

public agenda

Regular Meeting of the Board of Trustees

March 4, 2025
11:00 a.m.

Microsoft Teams,
Calgary Alberta

R-1: Mission |

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

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

Time	Topic	Who	Policy Ref	Attachment
11:00am	1 Call to Order, National Anthem, Acknowledgement of the Land and Welcome	Chair		
	2 Consideration/Approval of Agenda	Board	GC-2	
	3 Awards and Recognitions		GC-3	
	3.1 2025 ASBA Edwin Parr Award Nominee	J. Hillas	OE-4	Page 3-1
	4 Results Focus			
	4.1 Results 3: Citizenship – Annual Monitoring	J. Pitman	R-3, OE-7	Page 4-1
	5 Operational Expectations			
	5.1 OE-7: Communication With and Support for the Board – Annual Monitoring	J. Pitman	OE-7	Page 5-1
	6 Public Comment [PDF]		GC-3.2	
	Requirements as outlined in Board Meeting Procedures			
	7 Matters Reserved for Board Information		GC-3	
	8 Matters Reserved for Board Decision	Board	GC-2	
	8.1 Revised CBE Boundary Adjustment – Lewisburg and Huxley	J. Pitman, D. Breton	OE-7,9	Page 8-1
	9 Consent Agenda	Board	GC-2.6	



Time	Topic	Who	Policy Ref	Attachment
9.1	Items Provided for Board Decision			
9.1.1	OE-3: Instructional Program – Annual Monitoring <i>(THAT the Board of Trustees approves that the Chief Superintendent is in compliance with the provisions of Operational Expectations 3: Instruction Program.)</i>		OE-3	Page 5-1 (Feb. 11/25)
9.2	Items Provided for Information			
9.2.1	Chief Superintendent's Update		B/CSR-5	Page 9-1
	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.



**report to
Board of Trustees**

**2025 Alberta School Boards Association (ASBA) Edwin
Parr Award Nominee**

Date	March 4, 2025
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Joanne Pitman Chief Superintendent of Schools
Purpose	Decision
Originator	Bob Webb, Executive Lead, Human Resources
Governance Policy Reference	Operational Expectations OE-4: Treatment of Employees
Resource Person(s)	Jesse Hillas, Principal Consultant, Teacher Staffing

1 | Recommendation

It is recommended:

THAT the Board of Trustees approves Hanna Prasad as recipient of the 2025 Alberta School Boards Association Edwin Parr Award for the Calgary Board of Education.

2 | Issue

In January 2025, ASBA advised the Calgary Board of Education that each Metro Board will now have an Edwin Parr recipient. Each Metro will provide the name of their one selected Edwin Parr recipient, as per normal practice; the difference now is that that teacher would become the automatic award recipient for that Metro Board.

Once each Metro Board has selected their Edwin Parr recipient, the nomination package should still be submitted to the Zone Chair for ASBA's records.

3 | Background

The ASBA awards the Edwin Parr Teacher Award – the namesake of past ASBA President Edwin Parr annually in recognition of outstanding first-year teachers who have demonstrated excellence in the Teaching Quality Standard. Nominations are open to any full or part-time first year teacher (as defined by ASBA).

In previous years the Calgary Board of Education has put forward a nominee to be considered for selection as an Edwin Parr Teacher Award winner for Zone 5. In January 2025, the Alberta School Boards Association communicated an update to the process specifically for school boards identified as a Metro School Board which includes the Calgary Board of Education as well as the Calgary Catholic School District, Edmonton Catholic School Division and Edmonton Public Schools. This year, each Metro Board will have an Edwin Parr Award recipient. The recipient for each Metro Board will now be the award winner for that Metro Board. The Calgary Board of Education recipient will attend the Zone 5 banquet which recognizes recipients of this award.

4 | Analysis

During the months of December, January and February Principals submitted nominations for the Edwin Parr Teacher Award to the Committee Chair. A Calgary Board of Education selection committee was convened in February of 2025: Jesse Hillas, Chair (Principal Consultant, Teacher Staffing), Deborah Bradbury (Principal, The Hamptons School, Area 1), Brenna Fraser (Principal – Woodbine School, Area 6), Tanis Greenlaw (Principal, John Ware School, Area 6) and Leslie Goodwin (Principal, Dr. Gladys McKelvie Egbert School, Area 3).

After evaluating the five eligible nominees, the committee recommends **Hanna Prasad** as the Calgary Board of Education recipient for this award.

Ms. Prasad completed her Bachelor of Arts and Bachelor of Education at the University of Alberta in the Spring of 2024 with a specialization in Drama and Physical Education. She completed field experiences in Drama and Religion over the course of her studies at the University of Alberta.

The Calgary Board of Education hired Ms. Prasad in the Spring of 2024 to our substitute teaching roster following completion of her studies at the University of Alberta. She was hired shortly after onto a temporary contract at Thomas B. Riley School teaching Foods and Drama where she remained until the end of the 2023-2024 school year.

Ms. Prasad currently teaches Drama, Art, Tourism and Foods (Career and Technologies Foundations) at Thomas B. Riley School for students in Grades 7 through 9. She also contributes to many clubs and extracurricular activities such as Drama club, whole school drama productions of Shrek Jr. and High School Musical Jr. and she has committed her time as a basketball coach this year as well.

Her journey as a first-year teacher at Thomas B. Riley School is nothing short of inspiring. Her exceptional ability to inspire, engage, and support her students shines through in every aspect of her teaching. Ms. Prasad's philosophy emphasizes creating meaningful educational experiences and fostering a sense of belonging and respect among her students.

She excels in building strong relationships with everyone in her sphere of influence. She actively listens to her students' concerns and interests, tailoring her lessons to enhance engagement. Her inclusive approach in Drama and Foods classes creates a supportive environment where students feel safe and valued. Ms. Prasad's willingness to contribute to various school activities, such as coaching basketball and directing drama productions, further strengthens her connections with the school community.

Her commitment to professional growth is evident in her regular pursuit of new strategies and collaboration with colleagues. Ms. Prasad has taken on new challenges, such as teaching a Foods class for the first time and has pursued relevant certifications and professional development opportunities. She also has taken on the budgeting and purchasing while adhering to the processes and policies that guide this work. Her dedication to continuous learning ensures she remains an effective and dynamic educator.

Ms. Prasad combines technical expertise in Drama and Foods with cultural understanding and inclusive practices. She adapts to diverse dietary needs and creates engaging lessons that connect learning to real-world experiences. Her thoughtful planning and reflective approach enhance student learning. For example, her Pizza Dough Labs in Foods class and choral reading exercises in Drama class demonstrate her ability to design meaningful and engaging learning tasks.

She actively promotes inclusivity by engaging students across different programs and creating opportunities for meaningful interactions. Her leadership in extracurricular activities, such as the drama club, fosters a sense of community and belonging among students. She integrates students from various programs into her classes and activities, ensuring everyone feels included and valued.

Ms. Prasad integrates Indigenous perspectives into her teaching, using practices like talking circles to emphasize respectful communication and oral traditions. She features Indigenous artists and storytellers in her lessons, enriching students' understanding of diverse cultures. Her approach fosters an appreciation for the cultural richness and diversity within the school community.

She maintains a comprehensive understanding of educational laws and policies, ensuring compliance and ethical decision-making. She communicates clearly about classroom rules and assessments, empowering students and maintaining professional standards. Her commitment to ethical behavior and decision-making reflects her dedication to the well-being and safety of students.

Ms. Prasad's involvement in extracurricular activities, such as directing drama productions and coaching basketball, highlights her dedication to student growth and community building. Her leadership in these areas creates inclusive and engaging opportunities for students to connect and develop their skills. Ms.

Prasad's efforts in extracurricular clubs, like the drama club, showcase her commitment to fostering a sense of belonging for all students.

Ms. Prasad exemplifies the spirit of the Edwin Parr Award through her passion, kindness, and unwavering dedication to her students. Her ability to inspire trust and build community makes her a deserving nominee for this prestigious recognition.

5 | Conclusion

It is with great pride that the selection committee recommends **Hanna Prasad** as the Calgary Board of Education recipient for the 2025 ASBA Edwin Parr award.



JOANNE PITMAN
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

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

Attachment I: 2025 Alberta School Boards Association Edwin Parr Teacher Awards Package

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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

Edwin Parr Teacher Award Nomination Package

Nomination Deadline: March 18

Overview

The Edwin Parr Teacher Award - the namesake of past Alberta School Boards Association (ASBA) President Edwin Parr - recognizes outstanding first-year teachers who have demonstrated excellence in the [Teaching Quality Standard](#).

Nominee Eligibility Criteria

Nominees include first-year Kindergarten to Grade 12 teachers who meet the following criteria:

- First-year teaching experience must be completed in an ASBA member school board.
- Completion of a minimum of 100 full-time equivalent days of teaching service from the beginning of the current school year and prior to the nomination deadline.
- Must hold an Interim Professional Certificate or equivalent.
- Must have no more than 120 full-time equivalent days of teaching service prior to the current school year.

Nominators

Division staff are eligible to nominate teachers who meet the above criteria by completing the *Nomination Package*.

Nomination Package Checklist

- ☐ Nomination Form (provided in the package for completion)
- ☐ Nomination Questions (provided in the package for completion)
- ☐ Letter of Support from the School Principal (to be added by nominator)
- ☐ At least three photos of the nominee (to be added by nominator; image files required i.e., JPEG/PNG).

Questions? Contact us.

awards@asba.ab.ca

NOMINATION FORM

Nomination Category: Metro

Nominator Information

Nominator First Name: Jesse

Nominator Last Name: Hillas

Nominator School Board: Calgary Board of Education

Nominator Title: Principal Consultant

Nominator Phone Number:

Nominator Email: jkhillas@cbe.ab.ca

Nominee Information

Nominee First Name: Hanna

Nominee Last Name: Prasad

Nominee School Board: Calgary Board of Education

Nominee Phone Number:

Nominee Email: haprasad@cbe.ab.ca

Nominee Address:

Nominee City: Calgary

Nominee Postal Code:

Nominee School Name: Thomas B. Riley

Nominee School Address: 3915 69 Street NW

Nominee Current Teaching Assignment: Click or tap here to enter text.

Nominee Post-Secondary Education (Degree Earned Including Major/Minor): Bachelor of Arts (Drama) and Bachelor of Education (Physical Education)

Nominee Graduating University: University of Alberta

Nominee Eligibility Criteria Confirmation

- ☒ First-year teaching experience must be completed in an ASBA member school board.
- ☒ Completion of a minimum of 100 full-time equivalent days of teaching service from the beginning of the current school year and prior to the nomination deadline.
- ☒ Must hold an Interim Professional Certificate or equivalent.
- ☒ Must have no more than 120 full-time equivalent days of teaching service prior to the current school year.

NOMINATION QUESTIONS

Please provide a description of the nominee (100 words maximum). Note: this will be used in the ASBA award program should the nominee be selected as a recipient.

Hanna Prasad, a first-year teacher at Thomas B. Riley School, is celebrated for her exceptional ability to inspire and engage students. Her inclusive teaching approach in Drama and Foods classes fosters a supportive environment where students feel valued. Committed to professional growth, she continuously seeks new strategies and collaborates with colleagues. Ms. Prasad's dedication to inclusivity, cultural understanding, and ethical practices enriches her classroom. Her involvement in extracurricular activities, such as directing drama productions and coaching basketball, highlights her passion for student growth and community building. Ms. Prasad exemplifies the spirit of the Edwin Parr Award.

Please provide specific examples, commentary and evidence related to the nominee's performance in each of the following dimensions from the [Teacher Quality Standard](#) competencies.

1. How does the nominee foster effective relationships (TQS1)?

Hanna has a special gift for building strong relationships with everyone in her sphere of influence. With staff, Hanna is the first one to offer to lend a hand in every capacity for the benefit of students in our school. She took on a head coaching role in basketball, offered to do the same in volleyball, and is taking the lead in producing a junior version of High School Musical, open to all students including our students in our ALP and PLP classes. Her willingness to step in and contribute in so many areas within our school has built strong connections with students in every grade and in each of our programs. Hanna prioritizes building strong relationships with her students to create a positive learning environment where trust and open communication are at the forefront. She actively listens to her students' concerns and interests, which allows her to tailor her lessons in CTF to enhance engagement. Hanna begins every drama class in a circle formation to foster a sense of community and connection. She invites students to share a personal story or experience as a way to connect with peers, build mutual respect, and create a space for student to feel safe and supported. Students understand the expectations and join the circle with minimal prompting from Hanna. They are engaged and responsive during the warm-up activity, and if a student chooses to pass, Hanna has cultivated a supportive, inclusive environment where this decision is respected. It is clear that the strong relationships Hanna has built provide a solid foundation for supporting difficult behaviors and conversations with students when inevitably, challenges arise. By ensuring each student feels valued, she encourages them to participate and take risks in their learning, fostering a deeper connection to the material. As a colleague and team member, there is no one more supportive and collaborative than Hanna. Her colleagues speak incredibly highly of her. This is what her fellow colleague of our PLP program, who also co-coached basketball with her, wrote about Hanna: "Hanna is an exceptional first-year teacher who demonstrates outstanding dedication, inclusivity, and leadership. This year, Hanna took on leadership roles as the head coach of the Junior Boys basketball team and the director of our school musical. When she was coaching, I consistently saw her foster a positive team culture, which contributed to a dedicated and motivated team. In the musical, she created a welcoming environment for all students by encouraging participation from those who might not typically engage in extracurricular activities. Hanna's passion for teaching is evident, and she is a positive role model who builds strong relationships with students, parents, and staff while

actively contributing to the school community. Students frequently visit her classroom, and her laughter can often be heard down the hall, reflecting the joyful and supportive environment she creates. Her enthusiasm and dedication to student success are unmatched." What is so unique about Hanna's skillset is that she has a beautiful balance of kindness and empathy for students, coupled with strong professional boundaries and high expectations. As a result, she has created a space for her students that is both a safety net and a push forward to complete their work at a high level.

2. How does the nominee engage in career-long learning (TQS2)?

Hanna exemplifies a commitment to lifelong learning by actively seeking opportunities to grow as an educator and enhance her teaching practices. She prioritizes professional development by participating in workshops, engaging in mentorship opportunities, and collaborating with colleagues. She is consistently ensuring she stays informed about evolving educational strategies and methodologies. Though Hanna had not taught a Foods class before this year, she took this as an opportunity to learn about each part of the procedures that contribute to a successful program. Hanna completed her AHS food handling safety certification and she took the course in Public School Works around purchasing to ensure her purchase were aligned with CBE Administrative Regulations. She took on the responsibility of budgeting for a full year of food and other supplies that fit within the budget she was allotted. In collaboration with other staff members who had taught this course before, she was able to brainstorm a reasonable plan for short-term, mid-term, and long term budgeting decisions. This dedication allows her to continually refine her approach, equipping her to better support her students and to adapt to their diverse and emerging needs. As a CTF Foods teacher, Hanna demonstrates her innovative spirit and passion for learning by exploring diverse recipes and cooking methods to engage her students. She immerses herself in culinary exploration through cooking blogs, TikTok videos, cookbooks, and experimenting with recipes at home. She stated that her "goal is to help students appreciate the significance of food and discover cooking techniques that excite and inspire them." When faced with challenges, Hanna's determination shines through as she works tirelessly to ensure that every student finds joy and success in the kitchen, fostering a love for both cooking and lifelong learning. One significant aspect of Hanna's growth has been her involvement in Professional Learning Communities (PLCs) and collaborative response meetings. In her PLC, her focus was vocabulary development in Foods class, specifically how culinary terms connect to their real-world applications in the kitchen. Hanna said, "I explored various strategies to help students grasp these terms effectively. For instance, I designed a series of hands-on cooking activities where students could practice using vocabulary in context. When we uncovered words such as "dice" or "whisk," I would demonstrate these techniques, allowing students to see and experience the meaning behind each term. This approach not only helped them expand their vocabulary but also made the learning process more engaging and relevant to their culinary experiences." Hanna was observed using many opportunities throughout the term to enhance vocabulary and build on students' disciplinary literacy. This was clearly connected to our School Development Plan goal. The collaborative response sessions have also played a crucial role in her professional learning. Engaging with fellow CTF educators to discuss student progress and share effective teaching and classroom management strategies has deepened her understanding of how to meet diverse learner needs. These discussions have inspired her to try new approaches and adapt her lessons based on the collective insights of her colleagues.

