

# public agenda

## Regular Meeting of the Board of Trustees

April 22, 2025  
11:00 a.m.

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

### R-1: Mission

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

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

Time	Topic	Who	Policy Ref	Attachment
11:00a.m.	1   Call to Order, National Anthem, Acknowledgement of the Land and Welcome	Chair		
	2   Consideration/Approval of Agenda	Board	GC-2	
	3   Awards and Recognitions		GC-3	
	4   Results Focus			
	4.1 Bowness High School and Discovering Choices School Presentation	K. Howell, A. Fletcher	R-4	Page 4-1
	5   Operational Expectations			
	6   Public Comment [ <a href="#">PDF</a> ]		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 Results 4: Personal Development – Annual Monitoring	Board	R-4, OE-7	Page 4-1 (Apr. 8/25)
	8.2 Trustee Remuneration Committee Report	Board	GC-5E,2E	Page 8-1
	9   Consent Agenda	Board	GC-2.6	
	9.1 Items Provided for Board Decision			



9.1.1	OE-2: Learning Environment/Treatment of Students – Annual Monitoring  <i>(THAT the Board of Trustees approves that the Chief Superintendent is in compliance with the provisions of OE-2: Learning Environment/Treatment of Students).</i>	OE-2	Page 5-1 (Apr. 8/25)
9.1.2	OE-6: Asset Protection – Annual Monitoring  <i>(THAT the Board of Trustees approves that the Chief Superintendent is in compliance with the provisions of OE-6: Asset Protection).</i>	OE-6	Page 5-10 (Apr. 8/25)
9.1.3	Revision to the Schedule of Regular Board Meetings  <i>(THAT the Board of Trustees approves revisions to the Schedule of Regular Meetings:</i>  <ul style="list-style-type: none"> <li>To change the commencement time of the May 27, 2025 public meeting to 1:00 p.m.</li> <li>To change the commencement time of the June 24, 2025 public meeting to 9:30 a.m.)</li> </ul>	OE-5  GC-2,6	Page 9-1
9.1.4	Locally Developed Courses  <i>(THAT the Board of Trustees approves the recommendations for Locally Developed Courses for school use in CBE for the authorization periods set by Alberta Education's policy).</i>	R-2, OE-2	Page 9-2
9.1.5	Meeting Minutes  <ul style="list-style-type: none"> <li>Regular Meeting held March 4, 2025</li> <li>Regular Meeting held March 18, 2025</li> </ul> <i>(THAT the Board of Trustees approves the Minutes of the Regular Meetings held March 4 and 18, 2025, as submitted).</i>		Page 9-12 Page 9-21
9.2	Items Provided for Board Information		

## Private Session

## Termination of Meeting

## Debrief

Board

GC-2.3

## Notice |

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

Information is collected under the authority of the Education Act and the Freedom of Information and Protection of Privacy Act section 33(c) for the purpose of informing the public.

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



## results monitoring report

Monitoring report for the  
school year 2023-24

Report date:  
April 8, 2025

## Results 4: Personal Development

### CHIEF SUPERINTENDENT CERTIFICATION

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

- ☒ making reasonable progress toward achieving the desired results.
- ☐ making reasonable progress with exception (s) (as noted).
- ☐ not making reasonable progress.

Signed: \_\_\_\_\_



Date: April 8, 2025

Joanne Pitman, Chief Superintendent

### BOARD OF TRUSTEES ACTION

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

- ☐ to be making reasonable progress.
- ☐ to be making reasonable progress with exception (as noted in motion).
- ☐ not to be making reasonable progress.

Summary statement/motion of the Board of Trustees:

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Patricia Bolger, Chair, Board of Trustees



## Executive Summary |

### Analysis |

Results 4: Personal Development was a minor focus on the 2023-24 CBE Students Survey. As a result, of the 18 indicators in Results 4, questions that inform twelve of the summary measures were not asked. Enduring questions informing two of the summary measures were included in the survey questions 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 two of the four remaining indicators.

The data indicates that:

- The Annual Returning Rate in 2022-23 for CBE was 18.9 per cent, surpassing Alberta Annual Returning Rates for the first time in 5 years and with the differential of 2.3 percentage points, the largest differential between CBE and provincial results across the previous five years.
- Overall Level of Success, as measured by the report card stems for “Engages in learning with confidence and persistence” and “Sets and works toward learning goals” were maintained at 96.9 and 97.1 per cent respectively.
- The percentage of students experiencing success with the learning outcomes of the Health/CALM Programs of Study remains high at 98.0 per cent, a 0.2 percentage point increase over last year.
  - Most notably, Division 4 students saw an increase of 0.6 percentage points in the CALM success rate to 93.1 per cent.
- Overall Emotional Health as measured by the CBE student survey continues to improve year-over-year with an increase of 2.2 percentage points over 2022-23 results to 67.9 per cent.
  - While increasing year over year, the measure related to “I talk to my caregivers, friends, classmates, and/or teachers about how I feel,” has the lowest level of overall agreement, particularly for grade 8 and 9 students.
- The Physical Health Summary Measure as measured by the CBE student survey continues to improve each year since 2021-22, showing an increase of 1.5 percentage points over 2022-23 results to 67.5 per cent.
  - While the measure related to limiting screen time has continued to improve since 2021-22, student agreement levels remain low at 45.5 percent.

## Targets |

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

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

Last year's monitoring report shared that given the change in methodology by Alberta Education and their recommendation that caution should be used when interpreting school and school authority results over time, there was not enough Annual Returning Rate data to determine a trend.

The report card results remained very high and were not therefore an opportunity for growth.

And as Results 4 was a minor focus on the 2023-24 CBE Student Survey and given the fact that the two data points from 2022-23 represented a pre-pandemic state and post pandemic and unprecedented enrolment growth point, it was determined to be prudent to wait until there was a complete data set for Results 4 to understand a new baseline prior to considering targets.

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 personal development.

New curriculum for Physical Education and Wellness was implemented beginning in 2022-23 for Division 1 and 2 students. This was accompanied by a change in the report cards stems. As a result, report card data for 2023-24 for Division 1, Division 2 and the All Student cohort can be compared to results for 2022-23 in terms of a year-over-year analysis. However, a statistical analysis over time would not be possible and caution should be advised when drawing any conclusions over time.

It 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.
- Reasonable Interpretation: Once the Board has stated its values in policy, the Chief Superintendent is required to “interpret” policy values, saying back to the Board, “here is what the Board’s value means to me.” The Board then judges whether this interpretation is reasonable. In other words, does the Chief Superintendent “get it?” This reasonable interpretation is the first step required in monitoring compliance on *Operational Expectations* and monitoring reasonable progress on *Results*.
- Results: These are our statements of outcomes for each student in our district. The Results policies become the Chief Superintendent’s and the organization’s performance targets and form the basis for judging organization and Chief Superintendent performance.



## Policy |

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

## Interpretation |

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

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





## Students will:

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

### Interpretation |

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

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

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

### Indicators |

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

**Note |** Results 4: Personal Development was a minor focus on the 2023-24 CBE Students Survey. The questions that inform the following summary measures were not asked:

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

## Students will:

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

### Interpretation |

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

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

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

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

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

### Indicators |

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

**Note |** 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 this Indicator. 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 4: Personal Development 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 are able to set goals for themselves and work towards them; as measured by Overall Agreement on the **Self-Improvement Summary Measure** on CBE Student Survey.

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



## Students will:

4.3 Have the confidence to embrace ambiguity and complexity.

### Interpretation |

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

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

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

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

### Indicators |

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

**Note |** At the June 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 this Indicator. 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 4: Personal Development 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 are comfortable learning about things that don't have a single right answer; as measured by the **Ambiguity and Complexity Summary Measure** from CBE Student Survey.

## Students will:

4.4 Take risks appropriately.

### Interpretation |

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

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

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

### Indicator |

**Note |** Results 4: Personal Development was a minor focus on the 2023-24 CBE Students Survey. The questions that inform the following summary measures were not asked:

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

## Students will:

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

## Interpretation |

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

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

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

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

## Indicators |

1. **Kindergarten to Grade 6:** Percentage of students experiencing success with the learning outcomes of Physical Education and Wellness Programs of Study; as measured by the well-being stem on student report cards.  
**Grade 7 to 12:** Percentage of students experiencing success with the learning outcomes of the Health/CALM Programs of Study; as measured by student report cards.

**Note |** New curriculum implementation of Physical Education and Wellness K-6 during the 2022-2023 school year resulted in new report card stems. This change would have impacted data included for Divisions 1 and 2 in both the 2022-2023 and 2023-2024 school years. 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.

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

**Note |** Results 4: Personal Development was a minor focus on the 2023-24 CBE Students Survey. The questions that inform the following summary measure was not asked:

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



## Students will:

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

### Interpretation |

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

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

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

### Indicators |

**Note |** Results 4: Personal Development was a minor focus on the 2023-24 CBE Students Survey. The questions that inform the following summary measures were not asked:

1. Percentage of students who report they can use technology to help them learn; as measured by Overall Agreement of the **Learning Technology Summary Measure** from CBE Student Survey.
2. Percentage of students who report they use technology to explore personal interests and ideas; as measured by Overall Agreement of the **Technological Fluency Summary Measure** from CBE Student Survey.
3. Percentage of students who report they use technology to communicate effectively with others; as indicated by Overall Agreement of the **Technological Communication Summary Measure** from CBE Student Survey.
4. Percentage of students who report they can assess critically information presented in online environments; as measured by Overall Agreement of the **Technological Critical Thinking Summary Measure** from CBE Student Survey.



