public agenda | Regular Meeting of the Board of Trustees

**April 23, 2024
11:00 a.m.**

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

R-1: Mission |
Each student, in keeping with their individual abilities and gifts, will complete high school with a foundation of learning necessary to thrive in life, work and continued learning.

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

Time	Topic		Who	Policy Ref	Attachment
11:00am	**1 |**	**Call to Order, National Anthem, Acknowledgement of the Land and Welcome**	Chair		
	2 |	**Consideration/Approval of Agenda**	Board	GC-2	
	3 |	**Awards and Recognitions**		GC-3	
	4 |	**Results Focus**			
	4.1	Mayland Heights, Bob Edwards, and Western Canada Schools Presentation	M. Poirier	R-4	
	5 |	**Operational Expectations**			
	6 |	**Public Comment**		GC-3.2	
		Requirements as outlined in Board Meeting Procedures			
	7 |	**Matters Reserved for Board Information**		GC-3	
	8 |	**Matters Reserved for Board Decision**	Board	GC-2	
	8.1	Results 4: Personal Development – Annual Monitoring		R-4, OE-7	Page 4-1 (Apr. 9/24)
	8.2	Proposed Amendments to Governance Culture Policies		GC-2,3,5E	Page 8-7
	8.3	Trustee Remuneration Committee Report		GC-5E,2E	Page 8-1
	9 |	**Consent Agenda**	Board	GC-2.6	

Calgary Board of Education

Time	Topic	Who	Policy Ref	Attachment
	9.1 Items Provided for Board Decision			
	9.1.1 OE-2: Learning Environment/Treatment of Students – Annual Monitoring		OE-2,7	Page 5-1 (Apr 9/24)
	(THAT the Board of Trustees approves that the Chief Superintendent is in compliance with the provisions of OE-2: Learning Environment/Treatment of Students.)			
	9.1.2 OE-6: Asset Protection – Annual Monitoring		OE-6	Page 5-11 (Apr 9/24)
	(THAT the Board of Trustees approves that the Chief Superintendents is in compliance with the provisions of OE-6: Asset Protection.)			
	9.1.3 Locally Developed Courses			Page 9-1
	(THAT the Board of Trustees approves the recommendations for Locally Developed Courses for school use in CBE for the authorization periods set by Alberta Education's policy.)			
	9.1.4 Meeting Minutes			
	• Regular Meeting held March 5, 2024 • Regular Meeting held March 19, 2024			Page 9-8 Page 9-15
	(THAT the Board of Trustees approves the Minutes of the Regular Meetings held March 5 and 19, 2024 as submitted.)			
	9.2 Items Provided for Information			
	9.2.1 Construction Projects Status Update		OE-7,9	Page 9-24
	Private Session			
	Termination of Meeting			
	Debrief	Board	GC-2.3	

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Calgary Board of Education

results monitoring report

Results 4: Personal Development

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Results 4: Personal Development, 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: April 9, 2024

Joanne Pitman, Chief Superintendent

BOARD OF TRUSTEES ACTION

With respect to Results 4: Personal Development, 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

Calgary Board of Education

Executive Summary |

Analysis |

The Annual Returning Rate in 2021-22 for CBE was 16.7 per cent, with the gap between the CBE and Alberta Annual Returning Rates narrowing to its lowest point at 0.5 percentage points.

For 12 out of 14 indicators connected to the CBE Student Survey, overall levels range from 70.4 per cent, for students who report they can assess critically information presented in online environments, to 90.8 percent, for students who report they can use technology to help them learn. Eight of these indicators are 81.0 percent or higher.

While these 12 CBE Student Survey indicators remain high, they show decreases when compared to 2018-19 student survey results, the only other data available for these measures. Given that 2018-19 represents a pre-pandemic state, caution should be exercised when interpreting the results over time and consideration could be given to understanding these results in the context of a new, post-pandemic baseline moving forward.

The remaining two indicators connected to the CBE Student Survey include data inclusive of results from 2018-19, 2020-21, 2021-22, and 2022-23.

- The Emotional Health Summary Measure showed a significant increase of 2.2 percentage points over 2021-22 results.
- The Physical Health Summary Measure showed an increase of .9 percentage points over 2021-22 results.

For the 2022-23 school year, there was a suspension of the inclusion of any indicators for Results 4: Personal Development related to Kindergarten to Grade 6 school report cards. As a result, only students in Division 3 or grades 7, 8 and 9 received report card grades related to this Indicator.

- The percentage of Division 3 students reported to set and work toward learning goals increased by 0.3 percentage points to 97.1 per cent, reaching the highest result over the previous years.

- The percentage of Division 3 students reported to engage in learning with confidence and persistence increased by 0.5 percentage points to 96.9 per cent, reaching the highest result over the previous three years.

The percentage of students experiencing success with the learning outcomes of the Health/CALM Programs of Study remains high at 98.7 per cent.

Calgary Board of Education

4-2

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.

One indicator in Results 4 is based on an Alberta Education Assurance Measure, three are based on report card data and the remaining fourteen indicators are tied to survey data.

Given the change in methodology by Alberta Education, there are not enough Annual Returning Rate data to determine a trend. The report card results were very high and so, not an opportunity for growth. As Results 4 was a minor focus on the 2021-22 CBE Student Survey and given the impact of the pandemic on students, it was determined prudent to wait until there was a complete data set for Results 4 before considering targets.

It is for these reasons no targets were set for 2022-23 in this report.

Context for Indicators |

It should be noted that report card indicators are summative in nature and represent teacher assessment of a body of evidence collected over the course of the school year and reported on June report cards. Conversely, the data associated with the CBE Student Survey, represents student perception data collected during a period of time. The administration of the 2022-23 Student Survey took place in the first few months of 2023.

As such, caution is needed in any attempt to compare report card results to student survey perception data, as these are dissimilar data sources gathered at different points in the 2022-23 school year. Teachers and students would have unique differences related to accurately assessing or self- assessing citizenship.

Given the ongoing impact of the COVID-19 pandemic and learning disruptions experienced to date, significant caution should be exercised with respect to report card achievement data 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.

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.

Calgary Board of Education

Policy |

> Results 4: Each student will identify and actively develop individual gifts, talents and interests.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to affirm the responsibility of public education in relation to recognizing and strengthening the diverse abilities and capacities of individual learners.

The Chief Superintendent interprets *each student will identify and actively develop individual gifts, talents and interests* to mean that in and through their learning program, every individual learner in The Calgary Board of Education will identify and actively develop their individual gifts, talents and interests.

Students will:

> 4.1 Demonstrate resilience and perseverance to overcome failure and adapt to change.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students respond to difficult circumstances and experiences in ways that continue the learning process.

The Chief Superintendent interprets *resilience and perseverance* to mean that students remain engaged in or return to their learning when faced with difficult or unfamiliar situations.

The Chief Superintendent interprets *overcome failure and adapt to change* to mean that students respond in new or renewed ways to new circumstances and setbacks in learning.

Indicators |

1. Percentage of CBE students who return to school after dropping out; as reported by Alberta Education.

2. Percentage of students who report they work through setbacks and challenges in their learning; as measured by Overall Agreement of the **Resiliency and Perseverance Summary Measure** from CBE Student Survey.

3. Percentage of students who report they can adapt to new learning situations; as measured by Overall Agreement on the **Adaptability Summary Measure** from CBE Student Survey.

Calgary Board of Education

Students will:

> 4.2 Take initiative, set goals, self-evaluate and strive to continuously improve.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will be actively involved in the design and assessment of their learning.

The Chief Superintendent interprets *take initiative* to mean that students raise questions, explore ideas and identify possible actions within their learning programs.

The Chief Superintendent interprets *set goals* to mean that students identify new accomplishments they would like to pursue and achieve.

The Chief Superintendent interprets *self-evaluate* to mean that students examine evidence of their learning to understand what they have accomplished and what learning is required next.

The Chief Superintendent interprets *strive to continuously improve* to mean that students modify and refine their learning strategies based on experience and feedback.

Indicators |

1. Percentage of students in kindergarten to grade 9 reported to set and work toward learning goals; as measured by student report cards.

   Note | At the June 21, 2022 Regular Meeting of the Board of Trustees, Trustees approved a suspension of the inclusion of any indicators for Results 3: Citizenship, Results 4: Personal Development and Results 5: Character related to Kindergarten to Grade 6 school report cards for the 2022-23 school year. As a result, only students in Division 3 or grades 7, 8 and 9 received report card grades related to this Indicator. Year over year comparisons are not considered valid metrics as a result of this change.

2. Percentage of high school students who report they are able to set goals for themselves and work towards them; as measured by Overall Agreement on the **Self-Improvement Summary Measure** on CBE Student Survey.

3. Percentage of high school students who report they raise questions and bring their own ideas to learning tasks; as measured by Overall Agreement on the **Self-Advocacy Summary Measure** on CBE Student Survey.

4. Percentage of high school students who report they use feedback and past experiences to improve their learning; as measured by Overall Agreement on the **Self-Reflection Summary Measure** on CBE Student Survey.

Students will:

4.3 Have the confidence to embrace ambiguity and complexity.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will be open to and positive about engaging in learning that exceeds simple and predictable tasks, ideas and experiences.

The Chief Superintendent interprets *confidence* to mean that students approach learning with positive expectations.

The Chief Superintendent interprets *ambiguity* to mean learning that has an element of uncertainty or that can be understood in more than one way.

The Chief Superintendent interprets *complexity* to mean learning that involves a number of interconnected parts.

Indicators |

1. Percentage of students in kindergarten to grade 9 reported to engage in learning with confidence and persistence; as measured by student report cards.

   Note | At the June 21, 2022 Regular Meeting of the Board of Trustees, Trustees approved a suspension of the inclusion of any indicators for Results 3: Citizenship, Results 4: Personal Development and Results 5: Character related to Kindergarten to Grade 6 school report cards for the 2022-23 school year. As a result, only students in Division 3 or grades 7, 8 and 9 received report card grades related to this Indicator. Year over year comparisons are not considered valid metrics as a result of this change.

2. Percentage of high school students who report they are comfortable learning about things that don't have a single right answer; as measured by the **Ambiguity and Complexity Summary Measure** from CBE Student Survey.

Students will:

4.4 Take risks appropriately.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will intentionally and thoughtfully strive beyond what is easy and comfortable in their learning.

The Chief Superintendent interprets *take risks* to mean that students act without assurance of success in order to fulfill a learning goal.

The Chief Superintendent interprets *appropriately* to mean in alignment with the expectations and indicators of the Board of Trustees' Results policies for Citizenship and Character.

Indicator |

1. Percentage of students who report they try new things in their learning even when they are not guaranteed success; as measured by Overall Agreement on the **Risk-taking Summary Measure** from CBE Student Survey.

Students will:

> 4.5 Make lifestyle choices based upon healthy attitudes and actions, and be able to assume responsibility for personal well-being.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will make well-informed decisions on behalf of their physical, social, and emotional health and become increasingly independent in doing so.

The Chief Superintendent interprets *lifestyle choices* to mean decisions that promote overall well-being for the present and future.

The Chief Superintendent interprets *healthy attitudes and actions* to mean understandings, values, decisions and behaviors that promote physical, social and emotional well-being.

The Chief Superintendent interprets *assume responsibility for personal well-being* to mean that students gather, evaluate and synthesize information to understand health issues and make health-related decisions.

Indicators |

1. **Kindergarten to Grade 6:** Percentage of students experiencing success with the learning outcomes of Physical Education and Wellness Programs of Study; as measured by the well-being stem on student report cards.
   Grade 7 to 12: Percentage of students experiencing success with the learning outcomes of the Health/CALM Programs of Study; as measured by student report cards.

   Note | New curriculum implementation of Physical Education and Wellness K-6 has resulted in new report card stems. Data has been included for Divisions 1 and 2, however is not directly comparable to previous years' data.

2. Percentage of students who report they make decisions that keep them physically healthy; as indicated by the Overall Agreement of the **Physical Health Summary Measure** from CBE Student Survey.

3. Percentage of students who report they make decisions that keep them socially healthy; as indicated by the Overall Agreement of the **Social Health Summary Measure** from CBE Student Survey.

4. Percentage of students who report they make decisions that keep them emotionally healthy; as indicated by the Overall Agreement of the **Emotional Health Summary Measure** from CBE Student Survey.

Students will:

> 4.6 Be technologically fluent, able to use digital tools critically, ethically and safely.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will be able to incorporate technology within their learning as they work with others and explore their personal interests and talents.

The Chief Superintendent interprets *technologically fluent* to mean that students can use information and communication technologies and media within their learning environments to meet their learning needs and personal goals.

The Chief Superintendent interprets *critically, ethically and safely* to mean students demonstrate inquisitive, reasoned and caring actions as they explore and assess ideas, communicate with others and learn.

Indicators |

1. Percentage of students who report they can use technology to help them learn; as measured by Overall Agreement of the **Learning Technology Summary Measure** from CBE Student Survey.

2. Percentage of students who report they use technology to explore personal interests and ideas; as measured by Overall Agreement of the **Technological Fluency Summary Measure** from CBE Student Survey.

3. Percentage of students who report they use technology to communicate effectively with others; as indicated by Overall Agreement of the **Technological Communication Summary Measure** from CBE Student Survey.

4. Percentage of students who report they can assess critically information presented in online environments; as measured by Overall Agreement of the **Technological Critical Thinking Summary Measure** from CBE Student Survey.

Monitoring Information |

Evidence of Progress |

Board-approved indicators and targets as well as 2022-23 results, analysis and interpretation |

1. Percentage of CBE students who return to school after dropping out; as reported by Alberta Education.

   The Annual Dropout and Returning Rates[1] are based on data for three consecutive school years. An initial cohort of students age 14 to 18 (the Age Specific Cohort) is established for a given school year. The Annual Dropout Rate is calculated by determining the number of students from the Cohort who are not found to be anywhere within the Alberta learning system in the subsequent school year. Finally, the Annual Returning Rate is calculated by tracking how many of the students who were not in the learning system in the second consecutive year are found to have returned to the learning system in the third year.

   A student is considered to be participating in the Alberta learning system if they meet at least one of the following criteria at any point in the subsequent school year:

   - the student has a registration in the K-12 system;
   - the student has taken a high school level course;
   - the student has received a diploma;
   - the student has attended a post-secondary institution;
   - the student has registered in an apprenticeship program;
   - the student has attained Academic Standing (passed five grade 12 courses that include one Language Arts diploma exam course and three other diploma exam courses by the end of the subsequent school year); and
   - the student has attained a Certificate of School Completion.

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[1] Reference: Annual dropout and returning rates: methodology for rate calculation. Alberta Education. (May 2020). Retrieved Mar. 5, 2022, from https://open.alberta.ca/dataset/28cde5fb-bea2-46f0-ab9e-e840f1daa107/resource/32e498f3-acd6-4377-9ba2-f34d3a6c134e/download/edc-dropout-returning-rate-methodology-2020-05.pdf

Annual Returning Rate (%)					
Cohort	2017-18	2018-19[2]	2019-20	2020-21	2021-22
CBE	21.3	17.0	16.8	17.9	16.7
Alberta	22.7	18.2	18.1	17.3	17.2

Note | Annual Returning Rate data are always a year behind the reporting year. For example, while the most current CBE rate (16.7%) was reported in the *Spring 2023 Alberta Education Assurance Measure Results Report*, instead of being for the 2022-23 school year (reporting year) it is for the previous school year (2021-22).

- **Target for 2022-23**

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

- **Analysis**

  CBE showed a 1.2 percentage point decrease while the Alberta Annual Returning Rate had a 0.1 percentage point decrease in 2021-22 when compared with 2020-21 results. Based on a Chi-square comparison to the previous 3-year average, the drop was not statistically significant according to the criteria provided by Alberta Education. Moreover, the gap between CBE and Alberta Annual Returning Rate for 2021-22 was 0.5 percentage points, which was notably narrower than gaps in previous years, with the exception of the 2020-21 school year where the gap was comparable at 0.6 percentage points.

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[2] Starting in 2018-19, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

Calgary Board of Education

Policy 4.1

Indicator 2

Percentage of students who report they work through setbacks and challenges in their learning; as measured by Overall Agreement of the **Resiliency and Perseverance Summary Measure** from CBE Student Survey.

2. Percentage of students who report they work through setbacks and challenges in their learning; as measured by Overall Agreement of the **Resiliency and Perseverance Summary Measure** from CBE Student Survey.

Resiliency and Perseverance Summary Measure					
	2018-19	2019-20[3]	2020-21	2021-22	2022-23
Overall Sample Size	35 796	n/a	n/a	n/a	34 835
Overall Agreement (%)	86.9	n/a	n/a	n/a	82.8

Resiliency and Perseverance Summary Measure by Grade					
Overall Agreement (%)	2018-19	2019-20	2020-21	2021-22	2022-23
Grade 5	90.5	n/a	n/a	n/a	86.0
Grade 6	90.0	n/a	n/a	n/a	83.8
Grade 8	84.6	n/a	n/a	n/a	77.7
Grade 9	85.1	n/a	n/a	n/a	78.7
Grade 11	85.5	n/a	n/a	n/a	80.8
Grade 12	86.0	n/a	n/a	n/a	82.9

	Overall Agreement (%)				
Question Theme	2018-19	2019-20	2020-21	2021-22	2022-23
Overcoming Challenges	87.6	n/a	n/a	n/a	80.8
Sticktoitiveness	86.1	n/a	n/a	n/a	82.2
Perseverance	89.3	n/a	n/a	n/a	85.3
Learning after Setback	84.7	n/a	n/a	n/a	77.7

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

Calgary Board of Education

- **Target for 2022-23**

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

- **Analysis**

  Fewer students perceived themselves as able to work through setbacks and challenges in their learning in 2022-23 when compared to 2018-19 student survey results, the only other data available for this measure. Overall agreement to questions comprising the Resiliency and Perseverance Summary measure declined by 4.1 percentage points in 2022-23 when compared to 2018-19.

  Grade 5 and 6 student agreement levels were highest of all the grades. Agreement levels were lowest in Division 3 for grade 8 and 9 students in CBE. When the different question themes were considered, student agreement levels were over 80 per cent for three of the four themes with the exception of the question, "I want to keep learning even when I experience a setback". Student agreement levels tended to be higher on questions related to persistence and lower for questions related to enduring setbacks and/or challenges. These questions (Overcoming Challenges, Learning After a Setback) were also those that showed the greatest degree of decline in student agreement levels compared to 2018-19 results.

Calgary Board of Education

Policy 4.1

Indicator 3

Percentage of students who report they can adapt to new learning situations; as measured by Overall Agreement on the **Adaptability Summary Measure** from CBE Student Survey.

3. Percentage of students who report they can adapt to new learning situations; as measured by Overall Agreement on the **Adaptability Summary Measure** from CBE Student Survey.

Adaptability Summary Measure					
	2018-19	2019-20[4]	2020-21	2021-22	2022-23
Overall Sample Size	35 383	n/a	n/a	n/a	34 375
Overall Agreement (%)	83.1	n/a	n/a	n/a	78.6

Adaptability Summary Measure by Grade					
Overall Agreement (%)	2018-19	2019-20	2020-21	2021-22	2022-23
Grade 5	85.5	n/a	n/a	n/a	80.8
Grade 6	85.0	n/a	n/a	n/a	78.9
Grade 8	80.2	n/a	n/a	n/a	75.7
Grade 9	81.8	n/a	n/a	n/a	77.1
Grade 11	81.9	n/a	n/a	n/a	79.1
Grade 12	84.2	n/a	n/a	n/a	82.0

Question Theme	**Overall Agreement (%)**				
	2018-19	2019-20	2020-21	2021-22	2022-23
Learning New Things	86.3	n/a	n/a	n/a	78.9
Adapt to New Situations	74.0	n/a	n/a	n/a	71.9
Change to Meet Needs	89.0	n/a	n/a	n/a	85.1

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

- **Target for 2022-23**

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

- **Analysis**

  In 2022-23, students demonstrated lower overall agreement to survey questions within the Adaptability Summary Measure compared to overall student agreement levels in the 2018-19 school year. Of particular note, Grade 12 students showed the highest agreement to this suite of questions whereas students in Division 3 (grades 8 and 9) reported the lowest agreement levels. When compared to 2018-19, the only other data point available for this measure, the greatest decline in agreement levels was for students in grade 6.

  When the three question theme results are disaggregated, CBE students were in strongest agreement to the survey question "I can change to meet the needs of new situations at school" in 2022-23 and this was also the strongest agreement for this suite in 2018-19. Student agreement levels continued to be lowest for the survey question, "I can adapt to new situations even when I am under stress or pressure." The greatest decline of 7.4 percentage points was in response to the survey question "I like learning new things at school even if I sometimes find it challenging" when compared to 2018-29 results.

Policy 4.2

Indicator 1

Percentage of students in kindergarten to grade 9 reported to set and work toward learning goals; as measured by student report cards.

Policy 4.2

1. Percentage of students in kindergarten to grade 9 reported to set and work toward learning goals; as measured by student report cards.

All Students

Sets and works toward learning goals[5] (%)					
Indicator	2018-19	2019-20	2020-21	2021-22	2022-23*
Exemplary Strengths	30.6	31.6	35.4	34.8	31.2
Evident Strengths	50.2	50.7	47.7	47.9	47.5
Emerging Strengths	16.3	15.1	14.1	14.6	18.4
Network of Support Required	2.3	1.9	2.1	2.1	2.8
Individual Program Plan	0.7	0.7	0.7	0.6	0.2
Overall Level of Success	**97.1**	**97.4**	**97.2**	**97.3**	**97.1**

* Note | Only Division 3 result was reported in 2022-23 school year.

Division 3

Sets and works toward learning goals (%)					
Indicator	2018-19	2019-20	2020-21	2021-22	2022-23
Exemplary Strengths	29.1	30.0	32.6	31.2	31.2
Evident Strengths	47.4	49.6	47.0	47.8	47.5
Emerging Strengths	19.8	17.5	17.0	17.8	18.4
Network of Support Required	3.5	2.7	3.3	3.1	2.8
Individual Program Plan	0.2	0.2	0.2	0.1	0.2
Overall Level of Success	**96.3**	**97.1**	**96.6**	**96.8**	**97.1**

- **Target for 2022-23**

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

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[5] The general indicators for this stem are:
- generates goals based on self-assessment, learning criteria, and personal interests;
- plans a strategic approach to meeting goals, solving problems and performing tasks;
- modifies and improves learning strategies based on experience and feedback; and
- explores ideas and initiates processes for learning.

Calgary Board of Education

- **Analysis**

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

Division 3: The overall level of success for Division 3 students showed an increase of 0.3 percentage points in 2022-23, reaching the highest result over the previous years. This year-over-year increase was due to the large increase in the Emerging Strengths category. While the Exemplary Strengths maintained the same result as last year, the Evident Strengths result decreased by 0.3 percentage points.

To determine improvement in Network of Support Required, the percentage of students in this category should decrease. The percentages of Network of Support Required have fluctuated over time and decreased to the lowest percentage for this report card indicator in the past three years to 2.8 per cent in the 2022-23 school year. In 2022-23, the number of Division 3 students requiring a network of support to set and work towards learning goals decreased compared to the previous two school years.

Note that students in the IPP category for any indicator is not based on lack of success, but rather their exceptionality. Students in this category will not be assessed against the same criteria as other students and they have individualized goals based on their exceptionality. The only way to measure their success is to look at their IPP goal through Iris.

2. Percentage of high school students who report they are able to set goals for themselves and work towards them; as measured by Overall Agreement on the **Self-Improvement Summary Measure** on CBE Student Survey.

Self-Improvement Summary Measure					
	2018-19	2019-20[6]	2020-21	2021-22	2022-23
Overall Sample Size	7 894	n/a	n/a	n/a	8 221
Overall Agreement (%)	81.0	n/a	n/a	n/a	78.3

Self-Improvement Summary Measure by Grade					
Overall Agreement (%)	2018-19	2019-20	2020-21	2021-22	2022-23
Grade 11	80.1	n/a	n/a	n/a	77.3
Grade 12	81.9	n/a	n/a	n/a	79.5

Question Theme	Overall Agreement (%)				
	2018-19	2019-20	2020-21	2021-22	2022-23
Desire to Set Goals	86.9	n/a	n/a	n/a	83.4
Work Towards Goals	79.3	n/a	n/a	n/a	75.1
Support for Goals	76.7	n/a	n/a	n/a	76.4

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

Policy 4.2

Indicator 2

Percentage of high school students who report they are able to set goals for themselves and work towards them; as measured by Overall Agreement on the **Self-Improvement Summary Measure** on CBE Student Survey.
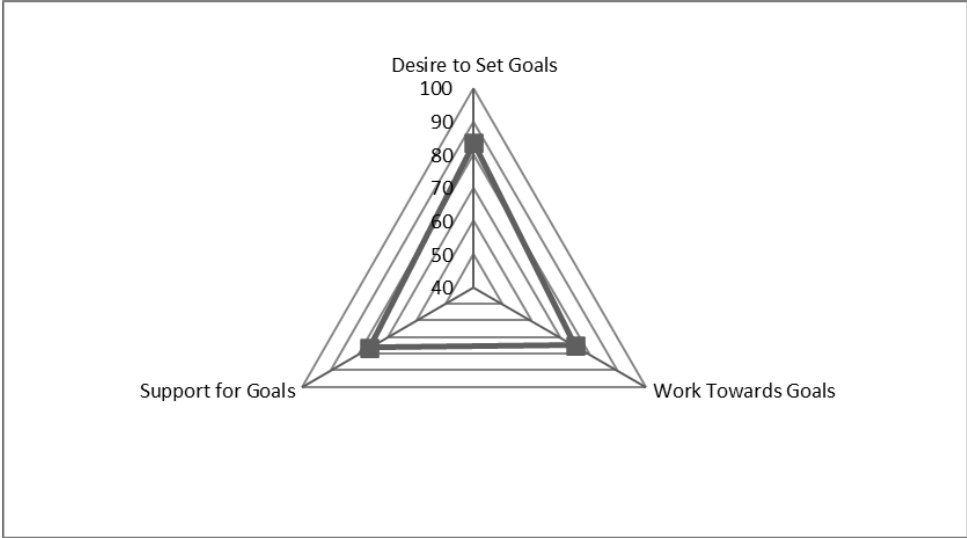
- **Target for 2022-23**

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

- **Analysis**

  Overall agreement levels to the Self-Improvement Summary Measure declined in the 2022-23 school year. In alignment with student perception data from 2018-19, Grade 12 students continued to express higher agreement levels than Grade 11 students. High school students showed the strongest commitment to setting and achieving learning goals within this measure. While agreement levels declined since 2018-2019 for the Desire to Set Goals and Work Towards Goals question themes, students feel as supported in achieving their goals in 2022-23 as they did in 2018-19.

