

public agenda

Regular Meeting of the Board of Trustees

October 31, 2017
12:00 p.m.

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

PUBLIC AGENDA

R-1: Mission |

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

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

Time	Topic	Who	Policy Ref	Attachment
12:00 p.m.	1 Call to Order, National Anthem and Welcome			
	2 Consideration/Approval of Agenda		GC-2	
	3 Awards and Recognitions			
	4 Results Focus			
	4.1 2017-2018 Student Enrolment Summary	D. Stevenson	OE-5,8,9,12	Page 4-1
	5 Operational Expectations			
	6 Public Comment [PDF]		GC-3.2	
Max 20 mins	Requirements as outlined in Board Meeting Procedures			
	7 Matters Reserved for Board Action	Board	GC-3	
	7.1 2018/19 Modular Classroom Plan	D. Breton	OE-2,7,8,9	Page 7-1
	7.2 Financial Status of Reserves and Designated Funds at August 31, 2017	B. Grundy	OE-6,8	Page 7-10

Time	Topic	Who	Policy Ref	Attachment
	8 Consent Agenda	Board	GC-2.6	
	8.1 Locally Developed Courses <i>(THAT the Board approves newly acquired senior high locally developed courses, as submitted in the report.)</i>		R-2	Page 8-1
	8.2 Items Provided for Board Information		OE-8	
	8.2.1 Chief Superintendent's Update		B/CSR-5	Page 8-19
	8.2.2 Construction Projects Status Report		OE-7, 9	Page 8-27
	9 In-Camera Session			
3:00 p.m.	10 Adjournment			
	Debrief	Trustees	GC-2.3	

Notice |

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

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

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

report to Board of Trustees

2017-2018 Student Enrolment Summary

Date	October 31, 2017
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-5: Financial Planning OE-7: Communication With and Support for the Board OE-8: Communicating and Engaging with the Public OE-9: Facilities
Resource Person(s)	Carrie Edwards, Director, Planning & Transportation Anne Trombley, Manager, Planning Lori Walsh, System Assistant Principal, SIRS

1 | Recommendation

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

2 | Issue

There is a need to provide, in a timely manner, September 30th student enrolment information to the Board of Trustees and administration within the Calgary Board of Education.



3 | Background

The purpose of this report is to provide a student enrolment summary in advance of the detailed School Enrolment Report.

The 2017-2018 School Enrolment Report will be presented on or about November 28, 2017 and it will contain the following detailed information which is not possible to have available by October 31:

- number of students enrolled in each school, by grade and program, including alternative programs, special education programs and system classes, as well as the number of out of attendance area students enrolled in each school as of September 30th in the current school year;
- provincial capacity of each school, including the number of modular classrooms;
- utilization rate of each school facility, not including lease exemptions;
- utilization rate, including lease exemptions as of September 30th, for each school building;
- amount of surplus space available for leasing but not yet leased; and
- list of the leases and amount of space leased, for each building.

4 | Analysis

Provision of this enrolment summary, in advance of the detailed School Enrolment Report, may result in minor discrepancies between the two reports. These minor discrepancies can be due to factors such as duplicate registrations and other anomalies that were not resolved prior to the September 30th enrolment count. These discrepancies, if any, will become apparent as a detailed examination of the September 30th enrolment data occurs between now and the completion of the School Enrolment Report.

Table 1 provides a comparison of actual September 30, 2017 student enrolment to the district enrolment projection:

TABLE 1: Comparison of September 30 Enrolment to Projected Enrolment

	September 30, 2017 Enrolment	2017 Projected Enrolment	Difference
Pre-Kindergarten	227	245	-18
Kindergarten	9,054	9,514	-460
Grades 1-3	29,080	29,465	-385
Grades 4-6	27,182	26,927	255
Grades 7-9	24,267	24,077	190
Grades 10-12	27,035	25,879	1,156
Sub-Total (Pre-K to GR12)	116,845	116,106	739
Home Education	267	254	13
Outreach Programs	1,288	1,366	-78
Unique Settings	853	745	108
CBe-learn	463	468	-5
Chinook Learning Services	1,974	2,259	-285
Total	121,690	121,200	490

Note: Totals may not add due to rounding

Total student enrolment, as of September 30, 2017, was 121,690 students, including CBe-learn and Chinook Learning Services. Enrolment is above the district enrolment projection by 490 students.

Table 2 provides a comparison of enrolment from September 30, 2016 to September 30, 2017.

TABLE 2: Comparison of September 30, 2016 to September 30, 2017

	September 30, 2016	September 30, 2017	Difference
Pre-Kindergarten	197	227	30
Kindergarten	9,106	9,054	-52
Grades 1-3	29,410	29,080	-330
Grades 4-6	25,715	27,182	1,467
Grades 7-9	23,292	24,267	975
Grades 10-12	26,443	27,035	592
Sub-Total (Pre-K to GR12)	114,163	116,845	2,682
Home Education	249	267	18
Outreach Programs	1,337	1,288	-49
Unique Settings	729	853	124
CBe-learn	458	463	5
Chinook Learning Services	2,211	1,974	-237
Total	119,147	121,690	2,543

Enrolment increased by 2,543 students over the previous year's enrolment. The most significant increases occurred at Grades 4-6 (1,467 students) and Grades 7-9 (975 students) and Grades 10-12 (592 students).

5 | Financial Impact

The financial impact will be reported in the first quarter financial report to the Board of Trustees.

6 | Conclusion

This report provides timely information to the Board of Trustees regarding the September 30, 2017 enrolment in the Calgary Board of Education.



DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

report to Board of Trustees

2018/19 Modular Classroom Plan

Date	October 31, 2017
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Decision
Originator	Dany Breton, Superintendent, Facilities and Environmental Services
Governance Policy Reference	Operational Expectations OE-2: Learning Environment/Treatment of Students OE-7: Communication With and Support for the Board OE-8: Communicating and Engaging With the Public OE-9: Facilities
Resource Person(s)	Eugene Heeger, Director, Design & Property Development Lonnie Ellis, Supervisor, Design & Property Development Carrie Edwards, Director, Planning & Transportation Anne Trombley, Manager, Planning

1 | Recommendations

It is recommended:

- THAT the Board of Trustees approves the 2018/19 Modular Classroom Plan.

2 | Issue

The Provincial Government requires a prioritized list of modular classroom requests from all school boards annually.



3 | Background

By relieving accommodation pressures within a school, modular classrooms can make an important contribution to bettering students and their learning experience. Additionally, the ranking of capital priorities is important to community stakeholders as adding space can often be the least disruptive solution to a school's accommodation challenge. Commencing in May 2014, the CBE undertook a public engagement to solicit input on considerations for prioritizing modular classroom requests. Informed by this feedback, a set of filters and ranking criteria were developed and approved by the Board of Trustees in October 2014 and consist of the Eligibility Filters for Modular Classrooms (**Attachment I**), Modular Classroom Ranking Criteria (**Attachment II**) and the Modular Classrooms Points Assignment (**Attachment IV**).

The addition of modular classrooms is dependent upon Provincial approvals and the availability of capital funds. Last year a thorough review and assessment of all schools that are over 90% utilization was conducted and no schools met all the eligibility filters, meaning that no new modular classrooms were requested. However, the CBE did request and received approval to replace two existing modular classrooms at Rosedale School.

The installation of six modular classrooms at Glenmeadows School also occurred in the summer of 2017. The installation of these classrooms completes a long term accommodation plan for Spanish Bilingual students that began in the 2014-2015 school year. Students will move to Glenmeadows School effective September 2018.

4 | Analysis

New Modular Classroom Additions

A Modular Classroom Eligibility Filter Review was conducted in September 2017. A list of all schools over 90% utilization (based on rated room capacity) using September 2017 opening day enrolments was assembled. (**Attachment III**)

Provincial capacity may not always reflect the amount of usable space available for instructional purposes in a particular school. The number of students an individual school can accommodate is best measured through assessing the number of teaching spaces in the school. For this reason, the rated room capacity is used in determining schools that are over 90% capacity or anticipated to be over 90% capacity within the next three years.

Administration has identified three schools that are currently over 90% utilization, or projected to be over 90% utilization in the next three years, and meet all the filters to be eligible for points ranking:

- Banff Trail;
- Elboya School; and
- Ian Bazalgette School.

The Modular Classroom Points Assignment (Attachment IV) provides a summary of the point assignments for Banff Trail School, Elboya School and Ian Bazalgette School.

Additional factors considered in recommending locations for new modular classrooms include:

- whether the anticipated location is clear of access to existing garbage enclosures, parking and fire lanes;
- whether there is unrestricted access for modular delivery;
- whether the anticipated location is outside the buffer zone of existing City or CBE playfields; and
- the proximity of data closets.

These are all additional factors that affect viability and cost of the units.

Banff Trail School offers a single track French Immersion program in NW Calgary. CBE's Three Year System Student Accommodation Plan indicates "enrolment in French Immersion at King George School and Banff Trail School is increasing and the schools are nearing capacity". Administration will use the Dialogue framework to engage stakeholders of French Immersion in north Calgary over the coming year with a goal to develop a sustainable solution for student accommodation by September 2019. The school is currently accommodating all students and with projected enrolment next year similar to this year, the school has the capacity to accommodate students in the short term. It would not be fiscally responsible to add modular classrooms to Banff Trail School in the absence of a longer term plan for French Immersion in NW Calgary. For this reason, Banff Trail School is not recommended for inclusion as part of the 2018/19 modular classroom submission.

Priorities for new modular classrooms for the 2018/19 school year are as follows:

School	New or Existing	Attached with Corridor or Stand Alone	Number of Modular Units Requested
Ian Bazalgette	New	Stand-alone	4
Elboya	New	Stand-alone	4

Ian Bazalgette School offers a Grade 6 to 9 regular program and starting this year opened a Science alternative program. The Science program started with Grade 6 and 7 this year and will expand to Grade 9 over the next two years. Without the addition of four modular classrooms the utilization rate is projected to exceed 100% by 2020. With the addition of the four requested modular classrooms, the school utilization rate is projected to be 85- 90%.

Elboya School offers a kindergarten to Grade 9 regular program as well as a Grade 5 to 9 French Immersion program. Without the addition of four modular classrooms the utilization rate is projected to exceed 110% by 2020. With the addition of the four requested modular classrooms, the school utilization rate is projected to be 95-100%.

Demolition and Replacement of Existing Modular Classrooms

The *Ten Year Student Accommodation and Facilities Strategy 2016-2026* indicates that some modular classrooms in the CBE inventory are older and have exceeded their design life. Demolition and replacement of some modular

classrooms each year was identified as an objective for addressing modular classrooms that have exceeded their lifecycle. Modular classrooms identified for demolition and/or demolition and replacement are selected based on condition assessment and school utilization, not through the CBE approved Eligibility Filters for Modular Classrooms and Modular Classroom Ranking Criteria.

With the successful replacements at Rosedale School in the summer of 2017 and the recent audit of 99 modular units, the CBE is not recommending any replacements at this time.

5 | Financial Impact

Typically, Alberta Education funds the building and installation of the modular classrooms, construction of a firewall (if necessary), municipal requirements, grading and general site development. Alberta Education also typically funds approximately \$12,000 per modular classroom for built-in millwork, blinds, white boards, tack boards, and wireless access points.

The CBE has been responsible for the cost of furniture and equipment estimated at approximately \$15,000 per modular classroom. CBE also typically funds approximately \$15,000 per modular classroom for installation of air conditioning units, security system interfaces and minor landscaping upgrades. Administration may return to the board for approval to use capital reserves if these modular classrooms are approved.

The anticipated costs are as follows:

Schools	Estimate of costs (typically covered by the province)	Estimate of costs (typically covered by CBE)
Elboya School, 4 units	\$1,200,000	\$120,000
Ian Bazalgette, 4 units	\$1,600,000	\$120,000

6 | Implementation Consequences

Alberta Education normally requires school jurisdictions to submit their annual modular classroom program requests by November 1 each year. This year, in recognition of the impact that the school board trustee election will have upon the timeline for Board of Trustee approval, Alberta Education has requested a draft modular classroom program be submitted by November 1st with final submission on or before December 1st.

Of note, Ian Bazalgette School runs on a modified calendar that will make a summer installation very challenging. If Provincial approval is obtained before February 2018, it is assessed that there would be adequate time to tender, award and install modular classrooms during the summer of 2018 in time for the 2018-19 school year.

7 | Conclusion

A thorough review and assessment of all schools that are over 90% utilization has been conducted. A total of eight new modular classrooms are recommended; four at Ian Bazalgette School and four at Elboya School.



DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

Attachment I: Eligibility Filters for Modular Classrooms
Attachment II: Modular Classroom Ranking Criteria
Attachment III: Modular Classroom Eligibility Filter Review September 2017
Attachment IV: Map of Modular Classroom Replacement Requests

GLOSSARY – Developed by the Board of Trustees

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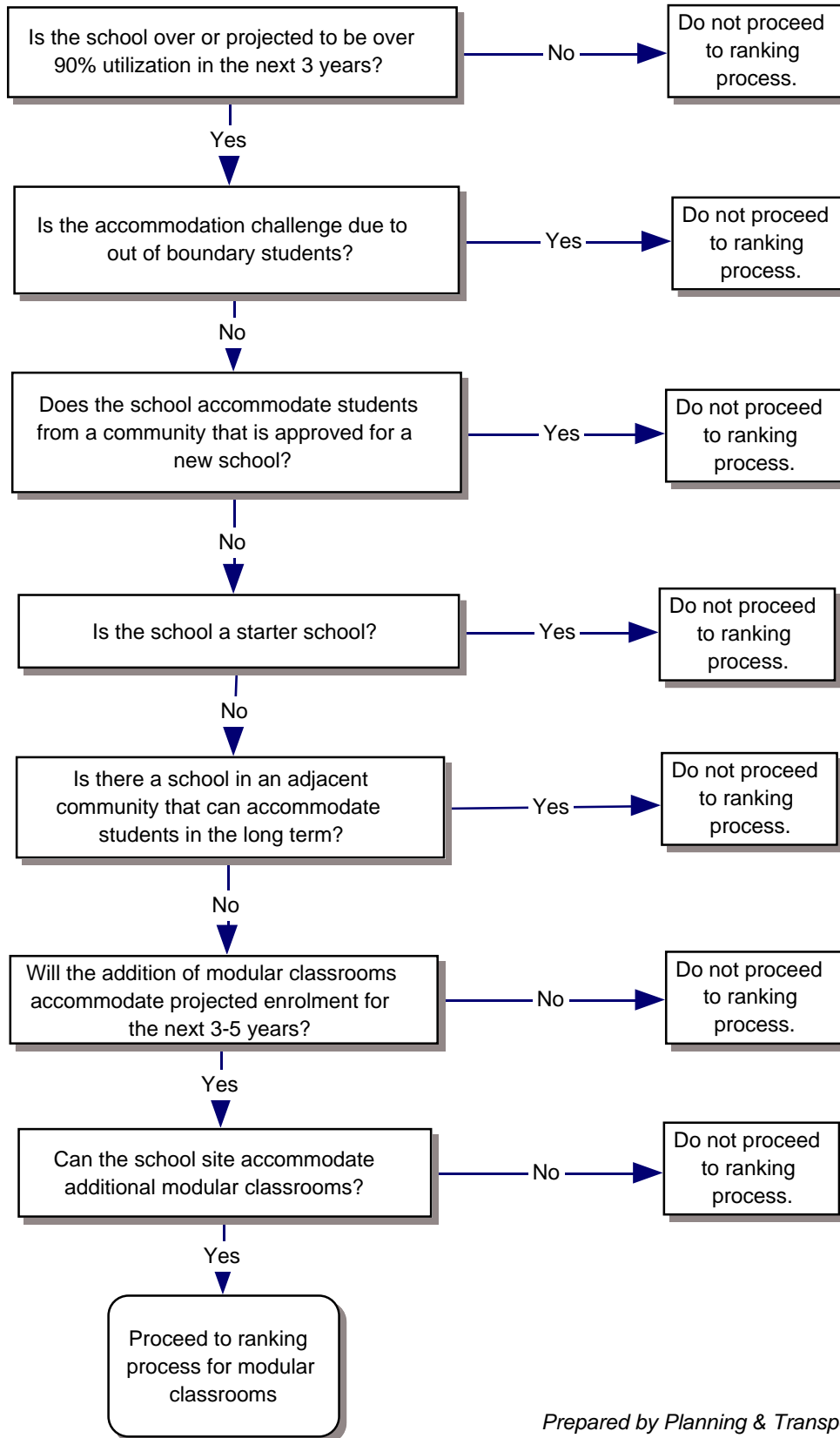
Governance Culture: The Board defined its own work and how it will be carried out. These policies clearly state the expectations the Board has for individual and collective behaviour.

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Attachment I: Eligibility Filters for Modular Classrooms



Prepared by Planning & Transportation Sept.2014

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

Category B**Site Features, Location****Ability to add modular units to the site**

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

Ranking Range: 0 (difficult) to 1 (easy)**Category C****Cost to Add Modular Units Compared to Average Cost to Add Modular Units to a Site****What is the anticipated cost of modular units at this site?**

1 = Poor	\$\$\$\$\$ (more than 25% more)	5
2= Fair	\$\$\$\$ (Between 20 to 24% more)	10
3 = Good	\$\$\$ (Between 15 to 19% more)	15
4 = Very Good	\$\$ (Between 10 to 14% more)	20
5 = Excellent	\$ (Less than 9% more)	25

School	Current Utilization (Based on Opening Day Enrolment and Rated Room Capacity)	Is school over or projected to be over 90% utilization in next 3 years?	Is accommodation challenge due to out of boundary students?	Does school accommodate students from a community that is approved for a new school?	Is the school a starter school?	Is there a school in an adjacent community that can accommodate students in the long term?	Will the addition of modular classrooms accommodate projected enrolment for next 3-5 years?	Can the school site accommodate additional modular classrooms?	Does the school meet all the filters to proceed to the ranking process for modular classrooms?
ANNIE GALE	97%	No	-	-	-	-	-	-	-
CECIL SWANSON	104%	No	-	-	-	-	-	-	-
EDGEMONT	93%	No	-	-	-	-	-	-	-
ERNEST MORROW	90%	No	-	-	-	-	-	-	-
QUEEN ELIZABETH	91%	No	-	-	-	-	-	-	-
STANLEY JONES	96%	No	-	-	-	-	-	-	-
WESTGATE	90%	No	-	-	-	-	-	-	-
ALEXANDER FERGUSON	97%	Yes	Yes	-	-	-	-	-	-
ALTADORE	124%	Yes	Yes	-	-	-	-	-	-
BALMORAL	109%	Yes	Yes	-	-	-	-	-	-
BELFAST	90%	Yes	Yes	-	-	-	-	-	-
CAPITOL HILL	94%	Yes	Yes	-	-	-	-	-	-
CENTENNIAL	120%	Yes	Yes	-	-	-	-	-	-
DR E P SCARLETT	116%	Yes	Yes	-	-	-	-	-	-
ERNEST MANNING	104%	Yes	Yes	-	-	-	-	-	-
JOHN G DIEFENBAKER	116%	Yes	Yes	-	-	-	-	-	-
LESTER B PEARSON	111%	Yes	Yes	-	-	-	-	-	-
MOUNT VIEW	98%	Yes	Yes	-	-	-	-	-	-
ROBERT THIRSK	109%	Yes	Yes	-	-	-	-	-	-
ROSEDALE	92%	Yes	Yes	-	-	-	-	-	-
SIR WINSTON CHURCHILL	124%	Yes	Yes	-	-	-	-	-	-
WESTERN CANADA	111%	Yes	Yes	-	-	-	-	-	-
WILLIAM ABERHART	100%	Yes	Yes	-	-	-	-	-	-
CAPTAIN NICHOLA GODDARD	107%	Yes	No	No	No	Yes	-	-	-
MARION CARSON	96%	Yes	No	No	No	Yes	-	-	-
PATRICK AIRLIE	95%	Yes	No	No	No	Yes	-	-	-
TWELVE MILE COULEE	101%	Yes	No	No	No	Yes	-	-	-
AUBURN BAY	114%	Yes	No	No	No	No	No	-	-
BRANTON	90%	Yes	No	No	No	No	No	-	-
CAPTAIN JOHN PALLISER	95%	Yes	No	No	No	No	No	-	-
FISH CREEK	94%	Yes	No	No	No	No	No	-	-
GUY WEADICK	95%	Yes	No	No	No	No	No	-	-
HAWKWOOD	92%	Yes	No	No	No	No	No	-	-
NELSON MANDELA	112%	Yes	No	No	No	No	No	-	-
RANCHLANDS	107%	Yes	No	No	No	No	No	-	-
RUNDLE	100%	Yes	No	No	No	No	No	-	-
SIMONS VALLEY	97%	Yes	No	No	No	No	No	-	-
THOMAS B RILEY	111%	Yes	No	No	No	No	No	-	-
ANNIE FOOTE	99%	Yes	No	No	No	No	Yes	No	-
ARBOUR LAKE	94%	Yes	No	No	No	No	Yes	No	-
BEDDINGTON HEIGHTS	94%	Yes	No	No	No	No	Yes	No	-
CHAPARRAL	95%	Yes	No	No	No	No	Yes	No	-
CHRIS AKKERMAN	100%	Yes	No	No	No	No	Yes	No	-
COLONEL J F SCOTT	92%	Yes	No	No	No	No	Yes	No	-
COLONEL SANDERS	105%	Yes	No	No	No	No	Yes	No	-
CROSSING PARK	114%	Yes	No	No	No	No	Yes	No	-
DR GORDON HIGGINS	93%	Yes	No	No	No	No	Yes	No	-
GLAMORGAN	92%	Yes	No	No	No	No	Yes	No	-
HILLHURST	102%	Yes	No	No	No	No	Yes	No	-
JANET JOHNSTONE	93%	Yes	No	No	No	No	Yes	No	-
LANGEVIN	102%	Yes	No	No	No	No	Yes	No	-
LOUIS RIEL	96%	Yes	No	No	No	No	Yes	No	-
MIDSUN	106%	Yes	No	No	No	No	Yes	No	-
MOUNTAIN PARK	96%	Yes	No	No	No	No	Yes	No	-
NOSE CREEK	115%	Yes	No	No	No	No	Yes	No	-
OLYMPIC HEIGHTS	90%	Yes	No	No	No	No	Yes	No	-
SADDLE RIDGE	94%	Yes	No	No	No	No	Yes	No	-
SAMUEL W SHAW	98%	Yes	No	No	No	No	Yes	No	-
TARADALE	95%	Yes	No	No	No	No	Yes	No	-
TOM BAINES	112%	Yes	No	No	No	No	Yes	No	-
VALLEY CREEK	92%	Yes	No	No	No	No	Yes	No	-
W O MITCHELL	95%	Yes	No	No	No	No	Yes	No	-
WEST DALHOUSIE	96%	Yes	No	No	No	No	Yes	No	-
WILLIAM REID	96%	Yes	No	No	No	No	Yes	No	-
WILLOW PARK	91%	Yes	No	No	No	No	Yes	No	-
BANFF TRAIL	95%	Yes	No	No	No	No	Yes	Yes	Yes
ELBOYA	91%	Yes	No	No	No	No	Yes	Yes	Yes
IAN BAZALGETTE	92%	Yes	No	No	No	No	Yes	Yes	Yes

SCHOOL	Program	CATEGORY A Enrolment/Projection/Utilization	CATEGORY B Site Features/Location	CATEGORY C Cost Compared to Average	TOTAL
IAN BAZALGETTE	Regular and Science	25	12	15	52
ELBOYA	Regular and French Immersion	25	9	10	44
BANFF TRAIL	French Immersion	15	3	10	28

report to Board of Trustees

Financial Status of Reserves and Designated Funds at August 31, 2017

Date	October 31, 2017
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Decision and Information
Originator	Brad Grundy, Chief Financial Officer and Corporate Treasurer
Governance Policy Reference	Operational Expectations OE-6: Financial Administration OE-8: Communication With and Support for the Board
Resource Person(s)	Ed Sutlic, Director, Corporate Finance Donna Rogers, Manager, Corporate Planning and Reporting

1 | Recommendation

It is recommended:

1. THAT the transfers represented in Attachment I be approved.

2 | Issue

Operational Expectation OE-6: Financial Administration requires that the Chief Superintendent will not transfer monies between reserves or committed operating surplus without Board approval. This report seeks approval for the 2016-17 reserve transfers in accordance with Board direction.

3 | Background

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

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

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

On November 29, 2016, the Board of Trustees approved the 2016-17 Fall Budget which included the planned use of \$33 million from operating reserves and \$25.9 million from capital reserves. The use of reserves was identified to balance an operating deficit and to fund projects that were incomplete as at Aug. 31, 2016 and continuing into 2016-17.

In the third quarter financial forecast report, Administration had revised the anticipated planned use of reserves to \$28.9 million from operating reserves and \$19.6 million from capital reserves. The third quarter forecast was also used as a basis for establishing the reserves available to balance the 2017-18 budget.

Administration is anticipating to be in a slightly more favourable position at August 31, 2017 than what was anticipated in the third quarter forecast. As a result, proposed draws from both operating and capital reserves are slightly reduced from what was forecasted.

