

public agenda

Regular Meeting of the Board of Trustees

November 7, 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 Awards and Recognitions		GC-3	
	3.1 Building Energy Benchmarking Award	Board		
	4 Results Focus			
	5 Operational Expectations			
	5.1 OE-4: Treatment of Employees – Annual Monitoring	G. Strother	OE-4	Page 5-1
	6 Public Comment		GC-3.2	
	Requirements as outlined in Board Meeting Procedures			
	7 Matters Reserved for Board Information		GC-3	
	8 Matters Reserved for Board Decision	Board	GC-2	
	8.1 Financial Status of Reserves and Designated Funds	G. Strother, B. Grundy	OE-5	Page 8-1
	9 Consent Agenda	Board	GC-2.6	
	9.1 Items Provided for Board Decision			
	9.2 Items Provided for Information		OE-8	
	9.2.1 Acting Chief Superintendent's Update		OE-2,3,8,9	Page 9-1



Time	Topic	Who	Policy Ref	Attachment
	Private Session			
	Termination of Meeting			
	Debrief	Board	GC-2.3	

Notice |

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

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

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



operational
expectations
monitoring report

OE-4: Treatment of Employees

Monitoring report for the
school year 2022-2023

Report date:
November 7, 2023

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 4: Treatment of Employees, 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:  Date: November 7, 2023
Gary Strother, Acting Chief Superintendent

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 1: Global Operational Expectations, the Board of Trustees:

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

Summary statement/motion of the Board of Trustees:

Signed: _____ Date: _____
Chair, Board of Trustees



OE-4: Treatment of Employees

Executive Summary

The Board of Trustees believes that student success and well-being depend upon the recruitment, retention, and fair compensation of highly qualified employees working in an environment that is safe, courteous, and professionally supportive.

This Operational Expectation establishes the values and expectations of the Board of Trustees for the Calgary Board of Education regarding the treatment of employees.

The Chief Superintendent's reasonable interpretation and indicators for OE 4: Treatment of Employees were approved on October 12, 2021. The Board of Trustees last monitored OE 4 on November 15, 2022. This report includes data available from the 2022-2023 school year and contains evidence to support the following findings:

Policy Statement	Indicator	Finding
4.1	4.1.1	Compliance
4.1	4.1.2	Compliance
4.1	4.1.3	Compliance
4.2	4.2.1	Compliance
4.2	4.2.2	Compliance
4.2	4.2.3	Compliance
4.2	4.2.4	Compliance
4.3	4.3.1	Compliance
4.3	4.3.2	Compliance
4.4	4.4.1	Compliance
4.4	4.4.2	Compliance
4.4	4.4.3	Compliance
4.4	4.4.4	Compliance

OE-4: Treatment of Employees

The Board of Trustees believes that student success and well-being depend upon the recruitment, retention, and fair compensation of highly qualified employees working in an environment that is safe, courteous, and professionally supportive.

Board-approved Interpretation |

CBE has the ability to positively impact the achievement of CBE Results through the quality and performance of employees and attention to workplace culture.

The Chief Superintendent interprets:

- *recruitment* to mean the selection of employees newly hired to the CBE.
- *retention* to mean the ongoing employment and commitment of employees.
- *fair compensation* to mean the aggregate cost of salaries and benefits for employees that are competitive subject to CBE's ability to pay.
- *highly qualified* to mean possessing the skills, knowledge and abilities required of the position and whose principles align with CBE values and vision.

The Chief Superintendent shall:

4.1	Provide a safe, supportive and respectful organizational culture for all staff that respects diversity and fosters a positive and welcoming environment.	Compliant
-----	--	-----------



OE-4: Treatment of Employees

The Chief Superintendent has a responsibility to ensure that the organization implements policies and practices that ensure a welcoming, caring, respectful and safe work environment.

The Chief Superintendent interprets:

- *safe* to mean a work environment that is free from potential harm to employees and their well-being.
- *supportive* to mean opportunities for growth and development
- *respectful* to mean a work environment that is caring and where employees feel they are treated fairly.
- *organizational culture* to mean the creation and existence of a safe and courteous environment for its employees
- *diversity* to mean exhibiting the full range of human characteristics and abilities.
- *positive and welcoming environment* to mean an atmosphere that is encouraging, stimulating and engaging.