## Monitoring Information |

### Evidence of Progress |

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

#### Policy 4.1

##### Indicator 1

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

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

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

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

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

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<sup>1</sup> Reference: Annual dropout and returning rates: methodology for rate calculation. Alberta Education. (May 2020). Retrieved Mar. 12, 2025, from <https://open.alberta.ca/dataset/28cde5fb-bea2-46f0-ab9e-e840f1daa107/resource/32e498f3-acd6-4377-9ba2-f34d3a6c134e/download/edc-dropout-returning-rate-methodology-2020-05.pdf>

## Policy 4.1

### Indicator 1

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

Annual Returning Rate (%)					
Cohort	2018-19 <sup>2</sup>	2019-20	2020-21	2021-22	2022-23
CBE	17.0	16.8	17.9	16.7	18.9
Alberta	18.2	18.1	17.3	17.2	16.6

**Note |** Annual Returning Rate data are always a year behind the reporting year. For example, while the most current CBE rate (18.9%) was reported in the *Spring 2024 Alberta Education Assurance Measure Results Report*, instead of being for the 2023-24 school year (reporting year) it is for the previous school year (2022-23).

- **Target for 2023-24**

No targets were set for the 2023-24 school year.

- **Analysis**

CBE showed a notable 2.2 percentage point increase in the returning rate while the province had a 0.6 percentage point decrease in 2022-23 when compared with 2021-22 results. Based on a Chi-square comparison to the previous 3-year average, the CBE 2022-23 result was not significantly higher according to the criteria provided by Alberta Education. However, it is notable that in 2022-23 CBE achieved greater returning rate than the province for the second time during the previous five years. It is also notable that the 2.3 percentage point differential in 2022-23 is the largest differential between CBE and provincial results across the previous five years.

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

## Policy 4.2

### Indicator 1

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

## Policy 4.2

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

### All Students

Sets and works toward learning goals <sup>3</sup> (%)					
Indicator	2019-20	2020-21	2021-22	2022-23*	2023-24*
Exemplary Strengths	31.6	35.4	34.8	31.2	30.6
Evident Strengths	50.7	47.7	47.9	47.5	48.1
Emerging Strengths	15.1	14.1	14.6	18.4	18.4
Network of Support Required	1.9	2.1	2.1	2.8	2.7
Individual Program Plan	0.7	0.7	0.6	0.2	0.1
Overall Level of Success	97.4	97.2	97.3	97.1	97.1

\* [Note](#) | Only Division 3 results are reported during both the 2022-23 and 2023-24 school years.

### Division 3

Sets and works toward learning goals (%)					
Indicator	2019-20	2020-21	2021-22	2022-23	2023-24
Exemplary Strengths	30.0	32.6	31.2	31.2	30.6
Evident Strengths	49.6	47.0	47.8	47.5	48.1
Emerging Strengths	17.5	17.0	17.8	18.4	18.4
Network of Support Required	2.7	3.3	3.1	2.8	2.7
Individual Program Plan	0.2	0.2	0.1	0.2	0.1
Overall Level of Success	97.1	96.6	96.8	97.1	97.1

### Target for 2023-24

No targets were set for the 2023-24 school year.

<sup>3</sup> The general indicators for this stem are:

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



## Policy 4.2

### Indicator 1

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

#### ■ Analysis

**All Students:** Analyses are not available for the All Students, Division 1 and 2 cohorts as only Division 3 had reported results since 2022-23 school year.

**Division 3:** The overall level of success for Division 3 students maintained at the same level in 2023-24 as of previous year, keeping the highest result across five years. Notable year-over-year changes were observed in the Exemplary Strengths category and Evident Strengths category. While the Exemplary Strengths result decreased by 0.6 percentage points in 2023-24, the Evident Strengths result increased by the same percentage points. The changes were not statistically significant by tests.

To determine improvement in Network of Support Required, the percentage of students in this category should decrease. The percentages of Network of Support Required have fluctuated over time and decreased to the lowest percentage for this report card indicator in the past five years to 2.7 per cent in the 2023-24 school year.

**Note |** Students receiving an indicator of IPP for any stem 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 as they have individualized goals based on their exceptionality. The only way to measure their success is to look at their IPP goal through Iris.



## Policy 4.3

### Indicator 1

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

## Policy 4.3

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

### All Students

Engages in learning with confidence and persistence (%)					
Indicator	2019-20	2020-21	2021-22	2022-23*	2023-24*
Exemplary Strengths	33.2	36.8	36.3	31.5	30.6
Evident Strengths	47.7	44.9	45.1	46.2	47.1
Emerging Strengths	16.1	15.2	15.4	19.2	19.2
Network of Support Required	2.1	2.3	2.4	2.9	2.9
Individual Program Plan	0.9	0.8	0.8	0.2	0.2
Overall Level of Success	97.0	96.9	96.8	96.9	96.9

\* [Note](#) | Only Division 3 results are reported during both the 2022-23 and 2023-24 school years.

### Division 3

Engages in learning with confidence and persistence (%)					
Indicator	2019-20	2020-21	2021-22	2022-23	2023-24
Exemplary Strengths	30.9	33.1	31.8	31.5	30.6
Evident Strengths	48.0	46.0	46.4	46.2	47.1
Emerging Strengths	18.2	17.4	18.2	19.2	19.2
Network of Support Required	2.7	3.3	3.3	2.9	2.9
Individual Program Plan	0.2	0.2	0.2	0.2	0.2
Overall Level of Success	97.1	96.5	96.4	96.9	96.9

#### Target for 2023-24

No targets were set for the 2023-24 school year.

#### Analysis

The analyses are not available for All Students, Division 1 and 2 cohorts as only Division 3 had reported results since 2022-23 school year.

**Division 3:** The overall level of success for Division 3 students maintained at the same high level in 2023-24 as of previous year. Notable year-over-year changes were observed in the Exemplary Strengths category and Evident Strengths category. While the Exemplary Strengths result

## Policy 4.3

### Indicator 1

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

decreased by 0.9 percentage points in 2023-24, the Evident Strengths result increased by the same percentage points. The year-over-year changes were statistically significant by tests.

To determine improvement in Network of Support Required, the percentage of students in this category should decrease. The percentages of Network of Support Required have fluctuated over time and maintained at a low level of 2.9 per cent since 2022-23 school year.

**Note |** Students receiving an indicator of IPP for any stem 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 as they have individualized goals based on their exceptionality. The only way to measure their success is to look at their IPP goal through Iris.



## Policy 4.5

### Indicator 1

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

## Policy 4.5

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

### All Students

Students experiencing success with Health learning outcomes. (%)				
2019-20	2020-21	2021-22	2022-23*	2023-24*
98.1	97.7	97.8	97.8	98.0

### Division 1

Students experiencing success with Health learning outcomes. (%)				
2019-20	2020-21	2021-22	2022-23*	2023-24*
98.1	98.4	98.1	98.7	98.8

\* **Note** | New curriculum for Physical Education and Wellness was implemented beginning in 2022-23 for Division 1 students, along with a change in report card stems.

### Division 2

Students experiencing success with Health learning outcomes. (%)				
2019-20	2020-21	2021-22	2022-23*	2023-24*
98.5	98.4	98.6	99.1	99.2

\* **Note** | New curriculum for Physical Education and Wellness was implemented beginning in 2022-23 for Division 2 students, along with a change in report card stems.

### Division 3

Students experiencing success with Health learning outcomes. (%)				
2019-20	2020-21	2021-22	2022-23	2023-24
98.2	97.1	98.2	97.1	97.1

### Division 4

Students experiencing success with CALM learning outcomes. (%)				
2019-20	2020-21	2021-22	2022-23	2023-24
96.0	94.0	92.7	92.5	93.1



## Policy 4.5

### Indicator 1

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

- **Target for 2023-24**

No targets were set for the 2023-24 school year.

- **Analysis**

Statistical analyses are not available for the All Students, Division 1 or Division 2 cohorts. Only Division 3 and Division 4 had consistent and comparable reported results since 2022-23 school year as new health curriculum was introduced for both Division 1 and Division 2, along with new report card stems. However, in general, slight increases for All Students, Division 1, and Division 2 were noted.

**Division 3:** Student success in Health fluctuated over the past five years. Results were maintained at 97.1 per cent over 2022-23. From a strictly statistical analysis and based on a Chi-Square test comparing to the previous three-year average result, Division 3 result was significantly lower in the 2023-24 school year.

**Division 4:** Starting from 2019-20 school year, the high school student success rate in CALM showed continued year-over-year decreases and dropped to the lowest achievement level at 92.5 per cent in 2022-23. In 2023-24 school year, Division 4 students achieved a notable increase of 0.6 percentage points in the success rate, leading to a statistically comparable result when compared to the previous three-year average by Chi-Square test.





