



Budget Assumptions Report Speaking Notes

The following notes were used by Chief Superintendent of Schools David Stevenson to introduce the [Budget Assumptions Report](#) to the Board of Trustees on May 17, 2016.

Chair Bowen-Eyre and Trustees,

Our Three-Year Education Plan draws a clear connection between our ultimate goal of student success, our learning strategies, and the strategies through which we effectively manage our resources.

The Budget Assumptions Report draws those same connections.

Our first assumptions are the context of values, mission and educational purpose that define the Calgary Board of Education.

Our second sets of thoughts are then the priorities we have for growth, for improvement and for the creation of new experiences and ways of learning for our students.

Third is understanding the financial context which provides the resources for our work on behalf of student learning.

Superintendent Grundy will lead us through information about revenues and expenses, opportunities, risks and commitments. We turn to this information for its financial implications, but for much more than that.

At the heart of the information in the Budget Assumptions Report are our students, our staff and our community. We are budgeting to create a learning environment and learning experiences that are supportive, stimulating, engaging and successful.

Our budget assumptions and our assumptions about what is possible in our learning work next year are very much entwined.

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Budget Assumptions Report Speaking Notes

The following notes were used by Chief Financial Officer Brad Grundy to present the [Budget Assumptions Report](#) to the Board of Trustees on May 17, 2016.

Chair Bowen-Eyre, Trustees

Presented today for your information is the 2016-17 Budget Assumptions Report or BAR. This report sets out the major planning assumptions that are to be built into the 2016-17 Budget Report.

We will be submitting the Budget Report for your review and approval in mid-June.

Last year at this time we used the word “stability” to summarize that year’s budget assumptions report.

With continued volatility in resource markets and the resultant impacts on the Alberta economy, “stability” remains the operative word as we head into 2016-17.

At a time when the Alberta Government is struggling with major declines in most categories of revenue the CBE is appreciative of the priority that it has placed on public education.

For the CBE, government’s focus on public education means that:

- each and every new student is being funded at rates consistent with the current year;
- new schools, replacement schools, and major modernizations are proceeding; and
- for the most part, we are able to offer school based programs and services at similar levels to those being experienced by our students today.

Given how 2016-17 could have played out, we are grateful for a year than can be defined by the word “stability.”

While we have chosen the word, “stability”, that does not mean the CBE is, or will be, static. As we contemplate 2016-17 we know that the personalization of learning remains our overarching strategy. Key aspects include:

- improving results for our First Nations, Metis and Inuit learners through a new Aboriginal Education strategy that includes, in part, graduations coaches in each of our high schools and the development of an Aboriginal Learning Centre;
- extending and enhancing inclusive practices through the continued building of professional capital;
- advancing our leadership practices through a focused leadership development program and the development of a new teacher on-boarding process;

- developing and implementing a systemic approach regarding literacy and mathematics; and
- refining further the High School Success strategy

On a more operational level, the CBE will be:

- opening 24 new and replacement schools within the next 24 months.
- maintaining and modernizing schools to ensure we continue to have the high quality learning spaces our student require;
- developing and implementing a comprehensive system-wide student information system to support our students, families, and teachers in effectively partnering for learning; and
- implementing a public engagement framework to seek public input and help guide our decisions.

Suffice it to say that while stability is the watchword, the CBE is far from static.

To maximize the opportunity to questions, I will limit myself to three final comments.

First, the reader will no doubt note reference to a \$20 million deficit projection. As the budget report will set out in greater detail, that deficit is driven primarily by external factors largely beyond our control. For example:

- the opening of 16 new schools and the Aboriginal Learning Centre imposes an incremental \$11 million operating pressure;
- the implementation of a carbon tax increases our utility costs, notwithstanding recent energy cost decreases; and
- the rather sudden and dramatic decline in the value of the Canadian dollars.

Second, as of the date of this report, we are still analysing all of the feedback from the transportation engagement and have not made a final decision for 2016-17 service levels and fees. Nor have we finalized the long term transportation strategy. Accordingly, the impact of those decisions on our 2016-17 budget is not yet known. Internally we have taken measure to ensure we can accommodate the outcomes of that process, at least in the short term.

And finally, we have included this year, for the first time, the sum total of all public input and feedback we received on our budget through our on-line budget feedback page and via our in-person sessions. We hope the readers find the information helpful. To the extent possible we have used the feedback in crafting our budget for the coming year.

With that, we are happy to take your questions on the 2016-17 Budget Assumptions Report.