If the proposed transfers are approved, the operating reserves balances at Aug. 31, 2017 of \$21.8 million is available to fund operations in future years (Attachment I).

4 | Analysis

The following provides details to support all requests for Operating and Capital Reserve transfers for the year ended Aug. 31, 2017 (Attachment I).

Restricted Reserves

EducationMatters flow-through fund

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

Sept 1, 2016	Transfers in / (out)	Aug 31, 2017
\$ 1,812,000	\$ 106,000	\$ 1,918,000

Designated Operating Funds

Operating budgets are prepared on an annual basis and relate to the Calgary Board of Education's fiscal year of September 1 to August 31. Past practice at the Calgary Board of Education has been to permit unspent budgeted funds pertaining to projects initiated in the year that are not yet fully complete to be carried forward for use in the following year. If not approved, these expenditures would need to be funded from 2017-18 resources.

Sept 1, 2016	Transfers in / (out)	Aug 31, 2017
\$ 6,913,795	\$ (1,383,551)	\$ 5,530,244

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

The \$1.4 million transfer out represents the net difference between the use of 2015-16 budget carryforwards in 2016-17 (\$6.9 million) less the transfer in of 2016-17 budget carryforwards to be used in 2017-18 (\$5.5 million).

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

Available for use reserves

Fiscal Stability Reserve

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

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

\$19.4 million is recommended for transfer from the reserve to balance current year activity that was in excess of funding received. The targeted minimum balance under the terms and conditions for this reserve is \$5 million or 0.5% of the total annual operating budget.

Sept 1, 2016	Transfers in / (out)	Aug 31, 2017
\$ 41,241,235	\$ (19,438,184)	\$ 21,803,051

Capital Reserves

Other Capital Reserves

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

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

Sept 1, 2016	Transfers in / (out)	Aug 31, 2017
\$29,399,759	\$ (6,815,988)	\$ 22,583,771

5 | Financial Impact

The Statement of Operations for the Year Ended August 31, 2017

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

The complete Financial Statements with the signed Audit Report will be presented to the Board of Trustees in November, 2017 for final adoption and approval. At the time of writing this report, the audit is in progress. Any changes required as a result of audit findings could amend the year end unrestricted surplus balance or actual reserves transfers recommended for the CBE.

The Financial Statements will include disclosure of planned reserve transfers and the reserved designated funds with full disclosure in the 2016-17 year-end Audited Financial Statements and this disclosure will be consistent with previous Board of Trustees motions.

6 | Conclusion

Each of these requests to transfer funds to or from these Reserves is being recommended in accordance with the Board approved terms and conditions for specific reserve funds where applicable, and in accordance with provincial regulations and guidelines. A summary of all reserves and designated fund activity for the year ended August 31, 2017 is provided in Attachments I and II. These are consistent with OE 6: Financial Administration.

This report represents the Financial Status of Operating Reserves, Designated Operating Funds, Capital Reserves and Designated Capital Funds as at August 31, 2017, with a request for consideration and approval of the Reserve transfers by the Board of Trustees in connection with the 2016-17 Operating and Capital Budgets and associated financial results for the Calgary Board of Education, as required by OE 6: Financial Administration.



DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: 2016-17 Statement of Total Reserves and Designated Funds
Attachment II: Guidelines for carryforward requests

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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 – 2016-17 Statement of Total Reserves and Designated Funds

CALGARY BOARD OF EDUCATION 2016-17 PROPOSED USE OF OPERATING RESERVES (in \$ thousands)

Description	Reserve balance Sept 1, 2016	2016-17 Fall Update planned use of reserves ⁽¹⁾	2016-17 proposed use of reserves	Balance Aug. 31, 2017	Anticipated 2017-18 use of reserves ⁽⁴⁾
Accumulated operating reserves					
Available for use reserves					
Fiscal stabilization reserve	41,241	(26,126)	(19,438)	21,803	(7,000)
Restricted reserves					
EducationMatters flow-through funds ⁽²⁾	1,812	-	106	1,918	-
Changes in accounting policy reserve	(10,164)	-	-	(10,164)	-
Total operating reserves	32,889	(26,126)	(19,332)	13,557	(7,000)
Designated operating reserves					
School decentralized budgets	5,862	(5,862)	(3,008)	2,854	-
Instructional and service unit initiatives	1,052	(1,052)	1,625	2,676	-
Total designated funds	6,914	(6,914)	(1,384)	5,530	-
Total operating reserves and designated funds	39,803	(33,040)	(20,716)	19,087	(7,000)
Capital reserves					
Building reserve	9,019	(2,200)	-	9,019	(4,760)
Other capital reserves ⁽³⁾	29,401	(23,747)	(6,817)	22,584	-
Plant, operations and maintenance asset replacement	798	-	-	798	-
Total capital reserves	39,218	(25,947)	(6,817)	32,401	(4,760)
Total reserves	79,021	(58,987)	(27,533)	51,488	(11,760)

(1) Approved by the Board of Trustees on Nov 29, 2016.

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

(3) Included in Other capital reserves is designated capital funds - capital funds carried forward for projects that were in progress and will continue into 2015-16. The Designated Capital Funds balance at Aug 31, 2017 is \$16.9 million.

(4) Anticipated use of reserves in 2017-18 includes amounts approved in the 2017-18 budget on June 20, 2017 as well as subsequent board motions approving additional draws from reserves.

Attachment II: GUIDELINES FOR CARRYFORWARD REQUEST

- 1) The amount requested is for project expenditures not otherwise incorporated in the 2017-18 operating and capital budgets and are directly related and critical to the success of the Three-Year Education Plan.
- 2) The initial funding for the project has been specifically approved by superintendents' team or the Capital Budget Council.
- 3) The project is already underway as evidenced by outstanding purchase orders or a work order.
- 4) All service unit carryforward requests will be presented to superintendents' team for approval or rejection.

report to Board of Trustees

Locally Developed Courses

Date	October 31, 2017
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Decision
Originator	Jeannie Everett, Superintendent
Governance Policy Reference	Locally Developed Courses R-2: Academic Success OE-11: Instructional Program
Resource Person(s)	Dianne Roulson, Director, Learning

1 | Recommendation

It is recommended:

1. THAT the Board of Trustees approves the following **newly acquired senior high** Locally Developed Courses for use in Calgary Board of Education schools from September 1, 2017 to their expiry date of August 31, 2019:

Calgary Roman Catholic Separate School District No. 1

Veterinary Equipment and Instrumentation

Level: 35 Credits: 5

Veterinary Patient Preparation and Husbandry

Level: 25 Credits: 5



2 | Issue

Alberta Education Policy 1.2.1 – *Locally Developed/Acquired and Authorized Junior and Senior High Complementary Courses (4)* requires that, “Approval of a locally developed/acquired and authorized course (junior and/or senior high) shall be by Board motion and shall be for a maximum duration of four years.”

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

3 | Analysis

Veterinary Technical Assistant Program

The Calgary Board of Education has entered into a dual credit program agreement with Olds College on June 14, 2017 commencing September 1, 2017 through to June 30, 2019.

As part of the dual credit program these courses have been developed collaboratively between the Calgary Roman Catholic Separate School District and Olds College. Students taking this course will achieve credits from both Olds College and Alberta Education. These courses are based on and will count towards the Olds College Veterinary Technical Assistant program.

A copy of the agreement is attachment I.

Veterinary Equipment and Instrumentation

This course will qualify students to become proficient in biosecurity protocols in order to prevent the spread of disease within the veterinary hospital environment. In general, students will learn how to use various veterinary instruments and become familiar with their care and maintenance.

Veterinary Patient Preparation and Husbandry

Acquired from the Calgary Roman Catholic Separate School District; this course provides opportunities for students to learn and apply the all aspects of the care and treatment of animals admitted to the veterinary clinic. Principles of surgical preparation, husbandry, and post-surgical care of dogs and cats will be explored.

4 | Implementation Consequences

Calgary Board of Education Operational Expectations OE-11: Instructional Program states,

“The Chief Superintendent shall maintain a program of instruction that offers challenging and relevant opportunities for all students to achieve at levels defined in the Board’s Results policies.

10.6 Is inclusive of new and innovative programs to meet students’ interests and passions and accommodates different learning styles and needs.

10.7 Is regularly evaluated and modified as necessary to assure its continuing effectiveness.”

Alberta Education Policy 1.2.1 – *Locally Developed/Acquired and Authorized Junior and Senior High Complementary Courses* states,

“Alberta Learning supports the local development and authorization of junior high school and senior high school complementary courses, which do not duplicate provincially authorized courses, to further develop and cultivate the unique interests and abilities of students, to foster educational improvement and excellence through innovation at the local level to meet the unique needs of a local community.”

Alberta Education Policy 1.2.1 further states,

“...in the interest of increasing local flexibility to meet the needs of students, local school authorities will authorize senior high locally developed/acquired and authorized courses and provide Alberta Learning with information regarding these authorizations.”

Alberta Education requires a copy of the Board of Trustee motion showing specific information about the Board authorization of senior high locally developed courses. In order to meet provincial requirements, the motion must be available upon request from Alberta Education on or before May 31 of a given year for course implementation in the first semester of the next school year.

Locally Developed Courses (LDC) are approved and authorized by Alberta Education for a maximum period of four years. When a course is expiring, it must be reviewed in the context of local student need and a decision made by the originating district about whether to go forward with the renewal process.

The intention of the current Calgary Board of Education process is to facilitate seamless access for students by authorizing the aforementioned courses. Notice of authorization of the recommendations in this report will be provided to

Alberta Education’s Curriculum Branch, when requested, and appropriate Calgary Board of Education staff. Copies of the new course outlines will be made available to all schools through the web site in the Portal – “*staff insite*”.

5 | Conclusion

Board of Trustee’s approval of all locally developed courses will ensure that the Calgary Board of Education is compliant with Alberta Education Policy 1.2.1. Approval of these courses will enable the Calgary Board of Education to be responsive to the learning needs of our students.

Notice of approval of the recommendations in this report will be provided to the appropriate Alberta Education and Calgary Board of Education staff. Copies of the new course outlines will be made available to all schools through the Calgary Board of Education web page.



DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

Attachment I: Dual Credit Program Agreement

DUAL CREDIT PROGRAM AGREEMENT

THIS Agreement made as of this 14, 2017.

BETWEEN:

THE CALGARY BOARD OF EDUCATION, having offices at Calgary, Alberta ("CBE")

- and -

OLDS COLLEGE, having offices at Calgary, Alberta (the "Institute")

WHEREAS the CBE and the Institute have agreed to implement the Program, upon and subject to the terms below;

NOW THEREFORE, in consideration of the mutual covenants of the parties, the parties agree as follows:

1. Definitions

1.1 In this Agreement, the follow terms have the meanings below:

"Agreement" means this agreement, including the Schedules hereto, as the same may be amended in accordance herewith;

"CBE Indemnitees" means CBE, its trustees, superintendents, employees, agents, consultants and CBE students (including the Students);

"Confidential Information" means information, materials or data not in the public domain concerning a party, its operations, assets, strategies, forecasts, research, analyses, personnel and students (including the Students) disclosed to or received by the other party, directly or indirectly, in any format and including "personal information" as defined by applicable privacy laws, and including all copies, extractions, summaries and derivations thereof, but shall not include information that, as shown by documented evidence, is in the public domain through no fault of the receiving party or at the time of disclosure was already known by the receiving party on a non-confidential basis or is rightfully received by the receiving party from a third party whom the receiving party reasonably believes owes no confidentiality duty to the disclosing party;

"Credits" means high school credits accorded by the CBE to a Student who successfully completes the Program;

"Facilities" has the meaning set forth in Section 2.2;

"FOIP" has the meaning set forth in Section 7.1;

"ILP" means a Student's individualized learning program as approved by CBE and as may be reviewed by the Institute;

"Incidental Losses" means consequential, indirect, punitive and/or special Losses;

"Independent Student" means a Student who is at least 18 years of age or 16 years of age and living independently or is a party to an agreement under Section 57.2 of the *Child, Youth and Family Enhancement Act* (Alberta);

"Institute Courses" means the Institute courses delivered by the Institute to the Students pursuant hereto and any related or ancillary activities for the Students provided by the Institute that comprise part of the Program, as more particularly set forth in Schedule A hereto;

"Institute Credentials" means credentials accorded by the Institute to the Students who have successfully completed the Program that enable those Students to receive Institute credits or, alternatively, advanced or preferential standing in respect of enrollment with the Institute in a related program or courses after completing high school;

"Institute Facilities" means the applicable facilities of the Institute;

"Institute Indemnitees" means the Institute, its governors (or its trustees or directors), officers, employees, agents, consultants and Institute students;

"Instructors" means the Institute personnel delivering instruction of the Institute Courses;

"Losses" means actions, causes of action, claims, demands, damages, liabilities, losses, costs and expenses, but shall not include Incidental Losses;

"Program" means the dual credit program implemented by the parties pursuant to this Agreement, pursuant to which the Students are registered as students of and are participants in the Institute Courses in conjunction with their completion of CBE high school courses in order to receive CBE high school credits and Institute Credentials, as more particularly described in Schedule A attached hereto;

"Students" means CBE high school students (including applicable Independent Students) registered by CBE in the Program;

"Term" has the meaning set forth in Section 5.1.

