensure that each coded student with a code 43 and code 44 diagnosis is receiving the maximum amount of funding that Alberta Education provides for these students and is putting it directly into classroom staff and supports. Otherwise, we are not doing our due diligence to support students' basic health and safety needs. We also need to establish ratios in area classes like SKILL and ACCESS (TASC and CSSI classrooms have a 1:2 staff to student ratio) and this is absolutely essential if we are going to meet the needs to students and to provide appropriate teaching/learning/working conditions for classroom staff. Our students in specialized placements are being grossly underserved and undersupported. We can be providing gold-standard programs for students with significant special needs if we will proactively staff classrooms with the education assistants and support workers needed to ensure students' basic needs are met.</p>
54.	<p>On your Dollars and Sense page I'm reading a common theme among all your responses - where funds have been allocated they are already appropriately rationalized. I agree, all funds should be substantiated but I thought the point of budget feedback was to explore the potential for changing it since its a big moving system that is difficult to change? While your response of 'provide additional information' are useful, since educating stakeholders (public) on how the budget is spent is the biggest key in this whole thing, maybe there is a common theme here? Budget suggestions should be explored (the reason this form has been released). I'm glad to see that you do have rationalization for the costs and previous direction of budget allocations, I do however hope to see some positive changes backed up by demand (this form and other sources) and supporting relevant research whether that be OECD or a more localized source.</p> <p>Although I do not have any kids in school, I am a spouse of a teacher. I do hope to see teachers compensation increase not only to compensate them for all the work they do, but to also attract strong talent (as OECD supports) and I hope to see some of the other budget suggestions evaluated and implemented where appropriate.</p>
55.	<p>As an Administrative Assistant, financially, I see many scenarios.</p> <p>I understand that parents are subsidized, having been a single mother myself.</p> <p>What I have an issue with, is the fact that parents are subsidized for noon supervision when one of the parents stays at home. Their excuse is that they have small children at home or it is too cold for them to walk. Some of them live a block away. Why do we allow this?</p> <p>Other issue I have is many of our subsidized students leave the country for months at a time. Why are we keeping them in the system and continue to receive funding for them. If they are able to afford to take their whole family abroad, they can afford to pay their fees.</p> <p>It is interesting to say that in the last couple of years, I have had a huge increase in Government Audit on many of our families. They seem to be catching up to the fact that we are supporting families that are not here. Why aren't we doing the same? I think 2 months abroad is excessive but can be managed between breaks. If they leave for more than 2 months, shouldn't we deactivate them and status them as moved out of country?</p> <p>Why are the deposits on instruments and books waived. What is the incentive for them to return them....</p> <p>I can say so much more but those are my initial points of view.</p> <p>PS: Though it seems like I am targeting a group, I am in no way prejudice. I have many friends from many cultures and trust me, many of them have enlightened me to what goes on in their cultural communities. Very eye opening.</p>
56.	<p>This is my first time writing the feedback to express my voices because of my first kid attending the [REDACTED] in the alternative bilingual program.</p> <p>In my opinion, please continue the support of the alternative bilingual program. I don't know how the program was doing in the past but I am happy to let my second kid to participate the program again. In fact, I would like to see the increase in CBE's education budget for the program. It is 2016, our children must learn more than one language so to maximize their potential with such option in many ways. Indeed, I came from a background where I learned more than 3 languages. It facilitates my learning for other multicultural activities as well as understanding the perspective of others. In current digital age, language has become very important in building child's cultural identity, and it is one of the best tools for competing in global markets. As becoming a Canadian not long ago, I see excitement in my children's future and anticipation how they will be succeeded in the program. Hence, this should also be the top priorities for the budget</p>

	<p>planning in my opinion.</p> <p>I am yet to learn more about the budget distribution in CBE. I don't know which programs should be stopped funding, what I can add or should support other program is this: When I see my five-year-old, I also ask myself what will my child be after 5 years. The future is inevitably shaped by the technology and science. It is important for my children to learn about technology and science in different way. Take Google science fair for example, <a href="https://www.googlesciencefair.com/en/">https://www.googlesciencefair.com/en/</a>. I would like my kid to participate this kind of even in the future but how can CBE help? I might not be aware of such program currently running in CBE, a program should teach kids digital coding, help kids get involved in high-tech companies's activities (like Google for non-profit), show kids the possible of space traveling and drone learning, and finally to maximiz e their creativity and imaginary for problem solving of resources' dilemma.</p> <p>Talking about resources' dilemma, the question "What are the most important things that the CBE should keep in mind in deciding how to allocate our scarce resources?" If it is the case, please keep that in mind: any programs use of word "should" must be considered second priority and any programs with "need" or "must" should be considered primary funding decision. For example, basic education first, improvement second.</p> <p>"What single change would have the greatest impact on student learning?"</p> <p>Parents first and school second. It is the parents who care most for their children. Hence, change of parents' perspective toward better education is the greatest impact on student learning. If ask the role of school for student learning? Teachers' quality. garbage in, garbage out, it is that simple. While I was a student, I learned that teacher's quality is the greatest impact on student learning. The time spending of my children's interaction with me is as same as his teacher. Please make effort to find good quality teacher or give teachers opportunity to be better.</p> <p>I thank CBE for giving me as a parent to speak out my opinion about educational spending. Pardon me if I cannot convey my message concisely due to my ethnic background. Finally, Canada! I love you.</p>
57.	<p>My comments are in regards to opportunities for revenue generation and infrastructure use for the CBE. I have worked overseas as an ESL teacher in Asia, and I have seen how different countries approach education, CBE needs to pilot some new ideas. Here are my suggestions:</p> <ol style="list-style-type: none"> <li>1. CBE offer in-house out-of-school care at all Elementary schools. This would generate income. They could lease the space to existing providers. My children's school (██████████ Elementary) does this and I think it is a win-win. CBE could alternately run the programs also. Using substitute teachers, practicum students (Education under-grads), or in-house teachers who would like to work extra hours to staff the program. It may also help students to be able to complete homework or put in remedial studying, which would increase the scholastic standards of Alberta. They should also offer day camps for Summer and winter vacation and PD days.</li> <li>2. In the instances of over-crowded classrooms or new communities without schools, CBE should purchase/long-term lease high quality modular buildings. I worked in an Oil and Gas company that housed thousands in this type of structure - it even had a movie theater and a large gymnasium. They are practical and cost effective. These schools could then be moved to new neighborhoods whenever required. And they could be kept onsite even when constructing permanent buildings. Many infrastructure companies (like ATCO) are suffering right now and would welcome the business at competitive rates.</li> <li>3. Another option for overcrowding would be to offer more than one time schedule for schools. For example: Shift 1 - 7:15AM - 1:45PM, Shift 2 - 10:00AM - 4:30PM, etc. This way the school can be utilized by more students. Only 4 hours (incl. lunchtime) would have extra students but the school could schedule easily, ex. when Shift 1 students are in the classroom the Shift 2 students could be in the gym or music room. It would require more staff, but it would eliminate the need t o build a new school (which would also have to be staffed). If students got lockers at the schools then the desks could be used by multiple students each day.</li> </ol>
58.	<p>The CBE should either re-incorporate a standardized cursive writing component across elementary schools AND/OR due to our growing digital age, incorporate a substantial typing curriculum - not as an 'extra-if-we-have-time' but a core part of learning. How can we promote literacy if our children are inept at efficiently communicating the written word?</p> <p>I was startled to learn that my 15-year-old can neither write (cursive) or type proficiently. While in elementary school, he was told by the teacher that they no longer needed to learn how to write because everything is done on computers. Fair enough. Then why don't they learn how to type??? It appears it was taught via random computer games that were not practiced or tested in the same manner that math or language arts is</p>



	<p>taught.</p> <p>I have spoken to a number of educators and parents who agree that something has to be done. There lacks consistency across the city where some elementary schools still value and teach cursive writing and have the students practice it daily. Others that have rid of it completely while high schools have deleted the typing option altogether.</p> <p>There must be standards set in place so that all children across the CBE graduate high school with the skills to effectively write or type an essay, an email, a report, a speech with ALL fingers on the keyboard, not just two.</p> <p>I believe this 'subject' can easily be incorporated without costing another dime. Computers are in all schools. So are typing computer programs. It's just a matter of policy to ensure all schools take the time to teach it and make sure the children are learning it properly. At the high school level, I believe typing could easily be incorporated into the CALM course which is already compulsory. That way there is no concern that a student will miss out.</p> <p>Thank you for your time.</p>
59.	<p>I would like to see funding for private schools to go down to the level they were before the last Conservative government increase a few years ago.</p> <p>No further increase (or even a reduction) in the charter and "choice" schools, which cost so much in bussing, fracture neighbourhoods, and result in relatively more students with special needs in regular neighbourhood schools (as many of the specialty schools don't work for students with disabilities or differences)</p> <p>I would like to see a focus on neighbourhood schools, with a generalist approach for K-6 at least.</p>
60.	<p>Both of my daughters currently attend the GATE program at [REDACTED] School; one is in grade four, and the other is in grade 6, transitioning to the GATE program at [REDACTED] next school year. If learning is the CBE's central purpose, then, for my family, I would advocate that funding for GATE remain a top priority; previous to attending the GATE program, my daughters did not have the opportunity to engage in learning at their level and did not want to attend school. They were at-risk. The continued support of GATE is vital for my daughters' cognitive and social-emotional growth.</p> <p>I believe that safe schools and caring teachers who are not overburdened have the greatest impact on student learning.</p> <p>When allocating resources, I think the CBE should first focus on necessities, such as building environmental safety; for instance, I am concerned about the air quality at Queen Elizabeth High School. Poor air quality can affect concentration and also lead to chronic illness.</p> <p>Concerning bussing fees, I am willing to pay in order for my daughters to have the shortest ride possible with a stop that is reasonably close to home. Currently, my daughters commute just over 2 hours daily to attend GATE. This commute affects my family's quality of life and my daughters' opportunities to complete homework, participate in extra-curricular activities, and have down time to be kids. Attending GATE is a necessity for my daughters who did not receive support at their community schools despite having IPPs.</p>
61.	<p>If cutbacks have to be made next year, I'm hoping the CBE's commitment to funding religious schools will be a point of discussion. Parents can be (and usually are anyway), a child's source of religious education and public schools can then be places where all students (especially LGBTQ students), are welcomed, appreciated and supported regardless of their beliefs. It seems to me that more students can then be accommodated in existing schools.</p>
62.	<p>After spending time in the elementary classrooms of my grade 1 and grade 4 student I am overwhelmed by the diverse needs and large class sizes that our teachers are working with.</p> <p>In both classrooms teachers are managing incredibly diverse learning and social needs of 27-29 learners. The teachers spend much of their day managing behaviour and not really meeting the needs of the students.</p> <p>1) Class sizes more manageable - the growing classes is an issue throughout the system and from what I understand of jr/sr high this issue is as big there as it is in elementary</p> <p>2) Increase school supports for exceptional learners. Our school does not "believe" in pull-out support and it leaves a HUGE burden on the classroom teacher to work with kids who have behaviour issues and learning</p>

	<p>challenges. One of our sons has been coded a gifted learner and this has translated into NO (yes, absolutely NO extra support for our son or his teacher). Where is the accountability for schools getting extra funding to support exceptional learners. We have been told that this money often goes to funding the resource teacher to TEST students. We paid out of pocket to have our son tested so that the school can test other students with his funding?</p> <p>3) Fancy programs are not the answer - class size and adequate support for exceptional learners is the key!!</p>
63.	<p>I believe there are several issues within the education system that require addressing that are currently under-funded. Most critically:</p> <ul style="list-style-type: none"> <li>* School and transportation fees are outrageously high for 'basic school' - not including options, field trips, or optional items, these can and do average \$600 / yr / child for children transported by school bus. While the CBE has a policy that states no child will be left out due to lack of ability to pay, I suggest that by having the fee in the first place, most parents will feel obligated to provide rather than take 'charity', and this limits the educational choices they make for their children and sets up a 2-tier educational system within the public education structure. This is extremely suboptimal.</li> <li>* Better engagement with parents on transportation options before setting up transportation contracts are needed. It is entirely possible alternate transportation options are more accessible to a significant number of parents, and / or that Calgary Transit could provide a feasible alternative with subsidy, to many parents with better route access, than the existing yellow bus contracts. One specific example of ridiculousness is that high school students are barred from utilizing yellow buses, even when a yellow bus stops a block from their house, and goes to an adjoining jr. high school, half empty. The system is inflexible and does not make best use of funds allocated.</li> </ul> <p>Curriculum overhauls are needed, that may have a significant impact on costing of teaching resources. Many schools appear to try to teach the sum of human knowledge from the dawn of recorded history to today, in a time when human knowledge grows exponentially, rather than teaching lifelong learning skills. This is both unsupportable in the long term, and does not prepare students for life success. Teachers are forced to send home hours of homework on a daily basis to cram in this requirement, to the detriment of their ability to teach, student health, and family life. Alberta government surveys from public / employers of whether they feel students enter the workforce prepared have fallen consistently for the last 4 years, and are below 50% as of last survey. Teaching workforce opinions are also low on this item. I believe there is an investment in infrastructure in this old-fashioned methodology and approach that is misplaced.</p> <p>School learning materials are in many cases outdated. For example, in junior high, students work with a 12 year old textbook in some classes, which parents are asked to guarantee the condition of upon return. It appears the CBE is attempting to update their learning materials at parent expense, rather than investing in ongoing upgrade as needed.</p> <p>Support for special needs / special learning is significantly underfunded, and needs review for accessibility and integration into Alberta Health initiatives.</p>
64.	<p>Top priorities should be...</p> <ul style="list-style-type: none"> <li>■ ensuring class size reflects provincial recommendations</li> <li>■ Special education funding should go directly to supporting students and if necessary students should be grouped/clustered in classes/schools where support can have a bigger impact</li> <li>■ The budget should direct the most funds to the people working directly with students (teachers and Ed assistants)</li> </ul> <p>I would love to see every school operate a before and after care program (similar to the lunch program already in place). It would generate revenue for the CBE, and ease stress for parents needing this care</p>
65.	<p>Hi, as a primary teacher with the board, I would like to see more supports in place for our younger students. We do not have the variety of specialty classes available to older students and we are working with students who have yet to be diagnosed. This puts a lot of stress on teachers to try to figure out how to help these students. Having more EA support, OT, PT, Speech and Language, behavioral support and psychologists that are available for consults and to come into classrooms to actually work with these students is really needed.</p> <p>Also, I would like to see prep time standardized across the divisions. I feel it is unfair for elementary</p>

	teachers to receive 90 minutes/week while many high school teachers receive 60 minutes a day. We have just as much to prep for, just as many meetings to prepare for, just as many documents to complete, just as many extra curricular expectations. Choose a number and apply it to EVERYONE.
66.	Please spend less on technology, do not put radical schools in the regular program unless they get designated as Charter Schools
67.	<p>Spending should be directed towards math and science based programs. The single biggest change that would improve student learning is a return to core math and science concepts. There are too many poor instructional elements part of the curriculum (e.g., algebra tiles) and not enough focus on raw math and science skills. The math and science textbooks have too many pictures and not enough practice questions. Students should also receive marks (percentages) after grade 6. Even after Grade 3 would be fine. Anything the budget can do to redesign the curriculum and select better textbooks will better equip our children to compete in STEM fields in the global market.</p> <p>You don't need to spend more to achieve this. Arguably, you could spend less to achieve this goal by reducing/simplifying extraneous learning methods and focusing on raw mathematics and science skills. Thank you for your time!</p>
68.	<p>In my opinion getting education in nearby residence is the basic human rights which CBE is not fulfilling. Thats why the Kindergarten students have to walk almost 2 kilometer for getting school bus stop in the extreme cold weather and then they have to spend another 30 minutes on the bus which is not justifiable and fair to them. Moreover parents have to be penalized in paying transportation fee.</p> <p>There is a elementary and junior high school within 5 minutes of my residence. We have been living this address for 3 years. I have applied in this school from the beginning .My elementary and junior high school kids are not able to get admission over there and they are compelled in riding CBE bus. Which is not my interest and our kids do not like to ride school bus.They hate it.The funny things is that CBE is made compelled to them for riding the school bus and on the top of that they penalized to the parents for paying transportation fees which is very frustrating and illogical matters.</p> <p>You CBE is not fulfilling the basic needs and on the top of that you have been penalized for paying transportation fees.My concerns is that if you are not able to give admission within nearby residence why are you penalized to parents in paying transportation fee which is not their interest for sending kids in riding bus.We are living in the most difficult situation of the life. If we have \$600 which we made compelled to pay for CBE transportation fee,we would able to buy nutritious foods and able to provide extra activities to our kids which they deserve it.What would be the result if we are not able to provide nutritious foods and not able to provide extra activities to our kids in the future?. What types of citizens are we raising. What would be the future expectations from the kids who are not able to fulfill their basic needs.</p>
68.	<p><b>Dollars and Sense response:</b> Thank you very much for your submission. No one at the CBE wants to charge fees for public education. Fees have been, however, an unfortunate reality in public education in Alberta.</p> <p>With regard to transportation specifically, I would direct you and anyone else with questions, concerns and ideas related to transportation to participate in our upcoming <a href="#">transportation engagement</a>. Once again, thank you for your input.</p>
69.	<p>We have four children in the Calgary public school system, three of whom will be in junior &amp; senior high next year - All attending the designated schools for our area.</p> <p>It was extremely unfair, and arguably unethical, of the CBE to take away the transportation funds that were allocated by the province for families in our area and using the funds elsewhere. In doing so, the CBE placed an extreme financial burden on many families for transportation.</p> <p>Some families at our junior high received yellow bus transport and others did not. Those who did not were forced to pay a significantly higher cost. This is hardly an equitable or fair solution. Would it not seem logical that all students in Calgary pay the same fees to get to school safely?</p> <p>Thanks you.</p>
70.	<p>It's hard for me to talk about a general CBE 2016-17 budget, but I can definitely make some suggestions when it comes to the school that my child is attending.</p> <p>First of all, the facilities are outdated! The rooms are dark, they have a horrible smell to them. The furniture is outdated, not kids friendly and it's not welcoming.</p>

	<p>I would definitely put more emphasis on the library (new books), computers (teach them skills that they are going to need in the future) and physical literacy (kids are not moving enough).</p> <p>I would not cut on art, drama and creativity all at! In fact I'd like to see my child participate more in school performances.</p> <p>Children should also have the option of a school lunch. And I don't mean pizza, mac and cheese and such. I mean healthy, balanced meals. I would be happy to pay for that service. I would be happy if my kid could have a warm meal at school that doesn't have to be reheated.</p> <p>I'm also all for trips! I'd pay for that extra as well. Truly the fees are so small that I don't mind paying extra to enhance my child's experience at school.</p> <p>One thing I don't understand is why kids have so many PD days?</p> <p>Maybe schools need to organize more fundraising campaigns? I guess they need more funding from the government. How much does the government spend on education? How much of the money goes directly to schools? I'm willing to pay more taxes to provide my child with better experience.</p> <p>I hope you'll find this feedback helpful :)</p>
71.	<p>Focus: maintain reasonable class sizes or reduce numbers so that elementary classrooms don't exceed 20-22 students; more funding for special needs students, more resources for special needs students such as EA supports, specialized training for EA supports and teachers</p> <p>Top Priority: more funding and better services for students with special needs, as my child enters Grade 4 she will be going into a PLP class. Although I have accepted this, this is not the educational goal I wanted for my child. I wanted her fully included in a regular classroom, but without adequate EA hours/support and proper training for the teachers, this is not a realistic option. Parents are forced to segregate their children to ensure their needs are met.</p> <p>Single change - if you claim CBE supports inclusion you need the dollars and the resources to do it. Teachers would be happy to have severe coded kids in their classes if they had adequate support. The budget should always be student and child focussed.</p>
72.	<p>Reduce class sizes (by hiring more teachers) especially where there is complexity like high ELL or high low income. If we do not attend to our learners, our workforce will suffer. In the short term it will look bad on our provincial results.</p> <p>There always seems to be money for "downtown or area offices" to hire more people because "we are so busy" I have no doubt that they are busy. The reality is that we are all busy implementing all of the great ideas that people have come up with but which there is not enough time in the day to implement. However, unlike these service units, schools cannot just "hire more people." The people with the contingency will naturally take care of their own situation because that is what they know.</p> <p>All areas are not the same yet we staff them the same. We have the same number of strategists in each area yet the proportion of work is not the same. Why is this? Is it because our marginalized families are easier to ignore than our more affluent or wealthier parents? This is not okay. Budgets should reflect these differences. We just requested support from our area office regarding a student with severe behavioural issues and have been told that the strategist's first available time is April 6! How is this helpful?</p> <p>Area office spending needs to be documented and explained, and shared with principals as a minimum.</p> <p>There needs to be funding that reflects the reality that in some schools everyone pays their fees, everyone can pay for multiple field trips, everyone can contribute to fund raisers, parents can pay for psycho ed or social emotional assessments (which in turn provides more funding to a school to purchase teachers or EAs to support the learner) versus that fact that in other schools partial payment or no payment of fees is the case, few can pay for field trips, fundraising is minimal and no parent can pay for an assessment. Think about the difference in these two cases and what budgets look like as a result. This is not equity. RAM needs to reflect this better as the equity funding does not come close to levelling things out.</p>
72.	<p><b>Dollars and Sense response:</b> Thank you for taking the time to provide us with input on our 2016-17 budget. In part of your comments it was suggested that we bias our hiring towards downtown or area offices, and I thought a little additional information might be informative.</p> <p>Between 2013-14 and 2015-16 the CBE added about 398 full time equivalent (FTE) positions. Of that number, 386, or about 97 per cent, were school-based staff. Of this, 68 per cent of the increase was in</p>

	<p>school-based teaching staff and the remaining 29 per cent were non-teachers working in schools.</p> <p>The remaining 12 additional positions were certificated FTE teachers who were added in Chinook Learning to support those students and their learning.</p> <p>There were some very small ups and downs in our other service units but the net change in those groups between 2013-14 and 2015-16 was zero. Mostly the realignment of existing staff.</p> <p>That means that 97 per cent of the increased staffing was school-based teachers and support staff.</p> <p>We believe that this is consistent with our values of students come first, learning is our central purpose, and public education serves the common good.</p> <p>I thought people might be interested in this information. Thanks, as always, for taking the time to provide input.</p>
73.	<p>The area II meeting I attended tonight at Diefenbaker felt like we were TOLD rather than asked or consulted. There was too little time for input from parents.</p> <p>New schools need to be built modular so that they can be adjusted for student need.</p> <p>Re: technology costs: Policies need to be put in place to limit the amount of data that connected devices can download/upload in a set period of time. I have heard from kids how they are able to download complete movies over the internet at school onto their IDevice or other tablet computers for watching at a later time. Coming from a company that builds and operates remote workforce housing, I understand the cost of bandwidth in relation to other company expenditures and it is one of the highest costs of operations.</p>
74.	<p>I'm a parent of a elementary school student, however I think working on improving the flexibility of high schools is vital. That's super important and something we should continue working on. Properties for the next school year should be improving the schools to keep up with technology and making it easier for kids of all learning styles to learn. I am a mother of a child with severe adhd and he cannot be sitting I a classroom for hours on end to learn it sets him up for failure, we need to be making sure these teachers have assistance in the school to give these kids a little extra help where it's needed. A single change, I'm not sure there is one, but maybe improving technology I the schools. Our society is becoming exceedingly dependent on technology and we need to help these kids and their parents get the upper hand on it. However I think making schooling more flexible is also vital, or even having more supports for the teachers. Keep in mind that schools in lower income districts have different needs than higher income areas, kids at risk need extra help to make sure they have a equal chance at success.</p>
75.	<p>I would strongly suggest that in the upcoming negotiations that the CBE come back in line with the number of PD days granted to teachers. 10 is ridiculous and outrageous when compared to Edmonton Public's 3. If the level of innovation in all the years of teacher PD has left us with the widespread use of the worksheet, I think that PD is a waste of effort.</p> <p>Further that most "PD" occurs in conjunction with long weekends and breaks, how does the public not see these days as just extended holiday? Friday afternoon, early dismissal is another waste of PD... having been a teacher, and being a parent I see well enough that this is an excuse for most teachers to leave early Friday... so every weekend is an extended weekend. Unbelievable.</p> <p>As the employer, for heaven's sake get your monies worth. If you have to have 1/2 day PD do it on Wednesday NOT Friday. Cut the PD days from 10 to 3 and increase the number of contact days by an additional 7 per student... THAT puts the student first.</p> <p>I would add that the cost to families for lost work and child care to coddle teacher who's PD is at best questionable and at worst, a holiday - is too much in the best of times and with the current economy is unbearable.</p> <p>If CBE continues 10 PD days per teacher, you clearly do not have a resource shortage.</p>
75.	<p><b>Dollars and Sense response:</b> Thank you for taking the time to provide us with your feedback. The more input we have the better we are able to reflect the expectations of parents and students.</p> <p>You mentioned upcoming negotiations related to the Alberta Teachers Association (ATA). I'd like to provide you with some additional information. The ATA collective agreement is up in August 2016. The Provincial Government is developing a new collective bargaining process which will move much of the bargaining to a centralized, government controlled process. <a href="#">Bill 8, the Public Education Collective Bargaining Act</a> that provides some of the details of this new approach. We do not yet know what impact these changes will have</p>

	on our ability to bargain items like teacher professional development at the local level. Stay tuned for more information
76.	<p>In crafting the 2016-17 and future budgets, what should the CBE consider stopping, starting, and continuing in supporting each student's success?</p> <p>* Less Teacher development days, I see that whatever teachers are learning is not being implemented - benefit not conveyed to students - less spending, more educational days. Note: I heard one of the teachers saying, "Oh, Friday, we have a break fun day!"</p> <p>What would you suggest as the top priorities for our budget planning as the CBE focuses on 2016-17 and future years?</p> <p>* NO Teacher Salary Cuts. Yet, imposing a temporary Freeze - Merit All CBE employees increases for a year or Two ... I think this will match Alberta economic recovery from current situation.</p> <p>What single change would have the greatest impact on student learning?</p> <p>* Interaction with Other similar schools - A student from School A visiting School B makes them more eager to get back to their home (School A). Note this can be coordinated to alternate with PD days (One PD day for PD and the following PD day for kids development).</p> <p>What are the most important things that the CBE should keep in mind in deciding how to allocate our scarce resources?</p> <p>* Freezing annual Merit increase will enable CBE to hire 2%-3% more teachers to cope with natural expansion in schools.</p>
77.	<p>I am very happy with the Jr. High School French Immersion program that my children attend.</p> <p>However, I am a tutor and a former Special Ed. Teacher with Edmonton Public School Board. I really believe there needs to be more funding allocated to testing students suspected of having special learning needs at a younger age. The Dr. Oakley Program, though great, comes too late in the child's learning career. By then, many of them already suffer from low self-esteem. I feel that money should be put into early assessment in the schools so that parents do not have to pay for these assessments out of pocket due to the long wait times to have the testing done in schools. I believe that earlier testing and diagnosis of learning disabilities would save money for the board in the long term and pave the way for more confident learners, no matter what their style of learning.</p> <p>Though neither of my children have a learning disability that impacts their day to day schooling, on behalf of other children I work with and have worked with, I would like to see more money put into early assessment. Thank you so much.</p>
78.	<p>More funding towards alternative CBE programs. As a parent of a child who needs to be challenged more at school, it is frustrating to have to wait several years on a waiting list to have them accepted in an alternative program to meet their learning needs.</p> <p>Daily physical activity needs to continue to be part of the daily school activities.</p> <p>Reporting to parents on student progress has declined significantly. The first report card does not come home until the middle of the year. There are no comments on this, only numbers on a scale of 1 to 4. It's difficult to gauge the progress your child is making or what support your child needs without teacher feedback.</p> <p>Staffing is the top priority. Having qualified staff that are committed to teaching is top priority. Student teacher ratios must be high enough to provide a quality education for children to get the assistance and enrichment they need.</p> <p>Ensuring transportation to and from school is available and within reasonable walking distance is a necessity.</p> <p>Ensuring children are receiving quality education, enrichment and depth of learning. School is not a daycare.</p> <p>Teachers. Qualified and committed teachers will impact student learning the most.</p> <p>Why do we provide public tax dollars for private education? Individuals who can afford to place their children in private schools obviously do not need the additional funding. Public schools are suffering and especially in low-income areas in Calgary.</p>



	<p>Kindergarten should be consistent across the city. Some areas are provided full day kindergarten and others half day kindergarten.</p> <p>Getting kids to and from school, especially for families with multiple children in different schools is a struggle. Bus stops must be within reasonable walking distance for schedules of modern day families to work.</p> <p>I would gladly pay higher fees if it means better staffing, better quality of education and more convenient transportation. CBE needs to attract and maintain quality staff and that will make the most difference in our children's education.</p>
79.	<p>When thinking about the upcoming school year and the budget...</p> <p>Question 1</p> <ul style="list-style-type: none"> <li>- Literacy Strategy - ensuring that there is consistency around the over arching thinking about belief statements; but not dictating specific programming(ex: Daily 5); ensuring that the literacy strategy also contains exemplars for writing and reading skills for each grade level (so teachers know the target, the program of students describes the target and the SLAs and PATs have examples but CBE needs this clarified for all teachers)</li> <li>- Stop - there are some teachers who have their continuous contract, but....; maybe having principals and APs having round table discussions and creating lists to look for and nonnegotiables (things that could cause not attaining a check for a specific descriptor) would help support the development of a strong CBE</li> <li>-EAs - ensuring that EAs are also evaluated based on a common set of criteria with examples</li> </ul> <p>Question 3</p> <ul style="list-style-type: none"> <li>- we need to consider Psycho Ed assessments - some schools seem to be able to have many students assessed each year, while others only have 2-3 a year; schools need to be funded based on need I'm not too sure how this happens currently; Also, some schools are not following policies for coding students, which allows them to get more funding, and schools that follow the rules receive less... Seems odd</li> </ul>
80.	<p>As a former resident of British Columbia (Chilliwack School District #33) and Ontario (Simcoe County District School Board) I am angered by the fact that we pay a school lunchroom supervision fee for our children in the Calgary Public School system. School lunchroom supervision fees are nonexistent in both British Columbia and Ontario and significantly less costly in the Calgary Catholic School Board. With two children in elementary school my cost for school lunchroom supervision fees is \$570/year. When my third child enters Gr. 1 I will be paying a combined total of \$855/year. I am thankful that my children are able to attend the school in our neighbourhood, that their class sizes are around 25 and for the good work their teachers and Principals do every day. But the exorbitant fees need to go.</p>
81.	<p>In crafting the 2016-17 and future budgets, what should the CBE consider stopping, starting, and continuing in supporting each student's success?</p> <p>I feel like the following would help the Student and parent vastly in the future.</p> <p>Currently, at least with my child and his school, we have to go to a website that the teacher updates with current on goings in the classroom or assignments or homework. A lot of the time the info is in no particular order and not dated and in many cases happens fairly infrequently... which is fine. Except the fact that due to the infrequency, the website is often forgotten about by the parent and possibly student and therefore looked at infrequently if not overlooked completely.</p> <p>My suggestion to improve this system is to have a program where a parent and/or student can subscribe to get an email every time there is a new item or update put in the "class" website. Included in the email would be the item or update that was added.</p> <p>That way students and parents are alerted as to what may need to be completed. Parents can stay better informed as to what is being worked on in current classes.</p> <p>Parents and/or students wouldn't have to go looking for the info.</p> <p>The info would find its way to them.</p> <p>I have seen "subscription" programs before on my son's hockey teams websites and have found them to be quite helpful</p>
82.	<p>STOP holding catered lunches at hotels when there is space for meetings within CBE properties. Education dollars should be going to education, not to school administration and staff meeting off property with</p>

	<p>expensive meals provided. We spend more on education per capita than anywhere else in Canada so its time someone starts looking at the expenses using taxpayer money.</p> <p>Close schools that are under-utilized to save maintenance and operating costs where kids can be accommodated nearby.</p> <p>Single change with greatest impact is to convince Alberta Government to deliver on Capital Plan. Standing room only for high school kids in core classes is unacceptable.</p> <p>As mentioned, quit living life high on the hog. We all don't work in Oil and Gas and our companies spend appropriately but it seems the CBE wants to spend on comfort and joy over quality education.</p>
82.	<p><a href="#">Dollars and Sense response</a>: Thank you for taking the time to provide us with your thoughts and comments. I did want to provide a bit of additional information related to one of your points. Specifically, it was suggested that we close schools that are under-utilized to save maintenance and operating costs. Our challenge is that we are currently over-capacity at the system level. Our enrolment continues to grow, and we need space for students.</p> <p>If you visit our <a href="#">budget engagement presentation</a> you will note that our current system utilization rate (the red line) is at about 89 per cent across the entire system. With the new schools that are currently under construction we should see the utilization rate drop to around 83 per cent in the 2017-18 timeframe. Keep in mind that still means we have some schools well over that utilization rate and others below. Given the enrolment growth that we are projecting based on Statistics Canada and City of Calgary data (the black line), we do not anticipate being in a position to close any schools anytime soon. In fact, our challenge is the other way. If we cannot get our three-year capital plan funded by the province our utilization rate will once again begin to climb well above the Alberta Education recommended target of 80 per cent. With increased utilization comes the need for more transportation, more program moves and changes, and more potential over-crowding</p> <p>You also address our corporate spending. We don't always get it right and we take appropriate steps when we see such errors in judgement. We agree that education dollars should be going to education, not to catered meals. From time to time, we require people who are very busy to come together to discuss business matters over lunch. We make every effort to be prudent and efficient with the dollars entrusted to us. Our leaders <a href="#">are directed that</a>:</p> <p>The purchase of meals should be carefully considered and done only when critical meetings extend over the lunch hour.</p> <p>Superintendents have been advised that only training and professional development critical to the maintenance of professional designations and practices, or critical to advancing the Three-Year Education Plan, shall be approved.</p> <p>We believe that these directions align with our values: students come first, learning is our central purpose, and public education serves the common good. We devote the <a href="#">vast majority of our budget</a> to staffing and operating our schools, and providing the range of supports necessary to meet the needs of all of our students, including those with complex learning needs.</p> <p><a href="#">Our capital plan</a> is indeed important and our Trustees advocate tirelessly for adequate funding to support all of our students in getting the high quality public education that they deserve and our parents expect.</p>
83.	<p>Here is my budget feedback, thank you for the opportunity to contribute!</p> <ol style="list-style-type: none"> <li>1) Stop: cutting teaching jobs in favor of more positions at the board level. Start: Hiring more teachers and bring back the arts to Elementary schools! I have a daughter in kindergarten and it makes me sad to see no teachers in her school who are arts specialists Continue: Supporting students through continued development of Fine Arts programs</li> <li>2) Hiring teachers</li> <li>3) Give us back the non instructional days! More teaching and learning time.</li> <li>4) Getting the BEST teachers because ultimately that is what makes all the difference.</li> </ol>
84.	<p>High school class sizes are getting to be ridiculously large. Groups of 40 or more per class in core courses (English, Social, Sciences, Math) should not be the norm; many classes in smaller Alberta communities like Lethbridge are reportedly averaging about 27-28 students. Given this disparity, I would want to see all class sizes in CBE high schools reduced.</p>

