

public agenda

Regular Meeting of the Board of Trustees

June 20, 2023
11:00 a.m.

Multipurpose Room,
Education Centre
1221 8 Street SW,
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
11:00am	1 Call to Order, National Anthem, Acknowledgement of the Land and Welcome	Chair		
	2 Consideration/Approval of Agenda	Board	GC-2	
	3 Opening Remarks	Board, C. Usih		
	4 Awards and Recognitions		GC-3	
	4.1 ASBA Friends of Education	C. Usih	OE-8	
	5 Results Focus			
	6 Operational Expectations			
	7 Public Comment		GC-3.2	
	Requirements as outlined in Board Meeting Procedures			
	8 Matters Reserved for Board Information	C. Usih	GC-3	
	9 Matters Reserved for Board Decision	Board	GC-2	
	9.1 2023-24 Monitoring Adjustments to Results 3, 4 and 5	C. Usih	R-3,4,5	Page 9-1
	10 Consent Agenda	Board	GC-2.6	



Time	Topic	Who	Policy Ref	Attachment
10.1	Items Provided for Board Decision			
10.1.1	OE-5: Financial Planning – Annual Monitoring <i>THAT the Board of Trustees approves that the Chief Superintendent is in compliance with the provisions of OE-5: Financial Planning.</i>		OE-5	Page 10-1
10.1.2	OE-9: Facilities – Annual Monitoring <i>THAT the Board of Trustees approves that the Chief Superintendent is in compliance with the provisions of OE-9: Facilities.</i>		OE-9	Page 10-10
10.1.3	Roster for Second Vice-Chair <i>THAT the Board of Trustees approves the roster for Second Vice-Chair for the period of July 2023 to June 2024 as submitted.</i>		GC-4	Page 10-22
10.1.4	Meeting Minutes <ul style="list-style-type: none"> • May 2, 2023 Special Meeting • May 23, 2023 Regular Meeting • May 30, 2023 Regular Meeting <i>THAT the Board of Trustees approves the minutes of the Special Meeting held May 2, 2023 and the Regular Meetings held May 23, 2023 and May 30, 2023, as submitted.</i>			Page 10-23 Page 10-26 Page 10-32
10.2	Items Provided for Board Information			
10.2.1	2022-23 Third Quarter Budget Variance Analysis	B. Grundy	OE-5	Page 10-39
10.2.2	Correspondence	P. Minor	OE-7	Page 10-53
	Private Session			
	Termination of Meeting			
	Debrief	Board	GC-2.3	

Notice |

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Office of the Corporate Secretary at corpsec@cbe.ab.ca.

report to
Board of Trustees

2023-24 Monitoring Adjustment to Results 3:
Citizenship, Results 4: Personal Development and
Results 5: Character

Date	June 20, 2023
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
Governance Policy Reference	Operational Expectations OE-7: Communication With and Support for the Board Results R-3: Citizenship R-4: Personal Development R-5: Character
Resource Person(s)	Michael Craig, Education Director, Research & Strategy and Program Evaluation



1 | Recommendation

It is recommended:

- THAT the Board of Trustees suspends the inclusion of any indicators for Results 3: Citizenship, Results 4: Personal Development and Results 5: Character related to Kindergarten to Grade 6 school report cards for the 2023-24 school year, with the exception of Results 4: Personal Development, section 4.5; and
- THAT the Board of Trustees approves the revised Indicator 4.5.1 for Results 4: Personal Development policy as provided in Attachment I to this report.

2 | Issue

New curriculum implementation in kindergarten to grade 6 in the 2023-24 school year is a primary focus for teachers. New curriculum implementation requires review and possible refinement of report cards in alignment with new curriculum. The totality of this work has implications for teacher workload and Results 3, 4 and 5 reporting.

3 | Background

The Board's annual work plan includes the scheduled monitoring of all policies. Consistent with this plan, the Results policies are monitored for reasonable progress over time against a set of Board approved indicators.

On March 17, 2023, Alberta's Minister of Education announced students will be learning from the new K-3 French First Language and Literature, French Immersion Language Arts and Literature and Science curriculums during the 2023-24 school year and, as announced in March 2022, school authorities will also implement grades 4 to 6 English Language Arts and Literature and Mathematics curriculums this fall.

Alberta, Government of. "French and science curriculums ready for classrooms | Curriculums de Français et de Sciences prêts pour les salles de classe." *Government of Alberta*, <https://www.alberta.ca/release.cfm?xID=8676261CC6F02-CC63-621B-FDF171DCBC41460D>

The finalized kindergarten to Grade 6 English Language Arts and Literature, Mathematics and Physical Education and Wellness curriculums were released in March of 2023.

4 | Analysis

The work tied to implementing a new curriculum includes, for example, staff familiarizing themselves with the new program of study for each course, understanding how the content is arranged, designing scope and sequence, identifying and accessing professional learning, vetting resources, considering assessment and reporting. This has implications for teacher workload.

Student achievement of Results on report cards is demonstrated in and through learning. The summative indicators of success are based on evidence collected from learning situations and the quality of learning experiences managed by the student.

As part of curriculum and instruction, teachers attend to the development of the skills associated with citizenship, personal development and character within the Programs of Study. The results gathered for the purposes of Results 3, 4 and 5 monitoring do not directly correlate to current or future curricular outcomes.

The monitoring of Results includes the report card indicators for the following policies:

- Results 3: Citizenship
 - Policy 3.1 Indicator 1
 - Policy 3.3 Indicator 1
 - Policy 3.5 Indicator 1

- Results 4: Personal Development
 - Policy 4.2 Indicator 1
 - Policy 4.3 Indicator 1
 - Policy 4.5 Indicator 1

- Results 5: Character
 - Policy 5.2 Indicator 1
 - Policy 5.3 Indicator 1

Seven of these indicators are based on K-9 report card results for Results 3, 4 and 5. One indicator (Policy 4.5) is based on the Health and CALM Programs of Study report card results.

For all but Policy 4.5, where report card results reported are based on the Health Program of Study, report card results for Results 3, 4, 5 could be reported for Gr. 7-9. The corresponding Gr 11, 12 survey question results tied to the seven policies, will only be available for Policies 5.2 and 5.3 because in 2023-24 Results 3 & 4 are in a minor year of focus.

Please refer to the appendix for the detailed comparison between current reporting and proposed reporting for 2023-24 monitoring.

The suspension of the inclusion of K-6 results within K-9 report card indicators should not impact future target setting. The reason being that report card results have been historically very high and as such, not in need of targeted work.

5 | Financial Impact

There are no financial implications to this decision.

6 | Implementation Consequences

If the recommendation is adopted, K-6 results would not be included in any of the indicators tied to K-9 report cards, with the exception of Policy 4.5. For Policy 4.5, K-6 results would be based on the Physical Education and Wellness Programs of Study, report card well-being stem results.

7 | Conclusion

The work tied to the Results is done within the teaching and learning tied to the Programs of Study. Implementation of a new curriculum requires a great deal of work on the part of teachers.

Given the implications of new curriculum implementation on teacher workload, removing the reporting of Results 3, 4 and 5 for students in K-6 would allow teachers to focus on the implementation and assessment of the new curriculum and allow for measured adjustments to required reporting.



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

APPENDIX

Appendix I: Current and Proposed 2023-24 Monitoring

ATTACHMENT

Attachment I: Results 4E

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.

appendix

Current and Proposed 2023-24 Monitoring

This appendix includes Results policies where one or more indicators use student report card results broken out by current monitoring and proposed 2023-24 monitoring.

The administration for Results questions within the new CBE student survey was organized to have questions related to Results 3: Citizenship, Results 4: Personal Development and Results 5: Character administered in full once every three years and to a more minor extent during the other two years of the three-year cycle.

In a minor year, a smaller selection of survey questions is administered based on where the Chief Superintendent sees an opportunity for growth or where the Board of Trustees identifies an area of concern or exception. The major and minor foci for the next two monitoring years are as follows:

Results	2022-23	2023-24
Results 3	minor focus	minor focus
Results 4	major focus	minor focus
Results 5	minor focus	major focus

In the tables, “likely not monitored” has been added where the Results are a minor focus of that year.

Results 3 2023-24 Monitoring	
Current for 2023-24	Proposed for 2023-24
<p>Policy 3.1 Indicator 1 K - 9 Percentage of students in kindergarten-grade 9 reported to exercise their democratic rights and responsibilities within the learning community; as measured by student report cards.</p>	<p>Policy 3.1 Indicator 1 K - Gr 6 Not collected Gr 7 - 9 Percentage of students in kindergarten-grade 9 reported to exercise their democratic rights and responsibilities within the learning community; as measured by student report cards.</p>
<p>Policy 3.1 Indicator 2 Minor year; likely not monitored Gr 11, 12 Percentage of high school students who report that they exercise their democratic rights and responsibilities within the learning community; as indicated by the Overall Agreement of the Learning Community Citizenship Summary Measure from the CBE Student Survey.</p>	<p>Policy 3.1 Indicator 2 Minor year; likely not monitored Gr 11, 12</p>
<p>Policy 3.1 Indicator 3 Minor year; likely not monitored Gr 11, 12 Percentage of high school students who report that they have participated in community service, school service or volunteer work to help others; as indicated by the Overall Agreement of the Service Summary Measure from the CBE Student Survey.</p>	<p>Policy 3.1 Indicator 3 Minor year; likely not monitored Gr 11, 12</p>

Results 3 2023-24 Monitoring	
Current for 2023-24	Proposed for 2023-24
<p>Policy 3.3 Indicator 1 K - 9 Percentage of students in kindergarten-grade 9 reported to demonstrate respect and appreciation for diversity; as measured by student report cards.</p>	<p>Policy 3.3 Indicator 1 K - Gr 6 Not collected Gr 7 - 9 Percentage of students in kindergarten-grade 9 reported to demonstrate respect and appreciation for diversity; as measured by student report cards.</p>
<p>Policy 3.3 Indicator 2 Minor year; likely not monitored Gr 11, 12 Percentage of high school students who report they value other cultures; as indicated by the Overall Agreement of the Embracing Culture Summary Measure from the CBE Student Survey.</p>	<p>Policy 3.3 Indicator 2 Minor year; likely not monitored Gr 11, 12</p>
<p>Policy 3.3 Indicator 3 Minor year; likely not monitored Gr 11, 12 Percentage of high school students who report they appreciate and learn from the perspectives of others; as indicated by the Overall Agreement of the Diversity and Inclusion Summary Measure from the CBE Student Survey.</p>	<p>Policy 3.3 Indicator 3 Minor year; likely not monitored Gr 11, 12</p>

Results 3 2023-24 Monitoring	
Current for 2023-24	Proposed for 2023-24
<p>Policy 3.5 Indicator 1 K - 9 Percentage of students in kindergarten-grade 9 reported to demonstrate respect and appreciation for diversity; as measured by student report cards.</p>	<p>Policy 3.5 Indicator 1 K - Gr 6 Not collected Gr 7 - 9 Percentage of students in kindergarten-grade 9 reported to demonstrate respect and appreciation for diversity; as measured by student report cards.</p>
<p>Policy 3.5 Indicator 2 Minor year; likely not monitored Gr 11, 12 Percentage of high school students who report they work and communicate effectively with others; as measured by the Overall Agreement of the Collaborative Skills Summary Measure from the CBE Student Survey.</p>	<p>Policy 3.5 Indicator 2 Minor year; likely not monitored Gr 11, 12</p>

Results 4 2023-24 Monitoring	
Current for 2023-24	Proposed for 2023-24
<p>Policy 4.2 Indicator 1 K - 9 Percentage of students in kindergarten to grade 9 reported to set and work toward learning goals; as measured by student report cards.</p>	<p>Policy 4.2 Indicator 1 K - Gr 6 Not collected Gr 7 - 9 Percentage of students in kindergarten to grade 9 reported to set and work toward learning goals; as measured by student report cards.</p>
<p>Policy 4.2 Indicator 2 Minor year; likely not monitored Gr 11, 12 Percentage of high school students who report they are able to set goals for themselves and work towards them; as measured by Overall Agreement on the Self-Improvement Summary Measure on CBE Student Survey.</p>	<p>Policy 4.2 Indicator 2 Minor year; likely not monitored Gr 11, 12</p>
<p>Policy 4.2 Indicator 3 Minor year; likely not monitored Gr 11, 12 Percentage of high school students who report they raise questions and bring their own ideas to learning tasks; as measured by Overall Agreement on the Self-Advocacy Summary Measure on CBE Student Survey.</p>	<p>Policy 4.2 Indicator 3 Minor year; likely not monitored Gr 11, 12</p>
<p>Policy 4.2 Indicator 3 Minor year; likely not monitored Gr 11, 12 Percentage of high school students who report they use feedback and past experiences to improve their learning; as measured by Overall Agreement on the Self-Reflection Summary Measure on CBE Student Survey.</p>	<p>Policy 4.2 Indicator 3 Minor year; likely not monitored Gr 11, 12</p>

Results 4 2023-24 Monitoring	
Current for 2023-24	Proposed for 2023-24
<p>Policy 4.3 Indicator 1 K - 9 Percentage of students in kindergarten to grade 9 reported to engage in learning with confidence and persistence; as measured by student report cards.</p>	<p>Policy 4.3 Indicator 1 K - Gr 6 Not collected Gr 7 - 9 Percentage of students in kindergarten to grade 9 reported to engage in learning with confidence and persistence; as measured by student report cards.</p>
<p>Policy 4.3 Indicator 2 Minor year; likely not monitored Gr 11, 12 Percentage of high school students who report they are comfortable learning about things that don't have a single right answer; as measured by the Ambiguity and Complexity Summary Measure from CBE Student Survey.</p>	<p>Policy 4.3 Indicator 2 Minor year; likely not monitored Gr 11, 12</p>

Results 4 2023-24 Monitoring	
Current for 2023-24	Proposed for 2023-24
<p>Policy 4.5 Indicator 1 K - Gr 6 Percentage of students experiencing success with the learning outcomes of the Physical Education and Wellness Programs of Study; as measured by the well-being stem on student report cards. Gr 7 - 12 Percentage of students experiencing success with the learning outcomes of the Health/CALM Programs of Study; as measured by student report cards.</p>	<p>Policy 4.5 Indicator 1 No change K - Gr 6 No change Gr 7 - 12</p>
<p>Policy 4.5 Indicator 2 Minor year; likely not monitored Gr 11, 12 Percentage of students who report they make decisions that keep them physically healthy; as indicated by the Overall Agreement of the Physical Health Summary Measure from CBE Student Survey.</p>	<p>Policy 4.5 Indicator 2 Minor year; likely not monitored Gr 11, 12</p>
<p>Policy 4.5 Indicator 3 Minor year; likely not monitored Gr 11, 12 Percentage of students who report they make decisions that keep them socially healthy; as indicated by the Overall Agreement of the Social Health Summary Measure from CBE Student Survey.</p>	<p>Policy 4.5 Indicator 3 Minor year; likely not monitored Gr 11, 12</p>
<p>Policy 4.5 Indicator 4 Minor year; likely not monitored Gr 11, 12 Percentage of students who report they make decisions that keep them emotionally healthy; as indicated by the Overall Agreement of the Emotional Health Summary Measure from CBE Student Survey.</p>	<p>Policy 4.5 Indicator 4 Minor year; likely not monitored Gr 11, 12</p>

Results 5 2023-24 Monitoring	
Current for 2023-24	Proposed for 2023-24
<p>Policy 5.2 Indicator 1 K - 9 Percentage of students in kindergarten to grade 9 reported to make responsible decisions; as measured by student report cards.</p>	<p>Policy 5.2 Indicator 1 K - Gr 6 Not collected Gr 7 - 9 Percentage of students in kindergarten to grade 9 reported to make responsible decisions; as measured by student report cards.</p>
<p>Policy 5.2 Indicator 2 Gr 11, 12 Percentage of high school students who report they think about the impact of their decisions and actions before they proceed; as measured by Overall Agreement of the Critical Reflection Summary Measure from the CBE student survey.</p>	<p>Policy 5.2 Indicator 2 Major year; no change Gr 11, 12</p>
<p>Policy 5.2 Indicator 3 Gr 11, 12 Percentage of high school students who report they follow community expectations and their own convictions as they participate in and represent their learning; as measured by Overall Agreement on the Expectations and Convictions Summary Measure from the CBE Student Survey.</p>	<p>Policy 5.2 Indicator 3 Major year; no change Gr 11, 12</p>

Results 5 2023-24 Monitoring	
Current for 2023-24	Proposed for 2023-24
<p>Policy 5.3 Indicator 1 K - 9</p> <p>Percentage of students in kindergarten to grade 9 reported to treat others with respect and compassion; as measured by student report cards.</p>	<p>Policy 5.3 Indicator 1 K - Gr 6</p> <p>Not collected</p> <p>Gr 7 - 9</p> <p>Percentage of students in kindergarten to grade 9 reported to treat others with respect and compassion; as measured by student report cards.</p>
<p>Policy 5.3 Indicator 2 Gr 11, 12</p> <p>Percentage of high school students who report they think about their own needs and the needs of others when making decisions; as measured by Overall Agreement on the Thoughtful Decision Making Summary Measure on the CBE Student Surveys.</p>	<p>Policy 5.3 Indicator 2 Major year; no change Gr 11, 12</p>
<p>Policy 5.3 Indicator 3 Gr 11, 12</p> <p>Percentage of high school students who report they listen to and respond to the needs of others; as measured by Overall Agreement on the Compassion and Empathy Summary Measure from the CBE Student Survey.</p>	<p>Policy 5.3 Indicator 3 Major year; no change Gr 11, 12</p>

RESULTS**Results 4E: Personal Development Reasonable
Interpretation and Indicators**

Each student will identify and actively develop individual gifts, talents and interests.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to affirm the responsibility of public education to recognize and strengthen the diverse abilities and capacities of individual learners.

