

public agenda

Regular Meeting of the Board of Trustees

May 20, 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
11:00a.m.	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 5: Character – Annual Monitoring	J. Pitman	R-5	Page 4-1
	5 Operational Expectations			
	6 Public Comment [PDF]		GC-3.2	
	Requirements as outlined in Board Meeting Procedures.			
	7 Matters Reserved for Board Information		GC-3	
	7.1 CBE Education Plan 2024-27 (Year 2)	J. Pitman	OE-1, R-1	Page 7-1
	7.2 Budget Report for the 2025-26 School Year	J. Pitman	OE-5,6,7	Page 7-17
	8 Matters Reserved for Board Decision	Board	GC-2	
	8.1 Proposed Amendments to Results and Operational Expectations Policies	Board	GC-2,3, R-2, OE-2	Page 8-1
	9 Consent Agenda	Board	GC-2.6	
	9.1 Items Provided for Board Decision			



- 9.1.1 Office of the Board of Trustees 2025-2026
Operating Budget
(THAT the Board of Trustees approves the 2025-26 budget for the Office of the Board of Trustees in the amount of \$2,024,780 as reasonable and necessary to support the Board in fulfilling its governing responsibilities effectively and efficiently.)

OE-5 Page 9-1

- 9.2 Items Provided for Board Information
 - 9.2.1 Chief Superintendent’s Update

OE-2,3,6-9 Page 9-5

Private Session

Termination of Meeting

Debrief

Board GC-2.3

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

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

results monitoring report

Results 5: Character

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Results 5: Character, 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: May 20, 2025

Joanne Pitman, Chief Superintendent

BOARD OF TRUSTEES ACTION

With respect to Results 5: Character, 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 |

- Overall Levels of Success for students* based on report card indicators have increased, with Makes Responsible Decisions at 97.8 per cent and Treats Others with Respect and Compassion at 98.7 per cent.
 - The percentage of students requiring a Network of Support for Makes Responsible Decisions saw a decrease of 0.2 percentage points in 2023-24 when compared to 2022-23 results.
- Of the seven indicators tied to CBE Student Survey Summary Measures, four remain above 90 per cent level of student agreement with two more above 88 per cent. CBE Student Survey Overall levels of agreement:
 - Thoughtful Decision Making Summary Measure: 91.1 per cent.
 - Critical Reflection Summary Measure: 90.6 per cent.
 - Compassion and Empathy: 90.8 per cent.
 - Technological Responsibility: 90.2 per cent.
 - Doing What is Right Summary Measure: 88.0 per cent.
 - Expectations and Convictions Summary Measure: 88.8 per cent.
- Agreement levels for six of the seven summary measures saw a decrease when compared to the previous results from 2020-21, when student responses may have been influenced by pandemic restrictions and social messaging.
 - When disaggregated by question, student agreement levels saw an increase of 1.3 percentage points to 86.6 per cent in response to the question, “When I’m upset with someone, I try to understand their point of view.”
 - When disaggregated by question, student agreement levels declined to 83.2 percent in response to the survey question, “I treat people with the same respect online as I would face-to-face.”
- Overall student agreement for Respectfully Challenging Policies or Decisions Summary Measure decreased by 1.3 percentage points to 64.2 per cent compared to the previous year.
 - Among questions, students continue to perceive themselves as most likely to speak up when confronting classmates at 80.7 per cent compared to speaking up with teachers (60.1 per cent) or school staff (55.1 per cent).

* **Note** | Only Division 3 results were reported in the 2023-24 school year.

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.

For the 2022-23 monitoring report, two of the indicators in Results 5 were based on report card data and the remaining seven indicators are tied to survey data.

The report card results continued to be very high, yielding little opportunity for additional growth. Results 5 was to be a major focus on the 2023-24 CBE Student Survey. It was recommended to wait until there was a complete data set for Results 5 before considering targets.

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

Major Year Reporting Schedule |

Report	Major focus on the CBE Student Survey	Major focus year for Board Reporting
Results 5 Character	2023-24	2024-25
Results 3 Citizenship	2024-25	2025-26
Results 4 Personal Development	2025-26	2026-27
Results 5 Character	2026-27	2027-28

Context for Indicators |

A student's character is informed by their values, beliefs and experiences. During the 2020-21 school year, the COVID-19 pandemic created unique conditions for teaching and learning, significantly impacting overall student experiences. These experiences informed students' perceptions and provided concrete and uniquely contextual examples of what it means to do what is right, act morally and wisely and balance individual concerns with the rights and needs of others.

Due to the impact of the COVID-19 pandemic, health and safety restrictions in place, and learning disruptions during the period in which data was gathered, both survey participation and subsequent results may have been impacted. Significant caution should be exercised when stating trends over time. As a result, interpretation of year-over-year results have been examined with consideration given to this context.

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 5: Each student will demonstrate good character.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to affirm the responsibility of public education to help students develop the attributes and standards of behavior that contribute to positive and healthy relationships, personal fulfillment and the common good.

The Chief Superintendent interprets *each student will demonstrate good character* to mean that in and through their learning program, every individual learner in the Calgary Board of Education will act in ways that are ethical and responsible and contribute to a positive learning environment for all.



Students will:

5.1 Possess the strength of character to do what is right.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students conduct themselves in ways that are consistent with their understanding of the ethical action required of them.

The Chief Superintendent interprets *to do what is right* to mean that students act beyond their self-interest on behalf of what is good for the learning community and that their actions reflect both their values and community standards.

Indicators |

1. Percentage of students who report they do what they believe is right even when it is difficult or unpopular to do so; as indicated by the Overall Agreement of the **Doing What is Right Summary Measure** from the CBE Student Survey.
2. Percentage of students who report they respectfully challenge policies or decisions with which they may not agree; as indicated by the Overall Agreement of the **Respectfully Challenging Policies or Decisions Summary Measure** from the CBE Student Survey.
3. Percentage of students who report they use technology responsibly and with integrity; as indicated by the Overall Agreement of the **Technological Responsibility Summary Measure** from the CBE Student Survey.



Students will:

5.2 Act morally with wisdom.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that student actions will reflect a foundation of good judgment and ethical decision-making.

The Chief Superintendent interprets *act morally with wisdom* to mean that in and through their learning programs, students judge what is required within different situations and act responsibly for the good of themselves, others and the community.

Indicators |

1. Percentage of students in kindergarten to grade 9 reported to make responsible decisions; 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.

2. Percentage of high school students who report they think about the impact of their decisions and actions before they proceed; as measured by Overall Agreement of the **Critical Reflection Summary Measure** from the CBE student survey.
3. Percentage of high school students who report they follow community expectations and their own convictions as they participate in and represent their learning; as measured by Overall Agreement on the **Expectations and Convictions Summary Measure** from the CBE Student Survey.



Students will:

5.3 Balance the individual concerns with the rights and needs of others.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will demonstrate a sense of responsibility for the well-being of other people and the larger community.

The Chief Superintendent interprets *balance individual concerns with the rights and needs of others* to mean that students build relationships and contribute to a positive learning environment through respect, awareness and compassion.

Indicators |

1. Percentage of students in kindergarten to grade 9 reported to treat others with respect and compassion; 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.

2. Percentage of high school students who report they think about their own needs and the needs of others when making decisions; as measured by Overall Agreement on the **Thoughtful Decision Making Summary Measure** on the CBE Student Surveys.
3. Percentage of high school students who report they listen to and respond to the needs of others; as measured by Overall Agreement on the **Compassion and Empathy Summary Measure** from the CBE Student Survey.



Monitoring Information |

Evidence of Progress |

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

Policy 5.1

1. Percentage of students who report they do what they believe is right even when it is difficult or unpopular to do so; as indicated by the Overall Agreement of the **Doing What is Right Summary Measure** from the CBE student survey.

Policy 5.1

Indicator 1

Percentage of students who report they do what they believe is right even when it is difficult or unpopular to do so; as indicated by the Overall Agreement of the Doing What is Right Summary Measure from the CBE student survey.

Doing What is Right Summary Measure					
	2019-20 ¹	2020-21	2021-22	2022-23	2023-24
Overall Sample Size	n/a	29 706	n/a	n/a	38 457
Overall Agreement (%)	n/a	91.0	n/a	n/a	88.0

Doing What is Right Summary Measure by Grade					
Overall Agreement (%)	2019-20	2020-21	2021-22	2022-23	2023-24
Grade 5	n/a	92.2	n/a	n/a	90.0
Grade 6	n/a	91.0	n/a	n/a	88.0
Grade 8	n/a	90.3	n/a	n/a	85.4
Grade 9	n/a	89.9	n/a	n/a	86.7
Grade 11	n/a	91.1	n/a	n/a	89.2
Grade 12	n/a	92.7	n/a	n/a	89.1

Question Theme	Overall Agreement (%)				
	2019-20	2020-21	2021-22	2022-23	2023-24
Doing what is Right	n/a	90.1	n/a	n/a	85.8
Fairness	n/a	92.0	n/a	n/a	90.1

¹ CBE Student Survey was not administered in 2019-20.



Policy 5.1

Indicator 1

Percentage of students who report they do what they believe is right even when it is difficult or unpopular to do so; as indicated by the Overall Agreement of the Doing What is Right Summary Measure from the CBE student survey.

- **Target for 2023-24**

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

- **Analysis**

In 2023-24, 88 per cent of CBE students showed overall agreement on the Doing What is Right Summary Measure. Among different grades, the percentages of agreements varied from 85.4 per cent to 90.0 percent, with Grade 8 and Grade 5 being the lowest and highest, respectively.

Between the two questions asked, higher Overall Agreement was observed in the Fairness question when compared to the Doing What is Right question. Consistently over 90 percent of CBE students agreed that they base their decisions on what they think is fair and unfair for two reporting years.

- **Interpretation**

See 5.3 Indicator 3 – Overall Interpretation



Policy 5.1

Indicator 2

Percentage of students who report they respectfully challenge policies or decisions with which they may not agree; as indicated by the Overall Agreement of the Respectfully Challenging Policies or Decisions Summary Measure from the CBE Student Survey.

- Percentage of students who report they respectfully challenge policies or decisions with which they may not agree; as indicated by the Overall Agreement of the **Respectfully Challenging Policies or Decisions Summary Measure** from the CBE student survey.

Respectfully Challenging Policies or Decision Summary Measure					
	2019-20 ²	2020-21	2021-22	2022-23	2023-24
Overall Sample Size	n/a	29 971	34 514	34 260	39 502
Overall Agreement (%)	n/a	66.8	65.1	65.5	64.2

Respectfully Challenging Policies or Decision Summary Measure					
Overall Agreement (%)	2019-20	2020-21	2021-22	2022-23	2023-24
Grade 5	n/a	71.4	69.7	73.5	72.2
Grade 6	n/a	69.5	67.7	69.9	67.5
Grade 8	n/a	64.4	64.3	62.9	62.3
Grade 9	n/a	64.5	64.7	63.8	63.4
Grade 11	n/a	65.4	62.4	60.1	59.6
Grade 12	n/a	68.8	63.7	62.4	60.2

Question Theme	Overall Agreement (%)				
	2019-20	2020-21	2021-22	2022-23	2023-24
Respectful Advocacy – Rules	n/a	69.3	64.7	62.6	61.0
Speaking up – Classmate	n/a	86.8	85.2	83.1	80.7
Speaking up – Teacher	n/a	58.8	57.8	60.5	60.1
Speaking up – School Staff	n/a	52.2	52.6	55.8	55.1

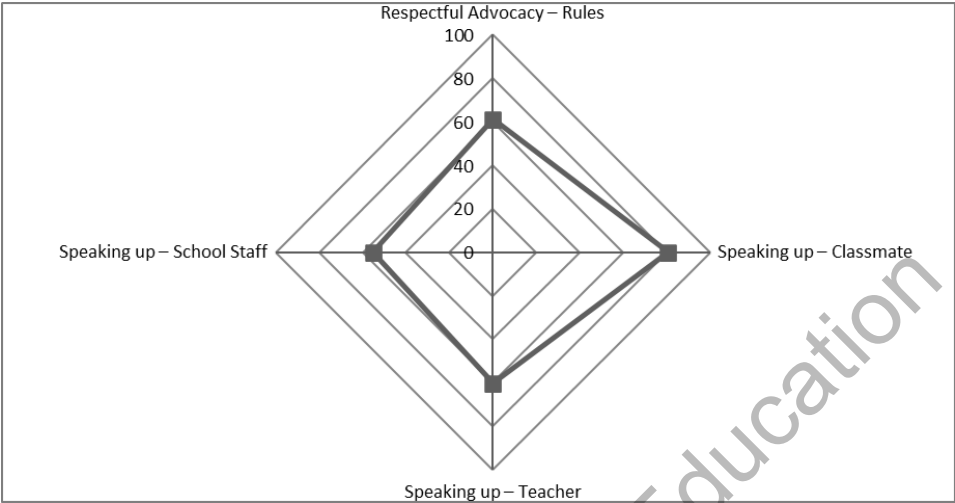
² CBE Student Survey was not administered in 2019-20.



Policy 5.1

Indicator 2

Percentage of students who report they respectfully challenge policies or decisions with which they may not agree; as indicated by the Overall Agreement of the Respectfully Challenging Policies or Decisions Summary Measure from the CBE Student Survey.



Target for 2023-24

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

Analysis

Overall student agreement for this measure decreased by 1.3 percentage points compared to 2022-23 results. And the decline in 2023-24 was statistically significant in comparison to the previous three-year average result. Moreover, the percentages of agreements across different grades were lower than the previous year's results. Grade 5 students consistently showed the highest overall agreement at 72.2 per cent while Grade 11 students had the lowest agreement percentage at 59.6 per cent in the 2023-24 school year.

When compared to the previous three-year average results, the percentages of agreements on questions asked in this measure were significantly lower in 2023-24. Among questions, students continue to perceive themselves as most likely to speak up when confronting classmates compared to speaking up with teachers or school staff.

Interpretation

See 5.3 Indicator 3 – Overall Interpretation



Policy 5.1

Indicator 3

Percentage of students who report they use technology responsibly and with integrity; as indicated by the Overall Agreement of the Technological Responsibility Summary Measure from the CBE student survey.

- Percentage of students who report they use technology responsibly and with integrity; as indicated by the Overall Agreement of the **Technological Responsibility Summary Measure** from the CBE student survey.

Technological Responsibility Summary Measure					
	2019-20 ³	2020-21	2021-22	2022-23	2023-24
Overall Sample Size	n/a	31 338	n/a	n/a	40 037
Overall Agreement (%)	n/a	94.4	n/a	n/a	90.2

Technological Responsibility Summary Measure by Grade					
Overall Agreement (%)	2019-20	2020-21	2021-22	2022-23	2023-24
Grade 5	n/a	95.2	n/a	n/a	93.1
Grade 6	n/a	95.0	n/a	n/a	91.8
Grade 8	n/a	94.3	n/a	n/a	87.9
Grade 9	n/a	93.0	n/a	n/a	88.2
Grade 11	n/a	94.3	n/a	n/a	90.3
Grade 12	n/a	94.4	n/a	n/a	89.7

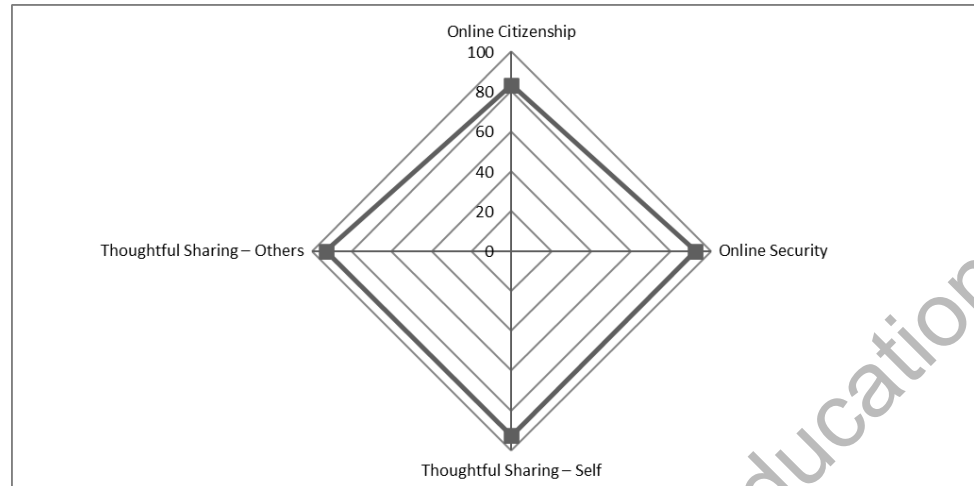
Question Theme	Overall Agreement (%)				
	2019-20	2020-21	2021-22	2022-23	2023-24
Online Citizenship	n/a	92.2	n/a	n/a	83.2
Online Security	n/a	95.4	n/a	n/a	92.2
Thoughtful Sharing – Self	n/a	93.6	n/a	n/a	92.4
Thoughtful Sharing – Others	n/a	96.4	n/a	n/a	93.0

³ CBE Student Survey was not administered in 2019-20.

Policy 5.1

Indicator 3

Percentage of students who report they use technology responsibly and with integrity; as indicated by the Overall Agreement of the Technological Responsibility Summary Measure from the CBE student survey.



■ Target for 2023-24

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

■ Analysis

90.2 per cent of CBE students showed overall agreement on Technological Responsibility Summary Measure in 2023-24. Within grades, Grade 5 and Grade 6 students showed higher percentages of agreements than the students in other grade levels for this measure.

It was notable that questions asked in this measure showed high 90s percentage of agreements except for the result of Online Citizenship theme being the lowest one at 83.2 per cent.

■ Interpretation

See 5.3 Indicator 3 – Overall Interpretation



Policy 5.2

Indicator 1

Percentage of students in kindergarten to grade 9 reported to make responsible decisions; as measured by student report cards.

Policy 5.2

1. Percentage of students in kindergarten to grade 9 reported to make responsible decisions; as measured by student report cards.

All Students

Makes responsible decisions ⁴ (%)					
Indicator	2019-20	2020-21	2021-22	2022-23*	2023-24*
Exemplary Strengths	37.4	41.4	39.7	34.7	33.9
Evident Strengths	47.0	44.5	45.1	46.9	48.1
Emerging Strengths	13.3	12.0	12.7	16.1	15.9
Network of Support Required	1.6	1.6	2.0	2.3	2.1
Individual Program Plan	0.7	0.5	0.5	0.1	0.1
Overall Level of Success	97.7	97.9	97.5	97.7	97.8

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

Division 3

Makes responsible decisions (%)					
Indicator	2019-20	2020-21	2021-22	2022-23	2023-24
Exemplary Strengths	34.5	39.0	34.6	34.7	33.9
Evident Strengths	49.3	45.4	48.1	46.9	48.1
Emerging Strengths	14.2	13.5	14.7	16.1	15.9
Network of Support Required	1.9	2.1	2.5	2.3	2.1
Individual Program Plan	0.1	0.0	0.1	0.1	0.1
Overall Level of Success	98.0	97.9	97.4	97.7	97.8

Target for 2023-24

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

⁴ The general indicators for this report card measure are:

- identifies possible choices in decision making process and evaluates them in light of the needs of self and others;
- makes decisions that reflect high regard for self and others;
- reflects on and takes responsibility for the impact of actions and decisions; and
- shows courage and conviction in raising issues and making difficult decisions.



Policy 5.2

Indicator 1

Percentage of students in kindergarten to grade 9 reported to make responsible decisions; 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 in 2023-24 school year.

Division 3: After a 2-year continued decline, the overall level of success for Division 3 students showed year-over-year improvement from 2021-22 to 2023-24. The increase in 2023-24 was statistically significant in comparison to the previous three-year average. Moreover, this increase was mainly due to the significant 1.2 percentage points increase in the Evident Strengths category whereas Exemplary Strengths and Emerging Strengths were both decreased in 2023-24 when compared to the last year's results.

To determine improvement in Network of Support Required, the percentage of students in this category should decrease. The percentage of students requiring a Network of Support to make responsible decisions decreased by 0.2 percentage points in 2023-24 compared to 2022-23 results.

Note that students in the IPP category for any indicator 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, and they have individualized goals based on their exceptionality. The only way to measure their success is to look at their IPP goal through IRIS.

■ Interpretation

See 5.3 Indicator 3 – Overall Interpretation



Policy 5.2

Indicator 2

Percentage of high school students who report they think about the impact of their decisions and actions before they proceed; as measured by Overall Agreement of the Critical Reflection Summary Measure from the CBE student survey.

2. Percentage of high school students who report they think about the impact of their decisions and actions before they proceed; as measured by Overall Agreement of the **Critical Reflection Summary Measure** from the CBE student survey.

Critical Reflection Summary Measure					
	2019-20	2020-21	2021-22	2022-23	2023-24
Overall Sample Size	n/a	6 734	n/a	n/a	11 077
Overall Agreement (%)	n/a	93.5	n/a	n/a	90.6

Critical Reflection Summary Measure by Grade					
Overall Agreement (%)	2019-20	2020-21	2021-22	2022-23	2023-24
Grade 11	n/a	93.3	n/a	n/a	90.8
Grade 12	n/a	93.8	n/a	n/a	90.3

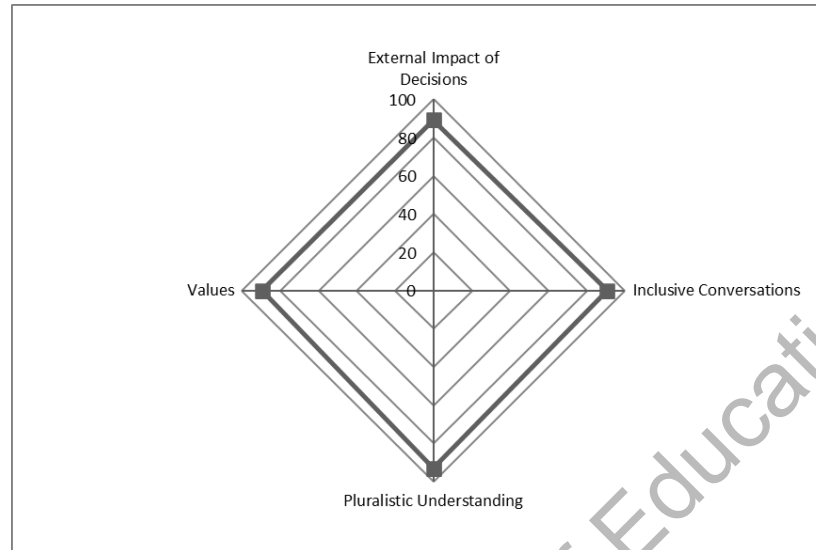
Question Theme	Overall Agreement (%)				
	2019-20	2020-21	2021-22	2022-23	2023-24
External Impact of Decisions	n/a	92.6	n/a	n/a	89.1
Inclusive Conversations	n/a	92.6	n/a	n/a	90.8
Pluralistic Understanding	n/a	95.7	n/a	n/a	93.0
Values	n/a	93.1	n/a	n/a	89.5



Policy 5.2

Indicator 2

Percentage of high school students who report they think about the impact of their decisions and actions before they proceed; as measured by Overall Agreement of the Critical Reflection Summary Measure from the CBE student survey.



- **Target for 2023-24**

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

- **Analysis**

In 2023-24, the Overall Agreement of the Critical Reflection measure was 90.6 percentage points where Grade 11 students showed higher result than Grade 12 students.

Among the questions within the measure, all questions received high agreement levels above 89% with the Pluralistic Understanding question receiving the highest agreement. 93 per cent of CBE high school students agreed that “When working with others, I consider their thoughts and opinions even if they are different than my own”.

- **Interpretation**

See 5.3 Indicator 3 – Overall Interpretation



Policy 5.2

Indicator 3

Percentage of high school students who report they follow community expectations and their own convictions as they participate in and represent their learning; as measured by Overall Agreement on the Expectations and Convictions Summary Measure from the CBE Student Survey.

- Percentage of high school students who report they follow community expectations and their own convictions as they participate in and represent their learning; as measured by Overall Agreement on the **Expectations and Convictions Summary Measure** from the CBE Student Survey.

