public agenda | Regular Meeting of the Board of Trustees

April 4, 2023
11:00 a.m.

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

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

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

Time	Topic		Who	Policy Ref	Attachment
11:00am	**1 |**	**Call to Order, National Anthem, Acknowledgement of the Land and Welcome**	Chair		
	2 |	**Consideration/Approval of Agenda**	Board	GC-2	
	3 |	**Awards and Recognitions**		GC-3	
	4 |	**Results Focus**			
	4.1	Results 4: Personal Development – Annual Monitoring	C .Usih	R-4; OE-7	Page 4-1
	5 |	**Operational Expectations**			
	5.1	OE-2: Learning Environment/Treatment of Students – Annual Monitoring	C. Usih	OE-2, 7 BCSR-5	Page 5-1
	5.2	OE-6: Asset Protection – Annual Monitoring	C.Usih	OE-6, 7, BCSR-5	Page 5-12
	6 |	**Public Comment**		GC-3.2	
		Requirements as outlined in Board Meeting Procedures			
	7 |	**Matters Reserved for Board Information**		GC-3	
	7.1	Budget Assumptions Report 2023-24	B. Grundy	OE-5	Page 7-1

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Time	Topic	Who	Policy Ref	Attachment
	8 | Matters Reserved for Board Decision	Board	GC-2	
	8.1 Proposed Amendments to the Board Meeting Procedures		GC-1,2,3	Page 8-1
	9 | Consent Agenda	Board	GC-2.6	
	9.1 Items Provided for Board Decision			
	9.1.1 Revision to the Schedule of Regular Board Meetings		GC-2,6	Page 9-1
	THAT the Board of Trustees approves revisions to the Schedule of Meetings to change the commencement time of the May 23, 2023 public meeting to 2:30p.m.			
	9.2 Items Provided for Information			
	9.2.1 Chief Superintendent's Update	C. Usih	OE-2,3,8	Page 9-2
	Private Session			
	Termination of Meeting			
	Debrief	Board	GC-2.3	

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Calgary Board of Education

results monitoring report

Results 4: Personal Development

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Results 4: Personal Development, the Chief Superintendent certifies that the information in this report is accurate and complete, and that the organization is:

☒ making reasonable progress toward achieving the desired results.

☐ making reasonable progress with exception (s) (as noted).

☐ not making reasonable progress.

Signed: _____   Date: ___April 4, 2023___

Christopher Usih, Chief Superintendent

BOARD OF TRUSTEES ACTION

With respect to Results 4: Personal Development, the Board of Trustees finds the organization:

☐ to be making reasonable progress.

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

☐ not to be making reasonable progress.

Summary statement/motion of the Board of Trustees:

Signed: _____   Date: _____

Laura Hack, Chair, Board of Trustees

Calgary Board of Education

4-1

Executive Summary |

Analysis |

Data from this report shows:

- CBE Annual Returning Rate, the percentage of CBE students who return to school after dropping out, showed an increase of 1.1 percentage points and for the first time in last five years of data collection surpassed the Returning Rate of the province.
- Kindergarten to grade 9 report card results for students to set and work toward learning goals remains high at an overall level of success of 97.3%.
- Kindergarten to grade 9 report card results for students to engage in learning with confidence and persistence remains high at an overall level of success of 96.8%.
- Percentage of students experiencing success with learning outcomes in Health/CALM programs of study as reported in report card results remains high overall at a level of success of 97.8%.
- Results report card data indicates a greater percentage of Division 3 students requiring a network of support setting and working towards learning goals and engaging in learning with confidence and persistence.
- While high at 92.7%, student success in Health and CALM is lowest in Division 4, with a 1.3 percentage point decrease over 2020-21 and year-over-year declines for the previous three years.
- Percentage of students who report making decisions in service of being physically active and emotionally healthy decreased in 2021-22. When student perception data are considered by question themes, data sets associated with managing screen time, talking with others about their feelings, and having strategies to manage stress show the lowest levels of agreement.

Targets |

Targets are identified where the Chief Superintendent sees an opportunity for growth or where the Board of Trustees identifies an area of concern or exception.

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

Given the change in methodology by Alberta Education, there are not enough Annual Returning Rate data to determine a trend. The report card results remain high and so, not an opportunity for growth. Results 4 was a minor focus on the 2021-22 CBE Student Survey. Twelve of the fourteen indicators were related to questions which were not asked. Given this and the impact of the pandemic on students, no targets have been set for 2021-22 in this report.

Due to the ongoing COVID-19 pandemic and learning disruptions associated with the time period data was gathered, significant caution should be exercised when stating trends over time. While not directly comparable, year-over-year results have been examined with consideration given to context.

Caution should also be used when interpreting student survey results over time. Survey participation was impacted by the COVID-19 pandemic.

Glossary of Terms |

- Board: Board of Trustees

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

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

- Results: These are our statements of outcomes for each student in our district. The Results policies become the Chief Superintendent's and the organization's performance targets and form the basis for judging organization and Chief Superintendent performance.

Policy |

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

Interpretation |

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

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

Calgary Board of Education

Students will:

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

Interpretation |

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

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

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

Indicators |

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

Note |

Results 4: Personal Development was a minor focus on the 2021-22 CBE Student Survey. The questions that inform the following summary measures were not asked:

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

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

Students will:

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

Interpretation |

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

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

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

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

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

Indicators |

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

Note |

Results 4: Personal Development was a minor focus on the 2021-22 CBE Student Survey. The questions that inform the following summary measures were not asked:

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

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

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

Students will:

> 4.3 Have the confidence to embrace ambiguity and complexity.

Interpretation |

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

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

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

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

Indicators |

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

Note |

Results 4: Personal Development was a minor focus on the 2021-22 CBE Student Survey. The questions that inform the following summary measures were not asked:

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

Students will:

4.4 Take risks appropriately.

Interpretation |

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

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

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

Indicator |

Note |

Results 4: Personal Development was a minor focus on the 2021-22 CBE Student Survey. The questions that inform the following summary measure was not asked:

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

Students will:

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

Interpretation |

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

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

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

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

Indicators |

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

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

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

Note |

Results 4: Personal Development was a minor focus on the 2021-22 CBE Student Survey. The questions that inform the following summary measure was not asked:

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

Students will:

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

Interpretation |

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

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

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

Indicators |

Note |

Results 4: Personal Development was a minor focus on the 2021-22 CBE Student Survey. The questions that inform the following summary measures were not asked:

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

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

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

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

Policy 4.1

Policy 4.1

Indicator 1

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

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

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

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

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

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

Annual Returning Rate (%)					
Cohort	2016-17	2017-18	2018-19[2]	2019-20	2020-21
CBE	19.2	21.3	17.0	16.8	17.9
Alberta	19.9	22.7	18.2	18.1	17.3

Note | Annual Return Rate data are always a year behind the reporting year. For example, while the most current CBE rate (17.9%) was reported in the *Spring 2022 Alberta Education Assurance Measure Results Report*, instead of being for the 2021-22 school year (reporting year) it is for the previous school year (2020-21).

- **Target for 2021-22:** No target set

- **Analysis**

- Compared with 2019-20 results, CBE showed a 1.1 percentage points increase while Alberta Annual Returning Rate had 0.8 percentage points decrease in 2020-21. Based on a comparison of the 2020-21 results to the Previous 3-Year Average and using Alberta Education's Accountability Pillar chi-square range for Improvement Measure evaluation, the decline in the provincial rate was not statistically significant. When comparing CBE to Alberta, CBE Annual Returning Rate was lower than the province from 2016-17 to 2019-20, while CBE returning rate exceeded the provincial one in 2020-21; the gap between CBE and Alberta was 0.6 percentage points. Moreover, the province showed a generally downward trend over time except for the temporary increase in 2017-18. Different from provincial pattern, CBE returning rate stopped a two-year decline in 2018-19 and 2019-20, and increased in 2020-21.

- **Interpretation**

  In alignment with CBE's mission, high school completion continues to be the goal for all students. Discontinuing enrollment in school or dropping out is one possible indicator or response to students experiencing difficult or unexpected circumstances in their lives. When a student returns to school after dropping out, this student demonstrates resilience and perseverance by continuing their learning following a pause or interruption in this pursuit.

  For the 2021-22 reporting year, the percentage of CBE students who returned to school after dropping out were metrics determined from 2020-21

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

school year data as these annual return date data are consistently a year behind the reporting school year.

From 2019-20 to 2020-21, the difference between annual return rates for the province and CBE has narrowed. In 2020-21, the CBE returning rate not only surpassed that of the province, but also showed an increase of 1.1 percentage points over 2019-2020 results.

Since both the 2019-20 and the 2020-21 school year experienced impacts from the pandemic, changes in these annual return rates may have also been influenced by pandemic conditions. It is positive and encouraging to see these rates begin to increase after two years of decline from 2017-18 to 2019-20.

Calgary Board of Education

Policy 4.2

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

All Students

Sets and works toward learning goals[3] (%)					
Indicator	**2017-18**	**2018-19**	**2019-20**	**2020-21**	**2021-22**
Exemplary Strengths	29.6	30.6	31.6	35.4	34.8
Evident Strengths	49.9	50.2	50.7	47.7	47.9
Emerging Strengths	17.1	16.3	15.1	14.1	14.6
Network of Support Required	2.6	2.3	1.9	2.1	2.1
Individual Program Plan	0.6	0.7	0.7	0.7	0.6
Overall Level of Success	**96.6**	**97.1**	**97.4**	**97.2**	**97.3**

Division 1

Sets and works toward learning goals (%)					
Indicator	**2017-18**	**2018-19**	**2019-20**	**2020-21**	**2021-22**
Exemplary Strengths	27.6	28.9	30.0	36.0	35.3
Evident Strengths	52.5	52.8	53.1	49.4	48.9
Emerging Strengths	16.9	15.5	14.4	12.3	13.3
Network of Support Required	2.3	2.0	1.6	1.5	1.6
Individual Program Plan	0.7	0.8	0.9	0.8	0.8
Overall Level of Success	**97.0**	**97.2**	**97.5**	**97.7**	**97.5**

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[3] The general indicators for this stem are:

- generates goals based on self-assessment, learning criteria, and personal interests;
- plans a strategic approach to meeting goals, solving problems and performing tasks;
- modifies and improves learning strategies based on experience and feedback; and
- explores ideas and initiates processes for learning.

