

public agenda

Regular Meeting of the Board of Trustees

May 30, 2023
11:00 a.m.

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

R-1: Mission |

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

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

Time	Topic	Who	Policy Ref	Attachment
11:00am	1 Call to Order, National Anthem, Acknowledgement of the Land and Welcome	Chair		
	2 Consideration/Approval of Agenda	Board	GC-2	
	3 Awards and Recognitions		GC-3	
	4 Results Focus			
	4.1 Dr. E.P. Scarlett School Presentation	M. Poirier/ S. Goodfellow	R-3	
	5 Operational Expectations			
	6 Public Comment		GC-3.2	
	Requirements as outlined in Board Meeting Procedures			
	7 Matters Reserved for Board Information		GC-3	
	8 Matters Reserved for Board Decision	Board	GC-2	
	8.1 Results 5: Character – Annual Monitoring		R-5; OE-7	Page 4-1 (May 23/23)
	8.2 CBE 2021-2024 Education Plan – Year 3 (Revised)		OE-1, R-1	Page 8-22
	8.3 Budget Report for the 2023-2024 School Year (Revised)		OE-5,7	Page 8-36
	8.4 Board Meeting Minutes			
	• Regular Meeting held April 4, 2023			Page 8-1



Time	Topic	Who	Policy Ref	Attachment
	<ul style="list-style-type: none"> Regular Meeting held April 18, 2023 Special Meeting held May 15, 2023 			Page 8-9 Page 8-20
9 	Consent Agenda	Board	GC-2.6	
9.1	Items Provided for Board Decision			
9.1.1	Meeting Minutes			
	<ul style="list-style-type: none"> May 1, 2023 Special Meeting May 3, 2023 Special Meeting 			Page 9-1 Page 9-3
	<i>THAT the Board of Trustees approves the Special Meeting minutes from May 1, 2023 and May 3, 2023, as submitted.</i>			
9.1.2	Locally Developed Courses			Page 9-5
	<i>THAT the Board of Trustees approves the recommendations for Locally Developed Courses for school use in the Calgary Board of Education for the authorization periods set by Alberta Education's policy.</i>			
9.2	Items Provided for Board Information			
	Private Session			
	Termination of Meeting			
	Debrief	Board	GC-2.3	

Notice |

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

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



results monitoring report

Results 5: Character

CHIEF SUPERINTENDENT CERTIFICATION

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

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



Signed: _____

Date: May 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

- 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

Respectfully Challenging Policies or Decision Summary Measure					
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.

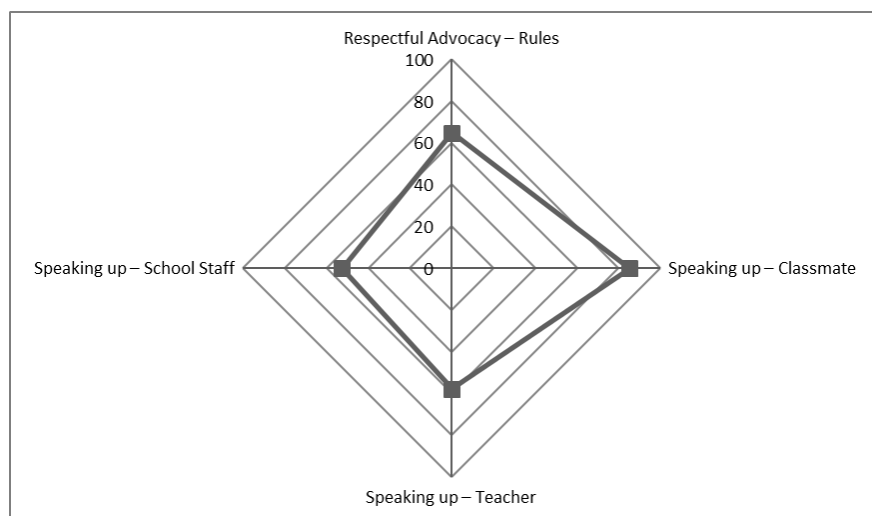
² CBE Student Survey was not administered in 2019-20.

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

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



report to
Board of Trustees

CBE Education Plan 2021 - 2024

Date	May 30, 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 from 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

131,000+ Students



34,400+
English Language
Learners



23,800+
students with
special needs



5,600+
self-identified
Indigenous
students



26,200+ students
in Language &
Alternative
programs



19,000+ students
transported
daily



3,900+ students
in unique
settings



15,000+
employees



250+
schools

*Sept. 30, 2022 figures

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 30, 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.

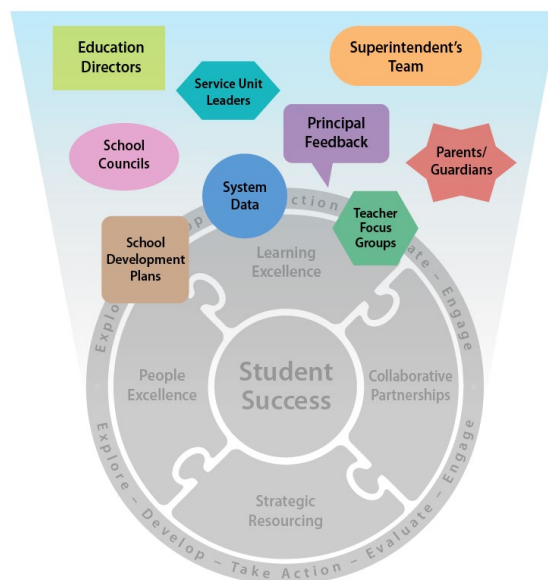
Education Plan | 2021 – 2024



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

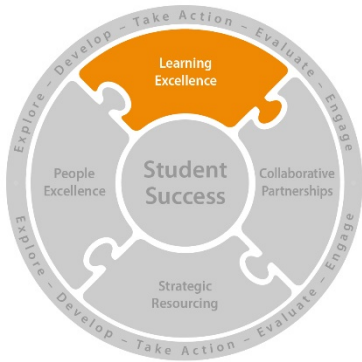
CBE's Board-approved 2023-24 Budget is available on CBE's website (www.cbe.ab.ca) > About Us > Budget & Finance Operating Budget for Next Year or at: <https://www.cbe.ab.ca/about-us/budget-and-finance/Pages/next-year-budget.aspx>

- 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

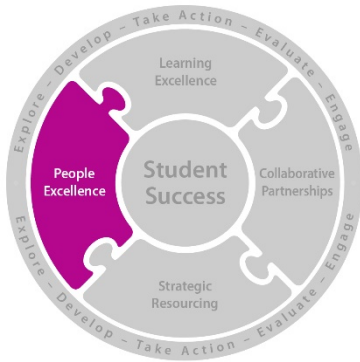
Each year, the CBE produces IMR and CMR plans that lay out building component repairs and replacements required to ensure that CBE schools continue to be safe and welcoming learning environments for students. It is important to note that these plans can be adjusted during the school year to attend to 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
<p>Students achieve excellence in literacy</p> <ul style="list-style-type: none"> System-wide implementation of CBE Literacy Framework (environments, teaching practices, assessment practices) <ul style="list-style-type: none"> School Development plans include a literacy goal Implementation of new K-6 English Language Arts and Literature curriculum 	<p>Provincial Measures</p> <ul style="list-style-type: none"> Provincial Achievement Tests Diploma Examinations Alberta Education Assurance Measure Survey High School Completion Rate (3 yr, 5 yr) <p>Local Measures</p> <ul style="list-style-type: none"> 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 (DELFP) 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
<p>Students achieve excellence in mathematics</p> <ul style="list-style-type: none"> System-wide implementation of CBE Mathematics Framework (environments, teaching practices, assessment practices) <ul style="list-style-type: none"> School Development plans include a mathematics goal Implementation of new K-6 Mathematics curriculum 	
<p>Students who self-identify as Indigenous are supported to experience improved achievement and well-being</p> <ul style="list-style-type: none"> 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 	
<p>Students access learning opportunities and supports that address their diverse learning needs and well-being</p> <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <i>K-12 Assessment and Reporting in CBE</i> 	



People Excellence

Ensure all leaders and staff demonstrate excellence in advancing student success

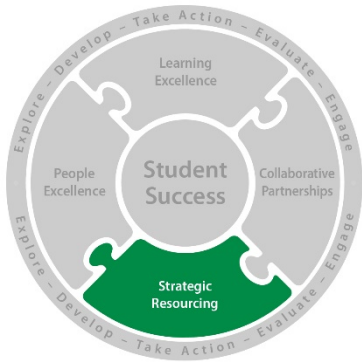
KEY OUTCOMES	KEY MEASURES
<p>People in the CBE are engaged and supported to achieve student and system success</p> <ul style="list-style-type: none"> ▪ Build and enhance access to staff supports specific to well-being networks, employee benefits, and actions that enhance staff agency in a culture of 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 	<p>Provincial Measures</p> <ul style="list-style-type: none"> ▪ 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 <p>Local Measures</p> <ul style="list-style-type: none"> ▪ 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
<p>Student learning and well-being are enhanced through partnerships and engagement with students, staff, parents and community</p> <ul style="list-style-type: none"> ▪ 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 	<p>Provincial Measures</p> <ul style="list-style-type: none"> ▪ Alberta Education Assurance Measure Survey <p>Local Measures</p> <ul style="list-style-type: none"> ▪ 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
<p>CBE optimizes available financial, people and physical resources in support of student and system success</p> <ul style="list-style-type: none"> ▪ 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 	<p>Provincial Measures</p> <ul style="list-style-type: none"> ▪ Alberta Education Assurance Measure Survey ▪ Budget-Actual Comparison <p>Local Measures</p> <ul style="list-style-type: none"> ▪ Financial Health Matrix

**report to
Board of Trustees**

Budget Report for the 2023-24 School Year - Revised

Date	May 30, 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.

Investing in the Future

Budget Report 2023-24



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**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.

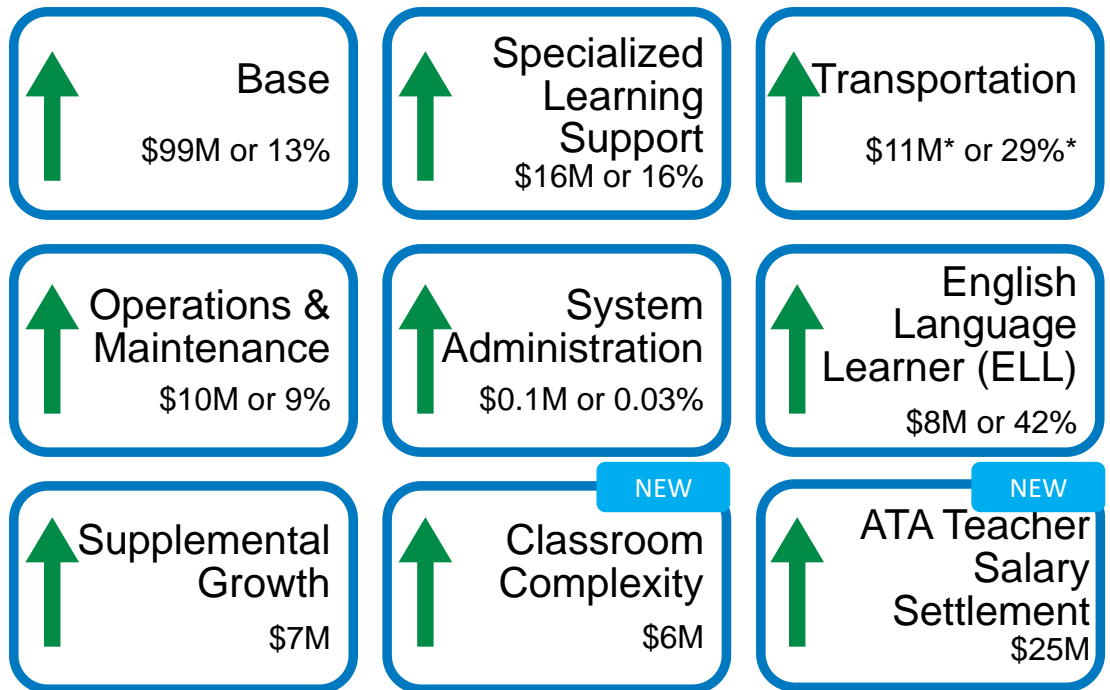
Investment revenue will continue to fund priorities across the CBE that support teaching and learning.