Expectations and Convictions Summary Measure					
	2019-20	2020-21	2021-22	2022-23	2023-24
Overall Sample Size	n/a	6 792	n/a	n/a	11 152
Overall Agreement (%)	n/a	91.0	n/a	n/a	88.8

Expectations and Convictions Summary Measure by Grade					
Overall Agreement (%)	2019-20	2020-21	2021-22	2022-23	2023-24
Grade 11	n/a	90.5	n/a	n/a	89.3
Grade 12	n/a	91.9	n/a	n/a	88.5

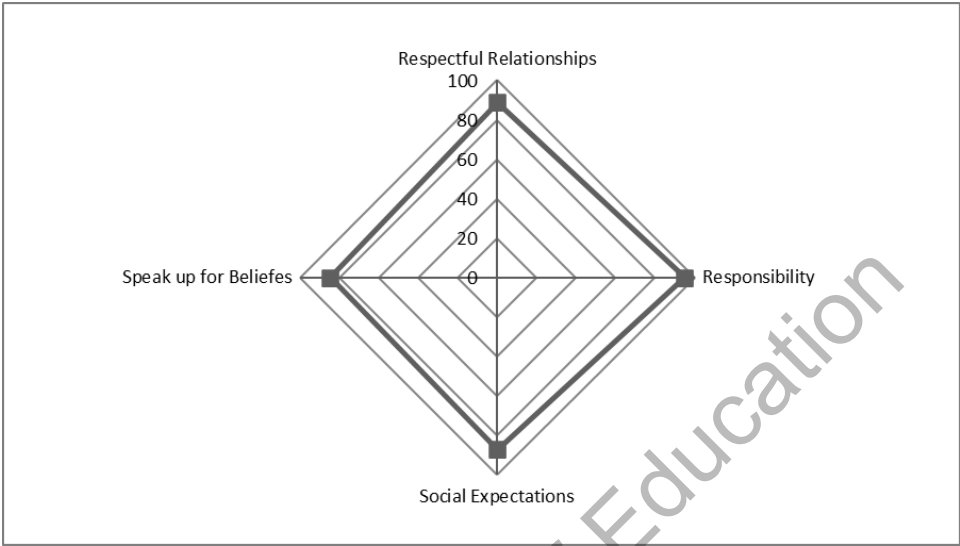
Question Theme	Overall Agreement (%)				
	2019-20	2020-21	2021-22	2022-23	2023-24
Respectful Relationships	n/a	88.8	n/a	n/a	88.8
Responsibility	n/a	97.4	n/a	n/a	95.0
Social Expectations	n/a	90.1	n/a	n/a	87.0
Speak up for Beliefs	n/a	87.7	n/a	n/a	84.5



Policy 5.2

Indicator 3

Percentage of high school students who report they follow community expectations and their own convictions as they participate in and represent their learning; as measured by Overall Agreement on the Expectations and Convictions Summary Measure from the CBE Student Survey.



- **Target for 2023-24**

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

- **Analysis**

In 2023-24, 88.8 per cent of CBE high school students showed overall agreement on Expectations and Convictions Summary Measure. Of note, grade 11 students reported higher agreement levels than Grade 12 students. Among the questions asked, the Responsibility question received a noticeable higher agreement than other questions within this measure. The majority (95 per cent) of CBE high school students agreed that they are responsible for themselves and their actions.

- **Interpretation**

See 5.3 Indicator 3 – Overall Interpretation



Policy 5.3

Indicator 1

Percentage of students in kindergarten to grade 9 reported to treat others with respect and compassion; as measured by student report cards.

Policy 5.3

1. Percentage of students in kindergarten to grade 9 reported to treat others with respect and compassion; as measured by student report cards.

All Students

Treats others with respect and compassion ⁵ (%)					
Indicator	2019-20	2020-21	2021-22	2022-23*	2023-24*
Exemplary Strengths	46.0	49.8	47.9	39.5	39.2
Evident Strengths	45.1	42.3	42.9	48.8	49.1
Emerging Strengths	7.6	6.7	7.8	10.3	10.5
Network of Support Required	0.9	0.9	1.2	1.3	1.3
Individual Program Plan	0.4	0.3	0.3	0.1	0.0
Overall Level of Success	98.7	98.8	98.6	98.6	98.7

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

Division 3

Treats others with respect and compassion (%)					
Indicator	2019-20	2020-21	2021-22	2022-23	2023-24
Exemplary Strengths	41.6	45.5	40.3	39.5	39.2
Evident Strengths	49.5	46.2	49.5	48.8	49.1
Emerging Strengths	7.7	7.2	8.8	10.3	10.5
Network of Support Required	1.1	1.1	1.4	1.3	1.3
Individual Program Plan	0.1	0.0	0.0	0.1	0.0
Overall Level of Success	98.8	98.9	98.6	98.6	98.7

Target for 2023-24

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

⁵ The general indicators for this report card measure are:

- shows respect for the contributions and achievements of others; and
- responds and is sensitive to the needs and welfare of others.



Policy 5.3

Indicator 1

Percentage of students in kindergarten to grade 9 reported to treat others with respect and compassion; 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 in the 2023-24 school year.

Division 3: The results for Overall Level of Success fluctuated over the past five years. After maintaining 98.6 percentage points from 2021-22 to 2022-23, the Overall Level of Success had a 0.1 percentage point increase in 2023-24. Among the three categories, both Emerging Strengths and Evident Strengths showed notable increases in 2023-24 school year when compared to the previous year's results. However, Exemplary Strengths showed year-over-year decline for the past three year and reached the lowest 39.2 percentage points result in 2023-24. In comparison to the corresponding previous three-year results, the increase in Emerging Strengths was statistically significant while Exemplary Strengths decreased significantly in 2023-24.

To determine improvement in Network of Support Required, the percentage of students in this category should decrease. The percentages of Network of Support Required maintained 1.3 percentage points from 2022-23 to 2023-24 school year.

Note that students in the IPP category for any indicator 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, and they have individualized goals based on their exceptionality. The only way to measure their success is to look at their IPP goal through IRIS.

■ Interpretation

See 5.3 Indicator 3 – Overall Interpretation



Policy 5.3

Indicator 2

Percentage of high school students who report they think about their own needs and the needs of others when making decisions; as measured by Overall Agreement on the **Thoughtful Decision Making Summary Measure** on the CBE Student Surveys.

- Percentage of high school students who report they think about their own needs and the needs of others when making decisions; as measured by Overall Agreement on the **Thoughtful Decision Making Summary Measure** on the CBE Student Surveys.

Thoughtful Decision Making Summary Measure					
	2019-20	2020-21	2021-22	2022-23	2023-24
Overall Sample Size	n/a	6 634	n/a	n/a	11 029
Overall Agreement (%)	n/a	92.9	n/a	n/a	91.1

Thoughtful Decision Making Summary Measure by Grade					
Overall Agreement (%)	2019-20	2020-21	2021-22	2022-23	2023-24
Grade 11	n/a	92.3	n/a	n/a	91.5
Grade 12	n/a	93.6	n/a	n/a	90.6

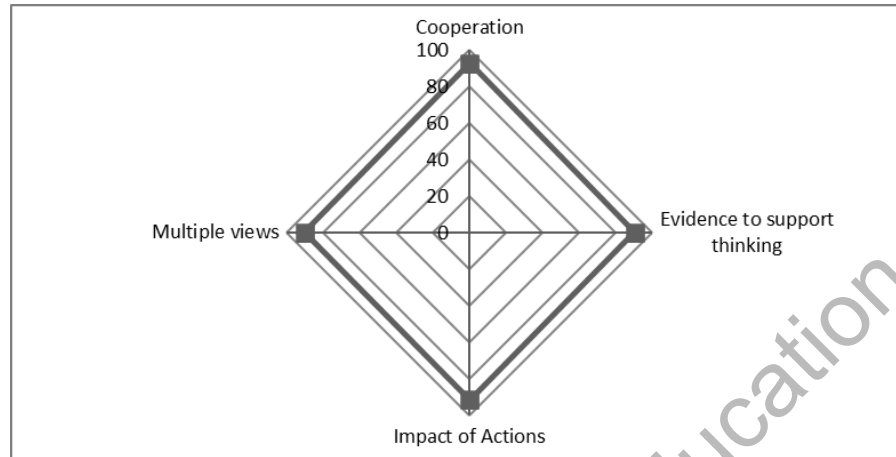
Question Theme	Overall Agreement (%)				
	2019-20	2020-21	2021-22	2022-23	2023-24
Cooperation	n/a	93.4	n/a	n/a	92.3
Evidence to support thinking	n/a	92.0	n/a	n/a	90.3
Impact of Actions	n/a	93.1	n/a	n/a	91.5
Multiple views	n/a	92.9	n/a	n/a	90.2



Policy 5.3

Indicator 2

Percentage of high school students who report they think about their own needs and the needs of others when making decisions; as measured by Overall Agreement on the Thoughtful Decision Making Summary Measure on the CBE Student Surveys.



- **Target for 2023-24**

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

- **Analysis**

In 2023-24, 91.1 per cent of high school students reported the overall agreement in this measure. Grade 11 students showed higher agreement than Grade 12 students. Moreover, all questions uniformly received higher than 90 percentage points agreements while the Cooperation question had the highest agreement result of 92.3 percentage points.

- **Interpretation**

See 5.3 Indicator 3 – Overall Interpretation



Policy 5.3

Indicator 3

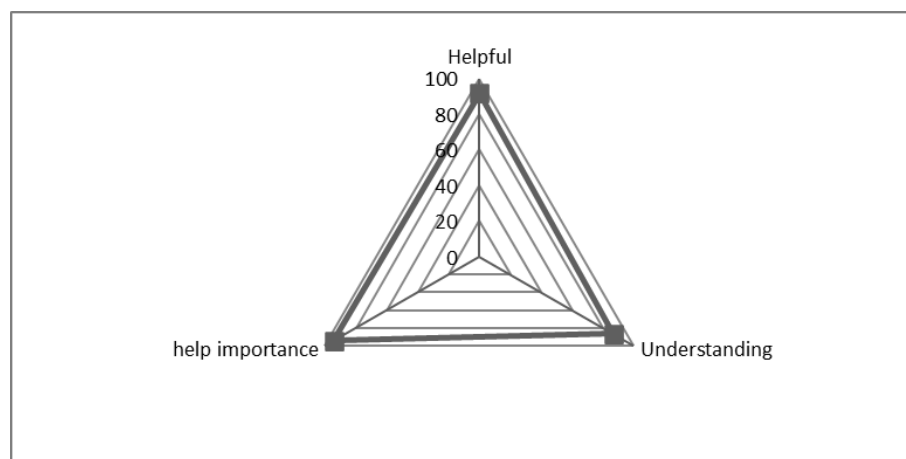
Percentage of high school students who report they listen to and respond to the needs of others; as measured by Overall Agreement on the Compassion and Empathy Summary Measure from the CBE Student Survey.

- Percentage of high school students who report they listen to and respond to the needs of others; as measured by Overall Agreement on the **Compassion and Empathy Summary Measure** from the CBE Student Survey.

Compassion and Empathy Summary Measure					
	2019-20	2020-21	2021-22	2022-23	2023-24
Overall Sample Size	n/a	6 730	n/a	n/a	11 190
Overall Agreement (%)	n/a	92.3	n/a	n/a	90.8

Compassion and Empathy Summary Measure by Grade					
Overall Agreement (%)	2019-20	2020-21	2021-22	2022-23	2023-24
Grade 11	n/a	91.8	n/a	n/a	91.1
Grade 12	n/a	93.3	n/a	n/a	90.5

Question Theme	Overall Agreement (%)				
	2019-20	2020-21	2021-22	2022-23	2023-24
Helpful	n/a	95.6	n/a	n/a	91.5
Understanding	n/a	85.3	n/a	n/a	86.6
Help Importance	n/a	96.0	n/a	n/a	94.3



Policy 5.3

Indicator 3

Percentage of high school students who report they listen to and respond to the needs of others; as measured by Overall Agreement on the Compassion and Empathy Summary Measure from the CBE Student Survey.

- **Target for 2023-24**

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

- **Analysis**

The majority (90.8 per cent) of CBE high school students showed overall agreement in this measure in 2023-24 and the overall agreement result in Grade 11 was higher than Grade 12. For questions asked in this measure, both Helpful question and Help Importance question received over 90s percentage agreement level while the result of Understanding question was notably lower than the other two questions.

- **Overall Interpretation**

During the 2020-21 school year, the COVID-19 pandemic created unique circumstances for teaching and learning. Conditions such as masking and social distancing, significantly impacted students' experiences at school. A heightened awareness of both personal safety and concern for the safety of others, coupled with the strict enforcement of rules associated with mandatory pandemic restrictions, emphasized the importance of a culture of compliance for the social good. Character was connected to how one's actions served public safety and contributed to the common good.

As student's character is informed by their values, beliefs and experiences, their experiences during the COVID-19 pandemic may have influenced their perception of what it means to do what is right, to act morally and wisely and to balance individual concerns with the needs and rights of others.

In 2023-24, a decline in overall levels of student agreement, as measured by the CBE Student Survey, was noted for question themes related to Doing What is Right, Thoughtful Decision Making, Critical Reflection, and Compassion and Empathy Summary Measures compared to the 2020-21 school year. In 2020-21, the higher levels of overall student agreement may be understandable, as during the COVID-19 pandemic, more abstract concepts such as responsibility, fairness, and the impact of one's actions, had concrete reference points based on consistent messages in the media and at school, and were an evident focus in the daily lives of students. When students answered the survey questions, they had been living a school year filled with strict rules, social expectations and cooperation in support of the common good and may have responded accordingly.

These declines may also be attributed to the unprecedented enrolment growth and diversification of student population post-pandemic. While the increase in student population does not change the statistical analysis, the "who" was surveyed has changed significantly. Students answered survey questions through their own lens which may be influenced by their culture,



lived experiences, language proficiency, beliefs, and values, which shape their perspectives and how they answer the questions.

This change in the student overall demographic may have also impacted student agreement levels associated with the Respectfully Challenging Policies or Decision Summary Measure, where overall agreement levels remain low at 64.2 per cent, while fluctuating year over year. For 2023-24 student agreement declined by 1.3 percentage points compared to 2022-23 and when compared to the previous three-year average, results were significantly lower in 2023-24.

Between 2020-21 and 2023-24, the population of students surveyed grew by nearly 10,000 students or 31.8 per cent. Many of these students were new to Canada and as such represented an increase of cultural diversity and the lived experiences within the student population surveyed. This in turn may influenced responses to certain questions. As an example, in cultures where there is a high degree of emphasis placed on compliance with authority figures, speaking up against the rules or decisions made by teachers or school staff may be seen as disrespectful or inappropriate, discouraging students from challenging policies or decisions, even when done respectfully. And for students whose lived experiences may have included coming as refugees or the experience of trauma, lasting effects of racism, stereotyping, socio-economic challenges, mistrust in education, and cultural disconnection, can reduce students' sense of agency, making it harder for them to make confident decisions and advocate for themselves effectively.

Despite the noted decline from 2022-23 results, when comparing 2020-21 to the 2023-24 school year and disaggregating the data by question, an increase was noted of 1.3 percentage points for question "I respectfully speak up when I don't agree with a decision made by a teacher" and a 2.9 percentage point increase for "I respectfully speak up when I don't agree with a decision made by school staff". While results remain low, this could indicate progress is being made due to a shift in exploring cultural pedagogy and competency, building student capacity to advocate for themselves and a systemic awareness of the importance of uplifting student voice.

In comparing the CBE student survey results from the 2020-21 school year to the 2023-24 school year, the Understanding question theme, specifically, "When I'm upset with someone, I try to understand their point of view," saw an increase of 1.3 percentage points, despite declines in other survey results disaggregated by question during the same period. This increase could be reflective of High School initiatives such as the Student Well-Being Symposium Specific to Social Emotional Learning (SEL) and Social Awareness which included cultural and global perspectives, recognizing and respecting diverse cultures and backgrounds, empathy and taking the time to understand another's point of view.



Another area of success was in report card indicators. Students in Division 3 consistently exhibited strong character as evidenced by the report card measures for Makes responsible decisions and Treats others with respect and compassion. This may be as a result of a systemic focus on student well-being in support of the Well-Being Framework, specifically using CASEL's Five SEL Competencies to guide support for students based on their current skills.

A fluctuation was noted between the Exemplary and Evident Strength indicators for Treats others with respect and compassion. While both are considered marks of student success and achievement, a shift towards increases in Evident and Emerging strengths may highlight an increased need for middle school students to practice skills associated with social emotional learning such as advocating for themselves as learners, social awareness, making responsible decisions and respectfully disagreeing, both in person and online.

This need for continued learning and practice in online environments was also reflected in the Technological Responsibility measure, as measured by the CBE student survey. While overall agreement remains above 90 per cent, this measure declined by 4.2 percentage points as compared to 2020-21.

When disaggregated by question themes, overall levels of agreement remained above 90 per cent for Thoughtfully sharing information about self, Thoughtful sharing information about others and Online safety. This could be attributed to the year over year focus on school Digital Citizenship Plans to support students in being cautious about sharing personal information. Students learning and practicing these skills when creating online accounts, and ongoing parent communication regarding online safety, may help to explain the increased awareness. Additionally, questions within this theme relate to student perceptions of online safety which tends to be more about protecting oneself or friends from the outside world and potential external threats where specific action and rules can be applied to stay safe.

However, questions under the theme of Online citizenship indicated a significant decline of 9 percentage points in 2023-24 compared to 2020-21. While the concepts and actions associated with guarding personal information is potentially easier to explain, more complex concepts such as decisions about appropriate online behaviour or determining what is real online can pose greater challenge. The significant decline could be attributed to an escalation in access to and use of technology, lack of personal interactions and prevalence of social media and content platforms, which are often driven by algorithms, influence, and advertising revenue. Many platforms amplify and facilitate anonymous interactions, and some are designed with specific types of interactions and audiences. This makes contributing positively to, and making decisions within, digital environments challenging for everyone, not just students.

When further disaggregated by question, “I treat people with the same respect online as I would face to face” had the lowest levels of agreement, with Grade 8 and Grade 9 students dropping below 80 per cent, the lowest of all grades surveyed. This decline could be attributed to an increase in text-based interactions over face-to-face interactions, influences of social media personalities who model unacceptable behaviours and a lack of immediate feedback in online communication.

- **Celebrate**

- A notable increase for CBE student survey questions “When I’m upset with someone, I try to understand their point of view.”
- Respectful Relationships maintained overall agreement of 88.8 per cent
- Increase in overall Level of Success for Division 3 students for Makes responsible decision and Treats others with respect and compassion as measured by the report card.
- A smaller percentage of students required a network of support to make responsible decisions and treat others with respect and compassion compared to the previous school year’s report card indicators.
- Questions related to online security and thoughtfully sharing personal information of self and others remains above 92 per cent

- **Areas of Growth**

- Student agreement level declined significantly in response to the survey question measuring Online Citizenship “I treat people with the same respect online as I would face-to-face.”
- Student agreement levels for all Summary Measures as measured by the CBE Student Survey declined in 2023-24 when compared to 2020-21.
- While overall student agreement levels for Technological Responsibility Summary Measure remained above 90 per cent, when disaggregated question theme, levels of student agreement declined across all grade levels in 2023-24 compared to 2020-21.
- Overall student agreement for Respectfully Challenging Policies or Decisions Summary Measures declined significantly in comparison with the previous three-year average.



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 investment in professional learning, student character results will improve. Specifically, the following targeted professional learning opportunities will be developed:

- New digital citizenship and artificial intelligence sessions for school leaders that focus on teaching middle school students' digital citizenship skills for social media, as well as exploring the influence and impact of algorithms and artificial intelligence on digital media.
- Refined digital citizenship sessions for school leaders that focus on topics inclusive of Personal Mobile Devices policy, digital well-being, and technology privacy.
- *Calling Out/In/Up/On* sessions for school staff and leaders that focuses on supporting students to rise to accountability out of a sense of deeper responsibility to the community - supporting students to become accountable rather than "holding" students accountable.
- Pre-Learning for High School Symposium Specific to Social Emotional Learning (SEL) and Social Awareness which includes cultural and global perspectives, recognizing and respecting diverse cultures and backgrounds, empathy skills and taking the time to understand another person's viewpoint.
- Learning and content on topics of well-being and elevating student voice specific to Well Being Action Plans for CSSAC Students, Teachers and Student Well Being Action Teams.
- Middle Years Breakout sessions related to culturally responsive teaching enhancing educator practice related to culturally relevant resources.
- Facilitating restorative/transformational conversations and practices through professional development and learning on a school-wide basis.

Structures & Processes

The following structures and processes will be utilized in support of student achievement of Results 5 and access to supports across a range of areas:

- Social Emotional Learning Middle School Working Group to build capacity and alignment for Middle School educators, aligning with evidence-based understanding of SEL and engaging educator voice and expertise in curating contextually relevant SEL resources.
- Annual Student Well-Being Symposium to advance a culture of Well-Being through Student Voice.
- Chief Superintendent's Student Advisory Council (CSSAC) to gain feedback and data from CSSAC to determine what barriers exist in their schools in terms of speaking up or fears related to speaking up when they don't agree with rules, or a decision made by a classmate. Students reflect on

experiences that resulted in less confidence or trust in speaking up regarding rules and/or decisions made by a classmate.

- Continued support and refinement of digital citizenship planning, structures and processes for schools.
- Utilization and tracking of the baseline data from the CBE Student Survey questions related to use of learning technologies and understanding of digital citizenship to make informed decisions about supports, professional learning, and priorities.
- Review of system perception data from the CBE Student Survey to inform resource development, specifically in regard to reporting of incidents of racism and/or discrimination and whether students feel safe to do so within their schools.
- Incorporation of existing policies and guidelines into professional learning and communications, including the use of artificial intelligence and Administrative Regulations about responsible use of technology, use of social media, welcoming, safe and caring schools, security and protection of personal information.
- Software Asset Management (SAM) evaluation process to ensure that apps meet privacy requirements for student information and make recommendations to ensuring student safety and promoting digital citizenship when using apps.

Resources

The following resources will be created and made accessible in support of system and school needs:

- Lesson resources that teach responsible decision-making, relationship skills, social awareness, self-awareness, and self-management in digital environments in collaboration with the CBE Wellbeing Team's and the Middle School Social-Emotional Learning Digital Citizenship Working Group.
- Collaborative for Academic and Social Emotional Learning (CASEL) resources for welcoming activity including understanding of SEL competencies (self-awareness, self-management, social awareness, relationship skills and responsible decision making).
- Integrated professional learning and resources focused on diversity and inclusion and ethical use of technology and artificial intelligence in education, and its relevance to digital citizenship and student learning.
- Both/And Thinking resources and "Questions to Ask Yourself Before the Conversation" resources in support of navigating difficult conversations and encouraging students to speak up in a positive way through restorative/affective statements.
- Middle years leadership breakout packages.
- Brightspace by D2L for Social Emotional Learning – Culturally Responsive Teaching Folder.
- Diversity and Inclusion D2L Module Series, a comprehensive resource offering targeted professional learning to deepen understanding and



appreciation of equity, diversity, and inclusion in support of leaders fostering inclusive school environments.

- “Commūn-I-Tea” resources to support schools with engaging Indigenous students, families, and community and gathering and actioning Indigenous student and family voice.
- Partnership through Diversity and Inclusion with the Canadian Museum for Human Rights Be an Upstander program in support of students and teachers in discussing human rights issues, learning about human rights in Canada, and engaging students in positive citizenship.
- Blue Sky City design challenge, developed and offered in partnership with The City of Calgary, which includes design thinking resources, community voices and expertise, and professional learning and encourages students to create solutions to real-world challenges surrounding “youth and belonging” through empathy, problem definition, ideation, prototyping, and testing.

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.

Two of the indicators in Results 5 are based on report card data and the remaining seven indicators are tied to survey data.

The report card results continue to be very high, yielding little opportunity for additional growth.

The CBE student survey perception data is collected at one point in the school year and is significantly influenced by student experiences and context at that time. In this report, 6 of the 7 CBE Student Survey results indicators are connected to data collected in 2020-21, during COVID-19 pandemic restrictions, and in 2023-24, following a period of rapid enrolment growth inclusive of significant changes in the student population, both culturally and in terms of complexity. A determination of a baseline to set appropriate targets based on these significant contextual differences may not be advisable in the absence of further data points.

Results 5 will be a minor focus in the 2024-25 school year and will not be a major focus until the 2027-28 school year. As it is recommended to wait until there is a complete data set for Results 5 before setting targets, it is necessary to wait the next major report to set targets. It is for these reasons no targets have been set for 2024-25 in this report.