## Policy 4.5

### Indicator 2

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

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

Physical Health Summary Measure					
	2019-20 <sup>4</sup>	2020-21	2021-22	2022-23	2023-24
Overall Sample Size	n/a	30 869	35 608	35 159	39 899
Overall Agreement (%)	n/a	69.5	65.1	66.0	67.5

Physical Health Summary Measure by Grade					
Overall Agreement (%)	2019-20	2020-21	2021-22	2022-23	2023-24
Grade 5	n/a	80.6	77.1	75.4	75.9
Grade 6	n/a	74.0	71.8	71.2	72.1
Grade 8	n/a	67.0	62.7	63.5	65.2
Grade 9	n/a	64.9	61.3	63.0	64.4
Grade 11	n/a	62.9	58.0	60.2	63.9
Grade 12	n/a	63.2	57.2	59.6	61.9

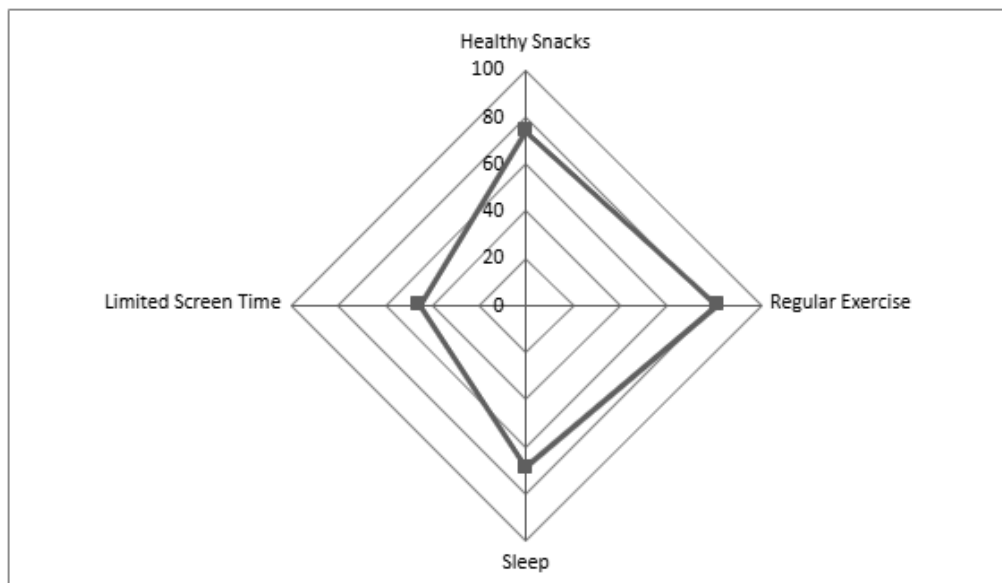
Question Theme	Overall Agreement (%)				
	2019-20	2020-21	2021-22	2022-23	2023-24
Healthy Snacks	n/a	82.7	74.5	74.5	74.1
Regular Exercise	n/a	81.2	79.8	79.8	81.5
Sleep	n/a	70.1	66.5	66.4	68.9
Limited Screen Time	n/a	44.1	39.5	43.1	45.5

<sup>4</sup> CBE Student Survey was not administered in 2019-20.

## Policy 4.5

### Indicator 2

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



- **Target for 2023-24**

No targets were set for the 2023-24 school year.

- **Analysis**

Overall student agreement to the Physical Health Summary Measure increased significantly by 1.5 percentage points from 2022-23 to 2023-24 school year, achieving a continued growing pattern since 2021-22. A similar inverse relationship between grade and agreement levels persisted, in that student agreement levels decreased as grade level increased.

Over time, the spread between grade 5 and grade 12 student agreement levels has fluctuated between approximately 20 percentage points and 14 percentage points in 2023-24. Results for 2023-24 represent the smallest range in five years time.

While three out of four questions in the Physical Health Summary Measure showed noticeable growth in the agreement levels, there were significantly less students agreeing on taking care of themselves by eating healthy snacks in 2023-24 school year when compared to previous years.

The question regarding screen time has consistently seen lowest agreement levels within the measure, however, it reported the most evident and significant improvement in the 2023-24 school year result when comparing to the three-year average result.

**Policy 4.5**  
Indicator 4

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

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

Emotional Health Summary Measure					
	2019-20 <sup>5</sup>	2020-21	2021-22	2022-23	2023-24
Overall Sample Size	n/a	30 577	34 926	35 165	40 589
Overall Agreement (%)	n/a	67.2	63.5	65.7	67.9

Emotional Health Summary Measure by Grade					
Overall Agreement (%)	2019-20	2020-21	2021-22	2022-23	2023-24
Grade 5	n/a	75.5	73.4	73.7	75.6
Grade 6	n/a	70.4	67.1	68.6	69.6
Grade 8	n/a	62.0	58.2	61.4	62.9
Grade 9	n/a	61.4	59.2	62.4	63.7
Grade 11	n/a	65.1	59.2	62.6	67.5
Grade 12	n/a	68.6	63.1	65.4	68.1

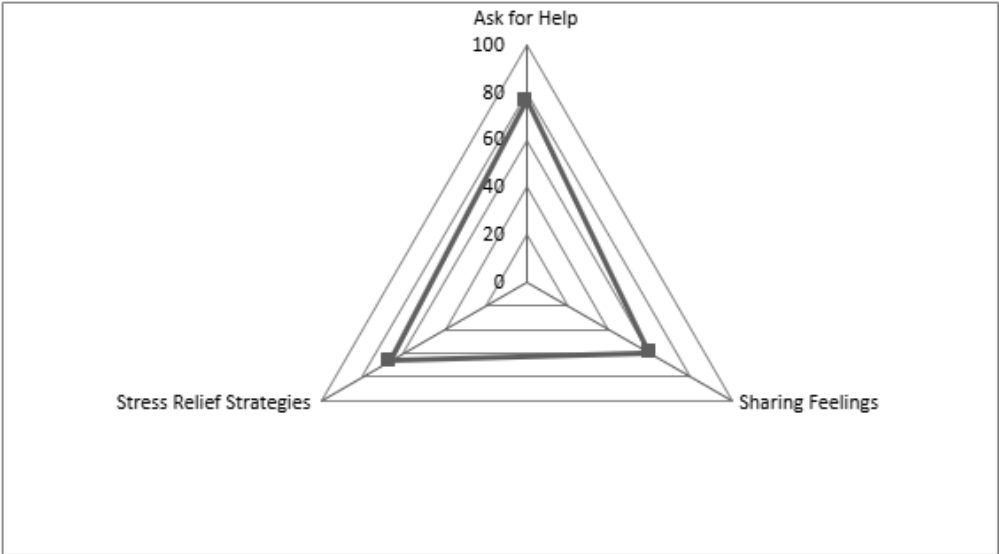
Question Theme	Overall Agreement (%)				
	2019-20	2020-21	2021-22	2022-23	2023-24
Ask for Help	n/a	74.7	72.3	74.7	76.9
Sharing Feelings	n/a	60.3	54.6	57.4	60.0
Stress Relief Strategies	n/a	66.6	62.8	65.1	66.7

<sup>5</sup> CBE Student Survey was not administered in 2019-20.

**Policy 4.5**

**Indicator 4**

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



▪ **Target for 2023-24**

No targets were set for the 2023-24 school year.

▪ **Analysis**

Overall student agreement levels for the Emotional Health measure increased continuously by around 2 percentage points each year since 2021-22 school year, achieving the highest result of 67.9 per cent in 2023-24. Based on a Chi-Square test, the 2023-24 result was significantly higher than the previous three-year average.

Grade 5 students continued to report the highest agreement levels for the previous years. Student agreement levels disaggregated by grade also increased for each grade cohort from 2022-23 with the degree of improvement being most noteworthy for high school students. With the continuous increases across all grades since 2021-22, it is noticeable that the agreement levels grew back in 2023-24 and even superseded the highest results over the last few years.

Student agreement levels across the three question themes ranged from 60 to 76.9 per cent agreement, a difference of 16.9 percentage points with student agreement being lowest for the question related to sharing feelings. When compared to the previous three-year averages, all three questions consistently reported significantly higher agreement levels in 2023-24 school year by test.

## ■ Overall Interpretation

The overall levels of achievement in personal development among CBE students were maintained or increased over the previous school year, with notable improvements in several areas.

The CBE dropout rate in 2022-2023 was the lowest in the past five years. The Annual Returning rate exceeded the provincial average by 2.3 percentage points for the first time in five years, alongside a lower estimated attrition rate and higher total returning count. These improvements could be attributed to the expansion of specialized programming, such as Unique Pathways, which may have helped more students connect to learning in ways that interest them, keeping them engaged and in school, and paving a path to future pursuits.

A closer examination of the Returning Count, provided in [Appendix 1: Results 4 | Detail for Returning Rate](#), suggested fewer students registered in apprenticeship programs in 2022-23 over 2021-22 when compared to regular K-12 participation and other post-secondary institutions after dropping out. While the higher results from 2021-22 would appear to be an outlier over the past 5 years, return rates associated with apprenticeships is lower than other Returning Count categories. This could be due to factors such as varying age requirements, reluctance of industry partners to take on young apprentices, relocation requirements, and the overall lack of available apprenticeships to student upon returning.