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.

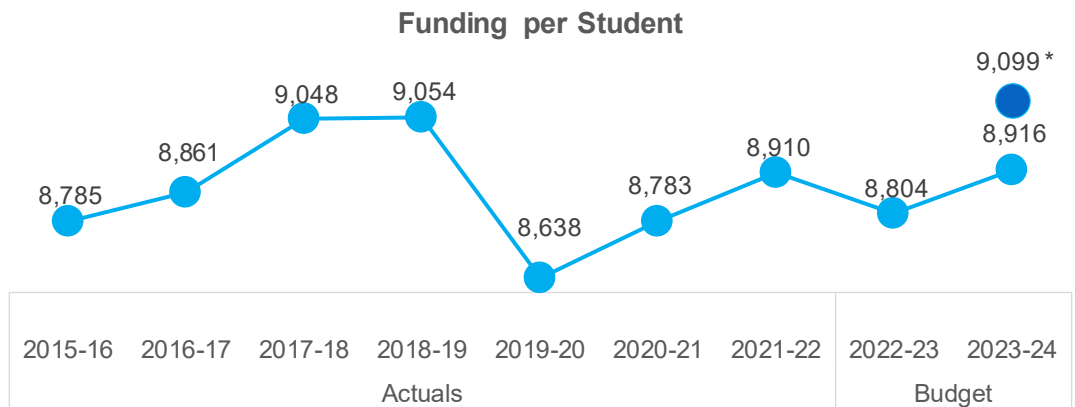
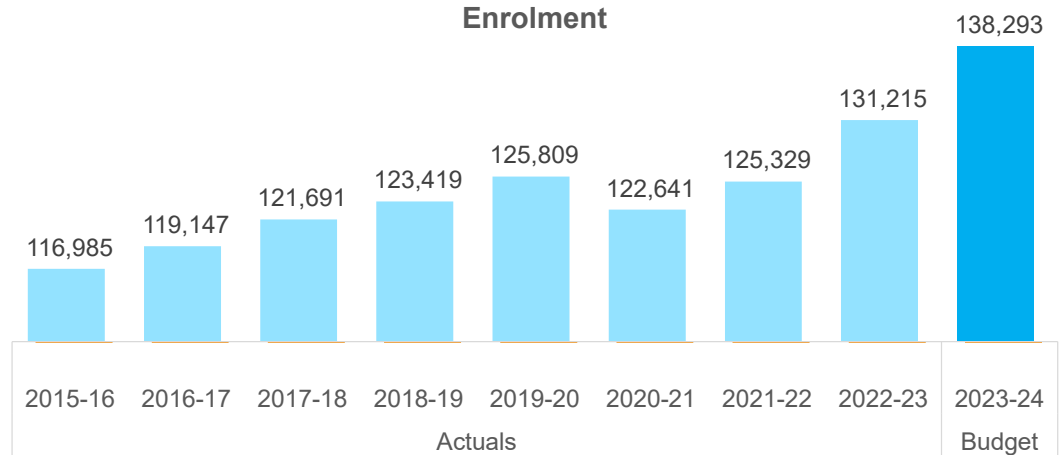


*The Transportation grant in the funding profile assumes new model implementation. The above reflects increase in the Transportation grant based on the implementation of the new model.

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.



*Inclusive of ATA salary settlement in funding per student calculation

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

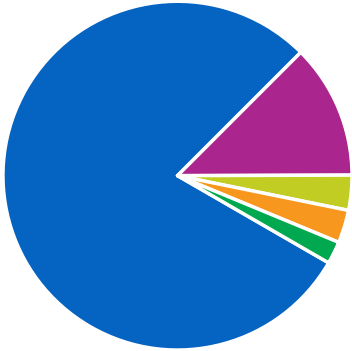
*The CBE's classification and use of accounts is regulated by the reporting requirements of Alberta Education. Revenues are grouped by source and expenditures are categorized by both account and block.

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

Some general examples:

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

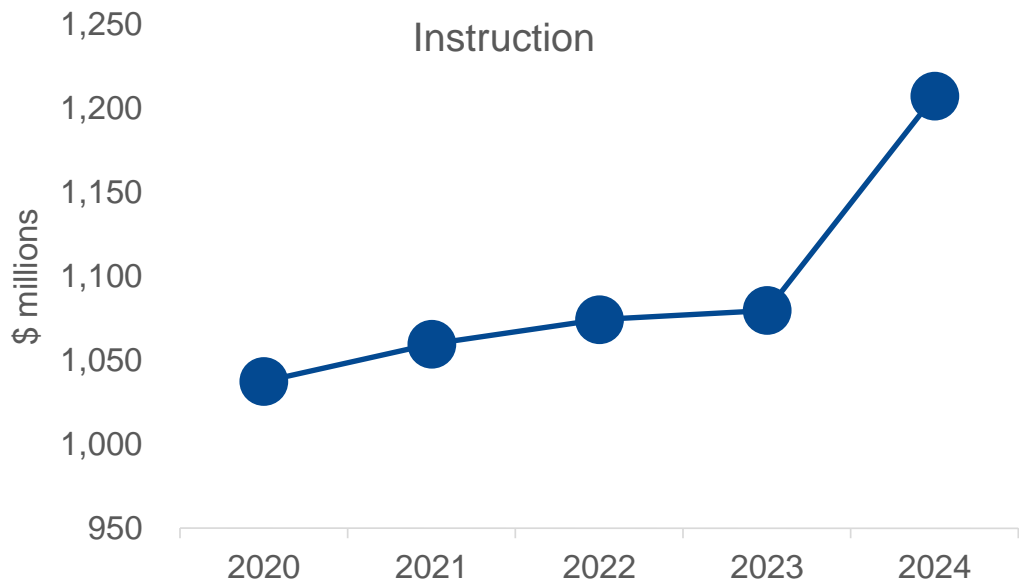
Expense by Account and Block



	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.

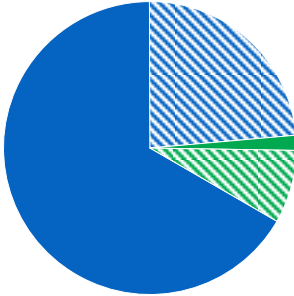
	Salaries & Benefits	Supplies & Services	Other	Budget 2023-24	Budget 2022-23	Change
in \$000s						
Schools and Areas	\$ 1,048,683	\$ 80,214	\$ -	\$ 1,128,897	\$ 1,016,486	\$ 112,411
School Improvement	56,150	7,210	249	63,609	52,649	10,960
Corporate Cost	8,719	142,751	84,626	236,096	217,449	18,647
Finance 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 Services	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



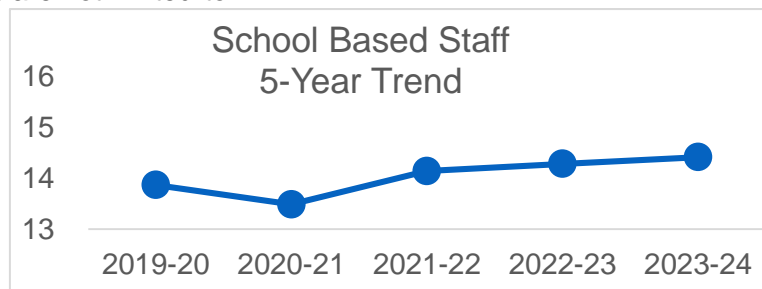
	Budget 2023-24			Change from Budget 2022-23		
	Certificated	Non Certificated	Total	Certificated	Non Certificated	Total
School Based	7,076	2,514	9,590	▲ 574	▲ 136	▲ 710
Non School Based	177	857	1,034	▲ 13	▲ 51	▲ 64
Total	7,253	3,371	10,624	▲ 587	▲ 187	▲ 774

*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:

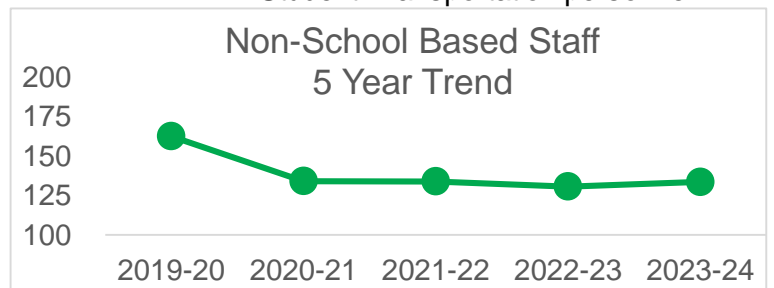
- Principals
- Teachers
- Learning Leaders
- Education Assistants
- Facility Operators



- 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

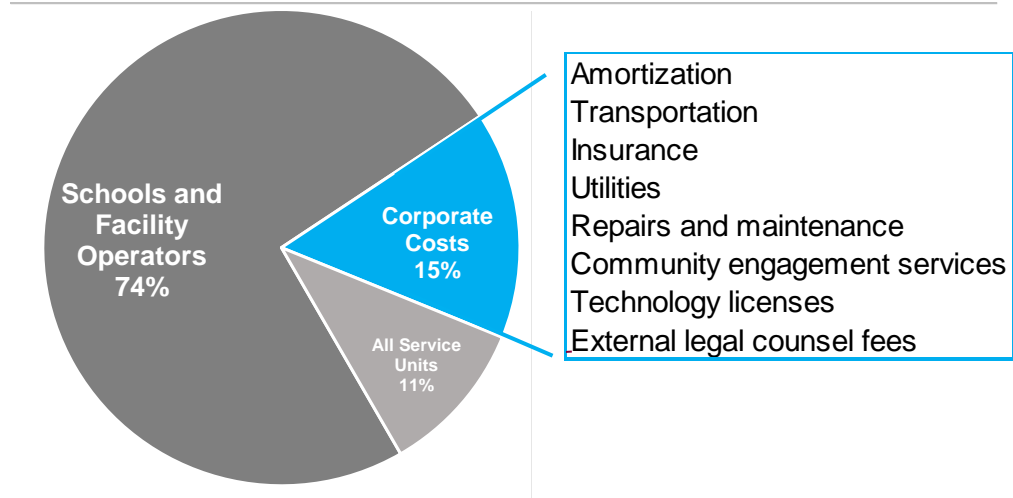
- Student Transportation personnel



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



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.

