

public agenda

Regular Meeting of the Board of Trustees

May 18, 2021
12:00 p.m.

Microsoft Teams
Calgary, AB

R-1: Mission |

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

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

Time	Topic	Who	Policy Ref	Attachment
12:00 p.m.	1 Call to Order, National Anthem and Welcome			
	2 Consideration/Approval of Agenda		GC-2	
	3 Awards and Recognitions		GC-3	
	4 Results Focus			
	5 Operational Expectations			
	5.1 OE-6: Asset Protection – Annual Monitoring	C. Usih	B/CSR-5; OE-6, 7	Page 5-1
	6 Public Comment [PDF]		GC-3.2	
	Requirements as outlined in Board Meeting Procedures			
	7 Matters Reserved for Board Information		GC-3	
	7.1 Education Plan 2021-2024	C. Usih	OE-1, R-1	Page 7-1
	7.2 Budget Report for the 2021-22 School Year	C. Usih	OE-5, 6, 7	Page 7-20
	8 Matters Reserved for Board Decision	Board	GC-3	
	8.1 Delegation of Authority to the Chief Superintendent Resolution	Board	GC-3, OE-1 B/CSR 1, 2, 4	Page 8-1
	8.2 Minutes of the Regular Meeting held April 27, 2021	Board	GC-2	L'td distrib'n Page 8-6



Time	Topic	Who	Policy Ref	Attachment
	9 Consent Agenda	Board	GC-2.6	L'td distrib'n Page 9-1 Page 9-10
	9.1 Items Provided for Board Decision			
	9.1.1 Meeting Minutes <ul style="list-style-type: none"> Regular Meeting held March 23, 2021 Regular Meeting held April 6, 2021 			
	<i>(THAT the Board approves the minutes of the Regular Meetings held March 23 and April 6, 2021.)</i>			
	9.1.2 Governance Culture and Board/Chief Superintendent Relationship Governance Policies – Board of Trustees' Annual Self-Evaluation <p><i>(THAT the Board approves the Board's self-evaluation report as developed during the evaluation workshop of Feb 24, 2021.)</i></p>			
	9.2 Items Provided for Board Information	OE-8		Page 9-21
	9.2.1 Chief Superintendent's Update			
	10 In-Camera Session			
4:30 p.m.	11 Adjournment			
	Debrief	Trustees	GC-2.3	

Notice |

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

Information is collected under the authority of the Education Act and the Freedom of Information and Protection of Privacy Act section 33(c) for the purpose of informing the public.

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

OE-6: Asset Protection

Monitoring report for the
school year 2019-2020

Report date:
May 18, 2021

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 6: Asset Protection, the Chief Superintendent certifies that the proceeding information is accurate and complete.

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



Signed: _____
Christopher Usih, Chief Superintendent

Date: May 4, 2021

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 6: Asset Protection, the Board of Trustees:

- Finds the evidence to be compliant
- Finds the evidence to be compliant with noted exceptions
- Finds evidence to be not compliant

Summary statement/motion of the Board of Trustees:

Signed: _____
Chair, Board of Trustees

Date: _____

OE-6: Asset Protection

Executive Summary

The Board of Trustees believes that the protection of all organizational assets contributes to student learning.

This Operational Expectation establishes expectations of the Board of Trustees for the Calgary Board of Education regarding the protection of organizational assets.

The Chief Superintendent's reasonable interpretation and indicators for OE 6: Asset Protection were approved on October 10, 2017. The Board of Trustees last monitored the OE 6 on May 12, 2020. This report includes data available from the 2019-2020 school year and contains evidence to support the following findings:

Policy Statement	Indicator	Finding
6.1	6.1.1	Compliant
6.1	6.1.2	Compliant
6.1	6.1.3	Compliant
6.1	6.1.4	Compliant
6.1	6.1.5	Compliant
6.1	6.1.6	Compliant

The Board of Trustees believes that the protection of all organizational assets contributes to student learning.

Board-approved Interpretation |

The success of our students is enhanced when materials, both tangible and intangible, belonging to CBE are safeguarded and not placed at undue risk.



OE-6: Asset Protection

The Chief Superintendent interprets:

- *protection* to mean controls are in place to ensure assets are safeguarded to decrease risk to a medium or low level.
- *organizational assets* to mean all tangible property and equipment and all intangible property (data and operational systems) owned by CBE that are vital to its operation. These include all asset categories recorded on the CBE balance sheet.

The Chief Superintendent shall:

6.1	Properly maintain, adequately protect and appropriately use all organizational assets.	Compliant
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Ensuring that the resources, material goods and other properties and possessions of CBE are safe and guarded from theft and liabilities is critical to the operation and functioning of the organization.

The Chief Superintendent interprets:

- *properly maintain* to mean kept in safe working order.
- *adequately protect* to mean controls are in place to ensure assets are safeguarded to decrease risk to a medium or low level.
- *appropriately use* to mean assets are utilized by CBE staff according to the purpose for which they were acquired.
- *organizational assets* to mean all tangible property and equipment and all intangible property (data and operational systems) owned by CBE that are vital to its operation. These include all asset categories recorded on the CBE balance sheet.

Board-approved Indicators and *Evidence of Compliance* |



OE-6: Asset Protection

1. 95% of the corporate information created, received, maintained, disposed or preserved by the CBE is in accordance with GARP (Generally Accepted Record Keeping Principles).	Compliant
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The organization is compliant with this indicator.

Evidence statement

Prior to this year, responses to this indicator have primarily been guided by the results on an internal audit of Records Management practices. Due to the public health guidance related to the COVID pandemic, the 2020 Records Management audit was cancelled. However, the work and observations of Records Management staff, particularly with records reviewed provides evidence of this report.

During the 2019-2020 school year, Records Management staff received and reviewed more than 1000 boxes of records from schools containing more than 11,000 Official Student Records. As a comparator of sample size, the audit typically would review about 10-12 folders from each of 13 schools selected to participate annually.

Similar reviews of other CBE records as well as the secure disposition of transitory and past retention records further supports the determination that the CBE has maintained the Records Management maturity standards previously reported.

2. 99% of all attempted intrusions into the CBE Information Systems will be successfully blocked.	Compliant
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The organization is compliant with this indicator.

Evidence statement

Internal tracking determined that, of the millions of intrusion attempts during the 2019-2020 year, one phishing-related incident resulted in the compromise of a staff member's account. Although the compromise of a staff account is troubling, this result represents a significant reduction in occurrences when compared to previous years, and the improvement is likely a consequence of the successful implementation of Two-Factor Authentication (2FA). It should be noted that the

OE-6: Asset Protection

latter account compromise occurred before 2FA was rolled out to the staff member's school community in the 2019-2020 school year. As of August 2020, 2FA was deployed to all CBE staff and was integrated for protecting critical CBE systems.

Additionally, during the reporting period, three student accounts were compromised. For operational reasons, student accounts follow different standards and are not covered by Two-Factor Authentication.

3. No more than 5% of CBE schools audited by Alberta Infrastructure will have facility condition index of "marginal".	Compliant
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The organization is compliant with this indicator.

Evidence statement

Of the 201 schools audited by Alberta's infrastructure, only one school had a facility condition index of marginal equal to 0.5%. Those schools that were not audited include new schools, P-3 schools and closed schools.

4. CBE will secure insurance coverage against theft, property losses and liability losses to the organization.	Compliant
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The organization is compliant with this indicator.

Evidence statement

CBE, as a member of USIC (Urban School Insurance Consortium) continues to experience adequate market opportunities for insurance coverage. We maintain appropriate coverage in the areas of property, liability, cyber, crime and auto insurance among other coverage areas.

5. No legal complaints related to violation of intellectual property rights are received.	Compliant
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OE-6: Asset Protection

The organization is compliant with this indicator.

Evidence statement

There were no complaints related to a violation of intellectual property rights received by the CBE legal department during the 2019-2020 school year.

6. No losses are incurred by CBE on deposits and investments.	Compliant
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The organization is compliant with this indicator.

Evidence statement

For the 2019-2020 school year, there were no losses incurred on deposits and investments.

Evidence demonstrates all indicators in subsection 1 are in compliance.

OE-6: Asset Protection

GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

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

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

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

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

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



**report to
Board of Trustees**

Education Plan 2021 - 2024

Date	May 18, 2021
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Decision
Originator	Joanne Pitman, Superintendent, School Improvement Darlene Unruh, Acting Superintendent, School Improvement Brad Grundy, Superintendent, Finance/Technology Services, Chief Financial Officer, Corporate Treasurer Dany Breton, Superintendent, Facilities and Environmental Services Rob Armstrong, Superintendent, Human Resources Kelly Ann Fenny, General Counsel Marla Martin-Esposito, Chief Communications Officer
Governance Policy Reference	Operational Expectations OE-1 Global Operational Expectations Results R-1 Mission
Resource Person(s)	

1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves the Education Plan 2021 - 2024 and authorize its submission to Alberta Education

2 | Issue

The Alberta Education Assurance Framework for the K - 12 education system sets out the expectations and requirements for school boards in regards to providing assurance to stakeholders and the Ministry of Education.

The Minister's requirements, set out in Section K of [Funding Manual for School Authorities 2021/22 School Year](#), ensure that school board and school education plans are aligned with the Ministry of Education's vision, mission, goals, outcomes and specific performance measures for the education system.

Operational Expectations 1 | Global Operational Expectations states "The Board expects practices, activities and decisions that are in keeping with the standards, as defined in law and board policies, for an organization responsible for public education." This report meets the requirement of OE-1 for practices in keeping with legislated requirements.

Results 1 | Mission states "Each student, in keeping with their individual abilities and gifts, will complete high school with a foundation of learning necessary to thrive in life, work and continued learning." The Education Plan outlines how this result will be achieved and is guided by priorities laid out by the Board of Trustees.

3 | Background

The K - 12 education system in Alberta is the responsibility of the Ministry of Education. The Ministry allocates funds to school authorities to allow them to carry out their delegated responsibilities. School authorities are obligated to demonstrate accountability for this funding and for the success of students.

The Alberta Education Assurance Framework is based on the thinking that a:

broader and more balanced approach to accountability will result in enhanced public assurance...In this framework, all education stakeholders accept responsibility for building capacity of the education system — in classrooms, schools, school authorities and in government. Ensuring continuous improvement throughout the system necessitates a collective approach that recognizes diversity within Alberta, relies on evidence to make decisions, and is responsive to the needs of students in their local contexts.

Funding Manual for School Authorities 2021/22 School Year (p.18)

4 | Analysis

The Education Plan in May and Annual Education Results Report (AERR) in November, together form a continuous improvement cycle of analysis, planning, implementing, reviewing and adjustment.

The education plan sets out what needs to be done, including determining priorities, outcomes, measures and strategies [actions] using the most recent results, while the AERR provides the results obtained from

implementing the plan and actions taken to meet responsibilities in the key assurance domains.

Funding Manual for School Authorities 2021/22 School Year (p. 131)

The Education Plan 2021 - 2024 (Attachment I) articulates the priority foci for the next three years based on the Board of Trustee priorities of student achievement, equity and well-being.

5 | Financial Impact

The Education Plan will be implemented within the boundaries of our budget.

CBE's 2021-22 Budget provides the details of the alignment of CBE operations to Alberta Education's funding model. It illustrates how we will strategically allocate our resources to support student success.

6 | Implementation Consequences

By clearly articulating the goals, outcomes, actions and measures based on the Board of Trustee priorities, the Education Plan provides an explicit way forward to ensure that "Each student, in keeping with their individual abilities and gifts, will complete high school with a foundation of learning necessary to thrive in life, work and continued learning" (CBE Mission).

7 | Conclusion

The Education Plan 2021 - 2024 provides direction and clarity of purpose while remaining broad enough to allow each school, Area, department and service unit to formulate actions in response to the unique needs revealed by their own data.



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: Education Plan 2021 - 2024

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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

CBE Education Plan | 2021-2024



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

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



Accountability Statement

122,600 Students



29,000+
English Language
Learners



23,000+
students with
special needs



4,700+
Indigenous
students



25,600+ students
in Language &
Alternative
programs



13,500 students
transported
daily



3,900 students
in unique
settings



15,000
employees



249
schools

*2020-21 figures

The Education Plan for The Calgary Board of Education commencing the 2021-22 school year was prepared under the direction of the Board in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results. The Board approved the Education Plan for 2021 – 2024 on (month and day), 2021.

[Add Signature]

Marilyn Dennis
Chair, Board of Trustees

Overview

As the largest school district in Western Canada, The Calgary Board of Education (CBE) offers a depth and breadth of programs and supports to meet the unique learning needs and interests of an increasingly diverse population. In addition to responsive and inclusive programming in all CBE schools, we provide opportunities for students to learn in unique settings and outreach programs. Every student should have the opportunity to succeed personally and academically no matter their background, identity or personal circumstances. Central to our work is the design of learning and instruction that allows for each student to be engaged, inspired and learn to their full potential.

The CBE believes in a strong public education system that supports success for each student. Our focus is to provide educational programming that meets the needs of all students while being responsible stewards of public dollars.

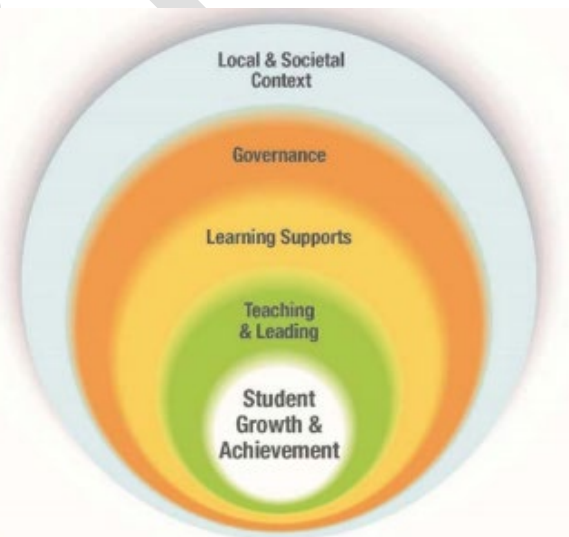
Current Alberta Context

CBE's 2021 – 2024 Education Plan outlines priorities for the system in alignment with the Alberta Education Assurance Framework. The Assurance Framework from Alberta Education, found in the [Funding Manual for School Authorities](#), outlines key guiding principles, domains and processes for enhancing public trust and confidence that our education system is meeting the needs of students, and students are successful.

Assurance occurs when community members, system stakeholders and education partners engage across the five domains of student growth and achievement; teaching and leading; learning supports; governance; and local and societal contexts. As such, the combination of our Education Plan together with the Annual Education Results Report are central to documenting planning and monitoring and assessment of progress in providing assurance to the public.

As articulated in the Funding Manual, “successful work within and across the Assurance domains occurs within a continuous improvement cycle” (p. 22). Based on the work of Helen Timperley, some of the key components to continuous improvement include:

- **Explore:** Accessing, analyzing and interpreting accurate and relevant data, and identifying and understanding an issue, concern or problem. Asking: *What is going on here?*
- **Develop:** Identification of a problem or challenge that can be addressed; articulating potential strategies to address the problem/challenge; and developing an action plan. Asking: *What needs to be improved? How?*
- **Take Action:** Implement the plan and adjusting through formative feedback. Asking: *How are we 'actioning' the plan?*
- **Evaluate:** Evaluating impact. Asking: *Did our planned strategies have the desired outcomes? What's next?*





Evidence-informed decision-making, engagement and learning and capacity building are central to the continuous improvement cycle.

- **Evidence-informed Decision-making:** We gather and analyze ongoing evidence to inform next steps.
- **Engagement:** Effective engagement relies on education partners working together to bring about positive change, recognizing that the nature of the engagement will vary according to the needs of the participants.
- **Learning and Capacity Building:** Reflection on learning is critical. Because assurance is a dynamic process, the opportunities for building capacity for change and improvement must be ongoing.

DRAFT

Key Shifts for CBE Education Plan

A Shift solely from Accountability to a Focus on both Accountability and Assurance

CBE has redesigned the Education Plan in response to the new Alberta Education Assurance Framework where “a broader and more balanced approach to accountability will result in enhanced public assurance and is the basis of the Assurance Framework. In this framework, all education stakeholders accept the responsibility for building capacity of the education system – in classrooms, schools, school authorities and in government” (p. 16).

A Shift from Compliance to Flexibility and Responsiveness

We have focused on goals, outcomes, actions and measures based on a continuous improvement cycle. School Development Plans play a central role in aligning individual school goals with system goals and then identifying school-specific actions and related measures to assess impact on student success. School Development Plans are an important point of evidence to inform the prioritization of key actions within the Education Plan.

A Shift in Timing

Education Plans were traditionally approved by the Board of Trustees after the school year started. The shift to completing their Education Plan in the spring provides school authorities opportunities to engage in a cycle of continuous improvement that better aligns with planning prior to the commencement of the next school year. Additionally, the Education Plan and budget are now released at the same time thereby directly linking resource decisions to priorities.

A Shift from Provincial Measures to a Balance of Provincial and Local Measures

A new aspect of the Education Plan is that it allows for the use of local measures. Local measures, along with provincial measures, determine progress towards outcomes and impact of actions. These CBE specific measures provide evidence of incremental progress related to specific goals and actions. Having a combination of measures allows us to make confident assessments that the action is working, and that progress is being made toward achieving the outcomes of our Education Plan.

A Shift from Narrow Stakeholder Engagement to Broad Stakeholder Engagement

Engaging a broader range of stakeholder groups in the development of the Education Plan is a shift in the Alberta Education Assurance Framework. Seeking input from staff, students, parents and community will reflect a broader context representative of what citizens want to see in Calgary’s public education system. This work will continue to evolve as we adjust the entire planning cycle.

A Shift from Evolving Strategies to Enduring Frameworks

Strategies outlined in previous Three-Year Education Plans outlined actions to develop common understandings of teaching and learning across CBE. They also provided opportunities to share best practices and resources among teachers to help our students to be more successful in the areas of literacy, mathematics, high school success and Indigenous education through the lenses of “Participate, Progress, Achieve”.

A key shift in our new Education Plan is the development of frameworks across key domains that are research informed and will endure over time. They include the Indigenous Education Holistic Lifelong Learning, Literacy, Mathematics, Professional Learning and Well-Being Frameworks. These CBE frameworks are intended to be public and will be made available in Fall 2021. Each framework is accompanied by an internal implementation plan prioritizing system supports in professional learning, use of local measures to assess impact, and direct links for schools to account for their school community context. In this way, we leverage past work of strategies, continue to build understanding and implement key actions across the system in all schools.

CBE Education Plan Overview

Our goal is to create a learning and work environment aligning with our Mission and Values.

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

Values | Students come first; Learning is our central purpose; and Public education serves the common good.

Strong governance is one of the key pillars of the new Alberta Education Assurance Framework. The CBE has a comprehensive governance framework in place to ensure that the Board of Trustees provides oversight and direction to CBE administration that is focused on student success. Embedded within this policy framework is a commitment to continuous improvement. While day-to-day operations are entrusted to the Chief Superintendent, the Board of Trustees monitors CBE administration on achievement of its student Results policies and on compliance with its Operational Expectations. CBE administration presents reports with quantitative and qualitative data that measure performance against the Board's policies.

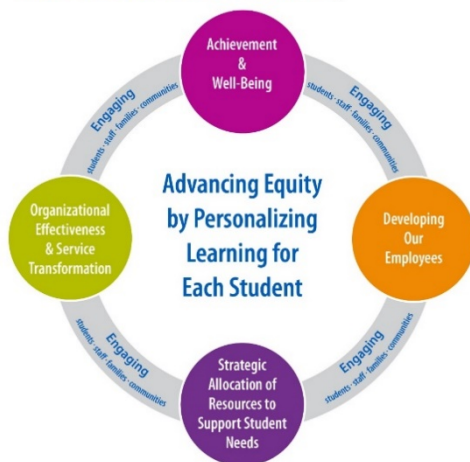
Under its Operational Expectations policies, the Board monitors the CBE's performance in key areas of operations including: learning environment; instructional programming; employee management; financial planning and management; asset protection; facilities; and communicating with the public. The Board Results policies provide Board oversight for student outcomes relating to: Academic success; Personal Development; Character and Citizenship.

Additional Board direction, monitoring and oversight is achieved through the Budget Assumptions Report and approval of the annual Budget, approval of the AERR and CBE's Education Plan, review and approval of CBE's annual financial results, and approval of the CBE's Three-Year Capital Plan (amongst other things).

In the last two three-year cycles, CBE has focused work across schools reflective of outcomes connected to personalized learning, building professional capital, engagement of stakeholders and stewarding resources.

Our most recent Three-Year Education Plan (2020-23) identified the overall strategy to advance equity by personalizing learning for each student through: achievement & well-being; organizational effectiveness & service transformation; strategic allocation of resources to support students' needs; and by developing our employees.

Three-Year Education Plan | 2020-2023



Moving forward the Three-Year Education Plan will now be called the Education Plan.

The 2021 – 2024 CBE Education Plan is a direct reflection of priorities identified by the Board of Trustees: achievement, equity and well-being. The Education Plan connects each employee in CBE to student success. The work of the Education Plan lives not only in schools, but also across service units.

Schools work collaboratively with service units to create and implement system initiatives that advance learning and enhance opportunities for students and families. Centralized supports are aligned with system wide priorities reflected by CBE values and the Education Plan. In specific areas of operations, centralized services provide administrative time-savings for schools and allow for more time to focus on teaching and learning.

Education Plan | 2021 – 2024



This Year's Education Plan

The process of informing and providing input into the Education Plan is based on multiple perspectives and data points during the 2020-21 school year. With the Board of Trustees priorities at the center, input has been considered from:

- School Development Plans (staff, parents and School Councils)
- Area Leadership Meetings (principals, assistant principals)
- Education Directors working group
- Superintendents' Team

For example, parents influence planning through direct input at School Council meetings and the opportunities for suggestions and feedback provided to all parents. CBE has established administrative regulations and practices that ensure school principals work toward:

- enhancing communication between the school and its parent community;
- providing a method by which the school, home and community may work together for the benefit of students;
- providing a forum for discussion of school philosophies, results, budgets and operations that contribute to the creation of the school development plan; and
- reporting to the community on the progress achieved towards the goals in the school development plan.

