

# public agenda

## Regular Meeting of the Board of Trustees

May 21, 2024  
1:00 p.m.

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

### R-1: Mission |

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

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

Time	Topic	Who	Policy Ref	Attachment	
1:00pm	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; OE-7	Page 4-1	
	5   Operational Expectations				
	6   Public Comment		GC-3.2		
		Requirements as outlined in Board Meeting Procedures			
	7   Matters Reserved for Board Information		GC-3		
	7.1 CBE Education Plan 2024-2027	J. Pitman	R-1; OE-1	Page 7-42	
	7.2 Budget 2024-2025	J. Pitman	OE-5,7	Page 7-1	
	8   Matters Reserved for Board Decision	Board	GC-2		
	9   Consent Agenda	Board	GC-2.6		
	9.1 Items Provided for Board Decision				
	9.1.1 Governance Culture and Board/Chief Superintendent Relationship Governance Policies – Board of Trustees' Annual Self-Evaluation			Page 9-15	



Time	Topic	Who	Policy Ref	Attachment
	<i>THAT the Board of Trustees approves the Board's 2022-23 self-evaluation report.</i>			
9.1.2.	Office of the Board of Trustees 2024-2025 Operating Budget  <i>THAT the Board of Trustees approves the 2024-2025 budget for the Office of Trustees of \$1,602,362 and it being reasonable to allow the Board to perform its governing responsibilities effectively and efficiently.</i>		OE-5	Page 9-18
9.1.3	Revision to the Schedule of Regular Board Meetings  <i>THAT the Board of Trustees approves revisions to the Schedule of Regular Meetings, to remove the public meeting of June 11, 2024 commencing at 11:00 a.m. and add a public meeting of June 25, 2024 commencing at 11:00 a.m.</i>		GC-2,6	Page 9-1
9.2	Items Provided for Information			
9.2.1	Chief Superintendent's Update			Page 9-3
	<b>Private Session</b>			
	<b>Termination of Meeting</b>			
	<b>Debrief</b>	Board	GC-2.3	

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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.

Monitoring report for the school year 2022-23

Report date:  
May 21, 2024



Signed: \_\_\_\_\_

Date: May 21, 2024

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: \_\_\_\_\_

Laura Hack, Chair, Board of Trustees



## Executive Summary |

### Analysis |

- Results 5 report card data indicate that Overall Levels of Success remain strong with more students having demonstrated strength in making responsible decisions and a maintained high percentage of students demonstrating strengths in treating others with respect and compassion.
- Overall Level of Success for character report card results by stem\* are:
  - Makes Responsible Decisions: 97.7%
  - Treats Others with Respect and Compassion: 98.6%
- The percentage of students who report they respectfully challenge policies or decisions with which they may not agree was 65.5%
  - This represents an overall increase of 0.4 percentage points compared to 2021-22 results even while taking into consideration a decrease in agreement to the speaking up to classmates question.
  - There were significant increases in the percentage of students reporting they respectfully challenge or speak up with teachers and school staff in 2022-23 compared to the previous school year.

\* **Note** | Only Division 3 results were reported in the 2022-23 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.

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

For the Results 5: Character Monitoring report for 2021-22 school year, the report card results continued to be very high, yielding little opportunity for additional growth. And as Results 5 continued to be a minor focus on the 2022-23 CBE Student Survey, it was recommended to wait until there was a complete data set for Results 5 before considering targets.

No targets were set for 2022-23 in this report.

### Context for Indicators |

Due to the ongoing COVID-19 pandemic and learning disruptions associated with the time period during which data was gathered, significant caution should be exercised when stating trends over time. While not directly comparable, year-over-year results have been examined with consideration given to context.

Caution should also be used when interpreting student survey results over time. Survey participation was impacted by the COVID-19 pandemic.

## 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 |

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.

**Note |** Results 5: Character was a minor focus on the 2022-23 CBE Student Survey. The questions that inform the following summary measures were not asked:

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.
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 21, 2022 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 2022-23 school year. As a result, only students in Division 3 or grades 7, 8 and 9 received report card grades related to this Indicator. Year over year comparisons are not considered valid metrics because of this change.

**Note |** Results 5: Character was a minor focus on the 2022-23 CBE Student Survey. The questions that inform the following summary measures were not asked:

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 21, 2022 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 2022-23 school year. As a result, only students in Division 3 or grades 7, 8 and 9 received report card grades related to this Indicator. Year over year comparisons are not considered valid metrics because of this change.

**Note |** Results 5: Character was a minor focus on the 2022-23 CBE Student Survey. The questions that inform the following summary measures were not asked:

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 2022-23 results, analysis and interpretation |

#### Policy 5.1

- 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.

#### 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.

Respectfully Challenging Policies or Decision Summary Measure					
	2018-19	2019-20 <sup>1</sup>	2020-21	2021-22	2022-23
Overall Sample Size	35 025	n/a	29 971	34 514	34 260
Overall Agreement (%)	73.3	n/a	66.8	65.1	65.5

Respectfully Challenging Policies or Decision Summary Measure					
Overall Agreement (%)	2018-19	2019-20	2020-21	2021-22	2022-23
Grade 5	77.8	n/a	71.4	69.7	73.5
Grade 6	75.6	n/a	69.5	67.7	69.9
Grade 8	71.0	n/a	64.4	64.3	62.9
Grade 9	71.8	n/a	64.5	64.7	63.8
Grade 11	71.2	n/a	65.4	62.4	60.1
Grade 12	72.2	n/a	68.8	63.7	62.4

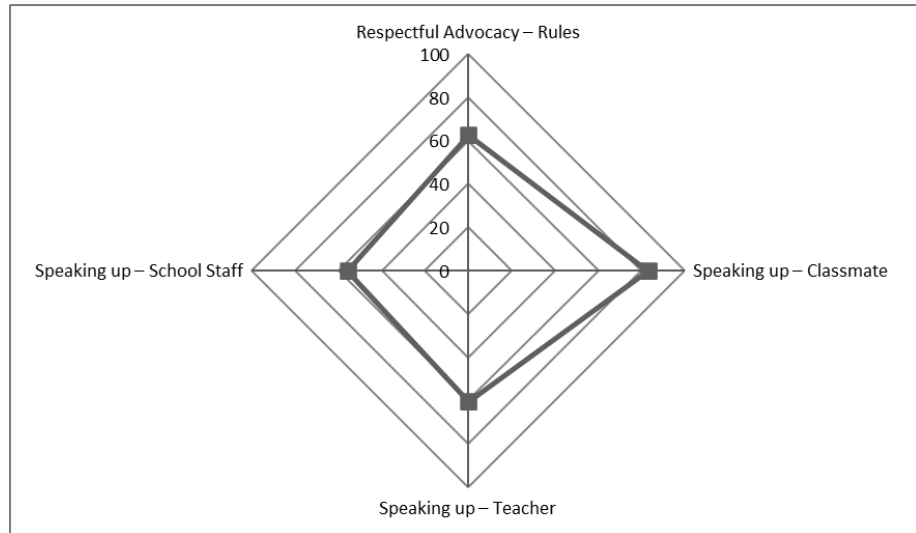
Question Theme	Overall Agreement (%)				
	2018-19	2019-20	2020-21	2021-22	2022-23
Respectful Advocacy – Rules	74.0	n/a	69.3	64.7	62.6
Speaking up – Classmate	89.3	n/a	86.8	85.2	83.1
Speaking up – Teacher	67.1	n/a	58.8	57.8	60.5
Speaking up – School Staff	62.7	n/a	52.2	52.6	55.8

<sup>1</sup> 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 2022-23**

No targets were set for the 2022-23 school year.

- **Analysis**

Overall student agreement for this measure increased by 0.4 percentage points compared to 2021-22 results. Grade 5 and Grade 6 student agreement levels were higher for this suite of questions while student agreement declined across other participating grade levels compared to the previous year's results. Grade 5 students showed the highest per cent overall agreement (73.5) while Grade 11 students had the lowest agreement levels (60) in the 2022-23 school year.

Students continue to perceive themselves as most likely to speak up when confronting classmates compared to speaking up with teachers or school staff. That said, student agreement levels increased significantly from 2021-22 in response to survey questions related to speaking up with teachers and school staff. Conversely, students expressed significantly lower agreement levels to respectfully speaking up with fellow classmates in the 2022-23 school year compared to the previous school year's results.

## 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 <sup>2</sup> (%)					
Indicator	2018-19	2019-20	2020-21	2021-22	2022-23*
Exemplary Strengths	35.0	37.4	41.4	39.7	34.7
Evident Strengths	46.5	47.0	44.5	45.1	46.9
Emerging Strengths	15.5	13.3	12.0	12.7	16.1
Network of Support Required	2.3	1.6	1.6	2.0	2.3
Individual Program Plan	0.7	0.7	0.5	0.5	0.1
Overall Level of Success	97.0	97.7	97.9	97.5	97.7

\* [Note](#) | Only Division 3 results were reported in the 2022-23 school year.

### Division 3

Makes responsible decisions (%)					
Indicator	2018-19	2019-20	2020-21	2021-22	2022-23
Exemplary Strengths	33.0	34.5	39.0	34.6	34.7
Evident Strengths	47.3	49.3	45.4	48.1	46.9
Emerging Strengths	16.7	14.2	13.5	14.7	16.1
Network of Support Required	2.9	1.9	2.1	2.5	2.3
Individual Program Plan	0.1	0.1	0.0	0.1	0.1
Overall Level of Success	97.0	98.0	97.9	97.4	97.7

- **Target for 2022-23**

No targets were set for the 2022-23 school year.

- **Analysis**

<sup>2</sup> 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.

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

**Division 3:** After a 2-year continued decline, the overall level of success for Division 3 students showed a significant 0.3 percentage point increase in 2022-23. This improvement was mainly due to the increase in the Emerging Strengths category whereas Exemplary Strengths had a 0.1 percentage point increase.

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 2022-23 compared to 2021-22 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.



## 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 <sup>3</sup> (%)					
Indicator	2018-19	2019-20	2020-21	2021-22	2022-23*
Exemplary Strengths	43.3	46.0	49.8	47.9	39.5
Evident Strengths	45.4	45.1	42.3	42.9	48.8
Emerging Strengths	9.6	7.6	6.7	7.8	10.3
Network of Support Required	1.3	0.9	0.9	1.2	1.3
Individual Program Plan	0.4	0.4	0.3	0.3	0.1
<b>Overall Level of Success</b>	<b>98.3</b>	<b>98.7</b>	<b>98.8</b>	<b>98.6</b>	<b>98.6</b>

\* [Note](#) | Only Division 3 results were reported in the 2022-23 school year.

### Division 3

Treats others with respect and compassion (%)					
Indicator	2018-19	2019-20	2020-21	2021-22	2022-23
Exemplary Strengths	40.1	41.6	45.5	40.3	39.5
Evident Strengths	48.1	49.5	46.2	49.5	48.8
Emerging Strengths	10.2	7.7	7.2	8.8	10.3
Network of Support Required	1.5	1.1	1.1	1.4	1.3
Individual Program Plan	0.1	0.1	0.0for	0.0	0.1
<b>Overall Level of Success</b>	<b>98.4</b>	<b>98.8</b>	<b>98.9</b>	<b>98.6</b>	<b>98.6</b>

- **Target for 2022-23**

No targets were set for the 2022-23 school year.

- **Analysis**

<sup>3</sup> 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.

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

**Division 3:** The results for Overall Level of Success reached its peak of 98.9 per cent in the 2020-21 school year and maintained at 98.6 per cent for the past two years. However, both Exemplary Strengths and Evident Strengths saw notable decreases in the 2022-23 school year when compared to the previous year's results.

To determine improvement in Network of Support Required, the percentage of students in this category should decrease. The percentages of Network of Support Required fluctuated over time and showed a 0.1 percentage point decline in the 2022-23 school year when compared to 2021-22.

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.

#### ■ Overall Interpretation

In 2022-23, CBE students continued to demonstrate strength of character to do what is right. The overall percentage of students who reported that they respectfully challenge policies or decisions with which they may not agree, increased for the first time since the 2018-19 school year. It makes sense that this particular suite of survey questions declined during the pandemic when following safety protocols was paramount and a key priority in schools. It is encouraging to see these data are beginning to shift in a post-pandemic context as we establish new baselines upon which to grow and improve.

Comparing 2022-23 respectfully challenge policies suite of questions (disaggregated by the four survey questions) for high school students to the previous school year results (See Appendix), grade 11 and 12 student agreement levels decreased for two questions (rules, classmates) and increased for the other two questions (teacher, school staff) with the exception of grade 11 student agreement levels in response to respectfully challenging teachers. Increased agreement to these two questions for most high school students may have been, in part, due to focused time and attention spent with these data sets in collaboration with the Chief Superintendent's Student Advisory Council (CSSAC) students and consequent actions taken in high schools. The results to this suite of survey questions from 2021-22 were intentionally shared with CSSAC students in 2022-23 and students were tasked with considering actions to improve their school. In considering why students are less likely to respectfully disagree with a classmate, CSSAC students have also explored ways in which many voices are heard and collected at their schools and have been engaged to

identify potential barriers that may prevent students from connecting with their peers.

Generally speaking, grade 8 and grade 11 students had the lowest agreement levels to this suite of questions as this was the case for 3 out of the 4 specific survey questions. Additionally, Division 2 students consistently had higher agreement levels to this suite of questions. As students mature through middle and high school, they are exploring their identities more and formulating their own perspectives which may be informed by school, family, societal, and peer views. Lower agreement with this suite of questions may be due in part to students prioritizing social connections and being less willing to risk damaging peer relationships by speaking up when they are in disagreement with other students.

Report card character metrics from 2022-23 indicate that fewer students required support in making responsible decisions and treating others with respect and compassion in when compared to 2021-22 report card results. Report card indicators related to character continued to be maintained or improved, representing high overall success for Division 3 students. Given the limited number of CBE students included in this metric in 2022-23, it is difficult to know with certainty if these strong results were widespread across all grades or specific to Division 3 students only. At the same time, trends suggest Division 3 results are often lower (especially in grade 8) and therefore it is likely that strong results in Division 3 suggest promise for similar or stronger results in Divisions 1 and 2 related to making responsible decisions and treating others with respect and compassion.

In summary, these data are beginning to suggest a movement away from pandemic school culture that prioritized compliance and safety. Small shifts in student perceptions from the 2022-23 CBE Student Survey are key in establishing our new baselines as an organization as we re-establish learning environments that promote student voice, critical thinking, compassion and respect as a valued indicators of strong student character.

- **Celebrate**
  - Students report respectfully challenging policies or decisions with which they may not agree to a greater degree as compared to the previous school year, suggesting students may be feeling more comfortable using their voice at school.
  - 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.
  - Student agreement levels increased or remained comparable across grades in response to the survey questions: "I respectfully speak up when I don't agree with a decision made by teacher", "I respectfully speak up when I don't agree with a decision made by school staff" compared to the previous school year.



- **Areas of Growth**

- While overall student agreement levels remained highest in response to the survey question, “I respectfully speak up when I don’t agree with a decision made by a classmate”, student agreement levels declined across most grade levels (with the exception of grade 5 students) compared to last year’s results.
- In alignment with previous years, student agreement was lowest in response to the survey question, “I respectfully speak up when I don’t agree with a decision made by school staff” with only 55.8 per cent of students in agreement with this statement.
- Student agreement declined across grade levels in response to the survey question, “I respectfully speak up when I don’t agree with the rules” compared to the previous school year.



## Building Capacity |

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

### Professional Learning

By increasing staff capacity through significant investment in professional learning, student character results will improve. Specifically, professional learning will be developed purposely, with the intention to support:

- Middle Years learning series focused on Student Engagement and Investment that included Healthy School Standards: Youth Voice & Engagement and Strategies for Elevating Student Voice through Collaborative for Academic Social and Emotional Learning (CASEL).
- Physical Education, Health and Well-Being Forum including sessions on Character Development and Healthy Relationships presented by partner EVERFI, Leading Social Emotional Learning, and unpacking the Student Well-Being Companion Guide focussed on themes of Diversity and Inclusion, Connectedness and Belonging, Regulation, and Mental Health and Resiliency.
- Professional Learning sessions provided through the Principal Association of Adolescent Learners (PAALs), Calgary Middle School Athletic Association, and Leaders' Series with a focus on creating conditions to support student advocacy for diversity and inclusion.
- Engaging school-based staff in a learning network related to developing student voice and well-being through school designates who support Chief Superintendent's Student Advisory Council students and meet in person three times a year to connect and reflect.
- Providing sessions for teachers and administrators during the Physical Education, Health and Well-Being Forum as part of a system Professional Development Day in April including sessions on SOGI Creating Conditions to Thrive, and Leading Social Emotional Learning including competencies, key settings and school wide implementation and emphasizing youth voice and engagement as key indicators in determining next steps at a school.
- Piloting with school-based and service unit leaders professional learning opportunities aimed at enhancing the implementation of strategies to advance anti-racism, diversity and inclusion, through a series of learning modules created and offered by the Diversity and Inclusion team.
- On Demand professional learning for school-based and service unit leaders dedicated to developing confidence and capacity to address racism and discrimination.

