

public agenda

Regular Meeting of the Board of Trustees

January 14, 2020
12:00 p.m.

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

R-1: Mission |

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

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

Time	Topic	Who	Policy Ref	Attachment
12:00 p.m.	1 Call to Order, National Anthem and Welcome			
	2 Consideration/Approval of Agenda		GC-2	
	3 Awards and Recognitions			
	4 Results Focus			
	4.1 School Presentation – R.T. Alderman School and Maple Ridge School	J. Pitman	R-2	
	4.2 Results 2: Academic Success Annual Monitoring – Part 1 (Indicators 1-3)	J. Pitman	R-2;OE-3	Page 4-1
	5 Operational Expectations			
	5.1 OE-3: Instructional Program – Annual Monitoring	Board	OE-3	Page 5-1 (Jan. 7/20)
	6 Board Development Session			
	6.1 Assessment and Reporting in the CBE	J. Pitman	OE-2, 7	Page 6-1
	7 Public Comment		GC-3.2	
	Requirements as outlined in Board Meeting Procedures			
	8 Matters Reserved for Board Decision	Board	GC-3	
	9 Consent Agenda	Board	GC-2.6	



- 9.1 Items Provided for Board Approval
 - 9.1.1 Proposed Amendments to the Board Meeting Procedures:
(THAT the Board approves the amendments to the Board Meeting Procedures as submitted.)
- 9.2 Items Provided for Board Information
 - 9.2.1 Chief Superintendent’s Update

	GC-1,2,3, 5E	Page 9-5
	OE-3,4,5	Page 9-1
Trustees	GC-2.3	

10 | In-Camera Session

3:00 p.m. 11 | Adjournment

Debrief

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

Archives will be available for a period of two years.
Information is collected under the authority of the School Act and the
Freedom of Information and Protection of Privacy Act section 33(c)
for the purpose of informing the public.

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

results monitoring report

Monitoring report for the
school year 2018-19

Report date:
Jan. 14, 2020

Results 2: Academic Success

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Results 2: Academic Success, 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).

Exception(s): results for Students Self-Identified as Indigenous

- ☐ not making reasonable progress.



Signed: _____

Date: January 8, 2020

Christopher Usih, Chief Superintendent

BOARD OF TRUSTEES ACTION

With respect to Results 2: Academic Success, the Board of Trustees finds the organization:

- ☐ to be making reasonable progress.
- ☐ to be making reasonable progress with exception (as noted in motion).
- ☐ to be making reasonable progress.

Summary statement/motion of the Board of Trustees:

Signed: _____

Date: _____

Chair, Board of Trustee



Executive Summary |

Analysis |

The data has indicated that for the All Students cohort overall the results are good, though there are some areas of need. English Language Learners achievement is close to that of All Students. There is a significant gap between Students who Self-Identify as Indigenous and All Students. Students with Identified Special Needs have a mix of areas of strength and areas needing improvement.

One year of data can only surface possible areas of concern. It is not until there are more years of data that trends can be implied. This first year of data has surfaced some areas to watch. A second year of data will help to confirm or narrow the scope.

Targets |

Targets will be considered annually and finalized based on the identified areas of concern. What follows is a summary of the targets for 2018-19 and whether they were met or not.

1. Percentage of students completing high school within three, four or five years of starting grade 10; as measured by the Provincial Accountability Pillar.

Target	Met	Not Met
3-year rate: The Achievement Measure is <i>High</i> for the All Students cohort	✓	
3-year rate: The Improvement Measure is <i>Improved</i> for the Students who Self-Identify as Indigenous cohort	✓	
5-year rate: Is at or above the provincial result for the All Students cohort		✓

2. Students results within English Language Arts and Mathematics; as measured by student report cards disaggregated by division and level of achievement.

Target
English Language Arts: The mean for divisions 1 to 4 will provide a baseline against which statistical improvement will be determined.
Mathematics: The mean for divisions 1 to 4 will provide a baseline against which statistical improvement will be determined.



3. The Measure Evaluations of and the percentage of students who achieve the Acceptable Standard and the Standard of Excellence on the English Language Arts and Mathematics Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.

Note | for the Provincial Achievement Tests, the targets will be based on Writer data.

- For the Writer cohort

Target	Met	Not Met
English Language Arts 6: The Acceptable Standard Improvement Measure is <i>Improved</i> .	✓	
English Language Arts 6: Percentage of students achieving the Acceptable Standard is at or above the provincial results.	✓	
English Language Arts 9: The Acceptable Standard Improvement Measure is <i>Maintained</i> and there is evidence of chi-square value increase within the range.		✓
English Language Arts 9: Percentage of students achieving the Acceptable Standard is at or above the provincial results.	✓	
English Language Arts 30-1: The Acceptable Standard Overall Measure is <i>Good</i> .	✓	
English Language Arts 30-2: The Acceptable Standard Improvement Measure is <i>Maintained</i> and there is evidence of chi-square value increase within the range.		✓
Mathematics 6: The Acceptable Standard Improvement Measure is <i>Maintained</i> and there is evidence of chi-square value increase within the range.	✓	
Mathematics 9: The Acceptable Standard Improvement Measure is <i>Maintained</i> and there is evidence of chi-square value increase within the range.		✓
Mathematics 30-1: Percentage of students achieving each of the standards is at or above the provincial results.	✓	
Mathematics 30-2: Percentage of students achieving each of the standards is at or above the provincial results.	✓	

- For the Students who Self-Identify as Indigenous cohort, the Acceptable Standard Improvement Measure for:

Target	Met	Not Met
English Language Arts 6 is <i>Maintained</i> and there is evidence of chi-square value increase within the range.	✓	
English Language Arts 9 is <i>Maintained</i> and there is evidence of chi-square value increase within the range.	✓	
English Language Arts 30-1 is <i>Maintained</i> and there is evidence of chi-square value increase within the range.	✓	
English Language Arts 30-2 is <i>Maintained</i> and there is evidence of chi-square value increase within the range.		✓
Mathematics 6 is <i>Maintained</i> and there is evidence of chi-square value increase within the range.	✓	

Mathematics 9 is <i>Maintained</i> and there is evidence of chi-square value increase within the range.		✓
Mathematics 30-1 is <i>Maintained</i> and there is evidence of chi-square value increase within the range.	✓	
Mathematics 30-2 is <i>Maintained</i> and there is evidence of chi-square value increase within the range.	✓	

4. Students results within each of Career & Technology Foundations/Studies, Fine and Performing Arts, French Language Arts, Languages, Physical Education, Science and Social Studies; as measured by student report cards disaggregated by division and level of achievement.

Target
Career & Technology Foundations/Studies: The mean for divisions 1 to 4 will provide a baseline against which statistical improvement will be determined.
Fine and Performing Arts: The mean for divisions 1 to 4 will provide a baseline against which statistical improvement will be determined.
French Language Arts: The mean for divisions 1 to 4 will provide a baseline against which statistical improvement will be determined.
Languages: The mean for divisions 1 to 4 will provide a baseline against which statistical improvement will be determined.
Physical Education: The mean for divisions 1 to 4 will provide a baseline against which statistical improvement will be determined.
Science: The mean for divisions 1 to 4 will provide a baseline against which statistical improvement will be determined.
Social Studies: The mean for divisions 1 to 4 will provide a baseline against which statistical improvement will be determined.

5. The Measure Evaluations of the French Language Arts, Sciences and Social Studies Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.

Note | for the Provincial Achievement Tests, the targets will be based on Writer data.

- For the Writer cohort

Target	Met	Not Met
French Language Arts 6: The Acceptable Standard Improvement Measure is <i>Improved</i> .		✓
French Language Arts 9: The Acceptable Standard Improvement Measure is <i>Maintained</i> and there is evidence of chi-square value increase within the range.		✓
French Language Arts 30-1: The Acceptable Standard Achievement Measure is <i>Intermediate</i> .	✓	
Science 6: The Acceptable Standard Improvement Measure is <i>Improved</i> .		✓
Science 9: The Acceptable Standard Improvement Measure is <i>Improved</i> .	✓	



Biology 30: The Acceptable Standard Improvement Measure is <i>Maintained</i> and there is evidence of chi-square value increase within the range.	✓	
Chemistry 30: The Acceptable Standard Improvement Measure is <i>Improved</i> .	✓	
Physics 30: The Acceptable Standard Improvement Measure is <i>Maintained</i> and there is evidence of chi-square value increase within the range.	✓	
Science 30: The Acceptable Standard Achievement Measure is <i>Intermediate</i> .	✓	
Social Studies 6: The Standard of Excellence Improvement Measure is <i>Improved</i> .	✓	
Social Studies 9: The Acceptable Standard Improvement Measure is <i>Improved</i> .	✓	
Social Studies 30-1: The Acceptable Standard Overall Measure is <i>Good</i> .	✓	
Social Studies 30-2: The Acceptable Standard Improvement Measure is <i>Maintained</i> and there is evidence of chi-square value increase within the range.		✓

- For the Students who Self-Identify as Indigenous cohort, the Acceptable Standard Improvement Measure for:

Target	Met	Not Met
Science 6 is <i>Maintained</i> and there is evidence of chi-square value increase within the range.		✓
Science 9 is <i>Improved</i> .		✓
Social Studies 6 is <i>Maintained</i> and there is evidence of chi-square value increase within the range.	✓	
Social Studies 9 is <i>Maintained</i> and there is evidence of chi-square value increase within the range.	✓	
Social Studies 30-1 is <i>Maintained</i> and there is evidence of chi-square value increase within the range.	✓	
Social Studies 30-2 is <i>Maintained</i> and there is evidence of chi-square value increase within the range.		✓

Glossary of Terms |

- All Students: the entire set of students included in the data set for a specific indicator.
- AS: Acceptable Standard - With respect to the Diploma Examination standards, the Acceptable Standard is a mark of 50% or higher. For Provincial Achievement Tests (PATs) the exact scores for the standard varies from year to year and from test to test, but is close to 50%.
- Board: Board of Trustees
- Dip: Diploma Examination – Students in grade 12 in Alberta who are registered in any of Biology 30, Chemistry 30, English Language Arts 30-1 or 30-2, French Language Arts 30-1, Mathematics 30-1 or 30-2, Physics 30, Science 30, or Social Studies 30-1 or 30-2, write a Diploma Examination that is worth 30% of their final mark in the course.
- Division: group of grades (e.g., Division 1 is comprised of grades 1, 2 and 3).
- English Language Learner: This group includes only those students who have been assessed as needing English language learning support and assigned the corresponding Alberta Education code.
- Mean: the sum of the values in a set of numbers divided by the number of values in the set.
- Measure Evaluations
 - Achievement Measure Evaluation - this is a Provincial Accountability Pillar evaluation, which consists of comparison of Current Year data to a set of standards that remain consistent over time. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation. The categories for achievement are *Very High*, *High*, *Intermediate*, *Low* and *Very Low*.
 - Improvement Measure Evaluation - this is a Provincial Accountability Pillar evaluation which consists of comparing the Current Year result with the Previous 3-year Average. A chi-square statistical test is used to determine the significance of the improvement. The categories for improvement and the chi-square range for each category are as follows:
 - *Improved Significantly*, chi-square result ≥ 3.84 (current result > previous 3-year average)
 - *Improved*, $1.00 \leq$ chi-square result < 3.84 (current result > previous 3-year average)
 - *Maintained*, chi-square result < 1.00
 - *Declined*, $1.00 \leq$ chi-square result < 3.84 (current result < previous 3-year average)
 - *Declined Significantly*, chi-square result ≥ 3.84 (current result < previous 3-year average)
 - Overall Measure Evaluation - this is a Provincial Accountability Pillar evaluation that combines the Achievement Evaluation and the Improvement Evaluation. The categories for overall evaluation are *Excellent*, *Good*, *Acceptable*, *Issue* and *Concern*.



- PAT: Provincial Achievement Test - Students in grade 6 or 9 in Alberta write a provincial test in English/French Language Arts, Mathematics, Science and Social Studies.
- Prov: Province
- Provincial Accountability Pillar: The Alberta government has a system for school authorities to consistently measure success and progress, called the Accountability Pillar. The Provincial Accountability Pillar uses 16 measures that show communities how schools and school authorities are performing each year.
- 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.
- SE: Standard of Excellence - With respect to the Diploma Examination standards, the Standard of Excellence is a mark of 80% or higher. For PATs, the exact scores for the standard varies from year to year and from test to test, but is close to 80%. Students meeting the Standard of Excellence are also captured in the Acceptable Standard.
- Self-Identify as Indigenous: Legal guardians have the choice of identifying their child as Indigenous on the Student Registration Form (new students) or yearly Demographic Information Form (current students). Not every Indigenous student is identified as such by their legal guardian. In the following report, only students who have been identified are included in the data for "Students who Self-Identify as Indigenous".
- Students with Identified Special Education Needs: This group includes only those students who have been assessed and identified with a special education need then assigned the corresponding Alberta Education special education code, with the exception of those identified as gifted and talented. There is one exception to the latter and that is, when a student is double coded where one of the codes is gifted and talented. In this case the student is included in this group.



Each student will be literate and numerate, able to integrate and apply the knowledge, skills, attitudes and competencies acquired across all academic disciplines.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that all students in the Calgary Board of Education (CBE) will experience success with the subject matter of their learning program and will be able to use language, images, symbols and text in a variety of contexts.

The Chief Superintendent interprets *each student* to mean every individual learner registered in Calgary Board of Education schools, inclusive of the full spectrum of student strengths, needs, values, interests, backgrounds and circumstances.

As a specific term, the Chief Superintendent interprets *literate* to mean the ability to acquire, create, connect and communicate meaning through language, images and written text.

As a broad term, the Chief Superintendent interprets *literate* to mean the ability to use the vocabulary of a particular field of knowledge, to read and understand the texts of that field and to communicate within its ways of thinking.

The Chief Superintendent interprets *numerate* to mean the ability to acquire, create, connect and communicate meaning through mathematical terms, symbols and ways of thinking.

The Chief Superintendent interprets *integrate and apply* to mean that students can use their understandings within and across their studies to solve problems and achieve their goals.

The Chief Superintendent interprets *knowledge, skills and attitudes* to mean the learning outcomes within Alberta Education's authorized programs of study.

The Chief Superintendent interprets *competencies* to mean the attitudes, skills and knowledge that cross specific subject areas and are key to students' personal fulfilment, active citizenship and employability.

The Chief Superintendent interprets *academic disciplines* to mean the fields of knowledge authorized as subjects of study by Alberta Education and included in section 2.1 below.

The Chief Superintendent interprets *Fine and Performing Arts* to include Art, Dance, Drama and Music.

The Chief Superintendent interprets *Languages* to mean those programs of study taught in the Calgary Board of Education as both second language/language and culture courses and as immersion/bilingual alternative programs: French, Chinese (Mandarin), German and Spanish.



Students will:

2.1 Achieve at individually and appropriately challenging levels of complexity, demonstrating the higher order thinking skills of knowledge, comprehension, application, analysis, synthesis, evaluation and creativity, based on the following disciplines:

- Career & Technology Foundations/Studies
- English Language Arts
- Fine and Performing Arts
- French Language Arts
- Languages
- Mathematics
- Physical Education
- Science
- Social Studies

Interpretation |

The Chief Superintendent interprets *achieve at individually and appropriately challenging levels of complexity* to mean that student learning is directed toward high standards and to the greatest level of achievement possible for each student.

The Chief Superintendent interprets *knowledge, comprehension, application, analysis, synthesis, evaluation and creativity* to mean the multiple forms of thought required for students to achieve their learning objectives.

The Chief Superintendent interprets *higher order thinking skills* to emphasize the most complex forms of thought within each subject area.

Indicators |

1. Percentage of students completing high school within three, four or five years of starting grade 10; as measured by the Provincial Accountability Pillar.
 - 1.1 All Students
 - 1.2 English Language Learners
 - 1.3 Students who Self-Identify as Indigenous
 - 1.4 Students with Identified Special Education Needs
2. Student results within English Language Arts and Mathematics; as measured by student report cards disaggregated by division and level of achievement.
 - 2.1 All Students
 - 2.2 English Language Learners
 - 2.3 Students who Self-Identify as Indigenous
 - 2.4 Students with Identified Special Education Needs



3. The Measure Evaluations of and the percentage of students who achieve the Acceptable Standard and the Standard of Excellence on the English Language Arts and Mathematics Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.
 - 3.1 All Students
 - 3.2 English Language Learners
 - 3.3 Students who Self-Identify as Indigenous
 - 3.4 Students with Identified Special Education Needs
4. Student results within each of Career & Technology Foundations/Studies, Fine and Performing Arts, French Language Arts, Languages, Physical Education, Science and Social Studies; as measured by student report cards disaggregated by division and level of achievement.
 - 4.1 All Students
 - 4.2 English Language Learners
 - 4.3 Students who Self-Identify as Indigenous
 - 4.4 Students with Identified Special Education Needs
5. The Measure Evaluations of the French Language Arts, Sciences and Social Studies Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.
 - 5.1 All Students
 - 5.2 English Language Learners
 - 5.3 Students who Self-Identify as Indigenous
 - 5.4 Students with Identified Special Education Needs



Monitoring Information |

Evidence of Progress |

Board-approved indicators and targets as well as 2018-19 results, analysis and capacity building |

1. Percentage of students completing high school within three, four or five years of starting grade 10; as measured by the Provincial Accountability Pillar.

This indicator is based on an Alberta Education determined Grade 10 Cohort who complete high school within three, four or five years. High school completion rates include students who receive a credential (e.g., a High School Diploma, Certificate of Achievement) and students who do not receive a credential but who transition to a post-secondary institution, an apprenticeship program or who have achieved “academic standing”¹.

Note | the 4-year rate includes the numbers from the 3-year rate and the 5-year rate includes the numbers from both the 3-year and 4-year rates.

Legend |

Achievement	Improvement	Overall
Very High	Improved Significantly	Excellent
High	Improved	Good
Intermediate	Maintained	Acceptable
Low	Declined	Issue
Very Low	Declined Significantly	Concern

¹ Refer to Attachment I for the criteria of the categories for High School Completion.



1.1 All Students

Rate	Compare	2018-19
3-year	CBE	77.4
	Prov	79.1
4-year	CBE	81.0
	Prov	82.7
5-year	CBE	84.5
	Prov	84.8

3-year	Measure Evaluation	2018-19
CBE	Achievement	
	Improvement	
	Overall	
Prov	Achievement	
	Improvement	
	Overall	



1.2 English Language Learners

Rate	Compare	2018-19
3-year	CBE	67.4
	Prov	75.3
4-year	CBE	73.2
	Prov	82.5
5-year	CBE	79.8
	Prov	85.5

3-year	Measure Evaluation	2018-19
CBE	Achievement	
	Improvement	
	Overall	
Prov	Achievement	
	Improvement	
	Overall	



1.3 Students who Self-Identify as Indigenous

Rate	Compare	2018-19
3-year	CBE	40.0
	Prov	56.6
4-year	CBE	45.2
	Prov	60.8
5-year	CBE	51.2
	Prov	64.4

3-year	Measure Evaluation	2018-19
CBE	Achievement	Red
	Improvement	Green
	Overall	Orange
Prov	Achievement	Red
	Improvement	Blue
	Overall	Yellow



1.4 Students with Identified Special Education Needs

Rate	Compare	2018-19
3-year	CBE	60.2
	Prov	61.6
4-year	CBE	64.7
	Prov	67.0
5-year	CBE	67.7
	Prov	70.4

3-year	Measure Evaluation	2018-19
CBE	Achievement	
	Improvement	
	Overall	
Prov	Achievement	
	Improvement	
	Overall	

Targets for 2018-19

Percentage of students completing high school within three, four or five years of starting grade 10; as measured by the Provincial Accountability Pillar.

- 3-year rate: The Achievement Measure is *High* for the All Students cohort
- 3-year rate: The Improvement Measure is *Improved* for the Students who Self-Identify as Indigenous cohort
- 5-year rate: Is at or above the provincial result for the All Students cohort.

Analysis

For All Students, the percentages of 4-year and 5-year high school completion rates in 2018-19 were between 80% and 85% for both the CBE and the Province. The 5-year result was the highest for both, at just below 85%. The gap between the provincial results and the CBE narrowed with CBE being 0.3 percentage points below the province at the 5-year rate. There is a 7.1 percentage point difference between the 5-year rate and 3-year rate for the CBE whereas for the province it is 5.7 percentage points. The CBE and the Province reported results in the same range across all 3-year completion Measure Evaluations with both seeing an *Improved Significantly* for the Improvement Measure when comparing the current year results to the previous three-year average. The CBE cohort of All Students represents about 8500 students.

For English Language Learners, the CBE reported percentages of 4-year and 5-year high school completion in 2018-19 were in the 70s while Province rates were in the 80s, with the gap between the two narrowest at the 5-year rate. When comparing the 3-year and 5-year rates, the CBE had a 12.4 percentage point difference while the province had a 10.2 percentage point difference. The gap between CBE English Language Learner results and CBE All Student results ranges from 10.0 percentage points (3-year rate) to 4.7 percentage points (5-year). What this means is that a higher percentage of All Students are completing high school as compared to English Language Learners. Both the CBE and the Province achieved a *Maintained* Improvement Measure. The CBE cohort of English Language Learners represents about 570 students.

For Students who Self-Identify as Indigenous, the CBE 4-year and 5-year high school completion rates were in the 40 per cent and 50 per cent ranges respectively, while the Province results were in the 60 per cent range for both rates. While the province differential between the 3-year and 5-year rates was 7.8 percentage points, the CBE's differential was 11.2 percentage points. As compared to CBE All Students results, the gap for Students who Self-Identify as Indigenous ranges from 37.4 percentage points to 33.3 percentage points. Both the CBE and the Province had an Achievement Measure of *Very Low*, though the CBE did improve as compared to the previous three-year average. The CBE cohort of Students who Self-Identify as Indigenous represents about 300 students.

For Students with Identified Special Education Needs, The CBE reported 4-year and 5-year high school completion rates in 2018-19 in the 60 per cent range while the Province results were in the 60% for the 4-year completion rate and 70% for the 5-year completion rate. The CBE differential between the 3-year and 5-year rates was 7.5 percentage points while the province's differential was 8.8 percentage points. The gap between the CBE results for Students with Identified Special Education Needs and All Students ranged from 17.2 (3-year) to 16.3 percentage points (4-year). Both the CBE and the Province achieved the same levels across all 3-year completion Measure Evaluations with both having an Improvement Measure of *Improved Significantly*. The CBE cohort of Students with Identified Special Education Needs represents about 1600 students.

Overall, the gap between the CBE and provincial results narrows at the 5-year rate. As compared to the previous three-year average the CBE results for the 3-year rate is *Maintained* (one cohort), *Improved* (one cohort) or *Improved Significantly* (two cohorts).

- Building Capacity

The following is the list of next steps based on the analysis:

- All Students
 - enhance tracking of students' course completion, ensuring this is done by all high schools for all students;
 - enlist and capture student voice specific to the requisite conditions and support specifically targeting high completion;
 - continue with the high school call-back strategy and seek opportunities for improvement/refinement of the call-back strategy;

- English Language Learners
 - gather and analyze baseline Language Proficiency LP data for grades 1-12 to inform instructional strategies within the School Development Plan;
 - enhance transition supports as student move from middle/junior school to senior high school;
 - build shared understanding with staff (administrators, teachers, support staff) on creating supportive learning environments focused on explicit English language instruction that incorporates the key principals of English language development into instructional planning;

- Students who Self-Identify as Indigenous
 - collaborate across CBE strategies to learn, understand, share and respond to the story of Indigenous students in ways that begin with and include Indigenous holistic (heart, body, mind, spirit) ways of knowing, being and doing;
 - create and share transition plans to support Indigenous students currently in grade 9;
 - design a system-wide, holistic approach to track and support Indigenous students in grades 10 through 12;
 - capture Indigenous student voice in grades 9 through 12, specifically targeting requisite conditions and support for effective transition to high school and high school completion;

- Students with Identified Special Education Needs
 - increase the focus on recording the transition plan and identified supports in the student Individual Program Plan (IPP);
 - inclusive education specialists and strategists will further support high school completion and transition plans through the School Learning Team (SLT) and Area Learning Team (ALT) processes; and
 - revise the process for requesting psychological assessments and the format of those assessment.



2. Student results in English Language Arts and Mathematics; as measured by student report cards disaggregated by division and level of achievement.

Legend |

Division 1 – Grades 1 to 3 (Indicators 1-4)
Division 2 – Grades 4 to 6 (Indicators 1-4)
Division 3 – Grades 7 to 9 (Indicators 1-4)
Division 4 – Grades 10 to 12 (Percentage)

2.1 All Students

- A. Student report card results as a mean within English Language Arts: Division

Division	2018-19
1	2.70
2	2.80
3	2.86
4	69.7

- B. Student report card results as a mean within Mathematics: Division

Division	2018-19
1	2.78
2	2.82
3	2.83
4	72.1

2.2 English Language Learners

A. Student report card results as a mean within English Language Arts: Division

Division	2018-19
1	2.61
2	2.68
3	2.66
4	65.2

B. Student report card results as a mean within Mathematics: Division

Division	2018-19
1	2.67
2	2.79
3	2.74
4	70.9

2.3 Students who Self-Identify as Indigenous

A. Student report card results as a mean within English Language Arts: Division

Division	2018-19
1	2.09
2	2.27
3	2.33
4	62.7

B. Student report card results as a mean within Mathematics: Division

Division	2018-19
1	2.16
2	2.16
3	2.14
4	64.0

2.4 Students with Identified Special Education Needs

A. Student report card results as a mean within English Language Arts: Division

Division	2018-19
1	2.24
2	2.41
3	2.48
4	65.2

B. Student report card results as a mean within Mathematics: Division

Division	2018-19
1	2.29
2	2.39
3	2.37
4	66.1

■ Targets for 2018-19

Students results within English Language Arts and Mathematics; as measured by student report cards disaggregated by division and level of achievement.

- English Language Arts: The mean for divisions 1 to 4 will provide a baseline against which statistical improvement will be determined.

No target set.

- Mathematics: The mean for divisions 1 to 4 will provide a baseline against which statistical improvement will be determined.

No target set.

■ Analysis

In Division 1, All Students had the highest performance compared to other subgroups of students for both English Language Arts and Mathematics. At an approximate 0.1 mean difference from All Students, English Language Learners performed well for both English Language Arts and Mathematics. Students with Identified Special Education Needs and Students who Self-Identify as Indigenous had lower means with 0.46 and 0.61 differences respectively from All Students for English Language Arts. Moreover, both subgroups of students had similar gaps from All Students for Mathematics.

In Division 2, result in English Language Arts for All Students was 0.1 higher than the corresponding result in Division 1 while a smaller difference of 0.04 can be seen in Mathematics. English Language Learners achieved lower means than All Students for both subjects with less gap in Mathematics. Students with Identified Special Education Needs and Students who Self-Identify as Indigenous had means in ELA that are around 0.17 higher than the corresponding Division 1 means. For Mathematics, Students who Self-Identify as Indigenous had the same mean of 2.16 as in division 1 while Students with Identified Special Education Needs achieved a 0.1 advance in Division 2 compared to Division 1 result.

In Division 3, the English Language Arts results approximate a decreasing linear pattern 2.86 top mean performance for All Students and a subsequent decrease of around 0.18 for English Language Learners, Students with Identified Special Education Needs and Students who Self-Identify as Indigenous accordingly. For Mathematics, the gap between All Students and the other cohorts ranged from 0.09 (English Language Learners) to 0.69 (Students who Self-Identify as Indigenous). Moreover, with similar results for All Students in both subjects, English Language Learners performed better in Mathematics while other two subgroups of students performed noticeably better in English Language Arts.

In Division 4 English Language Arts, the means were uniformly between 65.2% and 69.7% with the exception of Students who Self-Identify as Indigenous with a mean of 62.7%. For Mathematics, All Students and English Language Learners had means above 70% and Students with Identified Special Education Needs and Students who Self-Identify as Indigenous were below 66.1%. The difference between All Students and Students who Self-Identify as Indigenous results was 7.0 percentage points lower for English Language Arts and 8.1 percentage points lower for Mathematics. Moreover, with uniformly higher performances in Mathematics for four groups of students than English Language Arts, English Language Learners had the largest difference of 5.7 percentage points while Students with Identified Special Education Needs had the smallest difference of 0.9 percentage points.

Student results in Mathematics as compared to English Language Arts were:

- equal to or higher in divisions 1, 2 & 4 for All Students;
- equal to or higher in divisions 1, 2, 3 & 4 for English Language Learners;
- equal to or higher in divisions 1 & 4 for Students who Self-Identify as Indigenous; and
- equal to or higher in divisions 1, 2 & 4 for Students with Identified Special Education Needs.

In considering the three sub cohort against the All Student cohort, the results for English Language Learners were the closest to the All Student results.

- Building Capacity

The following is the list of next steps based on the analysis:

- All Students
 - support the implementation and use of *Assessment and Reporting in the CBE, Making Teaching & Learning Visible - Personalized Learning* and the *K-9 English Language Arts* and *K-9 Mathematics Assessment and Reporting Guides*;
 - English Language Arts
 - responsive school support for teachers with English Language Arts curriculum implementation and resource selection, specifically including professional learning on disciplinary literacy at the middle years level;
 - deploy literacy strategists to:
 - provide support through the PLC processes in schools. This includes providing on-going consultation including co-planning and co-teaching;
 - provide expertise and support in assessment and reporting (specifically in relation to the *K-9 English Language Arts Assessment and Reporting Guide*);
 - targeted work on improving writing in elementary, middle and junior schools given that the grade-by-grade data for the ELA stem, “Writes to develop, organize and express information and ideas” has a noticeably lower percentage of students achieving a 3 or 4 as compared to the other ELA stems;
 - Mathematics
 - continue the work of the Mathematics Strategy on procedural fluency and mental mathematics in elementary, middle and junior schools;
 - deploy math strategists to:
 - provide support through the PLC processes in schools. This includes providing on-going consultation including co-planning and co-teaching;
 - providing expertise and support in assessment and reporting (specifically in relation to the *K-9 Mathematics Assessment and Reporting Guide*);
 - responsive school support for teachers regarding Mathematics curriculum implementation (e.g., curriculum blueprinting, targeted instruction) and resource selection. This includes professional learning about mathematics content, pedagogy and assessment;
 - focused professional learning in conceptual understanding of mathematics, including showing how concrete, symbolic and abstract representations are related (e.g., how an equation is related to its graph);
 - focused professional learning in problem solving to design and implement tasks that have multiple ways for problems to be solved;
- English Language Learners
 - focus on explicit English language instruction, intentional language support and the acquisition of academic language;



- Students who Self-Identify as Indigenous
 - collaborate across CBE strategies to honour Indigenous knowledge systems, languages and histories through responsive learning environments and instructional design & assessment;
 - establish collaborative response team inclusive of Indigenous Education specialists, learning leaders as well as literacy, mathematics and early learning strategists to support and leverage the work of Indigenous Education Learning Leaders (IELLs) in elementary, middle and junior schools, focusing on literacy and mathematics learning and intervention;
 - develop professional learning to support teachers, leaders and support staff to develop and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students;
 - capture Indigenous student voice specific to experiencing success in English Language Arts and Mathematics;
- Students with Identified Special Education Needs
 - provide professional learning on appropriate curricular accommodations;
 - provide professional learning to support effective assessment and reporting practices appropriate to students with identified special education needs;
 - increase availability and use of assistive technologies.



3. The Measure Evaluations of and the percentage of students who achieve the Acceptable Standard and the Standard of Excellence on the English Language Arts and Mathematics Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.

Legend |

Achievement	Improvement	Overall
Very High	Improved Significantly	Excellent
High	Improved	Good
Intermediate	Maintained	Acceptable
Low	Declined	Issue
Very Low	Declined Significantly	Concern

3.1 All Students

- A. The Measure Evaluations of the English Language Arts (ELA) Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.

Acceptable Standard based on All Writers

PAT/Dip	Measure Evaluation	2018-19
ELA 6	Achievement	
	Improvement	
	Overall	
ELA 9	Achievement	
	Improvement	
	Overall	
ELA 9K&E	Achievement	
	Improvement	
	Overall	
ELA 30-1	Achievement	
	Improvement	
	Overall	
ELA 30-2	Achievement	
	Improvement	
	Overall	

Standard of Excellence based on All Writers

PAT/Dip	Measure Evaluation	2018-19
ELA 6	Achievement	Green
	Improvement	Red
	Overall	Orange
ELA 9	Achievement	Green
	Improvement	Yellow
	Overall	Green
ELA 9K&E	Achievement	Yellow
	Improvement	Green
	Overall	Green
ELA 30-1	Achievement	Green
	Improvement	Green
	Overall	Green
ELA 30-2	Achievement	Green
	Improvement	Yellow
	Overall	Green



- B. Percentage of students who achieve the Acceptable Standard (AS) and the Standard of Excellence (SE) on the English Language Arts Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.

Based on All Writers

PAT/Dip	Standard	2018-19
ELA 6	CBE AS	92.7
	Prov AS	91.9
	CBE SE	20.8
	Prov SE	19.6
ELA 9	CBE AS	85.3
	Prov AS	84.9
	CBE SE	17.4
	Prov SE	16.7
ELA 9K&E	CBE AS	72.4
	Prov AS	71.3
	CBE SE	9.2
	Prov SE	6.7
ELA 30-1	CBE AS	86.9
	Prov AS	86.8
	CBE SE	15.4
	Prov SE	12.3
ELA 30-2	CBE AS	86.9
	Prov AS	87.1
	CBE SE	14.7
	Prov SE	12.1

- C. The Measure Evaluations of the Mathematics Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.

Acceptable Standard based on All Writers

PAT/Dip	Measure Evaluation	2018-19
Math 6	Achievement	
	Improvement	
	Overall	
Math 9	Achievement	
	Improvement	
	Overall	
Math 9K&E	Achievement	
	Improvement	
	Overall	
Math 30-1	Achievement	*
	Improvement	*
	Overall	*
Math 30-2	Achievement	*
	Improvement	*
	Overall	*

* As equating was not in place until the 2016/17 school year. The multi year trend is not specified until it has five years of equated examination data.



Standard of Excellence based on All Writers

PAT/Dip	Measure Evaluation	2018-19
Math 6	Achievement	
	Improvement	
	Overall	
Math 9	Achievement	
	Improvement	
	Overall	
Math 9K&E	Achievement	
	Improvement	
	Overall	
Math 30-1	Achievement	*
	Improvement	*
	Overall	*
Math 30-2	Achievement	*
	Improvement	*
	Overall	*

* As equating was not in place until the 2016/17 school year. The multi year trend is not specified until it has five years of equated examination data.

- D. Percentage of students who achieve the Acceptable Standard (AS) and the Standard of Excellence (SE) on the Mathematics Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.

Based on All Writers

PAT/Dip	Standard	2018-19
Math 6	CBE AS	82.9
	Prov AS	79.8
	CBE SE	19.6
	Prov SE	16.6
Math 9	CBE AS	69.8
	Prov AS	67.4
	CBE SE	25.7
	Prov SE	21.4
Math 9K&E	CBE AS	65.5
	Prov AS	68.3
	CBE SE	14.3
	Prov SE	15.1
Math 30-1	CBE AS	83.4
	Prov AS	77.8
	CBE SE	45.5
	Prov SE	35.1
Math 30-2	CBE AS	77.7
	Prov AS	76.5
	CBE SE	19.6
	Prov SE	16.8



3.2 English Language Learners

- E. The Measure Evaluations of the English Language Arts (ELA) Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.

Acceptable Standard based on All Writers

PAT/Dip	Measure Evaluation	2018-19
ELA 6	Achievement	Green
	Improvement	Blue
	Overall	Green
ELA 9	Achievement	Orange
	Improvement	Green
	Overall	Yellow
ELA 9K&E	Achievement	Orange
	Improvement	Yellow
	Overall	Orange
ELA 30-1	Achievement	Red
	Improvement	Orange
	Overall	Red
ELA 30-2	Achievement	Red
	Improvement	Yellow
	Overall	Red



Standard of Excellence based on All Writers

PAT/Dip	Measure Evaluation	2018-19
ELA 6	Achievement	
	Improvement	
	Overall	
ELA 9	Achievement	
	Improvement	
	Overall	
ELA 9K&E	Achievement	
	Improvement	
	Overall	
ELA 30-1	Achievement	
	Improvement	
	Overall	
ELA 30-2	Achievement	
	Improvement	
	Overall	



- F. Percentage of students who achieve the Acceptable Standard (AS) and the Standard of Excellence (SE) on the English Language Arts Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.

Based on All Writers

PAT/Dip	Standard	2018-19
ELA 6	CBE AS	89.5
	Prov AS	89.3
	CBE SE	15.8
	Prov SE	15.1
ELA 9	CBE AS	72.4
	Prov AS	73.8
	CBE SE	7.6
	Prov SE	7.9
ELA 9K&E	CBE AS	45.5
	Prov AS	62.0
	CBE SE	0.0
	Prov SE	2.5
ELA 30-1	CBE AS	65.1
	Prov AS	66.3
	CBE SE	3.3
	Prov SE	3.1
ELA 30-2	CBE AS	72.5
	Prov AS	71.9
	CBE SE	5.1
	Prov SE	4.7



- G. The Measure Evaluations of the Mathematics Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.

Acceptable Standard based on All Writers

PAT/Dip	Measure Evaluation	2018-19
Math 6	Achievement	
	Improvement	
	Overall	
Math 9	Achievement	
	Improvement	
	Overall	
Math 9K&E	Achievement	
	Improvement	
	Overall	
Math 30-1	Achievement	*
	Improvement	*
	Overall	*
Math 30-2	Achievement	*
	Improvement	*
	Overall	*

* As equating was not in place until the 2016/17 school year. The multi year trend is not specified until it has five years of equated examination data.



Standard of Excellence based on All Writers

PAT/Dip	Measure Evaluation	2018-19
Math 6	Achievement	
	Improvement	
	Overall	
Math 9	Achievement	
	Improvement	
	Overall	
Math 9K&E	Achievement	
	Improvement	
	Overall	
Math 30-1	Achievement	*
	Improvement	*
	Overall	*
Math 30-2	Achievement	*
	Improvement	*
	Overall	*

* As equating was not in place until the 2016/17 school year. The multi year trend is not specified until it has five years of equated examination data.



- H. Percentage of students who achieve the Acceptable Standard (AS) and the Standard of Excellence (SE) on the Mathematics Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.

Based on All Writers

PAT/Dip	Standard	2018-19
Math 6	CBE AS	80.7
	Prov AS	79.2
	CBE SE	20.0
	Prov SE	15.9
Math 9	CBE AS	64.0
	Prov AS	61.3
	CBE SE	24.4
	Prov SE	19.2
Math 9K&E	CBE AS	48.0
	Prov AS	60.8
	CBE SE	8.0
	Prov SE	16.5
Math 30-1	CBE AS	79.6
	Prov AS	74.3
	CBE SE	42.1
	Prov SE	31.2
Math 30-2	CBE AS	71.1
	Prov AS	69.0
	CBE SE	13.3
	Prov SE	12.1



3.3 Students who Self-Identify as Indigenous

- I. The Measure Evaluations of the English Language Arts (ELA) Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.

Acceptable Standard based on All Writers

PAT/Dip	Measure Evaluation	2018-19
ELA 6	Achievement	
	Improvement	
	Overall	
ELA 9	Achievement	
	Improvement	
	Overall	
ELA 9K&E	Achievement	
	Improvement	
	Overall	
ELA 30-1	Achievement	
	Improvement	
	Overall	
ELA 30-2	Achievement	
	Improvement	
	Overall	



Standard of Excellence based on All Writers

PAT/Dip	Measure Evaluation	2018-19
ELA 6	Achievement	
	Improvement	
	Overall	
ELA 9	Achievement	
	Improvement	
	Overall	
ELA 9K&E	Achievement	
	Improvement	
	Overall	
ELA 30-1	Achievement	
	Improvement	
	Overall	
ELA 30-2	Achievement	
	Improvement	
	Overall	



- J. Percentage of students who achieve the Acceptable Standard (AS) and the Standard of Excellence (SE) on the English Language Arts Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.

Based on All Writers

PAT/Dip	Standard	2018-19
ELA 6	CBE AS	78.7
	Prov AS	82.0
	CBE SE	7.5
	Prov SE	7.2
ELA 9	CBE AS	66.3
	Prov AS	70.1
	CBE SE	4.0
	Prov SE	5.4
ELA 9K&E	CBE AS	76.9
	Prov AS	74.8
	CBE SE	15.4
	Prov SE	6.7
ELA 30-1	CBE AS	85.0
	Prov AS	84.4
	CBE SE	8.0
	Prov SE	5.4
ELA 30-2	CBE AS	89.4
	Prov AS	88.4
	CBE SE	18.3
	Prov SE	9.7



- K. The Measure Evaluations of the Mathematics Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.

Acceptable Standard based on All Writers

PAT/Dip	Measure Evaluation	2018-19
Math 6	Achievement	
	Improvement	
	Overall	
Math 9	Achievement	
	Improvement	
	Overall	
Math 9K&E	Achievement	
	Improvement	
	Overall	
Math 30-1	Achievement	*
	Improvement	*
	Overall	*
Math 30-2	Achievement	*
	Improvement	*
	Overall	*

* As equating was not in place until the 2016/17 school year. The multi year trend is not specified until it has five years of equated examination data.



Standard of Excellence based on All Writers

PAT/Dip	Measure Evaluation	2018-19
Math 6	Achievement	
	Improvement	
	Overall	
Math 9	Achievement	
	Improvement	
	Overall	
Math 9K&E	Achievement	
	Improvement	
	Overall	
Math 30-1	Achievement	*
	Improvement	*
	Overall	*
Math 30-2	Achievement	*
	Improvement	*
	Overall	*

* As equating was not in place until the 2016/17 school year. The multi year trend is not specified until it has five years of equated examination data.

- L. Percentage of students who achieve the Acceptable Standard (AS) and the Standard of Excellence (SE) on the Mathematics Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.