85.	<p><b>Start:</b></p> <ol style="list-style-type: none"> <li>1. Additional "clubs" - choir, building, art, science at lunch time or after school. Allowing kids to 'dive in' and spend time focusing more on a loved subject.</li> <li>2. Having the kids spend full weeks in school for consistency. instead of so many PD days, giving the teachers more prep hours before and after school hours or while kids are in music and gym. We all juggle our work/prep hours and I believe our teachers can do that as well.</li> </ol> <p><b>Keep -</b></p> <ol style="list-style-type: none"> <li>1. support for children with disabilities as the kids learn that we should all have equal opportunity and not be afraid of the different.</li> <li>2. Electronics - allowing kids to represent their ideas in different ways</li> <li>3. Library - the kids love the time spent in the library. I would get the older kids (from grade 6) to start shelving the books back for exposure and understanding of how libraries work.</li> </ol> <p>Thank you for allowing for parents' input.</p>
86.	<p>I think that Early Literacy should be a priority for the Calgary Board of Education. A quarter of the children coming to kindergarten are already at a disadvantage due to limited vocabulary development and without a great deal of support they will continue to struggle as learners. Children that are not on level readers by the end of Grade 3 will continue to struggle throughout their school life. And 1/4 of all students do not graduate from high school. If we could help these students become successful readers before the end of Grade 3, we would also help them to become contributing members of our communities. The literacy rates of prison populations is deplorable. These people did not receive the opportunities they were entitled to before they entered Grade 4. And not to mention the stress this would take from the teachers of higher grades. If the students they received had been taught to read in the primary grades, they would not have to teach early readers. The students who were unable to reach these milestones would have already been identified and would have IPPs already in place with successful interventions. But the focus and money needs to be spent proactively by ensuring the youngest students have the most opportunity to succeed instead of spending reactively when students have missed that window of opportunity to learn to read. Let's give all students the opportunity to become readers during those critical early years!</p>
87.	<p>top priorities - class size and transportation issues lowest priorities - alternative programs such as science and arts based programs</p>
88.	<p>In this time of budget cutbacks we need to prioritize on offering education basics to all students. Transportation is an essential for working families in a city such as Calgary where the old-fashioned neighbourhood school no longer exists. All students should have the right to ACCESSIBLE EDUCATION.</p>
89.	<p>Thank you for the opportunity to provide input to the budget priorities. In times of economic constraint, we all need to focus on what services provide the most value to our customer. Here are my observations.</p> <p><b>Start:</b></p> <p>The single change that would have the most impact on student learning would be for the CBE to start focusing on the special needs of the students not the special interests of parents. That means children with learning needs should take precedence over specialized schools like the traditional learning program, all girls school, German immersion, etc. Specialization costs additional money and diverts funding and attention away from basic programs for the students. You are a public system. Do not try to compete with the private system. Let those who want the specialized programs seek it through the private system. Do the basic curriculum exceptionally well. Use the 80 / 20 principle. 80 % of funding should be for basic requirements, 20% should be for assisting those students with IEPs. Basic needs includes physed, music, art, and French. It does not include Spanish, German, or Mandarin immersion or traditional learning programs complete with uniforms where those with IEP's are discouraged or not accepted.</p> <p><b>Stop:</b></p> <p>Trying to be everything for everyone. It has meant you have not been able to be exceptional in any area. Technology should not be brought into schools just because you have funding. Why does an elementary school require WIFI? Why do classrooms have expensive smart boards that teachers use merely as a white board? If teachers want technology in the classroom, they should be required to take a certain amount of training on the technology and demonstrate how the technology will be used to enhance student learning. If the teacher is not willing to invest the time in the training or cannot demonstrate the value of the technology to learning outcomes the funding should be provided.</p>

	<p>Student led conferences. This is not helping anyone. I want to hear from the teachers. I talk to my children every day. They show me their school work all the time.</p> <p>Continue: Working towards delivering exceptional basic education and meeting the learning needs of all students in the public system.</p>
90.	<p>Please stop budgeting parent council money into school budgets.</p> <p>Please make it mandatory for ALL schools to pay ALL fees through the CBE's main online tool (including field trips, \$45 for swimming, \$20 for bowling, \$70 to play on school basketball team, etc.). Parents pay out hundreds of dollars to schools throughout the year, where payments are inefficiently tracked &amp; reported, and the schools do not issue receipts.</p> <p>"What are the most important things that the CBE should keep in mind in deciding how to allocate our scarce resources?" Do a better job advocating for more funding. Maybe the provincial funding model needs to be revisited. It's an opportune time while we have an NDP government in place, it'll never happen again.</p>
91.	<p>With the upcoming short fall in both the regular school budget and transportation; why don't we just go back to the 'basics'. It's great to offer all the wonderful options like language schools, gender or cultural specific schools etc. but all this diversity is expensive. Our kids need the basics. I grew up in a small town and we didn't have all these options but we focused solely the basics of reading, writing and arithmetic. I graduated from grade 12 and went on to complete my university degree with just the basics, and I am doing just fine.</p> <p>If certain families want the diversity then they need to pay for that. In a publicly funded system - give us the basics in our neighborhood schools that our kids can walk to. The private sector can offer the diversity that individual families can choose to pay and transport their kids to.</p>
91.	<p><a href="#">Dollars and Sense response</a>: Thank you for your input. We very much appreciate you taking the time to provide us with your thoughts.</p> <p>In your note you made several references to "basics" and I wanted to provide some additional context that might be of interest to you and others.</p> <p><a href="#">Alberta Education</a> is responsible for determining the provincial curriculum. The curriculum defines what is to be taught in all ministry funded schools and districts. Because of that, the determination of what makes up a basic education rests solely with the Ministry of Education. It is the role of the Calgary Board of Education (CBE) to deliver the provincially mandated curriculum. The CBE is not empowered to modify or otherwise change the provincially mandated curriculum. For alternative programs (the language/gender/cultural programs you note) the curriculum remains the same. The alternative programs simply provide a different lens (language, gender, culture, etc.) through which the mandated curriculum is delivered.</p> <p>Alberta Education is also supportive and encouraging of alternative programs as they align with its objectives of equity, access and choice. Alternative programs speak to the choice objective. Given the wide diversity of students within the CBE, both the Ministry of Education and the CBE believe that alternative programs help support students maximizing their achievement.</p> <p>I would also share that save for transportation, the cost of alternative programs is quite modest. This is because the CBE would be required to provide an education to each of those students in our regular programming stream in the absence of an alternative program. Both regular and alternative programming streams are resourced and staffed to similar levels. As a result there is little to distinguish between regular and alternative programs from a cost perspective. Having said that, some alternative program text books can cost more than regular program text books and that differential makes up the majority of any cost differential between regular and alternative programs.</p> <p>The cost of alternative program transportation will undoubtedly be an issue discussed at the upcoming public engagement sessions on transportation. I will defer any comments on that topic until the results of that engagement are in. Find more information on our transportation engagement sessions and process <a href="#">here</a>.</p>
92.	<p>I think the CBE is doing such great work to support students. My children (in kindergarten and grade 2 at their designated CBE French immersion school) are having a wonderful public school experience and I appreciate every opportunity for parents to be involved.</p> <p>I have two ideas that might help to raise (albeit small) revenues, and also support student learning:</p> <ol style="list-style-type: none"> <li>1. Work toward some consistency in out-of-school-care (OSC) programs run in CBE programs, i.e., by providing quality control standards, tools, and supports; consider charging OSC programs a fee to become</li> </ol>

	<p>recognized/accredited for their efforts in programming excellence. Many parents rely on these types of programs for childcare beyond school hours, and I am always surprised at how varied these programs are.</p> <p>2. Consider opening enrollment in CBE preschools to 'typical developing students' as opposed to only those who receive special needs funding. This is standard practice in preschools offered by Renfrew, Providence, etc. It would allow CBE to raise some funds as well as to provide a more inclusive environment, in which preschoolers with disabilities learn alongside their non-disabled peers. For example, in a classroom of 15 students, you might designate 4 spots for typical students. This is an attractive option for parents who are raising multiple pre-school age children close in age, where one has disabilities and the other does not. Thank you again for this opportunity to connect.</p>
93.	Paving a parking lot for \$80,000 (contract work) vs. Grounds Dept. does not make sense. Is this true? Playing field at Sir John A MacDonald done twice in same year?
94.	49% of Canadians have low literacy, 28% of typically developing children in Alberta enter Kindergarten already behind, 72% of prisoners have literacy issues, Grade 3 reading scores are the best indicator of success in school and life, 1/4 of students are not graduating from high school... the statistics are startling and readily available to build a case for investing in LITERACY as a school system. Please commit to funding early literacy so every child can be reading successfully by third grade and invest in community supports, such as Calgary Reads, so this outcome is achievable - "It takes a village to raise a reader".
95.	<p>The single change that would have the greatest impact on student learning would be to allocate more dollars to the transportation budget. I do not like to nickel-and-dime the CBE on how resources are used - however, when you consider the time and energy it will take a young child to walk 1.6 kilometres to a bus stop before the learning day even begins, I do not feel enough emphasis is being placed on supplying reliable transportation services. Apart from the safety concerns created by long walks and unrealistic schedules, all students in the classroom suffer when buses are late. All other learning enhancements, including field trips, teacher training and access to technology, pale in comparison to this very basic need.</p> <p>Please find a way to better support transportation .</p>
96.	There was no response form for transportation but here is my feedback. The CBE needs to focus on education not transportation. It is fine to fund transportation to community schools that are outside of walking distance but the CBE should not be providing busing to alternative programs. If parents want their children in alternative programs, then they should get them there, whatever that looks like. If that is a bus, then they should pay for it.
97.	In crafting the upcoming budget, the cbe needs to focus on staff and student needs. In order for teachers on the front line to support the students we serve teachers needs to feel supported. This includes salaries and benefits. Students needs are another top priority and this needs to be done in a manner that is cost effective but not at the expense of the employees. For example, you can't put a large number of coded students in a classroom without support.
98.	<p>Why is the amount of money going to salaries &amp; benefits (management &amp; school staff) never part of the overall funding discussion? "There is a pie of funding, and there is only so much. So when you make a decision to put more money into one thing, that means it affects another aspect". said Joy Bowen-Eyre.</p> <p>How about putting salaries, bureaucracy and benefits onto the table for splitting the pie.</p>
99.	<p>I would suggest that keeping class sizes as small as possible should be the top priority. As a parent who regularly has the opportunity to spend time in the classroom I see first hand the impact that larger class sizes are having on teachers' effectiveness. Teachers increasingly have to spend time with students who struggle in order to keep them from falling behind. This results in less quality time spent with students who are performing at grade level and those who are above grade level. This leads to boredom and frustration in other students.</p> <p>Another priority should be keeping alternate programs accessible for all families. Changes to transportation that were made (congregated bus stop debacle in fall 2015) and were suggested (removing yellow school buses for some middle schools as was attempted in May 2015) indicate that the CBE does not truly want to keep alternate programs accessible for all families. Transportation has a huge impact on families, and changes that were made or suggested (only removing select yellow bus routes for Senator Patrick Burns for example) makes alternate programs less accessible to all families.</p> <p>Increasingly the CBE seems to make decisions without considering the impact they have on the users -</p>

	students and their families.
100.	<p>1. Reducing class size would have the most impact on student learning.</p> <p>2. Reducing teacher workload would improve the quality of teaching as teachers would be much less stressed, and better able to focus on the main priority: working directly with students. contra hers should be given a lot of time to do the basic, essential parts of their job, not worrying about CBE system goals.</p>
101.	<p>I can certainly understand the difficult task of distributing the budget as wisely and responsibly as possible. It is not an easy task and many areas/parties may feel they could use more resources. Thank you for being willing to take on this difficult task! May God give you wisdom.</p> <p>I also appreciate the opportunity to give feedback regarding budgeting for 2016-2017. There are certainly many articles and factors to consider. I must admit I have not read every document. Having glanced over some briefly, as well as read all the comments posted thus far, I would like to add some input.</p> <p>In my idealistic mind, three areas that I see as important to put funds towards are:</p> <ol style="list-style-type: none"> <li>1) Hire enough teachers to reduce class sizes.</li> <li>2) Put resources towards schools that need maintenance, especially concerning safety for students, families, and all staff.</li> <li>3) Allocate resources towards classroom supplies so that teachers don't have to purchase supplies and resources, as many have done out of the generosity of their hearts and desire to teach well.</li> </ol> <p>In regards to point 2, I say this because I read an article in the Calgary Herald a couple of months back about schools such as Ernest Manning and Western that had major heating and roof issues to the point that parts of the school had to close down and teachers were trying to learn how to fix heating devices themselves.</p> <p>On a last note, I admire the work that those in the school system do especially teachers, principals, and secretaries - who help carry the huge burden of principals. I don't think they could ever be paid enough money! For clarification of the wider audience, this last statement is simply one of gratitude not one implying all the budget go towards these three job group's salaries.</p> <p>Thank you for your time and consideration!</p>
102.	<p>I cannot stress enough the importance of support staff in the classroom. Something I find infuriating is when I hear mentioned the importance of inclusion in our schools and then support staff are the first to get cut. Without properly trained support staff in the classroom you will never truly be able to succeed with the idea of inclusive classrooms.</p> <p>I have worked for the past 6 years as a special education assistant and have been lucky enough to have worked 25 - 30 hours per week. So many of the teachers and education assistants I know at other schools are struggling with shortened assistant time. It is absolutely useless to have an assistant working 15 hours per week. To be successful with inclusion relationships need to be formed with so many of these struggling students and for that to happen you need to have assistants in the classroom full time.</p> <p>Perhaps you should visit a classroom, volunteer your time, not for an hour but for a day or 2. Then you might realize the importance of classroom support and the need to fund it properly.</p> <p>Too many students are falling through the cracks, not because the teachers aren't doing their jobs, but because the support they need to run a classroom properly just isn't there.</p>
103.	<p>I think the primary focus of the CBE should be to maintain quality education and alternative programming options that are available to all CBE students. There should be a focus on improving student outcomes on those provincial exam areas where we are lacking.</p> <p>As for money - enough is enough. It's time that the CBE explore other means of either reducing costs or increasing revenue in a way that DOESN'T affect the student at home or in the classroom (or the way there for that matter).</p> <p>The easy thing is to increase fees or cut funding to schools. It's time the CBE take a really hard look at their internal expenditures - costs associated with the Board of Trustees, Chief's office, Technology Services, Human Resources, Legal &amp; Financial Services and Communications. If there are ways to amalgamate some of those positions or workloads - that should be done. Reducing office space, increase (and promote) facility rentals, look at contracting services (eg. IT) instead of having full time (with benefits &amp; pensions) staff. There are options. There are ways to reduce. Every household does this and it's time the CBE cleans their house.</p>



104.	<p>My suggestion is to start providing onsite before and after school care at elementary schools. This brings a new revenue source for CBE while serving our families and students better.</p> <p>Another potential source of revenue is to rent our gymnasium and classrooms for interested parties during before and after hours for non-elementary schools. This brings a new revenue source and more exercise opportunities for the community, truly creating financially and physically healthier communities.</p> <p>The most important part of starting something new is creating a new culture at CBE.</p> <p>My suggestion is instead of asking for more funding, is looking inside in your CBE leadership and the entire CBE team for more openness. From openness to new ideas the direction will be clear. I feel that even though I am hearing your words of "come and tell us", I am not sure if those ideas are landing to receptive receivers. Hence, we might be wasting your time in a discussion when the discussion is only for the optics purposes and for a real change.</p> <p>Just like in our homes we have to figure out ways to save money, I trust the CBE is able to do the same. I feel that CBE has the information already available. Now it is a question of being open to it.</p>
105.	<p>First, I would like to congratulate the CBE on this forum. It is a great way for stakeholders to participate and the responses are always informative.</p> <p>In respect to comments on class sizes and capacity levels, has the CBE evaluated the effectiveness of delivering programs online. As a life long learner, I have appreciated the opportunities to audit classes, study online at my own pace while receiving online feedback from instructors.</p>
106.	<p>For the Coventry Hills area, I would like to see a public high school made a priority so our children do not have to be bussed for 1+hours to/from the designated school that from what I understand is already at or over capacity.</p>

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### III. Financial



Calgary Board  
of Education

### III. Financial

#### 2016-17 Budget and comparatives

				Budget 2016-17 vs Actuals 2014-15		2016-17 Budget vs 2015-16 Fall Budget	
	Budget 2016-17	Fall Budget 2015-16 <sup>1</sup>	Actuals 2014-15	Increase / (Decrease)	%	Increase / (Decrease)	%
<b>Revenues</b>							
Alberta Education	1,224,643	1,204,334	1,144,396	80,247		20,309	
Other Government of Alberta	618	846	1,108	(490)		(228)	
Federal Government & First Nations	2,650	2,393	2,904	(254)		257	
Other sales and services	19,111	23,217	24,329	(5,218)		(4,106)	
Fees revenue	51,047	49,651	47,148	3,899		1,396	
Investment revenue	3,345	2,817	14,863	(11,518)		528	
All other revenue	22,734	19,307	22,767	(33)		3,427	
	<b>1,324,148</b>	<b>1,302,565</b>	<b>1,257,515</b>	<b>66,633</b>	5.3%	<b>21,583</b>	1.7%
<b>Expenses by block</b>							
Instruction: early childhood services	55,573	50,901	49,136	6,437		4,672	
Instruction: grade 1-12	1,009,370	996,528	940,461	68,909		12,842	
Board and system administration	36,943	35,773	33,917	3,026		1,170	
Transportation	45,301	48,005	44,336	965		(2,704)	
Plant operations and maintenance	173,880	166,578	157,489	16,391		7,302	
External services	22,907	22,709	20,814	2,093		198	
	<b>1,343,974</b>	<b>1,320,494</b>	<b>1,246,153</b>	<b>97,821</b>	7.8%	<b>23,480</b>	1.8%
<b>Expenses by object</b>							
Salaries and benefits	1,031,965	1,023,929	973,227	58,738		8,036	
Supplies and services	242,576	237,524	217,687	24,889		5,052	
Other (interest, amortization and uncollectible accounts)	69,433	59,041	55,239	14,194		10,392	
	<b>1,343,974</b>	<b>1,320,494</b>	<b>1,246,153</b>	<b>97,821</b>	7.8%	<b>23,480</b>	1.8%
<b>Annual surplus / (deficit)</b>	<b>(19,826)</b>	<b>(17,929)</b>	<b>11,362</b>	<b>(31,188)</b>		<b>(1,897)</b>	
<b>Transfer from operating reserves</b>	<b>26,126</b>	<b>41,670</b>	<b>3,760</b>	<b>22,366</b>		<b>(15,544)</b>	
<b>Capital items paid by operating funds</b>	<b>(6,300)</b>	<b>(23,741)</b>	<b>(15,122)</b>	<b>8,822</b>		<b>17,441</b>	
<b>Net operating surplus / (deficit)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>		<b>-</b>	

<sup>1</sup> 2015-16 Fall Budget amounts have been reclassified for comparative purposes.

### Three-year financial plan

Operational Expectation 5: Financial planning requires a multi-year budget and plan for fiscal soundness when future Government funding commitments have been made. The provincial Governments budget process does not provide for long-term financial certainty. For example, targeted funding may be provided to reduce parent fees. The funding would be a replacement for fees revenue and would not contribute to the paying of expenses. A change such as this would have a material impact on the CBE's budget and operations. As well, government budgets are approved annually by the Legislature and therefore, future spending commitments are always subject to change. In the absence of certainty we have chosen not to build a three-year financial plan with this information.

**Year one** of the financial plan is the budget for 2016-17. The budgets in **years two and three** projects cost increases resulting from increased enrolment, the opening of new schools and staff grid movement increases. These are known costs. It projects staffing increases to maintain current student to school-based staffing ratios. We assume that the Government will continue to fund for enrolment growth and have assumed 2015-16 funding rates. The excess of expenses over anticipated revenues is the cost savings to be found in order to balance the budget in those years.

**CALGARY BOARD OF EDUCATION  
BUDGET 2016 – 2019**

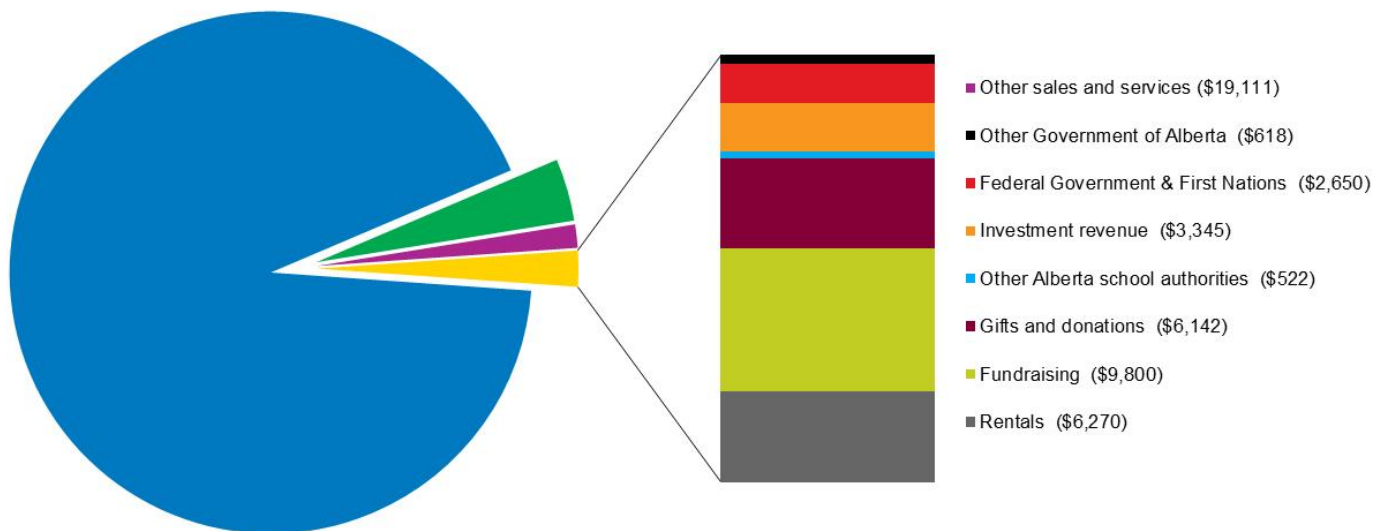
Three-year financial plan (cont'd)

	Budget		Forecasts			
	2016-17		2017-18		2018-19	
	FTE	(in \$ thousands)	FTE	(in \$ thousands)	FTE	(in \$ thousands)
<b>Revenues</b>						
Alberta Education		1,224,643		1,232,911		1,244,617
Other Government of Alberta		618		618		618
Federal Government & First Nations		2,650		2,650		2,650
Other sales and services		19,111		19,273		19,502
Fees revenue		51,047		51,479		52,092
Investment revenue		3,345		3,345		3,345
Other Alberta school authorities		522		522		522
Gifts and donations		6,142		6,194		6,268
Fundraising		9,800		9,883		10,000
Rentals		6,270		6,323		6,398
<b>Total Revenues</b>		<b>1,324,148</b>		<b>1,333,198</b>		<b>1,346,012</b>
<b>Expenses by block</b>						
Instruction: grades 1-12	8,075	1,009,370	8,134	1,035,071	8,213	1,057,256
Instruction: early childhood services	518	55,573	521	53,097	527	54,235
Board and system administration	158	36,943	159	37,403	161	38,204
Transportation	43	45,301	43	48,305	44	49,341
Plant operations and maintenance	884	173,880	890	174,633	899	178,376
External services	262	22,907	264	23,295	267	23,794
<b>Total Expenses</b>	<b>9,940</b>	<b>1,343,974</b>	<b>10,011</b>	<b>1,371,804</b>	<b>10,111</b>	<b>1,401,206</b>
<b>Expenses by object</b>						
Certificated permanent salaries and benefits	6,391	742,249	6,444	758,643	6,519	776,900
Certificated temporary salaries and benefits		23,386		23,385		23,385
Non-certificated permanent salaries and benefits	3,549	257,790	3,567	262,877	3,593	267,381
Non-certificated temporary salaries and benefits		8,540		8,540		8,540
Supply and services		242,576		248,841		255,379
Amortization expenses		62,223		62,223		62,223
Interest and finance charges		2,123		2,165		2,208
Other (uncollectible accounts)		5,087		5,130		5,190
<b>Total Expenses</b>	<b>9,940</b>	<b>1,343,974</b>	<b>10,011</b>	<b>1,371,804</b>	<b>10,111</b>	<b>1,401,206</b>
<b>Deficit</b>		<b>(19,826)</b>		<b>(38,606)</b>		<b>(55,194)</b>
<b>Transfers from operating reserves</b>		<b>26,126</b>		<b>-</b>		<b>-</b>
<b>Add/(deduct) capital items paid by operating funds</b>						
Capital assets acquired		(34,464)		(29,729)		(29,729)
Board funded amortization		29,729		29,729		29,729
Debt repayments		(3,765)		-		-
Draw from capital reserves		2,200		-		-
		<b>(6,300)</b>		<b>-</b>		<b>-</b>
<b>Cost to be reduced / efficiencies identified</b>		<b>-</b>		<b>(38,606)</b>		<b>(55,194)</b>

## Revenue highlights

	Budget		Fall Budget Update <sup>1</sup>
	2016-17		2015-16
	(in \$ thousands)	%	(in \$ thousands)
Alberta Education	1,224,643	92%	1,204,334
Fees revenue	51,047	4%	49,651
Other sales and services	19,111	1%	23,217
Other	29,347	2%	25,363
<b>Revenues</b>	<b>1,324,148</b>	<b>100%</b>	<b>1,302,565</b>

<sup>1</sup> 2015-16 Fall Budget 'Other sales and services' and 'Other' revenues have been reclassified for comparative purposes.



- **Alberta Education revenue** – includes grants received based on 2016-17 September 30 enrolment. All funding rates have remained the same as in 2015-16.

We have assumed that Syrian refugee students attending CBE schools by September 30 will be funded at refugee rates.

- **Fees** – parent fees collected for transportation services, the supervision of students who stay at school for lunch, instructional materials, field trips, and additional programming.
- **Sales and services** – revenue collected from international students attending CBE schools, instruction fees paid by adult learners, and general sales revenue based on cafeteria sales, and the provision of services by students, like cosmetology and automotive.
- **Other** – these include donations received, fundraising at schools, investment income and revenues from the rental of facilities.



### Alberta Education funding

Alberta Education provides funding to school jurisdictions via various grants. In 2016-17 grant funding will continue to be based on enrolment and there have been no changes to funding rates.

Of the funding received from Alberta Education, 14 per cent is targeted or restricted for specific use (including student transportation, Alberta Teachers Retirement Fund funding, expended deferred capital revenue, and infrastructure, maintenance and renewal). The remaining amount may generally be used at the CBE's discretion to support student learning.

The provincial Government provides 92 per cent of the CBE's funding. The remaining eight per cent is generated through parent fees, adult learning fees, school fundraising activities, rental of facilities and investment income. With the exception of investment income, these other revenue sources are tied directly to spending activities and do not contribute to the delivery of instruction in schools or other school board operations.

Alberta Education funding is virtually the only source of revenue to pay for operating and supporting all aspects of our schools.

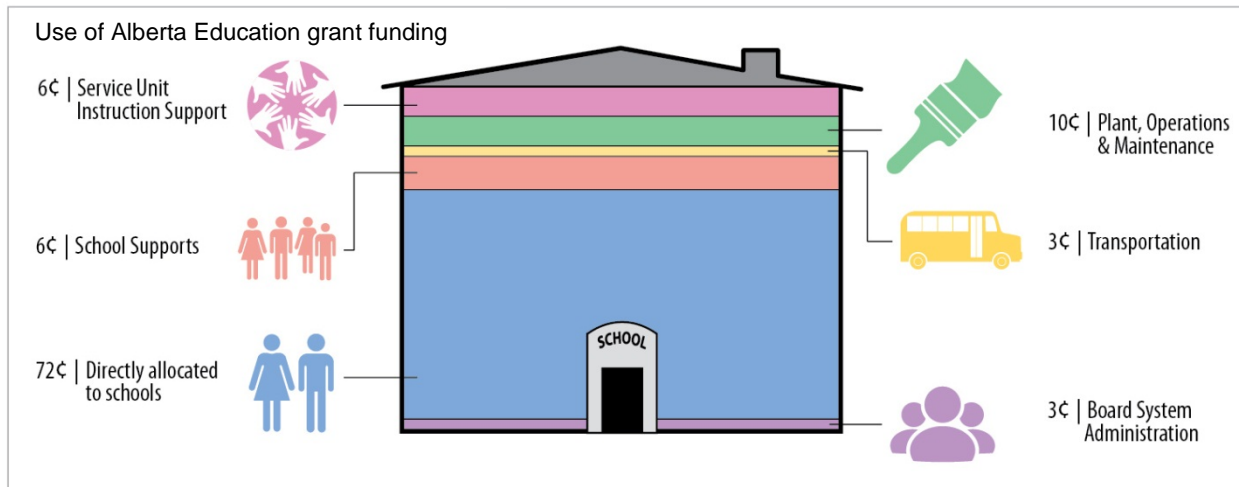
Alberta Education funding by grant type is shown in the table below.

	<b>Budget</b>	<b>Fall Budget Update</b>	<b>Increase/ (Decrease)</b>	
	<b>2016-17</b>	<b>2015-16</b>		
	(in \$ thousands)		(\$ thousands)	%
Student funding	1,049,890	1,032,481	17,409	2%
Alberta teacher retirement funding	73,844	72,740	1,104	2%
Student transportation	34,546	34,877	(331)	(1)%
Expended deferred capital revenues	32,493	29,236	3,257	11%
Infrastructure maintenance and renewal	33,870	35,000	(1,130)	(3)%
<b>Alberta Education funding</b>	<b>1,224,643</b>	<b>1,204,334</b>	<b>20,309</b>	<b>2%</b>



**Each dollar of [Alberta Education funding](#) is seen in or affects schools.**

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



**72 cents of every dollar goes directly to schools.**

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

This 72 cents also includes custodial services provided in schools which ensure a clean and healthy learning environment. Six of the 72 cents is for the cost of teacher pensions. This is a contractual obligation over which the CBE has no direct control. Although this cost is not rolled out as part of the RAM, it is an essential cost of teacher compensation and is included in this category as a direct cost of schools.

**The remaining 28 cents directly affect schools.**

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

**Of these 28 cents, 6 cents goes to support learning in schools by funding school supports.**

This includes the many specialized services for students that are available for principals to access including psychologists, braille assistants, deaf and hard of hearing specialists, mental health specialists, occupational and physical therapists, speech language pathologists, cultural diversity advisors and more. Our central supports budget provides for 214 FTEs, which equates to a ratio of one central support staff per 565 students.

These central supports are critical to our teachers, particularly to the more than 17,500 students identified with special education needs, and to the over 28,000 students identified as English language learners. These specialists work in various schools supporting learning.

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

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

**6 cents of every dollar goes to service unit instruction support**

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

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

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

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

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

**3 cents of every dollar goes to transportation**

Transportation dollars help fund 37,000 students to get to school each day.

Other transportation needs are also funded in this category: busing aides, charter services, attendants, LPN's (licensed practitioner nurses), Calgary Transit passes and taxis/Handi-Bus services as needed. The revenue generated through transportation fees is not reflected in this summary.

3 cents of every dollar goes to board and system administration

At 2.7 per cent, board and system administration funds the Board of Trustees and superintendents who provide the overall direction to the system, along with many important services that affect our schools. Examples include accessible technology design for schools, supply chain operations, administration and operation of our website, communications assistance for schools and school councils, and the administration of payroll and benefits for all employees.

- Administration expenses includes the **administration** of the Board of Trustees office and important activities the Trustees conduct in the community.
- The Chief's Office provides **administration** to the entire CBE. The Chief Superintendent leads all aspects of the organization to ensure student success.
- Human Resources is also funded through board and system administration. The CBE's most important resource is its people, and the human resources department is responsible for recruiting and developing employees. (This piece of funding refers to the recruitment of non-instructional employees. Teacher recruitment is funded through service unit instruction support). This department is also responsible for **administration** of payroll and benefits.
- Technology Services provides **administration** of technology design, development and support for the CBE. The CBE's accessible technology is seen in classrooms every day.
- Financial Services improves business services so that schools may focus more of their resources on instruction. They are responsible for the **administration** of school financial management, corporate planning and reporting, revenue and treasury, performance management and corporate initiatives, supply chain operations and strategic sourcing.
- Legal Services serves **administration** by providing oversight in the area of risk mitigation for the CBE. This includes services such as coordinating development of the CBE's administrative regulations and procedures and overseeing the CBE's compliance with applicable law, regulations and policies. Schools also have access to a school liaison, who works directly with schools and Area offices to provide ongoing direction and support around legal matters that may arise at a school, as well as service on issues related to student registration, custody, and investigations.
- Communication Services assists CBE schools and service units in communication with the public. This includes the **administration** of and creation of cbe.ab.ca as well as school websites and services such as media relations, internal employee communications, crisis communication, school council assistance, event planning, new school build communications and much more.

