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public agenda

Regular Meeting of the Board of Trustees

May 23, 2023
2:30 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
2:30p.m.	1 |	**Call to Order, National Anthem, Acknowledgement of the Land and Welcome**	Chair		
	2 |	**Consideration/Approval of Agenda**	Board	GC-2	
	3 |	**Awards and Recognitions**		GC-3	
	4 |	**Results Focus**			
	4.1	Results 5: Character – Annual Monitoring	C. Usih	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 2021-2024 – Year 3		OE-1, R-1	Page 7-1
	7.2	Budget Report for the 2023-2024 School Year	C. Usih	OE-5,7	Page 7-15
	8 |	**Matters Reserved for Board Decision**	Board	GC-2	
	9 |	**Consent Agenda**	Board	GC-2.6	
	9.1	Items Provided for Board Decision			

Time	Topic	Who	Policy Ref	Attachment
	9.1.1 Office of the Board of Trustees 2023-2024 Operating Budget		OE-5	Page 9-12
	THAT the Board of Trustees approves the 2023-2024 budget for the Office of the Board of Trustees of $1,565,963, it being reasonable to allow the Board to perform its governing responsibilities effectively and efficiently.			
	9.2 Items Provided for Information			
	9.2.1 Chief Superintendent Update			Page 9-1
	Private Session			
	Termination of Meeting			
	Debrief	Board	GC-2.3	

Notice |
This public Board meeting will be recorded & posted online.
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For questions or concerns, please contact:
Office of the Corporate Secretary at corpsec@cbe.ab.ca.

results monitoring report

Results 5: Character

Monitoring report for the school year 2021-22

Report date:
May 23, 2023

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Results 5: Character, the Chief Superintendent certifies that the information in this report is accurate and complete, and that the organization is:

☒ making reasonable progress toward achieving the desired results.

☐ making reasonable progress with exception (s) (as noted).

☐ not making reasonable progress.

Signed: _____ Date: May 23, 2023

Christopher Usih, 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 |

- Report card Results 5 data indicates that Overall Levels of Success remain strong despite minor fluctuations in the percentages of students in kindergarten to grade 9 who reported to treat others with respect and compassion and who make responsible decisions.
- Overall Level of Success report card results by stem are:
  - Makes Responsible Decisions: 97.5%
  - 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 65.1%
  - This represents a decrease of 3.7% over the 2020-21 results
  - It also represents a significant decrease in comparison to previous three-year average result

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 were very high, yielding little opportunity for additional growth. Results 5 was a minor focus on the 2021-22 CBE Student Survey and given the impact of the pandemic on students, it seemed prudent to wait until there was a complete data set for Results 5 before considering targets.

It is for these reasons no targets were set for 2021-22 in this report.

Context for Indicators |

With respect to report card achievement data, due to the ongoing COVID-19 pandemic and the learning disruptions experienced to date, 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 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 2021-22 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 |

Results 5: Character was a minor focus on the 2021-22 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 |

Results 5: Character was a minor focus on the 2021-22 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 2021-22 results, analysis and interpretation |

Policy 5.1

Indicator 2

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

Policy 5.1

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					
	2017-18[1]	2018-19	2019-20[2]	2020-21	2021-22
Overall Sample Size	72 800	35 025	n/a	29 971	34 514
Overall Agreement (%)	72.2	73.3	n/a	66.8	65.1

Overall Agreement (%)	2017-18	2018-19	2019-20	2020-21	2021-22
Grade 5	73.9	77.8	n/a	71.4	69.7
Grade 6	73.2	75.6	n/a	69.5	67.7
Grade 8	71.3	71.0	n/a	64.4	64.3
Grade 9	72.3	71.8	n/a	64.5	64.7
Grade 11	71.3	71.2	n/a	65.4	62.4
Grade 12	71.5	72.2	n/a	68.8	63.7

[1] As a result of an error in the survey program software, student results were counted twice. This has no effect on the percentage results. The sample size should be half of what is noted here.

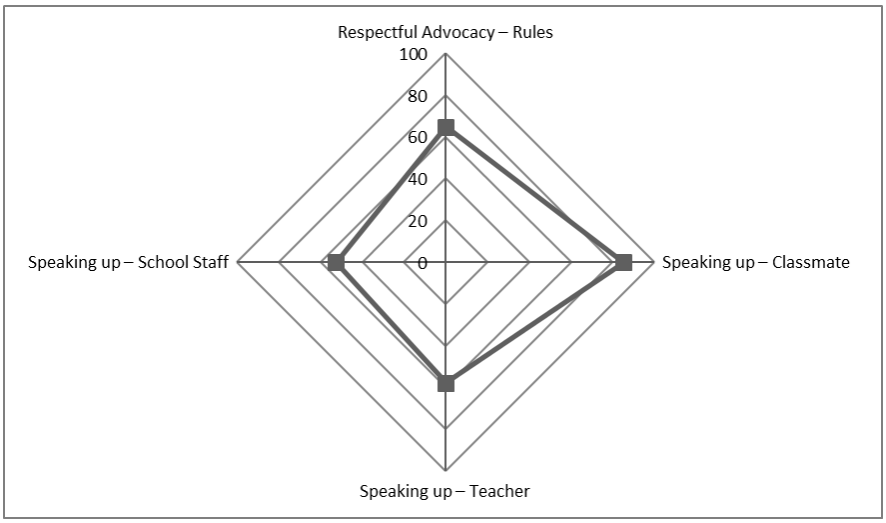
[2] CBE Student Survey was not administered in 2019-20.

Policy 5.1

Indicator 2

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

Question Theme	Overall Agreement (%)				
	2017-18	2018-19	2019-20	2020-21	2021-22
Respectful Advocacy – Rules	74.1	74.0	n/a	69.3	64.7
Speaking up – Classmate	88.7	89.3	n/a	86.8	85.2
Speaking up – Teacher	65.6	67.1	n/a	58.8	57.8
Speaking up – School Staff	60.5	62.7	n/a	52.2	52.6



- **Target for 2021-22:** No target set
- **Analysis**

  The Overall Agreement in this measure was 65.1 per cent in 2021-22, which decreased significantly in comparison to previous three-year average result by Chi-Square test. Across different grades, Grade 5 students showed the highest 69.7 per cent overall agreement while Grade 11 students had the lowest 62.4 per cent. When comparing to 2020-21 results, only the percentage of agreement in Grade 9 increased in 2021-22.

  Among the questions asked within the measure, students expressed the highest agreement on their capability of speaking up when they do not agree with their classmates. Meanwhile, the overall agreement on speaking up towards staff question was higher in 2021-22 when compared to last year's result though it still maintained the lowest percentage of agreement in comparison to other questions within this summary measure.

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.

- **Interpretation**

  When students disagree with decisions or policies at school, they are most likely to respectfully challenge these with their classmates. Strong student agreement to the Speaking Up – Classmate question theme suggests students generally trust and feel safe speaking up with their peers at school. Students are less likely to respectfully challenge a teacher or school staff member when they disagree with a school policy or decision. While classmate and teacher categories indicate a clear connection to a specific individual or group of individuals in a school, the school staff category may subjectively include different personnel working in a school setting such as school administrators, lunchroom supervisors and/or educational assistants.

  Teachers and school staff may seem more connected or accountable to school policies and decisions while also being in positions to assess student achievement. It makes sense that the percentage of students who respectfully challenge policies or decisions with teachers and school staff is substantially lower than the Speaking Up – Classmates agreement levels. There are a host of possibilities to consider when interpreting this difference in agreement levels. While it is our goal to ensure students feel safe using their voices and speaking up, there are cohorts of CBE students who may belong to cultures that view challenging teachers or school staff as outside the scope of a student's role, possibly being considered disrespectful practice for some of our students. Secondly, depending on the age of the student, knowledge of school policies and decisions would vary and change accordingly. For example, a grade 5 student may call to mind a decision about seating plans in a classroom while a grade 12 student may consider the menu offerings in a high school cafeteria. Regardless, the specific decisions or policies that students call to mind would be different across grades and individual students based on their unique experiences and perceptions about school.

  While overall student agreement decreased across all question themes, the greatest decrease in agreement levels surfaced for the Respectful Advocacy – Rules question theme with a decline of 4.6 percentage points compared to the previous school year. Students continued to learn within a pandemic context and were required to respect health-related rules determined by the province, school district and their own personal families to ensure their health was a priority. As such, a decline in this category makes sense and accurately reflects the pandemic context students were experiencing at the time of the CBE Student Survey administration in 2021-22.

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[3] (%)					
Indicator	**2017-18**	**2018-19**	**2019-20**	**2020-21**	**2021-22**
Exemplary Strengths	34.7	35.0	37.4	41.4	39.7
Evident Strengths	45.7	46.5	47.0	44.5	45.1
Emerging Strengths	16.5	15.5	13.3	12.0	12.7
Network of Support Required	2.5	2.3	1.6	1.6	2.0
Individual Program Plan	0.6	0.7	0.7	0.5	0.5
Overall Level of Success	**96.9**	**97.0**	**97.7**	**97.9**	**97.5**

Division 1

Makes responsible decisions (%)					
Indicator	**2017-18**	**2018-19**	**2019-20**	**2020-21**	**2021-22**
Exemplary Strengths	32.3	33.4	36.3	42.1	41.0
Evident Strengths	47.1	47.7	47.8	44.8	44.1
Emerging Strengths	17.1	15.7	13.4	11.0	12.2
Network of Support Required	2.7	2.2	1.6	1.4	1.9
Individual Program Plan	0.8	1.0	0.9	0.7	0.8
Overall Level of Success	**96.5**	**96.8**	**97.5**	**97.9**	**97.3**

[3] 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.

Division 2

Makes responsible decisions (%)					
Indicator	**2017-18**	**2018-19**	**2019-20**	**2020-21**	**2021-22**
Exemplary Strengths	38.6	38.3	41.2	43.3	43.2
Evident Strengths	44.2	44.6	44.1	43.3	43.2
Emerging Strengths	14.5	14.3	12.4	11.5	11.3
Network of Support Required	2.0	2.0	1.5	1.3	1.7
Individual Program Plan	0.7	0.8	0.8	0.6	0.6
Overall Level of Success	**97.3**	**97.2**	**97.7**	**98.1**	**97.7**

Division 3

Makes responsible decisions (%)					
Indicator	**2017-18**	**2018-19**	**2019-20**	**2020-21**	**2021-22**
Exemplary Strengths	34.0	33.0	34.5	39.0	34.6
Evident Strengths	45.3	47.3	49.3	45.4	48.1
Emerging Strengths	17.7	16.7	14.2	13.5	14.7
Network of Support Required	2.9	2.9	1.9	2.1	2.5
Individual Program Plan	0.1	0.1	0.1	0.0	0.1
Overall Level of Success	**97.0**	**97.0**	**98.0**	**97.9**	**97.4**

- **Target for 2021-22:** No target set
- **Analysis**

  All Students: Dropping from the highest 97.9 per cent in 2020-21 for the previous five years, the Overall Level of Success had 0.4 percentage points decline in 2021-22 due to a notable 1.7 percentage point decrease in Exemplary Strengths. When compared to previous three-year average results, the decreases in Overall Level of Success and Exemplary Strengths were both found to be non-significant by Chi-Square test. Meanwhile, Evident Strengths generally displayed year-over-year increases except for a 2.5 percentage point decline in 2020-21.

  To determine improvement in Network of Support Required, the percentage of students in this category should decrease. In 2021-22, the number of students achieving Network of Support Required increased and the result

Policy 5.2

Indicator 1

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

was 2 per cent, changing the tendency for a decreasing or maintaining trend in this category over time.

Division 1: Similar patterns to the All Students results were observed in Division 1 with the only one exception in Evident Strengths. The Evident Strengths in Division 1 experienced a two-year increase and a two-year decrease over the past five years reaching its lowest 44.1 per cent result in 2021-22. It decreased significantly when comparing to the previous three-year average percentage by Chi-Square test.

Division 2: After two-years of improvement from 2019-20 to 2020-21, the Overall Level of Success decreased in 2021-22 but the decrease was not significant in comparison to the previous three-year average. In alignment with the Overall Level of Success, all three Strengths showed declines in 2021-22. Among different Strengths, Exemplary Strengths shared the similar changing pattern to All Students cohort over time. Meanwhile, both Evident Strengths and Emerging Strengths showed a downward trend and decreased significantly when compared to previous three-year results.

Additionally, Network of Support Required kept a general continuously decreasing tendency over time except for 2021-22.

Division 3: Division 3 report card data showed similar patterns to the All Students cohort.

- **Interpretation**

  The majority of CBE students demonstrated strengths in making responsible decisions when at school. Students in grades 4 through 6 achieved Exemplary Strengths more often and a network of support was required the least often for this cohort of students. Results for students in Division 1 were comparable.

  Division 3 students required a network of support most often to make responsible decisions at school. These Division 3 data are consistent with other system results. The changes happening for students in grades 7, 8, and 9 are substantial in both the social and academic realms. While developmentally appropriate and expected, these grades may benefit from more support with making responsible decisions.

  It is important to note that teachers' subjective perceptions about what it means to make responsible decisions may influence and impact the validity of these report card data. Additionally, the notion of a responsible decision varies with student grade level and specific school contexts.

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[4] (%)					
Indicator	**2017-18**	**2018-19**	**2019-20**	**2020-21**	**2021-22**
Exemplary Strengths	43.2	43.3	46.0	49.8	47.9
Evident Strengths	45.2	45.4	45.1	42.3	42.9
Emerging Strengths	9.8	9.6	7.6	6.7	7.8
Network of Support Required	1.4	1.3	0.9	0.9	1.2
Individual Program Plan	0.4	0.4	0.4	0.3	0.3
Overall Level of Success	**98.2**	**98.3**	**98.7**	**98.8**	**98.6**

Division 1

Treats others with respect and compassion (%)					
Indicator	**2017-18**	**2018-19**	**2019-20**	**2020-21**	**2021-22**
Exemplary Strengths	41.2	42.5	46.1	52.5	51.2
Evident Strengths	46.4	45.9	44.9	40.3	40.0
Emerging Strengths	10.3	9.7	7.5	6.0	7.2
Network of Support Required	1.5	1.3	0.9	0.8	1.2
Individual Program Plan	0.6	0.6	0.6	0.4	0.4
Overall Level of Success	**97.9**	**98.1**	**98.5**	**98.8**	**98.4**

[4] 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.

Division 2

Treats others with respect and compassion (%)					
Indicator	**2017-18**	**2018-19**	**2019-20**	**2020-21**	**2021-22**
Exemplary Strengths	47.6	46.5	50.0	51.5	51.9
Evident Strengths	41.9	42.9	41.3	40.4	39.4
Emerging Strengths	8.8	9.0	7.4	6.9	7.3
Network of Support Required	1.3	1.1	0.9	0.9	1.0
Individual Program Plan	0.4	0.5	0.4	0.3	0.4
Overall Level of Success	**98.3**	**98.4**	**98.7**	**98.8**	**98.6**

Division 3

Treats others with respect and compassion (%)					
Indicator	**2017-18**	**2018-19**	**2019-20**	**2020-21**	**2021-22**
Exemplary Strengths	41.5	40.1	41.6	45.5	40.3
Evident Strengths	47.0	48.1	49.5	46.2	49.5
Emerging Strengths	10.0	10.2	7.7	7.2	8.8
Network of Support Required	1.4	1.5	1.1	1.1	1.4
Individual Program Plan	0.1	0.1	0.1	0.0	0.0
Overall Level of Success	**98.5**	**98.4**	**98.8**	**98.9**	**98.6**

- **Target for 2021-22:** No target set
- **Analysis**

  All Students: After three-year improvement, the Overall Level of Success had a 0.2 percentage point decline in 2021-22. Meanwhile, Exemplary Strengths shared a similar changing pattern to Overall Level of Success. In comparison to the previous three-year average results, the decreases in 2021-22 were both non-significant by Chi-Square test. Unlike the trend in Overall Level of Success and Exemplary Strengths categories, Evident Strengths and Emerging Strengths categories showed a general downward tendency for the past five years however they both increased in 2021-22.

  To determine improvement in Network of Support Required, the percentage of students in this category should decrease. The results of Network of Support Required displayed a generally decreasing pattern over the previous four years but showed a 0.3 percentage point increase in 2021-22.

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.

Division 1: Division 1 and All Students cohort shared similar changing patterns for most indicators. The only exception was for the Evident Strengths category which showed a consistently decreasing trend in Division 1 over time.

Division 2: The Overall Level of Success had 0.2 percentage point decline in 2021-22 after three years of improvement however this decline was not found to be significant based on a Chi-Square test. Meanwhile, Exemplary Strengths kept demonstrating an increasing trend for the previous three years while Evident Strengths showed year-over-year decrease within the past three years.

The Network of Support category showed a continuously decreasing trend over time for Division 2 students with the exception of the 2021-22 school year when an increase of 0.1 percentage points occurred.

Division 3: The Overall Level of Success and Exemplary Strengths categories fluctuated over time and both decreased in 2021-22. Based on Chi-Square test, only the result of Exemplary Strengths in 2021-22 decreased significantly when compared to its previous three-year average percentage. Evident Strengths showed a generally upward changing pattern except for the decline in 2020-21. In 2021-22, it recovered the highest 49.5 per cent result for the previous five year due to a notable positive growth. The results of Network of Support Required maintained at a level of 1.1 per cent within 2019-20 and 2020-21 and increased to 1.4 per cent in 2021-22.