Based on All Writers

PAT/Dip	Standard	2018-19
Math 6	CBE AS	55.7
	Prov AS	58.2
	CBE SE	3.7
	Prov SE	4.8
Math 9	CBE AS	32.3
	Prov AS	40.2
	CBE SE	4.7
	Prov SE	6.9
Math 9K&E	CBE AS	60.0
	Prov AS	66.4
	CBE SE	8.6
	Prov SE	13.8
Math 30-1	CBE AS	68.1
	Prov AS	61.7
	CBE SE	19.1
	Prov SE	18.2
Math 30-2	CBE AS	92.5
	Prov AS	72.0
	CBE SE	17.5
	Prov SE	12.0



3.4 Students with Identified Special Education Needs

- M. The Measure Evaluations of the English Language Arts (ELA) Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.

Acceptable Standard based on All Writers

PAT/Dip	Measure Evaluation	2018-19
ELA 6	Achievement	
	Improvement	
	Overall	
ELA 9	Achievement	
	Improvement	
	Overall	
ELA 9K&E	Achievement	
	Improvement	
	Overall	
ELA 30-1	Achievement	
	Improvement	
	Overall	
ELA 30-2	Achievement	
	Improvement	
	Overall	



Standard of Excellence based on All Writers

PAT/Dip	Measure Evaluation	2018-19
ELA 6	Achievement	
	Improvement	
	Overall	
ELA 9	Achievement	
	Improvement	
	Overall	
ELA 9K&E	Achievement	
	Improvement	
	Overall	
ELA 30-1	Achievement	
	Improvement	
	Overall	
ELA 30-2	Achievement	
	Improvement	
	Overall	



- N. Percentage of students who achieve the Acceptable Standard (AS) and the Standard of Excellence (SE) on the English Language Arts Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.

Based on All Writers

PAT/Dip	Standard	2018-19
ELA 6	CBE AS	84.3
	Prov AS	79.3
	CBE SE	8.2
	Prov SE	5.4
ELA 9	CBE AS	70.1
	Prov AS	64.3
	CBE SE	6.6
	Prov SE	4.7
ELA 9K&E	CBE AS	70.0
	Prov AS	69.3
	CBE SE	8.8
	Prov SE	6.2
ELA 30-1	CBE AS	83.4
	Prov AS	80.3
	CBE SE	9.7
	Prov SE	7.2
ELA 30-2	CBE AS	87.8
	Prov AS	83.3
	CBE SE	14.4
	Prov SE	8.9



- O. The Measure Evaluations of the Mathematics Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.

Acceptable Standard based on All Writers

PAT/Dip	Measure Evaluation	2018-19
Math 6	Achievement	
	Improvement	
	Overall	
Math 9	Achievement	
	Improvement	
	Overall	
Math 9K&E	Achievement	
	Improvement	
	Overall	
Math 30-1	Achievement	*
	Improvement	*
	Overall	*
Math 30-2	Achievement	*
	Improvement	*
	Overall	*

* As equating was not in place until the 2016/17 school year. The multi year trend is not specified until it has five years of equated examination data.

Standard of Excellence based on All Writers

PAT/Dip	Measure Evaluation	2018-19
Math 6	Achievement	
	Improvement	
	Overall	
Math 9	Achievement	
	Improvement	
	Overall	
Math 9K&E	Achievement	
	Improvement	
	Overall	
Math 30-1	Achievement	*
	Improvement	*
	Overall	*
Math 30-2	Achievement	*
	Improvement	*
	Overall	*

* As equating was not in place until the 2016/17 school year. The multi year trend is not specified until it has five years of equated examination data.

- P. Percentage of students who achieve the Acceptable Standard (AS) and the Standard of Excellence (SE) on the Mathematics Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.

Based on All Writers

PAT/Dip	Standard	2018-19
Math 6	CBE AS	67.5
	Prov AS	59.8
	CBE SE	10.0
	Prov SE	6.9
Math 9	CBE AS	46.1
	Prov AS	41.3
	CBE SE	9.6
	Prov SE	6.9
Math 9K&E	CBE AS	61.8
	Prov AS	61.9
	CBE SE	14.0
	Prov SE	11.3
Math 30-1	CBE AS	75.7
	Prov AS	72.9
	CBE SE	30.8
	Prov SE	27.0
Math 30-2	CBE AS	75.7
	Prov AS	70.5
	CBE SE	17.5
	Prov SE	12.7

■ Target for 2018-19

The Measure Evaluations of and the percentage of students who achieve the Acceptable Standard and the Standard of Excellence on the English Language Arts and Mathematics Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.

Note | for the Provincial Achievement Tests, the targets will be based on Writer data.

- For the Writer cohort
 - English Language Arts 6: The Acceptable Standard Improvement Measure is *Improved*.
 - English Language Arts 6: Percentage of students achieving the Acceptable Standard is at or above the provincial results.
 - English Language Arts 9: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
 - English Language Arts 9: Percentage of students achieving the Acceptable Standard is at or above the provincial results.
 - English Language Arts 30-1: The Acceptable Standard Overall Measure is *Good*.
 - English Language Arts 30-2: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
 - Mathematics 6: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
 - Mathematics 9: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
 - Mathematics 30-1: Percentage of students achieving each of the standards is at or above the provincial results.
 - Mathematics 30-2: Percentage of students achieving each of the standards is at or above the provincial results.

- For the Students who Self-Identify as Indigenous cohort, the Acceptable Standard Improvement Measure for:
 - English Language Arts 6 is *Maintained* and there is evidence of chi-square value increase within the range.
 - English Language Arts 9 is *Maintained* and there is evidence of chi-square value increase within the range.
 - English Language Arts 30-1 is *Maintained* and there is evidence of chi-square value increase within the range.
 - English Language Arts 30-2 is *Maintained* and there is evidence of chi-square value increase within the range.
 - Mathematics 6 is *Maintained* and there is evidence of chi-square value increase within the range.
 - Mathematics 9 is *Maintained* and there is evidence of chi-square value increase within the range.
 - Mathematics 30-1 is *Maintained* and there is evidence of chi-square value increase within the range.
 - Mathematics 30-2 is *Maintained* and there is evidence of chi-square value increase within the range.



- Analysis

The Acceptable Standard Achievement Measures results (excluding K&E courses due to small sample sizes):

- All Students were the tied highest or the highest among all the subgroups except for English Language Arts 30-2 where Students who Self-Identify as Indigenous achieved the highest *Intermediate* achievement level that was one level higher than All Students and Students with Identified Special Education Needs and two levels higher than English Language Learners;
- English Language Learners achieved the same *High* achievement level as All Students in Mathematics 6 which was two levels higher than Students with Identified Special Education Needs and three levels higher than Students who Self-Identify as Indigenous;
- English Language Learners achieved the same *Intermediate* achievement level as All Students in Mathematics 9 that was uniformly two levels higher than Students with Identified Special Education Needs and Students who Self-Identify as Indigenous;
- Students who Self-Identify as Indigenous and Students with Identified Special Education Needs achieved the same *Low* achievement level in English Language Arts 30-1 that was one level higher than English Language Learners but one level lower than All Students;
- Students who Self-Identify as Indigenous and Students with Identified Special Education Needs achieved the same *Intermediate* achievement level in English Language Arts 6 that was one level lower than English Language Learners and two levels lower than All Students; and
- Students who Self-Identify as Indigenous and Students with Identified Special Education Needs as well as English Language Learners achieved the same *Low* achievement level in English Language Arts 9 while All Students achieved a *High* achievement level in the same course.

The Acceptable Standard Improvement Measures results (excluding K&E courses due to small sample sizes):

- English Language Learners were the tied highest or the highest among all the cohorts of students except for English Language Arts 30-1 where All Students and Students who Self-Identify as Indigenous achieved the highest *Maintained* improvement level which was one level higher than English Language Learners and two levels higher than Students with Identified Special Education Needs;
- All Students and English Language Learners as well as Students with Identified Special Education Needs achieved the same highest *Improved Significantly* level in Mathematics 6 while Students who Self-Identify as Indigenous achieved one level lower in the same course;
- Students who Self-Identify as Indigenous achieved the same highest *Maintained* evaluation level as English Language Learners in Mathematics 9 that was uniformly one level higher than All Students and Students with Identified Special Education;
- except for All Students, the other cohorts of students achieved a *Maintained* improvement level in English Language Arts 30-2 that was one level higher than All Students;
- English Language Learners and Students who Self-Identify as Indigenous achieved an *Improved* improvement level in English Language Arts 9 that was one level higher than All Students and Students with Identified Special Education Needs; and

- Students who Self-Identify as Indigenous and Students with Identified Special Education Needs achieved the same *Maintained* improvement level in English Language Arts 6 that was one level lower than All Students and two levels lower than English Language Learners.

The Standard of Excellence Achievement Measures results (excluding K&E courses due to small sample sizes):

- All Students were the tied highest or the highest among all the subgroups across subjects;
- English Language Learners achieved the same *Very High* achievement level as All Students in Mathematics 9 and the same *High* achievement level in Mathematics 6 while Students with Identified Special Education Needs achieved *Low* level for both subjects and Students who Self-Identify as Indigenous achieved *Very Low* level for both subjects;
- Students who Self-Identify as Indigenous achieved the same *High* achievement level as All Students in English Language Arts 30-2 while Students with Identified Special Education Needs performed one level lower and English Language Learners were the lowest among four cohorts of students;
- English Language Learners achieved an *Intermediate* level that was one level lower than All Students in English Language Arts 6 but one level higher than Students with Identified Special Education Needs as well as Students who Self-Identify as Indigenous;
- both Students who Self-Identify as Indigenous and Students with Identified Special Education Needs performed an *Intermediate* achievement level in English Language Arts 30-1 that was in the middle level of All Students and English Language Learners; and
- All Students achieved a *High* achievement level in English Language Arts 9 while the rest of the cohorts were lower than *Intermediate* level.

The Standard of Excellence Improvement Measures results (excluding K&E courses due to small sample sizes):

- English Language Learners were the tied highest or the highest among all the cohorts of students except for English Language Arts 30-1 where All Students achieved the highest *Improved* improvement level which was one level higher than English Language Learners and Students who Self-Identify as Indigenous;
- all four cohorts of students achieved the same *Maintained* improvement level in English Language Arts 30-2;
- except for Students who Self-Identify as Indigenous, the other three cohorts of students achieved the same *Improved Significantly* level in Mathematics 6;
- both All Students and English Language Learners achieved the same highest *Improved Significantly* in Mathematics 9 while Students with Identified Special Education Needs achieved an *Improved* evaluation level and Students who Self-Identify as Indigenous were the lowest;
- English Language Learners achieved an *Improved Significantly* level in English Language Arts 6 while Students who Self-Identify as Indigenous were at a *Maintained* improvement level and the other two cohorts of students were both *Declined Significantly* in their improvement levels; and
- both All Students and Students who Self-Identify as Indigenous achieved a *Maintained* improvement level in English Language Arts 9 while English Language Learners were at an *Improved Significantly* level in the same course.

As compared to the Standard of Excellence Measure results for each cohort, the Acceptable Standard Measure results were higher for:

- All Students at both measure level in English Language Arts 6;
- English Language Learners at Achievement Measure level in English Language Arts 6;
- Students who Self-Identify as Indigenous at both measure levels in English Language Arts 9;
- Students who Self-Identify as Indigenous at the achievement level in English Language Arts 6 and at the Improvement Measure level in Mathematics 6; and
- Students with Identified Special Education Needs at both measure levels in English Language Arts 6 and at the Improvement Measure level in English Language Arts 9.

As compared to the Acceptable Standard Measure results for each cohort, the Standard of Excellence Measure results were higher for:

- All Students at both measure levels in English Language Arts 30-1, English Language Arts 30-2 and Mathematics 9;
- English Language Learners at both measure levels in English Language Arts 30-1 and Mathematics 9;
- English Language Learners at the Achievement Measure level in English Language Arts 30-2 and at the Improvement Measure level in English Language Arts 9;
- Students who Self-Identify as Indigenous at Achievement Measure level in English Language Arts 30-1 and English Language Arts 30-2;
- Students with Identified Special Education Needs at both measure level in English Language Arts 30-1 and Mathematics 9; and
- Students with Identified Special Education Needs at the Achievement Measure level in English Language Arts 30-2.

The Standard of Excellence measure results across cohorts were better in English Language Arts 30-1, English Language Arts 30-2 and Mathematics 9 comparing to the corresponding Acceptable Standard measure results.

The percentages of students achieving each of the standards are at or above the provincial results across 8 courses (excluding K&E) except as follows:

- All Students: English Language Arts 30-2 Acceptable Standard;
- English Language Learners: English Language Arts 9 Acceptable Standard and Standard of Excellence; English Language Arts 30-1 Acceptable Standard; and
- Students who Self-Identify as Indigenous: English Language Arts 6 Acceptable Standard; English Language Arts 9 Acceptable Standard and Standard of Excellence; Mathematics 6 Acceptable Standard and Standard of Excellence; Mathematics 9 Acceptable Standard and Standard of Excellence.

The percentages of Students with Identified Special Education Needs achieving each of the standards are above the provincial results across 8 courses (excluding K&E). Moreover, focusing on the Acceptable Standard results for all four cohorts of students, Students with Identified Special Education Needs achieved advantages above the province that are three times more than the second best cohort results in four Language Arts courses (excluding K&E) and around twice the results in Mathematics 6 and Mathematics 9. Students who Self-Identify as Indigenous exceeded the most comparing to provincial results in Mathematics 30-1 and Mathematics 30-2.

The percentages of students achieving Acceptable Standard (excluding K&E courses due to small sample sizes) are as follows:

- English Language Arts 6: More than 90 per cent of All Students and near 90 per cent of English Language Learners achieved the Acceptable Standard; Around 80 per cent of Students who Self-Identify as Indigenous and Students with Identified Special Education Needs achieved the Acceptable Standard;
- English Language Arts 9: More than 85 per cent of All Students achieved the Acceptable Standard while around 70 per cent of English Language Learners and Students with Identified Special Education Needs achieved the Acceptable Standard;
- English Language Arts 30-1: More than 85 per cent of All Students and Students who Self-Identify as Indigenous achieved the Acceptable Standard while around 65 per cent of English Language Learners achieved the Acceptable Standard;
- Mathematics 6: More than 80 per cent of All Students and English Language Learners achieved the Acceptable Standard while around 55 per cent of Students who Self-Identify as Indigenous achieved the Acceptable Standard;
- Mathematics 9: Near 70 per cent of All Students achieved the Acceptable Standard and it is more than twice the corresponding percentage for Students who Self-Identify as Indigenous;
- Mathematics 30-1: More than 83 per cent of All Students achieved the Acceptable Standard while around 80 percentage of English Language Learners and Students with Identified Special Education Needs achieved the Acceptable Standard; and
- Mathematics 30-2: More than 90 per cent of Students who Self-Identify as Indigenous achieved the Acceptable Standard; Around 75 per cent of other cohorts of students achieved the Acceptable Standard.

The percentages of students achieving Standard of Excellence (excluding K&E courses due to small sample sizes) are as follows:

- English Language Arts 6: More than 20 per cent of All Students and near 16 per cent of English Language Learners achieved the Standard of Excellence; Around 8 per cent of Students who Self-Identify as Indigenous and Students with Identified Special Education Needs achieved the Standard of Excellence;
- English Language Arts 9: More than 17 per cent of All Students achieved the Standard of Excellence while less than 8 per cent of the total cohort achieved the same Standard for the other three cohorts of students;
- English Language Arts 30-1: More than 15 per cent of All Students achieved the Standard of Excellence and Students with Identified Special Education Needs came second with near 10 per cent of the total cohort achieved the Standard of Excellence;
- Mathematics 6: Near 20 per cent of All Students and English Language Learners achieved the Standard of Excellence while around only 4 per cent of Students who Self-Identify as Indigenous achieved the Standard of Excellence;
- Mathematics 9: Near 25 per cent of All Students and English Language Learners achieved the Standard of Excellence and it is more than twice the corresponding percentage for Students with Identified Special Education Needs and more than three times of the percentage for Students who Self-Identify as Indigenous;
- Mathematics 30-1: More than 42 per cent of All Students and English Language Learners achieved the Standard of Excellence while around 19 percentage of Students who Self-Identify as Indigenous achieved the same standard; and



- Mathematics 30-2: Except for English Language Learners, around 18 per cent of the corresponding total cohort achieved the Standard of Excellence for the other three cohorts of students.

Based on the Measure Evaluations,

- at the Acceptable Standard in:
 - English Language Arts, All Students and Students who Self-Identify as Indigenous have the strongest results;
 - Mathematics, All Students and English Language Learners have the strongest results;
- at the Standard of Excellence in:
 - English Language Arts, All Students have the strongest results; and
 - Mathematics, All Students and English Language Learners have the strongest results.

As compared to the provincial results for each cohort:

- at the Acceptable Standard (excluding K&E) the CBE was above the provincial results for:
 - All Students in three of four assessments for ELA and four of four for Mathematics;
 - English Language Learners in two of four assessments for ELA and four of four for Mathematics;
 - Students who Self-Identity as Indigenous in two of four assessments for ELA and two of four for Mathematics;
 - Students with Identified Special Education Needs in four of four assessments for ELA and four of four for Mathematics;
- at the Standard of Excellence (excluding K&E) the CBE was above the provincial results for:
 - All Students in four of four assessments for ELA and four of four for Mathematics;
 - English Language Learners in three of four assessments for ELA and four of four for Mathematics;
 - Students who Self-Identity as Indigenous in three of four assessments for ELA and two of four for Mathematics;
 - Students with Identified Special Education Needs in four of four assessments for ELA and four of four for Mathematics.

The gap between English Language Learners results and All Students results for English Language Arts begin to increase starting grade 9 with the 30-level results well below those of the other cohorts.

When considering the results of Students who Self-Identify as Indigenous, results in ELA 6 and ELA 9 are below the results of the other cohorts at the Acceptable Standard. The results of Students who Self-Identify as Indigenous in ELA 30-2 at the Acceptable Standard, higher than all other subgroups in this course, suggest that efforts to get Indigenous students to these courses is a greater requirement than efforts to provide support to students once they are in the course. Once in the course, their results are strong.

With respect to English Language Arts, Students with Special Education Needs results are on par with All Students at the 30-level. However, results in ELA 9 are noticeably lower.

In Mathematics 6, 9 and 30-1, the results at the Acceptable Standard for Students who Self-Identify as Indigenous and Students with Identified Special Needs were significantly below the All Students and English Language Learner cohorts.

- Building Capacity

The following is the list of next steps based on the analysis:

- All Students
 - continue to support schools in using multiple data sources (e.g., connect report card data with provincial achievement test data to check alignment in assessment practices) as part of the School Development Plan process to identify areas that require improvement;
 - English Language Arts
 - develop literacy flat sheets. Topics to include: student annotations of text; structured observations of students' language use; observations and recording of students' language use; and multi-modal tools and texts;
 - literacy specialists and strategist use literacy flat sheets as supports when working with teachers;
 - support the design and implementation of literacy focused classroom assessment resources (e.g., writing rubrics);
 - build a shared understanding of reading meta-cognitive strategies (e.g., text annotation, concept mapping);
 - Mathematics
 - plan regular opportunities (spaced practice) for students to explain mental math strategies;
 - plan regular opportunities for students to practice computational skills, including games and number sense routines;
 - design mathematical tasks that build on conceptual models or visual models;
 - design mathematical tasks that encourage the use of different representations, including manipulatives, pictures, words, and numbers that support students in explaining their math thinking (sense-making);
- English Language Learners
 - Strategic effort on the development of complex literacies in divisions 3 and 4 towards increasing achievement in English Language Arts;
- Students who Self-Identify as Indigenous
 - collaborate across CBE strategies to honour Indigenous knowledge systems, languages and histories through responsive learning environments and instructional design & assessment;
 - establish collaborative response team inclusive of Indigenous Education specialists, learning leaders as well as literacy, mathematics and early learning strategists to support and leverage the work of Indigenous Education Learning Leaders (IELLs) in elementary, middle and junior schools, focusing on literacy and mathematics learning and intervention;
 - develop professional learning to support teachers, leaders and support staff to develop and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students;
 - capture Indigenous student voice specific to experiencing success in English Language Arts and Mathematics;



- Students with Identified Special Education Needs
 - as informed by the SLT process, targeted interventions to ensure Students with Identified Special Education Needs receive foundational skills and knowledge;
 - create efficiencies in accessing psychoeducational assessments so that learning needs and appropriate supports can be identified earlier; and
 - professional learning related to instructional and task design, assessment and reporting specific to Students with Identified Special Education Needs.



4. Student results in each of Career & Technology Foundations/Studies, Fine and Performing Arts, French Language Arts, Languages, Physical Education, Science and Social Studies; as measured by student report cards disaggregated by division and level of achievement.

Legend |

- Division 1 – Grades 1 to 3
- Division 2 – Grades 4 to 6
- Division 3 – Grades 7 to 9
- Division 4 – Grades 10 to 12

The remainder of this page is intentionally blank.



4.1 All Students

Student report card results as a mean		
Subject	Division	2018-19
CTF/CTS	1	n/a
	2 (CTF)	3.03
	3 (CTF)	2.99
	4 (CTS)	82.1
Fine and Performing Arts	1	2.86
	2	2.94
	3	3.02
	4	82.5
French Language Arts	1	2.91
	2	2.91
	3	2.99
	4	75.7
Languages	1	2.73
	2	2.82
	3	2.94
	4	85.0
Physical Education	1	2.93
	2	3.04
	3	3.05
	4	82.0
Science	1	2.79
	2	2.81
	3	2.80
	4	73.8
Social Studies	1	2.74
	2	2.78
	3	2.81
	4	71.6



4.2 English Language Learners

Student report card results as a mean		
Subject	Division	2018-19
CTF/CTS	1	n/a
	2 (CTF)	2.90
	3 (CTF)	2.85
	4 (CTS)	79.6
Fine and Performing Arts	1	2.75
	2	2.86
	3	2.85
	4	78.7
French Language Arts	1	2.80
	2	2.87
	3	2.92
	4	73.2
Languages	1	2.82
	2	2.78
	3	2.85
	4	85.6
Physical Education	1	2.80
	2	2.95
	3	2.94
	4	78.3
Science	1	2.62
	2	2.70
	3	2.65
	4	70.4
Social Studies	1	2.59
	2	2.68
	3	2.64
	4	68.0



4.3 Students who Self-Identify as Indigenous

Student report card results as a mean		
Subject	Division	2018-19
CTF/CTS	1	n/a
	2 (CTF)	2.85
	3 (CTF)	2.60
	4 (CTS)	76.6
Fine and Performing Arts	1	2.56
	2	2.66
	3	2.72
	4	72.6
French Language Arts	1	2.74
	2	2.84
	3	2.78
	4	72.7
Languages	1	2.36
	2	2.53
	3	2.53
	4	75.4
Physical Education	1	2.64
	2	2.68
	3	2.67
	4	71.1
Science	1	2.32
	2	2.30
	3	2.20
	4	65.1
Social Studies	1	2.29
	2	2.30
	3	2.26
	4	61.5



4.4 Students with Identified Special Education Needs

Student report card results as a mean		
Subject	Division	2018-19
CTF/CTS	1	n/a
	2 (CTF)	2.80
	3 (CTF)	2.70
	4 (CTS)	78.2
Fine and Performing Arts	1	2.50
	2	2.64
	3	2.75
	4	77.3
French Language Arts	1	2.43
	2	2.49
	3	2.72
	4	70.0
Languages	1	2.28
	2	2.47
	3	2.57
	4	78.6
Physical Education	1	2.57
	2	2.77
	3	2.79
	4	76.8
Science	1	2.41
	2	2.43
	3	2.39
	4	67.7
Social Studies	1	2.33
	2	2.37
	3	2.40
	4	65.7



- Targets for 2018-19

Students results within each of Career & Technology Foundations/Studies, Fine and Performing Arts, French Language Arts, Languages, Physical Education, Science and Social Studies; as measured by student report cards disaggregated by division and level of achievement.

- Career & Technology Foundations/Studies: The mean for divisions 1 to 4 will provide a baseline against which statistical improvement will be determined.

No target set.

- Fine and Performing Arts: The mean for divisions 1 to 4 will provide a baseline against which statistical improvement will be determined.

No target set.

- French Language Arts: The mean for divisions 1 to 4 will provide a baseline against which statistical improvement will be determined.

No target set.

- Languages: The mean for divisions 1 to 4 will provide a baseline against which statistical improvement will be determined.

No target set.

- Physical Education: The mean for divisions 1 to 4 will provide a baseline against which statistical improvement will be determined.

No target set.

- Science: The mean for divisions 1 to 4 will provide a baseline against which statistical improvement will be determined.

No target set.

- Social Studies: The mean for divisions 1 to 4 will provide a baseline against which statistical improvement will be determined.

No target set.

- Analysis

In Division 1, All Students remained at the top comparing to other subgroups of students except for Languages. Across all subjects, All Students had higher means that were above 2.91 in French Language Arts and Physical Education while in Language, Social Studies and Science, All Students achieved means around 2.75. English Language Learners had the second best performances across subjects except being at the top for Languages. The performances were uniformly around 2.80 except for Science and Social Studies where the means were at the lower end of the achievements. Students who Self-Identify as Indigenous were above or at the same level of the Students with Identified Special Education Needs with the exception of Science and Social Studies, moreover, the smallest and largest gaps of Students who Self-Identify as Indigenous from English Language Learners were



in French Language Arts and Languages with a difference of 0.06 and 0.46, respectively. In addition, results in Science and Social Studies of Students with Identified Special Education Needs were slightly higher than ones of Students who Self-Identify as Indigenous.

In Division 2, All Students achieved the highest performances and English Language Learners were the close follow-up across all subjects. For CTF/CTS and Physical Education, all four cohorts of students shared the similar mean performances while for Fine and Performing Arts, Languages, Science and Social Studies, All Students as well as English Language Learners had the comparable high performances and Students who Self-Identify as Indigenous and Students with Identified Special Education Needs achieved the relevant lower performances. Except for Physical Education, Science and Social Studies, Students who Self-Identify as Indigenous achieved higher than Students with Identified Special Education Needs. In general, the results in Division 2 were consistently higher than the ones in Division 1 across all subjects except for Students who Self-Identify as Indigenous in Science and Social Studies.

In Division 3, All Students achieved the highest performances across all subjects with a mean around 3.00 in CTF/CTS, Fine and Performing Arts, French Language Arts and Physical Education. Moreover, English Language Learners had similar mean results to All Students with a 0.17 difference in Fine and Performing Arts as well as Social Studies and a difference ranging from 0.07 to 0.15 in other subjects. Moreover, Students who Self-Identify as Indigenous did not perform as strong as the previous Divisions comparing to Students with Identified Special Education Needs. Except for French Language Arts, Students with Identified Special Education Needs were above or at the same level of Students who Self-Identify as Indigenous in other subjects. The largest gap can be seen in Science with a difference of 0.19 while the smallest one was in Languages with a difference of 0.04. Comparing to the results in Division 2, the achievements in Division 3 were not uniformly greater across all subjects. Given the similar results for All Students and English Language Learners across all subjects in Division 2 and 3, Students who Self-Identify as Indigenous and Students with Identified Special Education Needs in Division 3 had noticeably lower performances in CTF/CTS and higher performances in Fine and Performing Arts than the results in Division 2. In general, the overall performances of Science and Social Studies were lower than other subjects.

In Division 4, All Students remained at the top comparing to other subgroups of students except for Languages where English Language Learners were above other groups of students. In Fine and Performing Arts, Physical Education and Social Studies, All Students had larger advances around 3.6 percentage points comparing to English Language Learners while in CTF/CTS and French Language Arts, the gaps narrowed down to 2.5 percentage points. In the meanwhile, English Language Learners were 0.6 percentage points above All Students in Languages. Moreover, the comparison results of Students with Identified Special Education Needs and English Language Learners were ranging from 1.4 percentage points in CTF/CTS and Fine and Performing Arts to 7 percentage points in Languages. Similar to Division 3, Students with Identified Special Education Needs were above or at the same level of Students who Self-Identify as Indigenous except for French Language Arts.



When considering the results for all of the subjects across all four divisions, overall the results for All Students are the highest, English Language Learner second highest, Students with identified Special Education needs third highest and Students who Self-Identify as Indigenous lowest.

- Building Capacity

The following is the list of next steps based on the analysis:

- All Students
 - responsive school support for teachers regarding K&E curriculum implementation, resource selection and student enrollment considerations;
 - facilitate system-wide K&E Professional Learning Network (PLN) with a focus on developing and implementing Student Learning Plans;
 - finalize K&E Student Learning Plans supporting documentation and update the K&E Course Enrolment Toolkit for teachers;
 - at the high school level, for students who are achieving less than 65% in Science 14, 10-4, 20, 24 and 20-4 and Social Studies -2 & -4 courses, individual High School Student Learning Plans will be adjusted to address student learning gaps and increase student achievement;
 - create learning tasks through design thinking framework to help teachers understand Trauma Informed Practice strategies within their school community;
 - Career & Technology Foundations
 - support the development of high-quality tasks including incorporating educational technologies and computational thinking into instructional design and assessment;
 - access support for Library to Learning Commons transitions and the development of maker spaces to support shifts in pedagogy;
 - support teachers in accessing the Future of Learning Lab through professional learning opportunities;
 - support schools in connecting design thinking to instructional and task design, assessment and leadership;
 - support teachers and administrators in incorporating digital citizenship and literacy into task design;
 - Career & Technology Studies
 - support teachers to acquire the necessary skills relative to the assessments of the outcomes;
 - review Locally Developed Courses to remain viable;
 - support teachers to have the required certifications to teach CTS courses;
 - sustain partnerships with the Metal Trades (MT) program (at SAIT) which includes HCS 3000 (Workplace Safety Systems), CTS (Fabrication), Welder Apprenticeship (WDA) and Work Experience (WE) credits;
 - offer Teacher Training Commons (TTC) sessions for teachers to keep their skills current with industry standards;
 - support teachers and schools on STEAM pedagogy;
 - Fine & Performing Arts
 - provide support to schools in curriculum, instructional and task design, and assessment with the Fine and Performing Arts disciplines and through interdisciplinary teaching and learning;
 - review Locally Developed Courses to remain viable;
 - use the K-9 Music PLN to engage in calibrating assessments with colleagues;
 - collaborate with Arts Partners (e.g., Calgary Philharmonic, Theatre Calgary) to design and host professional learning opportunities for Fine and Performing Arts teachers;



- Physical Education
 - support schools with curriculum, instructional and task design, and assessment in Physical Education;
- English Language Learners
 - focus on explicit English language instruction, intentional language support and the acquisition of academic language;
- Students who Self-Identify as Indigenous
 - collaborate with Indigenous Elders and Knowledge Keepers, system specialists and school based learning leaders and teachers in high schools to advance culturally responsive instructional design and assessment in Science 10, 20, 30. This will include co-designing and co-teaching units of study that include a balance of Modern/Western and Indigenous Science;
 - collaborate with Indigenous community to redesign the Locally Developed Course, Aboriginal Studies 7, 8, 9;
 - develop professional learning to support teachers, leaders and support staff to develop and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students;
 - capture Indigenous student voice, specific to experiencing success in Career & Technology Foundations/Studies, Fine and Performing Arts, French Language Arts, Languages, Physical Education, Science and Social Studies; and
- Students with Identified Special Education Needs
 - support teachers with specific strategies on accommodating Students with Identified Special Education Needs when developing instruction and assessments.



5. The Measure Evaluations of the French Language Arts, Sciences and Social Studies Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.

Legend |

Achievement	Improvement	Overall
Very High	Improved Significantly	Excellent
High	Improved	Good
Intermediate	Maintained	Acceptable
Low	Declined	Issue
Very Low	Declined Significantly	Concern

5.1 All Students

Acceptable Standard based on All Writers

PAT/Dip	Measure Evaluation	2018-19
French Language Arts 6	Achievement	
	Improvement	
	Overall	
French Language Arts 9	Achievement	
	Improvement	
	Overall	
French Language Arts 30-1	Achievement	
	Improvement	
	Overall	
Science 6	Achievement	
	Improvement	
	Overall	
Science 9	Achievement	
	Improvement	
	Overall	
Science 9K&E	Achievement	
	Improvement	
	Overall	



PAT/Dip	Measure Evaluation	2018-19
Biology 30	Achievement	
	Improvement	
	Overall	
Chemistry 30	Achievement	
	Improvement	
	Overall	
Physics 30	Achievement	
	Improvement	
	Overall	
Science 30	Achievement	
	Improvement	
	Overall	
Social Studies 6	Achievement	
	Improvement	
	Overall	
Social Studies 9	Achievement	
	Improvement	
	Overall	
Social Studies 9K&E	Achievement	
	Improvement	
	Overall	
Social Studies 30-1	Achievement	
	Improvement	
	Overall	
Social Studies 30-2	Achievement	
	Improvement	
	Overall	



Standard of Excellence based on All Writers

PAT/Dip	Measure Evaluation	2018-19
French Language Arts 6	Achievement	
	Improvement	
	Overall	
French Language Arts 9	Achievement	
	Improvement	
	Overall	
French Language Arts 30-1	Achievement	
	Improvement	
	Overall	
Science 6	Achievement	
	Improvement	
	Overall	
Science 9	Achievement	
	Improvement	
	Overall	
Science 9K&E	Achievement	
	Improvement	
	Overall	



PAT/Dip	Measure Evaluation	2018-19
Biology 30	Achievement	
	Improvement	
	Overall	
Chemistry 30	Achievement	
	Improvement	
	Overall	
Physics 30	Achievement	
	Improvement	
	Overall	
Science 30	Achievement	
	Improvement	
	Overall	
Social Studies 6	Achievement	
	Improvement	
	Overall	
Social Studies 9	Achievement	
	Improvement	
	Overall	
Social Studies 9K&E	Achievement	
	Improvement	
	Overall	
Social Studies 30-1	Achievement	
	Improvement	
	Overall	
Social Studies 30-2	Achievement	
	Improvement	
	Overall	



5.2 English Language Learners

Acceptable Standard based on All Writers

PAT/Dip	Measure Evaluation	2018-19
French Language Arts 6	Achievement	
	Improvement	
	Overall	
French Language Arts 9	Achievement	
	Improvement	
	Overall	
French Language Arts 30-1	Achievement	
	Improvement	
	Overall	
Science 6	Achievement	
	Improvement	
	Overall	
Science 9	Achievement	
	Improvement	
	Overall	
Science 9K&E	Achievement	
	Improvement	
	Overall	
Biology 30	Achievement	
	Improvement	
	Overall	
Chemistry 30	Achievement	
	Improvement	
	Overall	
Physics 30	Achievement	
	Improvement	
	Overall	



PAT/Dip	Measure Evaluation	2018-19
Science 30	Achievement	
	Improvement	
	Overall	
Social Studies 6	Achievement	
	Improvement	
	Overall	
Social Studies 9	Achievement	
	Improvement	
	Overall	
Social Studies 9K&E	Achievement	
	Improvement	
	Overall	
Social Studies 30-1	Achievement	
	Improvement	
	Overall	
Social Studies 30-2	Achievement	
	Improvement	
	Overall	



Standard of Excellence based on All Writers

PAT/Dip	Measure Evaluation	2018-19
French Language Arts 6	Achievement	
	Improvement	
	Overall	
French Language Arts 9	Achievement	
	Improvement	
	Overall	
French Language Arts 30-1	Achievement	
	Improvement	
	Overall	
Science 6	Achievement	
	Improvement	
	Overall	
Science 9	Achievement	
	Improvement	
	Overall	
Science 9K&E	Achievement	
	Improvement	
	Overall	
Biology 30	Achievement	
	Improvement	
	Overall	
Chemistry 30	Achievement	
	Improvement	
	Overall	
Physics 30	Achievement	
	Improvement	
	Overall	



PAT/Dip	Measure Evaluation	2018-19
Science 30	Achievement	
	Improvement	
	Overall	
Social Studies 6	Achievement	
	Improvement	
	Overall	
Social Studies 9	Achievement	
	Improvement	
	Overall	
Social Studies 9K&E	Achievement	
	Improvement	
	Overall	
Social Studies 30-1	Achievement	
	Improvement	
	Overall	
Social Studies 30-2	Achievement	
	Improvement	
	Overall	



5.3 Students who Self-Identify as Indigenous

Acceptable Standard based on All Writers

PAT/Dip	Measure Evaluation	2018-19
French Language Arts 6	Achievement	
	Improvement	
	Overall	
French Language Arts 9	Achievement	
	Improvement	
	Overall	
French Language Arts 30-1	Achievement	*
	Improvement	*
	Overall	*
Science 6	Achievement	
	Improvement	
	Overall	
Science 9	Achievement	
	Improvement	
	Overall	
Science 9K&E	Achievement	
	Improvement	
	Overall	
Biology 30	Achievement	
	Improvement	
	Overall	
Chemistry 30	Achievement	
	Improvement	
	Overall	
Physics 30	Achievement	
	Improvement	
	Overall	



PAT/Dip	Measure Evaluation	2018-19
Science 30	Achievement	
	Improvement	
	Overall	
Social Studies 6	Achievement	
	Improvement	
	Overall	
Social Studies 9	Achievement	
	Improvement	
	Overall	
Social Studies 9K&E	Achievement	
	Improvement	
	Overall	
Social Studies 30-1	Achievement	
	Improvement	
	Overall	
Social Studies 30-2	Achievement	
	Improvement	
	Overall	

* Data values have been suppressed where the number of respondents/students is fewer than 6.



Standard of Excellence based on All Writers

PAT/Dip	Measure Evaluation	2018-19
French Language Arts 6	Achievement	
	Improvement	
	Overall	
French Language Arts 9	Achievement	
	Improvement	
	Overall	
French Language Arts 30-1	Achievement	*
	Improvement	*
	Overall	*
Science 6	Achievement	
	Improvement	
	Overall	
Science 9	Achievement	
	Improvement	
	Overall	
Science 9K&E	Achievement	
	Improvement	
	Overall	
Biology 30	Achievement	
	Improvement	
	Overall	
Chemistry 30	Achievement	
	Improvement	
	Overall	
Physics 30	Achievement	
	Improvement	
	Overall	



PAT/Dip	Measure Evaluation	2018-19
Science 30	Achievement	
	Improvement	
	Overall	
Social Studies 6	Achievement	
	Improvement	
	Overall	
Social Studies 9	Achievement	
	Improvement	
	Overall	
Social Studies 9K&E	Achievement	
	Improvement	
	Overall	
Social Studies 30-1	Achievement	
	Improvement	
	Overall	
Social Studies 30-2	Achievement	
	Improvement	
	Overall	

* Data values have been suppressed where the number of respondents/students is fewer than 6.

5.4 Students with Identified Special Education Needs

Acceptable Standard based on All Writers

PAT/Dip	Measure Evaluation	2018-19
French Language Arts 6	Achievement	
	Improvement	
	Overall	
French Language Arts 9	Achievement	
	Improvement	
	Overall	
French Language Arts 30-1	Achievement	
	Improvement	
	Overall	
Science 6	Achievement	
	Improvement	
	Overall	
Science 9	Achievement	
	Improvement	
	Overall	
Science 9K&E	Achievement	
	Improvement	
	Overall	
Biology 30	Achievement	
	Improvement	
	Overall	
Chemistry 30	Achievement	
	Improvement	
	Overall	
Physics 30	Achievement	
	Improvement	
	Overall	



PAT/Dip	Measure Evaluation	2018-19
Science 30	Achievement	
	Improvement	
	Overall	
Social Studies 6	Achievement	
	Improvement	
	Overall	
Social Studies 9	Achievement	
	Improvement	
	Overall	
Social Studies 9K&E	Achievement	
	Improvement	
	Overall	
Social Studies 30-1	Achievement	
	Improvement	
	Overall	
Social Studies 30-2	Achievement	
	Improvement	
	Overall	



Standard of Excellence based on All Writers

PAT/Dip	Measure Evaluation	2018-19
French Language Arts 6	Achievement	
	Improvement	
	Overall	
French Language Arts 9	Achievement	
	Improvement	
	Overall	
French Language Arts 30-1	Achievement	
	Improvement	
	Overall	
Science 6	Achievement	
	Improvement	
	Overall	
Science 9	Achievement	
	Improvement	
	Overall	
Science 9K&E	Achievement	
	Improvement	
	Overall	
Biology 30	Achievement	
	Improvement	
	Overall	
Chemistry 30	Achievement	
	Improvement	
	Overall	
Physics 30	Achievement	
	Improvement	
	Overall	



PAT/Dip	Measure Evaluation	2018-19
Science 30	Achievement	Green
	Improvement	Yellow
	Overall	Green
Social Studies 6	Achievement	Yellow
	Improvement	Blue
	Overall	Green
Social Studies 9	Achievement	Orange
	Improvement	Yellow
	Overall	Orange
Social Studies 9K&E	Achievement	Yellow
	Improvement	Yellow
	Overall	Yellow
Social Studies 30-1	Achievement	Green
	Improvement	Yellow
	Overall	Green
Social Studies 30-2	Achievement	Yellow
	Improvement	Yellow
	Overall	Yellow

■ Targets for 2018-19

The Measure Evaluations of the French Language Arts, Sciences and Social Studies Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.

Note | for the Provincial Achievement Tests, the targets will be based on Writer data.

■ For the Writer cohort

- French Language Arts 6: The Acceptable Standard Improvement Measure is *Improved*.
- French Language Arts 9: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
- French Language Arts 30-1: The Acceptable Standard Achievement Measure is *Intermediate*.
- Science 6: The Acceptable Standard Improvement Measure is *Improved*.
- Science 9: The Acceptable Standard Improvement Measure is *Improved*.