APPENDIX

Appendix I: Results 5 | CBE Student Survey Questions & 2023-24 Results



appendix

Results 5 | 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 5.1

Indicator 1 – Doing What is Right Summary Measure

Question	Overall Achievement (%)
1 I do what I believe is right even when it is difficult or unpopular to do so.	85.8
2 I base my decisions on what I think is fair and unfair.	90.1

Indicator 2 – Respectfully Challenging Policies or Decisions Summary Measure

Question	Overall Achievement (%)
1 I respectfully speak up when I don't agree with the rules.	61.0
2 I respectfully speak up when I don't agree with a decision made by a classmate.	80.7
3 I respectfully speak up when I don't agree with a decision made by a teacher.	60.1
4 I respectfully speak up when I don't agree with a decision made by school staff.	55.1



I respectfully speak up when I don't agree with the rules.	2021-22 Agreement (%)	2022-23 Agreement (%)	2023-24 Agreement (%)
Grade 5	66.8	66.4	65.2
Grade 6	65.2	64.4	62.0
Grade 8	63.0	60.8	59.2
Grade 9	64.8	62.2	61.4
Grade 11	63.9	59.1	58.2
Grade 12	65.2	61.3	59.0

I respectfully speak up when I don't agree with a decision made by a classmate.	2021-22 Agreement (%)	2022-23 Agreement (%)	2023-24 Agreement (%)
Grade 5	87.7	87.8	86.5
Grade 6	87.4	87.1	84.5
Grade 8	84.8	82.6	78.9
Grade 9	84.6	82.0	80.3
Grade 11	82.0	77.5	76.4
Grade 12	83.6	77.7	74.5

I respectfully speak up when I don't agree with a decision made by a teacher.	2021-22 Agreement (%)	2022-23 Agreement (%)	2023-24 Agreement (%)
Grade 5	63.5	71.6	70.6
Grade 6	61.2	65.5	63.4
Grade 8	56.4	55.8	58.0
Grade 9	56.7	56.9	57.9
Grade 11	53.5	53.4	53.1
Grade 12	54.2	56.5	54.9



I respectfully speak up when I don't agree with a decision made by school staff.	2021-22 Agreement (%)	2022-23 Agreement (%)	2023-24 Agreement (%)
Grade 5	58.1	66.3	64.6
Grade 6	54.7	60.7	58.3
Grade 8	51.3	51.0	51.9
Grade 9	51.5	52.5	52.8
Grade 11	48.9	49.5	50.1
Grade 12	50.7	53.1	51.7

Indicator 3 – Technological Responsibility Summary Measure

Question	Overall Achievement (%)
1 I treat people with the same respect online as I would face-to-face.	83.2
2 I keep my online passwords secure.	92.2
3 I am thoughtful about when I share my personal information (e.g., age, where I live).	92.4
4 I am careful about how much of my friends' personal information I share (e.g., age, where they live).	93.0

Policy 5.2

Indicator 2 – Critical Reflection Summary Measure

Question	Overall Achievement (%)
1 [11,12] I think about how my decisions will affect other people.	89.1
2 [11,12] When working with others, I encourage everyone to have their say.	90.8
3 [11,12] When working with others, I consider their thoughts and opinions even if they are different than my own.	93.0
4 [11,12] I consider my values before making a decision.	89.5



Indicator 3 – Expectations and Convictions Summary Measure

Question	Overall Achievement (%)
1 [11,12] I make an effort to build respectful relationships in my classes and school.	88.8
2 [11,12] I am responsible for myself and my actions.	95.0
3 [11,12] I speak up appropriately for my beliefs.	84.5
4 [11,12] I know what is expected of me in different social situations.	87.0

Policy 5.3

Indicator 2 – Thoughtful Decision Making Summary Measure

Question	Overall Achievement (%)
1 [11,12] I can provide evidence in support of my thinking when I give an answer to a question.	90.3
2 [11,12] I cooperate with people around me.	92.3
3 [11,12] I try to look at all sides of an issue before I make a decision.	90.2
4 [11,12] I think about the impact of my actions on others.	91.5

Indicator 3 – Compassion and Empathy Summary Measure

Question	Overall Achievement (%)
1 [11,12] When a classmate needs help, I help them.	91.5
2 [11,12] When I'm upset with someone I try to understand their point of view.	86.6
3 [11,12] I think it's important to help other students when they need it.	94.3



report to Board of Trustees

CBE Education Plan 2024-27 (Year 2)

Date	May 20, 2025
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Joanne Pitman Chief Superintendent of Schools
Purpose	Decision
Originator	Michael Nelson, Superintendent, School Improvement Jennifer Turner, Superintendent, School Improvement Robert Webb, Executive Lead, Human Resources Marla Martin-Esposito, Chief Communications Officer Kelly Ann Fenny, General Counsel Dany Breton, Superintendent, Facilities and Environmental Services Brad Grundy, Superintendent, Finance/Technology Services, Chief Financial Officer, Corporate Treasurer
Governance Policy Reference	Operational Expectations OE-1 Global Operational Expectations Results R-1 Mission
Resource Person(s)	

1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves the Education Plan 2024-27 (Year 2) and authorize its submission to Alberta Education.



2 | Issue

The Alberta Education Assurance Framework for the K - 12 education system sets out the expectations and requirements for school boards in regard to providing assurance to stakeholders and the Ministry of Education.

The Minister's requirements, set out in Section L of the [Funding manual for school authorities 2025/26 school year](#) ensure that school board and school education plans are aligned with the Ministry of Education's vision, mission, goals, outcomes and specific performance measures for the education system.

Operational Expectations 1 | Global Operational Expectations states "The Board expects practices, activities and decisions that are in keeping with the standards, as defined in law and board policies, for an organization responsible for public education." This report meets the requirement of OE-1 for practices in keeping with legislated requirements.

Results 1 | Mission states, "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 Education Plan outlines how this result will be achieved and is guided by priorities laid out by the Board of Trustees.

3 | Background

The K - 12 education system in Alberta is the responsibility of the Ministry of Education. The Ministry allocates funds to school authorities to allow them to carry out their delegated responsibilities. School authorities are obligated to demonstrate accountability for this funding and for the success of students.

The Board of Trustee Results policies and Operational Expectations lay the foundation for monitoring student achievement alongside the operational decisions and practices that contribute to a strong CBE. The Reasonable Interpretations and Indicators associated provide direction to CBE.

4 | Analysis

The Alberta Education Assurance Framework is based on the thinking that:

...assurance arises from the combination of policies, processes, actions and evidence that help build public confidence in the education system. It is achieved through relationship building, engagement with education partners and by creating and sustaining a culture of continuous improvement and collective responsibility.

Funding manual for school authorities 2025/26 school year (p. 25)

The Education Plan in May and Annual Education Results Report (AERR) in November, together form a continuous improvement cycle of analysis, planning, implementing, reviewing and adjustment.

The education plan describes the outcomes, measures and strategies that address the priorities arising from the results analysis in the AERR, while the AERR provides the results obtained from implementing the plan and actions taken to meet responsibilities in the key assurance domains.

Funding manual for school authorities 2025/26 school year (p. 199)

The attached CBE Education Plan 2024-27 (Year 2) articulates the priority foci for these three years based on the Board of Trustee priorities of student achievement, equity and well-being.

5 | Financial Impact

The Education Plan will be implemented within the boundaries of our budget.

CBE's 2025-26 Budget provides the details of the alignment of CBE operations to Alberta Education's funding model. It illustrates how we will strategically allocate our resources to support student success.

6 | Implementation Consequences

By clearly articulating the goals, outcomes, actions and measures based on the Board of Trustee priorities, the Education Plan provides an explicit way forward to ensure that "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" (CBE Mission).

7 | Conclusion

The Education Plan 2024-27 continues to provide direction and clarity of purpose while remaining broad enough to allow each school, Area, department and service unit to formulate actions in response to the unique context revealed by their own data.



JOANNE PITMAN
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: Education Plan 2024-27 (Year 2)

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

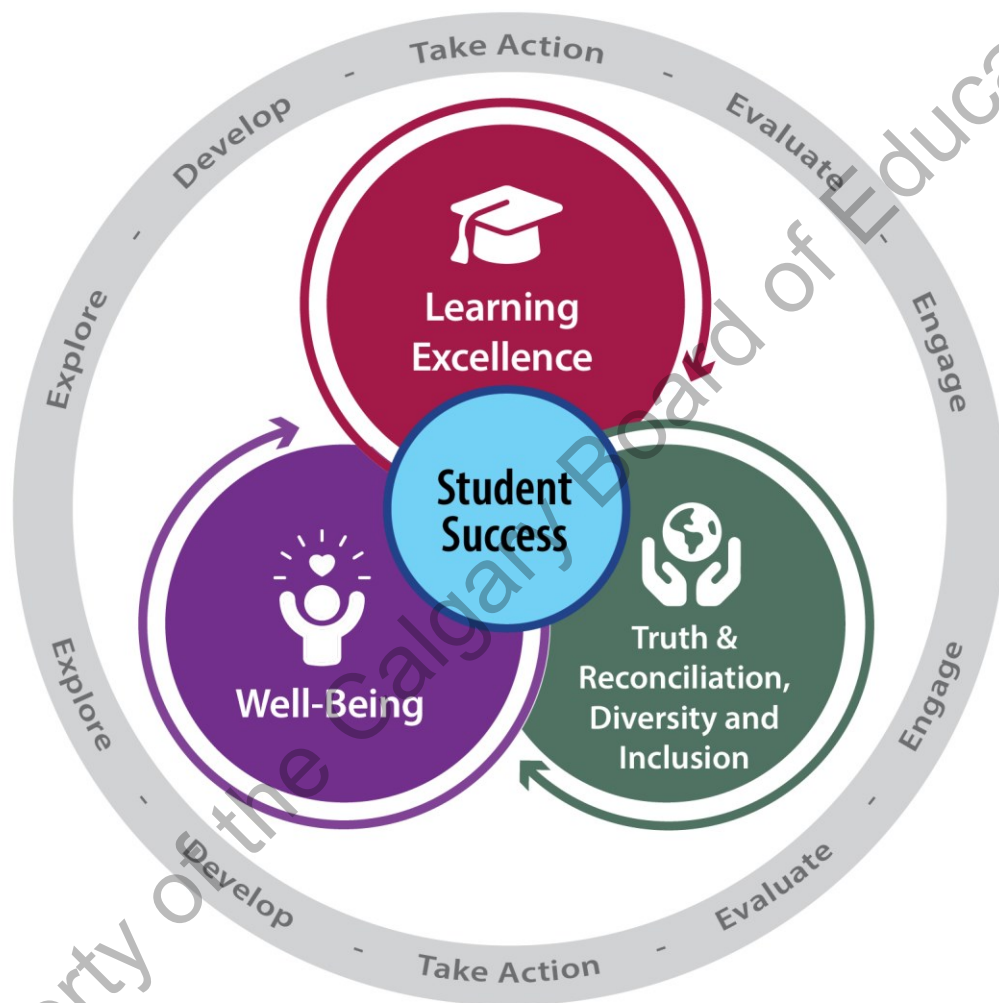
Board/Chief Superintendent Relationship: The Board defined in policy how authority is delegated to its only point of connection – the Chief Superintendent – and how the Chief Superintendent's performance will be evaluated.

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

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



Education Plan 2024-27 Year 2 of 3



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.

Values | Students come first – Learning is our central purpose – Public education serves the common good.



**Calgary Board
of Education**

142,400+ Students



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



25,900+
students with
special needs



6,200+
self-identified
Indigenous
students



27,100+ students
in Language &
Alternative
programs



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



4,650+ students
in Unique
Settings and
Specialized Classes



16,000+
employees



251
schools

*Sept. 30, 2024 figures

Introduction

The Calgary Board of Education (CBE) is the largest school board in Western Canada. We educate one in six students in Alberta.

Student success is at the centre of all our decisions. Every student should have the opportunity to succeed personally and academically, regardless of their background, identity or personal circumstances. Achieving student success requires commitment and collaboration from every part of our community – students, employees, families, and partners. It also requires a vision of what success looks like and a plan for how we get there.

The Education Plan is a direct reflection of priorities identified by the Board of Trustees for student success: achievement, equity and well-being. The Board of Trustees monitors student success through its Results policies and Operational Expectations.

In early 2024 we embarked on an extensive engagement with the whole CBE community to learn what is most important to consider in development of the 2024-27 Education Plan. The thoughtful and diverse perspectives of more than 9,000 people provided a rich foundation for this three-year plan.

In preparation for year two, and as part of an ongoing commitment to cycles of improvement and adjustment, system leaders were re-engaged to determine what needed to be refined or adjusted for the next school year. Ongoing student results, Alberta Education expectations, and the voices of students, schools and our community continue to inform areas of focus. The Education Plan works in concert with budget and capital plans to support identified priorities that have the greatest impact on student achievement over time while optimizing available resources.

These are dynamic times of rising enrolment and increased student complexity. The CBE has 44,000+ students who are learning English as an Additional Language (EAL) and nearly 26,000 students have identified specialized learning needs. In addition, almost three quarters of CBE schools are at or above full utilization according to Alberta Education's criteria.

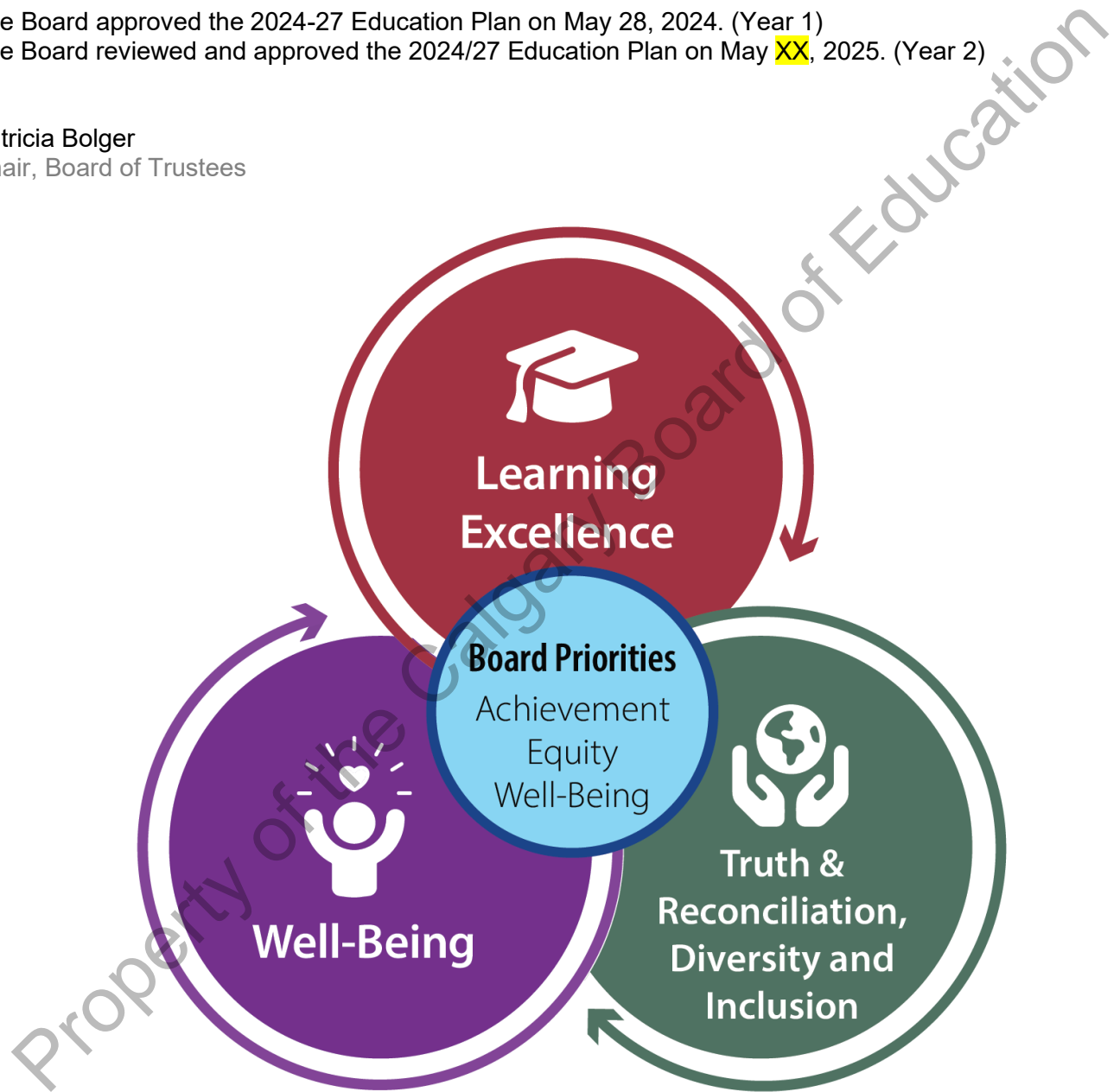
We continue to work together to strive for excellence, address the challenge of learning complexity and promote well-being. This is why the 2024-27 Education Plan focuses on Learning Excellence, Well-Being, Truth and Reconciliation, Diversity and Inclusion. As a learning community, we must ensure the Education Plan addresses the needs of students today while positioning the CBE for future success.

Accountability Statement

Under the direction of the School Board, the Education Plan for The Calgary Board of Education commencing Aug. 14, 2025 was prepared under the direction of the Board in accordance with the responsibilities under the *Education Act* and the *Sustainable Fiscal Planning and Reporting Act*. This plan was developed in the context of the provincial government’s business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved the 2024-27 Education Plan on May 28, 2024. (Year 1)
The Board reviewed and approved the 2024/27 Education Plan on May XX, 2025. (Year 2)

Patricia Bolger
Chair, Board of Trustees





Learning Excellence

Strong student achievement for lifelong learning and success

Key Outcomes & Actions

Students achieve excellence in literacy and mathematics

- Sustain focus on the application of the [Literacy](#) and [Mathematics Frameworks](#).
- Consistently apply continuums of support to implement evidence-based, targeted literacy and math interventions.
- Provide targeted professional learning and resources including Alberta K-12 ESL Proficiency Benchmarks to support language development and acquisition for English as an Additional Language (EAL) learners.
- Provide targeted professional learning and resources to support teachers in implementing provincial curriculum.

Student learning improves through fair and equitable assessment practices

- Continue to align practices with the K-12 five guiding principles of assessment and reporting in the CBE.
- Provide targeted professional learning and resources to support continued implementation of effective Individualized Program Plans (IPPs) for students with identified special education needs.

Learning opportunities prepare students for future learning and success

- Provide students with increased breadth of curricular experiences in alignment with career pathways.
- Provide access and instruction to technologies that enhance student learning and personal development.
- Enhance partnerships and continue to collaborate with post-secondary and industry partners to respond to evolving industry demands through dual credit and exploratory pathway opportunities.

Key Measures

Alberta Education Assurance Measures (AEAMs)	Alberta Education Local Components	Local Measures
▪ Provincial Achievement Tests ▪ Diploma Examinations ▪ High School Completion Rate (3 year, 5 year) ▪ AEAMs Survey: Education Quality ▪ AEAMs Survey: Student Learning Engagement ▪ AEAMs Survey: Parental Involvement	▪ Early Years Literacy & Numeracy Assessments ▪ Access to a Continuum of Supports and Services ▪ Professional Learning, Supervision and Evaluation ▪ First Nations, Métis and Inuit Student Success	▪ Alberta K-12 ESL Proficiency Benchmarks ▪ Report Card results ▪ CBE Student Survey ▪ Professional learning data regarding impact on professional growth ▪ Dual credit courses, off-campus, apprenticeship opportunities, and exploratory programming data ▪ Post-secondary and industry partner feedback



Well-Being

Students and employees thrive in a culture of well-being

Key Outcomes & Actions

Structures and processes improve students' sense of belonging and well-being

- Continue to implement the [Student Well-Being Framework](#), with a sustained focus on the system-wide implementation of universal social-emotional learning programs for all students.
- Provide academic and social-emotional support to all students through targeted programming, structures, and processes with a strategic focus on middle school learners.
- Refine partnerships that offer evidence-informed, social-emotional and culturally responsive resources for student well-being.

Employees are supported in building skills, strategies and relationships that contribute to positive well-being

- Support aspiring, new and existing leaders in developing, advancing and leading a culture of well-being.
- Offer evidence-informed and culturally responsive supports and resources for employee well-being.
- Ensure all employees are aware of and able to access benefits and resources to support their well-being.
- Continue development of an Employee Well-Being Strategy and begin to implement key actions.

Key Measures

Alberta Education Assurance Measures (AEAMs)	Alberta Education Local Components	Local Measures
- AEAMs Survey: Access to Support and Services - AEAMs Survey: Welcoming, Caring, Respectful and Safe Learning Environment	- Professional Learning, Supervision and Evaluation - Access to a Continuum of Supports and Services - Annual Report of Disclosures	- Report Card results - Attendance data - CBE Student Survey - OurSCHOOL Survey - Employee absence and fill rates - Employee well-being data - Employee supports and services utilization rates - Professional learning data regarding impact on professional growth



Truth & Reconciliation, Diversity and Inclusion

Students and employees experience a sense of belonging and connection

Key Outcomes & Actions

Students who self-identify as Indigenous experience improved well-being and achievement

- Advance the Truth and Reconciliation Calls to Actions (Education for ReconciliACTION).
- Sustain focus on the application of the [Indigenous Education Holistic Lifelong Learning Framework](#) towards embedding practices across all areas of CBE.
- Sustain collaboration with Indigenous Elders and Knowledge Keepers in support of Indigenous student well-being and achievement.
- Provide targeted professional learning highlighting the structures, processes and resources for schools to effectively welcome and support transitions for Indigenous students and families.

Students experience inclusive teaching and learning that reflects and celebrates diverse cultures and identities

- Build and apply culturally responsive teaching and learning practices that reflect and celebrate diverse cultures and identities.
- Enhance relationships with students, families/caregivers and partners to strengthen cultural understanding throughout the system.

Working and learning environments promote equity, diversity and inclusion

- Demonstrate CBE's commitment to Truth and Reconciliation, anti-racism, equity, diversity, and inclusion by implementing and communicating actions and offering targeted professional learning and resources for employees.

Key Measures

Alberta Education Assurance Measures (AEAMs)	Alberta Education Local Components	Local Measures
▪ AEAMs Survey: Citizenship ▪ AEAMs Survey: Welcoming, Caring, Respectful and Safe Learning Environment	▪ Professional Learning, Supervision and Evaluation ▪ Access to a Continuum of Supports and Services ▪ First Nations, Métis and Inuit Student Success ▪ Annual Report of Disclosures	▪ Area Learning Team Referrals ▪ Attendance data ▪ CBE Student Survey ▪ OurSCHOOL Survey ▪ Employee well-being data ▪ Professional learning data regarding impact on professional growth ▪ School, service unit and team commitments to Truth and Reconciliation

Building and Refining the Education Plan

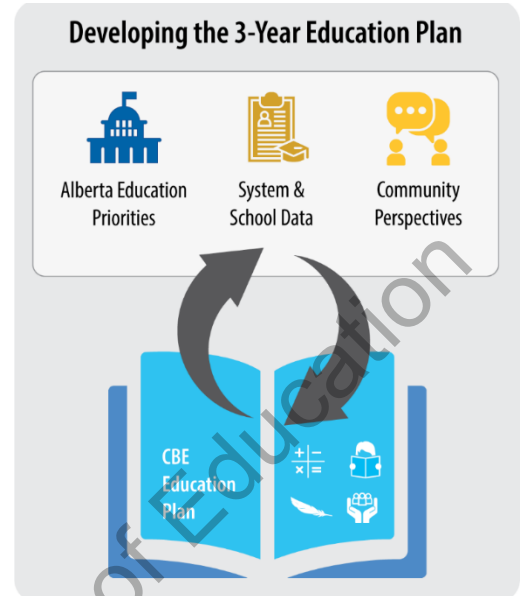
Student, employee and parent perspectives inform the development and continued refinement of the Education Plan. These perspectives are gathered from a variety of sources in recognition of the important role we all play in supporting the Board of Trustees' priorities for student success.

Shaping the Three-Year Plan

In 2024, the CBE led a comprehensive engagement process to inform the development of the 2024-27 Education Plan. This included offering multiple in-person sessions and online surveys.

The CBE will conduct a robust engagement each time a new, three-year Plan is developed. This means the next comprehensive opportunity for public input will be provided in the 2026-27 school year in preparation for the 2027-30 Education Plan.

In the years in between, there are other opportunities for the CBE community to share perspectives on the CBE Education Plan.



Refining for Year Two

As part of a continual cycle of improvement, the annual review and renewal of the Education Plan is critical. In 2024-25, the CBE provided opportunities for input and feedback related to CBE Education Plan goals, outcomes and actions including:

School Planning Engagement

Each year in February and March there is a school-based opportunity for parents/guardians and school councils to share their perspectives on school planning (School Development Plans, school budgets and school fees).

School Development Plans

Each fall, taking into consideration the perspectives provided by students, employees, families and school councils, schools refine their School Development Plans in alignment with the Education Plan goals and key areas of focus based on their local context.

This spring, CBE system leaders reviewed the results from each School Development Plan to identify strengths and areas for improvement. They examined school goals, key actions, and supporting structures, resources, and professional learning. Using this combined data—and taking into consideration community input and system-wide results—leaders identified key actions to adjust and refine as the Education Plan enters its second year.

K-9 Reporting and Assessment Practices

In early 2025, the CBE gathered input and feedback from K-9 teachers and administrators on possible ways to reduce teacher workload, enhance assessment and reporting practices, and ensure alignment with provincial expectations and CBE policies. The engagement represented a shared commitment to exploring workload, particularly considering the impact of Early Years Assessments and increasing complexity within classrooms.

This engagement reflects the CBE’s commitment to ensure students and employees will thrive in a culture of well-being, one of the three goals in the CBE’s 2024-27 Education Plan. This engagement is aligned with the key outcome aimed to support employees in “building skills, strategies and relationships that contribute to positive well-being.” By working collaboratively with teachers to ensure all steps are being taken to reduce workload related to reporting and assessment, well-being is prioritized and well supported. The CBE has taken steps in recent years to reduce reporting and assessment requirements and ensure consistency in reporting. Any adjustments that are made as a result of this engagement will build on the work that has already been done to streamline processes and reduce teacher workload.

