public agenda | Regular Meeting of the Board of Trustees

April 5, 2022
12:00 p.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
12:00 p.m.	**1 |**	**Call to Order, National Anthem and Welcome**			
	2 |	**Consideration/Approval of Agenda**		GC-2	
	3 |	**Awards and Recognitions**		GC-3	
	4 |	**Results Focus**			
	4.1	Results 4: Personal Development – Annual Monitoring	J. Pitman A. Holowka	R-4	Page 4-1
	5 |	**Operational Expectations**			
	5.1	OE-2: Learning Environment/ Treatment of Students – Annual Monitoring	C. Usih	OE-2	Page 5-1
	6 |	**Public Comment [PDF]**		GC-3.2	
		Requirements as outlined in Board Meeting Procedures			
	7 |	**Matters Reserved for Board Information**			
	7.1	Budget Assumptions Report 2022-23	C. Usih B. Grundy	OE-5	Page 7-1
	8 |	**Matters Reserved for Board Decision**	Board	GC-3	

Calgary Board of Education

Time	Topic	Who	Policy Ref	Attachment
	9 | Consent Agenda	Board	GC-2.6	
	9.1 Items Provided for Board Decision			
	9.1.1 Proposed Amendment to Governance Culture Policy Exhibit 2E: Trustee Remuneration		GC-2, 2E	Page 9-9
	(THAT the Board approves the amendment to Governance Culture Policy 2E: Trustee Remuneration, Attachment I to the report.)			
	9.2 Items Provided for Board Information		OE-8	
	9.2.1 Chief Superintendent's Update		OE-2, 3, 8	Page 9-1
	9.2.2 2021 General Election - Non-Compliance in Relation to Disclosure Statements		GC-1, 3	Page 9-4
	10 | In-Camera Session			
4:30 p.m.	**11 | Adjournment**			
	Debrief	Trustees	GC-2.3	

Notice |
This public Board meeting will be recorded & posted online.
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Office of the Corporate Secretary at corpsec@cbe.ab.ca.

Calgary Board of Education

results monitoring report

Results 4: Personal Development

CHIEF SUPERINTENDENT CERTIFICATION

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

Monitoring report for the school year 2020-21

Report date:
April 5, 2022

☒ making reasonable progress toward achieving the desired results.

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

☐ not making reasonable progress.

Signed: _____   Date: <u>March 31, 2022</u>

Christopher Usih, Chief Superintendent

BOARD OF TRUSTEES ACTION

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

☐ to be making reasonable progress.

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

☐ not to be making reasonable progress.

Summary statement/motion of the Board of Trustees:

Signed: _____   Date: _____

Laura Hack, Chair, Board of Trustees

Calgary Board of Education

Executive Summary |

Analysis |

The Annual Returning Rate for CBE was consistently lower than the province from 2015-16 to 2019-20. The year-over-year declines from 2017-18 to 2019-20 for both CBE and the province are likely tied to Alberta Education's updated methodology (see footnote 2 on page 12 | 49). Improvement is observed in the percentage of CBE students returning to post-secondary education after having left the K-12 system for two years.

The Results 4 K-9 report card data indicate that Overall Level of Success continues at a fairly constant high level. The Exemplary Strengths indicator for both stems show a strong upward trend across five years. Following a significant decline in 2019-20 school year for both stems, Network of Support Required saw a notable increase in 2020-21 for the stem, "Sets and works toward learning goals".

Overall Level of Success report card results by stem are:

- Sets and works toward learning goals: 97.2%
- Engages in learning with confidence and persistence: 96.9%

The Health/CALM report card All Students result is 97.7%.

The two indicators tied to survey results where questions were included in the 2020-21 CBE Student Survey, saw Overall Agreement in the high sixties, though individual question agreement ranged from 44.1% to 82.7%

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.

Results 4 was a minor focus on the CBE Student Survey in 2020-21. Targets were set for CBE Student Survey indicators in Policies 4.1 and 4.5 only.

- Policy 4.1
  - Indicator 1 – Target for 2020-21: at or above 19.5%

- Policy 4.5
  - Indicator 2 – Target for 2020-21: at or above 68%
  - Indicator 4 – Target for 2020-21: at or above 69%

Context for Indicators |

With respect to report card achievement data, due to the ongoing COVID-19 pandemic and the learning disruptions experienced to date, significant caution should be exercised when stating trends over time. While not directly comparable, year-over-year results have been examined with consideration given to context.

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

Calgary Board of Education

Glossary of Terms |

- Board: Board of Trustees

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

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

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

Policy |

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

Interpretation |

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

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

Students will:

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

Interpretation |

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

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

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

Indicators |

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

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.

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.

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

Students will:

> 4.4 Take risks appropriately.

Interpretation |

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

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

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

Indicator |

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

Students will:

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

Interpretation |

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

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

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

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

Indicators |

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

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

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

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.

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 |

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.

Evidence of Progress |

Board-approved indicators and targets as well as 2020-21 results, analysis and interpretation |

Policy 4.1

Policy 4.1 Indicator 1

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

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

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

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

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

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Annual Returning Rate (%)					
Cohort	2015-16	2016-17	2017-18	2018-19[2]	2019-20
CBE	16.9	19.2	21.3	17.0	16.8
Alberta	18.9	19.9	22.7	18.2	18.1
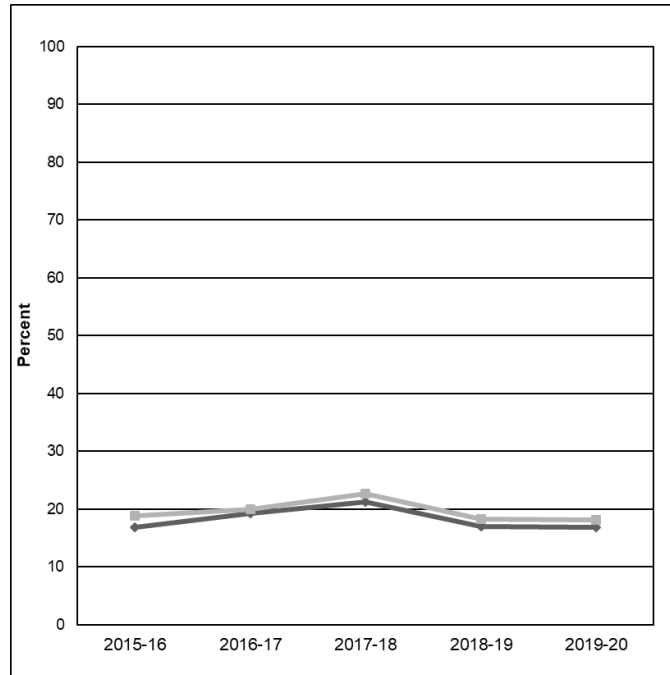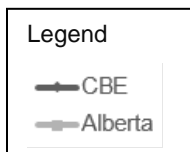
Note | Annual Return Rate data are always a year behind the reporting year. For example, while the most current CBE rate (16.8%) was reported in the *Spring 2021 Alberta Education Assurance Measure Results Report*, instead of being for the 2020-21 school year (reporting year) it is for the previous school year (2019-20).

- **Target for 2020-21:** At or above 19.5%.

  Target not met.

- **Analysis**

  Based on a comparison of the 2019-20 results to the Previous 3-Year Average and using Alberta Education's Accountability Pillar chi-square range for the Improvement Measure evaluation, CBE results showed a decline that was not statistically significant.

  CBE Annual Returning Rate was consistently lower than the province over the five years with the gap for the past three years being similar.

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

Calgary Board of Education

Comparable to the trend observed in the provincial results, after two years of consecutive increases from 2015-16 to 2017-18, CBE's Annual Returning Rate had two years of consecutive declines. However, the degree of decrease in from 2018-19 to 2019-20 was smaller than that from 2017-18 2018-19.

The five-year, 10-year and 15-year Annual Returning Rate result trends for both CBE and Alberta are all downward.

In examining the data that identify students returning to K-12, Post-Secondary or Apprenticeship as well as the estimated attrition, CBE's K-12 rate was 2.54 percentage points lower than the province's rate.

The area that is seeing improvement is the percentage of students from this cohort returning to post-secondary education.

- **Interpretation**

CBE results saw two years of consecutive improvement previously from 2015-16 to 2017-18, followed by two years of consecutive decline from 2017-18 to 2019-20. While the current year results declined from the previous year, as compared to the previous three-year average, the decline was not statistically significant.

The declines over the last two years are likely tied to updated methodology as noted in footnote 2 on the previous page.

Of the criteria identified in the bullets on the previous page, as compared to the province, CBE had a lower number of students returning to K-12 and a higher number of students returning to learning in the "attending a post-secondary institution" category.

Policy 4.1 Indicator 2

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**[3] from CBE Student Survey.

   Results 4: Personal Development was a minor focus on the 2020-21 CBE Student Survey. The questions that inform this summary measure were not asked.

Policy 4.1 Indicator 3

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.

   Results 4: Personal Development was a minor focus on the 2020-21 CBE Student Survey. The questions that inform this summary measure were not asked.

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[3] A **summary measure** describes a whole set of data using a single value. In the case of the survey summary measures, each summary measure is the roll-up of the results for each of the questions asked for a particular measure. For example, the **Resiliency and Perseverance Summary Measure** is the straight average of the results from the four questions asked of students regarding working through setbacks and challenges in their learning.

Calgary Board of Education

Policy 4.2 Indicator 1

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

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All Students

Sets and works toward learning goals[4] (%)					
Indicator	**2016-17**	**2017-18**	**2018-19**	**2019-20**	**2020-21**
Exemplary Strengths	29.4	29.6	30.6	31.6	35.4
Evident Strengths	50.3	49.9	50.2	50.7	47.7
Emerging Strengths	17.4	17.3	16.2	15.1	14.1
Network of Support Required	2.4	2.6	2.3	1.9	2.1
Individual Program Plan	0.5	0.6	0.7	0.7	0.7
Overall Level of Success	**97.1**	**96.6**	**97.1**	**97.4**	**97.2**

Legend

- Overall Level of Success
- Exemplary Strengths
- Evident Strengths
- Emerging Strengths
- Network of Support Required
- Individual Program Plan

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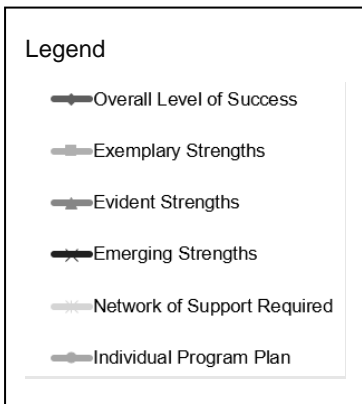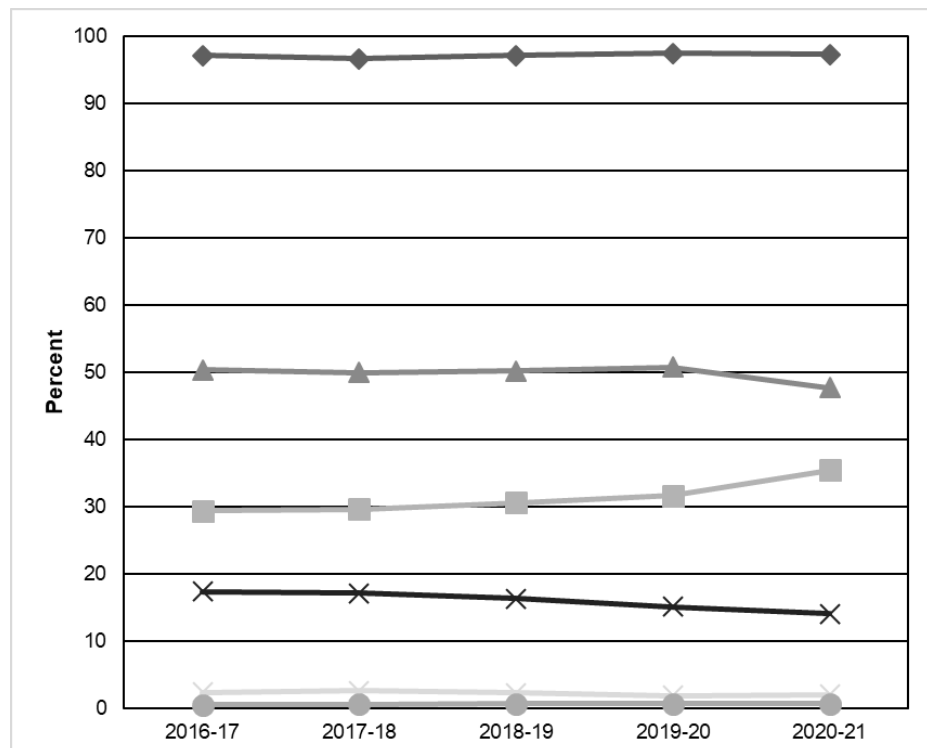
[4] The general indicators for this stem are:

- 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.