### 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:

- Annual Student Well-Being Symposium to advance a culture of Well-Being through Student Voice.

- Continuing regular meetings of the Chief Superintendent’s Student Advisory Council (CSSAC) have continued to develop student voice opportunities in schools.
- Leveraging CSSAC meetings to support and guide students in creating a student-led initiative at their respective schools to develop inclusive and supportive educational experiences for all students related to the intersection between student voice and student well-being.
- Creating new questions for the CBE Student Survey which address student confidence that school leaders will address incidents of racism and discrimination in an intentional and transparent manner.
- Hiring of second Diversity and Inclusion Specialist to continue to develop and lead professional learning for staff.

### **Resources**

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

- Creation of action-planning templates to support CSSAC students and staff designates in their implementation of a school-based initiative to address the intersection between student voice and student well-being at their schools.
- Creation of Diversity and Inclusion Professional Learning modules to provide schools and staff with learning related to Developing Self and Others, Leading Teaching and Learning, Developing Inclusive Schools, and Leading a Culture of Improvement Through Leveraging Student Voice
- Creation of capture and summary documents to celebrate the learning at the symposium for all staff to review and engage with, available on the Diversity and Inclusion Insite page.
- Creation of a Brightspace by D2L site to inform a whole school approach to Social Emotional Learning (K to 6).



## 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. Results 5 will be a major focus on the 2023-24 CBE Student Survey. It is recommended to wait until there is a complete data set for Results 5 before considering targets.

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

## APPENDIX

Appendix I: Results 5 | CBE Student Survey Questions & 2022-23 Results



## Results 5 | CBE Student Survey Questions & 2022-23 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.	n/a
2   I base my decisions on what I think is fair and unfair.	n/a

#### 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.	62.6
2   I respectfully speak up when I don't agree with a decision made by a classmate.	83.1
3   I respectfully speak up when I don't agree with a decision made by a teacher.	60.5
4   I respectfully speak up when I don't agree with a decision made by school staff.	55.8



<b>I respectfully speak up when I don't agree with the rules.</b>	<b>2021-22 Agreement (%)</b>	<b>2022-23 Agreement (%)</b>
Grade 5	66.8	66.4
Grade 6	65.2	64.4
Grade 8	63.0	60.8
Grade 9	64.8	62.2
Grade 11	63.9	59.1
Grade 12	65.2	61.3

<b>I respectfully speak up when I don't agree with a decision made by a classmate.</b>	<b>2021-22 Agreement (%)</b>	<b>2022-23 Agreement (%)</b>
Grade 5	87.7	87.8
Grade 6	87.4	87.1
Grade 8	84.8	82.6
Grade 9	84.6	82.0
Grade 11	82.0	77.5
Grade 12	83.6	77.7

<b>I respectfully speak up when I don't agree with a decision made by a teacher.</b>	<b>2021-22 Agreement (%)</b>	<b>2022-23 Agreement (%)</b>
Grade 5	63.5	71.6
Grade 6	61.2	65.5
Grade 8	56.4	55.8
Grade 9	56.7	56.9
Grade 11	53.5	53.4
Grade 12	54.2	56.5



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

### Indicator 3 – Technological Responsibility Summary Measure

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

## 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.	n/a
2   [11,12] When working with others, I encourage everyone to have their say.	n/a
3   [11,12] When working with others, I consider their thoughts and opinions even if they are different than my own.	n/a
4   [11,12] I consider my values before making a decision.	n/a

### 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.	n/a
2   [11,12] I am responsible for myself and my actions.	n/a
3   [11,12] I speak up appropriately for my beliefs.	n/a
4   [11,12] I know what is expected of me in different social situations.	n/a

### 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.	n/a
2   [11,12] I cooperate with people around me.	n/a
3   [11,12] I try to look at all sides of an issue before I make a decision.	n/a
4   [11,12] I think about the impact of my actions on others.	n/a

#### Indicator 3 – Compassion and Empathy Summary Measure

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



report to  
Board of Trustees

# CBE Education Plan 2024-27

Date	May 21, 2024
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 Brad Grundy, Superintendent, Finance/Technology Services, Chief Financial Officer, Corporate Treasurer Dany Breton, Superintendent, Facilities and Environmental Services Rob Armstrong, Superintendent, Human Resources Kelly Ann Fenny, General Counsel Marla Martin-Esposito, Chief Communications Officer
Governance Policy Reference	Operational Expectations OE-1   Global Operational Expectations  Results R-1   Mission
Resource Person(s)	

## 1 | Recommendation

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It is recommended:

- THAT the Board of Trustees approves the Education Plan 2024-27 and authorize its submission to Alberta Education

## 2 | Issue

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The Alberta Education Assurance Framework for the K - 12 education system sets out the expectations and requirements for school boards in regards 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 2024/25 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

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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

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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 2024/25 school year (p. 21)*

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 2024/25 school year (p. 190)*

The CBE Education Plan 2024-27 (Attachment I) 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

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

CBE's 2024-25 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

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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

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The Education Plan 2024-27 provides 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 needs revealed by their own data.



JOANNE PITMAN  
CHIEF SUPERINTENDENT OF SCHOOLS

## **ATTACHMENTS**

Attachment I: Education Plan 2024-27

## **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.

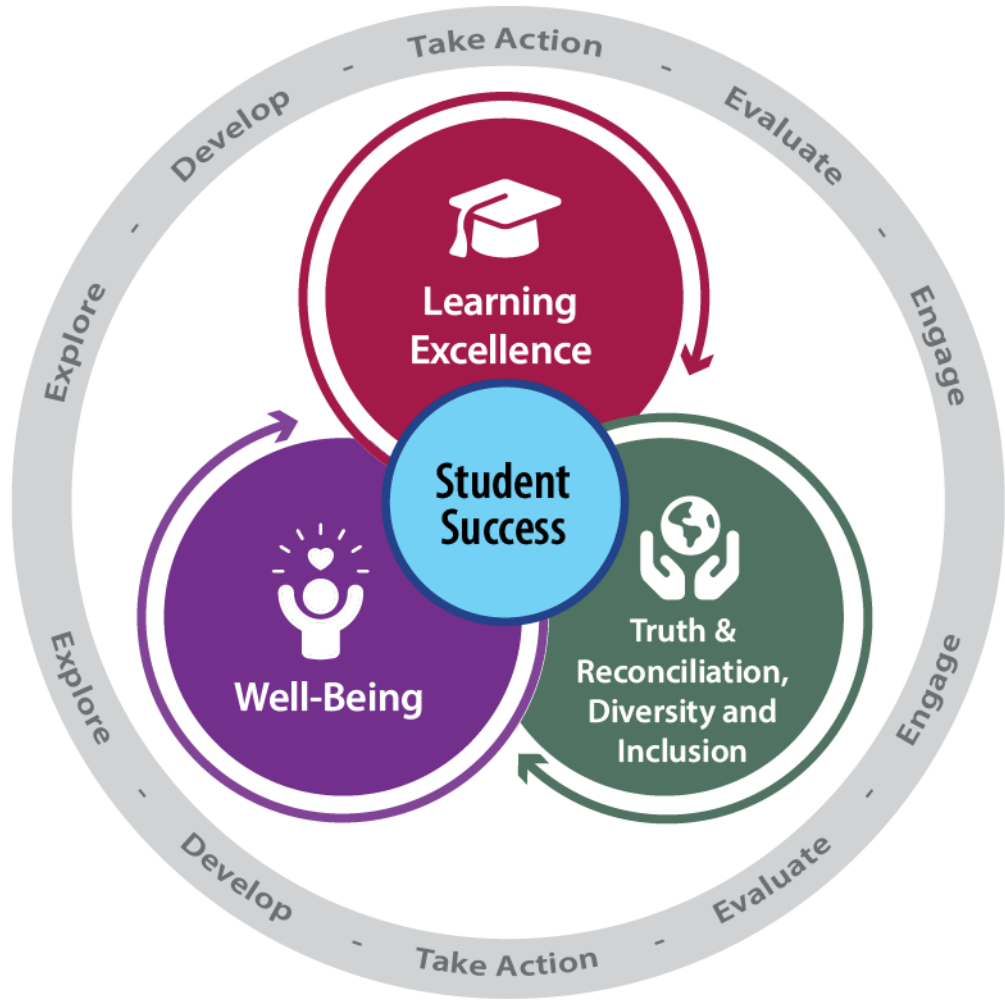
**Board/Chief Superintendent Relationship:** The Board defined in policy how authority is delegated to its only point of connection – the Chief Superintendent – and how the Chief Superintendent's performance will be evaluated.

**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 1 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.



**138,200+ Students**



**40,000+**  
English as  
Additional  
Language (EAL)  
Learners



**25,000+**  
students with  
special needs



**6,200+**  
self-identified  
Indigenous  
students



**26,000+** students  
in Language &  
Alternative  
programs



**22,000+** students  
on **540** yellow bus  
routes



**4,000+** students  
in unique  
settings



**15,000+**  
employees



**251**  
schools

\*Sept. 30, 2023 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.

Last fall, we embarked on an extensive engagement with the whole CBE community to learn what is most important to consider in developing the 2024-27 Education Plan. We were so grateful that more than 9,000 people shared their voices. The perspectives and experiences gathered, along with student results data and Alberta Education expectations, were used to shape this plan. The feedback was thoughtful and diverse and will be used in a variety of ways to help inform future decisions.

These are dynamic times of rising enrolment and increased student complexity. The CBE has 40,000+ students who are learning English as an Additional Language (EAL) and 25,000+ students identified with specialized learning needs. In addition, schools are currently at 92 per cent utilization and are expected to be at 100 per cent within two years. 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.

It is clear from everything we heard that we must strive for excellence, address the challenge of complexity, promote well-being and continue to work together. 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 our Education Plan addresses the needs of students today while positioning the CBE for future success.

# Accountability Statement

The 2024-25 school year is the first year of the 2024-27 Education Plan’s three-year cycle. It was prepared under the direction of the Board in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency 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 Year 1 of the 2024-27 Education Plan on May XX, 2024.

Laura Hack  
Chair, Board of Trustees





## Learning Excellence

Strong student achievement for lifelong learning and success

### Key Outcomes & Actions

#### Students achieve excellence in literacy and mathematics

- Sustained focus on implementation of the [Literacy](#) and [Mathematics Frameworks](#).
- Use and refine comprehensive continuums of supports in schools and across the system.
- 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 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 curricular experiences that create awareness of career pathways.
- Provide access and instruction to technologies that enhance student learning and personal development.
- Maintain and enhance partnerships with post-secondary and industry partners to support dual credit and exploratory pathway opportunities.

### Key Measures

Alberta Education Assurance Measures (AEAMs)	Alberta Education Local Components	Local Measures
<ul style="list-style-type: none"> <li>▪ Provincial Achievement Tests</li> <li>▪ Diploma Examinations</li> <li>▪ High School Completion Rate (3 year, 5 year)</li> <li>▪ AEAMs Survey: Education Quality</li> <li>▪ AEAMs Survey: Student Learning Engagement</li> <li>▪ AEAMs Survey: Parental Involvement</li> </ul>	<ul style="list-style-type: none"> <li>▪ Early Years Literacy &amp; Numeracy Assessments</li> <li>▪ Access to a Continuum of Supports and Services</li> <li>▪ Professional Learning, Supervision and Evaluation</li> <li>▪ First Nations, Métis and Inuit Student Success</li> </ul>	<ul style="list-style-type: none"> <li>▪ Assessment of Foundational Reading Skills (AFRS)</li> <li>▪ Alberta K-12 ESL Proficiency Benchmarks</li> <li>▪ Report Card results</li> <li>▪ CBE Student Survey</li> <li>▪ Professional learning data regarding impact on professional growth</li> <li>▪ Dual credit courses, off-campus, apprenticeship opportunities, and exploratory programming data</li> </ul>





## 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

- Sustained focus on implementation of the [Student Well-Being Framework](#).
- Support students academically and socio-emotionally through targeted programming, structures, and processes with particular emphasis on middle school students.
- Refine partnerships that offer evidence-informed 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.

### Key Measures

Alberta Education Assurance Measures (AEAMs)	Alberta Education Local Components	Local Measures
<ul style="list-style-type: none"> <li>▪ AEAMs Survey: Access to Support and Services</li> <li>▪ AEAMs Survey: Welcoming, Caring, Respectful and Safe Learning Environment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Professional Learning, Supervision and Evaluation</li> <li>▪ Access to a Continuum of Supports and Services</li> <li>▪ Annual Report of Disclosures</li> </ul>	<ul style="list-style-type: none"> <li>▪ Report Card results</li> <li>▪ Attendance data</li> <li>▪ CBE Student Survey</li> <li>▪ OurSCHOOL Survey</li> <li>▪ Employee absence and fill rates</li> <li>▪ Employee Well-Being survey</li> <li>▪ Employee supports and services utilization rates</li> <li>▪ Professional learning data regarding impact on professional growth</li> </ul>



## 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).
- Sustained focus on implementation of the [Indigenous Education Holistic Lifelong Learning Framework](#).
- Sustained collaboration with Indigenous Elders and Knowledge Keepers to advance actions in support of Indigenous student well-being and achievement.
- Provide targeted professional learning 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

- Provide professional learning and resources to build and apply culturally responsive teaching and learning.
- Enhance relationships with students, families/caregivers and partners to strengthen cultural understanding throughout the system.

Working and learning environments promote equity, diversity and inclusion

- Define, communicate, and demonstrate the CBE’s commitment to Truth and Reconciliation, anti-racism, equity, diversity and inclusion.
- Implement professional learning and resources for employees focused on Truth and Reconciliation, anti-racism, equity, diversity and inclusion.

### Key Measures

Alberta Education Assurance Measures (AEAMs)	Alberta Education Local Components	Local Measures
<ul style="list-style-type: none"> <li>▪ AEAMs Survey: Citizenship</li> <li>▪ AEAMs Survey: Welcoming, Caring, Respectful and Safe Learning Environment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Professional Learning, Supervision and Evaluation</li> <li>▪ Access to a Continuum of Supports and Services</li> <li>▪ First Nations, Métis and Inuit Student Success</li> <li>▪ Annual Report of Disclosures</li> </ul>	<ul style="list-style-type: none"> <li>▪ Area Learning Team Referrals</li> <li>▪ Attendance data</li> <li>▪ CBE Student Survey</li> <li>▪ OurSCHOOL Survey</li> <li>▪ Employee Well-Being survey data</li> <li>▪ Professional learning data regarding impact on professional growth school, service unit and team commitments to Truth and ReconciliACTION</li> </ul>

# Building and Refining the Education Plan

Student, employee and parent perspectives inform the development 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.

## Ongoing School-Based Engagement

Input and feedback is gathered every year at schools through School Development Plans that incorporate perspectives provided by students, employees, families and school councils. Families have the opportunity each year to influence education planning, school budgets and school fees through direct input at school council meetings, online surveys and other engagement activities. The CBE has established administrative regulations and practices that ensure school principals work toward:

- enhancing communication between the school and its parent community;
- providing a method by which the school, home and community may work together for the benefit of students;
- providing a forum for discussion of school philosophies, results, budgets and operations that contribute to the creation of the School Development Plan; and
- reporting to the community on the progress achieved towards the goals in the School Development Plan.

In addition to these school-led activities, the CBE gathered input and feedback at a system-level to shape the 2024-27 Education Plan through a comprehensive community engagement process, developed in alignment with the CBE's [Dialogue Framework](#). This initiative reflects the CBE's intention to do more extensive work in gathering thoughts and perspectives in the years leading up to a new three-year planning cycle.