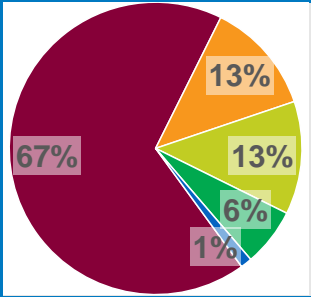
A number of factors influence the RAM allocation provided to each school. Some of these factors include, but are not necessarily limited to, enrolment, classroom complexity, and equity considerations. Accordingly, two seemingly similar schools can and will have differing RAM allocations.

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.

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

	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

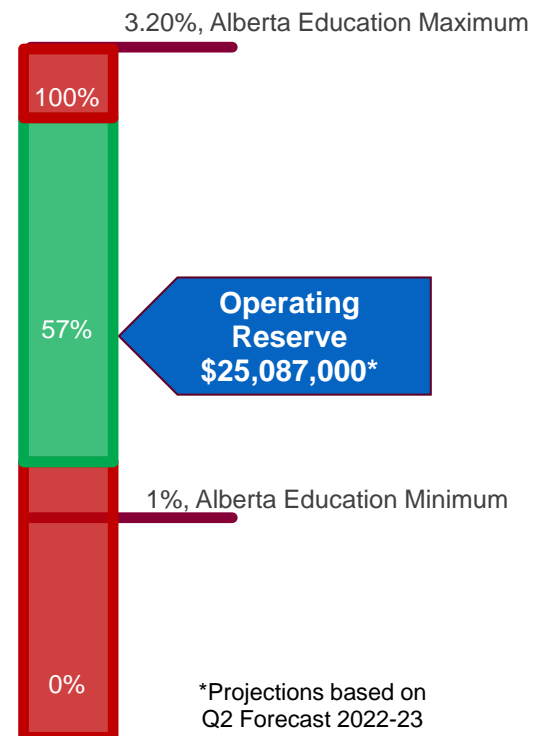
The CBE will closely monitor activities to identify any significant, unanticipated, one-time expenses that may require access to reserve funds. The use of reserves is the last option after the CBE has explored all in-year spending adjustment options. In the unlikely event that the necessary savings cannot 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.

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.

The Board of Trustees requires that CBE Administration maintain operating reserves within the limits imposed by Alberta Education, which may be adjusted from time to time based on board decision.



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



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

April 24, 2023

AR120734

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.

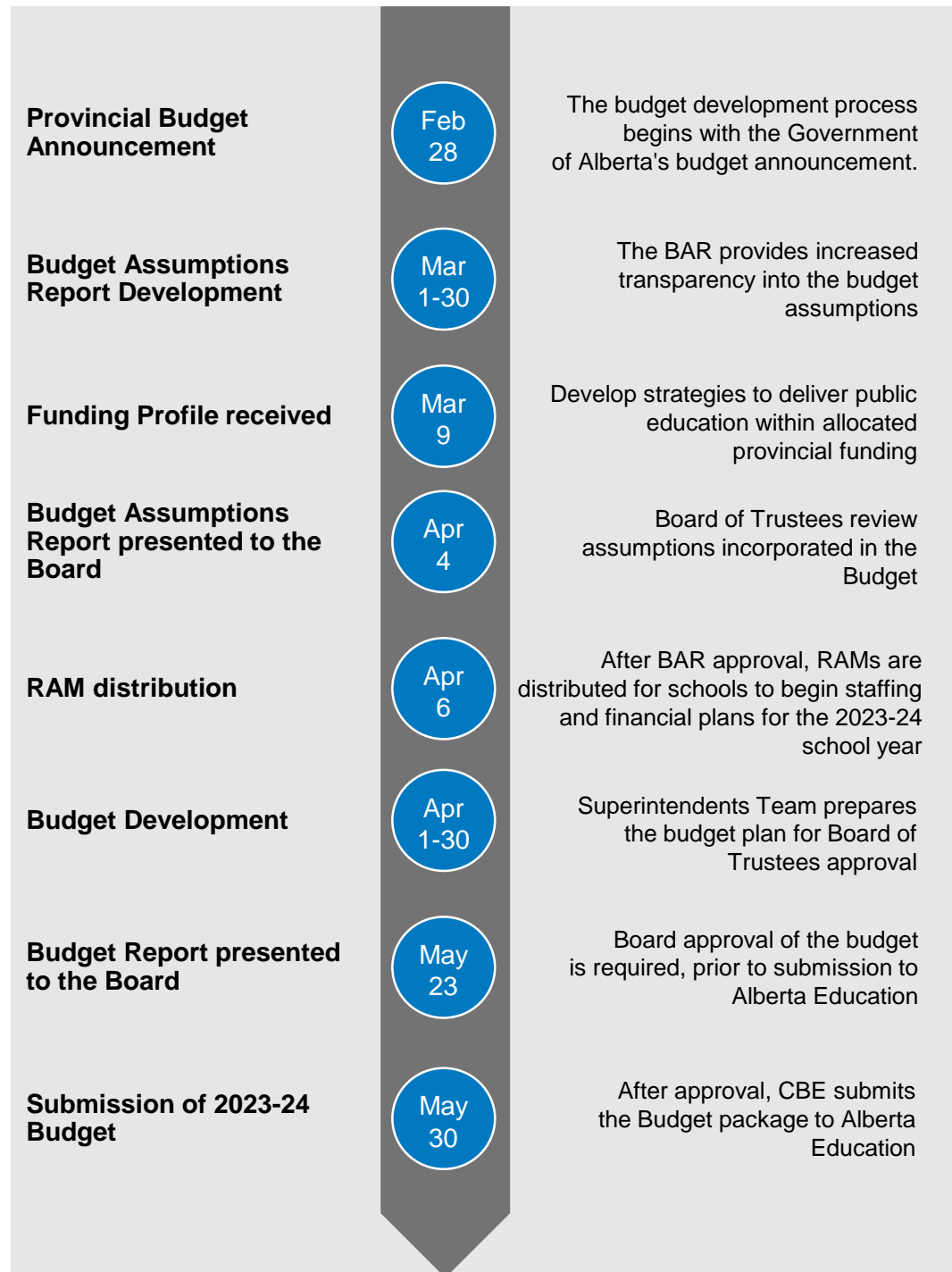
Thank you again for your continued efforts on behalf of Alberta's students.

Sincerely,

Andre Tremblay
Deputy Minister

Classification: Protected A

Appendix II – Budget Process and Timeline



Appendix III – Budget Report (Submission to Alberta Education)

**BUDGET
REPORT
FOR THE YEAR ENDING AUGUST 31, 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

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Legend:

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

HIGHLIGHTS, PLANS, ASSUMPTIONS AND RISKS SUMMARY- 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.

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

**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)

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

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

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)	\$0	\$0	\$0						
Budgeted disposal of board funded TCA and ARO TCA	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0
Budgeted amortization of capital assets (expense)	\$87,360,000	\$0	\$0		\$0	\$0			
Budgeted capital revenue recognized, including ARO assets amortization	(\$59,050,000)	\$0	\$0		\$0	\$0			
Budgeted changes in Endowments	\$0	\$0	\$0		\$0	\$0			
Budgeted board funded ARO liabilities - recognition	\$0	\$0	\$0		\$0	\$0			
Budgeted board funded ARO liabilities - remediation	\$0	\$0	\$0		\$0	\$0			
Budgeted unsupported debt principal repayment	(\$2,500,000)	\$0	\$0		\$0	\$0			
Projected reserves transfers (net)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Projected assumptions/transfers of operations	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Increase in (use of) school generated funds	\$0	\$0	\$0		\$0	\$0		\$0	\$0
New school start-up costs	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Decentralized school reserves	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Non-recurring certificated remuneration	\$0	\$0	\$0		\$0	\$0			
Non-recurring non-certificated remuneration	\$0	\$0	\$0		\$0	\$0			
Non-recurring contracts, supplies & services	\$0	\$0	\$0		\$0	\$0			
Professional development, training & support	\$0	\$0	\$0		\$0	\$0			
Transportation Expenses	\$0	\$0	\$0		\$0	\$0			
Operations & maintenance	\$0	\$0	\$0		\$0	\$0			
English language learners	\$0	\$0	\$0		\$0	\$0			
System Administration	\$0	\$0	\$0		\$0	\$0			
OH&S / wellness programs	\$0	\$0	\$0		\$0	\$0			
B & S administration organization / reorganization	\$0	\$0	\$0		\$0	\$0			
Debt repayment	\$0	\$0	\$0		\$0	\$0			
POM expenses	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Non-salary related programming costs (explain)	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - School building & land		\$0	\$0		\$0	\$0			
Repairs & maintenance - Technology	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - Vehicle & transportation	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - Administration building	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - POM building & equipment	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - Other (explain)	\$0	\$0	\$0		\$0	\$0			
Capital costs - School land & building	(\$1,988,000)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - School modernization	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - School modular & additions	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - School building partnership projects	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - Technology	(\$15,341,000)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - Vehicle & transportation	(\$4,862,000)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - Administration building	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - POM building & equipment	(\$5,894,000)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital Costs - Furniture & Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - Other	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Building leases	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Other 1 - please use this row only if no other row is appropriate	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Other 2 - please use this row only if no other row is appropriate	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Other 3 - please use this row only if no other row is appropriate	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Other 4 - please use this row only if no other row is appropriate	\$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%

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

Estimated Operating Surplus (Deficit) Aug. 31, 2024	Amount \$	Detailed explanation to the Minister for the purpose of using/transferring ASO
	-	
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 Actual Actual
2023/2024 2022/2023 2021/2022
(Note 2)

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
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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**

	Budget 2023/24		Actual 2022/23		Actual 2021/22		Notes
	Total	Union Staff	Total	Union Staff	Total	Union Staff	
CERTIFICATED STAFF							
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

Instructional - Education Assistants	617	617	567	567	581	581	Personnel support students as part of a multidisciplinary team with teachers and other support personnel to provide meaningful instruction
Instructional - Other non-certificated instruction	1,476	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 transportation 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.