Board-approved Indicators and Evidence of Compliance |

1. Improvement aimed at promoting a welcoming, caring, safe and respectful work environment is noted within two years of scheduled single topic surveys.	Compliant
--	-----------

The organization is compliant with this indicator.

Evidence statement

CBE administration adopted a new means for monitoring employee engagement and well-being through shorter, targeted “pulse” surveys. The first survey of all staff was conducted in June 2022. The topic for the survey was Employee Wellbeing. A total of 6,654 staff completed the survey. In addition to quantitative questions, the survey allowed staff to provide written comments. Approximately 2,300 comments were received. The survey responses were analyzed to identify key themes that need to be addressed.

A report was submitted to the Superintendents and Trustees. The report was approved, and it was disseminated to all CBE staff on March 8, 2023.

A new Well-Being Pulse Survey is being planned for Spring of 2024.

OE-4: Treatment of Employees

2. A comprehensive program of PIF and granted leaves of absences in support of opportunities for personal and professional growth or learning will be offered annually.	Compliant
---	-----------

The organization is compliant with this indicator.

Evidence statement

The CBE currently provides Professional Improvement Fellowships (PIF) leave opportunities to continuous Staff Association (SA), Professional Support Staff (PSS) and certificated Alberta Teachers' Association (ATA) employees. In the 2022-2023 school year, 30 employees were granted and began their Professional Improvement Fellowship (PIF) leave.

The composition of employees taking a PIF consisted of 22 employees affiliated with the ATA, 1 employee exempted from union affiliation, and 7 with the SA. In addition, there were 49 tuition and books approved for reimbursement through the PIF program. Currently, the CBE does not track if other granted leaves (deferred salary or general leaves) are utilized for professional or personal development; however, it is plausible that some are used in this manner.

3. Mechanisms in place that support a safe organizational culture are utilized (such as Harassment, Workplace Violence, and Whistleblower reports).	Compliant
---	-----------

The organization is compliant with this indicator.

Evidence statement

CBE has comprehensive administrative regulations that establish standards for employee conduct, and that provide clear processes to address complaints of bullying, harassment, discrimination, and gross mismanagement of CBE resources. During 2022-2023 school year, AR 4090 - Public Interest Disclosure, AR 4027 - Employee Code of Conduct and AR 4038 - Harassment, Sexual Harassment and Discrimination were reported as being shared and discussed by 100% of all supervisors, including principals. Employees can file complaints through multiple mechanisms – e.g., directly to the Superintendent of Human Resources or through Public School Works. Whistleblower complaints are directed to the Designated Officer at CBE.

OE-4: Treatment of Employees

Complaints under the relevant mechanisms from a range of employee occupations and worksites are evidence that these mechanisms are available and utilized.

Evidence demonstrates all indicators in subsection 1 are in compliance.

4.2	<p>Establish and implement standards and practices for the recruitment, fair compensation, and retention of highly qualified employees.</p> <p>a. Retain an external expert to conduct a salary survey of exempt and executive positions in 2023 and every four years thereafter.</p>	Compliant
-----	---	-----------

The processes involved in hiring new employees and maintaining current employees are critical to supporting the achievement of CBE Results.

The Chief Superintendent interprets:

- *standards* to mean the benchmarks of the CBE that provide a measure through which analysis of practices supports continuous growth in practices;
- *practices* to mean the strategic operations of human resources through which CBE manages employees compliant with legislative and regulatory requirements and in alignment with CBE's Education Plan;
- *recruitment* to mean the selection of employees newly hired to the CBE
- *fair compensation* to mean the aggregate cost of salaries and benefits for employees that are competitive subject to CBE's ability to pay.
- *retention* to mean the ongoing employment and commitment of employees.
- *highly qualified* to mean possessing the skills, knowledge and abilities required of the position and principles that align with CBE values and vision..

OE-4: Treatment of Employees**Board-approved Indicators and Evidence of Compliance |**

1. 90% of employees who pass their probationary period will still be employed with the CBE at the 2 year anniversary.	Compliant
---	-----------

The organization is compliant with this indicator.

