public agenda | Regular Meeting of the Board of Trustees

May 17, 2022
12:00 p.m.

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

R-1: Mission |

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

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

Time	Topic	Who	Policy Ref	Attachment
12:00 p.m.	**1	Call to Order, National Anthem and Welcome**			
	**2	Consideration/Approval of Agenda**		GC-2	
	**3	Awards and Recognitions**		GC-3	
	**4	Results Focus**			
	4.1 McKenzie Lake School Presentation	M. Nelson	R-5	
	4.2 Results 5: Character – Annual Monitoring	A. Holowka J. Pitman	R-5	Page 4-1
	**5	Operational Expectations**			
	5.1 OE-6: Asset Protection – Annual Monitoring	C. Usih	OE-6	Page 5-1
	**6	Public Comment [PDF]**		GC-3.2	
	Requirements as outlined in Board Meeting Procedures			
	**7	Matters Reserved for Board Information**			
	7.1 CBE Education Plan 2021-2024	C. Usih A. Holowka J. Pitman	OE-1 R-1	Page 7-1
	7.2 Budget Report for the 2022-23 School Year	C Usih B. Grundy	OE-5, 6, 7	Page 7-22

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Time	Topic	Who	Policy Ref	Attachment
	8 | Matters Reserved for Board Decision	Board	GC-3	
	9 | Consent Agenda	Board	GC-2.6	
	9.1 Items Provided for Board Decision			
	9.1.1 Meeting Minutes:			L'td distrib'n
	• Regular Meeting held March 8, 2022 • Regular Meeting held March 29, 2022			Page 9-1 Page 9-9
	(THAT the Board approves the minutes of the Regular Meetings held March 8 and March 29, 2022, as submitted.)			
	9.2 Items Provided for Board Information		OE-8	
	9.2.1 Chief Superintendent's Update			Page 9-17
	10 | In-Camera Session			
4:30 p.m.	**11 | Adjournment**			
	Debrief	Trustees	GC-2.3	

Notice |
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Media may also attend these meetings.
You may appear in media coverage.

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

Calgary Board
of Education

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 6, 2022___

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 |

The report card Results 5 data indicates that Overall Levels of Success are strong, with an upward five-year trend. The percentage of students assessed with an indicator of Exemplary Strengths continued to increase, indicative of consistent or improved understanding on how to meet with success on the Results 5 report card stems.

Overall Level of Success report card results by stem are:

- Makes Responsible Decisions: 97.9%
- Treats Others with Respect and Compassion: 98.8%

Of the seven indicators tied to survey results, six had an Overall Agreement in the nineties (91.0% to 94.4%). The percentage of students who report they respectfully challenge policies or decisions with which they may not agree was 66.8%

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.

Results 5 was a major focus on the 2020-21 CBE Student Survey.

- Policy 5.1
    - Indicator 1 – Target for 2020-21: at or above 92.3%
    - Indicator 2 – Target for 2020-21: at or above 73.5%
    - Indicator 3 – Target for 2020-21: at or above 94.0%
- Policy 5.2
    - Indicator 1 – Target for 2020-21: at or above 97.1%
- Policy 5.3
    - Indicator 1 – Target for 2020-21: at or above 98.4%

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.

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Students will:

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

Interpretation |

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

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

Indicators |

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

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

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

Students will:

5.2 Act morally with wisdom.

Interpretation |

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

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

Indicators |

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

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.

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 |

Board-approved indicators and targets as well as 2020-21 results, analysis and interpretation |

Policy 5.1

Policy 5.1 Indicator 1

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

Doing What is Right Summary Measure				
	2017-18[1]	2018-19	2019-20[2]	2020-21
Overall Sample Size	69 358	35 335	n/a	29 706
Overall Agreement (%)	91.4	92.3	n/a	91.0

Doing What is Right Summary Measure by Grade				
Overall Agreement (%)	2017-18	2018-19	2019-20[2]	2020-21
Grade 5	93.2	94.1	n/a	92.2
Grade 6	92.6	93.6	n/a	91.0
Grade 8	90.0	90.5	n/a	90.3
Grade 9	90.1	91.8	n/a	89.9
Grade 11	91.0	91.7	n/a	91.1
Grade 12	91.3	92.2	n/a	92.7

Question Theme	Overall Agreement (%)			
	2017-18	2018-19	2019-20[2]	2020-21
Doing what is Right	90.6	91.3	n/a	90.1
Fairness	92.2	93.3	n/a	92.0

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[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 1

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

- **Target for 2020-21:** At or above 92.3%

  Target not met

- **Analysis**

  As compared to the 2018-19 result, a significant decline was observed in the Overall Agreement of Doing What is Right Summary Measure. Except for Grade 12 students, students in other grades consistently responded lower agreements than the corresponding results in 2018-19.

  Both Doing What is Right question and Fairness question showed decreased percentages of agreements when comparing to the 2018-19 performances. Moreover, based on the Chi-Square comparisons to the previous two-year averages, the percentages of agreements in 2020-21 declined significantly for both questions.

- **Interpretation**

  The majority of CBE students, over ninety percent, agree that they do what they believe is right even when it is difficult or unpopular to do so. This high level of Overall Agreement is consistent with previous years although the 2020-21 results decreased significantly by 1.3 percentage points when compared to 2018-19 results. Grade level comparisons for the Doing What is Right summary measure surfaced larger decreases in grades 5 and 6 when compared to 2018-19 results by 1.9 and 2.6 percentage points respectively. Overall Agreement was more consistently maintained in grades 8, 9, 11 and 12. This trend supports that CBE students' sense of what is considered "right" strengthens as students move through the grades and is one we would expect to see as evidence of students learning more about themselves and the context in which they learn and live.

  Higher Overall Agreement in the Fairness question when compared to the Doing What is Right question may be related to student perceptions and understanding of the notions of 'right' and 'fair'. It is possible that the notion and examples of fairness were more easily referenced and connected to than student understanding of what is 'right'.

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

Respectfully Challenging Policies or Decision Summary Measure				
	2017-18[3]	2018-19	2019-20[4]	2020-21
Overall Sample Size	72 800	35 025	n/a	29 971
Overall Agreement (%)	72.2	73.3	n/a	66.8

Respectfully Challenging Policies or Decision Summary Measure by Grade				
Overall Agreement (%)	2017-18	2018-19	2019-20[4]	2020-21
Grade 5	73.9	77.8	n/a	71.4
Grade 6	73.2	75.6	n/a	69.5
Grade 8	71.3	71.0	n/a	64.4
Grade 9	72.3	71.8	n/a	64.5
Grade 11	71.3	71.2	n/a	65.4
Grade 12	71.5	72.2	n/a	68.8

Question Theme	Overall Agreement (%)			
	2017-18	2018-19	2019-20[4]	2020-21
Respectful Advocacy – Rules	74.1	74.0	n/a	69.3
Speaking up – Classmate	88.7	89.3	n/a	86.8
Speaking up – Teacher	65.6	67.1	n/a	58.8
Speaking up – School Staff	60.5	62.7	n/a	52.2

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[3] 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.

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

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Policy 5.1 Indicator 2

Percentage of students who report they respectfully challenge policies or decisions with which they may not agree; as indicated by the Overall Agreement of the **Respectfully Challenging Policies or Decisions Summary Measure** from the CBE student survey.
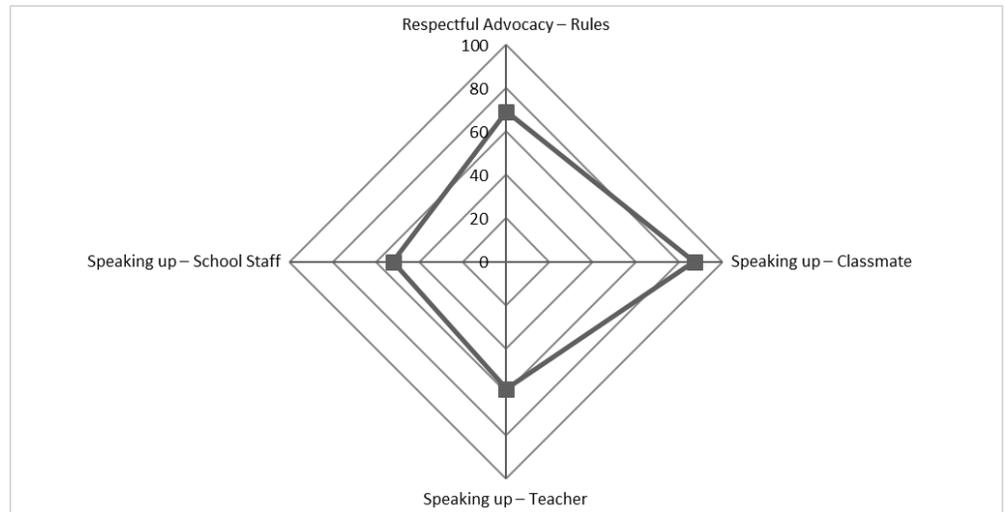
- **Target for 2020-21:** At or above 73.5%

  Target not met

- **Analysis**

  When compared to the Overall Agreement in 2018-19, a significant decline can be seen in 2020-21 results based on Chi-Square test. Across grades, Grade 5 and Grade 8 maintained the highest and lowest Overall Agreement over time, respectively. Moreover, students showed consistently lower agreements than previous year results across all grades.

  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 and the lowest agreement of speaking up towards staff, which mirrors the results in previous years. Moreover, significant decreases were observed in 2020-21 school year across all questions.

- **Interpretation**

  The percentage of students who agree that they respectfully challenge policies or decisions with which they may not agree depends greatly on whether they are respectfully challenging their classmates, school staff or parents. CBE students' level of overall agreement was highest (86.8%) in the question for speaking up with fellow CBE classmates and showed a slight decrease from 2018-19 of 2.5 percentage points. Students' level of overall agreement was lowest (52.2%) and decreased most significantly (by 10.5 percentage points) in the question for speaking up with school staff.

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.

When compared to levels of agreement when respectfully challenging classmates, the difference is 34.6 percentage points between respectfully challenging school staff. Students' level of overall agreement was somewhat higher in the measure specifically related to speaking up with teachers (58.8%) and decreased to a smaller degree compared to 2018-19 results, by 8.3 percentage points. When compared to levels of agreement when respectfully challenging classmates, the difference is 28 percentage points between respectfully challenging teachers.

Although these patterns are consistent across school years, the degree of decrease from 2018-19 to 2021-22 is more pronounced. Learning through a pandemic may have contributed to students' levels of Overall Agreement decreasing as school staff and teachers prioritized safety protocols and structures in school to greater degree than in previous years. Those priorities did include protocols and processes that clearly stated they were mandatory, for all.

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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.

Technological Responsibility Summary Measure				
	2017-18[5]	2018-19	2019-20[6]	2020-21
Overall Sample Size	71 316	36 391	n/a	31 338
Overall Agreement (%)	93.1	94.0	n/a	94.4

Technological Responsibility Summary Measure by Grade				
Overall Agreement (%)	2017-18	2018-19	2019-20[6]	2020-21
Grade 5	94.9	96.9	n/a	95.2
Grade 6	95.4	96.5	n/a	95.0
Grade 8	92.7	93.4	n/a	94.3
Grade 9	91.8	92.5	n/a	93.0
Grade 11	92.0	92.4	n/a	94.3
Grade 12	92.0	92.3	n/a	94.4

Question Theme	Overall Agreement (%)			
	2017-18	2018-19	2019-20[6]	2020-21
Online Citizenship	89.4	91.2	n/a	92.2
Online Security	93.7	94.1	n/a	95.4
Thoughtful Sharing – Self	93.6	94.6	n/a	93.6
Thoughtful Sharing – Others	95.9	96.1	n/a	96.4

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[5] 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.

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

Policy 5.1 Indicator 3

Percentage of students who report they use technology responsibly and with integrity; as indicated by the Overall Agreement of the **Technological Responsibility Summary Measure** from the CBE student survey.
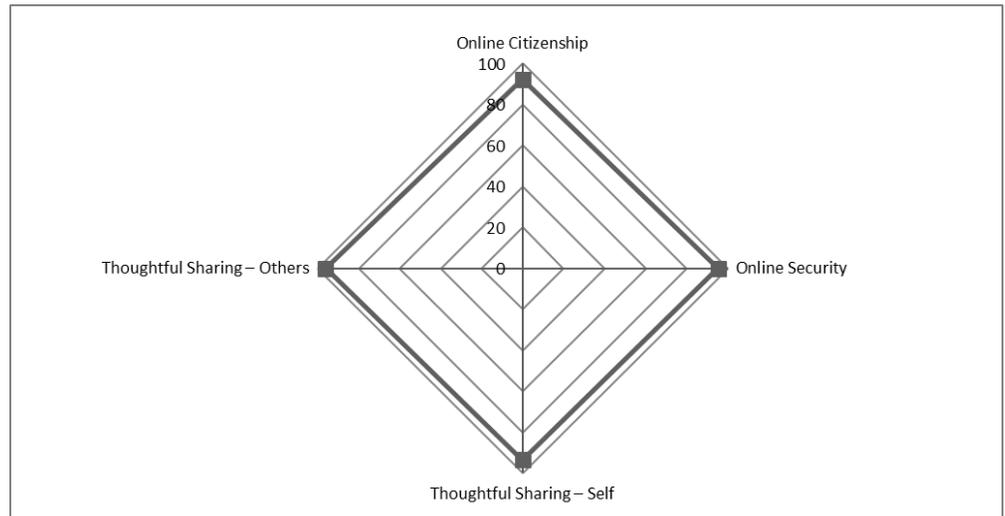
- **Target for 2020-21:** At or above 94%

  Target met

- **Analysis**

  Based on a Chi-Square comparison to the previous result in 2018-19, a significant improvement in the Overall Agreement results was evident in the 2020-21 school year. When compared with the corresponding results in 2018-19, Grade 8, 9, 11 and 12 students showed higher percentages of agreements while Grade 5 and Grade 6 students had lower percentages of agreements for this measure. Despite the notable decrease in 2020-21, Grade 5 students still achieved the highest level of agreement across all grades surveyed. Of note, Grade 9 students showed the lowest degree of agreement for this measure at 93.0%.

  It is notable that all questions had agreement percentages that were above 90% although the result of Thoughtful Sharing-Self decreased significantly in 2020-21. In alignment with previous years results, the Thoughtful Sharing-Others question achieved the highest percentage of agreement while Online Citizenship question had the lowest result in 2020-21.

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Policy 5.1 Indicator 3

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

- **Interpretation**

   The vast majority (94.4%) of CBE students surveyed, reported using technology responsibly and with integrity. Overall Agreement for this measure improved significantly compared to 2018-19 results, which can be attributed to increases at the higher grade levels.

   Of the four question themes comprising this measure, all showed some degree of increase in Overall Agreement levels when compared to 2018-19 results with the exception of the Thoughtful Sharing – Self question, which showed a significant decrease. In the context of learning during the pandemic, with several movements from and to online learning, particularly for students in grades 7-12, the use of technology for learning experiences became ubiquitous.

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[7] (%)					
Indicator	2016-17	2017-18	2018-19	2019-20	2020-21
Exemplary Strengths	34.4	34.7	35.0	37.4	41.4
Evident Strengths	46.2	45.7	46.5	47.0	44.5
Emerging Strengths	16.6	16.5	15.5	13.3	12.0
Network of Support Required	2.3	2.5	2.3	1.6	1.6
Individual Program Plan	0.5	0.6	0.7	0.7	0.5
Overall Level of Success	**97.2**	**96.9**	**97.0**	**97.7**	**97.9**

Division 1

Makes responsible decisions (%)					
Indicator	2016-17	2017-18	2018-19	2019-20	2020-21
Exemplary Strengths	31.8	32.3	33.4	36.3	42.1
Evident Strengths	47.5	47.1	47.7	47.8	44.8
Emerging Strengths	17.6	17.1	15.7	13.4	11.0
Network of Support Required	2.4	2.7	2.2	1.6	1.4
Individual Program Plan	0.7	0.8	1.0	0.9	0.7
Overall Level of Success	**96.9**	**96.5**	**96.8**	**97.5**	**97.9**

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[7] 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	2016-17	2017-18	2018-19	2019-20	2020-21
Exemplary Strengths	38.8	38.6	38.3	41.2	43.3
Evident Strengths	44.2	44.2	44.6	44.1	43.3
Emerging Strengths	14.6	14.5	14.3	12.4	11.5
Network of Support Required	1.9	2.0	2.0	1.5	1.3
Individual Program Plan	0.5	0.7	0.8	0.8	0.6
Overall Level of Success	**97.6**	**97.3**	**97.2**	**97.7**	**98.1**

Division 3

Makes responsible decisions (%)					
Indicator	2016-17	2017-18	2018-19	2019-20	2020-21
Exemplary Strengths	33.7	34.0	33.0	34.5	39.0
Evident Strengths	46.2	45.3	47.3	49.3	45.4
Emerging Strengths	17.4	17.7	16.7	14.2	13.5
Network of Support Required	2.6	2.9	2.9	1.9	2.1
Individual Program Plan	0.1	0.1	0.1	0.1	0.0
Overall Level of Success	**97.3**	**97.0**	**97.0**	**98.0**	**97.9**

Policy 5.2 Indicator 1	Percentage of students in kindergarten to grade 9 reported to make responsible decisions; as measured by student report cards.

- **Target for 2020-21:** At or above 97.1%

  Target met

- **Analysis**

  All Students: Following a decline in 2017-18, the results of Overall Level of Success improved continuously over the last three years and achieved the highest level in 2020-21. For Exemplary Strengths, year-over-year improvements were observed over time and based on the Chi-Square comparison to the previous three-year average, the result in 2020-21 school year was significantly higher.

  To determine improvement in Network of Support Required and Individual Program Plan, the percentage of students in these categories should decrease. Despite the increase in 2017-18, the results of Network of Support Required showed a generally decreasing tendency and in 2020-21, the results maintained at the lowest level of 1.6% across five years. Moreover, in 2020-21 school year, Individual Program Plan showed the first decrease over the last five years and based on the Chi-Square test, the result was significantly lower than the previous three-year average.

  Division 1: Similar patterns to the All Students results were observed.

  Division 2: Recovering from the lowest result in 2018-19, the results of Overall Level of Success improved continuously and reached the highest level in 2020-21 school year. Similarly, the results of Exemplary Strengths also showed continued improvements over the last two years and reached a significantly higher level in 2020-21 based on the Chi-Square calculation.

  With a continued decrease over the last two years, the results of Network of Support Required dropped from 2% in 2018-19 to 1.3% in 2020-21. Individual Program Plan also showed a notable decrease in 2020-21 school year.

  Division 3: Despite the 0.1 percentage point decrease in 2020-21, the results of Overall Level of Success continued to maintain at a high level around 98% from 2019-20, which was significantly higher than the previous three-year average. Moreover, Exemplary Strengths generally showed improved year-over-year results except for the 1.0 percentage point decline in 2018-19 school year. Based on the Chi-Square comparison, the result of Exemplary Strengths in 2020-21 was significantly higher than the previous three-year average.

  Despite the 0.2 percentage point increase, the result of Network of Support Required maintained at a low level around 2% in 2020-21, which was significantly lower than the previous three-year average. Moreover, the results of Individual Program Plan dropped to 0% in 2020-21 after remaining at 0.1% from 2016-17 to 2019-20.

Policy 5.2 Indicator 1

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

- **Interpretation**

  For the All Student cohort, the Overall Level of Success in 2020-21 increased from the previous year's result and as compared to the previous three-year average, the result was statistically significantly higher. Further, while the Network of Support Required maintained the same level as the previous year, the result was significantly lower as compared to the previous three-year average.

  The results in Exemplary Strengths for all cohorts saw significant increases over the previous year. The decreases in Network of Support Required results in two of the three cohorts also contributed to the increases in Overall Level of Success results.

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

Critical Reflection Summary Measure				
	2017-18	2018-19	2019-20	2020-21
Overall Sample Size	n/a	n/a	n/a	6 734
Overall Agreement (%)	n/a	n/a	n/a	93.5

Critical Reflection Summary Measure by Grade				
Overall Agreement (%)	2017-18	2018-19	2019-20	2020-21
Grade 11	n/a	n/a	n/a	93.3
Grade 12	n/a	n/a	n/a	93.8

Question Theme	Overall Agreement (%)			
	2017-18	2018-19	2019-20	2020-21
External Impact of Decisions	n/a	n/a	n/a	92.6
Inclusive Conversations	n/a	n/a	n/a	92.6
Pluralistic Understanding	n/a	n/a	n/a	95.7
Values	n/a	n/a	n/a	93.1

Policy 5.2 Indicator 2

Percentage of high school students who report they think about the impact of their decisions and actions before they proceed; as measured by Overall Agreement of the **Critical Reflection Summary Measure** from the CBE student survey.
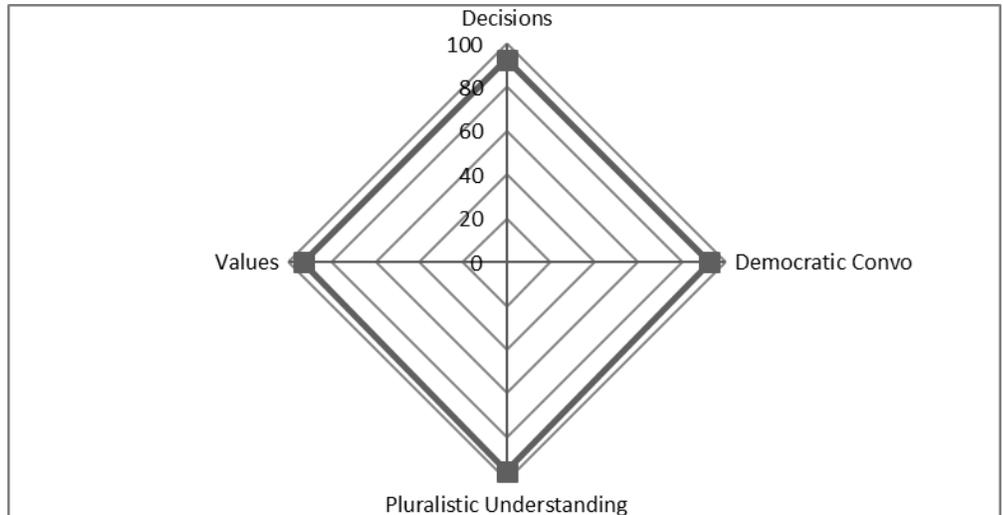
- Target for 2020-21: No target set

- **Analysis**

  Results 5 was a minor focus in 2017-18 and 2018-19, then a major focus in 2020-21. The questions related to this indicator were not included in the minor focus years and as such, were administered for the first time in 2020-21. The collected data will set a baseline for future analysis.

  In 2020-21, the Overall Agreement of the Critical Reflection measure was slightly higher for Grade 12 students than the results for Grade 11 students. Among the questions within the measure, all questions consistently received high agreement levels above 90% with the Pluralistic Understanding question receiving the highest agreement of 95.7%.

- **Interpretation**

  The majority (93.5%) of CBE high school students agree that they think about the impact of their decisions and actions before they proceed. Levels of agreement were comparable across grade 11 and 12 students with a slightly higher level of agreement for grade 12 students. Of particular note, CBE students agreed most strongly with the pluralistic understanding survey question, "When working with others, I consider their thoughts and opinions even if they are different than my own." It is encouraging to learn that CBE students perceive themselves as being open to multiple perspectives and divergent thinking as this is fundamental when entering into conversations about equity, diversity and inclusion in our schools.

  Year-over-year comparisons are not possible as these are the first data collected for this specific measure.

Calgary Board of Education

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.

Expectations and Convictions Summary Measure				
	2017-18	2018-19	2019-20	2020-21
Overall Sample Size	n/a	n/a	n/a	6 792
Overall Agreement (%)	n/a	n/a	n/a	91.0

Expectations and Convictions Summary Measure by Grade				
Overall Agreement (%)	2017-18	2018-19	2019-20	2020-21
Grade 11	n/a	n/a	n/a	90.5
Grade 12	n/a	n/a	n/a	91.9

Question Theme	Overall Agreement (%)			
	2017-18	2018-19	2019-20	2020-21
Respectful Relationships	n/a	n/a	n/a	88.8
Responsibility	n/a	n/a	n/a	97.4
Social Expectations	n/a	n/a	n/a	90.1
Speak up for Beliefs	n/a	n/a	n/a	87.7

Policy 5.2 Indicator 3 | Percentage of high school students who report they follow community expectations and their own convictions as they participate in and represent their learning; as measured by Overall Agreement on the **Expectations and Convictions Summary Measure** from the CBE Student Survey.
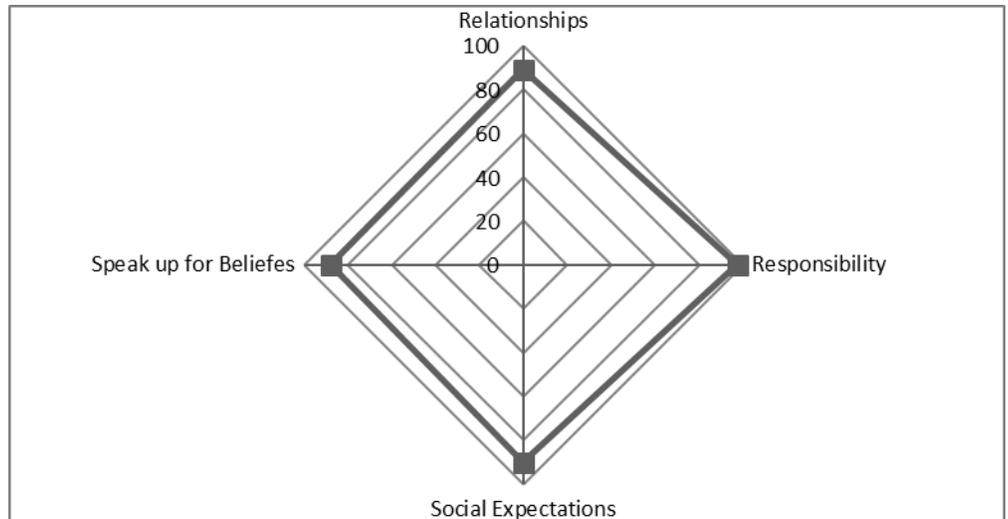
- **Target for 2020-21:** No target set

- **Analysis**

  The questions related to this indicator were administered on the 2020-21 survey for the first time. The collected data will set a baseline for future analysis.