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Division 2

Sets and works toward learning goals (%)					
Indicator	**2017-18**	**2018-19**	**2019-20**	**2020-21**	**2021-22**
Exemplary Strengths	33.7	33.7	34.5	37.5	37.7
Evident Strengths	48.1	48.3	49.3	46.8	46.9
Emerging Strengths	15.2	15.0	13.7	13.0	12.9
Network of Support Required	2.3	2.0	1.6	1.7	1.6
Individual Program Plan	0.7	0.9	1.0	1.0	0.9
Overall Level of Success	**97.0**	**97.0**	**97.5**	**97.3**	**97.5**

Division 3

Sets and works toward learning goals (%)					
Indicator	**2017-18**	**2018-19**	**2019-20**	**2020-21**	**2021-22**
Exemplary Strengths	29.2	29.1	30.0	32.6	31.2
Evident Strengths	47.4	47.4	49.6	47.0	47.8
Emerging Strengths	19.7	19.8	17.5	17.0	17.8
Network of Support Required	3.5	3.5	2.7	3.3	3.1
Individual Program Plan	0.2	0.2	0.2	0.2	0.1
Overall Level of Success	**96.3**	**96.3**	**97.1**	**96.6**	**96.8**

- **Target for 2021-22:** No target set

- **Analysis:**

  All Students: Except for a decrease in 2020-21, the result of Overall Level of Success showed a generally increasing trend for the previous five years. The Exemplary Strengths category shared a similar changing pattern to Overall Level of Success apart from a 0.6 percentage point decrease in 2021-22 for the Exemplary Strengths category. To determine improvement in Network of Support Required, the percentage of students in this category should decrease. After two-years of decreases, the Network of Support Required category reached the lowest 1.9 per cent result in 2019-20 and then increased to 2.1 per cent for the last two years.

  It is important to note that students in the IPP category for any indicator is not based on lack of success, but rather their learning exceptionality.

Calgary Board of Education

Students in this category will not be assessed against the same criteria as other students and they have individualized goals based on their exceptionality. The only way to measure their success is to look at their IPP goal through IRIS.

Division 1: Division 1 students no longer demonstrated a year-over-year increase in Overall Level of Success and had a 0.2 percentage point decline in 2021-22. Moreover, the Exemplary Strengths category shared the same changing pattern with the Overall Level of Success. It is notable that both decreases were non-significant in comparison to previous three-year average results. Evident Strengths continued to decrease in 2021-22 after two-years of improvement in 2018-19 and 2019-20. This decrease was significant based on a chi-square test.

Additionally, Network of Support Required increased by 0.1 percentage points in 2021-22 school year after a three-year continuous decrease in the number of students requiring a network of support to achieve this Indicator.

Division 2: The Overall Level of Success in Division 2 had a 0.2 percentage point positive growth, returning to the previous five year high of 97.5 percent, last recorded in the 2019-20 results. Moreover, Exemplary Strengths had a consistently upward trend while Emerging Strengths showed year-over-year declines for the previous five years.

Network of Support Required showed a generally decreasing trend over time and the result reached the lowest 1.6 per cent in 2021-22.

Division 3: Similar to the changes of Overall Level of Success in All Students, Overall Level of Success among Division 3 students showed increased results for most of years except for 2020-21. Meanwhile, Evident Strengths showed a similar changing pattern to Overall Level of Success. Exemplary Strengths had 1.4 percentage points decline in 2021-22 after a two-year increase but the decline was not statistically significant in comparison to the previous three-year average.

The percentages of Network of Support Required fluctuated for the past five years and landed at 3.1 per cent in 2021-22 school year.

- **Interpretation**

The results for students from kindergarten to grade 9 reported to set and work toward learning goals as measured by student report cards continues to remain strong, with low numbers of students requiring a network of support. The majority of K-9 CBE students are demonstrating strengths in setting and working towards learning goals across the three strength report card categories. This is reflective of CBE students' strong commitment to continuous improvement and ongoing learning at school. Exemplary strengths were most prevalent in Division 2 students followed closely by

Division 1 students results. Whereas students in Division 3 demonstrated the lowest percentage of Exemplary Strengths for this indicator.

Division 3 teachers consistently report a greater percentage of students requiring a network of support than the other two divisions and Division 3 students are demonstrating Emerging Strengths in setting and working towards learning goals more often than Division 1 or 2 students.

Across system data sets, we see alignment with these report card data disaggregated by Division in that students in Division 3 consistently benefit from greater supports in setting and working towards their unique learning goals. Students in Division 3 are in grades 7, 8 and 9. The changes happening for students in these grade ranges are substantial in both the social and academic realms. While developmentally appropriate and expected, these grades may require a stronger network of support to achieve the more challenging achievement goals when learning at school.

Policy 4.3

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

All Students

Engages in learning with confidence and persistence (%)					
Indicator	**2017-18**	**2018-19**	**2019-20**	**2020-21**	**2021-22**
Exemplary Strengths	32.0	32.6	33.2	36.8	36.3
Evident Strengths	46.7	46.9	47.7	44.9	45.1
Emerging Strengths	17.8	17.0	16.1	15.2	15.4
Network of Support Required	2.8	2.5	2.1	2.3	2.4
Individual Program Plan	0.7	0.9	0.9	0.8	0.8
Overall Level of Success	**96.5**	**96.5**	**97.0**	**96.9**	**96.8**

Division 1

Engages in learning with confidence and persistence (%)					
Indicator	**2017-18**	**2018-19**	**2019-20**	**2020-21**	**2021-22**
Exemplary Strengths	30.7	31.6	32.5	38.3	37.4
Evident Strengths	48.3	48.7	48.9	44.8	45.3
Emerging Strengths	17.6	16.4	15.6	14.0	14.2
Network of Support Required	2.6	2.3	1.9	1.8	2.0
Individual Program Plan	0.8	1.0	1.2	1.1	1.1
Overall Level of Success	**96.6**	**96.7**	**97.0**	**97.1**	**96.9**

Division 2

Engages in learning with confidence and persistence (%)					
Indicator	2017-18	2018-19	2019-20	2020-21	**2021-22**
Exemplary Strengths	35.8	35.5	36.0	38.9	39.5
Evident Strengths	44.9	45.2	46.1	44.0	43.7
Emerging Strengths	16.0	16.0	14.8	14.2	13.8
Network of Support Required	2.4	2.2	1.8	1.8	1.9
Individual Program Plan	0.9	1.1	1.3	1.2	1.1
Overall Level of Success	**96.7**	**96.7**	**96.9**	**97.1**	**97.0**

Division 3

Engages in learning with confidence and persistence (%)					
Indicator	2017-18	2018-19	2019-20	2020-21	**2021-22**
Exemplary Strengths	29.8	30.0	30.9	33.1	31.8
Evident Strengths	46.1	46.1	48.0	46.0	46.4
Emerging Strengths	20.2	20.0	18.2	17.4	18.2
Network of Support Required	3.6	3.7	2.7	3.3	3.3
Individual Program Plan	0.3	0.2	0.2	0.2	0.2
Overall Level of Success	**96.1**	**96.1**	**97.1**	**96.5**	**96.4**

- **Target for 2021-22:** No target set

- **Analysis**

    All Students: The Overall Level of Success had some minor fluctuations across five years. Despite the decrease in 2020-21, the result was significantly higher than the previous three-year average. Moreover, students achieving Exemplary Strengths trended upward across five years. Improvement in the Network of Support Required category, would look like the percentage of students in this category decreasing. This result was at its lowest at 2.1 per cent in 2019-20 and increased to 2.4 per cent in the 2021-22 school year.

It is important to note that students receiving IPP for any indicator does not suggest lack of success for these students, but rather their learning exceptionality. Students in this category will not be assessed against the same criteria as other students and they have individualized goals based on their exceptionality. The only way to measure success for this cohort of students is to look at individual IPP goals in IRIS.

Division 1: Division 1 students shared a similar pattern of Exemplary Strengths as the All Students cohort. Moreover, Overall Level of Success in Division 1 showed a gradual upward trend and reached the highest percentage in 2020-21 for the five years while Network of Support Required displayed a continuous tendency to decrease up until the 2020-21 school year.

Division 2: Recovering from the lowest level of 96.7 per cent in 2017-18 and the following year, the results of Overall Level of Success showed year-over-year improvement for last two years. Exemplary Strengths showed an increasing trend over time despite a slight decrease in 2018-19. The result in 2020-21 was significantly higher than the previous three-year average.

For Network of Support Required, the results maintained at a level around 1.8 per cent for the last three years.

Division 3: The changing pattern of Overall Level of Success in Division 3 is similar to that in the All Students cohort. Exemplary Strengths showed a gradual upward trend across five years. Moreover, the result of Network of Support Required showed 0.6 percentage point increase in 2020-21 and maintained the level in 2021-22 school year.

- **Interpretation**

CBE's Overall Level of Success in this measure continues to reflect strength, with a small decrease shown across all cohorts in the 2021-22 school year.

Although the changes for each cohort over the past year are small, over the five years of report card data included, the trend across all but the Division 3 cohort is that a greater percentage of students are exhibiting exemplary strength in this area, decreasing the percentage of students in either evident strength or emerging strength categories.

While most CBE students in grades K-9 demonstrate some strengths in this Indicator, 2.4 per cent of CBE's K-9 population includes more than 2000 individual students who require a network for support to engage in learning with confidence and persistence. Division 3 students are needing the most support relative to this Indicator with 3.3 per cent of Division 3 students requiring a network of support.

Students in this cohort identified as needing support might be related although not limited to: student well-being needs, learning exceptionalities,

lack of connection or relationship to people or school culture, and other variables that may interrupt a student's ability to confidently engage in their learning and persist when challenges arise.

With respect to the Division 3 results specifically, students in this cohort are developing social connections with their peers and that this begins to take on greater importance in Division 3 grade levels. These students may have a greater awareness of their learning strengths and challenges and possibly engage more cautiously as a result in their learning or the more challenging academic learning outcomes may reduce student confidence and persistence.