The Chief Superintendent interprets *each student will identify and actively develop individual gifts, talents and interests* to mean that in and through their learning program, every individual learner in the Calgary Board of Education will become aware of and strengthen the personal abilities and potentials that contribute to their success.

Students will:

4.1 Demonstrate resilience and perseverance to overcome failure and adapt to change.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students respond to difficult circumstances and experiences in ways that continue the learning process.

The Chief Superintendent interprets *resilience and perseverance* to mean that students remain engaged in or return to their learning when faced with difficult or unfamiliar situations.

The Chief Superintendent interprets *overcome failure and adapt to change* to mean that students respond in new or renewed ways to new circumstances and setbacks in learning.

Indicators |

1. Percentage of CBE students who return to school after dropping out; as reported by Alberta Education.

2. Percentage of students who report they work through setbacks and challenges in their learning; as measured by Overall Agreement of the **Resiliency and Perseverance Summary Measure** from the CBE Student Survey.
3. Percentage of students who report they can adapt to new learning situations; as measured by Overall Agreement on the **Adaptability Summary Measure** from the CBE Student Survey.

4.2 Take initiative, set goals, self-evaluate and strive to continuously improve.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will be actively involved in the design and assessment of their learning.

The Chief Superintendent interprets *take initiative* to mean that students raise questions, explore ideas and identify possible actions within their learning programs.

The Chief Superintendent interprets *set goals* to mean that students identify new accomplishments they would like to pursue and achieve.

The Chief Superintendent interprets *self-evaluate* to mean that students examine evidence of their learning to understand what they have accomplished and what learning is required next.

The Chief Superintendent interprets *strive to continuously improve* to mean that students modify and refine their learning strategies based on experience and feedback.

Indicators |

1. Percentage of students in kindergarten to grade 9 reported to set and work toward learning goals; as measured by student report cards.
2. Percentage of high school students who report they are able to set goals for themselves and work towards them; as measured by Overall Agreement on the **Self-Improvement Summary**

Measure on the CBE Student Survey.

3. Percentage of high school students who report they raise questions and bring their own ideas to learning tasks; as measured by Overall Agreement on the **Self-Advocacy Summary Measure** on the CBE Student Survey.
4. Percentage of high school students who report they use feedback and past experiences to improve their learning; as measured by Overall Agreement on the **Self-Reflection Summary Measure** on the CBE Student Survey.

4.3 Have the confidence to embrace ambiguity and complexity.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will be open to and positive about engaging in learning that exceeds simple and predictable tasks, ideas and experiences.

The Chief Superintendent interprets *confidence* to mean that students approach learning with positive expectations.

The Chief Superintendent interprets *ambiguity* to mean learning that has an element of uncertainty or that can be understood in more than one way.

The Chief Superintendent interprets *complexity* to mean learning that involves a number of interconnected parts.

Indicators |

1. Percentage of students in kindergarten to grade 9 reported to engage in learning with confidence and persistence; as measured by student report cards.
2. Percentage of high school students who report they are comfortable learning about things that don't have a single right answer; as measured the **Ambiguity and Complexity Summary Measure** from CBE Student Survey.

4.4 Take risks appropriately.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will intentionally and thoughtfully strive beyond what is easy and comfortable in their learning.

The Chief Superintendent interprets *take risks* to mean that students act without assurance of success in order to fulfill a learning goal.

The Chief Superintendent interprets *appropriately* to mean in alignment with the expectations and indicators of the Board of Trustees' Results policies for Citizenship and Character.

Indicator |

1. Percentage of students who report they try new things in their learning even when they are not guaranteed success; as measured by Overall Agreement on the **Risk-taking Summary Measure** from the CBE Student Survey.

4.5 Make lifestyle choices based upon healthy attitudes and actions, and be able to assume responsibility for personal well-being.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will make well-informed decisions on behalf of their physical, social, and emotional health and become increasingly independent in doing so.

The Chief Superintendent interprets *lifestyle choices* to mean decisions that promote overall well-being for the present and future.

The Chief Superintendent interprets *healthy attitudes and actions* to mean understandings, values, decisions and behaviors that promote physical, social and emotional well-being.

The Chief Superintendent interprets *assume responsibility for personal well-being* to mean that students gather, evaluate and

synthesize information to understand health issues and make health-related decisions.

Indicators |

1. **Kindergarten to Grade 6:** Percentage of students experiencing success with the learning outcomes of Physical Education and Wellness Programs of Study; as measured by the well-being stem on student report cards.
Grade 7 to 12: Percentage of students experiencing success with the learning outcomes of the Health/CALM Programs of Study; as measured by student report cards.
2. Percentage of students who report they make decisions that keep them physically healthy; as indicated by the Overall Agreement of the **Physical Health Summary Measure** from the CBE Student Survey.
3. Percentage of students who report they make decisions that keep them socially healthy; as indicated by the Overall Agreement of the **Social Health Summary Measure** from the CBE Student Survey.
4. Percentage of students who report they make decisions that keep them emotionally healthy; as indicated by the Overall Agreement of the **Emotional Health Summary Measure** from the CBE Student Survey.

4.6 Be technologically fluent, able to use digital tools critically, ethically and safely.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will be able to incorporate technology within their learning as they work with others and explore their personal interests and talents.

The Chief Superintendent interprets *technologically fluent* to mean that students can use information and communication technologies and media within their learning environments to meet their learning needs and personal goals.

The Chief Superintendent interprets *critically, ethically and safely* to mean students demonstrate inquisitive, reasoned and caring actions as they explore and assess ideas, communicate with others and learn.

Indicators |

1. Percentage of students who report they can use technology to help them learn; as measured by Overall Agreement of the **Learning Technology Summary Measure** from the CBE Student Survey.
2. Percentage of students who report they use technology to explore personal interests and ideas; as measured by Overall Agreement of the **Technology Fluency Summary Measure** from the CBE Student Survey.
3. Percentage of students who report they can use technology to communicate effectively with others; as indicated by Overall Agreement of the **Technological Communication Summary Measure** from the CBE Student Survey.
4. Percentage of students who report they can assess critically information presented in online environments; as measured by Overall Agreement of the **Technological Critical Thinking Summary Measure** from the CBE Student Survey.

Approved: June 21, 2022


operational
expectations
monitoring report

OE-5: Financial Planning

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 5: Financial Planning, the Chief Superintendent certifies that the proceeding information is accurate and complete.

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

Signed: 
Christopher Usih, Chief Superintendent

Date: June 20, 2023

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 5: Financial Planning, the Board of Trustees:

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

Summary statement/motion of the Board of Trustees:

Signed: _____
Chair, Board of Trustees

Date: _____

OE-5: Financial Planning

Executive Summary

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

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

The Chief Superintendent's reasonable interpretation and indicators for OE 5: Financial Planning were approved on October 10, 2017. The Board of Trustees last monitored OE 5 on June 14, 2022. This report includes data available from the 2021-2022 school year and contains evidence to support the following findings:

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

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



OE-5: Financial Planning

Board-approved Interpretation |

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

The Chief Superintendent interprets:

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

The Chief Superintendent shall:

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

The Chief Superintendent interprets:

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



OE-5: Financial Planning

Board-approved Indicators and *Evidence of Compliance* |

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

Evidence statement

The Budget Assumptions Report was presented to the Board of Trustees on April 5, 2022.

Evidence demonstrates all indicators in subsection 1 are in compliance.

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

OE-5: Financial Planning

The Chief Superintendent interprets:

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

Board-approved Indicators and *Evidence of Compliance* |

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

Evidence statement

Operational Budget 2022-2023, was presented on May 17, 2022 and May 24, 2022 and approved for submission to Alberta Education.

Evidence demonstrates all indicators in subsection 2 are in compliance.



OE-5: Financial Planning

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

The Chief Superintendent interprets:

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

Board-approved Indicators and *Evidence of Compliance* |

1. Quarterly variance reports will be presented reflecting the materiality interpretation.	Compliant
--	-----------

The organization is compliant with this indicator.



OE-5: Financial Planning*Evidence statement*

Quarterly variance reports provide explanations for variances in excess of 1% and \$500,000. The following quarterly variance reports were presented to the Board of Trustees in the 2021-2022 school year:

- November 23, 2021 – 2020-2021 Fourth Quarter Budget Variance Analysis
- January 25, 2022 – 2021-2022 First Quarter Budget Variance Analysis
- March 29, 2022 – 2021-2022 Second Quarter Budget Variance Analysis
- June 21, 2022 – 2021-2022 Third Quarter Budget Variance Analysis

Evidence demonstrates all indicators in subsection 3 are in compliance.

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

Board-approved Indicators and *Evidence of Compliance* |

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



OE-5: Financial Planning*Evidence statement*

The *Financial Status of Reserves and Designated Funds* at August 31, 2021 was presented to the Board of Trustees on November 9, 2021 and November 23, 2021 and received approval for the use of reserve funds.

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

Evidence statement

The *Financial Status of Reserves and Designated Funds* at August 31, 2021, was presented to the Board of Trustees on November 9, 2021 and November 23, 2021 as evidence of Board of Trustee approval for transfers between reserve funds.

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

Evidence statement

There was no new debt acquired for 2021-2022 school year.

Evidence demonstrates all indicators in subsection 4 are in compliance.



OE-5: Financial Planning

GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

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

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

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

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

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



operational
expectations
monitoring report

OE-9: Facilities


Monitoring report for the
school year 2021-2022

Report date:
June 20, 2023

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 9: Facilities, the Chief Superintendent certifies that the proceeding information is accurate and complete.

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

Signed: 
Christopher Usih, Chief Superintendent

Date: June 20, 2023

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 9: Facilities, the Board of Trustees:

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

Summary statement/motion of the Board of Trustees:

Signed: _____
Chair, Board of Trustees

Date: _____

OE-9: Facilities

Executive Summary

The Board of Trustees believes that learning is optimized in facilities that are safe, clean and properly maintained. Further, the Board of Trustees believes that in order to meet the needs of the entire organization, the responsible stewardship of resources requires effective and efficient use of funding for real property.

This Operational Expectation establishes the values and expectations of the Board of Trustees for the Calgary Board of Education to provide physical learning and working environments which are conducive to student learning in support of the achievement of the Board's Results.

The Chief Superintendent's reasonable interpretation and indicators for OE 9: Facilities were approved on October 10, 2017. The Board of Trustees last monitored OE 9 on June 15, 2021. This report includes data available from the 2020-2021 school year and contains evidence to support the following findings:

Policy Statement	Indicator	Finding
9.1	9.1.1	Compliant
9.1	9.1.2	Compliant
9.1	9.1.3	Compliant
9.1	9.1.4	Compliant
9.2	9.2.1	Compliant
9.2	9.2.2	Compliant
9.2	9.2.3	Compliant
9.3	9.3.1	Compliant
9.3	9.3.2	Compliant
9.3	9.3.3	Compliant
9.4	9.4.1	Not Applicable
9.5	9.5.1	Compliant
9.5	9.5.2	Compliant

OE-9: Facilities

The Board of Trustees believes that learning is optimized in facilities that are safe, clean and properly maintained. Further, the Board of Trustees believes that in order to meet the needs of the entire organization, the responsible stewardship of resources requires effective and efficient use of funding for real property.

Board-approved Interpretation |

The CBE recognizes the direct connection between facilities that are conducive to student learning and the achievement of the Results.

The Chief Superintendent interprets:

- *safe* to mean that the physical learning environment is free from potential harm to students, and that the work environment is compliant with all legal requirements.
- *clean* to mean that CBE schools and facilities are cleaned to a standard which supports occupant health and wellness.
- *properly maintained* to mean that CBE schools and facilities are taken care of in a manner that supports the functionality of the learning and work environment.
- *responsible stewardship* to mean the sustainable management of facilities in support of student learning.
- *effective and efficient use of funding* to mean the fiscally responsible allocation of financial resources on real property that supports student learning.
- *real property* to mean and land buildings.

The Chief Superintendent shall:

9.1	Ensure that facilities are safe, clean and properly maintained.	Compliant
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Board-approved Interpretation

It is critical that learning and work environments are in a condition that optimizes the utility of the school.



OE-9: Facilities

The Chief Superintendent interprets:

- *safe* to mean that the physical learning environment is free from potential harm to students, and that the work environment is compliant with all legal requirements.
- *clean* to mean that CBE schools and facilities are cleaned to a standard which supports occupant health and wellness.
- *properly maintained* to mean that CBE schools and facilities are taken care of in a manner that supports the functionality of the learning and work environment.

Board-approved Indicators and Evidence of Compliance |

1. 100 percent of formally advanced safety related concerns (i.e., Indoor Environmental Quality Concern Registration and Hazard Reports) are responded to within the established timelines.	Compliant
---	-----------

The organization is compliant with this indicator.

Evidence statement

In the 2021-2022 school year, all Indoor Environmental Quality Concern reports and Hazard reports were responded to within two work/school days or less. These included 45 hazard reports and 45 Indoor Environmental Quality Concern reports.

2. 90 percent of maintenance work orders, requiring adherence to a provincial code, are inspected for conformance with the applicable technical provincial codes.	Compliant
---	-----------

The organization is compliant with this indicator.

Evidence statement

Maintenance work orders requiring permits were 100% compliant and adhered to provincial codes. A total of 293 work orders required the CBE to request permits and all of these were subsequently inspected and closed by the City as part of the permitting process.