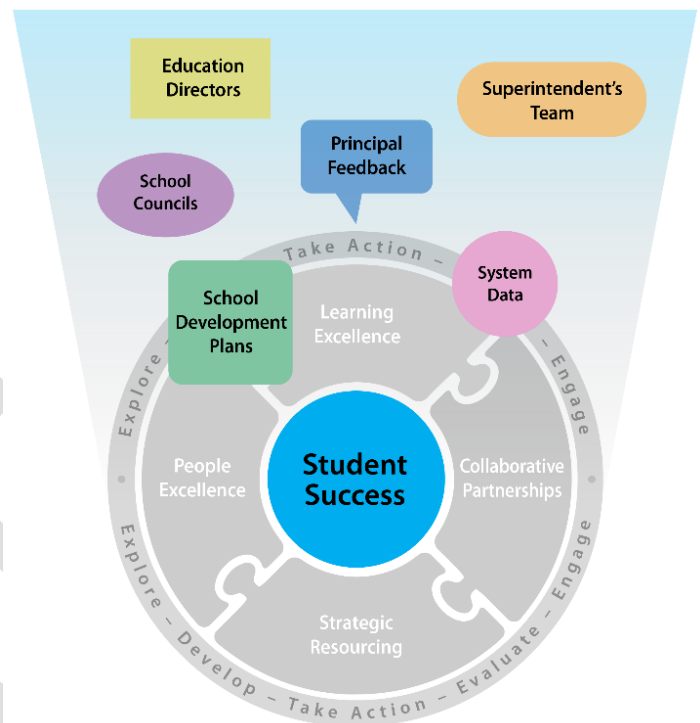
Each year schools gather input and feedback from parents and school councils on their school development plan and budget in one or both of the following ways:

- survey
- school council or special parent meeting (virtual in the spring of 2020)

As a system, we will be actively planning to further engage with students, staff, families and the community over the course of next year in gathering perspectives and feedback related to goals, actions, and measures. Like all engagement, this work will be guided by the principles outlined in the [CBE Dialogue Framework](#).

The Dialogue Framework was launched in 2016 to respond to the then-upcoming *Education Act* and requirements for greater engagement with stakeholders, including parents, staff and students. Dialogue provides a consistent approach to community engagement across our system. It ensures people have the opportunity to be heard, to share their perspectives and participate in decisions that affect them.

In the past, input and feedback on school development plans has taken place in the fall. These plans then informed the Education Plan. The window for this work was short. However, the shift in timing for approval of the Education Plan to May will support richer, more timely engagement. In addition to each school council providing advice on the school's development plan, engagement will be broadened to include the input and feedback on CBE's Education Plan with the timeline expanding to allow for generative cycles of input, collaboration and reflection.



Education Plan Components

Evidence-based decision-making is at the centre of informing goals, outcomes.

The review of evidence in developing the Education Plan also provides an opportunity to identify risks and necessary risk management. Risk management is the identification, analysis, assessment, and prioritization of risks to the achievement of goals and outcomes. Effective risk management supports the coordinated allocation and prioritization of resources and investments to minimize, monitor, communicate and control the likelihood and impact of risks on goals and outcomes. Risk management is an integral part of good management practice.

As CBE moves to implement this plan, risk management will be incorporated into the development of the relevant actions to maximize achievement of Learning Excellence, People Excellence, Collaborative Partnerships, and Strategic Resourcing.

The evidence utilized to support development of the Education Plan is summarized below:

System and School Data

- Alberta Education Assurance Survey, CBE Student Survey and OurSCHOOL Survey
- Attendance rates
- Citizenship, personal development and character report card indicators
- Early Years Evaluation (EYE)
- English Language Learner Language Proficiency Benchmarks
- High school completion rates
- Provincial achievement test and diploma examination achievement of standards for each of: English Language Arts; French Language Arts; Mathematics; Sciences and Social Studies
- Report card indicators and marks for each of: CALM, Career & Technology Foundations/Studies; English Language Arts; Fine and Performing Arts; French Language Arts; Health; Languages; Mathematics; Physical Education; Sciences and Social Studies
- Requests for support from schools
- Return to school after dropping out rates
- School development plans - literacy and a well-being for learning goal most frequent themes.
 - Literacy Goals: communication / oral language; disciplinary literacy; reading; reading comprehension; writing
 - Well-Being for Learning Goals: anxiety; belonging / connection; perseverance / persistence; relationships / interactions; self-regulation / emotions / feelings / behaviour.
- Operational Expectations Board of Trustee Monitoring Reports
- 2017 Employee Engagement Survey
- Professional learning offerings, evaluations and feedback
- Alberta Education's school specific utilization rates
- Budget-Actual comparisons
- Leadership development opportunities and feedback
- Technology applications, licensing and usage

Goals

Goals outline the aims of the organization. They are intended to last over time.

Key Outcomes

Key outcomes are the priority areas of focus in relation to the goal. Outcomes reflect the desired state that the CBE wants to achieve through its actions. CBE identifies excellence both in goals and in outcomes. Achieving excellence is focused on supporting every student to realise their full potential, and prioritizing professional learning and well-being of employees.

Key Actions

Key actions are articulated for each Key Outcome and will progress over three years. Key actions are reflective of evolving provincial and local context, available resources, and government priorities such as curriculum or new legislation.

The Annual Education Results Report provided to the Board of Trustees in November 2022 will document assessment of progress and impact of planned key actions. Additionally, the provincial and local measures inform next steps towards each goal based on evidence from year one.

Key Measures

In the Education Plan, both provincial and local data sets are used. These measures will determine progress towards outcomes and impact of actions, with local measures allowing for the examination of incremental progress.

Implementation

Operational implementation planning will reflect focused actions applicable across the system and in schools. A logic model structure organizes internal planning, tracking and measurement. The impact will be reported on in the Annual Education Results Report intended to reflect on each goal and progress towards the goals.

Logic Model

Evidence/Data	Actions	Measures	Resources
What evidence informs the plan?	What system strategic actions will we take to advance the outcome?	Measures assess progression in achieving outcomes and effectiveness of actions. They provide useful data to determine impact of actions and progress towards outcomes.	What resources (learning structure, human, physical, technological, financial) will be needed in order to realise the outcome?

The outcome of this plan is reflected by the Board of Trustees priorities for student success: achievement, equity, and well-being. The CBE is committed to strong, vibrant, inclusive school communities where all students have the opportunity to achieve their potential.

References

[Alberta Education: Funding Model for School Authorities 2021/22 School Year Assurance Framework: CASS Fall Conference Presentation](#)
[CASS: Learning Guide: Assurance Framework from Theory to Action](#)

Requirements | Relevant Documents

The following documents are connected to and informed by the Education Plan.

- 2021-22 CBE Budget

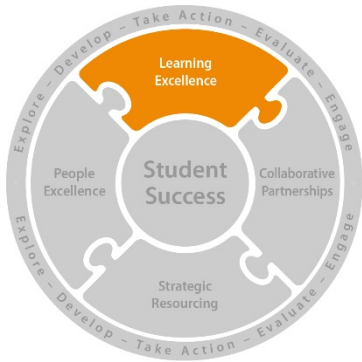
CBE's Board-approved 2021-22 Budget is available on CBE's website (www.cbe.ab.ca) > About Us > Budget & Finance Operating Budget for Next Year or at: <https://www.cbe.ab.ca/about-us/budget-and-finance/Pages/next-year-budget.aspx>

- Capital Plan

The CBE produces a list of new school and modernization priorities annually. This list of priorities is captured within the Three-Year School Capital Plan, which is approved by the Board of Trustees. The most recent iteration of this document was approved on March 9, 2021 and can be found here: <https://cbe.ab.ca/FormsManuals/Three-Year-School-Capital-Plan.pdf>

- Infrastructure Maintenance Renewal (IMR) Plan

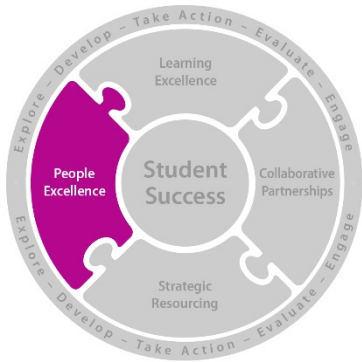
Each year, the CBE produces a IMR plan that lays out building component repairs and replacements required to ensure that CBE schools continue to be safe and welcoming learning environments for students. It is important to note that this plan can be adjusted during the school year to attend to unforeseen building component failures. The IMR plan is also being reviewed in light of the reduction in Operations & Maintenance (O&M) funding, a reduction in the IMR allocation coupled with the creation of an annually recurring Capital Maintenance and Renewal grant. The IMR expenditure plan for the 2021-22 school year approved on June 18, 2020 can be found here: <https://www.cbe.ab.ca/schools/building-and-modernizing-schools/Documents/IMR-Expenditure-Plan.pdf>



Learning Excellence

Create strong student achievement and well-being for lifelong success

KEY OUTCOMES	KEY MEASURES
<p>Students achieve excellence in literacy</p> <ul style="list-style-type: none"> System-wide implementation of CBE Literacy Framework (environments, teaching practices, assessment practices) <ul style="list-style-type: none"> School Development Plans include a literacy goal 	<p>Provincial Measures</p> <ul style="list-style-type: none"> Provincial Achievement Tests Diploma Examinations Alberta Education Assurance Measure Survey High School Completion Rate (3 yr, 5 yr)
<p>Students achieve excellence in mathematics</p> <ul style="list-style-type: none"> System-wide Implementation of CBE Mathematics Framework (environments, teaching practices, assessment practices) <ul style="list-style-type: none"> School Development Plans include a mathematics goal 	<p>Local Measures</p> <ul style="list-style-type: none"> Early Years Evaluation (EYE) Reading Readiness Screening Tool (RRST) English Language Learner Language Proficiency Benchmarks
<p>Students who self-identify as Indigenous are supported to experience improved achievement and well-being</p> <ul style="list-style-type: none"> System-wide implementation of CBE Indigenous Education Holistic Lifelong Learning Framework Utilize a professional learning network to support CBE staff to acquire and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students Acknowledge and support the implementation of the Truth and Reconciliation Commission Calls to Action 	<ul style="list-style-type: none"> Report Card results Language Arts, Mathematics, Health, & Career and Life Management (CALM) School Development Plan Goals and Measures Oral Proficiency Benchmark Results on the Diplôme d'études en langue française (DELF) and the Diplomas de Español como Lengua Extranjera (DELE)
<p>Students access learning opportunities and supports that address their diverse learning needs and well-being</p> <ul style="list-style-type: none"> Refine CBE continuum of supports and services to align to student needs A collaborative response is used in school and system-based responses to meet the holistic needs of each student Enhance system and school-based collection and use of student data to monitor achievement and well-being for all students including students who self-identify as Indigenous, English language learners, and students with identified special needs System-wide implementation of a student Well-being Framework <ul style="list-style-type: none"> School Development Plans include a well-being goal System-wide implementation of strategies to advance anti-racism, diversity and inclusion Implement planning and supports to respond to impacts of COVID-19 on learning and well-being across grade levels Refine and advance K – 12 <i>Assessment and Reporting in CBE</i> 	<ul style="list-style-type: none"> Attendance data CBE Student Survey OurSCHOOL Survey Requests for support from Indigenous Education Team Transition Plans for Gr. 9 Indigenous students Student Voice School Learning Team Referrals Area Learning Team Supports



People Excellence

Ensure all leaders and staff demonstrate excellence in advancing student success

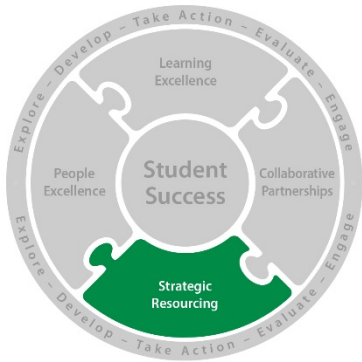
KEY OUTCOMES	KEY MEASURES
<p>People in the CBE are engaged and supported to achieve student and system success.</p> <ul style="list-style-type: none"> ▪ CBE employee engagement key themes including leadership and well-being are prioritized, developed and implemented ▪ CBE has collaborative learning networks and cross functional teams that advance key outcomes across each goal ▪ Utilize a Professional Learning Framework ▪ CBE structures and processes support effective leadership development across all levels of CBE ▪ Support staff to build and maintain awareness of effective use of current and emerging technologies to enhance knowledge and inform practices 	<p>Provincial Measures</p> <ul style="list-style-type: none"> ▪ Alberta Education Assurance Measure Survey – Education Quality ▪ Workforce planning data on teacher supply, specialty teacher supply and other areas of focus <p>Local Measures</p> <ul style="list-style-type: none"> ▪ Professional learning opportunities and participation rates ▪ Professional learning feedback ▪ Employee engagement survey ▪ Staff absence rates ▪ Data from benefit plan providers regarding causes of illness/absence ▪ Number and type of harassment complaints ▪ Workforce planning data such as anticipated retirements ▪ Leadership development opportunities ▪ Leadership development feedback



Collaborative Partnership

Foster relationships to support student success

KEY OUTCOMES	KEY MEASURES
<p>Student learning and well-being are enhanced through partnerships and engagement with students, staff, parents and community</p> <ul style="list-style-type: none"> ▪ Leverage school and system-wide processes for gathering and utilizing student voice to inform school and system actions ▪ Foster relationships with parents by leveraging engagement and communication processes and opportunities ▪ Build and sustain relationships with Indigenous and new Canadian parents/caregivers ▪ Facilitate collaboration among the CBE and Indigenous Elders, leaders, organizations and community members to establish strategic policy directions in support of Indigenous student achievement and well-being ▪ Maintain partnerships to support Unique Pathways that allow students to explore options and possibilities ▪ Strengthen students' access to community programs and services during non-instructional hours ▪ CBE has system-wide processes, tools, and practices to improve partnership management 	<p>Provincial Measures</p> <ul style="list-style-type: none"> ▪ Alberta Education Assurance Measure Survey <p>Local Measures</p> <ul style="list-style-type: none"> ▪ Student Voice feedback on School Development Plans ▪ Registration in and completion of dual credit courses, off-campus, apprenticeship opportunities or number of students participating in Unique Pathways ▪ Guidance provided through Elder Advisory Council ▪ Operational Expectation 8 Communicating and Engaging With the Public Measures ▪ Number of School Connections YYC bookings in CBE schools



Strategic Resourcing

Allocate resources to support student

KEY OUTCOMES	KEY MEASURES
<p>CBE optimizes available financial, people and physical resources in support of student and system success</p> <ul style="list-style-type: none"> ▪ CBE has a framework for the use of technology and tools to support effective operations and advance teaching practice ▪ Review programs, services and supports to assess effectiveness, efficiency and economy aligned with provincially allocated funding ▪ CBE allocation of resources to schools is equitable and accounts for funding through the Resource Allocation Method (RAM) including base, equity, program and other funding allocations ▪ School utilization rates are maintained at a level that generates maximum programmatic and operational efficiencies ▪ Operations and maintenance are aligned with funding consistent with environmental obligations 	<p>Provincial Measures</p> <ul style="list-style-type: none"> ▪ Alberta Education Assurance Measure ▪ Budget-Actual Comparison ▪ Alberta Education’s school utilization rate reflected in the Funding Framework <p>Local Measures</p> <ul style="list-style-type: none"> ▪ CBE Student Survey ▪ Ratio of student devices to students (Sept. 30th) Schedule 3 – Program of Operations from the annual audited financial statements ▪ Annual budget submitted to Alberta Education ▪ Students to school-based staff ratio ▪ Financial Health Matrix (Summary) ▪ Operating Reserve Balance as percentage of operational spending (net of External Block, Alberta Teachers’ Retirement Fund, Transportation) ▪ Number of schools operating below 85% utilization

report to Board of Trustees

Budget Report for the 2021-22 School Year

Date	May 18, 2021
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Chief Superintendent of Schools
Purpose	Decision and Information
Originator	Brad Grundy, Superintendent, Chief Financial Officer, Corporate Treasurer
Governance Policy Reference	Operational Expectations OE-5: Financial Planning OE-6: Asset Protection OE-7: Communication with and Support for the Board
Resource Person(s)	Superintendents' Team Tanya Scanga, Manager, Corporate Planning and Reporting Nathalya Lu, Lead, Corporate Planning and Reporting

1 | Recommendation

It is recommended:

THAT the Board of Trustees approves the 2021-22 budget as reflected in Attachment I and authorizes its submission to Alberta Education.

2 | Issue

Section 139(2) of the *Education Act* requires that the Calgary Board of Education submit to Alberta Education, by May 31 of each year, a balanced budget approved by the Board of Trustees for the fiscal year beginning the following September.

In accordance with the *Education Act* and the intent of Operational Expectation OE 5: Financial Planning, the Chief Superintendent is required to prepare and submit to the Board of Trustees, for review and approval, a balanced budget.

A balanced budget means that proposed expenses do not exceed the projected revenues received by the Calgary Board of Education from Alberta Education or from other identified funding sources such as reserves or unrestricted net assets.

The Board of Trustees' Operational Expectation OE-5: Financial Planning also states that the Chief Superintendent shall develop a budget in a summary format understandable to the Board. It is to be presented in a manner that allows the Board to understand the relationship between the budget, the Results priorities and any Operational Expectations goals for the year as set out in the Annual Summative Evaluation and that avoids fiscal jeopardy. Further, the budget must be aligned with and support achievement of the goals identified in the CBE's Three Year Education Plan.

The 2021-22 budget has been prepared to satisfy the requirements of the above legislation and expectations.

3 | Background

On Feb. 25, 2021 the Government of Alberta released its 2021 budget. On March 31 school districts received their 2021-22 individual funding profiles from Alberta Education that details the specific funding the CBE will receive from various grants.

The 2021-22 budget marks the second year using the provincial government's funding and assurance framework. The government stayed true to their commitments by providing school boards — including the CBE — with nearly the same overall funding received for the current school year.

The CBE continues to transition its operations to align with the funding provided through Alberta Education's weighted-moving-average (WMA) formula within the funding framework.

The budget development is guided by the CBE's values:

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

As the CBE continues to align its operations to the new funding framework, the budget was prepared to align with and support goals of the CBE's the Three Year Education Plan.

The four goals of the plan are:

Learning Excellence	People Excellence	Collaborative Partnerships	Strategic Resourcing
Create strong student achievement and well-being for lifelong success.	Ensure all leaders and staff demonstrate excellence in advancing student success.	Foster relationships to support student success.	Allocate resources to support student success.



To develop the 2021-22 Budget, superintendents were tasked to formulate and lead all budget work. This included:

- providing full executive oversight of the budget process;
- considering the delivery of learning supports and services;
- obtaining input from Education directors, principals, and other system leaders; and
- making final recommendations to the Board of Trustees concerning all aspects of the 2021-22 Budget.

4 | Analysis

As part of the budget process, Administration prepares an informational report called the Budget Assumptions Report (BAR) for the Board of Trustees. The assumptions outlined in the report are the foundation for building the budget. The BAR was shared with the Board at the April 6, 2021 public board meeting. There are no material changes from what was set out in the BAR in the attached Budget Report.

The key highlights of the 2021-22 Budget, detailed in Attachment I are:

- A revised Resource Allocation Method (RAM) sent to schools on April 8, 2021, ensuring schools have the necessary base funding to operate effectively. In addition to base funding, schools receive additional funding to address a range of student needs. This index-based equity funding is allocated to schools based on weighted, statistically derived indices, and applied to schools on a per student allocation basis. These funds provide targeted supports for students.
- For 2021-22, two new grants totalling \$6.4 million, were added to the funding profile. The new grants include specific eligibility criteria that must be met to attract the related funding. These grants provide dedicated supports to students in Kindergarten namely: Specialized support — Kindergarten severe and Specialized support — Pre-Kindergarten and Kindergarten moderate language delay.
- The CBE elected to defer \$19 million in 2020-21 school year to reflect the student funding that was received for students that did not attend school because of COVID-19. This revenue will be recognized in 2021-22 as the students return.
- The CBE is committed to ensuring fees remain as reasonable and affordable as practicable, consistent with the goods or services provided. In part, this means that fees are a direct pass-through of the cost of the goods or services provided directly to the student. There is no profit or benefit to the CBE in the fees levied.
- For 2021-22, CBE will receive \$43.7 million for system administration funding. This amount is fixed and the same as prior year funding. Beginning in 2020-21, the government announced static system administration funding for three years. Also classified under system administration revenue for Alberta Education reporting purposes, is \$1.3 million of investment and other funding sources. The CBE continues to monitor costs supported by system administration funding. For 2021-22, the budgeted System Administration expense totals \$41.5 million. The savings of \$3.5 million is being applied directly to other CBE priorities including teaching and learning in the classroom.
- The Operations and Maintenance targeted grant saw a decrease of \$11.2 million from prior year mainly due to changes in funding rates within the calculation.

- Infrastructure Maintenance Renewal (IMR) grant funding has decreased by approximately 50 per cent, offset by the new Capital Maintenance and Renewal (CMR) grant. The IMR capital restriction, whereby a minimum of 30 per cent of IMR funding had to be of a capital nature, has been removed to allow for full use under operations. The new CMR grant is solely for projects of a capital nature.
- To optimize the available funding in the IMR grant, CBE will continue to assess efficiency in building operations and maintenance. The CBE continues to pursue the strategy of maintaining individual school utilization rates at or above 85 per cent.
- The global pandemic along with the volatility in the economy has created uncertainty for many families. In recognition of this, the CBE is reducing student transportation fees by 40 per cent for the 2021-22 school year; a measure that will support student access to public education during these challenging times. As required by the Board, no instructional dollars are used to fund student transportation. Transportation costs are funded with Alberta Education funding and fees collected.
- Costs associated with the implementation of the new provincial curriculum have not be included in this budget. The CBE assumes that Alberta Education will provide funding to support curriculum implementation.
- COVID-19 restrictions continue to be in place at the time of this report. The CBE will continue to follow the province's guidance and respond to direction regarding the global pandemic. The CBE is cautiously optimistic that the 2021-22 school year will resume with "near normal" operations. Additional COVID-19 related costs incurred in 2021-22 will be addressed through prudence and the use of the CBE's operating reserves, subject to approval by the Board of Trustees and the Minister of Education.
- Operating reserves are approximately \$40 million or 3 per cent of total expenditures. This fund is available to provide added certainty to our system. The operating reserves are also available to address the impacts, if any, of the global pandemic for the 2021-22 school year.

5 | Financial Impact

As required by law, the attached budget for 2021-22 is balanced.

- projected revenues of \$1,371.2 million and operating expenditures of \$1,371.2 million resulting in a balanced budget; and
- planned capital spending of \$ 28.3 million.

6 | Implementation Consequences

The attached budget report fulfills the requirement under OE-5 to provide a budget in summary format, one that is transparent and allows the Board to understand the relationship between the budget, the Results priorities and Operational Expectations.

7 | Conclusion

This budget report is being presented to the Board of Trustees for approval and satisfies the requirements of OE-5. As required by the *Education Act*, the Calgary Board of Education must submit a balanced budget to Alberta Education by May 31 subject to approval by the Board of Trustees. The CBE is committed to strong, vibrant, inclusive school communities where all students have the opportunity to achieve their potential. The 2021-22 budget is balanced and continues to prioritize dollars and resources directly to students and classrooms that align with the funding received within the government's new funding framework.



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: Budget Report for 2021-22

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.

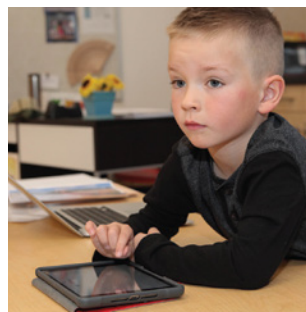
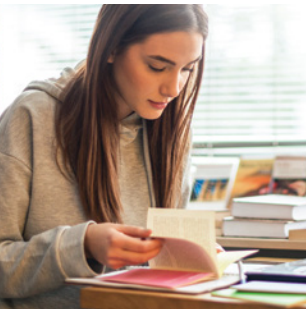
Board/Chief Superintendent Relationship: The Board defined in policy how authority is delegated to its only point of connection – the Chief Superintendent – and how the Chief Superintendent's performance will be evaluated.

