

public agenda

Regular Meeting of the Board of Trustees

April 7, 2026
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 Results 4: Personal Development – Annual Monitoring	J. Pitman	R-4	Page 4-1
	5 Operational Expectations			
	5.1 OE-2: Learning Environment/Treatment of Students – Annual Monitoring	J. Pitman	OE-2	Page 5-1
	5.2 OE-6: Asset Protection – Annual Monitoring	J. Pitman	OE-6	Page 5-9
	6 Public Comment [PDF] Requirements as outlined in Board Meeting Procedures.		GC-3.2	
	7 Matters Reserved for Board Information		GC-3	
	8 Matters Reserved for Board Decision	Board	GC-2	
	9 Consent Agenda	Board	GC-2.6	



- 9.1 Items Provided for Board Decision
- 9.2 Items Provided for Board Information
 - 9.2.1 **Chief Superintendent's Update**

Private Session

Termination of Meeting

Debrief

OE-7

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Board

GC-2.3

Notice |

This public Board meeting will be recorded and posted online.

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

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Results 4: Personal Development

Monitoring report for the school year 2024-25



Calgary Board
of Education

Date	April 7, 2026
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Joanne Pitman Chief Superintendent of Schools
Purpose	Decision
Originator	Dr. Jennifer Turner, Superintendent School Improvement Dr. Michael Nelson, Superintendent School Improvement
Governance Policy Reference	Board/Chief Superintendent Relationship B/CSR-4: Authority of the Chief Superintendent B/CSR-5: Chief Superintendent Accountability Results R-4 Personal Development Operational Expectations OE-3: Instructional Program OE-7: Communication With and Support for the Board
Resource Person(s)	Michael Craig, Education Director, Research and Strategy

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 7, 2026

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: _____

Laura Hack, Chair, Board of Trustees

Executive Summary

Analysis |

Notes | Results 4: Personal Development was a minor focus on the 2024-25 CBE Students Survey. As a result, of the eighteen indicators in Results 4, questions that inform twelve of the summary measures were not asked. However, enduring questions that inform two of the summary measures were included in the survey questions asked. As well, at the June 25, 2024 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 2024 - 25 school year. As a result, only students in Division 3, or grades 7, 8 and 9, received report card assessments related to two of the four remaining indicators.

The data indicates that:

- The Annual Returning Rate in 2023-24 for CBE was 21.4 per cent, showing a 2.5 percentage point increase over the previous year results and exceeding the provincial average by 2.2 percentage points.
- Overall Level of Success for Division 3 students, as measured by the report card stems for “Engages in learning with confidence and persistence” and “Sets and works toward learning goals” increased to 97.3 and 97.5 per cent respectively.
- The percentage of students experiencing success with the learning outcomes of the Health/CALM Programs of Study remains high and was maintained at 98.0 per cent.
- Overall Emotional Health as measured by the CBE student survey continues to improve year-over-year with an increase of 2.4 percentage points over 2023-24 results to 70.3 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,” continues to have 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 2.4 percentage points over 2023-24 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 48.5 percent.

Context |

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 specific period of time. The administration of the 2024-25 Student Survey took place in the first few months of 2025.

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 2024-25 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 and 2024-25 for Division 1, Division 2 and the All Student cohort may be compared in terms of a year-over-year analysis for these three years. However, a statistical analysis over time is not yet possible and caution should be advised when drawing any conclusions over time.

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.

For the 2023–24 Monitoring Report, report card results remained very high and consequently offered limited opportunity to identify measurable areas for improvement within the three report indicators. Additionally, with the 2022-23 and ongoing introduction of new curriculum for Physical Education, and subsequent changes in the report cards stems, setting targets was not advised until such a time as a statistical analysis over time is possible in order to determine both benchmarks and targets.

As Results 4 was a minor focus on the 2022-23 CBE Student Survey, data informing the 2023-24 Monitoring Report included one indicator based on an Alberta Education Assurance Measure, three based on report card data, and two of the fourteen indicators tied to survey data. As Results 4 was to be a minor focus on the 2024-25 CBE Student Survey as well, and limited to the same set of data, it was determined to be prudent to wait until there is a complete data set for Results 4 prior to a determination for appropriate targets.

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

Major Year Reporting Schedule |

Report	Major focus on the CBE Student Survey	Major focus year for Board Reporting
Results 3 Citizenship	2024-25	2025-26
Results 4 Personal Development	2025-26	2026-27
Results 5 Character	2026-27	2027-28
Results 3 Citizenship	2027-28	2028-29

Glossary of Terms |

- Board: Board of Trustees
- Monitoring Report: The Board wants to know that its values have driven organizational performance. The Chief Superintendent will present to the Board, for its evaluation, a report that summarizes how either compliance has been achieved on *Operational Expectations* or how reasonable progress has been made in *Results*. Each monitoring report requires: a re-statement of the full policy, by section; a reasonable interpretation of each section; data sufficient to prove compliance or progress; and a signed certification from the Chief Superintendent of the status.
- Report Card Indicators:
 - Exemplary Strengths (EX): Strengths are apparent in exemplary and sustained levels of performance. Challenging situations are managed within a pattern of self-regulation.
 - Evident Strengths (EV): Strengths are evident and have a positive impact on learning experiences. Areas for improvement do not, or only occasionally, constrain the quality of learning experiences.
 - Emerging Strengths (EM): Strengths are evident in some learning situations. Strengths are likely to appear in response to external structure or stimulus. Weaknesses constrain the quality of learning experiences. A plan of action involving school, student and home is required to address the areas for improvement.
 - Network of Support Required (SR): Strengths require further development to be realized within the school environment. The student's learning experiences are at risk. Remediation through coordinated action by home, school and possibly outside agencies is required to address areas for improvement.
 - Individual Program Plan (IPP): Used for students with Alberta Education Special Education Coding only when a priority learning cycle on the IPP is directly related to the report card stem in question. Indicates that progress and achievement in relation to that report card stem are included in the IPP.
- Reasonable Interpretation: Once the Board has stated its values in policy, the Chief Superintendent is required to "interpret" policy values, saying back to the Board, "here is what the Board's value means to me." The Board then judges whether this interpretation is reasonable. In other words, does the Chief Superintendent "get it?" This reasonable interpretation is the first step required in monitoring compliance with *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 2024-25 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 | Per the June 25, 2024 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 2024- 25 school year. As a result, only students in Division 3, or grades 7, 8 and 9, received report card assessments related to this indicator.

Note | Results 4: Personal Development was a minor focus on the 2024-25 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 | Per the June 25, 2024 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 2024- 25 school year. As a result, only students in Division 3, or grades 7, 8 and 9, received report card assessments related to this indicator.

Note | Results 4: Personal Development was a minor focus on the 2024-25 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.

Indicators |

Note | Results 4: Personal Development was a minor focus on the 2024-25 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, 2023-2024, 2024-2025 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 2024-25 CBE Students Survey. The questions that inform the following summary measures were 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 2024-25 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 2024-25 results, analysis and capacity building |

Policy 4.1 Indicator 1

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

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

Annual Returning Rate (%)

Cohort	2019-20	2020-21	2021-22	2022-23	2023-24
CBE	16.8	17.9	16.7	18.9	21.4
Alberta	18.1	17.3	17.2	16.6	19.2

Note | Annual Returning Rate data are always a year behind the reporting year. For example, while the most current CBE rate (21.4%) was reported in the *Spring 2025 Alberta Education Assurance Measure Results Report*, instead of being for the 2024-25 school year (reporting year) it is for the previous school year (2023-24).

¹ Reference: Annual dropout and returning rates: methodology for rate calculation. Alberta Education. (May 2020). Retrieved Mar. 12, 2026, 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>

- **Target for 2024-25**

No targets were set for the 2024-25 school year.

- **Analysis**

Over the past five years, the annual returning rate in CBE showed a general upward trend and reached its highest result following a notable 2.5 percentage point increase in 2024-25. Alberta also recorded a notable 2.6 percentage point improvement from 2023-24 to 2024-25 after a three-year continuous decline. Furthermore, both CBE and Alberta demonstrated statistically significant improvement in comparison to the previous 3-year average according to the criteria provided by Alberta Education.

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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.