- **Interpretation**

CBE students continue to demonstrate strength in treating others with respect and compassion when at school in the 2021-22 school year. More than half of students in Division 1 and 2 and 40.3 percent of students in Division 3 achieved Exemplary Strengths in this Indicator. Students in Division 2 required the least amount of support in achieving this outcome while students in Division 1 and 3 required comparable levels of support to treat others with respect and compassion.

For Division 1 students this may be connected to pandemic restrictions and public health measures in place that were experienced prior to joining the school community, impacting their opportunities for socialization with other children in their peer group.

Overall declines in these report card data are expected and reflective of CBE students' learning context in the 2021-22 school year. Following extended periods of time being cohorted by class or grade at school, distancing in public, and following public health measures intended to keep students safe, it makes sense that some adjustments to social skills and re-learning how to be in relation to others could surface under these pandemic conditions.

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:

- School-based staff will engage in a learning network related to developing student voice and well-being through school designates who support Chief Superintendent's Student Advisory Council students.
- School-based staff will engage in professional learning related to text and resource vetting and selection to ensure greater representation and inclusion of students and identities.
- School-based and service unit leaders will engage in further professional learning opportunities aimed at enhancing their understanding of anti-racist strategies, diversity and inclusion.
- School-based and service unit leaders will engage in sustained professional learning through the Principal Leadership for Racial Equity book study in both system leadership meetings as well as monthly sessions for further learning and discussion.
- K-12 teachers will engage in professional learning to enhance their understanding of new curriculum implementation through an inclusive lens through a partnership with CBE, CSSD, and Alberta Regional Consortium
- K-12 teachers will engage in professional learning to enhance their understanding of how to implement the Student Well-Being Framework to support School Development Plan well-being goals. This will include 'drive-in' workshops, on-line learning opportunities and embedding components into K-6 new curriculum and middle/junior professional learning sessions.
- Interested staff from each school (Well-Being Network) will engage in monthly professional learning opportunities aimed at deepening their understanding of the components of Comprehensive School Health including the online Building Healthy School Communities course for leaders.
- School-based and service unit leaders participate in Maatoomsii' Pookaiks, a system wide Indigenous Education professional learning day to build and apply foundational knowledge of Indigenous ways of being, belonging, doing and knowing relevant to their work in support of CBE students.
- K-12 leaders and teachers will learn how to better support their community's well-being through attending well-being learning sessions centered on leadership, families and caregivers.
- Designated certificated staff from each K-9 school site will participate in Go To Educator Training to increase their understanding in identifying mental health challenges that may arise in students and processes for seeking further support.
- K-6 teachers will understand how to support their students' learning within the new Physical Education and Wellness Curriculum.

- Teachers will engage in on-line sessions to support the implementation of the new K-6 Physical Education and Wellness Curriculum.
- Teachers will continue to participate in bi-monthly ‘drive-in’ workshops to support physical education and wellness.
- Middle school teachers (4-9) will engage in system professional learning designed to focus on improving student well-being through effective instructional practises.

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:

- Resume regular meetings of the Chief Superintendent’s Student Advisory Council (CSSAC) to enhance student voice opportunities in schools.
- Invite Research and Strategy team to lead a session with the CSSAC students regarding Results 5 and gather feedback.
- Invite Well-Being team to present the Student Well-Being Framework to CSSAC members and collect feedback regarding implementation.
- Support and guide students in creating a student-led initiative at their respective schools to develop inclusive and supportive educational experiences for all students.
- Create a process on Insite for school staff to submit requests for Diversity and Inclusion supports and consultations.
- Coordinate with other portfolios, including Indigenous Education, Well-Being, ELL, Inclusive Education and Literacy to align professional learning opportunities and supporting resources.
- Coordinate with Communications team to develop a communication plan regarding the Days of Significance cultural calendar to highlight diverse cultural events and celebrations
- Advertise resources to recognize and celebrate diverse cultural events and celebrations through regular TWA posts
- Lead anti-racism, diversity and inclusion actions through new School Improvement portfolio to continue to advance equity and inclusion.
- Support staff in anti-racist strategies and actions through Diversity and Inclusion specialist to continue to advance equity and inclusion.
- Meet regularly with CBE’s Well-Being Stewardship Group in order to leverage the working sub-groups, which are focused on creating coherence and effective strategies for advancing a culture of well-being.
- Build upon established well-being professional learning network of teachers in order to support the implementation of the Comprehensive School Health components at their school.

Resources

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

- Present CBE's student Well-Being Framework to create a common understanding of how to improve our culture of well-being in CBE.
- Complete and release CBE's student Well-Being Companion Guide to further support schools in achieving their School Development Plan well-being goals.
- School-based and service unit leaders will be supported in continued implementation of the Indigenous Education Holistic Lifelong Learning Framework through use of the holistic, seasonal planning tool.
- Develop Student Walk Around Tools and supporting documents to support students in developing student voice and confidence.
- Identify key resources and frameworks to develop student leadership skills, including The Student Leadership Challenge framework.
- Purchase key resources for all leaders aimed at deepening their ability to lead anti-racism, diversity and inclusion.
- Develop Thinking Guides and supporting documents to support staff in discussing racism and discrimination.
- Share resources and activities for creating inclusive and culturally responsive environments through collaborating with Communications
- Identify and recommend foundational resources to support K-6 teachers as they implement the new Physical Education and Wellness Curriculum.

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 continue to be a minor focus on the 2022-23 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 2022-23 in this report.

APPENDIX

Appendix I: Results 5 | CBE Student Survey Questions & 2021-22 Results

| appendix |

Results 5 | CBE Student Survey Questions & 2021-22 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.	64.7
2 | I respectfully speak up when I don't agree with a decision made by a classmate.	85.2
3 | I respectfully speak up when I don't agree with a decision made by a teacher.	57.8
4 | I respectfully speak up when I don't agree with a decision made by school staff.	52.6

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

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report to Board of Trustees

CBE Education Plan 2021 - 2024

Date	May 23, 2023
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Decision
Originator	Joanne Pitman, 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

It is recommended:

- THAT the Board of Trustees approves the Education Plan 2021 - 2024 and authorize its submission to Alberta Education

2 | Issue

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

The Minister's requirements, set out in Section K of *Funding Manual for School Authorities 2022/23 School Year*, ensure that school board and school education plans are aligned with the Ministry of Education's vision, mission, goals, outcomes and specific performance measures for the education system.

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

Results 1 | Mission states "Each student, in keeping with their individual abilities and gifts, will complete high school with a foundation of learning necessary to thrive in life, work and continued learning." The Education Plan outlines how this result will be achieved and is guided by priorities laid out by the Board of Trustees.

3 | Background

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

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

4 | Analysis

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

> *…assurance arises from the combination of policies, processes, actions and evidence that help build public confidence in the education system. It is achieved through relationship building, engagement with education partners and by creating and sustaining a culture of continuous improvement and collective responsibility*
>
> *Funding Manual for School Authorities 2023/24 School Year* (p.17)

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 form implementing the plan and actions taken to meet responsibilities in the key assurance domains.*
>
> *Funding Manual for School Authorities 2023/24 School Year* (p. 158)

The CBE Education Plan 2021 - 2024 (Attachment I) articulates the priority foci for these three years based on the Board of Trustee priorities of student achievement, equity and well-being.

CBE is entering what is the third year of a three-year plan. Although overall, the key goals, outcomes and actions are designed for implementation across the system, the actions are informed and may shift based on data, new information, or evidence of success.

5 | Financial Impact

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

CBE's 2023-24 Budget provides the details of the alignment of CBE operations to Alberta Education's funding model. It illustrates how we will strategically allocate our resources to support student success.

6 | Implementation Consequences

By clearly articulating the goals, outcomes, actions and measures based on the Board of Trustee priorities, the Education Plan provides an explicit way forward to ensure that "Each student, in keeping with their individual abilities and gifts, will complete high school with a foundation of learning necessary to thrive in life, work and continued learning" (CBE Mission).

7 | Conclusion

The Education Plan 2021 - 2024 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.

CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: Education Plan 2021– 2024

GLOSSARY – Developed by the Board of Trustees

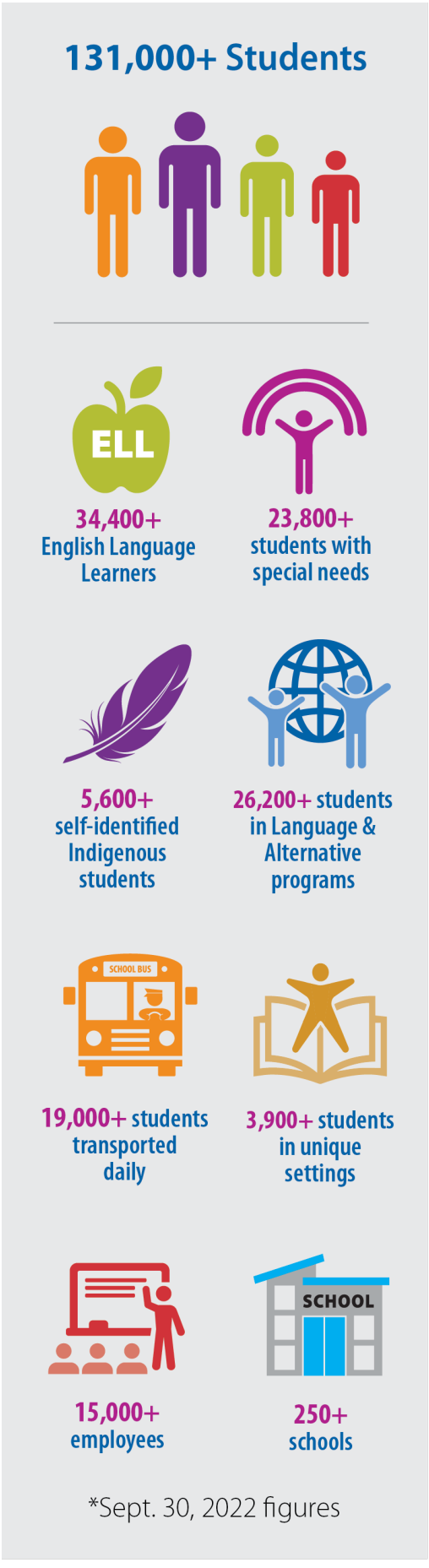
Board: Board of Trustees

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



Overview

As the largest school district in Western Canada, The Calgary Board of Education (CBE) offers a depth and breadth of programs and supports to meet the unique learning needs and interests of an increasingly diverse population. In addition to responsive and inclusive programming in all CBE schools, we provide opportunities for students to learn in unique settings and outreach programs. Every student should have the opportunity to succeed personally and academically no matter their background, identity or personal circumstances. Central to our work is the design of learning and instruction that enables each student to be engaged, inspired and learning to their full potential.

The CBE believes in a strong public education system that supports success for each student. Our focus is to provide educational programming that meets the needs of all students while being responsible stewards of public dollars.

Accountability Statement

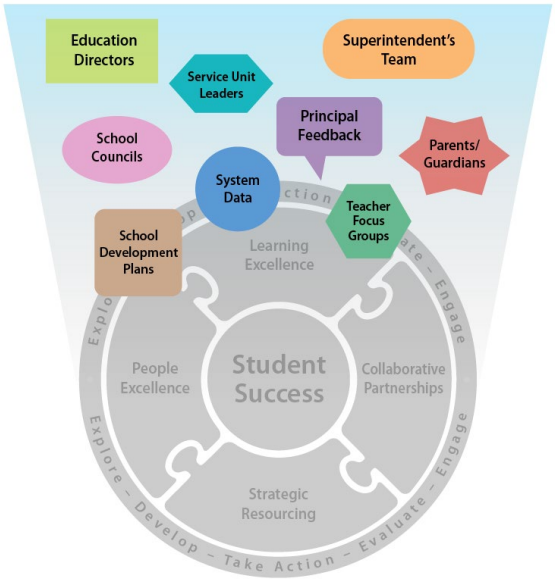
The Education Plan for The Calgary Board of Education is in its third and final year of a three-year cycle. It was prepared under the direction of the Board in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. This plan was developed in the 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 3 of the Education Plan for 2021 – 2024 on May xx, 2023.

Laura Hack
Chair, Board of Trustees

The CBE is in year 3 of the 2021 – 2024 CBE Education Plan. This plan is a direct reflection of priorities identified by the Board of Trustees for student success: achievement, equity and well-being. The Board of Trustee Results policies and Operational Expectations define the monitoring of student learning alongside the operational decisions and practices that contribute to a strong CBE. The Education Plan connects each employee in CBE to student success. The work of the Education Plan lives not only in schools, but also across service units.

Education Plan | 2021 – 2024

Building and Refining the Education Plan



Student, staff and parent perspectives and data 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. Input and feedback was gathered from staff and families in the following ways during the 2022-23 school year:

- School Development Plans that incorporate perspectives provided by students, staff, parents and School Councils
- System-wide Parent Survey
- Teacher Focus Groups
- Area Leadership Meetings (principals, assistant principals)
- Education Directors, Service Unit Directors and leaders
- Superintendents' Team

Parents influence planning through direct input at school council meetings as well as broader school opportunities to gather suggestions and feedback provided from all parents. 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.

Each year, schools gather input and feedback from parents and school councils on their school development plan, budget and fees in the following ways:

- survey
- school council or special parent meeting(s)

In addition to this school-specific engagement, all parents were also provided the opportunity to respond to survey questions regarding their feedback on the goals and specific key actions in the Education Plan.

2021-2024 Education Plan – Parent Survey Results

Like all engagements, this continued work will be guided by the principles outlined in the CBE Dialogue Framework.

In addition to the engagement and perspectives gathered from key stakeholders, the Board of Trustees' monitoring of Results Policies and Operational Expectations alongside quantitative and qualitative evidence supports development and refinement within the three-year cycle of the Education Plan. These points are summarized below:

System and School Data

- Alberta Education Assurance Survey, CBE Student Survey and OurSCHOOL Survey
- Alberta Education curriculum implementation expectations
- Attendance rates
- Board of Trustees Operational Expectations
- Board of Trustees Results Monitoring Reports
- Budget-Actual comparisons
- Citizenship, personal development and character report card indicators
- English Language Learner Language Proficiency Benchmarks
- Feedback collected from employees
- High school completion rates
- Leadership development opportunities and feedback
- Professional learning offerings, evaluations and feedback
- Provincial achievement test and diploma examination achievement of standards for each of: English Language Arts; French Language Arts; Mathematics; Sciences and Social Studies (when available)
- Reading Readiness Screening Tool; Provincial Literacy and Mathematics assessments K - 4
- Report card indicators and marks for each of: CALM, Career & Technology Foundations/Studies; English Language Arts; Fine and Performing Arts; French Language Arts; Health; Languages; Mathematics; Physical Education; Sciences and Social Studies
- Requests for support from schools
- School Commitments to Truth and Reconciliation | Themes and Reflections
- School development plans
  - Literacy, Mathematics, and Well-Being Goals
- Technology applications, licensing and usage

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.

The Annual Education Results Report provided to the Board of Trustees in November 2022 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.

Implementation

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 intended to reflect on each goal and progress towards the goals.

Logic Model

Evidence/Data	Actions	Measures	Resources
What evidence informs the plan?	What system strategic actions will we take to advance the outcome?	Measures assess progression 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?

The outcome of this plan is reflected by the Board of Trustees priorities for student success: achievement, equity, and well-being. The CBE is committed to strong, vibrant, inclusive school communities where all students have the opportunity to achieve their potential.