## 2023-24 System-Wide Engagement

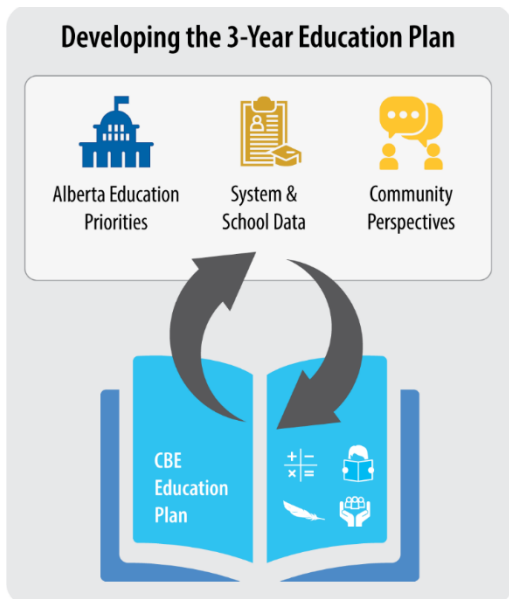
The CBE gathered input and feedback from December 2023 to February 2024 in the following ways:

- Four online surveys for employees, families, and public, union executive and CBE partners.
- More than 10 in-person sessions with CBE leaders, employees, families, school council members, advisory groups and partners.

More than 9,000 people took the time to share their perspectives and experiences. Their input has helped shape the 2024-27 Education Plan in meaningful ways.

In reviewing [what we heard](#) from the CBE community, there's a strong alignment between their input and the goals, outcomes, and actions outlined in this Education Plan.

Thank you to everyone who took the time to connect and share their thoughts and ideas. Everyone plays an important role in supporting student success now and into the future.



# Overview and Implementation

The 2024-27 Education Plan is a targeted plan informed by local and provincial data. It is structured by the 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 know if the actions we are taking as an organization are having the intended influence 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 2024-25 School Year](#), p. 23).

The CBE 2022-23 Alberta Education Results Report and the Board of Trustees' Results monitoring reports 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. It evidenced that focused efforts are yielding positive results and highlighted the importance of continued implementation of foundational documents to guide this work, along with ongoing professional learning and new curriculum support.

The Education Plan ensures representation for all students while also incorporating specific targets 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 also identified a need for a continued focus on teacher understanding of English Language Learners' culture/cultural identity and language proficiency learner profile, interest and readiness levels.

## 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 every student to realise their full potential and prioritizing professional learning and well-being of employees.

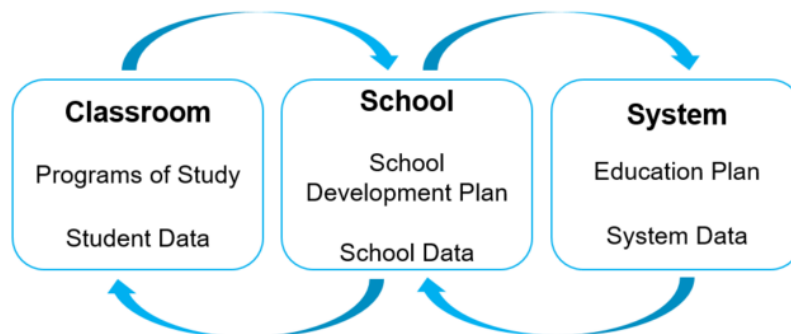
## Key Actions

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 implementation of the CBE frameworks of [Literacy](#), [Mathematics](#), [Indigenous Education Holistic Lifelong Learning](#) and [Student Well-Being](#).
- Targeted professional learning will support curriculum implementation, individualized learning, student and employee well-being, cultural responsiveness, Truth and Reconciliation, anti-racism efforts, equity, diversity, and inclusion.
- Use and refinement of 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 service unit workplans that further refine, develop, and measure 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 provided to the Board of Trustees in November 2025 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 year one.

## Key Measures

In the Education Plan, both provincial and local data sets are used. These measures will 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 Education’s Assurance Framework [which] provides the basis for accountability and public

assurance in the Kindergarten to Grade 12 education system,” (Retrieved Nov 1, 2023, from [Alberta Education Assurance Survey - Parent Letter](#)).

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

- **Achievement Data** including Report Card results, early literacy assessments, and Alberta K-12 ESL Proficiency Benchmarks.
- **Perception Data** including feedback from professional learning and survey data from the CBE Student Survey, OurSCHOOL Survey, and Employee Well-Being surveys.
- **Demographic Data** including student attendance and registration data, employee data regarding absence and fill rates, and employee supports and service utilization.

## Resources

The Board of Trustees' priorities for student success is 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 ensure the success of each student, the CBE leverages a variety of resources across multiple areas.

Our greatest asset is our 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 including the [Literacy Framework](#), [Mathematics Framework](#), [Indigenous Education Holistic Lifelong Learning Framework](#), [Student Well-Being Framework](#) and the Assessment and Reporting in the CBE document. These provide standards and guidelines and ensure consistency and coherence across the CBE.

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.

# References

[Alberta Education: Funding Manual for School Authorities 2024/25 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.

- **2024-25 CBE Budget**

The CBE's 2024-25 budget was approved by the Board of Trustees on May XX, 2024. The budget document is available on the CBE's website: <https://cbe.ab.ca/about-us/budget-and-finance/Documents/Budget-2023-24.pdf>

- **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 19, 2024 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: <https://www.cbe.ab.ca/schools/building-and-modernizing-schools/Documents/IMR-Expenditure-Plan.pdf>

**report to  
Board of Trustees**

**Budget Report for the 2024-25 School Year**

Date	May 21, 2024
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Joanne Pitman Chief Superintendent of Schools
Purpose	Decision and Information
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**

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It is recommended:

- THAT the Board of Trustees approves the 2024-25 budget as reflected in Attachment I to this report and authorizes its submission to Alberta Education.



## 2 | Issue

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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 2024-25 budget has been prepared to satisfy the requirements of the above legislation and operational expectations in all material respects.

## 3 | Background

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On Feb. 28, 2024, the Government of Alberta released its budget for 2024-25 including the high-level allocations for Alberta Education. On March 28, 2024, the Calgary Board of Education received its individual funding profile within the larger provincial education envelope. Alberta Education funding for the 2024-25 school year is \$1.394 billion. On May 6, 2024, the CBE received the Alberta Education funding commitment letter that included a slightly amended amount of \$1.395 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 2024-25 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 2024-25 Budget.

## 4 | Analysis

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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 9, 2024 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 9, 2024.

On May 6, 2024, the CBE received the Alberta Education funding commitment letter and updated funding profile. The CBE continues to maximize dollars to the classroom for teaching and learning.

The key highlights of the 2024-25 Budget, detailed in Attachment I are managing

- Enrolment growth
- Increased complexity
- Inflation and increased costs
- Updated collective agreements
- Increased system utilization
- Education funding

## 5 | Financial Impact

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As required by law, the attached budget for 2024-25 is balanced:

- projected revenues of \$1.621 billion and operating expenditures of \$1.6245 billion (inclusive of the asset requirement obligation),
- an operating deficit of \$2.663 million to be covered through operating reserves; and
- planned capital spending of \$30.1 million.

## 6 | Implementation Consequences

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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

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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 Report for 2024-25

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

Board: Board of Trustees

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

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

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

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

# Budget Report 2024-25



learning | as unique | as every student

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



**Calgary Board  
of Education**

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## Executive Summary

With many families continuing to choose Calgary as their new home, we have aligned our financial planning to accommodate the resulting surge in student enrolment. The 2024-25 Calgary Board of Education budget is built to support our expanding student population, dedicating available resources to maintain the high quality of education expected by families, students, and staff.

There has been significant enrolment growth in the past three years as the CBE has welcomed approximately 15,600 students and will welcome up to an additional 9,000 in the upcoming year. The CBE's overall 2024-25 budget is over \$1.6 billion, which includes \$1.395 billion from Alberta Education and is focused on addressing the needs of an anticipated 147,500 students.

Recognizing the pressures associated with rapid growth, an additional \$85 million in year-over-year funding from Alberta Education for next year means the CBE can hire more teachers, education assistants, and other staff. While we appreciate the additional funds provided to address student enrolment growth, we need to look deeper within our existing resources to respond to the reality of increasing labour costs and other inflationary pressures.

Despite rising costs, we have kept central fees (student transportation, noon supervision, student supplies) at the same levels as last year. This decision addresses the affordability pressures many families face and our belief in minimizing financial barriers to quality education.

We will continue to maximize dollars directed 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.

The organization holds some funds in reserves to address unforeseen events that might otherwise impact the continuity of teaching and learning. The CBE will closely monitor activities to identify any significant, one-time expenses that may require access to these funds as the 2024-25 school year unfolds.

While the CBE seeks to balance the budget, our operating tolerance is plus or minus 0.5% of total budgeted operating expenditures. With a \$1.6 billion budget we consider ourselves to be balanced if we are within +/- \$8 million of revenues equalling expenses. Regardless, CBE Administration will monitor our expenses against our revenues continuously through the year.

Considered in its entirety, the CBE's balanced budget demonstrates a commitment to the Board of Trustees' priorities of student achievement, equity, and well-being through effective budget management, financial planning, and transparency.

Joanne Pitman  
Chief Superintendent of Schools  
Calgary Board of Education

## 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 9, 2024. The CBE's funding profile, providing \$1.394 billion in grant funding, was received on March 28, 2024. On May 6, 2024, the CBE received the Alberta Education funding commitment letter that included a slightly amended amount of \$1.395 billion (an increase of just under \$428,000). The funding commitment in that letter is incorporated into the 2024-25 budget (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 (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:

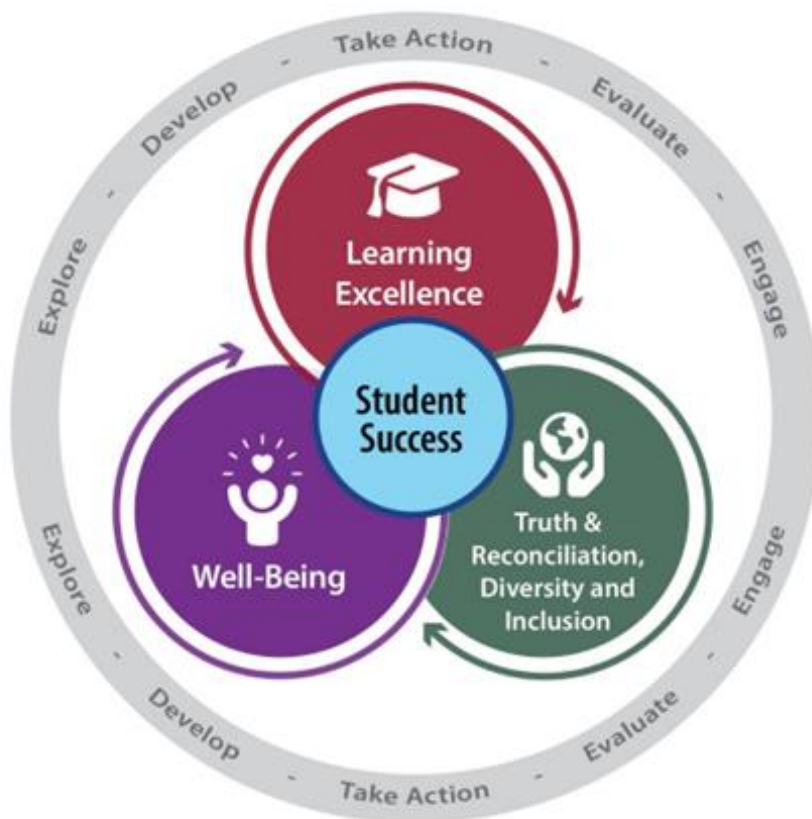
- Students come first;
- Learning is our central purpose; and
- Public education serves the common good.

The CBE believes in a strong public education system that supports success for each student, every day, with no exceptions. Our focus is to provide educational programming that meets the needs of each student while being responsible 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 centre 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, parents, partners and the public. The Education Plan is a direct reflection of priorities identified by the Board of Trustees for student success: achievement, equity and well-being. Our plan also aligns with the direction of Alberta Education’s Assurance Framework.

The CBE is in year 1 of the 2024-2027 Education Plan. This plan was shaped by perspectives and feedback gathered through an extensive engagement with the whole CBE community, along with student results data and Alberta Education expectations.



Note | The updated Education Plan is draft until approved by the Board of Trustees by end of May 2024.



## Key Budget Elements

### Enrolment Growth

Enrolment growth continues at robust levels. CBE has experienced four years of growth at (or above) 5% per year (+15,600 to September 2023) and forecasts an additional 9,000 students for September 2024. The CBE continues to address the pressures associated with this growth as well as the increase in complexity within the classroom.

The Supplemental Enrolment Growth grant remains available to school boards to assist with this significant and unexpected growth. For the 2024-25 school year, the CBE will receive \$18.7 million via this grant.

### Addressing Complexity

A second year of the Classroom Complexity grant will assist in flowing additional dollars to schools to support students with complex learning needs. At the inception of this grant in 2023-24, the grant enabled the CBE to open 21 new system classes, hire additional speech-language pathologists (SLPs), support early intervention, and provide additional English language learner (EAL) support. Continued provision will provide classroom support such as additional teachers, educational assistants, and other staff in addition to focused training to address complexity.

The second year of this grant will allow for the continuation of the services added in year one of the grant.

### Inflation, Increased Costs

The funding profile accounts for increased student enrolment, but not for additional expenses such as inflation and school board operation costs. Many CBE costs, such as IT licencing costs, are directly tied to the number of users in a system. As more students enter our schools and more teachers are hired to teach those additional students, costs grow as a result of additional users. These increased costs have an impact on the funding available to directly support students in the classroom.

### Increased costs of Staffing

The Alberta Teachers' Association (ATA) collective agreement has been funded through Alberta Education and is included in the funding profile. The CBE has assumed that any further negotiations will be funded by Alberta Education. The CBE is anticipating the negotiation of new collective agreements for Staff Association (SA), Trades, Canadian Union of Public Employees (CUPE) and exempt staff as they expire on August 31, 2024. 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.

## System Utilization

In March 2024, the CBE received funding for one new school and twelve new modular classrooms, representing 960 additional spaces to accommodate the projected 2024-25 enrolment growth. This funding will also be beneficial to ease the burden of the CBE's current system utilization rate which is presently at over 92 per cent — higher than the ideal utilization rate of mid-to-high 80 per cent range. Further information is provided in the capital section of this budget report.

## Education Funding

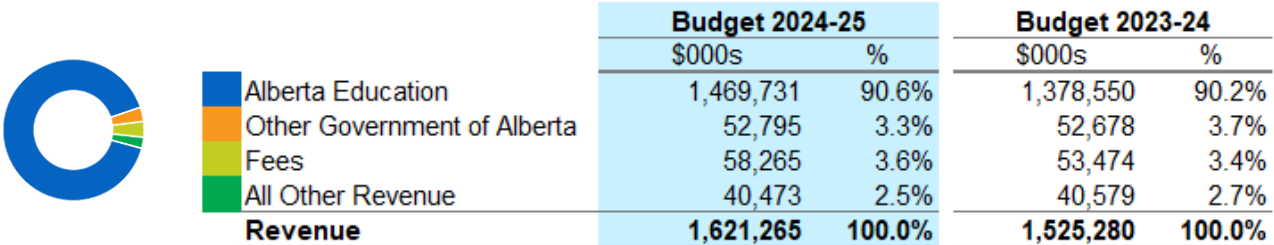
Since 2018-19, the funding received on a per-student basis has remained relatively flat considering enrolment growth over the period. In fact, funding per student has not yet returned to the levels last seen in 2018-19. As funding per student is used to fund CBE operations, and those operations cost more in 2024-25 than what they did in 2018-19, the CBE is stretching each dollar further. As a result, this budget sees a modest increase in the average class size across the system. As well, services and supports that address diversity and complexity have not increased at the rate necessary to provide services to a growing student body at levels equal to the 2023-24 school year.

In its 2024-2027 fiscal plan, the Government of Alberta committed to holding expenditure growth to a rate below population growth and inflation. For education, that suggests flat per student funding over the period of the fiscal plan.

Should relatively flat funding on a per-student basis continue beyond the 2024-25 school year as expected, there will be continued upward pressure on average class size and downward pressure on the availability of services and supports that address diversity and complexity.

# Discussion of Revenue and Expense

## Revenue



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 Renewal (IMR) funding and the Capital Maintenance and Renewal (CMR) grant.