Calgary Board of Education

Division 1

Sets and works toward learning goals (%)					
Indicator	2016-17	2017-18	2018-19	2019-20	2020-21
Exemplary Strengths	27.0	27.6	28.9	30.0	36.0
Evident Strengths	53.1	52.5	52.8	53.1	49.4
Emerging Strengths	17.0	16.9	15.5	14.4	12.3
Network of Support Required	2.3	2.3	2.0	1.6	1.5
Individual Program Plan	0.6	0.7	0.8	0.9	0.8
Overall Level of Success	**97.2**	**97.0**	**97.2**	**97.5**	**97.7**

Legend

Overall Level of Success

Exemplary Strengths

Evident Strengths

Emerging Strengths

Network of Support Required

Individual Program Plan

Calgary Board of Education
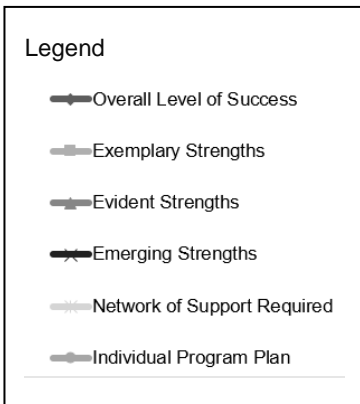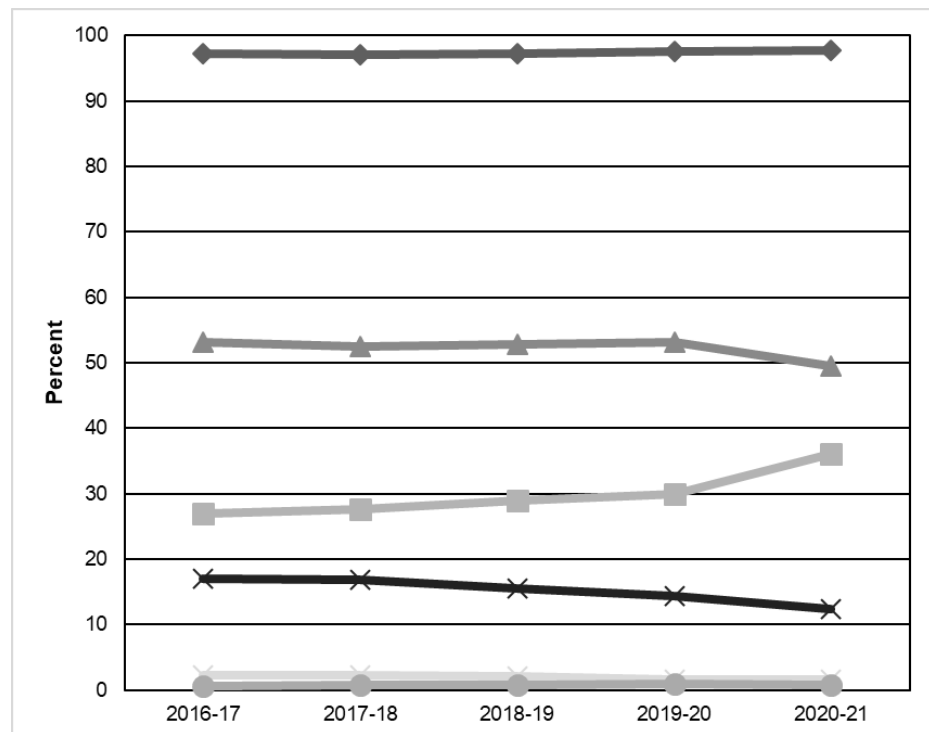
Division 2

Sets and works toward learning goals (%)					
Indicator	2016-17	2017-18	2018-19	2019-20	2020-21
Exemplary Strengths	33.0	33.7	33.7	34.5	37.5
Evident Strengths	48.6	48.1	48.3	49.3	46.8
Emerging Strengths	15.8	15.2	15.1	13.6	13.0
Network of Support Required	2.1	2.3	2.0	1.6	1.7
Individual Program Plan	0.5	0.7	0.9	1.0	1.0
Overall Level of Success	**97.4**	**97.0**	**97.0**	**97.5**	**97.3**

Legend

- Overall Level of Success
- Exemplary Strengths
- Evident Strengths
- Emerging Strengths
- Network of Support Required
- Individual Program Plan

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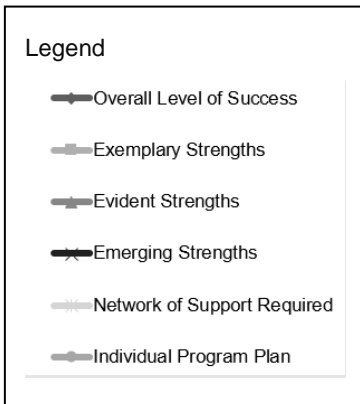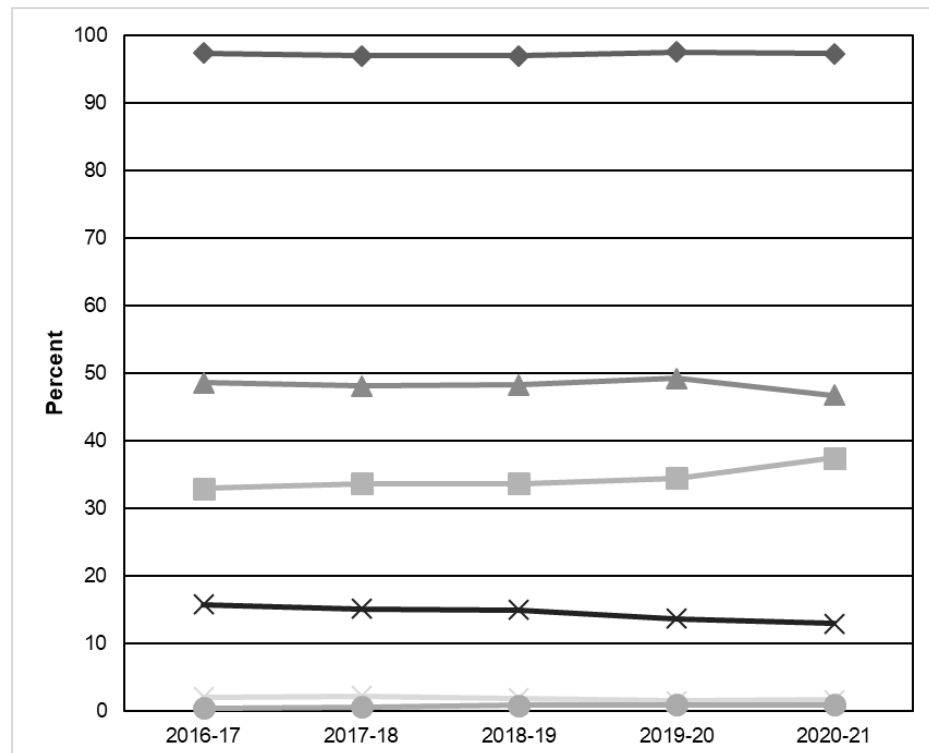
Division 3

Sets and works toward learning goals (%)					
Indicator	2016-17	2017-18	2018-19	2019-20	2020-21
Exemplary Strengths	29.4	29.2	29.1	30.0	32.6
Evident Strengths	47.5	47.4	47.4	49.6	47.0
Emerging Strengths	19.8	19.7	19.8	17.5	17.1
Network of Support Required	3.1	3.5	3.5	2.7	3.3
Individual Program Plan	0.2	0.2	0.2	0.2	0.2
Overall Level of Success	**96.8**	**96.3**	**96.3**	**97.1**	**96.6**

Legend

- Overall Level of Success
- Exemplary Strengths
- Evident Strengths
- Emerging Strengths
- Network of Support Required
- Individual Program Plan

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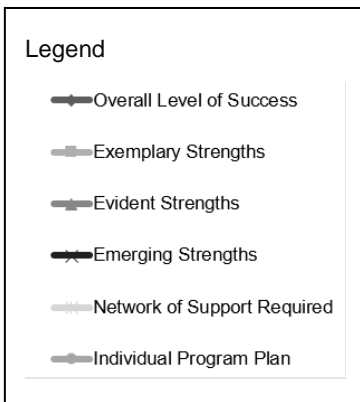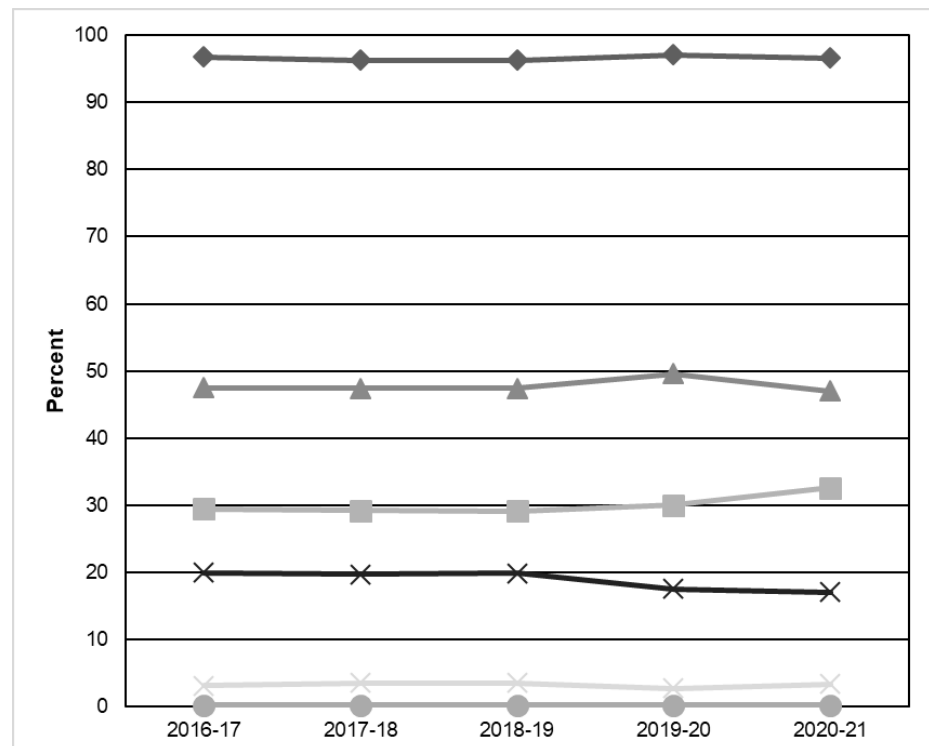
- **Target for 2020-21:** No target set

- **Analysis**

  All Students: Despite a decrease in 2020-21, the result of Overall Level of Success was significantly higher than the previous three-year average based on the Chi-Square test. Exemplary Strengths displayed a strong upward trend and reached the highest level in 2020-21 across five years.

  To determine improvement in Network of Support Required and Individual Program Plan, the percentage of students in these categories should decrease. Network of Support Required decreased significantly compared with the previous three-year average by test. For Individual Program Plan, following a continuous three-year increase from 2016-17 to 2018-19, the results have maintained at a level of 0.7% for the last two years.

  Division 1: Except for a slight decrease in 2017-18, the Overall Level of Success results had improved performance across the five years. Of note, a significant increase of 0.5 percentage points was observed in 2020-21 when comparing to the previous three-year average. Similar to the All Students cohort, Exemplary Strengths showed a strong upward trend over time.