  Of note, grade 12 students reported higher agreement levels than Grade 11 students in the Expectations and Convictions measure. Moreover, the 'Responsibility' question received a significantly higher agreement than other questions within this measure.

- **Interpretation**

  Overall, a high percentage of CBE high school students (91%) report they follow community expectations and their own convictions as they participate in and represent their learning. When disaggregated by grade, students in Grade 12 reported slightly higher levels of overall agreement in this summary measure.

  Four unique survey questions were asked of Grade 11 and 12 students in relation to this summary measure. Levels of agreement to these specific survey questions varied. It is worth noting that almost all (97.4%) Grade 11 and 12 students surveyed reported agreement to the 'Responsibility' measure that stated, "I am responsible for myself and my actions." Levels of agreement for the other three questions ranged from 87.7% to 90.1%.

  Year-over-year comparisons are not possible as these are the first data collected for this specific measure.

Calgary Board of Education

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[8] (%)					
Indicator	2016-17	2017-18	2018-19	2019-20	2020-21
Exemplary Strengths	42.9	43.2	43.3	46.0	49.8
Evident Strengths	45.5	45.2	45.4	45.1	42.3
Emerging Strengths	9.9	9.8	9.6	7.6	6.7
Network of Support Required	1.3	1.4	1.3	0.9	0.9
Individual Program Plan	0.4	0.4	0.4	0.4	0.3
Overall Level of Success	**98.3**	**98.2**	**98.3**	**98.7**	**98.8**

Division 1

Treats others with respect and compassion (%)					
Indicator	2016-17	2017-18	2018-19	2019-20	2020-21
Exemplary Strengths	40.8	41.2	42.5	46.1	52.5
Evident Strengths	46.6	46.4	45.9	44.9	40.3
Emerging Strengths	10.6	10.4	9.6	7.5	6.0
Network of Support Required	1.4	1.5	1.3	0.9	0.8
Individual Program Plan	0.5	0.6	0.6	0.6	0.4
Overall Level of Success	**98.0**	**98.0**	**98.0**	**98.5**	**98.8**

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[8] 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	2016-17	2017-18	2018-19	2019-20	2020-21
Exemplary Strengths	47.7	47.6	46.5	50.0	51.5
Evident Strengths	42.0	41.9	42.9	41.3	40.4
Emerging Strengths	9.0	8.9	9.0	7.4	6.9
Network of Support Required	1.0	1.3	1.1	0.9	0.9
Individual Program Plan	0.3	0.4	0.4	0.5	0.3
Overall Level of Success	**98.7**	**98.4**	**98.4**	**98.7**	**98.8**

Division 3

Treats others with respect and compassion (%)					
Indicator	2016-17	2017-18	2018-19	2019-20	2020-21
Exemplary Strengths	41.0	41.5	40.1	41.6	45.5
Evident Strengths	47.7	47.0	48.1	49.5	46.2
Emerging Strengths	9.8	10.0	10.2	7.8	7.2
Network of Support Required	1.5	1.4	1.5	1.1	1.1
Individual Program Plan	0.1	0.1	0.1	0.1	0.0
Overall Level of Success	**98.5**	**98.5**	**98.4**	**98.9**	**98.9**

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.

- **Target for 2020-21:** At or above 98.4%

  Target met

- **Analysis**

  All Students: Overall Level of Success results had year-over-year increases for the last three years and reached the highest result in 2020-21 school year. Exemplary Strengths showed a strong increasing pattern across five years and the increase in 2020-21 was also significant by test.

  To determine improvement in Network of Support Required and Individual Program Plan, the percentage of students in these categories should decrease. The results of Network of Support Required maintained at the lowest level of 0.9% in 2020-21 and the result was significantly lower than the previous three-year average. Moreover, Individual Program Plan showed a decrease and achieved the lowest level in 2020-21 school year.

  Division 1: After maintaining at a consistent performance of 98.0% from 2017 to 2019, a two-year significant increase was observed in the last two years and the Overall Level of Success reached the highest level in 2020-21. Similar to Overall Level of Success, Exemplary Strengths showed a continuous increasing trend over time and achieved the highest result in 2020-21. Based on Chi-Square tests, both Overall Level of Success and Exemplary Strengths increased significantly.

  The results of Network of Support Required showed significant decreases over time and reached the lowest level of 0.8% in 2020-21 school year. In the meanwhile, Individual Program Plan drop to a low level of 0.4% in 2020-21 after maintaining at a level of 0.6% for the previous years.

  Division 2: For Overall Level of Success and Exemplary Strengths, both results experienced some fluctuations over time and achieved the highest performances in 2020-21 school year. Based on the Chi-Square comparisons, the 2020-21 results were both significantly higher than the previous three-year averages.

  In 2020-21, the results of Network of Support Required maintained at the lowest level of 0.9% started in 2019-20. Moreover, the results of Individual Program Plan displayed year-over-year increases while in 2020-21, it dropped to the lowest level of 0.3%.

  Division 3: Division 3 students maintained the highest 98.9% of Overall Level of Success result in 2020-21 school year. Moreover, the results of Exemplary Strengths recovered from the lowest point in 2018-19 and achieved significant increases over the last two years.

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.

The results of Network of Support Required were at a level around 1.5% from 2017 to 2019 and following a significant decrease in 2019-20, the result maintained at a level of 1.1% in 2020-21. Furthermore, the percentages of Individual Program Plan were stable at a low level of 0.1% over the previous four years while dropped to 0% in 2020-21 school year.

- **Interpretation**

CBE's Overall Level of Success results saw continued improvement over the previous five years, with the improvement greatest in Exemplary Strengths.

An upward trend of the percentage of students in the category Exemplary Strengths across all three divisions substantiates the improvement in the Overall Level of Success.

Network of Support Required and Individual Program Plan results maintained the previous year's lowest result or was the lowest result in five years, continuing the improvement seen overall.

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.

Thoughtful Decision Making Summary Measure				
	2017-18	2018-19	2019-20	2020-21
Overall Sample Size	n/a	n/a	n/a	6 634
Overall Agreement (%)	n/a	n/a	n/a	92.9

Thoughtful Decision Making Summary Measure by Grade				
Overall Agreement (%)	2017-18	2018-19	2019-20	2020-21
Grade 11	n/a	n/a	n/a	92.3
Grade 12	n/a	n/a	n/a	93.6

Question Theme	Overall Agreement (%)			
	2017-18	2018-19	2019-20	2020-21
Cooperation	n/a	n/a	n/a	93.4
Evidence to support thinking	n/a	n/a	n/a	92.0
Impact of Actions	n/a	n/a	n/a	93.1
Multiple views	n/a	n/a	n/a	92.9

Policy 5.3 Indicator 2

Percentage of high school students who report they think about their own needs and the needs of others when making decisions; as measured by Overall Agreement on the **Thoughtful Decision Making Summary Measure** on the CBE Student Surveys.
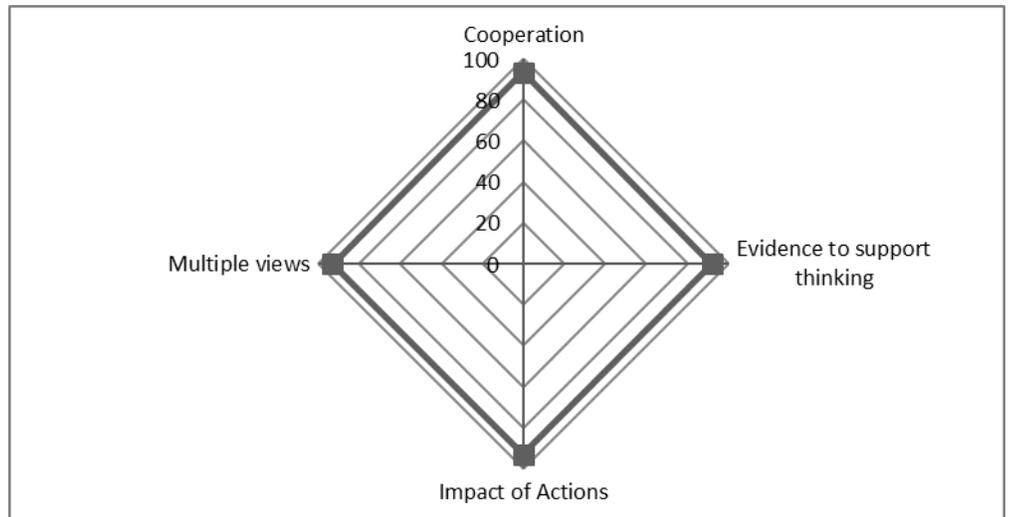
- **Target for 2020-21:** No target set

- **Analysis**

  The questions related to this indicator were administered on the 2020-21 survey for the first time. The collected data will set a baseline for future analysis.

  Regarding the Thoughtful Decision Making measure, Grade 12 students showed higher agreement than Grade 11 students did. Moreover, all questions uniformly received higher than 90% percentages of agreements while Cooperation question had the highest agreement result of 93.4%.

- **Interpretation**

  A high percentage (92.9%) of CBE high school students report thinking about their own needs and the needs of others when making decisions. Overall Agreement for Grade 12 students was higher than Grade 11 students for this summary measure. Each of the four survey questions comprising this summary measure surfaced comparable levels of agreement within a small range of 92.0% and 93.4% overall agreement.

  Year-over-year comparisons are not possible as these are the first data collected for this specific measure.

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.

Compassion and Empathy Summary Measure				
	2017-18	2018-19	2019-20	2020-21
Overall Sample Size	n/a	n/a	n/a	6 730
Overall Agreement (%)	n/a	n/a	n/a	92.3

Compassion and Empathy Summary Measure by Grade				
Overall Agreement (%)	2017-18	2018-19	2019-20	2020-21
Grade 11	n/a	n/a	n/a	91.8
Grade 12	n/a	n/a	n/a	93.3

Question Theme	Overall Agreement (%)			
	2017-18	2018-19	2019-20	2020-21
Helpful	n/a	n/a	n/a	95.6
Understanding	n/a	n/a	n/a	85.3
Help Importance	n/a	n/a	n/a	96.0

Policy 5.3 Indicator 3

Percentage of high school students who report they listen to and respond to the needs of others; as measured by Overall Agreement on the **Compassion and Empathy Summary Measure** from the CBE Student Survey.
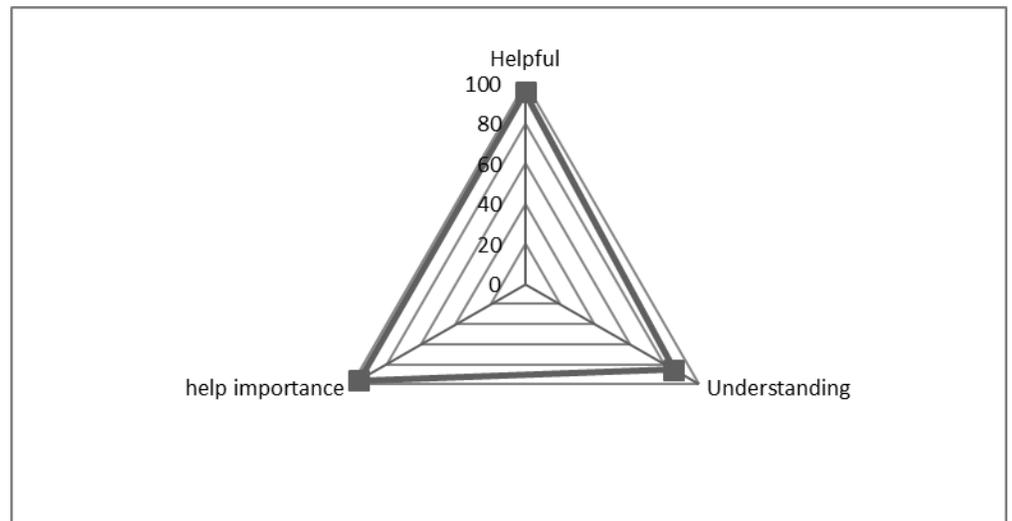
- **Target for 2020-21:** No target set

- **Analysis**

  The questions related to this indicator were administered on the 2020-21 survey for the first time. The collected data will set a baseline for future analysis.

  Similar to other high school only measures, the agreement result in Grade 12 was higher than those in Grade 11 were. Moreover, both Helpful question and Help Importance question received an agreement level above 95% while the result of Understanding question was notably lower than the other two questions.

- **Interpretation**

  A high percentage (92.3%) of CBE high school students report listening to and responding to the needs of others. In alignment with other CBE Student Survey data, Grade 12 students' level of overall agreement was slightly higher than Grade 11 students. Three different survey questions were used to determine overall agreement for this summary measure. It is worth noting the near ten percentage point difference or gap between the Understanding survey measure and the two other survey questions. Should this gap continue this measure would then be a focus for improvement.

  Year-over-year comparisons are not possible as these are the first data collected for this specific measure.

Calgary Board of Education

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:

- Teachers' instructional practice reflective of understanding equity, diversity, inclusion and well-being.
- Staff in building foundational knowledge of the Indigenous Education Holistic Lifelong Learning Framework and to support the establishment of conditions under which the learning aspirations and the potential of Indigenous students will be realized.
- School leaders in honoring student voice in learning, assessment and decision making and informing School Development Plans.
- Teachers and staff in specialized classes with best practices in meeting the needs of students.
- All school staff in understanding high impact strategies to support students with special needs through a series of pre-recorded professional learning sessions on topics such as Autism Spectrum Disorder (ASD), student regulation, social skills, curriculum modifications, assessment and reporting and transition planning.
- Ongoing professional learning provided to ensure students with special education needs are meaningfully supported in integrated classes and programs.

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:

- Education Directors provide ongoing support to school leaders in the work of School Development Plans with explicit expectation of student voice to be embedded within.
- Education Director school visits, School Development Planning sessions and Area Leadership Meetings provide regular touchpoints for the inclusion of student voice in the work.
- Design a Well-Being SDP goal with instructional actions and measures focused on developing and monitoring at least one of student resiliency, self-regulation skills, connection, sense of belonging, personal well-being, goal orientation, social engagement, emotional health, use of success criteria, diversity or inclusion.
- Build school leader and teacher understanding of the Indigenous Education Holistic Lifelong Learning Framework as a way to engage students in character development

- Advance CBE CARES (Collaboration for Anti-Racism, Equity Supports) by developing a system-wide professional learning plan with strategies to advance anti-racism, diversity and inclusion.
- Build teacher knowledge about the resource-selection guiding documents.
- Support exploration of culturally responsive practices as it applies to literacy.
- Enhance system (Education Director school visits, School Development Plan sessions, Area Leadership meetings) and school-based structures and processes for collection and use of student data to monitor and inform system and school actions regarding the achievement and well-being of all students including those who self-identify as Indigenous, English language learners and students with identified special needs.
- Use OurSCHOOL Well-Being and Assurance Survey data to gain further insight into student perspectives on orientation to well-being, goal orientation, social engagement and emotional health.
- Continue to build international partnerships to enhance the knowledge and intercultural competencies of both language students and staff.
- Implement Collaborative Response school and system-based structures and processes in order to meet the holistic needs of each students and support them to assume responsibility for personal well-being.
- Offer targeted professional learning and resources to schools based on data from their Truth and Reconciliation Commission (TRC) Commitments and to employees based on data gathered on October 18.

Resources

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

- Create a Student Well-being Framework supporting the system and schools in focused action and supports related to overall school environment and student well-being needs.
- Create and utilize vetting tools and resource guides in support of teachers to access resources reflective of diversity and inclusion in classrooms.
- Use the Indigenous Education Lifelong Learning Framework to situate professional learning for staff and leaders that can guide actions toward Reconciliation
- As s system and across schools, recognize Indigenous events throughout the school year (e.g., Orange Shirt Day, Indigenous Veterans Day, National Indigenous Peoples Day)
- Provide intentional student support for Indigenous students through successful engagement in learning, transitions, resources and supports. ;

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 are very high, yielding little opportunity for additional growth. Results 5 will be a minor focus on the 2021-22 CBE Student Survey and given the impact of the pandemic on students, it seems prudent 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 2021-22 in this report.

APPENDIX

Appendix I: Results 5 | CBE Student Survey Questions & 2020-21 Results

| appendix |

Results 5 | CBE Student Survey Questions & 2020-21 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.	90.1
2	I base my decisions on what I think is fair and unfair.	92.0

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.	69.3
2	I respectfully speak up when I don't agree with a decision made by a classmate.	86.8
3	I respectfully speak up when I don't agree with a decision made by a teacher.	58.8
4	I respectfully speak up when I don't agree with a decision made by school staff.	52.2

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Indicator 3 – Technological Responsibility Summary Measure

Question	Overall Achievement (%)
1 | I treat people with the same respect online as I would face-to-face.	92.2
2 | I keep my online passwords secure.	95.4
3 | I am thoughtful about when I share my personal information (e.g., age, where I live).	93.6
4 | I am careful about how much of my friends' personal information I share (e.g., age, where they live).	96.4

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.	92.6
2 | [11,12] When working with others, I encourage everyone to have their say.	92.6
3 | [11,12] When working with others, I consider their thoughts and opinions even if they are different than my own.	95.7
4 | [11,12] I consider my values before making a decision.	93.1

Indicator 3 – Expectations and Convictions Summary Measure

Question	Overall Achievement (%)
1 | [11,12] I make an effort to build respectful relationships in my classes and school.	88.8
2 | [11,12] I am responsible for myself and my actions.	97.4
3 | [11,12] I speak up appropriately for my beliefs.	87.7
4 | [11,12] I know what is expected of me in different social situations.	90.1

Calgary Board of Education

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.	92.0
2 | [11,12] I cooperate with people around me.	93.4
3 | [11,12] I try to look at all sides of an issue before I make a decision.	92.9
4 | [11,12] I think about the impact of my actions on others.	93.1

Indicator 3 – Compassion and Empathy Summary Measure

Question	Overall Achievement (%)
1 | [11,12] When a classmate needs help, I help them.	95.6
2 | [11,12] When I'm upset with someone I try to understand their point of view.	85.3
3 | [11,12] I think it's important to help other students when they need it.	96.0

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OE-6: Asset Protection

CHIEF SUPERINTENDENT CERTIFICATION

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

☒ In Compliance.

☐ In Compliance with exceptions noted in the evidence.

☐ Not in Compliance.

Signed: _____   Date: __May 6, 2022__

Christopher Usih, Chief Superintendent

BOARD OF TRUSTEES ACTION

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

☐ Finds the evidence to be compliant

☐ Finds the evidence to be compliant with noted exceptions

☐ Finds evidence to be not compliant

Summary statement/motion of the Board of Trustees:

Signed: _____   Date: _____

Chair, Board of Trustees

**Calgary Board
of Education**

**operational
expectations
monitoring report**

OE-6: Asset Protection

Executive Summary

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

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

The Chief Superintendent's reasonable interpretation and indicators for OE 6: Asset Protection were approved on October 10, 2017. The Board of Trustees last monitored the OE 6 on May 11, 2021. This report includes data available from the 2020-2021 school year and contains evidence to support the following findings:

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

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

Board-approved Interpretation |

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

The Chief Superintendent interprets:

- *protection* to mean controls are in place to ensure assets are safeguarded to decrease risk to a medium or low level.

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operational expectations monitoring report

OE-6: Asset Protection

- *organizational assets* to mean all tangible property and equipment and all intangible property (data and operational systems) owned by CBE that are vital to its operation. These include all asset categories recorded on the CBE balance sheet.

The Chief Superintendent shall:

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

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

The Chief Superintendent interprets:

- *properly maintain* to mean kept in safe working order.

- *adequately protect* to mean controls are in place to ensure assets are safeguarded to decrease risk to a medium or low level.

- *appropriately use* to mean assets are utilized by CBE staff according to the purpose for which they were acquired.

- *organizational assets* to mean all tangible property and equipment and all intangible property (data and operational systems) owned by CBE that are vital to its operation. These include all asset categories recorded on the CBE balance sheet.

Calgary Board of Education

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monitoring report

OE-6: Asset Protection

Board-approved Indicators and *Evidence* of Compliance |

1. 95% of the corporate information created, received, maintained, disposed or preserved by the CBE is in accordance with GARP (Generally Accepted Record Keeping Principles).	Compliant

The organization is compliant with this indicator.

Evidence statement

Prior to the pandemic, the results of an internal audit of Records Management (RM) practices provided the primary basis for reporting on this indicator. However, given public health and CBE guidelines related to the COVID-19 pandemic, this year like last year, it was not prudent to undertake the RM Audit as it would necessitate visits to schools. For the 2020/2021 school year, the work and observations of Records Management staff, particularly with records reviewed provided the evidence for the report.

During the reporting period, RM staff received and reviewed more than 2,200 boxes of records from schools and service units, including 881 boxes of student records from schools. The student records boxes contained more than 13,000 Official Student Record (OSR) folders. In addition, the Records Management staff received and reviewed 9,494 OSR folders related to student transfers, prior to their digitization and upload to PASI (consistent with Alberta Education's requirements). As a comparator of sample size, the audit typically would review about 10 to 12 OSR folders from each of the 13 schools selected to participate annually.

Based on their review of the records received, Records Management staff confirmed that OSRs met the standards and expectations of AR6024 Student Records and that overall CBE records and records management practices continued to meet Generally Accepted Recordkeeping principles at the CBE's target maturity standard of *Essential*. Records Management staff also confirmed that secure disposition of transitory records and records past their retention have also continued consistent with Generally Accepted Recordkeeping principles.

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OE-6: Asset Protection

2. 99% of all attempted intrusions into the CBE Information Systems will be successfully blocked.	Compliant

The organization is compliant with this indicator.

Evidence statement

Internal tracking determined that, of the millions of attempted intrusions during the reporting period, no intrusions of CBE Information Systems were detected. This can be attributed to the deployment and continued expansion of Two-Factor Authentication (2FA) along with other measures that serve to strengthen protections.

During the 2020/2021 monitoring period, there were four (4) phishing-related incidents where CBE staff clicked on links contained in phishing email messages. Even though these staff members' CBE credentials (Username/Password) were compromised, 2FA and early reporting facilitated containment and remediation and prevented any resulting intrusions.

Additionally, two intended ransomware attacks were identified, quarantined and eliminated before they could cause damage.

3. No more than 5% of CBE schools audited by Alberta Infrastructure will have facility condition index of "marginal".	Compliant

The organization is compliant with this indicator.

Evidence statement

Of the 201 schools audited by Alberta Infrastructure, only one school had a facility condition index of marginal equal to 0.5%. Those schools that were not audited, include new schools, P-3 schools and closed schools. Of note, the only school with the marginal rating is Bowness High School; this school was modernized in 2014 and has not been re-audited since its modernization. Additionally, Alberta Education ceased auditing schools in 2021. A revised indicator is being developed for consideration by the Board for future monitoring

Calgary Board of Education

OE-6: Asset Protection

4. CBE will secure insurance coverage against theft, property losses and liability losses to the organization.	Compliant

The organization is compliant with this indicator.

Evidence statement

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

5. No legal complaints related to violation of intellectual property rights are received.	Compliant

The organization is compliant with this indicator.

Evidence statement

There were no complaints related to a violation of intellectual property rights received by the CBE legal department during the 2020-2021 school year.

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OE-6: Asset Protection

6. No losses are incurred by CBE on deposits and investments.	Compliant

The organization is compliant with this indicator.

Evidence statement

For the 2020-2021 school year, there were no losses incurred on deposits and investments.

Evidence demonstrates all indicators in subsection 1 are in compliance.

Calgary Board
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OE-6: Asset Protection

GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

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

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

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

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

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

Calgary Board of Education

report to Board of Trustees

CBE Education Plan 2021 - 2024

Date	May 17, 2022
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 Andrea Holowka, 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 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 2022/23 School Year* (p.16)

4 | Analysis

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 sets out what needs to be done, including determining outcomes, measures and strategies using the most recent results, 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 2022/23 School Year (p. 139)

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 second 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.

To further support the CBE Education Plan 2021-24, a background document (Attachment II) has also been prepared to support the public and internal staff in further understanding the role of Assurance and shifts in design from past years. Both the CBE Education Plan 2021-24 and the CBE Education Plan Backgrounder will be posted on the CBE website following Board of Trustee approval of the Education Plan.