3. Percentage of high school students who report they raise questions and bring their own ideas to learning tasks; as measured by Overall Agreement on the **Self-Advocacy Summary Measure** on CBE Student Survey.

Self-Advocacy Summary Measure					
	2018-19	2019-20[7]	2020-21	2021-22	2022-23
Overall Sample Size	7 898	n/a	n/a	n/a	8 295
Overall Agreement (%)	80.3	n/a	n/a	n/a	75.3

Self-Advocacy Summary Measure by Grade					
Overall Agreement (%)	2018-19	2019-20	2020-21	2021-22	2022-23
Grade 11	79.8	n/a	n/a	n/a	74.0
Grade 12	80.8	n/a	n/a	n/a	76.5

Question Theme	Overall Agreement (%)				
	2018-19	2019-20	2020-21	2021-22	2022-23
Ask Questions	76.0	n/a	n/a	n/a	63.9
Offer Ideas	75.7	n/a	n/a	n/a	73.5
Curious about Learning	80.6	n/a	n/a	n/a	77.2
Defend Thinking	89.0	n/a	n/a	n/a	86.4

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

Policy 4.2

Indicator 3

Percentage of high school students who report they raise questions and bring their own ideas to learning tasks; as measured by Overall Agreement on the **Self-Advocacy Summary Measure** on CBE Student Survey.
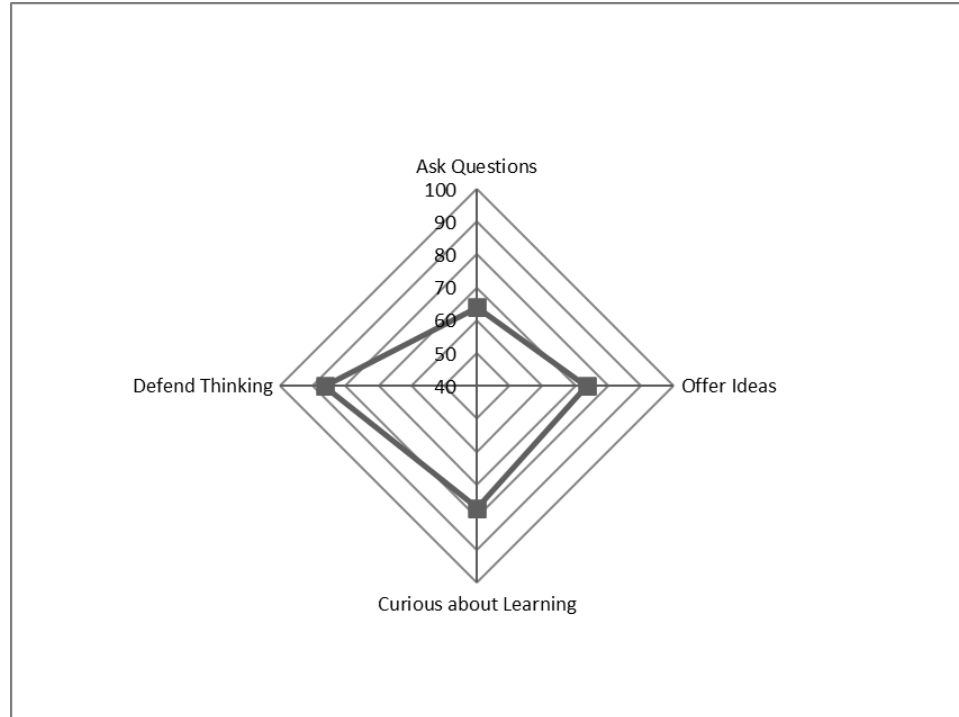
- **Target for 2022-23**

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

- **Analysis**

  Overall student agreement within the Self-Advocacy Summary Measure decreased in 2022-23 compared to 2018-19 results, the only other data available for this measure.

  In 2022-23, student agreement declined by 12.1 percentage points in response to the to Asking Questions survey question, "I ask questions in class when I have them" compared to 2018-19. Overall student agreement to the Ask Questions survey question was lowest of the four themes in 2022-23 at 63.9 percent whereas the Offer Ideas survey question "I bring my own ideas to learning tasks and activities at school" was lowest in 2018-19. When 2022-23 results are disaggregated by grade, grade 12 student agreement levels remain higher than grade 11, consistent with 2018-19 agreement levels.

4. Percentage of high school students who report they use feedback and past
experiences to improve their learning; as measured by Overall Agreement on
the **Self-Reflection Summary Measure** on CBE Student Survey.

Self-Reflection Summary Measure					
	2018-19	2019-20[8]	2020-21	2021-22	2022-23
Overall Sample Size	7 915	n/a	n/a	n/a	8 221
Overall Agreement (%)	84.0	n/a	n/a	n/a	82.7

Self-Reflection Summary Measure by Grade					
Overall Agreement (%)	2018-19	2019-20	2020-21	2021-22	2022-23
Grade 11	83.1	n/a	n/a	n/a	81.6
Grade 12	84.9	n/a	n/a	n/a	84.1

Question Theme	Overall Agreement (%)				
	2018-19	2019-20	2020-21	2021-22	2022-23
Bounce Back	84.6	n/a	n/a	n/a	81.7
Empathy	75.6	n/a	n/a	n/a	75.9
Use Feedback	91.9	n/a	n/a	n/a	90.4

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

**Calgary Board
of Education**

Percentage of high school students who report they use feedback and past experiences to improve their learning; as measured by Overall Agreement on the **Self-Reflection Summary Measure** on CBE Student Survey.
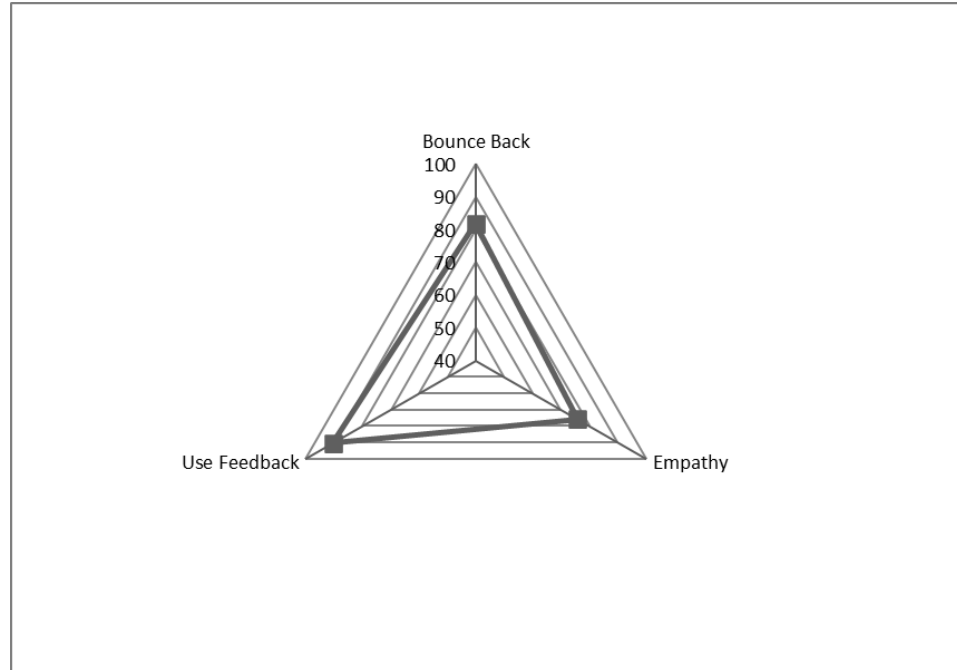
- **Target for 2022-23**

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

- **Analysis**

  Students demonstrated lower overall agreement to survey questions within the Self-Reflection Summary Measure in 2022-23. While both grades showed above 80 agreement levels for both years, the gaps between Grade 11 and 12 widened in the 2022-23 school year.

  More than 90 per cent of high school students agreed to the survey question "I use feedback to improve my learning" survey question while student agreement to the empathy theme was only 76 per cent. Of particular note while student agreement to the empathy theme survey question was the lowest of the three themes, student agreement levels in 2022-23 increased by 0.3 percentage points in response to the survey question "When I'm upset with someone I try and take the perspective of that person for a while" when compared to 2018-29 results, the only other data available for this measure. Whereas the largest decline of 2.9 percentage point was related to agreement levels to the survey question "I can bounce back after a setback in my learning" when compared to results in 2018-19.

Policy 4.3

Indicator 1

Percentage of students
in kindergarten to grade
9 reported to engage in
learning with confidence
and persistence; as
measured by student
report cards.

Policy 4.3

1. Percentage of students in kindergarten to grade 9 reported to engage in
   learning with confidence and persistence; as measured by student report cards.

All Students

Engages in learning with confidence and persistence (%)					
Indicator	**2018-19**	**2019-20**	**2020-21**	**2021-22**	**2022-23***
Exemplary Strengths	32.6	33.2	36.8	36.3	31.5
Evident Strengths	46.9	47.7	44.9	45.1	46.2
Emerging Strengths	17.0	16.1	15.2	15.4	19.2
Network of Support Required	2.5	2.1	2.3	2.4	2.9
Individual Program Plan	0.9	0.9	0.8	0.8	0.2
Overall Level of Success	**96.5**	**97.0**	**96.9**	**96.8**	**96.9**

* Note | Only Division 3 result was reported in 2022-23 school year

Division 3

Engages in learning with confidence and persistence (%)					
Indicator	**2018-19**	**2019-20**	**2020-21**	**2021-22**	**2022-23**
Exemplary Strengths	30.0	30.9	33.1	31.8	31.5
Evident Strengths	46.1	48.0	46.0	46.4	46.2
Emerging Strengths	20.0	18.2	17.4	18.2	19.2
Network of Support Required	3.7	2.7	3.3	3.3	2.9
Individual Program Plan	0.2	0.2	0.2	0.2	0.2
Overall Level of Success	**96.1**	**97.1**	**96.5**	**96.4**	**96.9**

- **Target for 2022-23**

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

- **Analysis**

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

  Division 3: Both Exemplary Strengths and Evident Strengths consistently
  showed year-over-year decreases in 2022-23 while Emerging Strengths
  results showed continued significant increases for the past two years. These
  changes led to a 0.5 percentage point increase in the Overall Level of

Calgary Board
of Education

Success result in 2022-23 school year. To determine improvement in Network of Support Required, the percentage of students in this category should decrease. A notable decrease of 0.4 percentage point led to a result lower than 3 per cent in 2022-23.

Overall, fewer Division 3 students required a network of support to engage in learning with confidence and persistence in 2022-23 compared to the previous school year and more Division 3 students were showing emerging strengths in relation to this report card indicator.

Note that students in the IPP category for any indicator is not based on lack of success, but rather their exceptionality. Students in this category will not be assessed against the same criteria as other students and they have individualized goals based on their exceptionality. The only way to measure their success is to look at their IPP goal through Iris.

2. Percentage of high school students who report they are comfortable learning about things that don't have a single right answer; as measured by the **Ambiguity and Complexity Summary Measure** from CBE Student Survey.

Ambiguity and Complexity Summary Measure					
	2018-19	2019-20[9]	2020-21	2021-22	2022-23
Overall Sample Size	7 908	n/a	n/a	n/a	8 519
Overall Agreement (%)	90.6	n/a	n/a	n/a	88.8

Ambiguity and Complexity Summary Measure by Grade					
Overall Agreement (%)	2018-19	2019-20	2020-21	2021-22	2022-23
Grade 11	90.4	n/a	n/a	n/a	88.5
Grade 12	90.8	n/a	n/a	n/a	89.2

Question Theme	Overall Agreement (%)				
	2018-19	2019-20	2020-21	2021-22	2022-23
Accept Difference	91.9	n/a	n/a	n/a	91.0
Comfort with Variability	86.2	n/a	n/a	n/a	79.1
All sides of an Issue	90.7	n/a	n/a	n/a	91.3
Understand Multiple Views	93.7	n/a	n/a	n/a	93.6

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

Policy 4.3

Indicator 2

Percentage of high school students who report they are comfortable learning about things that don't have a single right answer; as measured by the **Ambiguity and Complexity Summary Measure** from CBE Student Survey.
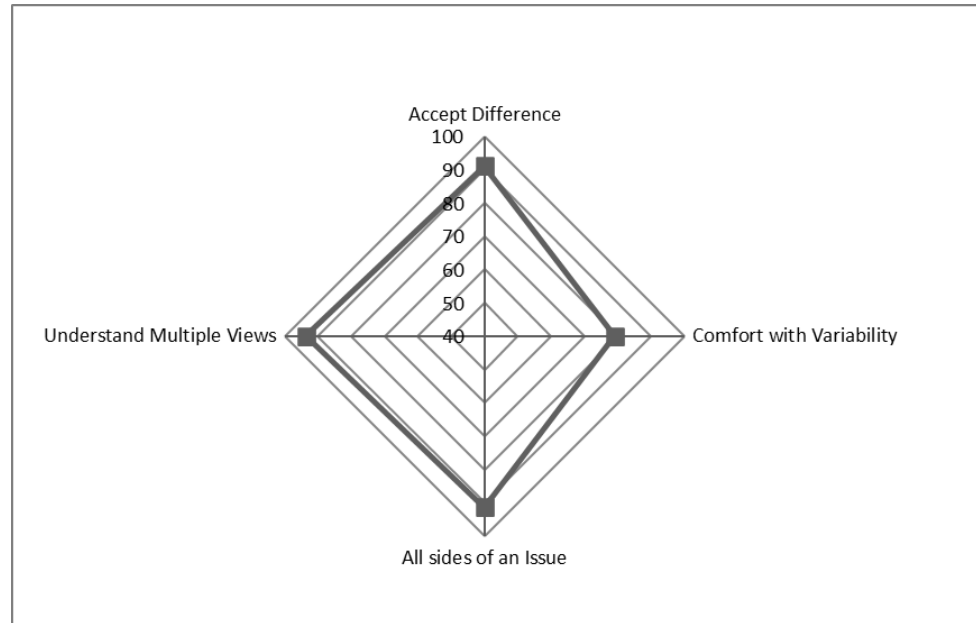
- **Target for 2022-23**

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

- **Analysis**

    Overall grade 11 and 12 student agreement levels decreased in 2022-23 for the Ambiguity and Complexity Summary Measure when compared to 2018-19 results, the only other data available for this measure. The gaps between Grade 11 and 12 student agreement levels also widened in the 2022-23 school year compared to 2018-19.

    When these results are disaggregated by question theme, improvement was noted for the All Sides of an Issue question, "I try to look at all sides of an issue before I make a decision" whereas agreement levels decreased by 7.1 percentage points for the Comfort with Variability question, "I am comfortable learning about things that may have more than one answer", as compared to 2018-19 student agreement levels. Overall, agreement levels were high and over 90 per cent to three of the four question themes.

1. Percentage of students who report they try new things in their learning even when they are not guaranteed success; as measured by Overall Agreement on the **Risk-taking Summary Measure** from CBE Student Survey.

Risk-taking Summary Measure					
	2018-19	2019-20[10]	2020-21	2021-22	2022-23
Overall Sample Size	35 630	n/a	n/a	n/a	34 007
Overall Agreement (%)	88.2	n/a	n/a	n/a	82.8

Risk-taking Summary Measure by Grade					
Overall Agreement (%)	2018-19	2019-20	2020-21	2021-22	2022-23
Grade 5	93.3	n/a	n/a	n/a	88.9
Grade 6	92.2	n/a	n/a	n/a	87.2
Grade 8	87.8	n/a	n/a	n/a	79.4
Grade 9	87.4	n/a	n/a	n/a	79.6
Grade 11	84.7	n/a	n/a	n/a	78.7
Grade 12	83.9	n/a	n/a	n/a	81.4

Question Theme	Overall Agreement (%)				
	2018-19	2019-20	2020-21	2021-22	2022-23
Try New Things	88.7	n/a	n/a	n/a	84.6
School Technology	87.8	n/a	n/a	n/a	83.3
Join in Learning	88.1	n/a	n/a	n/a	80.5

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

Calgary Board of Education

Percentage of students who report they try new things in their learning even when they are not guaranteed success; as measured by Overall Agreement on the **Risk-taking Summary Measure** from CBE Student Survey.
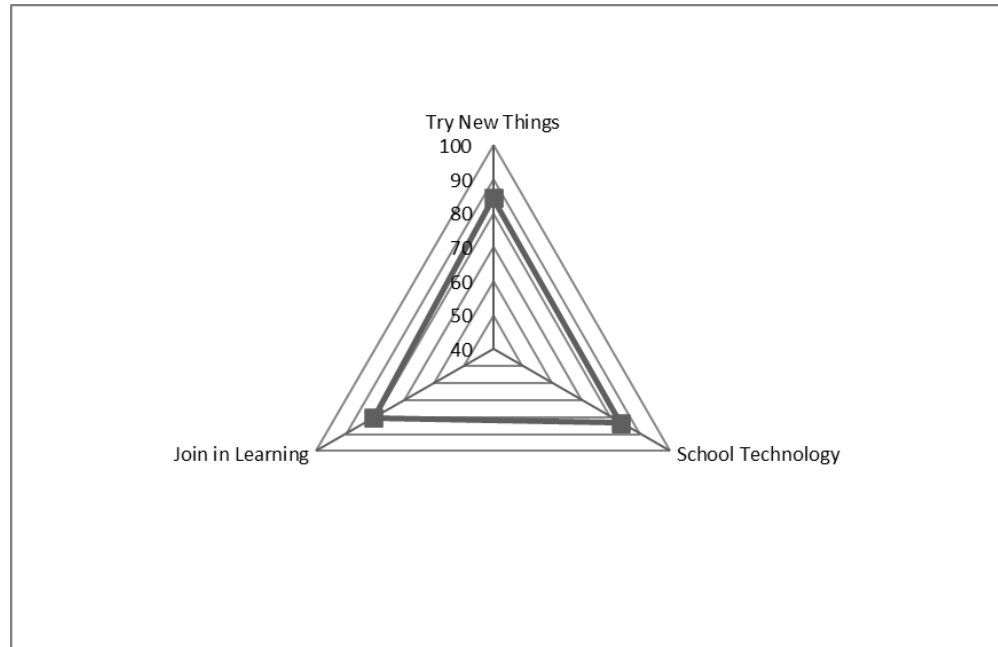
- **Target for 2022-23**

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

- **Analysis**

  CBE Students demonstrated relatively lower overall agreement levels in 2022-23 in comparison to 2018-19 survey results on the Risk-taking summary measure. Grade 5 and 6 students maintained very strong agreement levels. When student agreement levels are considered disaggregated by grade, declines in grades 8 and 9 were greatest when compared to 2018-19 survey results, the only other data point available for this measure. Grade 12 students showed higher agreement levels compared to Grade 11 students and this is different than the 2018-19 pattern of inverse agreement levels to grade level; in 2018-19, student agreement consistently decreased as grade level increased.

  Over 80 per cent of students agreed to all questions within the Risk-Taking Summary measure. Agreement was highest at 85 per cent to the question theme related to student willingness to try new things in learning even if they're not sure they will be successful. Of the three different question themes, student agreement levels were lowest in response to the survey question "I try to join in when others are learning something I'm interested in" which also showed the greatest decline of 7.6 percentage points from 2018-19 results.

Calgary Board of Education

1. Percentage of students experiencing success with the learning outcomes of the Health/CALM Programs of Study; as measured by student report cards.

All Students

Students experiencing success with Health learning outcomes. (%)				
2018-19	**2019-20**	**2020-21**	**2021-22**	**2022-23***
97.3	98.1	97.7	97.8	97.8

Division 1

Students experiencing success with Health learning outcomes. (%)				
2018-19	**2019-20**	**2020-21**	**2021-22**	**2022-23***
97.1	98.1	98.4	98.1	98.7

* Note | New curriculum for Physical Education and Wellness was implemented in 2022-23 for Division 1 students, along with a change in report card stems.

Division 2

Students experiencing success with Health learning outcomes. (%)				
2018-19	**2019-20**	**2020-21**	**2021-22**	**2022-23***
98.0	98.5	98.4	98.6	99.1

* Note | New curriculum for Physical Education and Wellness was implemented in 2022-23 for Division 2 students, along with a change in report card stems.

Division 3

Students experiencing success with Health learning outcomes. (%)				
2018-19	**2019-20**	**2020-21**	**2021-22**	**2022-23**
96.7	98.2	97.1	98.2	97.1

Division 4

Students experiencing success with CALM learning outcomes. (%)				
2018-19	**2019-20**	**2020-21**	**2021-22**	**2022-23**
96.7	96.0	94.0	92.7	92.5

- **Target for 2022-23**

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

- **Analysis**

  The analyses are not available for the All Students, Division 1 or Division 2 cohorts. Only Division 3 and Division 4 had consistent and comparable reported results in the 2022-23 school year as new health curriculum was introduced for both Division 1 and Division 2, along with new report card stems.

  Division 3: Student success in Health fluctuated over the past five years with a decrease of 1.1 percentage points this past year, dropping to the level of success in 2020-21. Based on a Chi-Square test, the success rate in Division 3 was significantly lower in the 2022-23 school year compared to the previous three-year average result.

  Division 4: Starting from 2019-20 school year, the high school student success rate in CALM showed continued year-over-year decreases and dropped to the lowest achievement level at 92.5 per cent in 2022-23. The 2022-23 result was significantly lower than the previous three-year average by Chi-Square test.

2. Percentage of students who report they make decisions that keep them physically healthy; as indicated by the Overall Agreement of the **Physical Health Summary Measure** from CBE Student Survey.

Physical Health Summary Measure					
	2018-19	2019-20[11]	2020-21	2021-22	2022-23
Overall Sample Size	35 445	n/a	30 869	35 608	35 159
Overall Agreement (%)	67.5	n/a	69.5	65.1	66.0

Physical Health Summary Measure by Grade					
Overall Agreement (%)	2018-19	2019-20	2020-21	2021-22	2022-23
Grade 5	79.6	n/a	80.6	77.1	75.4
Grade 6	76.1	n/a	74.0	71.8	71.2
Grade 8	65.9	n/a	67.0	62.7	63.5
Grade 9	62.5	n/a	64.9	61.3	63.0
Grade 11	60.6	n/a	62.9	58.0	60.2
Grade 12	60.4	n/a	63.2	57.2	59.6

Question Theme	Overall Agreement (%)				
	2018-19	2019-20	2020-21	2021-22	2022-23
Healthy Snacks	74.6	n/a	82.7	74.5	74.5
Regular Exercise	81.5	n/a	81.2	79.8	79.8
Sleep	66.4	n/a	70.1	66.5	66.4
Limited Screen Time	47.6	n/a	44.1	39.5	43.1

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

Percentage of students who report they make decisions that keep them physically healthy; as indicated by the Overall Agreement of the **Physical Health Summary Measure** from CBE Student Survey.
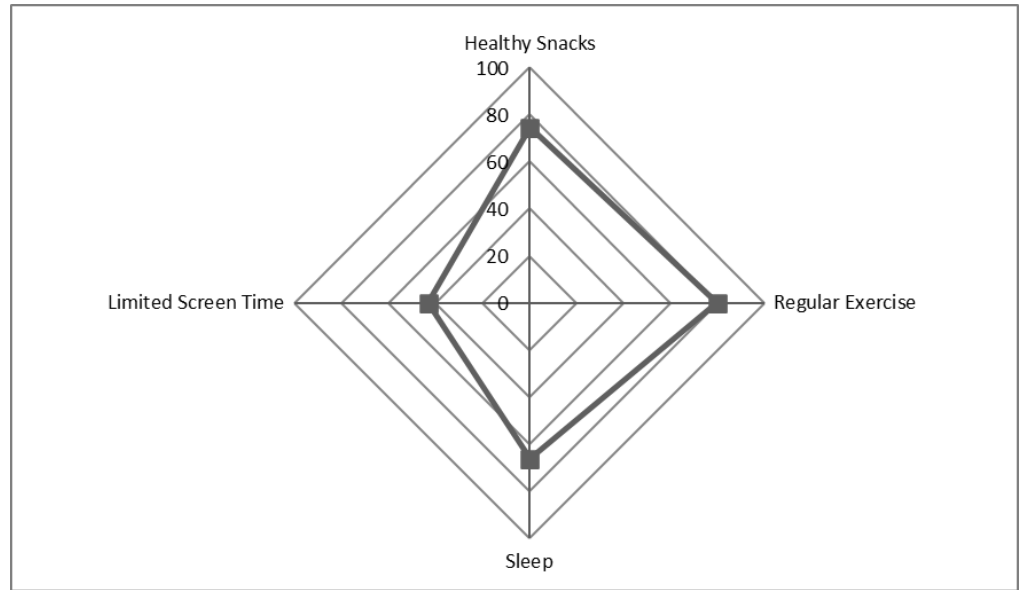
- **Target for 2022-23**

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

- **Analysis**

  Overall student agreement to the Physical Health Summary Measure increased significantly by 0.9 percentage points from 2021-22 to 2022-23. A similar inverse relationship between grade and agreement levels persisted, in that student agreement levels decreased as grade level increased. Over time, the spread between grade 5 and grade 12 student agreement levels has fluctuated between approximately 20 percentage points and 15 percentage points in 2022-23, the smallest range in five years time.

  While three out of four questions in the Physical Health Summary Measure maintained comparable student agreement levels as the previous school year, a notable increase was evident for the question regarding screen time, the question which has consistently seen lowest agreement levels within this measure.

3. Percentage of students who report they make decisions that keep them socially healthy; as indicated by the Overall Agreement of the **Social Health Summary Measure** from CBE Student Survey.

Social Health Summary Measure					
	2018-19	2019-20[12]	2020-21	2021-22	2022-23
Overall Sample Size	35 908	n/a	n/a	n/a	34 762
Overall Agreement (%)	85.5	n/a	n/a	n/a	81.8

Social Health Summary Measure by Grade					
Overall Agreement (%)	2018-19	2019-20	2020-21	2021-22	2022-23
Grade 5	88.0	n/a	n/a	n/a	84.3
Grade 6	87.5	n/a	n/a	n/a	83.3
Grade 8	84.2	n/a	n/a	n/a	80.9
Grade 9	84.2	n/a	n/a	n/a	80.9
Grade 11	84.3	n/a	n/a	n/a	81.3
Grade 12	84.6	n/a	n/a	n/a	81.3

Question Theme	Overall Agreement (%)				
	2018-19	2019-20	2020-21	2021-22	2022-23
Positive Relationships	92.5	n/a	n/a	n/a	90.7
Make Friends	81.8	n/a	n/a	n/a	77.3
Unhealthy Relationships	91.3	n/a	n/a	n/a	87.8
Relationship Strategies	76.3	n/a	n/a	n/a	71.5

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

Calgary Board of Education

Policy 4.5

Indicator 3

Percentage of students who report they make decisions that keep them socially healthy; as indicated by the Overall Agreement of the **Social Health Summary Measure** from CBE Student Survey.
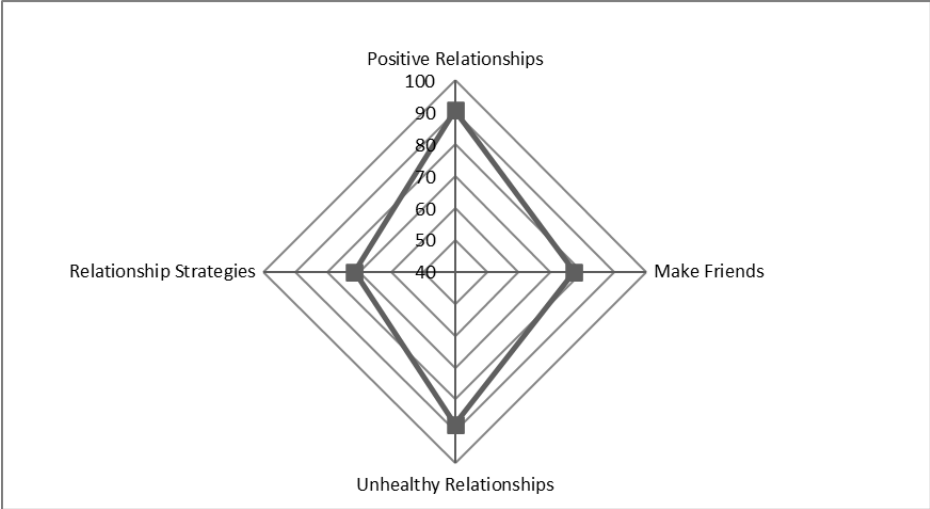
- **Target for 2022-23**

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

- **Analysis**

  CBE students demonstrated lower overall agreement to Social Health Summary Measure survey questions in 2022-23. Grade 5 and Grade 6 students showed higher levels of agreement than students in the other grades. Students perceive themselves as having positive relationship with friends and family and feel they can identify when relationships become negative or unhealthy with high agreement levels of 90.7 per cent and 87.8 per cent agreement respectively. Student agreement levels were notably lower in response to questions about making and keeping friends and knowing what to do when a relationship becomes unhealthy, with agreement levels of 77.3 and 71.5 per cent respectively to these questions. These two question themes show the lowest agreement levels in 2022-23 and declined to a greater degree than the other Social Health Summary measure questions.

Calgary Board of Education

4. Percentage of students who report they make decisions that keep them emotionally healthy; as indicated by the Overall Agreement of the **Emotional Health Summary Measure** from CBE Student Survey.

Emotional Health Summary Measure					
	2018-19	**2019-20[13]**	**2020-21**	**2021-22**	**2022-23**
Overall Sample Size	35 357	n/a	30 577	34 926	35 165
Overall Agreement (%)	68.7	n/a	67.2	63.5	65.7

Emotional Health Summary Measure by Grade					
Overall Agreement (%)	**2018-19**	**2019-20**	**2020-21**	**2021-22**	**2022-23**
Grade 5	76.4	n/a	75.5	73.4	73.7
Grade 6	72.2	n/a	70.4	67.1	68.6
Grade 8	61.9	n/a	62.0	58.2	61.4
Grade 9	63.0	n/a	61.4	59.2	62.4
Grade 11	68.7	n/a	65.1	59.2	62.6
Grade 12	70.0	n/a	68.6	63.1	65.4

Question Theme	Overall Agreement (%)				
	2018-19	**2019-20**	**2020-21**	**2021-22**	**2022-23**
Ask for Help	74.5	n/a	74.7	72.3	74.7
Sharing Feelings	61.2	n/a	60.3	54.6	57.4
Stress Relief Strategies	70.4	n/a	66.6	62.8	65.1

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

Calgary Board of Education

Policy 4.5

Indicator 4

Percentage of students who report they make decisions that keep them emotionally healthy; as indicated by the Overall Agreement of the **Emotional Health Summary Measure** from CBE Student Survey.
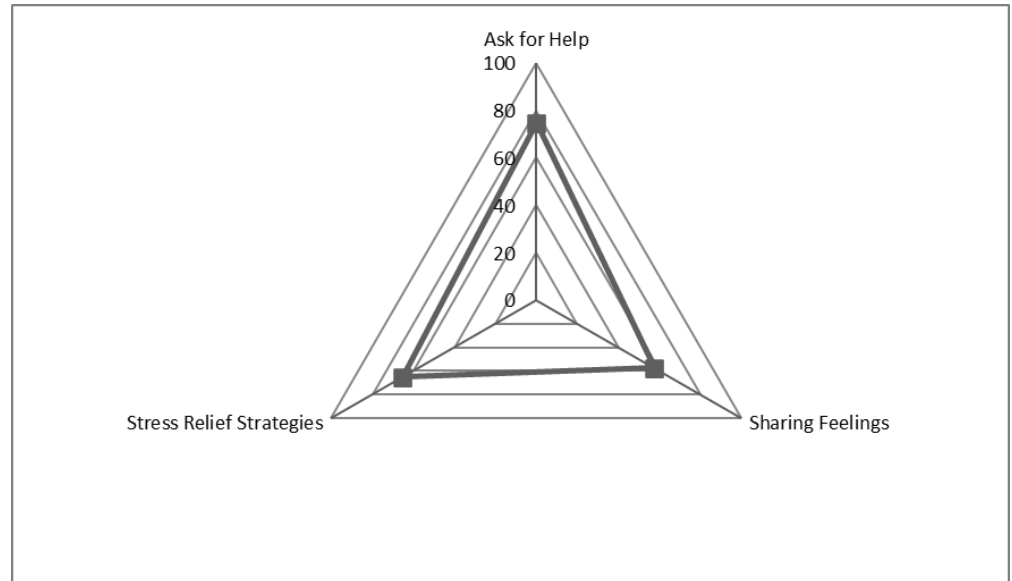
- **Target for 2022-23**

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

- **Analysis**

  Overall student agreement levels for the Emotional Health measure increased significantly in 2022-23 by 2.2 percentage points compared to the previous years' results. Grade 5 students continued to have the highest agreement levels for the previous five years. Student agreement levels disaggregated by grade also increased for each grade cohort from 2021-22 with the degree of improvement being most noteworthy in grades 8 though 12. This was a positive shift following a year-over-year pattern of decreases following the pause in survey administration in 2019-20.

  Student agreement levels across the three question themes ranged from 57.4 to 74.7 per cent agreement, a difference of 17.3 percentage points with student agreement being lowest for the question related to sharing feelings. When compared to 2018-19 results, student agreement levels for two out of the three question themes remain lower however all three of these metrics have improved since 2021-22.

Policy 4.6

1. Percentage of students who report they can use technology to help them learn; as measured by Overall Agreement of the **Learning Technology Summary Measure** from CBE Student Survey.

Learning Technology Summary Measure					
	2018-19	**2019-20[14]**	**2020-21**	**2021-22**	**2022-23**
Overall Sample Size	36 576	n/a	n/a	n/a	35 763
Overall Agreement (%)	91.7	n/a	n/a	n/a	90.8

Learning Technology Summary Measure by Grade					
Overall Agreement (%)	**2018-19**	**2019-20**	**2020-21**	**2021-22**	**2022-23**
Grade 5	93.5	n/a	n/a	n/a	93.0
Grade 6	93.0	n/a	n/a	n/a	93.0
Grade 8	90.0	n/a	n/a	n/a	88.7
Grade 9	90.2	n/a	n/a	n/a	88.6
Grade 11	91.9	n/a	n/a	n/a	90.6
Grade 12	91.7	n/a	n/a	n/a	91.3

	Overall Agreement (%)				
Question Theme	**2018-19**	**2019-20**	**2020-21**	**2021-22**	**2022-23**
Use Tech in Learning	94.7	n/a	n/a	n/a	92.8
Comfortable Using Tech	93.6	n/a	n/a	n/a	92.3
Opportunity to Use Tech	87.0	n/a	n/a	n/a	87.3

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

Calgary Board of Education
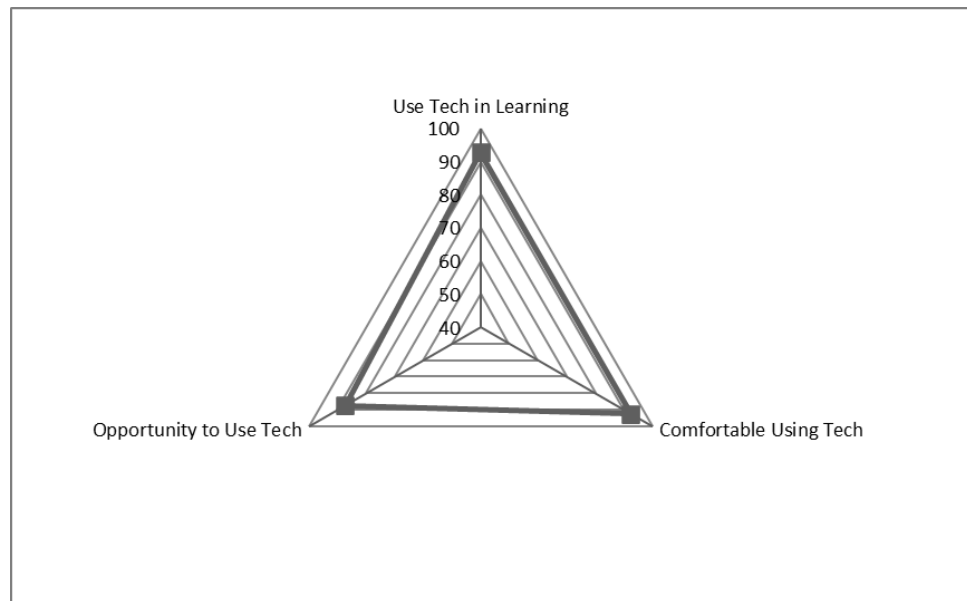
- **Target for 2022-23**

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

- **Analysis**

  CBE student agreement levels continued be high at 90 percent for the Learning Technology Summary measure in the 2022-23 school year. Across different grades, Grade 5 and Grade 6 students showed relatively higher levels of agreement at 93 per cent while Grade 8 and Grade 9 students showed somewhat lower agreement levels, below 89 per cent. Levels of student agreement recover from this dip in grades 11 and 12. A similar pattern was evident in 2018-19, the only other year for which these data are available however the degree of decrease in this dip was more pronounced in 2022-23 compared to 2018-19 for students in grades 8 and 9.

  Student agreement levels remained strong across all three question themes within the Learning Technology Summary measure and over 92 per cent of students agreed to using technology and feeling comfortable doing so. While a slightly lower percentage of students agreed to having opportunities to use technology in their learning, student agreement levels increased in this theme since 2018-19 and this was noteworthy and suggests that overall opportunities to use technology in student learning have remained relatively consistent.

2. Percentage of students who report they use technology to explore personal interests and ideas; as measured by Overall Agreement of the **Technological Fluency Summary Measure** from CBE Student Survey.

Technological Fluency Summary Measure					
	2018-19	2019-20[15]	2020-21	2021-22	2022-23
Overall Sample Size	36 253	n/a	n/a	n/a	34 870
Overall Agreement (%)	91.2	n/a	n/a	n/a	88.6

Technological Fluency Summary Measure by Grade					
Overall Agreement (%)	2018-19	2019-20	2020-21	2021-22	2022-23
Grade 5	95.5	n/a	n/a	n/a	93.7
Grade 6	94.6	n/a	n/a	n/a	92.2
Grade 8	91.0	n/a	n/a	n/a	87.4
Grade 9	90.3	n/a	n/a	n/a	86.0
Grade 11	88.3	n/a	n/a	n/a	84.9
Grade 12	87.5	n/a	n/a	n/a	86.6

	Overall Agreement (%)				
Question Theme	2018-19	2019-20	2020-21	2021-22	2022-23
Tech Skills for Learning	94.6	n/a	n/a	n/a	93.9
Tech Curiosity	87.8	n/a	n/a	n/a	83.3

▪ **Target for 2022-23**

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

▪ **Analysis**

Compared to results in 2018-19, student overall agreement within the Technological Fluency Summary Measure decreased to 88.6 per cent in

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

Calgary Board of Education

2022-23, a decline of 2.6 per cent. Grade 5 and Grade 6 students expressed significantly higher levels of agreement in this measure. When the two question theme results are compared for the Technological Fluency Summary Measure, agreement levels were higher by 10.6 percent in response to the survey question, "I have the skills I need to use technology at school to help me in my learning" than they were to the question "When I learn about a new way to use school technology I want to try it". This gap has widened by 6.8 per cent compared to 2018-19 student agreement levels.

3. Percentage of students who report they use technology to communicate effectively with others; as indicated by Overall Agreement of the **Technological Communication Summary Measure** from CBE Student Survey.

Technological Communication Summary Measure					
	2018-19	2019-20[16]	2020-21	2021-22	2022-23
Overall Sample Size	36 027	n/a	n/a	n/a	35 175
Overall Agreement (%)	89.7	n/a	n/a	n/a	82.7

Technological Communication Summary Measure by Grade					
Overall Agreement (%)	2018-19	2019-20	2020-21	2021-22	2022-23
Grade 5	93.7	n/a	n/a	n/a	87.7
Grade 6	93.2	n/a	n/a	n/a	85.1
Grade 8	88.4	n/a	n/a	n/a	80.6
Grade 9	87.0	n/a	n/a	n/a	79.6
Grade 11	87.8	n/a	n/a	n/a	81.5
Grade 12	87.8	n/a	n/a	n/a	82.2

Question Theme	Overall Agreement (%)				
	2018-19	2019-20	2020-21	2021-22	2022-23
Online Respect	91.2	n/a	n/a	n/a	85.4
Online and Face-to-Face	83.5	n/a	n/a	n/a	71.6
Careful Sharing Online	94.4	n/a	n/a	n/a	91.1

[16] CBE Student Survey was not administered in 2019-20.
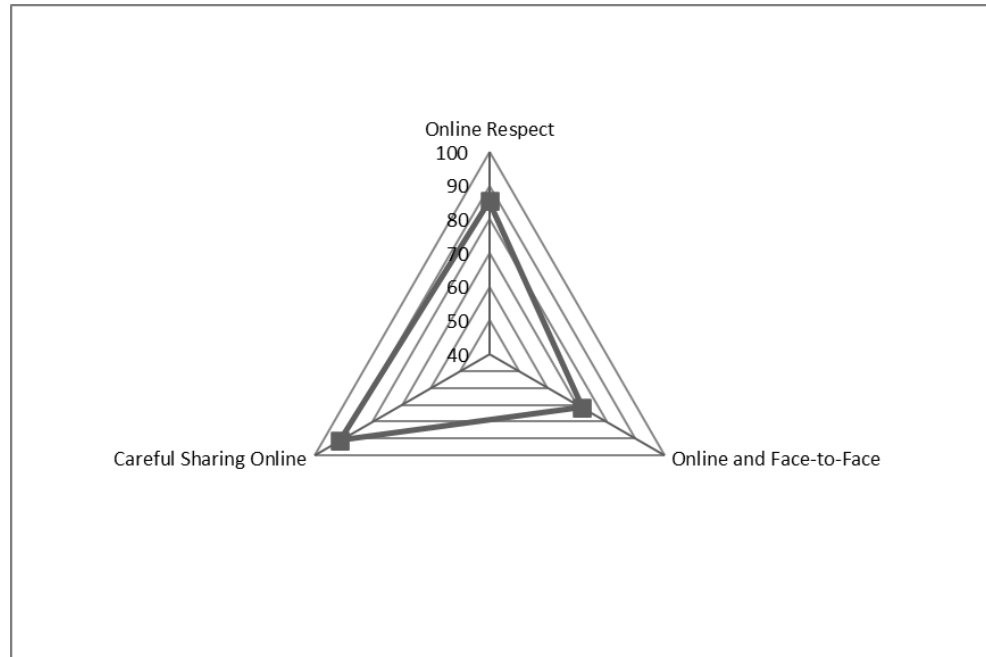
Calgary Board of Education

4-44

- **Target for 2022-23**

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

- **Analysis**

  Overall student agreement levels in 2022-23 on the Technological Communication Summary Measure dropped significantly by 7 percentage points compared to 2018-19 results. Grade 9 students had the lowest agreement level of 79.6 per cent whereas Grade 5 and 6 students showed the highest levels of agreement of 87.7 and 85.1 respectively.

  While most CBE students continued to be in high agreement with questions within the Technological Communication Summary Measure, there were some noteworthy declines compared to 2018-19 results, the only other year for which these data are available. Within the three question themes, the most significant decline in student agreement was in response to the survey question, "I communicate online the same way I do face-to-face", which was 11.9 percent lower than 2018-19 agreement levels. A decline of 5.8 per cent also surfaced for the survey question "I treat people with the same respect online as I would face-to-face."

4. Percentage of students who report they can assess critically information presented in online environments; as measured by Overall Agreement of the **Technological Critical Thinking Summary Measure** from CBE Student Survey.

Technological Critical Thinking Summary Measure					
	2018-19	2019-20[17]	2020-21	2021-22	2022-23
Overall Sample Size	32 769	n/a	n/a	n/a	31 636
Overall Agreement (%)	75.2	n/a	n/a	n/a	70.4

Technological Critical Thinking Summary Measure by Grade					
Overall Agreement (%)	2018-19	2019-20	2020-21	2021-22	2022-23
Grade 5	72.8	n/a	n/a	n/a	69.9
Grade 6	74.2	n/a	n/a	n/a	72.2
Grade 8	74.1	n/a	n/a	n/a	70.1
Grade 9	77.0	n/a	n/a	n/a	71.7
Grade 11	76.2	n/a	n/a	n/a	70.7
Grade 12	76.8	n/a	n/a	n/a	71.2

Question Theme	Overall Agreement (%)				
	2018-19	2019-20	2020-21	2021-22	2022-23
Evaluate Visual Online Info	83.8	n/a	n/a	n/a	81.5
Evaluate Written Online Info	85.2	n/a	n/a	n/a	82.8
Trust Online Information	56.6	n/a	n/a	n/a	46.9

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

Calgary Board of Education

Policy 4.6

Indicator 4

Percentage of students who report they can assess critically information presented in online environments; as measured by Overall Agreement of the **Technological Critical Thinking Summary Measure** from CBE Student Survey.
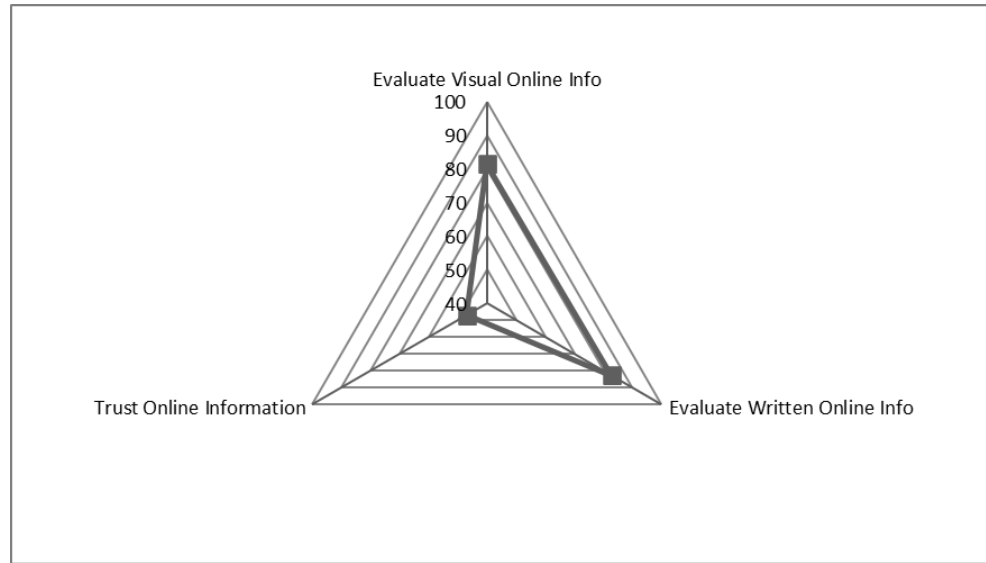
- **Target for 2022-23**

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

- **Analysis**

  Overall student agreement on the Technological Critical Thinking Summary measure dropped by approximately 5 percentage points from 2018-19. There were no notable differences across different grade levels. Among the questions asked in this specific measure, overall student agreement remained high at over 80 per cent when students were asked if they were able to discern truthful information online. Student agreement declined significantly in relation to being able to trust information online compared to 2018-19 results, the only other year for which these data are available.

  Note | When aggregating the three question themes for this summary measure, caution is needed as the first two questions are framed to have improvement measured by an increase in student agreement levels whereas the third question is framed such that improved critical thinking would be evident by agreement levels decreasing.

Calgary Board of Education

- **Overall Interpretation**

  When 2022-23 data are considered in isolation of previous years' results and solely in relation to each other by policy, there are key celebrations and areas for growth that surface in these data.

  Policy 4.6 which states to "be technologically fluent, able to use digital tools critically, ethically and safely" was a noteworthy area for celebration in 2022-23. In particular, students reported using technology comfortably to learn at school. Given that the data represents a pre and post pandemic state, it is possible that the increased integration of technology for learning as a pandemic response may have helped developed students level of comfort in this area. Additionally, Policy 4.3 highlighted another area worthy of celebration as more than 90% of students reported using feedback to improve their learning in 2022-23. This may be the result of CBE's focused work and professional learning opportunities on assessment across schools which supports student learning in a feedback-rich culture at school.

  Policy 4.5 which involves making lifestyle choices based upon healthy attitudes and actions and being able to assume responsibility for personal well-being, highlighted some areas for future growth and improvement. Student perceptions related to both physical health and emotional health surfaced as areas to focus on improvement. For example, students reported low levels of agreement to survey questions about getting sufficient sleep, managing screen time, and having strategies to cope with stress and emotions at school.

  Report card data related to Results reporting is only available for students in Division 3 for 2022-23 because of the suspension of inclusion of indicators for Results 4 related to Kindergarten to Grade 6 school report cards for the 2022-23 school year. When examining the results available for Division 3 students only, achievement remained high, with fewer students requiring support in 2022-23 compared to the previous year.

  The Annual Returning Rate for CBE for 2021-22 fell in comparison to 2020-21. One potential reason for the one-year spike seen in 2020-2021 might be the temporary economic slowdown during the COVID-19 pandemic, as the returning rate has now stabilized in line with previous years' results. In looking more closely at the results provided by Alberta Education (see Appendix Results 4 | Detail for Annual Returning Rate on p. 55), over the past year, there were small decreases observed in percentages of students returning to K-12 and post-secondary education and a much larger increase observed in students pursuing apprenticeship. As the economic climate in Alberta continues to shift, the short-term trend to returners choosing apprenticeship over other educational opportunities may continue to increase.

  Caution is advised when comparing student perception data from 2022-23 to previous years' results for most indicators as the majority have not been measured since 2018-19. For these indicators, impact of the COVID-19

pandemic would have been felt throughout this period, however very little data was collected that illustrate year-over-year impact as only 2018-19 and 2022-23 data points are available.

Two indicators measured with student perception data from the CBE student survey for which data is available for all five years except 2019-20 when this survey was not administered, are Policy 4.5 Indicator 2, the Physical Health Summary Measure and Policy 4.5 Indicator 4, the Emotional Health Summary Measure. Within these indicators, student levels of agreement overall and when disaggregated by grade align with most indicator measures, showing a decline when comparing 2018-19 to 2022-23. With the additional data points factored in, however, overall and for all but grades 5 and 6 (Indicator 2), the trend shows a low point in 2021-22 and an increase in student agreement levels in 2022-23. This suggests that, at least for these indicators, that student perception related to personal development may be recovering.

Within these two indicators, "I take care of myself by making sure I don't have too much screen time (e.g., TV, computer, tablet, cell phone)", showed notable improvement, yet remains the question with the lowest level of student agreement within the Physical Health Summary Measure as well as overall across all indicators. In the Emotional Health Summary Measure, improvements for all three question themes were observed from the previous year, with student levels of agreement to the question," I ask for help when I need it", now above pre-pandemic levels. The other two question themes related to sharing feelings with others and having strategies when feeling stressed about school, although improved, remain lower than in 2018-19.

For those indicators for which only two data points are available there exist some insight into both celebrations and potential areas for improvement. Small improvements were noted in Grade 11 and 12 students' perception in their ability to both take the perspective of others as well as looking at multiple sides of an issue before making a decision, suggesting increased self-reflection. As well, agreement levels for students in grades 5-12 to the statement that they have enough opportunity to use technology in their learning has also increased.

Looking more closely at technology themes, student agreement levels related to the Technological Critical Thinking Summary Measure showed a significant decline to the question, "I trust the information I see online." While this may be viewed as improvement in students' ability to think critically, it is important to also acknowledge that since 2018-19, the last data point, conversation in the larger society regarding the validity in both online and other reporting and the continued evolution of artificial intelligence has increased significantly. Coupling this with a decline in student agreement to the questions related to being able to determine whether something they read or see online is true suggests that this may be an area of growth on which to focus.

Across divisions, levels of agreement for students in division 3 showed the greatest decline across indicators in the resiliency, perseverance, adaptability, learning technology, and technological fluency themes as well as a decrease in success rate in Health program of study outcomes, highlighting the need for additional supports for students in this age group.

Students in Division 4 also experienced a decrease in success rate in CALM, along with declines in survey measures only asked of students in grades 11 and 12. Most notably, student agreement with the statement, "I ask questions in class when I have them" declined by 13%, in comparison to much smaller declines in the other questions asked in the self-advocacy theme, "I bring my own ideas to learning tasks and activities at school", "I am curious about the things I am learning at school", and "I can defend my thinking when I answer a question".

In examining the difference in student agreement across these particular questions in the same theme, a pattern emerges with this summary measure and others. Student agreement in themes that require a level of comfort with taking risks within interpersonal relationships show a larger dip from 2018-19. Some additional examples include, "I communicate online the same way I do face-to-face", "If a relationship is no longer positive, I know what strategies I can use to address it", and "I try to join in when others are learning something I'm interested in". Within the theme, students express understanding of the importance of positive relationships, and respecting others online, however, based on the results, seem to lack necessary strategies and confidence to follow through. Opportunities to develop social skills were negatively impacted during the pandemic due to cohorting and varying degrees of isolation. Removal of extra-curricular activities, clubs, and in-class collaborative learning opportunities may have had an impact that has surfaced in these survey results.

Another example, directly related to academic success is illustrated with the Self-Improvement Summary Measure, asked to only grade 11 and 12 students. High school students reported they have the desire to set and work towards learning goals and for the most part feel that they are supported in doing so, yet they agree less to having the skills and strategies to set and work towards them.

- **Celebrate**

  - Students report increased agreement to "I take care of myself by making sure I don't have too much screen time (e.g., TV, computer, tablet, cell phone)" for the first time in five years.
  - Physical Health Summary Measure improvement for students in Division 3 and 4 from 2021-22 to 2022-23
  - Emotional Health Summary Measure improvement across all grades from 2021-22 to 2022-23

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- **Areas of Growth**
  - In measures where results were available across divisions, Division 3 students showed lower agreement in almost all indicators including:
    - Resiliency and Perseverance Summary Measure
    - Adaptability Summary Measure
    - Success with learning outcomes in Health
    - Learning Technology Summary Measure
    - Technological Fluency Summary Measure
  - Grade 6 students' agreement levels on the Adaptability Summary Measure (overcoming challenges and stress, adapt to meet the needs of new situations).
  - Development of interpersonal skills to support student well-being, healthy relationships, and cooperative learning opportunities both in-person and online.
    - I talk to my caregivers, friends, classmates, and/or teachers about how I feel.
    - I communicate online the same way I do face-to-face.
    - I can easily make and keep friends.
    - If a relationship is no longer positive, I know what strategies I can use to address it.
    - I ask questions in class when I have them.
    - I try to join in when others are learning something I'm interested in.
  - Supporting students in applying knowledge and skill into action.
    - Having the skills to use technology, but lower agreement in wanting to try new ways to use it.
    - Wanting to set goals, but lower agreement in setting and working towards them.
  - Increased comfort with ambiguity for high school students.
  - Supporting students in developing critical thinking skills to distinguish between real and false information online with increased attention on emergent technologies including artificial intelligence (A.I.).
  - Although physical health summary measures have increased since 2021-22, student agreement levels remain lower than in 2018-19, and are lower than most other summary measures.

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 personal development results will improve. Specifically, examples of professional learning being undertaken include the following:

- Well-Being & PE Forum related to themes in the Student Well-Being Framework (School Connectedness and Belonging; Resilience and Mental Health) and K-12 PE Curriculum.
- Advancing a Culture of Well-Being Leader Series providing specific support for school-based and non-school based leaders on topics centered on creating psychological safe spaces for work and learning.
- Collaborative professional learning plan to unpack resources and strategies in the Student Well-Being Framework and the Student Well-Being Companion Guide and the Indigenous Education Holistic Lifelong Learning Framework, exploring the kinship relationship between these foundational frameworks.
- Professional learning for Leaders on updated Digital Citizenship resources and development of Digital Citizenship plans connected to school context.
- Professional learning for staff and system leaders on emergent artificial intelligence tools for learning.
- Digital citizenship, digital well-being, and supporting underrepresented groups in technology-related courses and careers.
- High School Student Well-Being Symposium
- Child and Youth Well-Being Family and Caregiver Series for staff and families.
- Building capacity and understanding of Student Well-Being for the Chief Superintendent's Student Advisory Council (CSSAC)
- Social Emotional Learning Working Group four-part professional learning series, building capacity and aligning understanding with evidence-based understanding of SEL connected to the Student Well-Being Framework.
- Developing capacity in addressing SOGI concerns as well as integrating diversity and inclusion into teaching practices.

Structures & Processes

The following structures and processes will be utilized in support of student achievement of Results 4 and access to supports across a range of areas:

- Student Well-Being symposium to empower students to use their voice, build capacity for student leadership and supporting well-being goals within school communities.

- Mental Health in Schools Pilot Project in target schools to support student well-being through rapid and responsive services to non-Canadian newcomers and students of immigrant parents in grades 7 to grade 12.
- Development of recommendations on the evaluation, implementation and use of artificial intelligence tools for learning.
- On-going development and refining of the Chief Superintendent's Student Advisory Council (CSSAC) to build student agency, voice, and enhance well-being measures with the Student Well-Being Framework included at every meeting.
- D2L Social Emotional Learning Working Group created to develop resources.
- New and contextually relevant CBE Student Survey questions designed to gather student voice related to digital citizenship and well-being.

Resources

The following actions will be taken to support system and school needs in regard to resource creation and accessibility:

- Tools focused on actively gathering and actioning student voice including Indigenous student voice and EAL learners within culturally responsive learning environments.
- Elementary level social emotional learning (SEL) resources addressing specific identified SDP goals that are both educator-created and contextually relevant.
- D2L CSSAC toolbox of curated resources to advance diversity and inclusion and student well-being for both staff and students.

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.

One indicator in Results 4 is based on an Alberta Education Assurance Measure, three are based on report card data and the remaining fourteen indicators are tied to survey data.

Given the change in methodology by Alberta Education and their recommendation that caution should be used when interpreting school and school authority results over time, there are not enough Annual Returning Rate data to determine a trend. The report card results remain very high and so, not an opportunity for growth. As Results 4 will be a minor focus on the 2023-24 CBE Student Survey and given the fact that the current two data points represent a pre-pandemic state and post pandemic and unprecedented enrolment growth point, it seems prudent to wait until there is a complete data set for Results 4 to understand what may be a new baseline before considering targets.

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

APPENDIX

Appendix I: Results 4 | CBE Student Survey Questions & 2022-23 Results

| appendix |

Results 4 | Detail for Annual Returning Rate

Year	Drop out Count	Returning Count			Total Returning Count	Unadjusted Returning Rate	Estimated Attrition	**Returning Rate**
		K-12 Participation	Post-Secondary	Apprenticeship				
2018	1090	98	38	5	141	12.9	427.9	**21.3**
2019	1081	95	24	4	123	11.4	358.7	**17.0**
2020	1075	93	25	3	121	11.3	353.1	**16.8**
2021	1119	115	27	1	143	12.8	318.6	**17.9**
2022	998	93	15	8	116	11.6	305.2	**16.7**

Calgary Board of Education

Results 4 | CBE Student Survey Questions & 2022-23 Results

| appendix |

Note | the numbers in the square brackets refer to the grades of students who would be asked this question.

Policy 4.1

Indicator 2 – Resiliency and Perseverance Summary Measure

Question	Overall Achievement (%)
1 | I feel confident I can overcome challenges in my learning.	80.8
2 | When I struggle with my school work, I can get through it and fix it.	82.2
3 | I try hard at school even when I find it challenging to succeed in my learning.	85.3
4 | I want to keep learning even when I experience a setback.	77.7

Indicator 3 – Adaptability Summary Measure

Question	Overall Achievement (%)
1 | I like learning new things at school even if I sometimes find it challenging.	78.9
2 | I can adapt to new situations even when under stress or pressure (e.g., Provincial Achievement Test, Diploma Exam, pop quiz).	71.9
3 | I can change to meet the needs of new situations at school.	85.1

Policy 4.2

Indicator 2 – Self-Improvement Summary Measure

Question	Overall Achievement (%)
1 | [11,12] I want to set and achieve learning goals.	83.4

Calgary Board of Education

Question	Overall Achievement (%)
2 | [11,12] I set goals for my learning and work towards them.	75.1
3 | [11,12] I have the support I need from my school to set learning goals and work towards them.	76.4

Indicator 3 – Self-Advocacy Summary Measure

Question	Overall Achievement (%)
1 | [11,12] I ask questions in class when I have them.	63.9
2 | [11,12] I bring my own ideas to learning tasks and activities at school.	73.5
3 | [11,12] I am curious about the things I am learning at school.	77.2
4 | [11,12] I can defend my thinking when I answer a question.	86.4

Indicator 4 – Self-Reflection Summary Measure

Question	Overall Achievement (%)
1 | [11,12] I can bounce back after a setback in my learning (e.g., an unexpected low mark).	81.7
2 | [11,12] When I'm upset with someone, I try to take the perspective of that person for a while.	75.9
3 | [11,12] I use feedback to improve my learning.	90.4

Policy 4.3

Indicator 2 – Ambiguity and Complexity Summary Measure

Question	Overall Achievement (%)
1 | [11,12] I can accept someone else's answer to a question even if it is different than my own.	91.0
2 | [11,12] I am comfortable learning about things that may have more than one answer.	79.1
3 | [11,12] I try to look at all sides of an issue before I make a decision.	91.3

Calgary Board of Education

4 |	[11,12] I understand that there are at least two sides to every issue and I try to understand them.	93.6

Policy 4.4

Indicator 1 – Risk-taking Summary Measure

Question	Overall Achievement (%)
1 | I am willing to try new things in my learning even if I'm not sure I will be successful.	84.6
2 | When I learn about a new way to use school technology, I want to try it.	83.3
3 | I try to join in when others are learning something I'm interested in.	80.5

Policy 4.5

Indicator 2 – Physical Health Summary Measure

Question	Overall Achievement (%)
1 | I take care of myself by choosing healthy snacks when I am able.	74.5
2 | I take care of myself by exercising regularly when I am able.	79.8
3 | I take care of myself by getting enough sleep when I am able.	66.4
4 | I take care of myself by making sure I don't have too much screen time (e.g., TV, computer, tablet, cell phone).	43.1

Indicator 3 – Social Health Summary Measure

Question	Overall Achievement (%)
1 | I have positive relationships with friends and family.	90.7
2 | I can easily make and keep friends.	77.3
3 | I know when my friendships or relationships become negative or unhealthy.	87.8
4 | If a relationship is no longer positive, I know what strategies I can use to address it.	71.5

Calgary Board of Education

4-58

Indicator 4 – Emotional Health Summary Measure

Question	Overall Achievement (%)
1 | I ask for help when I need it.	74.7
2 | I talk to my caregivers, friends, classmates, and/or teachers about how I feel.	57.4
3 | I have strategies that I can use for myself when I feel stressed about school.	65.1

Policy 4.6

Indicator 1 – Learning Technology Summary Measure

Question	Overall Achievement (%)
1 | I use technology to help my learning.	92.8
2 | I feel comfortable using the technology available at school to help me learn.	92.3
3 | I have enough opportunity to use technology in my learning.	87.3

Indicator 2 – Technological Fluency Summary Measure

Question	Overall Achievement (%)
1 | I have the skills I need to use technology at school to help me in my learning.	93.9
2 | When I learn about a new way to use school technology I want to try it.	83.3

Indicator 3 – Technological Communication Summary Measure

Question	Overall Achievement (%)
1 | I treat people with the same respect online as I would face-to-face.	85.4
2 | I communicate online the same way I do face-to-face.	71.6
3 | I am careful about what I share online.	91.1

Indicator 4 – Technological Critical Thinking Summary Measure

Calgary Board of Education

Question	Overall Achievement (%)
1 | When I see information online, I can tell if it is true or made up.	81.5
2 | When I'm reading information online, I can tell if it is true or made up.	82.8
3 | I trust the information I see online.	46.9

Proposed Amendments to Governance Culture Policies

Date	April 23, 2024
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trustee Laura Hack Board Chair
Purpose	Decision
Governance Policy Reference	GC-2: Governing Commitments GC-3: Board Job Description
Resource Person(s)	Trustee Charlene May, Chair, Board Governance Committee Trustee Nancy Close, Member, Board Governance Committee Patricia Minor, Corporate Secretary

1 | Recommendation

It is recommended:

- THAT the Board of Trustees gives first reading to the amendments to Governance Culture 2: Governing Commitments policy, as provided in Attachment I to this report.

- THAT the Board of Trustees gives second reading, and thereby final approval, to the amendments to Governance Culture 2: Governing Commitments policy, as provided in Attachment I to this report.

- THAT the Board of Trustees gives first reading to the amendments to Board Meeting Procedures policy, as provided in Attachment II to this report.

- THAT the Board of Trustees gives second reading, and thereby final approval, to the amendments to Board Meeting Procedures, as provided in Attachment II to this report.

- THAT the Board of Trustees approves the amendments to GC-5E: Board Governance Committee Terms of Reference, as provided in Attachment III to this report.

2 | Background

Governance Culture Policy 2: Governing Commitments sets out the expectation for the Board to regularly and systematically monitor all Board policies.

3 | Analysis

The Board of Trustees operates under the Coherent Governance model of corporate governance whereby the Board provides leadership for the CBE by setting direction through policy. Section 33(1)(h) of the *Education Act* mandates that the Board establish governance and organizational structures for the CBE.

Day to day operations and leadership of the system lays with the Chief Superintendent who is responsible for carrying out duties as assigned by the Board (Section 33(1)(j) of the *Education Act*). The Board governs the system through policies that set out the Results (learning outcomes), Operational Expectations (the boundaries of day-to-day operations), Governance Culture (how the Board works) and Board/Chief Superintendent Relationship (delegation to and evaluation of the Board's single employee).

Board policies enable the Board of Trustees to effectively lead, direct, inspire and control the outcomes and operations of the Calgary Board of Education through a set of carefully crafted policy statements and the effective monitoring of them. Under the Board's leadership the Chief Superintendent is empowered to make all decisions save and except those matters that cannot be delegated by law or those specifically reserved for the Board of Trustees.

The Governance Culture Policies clearly defines the individual and collective behaviour required by the Board and Trustees to establish a culture of good governance. These policies establish standards for how the Board performs its work, including policies that define the Board's job, its purpose and its accountability.

As part of the ongoing work of the Board with the support of the Board Governance Committee, Governance Culture 2: Governing Commitment, Board Meeting Procedures and Governance Culture 5E: Board Governance Committee Terms of Reference were reviewed to identify areas of improvement including providing additional clarity and transparency on the purpose and use of debrief by the Board of Trustees.

4 | Conclusion

The Board of Trustees to consider proposed amendments to the Governance Culture 2: Governing Commitments, Board Meeting Procedures and Governance Culture 5E: Board Governance Committee Terms of Reference.

ATTACHMENTS

Attachment I   GC-2: Governing Commitments (proposed amendments)
Attachment II   Board Meeting Procedures (proposed amendments)
Attachment III   GC-5E: Board Governance Committee Terms of Reference (proposed amendments)

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Board of Trustees' Governance Policy

GOVERNANCE CULTURE
GC-2: Governing Commitments

Monitoring Method: **Board Self-assessment**
Monitoring Frequency: **Annual**

The Board will govern lawfully with primary emphasis on *Results* for students; encourage full exploration of diverse viewpoints; focus on governance matters rather than operations in keeping with Board Policies (as defined in GC-3: Board Job Description); observe clear separation of Board and Chief Superintendent roles; make all official decisions by formal vote of the Board; and govern with long-term vision.

2.1 The Board will direct the organization through policy. The Board's major focus will be on the results expected to be achieved by students, rather than on the strategic choices made by the Chief Superintendent to achieve those results.

2.2 The Board will function as a single unit. The opinions and personal strengths of individual members will be used to the Board's best advantage, but the Board will faithfully make decisions as a group, by formal vote. No officer, individual trustee, or committee of the Board will be permitted to limit the Board's performance or prevent the Board from fulfilling its commitments.

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

2.4 The Board will ensure that the Board and its members have the knowledge, skills and budget support necessary for effective governance.

Accordingly:

a. training and coaching will be used to orient candidates and new members, as well as to maintain and increase current member skills and knowledge based on the skills identified in the trustee skills matrix;

b. external, third-party monitoring will be used as necessary to enable the Board to exercise confident oversight of the organization's performance;

c. the Board will regularly and systematically ~~will~~ monitor and evaluate the effectiveness of all Board P~~p~~olicies; ~~and~~

~~c.~~d. the Board will regularly debrief ~~the quality of each~~its meetings in support of continuous improvement for effective governance; and

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Calgary Board of Education

8-9

**Board of Trustees'
Governance Policy**

**GOVERNANCE CULTURE
GC-2: Governing Commitments**

d.e. strategic communication dialogues will be planned and implemented to ensure the whole Board's ability to engage stakeholders in understanding the organization's work as well as sharing viewpoints and values.

2.5 To ensure that the Board's business meetings are conducted with maximum effectiveness and efficiency, members will comply with Board Policies (as defined in GC-3: Board Job Description) and:

a. come to meetings properly prepared for Board discussions and deliberations;

b. speak only when recognized, not interrupting each other or engaging in side conversations;

c. not repeat unnecessarily what has already been said;

d. not play to the audience or camera or monopolize the discussion;

e. support the Chair's efforts to facilitate an orderly meeting;

f. communicate openly to avoid surprises;

g. encourage equal participation of all members, and

h. practice respectful body language.

2.6 Positive working relationships are essential for personal well-being, a healthy working environment, high morale and quality learning. To ensure the Board functions as a team, members will:

a. recognize and respect each other's dignity;

b. work to earn and sustain trust;

c. communicate with each other in ways that promote mutual understanding;

d. use collaborative approaches to problem-solving and decision-making; and

e. give each other the benefit of the doubt;

2.7 The Board will use the Board's consent agenda as a means to expedite the disposition of routine matters and dispose of other items of business it chooses not to discuss.

2 | 2

**Calgary Board
of Education**

2.8   The Board, by majority vote, may revise or amend its policies at any time. However, as a customary practice, a proposed policy revision will be discussed at one session of the Board, at least, prior to being acted upon at a subsequent Board meeting.

Adopted: ~~April 18, 2023~~

Policy Exhibits:
GC-2E: Trustee Remuneration

cbe.ab.ca

Board of Trustees

BOARD MEETING PROCEDURES
Approved by the Board of Trustees effective ~~April 4, 2023~~

Calgary Board of Education

TABLE OF CONTENTS

I.   INTRODUCTION

"Parliament, the model for all assemblies, should be, in the words of Winston Churchill, 'a strong, easy, flexible instrument of free debate.' It attains Standing Committee status by the willing observance of sensible rules which provide for the orderly consideration of the questions before it, leading to an expression of collective will or opinion.

Unanimity cannot always be reached, but procedures which have ensured, and have been seen to ensure, proper deliberation of an issue will lead to acceptance and wide support of the outcome. The meticulous observance of agreed forms is of primary importance in the group conduct of both private and public business and it will moreover, help to avoid misunderstandings and friction in the process.

It may not always be possible to reconcile practice with theory, but in effect good procedure is fair play and common sense built on a solid foundation of acknowledged principle. Above all, the rules must not change in the middle of the game."

Source: *Bourinot's Rules of Order,* 3rd Edition

II.   PURPOSE

(1)   The *Education Act* states that the Board of Trustees must:

(a)   establish policies and procedures governing the conduct of meetings of the board and the administration and business of the board, and

(b)   monitor and evaluate the effectiveness of the established policies and procedures on a regular basis.

(2)   The Board Meeting Procedures are adopted and enacted by the Board of Trustees in order that the duties vested in the Board of Trustees by the *Education Act* and other legislation can be accomplished in an orderly and efficient manner, while maintaining the principles of democracy.

(3)   The Board of Trustees is, pursuant to the *Education Act*, R.S.A. 2019, c. E-0.3, as amended, (the "*Education Act*"), a statutory corporation under the name of The Calgary Board of Education charged with the governance of the Calgary School Division (the "Division").

III.   DEFINITIONS

(1)   In these Procedures:

(a)   "Administration" means the Chief Superintendent, and any staff to whom the Chief Superintendent may choose to delegate any of the rights or responsibilities outlined in these Procedures;

Calgary Board of Education

(b)   "Agenda" means the list of items and order of business for any meeting of the Board of Trustees;

(c)   "Board" and "Board of Trustees" means the Board of Trustees of The Calgary Board of Education;

(d)   "Board Procedures Regulation" means, the Board Procedures Regulation, AR 82/2019, under the *Education Act*;

(e)   "Chair" and "Vice-Chair" mean, respectively, the Chair and Vice-Chair of the Board of Trustees of The Calgary Board of Education elected by the Board of Trustees pursuant to section 1(3) of the *Board Procedures Regulation;*

(f)   "Chief Superintendent" means the person appointed by the Board of Trustees as the superintendent of schools, chief executive officer of the board, and chief education officer of the Division pursuant to section 222 of the *Education Act*;

(g)   "Corporate Secretary" means the person appointed as the secretary of the Division pursuant to section 68 of the *Education Act*. Where reference is made throughout these Procedures pertaining to duties of the Corporate Secretary, such duties may be delegated, as appropriate;

(h)   "Division" means The Calgary Board of Education, established by Ministerial Order, pursuant to sections 112 and 117.1 of the *Education Act*;

(i)   "Education Act" means R.S.A. 2019, c. E-0.3, as amended, and where applicable, the *School Act*, R.S.A. 2000, c.S-3, all predecessor *School Act* of the Province of Alberta from 1905 the *School Act*, R.S.A. 2000, c.S-3,, or School Ordinances of the Northwest Territories prior to 1905, applicable in what is now the Province of Alberta, the relevant school provisions of the Alberta Act, S.C. 1905, c.3, The Northwest Territories Acts, S.C. 1875 and 1877, the Constitution Act, 1867, the Constitution Act, 1982, Part I, Canadian Charter of Rights and Freedoms, section 29, and any act or acts in substitution therefore, and any and all regulations in effect from time to time thereunder;

(j)   "Governance Policies" means policies approved by the Board of Trustees and used by the Board to effectively lead, direct, inspire and control the outcomes and operations of the division through a set of carefully crafted policy statement and the effective monitoring of them. The policies include:

"Governance Culture" means policies approved by the Board of Trustees that define the Board's own work and how it will be carried out. These policies state the expectations the Board has for individual and collective behaviour. The Board of Trustees evaluates its performance in relation to the Governance Culture policies on an annual basis.

"Board/Chief Superintendent Relationship" means policies approved by the Board of Trustees that define how the Board of Trustees delegates authority to the Chief Superintendent and how the Chief Superintendent's performance will be evaluated. The Board of Trustees evaluates these policies on an annual basis.

"Results" means policies approved by the Board of Trustees that provide stated outcomes for each student in our division. The Results policies become the Chief

Superintendent's and the organization's performance targets and form the basis for evaluating the organization and Chief Superintendent's performance. The Board of Trustees monitors Results on an annual basis.

"Operational Expectations" means policies approved by the Board of Trustees that define both the non-negotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. The Board of Trustees monitors Operational Expectations on an annual basis.

(k)   "Minister" means the Minister of Education, from time to time appointed by the Lieutenant Governor in Council of the Province of Alberta;

(l)   "Pecuniary interest" means, in accordance with Section 85(1)(b) of the *Education Act*, with respect to a person, a direct or indirect interest in a matter before the Board of Trustees that could monetarily affect:

  (i)   the person,

  (ii)   a corporation, other than a distributing corporation, in which the Trustee is a shareholder, director or officer,

  (iii)   a distributing corporation in which the person beneficially owns voting shares carrying at least 10% of the voting rights attached to the voting shares of the corporation or of which the Trustee is a director or officer,

  (iv)   a partnership or firm of which the person is a member,

  (v)   a corporation, partnership, firm, government or person that employs the person,

provided that a person shall not have a Pecuniary interest by reason only of any interest that the person may have by reason of any of the matters referred to in sections 85(3) and 85(4) of the *Education Act;*

For the purposes of the definition of "Pecuniary interest", "corporation", "distributing corporation", "shareholder", "voting shares", "voting rights", "director" and "officer" have the meanings given to them in the *Business Corporations Act* (Alberta); and

"spouse" means the spouse of a married person but does not include a spouse who is living separate and apart from the person if the person and spouse have separated pursuant to a written separation agreement or if their support obligations and family property have been dealt with by a court order.

For the purposes of determining the existence of a Pecuniary interest of a Trustee, the Pecuniary interests of the spouse or adult interdependent partner of that Trustee that are known to such Trustee or of which such Trustee reasonably should know are deemed to be the Pecuniary interests of such Trustee;

(m)   "Policies" means the Board of Trustees' Governance Culture policies, Board/Chief Superintendent Relationship policies, Operational Expectations policies, Results polices, and the Board Meeting Procedures;

(n)   "Private Agenda" means that part of any Agenda and related information and materials which relate to any meeting or portion of a meeting of the Board of Trustees held in private;

(o)   "Procedures" means the Board Meeting Procedures for meetings of the Board of Trustees;

(p)   "Public Agenda" means that part of any Agenda and related information and materials which relate to any public meeting of the Board of Trustees;

(q)   "Quorum" means a majority of the Trustees that are specified by the Minister, under section 78 of the *Education Act* elected to the Board of Trustees and any Trustees appointed to the Board under section 82 or 84 of the *Education* Act, provided that (i) the Minister may order that when the number of Trustees has fallen below the Quorum, the remaining Trustees are deemed to be a Quorum until elections are held to fill the number of vacancies required to achieve Quorum, and (ii)when the number of Trustees at a meeting is less than a Quorum because one or more Trustees has declared a conflict of interest with respect to a matter before the Board at the meeting, the Minister may order that the remaining Trustees are deemed to be a Quorum for the purpose of deciding that matter. Trustees participating in a meeting of the Board by electronic means or other communication facilities acceptable to the Board of Trustees, as described in section N of these Procedures are deemed to be present at the meeting;

(r)   "Records of the Board" means the official record containing the name, residence address, email address, and electronic receiving number for each member of the Board of Trustees of The Calgary Board of Education; and

(s)   "Trustee" means a member of the Board of Trustees of The Calgary Board of Education.

IV.   *APPLICATION*

(1)   The rules of order to be observed at meetings of the Board of Trustees shall be in accordance firstly with the *Education Act*, and secondly with the provisions of these Procedures. In all cases not provided for by the *Education Act* or these Procedures, the rules and practice of "Robert's Rules of Order Newly Revised" 12th Edition shall govern insofar as applicable.

(2)   In the event of any conflict between the provisions of these Procedures, and those contained in the *Education Act,* the provisions of the *Education Act* shall prevail and apply.

(3)   These Procedures apply to all regular and special meetings of the Board of Trustees, whether public or private.

(4)   Procedure is a matter of interpretation by the Chair or other person presiding at a meeting, subject to the appeal process as described in these Procedures.

(5)   In the absence of any statutory requirement, any provision of these Procedures may be temporarily altered or suspended by an affirmative vote of a majority of the votes of those Trustees present at the meeting of the Board of Trustees addressing such matter.

V. MEETINGS OF THE BOARD OF TRUSTEES

A. PUBLIC SESSIONS

(1) The Meetings of the Board of Trustees shall be held in public, except when a majority of the Trustees present at a meeting of the Board of Trustees are of the opinion that it is in the public interest to hold the meeting or a part of the meeting in private. For the purpose of considering any such matter in private, the Board of Trustees may, by motion, exclude any person from the meeting.

(2) Public meetings are meetings of the Board of Trustees that are held in a public venue. The purpose of the board meeting is to allow the Board to do its job; the meetings are not public forums.

B. PLACE OF MEETINGS

(1) Public and private meetings of the Board of Trustees shall ordinarily be held in the Education Centre building. The Board of Trustees may hold public and private meetings virtually, as required. Board Committee meetings may be held where convenient.

C. BOARD ROOM SEATING

(1) The Board of Trustees' table seating for Board meetings shall be reserved for the Trustees and shall include a seat for the Corporate Secretary.

(2) The following procedures shall apply to the selection of the Board of Trustees' table seating:

   (a)   the Chair will occupy the last seat to the left at the Board table;
   (b)   the Vice-Chair will occupy the seating position directly to the right of the Chair;
   (b)   the Corporate Secretary will occupy the seating position directly to the left of the Chair;
   (c)   Trustees will occupy the remaining six Board table seats.

(3) Seating shall be assigned for The Calgary Board of Education superintendents and directors who are required to attend Board meetings on a regular basis.

(4) Assigned seating may be provided for individuals or groups as necessary, including administrative, student and other stakeholder representatives.

(5) Limited seating room will be made available for members of the media.

(6) The remainder of the seating accommodation will be available for the public.

D. CALLING OF MEETINGS

(1) *Pre-Organizational Meeting of the Trustees*

   (a)   An informal pre-organizational meeting of Trustees shall be called within seven days prior to the Organizational Meeting. The meeting shall be called by the Corporate Secretary. The purpose of this informal meeting shall be for the

discussion of the selection of the Chair and Vice-Chair, role and structure of committees, liaison appointments of the Board of Trustees and the annual schedule of Board of Trustees' meetings. A Request for Nominations form shall be circulated to all Trustees in advance of the meeting. No decisions may be taken at this meeting.

(2)   Organizational Meeting of the Board of Trustees

(a)   The organizational meeting of the Board of Trustees shall be called by the Corporate Secretary as provided in section 1 of the *Board Procedures Regulation*, as follows:

(i)   the organizational meeting shall be held annually in June with the exception of any year in which a general election takes place, the organizational meeting shall be held in accordance with the requirements of the *Board Procedures Regulation*.

(3)   Regular Meetings of the Board of Trustees

(a)   Regular meetings of the Board of Trustees shall be established by motion of the Board of Trustees. In accordance with section 2 of the *Board Procedures Regulation*, the motion establishing the regular meetings of the Board of Trustees must state the date, time and place of the regular meeting, and the Board shall not be required to give notice of the regular meetings of the Board.

(b)   The Board of Trustees' regular meetings will normally be held during the period of September to June, inclusive, of each calendar year. The Board of Trustees' meetings in July and August may be held in accordance with the Procedures required for holding special meetings of the Board of Trustees, unless the Board determines that regular meeting(s) will be held during those months. In order to allow that the business of the Board of Trustees is not interrupted.

(c)   To determine the schedule of the Board of Trustees' meetings, the following guidelines have been established:

(i)   Regular Board of Trustees' Meetings, Public and Private Agendas
▪ Two Tuesdays in the months of October, November, January, March, April, May and June – 11:00 a.m. to 4:30 p.m.
▪ One Tuesday in the months of September, December and February – 11:00 a.m. to 4:30 p.m.

(4)   Special Meetings of the Board of Trustees

(a)   Special meetings of the Board of Trustees may be called in accordance with the procedures outlined below, to consider, among other matters, the following items:

(i)   matters of governance,

(ii)   major issues of a specific nature that require lengthy consideration,

(iii)   items of an emergent nature that cannot be postponed until a regular Board of Trustees' meeting is scheduled to be held,

(iv)   collective bargaining and contract negotiations with staff and with applicable third parties,

(v)   petitions, delegations and presentations from any individual, organization, or group, that have been filed with the Corporate Secretary, and

(vi)   conduct of hearings and hearing appeals as required by the *Education Act*, including, without limitation, those relating to employee matters.

(b)   In accordance with section 3 of the *Board Procedures Regulation*, the Chair, a majority of the Trustees, or the Minister may call a special meeting of the Board of Trustees after written notice has been given to each Trustee by the Corporate Secretary in accordance with the following requirements:

(i)   The notice of the special meeting must state the date, time and place of the special meeting, and the nature of the business to be transacted at the special meeting.

(ii)   The notice of the special meeting shall be sent at least two (2) days before the meeting by:

- recorded mail to the last known address of each Trustee as shown on the Records of the Board,

- personal service on the Trustee or a person capable of accepting service at the Trustee's residence, or

- fax, e-mail or other electronic means to be received at the last fax number, e-mail address or other electronic receiving number of the Trustee as shown on the Records of the Board.

(c)   Notwithstanding the notice requirements prescribed above, a special meeting of the Board of Trustees may be held at any time without notice if every Trustee agrees, in writing, to waive such notice requirements.

(d)   The agreement of each Trustee to waive the notice requirement prescribed above shall be recorded in the minutes of the meeting by the Corporate Secretary and the Waiver of Notice consent form shall be attached with the Minutes of the called special meeting. The *Waiver of Notice* form is attached as Appendix A.

(e)   In the case of special meetings of the Board of Trustees, Trustees participating and present by electronic means as provided for in section N of these Procedures shall be considered present at the meeting.

(f)   As provided in section 3(5) of the *Board Procedures Regulation*, unless all the Trustees are present at the special meeting, no business other than that stated in the notice of special meeting shall be conducted at the special meeting.

(5)   *Other*

(a)   When the Board of Trustees so decides, or when Trustees so agree, informal briefing sessions may be held for the purpose of providing background information, clarification, and in-depth discussion with respect to issues of relevance for Trustees or for the Board of Trustees. The purpose of these meetings will be for the provision of information, and will not include decision-making that advances the work of the Board of Trustees.

(b)   In accordance with section 34(d) of the *Education* Act and Governance Culture Policy 2: Governing Commitments, the Board of Trustees will plan and implement strategic communication dialogues to ensure the whole Board's ability to engage

parents, students and the community in understanding the organization's work as well as sharing viewpoints and values.

E. CANCELLATION OF MEETINGS

(1) Should there be a need or desire to cancel or reschedule any meeting of the Board of Trustees, the Board of Trustees shall decide on the cancellation or rescheduling of the meeting to be held on another date. Where possible, the decision to cancel or reschedule a meeting will be made at least two (2) weeks prior to the originally scheduled date.

AGENDA

F. PREPARATION OF AGENDA

(1) The Board of Trustees' Agenda Planning Committee shall prepare board meeting agendas in accordance with the Terms of Reference approved by the Board. The Chair is authorized to approve emergent agenda decisions, as required, in consultation with the Corporate Secretary.

(2) To the extent possible, the Board of Trustees' annual work plan, will reflect the content of Board of Trustees' annual meeting Agendas.

(3) Board meeting Agendas shall include a reminder to Trustees that they must disclose any potential Pecuniary interest that they may have in respect of any of the matters before the Board of Trustees, as set forth in the Agenda as well as any Pecuniary interest that they may have in any contract before the Board requiring the Board's approval and/or ratification.

(4) The Corporate Secretary shall review each proposed Agenda against the disclosure of information filed with the Corporate Secretary by each Trustee pursuant to section 86(1) of the *Education Act,* in order to identify any potential Pecuniary interests of a Trustee, and, if applicable, bring these to the Trustee(s)' attention prior to the Board meeting. Notwithstanding such review by the Corporate Secretary, it shall ultimately be the personal responsibility of the Trustee to determine whether or not they have a Pecuniary interest in any Board matter being considered, and to act in accordance with the *Education Act* and these Procedures.

G. DISTRIBUTION OF AGENDA – REGULAR MEETINGS

(1) All regular meeting Agenda materials will be posted on the Board's electronic portal for Trustees and members of Administration, as appropriate, on the Wednesday, six days prior to the applicable meeting. In order to meet this schedule, reports and all other information required to prepare the Agenda must be received in the Corporate Secretary's Office by noon on the Tuesday, seven days prior to the meeting.

(2) Board of Trustees' decisions may be spread over two meetings; the first meeting will accommodate questions and discussion, prior to making a decision at the second meeting.

(3) Only that material which has been received by the Corporate Secretary by the time prescribed under section G(1) above and included in the distributed information may be considered at a meeting for which the Agenda is prepared.   Notwithstanding the

foregoing, due to the nature of some Agenda items, it may not be practicable to circulate some reports and information six days prior to the Board of Trustees' meeting. Private meeting materials will only be circulated to Trustees and Superintendents' Team, to maintain appropriate confidentiality.

(4) Agenda information for public meetings, including reports attached to the Agenda, shall be made available in an electronic format by the Corporate Secretary to the media and public on the Friday, four (4) days prior to the respective meeting. In the event that the Friday prior to the meeting is a statutory holiday, Board Meeting information will be made available by 10:00 a.m. on the Monday, one (1) day prior to the Board meeting.

(5) Agenda information for private meetings, which is limited to the template agenda, will be available electronically on the Friday, in accordance with the timelines above, for public meetings.

(6) All board meeting reports and documents submitted to the Board of Trustees shall be retained in the corporate records of the Division.

(7) From time to time, private reports may be of such a sensitive nature that they are not distributed in advance of the Board of Trustees' meeting. In these instances, the Corporate Secretary's Office will communicate with Trustees regarding the date, time and location to access these private reports.

(8) Public Agendas, with attachments, shall be available on The Calgary Board of Education website:

https://www.cbe.ab.ca/about-us/board-of-trustees/Pages/Board-Meetings.aspx

H. ORDER OF BUSINESS

(1) Subject to other provisions of these Procedures, the order of business for a Board Meeting shall be the order of the items contained in the template Agendas contained in Appendix C of these Procedures, for regular meetings, special meetings and organizational meetings. A general description of each of the items included in such template Agenda is set forth in section I, below.

I. CONDUCTING BUSINESS AT BOARD OF TRUSTEES' MEETINGS

(1) *General Meeting Procedures*

   (a) No act or proceeding of the Board of Trustees is binding unless it is adopted at a meeting at which a Quorum is present at the time the act or proceeding occurred.

   (b) After the time appointed for a meeting to convene, subject to a Quorum existing, the Chair shall take the chair and call the meeting to order.

   (c) If no Quorum exists within fifteen (15) minutes after the time appointed for a meeting of the Board of Trustees, the Board of Trustees shall stand adjourned until the next applicable regular meeting of the Board of Trustees or until a special meeting may be called in accordance with the prescribed requirements for such meetings.

(d)   If a meeting is not convened due to the lack of a Quorum at the expiration of the said fifteen (15) minutes, the Corporate Secretary shall indicate as such in the Minute book with a record of the names of those members present.

(e)   The Board of Trustees shall adjourn a convened meeting whenever a Quorum is no longer present and the Corporate Secretary shall record the time of adjournment and the names of the Trustees then present.

(f)   When the Board of Trustees is unable to meet for want of a Quorum, the Agenda delivered for that meeting shall be considered at the next scheduled meeting prior to the consideration of the Agenda for that subsequent meeting, or it shall be the Agenda for a special meeting called for that purpose.

(g)   Any remaining Agenda items not dealt with at a meeting shall automatically be placed on the Agenda of the next appropriate Board of Trustees' meeting as unfinished business carried forward. Such material shall take precedence over other items on the subsequent meeting's Agenda.

(2)   Pecuniary Interest

(a)   When a Trustee has a Pecuniary interest in a matter before the Board, any committee of the Board or any commission, committee or agency to which the Trustee is appointed as a representative of the Board, subject to and in accordance with section 88 of the *Education Act* and Governance Culture Policy 8: Board Member Conflict of Interest, the Trustee shall, if present,

(i)   disclose the general nature of the Pecuniary interest prior to any discussion of the matter,

(ii)   abstain from voting on any question relating to the matter,

(iii)   subject to subsection (3), abstain from discussing the matter, and

(iv)   subject to subsection (2) and (3), leave the room in which the meeting is being held until the discussion and voting on the matter are concluded.

(b)   If the matter with respect to which the Trustee has a Pecuniary interest is the payment of an account for which funds have previously been committed, it is not necessary for the Trustee to leave the room.

(c)   If a Trustee is temporarily absent from a meeting when a matter in which the Trustee has a Pecuniary interest is introduced, the Trustee shall, immediately on the Trustee's return to the meeting or as soon afterwards as the Trustee becomes aware that the matter has been considered, disclose the general nature of the Trustee's Pecuniary interest in the matter.

(3)   Debrief

In accordance with Governance Culture Policy 24: Governing CommitmentsOfficers' Roles, the Board will regularly debrief its meetings in support of continuous improvement and to ensure that the Board and its members have the knowledge, skills and budget support necessary for effective governanceassess the quality of Board meetings by debriefing, in order to provide an opportunity for the board to assess what worked and what did not, so that success can be repeated and failure avoided in the future.

J. **CONDUCTING BUSINESS AT REGULAR BOARD OF TRUSTEES' MEETINGS – PUBLIC AGENDA**

(1) *Call to Order, National Anthem, Acknowledgement of the Lands and Welcome*

    (a)   All regular public meetings of the Board of Trustees shall commence with the singing of the Canadian national anthem. The Chair shall request everyone present who is able to stand and participate in the singing of the Canadian national anthem.

    (b)   The Chair, or other person(s) as authorized by the Chair, shall give the Acknowledgement to the Lands and make general welcome comments to Superintendents, Directors, stakeholders and members of the public. At the commencement of every regular public meeting of the Board of Trustees, the Chair shall indicate which Trustees are absent on Board of Trustees' business or for other purposes, as requested by the relevant Trustee(s).

(2) *Consideration/Approval of Agenda*

Prior to the discussion of business, the Chair may outline the Agenda, make or request any recommendations respecting amendments to the Agenda from the Corporate Secretary, and entertain any inquiries and conduct any necessary discussion concerning the Agenda. The Chair shall then entertain a motion to approve the Agenda as submitted or amended.

(3) *Awards and Recognitions*

This portion of the Agenda may be used to recognize special achievements of persons or departments within The Calgary Board of Education, educational partnerships or alumni of The Calgary Board of Education.

(4) *Results Focus*

This portion of the Agenda will focus on the important Results that The Calgary Board of Education is expected to achieve. The Board's meeting time will focus on the Results and fulfilling the Board's Job Description as defined in the Board's governance policies. The following are examples of items that may be included in this portion of the Agenda:

    (a)   *School and System Presentations*

        This portion of the Agenda is to accommodate presentations related to educational issues by school and/or system groups, educational liaison groups or partners in education. Presentations are intended as a method of providing information related to Results policies. Up to fifteen (15) minutes will be allotted for each presentation. The ward Trustee, in the case of school presentations, or the Chair, in the case of system or public presentations, will thank the presenters.

    (b)   *Board Development*

        The Board will identify topics for Board development, and the timing for each Board development session. Generally, the purpose of Board development sessions is to assist the Board to develop more complete knowledge and a better understanding of specific Results issues and to support effective policy development and Board monitoring. Prior to the detailed planning for each session, the Board will complete any information requirements, and provide more specific information as may be required to allow presenters to appropriately

prepare for Board development sessions

(c)   *Results Policy Annual Monitoring*

This section of the Agenda shall include the annual monitoring reports related to the Results policies and school presentations. The timing of such reports shall be in accordance with the Board's Annual Work Plan, as approved in the Board's governance policy, or as otherwise required by the Board.

(5)   Operational Expectations

This section of the Agenda shall include the annual monitoring reports related to the Operational Expectations policies. The timing of such reports shall be in accordance with the Board's Annual Work Plan, as approved in the Board's governance policy, or as otherwise required by the Board.

(6)   Public Comment

A member of the public may verbally address the Board of Trustees on any educational issue deemed, by a majority of Trustees present at the particular meeting, to be relevant to any reports reflected on a public Board meeting Agenda, subject to the following procedure:

(a)   A prospective speaker shall notify the Corporate Secretary by 10:30 a.m. of the day prior to the board meeting. Prospective presenters must provide the name and contact information for the presenter, the stakeholder or public group that they are representing, if any, their proposed presentation and its relevance to a report on the Agenda for the meeting date the prospective speaker wishes to address the Board.

(b)   If the topic a prospective speaker wishes to address with the Board does not have any relevance to a report on the Agenda, the Corporate Secretary in consultation with the Board Chair will determine whether the prospective speaker may address the Board at a particular board meeting or refer the speaker to a future board meeting date.

(c)   A speaker may speak for up to three minutes. The number of such speakers at any meeting shall not exceed five. To provide fair opportunities for a variety of viewpoints to be presented, exceptions to the time and number of presentations may be made by a majority vote of the Trustees present at the meeting.

(d)   The Board, at its discretion, may restrict the number of times any individual or stakeholder group to a maximum of four times per year, unless the Board, by a majority vote, deems that additional presentations would be beneficial to The Calgary Board of Education.

(e)   A speaker should approach the microphone and wait to be recognized by the Chair. The Chair will ask the speaker to state his or her name, the stakeholder or public group represented, if appropriate, and the topic to be addressed.

(f)   A speaker shall address comments to the Chair of the meeting and use respectful language representative of addressing the office of an elected official. The Chair has full authority to maintain decorum and order of the meeting including ruling the speaker out of order and terminating the speaker's privilege to address the Board of Trustees.

(g)   Comments with respect to the following will not be allowed:

(i)   the security of the property of The Calgary Board of Education,

(ii)   profane, vulgar, offensive or disrespectful language, particularly referring to any person, school or department,

(iii)   attacks on the personal character or performance of any individual(s), student(s), department or school, or disruptive remarks,

(iv)   personal information of an individual, including but not limited to a student or an employee of The Calgary Board of Education,

(v)   a proposed or pending acquisition or disposition of property by or for The Calgary Board of Education,

(vi)   labour relations or employee negotiations,

(vii) a law enforcement matter, litigation or potential litigation, including matters before administrative tribunals affecting The Calgary Board of Education, or

(viii) the consideration of a request for access for information under the Freedom of Information and Protection of Privacy Act.

(h)   With the exception of the Chair, who may provide clarification as required, Trustees will not make comments or ask questions of the speaker. The Chair will thank the speaker.

(i)   The live steaming of all regular public meetings of the Board of Trustees will not include the Public Comment portion of the meeting.

(7)   Matters Reserved for Board Information

(a)   This section of the Agenda shall include reports coming to the Board of Trustees for information purposes only.

(b)   All reports to be presented to the Board of Trustees must be in written format in the prescribed report style as attached in Appendix E. In cases where timing is of a critical nature, the Board of Trustees may accept verbal reports.

(8)   Matters Reserved for Board Decision

(a)   This section of the Agenda shall include reports requiring decision of the Board of Trustees.

(b)   Business introduced by Administration shall proceed by way of recommendation to the Board of Trustees. All reports to be considered by the Board of Trustees must be in written format in the prescribed report style as attached in Appendix E. In cases where timing is of a critical nature, the Board of Trustees may accept verbal reports.

(c)   As described in section G, Board of Trustees' decisions may be spread over two meetings; the first meeting will accommodate questions and discussion, prior to making a decision at the second meeting.

(9) *Consent Agenda*

The Board of Trustees uses a "Consent Agenda" to act on non-controversial and routine items quickly. Items may also be placed on the consent agenda if there has been an opportunity for questions and discussion at a prior meeting. The Consent Agenda is considered approved if no Trustee objects to consideration of the item on the Consent Agenda. Items may be removed from the Consent Agenda and placed on the regular Agenda at the request of a Trustee. The Corporate Secretary must be advised of such request by noon of the day prior to the Board of Trustees' meeting, in order that the appropriate member of administration can attend the meeting for discussion of the item. Reports removed from the Consent Agenda will be dealt with on the regular Agenda, immediately following the Consent Agenda items.

This section of the Agenda shall include reports relative to approval of minutes of prior meetings of the Board of Trustees, and the Board of Trustees' committees, Trustees' liaison responsibilities, correspondence sent or received by the Board of Trustees, and other routine matters of Board business. These reports must be submitted in a written format and shall be received as part of the record in Board of Trustees' meetings.

In the case of the approval of Board meeting minutes, if the approval of the minutes of any meeting is removed from the Consent Agenda, such approval shall be dealt with as noted in the process above; however, the following limitations shall apply:

(a) The minutes of a previous meeting shall not be read aloud unless requested by a majority of the Trustees.

(b) Any Trustee may make a motion requesting that the minutes be amended to correct any inaccuracy or omission. However, the Corporate Secretary should be advised in advance of the challenge to the minutes before they are officially adopted by the Board of Trustees.

(c) Minor changes may be made to correct errors in grammar, spelling, and punctuation or to correct the omission of a word necessary to the meaning or continuity of a sentence; but no change shall be allowed which would alter or affect, in a material way, any actual decision made by the Board of Trustees. Minor corrections to the minutes can be accomplished by informing the Corporate Secretary of such errors. The minutes do not need to be pulled from the Consent Agenda to make such corrections.

(10) *Recess, Termination and Adjournment*

(a) A short break may be called during Board of Trustees' meetings at the discretion of the Chair of the meeting. It shall be the responsibility of the Chair of the meeting to bring the meeting back to order.

(b) The regular termination time for Board of Trustees' meetings shall be at the conclusion of consideration of the approved Agenda items for the meeting, or a maximum duration time of five and half (5½) hours from the scheduled commencement of the meeting. If the business of the meeting is not completed within five and half (5½) hours, the following provision shall apply:

(i) Upon the completion of five and half (5½) hours, the Chair will announce that such time has arrived and shall seek the pleasure of the Board of Trustees. If a majority of the members present agree, the meeting may continue until the completion of the scheduled Agenda items or until the time agreed to by the majority.

(c) When a regular or special meeting adjourns without ending the session, this necessarily means that the time for another meeting to continue the same business or order of business has already been set, or that provision has been made for such a meeting to be held "at the call of the Chair". If a motion to "adjourn to the call of the Chair" is moved prior to the Chair declaring that the meeting is adjourned, an adjourned meeting called accordingly is a continuation of the same session. However, if no such meeting is held before the next regular or special Board of Trustees' meeting, whichever is applicable to the adjourned meeting, the adjournment of the previous Board of Trustees' meeting becomes final retrospectively as of the date the last meeting adjourned, and the Chair's authority to call an adjourned meeting expires.

K. CONDUCTING BUSINESS AT REGULAR BOARD OF TRUSTEES' MEETINGS – PRIVATE AGENDA

(1) When a majority of the Trustees present at a meeting of the Board of Trustees are of the opinion that it is in the public interest to hold the meeting or a part of the meeting in private for the purpose of considering any matter, the Board of Trustees may by motion exclude any person from the meeting. As such, the purpose of the Private Agenda is to deal with in camera matters, as determined by the Board of Trustees and/or as described in section 18(1) of the Alberta *Freedom of Information and Protection of Privacy Regulation (AR200/95), a copy of which is* attached as Appendix B (as amended from time to time). These topics include matters of privacy and matters confidential to the internal governance and management of the Board of Trustees. Each report presented for consideration at a private meeting will include information regarding why the issue should be considered in camera, and whether the report or any part of the report is planned for public release.

(2) When a meeting is held in private, the Board of Trustees does not have the power to pass a by-law or motion at that meeting apart from the motion necessary to revert to an open meeting.

(3) When the Board of Trustees resolves to consider any matter in private, any motion(s) arising from the Private Agenda shall not be subject to question or debate.

(4) Due to the confidential or privileged nature of all private meeting Agenda items and supporting material on which the motions are based, the comments, discussions and supporting material relating to private items shall remain strictly confidential, except in cases when the Board of Trustees determines that the information should be submitted to a public meeting of the Board of Trustees, when the Board of Trustees specifically authorizes its public release, or when legally required to release such information. A motion of the Board of Trustees is required if this information is to be provided to any persons other than to the Board of Trustees or to employees or agents of the Board of Trustees who require such information to carry out the duties of their job.

(5) As part of the fiduciary duties to which each Trustee is bound is the strict duty of confidentiality. That duty applies to every matter of a confidential nature before the Board or coming to the notice of any Trustee, including the private discussions and deliberations of Trustees during informal work sessions and the agendas, debates and discussions of or that occur during private meetings of the Board. Until such time as any such confidential matters are lawfully and properly disclosed pursuant to public meetings of the Board, such matters remain confidential and any Trustee breaching such obligation

of confidentiality may be subject to sanctions anticipated under the *Education Act* and the Board governance processes as well as possible legal claims.

(6)   Motions arising from Private Agenda items must be carefully worded so as to protect the confidentiality and personal privacy around the matter.

L.   CONDUCTING BUSINESS AT THE BOARD OF TRUSTEES' SPECIAL MEETINGS

The business of special meetings shall be conducted in accordance with the rules governing regular Board meetings, subject to following the order of business appropriate to the purpose of the meeting, as outlined in Appendix C of these Procedures.

M.   CONDUCTING BUSINESS AT THE BOARD OF TRUSTEES' ORGANIZATIONAL MEETINGS

(1)   The Corporate Secretary shall assume the chair as Chair *pro tem*.

(2)   At the organizational meeting following civic elections, after the elected Trustees have taken their oaths of office, as provided in section 75 of the *Education Act*, and have taken their places at the Board table, the Corporate Secretary shall:

   (a)   proceed to read to the Board of Trustees the returns of the election as certified by the Returning Officer; and

   (b)   declare the Board of Trustees to be legally constituted.

(3)   The Corporate Secretary shall then conduct the annual election for the office of the Chair of the Board of Trustees, as provided in section 1(3) of the *Board Procedures Regulation*, which shall be as follows:

   (a)   Call for nominations to be made orally by Trustees in public session.

   (b)   After the nominations have ceased, the nominee(s) shall be requested to inform the meeting whether they elect to stand or decline to stand.

   (c)   If only one person is nominated, that member shall be declared elected by acclamation.

   (d)   Where more than one nominee stands for election, an open vote shall be taken on the nominations in the order in which they were submitted.

   (e)   In the case of election of the Chair or Vice-Chair of the Board of Trustees, one or more Trustees can request that the vote be by secret ballot, as provided in section 9(d) of the *Board Procedures Regulation*.

   (f)   Each Trustee shall vote.

   (g)   The Board of Trustees' member who receives a simple majority of votes cast by the Trustees present shall be declared elected.

   (h)   Where more than two nominees elect to stand, if upon the first vote no nominee receives the majority required for election, the name of the nominee receiving the least number of votes shall be dropped, and the members shall proceed to vote

anew and so continue until a nominee receives the majority required for election, at which time such nominee shall be declared elected.

(i) In the case of a vote where no nominee receives the majority required for election, and where two or more nominees are tied with the least number of votes, a special vote shall be taken to decide which one of such tied nominees' names shall be dropped from the list of names to be voted on in the next vote.

(j) In the case of a two-way tie vote, the Corporate Secretary shall write the names of those nominees separately on blank sheets of paper of equal size and of the same colour and texture, and after folding the sheets of paper in a uniform manner and so that the names are concealed, shall deposit them in a receptacle and direct some person to withdraw one of the sheets. The Corporate Secretary shall declare the nominee whose name appears on the withdrawn sheet to be elected.

(k) In the case of a three-way tie vote, the Corporate Secretary shall write the names of those nominees separately on blank sheets of paper of equal size and of the same colour and texture and after folding the sheets of paper in a uniform manner and so that the names are concealed, shall deposit them in a receptacle and direct some person to withdraw one of the sheets. The nominee's name that appears on the withdrawn sheet shall be dropped, and a vote shall then be taken to elect one of the remaining two nominees.

(4) The Chair shall then assume the chair.

(5) The Chair shall then conduct the election for the office of Vice-Chair of the Board of Trustees in the same manner as for the election of the Chair of the Board of Trustees as set out in the preceding section.

(6) *Term of Office, Chair and Vice-Chair*

(a) In accordance with section 1(3) of the *Board Procedures Regulations,* the Chair and Vice-Chair shall hold office during the pleasure of the Board of Trustees, which under normal circumstances shall be until the next organizational meeting of the Board of Trustees.

(b) In the event that the office of the Chair or Vice-Chair becomes vacant due to death, incapacity, resignation or any other reason, the Board of Trustees shall elect a Trustee to fill the office for the remainder of the term.

(c) The position of second Vice-Chair shall be appointed following the organizational meeting on a rotating roster basis, every two months. During the months of July and August a Trustee will be designated as an on call Trustee to assist the Chair and/or Vice-Chair.

(7) *Establishment of Committees and Liaison Requirements*

The number of committees of the Board of Trustees, their powers and duties, and the membership of each committee, shall be decided by the Board of Trustees, in accordance with the Board's Governance Culture policy 5: Board Committees.

(8)   *Schedule of Meetings and Annual Agendas*

(a)   The Board of Trustees will determine the schedule of regular meetings for the forthcoming year (up to the date of the next organizational meeting of the Board of Trustees) and shall forthwith, by motion, adopt the calendar of meetings. This does not preclude motions to change the schedule of regular meetings, as required, throughout the year.

(b)   To the extent possible, the Board of Trustees shall determine the Agendas for meetings of the Board of Trustees for the forthcoming year in accordance with the Board's annual work plan.

(9)   *Delegation of Power*

Any motion of the Board of Trustees to authorize delegation of the Board of Trustees' duties or powers may be made or renewed at the organizational meeting, and/or at such other time as the Board of Trustees determines to be appropriate.

N.   CONTROL AND CONDUCT OF BOARD OF TRUSTEES' MEETINGS

(1)   *Role of Chair in Presiding Over Meetings*

(a)   The Chair of the Board of Trustees shall preside over regular and special meetings of the Board of Trustees.

(b)   In the case of the absence of the Chair, the Vice-Chair has all the powers and shall perform all the duties of the Chair during the absence of the Chair. In the case of the absence of both the Chair and the Vice-Chair, the rotating second Vice-Chair shall preside. In the absence of all three of the above, the Corporate Secretary shall call the meeting to order and a Chair shall be chosen by the members of the Board of Trustees present and that individual shall then preside during the meeting, or until the Chair, Vice-Chair or second Vice-Chair arrives.

(c)   Subject to being overruled by a majority vote of Trustees, as outlined in section N*(7)* of these Procedures, the Chair:

(i)   shall maintain order and preserve decorum and may, if necessary, call a Trustee to order;

(ii)   shall decide points of order without debate or comment other than to state the rule applicable to the case;

(iii)   shall determine which Trustee has a right to speak;

(iv)   shall ensure that all Trustees who wish to speak on a motion have spoken, that the Trustees are ready to vote and shall subsequently call the vote;

(v)   shall rule when a motion is out of order; and

(vi)   may, at any meeting, expel and exclude any person who creates any disturbance or acts improperly.

(d)   When the Chair wishes to make a motion, he/she shall:

(i)   vacate the chair, and request that the Vice-Chair take the chair; and

(ii)   remain out of the chair until the motion has been dealt with.

(2)   *Attendance at Meetings*

(a)   Any Trustee who will be absent from a Board of Trustees' meeting must notify the Corporate Secretary in writing as soon as possible in order to accommodate the rescheduling of the meeting, if required.

(b)   No Trustee shall leave the Board of Trustees' meeting (other than for brief periods of time) without written notice being provided through the Corporate Secretary prior to the commencement of the meeting.

(3)   *Trustees' Attendance at Board Meetings by Electronic Means*

(a)   It is the preference of the Board of Trustees to hold its meetings at a common location to conduct Board business, with Trustees and official staff physically present at the meeting. Notwithstanding this preference, from time to time, one or more Trustees and official staff may participate in a meeting of the Board by electronic means or other communication facilities, subject to satisfying the requirements as outlined in these Procedures.

(b)   Any acceptable electronic means or other communication facilities must permit the Trustee(s) and official staff not physically present at the meeting of the Board of Trustees to hear and be heard or watch and be heard by all other participants and public in attendance at the meeting, as is appropriate. Unless otherwise approved by the Board of Trustees, the electronic means of communication will be limited to land-line telephones, cellular telephones, or communication facilities that provide simultaneous audio and video communication.

(c)   Electronic attendance of Trustees and official staff may be permitted for regular public meetings of the Board of Trustees, special meetings of the Board of Trustees, and private meetings or the private portion of any Board of Trustees meeting. In order to maintain the confidential or privileged nature of all private meeting Agenda items and supporting material, Trustees and official staff attending a private meeting or the private portion of any Board of Trustees' meeting by electronic means must ensure no person is able to hear or watch any portion of the private meeting with the exception of Trustees and official staff attending the meeting.

(d)   Notwithstanding the requirements of these Procedures, a Trustee cannot attend more than four consecutive Board meetings electronically, without being authorized by a resolution of the Board of Trustees to do so.

(e)   At a meeting of the Board at which one or more Trustees is present electronically, voting on all motions shall be done verbally, with the Chair asking each Trustee to indicate whether they are in favour or opposed to each motion by stating their name.

(f)   At a meeting of the Board at which one or more Trustees is present electronically, if a ruling of the Chair is appealed, the Chair will poll Trustees alphabetically by last name to verify the decision.

(g)   Any Trustee wishing to participate in a Board meeting by electronic means must:

       (i)   notify the Corporate Secretary a minimum of twenty-four (24) hours prior

to the stated commencement of the meeting that they will be physically absent and wish to participate electronically;

(ii) notify the Corporate Secretary of the location at which they can be reached. Notwithstanding that a Trustee has requested to electronically attend a meeting of the Board of Trustees, if a reasonable attempt is made to connect with the Trustee, but for any reason, such connection is not made, the Trustee will be considered to be absent from the meeting. If the connection is lost during the meeting, the Trustee will be considered to be absent from the portion of the meeting during which there is no connection;

(iii) be available at the scheduled commencement of the meeting;

(iv) formally provide a verbal statement to the Board of their identity in order that the Board can be assured that only Trustees and official staff are participating in the Board meeting;

(v) verbally or electronically inform the Chair and/or Corporate Secretary if and when they wish to speak;

(vi) inform the Chair if they depart from a meeting, whether temporary or permanent;

(vii) ensure that they comply with the requirements of the Act and these Procedures with regard to any Pecuniary interest that they have in any matter before the Board.

(4) Conduct of Trustees

(a) At all regular and special meetings of the Board of Trustees, Trustees will conduct themselves in accordance with the Board's Governance Policies.

(b) Any Trustee desiring to speak shall so indicate by upraised hand and, upon recognition by the Chair who shall call the Trustee by name, the Trustee may then, but not before, proceed to speak.

(c) When a Trustee is speaking every other Trustee shall:

(i) remain quiet and seated;

(ii) not interrupt the speaker, except on a point of order; and

(iii) not carry on a private conversation in person, via email, text or social media.

(d) When a Trustee is speaking the Trustee shall:

(i) not speak disrespectfully of His Majesty The King, his official representatives or his government;

(ii) not use offensive words in referring to any person;

(iii) not reflect on any vote of the Board of Trustees except when moving to rescind it, and shall not reflect on the motives of the Trustees who voted on the motion, or the mover of the motion;

(iv) not shout or immoderately raise his voice or use profane, vulgar or offensive language; and

(v)   ensure that any statement made is done so in accordance with the Board's Governance Policies. Any Trustee may request the Board of Trustees to consider a motion directing the speaking Trustee to provide the source of the information stated.

(5)   Conduct of Members of the Public

The members of the public during a Board of Trustees' meeting shall:

(a)   not address the Board of Trustees without permission;

(b)   maintain order and quiet;

(c)   not interrupt any speech or action of the Board of Trustees, or any other person addressing the Board of Trustees; and

(d)   comply with the Public Comment requirement set out in these Procedures.

(6)   Request for Information, Point of Order

(a)   A request for information is a request or a statement directed to the Chair, or through the Chair to another Trustee, or to the Chief Superintendent, for or about information relevant to the business at hand, but not related to a point of procedure. When a request for information is raised, the Chair shall answer the question or direct the question to the appropriate Trustee or the Chief Superintendent.

(b)   A point of order is the raising of a question by a Trustee with the view of calling attention to any departure from the Board of Trustees' Procedures or the customary proceedings in debate or in the conduct of the Board of Trustees' business. When any point of order arises, it shall be immediately taken into consideration.

(i)   When the Chair is called upon to decide a point of order, the point shall be stated without unnecessary comment, and the Chair shall state the rule or authority applicable in the case.

(ii)   When a point of order is raised, or when a Trustee is called to order by the Chair, the Trustee speaking shall immediately be silent and shall remain silent until the Chair decides the point raised.

(iii)   The Trustee raising a point of order may be granted permission to explain.

(7)   Ruling of the Chair

(a)   When the Chair is of the opinion that any motion is contrary to the rules of the Board of Trustees, the Chair shall advise the Trustees immediately, quoting the rule or authority applicable.

(b)   No argument or comment as to the Chair's ruling shall be permitted, and the decision of the Chair shall be final unless a challenge is made.

(c)   When a Trustee wishes to challenge the ruling of the Chair, the motion, "That the decision of the Chair be overruled" shall be made.

(d) A challenge of the ruling of the Chair shall be decided by a majority of the Trustees present. When the ruling of the Chair is challenged, the Chair shall have the right to state the reasons for the decision given, and shall then call the question, without further debate.

(8) *Calling a Trustee to Order*

(a) When the Chair calls a Trustee to order, the Trustee shall cease to speak.

(b) The Chair shall provide the opportunity for the Trustee to apologize and/or to explain the Trustee's position in making the remark for which the Trustee was called to order.

(c) In the event that a Trustee refuses to remain quiet when called to order, the Chair shall request the Vice-Chair or any Trustee to move a motion to remove the unruly Trustee either:

　(i) for the balance of the meeting; or

　(ii) until a time stated in the motion;

unless the Trustee makes an apology acceptable to the Board of Trustees for the Trustee's unruly behaviour.

　(iii) When the majority of the Board of Trustees votes in favour of the motion, the Chair shall direct the unruly Trustee to leave the Board Room and, if the Trustee refuses to leave, direct that the Trustee be removed.

　(iv) When the Chair has directed an unruly Trustee to leave the Board Room and the Trustee makes an explanation and apology satisfactory to the Board of Trustees, it may, by a majority vote of the remaining Trustees present, allow the offending Trustee to remain in his or her place.

(9) *Motions in Board of Trustees' Meetings*

(a) Pursuant to section 8(1) of the *Board Procedures Regulation,* all motions shall be submitted to the Board of Trustees by the Chair or a Trustee and no seconder is required.

(b) All motions to be brought in connection with the Agenda materials received pursuant to section G of these Procedures shall be handled as follows:

　(i) Original wording of proposed motions be submitted in writing to all Trustees, Chief Superintendent, and Corporate Secretary by Noon on the Thursday prior to a public meeting, and

　(ii) Final wording of proposed motions be submitted in writing to all Trustees, Chief Superintendent, and Corporate Secretary by 3:00 pm on the Friday prior to a public meeting.

(c) Unless exempted by the Chair, motions submitted during the course of debate shall also be submitted to the Corporate Secretary in writing, except motions to refer, to adjourn, to lay on the table, to postpone, to recess, to extend termination of the meeting, or to rise and report to the Board of Trustees.

(d)   After a motion has been moved and prior to it being placed on the floor for debate, it is the property of its mover, who can withdraw it or modify it without asking the consent of anyone.

(e)   When a question is under debate, no motion shall be received, except a motion to extend adjournment, to adjourn, to lay on the table, to postpone to a certain time, to refer to a committee, to amend, or to postpone indefinitely, which motions shall have the precedence in the above order.

(f)   A motion to "lay on the table" should only be used if the purpose is to temporarily put business aside so that the Board of Trustees can take up a more urgent matter. If the motion to "lay on the table" is adopted, it is important to make the motion to "take from the table" after the more important business has been decided, in order that the Board of Trustees can again discuss and vote on the motion that was laid on the table. A tabling motion is not debatable. A question laid on the table remains there until taken from the table or until the close of the next regular meeting; if not taken up by that time, the motion dies.

(g)   A motion to "postpone indefinitely" has the purpose of suppressing the main motion for the duration of the meeting without the Board having to vote on the main motion.

(h)   A motion to "postpone to a certain time" is for the purpose of allowing more time to make a decision about the motion thereby putting off or delaying a decision until that time.

(k)   A motion to "refer" is for the purpose of having another group or committee investigate a proposal, and the motion is debatable. If the motion does not include a time by which the committee is to report, the motion might die in committee.

(l)   Agenda items presented to the Board for information will be retained on the corporate record, and do not require a board motion as such.

(10)   *The Handling of a Motion*

(a)   The mover of a motion shall state the motion to be considered.

(b)   A question period will follow, during which Trustees will have an opportunity to ask questions for clarification or information prior to the Chair's calling for formal debate.

(c)   After a main motion has been made and before the motion has been stated by the chair, any Trustee can informally suggest one or more modifications in the motion, which at this point the maker can accept or reject as the mover wishes.

(d)   Representatives of the Alberta Teachers' Association Local 38, Canadian Union of Public Employees Local 40, The Calgary Board of Education Staff Association, and Trade Unions, will be permitted to speak during the question period at the discretion of the Chair. Questions to these representatives are to be addressed through the Chair.

(e)   Any Trustee desiring to speak shall so indicate by upraised hand and, upon recognition by the Chair who shall call the Trustee by name, the Trustee may then, but not before, proceed to speak.

(f)   Every individual, prior to speaking, shall address the Chair, and remarks shall be confined to the motion under consideration.

(g)   At the conclusion of the question period, the Chair states the motion, thus placing it on the floor for debate. After the motion has been stated by the Chair, it is the property of the Board of Trustees and the maker must receive the approval of the Board, either by consent or by formal approval, to withdraw or amend the motion.

(h)   The mover of the motion shall be given the opportunity to speak first and open debate.

(i)   No Trustee may speak more than twice during the debate on any motion, except under the following circumstances:

(i)   When a Trustee feels he/she has been misquoted or misunderstood, the Trustee may, after receiving permission from the Chair, explain a material part of his speech but the Trustee may not introduce any new matter.

(ii)   Before the debate has been closed and the vote called, provided no other Trustee has the floor, a Trustee may request that the motion be read aloud.

(j)   Unless the Board of Trustees by a majority vote extends the time, no Trustee shall speak more than twice for three minutes each on any motion.

(k)   During the debate, each Trustee has the right to speak twice on the same question, but cannot speak a second time so long as any Trustee who has not spoken on that question desires the floor.

(l)   When debate is closed, and prior to calling the question on the motion, the Chair shall always have the right and responsibility to make clear the exact question that the Board of Trustees is deciding and to make sure that Trustees understand the effect of an "aye" and of a "no" vote prior to calling the question on the motion.

(11)   Motion to Adjourn

(a)   A motion to adjourn is always in order, except when a motion to adjourn was the immediately preceding motion, and takes precedence over all others, but it must not be entertained while a member is speaking nor while a vote is in progress.

(12)   Voting on Motions

(a)   The Chair and every Trustee present at a meeting must vote on all questions, unless excused from voting in accordance with section 8(2) of the *Board Procedures Regulation*. Each question must be decided by a majority of the votes of the Trustees present. Any question on which there is an equality of votes shall be decided in the negative.

(b)   Notwithstanding the above section, any Trustee who was absent from a Board of Trustees' meeting is not entitled to vote on the adoption of the minutes arising

from that meeting. Such abstention shall be recorded. This provision is deemed to satisfy the requirements of section 8(2)(a) of the *Board Procedure Regulation* and no further motion in this regard is required.

(c) In accordance with section 88 of the *Education Act* and Governance Culture Policy 8: Board Member Conflict of Interest, if a Trustee has a Pecuniary interest in any matter before the Board of Trustees, the Trustee shall disclose such interest prior to any discussion of the matter, abstain from voting on or discussing the matter, and leave the room in which the meeting is being held until the discussion and voting on the matter are concluded.

(d) The Chair shall declare the results of all votes, including which Trustees voted for or against the motion in question.

(13) Motions that Bring a Question Again Before the Board

(a) A question once decided cannot be brought up again at the same meeting unless otherwise decided by a majority of the Board of Trustees.

(b) A question to reconsider must be made by a Trustee who voted on the prevailing side of the original motion and can only be considered on the same day that the original motion was decided. When the question to reconsider is on the table, the mover shall briefly state his reasons for reconsideration and the motion to reconsider shall then be voted on without further debate. If carried, the original motion shall then be read and is before the Board of Trustees for disposal.

(c) If the Board of Trustees refuses to reconsider, no other motion to reconsider can be made.

(d) If it should become necessary to rescind a motion that has passed, at least one weeks' notice in writing must be given unless otherwise decided by a majority of the Board of Trustees. The motion to rescind is then introduced and dealt with at the next regular Board meeting.

(e) No motion to rescind or to reconsider shall have the effect of delaying or impeding the action necessary to give effect to any motion, unless the Board of Trustees shall order otherwise.

(14) Termination and Adjournment

(a) At the conclusion of each Board of Trustees' or committee meeting, the Chair must declare the meeting either terminated or adjourned.

O. CORPORATE RECORDS OF MEETINGS

(1) Minutes of all Board of Trustees' meetings, whether public or private, shall be recorded in the official minutes maintained by the Corporate Secretary on behalf of the Board of Trustees in accordance with section 10 of the *Board Procedure Regulation.*

(2) Minutes of Board of Trustees' committee meetings shall be presented to the Board of Trustees as part of the regular committee reports, when applicable in accordance with GC-5E Board Committees Terms of Reference, and shall be retained in the corporate records of the Board of Trustees.

(3) The Minutes for each Board of Trustees' meeting shall include:

    (a)   the type of meeting: regular, special, or organizational;

    (b)   the name of the assembly;

    (c)   the date, time and place of the meeting;

    (d)   Trustees in attendance as well as Trustees who are absent;

    (e)   main and secondary motions and their disposition; including the names of Trustees voting in favour of, or in opposition to the motion or recommendation and the names of Trustees who were temporarily absent from the meeting at the time the question was called, or who abstained from voting in accordance with section 8(3) of the *Board Procedures Regulation;* points of order and appeals, whether sustained or lost, together with the reasons given by the Chair for his or her ruling;

    (f)   in accordance with section 88(4) of the *Education Act,* the abstention of a Trustee under sections 88(1) and 88(3) of the *Education Act*, as related to disclosure of any Pecuniary interests; and

    (g)   the hour of adjournment.

(4) The Corporate Secretary shall prepare the minutes of each Board of Trustees' meeting and such minutes shall be considered for adoption at a subsequent meeting of the Board of Trustees.

(5) The minutes shall contain a record of decisions and motions made at the meeting along with a summary of Board deliberations and discussions. The minutes will not contain any deliberations or discussions at a private meeting to protect the confidential and privileged nature of all private meetings.

(6) The Corporate Secretary's office shall cause an audio record of all public meetings of the Board of Trustees to be made and, if any Trustee questions the accuracy of any portion of the minutes of a previous meeting, the audio recording shall be used to decide the question.

(7) The audio recording of a meeting of the Board of Trustees shall be erased immediately following the Board of Trustees' adoption of the minutes unless in the meantime, a written request has been received to retain the audio record, and followed by receipt, within 60 days, of a court order requiring the retention of the audio recording.

(8) Public Board meetings will be broadcast over the internet. Archives of meetings will be accessible to the public for a period of two years from the date of the meeting. The Board of Trustees reserves the right to edit the video in the event that there is an unauthorized release of personal information, or for other legal requirements or emergent issues.

(9) When a Trustee arrives late, leaves early, or is absent from a portion of a meeting due to a conflict of interest, the minutes of such meeting shall reflect the reason for the Trustee's absence.

(10) All reports and documents submitted to the Board of Trustees shall be retained in the corporate records of the Board of Trustees.

P. COMMITTEES OF THE BOARD OF TRUSTEES

(1) In accordance with section 52 of the *Education* Act, the Board of Trustees will make use of committees to help the Board of Trustees do its work. The functioning of the Board of Trustees' committees will be governed by the Governance Culture Policy 5: Board Committees.

(2) The terms of reference of each Board of Trustees' committee will set out any reporting requirements to the Board of Trustees.

waiver of notice

APPENDIX A – WAIVER OF NOTICE FOR SPECIAL MEETING

Month/Day/Year
Time

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

We, the undersigned Trustees of The Calgary Board of Education of the Province of Alberta, do hereby waive notice for the above-noted Special Meeting of the Board of Trustees. This waiver is completed in accordance with the provisions of section 3(4) Special Meetings) of the *Board Procedures Regulation*. (This waiver may be signed in counterpart and the counterparts when combined shall be treated as one and the same document.**)**

The purpose of the Special Meeting of the Board of Trustees scheduled for _____, is to give consideration to the following items:

-
-

Waiver of Notice is hereby granted:

Name of Trustee	Signature of Trustee	Date

| appendix |

APPENDIX B – Excerpt from Alberta Freedom of Information and Protection of Privacy Regulation (AR200/95)

18(1)   A meeting of a local public body's elected officials, governing body or committee of its governing body may be held in the absence of the public only if the subject-matter being considered in the absence of the public concerns

   (a)   the security of the property of the local public body,

   (b)   personal information of an individual, including an employee of a public body,

   (c)   a proposed or pending acquisition or disposition of property by or for a public body,

   (d)   labour relations or employee negotiations,

   (e)   a law enforcement matter, litigation or potential litigation, including matters before administrative tribunals affecting the local public body, or

   (f)   the consideration of a request for access for information under the *Freedom of Information and Protection of Privacy Act* if the governing body or committee of the governing body is itself designated as the head of the local public body for the purposes of the *Freedom of Information and Protection of Privacy Act,*

and no other subject-matter is considered in the absence of the public.

(2)   Subsection (1) does not apply to a local public body if another Act

   (a)   expressly authorizes the local public body to hold meetings in the absence of the public, and
   (b)   specifies the matters that may be discussed at those meetings.

APPENDIX C - TEMPLATES FOR ORDER OF BUSINESS
FOR BOARD OF TRUSTEES' MEETINGS

A.   The normal order of business for the **Regular Meeting of the Board of Trustees, Public Agendas** shall be as follows:

Time	Topic	Policy Ref
	1 | Call to Order, National Anthem, Acknowledgement of the Lands and Welcome	
	2 | Consideration/Approval of Agenda	GC-2
	3 | Awards and Recognitions	GC-3
	4 | Results Focus School and System Presentations; Policy Consideration (Reasonable Interpretations, Benchmarks and Targets, Monitoring, Language Changes); Board Development Sessions	
	5 | Operational Expectations Policy Consideration (Reasonable Interpretation, Indicators, Evidence Monitoring, Language Changes)	
	6 | Public Comment Scheduled only when public comment request(s) comply with the requirements outlined in Board Meeting Procedures	GC-3.3
	7 | Matters Reserved for Board Information	
	8 | Matters Reserved for Board Decision	GC-2
	9 | Consent Agenda	GC-2.6
	Private Session	
	Termination of Meeting	
	Debrief	GC-2.4

B.   The normal order of business for the **Regular Meeting of the Board of Trustees, Private Agendas** shall be as follows:

Time	Topic	Policy Ref
	1 | Call to Order	
	1.1 Motion to Move In Camera	
	2 | Consideration of Agenda	GC-2
	3 | Matters Reserved for Board Decision	GC-2
	4 | Matters Reserved for Board Information	

Time	Topic	Policy Ref
	4.1 Legal Matters (when required)	OE-1,7
	4.2 Labour Matters (when required)	OE-4
	4.3 Land Matters (when required)	OE-9
	4.4 Other (when required)	
	5 | Strategic Governance Matters (when required)	GC-2
	6 | Motions	
	6.1 Motion to Move Out of In Camera	
	6.2 Action In-Camera Recommendations	
	Termination of Meeting	
	Debrief	GC-2.4

C.   The normal order of business for **Special Meetings** of the Board of Trustees established for any purpose other than the conducting of hearings and hearing of appeals shall be as follows:

Time	Topic	Policy Ref
	1 | Call to Order	
	1.1 Motion to Move In Camera (when required)	
	2 | Consideration of Agenda	GC-2
	3 | Matters Reserved for Board Decision (when required)	
	4 | Matters Reserved for Board Information (when required)	
	5 | Strategic Governance Matters (when required)	
	6 | Motions	GC-2
	6.1 Motion to Move Out of In Camera (when required)	
	6.2 Action In-Camera Recommendations (when required)	
	Termination of Meeting	
	Debrief	GC-2.4

D.   The normal order of business for **Special Meetings** of the Board of Trustees established for employee matters shall be as follows:

Time	Topic	Policy Ref
	1 | Call to Order	
	1.1 Motion to Hold the Hearing at a Private Meeting	

Time	Topic	Policy Ref
	1.2 Welcome and Introductions	
	1.3 Review of Procedures	
	1.4 Preliminary Points Prior to Commencement of Procedures	
	**2	Presentations by Parties**	
	**3	Comments/Responses by Parties**	
	**4	Board Member Questions**	
	**5	Concluding Comments by Parties**	
	**6	Deliberation and Decision**	
	**7	Motions**	GC-2
	7.1 Motion to Move Out of In Camera	
	7.2 Action In-Camera Recommendations	
	Termination of Meeting	

E. The order of business at the **Organizational Meeting of the Board of Trustees** shall be as follows:

Topic	Policy Ref
**1	Call to Order** (by Corporate Secretary as Chair pro tem)	
**2	Consideration/Approval of Agenda**	GC-2
**3	Election Returns as certified by the Returning Officer** (only required in a Municipal Election Year)	
**4	Declare the Board of Trustees Legally Constitued** (only required in a Municipal Election Year)	
**5	Election of Chair** (Chair then assumes the Chair and conducts the remainder of the Organizational Meeting)	
**6	Election of Vice-Chair**	
**7	Establishment of Committees, Committee Membership, and Liaison Roles**	
**8	Schedule of Board of Trustees' Meetings and Annual Agendas**	
**9	Delegation of Authority to Chief Superintendent** (if required)	
Termination of Meeting	
Debrief	GC-2.4

APPENDIX D – QUICK REFERENCE GUIDE TO ROBERT'S RULES OF ORDER

PROCEDURES AS ADAPTED FROM QUICK REFERENCE GUIDE TO ROBERT'S RULES OF ORDER

	ORDER OF MOTIONS	MOVER MUST BE RECOGNIZED	AMENDABLE	DEBATABLE	MAY BE RECONSIDERED
PRIVILEGED					
1	Fix time of next meeting	Yes	Yes	No	Yes
2	Adjourn	Yes	No	No	No
3	Take a recess	Yes	Yes	No	No
4	Question of privilege	No	No	No, but a resulting motion is	No
5	Orders of the day	No	No	No	No
INCIDENTAL (No order of Precedence)					
	Point of order	No	No	No	No
	Appeal	No	No	Usually	Yes
	Suspend the rules	Yes	No	No	No
	Create special orders	Yes	No	Yes	No
	Withdraw (or renew)	Yes	No	No	Negative only
	Objection to consideration	No	No	No	Negative only
SUBSIDIARY					
6a	Table	Yes	No	No	No
6b	Take from the table	Yes	No	No	No
7	Previous question	Yes	No	No	Yes
8	Limit or extend debate	Yes	Yes	No	Yes
9	Postpone definitely	Yes	Yes	Yes	Yes
10	Refer or commit	Yes	Yes	Yes	Yes
11	Amend	Yes	Yes, once	Yes	Yes
12	Postpone indefinitely	Yes	No	Yes	Affirmative only
13	Main question (or motion)	Yes	Yes	Yes	Yes
MOTIONS					
14	Reconsider	No	No	No	No
15	Rescind	Yes	Yes	Yes	Negative only
16	Elections (nominations)	No	No	Yes	Yes

Note: Under the provisions of the *Education Act* and Board Meeting Procedures, a seconder is not required for Board of Trustees resolutions, and each motion shall be decided by a majority of the votes of those Trustees present.'