**Non-Alberta Education revenue**

	<b>Budget</b>	<b>Fall Budget Update<sup>1</sup></b>	<b>Increase/ (Decrease)</b>	
	<b>2016-17</b>	<b>2015-16</b>		
	<b>(in \$ thousands)</b>		<b>(\$ thousands)</b>	<b>%</b>
Fees revenue	51,047	49,651	1,396	3%
Other sales and services	19,111	23,217	(4,106)	(18)%
Investment revenue	3,345	2,817	528	19%
Federal Government & First Nations	2,650	2,393	257	11%
Other Government of Alberta	618	846	(228)	(27)%
Other Alberta school authorities	522	522	-	0%
Gifts and donations	6,142	4,842	1,300	27%
Fundraising	9,800	6,400	3,400	53%
Rentals	6,270	7,544	(1,274)	(17)%
<b>Other revenues</b>	<b>99,505</b>	<b>98,231</b>	<b>1,273</b>	<b>1%</b>

<sup>1</sup> 2015-16 Fall Budget 'Other sales and services' and 'Other' revenues have been reclassified for comparative purposes.

*Other sales and services, gifts and donations and fundraising revenues are mainly generated in schools and inherently variable. The changes in these categories are based on prior year actuals and adjusted for enrolment growth.*

*Rental revenue will be reduced for 2016-17 due to the loss of revenues from charter schools. Alberta Education has mandated that as leases with charter schools expire, they must be renewed at a rental value of \$1 per year.*

**Fees**

The CBE charges three central fees for instructional supplies and materials (ISM), transportation and noon supervision. ISM fees are mandatory and charged per student, whereas transportation and noon supervision are only charged for students using those services. Fees are set in the spring prior to the school year at a level to cover the estimated cost of providing those services. Any surplus resulting from these programs is added to a related reserve to keep fees at a minimum in future years.

Restricting central budget support for fees means that all the costs of providing noon supervision and transportation are funded by targeted provincial grants and reserves (where available) and parent fees. Costs of providing the services include direct labour and supplies, as well as the cost of fee waivers and uncollectible accounts.

A review of transportation services and fees was done in the spring of 2016. [On May 31, 2016, the CBE announced 2016-17 transportation service levels and fees.](#) That program is currently budgeted to run a deficit of up to \$2.2 - \$2.7 million. Further changes will be put in place for the 2017-18 school year with the ultimate objective that the transportation program will be self sustaining (i.e. funded exclusively via targeted government grants and parent fees).

To keep fees as low as possible the CBE is committed to being as efficient as possible in the provision of services.

In keeping with our values, the CBE is continuing its comprehensive waiver process to ensure that no student is denied access to an education due to the inability to pay some or all fees. Learning is, and remains, our central purpose.

**2016-17 fees**

Noon supervision

There will be no increase to noon supervision fees for 2016-17.

	four day			four / five day			five day		
	2015-16	2016-17	% var	2015-16	2016-17	% var	2015-16	2016-17	% var
Bused and non-bused students	\$ 255	\$ 255	-	\$ 275	\$ 275	-	\$ 285	\$ 285	-

Transportation

A transportation review and public engagement was conducted this year with the objective of establishing a transportation strategy that outlines changes to CBE transportation services and/or fees in order to establish financial sustainability.

A summary of the results of this engagement are provided in the Informational section of this budget report. One of the key results is that fees will increase by \$35 for the 2016-17 year (\$5 higher than in 2014-15).

Charter bus rates	2015-16	2016-17	% var
ECS – Grade 9	\$ 300	\$ 335	12%

Instructional Supplies and Materials

ISM fees will remain at 2015-16 levels for the 2016-17 year.

ISM fees	2015-16	2016-17
Kindergarten	\$15	\$15
Grades 1 – 6	\$30	\$30
Grades 7 – 9	\$137	\$137
Grades 10 - 12	\$152	\$152

**Daily rate summary**

Based on 181 instructional days (184 – 2015-16), the daily fee rates are as shown below. The maximum amount that could be incurred by an individual student is **\$4.43 per day** (a Grade 10-12 student taking Calgary Transit and paying the ISM fee).

Service	2015-16 Cost per day	2016-17 Cost per day
Noon supervision	\$1.39 - \$1.55	\$1.41 - \$1.57
Transportation	\$1.63	\$1.85
ISM	\$0.08 - \$0.83	\$0.08 - \$0.84



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The following chart breaks down expenses for each of these programs and sets out how the fees are calculated to recover costs in excess of non-fee revenue and reserves.

	<b>Budget 2016-17</b>			<b>Total</b>
	<b>Transportation</b>	<b>Noon Supervision</b>	<b>Instructional Supplies Materials</b>	
	(all figures in \$ thousands)			
Government grants	34,546	-	-	34,546
Reserve funding	-	-	-	-
<b>Available funding</b>	<b>34,546</b>	-	-	<b>34,546</b>
Busing aides	1,396	-	-	1,396
Program delivery	1,359	-	-	1,359
Noon supervision	-	10,977	-	10,977
<b>Salaries and benefits</b>	2,755	10,977	-	13,732
Transportation services	40,938	-	-	40,938
Other supplies and services	161	190	8,009	8,360
<b>Contracts and services</b>	41,099	190	8,009	49,298
<b>Waivers</b>	936	1,365	-	2,301
<b>Uncollectible accounts</b>	511	1,092	1,185	2,788
	<b>45,301</b>	<b>13,624</b>	<b>9,194</b>	<b>68,119</b>
<b>Funding gap</b>	<b>(10,755)</b>	<b>(13,624)</b>	<b>(9,194)</b>	<b>(33,573)</b>
<b>Fees</b>	<b>8,509</b>	<b>13,624</b>	<b>9,194</b>	<b>31,327</b>
<b>Net (deficit) / surplus</b>	<b>(2,246)</b>	-	-	<b>(2,246)</b>

**CALGARY BOARD OF EDUCATION  
BUDGET 2016 – 2019**

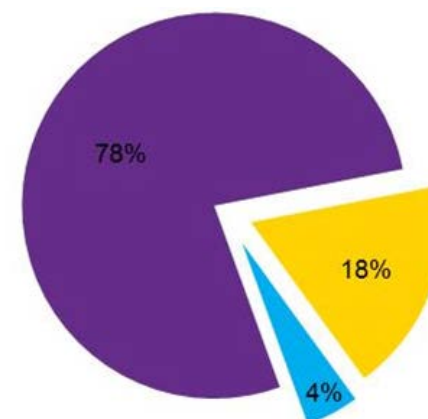
## Expenses

Expense details are provided by major expense category and operating unit. Further breakdowns and comparisons to the prior year are provided for each operating unit.

	Schools & Areas	Service Unit System Budgets	Learning	Facilities and Environmental Services	Legal	Communications	Finance/Technology Services	Human Resources	Chief Supt's Office	Board of Trustees	Total
<b>FTEs by:</b>											
Superintendent	-	-	1	1	1	1	1	-	2	-	7
CUPE, trades)	9,048	54	219	193	3	11	147	46	1	-	9,723
Exempt Staff	7	-	24	68	10	10	47	43	2	-	211
<b>Total FTEs</b>	<b>9,055</b>	<b>54</b>	<b>244</b>	<b>262</b>	<b>14</b>	<b>22</b>	<b>195</b>	<b>89</b>	<b>5</b>	<b>-</b>	<b>9,940</b>
<b>2016-17 Budget</b>											
Salaries and benefits	920,794	10,479	33,686	25,550	1,933	2,593	24,856	10,734	923	418	1,031,965
Supplies and services	90,471	121,247	4,319	22,341	137	152	1,271	1,557	208	873	242,576
Other (interest, amortization and uncollectible accounts)	49	59,887	2,319	3,949	14	-	3,101	112	2	-	69,433
	<b>1,011,314</b>	<b>191,613</b>	<b>40,324</b>	<b>51,840</b>	<b>2,084</b>	<b>2,745</b>	<b>29,228</b>	<b>12,403</b>	<b>1,133</b>	<b>1,291</b>	<b>1,343,974</b>
2015-16 Fall Budget Update <sup>1</sup>	999,625	183,023	38,666	51,227	2,016	3,111	28,743	11,641	1,156	1,286	1,320,494
Increase/ (decrease)	11,689	8,590	1,658	612	67	(367)	485	762	(22)	5	23,480

Significant changes from the 2015-16 budget:

- Schools & Areas increase is due to an increase in funding allocated to schools related to increased enrolment, incremental costs of staffing costs in new schools opening in 2016-17 (administrative, facility operations, etc) as well as the additional costs associated with changing the Area configuration.
- Service Unit System budgets increase is mainly due to an increase in amortization expense related to new schools reaching substantial completion in 2016-17.
- Learning increase is mainly due to an increase in amortization expense as well as the additional staffing costs to support Syrian refugees.



<sup>1</sup> 2015-16 Fall Budget amounts have been reclassified for comparative purposes.

**Schools and Areas**

**Resource Allocation Method (RAM) Summary by major allocation (in \$ thousands)**

	<b>Spring Allocation</b>		<b>Fall Budget Update</b>		<b>Fall Allocation</b>	
	<b>2016-17</b>	<b># students</b>	<b>2015-16</b>	<b># students</b>	<b>2014-15</b>	<b># students</b>
<u>Per-student allocations</u>						
K - Grade 3	\$ 194,698	38,537	\$ 192,718	38,368	\$ 182,302	37,124
Grades 4 - 6	103,736	25,819	100,200	24,630	94,133	23,779
Grades 7 - 9	96,204	23,310	95,290	22,754	91,230	22,385
Grades 10 - 12	113,465	27,735	115,938	28,027	113,211	27,982
<u>Other allocations</u>						
Regular, basic staff allocation	71,200		67,341		67,596	
Contract absences, short-term	10,997		10,672		10,447	
All other allocations	208,158		194,901		187,071	
<b>Total RAM</b>	<b>\$ 798,458</b>		<b>\$ 777,060</b>		<b>\$ 745,990</b>	
Increase from 2015-16	21,398					

This table highlights the year-over-year increase in resources allocated to schools via the RAM. This funding supported an additional 121 certificated and 97 non-certificated staff directly in schools.

The allocation through the RAM does not advantage or disadvantage one division or one Area over another. Subject to final staff deployment decisions by school principals, funding should maintain student to school based staffing ratios at, or near, 2015-16 levels.

**RAM Summary by Area (in \$ thousands)**

	<b>Spring Allocation</b>		<b>Fall Budget Update</b>		<b>Fall Allocation</b>	
	<b>2016-17</b>	<b># students</b>	<b>2015-16</b>	<b># students</b>	<b>2014-15</b>	<b># students</b>
Area I	\$ 130,302	19,285	\$ 128,047	19,190	\$ 119,330	18,402
Area II	175,441	25,282	179,160	26,598	172,894	26,024
Area III	161,717	22,742	146,924	20,721	143,857	20,529
Area IV	130,961	18,038	130,242	18,031	125,836	17,741
Area V	200,037	30,054	192,687	29,239	184,073	28,574
<b>Total</b>	<b>\$ 798,458</b>	<b>115,401</b>	<b>\$ 777,060</b>	<b>113,779</b>	<b>\$ 745,990</b>	<b>111,270</b>

**Schools and Areas (cont'd)**

	<b>Budget 2016-17</b>		<b>Fall Budget Update 2015-16</b>		<b>Increase / (Decrease)</b>	
	FTEs	(in \$ thousands)	FTEs	(in \$ thousands)	FTEs	(in \$ thousands)
<b>Expenses</b>						
Certificated permanent salaries and benefits	6,253	722,379	6,121	710,399	131	11,980
Certificated temporary salaries and benefits	-	18,716	-	34,514	-	(15,798)
Non-certificated permanent salaries and benefits	2,802	176,290	2,661	169,016	141	7,275
Non-certificated temporary salaries and benefits	-	3,409	-	3,589	-	(180)
Dues and fees	-	175	-	185	-	(11)
Maintenance and repairs	-	205	-	245	-	(40)
Insurance	-	10	-	10	-	-
Professional services	-	3,550	-	3,388	-	162
Utilities	-	12	-	12	-	1
Transportation charges	-	2,220	-	2,045	-	175
Travel and subsistence	-	419	-	79	-	340
Other supplies	-	73,023	-	65,847	-	7,176
Minor equipment	-	2,427	-	1,983	-	444
Textbooks and materials	-	8,430	-	8,255	-	175
Amortization expenses	-	9	-	9	-	0
Interest and finance charges	-	40	-	50	-	(10)
<b>Total expenses</b>	<b>9,055</b>	<b>1,011,314</b>	<b>8,782</b>	<b>999,625</b>	<b>273</b>	<b>11,689</b>

Our students come first and learning is our central purpose. CBE schools live by these words each and every day, and Area offices support them in making it happen. The 2014-15 Provincial Achievement Test and Diploma Exam results show that our students continue to lead the Province in academic outcomes. This is a strong validation of our commitment to students coming first and learning being our central purpose.

Schools create engaging learning experiences and support students in a variety of ways. They also connect with our families and communities to help support student success. For many CBE students and families, their experiences with the CBE occur solely through our schools.

Schools make learning meaningful for individual students and their families. They work collaboratively with service units to create and implement system initiatives that enhance learning experiences and honour the hopes of their students and families. Some of the ways this happens in schools include:

- Teachers personalize learning for students and communicate with families student progress and achievement.
- Educational assistants provide valuable support to help students be successful.
- Principals provide leadership to school staff and lead learning at the school. They also work with school councils, parent societies and other groups to implement and communicate priorities and initiatives.
- Office staff communicate with school students, employees and families to ensure there is a common understanding and implementation of processes and procedures.
- Facility operators keep schools clean and safe.

Our schools are organized into Areas. Each Area has an administrative office, which is led by a director. Area offices play an important role in helping to deliver system services to their schools, supporting principals in school operations and ensuring effective collaboration amongst schools where appropriate. All Area offices also work collaboratively together to ensure consistent leadership and direction for principals and schools across the system.

### **Schools and Areas (cont'd)**

In keeping with the CBE values that students come first and learning is our central purpose, funding allocated to school budgets via the RAM has increased by \$21.4 million. The net \$11.7 million year-over-year budget increase for schools includes:

- Funds allocated directly to schools via the RAM have increased by \$21.4 million and are sufficient to maintain the current ratio of students to school-based staff, subject to principal deployment decisions. The number of school-based teachers will increase by 121 full time equivalent positions and support staff by 97 full time equivalent positions.
- The increase of 13 additional system classes and six Early Development Centres to support increased enrolment, refugees and student learning complexity.
- A \$23 million budget reduction for one-time spending in 2015-16 (support for school development plans and one-time 1 per cent lump sum payment to teachers).
- Funds to maintain full day/extended kindergarten programming in 22 schools for children who need this level of support.
- \$6.0 million of the RAM increase is due to incremental operating costs associated with the opening of 15 new schools and the Aboriginal Learning Centre. Additional costs relate to administrative staff in schools (principal, office staff, library staff, etc.).
- The addition of two Areas to the current Area configuration to support the leadership of learning and operations in an increasing number of schools. The equitable distribution of learning supports in Areas offices is being reviewed.

Budget changes have also been made within this service unit to reflect key areas for organizational growth and improvement and to support the improvement priorities identified by the Board of Trustees.

- Achievement of First Nations, Métis and Inuit students
  - Maintained Area Aboriginal learning leaders and diversity and learning support advisors to build capacity in incorporating indigenous ways of knowing into students learning experiences, instructional tasks and assessment practices, and to support students in schools with fewer than 10 Aboriginal students.
  - \$1.0 million will be spent in support of a strategy to increase academic success for our First Nations, Métis and Inuit learners. We continue to focus on improving educational outcomes for these students.
  - \$1.5 million for the continuation of high school graduation coaches to support our First Nations, Métis and Inuit students.

## Learning

The Learning service unit provides instructional and programming supports and services for school and system personnel to assist students in successfully realizing their learning goals.

It includes both central supports as well as the budget for operating Chinook Learning Services. Both are shown separately below.

### Learning (excluding Chinook Learning Services)

	Budget 2016-17		Fall Budget Update 2015-16		Increase / (Decrease)	
	FTEs	(in \$ thousands)	FTEs	(in \$ thousands)	FTEs	(in \$ thousands)
<b>Expenses</b>						
Certificated permanent salaries and benefits	72	9,465	68	9,188	3	278
Certificated temporary salaries and benefits	-	365	-	365	-	-
Non-certificated permanent salaries and benefits	102	12,040	101	11,751	1	289
Non-certificated temporary salaries and benefits	-	412	-	412	-	-
Dues and fees	-	109	-	109	-	-
Maintenance and repairs	-	62	-	64	-	(2)
Insurance	-	12	-	12	-	-
Professional services	-	783	-	606	-	177
Utilities	-	52	-	52	-	-
Travel and subsistence	-	306	-	284	-	22
Other supplies	-	944	-	934	-	10
Minor equipment	-	147	-	164	-	(17)
Textbooks and materials	-	60	-	43	-	17
Amortization expenses	-	2,160	-	1,236	-	924
Interest and finance charges	-	89	-	89	-	-
<b>Total expenses</b>	<b>173</b>	<b>27,007</b>	<b>170</b>	<b>25,309</b>	<b>4</b>	<b>1,698</b>

The Learning service unit is made up of professionals who work directly in support of students, staff and principals across the system.

Learning works with schools and Alberta Education to support the delivery of the Alberta Programs of Study to students and support professional learning of staff. The Learning service unit leads the development of task design, assessment and reporting resources. These resources help teachers, students and parents see and understand student progress and achievement. The staff supports schools with the administration of provincial achievement tests and diploma exams and the ongoing maintenance of student records through our student information management system.

Included in this portfolio are global learning i.e. language and culture programs, international students and continuing education and academic upgrading offered through Chinook Learning Services. In addition, the Learning service unit manages corporate partnerships, comprehensive school health, school nutrition, noon-hour programs, off-site and off-campus learning programs. On behalf of the system, Learning manages outreach programs, community partnerships, home schooling, online learning and high school success initiatives. The Learning service unit helps students reconnect with their learning if they have left school and wish to complete their education.

The Learning service unit supports schools in keeping up with the changing world of technology and how our students learn best. These learning tools include D2L, HomeLogic, Iris, Gmail and Google Apps for Education, resources in school learning commons, among many others.

The Learning service unit works with Principals every day to offer support in the following areas: Aboriginal education, attendance, suspensions, student records, expulsions, counselling, early learning services, English language learning, multicultural services and specialized assessment.



### Learning (cont'd)

Many specialized services for students are available for principals to access including psychologists, braille assistants, deaf and hard of hearing specialists, mental health specialists, occupational and physical therapists, speech language pathologists, translators and more. These central supports are critical to our teachers, particularly to support the more than 17,500 students identified with special education needs, and to the more than 28,000 students identified as English language learners.

Budget changes have been made within this service unit to reflect key areas for organizational growth and improvement and to advance the strategic priorities of the CBE.

- Achievement of First Nations, Métis and Inuit students added a supervising position to help build professional capacity in relation to incorporating indigenous ways of knowing to improve achievement of Aboriginal students through the Calgary Board of Education's Aboriginal Strategy.
- Achievement for English Language Learners (Refugees) added Psychology and Diversity and Learning support positions to address trauma, emotional and complex learning needs for this group of newcomers.
- Support to address wellness and mental health of students by redeploying existing resources to create a System Assistant Principal position to provide comprehensive mental health supports with a system-wide and school-by-school focus.
- Achievement on mathematics Grade 6 and 9 Provincial Achievement Tests maintained specialists with mathematics expertise to
  - define and support comprehensive CBE practices for mathematics system-wide and school-by-school
  - focus on developing learning tasks that address authentic mathematical problems connected to student experiences in and out of school.
- Development of Data Literacy Strategy by redeploying existing resources to create a Consultant and data analyst position to improve access and understanding of data analysis for schools and the organization as a whole.

**Learning (cont'd)**

**Chinook Learning Services**

	<b>Budget 2016-17</b>		<b>Fall Budget Update 2015-16</b>		<b>Increase / (Decrease)</b>	
	FTEs	(in \$ thousands)	FTEs	(in \$ thousands)	FTEs	(in \$ thousands)
<b>Expenses</b>						
Certificated permanent salaries and benefits	18	2,064	18	2,083	-	(19)
Certificated temporary salaries and benefits	-	3,426	-	2,350	-	1,076
Non-certificated permanent salaries and benefits	53	3,889	56	4,133	(3)	(244)
Non-certificated temporary salaries and benefits	-	2,025	-	2,130	-	(105)
Dues and fees	-	13	-	2	-	11
Rental equipment and facilities	-	40	-	42	-	(2)
Maintenance and repairs	-	4	-	4	-	-
Professional services	-	449	-	466	-	(17)
Utilities	-	56	-	54	-	2
Travel and subsistence	-	23	-	7	-	15
Other supplies	-	1,140	-	1,567	-	(426)
Minor equipment	-	30	-	221	-	(191)
Textbooks and materials	-	89	-	225	-	(136)
Interest and finance charges	-	70	-	75	-	(5)
<b>Total expenses</b>	<b>71</b>	<b>13,317</b>	<b>74</b>	<b>13,357</b>	<b>(3)</b>	<b>(40)</b>

Chinook Learning Services supports student success to complete, upgrade or enhance their high school diplomas as they prepare to enter post-secondary institutions or the world of work.

In 2016-17, the Chinook Learning will support student achievement in several ways. Staff will support students in:

- High school upgrading
- Summer school for students in Grades 10-12
- Off-campus programs and summer band camps
- Adult English Language Learning
- Non-credit continuing education (professional development, personal development & corporate training).

Programming provided to students not eligible for provincial funding and adult learners is provided for a fee, which is included in other sales and services (\$3.6 million). Programming that is not within the ECS – Grade 12 mandate is provided on a cost-recovery basis.

Budget change highlights have been categorized as follows:

- Continued focus on hiring permanent learning leader staff to support professional development for teachers and realignment of budgets to reflect actual spending plans.

**CALGARY BOARD OF EDUCATION  
BUDGET 2016 – 2019**

**Facilities and Environmental Services**

	Budget 2016-17		Fall Budget Update 2015-16		Increase / (Decrease)	
	FTEs	(in \$ thousands)	FTEs	(in \$ thousands)	FTEs	(in \$ thousands)
<b>Expenses</b>						
Certificated permanent salaries and benefits	4	514	6	875	(2)	(361)
Certificated temporary salaries and benefits	-	25	-	25	-	-
Non-certificated permanent salaries and benefits	258	24,363	253	23,849	6	514
Non-certificated temporary salaries and benefits	-	648	-	648	-	-
Dues and fees	-	297	-	297	-	-
Rental equipment and facilities	-	9,696	-	9,446	-	249
Maintenance and repairs	-	2,772	-	2,526	-	246
Professional services	-	4,876	-	5,582	-	(705)
Utilities	-	186	-	140	-	46
Travel and subsistence	-	271	-	271	-	-
Other supplies	-	4,208	-	3,926	-	283
Minor equipment	-	33	-	43	-	(10)
Textbooks and materials	-	2	-	2	-	-
Amortization expenses	-	3,949	-	3,598	-	351
<b>Total expenses</b>	<b>262</b>	<b>51,840</b>	<b>259</b>	<b>51,227</b>	<b>4</b>	<b>612</b>

Facilities & Environmental Services (FES) provides students and employees with quality learning and working environments.

The supports and services provided by FES include the planning for student accommodation and transportation; design, construction, renovation, maintenance and day-to-day operations of school and CBE facilities; internal deliveries; environmental initiatives; and emergency, safety and security services.

FES works closely with students, parents and communities to plan student accommodation and is accountable for the transportation of 37,000 students daily.

To help accommodate students, FES works closely with the Province and the City to manages and complete major capital projects.

FES manages public use rental access to CBE real property and provides for the leasing, disposition and management of surplus space and facilities.

FES is also accountable for emergency, safety and security services. Student safety is ensured through expanded safety training opportunities for teachers (welding, science, culinary arts, drama, and auto mechanics) and Career and Technology equipment safety inspections.

Budget change highlights have been categorized as follows:

- Certificated staff has been reclassified to non-certificated to comply with Alberta Education's block reporting requirements.
- FTE for non-certificated staffing has increased due to new school operating support for central and Area maintenance, Infrastructure, Maintenance and Renewal (IMR) and new school capital project support, and the rentals department. This increase has been offset by a move of one position to the Communications service unit.
- Non-certificated staffing cost increases relate primarily to grid movement for unionized employees. The additional FTE added on behalf of capital and IMR are cost recovered through IMR and capital project funding.
- An increase in the base rent for the Education Centre has led to an increase in forecasted rental cost.
- Professional services budget has been reallocated to maintenance and repairs, utilities and other supplies to better reflect where these expenditures are truly incurred.
- Utility costs related to cellular telephone communication costs within FES Central Maintenance have increased.

**Facilities and Environmental Services (cont'd)**

- Amortization costs are expected to increase based on capital assets purchased in the 2015-16 year. These primarily include the expenditure on the Integrated Workplace Management System in FES, alarm system replacement, entryway matting, water fountain replacement, and eyewash and chemical storage stations.

## Human Resources and Legal Services

During the 2014-15 year, these two departments were reorganized under the direction of one Superintendent. The budgets continue to be presented separately, as they are two distinct operating units.

### Legal Services

	Budget 2016-17		Fall Budget Update 2015-16		Increase / (Decrease)	
	FTEs	(in \$ thousands)	FTEs	(in \$ thousands)	FTEs	(in \$ thousands)
<b>Expenses</b>						
Certificated permanent salaries and benefits	1	162	1	157	-	4
Non-certificated permanent salaries and benefits	13	1,730	13	1,667	-	63
Non-certificated temporary salaries and benefits	-	41	-	41	-	-
Dues and fees	-	23	-	23	-	-
Maintenance and repairs	-	2	-	2	-	-
Professional services	-	19	-	19	-	-
Utilities	-	4	-	4	-	-
Travel and subsistence	-	19	-	19	-	-
Other supplies	-	43	-	43	-	-
Minor equipment	-	22	-	22	-	-
Textbooks and materials	-	6	-	6	-	-
Amortization expenses	-	14	-	14	-	-
<b>Total expenses</b>	<b>14</b>	<b>2,084</b>	<b>14</b>	<b>2,016</b>	<b>-</b>	<b>67</b>

Legal Services provides the business functions of law, privacy and access.

The service unit handles CBE's Administrative Regulation development, contract administration, Corporate Secretary and administrative support to the Board of Trustees.

Legal Services supports students, schools and the organization by:

- Delivering important information and training to schools on complex legal and privacy issues.
- Managing the legal affairs of the CBE.
- Providing or coordinating the delivery of legal services on behalf of the CBE.
- Providing risk mitigation oversight.
- Managing the CBE's compliance with Freedom of Information and Protection of Privacy Act (FOIP Act).
- Overseeing the CBE's compliance with applicable law, regulations and policies.
- Coordinating the development of the CBE's administrative regulations and procedures.
- Managing contract processes and standards and maintaining a repository.
- Providing legal counsel to the Board of Trustees and the Chief Superintendent.
- Managing the proceedings of the Board of Trustees.
- Maintaining the corporate record of the Board of Trustees proceedings.

Budget change highlights include:

- Increase in salary of the *Non-certificated staff* is due to grid movement, salary adjustments and supplemental pension provisions.

Human Resources

	Budget 2016-17		Fall Budget Update 2015-16		Increase / (Decrease)	
	FTEs	(in \$ thousands)	FTEs	(in \$ thousands)	FTEs	(in \$ thousands)
<b>Expenses</b>						
Certificated permanent salaries and benefits	12	1,784	10	1,512	2	273
Non-certificated permanent salaries and benefits	77	8,815	75	8,334	2	481
Non-certificated temporary salaries and benefits	-	134	-	134	-	-
Dues and fees	-	121	-	121	-	-
Rental equipment and facilities	-	11	-	11	-	-
Maintenance and repairs	-	8	-	8	-	-
Professional services	-	1,120	-	1,218	-	(98)
Utilities	-	30	-	24	-	7
Travel and subsistence	-	112	-	112	-	-
Other supplies	-	109	-	109	-	-
Minor equipment	-	40	-	40	-	-
Textbooks and materials	-	7	-	7	-	-
Amortization expenses	-	112	-	13	-	100
<b>Total expenses</b>	<b>89</b>	<b>12,403</b>	<b>85</b>	<b>11,641</b>	<b>4</b>	<b>762</b>

Human Resources supports employees with all matters related to their employment relationship with the CBE.

In 2016-17, the work of Human Resources supported students, schools and the organization by:

- Supporting over 13,000 employees while they provide a first-class education to Calgary students.
- Proactively recruiting talent while balancing current and future projected needs.
- Supporting continuous learning and leadership development for all employees.
- Overseeing recruitment, total rewards, workforce planning, labour and employee relations, advisory services, employee development, payroll, our human resources management system, the Employee Health Resource Centre, operations and integrated solutions, and organizational development and leadership.

Budget change highlights include:

- One Senior Compensation Consultant position has been added in Total Rewards
- One position has been added in Talent Management to provide HR support for CBE Succession Planning
- One position has been added in Leadership to support the teacher induction program
- One position has been established in Leadership from funds previously assigned as Professional services
- Professional services is reduced for the removal of a one time budget in 2015-16



**Communications**

	Budget 2016-17		Fall Budget Update 2015-16		Increase / (Decrease)	
	FTEs	(in \$	FTEs	(in \$ thousands)	FTEs	(in \$ thousands)
<b>Expenses</b>						
Non-certificated permanent salaries and benefits	22	2,533	21	2,440	1	93
Non-certificated temporary salaries and benefits	-	59	-	19	-	40
Dues and fees	-	2	-	2	-	-
Maintenance and repairs	-	1	-	1	-	-
Professional services	-	93	-	593	-	(500)
Utilities	-	9	-	9	-	-
Travel and subsistence	-	4	-	5	-	-
Other supplies	-	16	-	16	-	-
Minor equipment	-	25	-	26	-	-
Textbooks and materials	-	1	-	1	-	-
<b>Total expenses</b>	<b>22</b>	<b>2,745</b>	<b>21</b>	<b>3,111</b>	<b>1</b>	<b>(366)</b>

Communication Services works primarily to engage and communicate with staff, parents/guardians, community and government stakeholders about what matters most to them. This centralized department provides all schools and teachers access to communications advice and support. Members of this team provide significant and ongoing support to the Board of Trustees in aid of their ongoing advocacy work on behalf of CBE students.

The support that Communication Services provides the organization includes:

- The “first point of contact” for the public, answering questions and directing inquiries through the public information line.
- Managing media relations and social media activities on behalf of the system, including emergency and crisis communication (fires, natural disasters, student or staff incidents, matters involving Calgary Police Services) advice and support for schools.
- Providing strategic communications advice to schools and service units.
- Managing the design and content of the CBE corporate website and our internal employee website, called staff insite, as well as updating about 90% of existing schools websites and building websites for the new schools.
- Manages the print, design and production of a variety of materials for schools and the system including templates, school brochures, banners and course guides. We also deliver a variety of video and photo projects.

In 2015-16, the department developed a new, system-wide approach to public engagement called the Dialogue Framework. Support and training for staff in working with the Dialogue framework will be provided starting in 2016-17. Dollars have been allocated to continue to support large-scale engagement initiatives across the system as well as training.

Beginning in 2015-16 and continuing into 2016-17, the team will launch a mass communications tool called SchoolMessenger that will be used by all schools and Communication Services to send messages to parents/guardians. The tool will be a fast, reliable and simple way to communicate important information, particularly in an emergency. A new platform for school websites will also improve communications to parents.

Budget change highlights include:

- Modification of resources to support system engagement, including the transfer of one FTE from FES to Communication Services
- Staff realignment and additional temporary staffing budget to ensure successful completion and support of system-wide priorities including new Dialogue Framework, new school websites and SchoolMessenger
- A reallocation of funds from the Communication Services service unit budget related to public engagement. For 2015-16, \$0.5 million was allocated for system-wide engagement; for 2016-17 this amount has been reduced to \$0.3 million and moved to the system budget

**Finance / Technology Services**

	<b>Budget 2016-17</b>		<b>Fall Budget Update 2015-16</b>		<b>Increase / (Decrease)</b>	
	FTEs	(in \$ thousands)	FTEs	(in \$ thousands)	FTEs	(in \$ thousands)
<b>Expenses</b>						
Certificated permanent salaries and benefits	1	130	1	131	-	(1)
Certificated temporary salaries and benefits	-	-	-	13	-	(13)
Non-certificated permanent salaries and benefits	194	24,230	192	23,454	2	777
Non-certificated temporary salaries and benefits	-	497	-	740	-	(243)
Dues and fees	-	271	-	230	-	41
Maintenance and repairs	-	8	-	8	-	-
Professional services	-	364	-	608	-	(244)
Utilities	-	54	-	75	-	(21)
Travel and subsistence	-	87	-	112	-	(25)
Other supplies	-	264	-	254	-	10
Minor equipment	-	223	-	204	-	19
Textbooks and materials	-	1	-	1	-	-
Amortization expenses	-	3,101	-	2,914	-	186
<b>Total expenses</b>	<b>195</b>	<b>29,228</b>	<b>193</b>	<b>28,743</b>	<b>2</b>	<b>485</b>

Finance/Technology Services is made up of three integrated teams.

The Financial Services group provides financial support and services to ensure resources are available to create a personalized learning environment for students including:

- Preparing the annual budget and related reports.
- Monitoring and reporting on financial performance through the year.
- Supporting sound financial practices in schools and across the CBE.
- Providing financial administration of the school noon supervision services, student transportation, and instructional supplies and materials programs, including waivers and collections.
- Seeking the best deals possible when purchasing goods and service.
- Paying the bills on time.

Information Technology Services (ITS) designs, builds and supports the CBE's technology infrastructure and works to protect the integrity of CBE systems against threats including:

- Operations across 235 discrete sites which involves approximately 250,000 end points.
- Supporting students every day, all year long with access to services and digital resources.
- Holding responsibility for massive volumes of data and records (digital and physical) generated annually.

Client Technology Services (CTS), work directly in our schools and across our system to ensure that computers, tablets and other school-based technology (printers, digital displays, etc.) are available, accessible and appropriate for students and their learning. This includes:

- Working with teachers, principals and other school-based staff to develop targeted plans for technology.
- Empowering students to collaborate, connect, explore as they personalize their learning through the purposeful use of technology.
- Supporting the myriad of software solutions that are part and parcel of the modern learning environment.

