

public agenda

Regular Meeting of the Board of Trustees

April 18, 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 Woodman School and Henry Wise Wood Sr. High School Presentation	M. Howell/ M. Poirier	R-4	
	5 Operational Expectations			
	6 Public Comment Requirements as outlined in Board Meeting Procedures		GC-3.2	
	7 Matters Reserved for Board Information		GC-3	
	8 Matters Reserved for Board Decision	Board	GC-2	
	8.1 Results 4: Personal Development – Annual Monitoring		R-4; OE-7	Page 4-1 (Apr 4/23)
	8.2 Proposed Amendments to Governance Culture Policies		GC-2, 3	Page 8-1
	8.3 Trustee Remuneration Committee Report		GC-5E,2E	Page 8-11



8.4	Revised CBE Boundary Adjustment – Belvedere Community	D. Breton	OE-7, 9	Page 8-16
8.5	Board Meeting Minutes <ul style="list-style-type: none"> Regular Meeting held March 7, 2023 Regular Meeting held March 21, 2023 			Page 8-31 Page 8-39
9 	Consent Agenda	Board	GC-2.6	
9.1	Items Provided for Board Decision			
9.1.1	OE-2: Learning Environment/Treatment of Students – Annual Monitoring <i>(THAT the Board approves the Chief Superintendent is in compliance with the provisions of OE-2: Learning Environment/Treatment of Students.)</i>		OE-2, 7	Page 5-1 (Apr 4/23)
9.1.2	OE-6: Asset Protection – Annual Monitoring <i>(THAT the Board approves the Chief Superintendent is in compliance with the provisions of OE-6: Asset Protection.)</i>		OE-6	Page 5-12 (Apr 4/23)
9.1.3	Locally Developed Courses <i>(THAT the Board approves the recommendations for Locally Developed Courses for school use in CBE for the authorization periods set by Alberta Education’s policy.)</i>		R-2; OE-3	Page 9-1
9.2	Items Provided for Information			
9.2.1	Construction Projects Status Report		OE-7, 9	Page 9-7

Private Session

Termination of Meeting

Debrief

Board GC-2.3

Notice |

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

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

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.

Context for Indicators |

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.

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.

Monitoring Information |

Evidence of Progress |

Board-approved indicators and targets as well as 2021-22 results, analysis and interpretation |

Policy 4.1

Indicator 1

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

Policy 4.1

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

The Annual Dropout and Returning Rates¹ are based on data for three consecutive school years. An initial cohort of students 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.

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

Policy 4.1

Indicator 1

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

Annual Returning Rate (%)					
Cohort	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

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

Policy 4.1

Indicator 1

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

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.



Policy 4.2

Indicator 1

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

Policy 4.2

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

All Students

Sets and works toward learning goals 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

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.

Policy 4.2

Indicator 1

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

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.



Policy 4.2

Indicator 1

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

Students in this category will not be assessed against the same criteria as other students and they have individualized goals based on their exceptionalty. 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



Policy 4.2

Indicator 1

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

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

Indicator 1

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

Policy 4.3

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

All Students

Engages in learning with confidence and persistence (%)					
Indicator	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



Policy 4.3

Indicator 1

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

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.

Policy 4.3

Indicator 1

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

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,



Policy 4.3

Indicator 1

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

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.

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

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



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.

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.



Policy 4.5

Indicator 2

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

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

Physical Health Summary Measure					
	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

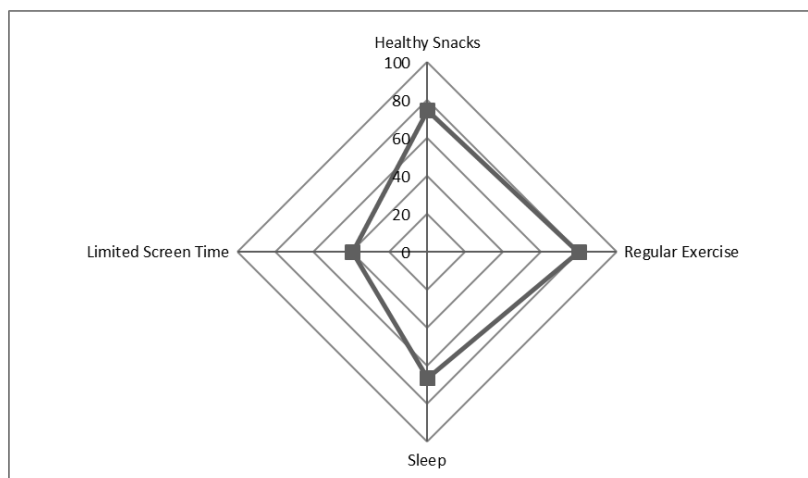
⁴ As a result of an error in the survey program software, student results were counted twice. This has no effect on the percentage results. The sample size should be half of what is noted here.

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

Policy 4.5

Indicator 2

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



- **Target for 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.

Policy 4.5

Indicator 4

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

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

Emotional Health Summary Measure					
	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

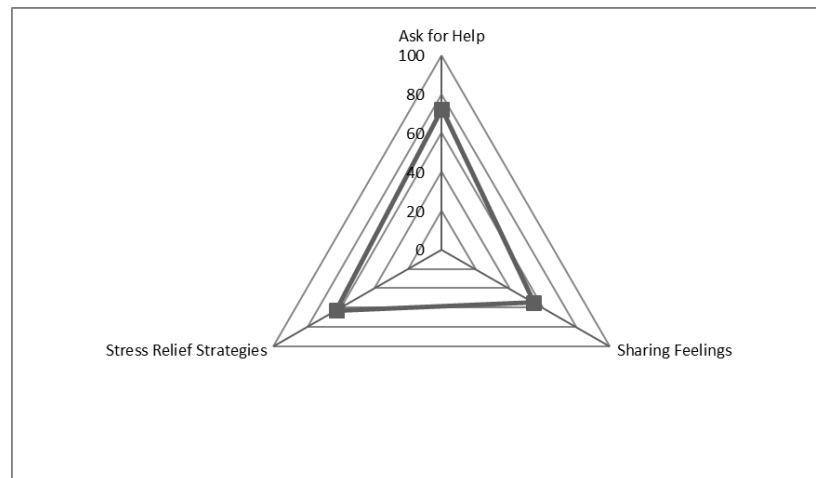
⁶ As a result of an error in the survey program software, student results were counted twice. This has no effect on the percentage results. The sample size should be half of what is noted here.

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

Policy 4.5

Indicator 4

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



- **Target for 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

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



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



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

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

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

report to Board of Trustees

Proposed Amendments to Governance Culture Policies

Date	April 18, 2023
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trustee Laura Hack Board Chair
Purpose	Decision
Governance Policy Reference	GC-2: Governing Commitments GC-3: Board Job Description
Resource Person(s)	Trustee Susan Vukadinovic, Chair, Board Governance Committee Trustee Nancy Close, Member, Board Governance Committee Trustee Patricia Bolger, Member, Board Governance Committee Patricia Minor, Corporate Secretary

1 | Recommendation

It is recommended:

- THAT the Board of Trustees gives first reading to the amendments of the following Governance Culture Policies, as provided in Attachments I and II to this report:
 - GC-2: Governing Commitments
 - GC-3: Board Job Description
- THAT the Board of Trustees gives second reading, and thereby final approval, to the amendments of the Governance Culture Policies, as provided in Attachments I and II to this report.
- THAT the Board of Trustees approves GC-3E(2) exhibit entitled Trustee Responsibilities, Attachment III to this report.

2 | Background

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



3 | Analysis

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

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

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

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

As part of the ongoing work of the Board with the support of the Board Governance Committee, Governance Culture 2: Governing Commitments policy and Governance Culture 3: Board Job Description policy were reviewed to identify areas of improvement including setting expectations to create a healthy working environment; provide additional clarity and transparency on the Board Job Description; and develop a Trustee Responsibilities exhibit.

4 | Conclusion

The Board of Trustees to consider proposed amendments to the Governance Culture 2: Governing Commitments policy and Governance Culture 3: Board Job Description policy.

ATTACHMENTS

Attachment I	GC-2: Governing Commitments (proposed revisions)
Attachment II	GC-3: Board Job Description (proposed revisions)
Attachment III	GC-3E(1): Trustee Responsibilities

**Board of Trustees'
Governance Policy****GOVERNANCE CULTURE****GC-2: Governing Commitments****Monitoring Method: Board Self-assessment****Monitoring Frequency: Annually**

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

- 2.1 The Board will direct the organization through policy. The Board's major focus will be on the results expected to be achieved by students, rather than on the strategic choices made by the Chief Superintendent to achieve those results.
- 2.2 The Board will function as a single unit. The opinions and personal strengths of individual members will be used to the Board's best advantage, but the Board will faithfully make decisions as a group, by formal vote. No officer, individual trustee, or committee of the Board will be permitted to limit the Board's performance or prevent the Board from fulfilling its commitments.
- 2.3 The Board is responsible for its own performance, and commits itself to continuous improvement.
- 2.4 The Board will ensure that the Board and its members have the knowledge, skills and budget support necessary for effective governance.