5 | Financial Impact

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

CBE's 2022-23 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
Attachment II: CBE Education Plan Overview

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

CBE Education Plan | 2021-2024

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

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

Explore – Develop – Take Action – Evaluate – Engage

Learning Excellence

People Excellence

Student Success

Collaborative Partnerships

Strategic Resourcing

Explore – Develop – Take Action – Evaluate – Engage

Calgary Board of Education

7-5
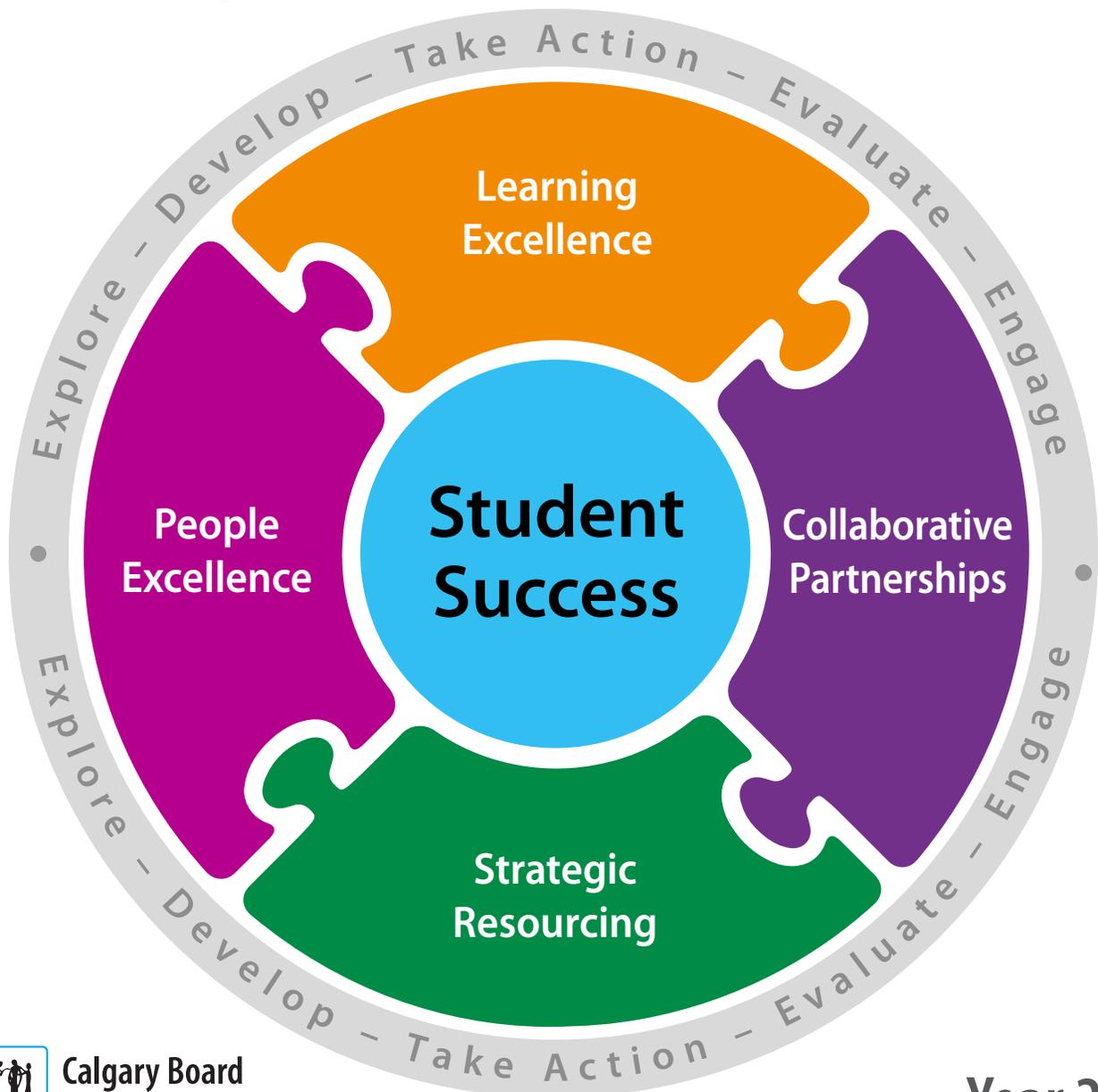
125,300 Students

30,000+
English Language
Learners

23,200+
students with
special needs

5,300+
self-identified
Indigenous
students

24,600+ students
in Language &
Alternative
programs

19,000+ students
transported
daily

5,900 students
in unique
settings

15,000
employees

>240
schools

*2021-22 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 allows for each student to be engaged, inspired and learn 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 commencing the 2022-23 school year 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 the Education Plan for 2021 – 2024 on May 17, 2022.

[Add Signature]

Laura Hack
Chair, Board of Trustees

The CBE is in year 2 of the 2021 – 2024 CBE Education Plan. This plan is a direct reflection of priorities identified by the Board of Trustees: achievement, equity and well-being. 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.

Schools work collaboratively with service units to create and implement system initiatives that advance learning and enhance opportunities for students and families. Centralized supports are aligned with system wide priorities reflected by CBE values and the Education Plan. In specific areas of operations, centralized services provide administrative time-savings for schools and allow for more time to focus on teaching and learning.

Education Plan | 2021 – 2024

Building and Refining the Education Plan

The process of informing and providing input into the Education Plan is based on multiple perspectives and data points both prior to the creation of plan and over the course of each year where the plan is implemented. With the Board of Trustees priorities at the center, input has been considered from:

- School Development Plans (staff, parents and School Councils)
- Area Leadership Meetings (principals, assistant principals)
- Education Directors, Service Unit Directors and leaders
- Superintendents' Team

For example, parents influence planning through direct input at School Council meetings and the opportunities for suggestions and feedback provided to 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

Like all engagements, this continued work will be guided by the principles outlined in the CBE Dialogue Framework.
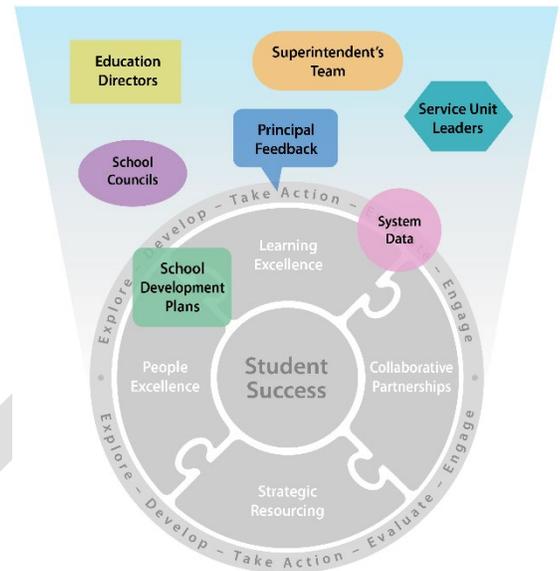
The evidence utilized to support development and refinement within the three-year cycle of the Education Plan is summarized below:

System and School Data

- Alberta Education Assurance Survey, CBE Student Survey and OurSCHOOL Survey
- Alberta Education curriculum implementation expectations
- Attendance rates
- Citizenship, personal development and character report card indicators
- Early Years Evaluation (EYE)
- English Language Learner Language Proficiency Benchmarks
- High school completion rates
- 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)
- 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
- Return to school after dropping out rates
- School development plans
  - Literacy, Mathematics, and Well-Being for Learning Goals
- Operational Expectations Board of Trustee Monitoring Reports
- Feedback collected from employees
- Professional learning offerings, evaluations and feedback
- Alberta Education's school specific utilization rates
- Budget-Actual comparisons
- Leadership development opportunities and feedback
- 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 on 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 in order 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 Model for School Authorities 2021/22 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, below are a few key documents. The following documents are connected to and informed by the Education Plan.

- 2022-23 CBE Budget

  CBE's Board-approved 2022-23 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 29, 2022 and can be found here: https://cbe.ab.ca/FormsManuals/Three-Year-School-Capital-Plan.pdf

- Infrastructure Maintenance Renewal (IMR) Plan

  Each year, the CBE produces an IMR plan that lays out building component repairs and replacements required to ensure that CBE schools continue to be safe and welcoming learning environments for students. It is important to note that this plan can be adjusted during the school year to attend to unforeseen building component failures. The IMR expenditure plan for the 2021-22 school year approved on May 27, 2021 can be found here: https://www.cbe.ab.ca/schools/building-and-modernizing-schools/Documents/IMR-Expenditure-Plan.pdf
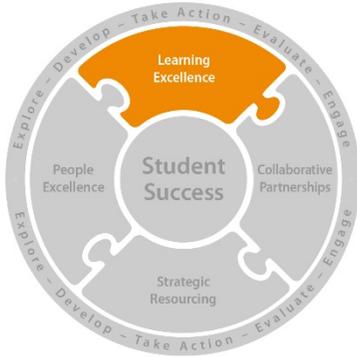
Learning Excellence

Create strong student achievement and well-being for lifelong success

KEY OUTCOMES	KEY MEASURES

Students achieve excellence in literacy
 	
• System-wide implementation of CBE Literacy Framework (environments, teaching practices, assessment practices)
   • School Development plans include a literacy goal
   • Implementation of new K-3 English Language Arts and Literature curriculum
 	
Students achieve excellence in mathematics
 	
• System-wide Implementation of CBE Mathematics Framework (environments, teaching practices, assessment practices)
   • School Development plans include a mathematics goal
   • Implementation of new K-3 Mathematics curriculum
 	
Students who self-identify as Indigenous are supported to experience improved achievement and well-being
 	
• System-wide implementation of CBE Indigenous Education Holistic Lifelong Learning Framework
• Utilize professional learning to support CBE staff to acquire and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students
• Acknowledge and support the implementation of the Truth and Reconciliation Commission Calls to Action
 	
Students access learning opportunities and supports that address their diverse learning needs and well-being
 	
• Refine CBE continuum of supports and services to align to student needs
• A collaborative response is used in school and system-based responses to meet the holistic needs of each student
• 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 a student Well-being Framework
   • School Development Plans include a well-being goal
   • Implementation of new K-6 Physical Education and Wellness curriculum
• System-wide implementation of strategies to advance anti-racism, diversity and inclusion including CBE CARES
• Implement planning and supports to respond to impacts of COVID-19 on learning and well-being across grade levels
• Refine and advance K - 12 *Assessment and Reporting in CBE*
	Provincial Measures
	
	• Provincial Achievement Tests
	• Diploma Examinations
	• Alberta Education Assurance Measure Survey
	• High School Completion Rate (3 yr, 5 yr)
	
	Local Measures
	
	• Early Years Evaluation (EYE)
	• Reading Readiness Screening Tool (RRST)
	• LeNs and CC3 Literacy Assessments (Gr. 1-3)
	• Numeracy Assessments (Gr. 1-3)
	• English Language Learner Language Proficiency Benchmarks
	• Report Card results Language Arts, Mathematics, Health, & Career and Life Management (CALM)
	• School Development Plan Goals and Measures
	• Oral Proficiency Benchmark
	• Results on the Diplôme d'études en langue française (DELF) and the Diplomas de Español como Lengua Extranjera (DELE)
	• Attendance data
	• CBE Student Survey
	• OurSCHOOL Survey
	• Requests for support from Indigenous Education Team
	• Transition Plans for Gr. 9 Indigenous students
	• Student Voice
	• School Learning Team Referrals
	• Area Learning Team Supports

CBE Education Plan | 2021 – 2024 Year 2 DRAFT

People Excellence

Ensure all leaders and staff demonstrate excellence in advancing student success

| KEY OUTCOMES	KEY MEASURES
People in the CBE are engaged and supported to achieve student and system success. ▪ CBE employee feedback regarding key themes including leadership and well-being are prioritized, developed and implemented ▪ CBE has collaborative learning networks and cross functional teams that advance key outcomes across each goal ▪ Support and advance staff professional learning needs ▪ CBE structures and processes support effective leadership development across all levels of CBE ▪ Build and maintain staff awareness of effective use of current and emerging technologies to enhance knowledge and inform practices	**Provincial Measures** ▪ Alberta Education Assurance Measure Survey – Education Quality ▪ Workforce planning data on teacher supply, specialty teacher supply and other areas of focus **Local Measures** ▪ Professional learning opportunities and participation rates ▪ 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 ▪ Leadership development opportunities ▪ Leadership development feedback

Collaborative Partnership

Foster relationships to support student success

KEY OUTCOMES	KEY MEASURES
Student learning and well-being are enhanced through partnerships and engagement with students, staff, parents and community	**Provincial Measures** ▪ Alberta Education Assurance Measure Survey
▪ 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 ▪ CBE has system-wide processes, tools, and practices to improve partnership management	**Local Measures** ▪ Student Voice feedback on School Development Plans ▪ 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
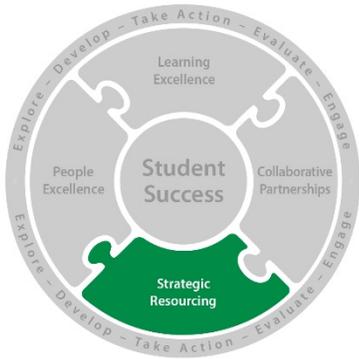
Strategic Resourcing

Allocate resources to support student

KEY OUTCOMES	KEY MEASURES
CBE optimizes available financial, people and physical resources in support of student and system success ▪ Review programs, services and supports to assess effectiveness, efficiency and economy aligned with provincially allocated funding ▪ CBE allocation of resources to schools is equitable and accounts for funding through the Resource Allocation Method (RAM) including base, equity, program and other funding allocations ▪ Strengthen and refine the use of technology and tools to support effective operations and advance teaching practice ▪ School utilization rates are maintained at a level that generates maximum programmatic and operational efficiencies ▪ Operations and maintenance are aligned with funding and consistent with environmental obligations	**Provincial Measures** ▪ Alberta Education Assurance Measure Survey ▪ Budget-Actual Comparison ▪ Alberta Education's school utilization rate reflected in the Funding Framework **Local Measures** ▪ CBE Student Survey ▪ Ratio of student devices to students ▪ Schedule 3 – Program of Operations from the annual audited financial statements ▪ Annual budget submitted to Alberta Education ▪ Students to school-based staff ratio ▪ Financial Health Matrix (Summary) ▪ Number of schools operating below 85% utilization

CBE Education Plan
Overview | 2021-24

learning | as unique | as every student

Calgary Board of Education

CBE Education Plan Overview

Our goal is to create a learning and work environment aligning with our Mission and Values.

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

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

Strong governance is one of the key pillars of the new Alberta Education Assurance Framework. The CBE has a comprehensive governance framework in place to ensure that the Board of Trustees provides oversight and direction to CBE administration that is focused on student success. Embedded within this policy framework is a commitment to continuous improvement. While day-to-day operations are entrusted to the Chief Superintendent, the Board of Trustees monitors CBE administration on achievement of its student Results policies and on compliance with its Operational Expectations. CBE administration presents reports with quantitative and qualitative data that measure performance against the Board's policies.

Under its Operational Expectations policies, the Board monitors the CBE's performance in key areas of operations including: learning environment; instructional programming; employee management; financial planning and management; asset protection; facilities; and communicating with the public. The Board Results policies provide Board oversight for student outcomes relating to: Academic success; Personal Development; Character and Citizenship.

Additional Board direction, monitoring and oversight is achieved through the Budget Assumptions Report and approval of the annual Budget, approval of the AERR and CBE's Education Plan, review and approval of CBE's annual financial results, and approval of the CBE's Three-Year Capital Plan (amongst other things).

Provincial Context

This plan outlines priorities for the system in alignment with the Alberta Education Assurance Framework. The Assurance Framework from Alberta Education, found in the Funding Manual for School Authorities, outlines key guiding principles, domains and processes for enhancing public trust and confidence that our education system is meeting the needs of students, and students are successful.

Assurance occurs when community members, system stakeholders and education partners engage across the five domains of student growth and achievement; teaching and leading; learning supports; governance; and local and societal contexts. As such, the combination of our Education Plan together with the Annual Education Results Report are central to documenting planning and monitoring and assessment of progress in providing assurance to the public.
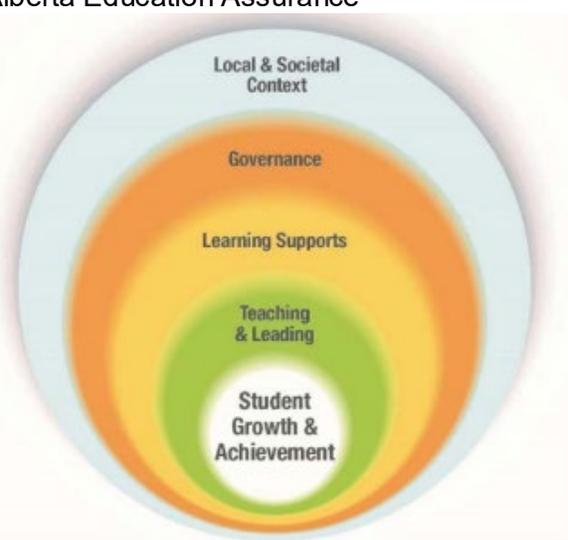
As articulated in the Funding Manual, "successful work within and across the Assurance domains occurs within a continuous improvement cycle" (p. 22). Based on the work of Helen Timperley, some of the key components to continuous improvement include:

- **Explore:** Accessing, analyzing and interpreting accurate and relevant data, and identifying and understanding an issue, concern or problem. Asking: *What is going on here?*
- **Develop:** Identification of a problem or challenge that can be addressed; articulating potential strategies to address the problem/challenge; and developing an action plan. Asking: *What needs to be improved? How?*
- **Take Action:** Implement the plan and adjusting through formative feedback. Asking: *How are we 'actioning' the plan?*
- **Evaluate**: Evaluating impact. Asking: *Did our planned strategies have the desired outcomes? What's next?*

Evidence-informed decision-making, engagement and learning and capacity building are central to the continuous improvement cycle.

- **Evidence-informed Decision-making:** We gather and analyze ongoing evidence to inform next steps.
- **Engagement:** Effective engagement relies on education partners working together to bring about positive change, recognizing that the nature of the engagement will vary according to the needs of the participants.
- **Learning and Capacity Building:** Reflection on learning is critical. Because assurance is a dynamic process, the opportunities for building capacity for change and improvement must be ongoing.

Key Shifts for CBE Education Plan in the Context of the Assurance Framework

The Assurance Framework from Alberta Education, found in the Funding Manual for School Authorities shifted planning for the 2021-2024 CBE Education Plan. These shifts were instituted as part of the initial work in designing the plan starting September 2021. We are now entering into the second year of the three-year plan and continue to reflect the shifts accounted for below.

A Shift solely from Accountability to a Focus on both Accountability and Assurance
CBE has redesigned the Education Plan in response to the new Alberta Education Assurance Framework where "a broader and more balanced approach to accountability will result in enhanced public assurance and is the basis of the Assurance Framework. In this framework, all

education stakeholders accept the responsibility for building capacity of the education system – in classrooms, schools, school authorities and in government" (p. 16).

A Shift from Compliance to Flexibility and Responsiveness
We have focused on goals, outcomes, actions and measures based on a continuous improvement cycle. School Development Plans play a central role in aligning individual school goals with system goals and then identifying school-specific actions and related measures to assess impact on student success. School Development Plans are an important point of evidence to inform the prioritization of key actions within the Education Plan.

A Shift in Timing
Education Plans were traditionally approved by the Board of Trustees after the school year started. The shift to completing their Education Plan in the spring provides school authorities opportunities to engage in a cycle of continuous improvement that better aligns with planning prior to the commencement of the next school year. Additionally, the Education Plan and budget are now released at the same time thereby directly linking resource decisions to priorities.

A Shift from Provincial Measures to a Balance of Provincial and Local Measures
A new aspect of the Education Plan is that it allows for the use of local measures. Local measures, along with provincial measures, determine progress towards outcomes and impact of actions. These CBE specific measures provide evidence of incremental progress related to specific goals and actions. Having a combination of measures allows us to make confident assessments that the action is working, and that progress is being made toward achieving the outcomes of our Education Plan.

A Shift from Narrow Stakeholder Engagement to Broad Stakeholder Engagement
Engaging a broader range of stakeholder groups in the development of the Education Plan is a shift in the Alberta Education Assurance Framework. Seeking input from staff, students, parents and community will reflect a broader context representative of what citizens want to see in Calgary's public education system. This work will continue to evolve as we adjust the entire planning cycle.

A Shift from Evolving Strategies to Enduring Frameworks
Strategies outlined in previous Three-Year Education Plans outlined actions to develop common understandings of teaching and learning across CBE. They also provided opportunities to share best practices and resources among teachers to help our students to be more successful in the areas of literacy, mathematics, high school success and Indigenous education through the lenses of "Participate, Progress, Achieve".

A key shift in the CBE Education Plan 2021-24 is the development of frameworks across key domains that are research informed and will endure over time. They include the Indigenous Education Holistic Lifelong Learning, Literacy, Mathematics, and Well-Being Frameworks. Each framework is accompanied by an internal implementation plan prioritizing system supports in professional learning, use of local measures to assess impact, and direct links for schools to account for their school community context.

Education Plan Components

Evidence-based decision - making is at the centre of informing goals, outcomes.

The review of evidence in developing the Education Plan also provides an opportunity to identify risks and necessary risk management. Risk management is the identification, analysis, assessment, and prioritization of risks to the achievement of goals and outcomes. Effective risk management supports the coordinated allocation and prioritization of resources and investments to minimize, monitor, communicate and control the likelihood and impact of risks on goals and outcomes. Risk management is an integral part of good management practice.

As CBE moves to implement this plan, risk management will be accounted for in the development of the relevant actions to maximize achievement of Learning Excellence, People Excellence, Collaborative Partnerships, and Strategic Resourcing.

The CBE Education Plan consists of the following components:

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 on 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 in order 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.

report to
Board of Trustees | # Budget Report for the 2022-23 School Year

Date	May 17, 2022
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	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, Manager, Corporate Planning and Reporting Nathalya Lu, Lead, Corporate Planning and Reporting

1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves the 2022-23 budget as reflected in Attachment I 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 2022-23 budget has been prepared to satisfy the requirements of the above legislation and expectations in all material respects.

3 | Background

On Feb. 24, 2022, the Government of Alberta released its budget for 2022-23 including the high-level allocations for Alberta Education. One month later, the Calgary Board of Education received its individual funding profile within the larger provincial education envelope. Alberta Education funding for the 2022-23 school year is $1.150 billion.

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 2022-23 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 2022-23 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 5, 2022 public board meeting. There are no material changes from the assumptions set out in the BAR in the attached Budget Report.

The key highlights of the 2022-23 Budget, detailed in Attachment I are:

- Sustainable programming
- Balanced without recourse to operating reserves
- New Kindergarten to Grade 6 Curriculum
- Maximizing the utilization of school space
- Balanced student transportation
- Ventilation and cleaning expectations
- Operating within the System Administration funding
- Recognition of the Asset Retirement Obligation
- Maintaining reserve requirements of Alberta Education and the Board of Trustees

5 | Financial Impact

As required by law, the attached budget for 2022-23 is balanced, outside of the accounting for the asset retirement obligation as permitted by Alberta Education.

- Projected revenues of $1,371.1 million and operating expenditures of $1,374.3 million (inclusive of the asset requirement obligation) resulting in a balanced budget;
- Projected asset retirement obligation of $3.2 million; and
- Planned capital spending of $25.8 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 2022-23

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

Operational Budget 2022-23

Student Achievement | Equity | Well-being

SCHOOL
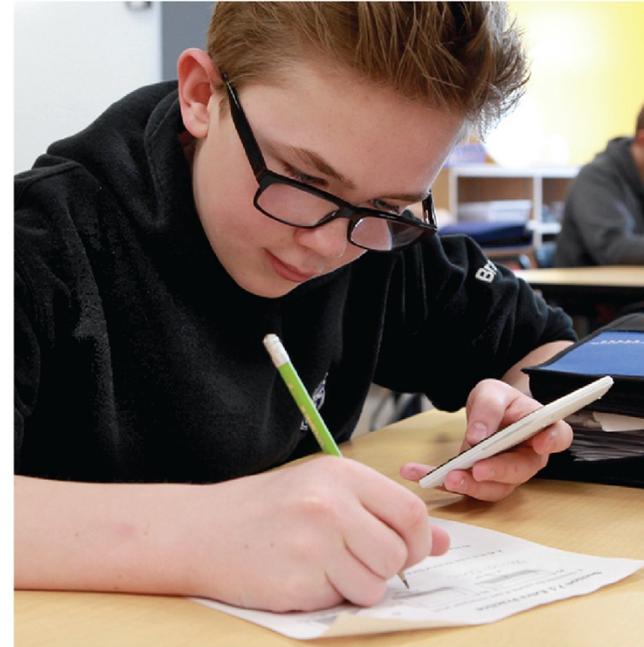
**Strong student outcomes,
Strong system success.**

Calgary Board
of Education

Executive Summary

On behalf of the CBE leadership team and our entire organization, I am pleased to present the Calgary Board of Education's 2022-23 budget.

The document is the result of a transparent budget development process shaped by a range of perspectives. Educators and parents shared input through school-level planning and engagement, the system wide leadership team considered the Education Plan and emerging trends, and the Board of Trustees continues to provide valuable oversight.