- Biology 30: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
 - Chemistry 30: The Acceptable Standard Improvement Measure is *Improved*.
 - Physics 30: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
 - Science 30: The Acceptable Standard Achievement Measure is *Intermediate*.
 - Social Studies 6: The Standard of Excellence Improvement Measure is *Improved*.
 - Social Studies 9: The Acceptable Standard Improvement Measure is *Improved*.
 - Social Studies 30-1: The Acceptable Standard Overall Measure is *Good*.
 - Social Studies 30-2: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
- For the Students who Self-Identify as Indigenous cohort, the Acceptable Standard Improvement Measure for:
- Science 6 is *Maintained* and there is evidence of chi-square value increase within the range.
 - Science 9 is *Improved*.
 - Social Studies 6 is *Maintained* and there is evidence of chi-square value increase within the range.
 - Social Studies 9 is *Maintained* and there is evidence of chi-square value increase within the range.
 - Social Studies 30-1 is *Maintained* and there is evidence of chi-square value increase within the range.
 - Social Studies 30-2 is *Maintained* and there is evidence of chi-square value increase within the range.
- Analysis

The Acceptable Standard Achievement Measures results (excluding K&E courses due to small sample sizes):

- All Students were the tied highest or the highest among all the subgroups except for Science 30 where Students who Self-Identify as Indigenous achieved the highest *High* achievement level while the other three cohorts of students were one level lower;
- English Language Learners achieved the same *Maintained* achievement level as All Students in French Language Arts 30-1, Science 6 and Science 30 as well as the same *Very High* level as All Students in Social Studies 6 but was one level lower than All Students in the rest of the subjects;
- English Language Learners achieved the same *Intermediate* achievement level as All Students and Students with Identified Special Education Needs in French Language Arts 30-1;
- Students who Self-Identify as Indigenous achieved the same highest *Very High* achievement level as All Students in Physics 30 while English Language Learners and Students with Identified Special Education Needs were one level lower;



- English Language Learners, Students who Self-Identify as Indigenous as well as Students with Identified Special Education Needs achieved the same *Intermediate* achievement level in French Language Arts 6 and Biology 30 and the same *High* achievement level in Chemistry 30 that were uniformly one level lower than All Students in all three courses;
- Students who Self-Identify as Indigenous achieved the same *Intermediate* achievement level in Social Studies 30-1 and the same *Low* achievement level in Social Studies 30-2 as English Language Learners, which were uniformly one level lower than All Students and Students with Identified Special Education Needs in both courses;
- Students who Self-Identify as Indigenous and Students with Identified Special Education Needs achieved the lowest *Very Low* achievement level in French Language Arts 9 that was one level lower than English Language Learners and two levels lower than All Students;
- Students with Identified Special Education Needs achieved *Low* achievement level in Science 6 and Social Studies 9 that were uniformly one level higher than Students who Self-Identify as Indigenous and one level lower than English Language Learners in both subjects; and
- Students with Identified Special Education Needs achieved *Intermediate* achievement level in Science 9 and Social Studies 6 that were uniformly one level higher than Students who Self-Identify as Indigenous and two levels lower than All Students in both subjects.

The Acceptable Standard Improvement Measures results (excluding K&E courses due to small sample sizes):

- All Students were the tied highest or the highest among all the subgroups except for French Language Arts 9, Science 6 and Social Studies 30-2 where English Language Learners were the tied highest or the highest;
- all four cohorts of students achieved the same *Maintained* level in French Language Arts 6 and French Language Arts 30-1 (Data for Students who Self-Identify as Indigenous was suppressed) as well as achieved the same *Improved Significantly* in Social Studies 6;
- English Language Learners were the highest among all four cohorts of students in French Language Arts 9 where the other three cohorts of students achieved the one level lower *Declined* evaluation level;
- English Language Learners achieved the highest *Improved Significantly* evaluation level in Science 6 and the tied highest *Maintained* level in Social Studies 30-2 with Students who Self-Identify as Indigenous and Students with Identified Special Education Needs;
- English Language Learners achieved the same highest *Improved Significantly* evaluation level as All Students in Social Studies 9 but one level lower in Science 9, Biology 30, Physics 30 and Science 30 and two levels lower in Chemistry 30 and Social Studies 30-1, reaching a *Maintained* evaluation level in both subjects;
- Students who Self-Identify as Indigenous and Students with Identified Special Education Needs achieved the same highest *Maintained* evaluation level as All Students in Biology 30;
- Students who Self-Identify as Indigenous achieved an *Improved* evaluation level in Social Studies 30-1, which was one level lower than All students and one level higher than English Language Learners and Students with Identified Special Education Needs;
- Students who Self-Identify as Indigenous and Students with Identified Special Education Needs achieved the same *Maintained* evaluation level in Science 6 that was one level higher than All Students;

- Students with Identified Special Education Needs achieved the same *Improved* evaluation level as English Language Learners in Science 9 that was one level lower than All Students but one level higher than Students who Self-Identify as Indigenous;
- Students who Self-Identify as Indigenous and Students with Identified Special Education Needs achieved the same *Maintained* evaluation level as English Language Learners in Chemistry 30 while All Students achieved an *Improved Significantly* evaluation level;
- Students who Self-Identify as Indigenous and Students with Identified Special Education Needs achieved the same *Maintained* evaluation level in Physics 30 that was two levels lower than All Students;
- Students who Self-Identify as Indigenous achieved the same *Maintained* evaluation level in Science 30 as English Language Learners that was one level lower than All Students but one level higher than Students with Identified Special Education Needs; and
- Students with Identified Special Education Needs achieved the highest *Improved Significantly* evaluation level as English Language Learners and All Students in Social Studies 9 that was one level higher than Students who Self-Identify as Indigenous.

The Standard of Excellence Achievement Measures results (excluding K&E courses due to small sample sizes):

- All Students were the tied highest or the highest among all the subgroups except for French Language Arts 30-1 where English Language Learners achieved the highest *Very High* achievement level and the other two cohorts of students (except for Students who Self-Identify as Indigenous) were one level lower;
- all four cohorts of students achieved the *Very High* achievement level in Chemistry 30;
- except for Students who Self-Identify as Indigenous, the other three cohorts of students achieved the *Very High* achievement level in Physics 30;
- both All Students and English Language Learners achieved the *Very High* achievement level in Biology 30 while Students who Self-Identify as Indigenous were at a *Low* achievement level and Students with Identified Special Education Needs were one level higher than Students who Self-Identify as Indigenous;
- both All Students and English Language Learners achieved the same highest *High* level in French Language Arts 6 and Science 6 while Students who Self-Identify as Indigenous achieved the lowest *Very Low* achievement level for both subjects;
- All Students and English Language Learners achieved the same *Intermediate* achievement level in French Language Arts 9 while the other two cohorts of students achieved the same *Very Low* level;
- All Students and English Language Learners achieved the *Very High* level in Science 9 and they were one level higher than Students with Identified Special Education Needs and two levels higher than Students who Self-Identify as Indigenous;
- All Students and Students with Identified Special Education Needs achieved the same *High* level in Science 30 while the other two cohorts of students were one level lower;
- four cohorts of students followed an one-level decreasing pattern in both Social Studies 6 and Social Studies 9 with the order of All Students, English Language Learners, Students with Identified Special Education Needs and Students who Self-Identify as Indigenous;



- both English Language Learners and Students who Self-Identify as Indigenous achieved the same *Intermediate* level in Social Studies 30-1 that was one level lower than Students with Identified Special Education Needs and two levels lower than All Students; and
- both English Language Learners and Students with Identified Special Education Needs achieved the same *Intermediate* level in Social Studies 30-2 that was one level higher than Students who Self-Identify as Indigenous and one level lower than All Students.

The Standard of Excellence Improvement Measures results (excluding K&E courses due to small sample sizes):

- All Students were the tied highest or the highest among all the subgroups except for French Language Arts 9, Science 6 and Social Studies 30-2;
- all four cohorts of students achieved the same *Improved Significantly* level in Social Studies 6;
- All Students achieved the highest *Improved Significantly* level in Science 30 and Social Studies 30-1 while the other three cohorts of students achieved the same *Maintained* level in both subjects;
- English Language Learners and Students with Identified Special Education Needs achieved the same *Maintained* improvement level in French Language Arts 6 that was in the middle level of All Students and Students who Self-Identify as Indigenous;
- English Language Learners and Students with Identified Special Education Needs achieved the same *Improved* improvement level in Science 9 that was in the middle level of All Students and Students who Self-Identify as Indigenous;
- both All Students and English Language Learners achieved the highest *Improved Significantly* level in Social Studies 9 while the other two cohorts of students achieved the *Maintained* level in the same subject;
- English Language Learners achieved the highest *Improved* level in French Language Arts 9 where All Students were one level lower and the other two cohorts were two levels lower;
- Students with Identified Special Education Needs achieved an *Improved* level in French Language Arts 30-1 that was in the middle level of All Students and English Language Learners;
- English Language Learners achieved the highest *Improved Significantly* level in Science 6 while All Students and Students with Identified Special Education Needs achieved the same *Maintained* level;
- Students who Self-Identify as Indigenous and Students with Identified Special Education Needs achieved the same *Maintained* improvement level in Biology 30 that was in the middle level of All Students and English Language Learners;
- English Language Learners and Students with Identified Special Education Needs achieved the same *Maintained* improvement level in Chemistry 30 that was one level lower than Students who Self-Identify as Indigenous and two levels lower than All Students;
- Students who Self-Identify as Indigenous and Students with Identified Special Education Needs achieved the same *Maintained* improvement level in Physics 30 that was one level lower than English Language Learners and two levels lower than All Students; and
- Students who Self-Identify as Indigenous and Students with Identified Special Education Needs achieved the same highest *Maintained* improvement level in Social Studies 30-2 while the other two cohorts were at a *Declined* level.

As compared to the Standard of Excellence Measure results for each cohort, the Acceptable Standard Measure results were higher for:

- English Language Learners at the Achievement Measure level in Social Studies 6 and at the Improvement Measure level in Biology 30 and Social Studies 30-2;
- Students who Self-Identify as Indigenous at both measure levels in French Language 6;
- Students who Self-Identify as Indigenous at the Achievement Measure level in Biology 30, Physics 30 and Science 30;
- Students who Self-Identify as Indigenous at the Improvement Measure level in Science 6, Social Studies 9 and Social Studies 30-1; and
- Students with Identified Special Education Needs at the Achievement Measure level in French Language Arts 6 and at the Improvement Measure level in Social Studies 9

As compared to the Acceptable Standard, Measure results for each cohort, the Standard of Excellence Measure results were higher for:

- All Students at both measure levels in French Language Arts 30-1, Science 6, Biology 30 and Science 30;
- All Students at the Achievement Measure level in Social Studies 30-1 as well as Social Studies 30-2 and at the Improvement Measure level in French Language Arts 6 and French Language Arts 9;
- English Language Learners at both measure levels in French Language Arts 9;
- English Language Learners at the Achievement Measure level in all subjects except for Science 30, Social Studies 6, Social Studies 9 and Social Studies 30-1;
- Students who Self-Identify as Indigenous at both measure levels in Chemistry 30 and at the achievement level in Science 9;
- Students with Identified Special Education Needs at both measure levels in French Language Arts 30-1 and Science 30; and
- Students with Identified Special Education Needs at the Achievement Measure level in Science 6, Science 9, Chemistry 30 and Physics 30.

Results in the Improvement Measures show that in recent years, Students who Self-Identify as Indigenous have *Maintained, Improved or Improved Significantly*. This suggests that the continued efforts of the Indigenous Strategy are leading to improvement over time.

Students who Self-Identify as Indigenous achieved higher results in the Acceptable Standards while the other three cohorts of students performed better in the Standard of Excellence relatively. The Standard of Excellence measure results across cohorts were better in French Language Arts 30-1, Science 6, Science 9 and Chemistry 30 comparing to the corresponding Acceptable Standard measure results.

Based on the Measure Evaluations, All Students have the strongest results of all four cohorts at both standards.

- Building Capacity

The following is the list of next steps based on the analysis:

- All Students
 - facilitate Learning Leader/Lead Teacher professional learning with a focus on outcomes-based assessment and reporting;
 - facilitate a concept-based learning network, consisting of teams of teachers and leaders from schools across the district with the goal of sharing resources and high-quality teaching and learning strategies;
 - participate in an Intra-Provincial, Multi-district New Curriculum Assessment Think Tank with the goal of sharing resources and high quality teaching and learning strategies;
 - support the implementation and use of *Assessment and Reporting in the CBE, Making Teaching & Learning Visible - Personalized Learning* and the *K-9 English Language Arts and K-9 Mathematics Assessment and Reporting Guides*;
 - Use the *K-9 English Language Arts and K-9 Mathematics Assessment and Reporting Guides* to support calibration of assessment to increase system wide clarity and alignment of the CBE K to 9 proficiency scale;
 - develop and implement Assessment and Reporting Guides, including the creation of professional learning videos and flat sheets for teachers;
- English Language Learners
 - focus on explicit English language instruction, intentional language support and the acquisition of academic language;
- Students who Self-Identify as Indigenous
 - collaborate with Indigenous Elders and Knowledge Keepers, system specialists and school based learning leaders and teachers in high schools to advance culturally responsive instructional design and assessment in Science 10, 20, 30. This will include co-designing and co-teaching units of study that include a balance of Modern/Western and Indigenous Science;
 - develop professional learning to support teachers, leaders and support staff to develop and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students;
- Students with Identified Special Education Needs
 - support teachers with specific strategies on accommodating Students with Identified Special Education Needs when developing instruction and assessments; and
 - targeted strategies to support Students with Identified Special Education Needs in meeting with success in French Language Arts in division 3.



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.

1. Percentage of students completing high school within three, four or five years of starting grade 10; as measured by the Provincial Accountability Pillar.

- Targets for 2019-20

- 4-year rate: Is at or above 80 percentage for All Students
- 5-year rate: Is at or above 83 percentage for All Students
- 3-year rate: The Achievement Measure increases one level to *Low* for Students who Self-Identify as Indigenous
- 3-year rate: The Achievement Measure is *Intermediate* for Students with Identified Special Education Needs
- 3-year rate: The Achievement Measure is *High* for All Students
- 3-year rate: The Improvement Measure is *Improved* for All Students

2. Student results in English Language Arts and Mathematics; as measured by student report cards disaggregated by division and level of achievement.

- Targets for 2019-20

- English Language Arts:
 - Division 1 results for Students who Self-Identify as Indigenous will improve.
 - Division 1, 2, 3 and 4 results for English Language Learners will improve.
- Mathematics:
 - Division 2 and 3 results for Students who Self-Identify as Indigenous will improve.

3. The Measure Evaluations of and the percentage of students who achieve the Acceptable Standard and the Standard of Excellence on the English Language Arts and Mathematics Provincial Achievement Tests (All Student Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.

- Targets for 2019-20

Note | for the Provincial Achievement Tests, the targets will be based on Writer data.

- For All Students

- English Language Arts 30-1: The Acceptable Standard Achievement Measure will increase a level to *High*.
- English Language Arts 30-2: The Acceptable Standard Achievement Measure will increase a level to *Intermediate*.
- Mathematics 9: The Acceptable Standard Improvement Measure will increase a level to *Maintained*.
- Mathematics 9: Percentage of students achieving the Acceptable Standard will be above 72.0%.
- Mathematics 30-2: Percentage of students achieving the Acceptable Standard will be above 78.5%.



- For English Language Learners
 - English Language Arts 9: The Acceptable Standard Improvement Measure is *Improved*.
 - English Language Arts 30-1: The Acceptable Standard Achievement Measure increases by one level to *Low*.
 - English Language Arts 30-2: The Acceptable Standard Achievement Measure increases by one level to *Low*.
 - Mathematics 9: Percentage of students achieving the Acceptable Standard will be above 65.5%.
 - Mathematics 30-2: Percentage of students achieving the Acceptable Standard will be above 72.5%.

- For Students who Self-Identify as Indigenous
 - English Language Arts 9: Percentage of students achieving the Acceptable Standard will be above 80.0%.
 - English Language Arts 9: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
 - English Language Arts 30-1: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
 - English Language Arts 30-2: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
 - Mathematics 6: The Acceptable Standard Achievement Measure increases by one level to *Low*.
 - Mathematics 9: The Acceptable Standard Achievement Measure increases by one level to *Low*.
 - Mathematics 30-1: Percentage of students achieving the Acceptable Standard will be above 69.5%.

- For Students with Identified Special Education Needs
 - English Language Arts 6: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
 - English Language Arts 9: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
 - English Language Arts 9: Percentage of students achieving the Acceptable Standard will be above 71.5%.
 - English Language Arts 30-1: The Acceptable Standard Improvement Measure increases by one level to *Declined*.
 - English Language Arts 30-2: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
 - Mathematics 6: The Acceptable Standard Achievement Measure increases by one level to *Intermediate*.
 - Mathematics 6: Percentage of students achieving the Acceptable Standard will be above 69.0%.
 - Mathematics 9: The Acceptable Standard Achievement Measure increases by one level to *Low*.
 - Mathematics 9: Percentage of students achieving the Acceptable Standard will be above 50.0%.



4. Student results in each of Career & Technology Foundations/Studies, Fine and Performing Arts, French Language Arts, Languages, Physical Education, Science and Social Studies; as measured by student report cards disaggregated by division and level of achievement.
 - Targets for 2019-20
 - Career & Technology Foundations: Division 3 results for Students who Self-Identify as Indigenous and for Students with Identified Special Education Needs will improve.
 - Science: Division 1, 2 and 4 results for Students who Self-Identify as Indigenous will improve.
 - Social Studies: Division 1, 2 and 4 results for Students who Self-Identify as Indigenous will improve.
5. The Measure Evaluations of the French Language Arts, Sciences and Social Studies Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.
 - Targets for 2019-20

Note | for the Provincial Achievement Tests, the targets will be based on Writer data.

- For All Students
 - French Language Arts 9: The Acceptable Standard Improvement Measure is *Maintained*.
 - French Language Arts 30-1: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
 - Science 6: The Acceptable Standard Improvement Measure is *Maintained*.
 - Social Studies 30-1: The Acceptable Standard Improvement Measure is *Maintained*.
- For English Language Learners
 - French Language Arts 6: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
 - French Language Arts 9: The Acceptable Standard Improvement Measure is *Maintained*.
 - French Language Arts 30-1: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
 - Science 6: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
 - Biology 30: The Acceptable Standard Improvement Measure is *Maintained*.
 - Science 30: The Acceptable Standard Improvement Measure is *Maintained*.
 - Social Studies 9: The Acceptable Standard Improvement Measure is *Improved*.
 - Social Studies 30-1: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
 - Social Studies 30-2: The Acceptable Standard Improvement Measure is *Maintained*.

- For Students who Self-Identify as Indigenous
 - French Language Arts 6: The Acceptable Standard Improvement Measure is *Maintained*.
 - French Language Arts 9: The Acceptable Standard Achievement Measure increases a level to *Low*.
 - Science 6: The Acceptable Standard Achievement Measure increases a level to *Low*.
 - Science 9: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
 - Biology 30: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
 - Social Studies 6: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
 - Social Studies 9: The Acceptable Standard Achievement Measure increases a level to *Low*.
 - Social Studies 30-2: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.

- For the Students with Identified Special Education Needs cohort
 - French Language Arts 6: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
 - French Language Arts 9: The Acceptable Standard Achievement Measure increases a level to *Low*.
 - French Language Arts 30-1: The Acceptable Standard Achievement Measure is *Intermediate*.
 - Science 6: The Acceptable Standard Achievement Measure is *Intermediate*.
 - Science 9: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
 - Biology 30: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
 - Science 30: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
 - Social Studies 6: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
 - Social Studies 9: The Acceptable Standard Improvement Measure is *Maintained*.
 - Social Studies 30-2: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.



APPENDIX

Appendix I: Additional Data Sets by Indicator
Appendix II: Distribution of Codes

ATTACHMENT

Attachment I: Criteria for High School Completion Categories
Attachment II: Strategies



appendix

I. Additional Data by Indicator

Indicator 1: Percentage of students completing high school within three, four or five years of starting grade 10; as measured by the Provincial Accountability Pillar.

Number of students within each completion category

Note | see Appendix II for the criteria for each completion category.

Rate	Compare	2018-19
3-year	High School Diploma	6241
	High School Equivalency Diploma	0
	Certificate of High School Achievement	76
	Post-Secondary Attendance	21
	Apprenticeship	1
	Academic Standing	106
4-year	High School Diploma	6423
	High School Equivalency Diploma	2
	Certificate of High School Achievement	94
	Post-Secondary Attendance	68
	Apprenticeship	9
	Academic Standing	37
5-year	High School Diploma	6836
	High School Equivalency Diploma	9
	Certificate of High School Achievement	100
	Post-Secondary Attendance	109
	Apprenticeship	24
	Academic Standing	25



Indicator 2: Student results in English Language Arts and Mathematics; as measured by student report cards disaggregated by division and level of achievement.

- A. Students results by level of achievement within English Language Arts as measured by student report card stems 2018-19: Grades 1-9

Legend |

4 - The student has demonstrated excellent achievement of grade level expectations.

3 - The student has demonstrated good achievement of grade level expectations.

2 - The student has demonstrated basic achievement of grade level expectations.

1 - The student is not meeting grade level expectations.

ELL - The student's language proficiency level impacts the evaluation of achievement. This indicator is used only when a student self-identified as English Language Learners cannot be assessed against the stem.

IPP - Achievement of this report card outcome is reported through the student's Individual Program Plan (IPP). This indicator is used only when a student with identified special education need cannot be assessed against the stem.

Stem 1: Reads to explore, construct and extend understanding							
Grade	Year	4	3	2	1	ELL	IPP
1	2018-19	22.9	23.5	24.9	14.0	11.5	3.2
2	2018-19	27.7	27.5	22.5	11.4	7.0	4.0
3	2018-19	27.9	31.4	22.4	8.4	4.1	5.9
4	2018-19	27.1	35.2	22.1	6.3	3.4	6.0
5	2018-19	22.4	37.9	26.1	4.3	3.4	6.0
6	2018-19	25.5	38.4	24.7	3.9	2.5	5.0
7	2018-19	21.7	41.3	28.5	3.8	1.8	2.8
8	2018-19	22.2	42.2	28.2	3.6	1.5	2.2
9	2018-19	23.3	43.1	28.2	2.5	1.5	1.5



Stem 2: Writes to develop, organize and express information and ideas							
Grade	Year	4	3	2	1	ELL	IPP
1	2018-19	11.1	31.6	33.6	9.8	10.4	3.5
2	2018-19	10.9	33.8	34.1	9.5	6.9	4.8
3	2018-19	12.6	33.5	34.8	8.1	4.1	6.9
4	2018-19	13.1	37.0	33.0	5.4	3.4	8.1
5	2018-19	12.3	37.9	33.9	4.3	3.2	8.4
6	2018-19	15.7	38.0	33.5	4.1	2.2	6.5
7	2018-19	17.3	39.9	32.6	4.5	1.9	3.7
8	2018-19	18.2	40.8	32.5	4.2	1.6	2.8
9	2018-19	19.9	39.8	34.8	3.0	1.5	1.0

Stem 3: Manages and evaluates information and ideas							
Grade	Year	4	3	2	1	ELL	IPP
1	2018-19	11.3	38.7	37.7	3.7	6.2	2.4
2	2018-19	13.6	42.0	34.5	3.5	3.9	2.5
3	2018-19	15.0	39.6	35.3	4.4	2.6	3.1
4	2018-19	16.2	42.4	32.5	2.8	2.1	3.9
5	2018-19	16.5	41.4	32.9	2.9	2.1	4.2
6	2018-19	18.9	41.7	31.4	3.3	1.4	3.3
7	2018-19	21.2	41.0	30.5	4.5	1.1	1.7
8	2018-19	21.2	42.7	29.8	3.8	1.0	1.4
9	2018-19	21.8	46.5	26.2	2.5	1.5	1.5



Stem 4: Constructs meaning and makes connections through speaking							
Grade	Year	4	3	2	1	ELL	IPP
1	2018-19	14.4	41.6	32.6	1.4	6.0	3.9
2	2018-19	17.1	45.3	29.6	1.4	3.2	3.4
3	2018-19	17.6	43.9	32.0	1.7	2.0	2.8
4	2018-19	19.6	46.1	28.7	1.3	1.8	2.4
5	2018-19	18.1	46.6	30.0	1.2	1.8	2.2
6	2018-19	19.6	45.9	30.2	1.3	1.3	1.6
7	2018-19	21.8	46.0	27.7	2.5	1.2	0.7
8	2018-19	21.3	47.9	27.0	2.2	1.2	0.4
9	2018-19	25.8	51.0	17.7	2.5	1.5	1.5

Stem 5: Constructs meaning and makes connections through listening							
Grade	Year	4	3	2	1	ELL	IPP
1	2018-19	14.3	41.9	33.6	2.0	5.7	2.5
2	2018-19	17.5	45.5	30.1	1.7	3.1	2.0
3	2018-19	19.3	42.8	31.7	2.1	1.9	2.1
4	2018-19	21.1	44.6	29.0	1.8	1.6	2.0
5	2018-19	21.1	43.8	29.9	1.5	1.7	2.0
6	2018-19	23.7	44.1	27.9	1.6	1.2	1.5
7	2018-19	25.1	44.0	27.0	2.3	1.1	0.6
8	2018-19	24.6	45.4	25.7	2.7	1.1	0.5
9	2018-19	25.2	47.5	21.3	3.5	1.5	1.0



Stem 6: Represents ideas and creates understanding through a variety of media							
Grade	Year	4	3	2	1	ELL	IPP
1	2018-19	9.9	43.9	37.6	2.8	4.2	1.6
2	2018-19	12.8	46.2	34.7	2.3	2.6	1.5
3	2018-19	15.0	44.6	34.1	2.9	1.7	1.8
4	2018-19	16.9	46.6	31.4	1.7	1.3	2.1
5	2018-19	18.0	46.1	31.2	1.3	1.3	2.1
6	2018-19	20.4	46.1	29.1	2.0	0.9	1.5
7	2018-19	23.5	44.4	27.8	2.9	0.9	0.6
8	2018-19	24.3	44.4	27.2	2.9	0.9	0.4
9	2018-19	26.0	45.1	25.0	2.0	1.0	1.0



B. Students results by level of achievement within Mathematics as measured by student report card stems 2018-19: Grades 1-9

Legend |

4 - The student has demonstrated excellent achievement of grade level expectations.

3 - The student has demonstrated good achievement of grade level expectations

2 - The student has demonstrated basic achievement of grade level expectations

1 - The student is not meeting grade level expectations

ELL - The student's language proficiency level impacts the evaluation of achievement. This indicator is used only when a student self-identified as English Language Learners cannot be assessed against the stem.

IPP - Achievement of this report card outcome is reported through the student's Individual Program Plan (IPP). This indicator is used only when a student with identified special education need cannot be assessed against the stem.

Stem 1: Develops and applies appropriate and efficient strategies for computation							
Grade	Year	4	3	2	1	ELL	IPP
1	2018-19	19.1	40.0	32.6	5.3	2.0	1.1
2	2018-19	22.1	39.0	29.8	6.6	1.1	1.4
3	2018-19	24.0	37.9	29.3	5.6	0.6	2.5
4	2018-19	24.7	38.8	28.3	4.7	0.4	3.2
5	2018-19	24.8	38.9	26.7	5.7	0.3	3.7
6	2018-19	28.6	36.0	25.7	6.0	0.3	3.5
7	2018-19	24.2	39.1	27.7	6.5	0.3	2.2
8	2018-19	24.4	38.1	29.5	6.3	0.4	1.3
9	2018-19	25.9	38.3	25.4	7.5	0.5	2.5



Stem 2: Explores and develops strategies for mental mathematics and estimation							
Grade	Year	4	3	2	1	ELL	IPP
1	2018-19	19.1	38.1	33.6	6.1	2.1	1.1
2	2018-19	21.8	40.0	29.4	6.2	1.3	1.3
3	2018-19	24.3	37.4	29.6	5.7	0.6	2.3
4	2018-19	23.3	39.3	29.4	4.6	0.4	3.0
5	2018-19	23.2	39.1	29.1	4.6	0.4	3.5
6	2018-19	26.1	36.8	28.2	5.1	0.4	3.4
7	2018-19	26.0	37.1	28.9	5.8	0.3	1.9
8	2018-19	25.5	36.5	29.2	6.9	0.4	1.5
9	2018-19	18.1	41.7	30.7	7.5	0.5	1.5

Stem 3: Models, represents and communicates mathematical ideas							
Grade	Year	4	3	2	1	ELL	IPP
1	2018-19	15.0	41.4	33.5	4.0	3.8	2.2
2	2018-19	17.0	41.6	32.9	3.9	2.6	2.0
3	2018-19	18.9	40.3	31.9	4.7	1.4	2.9
4	2018-19	18.9	42.6	30.5	3.4	1.3	3.4
5	2018-19	18.9	41.0	31.8	3.5	1.1	3.6
6	2018-19	21.7	38.3	31.1	4.6	1.0	3.4
7	2018-19	23.7	39.2	29.0	5.5	0.7	1.9
8	2018-19	23.6	37.9	31.4	5.3	0.6	1.1
9	2018-19	22.5	41.0	30.0	3.5	1.0	2.0



Stem 4: Understands mathematical concepts and relationships

Grade	Year	4	3	2	1	ELL	IPP
1	2018-19	23.7	41.4	27.5	4.2	2.1	1.1
2	2018-19	25.6	41.0	25.7	5.1	1.4	1.2
3	2018-19	27.6	38.6	26.0	4.8	0.7	2.3
4	2018-19	26.9	39.3	26.4	4.0	0.5	3.0
5	2018-19	24.8	39.7	27.2	4.5	0.5	3.3
6	2018-19	27.6	36.8	27.3	4.6	0.5	3.2
7	2018-19	26.5	40.1	26.8	4.5	0.3	1.7
8	2018-19	28.1	38.2	27.8	4.5	0.3	1.2
9	2018-19	31.7	35.6	26.7	4.0	0.5	1.5

Stem 5: Uses mathematical reasoning to analyze and solve problems

Grade	Year	4	3	2	1	ELL	IPP
1	2018-19	15.6	38.3	34.6	6.4	3.7	1.4
2	2018-19	16.7	38.8	32.6	7.3	2.9	1.7
3	2018-19	18.3	36.9	33.0	7.4	1.5	2.8
4	2018-19	18.5	38.3	32.0	6.1	1.3	4.0
5	2018-19	17.9	38.1	32.4	6.5	1.3	3.8
6	2018-19	20.9	35.2	31.4	7.6	0.9	4.0
7	2018-19	20.4	37.0	31.1	8.7	0.6	2.2
8	2018-19	19.4	36.5	32.5	9.1	0.6	1.8
9	2018-19	20.0	38.0	29.0	9.0	1.0	3.0



C. Students results by level of achievement within English Language Arts as measured by student report cards 2018-19: high school courses

Course	Year	80 - 100%	65 - 79%	50 - 64%	0 - 49%
10-1	2018-19	34.3	44.1	19.5	2.0
10-2	2018-19	9.6	31.7	49.5	9.3
10-4	2018-19	8.9	33.3	49.6	8.1
20-1	2018-19	36.2	43.1	19.0	1.7
20-2	2018-19	10.4	36.6	46.3	6.7
20-4	2018-19	14.6	37.2	41.6	6.6
30-1	2018-19	24.9	47.5	23.4	4.1
30-2	2018-19	9.5	44.3	38.3	8.0
30-4	2018-19	16.0	39.6	40.2	4.1

D. Students results by level of achievement within Mathematics as measured by student report cards 2018-19: high school courses

Course	Year	80 - 100%	65 - 79%	50 - 64%	0 - 49%
10C	2018-19	44.4	24.0	24.1	7.5
10-3	2018-19	22.6	32.1	37.2	8.1
10-4	2018-19	21.0	29.4	41.6	8.0
20-1	2018-19	46.8	24.9	21.4	7.0
20-2	2018-19	16.1	34.2	41.6	8.2
20-3	2018-19	22.4	32.7	39.6	5.3
20-4	2018-19	19.1	36.3	36.8	7.8
30-1	2018-19	48.2	26.3	17.9	7.5
30-2	2018-19	22.4	34.3	32.3	11
30-3	2018-19	17.1	32.6	42.9	7.4
31	2018-19	70.6	18.5	8.3	2.6

Indicator 3: The Measure Evaluations of and the percentage of students who achieve the Acceptable Standard and the Standard of Excellence on the English Language Arts and Mathematics Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.

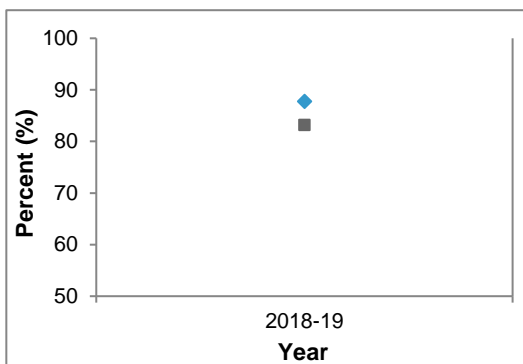
- A. Percentage of students who achieve the Acceptable Standard and the Standard of Excellence on the English Language Arts Provincial Achievement Tests and Diploma Examinations; as measured by the Provincial Accountability Pillar.

Grade 6 English Language Arts Results

Acceptable Standard

All Students Enrolled

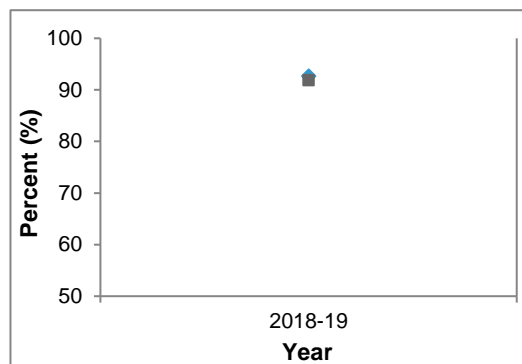
Year	2018-19
CBE	87.8
Prov	83.2
Diff	4.6



Acceptable Standard

All Students Who Wrote

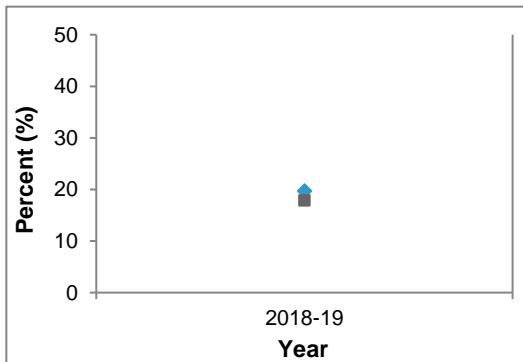
Year	2018-19
CBE	92.7
Prov	91.9
Diff	0.8



Standard of Excellence

All Students Enrolled

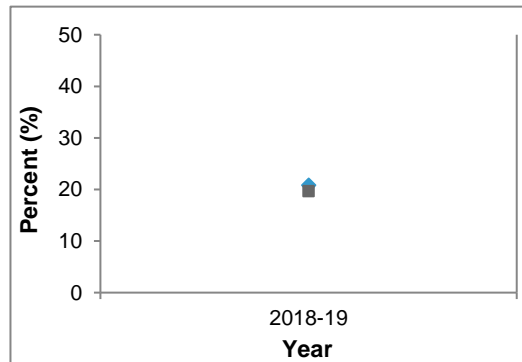
Year	2018-19
CBE	19.7
Prov	17.8
Diff	1.9



Standard of Excellence

All Students Who Wrote

Year	2018-19
CBE	20.8
Prov	19.6
Diff	1.2



Note | All Students Enrolled includes students who were absent or excused from the PAT, whose results were withheld or in the case of a two-part test, only wrote one part. Students in each of these categories are considered to have "not met the Acceptable Standard".

Participation

Year	CBE	Prov	Diff.
2018-19	94.7	90.5	4.2

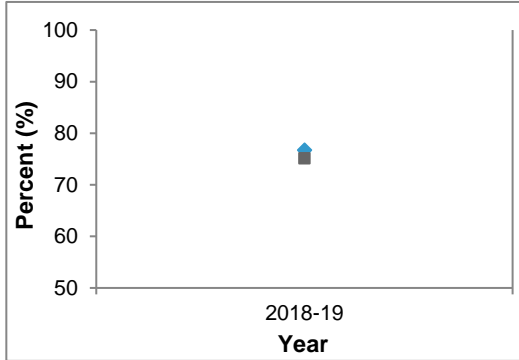


Grade 9 English Language Arts Results

Acceptable Standard

All Students Enrolled

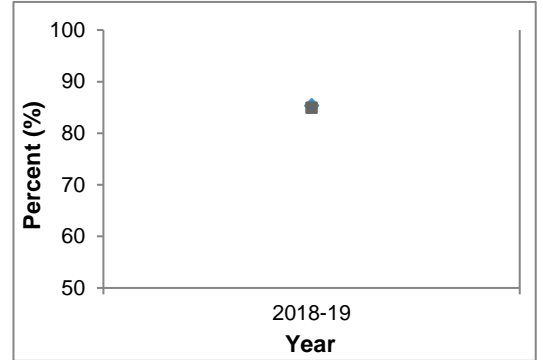
Year	2018-19
CBE	76.7
Prov	75.1
Diff	1.6



Acceptable Standard

All Students Who Wrote

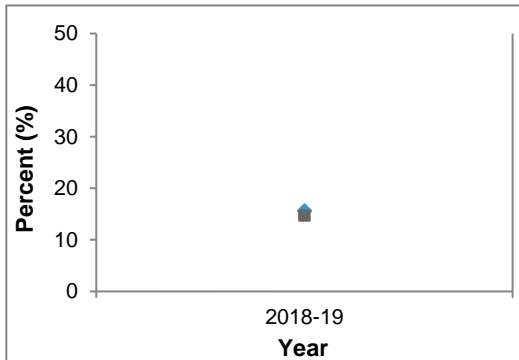
Year	2018-19
CBE	85.3
Prov	84.9
Diff	0.4



Standard of Excellence

All Students Enrolled

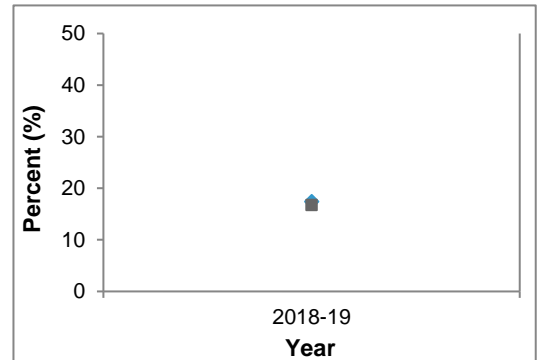
Year	2018-19
CBE	15.6
Prov	14.7
Diff	0.9



Standard of Excellence

All Students Who Wrote

Year	2018-19
CBE	17.4
Prov	16.7
Diff	0.7



Note | All Students Enrolled includes students who were absent or excused from the PAT, whose results were withheld or in the case of a two-part test, only wrote one part. Students in each of these categories are considered to have “not met the Acceptable Standard”.

Participation

Year	CBE	Prov	Diff.
2018-19	90.0	88.5	1.5

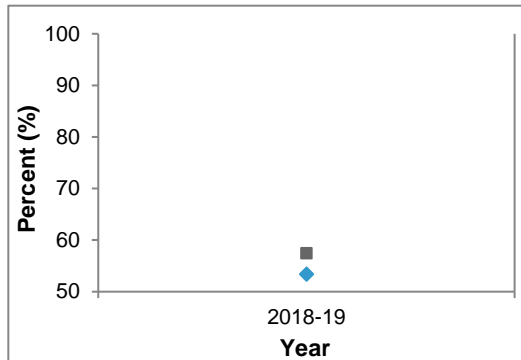


Grade 9 English Language Arts K&E Results

Acceptable Standard

All Students Enrolled

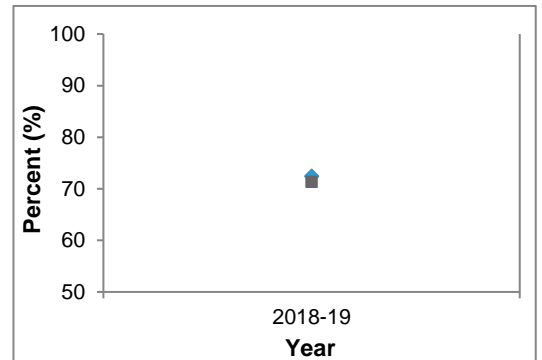
Year	2018-19
CBE	53.4
Prov	57.4
Diff	-4.0



Acceptable Standard

All Students Who Wrote

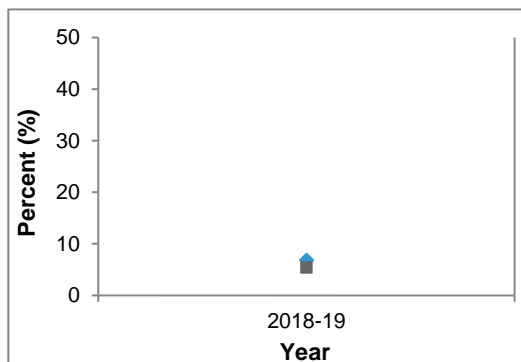
Year	2018-19
CBE	72.4
Prov	71.3
Diff	1.1



Standard of Excellence

All Students Enrolled

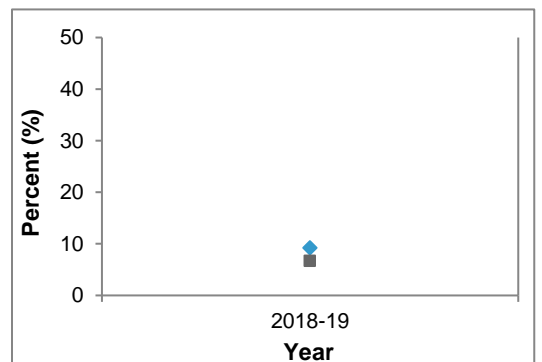
Year	2018-19
CBE	6.8
Prov	5.4
Diff	1.4



Standard of Excellence

All Students Who Wrote

Year	2018-19
CBE	9.2
Prov	6.7
Diff	2.5



Note | All Students Enrolled includes students who were absent or excused from the PAT, whose results were withheld or in the case of a two-part test, only wrote one part. Students in each of these categories are considered to have “not met the Acceptable Standard”.