3. How does the nominee demonstrate a professional body of knowledge (TQS3)?

Hanna demonstrates a robust professional body of knowledge by combining technical expertise in Drama and Foods with an awareness and understanding of cultural considerations and inclusive practice. In her Foods classroom, Hanna's expertise shines as she skillfully adapts to the

diverse dietary needs of her students. Rather than viewing restrictions as limitations, she embraces them as opportunities to explore alternative foods and create more varied and interesting recipes. Her extensive knowledge enables her to guide students in making thoughtful substitutions while still achieving successful outcomes. Hanna's ability to blend technical skill with cultural understanding underscores her commitment to creating an inclusive, enriching learning environment that celebrates diversity and encourages creativity. Hanna demonstrates a strong ability to design learning tasks that are both meaningful and engaging for students, while also fostering critical thinking connected to real-world situations. Her lessons are carefully crafted to be attentive to diverse student needs, challenge students and encourage deep engagement with the content. A great example of this is the Pizza Dough Labs she designed, where students worked collaboratively in groups to explore the properties of yeast, the process of making dough, and the potential challenges that can arise during the process. As students navigated the lab, Hanna circulated through the kitchens offering feedback, encouragement, and posing key questions with the intention of provoking deeper understanding, helping students to leverage their prior knowledge to problem-solve challenges that arose. Her thoughtful planning and preparation, collaborative approach with students, and skillful scaffolding of foundational learning leading up to the labs clearly reflects her well-developed and inclusive instructional practice. During one observation, Hanna met with each group to assess the lab experience, providing students with the opportunity to reflect on their work. She created a space for them to offer valuable insights into the process, including identifying missteps and areas for improvement, through their own self-assessments. This thoughtful approach not only encouraged students to take ownership of their learning but also helped them to develop critical self-reflection skills essential for growth and deeper understanding. Hanna's ability to create a dynamic, learning-centered, and enriching classroom environment demonstrates her professional knowledge and commitment to implementing effective practices that serve her students best. In observing Hanna's Drama class one day, Hanna focused on choral reading as a way to develop pacing and pronunciation skills. This was her way of contributing towards our School Development Plan on disciplinary literacy. This collaborative exercise involved students reading paragraphs together, which allowed them to practice rhythm and expression. By working in groups, they learned to support one another and enhance their vocal delivery. Hanna stated, "the feedback and tips shared amongst peers during these sessions were incredibly valuable, as they encouraged me to create activities that allow students to refine their skills and build confidence in their abilities." Hanna is always looking for new and innovative ways to improve upon her practice and contribute to the overall goals and vision of the school.

4. How does the nominee establish inclusive learning environments (TQS4)?

At Thomas B Riley we are one school with four programs. We have a regular program, a TLC program, an ALP program and a PLP program. Hanna actively looks for opportunities to bring students across grades and across programs together. One of the ways she has done this was through a whole-school drama club at the school over the lunch hour. Her leadership in starting a drama club at Thomas B. Riley showcases her dedication to inclusion, as she has intentionally engaged with ALP and PLP teachers to involve their students in meaningful and playful interactions. By creating a space where over forty students can come together to laugh, connect, and build relationships, Hanna exemplifies her passion for creating a supportive and welcoming community. Her efforts have not only enriched her students' experiences but have also fostered a culture of inclusivity and joy. In addition, our school operates on an inclusive model for CTF where students in ALP and PLP are integrated into our options classes. Hanna's response to this new term where she will have students integrated was, "I'm so excited! I can't wait for them to be a part of what we are doing. We are going to have so much fun!" Her energy and enthusiasm and inclusive outlook is contagious. I have witnessed many times now, students who might have been hesitant at first to

include those outside their small peer group, openly make an effort with others because of Hanna's positive encouragement and enthusiasm to collaborate and to be inclusive. As a Foods and Drama teacher, Hanna believes that fostering positive relationships with her students is essential for creating a supportive learning environment. At the end of Term 1, she reflected that she witnessed this firsthand with her Grade 9 Foods class. Motivated by their desire to showcase the skills they had developed throughout the term, the students proposed a potluck where each of them would prepare a dish at home to share with the class. This collaborative project not only allowed them to express their culinary creativity but also created a sense of community and belonging among them. On the final day, they gathered around a large table filled with an incredible variety of dishes, each reflecting the unique backgrounds and tastes of her students. Hanna stated, "As we ate and shared stories about our cooking experiences, I could see how this shared moment deepened our relationships. It reinforced the idea that learning extends beyond the classroom, creating lasting connections that support each student's growth and engagement. This experience exemplified how I strive to build positive and productive relationships that enhance student learning, making our classroom a vibrant and inclusive space." Hanna demonstrates exemplary practice as an inclusive educator by fostering a classroom environment where all students feel valued and supported. Her recognition of the unique experiences and perspectives each student brings to the classroom is reflected in her commitment to differentiated instruction and the use of diverse teaching strategies. Hanna is often heard saying in many aspects of our school environment, "It is the try that is important". She is a true champion for every student and our students feel seen and heard by her. This is an invaluable gift in a Junior High school. Hanna's impact with students actively promotes collaboration and respect among peers, feelings of safety and connection, and cultivates a strong sense of belonging.

5. How does the nominee apply foundational knowledge about First Nations, Métis and Inuit (TQ55)?

Hanna's lifelong passion for Indigenous cultures profoundly shapes her teaching practice, enabling her to create lessons that celebrate the histories, values, and contributions of Indigenous communities. She is committed to integrating Indigenous perspectives across the curriculum, ensuring students gain a respectful and comprehensive understanding of culture in Indigenous communities. By featuring Indigenous artists, chefs, and storytellers in her teaching, Hanna inspires her students while fostering an appreciation for the cultural richness and diversity within our school community. Her approach underscores the importance of honoring and learning from the traditions of Indigenous peoples. A key aspect of Hanna's teaching is her incorporation of Indigenous talking circles, a practice that emphasizes the importance of respectful communication and oral traditions. She begins her classes with open conversations, providing students with an opportunity to share their thoughts while others listen attentively. In her Foods classes, these discussions often revolve around meals and cultural cuisines, offering students the chance to explore their own culinary traditions and learn about others. This approach not only enriches their understanding of different cultures but also builds connections through shared experiences such as comfort foods and cooking methods. In her Drama classes, Hanna uses talking circles to create a reflective and inclusive environment where students can express their joys, challenges, and thoughts. This practice allows students to engage in meaningful dialogue, fostering a sense of community and mutual respect. By incorporating the oral traditions rooted in Treaty 7 into her teaching, Hanna ensures that her students experience the values and practices of Indigenous cultures firsthand. Her efforts to honor these traditions enrich her classroom, creating a space that values cultural understanding, communication, and connection. Hanna is often observed integrating traditional stories, cooking practices, and artistic expressions into her lessons, using these subjects as a lens to explore the richness of many aspects of cultures represented within the school community. This approach not

only enriches her students' learning experiences but also fosters a deeper appreciation for the diverse heritage and traditions celebrated in her classroom.

6. How does the nominee adhere to legal framework and policies (TQS6)?

As an educator, Hanna is committed to maintaining a comprehensive understanding of the legal landscape in education. This involves regularly updating her knowledge about requirements authorized under the Education Act and other relevant legislation to ensure compliance. Staying informed about changes in educational laws and policies is a continuous effort, allowing her to adapt and align instructional practices with the policies and procedures established by the school authority. Collaboration with colleagues is a crucial aspect of her commitment to consistency in implementing school policies, particularly within the context of food safety. Engaging in ethical decision-making processes, Hanna carefully considers the impact of choices on students, colleagues, and the broader school community. In situations that may involve legal or ethical considerations, she proactively seeks guidance and clarification. The maintenance of accurate documentation and records related to student progress, assessments, and other pertinent information required by legal frameworks is a priority, including the completion of log entries on PowerSchool as needed. Hanna stated, "I also take the school's policies seriously. I want my students and their families to know what to expect, so I've made it a point to communicate clearly about our classroom rules, assessments, and keep Powerschool up to date showcasing student progress. By doing this, I'm empowering my students to take charge of their learning while ensuring that we're all on the same page with the school's standards." Furthermore, Hanna ensures that necessary documentation, such as consent forms and emergency contact information, is complete and up-to-date. To enhance her understanding of legal matters in education, she actively participates in professional development opportunities, including discussions regarding Occupational Health and Safety (OH&S) policies. When collaborating with colleagues, she shares insights and strategies for navigating legal frameworks and policies effectively, which contributes to a collective effort to uphold the highest standards in education. Hanna stated, "I've really focused on keeping up with the School Act and other important laws. For example, I've worked to make sure that my classroom activities celebrate the diverse backgrounds of my students. By incorporating inclusive practices and respecting everyone's individuality, I'm proud to say that my classroom feels like a place where all students belong. This awareness has helped me respond to my students' needs and create an environment where they can thrive." She also recognizes and upholds professional standards of conduct, and ensures that her practices reflect the qualities of a caring, knowledgeable, and reasonable adult entrusted with the custody, care, and education of students. Her dedication to ethical behavior and decision-making is unwavering, reflecting a deep commitment to the well-being and safety of students. Hanna's professionalism is truly remarkable for such a young teacher new to the profession. She has an innate understanding of professional boundaries and strong values which works to her own benefit and ultimately the benefit of her students.

7. How is the nominee involved in extra-curricular and community activities?

At the end of last year when our Drama teacher went on an unexpected leave at the end of the school year, with two weeks until our major production of Shrek Jr., I was quite worried the show would not go on. As fate would have it, Hanna was our first phone call to step into the role and it just so happened that she also had done this exact production in the past. After being hired, she willingly stepped in and took over as director for the play and brought together a number of loose ends with the ease of any professional that had been working on it all year. This production is still one of the most talked about events from last year and highlight for many of our students who often don't get the opportunity to express themselves in such a creative outlet. For one student in particular, it was like watching an entirely different child on stage; confident, self-

assured, and owning one of the lead roles. This would not have been possible if Hanna had not stepped in when she did and I will always be grateful for that. This year, she is producing High School Musical Jr. and the students are equally excited. Hanna's leadership in drama productions highlights her talent for cultivating creativity and collaboration among her students. She creates an inclusive space where participants can explore their artistic abilities while building meaningful connections with their peers. From rehearsals to final performances, Hanna's dedication is evident in the way she encourages her students to take creative risks, develop their confidence, and express themselves. By showcasing diverse narratives and emphasizing teamwork, she not only brings powerful stories to life on stage but also inspires her students to appreciate the transformative power of the arts. Hanna has made a significant impact as a basketball coach, demonstrating her commitment to fostering teamwork, discipline, and personal growth in her players. She approaches coaching with the same dedication and care that she brings to her classroom, creating an environment where students feel supported and encouraged to strive for excellence. Hanna not only teaches the technical skills required to excel on the court but also instills values such as perseverance, respect, and sportsmanship. Her ability to motivate and connect with her athletes ensures that their experiences extend beyond basketball, building confidence and character that they will carry into other areas of their lives. Hanna's work with extracurricular clubs, such as the drama club, showcases her dedication to creating inclusive and engaging opportunities for students to connect outside the classroom. Her efforts to collaborate with ALP and PLP teachers and encourage participation from diverse groups of students reflect her commitment to fostering a sense of belonging for all. Hanna's clubs are vibrant spaces filled with laughter, creativity, and camaraderie, where students can explore new interests and develop interpersonal skills. Her leadership has been instrumental in building a positive and welcoming school culture, making these clubs a cherished part of the student experience at Thomas B. Riley.

For School Board Approval Only if Nominee Proceeds to Recipient Selection Committee

Board Chair/Designate Full Name: Click or tap here to enter text.

Board Chair/Designate Title: Click or tap here to enter text.

Date: Click or tap to enter a date.

results monitoring report

Results 3: Citizenship

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Results 3: Citizenship, 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: March 4, 2025

Joanne Pitman, Chief Superintendent

BOARD OF TRUSTEES ACTION

With respect to Results 3: Citizenship, 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: _____

Patricia Bolger, Chair, Board of Trustee



Executive Summary |

Analysis |

Results 3: Citizenship was a minor focus on the 2023-24 CBE Students Survey. As a result, of the 12 indicators in Results 3, questions that inform seven of the summary measures were not asked.

Per the June 20, 2023 Regular Meeting of the Board of Trustees, Trustees approved a suspension of the inclusion of any indicators for Results 3: Citizenship, Results 4: Personal Development and Results 5: Character related to Kindergarten to Grade 6 school report cards for the 2023- 24 school year. As a result, only students in Division 3, or grades 7, 8 and 9, received report card grades related to three of the five remaining indicators.

The data indicates that:

- The Overall Level of Success as measured by student report cards showed:
 - The percentage of students reported to exercise their democratic rights and responsibilities within the learning community increased to 98.7 per cent.
 - The percentage of students reported to demonstrate respect and appreciation for diversity was maintained at 99.0 per cent.
 - The percentage of students reported to work and collaborate effectively with others increased to 98.1 per cent.
- In all three Report Card Results measures for Division 3 students, Evident and Emerging Strengths indicators saw increases while the Exemplary Strengths saw decreases.
- Social Studies continued to be an area of strength for CBE students in 2023-24 with over 93.8 per cent of students experiencing success demonstrating understanding of Social Studies issues, information and ideas.
- Overall student agreement levels to the CBE Student Survey Environmental Stewardship Summary Measure increased 1.5 percentage points to 58.1 per cent of students reporting agreement they take action to protect the environment and use resources responsibly.
 - Grade 5 and 6 student agreement levels were highest at 70.4 and 61.6 per cent respectively while grade 8 and 9 students were lowest levels agreement at 50.4 and 51.3 per cent respectively.
 - The percentage of students who report to use resources responsibly by reducing, reusing, and recycling increased to 81.8 per cent
 - The percentage of students who report trying to get others to reduce, reuse, and recycle or talking to fellow students about ways they can protect the environment both showed year-over-year increases. These measures continue to be under 50 per cent.



Targets |

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

In the monitoring report for the 2022-23 school year, four indicators in Results 3 were based on report card data and the remaining eight indicators were tied to survey data. The report card results continued to be very high and so, not an opportunity for growth. As Results 3 was not a major focus on the 2023-24 CBE Student Survey, instead of setting targets based on a limited data set, we determined to wait until we have a full data set from survey results again to provide comparative analysis.

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

Context for Indicators |

It should be noted that report card indicators are summative in nature and represent teacher assessment of a body of evidence collected over the course of the school year and reported on June report cards. Conversely, the data associated with the CBE Student Survey represents student perception data collected during a period of time. The administration of the 2023-24 Student Survey took place in the first few months of 2024.

As such, caution is needed in any attempt to compare report card results to student survey perception data, as these are dissimilar data sources gathered at different points in the 2023-24 school year. Teachers and students would have unique differences related to accurately assessing or self-assessing citizenship.

It is important to note that the cohort of English as an Additional Language (EAL) students has grown, with CBE welcoming a higher number of students at a Language Proficiency (LP) level of LP 1 or LP 2. EAL learners are a diverse group that represent the entire continuum of English Language Proficiency from beginners to fluent speakers. This cohort also includes refugee students, who may have limited to no formal schooling and may be supported by a system LEAD class.

During the 2023-2024 school year, the Welcome Centre registered 10,704 students of which 1544 were Ukrainian Student Registrations and 1477 of Refugee Student Registrations. Given the significant increases in both our EAL population and immigration levels, caution should be exercised with respect to report card achievement data when stating trends over time. While not directly comparable, year-over-year results have been examined with consideration given to context. Caution should be used when interpreting student survey results over time.



Glossary of Terms |

- Board: Board of Trustees
- Monitoring Report: The Board wants to know that its values have driven organizational performance. The Chief Superintendent will present to the Board, for its evaluation, a report that summarizes how either compliance has been achieved on *Operational Expectations* or how reasonable progress has been made in *Results*. Each monitoring report requires: a re-statement of the full policy, by section; a reasonable interpretation of each section; data sufficient to prove compliance or progress; and a signed certification from the Chief Superintendent of the status.
- Report Card Indicators:
 - Exemplary Strengths (EX): Strengths are apparent in exemplary and sustained levels of performance. Challenging situations are managed within a pattern of self-regulation
 - Evident Strengths (EV): Strengths are evident and have a positive impact on learning experiences. Areas for improvement do not, or only occasionally, constrain the quality of learning experiences
 - Emerging Strengths (EM): Strengths are evident in some learning situations. Strengths are likely to appear in response to external structure or stimulus. Weaknesses constrain the quality of learning experiences. A plan of action involving school, student and home is required to address the areas for improvement
 - Network of Support Required (SR): Strengths require further development to be realized within the school environment. The student's learning experiences are at risk. Remediation through coordinated action by home, school and possibly outside agencies is required to address areas for improvement.
 - Individual Program Plan (IPP): Used for students with Alberta Education Special Education Coding only when a priority learning cycle on the IPP is directly related to the report card stem in question. Indicates that progress and achievement in relation to that report card stem are included in the IPP.
- 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 3: Each student will be a responsible citizen.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to affirm the responsibility of public education to contribute to the development of informed and engaged community members.

The Chief Superintendent interprets *each student will be a responsible citizen* to mean that in and through their learning program, every individual learner in The Calgary Board of Education will understand and act within the rights and obligations of community membership and that they will be prepared to assume the social and civic responsibilities of adulthood.



Students will:

3.1 Participate in developing and maintaining our Canadian civil, democratic society.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will be involved members of their communities.