Through this collaborative effort, we have arrived at a measured approach with the 2022-23 budget that carefully balances students' needs with the realities of the public health situation, provincial public education funding, inflationary pressures, and community expectations. Understanding that affordability is a key concern for many CBE families, we have held the line on the fees for student supplies, lunch hour supervision and student transportation.

The 2022-23 budget reflects the alignment of our funding with the Education Plan and Board of Trustees' priorities of: achievement, equity, and student and staff well-being. The budget is the means by which we achieve these priorities in alignment with our core values of:

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

The CBE continues to provide high-quality public education and choice while delivering excellent value to Calgarians. Our commitment to fiscal responsibility is at the forefront of our budget plan — this year and every year.

By aligning our operations to provincial funding, we are able to deliver more money directly to schools through the Resource Allocation Method notwithstanding flat year-over-year funding. Strategic investments in learning positioned the CBE to deliver strong student outcomes and strong system success for the 2022-23 school year.

I would like to thank CBE staff and leadership for their contributions to sound financial management and for their resourcefulness in putting this budget together for the Board's approval.

Sincerely,

Christopher Usih
Chief Superintendent of Schools
Calgary Board of Education

Context

All decisions related to the budget are built on the foundational documents of the CBE and the Board of Trustees' priorities.

There have been no material changes in the assumptions set out in the BAR presented to the Board of Trustees on April 5, 2022. The CBE continues to maximize dollars to the classroom for teaching and learning.

On April 22, 2022, the CBE received the Alberta Education funding profile letter and the contents of that letter have been incorporated into the 2022-23 budget (Appendix I). The CBE's budget submission aligns with Alberta Education's guidance in all material respects (Appendix II).

Goals and Objectives

Mission

The Board of Trustees' established 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 the 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. Our focus is to provide educational programming that meets the needs of all students while being responsible stewards of public dollars.

Education Plan

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

Our Education Plan guides our work and connects our work to our ultimate goal of student success. Our plan is also aligned 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 2022.

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.

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Calgary Board of Education

Budget 2022-23

Budget Process and Timeline

Provincial Budget Announcement	Feb 24	The budget development process begins with the Government of Alberta's budget announcement.
Budget Assumptions Report Development	Mar 1-30	The BAR provides increased transparency into the budget assumptions
Funding Profile received	Mar 24	Develop strategies to deliver public education within allocated provincial funding
Budget Assumptions Report presented to the Board	Apr 5	Board of Trustees review assumptions incorporated in the Budget
RAM distribution	Apr 7	After BAR approval, RAMs are distributed for schools to begin staffing and financial plans for the 2022-23 school year
Budget Development	Apr 1-30	Superintendents Team prepares the budget plan for Board of Trustees approval
Budget Report presented to the Board	May 24	Board approval of the budget is required, prior to submission to Alberta Education
Submission of 2022-23 Budget	May 31	After approval, CBE submits the Budget package to Alberta Education

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Key Budget Elements

Sustainable Programming

The sustainability of educational opportunities continues to be a focus within the 2022-23 budget. The CBE is committed to ensuring existing, new, or expanded programming is effective (achieves the intended outcomes), efficient (provides the greatest benefit for the investment made) and economical (affordable now and into the future).

Sustainability is linked to the proper use of resources that support equity and a stable public education system that is focused on student achievement and well-being. The CBE will continue to find ways to accommodate the cost of enrolment growth and inflationary cost pressures within the funding set out in the Government's budget and multi-year fiscal plan.

The CBE continues to examine the range of programs, services, and supports to align the CBE's operations with the funding provided. This will be achieved through the ongoing evaluation of programs to ensure outcomes are achieved in a manner that is effective, efficient, and economical. The CBE maintains a high degree of commitment to unique pathways programming and dual credit opportunities across all high schools which includes Science, Technology, Engineering and Mathematics (STEM), trades programs and exploring new opportunities.

New Kindergarten to Grade 6 Curriculum and Student Well-being

Additional funding for curriculum implementation and student-wellbeing will be targeted, as required by Alberta Education, to these specific areas. At the time of the budget report, schools authorities are in the process of applying for the funds. This additional funding has not been included in this budget report as final amounts and program expectations are not known at this time.

School Funding

The updated Resource Allocation Method (RAM) implemented in 2021-22 was successful in allocating dollars to schools to effectively manage operations. To align teaching resources to student enrolment, the base funding is determined via per-school and per-student factors. Base funding is used for core school instruction and operations.

In addition to base funding, schools receive funding to address a range of student needs. An index-based equity fund is allocated to schools based on weighted, statistically derived indices and applied to schools on a per student allocation basis. This targeted funding is provided in concert with other funds intended to address student needs. Additional funds were added to the RAM for 2022-23 to address increased system class pressures and kindergarten complex needs for a total of $1.3 million.

Included within the RAM is a collaboratively managed Criteria-Based Response Fund (CBRF). The CBRF addresses unique situations that cannot be easily mitigated through a funding allocation framework. The CBRF takes into consideration the needs of schools across the system and prioritizes allocations in this context. Principals, working with their respective Education Director, can access the fund to ensure necessary support is available for student achievement and well-being.

School Space

The CBE continues to pursue the strategy of maintaining individual school utilization rates at or above 85 per cent to obtain 100 per cent of operating and maintenance (O&M) funding for the school. This strategy maximizes the funding provided through Alberta Education's O&M grant and reduces CBE's dependence upon the global budget to cover operating costs.

In June 2021, the CBE completed a two-year long engagement to balance enrolment across 20 high schools and communicated the finalized plan. The goal was to balance across the system to ensure more schools will be in the 85-100% utilization range in the long term, which helps maximize access, flexibility and choice in programming for students. Most changes, as a result of the engagement, begin for the 2022-23 school year.

Transportation

For student transportation, the CBE continues to balance the student transportation program within the funding provided by Alberta Education and the transportation fees paid by those who use the system. Balancing the transportation program eliminates any funding transfers from the CBE's instruction budget and maximizes dollars available for teaching and learning in the classroom. That said, the CBE will maintain fees at 2021-22 rates (prior to the refund) for the 2022-23 school year.

Ventilation and Cleaning

For the 2022-23 school year, school environments will continue to benefit from ventilation systems equipped with MERV 13 filtration as well as enhanced high-touch-point cleaning. Cleaning will be performed by permanent staff as part of their regularly assigned duties in accordance with Alberta Health Services recommendations as we return to normal operations. The CBE will continue to follow both Alberta Education and Alberta Health Services direction as the pandemic evolves.

System Administration

The CBE continues to operate within the System Administration funding provided by Alberta Education. The CBE is pleased to note that System Administration costs are below the allocated funding and dollars in excess of costs are redirected to support teaching and learning in the classroom.

Asset Retirement Obligation

With the introduction of a new accounting standard, CBE will record a legal obligation associated with the retirement of CBE-owned school and administrative facilities.

Typical costs associated with retirement include asbestos remediation, removal of underground storage tanks and other decommissioning costs. The CBE has assumed through discussions with Alberta Education that the amount of required depreciation for the 2022-23 school year related to these assets will not be deducted from in-year educational dollars. Rather the costs will be noted and properly funded as part of a school's modernization project budget to offset the expense; or, upon sale of the building by recognizing a reduce gain or increased loss on disposition.

Discussion of Revenue and Expenses

Revenue

	Budget 2022-23		Budget 2021-22	
	$000s	%	$000s	%
Alberta Education	1,237,391	90.2%	1,245,264	90.8%
Other Government of Alberta	50,783	3.7%	49,818	3.6%
Fees	46,099	3.4%	44,751	3.3%
All Other Revenue	36,825	2.7%	31,407	2.3%
Revenue	**1,371,098**	**100.0%**	**1,371,240**	**100.0%**
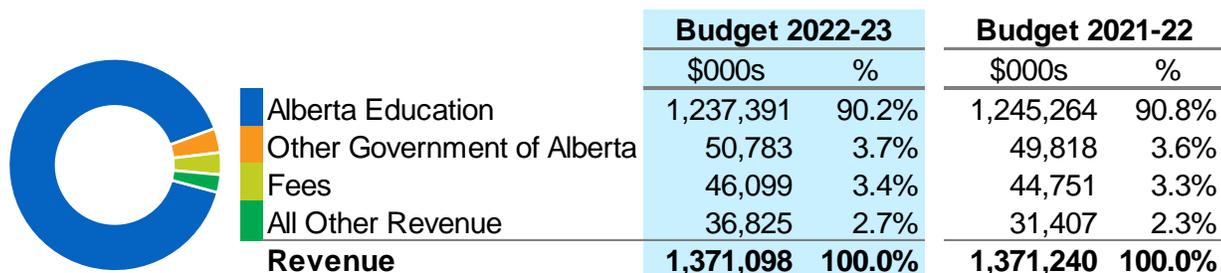
Alberta Education continues to provide over 90 per cent of the funding received by the CBE. Although total Alberta Education funding is showing a change from prior year, this change is driven by funding such as Alberta Teachers Retirement Fund (ATRF), Infrastructure Maintenance Renewal (IMR) and Capital Maintenance and Renewal (CMR). Without these changes and the deferral of $17.1 million, funding profiles received indicate the same $1,150.7 million Alberta Education funding as Budget 2021-22.

The CBE deferred $19.0 million in 2021-22 school year to reflect the student funding that was received for students that did not attend school because of COVID-19. This revenue will be recognized in 2022-23 as the students return. This is included in total Alberta Education revenue and is consistent with previous years' treatment.

As schools resume extra-curricular activities and field trips, fees revenue has shown an increase. This is partially offset with a decrease in overall lunchroom supervision fees as parents choose not to utilize the service.

All other revenue increase is driven by school generated activities such as graduation ceremonies as they resume in schools. School generated revenues are directly offset by the school generated costs associated with the activity.

As interest rates are set to rise in the next year, investment revenue has also been updated to reflect the change. Investment revenue will assist in replenishing the reserve balances as discussed later in the report.

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

Alberta Education Funding Highlights

IMR and CMR ▼
$7.6M or 20.8%

**Base** ▲
$3.3M or 0.4%

Transportation ▲
$1.7M or 4.6%

Operations and Maintenance ▲
$1.5M or 1.5%

Bridge Funding and COVID Mitigation ▼
$2.6M or 4.7%

System Administration
No change

Alberta Education Funding

Alberta Education grant funding for the 2022-23 school year is the same as the 2021-22 grant funding as stated in the Budget Assumptions Report (BAR).

Alberta Education Funding 2021-22
$1,150,742,572

=

Alberta Education Funding 2022-23
$1,150,742,572*
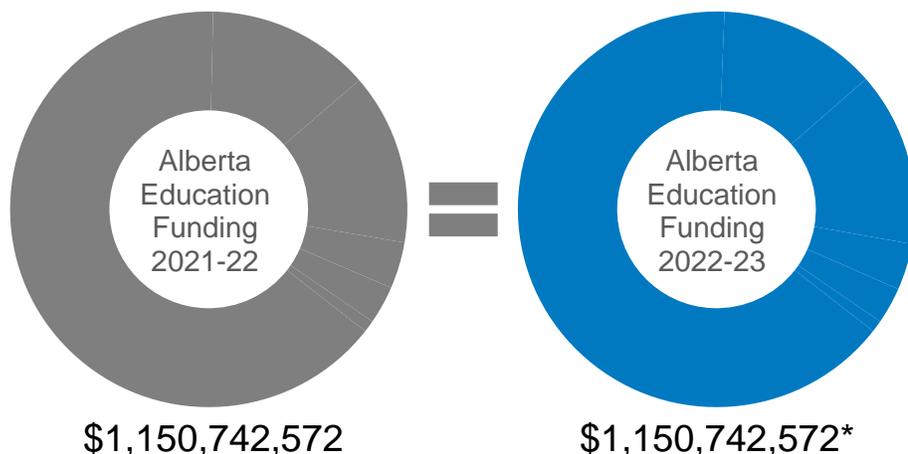
Funding was held steady notwithstanding a forecast increase in student enrolment, new schools coming into operation, inflation and higher salary and benefit costs. The Minister of Education announced that jurisdictions would receive at least the same operating funding for 2022-23 as was received for 2021-22 to "hold schools harmless" from the effects of declining enrolment from COVID-19.

Predictable funding allows the CBE to be efficient, effective and economical. While the government has kept funding the same, the pandemic has caused a year over year decrease in the number of WMA funded students. While the WMA enrolment calculation shows a decrease for 2022-23, enrolment for 2022-23 is projected to be approximately 1,500 students higher than actual 2021-22 enrolment levels. Said simply, the number of funded students has decreased while the number of actual students is expected to increase.

Note: Alberta Education Funding shown is reflective of Funding Confirmation Letter received on April 22, 2022. Total Alberta Education revenue includes funding not shown on funding profile such as ATRF, IMR capitalization, etc.

Bridge and COVID Mitigation

Over the last two years, Alberta Education provided bridge funding to assist school jurisdictions transitioning to the new weighted moving average funding model and to dampen the effect of unpredictable declining enrolment due to COVID-19.

Bridge funding was not originally part of the weighted moving average framework as it was presented to the school authorities. However, it remains a significant source of funding in the current year budget in the amount of $51.5 million dollars. For future years, it remains unclear how the bridge funding will be calculated or provided and is a significant planning risk to the CBE given its amount and relative uncertainty.

In line with the Minister of Education's commitment to maintain school jurisdiction funding at 2021-22 levels, the CBE's total Alberta Education funding has remained consistent to prior year through the continuation of bridge/COVID mitigation funding in 2022-23.

	Budget 2022-23	Budget 2021-22 in 000s	Budget 2020-21
Bridge Funding	$ 51.5	$ 35.7	$ 16.1
COVID Mitigation Funding		$ 18.4	
Total	**$ 51.5**	**$ 54.1**	**$ 16.1**

System Administration

In 2020-21, the government announced static system administration funding for the following three years. CBE will receive a fixed $43.7 million for system administration funding in 2022-23, which is consistent with the prior two years. In addition to the funding, investment revenue of $3.3 million ($1.3 million – 2021-22) is recorded in this block of expenditures for a total of $47.0 million.

The budgeted System Administration expense totals $41.4 million in 2022. From the savings of $5.6 million ($47.0 million less $41.4 million) within System Administration grant, $2.4 million is being applied directly to instructional support, additional revenue from investment revenue will assist in replenishing the reserve balances.

The CBE continues to monitor costs supported by system administration funding and seek ways to deliver administrative services more efficiently and with reduced administrative burden on schools. Our goal is to ensure that CBE's schools focus on teaching and learning in the classroom, not administrative processes.

Operations and Maintenance

The Operations and Maintenance (O&M) targeted grant increased $1.5 million as compared to prior year primarily due to a one percent change in funding rates within the calculation. The CBE will continue to assess efficiency in building operations and maintenance and optimize the available operating funding in the IMR grant.

IMR and CMR

IMR is consistent with prior year in both funding allocation as well as Alberta Education guidance regarding its use. The CBE will continue to prioritize IMR operating funds towards schools in need as well as maintaining in year use of funds for emergent issues.

The CMR grant remains solely for projects of capital nature and has significantly declined from prior year. This 37.6% reduction will impact our ability to maintain the infrastructure of our schools.

| | Budget 2022-23 | Budget 2021-22 | $ Change | % Change |
	In millions			
IMR	$17.0	$17.4	($0.4)	(2.4%)
CMR	$11.8	$18.9	($7.1)	(37.6%)

Continuation of New Grants from 2021-22

Specialized Kindergarten Supports

In 2021-22, two new grants related to specialized support were added to the funding profile: Kindergarten Severe and Moderate language delay. The grants remain in place for 2022-23 although are reduced by $1.4 million combined.

School Council Engagement Grant

Starting in the 2021-22 school year, each School Council within a school authority receives $500 to fund their legislated responsibilities in the education system and to enhance parent involvement and engagement. This grant will continue into the 2022-23 school year and as a direct flow through to the school councils.

New Grants for 2022-23

The Supplement Enrolment Growth grant will help to support school authorities that experience more than 5% enrolment growth through per student funding. In addition, a new grant for start up costs will permit new schools within an existing school authority to obtain funds to help with the administrative set up. Significant new enrolment must be noted for this application. While the Supplemental Enrolment Growth and the Start Up Cost grants are available to all school authorities, they primarily support the expansion of the charter school component of public education in Alberta. The CBE will not qualify for either grant.

The current Distance Education Grant remains intact however the addition of a non-primary registration encourages school authorities to open the doors to the distance education programs to students outside of their jurisdiction. The CBE will endeavour to explore the new opportunities this presents within our existing program, CBe-Learn.

At the time that the budget report has been written, the CBE is aware that it will obtain a portion of funding allocated towards the administration of new curriculum and wellness and wellbeing. This funding has not been incorporated in the Budget Report as the associated funding request is currently underway for funds to be received by end of May.

Enrolment

Consistent year-over-year funding and increased enrolment means funding per student is lower.

Per Student Funding vs Enrolment

| Enrolment (Budget) | Enrolment | Funding per student (Budget) | Funding per student |
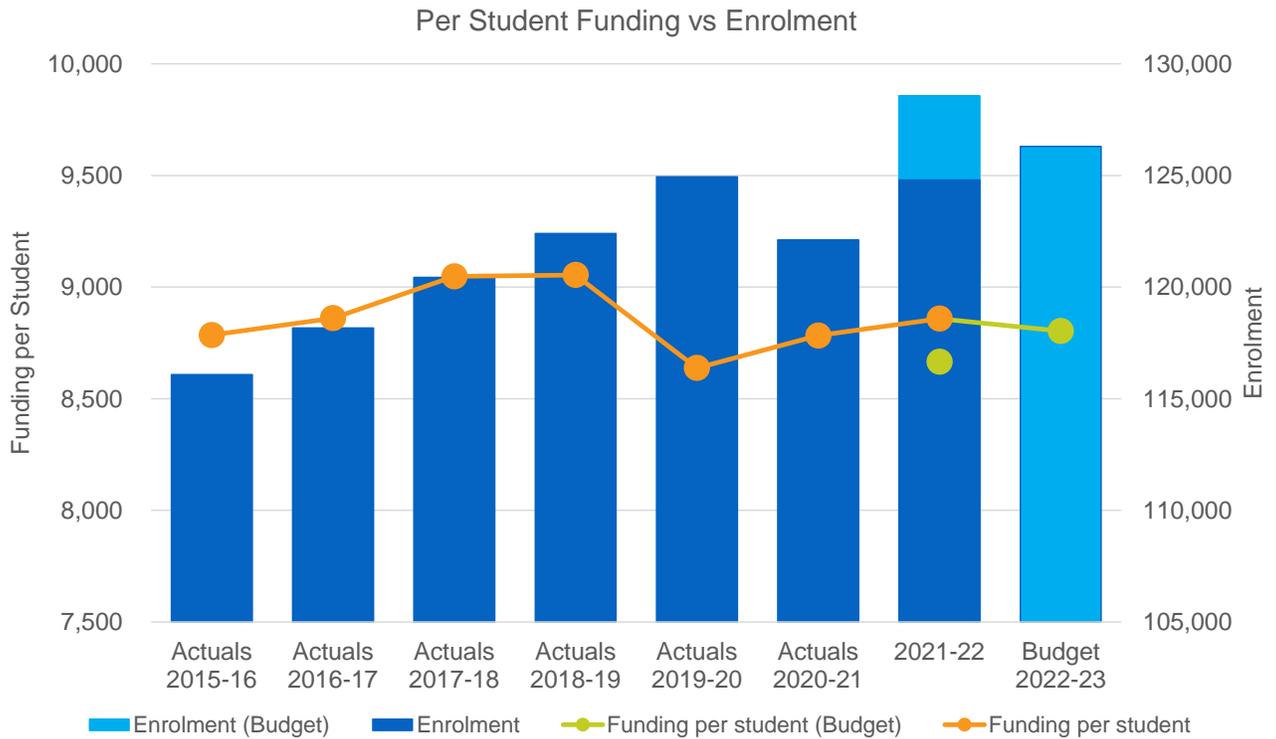
The budget accounts for additional students and inflationary pressures The CBE has aligned its programs and supports with the funding it receives to ensure the budget is balanced.

Due to the impact of COVID-19, the CBE, like many school jurisdictions in the province, experienced a significant drop in actual enrolment. Continuation of Alberta Education's bridge funding "held school boards harmless" from the funding decrease related to the decrease in student enrolment and tended to maintain per-student funding.

The CBE deferred $19.0 million in 2021-22 school year to reflect the student funding that was received for students that did not attend school because of COVID-19. This revenue will be recognized in 2022-23 as the students return. This is consistent with the deferral done in the previous budget, matching student funding to enrolment. Overall enrolment in 2022-23 is projected to be over 1,500 above student count on Sep. 29, 2021.

Funding per student is based on total Alberta Education funding less specific targeted funds. The CBE removes specific targeted funds as those dollars are not

available to directly support teaching and learning in the classroom. That said, targeted funding is still valuable to overall CBE operations.

Targeted funds not included in this funding per student calculation are defined in Appendix III.

7-40

Funding per Student

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, the value of a dollar buys less programs, services or supports. Using 2015-16 as a base year, the inflation rate versus the budget rate for funding per student translates to a difference of over $190 million of funding. To put into perspective, that is equivalent to approximately 190 educators that the CBE has had to absorb through efficiencies and/or program changes.

Inflation Adjusted Funding per Student

Difference equates to over $190 million of funding

Legend: Funding per Student | Inflation Adjusted Funding per Student

X-axis: Actuals 2015-16, Actuals 2016-17, Actuals 2017-18, Actuals 2018-19, Actuals 2019-20, Actuals 2020-21, Budget 2021-22, Budget 2022-23

Data labels: 10,356 | 9,195 | 9,054 | 8,804
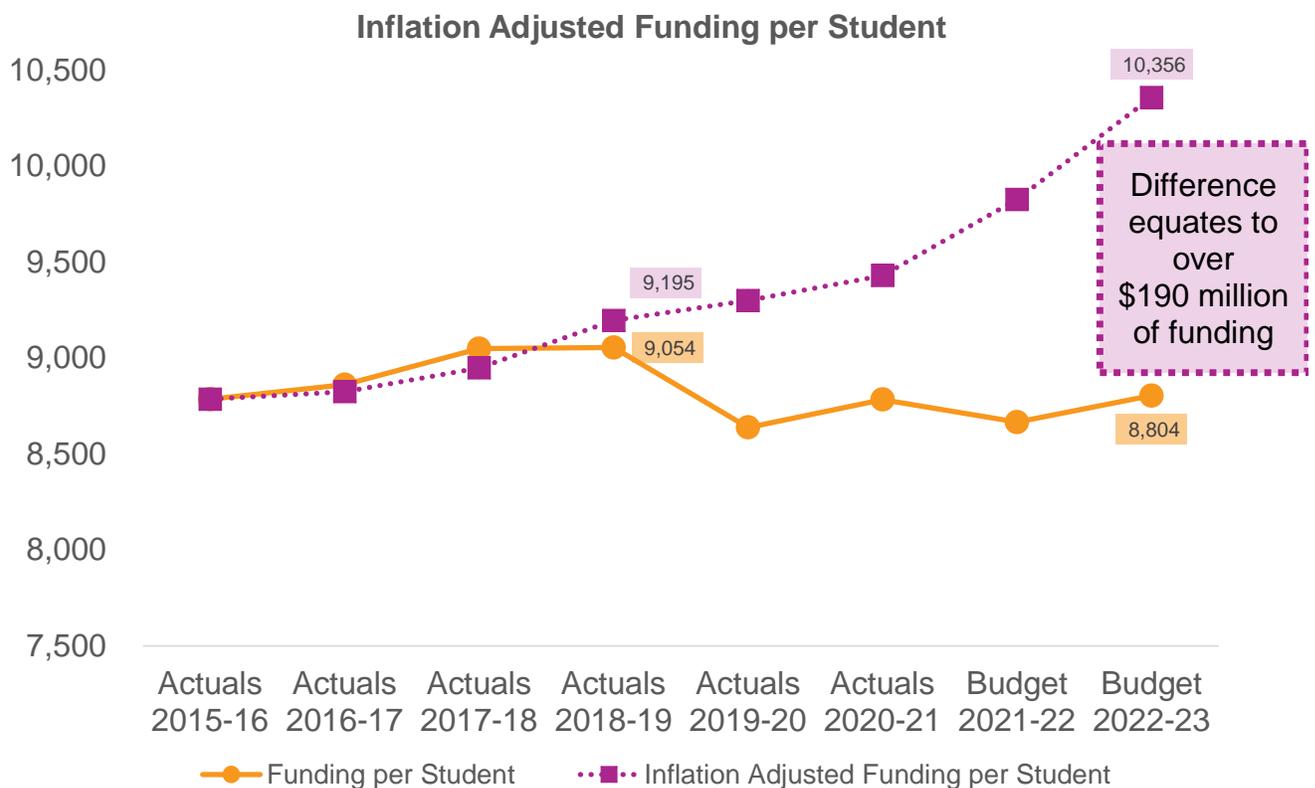
Fees

The CBE is committed to ensuring fees remain as reasonable and affordable as practicable, consistent with the goods or services provided. In part, this means that fees are a direct pass-through of the cost of the goods or services provided directly to the student. There is no profit or benefit to the CBE in the fees levied. As well, the CBE's approach continues to be one that sees "no student denied access to their public education by an inability to pay a fee." This approach means that, when necessary, fees can be waived in support of student access to public education.