Participation

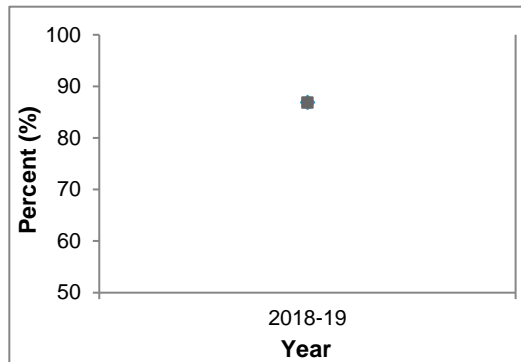
Year	CBE	Prov	Diff.
2018-19	73.7	80.5	-6.8

English Language Arts 30-1

Acceptable Standard

All Students Who Wrote

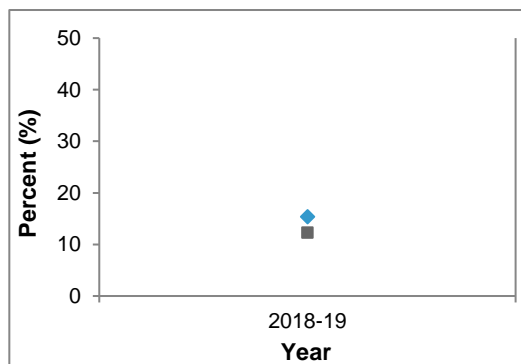
Year	2018-19
CBE	86.9
Prov	86.8
Diff	0.1



Standard of Excellence

All Students Who Wrote

Year	2018-19
CBE	15.4
Prov	12.3
Diff	3.1



Participation

Year	CBE	Prov	Diff.
2014-15	60.3	53.3	7.0
2015-16	61.7	54.0	7.7
2016-17	61.9	55.0	6.9
2017-18	63.8	56.3	7.5
2018-19	63.2	55.5	7.7

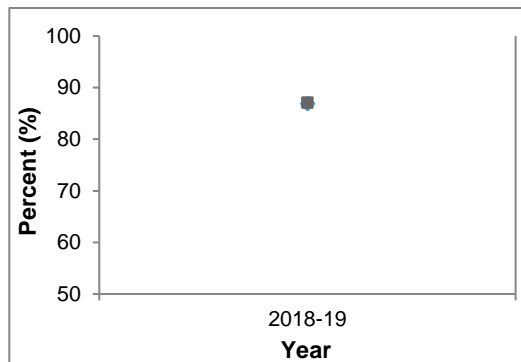


English Language Arts 30-2

Acceptable Standard

All Students Who Wrote

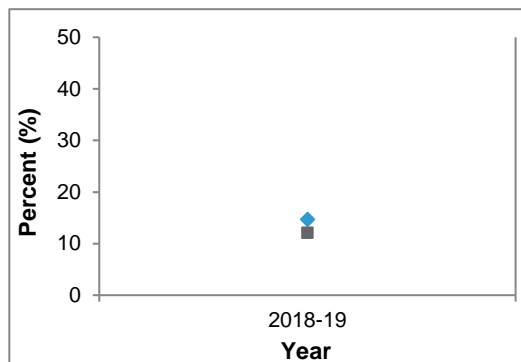
Year	2018-19
CBE	86.9
Prov	87.1
Diff	-0.2



Standard of Excellence

All Students Who Wrote

Year	2018-19
CBE	14.7
Prov	12.1
Diff	2.6



Participation

Year	CBE	Prov	Diff.
2014-15	22.4	28.7	-6.3
2015-16	21.7	28.7	-7.0
2016-17	22.0	28.8	-6.8
2017-18	19.4	27.8	-8.4
2018-19	21.2	28.7	-7.5



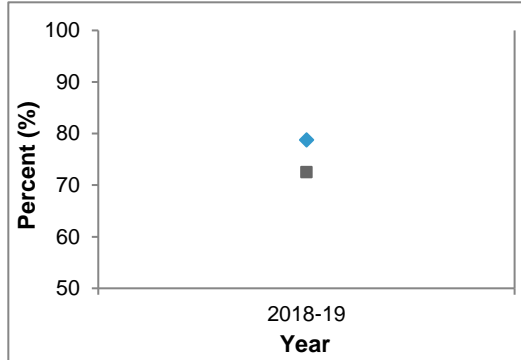
- B. Percentage of students who achieve the Acceptable Standard and the Standard of Excellence on the Mathematics Provincial Achievement Tests and Diploma Examinations; as measured by the Provincial Accountability Pillar.

Grade 6 Mathematics Results

Acceptable Standard

All Students Enrolled

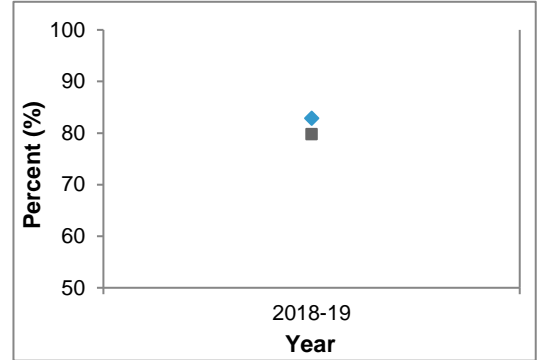
Year	2018-19
CBE	78.8
Prov	72.5
Diff	6.3



Acceptable Standard

All Students Who Wrote

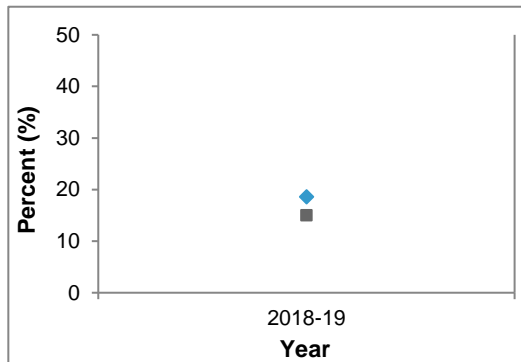
Year	2018-19
CBE	82.9
Prov	79.8
Diff	3.1



Standard of Excellence

All Students Enrolled

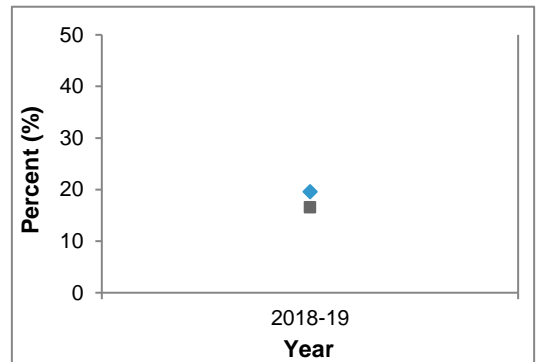
Year	2018-19
CBE	18.6
Prov	15.0
Diff	3.6



Standard of Excellence

All Students Who Wrote

Year	2018-19
CBE	19.6
Prov	16.6
Diff	3.0



Note | All Students Enrolled includes students who were absent or excused from the PAT, whose results were withheld or in the case of a two-part test, only wrote one part. Students in each of these categories are considered to have “not met the Acceptable Standard”.

Participation

Year	CBE	Prov	Diff.
2018-19	95.0	90.8	4.2

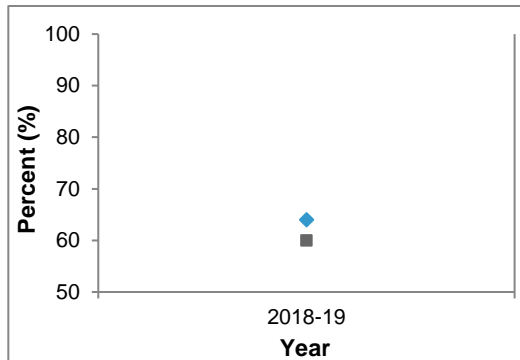


Grade 9 Mathematics Results

Acceptable Standard

All Students Enrolled

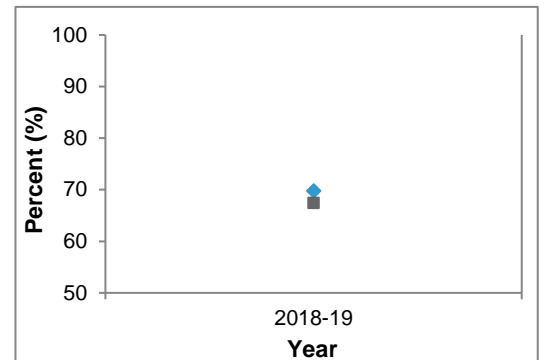
Year	2018-19
CBE	64.0
Prov	60.0
Diff	4.0



Acceptable Standard

All Students Who Wrote

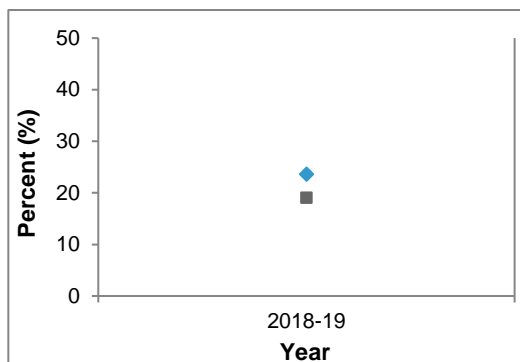
Year	2018-19
CBE	69.8
Prov	67.4
Diff	2.4



Standard of Excellence

All Students Enrolled

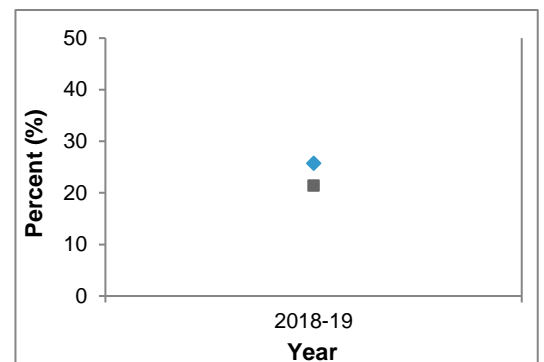
Year	2018-19
CBE	23.6
Prov	19.0
Diff	4.6



Standard of Excellence

All Students Who Wrote

Year	2018-19
CBE	25.7
Prov	21.4
Diff	4.3



Note | All Students Enrolled includes students who were absent or excused from the PAT, whose results were withheld or in the case of a two-part test, only wrote one part. Students in each of these categories are considered to have “not met the Acceptable Standard”.

Participation

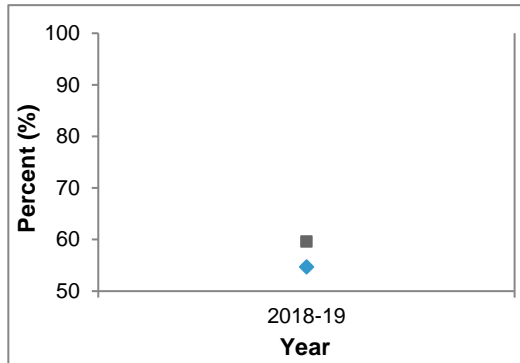
Year	CBE	Prov	Diff.
2018-19	91.7	89.0	2.7

Grade 9 Mathematics K&E Results

Acceptable Standard

All Students Enrolled

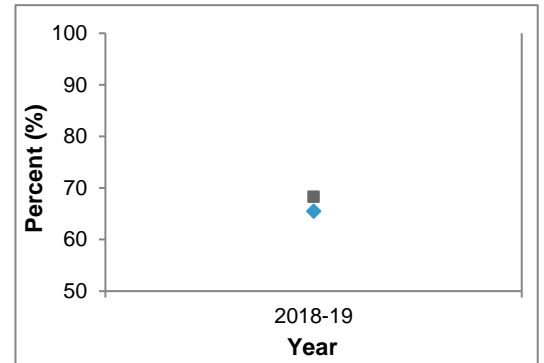
Year	2018-19
CBE	54.7
Prov	59.6
Diff	-4.9



Acceptable Standard

All Students Who Wrote

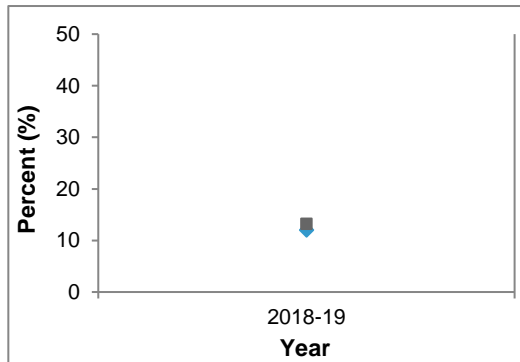
Year	2018-19
CBE	65.5
Prov	68.3
Diff	-2.8



Standard of Excellence

All Students Enrolled

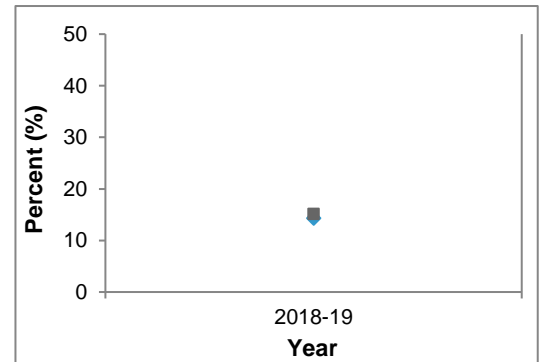
Year	2018-19
CBE	12.0
Prov	13.2
Diff	-1.2



Standard of Excellence

All Students Who Wrote

Year	2018-19
CBE	14.3
Prov	15.1
Diff	-0.8



Note | All Students Enrolled includes students who were absent or excused from the PAT, whose results were withheld or in the case of a two-part test, only wrote one part. Students in each of these categories are considered to have “not met the Acceptable Standard”.

Participation

Year	CBE	Prov	Diff.
2018-19	83.5	87.3	-3.8

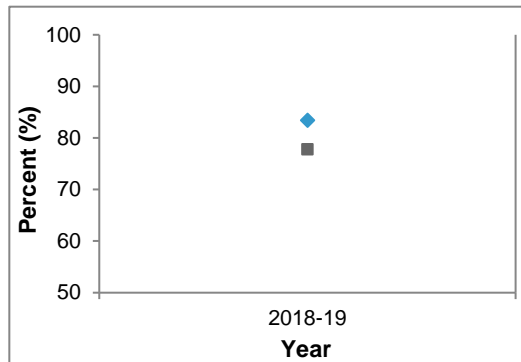


Mathematics 30-1

Acceptable Standard

All Students Who Wrote

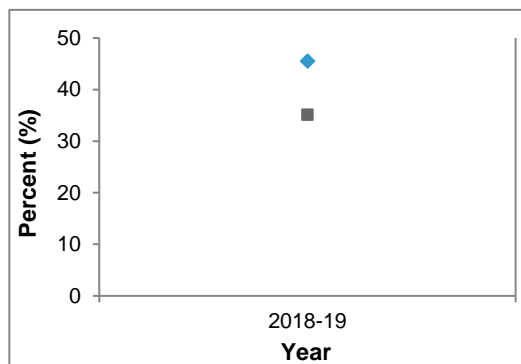
Year	2018-19
CBE	83.4
Prov	77.8
Diff	5.6



Standard of Excellence

All Students Who Wrote

Year	2018-19
CBE	45.5
Prov	35.1
Diff	10.4



Participation

Year	CBE	Prov	Diff.
2014-15	47.2	37.1	10.1
2015-16	46.6	36.5	10.1
2016-17	46.2	35.5	10.7
2017-18	47.9	36.5	11.4
2018-19	45.9	35.2	10.7

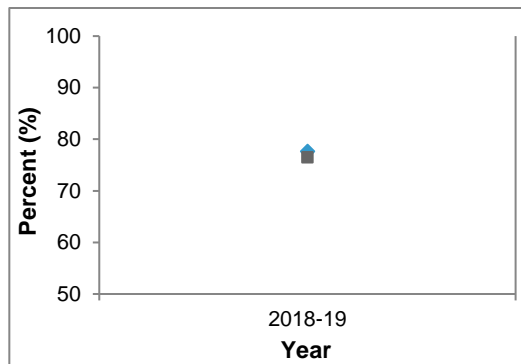


Mathematics 30-2

Acceptable Standard

All Students Who Wrote

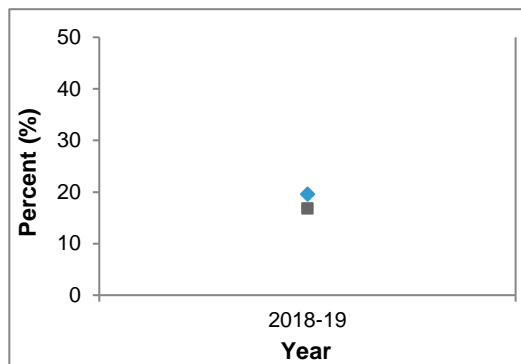
Year	2018-19
CBE	77.7
Prov	76.5
Diff	1.2



Standard of Excellence

All Students Who Wrote

Year	2018-19
CBE	19.6
Prov	16.8
Diff	2.8



Participation

Year	CBE	Prov	Diff.
2014-15	18.9	22.4	-3.5
2015-16	20.5	23.7	-3.2
2016-17	20.5	25.1	-4.6
2017-18	20.1	24.9	-4.8
2018-19	21.4	25.9	-4.5



Indicator 4: Student results in each of Career & Technology Foundations/Studies, Fine and Performing Arts, French Language Arts, Languages, Physical Education, Science and Social Studies; as measured by student report cards disaggregated by division and level of achievement.

- A. Students results by level of achievement within Career & Technology Foundations as measured by student report cards 2018-19: Grades 1-9

Legend |

4 - The student has demonstrated excellent achievement of grade level expectations.

3 - The student has demonstrated good achievement of grade level expectations

2 - The student has demonstrated basic achievement of grade level expectations

1 - The student is not meeting grade level expectations

ELL - The student's language proficiency level impacts the evaluation of achievement. This indicator is used only when a student self-identified as English Language Learners cannot be assessed against the stem.

IPP - Achievement of this report card outcome is reported through the student's Individual Program Plan (IPP). This indicator is used only when a student with identified special education need cannot be assessed against the stem.

Grade	Year	4	3	2	1	ELL	IPP
5	2018-19	26.2	50.7	22.5	0.4	0.1	0.2
6	2018-19	22.1	47.9	27.1	2.9	0.1	0.1
7	2018-19	27.3	48.4	21.7	2.4	0.2	0.1
8	2018-19	28.5	46.1	22.4	2.8	0.1	0.1
9	2018-19	27.1	41.9	23.7	3.8	3.5	0.0



- B. Students results by level of achievement within Career & Technology Studies (CTS) as measured by student report cards 2018-19: high school courses

Legend | The CTS Programs of Study are organized into five clusters:

- BIT – Business, Administration, Finance & Information Technology.
- HRH – Health, Recreation & Human Services
- MDC – Media, Design & Communication Arts
- NAT – Natural Resources
- TMT – Trades, Manufacturing & Transportation

Cluster	Year	80 - 100%	65 - 79%	50 - 64%	0 - 49%
BIT	2018-19	65.9	20.5	13.5	0.0
HRH	2018-19	68.0	20.6	11.4	0.0
MDC	2018-19	63.2	22.3	14.4	0.1
NAT	2018-19	59.7	28.4	11.6	0.3
TMT	2018-19	60.7	26.0	13.3	0.0



C. Students results by level of achievement within Fine and Performing Arts as measured by student report cards 2018-19: Grades 1-9

Legend |

4 - The student has demonstrated excellent achievement of grade level expectations.

3 - The student has demonstrated good achievement of grade level expectations

2 - The student has demonstrated basic achievement of grade level expectations

1 - The student is not meeting grade level expectations

ELL - The student's language proficiency level impacts the evaluation of achievement. This indicator is used only when a student self-identified as English Language Learners cannot be assessed against the stem.

IPP - Achievement of this report card outcome is reported through the student's Individual Program Plan (IPP). This indicator is used only when a student with identified special education need cannot be assessed against the stem.

Grade	Year	4	3	2	1	ELL	IPP
1	2018-19	14.7	50.7	32.4	0.9	0.7	0.5
2	2018-19	18.3	54.1	26.3	0.6	0.4	0.4
3	2018-19	19.2	51.6	27.8	0.8	0.3	0.3
4	2018-19	21.9	53.0	24.1	0.6	0.2	0.3
5	2018-19	22.9	51.0	24.3	0.9	0.7	0.1
6	2018-19	26.7	48.9	23.0	1.2	0.1	0.1
7	2018-19	28.2	47.8	21.5	2.2	0.2	0.1
8	2018-19	30.3	45.4	21.2	2.7	0.1	0.2
9	2018-19	33.8	38.6	24.3	2.6	0.7	0.0

D. Students results by level of achievement within Fine and Performing Arts as measured by student report cards 2018-19: high school courses

Level	Year	80 - 100%	65 - 79%	50 - 64%	0 - 49%
10	2018-19	66.0	18.9	11.9	3.1
20	2018-19	74.0	16.8	7.8	1.4
30	2018-19	79.7	12.5	7.1	0.7

E. Students results by level of achievement within French Language Arts as measured by student report cards 2018-19: Grades 1-9

Legend |

4 - The student has demonstrated excellent achievement of grade level expectations.

3 - The student has demonstrated good achievement of grade level expectations

2 - The student has demonstrated basic achievement of grade level expectations

1 - The student is not meeting grade level expectations

ELL - The student's language proficiency level impacts the evaluation of achievement. This indicator is used only when a student self-identified as English Language Learners cannot be assessed against the stem.

IPP - Achievement of this report card outcome is reported through the student's Individual Program Plan (IPP). This indicator is used only when a student with identified special education need cannot be assessed against the stem.

Grade	Year	4	3	2	1	ELL	IPP
1	2018-19	26.7	38.2	28.4	6.1	0.0	0.6
2	2018-19	32.0	37.6	24.3	4.5	0.0	1.6
3	2018-19	24.2	40.8	28.1	4.6	0.0	2.3
4	2018-19	23.2	44.3	27.0	2.5	0.1	2.9
5	2018-19	23.0	47.7	24.7	1.8	0.0	3.0
6	2018-19	23.7	46.8	25.8	1.4	0.0	2.4
7	2018-19	25.6	49.5	22.6	1.2	0.0	1.1
8	2018-19	28.7	45.1	24.2	1.7	0.0	0.3
9	2018-19	15.2	53.3	27.2	0.0	0.0	4.3

F. Students results by level of achievement within French Language Arts as measured by student report cards 2018-19: high school courses

Course	Year	80 - 100%	65 - 79%	50 - 64%	0 - 49%
10-1	2018-19	38.8	44.8	15.5	0.9
10-2	2018-19	0.0	0.0	0.0	0.0
20-1	2018-19	44.3	38.6	15.5	1.6
20-2	2018-19	66.7	33.3	0.0	0.0
30-1	2018-19	40.5	51.3	7.6	0.6
30-2	2018-19	54.4	33.8	11.0	0.7

G. Students results by level of achievement within Languages as measured by student report cards 2018-19: Grades 1-9

Legend |

4 - The student has demonstrated excellent achievement of grade level expectations.

3 - The student has demonstrated good achievement of grade level expectations

2 - The student has demonstrated basic achievement of grade level expectations

1 - The student is not meeting grade level expectations

ELL - The student's language proficiency level impacts the evaluation of achievement. This indicator is used only when a student self-identified as English Language Learners cannot be assessed against the stem.

IPP - Achievement of this report card outcome is reported through the student's Individual Program Plan (IPP). This indicator is used only when a student with identified special education need cannot be assessed against the stem.

Grade	Year	4	3	2	1	ELL	IPP
1	2018-19	14.3	44.6	38.1	2.4	0.2	0.4
2	2018-19	16.1	45.7	33.8	3.1	0.4	0.9
3	2018-19	16.3	41.6	38.6	1.7	0.3	1.6
4	2018-19	17.4	45.7	34.2	1.4	0.5	0.8
5	2018-19	17.9	48.7	30.7	1.6	0.6	0.6
6	2018-19	18.9	51.0	27.7	1.4	0.5	0.5
7	2018-19	28.7	45.6	23.2	2.0	0.2	0.3
8	2018-19	27.8	45.0	24.3	2.6	0.0	0.3
9	2018-19	31.3	45.8	19.9	3.0	0.0	0.0

H. Students results by level of achievement within Languages as measured by student report cards 2018-19: high school courses

Level	Year	80 - 100%	65 - 79%	50 - 64%	0 - 49%
10	2018-19	69.7	19.2	9.3	1.8
20	2018-19	77.8	15.4	6.1	0.7
30	2018-19	83.1	12.2	4.2	0.5

- I. Students results by level of achievement within Physical Education as measured by student report cards 2018-19: Grades 1-9

Legend |

4 - The student has demonstrated excellent achievement of grade level expectations.

3 - The student has demonstrated good achievement of grade level expectations

2 - The student has demonstrated basic achievement of grade level expectations

1 - The student is not meeting grade level expectations

ELL - The student's language proficiency level impacts the evaluation of achievement. This indicator is used only when a student self-identified as English Language Learners cannot be assessed against the stem.

IPP - Achievement of this report card outcome is reported through the student's Individual Program Plan (IPP). This indicator is used only when a student with identified special education need cannot be assessed against the stem.

Grade	Year	4	3	2	1	ELL	IPP
1	2018-19	16.1	55.8	26.3	1.1	0.2	0.5
2	2018-19	20.5	56.9	21.4	0.7	0.1	0.4
3	2018-19	22.9	55.0	21.0	0.7	0.1	0.4
4	2018-19	25.5	54.0	19.5	0.5	0.0	0.4
5	2018-19	26.0	55.0	18.2	0.4	0.3	0.2
6	2018-19	28.7	53.1	17.3	0.8	0.0	0.1
7	2018-19	25.9	52.7	19.2	1.9	0.2	0.1
8	2018-19	25.5	52.2	20.2	2.1	0.0	0.0
9	2018-19	25.7	53.2	18.6	1.6	0.9	0.0

- J. Students results by level of achievement within Physical Education as measured by student report cards 2018-19: high school courses

Course	Year	80 - 100%	65 - 79%	50 - 64%	0 - 49%
10	2018-19	71.2	18.2	8.5	2.1
20	2018-19	68.0	20.3	8.8	2.9
30	2018-19	70.6	17.2	9.5	2.6

K. Students results by level of achievement within Science as measured by student report cards 2018-19: Grades 1-9

Legend |

4 - The student has demonstrated excellent achievement of grade level expectations.

3 - The student has demonstrated good achievement of grade level expectations

2 - The student has demonstrated basic achievement of grade level expectations

1 - The student is not meeting grade level expectations

ELL - The student's language proficiency level impacts the evaluation of achievement. This indicator is used only when a student self-identified as English Language Learners cannot be assessed against the stem.

IPP - Achievement of this report card outcome is reported through the student's Individual Program Plan (IPP). This indicator is used only when a student with identified special education need cannot be assessed against the stem.

Grade	Year	4	3	2	1	ELL	IPP
1	2018-19	13.1	46.3	33.5	1.7	4.0	1.3
2	2018-19	16.1	48.5	30.3	1.5	2.4	1.2
3	2018-19	15.9	45.8	32.7	2.5	1.7	1.3
4	2018-19	17.9	47.7	30.0	1.8	1.3	1.3
5	2018-19	16.9	46.6	31.6	2.3	1.4	1.1
6	2018-19	19.9	44.0	31.1	2.8	1.0	1.2
7	2018-19	19.9	42.4	31.9	4.4	0.9	0.5
8	2018-19	20.3	42.1	31.9	4.6	0.7	0.5
9	2018-19	22.0	41.5	29.2	4.0	1.3	2.0



- L. Students results by level of achievement within Science as measured by student report cards 2018-19: high school courses

Course	Year	80 - 100%	65 - 79%	50 - 64%	0 - 49%
Science 10	2018-19	39.1	28.5	26.6	5.8
Science 14	2018-19	22.7	27.8	41.3	8.2
Science 10-4	2018-19	14.7	25.0	54.4	5.9
Biology 20	2018-19	47.1	29.2	21.1	2.7
Chemistry 20	2018-19	49.9	25.9	18.3	5.9
Physics 20	2018-19	46.3	26.5	21.7	5.6
Science 20	2018-19	20.1	34.4	39.7	5.8
Science 24	2018-19	23.5	34.2	37.7	4.6
Science 20-4	2018-19	19.9	35.5	36.2	8.5
Biology 30	2018-19	50.6	27.0	17.3	5.2
Chemistry 30	2018-19	54.5	26.5	14.0	4.9
Physics 30	2018-19	59.7	23.4	12.6	4.3
Science 30	2018-19	33.2	33.6	26.3	6.8



M. Students results by level of achievement within Social Studies as measured by student report cards 2018-19: Grades 1-9

Legend |

4 - The student has demonstrated excellent achievement of grade level expectations.

3 - The student has demonstrated good achievement of grade level expectations

2 - The student has demonstrated basic achievement of grade level expectations

1 - The student is not meeting grade level expectations

ELL - The student's language proficiency level impacts the evaluation of achievement. This indicator is used only when a student self-identified as English Language Learners cannot be assessed against the stem.

IPP - Achievement of this report card outcome is reported through the student's Individual Program Plan (IPP). This indicator is used only when a student with identified special education need cannot be assessed against the stem.

Grade	Year	4	3	2	1	ELL	IPP
1	2018-19	10.9	45.4	35.6	2.0	4.6	1.5
2	2018-19	13.9	47.9	32.2	1.7	2.8	1.5
3	2018-19	15.6	44.5	33.4	2.7	2.0	1.8
4	2018-19	16.3	46.3	32.2	2.0	1.5	1.8
5	2018-19	16.9	44.1	33.2	2.4	1.6	1.7
6	2018-19	19.3	42.2	32.4	3.1	1.3	1.6
7	2018-19	20.2	42.0	31.2	4.5	1.2	1.0
8	2018-19	22.1	42.0	30.3	3.8	1.0	1.0
9	2018-19	21.1	46.3	26.1	3.8	1.5	1.3

N. Students results by level of achievement within Social Studies as measured by student report cards 2018-19: high school courses

Course	Year	80 - 100%	65 - 79%	50 - 64%	0 - 49%
10-1	2018-19	44.5	38.6	15.4	1.6
10-2	2018-19	12.0	32.1	46.5	9.4
10-4	2018-19	11.9	29.2	49.6	9.2
20-1	2018-19	47.1	37.6	14.0	1.3
20-2	2018-19	15.0	33.2	45.2	6.5
20-4	2018-19	12.1	29.1	51.0	7.7
30-1	2018-19	37.4	44.1	16.8	1.7
30-2	2018-19	19.3	39.1	35.3	6.3

appendix

II. Distribution of Codes

Grades 1-12: 118 683 students

Code										N
301 - English as a Second Language - Foreign Born										14 613
LP1	6.0%	LP2	15.9%	LP3	25.9%	LP4	30.2%	LP5	22.0%	
302 - English as a Second Language - Non-funded										1294
LP1	4.7%	LP2	21.7%	LP3	30.8%	LP4	29.7%	LP5	13.1%	
303 - English as a Second Language - Canadian Born										13 805
LP1	2.0%	LP2	10.5%	LP3	28.4%	LP4	34.9%	LP5	24.2%	

Total 29 712

Percent of the Students in Grades 1-12 25.0

Code										N
331 - Aboriginal Student - Status First Nations										2510
332 - Aboriginal Student - Non-Status First Nations										980
333 - Aboriginal Student - Métis										1219
334 - Aboriginal Student - Inuit										57

Total 4766

Percent of the Students in Grades 1-12 4.0

Code										N
41 - Severe Cognitive Disability										29
42 - Severe Emotional/Behavioural Disability										3302
43 - Severe Multiple Disability										254
44 - Severe Physical or Medical Disability										3077
45 - Deafness										87
46 - Blindness										34
51 - Mild Cognitive Disability										779
52 - Moderate Cognitive Disability										86
53 - Emotional/Behavioural Disability										973
54 - Learning Disability										5411
55 - Hearing Disability										117
56 - Visual Disability										31
57 - Communication Disability										1611
58 - Physical/Medical Disability										4267
59 - Multiple Disability										1495
80 - Gifted and Talented										2577

Total 24 130

Percent of the Students in Grades 1-12 20.3



attachment

I. Alberta's Criteria for High School Completion Categories

- A. High School Diploma
- B. High School Equivalency Diploma
- C. Certificate of High School Achievement
- D. Post-Secondary Attendance
- E. Apprenticeship
- F. Academic Standing

- A. High School Diploma

[Guide to Education: ECS to Grade 12 | 2019-2020](#) p. 107

The requirements indicated below are the minimum requirements for a student to attain an Alberta High School Diploma. The requirements for entry into post-secondary institutions and workplaces may require additional and/or specific courses.

100 credits including the following:

- English Language Arts – 30-level (English Language Arts 30-1 or 30-2)
- Social Studies – 30-level (Social Studies 30-1 or 30-2)
- Mathematics – 20-level (Mathematics 20-1, Mathematics 20-2 or Mathematics 20-3)
- Science – 20-level[®] (Science 20, Science 24, Biology 20, Chemistry 20 or Physics 20)
- Physical Education 10 (3 credits)[®]
- Career and Life Management (3 credits)[®]
- 10 credits in any combination from:
 - Career and Technology Studies (CTS) courses
 - Fine and Performing Arts courses
 - Second Languages courses
 - Physical Education 20 and/or 30
 - Knowledge and Employability courses
 - Registered Apprenticeship Program courses
 - Locally developed courses in CTS, fine arts, second languages or Knowledge and Employability occupational courses[®]
- 10 credits in any 30-level course (in addition to a 30-level English Language Arts and a 30-level Social Studies course as specified above)[®] These courses may include:
 - 30-level locally developed courses
 - advanced level (3000 series) in Career and Technology Studies courses
 - 30-level Work Experience courses[®]
 - 30-level Knowledge and Employability courses
 - 30-level Registered Apprenticeship Program courses
 - 30-level Green Certificate Specialization courses
 - Special Projects 30



- ❶ The science requirement—Science 20 or 24, Biology 20, Chemistry 20 or Physics 20—may also be met with the 10-credit combination of Science 14 and Science 10.
- ❷ See information on exemption from the physical education requirement.
- ❸ See information on exemption from the CALM requirement.
- ❹ Integrated Occupational Program (IOP) occupational courses may be used in place of Knowledge and Employability occupational courses to fulfill this requirement.
- ❺ 30-level English language arts or 30-level social studies courses from a different course sequence may not be used to meet the 30-level course requirement.
- ❻ Students may earn a maximum of 30 credits in Work Experience, but only 15 credits may be used to meet the 100-credit requirement for the Alberta High School Diploma.

Further Notes:

- Courses that are identified using a post-secondary institution (PSI) course code may be used to meet the diploma requirements of “10 credits in any combination from Career and Technology Studies (CTS) courses” and “10 credits in any 30-level course—Advanced level (3000 series) in Career and Technology Studies courses.”
- For 30-level courses that have a diploma examination, the final course mark consists of a blend of the school-awarded mark (70%) and the diploma examination mark (30%).

B. High School Equivalency Diploma

[Guide to Education: ECS to Grade 12 | 2019-2020](#) p. 110

There are two options for achieving a High School Equivalency Diploma.

- Option 1 - A person 18 years or older as of September 1 of the current school year who is deficient in the credits needed for an Alberta High School Diploma, who has been out of school for at least 10 consecutive months and who wishes to obtain a High School Equivalency Diploma, should apply to the principal of a senior high school in the community. The principal will first confirm that the candidate has achieved 60 credits through classroom instruction in a school or other institution accredited by or acceptable to the Minister. For out-of-province students, refer to the Evaluation of Out-of-province/Out-of-country Educational Documents section.

The 60 credits will include:

- a high school course in mathematics (5 credits)
- a high school course in science (3 credits)
- English Language Arts 30-1 or 30-2 (5 credits) or Français 30-1 or 30-2 (5 credits)
- one other 30-level course, other than English language arts (5 credits)
- additional high school courses (42 credits)

If the student has met all of the requirements above, the principal will apply additional credits. Additional credits can be awarded in PASI for the following:

- additional high school courses
- a maximum of 15 credits for approved adult education courses offered by recognized agencies (e.g., public colleges, institutes of technology, extension divisions of universities, adult evening classes)
- a maximum of 15 credits for age, according to the following scale:
 - age 21–24 (inclusive) 5 credits
 - age 25–29 (inclusive) 10 credits
 - age 30 and over 15 credits
- a maximum of 5 credits for extensive travel
- a maximum of 5 credits for extensive reading



The student will be awarded the credential if the number of additional credits added to the minimum 60 credits gained through classroom instruction totals at least 100.

Copies of all necessary documents should be retained by the principal in accordance with school authority requirements.

Note | the credits for adult education, age, extensive travel and extensive reading cannot be used toward meeting the 100-credit requirement for the Alberta High School Diploma.

- Option 2 A person 18 years or older who has been out of school for at least 10 consecutive months and who passes all five tests in the General Educational Development (GED) test battery with a minimum standard score of 450 or better on each test will be granted a High School Equivalency Diploma.

C. Certificate of High School Achievement

[Guide to Education: ECS to Grade 12 | 2019-2020](#) p. 107

The requirements indicated in this chart are the minimum requirements for a student to attain a Certificate of High School Achievement. The requirements for entry into post-secondary institutions and workplaces may require additional and/or specific courses.

80 credits[•] including the following:

- English Language Arts 20-2 OR 30-4
- Mathematics 10-3 OR 20-4
- Science 14 OR 20-4
- Social Studies 10-2 OR 20-4
- Physical Education 10 (3 CREDITS)[•]
- Career and Life Management (3 CREDITS)[•]
- 5 credits in:
 - 30-level Knowledge and Employability occupational course, or
 - advanced level (3000 series) in Career and Technology Studies courses,[•] or
 - 30-level locally developed course with an occupational focus

AND

5 credits in:

- 30-level Knowledge and Employability Workplace Practicum course, or
- 30-level Work Experience course,[•] or
- 30-level Green Certificate course,[•] or
- Special Projects 30

OR

5 credits in a 30-level Registered Apprenticeship Program (RAP) course[•]

- ❶ To qualify for a Certificate of High School Achievement, students must successfully complete a minimum of one academic Knowledge and Employability course or be identified as a Knowledge and Employability student (710 code) within the 12 months previous to the awarding of the Certificate.
- ❷ See information on exemption from the physical education requirement.
- ❸ See information on exemption from the CALM requirement.
- ❹ Courses that are identified using a post-secondary institution (PSI) course code may be used to meet the certificate requirement of “5 credits in Advanced level (3000 series) in Career and Technology Studies courses.”
- ❺ Refer to the Off-campus Education Handbook for additional information.
- ❻ Refer to the Alberta Education website for additional Green Certificate information.
- ❼ Refer to the Off-campus Education Handbook for additional information.



D. Post-Secondary Attendance

[Student Outcomes Measures Based on the Grade 10 Cohort | Methodologies for Rates Calculation June 2019](#) p. 8

Students enrolled in a credit program in an Alberta post-secondary who have not achieved completion status through a High School Diploma, High School Equivalency Diploma, or Certificate of Achievement are considered non-credentialed high school completers. The information on post-secondary enrolments incorporates post-secondary Classification of Instructional Programs (CIP) coding to better identify students enrolled in programs not deemed to be post-secondary level (e.g., academic upgrading). Students in these programs are not considered completers for the purpose of this measure.

E. Apprenticeship

[Student Outcomes Measures Based on the Grade 10 Cohort | Methodologies for Rates Calculation June 2019](#) p.13

Students registered in an apprenticeship program who have not achieved completion status through a High School Diploma, High School Equivalency Diploma, or Certificate of Achievement and are no longer registered in school are considered non-credentialed high school completers. The Alberta Student Number is used to match students from the Grade 10 Cohort with the apprentices in Alberta Advanced Education's apprenticeship information system (ATOMS). Students in a Registered Apprenticeship Program (RAP) are excluded because they are still in high school. Students identified as both attending a post-secondary institution and having registered in an apprenticeship program are reported as attending a post-secondary institution.

F. Academic Standing

[Student Outcomes Measures Based on the Grade 10 Cohort | Methodologies for Rates Calculation June 2019](#) p.11

Students who have not achieved completion status through a High School Diploma, High School Equivalency Diploma, or Certificate of Achievement have achieved academic standing if they have passed a minimum of five Grade 12 courses including a Language Arts diploma exam course and three other diploma exam courses. These students may be eligible for post-secondary entrance and some may be attending a post-secondary institution out of province.

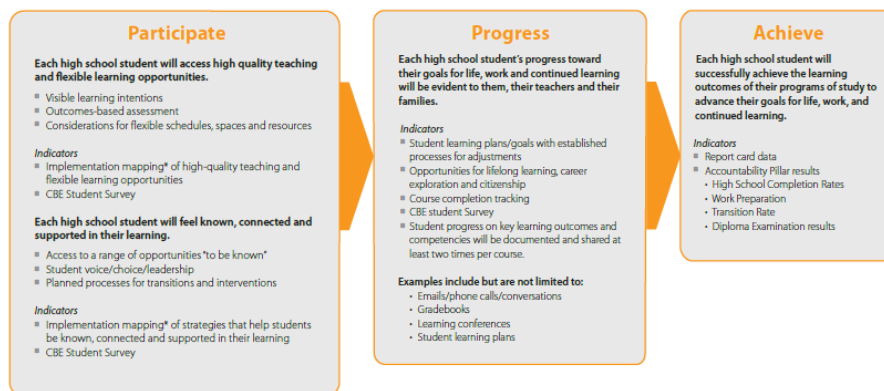


attachment | II. Strategies

High School Success Strategy 2018-21*

Outcome:

Each CBE high school student will participate, progress and achieve in their learning programs.



* Through this process, School Development Plan actions are documented and tracked over time.