Accordingly:

- a. training and coaching will be used to orient candidates and new members, as well as to maintain and increase current member skills and knowledge based on the skills identified in the trustee skills matrix;
- b. external, third-party monitoring will be used as necessary to enable the Board to exercise confident oversight of the organization's performance;
- c. the Board regularly and systematically will monitor all Board policies and will debrief the quality of each meeting; and

GOVERNANCE CULTURE

GC-2: Governing Commitments

- d. strategic communication dialogues will be planned and implemented to ensure the whole Board's ability to engage stakeholders in understanding the organization's work as well as sharing viewpoints and values.
- 2.5 To ensure that the Board's business meetings are conducted with maximum effectiveness and efficiency, members will comply with Board Policies (as defined in GC-3: Board Job Description) and:
- a. come to meetings properly prepared for Board discussions and deliberations;
 - b. speak only when recognized, not interrupting each other or engaging in side conversations;
 - c. not repeat unnecessarily what has already been said;
 - d. not play to the audience or camera or monopolize the discussion;
 - e. support the Chair's efforts to facilitate an orderly meeting;
 - f. communicate openly to avoid surprises;
 - g. encourage equal participation of all members, and
 - h. practice respectful body language.
- 2.6 Positive working relationships are essential for personal well-being, a healthy working environment, high morale and quality learning. To ensure the Board functions as a team, members will:
- a. recognize and respect each other's dignity;
 - b. work to earn and sustain trust;
 - c. communicate with each other in ways that promote mutual understanding;
 - d. use collaborative approaches to problem-solving and decision-making; and
 - e. give each other the benefit of the doubt;
- 2.7 The Board will use the Board's consent agenda as a means to expedite the disposition of routine matters and dispose of other items of business it chooses not to discuss.

| 2.78 The Board, by majority vote, may revise or amend its policies at any time. However, as a customary practice, a proposed policy revision will be discussed at one session of the Board, at least, prior to being acted upon at a subsequent Board meeting.

| Adopted: ~~June 22, 2021~~

Policy Exhibits:
GC-2E: Trustee Remuneration

Board of Trustees' Governance Policy

GOVERNANCE CULTURE GC-3: Board Job Description

Monitoring Method: Board Self-assessment
Monitoring Frequency: Annually

The Board's job is to act in the best interest of The Calgary Board of Education. The Board shall govern the organization by establishing expectations for organizational results, expectations for quality operational performance, and monitoring actual performance against those expectations.

The Board will:

- 3.1 Ensure that the *Results* are the dominant focus of organization performance.
- 3.2 Initiate and maintain constructive two-way dialogue with provincial and municipal elected officials.
- 3.3 Advocate for The Calgary Board of Education and the students it serves.
- 3.~~4~~3 In accordance with GC 2.4(d), when appropriate, communicate with, inform and involve initiate and maintain constructive two-way dialogue with parents/guardians, students, employees, ~~parents~~ and the citizens of Calgary as a means to engage all the different stakeholders in the work of the Board and the organization.
- 3.54 Develop written governing Board policies (Results, Operational Expectations, Governance Culture, Board/Chief Superintendent Relationship and Board Meeting Procedures policies are collectively referred to as "Board Policies") that address:
 - a. **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.

GOVERNANCE CULTURE
GC-3: Board Job Description

- b. **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
- c. **Governance Culture:** These policies define 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.
- d. **Board/Chief Superintendent Relationship:** These policies define the degree of authority delegated to the Chief Superintendent, and sets out how the Chief Superintendent's performance, and ultimately the organization's performance, will be evaluated.
- e. **Board Meeting Procedures:** This policy outlines the procedures for regular and special meetings of the Board of Trustees, whether public or private.

- 3.65 Hire the Chief Superintendent (Chief Education Officer) for the Calgary Board of Education and ensure acceptable Chief Superintendent performance through effective monitoring of *Results* and *Operational Expectations* policies.
- 3.76 Ensure acceptable Board performance through effective evaluation of Board *Governance Culture* and *Board/Chief Superintendent Relationship* policies, actions and processes.
- 3.87 Appoint an independent auditor to conduct an annual external review of the organization's financial condition and report directly to the Board.
- 3.98 Name or rename the organization, schools, portions of schools, school grounds, and other Calgary Board of Education facilities.

GOVERNANCE CULTURE
GC-3: Board Job Description

- a. Review of the existing name of the organization, schools, portions of schools, school grounds, and other Calgary Board of Education facilities may occur if one of the following occur:
 - i. the Board of Trustees decide that a name review is needed in keeping with Board Policies; or
 - ii. a petition requesting a name review is received in accordance with Administrative Regulation 1007.
- b. The Board may consider the name of the organization, schools, portions of schools, school grounds, and other Calgary Board of Education facilities for renaming under this policy if:
 - i. the current name does not align with the Board's commitment or its legal responsibilities to promote a welcoming, caring, safe, respectful and inclusive learning environment;
 - ii. the current name constitutes a significant departure from generally-recognized standards of public behaviour which is seen to undermine the credibility, integrity or relevance of the Board's contemporary values;
 - iii. the Board, in conjunction with the school, has developed a new identity for the school;
 - iv. the name is after an area of curricular concentration or educational value that is no longer relevant or valid because of programming changes; or
 - v. the name is after a geographical area and there are substantial changes to the geographical area to warrant consideration of a change of name.

~~3.109~~ Hear appeals under section 42 or section 212 of the *Education Act*.

3.11 Approve the bargaining mandate and ratify all collective agreements for unionized employees.

Board of Trustees' Governance Policy

GOVERNANCE CULTURE GC-3: Board Job Description

- 3.~~1240~~ Approve the total compensation packages for all exempt employees.
- 3.1~~34~~ Oversee the Calgary Board of Education's risks related to its strategic and operational objectives, including approval of the risk appetite and risk tolerance levels.
- 3.1~~42~~ Perform other duties required by law or not otherwise delegated to the Chief Superintendent, including but not limited to:
- a. through its *Results* annual monitoring, focus on student achievement in the areas of academic success, citizenship, personal development and character;
 - b. adopt a three year capital plan which forecasts the school capital needs of the Calgary Board of Education;
 - c. adopt an education plan that sets out Board priorities and system strategies to improve student learning and results;
 - d. adopt an annual budget that provides educational programming to meets the needs of all CBE students including the achievement of the Board priorities and strategies set out in the education plan;
 - e. adopt an annual education results report that provides an analysis and interpretation of the effectiveness of CBE's programs in service of student learning and achievement. The results are reported to parents, student, employees, the public and Alberta Education.
- 3.15 Trustees also have responsibilities as set out in Section 34 of the *Education Act* and through Board Policies, as outlined in GC-3E(1): *Trustee Responsibilities*.

Adopted: ~~June 22, 2024~~

Policy Exhibits:

GC-3E(1): *Trustee Responsibilities*

GC-3E(2): Closure of Schools Procedure

GC-3E(3~~2~~): The Calgary Board of Education Ward Boundary Review

**Board of Trustees'
Governance Policy****GOVERNANCE CULTURE
GC-3E(1): Trustee Responsibilities**

1. Pursuant to Section 34 of the *Education Act* (Act), a trustee of a board, as a partner in education, has the responsibility to:
 - a. fulfil the responsibilities of the board as set out in section 33 of the Act;
 - b. be present and participate in meetings of the board and committees of the board;
 - c. comply with the board's code of conduct; and
 - d. engage parents, students and community in matters related to education.
2. To support the value of effective governance, Trustees shall:
 - a. prepare to participate in and contribute to meetings of the Board, Board Committees, trustee information and planning sessions, and liaison appointments in order to provide the best solutions possible for education within the CBE; and
 - b. pursuant to GC-2.4, engage in professional development to maintain and increase current skills and knowledge for effective governance.
3. A key responsibility for Trustees is to stay in touch with community to support the work of the Board, achieving this includes but is not limited to:
 - a. participate in school related functions (i.e. meet with school councils, school visits, celebratory events, school performances, graduations, etc.); and
 - b. prepare and participate in Community of School Council meetings.
4. Represent the Board of Trustees through liaison appointments completed at the Board's annual organizational meeting, and when applicable report back to Board of Trustees.

Approved:

report to Board of Trustees

Trustee Remuneration Committee Report

Date	April 18, 2023
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trustee Charlene May, Chair, Trustee Remuneration Committee
Purpose	Decision
Governance Policy Reference	Governance Culture GC-5E: Trustee Remuneration Committee Terms of Reference GC-2E: Trustee Remuneration
Resource Person(s)	Trustee Dana Downey, Committee Member External Members, Trustee Remuneration Committee Patricia Minor, Corporate Secretary

1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves an increase to trustee honoraria effective September 1, 2023 of 3.84% or \$1,730 based on the most recent three-year rolling average of Statistics Canada annual published Calgary Consumer Price Index effective September 1, 2023.
- THAT the Board of Trustees approves the amendments to Governance Culture 2E: Trustee Remuneration, Attachment I to this report, effective September 1, 2023.

