

public agenda

Regular Meeting of the Board of Trustees

April 6, 2021
12:00 p.m.

Microsoft Teams
Calgary, AB

R-1: Mission |

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

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

Time	Topic	Who	Policy Ref	Attachment
12:00 p.m.	1 Call to Order, National Anthem and Welcome			
	2 Consideration/Approval of Agenda		GC-2	
	3 Awards and Recognitions		GC-3	
	4 Results Focus			
	5 Operational Expectations			
	5.1 OE-2: Learning Environment/ Treatment of Students – Annual Monitoring	C. Usih	B/CSR-5, OE-2, 7	Page 5-1
	6 Public Comment [PDF]		GC-3.2	
	Requirements as outlined in Board Meeting Procedures			
	7 Matters Reserved for Board Information			
	7.1 Budget Assumptions Report 2021-22	B. Grundy	OE-5, 7	Page 7-1
8 Matters Reserved for Board Decision	Board	GC-3		
8.1 Trustee Remuneration Committee Report	Board	GC-2E, 5E	Page 8-1	
8.2 Minutes of the Regular Meeting held February 23, 2021	Board	GC-2	L'td distrib'n Page 8-10	

Time	Topic	Who	Policy Ref	Attachment
	9 Consent Agenda	Board	GC-2.6	
	9.1 Items Provided for Board Decision			
	9.1.1 Meeting Minutes			L'td distrib'n
	<ul style="list-style-type: none"> ▪ Regular Meeting held February 9, 2021 ▪ Regular Meeting held March 9, 2021 			Page 9-1 Page 9-7
	<i>(THAT the Board approves the minutes of the Regular Meetings held February 9, 2021 and March 9, 2021)</i>			
	9.1.2 Revision to the Schedule of Regular Meetings			Page 9-17
	<i>(THAT the Board approves the revisions as submitted)</i>			
	9.2 Items Provided for Board Information		OE-8	
	9.2.1 Chief Superintendent's Update			Page 9-19
	9.2.2 Correspondence			Page 9-25
	10 In-Camera Session			
4:30 p.m.	11 Adjournment			
	Debrief	Trustees	GC-2.3	

Notice |

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

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

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

OE-2: Learning Environment/Treatment of Students

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 2: Learning Environment/Treatment of Students, 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: March 29, 2021

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 2: Learning Environment/Treatment of Students, 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-2: Learning Environment/Treatment of Students

Executive Summary

The Board of Trustees believes 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.

This Operational Expectation establishes the Board of Trustees values and expectations for the Calgary Board of Education's work in providing learning environments that support student success.

The Chief Superintendent's reasonable interpretation and indicators for OE 2: Learning Environment/Treatment of Students were approved on October 10, 2017. The Board of Trustees last monitored OE 2 on April 7, 2020. This report includes data available from the 2019-2020 school year and contains evidence to support the following findings:

Policy Statement	Indicator	Finding
2.1	2.1.1	Compliant
2.1	2.1.2	Non-compliant
2.1	2.1.3	Compliant
2.1	2.1.4	Compliant
2.1	2.1.5	Compliant
2.1	2.1.6	Compliant
2.1	2.1.7	Compliant



OE-2: Learning Environment/Treatment of Students

The Board of Trustees believes 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.

Board-approved Interpretation

It is crucial that a learning environment is created and sustained that enables students to participate fully in their learning.

The Chief Superintendent interprets:

- *learning environment* to mean those situations when students are engaged in instruction and activities related to Alberta Education’s Programs of Study and where students are supervised by Calgary Board of Education employees. Learning environments include approved off-site activities.
- *safe* to mean a learning environment that is free from potential harm to students and their well-being.
- *respectful* to mean a learning environment that is caring and where students feel they are treated fairly.
- *conducive to effective learning* to mean a learning environment that provides the conditions and encouragement necessary for students to achieve at the level appropriate to them. In this learning environment students are engaged in their learning and are challenged to stretch and grow.

The Chief Superintendent shall:

2.1	Provide safe and positive learning conditions for each student that foster a sense of belonging and a respect for diversity.	Compliant
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Board-approved Interpretation

OE-2: Learning Environment/Treatment of Students

CBE is responsible for creating a learning environment where students are welcomed and appreciated as unique individuals.

The Chief Superintendent interprets:

- *positive learning conditions* to mean circumstances and environments that are encouraging, supportive, stimulating and engaging.
- *sense of belonging* to mean that students know and understand that their participation in and contributions to learning are welcomed.
- *respect for diversity* to mean acceptance and inclusion of individuals exhibiting the full range of human characteristics and abilities (uniqueness within humanity).

Board-approved Indicators and Evidence of Compliance |

1. A clearly defined, system wide student code of conduct is implemented and reviewed annually.	Compliant
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The organization is compliant with this indicator.

Evidence statement

For the 2019-2020 school year, 100% of principals confirmed they had shared the Student Code of Conduct with students, staff and parents at the beginning of the school year. The Student Code of Conduct was reviewed in the 2019-2020 school year through a survey of professional staff working within schools. Staff surveyed included Resource teachers and school administrators taking on the role of resource. School Improvement had a 41.1% response rate. Of those who responded, 88% reported that all stakeholders access Administrative Regulation 6005 – Student Code of Conduct through the school website. Of those surveyed, 75% of the staff believe examples of acceptable and unacceptable behaviour were clearly outlined. The majority of respondents (87%) found the Student Code of Conduct outlines potential considerations and responses to unacceptable student behaviour. Utilization of the Student Code of Conduct happens as part of debriefs of specific incidents within the school. Staff address the Student Code of Conduct in a variety of ways:

- review of at the beginning of the school year;
- classroom discussions;
- individual discussions with students;



OE-2: Learning Environment/Treatment of Students

- student presentations;
- a common presentation for use; and
- integration into academic tasks.

2. 100% of schools complied with Administrative Regulation 3021 – School Emergency Practices and Procedures.	Not Compliant
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The organization is noncompliant with this indicator.

Evidence statement

For the 2019-2020 school year, the ability for schools to complete emergency practices such as fire drills and lockdowns was impacted by the transition to online learning March 16, 2020. Calgary Fire and Calgary Police lifted the need for scheduled fire and lockdown drills until in-person learning resumed. Students did not return to in-person learning until September 2020. Prior to the transition to online learning, data collection revealed that the new approach of automated emails reminding principals to ensure fire drills and lockdowns were completed was unsuccessful. Two schools missed the requirement to perform a fire drill prior to the end of September, 10 schools missed the requirement to perform three fire drills prior to December 15 and 63 schools missed the December lockdown drill requirement. Included as an attachment to this report is a capacity building section to indicate steps that will be taken to improve performance regarding the practice of emergency response drills.

3. The percentage of student responses indicating agreement with the safe and caring suite of questions from the Calgary Board of Education Annual Safe and Caring Schools result, as determined by Alberta Education's Accountability Pillar Survey will be maintained (plus or minus 2 percentage points).	Compliant
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The organization is compliant with this indicator.

Evidence statement

OE-2: Learning Environment/Treatment of Students

In February 2020, of the thousands of students, parents and teachers who responded to the provincial Accountability Pillar Survey, 88.8% agreed or strongly agreed that students are safe in school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school. Within that overall percentage, 82.7% of student responses indicated agreement with the safe and caring suite of questions from The Calgary Board of Education Annual Safe and Caring Schools result. This is within the ± 2 percentage points range of the previous year's result.

4. Principals confirm that each volunteer has security clearance prior to beginning their volunteer service.	Compliant
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The organization is compliant with this indicator.

Evidence statement

For the 2019-2020 school year, 100% of principals all volunteers in their school were confirmed as passing the security clearance requirements before beginning their volunteer service. One response was clear to celebrate the office staff as they are integral to ensuring schools are compliant. Once schools transitioned to online learning in March 2020, volunteers did not participate in schools.

5. Low recidivism for students having involvement with the CBE Attendance Team.	Compliant
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The organization is compliant with this indicator.

Evidence statement

Direct contact with the Attendance Team, was defined as either a hearing of the provincial Attendance Board or a parent meeting held at the student's school with an Attendance Counsellor. In addition to direct contact with students and their parents, the Attendance team had 432 consults with schools in relation to specific students and 107 general consults with schools regarding attendance policy and procedures.

OE-2: Learning Environment/Treatment of Students

CBE is using a recidivism percentage that includes students who have continued to experience attendance concerns based on Alberta Education's chronic absenteeism threshold of 10% or greater absenteeism. Recidivism was calculated based on 2019/2020 data of students involved in direct contact with the Attendance Team. This number of student involved in direct contact with the Attendance Team decreased due to the transition to online learning in March 2020, and the direction from Alberta Education to mark all students as present for the remainder of the 2019-2020 school year due to COVID-19. While in direct contact with the Attendance Team, there was a recidivism rate of 40%. The Attendance Board cancelled all Attendance Board hearings between March and June 2020.