Alberta Education identifies three outcomes for high school redesign » engaged students » high levels of achievement » quality teaching

*This is the second year of a three-year plan that commenced in 2018-19.

High School Success Strategy 2018-21*

Conditions for Success

Alberta Education's Moving Forward with High School Redesign (MFWHSR) highlights conditions for student success. Through the MFWHSR principles the Calgary Board of Education attends to these conditions:

Pedagogy

- Designing personalized learning for students through professional learning/networks in task design and assessment.
- Implementing intervention and transition practices.

School Leadership

- Building school leadership teams that collaboratively strengthen their response to the principles of high school redesign including personalization, flexibility and relationships.
- Designing collective research-based and evidence-informed practices that accelerate student learning.

School Culture

- Establishing a welcoming, caring, respectful and safe learning environment.
- Creating ongoing opportunities for student agency/voice/leadership.
- Engaging with partners around shared goals for student learning and career development.

School Structures

- Connecting and making visible the school practices that reflect the principles of high school redesign.



Key Actions

Key Actions 2018-19

- Extend instructional design practices that include outcomes-based assessment through:
 - professional learning networks.
 - responsive and distributed leadership.
- Communicate a continuum of flexible practices that allow students to be known and their learning/life goals to be supported and enriched.
- Expand and communicate opportunities for student voice/choice/leadership.
- Extend and share trauma-informed practices through the high school success learning collaboratives.
- Develop transition processes for students to enter, transition through and finish school their way:
 - strengthening career development opportunities.
 - increasing access to unique pathways including dual credit.

Key Actions 2019-20

- Evolving data sets that inform future action.
- Continue revision and extension of previous implementation strategies.

Key Actions 2020-21

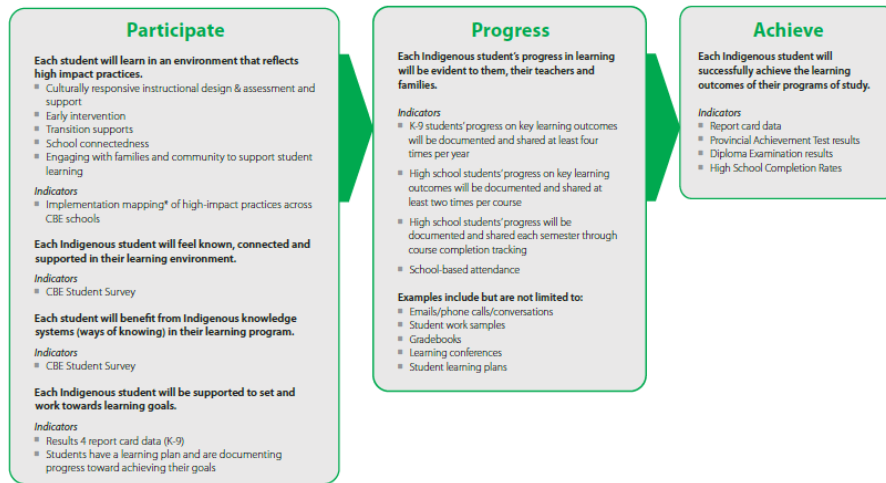
- Continue revision and extension of previous implementation strategies.

*This is the second year of a three-year plan that commenced in 2018-19.



Indigenous Education Strategy 2018-21*

Outcome 1: Each Indigenous student will participate, progress and achieve in their learning programs.
Outcome 2: Each CBE student's learning experiences are advanced by the strength and diversity of Indigenous knowledge systems (ways of knowing) through their learning programs.



* Through this process, School Development Plan actions are documented and tracked over time.

*This is the second year of a three-year plan that commenced in 2018-19.

Indigenous Education Strategy 2018-21*

Priorities

Cultivating a Balanced and Respectful Relationship

Cultivating a balanced and respectful relationship between Indigenous knowledge systems and existing CBE knowledge systems in how we think about and do everything.

Advancing Culturally Responsive Instructional Design & Assessment

Honouring Indigenous knowledge systems, languages and histories through responsive learning environments and instructional design & assessment for the benefit of all students.

Advancing System-Wide Learning

Ensuring staff are knowledgeable, understanding and respectful of the strength and diversity of First Nations, Métis and Inuit; the implications of treaties and agreements with First Nations and Métis; the history and legacy of residential schools.

Building Respectful Working Relationships with Community

Working with community from the very beginning as part of how we think about and do everything.

Key Actions 2018-19

Teaching and Learning/Community Engagement

- Design/offer professional learning to address: pattern of requests from schools; the Teaching/Leadership Quality Standards; high-impact practices; and, the Three-Year Education Plan
- Describe/highlight high-impact practices
- Provide easy access to resources/professional learning within CBE and the province
- Provide guidance re: cultural protocols
- Advance collective and respectful approaches to working with students, families, staff and community
- Advance professional learning from elementary/middle/junior and high school cohorts
- Advance Niitsitapi li tass kii mat too kop (Niitsitapi Learning Centre) as a place for early/professional learning
- Build understanding of Indigenous languages as key dimension of Indigenous knowledge systems (ways of knowing)
- Build understanding about data and measures that reflect Indigenous ways of knowing
- Advance Indigenous knowledge systems and holistic approaches as an integral part of the Three-Year Education Plan

Business Supports

- Allocation of human and financial resources to enable implementation of high impact practices
- Succession and recruitment planning for Indigenous education

Key Actions 2019-20

Teaching and Learning/Community Engagement

- Include measures of student success that reflect Indigenous ways of knowing in the Indigenous education strategy
- Continue revision and extension of previous implementation strategies

Key Actions 2020-21

Teaching and Learning/Community Engagement

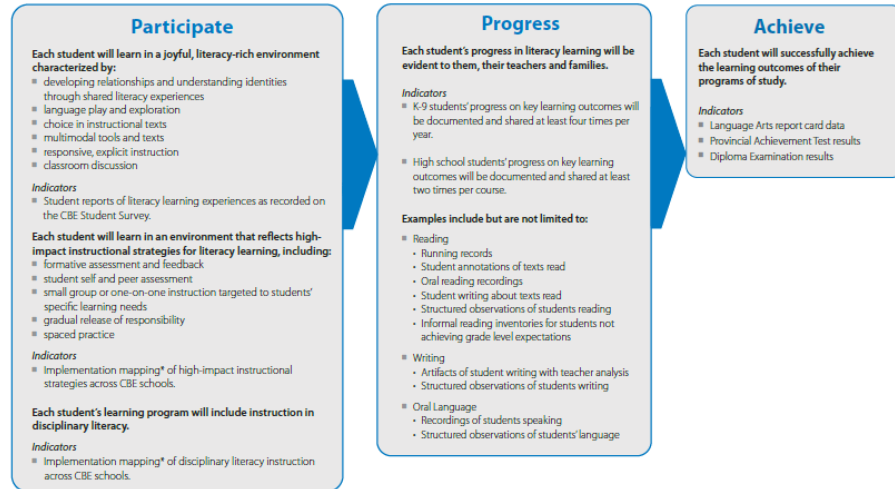
- Continue revision and extension of previous implementation strategies

*This is the second year of a three-year plan that commenced in 2018-19.



Literacy Strategy 2018-21*

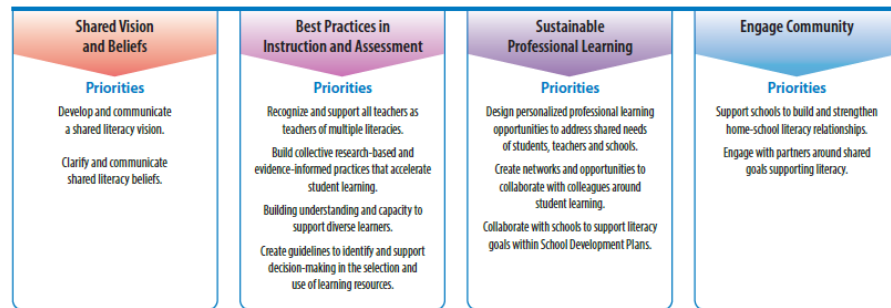
Outcome: Each CBE student will participate in intentional, joyful literacy learning to progress and achieve in their learning programs.



* Through this process, School Development Plan actions are documented and tracked over time.

*This is the second year of a three-year plan that commenced in 2018-19.

Literacy Strategy 2018-21*



Key Actions

Key Actions 2018-19

- Build a shared understanding of middle-junior years literacy.
- Continue to build shared understandings of literacy, disciplinary literacy, literacy-rich learning environments and high-impact literacy instructional and leadership practices.
- Identify and build additional assessment resources for key reading and writing learning outcomes for Language Arts
- Identify and build assessment resources for key disciplinary literacy outcomes for Mathematics, Science and Social Studies.
- Support additional literacy professional learning through school organized cohorts, school-based residencies and individual teacher opportunities.
- Continue to build data sets to inform future years' actions.

Key Actions 2019-20

- Continue revision and extension of previous implementation strategies.
- Continue to build and respond to data sets to inform future years' actions.

Key Actions 2020-21

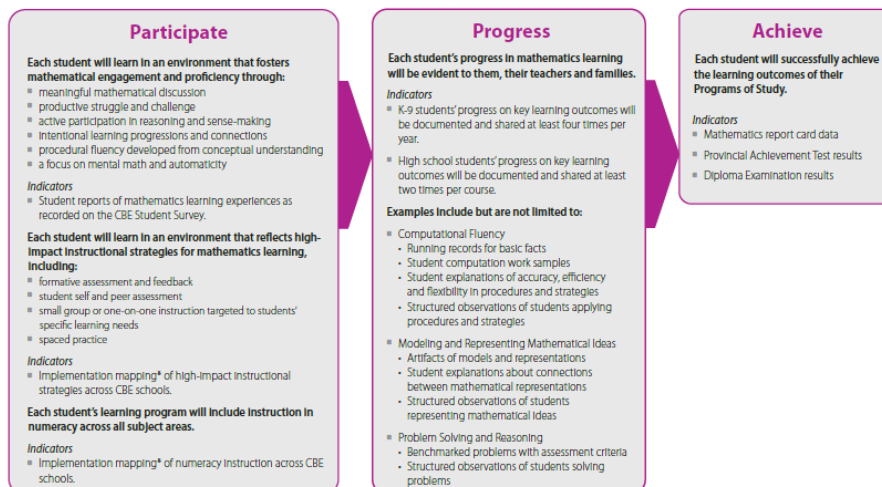
- Continue revision and extension of previous implementation strategies.

*This is the second year of a three-year plan that commenced in 2018-19.



Mathematics Strategy 2018-21*

Outcome: Each CBE student will participate in active, rigorous mathematics learning to progress and achieve in their learning programs.



* Through this process, School Development Plan actions are documented and tracked over time.

*This is the second year of a three-year plan that commenced in 2018-19.

Mathematics Strategy 2018-21*

Framework and Priorities

Positive Mathematics School Culture

- Know that every student can be successful and confident at learning mathematics.
- Teachers and parents help build mathematical thinking by connecting mathematics to other subjects and everyday life.
- Recognize and support all teachers as teachers of numeracy.

Active, Rigorous Mathematics Learning

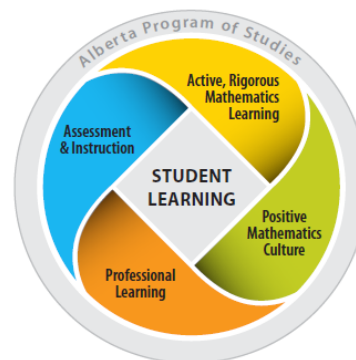
- Build strong mathematical foundations so students can understand complex mathematical ideas.
- Ensure students participate in learning activities that develop their mathematical reasoning and communication skills.
- Create more opportunities for students to be active problem solvers and make connections between concepts.

Assessment and Instruction

- Build opportunities for students to practice mathematics skills over time.
- Focus on the connections between conceptual understanding, problem solving and mental math.
- Use mathematical discussion with and among students to build and solidify concepts.
- Communicate clearly with families about student learning in mathematics.
- Strengthen the use of specific feedback and guidance to students during learning.

Professional Learning

- Build teacher confidence and skill with mathematics content and teaching through:
 - Whole-school learning
 - Teacher collaboration within schools
 - Individual teacher learnings



Key Actions

Key Actions 2018-19

- Deploy Math learning coaches in classrooms.
- Exceed Alberta Education's recommended instructional time in Mathematics 1-9 by 25%.
- Build shared understandings of high-impact mathematics instructional and assessment practices with a focus on learning progressions and procedural fluency.
- Support additional mathematics professional learning through Math Leads, school-based support and individual teacher opportunities.
- Continue to build assessment resources for procedural fluency and problem solving.
- Continue to build coherence in communicating with families about mathematics learning.
- Continue to build data sets to inform future years' actions.

Key Actions 2019-20

- Continue revision and extension of previous implementation strategies.
- Continue to build and respond to data sets to inform future years' actions.

Key Actions 2020-21

- Continue revision and extension of previous implementation strategies.

*This is the second year of a three-year plan that commenced in 2018-19.



operational
expectations
monitoring report

OE-3: Instructional Program

Monitoring report for the
school year 2018-2019

Report date:
January 7, 2020

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 3: Instructional Program, 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: _____
 Christopher Usih, Chief Superintendent

Date: December 20, 2019

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 3: Instructional Program, 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-3: Instructional Program

Executive Summary

The Board of Trustees believes that providing high quality programming for all students is essential for student success, as defined in the Results. The Board believes that each student should have access to educational programming without financial barriers.

This Operational Expectation establishes the Board of Trustees' values and expectations for the Calgary Board of Education's work in providing an instructional program that supports student success

The Chief Superintendent's reasonable interpretation and indicators for OE 3: Instructional Program were approved on October 10, 2017. The Board of Trustees last monitored OE 3 on February 5, 2019. This report includes data available from the 2018-2019 school year and contains evidence to support the following findings:

Policy Statement	Indicator	Finding
3.1	3.1.1	Compliant
3.1	3.1.2	Compliant
3.1	3.1.3	Compliant
3.1	3.1.4	Compliant
3.1	3.1.5	Compliant
3.1	3.1.6	Compliant
3.1	3.1.7	Compliant
3.1	3.1.8	Compliant
3.2	3.2.1	Compliant
3.2	3.2.2	Compliant
3.2	3.2.3	Compliant
3.2	3.2.4	Compliant
3.2	3.2.5	Compliant
3.3	3.3.1	Compliant
3.3	3.3.2	Compliant
3.4	3.4.1	Compliant
3.4	3.4.2	Compliant
3.4	3.4.3	Non-compliant



OE-3: Instructional Program

The Board of Trustees believes that providing high quality programming for all students is essential for student success, as defined in the Results. The Board believes that each student should have access to educational programming without financial barriers.

Board-approved Interpretation |

It is important for each student to have access to the learning opportunities that best meet their needs to reach their potential. These opportunities are not restricted based on an ability to pay.

The Chief Superintendent interprets:

- *high quality programming* to mean intentionally planned learning opportunities that provide students the opportunity to participate, progress and achieve.
- *educational programming* to mean learning opportunities that are rooted in the Program of Studies and planned to meet the learning needs of students.
- *without financial barriers* to mean the cost does not deny access of an individual student to an instructional program and the activities contained therein.

The Chief Superintendent shall:

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

Board-approved Interpretation |

Offering a variety of instructional programs to CBE students provides opportunities for learning that are personalized, accessible, engaging and meaningful.



OE-3: Instructional Program

The Chief Superintendent interprets:

- *plan* for to mean intentional identification of learning strategies in support of specific student learning outcomes.
- *challenging* to mean that each student is provided learning opportunities at an appropriate level for growth.
- *relevant* to mean learning opportunities are developed that are meaningful to the student.
- *educational needs* to mean those requirements specific to individual students that support progress in their learning.
- *high quality programming* to mean intentionally planned learning opportunities that provide students the opportunity to participate, progress and achieve.
- *fiscal capacity* to mean the amount of economic resources available to the organization considering the bounds of legislation and generally accepted accounting principles.
- *operational capacity* to mean the ability of the CBE to provide adequate resources within the funding provided and revenue collected.

Board-approved Indicators and *Evidence of Compliance* |

1. 100 per cent of high school principals confirm that a flexibility component, as defined in High School Redesign, exists within each timetable.	Compliant
---	-----------

The organization is compliant with this indicator.

Evidence statement

Data collection from principals confirmed 100% of high schools offer a flexibility component within each timetable. The consistent theme of the data demonstrated principal and staff commitment to provide a learning environment the set students up for success through opportunities to meet the mandate of the Programs of Study and complete high school.

A variety of strategies support the flexibility component with consideration of the population of students served, the resources and ability to offer flexibility components, and the ability to provide a teacher to further support students in the flexibility components. Strategies addressing flexibility included:



OE-3: Instructional Program

- offering a 'flex' block scheduled within the day in which students could access help/support from teachers;
- scheduling time before and/or after scheduled classes for students to access additional help/support from teachers;
- providing the opportunity for choice in flex time for students to meet their own needs, as required, such as finding a quiet place to read or study, participating in physical activities, or seeking support from counsellors;
- access to online courses such as CALM or other online courses offered through CBe-Learn or Vista Virtual to address students' unique programming needs;
- offering a physical space in which students could work on their online course and seek support when needed;
- enabling flexible scheduling for dual credit, exploratory, work experience, or RAP courses;
- travel to other schools to access CTS courses not offered at home schools;
- the option of an additional year for English Language Learners to complete diploma requirements; and
- flexible courses to include credit recovery or credit rescue.

2. Principals confirm student learning plans contain personalized goals and strategies.

Compliant

The organization is compliant with this indicator.

Evidence statement

For the 2018-2019 school year, 100% of principals confirmed that student learning plans contained personalized goals and strategies. Teachers use a variety of strategies to support students in reflecting on their learning, setting goals and targets, and identifying their next steps in learning. Iris is an example of one tool that might be used to support students in their growth around personal development.

3. 100 per cent of principals confirm utilizing specialized assessments from professionals in support of student learning.

Compliant



OE-3: Instructional Program

The organization is compliant with this indicator.

Evidence statement

One hundred percent (100%) of principals indicated the use of specialized assessments from professionals in support of student learning. Specialized assessments might include information from psychologists, occupational therapists, physical therapists, or speech and language pathologists.

4. 100 per cent of alternative program proposals received by the Calgary Board of Education are considered within the context of the <i>Education Act</i> and the CBE Alternative Program Proposal Process.	Compliant
---	-----------

The organization is compliant with this indicator.

Evidence statement

The superintendent of School Improvement confirms that there were no proposals for alternative programs received in the 2018-2019 school year.

5. The number of dual credit educational opportunities provided for high school students remains stable or increases.	Compliant
---	-----------

The organization is compliant with this indicator.

Evidence statement

The number of dual credit education opportunities has increased each year since the 2014-2015 school year. In the 2018-2019 school year, there was an increase of 12 dual credit opportunities for a total of 26. The types of dual credit programs are impacted by a number of factors. One program, Fashion, was no longer offered in Calgary in the 2018-2019 school year. Other programs, such as First Responder and Production Field Operation were no longer designated dual credit programs. Others may be re-classified. However, in the 2018-2019 school year, there were new opportunities in Computer Science, Electrician, Engineering Design and



OE-3: Instructional Program

Geospatial Tech, Political Science, and Software Development. Moving forward, student opportunities are increasing in Sociology, Medical Office Assistant, Health and Nursing, and Health Care Career Essentials.

6. The number of exploratory credit opportunities in Career and Technology Studies provided for high school students remains stable or increases.	Compliant
---	-----------

The organization is compliant with this indicator.

Evidence statement

The number of exploratory credit opportunities in Career and Technology Studies has increased dramatically since the 2014-2015 school year from eight to 183 in the 2018-2019 school year. Factors impact the ability to offer exploratory opportunities include the program no longer being offered or blending an exploratory into a new exploratory. In the 2018-2019 school year, exploratory opportunities remained stable from the 2017-2018 school year. New exploratory opportunities included Foundations in Commercial Carpentry, Recreational Leadership, and Aircraft Maintenance. Moving forward student opportunities have increased in Culinary Arts and Emergency Medical Care.

7. No student is denied access to (whole class) off-site activities connected to the program of studies due to an inability to pay.	Compliant
---	-----------

The organization is compliant with this indicator.

Evidence statement

It was confirmed by 100% of principals that no student attending the schools was denied access to whole class off-site learning activities due to an inability to pay.



OE-3: Instructional Program

8. A Three-Year Student Accommodation Plan is presented annually to the Board of Trustees for information.	Compliant
--	-----------

The organization is compliant with this indicator.

Evidence statement

The Three-Year System Student Accommodation Plan 2019-2022 was presented to the Board of Trustees for information on June 18, 2019.

Evidence demonstrates all indicators in subsection 1 are in compliance.

3.2	Ensure that the instructional program is regularly evaluated and modified as necessary.	Compliant
-----	---	-----------

Board-approved Interpretation |

An important part of the school development planning process requires attention to multiple forms of evidence including student learning, perception and school process.

The Chief Superintendent interprets:

- *instructional program* to mean an identified set of learning opportunities that relate to achieving the learning outcomes as identified in the Alberta Education authorized programs of study.
- *evaluated and modified* to mean practices within the instructional program are continuously reviewed in response to student learning evidence, interests and need.

Board-approved Indicators and *Evidence of Compliance* |

1. 100 per cent of principals confirm they use data to inform the creation and modification of school development plans.	Compliant
--	-----------



OE-3: Instructional Program

The organization is compliant with this indicator.

Evidence statement

With the exception of one site, 100% of principals report using data to inform the creation and modification of school development plans. This is confirmed through education directors (formerly area directors) and the school development process used by CBE. The one school that did not use data to inform the school development planning process was a new school, Joane Cardinal-Schubert High School, that would have been open two months prior to the due date of school development plans.

2. 100 per cent of principals report identifying and reporting to their community on the progress achieved towards targets as outlined in school development plans.	Compliant
---	-----------

The organization is compliant with this indicator.

Evidence statement

One hundred percent (100%) of the principals confirmed sharing, with their community, the progress achieved towards targets in the school development plan. The one new school had focused on developing the culture of the school and engaging parents in feedback at the end of the year to inform the work moving forward.

3. School development plans are reviewed annually by area directors.	Compliant
--	-----------

The organization is compliant with this indicator.

Evidence statement

The seven education directors (formerly area directors) indicated they had reviewed the school development plans for each school designated to their area. The education directors meet with principals individually and in teams to review the



OE-3: Instructional Program

process of creating the school development plan, the data informing decisions in creating a theory of action, the achievement goal, and the instructional goal. Education directors review the school development plans for coherence with respect to the 3-Year Education Plan, Results 2 – Academic Success, and school data.

4. School instructional programs and services supported centrally are monitored in accordance with the identified schedule.	Compliant
---	-----------

The organization is compliant with this indicator.

Evidence statement

There are a number of school instructional programs and services supported centrally, such as specialized settings, psychology, dual credit, and exploratory programs. These programs are monitored on a regular basis for process alignment, capacity, resource investment and system need. This monitoring results in providing direction for possible changes and/or adaptations based on context, funding and student needs.

5. 100 per cent of principals confirm that they encourage teaching practices that are consistent with the system direction identified in the 3 Year Education Plan.	Compliant
---	-----------

The organization is compliant with this indicator.

Evidence statement

One hundred percent (100%) of principals confirmed that their instructional leadership supported teaching practices consistent with the system direction as identified in the 3-Year Education Plan. Examples include high impact strategies, task design, data informed decision-making, and assessment.

Evidence demonstrates all indicators in subsection 2 are in compliance.



OE-3: Instructional Program

3.3	Ensure that no program emphasizes a particular religion, notwithstanding the <i>Education Act</i> definition of alternative programs.	Compliant
-----	---	-----------

Board-approved Interpretation |

As a public education system, the Calgary Board of Education will not promote the views of specific religions.

The Chief Superintendent interprets:

- *program* to mean an instructional program based on the outcomes identified in the Alberta Programs of Study.

Board-approved Indicators and *Evidence of Compliance* |

1. An internal review confirms that no CBE program emphasizes a particular religion.	Compliant
--	-----------

The organization is compliant with this indicator.

Evidence statement

For the 2018-2019 school year, 100% of principals confirm that practices in their school do not emphasize a particular religion.

2. 100 per cent of principals confirm compliance with AR 3067: Religion in Education.	Compliant
---	-----------

The organization is compliant with this indicator.

Evidence statement

OE-3: Instructional Program

One hundred percent (100%) of principals confirm that their schools were in compliance with AR 3067 | Religion in Education for the 2018-2019 school year.

Evidence demonstrates all indicators in subsection 3 are in compliance.

3.4	Provide safe and reliable transportation services that consider the learning needs of students, the choices of families, and the fiscal and operational capacity of the organization.	Compliant
-----	---	-----------

Board-approved Interpretation |

It is important for CBE to balance the services required to support educational programming choices with the associated costs while operating in a fiscally sound and responsible manner.

Transportation provided must take steps to reduce the risk of harm to students (or protect students from harm) and be consistently dependable.

The Chief Superintendent interprets:

- *transportation services* to mean companies contracted by CBE to provide transportation to and from school for students including public transit.
- *safe* to mean precautions are taken to protect students from harm while travelling to and from school in vehicles provided by the contracted transportation services.
- *reliable* to mean routes are completed timely and consistently unless prohibited by circumstances beyond the carrier control.
- *fiscal capacity* to mean the amount of economic resources available to the organization considering the bounds of legislation and generally accepted accounting principles.
- *operational capacity* to mean the ability of the CBE to provide programs and services within the funding provided and revenue collected.

Board-approved Indicators and *Evidence of Compliance* |

OE-3: Instructional Program

1. 100 per cent of school bus stops and zones are found to be in compliance with the Alberta Education Route Assessment criteria.	Compliant
---	-----------

The organization is compliant with this indicator.

Evidence statement

A route assessment was completed on all bus routes for the 2018-2019 school year and any concerns were addressed. All bus routes are in compliance with the Alberta Education Route Assessment criteria.

2. Mechanisms are in place to administer penalties to contracted carriers for instances of unreliability such as tardiness or absence.	Compliant
--	-----------

The organization is compliant with this indicator.

Evidence statement

Contracts with service providers provide performance measures that allow CBE to administer penalties for instances of service concerns. In addition, routes have been re-assigned to other service providers in response to poor performance measures.

3. Transportation services provided by the CBE balance the cost of providing the service with the grants received from the province and revenue generated through fees through a balanced budget.	Non-Compliant
---	---------------

The organization is non-compliant with this indicator.

Evidence statement



OE-3: Instructional Program

The 2018-2019 audited financial statement reports a 5.26 million dollar deficit. Transportation services continues to look for efficiencies to operate within available funding and fees.

Evidence demonstrates not all indicators in subsection 4 are in compliance.



OE-3: Instructional Program

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.





Assessment & Reporting in the CBE

Board Development Session

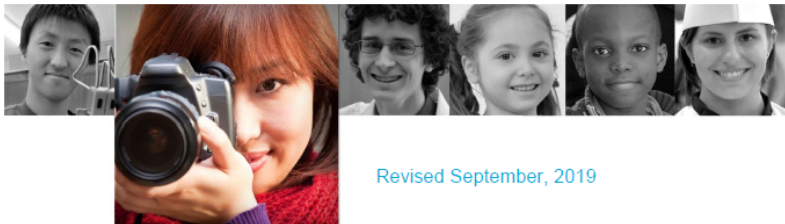
January 14, 2020



Calgary Board
of Education

cbe.ab.ca

Assessment and Reporting in the CBE



Revised September, 2019



cbe.ab.ca

K - 9 English Language Arts Assessment and Reporting Guide



cbe.ab.ca

K - 9 Mathematics Assessment and Reporting Guide



Board of Education



Assessment & Reporting in CBE

K—9 Assessment & Reporting Guides

September 2019

professional learning and support for key changes through:

- area leadership meetings
- education directors embedded supports at schools
- specialists and strategists
- learning leaders
- teachers

refine and align Summer Assessment Cohort drafts

- gather feedback from cohort members
- engage cohort members to develop progressions for remaining synthesized outcomes

parent information and supports available

October — November 2019

continued professional learning supports to ensure effective implementation of adapted and modified programming

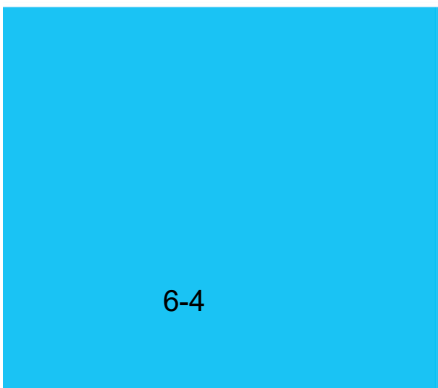
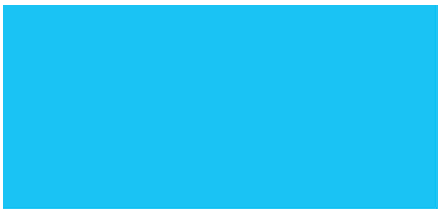
continued development of parent resources

partial release of completed Assessment & Reporting Guides for K—9 teachers

- embedded professional learning supports for school administrators, strategists, learning leaders, teachers

refine and align progressions for remaining synthesized outcomes





December 2019—January 2020

report cards go home

areas collaborate with school administrators regarding parent questions and feedback

release of completed Assessment & Reporting Guides for K—9 teachers

- embedded professional learning supports for school administrators, strategists, learning leaders, teachers

development of teacher and parent resources to support the application of K—9 Assessment & Reporting Guides

February—April 2020

continued professional learning to support effective assessment and reporting practices

review of report card stems

area, school, and teacher application of K-9 Assessment & Reporting Guides

parent communication on application of K-9 Assessment & Reporting Guides

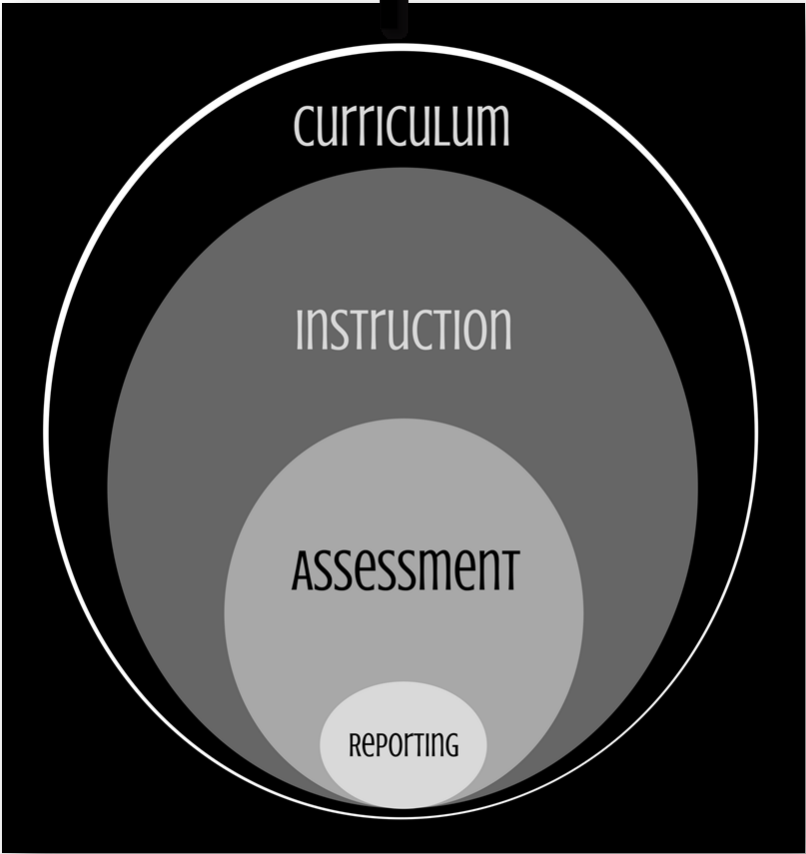


communication with all stakeholders regarding any required changes to CBE reporting K—12

May—June 2020

application of K-9 Assessment & Reporting Guides to support reporting on outcomes that span the year

adjust and refine K-9 Assessment & Reporting Guides and supporting materials based on feedback from teachers and school administrators



Assessment & Reporting in the CBE



The purpose of assessment is to improve student learning. In the CBE, five guiding principles are central to all assessment and reporting policies and practices.

Assessment in the CBE is based on:

- Fair, transparent and equitable practices
- Explicit connections to Programs of Study and CBE Results
- Ongoing cycles of learning
- Student agency
- Clear and meaningful communication



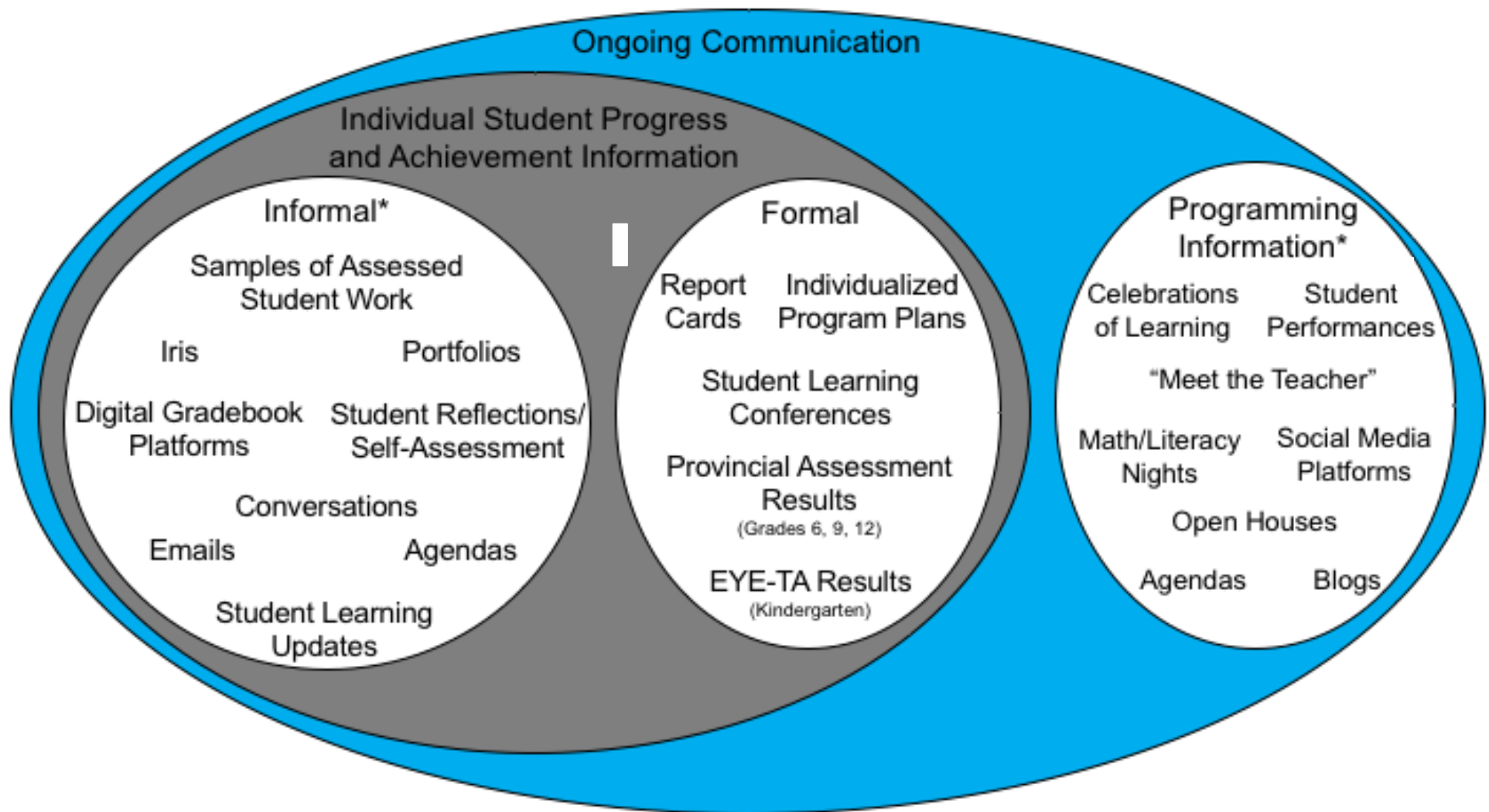
Assessment & Reporting in the CBE



- Outcomes Based Assessment K - 12
- K – 9 Four Point Proficiency Scale
- Change to K – 9 Report Card Math Stems
- Alignment of definitions for, and application of Adapted and Modified Programming to Alberta Education



More than a Report Card | Ongoing Communication



K – 9 Four Point Proficiency Scale



cbe.ab.ca

Assessment & Reporting in the CBE

K - 9 Proficiency Scale

learning | as unique | as every student



Calgary Board
of Education



https://players.brightcove.net/1366266428001/default_default/index.html?videoId=6108731724001

K – 9 Four Point Proficiency Scale

1	2	3	4
Not Meeting	Basic	Good	Excellent

The student demonstrates a **beginning** level of understanding.

- The quality of work within the body of evidence may be **vague** and/or **undeveloped**.
- The student consistently demonstrates this level of achievement.
- Targeted adjustments to planning and instruction will be necessary for further learning in this area.

The student demonstrates a **developing** level of understanding.

- The quality of work within the body of evidence may be **adequate** and/or **concrete**.
- The student consistently demonstrates this level of achievement.
- Adjustments to planning and instruction may be necessary for further learning in this area.

The student demonstrates a **well-developed** level of understanding.

- The quality of work within the body of evidence may be **clear** and/or **well-reasoned**.
- The student consistently demonstrates this level of achievement.
- Students achieving at this level can be confident of being prepared for further learning in this area.

The student demonstrates a **mastery** level of understanding.

- The quality of work within the body of evidence may be **perceptive** and/or **insightful**.
- The student consistently demonstrates this level of achievement.
- Students achieving at this level have excellent demonstration of grade level outcomes and can be confident of being prepared for further learning in this area.

Math Report Card Stem Revision

Report Card stems are categories that organize assessment information for communication to students and families.

Old Stems (Processes)

- Conceptual Understanding
- Problem Solving
- Mental Math and Estimation
- Computation Strategies
- Models, Represents, Communicates



New Stems (Outcomes)

- Number
- Patterns and Relations
- Shape and Space
- Statistics and Probability

Math Report Card Stem Revision



The mathematics report card stems were changed to support implementation of [Assessment and Reporting in the CBE](#) and [Assessment and Reporting Guide for Mathematics](#)



Rationale for the Change

- § Clear and meaningful reporting to families
- § Explicit connections to the Program of Studies
- § Assessment and Reporting Guide Implementation

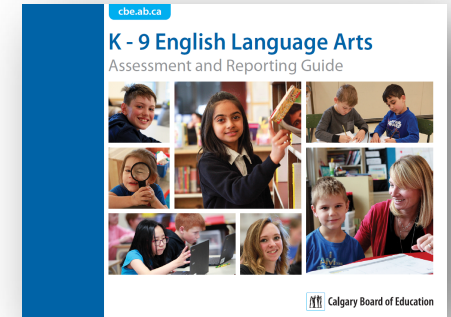


Grades 10 - 12



- Continued calibration for weightings of Program of Studies outcomes
- High School Learning Leader Session focused on Assessment and Reporting in the CBE document
- High School Professional Learning Day framed around the 9 Principles of High School Redesign with a specific focus on equity in assessment
- Area 3 high schools gathered for continued learning about outcomes-based assessment

Assessment & Reporting Guides

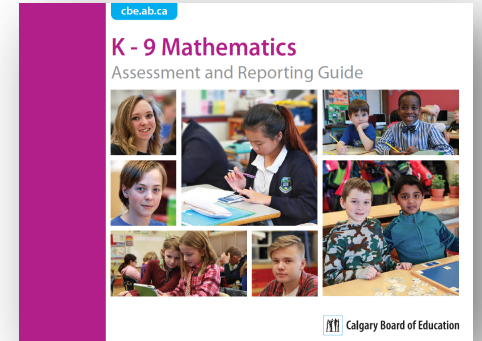


What are the Assessment and Reporting Guides?

- Tools to support teachers in task design, assessment and reporting that:
 - outline criteria for Programs of Study outcomes,
 - describe what students demonstrate at each level of proficiency, and
 - align with the revised descriptors of the indicator scale.

Note | The guides do not replace Alberta Programs of Studies and do not represent the entirety of the general and specific outcomes.