The CBE has established an internal fees committee with the expressed mandate of carefully managing school and system-based fees. The CBE's Fee Committee strives to manage school and system-based fees in a manner that is accountable, consistent, and transparent. Representatives from across the system work to enhance fee engagement, equity and sustainability.

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

Lunch Supervision

The lunch supervision program is a school-based and voluntary, cost recovery program which provides supervision to Grade 1-6 students over the lunch period. The lunch supervision

	Budget 2022-23	Budget 2021-22
4 day	$285	$285
4/5 day	$305	$305
5 day	$315	$315

program utilizes non-teaching staff to maximize the teacher time available under the collective agreement to support student learning.

Families of students choosing to stay at school during the lunch period are required to pay the annual lunch supervision fee. More than 55,000 students are enrolled in the lunch supervision program. As the lunch supervision is a cost recovery program, any surplus is returned to the program to moderate year to year fee changes.

Student Supplies Fee

The Student Supplies Fee (SSF) for Kindergarten through Grade 6 covers the cost of individual student supplies

	Budget 2022-23	Budget 2021-22
Kindergarten	$20	$20
Grade 1 - 6	$40	$40

used by students over the course of the school year (Appendix IV). This fee ensures that all CBE students have access to the individual student consumables necessary for their public education. Families of students in Grades 7 through 12 remain responsible for their student specific supplies.

7-42

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 transportation is available to move students 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.

A transportation contingency fund arose from COVID-19 related disruptions to student transportation during the 2020-21 school year in the amount of $3.4 million. This fund was retained after the refund of transportation fees for 2020-21 and 2021-22 fees. The contingency helps mitigate against a sudden increase in expenses should student ridership increase beyond projections.

Commencing with the 2022-23 school year, the CBE is increasing flexibility for students and families by providing an alternative address pick-up and drop-off service for a fee.

Rider Type	Description	Budget 2022-23	Budget 2021-22
Mandated	Designated regular program school Those who live further than 2.4km from that school	$280	$280
Non-Mandated Kindergarten	Students who do not attend their designated regular program school OR Those who live between 1.6/1.8 and 2.4km	$232.50	$232.50
Non-Mandated Grades 1-12	Students who do not attend their designated regular program school OR Those who live between 1.6/1.8 and 2.4km	$465	$465
Alternate Student Address	Provision of more flexible transportation options for students with alternating addresses	$110	N/A

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Expenses

Expenditures can be classified* in three different views:
- 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 III.

Some general examples:

Teacher Salaries and Benefits

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

Classroom Supplies

Account:	Supplies
Block:	Instruction
Category:	Schools and Areas

Student Transportation

Account:	Transportation
Block:	Transportation
Category:	Corporate Costs

Expense by Account and Block

	Expense by Account and Block					
	$000s					
	Instruction	Operations and Maintenance	Transportation	System Administration	External Services	Total
Salaries and benefits	967,407	61,027	994	18,956	17,738	1,066,122
Suppies and services	93,097	54,260	41,397	20,199	6,881	215,834
Other	19,240	65,779	1,601	2,207	3,470	92,297
Budget 2022-23	**1,079,744**	**181,066**	**43,992**	**41,362**	**28,089**	**1,374,253**
% of total	79%	13%	3%	3%	2%	100%
Budget 2021-22	**1,076,103**	**180,062**	**44,876**	**41,516**	**28,683**	**1,371,240**
% of total	78%	12%	4%	3%	2%	100%
Change	3,641	1,004	(884)	(154)	(596)	3,013

*Other includes: Amortization, interest and bad debt

- Items to note - account analysis:
    - The CBE does not have a bonus program for the Chief Superintendent, superintendents or other management staff.
    - Amortization, as required by accounting guidelines, continues to be based on historical capital spending patterns and is not able to be effectively reduced in the short- to medium-term.
- Items to note - block analysis:
    - As per Board motion, the Transportation block is balanced within government funding received and fees charged. No instructional dollars have been allocated towards transportation expenses.
    - A System Administration grant is allotted to the CBE and is set at a fixed amount for the next three years. For 2022-23, the budgeted System Administration expense totals $41.4 million. Savings of $2.4 million is directly applied to instructional support.
    - The Operations and Maintenance (O&M) grant does not cover the costs related to the actual operations and maintenance required. Accordingly, the CBE's budget must cover O&M costs in excess of O&M funding. The CBE is continually looking for new ways to improve efficiencies and was acknowledged in the Ministerial Order for its lean operations.

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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 & Benefits	Supplies & Services	Other	Budget 2022-23	Budget 2021-22	Change
			in $000s			
Schools and Areas	$ 945,596	$ 70,890	$ -	$1,016,486	$1,010,993	5,494
Corporate Cost	$ 8,709	$ 128,453	$ 80,287	$ 217,449	$ 221,395	(3,946)
School Improvement	$ 49,183	$ 3,291	$ 175	$ 52,649	$ 52,720	(71)
Finance and Technology Services	$ 23,382	$ 1,078	$ 9,394	$ 33,854	$ 33,581	273
Facilities and Environmental Services	$ 21,685	$ 9,101	$ 2,441	$ 33,227	$ 32,349	878
Human Resources	$ 12,494	$ 1,545	$ -	$ 14,039	$ 13,905	133
Communications and Engagement Services	$ 2,429	$ 45	$ -	$ 2,474	$ 2,364	110
General Counsel	$ 1,678	$ 91	$ -	$ 1,769	$ 1,612	157
Board of Trustees	$ 463	$ 1,099	$ -	$ 1,562	$ 1,572	(10)
Chief Superintendent	$ 502	$ 242	$ -	$ 744	$ 749	(5)
Total	**$1,066,122**	**$ 215,834**	**$ 92,297**	**$1,374,253**	**$1,371,240**	**3,013**

The following sections provide more details for each of these categories.

7-46

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:

- 66% K-12
- 13% Basic School Allocation
- 13% Other
- 7% ATRF
- 1% Contract absences short term

Summary of Expenses by Schools and Areas

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

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

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

Approximately $595 million covers teachers and learning assistants. An additional $115 million is provided to address the unique equity factors in each school and $117 million for required basic positions in all schools.

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

	Budget 2022-23		Budget 2021-22		Change	
	RAM ($000s)	Enrolment Student Count	RAM ($000s)	Enrolment Student Count	RAM ($000s)	Enrolment Student Count
K-12	595,303	126,863	600,830	129,123	(5,527)	(2,260)
Other - Equity factors, unique settings and specialized classes	115,497		119,744		(4,247)	
Basic school staff allocation	116,696		104,349		12,347	
Alberta Teachers' Retirement Fund	65,279		68,518		(3,239)	
Contract absences, short term	10,407		10,996		(589)	
Total	**903,182**		**904,437**		**(1,255)**	

Summary of Corporate Costs

Organizational costs managed by respective service units on behalf of the organization are identified as corporate costs. The service units are responsible for monitoring and budgeting these costs. Corporate costs are largely non-discretionary, in the short to medium term, and cannot be easily reduced without significant impact to CBE operations. They are presented collectively as 'corporate accounts' for illustrative purposes in the table below.

Additional details are available in Appendix V.

Examples include: Amortization, Calgary Police Services School Resource Officers, Community engagement services, Corporate partnerships, Education Matters consolidation, External legal counsel fees, Insurance, Maintenance, Professional Improvement Fellowship, Programs supporting: suicide prevention, therapeutic intervention Repair costs, Secondment, Settlement costs, Staff development funds, Student transportation, Subscription and fees, Technology licenses, Utilities

Corporate Cost	%
Supplies and Services	60%
Other (Amortization, Interest and Uncollectibles)	36%
Salaries and Benefits	4%

Expenses ($000s)	Facilities and Environmental Services	Finance and Technology Services	Human Resources	Corporate Revenue	School Improvement	General Counsel	Chief Superintendent Office	Communication and Engagement Services	Education Matters	Total
Certificated salaries and benefits	-	1,332	3,955	-	37	-	-	-	-	5,324
Non-certificated salaries and benef	1,306	463	816	-	23	-	-	159	618	3,385
Dues and fees	-	-	593	-	-	-	-	7	-	600
Rental equipment and facilities	11,092	-	40	-	-	-	-	-	22	11,154
Maintenance and repairs	11,642	5,121	47	-	-	-	-	-	-	16,810
Insurance	12,022	-	-	-	-	-	-	-	-	12,022
Professional services	3,903	1,900	2,759	-	2,251	832	-	195	26	11,866
Utilities	25,277	4,014	-	-	-	-	-	-	-	29,291
Transportation charges	40,800	-	-	-	-	-	-	-	-	40,800
Other supplies	-	2,495	1,438	-	691	-	250	12	1,016	5,902
Minor equipment	-	9	-	-	-	-	-	-	-	9
Amortization	58,873	13,761	-	-	994	-	-	-	-	73,628
Interest and finance charges	-	1,705	-	-	-	-	-	-	-	1,705
Other (uncollectible accounts)	-	144	-	4,809	-	-	-	-	-	4,953
Total expenses	**164,915**	**30,944**	**9,648**	**4,809**	**3,996**	**832**	**250**	**373**	**1,682**	**217,449**

Summary of Expenses by Service Units

Total expenditures for the CBE are summarized by service unit in Appendix V.

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Staffing

- Total staffing at the CBE can be viewed in two different manners:
  - By School Based and Non-School based Staff
  - By Service Unit
- Additional information regarding definitions for staffing categories can be found in Appendix VI.

School-Based and Non-School-Based Staff

- Approximately 90 per cent of CBE staff are in school-based positions, including facility operations staff, with the remaining 10 per 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. Approximately 2% of staff are in exempt positions.

- Final staffing allocations are determined in the fall once the school year begins and school-based administration (the school principal) can complete their staffing plans for the 2022-23 school year based on actual student enrolment.

- The Government of Alberta has primary responsibility for collective bargaining with the Alberta Teachers Association. Given that the ATA negotiations inform collective bargaining for the other areas of the public education sector, the CBE will follow the Government's lead with respect to local bargaining. There remains a risk that additional costs associated with negotiations are unfunded and will place additional financial stress on the overall CBE budget.

Service Unit Staff
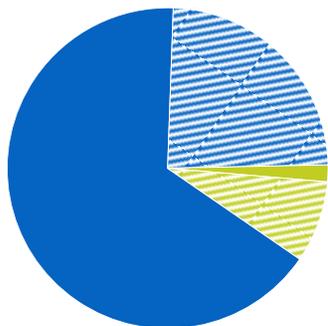
	Budget 2022-23			Change from Budget 2021-22		
	Certificated	Non Certificated	Total	Certificated	Non Certificated	Total
School Based	6,502	2,378	8,880	▲12	▼3	▲ 9
Non School Based	164	806	970	▲ 5	▲5	▲10
Total	**6.666**	**3.184**	**9.850**	**▲ 17**	**▲ 2**	**▲19**

		Change from Budget 2021-22
Schools and Areas	8,880	▲ 9
School Improvement	399	▲ 3
Facilities and Environmental Services	208	▲ 9
Finance and Technology Services	204	▲ 4
Human Resources	109	▲ 5
Communications and Engagement Services	20	-
Corporate Service Units	15	▼12
General Counsel	12	▲ 1
Chief Superintendent	3	-
**Total	9,850**		**▲19**

*does not include substitutes or temporary staff

Financial Future

Capital

Board-Funded Capital

Board-funded capital is a critical component of a school jurisdictions spending in support of student learning.

The CBE's board-funded capital budget supports projects such as:

- one-time capital expenditures (e.g. the replacement of the student information system);
- new school commissioning; 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 (not an exhaustive list).

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.).

In 2022-23, the CBE will set aside $25.83 million under board-funded capital. This is a decrease compared to the prior year. The 2022-22 school year had many projects delayed as a result of pandemic related supply chain issues and staffing shortages due to sickness. The CBE will prioritize the completion of these projects through the remainder of 2021-22 and into the 2022-23 school year, if necessary, to complete.

The current board-funded capital plan includes projections of costs over three years (the 2022-23 budget year and two consecutive years); however, approvals are made on an annual basis to correspond with the government budget approval cycle. Approved capital projects increase amortization expense once placed into operation. Accordingly, capital plan spending can impact CBE operating expenditures.

Facility Capital Projects (Provincially Supported)

Each year the CBE prepares a Three-Year School Capital Plan and an annual Modular Classroom Plan for submission to the Provincial Government. The Three-Year School Capital plan includes an analysis of the CBE's need for new, replacement and modernized schools. The annual Modular Classroom Plan is an analysis of the CBE's forecasted modular classroom needs. The implementation of these plans is dependent upon provincial approval and funding.

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. The annual amortization expense provision and corresponding Alberta Education revenues are incorporated in the budget for all assets in productive use by Aug. 31, 2021.

Reserves

The CBE will closely monitor activities to identify any significant, 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 2022-23 school year would be required.

New Alberta Education operating reserve level guidelines have been provided for the 2022-23 school year.

Based on prior year operating expenditures, operating reserves must be maintained within:

- Maximum: 3.15%
- Minimum: 1%

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.

3.15%, Alberta Education Maximum

100%
90%
77%

Operating Reserve $32,630,000*

1%, Alberta Education Minimum

40%

0%

*Projections based on Q2 Forecast 2021-22

In addition to these Alberta Education's operating reserves limits, the Board of Trustees requires an operating reserve level at a minimum of three per cent of prior year operating expenses exclusive of external block expenditures, subject to operational realities.

The current operating reserve levels are within the minimum and maximum set by Alberta Education. However current operating reserve levels have not met the minimum levels as set by the board. Based on the Second Quarter Forecast 2021-22, the CBE has reached 82 per cent of the Board directed operating reserve level. To the extent it is consistent with operational needs, investment income earned in 2022-23 will be used to fund CBE operating reserves to the level established by the Board.
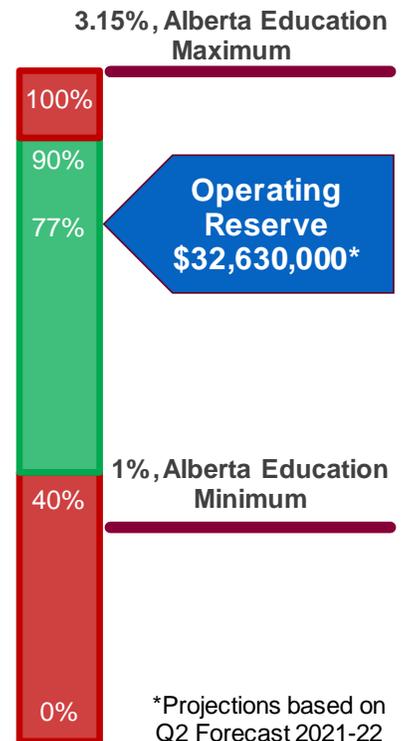
Conclusion

The CBE continues to align its programs, services and supports with the requirements of the Education Act, related regulations, and relevant ministerial orders within available funding. The 2022-23 budgets also reflects the aligned spending with the Board of Trustees' priorities of: achievement, equity, and student and staff well-being.

Maximizing the dollars directed to the classroom to support student achievement and well-being remains the top priority. The CBE, working with students, families, staff, partners, and Alberta Education, will continue to provide the best public education programs and supports possible for students within the financial resources made available.

The CBE is committed to strong, vibrant, inclusive school communities where all students have the opportunity to achieve their potential. The 2022-23 budget is balanced and continues to prioritize dollars and resources directly to students and classrooms that align with the funding received within the government's funding framework.

Calgary Board of Education

Budget 2022-23

Appendices

Appendix I – Funding Profile Letter

Alberta Education

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

AR118543

April 22, 2022

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

Dear Mr. Christopher Usih:

Alberta students deserve a world-class, high-quality education and that starts with stable funding for school authorities. Budget 2022 provides for increased funding to recognize enrolment growth and includes a one per cent increase in both base funding and operations and maintenance funding as well as a 4.6 per cent increase in transportation funding.

As announced, school authorities operating funding allocations will be the same or higher in the 2022/23 school year in comparison to the 2021/22 school year. Funding to school authorities addresses increases for cost pressures due to the pandemic and acknowledges enrolment growth.

I am pleased to provide this commitment letter confirming that your school authority is expected to receive $1,150,742,573 for the 2022/23 school year. A detailed funding profile for your school authority has been posted to the Alberta Education Extranet for your budgeting and planning processes.

I would also encourage you to review the 2022/23 *Funding Manual for School Authorities*, which is available on the Alberta Education website.

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

Sincerely,

Andre Tremblay
Deputy Minister

Appendix II – Budget Report (Submission to Alberta Education)

BUDGET
REPORT
FOR THE YEAR ENDING AUGUST 31, 2023

[Education Act, Sections 139(2)(b) 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 24, 2022   .

Date

---

c.c.   Alberta Education
c/o Jianan Wang, Financial Reporting & Accountability Branch
8th Floor Commerce Place, 10155-102 Street, Edmonton AB T5J 4L5
Phone: (780) 427-3855
E-MAIL: EDC.FRA@gov.ab.ca

Page 1 of 10

	A	B	C	D	E	F	G	H	I
1								School Jurisdiction Code:	3030

Color coded cells:

blue cells: require the input of data/descriptors wherever applicable.	grey cells: data not applicable - protected
salmon cells: populated from data entered in this template	white cells: within text boxes REQUIRE the input of points and data.
green cells: populated based on information previously submitted	yellow cells: to be completed when yellow only.

HIGHLIGHTS, PLANS, ASSUMPTIONS AND RISKS SUMMARY- 2022/2023 BUDGET REPORT

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

Budget Highlights, Plans & Assumptions:

The CBE will align programs, services and supports within the Alberta Education allocated funding.

The CBE will increase resources directed at teaching and learning in the classroom.

The CBE will carefully manage (non-classroom) costs consistent with the operational needs of the jurisdiction.

The CBE assumes funding confirmed in the funding letter of April 22nd, 2022 for 2022-23 will not change during the school year.

The CBE assumes overall enrolment headcount will increase by 1,534 (from Sept 29, 2021 count) for a total of 126,863 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 2023 -24 school year.

The CBE will continue to follow the province's guidance regarding COVID-19 and respond to direction provided. Costs arising from COVID-19, or other unanticipated events, will be addressed using the CBE's operating reserves, subject to approval by the Board of Trustees and the Minister of Education.

The CBE will balance the transportation budget using government funding and fees charged to parents. As directed by Board motion, the transportation budget will not be supplemented with additional dollars to support student transportation costs. For 2022-23, the CBE's student transportation fees will be remain the same (prior to refunds) at the 2021-22 levels.

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 Government of Alberta has primary responsibility for collective bargaining with the Alberta Teachers Association. Given that the ATA negotiations inform collective bargaining for the other areas of the public education sector, the CBE will follow the Government's lead with respect to local bargaining.

The CBE defers funding from 2021-22 to 2022-23 for students who did not attend school due to COVID -19. The CBE assumes these students will return in 2022-23. The estimated deferral is $17.2 million ($19 million for 2021-22).

The CBE continues to pursue the strategy of maintaining individual school utilization rates at or above 85 per cent to maximize Operations and Maintenance (O&M) funding.

The CBE will scale its operations to align with the reduction in IMR funding and maximize the use of Capital Maintenance Renewal (CMR) funding.

Given the anticipated continuation of new school construction, the CBE has retained operational reserves to fully support the commissioning of approved new schools. The Minister of Education has approved a request by the CBE to use $8.6 million for the 4 new schools opening 2022-23.

The budget will include an investment in board-funded capital to support the maintenance of systems and learning spaces as well as the replacement of vehicles, equipment and technology hardware.

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 will have a legal obligation associated with the retirement of tangible capital asset that are controlled by the CBE. The amount of required depreciation for the 2022-23 school year related to these assets will not be deducted from in-year educational dollars. The costs will be funded as part of a school's modernization project budget to offset the expense; or, upon sale of the building by recognizing a reduce gain or increased loss on disposition.

The CBE's system administration expenses will be compliant with the funding provided by the targeted grant from the government. The CBE assumes the System Administration targeted grant will remain the same for the next school year at $43.7 million.

In 2020-21, the government announced static system administration funding for the following three years. CBE will receive a fixed $43.7 million for system administration funding in 2022-23, which is consistent with the prior two years. In addition to the funding, investment revenue of $3.3 million ($1.3 million – 2021-22) is recorded in this block of expenditures for a total of $47.0 million.

The budgeted System Administration expense totals $41.4 million in 2022. From the savings of $5.6 million ($47.0 million less $41.4 million) within System Administration grant, $2.4 is being applied directly to instructional support, additional revenue from investment revenue will assist in replenishing the reserve balances.

Significant Business and Financial Risks:

Under the government's three-year WMA approach, school jurisdictions must manage all risk associated with growth in enrolment beyond that included in the WMA calculation.

If more students attend CBE schools than planned, programs, supports and services may need to be adjusted to stay within available funding.

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.

Alberta Education continues to provide bridge funding to assist school jurisdictions transitioning to the new weighted moving average funding model and to dampen the effect of unpredictable declining enrolment due to COVID-19. It remains a significant source of funding at $51.5 million and it remains unclear how the bridge funding will be calculated or provided and is a significant planning risk to the CBE given its amount and relative uncertainty.

The CBE continues to explore all viable options to reduce the annual operating costs associated with the Education Centre lease agreement.

Costs associated with the implementation of the new provincial curriculum have not been included in this budget as the CBE is currently preparing its application for funding.

Costs associated with the implementation of the new provincial student well-being program have not been included in this budget. Once information is available from the province the CBE will provide updated information on this program.

The CMR grant remains solely for projects of capital nature and has significantly declined from prior year. This is a 37.8% reduction and will impact that ability to maintain the infrastructure of our schools.

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. Using 2015-16 as a base year, the inflation rate versus the budget rate for funding per student translates to a difference of over $190 million of funding.

Any unanticipated costs arising from COVID-19 or other unanticipated risks will be addressed using the CBE's operating reserves which the Board of Trustees has mandated at 3 percent of expenditures. Currently CBE operating reserves is at 82% in compliance with the Board of Trustees mandate. Given that both the Board of Trustees and the Minister of Education must approve draws upon the CBE's operating reserves, the CBE assumes their approval will not be unduly withheld.

Any operating reserve balance in excess of operating reserve maximum of 3.15% will be recovered by Alberta Education through an equivalent reduction from the remaining scheduled payments for the remainder of the 2023-24 school year. The Minister of Education has extended their authority to approve or reject school jurisdiction access to reserve requests until the end of August 31, 2023.