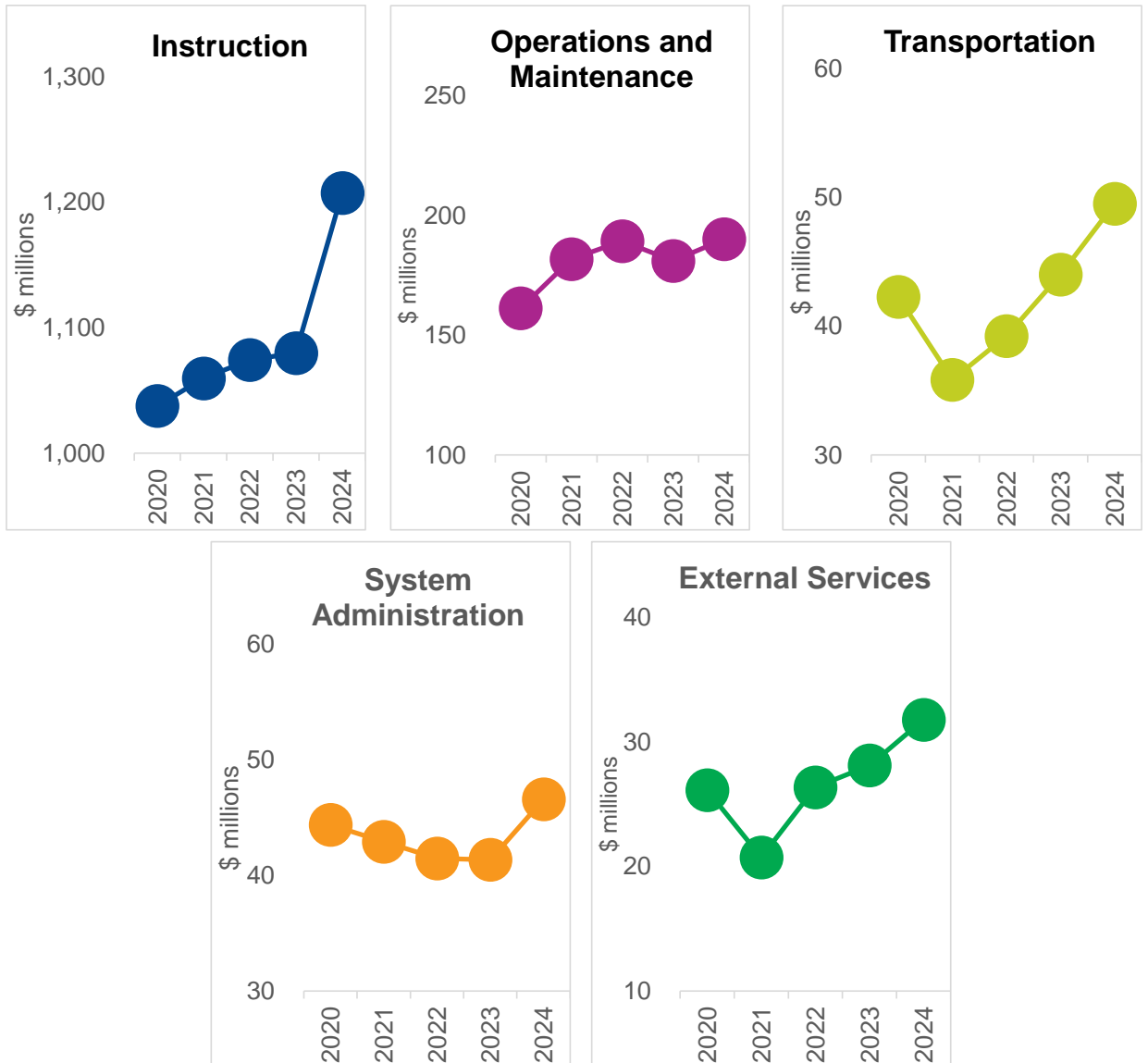
Please refer to the Alberta Education Funding manual for specific definitions.

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



CALGARY BOARD OF EDUCATION

Minutes of the Regular Meeting of the Board of Trustees (the “Board”) held in the Multipurpose Room, Education Centre, 1221 – 8 Street SW, Calgary, Alberta on Tuesday, April 4, 2023 at 11:00 a.m.

MEETING ATTENDANCE

Board of Trustees:

Trustee L. Hack, Chair
Trustee P. Bolger
Trustee N. Close
Trustee M. Dennis
Trustee D. Downey
Trustee C. May
Trustee S. Vukadinovic

Absent:

Trustee C. May

Administration:

C. Usih, Chief Superintendent of Schools
R. Armstrong, Superintendent, Human Resources
D. Breton, Superintendent, Facilities and Environmental Services
K. Fenney, General Counsel
B. Grundy, Superintendent, Finance/Technology Services
A. Holowka, Superintendent, School Improvement
M. Martin-Esposito, Chief Communications Officer
J. Pitman, Superintendent, School Improvement
P. Minor, Corporate Secretary
M. Graham, Board Administrator

Stakeholder Representatives:

C. Gordan, Canadian Union of Public Employees, Local 40
C. Keuben, David Thompson School

1 | **CALL TO ORDER, NATIONAL ANTHEM AND WELCOME**

Chair Hack called the meeting to order at 11:00 a.m. and students from New Brighton School led the national anthem.

Chair Hack acknowledged the traditional territories and oral practices of the Blackfoot Nations, which includes the Siksika, the Piikani, and the Kainai. She also acknowledged the Tsuut’ina and Stoney Nakoda First Nations, the Métis Nation (Region 3), and all people who make their homes in the Treaty 7 region of Southern Alberta.



The Chair welcomed staff, union representatives and members of the public to the meeting.

2 | CONSIDERATION/ APPROVAL OF AGENDA

P. Minor, Corporate Secretary, noted that there were no agenda change requests received.

MOVED by Trustee Vukadinovic:

THAT the Board of Trustees approves the agenda for the Regular Meeting of April 4, 2023.

The motion was
CARRIED UNANIMOUSLY.

Absent: Trustee May

3 | AWARDS AND RECOGNITIONS

There were no presentations.

4 | RESULTS FOCUS

4.1 Results 4: Personal Development – Annual Monitoring

Chief Superintendent Usih introduced the report, stating that Results 4: Personal Development outlines results in ensuring that each CBE student will identify and develop their individual gifts, talents, and interests. Informing this report is Alberta Education Assurance Survey data, report card data, and CBE Student Survey data. Results continue to remain high for students in setting and working towards learning goals and engaging in their learning with confidence and persistence. Also noted is the increase in rates of students returning to school after dropping out.

Superintendent Pitman provided further context for the report, including: data for the Annual Dropout and Returning Rates is from a cohort aged 14-18 who are tracked over a period of three years; given the tracking period, this data is always a year behind in current reporting; the increase return rates; and the impact of COVID19 on this cohort.

Superintendent Holowka provided further highlights from the report, including: K-9 student results remain strong; high school results in Career and Life Management (CALM), though strong, have continued to decline; student self-reported agreement with limiting screen time and sharing feelings declined and have been identified as areas for improvement; support for teachers with regard to learning and implementing the Student Wellbeing Framework; professional learning opportunities for teachers; and student digital citizenship documents.

Administration responded to trustee questions on the matter including: research based learning regarding healthy screen time; reduction of cell phone use during school hours; K-6 Physical Education and Wellness Curriculum; and the Career and Life Management course.



Chair Hack asked trustees to identify their intentions to bring forward any motions related to compliance, exceptions or commendations for Results 4: Personal Development to the Corporate Secretary and to trustees by noon, Thursday, April 13, 2022. She stated the item will be placed on the April 18, 2023 agenda for consideration.

5 | **OPERATIONAL EXPECTATIONS**

5.1 **OE-2: Learning Environment/Treatment of Students – Annual Monitoring**

Chief Superintendent Usih introduced the report, stating: the data collected for this report is from the 2021-22 school year; evidence indicates compliance with all seven indicators; all schools were compliant with safety requirements; and evidence indicates continued CBE commitment to providing safe learning environments, supporting student attendance, and supporting transition for students with Individual Progress Plans.

Superintendent Holowka presented the report, highlighting: the importance of ensuring welcoming, caring, safe and respectful learning environments that support diversity and foster a sense of belonging for all students; evidence indicating 82% of students feel that schools are safe and caring places to learn; student codes of conduct; continued commitment of schools to be responsive to students in the creation of student groups; and attendance improvement.

Administration responded to trustee questions on matters including: professional learning related to progressive student discipline and restorative practices; Individual Progress Plans; English Language Learners; support for teachers in complex classrooms; Administrative Regulation (AR) 6005 – Student Code of Conduct and ability of the school to manage or impact behaviour outside of the classroom; AR 3021 Emergency Practices and Procedures; specific or targeted emergency training for staff; and student organizations.

Chair Hack asked trustees to identify their intentions to bring forward any motions related to compliance, exceptions or commendations for OE-2: Learning Environment/Treatment of Students to the Corporate Secretary and to trustees by noon, Thursday, April 13, 2023. She stated that if no motions come forward, the item will be placed on the April 18, 2023 consent agenda with a motion that the Board of Trustees approves that the Chief Superintendent is in compliance with the provisions of OE-2: Learning Environment/Treatment of Students.

5.2 **OE-6: Asset Protection – Annual Monitoring**

Chief Superintendent Usih introduced the report stating: the data for this report applies to the 2021-22 school year; data supports that CBE is properly maintaining, adequately protecting, and appropriately using all organizational assets; and evidence supports compliance with all six indicators.

Superintendent Grundy provided highlights from the report stating: evidence supports compliance for the 2021-22 school year in protecting all CBE assets; the 2021-22 school year continued to operate under COVID-19 guidelines; record keeping practices

remained aligned with applicable standards; CBE information and technology teams successfully thwarted attempted intrusions into the CBE systems; provides an example of processes to respond to intrusions and mitigate risk to CBE information and technology assets; the report provides evidence that CBE facilities are protected and insured as required; and the report provided evidence that the CBE is prudent with financial resources.

Administration responded to trustee questions on the matter including: new process for monitoring following the end of Alberta Infrastructure facilities inspections and placement of schools on the modernization list; criteria for listing a facility on the modernization list; capacity for Records Management as per AR 6024 Official Student Records; and digitization of student records.

Chair Hack asked trustees to identify their intentions to bring forward any motions related to compliance, exceptions or commendations for OE-6: Asset Protection to the Corporate Secretary and to trustees by noon, Thursday, April 13, 2023. She stated that if no motions come forward, the item will be placed on the April 18, 2023 consent agenda with a motion that the Board of Trustees approves that the Chief Superintendent is in compliance with the provisions of OE-6: Asset Protection.

6 | **PUBLIC COMMENT**

There were no public comments.

7 | **MATTERS RESERVED FOR BOARD INFORMATION**

7.1 **Budget Assumptions Report 2023-24**

Chief Superintendent Usih introduced the report, stating the report: sets out how the CBE will continue to advance the Board's priorities of student achievement, equity, and well-being; demonstrates how CBE administration will meet the needs of students, staff, and community while upholding commitment to fiscal responsibility; and shows optimism about increased Alberta Government funding that will support significant enrollment growth, increased numbers of students with complex learning needs, and general inflation with the hiring of additional teachers, educational assistants, and other professionals to support student learning.

Superintendent Grundy provided highlights from the report, including: information on the material operating, revenue, and expenditure assumptions that will be incorporated into the 2023-24 budget; the priorities of the budget to hire school based staff; scale existing programs and supports to address growing student complexity; lay the groundwork for the transition of the student transportation program to the new Alberta Education expectations for the 2024-25 school year; invest where necessary to address inflationary pressures; enrollment growth expectations of over 3800 students on which the BAR is based; projected Government of Alberta funding of \$1,287,000,000, a \$110 million increase from the previous year, \$917 million of which will be allocated directly to schools; and expectations for additional funding to meet anticipated enrolment growth beyond previous estimates.

Administration responded to trustee questions on matters including: flexibility in use for funds received; potential school fee increases; transportation service increase; projected international student numbers; funding for wellbeing, mental health, learning loss, and specialized assessments; cost saving efficiencies; bridge funding; attracting and retaining highly qualified employees; investment in supports for specialized classes; Kindergarten programming; and management of public expectations; deferred maintenance backlog.