**Finance / Technology Services (cont'd)**

Budget change highlights include:

- Established two permanent uncertificated ITS positions from temporary budget dollars.
- Realignment of \$5.2 million systemwide support budgets from operations to corporate responsibility to:
  - Support insurance (\$4.6 million), banking (\$0.4million ) and audit/systems(\$0.2 million)
  - Realignment of resources within accounting block and expense categories to reflect operations
  - Increase in amortization expenses for 2016-17

**Chief Superintendent's Office**

	<b>Budget 2016-17</b>		<b>Fall Budget Update 2015-16</b>		<b>Increase / (Decrease)</b>	
	FTEs	(in \$ thousands)	FTEs	(in \$ thousands)	FTEs	(in \$ thousands)
<b>Expenses</b>						
Certificated permanent salaries and benefits	2	623	2	637	-	(14)
Certificated temporary salaries and benefits	-	8	-	-	-	8
Non-certificated permanent salaries and benefits	3	293	3	283	-	10
Dues and fees	-	13	-	21	-	(8)
Rental equipment and facilities	-	86	-	64	-	22
Maintenance and repairs	-	2	-	2	-	-
Professional services	-	73	-	104	-	(31)
Utilities	-	4	-	2	-	2
Travel and subsistence	-	9	-	15	-	(6)
Other supplies	-	19	-	22	-	(3)
Minor equipment	-	2	-	4	-	(2)
Textbooks and materials	-	0	-	1	-	(1)
Amortization expenses	-	2	-	2	-	-
<b>Total expenses</b>	<b>5</b>	<b>1,133</b>	<b>5</b>	<b>1,156</b>	<b>-</b>	<b>(22)</b>

The Chief Superintendent's office leads strategic planning for student success based on the Board of Trustees' values and policies.

- The Chief Superintendent, as both the Chief Executive Officer and Chief Educational Officer, develops the Three Year Education Plan to improve student success and ensures that students and their learning are at the centre of organizational decisions.
- The Deputy Chief Superintendent leads the learning and operations in each of CBE's 243 schools.
- The Chief Superintendent's Office is a key liaison point between all components of the CBE and the many individuals and groups who hold an interest in public education.

Budget change highlights include:

- Re-alignment of expenses to match intended planned activity in 2016-17
- Salary and benefit budget have been adjusted to reflect actual benefit costs
- Removal of one-time 2015-16 professional services carryforward budget.

**CALGARY BOARD OF EDUCATION  
BUDGET 2016 – 2019**

**Board of Trustees**

	<b>Budget 2016-17</b>		<b>Fall Budget Update 2015-16</b>		<b>Increase / (Decrease)</b>	
	FTEs	(in \$ thousands)	FTEs	(in \$ thousands)	FTEs	(in \$ thousands)
<b>Expenses</b>						
Non-certificated permanent salaries and benefits	-	418	-	418	-	0
Dues and fees	-	252	-	252	-	-
Professional services	-	577	-	572	-	5
Utilities	-	1	-	1	-	-
Travel and subsistence	-	33	-	33	-	-
Other supplies	-	9	-	9	-	-
Textbooks and materials	-	1	-	1	-	-
<b>Total expenses</b>	-	<b>1,291</b>	-	<b>1,286</b>	-	<b>5</b>

The Board's job is to represent, lead and serve Calgarians and to govern the CBE. This is done by establishing expectations for organizational results and quality operational performance and then monitoring actual performance against those expectations. This monitoring takes place at public board meetings.

The Board of Trustees works for the best interest of the CBE and its students. As part of their role the Board connects with key stakeholders and advocates the needs of the system with elected officials (MLAs and City Councillors).

The Board of Trustees budget includes all items related to the governance of the organization, including Trustee remuneration, office expenses and travel costs, financial audit fees, election costs, and Alberta School Boards Association fees.

The Board of Trustees' budget does not include the cost of services and supports provided by the service units in delivering on the board's governance responsibilities. Service and support costs to the board are absorbed by the budget of the relevant service unit.

Budget change highlights for the Board of Trustees includes:

- \$5,000 increase to cover the additional costs relating to activities of TEBA (Teachers' Employer Bargaining Association).

The Board of Trustees budget for 2016-17 was approved by the Board on May 12, 2015.

**CALGARY BOARD OF EDUCATION  
BUDGET 2016 – 2019**

**Service Unit (Corporate) System Budgets**

	Budget 2016-17		Fall Budget Update 2015-16		Increase / (Decrease)	
	FTEs	(in \$	FTEs	(in \$ thousands)	FTEs	(in \$ thousands)
<b>Expenses</b>						
Certificated permanent salaries and benefits	29	5,129	37	4,872	(8)	257
Certificated temporary salaries and benefits	-	847	-	347	-	500
Non-certificated permanent salaries and benefits	24	3,188	13	2,071	11	1,117
Non-certificated temporary salaries and benefits	-	1,335	-	1,335	-	-
Dues and fees	-	384	-	63	-	321
Rental equipment and facilities	-	39	-	0	-	39
Maintenance and repairs	-	37,504	-	35,462	-	2,042
Insurance	-	4,780	-	4,605	-	175
Professional services	-	6,413	-	6,179	-	234
Utilities	-	24,162	-	23,676	-	486
Transportation charges	-	40,712	-	43,421	-	(2,709)
Travel and subsistence	-	5	-	5	-	-
Other supplies	-	7,223	-	9,941	-	(2,718)
Minor equipment	-	5	-	5	-	-
Amortization expenses	-	52,875	-	44,330	-	8,545
Interest and finance charges	-	1,924	-	1,943	-	(19)
Other (uncollectible accounts)	-	5,087	-	4,768	-	319
<b>Total expenses</b>	<b>53</b>	<b>191,613</b>	<b>50</b>	<b>183,023</b>	<b>4</b>	<b>8,589</b>

CBE expenditures which are made on behalf of the entire organization are grouped together for budget presentation as 'Corporate'. While certain Service Units may have accountability for the oversight of these budgets, they are not the cost of operating a specific service unit and are therefore presented separately. Examples include Professional Improvement Fund (ATA and non-ATA) leave costs, staff secondments for union activities, legal fees, amortization of facilities, utilities, student transportation, interest expense and bank charges. In some years, these accounts may also include system provisions for severance accruals or retroactive payroll costs due to union settlements.

Budget change highlights include:

- An increase in repair and maintenance expenses related to technology maintenance contracts and foreign exchange pressure.
- A reduction in student transportation costs as a result of modifications to service levels planned for 2016-17 following a review and public engagement on transportation services.
- Communication service unit budget is related to public engagement.
- An increase in school building amortization. Amortization decreases as assets become fully amortized and increases with the acquisition of new assets. There is a large increase for 2016-17 due to the upcoming completion of several new schools and major modernizations.
- An increase in anticipated waived and uncollectible fees based on historic experience.
- A decrease in anticipated infrastructure maintenance and repairs (IMR) related to our growing deferred maintenance. IMR has declined by approximately \$1.0 million due to reduced provincial funding allocated for the year. IMR is included in salaries and benefits, maintenance and repairs and other supplies expense line items in the budget. It is estimated at approximately \$34 million in total for the year.



**Service Unit (Corporate) System Budgets (cont'd)**

Breakdown by Service Unit (in \$ thousands)

	Chief's Office	Comm- unications	Facilities & Environmental Services	Finance / Technology Services	General Counsel	Human Resources	Learning	Education Matters	Total
Expenses									
Certificated salaries and benefits	-	-	-	1,401	-	4,535	39	-	5,974
Non-certificated salaries and benefits	-	-	2,739	818	-	495	8	464	4,524
Dues and fees	-	-	-	5	-	379	-	-	384
Rental equipment and facilities	-	-	-	-	-	-	-	39	39
Maintenance and repair	-	-	31,482	6,023	-	-	-	-	37,505
Insurance	-	-	-	4,780	-	-	-	-	4,780
Professional services	-	-	165	767	911	4,411	100	59	6,413
Utilities	-	-	19,424	4,738	-	-	-	-	24,162
Transportation	-	-	40,712	-	-	-	-	-	40,712
Travel and subsistence	-	-	-	5	-	-	-	-	5
Other supplies	929	300	2,499	1,851	-	1,298	2	344	7,223
Minor equipment	-	-	-	5	-	-	-	-	5
Textbooks and materials	-	-	-	-	-	-	-	-	-
Amortization expense	-	-	33,955	18,825	32	-	56	7	52,875
Interest and finance charges	-	-	-	1,924	-	-	-	-	1,924
Other (uncollectible accounts)	-	-	-	5,087	-	-	-	-	5,087
	929	300	130,976	46,229	943	11,118	205	913	191,613

The Chief's office system budget includes funds allocated throughout the year for unforeseen or emerging issues.

Communication service unit budget is related to public engagement.

Facilities & Environmental services corporate budgets include utilities costs for the system, amortization for school buildings and student transportation: charter costs, taxis, handi-bus. Also included are the maintenance and repair costs associated with Infrastructure, Maintenance and Renewal targeted revenues. FES is responsible for maintenance projects such as the replacement of roofs, windows, siding and building mechanical systems that fail or exceed their life expectancy. The majority of our facilities are more than 50 years old. While the safety of our students and staff is always ensured, the estimated deferred maintenance figures are in excess of \$150 million and is growing each year.

Finance/Technology Services accounts include budget provisions for technology licenses, subscriptions and fees, amortization for board-funded assets, post-employment benefits expense, Alberta Teacher's Retirement Fund for service unit staff, bank charges, waived and uncollectible fees, internal audit and insurance.

General Counsel includes the cost of external legal counsel fees.

Human Resources corporate budget includes the cost of outsourced payroll services, provision to advance leadership practice, Professional Improvement Fellowship (PIF) budget (in accordance with the ATA Collective Agreement), budgeted secondments and staff development funds.

Learning services corporate budgets include provisions for programs supporting suicide prevention and therapeutic intervention as well as the budget for security resource officers.

EducationMatters in accordance with Public Sector Accounting Standards, EducationMatters is consolidated for the CBE's financial reporting purposes. It's annual budget has been included with the CBE budget for comparative purposes.

## **Board-funded (non-facility) capital**

### **Overview**

Consistent with our values and with a focus on supporting student learning, the CBE makes decisions every year on needed non-facility capital investments. Those investments focus on enhancing the CBE's learning environment for students and maintaining key CBE systems and infrastructure.

The determination of which projects are funded is informed by the CBE's Three-Year Education Plan and related system priorities. Decision making is delegated to the Capital Planning Council which is headed by the Chief Financial Officer. The council is co-chaired by the Superintendent, Facilities and Environmental Services and has representation from across the organization. Three school-based principals also participate on the council. The council evaluates and prioritizes all non-facility capital projects and makes a recommendation to the Chief Superintendent via the superintendents' team. The recommended projects then form part of the CBE's non-facility capital budget for the year.

The CBE will continue to invest resources to ensure that necessary capital investments are being made today that will support the learning environment our students will need in the future. As a result, the CBE is investing \$38.2 million in board-funded (non-facility) capital projects. Note: the CBE does not receive explicit funding from Alberta Education for these capital projects. Rather, the CBE must accumulate funds over time from its annual funding. This explains, in part, why operating and capital reserves are so important to the operation of the CBE.

This budget includes projects such as Career and Technology Studies/Foundations and Fine and Performing Arts equipment upgrades, wireless upgrades to a consistent capacity standard in all schools and the implementation of a new student information system. These investments that we are making today will allow us to maintain and enhance the learning environment that supports student success into the future.

### **Background**

The budget for capital acquisitions (or non-facility capital) includes technology, furniture, equipment, vehicles and all other non-facility assets.

These capital acquisitions do not reflect capital needs for school buildings and related facility infrastructure. School building and related facility infrastructure are supported by additional capital grants provided by the provincial Government through a separate capital planning process.

Non-facility capital needs are funded from in-year operating grants or targeted funds, if any. The budget is generally established based on the non-facility amortization expense for the year. The anticipated funding available from amortization for non-facility capital in 2016-17 is \$29.7 million.

Reserves may also be used to fund capital activities. Total board-funded capital spending in 2016-17 is planned for \$38.2 million and will be funded by \$29.7 million in the non-cash amortization provision, \$2.2 million in capital reserves and \$6.3 million in operating reserves.

## 2016-17 board-funded (non-facility) capital budget

\$29.7 million allocated for non-facility capital will be assigned to project budgets as follows:

	<b>Budget 2016-17</b>	Fall Budget 2015-16
	(\$ thousands)	
Wireless enhancements	<b>7,000</b>	7,000
Performance contracts	<b>3,765</b>	1,096
Student information system	<b>7,219</b>	3,100
Strategic, enhancement & maintenance projects	<b>11,745</b>	61,977
<b>Total capital projects</b>	<b>29,729</b>	<b>73,173</b>

In 2016-17 we plan on drawing \$2.2 million from capital reserves to fund the CBE's agreed-upon portion of a gymnasium for Nelson Mandela High School and \$6.3 million from operating activities to fund prior year commitments for Career and Technology Studies/Foundations equipment replacement (\$2.8 million) and \$3.5 million for the commissioning of new schools opening in 2017-18.

As noted above, the CBE's Capital Budget Council categorizes, assesses, and recommends for approval non-facility capital projects based on the business and strategic value that they deliver. The categories used are: strategic, enhancement and maintenance. This allows us to monitor our non-facility capital investment mix to ensure that sufficient resources are allocated to maintain and enhance existing capital investment to meet the technological requirements for student learning. Further, it also ensures that the extent of new investment matches the organization's ability to maintain its assets in the future.

2016-17 strategic, enhancement and maintenance projects continue to be evaluated by the Capital Budget Council.

Funding may be provided for projects for a single year or over several years, depending on the nature and size of the project and the availability of funding.

[cbe.ab.ca](http://cbe.ab.ca)



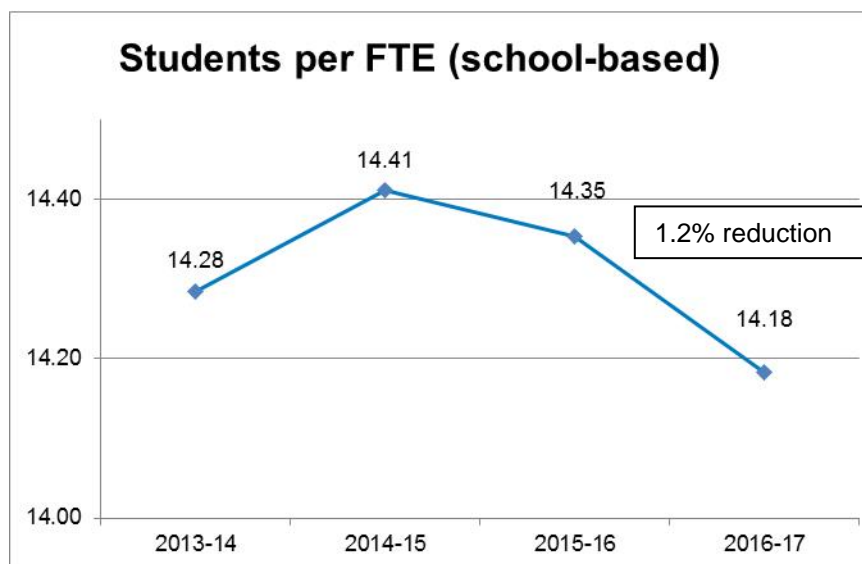
## IV. Informational



## Staffing and Full Time Equivalents (FTEs)

The CBE spends the greatest proportion of the budget (77 per cent) on salaries and benefits with certificated staff (teachers) making up the majority of that total. The provincial grant rate increase in recent years has not been sufficient to keep up with enrolment growth and to cover the negotiated rate increases and movement up the salary grid for teachers and support staff. As a result, the number of full time equivalent (FTEs) has not been increasing at a rate equal to enrolment growth. For the 2016-17 year, due to the increase in Government funding our FTEs have increased and our students per FTE ratio will not increase.

The following table shows the average number of CBE students per full time equivalent staff position.



More than 13,000 people work for the CBE, which equates to 9,940 FTE positions budgeted in 2016-17. As such, the CBE is a major contributor to economic activity in the City of Calgary.

Each one of our employees plays an important role in providing personalized learning. Teachers, principals and school-based employees work with students to unlock their passions and potential. They are supported by knowledgeable employees who work in a variety of other departments supporting our students and their learning.

RAM spring staffing decisions were made prior to the publishing of this report and are reflected in the FTEs disclosed. Actual positions filled and staffing deployment fluctuates throughout the year as student populations and needs ebb and flow.

## Budgeted FTEs by bargaining unit

	<b>2016-17</b>	<b>2015-16</b>
Alberta Teacher Association (ATA)	6,371	6,250
Staff Association (SA & PSS)	2,583	2,470
Exempt Employees	218	205
Canadian Union of Public Employees (CUPE)	673	636
Trades	95	91
<b>Total</b>	<b>9,940</b>	<b>9,652</b>

## Student enrolment

Enrolment is counted on September 30 of each year. Projections are made for the upcoming school year and two following years based on City of Calgary population changes, market share and student retention rates.

### City of Calgary population

The population in Calgary grew from 1,195,194 in April 2014 to 1,230,915 in April 2015. This represents an increase of 3 per cent or 35,721 residents. In the Calgary & Region Economic Outlook 2015-2020, the City of Calgary projects the city's population will increase by 135,585 people over the next five years for a total of 1,366,500 persons in 2020. This represents an average population growth over 27,000 residents per year.

In the Calgary & Region Economic Outlook 2015-2020, the City notes that Calgary's population grew even in cases when oil prices were declining. Over the period of 1971-2014 there were only two periods of population decline in Calgary, 1983 and 1984. The impact of the 2008-2009 world-wide recession was observed in the city's 2010 census data when population increased by just over 6,000 people. Despite the severity of the recession, population growth remained positive. Based on the observations noted above, the City of Calgary's Corporate Economics department projects the City's population will continue to grow over the next few years.

Calgary's population growth is comprised of two factors: natural increase and net migration. Natural increases are the result of the excess of births over deaths. The natural increase from 2014-2015 was 10,812 which is an increase of just over 320 from the natural increase in the previous census period. Net migration fluctuates, making it difficult to predict from year to year. Net migration is the difference between the total population growth recorded and the natural increase. Net migration for the past twelve months resulted in 24,909 new people moving to Calgary. This is a decrease from the previous year's net migration which saw just over 28,000 new residents moving to the city.

### Calgary Board of Education population

The 2015-16 Student Enrolment Summary, which was presented to the Board of Trustees on October 13, indicated a total enrolment of 116,987 students. As noted in that report, changes to the initial September 30 enrolment occur as Administration works with the province to review enrolment submitted through the PASI System (Provincial Approach to Student Information).



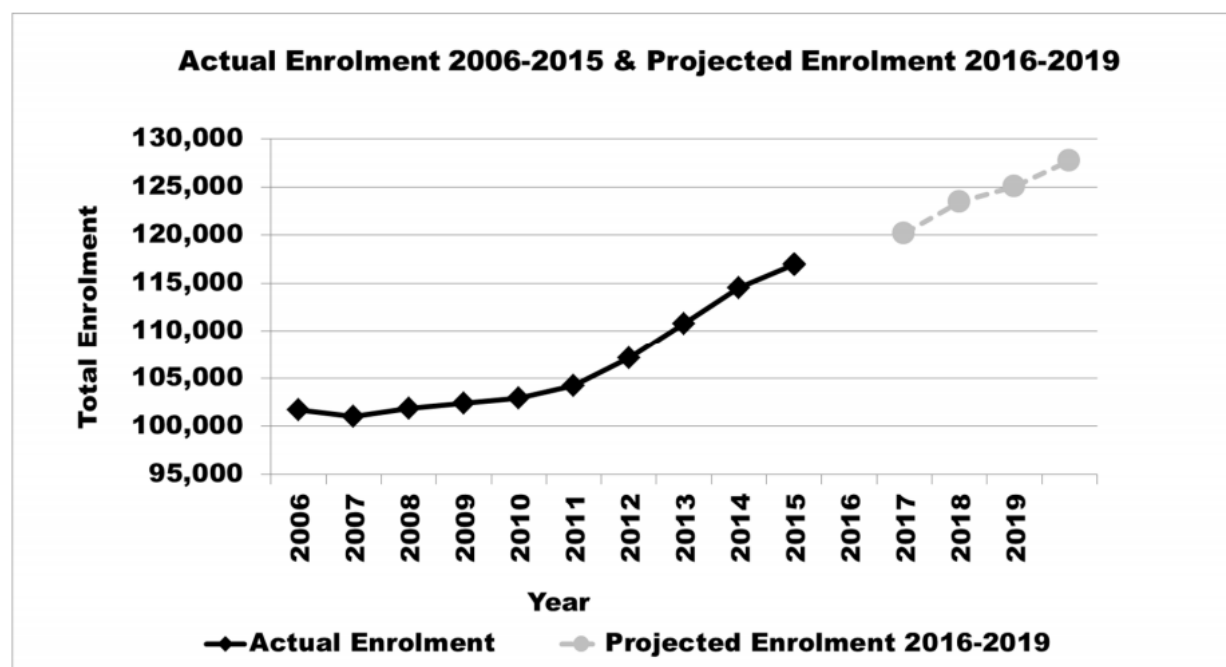
**CALGARY BOARD OF EDUCATION  
BUDGET 2015 – 2018**

Enrolment has increased for the eighth consecutive year. Over the past eight years, enrolment has increased by almost 15,500 students, with enrolment increasing by 2.2 per cent or 2,485 students from 2014-15 to 2015-16.

Enrolment is anticipated to increase in accordance with the table and charts below.

**Student enrolment by year**

<b>Enrolment by program</b>	<b>Actual 2015-16</b>	<b>Projection 2016-17</b>	<b>Projection 2017-18</b>	<b>Projection 2018-19</b>
Pre-K and Kindergarten	9,389	9,122	9,287	8,733
Grades 1-6	53,329	54,945	55,281	56,220
Grades 7-9	22,624	23,177	23,560	24,438
Grades 10-12	26,375	26,111	26,143	26,269
Unique Settings	676	691	695	699
Home Education	270	276	277	279
Outreach Programs	1,384	1,355	1,422	1,431
Chinook Learning Services	2,327	2,378	2,391	2,407
Cbe-Learn	611	625	628	632
<b>Total</b>	<b>116,985</b>	<b>118,679</b>	<b>119,684</b>	<b>121,107</b>
Total annual change		<b>1,694</b>	<b>1,005</b>	<b>1,423</b>
Total % change		<b>1.4%</b>	<b>0.8%</b>	<b>1.2%</b>



## Impacts on student learning

CBE provides a world class education program for our students and families. As reported by Alberta Education for our 2014-15 year, CBE students continue to lead the Province in [academic achievement](#).

Funding allocations to schools and the investment in capital projects has increased where budget allocations for other areas have remained relatively static. The funding has not supported increases to centrally provided service levels in proportion with enrolment growth and cannot support everything that we would like to do to support student learning and our staff. Choices have to be made. Some examples of positive impacts on student learning include:

- Student engagement and achievement will be advanced through personalized instruction and assessment; however, innovations and supports to respond to student learning interests and needs and the changing face of education will be constrained.
- Resources have been allocated to support the improvement priorities identified by the Board of Trustees such as strategies for increasing the success of our First Nations, Métis, and Inuit students.
- Teachers will have time and opportunity to learn together and build their collective capacity to meet student learning needs and ensure student success.
- Schools will organize for instruction and make choices about the deployment of their resources to best meet the learning needs of students. As schools prioritize for the best use of their resources, some program offerings or services may be enhanced, replaced, modified, or reduced. Staffing levels may be impacted.
- Classrooms and facilities will see wireless upgrades to address capacity issues and better support student learning.
- Groups of students who would most benefit from extended early learning experiences will have access to full day kindergarten.
- Students and teachers will have access to the learning tools, resources, and environments that help create flexible, responsive and personalized learning opportunities and support student success.
- The impact of school leaders on student learning is second only to the teacher in the classroom. The leadership strategy provides opportunities for these leaders to continuously develop their capacity to lead staff to achieve the goals of the Three Year Education Plan.

### 31 facility capital projects announced

	<b>School</b>	<b>New / modernization / replacement</b>	<b>Status</b>	<b>Estimated completion date</b>
1	Auburn Bay ES	new	Under construction	Fall 2016
2	Copperfield ES	new	Under construction	Fall 2016
3	New Brighton ES	new	Under construction	Fall 2016
4	Buffalo Rubbing Stone ES	new	Under construction	Fall 2016
5	Nelson Mandela HS	new	Under construction	Fall 2016
6	Kenneth D. Taylor ES	new	Under construction	Fall 2016
7	William D. Pratt School MS	new	Under construction	Fall 2016
8	Peter Lougheed School MS	new	Under construction	Fall 2016
9	Eric Harvie ES	new	Under construction	Winter 2017
10	Hugh A. Bennett School ES	new	Under construction	Winter 2017
11	Dr. Roberta Bondar School ES	new	Under construction	Winter 2017
12	Christine Meikle School	replacement	Under construction	Winter 2017
13	McKenzie Highlands MS	new	Under construction	Winter 2017
14	Dr. Martha Cohen MS	new	Under construction	Winter 2017
15	Dr. George Stanley MS	new	Under construction	Winter 2017
16	West Ridge MS	new	Under construction	Winter 2017
17	Aboriginal Learning Centre	new / modernization	Under construction	Winter 2017
18	Jack James HS	modernization	Under construction	Fall 2016
19	Bowness HS	modernization	Under construction	Fall 2016
20	Elbow Park ES	flood replacement	Under construction	Winter 2017
21	Marshall Springs MS	new	Under construction	TBD
22	Martindale ES	new	Under construction	Fall 2017
23	Springbank Hill/Discovery Ridge	new	Awaiting tender award	Fall 2017
24	Silverado ES	new	Under construction	Fall 2017
25	Seton HS	new	Under design	Fall 2018
26	James Fowler HS	modernization	Under design	Fall 2018
27	Lord Beaverbrook HS	modernization	Under design	Fall 2018
28	National Sport School	new	Awaiting approval	TBD
29	Rideau Park EJHS	flood mitigation	Under construction	TBD
30	Booth Centre	modernization	Awaiting City approval	TBD
31	Glenmeadows Portables (6)	portables	Under design	TBD

## 2016 Transportation review and public engagement

### Developing a CBE Transportation Strategy

#### The Process

This year, we have reviewed our transportation service model to ensure that we continue to deliver safe and efficient transportation for our students and move towards reducing the \$13 million dollar funding gap for transportation. Without changes to transportation service levels and/or user fees, that gap is expected to grow into the future.

An engagement plan was finalized in early March 2016 that identified a collaborative problem solving process involving all CBE stakeholders in finding ways to establish financial sustainability for transportation services. Input was gathered from CBE community members on the CBE Transportation Strategy through the following opportunities:

- 300+ participants in 17 in-person workshops March 15 & April 6, 7 and 12 (15 for all participants and 2 specifically for staff)
- 1,600 responses to online survey open April 6 – 17, 2016
- 41 participants in two community forums May 3 and 4
- 1,750+ responses to online scenario survey open April 29 – May 8

In addition, there was a scenario-building workshop on April 21 involving members of the Transportation Engagement Advisory Committee (TEAC), CBE staff and some participants from the in-person workshops in April. Out of that workshop, there were three transportation scenarios that could be presented to the public for consideration. Following the workshop, CBE staff also took a closer look at the scenarios that were proposed and added some additional options for consideration and discussion.

All information presented in the above engagement opportunities was informed by a review undertaken by School Bus Consultants (SBC), a neutral third party who conducted an assessment of the overall effectiveness and efficiency of current CBE transportation services. Their results showed that, while some efficiencies can be found, they are not sufficient to materially close the transportation budget gap.

Though all members of the CBE community were invited to participate, some groups are better represented than others in this process.

#### What We Heard

The input and feedback gathered throughout the engagement process shows us that there are differing perspectives on transportation services. However, some common themes did emerge that should be considered in decision-making. They are as follows:

1. Minimize travel distance to the bus stop for younger students
2. Keep fee increases modest
3. Acknowledge that there are opposing views about how program choice should be considered
4. Recognize that mid-day kindergarten service is highly valued, but there may not be a clear understanding of the cost
5. Share transportation information as early as possible with families
6. Explore a fuller partnership with Calgary Transit
7. Avoid using funds allocated for student learning on transportation
8. Allow partial payment for waivers
9. Communicate guidelines for bus stop locations, route design and responsibilities for student safety

Though it was not a factor for consideration within the scope of this engagement, many participants made a point of stating that students with complex learning needs should pay the same fees as other students.

## **2016-17 Service Levels and Fees**

We have reviewed and analyzed all of the input and feedback gathered throughout this process and will consider it in our decision-making for 2016-17 and beyond.

Based on feedback from parents, staff, students and stakeholders and what we have learned from an independent audit, the [service levels and fees for the 2016-17 school year](#) were determined. We tried to minimize changes for the coming year while ensuring fair and affordable transportation for the majority of the 39,000 students taking transportation.

We heard that parents want to know their yellow school bus routes earlier, so they can plan for the upcoming school year. We responded by launching a new pre-registration process. This will allow us to post the proposed routes by the end of July. In order to build effective routes for the fall with the most accurate data, we asked that all parents of children who are considering using the yellow school bus service next year to please pre-register by Monday, June 6. Parents can cancel by September 30, 2016 with no financial penalty.

The service levels for the 2016-17 school year are outlined [here](#). We heard from parents that they wanted shorter travel distances to a yellow school bus stop. Our current CBE guidelines for yellow school bus transportation are that elementary students will access a stop within 1.6 km of their homes and middle school/junior high students will access a stop within 1.8 km of their homes. This year, we anticipate that most students in a regular program and the larger alternative programs will have a stop within 1000 m from home. We can do this because of the density of students within a community accessing these schools and programs. Some exceptions may occur due to the geographic location of some student addresses.

Students in some non-language alternative programs will return to the use of congregated stops where it is not feasible financially to do otherwise. In most cases, these students will return to congregated stops, similar to service offered in the 2014-15 school year. Congregated stops serve students at a distance over the walk guideline. They are only used when there are very low numbers of riders from a community to a school and could be up to 5 km from their homes. The longest distances to a yellow school bus stop will be for students travelling across the city to a program at a single site. Their travel distance to the stop will vary based on the number of students and their locations in relation to the school they attend.

We will continue to explore opportunities for moving more Grade 7-9 students to Calgary Transit, where feasible. The majority of Grades 10-12 students will continue to access Calgary Transit on existing routes or dedicated buses. Mid-day kindergarten service will also continue.

Based on what we heard, we have tried to keep to a modest fee increase. We are proposing a fee increase of \$35, from \$300 to \$335 per year for all riders, regardless of program or distance travelled to school. While this is a \$35 increase from the current year, it is only \$5 more than the fee from 2014-15. The increase will generate about \$1 million that will be applied to covering part of the gap in funding. For next year, we will continue to subsidize transportation from the CBE Budget. This proposed fee will not be final until the CBE 2016-17 Budget is approved by the Board of Trustees.

## **Next steps on a long-term transportation strategy**

Direction the CBE will be taking towards finalizing a long-term strategy (to outline changes to CBE transportation services and/or fees in order to establish financial sustainability) will be announced by June 30, 2016.

Some aspects of the long-term strategy will require more exploration and evaluation before any final decisions can be made. Conversations will continue next year as we work to finalize a long-term plan. We heard through our engagement activities that parents wanted us to see if there is another way to set transportation service level guidelines beyond just considering the program a student attends. We are working towards developing a set of criteria that also take into consideration other factors such as geographic location and student population density in

a community. We will continue to work with you on our long-term transportation plans, including adjusting future service levels and fees to eliminate the current subsidy for transportation.

### **More Information**

The full reports, scenarios and notes of what we heard on each of the surveys and at in-person sessions can be found on our website: [cbe.ab.ca/transportationdialogue](http://cbe.ab.ca/transportationdialogue).



## 2016 -17 Fees information

## notes

## Fees (excluding school-based) for 2016-17

Date: June 2, 2015

**Issue & Background:**

The CBE charges fees for system wide services, namely Transportation, Instructional Supplies & Materials (ISM), and Noon Supervision. Other fees are charged for specific programs and services like courses at Chinook Learning Services, or the education of international students.

The charging of fees is governed by the *School Act* and its regulations (specific references are provided with each fee type) and by the CBE's Administrative Regulation 7005: Student Fees. Further, the calculation of CBE fees is informed by the Report to the Minister dated October 2012 submitted by Keates and van Tamelen (known as "the Ministerial Report on Fees").

The charging of fees is guided by the CBE's values:

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

These values result in the CBE directing the maximum amount of dollars towards student learning during its budget process. Also, the CBE ensures that no child is denied access to an education due to the inability to pay fees.

Since the 2012-13 budget year, CBE administration has been delegated responsibility for establishing the various fee rates by the Board of Trustees. The Board's approval of fees is accomplished through the approval of the annual budget.

Information included in this Note supports Operational Expectation 5: Financial Planning.



Historical levels for the system wide fees have been:

	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11
		(in \$)				
Noon Supervision Fees						
Non bused students	255 -285	250 - 280	200 - 220	185 - 230	240 - 295	230 - 280
Bused students	255 -285	250 - 280	135 - 145	65 - 80	-	-
Transportation Fees – Charter Buses						
Kindergarten	300	330	215	215	215	200
Elementary	300	330	295	295	295	200
Junior High	300	330	295	295	335	200
ISM						
Kindergarten	15	15	15	15	15	15
Elementary	30	30	30	30	30	30
Junior High	137	137	105	105	105	105
Senior High	152	152	132	132	132	132

## Analysis:

### Fees Calculation & Reporting

The three fees that the CBE centrally manages and reports on are noon supervision, transportation, and ISM. The setting of these fees takes into consideration the full costs associated with the program or service including the costs of unpaid fees and waivers and the number of students projected to participate in the programs or services. The setting of the fees also takes into account the intangible costs to the parent population.

### Waivers

The CBE provides parents and independent students with a mechanism to have centrally managed fees waived. The availability of waivers meets the CBE value that no child be denied access to an education due to the inability to pay fees.

Fees can be waived for two reasons. The first reason is for a low family income and this must be demonstrated in one of four ways:

- parents receive provincial social assistance,
- parents are refugees,
- parents are low income, or
- student is independent.

The second reason a parent or independent student can receive a waiver is hardship. Hardship is assessed and acknowledged by the respective principal. Forms are available for parents/independent students to apply for waivers. If they are not able to demonstrate their eligibility for a waiver, fee clerks suggest

that the parent/independent student approach their principal for a principal approved waiver.

## Unpaid Fees & Collections

For the unpaid amounts for Transportation, Noon Supervision, and ISM fees, schools will be centrally supported and their individual budgets will not be directly impacted.