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

BUDGETED STATEMENT OF OPERATIONS
for the Year Ending August 31

	Approved Budget 2022/2023	Approved Budget 2021/2022	Actual Audited 2020/2021
REVENUES			
Government of Alberta	$ 1,288,174,000	$1,295,082,000	$1,286,865,000
Federal Government and First Nations	$ 631,000	$609,000	$789,000
Property taxes	$ -	$0	$0
Fees	$ 46,099,000	$44,751,000	$18,429,000
Sales of services and products	$ 16,789,000	$15,769,000	$15,386,000
Investment income	$ 3,682,000	$1,911,000	$1,722,000
Donations and other contributions	$ 10,751,000	$8,446,000	$5,331,000
Other revenue	$ 4,972,000	$4,672,000	$3,270,000
TOTAL REVENUES	$1,371,098,000	$1,371,240,000	$1,331,792,000
EXPENSES			
Instruction - ECS	$ 37,220,000	$42,892,000	$32,585,000
Instruction - Grade 1 to 12	$ 1,042,524,000	$1,033,211,000	$1,027,067,000
Operations & maintenance	$ 181,066,000	$180,062,000	$181,780,000
Transportation	$ 43,992,000	$44,876,000	$35,837,000
System Administration	$ 41,362,000	$41,516,000	$42,925,000
External Services	$ 28,089,000	$28,683,000	$20,714,000
TOTAL EXPENSES	$1,374,253,000	$1,371,240,000	$1,340,908,000
ANNUAL SURPLUS (DEFICIT)	($3,155,000)	$0	($9,116,000)

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

	Approved Budget 2022/2023	Approved Budget 2021/2022	Actual Audited 2020/2021
EXPENSES			
Certificated salaries	$ 662,271,000	$660,652,000	$680,693,000
Certificated benefits	$ 149,631,000	$150,442,000	$150,303,000
Non-certificated salaries and wages	$ 203,211,000	$202,768,000	$206,146,000
Non-certificated benefits	$ 51,009,000	$52,135,000	$49,818,000
Services, contracts, and supplies	$ 215,834,000	$216,350,000	$172,645,000
Capital and debt services			
Amortization of capital assets			
Supported	$ 56,297,000	$53,008,000	$49,336,000
Unsupported	$ 29,332,000	$28,271,000	$27,118,000
Interest on capital debt			
Supported	$ -	$0	$0
Unsupported	$ 335,000	$409,000	$392,000
Other interest and finance charges	$ 1,381,000	$1,425,000	$766,000
Losses on disposal of capital assets	$ -	$0	$0
Other expenses	$ 4,952,000	$5,780,000	$3,691,000
TOTAL EXPENSES	$1,374,253,000	$1,371,240,000	$1,340,908,000

BUDGETED SCHEDULE OF PROGRAM OPERATIONS
for the Year Ending August 31

		Approved Budget 2022/2023							Actual Audited 2020/21
REVENUES		Instruction		Operations and Maintenance	Transportation	System Administration	External Services		
		ECS	Grade 1 to 12					TOTAL	TOTAL
(1)	Alberta Education	$ 32,018,000	$ 997,557,000	$ 124,961,000	$ 39,127,000	$ 43,728,000		$ 1,237,391,000	$ 1,239,065,000
(2)	Alberta Infrastructure - non remediation	$ -	$ -	$ 50,475,000	$ -	$ -	$ -	$ 50,475,000	$ 47,459,000
(3)	Alberta Infrastructure - remediation							$ -	
(4)	Other - Government of Alberta							$ -	$ 46,000
(5)	Federal Government and First Nations	$ -	$ 601,000	$ -	$ -	$ 30,000	$ -	$ 631,000	$ 789,000
(6)	Other Alberta school authorities	$ -	$ 293,000	$ 15,000	$ -	$ -	$ -	$ 308,000	$ 295,000
(7)	Out of province authorities							$ -	$ -
(8)	Alberta municipalities-special tax levies							$ -	$ -
(9)	Property taxes							$ -	$ -
(10)	Fees	$ 178,000	$ 25,444,000		$ 6,586,000		$ 13,891,000	$ 46,099,000	$ 18,429,000
(11)	Sales of services and products	$ -	$ 7,911,000	$ 259,000	$ -	$ 75,000	$ 8,544,000	$ 16,789,000	$ 15,386,000
(12)	Investment income	$ -	$ 482,000	$ -	$ -	$ 3,200,000	$ -	$ 3,682,000	$ 1,722,000
(13)	Gifts and donations	$ -	$ 8,980,000	$ 271,000	$ -	$ -	$ -	$ 9,251,000	$ 4,559,000
(14)	Rental of facilities	$ -	$ -	$ 481,000	$ -	$ -	$ 3,949,000	$ 4,430,000	$ 2,153,000
(15)	Fundraising	$ -	$ 1,500,000	$ -	$ -	$ -	$ -	$ 1,500,000	$ 772,000
(16)	Gains on disposal of tangible capital assets	$ -	$ -	$ 300,000	$ -	$ -	$ -	$ 300,000	$ 452,000
(17)	Other	$ -	$ 242,000	$ -	$ -	$ -	$ -	$ 242,000	$ 665,000
(18)	**TOTAL REVENUES**	$ 32,196,000	$ 1,043,010,000	$ 176,762,000	$ 45,713,000	$ 47,033,000	$ 26,384,000	$ 1,371,098,000	$ 1,331,792,000
	EXPENSES								
(19)	Certificated salaries	$ 24,615,000	$ 632,820,000			$ 879,000	$ 3,957,000	$ 662,271,000	$ 680,693,000
(20)	Certificated benefits	$ 3,138,000	$ 145,862,000			$ 127,000	$ 504,000	$ 149,631,000	$ 150,303,000
(21)	Non-certificated salaries and wages	$ 7,296,000	$ 121,822,000	$ 47,886,000	$ 808,000	$ 14,836,000	$ 10,563,000	$ 203,211,000	$ 206,146,000
(22)	Non-certificated benefits	$ 1,748,000	$ 30,106,000	$ 13,141,000	$ 186,000	$ 3,114,000	$ 2,714,000	$ 51,009,000	$ 49,818,000
(23)	SUB - TOTAL	$ 36,797,000	$ 930,610,000	$ 61,027,000	$ 994,000	$ 18,956,000	$ 17,738,000	$ 1,066,122,000	$ 1,086,960,000
(24)	Services, contracts and supplies	$ 386,000	$ 92,711,000	$ 54,260,000	$ 41,397,000	$ 20,199,000	$ 6,881,000	$ 215,834,000	$ 172,645,000
(25)	Amortization of supported tangible capital assets	$ -	$ 1,498,000	$ 54,799,000	$ -	$ -	$ -	$ 56,297,000	$ 49,336,000
(26)	Amortization of unsupported tangible capital assets	$ -	$ 16,526,000	$ 7,780,000	$ -	$ 1,773,000	$ 98,000	$ 26,177,000	$ 27,118,000
(27)	Amortization of supported ARO tangible capital assets							$ -	$ -
(28)	Amortization of unsupported ARO tangible capital assets	$ -	$ -	$ 3,155,000	$ -	$ -	$ -	$ 3,155,000	$ -
(29)	Accretion expenses							$ -	$ -
(30)	Supported interest on capital debt	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
(31)	Unsupported interest on capital debt	$ -	$ -	$ 45,000	$ -	$ 290,000	$ -	$ 335,000	$ 392,000
(32)	Other interest and finance charges	$ -	$ 708,000	$ -	$ 218,000	$ -	$ 455,000	$ 1,381,000	$ 766,000
(33)	Losses on disposal of tangible capital assets							$ -	$ -
(34)	Other expense	$ 37,000	$ 471,000	$ -	$ 1,383,000	$ 144,000	$ 2,917,000	$ 4,952,000	$ 3,691,000
(35)	**TOTAL EXPENSES**	$ 37,220,000	$ 1,042,524,000	$ 181,066,000	$ 43,992,000	$ 41,362,000	$ 28,089,000	$ 1,374,253,000	$ 1,340,908,000
(36)	**OPERATING SURPLUS (DEFICIT)**	$ (5,024,000)	$ 486,000	$ (4,304,000)	$ 1,721,000	$ 5,671,000	$ (1,705,000)	$ (3,155,000)	$ (9,116,000)

BUDGETED SCHEDULE OF FEE REVENUE
for the Year Ending August 31

	Approved Budget 2022/2023	Approved Budget 2021/2022	Actual 2020/2021
FEES			
TRANSPORTATION	$6,586,000	$7,470,000	$0
BASIC INSTRUCTION SUPPLIES (Instructional supplies, & materials)	$2,422,000	$2,512,000	$3,032,820
LUNCHROOM SUPERVISION & NOON HOUR ACTIVITY FEES	$13,891,000	$15,069,000	$12,296,708
FEES TO ENHANCE BASIC INSTRUCTION			
Technology user fees	$0	$0	$0
Alternative program fees	$0	$0	$514,890
Fees for optional courses	$0	$0	$1,951,997
ECS enhanced program fees	$0	$0	$0
ACTIVITY FEES	$11,000,000	$10,000,000	$251,883
Other fees to enhance education (Describe here)	$0	$3,500,000	$0
NON-CURRICULAR FEES			
Extra-curricular fees	$6,900,000	$2,400,000	$38,595
Non-curricular goods and services	$5,300,000	$3,800,000	$3,527
NON-CURRICULAR TRAVEL	$0	$0	$0
OTHER FEES (Describe here)	$0	$0	$0
TOTAL FEES	$46,099,000	$44,751,000	$18,090,420

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 2022/2023	Approved Budget 2021/2022	Actual 2020/2021
Cafeteria sales, hot lunch, milk programs	$0	$0	$327,035
Special events	$0	$0	$361,453
Sales or rentals of other supplies/services	$1,500,000	$1,380,000	$739,123
International and out of province student revenue	$7,625,000	$6,562,500	$0
Adult education revenue	$780,000	$945,631	$607,508
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	$7,237,981
Other (describe) Music Instruments, library fees, commissions	$0	$0	$461,738
Other (describe) Other - Fundraising donations	$0	$0	$1,101,380
Other (describe) Other sales (describe here)	$0	$0	
Other (describe) Other sales (describe here)	$0	$0	
TOTAL	$9,905,000	$8,888,131	$10,836,218

PROJECTED SCHEDULE OF CHANGES IN ACCUMULATED OPERATING SURPLUS (SUMMARY)
for the Year Ending August 31

	(1) ACCUMULATED OPERATING SURPLUS/DEFICITS (2+3+4+7)	(2) INVESTMENT IN TANGIBLE CAPITAL ASSETS	(3) ENDOWMENTS	(4) ACCUMULATED SURPLUS FROM OPERATIONS (5+6)	(5) UNRESTRICTED SURPLUS	(6) INTERNALLY RESTRICTED OPERATING RESERVES	(7) INTERNALLY RESTRICTED CAPITAL RESERVES
Actual balances per AFS at August 31, 2021	$214,688,000	$128,487,000	$5,521,000	$38,817,000	$40,000	$38,777,000	$41,863,000
2021/2022 Estimated impact to AOS for:							
Prior period adjustment	$0	$0	$0	$0	$0	$0	$0
Estimated surplus(deficit)	($3,390,000)			($3,390,000)	($3,390,000)		
Estimated board funded capital asset additions		$38,374,000		($24,826,000)	($24,826,000)	$0	($13,548,000)
Estimated disposal of unsupported tangible capital assets	$0	$0		$0	$0		$0
Estimated amortization of capital assets (expense)		($77,742,000)		$77,742,000	$77,742,000		
Estimated capital revenue recognized - Alberta Education		$7,807,000		($7,807,000)	($7,807,000)		
Estimated capital revenue recognized - Alberta Infrastructure		$45,047,000		($45,047,000)	($45,047,000)		
Estimated capital revenue recognized - Other GOA		$0		$0	$0		
Estimated capital revenue recognized - Other sources		$272,000		($272,000)	($272,000)		
Estimated changes in Endowments	$0		$0	$0	$0		
Estimated unsupported debt principal repayment		$2,538,000		($2,538,000)	($2,538,000)		
Estimated reserve transfers (net)				$0	$6,147,000	($6,147,000)	$0
Estimated assumptions/transfers of operations - capital lease addition	$0	$0	$0	$0	$0	$0	$0
Estimated Balances for August 31, 2022	$211,298,000	$144,783,000	$5,521,000	$32,679,000	$49,000	$32,630,000	$28,315,000
2022/23 Budget projections for:							
Opening balance adjustment due to adoption of PS 3280 (ARO)	($104,603,000)	($97,556,000)		($7,047,000)	($7,047,000)		
Budgeted surplus(deficit)	($3,155,000)			($3,155,000)	($3,155,000)		
Projected board funded tangible capital asset additions		$24,118,000		($24,118,000)	($24,118,000)	$0	$0
Projected board funded ARO tangible capital asset additions		$156,595,000		($156,595,000)	($156,595,000)	$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)		($82,474,000)		$82,474,000	$82,474,000		.
Budgeted capital revenue recognized - Alberta Education		$8,633,000		($8,633,000)	($8,633,000)		
Budgeted capital revenue recognized - Alberta Infrastructure		$47,393,000		($47,393,000)	($47,393,000)		
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		($3,155,000)		$3,155,000	$3,155,000		
Budgeted amortization of supported ARO tangible capital assets		$0		$0	$0		
Budgeted board funded ARO liabilities - recognition		($163,642,000)		$163,642,000	$163,642,000		
Budgeted board funded ARO liabilities - remediation		$0		$0	$0		
Budgeted changes in Endowments	$0		$0	$0	$0		
Budgeted unsupported debt principal repayment		$1,788,000		($1,788,000)	($1,788,000)		
Projected reserve transfers (net)				$0	$0	$0	$0
Projected assumptions/transfers of operations - capital lease addition	$0	$0	$0	$0	$0	$0	$0
Projected Balances for August 31, 2023	$103,540,000	$36,754,000	$5,521,000	$32,950,000	$320,000	$32,630,000	$28,315,000

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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-2023	30-Aug-2024	30-Aug-2025	31-Aug-2023	30-Aug-2024	30-Aug-2025	31-Aug-2023	30-Aug-2024	30-Aug-2025
Projected opening balance		$49,000	$320,000	$320,000	$32,630,000	$32,630,000	$32,630,000	$28,315,000	$28,315,000	$28,315,000
Projected excess of revenues over expenses (surplus only)	Explanation	$0	$0	$0						
Budgeted disposal of board funded TCA and ARO TCA	Explanation	$0	$0	$0		$0	$0	$0	$0	$0
Budgeted amortization of capital assets (expense)	Explanation	$85,629,000	$0	$0		$0	$0			
Budgeted capital revenue recognized, including ARO assets amortization	Explanation	($56,297,000)	$0	$0		$0	$0			
Budgeted changes in Endowments	Explanation	$0	$0	$0		$0	$0			
Budgeted board funded ARO liabilities - recognition	Explanation	$163,642,000	$0	$0		$0	$0			
Budgeted board funded ARO liabilities - remediation	Explanation	$0	$0	$0		$0	$0			
Budgeted unsupported debt principal repayment	Explanation	($1,788,000)	$0	$0		$0	$0			
Projected reserves transfers (net)	Unsupported amortization to capital reserves	$0	$0	$0	$0	$0	$0	$0	$0	$0
Projected assumptions/transfers of operations	Techonology asset renewal	$0	$0	$0	$0	$0	$0	$0	$0	$0
Increase in (use of) school generated funds	Explanation	$0	$0	$0		$0	$0		$0	$0
New school start-up costs	Explanation	$0	$0	$0		$0	$0		$0	$0
Decentralized school reserves	Explanation	$0	$0	$0		$0	$0		$0	$0
Non-recurring certificated remuneration	Grid creep, net salary increases	$0	$0	$0		$0	$0			
Non-recurring non-certificated remuneration	Explanation	$0	$0	$0		$0	$0			
Non-recurring contracts, supplies & services	Explanation	$0	$0	$0		$0	$0			
Professional development, training & support	Explanation	$0	$0	$0		$0	$0			
Transportation Expenses	Explanation	$0	$0	$0		$0	$0			
Operations & maintenance	Increased insurance costs - unsupported	$0	$0	$0		$0	$0			
English language learners	Explanation	$0	$0	$0		$0	$0			
System Administration	Explanation	$0	$0	$0		$0	$0			
OH&S / wellness programs	Explanation	$0	$0	$0		$0	$0			
B & S administration organization / reorganization	Explanation	$0	$0	$0		$0	$0			
Debt repayment	Explanation	$0	$0	$0		$0	$0			
POM expenses	Explanation	$0	$0	$0		$0	$0		$0	$0
Non-salary related programming costs (explain)	Explanation	$0	$0	$0		$0	$0			
Repairs & maintenance - School building & land	Explanation		$0	$0		$0	$0			
Repairs & maintenance - Technology	Explanation	$0	$0	$0		$0	$0			
Repairs & maintenance - Vehicle & transportation	Explanation	$0	$0	$0		$0	$0			
Repairs & maintenance - Administration building	Explanation	$0	$0	$0		$0	$0			
Repairs & maintenance - POM building & equipment	Explanation	$0	$0	$0		$0	$0			
Repairs & maintenance - Other (explain)	Explanation	$0	$0	$0		$0	$0			
Capital costs - School land & building	Explanation	($156,595,000)	$0	$0	$0	$0	$0	$0	$0	$0
Capital costs - School modernization	Explanation	$0	$0	$0	$0	$0	$0	$0	$0	$0
Capital costs - School modular & additions	Explanation	$0	$0	$0	$0	$0	$0	$0	$0	$0
Capital costs - School building partnership projects	Explanation	$0	$0	$0	$0	$0	$0	$0	$0	$0
Capital costs - Technology	Techonology asset renewal	$0	$0	$0	$0	$0	$0	$0	$0	$0
Capital costs - Vehicle & transportation	Explanation	($374,000)	$0	$0	$0	$0	$0	$0	$0	$0
Capital costs - Administration building	Explanation	$0	$0	$0	$0	$0	$0	$0	$0	$0
Capital costs - POM building & equipment	Explanation	($5,126,000)	$0	$0	$0	$0	$0	$0	$0	$0
Capital Costs - Furniture & Equipment	Explanation	($18,618,000)	$0	$0	$0	$0	$0	$0	$0	$0
Capital costs - Other	Explanation	$0	$0	$0	$0	$0	$0	$0	$0	$0
Building leases	Explanation	$0	$0	$0		$0	$0		$0	$0
Budgeted Deficit	Explanation	($3,155,000)	$0	$0		$0	$0		$0	$0
Other 2 - please use this row only if no other row is appropriate	Explanation	$0	$0	$0		$0	$0		$0	$0
Other 3 - please use this row only if no other row is appropriate	Explanation	$0	$0	$0		$0	$0		$0	$0
Opening balance adjustment due to adoption of PS 3280 (ARO)	Explanation	($7,047,000)	$0	$0		$0	$0		$0	$0
Estimated closing balance for operating contingency		$320,000	$320,000	$320,000	$32,630,000	$32,630,000	$32,630,000	$28,315,000	$28,315,000	$28,315,000

Total surplus as a percentage of 2023 Expenses		4.46%	4.46%	4.46%
ASO as a percentage of 2023 Expenses		2.40%	2.40%	2.40%

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

	Amount	Detailed explanation to the Minister for the purpose of using ASO
Estimated Operating Surplus (Deficit) Aug. 31, 2023	$ (3,155,000)	
PLEASE ALLOCATE IN BLUE CELLS BELOW	(3,155,000)	
Estimated Operating Deficit Due to:		
Amortization of board funded ARO capital assets	$3,155,000	
Description 2 (Fill only if your board projected an operating deficit)	$0	
Description 3 (Fill only if your board projected an operating deficit)	$0	
Description 4 (Fill only if your board projected an operating deficit)	$0	
Description 5 (Fill only if your board projected an operating deficit)	$0	
Description 6 (Fill only if your board projected an operating deficit)	$0	
Description 7 (Fill only if your board projected an operating deficit)	$0	
Subtotal, preliminary projected operating reserves to cover operating deficit	3,155,000	
Opening balance adjustment due to adoption of PS 3280 (ARO)	7,047,000	
Projected board funded tangible capital assets additions (including ARO) using both unrestricted surplus and operating reserves	180,713,000	
Budgeted disposal of unsupported tangible capital assets, including board funded ARO	-	
Budgeted amortization of board funded tangible capital assets	(26,177,000)	
Budgeted amortization of board funded ARO tangible capital assets	(3,155,000)	
Budgeted board funded ARO liabilities - recognition	(163,642,000)	
Budgeted board funded ARO liabilities - remediation	-	
Budgeted unsupported debt principal repayment	1,788,000	
Projected net transfer to (from) Capital Reserves	-	
Total final projected amount to access ASO in 2022/23	$ (271,000)	

Total amount approved by the Minister

PROJECTED STUDENT STATISTICS
FULL TIME EQUIVALENT (FTE) ENROLLED STUDENTS

	Budgeted 2022/2023 (Note 2)	Actual 2021/2022	Actual 2020/2021	Notes
Grades 1 to 12				
Eligible Funded Students:				
Grades 1 to 9	84,842	84,505	84,307	Head count
Grades 10 to 12	31,706	30,597	29,699	Head count
Total	116,548	115,102	114,006	Grade 1 to 12 students eligible for base instruction funding from Alberta Education.
Percentage Change and VA for change > 3% or < -3%	1.3%	1.0%		
Other Students:				
Total	1,111	1,091	1,112	Note 3
Total Net Enrolled Students	117,659	116,193	115,118	
Home Ed Students	303	349	422	Note 4
Total Enrolled Students, Grades 1-12	117,962	116,542	115,540	
Percentage Change	1.2%	0.9%		
Of the Eligible Funded Students:				
Students with Severe Disabilities	6,948	6,690	6,539	FTE of students with severe disabilities as reported by the board via PASI.
Students with Mild/Moderate Disabilities	15,401	14,694	14,244	FTE of students identified with mild/moderate disabilities as reported by the board via PASI.
EARLY CHILDHOOD SERVICES (ECS)				
Eligible Funded Children	8,822	8,924	6,887	ECS children eligible for ECS base instruction funding from Alberta Education.
Other Children	79	99	60	ECS children not eligible for ECS base instruction funding from Alberta Education.
Total Enrolled Children - ECS	8,901	9,023	6,947	
Program Hours	475	475	475	Minimum: 475 Hours
FTE Ratio	0.594	0.594	0.594	Actual hours divided by 950
FTE's Enrolled, ECS	5,285	5,357	4,125	
Percentage Change and VA for change > 3% or < -3%	-1.4%	29.9%		Change in 21-22 from 20-21 is due to COVID-19. As per Alberta Education guidelines, Pre-K program hours are 300 or 400 hours depending on age of child. Headcount for Pre-K is inlucded here and divided by 475 program hours
Of the Eligible Funded Children:				
Students with Severe Disabilities (PUF)	472	432	266	FTE of students with severe disabilities as reported by the board via PASI.
Students with Mild/Moderate Disabilities	300	300	87	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 2022/2023 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.

PROJECTED STAFFING STATISTICS
FULL TIME EQUIVALENT (FTE) PERSONNEL

	Budget		Actual		Actual		Notes
	2022/23		2021/22		2020/21		
CERTIFICATED STAFF	Total	Union Staff	Total	Union Staff	Total	Union Staff	
School Based	6,502	6,502	5,825	5,825	5,911	5,911	Teacher certification required for performing functions at the school level.
Non-School Based	164	144	132	132	131	131	Teacher certification required for performing functions at the system/central office level.
Total Certificated Staff FTE	6,665.8	6,646.2	5,957.0	5,957.0	6,041.9	6,041.9	FTE for personnel possessing a valid Alberta teaching certificate or equivalency.
Percentage Change and VA for change > 3% or < -3%	11.9%		-1.4%		10.3%		
If an average standard cost is used, please disclose rate:	103,990		103,490		102,334		
Student F.T.E. per certificated Staff	18.48953493		20.5		19.8		
Certificated Staffing Change due to:							
	-						
Enrolment Change	709				If negative change impact, the small cla If negative change impact, the small class size initiative is to include any/all teachers retained.		
Other Factors		-			Descriptor (required):		
Total Change	708.8	-			Year-over-year change in Certificated F 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.)	-	-			Descriptor (required):		
Total Negative Change in Certificated FTEs	-	-			Breakdown required where year-over-y 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	5,617	5,514	5,559	5,559	5,756	5,756	
Permanent - Part time	286	281	283	283	310	310	
Probationary - Full time	205	201	203	203	67	67	
Probationary - Part time	27	27	27	27	27	27	
Temporary - Full time	494	487	489	489	631	631	
Temporary - Part time	36	36	36	36	39	39	

NON-CERTIFICATED STAFF							
Instructional - Education Assistants	527	527	581	581	604	604	Personnel support students as part of a multidisciplinary team with teachers and other other support personnel to provide meaningful instruction
Instructional - Other non-certificated instruction	1,455	1,397	1,604	1,540	1,612	1,552	Personnel providing instruction support for schools under 'Instruction' program areas other than EAs
Operations & Maintenance	811	767	809	765	819	848	Personnel providing support to maintain school facilities
Transportation - Bus Drivers Employed	-	-	-	-	-	-	Bus drivers employed, but not contracted
Transportation - Other Staff	11	9	13	11	12	11	Other personnel providing direct support to the transportion of students to and from school other than bus drivers employed
Other	380	308	176	87	173	88	Personnel in System Admin. and External service areas.
Total Non-Certificated Staff FTE	3,183.7	3,007.8	3,182.3	2,984.2	3,221.2	3,102.8	FTE for personnel not possessing a valid Alberta teaching certificate or equivalency.
Percentage Change	0.0%		-1.2%		-1.2%		

Explanation of Changes to Non-Certificated Staff:

[10:36 AM] Scanga, Tanya L
Lunch supervision staff have been included in the budget estimates in 2022-23 and will be captured in actuals for the year ended 2021-22.

Additional Information

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

Please provide terms of contract for 2021/22 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
ATA and SA collective agreements expired August 2020. Estimated unionized staff totals 3,008 for Budget 2022-23

System Admin Expense Limit %	
3030 The Calgary School Division	3.15%

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Appendix III – Definitions

Account information; 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 object and program (sometimes referred to as 'block'). The main revenue and expense categories include:

Revenues	
Alberta Education	All revenues sourced from Alberta Education. Also included are payments made by Alberta Education to the Alberta Teachers' Retirement Fund on behalf of the CBE as well as revenues recognized for facility-related capital funding from Alberta Education.
Fees	Fees charged to parents for transportation, lunch supervision, student supplies fee as well as other fees charged directly by schools.
Sales of Services and Products	Adult, international student and continuing education fees as well as revenues from the provision of sales and services.
Other revenue	Investment income — Interest, dividends and realized gains on the sale of investments. All other revenue — Gifts and donations, fundraising and rental of facilities. Federal Government and First Nations — All revenue received from the Federal Government including payments related to tuition fees for First Nations, Métis and Inuit students.

Expenditures by object:	
Salaries and benefits	All salaries paid to employees and all benefits paid on behalf of employees including contributions to pension plans; employment insurance, Workers Compensation Board and Canada Pension Plan premiums; including the cost for extended health and dental benefit plans. The CBE does not have any bonus plans or arrangements for superintendents or other management staff.
Services, contracts and supplies	Cost of supplies, materials and services rendered.
Other (amortization, interest, uncollectible accounts)	Amortization of tangible capital assets, interest and financing charges and uncollectible accounts (bad debts) expense.

Expenditures by program/block	
Instruction: ECS	Instruction: ECS includes all direct expenses associated with the delivery of basic public education to ECS students. Appropriate expenses include certificated teachers, non – certificated aides, course materials and supplies. This includes Third Year Kindergarten severe and Moderate Language Delay.
Instruction: Grades 1 – 12	Instruction (Grades 1 – 12) is comprised of both the delivery of Grades 1– 12 instruction in schools as well as school administration and centrally provided support for the delivery of Grades 1 – 12 instruction.
System Administration	Administration includes system-wide activities for the purpose of general regulation and direction of the affairs of the school jurisdiction. This is a targeted grant and if spending exceeds the allotted amount, funding will be reduced in the following year.
Transportation	All activities directly related to transporting students to and from school and the support to maintain the program.
Operations and maintenance	This is a targeted grant allocation. Any unspent allocation is tracked and accounted for in an accumulated reserve schedule for future expenditures in operations and maintenance. School boards may use these funds for operations and maintenance and not in other areas of the education system. However, additional spending could occur in the total operations and maintenance schedule from other grants of the Assurance Framework. Costs associated with the operation and maintenance of all school buildings and maintenance shop facilities (excluding transportation facilities).
External services	External services include services offered outside the CBE's regular educational programs for Kindergarten – Grade 12 students such as continuing adult education and the lunch room supervision program. This also includes portions of the lease that the CBE is actively pursuing sub-leasing.