Evidence statement

At the end of the 2022-2023 school year, 89% of continuous employees remained employed with the CBE two years after completing their probation period. This is a 2% increase from the same time last year, however, remains to be below the target due to high turnover in the Lunch Supervisor role, who while continuous employees, are part time and work a limited number of hours per week (10 hours per week). Excluding Lunchroom Supervisors, 91.75% of employees remained employed after 2 years.

2. 95% of school based principals and assistant principals who successfully pass their evaluation will have maintained the designation at the 3 year anniversary.	Compliant
---	-----------

The organization is compliant with this indicator.

Evidence statement

In 2022-2023 school year, 100% of school-based principals and 95.5% of school based assistant principals, who successfully passed their evaluation, maintained their designation at their three (3) year anniversary in 2022-2023.

3. Salaries and benefits are reviewed annually against identified comparators.	Compliant
--	-----------

The organization is compliant with this indicator.

Evidence statement

In 2022-2023, salaries and benefits were reviewed against relevant comparators in support of both collective bargaining in the case of unionized staff and compensation policy decisions for exempt staff. New external salary surveys have been reviewed.



OE-4: Treatment of Employees

4. An external expert conducted a survey of exempt and executive position salaries.	Compliant
---	-----------

The organization is compliant with this indicator.

Evidence statement

The CBE retained an external expert to conduct a salary survey of exempt and executive positions that was undertaken and completed in 2023.

Evidence demonstrates all indicators in subsection 2 are in compliance.

4.3	Administer clear personnel rules and procedures for employees, including processes for suspension, transfer and termination actions.	Compliant
-----	--	-----------

Having clear rules and procedures that identify expectations and govern employees is essential to the fair and transparent operation of the organization.

The Chief Superintendent interprets:

- *administer* to mean develop, provide and apply.
- *personnel rules* to mean CBE Administrative Regulations pertaining to employee behaviour and those provisions/processes identified within the *Education Act*.
- *procedures* to mean those practices and processes subject to the provisions of the collective agreements, terms and conditions of employment and current *Education Act*.



OE-4: Treatment of Employees

<p>1. 100% of employees will be made aware of Calgary Board of Education policies or regulations governing:</p> <ul style="list-style-type: none"> • respect in the workplace; • conflict of interest; and • responsible use of electronic information resources. 	Compliant
--	-----------

The organization is compliant with this indicator.

Evidence statement

All employees who join the organization are provided CBE documentation regarding regulations governing respect in the workplace, the Employee Code of Conduct and Responsible Use of Electronic Information resources and regulations, through the onboarding process. Employees are responsible for signing-off to indicate awareness.

Every new employee is provided a link to all new hire documents that include:

- AR 4027 – Employee Code of Conduct;
- AR 1061 – Responsible Care and Security of Information;
- AR-1062 – Responsible Use of Electronic Information;
- AR 1070 – Occupational Health and Safety; and
- AR 6024 – Student Records.

Regulations governing respect in the workplace and conflict of interest are available to all employees. Employees access regulations online through the CBE Staff Insite. All employees are advised, as part of a communication plan, of any changes to the administrative regulations. In addition, one hundred percent (100%) of employees are made aware of the policy regarding the responsible use of electronic information each time they log into the CBE network.



OE-4: Treatment of Employees

2. There will be no grievance, arbitration, board of reference decisions, or findings in a court of law that the CBE failed to administer clear personnel rules and procedures for employees, including processes for suspension, transfer and termination actions	Compliant
--	-----------

The organization is compliant with this indicator.

Evidence statement

There was no adverse decision toward the CBE in regard to grievances, arbitrations, board of reference decisions or finding in a court of law that CBE failed to administer clear personnel rules and procedures for employees, including processes for suspension, transfer and termination actions.

Evidence demonstrates all indicators in subsection 3 are in compliance.