Professional Learning Plan Feedback

In June 2024, a survey was conducted to gather leader voice regarding Area, operational and on-demand professional learning opportunities. In total, 425 leaders provided responses. The feedback supports future professional learning planning on the topics, timing, and ways in which professional learning is presented. This data, informing the local measure “Professional learning data regarding impact on professional growth,” provides feedback on all three goals of the Education Plan.

Overview and Implementation

The 2024-27 Education Plan is a targeted plan informed by local and provincial data. It is structured by a logic model to serve as a representation of how data, outcomes, actions, measures, and resources are interconnected to effectively achieve specific goals.

Logic Model

Operational implementation planning will reflect focused actions applicable across the system and in schools. A logic model structure organizes internal planning, tracking and measurement. The impact will be reported in the Annual Education Results Report (AERR) intended to reflect on each goal and progress towards the goals.

Evidence/Data	Goals/Outcomes/ Actions	Measures	Resources
What evidence informs the plan?	What system strategic actions will we take to advance the outcome?	Measures assess progress in achieving outcomes and effectiveness of actions. They provide useful data to determine impact of actions and progress towards outcomes.	What resources (learning structure, human, physical, technological, financial) will be needed to realise the outcome?

Evidence/Data

CBE is committed to consistently using evidence from diverse data sources to ensure responsive and transparent decision-making and to help us identify if the actions we are taking as an organization are having the intended effect on the priorities identified by the Board of Trustees. Through the adoption of a data model and process as a system, the CBE ensures that what is “...measured and reported is consistent with the best interests of student growth and achievement, and the goals of education in the province of Alberta” ([Funding Manual for School Authorities 2025-26 School Year](#), p. 28).

The CBE 2023-24 Alberta Education Results Report and the Board of Trustees’ Results monitoring reports continue to point to the importance of a system focus on student well-being and engagement as well as community connection and collective well-being for employees. While evidence suggests that efforts are yielding positive results overall, it also highlights the importance of continued application of

foundational documents to guide this work, along with ongoing professional learning and new curriculum support.

The Education Plan represents all students and identifies areas of focus in response to data. Students who self-identify as Indigenous continue to be identified in evidence and data as a community that requires attention and supports, informed by the CBE [Indigenous Education Holistic Lifelong Learning Framework](#) and the representation of Indigenous voice from Elders, Knowledge-Keepers, students, families and partners. As well, given a growing population of English as an Additional Language (EAL) learners, evidence from the AERR and Results reporting continues to identify a need for a focus on teacher understanding of each English language learner's culture/cultural identity and language proficiency learner profile, interest and readiness levels.

Continued enrolment growth, both in numbers and in the complexity of learning needs of students, highlights an area of focus on ensuring the effective use of space and equitable access to resources and programming for all students, including learners with diverse and exceptional needs. As well, opportunities for students to explore multiple pathways for academic achievement and future success remains a key organizational priority.

Goals

Goals outline the aims of the organization. They are intended to last over time.

Key Outcomes

Key outcomes are the priority areas of focus in relation to the goal. Outcomes reflect the desired state that the CBE wants to achieve through its actions. CBE identifies excellence both in goals and in outcomes. Achieving excellence is focused on supporting students to realize their full potential and prioritizing professional learning and well-being of employees.

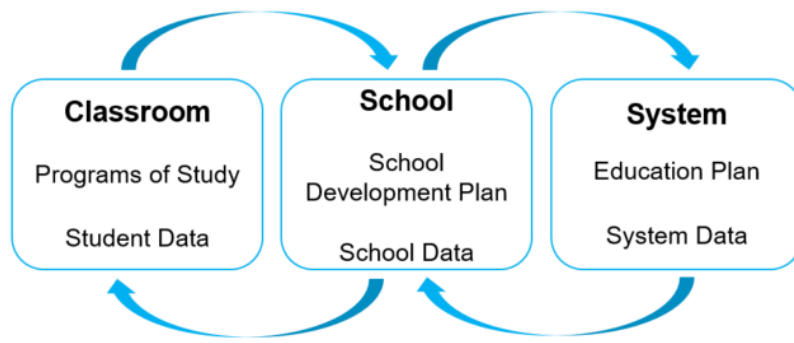
Key Actions

Key actions are articulated for each key outcome and will progress over three years. Key actions are reflective of evolving provincial and local context, available resources, and government priorities such as curriculum or new legislation.

When considered together these actions fall into three broad categories:

- A sustained focus on the application of the CBE frameworks of [Literacy](#), [Mathematics](#), [Indigenous Education Holistic Lifelong Learning](#) and [Student Well-Being](#).
- Targeted professional learning to support curriculum implementation, individualized learning, student and employee well-being, social emotional competency, cultural responsiveness, Truth and Reconciliation, anti-racism efforts, equity, diversity, and inclusion.
- Use, refine, and equitably allocate comprehensive supports, resources and programs to help meet the diverse needs of students including EAL learners, students with identified special education needs and Indigenous students.

These actions then serve as the foundation for School Development Plans and inform work in service units, further refining, developing, and measuring actions that are responsive contextually to that school or service unit's work, in service of the overall Education Plan.



The Annual Education Results Report that will be provided to the Board of Trustees in November 2026 will document assessment of progress and impact of planned key actions. Additionally, the provincial and local measures inform next steps towards each goal based on evidence from years one and two.

Key Measures

In the Education Plan, both provincial and local data sets are used. These measures determine progress towards outcomes and impact of actions, with local measures allowing for the examination of incremental progress.

Measures fall into three broad categories: Alberta Education Assurance Measures, Alberta Education Local Components and Local Measures. The first two are required provincial measurements and are part of Alberta's Assurance Framework – which focuses on “building public trust and confidence that the education system is meeting the needs of students and enabling their success. (Retrieved April 16, 2025, from [Assurance and accountability in Alberta's K to 12 education system](#)).

Local Measures are included both to provide insight into and triangulation of data and results. Data sources for the implementation plan for the 2024-27 Education Plan fall into four broad categories:

- **Achievement Data** including Report Card results and Alberta K-12 ESL Proficiency Benchmarks.
- **Perception Data** including feedback from professional learning and from post-secondary and industry partners, as well as survey data from the CBE Student Survey, OurSCHOOL Survey, and Employee Well-Being surveys.
- **Demographic Data** including student attendance and registration data, and employee supports and service utilization.
- **Process Data** including employee data regarding absence and fill rates, Area Learning Team referrals, and school, service unit and team commitments to Truth and Reconciliation

Resources

The Board of Trustees' priorities for student success are reflected in the outcome of this plan. The CBE is committed to strong, vibrant, inclusive school communities where all students have the opportunity to thrive.

To support the implementation of the Education Plan and the success of each student, the CBE leverages a variety of resources across multiple areas.

Our greatest asset is people. The CBE supports a dedicated team across schools and service units who are committed to student excellence. The CBE also recognizes the importance of ongoing professional learning to equip employees with the knowledge and skills necessary to support student learning.

Foundational frameworks provide standards and guidelines and ensure consistency and coherence across the CBE. These frameworks include the [Literacy Framework](#), [Mathematics Framework](#), [Indigenous Education Holistic Lifelong Learning Framework](#), [Student Well-Being Framework](#). In addition to the foundational frameworks, the principles of fair and equitable [assessment](#) guide, shape and engage learners in support of improving student learning.

The CBE effectively allocates resources through the CBE Budget, Resource Allocation Model (RAM) and Equity Funding Model. This provides teaching and learning experiences, professional learning opportunities and investment in areas that address the evolving needs of schools and employees. Relevant financial requirements are shown in the References section below.

Property of the Calgary Board of Education

References

[Alberta Education: Funding Manual for School Authorities 2025/26 School Year](#)

Requirements | Relevant Documents

Work across schools and service units is connected to the 2024-27 Education Plan, and the following documents are informed by the Education Plan.

- **2025-26 CBE Budget**

The CBE's 2025-26 budget was approved by the Board of Trustees on May XX, 2025. The budget document is available on the CBE's website: <INSERT NEW LINK>

- **Three-Year School Capital Plan**

The CBE produces a list of new school and modernization priorities annually. This list of priorities is captured within the Three-Year School Capital Plan, which is approved by the Board of Trustees. The most recent iteration of this document was approved on March 18, 2025 and can be found here:

<https://cbe.ab.ca/FormsManuals/Three-Year-School-Capital-Plan.pdf>

- **Maintenance and Renewal (M&R) Plan**

Each year, the CBE produces a M&R plan that lays out building component repairs and replacements required to ensure that CBE schools continue to be safe and welcoming learning environments for students. It is important to note this plan can be adjusted during the school year to attend to emergent building needs. M&R undertakings completed in previous school years can be found here: [Capital Maintenance Renewal Expenditure Plan 2024-25](#)

report to Board of Trustees

Budget Report for the 2025-26 School Year

Date	May 20, 2025
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Joanne Pitman Chief Superintendent of Schools
Purpose	Decision
Originator	Brad Grundy, Superintendent, Chief Financial Officer, Corporate Treasurer
Governance Policy Reference	Operational Expectations OE-5: Financial Planning OE-6: Asset Protection OE-7: Communication with and Support for the Board
Resource Person(s)	Superintendents' Team Tanya Scanga, Director, Corporate Finance

1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves the 2025-26 budget as reflected in Attachment I to this report and authorizes its submission to Alberta Education.



2 | Issue

Section 139(2) of the *Education Act* requires that the Calgary Board of Education submit to Alberta Education, by May 31 of each year, a balanced budget approved by the Board of Trustees for the fiscal year beginning the following September.

In accordance with the *Education Act* and in alignment with Operational Expectation OE-5: Financial Planning, the Chief Superintendent is required to prepare and submit to the Board of Trustees, for review and approval, a balanced budget in a summary format understandable to the Board.

A balanced budget means that proposed expenses do not exceed the projected revenues received by the Calgary Board of Education from Alberta Education or from other identified funding sources such as reserves or unrestricted net assets.

The 2025-26 budget has been prepared to satisfy the requirements of the above legislation and operational expectations in all material respects.

3 | Background

On Feb. 28, 2025, the Government of Alberta released its budget for 2025-26 including the high-level allocations for Alberta Education. On March 25, 2025, the Calgary Board of Education received its individual funding profile within the larger provincial education envelope. Alberta Education funding for the 2025-26 school year is \$1.442 billion.

The CBE continues to align its operations to the funding framework and the budget was prepared to support the goals of the CBE's Education Plan and the CBE values:

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

This also aligns with the Board of Trustee priorities of achievement, equity and student and staff well-being.

To develop the 2025-26 Budget, superintendents were tasked to formulate and lead all budget work. This included:

- Providing full executive oversight of the budget process;
- Considering the delivery of learning supports and services;
- Obtaining input from Education directors, principals, and other system leaders; and
- Making final recommendations to the Board of Trustees concerning all aspects of the 2025-26 Budget.

4 | Analysis

As part of the budget process, Administration prepares an informational report called the Budget Assumptions Report (BAR) for the Board of Trustees. The assumptions outlined in the report are the foundation for building the budget. The BAR was shared with the Board at the April 8, 2025 public board meeting.

There are no material changes in the assumptions set out in the Budget Assumptions Report (BAR) presented to the Board of Trustees on April 8, 2025.

The CBE continues to maximize dollars to the classroom for teaching and learning. The key highlights of the 2025-26 Budget, detailed in Attachment I are managing

- Continued enrolment growth and increased complexity
- Increased labour cost and pending collective agreements
- Inflation, tariffs, foreign exchange and other increased costs
- Education funding provided from Alberta Education

5 | Financial Impact

As required by law, the attached budget for 2025-26 is balanced:

- projected revenues and operating expenditures of \$1.674 billion; and
- planned capital spending of \$36.5 million.

6 | Implementation Consequences

The attached budget report fulfills the requirement under OE-5 to provide a budget in summary format, one that is transparent and allows the Board of Trustees to understand the relationship between the budget, the Board's priorities for student success, and the 2024-27 Education Plan.

7 | Conclusion

This report is presented to the Board of Trustees for approval and satisfies the requirements of OE-5.



JOANNE PITMAN
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: Budget 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.

Investing in the Future

Budget Report 2025-26



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



Calgary Board
of Education

Contents

Executive Summary	2
Context.....	3
Goals and Objectives	3
Mission	3
Values.....	3
CBE Education Plan	4
Key Budget Elements	5
Enrolment Growth.....	5
Inflation and the Impact of Increased Costs.....	5
Increased Costs of Staffing.....	5
Education Funding.....	6
Discussion of Revenue and Expense	7
Revenue.....	7
Enrolment	8
Fees	10
Lunch Supervision	10
Student Supplies Fee	10
Transportation	11
Expense	12
Expense by Account and Block	13
Expense by Account and Category	14
Service Unit Staff.....	15
Summary of Corporate Costs	16
Summary of Expenses by Schools and Areas.....	17
Financial Future	18
Capital.....	18
Board-Funded Capital	18
Provincially Supported Capital Projects.....	18
Reserves	19
Conclusion	20
Appendices	21
Appendix I: Alberta Education Funding Profile	21
Appendix II: Budget Process and Timeline	22
Appendix III: Budget Report (Submission to Alberta Education).....	23
Appendix IV: Definitions	33
Appendix V: Student Supplies Fee	34

Executive Summary

The Calgary Board of Education's 2025-26 budget is rooted in our mission, values and the Board of Trustees' priorities of achievement, equity and well-being. This budget was also developed to support and enable the achievement of the CBE Education Plan goals.

For 2025-26, the CBE's budget totals \$1.67 billion and is focused on supporting the success of an anticipated 146,000+ students and more than 16,000 employees. We appreciate that the overall provincial budget for public education has increased from last year. For the CBE, that means an additional \$55 million. However, our budget reality continues to be impacted by increasing enrolment, growing student complexity, the cumulative impact of inflation, and finite learning spaces.

Given the above, the theme of the 2025-26 budget is prioritization and prudence. Our focus will be to prioritize programs and services that support the needs of students while being prudent stewards of public dollars. We have welcomed more than 17,000 students in the past three years and expect to welcome an additional 3,740 next school year.

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. However, we will be challenged to maintain a similar level of support and services compared to last year given the impacts of rising operational costs, including the increasing cost of labour. In the spirit of prudence, we will continue to make the best decisions for students and staff success while aligning programs, supports and services offered with overall funding.

Our budget reality is also impacted by growing enrolment within finite learning spaces. We are pleased to be receiving 15 new schools over the next 4 years. In the meantime, the CBE must continue to manage existing learning spaces across our 250 schools until these new schools are built.

In addition, almost three quarters of CBE schools are at or above full utilization according to Alberta Education's criteria. A number of these schools (30+) are overflowing to multiple receiver schools as they too reach capacity. With more schools in overflow, more students require transportation, buses are fuller, and ride times become longer. Additional students, and new learning spaces, mean funds need to be allocated to purchase desks, classroom resources, computers and other technology.

CBE strives to keep fees affordable for families. For 2025-26, given rising costs, transportation and lunch supervisions fees will be increasing. CBE does offer flexible payment options and waivers for families to ensure no student is denied access to these services.

Starting in the 2025-26 budget year, the CBE is taking the prudent step of setting aside one half per cent of total spending to increase the CBE's Accumulated Surplus from Operations. We will continue this approach over the next 2-3 budget cycles to ensure the system has an appropriate level of financial flexibility. Public education is a dynamic undertaking, and it is prudent to have appropriate levels of financial flexibility.

As always, we will continue to maximize dollars to the classroom to support teaching and learning in alignment with the priorities set forth by the Board of Trustees and identified in the CBE Education Plan.

Joanne Pitman
Chief Superintendent of Schools

Context

All decisions related to the budget are built on the Board of Trustees' priorities and CBE foundational documents, specifically the Education Plan and supporting documents such as the Three-Year School Capital Plan.

There is no material change in the assumptions set out in the Budget Assumptions Report (BAR) presented to the Board of Trustees on April 8, 2025. The CBE's funding profile, providing \$1.442 billion in grant funding, was received on March 25, 2025 (Appendix I).

Further information regarding timelines can be found in Appendix II.

The CBE's budget submission aligns with Alberta Education's guidance in all material respects and can be found in Appendix III.

Goals and Objectives

Mission

The Board of Trustees' Mission for the Calgary Board of Education 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."

Values

Administration's approach to the budget is guided by CBE values:

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

The CBE believes in a strong public education system that supports success for each student, every day, with no exceptions. Our focus is to prioritize educational programming that supports the needs of each student while being prudent stewards of public dollars. This also aligns with the Board of Trustees priorities of achievement, equity, and well-being.

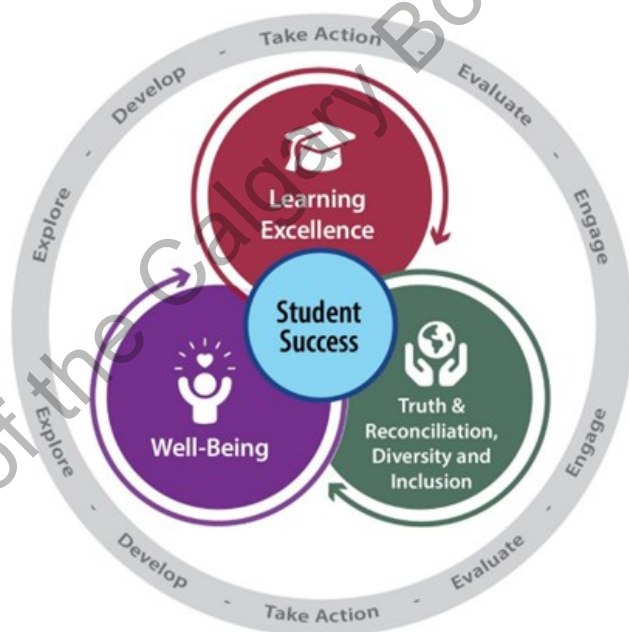
CBE Education Plan

Student success is at the center of all our decisions. Learning Excellence, Well-Being, Truth and Reconciliation, Diversity and Inclusion require commitment from every part of the CBE community — students, employees, families, partners and the public. The Education Plan is a direct reflection of the priorities identified by the Board of Trustees for student success: achievement, equity and well-being. The Plan also aligns with the direction of Alberta Education's Assurance Framework.

This three-year plan was shaped by perspectives and feedback gathered through an extensive engagement in early 2024 with the whole CBE community, along with student results data and Alberta Education expectations.

The CBE is now entering into year 2 of 3 for the 2024-2027 Education Plan. Proposed changes are reflective of a detailed review by of all School Development Plans by system leaders, results from the 2023-24 Annual Education Results Report and Results Reporting for Results 2, 3, 4 and 5, and ongoing incremental data collected over the course of the 2024-25 school year.

The goals and outcomes for Learning Excellence, Well-Being, and Truth & Reconciliation, Diversity and Inclusion remain consistent. However, as part of a continual cycle of improvement, proposed changes to certain actions within the outcomes reflect ongoing refinements based on targeted work to support the achievement of Education Plan goals.



Note | The updated Education Plan is draft until approved by the Board of Trustees by end of May 2025.

Key Budget Elements

Enrolment Growth

The CBE is continuing to experience significant enrolment growth. For 2025-26, CBE is projecting an increase of 2.6% or 3,740 students. The CBE continues to manage the cost pressures associated with this growth as well as the increase in complexity within the classroom.

It is important to note that the Supplemental Enrolment Growth Grant (SEGG) was removed in the 2025-26 funding profile. This was in response to a change to the funding model from a 3-year weighted moving average to a 2-year weighted moving average whereby current year enrolment is weighted at 30% and next year projections are weighted at 70%. In theory, the new funding model would largely address the loss of the SEGG. In addition, Alberta Education increased the Classroom Complexity Grant by 20% and several other grants by 2-3%.

Inflation and the Impact of Increased Costs

While the funding profile accounts for increased student enrolment, it does not account for additional expenses such as inflation, all wage settlements except for ATA, foreign exchange and tariffs which are part of a school board's operational expenses. Many CBE costs are directly tied to the number of users (i.e. students, employees) in the system. Increased enrolment means more teachers are hired and students enrolled. Operational costs have also increased as a result of cumulative inflation of over 20% over the last five years. These increased costs have an impact on the funding available to directly support students in the classroom.

Increased Costs of Staffing

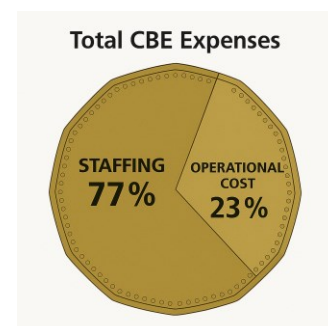
The CBE spends over 77% of the total funding it receives in salaries and benefits. Any changes as a result of movement through the salary grids or union negotiated settlements significantly affects available funding for other expenditures.

A key budget assumption is that any monetary increases bargained centrally for the Alberta Teachers' Association (ATA) collective agreement will be funded by Alberta Education once ratified.

Agreements have been ratified with Canadian Union of Public

Employees (CUPE) and Trades. Negotiations remain on-going for Staff Association (SA) for the collective agreement that expired August 31, 2024. The CBE has undertaken a review of exempt employee compensation in alignment with Operational Expectations policy OE-4: Treatment of Employees. Unlike the ATA collective agreement, funding for any settlements with other employee groups must be funded from the core CBE budget. The CBE has considered this in the creation of this budget and included amounts that are within the board approved negotiating mandate.

Note: The Provincial Bargaining and Compensation Office (PBCO) supports the government's fiscal, economic and policy priorities as an employer and funder, with respect to public-sector bargaining. The Calgary Board of Education will follow the direction provided by the PBCO in regards to bargaining and settlement.



System Utilization

Currently, 175 schools (approximately 73%) are full or over capacity based on Alberta Education's criteria. The system utilization rate is 95% and is expected to exceed 100% in the next two years. High schools are already at 108% capacity. Recently announced new schools will help to accommodate future projected enrolments. While the new schools will take several years to build, the additional 55 new modulars in 2023-24 and 2024-25 will help to ease short term pressures. Additional information is provided in the capital section of this budget report.

Education Funding

The funding received on a per-student basis has increased for 2025-26. Our priority is to hire additional classroom teachers and other staff to support student success. However, considering enrolment growth, increasing student complexity, rising costs of labour due to union negotiations and overall increased costs due to inflationary and geo-political changes, the CBE will be challenged to maintain similar levels of supports and services when compared to the current year. As always, prudence dictates that we continue to make the best decisions for students and staff success while aligning programs, supports and services offered with overall Government funding.

Property of the Calgary Board of Education

Discussion of Revenue and Expense

Revenue



Alberta Education
Other Government of Alberta
Fees
All Other Revenue

Revenue

Budget 2025-26		Budget 2024-25	
\$000s	%	\$000s	%
1,516,044	90.5%	1,469,731	90.6%
51,976	3.1%	52,795	3.3%
66,139	4.0%	58,265	3.6%
39,934	2.4%	40,473	2.5%
1,674,093	100.0%	1,621,265	100.0%

Alberta Education continues to provide over 90% of the funding received by the CBE. Alberta Education funding covers the Alberta Teachers' Retirement Fund (ATRF) contribution, Infrastructure Maintenance and Renewal (IMR) funding and the Capital Maintenance and Renewal (CMR) grant.

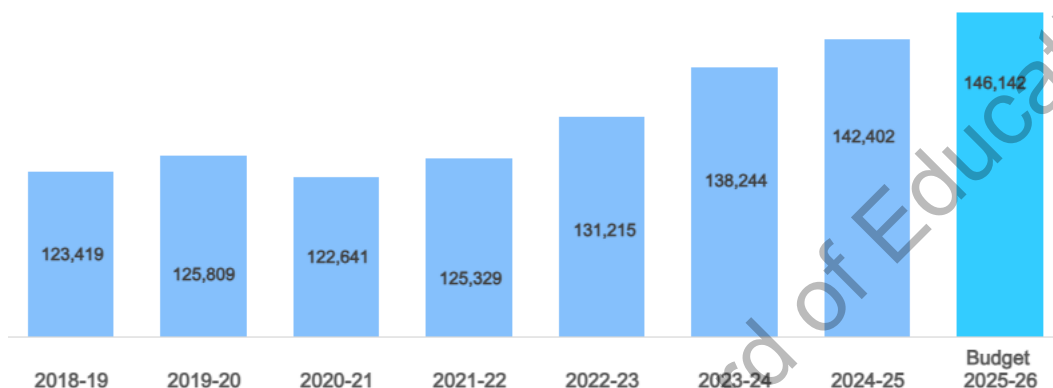
School-generated revenues are directly offset by the school-generated costs associated with the activity.

Making every dollar count, investment revenue will continue to fund priorities across the CBE that support teaching and learning.