Division 4 students saw notable improvement in CALM learning outcomes in 2023-24, a statistically significant increase compared to the three-year average. This improvement may be due to innovative ways in which schools are offering the CALM courses, giving students agency and choice, impacting their overall engagement and success.

Compared to last year, the overall percentage of students achieving success in Health learning outcomes increased or were maintained. The success and stability could be due to the ongoing focus on student well-being throughout the CBE. While Division 3 overall success in Health was maintained compared to last year, it was significantly lower than the previous three-year average. It should be note that this reported decline is a statistical observation based previous three-year averages in which results showed inconsistent fluctuations. These fluctuations might be linked to variable changes in student levels of awareness related to health and well-being issues, influenced by ongoing shifts in family and societal prioritizations of health following the global epidemic.

The overall level of success for Division 3 students was maintained in the report card stems "Sets and works towards learning goals" and "Engages in learning with confidence and persistence." Although there was a slight decrease in exemplary strengths for both stems, it was not statistically significant. This overall success could be attributed to the continued system-coordinated support for implementing Collaborative Response, including

developing system and school-based continuums of support to meet students' personalized learning needs.

Both Physical Health and Emotional Health Summary Measures from the CBE student survey increased significantly compared to last year. For middle school students, improvements in Emotional Health perception data specifically could be attributed to the prioritization of social emotional learning, resiliency and overall student well-being supported by the Student Well-Being Framework and Companion Guide and the continued implementation of the Collaborative Response process at the school level.

Grades 11 and 12 reported stronger agreement levels on questions related to emotional health over physical health as measured by the CBE student survey. This shift may be due to increased maturity and a stronger sense of self. This improvement in perception data may be related to the application of learned skills, such as asking for help and accessing stress management tools, as it may be more personally relevant for high school students juggling to the academic demands of high school and increased pressures associated with future readiness and high school completion.

Grade 5 students report the highest percentage of overall agreement for questions related to physical health, possibly due to their exposure to the recently updated K-6 Physical Education and Wellness curriculum which focuses on the importance of healthy eating, activity and overall wellness. Younger students may be more likely to have greater parental involvement in their health-related choices and habits such as eating, sleeping and monitoring of screentime. Overall student agreement levels related to limiting screen time increased compared to last year. While this question remains the lowest within the physical health summary measures it has shown the most improvement over time.

Despite increases in the Emotional Health Summary measure overall, the lowest level of agreement continues to be related to sharing feelings with caregivers, peers and teachers, particularly in Grades 6, 8, and 9. Middle school students often may desire independence, fear judgment, and experience emotional uncertainty, making it difficult for them to communicate their feelings. Increases in use of technology, decreases in face-to-face interactions, and social media without proper discernment may contribute to their reluctance to share, impacting overall results.



- **Celebrate**

- Annual Returning Rate saw improvements in:
  - the overall returning rate, which increased and was higher than the province for the first time in five years;
  - fewer students dropping out in 2022-23 out compared to 2021-22; and
  - the estimated attrition rate decreased.
- Maintained Overall Level of Success as measured by the report card stems **Engages in learning with confidence and persistence** and **Sets and works toward learning goals**. Fewer students are requiring a network of support to achieve success.
- Division 4 students saw a notable increase in CALM success rate.
- Overall Emotional Health as measured by the CBE student survey continues to improve year-over-year.

- **Areas of Growth**

- Although Physical Health Summary measures continue to improve year over year, student agreement levels remain low regarding limiting screen time and choosing healthy snacks.
- While increasing year over year, Emotional Health Summary measure for “I talk to my caregivers, friends, classmates, and/or teachers about how I feel.” has the lowest level of overall agreement, particularly for grade 8 and 9 students.
- While increasing, CALM success rates at 93.1 per cent remain lower than other Overall Success rates in Health at 98.0 per cent.
- Slight decline for Division 3 students in indicator Exemplary Strengths for **Engages in learning with confidence and persistence** as measured by the report card.
- Fewer students registered in apprenticeship programs according to the Annual Return Rate.



## Building Capacity |

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

### Professional Learning

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

- Social Emotional Learning Working Group Middle School creating contextually and developmentally applicable resources for Middle learners which includes being familiar with resources from an Indigenous perspective.
- Well-Being, PE and Health Forum increases evidence-based pedagogy/practice and teacher capacity when teaching physical activity and healthy eating learning outcomes for High Schools.
- Healthy Eating with a focus on cultural awareness lens for professional learning with AHS designed for PE&W, Health and Life Skills, and CALM.
- Middle Years professional learning sessions:
  - Creating and supporting School Well-Being Action Teams.
  - Using survey data to create student-driven action plans to enhance well-being.
  - Using Photovoice to inform Well-Being team to guide next steps for the symposiums.
- System Middle School Friday breakout focussing on understanding learners through data analysis and implementing specific interventions that prioritize student voice to improve well-being.
- Complementary Curriculum & Pathways on best practices, including cross-curricular connections, inclusion, and social-emotional learning.
- Ongoing training for myBlueprint e-Portfolio to boost staff and student engagement to plan for high school completion.

### Structures & Processes

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

- Middle School Student Well-Being Symposium focussed on:
  - Pre-Learning for Middle School Symposiums for administrators and teachers to provide evidence-based pedagogy and strategies to increase student voice to improve whole school well-being.
  - Supporting schools to use survey data to create student-driven action plans to enhance well-being.



- Ongoing development of a Holistic Transition Plan for all grade 9 Students who Self-Identify as Indigenous entering grade 10.
- Continue development of programming in collaboration with SAIT for grade 11 and 12 students engaging in the Digital Futures Pathway Collegiate.
- Co-created with SAIT the Exploring Skilled Trades Program, comprehensive resource for junior high teachers and students to learn about skilled trades and explore apprenticeship pathways.
- Work with Alberta Education to contribute to the Dual Credit Advisory Group, the Collegiate group supported through CASS (TAVE), and the upcoming Modernization of Apprenticeship Advisory Group.
- Partnership with the Calgary Construction Association to pilot the “Honour The Work Program” with 3 schools in the 2024-25 School Year.
- Continue development of Dual Credit and Exploratory programming with industry, post-secondary and community partners to expand High School student choice.

## Resources

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

- Student Safety and Well-Being Insite Page with supporting resources including:
  - SEL Digital Citizenship resources for self-management of screen time, social awareness on-line, relationship skills on-line and responsible decision making on-line.
  - Well-Being Data Tracking Tool to develop, monitor and measure SDP and School Well Being Action Plan goals.
- Middle Year social emotional learning (SEL) resources addressing specific identified SDP goals that are both educator-created and contextually relevant.
- Middle Years Insite page with recordings and resources for educators.
- Complementary Curriculum & Pathways Team and professional learning funds to support:
  - Partnerships with external agencies to provide professional learning and off-campus educational experiences for students.
  - System NID and Professional Learning days.
  - CTF Design Thinking Book study.
  - myBlueprint.

## 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.

Report card results remain very high and so, not an opportunity for growth. Additionally, with the 2022-23 and ongoing introduction of new curriculum for Physical Education, and subsequent changes in the report cards stems, setting targets would not be advise until such a time as a statistical analysis over time is possible in order to determine both benchmarks and targets.

One indicator in Results 4 is based on an Alberta Education Assurance Measure, three are based on report card data and the remaining fourteen indicators are tied to survey data. As Results 4 will be a minor focus on the 2024-25 CBE Student Survey and as such, it is prudent to wait until there is a complete data set for Results 4 prior to setting targets.

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

## APPENDIX

Appendix I:	Results 4: Detail for Returning Rate
Appendix II:	Results 4   CBE Student Survey Questions & 2023-24 Results



## appendix | Results 4 | Detail for Annual Returning Rate

Year	Drop out Count	Returning Count			Total Returning Count	Unadjusted Returning Rate	Estimated Attrition	Returning Rate
		K-12 Participation	Post-Secondary	Apprenticeship				
2019	1081	95	24	4	123	11.4	358.7	<b>17.0</b>
2020	1075	93	25	3	121	11.3	353.1	<b>16.8</b>
2021	1119	115	27	1	143	12.8	318.6	<b>17.9</b>
2022	998	93	15	8	116	11.6	305.2	<b>16.7</b>
2023	934	97	22	3	122	13.1	286.9	<b>18.9</b>



# appendix

## Results 4 | CBE Student Survey Questions & 2023-24 Results

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

### Policy 4.1

#### Indicator 2 – Resiliency and Perseverance Summary Measure

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

#### Indicator 3 – Adaptability Summary Measure

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



## Policy 4.2

### Indicator 2 – Self-Improvement Summary Measure

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

### Indicator 3 – Self-Advocacy Summary Measure

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

### Indicator 4 – Self-Reflection Summary Measure

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



### Policy 4.3

#### Indicator 2 – Ambiguity and Complexity Summary Measure

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

### Policy 4.4

#### Indicator 1 – Risk-taking Summary Measure

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

### Policy 4.5

#### Indicator 2 – Physical Health Summary Measure

Question	Overall Achievement (%)
1   I take care of myself by choosing healthy snacks when I am able.	74.1
2   I take care of myself by exercising regularly when I am able.	81.5
3   I take care of myself by getting enough sleep when I am able.	68.9
4   I take care of myself by making sure I don't have too much screen time (e.g., TV, computer, tablet, cell phone).	45.5



