

public agenda

Regular Meeting of the Board of Trustees

April 8, 2025
11:00 a.m.

Multipurpose Room,
Education Centre
1221 8 Street SW,
Calgary, AB

R-1: Mission |

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

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

Time	Topic	Who	Policy Ref	Attachment
11:00am	1 Call to Order, National Anthem, Acknowledgement of the Land and Welcome	Chair		
	2 Consideration/Approval of Agenda	Board	GC-2	
	3 Awards and Recognitions		GC-3	
	4 Results Focus			
	4.1 Results 4: Personal Development – Annual Monitoring	J. Pitman	R-4, OE-7	Page 4-1
	5 Operational Expectations			
	5.1 OE-2: Learning Environment/Treatment of Students – Annual Monitoring	J. Pitman	OE-2	Page 5-1
	5.2 OE-6: Asset Protection – Annual Monitoring	J. Pitman	OE-6	Page 5-10
	6 Public Comment [PDF]		GC-3.2	
	Requirements as outlined in Board Meeting Procedures			
	7 Matters Reserved for Board Information		GC-3	
	7.1 Budget Assumptions Report 2025-2026	J. Pitman, B. Grundy	OE-5,7	Page 7-1
	8 Matters Reserved for Board Decision	Board	GC-2	
	9 Consent Agenda	Board	GC-2.6	
	9.1 Items Provided for Board Decision			



Time	Topic	Who	Policy Ref	Attachment
9.2	Items Provided for Information			
	9.2.1 Chief Superintendent's Update			Page 9-1
	9.2.2 Correspondence		OE-7	Page 9-6
	Private Session			
	Termination of Meeting			
	Debrief	Board	GC-2.3	

Notice |

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

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results monitoring report

Results 4: Personal Development

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Results 4: Personal Development, the Chief Superintendent certifies that the information in this report is accurate and complete, and that the organization is:

- ☒ making reasonable progress toward achieving the desired results.
- ☐ making reasonable progress with exception (s) (as noted).
- ☐ not making reasonable progress.

Signed: _____



Date: April 8, 2025

Joanne Pitman, Chief Superintendent

BOARD OF TRUSTEES ACTION

With respect to Results 4: Personal Development, the Board of Trustees finds the organization:

- ☐ to be making reasonable progress.
- ☐ to be making reasonable progress with exception (as noted in motion).
- ☐ not to be making reasonable progress.

Summary statement/motion of the Board of Trustees:

Signed: _____

Date: _____

Patricia Bolger, Chair, Board of Trustees



Executive Summary |

Analysis |

Results 4: Personal Development was a minor focus on the 2023-24 CBE Students Survey. As a result, of the 18 indicators in Results 4, questions that inform twelve of the summary measures were not asked. Enduring questions informing two of the summary measures were included in the survey questions asked.

Per the June 20, 2023, Regular Meeting of the Board of Trustees, Trustees approved a suspension of the inclusion of any indicators for Results 3: Citizenship, Results 4: Personal Development and Results 5: Character related to Kindergarten to Grade 6 school report cards for the 2023- 24 school year. As a result, only students in Division 3, or grades 7, 8 and 9, received report card grades related to two of the four remaining indicators.

The data indicates that:

- The Annual Returning Rate in 2022-23 for CBE was 18.9 per cent, surpassing Alberta Annual Returning Rates for the first time in 5 years and with the differential of 2.3 percentage points, the largest differential between CBE and provincial results across the previous five years.
- Overall Level of Success, as measured by the report card stems for “Engages in learning with confidence and persistence” and “Sets and works toward learning goals” were maintained at 96.9 and 97.1 per cent respectively.
- The percentage of students experiencing success with the learning outcomes of the Health/CALM Programs of Study remains high at 98.0 per cent, a 0.2 percentage point increase over last year.
 - Most notably, Division 4 students saw an increase of 0.6 percentage points in the CALM success rate to 93.1 per cent.
- Overall Emotional Health as measured by the CBE student survey continues to improve year-over-year with an increase of 2.2 percentage points over 2022-23 results to 67.9 per cent.
 - While increasing year over year, the measure related to “I talk to my caregivers, friends, classmates, and/or teachers about how I feel,” has the lowest level of overall agreement, particularly for grade 8 and 9 students.
- The Physical Health Summary Measure as measured by the CBE student survey continues to improve each year since 2021-22, showing an increase of 1.5 percentage points over 2022-23 results to 67.5 per cent.
 - While the measure related to limiting screen time has continued to improve since 2021-22, student agreement levels remain low at 45.5 percent.

Targets |

Targets are identified where the Chief Superintendent sees an opportunity for growth or where the Board of Trustees identifies an area of concern or exception.

One indicator in Results 4 is based on an Alberta Education Assurance Measure, three are based on report card data and the remaining fourteen indicators are tied to survey data.

Last year's monitoring report shared that given the change in methodology by Alberta Education and their recommendation that caution should be used when interpreting school and school authority results over time, there was not enough Annual Returning Rate data to determine a trend.

The report card results remained very high and were not therefore an opportunity for growth.

And as Results 4 was a minor focus on the 2023-24 CBE Student Survey and given the fact that the two data points from 2022-23 represented a pre-pandemic state and post pandemic and unprecedented enrolment growth point, it was determined to be prudent to wait until there was a complete data set for Results 4 to understand a new baseline prior to considering targets.

It is for these reasons no targets were set for 2023-24 in this report.

Context for Indicators |

It should be noted that report card indicators are summative in nature and represent teacher assessment of a body of evidence collected over the course of the school year and reported on June report cards. Conversely, the data associated with the CBE Student Survey, represents student perception data collected during a period of time. The administration of the 2023-24 Student Survey took place in the first few months of 2024.

As such, caution is needed in any attempt to compare report card results to student survey perception data, as these are dissimilar data sources gathered at different points in the 2023-24 school year. Teachers and students would have unique differences related to accurately assessing or self- assessing personal development.

New curriculum for Physical Education and Wellness was implemented beginning in 2022-23 for Division 1 and 2 students. This was accompanied by a change in the report cards stems. As a result, report card data for 2023-24 for Division 1, Division 2 and the All Student cohort can be compared to results for 2022-23 in terms of a year-over-year analysis. However, a statistical analysis over time would not be possible and caution should be advised when drawing any conclusions over time.

It important to note that the cohort of English as an Additional Language (EAL) students has grown, with CBE welcoming a higher number of students at a Language Proficiency (LP) level of LP 1 or LP 2. EAL learners are a diverse group that represent the entire continuum of English Language Proficiency from beginners

to fluent speakers. This cohort also includes refugee students, who may have limited to no formal schooling and may be supported by a system LEAD class.

During the 2023-2024 school year, the Welcome Centre registered 10, 704 students of which 1544 were Ukrainian Student Registrations and 1477 of Refugee Student Registrations. Given the significant increases in both our EAL population and immigration levels, caution should be exercised with respect to report card achievement data when stating trends over time. While not directly comparable, year-over-year results have been examined with consideration given to context. Caution should be used when interpreting student survey results over time.

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Glossary of Terms |

- Board: Board of Trustees
- Monitoring Report: The Board wants to know that its values have driven organizational performance. The Chief Superintendent will present to the Board, for its evaluation, a report that summarizes how either compliance has been achieved on *Operational Expectations* or how reasonable progress has been made in *Results*. Each monitoring report requires: a re-statement of the full policy, by section; a reasonable interpretation of each section; data sufficient to prove compliance or progress; and a signed certification from the Chief Superintendent of the status.
- Reasonable Interpretation: Once the Board has stated its values in policy, the Chief Superintendent is required to “interpret” policy values, saying back to the Board, “here is what the Board’s value means to me.” The Board then judges whether this interpretation is reasonable. In other words, does the Chief Superintendent “get it?” This reasonable interpretation is the first step required in monitoring compliance on *Operational Expectations* and monitoring reasonable progress on *Results*.
- Results: These are our statements of outcomes for each student in our district. The Results policies become the Chief Superintendent’s and the organization’s performance targets and form the basis for judging organization and Chief Superintendent performance.



Policy |

Results 4: Each student will identify and actively develop individual gifts, talents and interests.

Interpretation |

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

The Chief Superintendent interprets *each student will identify and actively develop individual gifts, talents and interests* to mean that in and through their learning program, every individual learner in The Calgary Board of Education will identify and actively develop their individual gifts, talents and interests.

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Students will:

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

Interpretation |

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

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

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

Indicators |

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

Note | Results 4: Personal Development was a minor focus on the 2023-24 CBE Students Survey. The questions that inform the following summary measures were not asked:

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



Students will:

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

Interpretation |

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

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

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

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

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

Indicators |

1. Percentage of students in kindergarten to grade 9 reported to set and work toward learning goals; as measured by student report cards.

Note | At the June 20, 2023 Regular Meeting of the Board of Trustees, Trustees approved a suspension of the inclusion of any indicators for Results 3: Citizenship, Results 4: Personal Development and Results 5: Character related to Kindergarten to Grade 6 school report cards for the 2023-24 school year. As a result, only students in Division 3 or grades 7, 8 and 9 received report card grades related to this Indicator. While a year over year comparison to results from 2022-23 is reasonable, multi-year comparisons would not be a valid metric because of this change.

Note | Results 4: Personal Development was a minor focus on the 2023-24 CBE Students Survey. The questions that inform the following summary measures were not asked:

2. Percentage of high school students who report they are able to set goals for themselves and work towards them; as measured by Overall Agreement on the **Self-Improvement Summary Measure** on CBE Student Survey.

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

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Students will:

4.3 Have the confidence to embrace ambiguity and complexity.

Interpretation |

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

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

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

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

Indicators |

1. Percentage of students in kindergarten to grade 9 reported to engage in learning with confidence and persistence; as measured by student report cards.

Note | At the June 20, 2023 Regular Meeting of the Board of Trustees, Trustees approved a suspension of the inclusion of any indicators for Results 3: Citizenship, Results 4: Personal Development and Results 5: Character related to Kindergarten to Grade 6 school report cards for the 2023-24 school year. As a result, only students in Division 3 or grades 7, 8 and 9 received report card grades related to this Indicator. While a year over year comparison to results from 2022-23 is reasonable, multi-year comparisons would not be a valid metric because of this change.

Note | Results 4: Personal Development was a minor focus on the 2023-24 CBE Students Survey. The questions that inform the following summary measures were not asked:

2. Percentage of high school students who report they are comfortable learning about things that don't have a single right answer; as measured by the **Ambiguity and Complexity Summary Measure** from CBE Student Survey.

Students will:

4.4 Take risks appropriately.

Interpretation |

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

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

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

Indicator |

Note | Results 4: Personal Development was a minor focus on the 2023-24 CBE Students Survey. The questions that inform the following summary measures were not asked:

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



Students will:

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

Interpretation |

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

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

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

The Chief Superintendent interprets *assume responsibility for personal well-being* to mean that students gather, evaluate and synthesize information to understand health issues and make health-related decisions.

Indicators |

1. **Kindergarten to Grade 6:** Percentage of students experiencing success with the learning outcomes of Physical Education and Wellness Programs of Study; as measured by the well-being stem on student report cards.

Grade 7 to 12: Percentage of students experiencing success with the learning outcomes of the Health/CALM Programs of Study; as measured by student report cards.

Note | New curriculum implementation of Physical Education and Wellness K-6 during the 2022-2023 school year resulted in new report card stems. This change would have impacted data included for Divisions 1 and 2 in both the 2022-2023 and 2023-2024 school years. While a year over year comparison to results from 2022-23 is reasonable, multi-year comparisons would not be a valid metric because of this change.

2. Percentage of students who report they make decisions that keep them physically healthy; as indicated by the Overall Agreement of the **Physical Health Summary Measure** from CBE Student Survey.

3. Percentage of students who report they make decisions that keep them emotionally healthy; as indicated by the Overall Agreement of the **Emotional Health Summary Measure** from CBE Student Survey.

Note | Results 4: Personal Development was a minor focus on the 2023-24 CBE Students Survey. The questions that inform the following summary measure was not asked:

4. Percentage of students who report they make decisions that keep them socially healthy; as indicated by the Overall Agreement of the **Social Health Summary Measure** from CBE Student Survey.

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Students will:

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

Interpretation |

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

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

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

Indicators |

Note | Results 4: Personal Development was a minor focus on the 2023-24 CBE Students Survey. The questions that inform the following summary measures were not asked:

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

Monitoring Information |

Evidence of Progress |

Board-approved indicators and targets as well as 2023-24 results, analysis and interpretation |

Policy 4.1

Indicator 1

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

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

The Annual Dropout and Returning Rates¹ are based on data for three consecutive school years. An initial cohort of students age 14 to 18 (the Age Specific Cohort) is established for a given school year. The Annual Dropout Rate is calculated by determining the number of students from the Cohort who are not found to be anywhere within the Alberta learning system in the subsequent school year. Finally, the Annual Returning Rate is calculated by tracking how many of the students who were not in the learning system in the second consecutive year are found to have returned to the learning system in the third year.

A student is considered to be participating in the Alberta learning system if they meet at least one of the following criteria at any point in the subsequent school year:

- the student has a registration in the K-12 system;
- the student has taken a high school level course;
- the student has received a diploma;
- the student has attended a post-secondary institution;
- the student has registered in an apprenticeship program;
- the student has attained Academic Standing (passed five grade 12 courses that include one Language Arts diploma exam course and three other diploma exam courses by the end of the subsequent school year); and
- the student has attained a Certificate of School Completion.

¹ Reference: Annual dropout and returning rates: methodology for rate calculation. Alberta Education. (May 2020). Retrieved Mar. 12, 2025, from <https://open.alberta.ca/dataset/28cde5fb-bea2-46f0-ab9e-e840f1daa107/resource/32e498f3-acd6-4377-9ba2-f34d3a6c134e/download/edc-dropout-returning-rate-methodology-2020-05.pdf>



Policy 4.1

Indicator 1

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

Annual Returning Rate (%)					
Cohort	2018-19 ²	2019-20	2020-21	2021-22	2022-23
CBE	17.0	16.8	17.9	16.7	18.9
Alberta	18.2	18.1	17.3	17.2	16.6

Note | Annual Returning Rate data are always a year behind the reporting year. For example, while the most current CBE rate (18.9%) was reported in the *Spring 2024 Alberta Education Assurance Measure Results Report*, instead of being for the 2023-24 school year (reporting year) it is for the previous school year (2022-23).

- **Target for 2023-24**

No targets were set for the 2023-24 school year.

- **Analysis**

CBE showed a notable 2.2 percentage point increase in the returning rate while the province had a 0.6 percentage point decrease in 2022-23 when compared with 2021-22 results. Based on a Chi-square comparison to the previous 3-year average, the CBE 2022-23 result was not significantly higher according to the criteria provided by Alberta Education. However, it is notable that in 2022-23 CBE achieved greater returning rate than the province for the second time during the previous five years. It is also notable that the 2.3 percentage point differential in 2022-23 is the largest differential between CBE and provincial results across the previous five years.

² Starting in 2018-19, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

Policy 4.2

Indicator 1

Percentage of students in kindergarten to grade 9 reported to set and work toward learning goals; as measured by student report cards.

Policy 4.2

1. Percentage of students in kindergarten to grade 9 reported to set and work toward learning goals; as measured by student report cards.

All Students

Sets and works toward learning goals ³ (%)					
Indicator	2019-20	2020-21	2021-22	2022-23*	2023-24*
Exemplary Strengths	31.6	35.4	34.8	31.2	30.6
Evident Strengths	50.7	47.7	47.9	47.5	48.1
Emerging Strengths	15.1	14.1	14.6	18.4	18.4
Network of Support Required	1.9	2.1	2.1	2.8	2.7
Individual Program Plan	0.7	0.7	0.6	0.2	0.1
Overall Level of Success	97.4	97.2	97.3	97.1	97.1

* [Note](#) | Only Division 3 results are reported during both the 2022-23 and 2023-24 school years.

Division 3

Sets and works toward learning goals (%)					
Indicator	2019-20	2020-21	2021-22	2022-23	2023-24
Exemplary Strengths	30.0	32.6	31.2	31.2	30.6
Evident Strengths	49.6	47.0	47.8	47.5	48.1
Emerging Strengths	17.5	17.0	17.8	18.4	18.4
Network of Support Required	2.7	3.3	3.1	2.8	2.7
Individual Program Plan	0.2	0.2	0.1	0.2	0.1
Overall Level of Success	97.1	96.6	96.8	97.1	97.1

Target for 2023-24

No targets were set for the 2023-24 school year.

³ The general indicators for this stem are:

- generates goals based on self-assessment, learning criteria, and personal interests;
- plans a strategic approach to meeting goals, solving problems and performing tasks;
- modifies and improves learning strategies based on experience and feedback; and
- explores ideas and initiates processes for learning.

Policy 4.2

Indicator 1

Percentage of students in kindergarten to grade 9 reported to set and work toward learning goals; as measured by student report cards.

■ Analysis

All Students: Analyses are not available for the All Students, Division 1 and 2 cohorts as only Division 3 had reported results since 2022-23 school year.

Division 3: The overall level of success for Division 3 students maintained at the same level in 2023-24 as of previous year, keeping the highest result across five years. Notable year-over-year changes were observed in the Exemplary Strengths category and Evident Strengths category. While the Exemplary Strengths result decreased by 0.6 percentage points in 2023-24, the Evident Strengths result increased by the same percentage points. The changes were not statistically significant by tests.

To determine improvement in Network of Support Required, the percentage of students in this category should decrease. The percentages of Network of Support Required have fluctuated over time and decreased to the lowest percentage for this report card indicator in the past five years to 2.7 per cent in the 2023-24 school year.

Note | Students receiving an indicator of IPP for any stem is not based on lack of success, but rather their exceptionality. Students in this category will not be assessed against the same criteria as other students as they have individualized goals based on their exceptionality. The only way to measure their success is to look at their IPP goal through Iris.



Policy 4.3

Indicator 1

Percentage of students in kindergarten to grade 9 reported to engage in learning with confidence and persistence; as measured by student report cards.

Policy 4.3

1. Percentage of students in kindergarten to grade 9 reported to engage in learning with confidence and persistence; as measured by student report cards.

All Students

Engages in learning with confidence and persistence (%)					
Indicator	2019-20	2020-21	2021-22	2022-23*	2023-24*
Exemplary Strengths	33.2	36.8	36.3	31.5	30.6
Evident Strengths	47.7	44.9	45.1	46.2	47.1
Emerging Strengths	16.1	15.2	15.4	19.2	19.2
Network of Support Required	2.1	2.3	2.4	2.9	2.9
Individual Program Plan	0.9	0.8	0.8	0.2	0.2
Overall Level of Success	97.0	96.9	96.8	96.9	96.9

* [Note](#) | Only Division 3 results are reported during both the 2022-23 and 2023-24 school years.

Division 3

Engages in learning with confidence and persistence (%)					
Indicator	2019-20	2020-21	2021-22	2022-23	2023-24
Exemplary Strengths	30.9	33.1	31.8	31.5	30.6
Evident Strengths	48.0	46.0	46.4	46.2	47.1
Emerging Strengths	18.2	17.4	18.2	19.2	19.2
Network of Support Required	2.7	3.3	3.3	2.9	2.9
Individual Program Plan	0.2	0.2	0.2	0.2	0.2
Overall Level of Success	97.1	96.5	96.4	96.9	96.9

Target for 2023-24

No targets were set for the 2023-24 school year.

Analysis

The analyses are not available for All Students, Division 1 and 2 cohorts as only Division 3 had reported results since 2022-23 school year.

Division 3: The overall level of success for Division 3 students maintained at the same high level in 2023-24 as of previous year. Notable year-over-year changes were observed in the Exemplary Strengths category and Evident Strengths category. While the Exemplary Strengths result

Policy 4.3

Indicator 1

Percentage of students in kindergarten to grade 9 reported to engage in learning with confidence and persistence; as measured by student report cards.

decreased by 0.9 percentage points in 2023-24, the Evident Strengths result increased by the same percentage points. The year-over-year changes were statistically significant by tests.

To determine improvement in Network of Support Required, the percentage of students in this category should decrease. The percentages of Network of Support Required have fluctuated over time and maintained at a low level of 2.9 per cent since 2022-23 school year.

Note | Students receiving an indicator of IPP for any stem is not based on lack of success, but rather their exceptionality. Students in this category will not be assessed against the same criteria as other students as they have individualized goals based on their exceptionality. The only way to measure their success is to look at their IPP goal through Iris.

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Policy 4.5

Indicator 1

Percentage of students experiencing success with the learning outcomes of the Health/CALM Programs of Study; as measured by student report cards.

Policy 4.5

1. Percentage of students experiencing success with the learning outcomes of the Health/CALM Programs of Study; as measured by student report cards.

All Students

Students experiencing success with Health learning outcomes. (%)				
2019-20	2020-21	2021-22	2022-23*	2023-24*
98.1	97.7	97.8	97.8	98.0

Division 1

Students experiencing success with Health learning outcomes. (%)				
2019-20	2020-21	2021-22	2022-23*	2023-24*
98.1	98.4	98.1	98.7	98.8

* **Note** | New curriculum for Physical Education and Wellness was implemented beginning in 2022-23 for Division 1 students, along with a change in report card stems.

Division 2

Students experiencing success with Health learning outcomes. (%)				
2019-20	2020-21	2021-22	2022-23*	2023-24*
98.5	98.4	98.6	99.1	99.2

* **Note** | New curriculum for Physical Education and Wellness was implemented beginning in 2022-23 for Division 2 students, along with a change in report card stems.

Division 3

Students experiencing success with Health learning outcomes. (%)				
2019-20	2020-21	2021-22	2022-23	2023-24
98.2	97.1	98.2	97.1	97.1

Division 4

Students experiencing success with CALM learning outcomes. (%)				
2019-20	2020-21	2021-22	2022-23	2023-24
96.0	94.0	92.7	92.5	93.1



Policy 4.5

Indicator 1

Percentage of students experiencing success with the learning outcomes of the Health/CALM Programs of Study; as measured by student report cards.

- **Target for 2023-24**

No targets were set for the 2023-24 school year.

- **Analysis**

Statistical analyses are not available for the All Students, Division 1 or Division 2 cohorts. Only Division 3 and Division 4 had consistent and comparable reported results since 2022-23 school year as new health curriculum was introduced for both Division 1 and Division 2, along with new report card stems. However, in general, slight increases for All Students, Division 1, and Division 2 were noted.

Division 3: Student success in Health fluctuated over the past five years. Results were maintained at 97.1 per cent over 2022-23. From a strictly statistical analysis and based on a Chi-Square test comparing to the previous three-year average result, Division 3 result was significantly lower in the 2023-24 school year.

Division 4: Starting from 2019-20 school year, the high school student success rate in CALM showed continued year-over-year decreases and dropped to the lowest achievement level at 92.5 per cent in 2022-23. In 2023-24 school year, Division 4 students achieved a notable increase of 0.6 percentage points in the success rate, leading to a statistically comparable result when compared to the previous three-year average by Chi-Square test.



Policy 4.5

Indicator 2

Percentage of students who report they make decisions that keep them physically healthy; as indicated by the Overall Agreement of the **Physical Health Summary Measure** from CBE Student Survey.

- Percentage of students who report they make decisions that keep them physically healthy; as indicated by the Overall Agreement of the Physical Health Summary Measure from CBE Student Survey.