References

Alberta Education: Funding Manual for School Authorities 2023/24 School Year
Assurance Framework: CASS Fall Conference Presentation
CASS: Learning Guide: Assurance Framework from Theory to Action

Requirements | Relevant Documents

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

- 2023-24 CBE Budget

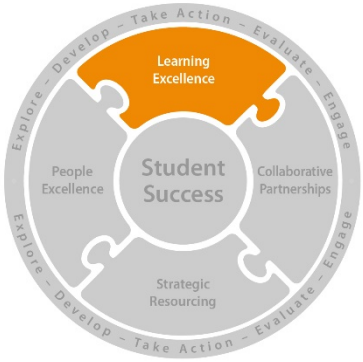
  CBE's Board-approved 2023-24 Budget is available on CBE's website (www.cbe.ab.ca) > About Us > Budget & Finance Operating Budget for Next Year or at: https://www.cbe.ab.ca/about-us/budget-and-finance/Pages/next-year-budget.aspx

- 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 21, 2023 and can be found here: https://cbe.ab.ca/FormsManuals/Three-Year-School-Capital-Plan.pdf

- Infrastructure Maintenance Renewal (IMR) and Capital Maintenance and Renewal (CMR) Plans

  Each year, the CBE produces IMR and CMR plans that lay 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 that these plans can be adjusted during the school year to attend to emergent building component priorities. The IMR/CMR expenditure plans are approved annually and can be found here: https://www.cbe.ab.ca/schools/building-and-modernizing-schools/Documents/IMR-Expenditure-Plan.pdf

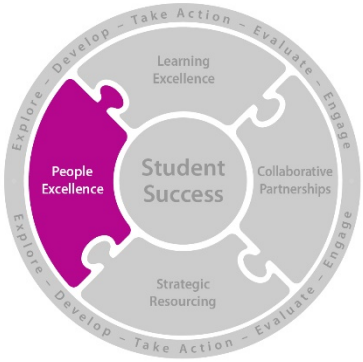


Learning Excellence

Create strong student achievement and well-being for lifelong success

KEY OUTCOMES	KEY MEASURES

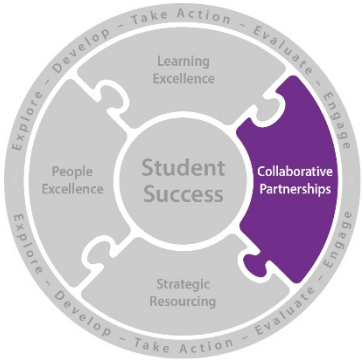
Students achieve excellence in literacy
▪ System-wide implementation of CBE Literacy Framework (environments, teaching practices, assessment practices)
  ▪ School Development plans include a literacy goal
  ▪ Implementation of new K-6 English Language Arts and Literature curriculum
 	
Students achieve excellence in mathematics
▪ System-wide implementation of CBE Mathematics Framework (environments, teaching practices, assessment practices)
  ▪ School Development plans include a mathematics goal
  ▪ Implementation of new K-6 Mathematics curriculum
 	
Students who self-identify as Indigenous are supported to experience improved achievement and well-being
▪ System-wide implementation of CBE Indigenous Education Holistic Lifelong Learning Framework
▪ Enhance school-based data review indicating incremental achievement of Indigenous students
▪ Utilize professional learning to support CBE staff to acquire and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students
▪ Acknowledge and support the implementation of the Truth and Reconciliation Commission Calls to Action
 	
Students access learning opportunities and supports that address their diverse learning needs and well-being
▪ Use a collaborative response at the school and system level that leverages the CBE continuum of supports and services aligned to student needs
▪ Enhance system and school-based collection and use of student data to monitor achievement and well-being for all students including students who self-identify as Indigenous, English language learners and students with identified special education needs
▪ Track, monitor and identify planned actions in schools to support student progress to achieving high school completion
▪ System-wide implementation of CBE Student Well-being Framework
  ▪ School Development Plans include a student well-being goal
▪ System-wide implementation of strategies to advance anti-racism, diversity and inclusion
▪ Continued advancement of assessment practices aligned to *K-12 Assessment and Reporting in CBE*
	Provincial Measures
	▪ Provincial Achievement Tests
	▪ Diploma Examinations
	▪ Alberta Education Assurance Measure Survey
	▪ High School Completion Rate (3 yr, 5 yr)
	
	Local Measures
	▪ Reading Readiness Screening Tool (RRST)
	▪ LeNs and CC3 Literacy Assessments (Gr. 1-4)
	▪ Numeracy Assessments (Gr. 1-4)
	▪ English Language Learner Language Proficiency Benchmarks
	▪ Report Card Results Language Arts, Mathematics, Health
	▪ School Development Plan Goals and Measures
	▪ Results on the Diplôme d'études en langue française (DELF) and the Diplomas de Español como Lengua Extranjera (DELE)
	▪ School Commitments to Truth and Reconciliation | Themes and Reflections
	▪ Area Learning Team Referrals
	▪ Attendance data
	▪ CBE Student Survey
	▪ OurSCHOOL Survey



People Excellence

Ensure all leaders and staff demonstrate excellence in advancing student success

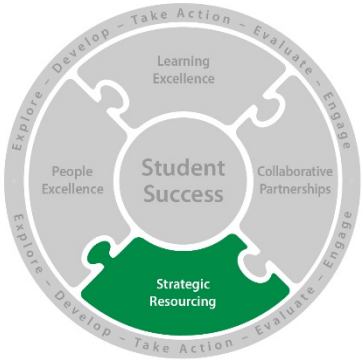
KEY OUTCOMES	KEY MEASURES
People in the CBE are engaged and supported to achieve student and system success ▪ Build and enhance access to staff supports specific to well-being networks, employee benefits, and actions that enhance staff agency in a culture of well-being ▪ Implement a continuum of leadership development opportunities focused on aspiring, new and continuing school and service unit leaders ▪ CBE has collaborative learning networks and cross functional teams that advance key outcomes across each goal ▪ Build and maintain staff awareness of effective use of current and emerging technologies to enhance knowledge and inform practices	**Provincial Measures** ▪ Alberta Education Assurance Measure Survey – Education Quality, In-Service Jurisdiction Needs ▪ Workforce planning data on teacher supply, specialty teacher supply and other areas of focus **Local Measures** ▪ Leadership Candidate Pools ▪ Professional learning feedback ▪ Staff absence rates ▪ Data from benefit plan providers regarding employee health ▪ Number and type of harassment complaints ▪ Workforce planning data such as anticipated retirements



Collaborative Partnerships

Foster relationships to support student success

KEY OUTCOMES	KEY MEASURES
Student learning and well-being are enhanced through partnerships and engagement with students, staff, parents and community ▪ Leverage school and system-wide processes for gathering and utilizing student voice to inform school and system actions ▪ Foster relationships with parents by leveraging engagement and communication processes and opportunities ▪ Build and sustain relationships with Indigenous and new Canadian parents/caregivers ▪ Facilitate collaboration among CBE and Indigenous Elders, leaders, organizations and community members to advance strategic actions in support of Indigenous student achievement and well-being ▪ Maintain and enhance partnerships with post-secondary and industry in support of program access to dual credit and exploratory pathways opportunities ▪ Strengthen students' access to community programs and services during non-instructional hours ▪ Implement system-wide processes, tools, and practices to improve partnership management	**Provincial Measures** ▪ Alberta Education Assurance Measure Survey **Local Measures** ▪ Student Voice feedback ▪ Registration in and completion of dual credit courses, off-campus, apprenticeship opportunities or number of students participating in exploratory pathways ▪ Guidance provided through Elder Advisory Council ▪ Operational Expectation 8 indicators | Communicating and Engaging With the Public ▪ Number of School Connections YYC bookings in CBE schools ▪ Partnership Database



Strategic Resourcing

Allocate resources to support student success

KEY OUTCOMES	KEY MEASURES
CBE optimizes available financial, people and physical resources in support of student and system success ▪ Review programs, services and supports to assess effectiveness, efficiency and economy aligned with provincially allocated funding ▪ Strengthen and refine the use of technology and tools to support effective operations and advance teaching practice ▪ Operations and maintenance are aligned with funding and consistent with environmental obligations	**Provincial Measures** ▪ Alberta Education Assurance Measure Survey ▪ Budget-Actual Comparison **Local Measures** ▪ Financial Health Matrix

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report to Board of Trustees

Budget Report for the 2023-24 School Year

Date	May 23, 2023
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih 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 Nathalya Lu, Lead, Corporate Budgets

1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves the 2023-24 budget as reflected in Attachment I to this report and authorizes its submission to Alberta Education.

2 | Issue

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

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

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

The 2023-24 budget has been prepared to satisfy the requirements of the above legislation and operational expectations in all material respects.

3 | Background

On Feb. 28, 2023, the Government of Alberta released its budget for 2023-24 including the high-level allocations for Alberta Education. On March 9, 2023, the Calgary Board of Education received its individual funding profile within the larger provincial education envelope. Alberta Education funding for the 2023-24 school year is $1.268 billion. As a result of significant enrolment increases, the CBE submit a revised enrolment projection for the 2023-24 school year and received revised funding of $1.308 billion on April 25, 2023.

As the CBE continues to align its operations to the new funding framework, the budget was prepared to support 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

To develop the 2023-24 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 2023-24 Budget.

4 | Analysis

As part of the budget process, Administration prepares an informational report called the Budget Assumptions Report (BAR) for the Board of Trustees. The assumptions outlined in the report are the foundation for building the budget. The BAR was shared with the Board at the April 4, 2023 public board meeting.

There is a material change in the assumptions set out in the Budget Assumptions Report (BAR) presented to the Board of Trustees on April 4, 2023. In March, administration updated its enrolment projects for 2023-24. Given the significant increase in students expected the CBE requested a revision in the funding profile from Alberta Education to reflect the new estimate. The BAR was based on an increased enrolment of 3,800 students however the CBE's budget is now based on the revised estimate of an additional 7,078 students.

On April 25, 2023, 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 2023-24 Budget, detailed in Attachment I are:

- Enrolment growth
- Supports for student health and well being
- Addressing complexity
- New curriculum supports
- Reimagined and balanced student transportation
- Assistance with inflation and increased costs
- Collective agreements
- Strained system administration
- Growing and modernizing our infrastructure

5 | Financial Impact

As required by law, the attached budget for 2023-24 is balanced:

- projected revenues of $1.525 billion and operating expenditures of $1.525 billion (inclusive of the asset requirement obligation) resulting in a balanced budget; and
- planned capital spending of $28.1 million.

6 | Implementation Consequences

The attached budget report fulfills the requirement under OE-5 to provide a budget in summary format, one that is transparent and allows the Board to understand the relationship between the budget, the Results priorities and Operational Expectations.

7 | Conclusion

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

CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: Budget Report for 2023-24

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.

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Investing in the Future

Budget Report 2023-24

learning | as unique | as every student

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Calgary, AB T2R 0L4

Calgary Board of Education

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Executive Summary

On behalf of the CBE leadership team and our entire organization, I am pleased to introduce the 2023-24 budget. This report presents a thoughtful, prudent financial plan for the upcoming school year that is balanced, sustainable and aligned with the Board of Trustees' strategic priorities and the CBE Education Plan.

The CBE has developed its budget for the upcoming school year with a specific focus on accommodating significant growth in the student population. Taking into account 2022-23 enrolment and the upcoming school year, we anticipate that student enrolment will grow by 13,000 students. That is a remarkable amount of growth over a two-year period.

Our goal, as always, is to deliver quality K-12 education that meets the needs of students, staff, and families.

The CBE's total budget for the 2023-24 school year has increased to nearly $1.5 billion and is focused on addressing the needs of approximately 138,000 students. An additional $130 million investment from Alberta Education for next year means the CBE can hire more teachers, education assistants and other staff who are needed to support the students expected over the next few years. We appreciate the additional funding that has followed the growth in student enrolment.

Increased funding also enables the CBE to address critical building and maintenance needs to continue to provide safe and supportive learning and working environments for students and staff.

At the same time, the CBE continues to closely monitor expenses. The rising costs of utilities, fuel and supplies means expenses continue to increase. As always, we strive to maximize resources available to support teaching and learning in the classroom.

The organization holds dollars in reserves to address unforeseen events that might otherwise impact financial sustainability and 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 2023-24 school year unfolds.

Considered in its entirety, the CBE's balanced budget demonstrates its commitment to student achievement, equity and well-being through effective budget management, financial planning, and transparency. It provides a clear roadmap for a sustainable financial future for the organization.

Christopher Usih
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, such as the Education Plan and related frameworks, and the Three-Year School Capital Plan.

There is a material change in the assumptions set out in the Budget Assumptions Report (BAR) presented to the Board of Trustees on April 4, 2023. In March 2023 administration updated its enrolment projection for 2023-24. Given the significant increase in students expected, the CBE requested a revision in the funding profile from Alberta Education to reflect the new estimate. The BAR was based on an increased enrolment of 3,800 students. However, the CBE's budget is now based on the revised estimate of an additional 7,078 students from 2022-23 actual enrolment.

On April 25, 2023, the CBE received the Alberta Education funding commitment letter and updated funding profile. The funding commitment in that letter is incorporated into the 2023-24 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.

CBE Education Plan

Student success is at the centre of all our decisions. Student achievement, equity and well-being require commitment from every part of the CBE community — employees, students, parents, partners and the public.

The CBE is in year 3 of the 2021 - 2024 Education Plan which guides and connects our work to advance each goal. Our plan also aligns with the direction of Alberta Education's Assurance Framework.

Note | The updated Education Plan is draft until approved by the Board of Trustees by end of May 2023.

The four goals of the plan are:

Learning Excellence	People Excellence	Collaborative Partnerships	Strategic Resourcing
Create strong student achievement and well-being for lifelong success.	Ensure all leaders and staff demonstrate excellence in advancing student success.	Foster relationships to support student success.	Allocate resources to support student success.

Key Budget Elements

Enrolment Growth

The CBE is experiencing a second consecutive year of unprecedented enrolment growth and the budget addresses the pressures associated with this growth. Total enrolment is forecast to increase by approximately 13,000 students over the two-year period covering the current and 2023-24 school years.

Alberta Education increased instructional grant rates by 6%, service and support grants by 10% and the nutrition grant by 20%. These grant rate increases replace both the COVID Mitigation and Bridge Funding grants referenced in previous budget reports.

In addition, the Supplemental Enrolment Growth grant remains available to school boards to assist with this significant and unexpected growth. For 2023-24 the CBE will receive $7.1 million via this grant.

Supports for Student Health and Well-being

In March 2022, CBE launched its Student Well-Being Framework as one of many intentional steps to advance a culture of well-being within CBE. The framework is designed to be a strategic support for improving student well-being.

Our focus on student well-being includes centralized supports, with continued work and investment in gathering student voice through a range of methods to support priorities. Additional province-wide funding of $40 million has been earmarked for student well-being supports for 2023-24; these include mental health school pilots, learning loss and access to specialized assessments.

Addressing Complexity

A new targeted Classroom Complexity grant will assist in flowing additional dollars to schools to support students with complex learning needs. This new grant has enabled the CBE to open up to 21 new system classes, hire additional speech language pathologists (SLPs), supporting early intervention and provide additional English language learner (ELL) supports. It will also provide classroom supports such as additional teachers, educational assistants and other staff in addition to focused training to address complexity.

Continuing to Implement New Curriculum

The costs associated with implementing a new curriculum have been included in this budget as Alberta Education has provided targeted funding to assist with the ongoing implementation. Province-wide funding for 2023-24 is expected to total $47 million with the CBE's share totalling $5.7 million.

In the 2023-24 school year, CBE will implement grades 4-6 English Language Arts and Literature (ELAL), 4-6 Mathematics, K-3 Science, K-3 French Immersion Language Arts and Literature (FILAL) while continuing to support new subjects

implemented in 2022-23 (K-3 ELAL, K-3 Mathematics, and K-6 Physical Education and Wellness).

Student Transportation

Budget 2023-24 includes an additional investment in student transportation from the provincial government. This investment means that more students will have access to transportation through new eligibility criteria effective September 2024. This will have an impact on walk zones, bell times and transportation fees. For 2023-24, all families accessing yellow school bus transportation will see fee reductions as the fee structure aligns to the new government funding model.

We will work with Alberta Education, schools, families, and service providers to fully implement the changes for the school year beginning in September 2024. Given the changes are significant and will impact many of our schools, walk zone and bell time changes will not be implemented for the 2023-24 school year.

Assistance with Inflation, Increased Costs

The Operations and Maintenance (O&M) grant increase of 5% assists the CBE in covering additional costs associated with utilities, insurance, and other inflationary cost pressures. This targeted grant does not cover all expenses within the O&M block and the CBE will continue to look for efficiencies through service transformation opportunities to minimize the draw upon other CBE resources.

Collective Agreements

The Alberta Teachers' Association (ATA) collective agreement has been funded through Alberta Education and is included in the funding profile. The CBE is also currently in or will be commencing negotiations with Staff Association (SA), Trades, and the Canadian Union of Public Employees (CUPE). Any negotiated changes for these agreements are not funded by Alberta Education. The CBE has a contingency fund in place to absorb any salary and benefit changes.

System Administration

The CBE continues to operate within the System Administration funding provided by Alberta Education. The System Administration grant for 2023-24 included a modest increase of 0.05% (from 3.15% to 3.20%). The dollars allocated to keeping our system running (services such as payroll, information technology, legal services, communication supports) have not increased at the same pace as enrolment or number of schools in our system. With an increased number of students, families, teachers and support staff, administration continues to seek additional efficiencies in how services are provided or alternative methods of service delivery.

Building and Modernizing Schools

The CBE has received funding for the modernization of existing schools and the construction of new schools that will assist in maintaining and growing our infrastructure to provide educational spaces for all students. Further information is provided in the capital section of this budget report.

Discussion of Revenue and Expense

Revenue

	Budget 2023-24		Budget 2022-23	
	$000s	%	$000s	%
Alberta Education	1,378,550	90.3%	1,237,391	90.2%
Other Government of Alberta	52,678	3.5%	50,783	3.7%
Fees	53,474	3.5%	46,099	3.4%
All Other Revenue	40,579	2.7%	36,825	2.7%
Revenue	**1,525,280**	**100.0%**	**1,371,098**	**100.0%**

Alberta Education continues to provide over 90% of the funding received by the CBE. Alberta Education funding covers the Alberta Teachers Retirement Fund (ATRF) contribution, Infrastructure Maintenance 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.