### Indicator 3 – Social Health Summary Measure

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

### Indicator 4 – Emotional Health Summary Measure

Question	Overall Achievement (%)
1   I ask for help when I need it.	76.9
2   I talk to my caregivers, friends, classmates, and/or teachers about how I feel.	60.0
3   I have strategies that I can use for myself when I feel stressed about school.	66.7

## Policy 4.6

### Indicator 1 – Learning Technology Summary Measure

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



#### Indicator 2 – Technological Fluency Summary Measure

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

#### Indicator 3 – Technological Communication Summary Measure

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

#### Indicator 4 – Technological Critical Thinking Summary Measure

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





## report to Board of Trustees

## Trustee Remuneration Committee Report

Date	April 22, 2025
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trustee Charlene May Chair, Trustee Remuneration Committee
Purpose	Decision
Governance Policy Reference	Governance Culture GC-5E: Trustee Remuneration Committee Terms of Reference GC-2E: Trustee Remuneration
Resource Person(s)	Trustee Susan Vukadinovic, Committee Member External Members, Trustee Remuneration Committee Patricia Minor, Corporate Secretary

### 1 | Recommendation

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It is recommended:

- THAT the Board of Trustees approves an increase to trustee honoraria effective September 1, 2025 of 4.8% or \$2,312 based on the most recent three-year rolling average of Statistics Canada annual published Calgary Consumer Price Index.
- THAT the Board of Trustees approves the amendments to Governance Culture 2E: Trustee Remuneration, Attachment I to this report, effective September 1, 2025.

### 2 | Background

---

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



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

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

### 3 | Analysis

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The Trustee Remuneration Committee met three times between January 13, 2025 and March 31, 2025 to consider and discuss trustee remuneration. The Committee reviewed a variety of information regarding trustee remuneration including, but not limited to:

- 2023-24 remuneration and benefits paid to trustees of the Calgary Board of Education, Calgary Catholic School Division, Edmonton Public School Board and Edmonton Catholic School Division (Metro Boards) as reported in the August 31, 2024 audited financial statements for each school board;
- Benefit plans and retirement allowances for each of the four Metro Boards along with possible benefit plan options for the CBE trustees; and
- The most recent three-year rolling average of Statistics Canada annual published Calgary Consumer Price.

The Committee is recommending an increase to trustee honoraria effective September 1, 2025 of 4.8% or \$2,312 based on the most recent three-year rolling average of Statistics Canada annual published Calgary Consumer Price Index.

The Committee is further recommending the following amendments to GC-2E: Trustee Remuneration, as reflected in Attachment I:

- In section A.1, second paragraph, to remove the language “Effective September 1, 2023”.
- In section A.3, add clarifying language that the premiums for insurance and accidental and dismemberment insurance is paid for by Trustees;
- In section C.2, increase cell phone reimbursement to \$27.50 for Trustees that use their personal cell phone. These increases align with the CBE’s Administrative Regulation 2060 Employee Business and Travel Expenses;

- In section C.3, replace the use of “retiring” allowance with “transition” allowance.

#### 4 | Financial Analysis

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The annual cost of the proposed amendments to trustee remuneration, recommended by the Trustee Remuneration Committee, is \$16,184.

#### 5 | Conclusion

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

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

## Board of Trustees' Governance Policy

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

**Monitoring Method:** Board Self-assessment  
**Monitoring Frequency:** Annual

#### A. Taxable Honoraria, Benefits and Allowances

1. Effective September 1, 202~~4~~<sup>5</sup>, Trustees' honoraria was set at ~~\$48,132~~\$50,444 per annum, paid in regular bi-weekly payments.  
  
~~Effective September 1, 2023,~~ Trustees' honoraria may be adjusted according to the most recent three-year rolling average of Statistics Canada annual published Calgary Consumer Price Index (CPI – all items). Trustee honoraria will be paid in regular bi-weekly payments. The annual honoraria provide compensation for all duties, responsibilities and activities required of Trustees.
2. The Chair will receive an additional honorarium in regular bi-weekly payments at the rate of \$12,000 per annum; and the Vice-Chair will receive an additional honorarium in regular bi-weekly payments at the rate of \$5,500 per annum. These honoraria provide compensation for duties, responsibilities and activities required of the Chair and Vice-Chair.
3. In addition to honoraria, each Trustee will receive a taxable benefit package worth 12% of the basic honorarium. The package will include for each Trustee, \$50,000 group life insurance and \$50,000 Accidental Death and Dismemberment coverage which will be paid 100% by each Trustee and submitted on their behalf by the Calgary Board of Education. In lieu of other benefits, each Trustee will receive the remainder of the package (the value of 12% of basic honorarium less the cost of the group life insurance and Accidental Death and Dismemberment premiums) in regular bi-weekly payments.
4. Each Trustee will receive an annual taxable transportation allowance of \$4,300 paid in regular bi-weekly payments. This allowance will compensate for all in-city transportation costs including vehicle expenses, parking, taxis, LRT fares and the like.

#### B. Reimbursable Expenses

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



## Board of Trustees' Governance Policy

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

a maximum of \$4,000 per fiscal year of the CBE. This budget is expected to cover the costs of travel, fees and related expenses to attend professional meetings; and the costs of books, journals and similar items that are clearly of a professional development nature.

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

Breakfast:	\$13.00
Lunch:	\$17.00
Dinner:	\$27.00

5. Expenditures for alcohol will not be reimbursed.

#### C. Other

1. Each Trustee will be entitled to reserved or scramble underground parking at the individual's expense. Each Trustee will be provided office space in the Dr. Carl Safran Centre. Each Trustee will be provided the use of a laptop computer or similar portable electronic device for use in the Board Room, in the Trustee's Office and off site.
2. For the purpose of accessibility, each Trustee will be entitled to either a CBE issued cell phone or ~~\$25.00~~\$27.50 per month for personal cell phone use to perform their duties, if the Trustee does not have a CBE issued cell phone. The cell phone subsidy paid for the use of a personal cell phone is deemed to compensate for the reasonable business portion of the costs of ownership and operation of the cell phone and will cover such costs as damage, repair and replacement. Trustees who use a personal cell phone for conducting CBE business are required to comply with the applicable administrative regulations and practices for personal mobile devices. Trustees will not be reimbursed for the purchase or replacement of cell phones for personal or CBE business uses.



## Board of Trustees' Governance Policy

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

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

Approved: ~~April 23, 2024~~

Effective: ~~September 1, 2024~~



operational  
expectations  
monitoring report

## OE-2: Learning Environment/Treatment of Students

Monitoring report for the  
school year 2023-2024

Report date:  
April 08, 2025

### CHIEF SUPERINTENDENT CERTIFICATION

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

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

Signed:   
Joanne Pitman, Chief Superintendent

Date: April 8, 2025

### BOARD OF TRUSTEES ACTION

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

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

### Summary statement/motion of the Board of Trustees:

Signed: \_\_\_\_\_  
Chair, Board of Trustees

Date: \_\_\_\_\_



OE-2: Learning Environment/Treatment of Students

Executive Summary

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

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

The Chief Superintendent’s reasonable interpretation and indicators for OE 2: Learning Environment/Treatment of Students were approved on October 10, 2017. The Board was last presented with the annual monitoring report for OE 2 on April 9, 2024. This report includes data available from the 2023-2024 school year and contains evidence to support the following findings:

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



**OE-2: Learning Environment/Treatment of Students**

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

**Board-approved Interpretation |**

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

The Chief Superintendent interprets:

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

The Chief Superintendent shall:

2.1	Provide safe and positive learning conditions for each student that foster a sense of belonging and a respect for diversity.	Compliant
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**Board-approved Interpretation |**

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



## OE-2: Learning Environment/Treatment of Students

The Chief Superintendent interprets:

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

### Board-approved Indicators and *Evidence of Compliance* |

2.1.1	A clearly defined, system wide student code of conduct is implemented and reviewed annually.	Compliant
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*The organization is compliant with this indicator.*

#### *Evidence statement*

A review and analysis of the system Student Code of Conduct (Administrative Regulation 6005) was completed through district-wide leadership meetings to ensure school administrators had informed students, staff and families of the expectations related to student conduct. The review was also outlined for principals within the School Information Handbook as part of the 'Opening Activities' for the 2023-2024 school year.

School principals met with all staff, students and communicated to families (via School Council and email updates) to facilitate awareness and understanding of the Student Code of Conduct. This included updating all school websites to provide a direct link to the Student Code of Conduct for continued access and reference. The results of the principal feedback survey from these meetings support 100% compliance in relation to ensuring that students, staff and parents/guardians were made aware of the Student Code of Conduct.