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

Operational Budget 2021-22

Equity ▪ Achievement ▪ Well-Being



learning | as unique | as every student

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



**Calgary Board
of Education**

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Executive Summary

The CBE believes in a strong public education system that supports success for each student. Our focus is to provide educational programming that meets the needs of all students while being responsible stewards of public dollars.

On Feb. 25, 2021 the Government of Alberta released its [2021 budget](#). On March 31 school districts received their 2021-22 individual funding profiles from Alberta Education that details the [specific funding the CBE will receive](#) from various grants.

The government stayed true to their commitments by providing school boards — including the CBE — with nearly the same overall funding we received for the current school year. This is welcome news because stable and predictable funding helps the CBE deliver the best possible outcomes for students.

The 2021-22 budget marks the second year using the provincial government's funding and assurance framework. This framework brings increased certainty to the CBE's budget process by moderating funding changes in the school year. The CBE continues to transition its operations to align with the funding provided through Alberta Education's weighted-moving-average (WMA) formula within the funding framework.

As we make budget decisions, we continue to prioritize dollars to the classroom to address student need. In 2021-22, given a slight increase in our Alberta Education funding, we are able to send more dollars to schools through the Resource Allocation Method (RAM).

The CBE continues to refine its school funding framework (RAM) to better meet the common needs of all schools, and has refined our approach to address the needs of learners who require additional support. To advance equity, the CBE is engaged in a multi-year process to introduce a robust index-based approach to an equity allocation that considers a range of variables that have been statistically determined to be predictors of student achievement in CBE. The Equity Index and the resources allocated to it will evolve over time in keeping with our understanding of student needs.

We enter this new budget year in sound financial shape because of the careful stewardship of resources in 2019-20 and 2020-21. We are bringing forward the same responsible approach to financial planning for next year. We are taking actions that both advance educational outcomes and create efficiencies. We are well-positioned to support student success through the priorities identified in our Education Plan.

Those goals are:

- Learning excellence
- People excellence
- Collaborative partnerships
- Strategic resourcing

Taken together, these priorities set the foundation for continuous improvement in our system. We recognize the imperative to advance our strategic priorities while balancing the budget within the dollars available to us.

The global pandemic along with the volatility in the economy has created uncertainty for many families. In recognition of this, the CBE is reducing student transportation fees by 40 per cent for the 2021-22 school year; a measure that will support student access to public education during these challenging times. This reduction is in addition to the full refund of student transportation fees for the 2020-21 school year. We are also working with an internal fees committee to help ensure other system (noon supervision program and student supplies) and school-based fees are kept as low as practicable.

Through prudent management, the CBE has operating reserves of slightly more than \$40 million or 3 per cent of total expenditures. This fund is available to provide added certainty to our system. The operating reserves are also available to address the impacts, if any, of the global pandemic for the 2021-22 school year.

The CBE is pleased to note that System Administration costs are below the allocated funding. The \$3.5 million in excess of costs is directly applied to support teaching and learning in the classroom. As funding remains static for the next few years, the CBE will continue to seek out ways to streamline its operations.

Total staffing levels remain similar to 2020-21. Schools may see some increases or decreases depending on enrolment, programs offered, or other factors. Approximately 90 per cent of CBE staff are in school-based positions with the remaining 10 per cent allocated to non-school-based support staff and facility operations staff. This is consistent with historical staffing allocations and other metro school jurisdictions. This year some positions appear in service unit budgets (Finance and IT and School Improvement) that were previously to be coded to schools. This was an accounting change only; these staff continue to work almost exclusively in schools. Some examples include psychologists, speech language pathologists, occupational and physical therapists and school tech support staff. This accounting change was made to provide greater clarity to the users of the CBE's financial information.

The CBE continues to pursue the strategy of maintaining individual school utilization rates at or above 85 per cent. This strategy maximizes the funding provided through Alberta Education's Operations and Maintenance (O&M) grant and reduces CBE's dependence upon the global budget to cover operating costs.

Looking beyond 2021-22, the CBE anticipates that provincial public education funding will remain flat for the remainder of the government's current term. At the same time, the CBE anticipates ongoing enrolment growth, the completion of five new schools, and general inflationary cost increases. Relatively stable funding with increasing costs will necessitate constant focus and a commitment to explore new and different ways of providing public education.



Despite these challenges, the CBE will continue to direct resources in the best interests of student success, ensuring the long-term sustainability of the offered programs, services and supports and the CBE will continue to manage the fund allocated to it with prudence, integrity, and transparency so that the public can have confidence in the CBE's fiscal health.

As required by the *Education Act*, the CBE will submit its 2021-22 balanced budget to Alberta Education by May 31.

Context

Goals and Objectives

Mission

The Board of Trustees' established Mission for the Calgary Board of Education is:

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

Values

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

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

The CBE believes in a strong public education system that supports success for each student. Our focus is to provide educational programming that meets the needs of all students while being responsible stewards of public dollars.

Education Plan

Student success is at the centre of all our decisions. Student achievement, equity and student well-being requires commitment from every part of the CBE community — employees, students, parents, partners and community.

Our [Education Plan](#) guides our work and connects our work to our ultimate goal of student success. Our plan is also aligned with the direction of Alberta Education's Assurance Framework.

Note | The Education Plan is draft until approved by the Board of Trustees by end of May 2021.

The four goals of the plan are:

Learning Excellence	People Excellence	Collaborative Partnerships	Strategic Resourcing
Create strong student achievement and well-being for lifelong success.	Ensure all leaders and staff demonstrate excellence in advancing student success.	Foster relationships to support student success.	Allocate resources to support student success.



Documents to Read in Conjunction

This budget report should be read in conjunction with the following documents:

- Budget Report (*submission to Alberta Education*) ([Appendix I](#))
- Budget Assumptions Report (BAR)
- Education Plan
- Three-Year School Capital Plan
- Resource Allocation Method book
- Equity backgrounder

These documents can be found at cbe.ab.ca.

There have been no material changes in the assumptions set out in the BAR presented to the Board of Trustees on April 6, 2021. The CBE continues to maximize dollars to the classroom for teaching and learning.

On April 30, the CBE received the Alberta Education funding letter and the contents of that letter have been incorporated into the 2021-22 budget. This budget aligns with Alberta Education's guidance in all material respects.

COVID-19 Implications

There is still uncertainty about the pandemic and its impact on school operations. The CBE is cautiously optimistic that the 2021-22 school year will resume with “near normal” operations. The CBE remains in close contact with Alberta Education and is committed to working collaboratively to ensure a safe, healthy, and supportive return to school in the fall.

As the budget is finalized, COVID-19 restrictions continue to be in place. The CBE will continue to follow the province’s guidance and respond to direction regarding the global pandemic.

Prudence remains the watchword for CBE. The budget does not incorporate any potential impacts of COVID-19 costs on the 2021-22 school year. Additional COVID-19 related costs incurred in 2021-22 will be addressed through prudence and the use of the CBE’s operating reserves, subject to approval by the Board of Trustees and the Minister of Education. As the 2020-21 school year concludes, the CBE will continue to refine its COVID-19-related cost estimates. The CBE’s currently estimates \$7.5 million primarily for increased cleaning staff and the related cleaning supplies. As more information becomes available, we will update these numbers.

In addition to possible budgetary implications to support increased cleaning or supplies, we will use student evidence to understand the impact of the pandemic and its disruption on student learning during the 2020-21 school year. This will be a focus of work within schools. Individual schools may need to adjust instructional planning and supports for students to address the impacts on student learning.



Budget Process and Timeline

The CBE's annual budget development process begins with the Government of Alberta's budget and the related Alberta Education budget information announcements.







Alberta Education funding makes up more than 90 per cent of the CBE's annual revenue. Accordingly, provincial funding decisions inform the size and scope of the CBE's programs, services and supports. Once funding levels are known, the CBE considers how best to maintain programs and services at the levels necessary to support student achievement and well-being while delivering a balanced budget.

During the budget process, the CBE's aim is to invest funding for the benefit of students in the system in the same year it was received. Said another way, the funding received for 2021-22 is used for students attending in the 2021-22 school year.

No one-time sources of revenue (i.e. reserves) have been used to maintain programs, services and supports in this budget. The CBE believes the range of these offerings should align with in-year funding provided to achieve ongoing financial sustainability.

The 2021-22 budget development process was similar to that followed in previous years. The Board of Trustees provides direction into the budget development process through policy, the Chief Superintendent's summative evaluation, and Board motion. Approval of the budget is required by the Board of Trustees and that approval is necessary by the May 31 submission deadline to the Minister of Education.

Operationally the budget process is led by the Chief Superintendent and superintendent's team who make decisions to ensure the budget is aligned with the Education Plan, system priorities and the Chief Superintendent's summative evaluation.

- 
Feb. 25
 Provincial budget announced
- 
Mar. 1- 31
 Development of Budget Assumptions Report (BAR)
- 
Mar. 31
 Funding profile received
- 
Apr. 6
 BAR available to public
- 
May 20
 Budget Report presented to the Board for approval
- 
May 31
 Submission of the 2021-22 Budget to Alberta Education

Key Budget Elements

The sustainability of educational opportunities is a focus within this budget. That means the CBE is committed to ensuring existing, new, or expanded programming is effective (achieves the intended outcomes), efficient (provides the greatest benefit for the investment made) and economical (affordable now and into the future).

Sustainability is linked to the proper use of resources that support equity and a stable public education system that is focused on student achievement and well-being. The CBE will continue to find ways to accommodate the cost of enrolment growth within the funding set out in the Government's budget and multi-year fiscal plan.

The CBE continues to examine the range of programs, services, and supports to align the CBE's operations with the funding provided. This will be achieved through the ongoing evaluation of programs to ensure outcomes are achieved in a manner that is efficient, effective, and economical.

A revised Resource Allocation Method (RAM), implemented for the 2021-22 school year, ensures schools have the necessary base funding to operate effectively. Base funding is allocated on a per school and a per student basis. Base funding ensures a reasonable ratio of students to each teacher. The final student to teacher ratio is subject to enrolment patterns and is a decision made at the school level by principals working with Education Directors and finance representatives.

In addition to base funding, schools receive additional funding to address a range of student needs. This index-based equity funding is allocated to schools based on weighted, statistically derived indices, and applied to schools on a per student allocation basis. These funds provide targeted supports for students. Note, targeted support is not provided for any one specific student. Rather, targeted funding is provided to address the needs of all students in the school.

Included within the RAM is a new collaboratively managed Criteria-Based Response Fund (CBRF). The CBE's CBRF addresses unique situations that cannot be easily mitigated through a funding allocation framework. Principals, working with their respective Education Director, can access the fund to ensure necessary support is available for student achievement and well-being.

The CBE has adjusted programming to align with Program Unit Funding (PUF) and Kindergarten supports. In order to provide ongoing access to Early Development Centres, CBE has allocated dollars to maintain the level of early intervention in place similar to that of the 2020-21 school year. Furthermore, kindergarten supports have been expanded reflective of provincial funding changes to the Specialized Learning Services (SLS) grant with the inclusion of enveloped funding for moderate delay codes. Though not part of provincial funding, CBE continues to allocate dollars to maintain full day kindergarten at key sites. The access to full day

kindergarten provides another level of support to students in setting a strong foundation for entry into grade 1.

Costs associated with the implementation of the new provincial curriculum have not be included in this budget. The CBE assumes that Alberta Education will provide funding to support curriculum implementation.

When a school is at 85 per cent utilization capacity, Alberta Education considers the school as fully utilized and allocates 100 per cent of operating and maintenance funding for the school. The CBE continues to pursue the strategy of maintaining individual school utilization rates at or above 85 per cent. This strategy maximizes the funding provided through Alberta Education's Operations and Maintenance (O&M) grant and reduces CBE's dependence upon the global budget to cover operating costs.

The CBE is currently in the last phase of high school engagement to balance enrolment across 20 high schools. The goal is that more schools will be in the 85-100% utilization range in the long term, which also helps maximize access, flexibility and choice in programming for students, flexibility and choice in programming for students.

For student transportation, the CBE is committed to balancing the student transportation program within the funding provided by Alberta Education and the transportation fees paid by those who use the system. Balancing the transportation program eliminates any funding transfers from the CBE's core budget and maximizes dollars available for teaching and learning in the classroom. That said, the CBE has refunded all student transportation fees for the 2020-21 school year and has reduced student transportation fees for the 2021-22 school year by 40 per cent.

The CBE continues to operate within the System Administration allocation provided by Alberta Education. All activities required to be included in System Administration by Alberta Education are reflected in accordance with the related guidance. The CBE is pleased to note that System Administration costs are below the allocated funding. Dollars in excess of costs are redirected to support teaching and learning in the classroom.

Discussion of Revenue and Expenses

Revenue



	Budget 2021-22		Budget 2020-21	
	\$000s	%	\$000s	%
Alberta Education*	1,245,264	90.8%	1,222,741	89.0%
Other Government of Alberta	49,818	3.6%	46,735	3.4%
Fees	44,751	3.3%	59,616	4.3%
All Other Revenue	31,407	2.3%	45,926	3.3%
Revenue	1,371,240	100.0%	1,375,018	100.0%

*2021-22 Alberta Education funding includes \$19 million deferred funding from 2020-21. Budget 2020-21 remains the same as previously published documents.

Alberta Education supplies over 90 per cent of the funding received by the CBE. This budget report shows the total dollars provided by Alberta Education and confirmed in the funding letter of April 30, 2021.

Additional information regarding definitions for revenue categories can be found in the [Appendix II - Account/ Block Descriptions](#).

Alberta Education Funding

The total amount of Alberta Education grant funding for the 2021-22 school year is consistent with the information contained in the Budget Assumption Report. The Minister of Education announced that jurisdictions would receive at least the same operating funding for 2021-22 as was received for 2020-21. Alberta Education maintained funding through the addition of one-time COVID Mitigation funding and an increase in the bridge funding grant.

COVID Mitigation funding assists jurisdictions that experienced lower than projected enrolment for the 2020-21 school year as a direct result of the pandemic.

Alberta Education also provided bridge funding to help school jurisdictions transition to the new Funding Model in 2020-21 and the CBE had received \$16 million. Originally, the bridge funding grant was scheduled to be reduced by half for 2021-22. In line with the Minister of Education's commitment to maintain school jurisdiction funding at 2020-21 levels, the CBE's bridge funding was increased to \$35.6 million.

The Government's long-term plan for bridge funding is unknown at this time. Initial indications are that the bridge funding grant will be eliminated over the next two to three years.

Excluding the CBE's decision to defer \$19 million in Alberta Education funding from 2020-21, total Alberta Education funding has increased by \$3.8 million for the 2021-22 budget year.

This decision to defer \$19 million in 2020-21 revenue is due directly to the enrolment adjustment mechanism built into the Weighted Moving Average funding model. Although Alberta Education is providing COVID Mitigation funding to offset the impact of enrolment adjustments, the underlying mechanism remains in the funding model.

Except for this one-time funding, the mechanism of the WMA funding model is mostly consistent in its second year of application as the method of distributing provincial funding to school jurisdictions. For 2021-22, CBE will receive \$43.7 million for system administration funding. This amount is fixed and the same as prior year funding. Beginning in 2020-21, the government announced static system administration funding for three years. Included in system administration funding for Alberta Education reporting, is additional revenue of \$1.3 million of investment revenue and other funding sources. The CBE continues to monitor costs supported by system administration funding. For 2021-22, the budgeted System Administration expense totals \$41.5 million. The savings of \$3.5 million is being applied directly to instructional support.

With a growing system, capped system administration funding provides an operational challenge. This challenge is driven by the higher proportion of fixed costs within the administrative allocation.



The CBE will continue to seek ways to deliver administrative services centrally rather than downloading those functions on to schools. Our goal is to ensure that CBE's schools focus on teaching and learning in the classroom.

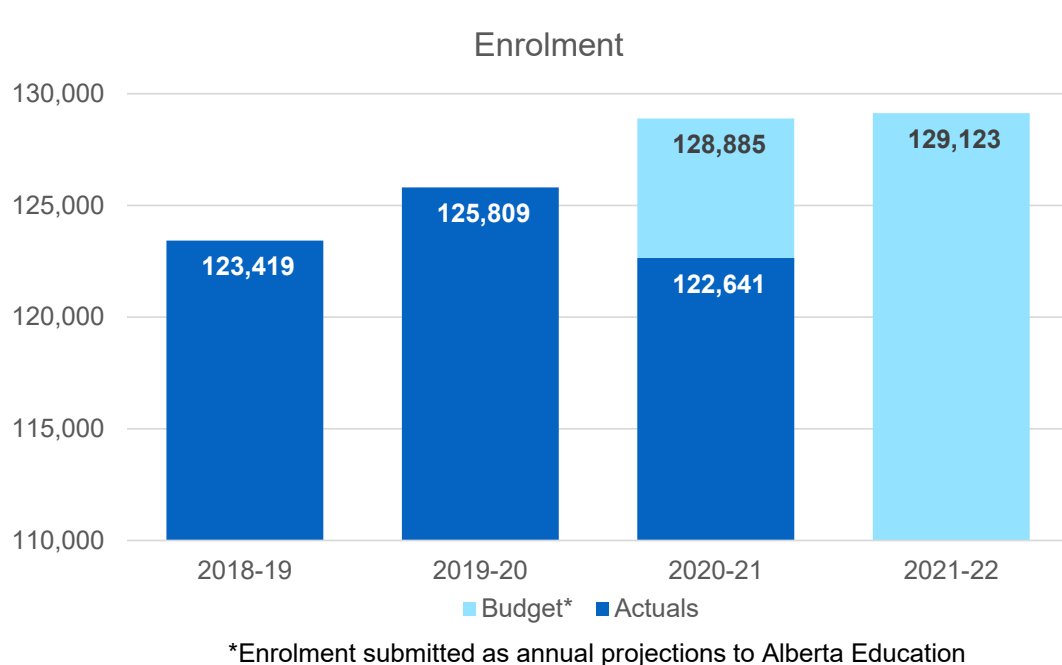
The Operations and Maintenance targeted grant saw a decrease of \$11.2 million from prior year mainly due to changes in funding rates within the calculation. To optimize the available funding in the Infrastructure Maintenance Renewal (IMR) grant, CBE will continue to assess efficiency in building operations and maintenance.

IMR grant funding has decreased by approximately 50 per cent, offset by the new Capital Maintenance and Renewal (CMR) grant. The IMR capital restriction, whereby a minimum of 30 per cent of IMR funding had to be of a capital nature, has been removed to allow for full use under operations. The new CMR grant is solely for projects of a capital nature. Taken together, the CBE's IMR and CMR allocations approximate the historical level of IMR funding of approximately \$37 million.

For 2021-22, two new grants totalling \$6.4 million, were added to the funding profile. The new grants include specific eligibility criteria that must be met to attract the related funding. These grants provide dedicated supports to students in Kindergarten namely: Specialized support — Kindergarten severe and Specialized support — Pre-Kindergarten and Kindergarten moderate language delay.



Enrolment



The WMA calculation is intended to provide school jurisdictions with a predictable amount of funding for the budgeted school year. For 2021-22 school year, the CBE submitted to Alberta Education a projected enrolment of 129,123. This number was used in the WMA calculation.

Due to the impact of COVID-19, the CBE, as well as most school jurisdictions in the province, saw a material drop in actual enrolment. To assist with funding stability and the unexpected enrolment decline, the government included funding for COVID mitigation in 2021-22, which assists jurisdictions which experienced lower than budgeted enrolment in the 2020-21 school year.

As noted above, The CBE elected to defer \$19 million in 2020-21 school year to reflect the student funding that was received for students that did not attend school because of COVID-19. This revenue will be recognized in 2021-22 as the students return. The chart above illustrates the estimated number of students in 2020-21 and the actual students that attended. The chart also includes the CBE's projected enrolment for the 2021-22 school year.

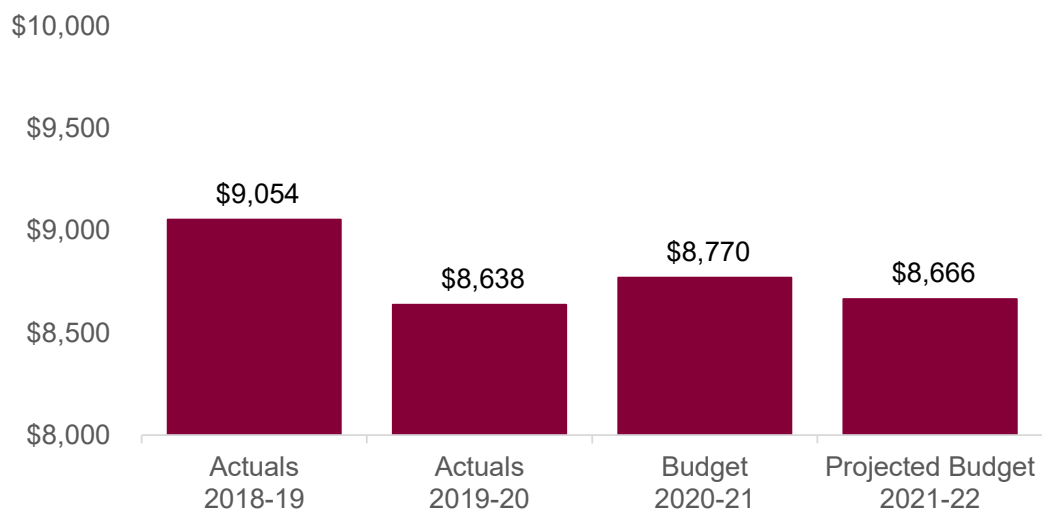
Funding per Student

Funding per student is based on total Alberta Education funding less specific targeted funds. The CBE removes specific targeted funds as those dollars are not available to directly support teaching and learning in the classroom. That said, targeted funding is still valuable to overall CBE operations. Targeted funds not included in this funding per student calculation include:

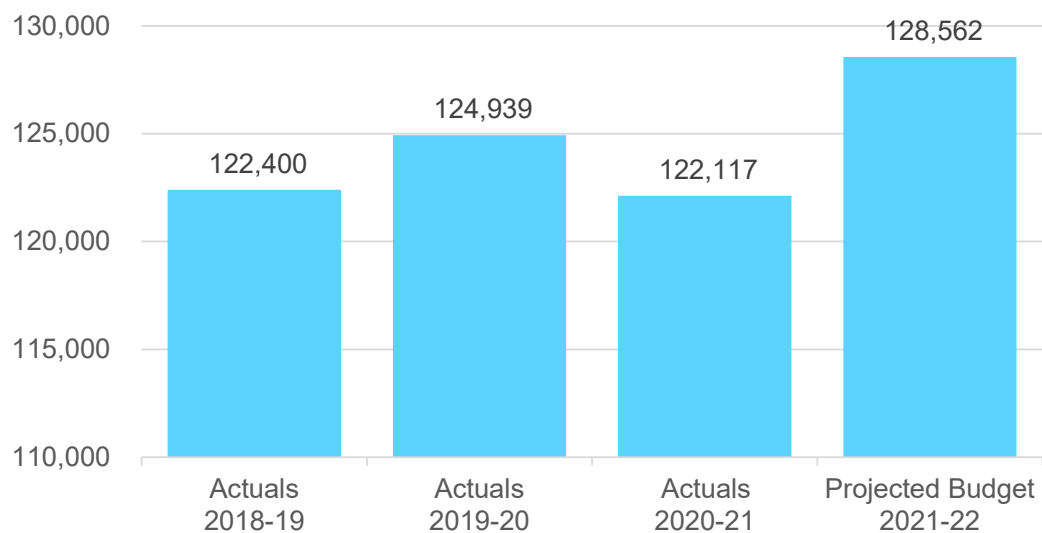
Fund	Description
Alberta Teachers Retirement Fund (ATRF)	Pension contributions for Alberta Teachers Association members. This is a flow-through fund
Transportation targeted grant	Student transportation to and from school
Infrastructure Maintenance Renewal (IMR)	Maintenance and renewal of the CBE's school-based facility infrastructure
Capital Maintenance Renewal (CMR)	Maintenance and upgrade of the CBE's school-based facility infrastructure (projects of a capital nature); and
Expended deferred capital revenue (EDCR)	Used to offset the amortization associated with newly constructed CBE school-based facilities

As discussed, to match funding provided to students attending in respective years, the CBE is deferring revenue of \$19 million from 2020-21 to 2021-22. The deferral of revenue is incorporated into the funding per student calculation for 2021-22 and removed from 2020-21. The provision of \$35 million in bridge funding and the \$18 million in one-time COVID Mitigation funding are the primary drivers of the increase in per student funding.