Policy 4.5

Indicator 1

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

Policy 4.5

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

All Students

Students experiencing success with Health learning outcomes. (%)				
2017-18	**2018-19**	**2019-20**	**2020-21**	**2021-22**
97.2	97.3	98.1	97.7	97.8

Division 1

Students experiencing success with Health learning outcomes. (%)				
2017-18	**2018-19**	**2019-20**	**2020-21**	**2021-22**
97.0	97.1	98.1	98.4	98.1

Division 2

Students experiencing success with Health learning outcomes. (%)				
2017-18	**2018-19**	**2019-20**	**2020-21**	**2021-22**
98.2	98.0	98.5	98.4	98.6

Division 3

Students experiencing success with Health learning outcomes. (%)				
2017-18	**2018-19**	**2019-20**	**2020-21**	**2021-22**
97.1	96.7	98.2	97.1	98.2

Division 4

Students experiencing success with CALM learning outcomes. (%)				
2017-18	**2018-19**	**2019-20**	**2020-21**	**2021-22**
94.1	96.7	96.0	94.0	92.7

Policy 4.5

Indicator 1

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

Analysis

All Students: Overall, the percentage of students that achieved success in Health/CALM on their report cards was high at 97.8 per cent in the 2021-22 school year. Student achievement in Health/CALM generally increased over five school years with the exception of a 0.4 percentage point decline in 2020-21.

Division 1: Similar to the All Students cohort, the percentage of Division 1 students that achieved success in Health generally trended upward over time. Moreover, 2021-22 results were significantly higher than the previous three-year average level despite of the 0.3 percentage point decline in 2021-22.

Division 2: There were some minor fluctuations for the Health Division 2 student success rates in Division 2 over time. After going up and down for the previous five years, 2021-22 report card achievement was statistically higher than the previous three-year average.

Division 3: Similar to the changes in Division 2, the Health Division 3 student success rate fluctuated across five years and re-reached the highest 98.2 per cent in 2021-22. Based on Chi-Square test, the success rate in Division 3 was significantly higher in 2021-22 compared to the previous three-year average result.

Division 4: Following the increase in 2018-19, the high school student success in CALM showed year-over-year declines for the previous three years and dropped to the lowest achievement level at 92.7 per cent in 2021-22. Moreover, the declines were statistically significant by Chi-Square test.

Compared to previous three-year averages, Divisions 1, 2 and 3, student achievement in Health demonstrated significant increases while Division 4 student achievement in CALM showed a significant decrease. Student achievement in Health across divisions 1,2, and 3 was generally comparable while overall Division 4 student achievement in CALM stood out as lower than K-9 report card results.

▪ **Interpretation**

In alignment with previous interpretation in this report, student success in Health and CALM is lowest in Division 4. Interpreting this lower student achievement as evidence of divisional differences in meeting curricular outcomes is not necessarily an accurate student achievement story. To contextualize, Health courses are taught K-9 in a scope and sequence spanning across grade levels whereas Career and Life Management is a high school course required for graduation that may be completed in grades 10,11 or 12. This would draw a diverse group of students given the course is

Calgary Board of Education

a graduation requirement. Drawing direct comparisons between student achievement data (report card data) in Health and CALM is not necessarily showcasing division specific differences in achievement and could rather be attributed to differences in course content, differences in assessment practices in high school compared to a K-9 setting, and unique windows of time available for assessment of learning outcomes to each specific course. Alternatively, as course content becomes more complex and challenging, student success rates in Health and CALM may generally decline as well.

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

Physical Health Summary Measure					
	2017-18[4]	2018-19	2019-20[5]	2020-21	2021-22
Overall Sample Size	71 422	35 445	n/a	30 869	35 608
Overall Agreement (%)	69.5	67.5	n/a	69.5	65.1

Physical Health Summary Measure by Grade					
Overall Agreement (%)	2017-18	2018-19	2019-20	2020-21	2021-22
Grade 5	81.5	79.6	n/a	80.6	77.1
Grade 6	78.5	76.1	n/a	74.0	71.8
Grade 8	67.7	65.9	n/a	67.0	62.7
Grade 9	64.2	62.5	n/a	64.9	61.3
Grade 11	63.1	60.6	n/a	62.9	58.0
Grade 12	61.8	60.4	n/a	63.2	57.2

| Question Theme	Overall Agreement (%)				
	2017-18	2018-19	2019-20	2020-21	2021-22
Healthy Snacks	77.4	74.6	n/a	82.7	74.5
Regular Exercise	83.7	81.5	n/a	81.2	79.8
Sleep	69.3	66.4	n/a	70.1	66.5
Limited Screen Time	47.6	47.6	n/a	44.1	39.5

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[4] As a result of an error in the survey program software, student results were counted twice. This has no effect on the percentage results. The sample size should be half of what is noted here.

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

Percentage of students who report they make decisions that keep them physically healthy; as indicated by the Overall Agreement of the **Physical Health Summary Measure** from CBE Student Survey.
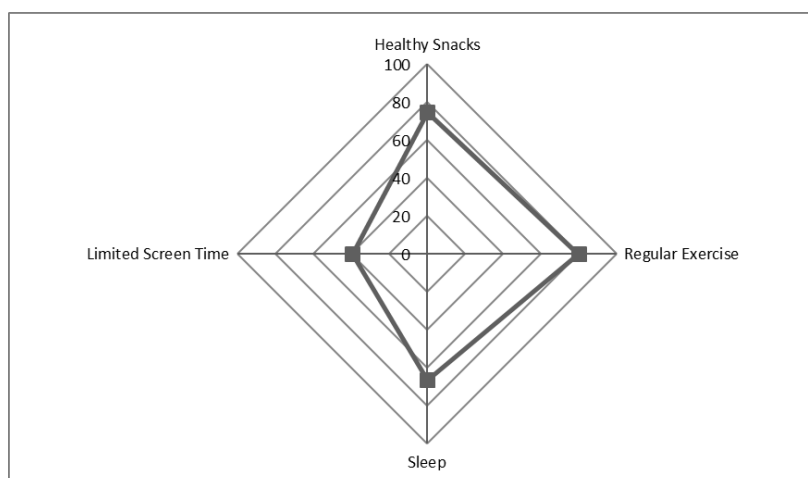
- **Target for 2021-22:** No target set

- **Analysis**

  The Overall Agreement of the Physical Health Summary Measure had a significant decrease in 2021-22 when comparing to the previous three-year average result by Chi-Square test. Across different grades, all grades showed lower agreement on the questions asked in this measure in 2021-22. Moreover, the ranges of percentage of agreement spread from 57.2 per cent in Grade 12 to 77.1 per cent in Grade 5.

  Among different questions, similar to previous year, the agreement level of Limited Screen Time was dramatically lower than other questions and showed year-over-year decrease which led to less than 40 per cent agreement.

- **Interpretation**

  The percentage of students who reported making decisions in service of being physically active decreased significantly in 2021-22. This decrease makes sense given the continued pandemic context students were navigating in the 2021-22 school year. Student agreement generally decreased as student grade levels increased and grade 12 students showed the lowest agreement to the Physical Health Summary measure while grade 5 students showed the highest agreement levels.

  When student perception data are considered by question themes, less than 40 per cent of student respondents agreed with the statement, "I take care of myself by making sure I don't have too much screen time." Students are showing a very strong self-awareness of a specific identified area of growth and need for their future learning. The ongoing pandemic and restrictions that were in place until January 2022, just prior to the administration of this survey, may have also influenced responses, as many opportunities for typical activities may have been limited, leading to greater student engagement with screens.

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

Emotional Health Summary Measure					
	2017-18[6]	2018-19	2019-20[7]	2020-21	2021-22
Overall Sample Size	74 306	35 357	n/a	30 577	34 926
Overall Agreement (%)	69.6	68.7	n/a	67.2	63.5

Emotional Health Summary Measure by Grade					
Overall Agreement (%)	2017-18	2018-19	2019-20	2020-21	2021-22
Grade 5	78.2	76.4	n/a	75.5	73.4
Grade 6	73.6	72.2	n/a	70.4	67.1
Grade 8	64.1	61.9	n/a	62.0	58.2
Grade 9	64.5	63.0	n/a	61.4	59.2
Grade 11	67.7	68.7	n/a	65.1	59.2
Grade 12	69.2	70.0	n/a	68.6	63.1

| Question Theme	Overall Agreement (%)				
	2017-18	2018-19	2019-20	2020-21	2021-22
Ask for Help	78.7	74.5	n/a	74.7	72.3
Sharing Feelings	59.8	61.2	n/a	60.3	54.6
Stress Relief Strategies	70.2	70.4	n/a	66.6	62.8

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[6] As a result of an error in the survey program software, student results were counted twice. This has no effect on the percentage results. The sample size should be half of what is noted here.

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

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Percentage of students
who report they make
decisions that keep
them emotionally
healthy; as indicated by
the Overall Agreement
of the **Emotional Health
Summary Measure**
from CBE Student
Survey.
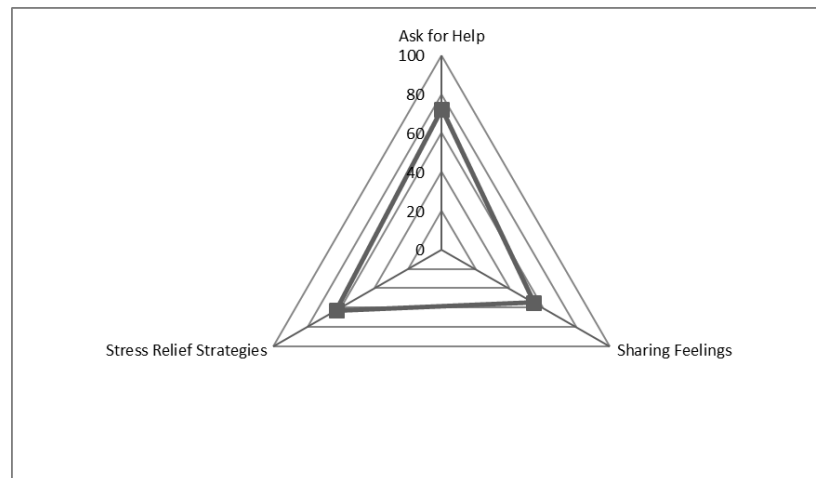
- **Target for 2021-22:** No target set

- **Analysis**

  The Overall Agreement of the Emotional Health Summary Measure had a
  3.7 percentage point decrease in 2021-22 and the decrease was significant
  compared to the previous three-year average. In comparison to last year's
  results, all grades showed lower percentage of agreement in 2021-22.
  Among different grades, Grade 5 students showed the highest 73.4 per cent
  agreement on the questions in this measure while Grade 8 had the lowest
  58.2 per cent agreement.