  Moreover, Network of Support Required displayed a continuously decreasing pattern over five years. The decrease in the Network of Support Required results was significant by test. However, despite a 0.1 percentage point decrease in 2020-21, Individual Program Plan showed a slightly upward trend over time.

  Division 2: Similar patterns to the All Students results were observed.

  Division 3: Similar to the changes in All Students, Division 3 students showed declined results in Overall Level of Success in 2020-21. However, it was not significant based on the Chi-Square comparison to the previous three-year average. After a two-year year-over-year decrease, Exemplary Strengths increased from 2018-19 to 2020-21, reaching the highest result in 2020-21. Moreover, the improvement was significant by test.

  Additionally, following a significant decline in 2019-20, the result of Network of Support Required saw a notable increase in 2020-21. Individual Program Plan remained at a stable level of 0.2% across the five reported years.

- **Interpretation**

  For the All Student cohort, while the Overall Level of Success in 2020-21 decreased from the previous year's result, as compared to the previous three-year average, the result was statistically significantly higher. Further, though the Network of Support Required increased over the previous year, the result was significantly lower as compared to the previous three-year average.

  The results in Exemplary Strengths for all cohorts saw increases over the previous year. The increases in Network of Support Required results in two of the three cohorts were the reasons for the lower Overall Level of Success results.

Policy 4.2 Indicator 2

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.

   Results 4: Personal Development was a minor focus on the 2020-21 CBE Student Survey. The questions that inform this summary measure were not asked.

Policy 4.2 Indicator 3

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.

   Results 4: Personal Development was a minor focus on the 2020-21 CBE Student Survey. The questions that inform this summary measure were not asked.

Policy 4.2 Indicator 4

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.

   Results 4: Personal Development was a minor focus on the 2020-21 CBE Student Survey. The questions that inform this summary measure were not asked.

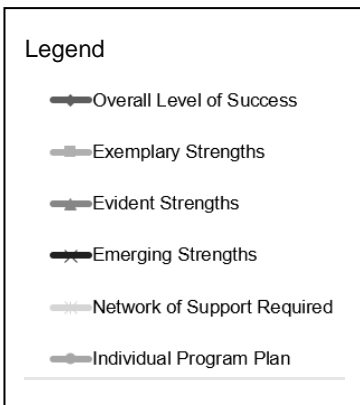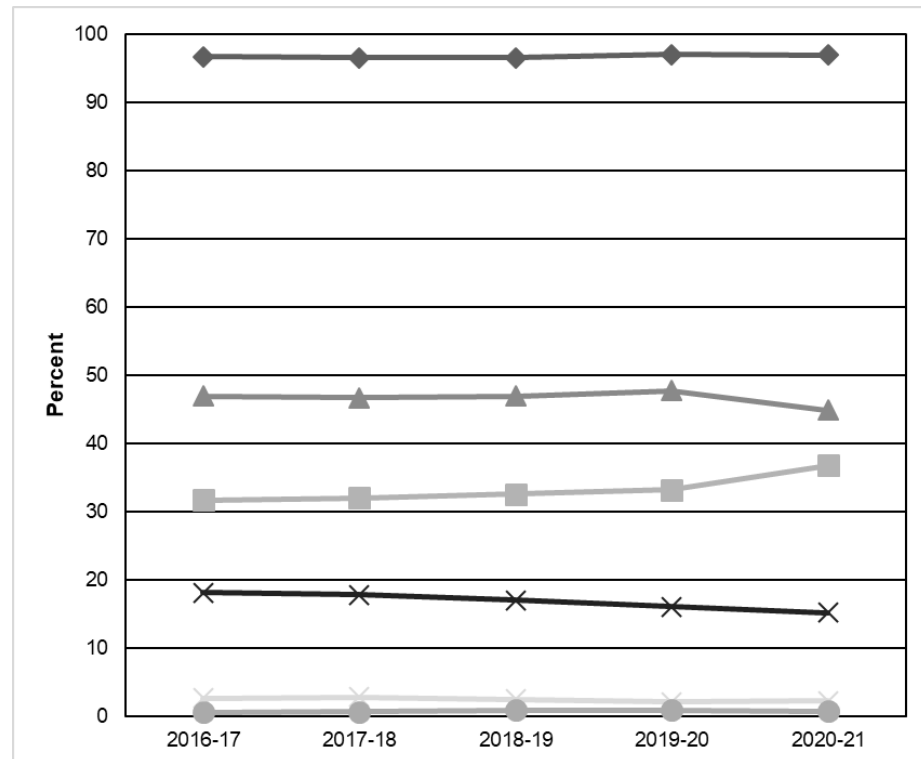**Policy 4.3**

Policy 4.3 Indicator 1

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

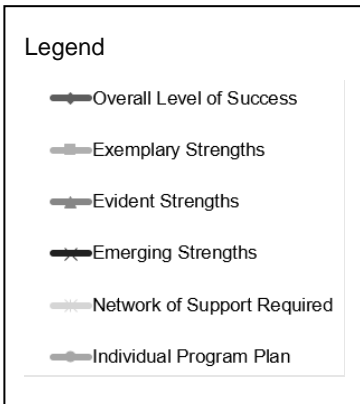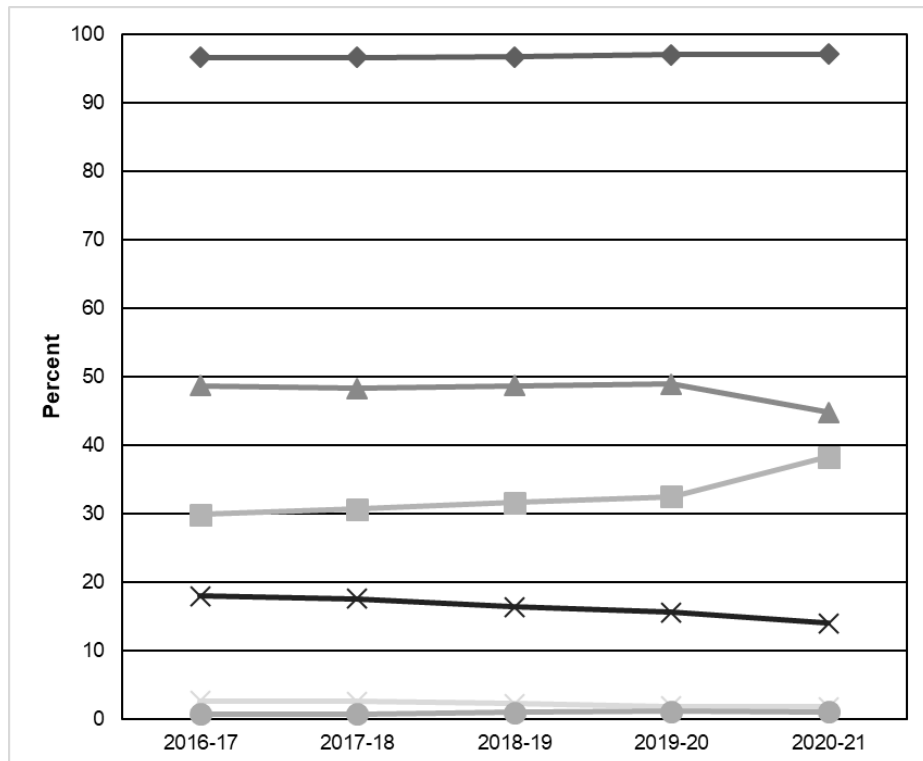**The remainder of this page is intentionally blank.**

All Students

Engages in learning with confidence and persistence (%)					
Indicator	**2016-17**	**2017-18**	**2018-19**	**2019-20**	**2020-21**
Exemplary Strengths	31.7	32.0	32.6	33.2	36.8
Evident Strengths	46.9	46.7	46.9	47.7	44.9
Emerging Strengths	18.1	17.8	17.1	16.1	15.2
Network of Support Required	2.7	2.8	2.5	2.1	2.3
Individual Program Plan	0.6	0.7	0.9	0.9	0.8
Overall Level of Success	**96.7**	**96.5**	**96.5**	**97.0**	**96.9**

Legend

- Overall Level of Success
- Exemplary Strengths
- Evident Strengths
- Emerging Strengths
- Network of Support Required
- Individual Program Plan

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Division 1

Engages in learning with confidence and persistence (%)					
Indicator	2016-17	2017-18	2018-19	2019-20	2020-21
Exemplary Strengths	29.9	30.7	31.6	32.5	38.3
Evident Strengths	48.6	48.3	48.7	48.9	44.8
Emerging Strengths	18.0	17.6	16.4	15.5	14.0
Network of Support Required	2.7	2.6	2.3	1.9	1.8
Individual Program Plan	0.8	0.8	1.0	1.2	1.1
Overall Level of Success	**96.6**	**96.6**	**96.7**	**97.0**	**97.1**

Legend

- Overall Level of Success
- Exemplary Strengths
- Evident Strengths
- Emerging Strengths
- Network of Support Required
- Individual Program Plan

Division 2

Engages in learning with confidence and persistence (%)					
Indicator	**2016-17**	**2017-18**	**2018-19**	**2019-20**	**2020-21**
Exemplary Strengths	35.7	35.8	35.5	36.0	38.9
Evident Strengths	44.6	44.9	45.2	46.1	44.0
Emerging Strengths	16.7	16.0	16.0	14.8	14.1
Network of Support Required	2.3	2.4	2.2	1.8	1.8
Individual Program Plan	0.7	0.9	1.1	1.3	1.2
Overall Level of Success	**97.0**	**96.7**	**96.7**	**96.9**	**97.1**

Legend
- Overall Level of Success
- Exemplary Strengths
- Evident Strengths
- Emerging Strengths
- Network of Support Required
- Individual Program Plan

4-25
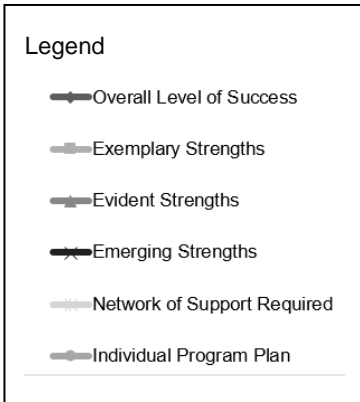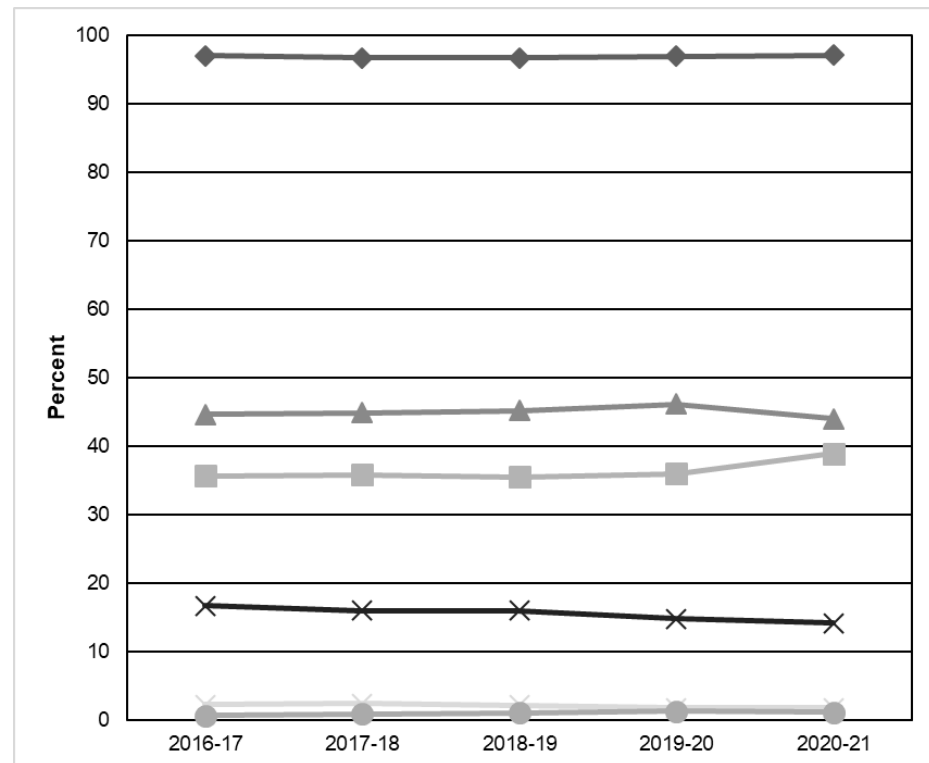
Division 3