8 | **MATTERS RESERVED FOR BOARD DECISION**

8.1 **Proposed Amendments to the Board Meeting Procedures**

Chair Hack noted that on January 31, 2023 the Board of Trustees approved amendments to its Board Meeting Procedures which includes a revision to the start time of regular Board meetings from Noon to 11:00 a.m. Today the Board is considering a minor amendment to its Board Meeting Procedures to allow sufficient time for Public Comment requests to be processed.

MOVED by Trustee Downey:

THAT the Board of Trustees gives first reading to the following amendment to the Board Meeting Procedures: “The first sentence of Section J(6)(a) Public Comment be amended to remove the word “noon” and replace it with “10:30 a.m.”

In debate of the motion, trustees made comments on matters including: the straightforward nature of the motion.

Chair Hack called for a vote on the motion.

The motion was
CARRIED UNANIMOUSLY

Absent: Trustee May

Chair Hack asked for any additional motions regarding the report.

MOVED by Trustee Downey:

THAT the Board of Trustees gives second reading, and thereby final approval, to the following amendment to the Board Meeting Procedures: “The first sentence of Section J(6)(a) Public Comment be amended to remove the word “noon” and replace it with “10:30 a.m.” (the “Amendment”)

In debate of the motion, trustees noted that the motion is straightforward.

Chair Hack called for a vote on the motion.

The motion was
CARRIED UNANIMOUSLY

Absent: Trustee May



9 | CONSENT AGENDA

9.1 Items Provided for Board Decision

9.1.1 Revision to the Schedule of Regular Board Meetings

THAT the Board of Trustees approves revisions to the Schedule of Meetings to change the commencement time of the May 23, 2023 public meeting to 2:30 p.m.

9.2 Items Provided for Board Information

9.2.1 Chief Superintendent's Update

Chair Hack noted that the Board would meet in-camera following the public portion of the meeting to discuss three land, three strategic planning, and one labour matter. She noted the next public Board meeting will be held on Tuesday, April 18, 2023.

Recessed: 12:38 p.m.

Reconvened: 1:21 p.m.

10 | PRIVATE SESSION

Motion to Move In-Camera

MOVED by Trustee Dennis:

Whereas the Board of Trustees is of the opinion that it is in the public interest that matters on the private agenda for the Regular Meeting of the Board of Trustees, March 7, 2023 be considered at an in-camera session; therefore, be it

Resolved, THAT the Regular Meeting of the Board of Trustees moves in-camera.

The motion was

CARRIED UNANIMOUSLY.

Absent: Trustee May

Motion to Move Out of In Camera

MOVED by Trustee Vukadinovic:

THAT the Regular Meeting of the Board of Trustees moves out of in-camera.

The motion was

CARRIED UNANIMOUSLY.

Absent: Trustee May

Motions to Action In-Camera Recommendations

MOVED by Trustee Downey:



THAT the Board of Trustees approves the new high school being built in north Calgary be named “North Trail High School”, and

THAT the decision of the Board of Trustees be communicated to the public as soon as possible.

The motion was
CARRIED.

In Favour: Trustee Bolger
Trustee Close
Trustee Dennis
Trustee Downey
Trustee Hack

Opposed: Trustee Vukadinovic

Absent: Trustee May

MOVED by Trustee Bolger:

THAT the Board of Trustees authorizes the Chair to communicate with the Minister of Education as discussed in camera.

The motion was
CARRIED UNANIMOUSLY.

Absent: Trustee May

MOVED by Trustee Dennis:

THAT the Board of Trustees approves the Service Provider Engagement, Attachment I to the private report.

The motion was
CARRIED.

In Favour: Trustee Bolger
Trustee Close
Trustee Dennis
Trustee Downey
Trustee Hack

Opposed: Trustee Vukadinovic

Absent: Trustee May

11 | **TERMINATION OF MEETING**

The meeting terminated at 6:21 p.m.



Chair

Corporate Secretary
Adopted:



CALGARY BOARD OF EDUCATION

Minutes of the Regular Meeting of the Board of Trustees (the “Board”) held in the Multipurpose Room, Education Centre, 1221 – 8 Street SW, Calgary, Alberta on Tuesday, April 18, 2023 at 11:00 a.m.

MEETING ATTENDANCE

Board of Trustees:

Trustee L. Hack, Chair
Trustee P. Bolger
Trustee N. Close
Trustee M. Dennis (attended virtually; absent from Private Session)
Trustee D. Downey
Trustee C. May
Trustee S. Vukadinovic

Administration:

C. Usih, Chief Superintendent of Schools
R. Armstrong, Superintendent, Human Resources
D. Breton, Superintendent, Facilities and Environmental Services
K. Fenney, General Counsel
B. Grundy, Superintendent, Finance/Technology Services
A. Holowka, Superintendent, School Improvement
M. Martin-Esposito, Chief Communications Officer (absent from Private Session)
P. Minor, Corporate Secretary
M. Graham, Board Administrator

Stakeholder Representatives:

M. Armstrong, Senior High School Principals’ Association
A. Smyth, Senior High School Principals’ Association

1 | CALL TO ORDER, NATIONAL ANTHEM AND WELCOME

Chair Hack called the meeting to order at 11:00 a.m. and students from Henry Wise Wood High School led the national anthem.

Students from Woodman School acknowledged the traditional territories and oral practices of the Blackfoot Nations, which includes the Siksika, the Piikani, and the Kainai. She also acknowledged the Tsuut’ina and Stoney Nakoda First Nations, the Métis Nation (Region 3), and all people who make their homes in the Treaty 7 region of Southern Alberta.

Trustee Close expressed thanks to the students for their participation.

The Chair welcomed staff, union representatives and members of the public to the meeting.



2 | CONSIDERATION/ APPROVAL OF AGENDA

P. Minor, Corporate Secretary, noted that no agenda change requests were received.

MOVED by Trustee Downey:

THAT the Board of Trustees approves the agenda for the Regular Meeting of April 18, 2023 as submitted.

The motion was
CARRIED UNANIMOUSLY.

3 | AWARDS AND RECOGNITIONS

There were no presentations.

4 | RESULTS FOCUS

4.1 | Woodman Jr. and Henry Wise Wood Sr. High School Presentation

M. Sawatzky, Education Director for Area 2, introduced the Woodman School. and Henry Wise Wood High School presentation on Results 4: Personal Development, highlighting the collaboration with Global Learning and the impact of hosting international students on the development of overall student global mindedness.

P. Baji, manager of Global Learning, presented on the Global Learning program, highlighting: the value of the international student program; 700 international students from 39 countries across 80 CBE schools attending this year; international student program operations; and benefits to all students.

A. Smyth, Principal of Henry Wise Wood High School, presented on: benefits of international students to the entire CBE program; the cultural diversity of CBE schools and the reciprocal benefits of international learning; 14 international students from three countries that attend Woodman School; 77 international students from 20 countries that attend Henry Wise Wood High School; the program enrichment to equity, citizenship development, and learning in Indigenous ways of being; enrichment to language development; and structures that support international students.

M. Krickhan, Principal of Woodman School, presented on: the CBE ethos of care and welcoming; international students who go on to receive work permits and permanent residency in Canada; the impact on the larger CBE and Calgary community; equitable experiences for both international students and resident students; and the tenacity and resilience of international students.

M. Howell, Education Director for Area 6, concluded the presentation, thanking the students and staff.

Trustee Close expressed thanks for the presentation.



5 | **OPERATIONAL EXPECTATIONS**

There were no reports or presentations.

6 | **PUBLIC COMMENT**

There were no public comments.

7 | **MATTERS RESERVED FOR BOARD INFORMATION**

There were no reports or presentations.

8 | **MATTERS RESERVED FOR BOARD DECISION**

8.1 **Results 4: Personal Development – Annual Monitoring**

Chair Hack introduced the report, stating that at the April 4, 2023 meeting, trustees had the opportunity to ask questions. It is now on the agenda for the Board to determine if the Chief Superintendent is making reasonable progress with the provisions of Results 4: Personal Development.

MOVED by Trustee Downey:

THAT the Board of Trustees has reviewed the monitoring report for Results 4: Personal Development, and concludes that reasonable progress is being made towards the ultimate achievement of this Results policy.

In debate of the motion, trustees made comments on: the positive results and success of CBE schools; the increased returning rate of students who had previously dropped out; the confidence, resilience, and persistence of CBE learners; measures taken to mitigate the impacts of COVID-19 and mental health, including the development and implementation of the Student Well-Being Framework; professional development with regard to the new K-6 Physical Education and Wellness curriculum; the interconnectedness of Results data; evidence that students are feeling safe and supported in CBE schools; and work towards building healthy understanding of screen-time for students.

Chair Hack called for a vote on the motion.

The motion was
CARRIED UNANIMOUSLY

8.2 **Proposed Amendments to Governance Culture Policies**

Trustee Hack introduced the item, stating that the report is for Board of Trustees to consider revisions to two of its governance culture policies, GC-2: Governing Commitments and GC-3: Board Job Description.

MOVED by Trustee Close:



THAT the Board of Trustees gives first reading to the amendments of the following Governance Culture Policies, as provided in Attachments I and II to the report:

- **GC-2: Governing Commitments**
- **GC-3: Board Job Description**

In debate of the motion, trustees made comments on: governing through policy; processes for policy review; emphasis on positive working relationships; clarity on trustee role and engagement with stakeholders; the importance of clarifying the role of the trustee for the public; and context of the Board of Trustees' relationship to other local levels of government.

Chair Hack called for a vote.

The motion was
CARRIED UNANIMOUSLY

MOVED by Trustee Vukadinovic:

THAT the Board of Trustees gives second reading, and thereby final approval, to the amendments of the Governance Culture Policies, as provided in Attachments I and II to the report.

In debate of the motion, trustees made comments on: support for the updates and the added clarity regarding the expectations and role of trustees.

Chair Hack called for a vote.

The motion was
CARRIED UNANIMOUSLY

MOVED by Trustee Bolger:

THAT the Board of Trustees approves GC-3E(1) exhibit entitled Trustee Responsibilities, Attachment III to the report.

In debate of the motion, trustees made comments on key responsibilities of trustees and appreciation for the clarity regarding the role of a trustee as presented.

Chair Hack called for a vote.

The motion was
CARRIED UNANIMOUSLY

8.3 Trustee Remuneration Committee Report

Trustee May, Chair of the Trustee Remuneration Committee, introduced the report, commenting on: the report includes two recommendations as well as a slight shift in



policy language; committee structure, comprised of two trustees and three independent volunteer members who have expertise in both compensation and public sector work; review of historical data and analysis and comparison with practices of other Alberta school divisions; low remuneration increases in past ten years including no increase in the current fiscal year; new schools and growing student population resulting in increased workload; consideration of current inflationary measures; and increase in professional development.

Trustee Bolger made additional comments on the report, including the importance of the work and expertise of the independent committee members.

MOVED by Trustee May:

THAT the Board of Trustees approves an increase to trustee honoraria effective September 1, 2023 of 3.84% or \$1,730 based on the most recent three-year rolling average of Statistics Canada annual published Calgary Consumer Price Index.