All Students: Sets and works toward learning goals² (%)

Indicator	2020-21	2021-22	2022-23*	2023-24*	2024-25*
Exemplary Strengths	35.4	34.8	31.2	30.6	30.4
Evident Strengths	47.7	47.9	47.5	48.1	49.1
Emerging Strengths	14.1	14.6	18.4	18.4	17.9
Network of Support Required	2.1	2.1	2.8	2.7	2.4
Individual Program Plan	0.7	0.6	0.2	0.1	0.1
Overall Level of Success	97.2	97.3	97.1	97.1	97.5

*Note | Only Division 3 results were reported in 2022-23, 2023-24 and 2024-25 school year.

Division 3 Students: Sets and works toward learning goals (%)

Indicator	2020-21	2021-22	2022-23	2023-24	2024-25
Exemplary Strengths	32.6	31.2	31.2	30.6	30.4
Evident Strengths	47.0	47.8	47.5	48.1	49.1
Emerging Strengths	17.0	17.8	18.4	18.4	17.9
Network of Support Required	3.3	3.1	2.8	2.7	2.4
Individual Program Plan	0.2	0.1	0.2	0.1	0.1
Overall Level of Success	96.6	96.8	97.1	97.1	97.5

- **Targets for 2024-25**

No targets were set for the 2024-25 school year.

² 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.

- **Analysis**

All Students, Division 1 and Division 2: Analyses are not available for the All Students, Division 1, and Division 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 showed consistent improvement within the past five years and reached its highest level in 2024-25. The increase in Overall Level of Success was statistically significant in comparison to the previous three-year average. Exemplary Strengths showed a general downward trend over time and declined significantly compared to the previous three-year average. Furthermore, Evident Strengths result had a notable 1.0 percentage-point increase in 2024-25, while Emerging Strengths decreased by 0.5 percentage points. The increase in Evident Strengths was statistically significant by Chi-Square test.

To determine improvement in Network of Support Required, the percentage of students in this category should decrease. The percentages of Network of Support Required showed continuous decline over time and decreased to the lowest percentage to 2.4 per cent in the 2024-25 school year. When compared to the previous three-year average, the decrease in Network of Support Required was statistically significant.

Note | Students in the IPP category for any indicator is not based on lack of success, but rather their exceptionality. Students receive an IPP indicator when they are being assessed on individualized goals documented in an Individualized Program Plan and not on grade-level Alberta Curriculum outcomes. The only way to measure their success is through a review of their goal documented in their Individualized Program Plan.

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.

All Students: Engages in learning with confidence and persistence³ (%)

Indicator	2020-21	2021-22	2022-23*	2023-24*	2024-25*
Exemplary Strengths	36.8	36.3	31.5	30.6	30.7
Evident Strengths	44.9	45.1	46.2	47.1	47.9
Emerging Strengths	15.2	15.4	19.2	19.2	18.7
Network of Support Required	2.3	2.4	2.9	2.9	2.6
Individual Program Plan	0.8	0.8	0.2	0.2	0.1
Overall Level of Success	96.9	96.8	96.9	96.9	97.3

*Note | Only Division 3 results were reported in 2022-23, 2023-24 and 2024-25 school year.

Division 3 Students: Engages in learning with confidence and persistence (%)

Indicator	2020-21	2021-22	2022-23	2023-24	2024-25
Exemplary Strengths	33.1	31.8	31.5	30.6	30.7
Evident Strengths	46.0	46.4	46.2	47.1	47.9
Emerging Strengths	17.4	18.2	19.2	19.2	18.7
Network of Support Required	3.3	3.3	2.9	2.9	2.6
Individual Program Plan	0.2	0.2	0.2	0.2	0.1
Overall Level of Success	96.5	96.4	96.9	96.9	97.3

- **Targets for 2024-25**

No targets were set for the 2024-25 school year.

³ The general indicators for this stem are:

- approaches new learning situations with positive expectations
- demonstrates interest in and curiosity about ideas, objects, events, and resources
- demonstrates a range of approaches for developing and representing understanding
- adjusts, adapts and persists with challenges in the learning process - ambiguous ideas, complex tasks and problems requiring multiple attempts to reach success

- **Analysis**

All Students, Division 1 and Division 2: The analyses are not available for All Students, Division 1, and Division 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 reported a 0.4 percentage point increase in 2024-25 after keeping the high 96.9 per cent result in 2022-23 and 2023-24 school year. It improved significantly in comparison to the previous three-year average.

Among the three strengths indicators, Exemplary Strengths had a 0.1 percentage-point increase in 2024-25 following a three-year decline while Emerging Strengths decreased by 0.5 percentage points after three years of improvement. Evident Strengths demonstrated a general increasing trend, except for a 0.2 percentage point drop in 2022-23. When compared to the previous three-year average, only the increase in Evident Strengths was statistically significant.

To determine improvement in Network of Support Required, the percentage of students in this category should decrease. The percentages of Network of Support Required decreased to 2.6 percentage points in 2024-25 after maintaining a low level of 2.9 per cent from 2022-23 to 2023-24 school year. And the year-over-year decrease was statistically significant by Chi-Square test.

Note | Students in the IPP category for any indicator is not based on lack of success, but rather their exceptionality. Students receive an IPP indicator when they are being assessed on individualized goals documented in an Individualized Program Plan and not on grade-level Alberta Curriculum outcomes. The only way to measure their success is through a review of their goal documented in their Individualized Program Plan.

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.

Students experiencing success with Health learning outcomes. (%)

	2020-21	2021-22	2022-23	2023-24	2024-25
All Students	97.7	97.8	97.8*	98.0*	98.0*
Division 1	98.4	98.1	98.7*	98.8*	98.8*
Division 2	98.4	98.6	99.1*	99.2*	99.2*
Division 3	97.1	98.2	97.1	97.1	96.9
Division 4**	94.0	92.7	92.5	93.1	93.5

*Note | New curriculum for Physical Education and Wellness was implemented beginning in 2022-23 for Division 1 and 2 students, along with a change in report card stems.

**Note | Health learning outcomes for Division 4 students are associated with CALM Program of Studies.

- **Targets for 2024-25**

No targets were set for the 2024-25 school year.

- **Analysis**

All Students, Division 1 and Division 2: 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 were noted for All Students, Division 1, and Division 2 over time, with results remaining stable over the past two years.

Division 3: Student success in Health demonstrated a general downward trend over the past five years. A 0.2 percentage-point decline was observed in 2024-25 after maintaining 97.1 per cent result in 2022-23 and 2023-24 school year. 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 2024-25 school year.

Division 4: The success rate in CALM among Division 4 students fluctuated over time, with a two-year increase following a two-year decline. 93.5 per cent of high school students achieved success in, which is significantly higher than 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.

Physical Health Summary Measure Overall

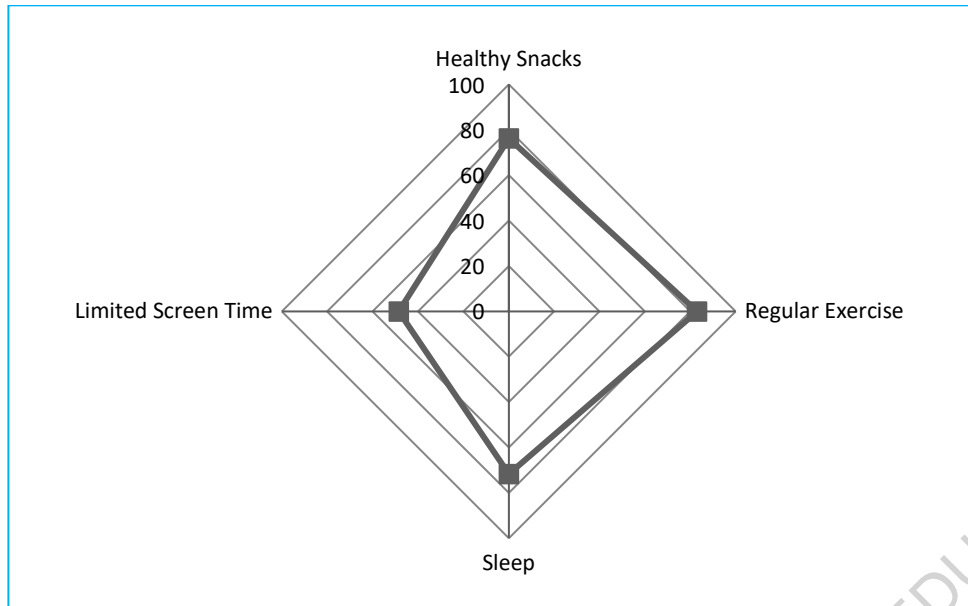
	2020-21	2021-22	2022-23	2023-24	2024-25
Overall Sample Size	30 869	35 608	35 159	39 899	42 125
Overall Agreement (%)	69.5	65.1	66.0	67.5	69.9