Engages in learning with confidence and persistence (%)					
Indicator	**2016-17**	**2017-18**	**2018-19**	**2019-20**	**2020-21**
Exemplary Strengths	30.2	29.8	30.0	30.9	33.1
Evident Strengths	46.4	46.1	46.1	48.0	46.0
Emerging Strengths	20.1	20.2	20.0	18.2	17.4
Network of Support Required	3.1	3.6	3.7	2.7	3.3
Individual Program Plan	0.2	0.3	0.2	0.2	0.2
Overall Level of Success	**96.7**	**96.1**	**96.1**	**97.1**	**96.5**

Legend

- Overall Level of Success
- Exemplary Strengths
- Evident Strengths
- Emerging Strengths
- Network of Support Required
- Individual Program Plan

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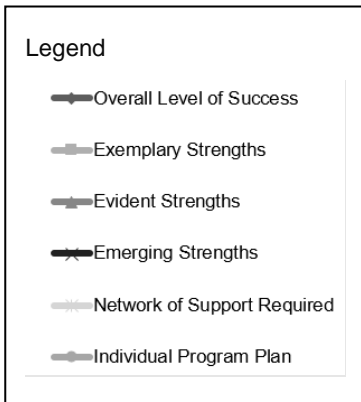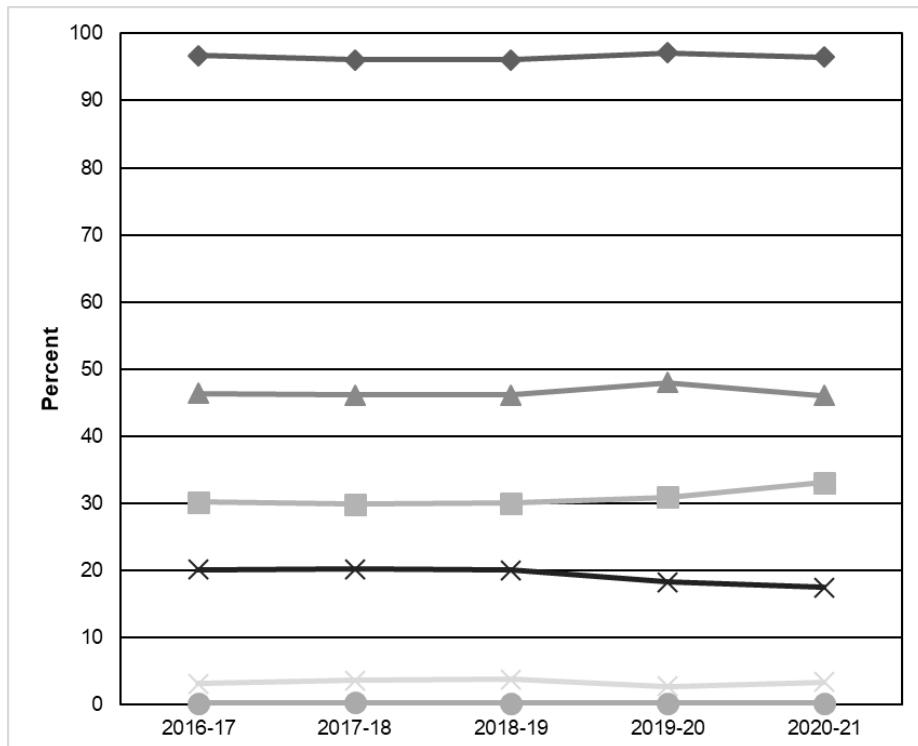
- **Target for 2020-21:** No target set

- **Analysis**

  All Students: The Overall Level of Success had some minor fluctuations across five years. Despite the decrease in 2020-21, the result was significantly higher than the previous three-year average. Moreover, Exemplary Strengths showed a strong upward trend across five years.

  To determine improvement in Network of Support Required and Individual Program Plan, the percentage of students in these categories should decrease. For Network of Support Required, the year-over-year decreases from 2016-17 to 2019-20 were followed by an increase in 2020-21. Individual Program Plan showed a gradual increasing pattern from 2016-17 to 2019-20; however, a 0.1 percentage point decrease was observed in 2020-21.

  Division 1: Division 1 students shared the similar patterns of Exemplary Strengths and Individual Program Plan with the All Students cohort. However, Overall Level of Success in Division 1 showed a gradual upward trend and reached the highest percentage in 2020-21 for the five years while Network of Support Required displayed a continuously decreasing tendency.

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

  For Network of Support Required, the results maintained at a level of 1.8% for the last two years, which was significantly lower than the previous three-year average by test. Individual Program Plan showed an increasing pattern in the results over time.

  Division 3: The changing pattern of Overall Level of Success in Division 3 is similar to that in the All Students cohort. However, the result in 2020-21 was not significantly higher than the previous three-year average. Exemplary Strengths showed a gradual upward trend across five years. The result of Network of Support Required showed a 0.6 percentage point increase in 2020-21 while Individual Program Plan maintained at a low level of 0.2%.

- **Interpretation**

  While CBE's Overall Level of Success results saw significant improvement over the previous three-year average, the improvement was varied across cohorts.

  An upward trend of the percentage of students in Exemplary Strengths across all three divisions substantiates the improvement. This trend is consistent over the five years, indicative of significant improvement in CBE results.

  The results of a higher percentage of students reported in the Network of Support Required category, is a change from previous years' declines. This reversal demonstrates more focused attention is required for students in this category for improvement to occur.

Policy 4.3 Indicator 2

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.

   Results 4: Personal Development was a minor focus on the 2020-21 CBE Student Survey. The questions that inform this summary measure were not asked.

Policy 4.4

Policy 4.4 Indicator 1

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.

   Results 4: Personal Development was a minor focus on the 2020-21 CBE Student Survey. The questions that inform this summary measure were not asked.
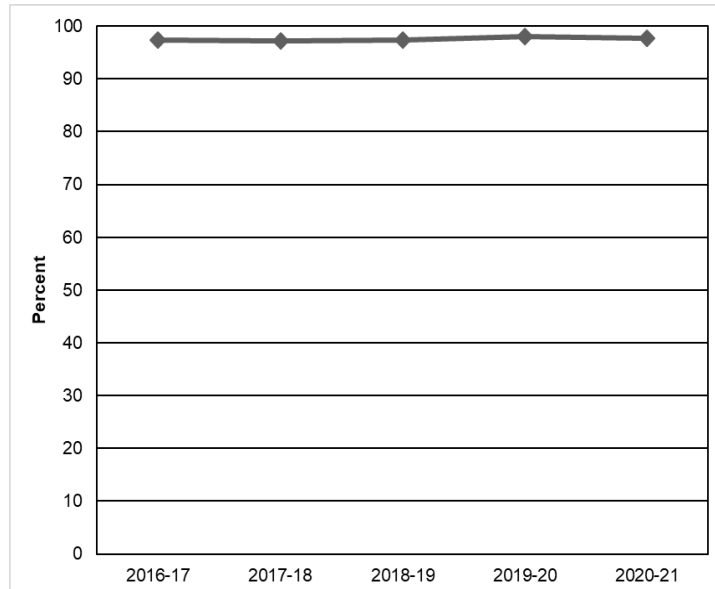
Policy 4.5 Indicator 1

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

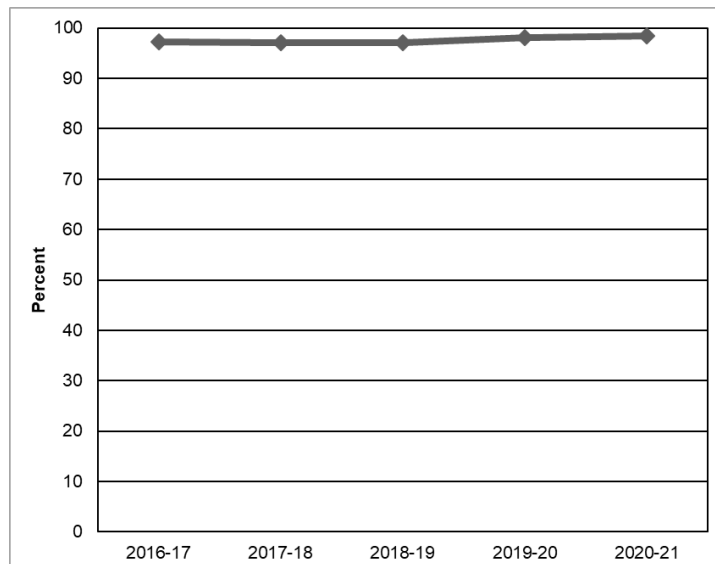**The remainder of this page is intentionally blank.**

All Students

Students experiencing success with Health/CALM learning outcomes. (%)				
2016-17	**2017-18**	**2018-19**	**2019-20**	**2020-21**
97.4	97.2	97.3	98.1	97.7

Division 1

Students experiencing success with Health/CALM learning outcomes. (%)				
2016-17	**2017-18**	**2018-19**	**2019-20**	**2020-21**
97.2	97.0	97.1	98.1	98.4

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Division 2

Students experiencing success with Health/CALM learning outcomes. (%)				
2016-17	**2017-18**	**2018-19**	**2019-20**	**2020-21**
98.3	98.2	98.0	98.5	98.4
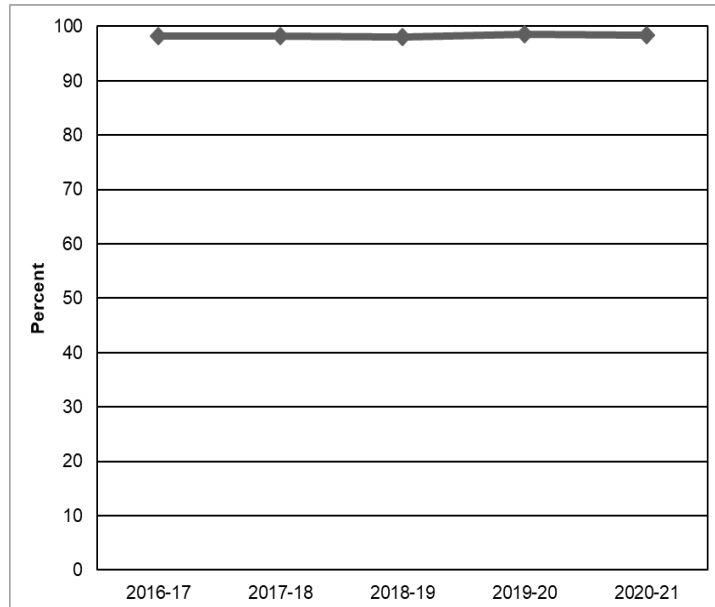
Division 3

Students experiencing success with Health/CALM learning outcomes. (%)				
2016-17	**2017-18**	**2018-19**	**2019-20**	**2020-21**
97.8	97.1	96.7	98.2	97.1

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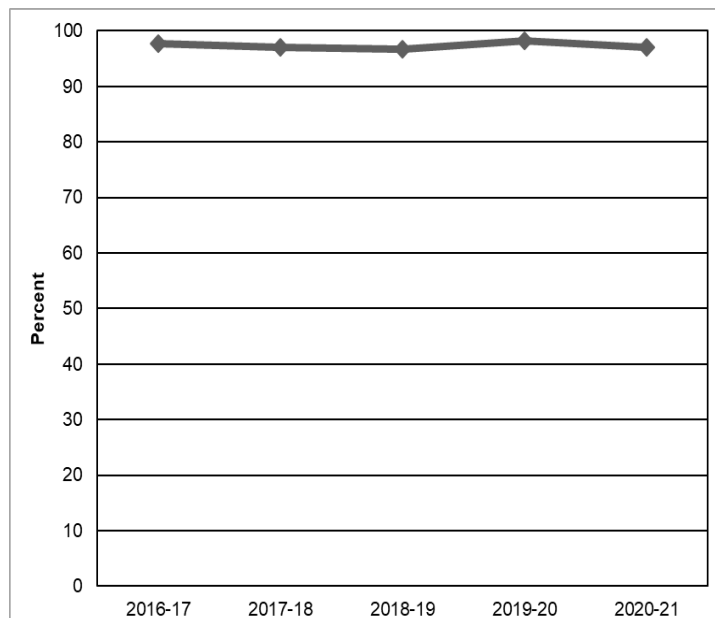
Division 4