4.4	Ensure the Board's approval for the bargaining mandate, the ratification of all collective agreements for unionized employees, and the approval of the total compensation of all exempt employees.	Compliant
-----	--	-----------

Negotiation discussions with unionized employees must be conducted within reasonable and permitted parameters



OE-4: Treatment of Employees

The Chief Superintendent interprets:

- *Board's approval* to mean a carried motion recorded in the minutes of a meeting of the Board of Trustees.
- *bargaining mandate* to mean the parameters within which a new collective agreement may be negotiated.
- *ratification* to mean the approval to conclude a collective agreement in accordance with the Labour Relations Code.
- *total compensation* to mean aggregate cost of salaries and benefits for exempt employees that are funded from the CBE budget.
- *exempt employees* to mean personnel who are not part of a bargaining unit according to the Labour Relations Code.

1. The commencement of every round of collective bargaining occurs after the Board of Trustees approves a bargaining mandate.	Compliant
---	-----------

The organization is compliant with this indicator.

Evidence statement

The following bargaining mandates were presented to the Board of Trustees between September 1, 2022, and August 31, 2023 (fiscal year).

Trades:

- Mandate presented to the Board and approved: October 11, 2022
- Date Bargaining Commenced: October 17, 2022

Staff Association (Main & PSS):

- Mandate presented to the Board and approved: December 13, 2022
- Date Bargaining Commenced: February 7, 2023

Alberta Teachers Association – Local:

- Mandate presented to the Board and approved: May 30, 2023
- Date Bargaining Commenced: June 9, 2023



OE-4: Treatment of Employees

2. All collective bargaining settlements occur within the parameters of any mandate approved by the Board of Trustees.	Compliant
--	-----------

The organization is compliant with this indicator.

Evidence statement

There were no collective bargaining settlements between September 1, 2022, and August 31, 2023. Negotiations are ongoing.

3. Every round of collective bargaining is concluded with the ratification of the new collective agreement by the Board of Trustees	Compliant
---	-----------

The organization is compliant with this indicator.

Evidence statement

There were no new collective bargaining agreements ratified between September 1, 2022, and August 31, 2023 (fiscal year).

4. Changes to total compensation packages for exempt employees occur after the Board of Trustees' approval.	Compliant
---	-----------

The organization is compliant with this indicator.

Evidence statement

No changes to the total compensation package for exempt employees occurred from September 1, 2022, to August 31, 2023.

Evidence demonstrates all indicators in subsection 4 are in compliance.

OE-4: Treatment of Employees

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

Financial Status of Reserves and Designated Funds at August 31, 2023

Date	November 7, 2023
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Gary Strother, Chief Superintendent of Schools
Purpose	Decision and Information
Originator	Brad Grundy, Superintendent, Chief Financial Officer and Corporate Treasurer
Governance Policy Reference	Operational Expectations OE-5: Financial Planning OE-7: Communication With and Support for the Board
Resource Person(s)	Tanya Scanga, Director, Corporate Finance

1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves the transfers represented in Attachment I, subject to Ministerial approval related to capital reserves.

2 | Issue

Operational Expectation OE-5: Financial Planning requires that the Chief Superintendent ensure that prior board approval is received for all expenditures from reserves funds and for all transfers between operating reserves, capital reserves or committed operating surplus.

3 | Background

Each spring, the Calgary Board of Education (CBE) prepares operating and capital budgets (by May 30th) for the school and fiscal year beginning September 1st for submission to Alberta Education. Quarterly and annual reports are presented to the Audit and Risk Committee and the Board of Trustees to provide updates on the status and results of financial activity. These results are compared to the approved operating and capital budgets to meet the monitoring requirements of OE 5: Financial Planning and GC-5E: Board Committees.

When the actual year-end financial results are available, funds are moved to or from reserves to compensate for a deficit or reserve a surplus for a future period. The Board has approved terms and conditions for operating and capital reserves, including additions and withdrawals subject to Board approval in alignment with OE 5: Financial Planning.

In the past, the CBE has allowed any leftover budgeted funds from one-time projects to be carried forward into the following year. These funds are known as Designated Funds and their amount and purpose are approved annually by the superintendents.

If the transfers proposed in this report are approved, the operating reserves balance as at August 31, 2023, will be \$44.0 million (3.1% of total fiscal 2022-23 expenditures). This operating reserve balance will then be available to fund future operations subject to Board of Trustee and Ministerial approval. (Attachment I).

