



# ANNUAL REPORT 2021-2022

College of Alberta School Superintendents

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## OUR VISION

Leadership and System Excellence

## OUR MISSION

CASS supports building system leadership excellence **to ensure optimal learning for students.**



## WHO WE ARE?

The College of Alberta School Superintendents members are the province's system educational leaders. With highly developed competencies and a lifelong passion for teaching and learning, **CASS members are uniquely qualified to ensure the success of school systems in Alberta.**

## WHY DO WE EXIST?

The Alberta ECS / K – 12 education system is fundamental to a democratic society and must provide all students with a foundation for lifelong learning and citizenship.

System educational leaders play a critical role to ensure quality school leadership, quality teaching and optimum learning for all students in Alberta.

## WHAT WE DO?

The purpose of CASS, through professional learning, is to support members to be visionary leaders of education by representing collective wisdom and interests. **Superintendents and system education leaders establish and sustain a culture that promotes shared responsibility for student success and system improvement.**

## OBJECTS OF THE COLLEGE

As set out in the *College of Alberta School Superintendents Act*, the objects of the College are as follows:

- (a) to advance and promote the cause of education in Alberta;
- (b) to improve the teaching profession and leadership of the education system by
  - (i) developing and implementing continuing education programs and resources to improve the knowledge and skills of members,
  - (ii) carrying out research and publishing materials designed to maintain and improve the competence of members;
- (c) to increase public interest in the importance of education and public knowledge of the aims of education, educational leadership, financial support for education and other educational matters; and
- (d) to cooperate with other organizations and bodies in Canada and elsewhere having the same or similar aims and objects.



# OUR VALUES AND OBJECTS

## Values

## Objects

<b>Students are first</b>	✓ We believe that the aims of education, educational leadership, and financial support for education must place student learning at the forefront of all decision making.
<b>Promotion of the Public Interest</b>	<ul style="list-style-type: none"> <li>✓ We increase public interest in the importance of education and public knowledge of the aims of education.</li> <li>✓ We improve the Teaching Profession and its leadership through professional practice.</li> <li>✓ We are dedicated to supporting educational leaders to improve public education.</li> </ul>
<b>Respect for the Individual members</b>	<ul style="list-style-type: none"> <li>✓ Each regulated member has one vote.</li> <li>✓ We practice collegiality and networking to build a community of practice.</li> </ul>
<b>Trustworthiness</b>	<ul style="list-style-type: none"> <li>✓ We build trust through transparency in our organization.</li> <li>✓ We provide a consistent message on behalf of CASS, speaking as if with a single voice.</li> </ul>
<b>Spirit of collaboration</b>	<ul style="list-style-type: none"> <li>✓ We seek to involve appropriate educational partners or stakeholders in our processes.</li> <li>✓ We clearly define the purpose of each outreach at the outset to be collaborative or consultative.</li> <li>✓ We practice interdependency and strive to find mutual benefits in our efforts.</li> <li>✓ We cooperate with the Ministry and develop partnerships to support our work.</li> </ul>
<b>Learnedness – Respect For research and best practices</b>	<ul style="list-style-type: none"> <li>✓ We ensure that our positions are based on effective research and quality/defensible information.</li> <li>✓ We develop and implement continuing education programs and resources to improve the knowledge and skills of members.</li> <li>✓ We stress the life-long responsibility of our members to the provincial Professional Code of Conduct.</li> <li>✓ We carry out research and publish materials designed to maintain and improve the competence of members.</li> </ul>
<b>Integrity</b>	<ul style="list-style-type: none"> <li>✓ We expect our members to practice their system education leadership in accordance with the provincial Professional Code of Conduct.</li> </ul>

## MESSAGE FROM THE PRESIDENT



I have been extremely proud to serve as CASS President this past year. I cannot thank our members enough for their leadership. Leadership that required ongoing analysis of shifting contexts given the pandemic, and difficult decisions about what leadership knowledge and abilities to apply.

Your leadership this year has been more important than any I can recall in my career. Your leadership has enabled school authorities to balance the health of their school communities while maintaining a focus on optimum learning for all students. Your leadership has facilitated student safety and reminded citizens of their societal responsibility to others. Your leadership has diffused conflicts, resolved disagreements, and facilitated individuals with diverse perspectives to have respectful dialogue. Your leadership has brought people together and refocused priorities on student wellbeing and learning.

I would like to thank all system educational leaders for all their efforts during these emotional times. This year of the pandemic may have been the most difficult we have faced as a system to date. Despite this difficulty, CASS as an organization has achieved several milestones this year and I am proud of the work that we continue to do to accomplish our strategic goals: effective governance, relevant communication, comprehensive and collaborative professional learning, and support for the public cause of education.

CASS continued to support system leaders as we work to influence and support government actions. This annual report captures the work undertaken by CASS.

My sincere thanks are extended to the CASS staff: David, Claudine, and Laurel; our Leadership Consultants; the Board of Directors; the Zone Executive; and every CASS Member, for their unwavering commitment to advance and promote the cause of education, increasing public interest in the importance of education, and improving the teaching profession and leadership of the education system in our province.

The system is stronger because of your actions. For that I thank you.

A handwritten signature in black ink, appearing to read 'W. Tymensen', written over a horizontal line.

Dr. Wilco Tymensen  
President





## MESSAGE FROM THE CHIEF EXECUTIVE OFFICER

The past year has been strongly characterized by efforts to reconcile CASS' long-standing interests in behaving like a professionally regulated body with legislation (through the *College of Alberta School Superintendents Act*), that has granted us this privilege. For two decades CASS has worked with several governments to demonstrate the value that can be brought to public education when a profession of system education leadership becomes fully operationalized. Therefore, we are especially appreciative of the Alberta Government and our other education partners who have supported this important change over the past two years and have left our organization with some very important work to do.

The role of system education leadership in meeting the unique requirements of the *Education Act* and in being of service to the needs of local school board governance cannot be understated. In order for local and provincial governance to be duly responsible to the public for its investment in a quality education system, leadership at the system level is required so that accountability for all aspects of operations within education can take place. This explains why when one examines the obligations of CASS as stated within the *CASS Act* and the bylaws that will be established to bring meaning to this work, a few distinct roles for our organization become apparent:

- applying regulatory oversight with its membership with respect to an accreditation of system education leaders who annually engage in the college's Continuing Education Program (CEP);
- serving as an experienced and learned body of educational leaders who are ready to offer expertise to other educational partners and Alberta Education;
- influencing through collaborative advocacy, decisions making at the ministerial level that will enhance the effectiveness of school authorities in serving students;
- providing situational supports for system education leaders in addressing complexities and needs associated with this work.

It is hoped that by exploring the results contained within this report, that this summary resonates with the roles that CASS is prepared to undertake.

Like any story of progress, it is the work of people within the journey that makes success happen. Therefore, I thank our most dedicated Board of Directors, the will of our current membership to lead and participate within our professional learning agenda, our small but mighty administrative team, and all CASS consultants who work only to assure that all progress contributes to the critical work of school authorities and their schools, their classrooms, and each student within their care.

Thank you to our readers for your interest in an important story that CASS is proud to tell!

A stylized, handwritten signature in blue ink, appearing to read 'D. Keohane'.

David Keohane  
CEO

# BOARD OF DIRECTORS

## Table Officers



**President**

**Dr. Wilco Tymensen**

Superintendent

Horizon School Division

302 – 56 Street

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Email: [wilco.tymensen@horizon.ab.ca](mailto:wilco.tymensen@horizon.ab.ca)



**1st Vice President**

**Dr. Scott Morrison**

Superintendent of Schools

Christ the Redeemer Catholic Schools

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Email: [smorrison@redeemer.ab.ca](mailto:smorrison@redeemer.ab.ca)



**2nd Vice President**

**Dr. Rita Marler**

Superintendent of Schools

Battle River School Division

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Email: [rmarler@brsd.ab.ca](mailto:rmarler@brsd.ab.ca)



**Past President**

**Bevan Daverne**

Superintendent of Schools

Golden Hills School Division

435 A Highway #1

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Email: [Bevan.Daverne@ghsd75.ca](mailto:Bevan.Daverne@ghsd75.ca)



## Zone Directors



### **Zone 1 Director - Greg Miller**

Deputy Superintendent, Human Resources  
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Catholic Schools  
9902 101 St  
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### **Zone 2/3 Director - Neil O'Shea**

Superintendent  
Aspen View Public Schools  
3600 48 Avenue  
ATHABASCA, AB T9S 1M8  
Email: [neil.oshea@aspenview.org](mailto:neil.oshea@aspenview.org)



### **Zone 4 Director - Shan Jorgenson-Adam**

Deputy Superintendent  
Battle River School Division  
5402 48a Avenue  
CAMROSE, AB T4V 0L3  
Email: [sjorgenson-adam@brsd.ab.ca](mailto:sjorgenson-adam@brsd.ab.ca)



### **Zone 5 Director - Andrea Holowka**

Superintendent of School Improvement  
Calgary Board of Education  
1221 8 St SW  
CALGARY, AB T2L 0L4  
Email: [aholowka@cbe.ab.ca](mailto:aholowka@cbe.ab.ca)



### **Zone 6 Director - Scott Brandt**

Superintendent  
Grasslands Public Schools  
745 – 2 Avenue E  
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The CASS Board of Directors is responsible for reviewing the many structures and processes required of CASS and its governance as a professional organization. The focus of the discussions in 2021-2022 revolved around the composition of the new Board of Directors, CASS' Continuing Education Program, terms of reference for zone committees, along with a comprehensive review of CASS' budget priorities and the realization of grant deliverables.



**Director – Metro Schools Authority**

**Chris Usih**

Chief Superintendent  
Calgary Board of Education  
1221 8 St SW  
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**Director – Francophone School Authority**

**Dr. Robert Lessard**

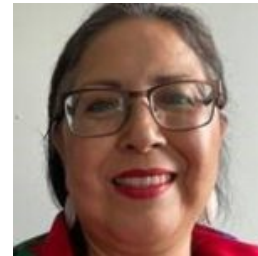
Superintendent  
Conseil scolaire Centre-Nord  
322 – 8627 – 91 Street NW  
EDMONTON, AB T6C 3N1  
Email: [rlessard@centrenord.ab.ca](mailto:rlessard@centrenord.ab.ca)



**Director – First Nations School Authority**

**(Treaty 7) - Cam Shade**

Superintendent of Schools  
Kainai Board of Education  
P.O. Box 240  
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**Director – First Nations School Authority**

**(Treaty 8) - Dr. Daphne Mai'Stoina**

Superintendent  
Kee Tas Kee Now Tribal Council Education  
P. O. Box 120  
ATIKAMEG, AB T0G 0C0  
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**The College of Alberta School  
Superintendents upholds the standard of  
practice for system leadership in Alberta.**

## ZONE EXECUTIVE

CASS is organized into five Zones, representing different geographic regions in Alberta.

### Zone 1 (Northwest)

**Director:** [Greg Miller](#), Assistant Superintendent of Human Resources, Grande Prairie and District Catholic Schools

**Chair:** [Mike McMann](#), Superintendent, Fort Vermillion School Division

**Vice Chair:** [Jim Taplin](#), Assistant Superintendent of Inclusion and Student Support, Holy Family Catholic Regional Division

**Secretary/Treasurer:** [Stephanie Sutherland](#), Director of Students Services, Northland School Division

### Zone 2 & 3 (Edmonton and surrounding area, North East)

**Director:** [Neil O'Shea](#), Superintendent, Aspen View Public Schools

**Chair:** [Thérèse deChamplain-Good](#), Assistant Superintendent of Educational Excellence, Student Learning Services, Elk Island Catholic Schools

**Vice Chair:** [Pamela Guibault](#), Superintendent, Lakeland Catholic Schools

**Secretary:** [Cindy Escott](#), Deputy Superintendent, Evergreen Catholic Schools

### Zone 4 (Central)

**Director:** [Shan Jorgenson-Adam](#), Assistant Superintendent of Learning, Battle River School Division

**Chair:** [Brad Volkman](#), Superintendent, Wild Rose School Division

**Vice Chair/Secretary:** [Greg Wedman](#), Deputy Superintendent, Wild Rose School Division

### Zone 5 (Calgary and surrounding area)

**Director:** [Andrea Holowka](#), Superintendent of School Improvement, Calgary Board of Education

**Chair:** [Allen Davidson](#), Assistant Superintendent of Employee Services, Foothills School Division

**Secretary/Treasurer:** [Ahmad Jamal ElRafih](#), Superintendent of Schools, Almadina Language Charter Academy

### Zone 6 (South)

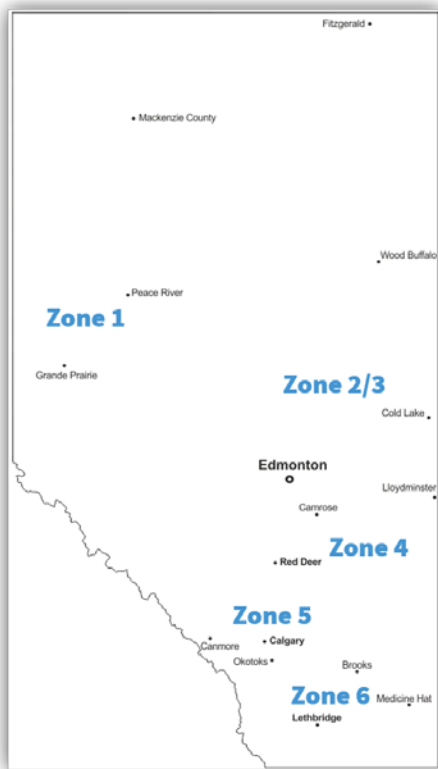
**Director:** [Scott Brandt](#), Superintendent, Grasslands Public Schools

**Chair:** [Camille Quinton](#), Director of Inclusion, Prairie Rose School Division

**Vice Chair/Treasurer:** [Sean Beaton](#), Assistant Superintendent, Grasslands Public Schools

**Secretary:** [Carmen Larsen](#), Director of Learning, Holy Spirit Catholic Schools

# MEMBER SCHOOL AUTHORITIES



## Zone 1 (Northwest)

[Bigstone Cree Nation Education Authority](#)  
[Conseil scolaire du Nord-Ouest](#)  
[Driftpile Cree Nation](#)  
[Fort Vermilion School Division](#)  
[Grande Prairie & District Catholic Schools](#)  
[Grande Prairie Public School Division](#)  
[High Prairie School Division](#)  
[Holy Family Catholic Regional Division](#)  
[Kee Tas Kee Now Tribal Council Education Authority](#)  
[Lesser Slave Lake Indian Regional Council](#)  
[Northland School Division](#)  
[Peace River School Division](#)  
[Peace Wapiti Public School Division](#)  
[Sahtu Divisional Education Council](#)  
[Valhalla Community School](#)  
[Whitefish Lake First Nation](#)  
[Yellowknife Catholic Schools](#)  
[Yellowknife Education District](#)

## Zone 2 & 3 – Edmonton and surrounding area, North-East

[Alberta Métis Education Council](#)  
[Aspen View Public Schools](#)  
[Aurora Academic Charter School](#)  
[Black Gold School Division](#)  
[Boyle Street Education Centre](#)  
[Buffalo Trail Public Schools](#)  
[Conseil scolaire Centre-Est](#)  
[Conseil scolaire Centre-Nord](#)  
[East Central Catholic Schools](#)  
[Edmonton Catholic Schools](#)  
[Edmonton Public Schools](#)  
[Elk Island Catholic Schools](#)  
[Elk Island Public Schools](#)  
[Evergreen Catholic Schools](#)  
[Fort McMurray Catholic Schools](#)  
[Fort McMurray Public Schools](#)  
[Grande Yellowhead Public School Division](#)  
[Greater St. Albert Catholic Schools](#)

## Zone 2 & 3 – Edmonton and surrounding area, North-East

[Indigenous Services Canada](#)  
[Lakeland Catholic Schools](#)  
[Living Waters Catholic Schools](#)  
[Lloydminster Catholic School Division](#)  
[Lloydminster Public School Division](#)  
[Mother Earth's Children's Charter School](#)  
[New Horizons School](#)  
[New Humble Community School Association](#)  
[Northern Gateway Public Schools](#)  
[Northern Lights Public Schools](#)  
[Parkland School Division](#)  
[Pembina Hills Regional Division](#)  
[St. Albert Public Schools](#)  
[St. Paul Education Regional Division](#)  
[St. Thomas Aquinas Roman Catholic Schools](#)  
[Sturgeon Public Schools](#)  
[Suzuki Charter School](#)  
[Yellowhead Tribal Council](#)

#### Zone 4 – Central

[Battle River School Division](#)  
[Chinook's Edge School Division](#)  
[Clearview Public Schools](#)  
[Maskwacis Education Schools Commission](#)  
[Red Deer Catholic Regional Schools](#)  
[Red Deer Public Schools](#)  
[Sunchild First Nation](#)  
[Wetaskiwin Regional Public Schools](#)  
[Wild Rose School Division](#)  
[Wolf Creek Public Schools](#)

#### Zone 6 – South

[Centre for Academic and Personal Excellence](#)  
[Grasslands Public Schools](#)  
[Holy Spirit Catholic School Division](#)  
[Horizon School Division](#)  
[Kainai Board of Education](#)  
[Lethbridge School District](#)  
[Livingstone Range School Division](#)  
[Medicine Hat Catholic Board of Education](#)  
[Medicine Hat School District](#)  
[Palliser School Division](#)  
[Peigan Board of Education](#)  
[Prairie Rose School Division](#)  
[Westwind School Division](#)

#### Zone 5 – Calgary and surrounding area

[Almadina Language Charter Academy](#)  
[Calgary Arts Academy Society](#)  
[Calgary Board of Education](#)  
[Calgary Catholic School District](#)  
[Calgary Girls Charter School](#)  
[Canadian Rockies Public Schools](#)  
[Christ the Redeemer Catholic Schools](#)  
[Connect Charter School](#)  
[Conseil scolaire FrancoSud](#)  
[Foothills School Division](#)  
[Foundations for the Future Charter Academy](#)  
[Golden Hills School Division](#)  
[Prairie Land Regional Division](#)  
[Providence Children](#)  
[Rocky View Schools](#)  
[Siksika Board of Education](#)  
[STEM Innovation Academy](#)  
[Stoney Education Authority](#)  
[Tsuut'ina Nation Department of Education](#)  
[University of Calgary](#)  
[Westmount Charter School](#)

The College of Alberta School Superintendents upholds the standard of practice for system leaders in Alberta. With highly developed competencies and a lifelong passion for teaching and learning, **CASS members** are uniquely qualified to ensure the success of school systems in Alberta.

Working closely with members through zone collaboration, CASS is able to support members to be visionary leaders of education by representing collective wisdom and interests. Superintendents and system education leaders establish and sustain a culture that promotes shared responsibility for quality school leadership, quality teaching and optimum learning for all students in Alberta.

# COMMITTEES

## First Nations, Métis and Inuit Education Action Committee



The mandate of the committee is to collaboratively identify effective education practices for school authorities through engaging with representatives of First Nations, Métis, Public, Separate, Francophone, Charter, Independent authorities, and associations. This will be done by:

- ✓ developing and enhancing relationships with, and seeking guidance and direction from, First Nations, Métis, and Inuit students, parents, Elders, knowledge keepers and community members for the purpose of seeking proven practices that exist in Indigenous communities.
- ✓ developing and enhancing effective leadership practices in the delivery of education; and
- ✓ collaboratively identifying and providing opportunity for sharing of wise practices that are in place in school authorities in Alberta.

## SLQS/LQS Professional Learning Committee



The mandate of the SLQS Professional Learning\* Committee is to contribute and support CASS strategic plan priority 3: Comprehensive and Collaborative Professional Learning by advising on the design and delivery of professional learning.

A continued focus for CASS professional learning will be the Superintendent Leadership Quality Standard (SLQS) and Leadership Quality Standard (LQS). Professional Learning is defined by CASS as any learning opportunities - face to face, online, tools/resources or research - that is intended to build and support members capacity, based on the professional practice standards and emerging member's needs.

## Women in Leadership Committee



The mandate of the CASS Women in Leadership Committee is to contribute and support CASS' value and objects associated with "learnedness – respect for research and best practices."

The outcome of the committee will be to mentor, inspire, celebrate, and increase representation of female leaders in education in Alberta school authorities by:

- ✓ providing inspirational and mentorship-based initiatives
- ✓ creating a collegial professional learning network for female system leaders to meet, learn from and support one another
- ✓ learning together with Indigenous women in education leadership positions
- ✓ promoting awareness of gender equity research.



# STRATEGIC PLAN 2021-2022

The 2021-2022 strategic plan represents the collaborative efforts of the College of Alberta School Superintendents (CASS) community. Member engagement, in combination with consideration of research and Alberta stories of practice, have informed its development. This strategic plan has been designed to incorporate the shared perspectives of the CASS Board and its membership as an interim measure to ready CASS for a September 1, 2022 launch date as a fully regulated and legislatively mandated professional organization.

## Priority ONE

### **Effective Governance**

Develop an effective, responsive, diverse, and sustainable model of representation within CASS' governance framework.

## Priority TWO

### **Relevant Communications**

Provide coherent and influential communications internally and externally.

## Priority THREE

### **Comprehensive and Collaborative Professional Learning**

Enhance the growth and succession of system leaders by responding to legislative requirements, recognizing member needs, pursuing certification programming, and expanding participation to school-based leadership groups.

## Priority FOUR

### **Support for the Public Cause of Education**

Work with the Ministry and educational partners to increase public interest in the importance of education.



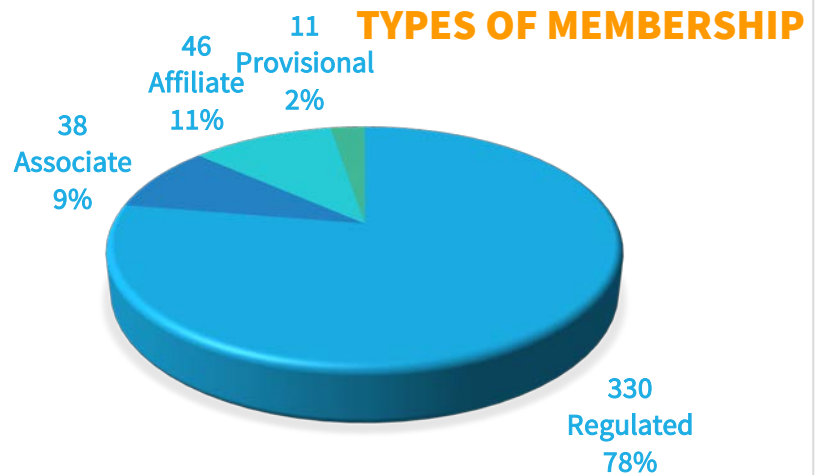
## MEMBERSHIP

In March 2022, the total membership was



Previous to this year, the largest membership was in 2017 with 404 members. In 2013, CASS only had 257 members in total.

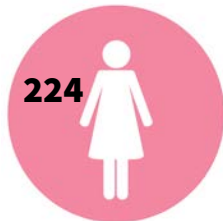
Of the total 425 members, the breakdown of membership types are as follows:



## MEMBERSHIP BY GENDER

201

224



47%

53%

Years of when current members “first joined”:

- 1989 – 2009 = 36 members
- 2010 – 2019 = 275 members
- 2020 – present = 114 members





# ACHIEVEMENTS



## AWARDS AND RECOGNITION

### Superintendent of the Year Award



Superintendent for Golden Hills School Division, who served as CASS President for 2019-2021, Bevan Daverne, was named Canadian Superintendent of the Year at the Canadian Association of School System Administrators (CASSA) Annual Conference in St. Andrews By The Sea, New Brunswick. Bevan received the EXL National Award at a ceremony held at the conference's awards luncheon on July 7, 2022. Jointly sponsored by Xerox Canada Ltd and CASSA, the EXL Award acknowledges exemplary leadership at the school system level, with recipients having enhanced the profession of school system administration throughout their career. Bevan was one of three provincial and territorial nominees recognized at the CASSA Conference.

Golden Hills' Board Chair, Laurie Huntley, recognized Bevan upon receiving this honour through noting that "Bevan is an individual who demonstrates both the science and art of leadership. He models the highest ethical standards of conduct and maintains a commitment to personal and professional growth." We at CASS would agree, noting that Bevan played a significant role as CASS president from 2019 – 2021 in liaising with the Ministry of Education to support CASS' recent attainment of legislated professional status. These efforts have been dedicated to enhancing in the public's interest and the quality of system education leadership in Alberta.

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### Student Scholarship

CASS provides an amount of \$1,500 to the President's jurisdiction so that a CASS President's Scholarship can be awarded to a student (or students) graduating from the President's jurisdiction in the year following the President's term.

## Legacy of Hope Foundation



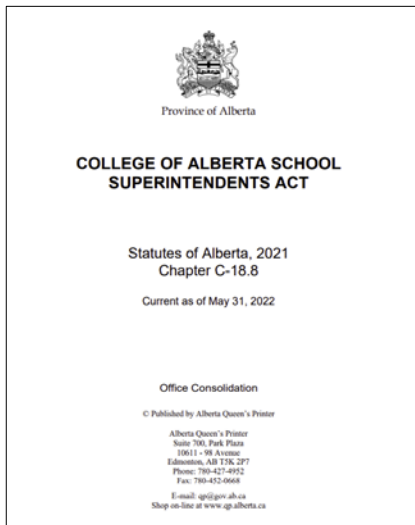
CASS was recognized by the Legacy of Hope Foundation for its leadership in Indigenous Education by being named as the recipient of two exhibits, *Killing the Indian in the Child: Generations Lost* and *Peter Henderson Bryce: A Man of Conscience*, for one year. Over the year, the exhibits traveled to over 10 school authorities across the province. A testimony from Holy Spirit Catholic Schools, shared that they were grateful for the opportunity for its staff and students to engage in an educational experience designed to bring awareness to the residential school system and the legacies that still exist today. The visuals and information presented painted a mental picture for participants of stories from the past and a path moving forward. (Image from Aaron Skretting, Director of Religious Education, Holy Spirit Roman Catholic Separate School Division, Lethbridge, AB)

## CASS Presentations

President Dr. Wilco Tymensen served as the keynote speaker at the Alberta Research Network November Meeting themed, "Evidence for Leading through Educational Change". This demonstrated that CASS is a valued voice in leading the way to educational change.

Second Vice President Dr. Rita Marler and Zone 4 Director Shan Jorgenson-Adam provided a well-received presentation about Collaborative Learning for the Alberta Research Network's December meeting.

# THE CASS ACT



As shared in the media release, *“CASS is thrilled with the opportunity to further define and elevate our profession with this legislation. This will strengthen Alberta’s education system and provide better outcomes for our students.”*

## The CASS Act Work Plan

The CASS Board of Directors has diligently followed through with the scope and sequence of undertakings needed to enact a successful implementation of the CASS Act effective September 1, 2022. Of note, the following activities have been accomplished:

- a. The CASS Strategic Plan and success indicators was developed based on members’ valuable input.
- b. The composition of the Board of Directors was determined for the future based upon a desire to sustain effective, responsive, and diverse representation.
- c. Board Committees that will be dedicated to the legislated responsibilities of CASS and committees to support CASS’ organizational goals were established. This includes the following:
  - i. Executive Committee
  - ii. Governance and Nominating Committee
  - iii. Zone Committees
  - iv. Audit, Risk, and Finance Committee
- d. Our membership updated the vision, mission, values, and objects of CASS.
- e. The roles and purposes of membership categories were developed.
- f. CASS’ belief statements were developed to outline shared professional interests.
- g. A framework for implementing the Continuing Education Program that is necessary in order to fulfill the professional learning requirements germane to a professionally regulated profession was developed.

Work will continue to formalize professional learning goals of regulated members as CASS formalizes the work of the Continuing Education Program Committee in 2022 - 2023.



## ADVOCACY AND COLLABORATION

CASS provided support for its members, the Ministry, and other Education Partners in order to address the challenges of K-12 education through the COVID-19 pandemic. This support included:

- a. continued efforts for effective communication between school authorities, Education, and Alberta Health Services
- b. opportunities for members to attend consultation meetings with the Deputy Minister and Alberta Health Services staff for COVID-related policy updates
- c. constant reminders to the Ministry about the critical importance for a formal exchange of information for emergent issues
- d. Support for the Alberta Schools' Athletic Association (ASAA) membership during their town hall meeting, October 7th with a survey for Extra Curricular Athletics on how school authorities are managing the balance of COVID-19 and school athletics
- e. support for school authorities and the Ministry regarding the return to school delay to January 10th in order to enable school authorities to engage in planning needs (i.e. personnel, programming)
- f. support for school authorities in evaluating criteria to move to at-home learning
- g. support for school authorities in determining regional or co-terminus practices regarding the 2022 National Day for Truth and Reconciliation
- h. support for school authorities in addressing the Ministry's mandatory vaccine recommendation and assisted in the collection of mandatory vaccine policies from school authorities
- i. practices on absences due to cultural and spiritual events for Indigenous students
- j. cohesive summary and a solution-focused report based on members' perspectives on recommendations 4 and 8 of the Child and Youth Wellbeing report
- k. 2023 and 2024 Diploma Exams scheduling recommendations

CASS strengthened the established collaborative relationship with the Minister's and the Deputy Minister's offices. This resulted in the CASS Board of Directors and CASS members being consulted on an ongoing basis. This also allowed CASS to be a conduit for communication between the Ministry, superintendents, and all CASS members. Being true to its belief in collaborative advocacy, CASS continues to respond to opportunities for sharing perspectives with the Ministry as they arise.

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### Trades, Apprenticeship, and Vocational Education (TAVE) Steering Committee

CASS brought together a cross-constituent group of stakeholders through the Trades, Apprenticeship, and Vocational Education (TAVE) Steering Committee. The group built a strategic framework with data-driven strategies and evidenced-based initiatives. The framework was presented to the zones and a structured dialogue regarding challenges and successes with trades,

apprenticeships and vocational education was coordinated. The Board will provide a solution-focused report to the ministry on how to move this work forward.

### Alberta Health Services Feedback

All zones provided feedback regarding the extent of supports that are being provided by Alberta Health Services. Over 70 pages of submissions were received, which were summarized in a report presented to the Board, with a recommendation that briefing notes be shared with zone directors that included high level background information. This established process resulted in a roll-up of a solution-focused report provided to the Minister.

### EdCan/CASS Workplace Wellbeing Partnership



The EdCan/CASS Workplace Wellbeing Partnership expanded to include workplace wellness resources. Leveraging a shared commitment, the partnership will move forward focusing on integrating existing work and encouraging sustainability of existing CASS initiatives

and their practical application among education leaders in Alberta and nationally. As well, CASS Wellness Consultant, Brian Andjelic, now serves as a member of the “well at work advisors” team for EdCan. This consulting group is dedicated to building the capacity of school authority leaders and/or teams across Canada to identify and address workplace well-being issues and build on existing strengths that foster a healthy work environment. Brian oversees the Alberta hub for such work.

CASS is also a lead partner for the Pan-Canadian Summit on K-12 Workplace Wellbeing scheduled to take place in Edmonton on November 7-9, 2022.

### CASS Act: Professional Conduct Requirements

To influence the establishment of a provincial Code of Conduct that will be made applicable to CASS Regulated Members, a draft document that considers components of the *CASS Act*, the existing professional codes of conduct for system leaders (Practice Review of Teachers and Teacher Leaders Regulation), the current code of conduct for currently regulated CASS members, and the LEADS Code of Conduct was developed. This document which incorporates proposed conduct requirements for CASS regulated members was presented to the Minister for further consideration. The final document will be incorporated into feedback mechanisms established by Alberta Education in the fall of 2022.

### CASS Indigenous Sharing Circle

CASS is dedicated to providing a safe space for Indigenous system leaders to support each other through a sharing circle. Such work will enable school authorities to be more successful in supporting Indigenous educators. The sharing circle process which was initiated in the spring of 2022 will operate in a manner consistent with cultural tradition and with respect that must be afforded to all people and their common work.

### Provincial Report Card Initiative

Based on consultation with the Strategic Services and Governance Branch, CASS participated in the working group with a range of stakeholders, which engaged in broad-based consultation with the intent of having common expectations for reporting within school authorities. Important factors that CASS representation brought forward to this consultation included the following:

- **Timing of Change with Respect to Curriculum Implementation**  
There needs to be an awareness that school authorities are already making changes in their reporting and will be aligning new reporting processes with the new curriculum.
- **Conflicting Philosophy with Assurance Model**  
As emphasizing by school authorities, we are aware that they have already consulted with communities regarding what the reporting of student achievement should look like.
- **Diverse Data Management Protocols**  
We are aware that throughout the province, depending on what reporting will be required, this could create challenges in aligning reporting with existing reporting software.



**Canadian Association of School System Administrators**

Association canadienne des gestionnaires de commissions scolaires  
**CASSA-ACGCS**

CASS continues to be a strong proponent of and contributor to CASSA, which provides an avenue for a national voice for system leaders. The work of CASSA members this past year continue to focus on an updated strategic plan.

## K-6 CURRICULUM

During Fall 2021, the CASS membership engaged in a variety of opportunities for strategic discussions to contribute feedback about the draft K-6 curriculum. A tiered provincial engagement structure was designed to ensure wide-scale participation by CASS members. An overview of the tiered engagement process is outlined in the image.

Provincial Engagement Process September 2021 – November 2021	
<b>1</b>	<b>Tier 1</b> <input checked="" type="checkbox"/> September 17 - October 29, 2021 - Feedback about each subject area collected from 5 CASS zones. (See Appendix A – CASS Zones)
<b>2</b>	<b>Tier 2</b> <input checked="" type="checkbox"/> September 27 - October 29, 2021 - Subject area feedback synthesized by CASS system leaders. <input checked="" type="checkbox"/> October 29, 2021 - Interim Report completed for Alberta Education.
<b>3</b>	<b>Tier 3</b> <input checked="" type="checkbox"/> November 3, 2021 - Synthesized subject area feedback discussed at CASS Fall Conference. <input checked="" type="checkbox"/> Additional data collected through an online repository known as CASS Prospective.
<b>4</b>	<b>Tier 4</b> <input checked="" type="checkbox"/> November 4 - November 26, 2021 - Further review and synthesizing of feedback to develop themes and clarification on definitions. Potential implementation plans and schedules were identified. <input checked="" type="checkbox"/> November 30, 2021 - Final report submitted to Alberta Education.

Earning the Ministry's appreciation for CASS solution-focused approach, five systemic themes emerged from the three-tiered provincial engagement: age and developmental appropriateness, content load, Indigenous content and ways of knowing, the progression of learning across grade levels, and curriculum front matter and terminology. In a report submitted to Ministry, CASS outlined a suggested implementation schedule based on system leaders' feedback. The engagement process demonstrated that CASS members are modelling the CASS Act's object "to advance and promote the cause of education in Alberta."

CASS also served in the Curriculum Implementation Advisory Group. The group provided advice on how to successfully implement the province's new curricula for English Language Arts and Literature, Mathematics, and Physical Education and Wellness in September 2022.

## CONDITIONAL GRANT DELIVERABLES

The Conditional Grant #2021-0200 report was submitted to the Ministry in August 2022. The report illustrated evidence of accomplishment and indicated that the College has addressed the deliverables to its full potential.

CASS' work continues to support and advance the Alberta Education Business and the Alberta Strategic Plan, as well as advance the implementation of the *Superintendent Leadership Quality Standard* (SLQS) and the *Leadership Quality Standard* (LQS). Specifically, the conditional grant funding resulted in the achievement of numerous accomplishments. Highlights include:

- **Deliverable 1: Excellence in System Leader Professional Practice**

This deliverable is critical as CASS members learn new skills, strategies, and develop shared understandings to demonstrate excellence in system leadership. The implementation of the SLQS continues through a variety of professional learning opportunities, but the mentorship component of this implementation remains an essential component. The sharing of stories of professional practice is a powerful learning tool for both new and experienced system leaders. A continued consistent and intentional focus on the SLQS, in both operational and strategic ways, has kept the practice standards at the forefront for our practice as system education leaders.

- **Deliverable 2: Enhancing Implementation of Inclusive Education and Specialized Educational Supports for Students**

With Ministry approval, this deliverable shifted to a focus on the SLQS Competency 7: Supporting Effective Governance. Competency 7 is uniquely positioned within the SLQS as being the only reference within existing professional standards that positions professional practice with supporting the role of governance within the K-12 education system. A curriculum map was developed by superintendents to support the development of professional learning opportunities focused on this competency. The curriculum map was designed to meet the program outcomes of the CASS Continuing Learning Program and will be guide the development of professional learning focused on supporting effective governance for many years.

- **Deliverable 3: Success for First Nations, Métis, and Inuit Students**

This multi-faceted, complex deliverable reveals the case for continued learning to take place, but the evidence of accomplishment to date indicates success. The members of the CASS First Nations Métis, and Inuit Education Action Committee continue to provide valuable insight and guidance as new learning emerges and action items are addressed. The CASS [Guide to Relationships and Learning with Indigenous Peoples in Alberta](#) continues to be one of the top 10 documents for users to access on the CASS website. Since the inception

of the guide in July 2019, there has been 15,477 unique users, 26,849 visits/sessions, and 31,206 page views. The update and revision to this guide along with the translation to French, all made possible because of the conditional grant, CASS' responsiveness to the continued interests of its our members.

- **Deliverable 4: Success for Students through Skilled Trades, Apprenticeships, and Vocational Education**

Research was conducted to learn about current practice in providing exploratory experiences for students in skills trades, apprenticeships, and vocational education. An environmental scan was conducted to better understand current programs available to students in Alberta. Education partners from across Alberta developed a strategic framework to support system education leaders' efforts to scaffold students' skilled trade experiences. The strategic framework is unique and will guide next steps to advance work in this area.

- **Deliverable 5: Success for Students through Effective Assessment Practices**

A research report was created to provide a deeper understanding about parents' assessment literacy and needs for receiving communication about their children's progress. The results of the report will assist the Ministry in achieving the outcomes identified in the Education Business Plan. As well, CASS will use the results of the report to further their work with school authorities to meet the leading learning competencies in the LQS and SLQS.

- **Deliverable 6: Bridging the Learning Gap for Early Learning Students K – 3**

Drawing from the learning of school districts that received funding to bridge the learning gap for students in Grades 1-3, an eLeadership Guide was developed to share research and stories of practice about dealing with learning disruption. This new format for on-demand learning will be accredited in the CASS Continuing Education Program.

- **Deliverable 7: Improving the Professional Practice of CASS Regulated Members**

A conceptual framework document was approved by the CASS Board. The CASS Continuing Education Program will be fully implemented by the fall of 2024.

CASS appreciates being able to work collaboratively with Alberta Education and other education partners to support the implementation of the SLQS / LQS and other emerging priorities identified in the Alberta Education Business Plan. CASS values the ongoing dialogue and support of Alberta Education which focuses and strengthens the systemic results we can achieve together. We are proud of the evidence of accomplishments as identified in our final report submission to Alberta Education.



## ARPDC



### Alberta Regional Consortia

*Dedicated to provision of professional learning opportunities at the local, regional and provincial levels*

CASS became the banker and governor of the provincial consortia effective September 1,

2020. In its second year in this role, the CASS Board has ensured that ARPDC achieved efficiencies in expenditures, maximized its funding on professional learning, and broadened the spectrum of participating educational partners. The ARPDC Provincial Advisory Committee, chaired by a CASS member, shared feedback about the obvious efficiencies that resulted in working collaboratively among the consortia, educational stakeholders, CASS, and the school authorities ARPDC serves. The ARPDC Governance and Operations Manual is scheduled to be reviewed for its effectiveness in meeting established goals annually.

In its monthly reports to CASS, the Consortia outlines its continued engagement around the most efficient and effective ways to support professional learning needs during the 2021-2022 school year.

CASS was instrumental in reviewing the identified 2022-2024 ARPDC Priority Areas

1. New Curriculum Implementation
2. Pedagogy and Assessment
3. Literacy, Language Arts and Literature
4. Numeracy and Mathematics
5. First Nations, Métis, and Inuit Learning
6. Instructional Leadership
7. Inclusive Education
8. Student Mental Health and Wellness

These priorities are a result of consultations with various partners across the province, with consideration of the Alberta Education Business Plan, School Division Three-Year Plans, and the Ministerial Order on Student Learning #28/2020.

An annual review of the ARPDC Governance and Operations Manual resulted in an updated manual to make it more aligned with CASS guidelines, guiding principles and values. Clarity around the ARPDC's annual budget, reporting expectations and role descriptions for CASS and ARPDC were considered. The formatting updates such as adding a Table of Contents, moving sections to its appropriate places, and incorporating dispute resolution, addressing harassment, and other governance duties were also added. The manual is a work in progress and further adjustments will be made as necessary.

# COMMUNICATION AND MEMBER ENGAGEMENT

## CASS Connects Weekly e-Newsletter



Member engagement and communication continued through the weekly CASS Connects.

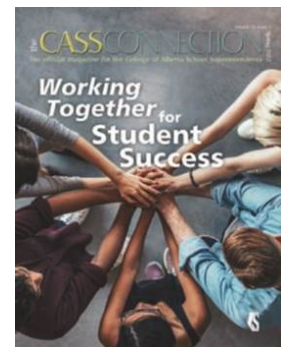
Published each Tuesday at 7:00 a.m. for both active and life members, the newsletter continues to serve as CASS' primary source of education and operational-related information, professional learning opportunities, and superintendent and system education leader-related news.

Based on 754 active and life subscribers, the current weekly "open rate" was 88.1 per cent, the monthly 87.9 per cent, and the annual 80.1 per cent. The weekly average "click rate," which indicates

subscribers accessing a link in the e-newsletter, was 19.2 per cent, the monthly rate 17.1 per cent, and the yearly rate 18.2 per cent. Based on Mailchimp's email benchmarks and statistics by industry, the average open rate for the education and training sector is 23.42 per cent and the average click rate is 2.9 per cent, thereby suggesting that CASS Connects fulfills membership interests much higher than that of other e-newsletters within the education sector.

## CASS Connection Magazine

The official magazine for the College of Alberta School Superintendents, CASS Connection is distributed annually in the spring and fall. The CASS Spring 2022 edition, "Working Together for Student Success," featured six Alberta stories of practice, ranging in topics from building instructional leadership capacity through an inclusive lens to boosting learning and wellness. The Fall 2021 edition, "New Beginnings: Unwavering Resilience," focused on lessons learned through the pandemic. New to the magazine this year is the inclusion of stories from Alberta Charter Schools. All editions of the magazine, dating back to 2010, continue to be available on CASS' website. The magazine continues to inform system education leaders and the broader community of the exemplary practices school authorities have in place across Alberta, while showcasing how the province's leadership and superintendent quality standards are being met.



## CASS Website



and whose traditional knowledge, cultural practices, languages, oral traditions and worldviews are tied to their relationship with the land. To acknowledge the traditional territory is an expression of gratitude and appreciation to those whose land we reside on and a way of honouring the people who have lived and worked on the land since time immemorial.

## WEBSITE STATS (as of July 2022)

### Unique Users

How many unique people are visiting the CASS website each year (Sept – Aug)?



School Year	Total Users
2017-2018	7,939
2018-2019	14,287
2019-2020	13,295
2020-2021	20,120 (CASS sites merged)

**Sept 1, 2021 - July 29, 2022 = 37,555**

### Page Views

How much content/pages are being visited on the CASS website?

School Year	Total Pageviews
2017-2018	42,818
2018-2019	83,756
2019-2020	89,571
2020-2021	107,041 (CASS sites merged)

**Sept 1, 2021 - July 29, 2022 = 176,075**

**Sept 1, 2021 - July 29, 2022**

**TOTAL VISITS = 71,584**

## CASS Resource Reporting Tool

Approximately 920 resource documents (learning guides, reports, practice profiles, etc.)

How many PDF/Word Docs were downloaded?

School Year	Total Downloads
2019-2020	16,940
2020-2021	13,738

**Sept 1, 2021 - July 29, 2022 = 20,141**

Title	Date Tracking	Number of Downloads
Learning Guide - Academic Excellence: From Theory to Action	November 14, 2020	485
Enhancing Leadership Development Programs - A Learning Guide - Draft November 2020	November 02, 2020	3
CASS Learning Guide on Essential Features of Effective Networks in a Network	October 17, 2019	821
CASS Learning Guide on Essential Features of Effective Networks in a Network	November 06, 2019	92
Learning Guide - Research in Action: Learning and Leading the Future	July 07, 2020	126
Learning Guide - Research in Action: Learning and Leading the Future	July 07, 2020	126
Learning Guide - CASS Leadership Excellence: Sharing Stories of Practice During COVID-19	June 01, 2020	362
Learning Guide - CASS Leadership Excellence: Sharing Stories of Practice During COVID-19	May 07, 2020	185
Learning Guide - CASS Leadership Excellence: Sharing Stories of Practice During COVID-19	August 21, 2020	74
Learning Guide - CASS Leadership Excellence: Sharing Stories of Practice During COVID-19	December 07, 2020	126
Learning Guide - CASS Leadership Excellence: Sharing Stories of Practice During COVID-19	December 11, 2020	126
Learning Guide - CASS Leadership Excellence: Sharing Stories of Practice During COVID-19	December 11, 2020	253
Learning Guide - Public Transition in Times of Pandemic	June 17, 2020	58
Learning Guide - Academic Excellence: From Theory to Action	February 12, 2021	251
Learning Guide - Academic Excellence: From Theory to Action	February 12, 2021	101
Learning Guide - Academic Excellence: From Theory to Action	March 05, 2021	275
Learning Guide - Academic Excellence: From Theory to Action	March 05, 2021	158
Learning Guide - Academic Excellence: From Theory to Action	May 12, 2021	101
Learning Guide - Academic Excellence: From Theory to Action	May 12, 2021	36
Learning Guide - Academic Excellence: From Theory to Action	February 04, 2022	3

Work will continue for improvement of website resourcing and easy access to information by our members.

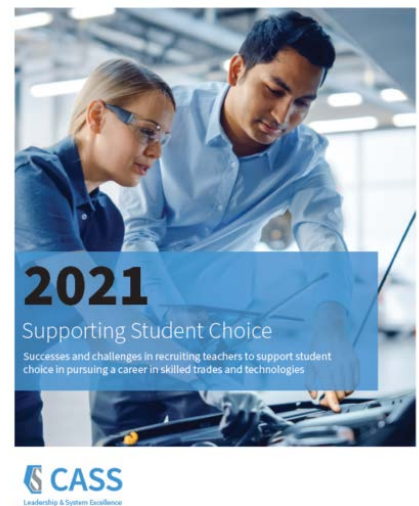
### CASS Resource Library



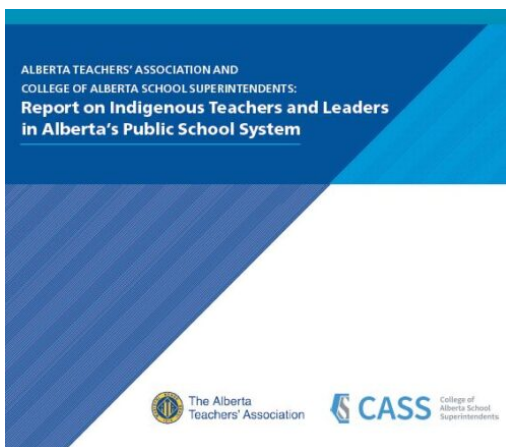
A multitude of Alberta-made resources can be found and are continually being added to the CASS Resource Library. It provides searchable access to CASS resources and tools, conference presentations and supports for implementation for professional practice. There is a wealth of online no cost tools and resources that can now be used. Members access the resource library for information, guidance, and Alberta stories of practice on several leadership topics such as workplace wellness, the assurance framework, First Nations, Métis, and Inuit Education, and the Ministerial Order of Learning.

### Supporting Student Choice in Trades and Technologies

CASS undertook a needs assessment to identify positive practices in place and challenges faced in recruiting teachers to support student choice to pursue a career in skilled trades and technologies. Significant findings point to inequities across the province in terms of student access to programming, the ability to recruit qualified teachers and instructors, and the lack of facilities, equipment, and resources. Calls to action from the 63 participating school authorities pertain to building curriculum connections, offering professional learning, and pursuing a collaboratively built provincial framework. The needs assessment final report is now in the hands of Alberta Education and is posted to the CASS resource library.



### CASS/ATA Indigenous Teachers and Leaders Report



Committed to honouring the Truth and Reconciliation calls to action, CASS, in collaboration with the Alberta Teachers' Association (ATA), produced the "Report on Indigenous Teachers and Leaders in Alberta's Provincial School System." Across Alberta, self-identified First Nations, Métis, and Inuit teachers, and school and system leaders are significantly underrepresented. The research report provides insight into the experiences of these educators and aligns with recommendations from the 1996 "Royal Commission on Aboriginal Peoples"



concerning Indigenous teachers, the 2015 “Truth and Reconciliation Commission’s Principles and Calls to Action,” and the 2007 “United Nations Declaration on the Rights of Indigenous Peoples.” The report through the consolidation of feedback from the focus groups determined that two actionable strategies will be supportive of their needs.

1. Develop a guide to support school authorities in developing policies for the recruitment, hiring, retention, and promotion of Indigenous teachers.
2. Create a mentorship program that incorporates Indigenous traditions to support system leaders.

Through this report, both CASS and the ATA are committed to restoring and honouring the Calls to Action of the Truth and Reconciliation Commission of Canada, and we strongly believe that truth must be acknowledged to move reconciliation forward. Engaging in respectful, responsible, responsive, and reciprocal relationships with First Nations, Métis, and Inuit communities is the path forward to reconciliation.

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### 2022 Alberta School Authority Skilled Trades and Technologies Report

In May 2022, the “2022 Alberta School Authority Skilled Trades and Technologies Survey” was sent out for responses to all CASS school authorities. Over five weeks, 47 jurisdictions responded to the survey revealing many similarities but several significant differences in their approach to skilled trades and technology programming. CASS and Alberta Education will use the information obtained to discuss possible next steps for the Trades, Apprenticeship, and Vocational Education Committee next fall.

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### Member Sharing through the Secured Member Portals

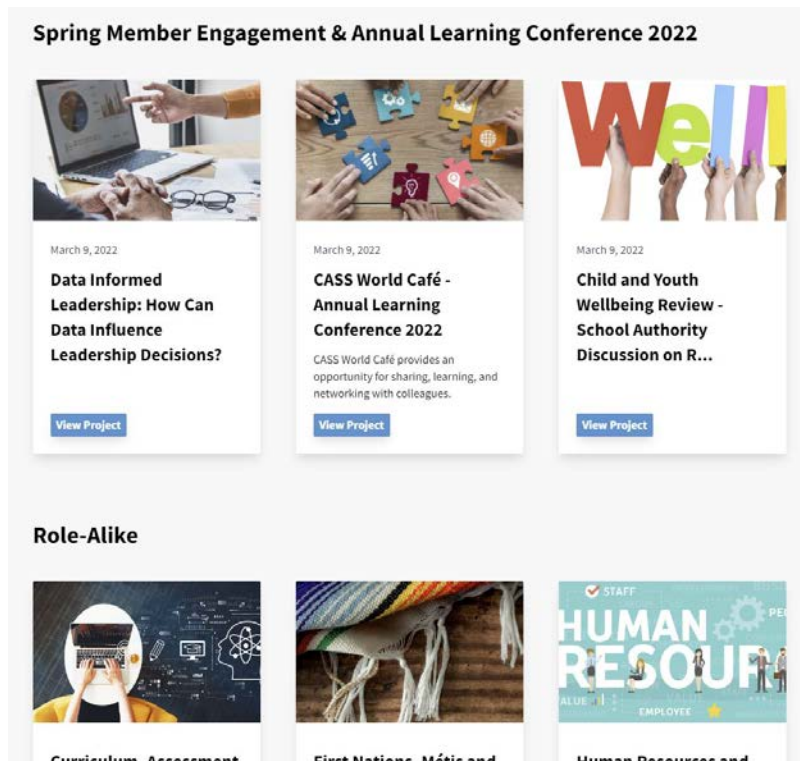
As an example, Fort Vermilion School Division Superintendent, Mike McMann, provided CASS members with a summative assessment and outcomes document that could be used with parents for reporting purposes. The template can be readily imported into PowerSchool to assist with record keeping and reporting. This willingness to share and offset a potentially time-consuming process for school authorities is greatly appreciated by members.

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### Your Story, Our Future

During the Fall Conference, participants were asked to share stories of gratitude via CASS Pro-spective’s “Your Story, Our Future” about colleagues who have positively impacted their professional careers. This endeavour highlighted how mentors help mentees realize their full potential. CASS continues to encourage all members to acknowledge and thank the mentors who have helped reveal their talents and skills.

## CASS Pro-spective



To facilitate an ongoing dialogue with members, CASS was provided with complimentary access for the year to Bang the Table, an online engagement platform. The use of CASS Pro-spective, allowed for members' professional perspectives on important matters affecting membership. As an example, as part of the CASS Strategic Plan, and in relation to the *CASS Act*, members were given the opportunity to reflect and provide feedback into strengths, opportunities, aspirations, and results of importance for our organization as CASS transitions to regulated

professional status. As well, members shared success indicators on how best CASS can achieve its strategic priorities. CASS Pro-spective has also been heavily used in role-alike sessions during conferences to capture critical feedback from participating groups.

Since the complimentary use of Bang the Table has expired June 2022, a "project" page on the CASS website has been developed to continue member engagement on important topics and considerations for growth.

## CASS Role-Alike Sessions

Feedback from CASS conferences continue to highlight the value and need for role-alike opportunities. The role-alike sessions give members the opportunity to collaborate with their colleagues to discuss what their network "looks like, sounds like, and feels like" and to identify topics of importance. Human resources, workplace wellness, and the inclusive education role-alike cohorts addressed components of workplace well-being, while the curriculum, assessment, and technology groups discussed curriculum implementation with consensus focused on leveraging collaborative structures across school authorities. Members of the workplace wellness and First Nations, Métis, and Inuit role-alike groups reviewed the value of CASS' resource collection in relation to the needs of system leaders.



At the Annual Conference, CASS' workplace wellness, human resources, inclusive education, and First Nations, Métis, and Inuit role-alikes came together and examined recommendations made through Alberta's Child and Youth Well-Being Review final report. System education leaders joined the review panel members Dana Fulwiler, Jennifer Turner, and Dr. Kelly Schwartz and explored researched and practice-based strategies to address recommendations 4, 5, 7, 8, and 10, which are specific to the K-12 system.

*"I am always in awe of the powerful collaboration that takes place within the role-alike and other breakout sessions. Even in a virtual format, strong connections are established, creating ongoing opportunities for connection and sharing."*

### World Café Kicked Off the CASS Annual Conference

The annual learning conference kicked off with a world café focusing on current issues, including staff well-being, staff recruitment, community engagement, and local measures supporting Alberta's Assurance Framework.

### New Members Academy / Mentorship Program

A successful face to face mentorship session in September 2022 was held. Participants appreciated the ongoing partnership between the mentee/mentor and the regular application of the skills of communicating for understanding, questioning for insight, offering feedback, and supporting and self-managing. The program provided an opportunity to model the professional practice standard and competencies.



A priority for CASS involves ensuring that its members have both support and the most effective possible transition into their new positions.

# PROFESSIONAL LEARNING AND RESOURCES

## CASS Practice Profiles for LQS

By ministerial order, three practice standards exist in Alberta for the teaching profession: the Teaching Quality Standard (TQS), the Leadership Quality Standard



(LQS), and the Superintendent Leadership Quality Standard (SLQS). To help system leaders frame and reflect on their practice, CASS has realigned its practice profiles to mirror the legislated standards. With 80% of CASS members represented by the LQS, CASS intends to highlight stories of practice that are coherent with the LQS but representative of system leaders' work.

## Guide to Relationships and Learning with the Indigenous Peoples of Alberta



The guide was developed to support our members, as system leaders, to begin the process of deepening their understanding of foundational knowledge of Indigenous Peoples in Alberta. This Guide was developed through an Indigenous lens by including the voices and teachings of Elders and Knowledge Keepers. Their voices are captured on video and edited to introduce and bring understanding to multiple areas of learning that capture and cover the essential teachings identified by the First Nations, Métis, and Inuit of Alberta.

The CASS Indigenous Guide has been viewed over **21,000 times with over 12,000 unique users** since it launched in 2019. A survey has been sent to the Indigenous Education Action Committee and Indigenous system leaders to help inform the updates that is needed to make the resources more applicable and useful for users. Based on the survey results, recent updates, and revisions were completed in June 2022.

## Workplace Wellness Playbook

The final version of the CASS Workplace Wellness Playbook was posted during the past year. Complementing the planning and implementation guide, the playbook provides additional supports to enhance workplace wellness across school authorities. The playbook is an outstanding exemplar of the expertise, commitment, and camaraderie that exists among CASS members and partners.



## Resources Available in French

Through funding and partnership with the Official Languages in Education Programs (OLEP), several coveted CASS resources were translated into French.



The Guide to Relationships and Learning with the Indigenous Peoples of Alberta is being translated in French available in fall 2022.

## CASS Learning Guide: Getting Ready for New Curriculum

CASS continues to provide learning guides with the intent to apply research, deepen understanding and enhance professional practice within the Alberta context. With a focus on optimum learning for all students, a learning guide provides an opportunity to grow system leader knowledge, resulting in quality school leadership and quality teaching throughout Alberta. A new learning guide, "Getting Ready for New Curriculum: System Education Leaders' Roles and Responsibilities," has been created reflecting discussions that transpired during the Annual Learning Conference's Curriculum, Assessment, and Technology role-alike session. The guide outlines responses to three questions:

- What data and evidence are you using, or might you use to inform the strategies and actions you will take in designing your implementation plan?
- As system educational leaders, how might you leverage the current work of your school authority in the design of your implementation plan?
- How might we best support teachers where they are at?

Learning guides were also created with dedication to Planning for and Leading a Research-based Literacy Program: Considerations for System Leaders; Literacy and Numeracy: System Leaders Approaches; and Leading Learning: System Leader's Role in Supporting Teacher and Leader Practice.

### Fall Conference

This conference was attended by 243 system leaders, representing 85% of all school authorities, with a program designed around Alberta leadership and superintendent quality standards. The program featured role-alike discussions, 12 breakout sessions, and two workshops on literacy/numeracy interventions and behavioural support strategies for student success. Delegates had the opportunity to engage with their colleagues to provide feedback on CASS' provincial curriculum review submissions, identify success indicators for CASS' strategic plan, and collaborate with like-minded colleagues during role-alike sessions. Comments on what made the conference meaningful for delegates included:



- “The shared stories of practice provided wonderfully relatable examples of leadership and provided springboards for collaborative connections.”
- “I always appreciate how the theme of these learning events aligns with the work we are doing in our divisions.”
- “I feel supported in my work moving forward both through the content of the presentations and offers of assistance from the presenters.”

### First Nations, Métis, and Inuit Education Gathering

The sixth Indigenous Gathering had over 400 delegates. The Gathering began as a vision to bring Indigenous and non-Indigenous educators, education partners, and members of the communities together to share experiences and stories on the path to reconciliation through education. Over the span of seven years and five Gatherings, the movement has gained strength, depth, and momentum. This sixth Gathering builds upon the learning and experiences CASS and its education partners have acquired from participant feedback. This year's Gathering is focused on the theme “Sharing Our Truth.” The Gathering provided an opportunity to relay the facts surrounding Indigenous Peoples' history in Canada and have invited participants to commit to a personal pledge of reconciliation. The Gathering welcomed opening keynote, Michael Redhead Champagne, and his passionate articulation of the need to mentor young people. As founder of Aboriginal Youth Opportunities,





Michael has spent over two decades taking a solution-orientated approach to encouraging teens to share their gifts and build system literacy. The banquet keynote, JR Larose, a former Canadian football safety, left the CFL to become an inspiring and gifted speaker. Growing up in low-income housing with a mother addicted to drugs and alcohol, Larose's story of redemption broke down racial and generational walls, bringing forth a sense of hope and humanity. The closing keynote, Crystal Martin-Lapenskie, known for her articulate advocacy in improving the lives of Inuit youth through mental health, education, infrastructure, and climate change inspired all participants. Through Okpik Consulting, Crystal travels across the Canadian Arctic delivering programs and services focused on increasing Inuit employment, training, education, and entrepreneurship.

In recognition of the essential role Elders play in guiding Indigenous learning, CASS sponsored six Elders with a two-night hotel stay and meals. The Gathering included four sessions to support learning with Elders from Treaty 6, 7, and 8 and Métis communities.



*Her Honour, the Honourable Salma Lakhani, AOE B.Sc., LLD (Hon), Office of the Lieutenant Governor of Alberta attended the opening grand entry and flag ceremony.*



*Minister of Education, Honourable Adriana LaGrange, provided the welcome remarks.*



*Participants enjoyed a popular New Blood production, "A Story of Reconciliation" at the opening ceremonies.*

*Participants enjoyed a popular New Blood production, "A Story of Reconciliation" at the opening ceremonies.*



Garnering almost 140 responses, a post-survey of the event revealed that many respondents felt inspired by their experience and will return to their role with more knowledge, understanding, and a path forward to make their learning actionable. Respondents stated the Gathering was very effective, well organized, well run, and provided a good balance of learning and participation.

### Annual Learning Pre-Conference – Data-Informed Leadership



This half-day pre-conference was aimed at building participants' understanding of how system leaders interpret, communicate, and use data to inform practice. Grande Yellowhead Public School Division provided insight into its transformation based on a data-driven divisional commitment, and Calgary

Board of Education reflected on how data and evidence are supporting teacher readiness to implement the new curriculum.

### Annual Learning Conference

The 2022 Annual Learning Conference was the first face to face conference CASS hosted since Fall 2019. There were 265 registered participants representing 95% of school authorities in attendance. The program was designed around Alberta's professional standards for system education leaders. The conference focused on several themes including data-informed leadership, mental well-being, curriculum implementation, governance, recruitment, and system leadership. More than 25 system leaders and education partners, representing 20 different school authorities shared their "Stories of Practice" at the concurrent sessions that were offered.

*"I quite enjoyed getting back together in person for this conference and as a first-time event participant at CASS, it was so amazing to be engaged with such amazing leaders!"*



*Participants enjoying some play and dance time at the opening keynote "Let's Make Time for Play".*



Leslee Jodry, Deputy Superintendent Northern Gateway, represented the system leadership team offered a reflection of their learning from the conference. *“What are the takeaways of this valued time? We value the expertise of our colleagues. We value the dialogue and the opportunity for sharing. We value the opportunity to reconnect and to build new connections. We value the common understanding that we should not be doing the work in isolation. We value the power of the whole and being vulnerable enough to realize the power in working together.”*

### Alberta Stories of Practice Online Learning

- ✓ **Building Effective Relationships**
- ✓ **Ensuring First Nations, Métis and Inuit Education for All Students**
- ✓ **Supporting Effective Governance**

CASS teamed up with ARPDC and three school authorities Foothills School Division, Battle River School Division, and Northland School Division, who offered four webinars on leadership competencies related to Alberta’s professional quality standards. Based on a longitudinal mixed methods research study, the webinar series “Alberta Stories of Practice Online Learning” highlighted stories of promising practice surrounding building effective relationships, ensuring First Nations, Métis, and Inuit education for all students, and supporting effective governance. At the culminating session, guest speaker Dr. Bonnie Stelmach from the University of Alberta confirmed that system leaders are integral to impacting student learning outcomes ‘when there is coherence within a system.’

### CASS/ASBOA Summer Learning Conference



Designed to provide superintendents, secretary treasurers, and system leaders the opportunity to build their capacity, the August 2022 conference was centered on four professional learning modules, which align with the Superintendent Leadership Quality Standard, Leadership Quality Standard and/or ASBOA’s areas of practice. Close to 200 registered participants with over 10 school authorities presented on leading learning, supporting effective governance, visionary leadership, and employment law.

### Summer Courses - Start Right and Leading for Learning



After two years of online learning, both courses were offered face-to-face in Olds, Alberta. CASS has assembled an incredible array of Alberta presenters and professional practice experts who helped participants navigate the ever-changing landscape of the administrative world through peer-to-peer discussions, interactive learning, and job-embedded reflection. Session evaluations were administered after each session, providing rich feedback to each presenter and a program evaluation was conducted on the completion of both programs. Based on the feedback received through the program evaluation, respondents indicated that CASS continues to exemplify the strong

commitment CASS maintains in promoting leadership development in alignment with Alberta's Leadership Quality Standard (LQS). Overwhelmingly, all survey participant identified they would recommend the program to others. Responses outlined that participants were inspired by the presentations, expressing gratitude for each presenter's authenticity and vulnerability in sharing their wisdom and past experiences. Many survey respondents further appreciated the direct ties made to the Leadership Quality Standard and the research-based practices and resources they could carry forward in their roles.



### Effective Governance Curriculum

CASS organized a team of system leaders to design curriculum content for the LQS and SLQS supporting the effective governance competency. The team focused on identifying the knowledge, skills, attitudes, and actions necessary to achieve the competency and then confirmed the resulting curriculum map. The curriculum map will then be translated into a professional learning course for regulated members seeking to develop their Supporting Effective Governance competency skills.

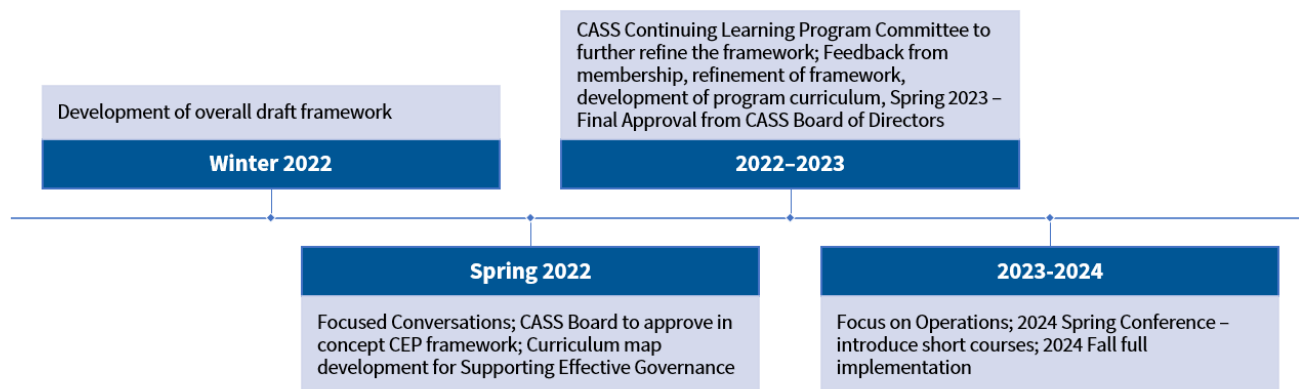
### CASS Continuing Education Plan

CASS' most important legislated mandate will be providing a continuing education program (CEP) for its regulated members. Addressing Section 70 of the *CASS Act*, a continuing education program

must be designed over a three-year period to support regulated members in meeting Alberta's Leadership Quality Standard or Superintendent Leadership Quality Standard. Once this program is fully developed and implemented, the College will play a critical role in assuring to the public that its members grow professionally within a rigorous, comprehensive, and discernment-based application of professional practice standards and their related competencies.

The draft outline was presented to the Board of Directors at its June 2022 meeting. As outlined in the action plan, a "Continuing Education Program Committee" is being proposed to lead the program's development and includes several opportunities for system education leaders to provide feedback. Potential learning opportunities include mentorships, conferences, short courses, eCourses, and on demand resources. The CEP will be presented to members in the coming months for feedback. The final version will be presented for approval to the Board for approval in Spring 2023, with full implementation of the CEP commencing in 2023-2024.

## Timeline



# OPERATIONS



## CASS New Office

Through a partnership with ASBOA who will be subleasing space from CASS, the new place of operations at First Edmonton Place in downtown Edmonton enables our office to be in close walking distance to the two main Alberta Education office complexes, Capital 44 Boulevard, and Commerce Place, and within a similar walking distance to the Legislature Building, where meetings with other ministry staff often occur. Any professional work is always more purposeful and attainable when independent space enables such work to thrive. Our new location that was established last year will enable this

outcome to be achieved.



## Principal Leadership Consultant

Dr. Gloria Antifaiff's dedicated service as the Principal Leadership Consultant to oversee deliverables associated with the CASS conditional grant has proven to be a valuable asset to our organization. Through the past year, Gloria also provided consultancy support for ARPDC and undertook specific responsibilities provided within a provincial grant dedicated to new curriculum implementation. Additional work involved furthering professional learning dedicated to

learning gap interventions for early learning (K – 3) and the design of a continuing education program framework to enhance the professional practice of regulated members.

## Charitable Donations

In lieu of providing an honorarium to the many presenters at CASS conferences, donations were made to the Jim Brandon Leadership in Education Memorial Graduate Scholarship, the Urban Society for Aboriginal Youth, the Shock Trauma Air Rescue Service (STARS) Foundation, and the Boys & Girls Clubs Big Brothers Big Sisters of Edmonton and Calgary.

CASS ends 2021 – 2022 being extremely grateful to all the delegates, presenters, hosts, technical supporter personnel, and organizers who have enabled CASS' strong legacy of professional learning to thrive through the uncertainties of a global pandemic.





# FINANCIAL STATEMENTS



# INDEPENDENT AUDITOR'S REPORT



To the Members of College of Alberta School Superintendents

## *Opinion*

We have audited the financial statements of College of Alberta School Superintendents (the College), which comprise the statement of financial position as at June 30, 2022, and the statements of operations, changes in net assets and cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the College as at June 30, 2022, and its results of operations and its cash flows for the year then ended in accordance with Canadian accounting standards for not-for-profit organizations.

## *Basis for Opinion*

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the *Auditors' Responsibilities for the Audit of the Financial Statements* section of our report. We are independent of the College in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

## *Responsibilities of Management and Those Charged with Governance for the Financial Statements*

Management is responsible for the preparation and fair presentation of the financial statements in accordance with Canadian accounting standards for not-for-profit organizations, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the College's ability to continue as a going concern, disclosing, as applicable, matters relating to going concern and using the going concern basis of accounting unless management either intends to liquidate the College or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the College's financial reporting process.

**METRIX GROUP LLP**

Chartered Professional Accountants

*Auditors' Responsibilities for the Audit of the Financial Statements*

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements. As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the College's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the College's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditors' report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditors' report. However, future events or conditions may cause the College to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

**METRIX GROUP LLP**

Chartered Professional Accountants

Edmonton, Alberta  
October 5, 2022

**COLLEGE OF ALBERTA SCHOOL  
SUPERINTENDENTS**  
**Financial Statements**  
**For The Year Ended June 30, 2022**

**COLLEGE OF ALBERTA SCHOOL SUPERINTENDENTS****Statement of Financial Position****As At June 30, 2022**

	2022	2021
<b>ASSETS</b>		
<b>CURRENT</b>		
Cash and cash equivalents ( <i>Note 2</i> )	\$ 425,087	\$ 677,810
Receivables ( <i>Note 3</i> )	19,361	36,575
Goods and Services Tax recoverable	5,081	6,514
Investments ( <i>Note 4</i> )	800,000	150,000
Prepaid expenses	35,042	42,502
	<u>\$ 1,284,571</u>	<u>\$ 913,401</u>
<b>LIABILITIES</b>		
<b>CURRENT</b>		
Accounts payable and accrued liabilities	\$ 61,433	\$ 31,961
Deferred contributions ( <i>Note 5</i> )	364,469	108,178
Deferred revenue ( <i>Note 6</i> )	424,620	445,995
	<u>850,522</u>	<u>586,134</u>
<b>NET ASSETS</b>		
Unrestricted net assets	234,049	127,267
Internally restricted net assets ( <i>Note 7</i> )	200,000	200,000
	<u>434,049</u>	<u>327,267</u>
	<u>\$ 1,284,571</u>	<u>\$ 913,401</u>

**ON BEHALF OF THE BOARD:**\_\_\_\_\_  
*Director*\_\_\_\_\_  
*Director*

The accompanying notes are an integral part of these financial statements.

**COLLEGE OF ALBERTA SCHOOL SUPERINTENDENTS****Statement of Operations****For The Year Ended June 30, 2022**

	2022	2021
<b>REVENUE</b>		
Contracted services	\$ 1,964,178	\$ 1,536,739
Conference registrations	534,129	222,740
Membership fees	469,440	434,105
Grants (Note 8)	309,041	330,530
Royalties	5,751	4,780
Interest	1,835	1,109
	<u>3,284,374</u>	<u>2,530,003</u>
<b>EXPENSES</b>		
Salaries, wages and benefits	2,180,196	1,790,648
Consulting fees	394,894	349,802
Conferences	242,975	62,046
Office	161,893	70,330
President's jurisdiction honorarium	45,000	45,000
Travel	29,950	6,378
Contracted services	24,274	28,976
CASSA membership	20,760	19,320
Professional fees	20,164	14,938
Advertising and promotion	15,888	15,766
Meetings	13,705	11,371
Transfers to other organizations	10,000	9,141
Bank charges	7,328	3,765
Training	5,999	5,599
Insurance	3,066	4,239
Scholarship	1,500	1,500
	<u>3,177,592</u>	<u>2,438,819</u>
<b>EXCESS OF REVENUE OVER EXPENSES</b>	<u>\$ 106,782</u>	<u>\$ 91,184</u>

The accompanying notes are an integral part of these financial statements.



**COLLEGE OF ALBERTA SCHOOL SUPERINTENDENTS**

**Statement of Changes in Net Assets**

**For The Year Ended June 30, 2022**

	Unrestricted Net Assets	Restricted Net Assets (Note 7)	<b>2022</b>	2020
<b>BALANCE, BEGINNING OF YEAR</b>	\$ 127,267	\$ 200,000	<b>\$ 327,267</b>	\$ 236,083
Excess (deficiency) of revenue over expenses	106,782	-	<b>106,782</b>	91,184
<b>BALANCE, END OF YEAR</b>	<b>\$ 234,049</b>	<b>\$ 200,000</b>	<b>\$ 434,049</b>	<b>\$ 327,267</b>

The accompanying notes are an integral part of these financial statements.

**COLLEGE OF ALBERTA SCHOOL SUPERINTENDENTS****Statement of Cash Flows****For The Year Ended June 30, 2022**

	2022	2021
<b>OPERATING ACTIVITIES</b>		
Excess of revenue over expenses	\$ 106,782	\$ 91,184
Changes in non-cash working capital:		
Receivables	17,214	(16,960)
Accounts payable and accrued liabilities	29,472	(18,466)
Goods and Services Tax recoverable	1,433	2,570
Deferred contributions	256,291	(189,435)
Prepaid expenses	7,460	3,414
Deferred revenue	(21,375)	398,498
	<u>290,495</u>	<u>179,621</u>
	<u>397,277</u>	<u>270,805</u>
<b>INVESTING ACTIVITIES</b>		
Purchase of investments	(800,000)	(150,000)
Redemption of investments	150,000	125,000
	<u>(650,000)</u>	<u>(25,000)</u>
<b>INCREASE (DECREASE) IN CASH FLOW</b>	<b>(252,723)</b>	<b>245,805</b>
CASH AND CASH EQUIVALENTS - BEGINNING OF YEAR	<u>677,810</u>	<u>432,005</u>
<b>CASH AND CASH EQUIVALENTS - END OF YEAR (Note 2)</b>	<b>\$ 425,087</b>	<b>\$ 677,810</b>

The accompanying notes are an integral part of these financial statements.

# COLLEGE OF ALBERTA SCHOOL SUPERINTENDENTS

## Notes to Financial Statements

Year Ended June 30, 2022

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### NATURE OF OPERATIONS

The College of Alberta School Superintendents (the "College") is a voluntary association of school superintendents and other certificated central office educational officers. The College is the voice of system educational leaders, providing leadership, expertise, and advocacy to improve, promote, and champion student success.

The College is a not-for-profit organization incorporated under the *Alberta Societies Act* and, as such, is exempt from income taxes.

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### 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

#### Basis of Presentation

The financial statements were prepared in accordance with Canadian accounting standards for not-for-profit organizations.

#### Cash and Cash Equivalents

Cash and cash equivalents include items that are readily convertible to known amounts of cash, are subject to an insignificant risk of change in value, and have a maturity of 90 days or less at acquisition.

#### Tangible Capital Assets

Tangible capital assets with original cost in excess of \$5,000 are capitalized. No capital assets in excess of \$5,000 were purchased in 2022 or 2021.

#### Revenue Recognition

The College follows the deferral method of accounting for contributions. Restricted contributions for operating expenses are recognized as revenue in the year in which the related expenses are incurred. Unrestricted contributions are recognized as revenue when received or receivable if the amount to be received can be reasonably estimated and collection is reasonably assured.

Membership and conference fee revenue are recognized in the period it relates to. Memberships are for a one-year period.

Interest income is recognized as revenue when earned.

#### Measurement Uncertainty

The preparation of financial statements in accordance with Canadian accounting standards for not-for-profit organizations requires management to make estimates and assumptions that affect the recorded amounts of assets and liabilities, the disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. All estimates are reviewed periodically and adjustments are made to the statements of operations as appropriate in the year they become known.

#### Contributed Goods and Services

Volunteers may contribute a time each year to assist the College in carrying out its service delivery activities. Due to the difficulty of determining their fair value, contributed services are not recognized in the financial statements.

(continues)

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# COLLEGE OF ALBERTA SCHOOL SUPERINTENDENTS

## Notes to Financial Statements

Year Ended June 30, 2022

### 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES *(continued)*

#### Financial Instruments

##### *Measurement of financial instruments*

The College initially measures its financial assets and financial liabilities at fair value adjusted by, in the case of a financial instrument that will not be measured subsequently at fair value, the amount of transaction costs directly attributable to the instruments.

The College subsequently measures all its financial assets and financial liabilities at amortized cost, except for investments in equity instruments that are quoted in an active market, which are measured at fair value. Changes in fair value are recognized in net income.

Financial assets measured at amortized cost include cash and cash equivalents and receivables.

Financial liabilities measured at amortized cost include accounts payable and accrued liabilities.

The College has no financial assets measured at fair value.

##### *Impairment*

Financial assets measured at cost are tested for impairment when there are indicators of impairment. The amount of the write-down is recognized in net income. The previously recognized impairment loss may be reversed to the extent of the improvement, directly or by adjusting the allowance account, provided it is no greater than the amount that would have been reported at the date of the reversal had the impairment not been recognized previously. The amount of the reversal is recognized in net income.

### 2. CASH AND CASH EQUIVALENTS

	2022	2021
Operating account	\$ 108,711	\$ 43,519
Alberta Regional Professional Development Consortia account	274,697	363,733
Savings account	108,677	139,277
Guaranteed Investment Certificate	-	200,000
Zone 2/3 trust funds	(47,818)	(48,873)
Zone 5 trust funds	(19,180)	(19,846)
	<u>\$ 425,087</u>	<u>\$ 677,810</u>

### 3. RECEIVABLES

	2022	2021
Trade	\$ 16,380	\$ 35,393
Accrued interest	2,981	1,182
	<u>\$ 19,361</u>	<u>\$ 36,575</u>

**COLLEGE OF ALBERTA SCHOOL SUPERINTENDENTS****Notes to Financial Statements****Year Ended June 30, 2022**

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**4. INVESTMENTS**

Investments are comprised of Guaranteed Investment Certificates bearing interest at rates ranging between 0.70% and 1.85% and maturing between October 2022 and May 2023.

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**5. DEFERRED CONTRIBUTIONS**

Deferred contributions represents unspent externally restricted grant funding that is to be utilized in accordance with the applicable grant agreements. The changes during the year are as follows:

	<u>2022</u>	<u>2021</u>
Balance, beginning of year	\$ 108,178	\$ 297,613
Grants received:		
Superintendent Leadership Quality Standard	347,866	-
K-6 Curriculum engagement	175,000	-
Interest earned on grant funding	2,981	2,821
	<u>634,025</u>	<u>300,434</u>
Amounts recognized as grant revenue during the year	<u>(269,556)</u>	<u>(192,256)</u>
Balance, end of year	<u>\$ 364,469</u>	<u>\$ 108,178</u>
Deferred contributions are comprised of the following:		
Superintendent Leadership Quality Standard	\$ 231,040	\$ 92,134
K-6 Curriculum engagement	114,404	-
Interest	19,025	16,044
	<u>\$ 364,469</u>	<u>\$ 108,178</u>

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**6. DEFERRED REVENUE**

	<u>2022</u>	<u>2021</u>
Alberta Regional Professional Development Consortia	\$ 292,734	\$ 368,971
Registration fees	131,886	77,024
	<u>\$ 424,620</u>	<u>\$ 445,995</u>

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**COLLEGE OF ALBERTA SCHOOL SUPERINTENDENTS****Notes to Financial Statements****Year Ended June 30, 2022**

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**7. INTERNALLY RESTRICTED NET ASSETS**

	<u>2022</u>	<u>2021</u>
Operational reserve	\$ 100,000	\$ 100,000
Legal reserve	<u>100,000</u>	<u>100,000</u>
	<u>\$ 200,000</u>	<u>\$ 200,000</u>

Reserves are appropriations of unrestricted net assets and are established at the discretion of the Board of Directors.

The operational reserve is comprised of funds set aside to ensure the continued operation of the College in the event of a funding shortfall.

The legal reserve is comprised of funds set aside for legal proceedings.

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**8. GRANTS**

	<u>2022</u>	<u>2021</u>
Superintendent Leadership Quality standard	\$ 208,959	\$ 192,256
K-6 Curriculum engagement	60,596	-
Research Teachers Support	21,000	-
Wellness program	<u>18,486</u>	<u>138,274</u>
	<u>\$ 309,041</u>	<u>\$ 330,530</u>

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**9. CONTRACTUAL OBLIGATIONS**

The College leases its office space pursuant to a lease agreement expiring January 31, 2032. The lease agreement requires annual base rent of approximately \$54,000 during years one to five and \$56,000 in years six to ten.

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**10. FINANCIAL INSTRUMENTS**

The College is not exposed to significant market, currency or other price risk through its financial instruments. The following analysis provides information about the College's risk exposure and concentration as of June 30, 2022.

Credit risk

The College is subject to credit risk with respect to receivables. Credit risk arises from the possibility that the College's customers may experience financial difficulty and be unable to fulfil their obligations. The College assesses, on a continuous basis, amounts receivable on the basis of amounts it is virtually certain to receive.

Liquidity risk

Liquidity risk is the risk that an entity will encounter difficulty in meeting obligations associated with financial liabilities. The College is exposed to this risk mainly in respect of its receipt of funds from the Ministry of Education, Government of Alberta and other related sources, and accounts payable and accrued liabilities.

The College mitigates this risk by monitoring cash activities and expected outflows through extensive budgeting and maintaining investments that may be converted to cash in the near-term if unexpected cash outflows arise.

Interest rate risk

Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market interest rates. Interest rate risk arises when the College invests in interest-bearing financial instruments. The College is directly exposed to interest risk on its fixed income securities.

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**COLLEGE OF ALBERTA SCHOOL SUPERINTENDENTS****Schedule of Revenue and Exepense Alberta Regional Professional Development  
Consortia (Schedule 1)  
Year Ended June 30, 2022**

	<b>2022</b>	<b>2021</b>
<b>REVENUE</b>		
Alberta Education	<b>\$ 1,923,146</b>	<b>\$ 1,503,646</b>
College of Alberta School Superintendents Administration fee	<b>41,032</b>	<b>23,094</b>
	<b>1,964,178</b>	<b>1,526,740</b>
<b>EXPENSES</b>		
Salaries and wages	<b>1,882,949</b>	<b>1,472,257</b>
Office Lease	<b>39,719</b>	<b>30,893</b>
Bank charges	<b>478</b>	<b>496</b>
	<b>1,923,146</b>	<b>1,503,646</b>
<b>EXCESS OF REVENUE OVER EXPENSES</b>	<b>\$ 41,032</b>	<b>\$ 23,094</b>

The accompanying notes are an integral part of these financial statements.