Students experiencing success with Health/CALM learning outcomes. (%)				
2016-17	**2017-18**	**2018-19**	**2019-20**	**2020-21**
93.5	94.1	96.7	96.0	94.0
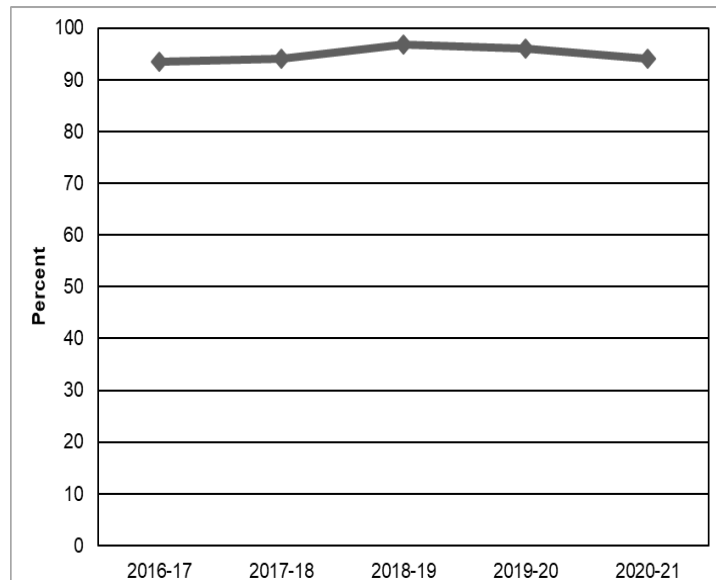
- **Target for 2020-21:** No target set

- **Analysis**

  All Students: Despite a 0.4 percentage point decrease in 2020-21, the Health/CALM success rate continued to maintain at a high level of 97.7%, which was consistently higher than the results before 2019-20. Moreover, the result in 2020-21 was significantly higher than the previous three-year average according to Chi-Square comparison result.

  Division 1: The Health success rate in Division 1 displayed a general upward trend over time. Since 2017-18, the results showed continuous increases and reached the highest level of 98.4% in 2020-21, which was significantly higher than the previous results.

  Division 2: After a significant 0.5 percentage point increase in 2019-20, the result in 2020-21 continued to maintain at a level around 98.5%, which was notably higher than the results in three of the four previous years. Moreover, as compared to the Health/CALM success rates in other divisions, Division 2 students generally achieved stronger results over time.

Division 3: The success rate results did not display a consistent pattern over the five years. Similar to Division 2 students, the highest level of achievement was reached in 2019-20 while a notable decrease of 1.1 percentage points followed in 2020-21. Based on Chi-Square comparison test, the 97.1% success rate in 2020-21 was not significantly lower than the previous three-year average.

Division 4: Following a two-year continued increase from 2016-17, the CALM success rate in Division 4 decreased and dropped to the lowest achievement level of 94.0% in 2020-21. According to Chi-Square test, the decline was statistically significant.

- **Interpretation**

  The CBE overall success results showed significant improvement as compared to the previous three-year average. That improvement is inconsistent across divisions, warranting more focused attention by student division.

  Student results in Divisions 1 and 2 are significantly higher than in previous years, demonstrating a consistent upward trend. Divisions 3 and 4 demonstrate inconsistent results following short periods of improvement.

  The notable differences between results by division precipitates specific attention to the learning outcomes and indicators of learner success, as measured by report cards.

2. Percentage of students who report they make decisions that keep them physically healthy; as indicated by the Overall Agreement of the **Physical Health Summary Measure** from CBE Student Survey.
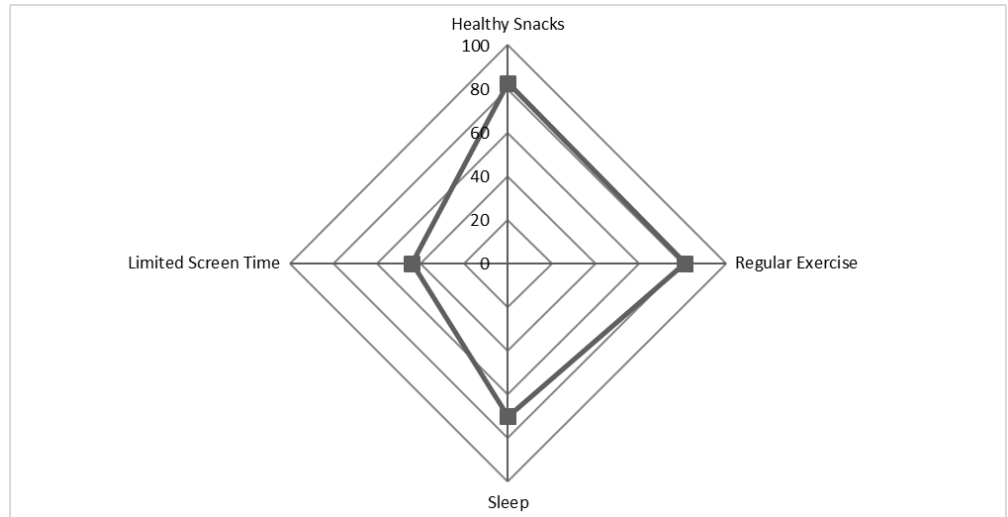
Physical Health Summary Measure				
	2017-18[5]	2018-19	2019-20[6]	2020-21
Overall Sample Size	71 422	35 445	n/a	30 869
Overall Agreement (%)	69.5	67.5	n/a	69.5

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

Question Theme	Overall Agreement (%)			
	2017-18	2018-19	2019-20[6]	2020-21
Healthy Snacks	77.4	74.6	n/a	82.7
Regular Exercise	83.7	81.5	n/a	81.2
Sleep	69.3	66.4	n/a	70.1
Limited Screen Time	47.6	47.6	n/a	44.1

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

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

- **Target for 2020-21:** At or above 68%

  Target met

- **Analysis**

  Compared with the results in 2018-19, there was a significant increase in the Overall Agreement of the Physical Health Summary Measure by Chi-Square test. Across different grades, all grades excluding Grade 6 achieved higher agreement in 2020-21 in comparison to the corresponding results in 2018-19.

  With regard to the Overall Agreement for each question, students showed percentage degree of agreement in the seventies and eighties with Healthy Snacks, Regular Exercise and Sleep questions. However, the percentage agreement of the Limited Screen Time question was significantly lower than other questions.

  As compared to the performances in 2018-19, Healthy Snacks and Sleep agreements increased while the percentages of agreement towards Regular Exercise and Limited Screen Time decreased. Based on the Chi-Square comparison to the previous two-year average, all changes were statistically significant.

- **Interpretation**

  CBE is pleased to have met the target for Overall Agreement. All grades, with the exception of Grade 6, saw an increase in Overall Agreement.

  While the level of agreement in Healthy Snacks, Regular Exercise and Sleep were in the seventies and eighties, of note is the continued low agreement regarding Limited Screen Time. Moves to online learning over the course of the year as well as the reliance on technology for connection with family and friends likely impacted the agreement level when responding to "I take care of myself by making sure I don't have too much screen time."

  Student Overall Agreement regarding Healthy Snacks and Sleep demonstrated notable improvements since 2018-19, while overall agreement regarding Regular Exercise and Limited Screen Time decreased.

Policy 4.5 Indicator 3

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

   Results 4: Personal Development was a minor focus on the 2020-21 CBE Student Survey. The questions that inform this summary measure were not asked.

4. Percentage of students who report they make decisions that keep them emotionally healthy; as indicated by the Overall Agreement of the **Emotional Health Summary Measure** from CBE Student Survey.
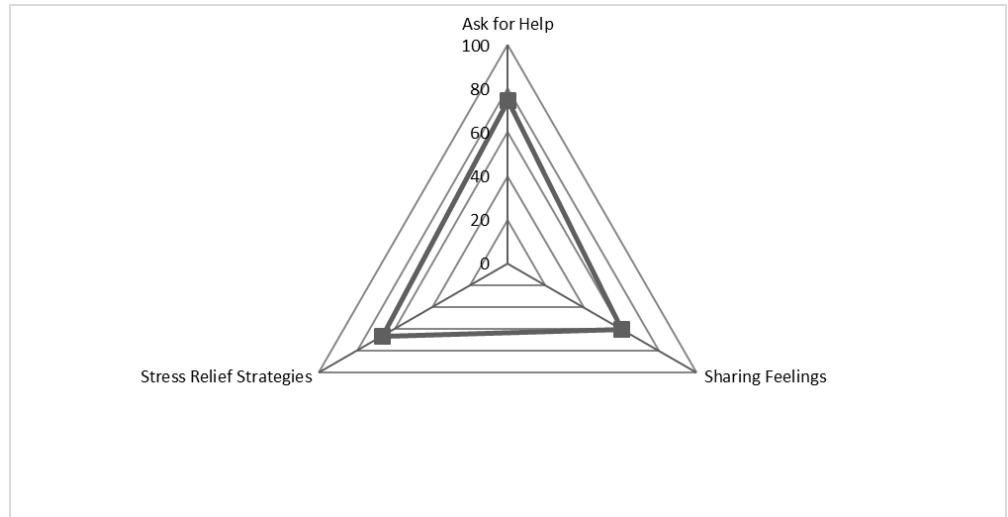
Emotional Health Summary Measure				
	2017-18[7]	2018-19	2019-20[8]	2020-21
Overall Sample Size	74 306	35 357	n/a	30 577
Overall Agreement (%)	69.6	68.7	n/a	67.2

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

Question Theme	Overall Agreement (%)			
	2017-18	2018-19	2019-20[8]	2020-21
Ask for Help	78.7	74.5	n/a	74.7
Sharing Feelings	59.8	61.2	n/a	60.3
Stress Relief Strategies	70.2	70.4	n/a	66.6

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

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

- **Target for 2020-21:** At or above 69%

  Target not met

- **Analysis**

  The Overall Agreement of the Emotional Health Summary Measure decreased significantly in 2020-21, compared with the previous results. Except for Grade 8 students, students in other grades consistently showed lower degree of agreement than the relative results in 2018-19. There was a notable 3.6 percentage point decrease from 2018-19 to 2020-21 Grade 11 results.

  Among questions asked, the percentage of agreement from largest to smallest was Ask for Help, Stress Relief Strategies and Sharing Feelings. The ranking patterns were also observed in past years. A notable increase in Ask for Help question occurred in 2020-21 while the Overall Agreement percentages of Sharing Feelings and Stress Relief Strategies decreased in 2020-21. Moreover, when compared to the previous two-year averages, the 2020-21 Overall Agreement of Ask for Help and Stress Relief Strategies were significantly lower by test.

- **Interpretation**

  There is a notable 3.6 percentage point gap between 2018-19 and 2020-21 results in Grade 11, yet there is an underlying trend linked to Grade 11. Their Overall Agreement when in grade 8 in 2017-18 was 64.1% and in grade 9 in 2018-19 was 63.0%. Thus, this cohort has a slight increase in their overall agreement over three years, even though the overall results for Grade 11 in CBE declined over the same period of time.

  However, grade 6 students in 2018-19 reported an Overall Agreement of 72.2%. Two years later, in 2020-21 this cohort now in grade 8 reported an overall agreement of only 62.0%. This is a statistically significant decline, during a time period of great global social and institutional change.

Policy 4.6

Policy 4.6 Indicator 1

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.

   Results 4: Personal Development was a minor focus on the 2020-21 CBE Student Survey. The questions that inform this summary measure were not asked.

Policy 4.6 Indicator 2

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.

   Results 4: Personal Development was a minor focus on the 2020-21 CBE Student Survey. The questions that inform this summary measure were not asked.

Policy 4.6 Indicator 3

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.

   Results 4: Personal Development was a minor focus on the 2020-21 CBE Student Survey. The questions that inform this summary measure were not asked.