Physical Health Summary Measure by Grade

Grade	Overall Agreement (%)				
	2020-21	2021-22	2022-23	2023-24	2024-25
Grade 5	80.6	77.1	75.4	75.9	76.7
Grade 6	74.0	71.8	71.2	72.1	73.7
Grade 8	67.0	62.7	63.5	65.2	68.5
Grade 9	64.9	61.3	63.0	64.4	67.0
Grade 11	62.9	58.0	60.2	63.9	65.7
Grade 12	63.2	57.2	59.6	61.9	66.2

Physical Health Summary Measure by Question Theme

Question Theme	Overall Agreement (%)				
	2020-21	2021-22	2022-23	2023-24	2024-25
Healthy Snacks	82.7	74.5	74.5	74.1	76.2
Regular Exercise	81.2	79.8	79.8	81.5	83.0
Sleep	70.1	66.5	66.4	68.9	71.7
Limited Screen Time	44.1	39.5	43.1	45.5	48.5



- **Targets for 2024-25**

No targets were set for the 2024-25 school year.

- **Analysis**

Overall, student agreement with the Physical Health Summary Measure showed a consistent upward pattern since 2021-22. 69.9 per cent of CBE students reported the overall agreement in 2024-25, representing a statistically significant improvement compared to the previous three-year average. Across grades, an inverse relationship between grade and overall agreement levels persisted, in that student agreement levels decreased as grade level increased. Within the past five years, the difference among grades narrowed consistently, from approximately 20 percentage points to 11 percentage points in 2024-25.

For the questions asked in this measure, the agreement levels increased significantly in comparison to the previous three-year average. Furthermore, the Regular Exercise questions recorded the highest 83 percentage points result in 2024-25 while the question related to screen time consistently reported the lowest agreement levels over time. Only 48.5 per cent of students agreed that they do not have too much screen time in 2024-25 school year.

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.

Emotional Health Summary Measure Overall

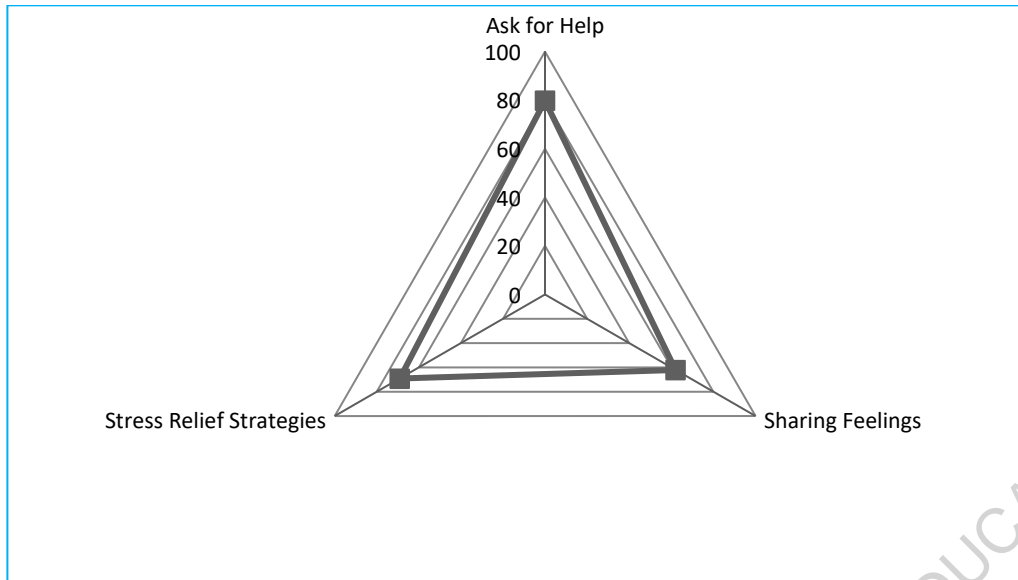
	2020-21	2021-22	2022-23	2023-24	2024-25
Overall Sample Size	30 577	34 926	35 165	40 589	42 887
Overall Agreement (%)	67.2	63.5	65.7	67.9	70.3

Emotional Health Summary Measure by Grade

Grade	Overall Agreement (%)				
	2020-21	2021-22	2022-23	2023-24	2024-25
Grade 5	75.5	73.4	73.7	75.6	75.8
Grade 6	70.4	67.1	68.6	69.6	71.5
Grade 8	62.0	58.2	61.4	62.9	66.5
Grade 9	61.4	59.2	62.4	63.7	67.3
Grade 11	65.1	59.2	62.6	67.5	69.6
Grade 12	68.6	63.1	65.4	68.1	71.7

Emotional Health Summary Measure by Question Theme

Question Theme	Overall Agreement (%)				
	2020-21	2021-22	2022-23	2023-24	2024-25
Ask for Help	74.7	72.3	74.7	76.9	79.8
Sharing Feelings	60.3	54.6	57.4	60.0	62.0
Stress Relief Strategies	66.6	62.8	65.1	66.7	69.1



- **Targets for 2024-25**

No targets were set for the 2024-25 school year.

- **Analysis**

Overall student agreement for the Emotional Health measure showed a continuously growing trend since 2021-22, reaching the highest 70.3 percentage points result in 2024-25. Based on a Chi-Square test, the 2024-25 result was significantly higher than the previous three-year average.

When disaggregated by grade, Grade 5 students continued to report the highest agreement levels while Grade 8 students showed the lowest agreement level over the past four years. Moreover, student agreement levels increased for each grade cohort from 2021-22 with the degree of improvement being most noteworthy for high school students. And the increases at each grade level were statistically significant compared to the previous three-year average.

Student agreement levels across the three question themes ranged from 62 to 79.8 per cent agreement, a difference of 17.8 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 2024-25 school year by statistical test.

Interpretation |

Over the past school year, CBE students showed notable gains in personal development, with overall improvements observed across all measures.

The Annual Returning Rate reached its highest level since 2020. It showed a 2.5 percentage point increase over the previous year results and exceeded the provincial average by 2.2 percentage points while the dropout increased by only 0.1%. The drop out rate was considered maintained by Alberta Education Assurance measure according to the previous three year average, however, the increased student drop out rate may be explained by the fact that this cohort entered high school in 2021–22, a year that aimed for normalcy following a year of pandemic restrictions, yet continued to experience disruptions due to school closures, intermittent returns to at-home learning, and staffing shortages.

The meaningful gains within the Annual Returning Rate may be attributed to a number of intentional interventions and program offerings. As an example, students who returned to apprenticeship increased significantly after a decline last year. The growth in apprenticeship participation may be connected to strengthened program coordination which included a shared liaison role between CBE and NextGen, which has supported students in finding, accessing and navigating apprenticeships and work experiences. The increase may also reflect a return to hands-on learning opportunities that were disrupted during COVID-19.

Despite progress, a continued focus on retention and re-engagement remains a priority, strengthening programs such as Unique Pathways and deepening school-community partnerships that support students' connection to purposeful learning and future readiness.

In Division 3, overall levels of success on the report card indicators “Sets and works toward learning goals” and “Engages in learning with confidence and persistence” continued to rise, with fewer students requiring a network of supports to meet expectations. This statistically significant improvement may suggest meaningful progress in school-level work around collaborative response, which see schools ensuring that every student is supported by a team. This approach may able be strengthening students' capacity to take ownership of their learning.

At the same time, Division 3 success in Health declined slightly and fell just below the three-year average, though it remained above 96 per cent. This small shift may reflect the natural fluctuations due to calibration of assessment practices and changes within the overall cohort of students. Continued support for the Middle School Well-Being Strategy, which includes targeted social emotional learning during this key developmental stage, remains a priority. Short-term fluctuations can also be attributed to the process of establishing deeper, more sustainable learning and growth.

Division 4 students showed statistically significant improvement in CALM learning outcomes compared to the previous three-year average. Contributing factors may include more flexible, student-centered delivery models, increased use of tools such as myBlueprint, and new CALM tasks co-designed with Specialists.