Funding per Student



Enrolment



*Student enrolment excludes 561 of international students.
Kindergarten enrolment are counted as 0.5 FTE



Fees

The CBE is committed to ensuring fees remain as reasonable and affordable as practicable, consistent with the goods or services provided. In part, this means that fees are a direct pass-through of the cost of the goods or services provided directly to the student. There is no profit or benefit to the CBE in the fees levied.

The CBE believes that prudent fee management is important at a time when many families are facing financial hardship. The CBE has established an internal fees committee with the express mandate of carefully managing school and system-based fees in a responsible manner. As part of its work, the committee is currently in the process of obtaining community input.

As well, the CBE's approach continues to be one that sees "no student will be denied access to their public education by an inability to pay a fee." This approach means that, where necessary, fees can be waived in support of student access to public education.

Note | all fees are proposed and will be confirmed by the Board of Trustees as part of budget approval process by the May 31 deadline.

Noon Supervision

The noon supervision program is a school-based and voluntary, cost recovery program which provides supervision to Grades 1-6 students over the lunch period. The noon supervision program utilizes non-teaching staff to maximize the teacher time available under the collective agreement to support student learning.

Families of students choosing to stay at school during the lunch period are required to pay the annual noon supervision fee. More than 52,000 students are enrolled in the noon supervision program. As the noon supervision is a cost recovery program, any surplus is put back into the program to moderate year to year fee changes.

Noon Supervision Fee	2021-22	2020-21
4 day	\$285	\$275
4/5 day	\$305	\$295
5 day	\$315	\$305

Budget 2021-22

\$000s

Alberta Education Funding	-
Fees	15,069
Salaries and benefits	10,707
Supplies and contracts	632
Waivers, uncollectibles and finance charges	3,730
Total expenditures	15,069
Net surplus/ (deficit)	0



Student Supplies Fee

The Student Supplies Fee (SSF) continues for Kindergarten through Grade 6. This fee covers the cost of individual student supplies (pens, pencils, crayons, glue, etc.) used by students over the course of the school year. The fee will be \$20 for Kindergarten and \$40 for Grades 1 through 6, including full day Kindergarten. This fee ensures that all CBE students have access to the individual student consumables necessary for their public education. Families of students in Grades 7 through 12 remain responsible for their student specific supplies.

Grades	2021-22	2020-21
Kindergarten	\$20	\$20
Grades 1-6	\$40	\$40
Grades 7-9	\$ 0	\$40

Budget 2021-22

\$000s

Alberta Education Funding	-
Fees	2,512
Supplies and contracts	1,834
Waivers, uncollectibles and finance charges	678
Total expenditures	2,512
Net surplus/ (deficit)	0

Supplies covered under this fee include:

- Crayons
- Erasers
- Duo tangs
- Loose leaf paper
- Highlights
- Scissors
- Personal whiteboards
- Whiteboard markers
- Whiteboard erasers
- Pencil sharpener
- Markers
- Binders
- Pencil cases
- Labels
- Pens
- Rulers
- Magazine storage boxes
- Post-it notes
- Pencils
- Notebooks
- Binder dividers
- Facial tissue
- Pencil crayons
- Glue sticks
- Visual journals
- Resealable plastic bags for storage

Transportation

The CBE provides transportation for students through contracts with yellow school bus providers, specialized transportation providers, and through arrangements with Calgary Transit. The CBE works with all transportation service providers to ensure transportation is available to move students in a safe, reliable and sustainable manner.

On Jan. 14, 2020, the Board of Trustees passed a motion requiring student transportation services to balance within available government funding and parent fees. Students in programs requiring specialized transportation will continue to access fee free transportation as noted in the Alberta Education Funding Manual.

A transportation contingency fund was established in 2020-21 in the amount of \$3.4 million. This contingency fund arose from COVID-19 related disruptions to student transportation during the 2020-21 school year. This \$3.4 million reserve was retained after the refund of transportation fees for 2020-21. The transportation contingency fund allows user fees to be reduced by 40 per cent for the 2021-22 school year. As well, the contingency helps mitigate against a sudden increase in expenses should student ridership increase beyond projections.

Fees will be administered to two specific types of riders:

Rider Type	Description	2021-22 Fee
Mandated Riders	Designated regular program school Live further than 2.4km from that school	\$280 (currently \$465)
Non-Mandated Riders – Kindergarten	Students who do not attend their designated regular program school OR Those who live between 1.6/1.8 and 2.4km	\$232.50 (currently \$400)
Non-Mandated Riders – Grades 1-12	Students who do not attend their designated regular program school OR Those who live between 1.6/1.8 and 2.4km	\$465 (currently \$800)

Budget 2021-22

\$000s

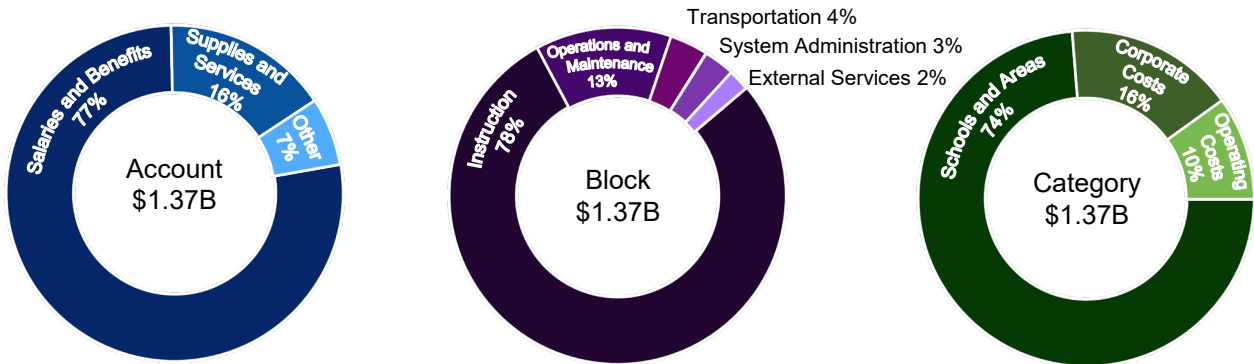
Alberta Education Funding	37,406
Salaries and benefits	1,229
Supplies and contracts	41,785
Waivers, uncollectibles and finance charges	1,862
Total expenditures	44,876
Deficit covered through fees	(7,470)
Fees	7,470
Net surplus/ (deficit)	0

Expenses

Expenditures can be classified in three different views:

- account
- block
- category

Each classification provides a different break-down regarding the nature of the expense.



Each view provides a different perspective of how expenses are classified. General examples below:

	Account	Block	Category
Teacher's salary	Salaries and benefits	Instruction	Schools and Areas
Classroom supplies	Supplies	Instruction	Schools and Areas
Payroll Admin	Salaries and benefits	System Administration	Operating Costs

Expense by Account and Block

Expense by Account and Block						
\$000s						
	Instruction	Operations and Maintenance	Transportation	System Administration	External Services	Total
Salaries and benefits	967,260	60,157	1,229	19,554	17,797	1,065,997
Supplies and services	87,594	59,870	41,785	20,166	6,935	216,350
Other	21,249	60,035	1,862	1,796	3,951	88,893
Budget 2021-22	1,076,103	180,062	44,876	41,516	28,683	1,371,240
% of total	79%	13%	3%	3%	2%	100%
Budget 2020-21	1,079,345	170,768	51,427	43,672	32,522	1,377,734
% of total	79%	12%	4%	3%	2%	100%
Change	(3,242)	9,294	(6,551)	(2,156)	(3,839)	(6,494)

- The CBE's classification and use of accounts is regulated by the reporting requirements of Alberta Education. Revenues are grouped by source and expenditures are categorized by both account and block. Additional information regarding definitions for expense and block categories can be found in [Appendix II](#).
- Account
 - Salaries and benefits costs continue to increase due to contractually mandated grid movement.
 - The CBE continues to maintain the 2017 freeze on the Chief Superintendent and Superintendents' salaries. That means no general increases or grid movement increases.
 - The CBE does not have a bonus program for the Chief Superintendent, superintendents or other management staff.
 - Trustee remuneration continues to be frozen.
 - Amortization, as required by accounting guidelines, continues to be based on historical capital spending patterns and is not able to be effectively reduced in the short- to medium-term.
- Block
 - As per Board direction, the Transportation block is balanced against government funding received and fees charged. No instructional dollars have been allocated towards transportation expenses.
 - A System Administration grant is allotted to the CBE. The current grant is set at a fixed amount for the next three years. For 2021-22, the budgeted System Administration expense totals \$41.5 million. The savings of \$3.5 million is directly applied to instructional support.
 - The Operations and Maintenance (O&M) grant does not cover the costs related to the actual operations and maintenance required and therefore is dependent upon the global budget to cover operating



costs. The CBE is continually looking for new ways to improve efficiencies and was acknowledged in the Ministerial Order for its lean operations.

Expense by Account and Category

Total expenditures of the CBE is summarized by service units below.

	Salaries & Benefits	Supplies & Services	Other	Budget 2021-22	Budget 2020-21	Increase/Decrease
in \$000s						
Schools and Areas	944,466	66,502	25	1,010,993	1,040,346	(29,353)
Corporate Service Units	9,175	134,615	77,605	221,395	220,702	693
Communication and Engagement Services	2,315	49	-	2,364	3,352	(988)
School Improvement	49,572	2,902	246	52,720	32,934	19,786
Facilities and Environmental Services	21,647	8,160	2,542	32,349	33,634	(1,285)
General Counsel	1,501	91	20	1,612	1,615	(3)
Finance and Technology Services	23,978	1,148	8,455	33,581	29,120	4,461
Human Resources	12,383	1,522	-	13,905	13,792	113
Chief Superintendent	507	242	-	749	751	(2)
Board of Trustees	453	1,119	-	1,572	1,488	84
Total	1,065,997	216,350	88,893	1,371,240	1,377,734	(6,494)

- This level of detail provides the cost of operating schools and Areas, the corporate costs managed in different service units and the operating activity costs within each service unit.
- The following sections provides more details for each of these categories.

Summary of Expenses by Schools and Areas

Resources are allocated to schools via a mechanism called the Resource Allocation Method (RAM). The RAM allocation is the yearly school budget.

Schools are provided resources through the RAM to meet student achievement and well-being outcomes. There are a number of factors that influence the RAM and the related allocation to each school. Some of these factors include, but are not necessarily limited to: enrolment, classroom complexity, and equity considerations.

The RAM is designed to allocate resources equitably, not equally, while providing choice to school administration (the principal) in the assignment and deployment of those resources to meet the unique learning needs of all students within each school.

Just as Alberta Education funding is not specific to one particular student, the RAM allocations are not specific to any one student in the school. Rather, the RAM allocation is designed to support the needs of all students within a particular school.

The entire CBE supports student learning. While the vast majority of funds are allocated directly to schools via the RAM, the CBE provides a wide range of school and instruction supports that are administered centrally on behalf of schools. This approach is more efficient and effective. Centrally funded student support services can be deployed where and when necessary to address individual student need. Having some resources at the Area and central level allows for a better matching of resources to needs.

	Budget 2021-22		Budget 2020-21		Change	
	RAM (\$000s)	Enrolment Student Count	RAM (\$000s)	Enrolment Student Count	RAM (\$000s)	Enrolment Student Count
K-Gr3	181,439	39,035	137,067	38,685	44,372	350
Gr 4-6	139,727	28,644	111,688	28,893	28,039	(249)
Gr 7-9	134,479	29,224	114,658	28,519	19,821	705
Gr 10-12	145,185	32,220	127,044	32,788	18,141	(568)
Basic school staff allocation	104,349		70,125		34,224	
Contract absences, short term	10,996		11,851		(855)	
Alberta Teachers' Retirement Fund	68,518		71,377		(2,859)	
Other - Equity factors, HUB teachers, unique settings and specialized classes	119,744		260,209		(140,465)	
Total	904,437	129,123	904,019	128,885	418	238

Summary of Corporate Costs

Within the expense by category chart shown above, there are corporate costs that are managed by respective service units on behalf of the organization. These costs are largely non-discretionary, at least in the short to medium term, as they cannot be easily reduced without significant impact to CBE operations. Specific service units are responsible for monitoring these costs and thus have these items included in their budget. As these costs are incurred for the entire system, they are grouped and presented together here as 'corporate accounts' for illustrative purposes. Below is an overview of some activities which are typically incurred in corporate accounts, including:

Managing Unit	Corporate costs examples
Communications and Engagement Services	Facilitating community engagement services (high school engagement, etc.), corporate partnerships
Facilities and Environmental Services	Utilities, amortization, insurance, student transportation (charter buses, Handi-bus, taxis), maintenance, repair costs, etc.
Finance Technology Services	Technology licenses, subscription and fees, amortization for board-funded assets, etc.
General Counsel	External legal counsel fees, settlement costs, etc.
Human Resources	Professional Improvement Fellowship (in accordance with the ATA Collective Agreement), secondments, staff development funds, etc.
School Improvement	Programs supporting suicide prevention and therapeutic intervention, the budget for Calgary Police Services school resource officers, and amortization for student information systems
Education Matters	In accordance with Public Sector Accounting Standards, EducationMatters is consolidated for the CBE's financial reporting purposes

	Chief Superintendent Office	Communication and Engagement Services	Corporate Revenue	Facilities and Environmental Services	Finance and Technology Services	General Counsel	Human Resources	School Improvement	Education Matters	Total
Expenses (\$000s)										
Certificated salaries and benefits	-	-	-	-	1,398	-	4,322	37	-	5,757
Non-certificated salaries and benefits	-	113	-	1,353	561	-	816	23	552	3,418
Dues and fees	-	5	-	-	-	-	593	-	-	598
Rental equipment and facilities	-	-	-	10,920	-	-	40	-	39	10,999
Maintenance and repairs	-	-	-	18,110	5,121	-	47	-	-	23,278
Insurance	-	-	-	12,779	-	-	-	-	-	12,779
Professional services	-	195	-	3,903	2,798	832	3,041	2,135	69	12,973
Utilities	-	-	-	23,455	4,014	-	-	-	-	27,469
Transportation charges	-	-	-	41,173	-	-	-	-	-	41,173
Other supplies	500	10	-	-	1,982	-	1,438	407	999	5,336
Minor equipment	-	-	-	-	9	-	-	-	-	9
Amortization	-	-	-	55,210	12,857	-	-	1,949	10	70,025
Interest and finance charges	-	-	-	-	1,799	-	-	-	-	1,799
Other (uncollectible accounts)	-	-	5,637	-	144	-	-	-	-	5,781
Total expenses	500	323	5,637	166,903	30,684	832	10,297	4,551	1,669	221,395

Summary of Expenses by Service Units

Total expenditures for the CBE are summarized by service unit in [Appendix III](#).

Staffing

Similar to other categories of expenses, staffing is summarized in two different ways:

- School- vs Non-School-based; and
- By Service unit.

School-Based and Non-School-Based Staff

- Approximately 90 per cent of CBE staff are in school-based positions, including facility operations staff with the remaining 10 per allocated to non-school-based support staff. Approximately 2% of staff are in exempt positions.
- This is consistent with historical staffing allocations and other metro school jurisdictions. Final staffing allocations are determined in the fall once the school year begins and school-based administration (the school principal) can complete their staffing plans for the 2021-22 school year based on actual 2021-22 student enrolment.

Detail of the staff composition for school-based and non-school-based staff is shown below.

	Budget 2021-22		Budget 2020-21		
	FTE	% of Total	FTE	% of Total	Change
School Based Staff					
Certificated Staff	6,490	73%	6,425	70%	65
Non Certificated Staff	2,381	27%	2,699	30%	(318)
Subtotal	8,871	100%	9,124	100%	(253)
Non School Based Staff					
Certificated Staff	159	17%	120	16%	39
Non Certificated Staff	801	83%	629	84%	172
Subtotal	960	100%	749	100%	211
Grand Total	9,831		9,873		(42)

*CBE Board of Trustees are not employees. Prior year FTE has been adjusted to reflect accordingly

Service Unit Staff

	Budget 2021-22		Budget 2020-21		Increase/ Decrease	
	FTE	%	FTE	%	FTE	%
Schools and Areas*	8,871	90.3%	9,124	92.4%	(253)	(2.8%)
Corporate Service Units	27	0.3%	16	0.2%	11	66.0%
Communication and Engagement Services	20	0.2%	20	0.2%	-	-
School Improvement*	396	4.0%	202	2.0%	194	96.0%
Facilities and Environmental Services	199	2.0%	209	2.1%	(10)	(4.7%)
General Counsel	11	0.1%	11	0.1%	-	-
Finance and Technology Services*	200	2.0%	184	1.9%	16	8.7%
Human Resources	104	1.1%	104	1.1%	-	-
Chief Superintendent	3	0.0%	3	0.0%	-	-
Total	9,831	100.0%	9,873	100.0%	(42)	(0.4%)

- Central support staff were previously reported under school-based staff. To correctly represent the proper hierarchy of where staff report, these FTEs have been moved under the School Improvement service unit. To be clear, while these staff positions are included in a service unit budget, the staff work almost exclusively in schools. Some examples include:
 Psychologists, Speech Language Pathologists, Occupational and Physical Therapists, Early Childhood Practitioners, School Family Liaisons, Behaviour Support Workers, Braille Assistants Strategists, Learning Leaders.
- Centralized services provide administrative time savings for schools and allows for more time to focus on teaching and learning. For example, the CBE introduced a new Service Desk model to support staff across service units requiring technical assistance. These FTE have moved from school-based to Non-school-based and from Schools and Areas to Finance and Technology Services.
- Additional information regarding definitions for staffing categories can be found in [Appendix IV: Staffing](#).



Broader Financial Picture

Capital

Board-Funded Capital

Board-funded capital is a critical component of a school jurisdictions spending in support of student learning.

The CBE's board-funded capital budget supports projects that are one-time (e.g. the replacement of the student information system), new school commissioning, and capital acquisitions that need to be made on an annual basis to maintain a stable and reliable inventory of assets such as technology devices, vehicles and musical instruments.

Specific examples include the purchase of classroom technology (tablets, desktops, laptops, digital displays, etc.), enhancements or replacement of enterprise systems (payroll, human resources management, financial systems, student record systems, and facility management systems), replacement furniture for schools, entry way matting, core technology upgrades (servers, switches, wireless endpoints, etc.).

In 2021-22, the CBE will set aside \$28.3 million under board-funded capital. This is an increase compared to the prior year. In the 2020-21 school year, projects were on hold to decrease expenditures to ensure a balanced budget and to ensure sufficient resources were available to address costs associated with the evolving COVID-19 pandemic.

The current board-funded capital plan includes projections of costs over three years (the 2021-22 budget year and two consecutive years); however, approvals are made on an annual basis to correspond with the government budget approval cycle. Approved capital projects increase amortization expense once placed into operation. Accordingly, capital plan spending can impact CBE operating expenditures.

Facility (Provincially Supported) Capital Projects

Each year the CBE prepares a Three-Year School Capital Plan for submission to the Provincial Government. This plan includes an analysis of the CBE's need for new, replacement and modernized schools. Also submitted to the Provincial Government is an annual Modular Classroom Plan, which is an analysis of the CBE's forecasted modular classroom needs. The implementation of these plans is dependent upon provincial approval and funding.

The spending for these provincially funded projects is not included in the CBE's annual budget, as the amortization expense and corresponding revenue



recognition is recorded over the useful life of the asset. The annual amortization expense provision and corresponding Alberta Education revenues are incorporated in the budget for all assets in productive use by Aug. 31, 2021.

Reserves

As directed by the Board of Trustees, and subject to operational realities, the CBE will endeavour to maintain operating reserves at a minimum of three per cent of prior year operating expenses exclusive of external block expenditures, transportation block, EDCR and ATRF. These expenses are excluded from the calculation as the costs are directly offset with targeted funding.

For the 2021-2022 fiscal year, the CBE met the minimum operating reserve level with a forecasted reserve level equal to 3.66 percent of prior year's expenditures and therefore will provide a balanced budget for submission to Alberta Education.

Minimum Operating Reserve Level (\$000s)	
Total Prior Year Expenditures	1,121,801
3 per cent target	33,654
Anticipated 2020-21 reserve levels*	41,046
Anticipated 2020-21 reserve level to prior year expenditure	3.66%

*Based on Second Quarter Forecast

The CBE will closely monitor activities to identify any significant, one-time expenses that may require access to reserve funds. The use of reserves is the last option after the CBE has explored all in-year spending adjustment options. In the unlikely event that the necessary savings cannot be achieved over the course of the school year, a draw from operating reserves to offset the budgeted deficit for 2021-22 school year would be required.

As the pandemic continues, the CBE would look to fund any additional COVID- 19 expenditures out of operating reserves should additional federal or provincial funding be unavailable. The strategy ensures that the impact of additional COVID-19 costs on teaching and learning is minimized.

As per the updated guidance in the *Fiscal Measures and Taxation Act*, the CBE will require Ministerial approval from Alberta Education for any withdrawals from operating and capital reserves.