Policy 4.6 Indicator 4

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.

   Results 4: Personal Development was a minor focus on the 2020-21 CBE Student Survey. The questions that inform this summary measure were not asked.

Building Capacity |

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

Professional Learning

By increasing staff capacity through significant investment in professional learning, student personal development results will improve. Specifically, professional learning will be developed, intended to support:

- Staff in designing lessons that build student resilience and perseverance to overcome failure and adapt to change.
- Kindergarten communities of practice to enhance understanding of developmentally appropriate practice including the role of play in learning to support students in taking appropriate risks in their learning.
- Teachers' instructional practice reflective of understanding equity, diversity, inclusion and well-being.
- Teachers in implementing strategies focused on developing student belonging.
- Staff in understanding and implementing strategies in alignment with Comprehensive School Health.
- Teachers to know their English language learners' culture and cultural identity, language proficiency, learner profile, interest and readiness levels, and use of the Revised Alberta K-12 ESL Proficiency Benchmarks through a cohort Focus Group.
- Book study on *Breaking Down the Wall. Essential Shifts for English Learners' Success*, focused on engaging students by connecting instruction to all students' personal, social, cultural and linguistic identities facilitated.
- Staff in building foundational knowledge of the Indigenous Education Holistic Lifelong Learning Framework and to support the establishment of conditions under which the learning aspirations and the potential of Indigenous students will be realized.
- Teachers in specialized classes with best practices in meeting the needs of students.
- School staff with the use of inclusive and assistive technologies.
- All school staff in understanding high impact strategies to support students with special needs through a series of pre-recorded professional learning sessions on topics such as Autism Spectrum Disorder (ASD), student regulation, social skills, curriculum modifications, assessment and reporting and transition planning.
- Staff in schools with technology integration and task design.

Structures & Processes

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

- Design a Well-Being SDP goal with instructional actions and measures focused on developing and monitoring at least one of student resiliency, self-regulation skills, connection, sense of belonging, personal well-being, goal orientation, social engagement, emotional health and use of success criteria.
- Support Well-being Champion teachers in all schools in areas focused on:
    - determinants of health;
    - dimensions of well-being;
    - relationship between health and learning; and
    - moving from health education to health promotion
- Enhance system (Education Director school visits, School Development Plan sessions, Area Leadership meetings) and school-based structures and processes for collection and use of student data to monitor and inform system and school actions regarding the achievement and well-being of all students including those who self-identify as Indigenous, English language learners and students with identified special needs.
- Advance CBE CARES (Collaboration for Anti-Racism, Equity Supports) by developing a system-wide professional learning plan with strategies to advance anti-racism, diversity and inclusion.
- Implement Collaborative Response school and system-based structures and processes in order to meet the holistic needs of each students and support them to assume responsibility for personal well-being.
- Design, support and implement a system wide professional learning day for Indigenous Education inclusive of all employees on October 18, 2021.
- Offer targeted professional learning and resources to schools based on data from their Truth and Reconciliation Commission (TRC) Commitments and to employees based on data gathered on October 18.
- Support the preschool program at Niitsitapi Learning Centre to provide a strength-based early learning environment with a focus on building a strong sense of Indigenous identity and a robust academic foundation.
- Facilitate collaboration among CBE and Indigenous Elders, leaders, organizations and community members to establish strategic direction in support of Indigenous student achievement, well-being, and professional learning of all staff.
- Administer the Educational Technology System Survey to gather data about school use and impact of system-supported tools and resources, digital learning practices, student needs and teacher professional learning requirements to inform and align system professional learning and supports tied to the use of current and emerging technologies.
- Provide School Technology Planning support to improve short- and long-term planning for the implementation of learning technologies in schools.

- Design structures and processes for all students to safely access online tools such as Brightspace by D2L and Google Classroom.

Resources

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

- Create a Student Well-being Framework supporting the system and schools in focused action and supports related to overall school environment and student well-being needs.
- Create and utilize vetting tools and resource guides in support of teachers to access resources reflective of diversity and inclusion in classrooms.
- Using the Joint Consortium for School Health Comprehensive School Health approach, develop resources to support student well-being.
- Design and share resources in support of: transition of self-identified Indigenous students moving from grade 9 to 10; Aboriginal Studies 10, 20, 30; the Indigenous Education Holistic Lifelong Learning Framework; events throughout the school year (e.g., Orange Shirt Day, Indigenous Veterans Day, National Indigenous Peoples Day); Community Resource Guide for Indigenous families; and professional learning needs identified by staff and to support goals within School Development Plans.
- Highlight and offer resources via Insite to support schools with events throughout the school year (e.g., Orange Shirt Day, Indigenous Veterans Day, National Indigenous Peoples Day).
- Gather, analyze, share and reflect upon survey data with schools and system teams from the October 18 Indigenous Education Professional Learning Day.
- Update and share online Community Resource Guide to support Indigenous families to access community supports.

Targets |

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

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

Given the change in methodology by Alberta Education, there are not enough Annual Returning Rate data to determine a trend. The report card results are very high and so, not an opportunity for growth. Results 4 will be a minor focus on the 2021-22 CBE Student Survey and given the impact of the pandemic on students, it seems prudent to wait until there is a complete data set for Results 4 before considering targets.

It is for these reasons no targets have been set for 2021-22 in this report.

APPENDIX

Appendix I: Results 4 | CBE Student Survey Questions & 2020-21 Results

| appendix |

Results 4 | CBE Student Survey Questions & 2020-21 Results

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

Policy 4.1

Indicator 2 – Resiliency and Perseverance Summary Measure

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

Indicator 3 – Adaptability Summary Measure

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

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Policy 4.2

Indicator 2 – Self-Improvement Summary Measure

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

Indicator 3 – Self-Advocacy Summary Measure

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

Indicator 4 – Self-Reflection Summary Measure

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

Policy 4.3

Indicator 2 – Ambiguity and Complexity Summary Measure

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

Policy 4.4

Indicator 1 – Risk-taking Summary Measure

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

Policy 4.5

Indicator 2 – Physical Health Summary Measure

Question	Overall Achievement (%)
1 | I take care of myself by choosing healthy snacks when I am able.	82.7
2 | I take care of myself by exercising regularly when I am able.	81.2
3 | I take care of myself by getting enough sleep when I am able.	70.1
4 | I take care of myself by making sure I don't have too much screen time (e.g., TV, computer, tablet, cell phone).	44.1

Calgary Board of Education

Indicator 3 – Social Health Summary Measure

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

Indicator 4 – Emotional Health Summary Measure

Question	Overall Achievement (%)
1 | I ask for help when I need it.	74.7
2 | I talk to my caregivers, friends, classmates, and/or teachers about how I feel.	60.3
3 | I have strategies that I can use for myself when I feel stressed about school.	66.6

Policy 4.6

Indicator 1 – Learning Technology Summary Measure

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

Calgary Board of Education

Indicator 2 – Technological Fluency Summary Measure

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

Indicator 3 – Technological Communication Summary Measure

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

Indicator 4 – Technological Critical Thinking Summary Measure

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

**operational
expectations
monitoring report**

OE-2: Learning Environment/Treatment of Students

Monitoring report for the
school year 2021 - 2022

Report date:
April 5, 2022

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 1, 2022

　　　　Christopher Usih, Chief Superintendent

BOARD OF TRUSTEES ACTION

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

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

Summary statement/motion of the Board of Trustees:

Signed:_____   Date:_____

　　　　Chair, Board of Trustees

operational
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OE-2: Learning Environment/Treatment of Students

Executive Summary

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

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

The Chief Superintendent's reasonable interpretation and indicators for OE 2: Learning Environment/Treatment of Students were approved on October 10, 2017. The Board of Trustees last monitored OE 2 on April 13, 2021. This report includes data available from the 2020-2021 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	Non-Compliant
2.1	2.1.3	Compliant
2.1	2.1.4	N/A
2.1	2.1.5	Compliant
2.1	2.1.6	Compliant
2.1	2.1.7	Compliant

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OE-2: Learning Environment/Treatment of Students

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

Board-approved Interpretation

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

The Chief Superintendent interprets:

- *learning environment* to mean those situations when students are engaged in instruction and activities related to Alberta Education's Programs of Study and where students are supervised by Calgary Board of Education employees. Learning environments include approved off-site activities.

- *safe* to mean a learning environment that is free from potential harm to students and their well-being.

- *respectful* to mean a learning environment that is caring and where students feel they are treated fairly.

- *conducive to effective learning* to mean a learning environment that provides the conditions and encouragement necessary for students to achieve at the level appropriate to them. In this learning environment, students are engaged in their learning and are challenged to stretch and grow.

5-3

OE-2: Learning Environment/Treatment of Students

Board-approved Interpretation

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.	Non-Compliant

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).

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OE-2: Learning Environment/Treatment of Students

Board-approved Indicators and *Evidence* of Compliance

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

The organization is compliant with this indicator.

Evidence statement

The Student Code of Conduct was reviewed in the 2020-2021 school year through a survey of the Inclusive Education department within School Improvement. Staff surveyed included system administration, occupational and physical therapists, psychologists, school family liaisons, specialists, strategists, speech language pathologists, and behaviour support workers. School Improvement had a 100% response rate. Of those respondents 99% noted that AR 6005 clearly outlines student responsibilities and acceptable behaviours. Of the 140 staff members surveyed, 72% review AR 6005 annually. Employees within Inclusive Education reported that they feel the information within the AR 6005 has a direct connection to their work in the following ways: multi-disciplinary meetings (school and area learning team processes, Attendance Improvement Plans, Student Information Systems), progressive student discipline, student learning plans, community partnerships, specialized assessments, report cards and student conferences. 100% of principals confirmed that they shared the Student Code of Conduct with students and staff.

OE-2: Learning Environment/Treatment of Students

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

The organization is non-compliant with this indicator.

Evidence statement

For the 2020/2021 school year, the ability for schools to complete emergency practices such as fire drills and lockdowns was impacted by the ongoing COVID-19 situation. This included the government's direction to shift to online learning in November 2020 through to mid-January 2021, coupled with Calgary Police Service and Calgary Fire Department not being in a position to support these drills. As a result, 2 schools missed the requirement to perform a fire drill prior to the end of September, 21 schools missed the requirement to perform three fire drills prior to December 15 and 63 and 69 schools missed the fall and winter lockdown drill requirements, respectively. In 2020, CBE administration developed changes to the monitoring and tracking of fire drills and evacuation procedures to improve performance regarding emergency response drills. Implementation of those changes continues throughout the 2020/2021 school year. Those changes are included in the capacity building section attached to this report.

5-6

OE-2: Learning Environment/Treatment of Students

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

The organization is compliant with this indicator.

Evidence statement

In the Spring of 2021, of the thousands of students, parents and teachers who responded to the Alberta Education Assurance (AEA) Survey, 88.4% 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. Within that overall percentage, 83.2% 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. This is within the ± 2 percentage point's range of the previous year's result.

Alberta Education noted, "Caution should be used when interpreting survey results over time as 2020/21 was a pilot year for the AEA survey and participation was impacted by the COVID-19 pandemic."

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OE-2: Learning Environment/Treatment of Students

4. Principals confirm that each volunteer has security clearance prior to beginning their volunteer service.	N/A

The indicator for this school year is not applicable for the reasons set out below.

Evidence statement

Due to the COVID-19 global pandemic, CBE suspended the use of volunteers in CBE schools for the 2020/2021 school year. Therefore, schools reported that this indicator was not applicable for the school year. Schools have well defined processes to confirm volunteer police information check, with those processes resuming during the current school year.

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

The organization is compliant with this indicator.

Evidence statement

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

During the 2020-2021 school year, the Attendance Team has calculated **a recidivism rate of 42%.** This "recidivism" percentage includes students who have continued to experience attendance concerns based on Alberta Education's chronic absenteeism threshold of 10% or greater absenteeism. **Improvement in attendance was noted in 58% of students** who were referred to the Attendance Team and had direct involvement with the Attendance Team in 2020/2021 school year.

The recidivism rate of 42% was calculated based on 2020/2021 data set of 142 students who had direct involvement with the Attendance Team.