APPENDIX E – BOARD REPORT TEMPLATE

report to
Board of Trustees

Title of Report: To access title double click blue tab.

Date	Month date, 201X
Meeting Type	Click here to select an optionClick here to select an option
To	Board of Trustees
From	[Name] Chief Superintendent of Schools
Purpose	Click here to selection an option
Originator	First name Last name, title
Governance Policy Reference	Make reference to pertinent Governance Policy type, number and name. State the policy group first; use acronyms for specific references. For example: Board/Chief Superintendent Relationship B/CSR-2: Single Unit Control Operational Expectations OE-3: Instructional Program OE-7: Communication With and Support for the Board
Resource Person(s)	(Those who assist in the generation of the report.) First name Last name, title

NOTE: Include only the sections that are required and appropriate for the report. Not all reports will require all sections.

1 | Recommendation

The recommendation is the proposed Board action and specifies exactly what you want the Board of Trustees to decide. The rest of the report provides context, information and alternatives that support the recommendations. For a given issue, the recommendation proposes a solution.

Recommendations related to private agenda items must be carefully worded so as to protect the confidentiality and personal privacy around the issue.

Use the following format when preparing this section:

Calgary Board of Education

It is recommended:

- All motions to start with the wording "THAT the Board of Trustees…"
- When a motion includes references to an attachment, use the language "Attachment # to this report"
- When the matter being approved by the Board is subject to Ministerial approval, such as use of operating reserves, disposition of schools, etc., the motion to start with the wording "THAT, subject to Ministerial approval, the Board of Trustees approves….
- If the report is coming for information purposes only then the following wording should be used:

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

2 | Issue

The report and the recommendations exist for a reason. Be concise in describing why this report has been created and brought forward. This section should be brief.

Examples:

At the meeting of Dec. 15, 2010, the Board of Trustees directed the Chief Superintendent to provide further information on the use of capital reserves. The Board asked for the report by the end of January 2011.

Operational Expectations 7: Communication With and Support for the Board requires "the Board is supported in its work and is fully and adequately informed about matters relating to Board work and significant organizational concern." This update meets the requirement of OE-7 for information in a timely, simple and concise form.

3 | Background

This section should answer the question "how did we get here" and provide the context required to understand the analysis.

4 | Analysis

The analysis section does much of the heavy lifting of the report, including:

describing the problem in greater detail;
clearly explaining the complexity of issues;
describing possible risks and how they could/will be mitigated;
demonstrating how governance policies and their interpretations impact the
 possible and resulting options;

explaining measurements and results;
describing and discussing alternatives; and
describing the CBE's position compared to others.

Ultimately, the analysis makes the case for the recommendations. In this section you should present the options you've considered (including those you are not recommending) and clearly explain your rationale. When the analysis is excellent, people may not like the outcome but they will understand the rationale.

Writing the report is not the full value of the process. The greatest value comes from thinking and reflection. The analysis section may contain recommendations to continually improve.

5 | Financial Impact

The financial section is important. One pillar of the Three-Year Education Plan is "stewarding our resources." This section demonstrates our financial sensibility and performance. This section should be as detailed and extensive as possible.

A thorough and compelling presentation of the financial impact may include implications such as:

cost (e.g., capital, operating, incremental, one-time, ongoing);
revenue or funding;
balance sheet, cash flow and income statement;
legislated or regulatory;
human resource;
organizational priorities; and
opportunity cost

As in all sections, charts, tables and graphics should be used wherever they help to tell the story. At a minimum, a financial section should include figures.

6 | Implementation Consequences

Implementation Consequences is future focused. Explain the effects or expected outcomes that may occur if the report is approved and the recommendation implemented. The consequences may be positive or negative. In some cases, this section may underscore the risks of inaction as well. Regardless of how complex the situation, it must be explained simply and in plain language.

7 | Conclusion

The conclusion should recap the essence of the report. It is the last thing most people will read before turning back to the recommendations. The conclusion is

not the place to introduce new information. It connects back to the stated issue and confirms that the report serves the purpose for which it was written.

Be brief. Be direct. Be persuasive.

[NAME]

CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

An attachment is a document that can stand alone and is not required to understand the rest of the original report. When numbering attachments, use Attachment Numbering Style.

Attachment I: Name of Attachment
Attachment II: Name of Attachment
Attachment III: Name of Attachment

APPENDICES

An appendix is a document that provides additional reference information and supplements the original report. When numbering appendices, use Appendix Numbering Style

Appendix I: Name of Appendix
Appendix II: Name of Appendix
Appendix III: Name of Appendix

Please do not edit, add to or delete from the Glossary.

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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

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**Board of Trustees'
Governance Policy**

**GOVERNANCE CULTURE
GC-5E: Board Committees Terms of Reference**

Monitoring Method: **Board Self-assessment**
Monitoring Frequency: **Annually**

Board Governance Committee

Purpose/Charge:
The purpose of the Board Governance Committee (the "Committee") is to:
(a)a. ~~Assist~~ assist the Board of Trustees in fulfilling its responsibility for maintaining high standards in board governance by reviewing the Board Policies (as defined in GC-3: Board Job Description) and making recommendations to the Board of Trustees on areas of improvement;
(b)b. ~~Overseeing~~ oversee the Board's debrief on the quality of each meeting;
(c)c. ~~Overseeing~~ oversee the process for the Chief Superintendent's annual summative evaluation; and
(d)d. ~~Overseeing~~ oversee the process to assess the performance of the Board, its committees and individual trustees through the annual monitoring of its Governance Culture policies and Board-Chief Superintendent Relationship policies.

Membership:
1. The Committee shall be comprised of:
   - Board Vice-Chair, to serve as Chair of the Committee;
   - ~~Two~~ two trustees; and
   - the Corporate Secretary.

2. The trustee members will be appointed annually at the Board of Trustees' Organizational meeting.

Meetings:
1. The Committee will meet monthly, and may meet at such other times as required by the Committee Chair.

2. The Chair of the Committee shall establish the agendas for meetings, ensure that properly prepared agenda materials are circulated to the members with sufficient time for review prior to the meeting, and be responsible for reporting to the Board of Trustees.

3. A majority of the members of the Committee shall constitute a quorum. Two trustees must be present at all Committee meetings.

1 | 4

**Calgary Board
of Education**

**GOVERNANCE CULTURE
GC-5E: Board Committees Terms of Reference**

Board Governance Committee *(Continued)*

Reporting Schedule:
1. The Committee Chair or his/her designate shall report to the Board on matters arising at Committee meetings. The Committee Chair shall report at least quarterly to the Board of Trustees on the Committee's responsibilities and how it has discharged them.

2. Minutes of all meetings of the Committee shall be provided to the Board of Trustees by the Chair and filed with the Board of Trustees for the corporate record.

Roles and Responsibilities:
1. The Committee shall have the responsibilities set out in Appendix I as well as any other matters as may be delegated to the Committee by the Board from time to time.

2. The Committee and each of its members shall comply with such additional requirements as may be specified in the *Education Act* and in resolutions of the Board in effect from time to time.

Authority Over District Resources:
The Committee shall have no authority over resources of The Calgary Board of Education; this is a responsibility of the Board of Trustees.

Approved: ~~September 28, 2021~~

**Calgary Board
of Education**

	Roles and Responsibilities	Monthly	Annually	As Required
Board Policies				
1.	Review the Governance Culture policies and recommend to the Board for approval any amendments thereto.		√	
2.	Review the Board-Chief Superintendent policies and recommend to the Board for approval any amendments thereto.		√	
3.	Review the Board Meeting Procedures and recommend to the Board for approval any amendments thereto.		√	
4.	Lead the Board in regular and systematic review of all Results policies and recommend to the Board for approval any amendments thereto.	√		
5.	Lead the Board in regular and systematic review of all Operational Expectations policies and recommend to the Board for approval any amendments thereto.	√		
6.	Lead the Board in regular debrief of its meetings in support of continuous improvement and to ensure that the Board and its members have the knowledge, skills and budget support necessary for effective governance debrief on the quality of its regular meetings.			√
Chief Superintendent's Annual Summative Evaluation				
7.	Develop a process and timeline for the Chief's annual summative evaluation and recommend to the Board for approval.		√	
8.	Oversee the process to complete the Chief's annual summative evaluation in accordance with Board-Chief Superintendent		√	

Calgary Board of Education

	Roles and Responsibilities	Monthly	Annually	As Required
	Relationship Policy 5: Chief Superintendent Accountability.			
9.	Prepare the Board's annual summative evaluation letter and recommend to the Board for approval.		√	
Board of Trustees' Self-Evaluation				
10.	Develop a process and timeline to annually assess and evaluate the Board's performance and effectiveness, including its committees and individual trustees through the annual monitoring of its Governance Culture policies and Board-Chief Superintendent Relationship policies		√	
11.	Oversee the process to complete the Board's annual self-evaluation.		√	
12.	Prepare the Board's annual self-evaluation report and recommend to the Board for approval.		√	
Other				
13.	Review the Board Evaluation Committee Terms of Reference once every year to ensure its continued relevance and appropriateness, and make recommendation(s) to the Board.		√	

report to Board of Trustees | **Trustee Remuneration Committee Report**

Date	April 23, 2024
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trustee Dana Downey Chair, Trustee Remuneration Committee
Purpose	Decision
Governance Policy Reference	Governance Culture GC-5E: Trustee Remuneration Committee Terms of Reference GC-2E: Trustee Remuneration
Resource Person(s)	Trustee Susan Vukadinovic, Committee Member External Members, Trustee Remuneration Committee Patricia Minor, Corporate Secretary

1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves an increase to trustee honoraria effective September 1, 2024 of 4.75% or $2,217 based on the most recent three-year rolling average of Statistics Canada annual published Calgary Consumer Price.

- THAT the Board of Trustees approves the amendments to Governance Culture 2E: Trustee Remuneration, Attachment I to this report, effective September 1, 2024.

2 | Background

The Board of Trustees' Governance Culture-5E: Committees, Terms of Reference for the Trustee Remuneration Committee identify the purpose of

the Committee is to assist the Board of Trustees in determining trustee remuneration levels, taking into consideration budgetary, economic and other relevant factors.

The Committee is comprised of two trustees and three individuals independent of the Calgary Board of Education who have expertise in the areas of board compensation, governance and public sector/not for profit experience.

3 | Analysis

The Trustee Remuneration Committee met three times between February 7 and April 8, 2024 to consider and discuss trustee remuneration. The Committee reviewed a variety of information regarding trustee remuneration including, but not limited to:

- 2022-23 remuneration and benefits paid to trustees of the Calgary Board of Education, Calgary Catholic School Division, Edmonton Public School Board and Edmonton Catholic School Division (Metro Boards) as reported in the August 31, 2023 audited financial statements for each school board;

- Benefit plans and retirement allowances for each of the four Metro Boards;

- The most recent three-year rolling average of Statistics Canada annual published Calgary Consumer Price;

- Salary increases for CBE employee groups; and

- Alberta Government's travel, mean and hospitality policy related to meal expenses.

The Committee is recommending an increase to trustee honoraria effective September 1, 2024 of 4.75% or $2,217 based on the most recent three-year rolling average of Statistics Canada annual published Calgary Consumer Price Index.

The Committee is further recommending the following amendments to GC-2E: Trustee Remuneration, as reflected in Attachment II:

- In section A.2 increase additional annual honorarium for the Chair to $12,000 and Vice-Chair to $5,500. This increase reflects the additional workload of the Chair and Vice-Chair, and aligns with the Chair and Vice-Chair compensation paid by the of Metro Boards.

- In section A.3, increase the trustees' taxable benefit package from 10% to 12% of the basic honorarium in recognition of the costs associated with purchasing a health and dental plan;

- In section A.4 increase the trustees' annual transportation allowance by $200 to reflect the inflationary cost of wear and tear on a vehicle and gasoline prices;

- In section B.1 increase professional development up to a maximum of $4,000 per fiscal year to align with professional development allowances received by the other Metro Boards; and

- In section B.4 increase meal expenses for breakfast by $1.00 to $13.00 and to dinner by $1.00 to $27.00. These increases align with the Government of Alberta's travel, meal and hospitality policy.

4 | Financial Analysis

The annual cost of the proposed amendments to trustee remuneration, recommended by the Trustee Remuneration Committee, is $23,130.

5 | Conclusion

The Committee is supportive of the proposed increase to trustee honoraria and the proposed amendments to GC-2E: Trustee Remuneration.

Attachment I: GC-2E: Trustee Remuneration (proposed revisions)

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**Board of Trustees'
Governance Policy**

**GOVERNANCE CULTURE
GC-2E: Trustee Remuneration**

**Monitoring Method: Board Self-assessment
Monitoring Frequency: Annual**

A.   Taxable Honoraria, Benefits and Allowances

1.   Effective September 1, 20243, Trustees' honoraria was set at
$48,94746,730 per annum, paid in regular bi-weekly payments.

Effective September 1, 2023, Trustees' honoraria may be adjusted
according to the most recent three-year rolling average of Statistics
Canada annual published Calgary Consumer Price Index (CPI – all
items). Trustee honoraria will be paid in regular bi-weekly payments.
The annual honoraria provide compensation for all duties,
responsibilities and activities required of Trustees.

2.   The Chair will receive an additional honorarium in regular bi-weekly
payments at the rate of $120,000 per annum; and the Vice-Chair will
receive an additional honorarium in regular bi-weekly payments at
the rate of $5,5000 per annum. These honoraria provide
compensation for duties, responsibilities and activities required of the
Chair and Vice-Chair.

3.   In addition to honoraria, each Trustee will receive a taxable benefit
package worth 120% of the basic honorarium. The package will
include for each Trustee, $50,000 group life insurance and $50,000
Accidental Death and Dismemberment coverage which will be paid
100% by the Calgary Board of Education. In lieu of other benefits,
each Trustee will receive the remainder of the package (the value of
120% of basic honorarium less the cost of the group life insurance
and Accidental Death and Dismemberment premiums) in regular bi-
weekly payments.

4.   Each Trustee will receive an annual taxable transportation allowance
of $4,3400 paid in regular bi-weekly payments. This allowance will
compensate for all in-city transportation costs including vehicle
expenses, parking, taxis, LRT fares and the like.

B.   Reimbursable Expenses

1.   In accordance with GC 2.4(a), each Trustee will be entitled to be
reimbursed from the Board of Trustees' budget for expenses, which
are supported by receipts, related to professional development up to

**Calgary Board
of Education**

a maximum of $43,000 per fiscal year of the CBE. This budget is expected to cover the costs of travel, fees and related expenses to attend professional meetings; and the costs of books, journals and similar items that are clearly of a professional development nature.

2. Each Trustee will be entitled to be reimbursed from the Board of Trustees' budget for expenses that are supported by receipts, related to reasonable costs of carrying out assigned Board business or approved representation of the Board at meetings and events in accordance with standard CBE policies.

3. Trustees' expense information will be publicly disclosed on a regular basis.

4. Notwithstanding the requirement to provide receipts for all reimbursable expenses, the following is the maximum that will be reimbursed for any meal expense incurred:

   Breakfast: $13.00
   Lunch: $17.00
   Dinner: $27.00

5. Expenditures for alcohol will not be reimbursed.

C. Other

1. Each Trustee will be entitled to reserved or scramble underground parking at the individual's expense. Each Trustee will be provided office space in the Dr. Carl Safran Centre. Each Trustee will be provided the use of a laptop computer or similar portable electronic device for use in the Board Room, in the Trustee's Office and off site.

2. For the purpose of accessibility, each Trustee will be entitled to either a CBE issued cell phone or $25.00 per month for personal cell phone use to perform their duties, if the Trustee does not have a CBE issued cell phone. The cell phone subsidy paid for the use of a personal cell phone is deemed to compensate for the reasonable business portion of the costs of ownership and operation of the cell phone and will cover such costs as damage, repair and replacement. Trustees who use a personal cell phone for conducting CBE business are required to comply with the applicable administrative regulations and practices for personal mobile devices. Trustees will not be reimbursed for the purchase or replacement of cell phones for personal or CBE business uses.

2 | 3

3. At the end of each Trustee's service, such Trustee shall be entitled to a retiring allowance to ease the transition from such service, in accordance with the following schedule:

    (a) A Trustee whose service ends at the end of his/her first term shall receive a retiring allowance equal to two weeks of Trustees' basic honorarium prevailing at the end of such service per year of service;

    (b) A Trustee whose service ends following the completion of two or more terms shall receive a retiring allowance equal to one month's honoraria per year of continuous service to a maximum of one-half of the Trustees' basic annual honorarium prevailing at the end of such service; and

    (c) Notwithstanding (a) and (b) above, a Trustee who fails to complete the term to which he/she is elected shall not be entitled to a retirement allowance for any portion of that term, except as the Board of Trustees might determine after due consideration of any extenuating circumstances.

4. It should be noted that there is no provision to pay 'meeting honoraria' or 'per diems'; nor is there any provision to reimburse Trustees for any other support of home offices that Trustees may choose to establish as an off-site work place.

Approved: April 18, 2023

operational
expectations
monitoring report

OE-2: Learning Environment/Treatment of Students

Monitoring report for the
school year 2022-2023

Report date:
April 9, 2024

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 2: Learning Environment/Treatment of Students, 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: April 9, 2024
Joanne Pitman, Chief Superintendent

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 2: Learning Environment/Treatment of Students, 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

5-1

operational expectations monitoring report

OE-2: Learning Environment/Treatment of Students

Executive Summary

> The Board of Trustees believes 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.

This Operational Expectation establishes the Board of Trustees values and expectations for the Calgary Board of Education's work in providing learning environments that support student success.

The Chief Superintendent's reasonable interpretation and indicators for OE 2: Learning Environment/Treatment of Students were approved on October 10, 2017. The Board was last presented with the annual monitoring report for OE 2 on April 4, 2023. This report includes data available from the 2022-2023 school year and contains evidence to support the following findings:

Policy Statement	Indicator	Finding
2.1	2.1.1	Compliant
2.1	2.1.2	Compliant
2.1	2.1.3	Not Compliant
2.1	2.1.4	Compliant
2.1	2.1.5	Compliant
2.1	2.1.6	Compliant
2.1	2.1.7	Compliant

Calgary Board of Education

operational
expectations
monitoring report

OE-2: Learning Environment/Treatment of Students

The Board of Trustees believes 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.

Board-approved Interpretation |

It is crucial that a learning environment is created and sustained that enables students to participate fully in their learning.

The Chief Superintendent interprets:

- *learning environment* to mean those situations when students are engaged in instruction and activities related to Alberta Education's Programs of Study and where students are supervised by Calgary Board of Education employees. Learning environments include approved off-site activities.
- *safe* to mean a learning environment that is free from potential harm to students and their well-being.
- *respectful* to mean a learning environment that is caring and where students feel they are treated fairly.
- *conducive to effective learning* to mean a learning environment that provides the conditions and encouragement necessary for students to achieve at the level appropriate to them. In this learning environment students are engaged in their learning and are challenged to stretch and grow.

The Chief Superintendent shall:

2.1	Provide safe and positive learning conditions for each student that foster a sense of belonging and a respect for diversity.	Compliant

Board-approved Interpretation |

CBE is responsible for creating a learning environment where students are welcomed and appreciated as unique individuals.

Calgary Board of Education

operational
expectations
monitoring report | **OE-2: Learning Environment/Treatment of Students**

The Chief Superintendent interprets:

- *positive learning conditions* to mean circumstances and environments that are encouraging, supportive, stimulating and engaging.
- *sense of belonging* to mean that students know and understand that their participation in and contributions to learning are welcomed.
- *respect for diversity* to mean acceptance and inclusion of individuals exhibiting the full range of human characteristics and abilities (uniqueness within humanity).

Board-approved Indicators and *Evidence* of Compliance |

2.1.1	A clearly defined, system wide student code of conduct is implemented and reviewed annually.	Compliant

The organization is compliant with this indicator.

Evidence statement

A review of the system Student Code of Conduct (Administrative Regulation 6005) was completed through a formal survey to ensure school administrators had informed students, staff and families of the expectations related to student conduct. The review was also outlined for principals within the School Information Handbook as part of the 'Opening Activities' for the 2022-2023 school year. School principals met with all staff, students and communicated to families (via School Council and updates) to facilitate awareness and understanding of the Student Code of Conduct. The results of the principal survey support 100% compliance related to ensuring that students, staff and parents/guardians were made aware of the Student Code of Conduct.

For the 2022-2023 school year, school administrators were provided professional learning opportunities related to both progressive student discipline and restorative practices in support of positive student relationships and conduct. Ongoing professional development will continue to support students, staff and families to understand roles, expectations and responses as part of a whole school approach to providing a positive, respectful learning environment.

Calgary Board of Education

operational
expectations
monitoring report

OE-2: Learning Environment/Treatment of Students

2.1.2	100% of schools complied with Administrative Regulation 3021 – School Emergency Practices and Procedures.	Compliant

The organization is compliant with this indicator.

Evidence statement

CBE administration is pleased to report compliance with Administrative Regulation 3021. All schools completed the requisite number of fire drills and lockdown drills during the school year.

2.1.3	The percentage of student responses indicating agreement with the safe and caring suite of questions from the Calgary Board of Education Annual Safe and Caring Schools result, as determined by Alberta Education's Accountability Pillar Survey will be maintained (plus or minus 2 percentage points).	Not Compliant

The organization is not compliant with this indicator.*

Evidence statement

In the Spring of 2023, of the thousands of students, parents and teachers who responded to the Alberta Education Assurance (AEA) Survey, 85.5% agreed or strongly agreed that students are safe in school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school. This is down 2.2 percentage points from 87.7% in 2022. Within that overall percentage, 79.8% of student responses indicated agreement with the safe and caring suite of questions from The Calgary Board of Education Annual Safe and Caring Schools result, down 2.3 percentage points from 82.1% in 2022. This is beyond the +/- 2 percentage points range of the previous year's result.

*Please see the Capacity Building attachment for this indicator.

Alberta Education noted, "The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time."

**Calgary Board
of Education**

operational
expectations
monitoring report

OE-2: Learning Environment/Treatment of Students

2.1.4	Principals confirm that each volunteer has security clearance prior to beginning their volunteer service.	Compliant

The organization is compliant with this indicator.

Evidence statement

Schools have well defined processes to confirm volunteer police information checks with prior to commencement of volunteer service in schools. 100% of school principals reported compliance with the volunteer security requirements. Two principals reported that due to the nature of their school program volunteers were not utilized in the 2022-2023 school year.

2.1.5	Low recidivism for students having involvement with the CBE Attendance Team.	Compliant

The organization is compliant with this indicator.

Evidence statement

During the 2022-23 school year, recidivism was calculated at 63% based on a data set of 173 students who had direct involvement with the Attendance Team. This recidivism percentage includes students who continued to experience attendance concerns at 10% or greater absenteeism. 37% of the students showed 5% or more improvement in attendance from the date of referral to the last day of school. Of the total data set, 31 students were excluded from the analysis as they had transferred out of the CBE for various reasons.

Overall, the Attendance Team provided consultation and support to school leaders concerning 746 students and an additional 143 general consults regarding attendance policies and procedures.

Involvement with the Attendance Team includes direct parent contact with the Attendance Counsellors or referrals to the Office of Student Attendance and Reengagement - Attendance Board, resulting in a Letter of Warning, mediation or an Attendance Board hearing.

Consistent with the previous three years, the Attendance Team noted an increase in the number of school consults. Most frequently reported barriers to attendance were:

Calgary Board
of Education

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operational
expectations
monitoring report

OE-2: Learning Environment/Treatment of Students

- little to no contact with parents
- student mental health
- parent mental health

2.1.6	Principals confirm that transitions between schools for students with Individual Program Plans have been supported through planning meetings and identified plans.	Compliant

The organization is compliant with this indicator.

Evidence statement

Schools consistently work together to support the transition of students with Individual Program Plans ("IPPs"). This occurs on an ongoing basis between schools over the course of the year, as students shift schools and locations. This is also completed during spring months for those students moving on from a natural transition (elementary to middle school, middle school to high school). Area based Education Directors consistently review transition processes between schools, providing direction and support with transition planning. For the 2022-2023 school year, 100% of principals reported that meetings were held to support transitions to other schools for students on IPPs (*9 schools reported no, but this was due to timing-the action driver was reported on prior to the meetings being held for students transitioning to new schools at the end of the year. All schools reported that meetings were planned*).

Schools provide opportunities for parents and families to provide input in the transition plans for their students. This can include connecting families with the receiving school staff, school visits to familiarize students and families with a new location, as well as providing additional information that would support a student during a transitional time. Transition plans are recorded within the IPP, providing critical documented information for receiving schools.

For Indigenous students on IPPs transitioning from grade 9 to 10, Holistic Transition Plans were created and shared between schools to further support the transition of our Indigenous students to High School. In the 2022-2023 school year, 100% of principals reported that intentional transitional plans were developed for students on IPP's to support their move to another school.

**Calgary Board
of Education**

operational
expectations
monitoring report

OE-2: Learning Environment/Treatment of Students

2.1.7	Principals confirm all requests for the establishment of student organizations promoting welcoming, caring respectful and safe learning environments are supported.	Compliant

The organization is compliant with this indicator.