2. Program

2.1 During the Term, the parties shall implement the Program pursuant to which CBE, in consultation with the Institute, shall designate and register CBE students (including applicable Independent Students) who are interested in participating in the Program as Students of the Program. In connection therewith CBE shall be responsible for obtaining applicable consents from the parents or legal guardians of the designated Students or from the designated Independent Students to the participation in the Program, including attendance at the Facilities for such purpose. CBE further shall ensure the Program is consistent with the ILP's of the Students.

(a) CBE shall select and register the Students for the Program and forward the list of registered Students to the Institute within a reasonable time prior to commencement of the Institute Courses, together with such other information as the Institute reasonably requests, subject to applicable privacy laws.

2.2 The Institute Courses shall be delivered by the Institute to the Students at the Institute Facilities or such other facilities as the Institute determines and as disclosed by it to CBE. The Institute Facilities and such other facilities are collectively referred to herein as the "Facilities". The Institute Courses also may be delivered, in whole or part, on-line by way of "distance learning" to Students.

- 2.3 Students successfully completing the Program shall receive from CBE the appropriate CBE high school credits and from Institute the Institute Credentials, as CBE and the Institute shall agree upon.
- 2.4 Each party shall appoint a coordinator in regard to the Program and the said coordinators shall coordinate with each other concerning day-to-day Program delivery and implementation pursuant hereto. Without limiting the foregoing, CBE's coordinator shall take part in all inspections referred to in Section 3.1(d) below, shall participate in selecting Students for the Program and shall monitor Students' activities during the Institute Courses (while maintaining a record of each visit) on the basis of one (1) visit for each twenty-five (25) hours of Students' participation in the Institute Courses.
- 2.5 It is understood and agreed that from time to time the CBE coordinator, the appropriate CBE teacher(s) and/or personal support worker(s) may access the Institute Facilities, at the CBE's sole risk, to accompany and/or meet with and monitor the Students at the Institute Facilities. Such CBE coordinator, teacher(s) and personnel shall not unduly interfere with Institute operations, staff or students. Any such attendance at Institute Facilities shall be notified by CBE's coordinator to the Institute Coordinator in advance.
- 2.6 The parties agree that transportation of the Students to and from the Institute Facilities shall be the responsibility of the Students. To the extent any of the Facilities used by the Institute to deliver Institute Courses to the Students are off-site Institute Facilities, the Institute shall be responsible, at its cost and risk, for transporting the Students to and from the off-site locations.
- 2.7 The parties shall ensure that the working hours of each Student in the Program shall be in strict compliance with the *Employment Standards Regulation (Alberta)* and any guidelines or rules issued by Alberta Education.
3. Additional Institute Covenants
- 3.1 The Institute shall take reasonable steps to ensure that all activities forming part of the Institute Courses are appropriate for the Students, having regard to their respective ages and abilities, and are carried out in compliance with applicable laws and best practices, while giving due consideration to the safety and health of the Students. Without limiting the generality of the foregoing, the Institute shall:
- (a) ensure that, while participating in the Institute Courses, the Students are adequately supervised by Institute Instructors and other Institute personnel who meet CBE's required security clearance standards from time to time by undertaking periodic vulnerable sector clearances. The Institute shall provide the results of the clearances and personal information checks to CBE upon request;
 - (b) ensure that any supplies, materials and equipment provided or used by the Institute in the delivery of the Institute Courses have been inspected, are appropriate for use, are appropriate for the ages and skill levels of the applicable Students, are in working condition, meet applicable safety standards and are maintained in compliance with applicable laws;
 - (c) ensure that the Instructors and other personnel delivering the Institute Courses have the appropriate credentials, skills and qualifications;
 - (d) ensure that any Facilities (other than CBE Facilities) used in providing the Courses are clean and meet all applicable health and safety laws, ordinances and standards. The Institute shall permit representatives of CBE to conduct site visits and inspections of such

Facilities from time to time, including before first use by Students hereunder and, thereafter, at least annually, upon reasonable prior notice given by the CBE coordinator;

- (e) ensure that the Instructors and personnel involved in the provision or supervision of the Institute Courses are not under the influence of drugs, alcohol or other illegal or prohibited substances and do not smoke or use profanity in the presence of the Students at any time during the provision of the Institute Courses;
 - (f) ensure there is available to the Students as required personnel of the Institute who are trained and certified in first aid;
 - (g) deliver applicable orientation safety training to Students in regard to the Institute Courses prior to their commencement; and
 - (h) comply and cause its Instructors and personnel to comply with applicable laws.
- 3.2 The parties acknowledge that although the CBE coordinator, a CBE teacher or other CBE employee or personal support worker may accompany all or certain of the Students in respect of the activities that are the subject matter of the Institute Courses, such individuals have no responsibility for supervising, directing or carrying out the Institute Courses and such individuals shall comply during the carrying out of the Institute Courses with all reasonable requests of the Institute's Instructors and other applicable Institute personnel. The Institute shall have no responsibility for any part of the Program that relates to the CBE high school curriculum.
- 3.3 It is understood and agreed that while participating in the Institute Courses, the Students shall comply with the Institute's applicable policies. If any Institute Courses are delivered to Students who are not in attendance at Institute Facilities by means of on-line delivery, then the Institute policies specifically concerning its sites shall apply only to the extent those specific policies deal with on-line distance learning. Notwithstanding any of the foregoing, the parties shall determine whether any material Institute policies conflict with applicable material CBE policies and, in the event of such conflict, the parties shall work together to determine a mutually agreeable resolution. The parties shall ensure that the Students are aware of the application to them of Institute policies.
- 3.4 The Institute shall cause the Instructors and applicable personnel to treat the Students equitably and professionally and shall use reasonable efforts to protect them from bullying and harassment while attending the Program.
- 3.5 The Institute shall provide to CBE its assessments or evaluations of the Students in respect of the Institute Courses at agreed upon time intervals by means of written reports or meetings with CBE as the parties shall determine.
- 3.6 The Institute shall not enter into any agreement with any Student and/or his or her parent or legal guardian concerning the Program or the Institute Courses unless previously approved in writing by the CBE. The CBE shall obtain from each Student (or his or her parent or legal guardian as appropriate) as a condition of his or her registration in the Program a written acknowledgement of risk and release of CBE and the Institute in the form of acknowledgement of risk and release attached hereto as Schedule B or in such other form as the CBE reasonably authorizes.
- 3.7 Any documentation or information regarding Students that is collected by or provided to the Institute pursuant to this Agreement shall be treated by the Institute as confidential (to the extent such information is not in the public domain) and dealt with by the Institute in accordance with applicable privacy laws, and shall be collected and stored securely by the Institute, who shall deliver copies of the same to CBE (in compliance with applicable privacy laws) upon CBE's requests from time to time.

- 3.8 The Institute shall maintain a written emergency response plan and work safety plan consistent with good industry practices. The former plan shall provide for the prompt evacuation of the Students from Institute Facilities in the event of an emergency. The Institute shall train its applicable personnel with respect to such plans and provide the Students with details of such plans. Any incidents involving any Students in the nature of personal injury or property damage or loss while at the Facilities or pursuant to Institute Courses, of which the Institute has knowledge, shall be reported immediately by the Institute to CBE's Corporate Risk Management Department at 403-817-7404 or 403-817-7425 during working hours or to CBE at 403-214-1131 (which is monitored 24 hours a day) and a copy of the Institute's incident report, including details of any "near miss" incidents, also shall be faxed to CBE at 403-294-8458 within 48 hours of any such incident occurring. The Institute acknowledges and agrees that it shall follow its aforesaid plans and consult with CBE in responding to any emergency situation that occurs during the provision of the Institute Courses.
- 3.9 The Institute shall ensure that it and its applicable personnel obtain and maintain all necessary licenses, registrations, permits, approvals and consents required to deliver the Institute Courses.
- 3.10 In the event the Institute shall deliver any part of the Institute Courses at CBE facilities, CBE shall grant to the Institute and its personnel access to such CBE facilities. All such personnel shall be on such CBE facilities at the Institute's sole risk and shall not unduly interfere with CBE operations, staff or students. The Institute shall ensure that the said CBE facilities are left, at the conclusion of any Institute Courses, in the same condition as upon access by it to such CBE facilities, reasonable wear and tear excepted.
4. Additional Covenants
- 4.1 CBE shall use reasonable efforts to give advance notice to the Institute of the physical special needs requirements of any Students that may affect the participation of such Students in the Institute Courses and of which CBE is aware. To the extent CBE is unable to share such information with the Institute due to legal or other restrictions, CBE shall deny such Student the right to participate in and be registered in the Program.
- 4.2 To the extent any Student creates or creates jointly with others any works using Institute funding or resources and whether or not as part of the Program, then title to and intellectual property rights in and to those works shall vest in accordance with the Institute's policies concerning intellectual property and, in the absence of such policies, shall vest in the Institute and CBE shall cause the Student to assign to the Institute his or her rights therein and to waive his or her moral rights therein.
- 4.3 In the event the Program and work thereunder shall be carried out exclusively or primarily at CBE facilities, then the Institute and CBE shall execute a site license in CBE's standard format. The term of the site license shall be the Term herein (or such lesser term as the parties agree upon). Termination or expiry of this Agreement shall result in automatic termination of the site license.
5. Term
- 5.1 The term ("Term") of this Agreement shall be for a period of 3 years commencing on the date first above written, unless earlier terminated:
- (a) by either party for convenience by providing to the other party not less than [sixty (60)] days prior written notice;
- (b) by either party immediately upon written notice to the other party (the "defaulting party") if the defaulting party is in breach of any of its obligations herein and fails to remedy such

breach within thirty (30) days of the date of receipt of written notice of such breach from the other party;

- (c) by a party immediately upon written notice to the other party if a receiver, trustee or bankruptcy officer is appointed (unless such appointment is vacated within fifteen (15) days of appointment) to take charge of all or any substantial part of the other party's business or property; the other party becomes an insolvent person or commits an act of bankruptcy under any applicable laws; a petition is filed or any other action is taken with respect to the other party for reorganization or arrangement under any applicable laws; or any application or petition or certificate or order is made or granted for the winding up or dissolution of the other party, voluntarily or otherwise; or
- (d) automatically upon termination of the site license referred to in Section 4.3 (if applicable), unless the parties otherwise agree in writing,

provided that notwithstanding any such termination, this Agreement shall continue to remain in effect until all Institute Courses then being provided by the Institute to any Students pursuant to the Program have been completed.

6. Indemnities and Insurance

6.1 The Institute shall indemnify and hold harmless the CBE Indemnitees from and against any losses that arise out of, result from, or are in any way connected with:

- (a) any negligent act or omission herein on the part of the Institute, its Instructors or other Institute personnel;
- (b) any breach of its obligations herein by the Institute; and/or
- (c) any infringement of CBE or third party owned intellectual property by the Institute or its Instructors or other Institute personnel hereunder;

except to the extent arising from the negligence or wilful default of any CBE Indemnitees.

6.2 The CBE shall indemnify and hold harmless the Institute Indemnitees from and against any Losses that arise out of, result from, or are in any way connected with,

- (a) any negligent act or omission herein on the part of the CBE, its instructors, teachers or personnel;
- (b) any breach of its obligations herein by the CBE; and/or
- (c) any infringement of Institute or third party owned intellectual property by the CBE or its instructors, teachers or other CBE personnel or the students hereunder;

except to the extent arising from the negligence or wilful default of any Institute Indemnitees.