For the 2023-2024 school year, school administrators were provided professional learning sessions connected to both progressive student discipline and restorative practices in support of positive student relationships and conduct. Continued professional development will focus on supporting students, staff and families to understand roles, expectations and responses as part of a whole school approach in support of a welcoming, caring, respectful and safe learning and work environment.



**OE-2: Learning Environment/Treatment of Students**

2.1.2	100% of schools complied with Administrative Regulation 3021 – School Emergency Practices and Procedures.	Compliant
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*The organization is compliant with this indicator.*

*Evidence statement*

CBE administration is pleased to report that 100% of schools confirmed that they were in compliance with Administrative Regulation 3021. All schools completed the requisite number of fire drills and lockdown drills during the school year.

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

*Evidence statement*

In the Spring of 2024, over forty thousand CBE students (29,321), parents (4,952) and teachers (6,001) responded to the Alberta Education Assurance (AEA) Survey. 84.8% agreed or strongly agreed that students are safe in school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school. This is down 0.7 percentage points from 85.5% in 2023.

Within that overall percentage, 78.8% of student responses indicated agreement with the safe and caring suite of questions from The Calgary Board of Education Annual Safe and Caring Schools result, down 1.0 percentage point from 79.8% in 2022-2023. This is within beyond the +/- 2 percentage points range of the previous year's result.



**OE-2: Learning Environment/Treatment of Students**

2.1.4	Principals confirm that each volunteer has security clearance prior to beginning their volunteer service.	Compliant
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*The organization is compliant with this indicator.*

*Evidence statement*

Schools have well defined processes to confirm volunteer police information checks with prior to commencement of volunteer service in schools. 99.57% of school principals reported compliance with the volunteer security requirements. One principal reported that a school volunteer had their clearance expire and had continued to volunteer in the school for a period of ten days before it was remedied. This was deemed to be an accidental oversight, and additional scrutiny was confirmed moving forward.

One principal reported that due to the nature of their school program volunteers were not utilized in the 2022-2023 school year.

2.1.5	Low recidivism for students having involvement with the CBE Attendance Team.	Compliant
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*The organization is compliant with this indicator.*

*Evidence statement*

During the 2023-24 school year, recidivism was calculated at 73% based on a data set of 122 students who had direct involvement with the Attendance Team. 27% of the students showed 5% or more improvement in attendance from the date of referral to the Attendance Team to the last day of school. Of the total data set, 26 students were excluded from the analysis as they had transferred out of the CBE for various reasons.

The Attendance Team provided consultation and support to school leaders concerning 658 students and an additional 66 general consults regarding attendance policies and procedures.

Out of the 658 students, 122 students were identified as needing further support and intervention through the Attendance Team. Involvement with the Attendance Team includes direct parent contact with the Attendance Counsellors and/or



**OE-2: Learning Environment/Treatment of Students**

referrals to the Office of Student Attendance and Reengagement, resulting in a letter of warning, mediation or a hearing with the Attendance Board.

Students who continued to struggle with regular attendance, showed an exceptional level of complexity particularly in their personal and family circumstances. The predominant barrier to student attendance was related to student mental health. In some situations, a lack of parent engagement and communication with the school limits the opportunity to provide interventions to support student attendance. In others, the student and their parent are actively working with internal and/or external supports to address the underlying barriers, with the goal of incremental improvement in attendance.

Students who are brought forward to the Attendance Team late through the school year receive ongoing efforts to support their attendance year over year, and incremental change is often seen in the following year.

2.1.6	Principals confirm that transitions between schools for students with Individual Program Plans have been supported through planning meetings and identified plans.	Compliant
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*The organization is compliant with this indicator.*

*Evidence statement*

Schools consistently work together to support the transition of students with Individual Program Plans (“IPPs”). This occurs on an ongoing basis between schools, as students shift locations over the course of the year and is completed during May-June for those students moving on from a natural transition (elementary to middle school, middle school to high school). Area based Education Directors consistently review transition processes between schools, providing direction and support with transition planning. For the 2023-2024 school year, 100% of principals reported that meetings were held between the current school and the receiving school(s) to support transitions for students on IPPs.

Schools provide opportunities for parents and families to provide input in the transition plans for their students. This can include connecting families with the receiving school staff, school visits to familiarize students and families with a new location, as well as providing additional information that would support a student during a transitional time. Transition plans are recorded within the IPP, providing critical documented information for receiving schools. In the 2023-2024 school year, 100% of principals reported that intentional transitional plans were developed for students on IPP's to support their move to another school.



OE-2: Learning Environment/Treatment of Students

Additionally, for all self-identified Indigenous students transitioning from grade 9 to 10, Holistic Transition Plans were created and shared between schools to further support the transition of our Indigenous students to High School.

2.1.7	Principals confirm all requests for the establishment of student organizations promoting welcoming, caring respectful and safe learning environments are supported.	Compliant
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*The organization is compliant with this indicator.*

*Evidence statement*

CBE schools support student organizations that promote welcoming, caring, and safe learning environments. For the 2023-2024 school year, CBE’s data collection was expanded to include student organizations and student-led clubs that focused on diversity, equity and inclusion. These included such groups as: student councils, leadership groups, student voice clubs and focus groups, GSAs/QSAs and diversity councils.

In 2023-24, 100% of principals reported that students were or would have been supported, if requested, in the establishment of student organizations that promoted welcoming, caring, respectful and safe learning environments.

***Evidence demonstrates all indicators in subsection 1 are in compliance.***

## OE-2: Learning Environment/Treatment of Students

### GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

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

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

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

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

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



**operational  
expectations  
monitoring report**


Monitoring report for the  
school year 2023-2024

Report date:  
April 8, 2025

**OE-6: Asset Protection****CHIEF SUPERINTENDENT CERTIFICATION**

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

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

Signed:   
Joanne Pitman, Chief Superintendent

Date: April 8, 2025

**BOARD OF TRUSTEES ACTION**

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

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

**Summary statement/motion of the Board of Trustees:**

Signed: \_\_\_\_\_  
Chair, Board of Trustees

Date: \_\_\_\_\_





OE-6: Asset Protection

Executive Summary

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

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

The Chief Superintendent’s reasonable interpretation and indicators for OE 6: Asset Protection were approved on October 10, 2017. The Board was last presented with the annual monitoring report for OE 6 on April 9, 2024. This report includes data available from the 2023-2024 school year and contains evidence to support the following findings:

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

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

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

The Chief Superintendent interprets:

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

The Chief Superintendent shall:

6.1	Properly maintain, adequately protect and appropriately use all organizational assets.	Compliant
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Ensuring that the resources, material goods and other properties and possessions of CBE are safe and guarded from theft and liabilities is critical to the operation and functioning of the organization.

The Chief Superintendent interprets:

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



**OE-6: Asset Protection****Board-approved Indicators and Evidence of Compliance |**

6.1.1	95% of the corporate information created, received, maintained, disposed or preserved by the CBE is in accordance with GARP (Generally Accepted Record Keeping Principles).	Compliant
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*The organization is compliant with this indicator.*

*Evidence statement*

During the monitoring period, the Records Management (RM) team successfully processed approximately 4,526 boxes of records from Schools and Service Units. Of these were 2,658 boxes that contained more than 58,700 student record folders designated for digitization.

To consistently satisfy Alberta Education's standards for the upload of digital student records, robust quality assurance processes are required. This meant that during the monitoring period, in addition to typical digitization quality assurance reviews, 13,414 or about 23% of the year's student record folders received a comprehensive review prior to their upload to the province's PASI (Provincial Approach to Student Information) system.

As a part of continuing improvements to the CBE's record keeping efforts, the RM team delivered training sessions to 168 Schools and Service Units. Although these sessions were primarily aimed at school administrative staff and therefore focused on best practices for the digitization and uploading of student records to PASI, they also covered general records management and record keeping procedures.

In addition, the RM team conducted remediation follow-up with schools whose digital document uploads were flagged for not meeting PASI standards. Specifically, schools received targeted training geared towards assisting them with addressing identified deficiencies with the digital records they uploaded.

In terms of administrative records, thorough reviews were conducted to ensure effective record keeping and adherence to established protocols for the secure retention and disposition of records. Specifically, 1,200 boxes of records for retention were deposited for offsite storage, while 1,543 boxes were securely disposed/destroyed based on their retention periods. Furthermore, Schools and Service Units actively participate in the disposition of transitory records via the CBE Shred Bin program.



OE-6: Asset Protection

The scope and depth of record reviews conducted during the monitoring period were instrumental in assessing that the CBE’s records and records management practices meet Generally Accepted Recordkeeping principles and, that the CBE continues to operate at the target maturity standard of *Essential*.

6.1.2	99% of all attempted intrusions into the CBE Information Systems will be successfully blocked.	Compliant
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*The organization is compliant with this indicator.*

*Evidence statement*

Internal tracking revealed more than 123 million attempted intrusions during the monitoring period, with more than 300,000 classified as the most serious because of their potential for causing significant harm to CBE systems or data.

During the monitoring period, one successful intrusion incident involving a browser hijacking attack targeting a staff member occurred. Upon discovery, swift actions were taken to mitigate harm, which included: the staff member’s account was promptly locked, all active sessions were revoked, and the workstation was quarantined preventing access to CBE networks. Internal forensic analyses identified no data exfiltration, or compromises beyond the staff member’s computer. Despite vigilance and enhanced security measures, social engineering attacks, particularly in the era of AI, continue to pose significant risks.