In debate of the motion, trustees made comments on the importance of the independence of the external members on the Trustee Remuneration Committee; the stagnancy of trustee remuneration in previous year; and, inadequacy of the recommendation in consideration of hours worked.

Trustee May called a Point of Order.

Recessed: 12:04 p.m.
Reconvened: 12:11 p.m.

Trustee May's Point of Order was withdrawn and debate on the motion resumed.

Recessed: 12:12 p.m.
Reconvened: 12:19 p.m.

Debate on the motion resumed and trustees made comments on: risk related to the ability of the CBE to attract and retain qualified and experienced trustees; fairness and consistency in remuneration as compared with the public sector and other jurisdictions; fiscal prudence; support for the motion and work of the committee.

The motion was
CARRIED

In Favour:	Trustee Bolger Trustee Close Trustee Dennis Trustee Downey Trustee Hack Trustee May
Opposed:	Trustee Vukadinovic

MOVED by Trustee Downey:



THAT the Board of Trustees approves the amendments to Governance Culture 2E: Trustee Remuneration, Attachment I to the report, effective September 1, 2023.

In debate of the motion, trustees made comments on: importance of professional development; process for remuneration adjustments; potential for future risk; increased flexibility in language; and appreciation for the opportunity for increased learning.

Chair Hack called for a vote.

The motion was
CARRIED UNANIMOUSLY.

8.4 Revised CBE Boundary Adjustment – Belvedere Community

Chief Usih introduced the reporting, stating that: this is the second report regarding boundary adjustments around the community of Belvedere; Alberta Education has recommended expanding the area of the Belvedere community to be included in CBE boundaries.

Superintendent Breton provided additional context on the report, including: the new area being considered is already developed but has low density; CBE had not previously consulted with this community and two student in the area attend Rocky View School Division resulting in the determination that this portion of the community be part of a later request; Alberta Education did consult with Rocky View School Division and have no concerns; the two current students will be provided with options as to whether they wish to complete their education in Rocky View School Division or join the CBE.

Administration responded to trustee questions on the report including: data regarding younger students in the area.

MOVED by Trustee May:

THAT the Board of Trustee authorized the Chair to correspond with the Minister of Education, as per Attachment I to the report.

In debate on the motion, trustees made comments on: a reflection of communication and cooperation with Alberta Education; and pleased to see accommodation for the students already living in the area.

The motion was
CARRIED UNANIMOUSLY.

8.5 March 7, 2023 and March 21, 2023 Regular Board Meeting Minutes

Chair Hack introduced the report stating these minutes are on the agenda for decision instead of being on the consent agenda, as is the normal process, as Trustee Bolger, Trustee Dennis, and Trustee Downey were absent for portions of the March 7th meeting

and Trustee Downey was absent for the March 21 meeting. Pursuant to Section N(12)(b) of the Board Meeting Procedures, any Trustee who is absent from a Board of Trustees' meeting is not entitled to vote on the adoption of the minutes arising from the meeting.

MOVED by Trustee May:

THAT the Board of Trustees approves the minutes of the Regular Meeting held March 7, 2023, as submitted.

Chair Hack called for a vote.

The motion was
CARRIED.

Abstained: Trustee Bolger
Trustee Dennis
Trustee Downey

MOVED by Trustee Bolger:

THAT the Board of Trustees approves the minutes of the Regular Meeting held March 21, 2023, as submitted.

Chair Hack called for a vote.

The motion was
CARRIED.

Abstained: Trustee Downey

9 | **CONSENT AGENDA**

9.1 **Items Provided for Board Decision**

9.1.1 OE-2: Learning Environment/Treatment of Students – Annual Monitoring

THAT the Board of Trustees approves that the Chief Superintendent is in compliance with the provisions of OE-2: Learning Environment/Treatment of Students.

9.1.2 OE-6: Asset Protections – Annual Monitoring

THAT the Board of Trustees approves that the Chief Superintendent is in compliance with the provisions of OE-6: Asset Protection.

9.1.3 Locally Developed Courses

THAT the Board of Trustees approves the recommendations for Locally Developed Courses for school use in the Calgary Board of Education for the authorization periods set by Alberta Education's policy.

9.2 **Items Provided for Board Information**



9.2.1 Construction Projects Status Update

Chair Hack noted that the Board would meet in-camera following the public portion of the meeting to discuss two legal, two labour, one land, and five strategic planning matters. She noted the next public Board meeting will be held on Tuesday, May 23, 2023.

Recessed: 12:53 p.m.
Reconvened: 1:20 p.m.

10 | **PRIVATE SESSION**

Motion to Move In-Camera

MOVED by Trustee Bolger:

Whereas the Board of Trustees is of the opinion that it is in the public interest that matters on the private agenda for the Regular Meeting of the Board of Trustees, April 18, 2023 be considered at an in-camera session; therefore, be it

Resolved, THAT the Regular Meeting of the Board of Trustees moves in-camera.

The motion was
CARRIED UNANIMOUSLY.

Absent: Trustee Dennis

Motion to Move Out of In Camera

MOVED by Trustee Downey:

THAT the Regular Meeting of the Board of Trustees moves out of in-camera.

The motion was
CARRIED UNANIMOUSLY.

Absent: Trustee Dennis

Motions to Action In-Camera Recommendations

MOVED by Trustee Vukadinovic:

THAT the Board of Trustees approves the Audit Planning Report for the year ending August 31, 2023 prepared by KPMG LLP, subject to any non-material adjustments, Attachment I to this report.

The motion was
CARRIED UNANIMOUSLY.

Absent: Trustee Dennis

MOVED by Trustee Bolger:



THAT the Board of Trustees issue a Request for Proposal for external services as reflected in the project scope, Attachment II to this report, for the Calgary Board of Education, and

THAT the Board of Trustees approves the evaluation sub-committee comprised of Trustee Marilyn Dennis and external Audit and Risk Committee members Sofia Burt, Kola Oladimeji, and Wayne Wasylyshyn. Brad Grundy, Chief Financial Officer, and Patricia Minor, Corporate Secretary, of the Calgary Board of Education, to provide support to the evaluation sub-committee.

The motion was
CARRIED UNANIMOUSLY.

Absent: Trustee Dennis

MOVED by Trustee May:

THAT the Board of Trustees approves the Request for Proposal for Governance Consultation Services, Attachment I to this report.

The motion was
CARRIED UNANIMOUSLY.

Absent: Trustee Dennis

MOVED by Trustee Close:

THAT the Board of Trustees authorize the Chair to communicate with EducationMatters, as discussed in camera.

The motion was
CARRIED UNANIMOUSLY.

Absent: Trustee Dennis

11 | **ADJOURNMENT OF MEETING**

MOVED by Trustee Downey:

THAT on adjournment the meeting adjourns to the call of the Chair.

The motion was
CARRIED UNANIMOUSLY.

Absent: Trustee Dennis

Adjourned: 4:02 p.m.

Chair Hack reconvened the April 18, 2023 Regular meeting of the Board of Trustees at 11:02 a.m. on Wednesday, April 26, 2023 on Microsoft Teams.

MEETING ATTENDANCE

Board of Trustees:



Trustee L. Hack, Chair
Trustee P. Bolger
Trustee N. Close
Trustee M. Dennis
Trustee D. Downey
Trustee C. May
Trustee S. Vukadinovic

Administration:

C. Usih, Chief Superintendent of Schools
K. Fenney, General Counsel
P. Minor, Corporate Secretary

Attendees confirmed they were alone and in locations that no other person could hear them or any part of this meeting.

Motion to Move In-Camera

MOVED by Trustee Dennis:

Whereas the Board of Trustees is of the opinion that it is in the public interest that matters on the private agenda for the Regular Meeting of the Board of Trustees, April 18, 2023, reconvened April 26, 2023, be considered at a private session; therefore, be it

Resolved, THAT the Regular Meeting of the Board of Trustees moves in-camera.

The motion was
CARRIED UNANIMOUSLY.

Motion to Revert to Public Meeting

MOVED by Trustee Bolger:

THAT the Regular Meeting of the Board of Trustees moves out of in-camera.

The motion was
CARRIED UNANIMOUSLY.

Absent: Trustee Vukadinovic

Motions to Action In-Camera Recommendations

MOVED by Trustee Dennis:

THAT the Board of Trustees authorizes the Chair to Communicate with The Alberta Teachers' Association as discussed in-camera.

The motion was
CARRIED UNANIMOUSLY.

Absent: Trustee Vukadinovic

ADJOURNMENT OF MEETING

MOVED by Trustee Dennis:



THAT on adjournment the meeting adjourns to the call of the Chair.

The motion was
CARRIED UNANIMOUSLY.

Absent: Trustee Vukadinovic

Adjourned: 11:52 a.m.

Chair

Corporate Secretary
Adopted:

DRAFT



CALGARY BOARD OF EDUCATION

Minutes of the Special Meeting of the Board of Trustees (the “Board”) held on Wednesday, May 15, 2023 at 9:30 a.m. in Room T224 of the Education Centre, 1221 8 Street SW, Calgary, Alberta

MEETING ATTENDANCE

Board of Trustees:

Trustee L. Hack, Chair
Trustee P. Bolger
Trustee M. Dennis (attended virtually)
Trustee D. Downey (attended virtually)
Trustee C. May
Trustee S. Vukadinovic

Absent:

Trustee N. Close

Administration:

C. Usih, Chief Superintendent of Schools
D. Breton, Superintendent, Facilities and Environmental Services
K. Fenney, General Counsel (attended virtually)
A. Holowka, Superintendent, School Improvement
J. Pitman, Superintendent, School Improvement
P. Minor, Corporate Secretary

CALL TO ORDER

Chair Hack called the meeting to order at 9:36 a.m.

Trustee Dennis, Trustee Downey, and K. Fenney confirmed they were alone and in locations that no other person could hear them or any part of this meeting.

MOTION TO MOVE IN CAMERA

MOVED by Trustee Bolger:

Whereas the Board of Trustees is of the opinion that it is in the public interest that matters on the private agenda for the Special Meeting of the Board of Trustees, May 3, 2023, be considered at an in-camera session; therefore, be it

Resolved, THAT the Regular Meeting of the Board of Trustees moves in-camera.

The motion was
CARRIED UNANIMOUSLY.

Absent: Trustee Close



**Calgary Board
of Education**

MOTION TO REVERT TO PUBLIC MEETING

MOVED by Trustee May:

THAT the Regular Meeting of the Board of Trustees moves out of in-camera.

The motion was
CARRIED UNANIMOUSLY.

Absent: Trustee Close

MOTIONS TO ACTION IN-CAMERA RECOMMENDATIONS

MOVED by Trustee Vukadinovic:

THAT the Board of Trustees ratifies the temporary closure of the Harold Panabaker School from May 1, 2023 to May 12, 2023 for the purpose of repairs to the school building.

The motion was
CARRIED UNANIMOUSLY.

Absent: Trustee Close

MOVED by Trustee Bolger:

THAT the Board of Trustees approves the temporary closure of the Brentwood School from May 8, 2023 up to September 1, 2023 for the purpose of repairs to the school building.

The motion was
CARRIED UNANIMOUSLY.

Absent: Trustee Close

MOVED by Trustee May:

THAT the Board of Trustees authorizes the Chair to communicate with the Minister of Education as discussed in camera.

The motion was
CARRIED UNANIMOUSLY.

Absent: Trustee Close

TERMINATION OF MEETING

The meeting terminated at 10:06 a.m.

Chair

Corporate Secretary
Adopted:

CALGARY BOARD OF EDUCATION

Minutes of the Special Meeting of the Board of Trustees (the “Board”) held on Monday, May 1, 2023 at 1:30 p.m. through Microsoft Teams.

MEETING ATTENDANCE (Virtual)

Board of Trustees:

Trustee L. Hack, Chair
Trustee P. Bolger
Trustee N. Close
Trustee M. Dennis
Trustee D. Downey
Trustee C. May
Trustee S. Vukadinovic

Administration:

Mr. R. Armstrong, Superintendent, Human Resources
Ms. K. Fenney, General Counsel
Ms. P. Minor, Corporate Secretary
Ms. C. Betz, Senior Manager, Communications (partial attendance)

CALL TO ORDER

Chair Hack called the meeting to order at 1:31 p.m.

Attendees confirmed they were alone and in locations that no other person could hear them or any part of this meeting.

MOTION TO MOVE IN CAMERA

MOVED by Trustee Downey:

Whereas the Board of Trustees is of the opinion that it is in the public interest that matters on the private agenda for the Special Meeting of the Board of Trustees, May 1, 2023, be considered at an in-camera session; therefore, be it

Resolved, THAT the Regular Meeting of the Board of Trustees moves in-camera.

The motion was
CARRIED UNANIMOUSLY.

MOTION TO REVERT TO PUBLIC MEETING

MOVED by Trustee Bolger:

THAT the Regular Meeting of the Board of Trustees moves out of in-camera.



**Calgary Board
of Education**

The motion was
CARRIED UNANIMOUSLY.

MOTIONS TO ACTION IN-CAMERA RECOMMENDATIONS

MOVED by Trustee May:

THAT the Board of Trustees accept the resignation of Christopher Usih, Chief Superintendent of the Calgary Board of Education, effective August 24, 2023.

The motion was
CARRIED UNANIMOUSLY.

MOVED by Trustee Downey:

THAT the Board of Trustees authorize the Chair to communicate with the Chief Superintendent as discussed in camera.

The motion was
CARRIED UNANIMOUSLY

MOVED by Trustee Vukadinovic:

THAT the Board of Trustees authorize the Chair to communicate with the Minister of Education as discussed in camera.

The motion was
CARRIED UNANIMOUSLY

TERMINATION OF MEETING

The meeting terminated at 3:33 p.m.

Chair

Corporate Secretary
Adopted:

CALGARY BOARD OF EDUCATION

Minutes of the Special Meeting of the Board of Trustees (the “Board”) held on Wednesday, May 3, 2023 at 1:30 p.m. in Room T224 of the Education Centre, 1221 8 Street SW, Calgary, Alberta

MEETING ATTENDANCE

Board of Trustees:

Trustee L. Hack, Chair
Trustee P. Bolger
Trustee N. Close
Trustee M. Dennis
Trustee D. Downey
Trustee C. May (attended virtually)
Trustee S. Vukadinovic

Administration:

Mr. R. Armstrong, Superintendent, Human Resources (attended virtually)
Ms. K. Fenney, General Counsel (attended virtually)
Ms. P. Minor, Corporate Secretary

CALL TO ORDER

Chair Hack called the meeting to order at 1:33 p.m.

Trustee May, R. Armstrong and K. Fenney confirmed they were alone and in locations that no other person could hear them or any part of this meeting.

MOTION TO MOVE IN CAMERA

MOVED by Trustee Dennis:

Whereas the Board of Trustees is of the opinion that it is in the public interest that matters on the private agenda for the Special Meeting of the Board of Trustees, May 3, 2023, be considered at an in-camera session; therefore, be it

Resolved, THAT the Regular Meeting of the Board of Trustees moves in-camera.

The motion was
CARRIED UNANIMOUSLY.

MOTION TO REVERT TO PUBLIC MEETING

MOVED by Trustee Vukadinovic:

THAT the Regular Meeting of the Board of Trustees moves out of in-camera.



The motion was
CARRIED UNANIMOUSLY.

ADJOURNMENT OF MEETING

MOVED by Trustee Vukadinovic:

THAT on adjournment the meeting adjourns to the call of the Chair.

The motion was
CARRIED UNANIMOUSLY.

Adjourned: 2:55 p.m.

Chair

Corporate Secretary
Adopted:



report to
Board of Trustees

Locally Developed Courses

Date	May 30, 2023
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Decision
Originator	Joanne Pitman, Superintendent of School Improvement Andrea Holowka, Superintendent of School Improvement
Governance Policy Reference	Locally Developed Courses R-2: Academic Success OE-3: Instructional Program
Resource Person(s)	Ken Weipert, Education Director, School Improvement Tammy Watt, Specialist, School Improvement Keith Christensen, Specialist, School Improvement

1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves the recommendations for Locally Developed Courses for school use in the Calgary Board of Education for the authorization periods set by Alberta Education’s policy.

2 | Issue

Alberta Education's "Guide to Education" under School Authority Procedures indicates,

"School authorities offering locally developed courses must develop, implement and maintain current written procedures consistent with the Guide. School authorities must approve LDCs by a resolution or motion of the board of a school authority or governing body of a private school prior to offering the LDCs."

In order to offer the sequences for students, Board of Trustee approval is required.

Alberta Education released the following statement on March 6, 2023:

"With the retirement of Microsoft Internet Explorer in June 2022, the Locally Developed Course Online Management System was decommissioned due to issues with using this application in other browsers"

Authorized Locally Developed Courses submitted, using the new database; continues as sequences and the database evolves. The new database has implemented requirements and updated terminology for Alberta Education's authorization. As Locally Developed Courses continue to be authorized by Alberta Education, Board of Trustees approval is required. Alberta Education's new database provides the appropriate information to be included in this report and is listed under Section 4 | Analysis.

3 | Background

Alberta Education's "Guide to Education" under School Authority Procedures indicates,

"School authorities offering locally developed courses must develop, implement and maintain current written procedures consistent with the Guide. School authorities must approve LDCs by a resolution or motion of the board of a school authority or governing body of a private school prior to offering the LDCs."

The Calgary Board of Education supports students' learning by enhancing and extending Alberta Education's provincial curriculum through developing and acquiring Locally Developed Courses. Creating or acquiring a Locally Developed Course for all students begins with identifying interests and needs of students. The Education Director responsible for Locally Developed Courses, in collaboration with Specialists, supports creating or acquiring Locally Developed Courses for Board of Trustee approval.

Developing or continuing a sequence (name without the levels 15, 25, or 35) as a Locally Developed Course for Alberta Education authorization, supporting the identified interests and needs of students, requires a certificated teacher. To be authorized, a newly proposed or continuing sequence is submitted for review. The proposed sequence includes a sequence description, student need

description, and implementation requirements. Implementation requirements describes only what is needed to offer the sequence such as equipment, student safety, and/or an awareness of sequence sensitivity.

The proposed sequence will include a minimum of one course starting with a grade 10 level; and/or include grade 11 and/or include grade 12. The course name (name of sequence with 15, 25, or 35) and a course description (similar to the sequence description) is provided at each grade and may describe the difference and the benefit for the student taking the level (15, 25, or 35). The proposed sequence will also outline the sequence relationship progression to include any prerequisites. Before Alberta Education reviews the proposed sequence, it is compared to existing authorized curriculum for identified overlap. If there is overlap, a rationale is included as part of the submission process. The proposed sequence is submitted to Alberta Education for review. If the proposed sequence meets the requirements, the sequence continues to be developed with curriculum scaffolding that has Topics (main idea, essential understandings, organizing ideas); General Outcomes (guiding questions) and Specific Outcomes to support student learning. Once the proposed sequence with the curriculum receives Alberta Education authorization, the sequence is submitted for Board of Trustee approval.

When acquiring an existing Locally Developed Course to meet the identifying interests and needs of students, authorized Locally Developed Courses are reviewed. If there is a sequence available, the Locally Developed Course is acquired and submitted to the Board of Trustees for approval.

Locally Developed Courses are authorized for a maximum period of four years. Prior to expiry, continuing an existing developed and acquired course involves a review for student need. The review process includes evaluating if the sequence content is current, reviewing student enrollment data for changes (increasing or decreasing) and/or if another sequence is more suitable to meet students' learning needs. Recommendations for the existing sequences, developed and acquired, are submitted for Board of Trustee approval.

Alberta Education's new database, to allow for ease of student enrollment, has removed the approved start date of September 1st of the renewal year. This allows for flexibility in the event the school year begins prior to September 1st of the renewal year. The approved start date is recorded for authorization of Locally Developed Courses beginning the second semester of the current school year.

As part of the process, Alberta Education requires a copy of the minutes indicating Board of Trustee approval. An additional layer of authorization, upon receipt of the minutes, includes Alberta Education submitting their authorization to the Minister of Education.

4 | Analysis

Procedures for authorizing a Locally Developed Course outlined in the *Guide to Education* include the expectation that all school authorities have a board motion approving developed, acquired, and withdrawn Locally Developed Courses. The following recommendations, taken from the new database, require approval:

Senior High Sequences Developed	Version	Course Code	First Approved Year	Last Approved Year
Advanced Acting/Touring Theatre 15	3 Credits (2023-2027)	LDC1975	2023-2024	2026-2027
Advanced Acting/Touring Theatre 15	5 Credits (2023-2027)	LDC1975	2023-2024	2026-2027
Advanced Acting/Touring Theatre 25	3 Credits (2023-2027)	LDC2975	2023-2024	2026-2027
Advanced Acting/Touring Theatre 25	5 Credits (2023-2027)	LDC2975	2023-2024	2026-2027
Advanced Acting/Touring Theatre 35	3 Credits (2023-2027)	LDC3975	2023-2024	2026-2027
Advanced Acting/Touring Theatre 35	5 Credits (2023-2027)	LDC3975	2023-2024	2026-2027
Autobody Repair 15	5 Credits (2023-2027)	LDC1869	2023-2024	2026-2027
Autobody Repair 25	5 Credits (2023-2027)	LDC2869	2023-2024	2026-2027
Autobody Repair 35	5 Credits (2023-2027)	LDC3869	2023-2024	2026-2027
Aviation - Flight 15	3 Credits (2023-2027)	LDC1351	2023-2024	2026-2027
Aviation - Flight 25	3 Credits (2023-2027)	LDC2351	2023-2024	2026-2027
Aviation - Flight 35	3 Credits (2023-2027)	LDC3841	2023-2024	2026-2027
Biology (IB) 25	3 Credits (1904-2024)	LDC2232	2023-2024	2023-2024
Black North-American Cultural Studies 15	5 Credits (2023-2027)	LDC1922	2023-2024	2026-2027
Black North-American Cultural Studies 25	5 Credits (2023-2027)	LDC2922	2023-2024	2026-2027
Black North-American Cultural Studies 35	5 Credits (2023-2027)	LDC3922	2023-2024	2026-2027
Chemistry (IB) 25	3 Credits (1904-2024)	LDC2241	2023-2024	2023-2024
Chemistry (IB) 25	5 Credits (2000-2024)	LDC2241	2023-2024	2023-2024
Chemistry (Extension) 25	3 Credits (2023-2027)	LDC2350	2023-2024	2026-2027
Chemistry (Higher) 35	3 Credits (2023-2027)	LDC3350	2023-2024	2026-2027
Creative Writing and Publishing 15	3 Credits (2023-2027)	LDC1269	2023-2024	2026-2027
Creative Writing and Publishing 15	5 Credits (2023-2027)	LDC1269	2023-2024	2026-2027
Creative Writing and Publishing 25	3 Credits (2023-2027)	LDC2269	2023-2024	2026-2027
Creative Writing and Publishing 25	5 Credits (2023-2027)	LDC2269	2023-2024	2026-2027
Creative Writing and Publishing 35	3 Credits (2023-2027)	LDC3269	2023-2024	2026-2027
Creative Writing and Publishing 35	5 Credits	LDC3269	2023-2024	2026-2027