The Chief Superintendent interprets *participate in developing and maintaining our Canadian civil, democratic society* to mean that students will exercise the democratic rights and responsibilities afforded to them by the community, including actions that help to create positive change.

Specifically, this means that students will:

- act on behalf of themselves, others and the community;
- contribute to events of common concern; and
- help groups work together.

Indicators |

1. Percentage of students in kindergarten-grade 9 reported to exercise their democratic rights and responsibilities within the learning community; as measured by student report cards.

Note | At the June 20, 2023 Regular Meeting of the Board of Trustees, Trustees approved a suspension of the inclusion of any indicators for Results 3: Citizenship, Results 4: Personal Development and Results 5: Character related to Kindergarten to Grade 6 school report cards for the 2023- 24 school year. As a result, only students in Division 3 or grades 7, 8 and 9, received report card grades related to three of the five remaining indicators. While a year over year comparison to results from 2022-23 is reasonable, multi-year comparisons would not be a valid metric because of this change.

Note | Results 3: Citizenship was a minor focus on the 2023-24 CBE Students Survey. The questions that inform the following summary measures were not asked:

2. Percentage of high school students who report that they exercise their democratic rights and responsibilities within the learning community; as indicated by the Overall Agreement of the **Learning Community Citizenship Summary Measure** from the CBE Student Survey.



3. Percentage of high school students who report that they have participated in community service, school service or volunteer work to help others; as indicated by the Overall Agreement of the **Service Summary Measure** from the CBE Student Survey.



Students will:

3.2 Understand the rights and responsibilities of citizenship in local, national and international contexts.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will be informed about and able to contribute to their immediate communities and the larger world.

The Chief Superintendent interprets *rights and responsibilities of citizenship* to mean the freedoms and obligations of all Canadian citizens.¹

The Chief Superintendent interprets *local, national and international contexts* to include home, neighbourhood and school groups as well as Calgary, Alberta, Canada and the world.

Indicators |

1. Percentage of students successfully demonstrating understanding of Social Studies issues, information and ideas; as measured by school report cards.

Note | Results 3: Citizenship was a minor focus on the 2023-24 CBE Students Survey. The questions that inform the following summary measures were not asked:

2. Percentage of students who report they understand what it means to be a responsible citizen in their local and national communities; as indicated by the Overall Agreement of the **Local and National Citizenship Summary Measure** from the CBE Student Survey.
3. Percentage of students who report they understand what it means to be a responsible global citizen; as indicated by the Overall Agreement of the **Global Citizenship Summary Measure** from the CBE Student Survey.

¹ Government of Canada, Immigration, Refugees and Citizenship Canada, Study Guide – Discover Canada: The Rights and Responsibilities of Citizenship. Retrieved Feb. 12, 2021, from <https://www.canada.ca/en/immigration-refugees-citizenship/corporate/publications-manuals/discover-canada/read-online/rights-responsibilities-citizenship.html>



Students will:

3.3 Respect and embrace diversity.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students appreciate the cultural pluralism and individual equality that are foundational to Canadian society.

The Chief Superintendent interprets *respect and embrace* to mean to see as equal, learn from and treat with dignity.

The Chief Superintendent interprets *diversity* to mean the full range of uniqueness within humanity.

Indicators |

1. Percentage of students in kindergarten-grade 9 reported to demonstrate respect and appreciation for diversity; as measured by student report cards.

Note | At the June 20, 2023 Regular Meeting of the Board of Trustees, Trustees approved a suspension of the inclusion of any indicators for Results 3: Citizenship, Results 4: Personal Development and Results 5: Character related to Kindergarten to Grade 6 school report cards for the 2023- 24 school year. As a result, only students in Division 3 or grades 7, 8 and 9, received report card grades related to three of the five remaining indicators. While a year over year comparison to results from 2022-23 is reasonable, multi-year comparisons would not be a valid metric because of this change.

Note | Results 3: Citizenship was a minor focus on the 2023-24 CBE Students Survey. The questions that inform the following summary measures were not asked:

2. Percentage of high school students who report they value other cultures; as indicated by the Overall Agreement of the **Embracing Culture Summary Measure** from the CBE Student Survey.
3. Percentage of high school students who report they appreciate and learn from the perspectives of others; as indicated by the Overall Agreement of the **Diversity and Inclusion Summary Measure** from the CBE Student Survey.



Students will:

3.4 Be responsible stewards of the environment by contributing to its quality and sustainability.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will care for the diversity and health of the land, its ecosystems and climate by minimizing the impact of their activities.

The Chief Superintendent interprets *responsible stewards* to mean that students will act to protect resources and minimize waste.

The Chief Superintendent interprets *environment* to mean the surroundings and conditions that affect the development of all living things.

The Chief Superintendent interprets *quality and sustainability* to mean the ability of the environment to support the needs of diverse life forms now and into the future.

Indicator |

1. Percentage of students who report they take action to protect the environment and use resources responsibly; as indicated by the Overall Agreement of the **Environmental Stewardship Summary Measure** from the CBE Student Survey.



Students will:

3.5 Be able to lead and follow as appropriate, and to develop and maintain positive relationships with other individuals and groups in order to manage conflict and to reach consensus in the pursuit of common goals.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will work well with others to advance individual and group learning.

The Chief Superintendent interprets *lead and follow* to mean that students take multiple roles in contributing to the work of a group.

The Chief Superintendent interprets *develop and maintain positive relationships* to mean that students communicate and interact effectively with others.

The Chief Superintendent interprets *manage conflict and reach consensus* to mean that students communicate and problem solve together for their shared benefit.

Indicators |

1. Percentages of students in kindergarten-grade 9 reported to work and collaborate effectively with others; as measured by student report cards.

Note | At the June 20, 2023 Regular Meeting of the Board of Trustees, Trustees approved a suspension of the inclusion of any indicators for Results 3: Citizenship, Results 4: Personal Development and Results 5: Character related to Kindergarten to Grade 6 school report cards for the 2023- 24 school year. As a result, only students in Division 3 or grades 7, 8 and 9, received report card grades related to three of the five remaining indicators. While a year over year comparison to results from 2022-23 is reasonable, multi-year comparisons would not be a valid metric because of this change.

Note | Results 3: Citizenship was a minor focus on the 2023-24 CBE Students Survey. The questions that inform the following summary measures were not asked:

2. Percentage of high school students who report they work and communicate effectively with others; as measured by the Overall Agreement of the **Collaborative Skills Summary Measure** from the CBE Student Survey.

Monitoring Information |

Evidence of Progress |

Board-approved indicators and targets as well as 2023-24 results, analysis and interpretation |

Policy 3.1

Indicator 1

Percentage of students in kindergarten to grade 9 reported to exercise their democratic rights and responsibilities within the learning community; as measured by student report cards.

1. Percentage of students in kindergarten to grade 9 reported to exercise their democratic rights and responsibilities within the learning community; as measured by student report cards.

All Students

Exercises democratic rights and responsibilities within the learning community ² (%)					
Indicator	2019-20	2020-21	2021-22	2022-23*	2023-24*
Exemplary Strengths	36.3	40.7	39.6	32.0	30.6
Evident Strengths	51.5	48.9	49.3	53.6	54.3
Emerging Strengths	10.7	9.1	9.6	12.9	13.8
Network of Support Required	1.1	1.0	1.2	1.4	1.3
Individual Program Plan	0.4	0.3	0.3	0.1	0.0
Overall Level of Success	98.5	98.7	98.5	98.5	98.7

*Note: Only Division 3 results were reported in 2022-23 and 2023-24 school year.

Division 3

Exercises democratic rights and responsibilities within the learning community (%)					
Indicator	2019-20	2020-21	2021-22	2022-23	2023-24
Exemplary Strengths	32.3	35.5	33.3	32.0	30.6
Evident Strengths	53.6	52.1	53.2	53.6	54.3
Emerging Strengths	12.6	11.0	11.8	12.9	13.8
Network of Support Required	1.5	1.4	1.7	1.4	1.3
Individual Program Plan	0.1	0.0	0.0	0.1	0.0
Overall Level of Success	98.5	98.6	98.3	98.5	98.7

² The descriptors for this stem are:

- contributes to events of common concern;
- advocates for self, others and the common good;
- takes responsibility and action to help the group work smoothly; and
- adheres to community expectations and personal convictions in conducting and representing learning.



- **Target for 2023-24:** No target set

- **Analysis**

All Students: The analysis is not available for All Students cohort as only Division 3 had reported results in 2022-23 and 2023-24 school year.

Division 3: For Overall Level of Success, a year-over-year increase of 0.2 percentage points was observed from 2021-22 to 2022-23 and then again from 2022-23 to 2023-24. Among the three Strengths indicators, Exemplary Strengths continued to show year-over-year decreases each year from 2020-21 to 2023-24, with the 2023-24 results being statistically lower than the average of the previous three years. Evident Strengths and Emerging Strengths showed increases for the last three years, reaching their highest percentages in 2023-24 within the last five years. Furthermore, the results of these two indicators in 2023-24 were statistically higher than the corresponding previous three-year averages.

To determine improvement in Network of Support Required result, the percentage of students in this category should decrease. Network of Support Required indicator showed continued year-over-year decreases since 2021-22 school year.

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



Policy 3.2

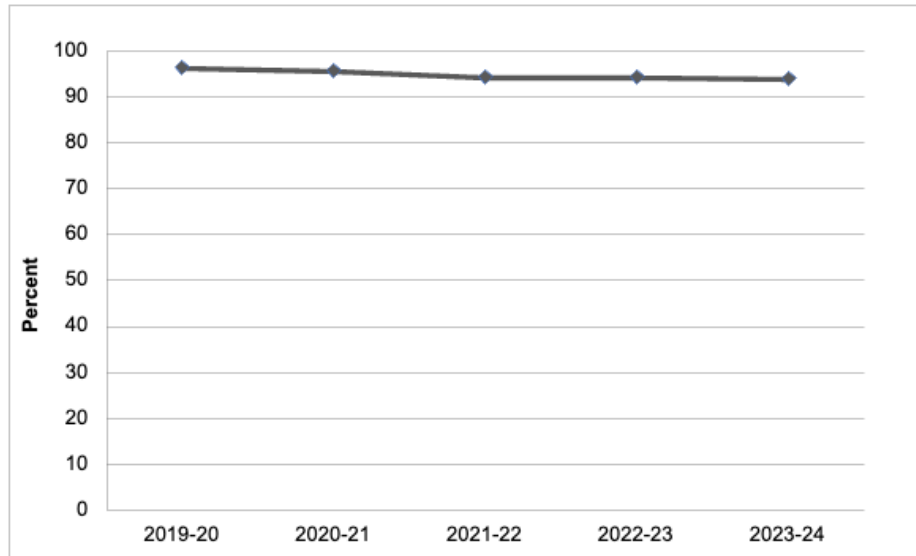
Indicator 1

Percentage of students successfully demonstrating understanding of Social Studies issues, information and ideas; as measured by school report cards.

Policy 3.2

1. Percentage of students successfully demonstrating understanding of Social Studies issues, information and ideas; as measured by school report cards.

Students demonstrating understanding of Social Studies issues, information and ideas (%)				
2019-20	2020-21	2021-22	2022-23	2023-24
96.2	95.5	94.2	94.2	93.8



- **Target for 2023-24:** No target set

■ Analysis

Students successfully demonstrating understanding of Social Studies issues, information and ideas are based on aggregated results for all social studies courses (K-12) including K&E and French courses. The results were calculated as percentages based on the number of students who successfully completed those courses.

Following a general declining trend for the past few years, student achievement in Social Studies decreased in the 2023-24 school year with 93.8 per cent of the students demonstrating understanding of Social Studies issues, information and ideas on report cards.



Policy 3.3

1. Percentage of students in kindergarten to grade 9 reported to demonstrate respect and appreciation for diversity; as measured by student report cards.

Policy 3.3

Indicator 1

Percentage of students in kindergarten to grade 9 reported to demonstrate respect and appreciation for diversity; as measured by student report cards.

All Students

Demonstrate respect and appreciation for diversity ³ (%)					
Indicator	2019-20	2020-21	2021-22	2022-23*	2023-24*
Exemplary Strengths	43.4	48.5	47.3	38.2	36.0
Evident Strengths	49.2	45.5	45.5	51.7	53.1
Emerging Strengths	6.6	5.3	6.2	9.1	9.9
Network of Support Required	0.7	0.6	0.8	1.0	1.1
Individual Program Plan	0.2	0.1	0.2	0.1	0.0
Overall Level of Success	99.2	99.3	99.0	99.0	99.0

*Note: Only Division 3 results were reported in 2022-23 and 2023-24 school year.

Division 3

Demonstrate respect and appreciation for diversity (%)					
Indicator	2019-20	2020-21	2021-22	2022-23	2023-24
Exemplary Strengths	39.1	43.0	40.5	38.2	36.0
Evident Strengths	52.5	49.7	50.2	51.7	53.1
Emerging Strengths	7.5	6.4	8.1	9.1	9.9
Network of Support Required	1.0	0.9	1.2	1.0	1.1
Individual Program Plan	0.1	0.0	0.0	0.1	0.0
Overall Level of Success	99.1	99.1	98.8	99.0	99.0

³ The descriptors for this stem are:

- shows concern for the dignity and equality of all;
- demonstrates appreciation for individual and cultural differences;
- seeks to learn about and from unfamiliar ways of thinking and living; and uses diverse viewpoints in a learning context.



- **Target for 2023-24:** No target set

- **Analysis**

All Students: The analysis is not available for All Students cohort as only Division 3 had reported results in 2022-23 and 2023-24 school year.

Division 3: In terms of Overall Level of Success, Division 3 students kept the Overall Level of Success at a high level, which is the same as previous year. Continuous drops were observed in the Exemplary Strengths over the last three years, reaching the lowest in 2023-24. The 2023-24 result was significantly lower than the previous three-year average. Evident Strengths and Emerging Strengths showed year-over-year increase over the past three years and achieved the highest results in 2023-24. The increases in 2023-24 were statistically significant in comparison to their previous three-year averages.

To determine improvement in Network of Support Required, the percentage of students in this category should decrease. A 0.1 percentage point increase could be found in 2023-24 but it was not statistically significant compared to the previous three-year average.

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

Policy 3.4

Indicator 1

Percentage of students who report they take action to protect the environment and use resources responsibly; as indicated by the Overall Agreement of the **Environmental Stewardship Summary Measure** from the CBE Student Survey.

Policy 3.4

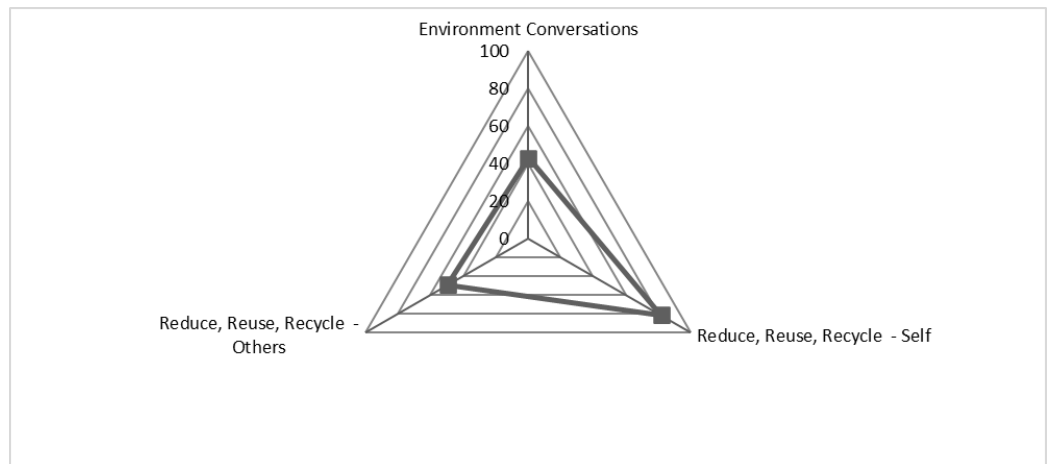
1. Percentage of students who report they take action to protect the environment and use resources responsibly; as indicated by the Overall Agreement of the **Environmental Stewardship Summary Measure** from the CBE Student Survey.