2 | Background

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



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

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

3 | Analysis

The Trustee Remuneration Committee met four times between August 30, 2022 and March 16, 2023 to consider and discuss the following:

- The Committee discussed a peer group for the CBE Board of Trustees and reviewed trustee remuneration data and practices including but not limited to: trustee remuneration practices by Alberta school divisions; the number of trustees on Alberta school boards; 2021-22 actuals for trustee remuneration as set out in the August 31, 2022 audited financial statements for various Alberta school divisions; three-year rolling average of Statistics Canada annual published Calgary Consumer Price Index calculations; and previous student enrolment numbers and number of schools;
- The Committee is recommending an increase to trustee honoraria effective September 1, 2023 of 3.84% or \$1,730 based on the most recent three-year rolling average of Statistics Canada annual published Calgary Consumer Price Index; and
- The Committee is recommending the following amendments to GC-2E: Trustee Remuneration, as reflected in Attachment II:
 - In section A.1 remove language for trustee honorari increase at the commencement of each fiscal year; and
 - In section B.1 increase professional development up to a maximum of \$3,000 per fiscal year.

4 | Conclusion

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

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

Board of Trustees' Governance Policy

GOVERNANCE CULTURE GC-2E: Trustee Remuneration

Monitoring Method: Board Self-assessment
Monitoring Frequency: Annually

A. Taxable Honoraria, Benefits and Allowances

1. Effective September 1, 2014, Trustees' honoraria was set at \$45,000 per annum, paid in regular bi-weekly payments.

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

2. The Chair will receive an additional honorarium in regular bi-weekly payments at the rate of \$10,000 per annum; and the Vice-Chair will receive an additional honorarium in regular bi-weekly payments at the rate of \$5,000 per annum. These honoraria provide compensation for duties, responsibilities and activities required of the Chair and Vice-Chair.
3. In addition to honoraria, each Trustee will receive a taxable benefit package worth 10% of the basic honorarium. The package will include for each Trustee, \$50,000 group life insurance and \$50,000 Accidental Death and Dismemberment coverage which will be paid 100% by the Calgary Board of Education. In lieu of other benefits, each Trustee will receive the remainder of the package (the value of 10% of basic honorarium less the cost of the group life insurance and Accidental Death and Dismemberment premiums) in regular bi-weekly payments.
4. Each Trustee will receive an annual taxable transportation allowance of \$4,100 paid in regular bi-weekly payments. This allowance will compensate for all in-city transportation costs including vehicle expenses, parking, taxis, LRT fares and the like.

B. Reimbursable Expenses

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

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

a maximum of \$~~32~~2,000 per fiscal year of the CBE. This budget is expected to cover the costs of travel, fees and related expenses to attend professional meetings; and the costs of books, journals and similar items that are clearly of a professional development nature.

2. Each Trustee will be entitled to be reimbursed from the Board of Trustees' budget for expenses that are supported by receipts, related to reasonable costs of carrying out assigned Board business or approved representation of the Board at meetings and events in accordance with standard CBE policies.
3. Trustees' expense information will be publicly disclosed on a regular basis.
4. Notwithstanding the requirement to provide receipts for all reimbursable expenses, the following is the maximum that will be reimbursed for any meal expense incurred:

Breakfast:	\$12.00
Lunch:	\$17.00
Dinner:	\$26.00

5. Expenditures for alcohol will not be reimbursed.

C. Other

1. Each Trustee will be entitled to reserved or scramble underground parking at the individual's expense. Each Trustee will be provided office space in the Dr. Carl Safran Centre. Each Trustee will be provided the use of a laptop computer or similar portable electronic device for use in the Board Room, in the Trustee's Office and off site.
2. For the purpose of accessibility, each Trustee will be entitled to either a CBE issued cell phone or \$25.00 per month for personal cell phone use to perform their duties, if the Trustee does not have a CBE issued cell phone. The cell phone subsidy paid for the use of a personal cell phone is deemed to compensate for the reasonable business portion of the costs of ownership and operation of the cell phone and will cover such costs as damage, repair and replacement. Trustees who use a personal cell phone for conducting CBE business are required to comply with the applicable administrative regulations and practices for personal mobile devices. Trustees will not be reimbursed for the purchase or replacement of cell phones for personal or CBE business uses.

GOVERNANCE CULTURE
GC-2E: Trustee Remuneration

3. At the end of each Trustee's service, such Trustee shall be entitled to a retiring allowance to ease the transition from such service, in accordance with the following schedule:
 - (a) A Trustee whose service ends at the end of his/her first term shall receive a retiring allowance equal to two weeks of Trustees' basic honorarium prevailing at the end of such service per year of service;
 - (b) A Trustee whose service ends following the completion of two or more terms shall receive a retiring allowance equal to one month's honoraria per year of continuous service to a maximum of one-half of the Trustees' basic annual honorarium prevailing at the end of such service; and
 - (c) Notwithstanding (a) and (b) above, a Trustee who fails to complete the term to which he/she is elected shall not be entitled to a retirement allowance for any portion of that term, except as the Board of Trustees might determine after due consideration of any extenuating circumstances.
4. It should be noted that there is no provision to pay 'meeting honoraria' or 'per diems'; nor is there any provision to reimburse Trustees for any other support of home offices that Trustees may choose to establish as an off-site work place.

Approved: ~~April 5, 2022~~

report to Board of Trustees

Revised CBE Boundary Adjustment – Belvedere Community

Date	April 18, 2023
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih, Chief Superintendent of Schools
Purpose	Decision
Originator	Dany Breton, Superintendent, Facilities and Environmental Services
Governance Policy Reference	OE-7: Communication With and Support for the Board OE-9: Facilities
Resource Person(s)	Catherine Ford, Director, Planning Brenda Gibson, Manager, Transportation Services

1 | Recommendation

It is recommended:

- THAT the Board of Trustees authorizes the Chair to correspond with the Minister of Education, as per the letter at Attachment I.

2 | Issue

Ministry of Education staff has requested that the Calgary Board of Education (CBE) revise its boundary request of November 16, 2022, to include a larger area of the Belvedere community than originally proposed.



3 | Background

On November 16, 2022, Chair Hack sent a letter to the Minister of Education requesting adjustments to the CBE's jurisdictional boundary (Attachment II). The areas requested were a small part of the Belvedere community located on the southeast corner of 17 Avenue SE and 84 Street SE and the Hotchkiss community.

In discussions with Ministry of Education staff, they indicated their preference for the CBE to request a larger portion of adjacent land to the CBE's original request for the Belvedere boundary adjustment portion.

4 | Analysis

The Ministry of Education's position is to leave school jurisdiction boundaries in place until such time as urban development warrants a change. The CBE did not request the additional lands in the Belvedere community as part of its November 16, 2022, for the following reasons:

- there are existing homes on the land with students designated to Rocky View School Division;
- the CBE has not consulted with this community, nor was it aware of any requests from this community to attend CBE schools; and
- the request of these lands was to be timed to more closely align with further development along 17 Avenue SE.

Ministry of Education staff consulted with Rocky View School Division and they had no concerns with including this additional area in the CBE's jurisdictional boundary (Attachment III). There are currently two (2) students in the additional proposed area attending Rocky View School Division, and no students attending CBE schools from this community. Both of these students are currently in Grade 9 and will be going through a school transition in the 2023-2024 school year as they will be entering high school. CBE administration will work with their Rocky View counterparts to determine if these students would like to attend a CBE high school, be grandfathered, or apply as out of boundary students, to a school in Rocky View School Division.

Ministry of Education staff has said that the additional proposed area meets its urban development requirement for land transfer as they are fully developed lands adjacent to the original requested area.

5 | Financial Impact

There are no immediate additional costs to the CBE as these students will be in high school for the 2023-2024 school year and are assigned to public transit.

6 | Implementation Consequences

There are no new implementation consequences from including this additional area.

7 | Conclusion

The additional part of the community of Belvedere at the southeast corner of 17 Avenue SE and 84 Street SE meets Alberta Education's requirements for inclusion within the CBE's jurisdictional boundary with no additional costs. Accordingly, the Ministry's proposed revision to the November 16, 2022 request is supported.



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

- Attachment I: Letter to Minister of Education
- Attachment II: November 16, 2022 Letter to Minister of Education
- Attachment III: Original and Revised Proposed Belvedere Annexation Area

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.



1221 – 8 Street S.W., Calgary, AB T2R 0L4

April XX, 2023

Honourable Adriana LaGrange
Minister of Education
228 Legislature Building
10800 – 97 Avenue
Edmonton, AB T5K 2B6

Dear Ms. LaGrange,

Re: Calgary Board of Education (CBE) Jurisdictional Boundary - Revised

On behalf of the Board of Trustees, I am writing to request an adjustment to the CBE's jurisdictional boundary dated November 16, 2022.

In consultation with, and the recommendation of, Ministry of Education staff, the CBE is revising its request to annex a larger portion of the community of Belvedere at the southeast corner of 17 Avenue SE and 84 Street SE in the City of Calgary.

The legal descriptions for the revised area outlined in Attachment I are:

- The original request included the following lands in the Belvedere area:
Township 24, Range 28, West of the 4th Meridian
Plan 171 1148, Area A; Plan 2010253, Block 14, Lot 1
- The additional lands, including the above, recommended for inclusion in the boundary adjustment are:
Township 24, Range 28, West of the 4th Meridian
West half of Section 7

Ministry staff were in contact with Rocky View School Division and they had no objection to the inclusion of these additional lands.