The accounts of parents who owe Transportation, Noon Supervision or ISM fees and any charges related to payments resulting in non-sufficient funds (NSF) are sent to collections. The minimum amount that needs to be outstanding before an account is sent to collection varies by fee. For ISM it is \$15, for Noon Supervision and Transportation it is \$25.

An external collection agency is contracted by the CBE to perform the collection duties. The agency is compensated at a rate of 23% of the amount that is recovered on the account. If an account has already been sent to collections and the account holder pays the CBE, the collection agency still receives a fee for the amount collected.

## Noon Supervision Fees

- Noon Supervision fees are charged to cover the costs related to the supervision of children in full day Kindergarten and Grades 1 to 6. The costs are incurred primarily in schools and relate to lunchroom supervisors and lead lunchroom supervisors levels A to B depending on principal's decisions.
- included in the fee are centralized costs (absence relief in schools and registration and fee collection costs, noon supervision co-ordination costs).

Noon Supervision Fee	4 day			4/5 day			5 day		
	2016-17	2015-16	% var	2016-17	2015-16	% var	2016-17	2015-16	% var
	\$255	\$255	0.0	\$275	\$275	0.0	\$285	\$285	0.0

## Transportation Fees

[See Transportation report and service levels for 2016-17](#)

Charter rates	2016-17	2015-16	% var
All students riding the yellow bus	\$335	\$300	11.7

## Instructional Supplies and Materials Fees

- Due to variations in actual costs in instructional supplies and materials purchased as a result of curriculum changes and the timing of principals' purchasing and budgeting decisions, the costs for ISM in schools was averaged over the available 5 years of data.

ISM fees	2016-17	2015-16	% var
Kindergarten	\$15	\$15	0.0
Elementary	\$30	\$30	0.0
Junior High	\$137	\$137	0.0
Senior High	\$152	\$152	0.0

### Impacts:

#### To the CBE

Charging full costs to the users of services allows the CBE to focus the dollars received through Provincial grants on student learning.

The costs of collecting fees and the administration of fee waivers are incurred throughout the system, at schools and within the service units. To mitigate these costs, resources have been committed to develop and maintain systems that allow parents to pay and/or waive their fees online.

*The use by parents of these online systems significantly reduces the administrative costs for the system and contributes to a CBE key expense objective of making school based management “easier”.*

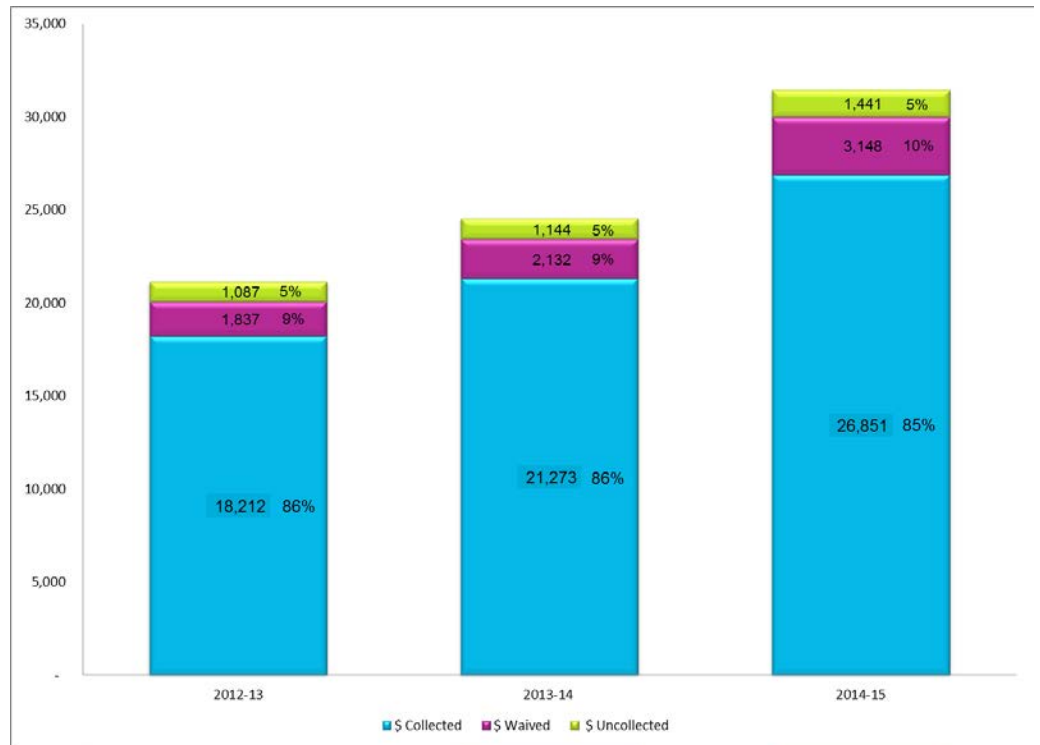
The movement away from paper based processes for fees and towards encouraging parents to use online systems promotes efficient and effective management of the CBE's resources.

To enable parents to use online fee payment and waiver systems the accuracy of the demographic information relating to legal guardian status and email becomes increasingly important.

#### To Parents

The setting of fees, in essence, has parents support those who require waivers and those who do not pay. The CBE actively collects on the accounts that are not paid.

The majority of parents pay fees for their students. The chart below provides a three year view on the amount and percentage of total central fees assessed that were paid, waived or remain uncollected.





## Calgary Board of Education 2015- 16 Fee Information

The following is a list of fees for the 2016-17 school year for the Calgary Board of Education, with comparative information presented for the 2014-15 school year.

In accordance with Section 60(2) (j) of the School Act, a school board may charge a parent of a student or an independent student, fees with respect to instructional supplies or materials. The table reflects the annual instructional supplies and materials fees to be charged by Calgary Board of Education schools, pursuant to this section of the Act.

### 1. Instructional Supplies and Materials Fee (mandatory per-student fee)

Instructional Supplies and Materials Fees	2016-17	2015-16
Kindergarten (Half day)	\$15	\$15
Kindergarten (Full day program when offered)	\$30	\$30
Elementary (Grades 1 to 6)	\$30	\$30
Junior High (Grades 7 to 9)	\$137	\$137
Senior High (Grades 10 to 12)	\$152	\$152
<b>Refundable Security Deposit</b>	<b>2016-17</b>	<b>2015-16</b>
Junior High (Grades 7 to 9)	\$50	\$50
Senior High (Grades 10 to 12)	\$50	\$50

### 2. Transportation Fees

In accordance with Section 51(3) of the *School Act*, a school board may charge a fee (as determined by the Provincial Student Transportation Regulation) to the parents of students receiving student transportation services.

Calgary Transit	2016-17	2015-16
Eligible Transit		
Grades 7 to 9 as designated and all Grades 10 - 12	\$65 monthly	\$60 monthly
Ineligible Transit	\$65 monthly	\$60 monthly
<b>Yellow Bus Service</b>		
All students riding yellow bus	\$335	\$300



The *School Act*, Section 62(1)(a), provides that “a board is authorized to enter into an agreement with a person respecting the provision of educational, managerial or other services with respect to the operation of schools.”

This fee was established in order to assist schools in meeting incidental needs of students at lunch time. The amounts indicate the allowed maximums.

In accordance with Section 49(2) (a) of the *School Act*, a School Board may charge Tuition Fees to students who attend its schools and who are not residents of Alberta. Section 49(3) (a) states that a tuition fee charged by a school board to students’ resident of Canada and entitled under Section 8 to have access to an education program must not exceed the cost to the school board.

### 3. Elementary Noon Supervision Fee

Conditional riders and kindergarten (full-day) and grades 1 to 6	2016-17	2015-16
4 day program	\$255	\$255
4/5 day program	\$275	\$275
5 day program	\$285	\$285

### 4. Incidental Activity Fees for Students at Lunchtime

This fee was established in order to assist schools in meeting incidental needs of students at lunch time. The amount of the fee is set annually by schools and fees shall not exceed the following maximums.

Incidental Activity Fees	2016-17	2015-16
Elementary (grades 1 to 6)	\$10	\$10
Junior High (grades 7 to 9)	\$30	\$30

### 5. Musical Instrument Registration Fees

All Programs	2016-17	2015-16
Annual	\$100	\$100

### 6. Non-Resident Student Fees

#### (i) Non-Resident (of Alberta) Fees (Entitled under Section 8 of the School Act)

Non-resident (of Alberta) fees reflect actual school year costs. The following basic fees represent the projected average cost per student of the programs offered:

Non-Resident Student Fees	2016-17	2015-16
Kindergarten	\$4,620	\$4,620
Elementary	\$9,235	\$9,235
Junior High	\$7,800	\$7,800
Senior High School - Other Programs	\$8,135	\$8,135
Students with Exceptional Needs Add:		
Mild or Moderate Disabilities	\$4,275	\$4,275
Severe Disabilities	\$15,360	\$15,360
English Language Learner Basic Support	\$1,160	\$1,160
Specialized Individual Student Costs (if provided) Add:		
Education Assistant (1.0 FTE – 10 month)	\$60,436	\$60,436
Transportation	Actual Cost	Actual Cost
Institutions	Actual Cost	Actual Cost

Fees related to students with special needs, or for a requested specialized individual educational program or for a part-time program, are determined on request on an individual basis. No non-resident (of Alberta) students have attended CBE schools since the 2003-04 school year.

In accordance with Section 49(3) (b) of the School Act, a tuition fee charged by a school board to a student not resident of Canada, and not entitled under Section 8 to have access to an education program, may exceed the cost to the board. Global Learning was established by the Calgary Board of Education in 2002 to pursue opportunities to bring international students to Calgary. Fees are set based on market conditions for international students coming to Calgary.

**(ii) Non-Resident (of Canada) Fees**  
*(Not entitled under Section 8 of the School Act)*

The following annual mandatory fees per non-resident (of Canada) students for 2016-17 (inclusive of English language support, as required) are recommended:

	2016-17	2015-16
Non-refundable application fee	\$250	\$250
*Grade 1 – Grade 12 (full year and full day Kindergarten where offered)	\$11,500	\$11,000
*Kindergarten (full year, half day)	\$5,750	\$5,500
*Senior High - Grades 10-12 (one semester only)	\$5,750	\$5,700
Monthly Fee (grades 1 to 12)		
(no credit granted on auditing of course(s))	\$1,200	\$1,200
Refund processing service charge	\$250	\$250

\*Fees set in accordance with market factors in reference to competing programs in the world and within Canada. Further, fees aligned with Edmonton Public jurisdiction due to similarity in programming. Fee levels are published with agents one years prior to the registered year.

**7. Chinook Learning Services – Under 20 Years of Age Academic Fees**

Students who are under 20 years of age (as at September 1, 2016) and enrolled in Chinook Learning Services will be required to pay the following fees per course:

	2016-17	2015-16
<b>Course Fees for Students Under 20 Years of Age</b>		
A non-refundable Instructional Supplies and Materials Fee per course	\$65	\$65
Learning Resources Rental Fee, including a refundable learning resource Security Deposit of \$60 (2015-16 \$60)	\$85	\$85

Chinook Learning fees are based on a cost recovery model.

## 8. Chinook Learning Services – Over 20 Years of Age Adult Academic Fees

Students who are 20 years of age or older (as at September 1, 2016), and enrolled with Chinook Learning Services will be required to pay course fees and learning resources rental fees as approved, for academic courses, as follows:

	2016-17	2015-16
<b>Course Fees for Students Over 20 Years of Age</b>		
A non-refundable Instructional Supplies and Materials Fee per course	\$65	\$65
Learning Resources Rental Fee, including a refundable learning resource Security Deposit of \$60 (2015-16 \$60)	\$85	\$85
8 credit Classroom Learning daytime courses	\$545	\$545
5 credit Classroom Learning daytime courses	\$545	\$545
5 credit Self-Directed Learning and Classroom Learning evening courses	\$480	\$480
3 credit Classroom Learning daytime courses	\$355	\$355
3 credit Self-Directed Learning and Classroom Learning evening courses	\$295	\$295
<b>Course Fees for Diploma Exam Preparation</b>		
Power Week - 15 hours of instruction	\$165	\$165
Power Weekend – 15 hours of instruction	\$165	\$165
<b>*Course Fees for International Students</b>		
8 – Credit Courses	\$1,840	\$1,840
5 – Credit Courses	\$1,150	\$1,150
3 – Credit Courses	\$690	\$690



## 9. CBe-learn Fees

These fees apply to students who are 19 years of age or younger (as at September 1, 2016), who are only taking CBe-learn courses, and who are not registered at any other Calgary Board of Education school or program of studies. These students enrolled in CBe-learn will be required to pay the following fees per course:

	2016-17	2015-16
<b>CBe-learn Registration Fees</b>		
<b>Junior High Fees</b>		
<b>CBe-learn students (not attending another CBE school)</b>		
A non-refundable Instructional Supplies and Materials Fee per school year		
Maximum	\$137	\$137
First course	\$86	\$86
Two courses	\$129	\$129
Full-time access	\$137	\$137
<b>Senior High Fees</b>		
<b>Students under 20 (not attending another CBE school)</b>		
A non-refundable Instructional Supplies and Materials Fee per course		
Maximum	\$195	\$195
First course	\$65	\$65
Two courses	\$130	\$130
Three courses	\$195	\$195
<b>Students under 20 (attending any other non-CBE school)</b>		
A non-refundable Instructional Supplies and Materials Fee per credit		
One credit course	\$30	\$30
Three credit course	\$90	\$90
Five credit course	\$150	\$150
Learning Resources Rental Fee, including a refundable learning resource Security Deposit of \$50 (2014-15 \$50)	\$85	\$85

## 10. CBe-learn Age 20 and over Course Fees and non-resident fees

Students who are 20 years of age or older (as at September 1, 2016) or non-resident and enrolled with CBe-learn will be required to pay fees, as follows:

	2016-17	2015-16
<b>Students over 20</b>		
5 – Credit Courses	\$480	\$480
3 – Credit Courses	\$295	\$295
Learning Resources Rental Fee including a refundable learning resources Security Deposit of \$50 (2014-15 - \$50)	\$85	\$85

**Out of province (non-resident of Alberta)**

Per course	\$870	\$870
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**\*International student (non-resident of Canada)**

5 – Credit Courses	\$1,150	\$1,150
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3 – Credit Courses	\$690	\$690
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\*Fees in alignment with Chinook Learning Services.

**11. Student Parking Fee (annual)**

High schools are permitted to charge students a parking fee for those students wishing access to on-site parking at schools.

	<b>2016-17</b>	<b>2015-16</b>
Maximum annual fee	\$40	\$40



## 2014-15 CBE Results

[cbe.ab.ca](http://cbe.ab.ca)

| achieve | strategies for success



### Summary

Annual Education Results Report 2014-2015  
Three-Year Education Plan 2015-2018

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Students can realize their full potential by learning in ways that acknowledge their individuality within the context of classroom, school and community. This is why the CBE is dedicated to personalized learning. Each of our 116,985 students is supported by their teachers, schools and our entire organization. The CBE has the capacity to lead in education while honouring each student's gifts. The result is a rich and dynamic learning experience which enables individual students to build a foundation which will enable them to thrive in life, work and continued learning.

# Annual Education Results Report Summary

## Mission

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

## Overview

CBE offers a depth and breadth of programs and supports to meet the unique learning needs and interests of a richly diverse population. In addition to responsive and inclusive programming in all CBE schools, we provide opportunities for students to learn in unique settings or through outreach programs.

## Fast facts

- More than 116,900 students in 227 schools, including:
  - 111,717 students between pre-kindergarten and Grade 12
  - 824 students in full day kindergarten in 15 schools
  - 611 students fully enrolled in CBe-learn, our online learning program, with 2,252 more registered in courses with CBe-learn while enrolled at another school
  - 2,327 students upgrading high school and pursuing continuing education through Chinook Learning Services
  - almost 24 per cent of CBE students self-identified as English language learners
  - 17,590 students with identified special education needs, the majority of whom are learning in their community schools
  - Close to 4,300 students self-identified as First Nations, Metis and Inuit
  - over 8,400 students in French immersion
  - close to 4,500 students in bilingual language and culture programs

## Student results

In Provincial Achievement Tests (PATs) in Grades 6 and 9:

- In the Grade 6 and 9 PATs, Calgary Board of Education results exceeded those of the province in every subject at the acceptable standard and the standard of excellence.
- In Knowledge and Employability (KAE) English Language Arts, Science and Social Studies, the percentage of CBE students achieving the acceptable standard was above that in the province as a whole, the percentage of students who achieved the standard of excellence was equal to or slightly above that of the province.
- In 2015-2016, we will seek to improve results on Grades 6 and 9 Mathematics and on Knowledge and Employability PATs.

In Diploma Examinations:

- Over 85 per cent of CBE students achieved the acceptable standard in eight of the eleven subjects for which there are diploma examinations. In four of these subjects, more than 40 per cent of students achieved the standard of excellence.
- In ten of the eleven examinations, the percentage of CBE students achieving the acceptable standard was equal to or above that of students in the province as a whole.
- The percentage of CBE students achieving the standard of excellence exceeded the percentage in the province as a whole on ten out of eleven examinations.
- Particularly strong results were again achieved in Social Studies 30-1, Math 30-1, Biology 30, Chemistry 30 and Physics 30, subjects in which the gap between the CBE and the province ranged from 7.4 percentage points to 11.6 percentage points.
- Science 30 will continue to be an area of focus in 2015-2016.

On the Combined Accountability Pillar Overall Summary, Alberta Education records evaluations on the following measures: Achievement, Improvement and Overall. The Achievement Evaluation is based on a comparison of Current Year data to a set of standards which remain consistent over time. The Improvement Evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi square statistical test is used by Alberta Education to determine the significance of the improvement. The Overall Evaluation combines the Achievement Evaluation and the Improvement Evaluation. Details of the way these measures are calculated can be found on pages 29-30 of the full report. On the October 2015 Combined Accountability Pillar Overall Summary the following measures were evaluated by the province as significantly improved:

- Three-Year high school completion rates
- Rutherford Scholarship Eligibility Rates
- Transition Rate (6 yr)

CBE also earning a rating of Improved on:

- Diploma exam results at both the acceptable standard and the standard of excellence
- Work preparation

In the following areas, already very high achievement was maintained, earning CBE an Overall rating of Excellent:

- Safe and Caring
- Citizenship

## Engaging stakeholders

The CBE provides opportunities for student voice through:

- The Chief Superintendent's Student Advisory Councils
- The Student Voice Symposia for junior and senior high school students
- Surveys and focus groups

Students also have voice in decisions at the school level, for example through Principals' advisory councils.

Between November 2014 and February 2015, more than 56,500 CBE students, more than 4,600 parents and over 4,250 teachers responded to the provincial Accountability Pillar Survey.

- 88 per cent agreed that students are safe in school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.
- 82.3 per cent were satisfied that CBE students model the characteristics of active citizenship.

The CBE is committed to involving parents, staff and the community in decisions that affect them. Currently this is done through a variety of system-wide or school-specific methods including surveys, open houses, mandated school accommodation processes and face-to-face meetings. We are also seeking to broaden our practices and are developing a framework for community engagement that respects the diversity of our community and supports the CBE in achieving its mission.

## CBE strategies for excellence and continued improvement

- Our overall strategy: Personalize learning
- This is supported by three other strategies:
  - Build professional capital
  - Engage our public
  - Steward our resources

Through these strategies, CBE supports the provincial priorities<sup>1</sup> of:

- developing a strategy for higher student achievement in a world class education system
- ensuring that the Alberta school curriculum includes the basics of reading, writing and arithmetic and incorporates 21<sup>st</sup> century competencies
- expanding opportunities that create personalized, student-centred approaches to help students be successful in learning by implementing the Provincial Dual Credit Strategy and by developing a plan for evaluating and supporting provincial implementation of high school redesign
- implementing strategies to support teaching excellence
- working with communities to ensure infrastructure, schools, classrooms and resources anticipate, plan for and meet student needs
- promoting safe, dignified and respectful education environments
- collaborating with partners to ensure that Alberta teachers and students learn about the history and legacy of residential schools, the Treaties and the history of First Nations, Métis and Inuit peoples of Canada

## Financial Summary

- Alberta Education grant revenue makes up 91 per cent of total revenues.
- Funding is spent primarily on Salaries and Benefits at 78 per cent of total expenses.
- Revenue and expense increases from the prior year are driven by increases in enrolment, as well as collective agreement negotiated salary increases and grid movement.
- Overall results are more favourable than budgeted resulting in an \$11.4 million surplus compared with the planned \$14.6 million deficit, due to investment gains that were higher than anticipated and prudent spending practices.

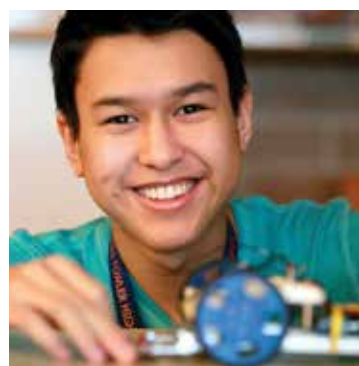
[Detailed Annual Education Results Report 2014-2015 and Three-Year Education Plan 2015-2018](#)

[Detailed financial information](#)

[Detailed performance measure results](#)

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<sup>1</sup> Education Business Plan 2015-20  
<http://finance.alberta.ca/publications/budget/budget2015/education.pdf>



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Calgary Board  
of Education

## Glossary of terms

Alberta Education revenue	All funds received from Alberta Education, including amortization of Alberta Education-funded facilities. This is sometimes referred to as provincial funding.
Amortization	Amortization expenses for both supported and unsupported capital assets (“unsupported” capital assets are non-facility, “supported” capital assets are funded by externally restricted capital funding/contributions).
Capital assets	These are goods that are acquired that have a useful life that extends beyond one year and are of more than minor value. For example, computers, most musical instruments, furniture, machinery, etc.
Collective agreement	An agreement between a union or association that sets out terms and conditions of employment including general wage increases, benefits, grid movement, and other employment terms.
Deferred maintenance	The practice of postponing repair and maintenance activities to property (such as school buildings) in order to save costs and/or meet budget funding levels.
Enrolment	Total number of students including those enrolled in Home Education, outreach programs and Chinook Learning Services.
Expended deferred capital revenues	As facility capital projects are amortized (expensed) over the course of their estimated useful life, a corresponding amount of Alberta Education revenue is recognized to show that provincial funding fully offsets the cost of the building.
Fixed cost	A cost that will not change based on fluctuations in activity.
General wage increase	An overall wage increase or lump sum applicable to an entire union (or exempt) group.
Grid movement	The increase in the salary paid to an employee based on movement through progressive salary grid levels. The movement is based on the passage of time.
Operational Expectations	Policies established by the Board of Trustees by which the Chief Superintendent’s performance and successful operation of the organization is evaluated
Reserves	Dollars that have been accumulated from prior years that are available to support current year projects, programs and services. Reserves can be restricted by board motion or external parties.
System administration	The overall management, administration and educational leadership of the CBE at the system level. Also includes Board of Trustees remuneration and office budgets. Examples include functions in human resources, finance, information technology, legal and communications that provide system-level support.
Total revenue	All funds received from Alberta Education plus all other revenues.

## report to Board of Trustees

### Correspondence

Date	June 14, 2016
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Janice R. Barkway Office of the Corporate Secretary
Purpose	Information
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board

### 1 | Recommendation

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

- Letter dated June 1, 2016 to The Hon. C. Bennett, Minister of Indigenous and Northern Affairs, from Chair J. Bowen-Eyre, re: Federal Government Funding for First Nations, Métis and Inuit Graduation Coaches.
- Letter dated June 1, 2016 to The Hon. D. Currie, Chair, Council of Ministers of Education, Canada, from Chair J. Bowen-Eyre, re: Request for Federal Government Funding for Syrian Refugee Students.
- Letter dated June 2, 2016 to Chair J. Bowen-Eyre, from The Hon. D. Eggen, Minister, Alberta Education, re: Student Transportation Funding Concerns.

Attachments: Relevant Correspondence







## Board of Trustees

1221 – 8 Street SW Calgary, AB T2R 0L4 | t | 403-817-7933 | f | 403-294-8282 | [www.cbe.ab.ca](http://www.cbe.ab.ca)

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Joy Bowen-Eyre Wards 1 & 2

### Vice-Chair

Amber Stewart Wards 12 & 14

### Trustees

Lynn Ferguson Wards 3 & 4

Pamela King Wards 5 & 10

Trina Hurdman Wards 6 & 7

Judy Hehr Wards 8 & 9

Julie Hrdlicka Wards 11 & 13

June 1, 2016

The Honourable Carolyn Bennett  
Minister of Indigenous and Northern Affairs  
Indigenous and Northern Affairs Canada  
Terrasses de la Chaudière  
10 Wellington, North Tower  
Ottawa, Ontario  
K1A 0H4

Email: [minister@aadnc-aandc.gc.ca](mailto:minister@aadnc-aandc.gc.ca)

### Re: Federal Government Funding for First Nations Metis and Inuit Graduation Coaches

The graduation rate of First Nations, Metis and Inuit (FNMI) students in Alberta has, for some time, fallen significantly short of the general Alberta population graduation rate. The Calgary Board of Education is attempting to address that issue. In the 2015/16 school year, our system's Graduation Coach Program was initiated through the use of one-time funding. 18 full-time equivalent (FTE) graduation coaches and 1 System Assistant Principal were allocated to 24 high schools, for a cost of \$1,355,000. For the 2016/17 school year, this program will continue, and has been expanded to include 21 FTE coaches allocated to 27 schools, at a cost of \$2,292,000. 1,184 students are supported through the graduation coach model.

After one year, our evidence shows that the Graduation Coach strategy is successfully supporting student learning, as well as the engagement and well-being of these students:

- Aboriginal student attendance data is showing positive improvement trends in high schools with a high population of Aboriginal students.
- Last year we had 86 three-year Aboriginal graduates; this year we currently have 145 three-year graduates and 204 total graduates to date, which includes 3, 4 and 5 year Aboriginal graduates.
- Credit recovery has been a strategy employed by the coaches to support students to successfully earn credits. Since the beginning of semester 2, students were able to complete 205 credit recovery opportunities and there are 190 ongoing opportunities.
- Coaches meet with students, families and teachers to plan for learning. Coaches, with students, are beginning to understand and record conditions for success and support students and teachers to set learning goals. The

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following table demonstrates growth in the number of these personalized supports:

	Meet and Mentor	Student Learning Plans
January 2016	521	479
March 2016	2059	684

We are working very hard to assist our FNMI students to be successful. We believe that providing graduation coaches for our FNMI students facilitates the goal of "Improving education attainment levels and success rates" for these students, as required in the 10<sup>th</sup> recommendation of the *Truth and Reconciliation Commission of Canada: Calls to Action* document. The Calgary Board of Education does not have funds to provide this program on an ongoing basis.

Recommendation 10 calls on federal and or provincial governments to draft new Aboriginal education legislation with the full participation and informed consent of Aboriginal peoples. This new legislation would include a commitment to sufficient funding and incorporate the principle of "Providing sufficient funding to close identified educational achievement gaps within one generation and Improving education attainment levels and success rates."

In response to the Calls to Action, our organization believes that if we could continue the Graduation Coach program for FNMI students in our high schools, as well as expand the model into elementary and middle/junior high schools, we could have a huge impact on closing the achievement gaps and increasing the graduation rates of FNMI students in Calgary.

We respectfully request that the Federal Government provides \$5 million annually to fund this program, in order that we can ensure that it will continue.

Yours Truly,



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

cc: Calgary Members of Parliament



**Calgary Board  
of Education**

## **Board of Trustees**

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### **Board Chair**

Joy Bowen-Eyre Wards 1 & 2

### **Vice-Chair**

Amber Stewart Wards 12 & 14

### **Trustees**

Lynn Ferguson Wards 3 & 4

Pamela King Wards 5 & 10

Trina Hurdman Wards 6 & 7

Judy Hehr Wards 8 & 9

Julie Hrdlicka Wards 11 & 13

June 1, 2016

Honourable Doug W. Currie  
Chair, Council of Ministers of Education, Canada  
Council of Ministers of Education, Canada  
95 St. Clair Ave. West, Suite 1106  
Toronto, Ontario M4V 1N6

Dear Minister Currie:

On behalf of the Calgary Board of Education, I am hereby formally requesting that the Council of Ministers of Education, Canada undertake to work with the federal government to ensure that all Canadian school boards that provide services to Syrian refugee students are provided with adequate resources to ensure that these students receive the level of support that they need as they start their new life in Canada.

To date, the Calgary Board of Education has welcomed 427 students from Syria. We are expecting more to arrive. Other school boards in Canada have also opened their doors to many new students from Syria.

Many of these students have arrived with complex needs and issues that need to be addressed as quickly as possible. We have added specialized classes to our existing programs. We are continually assessing the needs of our schools and adjusting resources accordingly. Providing adequate services and support to these students requires a significant investment. We anticipate that providing services to the current students will cost approximately \$3 million per year. We have not received any funds to cover any of these services. As more students arrive, these costs will increase accordingly. We are aware that some provinces have provided some funding to school boards; however, most provincial school boards have not received any additional funding for these students.

We recognize that education is a provincial responsibility; however, immigration is clearly a federal responsibility. The federal government made promises to these refugees, and we believe that the federal government should provide resources so that we can provide services that live up to these promises. As a school district with significant experience in welcoming refugee students, we are assisting in many ways to meet the needs of the students and their families.

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We believe that the Council of Ministers of Education, Canada, is in a position to liaise with the federal government to provide directed funding for education so that school districts such as ours can continue to meet the federal promises made to these refugees. We require additional resources in order to continue to provide full and ongoing support for these students in Canada.

We trust that your organization will undertake to work with all levels of government to ensure that these students continue to receive the level of support that they need. Providing each student with appropriate services now will provide long-term benefits for each of our provinces and for our country.

Thank you for your consideration.

Yours Truly,



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

cc: Provincial Ministers of Education

Chantal C. Beaulieu Email: [C.BEAULIEU@CMEC.CA](mailto:C.BEAULIEU@CMEC.CA)  
Executive Director. CMEC

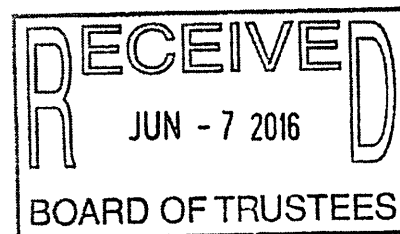


**Calgary Board  
of Education**



ALBERTA  
EDUCATION

*Office of the Minister*



AR94408

JUN 02 2016

Ms. Joy Bowen-Eyre  
Board Chair  
Calgary Board of Education  
1221 - 8 Street SW  
Calgary AB T2R 0L4

Dear Ms. Bowen-Eyre:

Thank you for your May 12, 2016 letter regarding Calgary Board of Education's (CBE) student transportation funding concerns.

Despite our current fiscal challenges, our government remains committed to ensuring all students in Alberta have access to a quality education that meets their learning needs. Alberta Education places great value on the transportation services provided by school boards throughout the province in safely transporting nearly 300,000 students to and from school every day.

School board funding for transportation services continues to increase every year. Transportation funding in Budget 2016 is \$300 million, which is an increase of \$5.5 million, or 1.9 per cent, from the 2015/2016 school year.

I am pleased that your board has been actively engaged with parents this spring as you review your current transportation service levels. I appreciate CBE's desire to provide an equitable level of transportation service for all students, including those students who are not attending their designated community schools. However, I would like to remind you that the student transportation funding Alberta Education provides to school boards is only intended to support the transportation of students who reside 2.4 kilometres or greater from their designated school. The funding is not intended to support transportation of students attending alternative programs offered by a school board. If your board chooses to provide an increased service level from what is mandated, you have the flexibility to do so within the resources provided.

I certainly understand the extra costs associated with providing transportation service for students who cannot ride a regular bus route due to the nature of their disability, especially those students who require transportation to a school that is different from their designated community school.

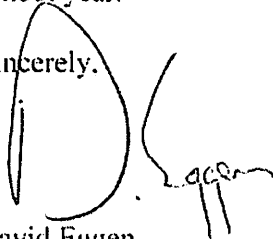
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Ms. Joy Bowen-Eyre  
Page Two

I encourage your board to continue to look for efficiencies in how you provide this service.

I appreciate you taking the time to share your concerns with me on behalf of the Calgary Board of Education. I wish you and all the students served by CBE a successful completion of this school year.

Sincerely,

A handwritten signature in black ink, appearing to read 'D. Eggen', with a large loop at the beginning and a trailing flourish.

David Eggen  
Minister

## report to Board of Trustees

### Chief Superintendent's Update

Date	June 14, 2016
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Information
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board

#### 1 | Recommendation

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

#### 2 | Issue

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

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





## Records Management Quarterly Report

### BACKGROUND

At the Board of Trustees' meeting on January 24, 2012, administration was directed to provide quarterly updates to the Board regarding the Calgary Board of Education's progress to address records management and retention issues. The following is the 2015/16 3<sup>rd</sup> quarter update presented in response to this directive.

Quarterly reports reference Generally Accepted Recordkeeping Principles as a means of contextualizing the work and overall progress. The Principles are an industry standard that forms the basis for the Corporate Records Management Program. Following are the Principles of Records Management:

- Accountability
- Transparency
- Integrity
- Protection
- Compliance
- Accessibility
- Retention
- Disposition

### QUARTERLY UPDATE

#### Principle of Accountability

##### **Official Student Record (OSR) Folder Rollout**

Following the successful completion of the OSR Folder Pilot, a system wide announcement introducing the implementation of the standardized OSR folders was delivered along with information regarding the phased rollout of the folders beginning with the 2016/17 new student intake. That is, kindergarten students and all other students (Grade 1 to 12) new to the CBE for 2016/17.

Standardized folders in two sizes, *Standard* and *Oversized* have been supplied to all schools. In most instances a standard size folder would be adequate although a small number of oversized folders are also available to handle exceptions where considerably more documentation must be retained.

##### **Changes to Student Record practices**

In combination with the introduction of the OSR folders, several schools requested assistance from the Records Management team to review and improve their Student Record practices and systems. Assistance was provided to 21 schools and all their student files were reviewed and reorganized using the new folders. In addition, these efforts provided good opportunities for hands-on learning as well as for developing deeper understandings of the requirements of the Student Records regulation.