OE-9: Facilities

<p>3. 95 percent of CBE schools and facilities are assessed annually at the Level 2 “Ordinary Tidiness” standard of caretaking and cleanliness.</p>	<p>Compliant</p>
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The organization is compliant with this indicator.

Evidence statement

All CBE schools and facilities were assessed annually at a minimum at the Level 2 “Ordinary Tidiness” standard of caretaking and cleanliness.

<p>4. 100 percent of emergency maintenance and repair work requests are acted upon within 24 hours.</p>	<p>Compliant</p>
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The organization is compliant with this indicator.

Evidence statement

100% of 7883 emergency maintenance and repair work requests were acted on within 24 hours.

Evidence demonstrates all indicators in subsection 1 are in compliance.

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

In creating new or updating learning and work environments, it is important to include attributes that result in minimizing the negative effect on the environment while being easily maintained in the long term.

OE-9: Facilities

The Chief Superintendent interprets:

- *environmental impacts* to mean those aspects that include effects on the air, water use and energy use, which ensure that facilities and infrastructure are constructed and operated in an ecologically responsible manner.
- *eco-efficiency* to mean an environmentally friendly building design as outlined in the Leadership in Energy and Environmental Design (LEED) Silver level of certification or equivalent standard.
- *sustainability* to mean the ability to maintain a component or facility within our financial capabilities while balancing cost effectiveness and environmental impact.

Board-approved Indicators and Evidence of Compliance |

1. 100 percent of new schools, constructed for the Calgary Board of Education are completed to the LEED Silver level of certification or higher.	Compliant
--	-----------

The organization is compliant with this indicator.

Evidence statement

100% of new construction projects were designed to achieve a minimum LEED Silver certification. In the 2021-22 reporting year, five new schools were in various stages of construction: Mahogany, Bayside, Lakeshore, Prairie Sky and North Trail High School.

2. 100 percent of major modernizations will be assessed using the LEED score card.	Compliant
--	-----------

The organization is compliant with this indicator.

Evidence statement

In the 2021-22 reporting year, there were no major modernizations in design or construction.



OE-9: Facilities

3. 100 percent of the CBE portion of all site naturalization and school garden requests approved through the applicable process are completed.	Compliant
--	-----------

The organization is compliant with this indicator.

Evidence statement

In the 2021-2022 school year, 100% of school naturalization or garden development requests were completed. Nine schools made requests and completed the approval process to establish their naturalization or garden areas.

Evidence demonstrates all indicators in subsection 2 are in compliance.

9.3	Utilize Board-approved prioritization criteria to ensure the effective and efficient use of capital funding and demonstrate responsible stewardship of resources.	Compliant
-----	---	-----------

Board-approved Interpretation

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

The Chief Superintendent interprets:

- *Board-approved priority* to mean the list of parameters endorsed by the Board of Trustees and utilized by administration to rank each of new school, modernization and modular project requests for provincial funding consideration.
- *effective and efficient use of funding* to mean the fiscally responsible allocation of financial resources on real property that supports student learning.
- *responsible stewardship* to mean the sustainable management of facilities in support of student learning.



OE-9: FacilitiesBoard-approved Indicators and *Evidence of Compliance* |

1. Annual submission to the Board of Trustees for approval, within the provincial time frames, of a Three Year Capital School Capital Plan.	Compliant
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The organization is compliant with this indicator.

Evidence statement

The Three-Year School Capital Plan 2023-2026 was approved by the Board of Trustees on March 29, 2022. Annual submission to Alberta Education includes one prioritized capital list consisting of both new school construction and major modernization requests.

2. Annual submission to the Board of Trustees for approval, within the provincial time frames, of the Modular Classroom Plan.	Compliant
---	-----------

The organization is compliant with this indicator.

Evidence statement

The 2022-2023 Modular Classroom Plan was approved by the Board of Trustees on January 25, 2022. During the 2021-2022 school year, the Alberta Education call for modular classroom plans came much later than is typical.

3. Triennial submission to the Board of Trustees for approval of a 10 Year Student Accommodation and Facilities Strategy.	Compliant
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The organization is compliant with this indicator.

Evidence statement

The 10 Year Student Accommodation and Facilities Strategy was submitted to the Board of Trustees on June 21, 2022.

Evidence demonstrates all indicators in subsection 3 are in compliance.



OE-9: Facilities

9.4	Maximize the public's use of facilities as long as student safety, student activities and the instructional program are not compromised.	N/A
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Board-approved Interpretation

Making CBE spaces available for the broader public to access is important to our relationships with the community.

The Chief Superintendent interprets:

- *public use* to mean access for general public users to specific, identified spaces through the rental process administered by the City of Calgary.
- *As long as student safety, student activities, and the instructional program are not compromised* to mean appropriate guidelines and processes are in place to reflect these values and the public use of CBE school spaces will not adversely impact the delivery of the program of studies and/or extracurricular student events.

Board-approved Indicators and Evidence of Compliance |

1. No less than 80% of schools are made available for public use.	N/A
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This indicator is not applicable for the 2021-2022 school year due to the global COVID-19 pandemic.

Evidence statement

Public rentals in CBE schools were suspended due to the global COVID-19 pandemic. This decision was made in consultation with the City of Calgary, other school jurisdictions and is in alignment with Alberta Health Services best practices for the health and welfare of students. Public rentals resumed on September 1, 2022. This resumption of public rentals will be reflected in next year's monitoring report.

Evidence shows this indicator is not applicable for 2021-2022 school year.



OE-9: Facilities

9.5	Ensure that financially significant improvements, acquisition, disposal or encumbrance or real property are in support of student learning.	Compliant
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Board-approved Interpretation

It is important that decisions pertaining to CBE land and buildings attend to the impact on student learning.

The Chief Superintendent interprets:

- *financially significant improvements* to mean major modernization projects funded by the provincial government.
- *acquisitions* to mean CBE becoming the owner of and responsible for the maintenance and operation of land or building.
- *disposal* to mean the removal of land or buildings from CBE ownership.
- *encumbrance* to mean burden with financial claim or other registrations affecting transferability of property (excluding standard property encumbrances such as utility right of way and temporary construction liens).
- *real property* to mean land and buildings.
- *in support of student learning* to mean providing resources that are directed to positively impact student learning.

Board-approved Indicators and Evidence of Compliance |

1. 100% of all real property acquisitions, disposals and encumbrances will be approved by the Board of Trustees.	Compliant
--	-----------

The organization is compliant with this indicator.

Evidence statement

During the 2021-2022 school year, Board and Ministerial approvals were obtained for disposition of three CBE properties, and approval for registration of municipally required Access Easement Agreements on the land titles of three other school board properties



OE-9: Facilities

2. 100% of new school construction and major modernization projects will be approved by the Board of Trustees.	Compliant
--	-----------

The organization is compliant with this indicator.

Evidence statement

During the 2021-2022 reporting year, there were five new construction projects and no major modernizations projects in design or construction. All projects were approved by the Board of Trustees through the Three-Year School Capital Plan and capital reserve approvals.

Evidence demonstrates all indicators in subsection 5 are in compliance.



OE-9: Facilities

GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

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

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

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

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

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



**report to
Board of Trustees****Roster for Second Vice-Chair**

Date	June 20, 2023
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Patricia Minor Corporate Secretary
Purpose	Decision
Governance Policy Reference	Governance Culture GC-4: Officers' Roles

1 | Recommendation

THAT the Board of Trustees approves the roster for Second Vice-Chair for the period of July 2023 through June 2024 as follows:

- July/August 2023 Trustee Dennis
- September/October 2023 Trustee Bolger
- November/December 2023 Trustee Vukadinovic
- January/February 2024 Trustee Close
- March/April 2024 Trustee Downey
- May/June 2024 Trustee Dennis

2 | Background

The Board of Trustees' Board Meeting Procedures require that a second Vice-Chair be appointed on a rotating roster basis, every two months. The second Vice-Chair shall serve in the absence or inability of both the Chair and Vice-Chair. The roster needs to be confirmed following the Organizational Meeting, as it must exclude the Chair and Vice-Chair.



CALGARY BOARD OF EDUCATION

Minutes of the Special Meeting of the Board of Trustees (the "Board") for a Teacher Transfer Appeal Hearing held in Room T224, Education Centre, 1221 8 Street SW, Calgary, Alberta on Wednesday, May 2, 2023 at 9:30 a.m., reconvened May 17, 2023 at 12:00 p.m.

MEETING ATTENDANCE

Board of Trustees:

Trustee L. Hack, Chair
Trustee N. Close
Trustee P. Bolger
Trustee M. Dennis
Trustee D. Downey
Trustee C. May
Trustee S. Vukadinovic

Administration:

R. Armstrong, Superintendent, Human Resources
P. Minor, Corporate Secretary

Others:

G. Blais, Alberta Teacher's Association, Representative to the Appellant
Teacher Appellant

CALL TO ORDER

Chair Hack called the meeting to order at 9:31 a.m.

MOTION TO ADJOURN TO THE CALL OF THE CHAIR

MOVED by Trustee Vukadinovic:

THAT the Board of Trustees approves the adjournment of the May 2, 2023 special meeting to the Call of the Chair on Wednesday, May 17, 2023 at 12:30 p.m.

The motion was
CARRIED UNANIMOUSLY.

Following the approval of the motion, it was noted for Chair Hack that Ms. Blais had her hand raised. Ms. Blais indicated her hand was raised prior to the vote. Chair Hack apologized for inadvertently missing Ms. Blais; however, the motion has unanimously passed and as a result any requests by Ms. Blais will be addressed at the May 17 reconvened meeting.

Adjourned: 9:33 a.m.

Chair Hack reconvened the May 2, 2023 Special Meeting of the Board of Trustees at 12:30 p.m. on Wednesday, May 17, 2023, in Room T224 of the Education Centre, 1221 8 Street SW, Calgary, Alberta at 12:30 p.m.

MEETING ATTENDANCE

Board of Trustees:

Trustee L. Hack, Chair
Trustee N. Close
Trustee P. Bolger
Trustee M. Dennis
Trustee D. Downey
Trustee C. May
Trustee S. Vukadinovic

Administration:

R. Armstrong, Superintendent, Human Resources
A. Ard, Director, Area 5
A. Haines, Sr. Human Resources Advisor
P. Minor, Corporate Secretary

Others:

G. Blaise, Alberta Teacher's Association, Representative to the Appellant
Teacher Appellant

CALL TO ORDER

Chair Hack called the meeting to order at 12:30 p.m.

MOTION TO MOVE IN-CAMERA

In order to maintain the confidentiality of personal information related to the case, Chair Hack called for a motion.

MOVED by Trustee Downey:

Whereas the Board of Trustees is of the opinion that it is in the public interest that matters on the private agenda for the Special Meeting of the Board of Trustees held May 2, 2023, reconvened on May 17, 2023 be considered at an in-camera session; therefore, be it

Resolved, THAT the Special Meeting of the Board of Trustees moves in-camera.

The motion was
CARRIED UNANIMOUSLY.

MOTION TO REVERT TO PUBLIC MEETING



MOVED by Trustee Bolger:

THAT the Special Meeting of the Board of Trustees moves out of in-camera.

The motion was
CARRIED UNANIMOUSLY.

MOTION TO ACTION IN-CAMERA RECOMMENDATIONS

MOVED by Trustee Dennis:

THAT, subsequent to giving consideration to the presentations of both parties, the Board of Trustees dismisses the appellant's appeal of the decision to transfer the appellant from Lord Beaverbrook High School to Central Memorial High School for the following reasons:

THAT the appellant presented no convincing cause to uphold the appeal.

The motion was
CARRIED UNANIMOUSLY.

MOVED by Trustee May:

THAT the Board of Trustees authorizes the Board Chair to communicate with the appellant as discussed in camera.

The motion was
CARRIED UNANIMOUSLY.

TERMINATION OF MEETING

The meeting terminated at 3:58 p.m.



CALGARY BOARD OF EDUCATION

Minutes of the Regular Meeting of the Board of Trustees (the “Board”) held in the Multipurpose Room, Education Centre, 1221 – 8 Street SW, Calgary, Alberta on Tuesday, May 23, 2023 at 2:30 p.m.

MEETING ATTENDANCE

Board of Trustees:

Trustee L. Hack, Chair
Trustee P. Bolger
Trustee N. Close
Trustee M. Dennis
Trustee D. Downey
Trustee C. May
Trustee S. Vukadinovic

Administration:

C. Usih, Chief Superintendent of Schools
R. Armstrong, Superintendent, Human Resources
D. Breton, Superintendent, Facilities and Environmental Services
K. Fenney, General Counsel
B. Grundy, Superintendent, Finance/Technology Services
M. Martin-Esposito, Chief Communications Officer
J. Pitman, Superintendent, School Improvement
P. Minor, Corporate Secretary
M. Graham, Board Administrator

Stakeholder Representatives:

S. Clements, Alberta Teachers Association, Local 38
C. Gordon, Canadian Union of Public Employees, Local 40

1 | **CALL TO ORDER, NATIONAL ANTHEM AND WELCOME**

Chair Hack called the meeting to order at 2:38 p.m. and students from Fish Creek School led the national anthem.

Chair Hack acknowledged the traditional territories and oral practices of the Blackfoot Nations, which includes the Siksika, the Piikani, and the Kainai. She also acknowledged the Tsuut’ina and Stoney Nakoda First Nations, the Métis Nation (Region 3), and all people who make their homes in the Treaty 7 region of Southern Alberta.

The Chair welcomed staff, union representatives and members of the public to the meeting.



2 | CONSIDERATION/ APPROVAL OF AGENDA

P. Minor, Corporate Secretary, noted that no agenda change requests were received.

MOVED by Trustee Vukadinovic:

THAT the Board of Trustees approves the agenda for the Regular Meeting of May 23, 2023 as submitted.

The motion was
CARRIED UNANIMOUSLY.

3 | AWARDS AND RECOGNITIONS

There were no presentations.

4 | RESULTS FOCUS

4.1 Results 5: Character – Annual Monitoring

Chief Usih introduced the report highlighting that the report provided evidence from the 2021-2022 school year showing that CBE students continue to act in ways that are ethical and responsible. The report is informed by the CBE Student Survey and Kindergarten through Grade 9 report card results and provides evidence that students continue to demonstrate strength in both making responsible decisions and treating others with respect and compassion. Results 5 will continue to be supported by the ongoing work at the school and system levels in equity, anti-racism, Indigenous education, diversity and inclusion, and student voice.

Superintendent Pitman continued with highlights from the report, including: last year's students' cumulative school experience had been severely impacted by COVID-19 restrictions which included consecutive years with limited opportunities to act on policies or decisions with which they may not agree; the percentage of students who reported they respectfully challenge policies or decisions with which they may not agree dropped 3.7% over the previous year's response; results indicated students were less likely to speak up about rules or decisions made by school staff or teachers than about decisions made by classmates; continued system work to prioritize key structures to engage students and allow them to provide their perspectives; the importance of building strong student communities and voice.

Administration responded to trustee questions on matters including: the priority of student voice; addressing results with schools and students; networks of support; and priorities in the student survey.

Chair Hack asked trustees to identify their intentions to bring forward any motions related to compliance, exceptions or commendations for Results 5: Character to the Corporate Secretary and to trustees by noon, Thursday, May 25, 2023. She stated the item will be placed on the May 30, 2023 agenda for consideration.



5 | **OPERATIONAL EXPECTATIONS**

There were no reports or presentations.

6 | **PUBLIC COMMENT**

There were no public comments.