Internal tracking has noted a rise in leader impersonation attempts (Principal Attacks), where threat actors send fake email messages pretending to be CBE leaders. These observations and their sophistication are not a surprise, especially as threat actors employ AI and AI-driven tools in support of their nefarious activities.

In terms of student accounts, there were 11 instances of compromised accounts, 5406 instances of blocked malware infections and 3424 unsuccessful ransomware attempts during the monitoring period. In every case, timely detection, quarantining, and eradication prevented damage.

## OE-6: Asset Protection

6.1.3	100% of mandated life safety and preventative maintenance inspections are completed according to their respective frequency requirements.	Compliant
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*The organization is compliant with this indicator.*

### *Evidence statement*

Of the mandated life safety and preventive maintenance inspections required by the various authorities having jurisdiction, 100% of these routines were completed for the 2023-24 school year.

Mandated inspections include: annual fire alarm and emergency lighting inspections, semi-annual fire suppression and emergency generator inspections as well as tri-annual boiler inspections.

6.1.4	CBE will secure insurance coverage against theft, property losses and liability losses to the organization.	Compliant
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*The organization is compliant with this indicator.*

### *Evidence statement*

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



OE-6: Asset Protection

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

*Evidence statement*

There were no complaints related to a violation of CBE’s intellectual property rights received by the CBE Legal Services during the 2023-2024 school year.

6.1.6	No losses are incurred by CBE on deposits and investments.	Compliant
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*The organization is compliant with this indicator.*

*Evidence statement*

For the 2023-2024 school year, there were no losses incurred on deposits or investments.

***Evidence demonstrates all indicators in subsection 1 are in compliance.***

## OE-6: Asset Protection

### GLOSSARY – Developed by the Board of Trustees

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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

## Revision to the Schedule of Regular Meetings

Date	April 22, 2025
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Patricia Minor Corporate Secretary
Purpose	Decision
Governance Policy Reference	Governance Culture GC-2: Governing Commitments GC-6: Annual Work Plan

### 1 | Recommendation

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- THAT the Board of Trustees approves revisions to the Schedule of Regular Meetings:
  - to change the commencement time of the May 27, 2025 public meeting to 1:00 p.m.
  - to change the commencement time of the June 24, 2025 public meeting to 9:30 a.m.

### 2 | Background

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On June 18, 2024, at the Board of Trustees' Organizational Meeting, the Board approved the Schedule of Regular Meetings for September 2024 through June 2025. It has been brought to the Board's attention that it would be beneficial to revise the Schedule of Regular Meetings.





## report to Board of Trustees

## Locally Developed Courses

Date	April 22, 2025
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Joanne Pitman Chief Superintendent of Schools
Purpose	Decision
Originator	Jennifer Turner, Superintendent of School Improvement Michael W. Nelson, Superintendent of School Improvement
Governance Policy Reference	Locally Developed Courses R-2: Academic Success OE-3: Instructional Program
Resource Person(s)	Ken Weipert, Education Director, School Improvement Tammy Watt, Specialist, School Improvement

### 1 | Recommendation

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It is recommended:

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



## 2 | Issue

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

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

To be able to offer the sequences for students, Board of Trustee approval is required.

Alberta Education's online database provides the appropriate information to be included in this report and is listed under Section 4 | Analysis.

## 3 | Background

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

Before developing a Locally Developed Course, existing Locally Developed Courses are reviewed to determine if there is existing curriculum that will meet the identified interests and needs of students. If there is a sequence available, the Locally Developed Course is acquired and submitted to the Board of Trustees for approval. If there isn't, with the Education Director responsible for Locally Developed Courses support, the sequence is developed for Board of Trustee approval.

The proposed sequence includes an overall description, outlines the student need, and determines implementation requirements. Implementation requirements describe only what is needed to offer the sequence such as equipment, student safety, and/or an awareness of sequence sensitivity.

The proposed sequence will include a minimum of one course at the grade 10 level; and/or include grade 11 and/or include grade 12. The course name identified with level 15, 25, or 35 behind the name; will include a specific description that indicates the difference and benefit for the student enrolled in the 15, 25, and/or 35 level.

The proposed sequence outlines the progression to determine the prerequisites. The proposed sequence will also include a comparison to existing authorized curriculum for identified overlap, if any. If there is overlap, but not significant, a rationale is provided to support the need for the proposed sequence.

The proposed sequence, consisting of the overall description, student need, implementation requirements, course levels, prerequisites, and comparison to existing authorized curriculum form the front matter of the Locally Developed Course and is submitted to Alberta Education as an active sequence request for review.

If the proposed front matter of the sequence meets Alberta Education requirements, the active courses, 15, 25, and/or 35 are developed with Topics (main idea, essential understandings, organizing ideas), General Outcomes and Specific Outcomes. The active courses are submitted for review by Alberta Education. If Alberta Education accepts the information in the active courses, the finalized sequence is submitted for Board of Trustee approval.

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

Alberta Education's database, to allow for ease of student enrollment, has removed the approved start date of September 1<sup>st</sup> to allow flexibility for student enrollment when the school year begins prior to September 1<sup>st</sup> of the renewal year.

Board of Trustee minutes indicating approval are submitted to Alberta Education for authorization by the Minister of Education.

#### 4 | Analysis

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Procedures for authorizing a Locally Developed Course outlined in the *Guide to Education* include the expectation that all school authorities have a board motion approving developed, acquired, and withdrawn Locally Developed Courses.

Authorization from the Minister of Education and by Alberta Education is ongoing. As sequences are finalized and authorized, the Calgary Board of Education continues to add those sequences having student interest. The course recommendations in this report have been approved by Alberta Education. The following recommendations require Board of Trustee approval.

## Developed | by and for use in the Calgary Board of Education

The courses listed in the table below, developed by employees of the Calgary Board of Education have been authorized by Alberta Education for the duration indicated from the First Year until the Last Year. It is recommended these courses be approved for use by students enrolled in the Calgary Board of Education

Course Name	Version	Course Code	First Year	Last Year
Academic Achievement through English Language Acquisition - Beginner 15	3 Credits (2025-2029)	LDC1481	2025-2026	2028-2029
Academic Achievement through English Language Acquisition - Beginner 15	5 Credits (2025-2029)	LDC1481	2025-2026	2028-2029
Academic Achievement through English Language Acquisition - Intermediate 15	3 Credits (2025-2029)	LDC1482	2025-2026	2028-2029
Academic Achievement through English Language Acquisition - Intermediate 15	5 Credits (2025-2029)	LDC1482	2025-2026	2028-2029
Band 15	3 Credits (2025-2029)	LDC1439	2025-2026	2028-2029
Band 15	5 Credits (2025-2029)	LDC1439	2025-2026	2028-2029
Band 25	3 Credits (2025-2029)	LDC2439	2025-2026	2028-2029
Band 25	5 Credits (2025-2029)	LDC2439	2025-2026	2028-2029
Band 35	3 Credits (2025-2029)	LDC3439	2025-2026	2028-2029
Band 35	5 Credits (2025-2029)	LDC3439	2025-2026	2028-2029
Chamber Ensemble 15	3 Credits (2025-2029)	LDC1417	2025-2026	2028-2029
Chamber Ensemble 15	5 Credits (2025-2029)	LDC1417	2025-2026	2028-2029
Chamber Ensemble 25	3 Credits (2025-2029)	LDC2417	2025-2026	2028-2029
Chamber Ensemble 25	5 Credits (2025-2029)	LDC2417	2025-2026	2028-2029
Chamber Ensemble 35	3 Credits (2025-2029)	LDC3417	2025-2026	2028-2029
Chamber Ensemble 35	5 Credits (2025-2029)	LDC3417	2025-2026	2028-2029
Choir 15	3 Credits (2025-2029)	LDC1414	2025-2026	2028-2029
Choir 15	5 Credits (2025-2029)	LDC1414	2025-2026	2028-2029