Environmental Stewardship Summary Measure					
	2019-20 ⁴	2020-21	2021-22	2022-23	2023-24
Overall Sample Size	n/a	n/a	34 245	33 525	38104
Overall Agreement (%)	n/a	n/a	63.8	56.6	58.1

Environmental Stewardship Summary Measure					
Overall Agreement (%)	2019-20	2020-21	2021-22	2022-23	2023-24
Grade 5	n/a	n/a	73.6	70.4	70.4
Grade 6	n/a	n/a	67.1	61.4	61.6
Grade 8	n/a	n/a	58.5	50.7	50.4
Grade 9	n/a	n/a	59.5	49.6	51.3
Grade 11	n/a	n/a	64.4	53.2	57.4
Grade 12	n/a	n/a	65.6	56.7	58.3

Question Theme	Overall Agreement (%)				
	2019-20	2020-21	2021-22	2022-23	2023-24
Environment Conversations	n/a	n/a	44.7	40.1	42.7
Reduce, Reuse, Recycle - Self	n/a	n/a	91.1	81.8	82.0
Reduce, Reuse, Recycle - Others	n/a	n/a	55.6	47.9	49.5

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



- **Target for 2023-24:** No target set
- **Analysis**

An overall 58.1 per cent agreement was observed in 2023-24. Across grades, Grade 5 students demonstrated the highest agreement at 70.4 per cent, while only 50.4 per cent of Grade 8 students expressed agreement with the questions in this measure. In general, lower agreement levels were noted in the higher grades. Furthermore, the agreement on all three themes within the survey measure increased in 2023-24. Among the three questions asked, the percentage of agreement for Reduce, Reuse, Recycle – Self question continued to stand out in 2023-24 (82.0 per cent).

Policy 3.5

Indicator 1

Percentage of students in kindergarten to grade 9 reported to work and collaborate effectively with others; as measured by student report cards.

Policy 3.5

1. Percentage of students in kindergarten to grade 9 reported to work and collaborate effectively with others; as measured by student report cards.

All Students

Works and collaborates effectively with others ⁵ (%)					
Indicator	2019-20	2020-21	2021-22	2022-23*	2023-24*
Exemplary Strengths	34.3	39.0	37.6	31.3	30.0
Evident Strengths	49.4	47.2	47.0	50.6	51.3
Emerging Strengths	14.0	11.8	13.2	16.1	16.8
Network of Support Required	1.6	1.4	1.7	1.8	1.8
Individual Program Plan	0.7	0.5	0.5	0.1	0.0
Overall Level of Success	97.7	98.0	97.8	98.0	98.1

*Note: Only Division 3 results were reported in 2022-23 and 2023-24 school year.

Division 3

Works and collaborates effectively with others (%)					
Indicator	2019-20	2020-21	2021-22	2022-23	2023-24
Exemplary Strengths	31.7	35.0	33.0	31.3	30.0
Evident Strengths	51.4	50.1	49.4	50.6	51.3
Emerging Strengths	15.0	12.9	15.4	16.1	16.8
Network of Support Required	1.8	1.8	2.1	1.8	1.8
Individual Program Plan	0.1	0.1	0.1	0.1	0.0
Overall Level of Success	98.1	98.0	97.8	98.0	98.1

⁵ The descriptors for this stem are:

- assumes leadership or contributing roles to advance learning and community goals;
- communicates with others to build understanding; and
- works with others to manage conflict and reach consensus.



- **Target for 2023-24:** No target was set

- **Analysis**

All Students: The analysis is not available for All Students cohort as only Division 3 had reported results in 2022-23 and 2023-24 school year.

Division 3: The Overall Level of Success and Evident Strengths shared the same change pattern over time. Both results showed continued decreases from 2019-20 to 2021-22 and a two-year continuous increase from 2022-23 to 2023-24 school year. Moreover, Division 3 students consistently recorded lower results in Exemplary Strengths over time. As compared to the previous three-year average, the 2023-24 Exemplary Strengths result was significantly lower. Within the last five years, Emerging Strengths showed significant increase in 2023-24 due to a continuous three-year increase since 2020-21 school year.

To determine improvement in Network of Support Required, the percentage of students in this category should decrease. The Network of Support Required indicator maintained its lowest result of 1.8 percentage points over the past five years, with the exception of 2021-22, which recorded a result of 2.1 percentage points.

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



- **Overall Interpretation**

The overall level of achievement in citizenship among CBE students was maintained or increased from the 2022-23 to 2023-24 school year, with improvements in several areas. CBE continues to note high levels of achievement and continuous improvement for most indicators.

The percentage of students successfully demonstrating understanding of Social Studies issues, information, and ideas, as measured by school report cards remains over 90 per cent. A slight decline was noted from 94.2 per cent in 2022-23 school year to 93.6 per cent in the 2023-24. This decline could be attributed to the influx of enrollment, changing demographics and in increase of English as An Additional Language Learners, with varying levels of English language proficiency including refugee students, who may have limited to no formal schooling. The lack of English literacy skills can impact all areas of their Education, academic and non-academic, such as Social Studies. Academically, a lack of vocabulary can be a significant challenge, particularly in content heavy subjects such as Social Studies and Science which require subject specific vocabulary to make sense of content. Socially, this may impact their ability to connect and collaborate with peers, also impacting their sense of belonging within the school community.

An overall level of success was seen for Division 3 students when examining report card stem measuring exercising democratic rights and responsibilities within the learning community suggesting a positive sign of active citizenship with an increase with an increase of 98.5 percent to 98.7 per cent from 2022-23 to 2023-24. A similar pattern was noted for report card stems which measure demonstrating respect and appreciation for diversity as well as working and collaborating effectively with others. While noting an increase overall, a significant decline in the Exemplary Strength's indicator was also noted for all 3 stems while Emerging Strengths indicator increased suggesting that more students may require additional support to achieve success in respecting diversity and working together. As this data relates solely to Division 3 students, this shift could be attributed to several factors such intersections of middle school student sense of belonging, identity and connection. Developmentally, Division 3 students are discovering their identity, building self-confidence and navigating social norms amidst their ever-changing realities.

Parallels can be drawn when examining student perception data for the Environmental Stewardship Summary Measure. The percentage of students who reported taking action to protect the environment and use resources responsibly saw an overall agreement increase from 56.6 per cent in 2022-23 to 58.1 per cent in 2023-24, an increase of 1.5 per cent. The increase in overall agreement indicates a growing sense of responsibility towards environmental stewardship among students. Middle school students surveyed report that they themselves are stewards as they reduce, reuse, and recycle, but they are less likely to engage peers on the topic. This



reluctance might be due to their desire not to appear different from their peers, impacting their willingness to stand out in sustainability efforts. This age group tends to conform to peer norms, which could be affecting their engagement in sustainability efforts, as the data shows that middle school learners are less likely to openly demonstrate strong opinions on sustainability, while being more likely to share those strong opinions anonymously. In addition to challenges associated with middle school identity, students surveyed may have struggled to make connections to sustainability and environmental stewardship concepts due to the absence of the topics in the curriculums directly connected to their grade level.

Furthermore, considering whether the term ‘sustainability’ is understood by all students or if it is assumed knowledge may impact the validity of the question being asked, as there could be a misalignment between curriculum and grades surveyed. As an example, for the 2023-24 school year, references to sustainability were explicit in grades 4 and 10 Science curricula, however these cohorts of students do not take part in the CBE Student Survey, participating instead in the Alberta Education Assurance survey.

Additionally, consideration might be given to societal shifts in attitudes towards consumer convenience, including disposable items, home shopping and meal service delivery. This became more pronounced during and immediately following the pandemic years; often sacrificing sustainability for safety and/or convenience. This may have impacted student perceptions towards recyclables and waste as part of a shift towards a new “normal.”



Overall Summary |

■ Celebrate

- For Division 3 students, Overall Level of Success showed year-over year maintenance or improvement in:
 - Percentage of students in kindergarten-grade 9 reported to exercise their democratic rights and responsibilities within the learning community; as measured by student report cards.
 - Percentage of students in kindergarten-grade 9 reported to demonstrate respect and appreciation for diversity; as measured by student report cards.
 - Percentage of students in kindergarten to grade 9 reported to work and collaborate effectively with others; as measured by student report cards.
- Fewer students in Division 3 required a network of support to exercise their democratic rights and responsibilities within the learning community in relation to the report card indicators.
- Overall student agreement levels for the CBE Student Survey Environmental Stewardship Summary Measure increased from 56.6 per cent to 58.1 per cent.

■ Areas of Growth

- Percentage of students who successfully demonstrate understanding of Social Studies issues, information and ideas as measured by school report cards declined 0.4 per cent.
- Year-over-year decline of students achieving Exemplary Strength indicator as measured by student report cards under the stems:
 - Exercise their democratic rights and responsibilities within the learning community
 - Demonstrate respect and appreciation for diversity
 - Work and collaborate effectively with others
- When disaggregated by grade, Overall student agreement for Grade 8 students decreased from 50.7 per cent to 50.4 levels for the **Environmental Stewardship Summary Measure** for the CBE Student Survey.
- Overall student agreement levels to the CBE Student Survey question “I talk to my fellow students about ways we can protect the environment” within the **Environmental Stewardship Summary Measure** continue to be the lowest at 42.7 per cent and the question “I try to get others to reduce, reuse, and recycle in my school” had very low agreement levels as well at 49.5.9 per cent. When disaggregated by grade, agreement levels for this summary measure continue to be the lowest in Division 3.



Building Capacity |

Four of the five indicators include report card results which continue to be very high. While this presents a limited opportunity for significant growth, the following list of next steps, based on the analysis provided in this report, are shared as part of a commitment to continuous improvement.

Professional Learning

Committing to building staff capacity through significant investment in professional learning is intended to support the continued strong results in student citizenship. Specifically, ongoing and newly developed professional learning opportunities intended to support include:

- Middle Years Professional Learning Series supporting disciplinary literacy sessions in Science and Social Studies for Middle Years educators.
- Science-Focused Professional Learning Sessions for grades K-6, including virtual and in-person task design workshops focusing on task design and effective implementation of the new science curriculum.
- Sharing effective teaching practices related to Culturally Responsive Teaching (CRT) approaches for K-12 students, including co-created resources with educators and specialists that reflect best practices.
- Book study focus on engaging students by connecting instruction to their personal, social, cultural, and linguistic identities.
- EAL Designate Network supporting teachers to focus on enhancing, monitoring, and accelerating English as an Additional Language programming through timely, appropriate explicit language instruction to enhance academic success.
- Professional Learning and Development Module Series for all leadership (principals and assistant principals) to build cultural competencies, inclusive practices, and knowledge on diversity.

Structures & Processes

The following structures and processes will be utilized in support of student achievement of Results 3 and access to supports across a range of areas:

- System Read Aloud for Environmental Sustainability: The "Learn to be Green – Together" event, held virtually over Microsoft Teams, fostering a love of reading while creating a culture of sustainability among K-12 students and CBE staff.
- Continue to refine and implement Collaborative Response processes to identify key issues, articulate high-impact strategies, and identify students who would benefit from planned interventions.
- Refine and implement Student Learning Team (SLT) and Area Learning Team (ALT) Processes for students requiring a network of support, essential members such as a Cultural or Indigenous DLSA, Behavior Support Worker, School Family Liaison, and/or Strategist can be included, often leading to the development of emerging to evident strengths.
- SEL Middle School Well-Being Working Group to develop, curate, and refine contextually and culturally relevant, evidence-based well-being practices.



Resources

The following resources will be created and made accessible in support of system and school needs:

- CBE's Five Guiding Principles of Assessment resource to support equitable, accurate, and consistent assessment practices across all schools.
- Integrated Teaching Resources for inclusive teaching of Social Studies for grades 8 and 9, including K&E Social Studies, with correlation charts.
- K-12 Social Studies Guiding Document is under development to offer visionary, practical, and foundational guidance for Social Studies educators with the new curriculum.
- K-6 Science Annotated Curriculum outlining required and optional content in the new science curriculum, providing teaching considerations to guide planning and task design.
- K-6 Science Scope and Sequence organizing key ideas of the new science curriculum into a logical sequence, aiding teachers in integrating learning outcomes into their planning.
- Update the D2L Brightspace EAL Toolbox as the common repository for EAL resources, including recorded learning sessions, Quick Byte video tutorials, high-impact strategies, and current research.
- School-Based Mental Health (SBMH) Supports with CBE psychologists providing targeted supports for self-advocacy, active participation, navigating group dynamics, and fostering healthy belonging and contributions within the school community.
- CBE & Actua Niitsitapi Iitsiniimatsinii Land Summit provides Indigenous high school students access to InSTEM (Indigenous STEM) learning on and from the land through Indigenous and Western STEM knowledge. It fosters reconciliation by connecting students to cultural teachings and empowering them to envision future careers in STEM fields.
- Well-Being Tracking Tool shared with Middle Schools, which supports them in examining and tracking their school's student survey data used to develop, monitor and measure SDP and School Well Being Action Plan goals.
- Developed and implemented a design challenge with themes of sustainability and environmental stewardship, in partnership with Microsoft, The City of Calgary, Indigenous Elders, and the Calgary Public Library (CPL).



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.

Four indicators in Results 3 are based on report card data and the remaining eight indicators are tied to survey data. The report card results continue to be very high and so, not an opportunity for growth.

While data for the **Environmental Stewardship Summary Measure** from the CBE Student Survey will be available, new curriculum implementation may continue to impact survey results.

For the remaining survey data, Results 3 will be a major focus on the 2024-25 CBE Student Survey. We would need to wait until we have a full data set from these survey results to provide comparative analysis, rather than setting targets based on a limited data set.

It is for these reasons no targets have been set for 2024-25 in this report.

APPENDIX

Results 3 | CBE Student Survey Questions & 2023-24 Results
Appendix I:



Results 3 | CBE Student Survey Questions & 2022-23 Results

appendix

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

Policy 3.1

Indicator 2 – Learning Community Citizenship Summary Measure

Question	Overall Achievement (%)
1 [11,12] When a classmate needs help, I help them.	n/a
2 [11,12] When there is a decision in my school that will impact students, I contribute my ideas to the discussion.	n/a
3 [11,12] When there is a decision in my school that will impact students, I encourage others to share their ideas.	n/a
4 [11,12] When there's an opportunity to volunteer within my school to help others, I join in.	n/a
5 [11,12] When there's an opportunity to volunteer within my school to help others, I try to get others to join in.	n/a
6 [11,12] When my school organizes an activity to help others in our local community, I join in.	n/a
7 [11,12] When my school organizes an activity to help others in our local community, I try to get others to join in.	n/a
8 [11,12] When my school organizes an activity to help others nationally or internationally, I join in.	n/a
9 [11,12] When my school organizes an activity to help others nationally or internationally, I try to get others to join in.	n/a



Indicator 3 – Service Summary Measure

Question	Overall Achievement (%)
1 [11,12] How often do you volunteer your time to help out in your school? [Always, Often, Sometimes, Never, Don't Know]	n/a
2 [11,12] When given the opportunity, how often do you participate as a volunteer in a community organization? [Always, Often, Sometimes, Never, Don't Know]	n/a

Policy 3.2

Indicator 2 – Local and National Citizenship Summary Measure

Question	Overall Achievement (%)
1 I think it is important to obey the law.	n/a
2 I am responsible for myself and my actions.	n/a
3 I think it's important to help other students when they need it.	n/a
4 I want to know how people in the rest of Canada live their lives.	n/a
5 I recognize that it is my responsibility to help develop respect and understanding between Indigenous peoples and other Canadians.	n/a

Indicator 3 – Global Citizenship Summary Measure

Question	Overall Achievement (%)
1 I am interested in how people of other cultures see the world.	n/a
2 I talk to people about issues like peace and climate change.	n/a
3 [8,9,11,12] I talk to people about what is happening in other countries.	n/a



Policy 3.3

Indicator 2 – Embracing Culture Summary Measure

Question	Overall Achievement (%)
1 [11,12] I find ideas from other cultures to be interesting.	n/a
2 [11,12] People's different cultures and identities should be valued.	n/a
3 [11,12] I like to be around people from different cultures and identities than mine.	n/a
4 [11,12] In the classroom, it's important that students from different cultures and identities learn the similarities that exist between them.	n/a

Indicator 3 – Diversity and Inclusion Summary Measure

Question	Overall Achievement (%)
1 [11,12] I easily make friends with people with different perspectives than I.	n/a
2 [11,12] I sometimes try to understand my classmates better by imagining how things look from their perspective.	n/a
3 [11,12] I can learn with and from people who look, think, or behave differently than me.	n/a

Policy 3.4

Indicator 1 – Environmental Stewardship Culture Summary Measure

Question	Overall Achievement (%)
1 I use resources responsibly by reducing, reusing, and recycling.	82.0
2 I try to get others to reduce, reuse, and recycle in my school.	49.5
3 I talk to my fellow students about ways we can protect the environment.	42.7



Policy 3.5

Indicator 2 – Collaborative Skills Summary Measure

Question	Overall Achievement (%)
1 [11,12] I cooperate with people around me.	n/a
2 [11,12] I think about how my decisions will affect other people.	n/a
3 [11,12] I know what's expected of me in different social situations.	n/a
4 [11,12] When working with others, I encourage everyone to have their say.	n/a
5 [11,12] When working with others, I communicate my thoughts and opinions even if they are different than the rest of the group.	n/a
6 [11,12] When working with others, I treat them respectfully even if they think differently than I do.	n/a

Appendix A

CBE Student Survey – New Diversity and Inclusion Questions for 2023-24

Question	Overall Achievement (%)
1 My school is a place where learning and extra-curricular activities are safe and accessible to all students (physically, intellectually, emotionally, socially).	n/a
2 When racism and/or discrimination occur at my school, my school takes steps to address it.	n/a
3 I'm an ally to people who look, behave, speak and/or identify differently than me.	n/a



operational
expectations
monitoring report

Monitoring report for the
school year 2023-2024

Report date:
March 4, 2025

OE-7: Communication With and Support for the Board

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 7: Communication With and Support for the Board, the Chief Superintendent certifies that the proceeding information is accurate and complete.