4 | Analysis

The following provides details to support all requests for operating and capital reserve transfers for the year ended August 31, 2023 (Attachment I).

Restricted Reserves

EducationMatters flow-through fund

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

Sept 1, 2022	Transfers in / (out)	Aug 31, 2023
\$ 1,929,000	\$ (39,000)	\$1,890,000

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

Designated Operating Funds

Operating budgets are prepared on an annual basis and relate to the CBE's fiscal year. Past practice at the CBE has been to permit unspent budgeted funds, pertaining to projects initiated in the year that are not yet fully completed, to be carried forward, subject to superintendents' team approval, for use in the following year. If not approved, these expenditures would need to be funded from 2023-24 resources.

Sept 1, 2022	Transfers in / (out)	Aug 31, 2023
\$ 8,302,000	\$ 304,000	\$ 8,606,000

Guidelines are in place to assist in the determination of which requests are considered appropriate to support the carryforward of unspent budgeted funds (Attachment II). In general, for funds to be carried forward, the project requires previous approval, has commenced, and is planned to conclude in the following school/fiscal year.

The net \$0.3 million transfer represents a cumulative increase in service unit carryforwards of \$0.6 million and a decrease in school carryforwards of \$0.3 million. This transfer establishes a carryforward of \$3.4 million in school carryforwards and \$5.2 million in service unit carryforwards towards the 2023-24 fiscal year.

Available for use reserves

Fiscal Stability Reserve

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

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

There is no recommended entry for the reserve this current year. The targeted minimum balance under the terms and conditions for this reserve is \$7 million or 0.5% of the total annual operating budget.

Sept 1, 2022	Transfers in / (out)	Aug 31, 2023
\$ 37,364,000	\$ 6,267,000	\$ 43,631,000

Capital Reserves

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

The current year net increase of \$24.6 million can be attributed to the sale of three CBE buildings, Montgomery, Tuxedo Park and Viscount Bennett for \$29.9 million with a reduction in carryforwards of \$2.0 million year over year.

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

Sept 1, 2022	Transfers in / (out)	Aug 31, 2023
\$ 49,882,000	\$ 27,921,000	\$ 77,803,000

5 | Financial Impact

The Statement of Operations for the Year Ended August 31, 2023

For the year ended Aug. 31, 2023, the CBE's unrestricted surplus is expected to be in a deficit position of 14,397,000 after accounting for the reserve provision requests identified in this report.

The complete Financial Statements with the signed Audit Report will be presented to the Board of Trustees in November 2023 for approval. At the time of writing this report, the audit is in progress. Any changes required, as a result of audit findings, could amend the year end unrestricted surplus balance or actual reserves transfers recommended for the CBE.

The Financial Statements will include disclosure of planned reserve transfers and the reserved designated funds with full disclosure in the 2022-23 year-end Audited Financial Statements and this disclosure will be consistent with previous Board of Trustees motions.

6 | Conclusion

Each of these requests to transfer funds to or from these Reserves is being recommended in accordance with the Board approved terms and conditions for specific reserve funds where applicable and in accordance with provincial regulations and guidelines.

This report represents the Statement of Total Reserves and Designated Funds as at August 31, 2023, with a request for consideration and approval of the Reserve transfers by the Board of Trustees in connection with the 2022-23 operating and capital budgets and



associated financial results for the Calgary Board of Education, as required by OE 5: Financial Planning.



GARY STROTHER
ACTING CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: **2022-23 Statement of Total Reserves and Designated Funds**
Attachment II: **Guidelines for carry-forward requests**

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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