Course Name	Version	Course Code	First Year	Last Year
Choir 25	3 Credits (2025-2029)	LDC2414	2025-2026	2028-2029
Choir 25	5 Credits (2025-2029)	LDC2414	2025-2026	2028-2029
Choir 35	3 Credits (2025-2029)	LDC3414	2025-2026	2028-2029
Choir 35	5 Credits (2025-2029)	LDC3414	2025-2026	2028-2029
Design Thinking for Innovation 15	3 Credits (2025-2029)	LDC1131	2025-2026	2028-2029
Design Thinking for Innovation 15	5 Credits (2025-2029)	LDC1131	2025-2026	2028-2029
Design Thinking for Innovation 25	3 Credits (2025-2029)	LDC2131	2025-2026	2028-2029
Design Thinking for Innovation 25	5 Credits (2025-2029)	LDC2131	2025-2026	2028-2029
Design Thinking for Innovation 35	3 Credits (2025-2029)	LDC3131	2025-2026	2028-2029
Design Thinking for Innovation 35	5 Credits (2025-2029)	LDC3131	2025-2026	2028-2029
Expanded Core Curriculum for Students with Visual Impairments 15	3 Credits (2025-2029)	LDC1009	2025-2026	2028-2029
Expanded Core Curriculum for Students with Visual Impairments 15	5 Credits (2025-2029)	LDC1009	2025-2026	2028-2029
Expanded Core Curriculum for Students with Visual Impairments 25	3 Credits (2025-2029)	LDC2009	2025-2026	2028-2029
Film and Media Art 15	3 Credits (2025-2029)	LDC1092	2025-2026	2028-2029
Film and Media Art 15	5 Credits (2025-2029)	LDC1092	2025-2026	2028-2029
Film and Media Art 25	3 Credits (2025-2029)	LDC2092	2025-2026	2028-2029
Film and Media Art 25	5 Credits (2025-2029)	LDC2092	2025-2026	2028-2029
Film and Media Art 35	3 Credits (2025-2029)	LDC3092	2025-2026	2028-2029
Film and Media Art 35	5 Credits (2025-2029)	LDC3092	2025-2026	2028-2029
Instrumental Jazz 15	3 Credits (2025-2029)	LDC1431	2025-2026	2028-2029
Instrumental Jazz 15	5 Credits (2025-2029)	LDC1431	2025-2026	2028-2029
Instrumental Jazz 25	3 Credits (2025-2029)	LDC2431	2025-2026	2028-2029
Instrumental Jazz 25	5 Credits (2025-2029)	LDC2431	2025-2026	2028-2029
Instrumental Jazz 35	3 Credits (2025-2029)	LDC3431	2025-2026	2028-2029

Course Name	Version	Course Code	First Year	Last Year
Instrumental Jazz 35	5 Credits (2025-2029)	LDC3431	2025-2026	2028-2029
Personal and Professional Skills 15	3 Credits (2025-2029)	LDC1410	2025-2026	2028-2029
Personal and Professional Skills 15	5 Credits (2025-2029)	LDC1410	2025-2026	2028-2029
Personal and Professional Skills 25	3 Credits (2025-2029)	LDC2411	2025-2026	2028-2029
Personal and Professional Skills 25	5 Credits (2025-2029)	LDC2411	2025-2026	2028-2029
Vocal Jazz 15	3 Credits (2025-2029)	LDC1433	2025-2026	2028-2029
Vocal Jazz 15	5 Credits (2025-2029)	LDC1433	2025-2026	2028-2029
Vocal Jazz 25	3 Credits (2025-2029)	LDC2433	2025-2026	2028-2029
Vocal Jazz 25	5 Credits (2025-2029)	LDC2433	2025-2026	2028-2029
Vocal Jazz 35	3 Credits (2025-2029)	LDC3433	2025-2026	2028-2029
Vocal Jazz 35	5 Credits (2025-2029)	LDC3433	2025-2026	2028-2029
EAL Beginner English Language Development	7-8-9	Junior High	2025-2026	2028-2029
French as a Second Language	K-1-2-3	Elementary	2025-2026	2028-2029

### **Acquired | by and for use in the Calgary Board of Education**

The courses listed in the table below have been authorized by Alberta Education. Authorization of courses is on going and timing of acquisition is dependent on the authoring jurisdiction's ability to meet the complexity of writing and submitting sequences.

It is recommended these courses be approved for use in schools for the duration indicated from the First Year until the Last Year.

Acquired Course	Version	Course Code	First Year	Last Year
Braided Journeys 15	3 Credits (2023-2027)	LDC1803	2025-2026	2026-2027
Braided Journeys 25	3 Credits (2023-2027)	LDC2803	2025-2026	2026-2027
Braided Journeys 35	3 Credits (2023-2027)	LDC3803	2025-2026	2026-2027
Calculus (Advanced) 35	5 Credits (2025-2029)	LDC3255	2025-2026	2028-2029
Calculus (Advanced) 35	3 Credits (2025-2029)	LDC3255	2025-2026	2028-2029
Developing Personal Value 15	5 Credits (2021-2026)	LDC1819	2025-2026	2025-2026

Acquired Course	Version	Course Code	First Year	Last Year
Developing Personal Value 25	5 Credits (2021-2026)	LDC2819	2025-2026	2025-2026
Developing Personal Value 35	5 Credits (2021-2026)	LDC3819	2025-2026	2025-2026
Foundations in Industry Workplace Safety 35	5 Credits (2025-2029)	LDC3123	2025-2026	2028-2029
Introduction to Artificial Intelligence 15	5 Credits (2023-2027)	LDC1026	2025-2026	2026-2027

### **Extension | for use in the Calgary Board of Education**

The courses listed in the table below have been developed by the Calgary Board of Education and have been taught since 2021. Alberta Education has authorized a one-year extension to end at the same time as the Calgary Catholic School Division's sequence with the same title. At the end of the extension, there will be a collaboration between the two jurisdictions to develop one sequence to avoid overlap between these two sequences.

Course Name	Version	Course Code	First Year	Last Year
Musical Theatre Performance 15	5 Credits (2021-2026)	LDC1858	2025-2026	2025-2026
Musical Theatre Performance 25	5 Credits (2021-2026)	LDC2858	2025-2026	2025-2026
Musical Theatre Performance 35	5 Credits (2021-2026)	LDC3858	2025-2026	2025-2026

The courses listed in the table below have been authorized by Alberta Education for a one-year extension for those students currently enrolled in the 25 level to complete the 35 level. The Calgary Board of Education has developed the *Academic Achievement for English Language Acquisition Beginner 15* and *Intermediate 15* to support student entry where needed for students' learning English as a second language without the barrier of prerequisites.

Course Name	Version	Course Code	First Year	Last Year
Academic Achievement through English Language Development 35	3 Credits (2021-2026)	LDC3149	2025-2026	2025-2026
Academic Achievement through English Language Development 35	5 Credits (2021-2026)	LDC3149	2025-2026	2025-2026

### **Withdrawal | from the approved Calgary Board of Education's course board.**

After conducting a review of student interest based on enrollment and other existing curriculum readily available, the courses in the table below have had declining interest reflected by student enrollment. Should student interest renew, these courses can be reinstated. It is recommended that these courses be removed from the Calgary Board of Education's approved course listing.

Course Name	Version	Course Code	First Year	Last Year
Epidemiology: Study of Pandemics 15	3 Credits (2020-2025)	LDC1156	2021-2022	2024-2025
Epidemiology: Study of Pandemics 15	5 Credits (2020-2025)	LDC1156	2021-2022	2024-2025
ESL Introduction to Mathematics	7-8-9	Junior High	2021-2022	2024-2025
Literature and Composition 25	3 Credits (2021-2025)	LDC2627	2021-2022	2024-2025
Literature and Composition 35	5 Credits (2021-2025)	LDC3627	2021-2022	2024-2025

The courses listed in the table below have been updated to align with the new benchmarks from Alberta Education's for the English as a Second Language learners. It is recommended that the courses included in the table below, ending this school year, be removed from the Calgary Board of Education's approved course board listing.

Course Name	Version	Course Code	First Year	Last Year
Academic Achievement through English Language Development 15	3 Credits (2021-2025)	LDC1149	2021-2022	2024-2025
Academic Achievement through English Language Development 15	5 Credits (2021-2025)	LDC1149	2021-2022	2024-2025
Academic Achievement through English Language Development 25	3 Credits (2021-2025)	LDC2149	2021-2022	2024-2025
Academic Achievement through English Language Development 25	5 Credits (2021-2025)	LDC2149	2021-2022	2024-2025

The developing jurisdiction for Music Theory made the decision to allow the sequence to expire at the end of the last school year. It is recommended that the courses included in the table below be removed from the Calgary Board of Education's approved course board listing. For the future, the Calgary Board of Education is seeking authorization from Alberta Education to develop and submit Music Theory (Advanced) in its place. Once authorized by Alberta Education, approval from the Board of Trustees will be requested.

Course Name	Version	Course Code	First Year	Last Year
Music Theory 25	3 credits (2021-2025)	LDC2153	2021-2022	2024-2025
Music Theory 35	3 credits (2021-2025)	LDC3153	2021-2022	2024-2025

## 5 | Implementation Consequences

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



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

*The Chief Superintendent shall:*

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

Alberta Education’s *Guide to Education* on Locally Developed Courses states,

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

A decision by the originating district to continue developing, acquiring, and removing sequences with approval from the Board of Trustees forms an official course listing. The Calgary Board of Education’s intention is to facilitate seamless access for students. Approved Locally Developed Courses for students in kindergarten to Grade 12 are available to all staff in the Calgary Board of Education through Insite.

## 6 | Conclusion

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



JOANNE PITMAN  
CHIEF SUPERINTENDENT OF SCHOOLS

## **GLOSSARY – Developed by the Board of Trustees**

Board: Board of Trustees

Governance Culture: The Board defined its own work and how it will be carried out. These policies clearly state the expectations the Board has for individual and collective behaviour.

Board/Chief Superintendent Relationship: The Board defined in policy how authority is delegated to its only point of connection – the Chief Superintendent – and how the Chief Superintendent's performance will be evaluated.

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

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