7 | **MATTERS RESERVED FOR BOARD INFORMATION**

7.1 **CBE 2021-2024 Education Plan – Year 3**

Chief Usih introduced the report stating the 2021-2024 Education Plan is a direct reflection of the priorities identified by the Board of Trustees for student success, namely achievement, equity, and wellbeing. To support these priorities, the Education Plan identified four major goals: learning excellence, people excellence, collaborative partnerships, and strategic resourcing. The CBE is currently embarking on the third and final year of the three-year plan, using evidence from across the system to inform key actions and make adjustments based on data, new information, or evidence of success.

Superintendent Pitman continued with highlights from the report, including: priorities reflected in the goals, key outcomes, and key actions identified for year three of the Education Plan; support for the Education Plan through people excellence, collaborative partnerships, strategic resourcing and the CBE's four learning frameworks; requisite adjustments made to key actions and detailed implementation based on stakeholder feedback, evidence of achievement, and staff capacity; engagement through a parent and guardian specific Education Plan survey; adjustments to key actions for emphasis on quality implementation of new curriculum, monitoring and responding to student data, and addressing student wellbeing needs; ongoing and increasing enrollment of students who are newcomers to Canada and require additional supports including English as a additional language; support for complexity in classrooms through quality instruction, measured intervention, and quality programming; career education programming through key partnerships with industry and post-secondary; development of people excellence through focus on building and enhancing access to staff supports; and key actions to support stability, depth, and innovation moving into the 2023-2024 school year.

Administration responded to trustee questions on matters including: collaborative partnerships and student access to community supports and services; instructional-hour supports and non-instructional hour supports; partnerships with post-secondary and industry; relationships with Indigenous and new-to-Canada parents/guardians; strategic resourcing of programs, services, and supports; people excellence and leadership development; school development plans; and teacher growth plans.

Chair Hack stated the item will be placed on the May 30, 2023 public meeting agenda for consideration.



7.2 Budget Report for the 2023-2024 School Year

Chief Usih introduced the report, stating: the 2023-24 budget provides details on how the CBE is strategically allocating resources to support student success; the budget aligns with Alberta Education's funding model and the CBE's Education Plan; the \$1.5 billion budget is forecast on supporting estimated enrollment increase; appreciation for the year-over-year increase of \$130 million to support the growing student population with the ability to hire more teachers, educational assistants and other staff, to fund critical building and maintenance needs, and invest in other necessary resources.

Superintendent Grundy provided additional detail, stating that the primary objectives identified in the Budget Assumptions Report, presented on April 4, 2023, were: to hire sufficient school based staff to accommodate expected enrollment growth, scale existing programs, services and supports to address growing student complexity, begin laying the ground work for the transition of student transportation to the new service level expectations for the 2024-25 school year, and invest where necessary to address inflationary pressures and ensure the continuity of CBE operations. These objectives have been addressed in the budget for 2023-24 during which time the CBE will deploy \$1.5 billion to support more than 138,000 students across 251 schools sites, equalling more than \$8 million per instructional day. The expected year-over-year change in the next school year includes a 7000 student enrolment increase. Increased funding will allow for hiring additional staff and needed extension to programs. CBE expects that Budget 2023-24 will result in a 774 full-time staff equivalent increase; of that, 710 full-time equivalents will be deployed to schools and areas, including 574 certificated staff and additional non-certificated support staff. Thirty-seven full-time equivalent staff will be added to the school improvement service unit to support students and staff across schools. The report also addresses the resource allocation method, increasing costs of operations, expected reduction in transportation fees, and allocation of just over \$28 million to support capital needs exclusive of new schools and modernizations funded by Alberta Education.

Administration responded to trustee questions on matters including: increases in non-school based staff; the Alberta Education funding commitment; expectations for increased student complexity; in-year enrolment growth; additional special education classes; changes to transportation funding and guidelines; provincial government changes to walk zones; funding and cost for specialized transportation; program sustainability and classroom space; support for English Language Learners; recovery of per-student funding to 2018-19 school year; system administration grants; operations & maintenance budgeting; system administration expenses; grant changes and impact on sustainability; and identified business and financial risks.

Chair Hack stated the item will be placed on the May 30, 2023 agenda for consideration.

8 | MATTERS RESERVED FOR BOARD DECISION

There were no reports or presentations.

9 | **CONSENT AGENDA**

9.1 Items Provided for Board Decision

9.1.1 Office of the Board of Trustees 2023-2024 Operating Budget

THAT the Board of Trustees approves the 2023-24 budget for the Office of the Board of Trustees of \$1,565,963, it being reasonable to allow the Board to perform its governing responsibilities effectively and efficiently.

9.2 Items Provided for Board Information

9.2.1 Chief Superintendent Update

Chair Hack noted that the Board would meet in camera following the public portion of the meeting to discuss two labour matters. She noted the next public Board meeting will be held on Tuesday, May 30, 2023.

Recessed: 4:22 p.m.

Reconvened: 4:32 p.m.

10 | **PRIVATE SESSION**

Motion to Move In-Camera

MOVED by Trustee Dennis:

Whereas the Board of Trustees is of the opinion that it is in the public interest that matters on the private agenda for the Regular Meeting of the Board of Trustees, May 9, 2023 be considered at an in-camera session; therefore, be it

Resolved, THAT the Regular Meeting of the Board of Trustees moves in-camera.

The motion was
CARRIED UNANIMOUSLY.

Motion to Move Out of In Camera

MOVED by Trustee Bolger:

THAT the Regular Meeting of the Board of Trustees moves out of in-camera.

The motion was
CARRIED UNANIMOUSLY.

Motions to Action In-Camera Recommendations

MOVED by Trustee Downey:



THAT the Board of Trustees approves recommendation A contained in the report.

The motion was
CARRIED UNANIMOUSLY.

MOVED by Trustee Dennis:

THAT the Board of Trustees approves the Scope of Services for the Chief Superintendent Recruitment, Attachment I to this report.

The motion was
CARRIED UNANIMOUSLY.

11 | **TERMINATION OF MEETING**

The meeting terminated at 7:05 p.m.

Chair

Corporate Secretary
Adopted:



CALGARY BOARD OF EDUCATION

Minutes of the Regular Meeting of the Board of Trustees (the “Board”) held in the Multipurpose Room, Education Centre, 1221 – 8 Street SW, Calgary, Alberta on Tuesday, May 30, 2023 at 11:00 a.m.

MEETING ATTENDANCE

Board of Trustees:

Trustee L. Hack, Chair
Trustee P. Bolger
Trustee N. Close
Trustee M. Dennis
Trustee D. Downey
Trustee C. May
Trustee S. Vukadinovic (departed at 4:40 p.m.)

Administration:

C. Usih, Chief Superintendent of Schools
R. Armstrong, Superintendent, Human Resources
D. Breton, Superintendent, Facilities and Environmental Services
K. Fenney, General Counsel
B. Grundy, Superintendent, Finance/Technology Services
M. Martin-Esposito, Chief Communications Officer
J. Pitman, Superintendent, School Improvement
P. Minor, Corporate Secretary
M. Graham, Board Administrator

Stakeholder Representatives:

C. Gordon, Canadian Union of Public Employees (CUPE), Local 40
H. Sharpe, Elementary School Principal’s Association (ESPA)

1 | CALL TO ORDER, NATIONAL ANTHEM AND WELCOME

Chair Hack called the meeting to order at 11:00 a.m. and students from Western Canada High School led the national anthem.

A student from Dr. E.P. Scarlett School acknowledged the traditional territories and oral practices of the Blackfoot Nations, which includes the Siksika, the Piikani, and the Kainai. They also acknowledged the Tsuut’ina and Stoney Nakoda First Nations, the Métis Nation (Region 3), and all people who make their homes in the Treaty 7 region of Southern Alberta.

Trustee Close thanked the student for their participation.

The Chair welcomed staff, union representatives and members of the public to the meeting.



2 | **CONSIDERATION/ APPROVAL OF AGENDA**

P. Minor, Corporate Secretary, noted that an agenda change request was received for Item 9.1.2 Locally Developed Courses to be removed from the consent agenda and added as Item 8.4 under Matters Reserved for Board Decision, and the remaining items to be renumbered accordingly.

MOVED by Trustee Vukadinovic:

THAT the Board of Trustees approves the agenda for the Regular Meeting of May 30, 2023 subject to the changes noted above.

The motion was
CARRIED UNANIMOUSLY.

3 | **AWARDS AND RECOGNITIONS**

There were no presentations.

4 | **RESULTS FOCUS**

Dr. E.P. Scarlett School Presentation

M. Poirier, Education Director for Area 6, introduced the Dr. E.P. Scarlett School presentation, highlighting the benefits of learning an additional language and how it supports the goals of Results 3: Citizenship.

S. Goodfellow, Principal at E.P. Scarlett School, introduced the presentation on Results 3: Citizenship from the perspective of a French Immersion student. She then introduced the students and K. Malayko, Assistant Principal.

The students presented on: student development of personal identity and citizenship within the safe and inclusive environment of the school; the growth and sustainability of student learning within the French language; celebration of the French language and francophone culture in Alberta; Canada's history and traditions; experiences of multiculturalism; benefits of French-Immersion learning; the culturally diverse landscape of Canada; and student participation as citizens of the francophone community across Canada.

M. Poirier thanked the students, highlighting the effort and challenge of learning an additional language; the students' demonstration of inquisitive reasoning and action in exploring new ideas and growing as citizens; and the impact of secondary language development on students' future opportunities.

Trustee Close thanked the school staff and students for their presentation.

Recessed: 11:22 a.m.

Reconvened: 11:25 a.m.



5 | **OPERATIONAL EXPECTATIONS**

There were no reports or presentations.

6 | **PUBLIC COMMENT**

There were no public comments.

7 | **MATTERS RESERVED FOR BOARD INFORMATION**

There were no reports or presentations.

8 | **MATTERS RESERVED FOR BOARD DECISION**

8.1 **Results 5: Character – Annual Monitoring**

Chair Hack introduced the report stating that at the May 23, 2023 meeting, trustees had the opportunity to ask questions. It is now on the agenda for the Board to determine if the Chief Superintendent is in compliance.

MOVED by Trustee Downey:

THAT the Board of Trustees has reviewed the monitoring report for Results 5: Character, and concludes that reasonable progress is being made toward the ultimate achievement of this Results policy.

In debate of the motion, trustees made comments on: evidence of reasonable growth and students making responsible choices.

Chair Hack called for a vote on the motion.

The motion was
CARRIED UNANIMOUSLY.

8.2 **CBE 2021-2024 Education Plan – Year 3**

Chair Hack introduced the report, stating that at the May 23, 2023 meeting, trustees had the opportunity to ask questions. It is now on the agenda for the Board's consideration.

MOVED by Trustee Close:

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

In debate of the motion, trustees made comments on: the foundations and robust strategic planning as demonstrated in the Education Plan; intentionality of supports for schools and students; the Education Plan's reflection of CBE values and the Board's

priorities; strategic resourcing; inclusion of multi-level input and collaborative partnerships; and appreciation for administration's work on the plan.

Chair Hack called for a vote on the motion.

The motion was
CARRIED UNANIMOUSLY.

8.3 Budget Report for the 2023-2024 School Year

Chair Hack introduced the report, stating that at the May 23, 2023 meeting, trustees had the opportunity to ask questions. It is now on the agenda for the Board's consideration.

MOVED by Trustee Dennis:

THAT the Board of Trustees approves the 2023-2024 budget as reflected in Attachment I and authorizes its submission to Alberta Education.

In debate of the motion, trustees made comments on: the budget's demonstration of thoughtful and prudent decision making, responsiveness to student needs and a clear commitment to equity; significant enrollment increases and increases in classroom complexity; the priority of classrooms and front line services to students; transportation funding; accessibility for all families; necessity of non-school based staff and central supports in supporting student success; class sizes; strategic leveraging of resources to support student success; current inflationary pressures; funding needs; sustainability; and the budget's alignment with CBE values and the Education Plan.

Chair Hack called for a vote on the motion.

The motion was
CARRIED UNANIMOUSLY.

8.4 Locally Developed Courses

Chief Usih introduced the report, stating that Locally Developed Courses ensure that students have expanded opportunities and extended learning based on their interests and the expertise of school staff. Not all courses will be implemented immediately, but they are available for schools to utilize as approved by Alberta Education.

Administration responded to trustee questions on Operational Expectations 3: Instructional Program, with regard to religious instruction, and requirements for the Physical Education 10 credit.

MOVED by Trustee Downey:

THAT the Board of Trustees approves the recommendations for Locally Developed Courses for school use in the Calgary Board of Education for the authorization periods set by Alberta Education's policy.

In debate of the motion, trustees made comments on support for student learning, and courses that are of interest to students and will help to further student success now and in the future.

Chair Hack called for a vote.

The motion was
CARRIED UNANIMOUSLY.

8.4 Board Meeting Minutes

Chair Hack noted these minutes are on the agenda for decision instead of being on the consent agenda, as is the normal process, as Trustee May was absent for the April 4, 2023 meeting, Trustee Dennis was absent for a portion of the April 18, 2023 meeting, and Trustee Close was absent for the May 15, 2023 meeting. Pursuant to Section N(12)(b) of the Board Meeting Procedures, any Trustee who is absent from a Board of Trustees' meeting is not entitled to vote on the adoption of the minutes arising from the meeting.

MOVED by Trustee Vukadinovic:

THAT the Board of Trustees approves the minutes of the Regular Meeting held April 4, 2023, as submitted.

Chair Hack called for a vote.

The motion was
CARRIED.

Abstained: Trustee May

MOVED by Trustee Downey:

THAT the Board of Trustees approves the minutes of the Regular Meeting held April 18, 2023, as submitted.

Chair Hack called for a vote.

The motion was
CARRIED.

Abstained: Trustee Dennis

MOVED by Trustee Vukadinovic:

THAT the Board of Trustees approves the minutes of the Regular Meeting held May 15, 2023, as submitted.

Chair Hack called for a vote.

The motion was
CARRIED.

Abstained: Trustee Close

9 | CONSENT AGENDA

9.1 Items Provided for Board Decision

9.1.1 Meeting Minutes

- Special meeting held May 1, 2023
- Special meeting held May 3, 2023

THAT the Board of Trustees approves the minutes of the Special Meetings held May 1, 2023 and May 3, 2023, as submitted.

9.2 Items Provided for Board Information

Chair Hack noted that the Board would meet in-camera following the public portion of the meeting to discuss one legal, five labour, one land, and three strategic planning matters. She noted the next public Board meeting will be held on Tuesday, June 13, 2023.

Recessed: 12:05 p.m.

Reconvened: 12:32 p.m.

10 | PRIVATE SESSION

Motion to Move In-Camera

MOVED by Trustee Vukadinovic:

Whereas the Board of Trustees is of the opinion that it is in the public interest that matters on the private agenda for the Regular Meeting of the Board of Trustees, April 18, 2023 be considered at an in-camera session; therefore, be it

Resolved, THAT the Regular Meeting of the Board of Trustees moves in-camera.

The motion was
CARRIED UNANIMOUSLY.

Motion to Move Out of In Camera

MOVED by Trustee May:

THAT the Regular Meeting of the Board of Trustees moves out of in-camera.

The motion was
CARRIED UNANIMOUSLY.

Motions to Action In-Camera Recommendations



MOVED by Trustee Bolger:

THAT the Board of Trustees approves the appointment of Mr. Brad Grundy as Governor of EducationMatters for a three-year term effective from June 1, 2023 to June 1, 2026.

The motion was
CARRIED.

Absent: Trustee Vukadinovic

MOVED by Trustee Close:

THAT the Board of Trustees approves the bargaining mandate, Attachment I to the report.