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monitoring report | **OE-2: Learning Environment/Treatment of Students**

Of these 142 students, 42 students (30%) transferred out of CBE for various reasons such as, moving out province or moving to the Unsupervised Home Education. Improvement in attendance was calculated at >5% from the date of referral to the last day of school.

As noted, involvement with the Attendance Team includes direct parent contact with the Attendance Counsellors or referrals to the Office of Student Attendance and Reengagement - Attendance Board, resulting in a Letter of Warning, Mediation or an Attendance Board hearing. In addition to direct involvement with 142 students mentioned above, the Attendance team had **515 consults** with schools in relation to specific students and **146 general consults** with schools regarding attendance policies and procedures.

During the 2020-2021 school year, a significant increase was noted in the number of attendance concerns brought forward to the Attendance Team. The evolving COVID-19 pandemic was a factor in that increase with many parents reporting Apprehension due to COVID-19 as a prominent concern.

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

The organization is compliant with this indicator.

Evidence statement

Using a collaborative approach, schools plan for and communicate with each other and parents to support student transitions between schools. For the 2020/2021 school year 100% principals reported that transitions plans were in place for students. Schools adapted to providing continued transition planning during the COVID-19 pandemic with 100% of principals reporting that meetings occurred in support specific to transition planning. Transition plans are recorded for students with Individual Program Plans (IPPs) are recorded in those plans. High schools also provide transition planning to students moving to post-secondary.

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OE-2: Learning Environment/Treatment of Students

As schools transitioned between in person and online learning during COVID-19 schools made every effort possible to support students in those transitions. This included:

- realigning teaching assignments to support students individually or in small groups;
- when education assistants were available, ensuring students were able to connect with them where possible;
- ensuring consistent sequencing of courses with average hours of work for students each week;
- prioritization of core curriculum;
- ensuring Individual Program Plans were up to date as of the start of the pandemic;
- continuation of provisions in the Individual Program Plan and supports within the online learning environment;
- D2L shells focusing on physical activity and social emotional learning;
- providing short term and longer term resources to parents and students;
- provision of activities and ideas for division levels;
- providing as many computers as possible including sharing the resources offered through Lifeline by Lending Laptops and Alberta Computers for Schools and to Metis students through The Rupertsland Institute;
- provision of G Suite and Brightspace technical support for students and parents;
- provision of assessment and learning guidelines for ongoing learning:
- gathering and generating resources to assist teachers with students;
- facilitating professional development for teachers in online delivery and pedagogical best practices for basic facilitation of online student learning;
- continued support from Alberta Mental Health therapists offering sessions and support via telephone with provision of resources for isolation and continuance of psychiatry.

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OE-2: Learning Environment/Treatment of Students

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

The organization is compliant with this indicator.

Evidence statement

Student clubs and activities were also impacted by the global COVID-19 pandemic in the 2020-2021 school year. Several schools reported that student club activity was restricted due to cohorting and other public health restrictions. No new student organizations or clubs were established during the 2020-2021 school year. One school reported a student expressed interest in establishing a GSA, which the school supported through discussions. The student and their parents decided to wait to seek establishment of the club.

106 schools reported receiving no requests for new student clubs (e.g. GSA, diversity clubs, etc.) during the 2020-2021 school year, a majority of which are elementary schools.

36.4% of schools specifically reported having a GSA club in existence. The remaining 63.6% advised that no requests had been made for a GSA with several schools reporting that staff were prepared to support a GSA if a request was made. All schools remain committed to a welcome, caring, safe and respectful learning environment that fosters diversity and a sense of belonging. Schools reported that students are supported by classroom teachers, area supports and the CBE's Sexual Orientation and Gender Identity (SOGI) team.

Evidence demonstrates 5 of the 7 indicators in subsection 1 are in compliance and 1 is not applicable for this school year.

OE-2: Learning Environment/Treatment of Students

GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

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

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

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

Compliance: Evidence or data that allow the Board to judge whether the Chief Superintendent has met the standard set in the Operational Expectations values.
Non-compliance: In gathering evidence and data to prove to the Board that its Operational Expectations values have been adhered to, there may be areas where the standards were not met.

The policy or subsection of the policy would be found to be "non-compliant." The Chief Superintendent would identify the capacity-building needed to come into compliance and the Board would schedule this section of policy for re-monitoring.

attachment | OE-2: Learning Environment/Treatment of Students

Capacity Building

2.1.2 100% of schools complied with Administrative Regulation 3021 – School Emergency Practices and Procedures.

CBE administration continues to implement process and monitoring changes identified in the 2019/2020 monitoring report. This includes transitioning data reporting and monitoring to Archibus, effective September 202; providing multiple drill notifications to Principals; and having Education Directors provider direct oversight of compliance and reporting. Principals are required to develop schedules of fire and lockdown drills at the outset of the school year identifying dates drills will be conducted, which are then reviewed by Education Directors. Archibus allows Education Directors the ability to easily view, on demand, compliance reports for schools in their Areas and to follow up directly with Principals. These process changes made are producing positive outcomes with 100% compliance for fall fire drills and lockdowns for the current school year. Complete data for the current school year will be provided in next monitoring report.

report to Board of Trustees | Budget Assumptions Report 2022-23

Date	April 5, 2022
Meeting Type	Regular Meeting, Private Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Information
Originator	Brad Grundy Superintendent, Chief Financial Officer, Corporate Treasurer
Governance Policy Reference	Operational Expectations OE-5: Financial Planning
Resource Person(s)	Superintendents' Team Finance & Technology Services staff Communications staff

1 | Recommendation

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

2 | Issue

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

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

This Budget Assumption Report (BAR) has been prepared in the absence of the funding
profile from Alberta Education. Upon receipt of the Funding Profile on March 24, 2022,
there are no significant variances that would affect budget assumptions stated in the BAR.
To fulfill staffing at schools, the CBE will continue with resource deployment to schools via
the Resource Allocation Method (RAM) based on the assumptions contained within this
report. Subsequent to the Board's review of the report, the intention would be to provide the
RAM plan to schools on April 7, 2022.

3 | Conclusion

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

CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: Budget Assumptions Report 2022-23

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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

Calgary Board
of Education

cbe.ab.ca

Budget Assumptions Report 2022-23
Student Achievement | Equity | Well-being

Strong student outcomes,
Strong system success.

Calgary Board
of Education

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OVERVIEW

Purpose

When budget planning, the CBE creates a Budget Assumptions Report (BAR) to provide increased transparency into the assumptions that will be embedded in the upcoming budget.

———

The BAR sets out the:

- Operating context of the CBE.

- Assumptions that will be incorporated into the CBE budget, which is to be considered by the Board of Trustees on or about May 24, 2022.

- Strategies to deliver public education within allocated provincial funding.

- Risks involved in the CBE balancing strategies.

- Deployment of funding to schools through the Resource Allocation Method (RAM).

  - Individual school budgets are allocated prior to the finalization of the CBE's budget in May. The BAR is provided to the Board of Trustees for information purposes to allow sufficient time for principals to set staffing prior to the start of the school year in September.

Note: The BAR is prepared in the absence of the final funding letter from Alberta Education. Upon receipt of the funding profile on March 24, 2022, there are no significant variances that would affect the budget assumptions as stated in the BAR.

Organization Summary

All decisions related to the budget are built on the foundational documents of the CBE and Board priorities.

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Mission

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

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

Values

- Students come first.
- Learning is our central purpose.
- Public education serves the common good.

Guiding Frameworks

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

Decisions are also guided by the:

- Education Act.
- Ministerial Order on Student Learning Assurance Framework.

Key Figures

2022-23

(Projected)

126,000+	Students
240+	Schools
9,700+	Staff (FTE)
$41M	Available operating balance in reserves

Additional information can be found on the Budget & Finance page on cbe.ab.ca.

Executive Summary

A note from Chief Superintendent Christopher Usih and the CBE leadership team.

The Calgary Board of Education enters the 2022-23 budget development cycle with the resolve to create a strong public education system that supports success for each and every student.

The next budget year will be shaped by the Board of Trustees' priorities of student achievement, equity, and student and staff well-being as well as the Education Plan goals of learning excellence, people excellence, collaborative partnerships and strategic resourcing.

We will allocate resources in a way that gives all students the opportunity to achieve strong learning outcomes. By way of example, Budget 2022-23 will see additional dollars flowing directly to schools above last year's funding allocation. Even with provincial funding held to 2021-22 levels, we will allocate an additional $4.6 million to schools, with funds targeted for specific grade levels and additional kindergarten supports.

The CBE is in a strong and stable position to add money to school budgets because of strategic investments in education and responsible spending decisions. By living within our means and investing wisely, we were able to navigate the challenges brought on by the global pandemic. Such circumspection will be vital to moving our system forward in the next budget cycle as we look to establish a new status quo, given the declining state of the public health emergency.

As we finalize the 2022-23 school year budget, we look ahead to the future with a strong sense of hope for what comes next. We will channel the ingenuity of the past two years in new directions that benefit students and their personal success.

Sincerely,

Christopher Usih
Chief Superintendent of Schools
Calgary Board of Education
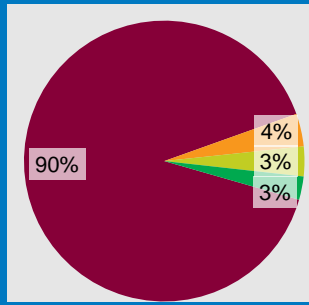
GENERAL ASSUMPTIONS

The CBE's budget assumes:

- The CBE will continue to provide a high quality, inclusive, and equitable public education to all CBE students within the resources allocated to it. CBE programs, services, supports and operations will also be aligned to the amount of Alberta Education funding provided.

- Sufficient resources exist to meet health, safety, legal compliance and / or vital infrastructure needs.

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

- The CBE's budget will comply with legislation, regulations, ministerial orders and other guidance.

- The CBE's budget will align to the priorities outlined in the Education Plan that will be approved by the end of May.

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

- Funding received for 2022-23 is spent on students enrolled in CBE schools for the 2022-23 school year, subject to the minimum operating reserve levels acceptable to the Board of Trustees.

- The CBE will attempt to replenish operating reserves to a minimum of three per cent of prior year operating expenses exclusive of external block expenditures, as directed by the Board of Trustees over the short term.

- The CBE will ensure that fees charged for programs and services are compliant with the Education Act and related regulations, and are a direct cost pass-through of the related goods or services provided.

- The CBE will ensure the student transportation program remains balanced within the total of Alberta Education transportation funding and related fee revenue.

- The CBE has not incorporated any operational impacts in regards to program choices and/or additional expenditures due to COVID-19. Related costs incurred in 2022-23 will be addressed through prudent management and the use of the CBE's operating reserves, if necessary, subject to approval by the Board and the Minister of Education.

Revenue Profile 2022-23

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

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

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

REVENUE ASSUMPTIONS

General Assumptions

Predictable and stable funding is essential to a strong education system. Alberta Education's Weighted Moving Average is a step in that direction.

Alberta Education's three-year weighted moving average calculation funds the instructional activities of the entire school jurisdiction from ECS to Grade 12 — outside of the presumed temporary, one-time funding sources detailed in the next section.

- The WMA enrolment calculation is based on a percentage of projected 2022-23 enrolment (50%) and a percentage of actual 2021-22 (30%) and 2020-21 (20%) enrolments as per the Funding Manual.

- A moderate 2022-23 enrolment projection results in a 2,255 student decrease from 2021-22 projections. The unexpected variance in 2021-22 was driven entirely by family decision making related to the pandemic (Appendix I).

- The moderate 2022-23 enrolment projection represents a reasonable increase from actual 2021-22 enrolment based on a planned return to regular school operations.

- The province has provided additional dollars to support an increase to base funding, operations and maintenance, and transportation to assist with cost pressures.

- The CBE is anticipating flat revenue as the province "holds harmless" school board who have experienced a decrease in the weighted moving average funded enrolment as a result of the COVID- 19 pandemic.