Both Physical Health and Emotional Health summary measures increased significantly from last year, marking the strongest results in five years. Emotional Health summary measure exceeded 70 per cent, with high school students showing the greatest improvement, which could be attributed to increased maturity, stronger self-advocacy, and enhanced stress-management skills.

Within the Emotional Health summary measure, the question theme Sharing Feelings, while continuing to improve, remains the lowest-agreement area. This may relate be connected to digital environments, which can be a significant point of peer-to-peer connection. These environments are

often highly curated and filtered online spaces. The curation of what is shared and seen can often distort perceptions of self and others, interfering with the development of authentic relationships and the psychological safety needed to truly share feelings.

Connected to this may be the student responses in the Physical Health Summary Measure which show that screen time continues to be a significant challenge for many learners. Although overall results have improved over the past four years, only 48.5 per cent of students reported feeling capable of regulating their use of digital devices. This lower level of agreement reflects the developmental demands of self-regulation, the persuasive design of digital platforms, and strong peer norms, which are all factors that make reducing screen time particularly difficult.

Regulating screen time requires self-awareness and executive functioning skills that continue to develop through adolescence and well into adulthood. Schools are supporting this growth through intentional goal-setting, gradual release of responsibility, and increased awareness of how technology and algorithms shape behaviour.

In addition, as digital devices are used for both academic and recreational purposes. This can make it challenging for students to choose to limit screen time when it is for personal use, as limiting screen time when it is required for school and may not be within their control. On their own time, notifications, peer norms, and the persuasive design of digital platforms may make it difficult for students to make the conscious choice to limit their screen time, resulting in student inability or lack of desire to reduce their screen time when it is their choice.

Alberta's Personal Mobile Device policy is helping to reduce screen time by limiting access to social media and external communication during the school day, raising students' awareness of their digital habits. However, meaningful behaviour change takes time, especially when learning still relies on digital devices and tools. These realities highlight the importance of CBE's work regarding digital citizenship alongside social-emotional learning, particularly as students develop their identities in online spaces.

The Teaching & Learning with Technology team is strengthening this work by embedding algorithmic literacy into digital citizenship and AI-related professional learning. These efforts help teachers support students in understanding the benefits and challenges of screen use, recognizing when digital engagement affects their well-being or sense of self, and developing the skills needed to set limits and engage purposefully and safely online.

- **Celebrate**

- For Division 3 students, **Overall Level of Success** showed year-over-year significant improvement in:
 - Percentage of students in kindergarten to grade 9 reported to set and work toward learning goals; as measured by student report cards.
 - Percentage of students in kindergarten to grade 9 reported to engage in learning with confidence and persistence; as measured by student report cards.
- A significant improvement was found in Annual Returning Rate over time, and CBE had higher overall returning rate than Alberta for the past two years.
- Fewer Division 3 students were requiring a network of support to achieve success as measured by the report card stems **Engages in learning with confidence and persistence** and **Sets and works toward learning goals**.

- A consistently upward trend was found for student overall agreement in **Physical Health** and **Emotional Health Summary Measures** since 2021-22.
- Division 4 students saw a significant increase in CALM success rate.
- **Areas for Growth**
 - Although all survey questions in **Physical Health Summary Measure** continue to improve year over year, student agreement levels remain low regarding limiting screen time.
 - While increasing year over year, **Emotional Health Summary Measure** for “I talk to my caregivers, friends, classmates, and/or teachers about how I feel” consistently has the lowest level of overall agreement over time, particularly for grade 8 and 9 students.
 - Division 3 students showed a decline in Health success rate compared to the previous three-year average.

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 continue to be strong. Specifically, examples of professional learning being undertaken include the following:

- Professional learning in collaboration with Primary Care, myBlueprint, Junior Achievement, and Ever Active Schools Well-Being, PE and Health Forum focus on increasing evidence-based pedagogy/practice and teacher capacity in Health, CALM, and PE.
- Professional learning on Outcomes Based Assessment to increase evidence-based pedagogy/practice and teacher capacity in Physical Education.
- Learning offered as part of the High School and Middle School Well-Being Symposiums focused on Culturally Responsive Social Emotional Learning and integrating learning into action planning.
- Build capacity of Elementary, Middle and High School Educators through Social Emotional Learning working groups and divisional meetings (P’s, AP’s, LL’s).
- Social Emotional Lead Teachers (SELT) professional Learning focused on continuum of supports and seven elements, building capacity for specific universal and targeted support in schools.
- Learning through the Complementary Curriculum & Pathways on best practices, including cross-curricular connections, inclusion, and social-emotional learning.
- Supporting High School teachers engage in professional learning focused on universal task design, assessment of learning and for learning, creation of a system rubric, and the implementation of required courses with proficiency scales to support system coherence.
- Integrated and expanded professional learning focused on the ethical use of technology, digital citizenship, and literacy, while providing schools with strategies to support student well-being and screen time management.

- Build and offer additional professional learning focused on artificial intelligence for educators focusing on effective use in teaching, as well as supporting student use for learning effectively and safely.
- Continue to offer professional learning for school leaders about the Personal Mobile Device policy, digital citizenship, use of artificial intelligence, and technology privacy.
- 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 continued student achievement associated with Results 4 and access to supports across a range of areas:

- Continued development of programming with SAIT for Grade 11 and 12 students participating in the Digital Futures Pathway Collegiate.
- Continued development of programming with SAIT and Mattamy Homes for the Calgary Trades and Technologies Collegiate that will begin programming for students in the 2025-2026 school year.
- Continued development of Dual Credit and Exploratory programming in partnership with industry, post-secondary institutions, and community organizations to expand student choice at the high school level.
- Continued development of a Holistic Transition Plan to support all Grade 9 students who self-identify as Indigenous as they transition into Grade 10.
- Facilitate Middle and High School Symposiums that use school-specific data, SEL strategies, and student voice to develop Student Well-Being Action Plans.
- Implement the Mental Health Intervention Plan by deploying Social Emotional Lead Teachers (SELT) and System Intervention Learning Leaders (SILL) to build universal, targeted, and individualized SEL strategies in 18 identified schools.
- Utilize and track baseline CBE Student Survey data on learning technologies and digital citizenship to inform decisions about supports, professional learning, and system priorities.
- Maintain cross-district collaboration processes by liaising with other Alberta school districts to share knowledge and approaches related to learning technologies, digital citizenship, and artificial intelligence use in schools.
- Collaborate with the Software Vetting Committee (SVC) and Artificial Intelligence Governance Committee (AIGC) to support consistent understanding, governance, and guidelines for the implementation of AI across CBE schools and service units.

Resources

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

- Refinement of the Well-Being SDP Support Document to support alignment of school well-being priorities with system-wide planning.
- Develop action-plan resources from the High School and Middle School Student Well-Being Symposium to guide short-, medium-, and long-term data-driven goal setting.

- Restructure the D2L SEL Toolbox to provide educators with direct and accessible SEL instructional materials.
- Ensure a wide range of technology-integration resources to support student learning including: Brightspace by D2L, Google Classroom, Google Workspace for Education, Read&Write, SMART tools, Copyleaks, design-thinking resources, mobile technologies, digital citizenship resources, AI-for-learning tools, coding and robotics materials, and computer science resources.
- Provide ongoing access to external resources such as Hackergal and Your Voice is Power to encourage inclusive and diverse participation in technology-related fields and future careers
- Complementary Curriculum & Pathways Team support and professional learning funds to increase access to high-quality instructional and experiential resources.
- Partner with external agencies to offer professional learning and off-campus educational experiences for students.
- Maintain and support ongoing use of myBlueprint to enhance student planning, goal setting, and high school completion pathways.

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 introduction of new curriculum for Physical Education which began in 2022-23 and is ongoing, with the corresponding changes in the report cards stems, setting targets would not be advised 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 major focus on the 2025-26 CBE Student Survey and as such, it continues to be 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 2025-26 in this report.

Despite this, and while year over year improvement has been noted, ongoing monitoring for the **Emotional Health and Physical Health Summary Measures** continues to be recommended, with particular attention to the themes of Limited Screen Time, Sharing Feelings and Stress Relief Strategies.

APPENDIX

Appendix I:	Results 4 Detail for Returning Rate
Appendix II:	Results 4 CBE Student Survey Questions & 2024-25 Results

Appendix I: 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				
2020	1075	93	25	3	121	11.3	353.1	16.8
2021	1119	115	27	1	143	12.8	318.6	17.9
2022	998	93	15	8	116	11.6	305.2	16.7
2023	934	97	22	3	122	13.1	286.9	18.9
2024	1105	110	24	12	146	13.2	423.8	21.4

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Appendix II: Results 4 | CBE Student Survey Questions & 2024-25 Results

Policy 4.5

Indicator 2 – Physical Health Summary Measure

Question	Overall Agreement (%)
1 I take care of myself by choosing healthy snacks when I am able.	76.2
2 I take care of myself by exercising regularly when I am able.	83.0
3 I take care of myself by getting enough sleep when I am able.	71.7
4 I take care of myself by making sure I don't have too much screen time (e.g., TV, computer, tablet, cell phone).	48.5

Indicator 4 – Emotional Health Summary Measure

Question	Overall Agreement (%)
1 I ask for help when I need it.	79.8
2 I talk to my caregivers, friends, classmates, and/or teachers about how I feel.	62.0
3 I have strategies that I can use for myself when I feel stressed about school.	69.1

OE-2: Learning Environment / Treatment of Students



Operational Expectations Monitoring Report

April 7, 2026

CHIEF SUPERINTENDENT CERTIFICATION

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

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

Signed: 

Date: April 7, 2026

Joanne Pitman, Chief Superintendent

BOARD OF TRUSTEES ACTION

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

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

Summary statement/motion of the Board of Trustees:

Signed: _____

Date: _____

Chair, Board of Trustees

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 Board was last presented with the annual monitoring report for OE-2 on April 8, 2025. Subsequently, the Board of Trustees approved revisions to the OE-2 policy and the Chief Superintendent's reasonable interpretations and indicators on September 23, 2025.

Because this report includes data available from the 2024-2025 school year, compliance and evidence statements in this report will reflect the previously approved reasonable interpretation and indicators. Reporting on the reasonable interpretation and indicators approved September 23, 2025 will begin during the OE monitoring presented during the 2026-2027 school year.

This report includes data available from the 2024-25 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

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

The Chief Superintendent interprets:

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

Board-approved Indicators and Evidence of Compliance |

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

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. 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 2024–2025 school year, school administrators received professional learning related to progressive student discipline and restorative practices to support positive student relationships and conduct. This learning also provided opportunities to introduce school leaders to community partnerships and services available to support schools. Continued professional development will focus on helping students, staff, and families understand roles, processes, expectations, and responses as part of a whole school approach that promotes a welcoming, caring, respectful, and safe learning and working environment.

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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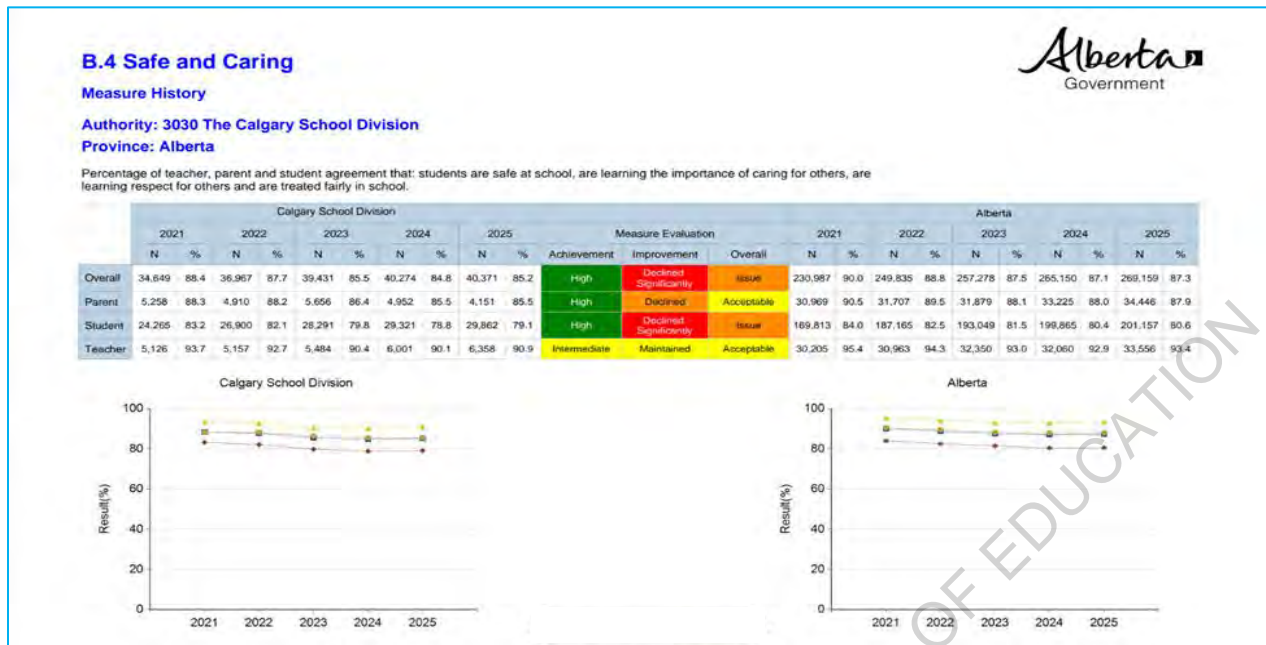
The organization is compliant with this indicator.

Evidence statement

In the Spring of 2025, over forty thousand individuals, including CBE students (29,862), parents (4,151) and teachers (6,358), responded to the Alberta Education Assurance (AEA) Survey. Of the thousands of students, parents and teachers who responded to the Alberta Education Assurance (AEA) Survey, 85.2 per cent 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 increased 0.4 percentage points from 84.8 per cent in 2024.

Within that overall percentage, 79.1 per cent 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, up 0.3 percentage points from 78.8 per cent in 2024. This is within the +/- 2 percentage points range of the previous year's result indicating that CBE is compliant with indicator 2.1.3.

Alberta Education Assurance Survey Measure for Safe and Caring 2024-2025



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. 100% of school principals reported compliance with the volunteer security requirements.

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 2024-25 school year, recidivism was calculated at 69% based on a data set of 206 students who had direct involvement with the Attendance Team. 31% 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, 43 students were excluded from the analysis as they had transferred out of the CBE for various reasons.

Background:

In the 2024-25 school year, the Attendance Team provided consultation and support to school leaders concerning 781 students and an additional 63 general consults regarding attendance policies and procedures.

In addition to consultation on individual students, the Attendance Team provides leadership, guidance, and support to schools in implementing strategies that improve student attendance through a whole school approach. This work emphasizes data informed interventions, system level direction, supportive leadership, fostering a culture of attendance, and meaningful engagement with parents and the wider community. Schools utilize a range of strategies through a whole school approach to support student reengagement, referring students to the Attendance Team only after school-based interventions have been fully explored.

Out of the 781 students, 206 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 referrals to the Office of Student Attendance and Reengagement, resulting in a letter of warning, mediation or a hearing with the Attendance Board.

Students referred to the Attendance Team often present complex personal and family circumstances that contribute to ongoing attendance challenges. Many schools reported difficulty engaging parents in the development of an Attendance Improvement Plan, and limited parent communication reduced opportunities for effective intervention. In other cases, students and their families were supported to connect with internal and/or external supports to address underlying barriers and make incremental progress 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 2024-2025 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 2024-2025 school year, 100% of principals reported that intentional transitional plans were developed for students on IPP's to support their move to another school.

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 2024-25 school year, these included such groups as:

- Student councils
- Leadership groups
- High school student representation on the Chief Superintendent Student Advisory Council
- GSAs/QSAs
- Student voice clubs and focus groups
- Diversity councils
- Culture Clubs (Muslim, Ukrainian, Christian Crossroads, Black Student Union, French Clubs)
- Provision of spaces for cultural observance (e.g. spaces and support for smudging, prayer rooms, etc.)

In 2024-25, 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

Evidence demonstrates all indicators in subsection 1 are in compliance.

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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.

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.

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

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

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OE-6: Asset Protection

Operational Expectations Monitoring Report

April 7, 2026




Calgary Board
of Education

CHIEF SUPERINTENDENT CERTIFICATION

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

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

Signed: 

Date: April 7, 2026

Joanne Pitman, Chief Superintendent

BOARD OF TRUSTEES ACTION

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

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

Summary statement/motion of the Board of Trustees:

Signed: _____

Date: _____

Chair, Board of Trustees

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 September 27, 2022. The Board was last presented with the annual monitoring report for OE 6 on April 8, 2025. This report includes data available from the 2024-2025 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

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.

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 received and processed approximately 3,380 boxes of records from schools and service units. Of these, 1,820 boxes contained a total of 30,668 Official Student Record (OSR) folders designated for digitization. All 30,668 OSR folders were digitized, uploaded to PASI (Provincial Approach to Student Information) and verified. Stringent quality assurance processes were consistently applied by the RM team to ensure that student records were accurately digitized and uploaded to PASI in compliance with Alberta Education and Child Care's digitization standards for data integrity, security, and accessibility.

To emphasize digital recordkeeping standards at schools, the RM team delivered targeted training to 101 schools. These sessions promoted consistent practices across the system and guided administrative staff through the technical requirements of OSR digitization and PASI uploads. Moreover, the RM team carried out remediation follow-up with schools whose initial uploads were unsuccessful because the uploads did not meet PASI standards. The uploads and related processes from these schools were reviewed, deficiencies identified and in-person support for corrective actions was provided.

Administrative records also received comprehensive reviews to verify adherence with retention and disposition protocols. During the monitoring period, 1,559 record boxes were processed for active retention, while 1,062 boxes that had reached the end of their retention periods were reviewed and securely destroyed. Additionally, consistent with recordkeeping best practices, Schools and Service Units continued to securely dispose of transitory records through the Shred Bin program.

Based on the volume and scope of records that were subjected to quality assurance reviews, the Records Management Team determined that the CBE's records management practices continue to be aligned with Generally Accepted Recordkeeping Principles at the Essential level of maturity.

<p>6.1.2</p> <p>99% of all attempted intrusions into the CBE Information Systems will be successfully blocked.</p>	<p>Compliant, with one significant intrusion noted</p>
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The organization is compliant with this indicator. Additional details are provided below regarding one particularly significant intrusion.

Evidence statement

Internal tracking determined there were more than 126 million attempted intrusions during the monitoring period, a 2.4% increase from last year, including approximately 277,000 attempts that could have caused serious damage to CBE systems and data.

As noted above, one intrusion was particularly significant, and additional details are provided herein due to the scale and impact of the intrusion. From a compliance monitoring standpoint, this intrusion, while very significant, is treated as a single intrusion. On January 7th, 2025, PowerSchool notified the CBE of a cybersecurity incident that affected data from the CBE's Student Information System. PowerSchool first discovered the issue on December 28th, 2024, and determined that an unauthorized party, using compromised PowerSchool credentials, gained access through their PowerSource portal to various customers' data. PowerSource is a customer service tool used by PowerSchool to manage customer requests for services and supports. Between December 22nd to 25th, 2024, PowerSchool was contracted by the CBE to upgrade the CBE's PowerSchool instance. To conduct the upgrade, PowerSchool support staff were granted remote access to the CBE's Student Information System. Unfortunately, the timing of the CBE's upgrade coincided with when the PowerSchool support portal was compromised, and as a result the PowerSchool attacker was able to gain access and exfiltrate CBE student and staff data.

To protect against future incidents, stricter remote access protocols have been implemented by the CBE and, in their response to the Office of the Information and Privacy Commissioner of Alberta, PowerSchool detailed a list of eight corrective technical and administrative actions that they have now implemented.

Separately, a school-based staff member's account was compromised and used to send phishing emails to more than 500 CBE and non-CBE individuals. The account compromise occurred after the staff member opened a malicious email link sent by a nefarious actor, entered their login credentials on a fictitious site and subsequently accepted a 2FA (Two Factor Authentication) prompt that was not initiated by the staff member. Once identified, the staff member's account was disabled, the phishing messages were removed from CBE inboxes, and further impacts to CBE systems or data were prevented.

Moreover, during the monitoring period, five student devices infected with malware (including ransomware) were detected. Early detection and device quarantining facilitated timely eradication of the threats and the prevention of other harmful impacts.

Additionally, Dark Web monitoring during the reporting period identified approximately 400 staff accounts and 1,600 student accounts as potentially having compromised credentials. Although proof of

compromise could not be confirmed, and there were no indications that any of the identified accounts had been used for malicious activity, mandatory password resets were enforced as a precaution.

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 2024-2025 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 maintains insurance coverage to protect the organization against theft, property damage, and liability exposures. As a participating member of the Urban Schools Insurance Consortium (USIC), the CBE secures and maintains appropriate insurance coverage and limits across key areas including property, liability, cyber and crime, auto, student accident and student travel.

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 2024-2025 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

No losses have been incurred by CBE on deposits and investments.

Evidence demonstrates all indicators in subsection 1 are in compliance.

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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.

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.

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.

Chief Superintendent's Update

Report to Board of Trustees



Calgary Board
of Education

Date	April 7, 2026
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Joanne Pitman Chief Superintendent of Schools
Purpose	Information
Governance Policy Reference	Operational Expectations OE 2: Learning Environment/Treatment of Students OE 3: Instructional Program OE 4: Treatment of Employees OE 8: Communicating and Engaging with the Public OE 9: Facilities

1. Recommendation

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

2. Issue

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

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

OE-3: Instructional Program states that “providing high quality programming for all students is essential for student success, as defined in the Results.” With other reports submitted to the Board of Trustees, this update meets the requirement of OE-3 in planning for and providing challenging, relevant and high quality programming opportunities that consider the educational needs of students.

OE-4: Treatment of Employees states that “student success and wellbeing depend upon the recruitment, retention, and fair compensation of highly qualified employees working in an environment that is safe, courteous, and professionally supportive.” With other reports submitted to the Board of Trustees, this update meets the requirement of OE-4 by establishing and implementing standards and practices for the recruitment, fair compensation, and retention of highly qualified employees while administering clear personnel rules and procedures for employees in a respectful organizational culture.

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

OE-9: Facilities states that “in order to meet the needs of the entire organization, the responsible stewardship of resources requires effective and efficient use of funding for real property”. With other reports submitted to the Board of Trustees, this update meets the requirement of OE-9 in the effective and efficient use of capital funding and demonstrates responsible stewardship of resources.

3. Background

OE-2 Learning Environment/Treatment of Students | Blackfoot Circle Structure Process Teachings with Elders Drs. Reg and Rose Crowshoe

In line with traditional Blackfoot protocol, following a gifting of tobacco and smudge, Elders Dr. Reg Crowshoe and Dr. Rose Crowshoe from Piikani First Nation, sat in circle with the Indigenous Education Team and supporting system leaders on March 4 to share fundamental Blackfoot wisdom and knowledge of circle structures, natural laws, and traditional ways. Circle conversations with Elders Reg and Rose will continue this school year with a focus on co-designing an Indigenous parallel to the traditional classroom at Niitsitapi Learning Centre and Piitoayis Family School, and through system work for all students. Elder Reg shared that just like the standard classroom, the circle (Blackfoot tipi structure) is a learning venue too and that Indigenous students need access to this model to support their well-being and achievement.

OE-2 Learning Environment/Treatment of Students | Integrated School Support Program at Piitoayis Family School

In partnership with the Calgary Police Youth Foundation, Piitoayis Family School (PFS) recently joined the Integrated School Support Program (ISSP) that includes a full-time, school-based Indigenous Education Support Worker role. ISSP is a school and community-based child well-being program that delivers essential support to meet a range of student needs. Its purpose is to strengthen academic outcomes and social, emotional, and physical health of children ages 5 – 12. As an Indigenous focused school, the ISSP program and supporting role at PFS will establish and promote resources and programming through Indigenous ways of being, belonging, doing, and knowing.

OE-2 Learning Environment/Treatment of Students | Technology Evergreen Program Update

The Technology Evergreen Program (TEP) ensures that computers used by staff and students remain current and reliable across the CBE. The program replaces aging devices and deploys new ones to maintain a standard of at least one computer for every three students, while ensuring that staff have access to the technology required to support teaching and learning. The program also deploys interactive digital displays, also known as Smartboards, with the goal of maintaining a working device in every active classroom.

During this year's cycle, the program coordinated the procurement and lifecycle replacement of more than 22,000 computers and tablets. Deployment began in December and is on track for completion by mid-April. This work includes more than 3,700 staff devices and 18,300 student devices, representing a refresh of nearly one quarter of the CBE's fleet of 91,000 devices. In addition, more than 300 interactive digital displays are scheduled for deployment before the end of the school year.

Due to global constraints in the supply of computer memory, and as a hedge against rising costs, most of the devices for the 2026-27 project were purchased during the current year. This has created a modest impact on this year's budget, although it is expected to generate long-term cost savings. The project remains on schedule, and planning for next year's technology refresh cycle is already underway.

OE-3 Instructional Program | Artificial Intelligence Professional Learning in Schools

The Teaching and Learning with Technology team continues to provide professional learning sessions in schools and service units, supporting teachers in strengthening assessment and instructional design practices. Building on this work, we have expanded our offerings to include the AI for Rubric Development prompts that were developed by the Curriculum and Assessment team with our support. Through this integration, teachers are not only refining their understanding of high-quality rubric design but also building their capacity to use intentional prompting to generate aligned rubrics, tasks, and instructional resources. This approach is increasing teacher skill in ensuring that teaching and learning is directly connected to curriculum outcomes, CBE Frameworks, and guiding documents. In addition, we are providing teachers with resources to develop digital citizenship and ethical use of AI with students, including conversations about transparency, academic integrity, bias, and responsible use in learning contexts.

OE3 - Instructional Program | CBE Sings and CBE Sings JR

CBE Sings and CBE Sings JR continued to strengthen choral music education across the system by providing accessible, non-competitive performance and learning opportunities for students. On February 20, Forest Lawn High School hosted CBE Sings JR, welcomed six choirs from CBE junior high and middle schools. Participating students engaged in choir performances, received clinics led by high school choral educators, and came together for a collaborative mass choir performance. This event supported mentorship across grade divisions while building confidence, connection, and musicianship among younger singers.

On February 27, Lester B. Pearson High School hosted CBE Sings, brought together eleven high school choirs from across the CBE. Students participated in performances and professional learning clinics facilitated by singers from the community organization Luminous Voices, provided authentic connections to professional arts practice.

Both CBE Sings and CBE Sings JR were non-competitive festivals, intentionally designed to address a longstanding gap in accessible choral festival opportunities for public education programs within Calgary. These events prioritized inclusion, collaboration, and student voice, ensuring that all participating choirs could engage meaningfully regardless of school size or resources.

The planning and coordination of these events were led by dedicated CBE educators, including Taylor Berry (Forest Lawn High School), Sheryl Reinhardt (Western Canada High School), Ilana Manning (Dr. Martha Cohen School), and Larka Smith (Samuel W. Shaw School). Their leadership reflected a strong commitment to student engagement, cross-school collaboration, and excellence in fine and performing arts education.

OE-3 Instructional Program | Esports in the CBE

In collaboration with Information Technology Services (ITS) and Client Technology Services (CTS), the Teaching and Learning with Technology team has launched a spring interschool esports league for CBE high schools. Four schools are participating with six teams (approximately 30 students) competing in weekly League of Legends matches. The team is also partnering with the Alberta Scholastic Esports League to host the second city-wide Super Smash Bros Ultimate tournament for students in Grades 7–12, bringing together participants from CBE, Rocky View Schools, and the Calgary Catholic School District.

Esports continues to provide an inclusive and engaging learning environment where students connect through shared interests, strengthen their sense of belonging, and build positive relationships. This work supports the Education Plan's focus on well-being, student engagement, and creating opportunities for meaningful connections to the school community through authentic, interest-driven experiences.

OE-3 Instructional Program | Knowledge and Employability (K&E) Task Design Sessions

Junior High K&E Session

To support Knowledge and Employability (K&E) programming in junior high schools, specialists from the Core Curriculum and Assessment team hosted a full-day, in-person professional learning session for teachers of Grades 8–9 K&E core courses on March 10. Approximately 30 teachers participated in the session, which focused on inclusive task design and assessment practices that support student proficiency. Teachers engaged in collaborative planning to design meaningful and accessible learning tasks across K&E core subjects, including English Language Arts, Mathematics, Social Studies and Science. The session also provided opportunities for teachers to share practical strategies and explore task design and assessment approaches that can be adapted across the variety of K&E course structures used in schools.

High School K&E Session

To support ongoing implementation of Knowledge and Employability (K&E) programming at the high school level, specialists from the Core Curriculum and Assessment team hosted a full-day, in-person professional learning session for teachers of Grades 10–12 K&E core courses on March 11. Approximately 30 teachers participated in the session, which focused on inclusive task design and assessment aligned with Outcomes-Based Assessment and the High School Proficiency Scale. Teachers engaged in collaborative planning to design accessible, high-quality tasks that support students in demonstrating proficiency within K&E core courses. The session also provided opportunities for teachers to share practices and explore approaches that can be adapted across a range of K&E programming models used in schools.

OE-3 Instructional Program | Leadership Development

Purpose: To strengthen leadership practice across the CBE by developing shared knowledge, skills, and attitudes grounded in the Alberta Leadership Quality Standard (LQS) and the CBE Leadership Model, while supporting intentional succession planning, so leaders at every stage can lead learning, belonging, and improvement with clarity, consistency, and impact.

- **Open Leadership Development Series (OLDS)** is an open leadership learning series for any certificated staff member who wants to develop leadership competence. Across 12 sessions, participants develop their ability to use shared language, tools, and skills to strengthen their leadership practice.
 - 2024 | 181 participants (final session December 2025)
 - 2025 | 103 participants
 - 2026 | 97 participants (first session February 2026)
- **Assistant Principal Open Leadership Development Series (AP OLDS)** is a leadership learning series designed specifically for the assistant principal (AP) role. The series supports APs to strengthen day-to-day leadership practice across 8 sessions to have the knowledge, skills, and attitudes to lead effective leadership conversations, instructional leadership, and continuous improvement.
 - 2026 | Assistant Principal OLDS 153 Participants (first session April 2026)
- **Principal Mentorship:**
Purpose: To support new principals in strengthening their leadership practice over their first two years in the principal role by partnering with an experienced principal mentor who provides ongoing guidance, feedback, and role-specific learning. There are three in-person professional learning sessions and regular calendar invites for school-based connections.
 - 2023 | 30 Mentor and Mentee Pairings
 - 2024 | 25 Mentor and Mentee Pairings
 - 2025 | 15 Mentor and Mentee Pairings

OE-3 Instructional Program | School Bus Driver Appreciation Day

Every school day, more than 660 school bus drivers safely transport over 27,000 CBE students to and from schools across Calgary. Bus drivers are valued members of our school communities, helping students arrive safely, on time, and ready to learn. Their work supports student learning and well-being each day.

Monday, May 4, is School Bus Driver Appreciation Day, providing an opportunity for students, families, and staff to recognize and thank bus drivers for their dedication and commitment to students.

On this day, CBE Transportation staff will visit schools and bus yards to personally thank drivers for the important role they play in supporting students and families. Schools and families are also encouraged to show appreciation in their own meaningful ways, whether through a note, a small gesture, or a simple thank you.

Recognizing our bus drivers highlights the essential contribution they make to welcoming, respectful, and safe transportation experiences for students across the CBE.

OE-3 Instructional Program | Social Studies K-6 New Curriculum Key Contact Sessions

To support system-wide implementation of the new K–6 Social Studies curriculum, specialists from the Core Curriculum and Assessment team facilitated full-day, in-person professional learning sessions for designated Social Studies Key Contacts from each K–6 school. Approximately 222 teachers participated across four sessions held in February and March. The sessions, *Leading the New K–6 Social Studies*

Curriculum – A Pathway to Critical Thinking, focused on building school-based leadership capacity to support curriculum implementation. Participants deepened their understanding of the new curriculum, the

Social Studies Companion Guide, and the *K–6 Scope and Sequence* documents, while exploring task design grounded in critical thinking. Teachers also engaged with *Task Inspiration Guides* and examined the responsible integration of AI alongside teacher professional judgment, leaving with structured planning tools to support implementation within their schools.

OE-4 Treatment of Employees | Maatoomsii’Pookaiks (Children First) 2026 Indigenous Education Professional Learning Day

April 24 is Maatoomsii’Pookaiks | Children First, the CBE system-wide Indigenous Education Professional Learning Day. This day of professional learning began in October 2021 and is designed for all staff to develop and apply foundational knowledge of Indigenous Education in the CBE, regardless of role. The Indigenous Education Team provides leadership and support for all CBE staff to engage in professional learning. To date, the following have been shared:

1. **Schools** – This year, schools are designing their own personalized day of learning in alignment with their TRC Commitment to Action, SDP, and local considerations. A school planning tool was designed to offer a step-by-step planning process. Schools are in the process of submitting their personalized plans to Indigenous Education, which have been shared with their education director. Schools will submit a report on their learning in May.
2. **School Improvement Teams** – Similar to schools, a planning tool for School Improvement (SI) teams has been designed and shared to support area and portfolio teams to plan a personalized learning day in kinship with their core work in alignment with the Education Plan. SI teams will also submit a plan and report.
3. **Service Unit Staff** – A planning committee inclusive of staff from various service unit teams has been formed to offer service unit staff a diverse mixture of learning sessions to support building foundational knowledge of Indigenous ways of being, belonging, doing, and knowing. These sessions will be designed to advance Truth and Reconciliation Commission (TRC) Call to Action #57 focused on providing education to staff on the history of Indigenous peoples, including the history and legacy of residential schools, treaties, cultural ceremonies, and languages. A survey has been issued to support the tailoring of meaningful learning sessions that align with the interests, level of knowledge, and work context of service units.

OE-8 Communicating and Engaging with the Public | Making Relatives through Tipi Painting Experience

The practice of painting tipis has been with the Blackfoot people since time immemorial. Designs include references to origin stories and elements that are given through dreams, visions, or transferred from family members. Representing *Niitsitapiisini* (Blackfoot way of life), tipi painting illustrates connection to the land, the cosmos, and spirit. The designs on the tipi also share important messages or signs indicating the knowledge that the tipi owner holds (e.g., health, education, hunting). On March 5 two members of the Indigenous Education Team and 2 members of the Calgary Police Services Indigenous Relations Team gathered with Blackfoot Elders Drs. Reg and Rose Crowshoe to make relatives through a tipi painting experience. At the heart of this collaboration is for both teams to be transferred a one-of-a-kind tipi design from the Elders. Projected tipi completion date is June 2026 and will engage Indigenous students, Elders, CBE staff, and community members.

OE-9 Facilities | CBE Sustainability Framework 2030 and Water Use

This month’s Sustainability Framework update highlights progress toward the CBE water use reduction target.

The CBE has established the following 2030 target for water consumption:

- The CBE manages and/or reduces water consumption to 2m³ per student per year.

CBE has reduced water consumption intensity by 15% (or down to 3.58 m³ per student per year) since the 2014 -15 baseline, with continued infrastructure upgrades and monitoring, supporting further progress toward the 2030 target.

Facility-Based Water Reduction Initiatives

CBE has implemented several infrastructure and operational strategies to reduce water consumption across schools. These include:

- upgrading older washroom fixtures;
- replacing and upgrading urinals;
- implementing mechanical infrastructure improvements (including boiler replacements);
- monitoring water meter data daily to detect abnormal consumption;
- reporting and repairing of leaks; and
- reviewing water bills monthly to identify anomalies and investigate root causes.

Schools with higher water use intensity tend to be older buildings and/or facilities with irrigation systems. To reduce irrigation water use, the CBE has introduced monitoring systems and retrofits that adjust watering based on real-time weather data and soil moisture levels. These systems have been operating successfully since 2023 and have contributed to reduced irrigation water use at 22 school sites.

Education-Based Water Reduction Initiatives

In addition to facility-based initiatives, many CBE schools also engage in classroom-based and eco-club initiatives led by student sustainability leaders to raise awareness about water use and water conservation. Schools often begin by conducting a water audit to understand how water is used in their building and then identify actions that can help reduce consumption.

Key Strategic Water Management Opportunities

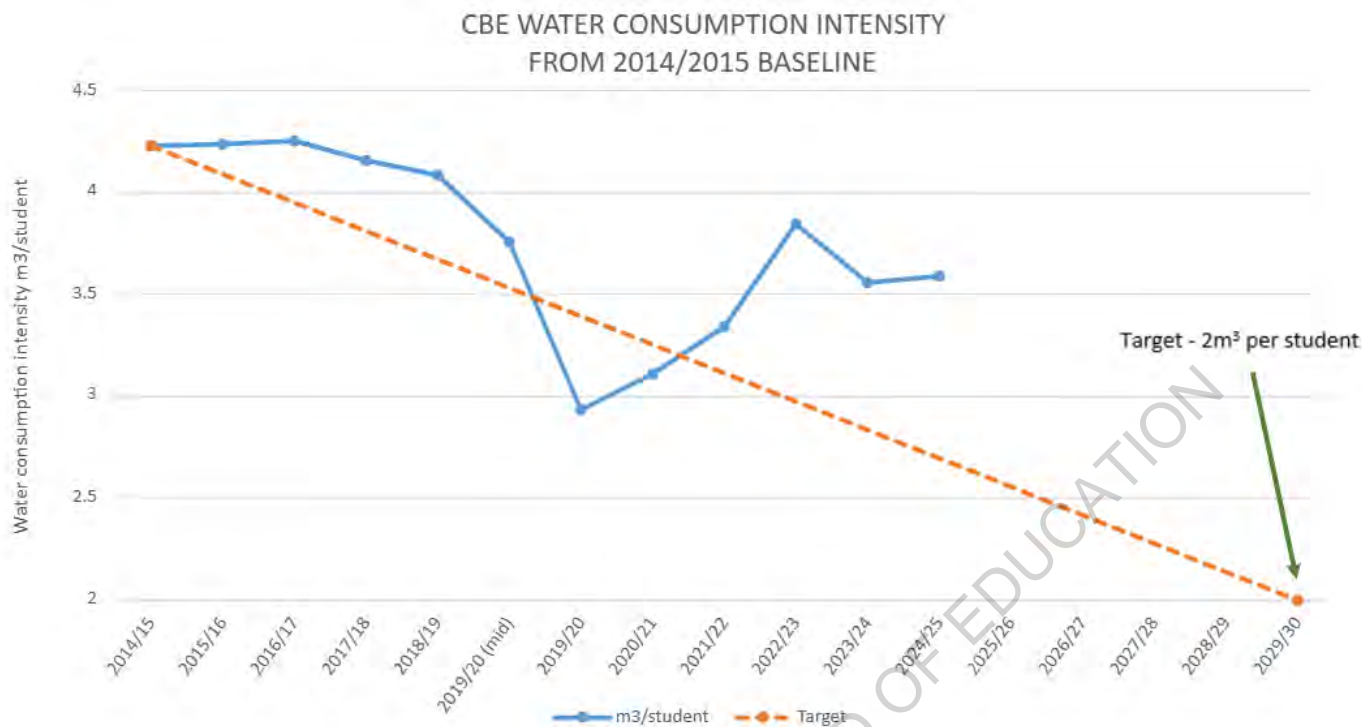
As part of its water use management efforts, the CBE continues to proactively address several key opportunities that will further enhance conservation outcomes and strengthen long term water infrastructure resilience, including:

- investing strategically in water-related renovations;
- modernizing aging building systems to support more efficient operations;
- enhancing the reliability and performance of automated water-detection technologies used in irrigation systems;
- evaluating water-flow detection technologies that enable automatic whole-building water shutoff during leaks;
- reducing the effects of hard water by managing sediment buildup within mechanical systems; and
- improving tracking and oversight of irrigation use at sites without dedicated irrigation meters or submeters.

CBE Water Consumption Intensity

The following graph represents year-over-year water consumption intensity at the CBE. Between the 2014 -15 baseline year and 2024-25, water consumption intensity decreased from 4.23 m³ to 3.58 m³, representing a 15% reduction.

There was a significant drop in water consumption in 2019-20. This is due to COVID-19 operational shutdowns and restrictions. There was a spike in 2022-23 as all operations came back online.



CBE has made progress toward the 2030 target of 2m³ per student per year and the CBE is committed to continued efforts required to close the remaining gap.

JOANNE PITMAN
CHIEF SUPERINTENDENT OF SCHOOLS

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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