- ☒ In Compliance.
- ☐ In Compliance with exceptions noted in the evidence.
- ☐ Not in Compliance.

Signed: 
Joanne Pitman, Chief Superintendent

Date: March 4, 2025

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 7: Communication With and Support for the Board, 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-7: Communication With and Support for the Board

Executive Summary

The Board of Trustees believes that it can effectively do its job when the Board is supported in its work and is fully and adequately informed about matters relating to Board work and significant organizational concern.

This Operational Expectation establishes the global values and expectations of the Board of Trustees for administration's work in supporting Trustees through the sharing of information. This Operational Expectation speaks to the importance placed on information provided in a timely manner to the Board of Trustees in support of decision making and building understanding.

The Chief Superintendent's reasonable interpretation and indicators for OE 7: Communication With and Support for the Board, were approved on October 10, 2017. The Board of Trustees last monitored OE 7 on March 21, 2023. This report includes data available from the 2022-2023 school year and contains evidence to support the following findings:

Policy Statement	Indicator	Finding
7.1	7.1.1	Compliant
7.1	7.1.2	Compliant
7.2	7.2.1	Compliant
7.2	7.2.2	Compliant
7.2	7.2.3	Compliant
7.2	7.2.4	Compliant
7.2	7.2.5	Compliant
7.3	7.3.1	Compliant
7.4	7.4.1	Compliant
7.4	7.4.2	Compliant



OE-7: Communication With and Support for the Board

The Board of Trustees believes that it can effectively do its job when the Board is supported in its work and is fully and adequately informed about matters relating to Board work and significant organizational concern.

Board-approved Interpretation |

The sharing of information pertaining to the operation of the organization by the Chief Superintendent with the Board of Trustees is important and enables the Board to function by building understanding that informs decision making.

The Chief Superintendent shall:

7.1	Submit required monitoring data (see policy <i>B/CSR-5: Monitoring Chief Superintendent Performance</i>) in a thorough, accurate and understandable fashion, according to the Board's annual work plan schedule, and including both Chief Superintendent interpretations and relevant data to substantiate compliance or reasonable progress.	Compliant
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Board-approved Interpretation |

Regular review of the performance of the organization relative to specific indices supports ongoing growth and improvement.

The Chief Superintendent interprets:

- *required monitoring data* to mean annual reports about Results and Operational Expectations.
- *thorough* to mean sufficient but not exhaustive.
- *accurate* to mean correct to the best of administration's knowledge when it is communicated.
- *understandable* to mean the information enables the Board to easily explain the information to a typical parent of a CBE student.
- *Board's annual work plan schedule* to mean the outcome of policy Governance Culture 6: Annual Work Plan.



OE-7: Communication With and Support for the Board

Results reports will contain the following elements: a Board-approved reasonable interpretation, baseline and Board approved targets and evidence of reasonable progress. Operational Expectation reports will contain the following elements: a Board-approved reasonable interpretation and evidence of compliance.

Board-approved Indicators and *Evidence of Compliance* |

7.1.1	100 per cent of annual monitoring reports will be presented in accordance with the Board's annual work plan schedule.	Compliant
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The organization is compliant with this indicator.

Evidence statement

Between October 17, 2023 and June 11, 2024, administration presented 13 monitoring reports to the Board of Trustees. These reports were presented at the Board of Trustees' meetings according to the annual work plan.

7.1.2	100 per cent of annual monitoring reports will contain sufficient information for the Board to make a determination about compliance, non-compliance, reasonable progress, lack of reasonable progress and exceptions.	Compliant
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The organization is compliant with this indicator.

Evidence statement

All nine Operational Expectations monitoring reports contained the Board approved reasonable interpretations as well as the evidence of compliance. Two indicators were presented as non-compliant (2.1.3 and 9.1.3) with information provided on steps being taken to move to compliance.

The Board passed motions subsequent to the presentation of each OE monitoring report indicating the Chief Superintendent was in compliance.

Monitoring reports for Results 2 – Academic Success, Results 3 – Citizenship, Results 4 – Personal Development, and Results 5 – Character contained the Board approved reasonable interpretations and the evidence of reasonable progress based on the indicators. No exceptions were noted by the Board for the Results reports.



OE-7: Communication With and Support for the Board

Evidence demonstrates all indicators in subsection 1 are in compliance.



OE-7: Communication With and Support for the Board

7.2	Provide for the Board, in a timely manner, information about trends, facts, accommodation planning or significant modifications of any instructional programs, anticipated significant media coverage and other information relevant to the Board's work.	Compliant
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Board-approved Interpretation |

Information regarding the operation of the organization that is shared at an appropriate time can be utilized in authentic and meaningful ways.

The Chief Superintendent interprets:

- *timely* to mean promptly once administration becomes aware of and has validated information.
- *trends* to mean how internal and external data or factors move over time.
- *facts and other information* to mean qualitative and quantitative data.
- *accommodation planning* to mean the strategic process utilized to identify issues and responses related to providing learning spaces for CBE students.
- *significant modifications of any instructional program* to mean the removal, cancellation, introduction, or extension of:
 - any prescribed programs of study in the regular education program or in alternative or special education programs that would materially impact the Board's work; and
 - any entire alternative or special education program.
- *anticipated significant media coverage* to mean expectation of material enquires or events related to the organization that would be reported or commented on by professional journalists and their print, broadcast and online outlets.
- *relevant to the Board's work* to mean matters pertaining to governance as described in the governance policies.

7.2.1	100 per cent of information about trends, facts and other information will be provided in a timely manner.	Compliant
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The organization is compliant with this indicator.



OE-7: Communication With and Support for the Board*Evidence statement*

Administration provided information, in a timely manner, to the Board of Trustees during the 2023-2024 school year, on numerous occasions.

Trend information was provided through:

- Board Development Session | Corporate Partnerships – October 24, 2023
- 2023-2024 School Enrolment Report – December 12, 2023
- Board Development Session | Career Education and Unique Pathways – March 19, 2024
- Locally Developed Authorized Courses – April 23, 2024

Monthly Chief Superintendent Updates – first public Board meeting of each month from September 2023 to June 2024

Facts were presented through:

- 2024-25 Modular Classroom Program – October 24, 2023
- Financial Status of Reserves and Designated Funds – November 7, 2023
- 2022-2023 Year-end Financial Results and Audited Financial Statements – November 28, 2023
- Annual Education Results Report 2022-2023 - November 28, 2023
- First Quarter Budget Variance Report – February 13, 2024
- Second Quarter Variance Report – March 19, 2024
- Three Year School Capital Plan 2025-2028 – March 19, 2024
- Budget Assumptions Report 2023-2024 – April 9, 2024
- Budget Report for 2024-25 – May 27, 2024
- CBE Education Plan 2024-2027 – May 21, 2024
- Third Quarter Variance Report – June 18, 2024
- Three-Year System Student Accommodation Plan 2024-2027 – June 25, 2024
- Ten Year Student Accommodation & Facilities Strategy 2024-2034 – June 25, 2024
- Modular Classroom Relocation – June 25, 2024
- Construction Project Status Report – September 26, 2023, January 30, 2024, April 23, 2024, June 25, 2024.

7.2.2	A minimum of once per month, a written update report from the Chief Superintendent will be presented at a Board of Trustee meeting.	Compliant
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The organization is compliant with this indicator.



OE-7: Communication With and Support for the Board

Evidence statement

The Chief Superintendent’s Update was presented on the following dates:

- September 26, 2023
- October 17, 2023
- November 7, 2023
- December 12, 2023
- January 16, 2024
- February 13, 2024
- March 5, 2024
- April 9, 2024
- May 21, 2024
- June 11, 2024

7.2.3	Once per month or as required by the Board of Trustees’ meeting agendas, administration will support the Results focus at Board of Trustees public meetings.	Compliant
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The organization is compliant with this indicator.

Evidence statement

Administration provided a Results focus through regular presentations by individual schools at board meetings during the 2023-2024 school year

- January 30, 2024 Douglas Harkness School – Results 2 | Academic Success
- March 19, 2024 Forest Lawn and Jack James High Schools – Results 3 | Citizenship
- April 23, 2024 Mayland Heights, Bob Edwards and Western Canada Schools – Results 4 | Personal Development
- May 28, 2025 Chief Superintendent Student Advisory Council – Results 5 | Character
- June 25, 2024 Cedarbrae, Catherine Nichols Gunn, Falconridge, Forest Lawn, and John G. Diefenbaker Schools – Results 4 | Personal Development

Additionally, administration presented information related to other Results focused themes on:

OE-7: Communication With and Support for the Board

- Annual Education Results Report 2022-2023 November 28, 2024
- CBE Education Plan 2024-2027 May 21, 2024
- Results 2 | Academic Success – Annual Monitoring Part 1 – January 16, 2024
- Results 2 | Academic Success – Annual Monitoring Part 2 – January 30, 2024
- Results 3 | Citizenship – March 5, 2024
- Results 4 | Personal Development Annual Monitoring – April 9, 2024
- Results 5 | Character Annual Monitoring – May 21, 2024

7.2.4	100 per cent of reportable instructional program changes will be provided to the Board of Trustees.	Compliant
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The organization is compliant with this indicator.

Evidence statement

The Three-Year System Student Accommodation Plan was presented to the Board of Trustees on June 25, 2024. This plan outlines accommodation issues related to capital projects, student designation and grade configuration changes, new alternative programs and communication plans around student accommodation to inform our stakeholders.

The Locally Developed Courses report was presented to the Board of Trustees on April 23, 2024. This report lists the Locally Developed Courses made available to CBE students by recommendation from administration and requires approval from the Board of Trustees, as outlined in the *Guide to Education*.

Updates or expansions of instructional programs are highlighted through Chief Superintendent’s Update reports. Covering areas such as:

- New Curriculum Implementation K – 6
- Unique Pathways Program Offerings

Updates or expansions of instructional programs are highlighted through OE 7 Updates. Covering areas such as:

- Release of K-6 Social Studies Curriculum / piloting and Ministerial Order Release
- Changes to Full Day Kindergarten

OE-7: Communication With and Support for the Board

7.2.5	A Three Year System Student Accommodation Plan will be provided annually to the Board of Trustees.	Compliant
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The organization is compliant with this indicator.

Evidence statement

The Three-Year System Student Accommodation Plan was presented to the Board of Trustees June 25, 2024.

Evidence demonstrates all indicators in subsection 2 are in compliance.

OE-7: Communication With and Support for the Board

7.3	Inform the Board, the Board Chair or individual members if, in the Chief Superintendent's opinion, the Board or individual members have encroached into areas of responsibility assigned to the Chief Superintendent or if the Board or its members are non-compliant with any Governance Culture or Board/Chief Superintendent Relationship policies.	Compliant
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Board-approved Interpretation |

Through the Governance model, the Board of Trustees has identified specific responsibilities that have been delegated to the Chief Superintendent. It is the responsibility of the Chief Superintendent to communicate with the Board when actions by Board members indicate variance from the model and encroach on these responsibilities.

The Chief Superintendent interprets:

- *inform* to mean that the Chief Superintendent may exercise judgment to bring specific information to the attention of individual Trustees or the Board as a whole.
- *opinion* to mean judgment or assessment based on observation and experience.
- *encroached into areas of responsibility assigned to the Chief Superintendent* to mean that the Board or a Trustee has stepped into an operational area delegated by the Board of Trustees through its policies to the Chief Superintendent.
- *Board or its members are non-compliant* to mean the Board or a Trustee has violated the policies established by the Board of Trustees.

7.3.1	100 per cent of reportable events will be addressed in an appropriate venue.	Compliant
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The organization is compliant with this indicator.

Evidence statement

The Chief Superintendent provides timely information to the Board of Trustees and continues to address issues and concerns as appropriate.

Evidence demonstrates all indicators in subsection 3 are in compliance.



OE-7: Communication With and Support for the Board

7.4	Inform the Board in a timely manner of any actual or anticipated noncompliance with any Board Operational Expectations policy or any anticipated failure to achieve reasonable progress toward any Results policy.	Compliant
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Board-approved Interpretation |

It is the responsibility of the Chief Superintendent to communicate any foreseeable areas where organizational or student performance, as measured by monitoring, does not meet expectations.

The Chief Superintendent interprets:

- *timely* to mean promptly once administration becomes aware of and has validated information.
- *actual* to mean certain to occur or already occurred.
- *anticipated* to mean expected to occur.

Board-approved Indicators and Evidence of Compliance |

7.4.1	100 percent of instances of actual (already occurred) exceptions to compliance or reasonable progress will be indicated in the annual monitoring reports for Operational Expectations and Results policies.	Compliant
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The organization is compliant with this indicator.

Evidence statement

For all nine Operational Expectation (OE) monitoring reports completed in the 2023-24 school year that were for the 2022-2023 school year, the Board passed motions finding the Chief Superintendent in compliance with the OE policies with no exceptions. Administration did note the following exceptions in the reports:

- Operational Expectation 3, subsection 2.1.3, was noted as non-compliant during the 2023-24 school year as the percentage of student responses with the safe and caring suite of questions as determined by Alberta Education's Accountability Pillar Survey was down 2.3 percentage points



OE-7: Communication With and Support for the Board

from 82.1% in 2022. This is beyond the +/- 2 percentage points range of the previous year's result.

- Operational Expectation 9, subsection 9.1.3 was noted as non-compliant as only 94.6% of CBE schools and facilities were assessed annually at a minimum at the Level 2 "Ordinary Tidiness" standard of caretaking and cleanliness.

Indicator 7.1.2 addresses decisions regarding Results 2 – Academic Success, Results 3 – Citizenship, Results 4 – Personal Development and Results 5 – Character.

7.4.2	100 percent of instances of actual (certain to occur) or anticipated non-compliance or lack of reasonable progress for an entire policy will be presented to the Board of Trustees in a timely manner.	Compliant
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The organization is compliant with this indicator.

Evidence statement

During the 2022-2023 school year, there were no instances of non-compliance or lack of reasonable progress for an entire policy identified by administration.

Evidence demonstrates all indicators in subsection 4 are in compliance.



OE-7: Communication With and Support for the Board

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**

Revised CBE Boundary Adjustment – Lewisburg and Huxley

Date	March 4, 2025
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Joanne Pitman Chief Superintendent of Schools
Purpose	Decision
Originator	Dany Breton, Superintendent, Facilities and Environmental Services
Governance Policy Reference	OE-7 Communication With and Support for the Board OE-9 Facilities
Resource Person(s)	Catherine Ford, Director, Planning Jeff Quigley, Manager, 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

Urban development has commenced in the communities of Lewisburg, located in the Keystone Hills Area Structure Plan (ASP) on the northeast corner of 144th Avenue NE and 6th Street NE, and in the community of Huxley, located in the Belvedere ASP, between 84 Street NE and Garden Road NE, south of 8th Avenue NE (maps contained in Attachment I). These areas are within the City of Calgary limits but are currently outside of the Calgary Board of Education's (CBE) jurisdictional boundary. There are no students from these communities currently attending CBE Schools.

3 | Background

Annexation of land by the City of Calgary (City) indicates the direction of the City's development plans and reveals where new municipal communities, and corresponding school populations will be located in the future.

The City annexed land from neighbouring jurisdictions in 2005, 2007 and 2011. Some portions of these lands remain outside the CBE's jurisdiction.

Attachment III shows areas that are within the city limits of Calgary but outside the CBE's current jurisdictional boundary and identifies the two areas that are being requested for inclusion into the CBE boundary. Other areas that are within the City limits but outside CBE boundaries will be requested as these lands become subject to area structure plans and urban development.

CBE's boundary last changed in August 2023, following receipt of Ministerial approval of boundary adjustments for the community of Hotchkiss, located on the east side of Stoney Trail SE and the north side of 22X and a portion of the community of Belvedere located at the southwest corner of 17th Ave SE and 84th Street SE. The boundary changes became effective for the 2023-2024 school year.

Current Jurisdictional Boundary

The northern portion of the community of Lewisburg and the northern portion of the community of Huxley recommended for incorporation are within the city limits of Calgary but are currently within Rocky View Schools' jurisdictional boundary.

CBE staff have had discussions with representatives from Rocky View Schools regarding these areas. The CBE has sent a formal notification to Rocky View Schools of its intention to request incorporation of these lands into its boundary, in a letter addressed to the Director of Facility Planning and Capital Projects of Rocky View Schools dated January 28, 2025 (contained in Attachment I).