Additional information regarding definitions for revenue categories can be found in Appendix IV.

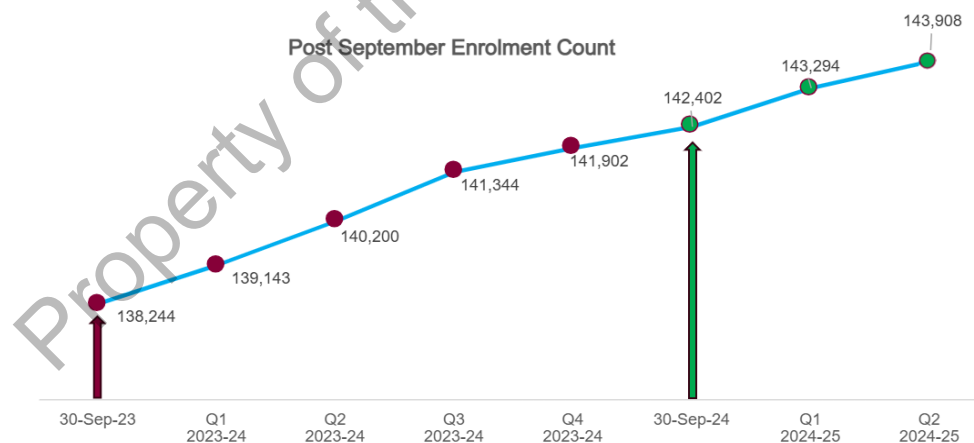
Enrolment

Every January, enrolment projections are created for the following school year. These projections can be influenced by factors such as notable increases in immigration, refugee arrivals, and the relocation of families from other regions in Canada. Note, the CBE's enrolment forecast is itself, based on a number of other forecasts. This means that there is always a level of variability in any enrolment growth forecast.

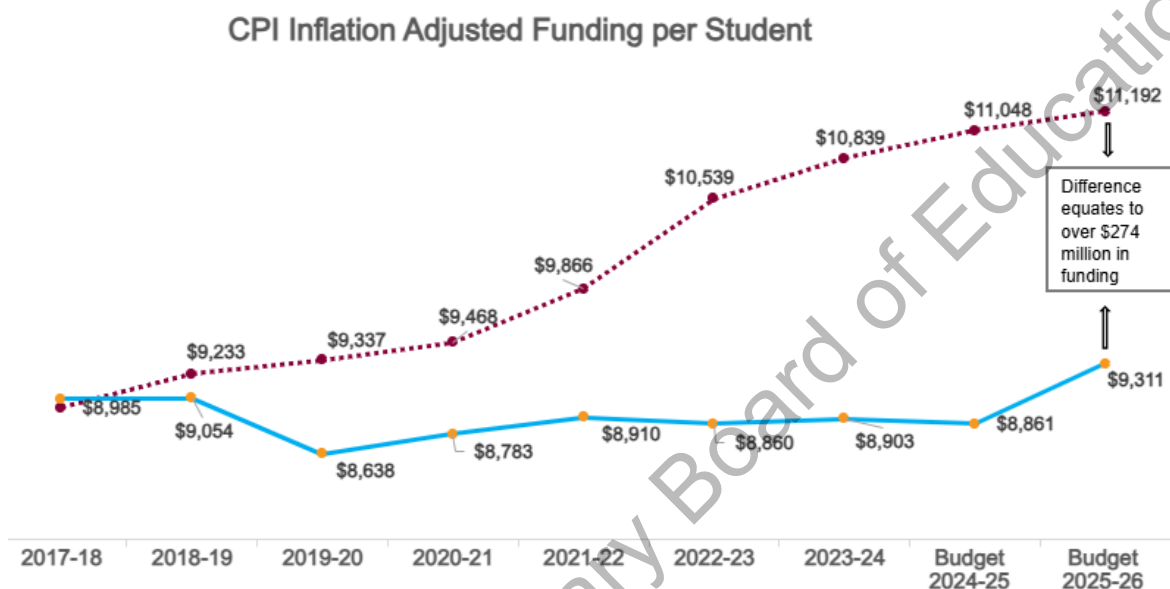


All enrolment in the chart above are actual end of September counts except for Budget 2025-26 which is a forecast.

Enrolment growth experienced after the September 30 count date places downward pressure on the funding per student. This is because, post September 30th enrolment growth does not attract additional funding from Alberta Education. A fixed amount of funding divided by a larger number of students equals a lower per student funding amount. This was not a significant factor in past years given the moderate increase in enrolment. With significant enrolment growth over the last three years, this funding approach places additional stress on the CBE's financial resources.



The CBE continues to welcome all students and supports their diverse learning needs. Funding per student is based on total Alberta Education funding less specific targeted funds. For this calculation, the CBE removes specific targeted funds that are not available to directly support teaching and learning in the classroom. These targeted funds removed from the calculation do play a valuable role in overall CBE operations. Targeted funds not included in this funding per student calculation include Alberta Teachers' Retirement Fund (ATRF), IMR CMR, and the Transportation grant. The CBE's intention is to provide the reader with a clear understanding of the funding actually available to directly support teaching and learning in the classroom.



In addition to general cost increases due to inflation, foreign exchange and tariffs, the CBE's cost of wages has also increased. Wages and benefits comprise over 77% of the total expenditures. The ATA settlement has typically been funded by Alberta Education. This additional funding ensures that current ATA employees are paid according to their collective agreement but does not fund additional positions. Wage settlements for all non-certificated staff are paid out of the CBE budget and are not funded directly by Alberta Education. For the 2023-24 school year, the amount of wage settlements paid out of the CBE global budget was equivalent to \$7.5 million or the RAM budget for a 1,200 student high school. For 2025-26, this amount is currently unknown as negotiations are still ongoing but will almost certainly be higher.

Fees

The CBE has established an internal fees committee with a mandate of carefully managing school and system-based fees in a manner that is accountable, consistent, and transparent.

The CBE does not profit from the fees it charges. Fees simply reflect the cost of the service provided to students. The CBE retains a comprehensive fee waiver process to support those families who cannot pay to ensure that no student is denied access to their public education. To ensure overall system fairness, CBE continues to maintain a collection process for families who choose not to pay and have not declared a financial hardship. This is always considered a last resort after reasonable efforts have been made with families to collect the fees owed. Where appropriate, the CBE also supports the payment of fees over time to assist families who may be facing financial challenges. All fees include a combined budgeted waiver and bad debt expense of approximately 23 per cent of total fees.

Note | all fees are confirmed by the Board of Trustees as part of the budget approval process by the May 31 deadline.

Lunch Supervision

The lunch supervision program is a school-based, voluntary, cost recovery program that provides supervision to Grade 1 to 6 students over the lunch period. The lunch supervision program employs non-teaching staff to maximize the teacher time available under the collective agreement to support student learning.

Budget 2025-26	Budget 2024-25
Single fee \$350	4 day \$305
	5 day \$335

A single lunch fee program for 4-day supervision will be introduced in 2025-26 across the system that is equitable for all parents and schools.

Student Supplies Fee

The Student Supplies Fee (SSF) for Kindergarten through Grade 6 covers the cost of individual student supplies (Appendix V) used by students over the course of the school year. This fee ensures that all CBE students have access to the individual student supplies necessary for their education.

	Budget 2025-26	Budget 2024-25
Kindergarten	\$20	\$20
Grade 1 - 6	\$40	\$40

Families of students in Grades 7 through 12 are responsible for purchasing their own student-specific supplies.

The cost of the student supplies fee remains the same as 2024-25.

Transportation

The CBE provides transportation for students through yellow school bus providers, specialized transportation providers, and arrangements with Calgary Transit. The CBE works with all transportation service providers to ensure students are transported to schools in a safe, reliable, and sustainable manner.

Budget 2025-26		Budget 2024-25	
All Riders	\$360*	All Riders	\$260
Additional Alternate Address	\$180	Additional Alternate Address	\$110

*Kindergarten fee \$180 (one way)

By a Board of Trustees' motion, student transportation services are required to balance within available government funding and related fee revenue. Students in programs requiring specialized transportation will continue to access fee-free transportation as noted in the Alberta Education Funding Manual.

For the 2025-26 school year, the CBE will be expanding yellow bus service and adjusting walk zones for the upcoming school year. This is in response to Alberta Education's [School Transportation Amendment Regulation](#) for student transportation that comes into effect on Sept. 1, 2025.

The Legislation made changes to the transportation eligibility distance and how it is calculated. Eligibility will now be measured by driving distance versus walking distance. This means that many more students will become eligible to take the bus. The transportation grant is based on an estimate of total passengers. This has an impact on a growing board like the CBE. More students require transportation given escalating enrolment, 30+ schools in overflow and high school utilization are at 108%. In addition, the cost of providing yellow bus transportation has increased year over year. For example, provider costs, insurance and software costs have all risen.

In 2020, the Board of Trustees passed a motion that transportation expenses must be covered by provincial transportation funding and user fees alone. Operational reserves or funding from other grants cannot be used to support transportation. In keeping with this motion, transportation services levels must align with funding provided while keeping fees reasonable. To be compliant with Operational Expectations OE-3: Instructional Program and the increased costs associated with implementing the new legislated transportation service levels, and considering Alberta Education funding, transportation fees must increase to remain balanced.

The CBE is supporting students, families and staff through the transportation service adjustments including continuing to work with service providers to ensure CBE routes are the number one choice for school bus drivers.

Expense

Expenditures are classified* in three diverse ways:

- account
- block
- category

*The CBE's classification and use of accounts is regulated by the reporting requirements of Alberta Education. Revenues are grouped by source and expenditures are categorized by both account and block.

Additional information regarding definitions for expense and block categories can be found in Appendix IV.

Some general examples:



Teacher Salaries and Benefits

Account: Salaries and Benefits
Block: Instruction
Category: Schools and Areas



Classroom Supplies

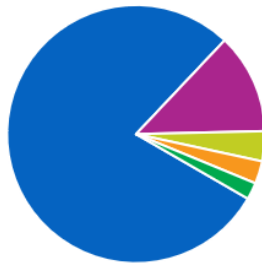
Account: Supplies
Block: Instruction
Category: Schools and Areas



Student Transportation

Account: Transportation
Block: Transportation
Category: Corporate Costs

Expense by Account and Block



	Salaries and Benefits	Supplies and Services	Other	Total
Instruction	\$1,160	\$123	\$26	\$1,309
Operations and Maintenance	\$78	\$63	\$73	\$214
Transportation	\$2	\$57	\$2	\$61
System Administration	\$26	\$27	\$1	\$54
External Services	\$23	\$7	\$6	\$36
Total	\$1,289	\$277	\$108	\$1,674

(Values in Millions)

Items to note:

- The CBE does not have a bonus program for any CBE employee, including the Chief Superintendent, superintendents, or other system leaders.
- No instructional dollars have been allocated towards transportation expenses or system administration.
- The Operations and Maintenance (O&M) grant does not cover the actual costs related to the operations and maintenance required by CBE schools.

Expense by Account and Category

Total CBE expenditures are categorized in the table below. The table shows the cost of operating schools and Areas, the corporate cost, as well as operating costs managed within each service unit.

	Salaries & Benefits	Supplies & Services	Other	Budget 2025-26	Budget 2024-25	Change
in \$000s						
Schools and Areas	\$ 1,128,654	\$ 91,667	\$ 60	\$ 1,220,383	\$ 1,197,153	\$ 23,230
School Improvement	61,340	8,871	410	70,621	64,199	6,422
Corporate Cost	7,353	159,211	93,844	260,408	254,051	6,357
Finance and Technology Services	39,451	2,300	11,770	53,517	46,866	6,651
Facilities and Environmental Services	28,611	12,115	1,898	42,626	38,669	3,957
Human Resources	17,813	784	-	18,597	15,981	2,616
Communications and Engagement Services	2,925	135	-	3,060	2,852	208
General Counsel	2,125	115	-	2,240	1,999	241
Board of Trustees	478	1,547	-	2,025	1,602	423
Chief Superintendent	518	98	-	616	556	60
Total	\$ 1,289,268	\$ 276,843	\$ 107,982	\$ 1,674,093	\$ 1,623,928	\$ 50,165

Salaries and benefits are 77.0% of total current-year expenditures. The second chart below illustrates the movement of full-time equivalent (FTE) staff in each of the departments.

FTE by Department (Budget to Budget Comparison)

The growth year over year illustrated in the graph below is as compared to Budget 2024-25. It is important to note that Budget 2024-25 was based on a higher enrolment projection compared to actuals.

Although the increase to schools and areas in the chart below appears small when compared to the continued growth the CBE is experiencing into 2025-26, that is only because we are comparing Budget 2024-25 to Budget 2025-26. Budget 2024-25 assumed materially higher enrolment growth than what was actually experienced. Accordingly, budgeted staffing levels for 2024-25 were higher than what was actually achieved.

More specifically, for 2024-25, the lower actual enrolment required the CBE to return just over \$18 million in funding. This represents funding sufficient to hire approximately 125 teachers.

The bottom line is that staffing levels in schools and areas has been maintained at, or near, 2024-25 levels within Budget 2025-26.

FTE by Department			Change from Budget 2024-25
Schools and Areas	10,216	▲	24
School Improvement	443	▲	2
Facilities and Environmental Services	242	▲	15
Finance and Technology Services	238	▲	3
Human Resources	145	▲	14
Communications and Engagement Services	22	-	-
Corporate Service Units	16	▲	1
General Counsel	14	▲	1
Chief Superintendent	3	-	-
Total 11,339			60

* Total Schools FTE is 9,555 (2024-25 9,546), Total Areas FTE is 661 (2024-25 646).

Service Unit Staff

- Approximately 90% of CBE staff are in school-based positions, including facility operations staff, with the remaining 10% allocated to non-school-based support staff who often provide direct support to schools.
- The CBE continues to provide relatively consistent levels of staff (prioritizing school-based positions) in a constrained budget environment.
- Supporting schools are service unit staff that keep schools running smoothly, including human resources, technology, communications, legal services, student supports like psychologists, speech language pathologists as well as support for the Board of Trustees and the Office of the Chief Superintendent. As CBE's enrolment increases, additional staff are necessary in these essential roles.

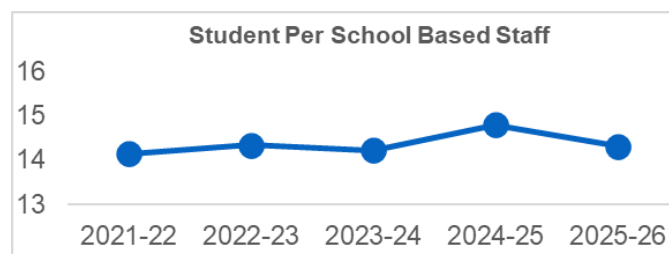
Budget 2025-26			Change from Budget 2024-25			Actual 2023-24		
Certificated	Non Certificated	Total	Certificated	Non Certificated	Total	Certificated	Non Certificated	Total
7,370	2,846	10,216	▼35	▲59	▲24	6,939	2,514	9,453
185	938	1,123	-	▲36	▲36	169	851	1,020
7,555	3,783	11,339	▼35	▲95	▲60	7,108	3,365	10,473

This chart does not include substitutes or temporary staff.

While the Budget 2025-26 comparison to Budget 2024-25 provides information related Budget submissions, as noted above, Budget 2024-25 saw materially higher enrolment projections than what was actually experienced. In reality, the CBE's certificated staff will increased from 6,939 (actual 2023-24) to 7,370 in Budget 2025-26. Final staffing levels for 2024-25 continue to be calculated and will be provided during the Year End financial reporting.

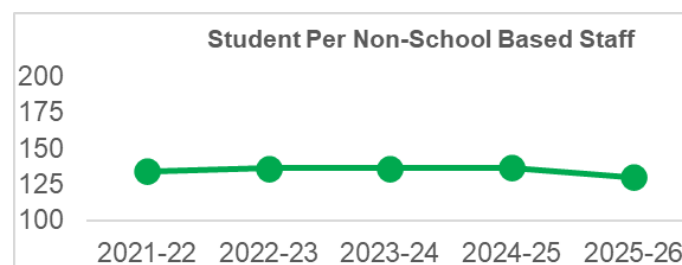
School-based staff include but are not limited to:

- Principals
- Teachers
- Learning Leaders
- Education Assistants
- Facility Operators



Non-school-based staff include but are not limited to:

- Braille assistants
- Communication and community engagement
- Cultural diversity advisors
- Superintendents and Education directors
- Facilities and environmental services
- Financial supply chain management
- Human resources personnel
- Legal services
- Occupational and physical therapists
- Payroll and benefits administration
- Psychologists
- Speech language pathologists
- Technology support specialists
- Student Transportation



Summary of Corporate Costs

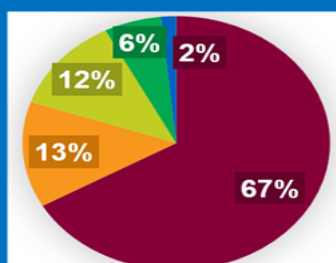
Corporate costs are organizational costs managed by respective service units on behalf of the entire CBE. They are mainly non-discretionary, at least in the short to medium-term, and cannot be easily reduced without a significant impact on the CBE's operations.

The table below shows a representation of items that make up a portion of the CBE's total expenditures:

	Budget 2025-26	Budget 2024-25	Change	% Change
	in \$000s			
Amortization	\$ 82,787	\$ 79,940	\$ 2,847	3.6%
Transportation charges	56,262	57,694	(1,432)	(2.5%)
Utilities	37,021	37,521	(500)	(1.3%)
Maintenance and repairs	13,698	13,643	55	0.4%
Professional services	13,553	12,628	925	7.3%
Other supplies	13,048	10,126	2,922	28.9%
Insurance	12,555	12,505	50	0.4%
Rental equipment and facilities	11,741	11,735	6	0.1%
Salaries and benefits	7,354	7,238	116	1.6%
Interest and finance	2,750	2,523	227	9.0%
Dues and fees	1,296	1,296	-	-
Minor equipment	35	35	-	-
Travel and subsistence	1	1	-	-
Other (uncollectible accounts)	8,308	7,170	1,138	15.9%
Total	\$ 260,408	\$ 254,051	\$ 6,357	2.5%

Summary of Expenses by Schools and Areas

The Resource Allocation Method ensures schools have the necessary base funding to operate effectively. The RAM supports schools directly and indirectly through central funded student support services allowing for better matching of resources. The allocation is as follows:



- 67% K-12
- 13% Basic School Allocation
- 12% Other
- 6% ATRF
- 2% Contract absences short term

Resources are allocated to schools via the Resource Allocation Method (RAM). The RAM allocation is the yearly school budget and is designed to allocate resources equitably, not equally, while providing choice to school administration (the principal) in the assignment and deployment of those resources to meet the unique learning needs of all students within each school.

Several factors influence the RAM allocation provided to each school. Some of these factors include, but are not necessarily limited to, enrolment, classroom complexity, and equity considerations. Accordingly, two similar schools can and will, have differing RAM allocations.

Consistent with Alberta Education funding, the RAM allocations are not specific to any one student in the school. Rather, the RAM allocations are designed to support the needs of all students within a particular school.

Approximately \$719.5 million covers teachers and education assistants. An additional \$145.1 million is provided to address the unique equity factors in each school and \$130.9 million for other required positions in all schools.

The CBE also provides a wide range of school and instruction supports that are administered centrally on behalf of schools to achieve maximum efficiency and effectiveness. These centrally funded student support services can be deployed where and when necessary to address individual student need. Having some resources at the central level allows for a better matching of resources to needs.

	Budget 2025-26		Budget 2024-25		Change	
	RAM (\$000s)	Enrolment Student Count	RAM (\$000s)	Enrolment Student Count	RAM (\$000s)	Enrolment Student Count
K-12	719,461	146,142	717,745	147,522	1,716	(1,380)
Other - Equity factors, unique settings and specialized classes	145,101		135,232		9,869	
Basic school staff allocation	130,908		129,921		987	
Alberta Teachers' Retirement Fund	64,741		69,435		(4,694)	
Contract absences, short term	17,295		17,599		(304)	
Total	1,077,506		1,069,932		7,574	

Financial Future

Capital

Board-Funded Capital

Board-funded capital is an essential aspect of a school district's spending plan that supports students' learning since there is no specific grant for board-funded capital. The CBE assigns a portion of its total grant funding to meet its capital spending needs equivalent to the amount of amortization of the board funded capital assets.

To ensure that the board-funded capital projects align with CBE's strategic and operational goals, a cross-functional team co-chaired by the Superintendent, Finance and Technology Services, and the Superintendent, Facilities and Environmental Services, prioritizes the projects. This prioritized project list is then provided to Superintendents' Team for final review and approval.

Note: The amount of board-funded capital available in any given year is determined by the amount to total amortization related to the CBE's investment in board-funded assets over time. This amortization amount becomes the board-funded capital budget for the same school year.

In 2025-26, the CBE will set aside \$36.5 million for board-funded capital to address projects such as:

- Commissioning of new schools and modulars
- Annual capital acquisitions to maintain a stable and reliable inventory of assets such as technology devices, vehicles, and maintenance equipment
- Enhancements or replacement of enterprise systems such as payroll, human resources management, and financial systems
- Core technology upgrades such as servers, switches, wireless endpoints

Provincially Supported Capital Projects

Each year the CBE prepares a Three-Year School Capital Plan and a Modular Classroom Program for submission to the provincial government. The implementation of these plans is dependent upon provincial approval, funding, and delivery.

Presently, CBE has a total of 15 new schools in various phases and various levels of capital approval (planning, design, or construction). These new schools will provide an additional 15,100 student spaces when completed. A list of the projects with their respective capacity and phase can be found in the [Three-Year School Capital Plan | 2026-2029](#).

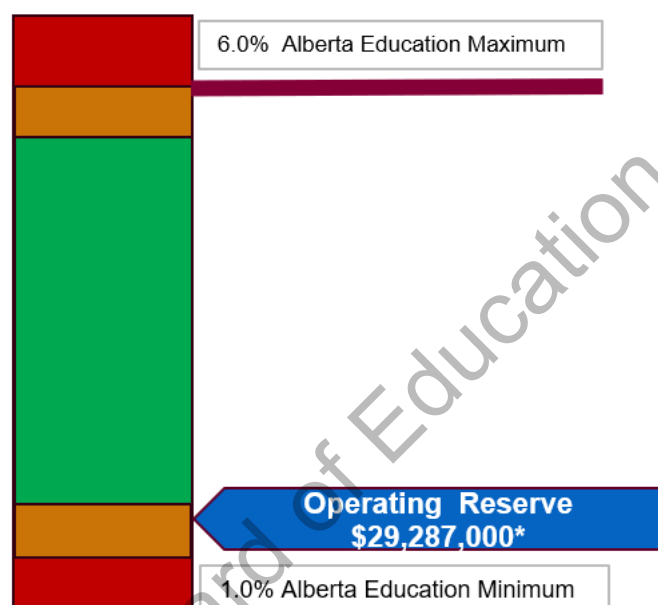
Through the 2024-25 Modular Classroom Program and CBE capital reserves, modular increases in 2024-25 resulted in a total of 1,175 new student spaces and 425 spaces were relocated to where they were needed most. As a part of the 2025-26 Modular Classroom Program, the Government of Alberta announced the approval of eight new modulars for the CBE, which will add an additional 200 student spaces to the system, along with the demolition of one aged modular that is no longer required in its current location and is beyond its useful life.

The spending for these provincially funded projects is not included in the CBE's annual budget, as the amortization expense and corresponding recognition of revenue occurs over the useful life of the related asset.

Reserves

The CBE will be closely monitoring all activities to identify any significant, unanticipated, one-time expenses that may arise, and potentially require access to reserve funds. It is important to note that the use of reserves will be considered a last option, after the CBE has explored all other spending adjustment options during the school year. In the unlikely event that the necessary in-year savings cannot be achieved, a draw from operating reserves may be required to offset a budgeted deficit.

Alberta Education sets operating reserve limits. Red highlights areas of non-compliance, orange is getting close to non-compliance and green is compliant.



*Projections based on Q2 Forecast 2024-25

The 2023-24 school year ended with a decreased accumulated surplus from operations (ASO) due to multiple factors in prior years including inflation, rising costs of labour and record levels of enrolment. Contributions to the ASO are necessary to ensure the long-term financial health of the CBE and have been incorporated into this budget report. The CBE has allocated 0.5% of expenditures (\$8.0 million) towards increasing the ASO to support additional operational flexibility. We will continue this approach over the next 2-3 budget cycles to ensure the system has an appropriate level of financial flexibility.

The operating reserve projected balance is a forecast only and does not incorporate any carry forwards that may be noted at year end. The CBE consistently has carried forward operating projects and this may reduce the draw on the operating reserve, thereby increasing the reserve balance at year end.

In addition to Alberta Education's operating reserves limits, the Board of Trustees policy direction (outlined in Operational Expectations OE-5: Financial Planning) requires CBE Administration to maintain an operating reserve at a minimum of 3% of prior year operating expenses exclusive of external block expenditures, subject to operational realities.