6.3 The provisions of Sections 6.1 and 6.2 survive this Agreement.

6.4 Each of CBE and Institute, at its expense, shall maintain during the Term in a form or forms and with a reputable insurer or insurers:

- (a) Commercial General Liability Insurance in an amount of not less than \$5,000,000 per occurrence for bodily injury, including death, property damage or loss, blanket contractual liability, completed operations liability, non-owned automobile liability; employer's

contingent liability and cross liability and severability of interest clauses. Such policy shall be endorsed to include the other party and the persons indemnified by the insured hereunder as additional insureds; and

- (b) Professional Liability Insurance of not less than \$2,000,000 per any one loss or occurrence. Should this policy be written on a claims-made basis, it shall remain in effect for no less than 24 months after the expiry or termination of this Agreement.
- 6.5 The policies maintained by each party as referred to in Section 6.4 shall not be cancelled or materially altered except upon at least 30 days prior written notice to the other party. Upon execution hereof and at each insurance renewal, each party shall deliver to the other party a certificate or certificates of insurance evidencing such coverage(s).
- 6.6 To the extent workers' compensation coverage is required, each party shall be responsible for ensuring coverage of the Students during that part of the Program under its supervision and direction.
- 6.7 To the extent any CBE owned, leased or licensed property, equipment or materials are delivered by CBE to the Institute for the purpose of Program delivery, then such property, equipment or materials shall be insured by the Institute upon terms acceptable to CBE, acting reasonably, and shall be redelivered to CBE by the Institute at CBE facilities upon termination of the Program in the same condition as upon delivery by CBE, reasonable wear and tear excepted.
7. Privacy and Confidentiality
- 7.1 In carrying out their respective obligations under this Agreement, the parties shall comply and cause their respective employees and personnel to comply with applicable privacy laws, including without limitation, the *Freedom of Information and Protection of Privacy Act* (Alberta), as amended ("FOIP").
- 7.2 Each party that receives Confidential Information concerning the other party (the "disclosing party") pursuant to this Agreement shall:
- (a) use the disclosing party's Confidential Information exclusively for the purpose of carrying out its obligations herein and shall not disclose such Confidential Information to any third party except as required by compulsion of law or court order or except on a confidential basis to its personnel who have a "need to know" such information and it shall be responsible for any breach of this Section 7.2 by such personnel: and
 - (b) not use the other party's name, logos, or any trade-marks for any marketing or promotional purposes, public announcements or disclosure in respect of the Agreement, except upon the other party's prior written consent.
- 7.3 The receiving party shall not use or disclose "personal information", as that term is defined by applicable privacy laws, pursuant hereto of the Students or of any personnel of the other party except in compliance with applicable privacy laws that impose the highest standards of protection regarding "personal information", including FOIP, the *Personal Information Protection Act* (Alberta) and *Personal Information Protection and Electronic Documents Act* (Canada) and shall ensure that any such "personal information" in its possession or control is not accessed, stored or processed outside Canada.
- 7.4 The receiving party acknowledges that Confidential Information of the disclosing party shall be returned to the disclosing party by the receiving party upon the termination or expiry of this Agreement or upon written request of the disclosing party.

8. General Provisions

8.1 All notices herein shall be in writing and shall be considered to have been received by the addressee on the date of delivery if delivered by courier or on the date of transmission if sent by facsimile or electronic transmission (unless such delivery or transmission occurs on a non-business day of or after business hours of the addressee, in which event it shall be deemed to be received on the next following business day of the addressee) or, if sent by mail, to have been received three (3) business days (in the jurisdiction of the addressee) following the date of mailing, when addressed to the following addresses, or such addresses as any one party may designate and notify the other party in writing, from time to time:

(a) if to the CBE:

Education Centre
1221 – 8 Street S.W.
Calgary, AB, Canada
T2K 0L4

Attention: Chris Meaden
Fax: (403) 817-7516
Email: cmeaden@cbe.ab.ca

(b) if to the Institute:

Olds College
4500 50 Street
Olds
Calgary, AB, Canada
T4H 1R6

Attention: Jackie Taylor
Email: jtaylor@oldscollege.ca

8.2 This Agreement is not assignable by either party.

8.3 This Agreement shall be binding upon and enure to the benefit of each of the parties and their respective successors.

8.4 No party shall be deemed to have waived the exercise of any right that it holds under this Agreement unless such waiver is provided in writing.

8.5 This Agreement shall be governed by and interpreted in accordance with the laws of the Province of Alberta and the laws of Canada applicable therein, excluding any conflict of laws rules that may apply therein. The parties attorn to the jurisdiction of the courts of the Province of Alberta.

8.6 This Agreement together with the site license referred to in Section 4.3 (if applicable), constitutes the sole and entire agreement of the parties concerning its subject matter and supersedes all prior agreements, understandings, proposals and responses, negotiations or representations and warranties, whether oral or written, with respect thereto. Any amendments hereto shall be in writing duly executed by the parties.

8.7 The parties may execute this Agreement in separate counterparts by facsimile or electronic mail (pdf), each of which when so executed and delivered shall be deemed to be an original and all such counterparts taken together shall constitute one and the same instrument.

IN WITNESS WHEREOF the parties have executed this Agreement as of the date first above written.

THE CALGARY BOARD OF EDUCATION

By: M. J. Ewert
Title: Superintendent

OLDS COLLEGE

By: [Signature]
Title: Jason Dawling, VP Academic & Research

**Schedule A
Details of Dual Credit Program Courses**

A) Details of CBE Courses:

School: CBE Corporate & Olds College	Teacher in Charge: Lisa Betterton
Date 01/09/2017 to 30/06/2019	
Olds College Course	LDC Course
Semester 1 AHT1050: Introduction to the Veterinary Profession (3 credits)	Semester 1 Introduction to the Veterinary Profession 25 (5 Credits)
Semester 2 VTA6020: Principles of Veterinary Clinical Procedures (3 credits) VTA6040: Patient Preparation and Husbandry (3 credits)	Semester 2 Principles of Veterinary Clinical Procedures 25 (5 credits) Veterinary Patient Preparation and Husbandry 25 (5 credits)
Semester 3 VTA6010: Small Animal Restraint and Handling (3 Credits) <i>With Scheduled Off-Campus Field Trips</i>	Semester 3 Small Animal Restraint and Handling 35 (5 credits)
Semester 4 VTA6030: Veterinary Equipment & Instrumentation(3 Credits) <i>With Scheduled Off-Campus Field Trips</i>	Semester 4 Veterinary Equipment and Instrumentation 35 (5 credits)

B) Details of Institute Courses:

Semester 1 – classes are 1 day per week on Tuesday from 3:30pm to 6:30pm at Olds College Bow Valley Campus

Semester 2 – classes are 2 days per week on Tuesday and Thursday from 3:30pm to 6:30pm at Olds College Bow Valley Campus

Semester 3 – classes are 2 days per week on Tuesday and Thursday from 3:30pm to 6:30pm at Olds College Bow Valley Campus with off-campus practical requirement


Semester 4 – classes are 2 days per week on Tuesday and Thursday from 3:30pm to 6:30pm at Olds College Bow Valley Campus with off-campus practical requirement

Graduation Requirements

- Completion of 15 credits
- Completion of all required courses and credits as per Program of Study
- Cumulative program G.P.A. of 2.00 or better

Schedule B

Off-campus Education Acknowledgement of Risk

 Calgary Board of Education	Consent of Parent, Guardian or Independent Student and "Acknowledgement of Risk"
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PLEASE READ CAREFULLY

I, _____, the parent or legal guardian of _____ (name of student) ("my child"), agree to the participation of my child OR I, _____ (name of student), an "Independent Student" under the *School Act* (Alberta), agree to my participation in the _____ program (the "Program") organized by The Calgary Board of Education ("CBE") with _____ (the "Program Provider").

In consideration of the CBE accepting my child as a participant in the Program or accepting me (as an Independent Student) as participant in the Program, I agree and acknowledge as follows:

1. The CBE reserves the right to cancel the Program in whole or part, including prior to the scheduled date of commencement, based upon the security, health and safety conditions in the location(s) of or in the vicinity of the location(s) of the Program.
2. A) I agree, for myself and on behalf of my child, to release the CBE, its Trustees, Superintendents, employees, volunteers, contractors and consultants and the Program Provider and its respective directors, officers, employees and agents (collectively, the "Releasees") from any claims, losses, damages, liabilities and costs ("Losses") that I or my child, as the case may be, may incur arising from or in connection with the Program, except to the extent any such losses, damages, liabilities and costs arise directly from the negligence or wilful acts or omissions of any of the Releasees. I acknowledge that none of the Releasees shall be responsible for any consequential, incidental, special or punitive losses, damages or costs incurred by me or my child arising in respect of the Program.

B) Without limiting the generality of Section 2(A) above, I, for myself and on behalf of my child, or I, an Independent Student, release the Releasees from any delays, acts or omissions of any of the Releasees in respect of the Program arising from events beyond his, her, its or their reasonable control, which includes but is not limited to **ACTS OF GOD, WAR, STRIKES OR GOVERNMENT RESTRICTIONS, TERRORIST ACTIVITIES, STRIKES OR WORK STOPPAGES, OR THE ACTS OR OMISSIONS OF ANY OTHER ORGANIZATION OR INDIVIDUAL, OVER WHOM THE RELEASEES HAVE NO DIRECT CONTROL.**

C) I agree, for myself and on behalf of my child (or I, an Independent Student, agree) to pay or reimburse the Releasees for any claims, losses, damages and costs arising from any acts or omissions of my child (or of me, as an Independent Student) in connection with the Program resulting or arising from failure to comply with any directions or instructions given by any of the applicable Releasees.
3. I, on behalf of myself and my child (or I, as an Independent Student) release the Releasees and each of them from any losses, liabilities, damage and costs that I and/or my child may incur arising from and during the course of transportation to and from the location(s) of the Program, including in the course of embarking or disembarking from the mode of transportation. I confirm and acknowledge that any injury, damage or loss incurred during the course of transportation to and from the location(s) of the Program will not be compensated by the Releasees.
4. I acknowledge that the CBE shall use reasonable commercial efforts to ensure that in respect of the Program:
 - a) all personnel of the Program Provider and of the CBE supervising the activities involved in the Program are trained and skilled to provide such supervision;
 - b) the location(s) of and facilities used during the Program meet safety and health standards in compliance with applicable laws; and
 - c) the Program participants will be asked to participate in activities that are age and skills appropriate.
5. I freely and voluntarily acknowledge and assume on my behalf and on behalf of the Student (or, as an Independent Student, I assume) all of the risks and hazards, known and unknown, inherent in the nature of the Program and I understand and acknowledge that a Student may suffer personal and potentially serious injury, loss or illness due to unforeseeable or unexpected events.
6. I am satisfied that I have been provided with information about the Program, including the nature and extent of certain risks and hazards associated with the Program and that such information concerning risks and hazards is NOT exhaustive. I am not relying solely upon such information provided by the CBE and reserve the right to obtain additional information upon such basis as I determine.

7. I freely and voluntarily acknowledge and assume on my behalf and on behalf of my child (or I, as an Independent Student, acknowledge and assume) all of the risks and hazards, known and unknown, inherent in the nature of the Program and I understand and acknowledge that any participant in the Program may suffer personal and potentially injury, loss or illness due to an unforeseeable or unexpected event as a result of any such hazard, known and unknown.
8. My child has been informed by me that he/she shall comply (or I, as an Independent Student, confirm that I shall comply) with the CBE's policies and regulations and any applicable CBE or school Code of Conduct, and with any rules of the Program Provider in respect of the Program made known to me and/or my child, as well as with the directions and instructions of the CBE's employees, consultants, volunteers or Program Provider personnel concerning the Program. Participation in the CBE and/or Program Provider preparatory sessions and meetings (if any) prior to the activities is mandatory. I acknowledge that failure to do so may result in the exclusion of my child (or of me as an Independent Student) from the Program by the CBE.
9. If my child (or I, as an Independent Student) becomes ill or incapacitated, I acknowledge and agree that the CBE, its employees, consultants and volunteers and also in the case of medical emergency, the Program Provider personnel, may take any actions they deem necessary, including securing professional medical treatment. I also acknowledge that the CBE and/or Program Provider personnel shall make reasonable efforts to contact the parent or guardian of a Student (who is not an Independent Student) in any medical emergency situation.
10. I have completed the medical information form (attached). I warrant that the medical information I have provided is complete and up to date. I consent to CBE sharing the medical information with the Program Provider and its applicable personnel. I have disclosed any known medical information concerning my child (or concerning me as an Independent Student) that may affect participation in the Program. I also acknowledge and agree that CBE or the Program Provider may refuse to accept my child for or may remove my child (or me as an Independent Student) from participation in the Program as a result of any medical condition as CBE or the Program Provider shall determine, at its sole discretion.
11. I understand that I am solely responsible for any illegal activities of my child (or, as an Independent Student, my illegal activities) during the Program (such as theft, vandalism or using or trafficking in any illegal substances or non-prescription drugs).
12. I confirm that this form shall be binding upon me as an Independent Student or upon me and the other parent or legal guardian of my child and upon my child and if the other parent or guardian of my child shall commence any action or claim against any of the CBE Group in respect of the matters herein notwithstanding the provisions hereof, I indemnify the CBE Group from any losses, damages, liabilities and costs incurred by the CBE Group or any of them in that regard.
13. I am at least 18 years of age and confirm that I have had the opportunity to seek independent legal advice prior to signing this form.
14. I confirm that this form and my acknowledgements and agreements are governed by the laws of Alberta.