	Reserve balance Sept 1, 2020	Budget 20-21 planned use of reserves	Forecasted use of Reserves	Forecasted reserve balance Aug. 31, 2021	% of Budgeted expenses*
	(\$000s)				
Operating reserves	41,477	(2,716)	(431)	41,046	3.1%
Capital reserves	34,341		(10,086)	24,255	1.8%
Total reserves	75,818	(2,716)	(10,517)	65,301	4.9%

Note: Forecasted use of reserves is based on Second Quarter Forecast

*Budget 2020-21

Definitions:

Operating reserves are surpluses from prior years that may be used as a one-time funding source for any purpose (subject to Ministerial approval). In simple terms, the CBE's operating reserves are its rainy-day savings account.

Capital reserves are surpluses from prior years that have been designated as one-time funding source for capital purposes (subject to Ministerial approval). Like operating reserves, the CBE's capital reserves are the rainy-day savings account specifically focused on the CBE's school buildings and other infrastructure.

The CBE invests any operating or capital reserves in both short and longer term investments. The CBE's investment objective is to maximize investment returns consistent with the preservation of the invested funds. Money earned through those investments is available to support teaching and learning in the classroom.



Conclusion

The CBE will work to align with the funding model and ensure resources match the funding available.

Maximizing the dollars directed to the classroom to support student achievement and well-being remains the top priority. The CBE, working with students, families, staff, partners, and Alberta Education, will continue to provide the best public education programs and supports possible for students within the financial resources made available.

The CBE is committed to strong, vibrant, inclusive school communities where all students have the opportunity to achieve their potential. The 2021-22 budget is balanced and continues to prioritize dollars and resources directly to students and classrooms that align with the funding received within the government's funding framework.



Appendices

Appendix I – Budget Report (Submission to Alberta Education)

**BUDGET
REPORT
FOR THE YEAR ENDING AUGUST 31, 2022**

[Education Act, Sections 139(2)(b) and 244]

3030 The Calgary School Division

Legal Name of School Jurisdiction

1221 8 Street SW Calgary AB AB T2R 0L4; 403-817-7410; brgrundy@cbe.ab.ca

Contact Address, Telephone & Email Address

BOARD CHAIR

Ms. Marilyn Dennis

Name

Signature

SUPERINTENDENT

Mr. Christopher Usih

Name

Signature

SECRETARY TREASURER or TREASURER

Mr. Brad Grundy

Name

Signature

Certified as an accurate summary of the year's budget as approved by the Board

of Trustees at its meeting held on May 20, 2021 **.**
Date

c.c. Alberta Education
c/o Jianan Wang, Financial Reporting & Accountability Branch
8th Floor Commerce Place, 10155-102 Street, Edmonton AB T5J 4L5
Phone: (780) 427-3855
E-MAIL: EDC.FRA@gov.ab.ca

	A	B	C	D	E	F	G	H	I
1	School Jurisdiction Code:								3030
3	TABLE OF CONTENTS								
5									Page
6	BUDGETED STATEMENT OF OPERATIONS & ALLOCATION OF EXPENSES (BY OBJECT)								3
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12	PROJECTED STUDENT STATISTICS								9
13	PROJECTED STAFFING STATISTICS								10
15	Color coded cells:								
16	blue cells: require the input of data/descriptors wherever applicable.				grey cells: data not applicable - protected				
17					white cells: within text boxes REQUIRE the input of points and data.				
18	green cells: populated based on information previously submitted				yellow cells: to be completed when yellow only.				
19									
20	HIGHLIGHTS, PLANS, ASSUMPTIONS AND RISKS SUMMARY- 2021/2022 BUDGET REPORT								
21	The following were presented to the Board and approved as underlying the budget. These key points and assumptions used in development of the budget take into								
22	consideration the economic environment of the jurisdiction, focus on anticipated changes from current year, and are realistic and consistent with the three year								
23	Education Plan. At a minimum, they disclose key budget assumptions, financial & business risks, and specific strategies explaining how this budget will								
24	support the jurisdiction's plans.								
25	<u>Budget Highlights, Plans & Assumptions:</u>								
26									
27	The CBE will align programs, services and supports within Alberta Education allocated funding.								
28	The CBE will increase resources directed at teaching and learning in the classroom.								
29	The CBE will carefully manage (non-classroom) costs consistent with the operational needs of the jurisdiction.								
30	The CBE assumes funding confirmed in the funding letter of April 30th for 2021-22 will not change during the school year.								
31	The CBE assumes overall enrolment headcount will increase by 238 (from initial 2020-21 forecast) for a total of 129,123 in 2021-22 as provided to Alberta Education.								
32	The CBE assumes no incremental dollars will be provided for increased enrolment or changes in student population complexity, until the 2022 -23 school year.								
33	The budget put does not fund any additional costs related to the COVID-19 pandemic for 2021-22 school year. The CBE will continue to follow the province's guidance								
34	regarding COVID-19 and respond to direction provided. Costs arising from COVID-19, or other unanticipated events, will be addressed using the CBE's operating reserves,								
35	subject to approval by the Board of Trustees and the Minister of Education.								
36	The CBE will balance the transportation budget using government funding and fees charged to parents. As directed by Board motion, the transportation budget will not be								
37	supplemented with additional dollars to support student transportation costs. For 2021-22, the CBE's student transportation fees will be reduced by 40 per cent from 2020-21								
38	levels. This reduction is in addition to the full transportation fee refund implemented for the 2020-21 school year. Reduced fees and a rebate were due to low ridership given the								
39	pandemic.								
40	The CBE's system administration expenses will be compliant with the funding provided by the targeted grant from the government. The CBE assumes the System								
41	Administration targeted grant will remain the same for the next two school years at \$43.7 million.								
42	The Government of Alberta has primary responsibility for collective bargaining with the Alberta Teachers Association. Given that the ATA negotiations inform collective								
43	bargaining for the other areas of the public education sector, the CBE will follow the Government's lead with respect to local bargaining.								
44	The CBE will continue to administer a student supplies fee for Kindergarten through Grade six. This fee will cover the cost of individual student supplies (pens, pencils, crayons,								
45	glue, etc.) utilized by students over the course of the school year. The fee will be \$20 for kindergarten and \$40 Grades 1 through 6. The CBE does not make a profit on fees								
46	charged.								
47	The CBE elects to defer funding from 2020-21 to 2021-22 for students who did not attend school due to COVID -19. The CBE assumes these students will return in 2021-22.								
48	The estimated deferral is \$19 million.								
49	The CBE intends to actively pursue opportunities to lease out excess space in the Education Centre. Due to the current economic conditions, potential lease revenue may not								
50	completely offset the prorated expenditure. As a result, external block shows a deficit. Every effort will be made to bring the external block into balance.								
51	The CBE continues to seek efficiencies to address the \$10.7 million reduction (Alberta Education calculation) in Operations and Maintenance funding resulting from the								
52	changes in the per square meter grant rate.								
53	The CBE continues to pursue the strategy of maintaining individual school utilization rates at or above 85 per cent to maximize IMR funding.								
54	The CBE will scale its operations to align with the reduction in Infrastructure Maintenance Renewal funding. As well, the CBE will work to maximize the use of Capital								
55	Maintenance Renewal funding.								
56	<u>Significant Business and Financial Risks:</u>								
57									
58	Under the government's three-year WMA approach, school jurisdictions must manage all risk associated with growth in enrolment beyond that included in the WMA calculation.								
59	If more students attend CBE schools than planned, programs, supports and services may need to be adjusted to stay within available funding.								
60	While transportation costs are balanced with funding and fees, there is a risk that costs will rise to accommodate increased riders and/or students requiring complex								
61	transportation.								
62	The CBE will retain a comprehensive fee waiver process to support those families who cannot pay to ensure that no student is denied access to their public education. For								
63	those families who do not to pay their fees, despite an ability to pay, the CBE will continue to maintain a collection process to ensure overall system fairness. With the complex								
64	economic environment ahead for Calgarians, there is a risk that waivers could be higher than anticipated.								
65	Bridge funding is a temporary sum of funding received from Alberta Education comprised of: funding provided to school jurisdictions because of the government's new funding								
66	model and COVID-19 mitigation funding for the decrease in student enrolment due to COVID in 2021-22. These two funds are temporary. Decrease in bridge funding is likely								
67	going forward in future budget years. The CBE will continue to align programs, services and supports with funding provided by Alberta Education.								
68	Any unanticipated costs arising from COVID-19 or other unanticipated risks will be addressed using the CBE's operating reserves which the Board of Trustees has mandated								
69	must be 3 percent of expenditures. Currently CBE operating reserves are in compliance with the Board of Trustees mandate. Given that both the Board of Trustees and the								
70	Minister of Education must approve draws upon the CBE's operating reserves, the CBE assumes their approval will not be unduly withheld.								
71	The CBE continues to explore all viable options to reduce the annual operating costs associated with the Education Centre lease agreement.								
72	Costs associated with the implementation of the new provincial curriculum has not be included in this budget. The CBE assumes that Alberta Education will provide funding to								
73	support curriculum implementation.								
74									Page 36 of 59

BUDGETED STATEMENT OF OPERATIONS
for the Year Ending August 31

	Approved Budget 2021/2022	Approved Budget 2020/2021	Actual Audited 2019/2020
REVENUES			
Government of Alberta	\$ 1,295,082,000	\$1,269,475,000	\$1,246,391,000
Federal Government and First Nations	\$ 609,000	\$3,012,000	\$2,088,000
Out of province authorities	\$ -	\$0	\$0
Alberta Municipalities-special tax levies	\$ -	\$0	\$0
Property taxes	\$ -	\$0	\$0
Fees	\$ 44,751,000	\$59,616,000	\$31,512,000
Sales of services and products	\$ 15,769,000	\$23,898,000	\$24,019,000
Investment income	\$ 1,911,000	\$2,421,000	\$3,054,000
Gifts and donations	\$ 6,946,000	\$9,568,000	\$9,438,000
Rental of facilities	\$ 4,430,000	\$4,301,000	\$3,093,000
Fundraising	\$ 1,500,000	\$2,350,000	\$1,722,000
Gains on disposal of capital assets	\$ -	\$0	\$1,116,000
Other revenue	\$ 242,000	\$377,000	\$577,000
TOTAL REVENUES	\$1,371,240,000	\$1,375,018,000	\$1,323,010,000
EXPENSES			
Instruction - Pre K	\$ 2,066,000	\$3,134,000	\$0
Instruction - K to Grade 12	\$ 1,074,037,000	\$1,076,211,000	\$1,037,495,000
Operations & maintenance	\$ 180,062,000	\$170,768,000	\$161,222,000
Transportation	\$ 44,876,000	\$51,427,000	\$42,278,000
System Administration	\$ 41,516,000	\$43,672,000	\$44,383,000
External Services	\$ 28,683,000	\$32,522,000	\$26,110,000
TOTAL EXPENSES	\$1,371,240,000	\$1,377,734,000	\$1,311,488,000
ANNUAL SURPLUS (DEFICIT)	\$0	(\$2,716,000)	\$11,522,000

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

	Approved Budget 2021/2022	Approved Budget 2020/2021	Actual Audited 2019/2020
EXPENSES			
Certificated salaries	\$ 660,652,000	\$647,911,000	\$656,700,000
Certificated benefits	\$ 150,442,000	\$148,366,000	\$143,675,000
Non-certificated salaries and wages	\$ 202,768,000	\$212,594,000	\$193,046,000
Non-certificated benefits	\$ 52,135,000	\$52,713,000	\$47,268,000
Services, contracts, and supplies	\$ 216,350,000	\$234,522,000	\$186,448,000
Capital and debt services			
Amortization of capital assets			
Supported	\$ 53,008,000	\$47,173,000	\$47,600,000
Unsupported	\$ 28,271,000	\$26,362,000	\$28,171,000
Interest on capital debt			
Supported	\$ -	\$0	\$24,000
Unsupported	\$ 409,000	\$469,000	\$402,000
Other interest and finance charges	\$ 1,425,000	\$1,330,000	\$1,176,000
Losses on disposal of capital assets	\$ -	\$0	\$0
Other expenses	\$ 5,780,000	\$6,294,000	\$6,978,000
TOTAL EXPENSES	\$1,371,240,000	\$1,377,734,000	\$1,311,488,000

**BUDGETED SCHEDULE OF PROGRAM OPERATIONS
for the Year Ending August 31**

REVENUES	Approved Budget 2021/2022									Actual Audited 2019/20
	Instruction				Operations and	Transportation	System	External	TOTAL	TOTAL
	Pre K	Third Year K- Severe	Moderate Language Delay (Code 48)	K - Grade 12	Maintenance					
(1) Alberta Education	\$ 1,608,000	\$ 5,016,000	\$ 1,484,000	\$ 1,028,404,000	\$ 127,618,000	\$ 37,406,000	\$ 43,728,000	\$ -	\$ 1,245,264,000	\$ 1,198,408,000
(2) Alberta Infrastructure	\$ -	\$ -	\$ -	\$ -	\$ 49,373,000	\$ -	\$ -	\$ -	\$ 49,373,000	\$ 47,497,000
(3) Other - Government of Alberta	\$ -	\$ -	\$ -	\$ 100,000	\$ -	\$ -	\$ -	\$ -	\$ 100,000	\$ 130,000
(4) Federal Government and First Nations	\$ -	\$ -	\$ -	\$ 579,000	\$ -	\$ -	\$ 30,000	\$ -	\$ 609,000	\$ 2,088,000
(5) Other Alberta school authorities	\$ -	\$ -	\$ -	\$ 330,000	\$ 15,000	\$ -	\$ -	\$ -	\$ 345,000	\$ 356,000
(6) Out of province authorities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(7) Alberta municipalities-special tax levies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(8) Property taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(9) Fees	\$ 56,000	\$ -	\$ -	\$ 22,156,000	\$ -	\$ 7,470,000	\$ -	\$ 15,069,000	\$ 44,751,000	\$ 31,512,000
(10) Sales of services and products	\$ -	\$ -	\$ -	\$ 7,791,000	\$ 259,000	\$ -	\$ 75,000	\$ 7,644,000	\$ 15,769,000	\$ 24,019,000
(11) Investment income	\$ -	\$ -	\$ -	\$ 761,000	\$ -	\$ -	\$ 1,150,000	\$ -	\$ 1,911,000	\$ 3,054,000
(12) Gifts and donations	\$ -	\$ -	\$ -	\$ 6,946,000	\$ -	\$ -	\$ -	\$ -	\$ 6,946,000	\$ 9,438,000
(13) Rental of facilities	\$ -	\$ -	\$ -	\$ -	\$ 481,000	\$ -	\$ -	\$ 3,949,000	\$ 4,430,000	\$ 3,093,000
(14) Fundraising	\$ -	\$ -	\$ -	\$ 1,500,000	\$ -	\$ -	\$ -	\$ -	\$ 1,500,000	\$ 1,722,000
(15) Gains on disposal of tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,116,000
(16) Other revenue	\$ -	\$ -	\$ -	\$ 242,000	\$ -	\$ -	\$ -	\$ -	\$ 242,000	\$ 577,000
(17) TOTAL REVENUES	\$ 1,664,000	\$ 5,016,000	\$ 1,484,000	\$ 1,068,809,000	\$ 177,746,000	\$ 44,876,000	\$ 44,983,000	\$ 26,662,000	\$ 1,371,240,000	\$ 1,323,010,000
EXPENSES										
(18) Certificated salaries	\$ 713,000	\$ 851,000	\$ -	\$ 654,442,000	\$ -	\$ -	\$ 880,000	\$ 3,766,000	\$ 660,652,000	\$ 656,700,000
(19) Certificated benefits	\$ 91,000	\$ 93,000	\$ -	\$ 149,659,000	\$ -	\$ -	\$ 136,000	\$ 463,000	\$ 150,442,000	\$ 143,675,000
(20) Non-certificated salaries and wages	\$ 991,000	\$ 3,408,000	\$ 915,000	\$ 123,326,000	\$ 47,132,000	\$ 990,000	\$ 15,232,000	\$ 10,774,000	\$ 202,768,000	\$ 193,046,000
(21) Non-certificated benefits	\$ 267,000	\$ 682,000	\$ 205,000	\$ 31,617,000	\$ 13,025,000	\$ 239,000	\$ 3,306,000	\$ 2,794,000	\$ 52,135,000	\$ 47,268,000
(22) SUB - TOTAL	\$ 2,062,000	\$ 5,034,000	\$ 1,120,000	\$ 959,044,000	\$ 60,157,000	\$ 1,229,000	\$ 19,554,000	\$ 17,797,000	\$ 1,065,997,000	\$ 1,040,689,000
(23) Services, contracts and supplies	\$ 4,000	\$ -	\$ -	\$ 87,590,000	\$ 59,870,000	\$ 41,785,000	\$ 20,166,000	\$ 6,935,000	\$ 216,350,000	\$ 186,448,000
(24) Amortization of supported tangible capital assets	\$ -	\$ -	\$ -	\$ 334,000	\$ 52,674,000	\$ -	\$ -	\$ -	\$ 53,008,000	\$ 47,600,000
(25) Amortization of unsupported tangible capital assets	\$ -	\$ -	\$ -	\$ 19,496,000	\$ 6,996,000	\$ -	\$ 1,608,000	\$ 171,000	\$ 28,271,000	\$ 28,171,000
(26) Supported interest on capital debt	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 24,000
(27) Unsupported interest on capital debt	\$ -	\$ -	\$ -	\$ -	\$ 365,000	\$ -	\$ 44,000	\$ -	\$ 409,000	\$ 402,000
(28) Other interest and finance charges	\$ -	\$ -	\$ -	\$ 741,000	\$ -	\$ 219,000	\$ -	\$ 465,000	\$ 1,425,000	\$ 1,176,000
(29) Losses on disposal of tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(30) Other expense	\$ -	\$ -	\$ -	\$ 678,000	\$ -	\$ 1,643,000	\$ 144,000	\$ 3,315,000	\$ 5,780,000	\$ 6,978,000
(31) TOTAL EXPENSES	\$ 2,066,000	\$ 5,034,000	\$ 1,120,000	\$ 1,067,883,000	\$ 180,062,000	\$ 44,876,000	\$ 41,516,000	\$ 28,683,000	\$ 1,371,240,000	\$ 1,311,488,000
(32) OPERATING SURPLUS (DEFICIT)	\$ (402,000)	\$ (18,000)	\$ 364,000	\$ 926,000	\$ (2,316,000)	\$ -	\$ 3,467,000	\$ (2,021,000)	\$ -	\$ 11,522,000

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

	Approved Budget 2021/2022	Approved Budget 2020/2021	Actual 2019/2020
FEEES			
TRANSPORTATION	\$7,470,000	\$14,021,000	\$5,110,332
BASIC INSTRUCTION SUPPLIES (Instructional supplies, & materials)	\$2,512,000	\$3,630,000	\$0
LUNCHROOM SUPERVISION & NOON HOUR ACTIVITY FEES (Optional)	\$15,069,000	\$15,265,000	\$11,405,761
FEES TO ENHANCE BASIC INSTRUCTION			
Technology user fees	\$0	\$0	\$0
Alternative program fees	\$0	\$0	\$663,997
Fees for optional courses	\$0	\$0	\$2,879,464
ECS enhanced program fees	\$0	\$0	\$0
ACTIVITY FEES	\$10,000,000	\$15,600,000	\$6,034,435
Other fees to enhance education (Describe here)	\$3,500,000	\$3,300,000	\$0
NON-CURRICULAR FEES			
Extra-curricular fees	\$2,400,000	\$4,000,000	\$1,576,568
Non-curricular goods and services	\$3,800,000	\$3,800,000	\$344,407
NON-CURRICULAR TRAVEL	\$0	\$0	\$0
OTHER FEES (Describe here)	\$0	\$0	\$0
TOTAL FEES	\$44,751,000	\$59,616,000	\$28,014,963

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

Please disclose amounts paid by parents of students that are recorded as "Sales of services and products" (rather than fee revenue). Note that this schedule should include only amounts collected from parents and so it may not agree with the Statement of Operations.	Approved Budget 2021/2022	Approved Budget 2020/2021	Actual 2019/2020
Cafeteria sales, hot lunch, milk programs	\$0	\$0	\$1,014,870
Special events	\$0	\$0	\$332,327
Sales or rentals of other supplies/services	\$1,380,000	\$3,800,000	\$1,729,191
International and out of province student revenue	\$6,562,500	\$11,167,000	\$0
Adult education revenue	\$945,631	\$1,602,000	\$0
Preschool	\$0	\$0	\$0
Child care & before and after school care	\$0	\$0	\$0
Lost item replacement fees	\$0	\$0	\$0
Other (describe) Foreign Tuition	\$0	\$0	\$11,167,285
Other (describe) Music Instruments, library fees, commissions	\$0	\$0	\$1,002,026
Other (describe) Other (Describe)	\$0	\$0	\$1,088,089
Other (describe) Other sales (describe here)	\$0	\$0	
Other (describe) Other sales (describe here)	\$0	\$0	
TOTAL	\$8,888,131	\$16,569,000	\$16,333,789

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

	(1)	(2)	(3)	(4)	(5)	(6)	(7)
	ACCUMULATED OPERATING SURPLUS (2+3+4+7)	INVESTMENT IN TANGIBLE CAPITAL ASSETS	ENDOWMENTS	ACCUMULATED SURPLUS FROM OPERATIONS (5+6)	UNRESTRICTED SURPLUS	INTERNALLY RESTRICTED	
						OPERATING RESERVES	CAPITAL RESERVES
Actual balances per AFS at August 31, 2020	\$223,804,000	\$143,030,000	\$4,956,000	\$41,477,000	\$0	\$41,477,000	\$34,341,000
2020/2021 Estimated impact to AOS for:							
Prior period adjustment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Estimated surplus(deficit)	(\$1,579,000)			(\$1,579,000)	(\$1,579,000)		
Estimated board funded capital asset additions		\$33,412,000		(\$23,326,000)	(\$23,326,000)	\$0	(\$10,086,000)
Estimated disposal of unsupported tangible capital assets	\$0	\$0		\$0	\$0		\$0
Estimated amortization of capital assets (expense)		(\$76,735,000)		\$76,735,000	\$76,735,000		
Estimated capital revenue recognized - Alberta Education		\$4,324,000		(\$4,324,000)	(\$4,324,000)		
Estimated capital revenue recognized - Alberta Infrastructure		\$45,172,000		(\$45,172,000)	(\$45,172,000)		
Estimated capital revenue recognized - Other GOA		\$0		\$0	\$0		
Estimated capital revenue recognized - Other sources		\$271,000		(\$271,000)	(\$271,000)		
Estimated changes in Endowments	\$0		\$0	\$0	\$0		
Estimated unsupported debt principal repayment		\$2,494,000		(\$2,494,000)	(\$2,494,000)		
Estimated reserve transfers (net)				\$0	\$431,000	(\$431,000)	\$0
Estimated assumptions/transfers of operations - capital lease ad	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Estimated Balances for August 31, 2021	\$222,225,000	\$151,968,000	\$4,956,000	\$41,046,000	\$0	\$41,046,000	\$24,255,000
2021/22 Budget projections for:							
Budgeted surplus(deficit)	\$0			\$0	\$0		
Projected board funded capital asset additions		\$26,300,000		(\$26,300,000)	(\$26,300,000)	\$0	\$0
Budgeted disposal of unsupported tangible capital assets	\$0	\$0		\$0	\$0		\$0
Budgeted amortization of capital assets (expense)		(\$81,279,000)		\$81,279,000	\$81,279,000		
Budgeted capital revenue recognized - Alberta Education		\$6,435,000		(\$6,435,000)	(\$6,435,000)		
Budgeted capital revenue recognized - Alberta Infrastructure		\$46,325,000		(\$46,325,000)	(\$46,325,000)		
Budgeted capital revenue recognized - Other GOA		\$0		\$0	\$0		
Budgeted capital revenue recognized - Other sources		\$248,000		(\$248,000)	(\$248,000)		
Budgeted changes in Endowments	\$0		\$0	\$0	\$0		
Budgeted unsupported debt principal repayment		\$1,971,000		(\$1,971,000)	(\$1,971,000)		
Projected reserve transfers (net)				\$0	\$0	\$0	\$0
Projected assumptions/transfers of operations - capital lease ad	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Projected Balances for August 31, 2022	\$222,225,000	\$151,968,000	\$4,956,000	\$41,046,000	\$0	\$41,046,000	\$24,255,000

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

	Unrestricted Surplus Usage			Operating Reserves Usage			Year Ended		
	Year Ended			Year Ended			Year Ended		
	31-Aug-2022	31-Aug-2023	30-Aug-2024	31-Aug-2022	31-Aug-2023	30-Aug-2024	31-Aug-2022	31-Aug-2023	30-Aug-2024
Projected opening balance	\$0	\$0	\$26,374,189	\$41,046,000	\$41,046,000	\$41,046,000	\$24,255,000	\$24,255,000	\$24,255,000
Projected excess of revenues over expenses (surplus only)	\$0	\$0	\$0						
Budgeted disposal of unsupported tangible capital assets	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0
Budgeted amortization of capital assets (expense)	\$81,279,000	\$81,278,189	\$81,278,189		\$0	\$0			
Budgeted capital revenue recognized	(\$53,008,000)	(\$52,933,000)	(\$52,933,000)		\$0	\$0			
Budgeted changes in Endowments	\$0	\$0	\$0		\$0	\$0			
Budgeted unsupported debt principal repayment	(\$1,971,000)	(\$1,971,000)	(\$1,971,000)		\$0	\$0			
Projected reserves transfers (net)				\$0	\$0	\$0	\$0	\$0	\$0
Projected assumptions/transfers of operations	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Increase in (use of) school generated funds	\$0	\$0	\$0		\$0	\$0		\$0	\$0
New school start-up costs	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Decentralized school reserves	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Non-recurring certificated remuneration	\$0	\$0	\$0		\$0	\$0			
Non-recurring non-certificated remuneration	\$0	\$0	\$0		\$0	\$0			
Non-recurring contracts, supplies & services	\$0	\$0	\$0		\$0	\$0			
Professional development, training & support	\$0	\$0	\$0		\$0	\$0			
Transportation Expenses	\$0	\$0	\$0		\$0	\$0			
Operations & maintenance	\$0	\$0	\$0		\$0	\$0			
English language learners	\$0	\$0	\$0		\$0	\$0			
System Administration	\$0	\$0	\$0		\$0	\$0			
OH&S / wellness programs	\$0	\$0	\$0		\$0	\$0			
B & S administration organization / reorganization	\$0	\$0	\$0		\$0	\$0			
Debt repayment	\$0	\$0	\$0		\$0	\$0			
POM expenses	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Non-salary related programming costs (explain)	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - School building & land	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - Technology	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - Vehicle & transportation	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - Administration building	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - POM building & equipment	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - Other (explain)	\$0	\$0	\$0		\$0	\$0			
Capital costs - School land & building	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - School modernization	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - School modular & additions	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - School building partnership projects	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - Technology	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - Vehicle & transportation	(\$394,000)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - Administration building	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - POM building & equipment	(\$5,064,000)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital Costs - Furniture & Equipment	(\$20,831,000)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - Other	(\$11,000)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Building leases	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Other 1 - please use this row only if no other row is appropriate	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Other 2 - please use this row only if no other row is appropriate	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Other 3 - please use this row only if no other row is appropriate	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Other 4 - please use this row only if no other row is appropriate	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Estimated closing balance for operating contingency	\$0	\$26,374,189	\$52,748,378	\$41,046,000	\$41,046,000	\$41,046,000	\$24,255,000	\$24,255,000	\$24,255,000

Total surplus as a percentage of 2020 Expenses	4.76%	6.69%	8.61%
ASO as a percentage of 2020 Expenses	2.99%	4.92%	6.84%

**PROJECTED SCHEDULE OF ACCUMULATED SURPLUS FROM OPERATIONS (ASO)
for the Year Ending August 31**

	Amount	Detailed explanation to the Minister for the purpose of using ASO
Estimated Operating Surplus (Deficit) Aug. 31, 2022	\$ -	
PLEASE DO NOT ALLOCATE IN BLUE CELLS BELOW	0	
Estimated Operating Deficit Due to:		
Description 1 (fill only your board projected an operating deficit)	\$0	
Description 2 (fill only your board projected an operating deficit)	\$0	
Description 3 (fill only your board projected an operating deficit)	\$0	
Description 4 (fill only your board projected an operating deficit)	\$0	
Description 5 (fill only your board projected an operating deficit)	\$0	
Description 6 (fill only your board projected an operating deficit)	\$0	
Description 7 (fill only your board projected an operating deficit)	\$0	
Subtotal, access of operating reserves to cover operating deficit	-	
Projected board funded Tangible Capital Assets additions using both unrestricted surplus and operating reserves	26,300,000	
Budgeted disposal of unsupported Tangible capital Assets	-	
Budgeted amortization of board funded Tangible Capital Assets	(28,271,000)	
Budgeted unsupported debt principal repayment	1,971,000	
Projected net transfer to (from) Capital Reserves	-	
Total projected amount to access ASO in 2021/22	\$ -	

Total amount approved by the Minister

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

	Budgeted 2021/2022 (Note 2)	Actual 2020/2021	Actual 2019/2020	Notes
Kindergarten, and Grades 1 to 12				
Eligible Funded Students:				
Kindergarten	9,716	6,869	9,267	Head count
Kindergarten program hours	475	475	475	Minimum: 475 hours
Kindergarten FTE's Enrolled	4,858	3,435	4,634	0.5 times Head Count
Grades 1 to 9	86,869	84,348	84,742	Head count
Grades 10 to 12 - 1st, 2nd & 3rd year	29,072	27,631	27,792	Head count
Grades 10 to 12 - 4th year	1,774	1,663	1,673	Head count
Grades 10 to 12 - 4th year FTE	887	832	836	0.5 times Head Count
Grades 10 to 12 - 5th year	576	596	600	Head count
Grades 10 to 12 - 5th year FTE	144	149	150	0.25 times Head Count
Total FTE	121,830	116,394	118,153	K- Grade 12 students eligible for base instruction funding from Alberta Education.
Percentage Change and VA for change > 3% or < -3%	4.7%	-1.5%		
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Other Students:				
Total	1,152	1,112	1,337	Note 3
Total Net Enrolled Students	122,982	117,506	119,490	
Home Ed Students	310	422	1,337	Note 4
Total Enrolled Students, Kindergarten, and Grades 1-12	123,292	117,928	120,827	
Percentage Change	4.5%	-2.4%		
Of the Eligible Funded Students:				
Students with Severe Disabilities	6,700	6,502	7,158	FTE of students with severe disabilities as reported by the board via PASI.
Students with Mild/Moderate Disabilities	16,500	15,580	17,170	FTE of students identified with mild/moderate disabilities as reported by the board via PASI.
Students with Third Year K-Severe	465	-	-	FTE of students with third year kindergarten disabilities as reported by the board via PASI.
Students with Moderate Language Delay (Code 48)	371	-	-	FTE of students with moderate language code 48 delay disabilities as reported by the board via PASI.
Pre - Kindergarten (Pre - K)				
Eligible Funded Children	115	65	285	Children between the age of 2 years 8 months and 4 years 8 months.
Other Children	48	32	40	Children between the age of 2 years 8 months and 4 years 8 months.
Total Enrolled Children - Pre - K	163	97	325	
Program Hours	400	400	475	Minimum: 400 Hours
FTE Ratio	0.500	0.500	0.594	Actual hours divided by 800
FTE's Enrolled, Pre - K	82	49	193	
Percentage Change and VA for change > 3% or < -3%	68.0%	-74.9%		
Of the Eligible Funded Children:				
Students with Severe Disabilities (PUF)	58	33	285	FTE of students with severe disabilities as reported by the board via PASI.
Students with Mild/Moderate Disabilities	88	-	905	FTE of students identified with mild/moderate disabilities as reported by the board via PASI.
NOTES:				
1) Enrolment is to be completed WHEREVER APPLICABLE and are 'as at September 30th' for each year.				
2) Budgeted enrolment is to be based on best information available at time of the 2021/2022 budget report preparation.				
3) Other K to Grade 12 students that are not eligible for base instruction funding from Alberta Education include First Nations students living on reserves for which tuition fee payments are made from Band or AANDC (Code 330), students younger than 5 1/2 or older than 20, and out-of-province and foreign students.				
4) Because they are funded separately, Home Education students are not included with total net enrolled students.				

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

	Budget 2021/22		Actual 2020/21		Actual 2019/20		Notes
	Total	Union Staff	Total	Union Staff	Total	Union Staff	
CERTIFICATED STAFF							
School Based	6,490	6,490	5,911	5,911	6,661	6,661	Teacher certification required for performing functions at the school level.
Non-School Based	159	159	131	131	125	125	Teacher certification required for performing functions at the system/central office level.
Total Certificated Staff FTE	6,648.9	6,648.9	6,041.9	6,041.9	6,785.4	6,786.0	FTE for personnel possessing a valid Alberta teaching certificate or equivalency.
Percentage Change and VA for change > 3% or < -3%	10.0%		-11.0%		-2.0%		
If an average standard cost is used, please disclose rate: Student F.T.E. per certificated Staff	103,490 18.55548589		102,334 19.5		101,000 17.8		
Certificated Staffing Change due to:							
Enrolment Change	607	607					If negative change impact, the small cl. If negative change impact, the small class size initiative is to include any/all teachers retained.
Other Factors	-	-					Descriptor (required):
Total Change	607.0	607.0					Year-over-year change in Certificated f Year-over-year change in Certificated FTE
Breakdown, where total change is Negative:							
Continuous contracts terminated	-	-					FTEs
Non-permanent contracts not being renewed	-	-					FTEs
Other (retirement, attrition, etc.)	-	-					Descriptor (required):
Total Negative Change in Certificated FTEs	-	-					Breakdown required where year-over-y Breakdown required where year-over-year total change in Certificated FTE is 'negative' only.
<i>Please note that the information in the section below only includes Certificated Number of Teachers (not FTEs):</i>							
Certificated Number of Teachers							
Permanent - Full time	5,597	5,597	5,756	5,756	6,299		
Permanent - Part time	301	301	310	310	377		
Probationary - Full time	65	65	67	67	6		
Probationary - Part time	26	26	27	27	-		
Temporary - Full time	614	614	631	631	596		
Temporary - Part time	38	38	39	39	73		
NON-CERTIFICATED STAFF							
Instructional - Education Assistants	544	544	604	604	667	667	Personnel support students as part of a multidisciplinary team with teachers and other other support personnel to provide meaningful instruction
Instructional - Other non-certificated instruction	1,450	1,396	1,612	1,552	1,459	1,405	Personnel providing instruction support for schools under 'Instruction' program areas other than EAs
Operations & Maintenance	802	758	819	848	803	831	Personnel providing support to maintain school facilities
Transportation - Bus Drivers Employed	-	-	-	-	-	-	Bus drivers employed, but not contracted
Transportation - Other Staff	13	11	12	11	14	12	Other personnel providing direct support to the transportation of students to and from school other than bus drivers employed
Other	373	188	173	88	407	206	Personnel in System Admin. and External service areas.
Total Non-Certificated Staff FTE	3,181.5	2,897.3	3,221.2	3,102.8	3,349.4	3,120.3	FTE for personnel not possessing a valid Alberta teaching certificate or equivalency.
Percentage Change	-1.2%		-3.8%		-5.0%		
Explanation of Changes to Non-Certificated Staff:							
Additional Information							
Are non-certificated staff subject to a collective agreement? <input type="checkbox"/>							
Please provide terms of contract for 2020/21 and future years for non-certificated staff subject to a collective agreement along with the number of qualifying staff FTE's.							
Please see the collective agreements at https://cbe.ab.ca/careers/Pages/Collective-Agreements.aspx Non certificated staff under CUPE, SA, PSS and Exempt total 2887. The number of non-certificated staff indicated above							

Appendix II – Account/ Block Descriptions

Account information

The CBE's classification and use of accounts is regulated by the reporting requirements of Alberta Education. Revenues are grouped by source and expenditures are categorized by both object and program (sometimes referred to as 'block'). The main revenue and expense categories include:

Revenues	
Alberta Education	All revenues sourced from Alberta Education. Also included are payments made by Alberta Education to the Alberta Teachers' Retirement Fund on behalf of the CBE as well as revenues recognized for facility-related capital funding from Alberta Education.
Fees	Fees charged to parents for transportation, noon supervision, student supplies fee as well as other fees charged directly by schools.
Sales of Services and Products	Adult, international student and continuing education fees as well as revenues from the provision of sales and services.
Other revenue includes	<p>Investment income — Interest, dividends and realized gains on the sale of investments.</p> <p>All other revenue — Gifts and donations, fundraising and rental of facilities.</p> <p>Federal Government and First Nations — All revenue received from the Federal Government including payments related to tuition fees for First Nations, Métis and Inuit students.</p>

Expenditures by object:	
Salaries and benefits	All salaries paid to employees and all benefits paid on behalf of employees including contributions to pension plans; employment insurance, Workers Compensation Board and Canada Pension Plan premiums; as well as the cost for extended health and dental benefit plans. The CBE does not have any bonus plans or arrangements for superintendents or other management staff.
Services, contracts and supplies	Cost of supplies, materials and services rendered.
Other (amortization, interest, uncollectible accounts)	Amortization of tangible capital assets, interest and financing charges and uncollectible accounts (bad debts) expense.



Expenditures by program/block	
Instruction: early childhood services	Instruction (Early Childhood Services) is comprised of the delivery of early childhood instruction in schools and support provided for early childhood instruction centrally. This includes Pre-Kindergarten, third-year Kindergarten severe, moderate language delay and Kindergarten.
Instruction: K – 12	Instruction (Grades K – 12) is comprised of both the delivery of Grades K– 12 instruction in schools as well as school administration and centrally provided support for the delivery of Grades K – 12 instruction.
System Administration	Administration includes system-wide activities for the purpose of general regulation and direction of the affairs of the school jurisdiction. This is a targeted grant and if spending exceeds the allotted amount, funding will be reduced in the following year.
Transportation	All activities directly related to transporting students to and from school and the support to maintain the program.
Operations and maintenance	<p>This is a targeted grant allocation. Any unspent allocation is tracked and accounted for in an accumulated reserve schedule for future expenditures in operations and maintenance.</p> <p>School boards may use these funds for operations and maintenance and not in other areas of the education system. However, additional spending could occur in the total operations and maintenance schedule from other grants of the Assurance Framework</p> <p>Costs associated with the operation and maintenance of all school buildings and maintenance shop facilities (excluding transportation facilities)</p>
External services	External services include services offered outside the CBE's regular educational programs for Kindergarten – Grade 12 students such as continuing adult education and the noon supervision program. This also includes portions of the lease that the CBE is actively pursuing sub-leasing.

Appendix III – Expenses by Service Unit

School Improvement

School Improvement encompasses the work of the system related to teaching and learning in schools, across Areas, and the central service unit of supports and Continuing Education.

Schools

Schools create engaging learning experiences and support students in their academic achievement and well-being for learning. They also connect with families and communities to help support student success. For many CBE students and families, their experiences with the CBE occur solely through schools.

Schools work collaboratively with service units to create and implement system initiatives that advance learning and enhance opportunities for students and families. Some of the ways this happens in schools include:

- Teachers personalize learning for students and communicate with families regarding students' progress and achievement.
- Principals provide leadership to school staff and lead learning at the school. They also work with school councils, parent societies and other groups to implement and communicate priorities and initiatives.
- Support staff such as educational assistants, behaviour support workers, English language learning assistants, school assistants to name only a few, provide valuable support to help students be successful.
- Office staff communicate with students, employees and families to ensure there is a common understanding and implementation of processes and procedures.
- IT staff and school tech support ensure access to technology necessary for teaching and learning.
- Facility operators keep schools clean and safe.
- Education Directors support instructional leaders and teachers to improve teaching, learning and student success.

Areas

- CBE schools are organized into seven Areas, each with two Education Directors. Area Offices play an important role in providing instructional leadership to principals, helping to deliver system services to schools, supporting school operations and ensuring effective collaboration amongst schools as appropriate. Area Learning Teams lead critical work related to the allocation of inclusive learning supports and in building capacity to meet the diverse needs of students. Area Offices work collaboratively to ensure



directions for principals and schools across the system are aligned with key system goals and support priorities based on the school community.

	Budget 2021-22		Budget 2020-21		Increase/ (Decrease)		
	FTE	\$000s	FTE	\$000s	FTE	\$000s	%
Certificated permanent salaries and benefits	6,490	756,534	6,425	745,343	65	11,191	1.5%
Certificated temporary salaries and benefits	-	27,080	-	28,122	-	(1,042)	(3.7%)
Non-certificated permanent salaries and benefits	2,381	153,223	2,699	176,728	(318)	(23,505)	(13.3%)
Non-certificated temporary salaries and benefits	-	7,628	-	9,022	-	(1,394)	(15.5%)
Dues and fees	-	569	-	685	-	(116)	(16.9%)
Rental equipment and facilities	-	50	-	800	-	(750)	(93.8%)
Maintenance and repairs	-	1,268	-	1,798	-	(530)	(29.5%)
Insurance	-	9	-	5	-	4	80.0%
Professional services	-	11,102	-	12,986	-	(1,884)	(14.5%)
Utilities	-	263	-	413	-	(150)	(36.3%)
Transportation charges	-	1,195	-	1,215	-	(20)	(1.6%)
Travel and subsistence	-	209	-	340	-	(131)	(38.5%)
Other supplies	-	45,094	-	55,886	-	(10,792)	(19.3%)
Minor equipment	-	5,454	-	5,474	-	(20)	(0.4%)
Textbooks and materials	-	1,290	-	1,514	-	(224)	(14.8%)
Interest and finance	-	25	-	15	-	10	66.7%
Total expenses	8,871	1,010,993	9,124	1,040,346	(253)	(29,353)	(2.8%)

- Please note:** Some central support staff were previously reported under school-based staff. To correctly represent the proper hierarchy of where staff report, these FTEs have been moved under the School Improvement service unit. Examples include:
 Psychologists, Speech Language Pathologists, Occupational and Physical Therapists, Early Childhood Practitioners, School Family Liaisons, Behaviour Support Workers, Braille Assistants Strategists, Learning Leaders

Centralized Supports

The centralized supports of the School Improvement Service Unit are directly linked to system wide priorities reflected by CBE values and within the CBE's Education Plan. All Education Directors help to support work in schools, as well as, oversee specific system portfolios.

System supports provide specific leadership, guidance, and other supports to further the work in and across schools. This involves the development of system resources for teaching and learning, the provision of professional learning, organization and support for delivery of programs, and responding to future needs. The areas of focus include:

- Core curriculum
- Complementary curriculum
- Locally developed courses
- High school success initiatives
- English language learning
- Indigenous Education
- Exceptional needs
- Mental health and well being
- Early Learning
- Languages
- Noon supervision
- Alternative programs
- School Nutrition and Noon Supervision
- Educational partnerships
- Offsite learning opportunities
- Attendance
- Suspensions & expulsions
- Athletics
- Sexual orientation and gender identity
- Learning Commons resources
- Student information reporting
- Teaching and learning with technology
- Registration of international students and newcomers to Canada
- Research, data collection, outcome reporting

Examples of centralized supports directly linked to work in schools include:

- Braille Assistants
- Pre-School programming
- Cultural and diversity advisors
- Dual credit, Registered Apprenticeship and Work Experience opportunities
- Psychologists
- Occupational and Physical Therapists
- Speech Language Pathologists
- Mental health and behaviour supports (Behaviour Support Workers, School Family liaison)

Continuing Education

CBe-learn is the Calgary Board of Education's (CBE's) online school, offering regular programming for students in Grades 1-12. It operates as a single school with its own teachers and students, who attend online from their homes across Calgary. It has been part of CBE for over a decade and has almost 2,000 student enrolled for the 2021-22 school year.

Chinook Learning Services provides non-credit professional development courses in the following areas:

- Computer training
- Finance
- Interpersonal skills
- School-based training
- Writing and workplace skills

	Budget 2021-22		Budget 2020-21		Increase/ (Decrease)		
	FTE	\$000s	FTE	\$000s	FTE	\$000s	%
Certificated permanent salaries and benefits	150	19,692	110	14,809	40	4,883	33.0%
Certificated temporary salaries and benefits	-	391	-	424	-	(33)	(7.8%)
Non-certificated permanent salaries and benefits	246	28,996	92	12,129	154	16,867	139.1%
Non-certificated temporary salaries and benefits	-	493	-	1,798	-	(1,305)	(72.6%)
Dues and fees	-	138	-	143	-	(5)	(3.7%)
Rental equipment and facilities	-	-	-	26	-	(26)	(100.0%)
Maintenance and repairs	-	15	-	45	-	(30)	(66.5%)
Insurance	-	7	-	7	-	-	-
Professional services	-	951	-	1,346	-	(395)	(29.4%)
Utilities	-	60	-	69	-	(9)	(12.7%)
Transportation charges	-	7	-	11	-	(4)	(36.9%)
Travel and subsistence	-	324	-	325	-	(1)	(0.2%)
Other supplies	-	1,260	-	1,363	-	(103)	(7.5%)
Minor equipment	-	78	-	205	-	(127)	(61.9%)
Textbooks and materials	-	62	-	122	-	(60)	(49.5%)
Amortization	-	236	-	102	-	133	130.4%
Interest and finance	-	10	-	10	-	-	-
Total expenses	396	52,720	202	32,934	194	19,786	60.1%

- **Please note:** Some central support staff were previously reported under school-based staff. To correctly represent the proper hierarchy of where staff report, these FTEs have been moved under the School Improvement service unit. Examples include:
Psychologists, Speech Language Pathologists, Occupational and Physical Therapists, Early Childhood Practitioners, School Family Liaisons, Behaviour Support Workers, Braille Assistants Strategists, Learning Leaders

Corporate Service Units

There are 'corporate costs' that are managed by respective service units on behalf of the organization. These costs are largely non-discretionary, at least in the short to medium term, as they cannot be easily reduced without significant impact to CBE operations. Specific service units are responsible for monitoring these costs and have these items included in their budget. As these costs are incurred for the entire system, they are grouped and presented together here as 'corporate accounts' for illustrative purposes.