The CBE is currently at 1.9% of prior year operating expenditures as of the second quarter (Feb 2025). The current operating reserve levels are within the minimum and maximum set by Alberta Education.

Conclusion

The Calgary Board of Education's 2025-26 budget report outlines our financial plan to support the mission of providing high-quality education while managing resources responsibly.

Our budget is designed to maintain the excellence of Calgary's public education system and adapt to the growing needs of our community. It reflects our dedication to fiscal responsibility and our strategic efforts to ensure students benefit from a supportive and enriching educational environment.

In conclusion, the 2025-26 budget report showcases our commitment to academic success and financial stewardship, positioning the Calgary Board of Education to continue high quality learning for students in a constrained budget.

Property of the Calgary Board of Education

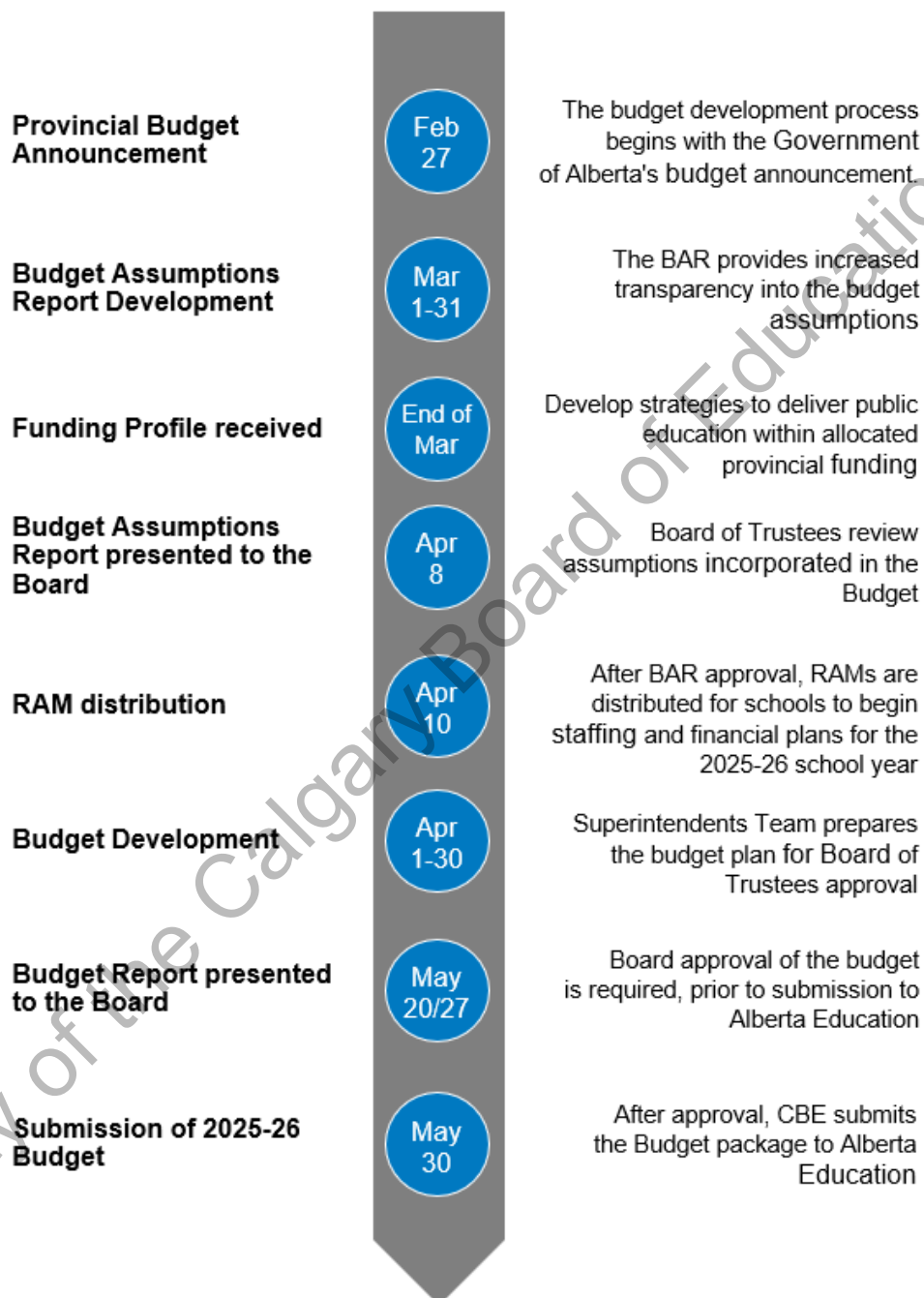
Appendices

Appendix I: Alberta Education 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.		

Classification: Protected A

Appendix II: Budget Process and Timeline



Appendix III: Budget Report (Submission to Alberta Education)

School Jurisdiction Code: 3030

BUDGET REPORT FOR THE YEAR ENDING AUGUST 31, 2026

[Education Act, Sections 139(2)(a) and 244]

3030 The Calgary School Division

Legal Name of School Jurisdiction

1221 8 Street SW Calgary AB AB T2R 0L4; (403) 817-4000; brgrundy@cbe.ab.ca

Contact Address, Telephone & Email Address

BOARD CHAIR

Ms. Patricia Bolger

Name

Signature

SUPERINTENDENT

Ms. Joanne Pitman

Name

Signature

SECRETARY TREASURER or TREASURER

Mr. Bradley Grundy

Name

Signature

Certified as an accurate summary of the year's budget as approved by the Board
of Trustees at its meeting held on

May 27, 2025

Date

TABLE OF CONTENTS

	Page
BUDGETED STATEMENT OF OPERATIONS & ALLOCATION OF EXPENSES (BY OBJECT)	3
BUDGETED SCHEDULE OF PROGRAM OPERATIONS	4
BUDGETED SCHEDULE OF FEE REVENUE	5
PROJECTED SCHEDULE OF CHANGES IN ACCUMULATED OPERATING SURPLUS (SUMMARY)	6
SCHEDULE OF USES FOR ACCUMULATED SURPLUSES AND RESERVES	7
DETAILS OF RESERVES AND MAXIMUM OPERATING RESERVE LIMIT EXEMPTION CRITERIA	8
PROJECTED STUDENT STATISTICS	9
PROJECTED STAFFING STATISTICS	10

Legend:

Blue	Data input is <u>required</u> .	Grey	No entry required - the cell is protected.
Pink	Populated from data entered in this template (i.e. other tabs)	White	Calculation cells. These are protected and cannot be changed.
Green	Populated based on information previously submitted to Alberta Education	Yellow	Flags to draw attention to sections requiring entry depending on other parts of the su

HIGHLIGHTS, PLANS, ASSUMPTIONS AND RISKS SUMMARY- 2025/2026 BUDGET REPORT

The following were presented to the Board and approved as underlying the budget. These key points and assumptions used in development of the budget take into consideration the economic environment of the jurisdiction, focus on anticipated changes from current year, and are realistic and consistent with the three year Education Plan. At a minimum, they disclose key budget assumptions, financial & business risks, and specific strategies explaining how this budget will support the jurisdiction's plans.

Budget Highlights, Plans & Assumptions:

- The CBE will align the size and scale of programs, services, and supports within the Alberta Education allocated funding.
- The CBE will increase resources directed at teaching and learning in the classroom to the extent allowed within allocated funding.
- The CBE will set aside 0.5 per cent (approximately \$8.0 million), to increase the Accumulated Surplus from Operations (ASO) for 2025-26. The CBE will set aside similar amounts in each of 2026-27 and 2027-28 or until the ASO is at least 1.5 per cent of total CBE annual expenditures.
- The CBE will carefully manage (non-classroom) costs consistent with the operational needs of the jurisdiction.
- The CBE assumes overall enrolment headcount will increase by 3,740, from Sept 30, 2024, count, for a total of 146,142 as submitted to Alberta Education (funded headcount will differ).
- The CBE assumes incremental dollars will be provided for increased enrolment and/or changes in student population complexity in the 2025-26 school year.
- Costs associated with negotiated union settlements have been included in the budget assumptions up to the mandated amount. Anything in excess will be carried as a pressure against the global budget.
- The CBE will maximize available grant revenue across all grant categories. Where targeted grants are received, the CBE will ensure the funds are used as intended.
- The CBE's system administration expenses will be compliant with the funding provided by the targeted grant from the government. The system administration block will continue to carry most of the lease and operating costs associated with the Education Centre.
- The CBE will balance the transportation budget using government funding and fees paid by parents. As directed by Board motion, the transportation budget will not be supplemented with additional dollars to support student transportation costs. For the 2025-26 school year, the CBE's student transportation fees will be a single rider fee of \$360 (*\$180 for kindergarten). The transportation ride distance change has assumed government funding sufficient to cover the change in distance however this will be monitored as the change is rolled out.
- The CBE will continue to administer a student supplies fee for Kindergarten through Grade six. This fee will cover the cost of individual student supplies (pens, pencils, crayons, glue, etc.) utilized by students over the course of the school year. The fee will remain \$20 for kindergarten and \$40 Grades 1 through 6. The CBE does not make a profit on fees charged.
- The CBE intends to actively pursue opportunities to lease out excess space in the Education Centre. Due to the current economic conditions, potential lease revenue may not completely offset the prorated expenditure. In addition, the CBE continues to explore options to accommodate the significant growth in enrolment in spaces available. As a result, external block shows a deficit. Every effort will be made to bring the external block into balance.
- Rapid enrolment growth also places pressure on the CBE's learning infrastructure. A school with a utilization rate of 85% or higher is considered fully utilized. Currently 73.4 per cent of CBE school are at or above full utilization per Alberta Education's criteria. This imposes challenges across the system as more schools move into overflow and an increasing number of schools, particularly high schools, are experiencing utilization rates over 100 per cent.

Significant Business and Financial Risks:

- With continued strong enrolment growth and persistent inflation, government funding that is held to less than population growth and inflation will prove challenging.
- Under the government's two-year WMA approach, school jurisdictions must manage all risk associated with growth in enrolment beyond that included in the WMA calculation.
- If more students attend CBE schools than planned, programs, supports and services may need to be adjusted to stay within available funding.
- In addition to student population growth, there is an increase in the complexity of student needs. With complexity, comes unique needs to ensure each student can learn and the CBE may not have resources for those needs.
- The Alberta Teachers' Association (ATA) collective agreement has been funded through Alberta Education. CUPE and Trades negotiations have settled and resulted in new agreements. Staff Association continues to negotiate at the time of this report. There has also been Board approval to provide increases to exempt staff. All the changes, except for ATA, are not funded by Alberta Education.
- The Provincial Bargaining and Compensation Office (PBCO) supports the government's fiscal, economic and policy priorities as an employer and funder, with respect to public-sector bargaining. The Calgary Board of Education will follow the direction provided by the PBCO in regards to bargaining and settlement.
- Like other corporations and individuals, the CBE is subject to the impacts of inflation. When inflation rate is higher than the rate of funding, it means that the value of a dollar buys less programs, services or supports.
- Within the limitations of the system administration grant, 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.
- The CBE continues to explore all viable options to reduce the annual operating costs associated with the Education Centre lease agreement.
- While transportation costs are balanced with funding and fees, there is a risk that costs will rise to accommodate increased riders and/or students requiring complex transportation.
- The CBE will retain a comprehensive fee waiver process to support those families who cannot pay to ensure that no student is denied access to their public education. For those families who do not pay their fees, despite an ability to pay, the CBE will continue to maintain a collection process to ensure overall system fairness. With the complex economic environment ahead for Calgarians, there is a risk that waivers could be higher than anticipated.

BUDGETED STATEMENT OF OPERATIONS
for the Year Ending August 31

	Approved Budget 2025/2026	Approved Budget 2024/2025	Actual Audited 2023/2024
REVENUES			
Government of Alberta	\$ 1,568,021,000	\$1,522,526,000	\$1,446,210,000
Federal Government and First Nations	\$ 680,000	\$744,000	\$1,113,000
Property taxes	\$ -	\$0	\$0
Fees	\$ 66,140,000	\$58,266,000	\$54,403,000
Sales of services and products	\$ 18,915,000	\$18,793,000	\$23,798,000
Investment income	\$ 5,680,000	\$6,202,000	\$11,638,000
Donations and other contributions	\$ 10,297,000	\$10,007,000	\$17,602,000
Other revenue	\$ 4,362,000	\$4,727,000	\$4,768,000
TOTAL REVENUES	\$1,674,095,000	\$1,621,265,000	\$1,559,532,000
EXPENSES			
Instruction - ECS	\$ 36,551,000	\$39,925,000	\$35,246,000
Instruction - Grade 1 to 12	\$ 1,272,146,000	\$1,238,673,000	\$1,191,245,000
Operations & maintenance	\$ 213,708,000	\$203,980,000	\$207,673,000
Transportation	\$ 60,581,000	\$60,953,000	\$50,796,000
System Administration	\$ 54,588,000	\$46,142,000	\$45,477,000
External Services	\$ 36,521,000	\$34,255,000	\$33,871,000
TOTAL EXPENSES	\$1,674,095,000	\$1,623,928,000	\$1,564,308,000
ANNUAL SURPLUS (DEFICIT)	\$0	(\$2,663,000)	(\$4,776,000)

BUDGETED ALLOCATION OF EXPENSES (BY OBJECT)
for the Year Ending August 31

	Approved Budget 2025/2026	Approved Budget 2024/2025	Actual Audited 2023/2024
EXPENSES			
Certificated salaries	\$ 776,258,000	\$776,543,000	\$753,182,000
Certificated benefits	\$ 185,475,000	\$184,464,000	\$179,521,000
Non-certificated salaries and wages	\$ 260,025,000	\$237,253,000	\$224,167,000
Non-certificated benefits	\$ 67,212,000	\$62,962,000	\$57,089,000
Services, contracts, and supplies	\$ 277,143,000	\$261,080,000	\$251,189,000
Capital and debt services			
Amortization of capital assets			
Supported	\$ 60,117,000	\$60,546,000	\$58,854,000
Unsupported	\$ 36,744,000	\$31,325,000	\$30,058,000
Interest on capital debt			
Supported	\$ -	\$0	\$0
Unsupported	\$ 400,000	\$573,000	\$603,000
Other interest and finance charges	\$ 2,412,000	\$2,013,000	\$1,910,000
Losses on disposal of capital assets	\$ -	\$0	\$40,000
Other expenses	\$ 8,309,000	\$7,169,000	\$7,695,000
TOTAL EXPENSES	\$1,674,095,000	\$1,623,928,000	\$1,564,308,000

BUDGETED SCHEDULE OF PROGRAM OPERATIONS
for the Year Ending August 31

Approved Budget 2025/2026

REVENUES	Instruction		Operations and Maintenance	Transportation	System Administration	External Services	TOTAL	Actual Audited 2023/24
	ECS	Grade 1 to 12						
(1) Alberta Education	\$ 37,971,000	\$ 1,235,011,000	\$ 142,501,000	\$ 50,504,000	\$ 50,058,000	-	\$ 1,516,045,000	\$ 1,392,759,000
(2) Alberta Infrastructure - non remediation	\$ -	\$ -	\$ 51,667,000	-	\$ -	-	\$ 51,667,000	\$ 53,152,000
(3) Alberta Infrastructure - remediation	\$ -	\$ -	\$ -	-	\$ -	-	\$ -	\$ -
(4) Other - Government of Alberta	\$ -	\$ -	\$ -	-	\$ -	-	\$ -	\$ -
(5) Federal Government and First Nations	\$ -	\$ 650,000	\$ -	-	\$ 30,000	-	\$ 680,000	\$ 1,113,000
(6) Other Alberta school authorities	\$ -	\$ 294,000	\$ 15,000	-	\$ -	-	\$ 309,000	\$ 299,000
(7) Out of province authorities	\$ -	\$ -	\$ -	-	\$ -	-	\$ -	\$ -
(8) Alberta municipalities-special tax levies	\$ -	\$ -	\$ -	-	\$ -	-	\$ -	\$ -
(9) Property taxes	\$ -	\$ -	\$ -	-	\$ -	-	\$ -	\$ -
(10) Fees	\$ 178,000	\$ 32,848,000		\$ 10,077,000		\$ 23,037,000	\$ 66,140,000	\$ 54,403,000
(11) Sales of services and products	\$ -	\$ 10,165,000	\$ 273,000	-	\$ 75,000	\$ 8,402,000	\$ 18,915,000	\$ 23,798,000
(12) Investment income	\$ -	\$ 1,180,000	\$ -	-	\$ 4,500,000	-	\$ 5,680,000	\$ 11,638,000
(13) Gifts and donations	\$ -	\$ 8,526,000	\$ 271,000	-	\$ -	-	\$ 8,797,000	\$ 15,983,000
(14) Rental of facilities	\$ -	\$ -	\$ 481,000	-	\$ -	\$ 3,640,000	\$ 4,121,000	\$ 4,071,000
(15) Fundraising	\$ -	\$ 1,500,000	\$ -	-	\$ -	-	\$ 1,500,000	\$ 1,619,000
(16) Gains on disposal of tangible capital assets	\$ -	\$ -	\$ -	-	\$ -	-	\$ -	\$ -
(17) Other	\$ -	\$ 241,000	\$ -	-	\$ -	-	\$ 241,000	\$ 697,000
(18) TOTAL REVENUES	\$ 38,149,000	\$ 1,290,415,000	\$ 195,208,000	\$ 60,581,000	\$ 54,663,000	\$ 35,079,000	\$ 1,674,095,000	\$ 1,559,532,000

EXPENSES								
(19) Certificated salaries	\$ 25,241,000	\$ 746,466,000			\$ 961,000	\$ 3,590,000	\$ 776,258,000	\$ 753,182,000
(20) Certificated benefits	\$ 3,966,000	\$ 180,829,000			\$ 120,000	\$ 560,000	\$ 185,475,000	\$ 179,521,000
(21) Non-certificated salaries and wages	\$ 5,705,000	\$ 156,685,000	\$ 60,494,000	\$ 1,232,000	\$ 20,823,000	\$ 15,086,000	\$ 260,025,000	\$ 224,167,000
(22) Non-certificated benefits	\$ 1,360,000	\$ 39,744,000	\$ 47,158,000	\$ 307,000	\$ 4,597,000	\$ 4,046,000	\$ 67,212,000	\$ 57,089,000
(23) SUB - TOTAL	\$ 36,272,000	\$ 1,123,724,000	\$ 77,652,000	\$ 1,539,000	\$ 26,501,000	\$ 23,282,000	\$ 1,288,970,000	\$ 1,213,959,000
(24) Services, contracts and supplies	\$ 229,000	\$ 122,868,000	\$ 63,225,000	\$ 56,707,000	\$ 26,978,000	\$ 7,136,000	\$ 277,143,000	\$ 251,189,000
(25) Amortization of supported tangible capital assets	\$ -	\$ -	\$ 60,117,000	-	\$ -	-	\$ 60,117,000	\$ 58,854,000
(26) Amortization of unsupported tangible capital assets	\$ -	\$ 23,432,000	\$ 12,314,000	-	\$ 961,000	\$ 37,000	\$ 36,744,000	\$ 27,186,000
(27) Amortization of supported ARO tangible capital assets	\$ -	\$ -	\$ -	-	\$ -	-	\$ -	\$ -
(28) Amortization of unsupported ARO tangible capital assets	\$ -	\$ -	\$ -	-	\$ -	-	\$ -	\$ 2,872,000
(29) Accretion expenses	\$ -	\$ -	\$ -	-	\$ -	-	\$ -	\$ -
(30) Supported interest on capital debt	\$ -	\$ -	\$ -	-	\$ -	-	\$ -	\$ -
(31) Unsupported interest on capital debt	\$ -	\$ -	\$ 400,000	-	\$ -	-	\$ 400,000	\$ 603,000
(32) Other interest and finance charges	\$ -	\$ 1,373,000	\$ -	\$ 219,000	\$ 53,000	\$ 767,000	\$ 2,412,000	\$ 1,910,000
(33) Losses on disposal of tangible capital assets	\$ -	\$ -	\$ -	-	\$ -	-	\$ -	\$ 40,000
(34) Other expense	\$ 50,000	\$ 749,000	\$ -	\$ 2,116,000	\$ 95,000	\$ 5,299,000	\$ 8,309,000	\$ 7,695,000
(35) TOTAL EXPENSES	\$ 36,551,000	\$ 1,272,146,000	\$ 213,708,000	\$ 60,581,000	\$ 54,588,000	\$ 36,521,000	\$ 1,674,095,000	\$ 1,564,308,000
(36) OPERATING SURPLUS (DEFICIT)	\$ 1,598,000	\$ 18,269,000	\$ (18,500,000)	\$ -	\$ 75,000	\$ (1,442,000)	\$ -	\$ (4,776,000)

BUDGETED SCHEDULE OF FEE REVENUE
for the Year Ending August 31

	Approved Budget 2025/2026	Approved Budget 2024/2025	Actual 2023/2024
FEES			
TRANSPORTATION	\$10,077,000	\$6,010,000	\$5,275,000
BASIC INSTRUCTION SUPPLIES (Instructional supplies, & materials)	\$2,851,000	\$2,846,000	\$2,845,000
LUNCHROOM SUPERVISION & NOON HOUR ACTIVITY FEES	\$23,037,000	\$19,235,000	\$19,693,000
FEES TO ENHANCE BASIC INSTRUCTION			
Technology user fees	\$0	\$0	\$0
Alternative program fees	\$1,300,000	\$1,300,000	\$743,000
Fees for optional courses	\$5,300,000	\$5,300,000	\$5,809,000
ECS enhanced program fees	\$0	\$0	\$0
Activity fees	\$17,775,000	\$17,775,000	\$13,203,000
Other fees to enhance education (Describe here)	\$0	\$0	\$0
NON-CURRICULAR FEES			
Extra-curricular fees	\$3,500,000	\$3,500,000	\$3,112,000
Non-curricular goods and services	\$2,300,000	\$2,300,000	\$724,000
Non-curricular travel	\$0	\$0	\$2,961,000
OTHER FEES (Describe here)	\$0	\$0	\$0
TOTAL FEES	\$66,140,000	\$58,266,000	\$54,365,000

PLEASE DO NOT USE "SCHOOL GENERATED FUNDS" AS A CATEGORY

Please disclose amounts paid by parents of students that are recorded as "Sales of services and products" (rather than fee revenue). Note that this schedule should include only amounts collected from parents and so it may not agree with the Statement of Operations.		Approved Budget 2025/2026	Approved Budget 2024/2025	Actual 2023/2024
Cafeteria sales, hot lunch, milk programs		\$0	\$0	\$1,122,000
Special events		\$0	\$0	\$1,097,000
Sales or rentals of other supplies/services		\$5,000,000	\$5,000,000	\$399,000
International and out of province student revenue		\$7,448,000	\$7,419,000	\$0
Adult education revenue		\$825,000	\$825,000	\$952,000
Preschool		\$0	\$0	\$0
Child care & before and after school care		\$0	\$0	\$0
Lost item replacement fees		\$0	\$0	\$11,000
Other (describe) Foreign Tuition		\$0	\$0	\$8,166,000
Other (describe) Music Instruments, library fees, commissions		\$0	\$0	\$819,000
Other (describe) Other - Fundraising donations		\$0	\$0	\$2,061,000
Other (describe)		\$0	\$0	
Other (describe)		\$0	\$0	
TOTAL		\$13,273,000	\$13,244,000	\$14,627,000