  Among questions asked, the percentage of agreement from largest to
  smallest was Ask for Help, Stress Relief Strategies and Sharing Feelings.
  Although the same ranking patterns were observed in previous years, the
  2021-22 Overall Agreement of each question was significantly lower than
  the previous year result in 2020-21 by statistical test.

- **Interpretation**

  The percentage of students who reported they make decisions that keep
  them emotionally healthy decreased in 2021-22 and this decrease was
  evident across grades. Grade 11 and 12 students showed the largest
  decrease in agreement levels compared to 2020-21.

  It may make sense in a continued pandemic context that the Emotional
  Health Summary Measure would show declines as the pandemic conditions
  created challenges to remaining emotionally healthy for many across the
  globe, our students being no different.

  When year over year data are compared for this summary measure, grade 8
  consistently surfaces as the lowest percent agreement over time. These
  year over year data suggest that grade 8 is consistently a year when
  students have more challenges with their emotional health and these same
  emotional health challenges are least prevalent in grade 5 for CBE students.
  This makes sense developmentally as generally students in grade 8 will

Policy 4.5

Indicator 4

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

navigate different and often more mature and intense emotions than students in grade 5.

Building Capacity |

The following is the list of next steps based on the analysis provided in this report.

Professional Learning

By increasing staff capacity through significant investment in professional learning, student personal development results will improve. Specifically, examples of professional learning being undertaken include the following:

- CALM teachers will be provided professional learning sessions to support their understanding and implementation of curricular outcomes. High School Principals identify teachers and delivery of CALM to communicate essential supports in the 'Personal Choices' Learning Outcomes, that include sexual health content. Professional Learning opportunities for teachers will be offered both on-line and in-person.
- K-12 teachers will engage in professional learning to enhance their understanding of how to implement the student Well-Being Framework to support School Development Plan well-being goals. This will include 'drive-in' workshops, on-line learning opportunities and embedding components into K-6 new curriculum and middle/junior professional learning sessions.
- Interested staff from each school (Well-Being Network) will engage in monthly professional learning opportunities aimed at deepening their understanding of the components of Comprehensive School Health including the online *Building Healthy School Communities* course for leaders.
- K-12 leaders and teachers will learn how to better support their community's well-being through attending well-being learning sessions centered on leadership, families and caregivers.
- Designated certificated staff from each K-12 school site will participate in Go To Educator Training to increase their understanding in identifying mental health challenges that may arise in students and processes for seeking further support.
- K-6 teachers will understand how to support their students' learning within the new Physical Education and Wellness Curriculum.
- Teachers will engage in on-line sessions to support the implementation of the new K-6 Physical Education and Wellness Curriculum.
- Teachers will continue to participate in bi-monthly 'drive-in' workshops to support physical education and wellness.
- Middle school teachers (4-9) will engage in system professional learning designed to focus on improving student well-being through effective instructional practises.
- Teachers will increase their skill and ability to leverage technology into student-community engagement and curriculum integration in incorporating Minecraft Education Edition for learning through the Minecraft: Education Edition Design Challenge, Level up, Calgary! Community Reimagined, Reconfigured, Revitalized in collaboration with Microsoft, The City of Calgary, and the Calgary Public Library (CPL).

- Middle school teachers (4-9) will be provided a full-day Hackergal professional learning event intended to support and increase the participation of students who identify as girls in fields related to coding, computational thinking, and STEM.
- Professional Learning to support effective pedagogy and assessment practices in utilizing technologies such as SMART Boards, Read&Write, Robotics, and Computational Thinking.

Structures & Processes

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

- Meet regularly with CBE's Well-Being Stewardship Group in order to leverage the working sub-groups, which are focused on creating coherence and effective strategies for advancing a culture of well-being.
- Build upon established well-being professional learning network of teachers in order to support the implementation of the Comprehensive School Health components at their school.
- Offer, in partnership with Alberta Health Services, a five-part series on child and youth well-being to support families and caregivers.
- Schools supported in the development of their annual Digital Citizenship Plan alignment with School Development Plan goals and posting on school websites each fall.
- High schools launch of Esports as an inclusive extracurricular activity with connections to career exploration, team building, leadership, and healthy technology use. Teacher sponsors will share learning and develop this inaugural program with system support. An inter-school tournament to take place in the spring.
- The Software Vetting Committee will continue to review and approve all digital tools teachers use with students. Teachers and students understand and are supported in learning safely using digital tools for effective learning.

Resources

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

- Present CBE's student Well-Being Framework to create a common understanding of how to improve our culture of well-being in CBE.
- Complete and release CBE's student Well-Being Companion Guide to further support schools in achieving their School Development Plan well-being goals.
- Identify and recommend foundational resources to support K-6 teachers as they implement the new Physical Education and Wellness Curriculum.

- Maintain relationship with The City of Calgary and other partners to sustain the software application to facilitate access to community programs and services during non-instructional hours.
- Update and create digital citizenship guiding documents to meet the needs of current technology trends and usage to support student well-being.
- The Teaching and Learning with Technology and Inclusive Education teams will collaborate to develop a resource plan for increasing access to technology devices to improve access to assistive technology as communication tools for students in specialized classes to support their learning.
- Develop resources for schools to document and support student transitions between schools, grades, and classes.
- Create resources to support schools with Digital Citizenship planning including CBE Digital Citizenship Competencies (respectful, informed, involved, balanced, safe, responsible), elementary, middle, and high school exemplars, and resource recommendations (e.g., MediaSmarts, EverFi). Best practice resources for using technology with young learners and Pink Shirt Day/Cyberbullying resources for teachers have been created and shared with all schools.

Targets |

Targets are identified where the Chief Superintendent sees an opportunity for growth or where the Board of Trustees identifies an area of concern or exception.

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

Given the change in methodology by Alberta Education in 2018-19, caution should be used when interpreting school and school authority results over time. At this point there are not enough Annual Returning Rate data to determine a trend. The report card results are very high and so, not an opportunity for growth. As Results 4 was a minor focus on the 2021-22 CBE Student Survey and given the continued impact of the pandemic on students, it seems prudent to wait until there is a complete data set for Results 4 before considering targets.

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

APPENDIX

Appendix I: Results 4 | CBE Student Survey Questions & 2021-22 Results

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| appendix |

Results 4 | CBE Student Survey Questions & 2021-22 Results

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

Policy 4.1

Indicator 2 – Resiliency and Perseverance Summary Measure

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

Indicator 3 – Adaptability Summary Measure

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

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Policy 4.2

Indicator 2 – Self-Improvement Summary Measure

Question	Overall Achievement (%)
1 | [11,12] I want to set and achieve learning goals.	n/a
2 | [11,12] I set goals for my learning and work towards them.	n/a
3 | [11,12] I have the support I need from my school to set learning goals and work towards them.	n/a

Indicator 3 – Self-Advocacy Summary Measure

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

Indicator 4 – Self-Reflection Summary Measure

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

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Policy 4.3

Indicator 2 – Ambiguity and Complexity Summary Measure

Question	Overall Achievement (%)
1	[11,12] I can accept someone else's answer to a question even if it is different than my own.	n/a
2	[11,12] I am comfortable learning about things that may have more than one answer.	n/a
3	[11,12] I try to look at all sides of an issue before I make a decision.	n/a
4	[11,12] I understand that there are at least two sides to every issue and I try to understand them.	n/a

Policy 4.4

Indicator 1 – Risk-taking Summary Measure

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

Policy 4.5

Indicator 2 – Physical Health Summary Measure

Question	Overall Achievement (%)
1	I take care of myself by choosing healthy snacks when I am able.	74.5
2	I take care of myself by exercising regularly when I am able.	79.8
3	I take care of myself by getting enough sleep when I am able.	66.5
4	I take care of myself by making sure I don't have too much screen time (e.g., TV, computer, tablet, cell phone).	39.5

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4-36

Indicator 3 – Social Health Summary Measure

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

Indicator 4 – Emotional Health Summary Measure

Question	Overall Achievement (%)
1 | I ask for help when I need it.	72.3
2 | I talk to my caregivers, friends, classmates, and/or teachers about how I feel.	54.6
3 | I have strategies that I can use for myself when I feel stressed about school.	62.8

Policy 4.6

Indicator 1 – Learning Technology Summary Measure

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

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4-37

Indicator 2 – Technological Fluency Summary Measure

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

Indicator 3 – Technological Communication Summary Measure

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

Indicator 4 – Technological Critical Thinking Summary Measure

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

OE-2: Learning Environment/Treatment of Students

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 2: Learning Environment/Treatment of Students, the Chief Superintendent certifies that the proceeding information is accurate and complete.

☒ In Compliance.

☐ In Compliance with exceptions noted in the evidence.

☐ Not in Compliance.

Signed: _____   Date: April 4, 2023

Christopher Usih, Chief Superintendent

BOARD OF TRUSTEES ACTION

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

☐ Finds the evidence to be compliant.

☐ Finds the evidence to be compliant with noted exceptions.

☐ Finds evidence to be not compliant.

Summary statement/motion of the Board of Trustees:

Signed: _____   Date: _____

Chair, Board of Trustees

operational
expectations
monitoring report

OE-2: Learning Environment/Treatment of Students

Executive Summary

> The Board of Trustees believes that it is essential to establish and maintain a learning environment that is welcoming, caring, safe, respectful and conducive to effective learning for each student.