On October 16, 2024, Chair Bolger sent a letter to the Minister of Education requesting adjustments to the CBE's jurisdictional boundary (Attachment II). The areas requested included the northern portion of the Lewisburg community and the northern portion of the community of Huxley. The Lewisburg community, as delineated, includes two full quarter sections of land, and portions of two other quarter sections.

Following receipt of this request, Alberta Education indicated that boundary adjustments cannot be submitted for Ministerial approval for anything less than a full quarter section of land. As such, a re-submission of the request, expanding the area adjacent to Lewisburg to include full quarter sections is required.

4 | Analysis

The CBE's position is to leave school jurisdiction boundaries in place until such time as an area structure plan has been approved and/or urban development has commenced. This approach has been favourable given how the student

transportation formula for metro school jurisdictions is not adequate to address the cost of providing transportation services to an area comprised of sparse rural development.

The request to annex areas into the CBE's boundary is based on information provided by the City and developers on the timelines for completion of infrastructure such as water, sanitary, storm, transportation and fire services and residential occupancy. These estimates can also be impacted by market conditions and are subject to change and can be sooner or later than anticipated.

Lewisburg and adjacent area

Lewisburg is part of the Keystone Hills ASP, originally approved in July 2012 and revised in November 2023. This ASP will comprise three communities and accommodate a population of approximately 60,000 people.

The southern portion of the community of Lewisburg is already part of the CBE jurisdictional boundary. CBE requests to have in its boundary the northern portion of the Lewisburg community. This area is bounded by 144th Avenue NE on the south and 6th Street NE on the west, and the Lewisburg community boundaries on the north and east.

Roads, underground utilities and homes are currently in various stages of construction. Based on information provided by developers, residents have already started to occupy homes.

The community of Lewisburg bisects two quarter section lines. Given provincial direction to not request portions of quarter sections, the annexation cannot follow the community boundary. As such, the CBE must request areas beyond the extents of the community of Lewisburg (Attachment I).

The CBE did not request the additional lands just outside of the Lewisburg community as part of its October 16, 2024 letter (Attachment II), for the following reasons:

- The additional area is outside of the Keystone Hills Area Structure Plan boundary that is subject to current urban development. The additional area is part of the Nose Creek Area Structure Plan which is currently being revised and is not subject to urban development.
- The CBE's position has been to leave school jurisdiction boundaries in place until such time as an area structure plan has been approved and/or urban development has commenced. This approach has been favourable given how the student transportation formula for metro school jurisdictions is not adequate to address the cost of providing transportation services to an area comprised of sparse rural development.

Alberta Education informed the CBE that the original boundary request (Attachment II) was rejected for the community of Lewisburg as it does not align with the descriptions provided by the Order in Council 333/2007 in which these lands were annexed to The City of Calgary and that annexation requests cannot be submitted for Ministerial approval for anything less than a full quarter section of land. Therefore, it is recommended that the revised boundary adjustment

request include both the community of Lewisburg and the vacant agricultural land adjacent to Lewisburg that completes the entire section of land. Of note, these lands are captured under an ASP, thereby providing a degree of certainty to the CBE that they will be developed to a density typical of the City of Calgary.

Alberta Education staff have confirmed that the additional area just outside the Lewiston community boundary meets its proper Ministerial Order requirement for land transfer.

There are currently no students in this additional area beyond the community of Lewisburg attending schools within Rocky View Schools or CBE.

Huxley (northern section)

Huxley is part of the Belvedere ASP, originally approved in April 2013 and revised in July 2023. This ASP will comprise of four communities and accommodate a population of approximately 61,000 people.

The southern portion of the community of Huxley is already part of the CBE jurisdictional boundary. CBE requests to have in its boundary the northern portion of the Huxley community. This area is bounded by 84th Street NE on the west, 8th Avenue NE on the north, Garden Road NE on the east, and the existing Huxley community boundary on south.

Roads, underground utilities and homes are currently in various stages of construction.

There are currently no students in this Calgary community attending schools within Rocky View Schools or CBE.

There are no changes to the October 16th, 2024, request made for the Huxley section.

School Designations

Once approval is granted by the Minister of Education, school designations for students from the approved areas will be determined. To the extent possible, school designations will be determined in alignment with CBE's planning principles as outlined in AR1090:

- Minimize disruptions for students
- Provide program continuity from Kindergarten to Grade 12
- Keep cohort groups of students together
- Allow students to attend school as close to home as possible
- Provide long term sustainability
- Use space and resources effectively
- Provide equitable access for all students to quality learning environments and choice of programs

5 | Financial Impact

Expansion of the CBE jurisdictional boundary over time, as urban development progresses, allows the CBE to adequately plan for the incorporation of new residential communities into the system.

The expansion of the CBE's jurisdictional boundary to include new communities will increase the CBE's global transportation and accommodation costs. A phased approach to boundary changes is preferable from a transportation perspective, as newly annexed areas on the edge of City have low populations when development first starts. CBE boundary changes that closely mirror the City boundary each time land is annexed could result in multiple buses going to the edges of the City to serve a low number of students if no immediate development has occurred.

The combined estimated transportation costs for the regular designated program over the next three school years to serve these new areas are:

2025-2026	2026-2027	2027-2028
\$325,000	\$390,000	\$455,000

Transportation services for students attending alternative programs are provided using a congregated stop model. Initially, it is anticipated that students in these areas will travel to existing congregated stops, which will not have a financial implication based on the current service model.

New communities are regularly assessed on suitability for transportation services to ensure there is a consistent and safe path that is clear of obstructions. The presence of construction supplies and equipment in newer communities is particularly considered. The CBE requires City-maintained roads for yellow school buses to enter, maneuver to pick up students, and safely exit the community. Until yellow school bus service is added to new communities, a stop is provided as close as possible in a neighbouring community. This initial bus stop location may not fall within the current CBE guidelines for travel distance to a bus stop.

There are no incremental transportation costs beyond what was requested in the October 15, 2024 Board Report, as there are no students living in the expanded annexation area, and development of the area is not expected to take place within the next three years.

6 | Implementation Consequences

As new ASPs are approved and urban development commences, the CBE will continue to request approval from Alberta Education to incorporate these new communities into the CBE's jurisdictional boundary. These new communities will be included in the CBE's capital and operational planning, allowing for comprehensive long-term accommodation, transportation and school planning.

7 | Conclusion

The communities of Lewisburg and Huxley are now subject to urban development and meet requirements for inclusion within the CBE's jurisdictional boundary. Leaving school jurisdiction boundaries in place until there is an approved ASP and evidence of urban development also aligns with the existing transportation funding model. Expanding annexed areas to include non-developed lands in order to ensure full quarter sections are requested meets provincial direction while minimizing risk given how the additional area is already subject of an ASP.



JOANNE PITMAN
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

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

- Attachment I: New Letter to Minister of Education (includes sub Attachments I, II, III)
- Attachment II: Previous Letter to Minister of Education (October 2024) (Attachments not included)
- Attachment III: Estimated Residential Occupancy Timelines for Communities Outside of the CBE's Boundary

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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



March xx, 2025

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

Dear Mr. Nicolaides,

Re: Calgary Board of Education (CBE) Jurisdictional Boundary

On behalf of the Board of Trustees, I am writing to revise the adjustment to the CBE's jurisdictional boundary requested on October 16, 2024.

The areas the CBE will be requesting to annex are the following; which are within the City of Calgary's municipal boundary. Maps showing the locations of the areas are attached with this letter.

Lewisburg (northern section)

This area is located on the northeast side of the City of Calgary, in the community of Lewisburg. The southern portion of the community of Lewisburg is already part of the CBE jurisdictional boundary. CBE requests to have in its boundary the northern portion of the Lewisburg community and some areas of land adjacent to the Lewisburg community. This area is bounded by 144th Avenue NE on the south and 6th Street NE on the west, 15th Street on the east, and the Lewisburg community boundary on the north (see Attachment I).

The legal descriptions of the area are:

WITHIN TOWNSHIP TWENTY-SIX (26), RANGE ONE (1), WEST OF THE FIFTH
MERIDIAN

SECTION TWO (2)

Huxley (northern section)

This area is located on the southeast side of the City of Calgary, in the community of Huxley. The southern portion of the community of Huxley is already part of the CBE jurisdictional boundary. CBE requests to have in its boundary the northern portion of the Huxley community. This area is bounded by 84th Street NE on the west, 8th Avenue NE on the north, Garden Road NE on the east, and the existing Huxley community boundary on the south (see Attachment II).

The legal descriptions of the area are:

WITHIN TOWNSHIP TWENTY-FOUR (24), RANGE TWENTY-EIGHT (28), WEST OF THE
FOURTH MERIDIAN

ALL THAT PORTION OF THE SOUTH HALF OF SECTION NINETEEN (19)

The CBE's position is to leave school jurisdiction boundaries in place until such time as an area structure plan has been approved and/or urban development has commenced.

This approach has been favourable given how the student transportation formula for metro school jurisdictions is not adequate to address the cost of providing transportation services to an area comprised of sparse rural development.

The areas requested now meet these criteria for inclusion as they are now seeing roads, underground utilities and homes in various stages of construction.

Rocky View Schools 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 January 28, 2025 to their Director of Facility Planning and Capital Projects (Attachment III).

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.

Yours sincerely,

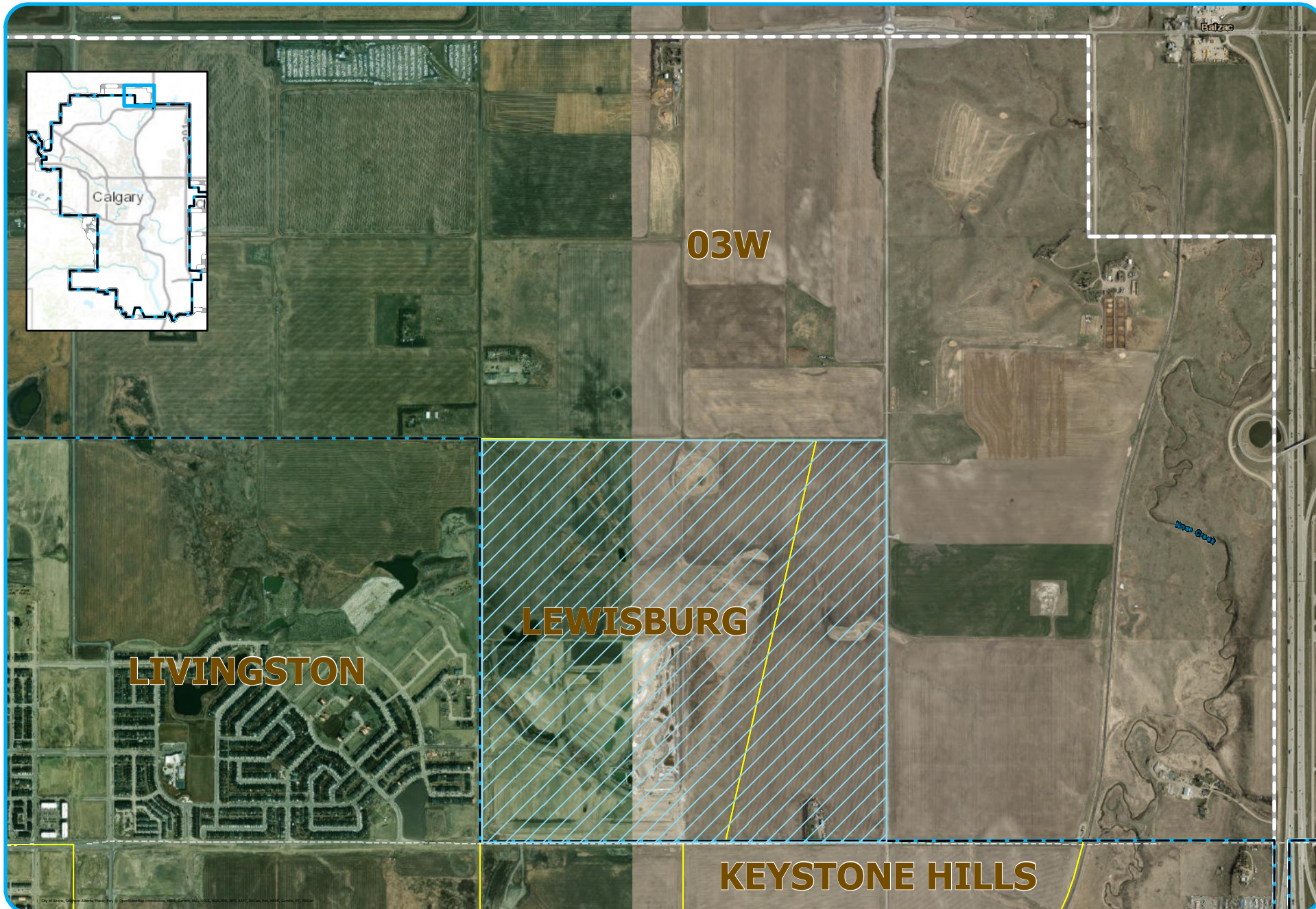
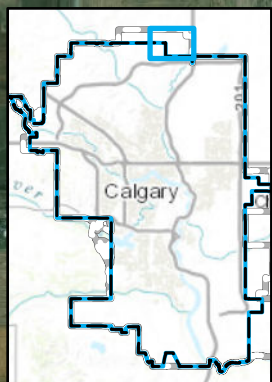
Signature

Patricia Bolger, Chair
Board of Trustees

ATTACHMENTS

- Attachment I: Proposed Lewisburg Annexation Area
- Attachment II: Proposed Huxley Annexation Area
- Attachment III: Letter to Rocky View Schools





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

Attachment I

Proposed Lewisburg Annexation Area






8-9



0 250 500 Metres
Scale: 1:20,720

NAD 1983 3TM 114
Prepared by: Planning
Map: Lewisburg
Date: January 21, 2025




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

Attachment II
Proposed Huxley Annexation Area
 8-10

0 250 500
Metres

Scale: 1:15,625

N



NAD 1983 3TM 114
 Prepared by: Planning
 Map: Huxley
 Date: September 12, 2024



January 28, 2025

Sent via Email

Navi Sunkaranam
Director of Facility Planning and Capital Projects
Rocky View Schools
2651 Chinook Winds Dr SW
Airdrie, AB T4B 0B4

Dear Ms. Sunkaranam,

Re: Consideration of Changes to Jurisdictional Boundaries

I am writing to follow up on previous conversations we have had with Rocky View Schools regarding changes to jurisdictional boundaries. The purpose of this letter is to formally advise you that the Calgary Board of Education (CBE) 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.

On October 16, 2024, CBE Board of Trustees Chair Bolger sent a letter to the Minister of Education requesting adjustments to the CBE's jurisdictional boundary. The areas requested included the Lewisburg community located in the Keystone Hills Area Structure Plan (ASP) and the northern section of the community of Huxley in the Belvedere ASP area. The Lewisburg community, as delineated, includes two full quarter sections of land, and portions of two other quarter sections.

Following receipt of this request, Alberta Education indicated that boundary adjustments cannot be submitted for Ministerial approval for anything less than a full quarter section of land. As such, a re-submission of the request, expanding the area adjacent to Lewisburg to include full quarter sections is required.

The areas the CBE will be requesting to annex are the following; which are within the City of Calgary's municipal boundary. Maps showing the locations of the areas are attached with this letter.

Lewisburg (northern section)

This area is located on the northeast side of the City of Calgary, in the community of Lewisburg. The southern portion of the community of Lewisburg is already part of the CBE jurisdictional boundary. CBE requests to have in its boundary the northern portion of the Lewisburg community. This area is bounded by 144th Avenue NE on the south and 6th Street NE on the west, and the Lewisburg community boundaries on the north and east.

The community of Lewisburg bisects two quarter section lines. Given provincial direction to

not request portions of quarter sections, the annexation cannot follow the community boundary. As such, the CBE must request areas beyond the extents of the community of Lewisburg (Attachment I).

The legal descriptions of the area are:

WITHIN TOWNSHIP TWENTY-SIX (26), RANGE ONE (1), WEST OF THE FIFTH MERIDIAN

SECTION TWO (2)

as shown on Attachment I

Huxley (northern section)

This area is located on the southeast side of the City of Calgary, in the community of Huxley. The southern portion of the community of Huxley is already part of the CBE jurisdictional boundary. CBE requests to have in its boundary the northern portion of the Huxley community. This area is bounded by 84th Street NE on the west, 8th Avenue NE on the north, Garden Road NE on the east, and the existing Huxley community boundary on the south.

The legal descriptions of the area are:

WITHIN TOWNSHIP TWENTY-FOUR (24), RANGE TWENTY-EIGHT (28), WEST OF THE FOURTH MERIDIAN

ALL THAT PORTION OF THE SOUTH HALF OF SECTION NINETEEN (19)

as shown on Attachment II

There are no changes to the October 16th, 2024, request made for the Huxley section.

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 do not hesitate to contact me.