PROJECTED SCHEDULE OF CHANGES IN ACCUMULATED OPERATING SURPLUS (SUMMARY)

for the Year Ending August 31

	(1)	(2)	(3)	(4)	(5)	(6)	(7)
	ACCUMULATED OPERATING SURPLUS/DEFICITS (2+3+4+7)	INVESTMENT IN TANGIBLE CAPITAL ASSETS	ENDOWMENTS	ACCUMULATED SURPLUS FROM OPERATIONS (5+6)	UNRESTRICTED SURPLUS	INTERNALLY RESTRICTED	
						OPERATING RESERVES	CAPITAL RESERVES
Actual balances per AFS at August 31, 2024	\$134,824,000	\$53,873,000	\$5,628,000	\$1,535,000	(\$43,824,000)	\$45,359,000	\$73,788,000
2024/2025 Estimated impact to AOS for:							
Prior period adjustment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Estimated surplus/(deficit)	\$4,000,000			\$4,000,000	\$4,000,000		
Estimated board funded capital asset additions		\$21,080,301		(\$21,080,301)	(\$21,080,301)	\$0	\$0
Projected board funded ARO tangible capital asset additions		\$0		\$0	\$0	\$0	\$0
Estimated disposal of unsupported tangible capital assets	\$0	\$0		\$0	\$0		\$0
Budgeted disposal of unsupported ARO tangible capital assets	\$0	\$0		\$0	\$0		\$0
Estimated amortization of capital assets (expense)		(\$86,000,000)		\$86,000,000	\$86,000,000		
Estimated capital revenue recognized - Alberta Education		\$11,795,000		(\$11,795,000)	(\$11,795,000)		
Estimated capital revenue recognized - Alberta Infrastructure		\$48,974,000		(\$48,974,000)	(\$48,974,000)		
Estimated capital revenue recognized - Other GOA		\$0		\$0	\$0		
Estimated capital revenue recognized - Other sources		\$271,000		(\$271,000)	(\$271,000)		
Budgeted amortization of ARO tangible capital assets		\$0		\$0	\$0		
Budgeted amortization of supported ARO tangible capital assets		\$2,819,000		(\$2,819,000)	(\$2,819,000)		
Budgeted board funded ARO liabilities - recognition		\$0		\$0	\$0		
Budgeted board funded ARO liabilities - remediation		\$0		\$0	\$0		
Estimated changes in Endowments	\$0		\$0	\$0	\$0		
Estimated unsupported debt principal repayment		\$2,430,000		(\$2,430,000)	(\$2,430,000)	\$0	\$0
Estimated reserve transfers (net)				\$0	\$16,072,000	(\$16,072,000)	\$0
Estimated assumptions/transfers of operations - capital lease addition	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Estimated Balances for August 31, 2025	\$138,824,000	\$55,242,301	\$5,628,000	\$4,165,699	(\$25,121,301)	\$29,287,000	\$73,788,000
2025/26 Budget projections for:							
Budgeted surplus/(deficit)	\$0			\$0	\$0		
Projected board funded tangible capital asset additions		\$27,815,000		(\$27,815,000)	(\$27,815,000)	\$0	\$0
Projected board funded ARO tangible capital asset additions		\$0		\$0	\$0	\$0	\$0
Budgeted disposal of unsupported tangible capital assets	\$0	\$0		\$0	\$0		\$0
Budgeted disposal of unsupported ARO tangible capital assets	\$0	\$0		\$0	\$0		\$0
Budgeted amortization of capital assets (expense)		(\$96,861,000)		\$96,861,000	\$96,861,000		
Budgeted capital revenue recognized - Alberta Education		\$11,963,000		(\$11,963,000)	(\$11,963,000)		
Budgeted capital revenue recognized - Alberta Infrastructure		\$48,154,000		(\$48,154,000)	(\$48,154,000)		
Budgeted capital revenue recognized - Other GOA		\$0		\$0	\$0		
Budgeted capital revenue recognized - Other sources		\$0		\$0	\$0		
Budgeted amortization of ARO tangible capital assets		\$0		\$0	\$0		
Budgeted amortization of supported ARO tangible capital assets		\$2,819,000		(\$2,819,000)	(\$2,819,000)		
Budgeted board funded ARO liabilities - recognition		\$0		\$0	\$0		
Budgeted board funded ARO liabilities - remediation		\$0		\$0	\$0		
Budgeted changes in Endowments	\$0		\$0	\$0	\$0		
Budgeted unsupported debt principal repayment		\$1,700,000		(\$1,700,000)	(\$1,700,000)		
Projected reserve transfers (net)				\$0	\$0		\$0
Projected assumptions/transfers of operations - internally restricted funds for the ASO	\$0	\$0	\$0	\$0	(\$8,000,000)	\$8,000,000	\$0
Projected Balances for August 31, 2026	\$138,824,000	\$50,832,301	\$5,628,000	\$8,575,699	(\$28,711,301)	\$37,287,000	\$73,788,000

SCHEDULE OF USES FOR ACCUMULATED SURPLUSES AND RESERVES
for the Year Ending August 31

	Unrestricted Surplus Usage				Operating Reserves Usage				Capital Reserves Usage			
	Year Ended				Year Ended				Year Ended			
	31-Aug-2026	31-Aug-2027	30-Aug-2028	31-Aug-2028	31-Aug-2026	31-Aug-2027	30-Aug-2028	31-Aug-2028	31-Aug-2027	30-Aug-2028		
Projected opening balance												
Projected excess of revenues over expenses (surplus only)	(\$28,121,301)	(\$28,711,301)	(\$28,711,301)		\$29,287,000	\$37,287,000	\$37,287,000	\$73,788,000	\$73,788,000	\$73,788,000		
Budgeted disposal of board funded TCA and ARO TCA	Explanation	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0		\$0
Budgeted disposal of board funded TCA and ARO TCA	Explanation	\$96,861,000	\$0	\$0		\$0	\$0	\$0	\$0	\$0		\$0
Budgeted amortization of capital assets (expense)	Explanation	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0		\$0
Budgeted capital revenue recognized, including ARO assets amortization	Explanation	(\$62,936,000)	\$0	\$0		\$0	\$0	\$0	\$0	\$0		\$0
Budgeted changes in Endowments	Explanation	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0		\$0
Budgeted board funded ARO liabilities - recognition	Explanation	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0		\$0
Budgeted board funded ARO liabilities - remediation	Explanation	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0		\$0
Budgeted board funded ARO liabilities - remediation	Explanation	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0		\$0
Budgeted unreported debt principal repayment	Explanation	(\$1,700,000)	\$0	\$0		\$0	\$0	\$0	\$0	\$0		\$0
Projected reserves transfers (net)	Unreported amortization to capital reserves	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		\$0
Projected assumptions/transfers of operations	Technology asset renewal	(\$8,000,000)	\$0	\$0	\$8,000,000	\$0	\$0	\$0	\$0	\$0		\$0
Increase in (use of) school generated funds	Explanation	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0		\$0
New school start-up costs	Explanation	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0		\$0
Decentralized school reserves	Explanation	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0		\$0
Non-recruiting certified remuneration	Grid creep, ret. salary increases	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0		\$0
Non-recruiting non-certified remuneration	Explanation	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0		\$0
Non-recruiting contracts, supplies & services	Explanation	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0		\$0
Professional development, training & support	Explanation	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0		\$0
Transportation Expenses	Explanation	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0		\$0
Operations & maintenance	Increased insurance costs - unreported	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0		\$0
English language learners	Explanation	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0		\$0
System Administration	Explanation	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0		\$0
OU&S / wellness programs	Explanation	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0		\$0
B & S administration organization / reorganization	Explanation	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0		\$0
Debt repayment	Explanation	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0		\$0
POM expenses	Explanation	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0		\$0
Non-salary related programming costs (explain)	Explanation	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0		\$0
Repairs & maintenance - School building & land	Explanation	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0		\$0
Repairs & maintenance - Technology	Explanation	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0		\$0
Repairs & maintenance - Vehicle & Transportation	Explanation	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0		\$0
Repairs & maintenance - Administration building	Explanation	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0		\$0
Repairs & maintenance - POM building & equipment	Explanation	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0		\$0
Repairs & maintenance - Other (explain)	Explanation	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0		\$0
Capital costs - School land & building	Explanation	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0		\$0
Capital costs - School modernization	Explanation	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0		\$0
Capital costs - School modular & additions	Explanation	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0		\$0
Capital costs - School building partnership projects	Explanation	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0		\$0
Capital costs - Technology	Technology asset renewal	(\$18,726,000)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		\$0
Capital costs - Vehicle & transportation	Replace vehicles at the end of useful life	(\$945,000)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		\$0
Capital costs - Administration building	Explanation	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0		\$0
Capital costs - POM building & equipment	CCTV Refitting and Retrofit	(\$6,216,000)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		\$0
Capital costs - Furniture & Equipment	Central Maintenance Equipment	(\$1,920,000)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		\$0
Capital costs - Other	Explanation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		\$0
Building leases	Explanation	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0		\$0
Other 1 - please use this row only if no other row is appropriate	Explanation	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0		\$0
Other 2 - please use this row only if no other row is appropriate	Explanation	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0		\$0
Other 3 - please use this row only if no other row is appropriate	Explanation	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0		\$0
Other 4 - please use this row only if no other row is appropriate	Explanation	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0		\$0
Estimated closing balance for operating contingency	(\$28,711,301)	(\$28,711,301)	(\$28,711,301)		\$37,287,000	\$37,287,000	\$37,287,000	\$73,788,000	\$73,788,000	\$73,788,000		

Total surplus as a percentage of 2026 Expenses	0.04919894	0.04919894	4.92%
ASO as a percentage of 2026 Expenses	0.51%	0.51%	0.51%

**DETAILS OF RESERVES AND
MAXIMUM OPERATING RESERVE LIMIT EXEMPTION CRITERIA
for the Year Ending August 31, 2025**

This template is designed to provide information about your school jurisdiction's reserves and to assist you in determining if you need to submit a letter requesting an exemption to exceed the maximum limit of Operating Reserves to the Minister. It has been split in to two parts, Part 1: exemptions (Row 21 - 51) and Part 2: transfers between operating and capital reserves (Row 52 - 67).

Complete Part 1 if over 6% in cell B24. Check for flag in cell E27.

Part 1: As per the 2024/25 Funding Manual, a formal request for an exemption to exceed the 2024/25 maximum operating reserve must be approved by the board and submitted to the Minister. If a reserve request to exceed the limit is required, please submit your formal letter by November 30, 2025. This tab should be attached as a supplement to your formal request. School jurisdictions who are projecting their 2024/25 operating reserves to be over their 2024/25 maximum limit, which is based on 6% of school jurisdiction's 2023/24 total expenses, and intend to submit a formal 2024/25 exemption request must complete Section A (if a 2023/24 exemption request was made and Ministerial approved) and Section B, explaining the rationale for an exemption and demonstrating when operating reserves will be drawn down below 6% over the subsequent school years.

Complete Part 2 if projecting transfers between operating and capital reserves.

Part 2: If your school jurisdiction is projecting to transfer between operating and capital reserves for the 2024/25 and/or 2025/26 school year, please complete the section under Row 52. The transfer amounts reported should agree with the 'AOS' tab. Please note that a letter requesting Ministerial approval is required to transfer from Capital to Operating Reserves.

PART 1: EXEMPTIONS

		Amount
Estimated Accumulated Surplus/(Deficit) from Operations as at Aug. 31, 2025		\$ 4,165,699
Less: School Generated Funds in Operating Reserves (from 2023/24 AFS)		\$0
Estimated 2024/25 Operating Reserves	0.27%	\$4,165,699
Maximum 2024/25 Operating Reserve Limit	6.00%	\$ 93,858,480
Estimated 2024/25 Operating Reserves Over Maximum Limit		\$ (89,692,781)

SECTION A: 2023/24 EXEMPTION REQUEST

Cell E29 reports your school jurisdiction's 2023/24 Ministerial approval exemption amount over your 2023/24 maximum limit.

Not Applicable

Cell E30 shows the school year you planned to return below the limit, as per your 2023/24 exemption approval.

Not Applicable

If you've been approved for a 2023/24 exemption and will be requesting an exemption for 2024/25, please provide the following details below: Have you followed the drawdown plan from your 2023/24 exemption request? If yes, please outline what has been achieved. Please indicate the \$ figure amounts and initiatives.

If not, please explain any deviations from the original plan and the reasons for the changes.

SECTION B: (MAX LIMIT EXEMPTION CRITERIA)

Please provide **detailed rationale** and planned usage for operating reserves in excess of the 2024/25 maximum:

\$ (89,692,781)

Please note that this does not constitute as a Ministerial request for approval. An exemption request letter submitted to the Minister is still required for an exemption for the 2024/25 school year.

Provide a detailed drawdown plan to illustrate how and when the reserve balance will be below 6.0%.

	2025/26	2026/27	2027/28	Additional Comments
Opening operating reserve balance	\$ 4,165,699	\$ 4,165,699	\$ 4,165,699	
[Itemized description for increase/(decrease) to reserves]				
[Itemized description for increase/(decrease) to reserves]				
[Itemized description for increase/(decrease) to reserves]				
[Itemized description for increase/(decrease) to reserves]				
[Itemized description for increase/(decrease) to reserves]				
[Itemized description for increase/(decrease) to reserves]				
	\$ 4,165,699	\$ 4,165,699	\$ 4,165,699	
	0.27%	0.27%	0.27%	

PART 2: TRANSFERS BETWEEN OPERATING AND CAPITAL RESERVES

Please report the projected amounts and detailed rationale for transfers between operating reserves and capital reserves for the 2024/25 and 2025/26 school year. The net transfer between operating and capital reserves should agree the amounts reported in the 'AOS' tab. (Note: Ministerial approval is required to transfer from Capital to Operating Reserves):

	2024-25	Detailed Rationale
Projected Transfer from Operating to Capital Reserves (Please enter a negative amount)	\$ -	
Projected Transfer from Capital to Operating Reserves (Please enter a positive amount)	\$ -	
Net Transfer Between Operating and Capital Reserves	\$ -	
	2025-26	Detailed Rationale
Projected Transfer from Operating to Capital Reserves (Please enter a negative amount)	\$ -	
Projected Transfer from Capital to Operating Reserves (Please enter a positive amount)	\$ -	
Net Transfer Between Operating and Capital Reserves	\$ -	

PROJECTED STUDENT STATISTICS
FULL TIME EQUIVALENT (FTE) ENROLLED STUDENTS

	Budgeted 2025/2026 (Note 2)	Actual 2024/2025	Actual 2023/2024	
Grades 1 to 12				
Eligible Funded Students:				
Grades 1 to 9	99,422	95,905	93,182	Head count
Grades 10 to 12	37,773	35,997	34,624	Head count
Total	137,195	131,902	127,806	Grade 1 to 12 students eligible for base instruction funding from Alberta Education.
Percentage Change	4.0%	3.2%	Enrolment growth expected based on data shared with AB Ed	
Other Students:				
Total	-	975	1,023	Note 3
Total Net Enrolled Students	137,195	132,877	128,829	
Home Ed Students	400	403	406	Note 4
Total Enrolled Students, Grades 1-12	137,595	133,280	129,235	
Percentage Change	3.2%	3.1%		
Of the Eligible Funded Students:				
Students with Severe Disabilities	7,947	7,467	7,113	FTE of students with severe disabilities as reported by the board via PASI.
Students with Mild/Moderate Disabilities	17,598	17,260	16,622	FTE of students identified with mild/moderate disabilities as reported by the board via PASI.
EARLY CHILDHOOD SERVICES (ECS)				
Eligible Funded Children	8,891	9,050	8,941	ECS children eligible for ECS base instruction funding from Alberta Education.
Other Children	56	72	68	ECS children not eligible for ECS base instruction funding from Alberta Education.
Total Enrolled Children - ECS	8,947	9,122	9,009	
Program Hours	475	475	475	Minimum program hours is 475 Hours
FTE Ratio	0.500	0.500	0.500	Actual hours divided by 950
FTE's Enrolled, ECS	4,474	4,561	4,505	
Percentage Change	-1.9%	1.3%	Enrolment decline expected based on data shared with AB Ed	
Home Ed Students	-	-	-	Note 4
Total Enrolled Students, ECS	8,947	9,122	9,009	
Percentage Change	-1.9%	1.3%		
Of the Eligible Funded Children:				
Students with Severe Disabilities (PUF)	527	198	163	FTE of students with severe disabilities as reported by the board via PASI.
Students with Mild/Moderate Disabilities	362	109	76	FTE of students identified with mild/moderate disabilities as reported by the board via PASI.
NOTES:				
1) Enrolment is to be completed WHEREVER APPLICABLE and are 'as at September 30th' for each year.				
2) Budgeted enrolment is to be based on best information available at time of the 2025/2026 budget report preparation.				
3) Other Grade 1 to 12 students that are not eligible for base instruction funding from Alberta Education include First Nations students living on reserves for which tuition fee payments are made from Band or AANDC (Code 330), students younger than 5 1/2 or older than 20, and out-of-province and foreign students.				
4) Because they are funded separately, Home Education students are not included with total net enrolled students. Home Education Kindergartens, under ECS, do not apply to charter schools.				

**PROJECTED STAFFING STATISTICS
FULL TIME EQUIVALENT (FTE) PERSONNEL**

	Budget 2025/2026		Actual 2024/2025		Actual 2023/2024		Notes
	Total	Union Staff	Total	Union Staff	Total	Union Staff	
School Based	7,370.0	7,370.0	7,158.0	7,158.0	6,939.0	6,939.0	Teacher certification required for performing functions at the school level.
Non-School Based	185.0	165.0	139.0	123.0	169.0	148.0	Teacher certification required for performing functions at the system/central office level.
Total Certificated Staff FTE	7,555.0	7,535.0	7,297.0	7,281.0	7,108.0	7,087.0	FTE for personnel possessing a valid Alberta teaching certificate or equivalency.
Percentage Change	3.5%		2.7%		6.3%		Estimated increase in certificated FTEs to address the anticipated enrolment growth in school year 2025-26
If an average standard cost is used, please disclose rate:	110,015		108,873		108,300		
Student F.T.E. per certificated Staff	19.40		19.52		19.45		

Certificated Staffing Change due to:

Enrolment Change	258.0
Other Factors	
Total Change	258.0

Please explain

Year-over-year change in Certificated FTE

Breakdown, where total change is Negative:

Continuous contracts terminated	-
Non-permanent contracts not being renewed	-
Other (retirement, attrition, etc.)	-
Total Negative Change in Certificated FTEs	-

FTEs

FTEs

Breakdown required where year-over-year total change in Certificated FTE is 'negative' only.

Please note that the information in the section below only includes Certificated Number of Teachers (not FTEs):

Certificated Number of Teachers

Permanent - Full time	6,518.0	6,495.0	6,589.0	6,568.0	6,211.0	6,189.0
Permanent - Part time	291.0	291.0	294.0	294.0	281.0	281.0
Probationary - Full time	486.0	486.0	491.0	491.0	704.0	704.0
Probationary - Part time	39.0	39.0	39.0	39.0	64.0	64.0
Temporary - Full time	217.0	217.0	219.0	219.0	459.0	459.0
Temporary - Part time	6.0	6.0	6.0	6.0	27.0	27.0

NON-CERTIFICATED STAFF

Instructional - Education Assistants	685.0	685.0	666.0	666.0	624.0	624.0	Personnel support students as part of a multidisciplinary team with teachers and other other support personnel to provide meaningful instruction
Instructional - Other non-certificated instruction	1,698.0	1,663.0	1,391.0	1,320.0	1,421.0	1,348.0	Personnel providing instruction support for schools under 'Instruction' program areas other than EAs
Operations & Maintenance	888.0	841.0	865.0	816.0	847.0	801.0	Personnel providing support to maintain school facilities
Transportation - Bus Drivers Employed	-	-	-	-	-	-	Bus drivers employed, but not contracted
Transportation - Other Staff	15.0	14.0	14.0	12.0	12.0	11.0	Other personnel providing direct support to the transportation of students to and from school other than bus drivers employed
Other	497.0	402.0	531.0	433.0	461.0	367.0	Personnel in System Admin. and External service areas.
Total Non-Certificated Staff FTE	3,783.0	3,605.0	3,467.0	3,247.0	3,365.0	3,151.0	FTE for personnel not possessing a valid Alberta teaching certificate or equivalency.
Percentage Change	9.1%		3.0%		12.4%		

Explanation of Changes to Non-Certificated Staff:

Increase in non-certificated staff will address the impact of projected enrolment growth in 2025-26 school year

Additional Information

Are non-certificated staff subject to a collective agreement?

Yes

Please provide terms of contract for 2024/25 and future years for non-certificated staff subject to a collective agreement along with the number of qualifying staff FTE's.

Non-certificated staff under CUPE, Trades and SA are published on <https://cbe.ab.ca/careers/Pages/Collective-Agreements.aspx>. Staff Association collective agreement expired August 31, 2024 and continues to be nego

Appendix IV: Definitions

The CBE's classification and use of accounts is regulated by the reporting requirements of Alberta Education. Revenues are grouped by source and expenditures are categorized by both account and block.

Please refer to the Alberta Education Funding manual for specific definitions.

Property of the Calgary Board of Education

Appendix V: Student Supplies Fee

Supplies covered under this fee include:

- Binder Dividers
- Binders
- Crayons
- Duo tangs
- Erasers
- Facial Tissue
- Glue
- Highlighters
- Individual Storage Containers
- Labels
- Looseleaf Paper
- Magazine Storage Boxes
- Markers
- Notebooks
- Pencil Cases
- Pencil Crayons
- Pencil Sharpener
- Pencils
- Pens
- Personal Whiteboards
- Whiteboard Markers
- Whiteboard Erasers
- Resealable Plastic Bags for Storage
- Scissors
- Scrapbooks
- Visual Journals

report to Board of Trustees

Proposed Amendments to Results and Operational Expectations Policies

Date	May 20, 2025
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trustee Patricia Bolger, Board Chair
Purpose	Decision
Governance Policy Reference	GC-2: Governing Commitments GC-3: Board Job Description Results 2: Academic Achievement OE-2: Learning Environment/Treatment of Students
Resource Person(s)	Patricia Minor, Corporate Secretary

1 | Recommendation

It is recommended:

- THAT the Board of Trustees gives first reading to the amendments to Results 2: Academic Achievement policy, as provided in Attachment I to this report.
- THAT the Board of Trustees gives first reading to the amendments to Operational Expectations 2: Learning Environment/Treatment of Students, as provided in Attachment II to this report.
- THAT the Board of Trustees directs the Chief Superintendent to inform the Board, on or before June 30, 2025, of significant organizational impacts, if any, that would result from these proposed amendments.

2 | Background

The Board of Trustees met regularly from August, 2024 to April, 2025 to review its Results 2: Academic Success policy and Operational Expectations 2: Learning Environment/Treatment of Students policy in accordance with section 4 of the *Board Procedures Regulation* (AR 82/2019):



“4 The board must

- (a) Establish policies and procedures governing the conduct of meetings of the board and the administration and business of the board, and
- (b) Monitor and evaluate the effectiveness of the established policies and procedures on a regular basis.”

Further, Governance Culture Policy 2: Governing Commitments sets out the expectation that the Board will regularly and systematically monitor and evaluate the effectiveness of all Board policies.

3 | Analysis

The Board of Trustees operates under a policy governance model whereby the Board provides leadership for the CBE by setting direction through policy. Section 33(1)(h) of the Education Act mandates that the Board establish governance and organizational structures for the CBE. Day to day operations and leadership of the system lays with the Chief Superintendent who is responsible for carrying out duties as assigned by the Board. The Board governs the Calgary Board of Education (CBE) through a set of carefully crafted policies statements that set out the Results (learning outcomes for each student), Operational Expectations (the boundaries of day-to-day operations including both the non-negotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate), Governance Culture (how the Board works) and Board/Chief Superintendent Relationship (delegation to and evaluation of the Board’s single employee). Under the Board’s leadership, the Chief Superintendent is empowered to make all decisions save and except those matters that cannot be delegated by law or those specifically reserved for the Board of Trustees.

The Results 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.

The Operational Expectations 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

As part of the ongoing work of the Board, Results 2: Academic Success policy and Operational Expectations 2: Learning Environment/Treatment of Students were reviewed to identify areas of improvement including providing additional clarity and transparency on the Board’s values related to these policies.

Following final approval of the policy revisions, the Chief Superintendent provides reasonable interpretations and proposed indicators that demonstrate successful performance for each policy. The reasonable interpretations and indicators are subject to Board approval, and, following such approval, will form the basis for annual monitoring of the policies.

Until this work is complete, monitoring of the policies will continue in their current form. It is anticipated that at earliest, monitoring of the revised policies will commence in the 2026-27 school year.

4 | Conclusion

The Board of Trustees to consider proposed amendments to the Results 2: Academic Success and OE-2: Learning Environment/Treatment of Students.

ATTACHMENTS

Attachment I	Results 2: Academic Success (proposed revisions shown in track changes)
Attachment II	OE-2: Learning Environment/Treatment of Students (proposed revisions shown in track changes)

Board of Trustees' Governance Policy

RESULTS

R-2: Academic Success

Monitoring Method: Public Report to the Board of Trustees

Monitoring Frequency: Annual

Each student will ~~be literate and numerate, able to learn,~~ integrate and apply the knowledge, skills, ~~attitudes~~ and competencies ~~acquired across all academic disciplines~~ they will need for future success.