Physical Health Summary Measure					
	2019-20 ⁴	2020-21	2021-22	2022-23	2023-24
Overall Sample Size	n/a	30 869	35 608	35 159	39 899
Overall Agreement (%)	n/a	69.5	65.1	66.0	67.5

Physical Health Summary Measure by Grade					
Overall Agreement (%)	2019-20	2020-21	2021-22	2022-23	2023-24
Grade 5	n/a	80.6	77.1	75.4	75.9
Grade 6	n/a	74.0	71.8	71.2	72.1
Grade 8	n/a	67.0	62.7	63.5	65.2
Grade 9	n/a	64.9	61.3	63.0	64.4
Grade 11	n/a	62.9	58.0	60.2	63.9
Grade 12	n/a	63.2	57.2	59.6	61.9

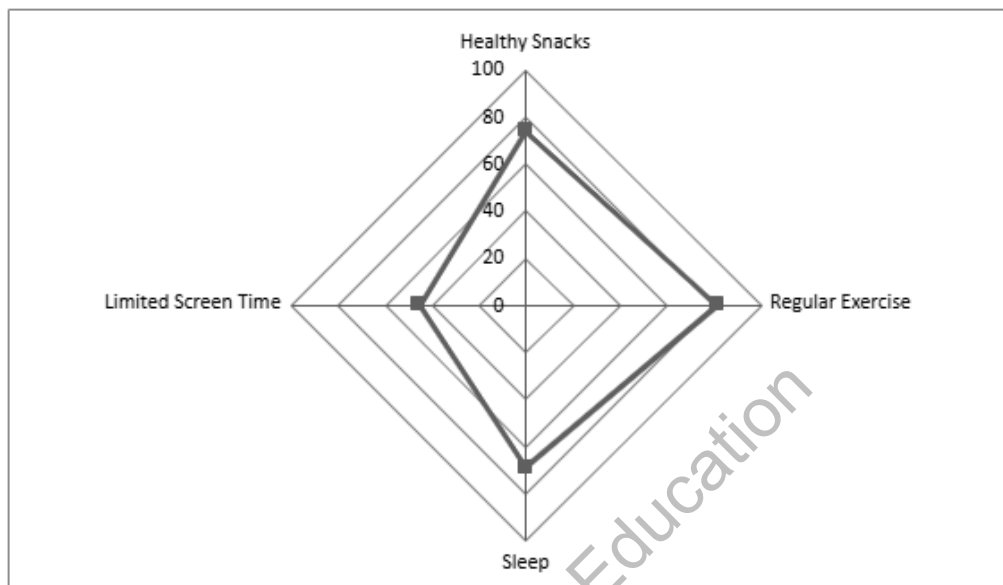
Question Theme	Overall Agreement (%)				
	2019-20	2020-21	2021-22	2022-23	2023-24
Healthy Snacks	n/a	82.7	74.5	74.5	74.1
Regular Exercise	n/a	81.2	79.8	79.8	81.5
Sleep	n/a	70.1	66.5	66.4	68.9
Limited Screen Time	n/a	44.1	39.5	43.1	45.5

⁴ CBE Student Survey was not administered in 2019-20.

Policy 4.5

Indicator 2

Percentage of students who report they make decisions that keep them physically healthy; as indicated by the Overall Agreement of the **Physical Health Summary Measure** from CBE Student Survey.



- **Target for 2023-24**

No targets were set for the 2023-24 school year.

- **Analysis**

Overall student agreement to the Physical Health Summary Measure increased significantly by 1.5 percentage points from 2022-23 to 2023-24 school year, achieving a continued growing pattern since 2021-22. A similar inverse relationship between grade and agreement levels persisted, in that student agreement levels decreased as grade level increased.

Over time, the spread between grade 5 and grade 12 student agreement levels has fluctuated between approximately 20 percentage points and 14 percentage points in 2023-24. Results for 2023-24 represent the smallest range in five years time.

While three out of four questions in the Physical Health Summary Measure showed noticeable growth in the agreement levels, there were significantly less students agreeing on taking care of themselves by eating healthy snacks in 2023-24 school year when compared to previous years.

The question regarding screen time has consistently seen lowest agreement levels within the measure, however, it reported the most evident and significant improvement in the 2023-24 school year result when comparing to the three-year average result.



Policy 4.5
Indicator 4

Percentage of students who report they make decisions that keep them emotionally healthy; as indicated by the Overall Agreement of the **Emotional Health Summary Measure** from CBE Student Survey.

4. Percentage of students who report they make decisions that keep them emotionally healthy; as indicated by the Overall Agreement of the **Emotional Health Summary Measure** from CBE Student Survey.

Emotional Health Summary Measure					
	2019-20 ⁵	2020-21	2021-22	2022-23	2023-24
Overall Sample Size	n/a	30 577	34 926	35 165	40 589
Overall Agreement (%)	n/a	67.2	63.5	65.7	67.9

Emotional Health Summary Measure by Grade					
Overall Agreement (%)	2019-20	2020-21	2021-22	2022-23	2023-24
Grade 5	n/a	75.5	73.4	73.7	75.6
Grade 6	n/a	70.4	67.1	68.6	69.6
Grade 8	n/a	62.0	58.2	61.4	62.9
Grade 9	n/a	61.4	59.2	62.4	63.7
Grade 11	n/a	65.1	59.2	62.6	67.5
Grade 12	n/a	68.6	63.1	65.4	68.1

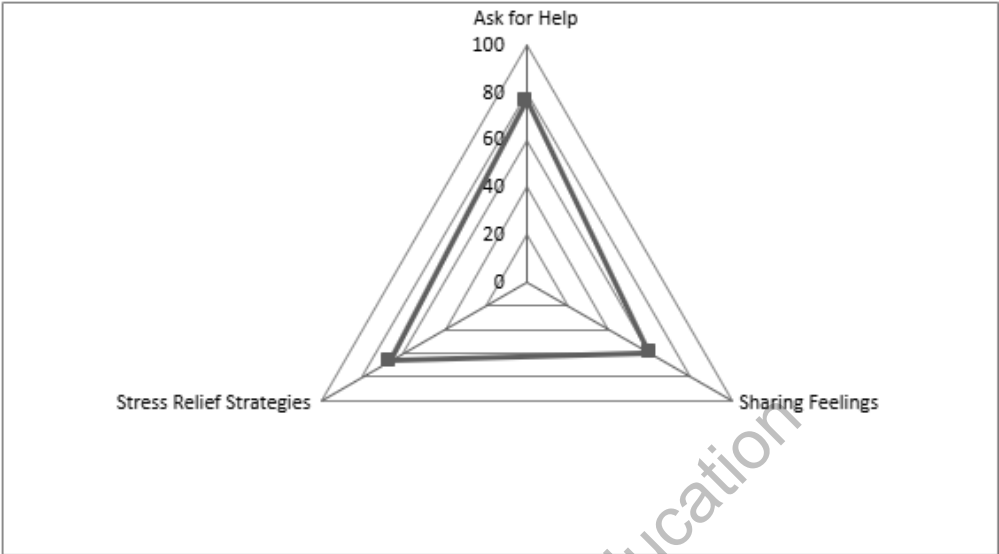
Question Theme	Overall Agreement (%)				
	2019-20	2020-21	2021-22	2022-23	2023-24
Ask for Help	n/a	74.7	72.3	74.7	76.9
Sharing Feelings	n/a	60.3	54.6	57.4	60.0
Stress Relief Strategies	n/a	66.6	62.8	65.1	66.7

⁵ CBE Student Survey was not administered in 2019-20.

Policy 4.5

Indicator 4

Percentage of students who report they make decisions that keep them emotionally healthy; as indicated by the Overall Agreement of the **Emotional Health Summary Measure** from CBE Student Survey.



- **Target for 2023-24**

No targets were set for the 2023-24 school year.

- **Analysis**

Overall student agreement levels for the Emotional Health measure increased continuously by around 2 percentage points each year since 2021-22 school year, achieving the highest result of 67.9 per cent in 2023-24. Based on a Chi-Square test, the 2023-24 result was significantly higher than the previous three-year average.

Grade 5 students continued to report the highest agreement levels for the previous years. Student agreement levels disaggregated by grade also increased for each grade cohort from 2022-23 with the degree of improvement being most noteworthy for high school students. With the continuous increases across all grades since 2021-22, it is noticeable that the agreement levels grew back in 2023-24 and even superseded the highest results over the last few years.

Student agreement levels across the three question themes ranged from 60 to 76.9 per cent agreement, a difference of 16.9 percentage points with student agreement being lowest for the question related to sharing feelings. When compared to the previous three-year averages, all three questions consistently reported significantly higher agreement levels in 2023-24 school year by test.



■ Overall Interpretation

The overall levels of achievement in personal development among CBE students were maintained or increased over the previous school year, with notable improvements in several areas.

The CBE dropout rate in 2022-2023 was the lowest in the past five years. The Annual Returning rate exceeded the provincial average by 2.3 percentage points for the first time in five years, alongside a lower estimated attrition rate and higher total returning count. These improvements could be attributed to the expansion of specialized programming, such as Unique Pathways, which may have helped more students connect to learning in ways that interest them, keeping them engaged and in school, and paving a path to future pursuits.

A closer examination of the Returning Count, provided in [Appendix 1: Results 4 | Detail for Returning Rate](#), suggested fewer students registered in apprenticeship programs in 2022-23 over 2021-22 when compared to regular K-12 participation and other post-secondary institutions after dropping out. While the higher results from 2021-22 would appear to be an outlier over the past 5 years, return rates associated with apprenticeships is lower than other Returning Count categories. This could be due to factors such as varying age requirements, reluctance of industry partners to take on young apprentices, relocation requirements, and the overall lack of available apprenticeships to student upon returning.

Division 4 students saw notable improvement in CALM learning outcomes in 2023-24, a statistically significant increase compared to the three-year average. This improvement may be due to innovative ways in which schools are offering the CALM courses, giving students agency and choice, impacting their overall engagement and success.

Compared to last year, the overall percentage of students achieving success in Health learning outcomes increased or were maintained. The success and stability could be due to the ongoing focus on student well-being throughout the CBE. While Division 3 overall success in Health was maintained compared to last year, it was significantly lower than the previous three-year average. It should be note that this reported decline is a statistical observation based previous three-year averages in which results showed inconsistent fluctuations. These fluctuations might be linked to variable changes in student levels of awareness related to health and well-being issues, influenced by ongoing shifts in family and societal prioritizations of health following the global epidemic.

The overall level of success for Division 3 students was maintained in the report card stems "Sets and works towards learning goals" and "Engages in learning with confidence and persistence." Although there was a slight decrease in exemplary strengths for both stems, it was not statistically significant. This overall success could be attributed to the continued system-coordinated support for implementing Collaborative Response, including

developing system and school-based continuums of support to meet students' personalized learning needs.

Both Physical Health and Emotional Health Summary Measures from the CBE student survey increased significantly compared to last year. For middle school students, improvements in Emotional Health perception data specifically could be attributed to the prioritization of social emotional learning, resiliency and overall student well-being supported by the Student Well-Being Framework and Companion Guide and the continued implementation of the Collaborative Response process at the school level.

Grades 11 and 12 reported stronger agreement levels on questions related to emotional health over physical health as measured by the CBE student survey. This shift may be due to increased maturity and a stronger sense of self. This improvement in perception data may be related to the application of learned skills, such as asking for help and accessing stress management tools, as it may be more personally relevant for high school students juggling to the academic demands of high school and increased pressures associated with future readiness and high school completion.

Grade 5 students report the highest percentage of overall agreement for questions related to physical health, possibly due to their exposure to the recently updated K-6 Physical Education and Wellness curriculum which focuses on the importance of healthy eating, activity and overall wellness. Younger students may be more likely to have greater parental involvement in their health-related choices and habits such as eating, sleeping and monitoring of screentime. Overall student agreement levels related to limiting screen time increased compared to last year. While this question remains the lowest within the physical health summary measures it has shown the most improvement over time.

Despite increases in the Emotional Health Summary measure overall, the lowest level of agreement continues to be related to sharing feelings with caregivers, peers and teachers, particularly in Grades 6, 8, and 9. Middle school students often may desire independence, fear judgment, and experience emotional uncertainty, making it difficult for them to communicate their feelings. Increases in use of technology, decreases in face-to-face interactions, and social media without proper discernment may contribute to their reluctance to share, impacting overall results.



- **Celebrate**

- Annual Returning Rate saw improvements in:
 - the overall returning rate, which increased and was higher than the province for the first time in five years;
 - fewer students dropping out in 2022-23 out compared to 2021-22; and
 - the estimated attrition rate decreased.
- Maintained Overall Level of Success as measured by the report card stems **Engages in learning with confidence and persistence** and **Sets and works toward learning goals**. Fewer students are requiring a network of support to achieve success.
- Division 4 students saw a notable increase in CALM success rate.
- Overall Emotional Health as measured by the CBE student survey continues to improve year-over-year.

- **Areas of Growth**

- Although Physical Health Summary measures continue to improve year over year, student agreement levels remain low regarding limiting screen time and choosing healthy snacks.
- While increasing year over year, Emotional Health Summary measure for “I talk to my caregivers, friends, classmates, and/or teachers about how I feel.” has the lowest level of overall agreement, particularly for grade 8 and 9 students.
- While increasing, CALM success rates at 93.1 per cent remain lower than other Overall Success rates in Health at 98.0 per cent.
- Slight decline for Division 3 students in indicator Exemplary Strengths for **Engages in learning with confidence and persistence** as measured by the report card.
- Fewer students registered in apprenticeship programs according to the Annual Return Rate.



Building Capacity |

The following is the list of next steps based on the analysis provided in this report.

Professional Learning

By increasing staff capacity through significant investment in professional learning, student personal development results will improve. Specifically, examples of professional learning being undertaken include the following:

- Social Emotional Learning Working Group Middle School creating contextually and developmentally applicable resources for Middle learners which includes being familiar with resources from an Indigenous perspective.
- Well-Being, PE and Health Forum increases evidence-based pedagogy/practice and teacher capacity when teaching physical activity and healthy eating learning outcomes for High Schools.
- Healthy Eating with a focus on cultural awareness lens for professional learning with AHS designed for PE&W, Health and Life Skills, and CALM.
- Middle Years professional learning sessions:
 - Creating and supporting School Well-Being Action Teams.
 - Using survey data to create student-driven action plans to enhance well-being.
 - Using Photovoice to inform Well-Being team to guide next steps for the symposiums.
- System Middle School Friday breakout focussing on understanding learners through data analysis and implementing specific interventions that prioritize student voice to improve well-being.
- Complementary Curriculum & Pathways on best practices, including cross-curricular connections, inclusion, and social-emotional learning.
- Ongoing training for myBlueprint e-Portfolio to boost staff and student engagement to plan for high school completion.

Structures & Processes

The following structures and processes will be utilized in support of student achievement of Results 4 and access to supports across a range of areas:

- Middle School Student Well-Being Symposium focussed on:
 - Pre-Learning for Middle School Symposiums for administrators and teachers to provide evidence-based pedagogy and strategies to increase student voice to improve whole school well-being.
 - Supporting schools to use survey data to create student-driven action plans to enhance well-being.

- Ongoing development of a Holistic Transition Plan for all grade 9 Students who Self-Identify as Indigenous entering grade 10.
- Continue development of programming in collaboration with SAIT for grade 11 and 12 students engaging in the Digital Futures Pathway Collegiate.
- Co-created with SAIT the Exploring Skilled Trades Program, comprehensive resource for junior high teachers and students to learn about skilled trades and explore apprenticeship pathways.
- Work with Alberta Education to contribute to the Dual Credit Advisory Group, the Collegiate group supported through CASS (TAVE), and the upcoming Modernization of Apprenticeship Advisory Group.
- Partnership with the Calgary Construction Association to pilot the “Honour The Work Program” with 3 schools in the 2024-25 School Year.
- Continue development of Dual Credit and Exploratory programming with industry, post-secondary and community partners to expand High School student choice.

Resources

The following actions will be taken to support system and school needs regarding resource creation and accessibility:

- Student Safety and Well-Being Insite Page with supporting resources including:
 - SEL Digital Citizenship resources for self-management of screen time, social awareness on-line, relationship skills on-line and responsible decision making on-line.
 - Well-Being Data Tracking Tool to develop, monitor and measure SDP and School Well Being Action Plan goals.
- Middle Year social emotional learning (SEL) resources addressing specific identified SDP goals that are both educator-created and contextually relevant.
- Middle Years Insite page with recordings and resources for educators.
- Complementary Curriculum & Pathways Team and professional learning funds to support:
 - Partnerships with external agencies to provide professional learning and off-campus educational experiences for students.
 - System NID and Professional Learning days.
 - CTF Design Thinking Book study.
 - myBlueprint.

Targets |

Targets are identified where the Chief Superintendent sees an opportunity for growth or where the Board of Trustees identifies an area of concern or exception.

Report card results remain very high and so, not an opportunity for growth. Additionally, with the 2022-23 and ongoing introduction of new curriculum for Physical Education, and subsequent changes in the report cards stems, setting targets would not be advise until such a time as a statistical analysis over time is possible in order to determine both benchmarks and targets.

One indicator in Results 4 is based on an Alberta Education Assurance Measure, three are based on report card data and the remaining fourteen indicators are tied to survey data. As Results 4 will be a minor focus on the 2024-25 CBE Student Survey and as such, it is prudent to wait until there is a complete data set for Results 4 prior to setting targets.

It is for these reasons no targets have been set for 2024-25 in this report.

APPENDIX

Appendix I:
Appendix II:

Results 4: Detail for Returning Rate
Results 4 | CBE Student Survey Questions & 2023-24 Results



appendix

Results 4 | Detail for Annual Returning Rate

Year	Drop out Count	Returning Count			Total Returning Count	Unadjusted Returning Rate	Estimated Attrition	Returning Rate
		K-12 Participation	Post-Secondary	Apprenticeship				
2019	1081	95	24	4	123	11.4	358.7	17.0
2020	1075	93	25	3	121	11.3	353.1	16.8
2021	1119	115	27	1	143	12.8	318.6	17.9
2022	998	93	15	8	116	11.6	305.2	16.7
2023	934	97	22	3	122	13.1	286.9	18.9



appendix

Results 4 | CBE Student Survey Questions & 2023-24 Results

Note | the numbers in the square brackets refer to the grades of students who would be asked this question.

Policy 4.1

Indicator 2 – Resiliency and Perseverance Summary Measure

Question	Overall Achievement (%)
1 I feel confident I can overcome challenges in my learning.	n/a
2 When I struggle with my school work, I can get through it and fix it.	n/a
3 I try hard at school even when I find it challenging to succeed in my learning.	n/a
4 I want to keep learning even when I experience a setback.	n/a

Indicator 3 – Adaptability Summary Measure

Question	Overall Achievement (%)
1 I like learning new things at school even if I sometimes find it challenging.	n/a
2 I can adapt to new situations even when under stress or pressure (e.g., Provincial Achievement Test, Diploma Exam, pop quiz).	n/a
3 I can change to meet the needs of new situations at school.	n/a



Policy 4.2

Indicator 2 – Self-Improvement Summary Measure

Question	Overall Achievement (%)
1 [11,12] I want to set and achieve learning goals.	n/a
2 [11,12] I set goals for my learning and work towards them.	n/a
3 [11,12] I have the support I need from my school to set learning goals and work towards them.	n/a

Indicator 3 – Self-Advocacy Summary Measure

Question	Overall Achievement (%)
1 [11,12] I ask questions in class when I have them.	n/a
2 [11,12] I bring my own ideas to learning tasks and activities at school.	n/a
3 [11,12] I am curious about the things I am learning at school.	n/a
4 [11,12] I can defend my thinking when I answer a question.	n/a

Indicator 4 – Self-Reflection Summary Measure

Question	Overall Achievement (%)
1 [11,12] I can bounce back after a setback in my learning (e.g., an unexpected low mark).	n/a
2 [11,12] When I'm upset with someone, I try to take the perspective of that person for a while.	n/a
3 [11,12] I use feedback to improve my learning.	n/a



Policy 4.3

Indicator 2 – Ambiguity and Complexity Summary Measure

Question	Overall Achievement (%)
1 [11,12] I can accept someone else's answer to a question even if it is different than my own.	n/a
2 [11,12] I am comfortable learning about things that may have more than one answer.	n/a
3 [11,12] I try to look at all sides of an issue before I make a decision.	n/a
4 [11,12] I understand that there are at least two sides to every issue and I try to understand them.	n/a

Policy 4.4

Indicator 1 – Risk-taking Summary Measure

Question	Overall Achievement (%)
1 I am willing to try new things in my learning even if I'm not sure I will be successful.	n/a
2 When I learn about a new way to use school technology, I want to try it.	n/a
3 I try to join in when others are learning something I'm interested in.	n/a

Policy 4.5

Indicator 2 – Physical Health Summary Measure

Question	Overall Achievement (%)
1 I take care of myself by choosing healthy snacks when I am able.	74.1
2 I take care of myself by exercising regularly when I am able.	81.5
3 I take care of myself by getting enough sleep when I am able.	68.9
4 I take care of myself by making sure I don't have too much screen time (e.g., TV, computer, tablet, cell phone).	45.5



Indicator 3 – Social Health Summary Measure

Question	Overall Achievement (%)
1 I have positive relationships with friends and family.	n/a
2 I can easily make and keep friends.	n/a
3 I know when my friendships or relationships become negative or unhealthy.	n/a
4 If a relationship is no longer positive, I know what strategies I can use to address it.	n/a

Indicator 4 – Emotional Health Summary Measure

Question	Overall Achievement (%)
1 I ask for help when I need it.	76.9
2 I talk to my caregivers, friends, classmates, and/or teachers about how I feel.	60.0
3 I have strategies that I can use for myself when I feel stressed about school.	66.7

Policy 4.6

Indicator 1 – Learning Technology Summary Measure

Question	Overall Achievement (%)
1 I use technology to help my learning.	n/a
2 I feel comfortable using the technology available at school to help me learn.	n/a
3 I have enough opportunity to use technology in my learning.	n/a



Indicator 2 – Technological Fluency Summary Measure

Question	Overall Achievement (%)
1 I have the skills I need to use technology at school to help me in my learning.	n/a
2 When I learn about a new way to use school technology I want to try it.	n/a

Indicator 3 – Technological Communication Summary Measure

Question	Overall Achievement (%)
1 I treat people with the same respect online as I would face-to-face.	n/a
2 I communicate online the same way I do face-to-face.	n/a
3 I am careful about what I share online.	n/a

Indicator 4 – Technological Critical Thinking Summary Measure

Question	Overall Achievement (%)
1 When I see information online, I can tell if it is true or made up.	n/a
2 When I'm reading information online, I can tell if it is true or made up.	n/a
3 I trust the information I see online.	n/a



**operational
expectations
monitoring report****OE-2: Learning Environment/Treatment of Students**

Monitoring report for the
school year 2023-2024

Report date:
April 08, 2025

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 2: Learning Environment/Treatment of Students, the Chief Superintendent certifies that the proceeding information is accurate and complete.

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

Signed: 
Joanne Pitman, Chief Superintendent

Date: April 8, 2025

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 2: Learning Environment/Treatment of Students, the Board of Trustees:

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

Summary statement/motion of the Board of Trustees:

Signed: _____
Chair, Board of Trustees

Date: _____



OE-2: Learning Environment/Treatment of Students

Executive Summary

The Board of Trustees believes that it is essential to establish and maintain a learning environment that is welcoming, caring, safe, respectful and conducive to effective learning for each student.

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

The Chief Superintendent's reasonable interpretation and indicators for OE 2: Learning Environment/Treatment of Students were approved on October 10, 2017. The Board was last presented with the annual monitoring report for OE 2 on April 9, 2024. This report includes data available from the 2023-2024 school year and contains evidence to support the following findings:

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



OE-2: Learning Environment/Treatment of Students

The Board of Trustees believes that it is essential to establish and maintain a learning environment that is welcoming, caring, safe, respectful and conducive to effective learning for each student.

Board-approved Interpretation |

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

The Chief Superintendent interprets:

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

The Chief Superintendent shall:

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

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



OE-2: Learning Environment/Treatment of Students

The Chief Superintendent interprets:

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

Board-approved Indicators and Evidence of Compliance |

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

Evidence statement

A review and analysis of the system Student Code of Conduct (Administrative Regulation 6005) was completed through district-wide leadership meetings to ensure school administrators had informed students, staff and families of the expectations related to student conduct. The review was also outlined for principals within the School Information Handbook as part of the 'Opening Activities' for the 2023-2024 school year.

School principals met with all staff, students and communicated to families (via School Council and email updates) to facilitate awareness and understanding of the Student Code of Conduct. This included updating all school websites to provide a direct link to the Student Code of Conduct for continued access and reference. The results of the principal feedback survey from these meetings support 100% compliance in relation to ensuring that students, staff and parents/guardians were made aware of the Student Code of Conduct.

For the 2023-2024 school year, school administrators were provided professional learning sessions connected to both progressive student discipline and restorative practices in support of positive student relationships and conduct. Continued professional development will focus on supporting students, staff and families to understand roles, expectations and responses as part of a whole school approach in support of a welcoming, caring, respectful and safe learning and work environment.



OE-2: Learning Environment/Treatment of Students

2.1.2	100% of schools complied with Administrative Regulation 3021 – School Emergency Practices and Procedures.	Compliant
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The organization is compliant with this indicator.

Evidence statement

CBE administration is pleased to report that 100% of schools confirmed that they were in compliance with Administrative Regulation 3021. All schools completed the requisite number of fire drills and lockdown drills during the school year.

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

Evidence statement

In the Spring of 2024, over forty thousand CBE students (29,321), parents (4,952) and teachers (6,001) responded to the Alberta Education Assurance (AEA) Survey. 84.8% agreed or strongly agreed that students are safe in school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school. This is down 0.7 percentage points from 85.5% in 2023.