Signed at Calgary, Alberta this _____, 201_____

Signature Parent/Legal Guardian/Independent Student

Print Name

Address and Telephone Number

**Attachment I
IMPORTANT - Medical Information**

Please be aware that any information contained on this Medical Information form will be passed on to the employer/service provider. We suggest you include information that is relevant to the safety and well-being of the student while working or participating in educational programs. If there is no pertinent medical information to be shared, please indicate not applicable, and sign and return to the Off-campus Coordinator.

Health Information: (A photocopy of this completed form may be provided by CBE to the CBE to address health and medical needs including emergencies, and CBE may also share this information with the Program Provider others as deemed necessary.) Can be typed or handwritten

- MUST BE COMPLETED BY A PARENT, GUARDIAN OR INDEPENDENT STUDENT

Activity:	Date(s)
Student Name: _____	Alberta Health Care # (optional unless travelling outside of Alberta) #:
Date of Birth (Yr/MD): _____	

Drug Allergies?	<input type="checkbox"/> No <input type="checkbox"/> Yes	Specifics/Severity:
Food Allergies?	<input type="checkbox"/> No <input type="checkbox"/> Yes	Specifics/Severity:
Insect Allergies?	<input type="checkbox"/> No <input type="checkbox"/> Yes	Specifics/Severity: _
Other Allergies?	<input type="checkbox"/> No <input type="checkbox"/> Yes	Specifics/Severity: _

Is the student under any form of treatment for an illness, condition or injury? (including Asthma)	<input type="checkbox"/> Yes <input type="checkbox"/> No	If "yes", please elaborate. Include activities to be restricted or modified.		
Please fill out the medication names and details for administering them: (if more space is required please attach additional information)				
NAME OF MEDICATION	REASON (OPTIONAL)	DOSAGE	HOW OFTEN?	TIME OF DAY
Medication storage Requirements:				

As a result of the above, are there any known side effects to above medication(s)? If "yes", please describe:

Does the student have any psychological or emotional problems? If "yes", please describe:

Are there any recent injuries to be concerned about? If "yes", please describe:

Medical Treatment Restrictions (if any) e.g. blood transfusions:

Dietary Restrictions (if any): _____

Additional Instructions/Information: _____

Emergency Contact: 1) _____ Phone: _____ (H) _____ (W) _____ (C)

Emergency Contact: 2) _____ Phone: _____ (H) _____ (W) _____ (C)

In compliance with The Calgary Board of Education ("CBE") Administration Regulation 6002, as amended from time to time ("AR 6002") (available for view on the CBE website), parents/legal guardians/Independent Students are responsible for providing medical supports and medication prescribed for the student by a physician or medical professional to ensure the student has the supports and medication required while at school or during off-site activities. The CBE, its teachers and staff will not administer the medication or supports but shall during school activities (subject to AR 6002), store the medication and supports and supervise the child in self-medicating. The parent/legal guardian/Independent Student are responsible for notifying the CBE of the nature of the medication and supports, the timing of self-medication and any procedures that apply to same.

I understand that given the nature of the Program in respect of which this form is being provided, in which the student will not be accompanied or supervised by CBE teachers/staff during off-site activities involved in the Program, CBE and its teachers/staff will not store the student's medication or supports off-site or supervise the self-medication by the student during any such activities. By signing this form, I confirm that I have waived any requirement of teacher/staff supervision of self-medication by the student and of storing medication or supports during off-site activities, and confirm that I do not wish the CBE, its teachers/staff to provide the same. I further acknowledge that the Program Provider and its staff are not representatives or agents of the CBE and are not authorized by the CBE to store the student's medication or supports or to supervise the self-medication by the student on behalf of the CBE.

Please note that:

1. the provisions contained in this form are subject to AR 6002 and applicable laws; and
2. the provisions contained in this form further are subject to the applicable school's Emergency Response Protocol and any particular Student Health Plan completed by the CBE with the parent/legal guardian/Independent Student.

Subject to the foregoing, I agree that the medications (prescription/ non-prescription) listed on the first page of this form are the student's responsibility and will not be shared or given to others and the student is responsible for how the medication is stored and when it is taken. I, the parent, legal guardian or Independent Student, accept responsibility in all cases for any medication that is lost, stolen or damaged and confirm that the CBE has been informed about the nature of the medication(s), known side effects and consequences of missed doses or extra doses and any other pertinent medical information by me.

To the best of my knowledge, the medical information contained in this form is accurate and up to date and I shall inform CBE immediately of any changes to such information. I understand the risks involved in the taking of such medications by the student during or prior to the Program activities in which the student shall be a participant. I further hereby agree that if my child (or I, as an Independent Student) becomes ill or incapacitated, I acknowledge and agree that the CBE, its employees, consultants and volunteers, and also in the case of medical emergency, the Program Provider personnel, may take any action they deem necessary for the safety, health and well-being of my child (or me as an Independent Student), including securing professional medical treatment and I release CBE, its employees, consultants and volunteers and the Program Provider and its personnel from any Losses arising as a result thereof. I acknowledge that the CBE has recommended that I obtain medical insurance to cover such expenses. I also acknowledge that the CBE and/or Program Provider personnel shall make reasonable efforts to contact me in any medical emergency situation.

I further acknowledge that the CBE does not make a medical assessment of the suitability of the student for participation in the Program based on the information provided in this form, and that if the student has or develops any medical conditions that may affect the student's participation in the Program, I will advise the CBE immediately.

Parent/Guardian/Independent Student

Print Name

Date

**report to
Board of Trustees**

Chief Superintendent's Update

Date	October 31, 2017
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-7: 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-7: Communication With and Support for the Board requires that "the Board is supported in its work and is fully and adequately informed about matters relating to Board work and significant organizational concern." With other reports submitted to the Board of Trustees, this update meets the requirement of OE-7 for the provision of information in a timely, simple and concise form.

Personalize Learning

Classroom Improvement Fund (CIF)

The Classroom Improvement Fund (CIF) grant program was established on the date of ratification of the central table Memorandum of Agreement (May 2017). The intent of the CIF grant is to improve the student experience in the classroom. The total CIF allocation for CBE is \$13,022,000.00. The jurisdiction committee is comprised of 3 representatives from the ATA Local 38 and 3 representatives from CBE administration. The ATA Local 38 and CBE joint proposal was submitted and approved by Alberta Education. The joint proposal emphasized the funding parameters outlined in the grant. These included:

- Hiring of additional teachers
- Hiring of additional non-teaching staff
- Cost of new or augmented professional development initiatives to address student specific needs
- Material or equipment for the classroom

The local committee agreed that decisions at the school level will have the most impact when the allocation supports the strategies of the 3 Year Education Plan and the School Development Plan. This included:

- Literacy
- Mathematics
- Aboriginal Education
- High School Success
- Mental Health
- ELL
- Inclusive Practice

Most of the CIF funds in the CBE were allocated to schools in early October. Principals worked with their staff to determine how an allocation would best support the students through school development goals. Currently individual teachers or groups of teachers have submitted proposals for the remaining funds of just over \$1.5 million. The intent of these funds is to improve the student experience in classrooms. The proposals request the hiring of additional teachers, support staff, opportunities for professional development or purchasing resources or equipment for the classroom.

Build Professional Capital

Teacher Induction

Teacher Induction is a system wide K-12 strategy aligned with the strategies and actions of the Three-Year Education Plan to support novice teachers. Leadership and Learning is very excited about leading this important work this year.

Stakeholder engagement sessions were held between October 2016 and February 2017 to determine the structure, program of studies and system priorities for the strategy.

The Teacher Induction Learning Series involves 450 novice teachers (teachers with 1-3 years teaching experience on a probationary or continuous contract). Each school was invited to send teachers who will participate in *four full-day and two half-day sessions*. 203 schools have eligible staff members involved in the Teacher Induction Learning Series.

The Teacher Induction sessions are co-designed and delivered by CBE staff and the University of Calgary (Galileo Educational Network). The sessions align with the Learning Leader Series to support all staff in working together to achieve Three-Year Education Plan and School Development Plan goals.

The Learning Intentions for the Teacher Induction Learning Series are as follows:

- Build adaptive expertise of new teachers and cultivate a disposition of ongoing learning and commitment to vigilance in using evidence to determine the impact of their teaching on students' engagement, learning progress and well-being.
- Further develop system coherence in relation to task design and assessment.
- Cultivate professional learning networks and develop practices for making teaching and learning visible and accessible across a variety of CBE contexts.
- Build capacity for enacting effective teaching practices in alignment with CBE priorities and the new Alberta Standard for Teachers.
- Cultivate research-informed and evidence-based practices towards effective teaching and improved student outcomes and achievement.
- Build capacity for enacting effective teaching practices and develop responsive pedagogy as researched in the (Friesen, 2009) Teaching Effectiveness: A Framework Rubric.

Content and illustrative examples for each session are selected based on teacher need and in relation to the Teaching Quality Standard, The Teaching Effectiveness Framework, and the CBE Literacy, Mathematics, Indigenous Education and High School Success strategies.

Learning Leader Series

The Learning Leader series is a system wide K-12 strategy aligned with the strategies and actions of the Three-Year Education Plan to advance mid-level leadership through a focus on task design and assessment. Results of a research study conducted by Dr. Barb Brown of the University of Calgary, which explored how this professional learning experience impacted the instructional leadership of middle level leaders, demonstrated that this series has proven highly effective in strengthening leadership capacity, system coherence, and instructional practice in CBE schools. This year the research will continue to explore impact on student learning.

Now in its fourth year, the Learning Leader Series involves approximately 800 learning leader and lead teachers who represent all CBE schools. The sessions align with the Teacher Induction Series and System Leadership meetings for Principals and Assistant Principals.

The learning intentions for the Learning Leader Series K-9 are as follows:

- Build their capacity to be instructional leaders who support quality teaching and optimum learning for all students at their school (Leadership Quality Standard).
- Strengthen their ability to lead a learning community by collaboratively nurturing and sustaining a school culture that supports evidence-informed teaching and learning (Leadership Quality Standard).
- Deepen their understanding of how to foster effective relationships through the work (Elmore, 2004) with colleagues; building relationships of trust, respect and challenge (Timperley, 2011).
- Strengthen their ability to mentor colleagues in designing tasks to engage students in worthwhile work that is authentic to the discipline and connects students to the world beyond the school (Friesen, 2009).
- Strengthen their capacity to mentor colleagues in strong formative assessment practices, by engaging them in ongoing evidence cycles to help determine next steps in teaching and learning (William, 2015).

One assistant principal from each high school also attends the learning series for High Schools. The learning intentions mirror those listed above with two additions:

- Work collaboratively to strengthen their capacity to operate as a leadership team to improve teaching and learning in their schools.
- Continue to strengthen professional learning networks within schools and across the system to further the goals of CBE's high school success strategy.

Engage Our Stakeholders

Doors Open YYC

Doors Open is an annual free family friendly event that allows Calgarians access to buildings that are normally not open to the general public. This year's event was held on Saturday, September 23 and Connaught School was proud to open their doors and share their heritage building, as well as their school pride and spirit.

Activities and displays included a large banner in many languages welcoming visitors, guided tours of the school led by students, select classrooms open for viewing and one classroom set up as a historical re-enactment with students and the teacher dressed in period attire. In the gymnasium students and visitors participated in teacher led activities, while a self-guided "Secrets of Connaught" scavenger hunt was also available to visitors. Tours and information were provided about the new outdoor natural space and student art was showcased. Visitors

could leave comments on the “Sharing Wall” and were offered a student-created bookmark to remind them of their visit.

This event was made possible thanks to the volunteer effort of 23 former and current students, 11 parents and 9 school staff. A total of 127 visitors benefitted from this Doors Open event, with many of these visitors being former students, past teachers, parents (some accompanied by young children who are prospective future students), local neighbours, and citizens interested in heritage buildings and current CBE employees.

IAP2 Award

The Calgary Board of Education’s 2016 transportation engagement initiative was recognized by the International Association of Public Participation (IAP2) Canada at the IAP2 North American Conference in Denver, Colorado on Sept. 7, 2017.

The 2016 transportation engagement was a collaborative problem solving process involving all CBE stakeholders to find ways to establish financial sustainability for transportation services. Input was gathered from stakeholders through 20 in-person sessions, two online surveys and several meetings with Transportation Engagement Advisory Committee members.