6. Principals confirm that transitions between schools for students with Individual Program Plans have been supported through planning meetings and identified plans.	Compliant
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The organization is compliant with this indicator.

Evidence statement

Communication amongst schools is one factor that ensure students are supported through planning meetings and identified plans when a student with an Individual Program Plan transitions to another school. For the 2019-2020 school year, 100% of principals confirmed that intentional transition plans were in place for these students. During the transition to online learning due to COVID, schools made every effort possible to support students in the transition to online learning. In some cases, this meant:

- realigning teaching assignments to support students individually or in small groups;
- when education assistants were available, ensuring students were able to connect with them where possible;
- ensuring consistent sequencing of courses with average hours of work for students each week;
- prioritization of core curriculum;
- ensuring Individual Program Plans were up to date as of the start of the pandemic;
- continuation of provisions in the Individual Program Plan and supports within the online learning environment;
- D2L shells focusing on physical activity and social emotional learning;
- providing short term and longer term resources to parents and students;
- provision of activities and ideas for division levels;



OE-2: Learning Environment/Treatment of Students

- providing as many computers as possible including sharing the resources offered through Lifeline by Lending Laptops and Alberta Computers for Schools and to Metis students through The Rupertsland Institute;
- provision of G Suite and Brightspace technical support for students and parents;
- provision of assessment and learning guidelines for ongoing learning;
- gathering and generating resources to assist teachers with students;
- facilitating professional development for teachers in online delivery and pedagogical best practices for basic facilitation of online student learning;
- continued support from Alberta Mental Health therapists offering sessions and support via telephone with provision of resources for isolation and continuance of psychiatry;

7. Principals confirm all requests for the establishment of student organizations promoting welcoming, caring respectful and safe learning environments are supported.	Compliant
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The organization is compliant with this indicator.

Evidence statement

For the 2019-2020 school year, 100% of the principals who had requests for the establishment of GSAs or other student organizations to promote welcoming, caring, respectful and safe learning environments were supported. There were 131 schools who noted that no students had requested the establishment of a GSA specifically, but there were other clubs and student organizations within the school that promoted a positive and inclusive school learning environment.

Evidence demonstrates 6 of the 7 indicators in subsection 1 are in compliance.



OE-2: Learning Environment/Treatment of Students

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.



attachment | OE-2: Learning Environment/Treatment of Students

Capacity Building

2.1.2 100% of schools complied with Administrative Regulation 3021 – School Emergency Practices and Procedures.

CBE will transition to having drill reporting forms completed through Archibus effective September 2021. Principals will receive drill notification reminders two (2) weeks sooner than previously with Education Directors included in the final notices to principals to ensure compliance or to justify operational issues preventing compliance. Education Directors will require principals to produce a schedule of fire and lockdown drills at the outset of the school year identifying dates drills will be conducted. Archibus is being adjusted to allow Education Directors the ability to easily view on demand compliance reports for schools in their Areas.

April 13, 2021

**report to
Board of Trustees**

Budget Assumptions Report 2021-22

Date	April 6, 2021
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Information
Originator	Brad Grundy Superintendent, Chief Financial Officer, Corporate Treasurer
Governance Policy Reference	Operational Expectations OE-5: Financial Planning
Resource Person(s)	Superintendents' Team Finance & Technology Services staff Communications staff

1 | Recommendation

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



2 | Issue

Operational Expectation 5: Financial Planning, clause 5.2 requires the Chief Superintendent to develop budget-planning assumptions.

The Chief Superintendent interprets the budget-planning assumptions to include key principles and variables, both controllable and non-controllable, which will drive budget decisions. The Budget Assumptions Report will reflect the Board's values and identifies critical and relevant factors impacting the development and balancing of the budget.

This Budget Assumption Report (BAR) has been prepared in the absence of the funding profile from Alberta Education. Accordingly, information contained in this report is subject to change once that information is received. The Board has requested the BAR be presented at a public Board meeting on April 6, 2021. In order to fulfill staffing at schools, the CBE will continue with resource deployment to schools via the RAM based on the assumptions contained within this report. Subsequent to the Board's review of the report, the intention would be to provide the RAM plan to schools on April 8, 2021.

3 | Conclusion

The attached report on budget assumptions accomplishes the above-noted provision and interpretation and is submitted for consideration by the Board of Trustees.



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

An attachment is a document that can stand alone and is not required to understand the rest of the original report. When numbering attachments, use Attachment Numbering Style.

Attachment I: Budget Assumptions Report 2021-22

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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

Budget Assumptions Report 2021-22

Success – Safety – Sustainability



learning | as unique | as every student

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



**Calgary Board
of Education**

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Introduction

The Budget Assumptions Report (BAR) is a high-level report that sets out the:

- operating context of the CBE;
- financial and operating assumptions that will be incorporated into the CBE budget to be considered by the Board of Trustees on or about May 18, 2021;
- strategies to deliver public education within allocated provincial funding; and
- risks involved in the CBE balancing strategies;

Note: This BAR has been prepared in the absence of the final confirmation letter for funding from Alberta Education. Accordingly, information contained in this report is subject to change once confirmation is received, which is expected by the end of March 2021.

Organizational Summary

The CBE's work is guided by its Three-Year Education Plan that connects each employee to creating an environment and commitment to student achievement and well-being. In addition, the CBE's 2021-22 budget will be informed by the Board of Trustee priorities set out in the Chief Superintendent's Summative Evaluation.

Mission

The Board of Trustees' mission for the CBE is: "Each student, in keeping with their individual abilities and gifts, will complete high school with a foundation of learning necessary to thrive in life, work and continued learning."

The CBE considers each individual student and their learning requirements while balancing all student needs against available financial and other resources.

Values

Administration's CBE budget preparation is guided by CBE values:

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

Guiding Framework

- The CBE's work is guided by its Three-Year Education Plan that guides the work and connects each CBE employee to the mission, values and outcome: Student Achievement and Well-being.
- The CBE is focused on student achievement and well-being, building professional capital, engaging stakeholders and stewarding resources. Taken together, the CBE believes these areas of focus allow for the provision of a high-quality public education for all CBE students.

Executive Summary

The Calgary Board of Education heads into the 2021-22 school year with a renewed sense of optimism. Rather than simply return to its pre-pandemic state, the CBE will enable even greater levels of student achievement and well-being by building a *more coherent, more sustainable, and more equitable* school system.

The assumptions and strategies considered in this Budget Assumptions Report enable the CBE to move forward to its intended future state.

Coherence:

The 2021-22 school year will be the second year using the provincial government's new funding and assurance framework. The framework brings increased certainty to the CBE's budget development process by moderating changes in enrolment.

The CBE's fiscal picture will come into sharper focus by March 31, 2021, which is when Alberta Education has committed to providing individual funding profiles to school jurisdictions.

Sustainability:

The CBE continues to align the cost of its operations to the funding provided through Alberta Education's funding framework. The goal is a sustainable approach that allows CBE to balance its budget without relying on one-time funding or resources for the ongoing delivery of programs, services and supports.

This BAR addresses some of the challenges facing the CBE for 2021-22 and beyond.

Looking forward, the CBE notes that provincial public education funding is forecasted to remain flat for the remainder of government's term irrespective of enrolment growth and therefore will be thoughtful regarding new or increased programming, services or supports.

While funding is expected to be comparable to prior years, the CBE faces the pressure of opening five new schools in the next several years and increased enrolment. New schools and more students bring added costs.

The funding CBE receives to support a growing system will need to stretch further. The CBE will be challenged to think differently and find new ways of delivering programs, services, and supports within the dollars we receive.

Equity

Within the CBE, equity means that each student, irrespective of personal circumstance, has an equal opportunity to achieve. In support of that overarching objective, the CBE is engaged in a multi-year process to introduce a robust equity index-based approach to resource allocation that considers a range of variables that have been statistically determined to be predictors of student achievement in CBE.

For parents, the CBE is committed to ensuring fees remain as reasonable and affordable as practicable, consistent with the good or service being provided. The CBE believes that careful fee management is important at a time when many families are facing financial hardship.

The CBE has established an internal fees committee with the express mandate of carefully managing school and system based fees in a responsible manner. As part of its work, the committee will seek and consider public input. As well, the CBE's "no student will be denied access to their public education by an inability to pay a fee" approach continues. This approach means that where necessary, fees can be waived in support of student access to public education.