Reserves	
Operating Reserves	Operating reserves are surpluses from prior years that may be used as a one-time funding source for any purpose (subject to Ministerial approval). In simple terms, the CBE's operating reserves are its rainy-day savings account.
Capital Reserves	Capital reserves are surpluses from prior years that have been designated as one-time funding source for capital purposes (subject to Ministerial approval). Like operating reserves, the CBE's capital reserves are the rainy-day savings account specifically focused on the CBE's school buildings and other infrastructure.

Targeted Fund	Description
Alberta Teachers Retirement Fund (ATRF)	Pension contributions for Alberta Teachers Association members. This is a flow-through fund.
Transportation targeted grant	Student transportation to and from school
Infrastructure Maintenance Renewal (IMR)	Maintenance and renewal of the CBE's school-based facility infrastructure
Capital Maintenance Renewal (CMR)	Maintenance and upgrade of the CBE's school-based facility infrastructure (projects of a capital nature)
Expended deferred capital revenue (EDCR)	Used to offset the amortization associated with newly constructed CBE school-based facilities

Appendix IV – 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

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Appendix V – Expenses by Service Unit

School Improvement

School Improvement encompasses the work of the system related to teaching and learning in schools, across Areas, centralized system supports and Continuing Education.

Schools

Schools create engaging learning experiences and support students in their academic achievement and well-being for learning. They also connect with families and communities to help support student success. For many CBE students and families, their experiences with the CBE occur solely through schools.

In addition to schools, online education is provided through CBe-learn offering regular programming for students in Grades 1-12. It operates as a single school with its own teachers and students, who attend online from their homes across Calgary. It has been part of CBE for over a decade and has over 1,500 students projected for the 2022-23 school year.

Schools work collaboratively with service units to create and implement system initiatives that advance learning and enhance opportunities for students and families. Some of the ways this happens in schools include:

- Teachers personalize learning for students and communicate with families regarding students' progress and achievement.
- Principals provide leadership to school staff and lead learning at the school. They also work with school councils, parent societies and other groups to implement and communicate priorities and initiatives.
- Support staff such as educational assistants, behaviour support workers, English language learning assistants, school assistants to name only a few, provide valuable support to help students be successful.
- Office staff communicate with students, employees and families to ensure there is a common understanding and implementation of processes and procedures.
- IT staff and school tech support ensure access to technology necessary for teaching and learning.
- Facility operators keep schools clean and safe.
- Education Directors support instructional leaders and teachers to improve teaching, learning and student success.

Areas

- CBE schools are organized into seven Areas, each with two Education Directors.
- Area Offices play an important role in providing instructional leadership to principals, helping to deliver system services to schools, supporting school operations and ensuring effective collaboration amongst schools as appropriate.
- Area Learning Teams lead critical work related to the allocation of inclusive learning supports and in building capacity to meet the diverse needs of students. These teams provide access to multi-disciplinary supports such as mental health, psychological assessments, behavioural and/or complex needs supports.
- Area Offices work collaboratively to ensure directions for principals and schools across the system are aligned with key system goals and support priorities based on the school community.

	FTE	Budget 2022-23 ($000s)	FTE	Budget 2021-22 ($000s)	FTE	$ Change ($000s)	%
Certificated permanent salaries and benefits	6,502	757,176	6,490	756,534	12	642	0.1%
Certificated temporary salaries and benefits	-	26,963	-	27,080	-	(117)	(0.4%)
Non-certificated permanent salaries and benefits	2,378	152,742	2,381	153,223	(3)	(481)	(0.3%)
Non-certificated temporary salaries and benefits	-	8,716	-	7,628	-	1,088	14.3%
Dues and fees	-	360	-	569	-	(209)	(36.7%)
Rental equipment and facilities	-	50	-	50	-	-	-
Maintenance and repairs	-	1,278	-	1,268	-	10	0.8%
Insurance	-	10	-	9	-	1	11.1%
Professional services	-	11,277	-	11,102	-	175	1.6%
Utilities	-	263	-	263	-	-	-
Transportation charges	-	1,050	-	1,195	-	(145)	(12.1%)
Travel and subsistence	-	149	-	209	-	(60)	(28.7%)
Other supplies	-	50,308	-	45,094	-	5,214	11.6%
Minor equipment	-	4,944	-	5,454	-	(510)	(9.4%)
Textbooks and materials	-	1,200	-	1,290	-	(90)	(7.0%)
Interest and finance	-	-	-	25	-	(25)	(100.0%)
Total expenses	**8,880**	**1,016,486**	**8,871**	**1,010,993**	**9**	**5,493**	**0.5%**

Centralized System Supports

The centralized supports of the School Improvement Service Unit are directly linked to system wide priorities reflected by CBE values and within the Education Plan. All Education Directors help to support work in schools in addition to overseeing specific system portfolios.

System supports provide specific leadership, guidance, and other supports to further the work in and across schools. This involves the development of system resources for teaching and learning, the provision of professional learning, organization and support for delivery of programs, and responding to future needs. The areas of focus include:

- Core curriculum
- Complementary curriculum
- Locally developed courses
- High school success initiatives
- English language learning
- Indigenous Education
- Exceptional needs
- Mental health and well being
- Early Learning
- Languages
- Lunch supervision
- Alternative programs
- School Nutrition

- Educational partnerships
- Offsite learning opportunities
- Attendance
- Suspensions & expulsions
- Athletics
- Sexual orientation and gender identity
- Learning Commons resources
- Student information reporting
- Teaching and learning with technology
- Registration of newcomers to Canada
- Research, data collection, outcome reporting

Examples of centralized supports directly linked to work in schools include:

- Braille Assistants
- Pre-School programming
- Cultural and diversity advisors
- Dual credit, Registered Apprenticeship and Work Experience opportunities

- Psychologists
- Occupational and Physical Therapists
- Speech Language Pathologists
- Mental health and behaviour supports (Behaviour Support Workers, School Family liaison)

In addition, the School Improvement Service Unit supports international students wishing to access an education program at the Calgary Board of Education.

	FTE	Budget 2022-23 ($000s)	FTE	Budget 2021-22 ($000s)	FTE	$ Change ($000s)	%
Certificated permanent salaries and benefits	155	20,513	150	19,692	5	821	4.2%
Certificated temporary salaries and benefits	-	290	-	391	-	(101)	(25.9%)
Non-certificated permanent salaries and benefits	244	27,919	246	28,996	(2)	(1,077)	(3.7%)
Non-certificated temporary salaries and benefits	-	461	-	493	-	(32)	(6.4%)
Dues and fees	-	133	-	138	-	(5)	(3.6%)
Maintenance and repairs	-	15	-	15	-	-	-
Insurance	-	7	-	7	-	-	-
Professional services	-	845	-	951	-	(106)	(10.9%)
Utilities	-	60	-	60	-	-	-
Transportation charges	-	7	-	7	-	-	-
Travel and subsistence	-	317	-	324	-	(7)	(2.2%)
Other supplies	-	1,761	-	1,260	-	501	39.7%
Minor equipment	-	92	-	78	-	14	18.0%
Textbooks and materials	-	54	-	62	-	(8)	(12.6%)
Amortization	-	165	-	236	-	(71)	30.0%
Interest and finance	-	10	-	10	-	-	-
Total expenses	**399**	**52,648**	**396**	**52,720**	**3**	**(71)**	**(0.1%)**

Continuing Education

Chinook Learning Services provides non-credit professional development courses in the following areas:

- Computer training
- Finance
- Interpersonal skills
- School-based training
- Writing and workplace skills

Corporate Costs

Organizational costs managed by respective service units on behalf of the organization are identified as corporate costs. The service units are responsible for monitoring and budgeting these costs. Corporate costs are largely non-discretionary, in the short to medium term, and cannot be easily reduced without significant impact to CBE operations. They are presented collectively as 'corporate accounts' for illustrative purposes.

The FTEs reported in corporate accounts are responsible for IMR and CMR projects whose salaries and benefits are cost-recovered through government funding. In addition, to these FTE, there is also an FTE for Corporate Partnerships.
 **Professional leave and secondments and service unit ATRF are included as part of the corporate salaries and benefits.

	FTE	Budget 2022-23 ($000s)	FTE	Budget 2021-22 ($000s)	FTE	$ Change ($000s)	%
Certificated permanent salaries and benefits	-	4,978	-	5,071	-	(93)	(1.8%)
Certificated temporary salaries and benefits	-	346	-	686	-	(340)	49.6%
Non-certificated permanent salaries and benefits	15	2,517	27	2,476	(12)	41	1.7%
Non-certificated temporary salaries and benefits	-	868	-	942	-	(74)	(7.9%)
Dues and fees	-	600	-	598	-	2	0.3%
Rental equipment and facilities	-	11,155	-	10,999	-	154	1.4%
Maintenance and repairs	-	16,810	-	23,278	-	(6,468)	(27.8%)
Insurance	-	12,022	-	12,779	-	(757)	(5.9%)
Professional services	-	11,865	-	12,973	-	(1,108)	(8.5%)
Utilities	-	29,291	-	27,469	-	1,822	6.6%
Transportation charges	-	40,800	-	41,173	-	(373)	(0.9%)
Travel and subsistence	-	1	-	-	-	1	100.0%
Other supplies	-	5,900	-	5,336	-	564	10.5%
Minor equipment	-	9	-	9	-	-	-
Amortization	-	73,629	-	70,025	-	3,604	5.1%
Interest and finance	-	1,705	-	1,799	-	(94)	(5.2%)
Other (uncollectible accounts)	-	4,953	-	5,781	-	(828)	(14.3%)
Total expenses	**15**	**217,449**	**27**	**221,395**	**(12)**	**(3,946)**	**(1.8%)**

Communication and Engagement Services

Communication and Engagement Services (CES) creates and delivers consistent and timely communication to various audiences including families, staff, students, government, unions and associations and members of the broader community. Over the past 10 years, the department has absorbed additional functions such as community engagement and partnerships, expanded the number of communication channels it supports while the number of FTEs has decreased.

The department is responsible for:

- Managing content, offering technical support and training for the CBE's corporate site, internal website (insite), CBE's 240+ school websites, Chinook Learning Services website and SchoolMessenger (the parent email platform),
- leading corporate communications, internal communications, emergency response communications, media relations, social media and providing communications support and advice for schools and service units,
- leading system engagements and providing guidance to schools and service units
- supporting corporate partnership relationships,
- creating system wide graphics, templates and videos,
- responding to 8,500+ enquiries annually (public information line, various inboxes - community partnership, school councils, Dialogue).

	FTE	Budget 2022-23 ($000s)	FTE	Budget 2021-22 ($000s)	FTE	$ Change ($000s)	%
Non-certificated permanent salaries and benefits	20	2,429	20	2,315	-	114	4.9%
Dues and fees	-	6	-	8	-	(2)	(25.0%)
Professional services	-	15	-	15	-	-	-
Utilities	-	9	-	9	-	-	-
Travel and subsistence	-	3	-	4	-	(1)	(25.0%)
Other supplies	-	8	-	9	-	(1)	(11.2%)
Minor equipment	-	4	-	4	-	-	-
Total expenses	**20**	**2,474**	**20**	**2,364**	**-**	**110**	**4.6%**

Facilities and Environmental Services

Facilities and Environmental Services (FES) provides students and employees with quality learning and working environments. FES works closely with students, parents, communities, the City of Calgary and the Government of Alberta to provide support and services including:

- student accommodation planning;
- student transportation;
- facility construction, renovation and maintenance;
- building operations;
- leasing, disposition and acquisition of real property;
- CBE emergency, security, risk, health and safety services;
- internal mail and delivery services; and
- environmental stewardship.

	FTE	Budget 2022-23 ($000s)	FTE	Budget 2021-22 ($000s)	FTE	$ Change ($000s)	%
Non-certificated permanent salaries and benefits	208	21,052	199	20,942	9	110	0.5%
Non-certificated temporary salaries and benefits	-	633	-	705	-	(72)	(10.2%)
Dues and fees	-	128	-	128	-	-	-
Rental equipment and facilities	-	570	-	570	-	-	-
Maintenance and repairs	-	6,226	-	5,295	-	930	17.6%
Professional services	-	1,017	-	1,017	-	-	-
Utilities	-	167	-	172	-	(5)	(2.8%)
Transportation charges	-	7	-	7	-	-	-
Travel and subsistence	-	171	-	183	-	(12)	(6.4%)
Other supplies	-	757	-	757	-	-	-
Minor equipment	-	58	-	31	-	28	89.7%
Amortization	-	2,441	-	2,542	-	(101)	(4.0%)
Total expenses	**208**	**33,227**	**199**	**32,349**	**9**	**878**	**2.7%**

General Counsel

General Counsel provides legal and litigation services to CBE Board of Trustees and administration on all legal matters. The service unit manages the CBE's privacy office, Administrative Regulation development, and the Corporate Secretary's office in support of the Board of Trustees.

The service unit supports students, schools and the CBE by:

- providing legal advice and opinions to CBE administration and Board of Trustees on legal and governance issues;
- managing the CBE's compliance with Freedom of Information and Protection of Privacy Act (FOIP Act);
- supporting the CBE's compliance with applicable law, regulations and policies;
- delivering important information and training to schools on complex legal and privacy issues;
- providing risk mitigation advice;
- coordinating the development of the CBE's administrative regulations and procedures;
- managing external legal counsel;
- managing the proceedings of the Board of Trustees; and
- maintaining the corporate record of the Board of Trustees proceedings.

	FTE	Budget 2022-23 ($000s)	FTE	Budget 2021-22 ($000s)	FTE	$ Change ($000s)	%
Salaries and benefits	12	1,678	11	1,501	1	177	11.8%
Dues and fees	-	18	-	18	-	-	-
Maintenance and repairs	-	2	-	2	-	-	-
Professional services	-	3	-	3	-	-	-
Utilities	-	4	-	4	-	-	-
Travel and subsistence	-	12	-	12	-	-	-
Other supplies	-	25	-	25	-	-	-
Minor equipment	-	14	-	14	-	-	-
Textbooks and materials	-	13	-	13	-	-	-
Amortization	-	-	-	20	-	(20)	(100.0%)
Total expenses	**12**	**1,769**	**11**	**1,612**	**1**	**157**	**9.7%**

Finance and Technology Services

Finance and Technology Services is comprised of Finance, IT operations (ITS), IT Client Support (CTS) and Service Transformation.

These groups provide financial support and technical services to ensure resources are available to create a personalized learning environment for students including:

- supporting sound financial practices across the CBE;
- providing financial administration of fee based services, waivers and collections;
- monitoring and reporting financial performance through the annual budget and financial reporting periods throughout the year;
- timely payment of payables, purchasing card administration and compliance audit;
- procurement of goods and services to maximize dollars while maintaining the safety and security of students and staff;
- ensuring integrity of data used for decision making through adequate access to CBE Financial Systems;
- building and supporting CBE's technology infrastructure, integrity and security;
- supporting the operation of approximately 300,000 discrete devices across 260 sites;
- supporting students year-round with access to services, digital resources and managing the massive volumes of data generated annually;
- working to ensure computers, tablets, printers, displays, etc. are available and working for all of CBE;
- supporting the myriad of software solutions that are part and parcel of the modern learning environment; and
- delivering system supports through a service desk by working collaboratively across departments to ensure efficiency, accessibility and mitigate duplication.

	FTE	Budget 2022-23 ($000s)	FTE	Budget 2021-22 ($000s)	FTE	$ Change ($000s)	%
Certificated permanent salaries and benefits	1	127	1	126	-	1	0.7%
Non-certificated permanent salaries and benefits	203	22,812	199	23,451	4	(638)	(2.7%)
Non-certificated temporary salaries and benefits	-	443	-	401	-	42	10.5%
Dues and fees	-	209	-	221	-	(12)	(5.5%)
Maintenance and repairs	-	6	-	6	-	-	-
Professional services	-	441	-	356	-	85	23.9%
Utilities	-	60	-	52	-	8	15.5%
Travel and subsistence	-	56	-	66	-	(10)	(14.9%)
Other supplies	-	155	-	281	-	(125)	(44.6%)
Minor equipment	-	150	-	166	-	(16)	(9.6%)
Textbooks and materials	-	1	-	1	-	-	-
Amortization	-	9,394	-	8,454	-	939	11.1%
Total expenses	**204**	**33,854**	**200**	**33,581**	**4**	**274**	**0.8%**

Human Resources

Human Resources supports employees with all matters related to their employment relationship with the CBE. They support approximately 15,000 employees and proactively recruit talent while balancing current and future projected needs.

The team oversees:

- Recruitment;
- total rewards;
- workforce planning;
- labour and employee relations;
- advisory services;
- employee development;
- payroll and the human resources management system and
- the Employee Health Resource Centre (EHRC)
- operations and integrated solutions.

	FTE	Budget 2022-23 ($000s)	FTE	Budget 2021-22 ($000s)	FTE	$ Change ($000s)	%
Certificated permanent salaries and benefits	6	934	6	943	-	(10)	(1.0%)
Certificated temporary salaries and benefits	-	95	-	95	-	-	-
Non-certificated permanent salaries and benefits	103	11,134	98	11,045	5	89	0.8%
Non-certificated temporary salaries and benefits	-	331	-	300	-	31	10.4%
Dues and fees	-	47	-	47	-	-	-
Rental equipment and facilities	-	2	-	2	-	-	-
Maintenance and repairs	-	3	-	3	-	-	-
Professional services	-	1,030	-	1,008	-	22	2.2%
Utilities	-	31	-	31	-	-	-
Travel and subsistence	-	113	-	112	-	-	-
Other supplies	-	245	-	245	-	-	-
Minor equipment	-	30	-	30	-	-	-
Textbooks and materials	-	44	-	44	-	-	-
Total expenses	**109**	**14,039**	**104**	**13,905**	**5**	**134**	**1.0%**

Chief Superintendent

The Chief Superintendent's office leads strategic planning for student achievement, equity and student well-being based on the Board of Trustees' priorities and policies. The Chief Superintendent, as both the Chief Executive Officer and Chief Educational Officer, develops the Education Plan to improve student achievement and ensures that students and their learning are at the centre of organizational decisions.

	FTE	Budget 2022-23 ($000s)	FTE	Budget 2021-22 ($000s)	FTE	$ Change ($000s)	%
Salaries and benefits	3	502	3	507	-	(5)	(1.0%)
Dues and fees	-	13	-	13	-	-	-
Rental equipment and facilities	-	164	-	164	-	-	-
Maintenance and repairs	-	2	-	2	-	-	-
Professional services	-	29	-	29	-	-	-
Utilities	-	4	-	4	-	-	-
Travel and subsistence	-	9	-	9	-	-	-
Other supplies	-	19	-	19	-	-	-
Minor equipment	-	2	-	2	-	-	-
Total expenses	**3**	**744**	**3**	**749**	**-**	**(5)**	**(0.7%)**

Board of Trustees

The Board of Trustees represent, lead and serve the Calgary Board of Education owners, the citizens of Calgary. The Board's role is to provide oversight of the CBE by establishing expectations for student results and quality operational performance. Annual monitoring of actual performance against those expectations takes place at public board meetings. As part of its role, the Board connects with key stakeholders and advocates for the needs of the system with elected officials such as MLAs and City Councillors.

The Board of Trustees includes all items related to its oversight responsibilities of the organization including Trustee remuneration, office expenses and travel costs, financial audit fees, election costs, and Alberta School Boards Association fees. The Board of Trustees does not include the cost of services and supports provided by the service units in supporting the Board of Trustees as these costs are absorbed by the relevant service unit. Staff who directly support the Board of Trustees are included in General Counsel.

	Budget 2022-23 ($000s)	Budget 2021-22 ($000s)	$ Change ($000s)	%
Non-certificated permanent salaries and benefits	463	453	10	2.1%
Dues and fees	252	349	(97)	(27.8%)
Professional services	805	728	77	10.6%
Utilities	7	7	-	-
Travel and subsistence	31	31	-	-
Other supplies	3	3	-	-
Textbooks and materials	1	1	-	-
Total expenses	**1,562**	**1,572**	**(10)**	**(0.6%)**

Appendix VI – Staffing

School-based staff include but are not limited to:

- Principals
- Teachers
- Learning Leaders
- Education Assistants

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

- Braille assistants
- Communications and community engagement personnel
- Cultural diversity advisors
- Education directors
- Facilities and environmental 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
- Transportation personnel

report to Board of Trustees | Chief Superintendent's Update

Date	May 17, 2022
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Information
Governance Policy Reference	OE-2: Learning Environment/Treatment of Students OE-3: Instructional Program OE-8: Communicating and Engaging with the Public OE-9: Facilities

1 | Recommendation

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

2 | Issue

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

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

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

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

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

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

3 | Timely information

Strategic Resourcing | Alternate Address Option for Student Transportation

Families have told us they need more flexible transportation options to accommodate students with alternating addresses, and commencing in the 2022-23 school year this will now be possible.

Prior to the pandemic, general transportation bus routes were posted online, with registered students having the flexibility to choose the stop that worked best for them. This allowed families to use stops for daycare, activities and custody-related schedules. The pandemic eliminated that flexibility as students needed to assigned to a route, bus stop and seat to allow for contact tracing. As a result, bus routes are no longer posted online, with stop-specific information now being provided to families through PowerSchool.

During the 2021-22 school year, CBE Transportation ran a pilot to explore alternate address variations and their operational and financial impacts. The pilot ran at 14 schools, two per administrative area, representing a cross-section of CBE schools. As a result of this pilot, CBE Transportation is pleased to share that it will provide alternate address flexibility for the 2022-23 school year for all registered riders. An additional fee of $110 per student will be required in addition to the transportation fee required for mandated or non-mandated riders.

The provision of alternate addresses will be reviewed annually at the same time as the overarching student transportation program to ensure ongoing operational and financial sustainability that best serves all students.

Learning Excellence | Indigenous Education Holistic Lifelong Learning Framework & Companion Guide

On March 29, 2022 the Indigenous Education Team shared the recently completed Indigenous Education Holistic Lifelong Learning Framework document with the Board of Trustees. The CBE was grateful to have Indigenous Elders and Knowledge Keepers join the presentation to witness and validate CBE's collaborative work on behalf of students who self-identify as Indigenous.

On April 14, 2022 the Indigenous Education Team also shared the Indigenous Education Holistic Lifelong Learning Framework Companion Guide for Schools with CBE staff. The companion guide provides school leaders and teachers with exemplars, resources, tools, and professional learning. The guide has been designed as a digital, evergreen document that will go through many changes before beginning the 2022-23 school year. Staff are

encouraged to contribute to the guide, such as additional resources or success stories through the Microsoft Form Survey found at the end of the document.

Learning Excellence | Indigenous Land-Based Learning
On April 8, 2022 the Indigenous Education Team facilitated a virtual professional learning session for all CBE staff focused on Indigenous land-based learning. In this session, staff developed their understanding of "spirit" through spring teachings offered by Kanai Elder Casey Eaglespeaker. A school based wise practice exemplar from Eric Harvie School was shared and teacher participants engaged in a discussion about assessing Indigenous land-based learning.

Learning Excellence | Virtual Holistic Transition Ceremonies for Grade 9 Indigenous Students
On April 29, 2022 the Indigenous Education Team hosted three virtual Indigenous ceremonies for grade 9 students who self-identify as Indigenous to support their transition to high school in a good way. Schools across the district supported grade 9 students to attend the virtual ceremonies by either opening up spaces in their schools or supporting students and families to attend from home. The three ceremonies were hosted by Cree/Métis Elder Kerrie Moore, Tsuut'ina Knowledge Keeper Hal Eagletail, and Two Spirit Cree Elder Albert McLeod.

Collaborative Partnerships | Elder Advisory Council
On April 3, 2022 CBE hosted its third virtual Elder Advisory Council meeting this school year. During this time with Elders and Knowledge Keepers the Council gathered within the four domains of the Indigenous Education Holistic Lifelong Learning Framework (Spirit, Heart, Body, Mind) to consider and discuss staff professional learning, naming the framework, land-based learning and celebrating student success. The Elders and Knowledge Keepers offered some significant guidance and offers of support, which CBE staff will work through ahead of the next meeting, being held in person in June, 2022 at Niitsitapi Learning Centre.

Collaborative Partnerships | Blackfoot Blessing Ceremony
On April 29, 2022 Piikani Elder Leonard Bastien Weasel Traveler led the Chief Superintendent and others in a Blackfoot blessing ceremony to renew CBE's intentions and find balance related to advancing equity, anti-racism and inclusion within the CBE. The CBE was grateful for Elder Leonard's prayers that this ceremony offered on behalf of all CBE students, families, staff and the larger community.