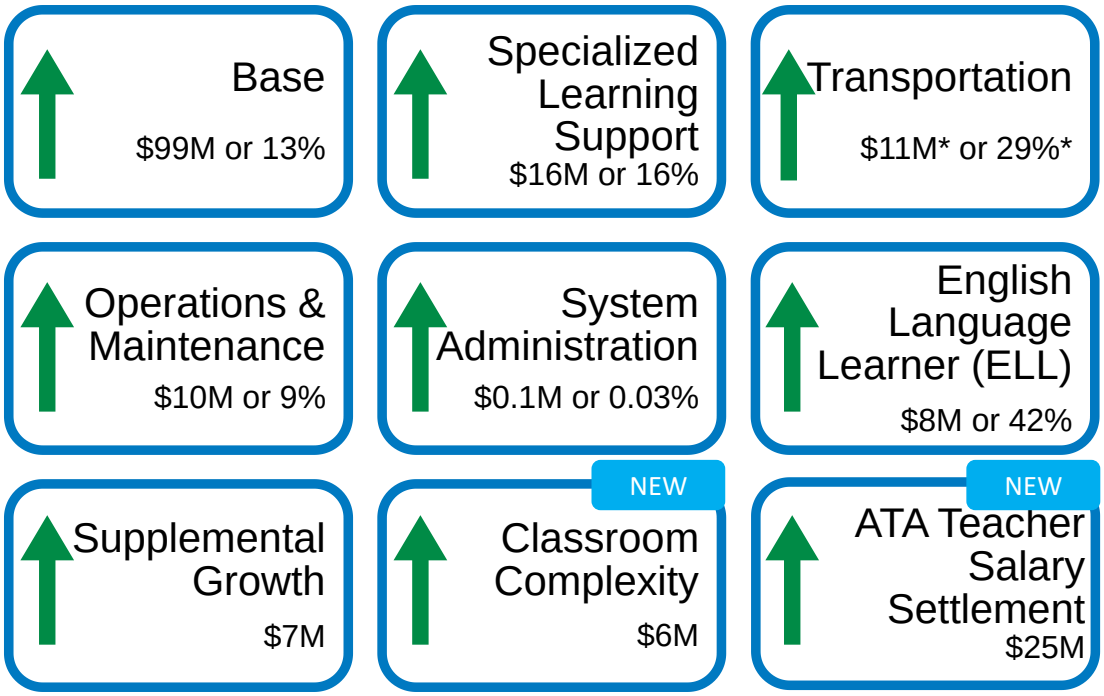
Investment revenue will continue to fund priorities across the CBE that support teaching and learning.

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

Alberta Education Funding

Predictable funding enables the CBE to be efficient, effective, economical and strategic when making planning decisions. The changes noted below are a function of both increased rates in addition to increased enrolment.

Note: Alberta Education Funding shown is reflective of the Funding Confirmation Letter received on April 25, 2023. Total Alberta Education revenue includes funding not shown on the funding profile such as ATRF, IMR capitalization, etc.

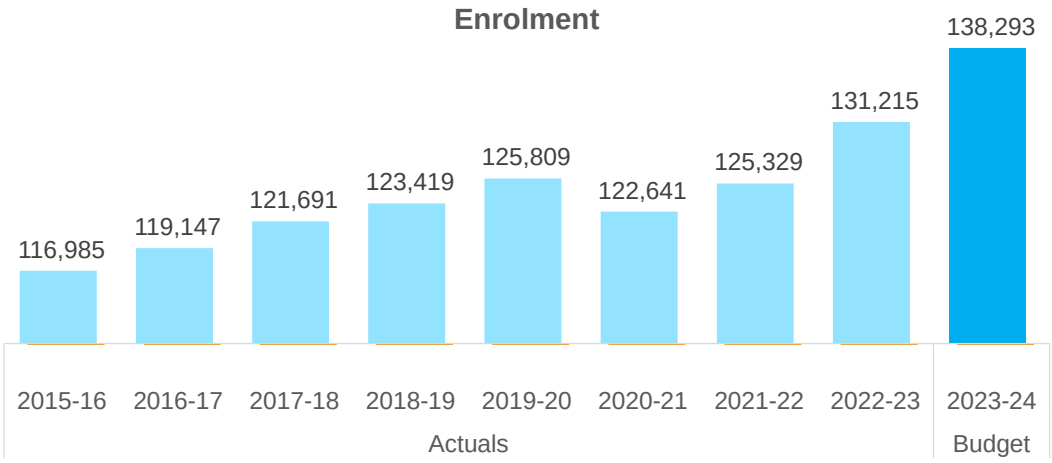


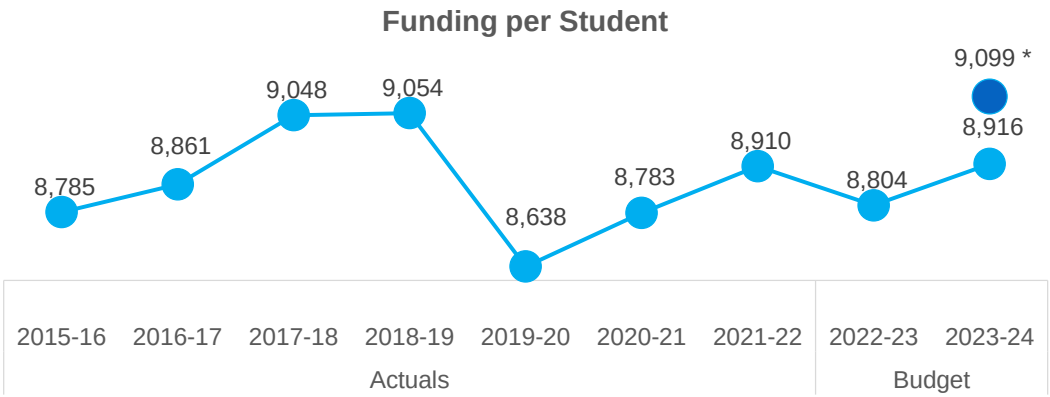
*The Transportation grant in the funding profile assumes new model implementation. The above reflects increase in the Transportation grant based on the implementation of the new model.

Enrolment

Projections for each school year's enrolment are generated in early January for the following school year. There are numerous factors that can affect these projections, including significant increases in immigration, refugee arrivals and the in-migration of families from other parts of Canada. Between September 2022 and September 2023, we expect to see an increase of more than 11,000 students.

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 from this calculation as those dollars are not available to directly support teaching and learning in the classroom, but still play a valuable role in overall CBE operations. Targeted funds not included in this funding per student calculation include: ATRF, IMR, CMR, Transportation grant. For illustrative purposes, ATA salary settlements have also been included in the calculation.

Based on that analysis, funding per student for Budget 2023-24 has seen a sizable and appreciated increase over per student funding for the 2022-23 school year, but has just recovered to the levels provided for the 2018-19 school year.

Fees

The CBE has established an internal fees committee with a mandate of carefully managing school and system-based fees in a manner that is accountable, consistent, and transparent. The CBE continues to maximize dollars to the classroom for teaching and learning.

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 owing.

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 2023-24
4 day	$305
5 day	$335

The lunch supervision program is a school-based, voluntary, cost recovery program which provides supervision to Grade 1-6 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 lunch supervision has increased by $20 year-over-year (or $2 per month) to cover the increased costs of providing the service.

Student Supplies Fee

	Budget 2023-24
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 prior year.

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 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.

Alberta Education introduced a new funding model for the 2023-24 school year to be implemented within the next 18 months. This enables the CBE to determine the best timing to implement the service changes, increase reliability and reduce fees.

Transportation 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. 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 2024.

The fee structure aligns with the government's new guidelines and funding formula while also providing families with reduced transportation fees. Specifically, from a fee structure perspective, we will shift away from the previous "mandated" and "non-mandated" fee structure to a single fee for all riders.

The government direction does allow school boards to retain different levels of service between those attending regular programs and alternative programs. The *Education Act* continues to allow school jurisdictions to offer alternative programs so long as resources allow. For transportation, this means congregated stops will continue to be used to service alternative programs.

Budget 2023-24		Budget 2022-23	
All Riders	$260*	Mandated	$280
		Non-Mandated	$465
Additional Alternative Address	$110	Additional Alternative Address	$110

*Kindergarten fee $130 (one way)

Expense

Expenditures are classified* in three different ways:

- account
- block
- category

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

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

Some general examples:

Teacher Salaries and Benefits

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

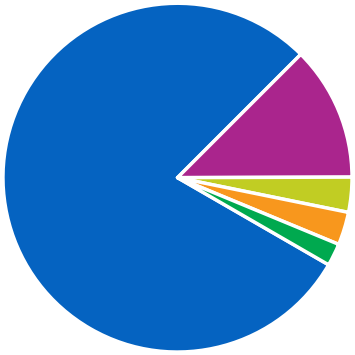
Classroom Supplies

Account: Supplies
Block: Instruction
Category: Schools and Areas

Student Transportation

Account: Transportation
Block: Transportation
Category: Corporate Costs

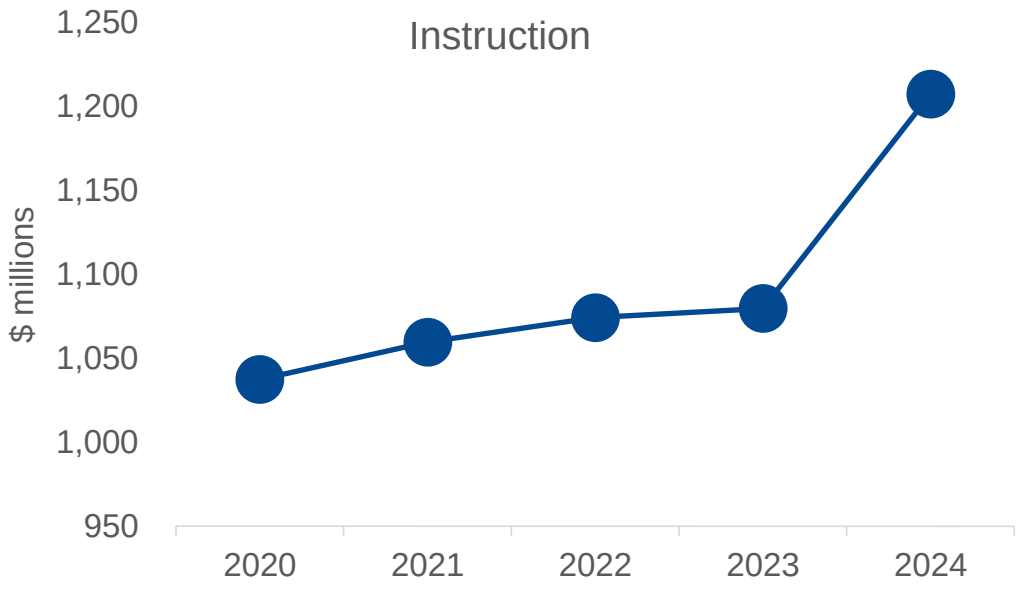
Expense by Account and Block



	Salaries and Benefits	Supplies and Services	Other	Total
Instruction	$1,080	$105	$22	$1,207
Operations and Maintenance	$63	$61	$66	$190
Transportation	$1	$47	$1	$49
System Administration	$20	$25	$2	$47
External Services	$20	$7	$5	$32
Total	$1,184	$245	$96	$1,525

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 costs related to the actual operations and maintenance required.
- Additional historical block expenditures can be found in Appendix VI.



Expense by Account and Category

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

Salaries and benefits are 78% of total current year expenditures. The second chart below illustrates the movement of full time equivalent (FTE) staff in each of the departments.

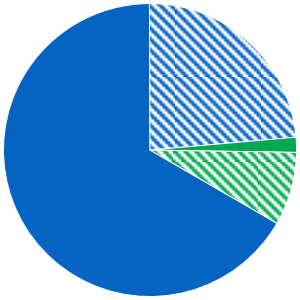
	Salaries & Benefits	Supplies & Services	Other	Budget 2023-24	Budget 2022-23	Change
			in $000s			
Schools and Areas	$ 1,048,683	$ 80,214	$ -	$1,128,897	$ 1,016,486	$ 112,411
School Improvement	56,150	7,210	249	63,609	52,649	10,960
Corporate Cost	8,719	142,751	84,626	236,096	217,449	18,647
Finance and Technology Services	29,455	656	8,594	38,705	33,854	4,851
Facilities and Environmental Services	23,113	11,473	2,092	36,678	33,227	3,451
Human Resources	13,586	1,093	-	14,679	14,039	640
Communications and Engagement Service	2,599	103	-	2,702	2,474	228
General Counsel	1,692	92	-	1,784	1,769	15
Board of Trustees	457	1,109	-	1,566	1,562	4
Chief Superintendent	476	88	-	564	744	(180)
Total	**$1,184,930**	**$ 244,789**	**$ 95,561**	**$1,525,280**	**$ 1,374,253**	**$151,027**

FTE by Department		Change from Budget 2022-23
Schools and Areas	9,590	▲ 710
School Improvement	436	▲ 37
Facilities and Environmental Services	216	▲ 8
Finance and Technology Services	212	▲ 8
Human Resources	117	▲ 8
Communications and Engagement Services	21	▲ 1
Corporate Service Units	17	▲ 2
General Counsel	12	-
Chief Superintendent	3	-
Total	**10,624**	774

*Total Schools FTE is 8,963 (2022-23 8,264).Total Areas FTE is 627 (2022-23 616).

Service Unit Staff

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



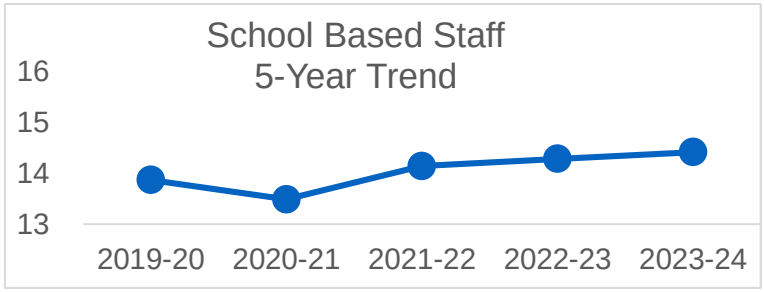
	Budget 2023-24			Change from Budget 2022-23		
	Certificated	Non Certificated	Total	Certificated	Non Certificated	Total
School Based	7,076	2,514	**9,590**	▲574	▲136	▲710
Non School Based	177	857	**1,034**	▲13	▲51	▲64
Total	**7,253**	**3,371**	**10,624**	▲587	▲187	▲774

*does not include substitutes or temporary staff

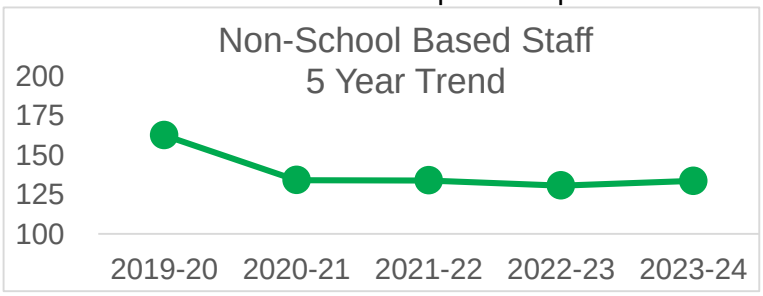
- Approximately 90% of CBE staff are in school-based positions, including facility operations staff, with the remaining 10% allocated to non-school-based support staff who often provide direct support to schools. This is consistent with historical staffing allocations and other metro school jurisdictions.

School-based staff include but are not limited to:

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



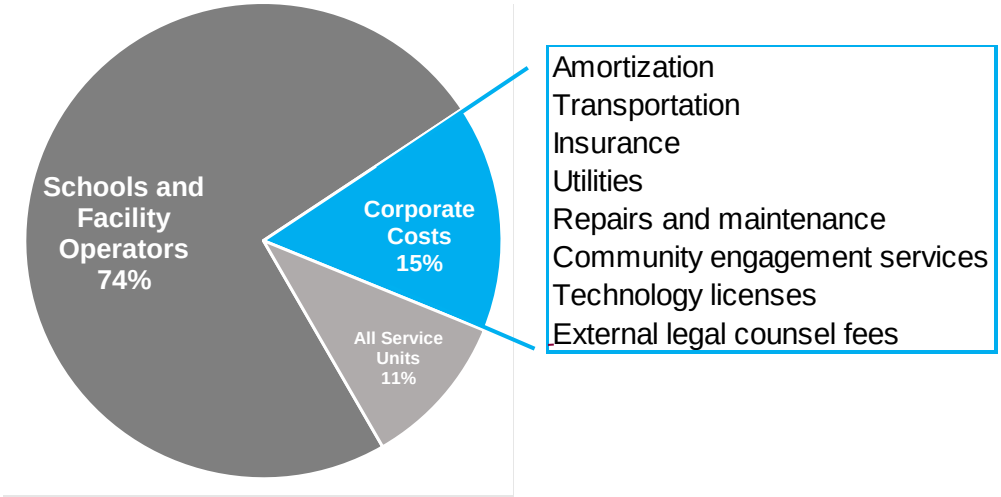
- Non-school-based staff include but are not limited to:
  - Braille assistants
  - Communication and community engagement personnel
  - Cultural diversity advisors
  - Education directors
  - Facilities and environmental services personnel
  - Financial supply chain management
  - Human resources personnel
  - Legal services
  - Occupational and physical therapists
  - Payroll and benefits administration
  - Psychologists
  - Speech language pathologists
  - Superintendents
  - Technology support specialists
  - Student Transportation personnel



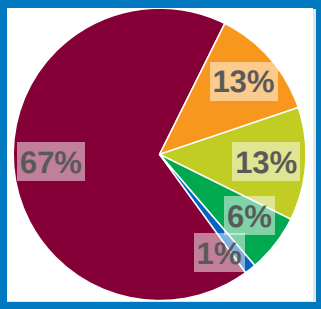
Summary of Corporate Costs

Corporate costs are largely non-discretionary, in the short to medium term, and cannot be easily reduced without significant impact to CBE operations. Corporate costs are organizational costs managed by respective service units on behalf of the organization are identified as corporate costs. These costs make up a portion of the CBE's expenses and include items such as:

	Budget 2023-24	Budget 2022-23	Change
	in $000s		
Salaries and benefits	$ 8,719	$ 8,709	$ 10
Dues and fees	478	600	(122)
Rental equipment and facilities	11,513	11,154	359
Maintenance and repairs	15,027	16,810	(1,783)
Insurance	14,460	12,022	2,438
Professional services	13,812	11,865	1,947
Utilities	34,306	29,291	5,015
Transportation charges	46,673	40,800	5,873
Travel and subsistence	1	1	-
Other supplies	6,471	5,901	571
Minor equipment	9	9	-
Amortization	76,428	73,629	2,799
Interest and finance	1,805	1,705	100
Other (uncollectible accounts)	6,394	4,953	1,441
Total	**$ 236,096**	**$ 217,449**	**$ 18,647**



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

Summary of Expenses by Schools and Areas

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.