The motion was
CARRIED.

Absent: Trustee Vukadinovic

MOVED by Trustee Dennis:

THAT the Board of Trustees approves the request for proposal, Attachment I and Attachment II to the report, as amended in camera.

The motion was
CARRIED.

Absent: Trustee Vukadinovic

11 | **TERMINATION OF MEETING**

The meeting terminated at 5:10 p.m.

Chair

Corporate Secretary
Adopted:



report to Board of Trustees

2022-23 Third Quarter Budget Variance Analysis Report

Date	June 20, 2023
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Information
Originator	Brad Grundy, Superintendent Chief Financial Officer and Corporate Treasurer
Governance Policy Reference	Operational Expectations OE-5: Financial Planning Governance Culture GC-5E: Board Committees
Resource Person(s)	Tanya Scanga, Director, Corporate Finance

1 | Recommendation

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

2 | Issue

Operational Expectations OE-5: Financial Planning requires that quarterly variance reports are prepared, and explanations provided for variances over 1% and \$500,000 between the CBE's budget and this forecasted quarter. This report serves as the third-quarter report for the 2022-23 fiscal year ending August 31st, 2023.



Governance Culture GC-5E requires that quarterly financial variance reports and the financial health matrix be presented to the Audit and Risk Committee. The Audit and Risk Committee is to pay particular attention to the presentation of unusual, sensitive and/or significant variances from the budget.

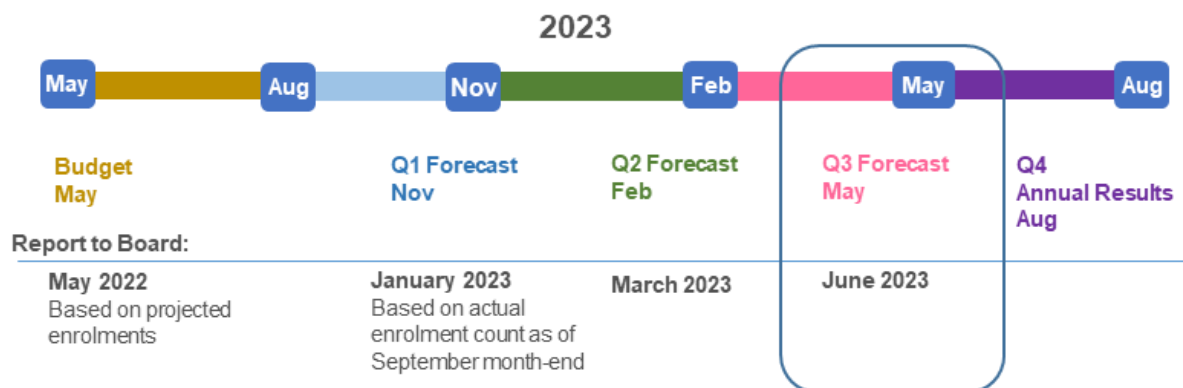
3 | Background

Quarterly variance and annual financial reports presented to the Audit and Risk Committee and the Board of Trustees, provide an update on the results of CBE operations. This report compares the 2022-23 third-quarter forecast to the 2022-23 budget in compliance with Operational Expectations OE-5: Financial Planning.

Included in this report:

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

4 | Analysis



The third-quarter budget variance report reflects impacts of changes in actual student enrolment from estimated student enrolment incorporated into the budget. Attachment I summarizes the forecasted activity compared to budgeted revenues and expenses, reserve transfers and capital transactions.

Operating surplus

The projected surplus for the year is \$1.1 million (0.1% of budgeted expenditures). This is a favourable variance of \$4.3 million from the 2022-23 budget, which included a request to draw from reserves of \$3.2 million. The projected surplus of \$1.1 million is a \$4.8 million improvement from the Q2 projected deficit of \$3.7 million.

Overall revenues are higher than budgeted by \$72.4 million and expenses have increased by \$68.1 million. Revenue increased mainly due to the accrual of provincial grant funding based on higher actual enrolment from forecasted enrolment in Budget 2022-23, the ATA salary increase settlement funding and revenue recognition for asset retirement obligation.

Expenditures increased mainly due to additional staffing costs due to higher enrolment, the ATA salary increase settlement and new curriculum development costs.

Please refer to the line-item analysis for further details. Spending by schools and service units is provided in Attachment II with explanations of significant variances from Budget 2022-23.

Use of reserves and balancing

The CBE submitted a balanced 2022-23 budget that required a draw of \$3.2 million from operating reserves. The third-quarter forecasts an addition of \$2.1 million to operating reserves and designated funds, and a draw of \$14.7 million from capital reserves. Expenditures forecasted for carry-forward as of August 31, 2022, are shown as an offsetting contribution to the reserves and any changes in the forecast may result in a request to access operating reserves. Any access to operating reserves will require Board of Trustee and Ministerial approval.

Operating Reserve

The forecasted operating reserve balance of \$39.5 million is an increase of \$2.1 million from \$37.4 million at August 31, 2022. This is a forecast and only incorporates the net difference between revenue and expenses at this point. The CBE has consistently carried forward projects of operating and capital nature. No forecast has been established for carryforwards. This carryforward will potentially reduce the draw on operating reserves. The CBE's reserves will continue to be deployed to maintain core programs, services and supports through these challenging times. Access to operating reserves is subject to approval from the Minister of Education until August 31, 2023.

Guidance from Alberta Education's Funding Manual mandates a prescribed level of operating reserves that each jurisdiction must maintain. Each jurisdiction must maintain a minimum operating reserve percentage of 1% and a maximum of 3.20% (equivalent to the System Administration grant) of its prior-year operating expenses. Any operating reserve balance in excess of the operating reserve maximum will be recovered by Alberta Education through a reduction in scheduled payments.

The CBE's forecasted operating reserve percentage of 2.7% is within the mandated guidelines. The CBE has adequate operating reserves to address most non-grant funding risks and operational needs.

Capital Reserve

Alberta Education has not mandated a minimum or maximum level of capital reserves that each jurisdiction must maintain. The forecasted capital reserves balance of \$35.2 million represents a decrease of \$14.7 million from \$49.9 million as a result of new school commissioning and solar panel projects. If sales of CBE properties occur, net proceeds will be added to the capital reserves. This will be reflected in year end balances for the 2022-23 school year.

Further details are provided in Attachment III – Third-quarter use of reserves.

Capital Activities

Board-funded capital expenditures allow various projects necessary to support the continued operations of the CBE, that are not funded through Alberta Education (e.g. technology upgrades, new school commissioning, non-school building upgrades, air-conditioning, modular classroom installations, etc.), to continue.

The board-funded capital expenditures are expected to be \$39.6 million, which is an increase of \$13.8 million from the budgeted expenditures of \$25.8 million.

The forecasted board-funded capital expense of \$39.6 million includes:

- \$17.6 million for various maintenance projects including Client Access Technology Refresh, information technology infrastructure renewal and growth, transition to SharePoint Online and Next Generation Solutions;
- \$14.7 million for new school commissioning, and solar power projects;
- \$3.1 million for the purchase of custodial and trades equipment, recycling equipment, School wiring closets remediation;
- \$2.5 million for principal repayments of capital leases; and
- \$1.7 million for strategic projects including CCTV upgrade and enterprise implementation, learning management system, and Oracle upgrade.

A total of \$14.7 million in expenses, included above, is related to board-funded capital projects initiated in 2021-22, to be continued into the 2022-23 fiscal year. These capital expenses carried forward include new school commissioning and solar power system projects.

The 2022-23 third-quarter capital budget report in Attachment IV highlights significant variances from the Budget.

Revenue

Revenues

	(in \$ thousands)
Q3 Forecast	1,443,497
Budget 2022-23	1,371,098
Variance Favourable / (Unfavourable)	72,399

Significant contributions to this favourable (increase) in revenue include:

- Favourable variance of \$65.7 million in Government of Alberta funding resulting from the net impact of:
 - \$20.0 million for accrual of provincial grant funding based on higher than forecast enrolment in Budget 2022-23;
 - \$11.6 million for ATA salary increase settlement cost;
 - \$11.0 million asset retirement obligation with matching amortization expense;
 - \$6.3 million for development of new curriculum material with offsetting expense;
 - \$5.6 million from Supplemental Enrolment Growth Grant;
 - \$4.6 million exceptional funding for displaced Ukrainian students;
 - \$4.0 million targeted Learning Disruption Grant received to mitigate pandemic-related learning disruptions. This is a targeted grant for grades 1 - 4 students;
 - \$1.4 million additional funding from the Fuel Contingency Program;
 - \$1.1 million additional funding for the Official Languages in Education Program (OLEP) with matching expenditures;
 - \$0.6 million targeted funding for Low Incidence Support and Services Program;
 - \$0.4 million additional expansion funding received for Adolescent Mental Health Program;
 - \$0.4 million top up funding to support leasing costs of the Outreach Program; and
 - \$0.4 million Safe Indoor Air Funding.
- Partially offset by:
 - \$1.3 million decrease in deferred capital funding with offsetting decrease in amortization expense due to delay of 2 new school openings; and
 - \$0.4 million infrastructure maintenance and renewal revenue deferral with offsetting expense decrease.

- Favourable variance of \$0.8 million in Federal Government and First Nations revenue due to increased funding for Jordan's Principle.
- Unfavourable variance of \$0.2 million in Other Sales and Services revenue due to lower international student registrations.
- Favourable variance of \$2.5 million in Fees from the net impact of:
 - \$3.1 million increase in lunchroom supervision and student supply fees due to increase in enrolment.
 - Partially offset by:
 - \$0.6 million net decrease in transportation fee revenue. Although there is an increase in ridership, due to the ongoing disruption to transportation services, CBE made the decision to reduce transportation fees by 20 per cent for the school year.
- Favourable variance of \$3.4 million in Investment Income due to an increase in interest rates.
- Favourable variance of \$0.2 million in Other revenue from net impact of:
 - \$0.7 million flow-through tax receipted donations administered by EducationMatters.
 - Partially offset by:
 - \$0.5 million slow uptake of facility rentals since easing of COVID-19 restrictions.

Expenses

Expenses

	(in \$ thousands)
Q3 Forecast	1,442,340
Budget 2022-23	1,374,253
Variance Favourable / (Unfavourable)	(68,087)

Significant contributions to this unfavourable (increase) in expenses include:

- Unfavourable variance of \$42.2 million in Certificated salaries, wages and benefits due to:
 - \$20.0 million Staff and supply redeployment decisions made by principals to accommodate for students' learning needs based on actual enrolment. This adjustment is a normal part of the CBE's budget cycle;
 - \$12.9 million for ATA salary increase settlement cost;
 - \$4.2 million for targeted Learning Disruption Grant for received to mitigate pandemic-related learning disruptions. This is a targeted grant for grades 1 - 4 students;
 - \$3.2 million for the development of new curriculum material with offsetting revenue;
 - \$0.5 million board approved carry forward expenditures from the 2021-22 school year;
 - \$0.5 million additional funding for the OLEP with matching expenditures;
 - \$0.5 million carried pressure based on the historical vacancies calculated at budget. Anticipated offset with realized vacancies throughout the year; and
 - \$0.4 million for increase staff at the Welcome Centre to ensure timely placement of the recent influx of immigrant students.
- Unfavourable variance of \$6.2 million in Non-certificated salaries, wages and benefits due to:
 - \$6.8 million staff and supply redeployment decisions made by principals to accommodate for students' learning needs based on actual enrolment. This adjustment is a normal part of the CBE's budget cycle;
 - \$3.3 million increased custodial overtime due to increased absenteeism because of ongoing pandemic related mental health challenges;

- \$2.3 million in additional lunchroom supervision as a result of increased enrolment;
 - \$0.3 million for increase staff at the Welcome Centre to ensure timely placement of the recent influx of immigrant students; and
 - \$0.2 million carried pressure based on historical vacancies calculated at budget. Anticipated offset with realized vacancies throughout the year.
 - Partially offset by:
 - \$6.7 million actual average salaries and benefits rate trending lower than budget for school support staff.
- Unfavourable variance of \$11.5 million in Services, Contracts and Supplies resulting from the net impact of:
 - \$6.9 million board approved carry forward expenditures from the 2021-22 school year;
 - \$3.3 million net increase in utility costs;
 - \$3.1 million for the development of new curriculum material with offsetting revenue;
 - \$1.5 million in repair and maintenance costs due to price inflation;
 - \$1.1 million for indoor air improvements, including high grade filters;
 - \$0.7 million flow-through tax receipted donations administered by EducationMatters;
 - \$0.6 million related to Low Incidence Support and Services Program;
 - \$0.6 million support for Jordan's Principle;
 - \$0.6 million additional funding for the OLEP with matching expenditures;
 - \$0.6 million additional costs associated with transportation. Due to bus driver shortages, the number of operating routes has decreased compared to budget. These savings are offset by additional route rate and fuel rate increases as well as increased taxi transportation; and
 - \$0.4 million Safe Indoor Air expense;
 - \$0.2 million increase in education centre operating costs.
 - Partially offset by:
 - \$5.9 million staff and supply redeployment decisions made by principals to accommodate for students' learning needs based on actual enrolment. This adjustment is a normal part of the CBE's budget cycle;
 - \$1.2 million due to various cost-savings initiatives implemented by management across various service units
 - \$0.6 million for various change in estimates to contracts compared to budget
 - \$0.4 million decreased expense with matching decrease in revenue for infrastructure maintenance and renewal deferral.
- Unfavourable variance of \$8.2 million in Other (Interest, Amortization and Bad Debt) resulting from the net impact of:
 - \$11.0 million asset retirement obligation with matching revenue;
 - \$0.9 million due to changes in bad debt estimates and waivers because of enrolment increase and decreased transportation fee; and
 - \$0.4 million increase due to service and bank fees.
 - Partially offset by:
 - \$4.1 million due to adjustments in estimated amortization expense for the year as asset capitalization was lower than expected from the budget.

Conclusion

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

The CBE will continue to practice prudent financial decision making and maximize the value from funds received to provide programs and services to support student achievement, equity and well-being. The CBE continues to monitor the risks that may impact CBE operations.

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



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

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

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

Governance Culture: The Board defined in policy the individual and collective behaviour required to establish a culture of good governance. These policies establish standards for how the Board performs its work, including policies that define the Board's job, its purpose and its accountability.

Board/Chief Superintendent Relationship: The Board defined in policy the degree of authority delegated to the Chief Superintendent, and set out how the Chief Superintendent's performance, and ultimately the organization's performance, will be evaluated.

Results: These policies define the outcome the organization is expected to achieve for each student it serves. The Results policies are the performance targets for the Chief Superintendent and the organization, and form the basis for judging the success of the organization and the Chief Superintendent on reasonable progress towards achieving the Results.

Operational Expectations: These policies define both the non-negotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. The Chief Superintendent is required to comply with the Board's stated values about operational conditions and actions as set out in these policies.