### **Benefits**

Establishing standardized OSR folders along with processes and protocols are meant to enhance efficiency by eliminating duplications like multiple file reorganizations, while simultaneously improving the general care and maintenance of student records. In addition, centrally acquiring the standardized Student Folders should result in savings as a result of bulk purchasing.

### **Principles of Retention and Disposition**

#### **Offsite Storage of CBE Records**

The focus on retention and disposition continued and as of the end of May 2016:

##### **Records received from schools and departments**

262 administrative and 142 student record boxes were received, classified and retained in accordance with the organization's Classification and Retention schedule.

##### **Record boxes provided to schools and departments**

1060 boxes were distributed to CBE schools and administrative offices.

##### **Off-site Disposition**

Disposition has occurred for the 578 boxes of records that were eligible for destruction.

##### **On-site Active Disposition**

Using the Active Disposition process, 63 boxes of records located at schools and administrative offices were disposed.

### **Benefits**

- Provides facilities more suitable for maintaining semi-active and inactive records (primarily fire suppression, enhanced security and protective racking to shield physical boxes from damage).
- Addresses overcrowding and related occupational safety concerns at the CBE's onsite facilities.
- Reduces storage of active records by allowing the disposition of inactive, duplicate, or obsolete material.
- Record boxes provided to schools and departments provide superior protection of records during transit and resists crushing during long term storage.
- Reduces unnecessary monthly costs associated with record storage since records whose significance has passed are disposed.
- Reduces and/or eliminates ad-hoc and uncontrolled destruction of records.



## **Principle of Protection and Availability**

### **Records requests**

Following from the previously implemented process to track record requests as a means of understanding related time, effort and costs, during the quarter 213 requests were received and responded to. Of these approximately 76% represented requests from the public (including past students or on behalf of past students) and the remaining 24% were internal requests.

### **Confidential Shred Bins**

RM staff continuously monitor, adjust and adapt elements of the program to ensure adequate and efficient coverage at schools and administrative sites. Accordingly, throughout the CBE, the contents of a total of 3166 Shred Bins were securely disposed during the reporting period.

### **Benefits**

Shred Bin program adjustments have resulted in greater efficiency and satisfaction with the program. In addition, the Shred program has contributed significantly to compliance on related Operational Expectations and has helped to increase awareness of security issues with student information.

### **Archives Training**

Establishing and maintaining an Archives program even to basic standards require specialized skills. With the objective of enhancing staff knowledge of archives/archives management, two members of the Records Management team attended a one day conference organized by the Archive Society of Alberta. The conference focussed on how archives and archivists shape historical narratives and how archival work affects the "truth". Specifically, sessions focused on how records are used, why they are used, how they are organized and how records can help to create, distort or correct historical narratives.

### **Archives Inventory**

Records Management staff continued work efforts towards cataloguing the CBE's entire archive located at the Records Centre. For the purposes of this inventory, items have been cataloguing based on the following properties:

- School/Site Name
- Type of Archive Material (Media Type)
- Dates
- Description
- Dimensions
- Record Centre Location

Approximately 90% of archives located at the Records Center have been cataloged and processes are under development to guide and manage the ongoing activities related to the receipt, evaluation and recording of items/artifacts received from sites across the CBE.





### **Benefits**

Creating an inventory of all archival holdings will also provide necessary specifics for determining requirements for storing, managing and resourcing the archives as well as the physical infrastructure requirements.

Archival inventory will be crucial for enhancing preservation efforts and could increase accessibility to the organization's vast archival holdings. Improved preservation will mean that the historical record of the CBE will be available for future generations to reference, research and appreciate. Retaining records and artifacts of enduring value is at the heart of meeting the CBE's fiduciary archival responsibilities.

### **Principles of Integrity and Transparency**

#### **Records Management (RM) Insite Page Update**

As a part of routine efforts to ensure that RM resources are accurate and accessible to all CBE staff, various RM forms have been updated and added to the overall collection of Forms & Document contained on Staff Insite. In addition, two new sections have been added to the RM Insite page to provide more details related to Record Disposition processes and the Classification and Retention Schedule.

#### **Onsite Training and Consultations**

Site visits, RM consultations and/or training sessions were provided to the following Schools and Service Units during the reporting period:

Onsite Training	
Area I School Admins - Lunch & Learn	Woodman School
Area II School Admins - Lunch & Learn	Procurement Services
Area III School Admins - Lunch & Learn	Aspiring E - Level Secretaries
Area IV School Admins - Lunch & Learn	Office of the Chief Superintendent
Area V School Admins - Lunch & Learn	School Financial Management Group
Banff Trail School	

With increased Service Unit awareness of RM standards, a corresponding increase in requests for assistance and guidance with record-keeping practices and the Classification and Retention Schedule (CRS) has been observed. While RM staff have been able to handle the majority of requests, occasionally, questions/issues requiring specialized knowledge arise, and in such instances, the RM team enlists assistance from external RM consultants.

### **Benefits**

In order for Records Management practices to be adopted and become standard organizational practise, they must be supported by on-going



training and appropriate communications. In particular, new understandings and processes often require targeted training and specific communication to employees to build the foundations for achieving a mature RM program.

### **Records Management Support**

Records Management Technicians continue to assist schools with a variety of Records Management tasks including:

- Switching from old folders to the new Official Student Record (OSR) folders
- File clean-up and organization
- Preparation of record for transfer to the Records Centre
  - Sorting records based in similar retention
  - Packing records in appropriate RM Boxes
  - Completing Transmittal Forms
  - Separating and gathering records that were past their retention period
- Providing hands-on RM training as required by schools

Specifically, during the reporting period, the following Schools and Service Units received support from the RM Technicians.

RM Support/Assistance	
Woodman School	R.T. Alderman School
Richmond School	All Boys Program
Stanley Jones School	Piitoayis School
Patrick Airlie School	Central Memorial High School
Taradale School	Edgemont School
University School	West Dalhousie School
Valley View School	Cecil Swanson School
Ramsay School	Simon Valley School
Douglas Harkness School	Sundance School
Citadel Park School	

### **Benefits**

Direct contact with Schools and School Administrative staff has resulted in much improved practices as reflected in increased awareness of and appreciation for the Records Management program. School Record inventories provide vital information for administering the Corporate Records Management Program as they contribute to mapping all the information stored at school sites which in turn are critical for locating, retrieving and managing records.

### **Principle of Compliance**

#### **Records Management (RM) Audit 2016 – Schools and Service Units**

The 2016 Records Management Audit was conducted during the period May 2<sup>nd</sup> to May 6<sup>th</sup>. Thirteen schools representing all academic divisions and Areas were selected to participate and the results of the audit will be



used to gauge overall progress of records management practices and maturity in CBE schools.

Given the critical nature of HR records, this year the Human Resources department also participated in the audit. This addition was consistent with the work plan outlined in the Records Management (RM) Timeline and reflected the RM team's increased focus on the management and disposal of records within Service Units.

A comprehensive Audit Report that details the audit's scope, methodology, findings and recommendations will be prepared and reviewed with the objective of advancing the CBE's Records Management practices.

### **Benefits**

The Records Management Audit assesses compliance with Generally Accepted Record Keeping Principles® and internal policies and protocols. It also provides important insights into the effectiveness of Records Management training as well as the resources and tools that have been provided to staff. The audit can also be useful for revealing the level of awareness that CBE staff have about elements of record classification and retention and records management in general.

Additionally, the Audit permits benchmarking and annual progress comparisons that are important for measuring program success as well as for identifying areas for improvement.



**DAVID STEVENSTON**  
**CHIEF SUPERINTENDENT OF SCHOOLS**

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

Board: Board of Trustees

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

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

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

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



**report to  
Board of Trustees****Construction Projects Status Report**

Date	June 14, 2016
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Information
Originator	Dany Breton, Superintendent, Facilities & Environmental Services
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board OE-12: Facilities
Resource Person(s)	Eugene Heeger, Director, Design & Property Development Robert Ashley, Manager, Design Services

**1 | Recommendation**

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It is recommended:

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

**2 | Issue**

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





### 3 | Background

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Following the demolition of the old Ernest Manning High School, the National Sport School was moved temporarily into leased office accommodation at Calgary Olympic Park. On September 26, 2012, the Alberta Government approved provincial funding of \$3M for the National Sport School on the condition that the Calgary Board of Education (CBE) funds an additional \$6M for a total project value of \$9M.

On July 7, 2012, the Alberta Government approved provincial funding for the Innovation Centre/Academy (Booth Centre) modernization for Chinook Learning Services. In June 2013, significant damage occurred to the building as a result of the Calgary floods. Engineering and insurance assessments have been finalized. Work is ongoing with the Alberta Government (Justice, Infrastructure and Education), the City of Calgary and the Calgary Municipal Land Corporation to allow site redevelopment to advance.

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

On January 21, 2014, the Alberta Government announced the approval of four CBE major modernizations. The four projects are: Christine Meikle School (replacement), Aboriginal Learning Centre (Harold W Riley School modernization), Jack James High School (modernization) and Bowness High School (modernization).

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

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

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

On March 11, 2014, the Alberta Government advised that Rideau Park School was eligible for flood mitigation funding up to \$2.5M. On March 13, 2015, the Alberta Government advised that CBE's request for flood mitigation funding had been approved.



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

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

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

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

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

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

On September 23, 2015, Alberta Education advised Administration that the six school projects that had been approved for design only (Refer to the 2016-2019 School Capital Plan) were approved for full build out.

On November 11 and 12, 2015, Alberta Education released grants for the construction or modernization of six schools totalling \$157.7M. This funding will allow for the construction of the Southeast High School (Seton), Martindale middle school, Springbank Hill/Discovery Ridge middle school and Silverado elementary school, along with the modernization of James Fowler High School and Lord Beaverbrook High School.

On January 27, 2016, Alberta Education approved \$4.3M towards the construction of a gymnasium at Nelson Mandela High School.



In March 2016, Alberta Education adjusted approved grant funding agreements to align with tender award values. For four schools, this meant grant increases totalling \$3.1M. For twelve schools, this meant a reduction of \$22.6M. The CBE is currently working with Alberta Education to ensure that this reduction does not impact school completion schedules.

On April 14, 2016, the Alberta Government, as part of their commitment to transparency and openness, presented a list of unfunded capital projects to the Budget 2016 Capital Plan. This "Sunshine List" identifies four new elementary schools and two major high school modernizations for the CBE. While these projects were selected from the 2016-2019 Three-Year School Capital Plan, they will only receive funding and proceed if they meet Provincial criteria and if funding is available next year. Note that this list does not reflect the CBE priorities identified in the 2017-2020 Three-Year School Capital Plan submitted on April 1, 2016, to the Alberta Government.

#### 4 | Analysis

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

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

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

- Aboriginal Learning Centre
- Christine Meikle School
- Bowness HS
- Jack James HS
  
- Elbow Park ES
- Evergreen MS (Bundle 1)
- Buffalo Rubbing Stone ES, Eric Harvie ES, Auburn Bay ES
- McKenzie Highlands MS
- Dr. Martha Cohen MS
- William D. Pratt MS (Bundle 4)
- Peter Loughheed MS (Bundle 4)
  
- Evanston ES (Bundle 5)
- Copperfield and New Brighton ES (Bundle 6)
- West Springs and Cranston MS (Bundle 7)
- Hugh A. Bennett and Dr. Roberta Bondar K-4 School (Bundle 8)
  
- Springbank Hill/Discovery Ridge K-9 (Bundle 10)
- Martindale and Silverado ES (Bundle 11)
- Seton HS



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

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

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

### Modular Classrooms

On January 18, 2016, the Province approved the following 15 modular classroom requests. The installation of these modular units will be completed during the Summer and Fall of 2016.

Queen Elizabeth Elementary School	2
Samuel W. Shaw School	4
Lake Bonavista School	2
Midsun School	1
Chris Akkerman Elementary School	6

## 5 | Conclusion

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

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



DAVID STEVENSON  
CHIEF SUPERINTENDENT OF SCHOOLS

#### ATTACHMENTS

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

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**CALGARY BOARD OF EDUCATION  
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS  
May 2016**

<b>Building</b>	<b>Orig. Occ. Date</b>	<b>Rev. Occ. Date</b>	<b>Notes/Comments</b>
1. National Sport School	Dec-14	TBD	The National Sport School is currently located in leased premises at Canada Olympic Park. Planning for the permanent school at Canada Olympic Park started in 2009 and has progressed to design stage. Design brief is complete. Development Permit conditions are under review, a response has been submitted to the City. Until a source of capital funding is secured, no further architectural or engineering work will be completed. Discussions were held with WinSport on potential funding strategies, and with the City on progressing the Development Permit approval application extension.
2. Innovation Centre / Academy (Booth Centre) (Chinook Learning Services) Capacity 675 students	Mar-14	TBD	<p>Booth Centre modernization for Chinook Learning Services central location was approved for provincial funding on July 7, 2012. Prime Consultants were appointed through a request for proposal (RFP) process on July 23, 2012. Alberta Infrastructure has provided technical documentation on the existing facility. Schematic design and functional space layouts have been finalized.</p> <p>Different concepts are being assessed for the potential redevelopment of the site with the Calgary Municipal Land Corporation and developers. Discussions are ongoing. An Expression of Interest (EOI) proposal call was issued to developers in January 2015. Following the review of EOI submissions, four developers will be invited to submit RFPs.</p> <p>An educational program charrette was held in June 2015 to determine the functional program needs and requirements. The Land Use Re-designation Application has been submitted to the City of Calgary. The preparation of the Developer RFP has been suspended until the Land Use Re-designation has been approved by the City.</p> <p>An Open House and Public Information Session was hosted at Fort Calgary on March 30, 2016 for East Village residents and neighbours to outline the Land Use Amendment application to the City of Calgary.</p>
3. Kenneth D. Taylor School (Evanston School) Grades K-4 Capacity 600 students	Fall-16		<p>Project handed over to the CBE to develop and construct in June 2014. Sahuri + Partners Architecture Inc. appointed as Prime Consultant. Steering Committee set up. Working drawings were prepared for a fixed price lump sum tender. Tenders were issued November 2014 and closed in December 2014. Altus Group was appointed as Project Manager. The Development Permit was approved by the City. On January 29, Alberta Infrastructure approved the construction contract award. An Open House was held on February 25, 2015, at the Education Centre.</p> <p>A Letter of Award was issued to APM Construction Services Ltd. and mobilization and construction commenced on April 14, 2015 following the issuing of a partial Building Permit by the City. Excavations and foundations are complete with masonry being installed to the gymnasium. Site services are completed. An erosion and sedimentation control audit has been successfully undertaken. Masonry block work and steel erection is complete with roof decking complete. Piling for modulars complete. Modulars have been collected from Alberta Infrastructure's manufacturer and have been installed on site. Mechanical and electrical rough-ins and equipment installation ongoing. ENMAX electrical power</p>

**CALGARY BOARD OF EDUCATION  
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS  
May 2016**

Building	Orig. Occ. Date	Rev. Occ. Date	Notes/Comments
			<p>installation complete. Interior block work and drywall installation ongoing. Exterior veneer block work ongoing. Roofing completed. Interior drywall ceilings and bulkheads ongoing. Interior painting has commenced. <b>Interior flooring has commenced.</b> Layout for sidewalks, curbs and site grading for parking lot has commenced. Data Room handed over for Supernet installation. HVAC start-up commissioning has commenced. <b>Progress on site continues to be good. Deficiencies with the AI supplied modular have been noted and need to be corrected by the supplier.</b> Contractor is confident completion date will be met.</p>
4. Peter Lougheed School (Saddle Ridge School) Grades 5 – 9 Capacity 900 students	Fall-16		<p>Project handed over to the CBE to develop and construct in June 2014. Gibbs Gage Architects appointed as Prime Consultant. Steering Committee set up. Working drawings were prepared for a fixed price lump sum tender. Tenders were issued November 2014 and closed in December 2014. Pivotal Projects was appointed as Project Manager. The Development Permit was approved by the City. An Open House was held on February 25, 2015, at the Education Centre.</p> <p>A Letter of Award was issued to LEAR Construction Management Ltd. and mobilization and construction commenced in mid-March 2015. Site piling and foundations are complete. Structural steel erection is complete with roofing complete. AHU has been delivered to the site and provisions for temporary heat are in place. Exterior walls and sheathing are complete. Sprinkler installation ongoing. Interior masonry and GWB partitions <b>complete.</b> Window frames installed. ENMAX has powered up the site. Mechanical and electrical rough-ins, <b>equipment installation</b> and ducting ongoing. ATCO has installed the gas line and meter. Modular units have been delivered to site and are installed. Glazing installation is complete. External concrete block veneer installation <b>ongoing.</b> External metal cladding insulation and fittings <b>ongoing.</b> Interior painting and <b>flooring have</b> commenced. Millwork has been delivered and is being installed following flooring installation. Data Room <b>has been</b> handed over for Supernet installation. HVAC start-up commissioning has commenced. Construction is on schedule <b>and progressing well.</b></p>
5. Copperfield School Grades K-4 Capacity 600 students	Fall-16		<p>Project handed over to the CBE to develop and construct in June 2014. Group 2 Architecture appointed as Prime Consultant. Steering Committee set up. Working drawings were prepared for a fixed price lump sum tender. Tenders were issued November 2014 and closed in December 2014. Pivotal Projects was appointed as Project Manager. The Development Permit was approved by the City. On January 29, Alberta Infrastructure approved the construction contract award. An Open House was held on February 25, 2015, at the Education Centre.</p> <p>A Letter of Award was issued to Tribuild Contracting (Calgary) Ltd. and mobilization and construction commencing in mid-March 2015. Site piling and foundations are complete. Deep services are complete. Masonry work is continuing. Structural steel, q-deck erection and roofing are complete. ENMAX transformer has been installed. Exterior framing is complete. Window installation is complete. ATCO gas meter has been installed. Slabs on grade are complete. Interior metal stud and drywall installation ongoing. Mechanical and electrical rough-ins, <b>equipment installation</b> and ducting ongoing. Construction is tracking 3 weeks behind schedule. External concrete block veneer installation <b>ongoing.</b></p>



**CALGARY BOARD OF EDUCATION  
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS  
May 2016**

Building	Orig. Occ. Date	Rev. Occ. Date	Notes/Comments
6. New Brighton School Grades K-4 Capacity 600 students	Fall-16		<p>Fireproofing to Mechanical Room complete. Screw pile installation for modulars complete. Modular installation has been completed. Interior painting and flooring have commenced. Ceiling grid has been installed. Data Room handed over for Supernet installation. Nano partition walls have been installed. Millwork is being installed. Contractor continues to closely monitor schedule and to make up lost time. Contractor is confident completion date will be met.</p> <p>Project handed over to the CBE to develop and construct in June 2014. Group 2 Architecture appointed as Prime Consultant. Steering Committee set up. Working drawings were prepared for a fixed price lump sum tender. Tenders were issued November 2014 and closed in December 2014. Pivotal Projects was appointed as Project Manager. The Development Permit was approved by the City. On January 29, Alberta Infrastructure approved the construction contract award. An Open House was held on February 25, 2015, at the Education Centre.</p> <p>A Letter of Award was issued to Tribuild Contracting (Calgary) Ltd. and mobilization and construction commenced in mid-March 2015. Site piling and foundations are complete. Deep services are complete. Structural steel, q-deck erection and roofing are complete. Mechanical equipment has been installed on to the second floor and HVAC installation is ongoing. Exterior walls, brick veneer and sheathing is progressing. Interior block work complete with door frames installed. Fire spray in Mechanical Room complete. Parapets complete. Mechanical and electrical rough-ins and ducting ongoing. Interior metal stud and drywall installation is continuing. ATCO has installed the gas line and meter. External concrete block veneer installation ongoing. Exterior metal cladding ongoing. Interior painting and flooring have commenced. T-bar ceiling installation has commenced. Sprinkler installation ongoing. Installation of millwork has commenced. Data Room handed over for Supernet installation. Construction is on schedule.</p>
7. William D. Pratt School (Royal Oak/Rocky Ridge School) Grades 5 – 9 Capacity 900 students	Fall-16		<p>Project handed over to the CBE to develop and construct in June 2014. Gibbs Gage Architects appointed as Prime Consultant. Steering Committee set up. Working drawings were prepared for a fixed price lump sum tender. Tenders were issued in November 2014 and closed in December 2014. Pivotal Projects was appointed as Project Manager. The Development Permit was approved by the City. An Open House was held on February 25, 2015, at the Education Centre.</p> <p>A Letter of Award was issued to LEAR Construction Management Ltd. and mobilization and construction commenced in mid-March 2015. Site piling and foundations are complete. Slabs on grades are completed. Structural steel and q-deck erection is complete with roofing complete. Installation of lighting and electrical rough-ins ongoing. ENMAX transformer has been installed. AHU's have been delivered and installed. Gym block walls complete. Interior framing and drywall complete. Mechanical and electrical rough-ins, equipment installation and ducting ongoing. Modular units have been delivered to site and have been installed. Window frame and glazing installation complete. External blueskin installation ongoing. Mechanical VAV box installation has commenced. HVAC start-up commissioning meeting has commenced. Fire damper and transfer air</p>

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			duct installation ongoing. <b>Gym lighting installation ongoing. Ceiling installations ongoing. Data Room ready for Supernet installation.</b> Construction is on schedule.
8. (a) Nelson Mandela High School (Northeast High School) Grades 10 – 12 Capacity 1800 students	Fall-16		<p>School approved for Provincial funding May 1, 2013, as part of BASCP using the Design/Build delivery process, with the CBE to look after maintenance. Bridging Consultants worked with CBE to develop the site layout and floor plans for the proponent RFP. Gibbs Gage Architects and the Bird Construction team were the successful design build proponents.</p> <p>Alberta Education approved an increase in capacity of the school to 1800 students. Construction continues and Alberta Infrastructure has advised of a phased handover to the CBE. Furniture, fixtures and equipment fit-up and commissioning will commence after the school is turned over to the CBE in Summer 2016. Two successful open houses were held in April and September 2014.</p> <p>Construction is proceeding without incident. A site tour was held on September 25, 2015.</p> <p>Alberta Infrastructure has advised that the building will be handed over in five stages between June 1 and August 12, 2016. The 300 student addition will be ready for occupancy on December 2, 2016.</p> <p><b>An Operational transition team has been assembled to take over the facility on a phased basis from AI. The CBE CTS and FF&amp;E fit-out requirements are being scoped and will be installed over the summer.</b></p>
8. (b) Nelson Mandela High School (Northeast High School) Gymnasium	Fall-17		<p>Following the approval of partial capital funding by the Provincial Government, a new gymnasium will be added to the scope of this facility. CBE will be contributing capital to this development and will oversee the design and construction.</p> <p><b>For completion and occupancy by September 2017.</b></p>
9. Harold W. Riley School Aboriginal Learning Centre	Sep-16	Dec-16	<p>Harold W. Riley modernization for the Aboriginal Learning Centre was announced January 21, 2014. A provincial pre-design charrette was held on November 25 and 26, 2013 as part of a Value Management exercise to gather support for the project. The Provincial kick-off meeting occurred February 25, 2014. The Leblond Partnership has been selected as Prime Consultant.</p> <p>The design process has been completed. Pivotal Projects Incorporated has been selected as Project Managers. Public engagement and open house held on June 18 and September 17, 2014. Development Permit application submitted in August 2014. Working drawings were finalized for tender, which was scheduled</p>



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			<p>for mid-January 2015. Hazmat abatement work has been completed.</p> <p>Following the tender reviews by Alberta Infrastructure and the recommendation approval by Trustees, Everest Construction Management Ltd. was awarded the construction contract in mid-April 2015. Mobilization and construction has commenced on site. Demolition has been completed and the full Building Permit has been approved. A number of unforeseen structural issues have been identified as a result of the demolition work and these are being dealt with by the team on site. Structural steel erection has been completed following initial delivery delays. There was slow progress of steel installation, which created scheduling uncertainty and mechanical and electrical installation delays as a consequence. Block work to Gym and Washrooms are complete. AHUs and glulam beams have been delivered to site and central gathering space framing complete. Sub-contractors are struggling to resource project sufficiently. On January 13, 2016, the Prime Consultant issued a Notice of Default to the Contractor. Block work is ongoing. Roof installation is ongoing, Mechanical and electrical rough ins, <b>equipment installation</b> and duct work ongoing. Slabs on grade complete. Framing of walls <b>complete</b>. Interior painting has commenced. Installation of glulams <b>complete</b>. <b>Stairs and handrails are installed</b>. <b>Installation of ceilings ongoing</b>. <b>Terrazzo flooring at entry ongoing</b>. <b>Installation of windows and glazing ongoing</b>. <b>The Prime Consultant has issued another Notice of Default to the Contractor</b>. <b>Progress on site continues to be labored and difficult</b>. <b>The Contractor's schedule is being closely monitored</b>. <b>The project is expected to be completed and ready for occupancy by December 2016</b>.</p>
10. Christine Meikle School (Replacement school)	Dec-16		<p>Christine Meikle School replacement for students with complex learning needs was announced January 21, 2014. This new school located on a greenfield site will combine attributes of both educational and health care facilities to address the special needs of the students. A provincial program charrette was held on February 12, 2014 as part of a Value Management exercise to gather information on the project. The Provincial kick-off meeting occurred February 25, 2014.</p> <p>Marshall Tittermore Architects has been selected as Prime Consultant. Resource Planning Group has been retained to complete the functional program for the project. Stantec Consulting Ltd. has been selected as Project Manager. Public engagement and open house held on June 19, August 6 and September 17, 2014. Development Permit application submitted in September 2014.</p> <p>A Statement of Claim registered by a group of residents who are opposed to the development has been withdrawn. No judgment has been made by the courts. Design development has been completed. Tenders closed on March 19, 2015.</p> <p>Following the tender reviews by Alberta Infrastructure and the recommendation approved by Trustees, Starcraft Construction Ltd. was awarded the construction contract in mid-April 2015. Mobilization and construction has commenced on site. The full Building Permit has been approved. Foundations are complete. Structural steel installation, q-deck erection and roofing are complete. Masonry work, steel stud and drywall <b>complete</b>. Winter hoarding for masonry walls and concrete work in place. Interior masonry walls complete with GWB partitions</p>

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11. Bowness High School Modernization	Sep-16	Jan-17	<p>following progress. ATCO gas line installed. Installation of window frames and glazing <b>complete</b>. Mechanical and electrical rough-ins, <b>equipment installation</b> and ducting are ongoing. ENMAX transformer installed. Interior framing and masonry walls completed. Slabs on grade complete. Sprinkler installation <b>complete</b>. Excess stock pile material being removed from site. <b>Progress on site continues to be good</b>. Construction is on schedule.</p> <p>Modernization of Bowness High School was announced January 21, 2014. The modernization will update the spaces to meet the current and future needs of the students. The Provincial kick-off meeting occurred February 25, 2014. BKDI Architects has been selected as Prime Consultant. The design process is underway. MHPM Project Managers Inc. has been selected as Project Manager. Public engagement and open house held on June 18, August 6 and September 17, 2014. Development Permit application submitted in August 2014. On October 1, 2014, Alberta Infrastructure approved the appointment of Chandos Construction Ltd. as the Construction Manager. Working drawings have been prepared for sequential tendering, which commenced at the end of January 2015. A Design Development Cost Report has been completed and submitted to Alberta Infrastructure for staged Tender Approval reviews. The first tender package was released in March 2015, and approved for award.</p> <p>Tender Package #2 (Remaining Scope) was submitted to Alberta Infrastructure in Mid-April 2015 for approval to proceed to tender. A partial Permit for Demolition was received from the City in mid-April and construction demolition activities have been completed.</p> <p>Processing of contract awards for Tender Package #2 took longer than forecast and this will extend the construction schedule. The full Building Permit has been approved.</p> <p>The Learning Commons sprinkler installation and hazmat removal has been completed. A kitchen equipment supplier has been identified. A change of the CTS Fashions program to a Robotics/Pre-Engineering program has been approved. Foundations are complete. Steel erection is complete. Q-deck installation complete. Roofing complete. Sprinkler installation is ongoing with internal demolitions. Mechanical and electrical underground services are complete. Mechanical and electrical piping runs from main boiler room to new addition <b>complete</b>. Slab on grade complete. Exterior metal stud framing <b>complete</b>. Interior framing ongoing. Window frames installed. Additional robotics lab to be completed by August 2016. <b>Progress on site continues to be good. Assessing additional costs for upgrading cafeteria, wireless upgrades and developing the undeveloped space in the new addition.</b> Construction is currently on schedule.</p> <p>Modernization of Jack James High School was announced January 21, 2014. The modernization will update the spaces to meet the current and future needs of the students. The Provincial kick-off meeting occurred February 25, 2014. Dialog Alberta Architecture has been selected as Prime Consultant. The design process is underway. Turnbull Construction Services Ltd. Has been selected as Project</p>
12. Jack James High School Modernization	Sep-16		



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			<p>Manager. Public engagement and open house held on June 18, August 6 and September 17, 2014.</p> <p>Development Permit application was submitted in August 2014 and approved by the City in December 2014. On October 1, 2014, Alberta Infrastructure approved the appointment of Carbon Constructors Inc. as the Construction Manager. Working drawings have been completed and sequential tendering has commenced since the end of January 2015. A Design Development Cost Report has been completed.</p> <p>Alberta Infrastructure has reviewed and approved the tender documents and Cost Report. The first Bid Package for work has been approved for award by Alberta Infrastructure. Construction mobilization has commenced.</p> <p>A second Bid Package (balance of work) was approved by Alberta Infrastructure and the Trustees and awarded to the Construction Manager in mid-April. A full Building Permit has been issued and mobilization and construction activities have commenced. Construction remains on schedule. The first program area, existing construction trades was ready for occupancy at the commencement of the new school year.</p> <p>Building Trades Expansion was delayed due to delays caused by the discovery of lead paint and existing concrete beams which required replacement with steel beams. This space was turned over in mid February 2016. In addition, the Autobody and Multipurpose Room was delayed from February to March 2016 due to these knock-on effects. The Autobody expansion and Multipurpose Room was turned over to the school in March 2016. Masonry work and glazing continues in the Horticultural Greenhouse space and interior work continues in the Childcare Area. An additional wireless upgrade project has been identified by IT and impacts on the project are being assessed. <b>Progress on site continues to be good.</b> The project is on schedule.</p>
13. Marshall Springs School (Evergreen School) Grades 5 - 9 Capacity 900 students	Sep-16	Sep-17	<p>The new Middle school was announced February 10, 2014, as part of the Provincial government's commitment to build 50 new schools. The Provincial kick-off meeting occurred February 25, 2014. Zeidler Partnership Architects has been selected as Bridging Consultant. The design process is completed. Public engagement and open house held on June 18, August 6 and September 17, 2014. Development Permit application submitted in August 2014.</p> <p>Design-Build proposal documents have been issued and contractor proposals were received and assessed in February 2015. The Design-Build responses were unsatisfactory and over budget. The Design Team will finalize a new set of working drawings and lump sum tender documents were issued in August 2015. On September 17, 2015, Alberta Infrastructure approved the construction contract award to LEAR Construction Management Ltd. A Letter of Award was issued to LEAR. Mobilization and construction commenced at the end of September 2015.</p> <p>Foundations are complete, following the stripping and preparation of the site.</p>

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			Structural steel installation <b>ongoing</b> . Construction schedule has been re-assessed. Full Building Permit was finally released by the City mid-January 2016. This project is at major risk due to delays with permitting approvals and progress constraints. Masonry walls to gymnasium ongoing. Shallow underground piping installed. <b>Slabs on grade completed. Mechanical and electrical rough ins have commended</b> . There is increasing activity on site and construction is back on <b>track</b> . Contractor continuing to accelerate schedule to meet substantial completion.
14. Eric Harvie School (Tuscany School) Grades K-4 Capacity 600 students	Sep-16	Dec-16	<p>The new K-4 school was announced February 10, 2014, as part of the Provincial government's commitment to build 50 new schools. The Provincial kick-off meeting occurred February 25, 2014 Group 2 Architecture has been selected as Bridging Consultant. The design process is completed. Public engagement and open house held on June 18, 2014. The Development Permit application was submitted in August 2014 and was approved by the City. Design-Build proposal documents have been issued and contractor proposals will be received and assessed in February 2015.</p> <p>The Design-Build responses were unsatisfactory and over budget. The Design Team has finalized a new set of working drawings and lump sum tender documents were issued in March 2015.</p> <p>Tender closed in early April 2015. After tender reviews and approvals by Alberta Infrastructure and the Trustees, a Letter of Award has been issued to Everest Construction Management Ltd. Mobilization and construction has commenced. Site grading and piling complete. Foundations complete. Deep services utility connections complete. Masonry to Gym complete. Q-deck complete. Slab on grade complete. Exterior GWB partitions complete. Interior framing and masonry walls <b>ongoing</b>. Mechanical and electrical rough-ins and ducts ongoing. ENMAX transformer installed and energized. ATCO gas connection complete. Roofing work complete. Window installation complete. Exterior cladding installation complete. Data Room ready for Supernet data installation. Entire building is now watertight. Interior painting has commenced. Sprinkler system installation <b>ongoing</b>. Contractor continues to have <b>challenges with</b> the construction schedule with completion dates. Arrangements are being finalized for the modular installation. Construction is still tracking behind schedule and will be substantially complete by year end.</p>
15. Buffalo Rubbing Stone School (Panorama Hills School) Grades K-4 Capacity 600 students	Sep-16		<p>The new K-4 school was announced February 10, 2014, as part of the Provincial government's commitment to build 50 new schools. The Provincial kick-off meeting occurred February 25, 2014. Group 2 Architecture has been selected as Bridging Consultant. The design process is underway. Public engagement and open house held on June 18, 2014.</p> <p>The Development Permit application was submitted in August 2014 and was approved by the City. Design-Build proposal documents have been issued and contractor proposals will be received and assessed in February 2015.</p> <p>The Design-Build responses were unsatisfactory and over budget. The Design</p>