As noted, costs in the Corporate Accounts are managed by respective service units. See section on 'Summary of Expenses by Service Units' for more information on the nature of costs and respective service unit that manages.

Communications and Engagement Services	Facilitating community (high school engagement, etc), corporate partnerships
Facilities and Environmental Services	Utilities, amortization, insurance, student transportation (charterbuses, Handi-bus, taxis), maintenance, repair costs, etc.
Finance/ Technology Services	Technology licenses, subscription and fees, amortization for board funded assets, etc.
General Counsel	External legal counsel fees
Human Resources	Professional Improvement Fellowship (in accordance with the ATA Collective Agreement), secondments, staff development funds, etc.
School Improvement	Programs supporting suicide prevention and therapeutic intervention, the budget for Calgary Police Services school resource officers, and amortization for the student information system
Education Matters	In accordance with Public Sector Accounting Standards, EducationMatters is consolidated for the CBE's financial reporting purposes

	Budget 2021-22		Budget 2020-21		Increase/ (Decrease)		
	FTE	\$000s	FTE	\$000s	FTE	\$000s	%
Certificated permanent salaries and benefits	-	5,071	-	5,109	-	(38)	(0.7%)
Certificated temporary salaries and benefits	-	686	-	686	-	-	-
Non-certificated permanent salaries and benefits	27	2,476	16	4,440	11	(1,964)	(44.2%)
Non-certificated temporary salaries and benefits	-	942	-	946	-	(4)	(0.5%)
Dues and fees	-	598	-	598	-	-	-
Rental equipment and facilities	-	11,000	-	10,567	-	433	4.1%
Maintenance and repairs	-	23,278	-	24,309	-	(1,031)	(4.2%)
Insurance	-	12,779	-	8,166	-	4,613	56.5%
Professional services	-	12,973	-	12,970	-	3	0.0%
Utilities	-	27,469	-	27,457	-	12	0.0%
Transportation charges	-	41,173	-	46,570	-	(5,397)	(11.6%)
Other supplies	-	5,336	-	5,732	-	(396)	(6.9%)
Minor equipment	-	9	-	9	-	-	-
Amortization	-	70,025	-	65,075	-	4,950	7.6%
Interest and finance	-	1,799	-	1,774	-	25	1.4%
Other (uncollectible accounts)	-	5,781	-	6,294	-	(513)	(8.1%)
Total expenses	27	221,395	16	220,702	11	693	0.3%

*The FTEs reported in corporate accounts are responsible for IMR and CMR projects whose salaries and benefits are cost-recovered through government funding. In addition, professional leave and secondments and service unit ATRF are included as part of the corporate salaries and benefits.

Communication and Engagement Services

Communication and Engagement Services (CES) creates and delivers consistent and timely communication to various stakeholders including families, students, staff, government, unions and associations and members of the broader community. This centralized department provides ongoing communication and community engagement advice and support to schools, service units, the Board of Trustees and in support of CBE priorities. The department also manages and supports the communication tools used by schools and service units, including our public, internal, and school websites. Corporate Partnerships are also included in this department.

Over the past six years, the department has absorbed functions such as community engagement and partnerships without increasing permanent FTEs. Supporting the superintendent, there is one person who handles more than 8,500 enquiries from the public information line; seven staff who manage the CBE's 250 school websites, school messenger tech support, our corporate site, insite and Chinook Learning Services website; four staff who lead corporate communications, emergency response, media relations and provide support for schools and service units; two community engagement staff to lead system engagements and provide guidance to schools and areas; one staff who support corporate partnership relationships, see staff who create system wide graphics and videos and one admin person who not only supports the department but manages internal and external newsletters, partnership finances, etc.

	Budget 2021-22		Budget 2020-21		Increase/ (Decrease)		
	FTE	\$000s	FTE	\$000s	FTE	\$000s	%
Non-certificated permanent salaries and benefits	20	2,315	20	2,276	-	39	1.7%
Non-certificated temporary salaries and benefits	-	-	-	141	-	(141)	(100.0%)
Dues and fees	-	8	-	11	-	(3)	(27.3%)
Professional services	-	15	-	158	-	(143)	(90.5%)
Utilities	-	9	-	9	-	-	-
Travel and subsistence	-	4	-	7	-	(3)	(46.2%)
Other supplies	-	9	-	747	-	(738)	(98.7%)
Minor equipment	-	4	-	4	-	-	-
Total expenses	20	2,364	20	3,353	-	(989)	(29.5%)



Facilities and Environmental Services

Facilities and Environmental Services (FES) provides students and employees with quality learning and working environments. FES works closely with students, parents, communities, the City of Calgary and the Government of Alberta to provide support and services including:

- student accommodation planning;
- student transportation;
- facility construction, renovation and maintenance;
- building operations;
- leasing, disposition and acquisition of real property;
- CBE emergency, security, risk, health and safety services;
- Internal mail and delivery services; and
- environmental stewardship.

	Budget 2021-22		Budget 2020-21		Increase/ (Decrease)		
	FTE	\$000s	FTE	\$000s	FTE	\$000s	%
Non-certificated permanent salaries and benefits	199	20,942	209	21,707	(10)	(765)	(3.5%)
Non-certificated temporary salaries and benefits	-	705	-	693	-	12	1.7%
Dues and fees	-	128	-	130	-	(3)	(1.9%)
Rental equipment and facilities	-	570	-	2	-	568	33438.4%
Maintenance and repairs	-	5,295	-	5,073	-	223	4.4%
Professional services	-	1,017	-	848	-	169	19.9%
Utilities	-	172	-	172	-	-	-
Transportation charges	-	7	-	8	-	(1)	(5.3%)
Travel and subsistence	-	183	-	182	-	1	0.6%
Other supplies	-	757	-	1,872	-	(1,115)	(59.6%)
Minor equipment	-	31	-	32	-	(2)	(4.7%)
Amortization	-	2,542	-	2,915	-	(373)	(12.8%)
Total expenses	199	32,349	209	33,634	(10)	(1,285)	(3.8%)



General Counsel

General Counsel provides legal and litigation services to CBE Board of Trustees and administration on all legal matters. The service unit also manages the CBE's privacy office, Administrative Regulation development, and the Corporate Secretary's office in support of the Board of Trustees.

The service unit supports students, schools and the CBE by:

- providing legal advice and opinions to CBE administration and Board of Trustees on legal and governance issues;
- managing the CBE's compliance with Freedom of Information and Protection of Privacy Act (FOIP Act);
- supporting the CBE's compliance with applicable law, regulations and policies;
- delivering important information and training to schools on complex legal and privacy issues;
- providing risk mitigation advice;
- coordinating the development of the CBE's administrative regulations and procedures;
- managing external legal counsel;
- managing the proceedings of the Board of Trustees; and
- maintaining the corporate record of the Board of Trustees proceedings.

	Budget 2021-22		Budget 2020-21		Increase/ (Decrease)		
	FTE	\$000s	FTE	\$000s	FTE	\$000s	%
Total salaries and benefits	11	1,501	11	1,491	-	10	0.7%
Dues and fees	-	18	-	18	-	-	-
Maintenance and repairs	-	2	-	2	-	-	-
Professional services	-	3	-	3	-	-	-
Utilities	-	4	-	4	-	-	-
Travel and subsistence	-	12	-	12	-	-	-
Other supplies	-	25	-	26	-	(1)	(3.8%)
Minor equipment	-	14	-	14	-	-	-
Textbooks and materials	-	13	-	12	-	1	8.3%
Amortization	-	20	-	33	-	(13)	(39.4%)
Total expenses	11	1,612	11	1,615	-	(3)	(0.2%)

Finance and Technology Services

Finance and Technology Services is made up of four integrated teams, including Finance, IT operations (ITS), IT Client Support (CTS) and the Service Desk. These groups provide financial support and technical services to ensure resources are available to create a personalized learning environment for students including:

- supporting sound financial practises across the CBE;
- providing financial administration of fee based services, waivers and collections;
- monitoring and reporting financial performance through the annual budget and financial reporting periods throughout the year;
- timely payment of payables;
- procurement of all goods and services to maximize dollars while maintaining the safety and security of students and staff;
- building and supporting CBE's technology infrastructure, integrity and security;
- supporting the operation of approximately 300,000 discrete devices across 260 sites;
- supporting students year-round with access to services, digital resources and managing the massive volumes of data generated annually;
- working to ensure computers, tablets, printers, displays, etc. are available and working for all of CBE;
- supporting the myriad of software solutions that are part and parcel of the modern learning environment; and
- delivering system supports through a service desk by working collaboratively across departments to ensure efficiency, accessibility and mitigate duplication.

	Budget 2021-22		Budget 2020-21		Increase/ (Decrease)		
	FTE	\$000s	FTE	\$000s	FTE	\$000s	%
Certificated permanent salaries and benefits	1	126	1	124	-	2	1.7%
Non-certificated permanent salaries and benefits	199	23,451	183	22,131	16	1,320	6.0%
Non-certificated temporary salaries and benefits	-	401	-	439	-	(38)	(8.6%)
Dues and fees	-	221	-	229	-	(8)	(3.3%)
Maintenance and repairs	-	6	-	7	-	(1)	(14.4%)
Professional services	-	356	-	356	-	-	-
Utilities	-	52	-	51	-	1	2.0%
Travel and subsistence	-	66	-	66	-	-	-
Other supplies	-	281	-	168	-	113	66.9%
Minor equipment	-	166	-	170	-	(4)	(2.4%)
Textbooks and materials	-	1	-	1	-	-	-
Amortization	-	8,454	-	5,378	-	3,076	57.2%
Total expenses	200	33,581	184	29,120	16	4,461	15.3%

Please note: The CBE introduced a new Service Desk model to support staff across service units requiring technical assistance. These FTEs have moved from school-based to non-school-based and from Schools and Areas to Finance and Technology Services however remain active within the schools.

Human Resources

Human Resources supports employees with all matters related to their employment relationship with the CBE. They support approximately 15,000 employees and proactively recruit talent while balancing current and future projected needs. The team oversees recruitment, total rewards, workforce planning, labour and employee relations, advisory services, employee development, payroll, the human resources management system, the Employee Health Resource Centre, operations and integrated solutions.

	Budget 2021-22		Budget 2020-21		Increase/ (Decrease)		
	FTE	\$000s	FTE	\$000s	FTE	\$000s	%
Certificated permanent salaries and benefits	6	943	7	1,079	(1)	(136)	(12.6%)
Certificated temporary salaries and benefits	-	95	-	100	-	(5)	(5.0%)
Non-certificated permanent salaries and benefits	98	11,045	97	10,745	1	300	2.8%
Non-certificated temporary salaries and benefits	-	300	-	174	-	126	72.1%
Dues and fees	-	47	-	47	-	-	-
Rental equipment and facilities	-	2	-	2	-	-	-
Maintenance and repairs	-	3	-	3	-	-	-
Professional services	-	1,008	-	1,148	-	(140)	(12.2%)
Utilities	-	31	-	31	-	-	-
Travel and subsistence	-	112	-	123	-	(11)	(8.9%)
Other supplies	-	245	-	235	-	10	4.3%
Minor equipment	-	30	-	30	-	-	-
Textbooks and materials	-	44	-	44	-	-	-
Amortization	-	0	-	31	-	(31)	(100.0%)
Total expenses	104	13,905	104	13,792	-	113	0.8%



Chief Superintendent

The Chief Superintendent's office leads strategic planning for student achievement, equity and student well-being based on the Board of Trustees' priorities and policies. The Chief Superintendent, as both the Chief Executive Officer and Chief Educational Officer, develops the Education Plan to improve student achievement and ensures that students and their learning are at the centre of organizational decisions.

	Budget 2021-22		Budget 2020-21		Increase/ (Decrease)		
	FTE	\$000s	FTE	\$000s	FTE	\$000s	%
Total salaries and benefits	3	507	3	509	-	(2)	(0.4%)
Dues and fees	-	13	-	13	-	-	-
Rental equipment and facilities	-	164	-	164	-	-	-
Maintenance and repairs	-	2	-	2	-	-	-
Professional services	-	29	-	29	-	-	-
Utilities	-	4	-	4	-	-	-
Travel and subsistence	-	9	-	9	-	-	-
Other supplies	-	19	-	19	-	-	-
Minor equipment	-	2	-	2	-	-	-
Textbooks and materials	-	0	-	0	-	-	-
Total expenses	3	749	3	751	-	(2)	(0.3%)

Board of Trustees

The Board of Trustees represent, lead and serve the Calgary Board of Education owners, the citizens of Calgary. The Board's role is to provide oversight of the CBE. This is done by establishing expectations for student results and quality operational performance and then annually monitoring actual performance against those expectations. This monitoring takes place at public board meetings. As part of its role, the Board connects with key stakeholders and advocates for the needs of the system with elected officials such as MLAs and City Councillors.

The Board of Trustees includes all items related to its oversight responsibilities of the organization including Trustee remuneration, office expenses and travel costs, financial audit fees, election costs, and Alberta School Boards Association fees. The Board of Trustees does not include the cost of services and supports provided by the service units in supporting the Board of Trustees. Service and support costs to the Board are absorbed by the relevant service unit. Staff who directly support the Board of Trustees are included in General Counsel.

	Budget 2021-22		Budget 2020-21		Increase/ (Decrease)		
	FTE	\$000s	FTE	\$000s	FTE	\$000s	%
Non-certificated permanent salaries and benefits	-	453	-	419	-	34	8.1%
Dues and fees	-	349	-	349	-	-	-
Professional services	-	728	-	678	-	50	7.4%
Utilities	-	7	-	1	-	6	600.0%
Travel and subsistence	-	31	-	34	-	(3)	(8.8%)
Other supplies	-	3	-	6	-	(3)	(50.0%)
Textbooks and materials	-	1	-	1	-	-	-
Total expenses	-	1,572	-	1,488	-	84	5.6%



Appendix IV – Staffing

School-based staff include but are not limited to:

- Principals
- Teachers
- Learning Leaders
- Education Assistants

Non-school-based staff include but are not limited to:

- Braille assistants
- Communications and community engagement personnel
- Cultural diversity advisors
- Education directors
- Facilities and environmental personnel
- Financial supply chain management
- Human resources personnel
- Legal services
- Occupational and physical therapists
- Payroll and benefits administration
- Psychologists
- Speech language pathologists
- Superintendents
- Technology support specialists
- Transportation personnel

report to Board of Trustees

Delegation of Authority to the Chief Superintendent Resolution

Date	May 18, 2021
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Patricia Minor Corporate Secretary
Purpose	Decision
Governance Policy Reference	GC-3: Board Job Description B/CSR-1: Single Point of Connection B/CSR-2: Single Unit Control B/CSR-4: Authority of the Chief Superintendent OE-1: Global Operational Expectation
Resource Persons	Kelly-Ann Fenney, General Counsel

1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves the Delegation of Authority Resolution, as provided in Attachment I to this report; and

THAT the Board of Trustees approves that the Delegation of Authority Resolution, as provided in Attachment I to this report, be the Board-Chief Superintendent Relationship Policy 4E: Delegation of Authority to the Chief Superintendent policy, and that this policy will replace B/CSR-4E dated June 21, 2016.

2 | Background

The Board/Chief Superintendent Relationship Policy 1: Single Point of Connection confirms that the Chief Superintendent is the Board's sole point of connection to the operational organization, and requires that the Board will direct the operational organization only through the Chief Superintendent. The Delegation of Authority Resolution serves as the resolution required by legislation for the Board to



authorize the Chief Superintendent “to do any act or thing or exercise any power that the board may do or exercise or is required to do or exercise subject to the directions and limitations set out in the resolution, except for those powers referred to in subsection (4).” (s. 52, *Education Act*).

The Governance Culture policy (GC-3): Board Job Description states that:

“The Board will:

- 3.12 Perform other duties required by law or not otherwise delegated to the Chief Superintendent.”

The Board/Chief Superintendent Relationship (B/CSR-3): Staff Accountability states that:

- “3.3 Except as required by law, the Board will not participate in decisions or actions involving the hiring, evaluating, disciplining or dismissal of any employee other than the Chief Superintendent.”

On June 25, 2019 the Board of Trustees passed a resolution authorizing any reference to the *School Act* in any and all Board Governing Policies and any related material of whatever kind be replaced and superseded by the *Education Act* commencing September 1, 2019, the effective date of the *Education Act* coming into force.

The Board further approved that effective September 1, 2019, the Delegated Authority and Powers of the Chief Superintendent of Schools shall remain in force and continue to apply until such time as the Board approves a new delegation of authority in accordance with the *Education Act*.

3 | Analysis

The Board of Trustees operates under the Coherent Governance model of corporate governance whereby the Board provides leadership for the CBE by setting direction through policy. Section 33(1)(h) of the *Education Act* mandates that the Board establish governance and organizational structures for the CBE.

Day to day operations and leadership of the system lays with the Chief Superintendent who is responsible for carrying out duties as assigned by the Board (section 33(i) of the *Education Act*). The Board governs the system through policies that set out the Results (learning outcomes), Operational Expectations (the boundaries of day-to-day operations), Governance Culture (how the Board works) and Board/Chief Superintendent Relationship (delegation to and evaluation of the Board’s single employee).

The Governance Policies enable the Board of Trustees to effectively lead, direct, inspire and control the outcomes and operations of the Calgary Board of Education through a set of carefully crafted policy statements and the effective

monitoring of them. Under the Board's leadership the Chief Superintendent is empowered to make all decisions save and except those matters that cannot be delegated by law or those specifically reserved for the Board of Trustees. This ensures that CBE administration (subject to the limits of the law and Board delegation) can take any action and exercise any powers required for the effective operations of the school board. This includes clear delegation to the Chief Superintendent to suspend and terminate a teacher pursuant to the *Education Act*.

A good delegation of authority facilitates efficient decision-making and ensures that all statutory obligations can be met. It removes uncertainty over who makes what decision and ensures that the Chief Superintendent has sufficient authority to create adequate systems to deliver education and to manage risks across the organization.

The Board can rescind its delegation of authority or revise the boundaries set out in the delegation; however, once it has delegated a power it cannot continue to act on what it has delegated.

The revised Delegation of Authority Resolution was drafted to ensure any references to the *School Act* have been updated to the *Education Act*. The Board of Trustees' proposed delegation of authority resolution is supported by the section 52 of the *Education Act* and is also consistent with the provisions of the *Education Act*.

4 | Conclusion

The Delegation of Authority Resolution, Attachment I to this report, if approved by the Board, will align the Board's Governance Policy B/CSR-4E and with the *Education Act*.

The Board's Governance Policy B/CSR-4E would replicate the proposed Delegation of Authority Resolution, so as to ensure that this important resolution also forms part of the Board's Governance Policies and to ensure that it is easily accessible. Approval of the second recommendation above would replace the existing B/CSR-4E with the attached Delegation of Authority Resolution,

ATTACHMENT

Attachment I: Delegation of Authority Resolution (proposed revisions shown in track changes)

BE IT RESOLVED:

- A. THAT the Board of Trustees rescinds its June 21, 2016 resolution concerning the delegation of authority.
- B. THAT pursuant to the *Education Act*:
1. the Board of Trustees delegates to the Chief Superintendent, including the power to sub-delegate after that, the power to do any act or thing or exercise any power that the Board may or is required to exercise except:
 - (a) those matters that cannot be delegated under section 52(4) of the *Education Act*;
 - (b) the appointment of an auditor under section 138 of the *Education Act*; and
 - (c) those specific matters and decisions reserved to the Board of Trustees in its Governance Policies (i.e. Results, Operational Expectations, Board/Chief Superintendent Relationship and Governance Culture policies).
 2. Notwithstanding Paragraph B.1 above, the Board of Trustees delegates to the Chief Superintendent the following powers, which cannot be sub-delegated:
 - (a) the power to suspend the services of a teacher in accordance with sections 213(1) and 213(2) of the *Education Act*; and
 - (b) the power to terminate the services of a teacher.
 3. With respect to the powers specified in Paragraph B.2 above all suspensions and/or terminations shall be carried out in accordance with the *Education Act* and shall be reported in writing to the Board of Trustees following any such suspension or termination.
 4. No decision of the Chief Superintendent to suspend the services of a teacher, or to terminate the services of a teacher, or to terminate a designation made under section 202, 203, or 204 of the *Education Act* may be appealed to the Board of Trustees.
- C. THAT pursuant to section 52(1) of the *Education Act* and section 95 of the *Freedom of Information and Protection of Privacy Act* the Chief Superintendent is designated as head of the Calgary Board of Education for the purposes of the *Freedom of Information and Protection of Privacy Act*.

**BOARD/CHIEF SUPERINTENDENT RELATIONSHIP
B/CSR-4E: Delegation of Authority to the Chief
Superintendent**

- D. THAT, pursuant to its powers under section 10 of the *Student Record Regulation*, the Board of Trustees designates the Chief Superintendent to be responsible for ensuring that the policies and procedures established by the Calgary Board of Education comply with the *Student Record Regulation* and the *Freedom of Information and Protection of Privacy Act*.
- E. THAT, when the Board of Trustees is recessed for 30 days or more, the Board of Trustees delegates to the Chief Superintendent, including the power to sub-delegate, all powers related to the selection and approval of tenders under the *School Buildings and Tenders Regulation*. Approvals of any such tenders are subject to the *Education Act* and other applicable legislation and regulations.
1. With respect to the power set out in this Paragraph E the Chief Superintendent shall:
 - (a) notify the Corporate Secretary of the Board of Trustees as soon as possible of any approvals of tenders made during the Board of Trustees' recess;
 - (b) seek the appropriate Ministerial approvals in accordance with the *Education Act* and regulations and provide a record of such approvals to the Corporate Secretary; and
 - (c) when the Board of Trustees' recess terminates, provide a report to the Board of Trustees of all tenders awarded during the recess period.
- F. THAT, pursuant to its delegation of authority specified in Paragraph B. above, and in accordance with section 42 of the *Education Act*, the Board of Trustees resolves to establish the appeal procedures set out in the Chief Superintendent's Administrative Regulations including:
1. Administrative Regulation 3003;
 2. Administrative Regulation 5007;
 3. Administration Regulation 5008; and
 4. Administrative Regulation 6006.

Adopted:

report to Board of Trustees

Governance Culture and Board/Chief Superintendent Relationship Governance Policies - Board of Trustees' Annual Self-Evaluation

Date	May 18, 2021
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
Purpose	Decision
Originator	Trustee Althea Adams, Chair Board Evaluation Committee Trustee Trina Hurdman, Member, Board Evaluation Committee
Governance Policy Reference	GC-2: Governing Commitments GC-3: Board Job Description GC-5: Board Committees B/CSR 1-5: Board/Chief Superintendent Relationship Policies

1 | Recommendation

It is recommended:

- That the Board of Trustees approves the Board's self-evaluation report as developed during the evaluation workshop of February 24, 2021.