Attachment I: Third-quarter budget variance report


CALGARY BOARD OF EDUCATION

Description	2022-23 Budget ^(A)	Forecast for the year ending Aug 31, 2023	Variance Favourable/ (Unfavourable) ^(B)	
	(in \$ thousands)			%
Revenues				
Government of Alberta	1,288,174	1,353,901	65,727	5%
Federal Government and First Nations	631	1,400	769	122%
Other sales and services	16,789	16,545	(244)	(1%)
Fees	46,099	48,611	2,512	5%
Investment income	3,682	7,082	3,400	92%
All other	15,723	15,958	235	1%
Total revenues	1,371,098	1,443,497	72,399	5%
Expenses				
Certificated salaries, wages and benefits	811,902	854,105	(42,203)	(5%)
Non-certificated salaries, wages and benefits	254,220	260,461	(6,241)	(2%)
Services, contracts and supplies	215,834	227,306	(11,472)	(5%)
Amortization	85,629	92,449	(6,820)	(8%)
Interest	1,715	2,047	(332)	(19%)
All other	4,953	5,972	(1,019)	(21%)
Total expenses	1,374,253	1,442,340	(68,087)	(5%)
Projected annual surplus (deficit)	(3,155)	1,157	4,312	137%
Transfer to operating reserves/designated funds	-	2,109	(2,109)	(100%)
Add/(deduct) capital items paid by operating funds				
Capital assets acquired	(25,830)	(39,550)	(13,720)	35%
Board funded amortization	25,830	25,830	0	0%
Transfer from / (to) capital reserves	-	14,672	14,672	100%
	-	952	952	100%

^{A)} Approved by the Board of Trustees on May 24, 2022.

^{B)} Refer to line-item analysis for further details on these variances.

Attachment II: Spending by schools and service units



	Forecast 2022-23	Salaries and benefits	Supplies and services	Other (interest, amortization and uncollectible accounts)	Q3 Forecast 2022-23	Budget 2022-23	Increase/ (decrease)	
	FTEs	(in \$ thousands)						%
Schools and Areas	9,188	989,580	72,062	-	1,061,642	1,016,487	45,155	4% (1)
Service Unit System Budgets	15	9,091	133,116	90,297	232,504	217,325	15,179	7% (2)
Facilities and Environmental Services	207	22,198	10,483	2,313	34,994	33,227	1,767	5% (4)
School Improvement	399	52,822	7,321	128	60,271	52,649	7,622	14% (3)
Finance and Technology Services	196	23,148	1,666	7,729	32,543	33,854	(1,311)	(4%) (5)
Human Resources	108	12,571	1,338	-	13,909	14,038	(129)	(1%)
Communications	21	2,549	42	-	2,591	2,598	(7)	(0%)
General Counsel	12	1,678	80	-	1,758	1,769	(11)	(1%)
Chief Superintendent's Office	3	494	99	-	593	744	(151)	(20%)
Board of Trustees	-	435	1,099	-	1,535	1,562	(27)	(2%)
Total	10,149	1,114,566	227,306	100,467	1,442,340	1,374,253	68,087	5%

- (1) **Schools and Areas:** Increase mainly due to settlement cost of ATA salary increase, additional staffing due to increased enrolment, additional costs for Learning Disruption Grant, and board approved school carry forwards; partially offset with lower than budgeted average salaries in support staffing.
- (2) **Service Unit System Budgets:** Increase mainly due to amortization expense related to asset retirement obligation with offsetting revenue, and increased utilities cost, partially offset with a decreased expense with offsetting revenue for infrastructure maintenance and renewal deferral.
- (3) **School Improvement:** Increase mainly due to new curriculum expense, additional cost for Learning Disruption Grant, additional cost for Low Incidence Grant and increase Welcome Centre staff due to increase of new immigrant students.
- (4) **Facilities and Environmental Services:** Increase mainly due to Safe Indoor Air expense, custodial staff overtime due to increased absenteeism because of ongoing pandemic related mental health challenges, partially offset by lower amortization expense.
- (5) **Finance and Technology Services:** Decrease in estimated amortization expense for the year as asset capitalization was lower than expected from the budget, partially offset with board approved carry forward expenditures from 2021-22 school year.

CALGARY BOARD OF EDUCATION
2022-23 PROPOSED USE OF OPERATING RESERVES (in \$ thousands)

<u>Description</u>	Reserves balance Sep. 1, 2022	2022-23 Budget planned use of reserves ⁽¹⁾	Forecasted use of reserves	Forecasted reserves balance Aug. 31, 2023
Accumulated operating reserves				
<u>Available for use reserves</u>				
Fiscal stabilization reserve	37,364	-	10,411	47,775
<u>Restricted reserves</u>				
EducationMatters flow-through funds ⁽²⁾	1,929	-	-	1,929
Changes in accounting policy reserve	(10,164)	-	-	(10,164)
Total operating reserves	29,129	-	10,411	39,540
Designated operating reserves				
School decentralized budgets	3,700	-	(3,700)	-
Instructional and service unit initiatives	4,602	-	(4,602)	-
Total designated funds	8,302	-	(8,302)	-
Total operating reserves and designated	37,431	-	2,109	39,540
Capital reserves				
Building reserve	21,481	-	-	21,481
Other capital reserves ⁽³⁾	27,603	-	(14,672)	12,931
Plant, operations and maintenance	798	-	-	798
Total capital reserves	49,882	-	(14,672)	35,210
Total reserves	87,313	-	(12,563)	74,750

- (1) Approved by the Board of Trustees on May 24, 2022.
- (2) This reserve is the result of consolidating EducationMatters into the CBE's financial statements in accordance with accounting standards.
- (3) The forecasted use of reserves is the amount of the carry forward from prior year board funded assets.
- (4) Two CBE buildings, Montgomery and Tuxedo Park, were sold in Q2. Capital sales of \$14.9 million will be reflected at yearend.

The forecasted operating reserve balance of \$39.5 million is an increase of \$2.1 million from \$37.4 million at August 31, 2022. This is a forecast and only incorporates the net difference between revenue and expenses at this point. The CBE has consistently carried forward projects of operating and capital nature. No forecast has been established for carryforwards. This carryforward will potentially reduce the draw on operating reserves. The CBE's reserves will continue to be deployed to maintain core programs, services and supports through these challenging times. Access to operating reserves is subject to approval from the Minister of Education until August 31, 2023.

Attachment IV: Capital Budget

	Budget 2022-23	Approved carryforward and revisions	Forecast 2022-23	Variance Favourable/ (Unfavourable)	
	(in \$ thousands)				
Capital lease payments (contracts)					
Performance contracts	2,500	-	2,500	-	-
Total Capital Lease Payments	2,500	-	2,500	-	-
Non-facility related projects					
Strategic	4,096	1,231	1,688	3,639	68%
Enhancement	2,505	1,773	3,105	1,174	27%
Maintenance	16,125	6,504	17,586	5,044	22%
Total non-facility related projects	22,727	9,508	22,379	9,856	31%
Capital reserve projects					
New school Commissioning	8,632	6,514	8,379	6,767	45%
Solar Power System	-	6,754	6,293	461	7%
Total capital reserve projects	8,632	13,268	14,672	7,228	33%
Unallocated board funded projects	604	(604)			0%
Total non-facility capital expenditures	34,462	22,172	39,550	17,083	30%
Financed by the following:					
Contribution to operating activities	-	-	(952)	952	0%
Total amortization expense (non-cash)	25,830	-	25,830		0%
Transfer from capital reserves	8,632	-	14,672	(6,040)	(70%)
Total board-funded financing	34,462	-	39,550	(5,088)	(15%)

Definitions:

Maintenance - Projects that are required to maintain current processes and systems in good working condition.

Enhancement - Projects that improve or extend the functionality of existing systems, technologies, and processes.

Strategic - Projects that open up new horizons, learning methods, organization models, and value propositions that reach across the organization or physical facility.

Attachment V: Financial Health Matrix

Financial Health Matrix

In the interest of transparency and accountability, the CBE developed a financial health matrix. This matrix is designed to assist CBE administration and the Board of Trustees in monitoring the overall financial health of the CBE. Financial health is the ability of the CBE to achieve its Results policies in the short and long term.

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

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

From a short-term perspective, the indicators outline a trend of continuing to be able to sustain annual operations and meet near-term financial commitments with modest room available on short-term borrowing and reserves should unanticipated events arise, where appropriate and approved.

From a longer-term perspective, near-term operational capabilities may be constrained should the recent decline in the funding per student, increasing enrolment and continued cost increases resulting from inflation and contractual commitments continue.

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

At this time, the most significant area of concern relates to the overall level of government funding. In addition to inflationary pressures, enrolment and complexity of students has outpaced the rate of funding. The CBE will be challenged to find new, different and more efficient ways to provide high quality public education.

Legend	Definiton
Status	Current condition of the metric
Trend	Direction the metric is tracking towards
Favourable	Improving metric in consecutive periods
Neutral	Maintaining in consecutive periods
Unfavorable	Deterioration of metric in consecutive periods

Financial Health Indicators
Current Year – Short Term

	Status:	Favourable	Trend:	Neutral		
				Q3		
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23*

Liquidity Ratio:

(Financial Assets / Liabilities less Spent Deferred Capital Contributions)

Liquidity Ratio reflects the CBE's ability to pay current financial obligations as they are due. A liquidity ratio higher than one is desirable. A higher liquidity ratio shows that CBE has the ability to better respond to rapidly changing circumstances. A liquidity ratio of less than one would indicate the need to borrow money to meet current obligations.

	Status:	Favourable	Trend:	Neutral		
				Q3		
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23*

Net Asset: (in millions)

(Total Assets - Total Liabilities less Spent Deferred Capital Contributions)

Positive Net Asset position is a good indicator of the CBE's overall financial health. This means that CBE is managing its costs and assets in a sustainable way.

	Status:	Favourable	Trend:	Neutral		
				Q3		
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23*

Debt-to-Asset Ratio:

(Total Debt / Total Assets)

This ratio measures the amount of debt that CBE owes as a percentage of total assets. This reflects the extent to which the CBE relies on borrowed funds to finance its operations. The lower percentage is favourable as it means the CBE has the ability to take on debt to address emerging unfunded infrastructure cost.

	Status:	Favourable	Trend:	Favourable		
				Q3		
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23*

Cash Asset Ratio:

(Cash and Cash Equivalents / Current Liabilities)

This ratio measures the organization's ability to fund its current liabilities with available cash. A Cash Asset Ratio of higher than 1 is optimal as it shows the organization's ability to meet any unexpected challenges through the available cash assets.

	Status:	Favourable	Trend:	Favourable		
				Q3		
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23*

Working capital per student:

Working capital is the amount of money available after discharging all liabilities. Working capital allows the CBE to meet emergent needs and new initiatives. Working capital is compared to student enrolment to determine the amount of funds available per student that could be spent in the future.

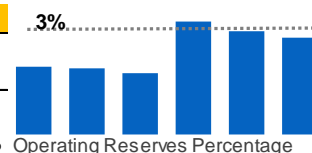
	Status:	Neutral	Trend:	Neutral		
				Q3		
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23

Expense (\$ millions)

Operating Reserves Percentage

(Operating Reserves / Expenditures)

Operating reserves provide the CBE with short-term flexibility to address unanticipated unfunded costs. Operating Reserve to Expense percentage determines the Board's ability to react to emergent situations and fund special initiatives. Alberta Education mandates a minimum Operating Reserves Percentage of 1% and a maximum of 3.15%. Any Operating Reserves in excess of the maximum would be deducted from future payment by Alberta Education.



	Status:	Unfavourable	Trend:	Unfavourable
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Overflow Schools

Overflow Receiving Schools

	Q4 2021-22	Q1 2022-23	Q2 2022-23	Q3 2022-23
Overflow Schools	12	15	15	15
Overflow Receiving Schools	16	19	19	22

As enrolment increases, the number of schools in overflow continues to be monitored to maintain a positive learning environment for students. To assess the impact of enrolment increase to the overall system, the number of overflow and overflow receiving schools should be monitored. Schools in overflow have overflow receiving schools which accept the influx of students. This may include more than one location. This allows for overflow schools to maintain space for designated area students and may fluctuate over time.

Financial Health Indicators Medium - Long Term

Status: **Neutral** Trend: **Favourable**

	Q3					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Capital Reserves (\$ millions)	24,200	15,887	28,846	41,863	49,882	35,210
Capital Reserves per Student	199	129	229	341	398	268

Capital reserves provide funds for future replacement of the Board's capital assets. Capital Reserves per student indicates the amount of capital reserves on a per student basis.

Status: **Neutral** Trend: **Unfavourable**

	Q3					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Revenues (\$ millions)	1,363	1,390	1,323	1,332	1,360	1,443
Expenses (\$ millions)	1,365	1,391	1,311	1,341	1,371	1,442
Surplus/(Deficit) (\$ millions)	(2.1)	(0.8)	11.5	(9.1)	(10.9)	1.1

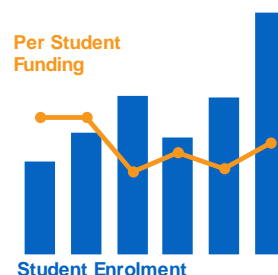
The CBE relies on a steady and predictable stream of revenues in order to effectively plan expenditures. Any unexpected fluctuations in funding can cause a significant variance in budgeted annual surplus/deficit. Revenues are primarily impacted by enrolment and grants rates, while expenditures are mainly impacted by staffing decisions.

Status: **Neutral** Trend: **Unfavourable**

	Q3					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Per Student Funding	9,048	9,054	8,638	8,783	8,662	8,855
Student Enrolment	120,438	122,400	124,939	122,117	124,802	130,654

Per student funding from Alberta Education excludes targeted funding. These targeted funds are removed from the funding per student calculation as they are not available to directly support teaching and learning in the classroom. That is, the targeted funds cannot be used to hire and deploy additional school based staff.

Per student funding is an indicator of the stability of revenue over time. Increasing funding per student generally indicates an increased ability to maintain programs, services and supports. Decreasing per student funding over time is an indicator that programs, services and supports will need to be re-structured to fit within available resources.



Status: **Neutral** Trend: **Neutral**

	Q3					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Percent of Expenses						
Salaries & Benefits	78%	78%	79%	81%	79%	77%
Supplies & Services	16%	17%	14%	13%	15%	16%
Other	5%	6%	6%	6%	6%	7%

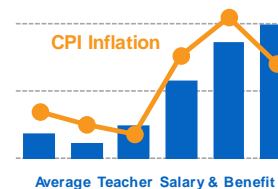
This chart shows the percentage of CBE's budget allocated to various expenditure categories over the last 5 years. Salaries and Benefits have steadily increased as a percentage of total expenses, which is offset by a similar decrease in Supplies and Services.

	CBE	Other Metro School Boards
Salaries & Benefits as % of Total System Administration Expenses	47%	77%

The CBE spends considerably less portion of its System Administration block expenses towards Salaries & Benefits, as compared to other metro school boards. This reflects the management's prudent financial management to ensure efficient operations.

Status: **Unfavourable** Trend: **Unfavourable**

	Q3					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23**
Average Teacher Salary & Benefit	100,771	100,453	101,000	102,334	103,490	103,990
CPI Inflation	2.26%	1.64%	1.19%	4.90%	6.70%	4.50%



The average teacher salary is the most significant driver in total CBE spending. Flat or falling average teacher salaries indicates an ongoing ability to fund programs, services and supports. An increase in average teacher salaries over time may impact on the ability to maintain programs, services and supports. Monitoring the inflation rate for Calgary over time allows decision makers to assess the continued affordability and sustainability of programs, services and supports.

* Amounts are not adjusted until year end, thus there is no change on a quarterly basis.

** April 2023 Calgary CPI

report to Board of Trustees

Correspondence

Date	June 20, 2023
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Patricia Minor, Corporate Secretary
Purpose	Information
Governance Policy Reference	Operational Expectations OE-7: Communication With and Support for the Board

1 | Recommendation

This report is being provided for the information of the Board.