Developing Our Employees | April 18th System Professional Learning Day Offerings

Our April 18, 2022 System Professional Learning Day offered a multitude of opportunities for teachers and staff in the Calgary Board of Education. The following is a snapshot of the Professional Learning day.

Assessment and Reporting

The assessment and reporting specialists in collaboration with others offered 5 sessions. Approximately 340 teachers participated.

Reading Assessment Tools
This session provided an overview of several reading assessment tools highlighted in the Grade 4-12 Reading Assessment Decision Tree. Attendees explored possible ways to use those assessments for whole-class screening as well as for individual targeted assessment. Using those assessments will provide classroom teachers with evidence to inform reading instruction.

High School Outcomes-Based Assessment Pilot

These sessions were an opportunity for participating high schools of the outcomes-based assessment pilot to come together to develop further understanding of aspects related to the pilot. Four groups of teachers representing English Language Arts, Mathematics, Science and Social Studies explored aspects of the pilot including reviewing and developing Assessment and Reporting Guides, creating common assessments that align with CBE's High School Proficiency Scale and sharing stories and examples of their experiences using these tools as part of their classroom assessment practices.

Routes to Success | A Learning Map for Assessment

This session was offered as part of an ongoing collaboration between CBE's Assessment and Reporting Team and the Calgary Regional Consortium's Cheryl Babin. The session brought together participants from the K-9 context, including teachers and school leaders, to explore the entire assessment journey - from getting to know your students, conducting diagnostic assessments, leveraging formative assessment *as* and *for* learning, verifying learning through valid summative assessment and finally, analyzing data to determine achievement levels at report card time. Participants were provided with the *Routes to Success* resource that includes links to readings and videos for further learning in relation to the policies and practices outlined in *Assessment and Reporting in CBE*.

Champion Sessions

Mathematics and English Language Learning (ELL)

The mathematics specialists, in collaboration with the ELL Team offered 3 Champion Sessions. Approximately 590 teachers participated.

Equity in Mathematics through an ELL Lens

There were three Math Champion Sessions (K-6, 5-9, 10-12) open to all teachers including ELL Champions. Using a focus on supporting English Language Learners, participants explored the Mathematics Equity Practices within the CBE Mathematics Framework. They engaged in mathematics through a 3-Act Task and reflected on how including multiple representations at all stages of learning creates an equitable learning environment.

Literacy and ELL

The literacy specialists, in collaboration with the ELL Team offered 3 Champion Sessions. Approximately 690 teachers participated.

Literacy and ELL Champion Session | Vocabulary K-6, 5-9, 10-12

Vocabulary is the most important piece of background knowledge that students can develop. A sophisticated vocabulary improves skills in speaking, listening, reading and writing. During this session K-12 Literacy and ELL Champions learned about how to support the development of vocabulary knowledge and how to integrate it using the Literacy Framework within inclusive classroom settings. The presentation was organized around the four key components of a comprehensive vocabulary program presented in the Literacy Framework and made specific connections to the ESL Benchmarks indicators related to vocabulary. Some primary areas of focus included discussion of tiered levels of vocabulary and practical applications for programming and teaching. Participants were left with thought provoking questions and next steps in their practice.

Complementary Curriculum

The complementary curriculum team worked to provide a variety of sessions to support learning in Career and Technology Foundations, Career and Technology Studies and Fine and Performing Arts.   These 23 sessions included a combination of in-person and virtual events as well as sessions offered by CBE employees and external partners. Approximately 1122 participants attended the sessions.

Individual Session Overviews:

- Intro to Laser Cutting
- Revit Architecture
- theBasicBot Pilot Project - Session 3
- Intro to V-carve and CNC
- Intro to the BasicBot (an Arduino robotics Platform)
- Afro-Textured Hair Session 2
- Breezin' Thru Theory: Best Practices & Strategies
- Storytime at the Opera: Arts Integration for K-6
- Vocal Health Panel Discussion with the Calgary Opera
- The Positive Asset Framework: Alternative Entry Points for Disengaged Learners
- The Art of Caricature
- Music Integration: Field Trips to Studio Bell
- Art Therapy Workshop
- Philosophy of Rooted Jazz
- Art Therapy Workshop #2
- Intro to the Art of Storyboards
- CTF Teacher Connection and Collaboration Time
- Environmental Education and Sustainability
- Supporting Career education and Life Planning with myBlueprint Education Planner
- Introduction to Education Planner with myBlueprint
- Cooking with Julie Van Rosendaal
- Visual Storytelling!
- Podcasting Audio Editing

Feedback from the sessions included:

- teachers were able to forge connections and relationships with others for future collaboration
- presenters indicated teacher participation was wonderful
- requests were made for follow-up opportunities to continue the work begun on this day
- a wide range of complementary curriculum sessions were offered

Early Learning

The Early Learning Team offered two professional development sessions on April 18 to over 600 participants including teachers, school administrators, therapists and support staff. Early Learning Strategists and the Early Learning psychologist offered two sessions, which included: How to Support Children and Students with Selective Mutism and Task Bins in the Classroom.

Educational Partnerships

Campus Calgary / Open Minds
This session was an opportunity for teachers to learn about Campus Calgary / Open Minds philosophy, sites, opportunities for 2022-23 school year, professional learning opportunities available for participating teachers, the application process, and how to develop a big question to help guide yearlong learning. The session explored the 11 vibrant community sites that teachers can explore with their students for a 5 day field study experience, develop big questions tied to curriculum, and how this opportunity is a catalyst for yearlong inquiry. There were 63 attendees.

Health, Physical Education and Well-Being Forum

Inclusive Education psychologists participated in the Health, Physical Education and Well-Being Forum that offered 47 professional learning opportunities, most of which occurred in person at Jack James High School on April 18, 2022. CBE teachers, alongside 16 local,

provincial and national partner organizations offered in-person and virtual sessions across the four established session blocks. The Learning Commons was set aside on-site so participants were able to take part in virtual mediums of learning and to increase participation across other virtual system offerings. Vendors were set up to engage teachers in their offerings to schools. Professional learning ranged in depth and breadth and included topics such as, innovative PE games, sport specific offerings, neuroscience of well-being, track and field, human sexuality, physical literacy, sexual orientation and gender identity, diversity equity and inclusion and cultivating student leaders. 'Drive-in' workshops after school are being considered to offer additional sessions for participants that were not able to attend due to scheduling conflicts and also for the sessions that reached their participant cap

Inclusive Education

Inclusive Education specialists, strategists, psychologists, speech language pathologists along with a multidisciplinary team, collaborated with other teams to offer the following sessions to approximately 2650 interested participants.

Children and Adolescent Mental Health | Classroom Strategies to Mitigate the Impacts of COVID-19 (3 sessions)

While many children enjoy good health and high quality of life, mental illness is one of the leading causes of disability in adolescents around the world. This session uncovered current research and evidence of the impacts on adolescent's mental health during the COVID-19 pandemic. The session provided universal supports for developing coping strategies, as well as how to recognize when our students need to access such strategies. These strategies can provide adolescents with the best chance at a healthy and resilient life to better manage times of increased stress and resolve conflict.

Hands – on Curriculum connected Classroom Strategies for ADHD, Anxiety, and Vicarious Trauma

This is a multifaceted three-part presentation on anxiety, ADHD, and vicarious trauma for educators - specifically teachers. It was designed by the RISE (Reaching Independence through Support and Education) classes partnership with Alberta Health Services, Wood's Homes and CBE Specialists. This presentation provided staff with practical strategies, including multiple handouts to support students with these presentations, as well as provided staff with strategies to support their own well-being. Included in this presentation was a lesson plan sequence to explicitly teach children and youth how to make positive use of anxiety in our CBE schools and classrooms.

Developing Social, Emotional and Learning Competencies

Three interdependent strategies are at the heart of building students' skills and understanding for increased self-awareness, self-regulation, and social awareness, forming and maintaining healthy relationships and making wise decisions. This session provided evidence-based practices for explicit social-emotional learning (SEL) instruction, intentionally integrating social, emotional and academic learning and building a safe, supportive classroom climate.

Collaborative Problem Solving - Rethinking Challenging Kids

Working with children and teens struggling with challenging behaviours can be a difficult and stressful part of teaching. Collaborative Problem Solving® (CPS) is a compassionate, evidence based, trauma informed approach that provides a philosophy and tools for working with children and youth with challenging behaviours. This session is an Introductory Training in CPS. During the session participants explored what causes challenging behaviours and were provided an overview of the three key components of the CPS approach. This training is a foundation for professionals and parents interested in learning more about CPS.

Regulation in the Learning Environment
Inclusive Education Occupational Therapists offered a professional learning session open to all teachers, administrators and support staff reviewing Regulation in the Learning Environment. Students experience stressors throughout the day that affect their ability to learn. This session focused on how to best understand, recognize, reduce and respond to stressors in the learning environment through the understanding and use of regulation. This session included; Understanding Regulation, Reframing Behaviour; Recognizing Stressors; Reducing Stressors & Responding with Strategies; Supporting Your Own Regulation.

Building Relationships with Your Neurodiverse Students (2 Sessions)
The sessionsl explored multiple representations of student voice, including speaking and non-speaking representations, and how student voice can be used to deepen bi-directional relationships between students and with teachers to build welcoming school communities.

Student Voice and Supporting Integration in a Specialized Classroom
This session provided an overview of student voice and communication in specialized classrooms along with addressing and acknowledging some of the preconceptions and biases held about what student communication can be supported.

Programming for Diverse Learning profiles of Enhanced Education Support (EES) Students
Positive, proactive planning strategies were discussed to support the diverse learning profiles of an EES classroom.

Supporting Students with Selective Mutism in Kindergarten
This session provided teachers with an overview of selective mutism, including facts and features of the diagnosis. Teachers were given an overview of how selective mutism can present in the classroom, home environment, and the community. The differences between the silent periods, often seen in English Language Learners, and selective mutism were discussed, providing teachers with methods to differentiate between the two. Teachers were given tips to support students presenting with selective mutism in the classroom. The conversational ladder intervention was explained as well as how schools can access supports for students through the Area Learning Team if necessary.

Embedding "Early" Phonological Awareness Skills in the Classroom
This session, developed and presented by Speech-Language Pathologists, offered functional suggestions for everyday literacy activities that can easily be embedded in programming. It targets "early" phonological awareness skills including: vocabulary, oral cloze, sentence segmenting, syllable segmenting, blending, and deletion, as well as rhyme detection and generation. This session complements the work of the Reading Readiness Screening Tool (RRST) and the CBE Literacy Framework.

Embedding "Later" Phonological Awareness Skills in the Classroom
This session is the follow-up to Embedding "Early" Phonological Awareness Skills in the Classroom offered by the Speech-Language Pathologists. This session offered functional suggestions to practice segmenting, blending, isolating, and deleting sounds during everyday programming. The information shared complements the work of the RRST and the CBE Literacy Framework.

Phonological Awareness – Classroom Ideas for Education Assistants
This session for Education Assistants was developed and presented by a Speech-Language Pathologist. The session offered functional suggestions for everyday literacy activities that can easily be embedded in programming. It targeted phonological awareness skills including: vocabulary, oral cloze, sentence segmenting, segmenting, blending, and deletion of syllables and sounds, as well as rhyme detection and generation. This session complemented the work of the Reading Readiness Screening Tool (RRST) and the Literacy Framework.

Deaf and Hard of Hearing Literacy Development Best Practices
Students with hearing loss may experience challenges developing their literacy skills, including learning sounds, vocabulary, and language. These challenges, in turn, affect their abilities with reading, writing, communicating, understanding and socializing with peers. Factors such as level of hearing loss, hearing age, and use of hearing assistive technology, additional learning needs, and home language may also impact literacy levels. This session led attendees through strategies of best practice for deaf and hard of hearing students' literacy development.

Listening to Your Student's Authentic Voice: Augmentative and Alternative Communication (AAC) in Everyday Learning Experiences
This session addressed the question: How can we help our students learn language and make sure they know their voice matters? Training was provided in how to infuse meaningful communication opportunities throughout the day using Augmentative and Alternative (AAC) tools and strategies. The session focused on these Learning outcomes: differences between compliance-based communication and authentic communication; developing familiarity with strategies to promote connection and honouring student voice; strategies to increase language development and autonomous communication across the school day.

Referrals Augmentative and Alternative Communication (AAC) | Who, What, When, Why and How
CBE has many students who cannot meet their communication needs through speech alone and benefit from being able to use speech-generating communication devices and other augmentative and alternative communication (AAC) tools and strategies to learn, participate and socialize at school. CBE Speech Language Pathologists (SLPs) who do this work shared the following information in this session:
■ the critical role of AAC for complex communicators,
■ the students needing referral;
■ the characteristics of a good referral;
■ important supports that need to be in place for a successful device trial
■ why some referrals do not lead to a device trial
■ the assessment process
■ low tech tools to support communication.

Math Talks for Differentiated Instruction
This session provided an exploration of what mathematical discussions are, why they are beneficial for all learners, and developed teacher ability to utilize math discussions as a way to differentiate task and discussions for learners. Participants were provided with modelled examples, practical application, and resource lists to build understanding and confidence.

Programming for Neurodiverse Students in Music
This session focused on ways we can build relationships within autistic students in the music classroom, understand the importance of regulation in music, and scaffolding and task design to maximize student engagement.

Teaching Social/Emotional Learning through the Arts
The benefits of social-emotional learning (SEL) are widely recognized and provide a foundation for school success and beyond. Classrooms provide optimal environments for students to learn social-emotional and regulation strategies alongside their peers. This session helped develop an understanding of the benefits of SEL and explored creative ways to teach it. Through hands-on activities, participants were provided with the tools to confidently teach SEL through multiple entry points.

Literacy, English and Academic Development (L.E.A.D.) Transition Processes
English Language Learning (ELL) & Diversity Specialists supporting complex learners in LEAD classes provided this session and gave LEAD teachers and administrators an opportunity to familiarize (or re-familiarize) themselves with LEAD transition processes and system requirements to ensure consistency across the LEAD program. Participants

explored exemplar transition plans and heard from a selection of LEAD program co-ordinators representing all grade bands. Teacher problems of practice and concerns were discussed during the session; solutions and resources were offered to support the team as a whole.

Domestic Violence and the Role of Schools (2 sessions)
Domestic Violence is a prevalent issue in Calgary and has seen a significant increase with the onset of COVID-19. Education is one of the number one ways to break the cycle of family violence. Schools play a significant role in supporting students residing in domestic violence shelters by providing a welcoming, caring, safe, and respectful learning environment.   This session addressed: building awareness of domestic violence, exploring the experiences of children living in a domestic violence shelter and the impact on their overall achievement and wellbeing, understanding the continuity of learning supports provided collaboratively by the shelter liaison specialists and shelter staff. A toolbox of effective universal strategies and resources that can be embedded in the classroom to support student's transitions and continuity of learning within a safe, welcoming and supportive environment was provided.

Responding to Suspected Child Abuse
Children, under the age of 18, depend on others for their safety and well-being. School staff see children regularly and have the responsibility to address suspected child abuse effectively. This presentation focused on recognizing the signs, and how to take appropriate action when responding and reporting suspected child abuse.

Indigenous Education

During the System Professional Learning Day on April 18, 2022 the Indigenous Education Team offered the following professional learning sessions:

Land Acknowledgement, Smudge and Protocols
Opened the day of learning in a good way with an Acknowledgement of the Land, smudge, and smudge protocols before sessions began. In response to the high number of requests, smudge protocols from the Indigenous Education Cultural Protocol document were shared with participants to increase foundational knowledge of Indigenous smudge.

Indigenous Education Holistic Lifelong Learning Framework for Schools
Presented the newly released CBE Indigenous Education Holistic Lifelong Learning Framework and Companion Guide for Schools. Following an introduction to the framework document, participants were led through the companion guide which focuses on whole school and classroom approaches to implementation.

Indigenous Education Holistic Lifelong Learning Framework for Service Units
Presented the newly released CBE Indigenous Education Holistic Lifelong Learning Framework and then engaged with service unit participants to consider how they might invest in building and applying knowledge about Indigenous ways of being, belonging, doing and knowing within their own unique contexts and environments. A companion guide for service units will be developed following further engagement with service unit staff.

Supporting CBE Staff to Acknowledge the Land
This session supported all CBE staff to better understand how the act of acknowledging the land is an essential component of Education for Reconciliation. Participants learned the story of the CBE Land Acknowledgement gifted to CBE by the CBE Elder Advisory Council, and were provided with guidance on how to meaningfully engage in the experience of acknowledging the land.
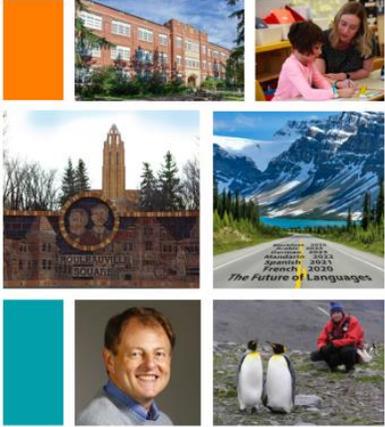
On April 18th 2022, the Calgary Board of Education Languages team in collaboration with a committee of Language schools Principals, Assistant Principals and Learning Leaders hosted a Languages Symposium at Crescent Heights High School.

Over 650 teachers from the CBE Languages program and other jurisdictions as well as University of Calgary Education students & professors participated in a day of professional development to

- discover Second Language Learning Innovations
- share success from their best practice
- learn from Research-Based Informed practices
- be part of Professional Networking

The event included 35 presentations & workshops, and 11 un-conferencing groups. As well, professor emeritus, Dr. Jim Cummins, expert in language development of second language learners and conservationist & adventurer Dr. Brian Keating, were the internationally recognized keynote speakers.

From Neurolinguistic Approach to Math manipulatives, from a visit to the French quarter of Rouleauville to assessing of learning outcomes of the program of studies, the symposium offered an opportunity to collaborate, exchange pedagogical practices and explore new innovative concepts in a dynamic multicultural and multilingual setting.

The Symposium is a School Improvement Languages initiative that supports key outcomes in relation to Learning Excellence, People Excellence and Collaborative Partnerships.

Literacy

Assessment Drives Reading Instruction
This session provided an overview of the Science of Reading and key components of Structured Literacy. Participants examined how assessment data informs foundational reading instruction and provided research-based strategies and resources to support instructional planning.

Off-Site Activities Online Proposal Program Training
This session was for CBE Teachers to have targeted training in the Off-Site Activities online proposal process and creating off-site trip proposals. Topics included an overview of the updated Off-Site Activities webpage, common mistakes and misunderstandings when creating an off-site trip proposal, and an overview of the approval process.

Research & Strategy

Modelling the Dig: A Data Dive for School Leaders
Understanding how to access and utilize the multiple data sources available to administrators can be daunting tasks. Knowing where to look and for which specific data requires more than awareness of the data and tools available. It requires pragmatic practice with the data tools to couple with administrators' lived experiences in schools. This session focused on using data to answer the question, "How do we know if the actions we are taking are making a difference in the lives of our students?" Modelling the use of a School Development Plan (SDP) goal, the process of using the school specific data dashboard and PowerSchool data tools, school leaders explored the tools. To tell better the school's story to support the Look Back process when determining school improvement, administrators were provided with essential learning about data and the tools available to them. Feedback collected from administrators includes responses such as:

- "We all need reminders to focus our efforts. Often our intuition is supported by data but sometimes it highlights our blind spots or things we should be considering as we drill down to specifics of for our school."
- "It is refreshing to be a student again and to use technology infused within the lesson to provide formative actioned feedback."
- "Really enjoyed working with data from the school and getting to see this new tool. Thanks!"

Making School Improvement Visible: Ways to Tell Your School Story
Effectively communicating school improvement to various audiences builds upon data literacy and knowing a schools' story. Administrators familiar and experienced with school-based data as well as their school's context require additional skills to discern how best to convey the school's story. School improvement is far more than once yearly summaries of achievement and other summative measures. Incremental growth is the story of daily student learning, formative assessment and school improvement. This session focused on considering, "How do we show and clearly communicate that the actions we are taking are making a difference in the lives of our students?", examining school data sets, including a school literacy SDP goal, and provided administrators with practice in the first steps of conveying incremental growth in a visible way to school communities. Feedback collected from administrators includes responses such as:

- "I appreciated the chance to think about how we can make the data visual. The matrix will be a powerful tool moving forward that I will use with staff and parents in the near future. Thank you for that!"
- "My big take-away is: only talk about 3 things, 90 second summary, not longer, how will you grab their attention!"
- "Great examples to walk us through and see possibilities as well as be critical of what may work / not work in our location."

Stem / Outcome Assignment Analytics Tool
These technical sessions introduced K-12 teachers and administrators to the new Stem / Outcome Assignment Analytics tool available in PowerTeacher / PowerSchool. Participants explored various components of the tool including viewing assessment data in relation to stems / outcomes, viewing data by assignments and filtering the data to focus on subsets of

students. Reflection questions were provided to support participants in interpreting and analyzing their assessment data to identify areas of strength and areas of growth. Through conversations, participants considered how the gathered data could support future instructional planning and professional development. There were opportunities for teachers and administrators in attendance to ask questions during the sessions.

Teaching and Learning with Technology

On April 18, 2022 over 1,300 Calgary Board of Education teachers attended 27 online and in-person professional learning opportunities provided by the Teaching & Learning with Technology Team. Teachers selected from a variety of opportunities which focused on integrating and utilizing system-supported software and tools into curricular areas. Sessions focused on the use of SMART Technologies, Minecraft Education Edition, Google, Brightspace by D2L, Robotics, Laser Cutting, myBlueprint, Apple coding and built-in accessibility tools, Enriched Academy financial literacy, and Read&Write for Google Chrome. Sessions were recorded and posted for staff to access asynchronously. Professional learning opportunities such as these allow educators to leverage the use of technology to meet the needs of diverse learners both in the classroom and online environment.

Apple
During these four sessions, Apple highlighted the ability for students to represent their learning in different ways on iPad. Topics included *Supporting Struggling Readers on iPad*, *Authentic Authors: Leveraging iPads and Macs to Create Interactive and Multimodal Texts*, *Amplifying Student Voice: Podcasting and Audio capture on iPad*, and *Swift Playgrounds – Getting Started with Coding on iPad*. Participants learned how to leverage built-in assistive features on iPad, create digital publications, gather learning artefacts through audio recording tools, and explore the fundamentals of coding.

Minecraft: Education Edition
Over these four sessions on Assessment Tools, Curriculum Connections, Coding & Command Blocks, and Esports, participants gained valuable insight on Minecraft: Education Edition features relevant to their practice. These ranged from exploring opportunities for formative assessment embedded within the tool and direct connections to Alberta Program of Studies outcomes, to block-based and Python coding, and exploring Esports in Minecraft.

SMART
Teachers accessed this synchronous content to support their understanding of how to engage students using iQ on MX SMART Boards and Lumio. SMART presenters addressed the needs of both new and existing users by highlighting key features for engaging students in an interactive way in face-to-face and online settings.

Google
Cobblestone Collective led four Google sessions spanning a variety of topics including classroom workflows, student engagement, assessment, and documenting learning. Teachers benefited from practical application and modeling of Google Sites, Forms, and Classroom in support of student success.

Brightspace by D2L
These two sessions, *Providing Rich, Formative Feedback in Brightspace* and *Communication Tools in Brightspace* supported teachers by showcasing features that create meaningful opportunities to engage with their students in an online setting. Features such as Activity Feed, Announcements, Discussions, Intelligent Agents, Brightspace Parent & Guardian provided a host of ways to encourage active participation in learning and provide formative feedback.

Texthelp

The *Read&Write Literacy Support Software* session offered teachers an overview of this system supported K-12 software tool in support of IPPs, aiding comprehension and expression for English Language Learners, and developing research and study skills for all learners. Participants also learned how seamlessly Read&Write integrates with other system-supported tools such as Brightspace and Google Classroom. Additionally, the session highlighted the new features in OrbitNote, which makes pdfs accessible and actionable.

myBlueprint

These sessions, *myBlueprint: Introduction to Education Planner* and *Supporting Education, Career and Life Planning with myBlueprint Education Planner* gave teachers hands-on experience with this system supported education and career planning tool, along with a guide full of implementation ideas for students Grade 7-12. The sessions also highlighted the student-driven portfolio tool which is valuable in supporting students in making decisions about their future.

Enriched Academy

The session, *Enriched Academy Financial Literacy Resource Intro for High School Teachers* introduced participants to 10 modules available on the platform. Participants accessed the online workbook for students and discussed how to track student progress in relation to financial literacy.

Teaching & Learning with Technology

Top 10 Tools for Teaching and Learning: Approved and Ready to Go provided teachers with an inventory of system-approved tools for content creation, lesson delivery, and representing learning. Teachers learned the key features of Screencastify, Minecraft: Education Edition, Google Sites, and SMART Lumio among others.

School Professional Learning | 3D Printing, SMART Boards, Lumio by SMART

The Teaching and Learning with Technology team has been providing schools with professional learning sessions to build teacher capacity in using learning technologies. Over the past few months, the team facilitated hands-on sessions that explored pedagogical and best practices for using SMART Boards and Lumio by SMART with staff at Cecil Swanson School, Willow Park School, and Robert Thirsk High School. This professional learning was provided to support the purchase of new SMART Boards at these schools. The team also facilitated professional learning and task design sessions about 3D Printing for staff at A.E. Cross School, Simon Fraser School, and Cecil Swanson School.

CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS