

public agenda

Regular Meeting of the Board of Trustees

April 9, 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	
	3.1 LEED Plaque Presentation	Chair	GC-7,8,9	
	4 Results Focus			
	4.1 Results 4: Personal Development – Annual Monitoring	J. Pitman	R-4, OE-7	Page 4-1
	5 Operational Expectations			
	5.1 OE-2: Learning Environment/Treatment of Students – Annual Monitoring	J. Pitman	OE-2,7 BCSR-5	Page 5-1
	5.2 OE-6: Asset Protection – Annual Monitoring	J. Pitman	OE-6,7 BCSR-5	Page 5-11
	6 Public Comment		GC-3.2	
	Requirements as outlined in Board Meeting Procedures			
	7 Matters Reserved for Board Information		GC-3	
	7.1 Budget Assumptions Report 2024-25	J. Pitman, B. Grundy	OE-5	Page 7-1
	8 Matters Reserved for Board Decision	Board	GC-2	



Time	Topic	Who	Policy Ref	Attachment
8.1	Capital Reserve Request to Support Enrolment Growth	J. Pitman, D. Breton	OE-2,5,6,7,9	Page 8-1
9 	Consent Agenda	Board	GC-2.6	
9.1	Items Provided for Board Decision			
9.1.1	Revision to the Schedule of Regular Meetings		GC-2,6	Page 9-1
9.2	Items Provided for Information			
9.2.1	Chief Superintendent's Update		OE-2,3,8,0	Page 9-3
	Private Session			
	Termination of Meeting			
	Debrief	Board	GC-2.3	

Notice |

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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

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.

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.

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.

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 |

Policy 4.1

Indicator 1

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

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

The Annual Dropout and Returning Rates¹ 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.

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>

Policy 4.1

Indicator 1

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

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.

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.

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

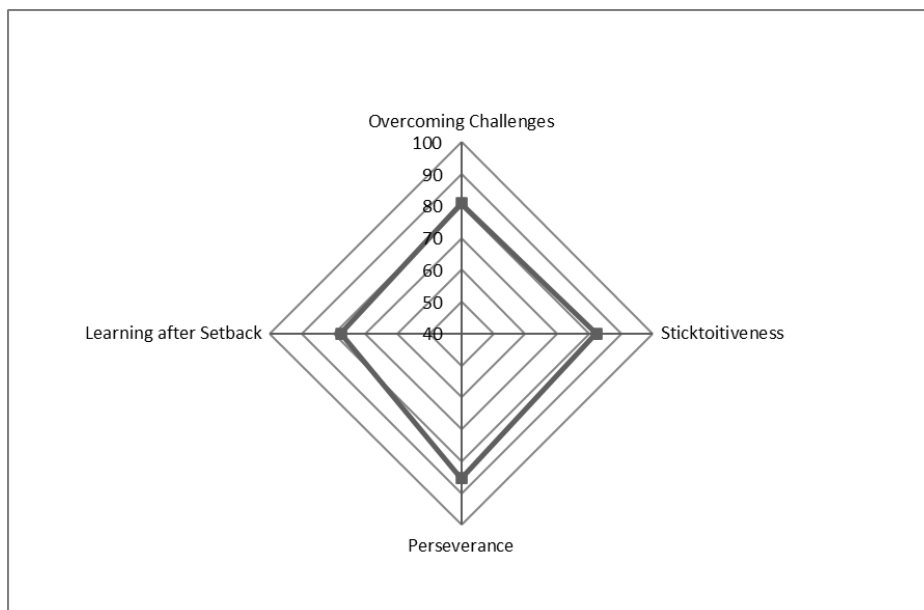
Question Theme	Overall Agreement (%)				
	2018-19	2019-20	2020-21	2021-22	2022-23
Overcoming Challenges	87.6	n/a	n/a	n/a	80.8
Sticktoitiveness	86.1	n/a	n/a	n/a	82.2
Perseverance	89.3	n/a	n/a	n/a	85.3
Learning after Setback	84.7	n/a	n/a	n/a	77.7

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

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.



- **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.



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

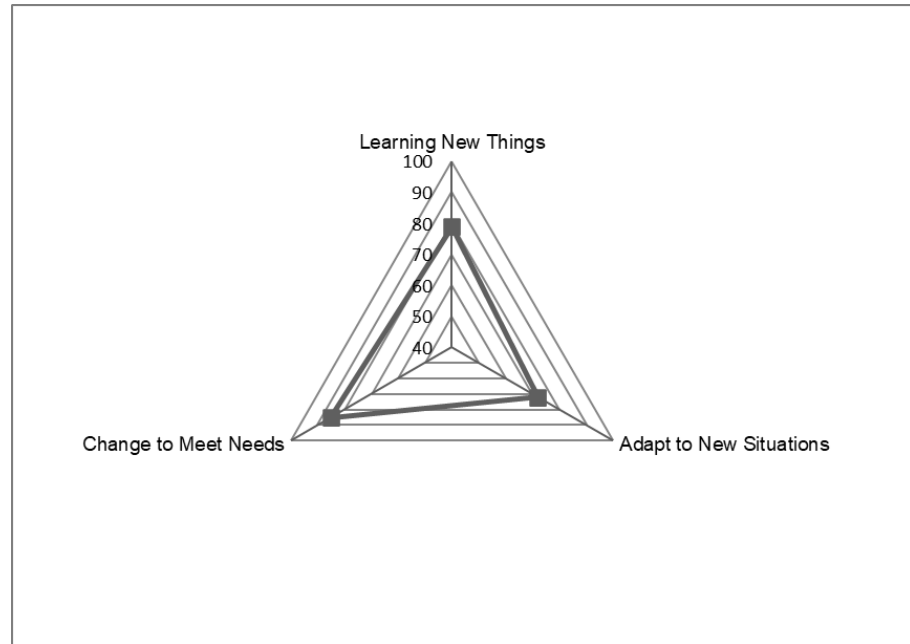
Question Theme	Overall Agreement (%)				
	2018-19	2019-20	2020-21	2021-22	2022-23
Learning New Things	86.3	n/a	n/a	n/a	78.9
Adapt to New Situations	74.0	n/a	n/a	n/a	71.9
Change to Meet Needs	89.0	n/a	n/a	n/a	85.1

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

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.



- **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 2018-19 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.

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.

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.

■ 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.



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.

- 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

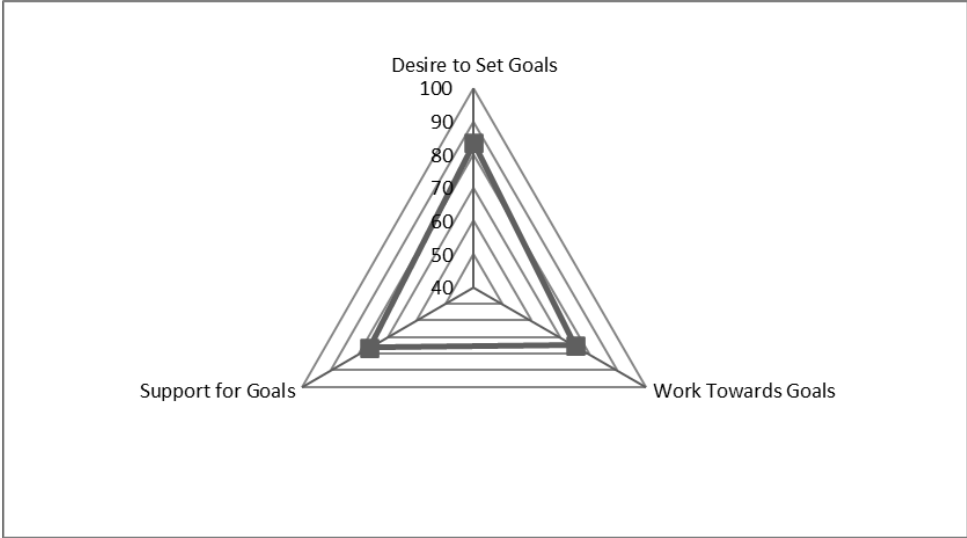
Question Theme	Overall Agreement (%)				
	2018-19	2019-20	2020-21	2021-22	2022-23
Desire to Set Goals	86.9	n/a	n/a	n/a	83.4
Work Towards Goals	79.3	n/a	n/a	n/a	75.1
Support for Goals	76.7	n/a	n/a	n/a	76.4

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.

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.

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

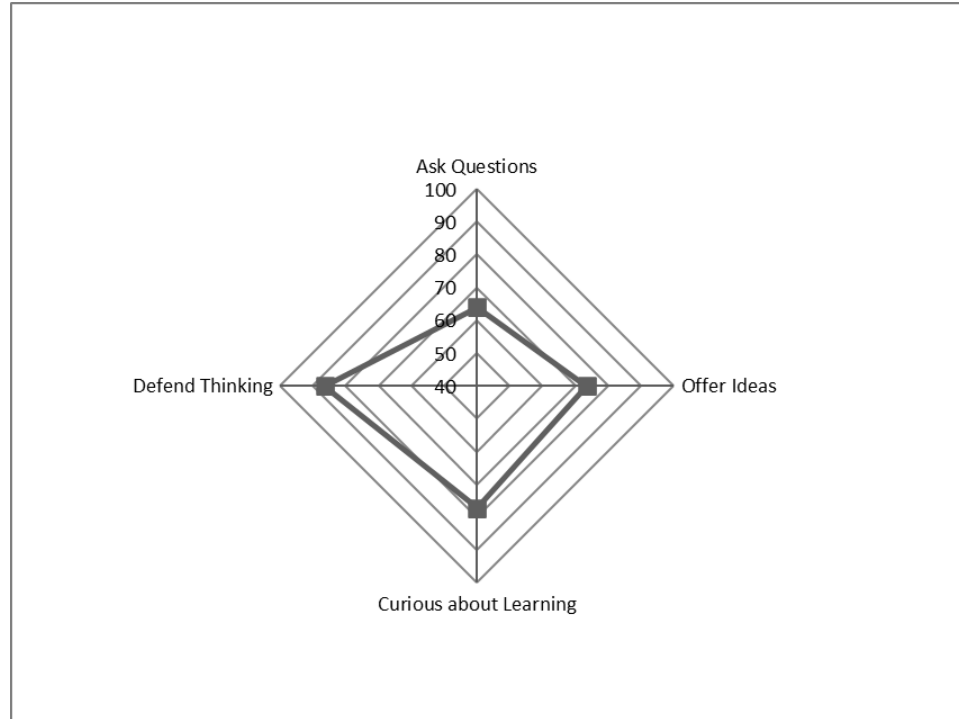
Question Theme	Overall Agreement (%)				
	2018-19	2019-20	2020-21	2021-22	2022-23
Ask Questions	76.0	n/a	n/a	n/a	63.9
Offer Ideas	75.7	n/a	n/a	n/a	73.5
Curious about Learning	80.6	n/a	n/a	n/a	77.2
Defend Thinking	89.0	n/a	n/a	n/a	86.4

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.

Policy 4.2

Indicator 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.

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

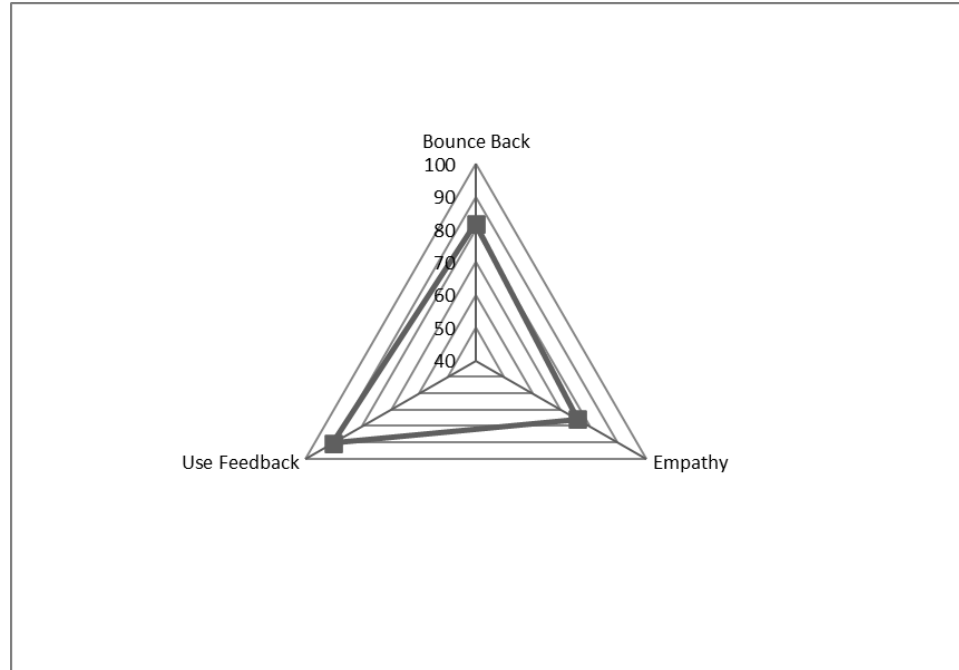
Question Theme	Overall Agreement (%)				
	2018-19	2019-20	2020-21	2021-22	2022-23
Bounce Back	84.6	n/a	n/a	n/a	81.7
Empathy	75.6	n/a	n/a	n/a	75.9
Use Feedback	91.9	n/a	n/a	n/a	90.4

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

Policy 4.2

Indicator 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.



- **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

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.

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.



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.

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

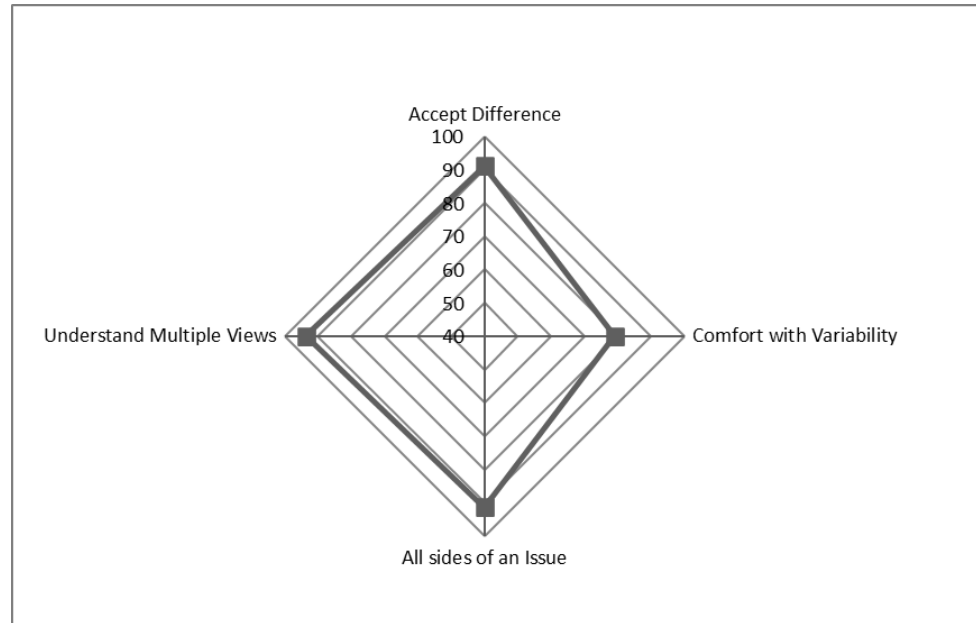
Question Theme	Overall Agreement (%)				
	2018-19	2019-20	2020-21	2021-22	2022-23
Accept Difference	91.9	n/a	n/a	n/a	91.0
Comfort with Variability	86.2	n/a	n/a	n/a	79.1
All sides of an Issue	90.7	n/a	n/a	n/a	91.3
Understand Multiple Views	93.7	n/a	n/a	n/a	93.6

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.

Policy 4.4

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.

Policy 4.4

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

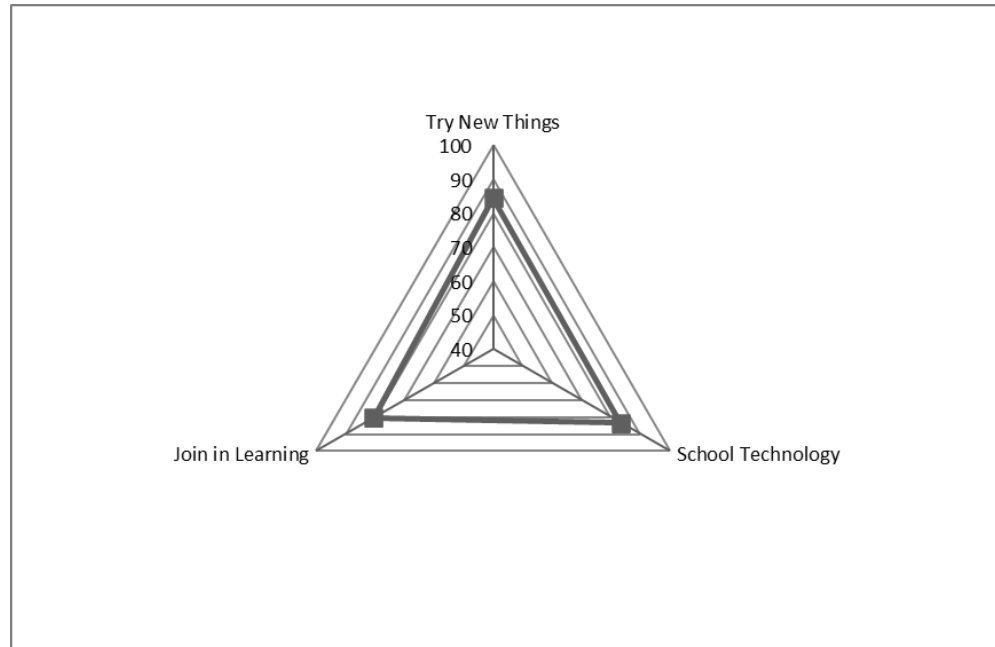
Question Theme	Overall Agreement (%)				
	2018-19	2019-20	2020-21	2021-22	2022-23
Try New Things	88.7	n/a	n/a	n/a	84.6
School Technology	87.8	n/a	n/a	n/a	83.3
Join in Learning	88.1	n/a	n/a	n/a	80.5

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

Policy 4.4

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.



- **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.

Policy 4.5

Indicator 1

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

Policy 4.5

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

Policy 4.5

Indicator 1

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

- **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.



Policy 4.5

Indicator 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.

- 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

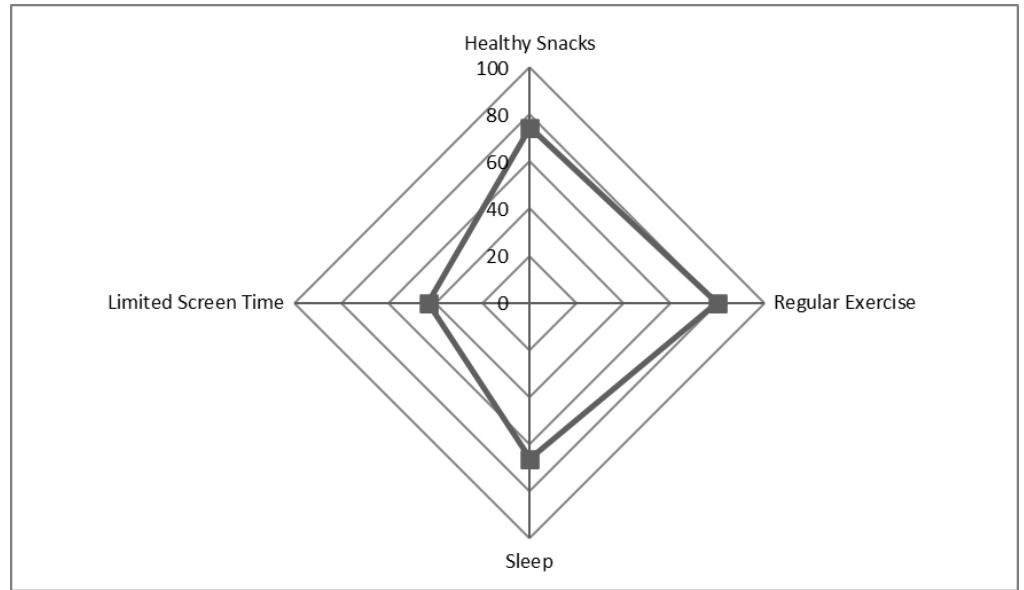
Question Theme	Overall Agreement (%)				
	2018-19	2019-20	2020-21	2021-22	2022-23
Healthy Snacks	74.6	n/a	82.7	74.5	74.5
Regular Exercise	81.5	n/a	81.2	79.8	79.8
Sleep	66.4	n/a	70.1	66.5	66.4
Limited Screen Time	47.6	n/a	44.1	39.5	43.1

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

Policy 4.5

Indicator 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.



- **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.

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.

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

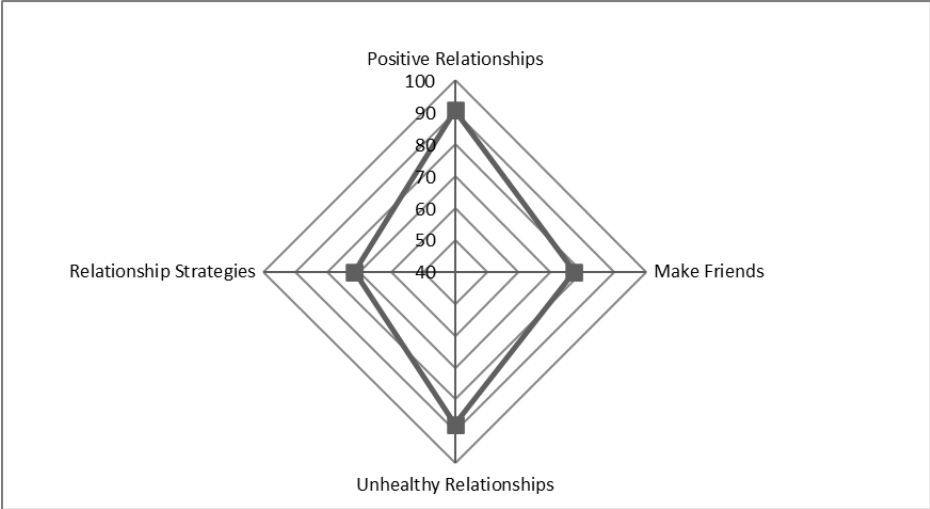
Question Theme	Overall Agreement (%)				
	2018-19	2019-20	2020-21	2021-22	2022-23
Positive Relationships	92.5	n/a	n/a	n/a	90.7
Make Friends	81.8	n/a	n/a	n/a	77.3
Unhealthy Relationships	91.3	n/a	n/a	n/a	87.8
Relationship Strategies	76.3	n/a	n/a	n/a	71.5

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

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.

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.

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

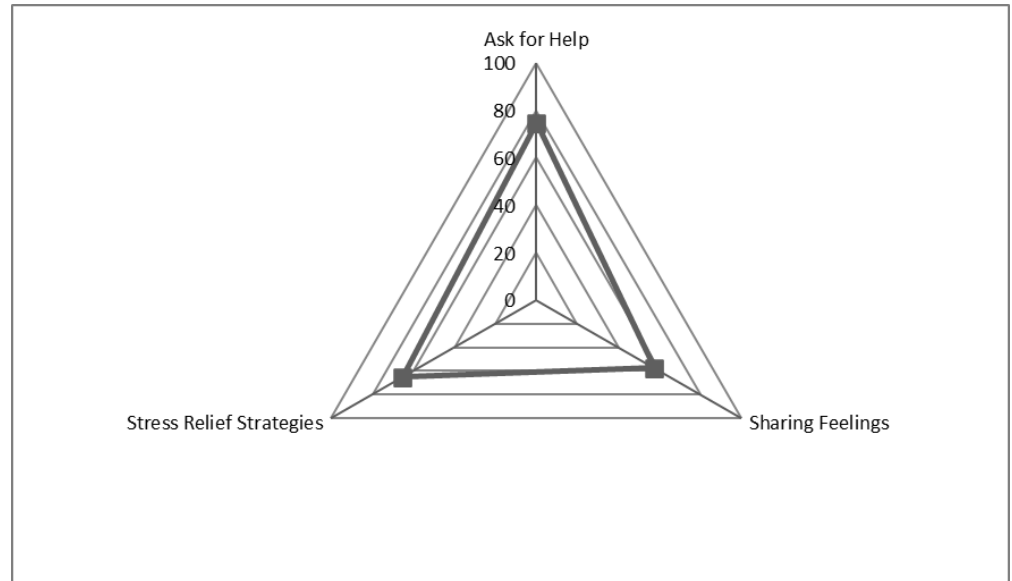
Question Theme	Overall Agreement (%)				
	2018-19	2019-20	2020-21	2021-22	2022-23
Ask for Help	74.5	n/a	74.7	72.3	74.7
Sharing Feelings	61.2	n/a	60.3	54.6	57.4
Stress Relief Strategies	70.4	n/a	66.6	62.8	65.1

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

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 through 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

- 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

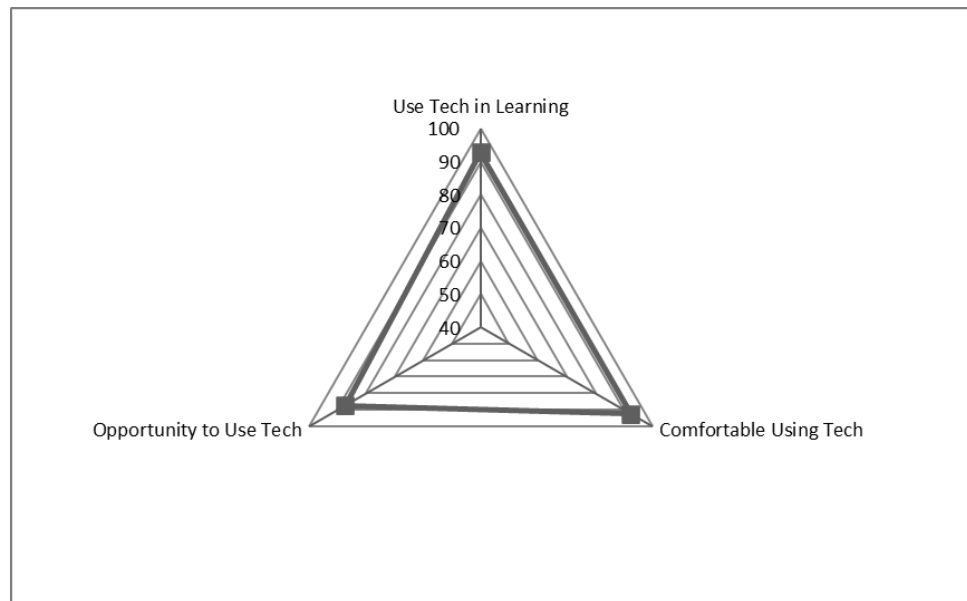
Question Theme	Overall Agreement (%)				
	2018-19	2019-20	2020-21	2021-22	2022-23
Use Tech in Learning	94.7	n/a	n/a	n/a	92.8
Comfortable Using Tech	93.6	n/a	n/a	n/a	92.3
Opportunity to Use Tech	87.0	n/a	n/a	n/a	87.3

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

Policy 4.6

Indicator 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.



- **Target for 2022-23**

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

- **Analysis**

CBE student agreement levels continued to 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.

Policy 4.6

Indicator 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.

- 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

Question Theme	Overall Agreement (%)				
	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

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

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.

Policy 4.6

Indicator 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.

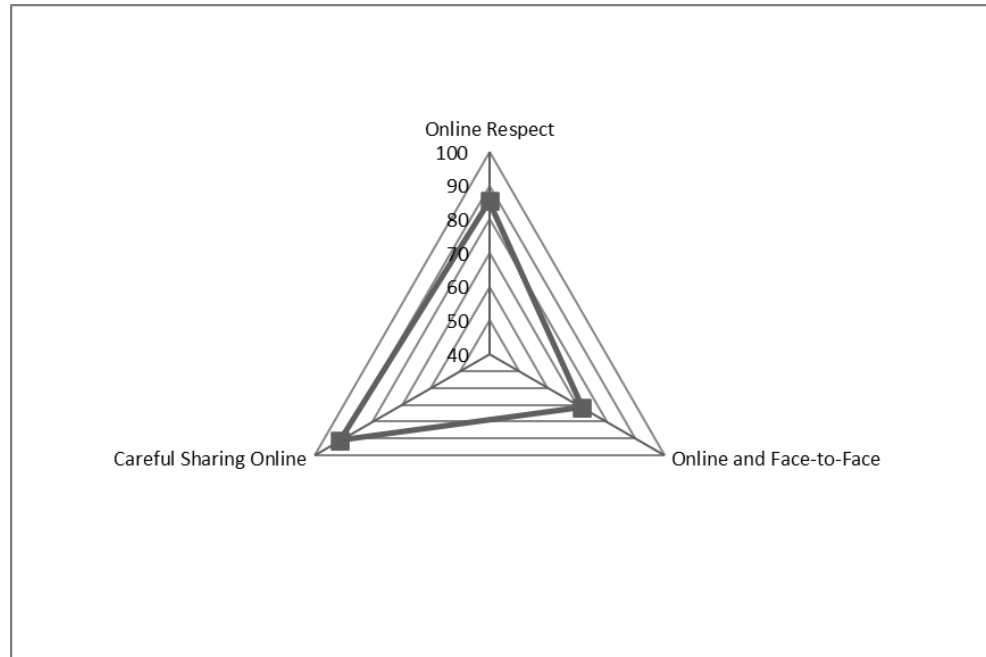
3. Percentage of students who report they use technology to communicate effectively with others; as indicated by Overall Agreement of the **Technological Communication Summary Measure** from CBE Student Survey.

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.



- **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.”

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.

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

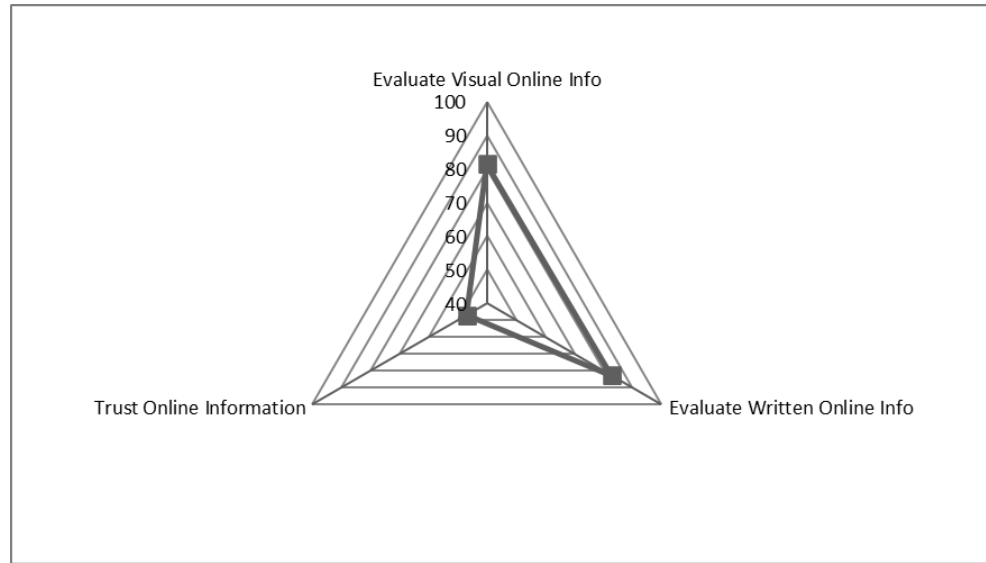
Question Theme	Overall Agreement (%)				
	2018-19	2019-20	2020-21	2021-22	2022-23
Evaluate Visual Online Info	83.8	n/a	n/a	n/a	81.5
Evaluate Written Online Info	85.2	n/a	n/a	n/a	82.8
Trust Online Information	56.6	n/a	n/a	n/a	46.9

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

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.

- **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

- **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



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

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

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

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

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

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: 
Joanne Pitman, Chief Superintendent

Date: April 9, 2024

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: _____
Chair, Board of Trustees

Date: _____

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

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
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Board-approved Interpretation |

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



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
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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.



OE-2: Learning Environment/Treatment of Students

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



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:

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.



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
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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.



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.



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

CHIEF SUPERINTENDENT CERTIFICATION

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

- [X] In Compliance.
[] In Compliance with exceptions noted in the evidence.
[] Not in Compliance.

Signed: [Signature]
Joanne Pitman, Chief Superintendent

Date: April 9, 2024

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: _____
Chair, Board of Trustees

Date: _____

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



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.



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
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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 than 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*.



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.



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
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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
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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.



OE-6: Asset Protection

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

OE-6: Asset Protection

GLOSSARY – Developed by the Board of Trustees

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report to
Board of Trustees

Budget Assumptions Report 2024-25

Date	April 9, 2024
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Joanne Pitman Chief Superintendent of Schools
Purpose	Information
Originator	Brad Grundy Superintendent, Chief Financial Officer, Corporate Treasurer
Governance Policy Reference	Operational Expectations OE-5: Financial Planning
Resource Person(s)	Superintendents' Team Finance & Technology Services staff Communications staff

1 | Recommendation

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



2 | Issue

Operational Expectation 5: Financial Planning, clause 5.2 requires the Chief Superintendent to develop budget-planning assumptions.

The Chief Superintendent interprets the budget-planning assumptions to include key principles and variables, both controllable and non-controllable, which will drive budget decisions. The Budget Assumptions Report reflects the Board's values and identifies critical and relevant assumptions impacting the development and balancing of the subsequent budget.

To fulfill staffing at schools, the CBE will continue with resource deployment to schools via the Resource Allocation Method (RAM) based on the assumptions contained within this report. At this time, it is expected that the ratio of students to school-based staff will increase modestly. As well, services and support to students will not increase at a rate equal to the growth in student enrolment.

After the Board's review of the report, the intention would be to provide the RAM plan to schools on April 11, 2024. This date is important to ensure schools have sufficient time to make any necessary staffing adjustments.

Should any information impacting funding become known after the Board of Trustees receives this Budget Assumptions Report, the new information will be fully disclosed in the 2024-25 Budget Report presented to the Board of Trustees in May 2024.

3 | Conclusion

The attached report on budget assumptions accomplishes the above-noted provision and interpretation and is submitted for consideration by the Board of Trustees.

JOANNE PITMAN
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: Budget Assumptions Report 2024-25

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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

Budget Assumptions Report 2024-25



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Calgary, AB T2R 0L4



**Calgary Board
of Education**

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A NOTE FROM LEADERSHIP

A note from the Chief Superintendent of Schools and the CBE leadership team.

As a growing school district, we appreciate the additional provincial funding for the 2024-25 school year. While the CBE faces unprecedented student enrolment, our decisions remain rooted in our mission, values, and Board of Trustees' priorities.

Next year, the CBE expects to welcome record levels of enrolment growth. In addition, our student population is becoming increasingly diverse. For example, we have more than 41,500 students who are learning English as an additional language (EAL) and 26,800 students identified with specialized learning needs. Our priority will be on hiring classroom teachers and school support staff and using the dollars to help offset rising operational costs.

We also need to balance the impacts of growing enrolment on our infrastructure, educational programming, transportation services, and technology requirements. For example, many of our schools are reaching capacity. This means that new registrations are capped and students who live in the community must be overflowed to another school. With more schools in overflow, more students require transportation. Additional students mean purchasing more desks, classroom resources, computers, and other technology needs.

The budget development process is about embracing our current reality and making the best decisions for students and staff. Our focus will be to provide programming, supports, and services that meet the needs of students while being responsible stewards of public dollars.

Sincerely,

Joanne Pitman
Chief Superintendent of Schools

Organization Summary

All budget decisions are made with consideration of CBE and Board priorities.

Mission

The Board of Trustees' mission for the CBE is: **“Each student, in keeping with their individual abilities and gifts, will complete high school with a foundation of learning necessary to thrive in life, work and continued learning.”**

The CBE considers each individual student and their learning needs while balancing all student needs against available financial and other resources.

Values

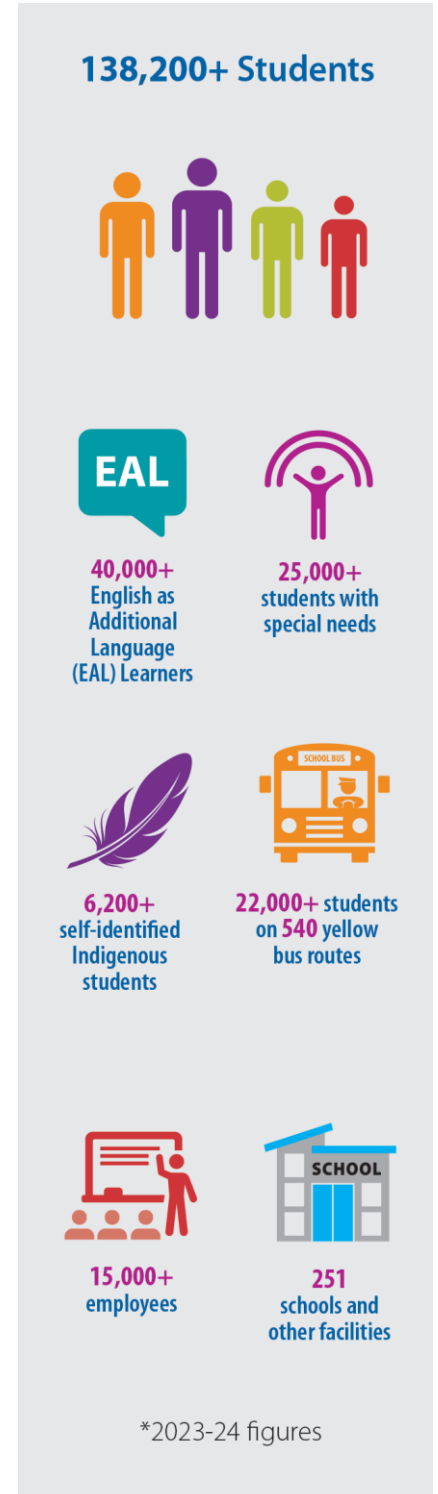
- Students come first.
- Learning is our central purpose.
- Public education serves the common good.

Guiding Documents

The CBE's work is guided by its Education Plan and Board of Trustee priorities: Student achievement, equity and well-being.

Decisions are also guided by the:

- Education Act
- Ministerial Order on Student Learning Assurance Framework



CONTEXT: BUDGET 2024-25

The 2024-25 CBE budget is currently under development. The final budget will be shaped over the next several weeks as we finalize allocations to best meet the needs of students.

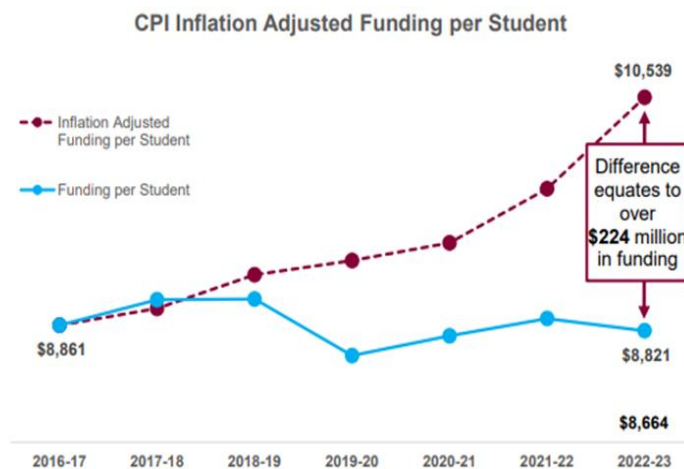
Note: As of the time this report was written, the CBE has not received its 2024-25 school jurisdiction funding profile or the related funding manual. Accordingly, the amount and details of the grants included in the funding framework are not known.

As the CBE moves through the budget development process the operational context in which the CBE provides public education has changed in the last few years due to rising student enrolment, increased student complexity, and persistent inflation.

The Alberta Government has committed to keep spending growth to less than population growth and inflation in its 2024-27 Fiscal Plan. As a front-line service provider, the CBE experiences both population growth and inflation directly and immediately. The CBE appreciates the additional funding allocated to public education for the 2024-25 school year.

The information set out below identifies some of the key factors within the CBE’s operational context that will impact Budget 2024-25.

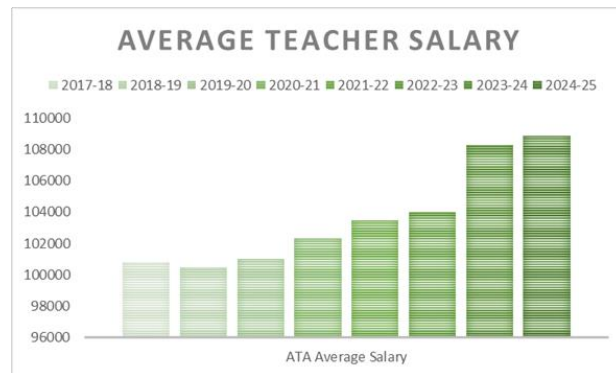
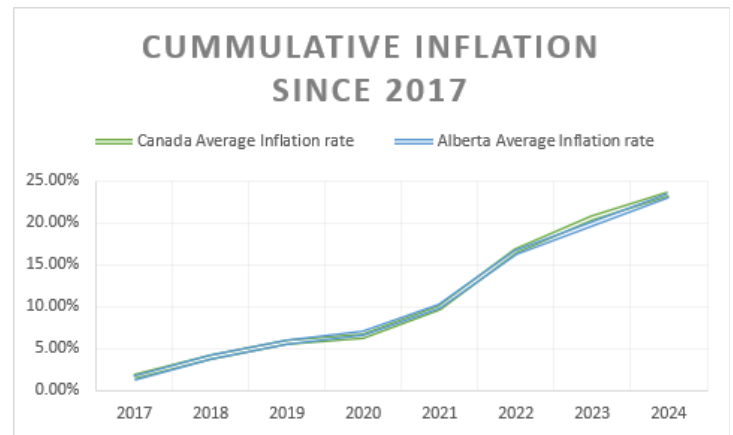
The dollars we have today purchase less than the same amount of dollars in 2018-19.



In response, the CBE must continue to align its programs and supports with the funding it receives to ensure the budget is balanced. The alignment could take many forms, including increasing class sizes and allocating fewer dollars to address growing complexity.

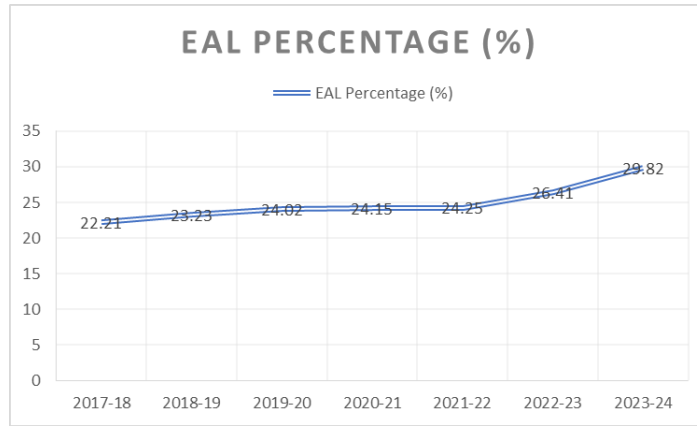
- Note the funding per student amount of \$8,821 is inclusive of the ATA salary settlement whereas \$8,664 is exclusive of the settlement.

Inflation, especially since 2021 has impacted the cost of goods and services. Nearly one-third of school jurisdiction spending is on goods and services like utilities, insurance, furniture, and technology to name but a few. Each of those expenditures has been directly impacted by continued inflation. Since 2017 the cumulative impact of inflation is over 21 per cent. What cost \$100 in 2017 would cost more than \$121 in 2024. School-based costs are intrinsically linked to student enrolment. This factor must be considered in the CBE's budget planning.



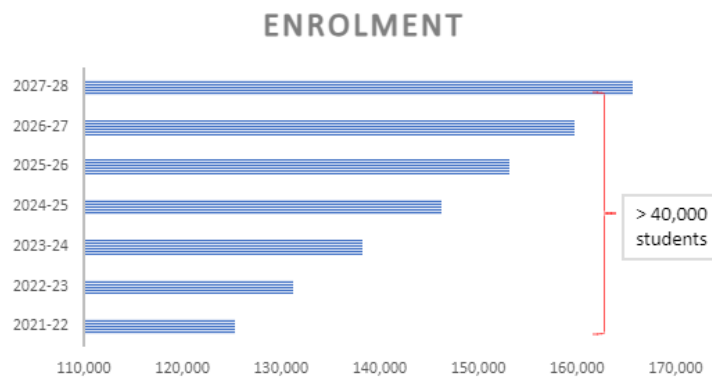
The cost of labour, both certificated and non-certificated has increased since 2018-19. For example, the funding that would have paid for 100 teachers in 2017-18 will only allow for 92 teachers, on average, in 2024-25.

At the same time we are experiencing enrolment growth, we are also experiencing changes in the composition of CBE students. The number of students who are English as an Additional Language (EAL) learners is one of the most rapidly growing cohorts of students.



These EAL learners are also coming into the CBE at all grades but particularly a later point in their K-12 journey. Language acquisition means that students require additional supports to complete high school.

As noted above, enrolment growth continues at robust levels. CBE has experienced three years of growth at, or above, 5 percent per year. Budget 2024-25 will need to provide for continued strong enrolment growth.



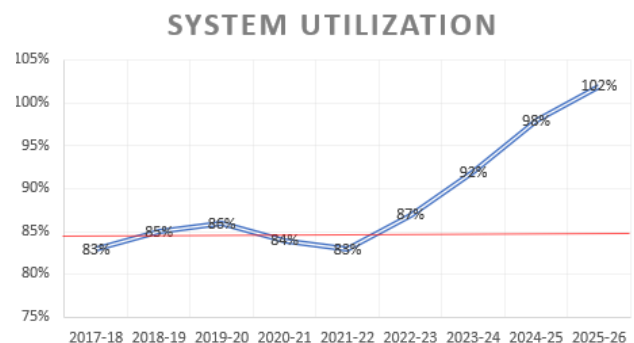
The robust enrolment growth has another critical dimension. School jurisdictions in Alberta are funded based on enrolment as of the end of September of the school year. In years past, the amount of post-Sept growth was negligible, and in some

cases negative. Now, robust enrolment growth continues post the end of Sept and there is no mechanism in the funding framework to address that growth.

While a school jurisdiction's operation reserve can help in the short term (one school year) it is not a viable long-term solution.

Rapid enrolment growth also places pressure on the CBE's learning infrastructure. A school with a utilization rate of 85% or higher is considered fully utilized.

Currently, CBE's system utilization is over 95%. Based on the government's recent capital announcements related to new schools and modular classrooms, system utilization will continue to climb. In March, CBE



received full funding for one school and 12 new modular classrooms. This represents about 960 additional spaces against significant 2024-25 enrolment growth.

This imposes challenges across the system as more schools move into overflow and an increasing number of schools, particularly high schools, are experiencing utilization rates over 100 per cent.

Managing enrolment across the system also impacts student transportation. The current funding model does not specifically address the transportation costs associated with transporting students to overflow schools.

REVENUE ASSUMPTIONS

An investment in education helps contribute to a strong Alberta.

- The 2024-25 enrolment projection continues to project strong enrolment growth. Moreover, CBE's student population is becoming increasingly diverse. More than 41,000 students (English as an Additional Language learner and almost 27,000 students) requires specialized learning supports.
- Consistent with the 2024-25 budget announcement by the Government of Alberta, the CBE assumes that year-over-year funding will increase by an amount sufficient to cover enrolment growth at 2023-24 funding rates (Appendix I).
- The CBE will maximize available grant revenue across all grant categories.
- System and school fees will cover the direct cost of fee-related programs and services and comply with the *Education Act* and related regulations. The CBE's comprehensive fee waiver program also means that no student will be denied access to a public education due to an inability to pay a fee.
- The CBE's student transportation program remains balanced within the total of Alberta Education transportation funding and related fee revenue.
- The CBE will maximize investment returns on cash in excess of current need subject to Alberta Education guidance.

* The CBE continues to monitor enrolment growth closely and communicates that information to Alberta Education regularly.

EXPENSE ASSUMPTIONS

The CBE believes in meeting the needs of students while being responsible stewards of public dollars.

- CBE programs, services, supports and operations will align with Alberta Education funding.
- The CBE will spend funding received for the 2024-25 school year on students enrolled in CBE schools for the 2024-25 school year (Appendix II).
- The CBE meets health, safety, legal, and learning environment needs.
- The CBE allocates resources to ensure compliance with provincial legislation and collective agreements including general wage increases, employee salary grid movement, and benefits changes.
- The CBE will make best efforts to minimize the impact on Resource Allocation Method funding rates consistent with balancing the CBE budget.
- The CBE will attempt to minimize the impact on centrally provided services and supports to students consistent with balancing the CBE budget.
- The CBE continuously evaluates the financial, programming, and operational viability of school sites to implement or recommend student accommodation changes in alignment with CBE policies.
- The CBE maintains the ability to attract, train, retain, and pay employees.
- CBE spending on governance and administrative costs will remain at or below the targeted system administration grant provided by Alberta Education.
- The CBE will not rely on one-time funding sources, such as operating and capital reserves, to cover recurring expenses.
- The CBE will apply Alberta Education targeted/restricted funding for the specified purposes it is intended. New targeted funding will be deployed in alignment with Alberta Education's direction.
- The CBE will work with the provincial government and other school jurisdictions to identify cost-saving strategies where opportunities exist.
- Board-funded capital investments support the maintenance of learning spaces and systems as well as the replacement of vehicles, equipment, and technology hardware necessary to maintain operations.

RISKS

We use control mechanisms to manage risk and increase public confidence in the CBE’s financial health.

The CBE has control processes and mechanisms in place to manage the inherent risk.

It is possible, however, that a risk or combination of risks could impact operations in a way that exceeds expectations. The rating for each inherent risk is classified based on management decisions and informed by subject matter experts for each category.

Financial and Operational Compliance Risks

The CBE closely monitors funds allocated with prudence, integrity, and transparency and ensures sufficient reserve levels so the public can be confident in the CBE’s fiscal health.

<i>Reserve requirements exceed available balance</i>	Likelihood	Moderate	Consequence	Moderate
The cost of addressing unanticipated events and/or transitioning current services and supports to new funding levels may exceed available operating and capital reserve balances. Reserves available may not be sufficient to cover unforeseen events requiring the CBE reprioritize initiatives and supports mid-year.				
<i>Public expectation exceed funded capacity</i>	Likelihood	Higher	Consequence	Moderate
Public expectation for public education exceeds capacity of the CBE to provide within allocated funding levels. Additional communication will be required to enhance community understanding of financial and qualitative implications with current fiscal environment.				

Staffing and Contractual Risks

Staffing costs comprise approximately 78 % of CBE expenditures and minor changes can have a significant impact on CBE operations. The Government of Alberta has primary responsibility for collective bargaining with the Alberta Teachers Association. The CBE conducts negotiations for all other staff following the provisions of the Public Sector Employers Act.

<i>Collective agreement changes</i>	Likelihood	Moderate	Consequence	Higher
Various collective agreements expire in August 2024. Changes will have financial and administrative impacts on the system. Subject to negotiation. Non ATA settlements are not directly funded through the funding framework.				
<i>Staff attrition costs higher than assumed</i>	Likelihood	Moderate	Consequence	Moderate
Retirements, resignations and replacements occur at higher than assumed rates. Higher than projected attrition from key positions in schools and service units can pose administrative delays or gaps in service				

Operational Risks

The operational risks set out below reflect those events that are most likely to impact on CBE operation during the 2023-24 school year. The table below sets out the inherent (unmitigated) risks.

<i>Deferred maintenance backlog increase</i>	Likelihood	Moderate	Consequence	Moderate
Unanticipated increase in the deferred maintenance backlog or unforeseen equipment failures could require unplanned resource reallocation.				
<i>Service unit operations hindered</i>	Likelihood	Moderate	Consequence	Moderate
Resources may not be available to adequately maintain service unit operations in a growing system. Work and project delays and or terminated, slower response time, less support and services for schools.				
<i>Actual costs exceed estimates</i>	Likelihood	Lower	Consequence	Lower
Some costs grow at a rate beyond that assumed in the budget development process, requiring initiatives and support to be reprioritized.				
<i>Learning Spaces</i>	Likelihood	Moderate	Consequence	Moderate
Significant enrolment growth coupled with limited approval for learning spaces decreases student programming opportunities due to an inability to find appropriate space for learning.				
<i>Enrolment Growth</i>	Likelihood	Moderate	Consequence	Higher
Strong enrolment growth to date combined with continued strong growth increases the risk that the CBE will be unable to find and fund sufficient staff and space to meet student need. Growth also places potentially unsustainable pressure on CBE services and supports for students.				
<i>English as an Additional Language (EAL)</i>	Likelihood	Moderate	Consequence	Moderate
The significant increase in the proportion of EAL students within the overall student population combined with those students coming to the CBE later in their educational journey places downward pressure on the CBE's overall graduation/completion rate.				
<i>Inflationary costs pressures</i>	Likelihood	Moderate	Consequence	Moderate
Economic factors in the commercial environment place upward pressure on long term contractual commitments. The current funding model does not directly fund cost inflation. This places increased pressure on fixed System Administration funding.				
<i>Mid- year funding adjustments</i>	Likelihood	Lower	Consequence	Higher
Large scale personnel, programming and service planning is involved within the budget process. Funding adjustments imposed by Alberta Education occur after the commencement of the school year. With unplanned, mid-year funding reductions, adjustments are required.				
<i>Funding lag to growing system</i>	Likelihood	Lower	Consequence	Higher
Costs in a growing system may increase faster than Provincial funding provided. This may impact the quality and availability of programs, services and supports to student achievement.				
<i>Costs for new school opening unfunded</i>	Likelihood	Higher	Consequence	Moderate
Some costs associated with new school openings will not be covered under the funding model. There are no new schools scheduled to open in the 2024-25 school year, with two additional schools currently fully approved for construction and in various stages of progress. Although not a direct risk of the current year, it does affect Some commissioning costs are funded internally. This includes but not limited to: whiteboards, sports equipment, in class technology and landscaping around schools.				

APPENDICES

Appendix I: Funding Profile

The Calgary School Division		
Projected Operational Funding - as of March 2024		
	Funding Framework Grants	Budget 2024
Base Instruction	Grade ECS	\$29,830,642
	Grades 1 - 9	\$619,095,055
	High Schools	\$249,163,540
	Rural Small Schools	\$0
	Home Education & Shared Responsibility ¹	\$1,327,621
	Outreach Programs	\$350,000
	Distance Education (Non-Primary)	\$5,400
	Sub-Total	\$899,772,259
Services & Supports	ECS Pre-K Program Unit Funding (PUF)	\$94,182
	Moderate Language Delay Grant (Pre-K & SLS K)	\$670,120
	Specialized Learning Support	\$115,725,978
	Specialized Learning Support - Kindergarten (Severe)	\$5,481,047
	First Nations, Métis, and Inuit Education	\$9,491,409
	English as an Additional Language	\$31,665,282
	Francisation	\$0
	Refugee Student	\$20,285,953
	Institutional Programs (EPI)	\$7,239,688
	Classroom complexity	\$6,537,134
Schools	Operations & Maintenance Grant	\$119,415,878
	SuperNet	\$2,572,800
	Transportation	\$53,477,936
	Infrastructure Maintenance Renewal (Operating)	\$17,531,848
Community	Socio-Economic Status	\$9,476,824
	Geographic	\$1,500,000
	Fort McMurray Allowance	\$0
	School Nutrition Program	\$1,696,000
	Francophone Equivalency	\$0
Jurisdictions	System Administration	\$45,971,872
	Teacher Salary Settlement	\$26,775,000
	Supplemental Enrolment Growth ¹	\$18,718,000
A	Budget 2024 - Projected Operational Funding	\$1,394,099,210
B	2023/24 school year - Estimated Operational Funding ²	\$1,314,116,546
C	2023/24 Funding Adjustment	-\$4,765,041
D = B + C	2023/24 Total Operational Funding	\$1,309,351,505
E = A - D	\$ Increase/Decrease compared to 2023/24 Level	\$84,747,705
Financial Health of the School Division (2022/23 School Year)		
	Operating Reserves	\$16,748,000
	ASO % of Operating Expenses (Provincial ASO - 3.8%)	1.17%
	Capital Reserves	\$78,987,000

Notes:

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

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

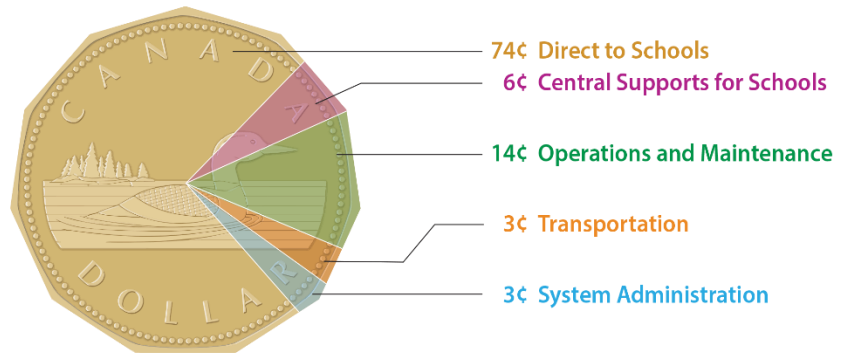
Appendix II: Loonie Graphic

cbe.ab.ca




**Calgary Board
of Education**

Every Cent of Alberta Education Funding Supports CBE Schools



74¢ | Direct to Schools




- Principals make decisions about how to use the allocated funds to improve student achievement and address the learning needs across their school population.
- This funding covers teacher and support staff costs as well as teachers' pensions, custodial services and teaching and learning materials.

14¢ | Operations and Maintenance




- Covers all the maintenance and repairs of schools as well as utilities and insurance.
- Includes the repair and replacement of building components, equipment and heating and cooling systems, as well as ongoing site maintenance such as lawn services and snow removal.

6¢ | Central Supports for Schools




- Supporting schools with direct student services and learning supports for teachers to enhance student success. Learning supports include psychologists, speech language pathologists, physical and occupational therapists, behavioral support workers, cultural liaison supports and the support of our Elders and Knowledge Keepers.
- Providing newcomers with intake and support through the CBE Welcome Centre.
- Supporting pathways in learning, including all curricular subject areas, post-secondary partnerships, community learning experiences and the use of digital technologies.

3¢ | Transportation



- Covers transportation costs for more than 20,000 students on yellow buses, including close to 2,000 students who require specialized transportation.

3¢ | System Administration



- Covers all the central services that keep schools running smoothly, including technology, finance, legal, and human resources, as well as the Offices of the Chief Superintendent and the Board of Trustees.
- More than 98 per cent of CBE staff are covered by collective agreements. Less than 2 per cent of our 15,000+ staff are exempt.

*Figures based on actuals for the 2022-23 school year and still accurately reflect the allocation of funds

Last updated March 19, 2024

report to
Board of Trustees

Capital Reserve Request To Support Enrolment Growth

Date	April 9, 2024
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Joanne Pitman Chief Superintendent of Schools
Purpose	Decision
Originator	Dany Breton, Superintendent, Facilities and Environmental Services
Governance Policy Reference	Operational Expectations OE-2: Learning Environment/Treatment of Students OE-5: Financial Planning OE-6: Asset Protection OE-7: Communication With and Support for the Board OE-9: Facilities
Resource Person(s)	Trevor Fenton, Director, Facility Projects. Tanya Scanga, Director, Corporate Finance Shay Khan, Manager, Revenue & Treasury, Corporate Financial Services Colt Chesney, Project Manager, Facility Projects

1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves a budget expenditure of up to \$11.4 million over the next three school years ending 2026-27 from capital reserves for the establishment and management of a Furniture, Fixtures and Equipment (FF&E) Repository; and
- THAT the Board of Trustees approves a budget expenditure of up to \$1.3 million from capital reserves for project expenses related to the relocation of six existing modular classrooms.

2 | Issue

The Calgary Board of Education's (CBE) school enrolment reports for 2022-2023 and 2023-2024 have highlighted that the CBE has seen an increase to its overall enrolment of 13,000 students over the last two years. Over the next three years the CBE is anticipating growth of roughly 17,000 additional students above current enrolment levels. Providing new students with the furnishings they need has been achieved with varying processes, with schools bearing a large portion of the administrative and financial burden. While schools were able to manage during periods of low and moderate enrolment growth, the extreme levels of growth currently being experienced is resulting in higher impacts to school resourcing.

In addition to FF&E, extra learning spaces are required to accommodate this growth. Schools that have reached capacity are currently resorting to the placement of classrooms in areas of the school not traditionally used for formal learning (e.g. foyers, learning commons, etc) or seeing students being overflowed to schools in neighbouring communities. The most expedient way to add student spaces to schools is through the modular classroom program.

The 2024-25 Modular Classroom Program submission included requests for 68 new modulars and for the relocation of 12 existing modulars across 16 schools. Approvals from Alberta Education, received on March 14, 2024, were limited to 12 new modular classrooms and the relocation of 6 existing modulars adding space to just four schools.

3 | Background

Since September 2022, CBE has experienced a significant increase in student enrolment that has necessitated the procurement of essential FF&E to create appropriate learning spaces. Schools follow varying processes for this to occur; from centrally supported processes to school driven processes depending on the school's site-specific needs and resources.

Along with rapid enrolment growth, CBE has identified increasing student complexity that has resulted in an increase to the number of specialized classes. CBE's current funding allocation of \$2,500 per classroom to schools for new specialized classes does not include funding for the required specialized FF&E.

Further, the substantial procurement lead times (12-week delivery timeline on average) often results in a significant lag between student start dates and FF&E arrival.

As schools welcome new students into existing and new classroom spaces, their current FF&E inventories are expected to be insufficient to meet the volume of expected student accommodation requests. Ensuring that students and staff have appropriate and adequate FF&E within classrooms is essential to fostering a welcoming, caring, and respectful environment that promotes the wellbeing of each student.

Moreover, the 2024-25 Modular Classroom Program approvals included four new modulars for Connaught School, six new modulars for Nelson Mandela High School,

two new modulars for Peter Lougheed School and approved the relocation of two modulars from Glenmeadows School and four modulars from Riverbend School to Sir Winston Churchill High School.

Considering the limited approvals and the shortage of classroom space necessary to address projected enrolment growth, it is proposed that the six modular classrooms approved for relocation by the Board on October 24, 2023 but that did not figure in the Alberta Education approval be relocated by the CBE. Specifically, this would support the priority one and three schools identified in the aforementioned report through the relocation of four modulars from Somerset school to Prairie Sky School and the relocation of two modulars from Banting & Best School to Connaught School.

The Education Act, Section 195(2), grants the CBE the authority to approve and finance the relocation of existing modulars to address enrolment pressures. The allocation of Capital Reserve funds is the quickest method to resource such a project given that Maintenance & Renewal (M&R) grants are not permitted to cover project expenses related to modular relocation projects.

4 | Analysis

The proposed solution to support schools with furniture procurement due to rapid enrolment growth is the establishment of an FF&E Repository.

FF&E Repository Initiative:

This concept proposes the advance purchase of FF&E in anticipation of school needs. The FF&E will be warehoused and available to schools through a centralized process that validates the school's needs based on the System Student Accommodation Plan. Since procurement is completed in advance, schools will not be required to navigate this process beyond identifying the type and quantity of FF&E that is required. The required items will be delivered and installed at the requesting schools in a timely fashion with all schools receiving equal quality and quantity of supplies based on their need.

The FF&E Repository Initiative would serve schools for up to three years while enrolment growth is projected to remain high, thereby easing the burden on school administration and their budgets. Students, regardless of the location of their school, will benefit from a baseline quality of FF&E and the ability to comfortably learn starting on their first day of class. Additionally, by reducing the financial burden on schools, they will be able to dedicate a larger portion of their budget to hiring required teaching and support staff.

This initiative increases CBE's financial efficiency by creating a holistic and strategic use of CBE resources as FF&E purchases will all be from approved vendors, meet all compliance requirements for safety and access bulk purchasing discounts.

The FF&E Repository Initiative would also maintain an inventory of FF&E to supplement provincial funding to furnish new and relocated modular classroom spaces. The FF&E Repository would maintain an inventory of furniture to support incoming students including desks, chairs, and where necessary, assistive technology solutions. The repository will carry "classroom sets" to ensure new classrooms have teacher desks & chairs, lecterns, tables and any standard mobile

millwork they may require. Furniture for other programming like instrumental music classes will be purchased as well.

SMARTboards will be available to schools to support new classroom spaces within existing schools, including new or relocated modular classrooms. Existing SMARTboards that require repairs or upgrades will continue to follow the established CTS process for maintenance, refurbishment or replacement.

Logistics/External Vendor Support

Suitable warehousing space is a critical element to the successful implementation of the FF&E Repository Initiative, presently no CBE facilities can provide this functionality. The temporary acquisition of external warehousing space of approximately twelve thousand square feet is necessary to maintain adequate FF&E inventories and to assemble and distribute furniture to schools as student accommodation requests are received.

Preliminary investigations have shown that warehousing vacancy rates in Calgary are low due to high market demand, therefore a minimum lease of two-years is necessary to secure a facility of appropriate scale. Considering market conditions and the expected sustained enrolment projections, this initiative would secure warehousing space for a two-year lease with an option to renew annually until rapid enrolment projections decrease to historical enrolment figures.

Furniture orders will be placed quarterly to ensure sufficient inventory is maintained to promptly meet student accommodation requests as they come in. Orders would be delivered to the storage warehouse, FF&E would be assembled in advance and stored for rapid deployment at a later date. External vendors will be engaged to deliver, assemble and deploy furniture to schools, with this approach delivery times will be significantly reduced from an average of twelve weeks to a maximum of two-weeks depending on delivery service availability.

Current FF&E Inventory:

A system wide inventory of surplus FF&E is not currently available due to the decentralized process of schools directly managing the acquisition of furniture for their individual needs. An extensive and coordinated effort involving multiple branches of the CBE would be required to develop an accurate and reliable inventory of the surplus FF&E that may be available for redeployment throughout the CBE. Crews would need to locate, evaluate, and record what they find as well as determine where the furniture could then be redeployed to. Additionally, it is anticipated that a minimum of one year is required to develop this inventory and therefore the results would not be known to meet September 2024 enrolments, potentially leaving students and school administrations at risk with inadequate amounts of FF&E to meet their needs.

While schools may have a small surplus of furniture they can access to support student accommodation requests, this surplus is expected to be largely inadequate to keep pace with the volume of student accommodation requests many schools are expected to receive. Moreover, redeployment of this furniture may also leave donor schools deficient to address their own future student accommodation requests creating overall inefficiencies with FF&E distribution. For this reason, it is recommended that schools be encouraged to use any surplus furniture they may have available on site prior to submitting requests for new furniture, but that we do

not expend resource in trying to find where every piece of surplus furniture may be hiding.

Modular Classroom Relocations:

A request to relocate existing modulares to Connaught and Prairie Sky Schools was included in the 2024-25 Modular Classroom Program submission. These schools were identified as high priority requests to address high utilization rates. The addition of modular classrooms would allow the schools to begin calling back students from the designated overflow receivers, which are also reaching their capacity limits.

Prairie Sky School's total student capacity equals 916, 2023-24 opening day utilization equaled 110%. The School is capped with students being overflowed to three schools, two for K-6 students and one for GR 7-9. Without the overflows in place the utilization rate would equal 135%. The addition of four modulares will increase the total capacity to 1036 students reducing the estimated 2024-25 opening day utilization to 92%.

Connaught School's total student capacity equals 399, 2023-24 opening day utilization equaled 108%. The school is currently capped with students being overflowed to three separate elementary schools. Without the overflows in place, the utilization rate would equal 155%. While Alberta Education approvals did provide four new modulares, a total of six modulares are required to fully address enrolment pressures. The additional two modulares proposed for relocation will increase the total capacity to 579 students reducing the estimated 2024-25 opening day utilization to 82%.

The addition of modulares at Prairie Sky and Connaught Schools will permit both schools to start the process of recalling overflowed students. Following the recall process, it is expected both schools will be at or above 100% utilization and will remain in overflow status.

Somerset School's total student capacity is 374, 2023-24 opening day utilization equaled 61%, the removal of four modulares is estimated to raise the utilization rate to 91%. Banting & Best School's total student capacity is 250, 2023-24 opening day utilization equaled 65%, the removal of two modulares is estimated to raise the 2024-25 opening day utilization rate to 99%. The relocation of these modulares to other schools will optimize the utilization rates for these sites which also maximizes the Operations & Maintenance (O&M) funding we will receive for these locations.

Additionally, provincial funding provided for new modular projects includes an FF&E budget of \$12,000 per modular classroom, however this amount is inadequate to fully procure all necessary items essential for furnishing turnkey classroom spaces. Modular relocation projects do not receive any FF&E funding as it is assumed the furniture from the original installation would move with the classroom. Often the FF&E within the modular classrooms are unfit for the designated grade level, damaged, outdated or have been used elsewhere in the school/system. As a result, receiving schools often need to either supplement the provincial funding or cover all the expenses to meet their FF&E needs. The FF&E Repository Initiative will be utilized to supplement and furnish the new and relocated modular classrooms thereby alleviating the financial strain on schools and allowing more funding to remain available for educational purposes.

5 | Financial Impact

The FF&E Repository initiative along with relocation of six additional modular classrooms will help to address some of CBE's anticipated enrolment growth over the next three years to somewhat reduce the enrolment pressure being felt by schools.

The FF&E Repository initiative's streamlined processes will further enhance the learning environment by ensuring each school's allocated funding can be focussed on educational resources and by reducing the burden on school administration. The alleviation of approximately \$4.0 million per year on school budgets could translate to schools being able to direct intended dollars back towards staffing and supports for students as opposed to purchasing FF&E to manage the extraordinary student growth. Further, it could return approximately 500 hours of school and system administration time back to the system.

Additionally, the \$1.3 million to supplement the modular program approvals will allow Connaught and Prairie Sky School to receive much needed classroom space.

As of February 29, 2024, the capital reserve balance was projected to be \$68.3 million. The draws required for the FF&E Repository and modular classroom relocations are up to \$4 million in 2023-24, up to \$2.7 million in 2024-25, up to \$4.6 million in 2025-26, and up to \$1.9 million in 2026-27 for a total of up to \$13.2 million. With no other changes to capital reserves, this would result in a projected balance of \$55.1 million.

6 | Implementation Consequences

The FF&E Repository initiative is aimed at providing significant benefits to the CBE as it strives to meet the challenges posed by rapid enrolment growth. This initiative offers vital support to schools by providing them with a streamlined means to access essential FF&E resources, ensuring that equity is maintained across all schools, and reducing fiscal and administrative burdens for school administrators. By doing so, the initiative will support the organization in its commitment to creating appropriate learning spaces that foster an environment conducive to collaboration, innovation, and engagement.

The additional modularity for Connaught and Prairie Sky schools will enable more students to remain within their designated community school, alleviate pressures on overflow schools and reduce the transportation costs incurred by the CBE and parents.

The consequences of inaction could be significant and could put classrooms and students at risk due to the lack of proper resources to accommodate new students. Without adequate resources, classrooms struggle to create welcoming environments conducive to learning, ultimately hindering the fulfillment of the CBE's education mission.

7 | Conclusion

It is recommended that the Board of Trustees approves the FF&E Repository initiative to address rapid enrolment growth and approves a Capital Reserve budget expenditure of up to \$11.4 million over the next three years to 2026-27 and up to \$1.3 million to support project expenses related to relocating six modular classrooms.

This recommendation reflects the CBE commitment to furnishing students with sufficient resources to provide a learning environment that prioritizes safety, inclusivity, compassion, and respect, thereby fostering the wellbeing and dignity of every student.



JOANNE PITMAN
CHIEF SUPERINTENDENT OF SCHOOLS

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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

report to Board of Trustees

Revision to the Schedule of Regular Meetings

Date	April 9, 2024
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Patricia Minor Corporate Secretary
Purpose	Decision
Governance Policy Reference	Governance Culture GC-2: Governing Commitments GC-6: Annual Work Plan

1 | Recommendation

- THAT the Board of Trustees approves a revision to the Schedule of Regular Meetings to change the commencement time of the May 21, 2024 public meeting to 1:00 p.m.

2 | Background

On June 14, 2022, at the Board of Trustees' Organizational Meeting, the Board approved the Schedule of Regular Meetings for September 2023 through June 2024. It has been brought to the Board's attention that it would be beneficial to revise the Schedule of Regular Meetings.

Attachment I: Schedule of Regular Meetings





**Calgary Board
of Education**

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

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

PUBLIC AGENDAS 11:00 a.m. to 4:30 p.m.	PRIVATE AGENDAS 11:00 a.m. to 4:30 p.m.
September 26, 2023	
October 17, 2023 October 24, 2023	
November 7, 2023 November 28, 2023	November 23, 2023
December 12, 2023	
January 16, 2024 January 30, 2024	
February 13, 2024	
March 5, 2024 March 19, 2024	
April 9, 2024 April 23, 2024	
May 21, 2024 May 28, 2024	
June 11, 2024 June 25, 2024	

(Organizational Meeting of the Board of Trustees – Tentatively June 11, 2024)

report to
Board of Trustees

Chief Superintendent’s Update

Date April 9, 2024

Meeting Type Regular Meeting, Public Agenda

To Board of Trustees

From Joanne Pitman
Chief Superintendent of Schools

Purpose Information

Governance Policy Reference
OE-2: Learning Environment/Treatment of Students
OE-3: Instructional Program
OE-8: Communicating and Engaging with the Public
OE-9: Facilities

1 | Recommendation

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

2 | Issue

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

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

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

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

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

3 | Background

Learning Excellence | Student Well-Being Symposium

The first Student Well-Being Symposium with the goal of elevating Student Voice to advance a Culture of Well-Being across CBE occurred on Feb. 21, 2024, at the Southern Alberta Jubilee Auditorium. The event was attended by 24 CBE High Schools, Trustees, and community partners. The enthusiastic students were the heart of the event with the CBE Student Well-Being Framework as the foundation. The inspiration rippled out from insightful leaders and passionate student collaborations.

The day began in a good way with a song from Tristen Eagletail, a young knowledge keeper, our Interim Chief Superintendent Strother who spoke about the way leaders create circles of safety and trust and a keynote from Nikkole Heavy Shields who shared the importance of creating an inclusive community through compassion and belonging. Our trusted partner from Alberta Health Services, Health Promotion Facilitator Nannette Gropp, led learning on Comprehensive School Health which is an essential part of CBE’s Student Well-Being Framework. Students shared success stories when implementing well-being through student voice and learned from each other when hearing from our Chief Superintendent Student Advisory Council panel. A delicious lunch was provided by Ernest Manning Culinary Arts students and entertainment was enjoyed from “Ready Set Bro” a rock band of former and current CBE students. Interim Superintendent of School Improvement, Dr. Mike Nelson, shared closing remarks and further challenged the students to think of “who is not represented at your table as they returned to their schools to enact the plans created during the day.”

Prior to the Symposium, teachers attended a pre-learning professional learning to establish both foundational knowledge rooted in the CBE Student Well-Being

Framework and the importance of elevating Student Voice. Unique settings schools attended a specialized pre-learning with their students and were provided additional support at the Symposium to ensure that all students felt a sense of belonging and empowerment.

At the CBE Student Well-Being Symposium, each school team created well-being action plans, collaborated with other schools to refine their visions for well-being through student voice and will celebrate by capturing this work through a photovoice task throughout semester two. The impact of these well-being opportunities was exemplified through the positive feedback, learnings, and interactions among students across CBE High Schools.

Learning Excellence | Jordan's Principle

Jordan's Principle is a child-first principle named in the memory of Jordan River Anderson, a First Nations boy from Norway House Cree Nation in Manitoba. Jordan's Principle ensures that First Nations children can access (unmet needs) products, services and supports they need, when they need them. Currently, Jordan's Principle (unmet) educational need requests can be completed by families, with letters of support from the school. Over the last two months, the Inclusive Education and Indigenous Education teams collaborated to design a system structure and supporting processes for the submission of a Jordan's Principle 'group request' in April/May. The group request process will target eligible Indigenous students who are currently being considered through the Area Learning Team for an educational psychological assessment and/or speech and language pathology support. If successful, support will commence in the 2024/25 school year.

Learning Excellence | Languages I Cultural Activities 2024

March being the «mois de la francophonie» was a good reminder of the importance of infusing culture in language classes. This year alone, our language programs have taken part in a variety of experiences to better live their language through culture.

Explorando Español provided students with the unique opportunity to explore Spanish outside of the context of their school. Next year, we look forward to celebrating the program's 20th year!

In January and February, our Mandarin schools presented a variety of shows that promoted Chinese culture through dance, costume and food.

On March 6 and 7, 2024, William Aberhart High School hosted Samian, a French/Algonquin rapper and speaker to talk to our French students about the importance of dreams and inclusion. He performed a rap in Anishinaabe, accompanied by a student beatboxer, and recited a few of his thought provoking poems as part of our 50th French Immersion celebration.

This important celebration will also be commemorated on March 20th at the Ross Glenn Hall at Mount Royal University with our middle school students living out their French lives with various French guests. Finally, on March 14, April 22 and 23, 2024, our three French Immersion high schools (Western

Canada, William Aberhart and Dr. E.P. Scarlett) welcome grade 3 students from all their feeder schools to put together a time capsule.

Learning Excellence | Collaborative Partnerships | People Excellence | Level Up Calgary Season 3: Parks & Portals

Level Up Calgary Season 3: Parks & Portals launched at Calgary Teachers' Convention on February 15, 2024. To date, over 7,500 students from 133 schools have registered to participate in this system-wide Minecraft design challenge. Students will either be reimagining Haultain Park or designing a Green Line 4 Street station portal and recording a two-minute persuasive argument to share with their school's Minecraft Designate. A CBE Minecraft Advisory Committee will submit finalists to a City of Calgary judging panel with an in-person award ceremony scheduled on June 11, 2024, from 6:30 p.m. – 8:00 p.m. at Central Library.

Learning Excellence | People Excellence | Indigenous Land-Based Learning Professional Learning

On February 9 and March 8, 2024, the Indigenous Education Team, in collaboration with Elder Saa'kokoto, facilitated Indigenous Land-Based Learning at Fish Creek and Nose Hill Parks. After each offering from Elder Saa'kokoto participants gathered in their divisional circles to discuss how they could integrate Indigenous Land Based Learning within their own classroom and/or school context.

Learning Excellence | Strategic Resourcing | New Curriculum Resource Guides and Alberta Education Funding for Schools

In March, schools implementing new curriculum in K-3 Science, grade 4-6 ELAL, grade 4-6 Math, and K-3 FILAL received a portion of the funding from Alberta Education to purchase curriculum resources. The Learning Resources Team continues to collaborate with Curriculum Teams and Procurement to develop and update the learning resource guides. The guides support schools in the selection, purchase, and use of curriculum-aligned resources. They also provide clear purchasing processes for schools and enable consistent and equitable access to learning resources across the CBE.

Collaborative Partnerships | Rundle and Douglas Harkness Schools

On February 14, the Calgary Flames, [Apple Schools](#), the Flames Foundation and senior Calgary Board of Education leadership officially launched a partnership agreement in celebrations at two schools: Rundle School and Douglas Harkness School.

Through this partnership, both schools have been able to hire a .5 FTE CBE teacher School Health Facilitator to co-lead a three-year school well-being project. In addition to this support for staff, financial support for materials for students, funds for related professional development of a school health facilitator, as well as ongoing access to consultation with the APPLE team and teaching resources is provided. Overall, this donation from the Flames

Foundation intends to support and strengthen the culture of well-being at each school through capability-building of students and staff in areas of healthy eating, positive mental well-being, and physical activity.

Collaborative Partnerships | Community of Schools Round Dance

On March 1, 2024, Cedarbrae School, John Ware School, Henry Wise Wood High School, Central Memorial High School, and the Indigenous Education Team partnered with Tsuut'ina Nation Education to host their third annual Family of Schools Round Dance. Staff from all four schools, Calgary Board of Education system leadership, and Tsuut'ina Nation gathered in circle to join hands with students and families to foster belonging, connection, and friendship. An evening of food, music, dance, laughter, a community giveaway, and an Indigenous market provided an opportunity to celebrate Indigenous ways of being, belonging, doing, and knowing as we work to strengthen relationships between schools, families, and community.

Collaborative Partnerships | Spring Elder Advisory Council Gathering

The Spring Elder Advisory Council (EAC) Gathering was held on Wednesday, February 28, 2024, at Niitsitapi Learning Centre. During the meeting, Elders and Knowledge Keepers shared the importance of looking back to review the 14-year journey of the EAC to consider what has been learned and what needs to happen next. They called on system leaders in attendance to look carefully at the current approach with a reminder that each EAC member walks with their own knowledge and truth. The Elders expressed thanks to Interim Chief Superintendent Gary Strother and offered new Chief Superintendent Joanne Pitman their support. The meeting closed with a delicious meal and some laughs with the Indigenous Education Team. The next gathering will take place in May.

Collaborative Partnerships | CBE & Tsuut'ina Education Service Agreement Story @ College of Alberta School Superintendents (CASS) Annual Learning Conference

On March 21, 2024, the Education Director for Indigenous Education participated as a panel member at the CASS Annual Learning Conference in Edmonton. The panel was titled "Establishing and Maintaining Respectful Relationships for Student Success: Education Service Agreements" and provided an opportunity for several school districts to share their stories related to building relationships with First Nations communities while establishing the Education Service Agreement (ESA). ESAs are agreements between provincial school authorities and First Nations to enable First Nations students living on-reserve to attend provincial schools. The CBE is currently in the process of collaborating on the development of an ESA with the Tsuut'ina Nation.

Collaborative Partnerships | Land Acknowledgement Story @ WestCAST 2024

On April 4, 2024, the Indigenous Education Team shared the Calgary Board of Education Land Acknowledgement Story at the WestCAST (Western Canadian

Association for Student Teaching) conference at the University of Calgary. The invite to share was extended to the team based on the “good way” in which staff and students have been engaging in learning, sharing, and committing to action through the land acknowledgement experience.

Collaborative Partnerships | Making Relatives with the Métis Nation of Alberta

Under the Otipemisiwak Métis Government Constitution, the Métis Nation within Alberta is subdivided into Districts to allow for more effective and localized representation. On March 22, 2024, members of the Indigenous Education Team met with the new Calgary Elbow District Captain, and the Calgary Nose Hill Métis District 5 and Calgary Elbow Métis District 6 Citizen Representatives. The meeting intent was to build relatives and discuss how we can work together to support the nearly 2000 Métis students in the CBE.

Strategic Resourcing | LEED Certification - Mahogany School and Lakeshore School

The CBE was thrilled to be notified by the Canada Green Building Council on August 31, 2023 that Mahogany School was awarded LEED Gold Certification and Lakeshore School was awarded LEED Silver Certification.

Mahogany School has a 600 student capacity with a grade K-5 configuration, and Lakeshore School has a 900 student capacity with a grade 6-9 configuration. The schools opened in June 2022 and October 2022, respectively, and are located in the communities of Mahogany and Auburn Bay. The construction of the schools was managed by Alberta Infrastructure Capital Projects Division and involved close collaboration with the CBE. Including this latest group, CBE now has 21 LEED Silver Certified schools and 19 LEED Gold Certified schools, for a total of 40 LEED certified schools.

Leadership in Energy and Environmental Design (LEED) is an evaluation tool and a rating system that is recognized as the international mark of excellence for green buildings in over 160 countries. The LEED Rating System is based on a performance credit system that aims to allocate points from seven categories, "based on the potential [environmental impacts](#) and human benefits of each credit." LEED certification is granted by the [Green Building Certification Institute](#) (GBCI), which handles third-party verification of a project's compliance with the design and construction requirements.

Green buildings create a healthier indoor environment for the students, staff, and visitors. They are designed and built with natural daylight, better ventilation and furnished with materials that enhance indoor air quality. They are engineered to conserve energy, decrease water consumption, minimize indoor noise pollution and create better thermal comfort through increased insulation and improved temperature control. Staff and students who live, learn and work in these buildings have been found to be more productive, higher performing and healthier.



JOANNE PITMAN
CHIEF SUPERINTENDENT OF SCHOOLS

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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