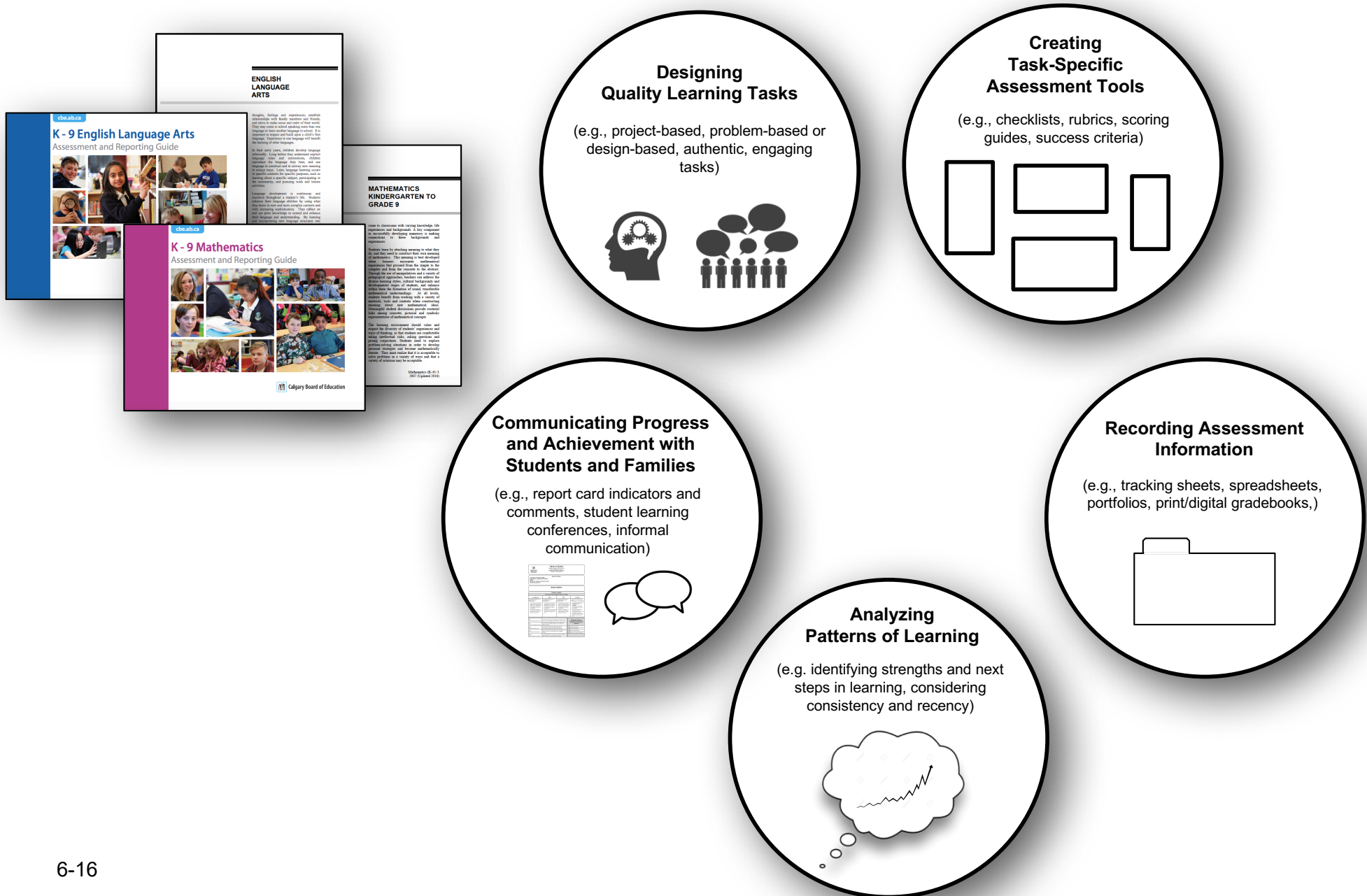
Assessment & Reporting Guides



The guides were written to:

- Articulate a clear progression of learning
- Describe the quality of student work
- Describe affirmatively what students can do
- Be task-neutral

Effective Use of the Guides



Assessment & Reporting Guides



Calgary Board
of Education

Mathematics | Grade 3

The criteria at each level of proficiency are inclusive of those described at the prior levels.



Outcomes	1	2	3	4
Solve one-step addition and subtraction equations involving a symbol to represent an unknown number (PR4, N6, N7)	<p>Add and subtract quantities using a concrete or pictorial approach</p> <p>Model the meaning of the equal sign as a balanced relationship between two quantities</p>	<p>Use a symbol to represent an unknown value in an equation</p> <p>Solve equations within familiar number fact families using a concrete or pictorial approach</p> <p>Solve equations where the unknown appears on either side of the equal sign</p>	<p>Write and solve an equation involving an unknown value to represent the scenario in a problem</p> <p>Interpret the equal sign flexibly using the left and right sides of the equation interchangeably</p> <p>Solve and verify equations involving a variety of numbers using a concrete or pictorial approach</p>	<p>Apply flexible and efficient strategies, including mental math strategies and number fact fluency, to solve and verify equations</p> <p>Explain the use of a symbol for an unknown in an equation and why there is only one value for the unknown</p>

Assessment & Reporting Guides



Calgary Board
of Education

English Language Arts | Grade 5

The criteria at each level of proficiency are inclusive of those described at the prior levels.



Outcomes	1	2	3	4
Compare text situations, to personal experiences, and use comparisons to support interpretations of texts. (2.2.6, 2.2.9)	Compare familiar characters and situations in texts to personal experiences.	Explain comparisons between characters and situations in texts to personal experiences.	Use comparisons as evidence to support own interpretations of texts.	Elaborate on comparisons and use as evidence to enhance own interpretations of texts.



Assessment and Reporting in the CBE

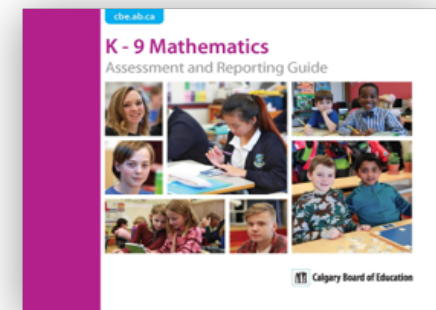
Professional Learning Opportunity	Audience
Overview of key changes in Assessment and Reporting in the CBE	<ul style="list-style-type: none"> ▪ Education Director Area Meetings ▪ Math/Literacy/Early Learning Strategists ▪ Education Centre Staff ▪ Aspiring and New Principal and Assistant Principal Cohorts ▪ Indigenous Education Learning Leader Professional Network ▪ Area Learning Teams ▪ Principals/Assistant Principals
Effective Implementation of Assessment and Reporting in the CBE (including follow up sessions regarding adapted and modified programming)	<ul style="list-style-type: none"> ▪ Math/Literacy Strategists ▪ K-12 Bridges, Mental Health, L&L, PLP teachers ▪ K-9 PL day (7 sessions, 350 teachers) ▪ Learning Leader sessions (17 sessions, 800 teachers) ▪ School leaders, teachers, resource teachers ▪ Area 1 Middle Schools



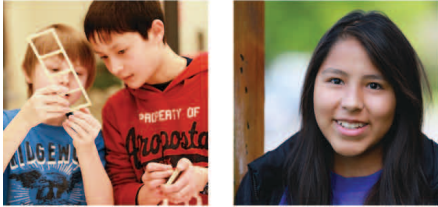
Assessment and Reporting Guides



Professional Learning Opportunity	Audience
Introduction to the Assessment and Reporting Guides	<ul style="list-style-type: none"> • Education Director Area meetings • Math/Literacy Strategists • Education Centre staff • Area Learning Teams
Effective Implementation of Assessment and Reporting Guides	<ul style="list-style-type: none"> • Math/Literacy Strategists • K-9 PL day (7 sessions, 350 teachers) • K-9 teachers (New Math Stems - 4 sessions, 350 teachers) • K-9 Learning Leaders (14 sessions) • Area 1 Middle Schools



Resources for Families



cbe.ab.ca

How is My Child Doing in School?

It's important to know how your child is doing in school. Knowing more about your child's interests, strengths and areas for development are critical to help you support your child's learning.

Conversations with your child's teacher and the school administration team are great places to ask questions and discuss specific concerns. Beyond these conversations and the ones you have at home with your child, there are a number of ways that you can learn more about your child's learning progress and achievement.

Where can I find information about how and what my child is doing at school?

Ongoing communication helps you understand how your child's progress includes both informal and formal components. Report cards are an important achievement, but not the only way that teachers communicate how your child is doing.

Ongoing communication between you, your child and their teacher builds student achievement over the course of the year, so the information on your report card is both expected and understood.

- Informal communication** occurs on an ongoing basis and serves to understand what your child's progress is like on a day-to-day basis. It can include samples of assessed student work, IELTs, digital grade reports, student portfolios.
- Formal communication** occurs at predetermined times throughout the year. It includes report cards, Individual Program Plans, student learning co-conferences, Provincial Achievement Tests (grades 4 and 6), Early On Assessment (E/OA) results (Kindergarten), Diploma Exams.
- Programming information** helps you understand what your child is doing in school. It includes report cards, Individual Program Plans, student learning co-conferences, Provincial Achievement Tests (grades 4 and 6), Early On Assessment (E/OA) results (Kindergarten), Diploma Exams.

What does the report card tell me?

Report cards summarize and communicate student achievement at a point in time. In K-9, report cards are issued once a year. Students in grade 10 receive two report cards a year.

What is the four-point scale? What does it tell me?

In K-9, the achievement indicator (Excellent, Good, Satisfactory, Not Meeting) is used to communicate student achievement. Report cards are categorized into four-point scales for K-9 and percentages for grades 10-12.

What's the Alberta Education Program of Study? Isn't that the curriculum?

Curriculum is outlined in provincial programs of study, which is determined by Alberta Education. It identifies what students are expected to learn and do in each subject from Kindergarten to Grade 12. You can find the program of study on the Alberta Education website.

What is an Adapted Program?

Students are working on provincial curriculum, often at a grade level different from the grade they are enrolled in. Adapted programming provides additional resources so a student can participate actively.

What is a Modified Program?

Students are not on graded curriculum, but receive programming that focuses on life skills, foundational skills and academic readiness skills. This is reflected in their Individualized Program Plan (IPP). A student on a modified program is assessed in relation to the goals and objectives established in their IPP.

What is an Accommodation?

Every learner has the right to access personal strategies and supports that remove barriers to learning tasks and assessment, without consequence to grades. An accommodation could include extra time to complete a task, adjusted seating, a scribe or use of technology. A student may not be accessing adapted or modified programming in order to access certain accommodations.

There are three general types of accommodations: environmental, instructional accommodations and assessment accommodations.

What is an Individualized Program Plan?

An IPP is a concise plan of action designed to address a student's special education needs, based on diagnostic information which provides the basis for intervention strategies.

Please speak to your child's teacher if you have questions or concerns about your child's learning.

1

Not Meeting

2

Basic

3

Good

4

Excellent

cbe.ab.ca

cbe.ab.ca

K to 9 Mathematics | Revised Report Card Stems

Report card stems are categories used to organize Program of Studies outcomes and assessment information for communication to students and families. The mathematics report card stems have been changed in order to make the report card more clear to students and families, and to control report card information directly to the content of the program of studies.

If you are looking for more general information about the report card and the proficiency scale, please see <https://www.ab.ca/education>.

The revised report card stems for mathematics:

- reflect the specific content areas in the mathematics Program of Studies
- provide information directly linked to the specific mathematics skills and concepts being assessed

A new report card indicator may be present in the mathematics section of the report card:

- Right Not Applicable:** This Report will be used if the outcomes after a classroom task (not been directly taught or fully assessed) within a particular reporting period.
- Not Applicable:** This Report will be used if the outcomes after a classroom task (not been directly taught or fully assessed) within a particular reporting period.

Mathematics teaching and learning:

- will continue to provide a basis of building conceptual understanding, developing procedural skills, and problem solving.
- will continue to show connections within the study of mathematics and between mathematics, other disciplines, and student experiences.

Revised K to 9 Mathematics Report Card Stems

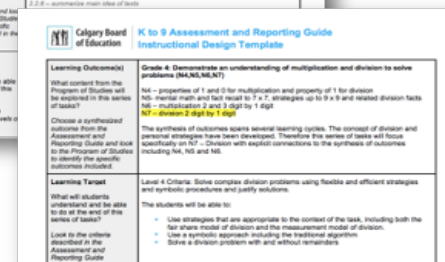
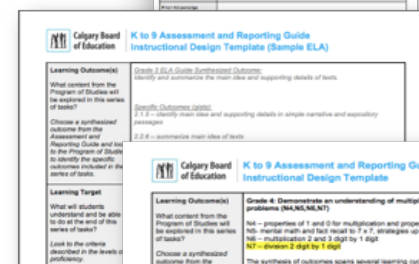
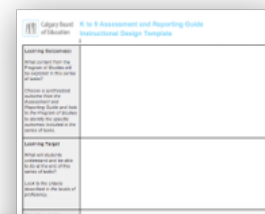
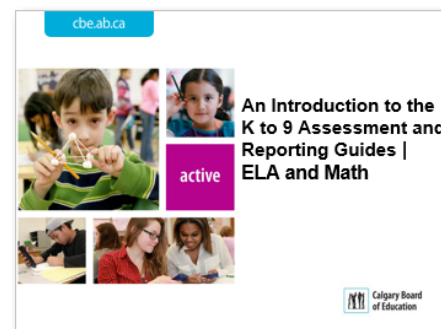
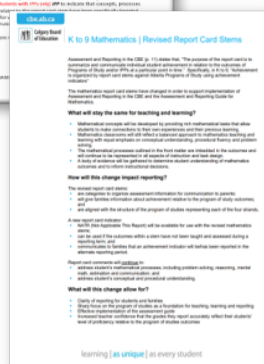
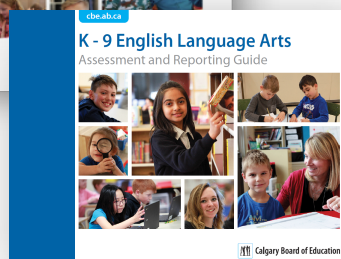
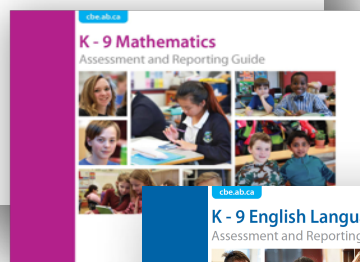
Mathematics	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
Number and Numeracy									
Algebra									
Geometry and Measurement									
Statistics and Probability									
Mathematical Processes									

cbe.ab.ca

Upcoming:

- K-9 Proficiency Scale video
- Parent guide to the Assessment and Reporting Guides
- Assessment and reporting FAQ
- Assessment suggested readings

Resources for Schools



learning | as unique | as every student



**Calgary Board
of Education**

K - 9 English Language Arts

Assessment and Reporting Guide



Calgary Board of Education



The criteria at each level of proficiency are inclusive of those described at the prior levels.

Outcomes	1	2	3	4
Connect oral language to print and pictures in texts. (2.1.1, 2.1.2, 2.1.3)	Comment on print and pictures in texts.	Comment on the sequence of and connections between print and pictures in texts.	Represent ways in which pictures and print have a sequential order and tell a story.	Represent ways in which pictures and print have a sequential order and tell a story in a variety of contexts.
Read words with personal significance and begin to identify some individual words in texts. (2.1.8, 2.1.10)	Identify letters and symbols with personal significance.	Identify letters within personally significant words and symbols in familiar contexts.	Read personally significant words and symbols in familiar contexts.	Read personally significant words and make connections to print and pictures across a variety of contexts.
Make sense of information by asking questions and making connections. (1.2.2, 3.2.3)	Make a statement or tell an unrelated story.	Make statements and begin to ask familiar questions connected to the topic.	Make statements and ask questions that develop understanding and begin to build connections between ideas and information.	Make statements and ask questions to deepen understanding and make explicit connections between ideas and information.
Explain own reading, writing, and pictures. (1.1.5, 2.4.4)	Talk about literacy experiences by commenting on individual details.	Talk about and begin to explain meaning of literacy experiences with familiar details.	Explain meaning of literacy experiences with familiar and new details.	Elaborate on meaning of literacy experiences with connected details.
Share ideas with others. (3.3.3, 3.4.1, 4.3.1)	Share ideas about selective topics.	Share familiar ideas and new learnings.	Share and connect ideas and new learnings.	Share and elaborate on ideas to make explicit connections.



The criteria at each level of proficiency are inclusive of those described at the prior levels.

Outcomes	1	2	3	4
Use phonic knowledge and skills to read unfamiliar words in context. (2.1.15, 2.1.16, 2.1.17, 2.1.18)	Segment and blend sounds and associate sounds with letters.	Use familiar phonic knowledge and skills to read unfamiliar words in predictable contexts.	Apply phonic knowledge and skills to read unfamiliar words in predictable contexts.	Adjust the use of phonic knowledge and skills to read unfamiliar words across contexts.
Generate ideas for own and shared texts to write personal narratives. (2.4.1, 2.4.3)	Share personal narratives on topics of interest.	Generate ideas that represent personal narratives in complete thoughts.	Generate and contribute a variety of ideas to create personal narratives with connected thoughts.	Generate and contribute related ideas to create cohesive personal narratives across contexts.
Change, extend or complete rhymes, rhythms and sounds in pattern stories, poems, nursery rhymes in texts. (2.4.2)	Listen to and recognize rhymes and patterns in texts.	Complete texts by substituting rhymes, rhythms and sounds.	Extend texts by adding rhymes, rhythms and sounds.	Change texts by choosing and manipulating rhymes, rhythms and sounds.
Ask topic-appropriate questions to contribute, gather and clarify information. (1.2.3, 3.1.3, 3.2.3)	Make statements relevant to topics of interest.	Ask topic-appropriate questions to gather information.	Ask and answer topic-appropriate questions to build understanding.	Ask and answer topic-appropriate questions to clarify and extend understanding.
Present ideas to a familiar audience by adding details and responding to questions. (4.3.1, 4.3.2)	Present ideas on topics of personal interest.	Present familiar ideas that begin to build audience understanding and respond to questions.	Present coherent ideas that build audience understanding and respond to questions appropriately.	Present connected ideas that enhance audience understanding and respond to questions with clarifying details.



The criteria at each level of proficiency are inclusive of those described at the prior levels.

Outcomes	1	2	3	4
Apply a variety of comprehension strategies to build meaning of unfamiliar words and texts. (2.1.5, 2.1.9)	Apply rehearsed comprehension strategies to build literal meaning of familiar words and texts.	Apply various comprehension strategies to words and texts to develop understanding of concrete elements within the text.	Apply and select appropriate comprehension strategies to words and texts to deepen understanding within and beyond the text.	Apply and adjust comprehension strategies to words and texts to enhance understanding within and beyond text.
Read aloud with fluency, accuracy and expression. (2.1.8)	Read familiar texts with fluency, accuracy and expression with rehearsal.	Read and self-monitor familiar texts with fluency, accuracy and expression to make meaning.	Read and self-monitor familiar texts with fluency, accuracy and expression to clarify comprehension across genres.	Read and self-monitor new texts with fluency, accuracy and expression to extend comprehension across genres.
Produce fiction and non-fiction text with appropriate structures. (2.4.3, 3.3.2)	Begin to create text with rehearsed structures.	Produce text that incorporates familiar structures.	Select structures to clarify ideas of texts.	Adjust selected structures to produce connected ideas.
Locate information using a variety of sources and recognize what information is important. (3.2.1, 3.2.4, 3.2.5, 3.3.4)	Use familiar sources to locate information.	Use familiar sources to locate relevant information.	Use various sources to locate, organize and select relevant information.	Select specific sources, relevant to the topic, to gather and reorganize information.
Ask relevant questions to clarify understanding and to have information explained. (4.3.4)	Ask closed questions related to the topic.	Ask questions that begin to clarify understanding of the topic.	Ask targeted questions that clarify and deepen understanding of the topic.	Connect and adjust questions to extend understanding of the topic.



The criteria at each level of proficiency are inclusive of those described at the prior levels.

Outcomes	1	2	3	4
Identify and summarize the main idea and supporting details of texts. (2.1.5, 2.2.6, 2.3.3)	Identify the main idea of texts.	Identify the main idea and supporting details of texts.	Summarize the main idea of texts by connecting supporting details.	Summarize the main idea of texts by connecting essential supporting details.
Locate and gather useful information to answer research questions. (3.2.1, 3.2.3, 3.2.4, 3.2.5, 3.3.5)	Locate and identify if gathered information answers research questions.	Locate and review the usefulness of gathered information to determine if research questions are answered.	Locate and assess the quality of information gathered to determine if research questions are answered.	Locate and adjust the quality of information gathered to determine if research questions are answered.
Set a purpose for listening and viewing and explain the meaning of presentations. (4.3.4, 4.3.5)	Rephrase and restate the meaning when listening and viewing.	Rephrase and restate the meaning and identify purpose(s) for listening and viewing.	Explain the meaning and set purpose(s) for listening and viewing.	Explain and connect the meaning to set purpose(s) for listening and viewing.
Identify different literature genres and effects that contribute to enjoyment. (2.2.3, 2.3.6)	Identify that different genres exist in literature and describe favorite texts.	Identify literature genres and effects from a variety of familiar texts that contribute to own enjoyment.	Describe literature genres and effects from a variety of familiar texts that contribute to own and others' enjoyment.	Explain literature genres and identify how and why effects contribute to enjoyment for varying audiences.
Discuss, represent or write about ideas and relate them to own experiences and other texts. (2.2.7)	Discuss, represent or write about familiar ideas in texts.	Discuss, represent or write about familiar ideas in texts and relate them to own experiences.	Discuss, represent or write about familiar ideas in texts and relate them to own experiences or other texts.	Discuss, represent or write about the relationships between ideas, experiences, and other texts.



The criteria at each level of proficiency are inclusive of those described at the prior levels.

Outcomes	1	2	3	4
Explain connections between personal experiences and characters, setting and events in texts. (2.2.6, 2.3.3)	Identify connections between personal experiences, characters, setting or events in familiar texts.	Explain connections between personal experiences, characters, setting and events in familiar texts.	Explain connections between personal experiences, characters, setting and events in texts.	Elaborate on specific connections between personal experiences, characters, setting and events among texts.
Develop opinions and preferences using evidence from experiences and texts. (2.2.8, 2.2.9)	Share ideas and feelings from or about experiences and texts.	Develop opinions and preferences using concrete evidence from familiar experiences and texts.	Develop opinions and preferences using relevant evidence from familiar and new experiences and texts.	Develop opinions and preferences using specific evidence across contexts.
Produce sequential texts and demonstrate clear relationships between character and plot. (2.4.3)	Produce texts that contain characters, plot and sequence.	Produce texts where relationships between characters and plot are predictable and a logical sequence is present.	Produce texts where relationships between characters and plot are evident and maintained.	Produce texts where relationships between characters and plot are purposefully developed and maintained.
Identify strengths and areas for improvement in language learning and research. (1.1.6, 3.4.3)	Identify strengths and areas for improvement from a list of criteria.	Identify strengths and areas for improvement and set goals selecting from pre-established criteria.	Identify strengths and areas for improvement and set goals connected to feedback.	Identify specific strengths and areas for improvement and set goals by incorporating feedback.
Respond to presentations with feedback, relevant questions, and opinions. (4.3.4, 4.3.5)	Discuss personal experiences and feelings related to presentations.	Connect personal experiences and ask questions to build understanding of presentations and develop opinions.	Connect personal experiences and opinions by asking questions and offering feedback to clarify understanding of presentations.	Elaborate on connections between personal experiences and opinions to extend understanding of presentations across contexts.



The criteria at each level of proficiency are inclusive of those described at the prior levels.

Outcomes	1	2	3	4
Use organizational structures and text features to comprehend ideas and information. (2.1.2, 2.1.7, 2.1.8)	Locate information using organizational structures and text features.	Locate information using organizational structures and text features to begin to build meaning.	Use information from organizational structures and text features to confirm meaning.	Connect information from organizational structures and text features to enhance meaning.
Enhance meaning of created texts by using word choice and literacy devices. (2.2.12, 2.3.7, 4.1.7, 4.1.9)	Identify word choices and literary devices in created texts.	Substitute word choice and literary devices in created texts.	Customize word choice and literary devices to support meaning and effect in created texts.	Alter and integrate word choice and literary devices to enhance intended meaning in created texts.
Revise and edit statements, questions and exclamations to clarify meaning. (4.1.3, 4.1.4)	Add statements, questions and exclamations.	Revise statements, questions and exclamations appropriate to the context.	Revise construction of statements, questions and exclamations to organize for intended impact.	Revise construction of statements, questions and exclamations for specific emphasis, action and effect.
Identify and develop a plan for gathering information and formulating questions to guide research. (3.1.3, 3.1.4, 5.2.3)	Use a familiar plan to gather information for research.	Use a familiar plan and ask questions to gather information to guide research.	Develop a plan to gather information and formulate questions to guide research for a purpose.	Adjust plan to gather information and formulate specific questions for an intended purpose.
Use characteristics from familiar texts as models for producing own texts. (2.3.2, 2.4.1)	Identify familiar characteristics of modeled texts and replicate in own texts.	Use familiar characteristics of modeled texts and substitute ideas to produce own text.	Apply the main characteristics of modeled texts to produce own text.	Integrate the main characteristics of modeled texts to intentionally produce own text.



The criteria at each level of proficiency are inclusive of those described at the prior levels.

Outcomes	1	2	3	4
Discuss topics or themes and the purpose of texts. (2.2.4, 2.2.5)	Identify common topics or themes in texts.	Discuss topics or themes using evidence in relation to the purpose of texts.	Discuss the topics or themes using relevant evidence in relation to the purpose of texts.	Discuss topics or themes using precise evidence in relation to the purpose in a variety of texts.
Create effects using altered words, forms and literary devices in own writing. (2.2.12, 2.3.7, 2.4.2)	Choose familiar words and forms and use literary devices in own writing.	Alter words and forms and use literary devices in own writing.	Manipulate words, forms and literary devices to create effects in own writing.	Intentionally integrate words, forms and literary devices to enhance effects in own writing.
Distinguish among facts, supported inferences and opinions. (3.1.1)	Identify facts and opinions.	Identify the difference between facts, inferences and opinions.	Explain how facts are used to support inferences and form opinions.	Explain the interrelationships between facts, inferences and opinions.
Contribute to group knowledge and devise solutions to solve problems. (5.2.3, 5.2.4)	Contribute to group knowledge by fulfilling aspects of a role.	Identify information needed to contribute to group knowledge.	Focus information needed and offer solutions to solve problems in order to contribute to group knowledge.	Focus information needed and devise actionable solutions to solve problems in order to contribute to group knowledge.
Choose from life themes encountered through experiences to create texts. (2.4.1)	Choose experiences to create texts.	Identify life themes and choose experiences to create texts.	Select and use life themes and experiences to create texts.	Make connections between life themes and experiences to create texts.



The criteria at each level of proficiency are inclusive of those described at the prior levels.

Outcomes	1	2	3	4
Reflect on, revise and elaborate on initial impressions of texts through subsequent activities. (2.2.12)	Share initial impressions of texts to confirm understanding.	Reflect on initial impressions of texts to build understanding.	Revise initial impressions of texts to clarify understanding.	Elaborate on initial impressions of texts to extend and challenge understanding.
Analyze and discuss connections amongst story elements. (2.2.7, 2.2.8, 2.3.3)	Identify connections amongst story elements.	Discuss predictable connections amongst story elements.	Explain connections amongst story elements using relevant evidence.	Analyze the interrelationships amongst story elements using specific evidence.
Create texts that are carefully developed to align with topics or themes. (2.4.3, 2.4.4)	Create texts that include topics or themes.	Create texts that develop topics or themes.	Create texts with connected topics or themes.	Create texts with unified topics or themes.
Focus topics and select sources of information when considering purpose. (3.1.1, 3.1.3, 3.3.6)	Identify a topic and find related information.	Develop topics and identify sources when considering audience and purpose.	Focus topics and select specific sources when considering audience and purpose.	Assess quality of sources and appropriateness of gathered information when considering topics, audience and purpose.
Ask questions to elicit information to organize and clarify understanding. (4.3.4, 4.3.5)	Make comments to share understanding.	Ask questions to sort information and build understanding.	Ask informed questions to sort information and confirm understanding.	Ask probing questions to elicit additional information and enhance understanding.



The criteria at each level of proficiency are inclusive of those described at the prior levels.

Outcomes	1	2	3	4
Interpret and explain characters' qualities and motivations using evidence from the text and personal experiences. (2.2.6, 2.2.7, 2.3.4)	Identify characters' qualities making connections to texts and personal experiences.	Interpret and explain characters' qualities and motivations, connecting concrete textual evidence to develop understanding.	Interpret and explain characters' qualities and motivations using persuasive evidence to deepen understanding.	Interpret and explain characters' qualities and motivations using evidence that demonstrates consideration of perspectives.
Revise text to emphasize important ideas and enhance sentence variety and word choice. (2.1.9, 4.1.3, 4.1.4, 4.2.1)	Revise spelling, punctuation and capitalization in texts.	Revise ideas, vocabulary and sentence structure in texts to express tone.	Revise ideas, vocabulary and sentence structure to emphasize important ideas.	Revise ideas, vocabulary and sentence structure to create dominant impressions.
Create texts from different points of view. (2.2.2, 2.4.2, 3.3.2)	Retell texts from a personal point of view.	Create texts from different points of view.	Create texts to establish different points of view by organizing ideas.	Create texts to represent different points of view and establish overall impressions.
Develop and use criteria for gathering, recording and evaluating information. (3.1.4, 3.2.5, 3.3.4, 3.3.6)	Gather and record information using familiar criteria.	Use criteria to determine the relevance of gathered information.	Develop intentional criteria to determine the relevance of gathered information.	Evaluate gathered information and refine criteria to address research needs.
Discuss texts to confirm or revise communication and understanding. (1.1.2, 1.1.3, 1.1.4)	Discuss texts through sharing to explore understanding of ideas, opinions and experiences.	Discuss texts through questioning to confirm understanding of ideas, opinions and experiences.	Analyze texts to reflect on understanding of ideas, opinions and experiences.	Analyze texts to revise and extend understanding of ideas, opinions and experiences.

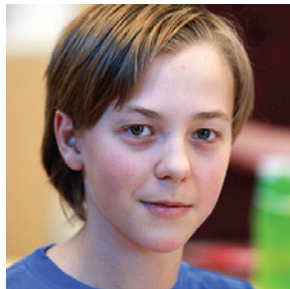


The criteria at each level of proficiency are inclusive of those described at the prior levels.

Outcomes	1	2	3	4
Comprehend text through the use and adjustment of reading strategies. (2.1.4, 2.1.5, 2.1.8)	Apply rehearsed comprehension strategies in order to build literal meaning of familiar texts.	Apply a selection of comprehension strategies in order to develop understanding of concrete elements within texts.	Apply appropriate comprehension strategies in order to deepen understanding of texts.	Apply and adjust comprehension strategies, based on the purpose and complexity of texts, in order to enhance analysis and understanding.
Create texts that interrelate story elements and reveal the significance of actions. (2.4.3, 2.4.4)	Create predictable texts with related story elements.	Create texts with connected story elements where the significance of action(s) are present.	Create texts with interrelated story elements where the significance of action(s) are established.	Create texts with interrelated story elements where the significance of action(s) are deliberately developed.
Assess and select information by considering diverse perspectives for various audiences. (1.2.3, 3.3.5, 4.3.2)	Gather information and share personal perspectives for an audience.	Select information and consider perspectives depending on audience.	Assess relevant information and consider diverse perspectives for an intended audience.	Assess information and discern diverse perspectives to match intended audience.
Summarize information and texts into own words; reference sources. (2.3.7, 3.1.1, 3.3.4)	Record information and list sources.	Summarize the information and texts; evidence is related to ideas and sources are referenced.	Summarize and analyze information and texts; specific evidence supports ideas and sources are referenced.	Synthesize information and texts from a variety of sources; integrate evidence to support ideas and sources are referenced.
Evaluate presenter interpretations of texts and provide feedback. (2.2.6, 4.3.4, 4.3.5)	Identify the main idea of provided information and offer a response.	Use provided information to offer feedback.	Evaluate provided information to offer feedback using specific evidence.	Synthesize provided information to offer feedback using precise evidence to challenge or create new understanding.

K - 9 Mathematics

Assessment and Reporting Guide



Calgary Board of Education



The criteria at each level of proficiency are inclusive of those described at the prior levels.

Outcomes	1	2	3	4
Number Say the number sequence 1 to 10 by 1s, starting anywhere from 1 to 10 and from 10 to 1 (N1)	Say numbers out of sequence or skip numbers in a sequence	Say the number sequence 1 to 10 forward and backward starting at 1 or 10	Say the number sequence 1 to 10 forward between any beginning and any end point	Say the number sequence 1 to 10 forward or backward between any beginning point and any end point
Represent, describe and compare quantities and numbers from 1 to 10 (N2, N3, N4, N5)	Count a set of objects or dots	Subitize 1 to 5 objects or dots in a familiar arrangement Construct a set of objects that corresponds to a given numeral Compare 2 sets and express which is more or fewer	Subitize 1 to 5 objects or dots in a variety of familiar arrangements Partition a given quantity into two parts Construct and compare a set that shows more than or fewer than, a given set	Partition a given quantity or number into two parts in a variety of ways Compare and flexibly describe sets using words such as more, fewer, as many as or the same number
Patterns and Relations Demonstrate an understanding of repeating patterns (PR1)	Identify similarities and differences between given objects or pictures	Identify, reproduce and extend a 2-element pattern	Identify, reproduce and extend a 2- or 3-element pattern Describe the core of the pattern	Create a 2- or 3-element pattern
Shape and Space Use direct comparison to compare two objects based on a single attribute (measurement) (SS1)	Identify objects that are the same size or different sizes	Compare two objects based on length	Compare two objects based on mass or volume and justify reasoning	Compare two objects, justify reasoning, and describe the inverse comparison
Build and describe 3-D objects (SS3)	Identify 3-D objects that are similar or different from each other	Build a simple 3-D object based on a description or a model Describe a simple 3-D object	Build a variety of 3-D objects based on a description or a model Describe 3-D objects using relevant vocabulary	Build a variety of 3-D objects and justify how it is the same as the original model using detailed descriptions and relevant vocabulary
Statistics and Probability No outcomes				

6-36



The criteria at each level of proficiency are inclusive of those described at the prior levels.

Outcomes	1	2	3	4
Number Demonstrate an understanding of whole numbers to 100 by counting in different ways (N1, N3)	Say the number sequence forward and backwards starting at 1 or 10 Construct a set of objects that corresponds to a given numeral Compare 2 sets of objects using words such as more, fewer, or as many as	Say the number sequence 0 to 20 or 0 to 100 in more than one way Count a quantity and identify that the last number said is "how many"	Say the number sequence 0 to 20 or 0 to 100 in multiple ways Count a quantity by 1s, 2s, 5s or 10s	Apply flexible counting strategies in a variety of situations Identify and correct errors in a counting sequence
Subitize and name familiar arrangements of 1 to 10 objects or dots and demonstrate an understanding of conservation of number (N2, N3, N7)	Subitize 1 to 5 objects or dots in familiar arrangements	Subitize 1 to 10 objects or dots in familiar arrangements	Subitize equal sets of objects or dots in different arrangements and identify that the count is the same	Subitize a given number of objects or dots and justify why changing the arrangement will not change the count Create more than one arrangement of objects or dots for a given count
Demonstrate an understanding of addition with answers to 20 and the corresponding subtraction (N8, N9, N10)	Name the number that is one more, two more, one less or two less than a given number up to 20 Add quantities by counting all or counting three times	Model the numbers and actions presented in a problem concretely, and record the process pictorially Add or subtract quantities by counting on or counting back	Represent and solve a given problem using a pictorial or symbolic approach Explain and use the inverse relationship between addition and subtraction facts Add or subtract quantities using a variety of strategies	Create and solve an addition or subtraction problem based on personal experiences and justify strategies and solutions Use mental math for addition and subtraction as a result of developing strategies and understanding number relationships



Mathematics | Grade 2

The criteria at each level of proficiency are inclusive of those described at the prior levels.

Outcomes	1	2	3	4
Number Say the number sequence 0 to 100 in multiple ways and demonstrate if a number is even or odd (N1, N2)	Say the number sequence 0 to 100 forward and backward in one or more ways	Say the number sequence 0 to 100 forward and backward by 2s, 5s, and 10s Identify even and odd numbers using concrete materials	Say a number sequence forward or backward starting at a multiple of 2, 5, or 10 and counting by a multiple of 2, 5, or 10 respectively Identify even and odd numbers in the above counting contexts	Skip count by 10s, given any number from 1 to 9 as a starting point and by 2s starting from 1 Apply flexible skip counting strategies in a variety of situations Identify and explain errors or omissions in a skip counting sequence
Demonstrate an understanding of addition with answers to 100 and the corresponding subtraction (N8, N9, N10)	Add and subtract quantities to 20 using concrete materials or visual representations	Solve addition and subtraction problems involving sums and differences within 100 using concrete or visual materials Model the effect of adding zero to, or subtracting zero from, any number Apply mental math strategies for addition and subtraction within 20	Solve addition and subtraction problems using appropriate and efficient strategies (including number fact recall and mental math) and record the process symbolically Model an example of the commutative and associative properties of addition Explain that the order in which numbers are subtracted may affect the difference	Solve complex addition and subtraction problems using appropriate and efficient strategies (including number fact recall and mental math) and record the process symbolically Explain and use the inverse relationship between addition and subtraction to solve problems Use the commutative and associative properties of addition to increase efficiency and flexibility



The criteria at each level of proficiency are inclusive of those described at the prior levels.

Outcomes	1	2	3	4
Number Represent and describe numbers to 1000 concretely, pictorially and symbolically Compare, order and estimate quantities to 1000 (N2, N3, N4, N5)	Model and describe numbers up to 100 concretely, pictorially and symbolically Use place value to compare and order numbers up to 100	Use place value to read, write, and represent numbers to 1000 in words and in standard and expanded form Use place value to compare and order a simple set of numbers to 1000 Choose an appropriate estimate for a given quantity	Use place value to compare and order a variety of numbers up to 1000 Estimate a given quantity by comparing to a referent Decompose numbers to 1000 in a variety of ways	Estimate a given quantity and justify the method or referent used Efficiently decompose, compare, and order complex sets of numbers given in a variety of contexts
Demonstrate an understanding of multiplication to 5×5 and the corresponding division (N11, N12)	Solve simple problems involving repeated addition and subtraction	Solve multiplication and division problems involving products and quotients within 25, using a concrete or pictorial approach Model the commutative property of multiplication	Solve multiplication and division problems record the process symbolically Explain the inverse relationship between multiplication and division Model and explain the meaning of multiplication and division, and the relationship between them, using a variety of pictorial or concrete representations	Solve multiplication and division problems using appropriate and efficient strategies including number fact recall and mental math, and record the process symbolically Apply the inverse relationship between multiplication and division to increase efficiency and flexibility
Demonstrate an understanding of fractions (N13)	Identify an example from personal experience where fractions are used	Model a fraction by splitting a whole into parts and show that the parts are equal Identify the numerator and denominator for a given fraction	Compare fractions of the same whole with the same denominator using concrete materials Model and explain the meaning of numerator and denominator	Interpret and model a fraction given symbolically



The criteria at each level of proficiency are inclusive of those described at the prior levels.

Outcomes	1	2	3	4
Number Demonstrate an understanding of multiplication and division to solve problems. (N4, N5, N6, N7)	Apply concrete or pictorial strategies when determining products and quotients within 25	Model multiplication and division using numbers beyond 9×9 using a variety of pictorial or concrete representations Apply strategies when determining products and quotients within 100 Solve simple multiplication and division problems	Apply strategies for multiplication and division beyond 9×9 including area models, mental math, estimation, distributive property and inverse operations, and record the process symbolically Apply efficient strategies, including number fact recall when determining products and quotients within 100 Solve a variety of multiplication and division problems	Solve complex multiplication and division problems using flexible and efficient strategies and symbolic procedures and justify the solution



The criteria at each level of proficiency are inclusive of those described at the prior levels.

Outcomes	1	2	3	4
Number Demonstrate an understanding of addition and subtraction of decimals (N11)	Add and subtract quantities to 10 000 Add and subtract decimals up to tenths concretely and pictorially	Add and subtract decimals with like place value positions (limited to thousandths), concretely and pictorially to solve simple problems Use front-end estimation to predict the sum or difference	Add and subtract decimals with unlike place value positions and record the process symbolically to solve a variety of problems Use front-end estimation strategies to verify the placement of the decimal point and determine the reasonableness of the sum or difference	Solve complex problems involving decimals with unlike place value positions symbolically, using flexible and efficient strategies including mental math and estimation
Patterns and Relations Determine the pattern rule to make predictions about subsequent elements (PR1)	Extend simple concrete, visual, and numerical patterns	Describe and extend simple concrete, visual, and numerical patterns Create a table from a given pattern and extend the table	Describe and extend a variety of concrete, visual and numerical patterns Describe the relationship in a table and use it to predict subsequent elements	Describe and extend complex concrete, visual and numerical patterns Use a variable to write an expression for the relationship in a table and use it to predict and verify subsequent elements



Mathematics | Grade 6

The criteria at each level of proficiency are inclusive of those described at the prior levels.

Outcomes	1	2	3	4
Number Demonstrate an understanding of prime and composite numbers, and factors and multiples. (N3)	Use mental math strategies and thinking tools to recall multiplication and related division facts within 100 Identify multiples of a given number using skip counting	Determine all factors of a given number concretely or pictorially and identify 1 as a factor of every number Identify common multiples and factors of 2 or more numbers. Classify a simple set of numbers as prime or composite.	Apply number fact fluency to determine multiples and factors of numbers less than 100 Solve a variety of problems involving multiples and factors, including LCM and GCF Apply the commutative property of multiplication when stating factor pairs Classify a variety of numbers as prime or composite and identify 1 as neither prime nor composite	Apply flexible and efficient strategies including mental math to solve complex problems involving factors and multiples, including LCM and GCF Explain and demonstrate that a composite number can be factored until only prime factors remain



The criteria at each level of proficiency are inclusive of those described at the prior levels.

Outcomes	1	2	3	4
Number Solve problems involving decimals, and percentages (N2, N3)	Model decimals and percentages concretely or pictorially Apply front-end estimation to decimals	Express a given percent (from 1 to 100) as a decimal or fraction Solve simple problems involving a single operation on percentages or decimals, using technology when appropriate Use front-end estimation to determine and verify the placement of the decimal point	Solve a variety of problems involving decimals and percentages applying order of operations, using technology when appropriate Apply estimation strategies, as appropriate, in solving and determining the reasonableness of solutions	Solve complex problems involving decimals and percentages using flexible and efficient strategies including mental math, estimation and appropriate rounding, using technology when appropriate
Demonstrate an understanding of addition and subtraction of integers, concretely, pictorially, and symbolically (N6)	Order a set of integers in ascending or descending order Identify the starting point of an expression on a number line	Concretely or pictorially represent zero pairs Use a given model to add and subtract integers concretely or pictorially	Model addition and subtraction of integers using an appropriate model Solve problems involving integers and record the process symbolically	Evaluate, symbolically, expressions involving subtraction and addition of integers Solve complex problems involving integers using flexible and efficient strategies, including mental math



The criteria at each level of proficiency are inclusive of those described at the prior levels.

Outcomes	1	2	3	4
Number Demonstrate an understanding of numbers that are perfect squares or non-perfect squares and determine square roots (N1, N2, SS1)	Model concretely or pictorially that the side length of a non-perfect square can only be approximated Determine the area of a square Determine factors of a whole number	Approximate square roots of non-perfect squares using technology Determine the square of a number and the square root of a perfect square using factors, or concrete or pictorial representations Solve simple problems involving squares and square roots	Recalls squares and square roots of familiar numbers as a result of developing strategies and understanding number relationships Estimate the square roots of non-perfect squares using benchmarks Solve a variety of problems including application of squares and square roots to the Pythagorean theorem	Estimate, with precision, square roots of numbers that are non-perfect squares using benchmarks and verify the estimate Solve complex problems including application of squares and square roots to the Pythagorean theorem using flexible and efficient strategies including mental math and number fact recall



Mathematics | Grade 9

The criteria at each level of proficiency are inclusive of those described at the prior levels.

Outcomes	1	2	3	4
Number Demonstrate an understanding of rational numbers and apply the order of operations (N1, N3, N4)	Express rational numbers in multiple representations Order and compare numbers that are in like representations Evaluate expressions involving a single operation on rational numbers that are in like representation Apply order of operations when evaluating expressions involving whole numbers	Order and compare simple sets of rational numbers that are given in multiple representations Explain the characteristics of a rational number Apply order of operations when evaluating expressions involving rational numbers that are in like representations Apply order of operations, including exponents, when evaluating expressions involving integers	Order and compare a variety of sets of rational numbers that are given in multiple representations Explain the relationship between natural numbers, whole numbers, integers and rational numbers Apply order of operations, including exponents, when evaluating expressions involving rational numbers that are given in multiple representations Explain the importance of applying an order of operations when evaluating an expression	Order and compare complex sets of rational numbers that are given in multiple representations Apply the associative, commutative and distributive properties to efficiently apply order of operations Evaluate complex expressions using flexible and efficient strategies including mental math, fluency with number, and estimation



<p>Learning Outcome(s)</p> <p>What content from the Program of Studies will be explored in this series of tasks?</p> <p><i>Choose a synthesized outcome from the Assessment and Reporting Guide and look to the Program of Studies to identify the specific outcomes included in the series of tasks.</i></p>	
<p>Learning Target</p> <p>What will students understand and be able to do at the end of this series of tasks?</p> <p><i>Look to the criteria described in the levels of proficiency.</i></p>	
<p>Prior Knowledge</p> <p>What previous lessons/ideas does this concept build on?</p> <p><i>Look to related synthesized outcomes in prior grade levels and/or the criteria described in performance levels 1, 2 and 3 of the current grade.</i></p>	
<p>Hook/Launch</p> <p>What question/problem will generate thinking around the learning intention? What will students design, create or do?</p>	



Subtasks What sequence of direct instruction and learning activities form the learning progression? How will I clearly articulate learning targets for students? How will I scaffold the learning so all students can complete high quality work? <i>Use the Assessment and Reporting Guide criteria to identify the learning progression. Record the sequence of lessons and activities that will address the learning outcomes from Alberta Programs of Study.</i>	Assessment Plan How will I elicit evidence of student understanding? What will students do, say or produce that will demonstrate their learning of the curricular content? What opportunities will there be for students to respond to actionable feedback? <i>Use the Assessment and Reporting Guide criteria to build task-specific tools (e.g., checklists, rubrics, scoring guides, success criteria). Record how the assessment tools will be used in formative and summative assessment.</i>



K to 9 Mathematics | Revised Report Card Stems

Assessment and Reporting in the CBE (p. 11) states that, “The purpose of the report card is to summarize and communicate individual student achievement in relation to the outcomes of Programs of Study and/or IPPs at a particular point in time.” Specifically, in K to 9, “Achievement is organized by report card stems against Alberta Programs of Study using achievement indicators”

The mathematics report card stems have changed in order to support implementation of Assessment and Reporting in the CBE and the Assessment and Reporting Guide for Mathematics.

What will stay the same for teaching and learning?

- Mathematical concepts will be developed by providing rich mathematical tasks that allow students to make connections to their own experiences and their previous learning.
- Mathematics classrooms will still reflect a balanced approach to mathematics teaching and learning with equal emphasis on conceptual understanding, procedural fluency and problem solving.
- The mathematical processes outlined in the front matter are imbedded in the outcomes and will continue to be represented in all aspects of instruction and task design.
- A body of evidence will be gathered to determine student understanding of mathematics outcomes and to inform instructional decisions.

How will this change impact reporting?

The revised report card stems:

- are categories to organize assessment information for communication to parents;
- will give families information about achievement relative to the program of study outcomes; and
- are aligned with the structure of the program of studies representing each of the four strands.

A new report card indicator:

- NATR (Not Applicable This Report) will be available for use with the revised mathematics stems;
- can be used if the outcomes within a stem have not been taught and assessed during a reporting term; and
- communicates to families that an achievement indicator will be/has been reported in the alternate reporting period.

Report card comments will continue to:

- address student's mathematical processes, including problem solving, reasoning, mental math, estimation and communication; and
- address student's conceptual and procedural understanding.

What will this change allow for?

- Clarity of reporting for students and families
- Sharp focus on the program of studies as a foundation for teaching, learning and reporting
- Effective implementation of the assessment guide
- Increased teacher confidence that the grades they report accurately reflect their students' level of proficiency relative to the program of studies outcomes

Revised K to 9 Mathematics Report Card Stems

K to 9 Report Card Stems (prior to 2019-20)

Mathematics	Rpt 1	Rpt 2
Teacher(s):		
Understands mathematical concepts and relationships		
Uses mathematical reasoning to analyze and solve problems		
Explores and develops strategies for mental mathematics and estimation		
Develops and applies appropriate and efficient strategies for computation		
Models, represents and communicates mathematical ideas		



Revised Report Card Stems (effective 2019-20)

Kindergarten to Grade 1

Mathematics	Rpt 1	Rpt 2
Teacher(s):		
Number - Develops number sense and applies strategies for computation and estimation		
Patterns and Relations - Uses algebraic reasoning to represent patterns and relationships		
Shape and Space - Applies spatial reasoning and measurement to make sense of the natural world		

Grades 2 to 4

Mathematics	Rpt 1	Rpt 2
Teacher(s):		
Number - Develops number sense and applies strategies for computation and estimation		
Patterns and Relations - Uses algebraic reasoning to represent patterns and relationships		
Shape and Space - Applies spatial reasoning and measurement to make sense of the natural world		
Statistics - Uses data to make predictions and answer questions		

Grades 5 to 9

Mathematics	Rpt 1	Rpt 2
Teacher(s):		
Number - Develops number sense and applies strategies for computation and estimation		
Patterns and Relations - Uses algebraic reasoning to represent patterns and relationships		
Shape and Space - Applies spatial reasoning and measurement to make sense of the natural world		
Statistics and Probability - Uses probability and data to make predictions and answer questions		



School Name

Address

t |

f |

Instructions: Fill in School information in header. Click on the text in brackets, then click on the small grey box with three dots to insert customized text.

(SELECT DATE)

Dear (INSERT PARENT/GUARDIAN NAME(S)) ,

RE: (INSERT STUDENT FULL NAME & GRADE)

This letter is intended to follow up on our conversation of (SELECT DATE), when we discussed (INSERT STUDENT'S FIRST NAME)'s progress and achievement in (INSERT DISCIPLINE).

During this conversation, I shared that (INSERT STUDENT'S FIRST NAME) is not yet meeting the learning outcomes of the Program of Studies of their enrollment grade. (INSERT STUDENT'S FIRST NAME) is accessing adapted programming and adjustments to planning and instruction are ongoing in order to support their learning. These adjustments have included: **(Delete and add adjustments as appropriate for the individual student)**

- Adapting learning outcomes to a grade level that is different than the enrollment grade
- INSERT SPECIFIC ADJUSTMENT TO PLANNING AND INSTRUCTION
- INSERT SPECIFIC ADJUSTMENT TO PLANNING AND INSTRUCTION

When you receive (INSERT STUDENT FIRST NAME)'s report card, you may see a combination of the following indicators:

- **2, 3 or 4** to indicate (INSERT STUDENT FIRST NAME) is meeting expectations of the enrollment grade in that area at the specified depth of understanding
- **1** to indicate (INSERT STUDENT FIRST NAME) is working toward outcomes of the enrollment grade or one grade level below
- **ADP** to indicate (INSERT STUDENT FIRST NAME) is working toward outcomes that are two or more grade levels below the enrollment grade
- **(Include for students with IPPs only) IPP** to indicate that concepts, processes and/or skills related to the report card stem have been specifically targeted and planned for within the IPP. Achievement in relation to the report card stem is communicated through the IPP.

Please contact me if you need further clarification or if you have questions or concerns.

Sincerely,

(INSERT TEACHER'S NAME),
Teacher

learning | **as unique** | as every student

How is My Child Doing in School?

It's important to know how your child is doing in school. Knowing more about your child's interests, strengths and areas for development are critical to help you support your child's learning.

Conversations with your child's teachers and the school administration team are great places to ask questions and discuss specific concerns. Beyond these conversations and the ones you have at home with your child, there are a number of ways that you can learn more about your child's learning, progress and achievement.

Where can I find information about how and what my child is doing at school?

Ongoing communication helps you understand how your child is progressing and learning and includes both informal and formal components. Report cards are an important record of student achievement, but not the only way that teachers communicate how your child is doing.

Ongoing communication between you, your child and their teacher builds an understanding of student achievement over the course of the year, so the information communicated in the report card is both expected and understood.

- **Informal communication** occurs on an ongoing basis and serves to build shared understandings of what students know and can do in day-to-day learning experiences. This can include samples of assessed student work, Iris, D2L, digital gradebook platforms, agendas, emails, student portfolios.
- **Formal communication** occurs at predetermined times throughout the school year. This includes report cards, Individual Program Plans, student learning conferences, parent/teacher conferences, Provincial Achievement Tests (grades 6 and 9), Early Years Evaluation – Teacher Assessment (EYE-TA) results (Kindergarten), Diploma Exams.
- **Programming information** helps you understand what your child is learning and demonstrates some of their learning experiences. Programming information does not provide details about individual student progress and achievement, e.g., celebrations of learning, student performances, "Meet the Teacher Night", open houses, blogs, social media, agendas.

What is an outcome?

The outcomes describe what your child is expected to know and be able to do, according to the Alberta Education Programs of Study.

What does the report card tell me?

Report cards summarize and communicate student achievement at a point in time. At the CBE, students in K-9 receive two formal report cards a year. Students in grades 10-12 can expect to receive a minimum of two report cards a year.

Student achievement is reported using teacher comments and achievement indicators; the four-point scale for K-9 and percentages for grades 10-12.

What is the four-point scale? What does it tell me?

In K-9, the achievement indicators (Excellent-4, Good-3, Basic-2, Not Meeting-1) signify the extent to which a student has demonstrated achievement of Alberta Programs of Study outcomes organized by report card stem. Report card stems are categories used to organize the Alberta Programs of Study outcomes.



1**Not Meeting**

The student demonstrates a **beginning** level of understanding.

- The quality of work within the body of evidence may be **vague** and/or **undeveloped**.
- The student consistently demonstrates this level of achievement.
- Targeted adjustments to planning and instruction will be necessary for further learning in this area.

2**Basic**

The student demonstrates a **developing** level of understanding.

- The quality of work within the body of evidence may be **adequate** and/or **concrete**.
- The student consistently demonstrates this level of achievement.
- Adjustments to planning and instruction may be necessary for further learning in this area.

3**Good**

The student demonstrates a **well-developed** level of understanding.

- The quality of work within the body of evidence may be **clear** and/or **well-reasoned**.
- The student consistently demonstrates this level of achievement.
- Students achieving at this level can be confident of being prepared for further learning in this area.

4**Excellent**

The student demonstrates a **mastery** level of understanding.

- The quality of work within the body of evidence may be **perceptive** and/or **insightful**.
- The student consistently demonstrates this level of achievement.
- Students achieving at this level have excellent demonstration of grade level outcomes and can be confident of being prepared for further learning in this area.

What's the Alberta Education Programs of Study? Isn't that the curriculum?

Curriculum is outlined in provincial programs of study, which is determined by Alberta Education. It identifies what students are expected to learn and do in all subjects from kindergarten to Grade 12. You can find the current programs of study on the Alberta Education website.

What is an Adapted Program?

Students are working on provincial curriculum, often at a grade level different from the grade they are enrolled in. Adapted programming provides additional resources so a student can participate actively.

What is a Modified Program?

Students are not on graded curriculum, but receive programming that focuses on life skills, foundational skills and academic readiness skills. This is reflected in their Individualized Program Plans (IPP). A student on a modified program is assessed in relation to the goals and objectives established in their IPP.

What is an Accommodation?

Every learner has the right to access personal strategies and supports that remove barriers to learning tasks and assessment, without consequence to grades. An accommodation could include extra time to complete a task, adjusted seating, a scribe or use of technology. A student may not be accessing adapted or modified programming in order to access certain accommodations.

There are three general types of accommodations: environmental, Instructional accommodations and assessment accommodations.

What is an Individualized Program Plan?

An IPP is a concise plan of action designed to address a student's special education needs, based on diagnostic information which provides the basis for intervention strategies.

Please speak to your child's teacher if you have questions or concerns about your child's learning.

K to 9 Mathematics | Revised Report Card Stems

Report card stems are categories used to organize Program of Studies outcomes and assessment information for communication to students and families. The mathematics report card stems have changed in order to make the report card more clear to students and families, and to connect report card information directly to the content of the program of studies.

If you are looking for more general information about the report card and the proficiency scale, please see [How is My Child Doing in School?](#)

The revised report card stems for mathematics:

- match the specific content areas in the mathematics Program of Studies.
- provide information directly linked to the specific mathematics skills and concepts being assessed.

A new report card indicator may be present in the mathematics section of the report card:

- NATR (Not Applicable This Report) will be used if the outcomes within a stem/area have not been directly taught or fully assessed within a particular reporting period.
- NATR indicates that an achievement indicator will be/has been reported in the alternate reporting period.

Mathematics teaching and learning:

- will continue to provide a balance of building conceptual understanding, developing procedural skills, and problem solving.
- will continue to draw connections within the study of mathematics and between mathematics, other disciplines, and student experiences.

Revised K to 9 Mathematics Report Card Stems

Mathematics	Rpt 1	Rpt 2
Kindergarten to Grade 1		
Number – Develops number sense and applies strategies for computation and estimation		
Patterns and Relations – Uses algebraic reasoning to represent patterns and relationships		
Shape and Space – Applies spatial reasoning and measurement to make sense of the natural world		

Grades 2 to 4		
Number – Develops number sense and applies strategies for computation and estimation		
Patterns and Relations – Uses algebraic reasoning to represent patterns and relationships		
Shape and Space – Applies spatial reasoning and measurement to make sense of the natural world		
Statistics – Uses data to make predictions and answer questions		

Grades 5 to 9		
Number – Develops number sense and applies strategies for computation and estimation		
Patterns and Relations – Uses algebraic reasoning to represent patterns and relationships		
Shape and Space – Applies spatial reasoning and measurement to make sense of the natural world		
Statistics and Probability – Uses probability and data to make predictions and answer questions		



report to Board of Trustees

Proposed Amendments to the Board Meeting Procedures

Date	January 14, 2020
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trustee Julie Hrdlicka Chair, Board Procedures Committee
Purpose	Decision
Governance Policy Reference	Governance Culture Policies: GC-1: Board Purpose GC-2: Governing Commitments GC-3: Board Job Description GC-5E: Board Committees

1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves the amendments to the Board Meeting Procedures, as shown in Attachment I to this report, to come into effect for February 1, 2020.

2 | Background

On June 25, 2019, the Board of Trustees approved the formation of a Board Procedures Committee. Tasked with reviewing *Board Meeting Procedures* in light of best practices and the principles of openness and transparency, the Committee reviewed a variety of issues including compliance with the *Education Act* and current practices of the Board of Trustees. The group met a total of four times (August 20, 28, September 18, October 16, 2019) for approximately 2 hours each time. Although the amendments are not an exhaustive list of the ideas discussed, they are a starting point in the



evolving process in ensuring that *Board Meeting Procedures* remain relevant and current.

Below is a summary of the changes contained in Attachment I (shown in tracked changes):

- Legislation references update from the *School Act* to the *Education Act* and *Board Procedures Regulation*
- Inclusion of reference to the Board of Trustees' Governance policies, where applicable
- Regular Board of Trustees' meeting end times changed to 4:30 p.m.
- Distribution of Board meeting agendas and materials are done using an electronic portal
- Clarification language regarding Public Comments
- Addition of Matters Reserved for Board Information on the public agenda
- Removal of the Chief Superintendent Consent Agenda
- Timing of motions to be submitted by Trustees
- Clarification language regarding meeting minutes
- Clarification language regarding Board committees

In addition, minor housekeeping updates have been made to the Board Meeting Procedures, including removal of excess words where possible and updating of the attached templates.

Once the tracked changes are accepted, the Table of Contents will be verified and become a part of the updated document.

3 | Implementation Consequences

Minimal implementation consequences are anticipated as a result of these recommendations.

4 | Conclusion

Approval of these recommendation will formally incorporate these changes into the Board Meeting Procedures document. Once approved, the document will be amended and circulated as appropriate.

Further work by the Committee will commence in January, 2020 on more substantive changes to the Board Meeting Procedures document for Board consideration in June, 2020.

Attachment I: Board Meeting Procedures (in tracked changes)

**Board of
Trustees**

BOARD MEETING PROCEDURES
Approved by the Board of Trustees February 1, 2020



**Calgary Board
of Education**

I. INTRODUCTION

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

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

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

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

II. PURPOSE

- (1) The School Education Act ~~provides~~ states that the Board of Trustees ~~may make rules~~ must:
 - ~~(1)~~ (a) establish policies and procedures governing its internal procedure and its the conduct of meetings of the board and the administration and business of the board, and
 - (b) These monitor and evaluate the effectiveness of the established policies and procedures on a regular basis.
- (2) The Board Meeting Procedures are adopted and enacted by the Board of Trustees in order that the duties vested in the Board of Trustees by the School Education Act and other legislation can be accomplished in an orderly and efficient manner, while maintaining the principles of democracy.
- (3) The Board of Trustees is, pursuant to the School Education Act, R.S.A. ~~2000~~ 2019, c. ~~S-E-0.3~~, as amended, (the “School Education Act”), a statutory corporation under the name of The Calgary Board of Education charged with the governance of the school district Calgary School Division (the “District Division”).

III. DEFINITIONS

- (1) In these Procedures:
 - (a) “Administration” means the Chief Superintendent, and any staff to whom the Chief Superintendent may choose to delegate any of the rights or responsibilities outlined in these Procedures;



- (b) “Agenda” means the list of items and order of business for any meeting of the Board of Trustees;
- (c) “Board” and “Board of Trustees” means the Board of Trustees of The Calgary Board of Education;
- (d) “Board Procedures Regulation” means, the Board Procedures Regulation, AR 82/2019, under the Education Act,
- ~~(d)~~(e) “Chair” and “Vice-Chair” mean, respectively, the Chair and Vice-Chair of the Board of Trustees of The Calgary Board of Education elected by the Board of Trustees pursuant to section 651(3) of the ~~School Act~~Board Procedures Regulation;
- ~~(e)~~(f) “Chief Superintendent” means the person appointed by the Board of Trustees as the superintendent of schools, chief executive officer of the board, and chief education officer of the ~~District~~Division pursuant to ~~Section 113~~section 222 of the ~~School~~Education Act,
- ~~(f)~~(g) “Corporate Secretary” means the person appointed as the secretary of the ~~District~~Division pursuant to ~~Section 116~~section 68 of the ~~School~~Education Act. Where reference is made throughout these Procedures pertaining to duties of the Corporate Secretary , such duties may be delegated-, as appropriate;
- (h) “~~District~~Division” means The Calgary Board of Education, established by Ministerial Order, pursuant to ~~Sections 207~~sections 112 and ~~246~~117.1 of the Education Act,
- ~~(g)~~(i) “Education Act” means R.S.A. 2019, c. E-0.3, as amended, and where applicable, the School Act, R.S.A. 2000, c.S-3, all predecessor School Act of the Province of Alberta from 1905 the School Act, R.S.A. 2000, c.S-3., or School Ordinances of the Northwest Territories prior to 1905, applicable in what is now the Province of Alberta, the relevant school provisions of the Alberta Act, S.C. 1905, c.3, The Northwest Territories Acts, S.C. 1875 and 1877, the Constitution Act, 1867, the Constitution Act, 1982, Part I, Canadian Charter of Rights and Freedoms, section 29, and any act or acts in substitution therefore, and any and all regulations in effect from time to time thereunder;
- (j) “Governance Policies” means policies approved by the Board of Trustees and used by the Board to effectively lead, direct, inspire and control the outcomes and operations of the division through a set of carefully crafted policy statement and the effective monitoring of them. The policies include:
 - “Governance Culture” means policies approved by the Board of Trustees that define the Board’s own work and how it will be carried out. These policies state the expectations the Board has for individual and collective behaviour. The Board of Trustees evaluates its performance in relation to the Governance Culture policies on an annual basis.
 - “Board/Chief Superintendent Relationship” means policies approved by the Board of Trustees that define how the Board of Trustees delegates authority to the Chief Superintendent and how the Chief Superintendent’s performance will be evaluated. The Board of Trustees evaluates these policies on an annual basis.



“Results” means policies approved by the Board of Trustees that provide stated outcomes for each student in our division. The Results policies become the Chief Superintendent’s and the organization’s performance targets and form the basis for evaluating the organization and Chief Superintendent’s performance. The Board of Trustees monitors Results on an annual basis.

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

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

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

- (i) the person,
- (ii) a corporation, other than a distributing corporation, in which the Trustee is a shareholder, director or officer,
- (iii) a distributing corporation in which the person beneficially owns voting shares carrying at least 10% of the voting rights attached to the voting shares of the corporation or of which the Trustee is a director or officer,
- (iv) a partnership or firm of which the person is a member,
- (v) a corporation, partnership, firm, government or person that employs the person,

provided that a person shall not have a Pecuniary interest by reason only of any interest that the person may have by reason of any of the matters referred to in ~~Sections 80~~sections 85(3) and ~~80~~85(4) of the ~~School~~Education Act;

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

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

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

~~(j)~~(m) “Policies” means the Board of Trustees’ Governance Culture policies, Board/Chief Superintendent Relationship policies, Operational Expectations policies, Results polices, and the Board Meeting Procedures;

~~(j)~~(n) “Private Agenda” means that part of any Agenda and related information and materials which relate to any private meeting of the Board of Trustees;



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

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

~~(m)~~(q) "Quorum" means a majority of the Trustees that are specified by the Minister, under ~~Section 247~~section 78 of the ~~School~~Education Act, ~~to be~~ elected to the Board of Trustees and any Trustees appointed to the Board under section 82 or 84 of the Education Act, provided that (i) the Minister may order that when the number of Trustees has fallen below the Quorum, the remaining Trustees are deemed to be a Quorum until elections are held to fill the number of vacancies required to achieve ~~a normal~~ Quorum, and (ii) when the number of Trustees at a meeting is less than a Quorum because one or more Trustees has declared a conflict of interest with respect to a matter before the Board at the meeting, the Minister may order that the remaining Trustees are deemed to be a Quorum for the purpose of deciding that matter. Trustees participating in a meeting of the Board by electronic means or other communication facilities acceptable to the Board of Trustees, as described in ~~Section J~~section N of these Procedures are deemed to be present at the meeting.;

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

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

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

IV. **APPLICATION**

- (1) The rules of order to be observed at meetings of the Board of Trustees shall be in accordance firstly with the ~~School~~Education Act, and secondly with the provisions of these Procedures. In all cases not provided for by the ~~School~~Education Act or these Procedures, the rules and practice of ~~–Robert's Rules of Order– Newly Revised~~ 11th Edition shall govern insofar as applicable.
- (2) In the event of any conflict between the provisions of these Procedures, and those contained in the ~~School~~Education Act, the provisions of the ~~School~~Education Act shall prevail and apply.
- (3) These Procedures apply to all regular and special meetings of the Board of Trustees, whether public or private.
- (4) Procedure is a matter of interpretation by the Chair or other person presiding at a meeting, subject to the appeal process as described in these Procedures.



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

V. MEETINGS OF THE BOARD OF TRUSTEES

A. PUBLIC SESSIONS

- (1) The Meetings of the Board of Trustees shall be held in public, except when a majority of the Trustees present at a meeting of the Board of Trustees are of the opinion that it is in the public interest to hold the meeting or a part of the meeting in private. For the purpose of considering any such matter in private, the Board of Trustees may, by motion, exclude any person from the meeting.
- (2) Public meetings are meetings of the Board of Trustees that are held in a public venue. The purpose of the board meeting is to allow the Board to do its job; the meetings are not public forums.

B. PLACE OF MEETINGS

- (1) Public meetings of the Board of Trustees shall ordinarily be held in the Multipurpose Room in the Education Centre building. Private meetings shall ordinarily be held in the Trustees' Hearing Room in the Education Centre building. Committee meetings may be held where convenient.

C. BOARD ROOM SEATING

- (1) The Board of Trustees' table seating for Board meetings shall be reserved for the Trustees and shall include a seat for the Corporate Secretary.
- (2) The following procedures shall apply to the selection of the Board of Trustees' table seating:
- (a) ~~(a)~~ — the Chair will occupy ~~the last~~ seat to the left at the ~~centre or middle of the~~ Board table;
- (b) The Vice-Chair will occupy the seating position directly to the right of the Chair;
- (b) the Corporate Secretary- will occupy the seating position directly to the left of the Chair;
- (c) Trustees will occupy the remaining six Board table seats.
- (3) Seating shall be assigned for The Calgary Board of Education superintendents and directors who are required to attend Board meetings on a regular basis.
- (4) Assigned seating may be provided for individuals or groups as necessary, including administrative, student and other stakeholder representatives.
- (5) Limited seating room will be made available for members of the media.
- (6) The remainder of the seating accommodation will be available for the public.



D. CALLING OF MEETINGS

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

- (a) An informal pre-organizational meeting of Trustees shall be called within seven days prior to the Organizational Meeting. The meeting shall be called by the Corporate Secretary. The purpose of this informal meeting shall be for the discussion of the selection of the Chair and Vice-Chair, role and structure of committees, liaison appointments of the Board of Trustees and the annual schedule of Board of Trustees' meetings. A Request for Nominations form shall be circulated to all Trustees in advance of the meeting. No decisions may be taken at this meeting.

(2) *Organizational Meeting of the Board of Trustees*

- (a) The organizational meeting of the Board of Trustees shall be called by the Corporate Secretary as provided in ~~Section 64~~section 1 of the ~~School Act~~Board Procedures Regulation, as follows:
 - ~~(i) — Subject to clause (ii),~~ the organizational meeting shall be held annually in June with the exception of
 - (i) any year in which a general election takes place, the organizational meeting shall be held in accordance with the ~~legislative requirement~~requirements of the Board Procedures Regulation.

(3) *Regular Meetings of the Board of Trustees*

- (a) Regular meetings of the Board of Trustees shall be established by motion of the Board of Trustees. In accordance with ~~Section 66~~section 2 of the ~~School Act~~Board Procedures Regulation, the motion establishing the regular meetings of the Board of Trustees ~~shall~~must state the date, time and place of the regular meeting, and the Board shall not be required to give notice of the regular meetings of the Board.
- (b) The Board of Trustees' regular meetings will normally be held during the period of September to June, inclusive, of each calendar year. The Board of Trustees' meetings in July and August may be held in accordance with the Procedures required for holding special meetings of the Board of Trustees, unless the Board determines that regular meeting(s) will be held during those months. In order to allow that the business of the Board of Trustees is not interrupted, ~~Trustees must inform the Corporate Secretary of their contact information during vacation periods. Such information will be used to contact the Trustees for Board of Trustees' business.~~
- (c) To determine the schedule of the Board of Trustees' meetings, the following guidelines have been established:
 - (i) Regular Board of Trustees' Meetings, Public Agenda
Two Tuesdays of each month – Noon ~~3:00~~to 4:30 p.m.
 - (ii) Regular Board of Trustees' Meetings, Private Agenda
One Tuesday of each month ~~— Noon~~ ~~3:00~~to 4:30 p.m.



~~(4)~~ Special Meetings of the Board of Trustees

- (a) Special meetings of the Board of Trustees may be called in accordance with the procedures outlined below, to consider, among other matters, the following items:
- (i) matters of governance,
 - (ii) major issues of a specific nature that require lengthy consideration,
 - (iii) items of an emergent nature that cannot be postponed until a regular Board of Trustees' meeting is scheduled to be held,
 - (iv) collective bargaining and contract negotiations with staff and with applicable third parties,
 - (v) petitions, delegations and presentations from any individual, organization, or group, that have been filed with the Corporate Secretary, and
 - (vi) conduct of hearings and hearing appeals as required by the School Education Act, including, without limitation, those relating to employee matters.
- (b) In accordance with ~~Section 67~~section 3 of the ~~School Act~~Board Procedures Regulation, the Chair, a majority of the Trustees, or the Minister may call a special meeting of the Board of Trustees after written notice has been given to each Trustee by the Corporate Secretary —in accordance with the following requirements:
- (i) The notice of the special meeting ~~shall~~must state the date, time and place of the special meeting, and the nature of the business to be transacted at the special meeting.
 - (ii) The notice of the special meeting shall be sent at least two (2) days before the meeting by:
 - ~~sent by registered~~recorded mail to the last known address of each Trustee ~~at least seven (7) days before~~as shown on the ~~date~~Records of the ~~meeting, or~~Board.
 - ~~personally served~~personal service on the Trustee or a responsible person capable of accepting service at the Trustee's residence ~~at least two (2) days before the date of meeting, or~~
 - fax, e-mail or other electronic means to be received at the last fax number, e-mail address or other electronic receiving number of the Trustee as shown on the Records of the Board.
- (c) Notwithstanding the notice requirements prescribed above, a special meeting of the Board of Trustees may be held at any time without notice if every Trustee agrees, in writing, to waive such notice requirements~~-.~~ .
- (d) The agreement of each Trustee to waive the notice requirement prescribed above shall be recorded in the minutes of the meeting by the Corporate Secretary ~~and the Waiver of Notice consent form shall be attached with the Minutes of the called special meeting. A sample copy of the~~The Waiver of Notice form is attached as Appendix A.



- (e) In the case of special meetings of the Board of Trustees, other than special meetings held for the purpose of conducting hearings or hearing appeals, those Trustees participating and present by electronic means as provided for in Section N of these Procedures shall be considered present at the meeting.
- (f) As provided in Section 3(5) of the School Act, unless all the Trustees are present at the special meeting, no business other than that stated in the notice of special meeting shall be transacted at the special meeting.

(4) Other

- (a) When the Board of Trustees so decides, or when Trustees so agree, informal briefing sessions may be held for the purpose of providing background information, clarification, and in-depth discussion with respect to issues of relevance for Trustees or for the Board of Trustees. The purpose of these meetings will be for the provision of information, and will not include decision-making that advances the work of the Board of Trustees.
- (b) In accordance with section 34(d) of the Education Act and Governance Culture Policy 2: Governing Commitments, the Board of Trustees will plan and implement strategic communication dialogues to ensure the whole Board's ability to engage stakeholders, parents, students and the community in understanding the organization's work as well as sharing viewpoints and values. These sessions may be held in conjunction with a regular or special meeting of the Board of Trustees.

E. CANCELLATION OF MEETINGS

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

AGENDA

F. PREPARATION OF AGENDA

- (1) The Board of Trustees' Agenda Planning Committee shall prepare board meeting agendas in accordance with the Terms of Reference approved by the Board. The Chair is authorized to approve emergent agenda decisions, as required, in consultation with the Corporate Secretary.
- (2) To the extent possible, the annual Board of Trustees' meeting Agendas will be annual work plan, approved at the organizational meeting of the Board of Trustees, will reflect the content of Board of Trustees' annual meeting Agendas.
- (3) Board meeting Agendas shall include a reminder to Trustees that they must disclose any potential Pecuniary interest that they may have in respect of any of the matters before the Board of Trustees, as set forth in the Agenda as well as any Pecuniary interest that they may have in any contract before the Board requiring the Board's approval and/or ratification.

- (4) The Corporate Secretary shall review each proposed Agenda ~~as~~ against the disclosure of information filed with the Corporate Secretary by each Trustee pursuant to section ~~81~~86(1) of the ~~School~~Education Act, in order to identify any potential Pecuniary interests of a Trustee, and, if applicable, bring these to the Trustee(s)' attention prior to the Board meeting. Notwithstanding such review by the Corporate Secretary, it shall ultimately be the personal responsibility of the Trustee to determine whether or not they have a Pecuniary interest in any Board matter being considered, and to act in accordance with the ~~School~~Education Act and these ~~Board~~ Procedures.

~~(5) All Board of Trustees' meeting Agenda materials and information will be printed on coloured paper, as required, in accordance with the following:~~

- ~~(a) Regular Board of Trustees – Public Agenda – yellow;~~
~~(b)(a) Regular Board of Trustees – Private Agenda – grey;~~
~~(c) Special Meetings – ivory.~~

G. DISTRIBUTION OF AGENDA – REGULAR MEETINGS

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

~~(2) When printed copies of Board of Trustees' meeting Agenda materials are required, the materials will be on coloured paper in accordance with the following:~~

- ~~(a) Regular Board of Trustees – Public Agenda – yellow.~~
~~(b) Regular Board of Trustees – Private Agenda – grey.~~
~~(c) Special Meetings – ivory.~~

~~(2)(3)~~ Board of Trustees' decisions may be spread over two meetings; the first meeting will accommodate questions and discussion, prior to making a decision at the second meeting. ~~When agenda items are considered over two meetings, the report will be printed and distributed only for the first meeting at which the item is considered.~~

~~(3)(4)~~ Only that material which has been received by the Corporate Secretary ~~by~~ the time prescribed under ~~Section~~section G(1) above and included in the distributed information may be considered at a meeting for which the Agenda is prepared. Notwithstanding the foregoing, due to the ~~emergent~~ nature of some Agenda items, it may not be practicable to circulate some reports and information six days prior to the Board of Trustees' meeting. Private meeting materials will only be circulated to Trustees and Superintendents' Team, to maintain appropriate confidentiality.

~~(4)(5)~~ Agenda information for public meetings, including reports attached to the Agenda, shall be made available in an electronic format by the Corporate Secretary ~~to the media and public on the Friday, four (4) days prior to the respective meeting.~~ In the event that the Friday prior to the meeting is a statutory holiday, Board Meeting information will be made available by 10:00 a.m. on the Monday, one (1) day prior to the Board meeting.



~~(5)~~(6) Agenda information for private meetings, which is limited to the template agenda, will be available electronically on the Friday, in accordance with the timelines above, for public meetings.

~~(6)~~(7) All board meeting reports and documents submitted to the Board of Trustees shall be retained in the corporate records of the ~~District~~Division.

~~(7)~~(8) From time to time, private reports may be of such a sensitive nature that they are not distributed in advance of the Board of Trustees' meeting. In these instances, the Corporate Secretary's Office will ~~make the reports available to Trustees in the board meeting room two hours in advance of the commencement of the Board meeting, if requested by trustees~~communicate with Trustees regarding the date, time and location to access these private reports.

~~(8)~~(9) An appropriate number of copies of the ~~Agendas, with attachments, Agenda~~ for all public meetings shall be printed and ~~be~~ made available for members of the public attending such meetings. Public Agendas ~~, with attachments,~~ shall also be available on ~~the~~The Calgary Board of Education ~~web-site at~~ <http://www.cbe.ab.ca-website:>

<https://www.cbe.ab.ca/about-us/board-of-trustees/Pages/archives-of-previous-board-meetings.aspx>.

H. ORDER OF BUSINESS

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

I. CONDUCTING BUSINESS AT BOARD OF TRUSTEES' MEETINGS

(1) General Meeting Procedures

- (a) No act or proceeding of the Board of Trustees is binding unless it is adopted at a meeting at which a Quorum is present at the time the act or proceeding occurred.
- (b) After the time appointed for a meeting to convene, subject to a Quorum existing, the Chair shall take the chair and call the meeting to order.
- (c) If no Quorum exists within fifteen (15) minutes after the time appointed for a meeting of the Board of Trustees, the Board of Trustees shall stand adjourned until the next applicable regular meeting of the Board of Trustees or until a special meeting may be called in accordance with the prescribed requirements for such meetings.
- (d) If a meeting is not convened due to the lack of a Quorum at the expiration of the said fifteen (15) minutes, the Corporate Secretary ~~shall~~ indicate as such in the Minute book with a record of the names of those members present.
- (e) The Board of Trustees shall adjourn a convened meeting whenever a Quorum is no longer present and the Corporate Secretary ~~shall~~ record the time of adjournment and the names of the Trustees then present.



- (f) When the Board of Trustees is unable to meet for want of a Quorum, the Agenda delivered for that meeting shall be considered at the next scheduled meeting prior to the consideration of the Agenda for that subsequent meeting, or it shall be the Agenda for a special meeting called for that purpose.
- (g) Any remaining Agenda items not dealt with at a meeting shall automatically be placed on the Agenda of the next appropriate Board of Trustees' meeting as unfinished business carried forward. Such material shall take precedence over other items on the subsequent meeting's Agenda.

(2) *Pecuniary Interest*

- (a) When a Trustee has a Pecuniary interest in a matter before the Board, any committee of the Board or any commission, committee or agency to which the Trustee is appointed as a representative of the Board, subject to and in accordance with ~~Section 83 of the School Act~~ section 88 of the Education Act and Governance Culture Policy 8: Board Member Conflict of Interest, the Trustee shall, if present,
 - (i) disclose the general nature of the Pecuniary interest prior to any discussion of the matter,
 - (ii) abstain from voting on any question relating to the matter,
 - (iii) subject to ~~Subsection 6~~ subsection (3), abstain from discussing the matter, and
 - (iv) subject to subsection (~~b2~~) and (~~e3~~), leave the room in which the meeting is being held until the discussion and voting on the matter are concluded.
- (b) If the matter with respect to which the Trustee has a Pecuniary interest is the payment of an account for which funds have previously been committed, it is not necessary for the Trustee to leave the room.
- (c) If a Trustee is temporarily absent from a meeting when a matter in which the Trustee has a Pecuniary interest is introduced, the Trustee shall, immediately on the Trustee's return to the meeting or as soon afterwards as the Trustee becomes aware that the matter has been considered, disclose the general nature of the Trustee's Pecuniary interest in the matter.

(3) *Debrief*

~~The board~~ In accordance with Governance Culture Policy 4: Officers' Roles, the Board will assess the quality of ~~each meeting~~ Board meetings by debriefing, in order to provide an opportunity for the board to assess what worked and what did not, so that success can be repeated and failure avoided in the future.

~~Conducting Business at Regular Board of Trustees' Meetings – Public Agenda~~

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

(1) *Call to Order, National Anthem and Welcome*

- (a) All regular public meetings of the Board of Trustees shall commence with the singing of the Canadian national anthem. The Chair shall request everyone



present who is able to stand and participate in the singing of the Canadian national anthem.

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

(2) *Consideration/Approval of Agenda*

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

(3) *Awards and Recognitions*

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

(4) *Results Focus*

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

(a) *School~~/and~~ System~~and Public~~ Presentations*

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

(b) *Board Development*

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

(c) *Results Policy ~~Considerations~~Annual Monitoring*

This section of the Agenda shall include ~~all~~the annual monitoring reports related to the Results policies, ~~including the Chief Superintendent's reasonable interpretation, indicators, and evidence monitoring, as well as Results policies language changes~~school presentations. The timing of such reports shall be in



accordance with the Board's Annual Work Plan, as approved in the Board's governance policy, or as otherwise required by the Board.

(5) *Operational Expectations*

This section of the Agenda shall include ~~all~~the annual monitoring reports related to the Operational Expectations policies, ~~including the Chief Superintendent's reasonable interpretation, indicators, and evidence monitoring, as well as Operational Expectations policies language changes~~. The timing of such reports shall be in accordance with the Board's Annual Work Plan, as approved in the Board's governance policy, or as otherwise required by the Board.

(6) *Public Comment*

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

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

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

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

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

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

~~(e)(f)~~ A speaker shall address comments to the Chair of the meeting. Attacks on the personal character or performance of any individual(s), department or school, or disruptive remarks shall be ruled out of order. Persistence in such remarks shall terminate the speaker's privilege to address the Board of Trustees.

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

- (i) the security of the property of The Calgary Board of Education,
- (ii) personal information of an individual, including but not limited to a student or an employee of The Calgary Board of Education,
- (iii) a proposed or pending acquisition or disposition of property by or for The Calgary Board of Education,



- (iv) labour relations or employee negotiations,
- (v) a law enforcement matter, litigation or potential litigation, including matters before administrative tribunals affecting The Calgary Board of Education, or
- (vi) the consideration of a request for access for information under the Freedom of Information and Protection of Privacy Act.

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

(7) *Matters Reserved for Board ~~Action~~ Information*

- (a) This section of the Agenda shall include reports coming to the Board of Trustees for information purposes only.
- (b) All reports to be presented to the Board of Trustees must be in written format in the prescribed report style as attached in Appendix E. In cases where timing is of a critical nature, the Board of Trustees may accept verbal reports.

(8) *Matters Reserved for Board Decision*

- (a) This section of the Agenda items shall include reports requiring ~~action or~~ decision of the Board of Trustees.
- (b) Business introduced by Administration shall proceed by way of recommendation to the Board of Trustees. All reports to be considered by the Board of Trustees must be in written format in the prescribed report style as attached in Appendix E. In cases where timing is of a critical nature, the Board of Trustees may accept verbal reports.
- (c) As described in section G, Board of Trustees' decisions may be spread over two meetings; the first meeting will accommodate questions and discussion, prior to making a decision at the second meeting.

~~(8)~~9) *Consent Agenda*

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

~~(a)~~ *Board Consent Agenda*

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



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

- (i) The minutes of a previous meeting shall not be read aloud unless requested by a majority of the Trustees.
- (ii) Any Trustee may make a motion requesting that the minutes be amended to correct any inaccuracy or omission. However, the Corporate Secretary should be advised in advance of the challenge to the minutes before they are officially adopted by the Board of Trustees.
- (iii) Minor changes may be made to correct errors in grammar, spelling, and punctuation or to correct the omission of a word necessary to the meaning or continuity of a sentence; but no change shall be allowed which would alter or affect, in a material way, any actual decision made by the Board of Trustees. Minor corrections to the minutes can be accomplished by informing the Corporate Secretary of such errors. The minutes do not need to be pulled from the Consent Agenda to make such corrections.

~~(b)~~ ~~Chief Superintendent Consent Agenda~~ ~~(10)~~

~~This section of the Agenda includes:~~

- ~~(i) all items delegated to the Chief Superintendent that are required by law or contract to be approved by the Board,~~
- ~~(ii) adequate information necessary to keep the Board of Trustees informed, and~~
- ~~(iii) other items as deemed appropriate by the Chief Superintendent.~~

~~(9)~~ *Recess and Adjournment*

- (a) A short break may be called during Board of Trustees' meetings at the discretion of the Chair of the meeting. It shall be the responsibility of the Chair of the meeting to bring the meeting back to order.
- (b) The regular adjournment time for Board of Trustees' meetings shall be at the conclusion of consideration of the approved Agenda items for the meeting, or a maximum duration time of ~~three~~four and half (4½) hours from the scheduled commencement of the meeting. If the business of the meeting is not completed within ~~three~~four and half (4½) hours, the following provision shall apply:
 - (i) Upon the completion of ~~three~~four and half (4½) hours, the Chair will announce that such time has arrived and shall seek the pleasure of the Board of Trustees. If a majority of the members present agree, the meeting may continue until the completion of the scheduled Agenda items or until the time agreed to by the majority.
- (c) When a regular or special meeting adjourns without ending the session, this necessarily means that the time for another meeting to continue the same business or order of business has already been set, or that provision has been made for such a meeting to be held "at the call of the Chair". If a motion to "adjourn to the call of the Chair" is moved prior to the Chair declaring that the meeting is adjourned, an adjourned meeting called accordingly is a continuation of the same session. However, if no such meeting is held before the next regular or special Board of Trustees' meeting, whichever is applicable to the adjourned meeting, the



adjournment of the previous Board of Trustees' meeting becomes final retrospectively as of the date the last meeting adjourned, and the Chair's authority to call an adjourned meeting expires.

Conducting Business at Regular Board of Trustees' Meetings—Private Agenda

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

- (1) When a majority of the Trustees present at a meeting of the Board of Trustees are of the opinion that it is in the public interest to hold the meeting or a part of the meeting in private for the purpose of considering any matter, the Board of Trustees may by motion exclude any person from the meeting. As such, the purpose of the Private Agenda is to deal with in camera matters, as determined by the Board of Trustees and/or as described in Section 18(1) of the *Alberta Freedom of Information and Protection of Privacy Regulation (AR200/95)*, a copy of which is attached as Appendix B (as amended from time to time). These topics include matters of privacy and matters confidential to the internal governance and management of the Board of Trustees. Each report presented for consideration at a private meeting will include information regarding why the issue should be considered in camera, and whether the report or any part of the report is planned for public release.
- (2) When a meeting is held in private, the Board of Trustees does not have the power to pass a by-law or motion at that meeting apart from the motion necessary to revert to an open meeting.
- (3) When the Board of Trustees resolves to consider any matter in private, any motion(s) arising from the Private Agenda shall not be subject to question or debate.
- (4) Due to the confidential or privileged nature of all private meeting Agenda items and supporting material on which the motions are based, the comments, discussions and supporting material relating to private items shall remain strictly confidential, except in cases when the Board of Trustees determines that the information should be submitted to a public meeting of the Board of Trustees, when the Board of Trustees specifically authorizes its public release, or when legally required to release such information. A motion of the Board of Trustees is required if this information is to be provided to any persons other than to the Board of Trustees or to employees or agents of the Board of Trustees who require such information to carry out the duties of their job.
- (5) As part of the fiduciary duties to which each Trustee is bound is the strict duty of confidentiality. That duty applies to every matter of a confidential nature before the Board or coming to the notice of any Trustee, including the private discussions and deliberations of Trustees during informal work sessions and the agendas, debates and discussions of or that occur during private meetings of the Board. Until such time as any such confidential matters are lawfully and properly disclosed pursuant to public meetings of the Board, such matters remain confidential and any Trustee breaching such obligation of confidentiality may be subject to sanctions anticipated under the School Education Act and the Board governance processes as well as possible legal claims.
- (6) Motions arising from Agenda items discussed in private session must be carefully worded so as to protect the confidentiality and personal privacy around the issue.



~~Conducting Business at the Board of Trustees' Special Meetings~~

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

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

~~Conducting Business at the Board of Trustees' Organizational Meetings~~

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

- (1) The Corporate Secretary- shall assume the chair as Chair *pro tem*.
- (2) At the organizational meeting following civic elections, after the elected Trustees have taken their oaths of office, as provided in ~~Section 76~~section 75 of the ~~School~~Education Act, and have taken their places at the Board table, the Corporate Secretary shall:
 - (a) proceed to read to the Board of Trustees the returns of the election as certified by the Returning Officer; and
 - (b) declare the Board of Trustees to be legally constituted.
- (3) The Corporate Secretary- shall then conduct the annual election for the office of the Chair of the Board of Trustees, as provided in ~~Section 65~~section 1(3) of the ~~School Act~~Board Procedures Regulation, which shall be as follows:
 - (a) Call for nominations to be made orally by Trustees in public session.
 - (b) After the nominations have ceased, the nominee(s) shall be requested to inform the meeting whether they elect to stand or decline to stand.
 - (c) If only one person is nominated, that member shall be declared elected by acclamation.
 - (d) Where more than one nominee stands for election, an open vote shall be taken on the nominations in the order in which they were submitted.
 - (e) In the case of election of the Chair or Vice-Chair of the Board of Trustees, one or more Trustees can request that the vote be by secret ballot, as provided in ~~Section 73~~section 9(d) of the ~~School Act~~Board Procedures Regulation.
 - (f) Each Trustee shall vote.
 - (g) The Board of Trustees' member who receives a simple majority of votes cast by the Trustees present shall be declared elected.
 - (h) Where more than two nominees elect to stand, if upon the first vote no nominee receives the majority required for election, the name of the nominee receiving the least number of votes shall be dropped, and the members shall proceed to vote anew and so continue until a nominee receives the majority required for election, at which time such nominee shall be declared elected.



- (i) In the case of a vote where no nominee receives the majority required for election, and where two or more nominees are tied with the least number of votes, a special vote shall be taken to decide which one of such tied nominees' names shall be dropped from the list of names to be voted on in the next vote.
 - (j) In the case of a two-way tie vote, the Corporate Secretary shall write the names of those nominees separately on blank sheets of paper of equal size and of the same colour and texture, and after folding the sheets of paper in a uniform manner and so that the names are concealed, shall deposit them in a receptacle and direct some person to withdraw one of the sheets. The Corporate Secretary shall declare the nominee whose name appears on the withdrawn sheet to be elected.
 - (k) In the case of a three-way tie vote, the Corporate Secretary shall write the names of those nominees separately on blank sheets of paper of equal size and of the same colour and texture and after folding the sheets of paper in a uniform manner and so that the names are concealed, shall deposit them in a receptacle and direct some person to withdraw one of the sheets. The nominee's name that appears on the withdrawn sheet shall be dropped, and a vote shall then be taken to elect one of the remaining two nominees.
- (4) The Chair shall then assume the chair.
- (5) The Chair shall then conduct the election for the office of Vice-Chair of the Board of Trustees in the same manner as for the election of the Chair of the Board of Trustees as set out in the preceding section.
- (6) *Term of Office, Chair and Vice-Chair*
- (a) In accordance with ~~Section 65~~section 1(3) of the ~~School Act~~Board Procedures Regulations, the Chair and Vice-Chair shall hold office during the pleasure of the Board of Trustees, which under normal circumstances shall be until the next organizational meeting of the Board of Trustees.
 - (b) In the event that the office of the Chair or Vice-Chair becomes vacant due to death, incapacity, resignation or any other reason, the Board of Trustees shall elect a Trustee to fill the office for the remainder of the term.
 - (c) The position of second Vice-Chair shall be appointed ~~at the following~~the organizational meeting on a rotating roster basis, every two months. During the months of July and August a Trustee will be designated as an on call Trustee to assist the Chair and/or Vice-Chair.
- (7) *Establishment of Committees and Liaison Requirements*
- The number of committees of the Board of Trustees, their powers and duties, and the membership of each committee, shall be decided by the Board of Trustees, in accordance with the ~~governance~~Board's Governance Culture policy ~~regarding committees~~5: Board Committees.
- (8) *Schedule of Meetings and Annual Agendas*
- (a) The Board of Trustees will determine the schedule of regular meetings for the forthcoming year (up to the date of the next organizational meeting of the Board of Trustees) and shall forthwith, by motion, adopt the calendar of meetings. This

does not preclude motions to change the schedule of regular meetings, as required, throughout the year.

- (b) To the extent possible, the Board of Trustees shall determine the Agenda for meetings of the Board of Trustees for the forthcoming year.

(9) *Delegation of Power*

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

JN. CONTROL AND CONDUCT OF BOARD OF TRUSTEES' MEETINGS

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

- (a) The Chair of the Board of Trustees shall preside over regular and special meetings of the Board of Trustees.
- (b) In the case of the absence of the Chair, the Vice-Chair has all the powers and shall perform all the duties of the Chair during the absence of the Chair. In the case of the absence of both the Chair and the Vice-Chair, the rotating second Vice-Chair shall preside. In the absence of all three of the above, the Corporate Secretary shall call the meeting to order and a Chair shall be chosen by the members of the Board of Trustees present and that individual shall then preside during the meeting, or until the Chair, Vice-Chair or second Vice-Chair arrives.
- (c) Subject to being overruled by a majority vote of Trustees, as outlined in [Section Jsection N](#)(7) of these Procedures, the Chair:
 - (i) shall maintain order and preserve decorum and may, if necessary, call a Trustee to order;
 - (ii) shall decide points of order without debate or comment other than to state the rule applicable to the case;
 - (iii) shall determine which Trustee has a right to speak;
 - (iv) shall ensure that all Trustees who wish to speak on a motion have spoken, that the Trustees are ready to vote and shall subsequently call the vote;
 - (v) shall rule when a motion is out of order; and
 - (vi) may, at any meeting, expel and exclude any person who creates any disturbance or acts improperly.
- (d) When the Chair wishes to make a motion, he/she shall:
 - (i) vacate the chair, and request that the Vice-Chair take the chair; and
 - (ii) remain out of the chair until the motion has been dealt with.

(2) *Attendance at Meetings*

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



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

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

- (a) It is the preference of the Board of Trustees to hold its meetings at a common location to conduct Board business, with Trustees and official staff physically present at the meeting. Notwithstanding this preference, from time to time, one or more Trustees may participate in a public meeting of the Board by electronic means or other communication facilities, subject to satisfying the requirements as outlined in these Procedures. Trustees may not participate in a private meeting or private portion of any Board of Trustees' meeting by electronic means.
- (b) Any acceptable electronic means or other communication facilities must permit the Trustee(s) not physically present at the meeting of the Board of Trustees to hear and be heard or watch and be heard by all other participants and public in attendance at the meeting, as is appropriate. Unless otherwise approved by the Board of Trustees, the electronic means of communication will be limited to land-line telephones, cellular telephones, or communication facilities that provide simultaneous audio and video communication.
- (c) Electronic attendance of Trustees may be permitted for regular public meetings of the Board of Trustees, and for special meetings of the Board of Trustees, except those special meetings held in-camera and/or for the purpose of hearing appeals or conducting hearings related to employee matters, or any Board decision which attracts the principles of natural justice. Notwithstanding the above, the Board of Trustees may by Board motion passed 30 days prior to a particular meeting, determine that such Board meeting will be exempt from having any Trustees attend the meeting electronically.
- (d) The Board of Trustees, in its sole discretion, reserves the right to determine which Trustees will be allowed to participate in a meeting of the Board via electronic means, so as to ensure that a Quorum of the Board will be physically present at the meeting. Preference will be given to those Trustees who request electronic attendance due to illness, circumstances beyond their control, or physical incapacity to be physically present at a meeting.
- (e) Notwithstanding the requirements of these Procedures, a Trustee cannot attend more than three consecutive Board meetings electronically, without being authorized by a resolution of the Board of Trustees to do so.
- (f) At every meeting of the Board, the following persons must be physically present in the meeting room of the Board:
 - (i) the Chair of the Board or his or her designate;
 - (ii) at least three (3) other Trustees, in order to ensure that a Quorum of the Board shall be physically present; and
 - (iii) the Corporate Secretary .
- (g) At a meeting of the Board at which one or more Trustees is present electronically, voting on all motions shall be done verbally, with the Chair asking each Trustee to indicate whether they are in favour or opposed to each motion by stating their name.



- (h) At a meeting of the Board at which one or more Trustees is present electronically, if a ruling of the Chair is appealed, the Chair will poll Trustees alphabetically by last name to verify the decision.
- (i) Any Trustee wishing to participate in a Board meeting by electronic means must:
 - (i) notify the Corporate Secretary ~~–~~a minimum of eight (8) hours prior to the stated commencement of the meeting that they will be physically absent and wish to participate electronically;
 - (ii) notify the Corporate Secretary~~–~~ of the location at which they can be reached. Notwithstanding that a Trustee has requested to electronically attend a meeting of the Board of Trustees, if a reasonable attempt is made to connect with the Trustee, but for any reason, such connection is not made, the Trustee will be considered to be absent from the meeting. If the connection is lost during the meeting, the Trustee will be considered to be absent from the portion of the meeting during which there is no connection;
 - ~~(iii)~~ ~~— arrange to have access to all information that is distributed to Trustees prior to the meeting, and to a means to receive copies of all information that may be circulated at the meeting;~~
 - ~~(iv)~~ ~~(iii)~~ be available at the scheduled commencement of the meeting, as late electronic attendance will not be permitted;
 - ~~(v)~~ ~~(iv)~~ formally provide a verbal statement to the Board of their identity in order that the Board can be assured that only Board members are participating in the Board decision;
 - ~~(vi)~~ ~~(v)~~ verbally inform the Chair if and when they wish to speak;
 - ~~(vii)~~ ~~(vi)~~ inform the Chair if they depart from a meeting, whether temporary or permanent;
 - ~~(viii)~~ ~~(vii)~~ ensure that they comply with the requirements of the Act and these Procedures with regard to any Pecuniary interest that they have in any matter before the Board.

(4) *Conduct of Trustees*

- ~~(a)~~ ~~When a~~ At all regular and special meetings of the Board of Trustees, Trustees will conduct themselves in accordance with the Board's Governance Policies.
- ~~(a)~~ ~~(b)~~ Any Trustee ~~wishes~~desiring to speak at a Board of Trustees' meeting shall so indicate by upraised hand and, upon recognition by the Chair who shall call the Trustee shall obtain by name, the approval of the Chair ~~Trustee may then, but not before doing so, proceed to speak.~~
- ~~(b)~~ ~~(c)~~ When a Trustee is speaking every other Trustee shall:
 - (i) remain quiet and seated;
 - (ii) not interrupt the speaker, except on a point of order; and
 - (iii) not carry on a private conversation in person, via email, text or social media ~~site (such as Facebook or Twitter).~~



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

- (i) not speak disrespectfully of Her Majesty The Queen, her official representatives or her government;
- (ii) not use offensive words in referring to any person;
- (iii) not reflect on any vote of the Board of Trustees except when moving to rescind it, and shall not reflect on the motives of the Trustees who voted on the motion, or the mover of the motion;
- (iv) not shout or immoderately raise his voice or use profane, vulgar or offensive language; and
- (v) ~~assume personal responsibility for the accuracy of~~ensure that any statement made ~~and, upon is done so in accordance with the Board's Governance Policies. Any Trustee may request of the Board of Trustees, shall give to consider a motion directing the speaking Trustee to provide~~ the source of the information stated.

(5) *Conduct of Members of the Public*

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

- (a) not address the Board of Trustees without permission;
- (b) maintain order and quiet; ~~and~~
- (c) not interrupt any speech or action of the Board of Trustees, or any other person addressing the Board of Trustees; ~~and~~
- (d) comply with the Public Comment requirement set out in these Procedures.

(6) *Request for Information, Point of Order*

- (a) A request for information is a request or a statement directed to the Chair, or through the Chair to another Trustee, or to the Chief Superintendent, for or about information relevant to the business at hand, but not related to a point of procedure. When a request for information is raised, the Chair shall answer the question or direct the question to the appropriate Trustee or the Chief Superintendent.
- (b) A point of order is the raising of a question by a Trustee with the view of calling attention to any departure from the Board of Trustees' Procedures or the customary proceedings in debate or in the conduct of the Board of Trustees' business. When any point of order arises, it shall be immediately taken into consideration.
 - (i) When the Chair is called upon to decide a point of order, the point shall be stated without unnecessary comment, and the Chair shall state the rule or authority applicable in the case.
 - (ii) When a point of order is raised, or when a Trustee is called to order by the Chair, the Trustee speaking shall immediately be silent and shall remain silent until the Chair decides the point raised.
 - (iii) The Trustee raising a point of order may be granted permission to explain.

(7) *Ruling of the Chair*



- (a) When the Chair is of the opinion that any motion is contrary to the rules of the Board of Trustees, the Chair shall advise the Trustees immediately, quoting the rule or authority applicable.
- (b) No argument or comment as to the Chair's ruling shall be permitted, and the decision of the Chair shall be final unless a challenge is made.
- (c) When a Trustee wishes to challenge the ruling of the Chair, the motion, "That the decision of the Chair be overruled" shall be made.
- (d) A challenge of the ruling of the Chair shall be decided by a majority of the Trustees present. When the ruling of the Chair is challenged, the Chair shall have the right to state the reasons for the decision given, and shall then call the question, without further debate.

(8) *Calling a Trustee to Order*

- (a) When the Chair calls a Trustee to order, the Trustee shall cease to speak.
- (b) The Chair shall provide the opportunity for the Trustee to apologize and/or to explain the Trustee's position in making the remark for which the Trustee was called to order.
- (c) In the event that a Trustee refuses to remain quiet when called to order, the Chair shall request the Vice-Chair or any Trustee to move a motion to remove the unruly Trustee either:
 - (i) for the balance of the meeting; or
 - (ii) until a time stated in the motion;
 unless the Trustee makes an apology acceptable to the Board of Trustees for the Trustee's unruly behaviour.

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

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

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

- (a) Pursuant to ~~Section 72~~section 8(1) of the ~~School Act~~Board Procedures Regulation, all motions shall be submitted to the Board of Trustees by the Chair or a Trustee and no seconder is required.

~~(b)~~ Any motionAll motions to be brought in ~~excess~~connection with the Agenda materials received pursuant to section G of ~~25 words~~these Procedures shall be handled as follows:

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



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

- (c) Unless exempted by the Chair, motions submitted during the course of debate shall also be submitted to the Corporate Secretary in writing, except motions ~~to receive or adopt reports~~, to refer, to adjourn, to lay on the table, to postpone, to recess, to extend termination of the meeting, or to rise and report to the Board of Trustees.
- (d) After a motion has been moved and prior to it being placed on the floor for debate, it is the property of its mover, who can withdraw it or modify it without asking the consent of anyone.
- (e) When a question is under debate, no motion shall be received, except a motion to extend adjournment, to adjourn, to lay on the table, to postpone to a certain time, to refer to a committee, to amend, or to postpone indefinitely, which motions shall have the precedence in the above order.
- (f) A motion to “lay on the table” should only be used if the purpose is to temporarily put business aside so that the Board of Trustees can take up a more urgent matter. If the motion to “lay on the table” is adopted, it is important to make the motion to “take from the table” after the more important business has been decided, in order that the Board of Trustees can again discuss and vote on the motion that was laid on the table. A tabling motion is not debatable. A question laid on the table remains there until taken from the table or until the close of the next regular meeting; if not taken up by that time, the ~~question~~motion dies.
- ~~(g) A motion to “adopt” a report has the effect of the Board of Trustees endorsing every word of the report, including the indicated facts and the reasoning, as its own statement.~~
- ~~(g)~~ (h) A motion to “postpone indefinitely” has the purpose of suppressing the main motion for the duration of the meeting, ~~while a “motion to postpone to a certain time” is for the purpose of putting off or delaying a decision until that time~~ without the Board having to vote on the main motion.
- ~~(h)~~ (i) A motion to “postpone to a certain time” is for the purpose of allowing more time to make a decision about the motion thereby putting off or delaying a decision until that time.
- ~~(k)~~ A motion to “refer” is for the purpose of having another group or committee investigate a proposal, and the motion is debatable. If the motion does not include a time by which the committee is to report, the motion might die in committee.
- ~~(j)~~ (l) Agenda items presented to the Board for information will be retained on the corporate record, and do not require a board motion as such.

(10) *The Handling of a Motion*

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



- (b) A question period will follow, during which Trustees will have an opportunity to ask questions for clarification or information prior to the Chair's calling for formal debate.
- (c) After a main motion has been made and before the ~~question~~motion has been stated by the chair, any Trustee can informally suggest one or more modifications in the motion, which at this point the maker can accept or reject as the mover wishes.
- (d) Representatives of the Alberta Teachers' Association Local 38, Canadian Union of Public Employees, ~~Calgary Association of Parents and School Councils~~ Local 40, The Calgary Board of Education Staff Association, and Trade Unions, will be permitted to speak during the question period at the discretion of the Chair. ~~Other representatives as deemed necessary can be included at the discretion of the Board of Trustees.~~ Questions to these representatives are to be addressed through the Chair.
- ~~(e)~~ ~~The Board of Trustees must approve by motion that a member of the public audience be allowed to respond to a Trustee's request for information during the question period.~~
- ~~(f)~~(e) Any Trustee desiring to speak shall so indicate by upraised hand and, upon recognition by the Chair who shall call the Trustee by name, the Trustee may then, but not before, proceed to speak.
- ~~(g)~~(f) Every individual, prior to speaking, shall address the Chair, and remarks shall be confined to the motion under consideration.
- ~~(h)~~(g) At the conclusion of the question period, the Chair states the motion, thus placing it on the floor for debate. After the motion has been stated by the Chair, it is the property of the Board of Trustees and the maker must receive the approval of the Board, either by consent or by formal approval, to withdraw or ~~modify his own~~amend the motion.
- ~~(i)~~(h) The mover of the motion shall be given the opportunity to speak first and open debate.
- ~~(j)~~(i) No Trustee may speak more than twice during the debate on any motion, except under the following circumstances:
 - (i) When a Trustee feels he/she has been misquoted or misunderstood, the Trustee may, after receiving permission from the Chair, explain a material part of his speech but the Trustee may not introduce any new matter ~~and there shall be no debate on the explanation.~~
 - (ii) Before the debate has been closed and the vote called, provided no other Trustee has the floor, a Trustee may request that the motion be read aloud.
- ~~(k)~~(j) Unless the Board of Trustees by a majority vote extends the time, no Trustee shall speak more than twice for three minutes each on any motion.
- ~~(l)~~(k) During the debate, each Trustee has the right to speak twice on the same question, but cannot ~~make~~speak a second ~~speech~~time so long as any Trustee who has not spoken on that question desires the floor.



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

(11) *Motion to Adjourn*

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

(12) *Voting on Motions*

- (a) The Chair and ~~each~~every Trustee present at a meeting must vote on all questions, unless excused from voting in accordance with ~~Section 72~~section 8(2) of the ~~School Act~~Board Procedures Regulation. Each question ~~shall~~must be decided by a majority of the votes of ~~those~~the Trustees present. Any question on which there is an equality of votes shall be decided in the negative.
- (b) Notwithstanding the above section, any Trustee who was absent from a Board of Trustees’ meeting is not entitled to vote on the adoption of the minutes arising from that meeting. Such abstention shall be recorded. This provision is deemed to satisfy the requirements of ~~Section 72~~section 8(2)(a) of the ~~School Act~~Board Procedure Regulation and no further motion in this regard is required.
- (c) In accordance with ~~Section 83~~section 88 of the ~~School~~Education Act and Governance Culture Policy 8: Board Member Conflict of Interest, if a Trustee has a Pecuniary interest in any matter before the Board of Trustees, the Trustee shall disclose such interest prior to any discussion of the matter, abstain from voting on or discussing the matter, and leave the room in which the meeting is being held until the discussion and voting on the matter are concluded.
- (d) The Chair shall declare the results of all votes, including which Trustees voted for or against the motion in question.

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

- (a) A question once decided cannot be brought up again at the same meeting unless otherwise decided by a majority of the Board of Trustees.
- (b) A question to reconsider must be made by a Trustee who voted on the prevailing side of the original motion and can only be considered on the same day that the original motion was decided. When the question to reconsider is on the table, the mover shall briefly state his reasons for reconsideration and the motion to reconsider shall then be voted on without further debate. If carried, the original motion shall then be read and is before the Board of Trustees for disposal.
- (c) If the Board of Trustees refuses to reconsider, no other motion to reconsider can be made.
- (d) If it should become necessary to rescind a motion that has passed, at least one weeks’ notice in writing must be given unless otherwise decided by a majority of



the Board of Trustees. The motion to rescind is then introduced and dealt with at the next regular Board meeting.

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

(14) *Adjournment*

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

KQ. CORPORATE RECORDS OF MEETINGS

(1) Minutes of all Board of Trustees' meetings, whether public or private, shall be recorded in the official minutes maintained by the Corporate Secretary on behalf of the Board of Trustees in accordance with ~~Section 74 of the School Act. Minutes of committees~~ section 10 of the Board of Trustees Procedure Regulation.

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

~~(2)(3)~~ The Minutes for each Board of Trustees' meeting shall include:

- (a) the type of meeting: regular, special, or organizational;
- (b) the name of the assembly;
- (c) the date, time and place of the meeting;
- (d) Trustees in attendance as well as Trustees who are absent;
- (e) main and secondary motions and their disposition; including the names of Trustees voting in favour of, or in opposition to the motion or recommendation and the names of Trustees who were temporarily absent from the meeting at the time the question was called, or who abstained from voting in accordance with ~~Section 72(2)~~ section 8(3) of the ~~School Act~~ Board Procedures Regulation;
- (f) points of order and appeals, whether sustained or lost, together with the reasons given by the Chair for his or her ruling;
- (g) in accordance with ~~Section 83~~ section 88(4) of the ~~School~~ Education Act, the abstention of a Trustee under ~~Sections 83~~ sections 88(1) and ~~83~~ 88(3) of the ~~School~~ Education Act, as related to disclosure of any Pecuniary interests; and
- (h) the hour of adjournment.

~~(3)(4)~~ The Corporate Secretary shall prepare the minutes of each Board of Trustees' meeting and such minutes shall be considered for adoption at a subsequent meeting of the Board of Trustees.

~~(4)(5)~~ The minutes shall contain a record of decisions and motions made at the meeting, along with a summary of Board deliberations and discussions, ~~rather than detailed.~~ The minutes will not contain any deliberations or discussions at a private meeting to protect the confidential and privileged nature of all private meetings.



~~(5)~~(6) The Corporate Secretary's office shall cause an audio record of all public meetings of the Board of Trustees to be made and, if any Trustee questions the accuracy of any portion of the minutes of a previous meeting, the audio recording shall be used to decide the question.

~~(6)~~(7) The audio recording of a meeting of the Board of Trustees shall be erased immediately following the Board of Trustees' adoption of the minutes unless in the meantime, a written request has been received to retain the audio record, and followed by receipt ⁺ within 60 days ⁺ of a court order requiring the retention of the audio recording ⁺.

~~(7)~~(8) Public Board meetings will be broadcast over the internet. Archives of meetings will be accessible to the public for a period of two years from the date of the meeting. The Board of Trustees reserves the right to edit the video in the event that there is an unauthorized release of personal information, or for other legal requirements or emergent issues.

~~(8)~~(9) When a Trustee arrives late, leaves early, or is absent from a portion of a meeting due to a conflict of interest, the minutes of such meeting shall reflect the reason for the Trustee's absence.

~~(9)~~(10) All reports and documents submitted to the Board of Trustees shall be retained in the corporate records of the Board of Trustees.

P. COMMITTEES OF THE BOARD OF TRUSTEES

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

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

waiver of notice

APPENDIX A – WAIVER OF NOTICE FOR SPECIAL MEETING

Month/Day/Year
Time

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

We, the undersigned Trustees of The Calgary Board of Education of the Province of Alberta, do hereby waive notice for the above-noted Special Meeting of the Board of Trustees. This waiver is completed in accordance with the provisions of Section 67 section 3(4) (Special Meetings) of the School Act Board Procedures Regulation. (This waiver may be signed in counterpart and the counterparts when combined shall be treated as one and the same document.)

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

-
-

Waiver of Notice is hereby granted:

Name of Trustee	Signature of Trustee	Date

| appendix |

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

- 18(1) A meeting of a local public body's elected officials, governing body or committee of its governing body may be held in the absence of the public only if the subject-matter being considered in the absence of the public concerns
- (a) the security of the property of the local public body,
 - (b) personal information of an individual, including an employee of a public body,
 - (c) a proposed or pending acquisition or disposition of property by or for a public body,
 - (d) labour relations or employee negotiations,
 - (e) a law enforcement matter, litigation or potential litigation, including matters before administrative tribunals affecting the local public body, or
 - (f) the consideration of a request for access for information under the *Freedom of Information and Protection of Privacy Act* if the governing body or committee of the governing body is itself designated as the head of the local public body for the purposes of the *Freedom of Information and Protection of Privacy Act*,
- and no other subject-matter is considered in the absence of the public.
- (2) Subsection (1) does not apply to a local public body if another Act
- (a) expressly authorizes the local public body to hold meetings in the absence of the public, and
 - (b) specifies the matters that may be discussed at those meetings.

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

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

Time	Topic	Policy Ref
12:00 p.m.	1 Call to Order, National Anthem and Welcome 2 Consideration/Approval of Agenda 3 Awards and Recognitions 4 Public Comment Requirements as <u>Scheduled only when public comment request(s) comply with the requirements</u> outlined in Board Meeting Procedures 5 Results Focus School and System Presentations; Policy Consideration (Reasonable Interpretations, Benchmarks and Targets, Monitoring, Language Changes); Board Development Sessions 6 Operational Expectations Policy Consideration (Reasonable Interpretation, Indicators, Evidence Monitoring, Language Changes) 7 Matters Reserved for Board ActionInformation <u>8 Matters Reserved for Board Decision</u> 8 9 Consent Agenda <u>9</u>10 Adjournment Debrief	 GC-2 GC-3.2 GC-3 GC-2.6 GC-2.3

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

Time	Topic	Policy Ref
12:00 p.m.	1 Call to Order 1.1 Motion to Move In Camera 2 Consideration/Approval of Agenda 3 Matters Reserved for Board ActionDecision 4 Matters <u>Reserved</u> for Board Information 4.1 Legal Issues 4.2 Labour Issues	 GC-2 OE-8 OE-4



Time	Topic	Policy Ref
	4.3 Land Issues	OE-8, 12
	4.4 Other	
	5 Consent Agenda	GC-3
	6 Governance Issues Discussion	GC-2.6
	7 Motions – Action In-Camera Recommendations	
3:00 p.m.	8 Adjournment	
	Debrief	GC-2.3

- C. The normal order of business for **Special Meetings** of the Board of Trustees established for any purpose other than the conducting of hearings and hearing of appeals shall be as follows:
1. Call to Order
 2. Consideration of Agenda (subject to ~~Section 67~~section 3(5) of the ~~School Act~~Board Procedures Regulation)
 3. Action Items
 4. Information Items
 5. Governance/Board of Trustees
 6. Adjournment
- Debrief
- D. The normal order of business for **Special Meetings** of the Board of Trustees established for employee matters shall be as follows:
1. Call to Order
 - (a) Motion to Consider Agenda In Camera
 - (b) Welcome and Introductions
 - (c) Review of Procedures
 - (d) Preliminary Points Prior to Commencement of Procedure
 2. Presentations, Comments and Responses, Committee Questions, and Concluding Comments of Parties
 - (a) Written and Oral Presentations
 - (b) Comments by Way of Response
 - (c) Trustee Questions
 - (d) Concluding Remarks
 3. Deliberation and Decision
 - (a) Deliberation
 - (b) Motion to Revert to Public Meeting



(c) Motion re: Decision

4. Adjournment

Debrief

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

1. The Corporate Secretary shall assume the Chair as Chair pro tem and carry out the following:
 - (a) Call to order
 - (b) Read the returns of the election as certified by the Returning Officer (Election Year)
 - (c) Declare the Board of Trustees to be legally constituted (Election Year)
 - (d) Election of Chair

The Chair shall assume the Chair and conduct the remainder of the Organizational Meeting.

2. Election of Vice-Chair
3. Establishment of Committees, Committee Membership, and Liaison Links
4. Schedule of Board of Trustees' Meetings and Annual Agendas
5. Delegation Order of the Board of Trustees
6. Adjournment



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

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

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



report to Board of Trustees

APPENDIX E – BOARD REPORT TEMPLATE

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

Date	Month date, 201X
Meeting Type	Click here to select an option <u>Click here to select an option</u> <u>Click here to select an option</u>
To	Board of Trustees
From	[Name] Chief Superintendent of Schools
Purpose	Click here to selection an option <u>Click here to selection an option</u> <u>Click here to selection an option</u>
Originator	First name Last name, title
Governance Policy Reference	<p>Make reference to pertinent Governance Policy type, number and name. State the policy group first; use acronyms for specific references. For example:</p> <p>Board/Chief Superintendent Relationship B/CSR-2: Single Unit Control</p> <p>Operational Expectations OE-3: Treatment of Owners OE-8: Communication With and Support for the Board</p>
Resource Person(s)	<p>(Those who assist in the generation of the report.) First name Last name, title</p> <p>NOTE: Include only the sections that are required and appropriate for this report. Not all reports will require all sections.</p>

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



1 | Recommendation

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

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



Use the following format when preparing this section:

It is recommended:

- THAT the Board of Trustees receives the following report for information.
- Or
- THAT the Board of Trustees approves...

2 | Issue

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

Examples:

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

Operational Expectations [87](#): Communication With and Support for the Board requires "the Board is supported in its work and is fully and adequately informed about matters relating to Board work and significant organizational concern." This update meets the requirement of OE-[87](#) for information in a timely, simple and concise form.

3 | Background

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

4 | Analysis

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

- describing the problem in greater detail
- clearly explaining the complexity of issues;
- demonstrating how governance policies and their interpretations impact the possible and resulting options;
- explaining measurements and results;
- describing and discussing alternatives;
- describing the CBE's position compared to others.

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

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

5 | Financial Impact

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

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

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

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

6 | Implementation Consequences

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

7 | Conclusion

The conclusion should recap the essence of the report. It is the last thing most people will read before turning back to the recommendations. The conclusion is not the place to introduce new information. It connects back to the stated issue and confirms that the report serves the purpose for which it was written.

Be brief. Be direct. Be persuasive.

[NAME]

CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

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

Attachment I: Name of Attachment

Attachment II: Name of Attachment

Attachment III: Name of Attachment

APPENDICES

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

Appendix I: Name of Appendix

Appendix II: Name of Appendix

Appendix III: Name of Appendix

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

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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



AGENDA PLANNING COMMITTEE

All Trustees
Chief Superintendent
Corporate Secretary

APPENDIX F: TRUSTEE AGENDA REQUEST FORM

SUBMITTED BY: [Choose a Trustee](#)

DATE: [Click here to enter a date.](#)

TOPIC OF PROPOSED AGENDA ITEM:

[Click here to enter text.](#)

SUGGESTED BOARD MEETING DATE/TIMELINE CONSIDERATIONS:

[Click here to enter text.](#)

RELATED BOARD POLICY: (Include proposed amendment to governance policy, if requested. Attach additional page, if required)

[Click here to enter text.](#)

EXPLAIN HOW THIS PROPOSED AGENDA ITEM WILL FURTHER THE WORK OF THE BOARD AND IS RELATED TO THE BOARD'S ANNUAL WORK PLAN:

[Click here to enter text.](#)

AGENDA PLANNING COMMITTEE DECISION:

(The Committee may refer the matter to the Chief Superintendent, to an appropriate Board Committee, or it may add the item to a Board meeting agenda, depending on the nature of the issue. The Committee may also request that the trustee provide further information prior to making its decision.)

Referred to: [Click here to enter text.](#)

Recommended Response Timeline: [Click here to enter text.](#)

**Board Meeting
Agenda:**

NO ☒

YES ☐

PUBLIC ☐

PRIVATE ☐

Date: [Click here to enter a date.](#)

**report to
Board of Trustees****Chief Superintendent's Update**

Date	January 14, 2020
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Information
Governance Policy Reference	OE-3: Instructional Program OE-5: Financial Planning OE-4: Treatment of Employees

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



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

OE-4: Treatment of Employees states that “student success and well-being depend upon the recruitment, retention, and fair compensation of highly qualified employees working in an environment that is safe, courteous, and professionally supportive”. With other reports submitted to the Board of Trustees, this update meets the requirement of OE-4 in positively impacting the achievement of CBE Results through quality and performance of employees and attending to workplace culture.

3 | Timely Information

Build Professional Capital | November 1 – Professional Learning: Fine and Performing Arts

On November 1, 2019 over 200 Educators gathered at Willow Park School to engage in professional learning with a Fine and Performance Arts lens. Over 16 learning sessions were presented by a variety of engaged community Arts partners and CBE teachers/learning leaders. These sessions provided teachers the opportunity to engage in specific disciplinary learning as well as build their capacity for Arts-integration. Opportunities such as this promote the sharing and design of rigorous and engaging learning tasks which enhance teachers ability to personalize learning and support student success in both Core and Complementary Courses.

Build Professional Capital | November 22 – Professional Learning: High School Success

On November 22, high school teachers were offered a variety of professional learning opportunities to further support achieving the outcomes of High School Success.

- Crescent Heights High School was the site of the annual High School Professional Learning Day where high school teachers and administrators were able to self-select and participate in a variety of professional learning opportunities. The goal for this professional learning experience was to continue to ground their work in the principles of high school redesign, the CBE Three-Year Education plan and the High School Success Strategy. Sessions included a range of topics including keynote speaker – Dr. Thomas Guskey, a well-respected researcher, scholar, and educator. Dr. Guskey engaged participants in conversations about the use of quality educational research to help all students thrive in a culture of continuous improvement. Other topics included Brain Science and the Theory of Trauma Informed Practice, Community Learning Partnerships for Enhanced Student Success,

Evolution of Flexible Learning Environments, How High Schools can be More Culturally Responsive, Principles of Progressive Student Discipline, Supporting Pathways to Student Success with the 'myBlueprint Career & Life Planner' tool, to name just a few of the sessions offered throughout the day.

- At John G. Diefenbaker High School, International Baccalaureate teachers and administrators attended a variety of professional learning sessions related to the context of their specific program – including such topics as Helping Students Create Balance through Resiliency, Wellness and Success, Student Learning Conversations Regarding Ethics, Indigenous Perspectives in the IB Curriculum.

Through the myriad of choices, high school teachers and administrators were able to continue to personalize their professional learning to best support and advance student learning for the students in their respective buildings.

Steward Our Resources | Protection of Students with Life-threatening Allergies

Bill 201: Protection of Students with Life-threatening Allergies Act became law in Alberta on January 1st, 2020. This new legislation defines the responsibility for all publically funded Alberta schools to ensure that students with anaphylaxis be afforded greater protections. Maintaining schools as safe and welcoming places for students with severe allergies is the goal Bill 201 and a perennial objective of the Calgary Board of Education.

Anaphylaxis, the severe allergic reaction to certain foods, insect stings, medications and even latex can cause immediate, life threatening health effects. Epinephrine administered to the person reacting can immediately halt and even reverse the progression of symptoms.

To ensure compliance, each CBE school has been directed to procure epinephrine in an easy-to-use injector; thereby, reducing the risk for all CBE students with potentially life-threatening allergies. Schools will store the injector in a central, accessible location and maintain an emergency list readily available to staff, identifying students with such life-threatening allergies. Finally, training and awareness regarding anaphylaxis and the use of epinephrine injectors will be provided to school-based staff during this school year through a simple, 5-minute online information session.

Engage our Stakeholders | Team Giordano

Team Giordano was started by Mark and Lauren Giordano several years ago. They chose four schools: Radisson Park School; Ian Bazalgette School; Penbrooke Meadows School; and Dr. Gladys McKelvie Egbert School to financially and personally support. Team Gio is supported by the Giordanos, the Calgary Flames Foundation and the Italian Open Charity Golf Tournament. The schools and their students have benefited greatly from this partnership which

has provided amazing opportunities for CBE students that schools would not typically be able to provide.

Schools use the sponsorship funds to purchase new gym equipment, resources for their learning commons and classrooms, classroom learning opportunities that bring a variety of experts into the schools, and field trips that enable students to learn and explore beyond their community. Schools have also purchased technology, including laptops, which enhance learning and the flexible use of space in their school.

In addition to the financial donation made through the Team Gio partnership, Mark and Lauren visit the schools and interact with students. Principals recognize this as being a huge benefit that boosts students' pride in their school, builds a sense of community and provides direct contact to a positive role model in the community. On Team Gio visit days, the students enjoy a pizza lunch provided by Pizza73.

In 2019-20, Team Gio will be expanding its financial support to two more schools – Piitoayis Family School and Ernest Morrow School.



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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