Within that overall percentage, 78.8% of student responses indicated agreement with the safe and caring suite of questions from The Calgary Board of Education Annual Safe and Caring Schools result, down 1.0 percentage point from 79.8% in 2022-2023. This is within beyond the +/- 2 percentage points range of the previous year's result.



OE-2: Learning Environment/Treatment of Students

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

Evidence statement

Schools have well defined processes to confirm volunteer police information checks with prior to commencement of volunteer service in schools. 99.57% of school principals reported compliance with the volunteer security requirements. One principal reported that a school volunteer had their clearance expire and had continued to volunteer in the school for a period of ten days before it was remedied. This was deemed to be an accidental oversight, and additional scrutiny was confirmed moving forward.

One principal reported that due to the nature of their school program volunteers were not utilized in the 2022-2023 school year.

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

Evidence statement

During the 2023-24 school year, recidivism was calculated at 73% based on a data set of 122 students who had direct involvement with the Attendance Team. 27% of the students showed 5% or more improvement in attendance from the date of referral to the Attendance Team to the last day of school. Of the total data set, 26 students were excluded from the analysis as they had transferred out of the CBE for various reasons.

The Attendance Team provided consultation and support to school leaders concerning 658 students and an additional 66 general consults regarding attendance policies and procedures.

Out of the 658 students, 122 students were identified as needing further support and intervention through the Attendance Team. Involvement with the Attendance Team includes direct parent contact with the Attendance Counsellors and/or



OE-2: Learning Environment/Treatment of Students

referrals to the Office of Student Attendance and Reengagement, resulting in a letter of warning, mediation or a hearing with the Attendance Board.

Students who continued to struggle with regular attendance, showed an exceptional level of complexity particularly in their personal and family circumstances. The predominant barrier to student attendance was related to student mental health. In some situations, a lack of parent engagement and communication with the school limits the opportunity to provide interventions to support student attendance. In others, the student and their parent are actively working with internal and/or external supports to address the underlying barriers, with the goal of incremental improvement in attendance.

Students who are brought forward to the Attendance Team late through the school year receive ongoing efforts to support their attendance year over year, and incremental change is often seen in the following year.

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

Evidence statement

Schools consistently work together to support the transition of students with Individual Program Plans (“IPPs”). This occurs on an ongoing basis between schools, as students shift locations over the course of the year and is completed during May-June for those students moving on from a natural transition (elementary to middle school, middle school to high school). Area based Education Directors consistently review transition processes between schools, providing direction and support with transition planning. For the 2023-2024 school year, 100% of principals reported that meetings were held between the current school and the receiving school(s) to support transitions for students on IPPs.

Schools provide opportunities for parents and families to provide input in the transition plans for their students. This can include connecting families with the receiving school staff, school visits to familiarize students and families with a new location, as well as providing additional information that would support a student during a transitional time. Transition plans are recorded within the IPP, providing critical documented information for receiving schools. In the 2023-2024 school year, 100% of principals reported that intentional transitional plans were developed for students on IPP's to support their move to another school.



OE-2: Learning Environment/Treatment of Students

Additionally, for all self-identified Indigenous students transitioning from grade 9 to 10, Holistic Transition Plans were created and shared between schools to further support the transition of our Indigenous students to High School.

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

Evidence statement

CBE schools support student organizations that promote welcoming, caring, and safe learning environments. For the 2023-2024 school year, CBE's data collection was expanded to include student organizations and student-led clubs that focused on diversity, equity and inclusion. These included such groups as: student councils, leadership groups, student voice clubs and focus groups, GSAs/QSAs and diversity councils.

In 2023-24, 100% of principals reported that students were or would have been supported, if requested, in the establishment of student organizations that promoted welcoming, caring, respectful and safe learning environments.

Evidence demonstrates all indicators in subsection 1 are in compliance.



OE-2: Learning Environment/Treatment of Students

GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

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

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

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

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

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




**operational
expectations
monitoring report****OE-6: Asset Protection****CHIEF SUPERINTENDENT CERTIFICATION**

Monitoring report for the
school year 2023-2024

Report date:
April 8, 2025

With respect to Operational Expectations 6: Asset Protection, the Chief Superintendent certifies that the proceeding information is accurate and complete.

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

Signed: 
Joanne Pitman, Chief Superintendent

Date: April 8, 2025

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 6: Asset Protection, the Board of Trustees:

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

Summary statement/motion of the Board of Trustees:

Signed: _____
Chair, Board of Trustees

Date: _____



OE-6: Asset Protection

Executive Summary

The Board of Trustees believes that the protection of all organizational assets contributes to student learning.

This Operational Expectation establishes expectations of the Board of Trustees for the Calgary Board of Education regarding the protection of organizational assets.

The Chief Superintendent's reasonable interpretation and indicators for OE 6: Asset Protection were approved on October 10, 2017. The Board was last presented with the annual monitoring report for OE 6 on April 9, 2024. This report includes data available from the 2023-2024 school year and contains evidence to support the following findings:

Policy Statement	Indicator	Finding
6.1	6.1.1	Compliant
6.1	6.1.2	Compliant
6.1	6.1.3	Compliant
6.1	6.1.4	Compliant
6.1	6.1.5	Compliant
6.1	6.1.6	Compliant



OE-6: Asset Protection

Board-approved Interpretation |

The success of our students is enhanced when materials, both tangible and intangible, belonging to CBE are safeguarded and not placed at undue risk.

The Chief Superintendent interprets:

- *protection* to mean controls are in place to ensure assets are safeguarded to decrease risk to a medium or low level.
- *organizational assets* to mean all tangible property and equipment and all intangible property (data and operational systems) owned by CBE that are vital to its operation. These include all asset categories recorded on the CBE balance sheet.

The Chief Superintendent shall:

6.1	Properly maintain, adequately protect and appropriately use all organizational assets.	Compliant
-----	--	-----------

Ensuring that the resources, material goods and other properties and possessions of CBE are safe and guarded from theft and liabilities is critical to the operation and functioning of the organization.

The Chief Superintendent interprets:

- *properly maintain* to mean kept in safe working order.
- *adequately protect* to mean controls are in place to ensure assets are safeguarded to decrease risk to a medium or low level.
- *appropriately use* to mean assets are utilized by CBE staff according to the purpose for which they were acquired.
- *organizational assets* to mean all tangible property and equipment and all intangible property (data and operational systems) owned by CBE that are vital to its operation. These include all asset categories recorded on the CBE balance sheet.



OE-6: Asset Protection**Board-approved Indicators and Evidence of Compliance |**

6.1.1 95% of the corporate information created, received, maintained, disposed or preserved by the CBE is in accordance with GARP (Generally Accepted Record Keeping Principles).	Compliant
---	-----------

The organization is compliant with this indicator.

Evidence statement

During the monitoring period, the Records Management (RM) team successfully processed approximately 4,526 boxes of records from Schools and Service Units. Of these were 2,658 boxes that contained more than 58,700 student record folders designated for digitization.

To consistently satisfy Alberta Education's standards for the upload of digital student records, robust quality assurance processes are required. This meant that during the monitoring period, in addition to typical digitization quality assurance reviews, 13,414 or about 23% of the year's student record folders received a comprehensive review prior to their upload to the province's PASI (Provincial Approach to Student Information) system.

As a part of continuing improvements to the CBE's record keeping efforts, the RM team delivered training sessions to 168 Schools and Service Units. Although these sessions were primarily aimed at school administrative staff and therefore focused on best practices for the digitization and uploading of student records to PASI, they also covered general records management and record keeping procedures.

In addition, the RM team conducted remediation follow-up with schools whose digital document uploads were flagged for not meeting PASI standards. Specifically, schools received targeted training geared towards assisting them with addressing identified deficiencies with the digital records they uploaded.

In terms of administrative records, thorough reviews were conducted to ensure effective record keeping and adherence to established protocols for the secure retention and disposition of records. Specifically, 1,200 boxes of records for retention were deposited for offsite storage, while 1,543 boxes were securely disposed/destroyed based on their retention periods. Furthermore, Schools and Service Units actively participate in the disposition of transitory records via the CBE Shred Bin program.



OE-6: Asset Protection

The scope and depth of record reviews conducted during the monitoring period were instrumental in assessing that the CBE's records and records management practices meet Generally Accepted Recordkeeping principles and, that the CBE continues to operate at the target maturity standard of *Essential*.

6.1.2	99% of all attempted intrusions into the CBE Information Systems will be successfully blocked.	Compliant
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The organization is compliant with this indicator.

Evidence statement

Internal tracking revealed more than 123 million attempted intrusions during the monitoring period, with more than 300,000 classified as the most serious because of their potential for causing significant harm to CBE systems or data.

During the monitoring period, one successful intrusion incident involving a browser hijacking attack targeting a staff member occurred. Upon discovery, swift actions were taken to mitigate harm, which included: the staff member's account was promptly locked, all active sessions were revoked, and the workstation was quarantined preventing access to CBE networks. Internal forensic analyses identified no data exfiltration, or compromises beyond the staff member's computer. Despite vigilance and enhanced security measures, social engineering attacks, particularly in the era of AI, continue to pose significant risks.

Internal tracking has noted a rise in leader impersonation attempts (Principal Attacks), where threat actors send fake email messages pretending to be CBE leaders. These observations and their sophistication are not a surprise, especially as threat actors employ AI and AI-driven tools in support of their nefarious activities.

In terms of student accounts, there were 11 instances of compromised accounts, 5406 instances of blocked malware infections and 3424 unsuccessful ransomware attempts during the monitoring period. In every case, timely detection, quarantining, and eradication prevented damage.



OE-6: Asset Protection

6.1.3	100% of mandated life safety and preventative maintenance inspections are completed according to their respective frequency requirements.	Compliant
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The organization is compliant with this indicator.

Evidence statement

Of the mandated life safety and preventive maintenance inspections required by the various authorities having jurisdiction, 100% of these routines were completed for the 2023-24 school year.

Mandated inspections include: annual fire alarm and emergency lighting inspections, semi-annual fire suppression and emergency generator inspections as well as tri-annual boiler inspections.

6.1.4	CBE will secure insurance coverage against theft, property losses and liability losses to the organization.	Compliant
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The organization is compliant with this indicator.

Evidence statement

The CBE, as a member of USIC (Urban Schools Insurance Consortium), is experiencing increasingly favourable market opportunities for insurance coverage. CBE maintains the appropriate coverage and limits in the areas of property, liability, cyber, crime and auto insurance, in addition to other policy coverage areas.



OE-6: Asset Protection

6.1.5	No legal complaints related to violation of intellectual property rights are received.	Compliant
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The organization is compliant with this indicator.

Evidence statement

There were no complaints related to a violation of CBE's intellectual property rights received by the CBE Legal Services during the 2023-2024 school year.

6.1.6	No losses are incurred by CBE on deposits and investments.	Compliant
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The organization is compliant with this indicator.

Evidence statement

For the 2023-2024 school year, there were no losses incurred on deposits or investments.

Evidence demonstrates all indicators in subsection 1 are in compliance.



OE-6: Asset Protection

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**report to
Board of Trustees****Budget Assumptions Report 2025-26**

Date	April 8, 2025
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Joanne Pitman Chief Superintendent of Schools
Purpose	Information
Originator	Brad Grundy Superintendent, Chief Financial Officer, Corporate Treasurer
Governance Policy Reference	Operational Expectations OE-5: Financial Planning
Resource Person(s)	Superintendents' Team Finance & Technology Services staff Communications staff

1 | Recommendation

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

2 | Issue

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

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



To fulfill staffing at schools, the CBE will continue with resource deployment to schools via the Resource Allocation Method (RAM) based on the assumptions contained within this report. At this time, it is expected that the ratio of students to school-based staff will increase modestly. As well, services and support to students will not increase at a rate equal to the growth in student enrolment.

After the Board's review of the report, the intention would be to provide the RAM plan to schools on April 10, 2025. This date is important to ensure schools have sufficient time to make any necessary staffing adjustments.

Should any information impacting funding become known after the Board of Trustees receives this Budget Assumptions Report, the new information will be fully disclosed in the 2025-26 Budget Report presented to the Board of Trustees in May 2025.

3 | Conclusion

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



JOANNE PITMAN
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: Budget Assumptions Report 2025-26

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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

Budget Assumptions Report 2025-26



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



**Calgary Board
of Education**



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Property of the Calgary Board of Education

A NOTE FROM LEADERSHIP

A note from the Chief Superintendent of Schools and the CBE leadership team

The CBE continues to grow, with more students and staff expected in 2025-26. All planning for next year's budget remains rooted in our mission, values and the Board of Trustees' priorities of achievement, equity and well-being. The budget will continue to support and enable achievement of the CBE Education Plan goals.

With growth comes increasing student complexity and diversity of needs. We have more than 44,000 students who are learning English as an additional language (EAL) and 26,000 students identified with specialized learning needs. Our priority is to hire additional classroom teachers and other staff to support student success while planning for rising operational costs, including the increasing cost of labour.

Dollars will continue to be prioritized to maximize impact and ensure students have access to the supports they need to be successful in their learning.

With growth comes the challenge of space. Most CBE schools are reaching capacity with more than a third of our 250 schools operating at or above 100 per cent utilization.

We are pleased to be receiving 15 new schools over the next 1-4 years. Additionally, another 64 modularity are currently being added or relocated for use in the 2025-26 school year. Thirty schools are still in overflow. This means more students require transportation to attend a school with space. Additional students and new learning spaces mean funds need to be allocated to purchase desks, classroom resources, computers and other technology.

As always, the budget development process is about making the best decisions for student and staff success within the funding we receive. Our focus will be to prioritize programs, supports and services that meet the needs of students while being responsible stewards of public dollars.

Sincerely,

Joanne Pitman
Chief Superintendent of School

Organization Summary

All budget decisions are aligned with CBE and Board priorities.

Mission

The Board of Trustees' mission for the CBE is:

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

The CBE considers each individual student and their learning needs against available financial and other resources. This delicate prioritization process is informed by the CBE's values.

Values

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

Guiding Documents

The CBE's work is guided by its Education Plan and Board of Trustees' priorities: achievement, equity and well-being.

Decisions are also guided by the:

- *Education Act*
- Ministerial Order on Student Learning Assurance Framework

142,400+ Students



EAL

44,000+
English as
Additional
Language
(EAL) Learners



25,900+
students with
special needs



6,200+
self-identified
Indigenous
students



24,500+ students
on **611** yellow
bus routes



16,200+
employees



251
schools and
other facilities

*Sept. 30, 2024 figures

CONTEXT: BUDGET 2025-26

The 2025-26 CBE budget is currently under development. The final budget will be shaped over the next several weeks as we finalize allocations to best meet the needs of all students.

While the CBE has received additional dollars related to enrolment growth, funding has not kept pace with rising costs and a student population with increasingly complex learning needs. The information set out below identifies some of the key factors within the CBE's operational context that will impact Budget 2025-26.

Note: As of the time this report was written, the CBE has not received its 2025-26 school jurisdiction funding profile or the related funding manual. Accordingly, the amount and details of the grants included in the funding framework are not known. The CBE is aware that funding has moved to a new weighted moving average funding model that calculates 30% on current year enrolment and 70% of projected enrolment.

Enrolment continues to grow.

- The CBE is anticipating welcoming more than 146,000 students next year. This is an increase of over 20,000 students over four years – enough to fill 33 elementary schools. Growth is expected to continue, with enrolment projected to grow to 160,000+ students by 2030.
- Students enrolled after Sept. 30 do not receive funding in that school year. While a school jurisdiction's operating reserve can help in the short-term (one school year), it is not a viable long-term solution.
- Growing student populations put pressure on schools. Some students are being overflowed to other schools with space. Schools have been resourceful by maximizing all available space as classrooms including common areas and staff rooms.

More students mean more staff and resources are needed.

As the number of students increases, the CBE also needs:

- More teachers and other school-based staff to support students.
- More central supports like occupational therapists, psychologists and speech language pathologists to support complex learners.
- More administrative supports to help manage growth (student accommodation planning, HR, IT, Finance and more).
- More technology supplies and other resources to support student learning and system infrastructure.

There are more students with greater complexity in our system.

- It is important that students have access to the supports they need to be successful in their learning. Resources are allocated to an increasing number of students with special learning needs, and those needs are becoming more complex.
 - 31% (44,000+) are English as Additional Language (EAL) learners.
 - 18% (26,000+) have special learning needs.

Every cent of Alberta Education funding supports students.

CBE continually reviews its operations to ensure resources are maximized to classrooms (Appendix II).

- About 80 cents of every dollar goes directly to schools and central school supports, while the rest is allocated to operations and maintenance, transportation and system administration. Some funding like transportation must be spent on transportation.
- Administrative costs remain low at just 3% of our total budget.
- Dollars received in the year are spent on students we serve that school year. We manage the budget with the dollars we receive. Rising costs continue to impact what we can afford.
- Our operating reserves are 1.9% of prior year total expenditures at the second quarter of 2024-25. Alberta Education requires school boards to maintain operating reserves between 1% and 6%.
- Accumulated surplus from operations requires financial contributions to rebuild after years of inflation, rising labour costs and record levels of enrolment. The low balance impacts our ability to access our operating reserves.
- Currently more than half of CBE's 251 schools are more than 50 years old. School districts need to redirect dollars, often from educational grants, to fund operating and maintenance costs for these aging buildings.

Per-student funding is not keeping pace with inflation.

- While the overall funding profile has grown, this reflects the increase in the number of students; however the rate remains constant.
- Over the same period, inflation continues to impact the CBE's purchasing power by more than 20%.

The average cost of labour within the CBE has increased by over 8%.

- It is important to balance supporting a growing system with providing fair compensation packages/workloads for employees. Approximately 77% of CBE's costs are directly related to employing people. As the average cost of labour rises, the funding for 100 teachers in 2018-19 only covers 92 teachers in 2024-25.

REVENUE ASSUMPTIONS

An investment in education helps contribute to a strong Alberta

- Based on publicly available information as of March 21st, the CBE anticipates a 3 per cent increase in Alberta Education funding inclusive of enrolment growth.
- The CBE will maximize available grant revenue across all grant categories.
- Growth in funding for students with special needs continues to lag the actual costs necessary to meet the needs. The CBE continues to see more students with complex or multi diagnosis and/or students with mental health or behaviour conditions.
- System and school fees will cover the direct cost of fee-related programs and services and comply with the Education Act and related regulations. The CBE's comprehensive fee waiver program also means that no student will be denied access to a public education due to an inability to pay a fee.
- The CBE's student transportation program remains balanced within the total of Alberta Education transportation funding and related fee revenue. Additionally, the [School Transportation Amendment Regulation](#) which comes into effect Sept. 1, 2025 will change the yellow school bus transportation eligibility distance and how it is measured. The intent of this legislation is to increase the number of students eligible for yellow bus service.
- The CBE will maximize investment returns on cash in excess of current need subject to Alberta Education guidance. The CBE's investment strategy is predicated on maximizing returns consistent with the preservation of invested capital.
- The CBE applied prudence in the determination of its 2025-26 Alberta Education revenue forecast. If actual revenue exceeds the forecast that incremental revenue will be applied to the highest currently unfunded or underfunded priority.

Note: The CBE continues to monitor enrolment growth closely and communicates that information to Alberta Education regularly.

EXPENSE ASSUMPTIONS

The CBE believes in meeting the needs of students while being responsible stewards of public dollars.

- CBE programs, services, supports and operations will align with Alberta Education funding.
- The CBE will spend the funding received for the 2025-26 school year on students enrolled in CBE schools for the 2025-26 school year (Appendix II).
- The CBE will allocate 0.5% of expenditures (\$8 million) towards increasing the Accumulated Surplus from Operations to support additional operational flexibility.
- The CBE will meet health, safety, legal and learning environment needs.
- The CBE will allocate resources to ensure compliance with provincial legislation and collective agreements including general wage increases, employee salary grid movement and benefits changes.
- The CBE will make best efforts to minimize the impact on Resource Allocation Method funding rates for schools while balancing the overall CBE budget.
- The CBE will adjust centrally provided services and supports to students consistent with available financial resources and subject to identified needs.
- The CBE will continuously evaluate the financial, programming and operational viability of school sites. Any necessary changes are implemented in alignment with CBE policies.
- The CBE maintains the ability to attract, train, retain and pay employees.
- CBE spending on governance and administrative costs will remain at or below the targeted system administration grant provided by Alberta Education.
- The CBE will not rely on one-time funding sources, such as operating and capital reserves, to cover recurring expenses.
- The CBE will apply Alberta Education targeted/restricted funding for the specified purposes it is intended. Any new targeted funding will be deployed in alignment with Alberta Education's direction.

- The CBE will work with the provincial government and other school jurisdictions to identify cost-saving strategies where opportunities exist.
- Board-funded capital investments support the maintenance of learning spaces and systems as well as the replacement of vehicles, equipment, and technology hardware necessary to maintain operations.

Property of the Calgary Board of Education

RISKS

We use control mechanisms to manage risk and increase public confidence in the CBE's financial health

The CBE has control processes and mechanisms in place to manage inherent risk.

It is possible that a risk or combination of risks could impact operations in a way that exceeds expectations. The rating for each inherent risk is classified based on management's assessment and informed by subject matter experts for each category.

Financial and Operational Compliance Risks

The CBE closely monitors funds allocated with prudence, integrity and transparency and ensures sufficient reserve levels so the public can be confident in the CBE's fiscal health.

Reserve requirements exceed available balance	Likelihood	Moderate	Consequence	Moderate
The cost of addressing unanticipated events and/or transitioning current services and supports to new funding levels may exceed available operating and capital reserve balances. Reserves available may not be sufficient to cover unforeseen events requiring the CBE reprioritize initiatives and supports mid-year.				
Public expectation exceed funded capacity	Likelihood	Higher	Consequence	Moderate
Public expectation for public education exceeds capacity of the CBE to provide within allocated funding levels. Additional communication will be required to enhance community understanding of financial and qualitative implications with current fiscal environment.				
Accumulated Surplus from Operations (ASO)	Likelihood	Higher	Consequence	Higher
As a result of multiple factors in prior years, including inflation, rising costs of labour and record levels of enrolment, the accumulated surplus from operations has been significantly drawn down and requires contributions to rebuild.				

Staffing and Contractual Risks

Staffing costs comprise approximately 77% of CBE expenditures and grid movement and negotiated monetary increases can have a significant impact on CBE operations. The Government of Alberta has primary responsibility for collective bargaining with the Alberta Teachers' Association. The CBE bargains with unions and exempt employees following the provisions of the *Public Sector Employers Act*.

Collective agreement changes	Likelihood	Higher	Consequence	Higher
Alberta Teachers Association (ATA), Staff Association (SA), Canadian Union of Public Employees (CUPE) and Trades collective agreements expired in August 2024. Bargaining is underway with all unions, except for CUPE, at the time of this report. Job labour action could increase risks of the CBE to maintain operations. Changes to these agreements will have financial and administrative impacts on the system. Non - ATA settlements are not directly funded through the funding framework.				
Staff attrition costs higher than assumed	Likelihood	Moderate	Consequence	Moderate
Retirements, resignations and replacements occur at higher than assumed rates. Higher than projected attrition from key positions in schools and service units can pose administrative delays or gaps in service.				

Operational Risks

The operational risks set out below reflect those events that are most likely to have an impact on CBE operations during the 2025-26 school year. The table below sets out the inherent (unmitigated) risks.