Attachment I – 2022-23 Statement of Total Reserves and Designated Funds

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

<u>Description</u>	<u>Reserves balance Sep. 1, 2022</u>	<u>2022-23 Budget planned use of reserves ⁽¹⁾</u>	<u>2022-23 Proposed use of reserves</u>	<u>Reserves balance Aug. 31, 2023</u>
Accumulated operating reserves				
<i>Available for use reserves</i>				
Fiscal stabilization reserve	37,364	-	6,267	43,631
<i>Restricted reserves</i>				
EducationMatters flow-through funds ⁽²⁾	1,929	-	(39)	1,890
Changes in accounting policy reserve	(10,164)	-	-	(10,164)
Total operating reserves	29,129	-	6,228	35,357
Designated operating reserves				
School decentralized budgets	3,700	-	(288)	3,412
Instructional and service unit initiatives	4,602	-	592	5,194
Total designated funds	8,302	-	304	8,606
Total operating reserves and designated	37,431	-	6,532	43,963
Capital reserves				
Building reserve ⁽³⁾	21,481	-	24,618	46,099
Other capital reserves	27,603	-	3,303	30,906
Plant, operations and maintenance	798	-	-	798
Total capital reserves	49,882	-	27,921	77,803
Total reserves	87,313	-	34,453	121,766

(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) Net result of three CBE building sales, Montgomery, Tuxedo Park and Viscount Bennett.



Attachment II: GUIDELINES FOR CARRYFORWARD REQUEST

- 1) The amount requested is for project expenditures not otherwise incorporated in the 2022-23 operating and capital budgets and are directly related and critical to the success of the Education Plan.
- 2) The initial funding for the project has been specifically approved by the Superintendents' team or the Capital Budget Council (A cross-organizational council chaired by the Chief Financial Officer).
- 3) The project is already underway as evidenced by outstanding purchase orders or a work order.
- 4) All service unit carry-forward requests are presented to superintendents' team for approval or rejection prior to their inclusion in this report.

report to
Board of Trustees

Acting Chief Superintendent’s Update

Date November 7, 2023

Meeting Type Regular Meeting, Public Agenda

To Board of Trustees

From Gary Strother
Acting Chief Superintendent of Schools

Purpose Information

Governance Policy Reference
 OE-2: Learning Environment/Treatment of Students
 OE-3: Instructional Program
 OE-8: Communicating and Engaging with the Public
 OE-9: Facilities

1 | Recommendation

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

2 | Issue

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

OE-2: Learning/Environment/Treatment of Students states that “it is essential to establish and maintain a learning environment that is welcoming, caring, safe, respectful and conducive to effective learning for each student.” With other reports submitted to the Board of Trustees, this update meets the requirement of providing safe and positive learning conditions for each student that fosters a sense of belonging and a respect for diversity.

OE-3: Instructional Program states that “providing high quality programming for all students is essential for student success, as defined in the Results”. With

other reports submitted to the Board of Trustees, this update meets the requirement of OE-3 in planning for and providing challenging, relevant and high quality programming opportunities that consider the educational needs of students.

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

OE-9: Facilities states 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”. With other reports submitted to the Board of Trustees, this update meets the requirement of OE-9 in the effective and efficient use of capital funding and demonstrates responsible stewardship of resources.

3 | Background

Learning Excellence | K-3 ELAL Literacy Data

The K-3 English Language Arts and Literature curriculum is in its second year of implementation.

In support of assessment practices that align with the K-3 ELAL curriculum and current research, CBE offered professional learning specifically designed to enhance teachers’ understanding of using literacy data available to them such as the AFRS, LeNS and CC3. This shift is important as K-3 teachers have been asked to discontinue the use of the Fountas and Pinnell Benchmarking System, a commonly used assessment tool that aligns with the Three Cuing System of literacy instruction.

The Early Learning Team, in collaboration with Core Curriculum specialists, provided a one-hour, synchronous online session which has also been recorded. This session has been highly subscribed to by staff.

These professional learning sessions provided teachers and leaders the opportunity to gain a deeper understanding of the assessment information they have readily available to inform their next steps in delivering structured literacy programming to their K-3 students.

Learning Excellence | Program Monitoring Initiative – Languages

As a next step in the implementation of the CBE *Standards of Practice: French Immersion, Bilingual Programs & Languages and Culture Courses* (enshrined spring 2023), a new program monitoring process is being piloted this school year. Six Language schools will participate in the piloting process. A review committee struck by each school will collect and analyze data about how well the school meets the *Standards of Practice*. Principals will report on areas of excellence and improvement in spring 2024. The participating Language schools for the pilot

project are Janet Johnstone School, Marion Carson School, Mayland Heights School, W.O. Mitchell School, Sam Livingston School, and Woodman School. As of October 4, all Principals of these schools have met with the Education Director for Languages and are forming their review committees. The best practices identified at each school will be shared at the Second Languages Leaders Group meeting on June 6, 2024.