Sincerely,



Catherine Ford
Director, Planning
caford@cbe.ab.ca

ATTACHMENTS

Attachment I – Lewisburg

Attachment II - Huxley



Board Chair

Patricia Bolger Wards 6 & 7

Vice-Chair

Nancy Close Wards 11 & 13

Trustees

Board of Trustees Wards 1 & 2

Laura Hack Wards 3 & 4

Marilyn Dennis Wards 5 & 10

Susan Vukadinovic Wards 8 & 9

Charlene May Wards 12 & 14

October 16, 2024

Honourable Demetrios Nicolaides

Minister of Education

228 Legislature Building

10800 – 97 Avenue

Edmonton, AB T5K 2B6

Dear Mr. Nicolaides,

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 will be requesting to annex are the following; which are within the City of Calgary's municipal boundary. Maps showing the locations of the areas are attached with this letter.

Lewisburg (northern section)

This area is located on the northeast side of the City of Calgary, in the community of Lewisburg. The southern portion of the community of Lewisburg is already part of the CBE jurisdictional boundary. CBE requests to have in its boundary the northern portion of the Lewisburg community. This area is bounded by 144th Avenue NE on the south and 6th Street NE on the west, and the Lewisburg community boundaries on the north and east.

The legal descriptions of the area are:

Portion of 2-26-1-W5 as shown on Attachment I

Huxley (northern section)

This area is located on the southeast side of the City of Calgary, in the community of Huxley. The southern portion of the community of Huxley is already part of the CBE jurisdictional boundary. CBE requests to have in its boundary the northern portion of the Huxley community. This area is bounded by 84th Street NE on the west, 8th Avenue NE on the north, Garden Road NE on the east, and the existing Huxley community boundary on the south.

The legal descriptions of the area are:

SW-19-24-28-W4 &

SE-19-24-28-W4

As shown on Attachment II

The CBE's position is to leave school jurisdiction boundaries in place until such time as an area structure plan has been approved and/or urban development has commenced.

This approach has been favourable given how the student transportation formula for metro school jurisdictions is not adequate to address the cost of providing transportation services to an area comprised of sparse rural development.

The areas requested now meet these criteria for inclusion as they are now seeing roads, underground utilities and homes in various stages of construction.

Rocky View Schools 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 September 13, 2024 to their Director of Facility Planning and Capital Projects (Attachment III).

Based on the information above, 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.

Yours sincerely,

A handwritten signature in blue ink, appearing to read 'P Bolger', is centered below the text 'Yours sincerely,'.

Patricia Bolger, Chair
Board of Trustees

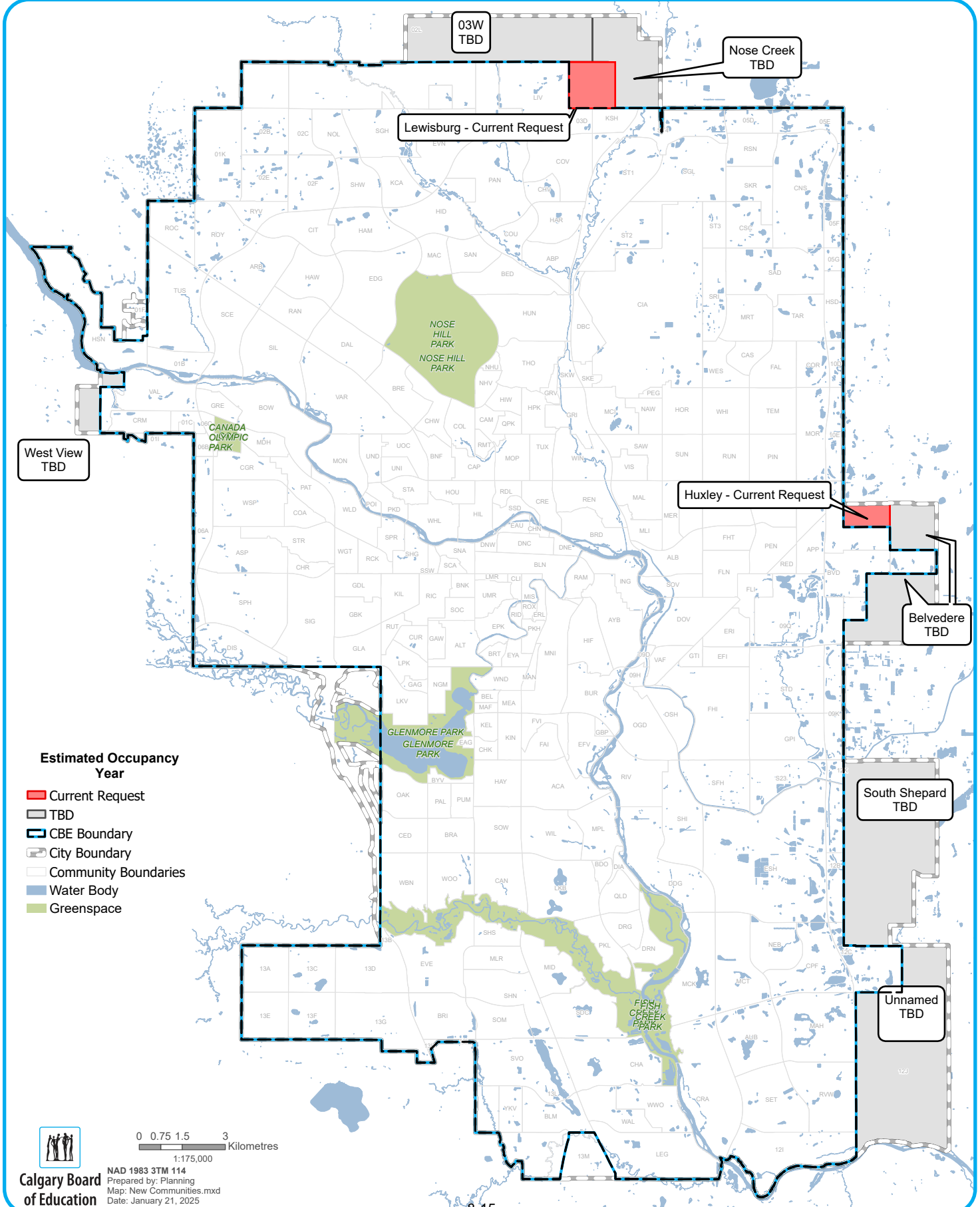
ATTACHMENTS

- Attachment I: Proposed Lewisburg Annexation Area
- Attachment II: Proposed Huxley Annexation Area
- Attachment III: Letter to Rocky View Schools



Attachment III Estimated Residential Occupancy Timelines for Communities Outside the CBE's Boundary

N



operational
expectations
monitoring report

OE – 3: Instructional Program

Monitoring report for the
school year 2023-2024

Report date:
February 11, 2025

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 3: Instructional Program, the Chief Superintendent certifies that the proceeding information is accurate and complete.

- ☒ In Compliance.
☐ In Compliance with exceptions noted in the evidence.
☐ Not in Compliance.

Signed: 
 Joanne Pitman, Chief Superintendent

Date: February 11, 2025

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 3: Instructional Program, the Board of Trustees:

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

Summary statement/motion of the Board of Trustees:

Signed: _____
 Chair, Board of Trustees

Date: _____



OE – 3: Instructional Program**Executive Summary**

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

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

The Chief Superintendent's reasonable interpretation and indicators for OE-3: Instructional Program were approved on November 10, 2020. The Board of Trustees was last presented with the annual monitoring report for OE-3 on February 13, 2024.

This report includes data available from the 2023-2024 school year and contains evidence to support the following findings:

Policy Statement	Indicator	Finding
3.1	3.1.1	Compliant
3.1	3.1.2	Compliant
3.1	3.1.3	Compliant
3.1	3.1.4	Compliant
3.1	3.1.5	Compliant
3.2	3.2.1	Compliant
3.3	3.3.1	Compliant
3.3	3.3.2	Compliant
3.4	3.4.1	Compliant
3.4	3.4.2	Compliant
3.4	3.4.3	Compliant



OE – 3: Instructional Program

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

Board-approved Interpretation |

Education programming at the CBE is flexible and responsive and is designed to support high levels of achievement consistent with the Board's Results policies.

The Chief Superintendent interprets:

- *high quality programming* to mean intentionally planned learning opportunities that provide students the opportunity to participate, plan, progress and achieve Results outcomes.
- *educational programming* to mean an identified set of learning opportunities that relate to achieving the learning outcomes as identified in the Alberta Education authorized programs of study.
- *without financial barriers* to mean the cost does not deny access of an individual student to an instructional program and the activities contained therein.

The Chief Superintendent shall:

3.1	Plan for and provide rigorous, relevant and high quality programming opportunities that consider the educational needs of students, the choices of students and families, and the long-term fiscal and operational capacity of the organization.	Compliant
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Board-approved Interpretation |

The Chief Superintendent shall ensure each student has access to flexible and responsive learning that is engaging and meaningful and that best meet their educational needs through a variety of instructional programs. When planning for programming, the Chief Superintendent will balance the provision of programs and the associated costs in a fiscally sound and responsible manner.



OE – 3: Instructional Program

The Chief Superintendent interprets:

- *plan* for to mean intentional identification of learning strategies and supports to achieve specific student learning outcomes;
- *rigorous* to mean opportunities that are academically, intellectually and personally challenging within the context of the Three-Year Education Plan;
- *relevant* to mean curriculum-aligned learning opportunities that are meaningful to the student;
- *high quality programming* to mean intentionally planned learning opportunities that provide students the opportunity to participate, plan, progress and achieve Results outcomes;
- *educational needs* to mean those educational supports and services an individual student may require in order to progress in their learning;
- *fiscal capacity* to mean the use of resources for student programming and support within the budgetary constraints of the CBE; and
- *operational capacity* to mean the ability of the CBE to utilize available resources efficiently and effectively.

Board-approved Indicators and Evidence of Compliance |

3.1.1	Of the 10% random samples within divisions, 100% of School Development Plans will identify specific instructional strategies and/or actions to address student Results.	Compliant
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The organization is compliant with this indicator.

Evidence statement

A review of school development plans from 25 randomly selected schools (16 elementary-junior, 6 middle-junior and 3 senior high), confirms that all 25 School Development Plans (SDPs) identify specific instructional strategies and/or actions to address student Results.

In the 2023-2024 school year, the SDP process shifted to provide choice and flexibility to either adopt a holistic or individual goals structure to meet the diverse needs of students and schools. Based on the data collected from the measures identified in the 2022-2023 SDP, schools used the key insights from their results analysis to identify celebrations and areas for improvement. Eight of the 25 schools selected used the Individual goals template and 17 of the 25 schools used the Holistic template.



OE – 3: Instructional Program

Examples of identified Student Results Measures that informed choices included:

- Alberta Education Assurance Measure Results Report Survey data: students in grades 4, 7, and 10; parents/guardians of students completing the survey; and all certificated staff.
- CBE Student Survey data: students in grades 5, 6, 8, 9, 11 and 12.
- OurSCHOOL Well-Being Survey: students in grades 4-12.
- In-school focus groups: students, parents/guardians, and staff.
- Teacher collected assessments (formative and summative) including common assessments.
- Local achievement measures (i.e., RRST, LeNS, CC3, Numeracy).
- Observations of student learning patterns, accomplishments, and needs.
- Report cards: course, subject, stem, and outcome-based information.
- Provincial Assessments: Student Learning Assessments, Provincial Achievement Tests, and Diploma Examination results.
- Attendance records.

In review of the 25-school development plans, the following strategic areas of focus or overarching themes included:

- Individual goals for literacy focused primarily on reading in particular decoding and phonemic awareness.
- Individual goals for mathematics targeted number sense including conceptual understanding, procedural fluency and mathematical representation and communication.
- Individual goals for well-being identified school connectedness and belonging, regulation, and resilience and mental health.
- Holistic templates identified overarching goals to address improvement in mathematics, literacy and well-being included:
 - assessment;
 - task design;
 - new curriculum implementation;
 - diversity of inclusion;
 - learning environment;
 - language development; and
 - student well-being.

Under either an overarching theme or a specific area of focus, and based on the results of the data analysis, schools articulated specific strategies and instructional actions to address continued areas for improvement. Regardless of template chosen, instructional actions and strategies were similar as each school addressed literacy, mathematics and well-being.

Examples of specific instructional actions or strategies provided by schools include:



OE – 3: Instructional Program*Literacy*

- Developing student confidence in language comprehension, word recognition, and orthographic mapping to support reading.
- Regrouping students into small reading groups to target reading skills and comprehension across grades and differentiating instruction within the classroom.
- Providing targeted disciplinary vocabulary instruction to help students engage in curricular and social emotional learning, in support of language acquisition.

Mathematics

- Modelling and fostering the use of multiple strategies to solve problems, including using a variety of concrete, visual and symbolic representations.
- Making consistent connections between representations to strengthen conceptual understanding.
- Developing a mathematical mindset through flexible problem-solving, regular opportunities for students to communicate their mathematical thinking, and using mathematics routines.
- Unpacking learning intentions to make them visible for students with a focus on various forms of representation of number (visual, symbolic, verbal, contextual, physical) and connections to real world context and problems with students.

Well-being

- Utilizing inclusive universal strategies to integrate social-emotional learning competencies school wide.
- Designing activities with students to help identify emotions and feelings and develop strategies to support their current needs. Connecting this learning to the understanding and application of Indigenous Ways of Knowing and Being to improve self-awareness and readiness to learn.
- Giving intentional opportunities for students to connect their learning with their personal stories and histories.
- Uplifting student voice and working with students to develop structures to support connectedness. Staff members will create rich, rigorous learning tasks, which enhance new curriculum implementation and support a school environment that is focused on leadership, belonging and school connectedness.

3.1.2	School Development Plans provide evidence that local measures result in program changes at the school level such as changes in practice, changes in focus, or changes in measures of improvement.	Compliant
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OE – 3: Instructional Program

The organization is compliant with this indicator.

Evidence statement

School improvement cycles start and end with data, measuring change to see if improvement occurred over a 3-year cycle. This evidence is reflective of the evaluation of the goals set in year 2 of 3 for the 2022-23 school year, which in turn determined the goals set in the 2023-24 School Development Plan (SDP), by measuring improvements as well as providing evidence to inform possible next steps and help to set the goals for final year of the 3- year school improvement cycle.

100 per cent of Education Directors confirmed that they reviewed the school development plan with each principal under their supervision.

In addition, Principals were asked to report specific examples of changes in practice, focus or measures as a result of the instructional actions taken or strategies implemented. Schools reported the following examples of program changes in practice, focus or measures of improvement:

Changes in Practice Examples

- Understanding and using the Science of Reading by following a systemic scope and sequence for explicit instruction of phonics and phonemic awareness
- Building teacher capacity in research-based teaching practices for Literacy (Science of Reading, use of decodables, Phonics-based program) and Mathematics (Number Talks, NCTM's resources for task design, MathUp).
- Developing authentically engaging tasks using a variety of strategies.
- Expanding the focus to feedback and assessment, with an emphasis on student understanding and utilizing feedback effectively to improve their learning.

Changes in Focus Examples

- Focusing intensively on the Science of Reading and implementing decodable texts.
- Implementing book studies and PLC focus on safe and caring environments in response to student feedback.
- Acknowledging the cultures and languages represented in the school community through weekly assemblies, library literature, and an annual family cultural night.
- Using OLEP funding to add Intensive French Intervention for all French Immersion students due to low results in French Oral Language.



OE – 3: Instructional Program*Changes in Measures of Improvement Examples*

- Including measures such as attendance, teacher perception data, and school generated surveys to triangulate data and better understand the data story.
- Using learning sprints to monitor incremental growth.
- Lifting student voice through student surveys.
- Using screeners (LeNS, CC3, Numeracy) and other diagnostic tests (MIPI) to determine gaps in students learning and next step in teaching and learning.
- Using common assessments for calibration of understanding of outcomes.

3.1.3	Student learning opportunities expand as the age and developmental ability of students increases.	Compliant
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The organization is compliant with this indicator.

Evidence Statement

Programmatic pathways and courses offered in the 2023-2024 school year expanded as the age and developmental ability of students increased. Evidence is provided by the confirmation of active courses in Career and Technology Foundations (CTF), Career and Technology Studies (CTS), Fine and Performing Arts (FPA), Unique Pathways, Career and Registered Trades, and Locally Developed Courses (LDCs).

Complementary Curriculum & Pathways

The Alberta Program of Studies sets the foundation for student learning opportunities K-12. K-6 student learning opportunities are set in the context of the required curriculum foundations. Increased complementary program offerings are planned and available for students as they progress into higher grades. To better reflect the increase in course offerings within CTF and CTS programming across schools, the reporting process now includes the total number of courses available to CBE students across all settings. Therefore, some areas lack comparable course offering and enrollment data from the previous school year.

Career and Technology Foundations (CTF)

During the 2023-2024 school year, 175 different CTF courses across 68 CBE student schooling sites for middle/junior high aged students. Enrollment totalled 34 869 across the system.