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

The Chief Superintendent's reasonable interpretation and indicators for OE 2: Learning Environment/Treatment of Students were approved on October 10, 2017. The Board of Trustees last monitored OE 2 on April 12, 2022. This report includes data available from the 2021-2022 school year and contains evidence to support the following findings:

Policy Statement	Indicator	Finding
2.1	2.1.1	Compliant
2.1	2.1.2	Compliant
2.1	2.1.3	Compliant
2.1	2.1.4	Compliant
2.1	2.1.5	Compliant
2.1	2.1.6	Compliant
2.1	2.1.7	Compliant

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OE-2: Learning Environment/Treatment of Students

> The Board of Trustees believes that it is essential to establish and maintain a learning environment that is welcoming, caring, safe, respectful and conducive to effective learning for each student.

Board-approved Interpretation |

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

The Chief Superintendent interprets:

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

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**operational
expectations
monitoring report**

OE-2: Learning Environment/Treatment of Students

The Chief Superintendent shall:

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

Board-approved Interpretation |

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

The Chief Superintendent interprets:

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

Board-approved Indicators and *Evidence* of Compliance |

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

The organization is compliant with this indicator.

Calgary Board of Education

5-4

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

Evidence statement

A review of the system Student Code of Conduct was undertaken by way of a formal survey to ensure all principals had informed students, staff and families of the Code of Conduct. The review was also outlined for school administrators within the School Information Handbook, as part of 'Opening Activities' for the 2021-2022 school year. School principals met with all staff, students and families (via School Councils) to facilitate awareness and understanding of the system Code of Conduct. The results of this survey demonstrates that school principals are ensuring that students, staff and parents were made aware of the Student Code of Conduct.

CBE administration is developing professional learning opportunities related to both progressive student discipline and restorative practices in support of positive student relationships and conduct. This will support students and families to better understand roles, expectations and responses to student behaviour in support of a positive learning environment for each student.

2. 100% of schools complied with Administrative Regulation 3021 – School Emergency Practices and Procedures.	Compliant

The organization is compliant with this indicator.

Evidence statement

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

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OE-2: Learning Environment/Treatment of Students

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

The organization is compliant with this indicator.

Evidence statement

In the Spring of 2022, 82.1% of the 26,900 student responses indicated agreement with the safe and caring suite of questions from the Calgary Board of Education Annual Safe and Caring Schools result, down 1.1 percentage points from 83.2% in 2021. This is within the +/- 2 percentage points range of the previous year's result.

Of the thousands of students, parents and teachers who responded to the Alberta Education Assurance (AEA) Survey, 87.7% agreed or strongly agreed that students are safe in school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school. This is down 0.7 percentage points from 88.4% in 2021.

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

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

The organization is compliant with this indicator.

Evidence statement

Schools have well defined processes to confirm volunteer police information checks with prior to commencement of volunteer service in schools. 99.55% of school principals reported compliance with the volunteer security requirements. The remaining 5 schools reported that volunteers were not used in the 2021-2022 school year.

Calgary Board
of Education

OE-2: Learning Environment/Treatment of Students

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

The organization is compliant with this indicator.

Evidence statement

CBE's Attendance Team supports schools to engage with students and parents to promote student attendance. Parents may have direct contact with the Attendance Team through a parent meeting to address attendance or through a hearing at the Attendance Board.

During the 2021-2022 school year, the Attendance Team had direct involvement with 167 students and calculated a recidivism rate of 61%. This "recidivism" percentage includes students who continued to experience attendance concerns based on Alberta Education's chronic absenteeism threshold of 10% or greater absenteeism. Improvement in attendance was noted in 39% of students.

The recidivism rate of 61% is based on 2021-2022 data set of 167 students who had direct involvement with the CBE's Attendance Team. The recidivism rate is impacted by decisions and processes outside of CBE's control. Of the 167 students, involved with CBE's Attendance Team, 29 students (17%) transferred out of CBE for various reasons, such as moving out of province or moving to the Unsupervised Home Education. Out of the students who were referred on to the provincial Attendance Board, 24 students (14%) did not proceed to a hearing due to cancellations by the Office of Student Attendance and Reengagement (OSAR). The OSAR provided varied reasons for these cancellations, including an increased number of referrals to the Attendance Board and process server delays.

Improvement in attendance was calculated at >5%, from the date of referral to the last day of school. As noted, involvement with the Attendance Team includes direct parent contact with the Attendance Counsellors or referrals to the Office of Student Attendance and Reengagement - Attendance Board, resulting in a Letter of Warning, Mediation or an Attendance Board hearing.

In addition to direct involvement with 167 students mentioned above, the Attendance team had 707 consults with schools in relation to specific students and 186 general consults with schools regarding attendance policies and procedures.

Calgary Board of Education

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OE-2: Learning Environment/Treatment of Students

During the 2021-2022 school year, the Attendance Team continued to experience a significant increase in the number of attendance concerns brought forward to the team. The evolving COVID-19 pandemic was a factor in this increase as many parents continued to report apprehension due to COVID-19 as a prominent concern. In addition, decreased student mental health and family wellness were noted as other underlying reasons for student absences.

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

The organization is compliant with this indicator.

Evidence statement

Schools consistently work together to support the transition of students with Individual Program Plans ("IPPs"). This occurs on an ongoing basis between schools, as students shift locations over the course of the year and is completed during Spring months for those students moving on from a natural transition (elementary to middle school, middle school to high school). Area based Education Directors met with principals in February and March 2022 to review transition processes between schools, providing direction and support with transition planning. For the 2021-2022 school year, 100% of principals reported that meetings were held to support transitions to other schools for students on IPPs.

Schools provide opportunities for parents and families to provide input in the transition plans for their students.

This can include connecting families with the receiving school staff, school visits to familiarize students and families with a new location, as well as providing additional information that would support a student during a transitional time. Transition plans are recorded within the IPP, providing critical documented information for receiving schools. For our Indigenous students on IPPs, transitioning from grade 9 to 10, Holistic Transition Plans were created and shared between schools to further support the transition of our Indigenous students to High School. In the 2021-2022 school year, 100% of principals reported that intentional transitional plans developed for students on IPP's to support their move to another school.

Calgary Board of Education

OE-2: Learning Environment/Treatment of Students

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

The organization is compliant with this indicator.

Evidence statement

100% of schools reported compliance with this indicator. The data is interpreted to mean that there is already a GSA or a request was made and supported, or no request was made in the 2021-2022 school year.

Schools receive support on supporting diverse student needs through the SOGI team and Diversity Learning Specialists. For the 2021-2022 school year, the SOGI team received 22 consults to support GSAs/QSAs in running meetings. These requests include supporting schools with:

- Initiation and on-going facilitation of GSA/QSAs
- Messaging to school and community (e.g. general messaging, special events, or parent/community requests)
- Support related to GSA/QSA work (e.g. modeling and coaching the social space)
- Inquiries related to shifting GSA activities into the greater school community
- Professional Learning Network (PLN) meetings, which allow interested staff to collaborate with system leaders and each other to learn about best practices to support student groups

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

Calgary Board of Education

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OE-2: Learning Environment/Treatment of Students

Following are the number of schools the SOGI team has communicated with regarding GSA/QSA by grade level in 2021-2022. Out of 393 school-based requests, 22 requests were regarding the support of GSA/QSA groups.

Table: Number of school requests for GSA/QSA Supports

Elementary	7
Junior/Middle	8
K-9	2
High School	3
System/Specialized Setting	2

Please note that 46% of our schools in the 2021-2022 school year had GSAs and are not represented in the above data.

Evidence demonstrates all indicators in subsection 1 are in compliance.

**Calgary Board
of Education**

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.

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OE-6: Asset Protection

CHIEF SUPERINTENDENT CERTIFICATION

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

☒ In Compliance.

☐ In Compliance with exceptions noted in the evidence.

☐ Not in Compliance.

Signed: _____   Date: April 4, 2023

Christopher Usih, Chief Superintendent

BOARD OF TRUSTEES ACTION

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

☐ Finds the evidence to be compliant

☐ Finds the evidence to be compliant with noted exceptions

☐ Finds evidence to be not compliant

Summary statement/motion of the Board of Trustees:

Signed: _____   Date: _____

Chair, Board of Trustees

**Calgary Board
of Education**

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OE-6: Asset Protection

Executive Summary

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

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

The Chief Superintendent's reasonable interpretation and indicators for OE 6: Asset Protection were approved on October 10, 2017. The Board of Trustees last monitored the OE 6 on May 17, 2022. This report includes data available from the 2021-2022 school year and contains evidence to support the following findings:

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

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

Calgary Board
of Education

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OE-6: Asset Protection

Board-approved Interpretation |

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

The Chief Superintendent interprets:

- *protection* to mean controls are in place to ensure assets are safeguarded to decrease risk to a medium or low level.
- *organizational assets* to mean all tangible property and equipment and all intangible property (data and operational systems) owned by CBE that are vital to its operation. These include all asset categories recorded on the CBE balance sheet.

The Chief Superintendent shall:

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

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

The Chief Superintendent interprets:

- *properly maintain* to mean kept in safe working order.
- *adequately protect* to mean controls are in place to ensure assets are safeguarded to decrease risk to a medium or low level.
- *appropriately use* to mean assets are utilized by CBE staff according to the purpose for which they were acquired.
- *organizational assets* to mean all tangible property and equipment and all intangible property (data and operational systems) owned by CBE that are vital to its operation. These include all asset categories recorded on the CBE balance sheet.

Calgary Board of Education

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Board-approved Indicators and *Evidence* of Compliance |

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

The organization is compliant with this indicator.

Evidence statement

Based on internal tracking, Records Management staff received and reviewed more than 2,230 boxes of records from schools and service units during the monitoring period. These included 2,046 boxes of school and student records. The 1,082 student records boxes contained more than 15,700 Official Student Record (OSR) folders. In addition, Records Management staff received and reviewed 11,676 OSR folders related to student transfers, prior to their digitization and upload to PASI (consistent with Alberta Education's requirements).

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

Calgary Board of Education

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

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

The organization is compliant with this indicator.