2 | Issue

The Board of Trustees' Governance Policy GC-2 Governing Commitments, stipulates that *"2.3 The Board is responsible for its own performance, and commits itself to continuous improvement. The Board regularly and systematically will monitor all policies in this section"*.

Similarly, each of the Board/Chief Superintendent Relationship Policies requires that the monitoring method will be "Board Self-Assessment".



3 | Background

The Board's Governance Culture policies identify the Board's values about how it should do its work. The Board/Chief Superintendent Relationship policies include the values about how the Board will interact with its CEO. These policies set operational standards for board behaviour. As such, they provide a logical basis for the board to effectively monitor its own performance.

The Board of Trustees is committed to self-evaluation through the annual monitoring of its governance culture policies. In governance culture policies, the Board describes standards of group and individual behaviour to which it agrees to hold itself. In addition, the Board commits to annual self-assessment of its relationship with its only employee, the Chief Superintendent.

The following policies were reviewed:

- Governance Culture Policies 1 through 9; and
- Board/Chief Superintendent Relationship Policies 1 through 5

4 | Analysis

Dr. Charles Ungerleider, the Board's external consultant on governance, facilitated a meeting that included The Calgary Board of Education Trustees and the Chief Superintendent on February 24, 2021, for the following purposes:

- reviewing the Board's adherence to its Governance Culture and Board-Chief Superintendent Relationship policies over the past year;
- conducting the Board's annual self-assessment; and
- reviewing recommendations from the prior Board self-assessment as well as developing performance improvement recommendations for the next year.

Dr. Ungerleider indicated that even with the stresses of the COVID-19 pandemic and the Ministerial Order, there was significant compliance with the Governance Culture and B/CSR policies. During times of stress it is especially important to adhere to the policies because the policies help to guide the organization.

5 | Conclusion

The following represents the Trustees' recommendations for next year:

- The Board's major focus will continue to be on the results expected to be achieved by students. In particular related to the continuity of learning for

students due to the COVID-19 pandemic and supports for students with specialized learning needs.

- The Board will review Governance Culture 9: Process for Addressing Board Member Violations to determine opportunities to strengthen the policy and develop mechanisms to handle violations of Board policies.
- Trustees along with other meeting attendees will use the video function during virtual Board meetings and other sessions to improve the engagement of all attendees.
- The Board will continue to explore opportunities for professional development.

report to
Board of Trustees

Chief Superintendent's Update

Date	May 18, 2021
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Information
Governance Policy Reference	OE-3: Instructional Program OE-6: Asset Protection OE-8: Communicating and Engaging with the Public

1 | Recommendation

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

2 | Issue

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

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



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

OE-8: Communicating and Engaging with the Public states that “working with our communities is a critical component to building relationships that support student success.” With other reports submitted to the Board of Trustees, this update meets the requirement of OE-8 in reasonably including people in decisions that affect them.

3 | Timely Information

Developing Our Employees | April 26th System Professional Learning Day Offerings

Our April 26, 2021 System Professional Learning Day offered a multitude of opportunities for teachers and staff in the Calgary Board of Education. The following is a snapshot of the Professional Learning day.

Assessment and Reporting

Assessment and reporting specialists, in collaboration with other teams, offered three sessions to over 655 CBE teachers. Three sessions focused on:

PowerTeacher Pro Basics K-6:

This technical session was an opportunity for elementary teachers who are either new to PowerTeacher Pro or using it as a gradebook for the first time. This session explored the basic functionality to get a teacher started in finding demographic information, entering summative grades, and using it for ongoing communication. In this session, participants explored PowerTeacher Portal, Quick Lookup, creating categories, assignments, entering indicator grades, and how publishing can be used to communicate with families. There was a Q&A at the end of the session to further support teachers.

High School Outcomes-Based Pilot:

This session was an opportunity for high schools to learn about the outcomes-based assessment pilot that has been underway this year. The session explored the Grade 10 Assessment and Reporting Guides and the CBE High School Proficiency Scale and shared stories and examples from participating teachers of their experiences using these tools as part of their classroom assessment practices.

Using PowerTeacher Pro in the CTS Classroom:

This session explored the possible ways to use PowerTeacher in the high school CTS classroom. This session focused on navigating through multiple CTS courses in the gradebook, entering assessment information across multiple courses, importing grades, and setting up outcome and mixed gradebooks

specific to CTS. There was a Q&A at the end of the session to further support teachers in their specific needs.

Complementary Curriculum

Career & Technology Foundations and Studies

April 26 found well over 500 teachers participating in Professional Learning opportunities that directly linked to Career and Technology Foundations and Studies. Teachers from across the Calgary Board of Education came together to learn, collaborate, and celebrate the incredible work that is happening across the system and in the Calgary area. CTF session highlights included opportunities in Design Thinking, storytelling through visual narratives, Financial Management, digital technologies, and Foods. CTS sessions included Power Teacher Pro and assessment practices, computing science, architecture, CNC manufacturing, legal studies and visual research tips and tricks.

Many teachers rose to the challenge of facilitating a session and sharing their ideas, resources, and technical skills with others in the system to support capacity building and improved opportunities for students in Career and Technology Foundations and Studies. Industry partners also worked in close collaboration with the CBE to provide professional learning and networking possibilities. A huge thank you to SAIT, Fifteen Pound Pink Productions, TELUS Spark, Matt Beaty of the Teatro group, Stephanie Bartlett of the University of Calgary and all the incredible teachers who shared their passion and expertise.

Fine and Performing Arts

The recent System Professional Development day provided over 450 Fine and Performing Arts teachers with professional development and collaboration opportunities. Sessions focused on music, and teacher and student wellness in the Arts – two timely topics as Covid-19 risk mitigation measures in the music classroom are numerous and has led to many students not being able to experience fulsome music experiences. Music teachers discussed inner musical hearing, singing, vocal development, and music integration in sessions provided through the Calgary Opera’s Community Ambassadors program.

Kaleidoscope Art Therapy presented participatory sessions. These sessions were highly attended as teachers reach to understand and use the foundational elements of art therapy as a tool for reaching wellness in the classroom. Instrumental music teachers also participated in an Archibus training refresher in order that they understand new processes for instrument inventory, rental, and fee assignment. This was a cross service unit presentation involving School Improvement, Integrated Systems, and Corporate Financial Services.

Physical Education, Health and Well-Being

Within the scope of comprehensive school health, 1,745 staff participated in professional learning across 19 sessions that focused on Physical Education, Health and Well-being. Most notable to the success of these sessions, was how popular and well attended the sessions relating to well-being were. In some cases, sessions with a cap of 250 participants filled up completely.

An early morning yoga session was intentionally added early in the schedule as one way to promote a culture of well-being and aimed to nudge the collective thinking of how professional learning days can take shape – in addition to providing a mindful way to begin the day. Remarkably, there were 170 staff who joined this early, 6:30 am session!

CBE was fortunate to have a total of 10 external collaborative partners involved in presenting these sessions along with the CBE Sexual Orientation and Gender Identity team and Physiotherapist team. Additionally, individual CBE teachers shared their expertise in presenting three of these sessions.

Feedback is continuing to come in and a more formal evaluation survey is being looked at by the Complementary Curriculum team; however, comments provided within the ‘chat box’ of the sessions were very positive. Here are just a few examples to note:

Sunrise Yoga:

“That was amazing, a perfect way to start the day. I needed that more than I even knew!”

“Thank you so much - I loved the session! A great way to start our Monday morning!”

Innovative Physical Education Challenges with Agility Ladders:

“Thanks for the innovative and fun ideas. I’ll be sure to try these with my classes and teams I coach.”

Attending to Gender Identity, Gender Expression and Sexual Orientation in our Schools:

“These sessions make me feel very hopeful about the future safety and happiness of students in our system.”

Core Curriculum

In collaboration with other teams, the Core Resource Specialist offered two live sessions to approximately 400 registrants on topics including:

Choice Boards in the Elementary Classroom

Many teachers, as part of providing an online presence, are using choice boards in their classrooms. Choice boards allow students to take ownership of their own learning and help to keep students motivated because they get to select their own learning paths. In this collaborative session teachers explored the pedagogy of using choice boards, examine a sample of the choice boards that have been created for Elementary Hub classrooms, and collaboratively designed choice boards to use in face-to-face or Google classrooms.

CRC: Visualizing Verbalizing and Verifying the Build Math and Literacy Skills

Kim Tackaberry and Wanda Dechant from the Calgary Regional Consortium led participants through this session. According to the Ministerial Order “Literacy and Numeracy are the foundational building blocks of learning.” Through an interplay of visualization and oral language, participants explored how the mind

makes meaning and enhances students' literacy and numeracy skills. Participants left with practical ideas and resources that will develop students' reading comprehension and math problem solving skills. These practices are good for all students, particularly English Language Learners and students with learning disabilities and/or ADHD.

Literacy

The literacy specialists, in collaboration with other teams, and partnering with the University of Calgary and the Calgary Regional Consortium offered six literacy-related sessions. Over 1000 CBE teachers participated. The topics included:

Vocabulary Instructions that Works Across Disciplines

In this session, participants explored engaging practices for teaching words effectively. They learned how to deepen students' engagement with words, increase their exposure to them, and expand their word knowledge across disciplines to move beyond "look up the list" vocabulary instruction. This session was open to grades 7-12 teachers across subject areas.

Introduction to Understanding Grade Level Reading and Writing (pre-recorded session)

This pre-recorded session explored the newly released English Language Arts documents, Understanding Grade Level Writing K-9 and Understanding Grade Level Reading K-9.

Words, words, words

University of Calgary literacy experts Miriam Ramzy PhD and Michelle Bence demonstrated the power and importance of academic language and how to intentionally and explicitly embed vocabulary instruction into teachers' practice. In this session, Miriam and Michelle took a dive into the three tiers of vocabulary highlighting five guiding principles for instruction and provided participants with many simple yet effective teaching strategies to implement in classrooms (for in-person and online learning).

Literacy and Jamboard K-3 Teachers (pre-recorded session)

This pre-recorded session explored how Google Jamboard could be used to engage grade k-3 students in word study tasks. In this session, participants learned how to use Jamboard to support phonics, spelling, and vocabulary instruction. Various word sorts were explored. This session was relevant to in-class, Hub teachers, and those wishing to build their online presence.

Literacy and Jamboard 4-9 Teachers (pre-recorded session)

This pre-recorded session explored how Google Jamboard could be used to engage grades 4-9 students in word study tasks. In this session, participants learned how to use Jamboard to support phonics, spelling, and vocabulary instruction. Various word sorts were explored. This session was relevant to in-class, Hub teachers, and those wishing to build their online presence.



CRC: The Art of Think Alouds

Presented by Kim Tackaberry from the Calgary Regional Consortium (CRC). “You mean to tell me all students don’t experience ongoing dialogue, in their minds, like I do when I read?” True. This Think Aloud strategy activates five comprehension strategies to heighten students’ ability to make meaning of text. This interactive learning experience explicitly demonstrated how to teach reading and thinking about text.

Mathematics

In collaboration with other teams, the mathematics specialists offered four live sessions to over 880 registrants on topics including:

Equality: What’s the Big Idea

In this session, participants dug into the big idea of equality across K – 9 in mathematics. Participants investigated the learning progression of this concept across the scope and sequence and make connections to how and where equality shows up across the strands. This session was a kick-off for a learning series that will continue in May with two 1-hour sessions specific to grade bands.

Math Formative Assessment Comment Coding

In this session, participants explored a formative assessment and feedback technique called “comment coding”. Participants examined how comment coding can improve student learning while providing data to teachers and teams to support targeted instruction.

CRC: Making Math Visual with Desmos (pre-recorded session)

In this session, the Calgary Regional Consortium offered a pre-recorded session for some key ideas around visualization in math. Through some sharing and a built-in choice boards, participants looked at how Desmos supports us in making math more visual for our students.

CRC: Spatial Reasoning in Kindergarten Math (pre-recorded session)

In this session, the Calgary Regional Consortium offered a pre-recorded session designed to explore how Spatial Reasoning supports essential understandings and experiences in math. Participants specifically looked at math in Kindergarten, starting with a book. A literacy/numeracy connection is a great place for math conversations with students.

Early Learning

The Early Learning Team offered five professional development sessions on April 26 to over 600 participants including teachers, school administrators and support staff. Early Learning Strategists and the Early Learning Specialist offered four sessions, which included: Supporting Challenging Behaviors, Thrive Outside in all Seasons, Promoting Healthy Development in a Digital World, and Making the Transition to Grade One. A fifth session hosted by Early Learning and Speech Language Services provided school administrators with an overview of the Right to Read Program. In addition to an overview, they also learned how to plan for the RRST roll-out in the 2021-22 school year in their schools.



Sessions offered were well received and participants shared positive feedback. PowerPoint presentations and supporting resources are available to all CBE employees on Insite.

Indigenous Education

Spirit – To Be

Close to 200 participants joined Miiksika'am (Blackfoot Elder Clarence Wolfleg) from Siksika Nation to open the System Learning Day in a good way with an Acknowledgement of the Land and a smudge before sessions began at 8 am. Participants shared it was a beautiful and grounding way to start a day of professional learning and some asked how they can incorporate smudge in their schools.

Heart – To Belong

The CBE Indigenous Education Team hosted Melissa Purcell from the ATA for a session on “truth telling” and dismantling anti-Indigenous racism. The session was attended by 250 CBE staff members who received teachings about historical policies affecting Indigenous communities, racial micro aggressions, terminology, cultural appropriation and more. Staff who attended also received many resources for furthering their learning and to incorporate into their classrooms with students. Participants shared that this session is one that all teachers should be required to attend.

Body - To Do (2 Sessions)

Session 1: In response to multiple requests for support, the Indigenous Education Team members from Cedarbrae, Jack James & Niitsitapi hosted 250 staff in professional learning about traditional plants and school garden projects. During the presentation, considerations and opportunities for working with traditional plants and practical knowledge for creating school gardens was shared. A supporting resource on this topic was developed for the Indigenous Education Insite page.

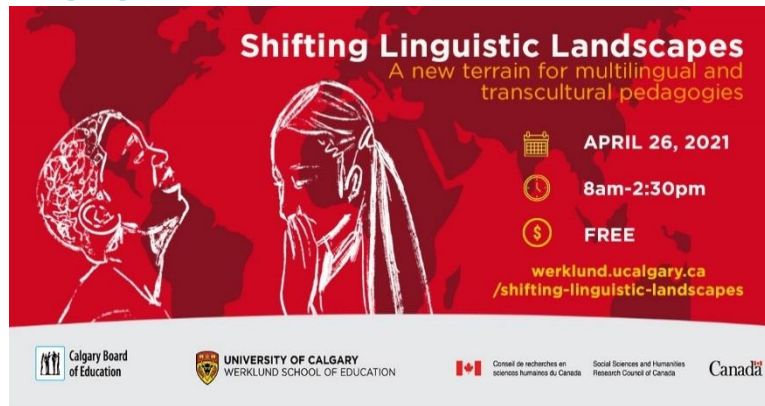
Session 2: The Indigenous Education Team and Lakota/Dakota Elder Evelyn Good Striker hosted 250 staff in professional learning about Land Based education. Elder Evelyn shared multiple considerations and local resources for teachers connected to the Teaching Quality Standards, Competency 5 and to the Alberta Programs of Study.

Mind - To Know

Members of the Indigenous Education Team and the CBE Attendance Team facilitated a session on attendance with 120 CBE staff. The presenters shared a new draft holistic attendance process that has been adjusted to align with current attendance research, best practices and developing a whole school approach. The Indigenous Education Team, in response to attendance concerns and the proposed updates to the CBE attendance process, shared a holistic collaborative response to attendance resource.



Languages



On April 26 the Calgary Board of Education | Languages – in collaboration with the University of Calgary, Werklund School of Education – co-hosted this virtual conference. This full-day gathering brought close to a thousand teachers from around the world. More than five hundred CBE teachers participated in the event. The event included presentations from internationally renowned scholars sharing their research on multilingualism and transcultural pedagogies.

Presenters included:

- Dr. Ofelia Garcia (City University of New York)
- Dr. Gail Prasad (York University)
- Dr. Marie-Paule Lord (University of Toronto)
- Dr. Yaman Ntelioglou Burcu (Brandon University)
- Dr. Bonny Norton (University of British Columbia)
- Dr. Jacqueline D'warte (University of British Columbia)
- Dr. Patriann Smith (University of British Columbia)
- Dr. Guofang Li (University of British Columbia)
- Silvia Melo-Pfeifer (University of Hamburg)
- Dr. Raúl Alberto Mora (Universidad Pontificia Bolivariana)
- Dr. Luciana C de Oliveira (Virginia Commonwealth University)

The demography of Calgary, and by definition, the Language classroom has changed dramatically in the last 20 years. How do teachers address this change? That was the goal of the conference Shifting Linguistic Landscape. The conference offered a chance to our Language teachers to learn about the latest research on pedagogy of Languages in a multicultural environment.

In addition, 90 CBE teachers participated in 3 sessions on Saturday April 10, 17 and 24 where they created lesson plans that are now accessible to the World community of Language teachers at <https://werklund.ucalgary.ca/shifting-linguistic-landscapes/stories-resources>

Special thanks to our two University of Calgary Professors: Dr Rahat Zaidi and Dr Umit Boz.

Teaching and Learning with Technology

On Monday April 26, 2021, the Teaching & Learning with Technology team provided over 20 online professional learning opportunities to over 1,500 Calgary Board of Education teachers. Sessions centred on the use of Minecraft: Education Edition, SMART Technologies, Brightspace by D2L, Apple built-in and accessibility tools, Read&Write for Google Chrome, myBlueprint and Flipgrid. We also offered a session on digital well-being aimed at supporting the well-being of teachers working in an online environment. Sessions were recorded and posted on staff insite for teachers to access asynchronously. These valuable professional learning opportunities provide CBE educators with ways to integrate 21st century technologies into practice, supporting student success both in the classroom and online.

Minecraft Education Edition Design Challenge

Over the past few months, the School Improvement team has been actively engaging with both internal experts and external partners to design a system-wide design challenge formalizing the use and support of Minecraft: Education Edition in the CBE. On April 26, the team offered four Minecraft sessions to over 570 teachers including sessions on coding in Minecraft, curricular connections, basic installation and navigation, and early access to the customized world file for the system challenge launching on October 8. Feedback obtained through Microsoft Forms and through social media channels was overwhelmingly positive. Ongoing engagement with the Minecraft Design Committee, comprised of twelve CBE teachers, Learning Leaders and specialists has been invaluable in informing next steps for the challenge. Professional learning partnerships with Cobblestone Collective and Microsoft coupled with leveraging our own team's expertise will continue to build teacher capacity leading up to the fall challenge date and beyond.

Organizational Effectiveness & Service Transformation | Software Asset Management (SAM) Re-design

The School Improvement team continues to lead the re-design of Software Asset Management (SAM) alongside Client Technology Services (CTS), Communications, FOIP & Privacy, and Procurement. The team is applying design thinking and service design approaches to the next iteration of SAM. Most recently, an Expression of Interest (EOI) is being developed to invite vendors to demonstrate their solutions. This will allow further learning as next steps are considered. The redesign of SAM comes ahead of the technical end-of-life for the platform in the fall, and will enable teaching staff to access and use software that is approved for use in the CBE.

Organizational Effectiveness & Service Transformation | Feedback on High School Scenarios Helping to Shape Proposed Plan

In March feedback was gathered on two scenarios to balance enrolment at CBE high schools. Thousands of people took the time to participate in one or more of these opportunities. Participation included:

- 1,100 participants at six virtual sessions (four for parents and public and two for staff)
- 250+ comments posted on eight idea boards
- More than 11,500 responses on three surveys (parents/public, students and staff)

This participation is helping the CBE develop a proposed plan that will have the most positive impact for students overall.

Survey reports are now posted on the high school engagement webpage and on Insite. The survey reports are lengthy and include data segmented by community and program where relevant to decision-making at this stage in the process. It is important to consider stakeholder feedback in developing the proposed plan. CBE planning principles, space and resources and other factors also need to be considered.

More information will be shared with parents, students and staff the week of May 17 about when the proposed plan will be available for public feedback and when the final decision will be made. The CBE is working to make a decision as soon as possible.

Organizational Effectiveness and Service Transformation | Two Factor Authentication (2FA) Project Update

The CBE has completed the system wide rollout of Two Factor Authentication (2FA). 2FA has become a widely adopted practice for thwarting unauthorized access. 2FA adds an independent verification mechanism so if usernames/passwords are compromised, unauthorized access to systems and data is made more difficult.

The project successfully implemented 2FA at over 250 schools/sites, assisted approximately 14,000 staff either in person or virtually with completing and testing their 2FA setup. Moreover, 2FA now provides an added layer of protection to many key systems including PeopleSoft, PowerSchool, Brightspace (D2L), Oracle Financials, and corporate e-mail.

Following the closure of this project, Information Technology Services will monitor developments and add more CBE applications as technically feasible. In addition, to minimize associated costs, efforts to encouraging the use of the Duo Mobile application as opposed to Telephone call backs or Text Messages will continue.

Organizational Effectiveness and Service Transformation | Enterprise Portal Lifecycle Upgrade Project Update

The Enterprise Portal Lifecycle Upgrade project will complete in April (on time and budget), having successfully transitioned all services from the end of life Microsoft SharePoint 2010 platform to SharePoint 2016.

Microsoft SharePoint is critical to CBE operations as it serves as the ‘backbone’ of the CBE’s Enterprise Portal. The portal is the aggregation point for communicating with parents, students, staff and the public via the Corporate Website, Insite, School Web Sites, and the administration of many educational support services, like student Off-Site activities.

The transition to an updated technology platform was a significant undertaking requiring detailed planning and dozens of technical upgrade rehearsals to minimize service disruptions and other user impacts.

In addition to extending supportability to July 2026, this upgrade will contribute to the CBE's commitment to equity, inclusion and supporting our diverse learning communities, as it enhances accessibility particularly in circumstances where a smartphone might be a family’s primary computing device. Other benefits include:

- Modern browser support, improved accessibility and usability of the Corporate Site and Insite through mobile friendly layouts and navigation;
- Enhanced mechanisms for displaying and managing news stories;
- Enhanced navigation to frequently accessed content via a new page footer;
- Updated technical architecture that will contribute to minimizing downtimes and ensure continuity of service for mission critical services;
- Automated outage handling for the corporate site and school sites, which redirects visitors to backup sites with user-friendly error message during outages.

User feedback on many of the changes has been generally positive. The following is a small sample of the positive comments that have been received:

- *Just wanted to say how much I am LOVING the new [CBE] website – it’s clean, easy to navigate, love the font, and especially love it on my phone. [Principal JHS](#)*
- *Love love love the new mobile CBE site. This is the first time I went in on my iphone. LOVE IT! It’s easy and intuitive. Great job! [Service Unit Manager](#)*
- *I just opened the Public site and said aloud “whoa.” I’m impressed with what I see so far. Congratulations to you all for your efforts to make this transition. What a clean, inviting, and accessible new look and feel. So much more is visible before I even navigate. [Service Unit Manager](#)*



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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