A number of 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 seemingly 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 $677 million covers teachers and education assistants. An additional $125 million is provided to address the unique equity factors in each school and $125 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 2023-24		Budget 2022-23		Change	
	RAM ($000s)	Enrolment Student Count	RAM ($000s)	Enrolment Student Count	RAM ($000s)	Enrolment Student Count
K-12	677,236	138,293	595,303	126,863	81,933	11,430
Other - Equity factors,unique settings and specialized classes	125,286		115,497		9,789	
Basic school staff allocation	125,789		116,696		9,093	
Alberta Teachers' Retirement Fund	64,584		65,279		(695)	
Contract absences, short term	12,663		10,407		2,256	
Total	**1,005,558**		**903,182**		**102,376**	

Financial Future

Capital

Board-Funded Capital

Board-funded capital is a critical component of a school jurisdiction's spending in support of student learning. As there is no specific grant for board-funded capital, the CBE allocates a portion of its total grant funding to meet its capital spending needs. Board-funded capital projects are prioritized by a cross-functional team co-chaired by the Superintendent, Finance and Technology Services and the Superintendent, Facilities and Environmental Services to ensure alignment with CBE operational and strategic priorities.

In 2023-24, the CBE will set aside $28.1 million in board-funded capital to address projects such as:

- one-time capital expenditures (e.g., Oracle upgrade, Archibus upgrade, hybrid meeting capability); and
- 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 musical instruments.

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, entry way 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 an annual Modular Classroom Plan for submission to the provincial government. The implementation of these plans is dependent upon provincial approval and funding.

Modernization and new school funding for CBE was announced by the province in spring of 2023. Full funding approval was provided for the modernization of John G. Diefenbaker High School, along with modernization planning dollars for Annie Gale and pre-planning dollars for Sir John A. MacDonald and A.E Cross schools. New school funding was also announced and will assist with planning funding for a new high school in the community of Cornerstone and pre-planning for a new middle school in the community of Saddle Ridge.

Subsequent to the Alberta Budget announcement, Alberta Education will also be contributing $3.0 million towards renovating Jack James High School to support relocation of the Louise Dean Centre to Jack James effective September 2024. Renovations include dedicated learning spaces for Louise Dean programming, a new child-minding space to accommodate their children, and office space for partner support.

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.

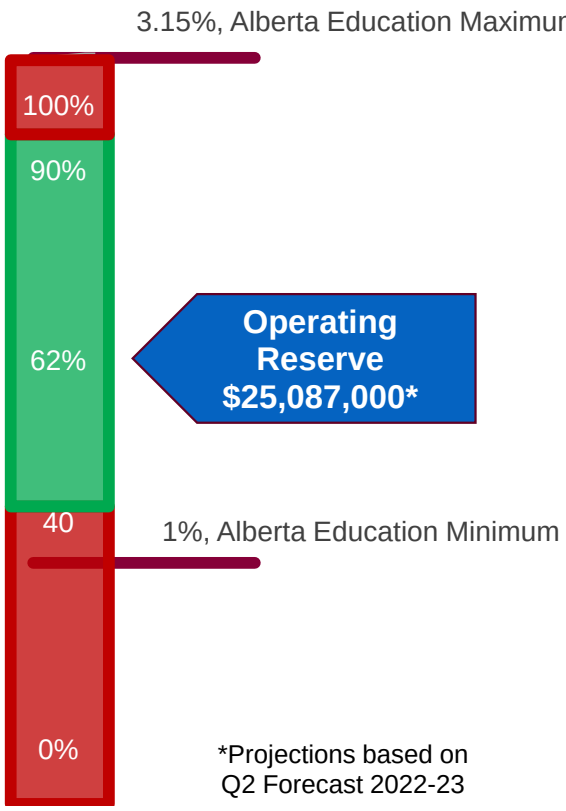
Reserves

The CBE will closely monitor activities to identify any significant, unanticipated, one-time expenses that may require access to reserve funds. The use of reserves is the last option after the CBE has explored all in-year spending adjustment options. In the unlikely event that the necessary savings cannot be achieved over the course of the school year, a draw from operating reserves to offset the budgeted deficit for 2023-24 school year would be required.

In addition to these Alberta Education's operating reserves limits, 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.

Any operating reserve balance in excess of operating reserve maximum will be recovered by Alberta Education through an equivalent reduction from the remaining scheduled payments for the remainder of the 2023-24 school year.

Minister of Education has extended, for another year, their authority to approve or reject school jurisdiction access to reserve requests. This authority was originally set to expire on August 31, 2022.



The current operating reserve levels are within the minimum and maximum set by Alberta Education. However current operating reserve levels have not met the minimum levels as set by CBE Board policy. Based on the Second Quarter Forecast 2022-23, the CBE has reached 62% of the Board-directed operating reserve level.

Conclusion

The CBE's budget report for the 2023-24 fiscal year provides an overview of the organization’s financial plan to support its mission.

The report highlights how funding will be allocated to provide quality education, ensuring student success while maintaining fiscal responsibility. The budget report also highlights the CBE's ongoing commitment to equity and inclusion, as well as its efforts to improve outcomes for students with diverse learning needs. And, finally, it outlines the district's plans for continuing to provide high-quality education at a time when student enrolment is rising at a rapid rate.

Overall, the Calgary Board of Education's 2023-24 budget report demonstrates the organization’s dedication to providing students with the resources and support they need to succeed, while remaining fiscally responsible and responsive to the needs of the community.

Appendices

Appendix I – Funding Commitment Letter

Alberta Education

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

AR120734

April 24, 2023

Mr. Christopher Usih
Superintendent of Schools
The Calgary School Division
1221 - 8 Street SW
Calgary AB T2R0L4

Dear Mr. Usih:

Alberta's government is committed to providing the support and services students need to succeed and the resources schools need to assist teachers and staff. Budget 2023 provides increased funding to address rising enrolment and the impacts of inflation on families and school authorities, while also supporting transportation improvements, curriculum implementation and student mental health and well-being.

Alberta's government is funding education at historic levels – $8.8 billion. This is the equivalent of $44 million for every day students are in school and an increase of $433 million compared to Budget 2022. Budget 2023 includes rate increases for many of the grants in the 2023/24 school year. School authorities and parents are under pressure due to rising transportation costs and inflation, so we are providing additional funding to help keep education affordable and accessible.

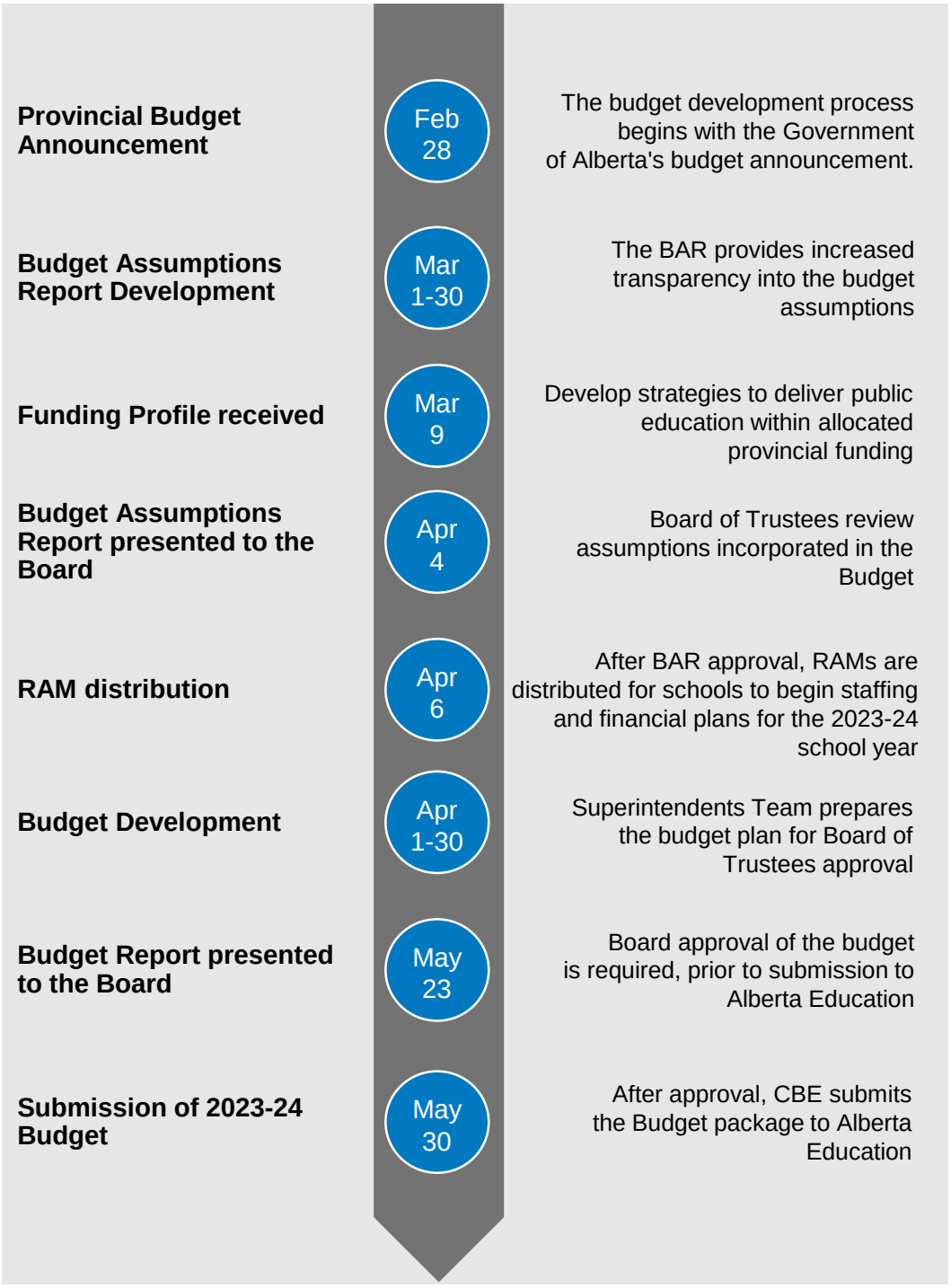
As announced, school authorities' operating funding allocations will be the same or higher in the 2023/24 school year in comparison to the 2022/23 school year. I am pleased to provide this commitment letter confirming that your school authority is expected to receive $1,307,634,197 for the 2023/24 school year. A detailed funding profile for your school authority has been posted to the Alberta Education Extranet for your budgeting and planning processes.

Thank you again for your continued efforts on behalf of Alberta's students.

Sincerely,

Andre Tremblay
Deputy Minister

Appendix II – Budget Process and Timeline



Appendix III – Budget Report (Submission to Alberta Education)

School Jurisdiction Code: 3030

BUDGET
REPORT
FOR THE YEAR ENDING AUGUST 31, 2024

[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

Mr. Christopher Usih

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 30, 2023 **.**

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

School Jurisdiction Code: 3030

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Legend:

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

HIGHLIGHTS, PLANS, ASSUMPTIONS AND RISKS SUMMARY- 2023/2024 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 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 will increase by 7,087 (from Sept 29, 2022, count) for a total of 138,293 as submitted to Alberta Education.
The CBE assumes no incremental dollars will be provided for increased enrolment or changes in student population complexity, until the 2024-25 school year.
The CBE will maximize available grant revenue, consistent with stated eligibility criteria, 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 at $43.9M
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 2023-24 school year, the CBE's student transportation fees will be reduced and reflect 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 be $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. As a result, external block shows a deficit. Every effort will be made to bring the external block into balance.
The CBE continues to pursue the strategy of optimizing school utilization rates to a level that generates maximum programmatic and operational efficiencies.

Significant Business and Financial Risks:

Under the government's three-year weighted moving average (WMA) approach, school jurisdictions must manage all risk associated with growth in enrolment beyond that included in the WMA calculation.
If more students attend CBE schools than planned, programs, supports and services may need to be adjusted to stay within available funding.
In addition to student population growth, there is an increase in the complexity of student needs. With complexity, comes unique needs to ensure each student can learn and the CBE may not have resources for those needs.
The Alberta Teachers' Association (ATA) collective agreement has been funded through Alberta Education. The CBE is also currently in or will be in negotiations with other unions (Staff Association (SA), Trades and Canadian Union of Public Employees (CUPE)). Negotiated changes are not funded by Alberta Education. The CBE has a contingency in place to absorb any changes into Budget 2023-24.
Similar to 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 Calgarians, there is a risk that waivers could be higher than anticipated.

School Jurisdiction Code: 3030

BUDGETED STATEMENT OF OPERATIONS
for the Year Ending August 31

	Approved Budget 2023/2024	Approved Budget 2022/2023	Actual Audited 2021/2022
REVENUES			
Government of Alberta	$ 1,431,227,000	$1,288,174,000	$1,301,210,000
Federal Government and First Nations	$ 824,000	$631,000	$1,081,000
Property taxes	$ -	$0	$0
Fees	$ 53,474,000	$46,099,000	$28,869,000
Sales of services and products	$ 16,551,000	$16,789,000	$16,403,000
Investment income	$ 7,482,000	$3,682,000	$2,309,000
Donations and other contributions	$ 10,752,000	$10,751,000	$6,818,000
Other revenue	$ 4,970,000	$4,972,000	$3,011,000
TOTAL REVENUES	$1,525,280,000	$1,371,098,000	$1,359,701,000
EXPENSES			
Instruction - ECS	$ 38,912,000	$37,220,000	$35,592,000
Instruction - Grade 1 to 12	$ 1,168,478,000	$1,042,524,000	$1,038,691,000
Operations & maintenance	$ 190,045,000	$181,066,000	$189,288,000
Transportation	$ 49,501,000	$43,992,000	$39,236,000
System Administration	$ 46,593,000	$41,362,000	$41,482,000
External Services	$ 31,751,000	$28,089,000	$26,337,000
TOTAL EXPENSES	$1,525,280,000	$1,374,253,000	$1,370,626,000
ANNUAL SURPLUS (DEFICIT)	$0	($3,155,000)	($10,925,000)

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

	Approved Budget 2023/2024	Approved Budget 2022/2023	Actual Audited 2021/2022
EXPENSES			
Certificated salaries	$ 745,330,000	$662,271,000	$673,954,000
Certificated benefits	$ 164,445,000	$149,631,000	$153,453,000
Non-certificated salaries and wages	$ 219,114,000	$203,211,000	$206,516,000
Non-certificated benefits	$ 56,041,000	$51,009,000	$50,923,000
Services, contracts, and supplies	$ 244,789,000	$215,834,000	$202,636,000
Capital and debt services			
Amortization of capital assets			
Supported	$ 59,050,000	$56,297,000	$54,418,000
Unsupported	$ 28,310,000	$29,332,000	$23,314,000
Interest on capital debt			
Supported	$ -	$0	$0
Unsupported	$ 508,000	$335,000	$392,000
Other interest and finance charges	$ 1,300,000	$1,381,000	$916,000
Losses on disposal of capital assets	$ -	$0	$0
Other expenses	$ 6,393,000	$4,952,000	$4,104,000
TOTAL EXPENSES	$1,525,280,000	$1,374,253,000	$1,370,626,000

School Jurisdiction Code: 3030

BUDGETED SCHEDULE OF PROGRAM OPERATIONS
for the Year Ending August 31

	REVENUES	Approved Budget 2023/2024							Actual Audited 2021/22
		Instruction		Operations and Maintenance	Transportation	System Administration	External Services	TOTAL	TOTAL
		ECS	Grade 1 to 12						
(1)	Alberta Education	$ 36,590,000	$ 1,122,378,000	$ 131,112,000	$ 44,610,000	$ 43,860,000		$ 1,378,550,000	$ 1,239,191,000
(2)	Alberta Infrastructure - non remediation							$ -	$ 53,512,000
(3)	Alberta Infrastructure - remediation							$ -	$ -
(4)	Other - Government of Alberta	$ -	$ -	$ 52,368,000	$ -	$ -	$ -	$ 52,368,000	$ 8,205,000
(5)	Federal Government and First Nations	$ -	$ 794,000	$ -	$ -	$ 30,000	$ -	$ 824,000	$ 1,081,000
(6)	Other Alberta school authorities	$ -	$ 294,000	$ 15,000	$ -	$ -	$ -	$ 309,000	$ 302,000
(7)	Out of province authorities							$ -	$ -
(8)	Alberta municipalities-special tax levies							$ -	$ -
(9)	Property taxes							$ -	$ -
(10)	Fees	$ 184,000	$ 30,734,000		$ 4,891,000		$ 17,665,000	$ 53,474,000	$ 28,869,000
(11)	Sales of services and products	$ -	$ 7,755,000	$ 259,000	$ -	$ 75,000	$ 8,462,000	$ 16,551,000	$ 16,403,000
(12)	Investment income	$ -	$ 482,000	$ -	$ -	$ 7,000,000	$ -	$ 7,482,000	$ 2,309,000
(13)	Gifts and donations	$ -	$ 8,981,000	$ 271,000	$ -	$ -	$ -	$ 9,252,000	$ 5,805,000
(14)	Rental of facilities	$ -	$ -	$ 481,000	$ -	$ -	$ 3,947,000	$ 4,428,000	$ 2,140,000
(15)	Fundraising	$ -	$ 1,500,000	$ -	$ -	$ -	$ -	$ 1,500,000	$ 1,013,000
(16)	Gains on disposal of tangible capital assets	$ -	$ -	$ 300,000	$ -	$ -	$ -	$ 300,000	$ 348,000
(17)	Other	$ -	$ 242,000	$ -	$ -	$ -	$ -	$ 242,000	$ 523,000
(18)	**TOTAL REVENUES**	$ 36,774,000	$ 1,173,160,000	$ 184,806,000	$ 49,501,000	$ 50,965,000	$ 30,074,000	$ 1,525,280,000	$ 1,359,701,000
	EXPENSES								
(19)	Certificated salaries	$ 26,428,000	$ 713,983,000			$ 735,000	$ 4,184,000	$ 745,330,000	$ 673,954,000
(20)	Certificated benefits	$ 3,553,000	$ 160,247,000			$ 84,000	$ 561,000	$ 164,445,000	$ 153,453,000
(21)	Non-certificated salaries and wages	$ 6,989,000	$ 134,085,000	$ 49,153,000	$ 1,064,000	$ 15,852,000	$ 11,971,000	$ 219,114,000	$ 206,516,000
(22)	Non-certificated benefits	$ 1,677,000	$ 33,644,000	$ 13,962,000	$ 245,000	$ 3,369,000	$ 3,144,000	$ 56,041,000	$ 50,923,000
(23)	SUB - TOTAL	$ 38,647,000	$ 1,041,959,000	$ 63,115,000	$ 1,309,000	$ 20,040,000	$ 19,860,000	$ 1,184,930,000	$ 1,084,846,000
(24)	Services, contracts and supplies	$ 219,000	$ 104,976,000	$ 61,173,000	$ 46,950,000	$ 24,620,000	$ 6,851,000	$ 244,789,000	$ 202,636,000
(25)	Amortization of supported tangible capital assets	$ -	$ 1,465,000	$ 57,585,000	$ -	$ -	$ -	$ 59,050,000	$ 54,418,000
(26)	Amortization of unsupported tangible capital assets	$ -	$ 18,807,000	$ 7,702,000	$ -	$ 1,736,000	$ 65,000	$ 28,310,000	$ 23,314,000
(27)	Amortization of supported ARO tangible capital assets							$ -	
(28)	Amortization of unsupported ARO tangible capital assets	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
(29)	Accretion expenses							$ -	
(30)	Supported interest on capital debt	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
(31)	Unsupported interest on capital debt	$ -	$ -	$ 470,000	$ -	$ 38,000	$ -	$ 508,000	$ 392,000
(32)	Other interest and finance charges	$ -	$ 637,000	$ -	$ 195,000	$ -	$ 468,000	$ 1,300,000	$ 916,000
(33)	Losses on disposal of tangible capital assets							$ -	$ -
(34)	Other expense	$ 46,000	$ 634,000	$ -	$ 1,047,000	$ 159,000	$ 4,507,000	$ 6,393,000	$ 4,104,000
(35)	**TOTAL EXPENSES**	$ 38,912,000	$ 1,168,478,000	$ 190,045,000	$ 49,501,000	$ 46,593,000	$ 31,751,000	$ 1,525,280,000	$ 1,370,626,000
(36)	**OPERATING SURPLUS (DEFICIT)**	$ (2,138,000)	$ 4,682,000	$ (5,239,000)	$ -	$ 4,372,000	$ (1,677,000)	$ -	$ (10,925,000)

School Jurisdiction Code: 3030

BUDGETED SCHEDULE OF FEE REVENUE
for the Year Ending August 31

	Approved Budget 2023/2024	Approved Budget 2022/2023	Actual 2021/2022
FEES			
TRANSPORTATION	$4,891,000	$6,586,000	$16,759
BASIC INSTRUCTION SUPPLIES (Instructional supplies, & materials)	$2,718,000	$2,422,000	$2,379,787
LUNCHROOM SUPERVISION & NOON HOUR ACTIVITY FEES	$17,665,000	$13,891,000	$16,042,368
FEES TO ENHANCE BASIC INSTRUCTION			
Technology user fees	$0	$0	$0
Alternative program fees	$0	$0	$770,450
Fees for optional courses	$0	$0	$3,898,259
ECS enhanced program fees	$0	$0	$0
ACTIVITY FEES	$16,000,000	$11,000,000	$3,309,412
Other fees to enhance education (Describe here)	$0	$0	$0
NON-CURRICULAR FEES			
Extra-curricular fees	$6,900,000	$6,900,000	$1,644,140
Non-curricular goods and services	$5,300,000	$5,300,000	$561,386
NON-CURRICULAR TRAVEL	$0	$0	$0
OTHER FEES (Describe here)	$0	$0	$0
TOTAL FEES	$53,474,000	$46,099,000	$28,622,561

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 2023/2024	Approved Budget 2022/2023	Actual 2021/2022
Cafeteria sales, hot lunch, milk programs	$0	$0	$609,208
Special events	$0	$0	$289,214
Sales or rentals of other supplies/services	$1,500,000	$1,500,000	$1,684,356
International and out of province student revenue	$7,625,000	$7,625,000	$0
Adult education revenue	$825,000	$780,000	$662,614
Preschool	$0	$0	$0
Child care & before and after school care	$0	$0	$0
Lost item replacement fees	$0	$0	$0
Other (describe) Foreign Tuition	$0	$0	$7,296,377
Other (describe) Music Instruments, library fees, commissions	$0	$0	$53,612
Other (describe) Other - Fundraising donations	$0	$0	$1,588,055
Other (describe) Other sales (describe here)	$0	$0	
Other (describe) Other sales (describe here)	$0	$0	
TOTAL	$9,950,000	$9,905,000	$12,183,436

School Jurisdiction Code: 3030

PROJECTED SCHEDULE OF CHANGES IN ACCUMULATED OPERATING SURPLUS (SUMMARY)

for the Year Ending August 31

	(1)	(2)	(3)	(4)	(5)	(6)	(7)
	ACCUMULATED OPERATING SURPLUS/DEFICITS (2+3+4+7)	INVESTMENT IN TANGIBLE CAPITAL ASSETS	ENDOWMENTS	ACCUMULATED SURPLUS FROM OPERATIONS (5+6)	UNRESTRICTED SURPLUS	INTERNALLY RESTRICTED	
						OPERATING RESERVES	CAPITAL RESERVES
Actual balances per AFS at August 31, 2022	$203,763,000	$123,803,000	$4,813,000	$25,266,000	($12,163,000)	$37,429,000	$49,881,000
2022/2023 Estimated impact to AOS for:							
Prior period adjustment	$0	$0	$0	$0	$0	$0	$0
Opening balance adjustment due to adoption of PS 3280 (ARO)	$0	$0		$0	$0		
Estimated surplus(deficit)	($3,680,000)			($3,680,000)	($3,680,000)		
Estimated board funded capital asset additions		$42,000,000		($27,202,000)	($27,202,000)	$0	($14,798,000)
Projected board funded ARO tangible capital asset additions		$0		$0	$0	$0	$0
Estimated disposal of unsupported tangible capital assets	$0	$0		$0	$0		$0
Budgeted disposal of unsupported ARO tangible capital assets	$0	$0		$0	$0		$0
Estimated amortization of capital assets (expense)		($78,329,000)		$78,329,000	$78,329,000		
Estimated capital revenue recognized - Alberta Education		$8,497,000		($8,497,000)	($8,497,000)		
Estimated capital revenue recognized - Alberta Infrastructure		$46,391,000		($46,391,000)	($46,391,000)		
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		($14,119,000)		$14,119,000	$14,119,000		
Budgeted board funded ARO liabilities - recognition		$0		$0	$0		
Budgeted board funded ARO liabilities - remediation		$0		$0	$0		
Estimated changes in Endowments	$0		$0	$0	$0		
Estimated unsupported debt principal repayment		$2,500,000		($2,500,000)	($2,500,000)	$0	$0
Estimated reserve transfers (net) **MINISTERIAL APPROVAL REQUIRED**				$0	$12,342,000	($12,342,000)	$0
Estimated assumptions/transfers of operations - capital lease addition	$0	$0	$0	$0	$0	$0	$0
Estimated Balances for August 31, 2023	**$200,083,000**	**$131,014,000**	**$4,813,000**	**$29,173,000**	**$4,086,000**	**$25,087,000**	**$35,083,000**
2023/24 Budget projections for:							
Budgeted surplus(deficit)	$0			$0	$0		
Projected board funded tangible capital asset additions		$28,085,000		($28,085,000)	($28,085,000)	$0	$0
Projected board funded ARO tangible capital asset additions		$0		$0	$0	$0	$0
Budgeted disposal of unsupported tangible capital assets	$0	$0		$0	$0		$0
Budgeted disposal of unsupported ARO tangible capital assets	$0	$0		$0	$0		$0
Budgeted amortization of capital assets (expense)		($87,360,000)		$87,360,000	$87,360,000		.
Budgeted capital revenue recognized - Alberta Education		$10,282,000		($10,282,000)	($10,282,000)		
Budgeted capital revenue recognized - Alberta Infrastructure		$48,497,000		($48,497,000)	($48,497,000)		
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		
Budgeted unsupported debt principal repayment		$2,500,000		($2,500,000)	($2,500,000)		
Projected reserve transfers (net) **MINISTERIAL APPROVAL REQUIRED**				$0	$0	$0	$0
Projected assumptions/transfers of operations - capital lease addition	$0	$0	$0	$0	$0	$0	$0
Projected Balances for August 31, 2024	**$200,083,000**	**$133,289,000**	**$4,813,000**	**$26,898,000**	**$1,811,000**	**$25,087,000**	**$35,083,000**

School Jurisdiction Code: 3030

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

		Unrestricted Surplus Usage			Operating Reserves Usage			Capital Reserves Usage		
		Year Ended			Year Ended			Year Ended		
		31-Aug-2024	31-Aug-2025	31-Aug-2026	31-Aug-2024	31-Aug-2025	31-Aug-2026	31-Aug-2024	31-Aug-2025	31-Aug-2026
Projected opening balance		**$4,086,000**	**$1,811,000**	**$1,811,000**	**$25,087,000**	**$25,087,000**	**$25,087,000**	**$35,083,000**	**$35,083,000**	**$35,083,000**
Projected excess of revenues over expenses (surplus only)	Explanation	$0	$0	$0						
Budgeted disposal of board funded TCA and ARO TCA	Explanation	$0	$0	$0		$0	$0	$0	$0	$0
Budgeted amortization of capital assets (expense)	Explanation	$87,360,000	$0	$0		$0	$0			
Budgeted capital revenue recognized, including ARO assets amortization	Explanation	($59,050,000)	$0	$0		$0	$0			
Budgeted changes in Endowments	Explanation	$0	$0	$0		$0	$0			
Budgeted board funded ARO liabilities - recognition	Explanation	$0	$0	$0		$0	$0			
Budgeted board funded ARO liabilities - remediation	Explanation	$0	$0	$0		$0	$0			
Budgeted unsupported debt principal repayment	Explanation	($2,500,000)	$0	$0		$0	$0			
Projected reserves transfers (net)	Unsupported amortization to capital reserves	$0	$0	$0	$0	$0	$0	$0	$0	$0
Projected assumptions/transfers of operations	Techonology asset renewal	$0	$0	$0	$0	$0	$0	$0	$0	$0
Increase in (use of) school generated funds	Explanation	$0	$0	$0		$0	$0		$0	$0
New school start-up costs	Explanation	$0	$0	$0		$0	$0		$0	$0
Decentralized school reserves	Explanation	$0	$0	$0		$0	$0		$0	$0
Non-recurring certificated remuneration	Grid creep, net salary increases	$0	$0	$0		$0	$0			
Non-recurring non-certificated remuneration	Explanation	$0	$0	$0		$0	$0			
Non-recurring contracts, supplies & services	Explanation	$0	$0	$0		$0	$0			
Professional development, training & support	Explanation	$0	$0	$0		$0	$0			
Transportation Expenses	Explanation	$0	$0	$0		$0	$0			
Operations & maintenance	Increased insurance costs - unsupported	$0	$0	$0		$0	$0			
English language learners	Explanation	$0	$0	$0		$0	$0			
System Administration	Explanation	$0	$0	$0		$0	$0			
OH&S / wellness programs	Explanation	$0	$0	$0		$0	$0			
B & S administration organization / reorganization	Explanation	$0	$0	$0		$0	$0			
Debt repayment	Explanation	$0	$0	$0		$0	$0			
POM expenses	Explanation	$0	$0	$0		$0	$0		$0	$0
Non-salary related programming costs (explain)	Explanation	$0	$0	$0		$0	$0			
Repairs & maintenance - School building & land	Explanation		$0	$0		$0	$0			
Repairs & maintenance - Technology	Explanation	$0	$0	$0		$0	$0			
Repairs & maintenance - Vehicle & transportation	Explanation	$0	$0	$0		$0	$0			
Repairs & maintenance - Administration building	Explanation	$0	$0	$0		$0	$0			
Repairs & maintenance - POM building & equipment	Explanation	$0	$0	$0		$0	$0			
Repairs & maintenance - Other (explain)	Explanation	$0	$0	$0		$0	$0			
Capital costs - School land & building	Explanation	($1,988,000)	$0	$0	$0	$0	$0	$0	$0	$0
Capital costs - School modernization	Explanation	$0	$0	$0	$0	$0	$0	$0	$0	$0
Capital costs - School modular & additions	Explanation	$0	$0	$0	$0	$0	$0	$0	$0	$0
Capital costs - School building partnership projects	Explanation	$0	$0	$0	$0	$0	$0	$0	$0	$0
Capital costs - Technology	Techonology asset renewal	($15,341,000)	$0	$0	$0	$0	$0	$0	$0	$0
Capital costs - Vehicle & transportation	Explanation	($4,862,000)	$0	$0	$0	$0	$0	$0	$0	$0
Capital costs - Administration building	Explanation	$0	$0	$0	$0	$0	$0	$0	$0	$0
Capital costs - POM building & equipment	Explanation	($5,894,000)	$0	$0	$0	$0	$0	$0	$0	$0
Capital Costs - Furniture & Equipment	Explanation	$0	$0	$0	$0	$0	$0	$0	$0	$0
Capital costs - Other	Explanation	$0	$0	$0	$0	$0	$0	$0	$0	$0
Building leases	Explanation	$0	$0	$0		$0	$0		$0	$0
Other 1 - please use this row only if no other row is appropriate	Explanation	$0	$0	$0		$0	$0		$0	$0
Other 2 - please use this row only if no other row is appropriate	Explanation	$0	$0	$0		$0	$0		$0	$0
Other 3 - please use this row only if no other row is appropriate	Explanation	$0	$0	$0		$0	$0		$0	$0
Other 4 - please use this row only if no other row is appropriate	Explanation	$0	$0	$0		$0	$0		$0	$0
Estimated closing balance for operating contingency		**$1,811,000**	**$1,811,000**	**$1,811,000**	**$25,087,000**	**$25,087,000**	**$25,087,000**	**$35,083,000**	**$35,083,000**	**$35,083,000**

Total surplus as a percentage of 2024 Expenses	4.06%	4.06%	4.06%
ASO as a percentage of 2024 Expenses	1.76%	1.76%	1.76%

School Jurisdiction Code: 3030

PROJECTED SCHEDULE OF ACCUMULATED SURPLUS FROM OPERATIONS (ASO)
for the Year Ending August 31

	Amount	Detailed explanation to the Minister for the purpose of using/transferring ASO
Estimated Operating Surplus (Deficit) Aug. 31, 2024	$ -	
Subtotal, preliminary projected operating reserves to cover operating deficit	-	
Projected board funded tangible capital assets additions (including ARO) using both unrestricted surplus and operating reserves	28,085,000	
Budgeted disposal of unsupported tangible capital assets, including board funded ARO	-	
Budgeted amortization of board funded tangible capital assets	(28,310,000)	
Budgeted amortization of board funded ARO tangible capital assets	-	
Budgeted board funded ARO liabilities - recognition	-	
Budgeted board funded ARO liabilities - remediation	-	
Budgeted unsupported debt principal repayment	2,500,000	
Projected net transfer to (from) Capital Reserves	-	
Total final projected amount to access ASO in 2023/24	2,275,000	

This section will appear only if B7 is in a deficit position. If it is a deficit, it will show in blue.

PROJECTED STUDENT STATISTICS

FULL TIME EQUIVALENT (FTE) ENROLLED STUDENTS

	Budgeted 2023/2024 (Note 2)	Actual 2022/2023	Actual 2021/2022	
Grades 1 to 12				
Eligible Funded Students:				
Grades 1 to 9	93,478	88,559	84,505	Head count
Grades 10 to 12	34,228	32,095	30,597	Head count
Total	127,706	120,654	115,102	Grade 1 to 12 students eligible for base instruction funding from Alberta Education.
Percentage Change	5.8%	4.8%		##########
Other Students:				
Total	1,027	1,066	1,091	Note 3
Total Net Enrolled Students	128,733	121,720	116,193	
Home Ed Students	350	373	349	Note 4
Total Enrolled Students, Grades 1-12	129,083	122,093	116,542	
Percentage Change	5.7%	4.8%		
Of the Eligible Funded Students:				
Students with Severe Disabilities	7,341	6,786	6,690	FTE of students with severe disabilities as reported by the board via PASI.
Students with Mild/Moderate Disabilities	16,304	16,571	14,694	FTE of students identified with mild/moderate disabilities as reported by the board via PASI.
EARLY CHILDHOOD SERVICES (ECS)				
Eligible Funded Children	9,145	9,066	8,924	ECS children eligible for ECS base instruction funding from Alberta Education.
Other Children	65	56	99	ECS children not eligible for ECS base instruction funding from Alberta Education.
Total Enrolled Children - ECS	9,210	9,122	9,023	
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	4,605	4,561	4,512	
Percentage Change	1.0%	1.1%		
Home Ed Students	-			Note 4
Total Enrolled Students, ECS	9,210	9,122	9,023	
Percentage Change	1.0%	1.1%		
Of the Eligible Funded Children:				
Students with Severe Disabilities (PUF)	244	186	432	FTE of students with severe disabilities as reported by the board via PASI.
Students with Mild/Moderate Disabilities	75	72	300	FTE of students identified with mild/moderate disabilities as reported by the board via PASI.

NOTES:

1) Enrolment is to be completed WHEREVER APPLICABLE and are 'as at September 30th' for each year.

2) Budgeted enrolment is to be based on best information available at time of the 2023/2024 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

CERTIFICATED STAFF	Budget 2023/24 Total	Budget 2023/24 Union Staff	Actual 2022/23 Total	Actual 2022/23 Union Staff	Actual 2021/22 Total	Actual 2021/22 Union Staff	Notes
School Based	7,076	7,076	6,539	6,539	5,825	5,825	Teacher certification required for performing functions at the school level.
Non-School Based	177	157	154	133	132	132	Teacher certification required for performing functions at the system/central office level.
Total Certificated Staff FTE	7,252.5	7,232.5	6,693.0	6,672.0	5,957.0	5,957.0	FTE for personnel possessing a valid Alberta teaching certificate or equivalency.
Percentage Change	8.4%		12.4%		21.7%		
If an average standard cost is used, please disclose rate:	108,300		103,990		103,490		
Student F.T.E. per certificated Staff	19.06832127		1960%		2108%		

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	559	559	
Other Factors	-	-	
Total Change	559.5	559.5	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.)	-	-	
Total Negative Change in Certificated FTEs	-	-	Breakdown required where year-over-year total change in Certificated FTE is 'negative' only.

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

Certificated Number of Teachers

Permanent - Full time	5,866	5,866	5,964	5,943	5,559	5,559
Permanent - Part time	273	273	278	278	283	283
Probationary - Full time	502	502	510	510	203	203
Probationary - Part time	73	73	74	74	27	27
Temporary - Full time	521	521	530	530	489	489
Temporary - Part time	18	18	18	18	36	36

NON-CERTIFICATED STAFF	Budget 2023/24 Total	Budget 2023/24 Union Staff	Actual 2022/23 Total	Actual 2022/23 Union Staff	Actual 2021/22 Total	Actual 2021/22 Union Staff	Notes
Instructional - Education Assistants	617	617	567	567	581	581	Personnel support students as part of a multidisciplinary team with teachers and other other support personnel to provide meaningful instruction
Instructional - Other non-certificated instruction	1,476	1,397	1,359	1,286	1,604	1,540	Personnel providing instruction support for schools under 'Instruction' program areas other than EAs
Operations & Maintenance	828	785	797	755	809	765	Personnel providing support to maintain school facilities
Transportation - Bus Drivers Employed	-	-	-	-	-	-	Bus drivers employed, but not contracted
Transportation - Other Staff	13	11	12	11	13	11	Other personnel providing direct support to the transportion of students to and from school other than bus drivers employed
Other	437	349	426	340	176	87	Personnel in System Admin. and External service areas.
Total Non-Certificated Staff FTE	3,371.8	3,158.6	3,161.8	2,958.9	3,182.3	2,984.2	FTE for personnel not possessing a valid Alberta teaching certificate or equivalency.
Percentage Change	6.6%		-0.6%		6.0%		

Explanation of Changes to Non-Certificated Staff:

Increase in instructional related staff to support enrolment growth.
Prior year Lunch supervision staff in "Other" have been included in the Actuals 2022-23 and Budget 2023-24 but not in Actuals 2021-22

Additional Information

Are non-certificated staff subject to a collective agreement?

Please provide terms of contract for 2022/23 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 collective agreements expired August 2020.
CUPE collective agreements expired in August 2021

Over 3000 FTE are subject to a collective agreement for Budget 2023-24

School Jurisdiction Code: 3030

System Admin Expense Limit %	
3030 The Calgary School Division	3.20%

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.

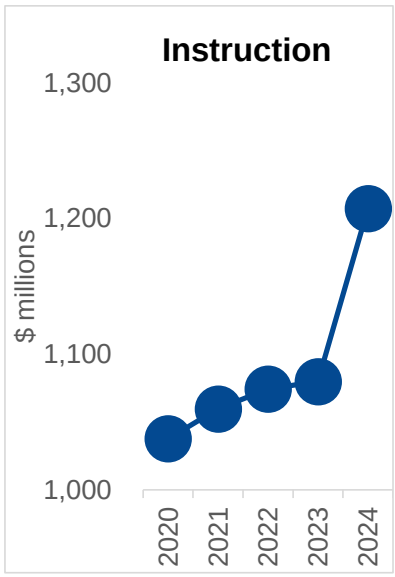
Please refer to the Alberta Education Funding manual for specific definitions.

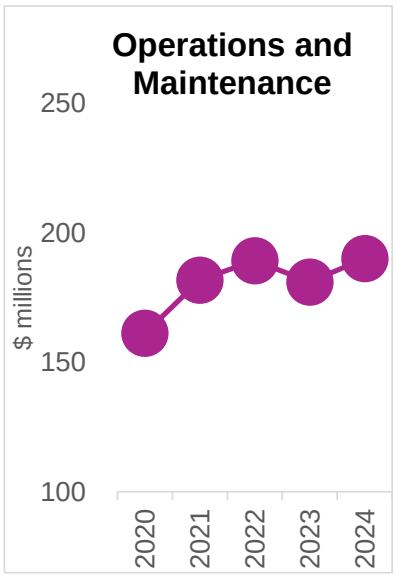
Appendix V – Student Supplies Fee

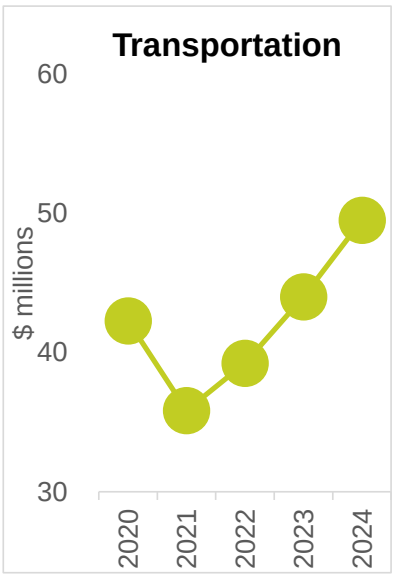
Supplies covered under this fee include:

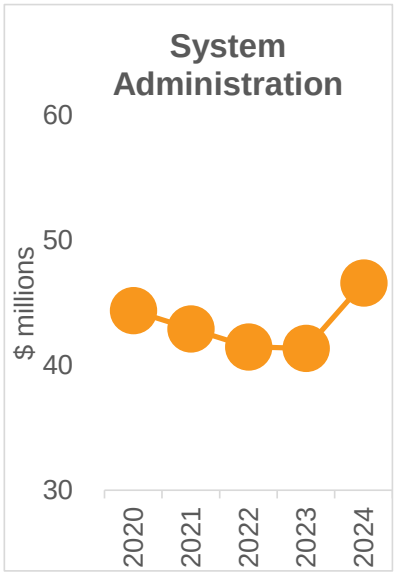
- Crayons
- Erasers
- Duo tangs
- Loose leaf paper
- Highlights
- Scissors
- Personal whiteboards
- Whiteboard markers
- Whiteboard erasers
- Pencil sharpener
- Markers
- Binders
- Pencil cases
- Labels
- Pens
- Rulers
- Magazine storage boxes
- Post-it notes
- Pencils
- Notebooks
- Binder dividers
- Facial tissue
- Pencil crayons
- Glue sticks
- Visual journals
- Resealable plastic bags for storage

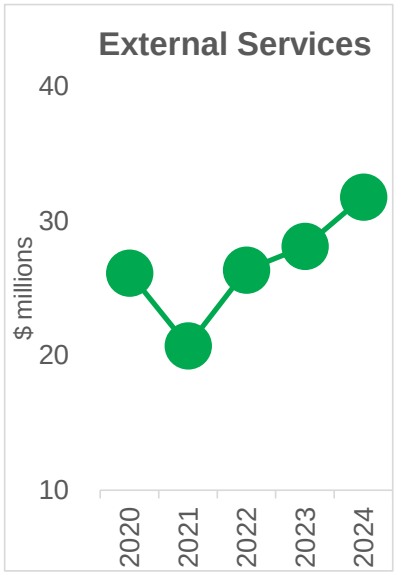
Appendix VI – Five Year Block Expenditures











report to Board of Trustees

Office of the Board of Trustees 2023-24 Operating Budget

Date	May 23, 2023
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih, 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, Chief Financial Officer, Corporate Treasurer Patricia Minor, Corporate Secretary

1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves the 2023-24 budget for the Office of the Board of Trustees of $1,565,963, it being reasonable to allow the Board to perform its governing responsibilities effectively and efficiently.

2 | Issue

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

The Chief Superintendent has prepared a report regarding the 2023-24 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.

- Remuneration has increased by three year rolling average CPI (Consumer Price Index) from 2022-23 and will be as follows:

Trustees:	$46,730
Chair:	An additional $10,000
Vice-Chair:	An additional $5,000

- GC-2E states that in addition to honoraria, each Trustee will receive a taxable benefit package worth 10% of basic honorarium and an annual taxable transportation allowance of $4,100. There is no change to this policy from the prior year.

- GC-2E also states that at the end of each Trustee's service, each Trustee shall be entitled to a retiring allowance based on the number of terms completed. As such, an annual retirement accrual is included as a component of the salaries budget. The amount varies depending on the number of terms each Trustee has completed and amounts previously accrued.

- Professional Development expenditure for each trustee has been increased from $2,000 to $3,000.

- Contract Services for security at public board meetings is a new expenditure of $3,000 over prior year.

4 | Analysis

The proposed Board of Trustees Operating Budget for 2023-24 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

The report meets monitoring requirements specific to OE 5: Financial Planning.

CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENT

Attachment I: Proposed Board of Trustees 2023-24 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.

Attachment I

Calgary Board of Education Board of Trustees 2023-24 Operating Budget			
Category	**2022-23 Approved**	**Changes**	**2023-24 Proposed**
Total Permanent Salaries & Benefits	**$ 462,588**	**$ (5,967)**	**$ 456,621**
ASBA Membership Fees	$ 239,000		$ 239,000
ASCA Membership Fees	$ 8,500		$ 8,500
Contribution to school council support	$ 5,000		$ 5,000
Total Membership Dues and Fees	**$ 252,500**	**$ -**	**$ 252,500**
General & Contract Services	$ 50,000	$ 3,000	$ 53,000
Audit Fees	$ 227,127		$ 227,127
Election	$ 527,965		$ 527,965
Total Professional & Technical	**$ 805,092**	**$ 3,000**	**$ 808,092**
Total Telephone	**$ 7,000**	**$ -**	**$ 7,000**
Professional Development	$ 14,000	$ 7,000	$ 21,000
ASBA & General Travel	$ 16,750		$ 16,750
Total Travel & Subsistence Business	**$ 30,750**	**$ 7,000**	**$ 37,750**
General	$ 2,000		$ 2,000
Café Food	$ 1,000		$ 1,000
Printing & Binding	$ 500		$ 500
Textbooks & Materials	$ 500		$ 500
Total Supplies	**$ 4,000**	**$ -**	**$ 4,000**
Total Operating Budget	**$1,561,930**	**$ 4,033**	**$ 1,565,963**

cbe.ab.ca

report to Board of Trustees

Chief Superintendent's Update

Date	May 23, 2023
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Information
Governance Policy Reference	OE-2: Learning Environment/Treatment of Students OE-3: Instructional Program OE-5: Financial Planning OE-8: Communicating and Engaging with the Public OE-9: Facilities

1 | Recommendation

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

2 | Issue

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

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

OE-3: Instructional Program states that "providing high quality programming for all students is essential for student success, as defined in the Results". With

other reports submitted to the Board of Trustees, this update meets the requirement of OE-3 in planning for and providing challenging, relevant and high quality programming opportunities that consider the educational needs of students.

OE-5: Financial Planning states that “prudent financial planning and management are essential for student success and public confidence”. With other reports submitted to the Board of Trustees, this update meets the requirement of OE-5 in focusing on student learning, incorporating key assumptions and presenting information that furthers understanding of the use of resources.

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 | Timely information

Learning Excellence | Teaching & Learning with Technology | ESports Clubs and Teams in Schools

In March the first Esports league in the CBE was launched by T&LwT with 12 teams represented by 8 high schools across the city. Each week, teams connect online after school to compete. Before the launch of this league, these schools have hosted clubs in which students met and built a community of diverse students gathered around a common interest. The availability of this league has sparked new interest and enthusiasm in each of these schools and will be culminating with an in-person tournament mid-May at Forest Lawn High School. Participation in Esports builds a sense of belonging and challenges teamwork and critical thinking skills.

Learning Excellence | Teaching & Learning with Technology | Arduino Robotics Competition

In April T&LwT collaborated with Complementary Curriculum and Pathways to plan, organize and run a robotics competition hosted at Queen Elizabeth High School. This competition involved junior high and high school students from 5 different schools using the tBB robotics platform, in conjunction with the tBB Arduino robotics pilot that has been running since the fall of 2021. The tBB robotics platform is an affordable, equitable, and effective solution that is currently being utilized in over 20 schools system-wide to address CTF and CTS outcomes in a variety of classes.

Learning Excellence | Indigenous Education | Collaborative Team Meeting with Education Directors

On April 14 Education Directors gathered with Jigsaw Learning to participate in the Spring Collaborative Team Meeting (CTM) focused on achieving the CBE Education Plan key outcome: Students who self-identify as Indigenous are supported to experience improved achievement and well-being. During the third CTM of the year, Education Directors focused on building their knowledge and understanding of how schools can increase Indigenous student attendance. Each Education Director identified key actions they will take in their work with schools between the spring CTM and the summer CTM at the end of May.

Learning Excellence | Indigenous Education | Transition Gathering for Grade 9 Students Who Self-Identify as Indigenous

On April 28 an Indigenous cultural virtual gathering was held to celebrate CBE grade 9 students who self-identify as Indigenous and their transition to grade 10. Students and their families were invited to mark the occasion with Cree/Métis Elder Kerrie Moore, Tsuut'ina Knowledge Keeper Hal Eagletail, and Tsuut'ina Elder Linda Brass and son, Elder Darryl Brass Jr. Cree/Métis storyteller and songwriter, Chantal Chagnon also gifted the CBE with a beautiful transition song.

Learning Excellence, People Excellence | Teaching & Learning with Technology | SMART iQ and Lumio PL

In February, the Teaching & Learning with Technology (T&LwT) team was joined by representatives from SMART to provide in-person professional learning to School Improvement Specialists. These sessions were aimed at supporting Specialists with using Lumio to engage participants during online professional learning sessions. Additionally, on the February 3 non-instruction day, SMART provided in person professional learning at Lakeshore School and Simon Fraser School on Lumio and iQ. Over 50 teachers from various schools learned how to leverage their MX SMART Boards equipped with iQ coupled with the interactivity of Lumio.

Learning Excellence | People Excellence | Teaching & Learning with Technology | SMART Boards and SMART Lumio, Coding and Robotics, Learning Commons re-designs

The T&LwT team has been providing schools with professional learning sessions to build teacher capacity in using learning technologies. Over the past few months, we facilitated hands-on sessions that explored pedagogical and best practices for using SMART Boards and Lumio by SMART with staff at Sunalta School, Westgate School, Colonel Fred Scott School and Bowcroft School. This professional learning was provided to support the purchase of new SMART Boards at these schools. We also facilitated professional learning and task design sessions about coding and robotics for staff at Glenbrook School, and Hillhurst School. A full-day workshop at the Education Centre was led by the team to support Grade 6 teachers piloting the new Alberta K-6 Science curriculum, specifically on task design and assessment around the Computer Science outcomes. The T&LwT team has also been supporting schools in re-vitalizing and re-designing their Learning Commons spaces post-pandemic and provided professional learning for Glenbrook School and Killarney School on using the design thinking process to support this work.

Learning Excellence | People Excellence | Collaborative Partnerships | Teaching & Learning with Technology | Minecraft Education

We are pleased at the continued success of Level Up Calgary with over 15,000 CBE students from 206 schools participating in Season 2. On April 24 school-based Minecraft Designates submitted their 2-minute video entries for review by the Minecraft Advisory Group which consists of Specialists, teachers, and Learning Leaders. This group will select and submit three finalists spanning the four build site categories including Fort Calgary, Sien Lok Park, Calgary Public Library, and Green Line. The City of Calgary will hold a virtual award ceremony to announce the winners in June.

Learning Excellence | People Excellence | Collaborative Partnerships | Teaching & Learning with Technology | Hackergal

On February 28 T&LwT arranged for a full day of professional learning opportunity for 20 CBE teachers from Hackergal, a Toronto-based organization focused on supporting students who identify as girls in exploring coding and computational thinking. The organization provides learning resources and a coding platform that supports upper elementary and middle/junior high Girls Coding Clubs. The day involved introducing CBE teachers to the importance of girls in technology, exploring Hackergal's national programming, and engaging in hands-on training on how to incorporate Lynx Coding, a free text-based coding platform available to schools across Canada. Teachers were also provided with resources to start planning a Girls Coding Club at their school. Students in these coding clubs can participate in the Hackergal's 12th Annual National Hackathon, which runs from May 28 to June 2. Teachers who participated in this opportunity were from the following schools: Nose Creek, Bowcroft, Balmoral, Clarence Sansom, Tom Baines, John Ware, Peter Lougheed, Colonel Macleod, Arbour Lake, Falconridge, Hawkwood, CBe-Learn, William Roper Hull, Rundle, Monterey Park, Queen Elizabeth, and Ian Bazalgette. Many Girls Coding Clubs are now up and running in these schools

Collaborative Partnerships | Indigenous Education | Collaborative Circle to Support Tsuut'ina Nation Students

On April 6, the third of four collaboration meetings in support of Tsuut'ina students attending provincial schools was hosted by Tsuut'ina Education at the Manyhorses High School and included Indigenous Education representatives from the Calgary Board of Education (CBE), Calgary Catholic School District, and the Rocky View School District. Meeting topics included each district's successes and challenges in support of Tsuut'ina students. The final meeting of this school year will be held in June.

Collaborative Partnerships | Indigenous Education | Elder Advisory Council

The Chief Superintendent Elder Advisory Council held its third gathering on April 5 at the Niitsitapi Learning Centre. In circle, the Elders and Knowledge Keepers received an update from CBE leaders focused on the impact that their advice and guidance has had on our work across the system. Elders were pleased to hear the stories shared about the CBE Land Acknowledgment, our ongoing work at Niitsitapi Learning Centre and Piitoayis Family School, how we are implementing the CBE Indigenous Education Holistic Lifelong Learning Framework, and how we are building relationships with Indigenous families and the community. The final Elder Advisory Council of this school year will be held on May 24.

Collaborative Partnerships | Chief Superintendent's Student Advisory Council

The Chief Superintendent's Student Advisory Council (CSSAC) has met monthly during the 2022-2023 school year to discuss student voice, relationships, well-being, diversity, and inclusion, and to share resources and ideas to further develop inclusive school cultures. Students are creating an improvement cycle at their schools in conjunction with a staff mentor to strengthen student voice and school culture. CSSAC will continue in the future with this year's Grade 11 students becoming mentors to new members joining next year.

Strategic Resourcing | Technology Update

This year CBE is on-track to install or replace **645** Interactive displays in classrooms and learning spaces as well as **8,038** student computing devices and **2,607** staff computers.

Strategic Resourcing | Indigenous Education | 2023-24 Indigenous Education Targeted Support to 18 Schools

Since the release of the CBE Indigenous Education Holistic Lifelong Learning Framework one year ago, Indigenous Education has been looking back at the ways in which the CBE has supported Indigenous students and their schools with targeted support to determine how we will walk forward in an enduring way. In collaboration with Area Education Directors, Indigenous Education has identified the following 18 schools to receive targeted support via the deployment of a 1.0 FTE Indigenous Student Success Learning Leader. This position will be responsible to provide direct support to Indigenous students.

Area 1	Bowness
	DC (includes II, START & Westbrook)
Area 2	Catherine Nichols Gunn
	John G. Diefenbaker
	Sir John A. Macdonald
Area 3	Forest Lawn High
	Dr. Gladys McKelvie Egbert
	Ernest Morrow
	Ian Bazalgette
	Niitsitapi Learning Centre
	Piitoayis Family
	Jack James High
Area 4	Falconridge
	Terry Fox
Area 6	Central Memorial
	Cedarbrae
	Henry Wise Wood
	John Ware

People Excellence | Keeping Schools Clean

The Calgary Board of Education (CBE) is proud to announce that it has once again achieved the Cleaning Industry Management Standard (CIMS) Green Building (GB) with Honours certification from the International Supply Cleaning Association (ISSA) – a worldwide cleaning industry association. The certification confirms the level of commitment the CBE has achieved to support the Educational Plan goal of ensuring “all leaders and staff demonstrate excellence in advancing student success”. This significant milestone is a testament to custodial staff dedication to maintaining clean schools.

The CBE was first certified in March 2021. Recertification is required every two years, and ISSA notified the CBE in March 2023 that it had met the recertification requirements with honours. The certification ensures effective protocols, practices, and management systems related to cleaning are consistently practiced resulting in high-quality cleaning.

CBE is the only K - 12 School Board in North America who is CIMS certified. Congratulations to the Facility Operations staff who assisted the certification.

According to the assessor, “The CBE has set the highest standard that I have ever seen in over 40 years in the industry, for managing the cleaning of a K - 12 Education system comprising many schools of varying size, complexity and area”.

People Excellence | Indigenous Education | Indigenous Land-Based Learning

On April 14 the Indigenous Education Team hosted an Indigenous Land-Based Learning session for teachers at Dr. Freda Miller School. During the session, Bruce Starlight Jr. from the Tsuut’ina First Nation guided participants through the collaborative process of pitching an 18' teepee while sharing oral stories, teachings, and the rich history of the teepee from his Tsuut'ina perspective.

People Excellence | Indigenous Education | Sharing Truth and ReconciliACTION in the CBE

On April 25 Superintendent Andrea Holowka, Education Director, Lori Pritchard, and System Principal, Michelle Ranger presented at the College of Alberta School Superintendents (CASS) First Nations, Métis and Inuit Education Gathering. The session, titled “Truth and ReconciliACTION in a Good Way” shared how the CBE is taking action on truth and reconciliation to support improved achievement, equity, and well-being for students who self-identify as Indigenous, and create opportunities for all students, staff, and school communities to engage in practices that facilitate learning and reconciliation. Participants were inspired to consider possibilities for their own context through stories shared to document impact on students, families, community, staff, and the CBE.

The following sessions were offered on our System Professional learning day April 10, 2023:

People Excellence | Complementary Curriculum

The complementary curriculum team worked to provide a variety of sessions to support learning in Career and Technology Foundations, Career and Technology Studies and Fine and Performing Arts. These 51 sessions included a combination of in-person and virtual events as well as sessions offered by CBE employees and external partners. Approximately 1240 participants attended the sessions.

Session Overviews:

- 3D Printing Basics
- Introduction to the CNC (Computerized Numerical Control)
- Bike Mechanics & Two-Wheel View
- Callysto Data Science
- Cosmetology & Esthetics 101 with MC College
- CTF & CTS Career Exploration (MyBlueprint)
- CTF to Unique Pathways
- Design Thinking & Environmental Stewardship
- My Blueprint Digital Portfolios
- Dollar Detectives & Financial Management
- Calgary Tourism
- Gamifying Construction Safety
- Photography Fundamentals, Exploration, & Critique
- Pizza Design Challenge
- Vinyl Cuts with Cricut
- Agriculture For Life
- CTF Professional Learning Network
- STEM (Science, Technology, Engineering and Mathematics) Based Learning with NASA Plant Project
- 3D Printed Part Design and Creation for FIRST Technology Challenge Robotics
- Introduction to CNC Projects using V-carve Desktop / Aspire
- Future of Work in Design and Manufacturing
- Fusion 360 Generative Design Technology
- Musical Moments with Literature
- Sing, Move, Listen and Play through Canada's Black Music History
- Digging into Music Play Online
- Music and Movement
- Pedagogy through Gesture – A Conducting Workshop
- How to Start a Student on Oboe
- Music Community Resources | CADME
- Choral Workshop – Something to Sing About: Choir for Everyone
- Starting a Student on French Horn
- Choosing Repertoire in a Time of Change
- Mindfulness and Movement
- Exploration in Repertoire for Senior High
- Jazz Band Start-up Part 2
- Traditional Drumming and Singing with Knowledge-Keeper Darcy Turning Robe
- Visual Arts for the Non-Art Specialist
- Hand-building with Clay: Coils, Pinching and Slabs
- Metacognition and Learning through Visual Journaling
- High School Visual Arts Portfolio Share
- One Size Fits One: Anti-Ableist Approaches to Arts Facilitation
- Brain Smoothies: Wellness with Water Canvas
- Dance: Wake Up and Refresh with Kyrsten Blair

- Dancing the Curriculum
- Introduction to Dance and Disability
- Storytelling through Movement: Traditional Guinea Dance
- Puppets, Art, and Math
- Playing with Shadows: Using Shadow Puppets to Bring History to Life
- Drama Foundations Across the Curriculum
- Drama SWAPSHOP
- Improvisation on the Set of Ella Enchanted

People Excellence | Diversity and Inclusion

The Diversity and Inclusion Team hosted a session presented by Wunmi Idowu entitled *Tangled Roots: Decoding the History of Black Hair* which explored the history and cultural significance of Black hair and Black hair styles throughout thousands of years, discussed the cultural identity associated with hair and hair styles, including how teachers and staff can foster greater inclusion in their spaces through recognizing and understanding how hair relates to the power of expression and belonging for Black students.

People Excellence | English Language Learners

Two sessions were provided to all Literacy, English, and Academic Development (LEAD) staff and CBE teachers interested in teaching LEAD. The first session revisited Teaching LEAD - A Year at a Glance which included processes, programming, assessment and reporting, and transitions. This session aimed to provide and ensure consistency in practice. Over 30 teachers and LEAD contacts attended. The second session provided an opportunity for all LEAD teachers to connect, collaborate with their colleagues, and celebrate successes, as well as begin conversations around planning for the next school year. This session provided LEAD teachers with support and resources to set them up for success as we wrap up this school year and look forward to the new school year. Over 30 teachers and LEAD contacts attended.

People Excellence | English Language Learners

A session focusing on High School Benchmarking was offered to support division 4 teachers in assessing their ELL (English Language Learners) students without using mass standardized tests, but by using authentic classroom assessments to determine language proficiency levels, and by extension the needs of those students. Over 40 teachers participated in this session.

People Excellence | English Language Learners

The LP1/LP2 Strategies and Resources session addressed no-prep teaching strategies, task differentiation for brand new English language learners, and free online resources and apps to support student learning. This session had over 500 registrants, and we continued to receive many emails from teachers who wanted to join the capped session. The online video recording of this session has also been accessed multiple times.

People Excellence | English Language Learners

A Key Resources session was offered for staff who are teaching ELL students and do not know where to go to access key resources. The session demonstrated how to find and navigate important resources such as; ELL benchmarking, CBE Insite,

Learn Alberta, ELL toolbox, D2L, Microsoft Stream. Over 400 teachers and educational assistants attended.

People Excellence | Languages

Language teachers from across the board gathered at Dr E.P. Scarlett High School to learn and collaborate on language teaching and acquisition. Language learning through the lens of inclusion was the topic of the keynote from Dr. Katy Arnett of St. Mary's College of Maryland esteemed language researcher, followed by a call for high quality invigorating task design from Mary Grantham O'Brien Ph.D. from the University of Calgary. Teachers and leaders presented over 40 sessions for their colleagues in all languages in all content areas. From how to make crêpes incorporating the neurolinguistic approach to implementing school wide math challenges in the target language, teachers were engaged to collaborate and share high quality language teaching and learning practices. Teachers returned to their French, German, Mandarin, and Spanish classrooms with new tools and strategies. Approximately 900 participants attended the sessions.

People Excellence | Teaching and Learning with Technology | Minecraft, Brightspace by D2L, SMART, Read&Write, Apple, myBlueprint, Robotics, Coding, FOIP (Freedom of Information and Privacy) and Privacy for Learning Technologies

Over 1,500 CBE educators attended 8 online professional learning opportunities provided by the T&LwT Team. Teachers selected from a variety of opportunities which focused on integrating and utilizing system-supported software and tools into curricular areas. Sessions highlighted technologies such as Lumio by SMART, Brightspace by D2L, iPad built-in accessibility tools, Read&Write and myBlueprint. Professional learning opportunities such as these allow educators to leverage the use of technology to meet the needs of diverse learners both in the classroom and online environment.

People Excellence | Teaching & Learning with Technology | Top 10 Tools for Teaching and Learning

In this session, participants learned how to leverage the top 10 CBE-approved tools for creating lesson content, delivering lessons, and providing students with opportunities to demonstrate understanding in a variety of ways.

People Excellence | Teaching & Learning with Technology | Digital Citizenship Resources

CBE Digital Citizenship (DC) resources were recently updated in the 2022/23 school year. During this session, educators learned about the available digital resources and lessons in Insite to support their DC planning.

People Excellence | Teaching & Learning with Technology | Technology FOIP & Privacy in the CBE

Participants gained an understanding of CBE media release forms and privacy in relation to EDU Google accounts and general tools. Actions teachers need to take when using learning technologies along with common FOIP / privacy concerns were highlighted.

People Excellence | Teaching & Learning with Technology | Lumio by SMART: Supercharge Your Lessons!

In this dynamic and interactive session, educators learned how to use their existing content (SMART Notebook, PDFs, PPT, and Google Slides) to amplify their lessons and engage students. From Math and Science simulations to formative assessment features, many benefits of Lumio for increasing engagement and facilitating collaboration were presented.

People Excellence | Teaching & Learning with Technology | Digital Tools in the Hands of all Students with Read&Write and OrbitNote

In this session, educators learned about Read&Write for Google Chrome and OrbitNote and how these valuable assistive technology tools can help bring down barriers for students.

People Excellence | Teaching & Learning with Technology | iPad Accessibility Features

Participants in this session learned how to use the accessibility features on iPads to meet a variety of learning needs. The presenters reviewed features including speech-to-text, text-to-speech, guided access for students to focus on a single app, and iPad narration.

People Excellence | Teaching & Learning with Technology | Using Brightspace as a Principal

In this session, principals explored increasing transparency and communication between teachers and families through the Brightspace Parent & Guardian feature. The presenters shared ideas for how administrators can leverage Brightspace to maintain a strong partnership with families.

People Excellence | Teaching & Learning with Technology | Introduction to Codingville

Codingville is a hands-on K-12 learning tool that presents coding concepts through a game-based approach. Participants in this session explored both block-based and text-based languages including JavaScript, CSS, and HTML in a self-paced environment.

People Excellence | Well-Being

The Physical Education, Health, and Well-Being Forum held at Jack James High School offered 27 sessions on a wide-variety of topics including a combination of in-person and virtual learning opportunities. These sessions were provided by both CBE employees and external partners. Approximately 1,000 participants attended the event.

The Forum began with an impactful welcoming address by Superintendent Holowka. As a result of the PE, Health and Well-Being forum, teachers came together across disciplines with a shared investment in well-being. There were twenty-three sessions offered over the course of the day, where teachers had the opportunity to connect, share and expand their knowledge and perspectives in a variety of topics. All sessions were well attended, and the coffee and baked goods

made by the culinary arts students at Jack James High School sustained activity, conversation and learning throughout the positive and uplifting day.

Individual Session Overview:

- Traditional African West Africa Dance
- Teaching Games for Understanding
- Triple Ball
- Rookie Rugby for Middle learners
- Yoga in the Classroom
- Mindfulness
- Cultivating Kinship: Land based Explorations
- Equity & Inclusion and Schools
- Multi-level Sports Pro
- Solving Wicked Problems using System Thinking
- Be Here Now, Improv Games for Wellness
- CALM – Sexual and Reproductive Health
- High School Outcome-based Assessment
- Tangled Roots: Decoding the history of Black Hair
- High School Rugby
- Outdoor Learning
- Low Organized Games
- Lacrossing Barriers
- Canadian Climber Training
- Go-To Educator Mental Health Literacy Training
- On-Line Sunrise Yoga
- On-Line Student Well-Being Framework
- On-Line Staff Wellness

CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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