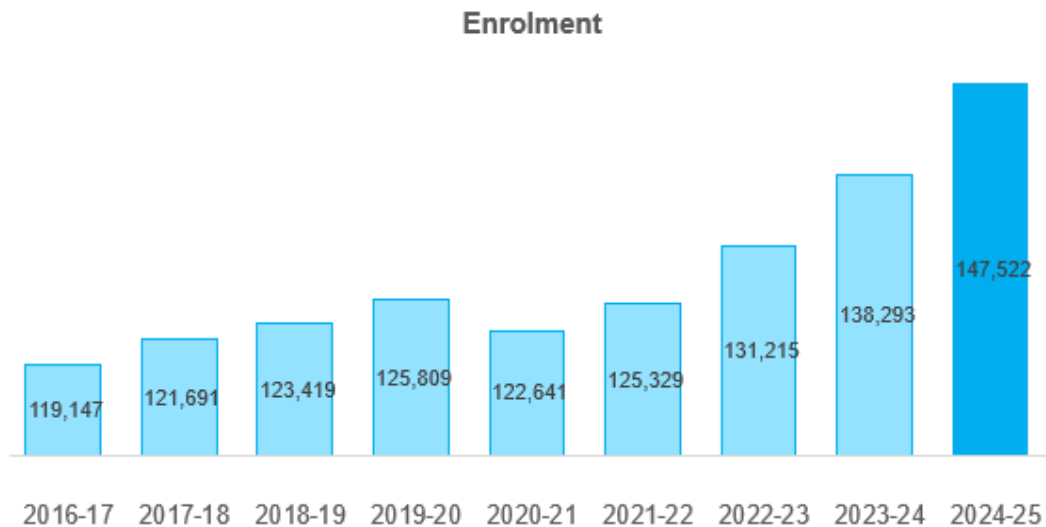
School-generated revenues are directly offset by the school-generated costs associated with the activity.

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

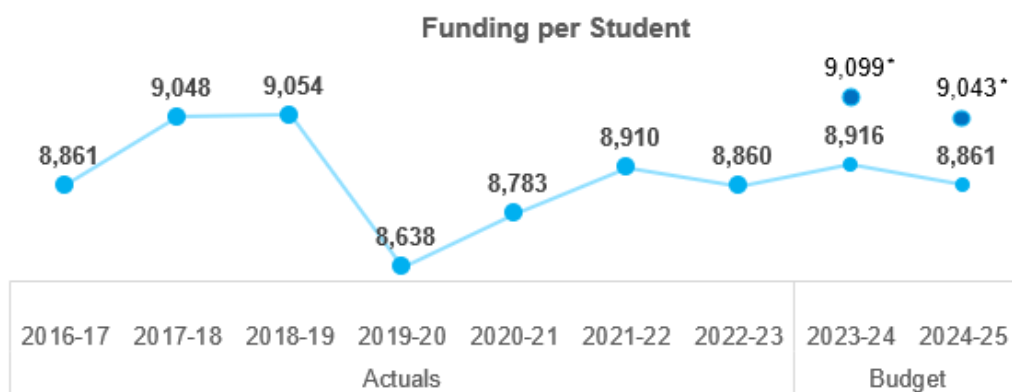
Additional information regarding definitions for revenue categories can be found in Appendix IV.

## Enrolment

Enrolment projections for each school year are created in early January for the following 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.



Between September 2023 and September 2024, we expect to see an increase of more than 9,000 students. Note: enrolment growth experienced after the September 30<sup>th</sup> count date places downward pressure on the funding per student. This was not a significant factor in past years given the moderate increase in enrolment. With significantly increased enrolment growth, this factor places additional stress on the CBE's financial resources.



\* Funding per student inclusive of ATA salary gap settlement

The CBE will continue to welcome all students and support their learning needs. Funding per student is based on total Alberta Education funding less specific targeted funds. The CBE removes specific targeted funds that are not available to directly support teaching and learning in the classroom for this calculation. The funds removed do still play a valuable role in overall CBE operations. Targeted funds not included in this funding per student calculation include Alberta Teachers' Retirement Fund (ATRF), Infrastructure Maintenance and Renewal (IMR), Capital Maintenance and Renewal (CMR), and the Transportation grant.

Based on that analysis, funding per student for Budget 2024-25 has only recently returned to the levels seen in the 2018-19 school year, this notwithstanding the fact that all cost categories have increased since 2018-19. As a result, a dollar received for 2024-25 purchases less staffing, goods, and services than what it did in 2018-19.

## 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.

There is no profit or benefit to the CBE in the fees levied. 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. All fees include a combined budgeted waiver and bad debt expense of approximately 20-25% 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

	Budget 2024-25
4 day	\$305
5 day	\$335

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.

The cost of the student supplies fee remains consistent with the prior year.

## Student Supplies Fee

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

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. 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 consistent with the prior year.

Budget 2024-25	
All Riders	\$260*
Additional Alternative Address	\$110

\*Kindergarten fee \$130 (one way)

## 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.

By the 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.

In March 2023, Alberta Education introduced new student travel distances that are to be implemented by September 2025. This provides additional time to implement the service changes while student transportation providers work on increasing service reliability in anticipation of the change.

Transportation service levels will remain the same next year with a decision to focus on solidifying service reliability and continuing to mitigate risks associated with bus driver shortages and recruitment challenges. We are working closely with service providers to establish the CBE as the number one choice for school bus drivers. This will help ensure CBE is best positioned to fully implement the necessary changes by the government's deadline of September 2025.

The fee structure aligns with the government's guidelines and funding formula while also maintaining lower fees for all riders.

# 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:

	<b><u>Teacher Salaries and Benefits</u></b> Account: Salaries and Benefits Block: Instruction Category: Schools and Areas
	<b><u>Classroom Supplies</u></b> Account: Supplies Block: Instruction Category: Schools and Areas
	<b><u>Student Transportation</u></b> Account: Transportation Block: Transportation Category: Corporate Costs

# Expense by Account and Block



	Salaries and Benefits	Supplies and Services	Other	Total
Instruction	\$1,144	\$112	\$22	\$1,279
Operations and Maintenance	\$71	\$62	\$71	\$204
Transportation	\$1	\$58	\$1	\$61
System Administration	\$23	\$22	\$1	\$46
External Services	\$21	\$7	\$6	\$34
Total	\$1,261	\$261	\$102	\$1,624

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.
- 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 2024-25	Budget 2023-24	Change
in \$000s						
Schools and Areas	\$ 1,112,973	\$ 84,120	\$ 60	\$ 1,197,153	\$ 1,128,897	\$ 68,256
School Improvement	58,049	5,901	250	64,199	63,609	590
Corporate Cost	7,238	157,183	89,631	254,051	236,096	17,955
Finance and Technology Services	36,225	957	9,682	46,865	38,705	8,160
Facilities and Environmental Services	25,628	11,038	2,002	38,669	36,678	1,991
Human Resources	15,536	445	-	15,981	14,679	1,302
Communications and Engagement Service	2,748	103	-	2,852	2,702	150
General Counsel	1,891	108	-	1,999	1,784	215
Board of Trustees	465	1,137	-	1,602	1,566	36
Chief Superintendent	467	88	-	556	564	(8)
<b>Total</b>	<b>\$ 1,261,222</b>	<b>\$ 261,080</b>	<b>\$ 101,626</b>	<b>\$ 1,623,928</b>	<b>\$ 1,525,280</b>	<b>\$ 98,648</b>

Salaries and benefits are 77.6% of total current-year expenditures. The second chart below illustrates the movement of full-time equivalent (FTE) staff in each of the departments. Note the increase in schools and areas is a direct result in the enrolment growth as we try to keep pace with growing schools.

FTE by Department	Change from Budget 2023-24
Schools and Areas	▲ 602
School Improvement	▲ 5
Facilities and Environmental Services	▲ 11
Finance and Technology Services	▲ 23
Human Resources	▲ 14
Communications and Engagement Services	▲ 1
Corporate Service Units	▼ 2
General Counsel	▲ 1
Chief Superintendent	-
<b>Total   11,279</b>	<b>655</b>

\*Total Schools FTE is 9,546 (2023-24 8,963), Total Areas FTE is 646 (2023-24 627).

## Service Unit Staff

- Total staffing at the CBE can be viewed in two ways:
  - By Certificated and Non-Certificated Staff
  - By School-Based and Non-School Based Staff

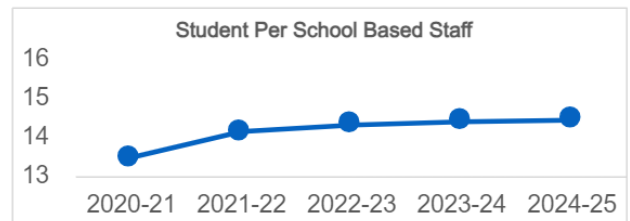
	Budget 2024-25			Change from Budget 2023-24		
	Certificated	Non Certificated	Total	Certificated	Non Certificated	Total
School Based	7,405	2,787	<b>10,192</b>	▲ 329	▲ 273	▲ 602
Non School Based	185	902	<b>1,087</b>	▲ 8	▲ 45	▲ 53
<b>Total</b>	<b>7,590</b>	<b>3,689</b>	<b>11,279</b>	▲ 337	▲ 318	▲ 655

\*Does not include substitutes or temporary 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. This is consistent with historical staffing allocations and other metro districts.
- The CBE continues to provide relatively consistent levels of staff (prioritizing school-based positions) in a constrained budget environment.

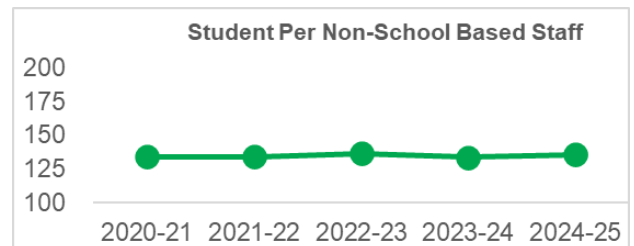
School-based staff include but are not limited to:

- 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

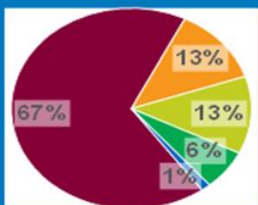
Corporate costs are organizational costs managed by respective service units on behalf of the entire CBE. They are mostly non-discretionary, at least in the short- to medium-term, and cannot be easily reduced without a significant impact on the CBE's operations.

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

	<b>Budget 2024-25</b>	Budget 2023-24	Change
	in \$000s		
Salaries and benefits	\$ 7,238	\$ 8,719	\$ (1,481)
Dues and fees	1,296	478	818
Rental equipment and facilities	11,735	11,513	222
Maintenance and repairs	13,643	15,027	(1,384)
Insurance	12,505	14,460	(1,955)
Professional services	12,628	13,812	(1,184)
Utilities	37,521	34,306	3,215
Transportation charges	57,694	46,673	11,021
Travel and subsistence	1	1	-
Other supplies	10,126	6,471	3,655
Minor equipment	35	9	26
Amortization	79,940	76,428	3,512
Interest and finance	2,523	1,805	718
Other (uncollectible accounts)	7,170	6,394	776
<b>Total</b>	<b>\$ 254,051</b>	<b>\$ 236,096</b>	<b>\$ 17,955</b>

## 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
- 13% Other
- 6% ATRF
- 1% 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 \$717.7 million covers teachers and education assistants. An additional \$135.2 million is provided to address the unique equity factors in each school and \$129.9 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. Centrally funded student support services can be deployed where and when necessary to address individual student need. Having some resources at the Area and central level allows for a better matching of resources to needs.

	Budget 2024-25		Budget 2023-24		Change	
	RAM (\$000s)	Enrolment Student Count	RAM (\$000s)	Enrolment Student Count	RAM (\$000s)	Enrolment Student Count
K-12	717,745	147,522	677,236	138,293	40,509	9,229
Other - Equity factors, unique settings and specialized classes	135,232		125,286		9,946	
Basic school staff allocation	129,921		125,789		4,132	
Alberta Teachers' Retirement Fund	69,435		64,584		4,851	
Contract absences, short term	17,599		12,663		4,936	
<b>Total</b>	<b>1,069,931</b>		<b>1,005,558</b>		<b>64,373</b>	

# 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. 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 them. The prioritized project list is then provided to Superintendents' Team for final review and approval.

In 2024-25, the CBE will set aside \$30.1 million in board-funded capital to address projects such as:

- one-time capital expenditures (e.g., School wiring closet remediation and fire alarm monitoring panels)
- capital acquisitions that need to be made on an annual basis to maintain a stable and reliable inventory of assets such as technology devices, vehicles, and maintenance equipment

Specific examples include the purchase of classroom technology (tablets, desktops, laptops, digital displays, etc.), enhancements or replacement of enterprise systems (payroll, human resources management, financial systems, student record systems, and facility management systems), replacement furniture for schools, entryway matting, core technology upgrades (servers, switches, wireless endpoints, etc.).

### Provincially Supported Capital Projects

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

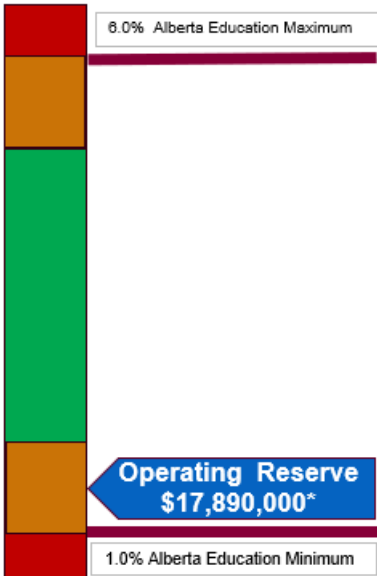
Funding for one new school in the community of Evanston and twelve new modular classrooms was announced by the Province in March 2024. In addition, full design funding for the modernization of Annie Gale School, along with design funding for a high school in Cornerstone and an elementary school in Redstone was also approved in this announcement.

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 as the last option, after the CBE has explored all other spending adjustment options during the school year. In the unlikely event that the necessary savings cannot be achieved over the school year, a draw from operating reserves may be required to offset the budgeted deficit for the 2024-25 school year.

For Budget 2024-25, there is no longer a requirement for Ministerial approval to access operating reserves or to transfer to capital reserves. There is a new maximum operating reserve level of 6% of the estimated accumulated surplus from operations over audited 2022-23 expenses that if exceeded, requires Ministerial approval and a plan to reduce. The CBE is currently at 1.2% of 2022-23 operating expenditures.



\*Projections based on Q2 Forecast 2023-24

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. Red highlights areas of non-compliance, orange is getting close to non-compliance and green is compliant.

In addition to Alberta Education’s operating reserves limits, the Board of Trustees policy direction 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, as per OE-5.

The current operating reserve levels are within the minimum and maximum set by Alberta Education.

## Conclusion

The Calgary Board of Education's 2024-25 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 2024-25 budget 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.

# Appendices



## Appendix I – Alberta Education Funding Profile (revised May 6, 2024) and Funding Letter

The Calgary School Division		
Projected Operational Funding - as of April 2024		
	Funding Framework Grants	Budget 2024
Base Instruction	Grade ECS	\$29,830,642
	Grades 1 - 9	\$619,095,055
	High Schools	\$249,163,540
	Rural Small Schools	\$0
	Home Education & Shared Responsibility <sup>1</sup>	\$1,327,621
	Outreach Programs	\$350,000
	Distance Education (Non-Primary)	\$5,400
	<b>Sub-Total</b>	<b>\$899,772,259</b>
Services & Supports	ECS Pre-K Program Unit Funding (PUF)	\$94,182
	Moderate Language Delay Grant (Pre-K & SLS K)	\$670,120
	Specialized Learning Support	\$115,725,978
	Specialized Learning Support - Kindergarten (Severe)	\$5,929,187
	First Nations, Métis, and Inuit Education	\$9,491,409
	English as an Additional Language	\$31,665,282
	Francisation	\$0
	Refugee Student	\$20,285,953
	Institutional Programs (EPI)	\$7,753,706
Classroom complexity	\$6,537,134	
Schools	Operations & Maintenance Grant	\$119,415,878
	SuperNet	\$2,572,800
	Transportation	\$53,477,936
	Infrastructure Maintenance Renewal (Operating)	\$16,997,674
Community	Socio-Economic Status	\$9,476,824
	Geographic	\$1,500,000
	Fort McMurray Allowance	\$0
	School Nutrition Program	\$1,696,000
	Francophone Equivalency	\$0
Jurisdictions	System Administration	\$45,971,872
	Teacher Salary Settlement	\$26,775,000
	Supplemental Enrolment Growth <sup>1</sup>	\$18,718,000
<b>A</b>	<b>Budget 2024 - Projected Operational Funding</b>	<b>\$1,394,527,194</b>
<b>B</b>	<b>2023/24 school year - Estimated Operational Funding<sup>2</sup></b>	<b>\$1,314,116,546</b>
<b>C</b>	<b>2023/24 Funding Adjustment</b>	<b>-\$4,765,041</b>
<b>D = B + C</b>	<b>2023/24 Total Operational Funding</b>	<b>\$1,309,351,505</b>
<b>E = A - D</b>	<b>\$ Increase/Decrease compared to 2023/24 Level</b>	<b>\$85,175,689</b>

**Notes:**

<sup>1</sup> Home Education, Shared Responsibility and Supplemental Enrolment Growth Grant estimates will be updated using the September actual enrolment count for the 2024/25 school year.