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			<p>Team has finalized a new set of working drawings and lump sum tender documents were issued in March 2015.</p> <p>Tender closed in early April 2015. After tender reviews and approval by Alberta Infrastructure and the Trustees, a Letter of Award has been issued to Westcor Construction. Mobilization and construction has commenced. Cast in place piles are complete. Foundations complete. Deep services utility connections complete. Structural steel erection is complete. Gym masonry walls complete. Slab on grade complete. Interior block work complete. Problematic soil conditions have contributed to delays. A revised schedule has been submitted which is tracking late due to delay claims. Exterior sheathing complete. Window frame installation and glazing complete. Interior and exterior masonry <b>ongoing</b>. Mechanical and electrical rough-ins, <b>equipment installation</b> and duct work ongoing. Gas has been installed by ATCO. Roofing is completed. Contractor continues to seek opportunities to accelerate activities to make up lost time. Contractor is confident completion date will be met.</p>
16. Auburn Bay School Grades K-4 Capacity 600 students	Sep-16		<p>The new K-4 school was announced February 10, 2014, as part of the Provincial government's commitment to build 50 new schools. The Provincial kick-off meeting occurred February 25, 2014. Group 2 Architecture has been selected as Bridging Consultant. The design process is underway. Public engagement and open house held on June 18, 2014.</p> <p>Development Permit application submitted in August 2014 was approved by the City. Design-Build proposal documents have been issued and contractor proposals will be received and assessed in February 2015. The Design-Build responses were unsatisfactory and over budget. The Design Team has finalized a new set of working drawings and lump sum tender documents were issued in March 2015.</p> <p>Tender closed in early April 2015. After tender reviews and approvals by Alberta Infrastructure and the Trustees, a Letter of Award has been issued to Starcraft Construction Ltd. Mobilization and construction has commenced. Site grading and piling complete. Foundations complete. Deep services utility connections complete. Structural steel erection is complete. Block work in progress. ENMAX transformer installed. AHU installed. Structural steel complete with roofing complete. ATCO gas meter installed. All slabs cast. Exterior sheathing <b>and masonry</b> complete. Interior masonry <b>and drywall partitions</b> ongoing. Exterior envelope works have commenced. Window installation ongoing. High focus being placed on completion of critical tasks to ensure schedule remains on track. <b>Progress on site continues to be good.</b> Construction is currently on schedule.</p>
17. McKenzie Highlands School (McKenzie Towne School) Grades 5 – 9 Capacity 900 students	Sep-16	Dec-16	<p>The new Middle school was announced February 10, 2014, as part of the Provincial government's commitment to build 50 new schools. The Provincial kick-off meeting occurred February 25, 2014. Group 2 Architecture has been selected as Bridging Consultant. The design process is underway. Public engagement and open house held on June 18, 2014. The Development Permit application was submitted in August 2014 and was approved by the City. Design-Build proposal documents have been issued and contractor proposals will be</p>

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			received and assessed in February 2015.
			<p>The Design-Build responses were unsatisfactory and over budget. The Design Team will finalize a new set of working drawings and lump sum tender documents will be issued in May 2015 for award and commencement of construction by July 2015. After tender approvals by Alberta Infrastructure and the Board, a Letter of Award was issued to Maple Reinders. Mobilization and construction has commenced. A Building Permit has been issued. Erosion control in place. Top soil stripping and stock piling complete. Grade beams and piling complete. Concrete slabs complete. Under slab deep services complete. Wall framing has commenced and is proceeding rapidly. Electrical rough-ins for prefabricated concrete panels complete. Fabrication and installation of concrete panels <b>complete</b>. Glulam manufacturer has advised that there will be material delivery delays. Schedule has been reassessed. Substantial completion is forecast for October. Erection of glulams continues. Mechanical and electrical rough-ins <b>and equipment installation</b> ongoing. Internal framing <b>complete</b>. Blueskin application is ongoing around all exterior walls. Mechanical and electrical rough-ins are ongoing, including wiring and plumbing. Duct installation ongoing. Quality control issues with the precast concrete elements <b>being addressed</b>. This situation has significant risks for the CBE which will be assessed by the project team. Construction is currently on schedule but is at risk.</p>
18. Dr. Martha Cohen School (New Brighton-Copperfield School) Grades 5 - 9 Capacity 900 students	Sep-16	Dec-16	<p>The new Middle school was announced February 10, 2014, as part of the Provincial government's commitment to build 50 new schools. The Provincial kick-off meeting occurred February 25, 2014. Group 2 Architecture has been selected as Bridging Consultant. The design process is underway. Public engagement and open house held on June 18, 2014. The Development Permit application was submitted in August 2014 and was approved by the City. Design-Build proposal documents have been issued and contractor proposals will be received and assessed in February 2015.</p> <p>The Design-Build responses were unsatisfactory and over budget. The Design Team will finalize a new set of working drawings and lump sum tender documents were issued in May 2015 for award and commencement of construction by July 2015. After tender approvals by Alberta Infrastructure and the Board, a Letter of Award was issued to Maple Reinders. Mobilization and construction has commenced. A partial Building permit has been issued.</p> <p>Erosion control in place. Top soil stripping and stock piling complete. Piling is complete. Grade beams are complete. Concrete slabs complete. Under slab deep services complete. Structural slabs are complete. External wall framing proceeding rapidly. Glulam manufacturer has advised that there will be material delivery delays. Schedule has been reassessed. Substantial completion is forecast for <b>November</b>. Erection of glulams continues. Mechanical and electrical rough-ins <b>and equipment installations</b> ongoing. HVAC duct installation ongoing. Quality control issues with the precast concrete elements <b>are being addressed</b>. This situation has significant risks for the CBE which will be assessed by the project team. Interior framing ongoing. GWB installation ongoing. <b>Priming and painting has commenced</b>. Construction is currently on schedule but is at risk.</p>



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19. Elbow Park School (Replacement school)	Dec-16		<p>The June 2013 flood caused significant structural damage to the existing Elbow Park School due to differential settlement. As a result, a replacement of the Elbow Park School was approved by the Provincial government on February 12, 2014. The Provincial kick-off meeting occurred on February 25, 2014. Gibbs Gage Architects were selected as the Prime Consultant. The new school will meet current building standards including barrier free access and will address flood mitigation in the design. The library will reflect the original aesthetic design.</p> <p>The first information meeting with the community was held on April 2, 2014. The consultant team led by Gibbs Gage Architects and advised by Donald Luxton &amp; Associates and MMP Engineering recommended the preservation of the North, West and East exterior walls along with a partial preservation of the South façade, while demolishing the remainder of the school.</p> <p>This design concept for the Elbow Park Replacement School was presented to the public on July 3, 2014. Comments received were consistently favorable. A new and modern school is planned to be constructed within the historic walls, with a new brick veneer and glass curtain wall gymnasium addition to the South. The new roofs are to emulate the original sloped roofs between the historic facades, while the new addition will have a flat roof with clerestory lighting over the central ancillary spaces.</p> <p>In June 2014, Duke Evans Inc. was retained as the Project Manager. Due to the nature of this project a Construction Management construction procurement process is to be followed to meet the phased schedule of activities. The Schematic Design Report has been completed and has been approved by Alberta Infrastructure. A Development Permit application has been approved. On October 1, 2014, Alberta Infrastructure approved the appointment of Stuart Olson Construction Ltd. as the Construction Manager.</p> <p>The first Tender Package for the specialist foundation work, demolition and structural wall stabilization was retendered and has been awarded. The balance of the work has been tendered. Hazmat abatement work has been completed. Demolition work continues as planned. Tender Package 2 (balance of work) has been approved for award by Alberta Infrastructure. Construction is proceeding following re-sequencing of activities. Construction is lagging behind due to subcontractor resourcing and performance issues. The concrete grade beams and pilaster connections to the historic wall is complete. Engineered foundation backfill complete. Under slab services complete. Cast in place slabs are poured. Main floor masonry installation <b>progressing</b>. Structural steel installation <b>progressing</b>. Steel truss delivery has commenced. Continuous assessment of project activities and schedule is being undertaken to ensure appropriate acceleration to meet completion deadline. <b>Significant construction progress has occurred</b>. Completion is still projected as scheduled.</p>

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20. Rideau Park School (Flood mitigation)	TBD		<p>Rideau Park School was approved for flood mitigation funding on March 11, 2014. Engineering Consultants have been appointed to commence flood mitigation design. Options have been assessed and it is anticipated that construction of this work will commence in the 1Q 2016. The first phase design work for the mechanical systems move and new mechanical and electrical room scope has been developed. The Development Permit for Phase I has been approved. Building Permit drawings and tender documents <b>have been developed for tender.</b></p> <p>An Engagement Meeting was held with the School Council and Community Association on February 17, 2016.</p>
21. West Ridge School (West Springs/ Cougar Ridge School) Grades 5 – 9 Capacity 900 students	Jan-17		<p>A new starter middle school was announced September 22, 2014, as part of the Provincial government's commitment to build four starter schools. On October 8, 2014, the Province committed to the immediate planning of the final school design. Riddell Kurczaba Architects was appointed to commence planning and design. Steering Committee Meetings have commenced and Schematic Design options have been developed for phasing the construction build-out.</p> <p>On February 19, 2015, full build-out was approved. Detailed Design and tender documents have been prepared for a tender issued in June 2015. An Open House was held on February 25, 2015, at the Education Centre.</p> <p>Following tender reviews and approvals by Alberta Infrastructure and the Board, a Letter of Award was issued to Chandos Construction Ltd. Mobilization and construction has commenced. Erosion control in place. Top soil stripping and stock piling complete. Site piling and foundations complete. Deep services installation complete. Slab installation complete. Installation of precast walls complete. Structural steel erection complete. Underground mechanical and electrical services ongoing. Building envelope ongoing. Q-deck complete. Insulation on exterior walls <b>ongoing</b>. Vapour barrier membrane installation <b>progressing</b>. Concrete block walls complete. Mechanical and electrical rough-ins and duct work ongoing. Fireproofing installation <b>ongoing</b>. <b>Roofing being completed. Internal partitions and drywall have commenced.</b> Construction is on schedule.</p>
22. Dr. George Stanley School (Cranston School) Grades 5 - 9 Capacity 900 students	Jan-17		<p>A new starter middle school was announced September 22, 2014, as part of the Provincial government's commitment to build four starter schools. On October 8, 2014, the Province committed to the immediate planning of the final school design. Riddell Kurczaba Architects was appointed to commence planning and design. Steering Committee meetings have commenced and schematic design options have been developed for phasing the construction build-out.</p> <p>On February 19, 2015, full build-out was approved. Detailed Design and tender documents has been prepared for a tender issue in June 2015. An Open House was held on February 25, 2015, at the Education Centre.</p> <p>After tender reviews and approvals by Alberta Infrastructure and the Board, a Letter of Award was issued to Delnor Construction Ltd. Mobilization and</p>



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			<p>construction has commenced. Erosion control in place. Top soil stripping and stock piling complete. Site piling and foundations complete. Deep services installation complete. Slab installation in complete. Installation of precast walls complete. Structural steel erection complete. Steel decking complete. Underground mechanical and electrical services complete. Building envelope ongoing. Roofing installation ongoing. Insulation and vapour barrier on exterior walls continuing. Mechanical and electrical rough-ins and duct work ongoing. Window frames and glazing installation ongoing. <b>Internal partitions and drywall have commenced.</b> Construction is on schedule.</p>
23. Hugh A. Bennett School (Saddle Ridge School) Grades K-4 Capacity 600 students	Sept-16	Jan-17	<p>A new starter elementary school was announced September 22, 2014, as part of the Provincial government's commitment to build four starter schools. On October 8, 2014, the Province committed to the immediate planning of the final school design. Manasc Isaac Architects was appointed to commence planning and design. Steering Committee meetings have commenced and schematic design options have been developed for phasing the construction build-out.</p> <p>On February 19, 2015, full build-out was approved. Detailed Design and tender documents have been prepared for a tender issue in June 2015. An Open House was held on February 25, 2015, at the Education Centre.</p> <p>After tender reviews and approvals by Alberta Infrastructure and the Board, a Letter of Award was issued to Bird Construction Group. Mobilization commenced at end of August. Erosion control in place. Top soil stripping and stock piling complete. Foundation grade beams complete. Underground services complete. Structural steel installation complete. A full Building Permit has been issued. Q-decking installation complete. Blueskin installation complete. Mechanical and electrical rough-ins and ducting continues. Interior steel stud erection continues. Masonry work continues. Exterior cladding continues. Roofing installation continues. Slabs on grade complete. <b>Progress on site continues to be good.</b> Construction is on schedule.</p>
24. Dr. Roberta Bondar School (Aspen Woods School) Grades K-4 Capacity 600 students	Sept-16	Jan-17	<p>A new starter elementary school was announced September 22, 2014, as part of the Provincial government's commitment to build four starter schools. On October 8, 2014, the Province committed to the immediate planning of the final school design. Manasc Isaac Architects was appointed to commence planning and design. Steering Committee meetings have commenced and schematic design options have been developed for phasing the construction build-out.</p> <p>On February 19, 2015, full build-out was approved. Detailed Design and tender documents have been prepared for a tender issue by June 2015. An Open House was held on February 25, 2015, at the Education Centre.</p> <p>The tenders closed September 1, 2015. Following review and approvals by Alberta Infrastructure and the Board, a contract was awarded on September 18, 2015. Mobilization and construction commenced at the end of September 2015. Erosion control in place. Top soil stripping and stock piling complete. Foundation grade beams complete. Underground services complete. Structural steel installation complete. A full Building Permit has been issued. Q-decking</p>

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May 2016**

Building	Orig. Occ. Date	Rev. Occ. Date	Notes/Comments
			installation complete. Blueskin installation continues on exterior cladding. Mechanical and electrical rough-ins and ducting continues. Interior steel stud erection continues. Masonry work continues. Exterior cladding continues. Roofing installation continues. Slabs on grade complete. <b>Progress on site continues to be good.</b> Construction is currently on schedule.
25. Glenmeadows School Grades K-6 Extension	Sep-16	TBD	<p>The original plan to place eight modular units on the Westgate School site (Provincial approval September 22, 2014) has been changed to a revised plan to install six modular units (five classrooms and a washroom) at the Glenmeadows School site.</p> <p>A Development Permit application has been made to the City. A meeting with the Glenmeadows Community Association was held on January 12, 2015. The City has advised the CBE that an Appeal has been lodged against the issuance of the Development Permit. The Hearing ruled for the CBE with a substantial number of conditions for the release of the Development Permit. The CBE has received the Calgary Subdivision and Development Appeal Board's ruling. The appeal requirements are being addressed in order to meet the Development Permit conditions.</p>
26. Southeast High School Grades 10 -12 Capacity 1800 students	Fall-18		<p>The Province announced the design development funding for the new high school on September 22, 2014. Proposals for a prime consultant have been assessed. Gibbs Gage Architects was appointed on February 10, 2015, to commence Design Development Services. Site investigation studies have commenced. Steering Committee Meetings have commenced. CTS Programs have been identified.</p> <p>A schematic concept has been developed and the Development Permit application process has commenced with the pre-application planning process. The Design Development Report has been finalized together with a Cost Report which has been submitted to Alberta Infrastructure for approval. The working drawings are being prepared for a Summer tender. A request for qualifications (RFQ) <b>has been prepared</b> to determine a shortlist of qualified General Contractors. <b>The tender documents are currently being reviewed and finalized.</b></p>
27. Martindale School Grades K-6 Capacity 600 students	Fall-17		<p>On October 8, 2014, the Province committed to the immediate planning and design of the elementary school. RFPs were issued for design services and proposals were reviewed in December 2014. Design Services Contract was awarded to Sahuri + Partners Architecture Inc. Steering Committee Meetings have commenced. Schematic Designs were developed. Working drawings and the pretender estimates were reviewed by Alberta Infrastructure for a tender release in January 2016. Tenders were received in March 2016 and have been approved by the Board of Trustees and Alberta Infrastructure. <b>The contract was awarded to Chandos Construction and construction has commenced on site.</b></p>
28. James Fowler High School Modernization	Dec-17	Fall-18	<p>On October 8, 2014, the Province committed to the immediate planning and development of design scope of the high school modernization. Onsite inspections and program assessments are being undertaken with the Province to determine an agreed scope of work. Responses for Design Services and Design Consultants have been received. Taff Architecture has been appointed to lead</p>



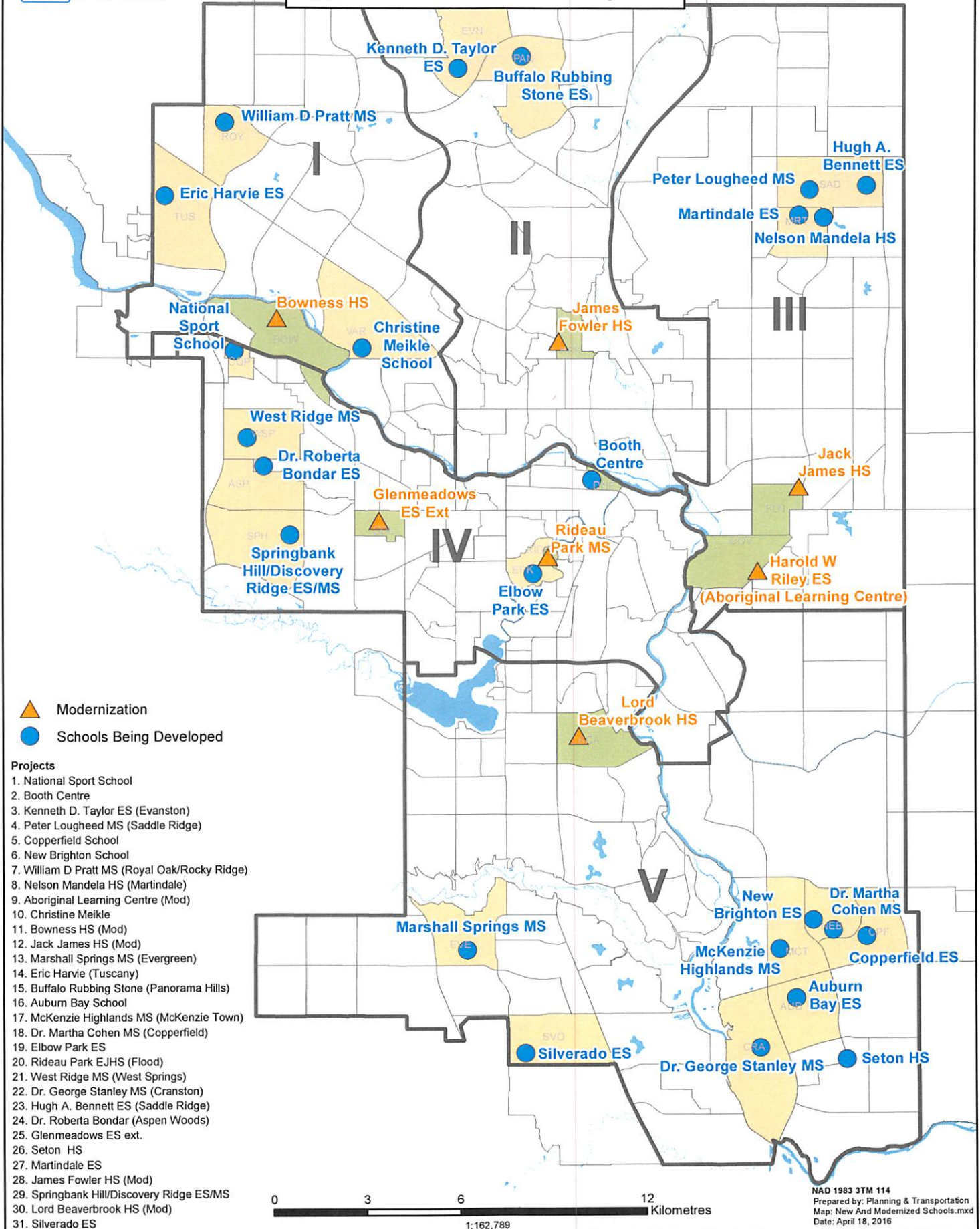
**CALGARY BOARD OF EDUCATION  
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS  
May 2016**

Building	Orig. Occ. Date	Rev. Occ. Date	Notes/Comments
			the Design Team. Steering Committee Meetings have commenced. Design Team has commenced detailed assessments of the school and has developed conceptual schematic layouts of the required program spaces. A design Development Report has been prepared. Working drawings are being prepared for a Summer tender. <b>90% Design drawings are currently being reviewed and finalized.</b>
29. Springbank Hill/ Discovery Ridge School Grades K-9 Capacity 900 students	Fall-17		On October 8, 2014, the Province committed to the immediate planning and design of the elementary/middle school. RFPs have been issued for design services and proposals were reviewed in December 2014. Design Services Contract was awarded to CEI Architecture Planning Interiors. Steering Committee Meetings have commenced. Schematic Designs have been developed. Working drawings were prepared for Alberta Infrastructure review in January 2016 for tender release. Alberta Infrastructure approved the tender and the documents were released in March 2016. Tenders were received in April 2016, approved by the Board of Trustees. <b>Awaiting Alberta Infrastructure's approval of award of recommended bidder.</b>
30. Lord Beaverbrook High School Modernization	Dec-17	Fall-18	On October 8, 2014, the Province committed to the immediate planning and development of design scope of the high school modernization. Onsite inspections and program assessments are being undertaken with the Province to determine an agreed scope of work. Responses for Design Services and Design Consultants have been received. Riddell Kurczaba Architects have been appointed to lead the Design Team. Steering Committee Meetings have commenced. Design Team has commenced detailed assessment of the school and has developed conceptual schematic layouts of the required program spaces. A design Development Report has been prepared. Working drawings are being prepared for a Summer tender. <b>90% Design drawings are currently being reviewed and finalized.</b>
31. Silverado School Grades K-4 Capacity 600 students	Fall-17		On October 8, 2014, the Province committed to the immediate planning and design of the elementary school. Tenders were issued November 2014 and proposals were reviewed in December 2014. Design Services Contract was awarded to Sahuri + Partners Architecture Inc. Steering Committee Meetings have commenced. Schematic Designs were developed. Working drawings and the pretender estimate were reviewed by Alberta Infrastructure for a tender release in January 2016. Tenders were received in March 2016 and have been approved by the Board of Trustees and Alberta Infrastructure. <b>The contract was awarded to UPA Construction Group and construction has commenced on site.</b>



Calgary Board  
of Education

## CBE New/Modernized Schools Approved and Under Development





**Kenneth D. Taylor School (Evanston K-4 School)**



Bike rack and concrete paving installed

**Kenneth D. Taylor School (Evanston K-4 School)**



Clerestory ceiling painting, Horizontal HVAC and moveable wall support structure



**Peter Lougheed School (Saddle Ridge MS)**



**William D. Pratt School (Royal Oak/Rocky Ridge MS)**





**William D. Pratt School (Royal Oak/Rocky Ridge MS)**



**Christine Meikle School (Replacement School)**



**Courtyard**

**Marshall Springs School (Evergreen MS)**





**McKenzie Highlands School (McKenzie Towne Middle School)**



South Elevation



Staff Room



**Dr. Martha Cohen School (New Brighton- Copperfield Middle School)**



Building 2 Elevation, moisture barrier started



CLT and Precast Panel Installation – Building 1



## Elbow Park School (Replacement School)



Ongoing Masonry Work

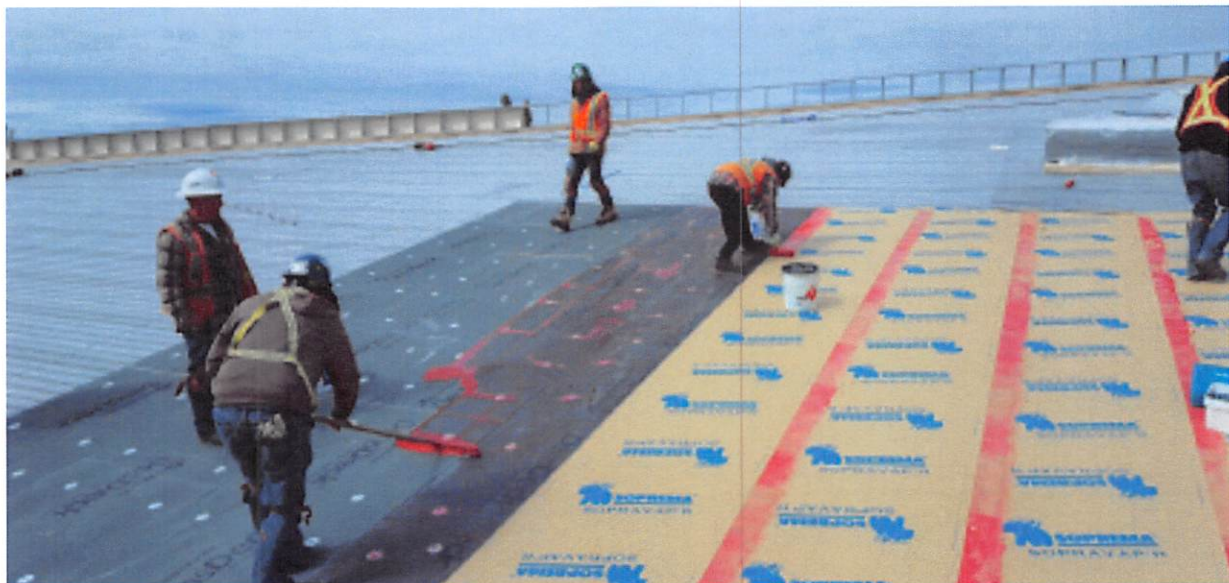


SE view

## Dr. Roberta Bondar School (Aspen Woods K-4)



Overall site progress view



Roof starting over Gathering Area



## report to Board of Trustees

### Third Quarter Budget Variance Report for the 2015-16 Budget

Date	June 14, 2016
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Information
Originator	Brad Grundy, Superintendent, Chief Financial Officer and Corporate Treasurer
Governance Policy Reference	Operational Expectations OE-5: Financial Planning OE-6: Financial Administration
Resource Persons	Carla Male, Director, School Financial Management Donna Rogers, Manager, Corporate Planning and Reporting

#### 1 | Recommendation

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

#### 2 | Issue

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Operational Expectations 6 – Financial Administration requires that quarterly variance reports are prepared and provide explanations for variances in excess of 1% and \$500,000. This report serves as the third quarter report for the 2015-16 fiscal year.

#### 3 | Background

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



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

## 4 | Analysis

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

The 2015-16 Second and Third Quarter Budget Variance Reports analyzes variances based on current year spending trends as compared to the fall update budget.

The forecast operating deficiency for the year has decreased from \$3.5 million dollars at the end of the second quarter to \$2.0 million at the end of the third quarter (a \$1.5 million change). The primary differences contributing to the change are:

Investment revenue	1,262
Syrian Refugee costs (including \$0.5 million for transportation)	(2,600)
Lower salary and benefit costs related to lower rates and reduced staffing	3,125
Savings on contracts and system accounts	(893)
Lower utility rates	634
<b>Change in deficit from Q2</b>	<b>1,528</b>

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

### REVENUES

- An increase in *Alberta Education* revenue of \$0.8 million is the result of externally funded projects of \$0.5 million (Off Campus, Energy Literacy in Action and OLEP- Other Language English Programs) as well as P3 maintenance funding of \$0.3 million with offsetting expenses.
- An increase in *Fees revenue* of \$0.6 million is the revised estimate for Instructional Supplies & Materials (ISM) fee revenue, which pays for supplies used by students.
- An increase in *Investment income* of \$1.3 million due to higher than anticipated returns realized to date. Actual results at year-end may be higher.
- An increase in *All other revenue* of \$1.8 million is the result of:
  - \$1.3 million increase in donated funds to be spent in schools,
  - \$0.4 million in deferred revenue to be recognized for the Regional Collaborative Services, and;
  - \$0.1 million in externally funded project revenue

## EXPENSES

- A net favourable variance of \$1.8 million in *Certificated salaries and benefits* due to:
  - \$2.7 million decrease related to savings from the Change Office project and the calculation of budgeted average annual salary rates which does not impact FTEs at the teaching level and net of increased costs paid by offsetting targeted revenues.
  - \$0.9 million increase in staffing to support Syrian refugee students with complex learning needs and specific programming.
- A net favourable variance of \$7.4 million in *Non-certificated* staff expenses due to:
  - \$4.3 million reduction in school average annual salary rates from what was estimated during the budget preparation net of increased costs paid by offsetting targeted revenues.
  - \$3.1 million savings in Service Units due to vacant positions and rate differences.
- A net \$2.1 million favourable variance for *Services, contracts and supplies* expenses including:
  - \$2.5 million favourable variance for the Change Office project. Internal efficacy reviews on programming are underway and have been resourced using existing staffing.
  - \$4.1 million favourable variance in other service unit expenses comprised primarily of \$1.1 million reduced transportation expenses due to lower fuel costs and \$1.6 reduced utility expenses, \$1.4 million savings from lower rates on contracts.
  - \$0.4 million increased costs for the additional routes to transport Syrian refugee students to their schools.
  - \$4.1 million increased costs in school and service unit spending that is offset by donations, ISM fees and other restricted revenue sources.

## OPERATING DEFICIT

We are forecasting to end the year in a slight operating deficiency of \$2.0 million. This is \$15.9 million better than the \$17.9 million operating deficiency that was anticipated in the fall update budget. The reduced deficit is the result of (in \$thousands):

Investment revenue	1,262
Syrian Refugee costs (including \$0.5 million for transportation)	(2,600)
Lower salary and benefit costs related to lower rates and reduced staffing	10,215
Change Office	3,000
Savings on contracts and system accounts	1,391
Lower utility rates	1,605
Transportation (not including \$0.5 million overspending for Syrian refugee transport)	1,067
<b>Change in deficit Fall Budget to Q3</b>	<b>15,940</b>





## USE OF RESERVES

The fall 2015 budget update included planned draws of \$41.7 million in operating reserves and \$26.6 capital reserves, for a total of \$68.2 million for the purposes of:

- \$16.0 million increase in temporary certificated salaries and benefits for a one-time initiative to further schools' goals of improving student achievement as outlined in development plans. The additional funds will also pay for high school graduation coaches to support our First Nations, Metis and Inuit students.
- \$3.7 million for the use of operating budgets carried forward from 2014-15 (operating and capital). These represent operating projects that have started in the 2014-16 school year but will not complete until the 2015-16 school year.
- \$25.0 million for the commissioning of new schools in the next few years.
- \$5.7 million for Career and Technology Studies/Foundations and Fine and Performing Arts equipment upgrades.
- \$7.0 million for wireless upgrades to a consistent standard in all schools.
- \$11.5 million for the use of capital budgets carried forward from 2014-15 (operating and capital). These represent capital projects that have started in the 2014-16 school year but will not complete until the 2015-16 school year.

The new forecast *Transfer from operating reserves/designated funds* shows the forecasted use of \$15.5 million. Compared to the fall update projected use of \$41.7 million, this is a decreased use of \$26.1 million. Of the \$26.1 million change, \$19.8 million is dedicated to funding the budgeted operating deficit for the 2016-17 school year, and \$6.3 million for the continued commissioning of new schools and upgrades to Career and Technology Studies/Foundations and Fine and Performing Arts equipment.

The anticipated *Available for use reserves* of \$26.1 million (Attachment II) represents roughly two percent of total revenue which is not a significant reserve value considering that we spend \$7.1 million per instructional day. Current anticipated reserve levels are approximately four days.

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

## CAPITAL ACTIVITIES

The 2015-16 third quarter capital budget status reports (Attachments III and IV) highlight variances between the current approved budget and estimated capital expenditures for the year ended August 31, 2016.

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

2015-16 Forecast											
	Schools & Areas	Service Unit System Accounts	Learning	Facilities and Environmental Services	Legal	Communications	Finance and Technology Services	Human Resources	Chief Supt's Office	Board of Trustees	Total
<b>FTEs by:</b>											
Superintendent	-	-	1	1	1	1	1	-	2	-	7
Staff (incl ATA, Staff Assn, CUPE, trades)	8,772	42	217	216	3	10	143	44	-	-	9447
Exempt Staff	10	-	26	49	10	10	49	41	3	-	198
<b>Total FTEs</b>	<b>8,782</b>	<b>42</b>	<b>244</b>	<b>266</b>	<b>14</b>	<b>21</b>	<b>193</b>	<b>85</b>	<b>5</b>	<b>-</b>	<b>9,652</b>
<b>2015-16 Forecast</b>											
Salaries and benefits	910,691	5,754	32,955	27,149	1,578	2,421	23,311	9,596	919	418	1,014,792
Supplies and services	84,691	79,929	5,792	55,212	137	540	6,364	1,649	230	868	235,412
Other (interest, amortization and uncollectible accounts)	59	51,080	1,411	3,598	14	-	3,014	13	2	-	59,191
	<b>995,441</b>	<b>136,763</b>	<b>40,158</b>	<b>85,959</b>	<b>1,729</b>	<b>2,961</b>	<b>32,689</b>	<b>11,258</b>	<b>1,151</b>	<b>1,286</b>	<b>1,309,395</b>
2015-16 Fall Update <sup>(1)</sup>	<b>999,625</b>	<b>142,679</b>	<b>38,666</b>	<b>86,405</b>	<b>2,016</b>	<b>3,111</b>	<b>33,909</b>	<b>11,641</b>	<b>1,156</b>	<b>1,286</b>	<b>1,320,494</b>
Increase/(decrease) <sup>(2)</sup>	<b>(4,184)</b>	<b>(5,916)</b>	<b>1,492</b>	<b>(446)</b>	<b>(287)</b>	<b>(150)</b>	<b>(1,220)</b>	<b>(383)</b>	<b>(5)</b>	<b>-</b>	<b>(11,099)</b>
	(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)	

<sup>(1)</sup> 2015-16 Fall Update changes are comprised of: risk management expenses moved to Finance and Technology, student transportation, Telus, litigation and utilities were moved from their original service units to the Service Unit System Accounts.

<sup>(2)</sup> Service Unit Variances

<sup>(a)</sup> Schools and Areas net salary decreased due to reduced average salary variances, net of additional spending related to donation revenues and ISM fees.

<sup>(b)</sup> Service Unit System Accounts are forecasting reduced spending on the Change Office, PIFs as well as savings on transportation and utilities.

<sup>(c)</sup> Learning has projected increases related to offsetting targeted revenues.

<sup>(d)</sup> Facilities and Environmental Services projects savings related to position vacancies.

<sup>(e)</sup> Legal services projects a reduction in non-certificated salaries by \$0.3 million.

<sup>(f)</sup> Communications has vacancies in non-certificated salaries.

<sup>(g)</sup> Finance/Technology Services projects a reduction in non-certificated salaries.

<sup>(h)</sup> Human Resources projects a decrease in salaries and benefits.

<sup>(i)</sup> Chief Supt's Office projects a very minor reduction in salaries offset by a minor increase in rent.

