

# public agenda

## Regular Meeting of the Board of Trustees

November 10, 2020  
12:00 p.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
12:00 p.m.	<b>1   Call to Order, National Anthem and Welcome</b>			
	<b>2   Consideration/Approval of Agenda</b>		GC-2	
	<b>3   Awards and Recognitions</b>		GC-3	
	<b>4   Results Focus</b>			
	<b>5   Operational Expectations</b>			
	5.1 OE-4: Treatment of Employees – Annual Monitoring Report	C. Usih	OE-4	Page 5-1
	<b>6   Public Comment [ <a href="#">PDF</a> ]</b>		GC-3.2	
	Requirements as outlined in Board Meeting Procedures			
	<b>7   Matters Reserved for Board Information</b>		GC-3	
	7.1 CBE 2020-21 Incremental COVID-19 Costs	C. Usih	OE-5, 7	Page 7-1
<b>8   Matters Reserved for Board Decision</b>	Board	GC-3		
8.1 Proposed Amendment to Operational Expectation 3: Instructional Program Reasonable Interpretations and Indicators	C. Usih	B/CSR-5, OE-3, 7	Page 8-1	



Time	Topic	Who	Policy Ref	Attachment
	8.2 Financial Status of Reserves and Designated Funds at August 31, 2020	B. Grundy	OE-5, 7	Page 8-12
	<b>9   Consent Agenda</b>	Board	GC-2.6	
	9.1 Items Provided for Board Decision			
	9.1.1 Governance Culture GC-3E(2): Ward Boundary Review		GC-3	Page 9-1
	<i>(THAT the Board amends GC-3: Board Job Description to include the addition of GC-3E(2) as submitted)</i>			
	9.1.2 Revision to the Schedule of Regular Meetings		GC-2, 6	Page 9-6
	<i>(THAT the Board approves the addition of a public meeting on November 25, 2020)</i>			
	9.2 Items Provided for Board Information			
	9.2.1 Chief Superintendent's Update		B/CSR-5	Page 9-8
	<b>10   In-Camera Session</b>			
4:30 p.m.	<b>11   Adjournment</b>			
	<b>Debrief</b>	Trustees	GC-2.3	

**Notice |**

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

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

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

operational  
expectations  
monitoring report

**OE-4: Treatment of Employees**

Monitoring report for the  
school year 2019-2020

Report date:  
November 10, 2020

**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: \_\_\_\_\_  
Christopher Usih, Chief Superintendent

Date: Nov. 2, 2020

**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: \_\_\_\_\_  
Chair, Board of Trustees

Date: \_\_\_\_\_

**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 10, 2017. The Board of Trustees last monitored OE 4 on November 5, 2019. This report includes data available from the 2019-2020 school year and contains evidence to support the following findings:

Policy Statement	Indicator	Finding
4.1	4.1.1	Compliant
4.1	4.1.2	Compliant
4.1	4.1.3	Compliant
4.1	4.1.4	Compliant
4.2	4.2.1	Compliant
4.2	4.2.2	Compliant
4.2	4.2.3	Compliant
4.3	4.3.1	Compliant
4.3	4.3.2	Compliant
4.4	4.4.1	Compliant
4.4	4.4.2	Compliant
4.4	4.4.3	Compliant
4.4	4.4.4	Compliant



## 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 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
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It is important to create and maintain a workplace that engages employees and enables them to perform their duties to the best of their ability.

**OE-4: Treatment of Employees**

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. An employee engagement survey will be conducted every two years.	Compliant
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The organization is compliant with this indicator.

*Evidence statement*

CBE conducted an employee engagement survey in February 2019. A new survey is not required until 2021.

2. Improvement will be noted in the bi-annual employee engagement survey on identified areas of focus.	Compliant
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The organization is compliant with this indicator.

*Evidence statement*

## OE-4: Treatment of Employees

In 2019, the OE-4 monitoring report shared the outcomes of an Employee Engagement Survey. The survey, administered by Aon, outlined five themes that became evident throughout the survey:

- Trust
- Disconnect between senior leadership and the schools
- A feeling of not being valued
- Managing performance
- Leader support

Each of these themes will be described and then the follow up to the themes outlined.

### Trust

There was a desire in the surveys to ensure follow up to survey responses. This was the result of many surveys that were historically completed without follow through for members. Aon embedded the concern about trust into the other themes, specifically the disconnect between senior leadership and the schools.

### Disconnect between Senior Leadership and the Schools

Those responding to the survey identified the need for consistency, greater visibility in schools and classrooms, input into system initiatives, fewer initiatives so they can be well done, and informed knowledge about the results of programs and initiatives across the CBE.

### A Feeling of Not Being Valued

Participants of the survey identified the general desire to have their contributions to CBE valued and appreciation shown in a timely and sincere manner.

### Managing Performance

Consistency was also identified as desired in performance management throughout the system. Participants expressed a desire for all individuals to have the opportunity for feedback on their work and recognition for stronger performance.

### Leader Support

The survey identified the desire to have leaders in the system who demonstrated strengths in communication, listening, support and inspiring others. All leaders regardless of position should be open to feedback and there should be some way to know what feedback is actioned.



## OE-4: Treatment of Employees

Through the survey conducted in the spring of 2019, Aon, the CBE's survey partner, identified areas of strength such as:

- students were at the heart of the work;
- participants felt like the work they do is important;
- relationships with coworkers, staff and students was considered important and generally viewed as positive;
- a positive work atmosphere created through caring colleagues;
- valuing diversity;
- jobs being a good fit for abilities and experience; and
- actively contributing to a positive culture within the work site.

The survey confirmed that senior leadership is a primary area of opportunity in which improvement is needed.

Although the next survey will not be implemented until 2021, information and data to support compliance with this indicator highlights CBE initiatives in response to the 2019 survey, which could improve outcomes on the 2021 survey.

The first significant action was the implementation of the new School Support Model. This system reorganization:

- moved senior educational leadership closer to schools;
- enhanced opportunities for leaders to support schools; and
- helped ensure that the development of the instructional program better reflected the needs of schools.

Changes were made to the CBE's Administrative Staffing processes to address concerns with respect to decision-making in the selection of principals and assistant principals.

Opportunities were sought to include staff in the development of key initiatives. As an example, over 100 teaching staff were included in the development of new assessment processes to strengthen knowledge and capacity around assessment and to examine effective reporting to parents.

The 2019-2020 school year is a prime example of the efforts to ensure leaders and staff have detailed and timely information regarding significant initiatives and organization within the system. Through the challenges presented by the pandemic, the system worked to ensure staff had timely information and resources support to move students to online learning in the March 2020. In addition, CBE has consistently communicated through several options:

- the ongoing updates regarding COVID-19 pandemic;
- system organizational changes;





**OE-4: Treatment of Employees**

- access to resources; and
- instructions for responding to the ongoing changes in the schools and learning environment.

3. 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
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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. All CBE employees have access to the PIF applications through the CBE website. In the 2019-2020 school year, 34 employees were granted and began their PIF leave. Of those who began their PIF, 18 employees were affiliated with the ATA and 16 employees with the SA. The length of PIFs requested and commencing in the 2019-2020 varied from one week to 12 months. Currently, the CBE does not track if other granted leaves (deferred salary or general leaves) are utilized for professional development; however, it is plausible that some are used in this manner.

4. Mechanisms in place that support a safe organizational culture are utilized (such as Harassment, Workplace Violence, and Whistleblower reports).	Compliant
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The organization is compliant/non-compliant with this indicator.

*Evidence statement*

The Annual Education Results Report, presented January 1, 2020 confirmed utilization of the mechanisms such as Public Interest Disclosure (Whistleblower Protection). The report identified four (4) disclosures received by the Designate Officer. Three of the disclosures were not acted on and one disclosure was acted on through the Public Interest Disclosure (Whistleblower Protection) policy. In addition AR 4090-Public Interest Disclosure, the Employee Code of Conduct and the Working Relationship Commitment were reported as being shared and discussed by 100% of all supervisors, including principals.



**OE-4: Treatment of Employees**

*Evidence demonstrates all indicators in subsection 1 are in compliance.*

4.2	Establish and implement standards and practices for the recruitment, fair compensation, and retention of highly qualified employees.	Compliant
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The processes involved in hiring new employees and maintaining current employees is critical to support achievement of CBE Results.

The Chief Superintendent interprets:

- *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.

**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
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The organization is compliant with this indicator.

*Evidence statement*

At the end of the 2019-2020 school year, 93.37% of continuous employees remained employed with the CBE two years after completing their probation period.



**OE-4: Treatment of Employees**

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
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The organization is compliant with this indicator.

*Evidence statement*

At the end of the 2019-2020 school year, 100% of school-based principals and assistant principals maintained their designation at their three (3) year anniversary after successfully passing their evaluation.

3. Salaries and benefits are reviewed annually against identified comparators.	Compliant
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The organization is compliant with this indicator.

*Evidence statement*

An in-depth review of out-of-scope salaries and benefits took place from 2014-2017. The results of the reviews were presented to the Board of Trustees on April 19, 2016 and June 27, 2017. The CBE has continued to review the salaries and benefits through 2019-2020, using ongoing surveys and other review tools.

***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
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## OE-4: Treatment of Employees

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*.

<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"> <li>• respect in the workplace;</li> <li>• conflict of interest; and</li> <li>• responsible use of electronic information resources.</li> </ul>	<p>Compliant</p>
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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 which 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
- AR 6024 – Student Records

## OE-4: Treatment of Employees

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.

<p>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</p>	<p>Compliant</p>
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The organization is compliant with this indicator.

### *Evidence statement*

For the 2019-2020 school year, there were no grievance arbitrations, board of reference decisions, or findings in a court of law that CBE failed to administer clear personnel rules and procedures for employees.

***Evidence demonstrates all indicators in subsection 3 are in compliance.***

<p>4.4</p>	<p>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.</p>	<p>Compliant</p>
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Negotiation discussions with unionized employees must be conducted within reasonable and permitted parameters

The Chief Superintendent interprets:

- *Board's approval* to mean a carried motion recorded in the minutes of a meeting of the Board of Trustees.



**OE-4: Treatment of Employees**

- *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
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The organization is compliant with this indicator.

*Evidence statement*

The following bargaining mandates were presented to the Board of Trustees in the fiscal year beginning September 1, 2019 and ending August 31, 2020:

- a) ATA Local Bargaining
  - Mandate presented to the Board – October 29, 2019
  - Dates bargaining commenced – January 30, 2020; February 20, 2020; March 5 & 6, 2020

2. All collective bargaining settlements occur within the parameters of any mandate approved by the Board of Trustees.	Compliant
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The organization is compliant with this indicator.

*Evidence statement*

The Memorandum of Agreement, August 24, 2020, for ATA Local Bargaining was within the parameters of the mandate approved by the Board of Trustees.



**OE-4: Treatment of Employees**

3. Every round of collective bargaining is concluded with the ratification of the new collective agreement by the Board of Trustees	Compliant
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The organization is compliant with this indicator.

*Evidence statement*

Ratification of ATA Local Bargaining has occurred and will be reflected in the 2020-2021 Operational Expectation 4 – Treatment of Employees monitoring report.

4. Changes to total compensation packages for exempt employees occur after the Board of Trustees' approval.	Compliant
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The organization is compliant with this indicator.

*Evidence statement*

No changes to the total compensation package for exempt employees occurred from September 1, 2019 to August 31, 2020.

***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

# CBE 2020-21 Incremental COVID-19 Costs

Date	November 10, 2020
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Information
Originator	Brad R. Grundy, Chief Financial Officer
Governance Policy Reference	Operational Expectations OE-5: Financial Planning OE-7: Communication With and Support for the Board
Resource Persons	Ed Sutlic, Director, Corporate Finance Tanya Scanga, Manager, Corporate Planning and Reporting

## 1 | Recommendation

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

## 2 | Issue

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The Board of Trustees requested information on the additional costs (incremental to budget 2020-21) to the CBE associated with the ongoing COVID-19 pandemic.

### 3 | Background

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At the time the CBE prepared the 2020-21 budget there was great uncertainty related to how the 2020-21 school year would commence.

Accordingly, the CBE did not make any provisions in Budget 2020-21 for additional costs related to the COVID-19 pandemic. This position was consistent with other school jurisdictions in the province.

Nevertheless, the CBE did implement a number of prudent spending guidelines for the 2019-20 school year so as to be well positioned, both financially and organizationally, to address 2020-21 COVID-19 related school re-entry challenges and costs.

### 4 | Analysis

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The Alberta Government made the decision to commence the 2020-21 school year under what was called Scenario 1. Scenario 1 is described as near normal operations with health measures in place. That decision provided the CBE with key information necessary to generate a reasonable school re-entry plan.

In alignment with the CBE's school re-entry plan, this forecast considers the need to provide students with teaching and learning resources through an on-line environment in addition of in-person learning. Within the CBE, the on-line learning environment is called the HUB.

With guidance (COVID-19 Information: Guidance for schools for re-entry scenario 1) from Alberta Health Services and the Chief Medical Officer of Health, the CBE determined how the school environment would need to be configured to support the safe return of students and staff.

As of the end of October, the CBE has additional information that allows for a refined COVID-19 cost estimate. That estimate is included in Appendix I and totals \$46.850 million.

The most significant cost categories include, but are not limited to:

- **Certificated Staff** - provision for an additional 170 certificated staff to address learning needs within the HUB model for the 18,000 enrolled students and to balance workload with in-person learning staff.
- **Substitute Teachers** - Provision for additional substitute teachers given the increased number of certificated staff and the realities of conducting school operations within a COVID-19 environment.
- **Cleaning Staff** - provision for up to 240 more cleaning staff to address Alberta Health Services and Chief Medical Officer of Health guidance.
- **Sick Leave** - provision for increased sick leave use by non-certificated staff.
- **Equipment and Supplies** - provision for equipment and supplies including cleaning supplies (custodial), hand soap, hand sanitizer, antiseptic wipes, and personal protective equipment (masks, gloves, face shields, etc.), and related equipment (electrostatic cleaners, hand sanitizer dispensers, Plexiglas barriers, etc.)

Readers are cautioned that the COVID-19 pandemic is highly dynamic. Responding to the evolving situation can, and will, materially impact the forecast presented with this report.

## 5 | Financial Impact

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As noted above, the current forecast for COVID-19 costs is \$46.850 million. Offsetting those additional costs is a forecast revenue increase of \$44.484 million for funding provided through Alberta Education by the Federal Government. Taken together the CBE has an unaddressed budget pressure of \$2.366 million.

Given that the COVID-19 situation is rapidly evolving it is recommended that the budget pressure of \$2.366 million be seen as a minimum rather than a maximum. CBE administration will update this forecast in late January/early February after the conclusion of the holiday season when the impact on school operations is better understood.

The CBE is working to manage these costs against the 2020-21 budget allocation. For example, the CBE is maintaining a range of prudent spending measures to ensure that resources are available to keep students and staff safe.

Should costs increase materially, CBE administration will seek access to available for use operating reserves to cover any unaddressed budget pressure. Access to reserves requires both Board of Trustees and Minister approval.

CBE administration continues to monitor the situation closely with a focus on the safety, health and security of students and staff.

## 6 | Conclusion

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The serious and dynamic nature of the COVID-19 pandemic is impacting school operations. Costs have increased by more than 3% of total annual expenditures.

While currently forecast costs of \$46.850 million are manageable in light of the \$44.484 million in allocated Federal funding, the evolving nature of the pandemic may dramatically change the costs in a relatively short period of time.

CBE administration continues to monitor the situation closely and will provide an updated forecast in late January/early February after the impacts of the holiday season are known.



CHRISTOPHER USIH  
CHIEF SUPERINTENDENT OF SCHOOLS

### APPENDICES

Appendix I: CBE 2020-21 Incremental COVID-19 Costs

## **GLOSSARY – Developed by the Board of Trustees**

Board: Board of Trustees

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

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

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

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

## CBE 2020-21 Incremental COVID-19 Costs

	End of year Projections	Trend
<b>HUB</b>		
Current	\$ 21,000,000	▲
<b>Subtotal</b>	<b>\$ 21,000,000</b>	
<b>Cleaning Staff</b>		
Overtime	\$ 3,370,000	▲
Temporary Cleaners	\$ 3,810,000	▲
<b>Subtotal</b>	<b>\$ 7,180,000</b>	
<b>Substitutes Teacher costs</b>	\$ 3,850,000	▲
<b>Non-certificated sick costs</b>	\$ 1,390,000	▲
<b>Cleaning Supplies/ PPE</b>	\$ 10,530,000	▲
<b>Capital Equipment</b>	\$ 2,000,000	-
<b>Transportation - Additional cleaning costs</b>	\$ 900,000	-
<b>Winter/Spring 2021 Impacts</b>	\$ TBD	▲
<b>Total</b>	<b>\$ 46,850,000</b>	
<b>Anticipated federal funding</b>	<b>\$ 44,484,000</b>	-

▲ Indicates costs likely to increase if COVID-19 infection rates continue to increase through 2020-21 school year

**report to  
Board of Trustees**

**Proposed Amendment to Operational Expectation 3  
Reasonable Interpretations and Indicators**

Date	November 10, 2020
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Decision
Governance Policy Reference	GC-2: Governing Commitments GC-3: Board Job Description OE-3: Instructional Program OE-6: Asset Protection

**1 | Recommendation**

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It is recommended:

THAT the Board of Trustees approves the revised Reasonable Interpretations and Indicators of Operational Expectations 3: Instructional Program policy as provided in the attachment to the report.

**2 | Background**

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The Board of Trustees operates under the Coherent Governance model of corporate governance whereby the Board provides leadership for the CBE by setting direction through policy. Section 33(1)(h) of the *Education Act* mandates that the Board establish governance and organizational structures for the CBE. Day-to-day operations and leadership of the system is the responsibility delegated to the Chief Superintendent. The Board governs the system through policies that set out Results (learning outcomes), Operational Expectations (the boundaries of day to day operations), Governance Culture (how the Board functions) and the Board/Chief Superintendent Relationship (delegation to and evaluation of the Board's single employee).

On May 21, 2020, the Minister of Education issued Ministerial Order #016/2020 that requires The Calgary Board of Education to comply with the directives outlined in the Ministerial Order including the following amendments to Operation Expectations OE-3: Instructional Program:

- Directive 1(b)(i): CBE shall establish performance measures, which can be used to determine the quality of programs and the information needed to monitor the educational and cost effectiveness of supplementary programs. This will include revising Operational Expectation Policy 3 and related indicators to identify that program spending are supported within the context of value for money and overall financial capacity.

From May to October 2020, the Board engaged in a policy review process to address the directives arising from the Ministerial Order. This included meeting with CBE administration to review policies, assessing current risk management practices within CBE, consulting with external advisors, and formulating new policy language to provide greater clarity to the Chief Superintendent.

The Board of Trustees approved revised policy statements for Operational Expectations: OE 3 – Instructional Program at its September 15, 2020 public meeting.

### 3 | Analysis

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The Board, on an annual basis, monitors the Board Operational Expectations policies. The monitoring reports provide the Board with evidence of compliance with its policy expectations. With the Board's approval of the revised OE 3 policy statements, CBE administration developed Reasonable Interpretations and Indicators to interpret and identify evidence of reasonable compliance with the Board's Policies. The Reasonable Interpretation of policy statements allows the Chief Superintendent to interpret and explain each individual policy statement in support of common understanding of the policy requirements. Indicators provide evidence to support the determination of compliance within the organization.

This report contains proposed Reasonable Interpretations and associated Indicators for Operational Expectation: OE 3 – Instructional Planning. It is anticipated that on completion of the Reasonable Interpretations and Indicators, proposed for approval in this report, that the Board will have responded to the directives contained in the Ministerial Order.

Subject to Board approval, for the 2020/2021 school year CBE administration will commence collection of data and evidence to demonstrate compliance and identify areas for growth within the organization. Monitoring of the revised policy will commence in the 2021-2022 school year.

### 4 | Financial Impact

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The proposed Reasonable Interpretation and Indicators related to each Operational Expectation Policy statement addressed in this report will have a financial impact to the organization. These costs, in human and material resources, will be incurred through the process of revising data collection methods as well as the development and utilizing of communication strategies and messages to inform impacted stakeholders of the changes.

## 5 | Implementation Consequences

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The development of Reasonable Interpretation and Indicators related to amended Operational Expectations Policy provides the Board with better oversight in relation to instructional programming within the CBE and the relationship between the instructional programming and the costs of delivering education programs. The Board will be better positioned to understand and assess the quality of programs as well as monitoring the cost effectiveness of programs, including any supplementary programs. The opportunity to revise and develop new indicators allows for the collection of data that presents evidence of compliance and of strengths and areas for growth within the instructional programming provided in the CBE.

Completion of the Reasonable Interpretation and Indicators also ensures that the CBE is compliant with Ministerial Order #16/2020, and specifically directive 1(b)(i).

## 6 | Conclusion

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This report contains the proposed Reasonable Interpretations and Indicators related to the amended Operational Expectations: OE 3 – Instructional Program. Approval of the Reasonable Interpretations and Indicators will allow CBE administration to begin collecting data that is aligned with the amended Operational Expectation policy. This data will be considered as evidence related to specific policy statements in the monitoring reports for th Operational Expectation and will assist the Board in determining compliance with its stated expectations. If these proposed Reasonable Interpretations and Indicators are approved, it is anticipated that monitoring reports related to the amended Operational Expectations Policies would be presented to the Board of Trustees for their determination of compliance commencing with the 2021/2022 school year.



CHRISTOPHER USIH  
CHIEF SUPERINTENDENT OF SCHOOLS

### ATTACHMENTS

Attachment I: OE-3: Instructional Program

### GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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



**OPERATIONAL EXPECTATIONS****OE-3E: Instructional Program  
Reasonable Interpretation and Indicators**

**Monitoring Method:** Board Self-assessment  
**Monitoring Frequency:** Annually

The Board of Trustees believes that providing high quality programming for all students is essential for student success, as defined in the Results. The Board believes that each student should have access to educational programming without financial barriers.

**Interpretation |**

Education programming at the CBE is flexible and responsive and is designed to support high levels of achievement consistent with the Board's Results policies.

The Chief Superintendent interprets:

- *high quality programming* to mean intentionally planned learning opportunities that provide students the opportunity to participate, plan, progress and achieve Results outcomes;
- *educational programming* to mean an identified set of learning opportunities that relate to achieving the learning outcomes as identified in the Alberta Education authorized programs of study; and
- *without financial barriers* to mean the cost does not deny access of an individual student to an instructional program and the activities contained therein.

**The Chief Superintendent shall:**

- 3.1 Plan for and provide rigorous, relevant and high quality programming opportunities that consider the educational needs of students, the choices of students and families and the long-term fiscal and operational capacity of the organization.

**Interpretation |**

The Chief Superintendent shall ensure each student has access to flexible and responsive learning that is engaging and meaningful and

that best meet their educational needs through a variety of instructional programs. When planning for programming, the Chief Superintendent will balance the provision of programs and the associated costs in a fiscally sound and responsible manner.

The Chief Superintendent interprets:

- *plan for* to mean intentional identification of learning strategies and supports to achieve specific student learning outcomes;
- *rigorous* to mean opportunities that are academically, intellectually and personally challenging within the context of the Three-Year Education Plan;
- *relevant* to mean curriculum-aligned learning opportunities that are meaningful to the student;
- *high quality programming* to mean intentionally planned learning opportunities that provide students the opportunity to participate, plan, progress and achieve Results outcomes;
- *educational needs* to mean those educational supports and services an individual student may require in order to progress in their learning;
- *fiscal capacity* to mean the use of resources for student programming and support within the budgetary constraints of the CBE; and
- *operational capacity* to mean the ability of the CBE to utilize available resources efficiently and effectively.

### **Indicators |**

1. Of the 10% random samples within divisions, 100% of School Development Plans will identify specific instructional strategies and/or actions to address student Results.
2. School Development Plans provide evidence that local measures result in program changes at the school level such as changes in practice, changes in focus, or changes in measures of improvement.
3. Student learning opportunities expand as the age and developmental ability of students increases.
4. Area Learning Team referrals demonstrate principals access system wide supports and services to support student achievement and wellness.

5. No student is denied access to (whole class) off-site activities connected to the program of studies due to an inability to pay.

3.2 Ensure that the instructional programming is regularly evaluated for long-term effectiveness, efficiency and economy and is modified as necessary or warranted.

### **Interpretation |**

Chief Superintendent ensures all instructional programs in the CBE are regularly monitored using research informed and evidence-based methods for evaluation.

The Chief Superintendent interprets:

- *instructional programming* to mean an identified set of learning opportunities that relate to achieving the learning outcomes as identified in the Alberta Education authorized programs of study;
- *evaluated for long-term effectiveness* to mean the regular use of data to determine whether the supports and services produce the intended Results priorities over time;
- *evaluated for long-term efficiency* to mean the resources dedicated to programs, over time, generate the maximum outcome possible;
- *evaluated for long-term economy* to mean programs will achieve the desired outcomes, over time, at the least costly alternatives that support realization of the intended Results priorities; and
- *modified as necessary or warranted* to mean where evidence indicates change or modification is warranted that changes may be made.

### **Indicators |**

1. An annual report of the evaluations undertaken shows that programming changes or modifications are being made when the evaluation process indicates the need to do so.

3.3 Ensure that no program emphasizes a particular religion, notwithstanding the *Education Act* definition of alternative programs.

**Interpretation |**

As a public education system, the Calgary Board of Education will not promote the views of specific religions.

The Chief Superintendent interprets

- *program* to mean an instructional program based on the outcomes identified in the Alberta Programs of Study.

**Indicators |**

1. An internal review confirms that no CBE program emphasizes a particular religion.
2. No proven allegation of non-compliance with AR 3067: Religion in Education.

3.4 Provide safe and reliable transportation services that consider the learning needs of students, the choices of families, and the long-term fiscal and operational capacity of the organization.

**Interpretation |**

The Chief Superintendent is responsible for providing safe and reliable transportation services that meets the CBE’s legal obligations and that balances the services required to support education programming choices with the associated costs in a fiscally sound and responsible manner.

The Chief Superintendent interprets:

- *transportation services* to mean companies contracted by the CBE to provide transportation to and from school for students including public transit;

- *safe* to mean precautions are taken to protect students from harm while travelling to and from school in vehicles provided by the contracted transportation services;
- *reliable* to mean routes are completed timely and consistently unless prohibited by circumstances beyond the carrier control;
- *long-term fiscal and operational capacity* to mean the development of a sustainable plan affordable over a period of time within the allocated resources considering the bounds of legislation and generally accepted accounting principles; and
- *operational capacity* to mean the ability of the CBE to provide programs and services within the funding provided and revenue collected.

#### **Indicators |**

1. 100 per cent of school bus stops and zones follow the Alberta Education Route Assessment criteria.
2. Mechanisms are in place to administer penalties to contracted carriers for instances of unreliability such as tardiness or absence.
3. Transportation services provided by the CBE balance the cost of providing the service with the grants received from the province and revenue generated through fees.

Approved: ~~October 10, 2017~~

## Operational Expectations

### OE-3 – Instructional Program

The Board of Trustees believes that providing high quality programming for all students is essential for student success, as defined in the Results. The Board believes that each student should have access to educational programming without financial barriers.

#### Interpretation |

Education programming at the CBE is flexible and responsive and is designed to support high levels of achievement consistent with the Board's Results policies.

#### The Chief Superintendent interprets:

- *high quality programming* to mean intentionally planned learning opportunities that provide students the opportunity to participate, plan, progress and achieve Results outcomes;
- *educational programming* to mean an identified set of learning opportunities that relate to achieving the learning outcomes as identified in the Alberta Education authorized programs of study; and
- *without financial barriers* to mean the cost does not deny access of an individual student to an instructional program and the activities contained therein.

3.1 Plan for and provide rigorous, relevant and high quality programming opportunities that consider the educational needs of students, the choices of students and families and the long-term fiscal and operational capacity of the organization.

#### Interpretation |

The Chief Superintendent shall ensure each student has access to flexible and responsive learning that is engaging and meaningful and that best meet their educational needs through a variety of instructional programs. When planning for programming, the Chief Superintendent will balance the provision of programs and the associated costs in a fiscally sound and responsible manner.

#### The Chief Superintendent interprets:

- *plan for* to mean intentional identification of learning strategies and supports to achieve specific student learning outcomes;
- *rigorous* to mean opportunities that are academically, intellectually and personally challenging within the context of the Three-Year Education Plan;
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- *high quality programming* to mean intentionally planned learning opportunities that provide students the opportunity to participate, plan, progress and achieve Results outcomes;
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#### Indicators |

1. Of the 10% random samples within divisions, 100% of School Development Plans will identify specific instructional strategies and/or actions to address student Results.
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4. Area Learning Team referrals demonstrate principals access system wide supports and services to support student achievement and wellness.
5. No student is denied access to (whole class) off-site activities connected to the program of studies due to an inability to pay.

3.2 Ensure that the instructional programming is regularly evaluated for long-term effectiveness, efficiency and economy and modified as necessary or warranted.

#### Interpretation |

Chief Superintendent ensures all instructional programs in the CBE are regularly monitored using research informed and evidence-based methods for evaluation.

#### The Chief Superintendent interprets:

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#### Indicators |

1. An annual report of the evaluations undertaken shows that programming changes or modifications are being made when the evaluation process indicates the need to do so.

3.3 Ensure that no program emphasizes a particular religion, notwithstanding the *Education Act* definition of alternative programs.

## Interpretation |

As a public education system, the Calgary Board of Education will not promote the views of specific religions.

The Chief Superintendent interprets:

- *program* to mean an instructional program based on the outcomes identified in the Alberta Programs of Study.

## Indicators |

1. An internal review confirms that no CBE program emphasizes a particular religion.
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Interpretation|

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## report to Board of Trustees

### Financial Status of Reserves and Designated Funds at August 31, 2020

Date	November 10, 2020
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih, 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)	Ed Sutlic, Director, Corporate Finance Tanya Scanga, Manager, Corporate Planning & Reporting

#### 1 | Recommendation

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It is recommended:

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

#### 2 | Issue

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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

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Each spring the Calgary Board of Education (CBE) prepares operating and capital budgets for the following fiscal year. Quarterly and annual reports are presented to the Board of Trustees to provide updates on the status of the results of financial activity. These results are compared to the approved operating and capital budgets to meet the monitoring requirements of OE 5: Financial Planning.

When the year-end actual financial results are known, funds are transferred in to or out of reserves in order to fund a deficit or to reserve the use of a surplus for a future period. The Board has approved terms and conditions for various operating and capital reserves which include conditions for additions and withdrawals that are subject to Board approval consistent with OE 5: Financial Planning.

The CBE has previously permitted unspent budgeted funds pertaining to one-time programs to be carried forward for use in the following year. Carried forward funds are approved annual by superintendents. These are referred to as Designated Funds.

On January 7, 2020, the Board of Trustees approved the 2019-20 fall update budget which included the planned use of \$18.8 million from operating reserves and \$5.5 million from capital reserves. The use of reserves was identified to balance the operating deficit and to fund projects that were incomplete as at August 31, 2019 and continuing into 2019-20.

In the third quarter budget variance report, prior year adjustments reflect changes to the reserve balances resulting from transactions in the previous fiscal year. Administration had anticipated draws from operating reserves of \$17.6 million and revised the anticipated use of capital reserves to \$13.8 million from capital reserves. The third quarter forecast was also used as a basis for establishing the reserves available to balance the 2020-21 budget.

If the proposed transfers are approved, the operating reserves balance at August 31, 2020 of \$41.5 million (3% of total fiscal 2019-20 expenditures) is available to fund future operations. (Attachment I).

### 4 | Analysis

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The following provides details to support all requests for operating and capital reserve transfers for the year ended August 31, 2020 (Attachment I).

#### **Restricted Reserves**

##### EducationMatters flow-through fund

The CBE is required to consolidate the financial results of EducationMatters<sup>1</sup> 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, 2019	Transfers in / (out)	Aug 31, 2020
\$ 1,960,000	\$ 129,000	\$ 2,089,000

### 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 superintendent approval, for use in the following year. If not approved, these expenditures would need to be funded from 2020-21 resources.

Sept 1, 2019	Transfers in / (out)	Aug 31, 2020
\$ 6,846,000	\$ 5,159,000	\$ 12,005,000

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).

The \$5.2 million transfer in represents an increase in school carryforwards (\$4.4 million) and service unit carryforwards (\$0.8 million). This increase establishes a cumulative carryforward of \$9.4 million in school carryforwards and \$2.6 million in service unit carryforwards.

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

## Available for use reserves

### Fiscal Stability Reserve

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

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

\$12.4 million is recommended for transfer to the reserve. 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, 2019	Transfers in / (out)	Aug 31, 2020
\$ 25,160,000	\$ 12,387,000	\$37,547,000

## Capital Reserves

### Building Reserves

The sale of the Erlton building to the City of Calgary resulted in a return of funds to the building reserve as instructed by the Government of Alberta in compliance with Section 10 (3) of *Disposition of Property Regulation, A.R 86/2019*.

Sept 1, 2019	Transfers in / (out)	Aug 31, 2020
\$ 16,899,000	\$ 489,000	\$17,388,000

### Other Capital Reserves

Other Capital Reserves includes the carry forward of unspent budgeted funds from the previous year as well as other specific capital reserves established such as 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 same guidelines for both operating and capital are used to determine which requests are considered appropriate for carryforward (Attachment II).

Sept 1, 2019	Transfers in / (out)	Aug 31, 2020
\$11,149,000	\$ 5,006,000	\$ 16,155,000

## 5 | Financial Impact

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### ***The Statement of Operations for the Year Ended August 31, 2020***

For the year ended Aug. 31, 2020, the CBE's unrestricted surplus is expected to be \$nil, after accounting for the reserve provision requests identified in this report.

The complete Financial Statements with the signed Audit Report will be presented to the Board of Trustees in November 2020 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 2019-20 year-end Audited Financial Statements and this disclosure will be consistent with previous Board of Trustees motions.

## 6 | Conclusion

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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, 2020, with a request for consideration and approval of the Reserve transfers by the Board of Trustees in connection with the 2019-20 operating and capital budgets and associated financial results for the Calgary Board of Education, as required by OE 5: Financial Planning.



CHRISTOPHER USIH  
CHIEF SUPERINTENDENT OF SCHOOLS

### ATTACHMENTS

Attachment I: 2019-20 Statement of Total Reserves and Designated Funds  
Attachment II: Guidelines for carryforward requests

## **GLOSSARY – Developed by the Board of Trustees**

Board: Board of Trustees

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

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

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

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



## Attachment I – 2019-20 Statement of Total Reserves and Designated Funds

### 2019-20 PROPOSED USE OF OPERATING RESERVES (in \$ thousands)

Description	Reserve balance Aug 31, 2019	Prior Period Adjustments (5)	Adjusted balance Sep 1, 2019	2019-20 Fall Update planned use of reserves <sup>(1)</sup>	2019-20 proposed use of reserves	Reserves balance Aug. 31, 2020	Anticipated 2020-21 use of reserves <sup>(4)</sup>
<b>Accumulated operating reserves</b>							
<i>Available for use reserves</i>							
Fiscal stabilization reserve	24,352	807	25,160	(11,953)	12,387	37,547	(2,716)
<i>Restricted reserves</i>							
EducationMatters flow-through funds <sup>(2)</sup>	1,960		1,960	-	129	2,089	-
Changes in accounting policy reserve	(10,164)		(10,164)	-		(10,164)	-
<b>Total operating reserves</b>	<b>16,149</b>	<b>807</b>	<b>16,956</b>	<b>(11,953)</b>	<b>12,516</b>	<b>29,472</b>	<b>(2,716)</b>
<b>Designated operating reserves</b>							
School decentralized budgets	5,068		5,068	(5,068)	4,368	9,436	-
Instructional and service unit initiatives	1,778		1,778	(1,778)	792	2,569	-
<b>Total designated funds</b>	<b>6,846</b>		<b>6,846</b>	<b>(6,846)</b>	<b>5,159</b>	<b>12,005</b>	<b>-</b>
<b>Total operating reserves and designated funds</b>	<b>22,995</b>	<b>807</b>	<b>23,802</b>	<b>(18,799)</b>	<b>17,675</b>	<b>41,477</b>	<b>(2,716)</b>
<b>Capital reserves</b>							
Building reserve	9,019	7,880	16,899	-	489	17,388	-
Other capital reserves <sup>(3)</sup>	6,070	5,079	11,149	(5,478)	5,006	16,155	-
Plant, operations and maintenance asset replacement	798		798	-		798	-
<b>Total capital reserves</b>	<b>15,887</b>	<b>12,959</b>	<b>28,846</b>	<b>(5,478)</b>	<b>5,495</b>	<b>34,342</b>	<b>-</b>
<b>Total reserves</b>	<b>38,882</b>	<b>13,766</b>	<b>52,648</b>	<b>(24,277)</b>	<b>23,171</b>	<b>75,818</b>	<b>(2,716)</b>

(1) Approved by the Board of Trustees on January 7, 2020.

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

(3) Includes designated capital funds of \$10.5 million (2019 - \$5.5 million) carried forward for projects that were in progress and will continue into 2020-21.

(4) Anticipated use of reserves in 2020-21 includes amounts approved in the 2020-21 budget on May 26, 2020.

(5) Prior year adjustments reflect revisions to the reserve balances resulting from discussions with Alberta Education and CBE external auditors.

Operating reserves: Increase of \$0.8 million mainly due to adjustments in board-funded asset additions in the previous year.

Capital reserves: Increase of \$7.9M due to the allocation of one-time \$9.8 million capital grant from Alberta Infrastructure towards board-funded capital assets. \$5.1 million related to landscaping and solar power project needed to be added back to Capital Reserves as they were pre-emptively removed last year.

## **Attachment II: GUIDELINES FOR CARRYFORWARD REQUEST**

- 1) The amount requested is for project expenditures not otherwise incorporated in the 2019-20 operating and capital budgets and are directly related and critical to the success of the Three-Year Education Plan.
- 2) The initial funding for the project has been specifically approved by superintendents' team or the Capital Budget Council.
- 3) The project is already underway as evidenced by outstanding purchase orders or a work order.
- 4) All service unit carryforward requests will be presented to superintendents' team for approval or rejection.





report to  
Board of Trustees

Governance Culture 3E(2): Ward Boundary Review

Date	November 10, 2020
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trustee Marilyn Dennis, Chair, Board of Trustees
Purpose	Decision
Governance Policy Reference	GC-3: Board Job Description
Resource Person(s)	Patricia Minor, Corporate Secretary

## 1 | Recommendation

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It is recommended:

- THAT the Board of Trustees amend Governance Culture 3: Board Job Description policy to include the addition of GC-3E(2): Ward Boundary Review, Attachment 1 to this report.

## 2 | Issue

---

The *Education Act* (the “Act”) came into force September 1, 2019. Section 76 of the Act allows for school divisions to have a bylaw that provides for the nomination and election of trustees by wards and determine the boundaries for the wards. A board is required to establish, implement and make publicly available a policy respecting the considerations and process used by the board to determine ward structures.



The Board of Trustees (“Board”) wishes to establish ward boundaries for the purpose of trustee elections and in support of Board structure to carry out its work, and therefore needs to adopt a policy on ward boundary review for The Calgary Board Education.

### 3 | Background

---

The *Education Act* came into force September 1, 2019. The Act permits school divisions to create bylaws that provide for the nomination and election of trustees by wards and determine the boundaries for the wards. Pursuant to Section 76(4) a board is required to establish, implement and make publicly available a policy respecting the considerations and process used by the board to determine ward structures.

### 4 | Analysis

---

The draft ward boundary review process, Attachment I to this report, addresses the legislative requirements for the Board to establish, implement and make publicly available a policy respecting the considerations and process used by the board to determine ward structures.

The Board of Trustees adheres to the Coherent Governance model. Governance Culture Policy 3 (GC-3) outlines the Board’s job description. The Ward Boundary Review will become part of GC-3 as an Exhibit and named GC-3E(2).

### 5 | Implementation Consequences

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The draft process provides guidelines and procedures for the Board when establishing electoral ward boundaries. The Board will require support from administration to prepare ward boundary proposals and determine the manner in which the ward boundary review will be conducted. This engages staff from Planning, Land and Transportation, Communications and Community Engagement, Legal Services and Corporate Secretary’s Office.

### 6 | Conclusion

---

The Board is required to establish and implement a process to determine ward structure pursuant to section 76(4) of the Education Act. The attached process, which will form part of the Board’s Governance Culture Policy GC 3: Board Job Description, supports the Board’s compliance with the new legislation and provides a well defined process for the establishment of ward boundaries for the

purpose of trustee elections and in support of Board structure to carry out its work.

#### ATTACHMENTS

Attachment I: GC-3E(2): Ward Boundary Review

Board of Trustees'  
Governance Policy

## GOVERNANCE CULTURE

### GC-3E(2): The Calgary Board of Education Ward Boundary Review

**Monitoring Method:** Board Self-assessment

**Monitoring Frequency:** Annually

The Board of Trustees of The Calgary Board of Education (Board) purpose is to represent, lead and serve the organization's owners, the citizens of Calgary. The Board holds itself accountable to the owners by committing to act in the best interest of The Calgary Board of Education (CBE) and by ensuring that all Board and organization action is consistent with law and the Board's policies.

Pursuant to the *Education Act*, the Board of Trustees is authorized to establish ward boundaries for the purpose of trustee elections and in support of Board structure to carry out its work.

#### Definitions

Ward: is a geographic area determined by a school division for election purposes, based on population.

#### Guidelines and Procedures

1. **Criteria:** When establishing electoral ward boundaries, the Board of Trustees may consider the following, including but not limited to:
  - a) Alignment with the City of Calgary: The Calgary Board of Education trustee ward boundary review is to align trustee wards with the City of Calgary municipal wards save and except lands within the City of Calgary boundary that have not yet been annexed to The Calgary Board of Education jurisdictional boundary;
  - b) Communities of Interest: wherever possible, all efforts will be made to ensure communities of common interest or with shared geographic interest are kept within the same ward;
  - c) Geographical Features: wherever possible, ward boundaries will be readily identifiable to the public by using both natural and human-made geographical features including significant topography and major highways;
  - d) Least Number of Changes: to provide stability in elected representation, ward boundary proposals should include the fewest changes possible to achieve the desired results;
  - e) Contiguous Wards: all portions of a ward are physically connected insofar as possible;

- f) Financial: it is incumbent upon all public sector organizations to ensure that available financial resources are distributed and used in the most efficient and effective manner possible, proportional to the population of the school division.

2. **Responsibilities**

a) The Board will:

- i) advise Administration of any recommendations or changes that are desired to the ward boundaries;
- ii) direct Administration to conduct a ward boundary review and prepare boundary proposals for the Board's consideration;
- iii) decide on the manner in which the ward boundary review will be conducted;
- iv) provide direction on the proposals and recommendations presented by Administration;
- v) decide upon and adopt any changes to the ward boundaries by passing the required bylaw no later than December in the year prior to a general school authority election.

b) Administration will:

- i) work closely with internal and external stakeholders to understand the impact of any changes to the ward boundaries;
- ii) present to the Board the ward boundary proposals;
- iii) bring forward a bylaw to the Board to adopt the ward boundary changes;
- iv) implement the approved ward boundaries.

Approved:

## report to Board of Trustees

### Revision to the Schedule of Regular Meetings

Date	November 10, 2020
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Patricia Minor Corporate Secretary
Purpose	Decision
Governance Policy Reference	Governance Culture GC-2: Governing Commitments GC-6: Annual Work Plan

#### 1 | Recommendation

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- THAT the Board of Trustees approves revision to the Schedule of Regular Meetings, to:
  1. add a public meeting to be held on Wednesday, November 25, 2020 commencing at 12:00 p.m., in the Multipurpose Room at 1221 - 8 Street SW, Calgary, Alberta

#### 2 | Background

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On June 16, 2020, at the Board of Trustees Meeting, the Board approved the Schedule of Regular Meetings for September 2020 to June 2021. It has been brought to the Board's attention that it would be beneficial to revise the Schedule of Regular Meetings in order that Board business can be dealt with in a timely manner.

Attachment I: Schedule of Regular Meetings – revision in tracked changes





**BOARD OF TRUSTEES  
SCHEDULE OF REGULAR MEETINGS  
SEPTEMBER 2020 TO JUNE 2021**

held at the Education Centre, 1221 – 8 Street SW, Calgary, Alberta

PUBLIC AGENDAS 12:00 p.m. to 4:30 p.m. Multipurpose Room	PRIVATE AGENDAS 12:00 p.m. to 4:30 p.m. Room T224
September 15, 2020	
September 29, 2020	
October 13, 2020	
October 27, 2020	
November 10, 2020	November 19, 2020
November 24, 2020	
<u>November 25, 2020</u>	
December 8, 2020	December 15, 2020
January 12, 2021	
January 26, 2021	
February 9, 2021	
February 23, 2021	
March 9, 2021	
March 23, 2021	
April 13, 2021	
April 27, 2021	
May 11, 2021	
May 25, 2021	
June 15, 2021	
June 22, 2021	

(Organizational Meeting of the Board of Trustees – Tentatively October 27, 2020)

**report to  
Board of Trustees**

**Chief Superintendent's Update**

Date	November 10, 2020
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Information
Governance Policy Reference	OE-2: Learning Environment/Treatment of Students OE-3: Instructional Program OE-5: Financial Planning

## 1 | Recommendation

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

## 2 | Issue

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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.





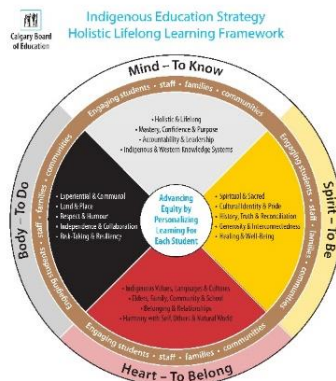
OE-3: Instructional Program states that "providing high quality programming for all students is essential for student success, as defined in the Results". With other reports submitted to the Board of Trustees, this update meets the requirement of OE-3 in planning for and providing challenging, relevant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

OE-5: Finances states that "prudent financial planning and management are essential for student success and public confidence". With other reports submitted to the Board of Trustees, this update meets the requirement of OE-5 in focusing on student learning, incorporating key assumptions and presenting information that furthers understanding of the use of resources.

### 3 | Timely Information

#### Organizational Effectiveness & Service Transformation | Indigenous Education Strategy Holistic Lifelong Learning Framework

After a year of Indigenous Elder and Knowledge Keeper engagement and design based on Indigenous knowledge systems, student voice and wise practice/research, the Indigenous Education Holistic Lifelong Learning framework is ready to be shared and applied to the work that will follow in relation to improving achievement and well-being for Indigenous students while supporting all students and staff. The Calgary Board of Education is proud to have a framework that began with Indigenous ways on knowing, being and doing which will work alongside our Three-Year Education Plan.



To begin sharing the strategy framework across the organization, a professional learning session was offered on October 30<sup>th</sup> during the system non-instruction day. The Chief Superintendent, members of the Indigenous Education Team, and other system and school leaders will continue to work closely with the CBE Elder Advisory Council to expand on each of the four domains: Spirit, Heart, Body & Mind. The Holistic Lifelong Learning framework is a living process that will change over time. Elder Clarence Wolfleg has taught us that "We need to walk, not run. This will help us to pay attention and learn from everything along the way." As we move forward we will be guided by the teachings of Elder Clarence and others.

## Strategic Allocation of Resources to Support Student Needs | Comprehensive Support to Core Schools

A strategic focus of the Indigenous Education Strategy over the next three years is to provide in-school comprehensive support to 17 core schools across all divisions. Core schools have been selected in consultation with education directors and based on a number of factors including: total number of Indigenous students, location and feeder school, and achievement data. Each core school has been assigned a school-based Indigenous Education strategist and the home base of all Indigenous Education diversity and learning support advisors (DLSAs) has moved from Areas to one of the core schools. The strategist and DLSA will be working in partnership with core schools to establish a holistic collaborative response focused on improving achievement and well-being for Indigenous students and will positively impact all students. Schools with high enrolments of Indigenous students who are not a core school will be receiving other holistic supports through the Indigenous Education Team specialists and DLSAs via the Area Learning Team model and referral for support.

Area	Schools	Grades
1	Bowcroft	K-6
2	Catherine Nichols Gunn	K-6
	Sir John A. Macdonald	7-9
	James Fowler (shared with JGD)	10-12
	John G. Diefenbaker (shared with JF)	10-12
3	Niitsitapi Learning Centre	K-2
	Piitoayis Family	K-6
	Valley View	K-5
	Ernest Morrow	6-9
	Ian Bazalgette	6-9
	Forest Lawn	10-12
	Jack James	10-12
4	Falconridge	K-6
	Terry Fox	7-9
6	Cedarbrae	K-6
	John Ware (shared with HWW)	7-9
	Henry Wise Wood (shared with JW)	10-12

While Covid-19 Re-Entry planning and response has been the priority of all CBE schools since the beginning of the school year, the Indigenous Education Team has been working closely with the strategists and DLSAs through the establishment of a Professional Learning Network (PLN). To date four PLNs have been facilitated to begin establishing a holistic collaborative response focused on the four domains: Spirit, Heart, Body & Mind. Strategists and DLSAs

have been connecting with Indigenous students and families, capturing Indigenous student and family voice, learning about and supporting school-based supports, and looking at school-based data and evidence. The PLN on October 23 also included school principals and education directors to enhance the use of the School Support Model to further collaboration, shared decision-making, transparency and accountability to improve Indigenous student achievement and well-being.

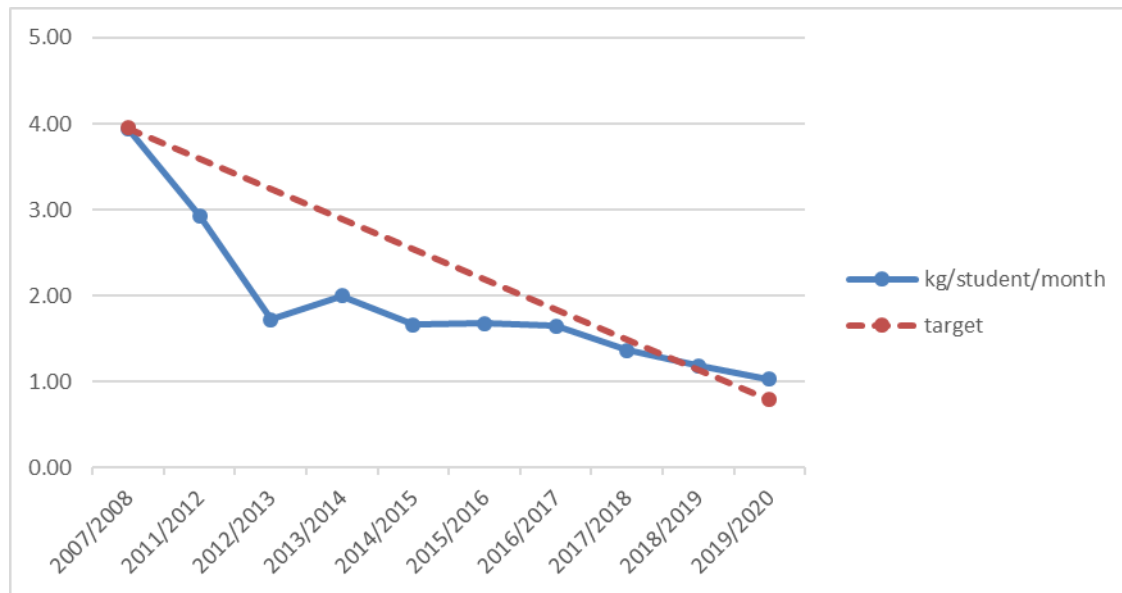
### **Strategic Allocation of Resources to Support Student Needs | CBE Waste Reduction Strategy Update**

The CBE Sustainability Framework provides a set of milestones for the year 2020. One of the listed targets is to reduce waste to landfill by 80% by 2020 from 2007/2008 levels.

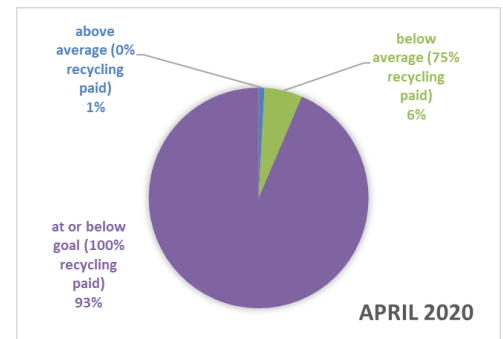
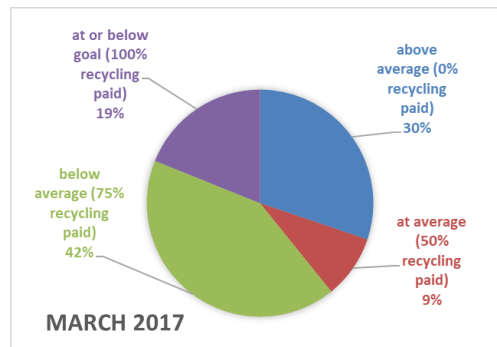
The CBE has worked to reduce waste to landfill through various school based and system initiatives, including:

- Providing consistent equipment and signage to schools for them to manage their waste in four streams (recyclable, refundable, organics, landfill);
- Using Archibus to report out waste generation numbers to schools. Provided manually to schools since April 2017, the first automated reports were sent in February 2020;
- Continuing to migrate waste data to the Archibus database to allow for easier data analysis, tracking and reporting out to schools;
- Working with schools that are at or above their waste generation target to reduce their waste generation and waste service levels;
- Ensuring 100% participation in the organics collection program;
- Updating waste and recycling best practices and creating a standard; and
- Providing waste and recycling education to schools to help increase knowledge and participation.

For the 2019/2020 school year, the CBE average waste generation by weight is 1.04 kg per student, per month. This is a reduction of 74% from 2007/08 levels by weight. Not only does this benefit the environment, it also equates to approximately \$225,000 in annual savings. Waste generation includes all waste destined for landfill. The following graph shows waste reduction by weight:



Individual schools have worked hard to achieve the waste reduction goal for their school; those that do are rewarded with a recycling credit. The pie charts below highlight the important increase in the number of schools receiving the recycling credit thanks to their efforts:



CBE schools have made tremendous strides in reducing waste to landfill, reducing their carbon footprint and maintaining compliance with the City of Calgary Waste and Recycling By-law. This continued commitment to the environment models yet another behaviour that students will need in contributing to a sustainable future.

### Achievement & Well-Being | Amplify Project

The Amplify! Project is a collaboration between Instrumental Music Students from six CBE High Schools and Timepoint Ensemble. This project grew out of the considerable constraints that music classes have been under during COVID. These constraints have highlighted teacher and student desires to build capacity in utilizing online platforms to assist the development of virtual ensemble performance and production skills. With multiple entry points, the Amplify! Project inspires music programs to connect to expert musicians and Canadian composers emphasizing the interconnectedness of creative and technological

skills. Students and teachers alike are further developing their innovative, creative, and collaborative capacities. This project is made possible through the generous support of Mobility Quotient and Education Matters in collaboration with the Complementary Curriculum team within the School Improvement Service Unit.



**CHRISTOPHER USIH**  
**CHIEF SUPERINTENDENT OF SCHOOLS**

**GLOSSARY – Developed by the Board of Trustees**

Board: Board of Trustees

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

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

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

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