Senior High Sequences Developed	Version	Course Code	First Approved Year	Last Approved Year
	(2023-2027)			
Environmental Science (Advanced) 35	5 Credits (2023-2027)	LDC3116	2023-2024	2026-2027
ESL Introduction to Canadian Studies 15	5 Credits (2023-2027)	LDC1212	2023-2024	2026-2027
ESL Introduction to Canadian Studies 25	5 Credits (2023-2027)	LDC2212	2023-2024	2026-2027
ESL Introduction to Science 15	5 Credits (2023-2027)	LDC1213	2023-2024	2026-2027
ESL Introduction to Science 25	5 Credits (2023-2027)	LDC2213	2023-2024	2026-2027
Journalism 15	5 Credits (2023-2027)	LDC1696	2023-2024	2026-2027
Journalism 25	5 Credits (2023-2027)	LDC2696	2023-2024	2026-2027
Journalism 35	5 Credits (2023-2027)	LDC3696	2023-2024	2026-2027
Orientation and Mobility 15	3 Credits (2023-2027)	LDC1013	2023-2024	2026-2027
Orientation and Mobility 25	3 Credits (2023-2027)	LDC2013	2023-2024	2026-2027
Painting 15	5 Credits (2023-2027)	LDC1871	2023-2024	2026-2027
Painting 25	5 Credits (2023-2027)	LDC2871	2023-2024	2026-2027
Painting 35	5 Credits (2023-2027)	LDC3871	2023-2024	2026-2027
Physics (IB) 25	3 Credits (1904-2024)	LDC2262	2023-2024	2023-2024
Physics (IB) 25	5 Credits (2013-2024)	LDC2262	2023-2024	2023-2024

Locally Developed Courses | Acquired

Senior High Sequence Acquired	Version	Course Code	First Year	Last Year
Ballet 15	5 Credits (2023-2027)	LDC1412	2023-2024	2026-2027
Ballet 25	5 Credits (2023-2027)	LDC2412	2023-2024	2026-2027
Ballet 35	5 Credits (2023-2027)	LDC3412	2023-2024	2026-2027
Chinese (Cantonese) Language and Culture 3Y 15	5 Credits (2023-2027)	LDC1249	2023-2024	2026-2027
Chinese (Cantonese) Language and Culture 3Y 25	5 Credits (2023-2027)	LDC2249	2023-2024	2026-2027
Chinese (Cantonese) Language and Culture 3Y 35	5 Credits (2023-2027)	LDC3249	2023-2024	2026-2027
Contemporary Dance 25	5 Credits (2023-2027)	LDC2467	2023-2024	2026-2027

Senior High Sequence Acquired	Version	Course Code	First Year	Last Year
Contemporary Dance 35	5 Credits (2023-2027)	LDC3467	2023-2024	2026-2027
Dance 15	3 Credits (2023-2027)	LDC1413	2023-2024	2026-2027
Dance 15	5 Credits (2023-2027)	LDC1413	2023-2024	2026-2027
Dance 25	3 Credits (2023-2027)	LDC2413	2023-2024	2026-2027
Dance 25	5 Credits (2023-2027)	LDC2413	2023-2024	2026-2027
Dance 35	3 Credits (2023-2027)	LDC3413	2023-2024	2026-2027
Dance 35	5 Credits (2023-2027)	LDC3413	2023-2024	2026-2027
Dance Composition 35	5 Credits (2023-2027)	LDC3477	2023-2024	2026-2027
Gender Studies 15	5 Credits (2019-2024)	LDC1135	2023-2024	2023-2024
Jazz Dance 25	5 Credits (2023-2027)	LDC2469	2023-2024	2026-2027
Jazz Dance 35	5 Credits (2023-2027)	LDC3469	2023-2024	2026-2027
Positive Psychology 15	5 Credits (2023-2027)	LDC1107	2023-2024	2026-2027
Psychology - Advanced 35	3 Credits (2022-2026)	LDC3292	2023-2024	2025-2026
Religious Studies Book of Mormon Part B 35	3 Credits (2022-2026)	LDC3130	2023-2024	2025-2026
Religious Studies Doctrine and Covenants Part B 15	3 Credits (2022-2026)	LDC1593	2023-2024	2025-2026
Religious Studies The New Testament Part B 25	3 Credits (2022-2026)	LDC2117	2023-2024	2025-2026
Religious Studies The Old Testament Part B 35	3 Credits (2022-2026)	LDC3168	2023-2024	2025-2026
Smudging (Elder Chronicles) 15	3 Credits (2023-2027)	LDC1015	2023-2024	2026-2027
Synthetic Biology 15	3 Credits (2023-2027)	LDC1003	2023-2024	2026-2027

Junior High Sequences Developed	Grade	Course Code	First Year	Last Year
Niihiyat (Holistic Lifelong Learning)	5-6-7-8-9	Junior High	2023-2024	2026-2027
Dance	7-8-9	Junior High	2023-2024	2026-2027
Leadership / Service	7-8-9	Junior High	2023-2024	2026-2027
Performing Arts	7-8-9	Junior High	2023-2024	2026-2027
Power Up Your Learning	5-6-7-8-9	Junior High	2023-2024	2026-2027
Training for Excellence in Sports	5-6-7-8-9	Junior High	2023-2024	2026-2027
Yoga	5-6-7-8-9	Junior High	2023-2024	2026-2027

Junior High Sequence Acquired	Version	Course Code	First Year	Last Year
Chinese (Cantonese) Language and Culture 6Y	7-8-9	Junior High	2023-2024	2026-2027
Creative Movement* (extended)	1 to 6	Elementary	2023-2024	2026-2027
World History	7-8-9	Junior High	2023-2024	2026-2027

Locally Developed Courses Withdrawn	Version	Course Code	First Year	Last Year
Treaties and Sovereignty 15*	3 Credits (2019-2023)	LDC1068	2019-2023	2019-2023
Tipi Making (Elder Chronicles) 15*	3 Credits (2019-2023)	LDC1021	2019-2023	2019-2023

5 | Implementation Consequences

Calgary Board of Education Operational Expectations OE-3: Instructional Program states,

“The Board of Trustees believes that providing high quality programming for all students is essential for student success...”

The Chief Superintendent shall:

3.1 Plan for and provide challenging, relevant and high quality programming opportunities that consider the educational needs of students, the choices of families, and the fiscal and operational capacity of the organization.

Alberta Education’s *Guide to Education on Locally Developed Courses* states, *“School authorities have the flexibility to develop or acquire locally developed courses (LDCs) to address particular student and/or community needs. These learning opportunities complement, extend and/or expand*

upon provincial programs of study. LDCs may be used to accommodate student needs and interests; encourage and support innovative learning and teaching practices; address unique community priorities; e.g., language, culture, labour market needs; engage students who may be at risk of leaving school early; promote successful transitions to further education by exposing students to advanced subject matter and learning environments; e.g., Advanced Placement, International Baccalaureate.”

A decision is made by the originating district to continue developing, acquiring, and removing sequences with approval from the Board of Trustees for an official course listing. Notice of authorization of the recommendations in this report is provided to Alberta Education’s Curriculum Branch. The Calgary Board of Education’s intention is to facilitate seamless access for students.

Approved Locally Developed Courses for students in Kindergarten through to Grade 12 are available to all staff in the Calgary Board of Education through the “Insite”.

6 | Conclusion

Board of Trustee’s approval of all Locally Developed Courses will ensure that the Calgary Board of Education is compliant with the *Guide to Education* requirements. Approval of these sequences will enable the Calgary Board of Education to be innovative and responsive to the learning needs of our students.



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.

Appendix I: Locally Developed Course - Rationale

Biology (IB) 25; Chemistry (IB) 25; Physics (IB) 25 and 25 | Extension

Locally developed courses developed on the International Baccalaureate (IB) science courses with the last assessment being Spring of 2024, will be extended to allow for the use of these courses for students completing the IB assessment. It is recommended these courses be granted a one year extension to align with the end date for expiring IB science curriculum.

Black North-American Culture | 15-25-35 | New - developed

This course will introduce students to a variety of Social Science topics with opportunities for research, exploration and theoretical development in sociology. The central theme of this course is the importance and historical understanding of race and culture from a sociology perspective. It is recommended this course be approved for use in schools.

Chemistry (Standard) 25-3 and Chemistry (Higher) 35-3 | New - developed

International Baccalaureate (IB) has introduced new science curriculum and science courses to prepare students for IB assessment. It is recommended that these chemistry courses, based on the new IB curriculum, be approved for student use in schools.

Chinese (Cantonese) Language & Culture 3Y and 6Y 15-25-35 | New - acquired

With the acquisition of this Locally Developed Course, the centralized Language Course Challenge process will allow students to challenge and receive credits in Cantonese. Students are no longer restricted by which language course is offered at high school and can now achieve recognition for skills in this language and other language course approved. It is recommended that this course be approved for use in schools.

Creative Movement 1-2-3-4-5-6 | extension

As the province awaits for the implementation of the new elementary curriculum, this course will continue to support students in schools. It is recommended this course be extended until the implementation of the new Fine Arts curriculum.

Niihiyat 7-8-9 (new) and Holistic Lifelong Learning (remove) | renaming

This course was originally submitted as Holistic Lifelong Learning. It is recommended to approve renaming this course to allow the Indigenous language name to align with the teaching within this course.

Positive Psychology 15 and Psychology Advanced 35 | new - acquired

Student interest continues to grow in the area of psychology. To support this and extend student learning, it is recommended that these courses be acquired to support this interest in the area of psychology.

Religious Studies | new - acquired

Based on the demographics of the high school community, student interest has been identified for enrollment in religious studies as Locally Developed Courses. To support this interest and extend student learning, it is recommended that these courses be acquired from the developing jurisdiction.

Tipi Making 15 | withdrawal

Locally Developed Courses are reviewed for continued interest and enrolment is one criteria used to evaluate. Without student enrolment, it is recommended that this course be removed from the approved course listing. Should interest renew, this course can again be acquired, with Trustee approval, to be available for students in schools.

Treaties and Sovereignty 15 | withdrawal

Locally Developed Courses are reviewed for continued interest and enrolment is one criteria used to evaluate. Without student enrolment, it is recommended that this course be removed from the approved course listing. Should interest renew, this course can again be acquired, with Trustee approval, to be available for students in schools.