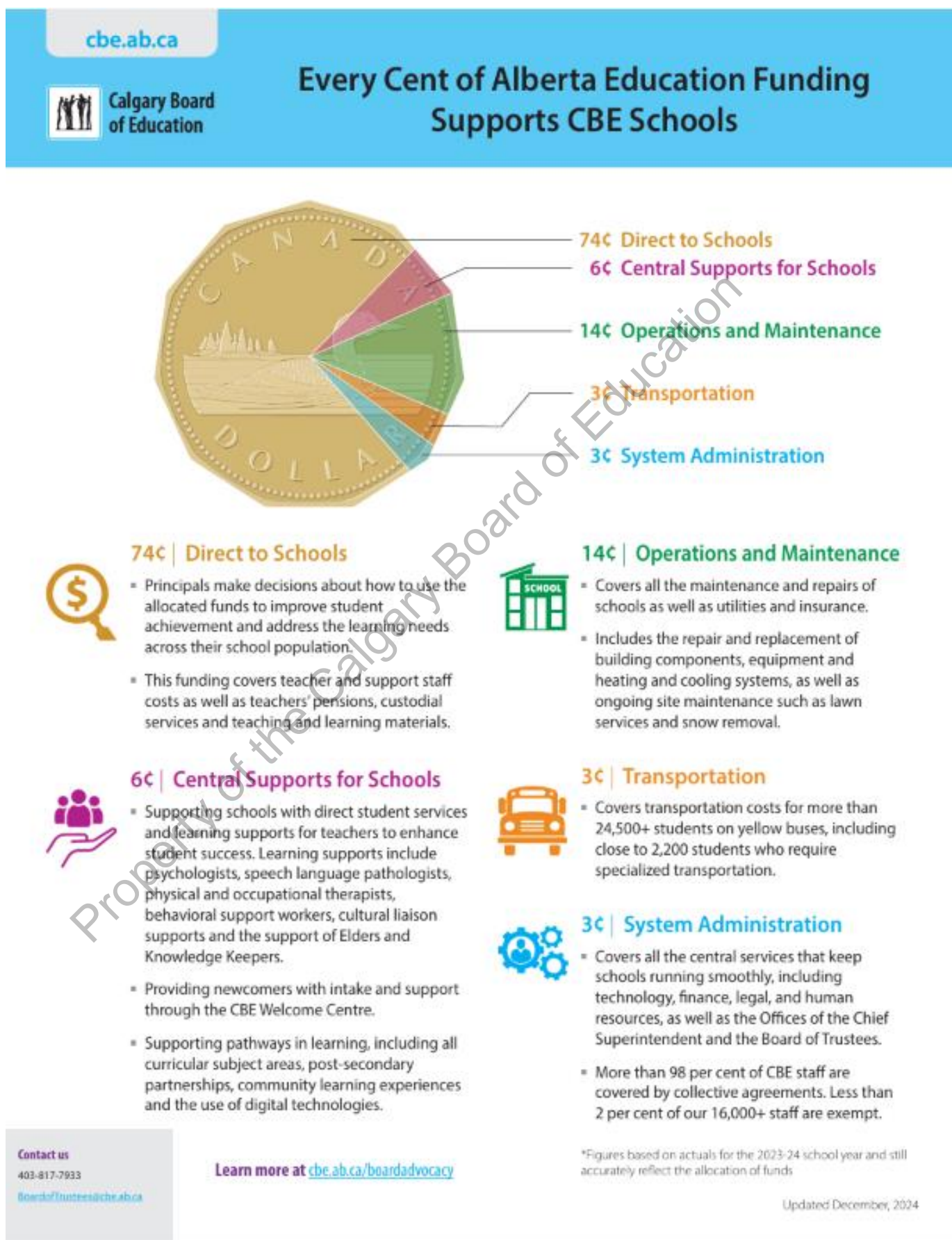
Deferred maintenance backlog increase	Likelihood	Moderate	Consequence	Moderate
Unanticipated increase in the deferred maintenance backlog or unforeseen equipment failures could require unplanned resource reallocation or disruption of service.				
Service unit operations hindered	Likelihood	Moderate	Consequence	Moderate
Resources may not be available to adequately maintain service unit operations in a growing system. Work and project delays and or terminated, slower response time, less support and services for schools.				
Actual costs exceed estimates	Likelihood	Moderate	Consequence	Lower
Some costs grow at a rate beyond that assumed in the budget development process, requiring initiatives and support to be reprioritized.				
Learning Spaces	Likelihood	Moderate	Consequence	Moderate
Significant enrolment growth decreases student programming opportunities due to an inability to find appropriate space for learning. This risk will moderate as more schools, modernizations and modulars are approved.				
Enrolment Growth	Likelihood	Moderate	Consequence	Higher
Strong enrolment growth to date combined with continued strong growth increases the risk that the CBE will be unable to find and fund sufficient staff and space to meet student need. Growth also places potentially unsustainable pressure on CBE services and supports for students.				
English as an Additional Language (EAL)	Likelihood	Moderate	Consequence	Moderate
The significant increase in the proportion of EAL students within the overall student population combined with those students coming to the CBE later in their educational journey may place downward pressure on the CBE's overall graduation/completion rate.				
Inflation and Foreign Exchange	Likelihood	Higher	Consequence	Higher
While annual inflation has stabilized, the compound affect of prior years remains. Current political and economic factors will place pressure on both the risk of foreign exchange as well as new trade tariffs. The current funding model does not directly fund cost inflation and foreign exchange fluctuation which will place increased pressure on fixed System Administration funding.				
Mid- year funding adjustments	Likelihood	Lower	Consequence	Higher
Large scale personnel, programming and service planning is involved within the budget process. Funding adjustments imposed by Alberta Education occur after the commencement of the school year. With unplanned, mid-year funding reductions, adjustments are required.				
Funding lag to growing system	Likelihood	Moderate	Consequence	Higher
Costs in a growing system may increase faster than Provincial funding. This may impact the quality and availability of programs, services and supports to student achievement.				
Costs for new school opening unfunded	Likelihood	Higher	Consequence	Moderate
Some costs associated with new school opening are not covered under the current funding model. Similarly, not all costs are funded for new/relocated modular classrooms. CBE has 15 schools in various stages of construction. These schools are moving through the School Construction Accelerator Program. Many commissioning costs are funded internally. This includes but not limited to: whiteboards, sports equipment, in class technology and landscaping around schools.				

APPENDICES

Appendix I: Funding Profile

The Calgary School Division		
Preliminary Projected Operational Funding - as of March 2025		
	Funding Framework Grants	Budget 2025
Base Instruction	Grade ECS	\$29,297,345
	Grades 1 - 9	\$642,117,360
	High Schools	\$263,451,725
	Rural Small Schools	\$0
	Home Education & Shared Responsibility ¹	\$1,257,903
	Outreach Programs	\$350,000
	Distance Education (Non-Primary)	\$0
	Sub-Total	\$936,474,334
Services & Supports	ECS Program Unit Funding (PUF) Grant	\$7,841,323
	ECS Program Unit Funding (PUF) Moderate Language Delay Grant	\$832,092
	Specialized Learning Support	\$120,058,128
	First Nations, Métis, and Inuit Education	\$10,667,907
	English as an Additional Language	\$39,413,523
	Francisation	\$0
	Refugee Student	\$25,798,635
	Institutional Programs (EPI)	\$7,753,706
	Classroom complexity	\$8,026,991
Schools	Operations & Maintenance Grant	\$125,112,891
	School Technology	\$3,387,360
	Transportation	\$48,843,378
	Infrastructure Maintenance Renewal (Operating)	\$17,488,000
Community	Socio-Economic Status	\$9,720,150
	Geographic	\$1,534,800
	Fort McMurray Allowance	\$0
	School Nutrition Program	\$1,735,347
	Francophone Equivalency	\$0
Jurisdictions	System Administration	\$50,057,856
	Teacher Salary Settlement	\$27,487,100
A	Budget 2025 - Projected Operational Funding	\$1,442,233,520
B	2024/25 School Year - Estimated Operational Funding ²	\$1,404,487,347
C	2024/25 Funding Adjustment	-\$17,601,796
D = B + C	2024/25 Total Operational Funding ²	\$1,386,885,551
E = A - D	\$ Increase/(Decrease)	\$55,347,969
F = E/D	% Change	4.0%
Financial Health of the School Division (2023/24 School Year)		
	Operating Reserves	\$1,535,000
	ASO % of Operating Expenses (Provincial ASO - 3.4%)	0.1%
	Capital Reserves	\$73,788,000
Notes:		
¹ Home Education and Shared Responsibility Grant estimates will be updated using the September actual enrolment count for the 2025/26 school year.		
² 2024/25 Operational Funding estimate includes Supplemental Enrolment Growth Grant, however, this grant will be discontinued in 2025/26. 2024/25 Operational Funding estimate includes eligible in-year adjustments.		

Appendix II



report to Board of Trustees

Chief Superintendent's Update

Date April 8, 2025

Meeting Type Regular Meeting, Public Agenda

To Board of Trustees

From Joanne Pitman
Chief Superintendent of Schools

Purpose Information

Governance Policy
Reference

OE-1: Global Operational Expectations
OE-2: Learning Environment/Treatment of Students
OE-3: Instructional Program
OE-4: Treatment of Employees

1 | Recommendation

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

2 | Issue

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

OE-1: Global Operational Expectations states that "the credibility of and public confidence in the organization are necessary to contribute positively to student success." With other reports submitted to the Board of Trustees, this update meets the requirement of ensuring that practices, activities, decisions and organizational conditions are lawful, ethical, safe, respectful, prudent, and in



compliance with Board policy and preserve the organization's public image and credibility.

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

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

OE-4: Treatment of Employees states that "student success and wellbeing depend upon the recruitment, retention, and fair compensation of highly qualified employees working in an environment that is safe, courteous, and professionally supportive." With other reports submitted to the Board of Trustees, this update meets the requirement of OE-4 by establishing and implementing standards and practices for the recruitment, fair compensation, and retention of highly qualified employees while administering clear personnel rules and procedures for employees in a respectful organizational culture.

3 | Background

OE-1 Global Operational Expectations / OE-2 Learning Environment/Treatment of Students | Chief Superintendents' Student Advisory Council

The Chief Superintendent's Student Advisory Council (CSSAC) provides a meaningful platform for student leaders to share their lived experiences, perspectives, and ideas with the Chief Superintendent and the Calgary Board of Education (CBE) to help shape a more inclusive and supportive school environment. CSSAC members engage in conversations about school culture, well-being, belonging, and the diverse needs of their peers, directly reinforcing CBE's core value: "*Students come first.*" Through structured discussions and collaborative initiatives, CSSAC members offer direct feedback to senior leadership, ensuring student perspectives are heard, valued, and reflected in decision-making processes.

This work aligns with OE-2 (Learning Environment/Treatment of Students) by fostering a safe, inclusive, and responsive learning environment where students are respected as partners in shaping their educational experiences. By prioritizing student voice, fostering leadership, and amplifying student perspectives, CSSAC creates opportunities for young leaders to advocate for

their peers and learning communities, develop leadership skills, and contribute to a culture of continuous improvement within their schools and across CBE.

CSSAC aligns with OE-1 (Global Operational Expectations) by modeling a collaborative and accountable approach to leadership that centers student voice in system-wide decision-making. The council provides students with firsthand experience in civic engagement and policy discussions, equipping them with skills to advocate effectively for themselves and their peers within a governance structure. This structure ensures that CBE remains proactive, student-informed, and responsive to the evolving needs of students while reinforcing a governance model aligned with the board's overarching values and the CBE Education Plan 2024-27 priority commitments.

OE-2 Learning Environment/Treatment of Students | Traditional Indigenous Hand Games

Over the course of two learning sessions on February 28 and March 14 or 21, Kyle Snow from the Îyârhe Nakoda Nation and Gina Onespot from the Tsuut'ina First Nation passed on Indigenous hand games teachings to staff from Piitoayis Family School, Niitsitapi Learning Centre, and the Indigenous Education Team. During these sessions, staff learned about the history of hand games, how to play, created their own hand game set, and received a gifted song from Kyle and Gina. The focus of this learning experience was to build the capacity of teachers, support staff, and system leaders to carry these teachings forward, sharing the game and its cultural significance with students across CBE schools. This learning experience was made possible through the Special Initiative Funding from the ATA, supporting culturally responsive learning and deeper connections to Indigenous ways of being, belonging, doing, and knowing.

OE-2 Learning Environment/Treatment of Students | Blue Sky City: Unite. Innovate. Inspire.

The Teaching & Learning with Technology team in collaboration with The City of Calgary released a design thinking resource in February, "Blue Sky City: Unite. Innovate. Inspire." This work is centred on the theme of Youth and Belonging and supports grade 4 – 6 new Science curriculum implementation. This resource guides teachers through the design thinking process and provides video content from Indigenous Elders, subject matter experts, and students which will be used to define problems and prototype solutions within our city. In addition, teachers will benefit from recommended formative assessment practices aligned with the Assessment and Reporting in CBE guiding document. Students may represent their learning in a variety of ways, from low-tech prototypes using loose parts, sketching, and unplugged coding tasks to high-tech solutions such as Minecraft Education, 3D printing, and coding with robotics. Professional learning to augment the resource will be offered both as a pre-recorded session and live online sessions on the April 21 system professional learning day.

OE-2 Learning Environment/Treatment of Students / OE-3 Instructional Program | Diversity and Inclusion

The CBE Diversity and Inclusion Team is committed to ensuring that every student sees themselves reflected in their learning experiences. By supporting culturally responsive education, the team provides resources and professional learning to help educators create inclusive classrooms where diverse perspectives, histories, and identities are recognized and valued.

This work aligns with OE-3 (Instructional Program) by ensuring that teaching and learning practices reflect the diverse backgrounds of CBE students. The Diversity and Inclusion Team has been working with Core Curriculum, EAL and Well-Being to review curriculum materials and develop system resources that promote equitable approaches and inclusive classroom strategies. The team also responds to direct requests from schools, offering tailored professional learning to address specific needs to ensure teaching and learning practices reflect the diverse backgrounds of CBE students.

The Diversity and Inclusion Professional Learning Series has been instrumental in building the capacity of school leadership to support staff in becoming culturally competent and inclusive educators. As part of this work, on April 21, the team is hosting professional learning with Canadian educators Enid Lee and Matthew R. Morris that is focused on equity, culturally responsive leadership, student engagement, and inclusive instructional practices. By working collaboratively with educators and students, the team helps ensure that schools are places where every student feels seen, heard, and valued.

OE-3 Instructional Program | School Bus Driver Appreciation Day

Every school day, over 650 bus drivers safely transport more than 25,000 CBE students across Calgary. Monday, May 5 is School Bus Driver Appreciation Day, a chance for students, families and school staff to express gratitude for their bus driver's dedication and hard work. These drivers are vital members of our school communities, ensuring our students get to school safely, on time and ready to learn.

On May 5, CBE Transportation will be visiting schools and bus yards to personally thank our drivers. We encourage families and schools to show support to bus drivers in their own unique way as well this year.

OE-4 Treatment of Employees | Spring Equinox Sunrise Ceremony

On March 21, several CBE staff attended a 6:00 a.m. Sunrise Ceremony led by Blackfoot Elder, Saa'kokoto from the Kainai First Nation at Hull's Wood in Fish Creek Park. The ceremony was organized to celebrate the arrival of the Spring Equinox where participants engaged in a smudge on the land and listened to Elder Saa'kokoto share teachings about the meaning of spring from a Blackfoot perspective.



JOANNE PITMAN
CHIEF SUPERINTENDENT OF SCHOOL

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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



report to Board of Trustees

Correspondence

Date	April 8, 2025
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Patricia Minor, Corporate Secretary
Purpose	Information
Governance Policy Reference	Operational Expectations OE-7: Communication With and Support for the Board

1 | Recommendation

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

2 | Background

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

- Letter dated February 9, 2024 from L. Pillipow, Deputy Minister of Education, re: Disposition of Harvest Hill Site (Page 9-9).
- Letter dated July 29, 2024 from L. Pillipow, Deputy Minister of Education, re: Disposition of Harvest Hill Site (Page 9-11).
- Letter dated May 10, 2024 from the Hon. D. Nicolaides, Education Minister, re: Student Transportation Update (Page 9-13).
- Letter dated June 24, 2024 to the Hon. D. Nicolaides, Minister of Education, and the Hon. P. Guthrie, Minister of Infrastructure, re: Disposition of Vacant Arbour Lake Site (Page 9-15).



- Letter dated August 6, 2024 from the Hon. P. Guthrie, Minister of Infrastructure, re: Disposition of Arbour Lake Property (Page 9-48).
- Letter dated October 15, 2024 from the Hon. P. Guthrie, Minister of Infrastructure, and the Hon. D. Nicolaides, Minister of Education, re: Disposition of Vacant Arbour Lake Site (Page 9-49).
- Letter dated October 3, 2024 to the Hon. D. Smith, Premier, re: Invitation to Appreciation & Visit Request (Page 9-53).
- Letter dated November 6, 2024 from the Hon. D. Nicolaides, Minister of Education, re: Response to Invitation to Appreciation and Visit Request (Page 9-55).
- Letter dated October 30, 2024 to the Hon. D. Nicolaides, Minister of Education, re: Replacement of Weighted Moving Average Funding Framework (Page 9-56).
- Letter dated December 20, 2024 from the Hon. D. Nicolaides, Minister of Education, re: Weighted Moving Average Funding Framework (Page 9-59).
- Letter dated October 30, 2024 to the Hon. D. Nicolaides, Minister of Education, re: Elementary and Middle School Capacity (Page 9-61).
- Letter dated February 18, 2025 from the Hon. D. Nicolaides, Minister of Education, re: Capacity Increase – Multiple Schools (Page 9-67).
- Letter dated November 6, 2024 to the Hon. D. Nicolaides, Minister of Education, re: Redstone Elementary Capacity (Page 9-69).
- Letter dated December 3, 2024 from the Hon. D. Nicolaides, Minister of Education, re: Response re Redstone Elementary Capacity (Page 9-72).
- Letter dated December 18, 2024 to the Hon. D. Nicolaides, Minister of Education, re: All Boys Program Closure (Page 9-73).
- Letter dated February 4, 2025 from the Hon. D. Nicolaides, Minister of Education, re: All Boys Program Closure (Page 9-74).
- Letter dated February 12, 2025 to the Hon. D. Nicolaides, Minister of Education, re: Home Education Program Closure for the Purpose of Relocation (Page 9-75).
- Letter dated February 18, 2025 from C. Maniego, Deputy Minister of Infrastructure, re: Evanston Middle School Project as a P3 (Page 9-76).

- Letter dated March 5, 2025 to the Hon. D. Nicolaides, Minister of Education, re: Business Literacy & Entrepreneurship Charter School Application (Page 9-81).

Attachments: Relevant Correspondence

Property of the Calgary Board of Education



AR 120377

February 9, 2024

Mr. Gary Strother
Superintendent of Schools
Calgary Board of Education
Education Centre
1221 - 8 Street SW
Calgary AB T2R 0L4

Subject: Calgary Board of Education Disposition of Harvest Hills Site

Dear Mr. Strother:

I am writing to you regarding Calgary Board of Education's request to dispose of the lands commonly known as the Harvest Hills site.

I understand Calgary Board of Education analyzed expected enrolment requirements and, in consultation with the Calgary Joint Use Coordinating Committee, has approved the transfer of its share of ownership of the following parcels of land to Conseil scolaire FrancoSud:

- Plan 9612424, Block 21, Lot 11 MSR
- Plan 9612424, Block 21, Lot 12 MSR
- Plan 9812708, Block 2, Lot 110 MSR
- Plan 9812708, Block 2, Lot 112 MSR

Two of the above properties are jointly owned by Calgary Roman Catholic Separate School Division, and I understand they have expressed no concerns with the transfer.

In accordance with Section 192 of the *Education Act*, I am pleased to inform you the Minister of Education hereby approves the transfer of Calgary Board of Education's share of ownership of the Harvest Hills site to Conseil scolaire FrancoSud for \$1.

In entering into this agreement, please ensure Calgary Board of Education complies with the Disposition of Property Regulation AR 86/2019 and ensure that the final agreement, at a minimum, indemnifies the school board from any future liability arising from environmental responsibilities and other liabilities that may arise from this transfer.

.../2

Mr. Gary Strother
Page 2

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

Yours truly,



Lora Pillipow
Deputy Minister

Property of the Calgary Board of Education

July 29, 2024

Ms. Joanne Pitman
Superintendent
Calgary Board of Education
Education Centre
1221 - 8 Street SW
Calgary AB T2R 0L4

Subject: Calgary Board of Education Disposition of Harvest Hills Site

Dear Ms. Pitman:

I am writing to you regarding Calgary Board of Education's request to dispose of the lands commonly known as the Harvest Hills site.

I understand Calgary Board of Education analyzed expected enrolment requirements and, in consultation with the Calgary Joint Use Coordinating Committee, has approved the transfer of its share of ownership of the following parcels of land to The Regional Authority of the Southern Francophone Education Region:

- Plan 9612424, Block 21, Lot 11 MSR
- Plan 9612424, Block 21, Lot 12 MSR
- Plan 9812708, Block 2, Lot 110 MSR
- Plan 9812708, Block 2, Lot 112 MSR

Two of the above properties are jointly owned by Calgary Roman Catholic Separate School Division, and I understand they have expressed no concerns with the transfer.

In accordance with Section 192 of the *Education Act*, I am pleased to inform you the Minister of Education hereby approves the transfer of Calgary Board of Education's share of ownership of the Harvest Hills site to The Regional Authority of the Southern Francophone Education Region for \$1.

In entering into this agreement, please ensure Calgary Board of Education complies with the Disposition of Property Regulation AR 86/2019 and ensure that the final agreement, at a minimum, indemnifies the school board from any future liability arising from environmental responsibilities and other liabilities that may arise from this transfer.

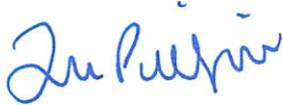
.../2

Ms. Joanne Pitman
Page 2

If you have any questions, please contact Allison Matichuk, Manager, Capital Planning, at allison.matichuk@gov.ab.ca or 780-643-1453 (toll-free in Alberta by first dialing 310-0000).

A signed copy of this letter will follow for the purposes of registering the transfer with Alberta Land Titles.

Yours truly,



Lora Pillipow
Deputy Minister

cc: Mary Persson, Deputy Minister, Alberta Infrastructure

Property of the Calgary Board of Education



ALBERTA
EDUCATION

Office of the Minister
MLA, Calgary - Bow

AR 123994

May 10, 2024

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

Dear Ms. Hack:

Thank you for your letter regarding *Traffic Safety Act* requirements impacting student transportation services offered by the Calgary Board of Education (CBE). I appreciate the opportunity to respond.

School boards are required to provide for the transportation of students in accordance with Section 59 of *Education Act* and Section 19 of the Commercial Vehicle Safety Regulation, which falls under Alberta Transportation and Economic Corridors' *Traffic Safety Act*. The intent of this legislation is to balance the safe transportation of students with flexible transportation options for school boards.

Section 59(1) of the *Education Act* requires school boards to "provide for" the transportation of students to and from school, subject to regulations. The use of the term "provide for" is an important distinction that gives school boards flexibility when determining how to transport students.

Section 19(1) of the Commercial Vehicle Safety Regulation states that school boards shall only use a Canadian Standards Association D-250 school bus when directly providing transportation via a board-owned fleet or a contracted school bus operator. However, there are no requirements for public transportation providers like transit or taxi to use a school bus when transporting students.

I understand that two contractors currently providing specialized transportation services for CBE, Dreams Transportation Limited and 4Seasons Transportation, are using multi-function activity buses and vans on some routes. I am pleased to hear that CBE administration is actively working with both contractors to ensure compliance with the requirement to use only school buses on these routes.

.../2

I recognize the impact school bus driver shortages have had on school boards over the past couple of years. If CBE decides to contract school bus routes to Calgary Transit again due to driver shortages, I recommend seeking an exemption from Alberta Transportation and Economic Corridors to use transit buses on contracted school bus routes.

Section 59(1) of the *Education Act* supports providing for the transportation of students using public transportation options such as transit, taxi and Access Calgary. This includes the distribution of Calgary Transit passes to vulnerable students. However, CBE may consider establishing a voucher system and providing pre-paid vouchers for families using taxi service or Access Calgary instead of being invoiced directly for individual students using these services.

Several school boards provide subsidized transit passes for students that use public transit. I understand that other than for a small number of vulnerable students, CBE does not distribute or subsidize transit passes for the thousands of students who ride transit daily to and from school. Administration should review whether CBE is providing for the transportation of these students who are expected to purchase passes at local retailers and are not eligible for full or partial reimbursement.

In your letter, you also share CBE's concerns about the need to adjust school bell times due to the new eligibility distance criteria in the Student Transportation Regulation. Thank you for providing a summary of the bell time changes required to ensure CBE has capacity to implement the distance eligibility criteria changes that come into effect on September 1, 2025. I appreciate the concerns raised, and I have asked Education staff to organize engagement sessions with stakeholders regarding these changes to discuss ways to improve the regulation. More information about these sessions will be provided once they have been scheduled.

If you have further questions about student transportation legislative requirements, please contact Rick Grebenstein, Director, Business Operations and Stakeholder Support, at rick.grebenstein@gov.ab.ca or 780-422-6018 (toll free by first dialing 310-0000).

I look forward to our continued collaboration.

Best,



Demetrios Nicolaides ECA PhD
Minister of Education



Board Chair

Patricia Bolger Wards 6 & 7

June 24, 2024

Vice-Chair

Nancy Close Wards 11 & 13

Trustees

Dana Downey Wards 1 & 2

Laura Hack Wards 3 & 4

Marilyn Dennis Wards 5 & 10

Susan Vukadinovic Wards 8 & 9

Charlene May Wards 12 & 14

Honourable Demetrios Nicolaides
Minister of Education
228 Legislature Building
10800 – 97 Avenue
Edmonton, Alberta T5K 2B6

Honorable Pete Guthrie
Minister of Infrastructure
Alberta Infrastructure
Infrastructure Building
6950 - 113 Street
Edmonton, Alberta T6H 5V7

Dear Minister Nicolaides and Minister Guthrie:

The Calgary Board of Education (CBE) is seeking the Minister of Education's approval to declare a vacant Municipal and School Reserve (MSR) site surplus. Additionally, and in accordance with the *Real Property Governance Act*, we are requesting the Minister of Infrastructure's approval to transfer this MSR site to the City of Calgary for \$1.00.