The initiative received an Honourable Mention for Extending the Practice through Creativity, Collaboration and Innovation in the Field as part of the IAP2 Canada Core Values Awards. The Core Values Awards are presented each year to projects that best exemplify IAP2’s guiding principles.

Dialogue Training

With the launch of the Dialogue Toolkit in September, Communications and Community Engagement is now offering Dialogue training to CBE employees throughout the organization. The toolkit and training will help ensure that employees have the tools and resources they need to effectively lead community engagement initiatives.

Steward Our Resources

Transportation

We are now solidly into the 2017-18 school year, a year that saw the introduction of important changes to transportation that sought to balance the maintenance of program accessibility for students with the need to ensure the financial sustainability of this service. In October of every school year the CBE makes adjustments based on new registrations, GPS data, driver feedback, bus stop change requests and ridership counts. This year, this work was also informed by Alberta Education’s “Initial Report: Calgary Board of Education Operational Review – September 2017”.

Many adjustments have been undertaken. Where possible, the extent of these adjustments has been minimized to avoid disrupting decisions and arrangements made by families based upon expected service levels communicated in the spring of 2017. All change requests are considered and changes are made immediately if the bus stop location is deemed to pose a safety concern based on safety reviews completed by our carriers in conjunction with bus driver feedback. Other changes are accommodated if they do not add additional costs or impact the timing of the bus route. By approaching transportation from a global perspective, the CBE Transportation team is able to be flexible and develop unique solutions that honour transportation guidelines for situations where individual and groups of students may require changes to transportation to get them to and from school safely each day.

A summary of the transportation services offered to students and adjustments made during the course of the months of September and October follows:

- over 22,000 students have registered for yellow school busing – nearly 20 per cent of all CBE students;
- the CBE operates over 780 yellow school bus routes;
- 93% of riders are travelling less than 1.6 km to a bus stop;
- the average distance to a yellow school bus stop from a student's home is 685 metres;
- the average ride time for a student is about 18 minutes;
- approximately 50 stop change requests submitted by the public have been honoured;
- 18 congregated bus stops were moved based on requests from the public and where the CBE congregated stop criteria could be met;
- 15 congregated bus stops were added based on requests from the public and where the CBE congregated stop criteria could be met ;
- over 100 routes have been adjusted based on new registration information;
- 7 buses have been added to reduce overcrowding;
- yellow busing was reintroduced to 75 students from the community of Mahogany attending Henry Wise Wood after the service levels provided by Calgary Transit did not meet the levels anticipated;
- through our partnership with Calgary Transit (CT), express CT service was added for students living in Sage Hill and attending James Fowler High School; and
- over 1,700 youth passes were distributed in September and October to schools for low-income students to help with the transition to the City of Calgary Fair Entry Program. Our partnership with Calgary Transit helps to ensure that students that require passes are still able to get to school each day.

Some students attending alternative programs in middle and junior high school may be accessing modes of transportation other than yellow school buses. Many of these students ride Calgary Transit to and from school. In these situations where students are attending a program of choice, the ride time and number of transfers may be greater than those students attending a regular, designated school and using Calgary Transit. Students attending their designated, regular program school and living 2.4km or further away from that school are entitled to a transit rebate of up to \$549 if yellow bus service is not provided from their community. Additionally,

approximately 1,300 students attending the five Alternative Program schools that were moved to Calgary Transit this year will be eligible for a rebate of up to \$365/year so they will pay up to \$335, the same as the cost of yellow school bus service. Orientation sessions were hosted by the CBE and Calgary Transit staff for families of these five Alternative Program Schools regarding route planning, fares, how to ride the bus or CTrain and transit safety.

To date call volume has been consistent with previous years with approximately 200 calls per day and 150-200 emails per day during the first two weeks in September. Online transportation registrations are being processed the same day they are received and voicemail messages are returned within the same business day. Stop request changes are being processed within an average of two to three weeks. All parents who pre-registered for yellow school bus service can cancel their transportation pre-registration with no financial penalty before October 31, 2017.

The Transportation Advisory Committee established in 2015-2016 remains as a representative group of stakeholders providing guidance to the CBE. Feedback from this committee continues to inform ongoing decisions made to ensure student access to learning in a financially sustainable model.

Spring and Fall Staffing

Spring staffing processes began early this year as we staffed four new schools which opened in September 2017. In March 45 early postings were filled with a combination of Learning Leaders and Teachers. This year we also included early postings for schools in their second year of operation. This was a successful initiative and will be adopted into future staffing scenarios.

Two Open Round postings were held where 719 teaching positions were posted. After completion of these rounds, 216 positions remained vacant allowing opportunities for probationary and new temporary teachers to fill these openings. Other movement supported 34 Teacher exchanges, 85 job shares and 52 program moves. Through Administrative Staffing there were 157 postings for school based and system level administrators. 76 Principals and Assistant Principals were newly appointed to these roles this year. Staffing has continued into the fall with 13 additional Learning Leader postings. We continue to staff Classroom Improvement Fund related positions and on October 18 we will post for 25 Math Coaches. We anticipate this will generate 25 additional temporary contract positions for teachers.

Support staffing in the spring identified 291 vacant support staff positions and 233 employees were identified for transfer. Between June 1st and September 28th, there were 234 Staff Association (SA) postings on the SA Placement Registration Site for employees requiring placement. The Education Assistant Retention Program continues until October 27. As of October 16, staffing continues to work with 95 SA members who have been identified for transfer and lay-off; 55 of these individuals are Education Assistants. We are making it a priority to attempt to secure these individuals into continuous and term specific vacancies.

Enhancements to SmartFind Express were implemented in June. These enhancements create better matches between available substitute teachers and

open teaching jobs. Allowing staff the self-service function of updating their competencies has allowed Talent Management a more complete picture of the skills and preferences within our system. We continue to monitor the activity of substitute teachers on the roster to ensure our supply of teachers is able to meet the demand required at the school level. We continue to actively recruit teachers to our substitute teaching roster.

Talent management continues to develop recruitment strategies for more specialized teaching assignments and difficult to fill support staff continuous and casual positions. A data driven assessment of the current state of recruitment along with the establishment of priorities is underway with a focus on identified areas of system need.

There has been a high volume of staffing decisions and changes since the spring and our systems and processes are responding well with a focus on continuous improvement. The talent management team is to be commended for their attention and response to the important work of ensuring our schools are staffed appropriately, effectively and efficiently.

Collective Bargaining

On October 10, 2017 The Board of Trustees approved all bargaining mandates including: Alberta Teachers' Association Local, Staff Association Main and Professional Support Staff and Canadian Union of Public Employees. The Parties will set bargaining dates in the near future.



DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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

report to Board of Trustees

Construction Projects Status Report

Date	October 31, 2017
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson Chief Superintendent of Schools
Purpose	Information
Originator	Dany Breton, Superintendent, Facilities and Environmental Services
Governance Policy Reference	Operational Expectations OE-7: Communication With and Support for the Board OE-9: Facilities
Resource Person(s)	Eugene Heeger, Director, Design & Property Development Leah Hartley, Senior Project Manager, Capital Projects

1 | Recommendation

It is recommended:

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

2 | Issue

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



3 | Background

The Calgary Board of Education (CBE) is currently undertaking 7 new school construction and modernization projects. Two new schools opened at the start of the 2017-18 school year and another two are scheduled to open later this school year. One new high school and two high school modernizations are anticipated for the 2018-19 school year.

On March 21, 2017, the Alberta Government announced the approval of three new elementary schools for Cranston, Evergreen and Coventry Hills, as well as a major modernization for Forest Lawn High School.

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

4 | Analysis

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

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

There are five Project Steering Committees setup for the current school projects as follows:

- Griffith Woods K-9 (Bundle 10)
- Joane Cardinal-Schubert HS (Seton HS)
- James Fowler HS Modernization
- Lord Beaverbrook HS Modernization
- Forest Lawn HS Modernization

5 | Conclusion

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

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



DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

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

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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

**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
October 2017**

Building	Opening Date	Notes/Comments	
2. Innovation Centre / Academy (Booth Centre) (Chinook Learning Services) Capacity 675 students	TBD	Land Use Amendment	100%
		Expression of Interest Document	100%
		Concept Design	20%
		Design and Specifications	0%
		City Permits	0%
		Note: Alberta Education has requested that this project be placed on hold.	
8. (b) Nelson Mandela High School (Northeast High School) Gymnasium	Fall-17	City Permits	100%
		Construction Award	100%
		Foundations	90%
		Steel Fabrication and Erection (Manufacture)	10%
		Roofing and Membranes	0%
		Building Envelope (Precast Panels)	10%
		Interior Finishes	0%
		Note: Construction has commenced.	
20. Rideau Park School (Flood mitigation)	Nov-17	Design and Specifications	100%
		City Permits	100%
		Construction Award	100%
		Phase 1	95%
		Phase 2 (Fire Damage)	30%
		Note: Flood mitigation work and fire repairs are expected to be completed by end November 2017. Landscaping deficiencies may need to be attended to in the spring of 2018.	
26. Joane Cardinal-Schubert High School (Southeast High School) Grades 10 -12 Capacity 1800 students	Fall-18	Design and Specifications	100%
		City Permits	100%
		Construction Award	100%
		Foundations	100%
		Steel Fabrication and Erection	100%
		Roofing and Membranes	75%
		Building Envelope	30%
		Interior Finishes	0%
Note: Work is proceeding without incident.			

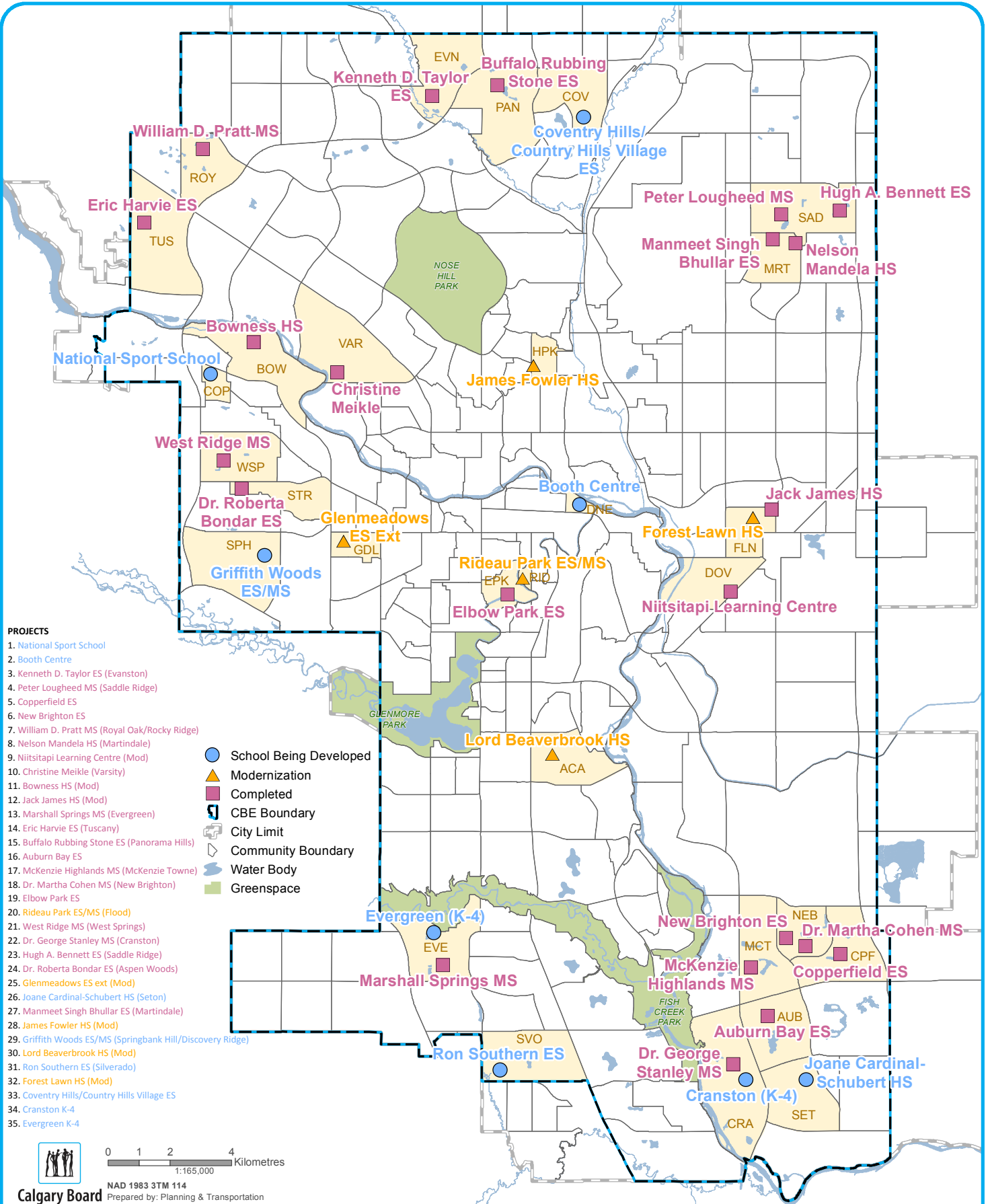
**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
October 2017**