OE – 3: Instructional Program

CTF Cluster	Number of School Locations Offering At least 1 Occupational Area in Each Cluster (% of Middle/Junior High Schools)	Number of CTF Courses Offered within Specific Occupational Clusters Across CBE
Business	43 (63%)	165
Human Services	54 (79%)	266
Communication	64 (94%)	338
Resources	14 (21%)	43
Technology	63 (93%)	246
Multi-Cluster	33 (49%)	101

Career and Technology Studies (CTS)

CTS programs are categorized into five occupational clusters and a multi-cluster category:

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

In 2023-2024, the CBE provided multiple opportunities for students to access courses in each occupational area across the school board. The chart below summarizes the number of high schools that offered courses in each occupational area and the number of programs offered in each cluster. There was a total of 750 CTS courses offered to CBE students in 2023-2024 across 31 sites for senior high students. Enrollment totalled 25 269 across the system.

Occupational Cluster	# of secondary school sites offering at least one CTS program in each cluster	# of CTS courses offered within the cluster across CBE
BIT	27 (87%)	129
HRH	31 (100%)	228
MDC	30 (97%)	139
NAT	31 (100%)	67
TMT	27 (87%)	187

Fine and Performing Arts (FPA)

OE – 3: Instructional Program

Elementary grade levels focused on Art and Music with opportunities to embed Drama and Dance throughout the curriculum. Middle/Junior High Schools confirmed the offering of instrumental and choral music courses, art, drama and dance dependent on teacher expertise and the availability of facilities and supplies. High Schools offered discipline-specific programming for students to explore and deepen their learning through their three years. Specific alternative program opportunities were also available for grades 5 – 9 (Arts-Centred Learning).

In addition to Arts-Centred Learning, we also have the Performing and Visual Arts Program, International Baccalaureate programs and Advanced Placement programs. Students who received 30 or more arts-related credits as well as Leadership in the Arts and/or the Junior Achievement Entrepreneurial Artist opportunity were able to receive the Fine and Performing Arts Certificate in recognition of this achievement.

Unique Pathways

Unique Pathways programming includes:

- Dual Credit courses/programs,
- Off-campus Education (including Exploratory programs, Turning Points programs and Work Experience) that allow students to explore areas of study and career possibilities, and
- Apprenticeship (Registered Apprenticeship Program)

Program Summary

Type of Programming	2022-2023		2023-24	
	Number of Cohorts	Number of Programs	Number of Cohorts	Number of Programs
Dual Credit	36	29	36	30
Exploratory	19	15	20	14

- During the 2023-2024 school year, 572 students participated in centrally organized Dual Credit and Exploratory programs. This is an increase of 59 students from the 2022-2023 school year.

Overall Enrollment

- Overall, Unique Pathways enrolment increased by 12% due to increased number of programs and opportunities



OE – 3: Instructional Program

Locally Developed Courses (LDC)

In 2023-2024, K-9 schools reported student enrollment in 35 LDC sequences across 2 elementary and 69 middle/junior high schools.
At the high school level, 202 LDC courses were offered in the 2023-2024 school year. Records demonstrate that 22 958 high school students were enrolled in these courses.

3.1.4	Area Learning Team referrals demonstrate principals access system wide supports and services to support student achievement and wellness.	Compliant
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The organization is compliant with this indicator.

Evidence statement

A review of Area Learning Team (ALT) referrals confirms that in the 2023-2024 school year, 100 percent of CBE principals accessed supports and services from the ALT process. This resulted in 6078 referrals across all seven areas. The most requested ALT support through the SLT process resulted in 1051 requests for specialized class placement. The second most requested support in 2023-2024 was psychoeducational consultations and assessments for students (940), followed by requests for a school family liaison (601). Requests for a Cultural/Linguistic DLSA (562) and Early Learning Support (345) were also common.

Requests for Strategist support for students is broken down into specific categories, including supporting students with identified Complex Needs (231), Social/Emotional/behavioral needs (227), English as an Additional Language needs (117).

It is important to note that system wide supports can also be accessed in other ways and are not all requested through ALT for all grades. Therefore, ALT requests do not account for all system service requests. This includes supports such as School-Based Mental Health referrals, which were previously accounted for in the ALT process. With the centralization of this specific referral, we received 1098 referrals in the 2023-2024 school year, which would be the most-requested ALT support if it were still tracked in the same format.

Division 1 and Division 2 (4228) made up over 69% of the total requests.

OE – 3: Instructional Program

3.1.5	No student is denied access to (whole class) off-site activities connected to the program of studies due to an inability to pay.	Compliant
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The organization is compliant with this indicator.

Evidence statement

The CBE has established guidelines regarding the charging of fees as related to curriculum designations for Off-Site Activities. Please see the chart below.

	Curriculum Dependent Trip	Curriculum Enhanced Trip
Determining Factors:	The entire class (grade) is expected to go.	There is student and/or parent choice as to whether or not a student will participate.
	Lessons covered later in class will be dependent on the information presented and explored while on the trip and/or curricular outcomes will be specifically met in connection to learning activities from this trip.	Whole class lessons are not dependent on the curriculum connections made on this trip, curricular connections made on this trip are supplementary to the delivery of the curriculum covered in the school setting.
Funds for any incurred substitute teacher costs:	Not included as part of the student fee.	May be included as part of the student fee with approval from the Education Director.
Student participation:	No eligible student may be denied participation on the basis of the inability to pay.	Participation in this activity is dependent on the costs being paid by parents.

Overall, a range of off-site activities are offered throughout the school year. The range of activities includes those offered to the whole class (grade) where the general expectation is that all students would participate along with activities that would be offered to small groups of students who have participated by choice. For



OE – 3: Instructional Program

the 2023-2024 school year, 100% of principals responded that no student was denied access to whole class (grade), “Curriculum Dependent” off-site activities.

Evidence demonstrates all indicators in subsection 1 are in compliance.



OE – 3: Instructional Program

3.2	Ensure that the instructional program is regularly evaluated for long-term effectiveness, efficiency and economy and modified as necessary or warranted.	Compliant
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Board-approved Interpretation |

Chief Superintendent ensures all instructional programs in the CBE are regularly monitored using research informed and evidence-based methods for evaluation.

The Chief Superintendent interprets:

- *instructional programming* to mean an identified set of learning opportunities that relate to achieving the learning outcomes as identified in the Alberta Education authorized programs of study;
- *evaluated for long-term effectiveness* to mean the regular use of data to determine whether the supports and services produce the intended Results priorities over time;
- *evaluated for long-term efficiency* to mean the resources dedicated to programs, over time, generate the maximum outcome possible;
- *evaluated for long-term economy* to mean programs will achieve the desired outcomes, over time at the least costly alternatives that support realization of the intended Results priorities; and
- *modified as necessary or warranted* to mean where evidence indicates change or modification is warranted that changes may be made.

Board-approved Indicators and *Evidence of Compliance* |

3.2.1	An annual report of the evaluations undertaken shows that programming changes or modifications are being made when the evaluation process indicates the need to do so.	Compliant
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The organization is compliant with this indicator.

Evidence statement

On October 24, 2023, CBE administration provided a report summarizing two completed program evaluations, one ongoing program evaluation, and the selection and initiation of two additional program evaluations initiated for the 2023-2024 school year.



OE – 3: Instructional Program

After careful consideration of the findings of this report in relation to available CBE programming and student learning opportunities, CBE Administration proposed the closure of the All-Boys Program, which was before the Board for consideration in the 2024/2025 school year. The report provided a status update for the ongoing program evaluation and provided an overview of the project objectives for the two program evaluations initiated during the year.

For the 2023-2024 year, there were no other anticipated changes to programming arising from the evaluations.

Evidence demonstrates all indicators in subsection 2 are in compliance.



OE – 3: Instructional Program

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

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

The Chief Superintendent interprets:

- *program* to mean an instructional program based on the outcomes identified in the Alberta Education authorized programs of study.

Board-approved Indicators and *Evidence of Compliance* |

3.3.1	An internal review confirms that no CBE program emphasizes a particular religion.	Compliant
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The organization is compliant with this indicator.

Evidence statement

For the 2023-2024 school year, 100% of principals confirm that they have read, and that practices in the school are compliant with, *AR 3067: Religion in Education* ensuring no programs in the schools emphasize a particular religion.

3.3.2	No proven allegation of non-compliance with AR 3067: Religion in Education.	Compliant
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The organization is compliant with this indicator.

Evidence statement

For the 2023-2024 school year, 100% of principals confirm the practices in their schools comply with Administrative Regulation 3067 – Religion in Education.

Evidence demonstrates all indicators in subsection 3 are in compliance.



OE – 3: Instructional Program

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

The Chief Superintendent is responsible for providing safe and reliable transportation services that meet the CBE's legal obligations and that balances the services required to support education programming choices with the associated costs in a fiscally sound and responsible manner.

The Chief Superintendent interprets:

- *transportation services* to mean companies contracted by the CBE to provide transportation to and from school for students including public transit;
- *safe* to mean precautions are taken to protect students from harm while travelling to and from school in vehicles provided by the contracted transportation services;
- *reliable* to mean routes are completed timely and consistently unless prohibited by circumstances beyond the carrier control;
- *long-term fiscal and operational capacity* to mean the development of a sustainable plan affordable over a period of time within the allocated resources considering the bounds of legislation and generally accepted accounting principles; and
- *operational capacity* to mean the ability of the CBE to provide programs and services within the funding provided and revenue collected.



OE – 3: Instructional Program**Board-approved Indicators and Evidence of Compliance |**

3.4.1	100 per cent of school bus stops and zones follow the Alberta Education Route Assessment criteria.	Compliant
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The organization is compliant with this indicator.

Evidence statement

CBE received an Alberta Education Route Assessment for each route, and all concerns were addressed by October 31, 2023. 670 runs, or 71%, were found to be in compliance. 246, or 29%, required follow-up. After follow-up, 100% of school bus stops and zones were found to be in compliance.

3.4.2	Mechanisms are in place to administer penalties to contracted carriers for instances of unreliability such as tardiness or absence.	Compliant
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The organization is compliant with this indicator.

Evidence statement

Contracts with service providers include performance measures that allow CBE to administer penalties for instances of service concerns. Penalties were administered to address non-compliance with the Master Transportation agreement.

3.4.3	Transportation services provided by the CBE balance the cost of providing the service with the grants received from the province and revenue generated through fees.	Compliant
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The organization is compliant with this indicator.

Evidence statement

Transportation services provided by CBE balance the cost of providing transportation services with the provincial grants. A \$7.203 million dollar surplus was carried forward into the 2024-2025 school year due to a timing delay between the receipt of funds and the implementation date for new, shorter travel distances. As these funds were received specifically to support the new, shorter travel distances the funds



OE – 3: Instructional Program

could not be deployed to other transportation purposes. Starting in 2025-26, the CBE will implement the new, shorter travel distances and this surplus will be used to fund the increased cost of service delivery and stabilize transportation fees.

Evidence demonstrates all indicators in subsection 4 are in compliance.

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

Chief Superintendent's Update

Date March 4, 2025

Meeting Type Regular Meeting, Public Agenda

To Board of Trustees

From Joanne Pitman
Chief Superintendent of Schools

Purpose Information

Governance Policy Reference
OE-2: Learning Environment/Treatment of Students
OE-3: Instructional Program
OE-6: Asset Protection

1 | Recommendation

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

2 | Issue

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

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

OE-3: Instructional Program states that "providing high quality programming for all students is essential for student success, as defined in the Results".



With other reports submitted to the Board of Trustees, this update meets the requirement of OE-3 in planning for and providing challenging, relevant and high quality programming opportunities that consider the educational needs of students.

OE-6: Asset Protection states that “the protection of all organizational assets contributes to student learning.” With other reports submitted to the Board of Trustees, this update meets the requirement of OE-6 to properly maintain, adequately protect and appropriately use all organizational assets.

3 | Background

OE-2 Learning Environment/Treatment of Students | Middle School Student Well-Being Symposium

Our first annual Middle School Student Well-Being Symposiums took place on January 27 and 28, 2025 at Mount Royal University, bringing together 67 Calgary Board of Education (CBE) middle schools, trustees, senior leaders, and community partners. The focus of the learning was centered on how to advance a Culture of Well-Being in each school. This work began with the creation of Well-Being Action Teams at each school.

The day provided many opportunities for the students, with their teachers and administrators, to develop their Student Well-Being Action Plan through the lens of the evidence-based concept of the eight dimensions of well-being. Each school examined their student survey perception data gathered across the four themes from the Student Well-Being Framework: Diversity and Inclusion, School Connectedness and Belonging, Regulation and Mental Health and Resilience.

The day was opened by Knowledge Keeper Hal Eagle Tail, followed by Dr. Jennifer Turner, Superintendent of School Improvement and a call to action from Chief Superintendent Joanne Pitman, who highlighted the impact of student action in driving change.

Over the course of the day of learning there was time for interactive conversations where School Well-Being Action Teams had time to listen to each other's perspectives and ideas, and then develop their school plan based on student voice from the data and refined by this student leadership group. Prior to the symposium, teachers and administrators participated in professional learning to equip them with evidence-based best practices for well-being and prepare them for this day of learning and future opportunities at their school.

In addition, middle school students from A.E. Cross, Sir John A. Macdonald and Vincent Massey took on leadership roles to offer the land acknowledgment and, later in the day, shared successful examples of well-being work within their school communities. High school students from Centennial High School shared their perspective and several concrete actions they took when implementing student well-being initiatives. These examples underscored the importance of student voice in driving well-being outcomes forward. The presentations sparked rich conversations and provided valuable insights as teams prepared to build upon these successes in the coming year.

The symposiums were a significant system support for all our Middle Schools as they continue to advance their safe, caring, welcoming and respectful school culture. As the school year progresses each school will continue to refine and implement their action plan and by the end of May will share evidence of their actions and impact via a submission to the Photovoice Project. Each school will have access to these submissions as a source of inspiration to continue to iterate their Student Well-Being Action plan in the future.

OE-3 Instructional Program | New Draft K-3 Social Studies Curriculum Pilot

The Government of Alberta announced that the draft K-6 Social Studies curriculum would be piloted during the 2024-2025 school year. CBE is piloting the new draft **K-3** Social Studies curriculum.

In support of draft K-3 Social Studies curriculum pilot, CBE offered professional learning sessions for teachers directly involved in the pilot. There are 102 classroom teachers participating in the draft K-3 Social Studies pilot. Teachers also had the option to participate in Alberta Education on-line professional learning offerings.

In support of OE–3 Instructional Program | Draft K-3 Social Studies Curriculum, learning specialists from the Core Curriculum team provided 3 in-person full day sessions. 87% of piloting teachers have attended at least one of the in-person teacher sessions. Most participants have attended more than one session. The professional learning sessions offered teachers the opportunity to gain a deeper understanding of the new draft K-3 Social Studies curriculum and plan and design rich tasks and assessments for students.

As part of the optional pilot, CBE teachers participating in the pilot were required to provide feedback to Alberta Education by the end of January 2025. Individual teacher feedback was also compiled and synthesized into a report and was sent to Alberta Education.

OE-3 Instructional Program | School Improvement Learning Resource Development and Coordination

The Learning Resources team is coordinating efforts with teams across School Improvement to create supports for schools to aid in the selection, review, acquisition, implementation, and management of learning resources across the system. This work began with the rollout of the new curriculum and is being expanded upon based on school needs and lessons learned.

- **Middle Years Learning Resources** – aligning existing and new resources from diverse teams with system-level professional learning and priorities specific to middle years learners.
- **Culturally Responsive Learning Resources** – supporting educators to develop their skills and understanding of culturally responsive learning resources to support new curriculum implementation and SDP goals.
- **Artificial Intelligence Learning Resources** – investigating the potential of AI tools in supporting curriculum implementation.

As the teams come together to share their expertise and resources, they will plan and develop appropriate supports for schools.

OE-6 Asset Protection | Launch of New Resource Booking Tool

On January 20, 2025 Teaching and Learning with Technology successfully launched the full implementation of the Resource Booking system across all 250 CBE schools. This milestone follows two pilot phases involving over 50 schools from various division levels. Our team facilitated the initial setup by conducting two training sessions, attended by 170 school administrators.

The Teaching and Learning with Technology team remains committed to addressing schools' needs by guiding the ongoing development of this tool in collaboration with the vendor, Imagine Everything. The support and collaboration of the Information Technology services department have been crucial in ensuring the system's successful implementation and ongoing improvement. A key development priority is the integration of a data analytics tool. This feature will enable administrators to access usage data for all bookable resources (e.g., computers, iPads, shared spaces) within their buildings and generate customizable reports. Additionally, it will allow our team to compile summary data across all schools, divisions, and areas. This information will empower school leaders to make informed decisions regarding technology purchases.



JOANNE PITMAN
CHIEF SUPERINTENDENT OF SCHOOL

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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