The CBE and City of Calgary hold joint title to two (2) undeveloped MSR sites in the northwest community of Arbour Lake. The sites were acquired by the City of Calgary as Reserve Lands, meaning they are reserved for school and community use, in conformance with the guidelines established in the Joint Use and Planning Agreement (JUPA) and the *Municipal Government Act*. Although reserved as potential CBE elementary school sites, the community has never had the requisite population to meet CBE criteria for construction of an elementary school.

The City of Calgary notified the CBE of its interest in utilizing the vacant elementary site located at 555 Arbour Lake Drive NW for development of alternate uses to serve the community. CBE has reviewed the City's request and determined this site to be surplus to CBE requirements. As the municipality's interests align with the intent for Reserve Lands under the JUPA, the CBE wishes to transfer its ownership rights in the joint property to the City of Calgary, thereby providing the municipality with full title to the lands. The transfer of Reserve Lands to the City of Calgary would be facilitated for \$1.00 in accordance with Sections 7.9 and 7.11 of the JUPA (Attachment I).

The Arbour Lake community is an established community where the population has stabilized. CBE has an operating middle and high school in the community, however, the elementary grade population has been insufficient to qualify for a CBE school. Elementary grade CBE students are currently accommodated in the adjacent

community of Citadel Park, where it is projected they can continue to be accommodated well into the future.

Transfer of the MSR site located at 555 Arbour Lake Drive NW to the City of Calgary will allow the municipality greater flexibility for development of other resources to serve the community and will remove liability for the CBE with respect to operation and maintenance of the location, along with legal liability in the event of an undesirable incident on the property. CBE will continue to retain ownership of a remaining vacant elementary school site that is located adjacent to CBE's existing middle school.

On June 18, 2024, the CBE Board of Trustees passed the following motion:

"THAT, subject to Ministerial approval, the Board of Trustees approves transfer of the property to the City of Calgary"

The surplus property located at 555 Arbour Lake Drive NW is described legally as Plan 0210719; Block 58; Lot 1MSR. This information and copy of the Certificate of Title are attached as part of the Checklist for Alberta Infrastructure Offer to Transfer (Attachment II).

Thank you for your consideration on this matter.



Patricia Bolger, Chair
Board of Trustees

cc: Joanne Pitman, Chief Superintendent of Schools
Dany Breton, Superintendent, Facilities & Environmental Services

Attachment I: Joint Use and Planning Agreement
Attachment II: Checklist for Alberta Infrastructure Offer to Transfer



Joint Use and Planning Agreement



Property of the Calgary Board of Education

THIS AGREEMENT made as of the _____ day of _____ 202____ (“Effective Date”).

THE CITY of CALGARY (“The City”)

- and -

THE CALGARY BOARD OF EDUCATION (“CBE”)

- and -

THE BOARD OF TRUSTEES OF THE CALGARY ROMAN CATHOLIC SEPARATE SCHOOL DIVISION (“CRCSSD”)

- and -

THE FRANCOPHONE REGIONAL AUTHORITY OF SOUTHERN FRANCOPHONE EDUCATION REGION (“FrancoSud”)

(Each a “Party” and together “the Parties”)

This agreement represents a partnership between The City, CBE, CRCSSD, and FrancoSud. The partners work together to enrich communities with impactful educational, park, and recreational opportunities that foster vibrant inclusive communities. Each partner brings an individual perspective to the table to build a collective strength and a better Calgary, while realizing their unique yet aligned mandates. This agreement strives to provide the tools and guidance required to achieve complete communities. It also outlines the coordinated approach to the allocation, use, planning and development, maintenance, and ownership of Municipal Reserve, School Reserve, Municipal and School Reserve, open space and school sites to address the evolving needs of Calgarians.



PREAMBLE:

- A. The City, CBE, and CRCSSD entered into a Joint Use Agreement March 4, 1985, with amendments executed on June 18, 1993 and February 23, 2012.
- B. The City and the Regional Authorities of Greater Southern Public Francophone Education Region No. 4 and the Greater Southern Separate Catholic Francophone Education Region No. 4 entered into a separate Joint Use Agreement on February 23, 2012 and the Regional Authorities were dissolved and succeeded by the FrancoSud in 2013.
- C. On September 30, 2016, The City signed a memorandum of understanding with the CBE and CRCSSD outlining a commitment to work with one another to expand the uses allowed on municipal and school reserve lands and to modernize the Joint Use Agreement.
- D. The Parties intend to replace the Previous Agreements with this agreement to meet the requirements of section 670.1(3) of the *Municipal Government Act*, section 670.01(3) of the *Municipal Government Act* as modified by the City of Calgary Charter, 2018 Regulation, Alta Reg 40/2018 ("Calgary Charter"), and section 53.1 of the *Education Act* and to use the new authority provided in *Municipal Government Act* through the Calgary Charter, to provide for additional uses of municipal reserves that are or have been in use for school board purposes, school reserves and municipal and school reserves, that the parties agree provide a public benefit that is compatible with school board purposes.

NOW THEREFORE THIS AGREEMENT WITNESSETH that the parties hereto covenant and agree as follows:

1. DEFINITIONS

In addition to those terms defined parenthetically, in this agreement the following terms have the following meanings:

- 1.1 "Cash-In-Lieu Monies" means those monies held jointly or severally, with or without restriction, by the parties to this agreement, or by any of them, being monies which are or have been required to be provided as "money in place" of Municipal Reserve, School Reserve, or Municipal and School Reserve by the subdivision authority under the provisions of the *Municipal Government Act* or Previous Planning Legislation;
- 1.2 "Community Services Reserve" means land designated as Community Services Reserve under the *Municipal Government Act*;
- 1.3 "Education Act" means the *Education Act*, SA 2012, c E-0.3;
- 1.4 "Disposal of Reserve Lands" means the sale, lease or other disposal of Reserve Lands in accordance with the *Municipal Government Act*;
- 1.5 "Disposition of Property Regulation" means the Disposition of Property Regulation, Alta Reg 86/2019;
- 1.6 "Dispute" means a disagreement between two or more of the Parties as to their respective rights or obligations under this agreement;
- 1.7 "Incremental Operating Costs" mean those additional operating costs incurred by one Party by virtue of the use of the facility by another Party;
- 1.8 "Joint Trust" means the trust created in the Joint Use Agreement between The City, CBE, and CRCSSD, executed March 4, 1985, as administered by The City, for the use and benefit of the Parties, as is in the best interests of the citizens of Calgary, and as further described in Article 4.4.
- 1.9 "Joint Use Coordinating Committee" means the committee referred to in Article 5.1 of this agreement;

- 1.10 "Joint Use Facilities" means those facilities designated by the Parties to be available for Joint Use Purposes and may be on Reserve Land or Non-Reserve Land;
- 1.11 "Joint Use Purposes" means those varied activities or programs conducted by The City or the School Boards in each other's facilities for the benefit of the citizens of Calgary;
- 1.12 "Joint Use Reserve Fund" means those funds held in the Joint Trust prior to the Effective Date, and also include the following funds:
1. all Cash-In-Lieu Monies;
 2. all proceeds from the Disposal of Reserve Lands;
 3. all income earned by and accruing to the Joint Use Reserve Fund; and
 4. monies which the parties mutually agree in writing to be designated as Joint Use Reserve Funds;
- 1.13 "Joint Use Site" means those Reserve Lands that contain or are intended to contain a School Building Envelope operated by a School Board and the Playing Field that is contiguous to the School Building Envelope, and that may contain other compatible uses including Public Benefit Compatible Uses;
- 1.14 "*Municipal Government Act*" means the *Municipal Government Act* being R.S.A. 2000, chapter M-26, as amended by the City of Calgary Charter, 2018 Regulation, A.R. 40/2018;
- 1.15 "Municipal Reserve" means the land designated as Municipal Reserve under the *Municipal Government Act* or Previous Planning Legislation;
- 1.16 "Municipal and School Reserve" means the land designated as Municipal and School Reserve under the *Municipal Government Act* or Previous Planning Legislation;
- 1.17 "Non-Reserve Lands" means those lands that are owned by the Parties that are not Reserve Lands;
- 1.18 "Playing Field" means that portion of the Joint Use Site which is allocated for parks and recreational activities;
- 1.19 "Previous Agreements" means:
1. The Joint Use Agreement between The City, CBE, and CRCSSD, executed March 4, 1985, with amendments executed on June 18, 1993 and February 23, 2012; and
 2. The Joint Use Agreement between The City and the Regional Authorities of Greater Southern Public Francophone Education Region No. 4 and the Greater Southern Separate Catholic Francophone Education Region No. 4 which Regional Authorities were dissolved and succeeded by the FrancoSud, executed February 23, 2012;
- 1.20 "Previous Planning Legislation" means:
1. The Planning Act, RSA 1980 cP-9;
 2. The Planning Act, 1977, SA 1977 c89;
 3. The Planning Act, R.S.A. 1970, c. 276;
 4. The Planning Act, S.A. 1963, c. 43;
 5. The Surveys and Expropriation Act, S.A. 1955, c. 328;
 6. The Town and Rural Planning Act, R.S.A. 1955, c. 337; and
 7. The Subdivision Regulation, Alta. Reg. 88/57;

1.21 "Public Benefit Compatible Uses" means uses the Parties agree through this agreement provide a public benefit that are compatible with school board purposes;

1.22 "Reserve Lands" means:

- (1) lands that are designated as Municipal Reserve, School Reserve, Municipal and School Reserve, or Community Services Reserve;
- (2) lands that are designated as reserved for use as parks, recreation areas, or schools, pursuant to Previous Planning Legislation;
- (3) lands purchased with Joint Use Reserve Funds; and
- (4) lands specified to be Reserve Lands by agreement;

Excepting thereout from this definition of "Reserve Lands" all lands dedicated or designated as Reserve Lands which have been or which may be removed from Reserve Land status pursuant to the planning legislation then in force, and disposed of;

1.23 "School Boards" mean CBE, CRCSSD, and FrancoSud;

1.24 "School Building Envelope" mean those lands upon which school buildings, related ornamental lawn areas, sidewalks, parking lots and paved, gravel, or chipped play areas, and playgrounds are located;

1.25 "School Development" means the school facilities and buildings including related ornamental lawn areas, sidewalks, parking lots and paved, gravel or chipped play areas, and playgrounds; and

1.26 "School Reserve", means the land designated as School Reserve under the *Municipal Government Act* or Previous Planning Legislation.

2. VISION

2.1 The Parties will support the creation of great communities by optimizing Joint Use Sites that are well planned, adaptable, sustainable and allow students to attain their full potential.

3. GOALS

3.1 This agreement supports:

1. the provision of safe, inclusive and engaging places to learn in Calgary;
2. the delivery of integrated mixed-use sites that provide public spaces, recreation, community services, cultural and public facilities for the public good;
3. the role of schools and Reserve Lands as anchors in creating community hubs and neighbourhood gathering places;
4. the delivery and use of a high-quality public park system and recreational amenities; and
5. an integrated planning and administrative approach for Reserve Lands between the School Boards and The City.



4. PRINCIPLES OF AGREEMENT

4.1 Optimal Use of Land

Joint Use Sites should be planned and delivered in a flexible manner to provide the optimal use of Reserve Lands throughout their lifecycle.

4.2 Collaboration and Transparency

The Parties will collaborate and coordinate to achieve the vision and implement the policies of this agreement by sharing information and coordinating planning efforts in a transparent and inclusive manner.

4.3 Decision-making

Decisions arising within the context of this agreement will be made in the best interests of the citizens of Calgary in an equitable, sustainable, and financially responsible manner.

4.4 The Joint Trust

1. The Previous Agreements established the Joint Trust for all Reserve Lands and the Joint Use Reserve Fund. The Parties hereby continue the Joint Trust and agree that their rights and obligations under the Joint Trust as well as the terms and conditions of the Joint Trust shall be as amended and restated in this agreement.
2. The Parties agree that FrancoSud shall be added as a trustee of the Joint Trust and the Parties further agree that each Party is a trustee of the Joint Trust as described in this agreement.

3. All Reserve Lands and the Joint Use Reserve Fund will be held or allocated in the Joint Trust, for the use and benefit of the Parties, as is in the best interest of the citizens of Calgary. The Parties shall hold the Joint Trust with none of the Parties in a senior position relative to the other Parties, as hereinafter set forth. The Parties will govern and manage the Joint Trust through the Joint Use Coordinating Committee as set forth in this agreement.
4. The main assets of the Joint Trust are the Reserve Lands and the Joint Use Reserve Fund. The principles governing the Joint Trust also encompass considerations relating to facilities, amenities, use, development and maintenance which are peripheral to the Reserve Lands and the Joint Use Reserve Fund as well as considerations relating to planning, programs, services and people, arising from the Reserve Lands and the Joint Use Reserve Fund.
5. This agreement sets forth flexible principles and considerations for the Joint Trust so that the Joint Trust assets can be optimally allocated based upon need at various points in time. This agreement provides a set of rules to guide the administration of the Joint Trust.

5. Governance

5.1 Joint Use Coordinating Committee

The Joint Use Coordinating Committee is established to ensure that the vision, goals, and principles of this agreement as described in Articles 2 to 4 are upheld and will consist of one representative from each School Board administration and two from The City administration all of whom will have decision-making authority to implement this agreement within their respective organizations.

5.2 Responsibilities of the Joint Use Coordinating Committee

The Joint Use Coordinating Committee is responsible for:

1. implementing this agreement,
2. creating awareness of this agreement within their respective organizations,
3. recommending amendments to this agreement,
4. evaluating the effectiveness of this agreement,
5. evaluating Public Benefit Compatible Uses,
6. evaluating proposals for accepting Cash-In-Lieu Monies,
7. oversight of the Joint Trust including making recommendations on the use of the Joint Use Reserve Fund,
8. reporting to the Parties on the Joint Use Reserve Fund and Joint Use Coordinating Committee annually,
9. holding an annual information session open to the public,
10. creating sub-committees with terms of references when needed,
11. providing advice to the subdivision authority on the allocation of Reserve Lands, and
12. planning, managing and optimizing the use of Joint Use Sites.

5.3 Decision-making

The Joint Use Coordinating Committee will make decisions as is in the best interest of the citizens of Calgary and by consensus, with each representative having a vote, in an equitable, sustainable, and financially responsible manner.

5.4 Information Sharing

Subject to applicable freedom of information and protection of privacy legislation, the Parties will share information as required to implement this agreement and support decision-making. The Parties will negotiate data sharing agreements on an as-needed basis.

5.5 Annual Reporting

The Joint Use Coordinating Committee shall provide an annual report to the Parties that includes:

1. the status of the Joint Use Reserve Fund;
2. Joint Use Reserve Fund contributions and expenditures over the last year; and
3. anticipated and estimated Joint Use Reserve Fund revenue and expenditures over the next five years.

5.6 Sub-committees

1. The Joint Use Coordinating Committee may establish sub-committees to address issues or perform delegated functions of the Joint Use Coordinating Committee.
2. The Joint Use Coordinating Committee shall approve, and may terminate or change, the terms of reference of any subcommittee it creates.

5.7 Costs

The Parties shall share the costs of administering this agreement equally.

5.8 Dispute Resolution

If there is a Dispute between two or more of the Parties as to their respective rights or obligations under this agreement and not relating to the purchase of Non-Reserve Land under Schedule "A", not relating to a Party's internal process, and not relating to the exercise of authority, power and duties vested in such Parties pursuant to the *Municipal Government Act* and the *Education Act*, such Dispute will be resolved in accordance with Schedule "C" of this agreement.

6. PREVIOUS AGREEMENTS, TERMINATION, AMENDMENT, AND REVIEW

- 6.1 Upon the Effective Date, the Previous Agreements will terminate and be of no further force and effect and will be superseded and replaced in their entirety by this agreement.
- 6.2 The Parties may terminate or amend this agreement upon written consent of all of the Parties.
- 6.3 The Parties shall review the terms of this agreement every ten (10) years from the Effective Date. Any Party may at any time request an earlier review of this agreement and the Parties may agree to a review at that time.

7. RESERVE LANDS

7.1 Protection of All Reserve Lands

All Reserve Lands will be dealt with according to this agreement.

7.2 Planning of Joint Use Sites

1. The Parties recognize that the School Boards will determine their present and future needs for School Developments to meet their obligations to deliver educational programs in accordance with the *Education Act* and associated regulations.



2. The Parties shall consider Public Benefit Compatible Uses at the time The City is drafting Area Structure Plans, Area Redevelopment Plans, or other relevant statutory plans authorized in the *Municipal Government Act*.
3. Determining the number, size, and composition of Joint Use Sites required for school-aged children in the 5 to 14 years of age cohort will be undertaken jointly by The City and the School Boards as part of the drafting of an Area Structure Plan using the document titled "Joint Use Site Calculation Methodology, Principles and criteria for determining the number of Joint Use Sites required for school-age children (5 to 14) in area structure plans" dated February 18, 2016, as amended and replaced from time to time by the Joint Use Coordination Committee.
4. Determining the number, size and composition of Joint Use Sites required for senior high schools will be undertaken jointly by The City and the School Boards as part of drafting an Area Structure Plan.
5. Possible Public Benefit Compatible Uses, site layout including location of School Building Envelopes and Playing Fields, Playing Fields design, and infrastructure details should be determined during the Outline Plan/ Land Use Amendment process and considered by the Joint Use Coordinating Committee or relevant sub-committee.
6. The City will solicit input from and involve the School Boards in the development of Area Redevelopment Plans to support schools and student transportation in the advancement of the goals and vision of this agreement.
7. Where The City acquires lands that will form part of a School Building Envelope through dedication or use of the Joint Use Reserve Fund, the lands shall be designated Municipal and School Reserve in the name of The City and the appropriate School Board.
8. The City shall be responsible for the assembly of Joint Use Sites as is practicable using the relevant provisions of the *Municipal Government Act* and this agreement for: dedication and deferral of Reserve Land; accepting of Cash-in-Lieu Monies; spending of the Joint Use Reserve Fund as recommended by the Joint Use and Coordinating Committee; and Disposal of Reserve Land as endorsed by the Joint Use and Coordinating Committee.

7.3 Priority for location and allocation of Reserve Land at subdivision

The following are the priorities for the location and allocation of Reserve Lands at the time of subdivision dedication;

1. Priority #1: Neighbourhood needs, which may include School Board operated elementary schools or elementary/junior high schools, and neighbourhood parks;
2. Priority #2: Community needs, which may include School Board operated junior high schools, community associations, open space linkages and priority environmentally significant lands;
3. Priority #3: Regional needs, which may include School Board operated high schools, regional parks and regional recreation areas such as athletic parks.

These priorities are not equivalent to school catchments.

7.4 Development Responsibility for Joint Use Sites

1. Through development agreements with developers, the City shall develop Joint Use Sites without a School Development in accordance with current City of Calgary technical and design specifications and will endeavour to have off-site infrastructure required for a Joint Use Site installed.



2. The School Boards are responsible for developing School Developments on Joint Use Sites.
3. Responsibility for the development of Public Benefit Compatible Uses on Joint Use Sites will be determined on a site-by-site basis and in accordance with Article 7.7 paragraph 2.
4. The relevant School Board shall rehabilitate Playing Fields that are damaged as a result of the construction of a School Development.
5. To the extent that any such Public Benefit Compatible Uses impact School Development on the intended site of the School Building Envelope. The City shall be responsible for returning the site to its original condition prior to the scheduled start date of the relevant School Development

7.5 Maintenance Responsibilities for Joint Use Sites

1. Maintenance responsibilities for Joint Use Sites and associated facilities, designated or acquired before the Effective Date, will remain as in existence at the Effective Date.
2. If a Joint Use Site is declared permanently surplus to school needs and legal title is transferred to The City, The City will assume responsibility for the maintenance of the Joint Use Site.
3. The City shall maintain Joint Use Sites designated or acquired after the Effective Date until a School Development has commenced. Once a School Development has commenced on a Joint Use Site, The City will maintain the Playing Field and the School Board operating the school will maintain the School Building Envelope unless otherwise agreed to by The City and the relevant School Board.



7.6 Licenses of Occupation

1. The Parties shall obtain consent from the Joint Use Coordinating Committee prior to granting Licenses of Occupation of Reserve Lands that they have title to on terms and conditions acceptable to the Joint Use Coordinating Committee, unless the Joint Use Coordinating Committee has already agreed to the proposed Public Benefit Compatible Use under Article 7.7 or the license of occupation is in a School Development.
2. Any revenue from a License of Occupation of Reserve Lands will be retained by the licensor in recognition of their liability for operating and maintenance costs.

7.7 Public Benefit Compatible Uses

1. The Parties agree that uses that meet the following criteria are Public Benefit Compatible Uses:
 - a. the use aligns with or supports the School Board's educational goals and objectives to deliver quality educational services to students in a safe and responsible manner, and does not impact or interfere in any manner with the ability of students to receive educational services from the School Board, and does not impact the School Board's personnel, including teachers and support staff, from delivering educational services to students;
 - b. the use creates, supports, or sustains inclusive, vibrant, safe and healthy communities that improves the quality of life for the community;
 - c. the design, development and ongoing operations of a use established prior to a school must not negatively affect the establishment of a school or its operations; and



- d. the use supports the function of a Joint Use Site as a key activity node in a community, supports the open space network, and complements surrounding uses.
- 2. Public Benefit Compatible Uses may be allowed on Reserve Land if they meet the following criteria:
 - a. the Joint Use Coordinating Committee agrees to the proposed Public Benefit Compatible Uses;
 - b. The City and the School Board that is on title to the subject land agree to all proposed uses and enter into an agreement regarding the uses if necessary. If no School Boards are on title to a site, The City will determine the Public Benefit Compatible Uses;
 - c. the uses are proposed on Municipal Reserves that are or have been in use for school board purposes, School Reserves, or Municipal and School Reserves, as required by the Calgary Charter; and
 - d. the proposed uses may be considered whether or not a school building is located on the subject land.

7.8 Joint Use Facility

Subject to Article 7.7, where a new Joint Use Facility that includes a Public Benefit Compatible Use is being considered by the Parties, the Parties should complete a joint feasibility study and execute all relevant agreements, including but not limited to construction, operation, maintenance, access, and potential future school closure, prior to construction commencing.

7.9 Consideration Upon Transfer of Reserve Lands

All transfers of legal title to Reserve Lands, as between Parties will be for consideration of \$1.00, subject to Article 9.1 (Improvements on School Sites Declared Surplus).

7.10 Disposal of Reserve Land

The City shall obtain Joint Use Coordinating Committee endorsement prior to taking any steps for the sale, lease or other disposal of any Reserve Lands, so as to ensure that the future needs of the School Boards are taken into consideration.

7.11 Reserve Land Declared Surplus to School Board Needs

1. When a School Board intends to close a school that is on Reserve Land, it will advise the Joint Use Coordinating Committee.
2. Subject to the *Municipal Government Act*, the *Education Act*, and the Disposition of Property Regulation, if a School Board intends to declare that Reserve Land is surplus to the School Board's needs, the School Board will advise the Parties and the Joint Use Coordinating Committee of their intention.
 - a. The Parties will have ninety (90) days after receiving notice to notify the School Board and the Joint Use Coordinating Committee in writing if they have an interest in the surplus school.
 - b. If none of the School Boards notifies the School Board and the Joint Use Coordinating Committee that they are interested in the surplus school, the School Board will facilitate a transfer of legal title to the Reserve Land to The City in accordance with the Disposition of Property Regulation and the *Municipal Government Act*.
 - c. If more than one School Board notifies the School Board and the Joint Use Coordinating Committee that it has an interest in the surplus school, the Parties will resolve the Dispute considering the following priority of uses:
 - i. Priority #1: School Board interest to accommodate a school operated by a School Board;
 - ii. Priority #2: City interest to accommodate parks or recreation uses; and
 - iii. Priority #3: any Party interest in accommodating Public Benefit Compatible Uses.

7.12 Community Services Reserve

The City shall obtain Joint Use Coordinating Committee endorsement prior to The City taking any steps for the designation of the whole or any portion of Reserve Land that was previously declared surplus by a School Board as Community Services Reserve.