2 | Background

The following is a summary of correspondence that has not been placed on regular schedule Board meeting agendas:

- Letter dated November 16, 2022 to the Hon. A. LaGrange, Education Minister re: Sidewalk Easement on School Property (Page 10-55).
- Letter dated February 13, 2023 from the Hon. A LaGrange, Education Minister re: Sidewalk Easement on School Property (Page 10-57).
- Letter dated February 1, 2023 to the Hon. A. LaGrange, Education Minister and the Hon. D. Dreeshan, Transportation Minister re: Driver Shortage Challenges (Page 10-58).
- Letter dated March 22, 2023 to the Hon. A. LaGrange, Education Minister re: Reviewing the Use of Utilization Rates for Capital Criteria and O&M Funding (Page 10-60).



- Letter dated April 4, 2023 to the Hon. A. LaGrange, Education Minister re: Rocky Mountain Charter School Application (Page 10-63).
- Letter dated April 17, 2023 to the Hon. A. LaGrange, Education Minister re: Charter School Applications – Fusion Charter School (Page 10-66).
- Letter dated April 24, 2023 from the Hon. A. LaGrange, Education Minister re: Louise Dean School Transportation for the Purpose of Relocation (Page 10-68).
- Letter dated April 21, 2023 from the Hon. A. LaGrange, Education Minister re: Evanston Middle School Playground (Page 10-69).
- Letter dated April 21, 2023 from the Hon. A. LaGrange, Education Minister re: Approved Planning Funding for Modernization of Annie Gale School and New High School in Cornerstone (Page 10-70).
- Letter dated April 24, 2023 from D. Barron, Alberta Education Program and System Support Field Services re: CBE Education Plan and Annual Education Results Report (AERR) Completion (Page 10-72).
- Letter dated April 27, 2023 from the Hon. A. LaGrange, Education Minister re: Approved Funding for Modernization of John G. Diefenbaker High School (Page 10-74).
- Letter dated April 21, 2023 from the Hon. A. LaGrange, Education Minister re: Approved Pre-Planning Funding for Modernization of A.E. Cross School, New Saddle Ridge Middle School, and Modernization of Sir John A. Macdonald School (Page 10-76).

Attachments: Relevant Correspondence



Board Chair

Laura Hack Wards 3 & 4

Vice-Chair

Susan Vukadinovic Wards 8 & 9

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Marilyn Dennis Wards 5 & 10
Patricia Bolger Wards 6 & 7
Nancy Close Wards 11 & 13
Charlene May Wards 12 & 14

November 16, 2022

Honourable Adriana LaGrange
 Minister of Education
 228 Legislature Building
 10800 – 97 Avenue
 Edmonton, AB T5K 2B6

Dear Minister LaGrange,

Re: Sidewalk Easement on School Property

The Calgary Board of Education (CBE) requests Ministerial approval for registration of an easement on the land title pertaining to CBE’s Alex Ferguson School property.

The City of Calgary is undertaking a street improvement project in the area adjacent to the Alex Ferguson School property. The municipality is seeking an easement along the southern perimeter of the school property to accommodate widening of an existing city sidewalk as part their improvement project.

The CBE approved the request, as widening of the sidewalk will not impact CBE use of the school property. On November 15, 2022, the CBE Board of Trustees passed the following motion:

“THAT the Board of Trustees approve registration of a sidewalk easement on school lands”

In accordance with Land Title requirements, Ministerial approval is required to register the easement on the school’s land title.

The Alex Ferguson School property is located at 1704 – 26 Street SW, described legally as Plan 5536R; Block 4. The lands are Reserve Lands, owned solely by the CBE. Registration of the easement will not result in compensation for the CBE.

Thank you for your consideration on this matter.

Sincerely,



Laura Hack, Chair
Board of Trustees
The Calgary Board of Education



ALBERTA
EDUCATION

Office of the Minister

AR119882

FEB 13 2023

Ms. Laura Hack
Board Chair
Calgary Board of Education
1221 - 8 Street SW
Calgary AB T2R 0L4

Dear Ms. Hack:

Thank you for your November 16, 2022 letter requesting approval for the registration of an easement on the property commonly known as the Alex Ferguson School.

In accordance with Section 192(1) of the *Education Act*, I hereby approve the Calgary Board of Education's request for the registration of an easement for the City of Calgary on the southern perimeter of the Alex Ferguson School, located at 1704 - 26 Street SW, Calgary, legally described as Plan 5536R, Block 4.

Your board is also responsible for ensuring that the easement, at a minimum, releases the school board from any obligation or liability regarding the affected property after the registration, and indemnifies the school board from any future liabilities related to any environmental condition of the affected property.

Should you have any questions, please contact Roman A. Sus, Capital Planning Manager, Capital Planning South, at roman.sus@gov.ab.ca or 780-638-9599 (toll free by first dialing 310-0000).

Sincerely,

Adriana LaGrange
Minister



Board Chair

Laura Hack Wards 3 & 4

Vice-Chair

Susan Vukadinovic Wards 8 & 9

Trustees

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Marilyn Dennis Wards 5 & 10
Patricia Bolger Wards 6 & 7
Nancy Close Wards 11 & 13
Charlene May Wards 12 & 14

February 1, 2023

Honourable Adriana LaGrange
Minister of Education
Corridors
228 Legislature Building
10800 – 97 Avenue
Edmonton, AB T5K 2B6

Honourable Devin Dreeshan
Minister of Transportation and Economic
Corridors
127 Legislature Building
10800 – 97 Avenue
Edmonton, AB T5K 2B6

Dear Ministers LaGrange and Dreeshan:

Re: Driver Shortage Challenges

As with school jurisdictions across this province, the Calgary Board of Education (CBE) is continuing to experience significant challenges posed by the shortage of drivers. This matter has severely affected the reliability of student transportation to over 20,000 CBE students that depend upon yellow busing to get to school ready to learn, and then back home safely.

Since the start of the driver shortage, the CBE has worked hard to implement a variety of innovative solutions to help mitigate the impact on students. The CBE does not directly employ school bus drivers, with student transportation instead contracted to private carriers. As a result, CBE efforts have focused on those factors within our control or that can be accomplished through collaboration with other third parties. Examples include expanding the number of service providers transporting students, securing support from Calgary Transit to assume some routes, working with service providers to prioritize routes and for them to emphasize communications with the families we serve, leveraging specialized transportation providers to also service regular routes with smaller ridership numbers and reducing the transportation fee for the entire school year in recognition of the adverse impact the shortage has had on students. The CBE continues to explore opportunities to improve service every day.

With this letter, we wish to extend an offer to work with Alberta Education in exploring additional opportunities that might help yellow bus service providers close the driver shortage gap as rapidly as possible. During our many consultations with service providers, they have identified that the largest challenge they experience is the delay incurred is potential drivers receiving training and their road test permit. The result is that drivers are without pay for up to six weeks while they undertake the Mandatory Entry-Level Training (MELT) and longer still as they await to be road tested. The testing delays appear to be due to short staffing of Class 2 examiners within government testing sites. Possible improvements could include:

- increasing road test permit openings;
introducing government funding for training wages as provided for Class 1 training;
introducing a multi-step bus driver program similar to Class 5 licencing that could involve:

- obtaining a “learners” Class 2 licence;
- having drivers on a probationary period; and
- full “S” Endorsement licensing upon successful completion of the probationary period;
- reducing the number of tests per year Class 2 examiners require to maintain their licence to allow more carriers to retain in-house Class 2 examiners. This could reduce the pressure on government examiners and accelerate the introduction of new drivers;
- allowing pre-booking of road tests by carriers to reduce wait times, rather than waiting for all the training to be completed;
- creating a licence that is unique to bus drivers. This would eliminate instances where individuals complete the training but choose to take up work with a Class 2 prerequisite elsewhere instead of becoming a bus driver;
- considering the creation of training unique to bus drivers that will maintain student safety as a priority while exploring what is appropriate and equivalent to training in other jurisdictions across the country; and
- allowing language supports during the written exam for drivers who are English language learners.

We would also appreciate your support for raising the awareness of the importance of school bus drivers in Alberta. By highlighting the important work they do, it may attract more people to apply and motivate existing drivers to remain. An example would be declaring a School Bus Driver Appreciation Day in 2023 [like was done in 2021](#).

We recognize that a complex problem like the driver shortage will not be solved with just one initiative. However, cumulatively the implementation of various initiatives can make a difference. Having exhausted those opportunities within the control of the CBE, we now reach out to you in the hopes that our respective teams can collaborate in identifying additional measures that can improve the support provided to students.

Thank you for your consideration on this matter.

Yours sincerely,



Laura Hack, Chair
Board of Trustees

cc: Marilyn Dennis, President of the Alberta School Board Association (ASBA)
Dr. Vivian Abboud, Chief Executive Officer of ASBA
Alberta School Board Chairs
Chris Usih, Chief Superintendent of Schools
Dany Breton, Superintendent, Facilities and Environmental Services



Board Chair

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Patricia Bolger Wards 6 & 7

Nancy Close Wards 11 & 13

Charlene May Wards 12 & 14

March 22, 2023

Honourable Adriana LaGrange
Minister of Education
228 Legislature Building
10800 – 97 Avenue
Edmonton, AB T5K 2B6

Dear Minister LaGrange,

Re: Reviewing the Use of Utilization Rates for Capital Criteria and O&M Funding

The Calgary Board of Education (CBE) requests a review of how utilization rates currently influence Alberta Education capital construction and modernization approvals as well as Operations and Maintenance (O&M) grant allocations, and an associated review of how school capacities are calculated.

As you are aware, the O&M grant supports student learning environments by keeping schools warm, well lit, clean and properly maintained. You will also be familiar with how the Grant Thornton Financial Cost Management and Governance Review of the Calgary Board of Education report dated May 11, 2020 found that "...we note that CBE's custodial, maintenance, IMR, and planning and administration costs are not out of line with other Metro School Boards in Alberta." Additionally, the report observed, "CBE is currently on the higher end of efficiencies as compared to other school jurisdictions with respect to custodial staffing costs."

The CBE has also invested heavily in environmental sustainability measures intended to reduce O&M expenses. These efforts have resulted in:

- over 80% reduction in waste sent to landfill since 2007-08;
- a reduction of approximately 30% in water consumption since 2014-15;
- a natural gas consumption reduction of approximately 15% in comparison to 2010-11; and
- a primarily Board-funded tenfold increase in solar generated electricity as a percentage of total consumption that will see solar generated electricity consumed move from 0.4% in 2018-19 to approximately 4% by the end of this school year.

These achievements were realized despite having seen the addition of over 33,000 students and 46 schools since 2007-08. Moreover, the cumulative recurring savings of these and other ancillary initiatives is estimated at well over \$2M per year.

The CBE has made notable sustainability efforts, achieved high custodial maintenance efficiencies and now has an overall system utilization rate that stands at 87%. However, it is our assessment that schools that are below the 85% threshold result in the Operations & Maintenance (O&M) grant allocated to the CBE being approximately \$4M less than if all schools individually were at or above 85%. This loss in funding must subsequently be drawn from the global budget, resulting in fewer dollars from this budget to support students and schools. Current inflationary pressures only worsen this drain upon the global budget.

From a capital projects perspective, the use of utilization rates as a criterion for new school approvals may not be well suited to reflect the importance of new schools within newly developed communities. This is especially true for a large city like Calgary where the lack of a school in a community can result in lengthy bus ride times for students. CBE families have shared with us the importance of minimizing the amount of time students, and especially our youngest students, spend traveling to and from school to ensure that students arrive ready and motivated to learn. The Premier's mandate letter recognizes the need to "significantly increase the number of schools in our growing communities." Reviewing how the current utilization rate criterion might be adjusted to facilitate this objective would be valuable.

Additionally, modernizations can be challenging in fully utilized schools due to the limited ability they have to decant students into other parts of the school while work is underway. Modernizing schools when utilization rates are more manageable, such as was done in five CBE high schools prior to the two year long *Shaping the Future of CBE High Schools* engagement, was instrumental in ensuring that these schools would be ready in time for when CBE high school capacity is projected to be maxed out in a few short years. However, with the role utilization rates play in the approval of modernizations, it is our concern that such opportunities may be missed. Modernizing a highly utilized school can result in additional expenses since modernization work may need to be constrained to evenings, weekends or the summer break to ensure learning is not adversely impacted.

Utilization rates also do not tell the full story when it comes to the many uniquely designed schools within our inventory. Some schools deemed underutilized using the standardized capacity calculations may in fact have very little if any additional ability to accept more students simply due to the school's layout.

This request for a review comes from our deep commitment to students and their achievement. It is also aligned with ASBA position statements. Ensuring every student has access to well maintained and cleaned community schools

financed by the O&M grant is essential as we seek to eliminate learning hindrances and allow students to attain their full potential.

Thank you for your consideration of this matter and we look forward to supporting Alberta Education in a review of how the utilization rate criterion could be adjusted to best influence capital priorities and O&M funding to benefit the students they support. We look forward to having the Deputy Minister contact the CBE Chief Superintendent to initiate this conversation.

Yours sincerely,



Laura Hack, Chair
Board of Trustees

cc: Marilyn Dennis, ASBA President
Chris Usih, Chief Superintendent of Schools
Dany Breton, Superintendent, Facilities and Environmental Services



www.cbe.ab.ca

Board Chair

Laura Hack Wards 3 & 4

Vice-Chair

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Marilyn Dennis Wards 5 & 10

Patricia Bolger Wards 6 & 7

Nancy Close Wards 11 & 13

Charlene May Wards 12 & 14

April 4, 2023

Honourable Adriana LaGrange
Minister of Education
10800 – 97 Avenue
Edmonton, AB T5K 2B6

Dear Minister LaGrange

Re: Rocky Mountain Charter School Application

The Calgary Board of Education (CBE) received notification from Alberta Education of a charter school application in Calgary, namely the Rocky Mountain Charter School. The CBE Board of Trustees would like to provide information regarding current programming in CBE schools, as we are concerned with the duplication of existing programming and the implications for funding as a result of this redundancy.

Section 3(1) of *Charter Schools Regulation* states that the Minister of Education will “consider any information received from any board of a public or separate school division, Francophone regional authority or charter school that receives notice under section 24 of the Act, including information about any alternative programs that currently exist in the geographic area.”

The notification of the application by the Rocky Mountain Charter School, proposed to open in September 2023, would be located in Calgary. Rocky Mountain Charter School aims to empower the whole child to thrive in a complex, interconnected, and changing environment in order to holistically address school health and wellness while improving educational outcomes.

The Rocky Mountain Charter School website describes their focus on student wellness.

Rocky Mountain Charter School seeks to provide a model of education unlike any other – where students’ wellness, whether it be based on mental, nutrition, therapeutic or any other will be the focus. This will include a class specifically dedicated to food health, but also cross-curricular projects to educate students on the relevance of food health in all subjects such as reading nutrition labels, computing the different ingredients for their health benefits from a mathematical point of view or by looking at the chemical composition of the ingredients in our food today in Chemistry. From understanding the role of the local farmer to food health benefits to global financial technology, our students will have ample opportunity to absorb and participate in all facets of the impact that food has on our society.

One of three CBE priorities is student well-being, as reflected as a key outcome our CBE 2021-2024 Education Plan, and as a required goal within each of our 251 school development plans. To assist with achieving these system and school goals, we have also developed a Student Well-Being Framework to provide enduring goals and understandings regarding holistic student well-being. This framework guides our teachers in their focus on student well-being classroom learning experiences. Like all publicly funded schools, CBE supports students through learning outcomes within the Alberta Education curriculum. This includes engagement in Physical Education and Wellness, Health and Life Skills, and Career and Life Management courses. We also provide learning experiences related to nutrition and financial well-being through learning outcomes within our various Science and Career and Technology Studies courses.

Our holistic culture of well-being, and its achievement through curriculum, is articulated within our CBE Student Well-Being Framework.