Learning Excellence | Indigenous Education Collaborative Team Meeting with Education Directors

On Wednesday, October 18, Education Directors gathered to participate in a Collaborative Team Meeting (CTM) focused on achieving the CBE Education Plan key outcome: Students who self-identify as Indigenous are supported to experience improved achievement and well-being. The Education Directors will participate in four CTMs over the course of the school year to celebrate the successes of schools and students, identify challenges and key issues, determine effective leadership responses, and build upon the collective capacity of the team. During this first CTM, Education Directors were introduced to the 'Commūn-I-Tea' protocol developed by the Indigenous Education Team. Commūn-I-Tea is a grassroots approach focused on creating welcoming, caring, respectful and safe spaces that honour diverse leadership priorities, while holding space for all system leaders to contribute to “establishing and supporting the conditions under which the learning aspirations and the potential of First Nations, Métis and Inuit students will be realized” (SLQS, LQS, TQS). Three essential components are at the heart of Commūn-I-Tea: to “commune” (a group coming together to converse about meaningful topics); putting the “I” in community (honouring the role that each individual plays in creating a healthy community); and, “Tea”—hosting the gathering with refreshments (tea and bannock) in keeping with the custom of offering sustenance to guests as acts of hospitality, generosity, and reciprocity.

Learning Excellence | CBE Land Acknowledgement

On September 28, 2023, all CBE staff and students were invited to share their learning related to the CBE Land Acknowledgement with the CBE Elder Advisory Council. Staff and students can also share ideas for changes that should be considered because of their learning. Since the Elders gifted us with the land acknowledgement, it is important to share back with them and to work alongside them to consider and make changes. An electronic form was shared for staff to submit independently or on behalf of students. Following the collection of staff and student voice, the Indigenous Education Team will collate and then share with the Elder Advisory in December. Following our work with the Elders, we expect to have an updated CBE Land Acknowledgement and supporting resources in January/February 2024.

Learning Excellence | Indigenous Education Professional Learning Sessions

The Indigenous Education Team offered the following two professional learning sessions:

- October 13: Indigenous Land Based Learning in friendship with Experience Métis Culture Camp, a new Indigenous land-based company in Calgary; and
- October 20: “Finding Our Way in Indigenous Education-Connecting Hearts and Minds” facilitated by the ATA Indigenous Education and Walking Together Team.

Strategic Resourcing | Balmoral School Receives Lowest GHG Emission Intensity Award

The City of Calgary BenchmarkYYC Program is working with the Alberta Emerald Foundation to host the first annual Building Energy Benchmarking Awards as part of the 2023 Calgary Climate Symposium. This awards ceremony will celebrate the achievements of program participants through five categories: Offices, K-12 Schools, Multifamily, Other Buildings, and Most Improved.

Balmoral School has been selected as the top performing K-12 school property in the BenchmarkYYC Program for calendar year 2021. This property was compared against 63 similar properties and came out with the lowest Total Greenhouse Gas (GHG) Emission Intensity of 39.9 kg CO₂(equivalent)/m²/year, which is 41% better than the category average of 68.2 kg CO₂e/m²/year.

Balmoral School was built in 1913, and while the school is one of the oldest in our portfolio, its thick sandstone walls accompanied by some targeted insulation and building envelope upgrades have contributed to its high overall energy efficiency. The CBE works to manage and reduce its energy consumption through many initiatives across our portfolio including energy efficient facility upgrades, utility management at a school and system level, and engaging staff and students in energy education and awareness campaigns.

The CBE is grateful to receive this recognition and will continue our work to meet the GHG emissions and energy intensity targets set out in our Sustainability Framework. The award plaque will be mounted in Balmoral School for all to see, this as a reminder of how CBE’s continued commitment to the environment models yet another behaviour that students will need in contributing to a sustainable future.



GARY STROTHER
ACTING CHIEF SUPERINTENDENT OF SCHOOLS

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.