Evidence statement

Internal tracking determined that, of the millions of attempted intrusions during the monitoring period, one intrusion involving a compromised staff account was successful. This compromised account led to an incident of payroll fraud that impacted one employee for one pay period. Upon detection, the Calgary Police Service was engaged, and appropriate technical and procedural changes were immediately effected to address identified gaps. This matter remains an open case with the RCMP.

In addition, during the monitoring period there was a 'near miss', where a Manager was deceived through a social engineering attack to install software on their computer that would have provided the attackers with the ability to remotely connect to and control the computer. The attack was thwarted because the staff member became suspicious, terminated the connection and sought assistance from the CBE's Cyber Security Team. No data exfiltration or damage was identified.

Furthermore, during the monitoring period there were numerous occasions when devices infected with malware (including ransomware) were detected, and in all such instances early detection, quarantining, and timely eradication prevented harmful impacts.

These occurrences serve as an important reminder that beyond technical safeguards, continuous vigilance is crucial for protecting the CBE environment. With this in mind, work is underway to strengthen the CBE's cyber security awareness programme.

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OE-6: Asset Protection

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

The organization is compliant with this indicator.

Evidence statement

Of the 201 schools audited by Alberta Infrastructure, Bowness High School was the only school with a facility condition index of marginal equal to 0.05%. The school had a major modernization and was not re-audited. Since the modernization, CBE continues to implement improvements in the school.

New schools, P-3 schools and closed schools were not audited.

The province stopped auditing schools in 2020 and as such this will be the last time we report on this indicator.

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

The organization is compliant with this indicator.

Evidence statement

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

Calgary Board of Education

operational expectations monitoring report

OE-6: Asset Protection

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

The organization is compliant with this indicator.

Evidence statement

There were no complaints related to a violation of intellectual property rights received by the CBE legal department during the 2021-2022school year.

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

The organization is compliant with this indicator.

Evidence statement

For the 2021-2022 school year, there were no losses incurred on deposits and investments.

Evidence demonstrates all indicators in subsection 1 are in compliance.

Calgary Board of Education

operational
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OE-6: Asset Protection

GLOSSARY – Developed by the Board of Trustees

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Calgary Board of Education

report to Board of Trustees	Budget Assumptions Report 2023-24

Date	April 4, 2023
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Information
Originator	Brad Grundy Superintendent, Chief Financial Officer, Corporate Treasurer
Governance Policy Reference	Operational Expectations OE-5: Financial Planning
Resource Person(s)	Superintendents' Team Finance & Technology Services staff Communications staff

1 | Recommendation

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

2 | Issue

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

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

To fulfill staffing at schools, the CBE will continue with resource deployment to schools via the Resource Allocation Method (RAM) based on the assumptions contained within this report. Subsequent to the Board's review of the report, the intention would be to provide the RAM plan to schools on April 6, 2023.

3 | Conclusion

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

CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: Budget Assumptions Report 2023-24

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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

Calgary Board of Education

Budget Assumptions Report 2023-24

learning | as unique | as every student

Calgary Board of Education

Table of Contents

OVERVIEW

Purpose

As the CBE moves through the budget planning cycle, the Budget Assumptions Report (BAR) enhances transparency in the CBE's decision-making process and increases confidence in the CBE's allocation of financial resources in support of students and their learning.

The BAR sets out the:

- CBE's operating context;

- CBE's operating, revenue and expense assumptions to be incorporated into the CBE's 2023-24 budget;

- Risks to achieving the budget objectives; and

- Funding anticipated to flow through the Resource Allocation Method (RAM) to CBE schools.

  - Individual school budgets are allocated prior to the finalization of the CBE's budget in May.

  - The BAR is provided to the Board of Trustees for information purposes, allowing sufficient time for principals to set staffing prior to the start of the school year in September.

Organization Summary

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

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Mission

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

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

Values

- Students come first.

- Learning is our central purpose.

- Public education serves the common good.

Guiding Frameworks

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

Decisions are also guided by the:

- Education Act

- Ministerial Order on Student Learning Assurance Framework

131,000+ Students

34,000+
English Language Learners

23,800+
students with special needs

21,000+ students on yellow buses, close to **2,000 students** require specialized transportation

5,600+
self-identified Indigenous students

15,000
employees

251
schools and other facilities

*2022-23 figures
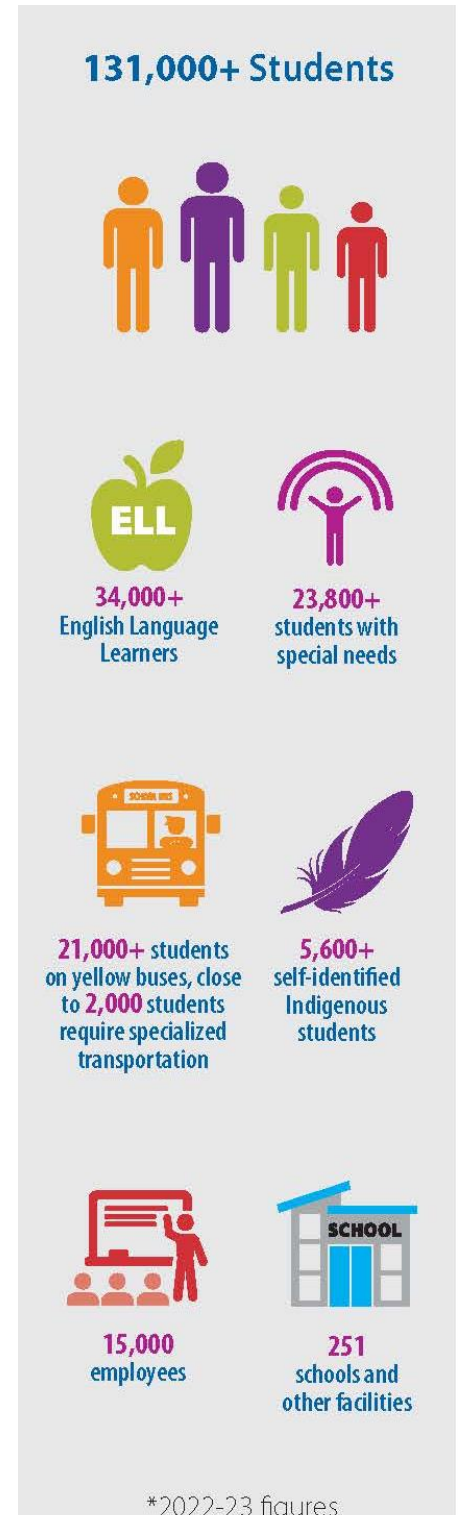
Executive Summary

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

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The leadership team of the Calgary Board of Education is pleased to start the formal budget development cycle with the presentation of the Budget Assumptions Report. Our team continues to work diligently to ensure that our 2023-24 budget addresses the needs of our students, staff and community while upholding our commitment to fiscal responsibility.

This year, Alberta Education made a significant investment in the CBE through its *Budget 2023*. We are optimistic about the possibilities that come from increased provincial funding as we continue to develop our plans for the next school year.

The additional funding arrives at a vital time for our organization, and it will help address some of the historic pressures, such as unprecedented enrolment growth, inflation, student complexity — among other rising costs. Accordingly, the provincial funding increase will be directed to the areas of greatest need to support students and classrooms. It means we can hire additional teachers, educational assistants and other staff to support our growing student population.

We are committed to being responsible stewards of our financial resources and we commit to using public funds in ways that align with our core mission and values. We strive to maximize resources available to support teaching and learning in the classroom.

Our decisions will be guided by our 2021 – 2024 Education Plan, which connects each employee to the goal of creating an environment and commitment to student achievement and well-being. The CBE is in year three of its 2021 – 2024 Education Plan, and the outcomes of the plan reflect the Board of Trustees' priorities for student success: achievement, equity, and well-being. The CBE is committed to strong, vibrant, inclusive school communities where all students have the opportunity to achieve their potential.

The CBE provides a world-class education to one in every six students in Alberta. We offer unmatched opportunities to ensure students are successful and have an enviable track record of student achievement.

We look forward to continuing our important work with renewed energy and resources.
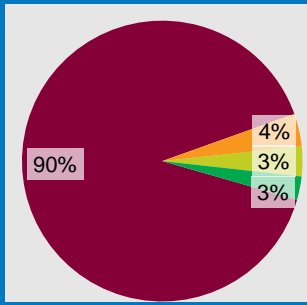
Sincerely,

Christopher Usih
Chief Superintendent of Schools

Revenue Profile 2023-24

The CBE, like other metro school jurisdictions, typically receives slightly more than 90 per cent of its total funding from Alberta Education.

Accordingly, changes up or down to provincial funding levels have significant impacts on programs, services, and supports.

- 90% Alberta Education
- 4% Other Government of Alberta
- 3% Fees
- 3% All other revenue

## An investment in education helps contribute to a strong Alberta.

- The 2023-24 enrolment projection will see more than 6,000* beyond the 2022-23 September enrolment count. We are continuing to exceed our enrolment projections and welcome students daily. CBE's student population is becoming increasingly diverse. We are welcoming more students from other countries, and one in six students (roughly 24,000 students) requires specialized learning supports.

- Consistent with the 2023-24 budget announcement by the Government of Alberta, the CBE assumes that year-over-year funding will increase by an amount sufficient to cover the cost of enrolment growth and the cost of the ATA collective agreement through new grants and increased rates within existing grants (Appendix I).

- The CBE will maximize available grant revenue across all grant categories.

- System and school fees cover the direct cost of fee related programs and services and are compliant with the Education Act and related regulations. As well, the CBE comprehensive fee waiver program means no student will be denied access to a public education due to an inability to pay a fee.

- The CBE's student transportation program complies with all relevant legislation and regulations and remains balanced within the total of Alberta Education transportation funding and related fee revenue.

- The CBE will maximize investment returns on cash in excess of current need subject to Alberta Education parameters.