This culture must encompass the whole person, and is built with a consideration of all dimensions of wellness. These dimensions are embedded in Alberta Education Physical Education and Wellness curriculum, and drive our pedagogy: "A healthy school community promotes the holistic development of students in eight dimensions: physical, social, emotional, spiritual, environmental, financial, intellectual, and occupational. While respecting the diversity of each student's unique strengths, talents, and goals... [The curriculum] seeks to empower all learners to positively engage with their peers and community. With a healthy mind, [heart], body, and spirit, students are empowered to experience success at school, with their families, and in their communities" (Physical Education and Wellness, 2022). Health education is a formalized part of what we do within an education setting through various programs of study such as Health and Life Skills, Physical Education and Wellness, Career and Life Management, and Physical Education.

Beyond course offerings and curricular learning, it is important to note the significant support we provide to all of our students along a continuum of supports. This includes universal classroom well-being supports that are provided daily to all students, school-based supports and services for students with increased needs, and additional mental health, physical, and other therapeutic services from system experts. Additionally, we provide specialized classes for students with mental health needs and therapeutic approaches for students who have experienced trauma.

Given the diversity across our system, we also respond to the nutritional needs of our students and can provide valuable learning experiences as students are provided with healthy meals and snacks. Further to this diversity, it is important to highlight that while our definition of health and well-being is inclusive of all aspects supported by this charter, the CBE defines a culture of well-being more holistically than simply focussing on nutrition and physical domains of health. We also recognize holistic health that supports actions towards diversity, inclusion, equity, decolonization, and seeks to recognize and encourage each child to achieve their greatest potential.

CBE is known as a leader in the province in the provision of well-being supports, services, and education for our students. We work closely with community partners and school jurisdictions across the province to share our expertise and experience in the development of programming and services.

It is our position that the charter school application identified is in fact duplicative of programming and opportunities already available within the CBE. In order to maximize the impact of education funding across the province, avoiding the approval of duplicate charter school programs allows Alberta to maintain what is already accessible to all. We encourage focused funding in a manner that leverages our existing partnerships, infrastructure, and programming in the areas identified and look forward to continued collaboration.

Should you have further questions regarding details of CBE programming, we are happy to provide additional information. We look forward to receiving information regarding your decision regarding the preliminary applications as stated in the notice, on or before May 28, 2023.

Sincerely,



Laura Hack, Chair
Board of Trustees

cc: Maurice Trottier, Field Services Manager, Central Service Branch
Christopher Usih, Chief Superintendent
Andrea Holowka, Superintendent, School Improvement
Joanne Pitman, Superintendent, School Improvement
Marilyn Dennis, President of the Alberta School Board Association



www.cbe.ab.ca

Board Chair

Laura Hack Wards 3 & 4

Vice-Chair

Susan Vukadinovic Wards 8 & 9

Trustees

- Dana Downey Wards 1 & 2
- Marilyn Dennis Wards 5 & 10
- Patricia Bolger Wards 6 & 7
- Nancy Close Wards 11 & 13
- Charlene May Wards 12 & 14

April 17, 2023

Honourable Adriana LaGrange
Minister of Education
10800 – 97 Avenue
Edmonton, AB T5K 2B6

Dear Minister LaGrange

Re: Charter School Applications - Fusion Charter School

The Calgary Board of Education (CBE) received notification from Alberta Education of a charter school application in Calgary, namely the Fusion Charter School. The CBE Board of Trustees would like to provide information regarding current programming in CBE schools, as we are concerned with the duplication of existing programming and the implications for funding as a result of this redundancy.

We recognize that the Ministry notification of this charter application states that because the application is linked to the Apprenticeship and Industry Training Act or a science, technology, engineering and mathematics (STEM) focused program that notification of vocation-based charter applications is for information only to area boards and feedback will not be considered. That said, it is our goal to ensure you are aware of our documented concerns regarding this application.

As outlined in the Ministry letter, the notification of the application by the Fusion Charter School, proposed to open in September 2024, would be located in Calgary.

Fusion Collegiate proposes a vocation-based charter education program with a focus on integrated vocation and skilled pathway education that leads to a high school diploma and the opportunity to earn certificates, diplomas, university credits, skilled industry training and credentials/apprenticeships, along with work-integrated learning experiences. Proposal includes programming to be developed and delivered with industry and post-secondary partners.

CBE partners with post-secondary institutions, industry partners and community organizations to offer a wide-range of unique opportunities for students. These range from practical, hands-on learning experiences in Exploratory programs to Dual Credit courses and programs. These programs allow students to complete high school their own way, and set students up for future success with direct links to post-secondary learning and/or the workplace.

All CBE high schools provide introductory to advanced and credentialed Career and Technology Studies (CTS) and occupational pathways (summary available [here](#)). Additionally, every high school has designated funding to staff the position of Off Campus Coordinator which further supports work integrated learning experiences.

Further to this, CBE also holds the [Career and Technology Centre](#), a hub for CTS learning for students registered in CBE high schools across Calgary. This site provides programming such as:

- Auto Body
- Auto Service Technician
- Fabrication
- Pre-Engineering
- Women in Trades
- Cosmetology
- Culinary Arts
- Business Fundamentals
- Computer Science
- IT Essentials

CBE is recognized as a leader in the province in the provision of CTS, dual credit, and exploratory pathway programs due to our close work with industry partners and post secondary institutions. We regularly share our expertise and experience with school authorities across the province in the development of programming and industry pathways.

It is our position that the charter school application identified is in fact duplicative of programming and opportunities already available within the CBE. The provision of these programs across the city in a manner that maximizes the investment in capital and human resources is our priority. As such, we maintain the stance that avoiding the approval of duplicate charter school programs allows Alberta to maintain what is already accessible to all and manages capital infrastructure needs. We encourage focused funding in a manner that leverages our existing partnerships, infrastructure, and programming in the areas identified and look forward to continued collaboration.

Should you have further questions regarding details of CBE programming, we are happy to provide additional information. We look forward to receiving information regarding your decision regarding the preliminary applications as stated in the notice, on or before May 28, 2023.

Sincerely,



Laura Hack, Chair
Board of Trustees

cc: Maurice Trottier, Field Services Manager, Central Service Branch
Marilyn Dennis, President, Alberta School Boards Association
Christopher Usih, Chief Superintendent
Joanne Pitman, Superintendent, School Improvement
Andrea Holowka, Superintendent, School Improvement



ALBERTA
EDUCATION

*Office of the Minister
MLA, Red Deer-North*

AR120384

April 24, 2023

Ms. Laura Hack
Chair
Calgary Board of Education
1221 - 8 Street SW
Calgary AB T2R 0L4

Dear Ms. Hack:

I am writing to you regarding student transportation for students attending Louise Dean School and the relocation of the program to Jack James High School.

I am pleased to inform you that Alberta Education will provide additional funding of \$35,000 annually beginning in the 2022/23 school year to support the transportation needs of Louise Dean School students. This additional funding will support the transportation costs for students via monthly Calgary Transit passes or payment-in-lieu of transportation agreements, giving students the flexibility to choose the option that best suits their transportation requirements.

In addition, I have reviewed your proposal request to complete renovations at Jack James High School to support the relocation of the Louise Dean program. I appreciate the amount of work that has been completed to develop the scope of work required to support this program. I am pleased to inform you that I hereby approve funding of \$3 million for the renovation of Jack James High School. Calgary Board of Education has a capital reserve balance that is sufficient to fund the remaining cost of the renovations of this capital project.

Thank you for your continued support of students and public education in Alberta.

Sincerely,

Adriana LaGrange
Minister

cc: Honourable Nathan Neudorf
Minister of Infrastructure



Office of the Minister

AR120488

APR 21 2023

Ms. Laura Hack
Chair
Calgary Board of Education
1221 - 8 Street SW
Calgary AB T2R 0L4

Dear Ms. Hack: *Laura*

Playgrounds provide a place where students can explore and develop, and they benefit all families in the local community. I am pleased to advise you of the following funding allocation for Calgary Board of Education:

Project Name	Funding Amount
Evanston Middle School	Up to \$250,000

This funding is intended to assist with the provision of playgrounds for this project, and we expect the funds will supplement existing fundraising efforts within the school community.

Further details regarding this funding, including project details, reporting requirements and funding disbursement, will be provided in a follow-up email from Dale Box, Director, Strategic Capital Planning.

Sincerely,

Adriana LaGrange
Minister

cc: Christopher Usih
Superintendent of Schools



Office of the Minister

AR120448

APR 21 2023

Ms. Laura Hack
Chair
Calgary Board of Education
1221 - 8 Street SW
Calgary AB T2R 0L4

Dear Ms. Hack: *Laura*

On behalf of the Government of Alberta, I am pleased to advise you that the following projects for Calgary Board of Education are approved for **planning funding** as part of the school capital approval announcements on March 1, 2023:

- Modernization of Annie Gale; and
- New High School in Cornerstone.

This is a new category of funds that is intended to support site readiness for priority projects, with the goal of clarifying the anticipated scope, schedule and cost of a project. Additional details on how this program fits into the provincial capital planning process can be found at alberta.ca/planning-and-building-schools.aspx.

School authorities are not required to complete every stage (i.e., pre-planning, planning, design) to be eligible for construction funding. Depending on readiness and ability to complete the required steps prior to construction, projects may accelerate at different rates. For example, if a school authority completes both pre-planning and planning stages at the same time, it could move from pre-planning straight through to design or full funding.

Although this does not constitute full project approval at this time, this investment represents a commitment to these projects as high-priority needs, and to move to construction funding when the readiness activities are complete and the projects are construction ready. Planning funds are intended to allow for further development of project scope and site investigation work, and to help clarify potential risks and identify mitigating strategies and costs. The goal is to remove barriers and better position the projects for consideration of design and construction approval in a future budget cycle.

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Ms. Laura Hack
Page Two

You will be contacted in the near future with additional details and to arrange a kick-off meeting. We encourage your division staff to continue to work with Alberta Infrastructure and Alberta Education staff, who are available to provide assistance and guidance as needed.

The Alberta Infrastructure contact for this project is Mark Latimer, Senior Project Manager Planning and Site Readiness, who can be reached at mark.latimer@gov.ab.ca or 780-717-7024 (toll-free by first dialing 310-0000).

The Alberta Education contact for this project is Roman Sus, Manager, Capital Planning South, who can be reached at roman.sus@gov.ab.ca or 780-638-9599.

I wish you success with the development of these important projects.

Sincerely,



Adriana LaGrange
Minister

cc: Honourable Nathan Neudorf
Minister of Infrastructure

Christopher Usih
Superintendent of Schools

April 24, 2023

Christopher Usih, Chief Superintendent
Calgary Board of Education (CBE)
Main Office - Education Centre
1221 - 8 Street SW
Calgary AB T2R 0L4

By email: ccusih@ab.cbe.ca

Dear Chief Superintendent Usih:

It was a pleasure to meet with Superintendents Pitman and Holowka to discuss Calgary Board of Education's education plan on October 6, 2022 and annual education results report (AERR) on February 10, 2023. I appreciated learning about CBE's accomplishments, challenges, and priorities for planning and reporting within your school authority. I value our dialogue focusing on your education plan and AERR documents and processes and how they support continuous improvement and provide assurance to your stakeholders.

Calgary Board of Education has now completed and posted an education plan for the 2022/23 school year and an annual education results report for the 2021/22 school year.

We have now concluded our first full cycle of the Assurance Framework. As a reminder, all school authorities must align both their 2023/24 education plan, due May 31, 2023, and their 2022/23 AERR, due November 30, 2023, to the Assurance Framework planning and reporting requirements as outlined in sections B and L of the 2023-2024 Funding Manual. Alberta Education will continue to provide you and your staff with additional resources about planning and reporting in the System Assurance File Exchange on Education's extranet site. Education prepared these tools in response to common questions and comments from system leaders to help in the preparation of your education plan and annual results report.

If I can be of further assistance in your planning or reporting process, particularly as you continue to develop your education plan for 2023-24, please contact me at debra.barron@gov.ab.ca or 780 638 9436 (toll-free by first dialing 310-0000).

I trust that ongoing dialogue will support your priority areas of learning excellence, people excellence, collaborative partnerships, and strategic resourcing.

Sincerely,

Debra Barron
Field Services Manager
South Services Branch

cc: Laura Hack, Board Chair, Calgary Board of Education
Cathy Rasmussen, Director, South Services Branch
Corporate Records



ALBERTA
EDUCATION

*Office of the Minister
MLA, Red Deer-North*

April 27, 2023

AR120488

Ms. Laura Hack
Chair
Calgary Board of Education
1221 - 8 Street SW
Calgary AB T2R 0L4

Dear Ms. Hack:

On behalf of the Government of Alberta, we are pleased to advise you that the following project for Calgary Board of Education is approved for **full funding** as part of the school capital approval announcements on March 1, 2023:

Project Name	Grade Configuration	Opening/Final Capacity
Calgary School Division – Modernization of John G. Diefenbaker High School	10 - 12	1503

A final decision has not yet been made regarding the project delivery type for this project. Alberta Infrastructure and Alberta Education staff will contact your administration in the following weeks to initiate the collaborative development of this project.

Please be advised that the work cannot begin until the delivery method has been confirmed.

We invite you to explore innovative partnerships that will result in improvements to program quality and the more efficient use of resources. To ensure that the project is not delayed, all partnerships should be in place prior to the start of design work. We encourage your division staff to continue to work with Alberta Infrastructure and Alberta Education staff, who are available to provide assistance and guidance as needed.

The Alberta Infrastructure contact for this project is George El-Mehallawy, Director, South, Learning Facilities Branch, who can be reached at george.el-mehallawy@gov.ab.ca or 587-583-5412 (toll free by first dialing 310-0000).

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Ms. Laura Hack
Page Two

The Alberta Education project contact is Roman Sus, Manager, Capital Planning South, who can be reached at roman.sus@gov.ab.ca or 780-638-9599 (toll-free by first dialing 310-0000).

We look forward to the successful and timely completion of this project.

Sincerely,



Adriana LaGrange
Minister of Education



Nathan Neudorf
Minister of Infrastructure

cc: Christopher Usih
Superintendent of Schools



Office of the Minister



APR 21 2023

AR120448

Ms. Laura Hack
Chair
Calgary Board of Education
1221 - 8 Street SW
Calgary AB T2R 0L4

Dear Ms. Hack: *Laura,*

On behalf of the Government of Alberta, I am pleased to advise you that the following are approved for **pre-planning funding**:

- Modernization of A.E. Cross School;
- New Saddle Ridge Middle School; and
- Modernization of Sir John A. Macdonald School.

The goal of pre-planning funding is to support school jurisdictions with identifying the best value options for meeting their long-term needs. Additional details on how this program fits into the provincial capital planning process can be found here: <http://www.alberta.ca/planning-and-building-schools.aspx>.

This investment demonstrates government's recognition of this project as a priority for Calgary Board of Education. Pre-planning funding is intended for projects that are anticipated to be high priorities in the coming years. Pre-planning projects include those in new or developing neighbourhoods or projects that are still reasonably affordable to maintain and operate but have several systems nearing the end of their lifespan.

You will be contacted in the near future with additional details regarding how these funds may be used. If you have questions, please have your administration contact Roman Sus, Manager, Capital Planning South, at roman.sus@gov.ab.ca or 780-638-9599 (toll-free by first dialing 310-0000).

I wish you success with the development of these projects.

Sincerely,

Adriana LaGrange
Minister

cc: Honourable Nathan Neudorf, Minister of Infrastructure
Christopher Usih, Superintendent of Schools