<sup>(j)</sup> Board of Trustees has no variances as of Q3.





## 7 | Financial Impact

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The forecast anticipates the use of \$15.5 million operating reserves and \$23.6 million capital reserves to maintain a balanced position. There are changes in anticipated draws on reserves from what was initially planned as the projected deficit has changed.

## 8 | Conclusion

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

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

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



DAVID STEVENSON  
CHIEF SUPERINTENDENT OF SCHOOLS

### Attachments

Attachment I: 2015-16 third quarter operating budget variance analysis

Attachment II: 2015-16 third quarter use of operating reserves and designated funds

Attachment III: 2015-16 third quarter capital budget status report, summary of board funded capital investment

Attachment IV: 2015-16 third quarter capital budget status report – projects funded by the Province of Alberta

### GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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

# Attachment I: 2015-16 third quarter operating budget variance analysis

## Q3 BUDGET VARIANCE REPORT (in \$ thousands)

Description	2015-16 Fall Update Budget <sup>(A)</sup>	Forecast for the year ended Aug 31, 2016	Variance Favourable/ (Unfavourable)	
<b>Revenues</b>				
Alberta Education	1,204,334	1,205,119	785	0%
Other - Government of Alberta	846	829	(17)	(2)%
Federal Government and First Nations	2,393	2,393	-	0%
Fees	49,651	50,275	624	1%
Other sales and services	23,196	23,616	420	2%
Investment income	2,817	4,079	1,262	45%
All other revenues	19,328	21,095	1,767	9%
<b>Total revenues</b>	<b>1,302,565</b>	<b>1,307,406</b>	<b>4,841</b>	<b>0%</b>
<b>Expenses</b>				
Certificated salaries, wages and benefits expenses	767,467	765,686	1,781	0%
Non-certificated salaries, wages and benefits expenses	256,462	249,106	7,356	3%
Services, contracts and supplies expenses	237,524	235,412	2,112	1%
Amortization expenses	52,116	52,116	-	0%
Interest expenses	2,157	2,321	(164)	(8)%
All other expenses	4,768	4,754	14	0%
<b>Total expenses</b>	<b>1,320,494</b>	<b>1,309,395</b>	<b>11,099</b>	<b>1%</b>
<b>Operating deficiency for the year</b>	<b>(17,929)</b>	<b>(1,989)</b>	<b>15,940</b>	<b>89%</b>
<b>Transfer from operating reserves/designated funds</b>				
Transfer from operating reserves	37,956	11,835	(26,121)	(69)%
Transfer from designated funds - service units	2,275	2,275	-	0%
Transfer from designated funds - schools	1,439	1,439	-	0%
	<b>41,670</b>	<b>15,549</b>	<b>(26,121)</b>	<b>(63)%</b>
<b>Add/(deduct) capital items paid by operating funds</b>				
Capital assets acquired	(72,077)	(58,827)	13,250	(18)%
Capital asset amortization	22,880	22,880	-	0%
Debt repayments	(1,096)	(1,203)	(107)	10%
Transfer from capital carry forwards	26,552	23,590	(2,962)	(11)%
	<b>(23,741)</b>	<b>(13,560)</b>	<b>10,180</b>	<b>43%</b>
<b>Net operating surplus</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>0%</b>

<sup>A)</sup> Approved by the Board of Trustees on December 8, 2015. Some numbers have been reclassified for comparative purposes.





## Attachment II: third quarter use of operating reserves and designated funds

### 2015-16 FORECASTED USE OF OPERATING RESERVES

Description	Reserve Balance Sept 1, 2015	Fall Update Use of 2015-16 Reserve <sup>(1)</sup>	Forecasted Use of 2015-16 Reserve	Forecasted Balance Aug. 31, 2016
<b>Accumulated operating reserves</b>				
<u>Available for use reserves</u>				
System transformation	1,593	(1,593)	(1,145)	448
Utility expense stabilization reserve	5,007	(5,007)	-	5,007
Snow removal budget stabilization	200	(200)	-	200
Administrative systems renewal	890	(890)	-	890
General instruction	3,000	(3,000)	-	3,000
Fiscal stabilization reserve	10,464	(10,464)	(10,464)	-
Continuing education fee stabilization	2,000	(2,000)	-	2,000
Operating lease reserve	14,577	(14,577)	-	14,577
Subtotal available for use reserves	37,731	(37,731)	(11,609)	26,122
<u>Restricted reserves</u>				
Transportation fee stabilization reserve	122	(122)	(122)	-
EducationMatters flow-through funds <sup>(2 &amp; 3)</sup>	910	-	-	910
Changes in accounting policy reserve	(10,164)	-	-	(10,164)
<b>Total operating reserves</b>	<b>28,599</b>	<b>(37,853)</b>	<b>(11,731)</b>	<b>16,868</b>
<b>Designated operating reserves</b>				
Instructional and service unit initiatives	2,275	(2,275)	(2,275)	-
School decentralized budgets	1,440	(1,440)	(1,440)	-
EducationMatters <sup>(2)</sup>	769	-	-	769
<b>Total Designated Funds</b>	<b>4,484</b>	<b>(3,715)</b>	<b>(3,715)</b>	<b>769</b>
<b>Unrestricted operating surplus</b>	<b>104</b>	<b>(104)</b>	<b>(104)</b>	<b>-</b>
<b>Total operating reserves and designated funds</b>	<b>33,187</b>	<b>(41,672)</b>	<b>(15,550)</b>	<b>17,637</b>
<b>Capital reserves</b>				
Building reserve	18,212	(15,018)	(12,056)	6,156
Other capital reserves <sup>(4)</sup>	17,206	(11,534)	(11,534)	5,672
Plant, operations and maintenance asset replacement	798	-	-	798
<b>Total capital reserves</b>	<b>36,216</b>	<b>(26,552)</b>	<b>(23,590)</b>	<b>12,626</b>

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

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

(3) The EducationMatters flow-through funds are donor designated funds for granting.

(4) Included in Other capital reserves is designated capital funds - capital funds carried forward for projects that were in progress and will continue into 2015-16. The Designated Capital Funds balance at Aug 31, 2015 is \$11.5 million.

# Attachment III: 2015-16 third quarter capital budget status report, summary of board funded capital investments

## Board-funded capital Q3 Variance Report (in \$ thousands)

	2015-16 Fall Update	Actual Costs to Mar 31, 2016	Total Forecast	Variance Favorable / (Unfavorable)	Variance >1% Note
<b>Capital Lease Payments (Contracts)</b>					
Performance Contracts	1,096	1,203	1,203	(107)	0 (1)
<b>Total Capital Lease Payments (Contracts)</b>	<b>\$ 1,096</b>	<b>1,203</b>	<b>1,203</b>	<b>(107)</b>	<b>-10%</b>
<b>Non-Facility Related Projects</b>					
Strategic	4,652	1,391	4,652	-	0%
Enhancement	4,702	2,142	4,694	8	0%
Maintenance	21,565	4,659	14,285	7,280	34% (2)
<b>Total Non-Facility Related Projects</b>	<b>\$ 30,919</b>	<b>8,192</b>	<b>23,632</b>	<b>7,287</b>	<b>34%</b>
<b>Reserve Projects</b>					
Wireless Enhancements	7,000	-	7,000	-	0%
CTS/CTF Upgrades (15-16 Spending allocation)	655	-	655	-	0%
CTS/CTF Upgrades (16-17 Spending allocation)	2,825	-	-	2,825	100% (3)
Nelson Mandela HS (CTS Commissioning)	1,520	-	1,520	-	0%
New School Commissioning	25,000	-	22,000	3,000	12% (4)
Air Conditioning for P3 Modulares	191	54	54	136	72%
Forest Lawn Welding Shop	675	17	675	-	0%
<b>Total Reserve Projects</b>	<b>37,866</b>	<b>71</b>	<b>31,904</b>	<b>5,961</b>	<b>184%</b>
<b>School Enhancements</b>	<b>3,292</b>	<b>157</b>	<b>3,292</b>	<b>-</b>	<b>0%</b>
	<b>\$ 3,292</b>	<b>157</b>	<b>3,292</b>	<b>-</b>	<b>0%</b>
<b>Total Non-Facility Capital Expenditures</b>	<b>\$ 73,173</b>	<b>9,623</b>	<b>60,030</b>	<b>13,142</b>	<b>18%</b>

### Financed by the Following:

Contribution from/(to) operating activities	23,741	13,560
Total Amortization Expense (non-cash)	22,880	22,880
Designated Capital Funds	11,534	11,534
Capital Reserves	15,018	12,056

**Total Non-Facility Capital Financing**      **\$ 73,173**      **-**      **60,030**

### Definitions:

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

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

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

### Variance explanation > 1% and \$500,000

(1) Current year retrofit costs are forecast to be in excess of \$5 million, which will be funded by debt.

The impact to the capital budget is only the debt repayment portion of retrofit work.

(2) A portion of the budget was reserved for future projects. It is anticipated that \$3.4 million will remain unallocated.

(3) A portion of the CTS/CTF upgrades is scheduled to be completed in the 2016-17 year.

(4) The total cost to commission schools opening in 16-17 is anticipated to be \$3 million less than originally budgeted. The savings will be spent in the following year to commission schools opening in 17-18.



**Attachment IV: 2015-16 third quarter capital budget status report – projects funded by the Province of Alberta**

	Total Approved Budget and Carry Forwards	Expenditures to Date	Additional Expenditures to Project End	Estimated Capital Expenditure	Forecast Variance
(in thousands)					
<b>Ongoing Capital Projects - Funded by Alberta Education</b>					
<b>2011 Announcement</b>					
Chinook Learning Centre Modernization (Booth Centre	\$ 10,500	656	9,844	10,500	-
<b>2013 Announcements</b>					
Auburn Bay School	14,307	7,429	6,878	14,307	-
Christine Meikle School - Modernization/Replacement	16,377	8,613	7,764	16,377	-
Copperfield School	14,387	7,713	6,674	14,387	-
Evanston School	14,387	9,479	4,908	14,387	-
Harold W. Riley (Aboriginal Learning Centre) School - Modernization	10,499	5,666	4,833	10,499	-
New Brighton School	14,387	8,738	5,649	14,387	-
Buffalo Rubbing Stone School	14,307	7,251	7,056	14,307	-
Eric Harvie School	14,307	5,845	8,462	14,307	-
<b>Sub-total Elementary Schools</b>	<b>112,957</b>	<b>60,734</b>	<b>52,223</b>	<b>112,957</b>	<b>-</b>
Marshall Springs School	24,237	5,474	18,763	24,237	-
McKenzie highlands School	24,237	6,464	17,773	24,237	-
Dr. Martha Cohen School	24,237	5,356	18,881	24,237	-
Peter Loughheed School	24,222	14,071	10,151	24,222	-
William D. Pratt School	24,222	12,101	12,121	24,222	-
<b>Sub-total Middle Schools</b>	<b>121,157</b>	<b>43,467</b>	<b>77,690</b>	<b>121,157</b>	<b>-</b>
Bowness High - Modernization	16,882	6,536	10,346	16,882	-
Jack James High - Modernization	11,729	9,319	2,410	11,729	-
Nelson Mandela High School	-	120	-	120	(120)
<b>Sub-total High School</b>	<b>28,611</b>	<b>15,975</b>	<b>12,756</b>	<b>28,731</b>	<b>(120)</b>
<b>Total 2013 Announcements</b>	<b>262,724</b>	<b>120,176</b>	<b>142,669</b>	<b>262,845</b>	<b>(120)</b>
<b>2014 Announcements</b>					
Dr. Roberta Bondar School ES	13,681	4,329	9,352	13,681	-
Martindale School	15,900	794	15,106	15,900	-
Hugh A. Bennet School	14,310	5,291	9,019	14,310	-
Silverado School	15,900	836	15,064	15,900	-
Glenmeadows School - Portable (8)	2,800	95	2,705	2,800	-
<b>Sub-total Elementary Schools</b>	<b>62,590</b>	<b>11,346</b>	<b>51,245</b>	<b>62,590</b>	<b>-</b>
Cranston Middle	21,321	8,865	12,457	21,321	-
West Springs/Cougar Ridge Middle	20,691	6,377	14,314	20,691	-
Springbank Hill/Discovery Ridge Middle	25,117	1,174	23,943	25,117	-
<b>Sub-total Middle Schools</b>	<b>67,130</b>	<b>16,416</b>	<b>50,713</b>	<b>67,130</b>	<b>-</b>
James Fowler High - Modernization	17,706	75	17,631	17,706	-
Lord Beaverbrook High	27,098	114	26,985	27,098	-
Seton High School	55,996	1,171	54,825	55,996	-
<b>Sub-total High School</b>	<b>100,800</b>	<b>1,360</b>	<b>99,440</b>	<b>100,800</b>	<b>-</b>
<b>Total 2014 Announcements</b>	<b>230,520</b>	<b>29,122</b>	<b>201,398</b>	<b>230,520</b>	<b>-</b>



	Total Approved Budget and Carry Forwards	Expenditures to Date	Additional Expenditures to Project End	Estimated Capital Expenditure	Forecast Variance
(in thousands)					
<b>2015 Announcement</b>					
<b>Portables</b>					
Citadel EJHS	195	199	(4)	195	-
Coventry Hills ES	211	220	(9)	211	-
Evergreen ES	24	9	15	24	-
Glamorgan ES	207	237	(29)	207	-
Le Roi Daniels ES	253	272	(20)	253	-
Louis Riel K-9	376	388	(12)	376	-
Midsun MS	167	171	(4)	167	-
Radisson Park ES	247	235	12	247	-
Cranston ES	25	10	15	25	-
William Reid ES	201	231	(30)	201	-
<b>Total 2015 Announcements - Portables</b>	<b>1,906</b>	<b>1,973</b>	<b>(67)</b>	<b>1,906</b>	<b>-</b>
<b>2016 Announcement</b>					
<b>Portables</b>					
Chris Akkerman School	493	-	493	-	493
Lake Bonavista School	195	-	195	-	195
Midsun School	98	-	98	-	98
Queen Elisabeth ES	165	-	165	-	165
Samuel W. Shaw School	317	-	317	-	317
<b>Total 2016 Announcements - Portables</b>	<b>1,268</b>	<b>-</b>	<b>1,268</b>	<b>-</b>	<b>1,268</b>
<b>Flood Relief</b>					
Elbow Park School	16,500	6,091	10,409	16,500	-
<b>National Sports School</b>	<b>3,000</b>	<b>269</b>	<b>2,731</b>	<b>3,000</b>	<b>-</b>
<b>Total Capital Projects - Funded by Alberta Education</b>	<b>\$ 526,419</b>	<b>158,288</b>	<b>368,251</b>	<b>525,271</b>	<b>1,148</b>

**report to  
Board of Trustees****EducationMatters Financial Statements as at April 30, 2016**

Date	June 14, 2016
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Janice R. Barkway Office of the Corporate Secretary
Purpose	Information
Originator	Monica Bryan, Director, Finance and Administration, EducationMatters
Governance Policy Reference	Governance Culture GC-3: Board Job Description

**1 | Recommendation**

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- The financial report for EducationMatters is provided for Board information.

**2 | Background**

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The Board of Trustees has requested quarterly reporting from EducationMatters. The attached report is provided in response to this request.

JANICE R. BARKWAY  
OFFICE OF THE CORPORATE SECRETARY

Appendix I: Education Matters Financial Statements as at April 30, 2016



June 6, 2016

To the Calgary Board of Education Trustees

EducationMatters is pleased to share its April 30, 2016 unaudited internal financial report (the “Report”) with you.

EducationMatters’ management (“Management”) has prepared the Report to the Trustees based on its internal reports and accounting records. While Management has used its best estimates in preparing the Report, please be advised that the Report has not been audited or reviewed nor have notes to the statements been prepared. Other readers may require additional information in order to rely on the Report for their own purposes.

The Report contains the following special purpose financial statements and other information:

- Unaudited Statement of Financial Position as at April 30, 2016 and audited December 31, 2015
- Unaudited Statement of Operations for the period ended April 30, 2016 and comparative for the year ended December 31, 2015
- Unaudited Operating Budget Comparison to April 30, 2016
- Statement of EducationMatters Funds Established as at April 30, 2016
- Statement of Grants Awarded for the year to date April 30, 2016
- A discussion of some of the amounts and transactions summarized in the statements

Respectfully submitted,

Monica Bryan - Director, Finance & Administration, EducationMatters

Mark Saar - Treasurer, EducationMatters

**EducationMatters**  
**Statement of Financial Position**

As at Apr 30, 2016

\$'000

(unaudited)

	<b>As At Apr 30/16 (unaudited)</b>	<b>As At Dec 31/15 (audited)</b>
<b>ASSETS</b>		
Cash and cash equivalents	499	158
Investments	6,375	6,657
Accounts receivable	-	1
Prepaid expenses	-	-
Capital assets	29	32
<b>Total assets</b>	<u><u>6,903</u></u>	<u><u>6,848</u></u>
 <b>LIABILITIES</b>		
Accounts payable	388	28
Deferred Contributions	-	440
<b>Total liabilities</b>	<u><u>388</u></u>	<u><u>468</u></u>
 <b>FUND BALANCES</b>		
Endowment funds	4,666	4,665
Flow through funds	823	941
Operating funds	1,025	774
<b>Total fund balances</b>	<u><u>6,515</u></u>	<u><u>6,380</u></u>
 <b>Total liabilities and fund balances</b>	<u><u>6,903</u></u>	<u><u>6,848</u></u>

# EducationMatters

## Statement of Operations

Year to Date to Apr 30, 2016

\$'000

(unaudited)

(audited)

	<u>Endowment</u>	<u>Flow-Thru</u>	<u>Operating</u>	<u>Total</u>	<u>Dec 31/15</u>
	\$	\$	\$	\$	\$
<b>REVENUES</b>					
Contributions	88	592	13	693	1,266
CBE grants			440	440	660
Gains/losses on investments	(32)		9	(23)	464
Interest & fees			22	22	61
Total revenue	56	592	484	1,132	2,451
 <b>GRANTS</b>					
Grants issued	32	710		742	806
 <b>EXPENSES</b>					
Salaries & benefits			167	167	490
Consulting & professional fees			11	11	39
Administrative expenses	22		55	77	259
Advertising & communications					3
Total expenses	22		233	255	791
 <b>FUND BALANCES</b>					
Change during the period	2	(118)	251	135	854
Beginning balance	4,665	941	774	6,380	5,526
Balance, end of period	4,667	823	1,025	6,515	6,380

Total contributions since inception (\$'000):

2016 YTD	693
2015	1,266
2014	1,903
2013	1,244
2012	2,279
2011	1,288
2010	862
2009	733
2008	1,197
2007	641
2006	865
2005	786
2004	612
2003	356
	<u>14,725</u>



**EducationMatters**  
**Operating Budget Comparison**  
**Year-to-Date April 30, 2016**  
(\$'000)

	<b>2016 BUDGET</b>	<b>30 April Actual (unaudited)</b>
	\$	\$
Operating Expenses by function:		
Salaries and Employee Benefits	536	167
Events	90	--
Fund Development & Communications	56	5
Organizational Administration	216	61
	<hr/>	<hr/>
Total Expenses	<u>898</u>	<u>233</u>

**EducationMatters**  
**Funds Established**  
as at April 30, 2016

	<b>Fund Balance \$</b>
<b>Flow Thru Funds (Grants):</b>	
Allan Markin Healthy Learners Fund	-
Athletics Flow Thru Fund, Helping Students in Need	35
Benjamin (Ben) Albert Legacy Fund	-
Beverley Hubert Global Citizenship Fund	-
Bowness High School Enhancement Flow Thru Fund	-
Bridlewood School Enhancement Fund	-
Calgary Flames Ambassadors Supports for Kids with the Gift of Dyslexia Fund	10
Campus Calgary Programs Flow Thru Fund	-
Career Pathways Flow Thru Projects Fund	5,290
Christine Meikle School Flow Thru Fund	-
Civil Society & Citizenship Flow Thru Fund	143
Cornerstone Fund, Enhancing Education for Economically Disadvantaged Students	-
Distinguished Alumni Fund	-
Dr. Brendan Croskery Aboriginal Culture Fund	475
Ernest Manning HS Enhancement Flow Thru Fund	-
Family Literacy Program Flow Thru Fund	-
For the Love of Learning Fund	-
French for the Future Program Fund	-
Fuel for School Program Flow Thru Fund	7,348
Future Leaders Flow Thru Fund	540
Heather and N. Murray Edwards Literacy Fund	-
High School Transition Program	-
Integro Legacy Fund	57,000
James Fowler HS Art Program Equipment Enhancement Fund	-
Lord Shaughnessy High School Enhancement Flow Thru Fund	-
Louis Riel School Fund	24
Louise Dean School Fund	-
McGill University Faculty of Agricultural and Environmental Sciences Fund	1,900
	-
Mawer Investment Management Literacy Flow Thru Fund	9,316
Public Education Enhancement Flow Thru Fund (Designated)	42,940
Public Education Enhancement Flow Thru Fund	33,451
Schools Helping Schools Fund	1,560
SPIRIT Program Fund	-
Stampede Foundation Fund	-
Students with Special Needs Flow Thru Fund	-
Supports for Students with Fetal Alcohol Spectrum Disorder Flow Thru	-
TEAM Leadership Flow Thru Fund	-
Tyler Zeer Flow Thru Fund	-
West Springs School Enhancement Fund	-
Willow Park School Program Enhancement Flow Thru Fund	33
Youth Mentorship Flow Thru Fund	-
<b>Total Flow Through Funds (Grants)</b>	<b>\$160,065</b>

	<b>Fund Balance \$</b>
<b>Endowment Funds (Grants):</b>	
Athletics Endowment Fund, Helping Students in Need	43,633
Bob Bannerman Memorial Fund	14,016
Beverley Hubert Global Citizenship Fund	21,438
Beyond Your Backyard Opportunities Fund	9,992
Career Pathways Field of Interest Endowment Fund	76,463
Christine M. Fielding Memorial Endowment Fund	29,976
Civil Society & Citizenship Education Endowment Fund	20,656
ConocoPhillips World Schools Debate Development Endowment Fund	48,326
Cornerstone Endowment Fund, Enhancing Education for Economically Disadvantaged	68,515
Creagh Family Fund	27,496
Dr. Brendan Croskery Aboriginal Culture Fund	36,903
EducationMatters Admin Endowment Fund	38,028
Enhancing Education for Students with Special Needs Endowment Fund	34,000
Enhancing ESL Education Endowment Fund	51,540
Future Leaders Endowment Fund	41,096
Georgie C Higgins Junior High Memorial School Fund	12,703
Georgie C Higgins Investment Fund for Lester B Pearson High School	13,650
Governors' Endowment Fund	8,141
Jason and Jane Louie Memorial Fund	7,427
Kaiti Perras Love of Dance Memorial Fund	93,302
Lehew-Wyman Family Endowment Fund	44,183
M.P. Hess Fund	9,652
Margaret and Bill Whelan Endowment Fund	68,370
Mary Nelson Memorial Fund	60,652
Mawer Investment Management Literacy Fund	35,856
McGill University Faculty of Agricultural and Environmental Sciences Fund	7,041
Public Education Enhancement Endowment Fund	310,087
Public Education Enhancement Endowment Fund (Designated)	44
Schools Helping Schools Fund	36,188
Southland Transportation Career Pathways Endowment Fund	7,225
Sunnyside School Endowment Fund	26,470
Supports for Students Born with Fetal Alcohol Spectrum Disorder Fund	35,256
TEAM Leadership Lord Beaverbrook HS Endowment Fund	6,859
Terry Wright Endowment Fund	7,755
Tiberious Publishing Program Fund	14,794
Tyler Zeer Endowment Fund	33,325
William Reid School Endowment Fund	18,936
Youth Mentorship Endowment Fund	9,361
<b>Total Endowment Funds (grant availability capped @ 4.5% per annum)</b>	<b>\$1,429,355</b>

**EducationMatters**  
**Funds Established**  
as at April 30, 2016

	<b>Fund Balance \$</b>
<b>Flow Thru Funds (Student Awards):</b>	
Aboriginal Students Award Fund	4,714
Accomplished Angels Student Award Fund	5,000
Adrienne Goudie Memorial Bursary	456
Arrata Family Award for New Canadians	18
Ataturk Peace Scholarship	-
Benjamin (Ben) Albert Legacy Fund	-
Bennett Jones Scholarship Fund	-
Calgary Bridge Foundation for Youth Student Awards Fund	7,500
Calgary Chamber of Commerce Play with the Presidents Scholarship Fund	-
Calgary Entrepreneur Organization (CEO)	8,625
City of Calgary Degree Granting Scholarship Fund	39,102
City of Calgary Post Secondary Scholarships	35,700
ConocoPhillips Canada Awards	12,195
CTS Scholarship Flow Thru Fund	-
David James Anderson Memorial Award Fund	1,105
EducationMatters Scholarship Flow Thru Fund	67,357
EllisDon Student Award Fund	6,634
ENMAX Scholarship Fund	3,969
Future Leaders Scholarship Flow Thru Fund	1,958
Gary Weimann Award for Community Service	-
Green & Gold Flow Thru Scholarship Fund	4,819
Hal Winlaw Health & Nutrition Legacy Award	1,850
Haworth & Heritage Bus Interiors Architecture/Interior Design Scholarship Fund	5,251
Henry Wise Wood Warriors Legacy Flow Thru Fund	4,551
Henry Wise Wood Class of 1970 Scholarship Fund	2,695
Hopewell Scholarship Fund	5,843
Integro Legacy Scholarship Fund	41,922
Ivy & Len Freeston Student Award Flow Thru Fund	160
Jennifer Ellen Shepherd Memorial Award Fund	10,000
Jim Hoepfner Award	20
Kermet Archibald & Jacoba Van Den Brink Memorial Scholarship at The Cgy Found	28,810
Lauber Student Award	9,750
Louise Dean High School Awards	8,668
The Marguerite Patricia P. Bannister Scholarship Fund at The Calgary Foundation	286,608
Marofke Family Aberhart Music Scholarship	-
Maureen Langston Memorial Fund	3,168
Nickolas Paswisty Memorial Bursary	4,500
Pay It Forward Fund	5,900
Queen Eliz Deaf and Hard of Hearing Scholarship and Program Enhancement Fund	27,244
R.M. (Mac) Dobson Creative Writing Scholarship	872
Richard D. Tingle Student Award Flow Thru Fund	-
Richard Dunn Music Scholarship Fund	3,055
Southland Transportation Scholarship Flow Thru Fund	1,685
Tenaris Merit Awards Fund	9,000
Tom Inkster Memorial Scholarship Fund	4,424
Verna Hart Toole Legacy Award Fund	435
William & Toshimi Sembo Badminton Scholarship Fund	-
<b>Total Flow Thru Funds (Student Awards)</b>	<b>\$665,563</b>

	<b>Fund Balance \$</b>
<b>Endowment Funds (Student Awards):</b>	
Aaron, Harben Vocal Music Prize Fund	10,166
Aaron Family Scholarship Fund	12,916
Aberhart Alumni Scholarship Fund	74,757
Accomplished Angels Student Award Fund	816,816
Ann Strand Memorial Awards Fund	6,912
Anthony Ward Memorial Fund	3,458
Archie McKillop Student Award Endowment Fund	34,270
Arrata Family Award for New Canadians	45,638
Avis Hibbard Bursary	1,938
Benjamin (Ben) Albert Legacy Fund	251,405
Bennett Jones Scholarship Fund	8,856
Bob Clarke Memorial Scholarship	2,118
Bruce Leidl Composition Award Fund	13,225
Carolyn Baxter Memorial Award Fund	7,782
CNIB Memorial Scholarship Fund	3,628
Claire Poppit Award	7,856
Colonel Walker Community School 1950 to 1965 Alumni Award	12,465
David E. Mitchell Award	52,033
David James Anderson Memorial Award Fund	14,142
Doris Donald Memorial Bursary in Fine Arts	1,706
Douglas Norton Scholarship	2,045
Dr. Gordon Higgins Student Award Fund	22,997
Drs. Harry & Martha Cohen Prize Fund	10,138
Dustin Peers Memorial Visual Arts Award	204,429
Edith Berger Memorial Scholarship Fund	20,088
EducationMatters Endowed Scholarship Fund	2,300
EF Coste Scholarship	4,167
E George Brigden Memorial Scholarship	4,691
Ena Paul Memorial Award	3,485
F Margaret Milligan Scholarship	610
Frank L Woodman Scholarship	1,816
Frank Whipple Memorial Bursary	6,576
Future Leaders Scholarship Endowment Fund	26,925
Gary Weimann Award for Community Service	23,313
George Morley Memorial Scholarship	10,571
Green & Gold Endowment Scholarship Fund	182,735
Hal Winlaw Health & Nutrition Legacy Award Fund	3,106
Haworth & Heritage Business Interiors Architecture/Interior Design Scholarship Fund	32,563
HD Cartwright Memorial Award	9,457
Henry Wise Wood Warriors Legacy Endowment Scholarship Fund	51,934
Hugh Robertson Science Award Fund	18,338
Ivy & Len Freeston Student Award Endowment Fund	18,824
James Fowler School Award Fund	15,180
Jennifer Ellen Shepherd Memorial Award Endowment Fund	74,274
Jennifer Eyton Memorial Trust Fund	2,444
Joan Ethier Women in Science Scholarship	398,344
Joanne Mugford Memorial Art Award	7,305
John Bancroft Memorial Award	11,452
Keith Carswell Memorial Scholarship	10,699
Keith Yu Memorial Scholarship Fund	28,544
Laine McLeod Memorial Scholarship	7,869



	<b>Fund Balance \$</b>
<b>Endowment Funds (Student Awards) cont'd:</b>	
Langevin School Bursary	24,718
Lawrence Parker Memorial Scholarship	7,124
Lester B. Pearson Work Experience/RAPP Scholarship Fund	9,289
Marjorie Taylor Memorial Scholarship Fund	65,096
Marnie Whitehead Memorial Scholarship	2,439
Marofke Family Aberhart Music Scholarship	51,136
Mary Belkin Memorial Scholarship Fund	26,383
Maurice A Spring (Vocational) Scholarship	4,932
MW & JR Tebo Memorial Journalism Fund	18,636
Pamela Jane Hardy Memorial Award Fund	46,469
Queen Elizabeth Deaf and Hard of Hearing Scholarship and Prog Enhancement Fund	61,423
Richard D. Tingle Student Award Fund	31,497
Rick Theriault Outstanding Athletic Contribution Award Fund	18,269
Ruth Ursula Leipziger Scholarship Fund	31,850
Shawn Whitney Memorial Award Fund	12,868
Sir Winston Churchill Enterprise & Innovation Scholarship	6,220
Southland Transportation Scholarship Endowment Fund	7,444
Steven Irving Memorial Music Scholarship	36,753
Susy Devlin Memorial Award Fund	30,462
Teens Against Drunk Drivers (TADD) Scholarship	6,213
Thomas Moore Memorial Bursary Fund	15,634
Thomas Walter Morrish Memorial Scholarship	9,077
Trades Related Career Pathways Student Award	77,597
Viscount Bennett Band Parents Association Award Fund	10,663
William Keir MacGougan Memorial Bursary	25,081
 <b>Total Endowment Funds (scholarship availability capped @ 4.5% per annum)</b>	 <b>\$3,236,579</b>

**EducationMatters**  
**Statement of Grants & Scholarships Awarded**  
**Year-to-Date April 30, 2016**

	\$
Annie Foote School - Maker Education	14,500
Banting & Best School - Library to Learning Commons	33,000
Bishop McNally High School - Athletics Program	1,105
Bowcroft School - Library to Learning Commons	33,000
CBE - Fuel for School Nutrition Support for Vulnerable Schools	55,627
CBE - Exploratory Programs	105,600
CBE - Biennial Conference on Adolescents and Adults with FASD	4,387
CBE - Leader in Me Program	40,128
CBE - Professional Development for Maker Education	10,000
CBE - Encore Program	2,375
Central Memorial High School	260
Colonel J. Fred Scott School - Maker Education	14,500
Crescent Heights High School - Athletics Program	400
Douglas Harkness School - Library to Learning Commons	33,000
Dr. Gordon Higgins School - Empathy toys / Supply cart	1,660
Dr. Gordon Higgins School - Maker Education	14,500
Erin Woods School - Maker Education	14,500
Ernest Morrow School - Maker Education	14,500
Forest Lawn High School - Maker Education	14,500
Glenbrook School - Maker Education	14,500
James Short Memorial School - Library to Learning Commons	33,000
Junior Achievement of Southern Alberta - Entrepreneurial Trades	47,500
Louis Riel School - Technology Learning Fund for Tomorrow's Leaders	6,833
O.S. Geiger School - Library to Learning Commons	33,000
Pineridge School - Library to Learning Commons	33,000
St. Francis High School - Athletics Program	400
Ted Harrison School - Maker Education	14,500
<b>Total 2016 Program Grants</b>	<b>\$ 590,275</b>
<b>Total 2016 Scholarships</b>	<b>\$151,915</b>
<b>Total 2016 Grants &amp; Scholarships</b>	<b>\$ 742,190</b>
 <b>Total Grants since Inception</b>	 <b>\$ 7,399,043</b>
<b>Total Scholarships since Inception</b>	<b>\$ 2,156,331</b>

**EducationMatters**  
**Discussion of Financial Position and Results of Operations**

***Statement of Financial Position***

As a result of CBE and EducationMatters having different fiscal years, a portion of our operating grant contributions are deferred each year end to reflect the fiscal year for which we have received operating funds.

In October, 2015 we deferred \$440,000 of CBE operating contributions received in 2015 that relate to our fiscal year 2016.

Capital assets consist primarily of office equipment.

***Statement of Operations***

We are boldly pursuing the fund development targets set for 2016.

As is common with most not for profit or charitable organizations, donations are recognized only when they are received and not accrued as promises receivable.

***Operating Budget Comparison***

Expenditures reported include only cash expenses for budget comparison purposes.

***Funds Established and Grants Awarded***

Our report on Funds Established and their balances to April 30, 2016 reflect both realized and unrealized gains on funds. Although there was some retraction of the markets in the first four months of 2016, the pullback was minimal compared to the gains generated over the last five years. For the long term EducationMatters expects steady growth of their investments.

Grants and scholarships at \$742,000 issued year-to-date, continue to provide a significant contribution back to public school students at the CBE.