- Programs for international students and adult education will be run, at a minimum, on a full cost-recovery basis.
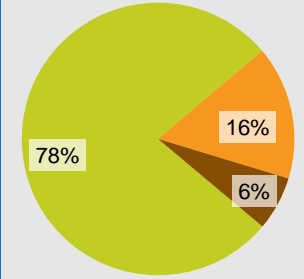
* The CBE continues to monitor enrolment growth closely and communicates that information to Alberta Education regularly.
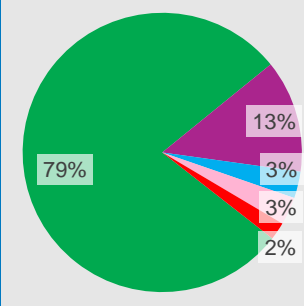
EXPENSE ASSUMPTIONS

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

- CBE programs, services, supports and operations will align with Alberta Education funding.

- The CBE will spend funding received for the 2023-24 school year on students enrolled in CBE schools for the 2023-24 school year (Appendix II).

- The CBE meets health, safety, legal compliance and learning environment needs.

- The CBE allocates resources to ensure compliance with provincial legislation and collective agreements including general wage increases, employee salary grid movement and benefits changes.

- The CBE continuously evaluates the financial, programming and operational viability of school sites to implement or recommend requisite student accommodation changes.

- The CBE maintains the systems and processes that allow the CBE to attract, train, retain, and pay employees.

- CBE spending on governance and administrative costs will remain at or below the targeted system administration grant provided by Alberta Education.

- The budget will not rely on one-time sources of funding, such as operating and capital reserves.

- The CBE will apply Alberta Education targeted/restricted funding for the specified purposes it is intended. New targeted funding will be deployed in alignment with Alberta Education's direction.

- The CBE will work with the provincial government and other school jurisdictions to identify cost-savings strategies where opportunities exist.

- Board-funded capital investments support the maintenance of systems and learning spaces as well as the replacement of vehicles, equipment and technology hardware necessary to maintain operations.

OUR BLUEPRINT: BUDGET 2023-24

The 2023-24 CBE budget is under development. The final budget will be shaped over the next months as we finalize allocations to best meet the needs of students.

Resource Allocation Method: More money for schools

The Resource Allocation Method (RAM) is the mechanism used to allocate funding to individual schools. The CBE continues to maximize its investment in schools across the system.

In the 2022-23 school year, the RAM allocated $860.2 million to 251 schools. Based on the assumptions noted within this document, the CBE estimates that a minimum of $916.6 million will be allocated to the schools in the balanced 2023-24 Budget. In addition to the $916.6 million, the CBE will be adding an additional $3.5 million to support the increasing complexity and diversity of student needs by investing in supports and specialized classes.

A significant amount of growth has been realized at the CBE subsequent to the annual enrolment projection provided to Alberta Education in January 2023. As a result, a revised estimate will be provided with the intention that the funding profile letter in April will reflect the revision. Additional dollars received for the revised enrolment will be allocated in accordance with the information contained in Appendix II to this report. That means the majority of any incremental funding will flow directly to the schools through the RAM and will grow to at least $916.6 million. This will be incorporated into the Budget 2023-24.

School Based Staffing

The RAM will provide sufficient funding to address the ATA collective agreement increases and the anticipated Staff Association collective agreement.

The RAM will allow the CBE to maintain, at the system level, a student to school based staff ratio at least equal to that experienced in 2022-23 after adjusting for actual enrolment growth.

The RAM will accommodate the needs of growing complexity across the system at levels consistent with the current school year after adjusting for actual enrolment growth and complexity.

Curriculum

The costs associated with implementing a new curriculum have not been included in the budget as Alberta Education has provided a targeted fund to assist with the implementation. Province-wide funding for 2023-24 is expected to total $47 million.

Supporting Student Learning & Well-Being

Our focus on student well-being will remain through central supports, with continued work and investment in gathering student voice through a range of methods to support priorities. Additional province-wide funding of $40 million has been earmarked for student well-being for 2023-24 including mental health school pilots, learning loss and access to specialized assessments. With the additional targeted funds from Alberta Education, the CBE plans to enhance supports as per direction provided.

Classroom Complexity Grant

This new targeted grant will assist in flowing additional dollars to the system for our complex learners. The CBE is working on the various options to ensure that the funding is efficient, effective and responsive to the needs of our students. It will be allocated between classroom supports such as additional teachers, educational assistants and other staff as well as additional training. The plan that is derived will be incorporated into the CBE's budget.

Operations and Maintenance

The grant has increased by 5% from 2022-23 funding levels. This will assist in offsetting the increased costs related to inflation and utilities.

Student Transportation

A significant change in transportation funding announced by the province is expected to increase the number of riders and decrease the cost to parents by September 2024. CBE is reviewing options with additional details to be presented in the 2023-24 budget.

A Move from Bridge to Rate Changes

The funding manual and individual school profiles will no longer reference Bridge or COVID mitigation funding. In lieu of these grants, an instructional rate increase of 6%, a services and support rate increase of 10% and an increase in the nutrition grant of 20%.

RISKS

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

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

In all cases the CBE has control processes and mechanisms in place to manage the inherent risk.

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

Financial and Operational Compliance Risks

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

Reserve requirements exceed available balance			
The cost of addressing unanticipated events exceeds available operating and capital reserve balances. Reserves available will not be enough to cover unforeseen events, CBE will need to reprioritize initiatives and supports mid-year.			
Likelihood	Moderate	**Consequence**	Moderate
Public expectations exceed funded capacity			
Public expectations for public education for programming, supports and services exceed capacity of the CBE to provide within allocated funding levels. Additional communication will be required to enhance community understanding of financial and qualitative implications within the new fiscal environment.			
Likelihood	Moderate	**Consequence**	Moderate

Staffing and Contractual Risks

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

Collective agreement changes			
SA and CUPE collective agreements expired August 2020. Changes will have financial and administrative impacts on the system. Subject to negotiation.			
Likelihood	Moderate	**Consequence**	High
Staff attrition costs higher than assumed			
Retirements, resignations and replacements occur at higher than assumed rates. Higher than projected attrition from key positions in schools and service units.			
Likelihood	Moderate	**Consequence**	Moderate

Operational Risks

Deferred maintenance backlog increase
Unanticipated increase in the deferred maintenance backlog or unforeseen equipment failures could require unplanned resource reallocation.

Likelihood	Moderate	Consequence	Moderate

Service unit operations hindered
Resources may not be available to adequately maintain service unit operations in a growing system. Work and project delays and or terminated, slower response time, less support and services for schools.

Likelihood	Moderate	Consequence	Low

Cost estimates below real costs
Some costs increase at a rate beyond that assumed in the budget development process, requiring initiatives and support to be reprioritized.

Likelihood	Low	Consequence	Low

Inflationary costs pressures
Economic factors in the commercial environment place upward pressure on long term contractual commitments. The funding model is not sufficiently nimble to address emergent, in-year, inflationary pressures.. This creates particular pressure on fixed funding provided for System Administration costs.

Likelihood	Moderate	Consequence	Moderate

Post initial funding adjustments
Large scale personnel, programming and service planning is involved within the budget process. Funding adjustments, if any, occuring after the commencement of the school year can create significant operational challenges as unplanned, mid-year funding reductions requrie program adjustments.

Likelihood	Low	Consequence	High

Funding lag to growing system
Costs in a growing system may increase faster than Provincial funding provided. This can impact on the quality and availability of programs, services and supports to student achievement. .

Likelihood	Low	Consequence	High

Costs for new school opening unfunded
Costs associated with new school openings will not be covered under the funding model. Some commissioning costs are funded internally. This includes but not limited to whiteboards, sports equipment, in class technology and landscaping around schools.

Likelihood	High	Consequence	Moderate

Appendix I: Funding Profile

The Calgary School Division	
Projected Operational Funding - as of March 2023	
Funding Framework Grants	**Budget 2023**

		Budget 2023
Base Instruction	Grade ECS	$28,469,894
	Grades 1 - 9	$577,318,263
	High Schools	$231,479,473
	Rural Small Schools	$0
	Home Education & Shared Responsibility[1]	$962,352
	Outreach Programs	$350,000
	Distance Education (Non-Primary)	$178,200
	Sub-Total	**$838,758,183**
Services & Supports	ECS Pre-K Program Unit Funding (PUF)	$316,437
	Moderate Language Delay Grant (Pre-K & SLS K)[1]	$822,800
	Specialized Learning Support	$109,301,363
	Specialized Learning Support - Kindergarten (Severe)	$5,953,563
	First Nations, Métis, and Inuit Education	$8,523,230
	English as an Additional Language	$24,607,044
	Francisation	$0
	Refugee Student	$17,770,968
	Institutional Programs (EPI)	$7,239,688
	Classroom complexity	$6,105,235
Schools	Operations & Maintenance Grant	$114,350,246
	SuperNet	$2,563,200
	Transportation	$50,345,717
	Infrastructure Maintenance Renewal (Operating)	$17,265,201
Community	Socio-Economic Status	$8,587,196
	Geographic	$1,500,000
	Fort McMurray Allowance	$0
	School Nutrition Program	$1,596,000
	Francophone Equivalency	$0
Jurisdictions	System Administration	$43,860,032
	Teacher Salary Settlement	$25,211,750
	Supplemental Enrolment Growth	$1,946,640
A	**Budget 2023 - Projected Operational Funding[2]**	**$1,286,624,492**
B	2022/23 School Year - Estimated Operational Funding[2]	$1,156,631,149
C	2022/23 Funding Adjustment	$20,043,956
D = B + C	2022/23 Total Operational Funding	$1,176,675,105
E = A - D	$ Increase/Decrease compared to 2022/23 Level	$109,949,388
Financial Health of the School Division (2021/22 School Year)		
	Operating Reserves	$25,266,000
	ASO % of Operating Expenses (Provincial ASO - 5%)	1.84%
	Capital Reserves	$49,881,000

Notes:
[1] Home Education, Shared Responsibility, Moderate Language Delay Grant (Code 48 Pre-K & SLS-K) and Supplemental Enrolment Growth Grant estimates will be updated using the September 30th actual enrolment count for the 2023/24 school year.
[2] School jurisdiction operational funding includes Supplemental Enrolment Growth Grant and other in-year adjustments.
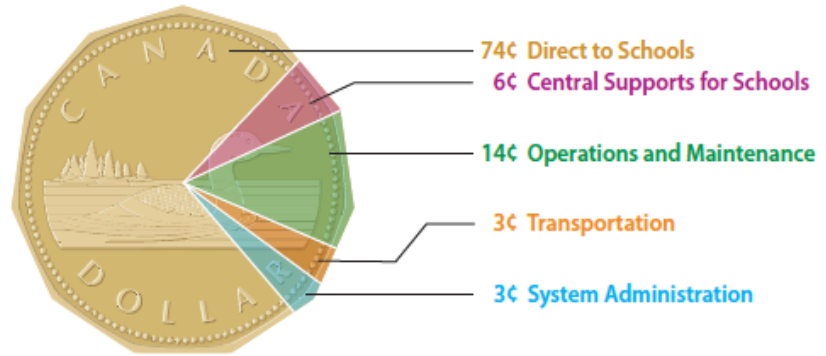
Appendix II: Loonie Graphic

Every Cent of Alberta Education Funding Supports CBE Schools

74¢ Direct to Schools

6¢ Central Supports for Schools

14¢ Operations and Maintenance

3¢ Transportation

3¢ System Administration

74¢ | Direct to Schools

- Principals make decisions about how to use the allocated funds to improve student achievement and address the learning needs across their school population.