Building	Opening Date	Notes/Comments	
28. James Fowler High School Modernization	Fall-18	Design and Specifications	100%
		City Permits	100%
		Construction Award	100%
		Tender to subtrades	100%
		Award to subtrades	100%
		Construction Progress	45%
		Note: Phased construction proceeding as planned.	
29. Griffith Woods School (Springbank Hill/ Discovery Ridge School) Grades K-9 Capacity 900 students	Winter-18	Design and Specifications	100%
		City Permits	100%
		Construction Award	100%
		Foundations	100%
		Steel Fabrication and Erection	100%
		Roofing and Membranes	100%
		Building Envelope	80%
		Interior Finishes	40%
Note: The construction challenges experienced during the summer of 2017 have been resolved. Project is now making progress, however the previously forecasted January 2018 opening date remains compromised.			
30. Lord Beaverbrook High School Modernization	Fall-18	Design and Specifications	100%
		City Permits	100%
		Construction Award	100%
		Tender to subtrades	100%
		Award to subtrades	100%
		Construction Progress	50%
		Note: Phased construction proceeding as planned.	
31. Ron Southern School (Silverado School) Grades K-4 Capacity 600 students	Nov-17	Design and Specifications	100%
		City Permits	100%
		Construction Award	100%
		Foundations	100%
		Steel Fabrication and Erection	100%
		Roofing and Membranes	100%
		Building Envelope	95%
		Interior Finishes	50%
		Note: School opening set for November 20, 2017. Construction risks remain.	

**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
October 2017**

Building	Opening Date	Notes/Comments	
32. Forest Lawn High School Modernization	Fall-19	Phases being identified.	
		Note: Project Managed by CBE. Consultants have been appointed and Steering Committee Meetings have commenced.	
33. Coventry Hills/Country Hills Village School K-4	TBC	Note: Project Managed by Alberta Infrastructure. Consultants have been appointed and the design development process has commenced.	
34. Cranston School K-4	TBC	Note: Project Managed by Alberta Infrastructure. Consultants have been appointed and the design development process has commenced.	
35. Evergreen School K-4	TBC	Note: Managed by Alberta Infrastructure. Consultants have been appointed and the design development process has commenced.	

New, Completed, and Modernized Schools As of October 2017



PROJECTS

1. National Sport School
2. Booth Centre
3. Kenneth D. Taylor ES (Evanston)
4. Peter Lougheed MS (Saddle Ridge)
5. Copperfield ES
6. New Brighton ES
7. William D. Pratt MS (Royal Oak/Rocky Ridge)
8. Nelson Mandela HS (Martindale)
9. Niitsitapi Learning Centre (Mod)
10. Christine Meikle (Varsity)
11. Bowness HS (Mod)
12. Jack James HS (Mod)
13. Marshall Springs MS (Evergreen)
14. Eric Harvie ES (Tuscany)
15. Buffalo Rubbing Stone ES (Panorama Hills)
16. Auburn Bay ES
17. McKenzie Highlands MS (McKenzie Towne)
18. Dr. Martha Cohen MS (New Brighton)
19. Elbow Park ES
20. Rideau Park ES/MS (Flood)
21. West Ridge MS (West Springs)
22. Dr. George Stanley MS (Cranston)
23. Hugh A. Bennett ES (Saddle Ridge)
24. Dr. Roberta Bondar ES (Aspen Woods)
25. Glenmeadows ES ext (Mod)
26. Joane Cardinal-Schubert HS (Seton)
27. Manmeet Singh Bhullar ES (Martindale)
28. James Fowler HS (Mod)
29. Griffith Woods ES/MS (Springbank Hill/Discovery Ridge)
30. Lord Beaverbrook HS (Mod)
31. Ron Southern ES (Silverado)
32. Forest Lawn HS (Mod)
33. Coventry Hills/Country Hills Village ES
34. Cranston K-4
35. Evergreen K-4

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



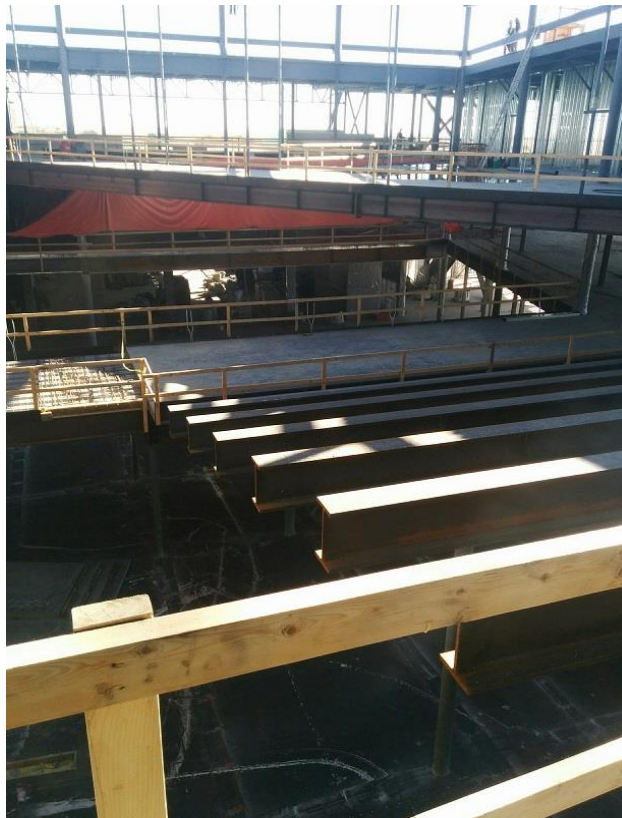
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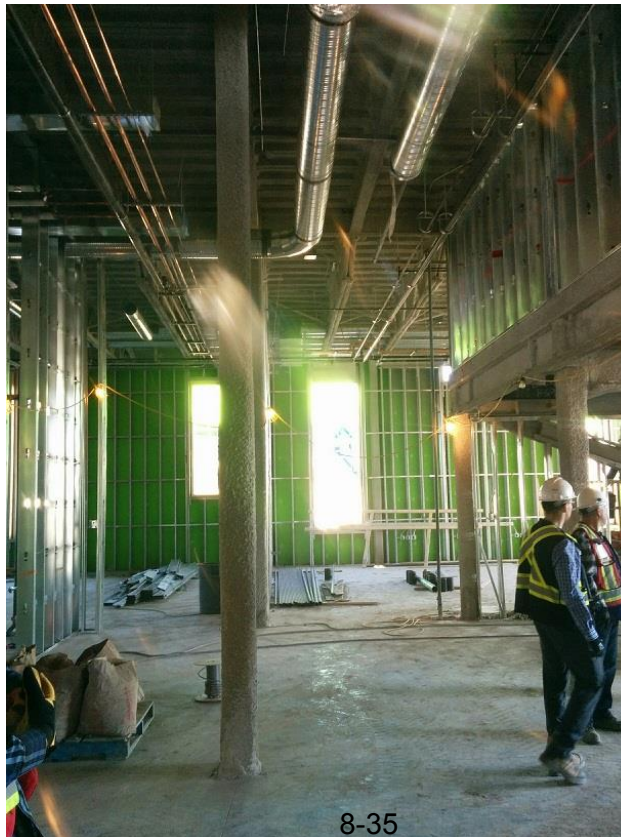
**Calgary Board
of Education**

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Prepared by: Planning & Transportation
Map: New and Modernized Schools - Aug 31 17.mxd
Date: September 01, 2017

Seton School

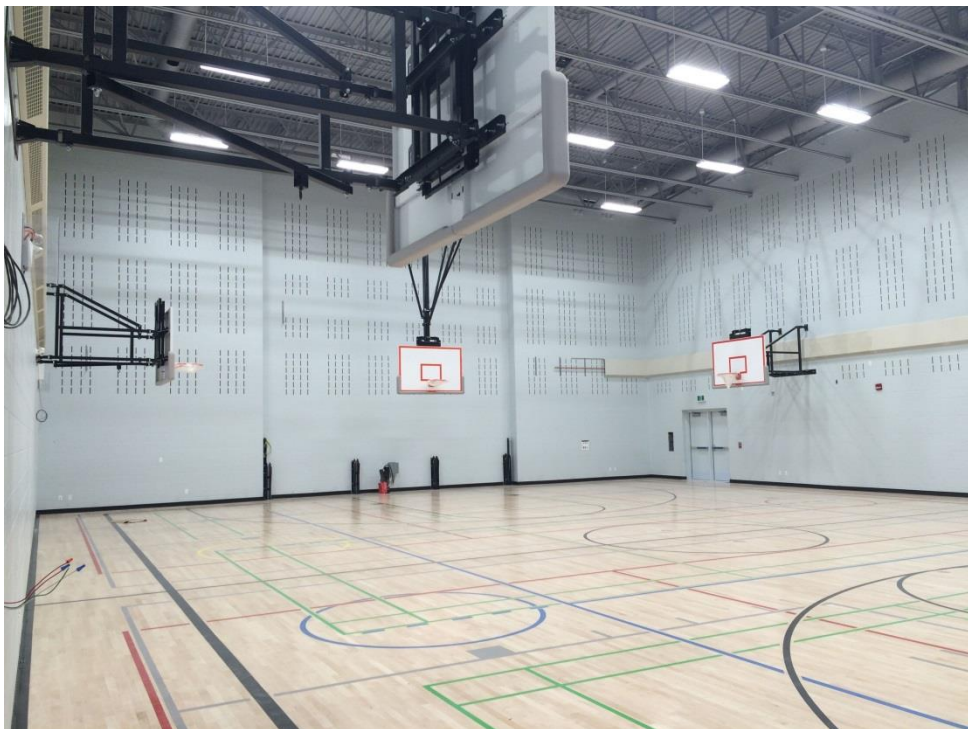
Attachment III







Ron Southern



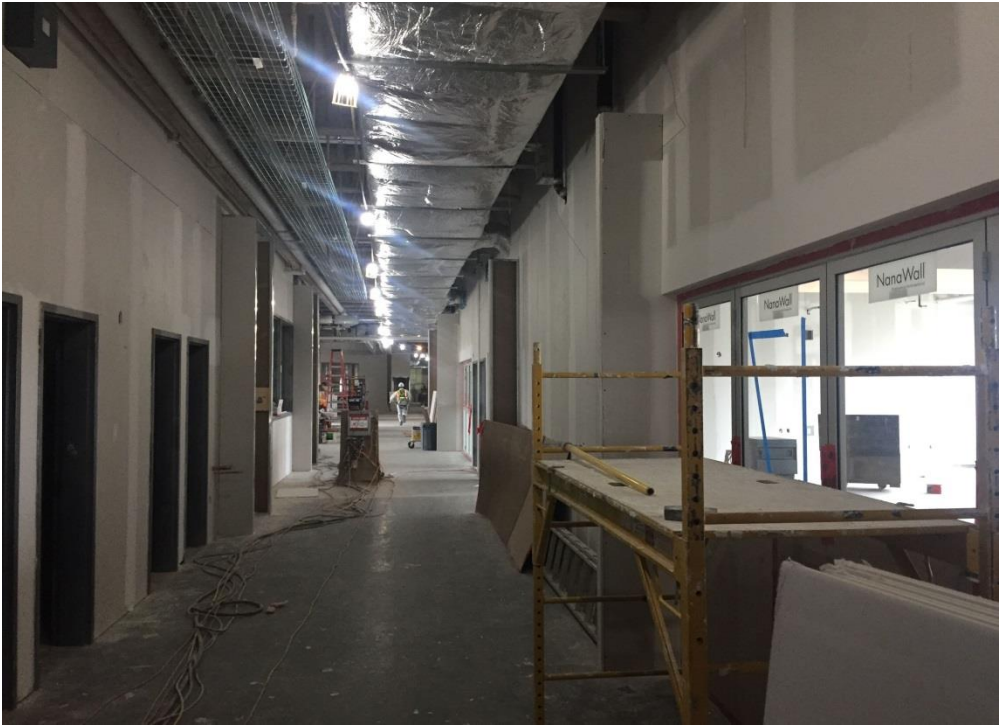
Ron Southern



Ron Southern



Griffith Woods (Springbank Hill)



Griffith Woods (Springbank Hill)



Griffith Woods (Springbank Hill)