8. JOINT USE RESERVE FUND

8.1 Source of Funds

1. All Cash-In-Lieu Monies and proceeds from the Disposal of Reserve Lands must be allocated and paid into the Joint Use Reserve Fund, which will be administered by The City, in trust and used as further specified in this agreement.
2. The Joint Use Reserve Fund shall be invested in accordance with the *Municipal Government Act* and the income earned shall be accrued to the Joint Use Reserve Fund. Correspondingly any investment losses will be borne by the Joint Use Reserve Fund.
3. The Parties may agree in writing to designate other monies as Joint Use Reserve Funds.

8.2 Use of the Joint Use Reserve Fund

1. The Joint Use Reserve Fund must be used in accordance with sections 671 and 675 of the *Municipal Government Act*.
2. Subject to Article 8.3, the Joint Use Reserve Fund may be used for:
 - a. the purchase of land so that Reserve Lands can be optimally located and used;
 - b. the purchase of land for School Board purposes or public parks and public recreational purposes where Reserve Land dedication is insufficient;
 - c. the purchase of School Board owned Non-Reserve Lands, which the School Board intends to sell, when such land is required as Reserve Land, in accordance with Article 10.2 (Disposal of School Board Owned Non-Reserve Lands);
 - d. the purchase of land for other Joint Use Purposes as determined and recommended by the Joint Use Coordinating Committee;
 - e. servicing land purchased with Joint Use Reserve Funds to current City of Calgary technical and design specifications;
 - f. demolition and site rehabilitation costs when a surplus school site on Reserve Land is transferred from a School Board to The City or when land is purchased with Joint Use Reserve Funds; or
 - g. costs associated with purchases, transfers, issuance of titles, and disposition of Reserve Lands, including the cost of surveys, appraisals, registrations, and land use redesignations.

8.3 The Joint Use Coordinating Committee will review and make recommendations for the use of, and expenditures from, the Joint Use Reserve Fund in accordance with the following priorities:

1. Priority #1: Regional needs, which includes School Board operated high schools, regional parks and regional recreation areas such as athletic parks.
2. Priority #2: Community needs, which include School Board operated junior high schools, community associations; open space linkages and priority environmentally significant lands;
3. Priority #3: Neighbourhood needs, which include School Board operated elementary schools, elementary/junior high schools, and neighbourhood parks;
4. Priority #4: servicing land purchased with Joint Use Reserve Funds to current City of Calgary technical and design specifications;
5. Priority #5: Demolition and site rehabilitation costs when a surplus school site on Reserve Land is transferred from a School Board to the City.
6. Priority #6: Demolition and site rehabilitation costs when land is purchased with Reserve Funds.

These priorities are not equivalent to school catchments.

8.4 Minimum balance

The Joint Use Reserve Fund will at all times maintain a minimum balance of fifteen million dollars (\$15,000,000) unless the Parties agree to an expenditure that is critical to meet the needs of Calgarians.

8.5 Authority for Expenditures

1. Any land purchases identified in Article 8.2 paragraphs 2(a), 2(b), 2(c), and 2(d) using the Joint Use Reserve Fund will be subject to approval by the Council of The City, upon the recommendation of the Joint Use Coordinating Committee, having regard to the needs of the Parties, the priorities identified in Article 8.3, and the appropriateness of the proposed future use, with respect to the terms of this agreement and the *Municipal Government Act*.
2. Expenditures from the Joint Use Reserve Fund identified in Article 8.2 paragraph 2(g) relating to costs associated with purchases, transfers, issuance of titles, and disposition of Reserve Lands, including the cost of surveys, appraisals, registrations, and land use redesignations, will be on the basis of an annual program and budget, established by the Joint Use Coordinating Committee and approved by the Council of The City.
3. Expenditures from the Joint Use Reserve Fund identified in Article 8.2 paragraph 2(f) relating to demolition and site rehabilitation costs when a surplus school site on Reserve Land is transferred from a School Board to The City or when land is purchased with Joint Use Reserve Funds, and expenditures from the Joint Use Reserve Fund identified in Article 8.2 paragraph 2(e) relating to servicing land purchased with Joint Use Reserve Funds to current City of Calgary technical and design specifications must be subject to written confirmation from the Joint Use Coordinating Committee and authorization by the Council of The City.

9. STRUCTURES ON RESERVE LAND

9.1 Improvements on School Sites Declared Surplus

1. If a school building or improvement on Reserve Land that has been declared by the appropriate School Board to be surplus to school needs, is to be demolished:
 - a. subject to Article 8.2 paragraph 2(e) and Article 8.5 paragraph 3, the demolition and site rehabilitation costs may be borne by the Joint Use Reserve Fund; and
 - b. the School Board must pay all the outstanding debt related to the building.
2. If a school building or improvement on Reserve Land that has been declared by the appropriate School Board to be surplus to school needs, can and is to be transferred to and used by The City, The City must pay all the outstanding debt related to the building or improvements.

10. NON-RESERVE LAND

10.1 Principle

Non-Reserve Lands acquired by the Parties in their own right are outside the Joint Trust but included within this agreement to facilitate Joint Use Purposes.



10.2 Disposal of School Board Owned Non-Reserve Land

1. Subject to the *Education Act*, and the Disposition of Property Regulation, each School Board will give The City and the other School Boards a right of first refusal as set out in Schedule "A" over Non-Reserve Land that a School Board intends to sell, unless otherwise agreed to by the Joint Use Coordinating Committee and documented as an exception and listed in Schedule "B" (excluded sites) without requiring an amendment to this agreement.
2. The School Boards have not conferred upon the Parties, a right of first refusal over those lands that are listed in Schedule "B".
3. If the lands that the School Board intends to sell were originally obtained from The City for a nominal sum or under some special arrangement, the site will be returned to The City for similar consideration or The City will be otherwise compensated as agreed to by The City and the relevant School Board.
4. If a Party exercises the right of first refusal conferred upon it pursuant to this agreement, the transfer value of the Non-Reserve Land, together with buildings, improvements and facilities, will be determined on equitable principles, taking into account the fair market value of the property and the conditions and circumstances under which such land was acquired, if it was acquired from The City.
5. When entering into a lease or license for Non-Reserve Land for a school with a School Board, The City should grant the relevant School Board a right of first refusal to acquire the lands, such grant and the exercise of any right of first refusal to be subject to the lands being required by The City for a municipal purpose, as determined by The City.



11. PROGRAMMING COORDINATION & FACILITY USE – JOINT USE FACILITIES

11.1 Programming Coordination

The Parties will collaborate to develop and advance strategies, deliver effective programs and services, and construct and manage assets to support students and their families, connect communities, and offer a wide range of sport, recreation, and arts and cultural opportunities. Other partners or agencies may be included to support and participate in these efforts to improve outcomes.

11.2 Enhanced Amenities

If The City determines a community need for enhanced amenities associated with a school, including but not limited to libraries, gymnasiums, and fields, the Parties will collaborate to determine mutually beneficial design, operations and maintenance of the enhanced amenity. The City will be responsible for all increased construction, maintenance, operating or other costs arising in respect of the enhanced amenity.

11.3 Facility Sharing and Booking

The Parties shall contribute to a common pool of facilities that includes but is not limited to gymnasiums, fields, and other recreation amenities on the following basis:

1. each Party agrees to access Joint Use Facilities through a common booking agency administered by The City;
2. each Party shall exchange or charge for the use of its Joint Use Facilities on an Incremental Operating Cost basis;
3. Incremental Operating Costs are to be reviewed annually so as to enhance the equitable distribution of costs between The City and the School Boards.

12. LIABILITY AND INDEMNIFICATION

- 12.1** In addition to any other form of insurance as the Parties may reasonably require against risks, which a prudent owner under similar circumstances and risk would insure, the Parties shall at all times carry and continue to carry comprehensive general liability insurance in the amount of not less than FIVE MILLION (\$5,000,000) DOLLARS per occurrence in respect to bodily injury, personal injury or death. The comprehensive general liability insurance shall have an endorsement for occurrence property damage, contingent employer's liability and broad form property damage. The insurance to be maintained by each Party herein shall list each of the other Parties as an additional insured. The amount and type of insurance to be carried by the Parties may be varied from time to time by written agreement of the Parties. The insurance carried by the Parties shall contain, where appropriate, a severability of interests' clause and a cross liability clause. On Joint Use Sites that contain a school, the comprehensive general liability insurance of the School Board shall be primary and The City's insurance shall not contribute to any occurrence insured by the School Board's comprehensive general liability insurance.
- 12.2** Each Party (the "Indemnifying Party") agrees to indemnify and hold harmless the other Parties (the "Non-Indemnifying Parties"), their servants, volunteers, agents and employees from and against losses, claims, demands, payments, suits, judgments or expenses of every nature and description arising out of or in consequence of any breach or non-performance of any covenants or conditions in this agreement to be fulfilled, observed or performed by the Indemnifying Party, except for claims arising out of the sole negligence of one or more of the Non-Indemnifying Parties, its employees, agents, servants or volunteers.

13. GENERAL

- 13.1** The headings in this agreement have been inserted for convenience of reference only.
- 13.2** Each of the Parties are subject to legislation and bylaws that they must abide by and they will abide by such legislation and bylaws. To the extent that the provisions of legislation applicable to a Party contradict the terms of this agreement, the provisions of the legislation prevail.
- 13.3** The attached schedules form part of this agreement.
- 13.4** Any Party may excuse a violation of this agreement without losing any right to insist on and enforce compliance with this agreement in the future, however any term of this agreement or right created under it may not be waived or varied, except in writing signed by each Party.
- 13.5** This agreement is governed by and construed under the laws of Alberta and the applicable laws of Canada. The Parties attorn to the Alberta courts for any Disputes arising herein.
- 13.6** If any provision of this agreement is found to be invalid or unenforceable, it will be deemed to be severable herefrom and the remainder of this agreement will remain in effect.
- 13.7** This agreement may be executed in counterpart original copies that together constitute one and the same agreement.
- 13.8** Where this agreement refers to legislation, the reference is to the legislation as amended and replaced from time to time.

13.9 NOTICES AND COMMUNICATIONS

1. Notices and communications made in connection with this agreement must be in writing and provided by delivery, or facsimile transmission (or if authorized by the receiving party, by e-mail) at the addresses provided for by each party as follows:
 - a. CBE
The Calgary Board of Education
3610 – 9 Street SE
Calgary AB T2G 3C5
Attention: Superintendent, Facilities and Environmental Services
 - b. CRCSSD
The Board of Trustees of the Calgary Roman Catholic Separate School Division
1000 - 5 Avenue SW
Calgary, AB T2P 4T9
 - c. FrancoSud
The Francophone Regional Authority of Southern Francophone Education Region
Deerfoot Atria South
Suite 295, 6715 8 Street NE
Calgary, Alberta T2E 7H7
 - d. The City
The City of Calgary
5th Floor, Public Building
205 – 8th Avenue S.E.
Calgary, Alberta
T2P 2M5
2. Any Party may change its address for service of notices by delivering notice of such new address to the other parties in accordance with Article 13.9.

The Parties execute this agreement by the signatures of the properly authorized officers signing.

The Parties execute this agreement by the signatures of the properly authorized officers signing below.

APPROVED	
AS TO CONTENT	
AS TO FORM SOLICITORS	

THE CITY OF CALGARY

Per: _____

Per: _____

Per: _____

THE CALGARY BOARD OF EDUCATION

Per: _____

Per: _____

Per: _____

**THE BOARD OF TRUSTEES OF THE CALGARY ROMAN CATHOLIC
SEPARATE SCHOOL DIVISION**

Per: _____

Per: _____

Per: _____

**THE FRANCOPHONE REGIONAL AUTHORITY OF SOUTHERN
FRANCOPHONE EDUCATION REGION**

Per: _____

Per: _____

Per: _____

SCHEDULE "A"

PROCEDURES FOR PURCHASING SCHOOL BOARD OWNED NON-RESERVE LANDS

1. The selling School Board shall give notice, in writing, to the Joint Use Coordinating Committee of Non-Reserve school sites and facilities (hereinafter referred to as "Property") that they intend to sell.
2. Each of The City and the other School Boards shall advise the selling School Board, in writing, whether or not they are interested in acquiring the Property. If the response is negative or if no response is received by the selling School Board within 90 days of the date the notice is sent, the selling School Board may dispose of such Property in any manner it deems appropriate subject to the provisions of the *Education Act* and Disposition of Property Regulation.
3. If one or more than one School Board and/or The City notifies the Joint Use Coordinating Committee that it has an interest in the Property, the priority to purchase the Property will be as follows:
 - #1 FRANCOSUD;
 - #2 CBE or CRCSSD and Disputes will be resolved in accordance with Article 5.8 and Schedule "C";
 - #3 The City.
4. The procedures set out in Clauses 5 through 11 hereafter will apply to purchases of Non-Reserve Lands pursuant to the right of first refusal.
5. The relevant Parties shall forthwith explore the possibility of an exchange of properties, having regard to the land use designation (zoning) of such properties.
6. If agreement cannot be reached on the exchange, Clauses 7 through 11 will apply.
7. The Property or Properties will be appraised forthwith by two accredited appraisers, one selected by each of the relevant Parties.
8. The purchaser shall submit to the selling School Board within 90 days of receipt of appraisals, a proposal to purchase based on such appraisals.
9. If the selling School Board accepts such proposal, the Property will be transferred at the agreed price.
10. Appraisals and other costs related to these procedures will be shared equally.
11. If the selling School Board does not accept the proposal, the purchase price for the Property will be the market value for the Property, based on its highest and best use (or such lesser use as agreed to by the Parties in writing) as determined by a qualified, independent AACI (or then equivalent designation) real estate appraiser, who will be agreed to and appointed by the Parties, acting reasonably. If the Parties cannot agree on a real estate appraiser, then upon the application of either Party, the Court of Queen's Bench will appoint a panel of three arbitrators and the market value will be determined by binding arbitration in accordance with the Arbitration Act, RSA 2000, c A-43 and with reference to the principles identified in Article 10.2 of the Joint Use and Planning Agreement. In all cases, if the highest and best use of the Property is a use other than the current use of the Property at the time the proposal is made, then all development, servicing, and any other costs that could reasonably be expected to be incurred by a person to achieve such highest and best use will be deducted from the purchase price for the Property. Each Party shall be responsible for any costs incurred by it related to participating in the arbitration process, but both Parties shall equally share any costs incurred related to the panel of arbitrators.

SCHEDULE "B"

EXCLUDED SITES

Name	Address
Our Lady of Lourdes School	2 Street & 19 Avenue S.W.
St. Mary's High School	111 - 1R Avenue S.W.
St. Monica School	19 Avenue & 2 Street S.W.
École de la Rose Sauvage	2512 4 St NW
Dr. Carl Safran Centre	930 13 Ave SW
Bowness Maintenance Depot	3600 – 69 Street NW
Midnapore Maintenance Depot	14725 Bannister Road SE
NE Maintenance Depot	2120 – 22 Street NE
Highfield Building	3610 – 9 Street SE

Property of the Calgary Board of Education

SCHEDULE "C"

DISPUTE RESOLUTION PROCEDURE

1. The City and the School Boards shall use their best efforts to resolve any Disputes arising between them as efficiently and cost effectively as possible. The Parties shall:
 - a. make bona fide efforts to resolve all Disputes by conciliatory discussions; and
 - b. provide frank, candid and timely disclosure of all relevant facts, information and documents to facilitate those discussions.
2. Once a Dispute has been identified, conciliatory discussions must commence within thirty (30) calendar days of the identification of the issue(s) in dispute.
3. If the Dispute has not been resolved within three (3) months of the commencement of discussions, the Party that originally identified or complained of the matter(s) underlying the Dispute shall send written notice of the Dispute (the "Dispute Notice") to the Joint Use Coordinating Committee that includes the details, nature, and extent of the Dispute and the remedy or resolution sought by the Party issuing the Dispute Notice. The Party issuing the Dispute Notice shall provide sufficient information in the Dispute Notice such that the other Party understands the specifics of the dispute and shall include any documentation or other information so as the other Party will understand the issues in Dispute.
4. Upon receipt of the Dispute Notice, the Joint Use Coordinating Committee will meet and use their best efforts to resolve the Dispute. If the Dispute is resolved by the Joint Use Coordinating Committee, the resolution will be formalized in writing and signed by the Parties.
5. If the Dispute cannot be resolved by the Joint Use Coordinating Committee, the Parties will refer the Dispute to their respective Chief Administrative Officers or Chief Superintendents to consider and attempt to achieve consensus between themselves. If the Dispute is resolved by the Chief Administrative Officers and/or Chief Superintendents, the resolution will be formalized in writing and signed by the Parties.
6. If the Chief Administrative Officers and/or Chief Superintendents cannot come to a consensus within three (3) months of being consulted, the Parties will refer the Dispute to the Mayor of The City of Calgary and the Chairs of the Board of Trustees of the School Boards to consider and attempt to achieve consensus between themselves. If the Dispute is resolved by the Mayor and the Board Chairs, the resolution will be formalized in writing and signed by the Parties.
7. If the Mayor and the Board Chairs cannot come to a consensus within three (3) months of being consulted, the Parties will refer the Dispute to an arbitrator chosen by the Parties to the Dispute. If the Parties to the Dispute cannot agree on an arbitrator, any Party on notice to the other Party (Parties) may apply to the Court of Queen's Bench of Alberta to appoint an arbitrator.
 - a. The arbitrator will have the power to obtain the assistance, advice or opinion of such engineer, architect, surveyor, appraiser, valuer or other expert as they may think fit and will have the discretion to act upon any assistance, advice or opinion so obtained; and
 - b. The Party initiating the arbitration shall bear the costs incurred by each Party involved in the Dispute as a result of the arbitration if the initiating Party is unsuccessful at the arbitration; otherwise, each Party shall bear its own costs and equally share any costs incurred related to the arbitrator.
 - c. The decision of the arbitrator will be subject to the ratification and adoption by the respective Parties.
 - d. Each of the Parties shall do all acts and things and execute all deeds and instruments necessary to give effect to any resolution reached under this Part.
 - e. Except as modified herein, the provisions of the Arbitration Act, R.S.A. 2000, c.A-43 shall apply.

Dated: _____

BETWEEN:

THE CITY of CALGARY

- and -

THE CALGARY BOARD OF EDUCATION

- and -

**THE BOARD OF TRUSTEES OF THE CALGARY ROMAN CATHOLIC SEPARATE
SCHOOL DIVISION**

- and -

**THE FRANCOPHONE REGIONAL AUTHORITY OF SOUTHERN FRANCOPHONE
EDUCATION REGION**

JOINT USE AND PLANNING AGREEMENT

JILL FLOEN
CITY SOLICITOR
the City of Calgary
Law Department (8053)
12th Floor, Calgary Municipal Building
800 Macleod Trail S.E.
P. O. Box 2100, Station "M"
Calgary, Alberta
T2P 2M5

Solicitor: Hanna Oh
File No.: P9372

**Checklist for Provincial Government Departments and CABCs sending
Potential Surplus Lands to Alberta Infrastructure for Offer to Transfer**

Covering Memo (Y/N)					
Location & Site					
Legal Description					
	¼ or ½	Section	Township	Range	W__M
	Lot	Block	Plan		
Municipality					
Department & Region	Department		Region		
Attached Maps	Location (Y/N)		Site Sketch (Y/N)		
Site Area (hectares & acres)	Hectares		Acres		
Municipal Address					
Land Title Information					
Title Attached (Y/N)					
Title Number					
LINC #					
Encumbrances					
Referral Status					
Department (internal referral)					
Other Departments (name)					
Other interests identified	Date - m d y		Attached (Y/N)		
Real Estate Attributes					
Net Book Value	\$				
Appraised Value	Appraisal (Y/N)		Value	\$	
	Date - m d y				
Property Previously Listed	Y/N; details if yes				
Date of Listing	n/a if No above				
Net Book Value (Land/Bldgs)	\$				
Assets & Improvements ¹					
Maintenance Costs	\$				
Property Management Costs	\$				
Leases					
Permits/Licenses					
Access Issues					
Municipal Zoning					
Environmental Constraints to Sale					
Natural environment ²					
Site contamination ³					
ESA Report(s) Attached (Y/N)					
HazMat Report(s) Attached (Y/N or N/A)					
NIMBY(s) ⁴					
Other					

1. structures, approaches, fences, driveways, utilities, chattels, etc.

2. high water table conditions, erosion prone, flooding, steep/unstable slopes, weeds, etc.

3. unknown, suspected, Environmental Assessment Reports – Phase 1, Phase 2, Phase 3

4. nearby landfill/waste management facility, wastewater treatment facility, intensive livestock operation, sour gas well, gas plant, mining operation, manufacturing plant (some), etc.



LAND TITLE CERTIFICATE

S

LINC

SHORT LEGAL

TITLE NUMBER

0029 230 174

0210719;58;1MSR

021 071 099

LEGAL DESCRIPTION

PLAN 0210719

BLOCK 58

LOT 1MSR (MUNICIPAL AND SCHOOL RESERVE)

EXCEPTING THEREOUT ALL MINES AND MINERALS

AREA: 7.643 HECTARES (18.89 ACRES) MORE OR LESS

ESTATE: FEE SIMPLE

ATS REFERENCE: 5;2;25;15;NE

ATS REFERENCE: 5;2;25;22;SE

MUNICIPALITY: CITY OF CALGARY

REFERENCE NUMBER: 991 353 685 +39

011 106 150

001 329 423 +73

REGISTRATION	DATE (DMY)	REGISTERED OWNER(S)	DOCUMENT TYPE	VALUE	CONSIDERATION
--------------	------------	---------------------	---------------	-------	---------------

021 071 099	04/03/2002	SUBDIVISION PLAN			
-------------	------------	------------------	--	--	--

OWNERS

THE CITY OF CALGARY.
OF BOX 2100, STATION M
CALGARY
ALBERTA

AND

THE CALGARY BOARD OF EDUCATION.
OF 515 MACLEOD TRAIL S.E.
CALGARY
ALBERTA T2G 2L9

ENCUMBRANCES, LIENS & INTERESTS

PAGE 2

021 071 099

REGISTRATION

NUMBER	DATE (D/M/Y)	PARTICULARS
891 014 471	24/01/1989	UTILITY RIGHT OF WAY GRANTEE - THE CITY OF CALGARY. AS TO PORTION OR PLAN:8910019
911 215 701	24/09/1991	RESTRICTIVE COVENANT
961 208 987	09/09/1996	UTILITY RIGHT OF WAY GRANTEE - THE CITY OF CALGARY. AS TO PORTION OR PLAN:9611862
971 365 822	08/12/1997	UTILITY RIGHT OF WAY GRANTEE - THE CITY OF CALGARY. AS TO PORTION OR PLAN:9712500
971 365 823	08/12/1997	UTILITY RIGHT OF WAY GRANTEE - THE CITY OF CALGARY. AS TO PORTION OR PLAN:9712500
981 154 845	29/05/1998	UTILITY RIGHT OF WAY GRANTEE - THE CITY OF CALGARY. AS TO PORTION OR PLAN:9811318
981 357 669	16/11/1998	UTILITY RIGHT OF WAY GRANTEE - THE CITY OF CALGARY. AS TO PORTION OR PLAN:9813182
981 378 445	02/12/1998	UTILITY RIGHT OF WAY GRANTEE - THE CITY OF CALGARY. AS TO PORTION OR PLAN:9813362

TOTAL INSTRUMENTS: 008

THE REGISTRAR OF TITLES CERTIFIES THIS TO BE AN
ACCURATE REPRODUCTION OF THE CERTIFICATE OF
TITLE REPRESENTED HEREIN THIS 24 DAY OF MAY,
2024 AT 02:30 P.M.

ORDER NUMBER: 50601789

CUSTOMER FILE NUMBER:

END OF CERTIFICATE



THIS ELECTRONICALLY TRANSMITTED LAND TITLES PRODUCT IS INTENDED FOR THE SOLE USE OF THE ORIGINAL PURCHASER, AND NONE OTHER, SUBJECT TO WHAT IS SET OUT IN THE PARAGRAPH BELOW.

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Property of the Calgary Board of Education



Office of the Minister



AR 56773

August 6, 2024

Patricia Bolger
Chair, Board of Trustees
Calgary Board of Education
1221 - 8 Street SW
Calgary, AB T2R 0L4

Dear Patricia Bolger:

Thank you for your June 24, 2024, letter regarding the disposition of surplus municipal and school reserve land located at 555 Arbour Lake Drive NW.

The request authorizing the disposal of the surplus land will be assessed under the *Real Property Governance Act*. For information regarding the *Real Property Governance Act*, please visit [Government of Alberta's Public Property Modernization website](https://www.alberta.ca/government-of-albertas-public-property-modernization-website). If you have any questions about the new offer to transfer requirements, please contact infra.rpg@gov.ab.ca.

Thank you for taking the time to write.