Based on the above information, I am respectfully requesting that you, as the Minister of Education, invoke your authority under Section 114 of the *Education Act* and incorporate these additional lands into the CBE's original jurisdictional boundary request of November 16, 2022.

Thank you for your consideration of this matter.

Yours sincerely,

Signature

Laura Hack, Chair
Board of Trustees
t | 403-817-7926
laahack@cbe.ab.ca

c.c. Christopher Usih, Chief Superintendent of Schools
Dany Breton, Superintendent, Facilities and Environmental Services

ATTACHMENTS

Attachment I: Original and Revised Proposed Belvedere Annexation Area





Board of Trustees

1221 – 8 Street SW Calgary, AB T2R 0L4 | t | 403-817-7933 | www.cbe.ab.ca

www.cbe.ab.ca

Board Chair

Laura Hack Wards 3 & 4

Vice-Chair

Susan Vukadinovic Wards 8 & 9

Trustees

Dana Downey Wards 1 & 2
Marilyn Dennis Wards 5 & 10
Patricia Bolger Wards 6 & 7
Nancy Close Wards 11 & 13
Charlene May Wards 12 & 14

November 16, 2022

Honourable Adriana LaGrange
Minister of Education
228 Legislature Building
10800 – 97 Avenue
Edmonton, AB T5K 2B6

Dear Minister LaGrange,

Re: Calgary Board of Education (CBE) Jurisdictional Boundary

On behalf of the Board of Trustees, I am writing to request an adjustment to the CBE's jurisdictional boundary.

The areas the CBE is requesting to be annexed consist of an area at the southwest corner of 17th Avenue SE and 84th Street SE in the community of Belvedere, and the community of Hotchkiss. These areas are within the City of Calgary's municipal boundary.

Section of Belvedere (southeast corner 17th Avenue SE and 84th Street SE)

This area is located on the east side of the City of Calgary, in the community of Belvedere.

The legal descriptions of the area are:

PLAN 171 1148, AREA A, ATS REFERENCE: 4;28;24;7;NW, and PLAN 2010253, BLOCK 14, LOT 1, ATS REFERENCE: 4;28;24;7;NW (Attachment I).

Hotchkiss Community

This area is located on the southeast side of the City of Calgary, on the east side of Stony Trail SE and the north side of 22X, east of the existing community of Copperfield.

The legal descriptions of the area are:

Portion of NW SEC 36-22-29-4, Portion of SW SEC 36-22-29-4, 1 Plan 9010548, Lot 1 Plan 9210090, Portion of Plan +9112287 Block 2, Area A Plan 1710701, NE & SE ¼ Sec 26-Twp22-Rge 29-W4M (Attachment II).

A large area of the 36,000 acres annexed by the City of Calgary, from the MD of Foothills in 2005 and the MD of Rocky View in 2007, are currently outside of the CBE's jurisdictional boundary. The Minister of Education, in a letter dated February 23, 2009

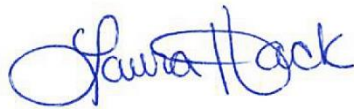
(Attachment III), advised that it was in the best interest of students to retain the existing school boundaries until urban development warranted change and parts of the annexed lands become subject to area structure plans and real estate development. The two areas requested now meet these criteria as they are communities with approved area structure plans that are now seeing roads, underground utilities and homes in various stages of construction.

The Rocky View School Division was notified of the CBE's intention to request approval from the Minister of Education to incorporate these areas into its boundaries in a letter dated October 25, 2022 to their Director of Operations (Attachment IV).

Based on the above information, I am respectfully requesting that you, as the Minister of Education, invoke your authority under Section 114(1)(a) of the *Education Act* and incorporate these lands into the CBE's jurisdictional boundary.

Thank you for your consideration of this matter.

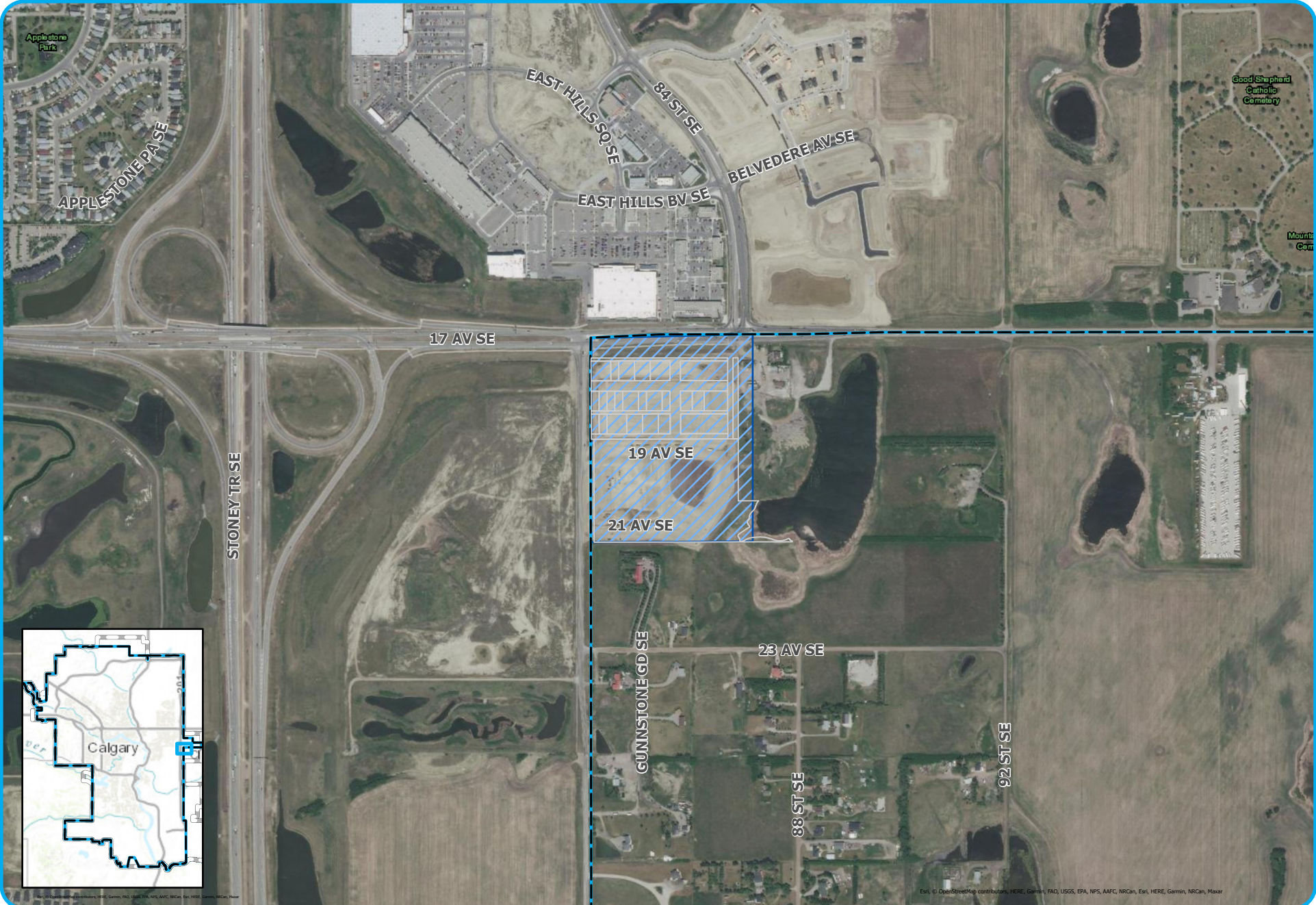
Sincerely,







Laura Hack, Chair
Board of Trustees
Calgary Board of Education

ATTACHMENTS

Proposed Belvedere Annexation Area
Proposed Hotchkiss Annexation Area
Letter from the Ministry of Education, February 23, 2009
Letter to Rocky View School Division



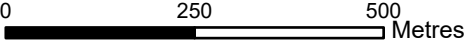
-  Calgary Board of Education
-  Proposed Annexation
-  CBE Boundary
-  City Boundary

Attachment I

Proposed Belvedere Annexation Area

8-23









Scale: 1:10,000
NAD 1983 3TM 114
 Prepared by: Planning
 Map: New_Communités
 Date: September 22, 2022

Esri, © OpenStreetMap contributors, HERE, Garmin, FAO, USGS, EPA, NPS, AAFC, NRCAN, Esri, HERE, Garmin, NRCAN, Masar

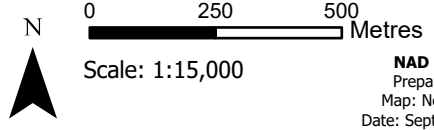


-  Calgary Board of Education
-  Proposed Annexation
-  CBE Boundary
-  City Boundary

Attachment II

Proposed Hotchkiss Annexation Area

8-24



NAD 1983 3TM 114
 Prepared by: Planning
 Map: New_Communes
 Date: September 22, 2022

ALBERTA
EDUCATION*Office of the Minister*

February 23, 2009

Ms. Pat Cochrane
 Chairman
 Calgary School District
 515 Macleod Trail SE
 Calgary, Alberta
 T2G 2L9

Dear Ms. Cochrane:

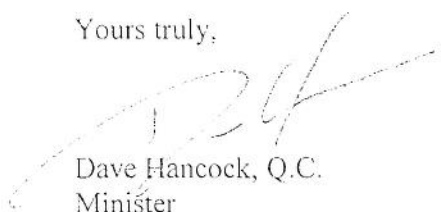
In 2005 and 2007, the City of Calgary annexed land into Foothills School Division, Christ the Redeemer Catholic Separate Regional Division and Rocky View School Division (see attached map).

As a result of municipal annexations, my ministry has been conducting a review of the school jurisdiction boundaries in the Calgary area over the past year, and that review is now complete. I appreciated the opportunity to consider the views expressed by school jurisdictions regarding annexation in the Calgary area. I wish to assure you that the information provided by school jurisdictions regarding their individual perspectives was conveyed to me by my staff and proved to be most helpful. I will not invoke my authority under Section 239 of the *School Act* to add or take lands from the affected school jurisdictions. I believe that it is in the best interest of students to leave school jurisdiction boundaries as they currently are. However, boundaries may be looked at in the future if urban development warrants a further review. Please ensure that your current and long-term planning continues to meet the needs of both current and future resident students.

Therefore, Calgary Board of Education, Calgary Roman Catholic Separate School District, Foothills School Division, Christ the Redeemer Catholic Separate Regional Division, and Rocky View School Division will continue to operate with their current educational boundaries.

If you have any questions, please contact my office at 780-427-5010.

Yours truly,




Dave Hancock, Q.C.
 Minister

Attachment



world skills
 Calgary 2009

224 Legislature Building 10800 - 97 Avenue, Edmonton, Alberta Canada T5K 2B6 Telephone 780-427-5010 Fax 780-427-5018
 203, 569 Riverbend Square, Edmonton, Alberta Canada T6R 2E3 Telephone 780-413-5970 Fax 780-413-5971

 Printed on recycled paper



October 25, 2022

Sent Via Email

Colette Winter
Director of Operations
Rocky View Schools
2651 Chinook Winds Drive SW
Airdrie, AB T4B 0B4

Dear Ms. Winter:

Re: Consideration of Changes to Jurisdictional Boundaries

I am writing to follow up on, my phone messages and the conversation I had with Rocky View planning staff and to formally advise that the Calgary Board of Education (CBE) administration will be requesting authorization for the Board Chair to request approval of a boundary change from the Province of Alberta.

Under previous governments, the Minister of Education advised that it was in the best interest of students to leave school jurisdiction boundaries as they were until urban development warranted change. With urban development advancing in areas previously annexed by the City of Calgary, the CBE is now requesting corresponding boundary changes.

The areas the CBE will be requesting to annex are the following, which is within the City of Calgary's municipal boundary. Maps showing the locations of the areas are provided at the end of this letter.

Belvedere, southeast corner 17th Avenue SE and 84th Street SE

This area is located on the east side of the City of Calgary, in the community of Belvedere

The legal descriptions of the area are: PLAN 171 1148, AREA A, ATS REFERENCE: 4;28;24;7;NW, and PLAN 2010253, BLOCK 14, LOT 1, ATS REFERENCE: 4;28;24;7;NW (Attachment I).

Hotchkiss Community

This area is located on the southeast side of the City of Calgary, on the east side of Stony Trail SE and the north side of 22X, east of the existing community of Copperfield.

The legal descriptions of the area are: portion of NW SEC 36-22-29-4, portion of SW SEC 36-22-29-4, 1 Plan 9010548, Lot 1 Plan 9210090, portion of Plan +9112287 Block 2 , Area A Plan 1710701, NE & SE ¼ Sec 26-Twp22-Rge 29-W4M (Attachment I).

The CBE wishes to continue to work in partnership with Rocky View Schools to ensure effective planning for current and future students. If you require any further information or have any questions, please contact me.

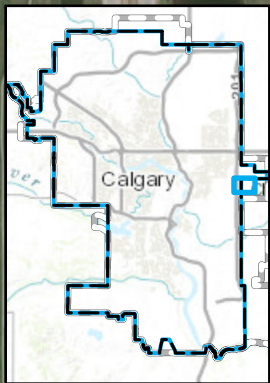
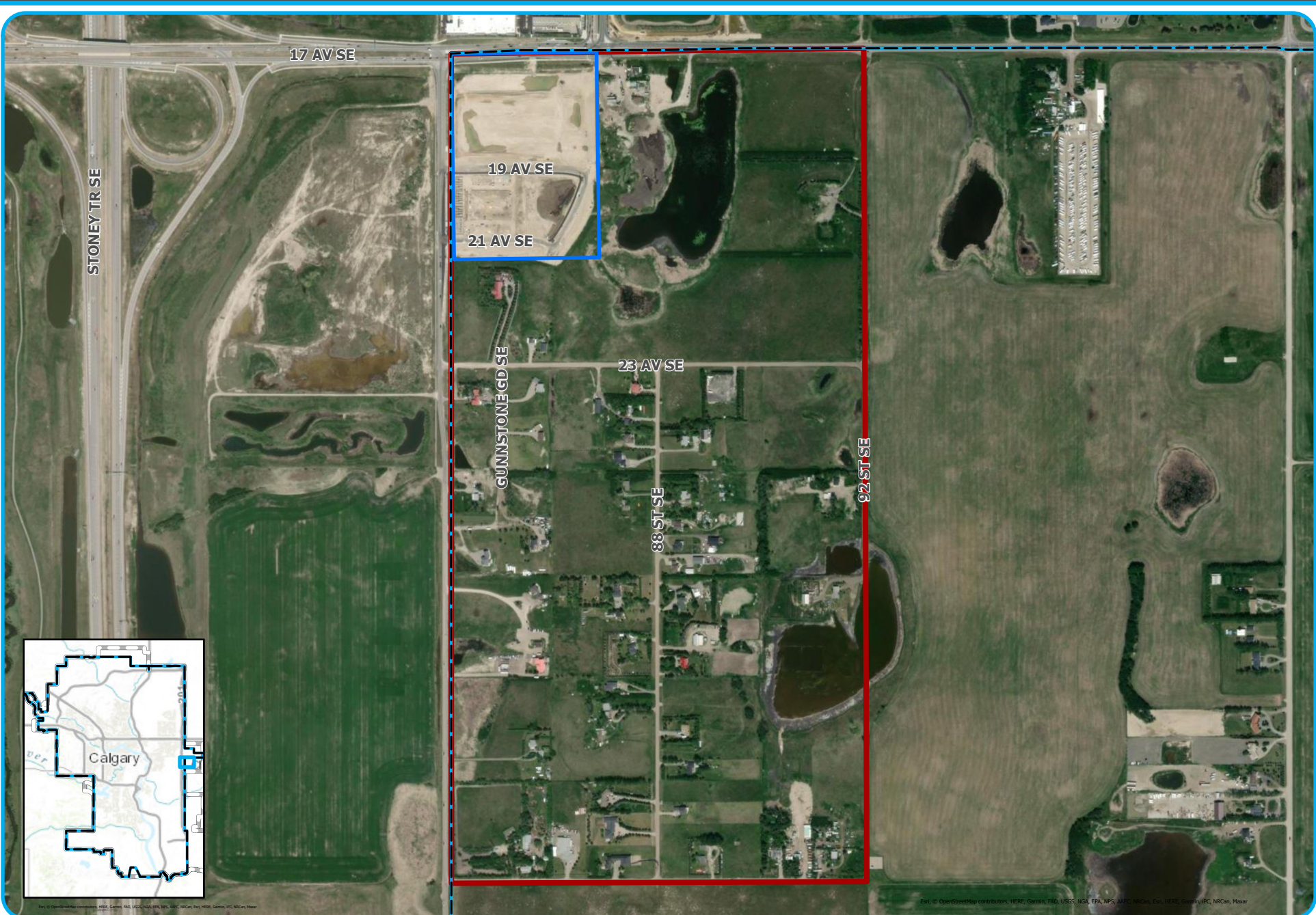
Sincerely,






Catherine Ford
Director, Planning
t | 403-978-6367



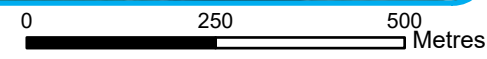
Proposed Belvedere Annexation Area





-  Calgary Board of Education
-  Original Request
-  Proposed Revision
-  CBE Boundary
-  City Boundary

Attachment III
 Belvedere Original Request and Proposed Boundary Annexation Area
 8-30



Scale: 1:10,000



NAD 1983 3TM 114
 Prepared by: Planning
 Map: New_Communitas
 Date: March 01, 2023

operational
expectations
monitoring report

OE-2: Learning Environment/Treatment of Students


Monitoring report for the
school year 2021-2022

Report date:
April 4, 2023

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: 
Christopher Usih, Chief Superintendent

Date: April 4, 2023

BOARD OF TRUSTEES ACTION

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

- Finds the evidence to be compliant.
- Finds the evidence to be compliant with noted exceptions.
- Finds evidence to be not compliant.

Summary statement/motion of the Board of Trustees:

Signed: _____
Chair, Board of Trustees

Date: _____

OE-2: Learning Environment/Treatment of Students

Executive Summary

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

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

The Chief Superintendent's reasonable interpretation and indicators for OE 2: Learning Environment/Treatment of Students were approved on October 10, 2017. The Board 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



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.



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.



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.



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.



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.



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
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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.



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
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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.



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.



OE-2: Learning Environment/Treatment of Students

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.



operational
expectations
monitoring report

Monitoring report for the
school year 2021-2022

Report date:
April 4, 2023

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: _____
 Christopher Usih, Chief Superintendent

Date: April 4, 2023

BOARD OF TRUSTEES ACTION

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

- Finds the evidence to be compliant
 Finds the evidence to be compliant with noted exceptions
 Finds evidence to be not compliant

Summary statement/motion of the Board of Trustees:

Signed: _____
 Chair, Board of Trustees

Date: _____

OE-6: Asset Protection

Executive Summary

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

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

The Chief Superintendent's reasonable interpretation and indicators for OE 6: Asset Protection were approved on October 10, 2017. The Board 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.



OE-6: Asset Protection**Board-approved Interpretation |**

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

The Chief Superintendent interprets:

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

The Chief Superintendent shall:

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

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

The Chief Superintendent interprets:

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



OE-6: Asset ProtectionBoard-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.



OE-6: Asset Protection

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



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.



OE-6: Asset Protection

5. No legal complaints related to violation of intellectual property rights are received.	Compliant
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The organization is compliant with this indicator.

Evidence statement

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



OE-6: Asset Protection

GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

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

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

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

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

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



report to
Board of Trustees

Locally Developed Courses

Date	April 18, 2023
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Decision
Originator	Joanne Pitman, Superintendent of School Improvement Andrea Holowka, Superintendent of School Improvement
Governance Policy Reference	Locally Developed Courses R-2: Academic Success OE-3: Instructional Program
Resource Person(s)	Ken Weipert, Education Director, School Improvement Tammy Watt, Specialist, School Improvement Keith Christensen, Specialist, School Improvement

1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves the recommendations for Locally Developed Courses for school use in the Calgary Board of Education for the authorization periods set by Alberta Education’s policy.

2 | Issue

Alberta Education's "Guide to Education" under School Authority Procedures indicates,

"School authorities offering locally developed courses must develop, implement and maintain current written procedures consistent with the Guide. School authorities must approve LDCs by a resolution or motion of the board of a school authority or governing body of a private school prior to offering the LDCs."

In order to offer the sequences for students, Board of Trustee approval is required.

Alberta Education released the following statement on March 6, 2023:

"With the retirement of Microsoft Internet Explorer in June 2022, the Locally Developed Course Online Management System was decommissioned due to issues with using this application in other browsers"

Authorized Locally Developed Courses submitted, using the new database; continues as sequences and the database evolves. The new database has implemented requirements and updated terminology for Alberta Education's authorization. As Locally Developed Courses continue to be authorized by Alberta Education, Board of Trustees approval is required. Alberta Education's new database provides the appropriate information to be included in this report and is listed under Section 4 | Analysis.

3 | Background

Alberta Education's "Guide to Education" under School Authority Procedures indicates,

"School authorities offering locally developed courses must develop, implement and maintain current written procedures consistent with the Guide. School authorities must approve LDCs by a resolution or motion of the board of a school authority or governing body of a private school prior to offering the LDCs."

The Calgary Board of Education supports students' learning by enhancing and extending Alberta Education's provincial curriculum through developing and acquiring Locally Developed Courses. Creating or acquiring a Locally Developed Course for all students begins with identifying interests and needs of students. The Education Director responsible for Locally Developed Courses, in collaboration with Specialists, supports creating or acquiring Locally Developed Courses for Board of Trustee approval.

Developing or continuing a sequence (name without the levels 15, 25, or 35) as a Locally Developed Course for Alberta Education authorization, supporting the identified interests and needs of students, requires a certificated teacher. To be authorized, a newly proposed or continuing sequence is submitted for review. The proposed sequence includes a sequence description, student need

description, and implementation requirements. Implementation requirements describes only what is needed to offer the sequence such as equipment, student safety, and/or an awareness of sequence sensitivity.

The proposed sequence will include a minimum of one course starting with a grade 10 level; and/or include grade 11 and/or include grade 12. The course name (name of sequence with 15, 25, or 35) and a course description (similar to the sequence description) is provided at each grade and may describe the difference and the benefit for the student taking the level (15, 25, or 35). The proposed sequence will also outline the sequence relationship progression to include any prerequisites. Before Alberta Education reviews the proposed sequence, it is compared to existing authorized curriculum for identified overlap. If there is overlap, a rationale is included as part of the submission process. The proposed sequence is submitted to Alberta Education for review. If the proposed sequence meets the requirements, the sequence continues to be developed with curriculum scaffolding that has Topics (main idea, essential understandings, organizing ideas); General Outcomes (guiding questions) and Specific Outcomes to support student learning. Once the proposed sequence with the curriculum receives Alberta Education authorization, the sequence is submitted for Board of Trustee approval.

When acquiring an existing Locally Developed Course to meet the identifying interests and needs of students, authorized Locally Developed Courses are reviewed. If there is a sequence available, the Locally Developed Course is acquired and submitted to the Board of Trustees for approval.

Locally Developed Courses are authorized for a maximum period of four years. Prior to expiry, continuing an existing developed and acquired course involves a review for student need. The review process includes evaluating if the sequence content is current, reviewing student enrollment data for changes (increasing or decreasing) and/or if another sequence is more suitable to meet students' learning needs. Recommendations for the existing sequences, developed and acquired, are submitted for Board of Trustee approval.

Alberta Education's new database, to allow for ease of student enrollment, has removed the approved start date of September 1st of the renewal year. This allows for flexibility in the event the school year begins prior to September 1st of the renewal year. The approved start date is recorded for authorization of Locally Developed Courses beginning the second semester of the current school year.

As part of the process, Alberta Education requires a copy of the minutes indicating Board of Trustee approval. An additional layer of authorization, upon receipt of the minutes, includes Alberta Education submitting their authorization to the Minister of Education.

4 | Analysis

Procedures for authorizing a Locally Developed Course outlined in the *Guide to Education* include the expectation that all school authorities have a board motion approving developed, acquired, and withdrawn Locally Developed Courses. The following recommendations, taken from the new database, require approval:

Developed Courses	Version	Course Code	First approved year	Last approved year
Unified English Braille Code 15	5 Credits (2023-2027)	LDC1012	2023-2024	2026-2027
ESL Beginner Language Development 7-8-9* (extension)	(2019-2023)	Junior High	2023-2024	2023-2024

Acquired Courses	Version	Course Code	First approved year	Last approved year
Ceramics 15	5 Credits (2023-2027)	LDC1867	2023-2024	2026-2027
Ceramics 25	5 Credits (2023-2027)	LDC2867	2023-2024	2026-2027
Ceramics 35	5 Credits (2023-2027)	LDC3867	2023-2024	2026-2027
Chinese (Cantonese) Language and Culture 6Y 15	5 Credits (2023-2027)	LDC1464	2023-2024	2026-2027
Chinese (Cantonese) Language and Culture 6Y 25	5 Credits (2023-2027)	LDC2464	2023-2024	2026-2027
Chinese (Cantonese) Language and Culture 6Y 35	5 Credits (2023-2027)	LDC3464	2023-2024	2026-2027

Withdrawn Courses	Version	Course Code	First approved year	Last approved year
ESL Accelerated English 7-8-9*	(2019-2023)	Junior High	2019-2020	2022-2023
ESL Introduction to Science 7-8-9*	(2019-2023)	Junior High	2019-2020	2022-2023
ESL Introduction to Social Studies 7-8-9*	(2019-2023)	Junior High	2019-2020	2022-2023

Rationale for Withdrawn Courses

ESL Accelerated English 7-8-9 (LP3)

The language and academic development of English Language Learners (ELL) students (LP3) (Language Proficiency Level 3) is supported through a wide range of programming options and personalized instructional strategies within inclusive classroom environments. The K-12 CBE and Alberta English as a Second Language (ESL) Proficiency Benchmarks are key resources currently being used to guide English language instruction for ELL learners.

As a result, there have not been any students enrolled in this course over the past two years and it is recommended that ESL Accelerated English 7-8-9 (LP3) be withdrawn.

ESL Introduction to Science 7-8-9

ESL Introduction to Social Studies 7-8-9

English Language Learners' academic and language development are supported through a wide range of programming options and personalized instructional strategies within inclusive classroom environments. Although these two Locally Developed Courses, in combination with The CBE and Alberta ESL Proficiency Benchmarks, are used in some schools to guide appropriate curriculum adaptations or modifications, there are no CBE students currently enrolled in either course. It is recommended that ESL Introduction to Science 7-8-9 and ESL Introduction to Social Studies 7-8-9 be withdrawn.

Rationale for Extension

ESL Beginner Language Development 7-8-9 (LP 1 and 2)

English Language Learners' academic and language development are supported through a wide range of programming options and personalized instructional strategies within inclusive classroom environments. Middle/Junior High School ELL students at an early stage of English language proficiency require explicit instruction to build background knowledge and literacy skills. In combination with The K-12 CBE and Alberta ESL Proficiency Benchmarks, this course supports the intentional programming of beginning ELL students.

There are currently only a few CBE students enrolled in this course, however the number of new ELL students is increasing rapidly, many of whom are at an LP 1 or 2 level.

Although there are a limited number of students enrolled this year, immigration is increasing substantially. Additionally it is expected that revised Alberta ESL benchmarks will be released next fall. Collecting another year of data would help to make a more informed decision about revising or withdrawing this course. For these reasons, a one-year extension/renewal is requested for this course.

5 | Implementation Consequences

Calgary Board of Education Operational Expectations OE-3: Instructional Program states,

“The Board of Trustees believes that providing high quality programming for all students is essential for student success...”

The Chief Superintendent shall:

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

Alberta Education's *Guide to Education* on Locally Developed Courses states,
“School authorities have the flexibility to develop or acquire locally developed courses (LDCs) to address particular student and/or community

needs. These learning opportunities complement, extend and/or expand upon provincial programs of study. LDCs may be used to accommodate student needs and interests; encourage and support innovative learning and teaching practices; address unique community priorities; e.g., language, culture, labour market needs; engage students who may be at risk of leaving school early; promote successful transitions to further education by exposing students to advanced subject matter and learning environments; e.g., Advanced Placement, International Baccalaureate.”

A decision is made by the originating district to continue developing, acquiring, and removing sequences with approval from the Board of Trustees for an official course listing. Notice of authorization of the recommendations in this report is provided to Alberta Education’s Curriculum Branch. The Calgary Board of Education’s intention is to facilitate seamless access for students.

Approved Locally Developed Courses for students in Kindergarten through to Grade 12 are available to all staff in the Calgary Board of Education through the “Insite”.

6 | Conclusion

Board of Trustee’s approval of all Locally Developed Courses will ensure that the Calgary Board of Education is compliant with the *Guide to Education* requirements. Approval of these sequences will enable the Calgary Board of Education to be innovative and responsive to the learning needs of our students.



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.

**report to
Board of Trustees**

Construction Projects Status Report

Date	April 18, 2023
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Information
Originator	Dany Breton, Superintendent, Facilities and Environmental Services
Governance Policy Reference	Operational Expectations OE-7: Communication With and Support for the Board OE-9: Facilities
Resource Person(s)	Trevor Fenton, Director, Facility Projects David Jaimes, Project Manager, Facility Projects

1 | Recommendation

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

2 | Issue

The Chief Superintendent is required to provide the Board of Trustees with an update regarding the status of new and modernized facilities under development or construction.



3 | Background

The Calgary Board of Education (CBE) has received approval for full construction on nine new school construction projects, one modernization and one redevelopment for the purpose of relocation. Additionally, “planning” activities are starting for one modernization and one new school, while “pre-planning” activities are starting for two modernizations and one new school.

On March 21, 2017, the Alberta Government announced the approval of three new elementary schools: Dr. Freda Miller School (Evergreen); Sibylla Kiddle School (Cranston); and Northern Lights School (Coventry Hills/Country Hills). Construction and all deficiencies for the three schools is complete, pending the results of ongoing radon testing. All three schools opened on September 8, 2020. With deficiency issues largely rectified at all three sites, no further updates will be provided for these schools in future reports, unless requested otherwise.

On March 23, 2018, the Alberta Government announced the approval of an elementary school for Mahogany (Mahogany School) and a K-9 school for Skyview Ranch (Prairie Sky School). They also provided design approval for a middle school in Auburn Bay (Lakeshore School) and a new north Calgary high school to be located in Coventry Hills. Mahogany School opened on September 1, 2022 and work is ongoing to address deficiencies under warranty. Prairie Sky School recently completed construction and was opened on April 3, 2023.

On November 1, 2019, the Government of Alberta approved full construction funding for the middle school in Auburn Bay (Lakeshore School), and the new north Calgary high school in Coventry Hills. The Government of Alberta also announced the approval of a second elementary school for Auburn Bay (Bayside School). Bayside School opened on September 1, 2022 and Lakeshore School opened on October 11, 2022. Work is ongoing at both schools to address deficiencies under the respective warranty periods. The new north Calgary high school is nearing 90% complete with a target opening date of August 31, 2023.

On March 4, 2022, the Government of Alberta announced the approval of a middle school for Evanston. On December 14, 2022, Alberta Infrastructure advised the CBE that Evanston middle will be delivered via a Design-Build delivery method. Schematic design activities are complete and design development phase is ongoing. Tendering of the project is expected in 2023.

On November 29, 2022, the Board of Trustees approved the closure of the Louise Dean School effective June 28, 2024 for the purpose of relocation to Jack James High School. Design consultants have been hired for the provision of design services, preliminary schematic design is complete and work has commenced on the detailed design and tender documents.

On March 1, 2023, the Government of Alberta announced the approval for full construction of the modernization of John G. Diefenbaker High School. Additional commitments included approval for “Planning” of the modernization of Annie Gale School and a new high school in the community of Cornerstone, as well as approval for “Pre-Planning” of modernizations at A.E. Cross School and Sir John A. MacDonald School and a new middle school located in the community of

Saddle Ridge. We are currently awaiting further direction from Alberta Education and Alberta Infrastructure on next steps.

4 | Analysis

Information on the current status of the projects under development and being administered by the CBE and Alberta Infrastructure is provided in **Attachment I**.

The locations of the various new school and modernization capital projects under development are shown in **Attachment II**.

Attachment III provides a series of onsite photographs to provide you with a visual of construction progress for the two schools with projected openings in 2023. No material changes were made to the schools opened in 2020 and 2022, thus progress photos are excluded.

There are three Project Steering Committees set up for the current school projects as follows:

- New Elementary/Middle Schools (Mahogany, Skyview Ranch, Auburn Bay);
- North Calgary HS; and
- Louise Dean School Relocation.

5 | Conclusion

This report provides the current update on the status of new and modernized facilities under development or construction by the CBE.

It is provided to the Board of Trustees for informational purposes in compliance with Operational Expectation 7: Communication With and Support for the Board.



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I:	New/Modernized Facility Construction Status
Attachment II:	Project Location Map
Attachment III:	Construction Photos

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**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
April 18, 2023**

Building	Opening Date	Notes/Comments	
33. Northern Lights School (Coventry Hills) Grades K-4 Capacity 600 students	Sept. 8, 2020	Design and specifications	100%
		Construction Award	100%
		Construction Progress	100%
		Note: Project Managed by Alberta Infrastructure. School complete; warranty issue remediation underway.	
34. Sibylla Kiddle School (Cranston) Grades K-4 Capacity 600 students	Sept. 8, 2020	Design and specifications	100%
		Construction Award	100%
		Construction Progress	100%
		Note: Project Managed by Alberta Infrastructure. School complete; warranty issue remediation underway.	
35. Dr. Freda Miller School (Evergreen) Grades K-4 Capacity 600 students	Sept. 8, 2020	Design and specifications	100%
		Construction Award	100%
		Construction Progress	100%
		Note: Project Managed by Alberta Infrastructure. School complete; warranty issue remediation underway.	
36. Mahogany School Grades K-4 Capacity 600 students	Sept. 1, 2022	Design and Specifications	100%
		Construction Award	100%
		Construction Progress	100%
		Note: Project managed by Alberta Infrastructure. School complete; warranty issue remediation underway.	
37. Prairie Sky School Grades K-9 Capacity 900 students	April 3, 2023	Design and Specifications	100%
		Construction Award	100%
		Construction Progress	97%
		Note: Project managed by Alberta Infrastructure. Interior finishes completed, landscaping starting in Spring, commissioning underway.	

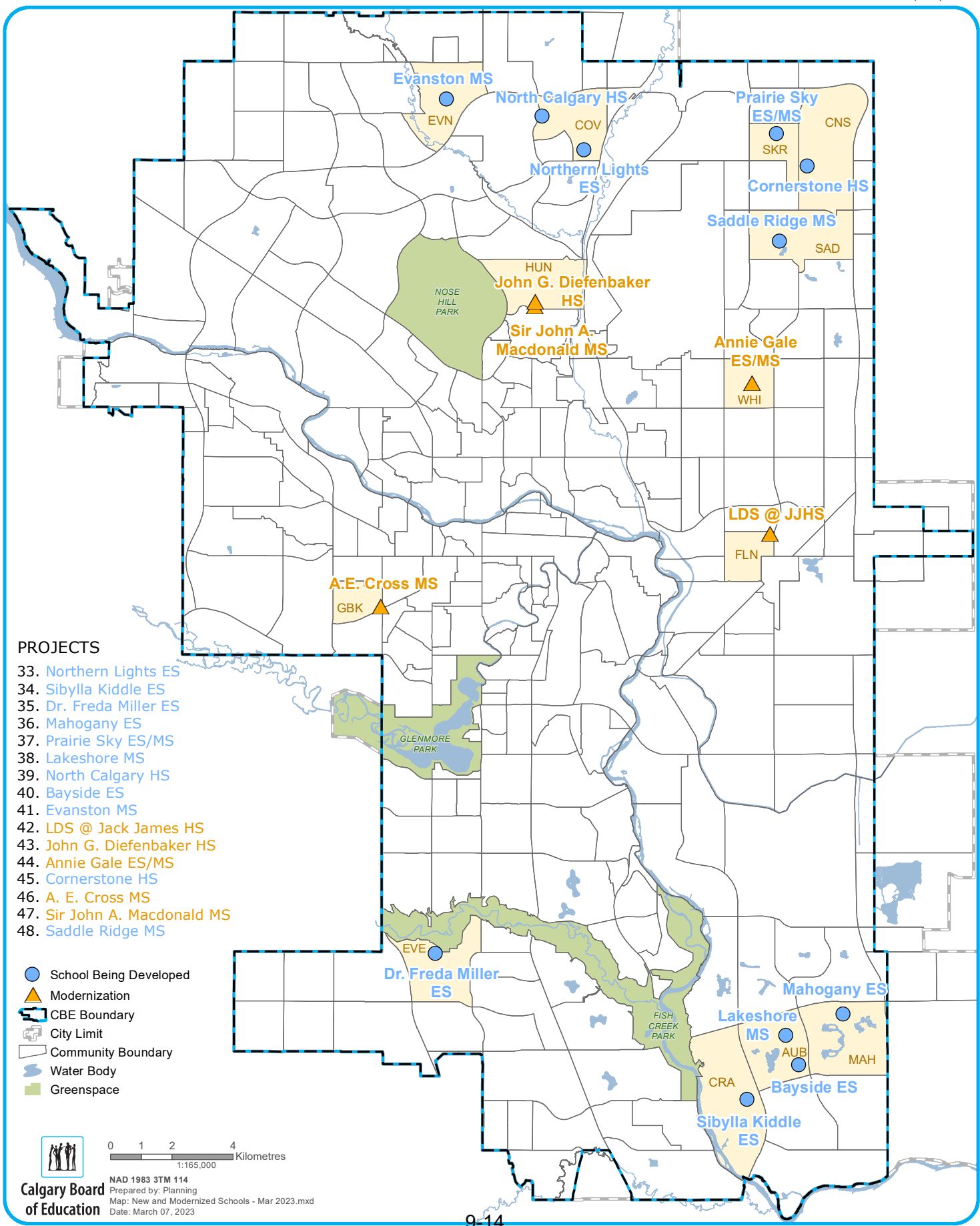
**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
April 18, 2023**

Building	Opening Date	Notes/Comments	
38. Lakeshore School Grades 5-9 Capacity 900 students	Oct. 11 2022	Design and Specifications	100%
		Construction Award	100%
		Construction Progress	100%
		Note: Project managed by Alberta Infrastructure. Correction of deficiencies ongoing, exterior landscapes to be completed spring 2023.	
39. North Calgary HS Grades 10-12 Capacity 1800 students	Aug. 31, 2023	Design and Specifications	100%
		Construction Award	100%
		Construction Progress	86%
		Note: Project managed by Alberta Infrastructure. Building envelope nearly complete, electrical and mechanical ongoing, gym floor installation started, interior masonry complete, millwork installation ongoing.	
40. Bayside School Grades K-4 Capacity 600 students	Sept. 1 2022	Design Build - Basis of Design/Bid package	100%
		Construction Award	100%
		Design and Specifications	100%
		Construction Progress	100%
		Note: Project managed by Alberta Infrastructure. School complete; warranty issue remediation underway.	
41. Evanston School Grades 5-9 Capacity 900 students	TBD	Design Build - Basis of Design/Bid package	35%
		Construction Award	0%
		Design and Specifications	0%
		Construction Progress	0%
		Note: Project managed by Alberta Infrastructure. Preliminary design underway	
42. Louise Dean School Grades 9-12	Fall 2024	Design and Specifications	12%
		Construction Award	0%
		Construction Progress	0%
		Note: Project managed by Calgary Board of Education Procurement of Design Services underway.	
43. John G. Diefenbaker School Grades 10-12 Modernization	TBD	Note: Full Construction approved on March 1, 2023 Awaiting for further details from AB Ed and AB Infra.	

**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
April 18, 2023**

Building	Opening Date	Notes/Comments	
44. Annie Gale School Grades 6-9 Modernization	TBD	Note: Planning approved on March 1, 2023 Awaiting for further details from AB Ed and AB Infra.	
45. Cornerstone High School TBD	TBD	Note: Planning approved on March 1, 2023 Awaiting for further details from AB Ed and AB Infra.	
46. A.E. Cross School Grades 7-9 Modernization	TBD	Note: Pre- Planning approved on March 1, 2023 Awaiting for further details from AB Ed and AB Infra.	
47. Sir John A. MacDonald School Grades 6-9 Modernization	TBD	Note: Pre- Planning approved on March 1, 2023 Awaiting for further details from AB Ed and AB Infra.	
48. Saddle Ridge Middle School TBD	TBD	Note: Pre- Planning approved on March 1, 2023 Awaiting for further details from AB Ed and AB Infra.	

New and Modernized Schools As of March 2023



PROJECTS

- 33. Northern Lights ES
- 34. Sibylla Kiddle ES
- 35. Dr. Freda Miller ES
- 36. Mahogany ES
- 37. Prairie Sky ES/MS
- 38. Lakeshore MS
- 39. North Calgary HS
- 40. Bayside ES
- 41. Evanston MS
- 42. LDS @ Jack James HS
- 43. John G. Diefenbaker HS
- 44. Annie Gale ES/MS
- 45. Cornerstone HS
- 46. A. E. Cross MS
- 47. Sir John A. Macdonald MS
- 48. Saddle Ridge MS

- School Being Developed
- Modernization
- CBE Boundary
- City Limit
- Community Boundary
- Water Body
- Greenspace



0 1 2 4
Kilometres
1:165,000

**Calgary Board
of Education**

NAD 1983 3TM 114
Prepared by: Planning
Map: New and Modernized Schools - Mar 2023.mxd
Date: March 07, 2023

North Calgary High School



West Elevation – Library & entrance



North-West Elevation (classroom wing)



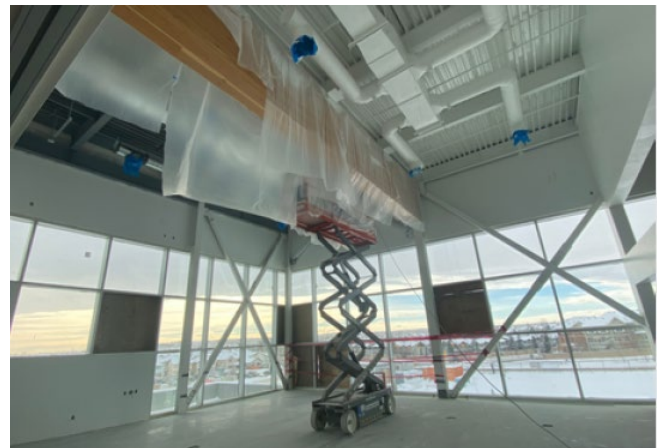
Solar panels – south roof



2nd Floor hallway – classroom wing



Gathering Space – 2nd floor balcony



Computer Lab

Prairie Sky School



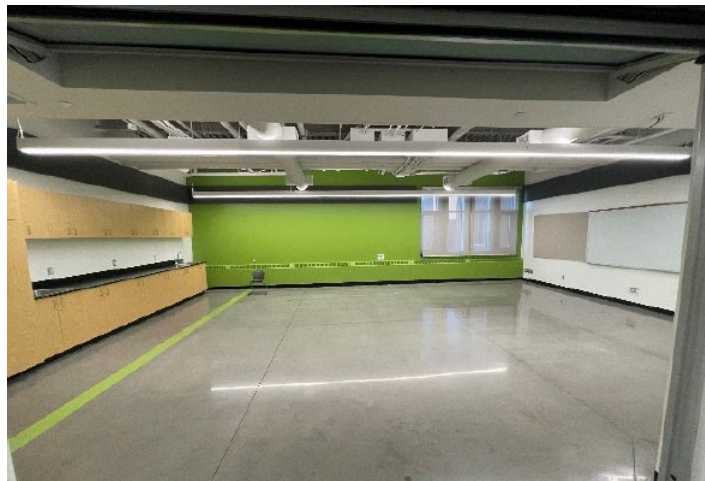
Main Entrance – North elevation



Foods Lab



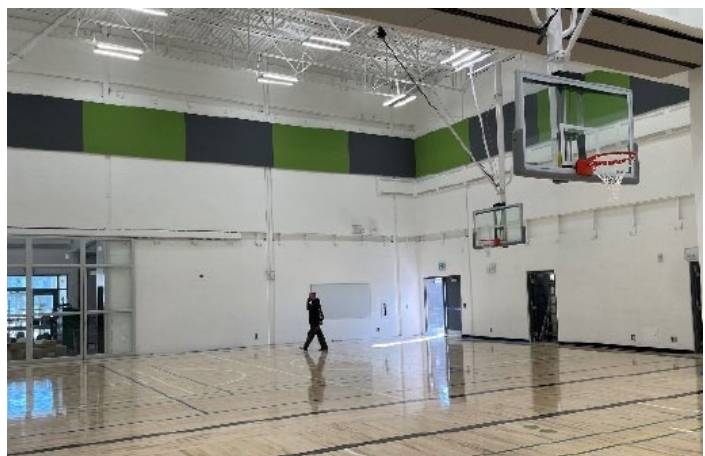
Classroom – Middle school (typical)



Wet Lab – Elementary (typical)



Gathering Area



9-16 Main Gym