Evidence statement

Response	Percentage	Count
Yes	72.91%	183
No	27.09%	68

*Schools responding 'no' indicate that they have not had requests from students at this time

The data is interpreted to mean that there is already a GSA or a request was made and supported, or no request was made in the 2022-2023 school year.

Many CBE schools support other student organizations that promote welcoming, caring, and safe learning environments. These include such groups as: student councils, leadership groups, student voice clubs, and diversity councils. CBE's current data collection focuses on GSAs/QSAs. This will be expanded to include other student led clubs or organizations focused on diversity, equity and inclusion.

Evidence demonstrates all indicators in subsection 1 are in compliance.

Calgary Board
of Education

operational expectations monitoring report | OE-2: Learning Environment/Treatment of Students

ATTACHMENT

> **Attachment I: Capacity Building**

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

attachment | OE-2: Learning Environment/Treatment of Students

Capacity Building

April 2, 2024

2.1.3 The percentage of student responses indicating agreement with the safe and caring suite of questions from The Calgary Board of Education Annual Safe and Caring Schools result, as determined by Alberta Education's Accountability Pillar Survey will be maintained (plus or minus 2 percentage points)

CBE administration continues to support school leaders and teachers to prioritize student well-being through explicit instruction and assessment practices, promoting inclusivity and equity. More specifically, all schools examine their specific context through school data analysis and set a well-being focus in their School Development Plan. New foundational documents over the past 18 months such as the Indigenous Education Holistic Lifelong Learning Framework, and Student Well-being Framework, along with companion guides and other supporting documentation, including the creation of Conditions to Thrive, are being used to establish common expectations, vocabulary, and opportunities. Alongside this work, professional learning days and series are being dedicated to enhancing student well-being, focusing on domains such as belonging and school connectedness. We anticipate this focused work will produce positive outcomes.

operational
expectations
monitoring report

OE-6: Asset Protection

Monitoring report for the
school year 2022-2023

Report date:
April 9, 2024

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: April 9, 2024
Joanne Pitman, 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 was last presented with the annual monitoring report for OE 6 on April 4, 2023. This report includes data available from the 2022-2023 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	Not applicable
6.1	6.1.4	Compliant
6.1	6.1.5	Compliant
6.1	6.1.6	Compliant

**Calgary Board
of Education**

operational expectations monitoring report

OE-6: Asset Protection

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.
- *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

operational
expectations
monitoring report | **OE-6: Asset Protection**

Board-approved Indicators and *Evidence* of Compliance |

6.1.1	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

During the monitoring period, Records Management (RM) staff received and processed more than 2,000 boxes of records from Schools and Service Units. Among these were 1,100 boxes of student records, containing more than 22,900 Official Student Record (OSR) folders.

To ensure compliance with Alberta Education's requirements, the CBE performs comprehensive reviews of OSR records for digitization and upload to PASI (Provincial Approach to Student Information). Consistent with this, 10,012 OSR folders (or more that 40% of the OSRs received) were reviewed, and Records Management staff confirmed that the OSRs met the standards and expectations of AR6024 Student Records.

Similar reviews were conducted for other CBE records, together with standard processes for the secure disposition of transitory and past retention records.

In addition, to promote Record Management best practices, 62 Schools and Service Units received training from the Records Management team. For schools, the training sessions mainly targeted administrative staff and were focused on digitizing and upload student records to PASI.

All these affirm that overall the CBE's records and records management practices meet Generally Accepted Recordkeeping principles at the target maturity standard of *Essential*.

Calgary Board of Education

operational
expectations
monitoring report

OE-6: Asset Protection

6.1.2		
	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 monitoring period, all attempted intrusions of CBE's Information Systems were blocked.

In addition, there was a *'near miss'* during the monitoring period, where a student used a known hacking tool in an unsuccessful attempt to gain access to the passwords of local administrator accounts. The student's actions were detected, neutralized, and reported to the school's administration for disciplinary attention.

Consistent with the observations of previous years, phishing attempts of varying degrees of sophistication, accounted for the largest number of cyber security incidents. In response, technical tools and internal awareness efforts have been strengthened. These appear to have had the intended benefits, as identification and proactive reporting of phishing emails has increased.

Furthermore, during the monitoring period there were numerous occasions when student accounts were compromised and devices infected with malware (including ransomware) were detected. In all such instances early detection, quarantining, and timely eradication prevented harmful impacts.

A noticeable increase in compromised student and parent accounts, attributed to weak passwords has accelerated the exploration of enhanced authentication measures for these categories of users.

Calgary Board
of Education

**operational
expectations
monitoring report** | **OE-6: Asset Protection**

6.1.3	No more than 5% of CBE schools audited by Alberta Infrastructure will have facility condition index of "marginal".	n/a

This indicator is not applicable

Evidence statement

The province stopped auditing schools in 2020 and as such this indicator is no longer applicable.

6.1.4	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.

Calgary Board of Education

**operational
expectations
monitoring report**

OE-6: Asset Protection

6.1.5	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 CBE's intellectual property rights received by the CBE Legal Services during the 2022-2023 school year.

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

The organization is compliant with this indicator.

Evidence statement

For the 2022-2023 school year, there were no losses incurred on deposits and investments.

Evidence demonstrates all indicators in subsection 1 are in compliance.

**Calgary Board
of Education**

5-11

OE-6: Asset Protection

GLOSSARY – Developed by the Board of Trustees

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Locally Developed Courses

Date	April 23, 2024
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Joanne Pitman Chief Superintendent of Schools
Purpose	Decision
Originator	Darlene Unruh, Acting Superintendent of School Improvement Michael W. Nelson, Acting Superintendent of School Improvement
Governance Policy Reference	Locally Developed Courses R-2: Academic Success OE-3: Instructional Program
Resource Person(s)	Ken Weipert, Education Director, School Improvement Tammy Watt, Specialist, School Improvement Keith Christensen, Specialist, School Improvement

1 | Recommendation

It is recommended:

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

2 | Issue

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

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

To be able to offer the sequences for students, Board of Trustee approval is required.

Alberta Education's online database provides the appropriate information to be included in this report and is listed under Section 4 | Analysis.

3 | Background

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

Before developing a Locally Developed Course, existing Locally Developed Courses are reviewed to determine if there is existing curriculum that will meet the identified interests and needs of students. If there is a sequence available, the Locally Developed Course is acquired and submitted to the Board of Trustees for approval. If there isn't, with the Education Director responsible for Locally Developed Courses support, the sequence is developed for Board of Trustee approval.

The proposed sequence includes an overall description, outlines the student need, and determines implementation requirements. Implementation requirements describe only what is needed to offer the sequence such as equipment, student safety, and/or an awareness of sequence sensitivity.

The proposed sequence will include a minimum of one course at the grade 10 level; and/or include grade 11 and/or include grade 12. The course name identified with level 15, 25, or 35 behind the name; will include a specific description that indicates the difference and benefit for the student enrolled in the 15, 25, and/or 35 level.

Calgary Board of Education

The proposed sequence outlines the progression to determine the prerequisites. The proposed sequence will also include a comparison to existing authorized curriculum for identified overlap, if any. If there is overlap, but not significant, a rationale is provided to support the need for the proposed sequence.

The proposed sequence, consisting of the overall description, student need, implementation requirements, course levels, prerequisites, and comparison to existing authorized curriculum form the front matter of the Locally Developed Course and is submitted to Alberta Education as an active sequence request for review.

If the proposed front matter of the sequence meets Alberta Education requirements, the active courses, 15, 25, and/or 35 are developed with Topics (main idea, essential understandings, organizing ideas); General Outcomes and Specific Outcomes. The active courses are submitted for review by Alberta Education. If Alberta Education accepts the information in the active courses, the finalized sequence is submitted for Board of Trustee approval.

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

Alberta Education's database, to allow for ease of student enrollment, has removed the approved start date of September 1st to allow flexibility for student enrollment when the school year begins prior to September 1st of the renewal year.

Board of Trustee minutes indicating approval are submitted to Alberta Education for authorization by the Minister of Education.

4 | Analysis

Procedures for authorizing a Locally Developed Course outlined in the *Guide to Education* include the expectation that all school authorities have a board motion approving developed, acquired, and withdrawn Locally Developed Courses.

The following recommendations require Board of Trustee approval.

Developed | New for use in the Calgary Board of Education

The sequences listed in the table below have been written by employees in the Calgary Board of Education. It is recommended these newly developed courses be approved for use in schools for the duration indicated by the First Approved Year until the Last Approved Year.

Developed (New)	Version	Course Code	First Approved Year	Last Approved Year
Persian Language & Culture 3Y 15	5 Credits (2024-2028)	LDC1874	2024-2025	2027-2028
Persian Language & Culture 3Y 25	5 Credits (2024-2028)	LDC2874	2024-2025	2027-2028
Persian Language & Culture 3Y 35	5 Credits (2024-2028)	LDC3874	2024-2025	2027-2028
Ceramics (Junior High)	7-8-9 (2024-2028)	Junior High	2024-2025	2027-2028

Developed | Renewed for use in the Calgary Board of Education

The sequences listed in the table below have been written by employees in the Calgary Board of Education. It is recommended these developed courses be continued for use in schools for the duration indicated from the First Approved Year until the Last Approved Year.

Developed (Continue)	Version	Course Code	First Approved Year	Last Approved Year
Military Studies 15	5 Credits (2024-2028)	LDC1051	2024-2025	2027-2028
Military Studies 25	5 Credits (2024-2028)	LDC2051	2024-2025	2027-2028
Military Studies 35	5 Credits (2024-2028)	LDC3051	2024-2025	2027-2028
Social Literacy 15	3 Credits (2024-2028)	LDC1023	2024-2025	2027-2028
Social Literacy 25	3 Credits (2024-2028)	LDC2023	2024-2025	2027-2028
ESL Beginner English Lang (LP1-2)	7-8-9 (2024-2028)	Junior High	2024-2025	2027-2028

Acquired | New – for use in the Calgary Board of Education

The courses listed in the table below have been authorized by Alberta Education for all Alberta jurisdictions. It is recommended these newly acquired courses be approved for use in schools for the duration indicated from the First Approved Year until the Last Approved Year.

Acquired (New)	Version	Course Code	First Approved Year	Last Approved Year
Applied Graphic Arts 15	3 Credits	LDC1857	2024-2025	2026-2027
Applied Graphic Arts 15	5 Credits	LDC1857	2024-2025	2026-2027
Applied Graphic Arts 25	3 Credits	LDC2857	2024-2025	2026-2027
Applied Graphic Arts 25	5 Credits	LDC2857	2024-2025	2026-2027
Applied Graphic Arts 35	3 Credits	LDC3857	2024-2025	2026-2027
Applied Graphic Arts 35	5 Credits	LDC3857	2024-2025	2026-2027
Filipino Language & Culture 3Y 15	5 Credits	LDC1339	2024-2025	2026-2027
Filipino Language & Culture 3Y 25	5 Credits	LDC2339	2024-2025	2026-2027
Filipino Language & Culture 3Y 35	5 Credits	LDC3339	2024-2025	2026-2027
Music Theory 25	3 Credits	LDC2153	2024-2025	2024-2025
Music Theory 35	3 Credits	LDC3153	2024-2025	2024-2025

Withdrawal | Expiring - from the approved Calgary Board of Education's course board listing.

Upon completion of the review process, the following courses were found to have no student interest.   Should there be a renewal of student interest and the sequence is active in Alberta Education's authorized listing, these courses can once again be with Board of Trustee approval.

It is recommended that the sequences in the Last Approved Year be removed from the approved Calgary Board of Education course board listing.

Withdraw	Version	Course Code	First Year	Last Year
Competencies in Science 15	5 Credits	LDC1516	2020-2021	2023-2024
Gender Studies 15	3 / 5 Credits	LDC1779	2020-2021	2023-2024
Gender Studies 25	3	LDC2779	2020-2021	2023-2024
Gender Studies 35	3	LDC3779	2020-2021	2023-2024
Speech and Debate 15	3 / 5 Credits	LDC1244	2020-2021	2023-2024
Speech and Debate 25	3 / 5 Credits	LDC2244	2020-2021	2023-2024
Speech and Debate 35	3 / 5 Credits	LDC3244	2020-2021	2023-2024
Traditional Land Based Learning 25	5 Credits	LDC2248	2020-2021	2023-2024
Traditional Land Based Learning 35	5 Credits	LDC3248	2020-2021	2023-2024
Physics (IB) 25	3 / 5 Credits	LDC2262	2020-2021	2023-2024
Physics (IB) 35	3 / 5 Credits	LDC3262	2020-2021	2023-2024
American Sign Language & Deaf Culture 9Y	5 Credits	LDC1556	2020-2021	2023-2024
American Sign Language & Deaf Culture 9Y	5 Credits	LDC2556	2020-2021	2023-2024
American Sign Language & Deaf Culture 9Y	5 Credits	LDC3556	2020-2021	2023-2024
American Sign Language & Deaf Culture 9Y	Grade 4-9	Junior High	2020-2021	2023-2024

5 | Implementation Consequences

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

> "*The Board of Trustees believes that providing high quality programming for all students is essential for student success.*"

> *The Chief Superintendent shall:*
> *3.1 Plan for and provide challenging, relevant and high quality programming opportunities that consider the educational needs of students, the choices of families, and the fiscal and operational capacity of the organization.*

Alberta Education's *Guide to Education* on Locally Developed Courses states,

> "*School authorities have the flexibility to develop or acquire locally developed courses (LDCs) to address particular student and/or community needs. These learning opportunities complement, extend and/or expand upon provincial programs of study. LDCs may be used to accommodate student needs and interests; encourage and support innovative learning and teaching practices; address unique community priorities; e.g., language, culture, labour market needs; engage students who may be at risk of leaving school early; promote successful transitions to further education by exposing students to*

advanced subject matter and learning environments; e.g., Advanced Placement, International Baccalaureate."

A decision by the originating district to continue developing, acquiring, and removing sequences with approval from the Board of Trustees forms an official course listing. The Calgary Board of Education's intention is to facilitate seamless access for students.

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

6 | Conclusion

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

JOANNE PITMAN
CHIEF SUPERINTENDENT OF SCHOOLS

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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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.

report to Board of Trustees

Construction Projects Status Report

Date	April 23, 2024
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Joanne Pitman Chief Superintendent of Schools
Purpose	Information
Originator	Dany Breton, Superintendent, Facilities and Environmental Services
Governance Policy Reference	Operational Expectations OE-7: Communication With and Support for the Board OE-9: Facilities
Resource Person(s)	Trevor Fenton, Director, Facility Projects David Jaimes, Project Manager, Facility Projects

1 | Recommendation

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

2 | Issue

The Chief Superintendent is required to provide the Board of Trustees with an update regarding the project status of new schools and facility modernizations under development or construction.

Calgary Board of Education

The Calgary Board of Education (CBE) has received approval for full construction on two new school construction projects and two modernizations, and design-only approval for two new schools and one modernization. Additionally, "planning" activities are approved for one new school, while "pre-planning" activities are approved for two modernizations.

On March 23, 2018, the Alberta Government announced design approval for a new high school in Coventry Hills (North Trail High School). Full construction approval was then announced on November 1, 2019. North Trail High School opened on August 31, 2023. Work is ongoing at this school to address deficiencies as part of the warranty period.

On March 4, 2022, the Government of Alberta announced the approval of a middle school for Evanston. On December 14, 2022, Alberta Infrastructure advised the CBE that Evanston middle will be delivered via a Design-Build delivery method. The design-build contract was awarded in November 2023 and construction is projected to commence in mid-spring 2024, contingent on receipt of permits from the City of Calgary.

On November 29, 2022, the Board of Trustees approved the closure of the Louise Dean Centre at Kensington School effective June 28, 2024 for the purpose of relocation to Jack James High School (JJHS). Modernization and expansion of JJHS is required to accommodate the Louise Dean program. Required municipal permits have been issued by the City of Calgary. Phase 1 Construction was completed on August 25, 2023, and Phase 2 construction is currently underway.

On March 1, 2023, the Government of Alberta announced the approval for full construction of the modernization of John G. Diefenbaker High School. Alberta Infrastructure will deliver the modernization project at John G. Diefenbaker with an approved construction budget of $33.1M and $2.5M for hazardous materials abatement. A report outlining pre-design findings from stakeholder engagement and consultant site reviews was issued in December 2023 for assessment of project scope. The original timeline for construction was between 2-3 years, although no official completion date had been set.

On March 1, 2023, the Government of Alberta announced the approval for "Planning" of a modernization of Annie Gale School and a new high school in the community of Cornerstone, as well as approval for "Pre-Planning" of modernizations at A.E. Cross School and Sir John A. MacDonald School and a new middle school located in the community of Saddle Ridge. Work associated with these phases of capital approval could include preliminary studies such as facility condition assessments, options analysis, community engagement, site analysis and schematic design. On February 7, 2024, funding approval was received for these projects.

On March 1, 2024, design approval was granted for the Annie Gale School modernization and the new high school in Cornerstone. The new middle school in Saddle Ridge was also advanced from the pre-planning to planning phase. Efforts are underway to secure consulting services to complete the approved pre-

Calgary Board
of Education

planning and planning studies and analysis in advance of design work kicking off. In addition, the Alberta Government also announced design and construction approval for a new elementary school in Evanston, and design-only approval for a new elementary school in Redstone. All projects that received design and/or construction approval on March 1 are awaiting confirmation from Alberta Infrastructure on next steps.

4 | Analysis

Information on the current status of the projects under development and being administered by the CBE and Alberta Infrastructure is provided in **Attachment I.**

The locations of the various new schools and modernization capital projects under development are shown in **Attachment II**.

Attachment III provides a series of onsite photographs to visually convey the progress at Jack James High School. No material changes were made at North Trail High School, which opened in 2023, thus progress photos are excluded.

There are three Project Steering Committees set up for the current school projects as follows:

- Louise Dean Centre Relocation;
- Evanston Middle School; and
- John G. Diefenbaker Modernization

5 | Conclusion

This report provides the current update on the project status of new schools and facility modernizations within the CBE currently under development or construction.

It is provided to the Board of Trustees for informational purposes in compliance with Operational Expectation 7: Communication With and Support for the Board.

JOANNE PITMAN
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS
Attachment I: New/Modernized Facility Construction Status
Attachment II: Project Location Map
Attachment III: Construction Photos

Calgary Board
of Education

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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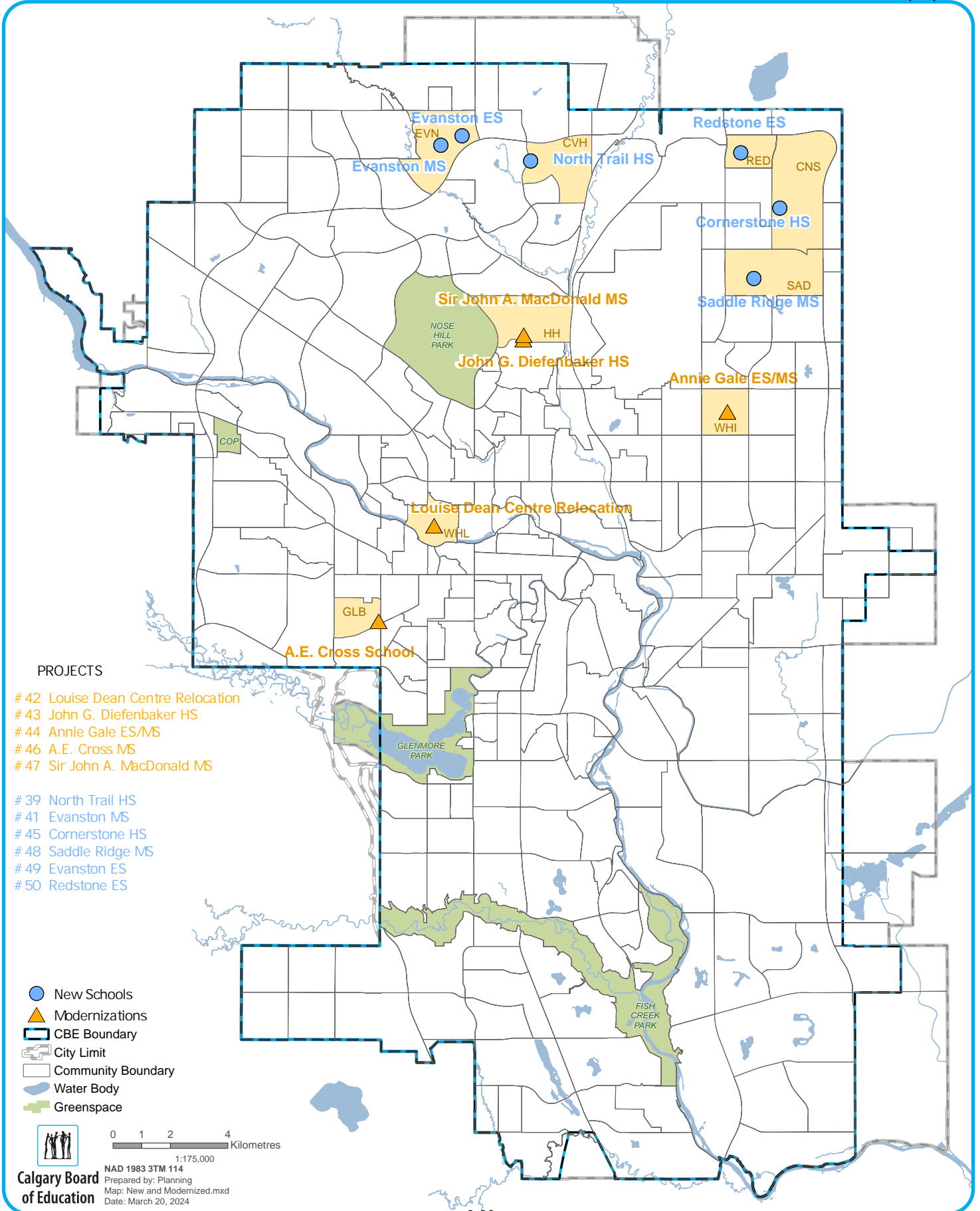
Calgary Board of Education

CALGARY BOARD OF EDUCATION NEW/MODERNIZED FACILITY CONSTRUCTION STATUS April 23, 2024		
Building	**Opening Date**	**Notes/Comments**

39. North Trail High School
Grades 10-12
Capacity 1800 students

Aug. 31, 2023

Design and Specifications	100%
Construction Award	100%
Construction Progress	100%
Note: Project managed by Alberta Infrastructure. School complete, correction of deficiencies / warranty issues ongoing.	

41. Evanston Middle School
Grades 5-9
Capacity 900 students

TBD

Design Build – RFP Package (includes drawing package to 30% development and Performance Specifications)	100%
Design-Build Contract Award	100%
Design and Specifications	90%
Construction Progress	0%
Note: Project managed by Alberta Infrastructure. Design-build contractor currently working on design development and securing permits for mobilization.	

42. Louise Dean Centre Relocation
Grades 9-12

Fall 2024

Design and Specifications	100%
Construction Award	100%
Construction Progress	35%
Note: Project managed by Calgary Board of Education Phase 1 completed on August 25, 2023. Phase 2 started on September 1, 2023. Interior demolition complete, exterior demolition complete, structural steel complete, roofing ongoing, interior framing and boarding ongoing, Mechanical and electrical rough-ins ongoing	

43. John G. Diefenbaker School
Grades 10-12
Modernization

TBD

Design and Specifications	0%
Construction Award	0%
Construction Progress	0%
Note: Project Managed by Alberta Infrastructure. Approved construction budget of $33.1M plus $2.5M for HAZMAT abatement. Pre-Design report completed in December 2023 for assessment of scope and corresponding cost estimates. Coordination discussions regarding next steps are ongoing with AB Infra.	

44. Annie Gale School
Grades 6-9
Modernization

TBD

Design and Specifications	0%
Note: Planning approved on March 1, 2023 and funding approval received on February 7, 2024. Project was advanced to design-only following a Government announcement on March 1, 2024.	

Prepared by FES

CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
April 23, 2024

Building	Opening Date	Notes/Comments	
45. Cornerstone High School Grades 10-12	TBD	Design and Specifications	0%
		Note: Planning approved on March 1, 2023 and funding approval received on February 7, 2024. Project was advanced to design-only following a Government announcement on March 1, 2024.	
46. A.E. Cross School Grades 7-9 Modernization	TBD	Pre-Planning Phase	0%
		Note: Pre- Planning approved on March 1, 2023. Funding approval received on February 7, 2024. Pre-planning activities, including the facility condition assessment, are expected to commence in the spring.	
47. Sir John A. MacDonald School Grades 6-9 Modernization	TBD	Pre-Planning Phase	0%
		Note: Pre- Planning approved on March 1, 2023 and funding approval received on February 7, 2024. Pre-planning activities, including the facility condition assessment, may be linked to modernization project at John G. Diefenbaker HS. Coordination discussions with AB Infra are ongoing.	
48. Saddle Ridge Middle School Grades 5-9	TBD	Planning Phase	0%
		Note: Pre- Planning approved on March 1, 2023 and funding approval received on February 7, 2024. Project was advanced to Planning phase following a Government announcement on March 1, 2024.	
49. Evanston Elementary School Grades K-4	TBD	Design and Specifications	0%
		Construction Award	0%
		Construction Progress	0%
		Note: Project announced for design and construction on March 1, 2024.	
50. Redstone Elementary School Grades K-4	TBD	Design and Specifications	0%
		Note: Project announced as design-only on March 1, 2024.	

New and Modernized Schools
As of March 2024

N

Evanston ES

EVN

Redstone ES

CVH

RED

CNS

Evanston MS

North Trail HS

Cornerstone HS

Sir John A. MacDonald MS

NOSE HILL PARK

HH

SAD

John G. Diefenbaker HS

Saddle Ridge MS

Annie Gale ES/MS

WHI

COP

Louise Dean Centre Relocation

WHL

GLB

A.E. Cross School

GLENMORE PARK

PROJECTS

#42 Louise Dean Centre Relocation
#43 John G. Diefenbaker HS
#44 Annie Gale ES/MS
#46 A.E. Cross MS
#47 Sir John A. MacDonald MS

#39 North Trail HS
#41 Evanston MS
#45 Cornerstone HS
#48 Saddle Ridge MS
#49 Evanston ES
#50 Redstone ES

FISH CREEK PARK

○ New Schools
▲ Modernizations
☐ CBE Boundary
☐ City Limit
☐ Community Boundary
☐ Water Body
☐ Greenspace

0 1 2 4 Kilometres

1:175,000

Calgary Board of Education

NAD 1983 3TM 114
Prepared by: Planning
Map: New and Modernized.mxd
Date: March 20, 2024

Jack James High School

Area 6 Roof

Area 6 - Structural

Exterior

Exterior