Sincerely,

Pete Guthrie
Minister

cc: Honourable Demetrios Nicolaides, Minister of Education
Joanne Pitman, Chief Superintendent of Schools, Calgary Board of Education
Dany Breton, Superintendent, Facilities and Environmental Services,
Calgary Board of Education



AR 56587

October 15, 2024

Patricia Bolger, Chair
Board of Trustees
Calgary Board of Education
1221 – 8 Street SW
Calgary, AB T2R 0L4

Dear Patricia Bolger:

Pursuant to Section 7 of the *Real Property Governance Act*, Alberta Infrastructure has completed the required assessment of your June 24, 2024, letter, proposing to declare surplus and dispose of real property.

Alberta Infrastructure does not wish to acquire the subject real property under the *Real Property Governance Act*.

In accordance with Section 6 of the *Disposition of Property Regulation* AR 86/2019, we acknowledge that this property is surplus to the current and future needs of the Calgary Board of Education.

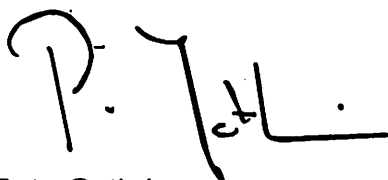
In accordance with Section 192(1) of the *Education Act* and Section 9 of the *Disposition of Property Regulation*, the Board of Trustees of the Calgary Board of Education is hereby approved to transfer its interest in Lot 1MSR, Block 58, Plan 021 0719 to the City of Calgary for the sum of \$1, in accordance with the Joint Use Planning Agreement. As per Section 10 of the *Disposition of Property Regulation*, since the Government of Alberta did not contribute to the acquisition of the property, all proceeds from the sale will go to the school board.

In disposing of the property, please ensure your division complies with the *Disposition of Property Regulation*. Your division is responsible for ensuring that the final agreement, at minimum, releases the school board from any obligation or liability regarding the property after the transfer of ownership and indemnifies the school board from any future liabilities related to any environmental condition of the property.

For any questions on the *Real Property Governance Act*, please contact Dale Beesley, Assistant Deputy Minister, Infrastructure, at Dale.Beesley@gov.ab.ca or 780-974-3069.

For any questions about the *Education Act* or *Disposition of Property Regulation*, please contact Erin Owens, Executive Director, Education, at Erin.Owens@gov.ab.ca or 780-643-1455.

Sincerely,



Pete Guthrie
Minister of Infrastructure



Demetrios Nicolaides
Minister of Education

Attachment

cc: Lora Pillipow
Deputy Minister, Education

Mary Persson
Deputy Minister, Infrastructure



Board Chair
Patricia Bolger

Wards 6 & 7

June 24, 2024

Vice-Chair
Nancy Close

Wards 11 & 13

Trustees

Dana Downey

Wards 1 & 2

Laura Hack

Wards 3 & 4

Marilyn Dennis

Wards 5 & 10

Susan Vukadinovic

Wards 8 & 9

Charlene May

Wards 12 & 14

Honourable Demetrios Nicolaides
Minister of Education
228 Legislature Building
10800 – 97 Avenue
Edmonton, Alberta T5K 2B6

Honorable Pete Guthrie
Minister of Infrastructure
Alberta Infrastructure
Infrastructure Building
6950 - 113 Street
Edmonton, Alberta T6H 5V7

Dear Minister Nicolaides and Minister Guthrie:

The Calgary Board of Education (CBE) is seeking the Minister of Education's approval to declare a vacant Municipal and School Reserve (MSR) site surplus. Additionally, and in accordance with the *Real Property Governance Act*, we are requesting the Minister of Infrastructure's approval to transfer this MSR site to the City of Calgary for \$1.00.

The CBE and City of Calgary hold joint title to two (2) undeveloped MSR sites in the northwest community of Arbour Lake. The sites were acquired by the City of Calgary as Reserve Lands, meaning they are reserved for school and community use, in conformance with the guidelines established in the Joint Use and Planning Agreement (JUPA) and the *Municipal Government Act*. Although reserved as potential CBE elementary school sites, the community has never had the requisite population to meet CBE criteria for construction of an elementary school.

The City of Calgary notified the CBE of its interest in utilizing the vacant elementary site located at 555 Arbour Lake Drive NW for development of alternate uses to serve the community. CBE has reviewed the City's request and determined this site to be surplus to CBE requirements. As the municipality's interests align with the intent for Reserve Lands under the JUPA, the CBE wishes to transfer its ownership rights in the joint property to the City of Calgary, thereby providing the municipality with full title to the lands. The transfer of Reserve Lands to the City of Calgary would be facilitated for \$1.00 in accordance with Sections 7.9 and 7.11 of the JUPA (Attachment I).

The Arbour Lake community is an established community where the population has stabilized. CBE has an operating middle and high school in the community, however, the elementary grade population has been insufficient to qualify for a CBE school. Elementary grade CBE students are currently accommodated in the adjacent

community of Citadel Park, where it is projected they can continue to be accommodated well into the future.

Transfer of the MSR site located at 555 Arbour Lake Drive NW to the City of Calgary will allow the municipality greater flexibility for development of other resources to serve the community and will remove liability for the CBE with respect to operation and maintenance of the location, along with legal liability in the event of an undesirable incident on the property. CBE will continue to retain ownership of a remaining vacant elementary school site that is located adjacent to CBE's existing middle school.

On June 18, 2024, the CBE Board of Trustees passed the following motion:

"THAT, subject to Ministerial approval, the Board of Trustees approves transfer of the property to the City of Calgary"

The surplus property located at 555 Arbour Lake Drive NW is described legally as Plan 0210719; Block 58; Lot 1MSR. This information and copy of the Certificate of Title are attached as part of the Checklist for Alberta Infrastructure Offer to Transfer (Attachment II).

Thank you for your consideration on this matter.



Patricia Bolger, Chair
Board of Trustees

cc: Joanne Pitman, Chief Superintendent of Schools
Dany Breton, Superintendent, Facilities & Environmental Services

Attachment I: Joint Use and Planning Agreement
Attachment II: Checklist for Alberta Infrastructure Offer to Transfer



Calgary Board
of Education



Board Chair

Patricia Bolger Wards 6 & 7

Vice-Chair

Nancy Close Wards 11 & 13

Trustees

Board of Trustees Wards 1 & 2

Laura Hack Wards 3 & 4

Marilyn Dennis Wards 5 & 10

Susan Vukadinovic Wards 8 & 9

Charlene May Wards 12 & 14

October 3, 2024

Hon. Danielle Smith
Office of the Premier
Legislature Building
Unit 307, 10800 – 97 Ave.
Edmonton, Alberta
T5K 2B6

Dear Premier Smith,

Thank you for meeting with Trustee Dennis and me, along with our Chief Superintendent, Joanne Pitman on Sept. 10, 2024. We sincerely appreciated your time and feedback on the opportunities and issues facing the staff, families and students of the Calgary Board of Education (CBE).

We share your government's interest in career-related opportunities for students and we would be delighted to offer you a two-stop visit to Lord Beaverbrook High School and our Career & Technology Centre at Lord Shaughnessy High School.

At Lord Beaverbrook High School, we would be pleased to show you an example of the kind of Career & Technology Studies (CTS) offerings that are part of the Alberta Program of Studies. CTS is available at every high school, every day, for every student. We can also showcase the Registered Apprenticeship Program, Unique Pathways and Off-Campus Education opportunities for students.

The Career & Technology Centre (CTC) changes the way most of us think about school. While it is housed in a school building, it isn't a school on its own, but rather a hub for CTS learning for students registered in CBE high schools across Calgary. Students who attend the CTC take courses at their designated high schools, but they also access the CTC to enhance their learning through credentialed, dual credit or pre-placement programs for specific periods of time. The CTC is also one of the focused sites for our new Digital Futures Pathway Collegiate.

The CBE's career-related opportunities also reflect the CBE's commitment to choice and student success. We are proud of CBE's long history and current up-to-date innovative programming. We offer practical, hands-on learning experiences to students in the occupational areas of:

- Trades, manufacturing and transportation
- Business, administration, finance, and information technology
- Health, recreation and human services
- Media, design and communication arts
- Natural resources

We also collaborate with post-secondary institutions, industry partners and community organizations to continually improve and expand our wide range of unique opportunities for students.

Given our long-standing partnerships, along with our economies of scale, the CBE is able to maximize public dollars in the best interests of students and the future of Alberta. The CBE's hands-on, career-oriented learning opportunities are efficient, economical and effective in helping students earn post-secondary credits and develop career-related skills, and employability competencies.

The CBE's Lord Beaverbrook High School and the CBE's Career & Technology Centre are just two examples of an Alberta success story. As Premier of our province, we would like to invite you to share in that success, and to thank you in person for your support of career-related education.

We can easily accommodate your preferred timing for a tour. If there are other opportunities you wish to see, please let us know. In the coming days, we will reach out to your office/work through AB Ed ministry staff to coordinate a time that works best for you.

We look forward to seeing you in our schools.

Yours sincerely,



Patricia Bolger, Chair
Board of Trustees

Cc: Honourable Demetrios Nicolaides, Minister of Education
Joanne Pitman, Chief Superintendent of Schools, Calgary Board of Education





ALBERTA
EDUCATION

*Office of the Minister
MLA, Calgary - Bow*

AR126990

November 6, 2024

Ms. Patricia Bolger
Board Chair
Calgary Board of Education
1221 8 Street SW
Calgary AB T2R 0L4

Dear Ms. Bolger:

The Honourable Danielle Smith, Premier of Alberta, forwarded your email regarding your offer of a tour of the Calgary Board of Education's Lord Beaverbrook High School Career and Technology Centre. I appreciate the opportunity to respond.

The Alberta government is making sure students have every opportunity to pursue their career interests and succeed in Alberta's dynamic job market. Premier Smith's mandate letter to Alberta Education highlights the importance of supporting students in setting their career pathways, focusing on increasing student participation in off-campus programs or paid internships, and evaluating opportunities to enhance existing programs, like Career and Technology Studies and dual credit.

I appreciate and commend the work of the Calgary Board of Education in providing innovative programming for students to explore careers in the trades. The opportunities offered at Lord Beaverbrook High School and the Career and Technology Centre for students to enhance their learning with practical hands-on experiences in occupational areas are key to career development for Alberta's youth.

I regret that neither the Honourable Danielle Smith nor I are able to meet with you at this time; however, I sincerely thank you for your board's continued commitment to providing students with a start to pursuing rich and fulfilling careers in the trades.

Best,

Demetrios Nicolaides ECA PhD
Minister of Education



Board Chair

Patricia Bolger Wards 6 & 7

Vice-Chair

Nancy Close Wards 11 & 13

Trustees

Board of Trustees Wards 1 & 2

Laura Hack Wards 3 & 4

Marilyn Dennis Wards 5 & 10

Susan Vukadinovic Wards 8 & 9

Charlene May Wards 12 & 14

October 30, 2024

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

Dear Minister Nicolaides,

Re: Replacement of the Weighted Moving Average Funding Framework

We are writing to provide the Calgary Board of Education's (CBE's) perspective regarding the government's intention to revise the current public education funding framework.

As you consider the overall adequacy of funding for public education, we would offer our perspective on a revised or renewed funding framework. Namely, a funding formula needs to reflect the following principles:

- Adequacy of funding connected to the costs of delivery
- Simplicity and flexibility
- Transparency
- Responsiveness
- Predictability

Funding Needs to be Adequate to Cover Costs of Delivery

Per-student funding is the metric most relevant to public education. Any funding model must be founded upon adequate overall funding per-student as no framework, on its own, can alleviate underfunding.

To address adequacy, the funding framework must connect, in whole (ideally) or, in part, with the actual costs of delivery. The results of inadequate funding are growth in average class size and services and supports for students that do not keep up with need.

Between 2018-19 and 2024-25, the CBE's funding per student adjusted for capital expenditures has remained relatively constant, at, or below, 2018-19 levels. Over the same period, inflation has eroded the CBE's purchasing power of this funding by more than 20 percent.

Similarly, the CBE's average cost of labour has increased by more than 8 percent. The funding that would have purchased 100 teachers in 2018-19 can only purchase 92 teachers in 2024-25. Funding that only grows by enrolment

growth and not inflation and the cost of labour puts upward pressure on class sizes and downward pressure on services and supports to students.

Another tangible example is the current Operations and Maintenance grant. This grant does not, and has not since its inception, fully covered the actual costs. As a result, school districts need to redirect dollars, often from educational grants, to fund operating and maintenance costs. Ideally a revised funding model would incorporate actual cost information into the determination of grant amounts.

Funding Model Needs to be Simple and Flexible

The CBE supports a simple funding model that addresses the key areas of cost within a school district.

We believe that locally elected Boards are best positioned to make resource allocation decisions to meet the needs of students and families. Accordingly, any model should allow for as much flexibility as possible to allocate resources to support teaching and learning.

With flexibility comes accountability for the resources conferred. The CBE fully supports the need for accountability. That said, the reporting requirements must be reasonable. Current accountability measures in place, which include provincial achievement results, diploma exams, and the Annual Education Results Report fully deliver on the accountability obligations of a Board.

Transparency is Important

Whatever methodology is implemented, the CBE believes it should be transparent to families, communities, Trustees, and board staff.

Transparency is enhanced by limiting the number and complexity of grants within the framework.

Transparency also means using existing outcome measures to assess how school boards have deployed the public education dollars entrusted to them. This includes provincial achievement tests, diploma exams, and the host of information included with the Annual Education Results Report.

Additional monitoring of funds provided adds complexity, reduces transparency, and increases red tape within limited additional accountability.

Model Should Be Responsive to Changing Environment

The CBE believes that a modernized funding framework needs to be responsive to both sudden increases and decreases in student enrolment as well as other significant changes that increase or decrease cost. This could include, but not be limited to, curriculum changes, changes to class size guidance, collective bargaining agreements. Other government policy changes could also have impacts on cost. Duty of care and duty to accommodate changes would be one example.

The current weighted moving average framework has proven to be less effective in periods of rapid enrolment fluctuations.



Predictability of Funding is Valued

Finally, the CBE is supportive of a funding framework that provides predictability over time. Conceptually, the current model promised increased predictability. In practice, however, changes were made every year that adjusted funding sufficient to eliminate the promised predictability. The result, in the absence of predictability over time, is shorter term decision making that does not promote a sustainable and systematic improvement in student outcomes.

Also, while funding announced outside of the annual budget cycle is appreciated, it does impact the ability of school districts to effectively plan and leverage regular cycles of hiring and deployment of resources.

It is important to note that if an additional \$1 billion was injected into public education in Alberta, the impact to the CBE, even under the existing funding model, would be approximately \$180 million. An injection of that size would allow the CBE to positively impact both average class size and the availability of the services and supports necessary to support all students, especially students with complex needs.

We would further note that based on the 2024 Fraser Institute Report on Public Education Funding in Canada, approximately \$1 billion in additional funding would bring Alberta's per student funding in line with the Canadian average referenced in that report. (*Fraser Institute, Education Spending in Public Schools in Canada, 2024 Edition, Table 5, Page 9*).

<https://fraserinstitute.org/studies/education-spending-in-public-schools-in-canada-2024>

We look forward to continuing this conversation with you to address the adequacy of provincial funding for public education and a funding model that addresses simplicity, transparency, flexibility, responsiveness, and predictability to ensure students across Alberta are supported for success.

We are happy to meet with you to discuss this further.

Yours sincerely,



Patricia Bolger, Chair
Board of Trustees

cc Joanne Pitman, Chief Superintendent of Schools
Brad Grundy, Chief Financial Officer
Marilyn Dennis, President, Alberta School Boards Association





ALBERTA
EDUCATION

*Office of the Minister
MLA, Calgary - Bow*

AR 127346

December 20, 2024

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

Dear Ms. Bolger:

Thank you for your letter sharing the Calgary Board of Education's perspective on potential changes to the funding framework. I appreciate the opportunity to respond.

Albertans want a strong and vibrant education system that meets students' learning needs and equips them with the skills and knowledge necessary for success in school, work, and life. Alberta's Kindergarten to Grade 12 funding model is designed to provide all school authorities in Alberta with sufficient resources to deliver programs equitably.

We recognize the challenges our education partners face with emergent enrolment growth and the rising costs of programs and services. We are reviewing key aspects of the current funding model, including how enrolment growth funding is calculated through the weighted moving average. Alberta Education is also evaluating options that balance the needs of the education system with government fiscal priorities.

Education recently held engagement sessions with the Alberta School Boards Association and Association of School Business Officials of Alberta to discuss the funding model's challenges and potential improvements. Members of the associations shared valuable insights and ideas during the sessions and via email.

Department staff are currently analyzing feedback from various stakeholders on the funding model. We will continue collaborating with our education partners to develop solutions that address the needs of schools and students. Our primary goal is to ensure that schools are appropriately supported so they can provide a world-class education to Alberta's students.

.../2

Ms. Patricia Bolger
Page 2

Thank you again for sharing feedback and suggestions regarding the funding framework. I wish the Calgary Board of Education board, staff, and families all the best throughout the coming new year.

Best,

A handwritten signature in black ink, appearing to read "Demetrios Nicolaides". The signature is fluid and cursive, with the first name "Demetrios" being more prominent than the last name "Nicolaides".

Demetrios Nicolaides ECA PhD
Minister of Education

Property of the Calgary Board of Education



Board Chair

Patricia Bolger Wards 6 & 7

October 30, 2024

Vice-Chair

Nancy Close Wards 11 & 13

Trustees

Board of Trustees Wards 1 & 2

Laura Hack Wards 3 & 4

Marilyn Dennis Wards 5 & 10

Susan Vukadinovic Wards 8 & 9

Charlene May Wards 12 & 14

Honourable Demetrios Nicolaides

Minister of Education

228 Legislature Building

10800 – 97 Avenue

Edmonton, AB T5K 2B6

Dear Minister Nicolaides,

The Calgary Board of Education (CBE) is seeking Ministerial approval to increase the school capacity of the future elementary schools in the communities of Cornerstone, Livingston and Mahogany and middle schools in the communities of Mahogany, Sage Hill, Cityscape and Saddle Ridge contained in the 2025-28 Three Year School Capital Plan.

The Calgary Board of Education's (CBE) School enrolment reports for 2022-2023 and 2023-2024 have highlighted that the CBE saw an increase to its overall enrolment of 13,000 students in two years. At the end of September 2024 enrolment had increased a further 4,158 students from September 2023 to reach a total of 142,402 students. Currently 87 of CBE's schools are operating at or above 100% utilization. Thirty-four schools are being overflowed, the majority of which are on the outer edges of the CBE boundary, to other schools closer to the city centre.

The CBE has carefully reviewed projections for the communities of Cornerstone, Mahogany, Redstone, Sage Hill, Cityscape, Livingston and Saddle Ridge and determined that the capacity requests will need to be revised to serve the anticipated students as close to home as possible and avoid overflowing students after schools are built. In particular, the revised plan seeks to ease pressure on middle schools by both increasing these schools' capacities and changing grade configurations to move more students into elementary schools. The 2024-2034 Ten Year Student Accommodation and Facilities Strategy identified the need for an additional 7,700 middle school student spaces in this timeframe.

The following school sizes and grade configuration changes are being requested. Increasing these school sizes will create an additional 2,500 student spaces above what was originally requested.

Table 1: Summary of Requested and Revised School Capacities and Configurations

Capital Plan 2025-28 priority*, year		School	Request ed Capacity	Request ed Config.	Revis e d Capacit y	Revis e d Config.
C-2	Yr. 1	Cornerstone Elementary	600	K-4	900	K-5
C-3	Yr. 1	Mahogany Middle	900	5-9	1200	7-9
C-5	Yr. 1	Redstone Elementary	600	K-4	900	K-5
C-6	Yr.1	Sage Hill /Kincora Middle	900	5-9	1000	6-9
C-9	Yr. 1	Cityscape /Redstone Middle	900	5-9	1200	6-9
C-10	Yr. 1	Cornerstone Middle	900	5-9	1200	6-9
C-12	Yr. 1	Livingston Elementary	600	K-4	900	K-6
C-15	Yr. 2	Saddle Ridge Middle	900	5-9	1200	unchan ged
C-16	Yr. 2	Mahogany Elementary	600	K-4	900	K-5
Total capacity			6,900		9,400	
Grade configuration change only						
C-7	Yr. 1	Sage Hill Elementary	600	K-4	600	K-5
C-18	Yr. 3	Cityscape Elementary	600	K-4	600	K-5

*Priority C-4 was approved in March 2024 and was not considered as part of this analysis. While the priority reference number did not change, all reference to priorities C-5 and beyond are bumped up one position as a result.

Tables 2 through 6 show the analysis of utilization rates given current requests and what the utilization rates would be with the grade configuration and capacity changes, according to CBE projections. Schools were analyzed by looking at the middle schools and their feeders concurrently to be able to adjust the balance in enrolment between schools.

Table 2: Projected Utilization Rates, 1 Year and 5 Years After Opening Cornerstone Elementary and Cornerstone Middle Schools with Requested and Revised Capacities and Grade Configurations

School	Cornerstone Elementary	Cornerstone Middle
Current Requests		
K-4 spaces	600	
5-9 spaces		900
Utilization at 1 year after opening	206%	154%
Utilization at 5 years after opening	218%	235%
Revised Request: Grade configuration change and capacity		



increase		
K-5 spaces	900	
6-9 spaces		1200
Utilization at 1 year after opening	174%	92%
Utilization at 5 years after opening	196%	147%

*Assumes that 87% of CBE Cornerstone students attend the regular program; assumes all grades attending (i.e. no phasing in of grades).

*Assumes that the Cornerstone Elementary opens in the 2028-29 school year and the Cornerstone Middle opens in the 2029-30 school year.

Table 3: Projected Utilization Rates, 1 Year and 5 Years After Opening Redstone and Cityscape Elementary and Middle Schools with Requested and Revised Capacities and Grade Configurations

School	Redstone Elementary	Cityscape Elementary	Cityscape/Redstone Middle
Current Requests			
K-4 spaces	600	600	
5-9 spaces			900
Utilization at 1 year after opening	99%	65%	131%
Utilization at 5 years after opening	116%	74%	174%
Revised Request: Grade configuration change and capacity increase			
K-5 spaces	900	600	
6-9 spaces			1200
Utilization at 1 year after opening	82%	80%	79%
Utilization at 5 years after opening	97%	93%	107%

* Assumes that 93% of CBE Redstone elementary students attend the regular program, 88% of CBE Cityscape elementary students attend the regular program, and 91% of CBE Cityscape/Redstone Middle/Junior students attend the regular program; assumes all grades attending (i.e. no phasing in of grades).

*Assumes that the Redstone Elementary opens in the 2027-28 school year, the Cityscape/Redstone Middle opens in the 2029-30 school year, and the Cityscape Elementary opens in the 2030-31 school year.

Table 4: Projected Utilization Rates, 1 Year and 5 Years After Opening Mahogany Elementary #2 and Middle School with Requested and Revised Capacities and Grade Configurations

School	Existing Mahogany School and Mahogany Elementary #2	Mahogany Middle
Current Request		
5-9 spaces (new)		900
K-4 spaces (new)	600	



K-5 spaces (Existing Mahogany Elementary)	690	
Total spaces in the community	1290	900
Utilization at 1 year after opening	79%	132%
Utilization at 5 years after opening	86%	170%
Revised Request: Grade configuration change and capacity increase		
6-9 spaces (new)		1200
K-5 spaces (new)	900	
K-5 spaces (existing Mahogany Elementary)	690	
Total spaces in the community	1590	1200
Utilization at 1 year after opening	84%	80%
Utilization at 5 years after opening	96%	100%

*Assumes that 80% of CBE Mahogany students attend the regular program; assumes all grades attending (i.e. no phasing in of grades).

*Assumes that the Mahogany Elementary #2 and Mahogany Middle # 2 open in the 2029-30 school year.

*Total spaces in the community include the capacity of existing Mahogany Elementary School, the capacity of the Mahogany Elementary # 2 and the capacity of the new Mahogany Middle School.

Table 5: Projected Utilization Rates, 1 Year and 5 Years After Opening Sage Hill and Kincora Elementary and Middle Schools with Requested and Revised Capacities and Grade Configurations

School	Sage Hill Elementary	Kincora Elementary	Sage Hill/Kincora Middle
Current Request			
K-4 spaces	600	600 (not a current request)	
5-9 spaces			900
Utilization at 1 year after opening	117%	46%	134%
Utilization at 5 years after opening	105%	36%	131%
Revised Request: Grade configuration change and capacity increase			
K-5	600	600	
6-9 spaces			1000
Utilization at 1 year after opening	145%	55%	101%
Utilization at 5 years after opening	142%	43%	99%
After Kincora elementary is built¹			



K-5	600	600	
6-9 spaces			1000
Utilization at 1 year after opening	79%	79%	101%
Utilization at 5 years after opening	86%	86%	99%

* Assumes that 87% of CBE Sage Hill/Kincora elementary students attend the regular program and 91% of CBE Sage Hill/Kincora Middle/Junior students attend the regular program; assumes all grades attending (i.e. no phasing in of grades).