Safety

Whether it's about fostering safe and caring learning and working environments, ensuring that all health measures are followed in schools during a pandemic, safe transportation to school, ensuring our buildings are safe and well-maintained, enhancing student and staff well-being or tackling racism, equity or bullying, the safety of students and staff must always be our first priority. Students and staff will not achieve success without feeling safe in their schools or workplaces.

Historical Operating Results and Financial Position

Highlights of the CBE's historical financial results and financial position are an integral consideration for assessing the strategies needed to deliver programs and services to its students next year and into the future ([Appendix III: Historical Student, Staff and Schools Data](#), [Appendix IV: Reserves Balances](#)).

With the assumption of 2021-22 provincial operating funding being at least the same as 2020-21, the CBE's financial health trends experienced at prior year end and in the quarterly updates continue to be positive, subject to risks that may occur as outlined in this report. In short, the CBE remains financially healthy as it heads into 2021-22.

Additional financial information can be found under on the CBE website at: <https://www.cbe.ab.ca/about-us/budget-and-finance/Pages/default.aspx>

Assumptions

I. General Assumptions

The CBE's budget assumes:

- Maximize dollars to the classroom by redirecting or reallocating resources as necessary.
- Sufficient budget resources will be available to allow the CBE to meet health, safety, legal compliance or critical infrastructure needs.
- CBE programs, services, supports and operations will be scaled to the amount of Alberta Education funding without recourse to one-time sources of revenue such as operating and capital reserves.
- Families and students, informed by the ongoing pandemic, will make program choices that may vary from those made in the prior year. The nature of those choices is difficult to predict at this time.
- The CBE will maintain the systems and processes that allow the CBE to attract, train, retain, and pay employees.
- The CBE's budget will comply with the new and evolving Alberta Education budget and reporting guidelines.
- The budget will incorporate an allocation to address COVID-19 related cost pressures. Administration will seek Board of Trustees and Ministerial approval to fund these one-time, non-program costs from operating reserves.
- Subject to the minimum reserve levels set out in Operational Expectations 1 and 5, the dollars received for 2021-22 are spent on students who are enrolled in CBE schools for the 2021-22 school year.
- As directed by the Board of Trustees, and subject to operational realities, the CBE will endeavour to have the ability to replenish operating reserves to a minimum of three per cent of prior year operating expenses exclusive of external block expenditures.
- The CBE will ensure that fees charged for programs and services are compliant with the Education Act and related regulations, and are a direct cost pass-through of the related goods or services provided.
- In accordance with a motion passed by the Board of Trustees, the CBE will balance the student transportation program within the total of Alberta Education transportation funding and related fee revenue.
- Service units will support the Board of Trustees and their governance needs through the service unit's base operating budgets. Additional dollars have not been provided to support this work nor is that work funded from a transfer from the Board of Trustees' budget.

II. General Assumptions — Revenue

Alberta Education will fund the CBE as follows:

- The funding framework will allocate funding based on the three-year Weighted Moving Average (WMA) enrolment of school authorities.
- Funding provided through the base instruction component does not allocate funding for specific students or schools. The WMA enrolment funding calculation is used to determine funding for the Early Childhood Services (ECS) to Grade 12 instructional activities of the entire school jurisdiction.

Other revenue assumptions are:

- The CBE will calculate provincial funding using the Alberta Education WMA funding formula provided based on projected 2021-22 enrolment, actual 2020-21 enrolment, and actual 2019-20 enrolment.
- The CBE's budget will be based upon a moderate projection of student enrolment which shows a modest 238 student increase from 2020-21 projections.
- The CBE intends to defer revenue related to the funds provided for the 2020-21 school year due to the excess of projected enrolment over actual enrolment. Approval for this treatment will be sought from the Board of Trustees as well as the Ministry, in the absence of guidance from Alberta Education that prohibits such reporting treatment.
- Fees for the 2021-22 school year will comply with the guidance and direction set out in the Education Act and related regulations.
- Fees will be implemented with regard to the economic circumstances within Calgary at the time the budget is finalized and considering the direct cost of the goods or services provided.
- All revenue from Alberta Education related to transportation will continue to be fully applied to the cost of this service. By Board motion the CBE will provide transportation services that align within the total of Alberta Education funding and related fees.
- The CBE will apply Alberta Education targeted/restricted funding for the specified purpose (e.g. Transportation, Operations and Maintenance, Infrastructure Maintenance Renewal, Capital Maintenance and Renewal, and System Administration).
- Opportunities to grow non-Alberta Education revenue (exclusive of student fees) will be explored where it is consistent with the CBE's vision and values.
- The CBE will continue to receive \$1 per year per facility lease with charter schools as determined by Alberta Education.
- The CBE will continue to participate in the Joint Use Agreement framework with the City of Calgary and the Calgary Separate School District respecting land and schools.
- Revenue from the sale of CBE-owned properties, if any, will be added to capital reserves and applied to upgrade and modernize facilities to support student learning.
- Investment returns, if any, will be directed to enhancing student outcomes.
- The province has indicated there is no additional budget allocation for education. As such, CBE is anticipating flat revenue over the next two years with no material change based on additional students or new schools.

III. Specific Assumptions for 2021-22 — Revenue

Provincial Budget and Impacts

On Feb. 25, 2021, the provincial budget was released. However, individual school jurisdictions were not provided their respective funding profiles. Alberta Education staff have communicated that school jurisdiction funding profiles would be available no later than March 31, 2021.

The Minister of Education announced that jurisdictions would receive at least the same operating funding for 2021-22 as was received for 2020-21. This is primarily facilitated by a one-time inclusion of COVID Mitigation funding to assist jurisdictions that experienced lower than projected enrolment for the 2020-21 school year as a direct result of the pandemic. Total provincial COVID Mitigation funding available is \$130 million.

With the exception of this one-time funding, the mechanism of the WMA funding model is expected to remain consistent in its second year of application as the method of distributing provincial funding to school jurisdictions. Other funding changes expected in funding allocated to the CBE for 2021-22 include a 50 per cent reduction in bridge funding — used to transition to the new funding framework — to \$8 million from the current \$16 million.

The CBE also anticipates that the System Administration allocation will remain at the same dollar amount as for 2020-21. System administration was capped at 3.15 per cent of Alberta Education funding for 2020-21 and that percentage is expected to decline slightly into 2021-22.

Other funding sources that continue to be under review within the Ministry are a provincial reallocation of \$40 million previously designated for increased Operations and Maintenance that is expected to be re-purposed for Specialized Learning Supports. Indications are that this funding will be directed towards Program Unit Funding (PUF).

Pending Alberta Education decisions related to the Student Transportation Task Force, transportation funding is expected to remain at 2020-21 levels. The CBE remains committed to ensuring that transportation spending is balanced to provincial funding and transportation fee revenue collected. Further, the Infrastructure Maintenance Renewal (IMR) and Capital Maintenance and Renewal (CMR) funding are also under review.

The Budget Report to be presented in late May 2021 will reflect information received from Alberta Education up to that point in time.

School Utilization Rates

Individual school utilization rates are directly linked to the amount of operating and maintenance funding that is attracted to the CBE thereby ensuring that CBE schools can provide safe, healthy and welcoming learning environments free from learning hindrances.

The current school utilization rate target at the system level is above 85 per cent. This to align with the value that maximizes provincial operating and maintenance funding. The CBE will actively manage school utilization rates through re-designation, consolidation, and closure where prudent to ensure these rates maximize the amount of operating and maintenance funding while and in so doing, enhancing the program variety and richness these schools can offer students.

IV. General Assumptions — Expenses

Expense assumptions are:

- The budget will ensure that the CBE is able to comply with all conditions within provincial legislation and collective agreements including general wage increases (where applicable), employee salary grid movement and benefits changes.
- The CBE will follow the province's lead on future negotiations with its unions and associations that cover 98 per cent of all CBE staff¹;
- The CBE will continue to evaluate the ongoing financial, programming and operational viability of school sites and recommend re-designation, consolidation or closure to the Board of Trustees where and when appropriate; closure decisions remain the sole responsibility of the Board of Trustees
- While Alberta Education has changed the funding model and will maintain funding consistent with prior year levels, the CBE continues to experience non-discretionary cost increases (such as for contractual obligations), which have been reflected in the expense projections;
- Administrative costs will be funded by a targeted system administration grant and CBE expenditures will remain at or below the allotted amount provided by the government;
- The CBE will continue to work with the provincial government and other school jurisdictions to identify cost savings strategies where opportunities exist (e.g. the recently announced province-wide review of public sector procurement);
- Salaries and benefits will continue to experience planned grid movement, except for the Chief Superintendent and Superintendents' salaries which are frozen with no grid movement;
- Trustee salaries, frozen since 2014 remain the same as prior year; and
- Programs for non-mandated students, such as international students and adults learners, will be run on a full cost recovery basis.

¹ The provincial ATA, the two Staff Association collective agreements and the Canadian Union of Public Employees agreement have expired Aug. 31, 2020. The Trades agreement will expire on Aug. 31 2021.

V. Specific Assumptions for 2021-22 — Expenses

School Budget Allocations — an Equitable Approach

The Resource Allocation Method (RAM) is the means for CBE to allocate schools budget to resource their individual schools.

In Spring 2020-21, the RAM allocated \$832.6 million to over 250 schools. Based on the assumptions noted within this document and without a jurisdictional funding profile, the CBE estimates that a minimum of \$834 million would be allocated to the schools in the Spring 2021-22 Budget with a balanced budget.

Note that this is subject to potentially significant changes once the funding profiles are released at the end of March 2021.

In 2019-20, CBE administration undertook an analysis of the model utilized to allocate funds to school related to student need. Specifically, significant work was done around the development of an Equity Index that would leverage the student, school, and census variables available to prioritize funding.

Now in Phase 2, further analysis has taken place resulting in recommendations for adjustments to the Base funding, Equity Index, and a Criterion Based Response Fund. These three categories are key mechanisms for allocation to ensure reliable, equitable and responsive funding in schools.

Online Learning

In order to provide ongoing and sustainable access to the delivery of online instruction of the regular program, the CBE will provide access for Grades 1-12 under the umbrella of CBe-learn. This means that Hub online learning connected to community schools will be discontinued.

Families who wish to access a full time online learning program can access the regular program via registering as a full time student of CBe-learn. All other programming will be provided through an in-person learning environment in designated schools.

Program Unit Funding (PUF)

In 2020-21, Alberta Education changed the structure, eligibility criteria and grant allotment for PUF, resulting in a per-student reduction for the majority of PUF funded children attending Early Development Centres (EDC), which support pre-school children who have been identified with severe delays/disabilities.

The CBE adjusted EDC programming to match the funds received in 2020-21. In the budget announcement on Feb. 25, 2021, the Minister of Education announced a \$40 million dollar redirection of funding that would be made available to school authorities and made reference to being included in the Specialized Learning Supports grant.

Pending the announcement of the manner in which funds are allocated, it is assumed that CBE would receive a share of funding from this total amount.

Indigenous Education

The CBE has developed together with the Elders Advisory Council, the Indigenous Holistic Lifelong Learning Framework. This framework is an important next step in supporting the well-being, learning, and achievement of students who self-identify as Indigenous, as well as non-Indigenous students.

The central team providing direct service to schools and in the provision of foundational professional learning for all staff in CBE reflects a commitment of just under \$3.4 million. The focus and shift of the Indigenous Education team in 2020-21 means that 17 schools with a higher percentage of Indigenous students are directly linked and connected to learning strategists.

Based on staff FTEs assigned in school RAMs, the total cost of staffing connected to serving the needs of Indigenous students is \$9.5 million.

Moving into the 2021-22 school year, the Indigenous Framework model will continue to provide direct links and professional learning for all staff.

Full Day Kindergarten

In the 2020-21 school year, sixteen schools maintained full day kindergarten programming serving just under 500 of almost 6,800 kindergarten students. This was at a cost of approximately \$1.7 million.

The CBE will continue full day kindergarten in 2021-22. The application of the program evaluation framework will be an important next step to support the determination of the manner in which supports and services are provided to kindergarten students for maximum impact.

CBE CARES (Collaboration on Anti-Racism, Equity Supports)

The CBE will continue with the CBE CARES initiative. This initiative, introduced in June 2020, serves to advance equity, anti-racism and inclusion within the CBE. Every student should have the opportunity to succeed personally and academically regardless of background, identity or personal circumstances.

Pending the receipt of the final report from the initiative lead, [Dr. Marie Delorme](#), the CBE will address recommendations resulting from the Advisory Group meetings and parent and staff listening sessions conducted in 2020-21.

More information on this important initiative can be found at <https://www.cbe.ab.ca/about-us/school-culture-and-environment/Pages/anti-racism-and-equity.aspx>.

Mathematics and Literacy

Mathematics and literacy central supports remain largely consistent with the current school year, with adjustments made to support ongoing professional learning and in preparation for new curriculum implementation.

Student Well Being

Student well being focus will remain consistent with the current school year, through central supports, with continued work and investment in gathering student voice through a range of methods to support priorities.

Transportation

The transportation portfolio will be balanced without transfer from other CBE budget sources as required by Board direction.

Additionally, flexible non-instructional days that were available to school administrators in previous school years will be converted to system-determined non-instructional days. This measure will reduce transportation expenditures.

Lastly, during the 2021-22 school year the CBE will determine next steps in regards to furthering the assessment of early dismissal days and how these might be adjusted to realize additional transportation savings.

VI. Reserve Assumptions

The Minister of Education has final authority on the deployment of reserves and therefore these assumptions are subject to ultimate approval by both the Minister.

- The budget will be based on the assumption that the CBE will end the 2020-21 school year with operating reserves of approximately \$41.0 million and \$24.3 million in capital reserves²;
- The CBE believes that operating reserves of up to 3 per cent of the prior year's total expenditures exclusive of the external block provide sufficient fiscal capability to address the majority of the most likely operating risks;
- Use of operating and capital reserves requires the prior approval of the Board of Trustees and, ultimately, the Minister of Education;
- With an eye towards longer-term sustainability, the CBE does not intend to use CBE operating and capital reserves to balance operations, except to pay for continuing COVID costs that may be incurred subject to the revenue assumption that these will not be funded by senior levels of government; and
- Given the anticipated continuation of new school construction, the CBE will retain operational reserves to fully support the commissioning of approved new schools. Based on historical activity, the CBE spends approximately \$1.5 - \$2 million to commission an elementary school, \$2 - \$3 million for a middle school and \$6.5 - \$7.5 million for a high school.

VII. Capital Assumptions

The CBE appreciates that the provincial government is funding increased enrolment and is building the school facilities necessary to accommodate this growth. While good news for students, families and communities, each new school announcement requires the CBE to find additional funds beyond those provided by the province for furniture, fixtures and equipment. These commissioning costs include preparing the learning environment with learning resources, specialty equipment and technology. Other costs are related to the staff time (principals, assistant principals, learning leaders, administrative assistants, etc.) required to engage with the new school communities and make pre-opening curricular decisions.

Based on this experience, the upcoming five new schools will require additional resources in the upcoming years. A request has been made to the Minister of Education to use \$308,000 of capital reserves, with the recognition that ultimately up to \$14.3 million may be required between now and 2023-24.

The budget will include an investment in board-funded capital to support the maintenance of systems and learning spaces as well as the replacement of vehicles, equipment and technology hardware.

² As of second quarter forecast 2020-21

Risks

Operational Risks

The operational risks set out below reflect those events that are most likely to impact on CBE operation during the 2021-22 school year. The table below sets out the inherent (unmitigated) risks. In all cases the CBE has control processes and mechanisms in place to manage the inherent risk down to an acceptable level. It is possible, however, that a risk or combination of risks could impact operations in a way that exceeds expectations.

Risk	What does this mean?	Likelihood of Risk	Consequence of Risk
Unanticipated increase in the deferred maintenance backlog.	Unforeseen equipment failures could require unplanned resource reallocation.	Moderate	Moderate
Resources may not be available to adequately maintain service unit operations in a growing system.	Work and project delays and or terminated, slower response time, less support and services for schools.	Moderate	Low
Some costs increase at a rate beyond that assumed in the budget development process.	Reprioritizing initiatives and support, mid-year.	Low	Low
Economic factors in the commercial environment place upward pressure on long term contractual commitments.	Pressure on fixed funding provided for System Administration costs. The current funding model does not indicate support for any inflation costs.	Low	Low
Funding adjustments imposed by Alberta Education occur after the commencement of the school year.	Large scale personnel, programming and service planning is involved in the budget process. With unplanned, mid-year funding reductions, adjustments are required.	Low	High
Costs in a growing system may increase faster than Provincial funding provided.	With a lag and holding everything equal, this would mean that the same number of teachers are available to teach more students, resulting in an increase to average class size. A \$20 million increase or decrease to school-based funding creates a 1 student change to average class size.	Low	High
Funding is not provided for 'Status-to-be-confirmed' refugee students.	Funding is only provided for students that have confirmed refugee status. Government funding may be delayed or not provided to all refugee students. CBE continues to internally fund all students regardless of status.	High	Low
Costs associated with new school openings will not be covered under the funding model.	Five new schools are planned to open between 2022 and 2024. Commissioning costs is funded internally. This includes but not limited to: whiteboards, sports equipment, in class technology and landscaping around schools.	High	Moderate
Costs associated with pandemic requirements for school operations.	O&M expenses may increase, thereby reducing resources to attend to facility maintenance.	High	High

Financial and Operational Compliance Risks

Risk	What does this mean?	Likelihood of Risk	Consequence of Risk
The cost of addressing unanticipated events exceeds available operating and capital reserve balances.	Reserves available will not be enough to cover unforeseen events, CBE will need to reprioritize initiatives and supports mid-year.	Low	Low
Public expectation for public education exceeds capacity of the CBE to provide within allocated funding levels.	Additional communication will be required to enhance community understanding of financial and qualitative implications with new fiscal environment.	Moderate	Moderate

Staffing and Contractual Risks

Risk	What does this mean?	Likelihood of Risk	Consequence of Risk
ATA and SA collective agreements expired August 2020.	Changes will have financial and administrative impacts on the system. Subject to negotiation.	Moderate	High
Retirements, resignations and replacements occur at higher than assumed rates.	Higher than projected attrition from key positions in schools and service units.	Moderate	Moderate

Conclusion

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

While constrained, the CBE is confident that our decisions are directed in the best interests of student achievement and well being by maximizing dollars directed to the classroom.

The CBE, working with students, families, stakeholders, and Alberta Education, will continue to provide the best public education programs and supports possible within the financial resources made available.

To maximize student learning, the CBE continues to evaluate resources, programs and services across the organization. These budget assumptions support learning for students next year and within CBE funding expectations.

The CBE will continue to be constrained by growing enrolment, ongoing inflationary pressures, aging of facilities, and the challenge of containing the demand for central services and supports with fixed funding in a growing system.

CBE's choices will continue to be guided and informed by its values: students come first, learning is our central purpose, and public education serves the common good.

Appendix I: Revenue and Expense Profiles

Revenue

The CBE, like other metro school jurisdictions, typically receives slightly more than 90 per cent of its total funding from Alberta Education. Accordingly, changes up or down to provincial funding levels have significant impacts on programs, services, and supports.

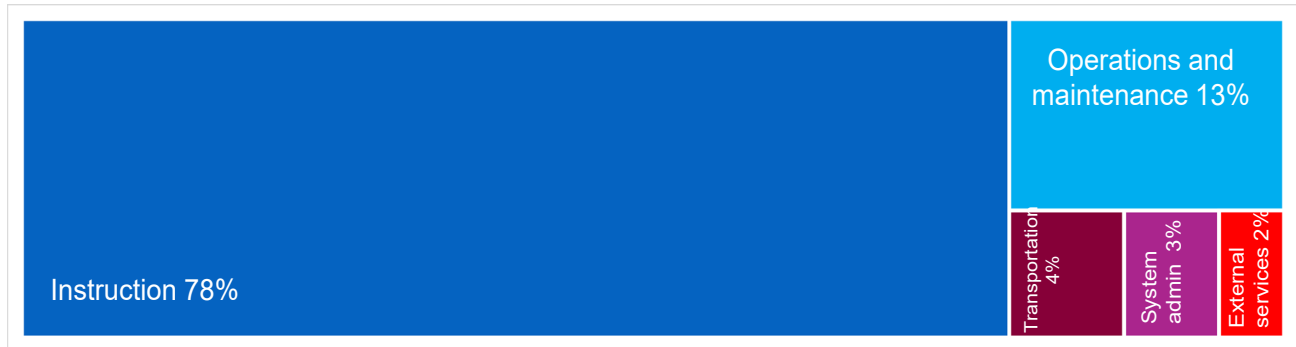


Expenditure

Expenditures are classified into two categories: Block and Type. The following charts show the same total expenses and different manners to categorize them. As an example, salaries and benefits for a teacher and accounts payable clerk will be recognized as “Salaries and Benefits”. The teacher’s salaries and benefits will be classified as an “Instruction” block and the clerk’s under “System administration”).

Here are the groupings within each of those categories.

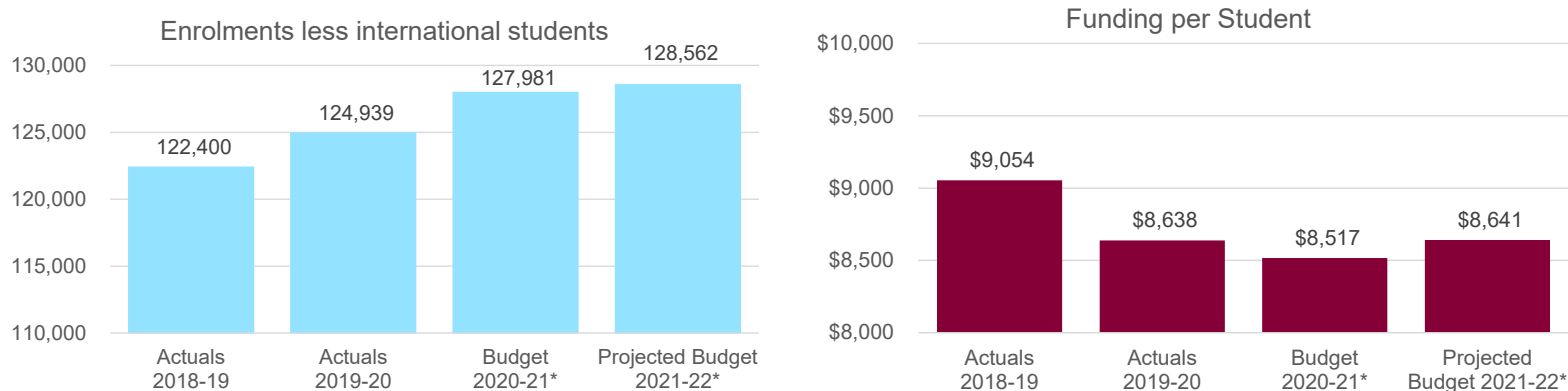
Expenditures by Block



Expenditures by Category



Appendix II: Alberta Education Funding Projection per Student



Note:

The per student funding amounts have been recalculated for years prior to reflect the change in the Funding Manual.

- Projected budget enrolment is accurate as at the time of the provincial budget announcement.
- Enrolment excludes international students.
- For purposes of the calculations in this chart, Alberta Education funding excludes designated funds including: Alberta Teachers Retirement Fund, Infrastructure Maintenance Renewal, Capital Maintenance and Renewal and Transportation.
- As a result of the COVID-19 pandemic, the number of enrolments had significantly decreased compared to the initial 2020-21 projections. The chart below illustrates the difference in funding per student should there be a deferral in revenue from 2020-21, and reflected in 2021-22.

2020-21 School Year Funding per Student		Alberta Education Funding	Enrolment Adjusted Alberta Education Funding (in 000s)
		\$ 1,089,982	\$ 1,070,914
Projected Enrolment	127,981	\$ 8,517	N/A
Actual Enrolment	122,117	\$ 8,926	\$ 8,770

2021-22 School Year Funding per Student		Alberta Education Funding	Enrolment Adjusted Alberta Education Funding (in 000s)
		\$ 1,091,898	\$ 1,110,966
Projected Enrolment	128,562	\$ 8,493	\$ 8,641

Appendix III: Historical Student, Staff and Schools Data

	2019-20	Budget 2020-21	Projected Budget 2021-22
Number of students ^{1,2}	125,809	128,885	129,123
Number of schools			
School	233	236	235
Special Setting	13	13	12
Total	246	249	247
Staffing			
Certificated Staff	6,785	6,544	
Non Certificated Staff	3,356	3,336	
Total	10,142	9,880	
School Based Staff	8,754	8,518	
Non-School Based Staff	1,388	1,361	
Total	10,142	9,880	

Note 1: Totals include international students

Note 2: Planning projection of 40 pre-K students for Budget 2021-22 is not included

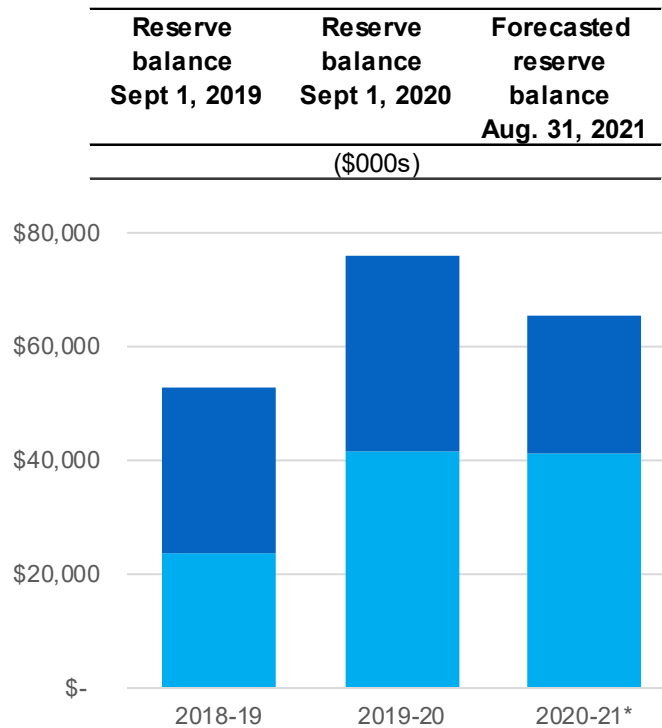
School based staff include but not limited to:

- Custodial Staff
- Education Assistants, School Assistants, ELL Assistants
- Learning Leaders
- Principals & Assistant Principals
- Teachers

Non school based staff include but not limited to:

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

Appendix IV: Reserves Balances



Operating reserves			
Fiscal stabilization reserve	25,160	37,547	49,121
Restricted reserves	(8,204)	(8,075)	(8,075)
Designated operating funds	6,846	12,005	-
Total operating reserves	23,802	41,477	41,046
Capital reserves			
Building reserve	16,899	17,388	17,388
Other capital reserves	11,149	16,155	6,069
Plant, operations and maintenance	798	798	798
Total capital reserves	28,846	34,341	24,255
Total reserves	52,648	75,818	65,300

*Based on Second Quarter Forecast 2020-21

OE:5- Financial Planning, requires CBE to consider the risks and opportunities including sustainability and the ability to replenish operating reserves to a minimum of three per cent of operating expenses.

report to Board of Trustees

Trustee Remuneration Committee Report

Date	April 6, 2021
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trustee Mike Bradshaw, Chair, Trustee Remuneration Committee Trustee Trina Hurdman, Committee Member
Purpose	Decision
Resource Person(s)	Trustee Remuneration Committee Members Patricia Minor, Corporate Secretary
Governance Policy Reference	Governance Culture GC-5E: Trustee Remuneration Committee Terms of Reference GC-2E: Trustee Remuneration

1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves the amendments to the Terms of Reference for the Trustee Remuneration Committee, Attachment I to this report.
- THAT the Board of Trustees approves the amendments to Governance Culture 2E: Trustee Remuneration, Attachment II to this report.

2 | Background

The Board of Trustees' Governance Culture-5E: Committees, Terms of Reference for the Trustee Remuneration Committee identify the purpose of the Committee is:



- To review trustee remuneration, including trustee remuneration levels, taking into consideration budgetary, economic and other relevant factors; and
- To recommend continuation of or changes to Board policy on remuneration.

3 | Analysis

On February 12, 2021 the Trustee Remuneration Committee met to consider and discuss the following:

- The Committee provided feedback on proposed amendments to the Committee's terms of reference including the membership skills matrix;
- The Committee confirmed its support of an amendment to GC-2E: Trustee Remuneration regarding trustee expense reimbursement, to include each trustee be entitled to either a CBE issued cell phone or \$25.00 per month reimbursement for personal cell phone use in recognition of the duty of accessibility outside of regular Board meetings.
- The Committee provided feedback on a process to recruit new external Committee members.

4 | Conclusion

The Committee is supportive of the proposed amendments to its Terms of Reference. The Committee also recommended amendments be made to GC-2E: Trustee Remuneration at this time.

Attachment I: GC-5E - Trustee Remuneration Committee Terms of Reference (proposed revisions)
Attachment II: GC-2E – Trustee Remuneration (proposed revisions)

GOVERNANCE CULTURE**GC-5E: Board Committees Terms of Reference****Monitoring Method: Board Self-assessment****Monitoring Frequency: Annually****Trustee Remuneration Committee****Purpose/Charge:**

The purpose of the Trustee Remuneration Committee (the "Committee") is to assist the Board of Trustees in determining trustee remuneration levels, taking into consideration budgetary, economic and other relevant factors.

Membership:

1. The Committee shall consist of a minimum of five individuals comprised of:
 - two trustees, one of whom will serve as Committee Chair; and
 - a minimum of three individuals external to the Calgary Board of Education and independent of the Calgary Board of Education. The meaning of independence is as defined in National Instrument 52-110 Audit Committees.
2. The external Committee members will be appointed to the Committee by the Board of Trustees based on their expertise in the areas identified in the Committee's skills matrix set out in Appendix I.
3. The term of appointment for the external Committee members shall be for three years, renewable to a maximum of nine years. To ensure continuity of leadership, the expiration terms of the external Committee members will be staggered.
4. Each external Committee member shall serve at the pleasure of the Board of Trustees as a volunteer and will not receive any compensation for their time. The Board of Trustees reserve the right to terminate any Committee appointment.
5. The trustee members, including the Committee Chair, will be appointed annually at the Board of Trustees' Organizational meeting.

Meetings:

1. The Committee will meet regularly, not less than once a year, and may meet at such other times as required by the Committee Chair.
2. The Chair of the Committee shall establish the agendas for meetings, ensure that properly prepared agenda materials are circulated to the members with sufficient time for review prior to the meeting, chair the committee meetings, and be responsible for reporting to the Board of Trustees.
3. A majority of the members of the Committee shall constitute a quorum. One trustee must be present at all Committee meetings.
4. The Corporate Secretary and members of Administration may attend meetings of the Committee, as required.

Reporting Schedule:

1. The Committee Chair or their designate shall report to the Board on matters arising at Committee meetings. The Committee Chair shall report at least annually to the Board of Trustees on the Committee's responsibilities and how it has discharged them.
2. Minutes of all meetings of the Trustee Remuneration Committee shall be provided to the Board of Trustees by the Chair and filed with the Board of Trustees for the corporate record and indicate at least the following information:
 - date and place of meeting;
 - attendees; and
 - record Committee recommendations.

Roles and Responsibilities:

1. The Committee shall have the responsibilities set out in Appendix II as well as any other matters as may be delegated to the Committee by the Board from time to time.
2. The Committee and each of its members shall comply with such additional requirements as may be specified in the *Education Act* and in resolutions of the Board in effect from time to time.

Authority Over Division Resources:

The Committee shall have no authority over The Calgary Board of Education resources; this is the responsibility of the Board of Trustees.

Adopted:

Appendix I
The Calgary Board of Education Board of Trustees
Trustee Remuneration Committee Members Skills Matrix

Trustee Remuneration Committee Members	Board Compensation Experience	Orientation and Education Programs for Board Members	Board Governance Experience	Public Sector/ Not for Profit Experience
Individual Competency Average				
Overall Competencies Average:				

Rating Scale for Skills Matrix Competencies

- 1 – None/low (little to no experience)
- 2 – Basic (limited knowledge)
- 3 – Intermediate (practical understand)
- 4 – Proficient (in depth understanding, applied theory)
- 5 – Expert (significant experience, would be seen as a subject matter expert)

GOVERNANCE CULTURE
GC-5E: Board Committees Terms of Reference**Appendix II**
Trustee Remuneration Committee
Roles and Responsibilities Calendar
√ When Performed

Roles and Responsibilities	Annually
1. Review honoraria for trustees, the Chair and Vice-Chair, set out in GC-2E: Trustee Remuneration policy, and make recommendation(s) to the Board of Trustees for any modifications taking into consideration budgetary, economic and other relevant factors.	√
2. Review health benefits and transportation allowances set out in GC-2E: Trustee Remuneration policy, and make recommendation(s) to the Board of Trustees for any modifications taking into consideration budgetary, economic and other relevant factors.	√
3. Review reimbursable expenses including professional development, meal expense, and other expenses and benefits for trustees set out in GC-2E: Trustee Remuneration policy, and make recommendation(s) to the Board of Trustees for any modifications taking into consideration budgetary, economic and other relevant factors.	√
4. Consider other allowances and benefits, not contained in GC-2E: Trustee Remuneration policy, that may be reasonable for trustees to receive. Make recommendation(s) to the Board of Trustees taking into consideration budgetary, economic and other relevant factors.	√
5. Review trustee retiring allowance set out in GC-2E: Trustee Remuneration policy, and make recommendation(s) to the Board of Trustees for any modifications taking into consideration budgetary, economic and other relevant factors.	√
6. Review the Trustee Remuneration Committee Terms of Reference once every year to ensure its continued relevance and appropriateness, and make recommendation(s) to the Board.	√

Board of Trustees'
Governance Policy

GOVERNANCE CULTURE

GC-2E: Trustee Remuneration

Monitoring Method: Board Self-assessment

Monitoring Frequency: Annually

A. Taxable Honoraria, Benefits and Allowances

1. Effective September 1, 2014, Trustees' honoraria was set at \$45,000 per annum, paid in regular bi-weekly payments.

Effective September 1, 2022, and at the commencement of each fiscal year (September 1) following, Trustees' honoraria will be adjusted according to the most recent three-year rolling average of Statistics Canada annual published Calgary Consumer Price Index (CPI – all items). Trustee honoraria will be paid in regular bi-weekly payments. The annual honoraria provide compensation for all duties, responsibilities and activities required of Trustees.

2. The Chair will receive an additional honorarium in regular bi-weekly payments at the rate of \$10,000 per annum; and the Vice-Chair will receive an additional honorarium in regular bi-weekly payments at the rate of \$5,000 per annum. These honoraria provide compensation for duties, responsibilities and activities required of the Chair and Vice-Chair.
3. In addition to honoraria, each Trustee will receive a taxable benefit package worth 10% of the basic honorarium. The package will include for each Trustee, \$50,000 group life insurance and \$50,000 Accidental Death and Dismemberment coverage which will be paid 100% by the Calgary Board of Education. In lieu of other benefits, each Trustee will receive the remainder of the package (the value of 10% of basic honorarium less the cost of the group life insurance and Accidental Death and Dismemberment premiums) in regular bi-weekly payments.
4. Each Trustee will receive an annual taxable transportation allowance of \$4,100 paid in regular bi-weekly payments. This allowance will compensate for all in-city transportation costs including vehicle expenses, parking, taxis, LRT fares and the like.

B. Reimbursable Expenses

1. In accordance with GC 2.4(a) eEach Trustee will be entitled to be reimbursed from the Board of Trustees' budget for expenses, which are supported by receipts, related to professional

development up to a maximum of \$2,000 per fiscal year of the CBE. This budget is expected to cover the costs of travel, fees and related expenses to attend professional meetings; and the costs of books, journals and similar items that are clearly of a professional development nature.

2. Each Trustee will be entitled to be reimbursed from the Board of Trustees' budget for expenses that are supported by receipts, related to reasonable costs of carrying out assigned Board business or approved representation of the Board at meetings and events in accordance with standard CBE policies.
3. Trustees' expense information will be publicly disclosed on a regular basis.
4. Notwithstanding the requirement to provide receipts for all reimbursable expenses, the following is the maximum that will be reimbursed for any meal expense incurred:

Breakfast:	\$12.00
Lunch:	\$17.00
Dinner:	\$26.00

5. Expenditures for alcohol will not be reimbursed.

C. Other

1. Each Trustee will be entitled to reserved or scramble underground parking at the individual's expense. Each Trustee will be provided office space in the Dr. Carl Safran Centre. Each Trustee will be provided the use of a laptop computer or similar portable electronic device for use in the Board Room, in the Trustee's Office and off site.

2. For the purpose of accessibility, each Trustee will be entitled to either a CBE issued cell phone or \$25.00 per month for personal cell phone use to perform their duties, if the Trustee does not have a CBE issued cell phone. The cell phone subsidy paid for the use of a personal cell phone is deemed to compensate for the reasonable business portion of the costs of ownership and operation of the cell phone and will cover such costs as damage, repair and replacement. Trustees who use a

personal cell phone for conducting CBE business are required to comply with the applicable administrative regulations and practices for personal mobile devices. Trustees will not be reimbursed for the purchase or replacement of cell phones for personal or CBE business uses.

2. At the end of each Trustee's service, such Trustee shall be entitled to a retiring allowance to ease the transition from such service, in accordance with the following schedule:
 - (a) A Trustee whose service ends at the end of his/her first term shall receive a retiring allowance equal to two weeks of Trustees' basic honorarium prevailing at the end of such service per year of service;
 - (b) A Trustee whose service ends following the completion of two or more terms shall receive a retiring allowance equal to one month's honoraria per year of continuous service to a maximum of one-half of the Trustees' basic annual honorarium prevailing at the end of such service; and
 - (c) Notwithstanding a) and b) above, a Trustee who fails to complete the term to which he/she is elected shall not be entitled to a retirement allowance for any portion of that term, except as the Board of Trustees might determine after due consideration of any extenuating circumstances.
3. It should be noted that there is no provision to pay 'meeting honoraria' or 'per diems'; nor is there any provision to reimburse Trustees for any other support of home offices that Trustees may choose to establish as an off-site work place.

Approved: ~~May 26, 2020~~

report to Board of Trustees

Revision to the Schedule of Regular Meetings

Date	April 6, 2021
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

THAT the Board of Trustees approves a revision to the Schedule of Regular Meetings, to:

1. remove the public meeting scheduled for Tuesday April 13, 2021 held by electronic means commencing at 12:00 p.m., in Calgary, Alberta.

2 | Background

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	
November 25, 2020	
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 6, 2021	
April 13, 2021	
April 27, 2021	
May 18, 2021	
May 20, 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	April 6, 2021
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-6: Asset Protection 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-6: Asset Protection states that "the protection of all organizational assets contributes to student learning." With other reports submitted to the Board of Trustees, this update meets the requirement of OE-6 to properly maintain, adequately protect and appropriately use all organizational assets.

OE-9: Facilities states that "learning is optimized in facilities that are safe, clean and properly maintained". 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 | Timely Information

Achievement & Well-being | Student Voice Gathering Sessions

In February and March, Chief Superintendent Usih hosted three Student Voice gathering sessions to listen to elementary, junior/middle, and high school students to learn how they have voice in learning, assessment, and decision making in their schools. These sessions included 25 students in total, representing all areas and divisions.

Common themes were brought forward by all three student groups. Students described the importance of, and their experiences in, welcoming and inclusive communities. They shared they have greater voice when they know they matter, they are safe, valued, comfortable, and empowered.

Having consistent opportunities for **voice** and **choice** in learning was emphasized in all three groups. Specifically,

- Students value consistent and reliable opportunities to speak out about what matters to them in their school communities, whether that is directly to staff and students, through advisory councils, or anonymously. This contributes to their feelings of confidence, worth, and agency.
- Many students articulated that in order to create the ideal learning environment, staff and students must be partners and collaborate towards common goals. One high school student summarized the conversation, saying that including student voice is "really quite simple"— just listen and show us that you have heard what we said.
- Students desire choice in lesson topics and assessments which reflect who they are as learners.



A video compilation of these sessions will be forthcoming to further share the students' reflections and ideas with system leaders.

Achievement & Well-being | Minecraft Education Edition Design Challenge

The CBE has partnered with Microsoft to create a system-wide design challenge hosted in Minecraft: Education Edition. In addition to curricular connections to Science, Math, Social Studies and Language Arts, this project fosters Alberta Education student competencies including problem solving, creativity and collaboration.

Currently, Microsoft is in the process of building a customized virtual representation of downtown Calgary which will be populated with key landmarks, NPCs (non-playable characters) and interactive boards. This content will help K-12 students build foundational understanding and ground them in disciplines of architecture, urban planning and economic development. Students will apply this understanding to prototype a new downtown public space and submit their ideas for review by a panel of City of Calgary experts. Ideas generated by CBE students will be implemented in the physical redesign of this space.

Throughout this process, the CBE team has engaged with the City of Calgary, Calgary Economic Development Agency, Calgary Public Library, Blackfoot Elder Saa'kokoto, as well as numerous CBE specialists, leaders, and teachers. Early access for teachers will be available on CBE's system non-instructional day on April 26 with the formal launch scheduled for October 8, 2021.

Achievement & Well-Being | myBlueprint

myBlueprint is a comprehensive online education and career development tool that allows students to create goals and make informed decisions about their future. The CBE has piloted and previously held a license for schools Grades 10-12. A Request for Proposal (RFP) process was undertaken this spring for an Education & Career Development Tool and CBE is pleased to announce the purchase of a three-year System License for myBlueprint - Grades 7-12.

myBlueprint contains built-in student self-assessments, job-specific compatibility surveys, a course planner allowing students to plan towards graduation requirements, post-secondary planner, financial literacy tool, a comprehensive portfolio tool and more. myBlueprint works on all devices and is integrated with PowerSchool. Ongoing professional learning opportunities will be provided for staff enabling them to leverage the use of technology in learning environments to meet the needs of diverse learners.

Developing our Employees | Design the Shift: ConocoPhillips Innovation Incubator

Design the Shift has become an integrated experience within the CBE. This initiative has historically brought teachers together to engage with local experts

in order to dive deep into Design Thinking so that they might work together to collaborate, plan and implement engaging learning opportunities in schools. This year provided a new and exciting Design Thinking challenge – How might we continue to offer Design the Shift: ConocoPhillips Innovation Incubator to teachers while ensuring we are safely following COVID-19 guidelines? CBE is excited to share that five schools have come together this year to dive deep into unique challenges, coming together to learn more about Design Thinking, all the while connecting virtually with local experts in a range of occupational pathways. Through the support of Education Matters, ConocoPhillips and Specialists from Complementary Curriculum, teachers are striving to further their teaching practice to ensure that students are receiving quality opportunities despite complex circumstances. In late spring 2021, a virtual celebration of learning will be held to highlight and celebrate the work of these school communities. The CBE is excited to shine the spotlight on these school communities and thank CBE’s partners for their continued support.

Strategic Allocation of Resources to Support Student Needs | Grade 9 Holistic Indigenous Student Transition Process

An updated transition process, with companion document, has been developed to holistically support Indigenous students in their transition to high school. Middle/junior high schools with Indigenous students in grade 9 will complete a transition document which will be shared with receiving high schools in the spring (May or June). Part of the transition process also involves the opportunity to join a virtual Indigenous transition gathering on April 30th. The transition process will be shared with all schools in April.

Strategic Allocation of Resources to Support Student Needs | Development of Holistic Collaborative Response to Attendance

A NEW resource has been developed to facilitate a holistic collaborative approach to increase student attendance. This resource highlights the importance of considering holistic approaches to address multi-faceted attendance concerns and provides strategies that support the spirit, heart, body & mind of students, families and schools.

A holistic collaborative response to attendance resource includes a variety of strategies, best practices, exemplars and scripts that can help schools develop and enhance an attendance process. It also includes research for staff to increase their foundational knowledge in understanding the complexity of barriers related to student attendance. This resource has already been shared with and used by the 17 core schools and will be shared with all schools in April.

Strategic Allocation of Resources to Support Student Needs | Indigenous Education Professional Learning

On March 19, the Indigenous Education Team and Elder Saa’kokoto hosted educators and administrators from schools across the district for the second of four Land Based Learning Series offerings.

On March 19, Elder Saa'kokoto led staff and students in traditional Blackfoot teachings and celebration in honour of the Spring Equinox.

The Indigenous Education Team continues to provide professional learning at all leadership cohort sessions. The focus of their sharing is teaching about the Holistic Lifelong Learning Framework with a specific focus on one domain at each meeting. Teachings and resources around that domain are shared as are examples of how various schools are bringing the teachings of that domain to life in their school communities.

Strategic Allocation of Resources to Support Student Needs | Cleaning Industry Management Standards Certification with Honours is granted to the CBE

On March 9, 2021, the International Sanitary Supply Association (ISSA) granted certification to the CBE as a Cleaning Industry Management Standards–Green Building (CIMS - GB) with Honours organization.

The ISSA is a worldwide cleaning industry association with cleaning standards including kindergarten to grade 12 learning environments. ISSA offers certification in CIMS as third party verification that “a cleaning organization’s management systems and operations are structured to deliver consistently high-quality service, and identifies a true commitment to meeting one’s expectations.”

Facility Operations, a CBE department under Facilities and Environmental Services, is the department that provides custodial services to CBE schools. During the 2014-15 school year, custodial staff within Facility Operations and Archibus developers embarked upon this multi-year journey to certification. By 2017-18 their work had allowed school cleaning work loading and task tracking to be incorporated within the Facility Operator Dashboard; thereby, allowing custodial staff to understand the standard expectations for their work schedule and work areas. On May 2019, the CBE received the Archibus Award of Excellence for Innovative Business Transformation at the Archibus Nexus for the work achieved to support Facility Operations.

During the 2018-19 school year, Facility Operations formed the Custodial Improvement and Engagement Committee to develop the final remaining elements to allow for CIMS certification. This resulted in the development of the CBE cleaning Quality Plan and Green Cleaning Policy. In so doing, CBE students and staff will now benefit from standardized cleaning industry best practices assessed in a recurring fashion by a third party.

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

Teaching and Learning with Technology is leading the re-design of Software Asset Management (SAM) alongside Client Technology Services (CTS), Communications, FOIP & Privacy and Procurement. Applying design thinking

and service design approaches, CBE is designing the next iteration of SAM. The redesign of SAM comes ahead of a technical end-of-life for the platform, and will enable teaching staff to access and use software that is approved for use in the CBE.



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.

report to Board of Trustees

Correspondence

Date	April 6, 2021
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Patricia Minor, Corporate Secretary
Purpose	Information
Governance Policy Reference	Operational Expectations OE-7: Communication With and Support for the Board

1 | Recommendation

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

2 | Background

The following is a summary of the correspondence provided to the Board:

- Letter dated February 11, 2021 to The Hon. A. LaGrange, Education Minister, re: requesting approval for the registration of a Utility Right of Way on the Arbour Lake School property.
- Letter dated March 1, 2021 from The Hon. A. Tremblay, Education Deputy Minister, granting approval for the registration of a Utility Right of Way on the Arbour Lake School property.

Attachments: Relevant Correspondence





www.cbe.ab.ca

Board Chair

Marilyn Dennis Wards 5 & 10

Vice-Chair

Althea Adams Wards 3 & 4

Trustees

Trina Hurdman Wards 1 & 2

Board of Trustees Wards 6 & 7

Richard Hehr Wards 8 & 9

Julie Hrdlicka Wards 11 & 13

Mike Bradshaw Wards 12 & 14

February 11, 2021

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

Dear Minister LaGrange:

Re: Utility Right of Way – Arbour Lake School

The Calgary Board of Education (CBE) is requesting Ministerial approval for registration of a General Utility Right of Way on CBE school lands.

Enmax has requested a Utility Right of Way related to installation of a small utility box along the perimeter of the lands pertaining to CBE’s Arbour Lake School. The utility box is required to serve community electricity needs and will be located adjacent to an existing Roadway Right of Way.

The above noted lands are Reserve Lands, owned jointly by the City of Calgary and the CBE. Registration of a General Utility Right of Way will not impact CBE’s occupation or use of the school property. There is no financial compensation to the CBE for allowing registration of the Utility Right of Way on the property’s land title.

On February 9, 2021, the CBE Board of Trustees passed the following motion: “THAT the Board of Trustees approves registration of a General Utility Right of Way on the Arbour Lake School lands”

In accordance with Section 192 of the *Education Act*, Alberta Land Titles requires Ministerial approval for registration of a Utility Right of Way on a school property. As such, the CBE is requesting approval for registration of a General Utility Right of Way on the Arbour Lake School lands, located at 27 Arbour Crest Drive NW, Calgary, Alberta, described legally as Plan 0112962; Block 1; Lot 2MSR.

Sincerely,

Marilyn Dennis, Chair
Board of Trustees

cc: Christopher Usih, Chief Superintendent
Dany Breton, Superintendent, Facilities and Environmental Services

Deputy Minister
7th floor, Commerce Place
10155-102nd Street
Edmonton Alberta T5J 4L5
Canada
Telephone 780-427-3659
Fax 780-427-7733

AR115115

Mr. Christopher Usih
Superintendent
Calgary Board of Education
1221 - 8 Street SW
Calgary AB T2R 0L4

Dear Mr. Usih:

I am writing in response to the February 11, 2021 letter from Board Chair Marilyn Dennis to the Honourable Adriana LaGrange, Minister of Education, requesting approval for the registration of a General Utility Right of Way on the Arbour Lake School site.

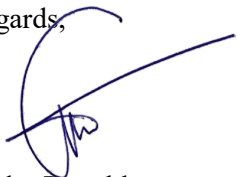
In accordance with Section 192(1) of the *Education Act* and on behalf of the Minister of Education, I hereby approve the Calgary Board of Education's request for the registration of a General Utility Right of Way on the Arbour Lake School lands, located at 27 Arbour Crest Drive NW, Calgary, and legally described as Plan 0112962; Block 1; Lot 2MSR.

In entering into this right of way agreement, please ensure that your board complies with *Disposition of Property Regulation AR 86/2019*. Your board is also responsible for ensuring that the final right of way agreement, at a minimum, releases the school board from any obligation or liability regarding the affected property after the registration, and indemnifies the school board from any future liabilities related to any environmental condition of the affected property.

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

I wish you success in completing this transaction.

Regards,



Andre Tremblay
Deputy Minister

cc: Honourable Adriana LaGrange, Minister of Education
Marilyn Dennis, Chair, Board of Trustees