<sup>2</sup> School jurisdiction's operational funding includes Supplemental Enrolment Growth Grant, Transportation and other in-year adjustments.

<sup>3</sup> The operational funding is estimate only. Funding for new school authorities will be calculated using the September

May 3, 2024

Ms. Joanne Pitman  
Superintendent of Schools  
The Calgary School Division  
1221 - 8 Street SW  
Calgary AB T2R0L4

**Subject: FUNDING COMMITMENT LETTER**

Dear Ms. Pitman:

Budget 2024 builds on our commitment to address rising enrolment growth, meet the diverse needs of students in the classroom, and support our education partners in delivering a world-class education that sets Alberta students on a lifelong path to success.

Alberta Education's budget will reach an all-time high of almost \$9.3 billion in 2024-25, an increase of \$393 million, or 4.4 per cent, from the previous year. Over the next three years, we are providing more than \$1.2 billion to address enrolment growth, which may be used to hire additional teachers and classroom support staff, so school authorities can manage class sizes and the growing number of students.

I am pleased to provide this commitment letter confirming that your school authority is expected to receive \$1,394,527,194 for the 2024/25 school year. A detailed funding profile for your school authority has been posted to the Alberta Education [Extranet](#) for your budgeting and planning purposes.

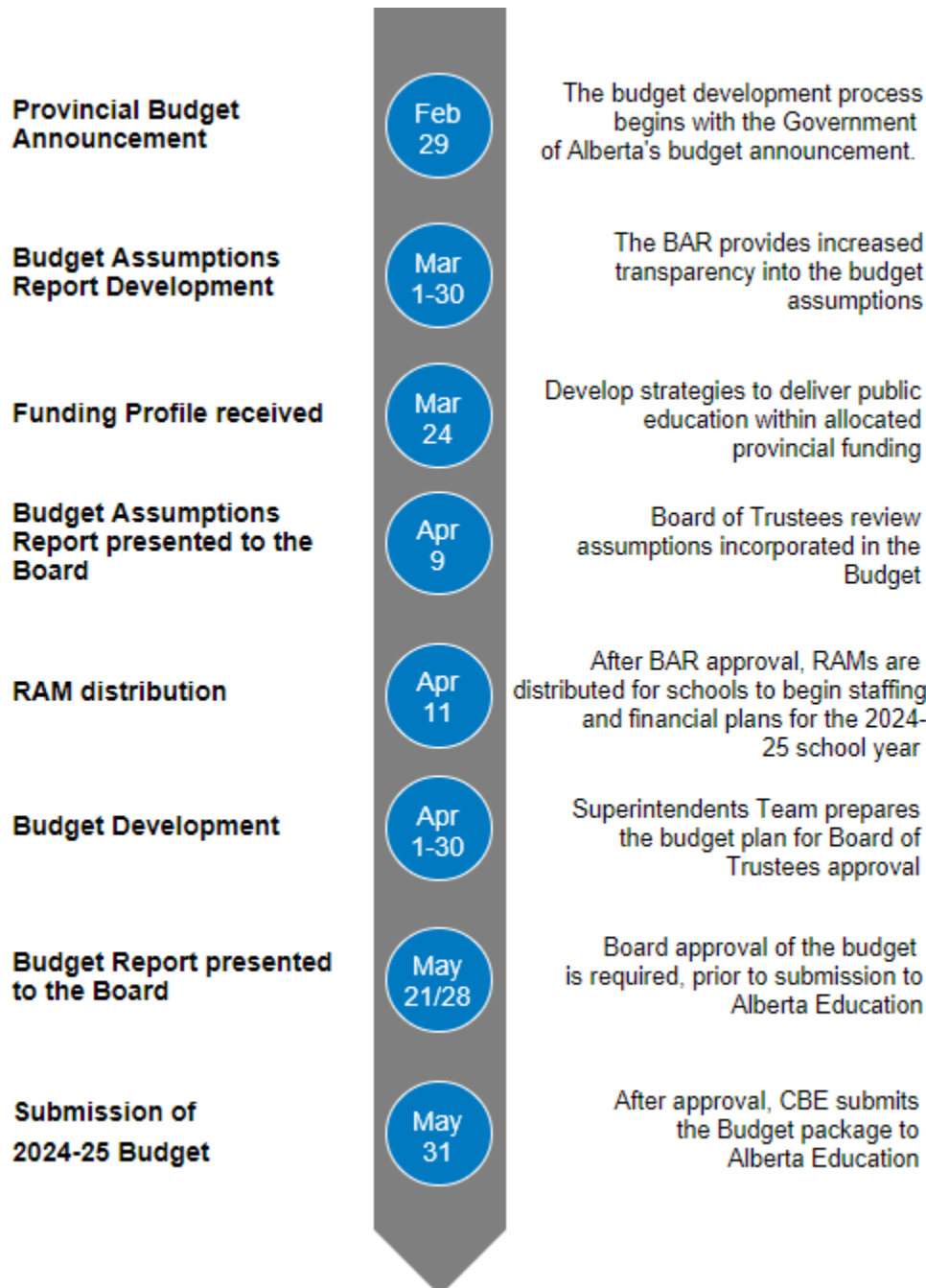
Thank you again for your continued collaboration and commitment to excellence in education.

Yours truly,

Lora Pillipow  
Deputy Minister

Classification: Protected A

## Appendix II – Budget Process and Timeline



# Appendix III – Budget Report (Submission to Alberta Education)

# BUDGET REPORT FOR THE YEAR ENDING AUGUST 31, 2025

[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; 403-817-7410; brgrundy@cbe.ab.ca

Contact Address, Telephone & Email Address

## BOARD CHAIR

Ms. Laura Hack

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 28, 2024 .

Date

c.c. Alberta Education  
Financial Reporting & Accountability Branch  
8th Floor Commerce Place, 10155-102 Street, Edmonton AB T5J 4L5  
E-MAIL: EDC.FRA@gov.ab.ca

Version 1 - April 15, 2024

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**HIGHLIGHTS, PLANS, ASSUMPTIONS AND RISKS SUMMARY- 2024/2025 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 programs, services, and supports within the Alberta Education allocated funding.
- The CBE will increase resources directed at teaching and learning in the classroom.
- 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 9,278, from Sept 30, 2023 count, for a total of 147,522 as submitted to Alberta Education.
- The CBE assumes incremental dollars will be provided for increased enrolment or changes in student population complexity in the 2024-25 school year.
- The CBE will maximize available grant revenue across all grant categories. Where targeted grants are received, the CBE will ensure the funds are being used as intended.
- The CBE's system administration expenses will be compliant with the funding provided by the targeted grant from the government.
- 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 2024-25 school year, the CBE's student transportation fees will maintain a single rider fee of \$260 (\*\$130 for kindergarten).
- 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. The CBE is currently at a rate of 92% and projected to be at 98% in September 2024. 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 three-year WMA approach, school jurisdictions must manage all risk associated with growth in enrolment beyond that included in the WMA calculation above the Supplemental Enrolment Growth grant.
- 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. The CBE will be in negotiations with other unions such as Staff Association (SA), Trades, and Canadian Union of Public Employees (CUPE). Negotiated changes are not funded by Alberta Education. The CBE has considered this in the creation of this Budget 2024-25.
- 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 to 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 Calgary, there is a risk that waivers could be higher than anticipated.

**BUDGETED STATEMENT OF OPERATIONS**  
for the Year Ending August 31

	<b>Approved Budget 2024/2025</b>	<b>Approved Budget 2023/2024</b>	<b>Actual Audited 2022/2023</b>
<b>REVENUES</b>			
Government of Alberta	\$ 1,522,526,000	\$1,431,227,000	\$1,345,604,000
Federal Government and First Nations	\$ 744,000	\$824,000	\$1,285,000
Property taxes	\$ -	\$0	\$0
Fees	\$ 58,266,000	\$53,474,000	\$49,462,000
Sales of services and products	\$ 18,793,000	\$16,551,000	\$18,792,000
Investment income	\$ 6,202,000	\$7,482,000	\$9,244,000
Donations and other contributions	\$ 10,007,000	\$10,752,000	\$9,653,000
Other revenue	\$ 4,727,000	\$4,970,000	\$39,008,000
<b>TOTAL REVENUES</b>	\$1,621,265,000	\$1,525,280,000	\$1,473,048,000
<b>EXPENSES</b>			
Instruction - ECS	\$ 39,925,000	\$38,912,000	\$35,763,000
Instruction - Grade 1 to 12	\$ 1,238,673,000	\$1,168,478,000	\$1,095,552,000
Operations & maintenance	\$ 203,980,000	\$190,045,000	\$191,508,000
Transportation	\$ 60,953,000	\$49,501,000	\$44,845,000
System Administration	\$ 46,142,000	\$46,593,000	\$40,433,000
External Services	\$ 34,255,000	\$31,751,000	\$28,520,000
<b>TOTAL EXPENSES</b>	\$1,623,928,000	\$1,525,280,000	\$1,436,621,000
<b>ANNUAL SURPLUS (DEFICIT)</b>	(\$2,663,000)	\$0	\$36,427,000

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

	<b>Approved Budget 2024/2025</b>	<b>Approved Budget 2023/2024</b>	<b>Actual Audited 2022/2023</b>
<b>EXPENSES</b>			
Certificated salaries	\$ 776,543,000	\$745,330,000	\$701,656,000
Certificated benefits	\$ 184,464,000	\$164,445,000	\$161,998,000
Non-certificated salaries and wages	\$ 237,253,000	\$219,114,000	\$204,065,000
Non-certificated benefits	\$ 62,962,000	\$56,041,000	\$50,034,000
Services, contracts, and supplies	\$ 261,080,000	\$244,789,000	\$229,170,000
Capital and debt services			
Amortization of capital assets			
Supported	\$ 60,546,000	\$59,050,000	\$55,220,000
Unsupported	\$ 31,325,000	\$28,310,000	\$26,007,000
Interest on capital debt			
Supported	\$ -	\$0	\$0
Unsupported	\$ 573,000	\$508,000	\$564,000
Other interest and finance charges	\$ 2,013,000	\$1,300,000	\$1,636,000
Losses on disposal of capital assets	\$ -	\$0	\$0
Other expenses	\$ 7,169,000	\$6,393,000	\$6,271,000
<b>TOTAL EXPENSES</b>	\$1,623,928,000	\$1,525,280,000	\$1,436,621,000

**BUDGETED SCHEDULE OF PROGRAM OPERATIONS**  
for the Year Ending August 31

Approved Budget 2024/2025

Actual Audited  
2022/23

	Instruction		Operations and Maintenance	Transportation	System Administration	External Services	TOTAL	TOTAL
	ECS	Grade 1 to 12						
(1) Alberta Education	\$ 36,524,000	\$ 1,196,172,000	\$ 188,915,000	\$ 54,943,000	\$ 45,972,000	\$ -	\$ 1,522,526,000	\$ 1,295,277,000
(2) Alberta Infrastructure - non remediation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 49,904,000
(3) Alberta Infrastructure - remediation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(4) Other - Government of Alberta	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 99,000
(5) Federal Government and First Nations	\$ -	\$ 714,000	\$ -	\$ -	\$ 30,000	\$ -	\$ 744,000	\$ 1,285,000
(6) Other Alberta school authorities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 324,000
(7) Out of province authorities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(8) Alberta municipalities-special tax levies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(9) Property taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(10) Fees	\$ 189,000	\$ 32,832,000	\$ -	\$ 6,010,000	\$ -	\$ 19,235,000	\$ 58,266,000	\$ 49,462,000
(11) Sales of services and products	\$ -	\$ 10,085,000	\$ 260,000	\$ -	\$ 75,000	\$ 8,373,000	\$ 18,793,000	\$ 18,792,000
(12) Investment income	\$ -	\$ 1,102,000	\$ -	\$ -	\$ 5,100,000	\$ -	\$ 6,202,000	\$ 9,244,000
(13) Gifts and donations	\$ -	\$ 9,736,000	\$ 271,000	\$ -	\$ -	\$ -	\$ 10,007,000	\$ 8,429,000
(14) Rental of facilities	\$ -	\$ -	\$ 480,000	\$ -	\$ -	\$ 3,947,000	\$ 4,427,000	\$ 3,556,000
(15) Fundraising	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,224,000
(16) Gains on disposal of tangible capital assets	\$ -	\$ -	\$ 300,000	\$ -	\$ -	\$ -	\$ 300,000	\$ 300,031,000
(17) Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,421,000
<b>(18) TOTAL REVENUES</b>	\$ 36,713,000	\$ 1,250,641,000	\$ 190,226,000	\$ 60,953,000	\$ 51,177,000	\$ 31,555,000	\$ 1,621,265,000	\$ 1,473,048,000

**EXPENSES**

(19) Certificated salaries	\$ 26,949,000	\$ 743,958,000			\$ 714,000	\$ 4,922,000	\$ 776,543,000	\$ 701,656,000
(20) Certificated benefits	\$ 3,934,000	\$ 179,737,000			\$ 77,000	\$ 716,000	\$ 184,464,000	\$ 161,998,000
(21) Non-certificated salaries and wages	\$ 7,176,000	\$ 142,999,000	\$ 55,434,000	\$ 1,104,000	\$ 18,278,000	\$ 12,262,000	\$ 237,253,000	\$ 204,065,000
(22) Non-certificated benefits	\$ 1,788,000	\$ 37,717,000	\$ 15,723,000	\$ 267,000	\$ 4,143,000	\$ 3,324,000	\$ 62,962,000	\$ 50,034,000
(23) SUB - TOTAL	\$ 39,847,000	\$ 1,104,411,000	\$ 71,157,000	\$ 1,371,000	\$ 23,212,000	\$ 21,224,000	\$ 1,261,222,000	\$ 1,117,753,000
(24) Services, contracts and supplies	\$ 31,000	\$ 112,106,000	\$ 61,855,000	\$ 58,134,000	\$ 21,649,000	\$ 7,305,000	\$ 261,080,000	\$ 229,170,000
(25) Amortization of supported tangible capital assets	\$ -	\$ 1,607,000	\$ 58,939,000	\$ -	\$ -	\$ -	\$ 60,546,000	\$ 55,220,000
(26) Amortization of unsupported tangible capital assets	\$ -	\$ 18,710,000	\$ 11,514,000	\$ -	\$ 1,064,000	\$ 37,000	\$ 31,325,000	\$ 23,108,000
(27) Amortization of supported ARO tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(28) Amortization of unsupported ARO tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,899,000
(29) Accretion expenses	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(30) Supported interest on capital debt	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(31) Unsupported interest on capital debt	\$ -	\$ -	\$ 515,000	\$ -	\$ 58,000	\$ -	\$ 573,000	\$ 564,000
(32) Other interest and finance charges	\$ -	\$ 1,175,000	\$ -	\$ 186,000	\$ -	\$ 652,000	\$ 2,013,000	\$ 1,636,000
(33) Losses on disposal of tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(34) Other expense	\$ 47,000	\$ 664,000	\$ -	\$ 1,262,000	\$ 159,000	\$ 5,037,000	\$ 7,169,000	\$ 6,271,000
(35) TOTAL EXPENSES	\$ 39,925,000	\$ 1,238,673,000	\$ 203,980,000	\$ 60,953,000	\$ 46,142,000	\$ 34,255,000	\$ 1,623,928,000	\$ 1,436,621,000
(36) OPERATING SURPLUS (DEFICIT)	\$ (3,212,000)	\$ 11,968,000	\$ (13,754,000)	\$ -	\$ 5,035,000	\$ (2,700,000)	\$ (2,663,000)	\$ 36,427,000



**BUDGETED SCHEDULE OF FEE REVENUE  
for the Year Ending August 31**

	Approved Budget 2024/2025	Approved Budget 2023/2024	Actual 2022/2023
<b>FEES</b>			
TRANSPORTATION	\$6,010,000	\$4,891,000	\$5,799,000
BASIC INSTRUCTION SUPPLIES (Instructional supplies, & materials)	\$2,846,000	\$2,718,000	\$2,705,000
LUNCHROOM SUPERVISION & NOON HOUR ACTIVITY FEES (Mandatory)	\$19,235,000	\$17,665,000	\$17,299,000
<b>FEES TO ENHANCE BASIC INSTRUCTION</b>			
Technology user fees	\$0	\$0	\$0
Alternative program fees	\$1,300,000	\$0	\$979,000
Fees for optional courses	\$5,300,000	\$0	\$4,955,000
ECS enhanced program fees	\$0	\$0	\$0
Activity fees	\$17,775,000	\$16,000,000	\$12,284,000
Other fees to enhance education	\$0	\$0	\$0
<b>NON-CURRICULAR FEES</b>			
Extra-curricular fees	\$3,500,000	\$6,900,000	\$2,618,000
Non-curricular goods and services	\$2,300,000	\$5,300,000	\$648,000
Non-curricular travel	\$0	\$0	\$2,141,000
OTHER FEES	\$0	\$0	\$0
<b>TOTAL FEES</b>	\$58,266,000	\$53,474,000	\$49,428,000

**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 2024/2025	Approved Budget 2023/2024	Actual 2022/2023
Cafeteria sales, hot lunch, milk programs	\$0	\$0	\$861,000
Special events	\$0	\$0	\$303,000
Sales or rentals of other supplies/services	\$5,000,000	\$1,500,000	\$2,025,000
International and out of province student revenue	\$7,419,000	\$7,625,000	\$0
Adult education revenue	\$825,000	\$825,000	\$954,000
Preschool	\$0	\$0	\$0
Child care & before and after school care	\$0	\$0	\$0
Lost item replacement fees	\$0	\$0	\$17,000
Other (describe) Foreign Tuition	\$0	\$0	\$7,279,000
Other (describe) Music Instruments, Library fees, Commissions	\$0	\$0	\$385,000
Other (describe) Other - Fundraising donations	\$0	\$0	\$2,440,000
Other (describe) Other sales (describe here)	\$0	\$0	
Other (describe) Other sales (describe here)	\$0	\$0	
<b>TOTAL</b>	\$13,244,000	\$9,950,000	\$14,264,000

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
<b>Actual balances per AFS at August 31, 2023</b>	\$139,600,000	\$38,659,000	\$5,206,000	\$16,748,000	(\$21,107,000)	\$37,855,000	\$78,987,000
<b>2023/2024 Estimated Impact to AOS for:</b>							
Prior period adjustment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Estimated surplus/deficit	(\$11,273,000)	\$0	\$0	(\$11,273,000)	(\$11,273,000)	\$0	(\$10,658,000)
Estimated board funded capital asset additions		\$47,190,000		(\$36,532,000)	(\$36,532,000)	\$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	\$0
Budgeted disposal of unsupported ARO tangible capital assets	\$0	\$0		\$0	\$0	\$0	\$0
Estimated amortization of capital assets (expense)		(\$84,500,000)		\$84,500,000	\$84,500,000		
Estimated capital revenue recognized - Alberta Education		\$10,500,000		(\$10,500,000)	(\$10,500,000)		
Estimated capital revenue recognized - Alberta Infrastructure		\$47,729,000		(\$47,729,000)	(\$47,729,000)		
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		(\$2,900,000)		\$2,900,000	\$2,900,000		
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	\$0	\$0	\$0
Estimated unsupported debt principal repayment		\$2,500,000		(\$2,500,000)	(\$2,500,000)	\$0	\$0
Estimated reserve transfers (net)		\$0		\$0	\$0	(\$9,050,000)	\$0
Estimated assumptions/transfers of operations - capital lease addition	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Estimated Balances for August 31, 2024</b>	<b>\$128,327,000</b>	<b>\$59,449,000</b>	<b>\$5,206,000</b>	<b>(\$4,657,000)</b>	<b>(\$33,462,000)</b>	<b>\$28,805,000</b>	<b>\$68,329,000</b>
<b>2024/25 Budget projections for:</b>							
Budgeted surplus/deficit	(\$2,663,000)	\$0	\$0	(\$2,663,000)	(\$2,663,000)	\$0	\$0
Projected board funded tangible capital asset additions		\$31,051,000		(\$31,051,000)	(\$31,051,000)	\$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	\$0
Budgeted disposal of unsupported ARO tangible capital assets	\$0	\$0		\$0	\$0	\$0	\$0
Budgeted amortization of capital assets (expense)		(\$91,871,000)		\$91,871,000	\$91,871,000		
Budgeted capital revenue recognized - Alberta Education		\$11,572,000		(\$11,572,000)	(\$11,572,000)		
Budgeted capital revenue recognized - Alberta Infrastructure		\$48,973,000		(\$48,973,000)	(\$48,973,000)		
Budgeted capital revenue recognized - Other GOA		\$0		\$0	\$0		
Budgeted 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		\$0		\$0	\$0		
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	\$0	\$0	\$0
Budgeted unsupported debt principal repayment		\$2,500,000		(\$2,500,000)	(\$2,500,000)	\$0	\$0
Projected reserve transfers (net)		\$0		\$0	\$0	\$0	\$0
Projected assumptions/transfers of operations - capital lease addition	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Projected Balances for August 31, 2025</b>	<b>\$125,664,000</b>	<b>\$61,945,000</b>	<b>\$5,206,000</b>	<b>(\$9,816,000)</b>	<b>(\$38,621,000)</b>	<b>\$28,805,000</b>	<b>\$68,329,000</b>

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

School Jurisdiction Code: 3000

	Unrestricted Surplus Usage		Operating Reserves Usage		Capital Reserves Usage	
	31-Aug-2025 Year Ended	31-Aug-2026 Year Ended	31-Aug-2025 Year Ended	31-Aug-2026 Year Ended	31-Aug-2025 Year Ended	31-Aug-2026 Year Ended
<b>Projected opening balance</b>						
Projected excess of revenues over expenses (surplus only)	Explanation					
Budgeted disposal of board funded TCA and ARO TCA	Explanation					
Budgeted amortization of capital assets (expense)	Explanation					
Budgeted capital revenue recognized including ARO assets amortization	Explanation					
Budgeted changes in Endowments	Explanation					
Budgeted board funded ARO liabilities - recognition	Explanation					
Budgeted board funded ARO liabilities - remediation	Explanation					
Budgeted unreported debt principal repayment	Explanation					
Projected reserves transfers (net)	Explanation					
Projected assumptions/transfers of operators	Explanation					
Increase in (use of) school generated funds	Explanation					
New school startup costs	Explanation					
Decentralized school reserves	Explanation					
Non-recurring certified remuneration	Explanation					
Non-recurring non-certified remuneration	Explanation					
Non-recurring contracts, supplies & services	Explanation					
Professional development, training & support	Explanation					
Transportation Expenses	Explanation					
Operators & maintenance	Explanation					
English language learners	Explanation					
System Administration	Explanation					
OH&S / wellness programs	Explanation					
B & S administration organization / reorganization	Explanation					
Debt repayment	Explanation					
POM expenses	Explanation					
Non-salary related programming costs (explain)	Explanation					
Repairs & maintenance - School building & land	Explanation					
Repairs & maintenance - Technology	Explanation					
Repairs & maintenance - Vehicle & transportation	Explanation					
Repairs & maintenance - Administration building	Explanation					
Repairs & maintenance - POM building & equipment	Explanation					
Repairs & maintenance - Other (explain)	Explanation					
Repairs & maintenance - School land & building	Explanation					
Capital costs - School modernization	Explanation					
Capital costs - School modular & additions	Explanation					
Capital costs - School building partnership projects	Explanation					
Capital costs - Technology	Explanation					
Capital costs - Vehicle & transportation	Explanation					
Capital costs - Administration building	Explanation					
Capital costs - POM building & equipment	Explanation					
Capital Costs - Furniture & Equipment	Explanation					
Capital costs - Other	Explanation					
Building leases	Explanation					
Other 1 - please use this row only if no other row is appropriate	Explanation					
Other 2 - please use this row only if no other row is appropriate	Explanation					
Other 3 - please use this row only if no other row is appropriate	Explanation					
Other 4 - please use this row only if no other row is appropriate	Explanation					
<b>Estimated closing balance for operating contingency</b>						

**DETAILS OF RESERVES AND  
MAXIMUM OPERATING RESERVE LIMIT EXEMPTION CRITERIA  
for the Year Ending August 31, 2024**

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, exemptions (Row 20 - 45) and transfers between operating and capital reserves (Row 46 - 61).

As per the 2023/24 Funding Manual, a formal request for an exemption to exceed the 2023/24 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, 2024. This tab should be attached as a supplement to your formal request. School jurisdictions who are projecting their 2023/24 operating reserves to be over their 2023/24 maximum limit, which is based on the school jurisdiction's 2023/24 system administration percentage (3.2% to 5%), must complete Section A. These school jurisdictions will only require an exemption for the 2023/24 school year and not in the 2024/25 school year, assuming the balance is still below 6% in 2024/25. School jurisdictions projecting 2023/24 operating reserves to be over their maximum limit for 2023/24 AND the new 2024/25 limit of 6% of total expenses must complete **both** Section A and B, as they will need to demonstrate when operating reserves will be drawn down below 6% over the subsequent school years. School jurisdictions who are projecting to be below their maximum limit in 2023/24 are not required to complete Section A or B.

If your school jurisdiction is projecting to transfer between operating and capital reserves for the 2023/24 and/or 2024/25 school year, please complete the section under Row 46. 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, 2024	\$ (4,657,000)
Less: School Generated Funds in Operating Reserves (from 2022/23 AFS)	\$ -
<b>Estimated 2023/24 Operating Reserves</b>	<b>\$ (4,657,000)</b>
	<b>-0.32%</b>
Maximum 2023/24 Operating Reserve Limit	\$ 45,971,872
<b>Estimated 2023/24 Operating Reserves Over Maximum Limit</b>	<b>\$ (50,628,872)</b>

**SECTION A: (MAX LIMIT EXEMPTION CRITERIA)**

Please provide **detailed rationale** and planned usage for operating reserves in excess of the 2023/24 maximum: \$ (50,628,872)

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 2023/24 school year.

**SECTION B: (MAX LIMIT EXEMPTION CRITERIA)**

If estimated 2023/24 operating reserves are greater than 6.0%, provide a detailed drawdown plan to illustrate how and when the reserve balance will be below 6.0%. However, if your 2023/24 operating reserve balance is 6.0% or greater, but you anticipate that the 2024/25 balance will be less than 6.0% or you do not plan to request an exemption, you are not required to complete Section B. Please indicate this in the response under Section A.

	2024/25	2025/26	2026/27	Additional Comments
Opening operating reserve balance	\$ (4,657,000)	\$ (4,657,000)	\$ (4,657,000)	
[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]				
	\$ (4,657,000)	\$ (4,657,000)	\$ (4,657,000)	
	-0.32%	-0.32%	-0.32%	

**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 2023/24 and 2024/25 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):**

	2023-24	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)	\$ -	
<b>Net Transfer Between Operating and Capital Reserves</b>	<b>\$ -</b>	

	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)	\$ -	
<b>Net Transfer Between Operating and Capital Reserves</b>	<b>\$ -</b>	

**PROJECTED STUDENT STATISTICS**  
**FULL TIME EQUIVALENT (FTE) ENROLLED STUDENTS**

	Budgeted 2024/2025 (Note 2)	Actual 2023/2024	Actual 2022/2023	
<b>Grades 1 to 12</b>				
<u>Eligible Funded Students:</u>				
Grades 1 to 9	99,554	93,182	88,559	Head count
Grades 10 to 12	36,907	34,624	32,095	Head count
Total	136,461	127,806	120,654	Grade 1 to 12 students eligible for base instruction funding from Alberta Education.
Percentage Change	6.8%	5.9%		Enrolment growth expected based on data shared with AB Ed
<u>Other Students:</u>				
Total	1,187	1,023	1,066	Note 3
Total Net Enrolled Students	137,648	128,829	121,720	
Home Ed Students	400	406	373	Note 4
Total Enrolled Students, Grades 1-12	138,048	129,235	122,093	
Percentage Change	6.8%	5.8%		
<u>Of the Eligible Funded Students:</u>				
Students with Severe Disabilities	7,534	7,113	6,786	FTE of students with severe disabilities as reported by the board via PASI.
Students with Mild/Moderate Disabilities	17,323	16,622	16,571	FTE of students identified with mild/moderate disabilities as reported by the board via PASI.
<b>EARLY CHILDHOOD SERVICES (ECS)</b>				
Eligible Funded Children	9,401	8,941	9,066	ECS children eligible for ECS base instruction funding from Alberta Education.
Other Children	73	68	56	ECS children not eligible for ECS base instruction funding from Alberta Education.
Total Enrolled Children - ECS	9,474	9,009	9,122	
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	4,737	4,505	4,561	
Percentage Change	5.2%	-1.2%		Expected enrolment growth based on data shared with AB Ed
Home Ed Students	-	-		Note 4
Total Enrolled Students, ECS	9,474	9,009	9,122	
Percentage Change	5.2%	-1.2%		
<u>Of the Eligible Funded Children:</u>				
Students with Severe Disabilities (PUF)	451	163	186	FTE of students with severe disabilities as reported by the board via PASI.
Students with Mild/Moderate Disabilities	330	76	72	FTE of students identified with mild/moderate disabilities as reported by the board via PASI.
<b>NOTES:</b>				
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 2024/2025 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 2024/25		Actual 2023/24		Actual 2022/23		Notes
	Total	Union Staff	Total	Union Staff	Total	Union Staff	
School Based	7,405	7,405	6,939	6,939	6,539	6,539	Teacher certification required for performing functions at the school level.
Non-School Based	185	165	169	148	154	133	Teacher certification required for performing functions at the system/central office level.
<b>Total Certificated Staff FTE</b>	<b>7,590.0</b>	<b>7,570.0</b>	<b>7,108.0</b>	<b>7,087.0</b>	<b>6,693.0</b>	<b>6,672.0</b>	FTE for personnel possessing a valid Alberta teaching certificate or equivalency.
Percentage Change	6.8%		6.2%		13.4%		Estimated increase in certificated FTEs to address the anticipated enrolment growth in school year 2024-25
If an average standard cost is used, please disclose rate:	108,873		108,300		103,990		
Student F.T.E. per certificated Staff	19.4363636		19.45%		19.60%		

**Certificated Staffing Change due to:**

	-						If there is a negative change impact, the small class size initiative is to include any/all teachers retained.
Enrolment Change	482	-					
Other Factors	-	-					
<b>Total Change</b>	<b>482.0</b>	<b>-</b>					Year-over-year change in Certificated FTE

**Breakdown, where total change is Negative:**

Continuous contracts terminated	-	-					FTEs
Non-permanent contracts not being renewed	-	-					FTEs
Other (retirement, attrition, etc.)	-	-					
<b>Total Negative Change in Certificated FTEs</b>	<b>-</b>	<b>-</b>					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	6,086	6,064	6,211	6,189	5,964	5,943
Permanent - Part time	275	275	281	281	278	278
Probationary - Full time	690	690	704	704	510	510
Probationary - Part time	63	63	64	64	74	74
Temporary - Full time	450	450	459	459	530	530
Temporary - Part time	26	26	27	27	18	18

**NON-CERTIFICATED STAFF**

Instructional - Education Assistants	631	631	624	624	567	567	Personnel support students as part of a multidisciplinary team with teachers and other support personnel to provide meaningful instruction
Instructional - Other non-certificated instruction	1,740	1,670	1,421	1,348	1,359	1,286	Personnel providing instruction support for schools under 'Instruction' program areas other than EAs
Operations & Maintenance	859	813	847	801	797	755	Personnel providing support to maintain school facilities
Transportation - Bus Drivers Employed	-	-	-	-	-	-	Bus drivers employed, but not contracted
Transportation - Other Staff	14	13	12	11	12	11	Other personnel providing direct support to the transportation of students to and from school other than bus drivers employed
Other	445	361	461	367	426	340	Personnel in System Admin. and External service areas.
<b>Total Non-Certificated Staff FTE</b>	<b>3,689.0</b>	<b>3,488.0</b>	<b>3,365.0</b>	<b>3,151.0</b>	<b>3,161.8</b>	<b>2,958.9</b>	FTE for personnel not possessing a valid Alberta teaching certificate or equivalency.
Percentage Change	9.6%		6.4%		16.7%		

**Explanation of Changes to Non-Certificated Staff:**

Increase in non-certificated staff is related to supporting the projected growth in enrolment.

**Additional Information**

Are non-certificated staff subject to a collective agreement?  Yes

Please provide terms of contract for 2023/24 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, SA, PSS and Exempt agreements can be found on <https://cbe.ab.ca/careers/Pages/Collective-Agreements.aspx>  
SA, CUPE and Trades collective agreements will expire on August 31, 2024.  
Over 3000 FTE are subject to a collective agreement for Budget 2024-25

## 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.

## 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**

**Governance Culture and Board/Chief Superintendent  
Relationship Governance Policies - Board of Trustees' Annual  
Self-Evaluation**

Date	May 21, 2024
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
Purpose	Decision
Originator	Trustee Charlene May Chair, Board Governance Committee
Governance Policy Reference	GC-2: Governing Commitments GC-3: Board Job Description GC-5: Board Committees B/CSR 1-5: Board/Chief Superintendent Relationship Policies
Resource Person(s)	Patricia Minor, Corporate Secretary

**1 | Recommendation**

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It is recommended:

- That the Board of Trustees approves the Board’s 2022-23 self-evaluation report.

**2 | Issue**

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The Board of Trustees’ Governance Policy GC-2: Governing Commitments stipulates that:

“2.3 The Board is responsible for its own performance, and commits itself to continuous improvement.”

“2.4(c) the Board regularly and systematically will monitor all Board policies”



### 3 | Background

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The Board's Governance Culture policies define 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.

The Board/Chief Superintendent Relationship policies define the degree of authority delegated to the Chief Superintendent, and sets out how the Chief Superintendent's performance, and ultimately the organization's performance, will be evaluated.

The Board of Trustees is committed to self-evaluation through the annual monitoring of its Governance Culture and Board/Chief Superintendent Relationship policies.

The following policies were reviewed:

- Governance Culture Policies 1 through 8; and
- Board/Chief Superintendent Relationship Policies 1 through 5

### 4 | Analysis

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The Board Governance Committee met on several occasions from October, 2023 to March, 2024, for the following purposes:

- review the Board's adherence to its Governance Culture and Board-Chief Superintendent Relationship policies during the 2022-23 school year;
- conduct the Board's annual self-assessment; and
- develop performance improvement recommendations for the 2023-24 school year.

The Committee then held various discussions with the Board of Trustees to review the Board's adherence to its Governance Culture and Board-Chief Superintendent Relationship policies during the 2022-23 school year; and consider the performance improvement recommendations from the Board Governance Committee.

### 5 | Conclusion

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The following represents the Board of Trustees' performance improvement recommendation for 2023-24 school year:

- In accordance with section 2.5 of Governance Culture 2: Governing Commitments policy, to ensure that the Board's meetings are conducted with maximum effectiveness and efficiency will encourage equal participation of all members.

- The Board will regularly debrief its meetings in support of continuous improvement and to ensure that the Board and its members have the knowledge, skills and budget support necessary for effective governance.

# report to Board of Trustees

## Office of the Board of Trustees 2024-25 Operating Budget

Date	May 21, 2024
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Joanne Pitman, Chief Superintendent of Schools
Purpose	Decision
Originator	Trustee Laura Hack 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

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It is recommended:

- That the Board of Trustees approves the 2024-25 budget for the Office of the Board of Trustees of \$1,602,362 and it being reasonable to allow the Board to perform its governing responsibilities effectively and efficiently.

### 2 | Issue

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The Chief Superintendent is required by Operational Expectation 5 subsection 5.3 to develop a budget that is understandable to the Board and presented in a manner that allows the Board to understand the relationship between the budget, the Results priorities and any Operational Expectation goals for the year while avoiding fiscal jeopardy.

### 3 | Background

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The Chief Superintendent has prepared a report regarding the 2024-25 budget for the Office of the Board of Trustees that incorporates the budget assumptions as they relate to the Office of the Board of Trustees' budget and reflects the outcome of any decisions related to the Board's consideration of Trustee Remuneration.

Effective September 1, 2024, the following changes will be made to the Board’s Governance Culture policy, GC-2E: Trustee Remuneration, as approved by the Board of Trustees on April 23, 2024:

Trustee base honorarium will increase by \$1,402 which is based on 3% CPI increase. Further, the additional honorarium for the Chair will increase by \$2,000 and Vice-Chair will increase by \$500.

Trustees:	\$48,132
Chair:	\$12,000
Vice-Chair:	\$5,500

- The taxable benefit package each trustee receives will increase from 10% to 12% of basic honorarium.
- Trustees’ annual taxable transportation allowance will increase by an additional \$200 per trustee to \$4,300.
- Professional Development expenditure for each trustee is increasing by \$1,000 to \$4,000.
- General & Contracted Out Services is increasing by \$7,000 to \$60,000 in total.

The Alberta School Boards Association (ASBA) and General Travel budget is increasing by \$4,250 due to the increased cost of travel. ASBA Membership Fees is increasing by \$9,560 due to ASBA membership percentage increase.

#### 4 | Analysis

The proposed Board of Trustees Operating Budget for 2024-25 includes the following changes:

<b>2023-24 Approved Budget</b>	<b>\$ 1,565,968</b>
Increases/(decreases):	
Salaries and benefits due to retirement accrual decrease	(13,647)
Salaries and benefits 3% CPI increase	9,814
Salaries and benefits due to 2% benefit increase	7,720
Chair/ Vice Chair Honoraria increase	2,500
Transportation Allowance increase	1,400
CPP Rate change	798
Professional Development & Travel increase	7,000
ASBA General Meetings & General Trustee Travel increase	4,250
ASBA Membership Fees	9,560
General & Contracted Out Services	7,000
<b>Total increase in expenses</b>	<b>36,395</b>
<b>2024-25 proposed Budget</b>	<b>\$ 1,602,362</b>

Further details and year-over-year comparison can be found 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

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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 2024-25 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.

<b>Calgary Board of Education Board of Trustees 2024-25 Operating Budget</b>			
Category	2023-24 Approved	Changes	2024-25 Proposed
<b>Total Permanent Salaries &amp; Benefits</b>	<b>\$ 456,626</b>	<b>\$ 8,585</b>	<b>\$ 465,211</b>
ASBA Membership Fees	\$ 239,000	\$ 9,560	\$ 248,560
ASCA Membership Fees	\$ 8,500		\$ 8,500
Contribution to school council support	\$ 5,000		\$ 5,000
<b>Total Membership Dues and Fees</b>	<b>\$ 252,500</b>	<b>\$ 9,560</b>	<b>\$ 262,060</b>
General & Contracted Out Services	\$ 53,000	\$ 7,000	\$ 60,000
Audit Fees	\$ 227,127		\$ 227,127
Elections	\$ 527,965		\$ 527,965
<b>Total Professional &amp; Technical</b>	<b>\$ 808,092</b>	<b>\$ 7,000</b>	<b>\$ 815,092</b>
<b>Total Telephone</b>	<b>\$ 7,000</b>	<b>\$ -</b>	<b>\$ 7,000</b>
Trustee PD & Travel	\$ 21,000	\$ 7,000	\$ 28,000
ASBA & General Trustee Travel	\$ 16,750	\$ 4,250	\$ 21,000
<b>Total Travel &amp; Subsistence Business</b>	<b>\$ 37,750</b>	<b>\$ 11,250</b>	<b>\$ 49,000</b>
General	\$ 2,000		\$ 2,000
Café Food	\$ 1,000		\$ 1,000
Printing & Binding	\$ 500		\$ 500
Textbooks & Materials	\$ 500		\$ 500
<b>Total Supplies</b>	<b>\$ 4,000</b>	<b>\$ -</b>	<b>\$ 4,000</b>
<b>Total Expense Budget</b>	<b>\$1,565,968</b>	<b>\$ 36,386</b>	<b>\$ 1,602,362</b>

## report to Board of Trustees

### Revision to the Schedule of Regular Meetings

Date	May 21, 2024
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Patricia Minor Corporate Secretary
Purpose	Decision
Governance Policy Reference	Governance Culture GC-2: Governing Commitments GC-6: Annual Work Plan

#### 1 | Recommendation

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- THAT the Board of Trustees approves revisions to the Schedule of Regular Meetings, to:
  - 1) remove the public meeting scheduled for Tuesday, June 11, 2024 commencing at 11:00 a.m., in the Multipurpose Room at 1221 - 8 Street SW, Calgary, Alberta; and
  - 2) add a public meeting to be held on Tuesday, June 18, 2024 commencing at 11:00 a.m., in the Multipurpose Room at 1221 - 8 Street SW, Calgary, Alberta.

#### 2 | Background

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On June 14, 2022, at the Board of Trustees' Organizational Meeting, the Board approved the Schedule of Regular Meetings for September 2022 through June 2023. It has been brought to the Board's attention that it would be beneficial to revise the Schedule of Regular Meetings so that Board business can be dealt with in a timely manner.

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







Calgary Board  
of Education

**BOARD OF TRUSTEES  
SCHEDULE OF REGULAR MEETINGS  
SEPTEMBER 2023 TO JUNE 2024**

held at the Education Centre, 1221 – 8 Street SW, Calgary, Alberta  
(or virtual through Microsoft Teams)

<b>PUBLIC AGENDAS 11:00 a.m. to 4:30 p.m.</b>	<b>PRIVATE AGENDAS 11:00 a.m. to 4:30 p.m.</b>
September 26, 2023	
October 17, 2023 October 24, 2023	
November 7, 2023 November 28, 2023	November 23, 2023
December 12, 2023	
January 16, 2024 January 30, 2024	
February 13, 2024	
March 5, 2024 March 19, 2024	
April 9, 2024 April 23, 2024	
May 21, 2024 (start time is 1:00 p.m.) May 28, 2024	
<del>June 11, 2024</del>	
<del>June 18, 2024</del>	
June 25, 2024	

(Organizational Meeting of the Board of Trustees – Tentatively June 18, 2024)

report to  
Board of Trustees

# Chief Superintendent’s Update

Date May 21, 2024

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-8: Communicating and Engaging with the Public  
 OE-9: Facilities

1 | Recommendation

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

2 | Issue

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

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

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

OE-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

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#### **Learning Excellence | Grade 9 Transitions Round Dance**

To honour the transitioning of self-identified Indigenous students in Grade 9 students to high school, the Indigenous Education Team hosted a Round Dance on Wednesday, May 1, 2024. This first, annual celebratory gathering, held at Ernest Manning High School, welcomed Indigenous students, their families, and staff from across the CBE. Hal Eagletail from Tsuut’ina Nation served as emcee for the event. The Round Dance itself is a communal event, a social gathering meant to share healing, celebration, and blessings.

#### **Learning Excellence | Indigo Love of Reading Foundation Grant**

Falconridge School has been selected for the Indigo Love of Reading Foundation Grant. Total funding for this grant is \$75 000 over three years. This grant will support Falconridge School to ensure quality literature is accessible to all students in their building. Serving students from 48 different countries, the grant writing committee made up of teachers and learning leaders saw a need to further build a collection focusing on diversity and inclusion, where each student would be able to see themselves in the literature they engage in.

#### **Learning Excellence | Well-Being | Family and Caregiver Series**

CBE offered the second annual Family and Caregivers Series focusing on child and youth well-being. Community is the fourth key component in developing a Culture of Well-Being at CBE and providing quality learning for families and caregivers is critical to student (and family) success. The Series provided learning and resources to over 500 families and caregivers in vaping awareness and prevention, brain development, mental health, anxiety, and sexual health.

## **Learning Excellence | Collaborative Partnerships | Actua Niitsitapi Iitsiniimatsinii Land-Based Camp and Forward Summit**

The Indigenous Education Team is excited to continue a partnership with Actua and their Indigenous Youth in STEM (InSTEM) program. Actua is Canada's largest STEM outreach organization.

Twenty-seven self-identified Indigenous high school students from eight high schools (James Fowler, John G. Diefenbaker, Forest Lawn, Jack James, Central Memorial, Henry Wise Wood, Bowness, Discovery Choices) participated in the Niitsitapi Iitsiniimatsinii (The Real People) Indigenous Ways of Knowing Land-Based Summit on April 15 to 17, 2024. Students spent three days and two nights at Camp Chief Hector in Kananaskis. During the land-based summit, students learned on the land from Blackfoot, Tsuut'ina, and Stoney Nakoda Elders and Knowledge Keepers. Teachings included tipi raising, animal tracking, plants medicines, beading, drumming, and dancing. Students also learned how these teachings connected to STEM (science, technology, engineering, math) from teachings given by staff from Actua and Minds in Motion from the University of Calgary. Each student earned two credits through their participation in the program. Students that participated in the Land Camp were also invited to attend the Forward Summit on May 14-15, 2024. At the summit four self-identified Indigenous youth from the CBE shared their perspectives on Truth and Reconciliation in the workplace during the opening youth panel. Additionally, all Land Summit participants engaged in roundtable discussions on topics like decolonizing policy, Indigenous economic reconciliation, and youth voice in the workplace.

## **Collaborative Partnerships | Establishing and Maintaining Respectful Relationships for Student Success: Education Service Agreements**

The Education Director for Indigenous Education participated as a panel member at the CASS First Nations, Métis and Inuit Education Gathering in Edmonton on April 25, 2024, and CASS Webinar on May 8, 2024, focused on "Establishing and Maintaining Respectful Relationships for Student Success: Education Service Agreements." The sessions provided an opportunity for the CBE and other school districts to share their experience building relationships with Tsuut'ina First Nation while establishing the Education Service Agreement (ESA). ESAs are agreements between provincial school authorities and First Nations to enable First Nations students living on-reserve to attend provincial schools.

## **Collaborative Partnerships | Making Relatives | Principals from New Zealand visit Niitsitapi Learning Centre**

On Thursday, April 11, 2024, a small group of school principals from New Zealand (NZ) were welcomed to Niitsitapi Learning Centre (NLC) by the school principal and the Indigenous Education system principal and education director. The visit included a smudge and sharing of sacred words, a tour of the NLC, and a co-sharing of the successes and challenges relevant to supporting Indigenous students in Canada and Māori students in NZ. In keeping with Indigenous protocols, at the close of the visit, a small lunch was shared, and cultural gifts were exchanged.

## **Collaborative Partnerships | Niitsitapi Learning Centre Research Sharing with Alberta Education Research Branch**

On April 12, 2024, the system principal for Indigenous Education participated in a webinar hosted by the Alberta Education Research Branch to share the 2018 research findings from the Niitsitapi Learning Centre study: Investigating the Implementation of the New Early Childhood Educational Program for First Nations, Métis and Inuit Students. Fifty-eight participants from across the province attended the session. The feedback from the presentation was positive, 89% of participants indicated they deepened understanding of the research partnerships program and the research topic.

## **Strategic Resourcing | Bus Driver Appreciation Day – May 6**

On any given school day, over twenty-three thousand students and their families count on over 640 school bus drivers to provide a safe ride to and from school. Monday, May 6<sup>th</sup> was designated as School Bus Driver Appreciation Day to provide school staff, students, and families the opportunity to thank their bus drivers and to show them how much we value their service. School bus drivers are an important part of our school communities, and we appreciate their hard work and dedication to safety as they transport our students. CBE Transportation went out to schools and bus yards to thank our school bus drivers in person. Families and schools are encouraged to show their appreciation to bus drivers as well.

## **Strategic Resourcing | CBE Increases Solar Production 20-Fold**

In just five years, the CBE has increased solar production from approximately 303 MWh/yr in 2019 to nearly 6,000 MWh/yr in 2024.

Since 2019, the CBE has participated in two phases of solar installations through the Municipal Climate Change Action Centre's (MCCAC) Solar for Schools program as well as being a recipient of several new schools that were built with solar systems already installed. The net effect being a nearly 20-fold increase in the total annual electricity production from CBE solar systems.

Most recently, phase 2 of the Solar for Schools program was completed earlier this year with 15 new solar systems installed on CBE schools, bringing the total number of CBE schools with solar generation to 47.

With this most recent round of installations, the CBE's total installed capacity is now 4,865 kW DC which will generate approximately 5,956 MWh/yr or roughly seven per cent of the CBE's total electrical consumption.

Through the MCCAC Solar for Schools Program, the CBE received rebates of \$2.8M for phase 2 installations and \$766k for phase 1. These rebates will be reinvested in other energy savings efforts to bring us closer to our CBE Sustainability Framework 2030 targets.

## **Strategic Resourcing | EducationMatters Grant**

Thanks to the generosity of an anonymous donor, Indigenous Education was the recipient of a \$55,000 grant to support high equity schools to meet their

TRC Commitments to Action and Indigenous Education for all students. Fourteen schools across divisions and areas have been identified by Indigenous Education and education directors to receive funds to support their whole school efforts relevant to Truth and Reconciliation, supporting Indigenous students, land-based learning, fieldtrips, and bringing in Indigenous Elders, dancers, and artists.

### **Strategic Resourcing | My 1<sup>st</sup> Ride and My Transit Ride**

The CBE offers a school bus orientation program for first-time riders and their parents, called My 1<sup>st</sup> Ride, in collaboration with Calgary Catholic School District (CCSD), Southland Transportation, and First Student. The program will be held at Bishop Carroll High School on May 25, 2024, and Sherwood School on May 26, 2024. 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, Southland Transportation, and First Student are available for information and/or questions. Registration on Eventbrite started on April 15<sup>th</sup> at 9 am and will close May 23<sup>rd</sup> at 4 pm. A link has been added to the [CBE website](#) for each day.

The CBE, CCSD and Calgary Transit also offer a transit bus orientation program for Calgary middle or high school students transitioning to Calgary Transit, called My Transit Ride. Program dates, locations, and registration information to be announced through School Messenger once there is confirmed information, as well as added to the CBE website. The program is about an hour long and consists of a 20-minute presentation by Calgary Transit, followed by an orientation of a transit bus. Staff from CBE Transportation, CCSD Transportation and Calgary Transit are available for information and/or questions. We are excited to offer this safety training and transit orientation to increase student comfort levels and ability to ride Calgary Transit safely and efficiently.

### **People Excellence | English as an Additional Language (EAL)**

The EAL Service Unit hosted a variety of professional learning sessions hosting 800 participants to support educators with students identified as English as an Additional Language learners. These six sessions included a combination of in-person and virtual events. Approximately 800 participants attended these sessions.

EAL Session Overviews:

- Unveiling the Strengths of your EAL Learners in your Classroom
- Unlocking Language Objectives
- High School Three-Part Series, Session 2
- Cultural Compass; Navigating Responsive Teaching Practices with our Newcomers
- We are CBE and Diversity is our Strength
- Bridging Success in LEAD: Transition Plans & Supports and Services

### **People Excellence | Cultural Compass; Navigating Responsive Teaching Practices with our Newcomers**

Educators from across the board came together for this collaborative session with the EAL and Diversity & Inclusion Service Units. The participants delved into the

importance of supporting newcomers through culturally responsive teaching practices. The session also emphasized strategies for teachers to better understand their students and create meaningful tasks for their classrooms. Approximately 29 CBE staff members participated in this session, celebrating the rich tapestry of cultures and diversity within the CBE. This event underscored our unwavering commitment to promoting equity practices across all our schools.

### **People Excellence | High School Three-Part Series Session 2**

Division IV educators gathered for an in-person session as part of a three-part series focused on supporting EAL learners in high schools. The session featured evidenced-based, high-impact strategies proven to be effective for high school EAL students across the subject disciplines. The objective was to equip teachers with practical tools and resources that they could implement in their classrooms right away. Furthermore, the session aimed to boost teachers' confidence in their capacity to capitalize on the potential of EAL learners in their classrooms. Over 25 high school teachers participated in this session.

### **People Excellence | Unlocking Language Objectives**

This professional learning session, conducted both in-person and online, was tailored specifically for Division III educators. EAL Strategists offered valuable resources and support to empower teachers in effectively programming for EAL students at all language proficiency levels, enabling students to actively engage in classroom tasks. The strategists illuminated practical pathways for teachers to integrate language learning objectives into their daily tasks. With insightful examples, directly aligning with the Alberta Program of Studies and the ESL Proficiency Benchmarks, educators gained a clear road map for implementation. Additionally, teachers were given the opportunity to collaborate with their colleagues and acquire new knowledge, skills, and processes to embed language objectives within task design that could be immediately applied in their classrooms. Between the online and in-person sessions, over 220 teachers attended this session.

### **People Excellence | Unveiling the Strengths of your EAL Learners in your Classroom**

In this in-person and online session, educators from Divisions 1 and 2 actively participated in professional learning focused on gaining a deeper understanding of EAL learners in their classrooms. EAL strategists delivered a thorough presentation on the unique characteristics of language learners at various stages of their English language acquisition journey. Additionally, valuable resources and support were shared regarding task design aligned with the EAL learner profile with accompanying EAL high impact strategies. Between the on-line and in-person sessions, approximately 310 teachers attended.

### **People Excellence | Actua and CBE Land Based Professional Learning Symposium**

In partnership with Actua, a Land Based Learning Symposium was hosted at the Fish Creek Park Environmental Center. 80 CBE teachers participated in a smudge and opening circle with a Blackfoot knowledge keeper, as well as the following three land-based learning sessions:

- Digital Dialogues: Aligning Indigenous Knowledge and STEM through AI
- Curriculum Mapping and Land Based Learning
- Cultivating Kinship: Land Based Exploration for Holistic Well-Being

Throughout the day of learning, participants gained valuable tools to integrate Indigenous ways of being, belonging, doing, and knowing into their teaching practice.

### **People Excellence | Core Curriculum, Assessment and Reporting**

The K-12 Core Curriculum and Assessment and Reporting Team offered a variety of asynchronous recorded sessions available on Insite to support learning related to K-6 new curriculum, Middle Years Learners and High School Outcomes-Based Assessment as well as Reading Assessment and MathUP. These recordings had approximately 215 views. Depending on how participants engaged with these sessions, a view could represent an individual, a team, or a whole school.

An in-person session focusing on the new K-3 Science curriculum was offered to support 24 teachers to gain a deeper understanding of the curriculum. Teachers had the opportunity to collaborate with colleagues to calibrate skills progressions with an inclusive lens.

### **People Excellence | Complementary Curriculum**

The complementary curriculum team worked to provide a variety of sessions to support Career and Technology Foundations, Career and Technology Studies and Fine and Performing Arts learning. Sessions were provided by both CBE employees and external partners.

Geographically close groupings were created for Career and Technology Foundation's Construction and Foods teachers with the intention to facilitate collegial connections, share resources, generate ideas, collectively troubleshoot, and eventually build a self-sustaining PLC. Seventy-seven participants attended the sessions.

Career and Technology Studies offered four sessions where teachers had the opportunity to connect and expand their knowledge. Sixty-one participants attended the sessions.

- Introduction to theBasicBot (tBB)
- What's new with tBB
- Working with Joystick Controllers and tBB
- PongMaster2 tBB Competition Overview

Fine and Performing Arts offered 35 sessions over the course of the day. Teachers had the opportunity to engage in creative, interactive, and hands-on learning, and gain new insights into community-based projects and approaches to integration. Approximately 780 participants attended the sessions.

- African Drum Circle
- Tune into Music in the Classroom
- Instrumental Techniques Refresher
- Borduns and Beyond: Building Success on the Barred Instruments



- Building a Professional Learning Community for Middle School Band Teachers
- Elevate Your Assembly with the Youth Singers of Calgary
- Hit the High Notes: Building a Middle School Choir Program
- Game On: Music Games for All
- Harmonizing Math, Science and Language Arts
- Jazz Band Start-Up
- Fun and Games with MusicPlay K-2
- Fun and Games with MusicPlay 3-6
- CADME Presents: So you have a Violin in your wind band?
- Is that Star Wars?
- Place-based Collaborative Art Projects that Build Community
- Exo-Art Explorers Paint Your Own Pot Program Sampler
- Silk-screen for Beginners
- Reconcili-Action through Artmaking
- Journaling and Metacognition
- Authentic Arts Education for Diverse Learners
- Building a Portfolio of Lessons and Projects
- The Mosaic: How to Build Community Through Art Installations
- A Beginners Guide to Utilizing Clay in the Classroom
- Dance Fitness with Robin O'Grady
- Bollywood with Vishal Malpuria
- Innovation and Inclusion: Communication Strategies to Shake Up your Snow Globe
- Introduction to Theatre Tech
- Found Object Puppetry
- Improvisation and Theatre Sports
- Choreography for Musicals
- Inclusive Theatre Ideas to Engage and Challenge All Students

### **People Excellence | Digital Tools in the Hands of all Students with Read&Write and OrbitNote**

CBE's provider for the Read&Write and OrbitNote tools led by instructors from Texthelp hosted this session for 387 educators. Educators learned how these tools support students' reading, writing, and research skills across various languages and curricular areas empowering students to learn more independently. Featured tools included supports for reading text out loud, understanding unfamiliar words, organizing researched information, and proofreading written work.

### **People Excellence | iPad Accessibility Features**

This session attended by 118 educators taught how to use Accessibility features available on iPads to meet the variety of learning needs. Highlighted features included Speech-to-Text, Text-to-Speech, and Guided Access to keep students on a single app.

### **People Excellence | Inclusive Education**

The Inclusive Education team, including Specialists, Strategists, Learning Leaders, Psychologists and OT/PT/SLP's, offered a variety of in-person sessions to support student achievement in inclusion and specialized classes. Sessions highlighted problems of practice and collaborative response, best

practice, strategies and supports, task design, and student programming and transitions. Over 550 staff registered for the Inclusive Education sessions.

- Supporting Gifted Learners – Gifted Learners 101
- Supporting Gifted Learners – GATE Teachers
- Literacy programming in EES
- Developing Programming for Complex Learners using AI
- Best practice/collaborative planning for ACCESS and ALP teachers
- Exploring High Impact Reading Instruction for LD Learners (full day)
- Skill shop for DHH students - learning and wellness activities at MNP

In collaboration with the Well-Being team at the Physical Education, Health and Well-Being forum, teachers came together across disciplines with a shared investment in well-being. There were six Inclusive Education in-person sessions offered over the course of the day. Sessions included:

- Trauma Informed Practice | Theory with a focus on Content, Process and Skill Set
- Trauma Informed Practice| In Application, what does this look like in our Classrooms and Larger School Communities
- Trauma Informed Practice| A Case Study utilizing the Collaborative Response Model
- HS continuum and treatment programs: Best practices, transitions, and overviews
- Best Practices for Neurodiverse Learners in an Inclusive Classroom
- Task Design for Neurodiverse Learners in the Inclusive Classroom

### **People Excellence | Indigenous Traditional Games**

The Indigenous Education Team facilitated Indigenous Traditional Games sessions at the Physical Education Health and Well-being Forum held at Nelson Mandela High School. Over 100 participants took part over 3 sessions. These sessions taught participants about the cultural significance of many Indigenous Traditional Games, how to play the games, and how to effectively teach the games to students.

### **People Excellence | Introduction to Artificial Intelligence in Education**

This session introduced 890 educators to how artificial intelligence works, its growing prevalence in our lives, and important considerations for privacy, data security, and ethics in AI use. The session provided educators with examples of how they can apply it in their work and gave them the chance to try some CBE-approved AI tools.

### **People Excellence | Languages**

This year marked the 10th year of the CBE Languages Symposium which welcomed over 1000 attendees for a day dedicated to the advancement of language learning, with this year's theme being "Language is a Journey."

The symposium served as a platform to underscore the significance of additional language acquisition while celebrating the diverse expertise of our language educators. It provided a valuable opportunity to highlight exemplary

pedagogical approaches in our French Immersion and Spanish, Mandarin, and German Bilingual programs.

We were honored to host Dr. Angelica Galante, Associate Professor at McGill University, as our keynote speaker. Dr. Galante's address emphasized the importance of plurilingualism in our present-day context, highlighting the critical role of additional language learning in the 21st century.

This year's program featured a diverse array of sessions, spanning topics such as integrating technology in language classrooms, incorporating arts like drama and weaving, exploring land-based learning strategies, and leveraging math discussions as conversational tools in Immersion and Bilingual classrooms. These sessions not only spotlighted the efficacy of our language programs but also showcased innovative methods to enhance language acquisition and cultural understanding.

Moreover, our engagement extended beyond the CBE walls as we hosted presenters and attendees with Tsúut'ínà Gunáhà Nás?ághà, University of Calgary, University of Alberta, Language Resource Vendors, and other school districts from across Alberta. This collaborative spirit emphasizes the symposium's growing influence and outreach within the broader educational community.

### **People Excellence | Lumio by SMART: Supercharge Your Lessons!**

This session attended by 487 educators demonstrated how to use existing content (SMART Notebook, PDFs, PPT, and Google Slides) to enhance lessons and engage students. Participants explored features for formative assessment, collaboration, real-time check-ins, and Math & Science simulations.

### **People Excellence | Physical Education, Health, and Well-Being Forum**

The Physical Education, Health and Well-being forum held at Nelson Mandela High School was a great success through over 40 online and in-person learning opportunities. The day began with anchoring opening remarks from Chief Superintendent Pitman and continued in a good way with sessions including topics such as Blackfoot Wellness, Physical Education and Wellness curriculum resources, SOGI and Student Well-Being Framework Companion Guide sessions. Individual sessions reflecting high registration numbers included Sunrise Yoga (391), Leading Social Emotional Learning (359), Well-Being Strategies for School-based Staff (509), with over 3600 total registrations being recorded for all sessions combined.

Throughout the day, educators enjoyed breakfast together and learned from each other while engaging in professional and personal wellness sessions offered by CBE educators and external partners. The connections, inspiration and learning that occurred will contribute to advancing a Culture of Well-Being in CBE for all.

## **People Excellence | Release of Body-To Do Domain Resources**

The Indigenous Education Team released ten resources to support schools to implement the Body-To Do Domain of the CBE Indigenous Education Holistic Lifelong Learning Framework. The resources included an introduction to the Body-To Do Domain video which highlights some of the amazing work happening throughout the CBE to promote Indigenous Education through movement.

## **People Excellence | Top 10 Tools for Teaching and Learning**

This session attended by 684 educators provided an overview of the top ten digital tools that are system approved and supported for teaching and learning. This session focused on tools that support lesson content, delivering lessons, and tools that provide students with opportunities to demonstrate understanding in a variety of ways.

## **People Excellence | Using Codio for High School Computer Science**

A Codio educator hosted 32 high school educators in learning how to leverage Codio, which was recently licensed for all high school Computer Science classes. Designed specifically for high school Computer Science teachers, this session provided comprehensive guidance on establishing an effective workflow, including assignment and resource creation, student generated content, and assessment. Codio integrates with our Brightspace environment, supporting our teachers to streamline their lesson planning, facilitates student collaboration, and simplifies the grading process.

## **People Excellence | Collaborative Partnerships | Bridging Success in LEAD**

A comprehensive, full day in-person session was offered to all Literacy, English, and Academic Development (LEAD) staff and CBE teachers interested in teaching LEAD. The morning session provided LEAD staff with information on the LEAD transition process and engaged in transition tasks that empowered student voice and agency. LEAD teachers had the opportunity to collaborate with their colleagues to establish a strong transition process and begin planning for the upcoming school year. The afternoon session featured presentations from various CBE's supports and services along with partnership organizations and services supporting teachers, LEAD learners and their families, including, Calgary Catholic Immigration Services (CCIS), Calgary Bridge Foundation for Youth (CBFY), Diversity, Learning and Support Advisors (DLSA), and the LEAD psychologist. This full-day session was attended by over 30 LEAD teachers, enhancing their knowledge and support for LEAD students and their families.

## **People Excellence | Collaborative Partnerships | We are CBE and Diversity is our Strength**

This online session was made available to all educators and support staff within the CBE. The session celebrated the richness of the gifts and talents within the diverse representation of our community and provided valuable insights into the cultural and linguistic supports and services offered. Educators gained knowledge on how the Diversity & Learning Support Advisors (DSLAs) team facilitates connections between schools and families by navigating cultural nuances in the school environment. Additionally, the session highlighted CBE's Settlement

Partnerships along with the resources and agencies accessible in Calgary to newcomer families. Over 180 teachers and support staff participated in this session.



**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.