*Assumes that the Sage Hill Elementary and the Kincora Elementary open in the 2028-29 school year, and the Sage Hill/Kincora Middle opens in the 2029-30 school year.

¹ Assumes elementary students are evenly split between schools.

Table 6: Projected School Utilization Rates, 1 Year and 5 Years After Opening Livingston elementary school, with Requested and Revised Capacities

School	Livingston Elementary
Current Request	
K-4 spaces	600
Utilization at 1 year after opening	152%
Utilization at 5 years after opening	178%
Revised Request: Grade configuration change and capacity increase	
K-6 spaces	900
Utilization at 1 year after opening	149%
Utilization at 5 years after opening	182%

On Oct 29, 2024, the CBE Board of Trustees passed the following motions:

- *THAT the Board of Trustees approves an increase in the school capacities and grade configurations of 9 schools contained in the 2025-28 Three Year School Capital Plan in the communities of Redstone, Cornerstone, Mahogany, Livingston, Saddle Ridge, Cityscape, and Sage Hill; and*
- *THAT the Board authorizes the Chair to correspond with the Minister of Education pertaining to this change request, as provided in Attachments I and II to this report.*



In alignment with the above, the CBE hereby requests Ministerial approval to increase the capacity of the future elementary and middle schools as outlined in Table 1 of this letter.

Thank you for your consideration of this matter.

Yours sincerely,

A handwritten signature in blue ink, appearing to read 'P Bolger', is centered below the 'Yours sincerely,' text.

Patricia Bolger, Chair
Board of Trustees

cc Joanne Pitman, Chief Superintendent of Schools
Dany Breton, Superintendent, Facilities and Environmental Services

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Calgary Board
of Education



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*Office of the Minister
MLA, Calgary - Bow*

AR 127947

February 18, 2025

Patricia Bolger
Chair, Board of Trustees
Calgary Board of Education
1221 8 St SW
Calgary AB T2R 0L4

Dear Ms. Bolger:

Thank you for your letter regarding the revisions to your Three-Year School Capital Plan 2025-2028. I welcome the opportunity to respond.

I recognize that enrolment growth has surpassed expectations in the metro regions of our province, and I realize the challenges boards face in managing the demand for additional student spaces. I understand that these factors have resulted in your request for increased capacity for several proposed projects submitted in your 2025-28 Capital Plan.

Thank you for advising me of the capacity and grade configuration changes to your Capital Plan. Government's capital plan submissions from all ministries, including Education's capital requests, are currently being reviewed by Treasury Board and Finance for potential inclusion in Budget 2025. Should a Calgary Board of Education project identified in your incoming letter receive a capital approval in Budget 2025, Education department staff will work with your division, Alberta Infrastructure, and Treasury Board and Finance on the additional costs associated with the capacity increase, as part of the School Construction Accelerator Program.

The new Grade 5-9 Saddle Ridge Middle School project has already received planning funding approval. Once the project is ready to move to design, please work with Alberta Education staff, as well as staff within Alberta Infrastructure, to confirm the final capacity of the school that will be recommended to Treasury Board and Finance for design funding. Please continue to update Education on any changes to the scope of the Saddle Ridge Middle School project that arise during planning.

Should you have any further questions regarding this approval, please contact Allison Matichuk, Stakeholder Relations Manager, at allison.matichuk@gov.ab.ca or 780-643-1453 (toll-free by first dialing 310-0000).

.../2

Ms. Patricia Bolger
Page 2

Ms. Bolger, thank you for your continued advocacy of your students. I wish you success with these important projects.

Best,

A handwritten signature in black ink, appearing to read "Demetrios Nicolaides". The signature is fluid and cursive, with the first name "Demetrios" and last name "Nicolaides" clearly distinguishable.

Demetrios Nicolaides ECA PhD
Minister of Education

Property of the Calgary Board of Education



Board Chair

Patricia Bolger Wards 6 & 7

Vice-Chair

Nancy Close Wards 11 & 13

Trustees

Board of Trustees Wards 1 & 2

Laura Hack Wards 3 & 4

Marilyn Dennis Wards 5 & 10

Susan Vukadinovic Wards 8 & 9

Charlene May Wards 12 & 14

November 6, 2024

Honourable Demetrios Nicolaides

Minister of Education

228 Legislature Building

10800 – 97 Avenue

Edmonton, AB T5K 2B6

Dear Minister Nicolaides,

The Calgary Board of Education (CBE) is seeking Ministerial approval to increase the school capacity of the future elementary school in the community of Redstone, identified in the 2025-28 Three Year School Capital Plan, from 600 to 900 students.

On March 1, 2024, Alberta Education approved design funding for a new elementary school in the community of Redstone with a capacity for 600 students. The CBE has carefully reviewed projections for the community of Redstone and determined that a school built to a capacity of 600 would likely be overflowed within 5 years of opening.

School enrolment reports for 2022-2023 and 2023-2024 have highlighted that the CBE saw an increase to its overall enrolment of 13,000 students in two years. At the end of September 2024 enrolment had increased a further 4,158 students from September 2023 to reach a total of 142,402 students. Currently 87 of CBE schools are operating at or above 100% utilization. Thirty-four schools are being overflowed, the majority of which are on the outer edges of the CBE boundary, to other schools closer to the city centre.

The system utilization rate for K-4 and 5-9 as of end of September 2023 was 86% and 93% respectively. The CBE's Ten-Year Student Accommodation and Facilities Strategy 2024-2034 identifies that the number of students in the middle years cohort is expected to increase by 7,700 students over the next ten years and the number of K-4 students to initially rise only to later decline slightly by 250 students. Among the strategies being employed by the CBE to manage growth is a shifting of students from middle schools to elementary schools through grade configuration changes to balance enrolment between schools. Moreover, while an 86% utilization rate appears to indicate there are sufficient elementary schools, this capacity is not situated in the new and developing communities where they are required.

An analysis for the future Redstone elementary and the future Cityscape middle school into which it will feed, and well as the future elementary school in Cityscape, was undertaken concurrently to determine the impact of future

Redstone and Cityscape students on enrolment at the middle school level and to ensure a balance of enrolment between schools.

In September 2023, there were 453 K-9 students enrolled in CBE schools in Cityscape and 741 in Redstone. These numbers are projected to increase to 1,077 in Cityscape and 1,706 in Redstone by 2033.

Table 1 shows the projected utilization rates at the future Cityscape/Redstone middle school and its future feeder schools in Redstone and Cityscape based on current requests in the 2025-28 Capital Plan. Based on the current 600-capacity requests Redstone elementary would be slightly overutilized. The major concern, however, is the pressure that Redstone community will place on the middle school: it will see a 131% and 174% utilization rate after 1 and 5 years of opening, respectively. By increasing the number of grades at the elementary level and increasing the school capacity of Redstone elementary from 600 to 900 and Cityscape/Redstone middle from 900 to 1200, these schools will be able to operate with manageable utilization rates of 97% and 107% utilization after 5 years of opening, respectively.

Table 1: Projected Utilization Rates, 1 Year and 5 Years After Opening Redstone and Cityscape Elementary and Middle Schools with Requested and Revised Capacities and Grade Configurations

School	Redstone Elementary	Cityscape Elementary	Cityscape/Redstone Middle
Current Requests			
K-4 spaces	600	600	
5-9 spaces			900
Utilization at 1 year after opening	99%	65%	131%
Utilization at 5 years after opening	116%	74%	174%
Revised Request: Grade configuration change and increase capacity			
K-5 spaces	900	600	
6-9 spaces			1200
Utilization at 1 year after opening	82%	80%	79%
Utilization at 5 years after opening	97%	93%	107%

On Oct 29, 2024, the CBE Board of Trustees passed the following motions:

- *THAT the Board of Trustees approves an increase in the school capacities and grade configurations of 9 schools contained in the 2025-28 Three Year School Capital Plan in the communities of Redstone, Cornerstone, Mahogany, Livingston, Saddle Ridge, Cityscape, and Sage Hill; and*

- *THAT the Board authorizes the Chair to correspond with the Minister of Education pertaining to this change request, as provided in Attachments I and II to this report.*

In alignment with the above, the CBE hereby requests Ministerial approval to increase the capacity of the future elementary in the community of Redstone from 600 to 900 students.

Thank you for your consideration of this matter.

Yours sincerely,



Patricia Bolger, Chair
Board of Trustees

cc Joanne Pitman, Chief Superintendent of Schools
Dany Breton, Superintendent, Facilities and Environmental Services





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*Office of the Minister
MLA, Calgary - Bow*

AR 127484

December 3, 2024

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

Dear Ms. Bolger:

Thank you for your November 6, 2024, letter requesting the change of scope to increase the capacity of the new elementary school to be built in Calgary's Redstone community. I am pleased to respond.

This elementary school was approved for Design funding in Budget 2024 with a capacity of 590, in accordance with Calgary Board of Education's 2024-27 Capital Plan; however, I am aware that enrolment growth is surpassing expectations in the metro regions. I understand your concerns and appreciate the updated information you have provided regarding enrolment projections and the anticipated utilization rates in Calgary elementary schools.

As you can appreciate, changes to the scope of a capital project have budget impacts that require assessment of the cost and benefit of that change. I recognize the critical growth needs and support the increase in capacity to 890. This adjustment can be implemented immediately in the project's design stage and the additional construction costs will be considered in the capital review process.

Should you have any further questions regarding this approval, please contact Allison Matichuk, Stakeholder Relations Manager, at allison.matichuk@gov.ab.ca or 780-643-1453 (toll free by first dialing 310-0000).

I wish you success with this important project.

Best,

Demetrios Nicolaides ECA PhD
Minister of Education

cc: Honourable Peter Guthrie, Minister of Infrastructure



Board of Trustees

1221 – 8 Street SW Calgary, AB T2R 0L4 | t | 403-817-7933 | f | 403-294-8282 | www.cbe.ab.ca

Board Chair

Patricia Bolger Wards 6 & 7

Vice-Chair

Nancy Close Wards 11 & 13

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Laura Hack Wards 3 & 4

Marilyn Dennis Wards 5 & 10

Susan Vukadinovic Wards 8 & 9

Charlene May Wards 12 & 14

December 18, 2024

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

Dear Minister Nicolaides:

Re: All Boys Program Closure

On behalf of the Board of Trustees, I am writing to inform you that at a Regular Meeting of the Board of Trustees held on December 17, 2024, the following motion was passed:

THAT the Board of Trustees approves the closure of the All Boys Program effective June 26, 2025.

Written notification on the Board of Trustees' decision to close the All Boys Program has been provided to parents, guardians and students enrolled in the All Boys Program.

Please accept this correspondence as the official notification required pursuant to Section 62(6) of the *Education Act*.

Yours truly,

Patricia Bolger
Chair, Board of Trustees
Calgary Board of Education

cc: J. Pitman, Chief Superintendent of Schools
D. Breton, Superintendent, Facilities & Environmental Services



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*Office of the Minister
MLA, Calgary - Bow*

AR 128089

February 4, 2025

Ms. Patricia Bolger
Chair, Board of Trustees
Calgary Board of Education
1221 – 8 Street SW
Calgary AB T2R 0L4

Dear Ms. Bolger:

Thank you for your letter regarding the permanent closure of the All Boys Program at Sir James Lougheed School. I appreciate the opportunity to respond.

I acknowledge this notification as per Section 62 of the *Education Act*, and I recognize that a decision to permanently close a school program is not one that any school board takes lightly. In your letter, you indicate that the Calgary Board of Education trustees approved a motion at its December 17, 2024, board meeting regarding the closure of the All Boys Program, effective June 26, 2025. It is my understanding that this decision was informed by extensive public consultations, including a community meeting on October 22, 2024, and by inviting public feedback through to December 10, 2024, allowing opportunities for parents and the general community to provide input for the board's consideration.

I understand that Sir James Lougheed School will remain in use for regular elementary programming to reduce enrolment pressures at other Calgary Board of Education schools.

Should you require further assistance from Alberta Education staff, please contact Darren Fox, Field Services Manager, South Services, at darren.fox@gov.ab.ca or 780-422-8061 (toll-free by first dialing 310-0000).

I wish you all the best as you proceed with the school program closure process.

Best,

Demetrios Nicolaides ECA PhD
Minister of Education



Board Chair

Patricia Bolger Wards 6 & 7

Vice-Chair

Nancy Close Wards 11 & 13

Trustees

Board of Trustees Wards 1 & 2

Laura Hack Wards 3 & 4

Marilyn Dennis Wards 5 & 10

Susan Vukadinovic Wards 8 & 9

Charlene May Wards 12 & 14

February 12, 2025

Honourable Demetrios Nicolaides

Minister of Education

228 Legislature Building

10800 – 97 Avenue

Edmonton, AB T5K 2B6

Dear Minister Nicolaides:

Re: Home Education Program Closure for the Purpose of Relocation

On behalf of the Board of Trustees, I am writing to inform you that at a Regular Meeting of the Board of Trustees held on February 11, 2025, the following motion was passed:

THAT the Board of Trustees approves the closure of the Home Education Program at Windsor Park School for the purpose of relocation, effective June 30, 2025.

Written notification on the Board of Trustees' decision to close the Home Education Program for the purpose of relocation has been provided to parents, guardians and students enrolled in the Home Education Program.

Please accept this correspondence as the official notification required pursuant to Section 62(6) of the *Education Act*.

Yours truly,

Patricia Bolger
Chair, Board of Trustees
Calgary Board of Education

cc: J. Pitman, Chief Superintendent of Schools
D. Breton, Superintendent, Facilities & Environmental Services

AR 57835

February 18, 2025

Patricia Bolger
Chair
Calgary Board of Education
Main Office – Education Centre
1221 – 8 Street SW
Calgary AB T2R 0L4

Dear Patricia Bolger:

Further to the Honourable Demetrios Nicolaides, Minister of Education, and the Honourable Pete Guthrie's, Minister of Infrastructure, April 17, 2024, letter, I am pleased to advise the Calgary Public School Division that the New School in Evanston Project has been assessed and will be included in the upcoming public-private partnership (P3) school bundle 6.

Infrastructure determined that the P3 delivery method will provide the best value-for-money for this school on a lifecycle basis, and Treasury Board approved the recommendation in January 2025.

Procurement of P3 school bundle 6 is expected to commence in February 2025, with construction to commence in 2026 and a target construction completion date anticipated in the first quarter of 2028.

.../2

Thank you to you and your staff for your continued collaboration with Infrastructure and Education. I look forward to the successful and timely completion of these projects.

Sincerely,

A handwritten signature in blue ink, appearing to read 'C. Maniego', with a stylized flourish at the end.

Cathy Maniego
Acting Deputy Minister

Attachment – April 17, 2024, Alberta Education Letter

cc: Lora Pillipow
Deputy Minister, Education

Joanne Pitman
Superintendent of Schools

Property of the Calgary Board of Education



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Office of the Minister
MLA, Calgary - Bow

AR124009

April 17, 2024

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

Dear Ms. Hack:

On behalf of the Government of Alberta, we are pleased to advise you of the following project approvals for the Calgary Board of Education as part of the school capital approval announcements on March 1, 2024.

Full Funding Approval

Project Name	Approval Year	Grade Configuration	Opening/Final Capacity
New School in Evanston	2024	K-4	650

We are also pleased to advise you that this project is approved to receive playground funding of up to \$250,000. This funding is intended to assist with the provision of playgrounds, and we expect the funds will supplement the school community's existing fundraising efforts. Further details regarding this funding, including reporting requirements and funding disbursement, can be found in the *School Capital Manual*.

Alberta Infrastructure is responsible for the delivery of this project; however, a final decision has not been made regarding the delivery method. Alberta Infrastructure and Alberta Education staff will contact your administration in the following weeks to initiate the collaborative development of this project.

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Design Funding Approval

Project Name	Approval Year	Grade Configuration	Opening/Final Capacity
New School in Cornerstone	2024	10-12	1,810
New School in Redstone	2024	K-4	590
Modernization of Annie Gale School	2026	6-9	640

Alberta Infrastructure is responsible for the delivery of these projects; however, a final decision has not been made regarding their delivery method. Alberta Infrastructure and Alberta Education staff will contact your administration in the following weeks to initiate the collaborative development of these projects.

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

Planning Funding Approval

Project Name	Approval Year	Grade Configuration	Opening/Final Capacity
New School in Saddle Ridge	2026	5-9	925

Alberta Education will proceed with an initial payment of \$100,000 to your school jurisdiction for this planning project in the approval year indicated above. Please note, final payments will follow once proof of project completion and payment of expenses have been submitted. We encourage your school jurisdiction staff to continue working with Alberta Infrastructure and Alberta Education staff, who are available to provide assistance and guidance as needed.

Planning funds are intended to support site readiness for priority projects, with the goal of clarifying the anticipated scope, schedule, and cost of a project. Alberta Infrastructure is responsible for retaining site investigation consultants. Additional details on planning funding and the capital planning process can be found in the *School Capital Manual*.

School jurisdictions are not required to complete every stage for each project (i.e., pre-planning, planning, design) to be eligible for construction funding. Depending on the need, readiness, and ability to complete the required steps before construction, projects may accelerate at different rates.

.../3

Ms. Laura Hack
Page 3

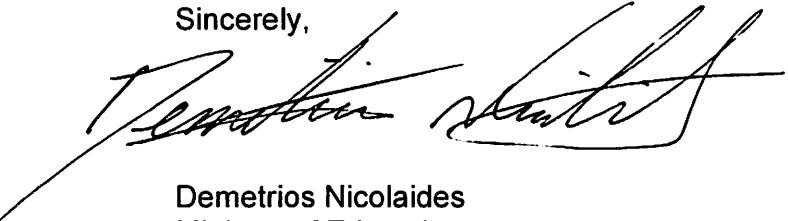
Although this does not constitute full project approval, this investment represents a commitment to this project as a high-priority need. Planning funds are intended to allow for further development of project scope and site investigation work and to help clarify potential risks and identify mitigating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

Your Alberta Infrastructure contact for these projects is Gayraj Acharya, Director, Project Delivery, Learning Facilities Branch, who can be reached at gayraj.acharya@gov.ab.ca or 780-932-5355 (toll-free by first dialling 310-0000).

Your Alberta Education contact is Allison Matichuk, Stakeholder Management, Capital Planning, who can be reached at allison.matichuk@gov.ab.ca or 780-643-1453.

We look forward to the successful and timely completion of these projects.

Sincerely,



Demetrios Nicolaides
Minister of Education



Pete Guthrie
Minister of Infrastructure

cc: Joanne Pitman, Superintendent



Board Chair

Patricia Bolger Wards 6 & 7

Vice-Chair

Nancy Close Wards 11 & 13

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Charlene May Wards 12 & 14

March 5, 2025

Honourable Demetrios Nicolaides
Minister of Education
10800 – 97 Avenue
Edmonton, AB T5K 2B6

Dear Minister Nicolaides,

**Re: Charter School Applications
Academy of Business Literacy and Entrepreneurship Charter School**

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

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

The notification of application by the Academy of Business Literacy and Entrepreneurship Charter School, proposed the school would open in the 2025 – 2026 school year and would be located in Calgary, Alberta. As described in the notice, the Academy of Business Literacy and Entrepreneurship Charter School aims to promote academic excellence with real-world, hands-on experiential learning. In this, the charter school:

Intends to offer Grades 7-12 programming with a focus on empowering students to excel in diverse career pathways. The proposed charter school would promote academic excellence, creative problem solving and hands-on, real-world learning within the framework of foundational business knowledge.

The Learning Excellence Goal of the CBE Education Plan includes three distinct learning objectives:

1. Students achieve excellence in literacy and mathematics,
2. Students learning improves through fair and equitable assessment practices, and
3. Learning opportunities prepare students for future learning and success.

The third learning objective requires all CBE schools to:

- Provide students with curricular experiences that create awareness of career pathways.
- Provide access and instruction to technologies that enhance student learning and personal development.
- Maintain and enhance partnerships with post-secondary and industry partners to support dual credit and exploratory career pathway opportunities.

To advance the Board's mission and this specific area of priority, each of our 251 schools, in collaboration with their local school community, develops, implements, and monitors the impact of this goal within a School Development Plan. These plans include specific actions that will be taken to achieve these goals mentioned above.

Business Literacy and Entrepreneurship at CBE High Schools

The CBE offers a robust array of [Career and Technology Studies \(CTS\)](#) and [Knowledge and Employability \(K&E\) Occupational Pathways](#) that are directly aligned with Business Literacy and Entrepreneurship. The CTS program is designed so students develop skills that can be applied in their daily lives, are provided with opportunities to personalize their learning, explore interests, and develop the necessary attitudes and behaviours necessary to participate in today's dynamic world of work.

CBE students in 25 high schools have access to CTS programming in the Business, Administration, Finance and Information Technology (BIT) occupational areas, across 6 different programming pathways. Examples include courses in Financial Management, Management and Marketing, Information Processing, Networking, and Entrepreneurship and Innovation. Additionally, CBE offers students access to CTS programming aligned with Business Literacy and Entrepreneurship in Leadership, Legal Studies, Communication Technologies, and Design Innovation.

Beyond the courses mentioned above, students have access to CTS programming that includes coursework, advanced placement, or credentialing in the following occupational areas:

- Business, administration, finance, and information technology
- Health, recreation, and human services
- Media, design, and communication arts
- Natural resources
- Trades, manufacturing, and transportation

In addition to CTS programming, [the Unique Pathways](#) and [Digital Pathways](#) team within CBE offers 53 different experiential off-campus opportunities accessible by all CBE students in partnership with four post-secondary partners or nine local training facilities or business partners. Specifically connected to the goals of the Academy of Business Literacy and Entrepreneurship, Calgary youth can access a CBE Unique Pathway program in Business Management with SAIT (Southern Alberta Institute of Technology). In this program, students build foundational knowledge of business functions including management, human resources, marketing and finance. They can explore options for starting and growing a business, learn the importance of business ethics and social responsibility. Students in this program work through the basics steps of building a business plan and career plan. In this program, prior to leaving high school, students can earn post-secondary credits. Instructors in the dual credit program are experienced in the field and remain connected to industry to support students in making meaningful connections to career pathways.

My Blueprint is a software tool CBE students can access to support career exploration and planning. Within this tool students can explore self-assessment tools, goal setting plans, financial planners, and job readiness supports to help each student build and export competitive resumes and cover letters. In the 2023-2024 school year, 130,214 student log-ins were recorded in My CBE Blueprint. Of these, 63,000 students completed interest inventories as an initial step in future planning, and subsequently nearly 16,000 portfolios were developed.

CBE high schools work closely together to support students accessing pathways that may not be available in their neighborhood school. A student is not limited by their

resident location in the city, CTS programming, Unique Pathways, and Digital Futures Pathway are available to all CBE students.

Business Literacy and Entrepreneurship at CBE Middle Schools

Career and Technology Foundations (CTF) are offered to our younger students. [CTF programming](#) provides students grades 5 to 9 the opportunity to explore their interests within various occupational areas and technologies. Students may plan, design, create, and implement solutions for relevant real-life programs through hands-on experiences.

Additional opportunities for middle school students are also provided. Students explore occupations programs such as the Jill of all Trades event, Try a Trade events, Elevate Aviation exploring aviation or Honour the Work. CTF programming is available in our middle schools and provides a strong foundation for further exploration at the high school level.

It is our position that the charter school application identified is in fact duplicative of programming and opportunities already available within the CBE. Further, we have repeatedly provided evidence of duplication of programming linked to proposed charter school applications in the past and observe that despite strong evidence, charter schools continue to be approved. This fragmentation of programming and cost is of great concern.

To maximize the impact of education funding across the province, avoiding the approval of duplicate charter school programs allows Alberta to maintain what is already accessible to all. We encourage focused funding in a manner that leverages our existing partnerships, infrastructure, and programming in the areas identified and look forward to continued collaboration.

Should you have further questions regarding details of CBE programming, we are happy to provide additional information. We look forward to receiving information regarding your decision regarding the preliminary applications as stated in the notice, on or before April 17, 2025.

Sincerely,



Patricia Bolger, Chair
Board of Trustees

cc: Tania Brudler, Executive Director, System Support and Student
Records Sector
Joanne Pitman, Chief Superintendent
Jennifer Turner, Superintendent, School Improvement
Michael Nelson, Superintendent, School Improvement