- This funding covers teacher and support staff costs as well as teachers' pensions, custodial services and teaching and learning materials.

6¢ | Central Supports for Schools

- Supporting schools with direct student services and learning supports for teachers to enhance student success. Learning supports include psychologists, speech language pathologists, physical and occupational therapists, behavioral support workers, cultural liaison supports and the support of our Elders and Knowledge Keepers.

- Providing newcomers with intake and support through the CBE Welcome Centre.

- Supporting pathways in learning, including all curricular subject areas, post-secondary partnerships, community learning experiences and the use of digital technologies.

14¢ | Operations and Maintenance

- Covers all the maintenance and repairs of schools as well as utilities and insurance.

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

3¢ | Transportation

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

3¢ | System Administration

- Covers all the central services that keep schools running smoothly, including technology, finance, legal, and human resources, as well as the Offices of the Chief Superintendent and the Board of Trustees.

- More than 98 per cent of CBE staff are covered by collective agreements. Less than 2 per cent of our 15,000+ staff are exempt.

*Figures based on actuals for the 2021-22 School Year

| report to Board of Trustees | Proposed Amendment to the Board Meeting Procedures |

Date	April 4, 2023
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trustee Laura Hack Board Chair
Purpose	Decision
Governance Policy Reference	GC-1: Board Purpose GC-2: Governing Commitments GC-3: Board Job Description Board Meeting Procedures
Resource Person(s)	Patricia Minor, Corporate Secretary

1 | Recommendation

It is recommended:

- THAT the Board of Trustees gives first reading to the following amendment to the Board Meeting Procedures:

    "The first sentence of Section J(6)(a) Public Comment be amended to remove the word "noon" and replace it with "10:30 a.m."."

- THAT the Board of Trustees gives second reading, and thereby final approval, to the following amendment to the Board Meeting Procedures:

    "The first sentence of Section J(6)(a) Public Comment be amended to remove the word "noon" and replace it with "10:30 a.m." (the "Amendment")"

2 | Background

Section 4 of the *Board Procedures Regulation* (AR 82/2019) requires the Board of Trustees to establish policies and procedures governing the conduct of meetings of the Board, and monitor and evaluate the effectiveness of the established policies and procedures on a regular basis.

On January 31, 2023 the Board of Trustees approved amendments to its Board Meeting Procedures which includes a revision to the start time of regular Board meetings from Noon to 11:00 a.m. In order to allow sufficient time for Public Comment requests to be processed, it is recommended the timeline for prospective speakers to notify the Corporate Secretary of their request to address the Board of Trustees be adjusted from Noon to 10:30 a.m.

3 | Consideration

The Board of Trustees to consider the proposed amendment to the Board Meeting Procedures.

report to
Board of Trustees

Revision to the Schedule of Regular Meetings

THAT Date	April 4, 2023
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Patricia Minor Corporate Secretary
Purpose	Decision
Governance Policy Reference	Governance Culture GC-2: Governing Commitments GC-6: Annual Work Plan

1 | Recommendation

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

2 | Background

On June 14, 2022, at the Board of Trustees' Organizational Meeting, the Board approved the Schedule of Regular Meetings for September 2022 through June 2023. It has been brought to the Board's attention that it would be beneficial to revise the Schedule of Regular Meetings to allow trustees to attend high school graduation ceremonies on the morning of Tuesday, May 23, 2023.

Attachment I: Schedule of Regular Meetings – revision in tracked changes

Calgary Board of Education

report to Board of Trustees | Chief Superintendent's Update

Date	April 4, 2023
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Information
Governance Policy Reference	OE-2: Learning Environment/Treatment of Students OE-3: Instructional Program OE-8: Communicating and Engaging with the Public

1 | Recommendation

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

2 | Issue

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

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

OE-3: Instructional Program states that "providing high quality programming for all students is essential for student success, as defined in the Results". With other reports submitted to the Board of Trustees, this update meets the

requirement of OE-3 in planning for and providing challenging, relevant and high quality programming opportunities that consider the educational needs of students.

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

3 | Timely information

Learning Excellence | Celebrating Spring Equinox

To celebrate Spring Equinox on March 20th, the Indigenous Education Team shared a video on Microsoft Stream of Elder Saa'kokoto speaking to the significance of spring and the return of Ksistsikoom (thunder) and Ki'piaapi (crocus). Questions to consider how we engage our spirit, heart, body and mind through the shifts of the season were also shared.

Learning Excellence | Holistic Transitions Process for Indigenous Students in Grade 9

We are in the spring season of the holistic transition cycle for students who self-identify as Indigenous. Information for the collaborative student plans was shared on the Indigenous Education Insite page and in The Week Ahead in February. A personalized transition plan for each Indigenous student in grade 9 will be shared with their next year high school by May 12th. A system wide virtual transition gathering for students who self-identify as Indigenous moving from grade 9 to grade 10 will take place on April 28th with Elder Kerrie Moore and Hal Eagletail.

Learning Excellence | Indigenous Post-Secondary Student Opportunities

The Indigenous Education Team has created and published an internal/external document sharing a list of post-secondary awards available to support students who self-identify as Indigenous. The document was shared in both Indigenous Education newsletters and posted on the Indigenous Education website and Insite pages. Schools were invited to share the scholarship opportunities with their Indigenous families.

Collaborative Partnerships | People Excellence | Sharing the CBE Land Acknowledgement Story

On Friday, March 10th, Indigenous Education's Education Director, Lori Pritchard and the Indigenous Education System Principal, shared the CBE Land Acknowledgement Story with the High Prairie School Division (HPSD) during their Indigenous Education Professional Learning Day. Following the virtual session, participants expressed feeling inspired by our work across the system and were prepared to do more than read the land acknowledgement as a script. In the spirit of reciprocity, the HPSD Indigenous Education Team will be sharing their

work focused on engaging youth as leaders for Truth and Reconciliation with the CBE Indigenous Education Team.

Collaborative Partnerships | People Excellence | Sharing the CBE Indigenous Education Holistic Lifelong Learning Framework

On Thursday, March 23rd, Superintendent, Andrea Holowka and Education Director, Lori Pritchard presented at the College of Alberta School Superintendents (CASS) Annual Learning Conference. The session, titled "Making Relatives to Hold Space for Indigenous Ways of Being, Belonging, Doing & Knowing across the Calgary Board of Education" shared how the CBE is "making relatives" with Indigenous Elders, Knowledge Keepers, students, families, community and staff to design and implement an Indigenous Education framework across all schools and service units. Participants were able to consider the design and impact of Indigenous Education frameworks to advance systems, schools, and individuals toward Truth and Reconciliation.

Strategic Resourcing | Bus Driver Appreciation Day – May 1

On any given school day, over twenty thousand students and their families count on over 600 school bus drivers to provide a safe ride to and from school. Monday, May 1st has been designated as School Bus Driver Appreciation Day to provide school staff, students and families the opportunity to thank their bus drivers and to show them how much we value their service. School bus drivers are an important part of our school communities, and we appreciate their hard work and dedication to safety as they transport students. CBE Transportation will be heading out to schools and bus yards to thank our school bus drivers in person, and the CBE community is invited to take this opportunity as well to recognize and celebrate school bus drivers.

Strategic Resourcing | First Student – Yellow Bus App

First Student is one yellow school bus operator that provides both general and specialized transportation to CBE students. On March 8, 2023 and in response to parental feedback, First Student rolled out a bus tracking app, FirstView. On the app, families can see real-time information such as the route stops, route schedule, route progress and possible route delays. Families can also set up alerts for when the bus is a certain distance away. We understand the school bus driver shortage has been a challenge this school year for many families and First Student is pleased to provide one more tool for families to have real-time information on the status of the bus.

Strategic Resourcing | My 1st Ride and My Transit Ride

The CBE offers a school bus orientation program for first-time riders and their parents, called My 1st Ride, in collaboration with Calgary Catholic School District (CCSD), Southland Transportation, and First Student. This program was suspended in 2020 due to the pandemic, so we are pleased to once again offer the program. The program will be held at Bishop Carroll High School on May 27, 2023 and Sherwood School on May 28, 2023. The program is about an hour long and consists of a 20-minute presentation followed by a short ride on a school bus. Each new rider will also be given a certificate of completion. Staff from CBE

Transportation, CCSD, Southland Transportation, and First Student are available for information and/or questions. Registration will start on April 15th at 9 am and close May 23rd at 4 pm; a link will be added to the CBE website.

The CBE and Calgary Transit also offer a transit bus orientation program for Calgary middle or high school students transitioning to Calgary Transit. Also suspended since 2020 due to the pandemic, we can confirm it will be held again this spring, with program dates, locations and registration information to be announced through School Messenger once there is confirmed information. The program is about an hour long and consists of a 20-minute presentation by Calgary Transit, followed by an orientation of a transit bus. Staff from CBE Transportation and Calgary Transit are available for information and/or questions. We are excited to offer this safety training and transit orientation to increase student comfort levels and ability to ride Calgary Transit safely and efficiently.

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.