Students will:

~~2.1 Achieve at individually and appropriately challenging levels of complexity, demonstrating the higher order thinking skills of knowledge, comprehension, application, analysis, synthesis, evaluation and creativity, based on the following disciplines:~~

- ~~• Career & Technology Foundations/Studies~~
- ~~• English Language Arts~~
- ~~• Fine and Performing Arts~~
- ~~• French Language Arts~~
- ~~• Languages~~
- ~~• Mathematics~~
- ~~• Physical Education~~
- ~~• Science~~
- ~~• Social Studies~~

2.1 Be literate.

2.2 Be numerate.

2.3 Complete high school.

Adopted: ~~June 18, 2019~~



Board of Trustees' Governance Policy

OPERATIONAL EXPECTATIONS

OE-2: Learning Environment/Treatment of Students

Monitoring Method: Public Report to the Board of Trustees

Monitoring Frequency: Annual

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

The Chief Superintendent shall:

2.1 Provide a safe and healthy learning environment.

~~2.2 Promote social and emotional wellbeing.~~

~~2.3 Foster a sense of belonging.~~

~~2.4 Encourage respect for diversity and self-expression.~~

2.2 Maintain a welcoming, supportive, caring and respectful learning environment.

2.3 Provide opportunities for student voice that impacts welcoming, supportive and respectful learning environments.

2.4 Use equity as a guiding principle for allocating resources to the learning environment.

2.5 Respond appropriately to behaviours that are inconsistent with the established student code of conduct ~~breaches~~.

Adopted: ~~April 27, 2021~~

report to Board of Trustees

Office of the Board of Trustees 2025-26 Operating Budget

Date	May 20, 2025
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Joanne Pitman, Chief Superintendent of Schools
Purpose	Decision
Originator	Trustee Patricia Bolger, Board Chair, on behalf of the Board of Trustees
Governance Policy Reference	OE-5: Financial Planning
Resource Person(s)	Brad Grundy, Superintendent, Chief Financial Officer, Corporate Treasurer Patricia Minor, Corporate Secretary

1 | Recommendation

It is recommended:

- That the Board of Trustees approves the 2025–26 budget for the Office of the Board of Trustees in the amount of \$2,024,780 as reasonable and necessary to support the Board in fulfilling its governance responsibilities effectively and efficiently.

2 | Issue

The Chief Superintendent is required by Operational Expectation 5, subsection 5.3, to develop and present a budget that is understandable to the Board and clearly connects to the Results priorities and Operational Expectation goals, while avoiding fiscal jeopardy.



3 | Background

The Chief Superintendent has prepared the 2025–26 budget for the Office of the Board of Trustees, incorporating budget assumptions, including changes related to trustee remuneration as approved on April 29, 2025.

Effective September 1, 2025, the following changes to Governance Culture policy GC-2E: Trustee Remuneration will take effect:

- Trustee base honorarium increases by 3% (\$1,444), bringing the total base honorarium to \$49,579.
- Cell phone reimbursement increased to \$27.50 for Trustees that use their personal cell phone. These increases align with the CBE's Administrative Regulations 2060 Employee Business and Travel expenses.

Additional budget changes include:

- Audit fees increased by \$9,457 due to inflation.
- ASBA membership fees increased by \$31,440 due to a higher assessed membership percentage.
- Election costs increased by \$372,035, attributed to new voting procedures, population growth, shifting enrollment, and uncertainties regarding future election requirements.
- The telephone budget decreased by \$3,000 due to underspending in previous years.

4 | Analysis

The proposed Board of Trustees Operating Budget for 2025-26 reflects the following changes:

2024-25 Approved Budget	\$ 1,602,362
Increases/(decreases):	
Salaries and benefits 3% CPI	\$ 10,108
Salaries and benefits 12%	\$ 1,212
CPP Rate change	\$ 1,166
Audit fee	\$ 9,457
ASBA Membership Fees	\$ 31,440
Elections	\$ 372,035
Cell phone	\$ (3,000)
Total increase in expenses	\$ 422,418
2025-26 Proposed Budget	\$ 2,024,780

Further details and a year-over-year comparison are provided in Attachment I.

The Office of the Board of Trustees' budget does not include the cost of services and supports provided by the service units in delivering on the Board's governance responsibilities. Service and support costs to the Board are absorbed by the budget of the relevant service unit.

5 | Conclusion

This report meets the monitoring requirements of the OE 5: Financial Planning.



JOANNE PITMAN
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: Proposed Board of Trustees 2025-26 Operating Budget

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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



Calgary Board of Education Board of Trustees 2025-26 Operating Budget			
Category	2024-25 Approved	Changes	2025-26 Proposed
Total Permanent Salaries & Benefits	\$ 465,211	\$ 12,486	\$ 477,697
ASBA Membership Fees	\$ 248,560	\$ 31,440	\$ 280,000
ASCA Membership Fees	\$ 8,500		\$ 8,500
Contribution to school council support	\$ 5,000		\$ 5,000
Total Membership Dues and Fees	\$ 262,060	\$ 31,440	\$ 293,500
General & Contracted Out Services	\$ 60,000		\$ 60,000
Audit Fees	\$ 227,127	\$ 9,457	\$ 236,584
Elections	\$ 527,965	\$ 372,035	\$ 900,000
Total Professional & Technical	\$ 815,092	\$ 381,492	\$ 1,196,584
Total Telephone	\$ 7,000	\$ (3,000)	\$ 4,000
Trustee PD & Travel	\$ 28,000		\$ 28,000
ASBA & General Trustee Travel	\$ 21,000		\$ 21,000
Total Travel & Subsistence Business	\$ 49,000	\$ -	\$ 49,000
General	\$ 2,000		\$ 2,000
Café Food	\$ 1,000		\$ 1,000
Printing & Binding	\$ 500		\$ 500
Textbooks & Materials	\$ 500		\$ 500
Total Supplies	\$ 4,000	\$ -	\$ 4,000
Total Expense Budget	\$ 1,602,362	\$ 422,418	\$ 2,024,780

report to Board of Trustees

Chief Superintendent's Update

Date May 20, 2025

Meeting Type Regular Meeting, Public Agenda

To Board of Trustees

From Joanne Pitman
Chief Superintendent of Schools

Purpose Information

Governance Policy
Reference

OE-2: Learning Environment/Treatment of Students
OE-3: Instructional Program
OE 6: Asset Protection
OE 7: Communication With and Support for the Board
OE 8: Communicating and Engaging with the Public
OE 9: Facilities

1 | Recommendation

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

2 | Issue

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

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



learning conditions for each student that fosters a sense of belonging and a respect for diversity.

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

OE-6: Asset Protection states that “the protection of all organizational assets contributes to student learning.” With other reports submitted to the Board of Trustees, this update meets the requirement of OE-6 to properly maintain, adequately protect and appropriately use all organizational assets.

OE-7: Communication With and Support for the Board states that “the Board is supported in its work and is fully and adequately informed about matters relating to Board work and significant organizational concern.” With other reports submitted to the Board of Trustees, this update meets the requirement of OE-7 to inform the Board in a timely manner information about trends, facts, accommodation planning or significant modifications of any instructional programs, anticipated significant media coverage and other information relevant to the Board’s work.

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

OE-9: Facilities states that “in order to meet the needs of the entire organization, the responsible stewardship of resources requires effective and efficient use of funding for real property”. With other reports submitted to the Board of Trustees, this update meets the requirement of OE-9 in the effective and efficient use of capital funding and demonstrates responsible stewardship of resources.

3 | Background

OE-2 Learning Environment/Treatment of Students | Indigenous Student Leadership Land-Based Learning Experience

On April 8 and 9, 2025 members of the Indigenous Education Team gathered approximately 60 Indigenous students from Jack James High School, Forest Lawn High School, and Ernest Morrow School for a two-day Indigenous Student Leadership Land-Based Learning experience at The Confluence. During their two-day learning, students engaged in Indigenous land-based learning through Blackfoot and Cree cultural teachings and language from Elders, Knowledge Keepers, Indigenous language teachers, and a facilitator from the Aboriginal Friendship Centre of Calgary. This learning experience was funded by the Gord Downie and Chanie Wenjack fund and is part of an ongoing initiative to develop stronger relationships between the three schools

in support of Indigenous student leadership development, cultural pride, and community connections.

OE-2 Learning Environment/Treatment of Students | Honouring Grade 9 Transitions Mini Round Dance

On April 10, 2025, the Indigenous Education Team gathered students, staff, families, and the community together to celebrate Indigenous students' transitions to high school with the second annual *CBE Grade 9 Transitions Mini Round Dance*. Hosted by Ernest Manning High School, guests included Elders, drummers, and singers, and featured multiple Indigenous artisan vendors, a community meal, and honouring of the Grade 9 students through song and a Giveaway. The celebration commenced after a pipe ceremony for event organizers with Tsuut'ina Knowledge Keeper Hal Eagletail. Students from Ernest Manning High School reported on the event via their [EMTV broadcast](#) (0:28-1:50).

OE -2 Learning Environment/Treatment of Students | Diversity and Inclusion Professional Learning

Staff from across the CBE gathered for a professional learning day centered on building inclusive and caring school cultures. The day featured keynotes from two nationally recognized Canadian educators. Enid Lee, a leadership coach and equity specialist, offered practical tools and reflective questions for creating equitable and culturally responsive classrooms. Matthew R. Morris, educator, and author of "Black Boys Like Me," invited staff to consider how identity, voice, and systemic awareness shape the educational experience.

The sessions offered educators tools to strengthen relationships, foster belonging, and create welcoming school environments that reflect the diverse realities of students and staff across the CBE. The learning aligned with Alberta's Teaching and Leadership Quality Standards and supported CBE's Education Plan priorities of Learning Excellence, Well-Being, and Truth & Reconciliation, Diversity and Inclusion.

This professional learning day also set the stage for ongoing engagement, with future virtual sessions planned to deepen educator capacity in inclusive and culturally responsive practices.

OE-2 Learning Environment/Treatment of Students | Inclusive Education

The Inclusive Education team, including Specialists, Strategists, Learning Leaders, Psychologists, Occupational Therapists, Physical Therapists and Speech Language Pathologists, offered a variety of in-person sessions to support student achievement in inclusion and specialized classes for teachers and support staff. Sessions highlighted problems of practice and collaborative response, best practice, strategies and supports, task design, and student programming and transitions, with capacity for over 650 staff to attend. All offerings were fully subscribed and most were waitlisted.

- Digital Work Systems: Supporting Neurodiverse Learners with Structure & Independence in Middle, Junior High and High School
- Adapted Physical Education

- Impactful Instruction for Learning Disabilities – full day at Dr Oakley school
- Social Emotional Learning Through the Arts
- Safety and Supports for Students with Intellectual Disabilities, Trauma, and Other Complexities
- Neurodiversity
- Trauma Aware Practice
- Student Voice, Choice and Agency
- Behaviour as a Learning Opportunity
- Routines for Learning
- Promoting Independence
- Safe Physical Support for Students with Mobility Challenges
- Complex Learners and School Leadership
- The Brain, Body and Behaviour Connection – The FASD learner
- Escape Room – How the FADC brain works

OE-2 Learning Environment/Treatment of Students | Teaching & Learning with Technology | Teaching Digital Citizenship and Social Media in Middle School

This professional learning session at Western Canada High School, equipped 30 teachers with practical resources and strategies to guide middle school students in understanding digital citizenship, specifically in the context of social media. Educators explored age-appropriate ways to discuss online behavior, digital footprints, privacy, and responsible social media use. Participants also learned how to foster critical thinking about digital interactions and promote positive, respectful online communities. Resources included lesson plans, discussion prompts, and activities to engage students in meaningful conversations about their digital responsibilities.

OE-2 Learning Environment/Treatment of Students | Teaching & Learning with Technology | iPad Accessibility Features

This session focused on accessibility features available on iPads to meet the variety of learning needs in the classroom. From Speech-to-Text, Text-to-Speech, and Guided Access to keep the student on a single app, to having the iPad read a book to you were all explored! (300+ participants)

OE-2 Learning Environment/Treatment of Students | Teaching & Learning with Technology | Enhancing Student Well-Being with Read&Write/OrbitNote

Participants in this session learned about new ways to engage students, boost confidence, and support diverse learning needs. This interactive and hands-on session explored how Read&Write and OrbitNote can transform reading, writing, and organization for students of all abilities. Participants experienced interactive, hands-on activities to help integrate Read&Write into the learning environment, whether in Google Docs, PDFs, or other digital and classroom settings. (210+ participants)

OE-2 Learning Environment/Treatment of Students | Teaching & Learning with Technology | Esports in Education: Collaboration, Curriculum, and Social Emotional Learning

Esports can be a powerful tool for student engagement, social-emotional learning (SEL), and curriculum integration. This collaborative session invited educators to share their experiences, challenges, and successes in bringing esports into their schools. Together, the participants explored strategies for aligning esports with curriculum goals, fostering teamwork and leadership skills, and using esports to support SEL development. Whether you're just starting or already running an esports program, this session provided a space to exchange ideas, develop best practices, and strengthen the role of esports in student learning and well-being. (15+ participants)

OE-2 Learning Environment/Treatment of Students | Well-Being, Physical Education and Health Forum

Over 2,000 educators participated in the system-wide professional learning day at Western Canada High School. The event featured more than thirty-one online and in-person sessions, beginning with opening remarks from Education Director David Dyck. Sessions covered key topics such as the Student Well-Being Framework, Companion Guide, Blackfoot Wellness, Physical Education, Health and Life Skills, CALM, and Wellness curriculum resources.

Educators connected over breakfast, provided by Ernest Manning students and sponsored by Sport Factor, and engaged in professional and personal wellness sessions led by CBE educators and external partners. The day fostered meaningful learning, collaboration, and inspiration, strengthening a Culture of Well-Being within CBE.

OE-3 Instructional Program | Teaching & Learning with Technology | Introduction to AI for Learning and CBE Artificial Intelligence Guidelines

This pre-recorded session offered teachers a quick introduction to artificial intelligence in education as well as CBE guidelines for Artificial Intelligence use.

OE-3 Instructional Program | Teaching & Learning with Technology | Leveraging Artificial Intelligence for Task Design and Personalized Learning

Over 960 educators attended this professional learning session that introduced teachers to the use of Artificial Intelligence in designing engaging tasks, personalizing learning, and writing effective prompts. Educators explored how AI can support differentiated instruction, enhance student engagement, and streamline planning. The session provided practical tools and examples for integrating Artificial Intelligence into the classroom, empowering teachers to create more tailored and impactful learning experiences.

OE-3 Instructional Program | Teaching & Learning with Technology | Generative AI for Educators: Artificial Intelligence Prompt Writing

Logics Academy and Google Canada facilitated this workshop for over 570 educators about the fundamentals of generative Artificial Intelligence using Google's "Generative AI for Educators" course as a foundation. It provided educators with practical strategies for classroom application with a focus on effective artificial intelligence prompting skills.

OE-3 Instructional Program | Teaching & Learning with Technology | Lumio by SMART: Supercharge Your Lessons!

Participants in this session learned how to use existing content (SMART Notebook, PDFs, PPT, and Google Slides) to amplify lessons and engage students. From beginners to the most advanced user, participants learned how Lumio enhances learning through formative assessment, collaboration, real-time check ins, Math & Science simulations, and more! (330+ participants)

OE-3 Instructional Program | Teaching & Learning with Technology | Blue Sky City Design Thinking

This session guided participants through the Blue Sky City design thinking resource. Supporting new grade 4 - 6 Science curriculum implementation, this resource provides a step-by-step guide to the design thinking process with video content from subject matter experts, Indigenous Elders, and students. In addition, the session included concrete examples of low-tech and high-tech prototyping options. (350+ participants)

OE-3 Instructional Program | Teaching & Learning with Technology | Engage, Assess, Empower: Unlocking Creator+ & Formative Assessment Tools in Brightspace

This session enabled participants to unlock the full potential of Brightspace Creator+ and formative assessment tools to create engaging, interactive learning experiences. In this session, participants explored the full suite of Creator+ features, including interactive elements, templates, and multimedia integration, to enhance content delivery. They then explored Creator+ Practices as a powerful tool for student self-assessment, seamlessly transitioning into Brightspace's formative assessment tools such as Video/Audio Note, Inline Annotations, and Quick Eval. (193+ participants)

OE-3 Instructional Program | Teaching & Learning with Technology | Getting Started with Esports: Building Community Through Competitive Play

Esports presents a new opportunity to engage students, foster a sense of belonging, and develop valuable skills like teamwork, communication, and strategic thinking. This session introduced teachers to the fundamentals of esports, including what esports is, how it supports student engagement and inclusion, and the resources available to get started. The sessions focused on how to launch a school-based esports club, ways to organize in-school tournaments, and prepare for interschool competition. This session was open to those who are new to esports as well as those wanting to grow their esports program. (30 participants)

OE-3 Instructional Program | Core Curriculum and Assessment

In support of draft K-3 Social Studies curriculum pilot, CBE offered a professional learning session for teachers directly involved in the pilot. Teachers had an opportunity to design learning tasks, offer feedback on scope and sequence and contribute to the development of the draft Social Studies companion guide.

Assessment working groups consisting of 84 teachers who had previously met in October or January came together to continue the development of system assessment rubrics aligned with the K-6 Math, K-6 ELAL and K-6 FILAL curricula.

OE-3 Instructional Program | Emily Follensbee School Learns and Applies Indigenous Knowledge

The Indigenous Education Team hosted a cohort of staff at Emily Follensbee School for a full day of professional learning. Educators participated in morning sessions with Knowledge Keepers Kyle Snow and Gina Onespot as they learned about traditional plants and tipi teachings. The afternoon provided time for teachers to unpack their morning learning through collaborative conversations to identify curricular connections and plan for classroom learning. Supported by Indigenous Education Team specialists and Kyle and Gina, teachers thought deeply about land as teacher, healer, and the significance of their learning for well-being and holistic teaching.

OE-3 Instructional Program | New draft K-3 Social Studies Curriculum Pilot

The Government of Alberta announced that the draft K-6 Social Studies curriculum would be piloted during the 2024-2025 school year. CBE is piloting the new draft K-3 Social Studies curriculum.

As of April 21, 2025, CBE has offered professional learning sessions for teachers directly involved in the pilot. There are 20 schools, approximately 109 teachers and 99 classrooms participating in the pilot. The teachers involved in the pilot will have covered approximately 700 learning outcomes involving approximately 2400 students. Teachers also had the option to participate in Alberta Education on-line professional learning.

In support of OE – 3 Instructional Program | New draft K-3 Social Studies Curriculum pilot, learning specialists from the Core Curriculum team provided a total of 4 in-person full day sessions (one was also scheduled for February but was cancelled due to unfilled teacher vacancies). Eighty-seven percent of piloting teachers have attended at least one of the in-person teacher sessions. Most participants have attended more than one session. The professional learning sessions offered teachers the opportunity to gain a deeper understanding of the new draft K-3 Social Studies curriculum, and to plan and design rich tasks and assessments for students.

During the in-person sessions, specialists invited feedback and input from participants to support the development of a Social Studies companion guide that offers visionary, practical and foundational ideas of Social Studies Teaching & Learning in CBE. In addition to the creation of a Social Studies

companion guide, feedback was also gathered on the design of a scope and sequence.

As part of the optional pilot, CBE teachers participating in the pilot were required to provide feedback to Alberta Education by the end of January 2025. CBE also offered a feedback report that was submitted to Alberta Education on January 31, 2025. We are currently awaiting the release of the revised curriculum from Alberta Education.

OE-3 Instructional Program | Science Resources Field Testing Project – Grade 4 –6 Computer Science

On April 2, 2025, Teaching & Learning with Technology supported the Core Curriculum Science team in leading approximately 30 teachers in field testing the “Stepping into Science” Alberta Education resources, specifically those connected to the Computer Science Organizing Idea within the new Grade 4 – 6 Science curriculum. This in-person, full day session involved providing teachers with background knowledge on design processes and Computer Science key terms, time to explore and evaluate the “Stepping into Science” resources and discussion opportunities for effective assessment practices.

OE-3 Instructional Program | Draft 7-9 Social Studies Curriculum

CBE has also offered feedback on the draft 7-9 Social Studies curriculum via the Teacher Consultation Curriculum group. 11 CBE Specialists from the Indigenous Education and Core Curriculum teams also provided feedback during an in-person curriculum engagement session on First Nations, Métis, and Inuit perspectives and representation.

OE-3 Instructional Program | Alberta Education First Nations, Métis and Inuit Curriculum Engagement

On April 16, 2025 members of the Indigenous Education Team participated in discussions with Alberta Education’s Engagement Unit for Curriculum and Career Education. The conversations focused on the draft curriculum for Grades 7–9 Social Studies, Mathematics, and the new content blocks, which include Physical Education, Financial Literacy, Career Exploration and Wellness. A key focus of the discussion was the importance of further and ongoing consistent engagement with the Indigenous community, including Elders, Knowledge Keepers, and community leaders in curriculum design.

OE-3 Instructional Program | My 1st Ride

The CBE offers a school bus orientation program for first-time riders and their parents, called [My 1st Ride](#), in collaboration with Calgary Catholic School District (CCSD) and our service providers. This year, the program will be held at Bishop Carroll High School on May 24, 2025, and Sherwood School on May 25, 2025. The program is about an hour long and consists of a 20-minute presentation followed by a short ride on a school bus and a drama presentation. Each new rider will also be given a certificate of completion. Staff from CBE Transportation, CCSD, and service providers are available for information and/or questions. Registration on Eventbrite started on April 17th and will close May 22nd.

My 1st Ride typically supports students in kindergarten and grade 1 who will use the bus for the first time. With the expansion of transportation eligibility announced by Alberta Education, we anticipate up to 4,000 more riders will use transportation services. To support these new riders, we have added training sessions to support older students who will start riding a school bus. We will also continue offering training sessions to students who use specialized transportation.

OE-3 Instructional Program | Transportation Registration

Families will be able to register for school bus service for the 2025-26 school year using [MyCBE](#). Registration will be released on May 21 and will close on June 22, providing over four weeks for families to register. Routes will be created over the summer with the registrations received by the deadline.

Note that we continue to accept registrations after the deadline; however, students are added to the closest existing stop with available space and that meets CBE criteria for that rider. Processing times could be up to six weeks at the beginning of the school year to the volume of registrations and emails.

Finally, know that conditional ridership forms for students that would normally not qualify for transportation will be available starting June 23. Families can cancel transportation with no financial impact by the end of September. With up to 4,000 more riders due to the new provincial eligibility criteria, and numerous bell time changes, we expect significant route changes, and families are encouraged to register by June 22 to ensure service is arranged for the first day of school.

OE-6 Asset Protection | Resource Booking

The Teaching & Learning with Technology team officially launched the Resource Booking system for all schools on January 20, 2025, following a four-month pilot phase. This tool helps school staff streamline access to shared resources and generates valuable data on resource usage.

As of the end of March 2025 122 out of 247 schools (49%) have completed setup, with two more in the early stages of configuration or testing. Active usage continues to grow, with 96 schools (39%) regularly booking resources and two additional schools beginning to explore the system post-setup. Combined bookings for late March through April have already surpassed 18,700.

While full integration with PowerSchool and expanded analytics features are still in development, many schools have expressed intent to transition to the full version in September 2025. Our team is committed to continue supporting a smooth transition for all schools to this valuable system.

OE-7 Communication With and Support for the Board | OE-8 Communicating and Engaging With the Public | CBC Story Coverage of Student Well-Being Symposiums

On April 17, 2025 Canadian Broadcasting System (CBC) featured the important work of our School Well-Being Action Teams at Centennial High School and Lakeshore Middle School. The highlights will include interviews with student leaders from School Well-Being Action Teams as they reflect on their process of examining school well-being data to create meaningful School Well-Being Action Plans. The story will also highlight student participation in our Student Well-Being Symposiums, which provided valuable opportunities to connect with peers, share insights, and learn from other student leaders.

This media coverage showcased how student voice is leading change and Advancing a Culture of Well-Being in our schools.

OE-8 Communicating and Engaging With the Public | Making Relatives with Indigenous Elders & Knowledge Keepers

On April 25, 2025, the second “Gathering Together” with last year’s Elders’ Advisory Committee members and new Elders and Knowledge Keepers was held at Niitsitapi Learning Centre. During this gathering, system and school leaders engaged in meaningful conversations about Truth and Reconciliation with the community of Elders and Knowledge Keepers.

OE-8 Communicating and Engaging With the Public | Making Relatives with the Calgary Police Service Indigenous Relations Team

The Indigenous Education Team hosted the Calgary Police Service Indigenous Relations Team at Niitsitapi Learning Centre on April 29, 2025 to begin building a relationship. During this first visit, the two teams got to know one another and began making plans to work together alongside Elders to each paint a tipi over the summer.

OE-9 Facilities | Creating & Optimizing Student Spaces in Existing Schools

With record student enrolment experienced these last three school years, the Calgary Board of Education (CBE) has been identifying underutilized spaces in schools with the goal of both creating additional student capacity and optimizing existing learning spaces. This effort is allowing for the delivery of immediate solutions to mitigate enrolment pressures being faced by schools today, while longer-term student accommodation strategies that take more time to implement are rolled out.

The work started with CBE principals submitting site-specific requests for space reconfigurations that could address their pressing capacity challenges by maximizing the use of existing school footprints. To date, 65 space optimization requests have been received. Of these, 17 requests will be ready for use by fall 2025, adding over 600 well-needed additional student spaces to existing CBE schools.

The work is further complemented by the return of Bel-Aire School and Spruce Cliff School to the CBE portfolio of schools. Reopening these two schools alone will create nearly 750 additional student spaces, with 550 of these being at the much-needed high school level.

Space optimization requests are still being received, and reviews are ongoing as we continue to prioritize our efforts towards providing students with learning opportunities as close to home as possible during these exceptional times.



JOANNE PITMAN
CHIEF SUPERINTENDENT OF SCHOOLS

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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