Enrolment vs Funding per student
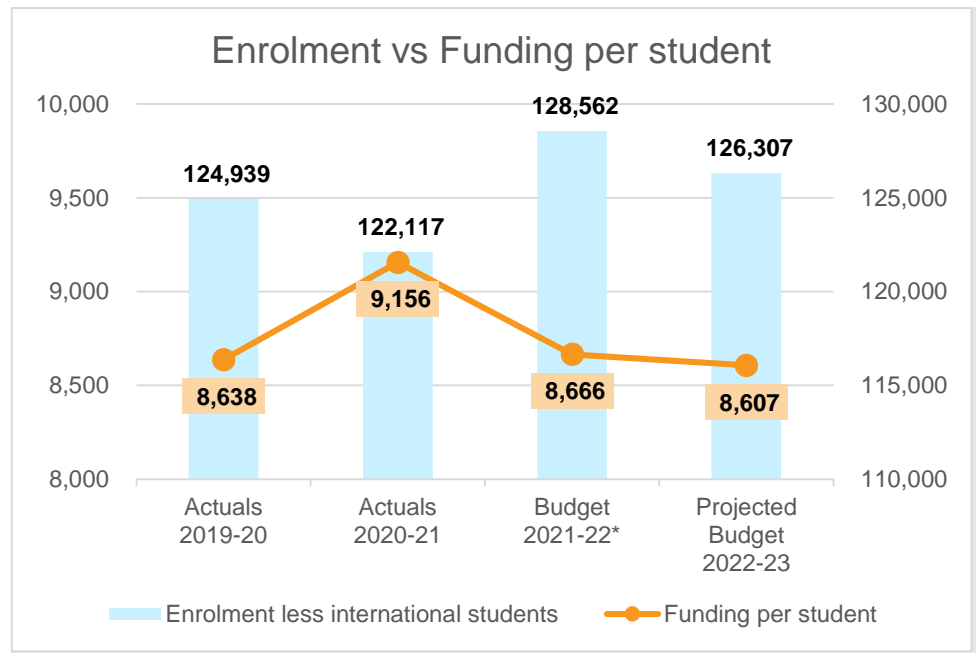
*2021-22, funding per student adjusted based on actual enrolment excluding international students (124,802) is $8,927.

- o Projected student enrolment is accurate as of the date of the provincial budget announcement.

- o Enrolment excludes international students.

- o Funding excludes: Alberta Teachers Retirement Fund, Infrastructure Maintenance Renewal, Capital Maintenance and Renewal and Transportation as these funds are not available to directly support teaching and learning in the classroom.

- In the event that actual Sept. 29 enrolment is lower than the projected enrolment, the CBE will continue to match revenue to actual student enrolment. Cost pressures related to higher enrolment than projections will be addressed within allocated funding.

- The CBE will apply Alberta Education targeted/restricted funding for the specified purposes (e.g. Transportation, Operations and Maintenance, Infrastructure Maintenance Renewal, Capital Maintenance and Renewal, and System Administration).

7-10

Fees

- Fees for the 2022-23 school year will comply with the guidance and direction set out in the Education Act and related regulations.

- Fees will be implemented giving due regard to the economic circumstances within Calgary at the time the budget is finalized and considering the direct cost of the goods or services provided.

- By Board motion, the CBE will provide transportation services that fit within the total of the Alberta Education transportation funding and related fees.

- Consistent with prior years, the CBE will retain a comprehensive fee waiver process to support those families who cannot pay fees, and to ensure that no student is denied access to their public education. For those families who do not to pay their fees, despite an ability to pay, the CBE will continue to maintain a collection process to ensure overall system fairness.

Other Revenue

- Opportunities to grow non-Alberta Education revenue (outside of student fees) will be explored, if consistent with the CBE's vision and values.

- The CBE will continue to receive $1 per year per facility leased to charter schools as determined by Alberta Education.

- The CBE will continue to participate in the Joint Use Agreement framework with the City of Calgary and other school boards with respect to land and schools.

- Revenue from the sale of CBE-owned properties, if any, will be processed according to the source of the original funds for the property, meaning either in support of new school construction, or other capital expenditures (with Ministerial approval).

- Investment returns, if any, will be directed to replenishing operating reserves to the Board prescribed 3 per cent of prior year total expenditures less external block.

Specific Revenue Assumptions for 2022-23

The current funding model offers a degree of consistency. There are, however, some important areas to highlight.

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Provincial Budget Impacts

- The Budget Report to be presented to the Board of Trustees in late May 2022 will reflect information received from Alberta Education up to that point in time.

- Any targeted funding related to new or changed programs (e.g. curriculum implementation and student well-being) will be deployed in alignment with Alberta Education direction.

- For the last two years, Alberta Education has provided funding to support school boards in moving to the Weighted Moving Average funding framework. It is assumed that funding will continue in 2022-23.

School Utilization Rates

Individual school utilization rates are directly linked to operations and maintenance funding levels. By ensuring a utilization rate of 85 per cent or higher, CBE schools can provide flexibility, access and choice to students while supporting system financial sustainability. Filling schools to 85 per cent of capacity or higher maximizes provincial operating and maintenance funding. The current school utilization rate target at the system level is mid-to-high 80 per cent.

The CBE will manage school utilization rates in an ongoing fashion through re-designation, consolidation, and closure where prudent. This will maximize the amount of operating and maintenance funding while and in so doing, enhancing the program variety and richness these schools can offer students.
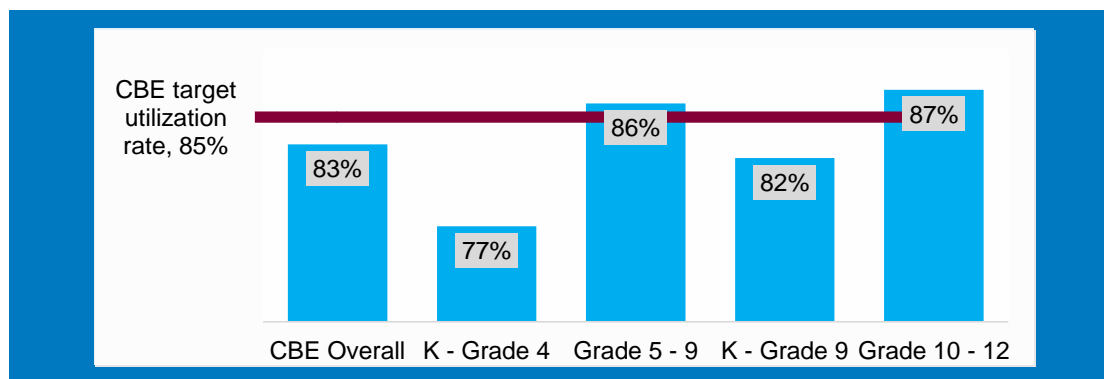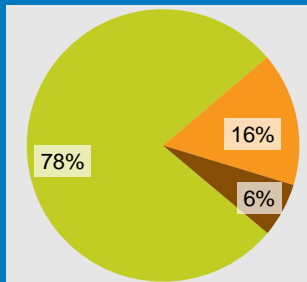
Expense Profile 2022-23

Expenditures are classified into two categories: Block and Type. The following charts show the same total expenses in both forms.
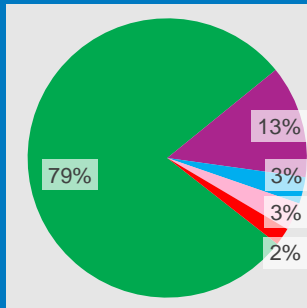
79%	Instruction
13%	Operations and Maintenance
3%	Transportation
3%	System Administration
2%	External Services

78%	Salaries and Benefits
16%	Supplies, Services and Contracts
6%	Amortization, Interest, and Uncollectible

EXPENSE ASSUMPTIONS

General Assumptions

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

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

- o Based on recommendations received from the Board of Trustees's Trustee Remuneration Committee, trustee remuneration is set by the Board through its Governance Culture Policy 2E: Trustee Remuneration.

- o The Chief Superintendent's salary and benefits are set by the Board of Trustees' as reflected in the Employment Agreement between the CBE and the Chief Superintendent dated November 16, 2018.

- o Salaries and benefits will continue to experience planned grid movement, except for the Superintendents' salaries which were frozen by the Board of Trustees on June 27, 2017. The Board will review the Superintendents' frozen salaries on or before November 30, 2022.

- o The CBE will follow the province's lead on future negotiations with its unions and associations that represent about 98 per cent of all CBE staff[1].

- Programs for international students and adult education will be run, at a minimum, on a full cost-recovery basis.

- The CBE will continue to evaluate the financial, programming and operational viability of school sites and recommend re-designation, consolidation or closure to the Board of Trustees where and when appropriate. Closure decisions remain the sole responsibility of the Board.

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

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[1] The provincial ATA, the two Staff Association collective agreements and the Canadian Union of Public Employees agreement have expired Aug. 31, 2020. The Trades agreement expired on Aug. 31 2021.

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

- The CBE will limit the impact of the unfunded Asset Retirement Obligation expenditure on students and learning. Dependent on future discussions and guidance from Alberta Education, a deficit equal to the asset retirement obligation may be carried.

Specific Expense Assumptions for 2022-23

The CBE continues to prioritize academic achievement, equity, and student and staff well-being consistent with the CBE's Education Plan and Board priorities. We prioritize investments to ensure student success.

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Resource Allocation Method: More money for schools

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

In the 2021-22 school year, the RAM allocated $832.6 million to 245 schools (Appendix II). Based on the assumptions noted within this document, the CBE estimates that a minimum of $835.9 million will be allocated to the schools in the balanced 2022-23 Budget. In addition to the $835.9 million, the CBE will be adding an additional $800,000 for an increase in system classes to support a growing population in specific grade levels and $500,000 for additional kindergarten supports for increased complexity of students.

Any additional funding that is noted once the provincial funding profiles (Appendix III) are released, will be directed to supporting teaching and learning in the classroom and other system priorities.

Curriculum

The costs associated with implementing a new curriculum have not been included in the budget as Alberta Education has provided a targeted fund to assist with the implementation. Province-wide funding for 2022-23 is expected to total $59 million.

Student Well-Being

Our focus on student well-being will remain status quo through central supports, with continued work and investment in gathering student voice through a range of methods to support priorities. Additional province-wide funding earmarked for student well-being for 2022-23 is estimated to total $30 million. With the additional targeted funds from Alberta Education, the CBE plans to enhance supports as per direction provided.

Frameworks

The CBE has developed key frameworks that identify and define foundational elements of teaching and learning design intended to be applied across the system regardless of grade level, or school setting. The CBE has developed the Literacy, Mathematics, and Indigenous Education Holistic Lifelong Learning Framework. The student well-being framework is currently in development.

The Indigenous Education Holistic Lifelong Learning Framework has been developed together with the Elders Advisory Council. This framework is an important next step in supporting the well-being, learning, and achievement of students who self-identify as Indigenous, as well as non-indigenous students. It also demonstrates the CBE's commitment to reconciliation across all schools and service units.

The central team providing direct service to schools and in the provision of foundational professional learning for all staff in CBE reflects a commitment of just under $3.4 million. The focus and shift of the Indigenous Education team in 2021-22 means that 18 schools with a higher percentage of Indigenous students are directly linked and connected to learning strategists. Based on staff FTEs assigned in school RAMs, the total investment of staffing connected to serving the needs of Indigenous students is $9.5 million.

Moving into the 2022-23 school year, the model will continue with direct links to individual schools and student populations as well as through the provision of key professional learning for all staff.

CBE CARES (Collaboration for Anti-Racism and Equity Supports)

The CBE will continue to advance CBE CARES and its key areas of focus. This initiative, introduced in June 2020, serves to advance equity, anti-racism and inclusion within the CBE. Every student should have the opportunity to succeed personally and academically regardless of background, identity or personal circumstances. We are currently focusing on three key areas: professional development, awareness of organizational policies and practices, and supporting staff to name and report racism.

Full Day Kindergarten and Early Development Centres

The CBE will continue full day kindergarten and early development centres (EDCs) in 2022-23. The program evaluation framework applied to full day kindergarten will further inform future adjustments in provision of kindergarten programming. Additionally, we continue to review EDCs for the supports offered to children and the impact across the system.

Supports for High School Completion

There will be continued consideration and evaluation of supports that are provided across the CBE with regards to high school completion. The CBE maintains a high degree of commitment to unique pathways programming and dual credit opportunities across all high schools. The CBE remains committed to STEM and trades programs and is actively exploring new opportunities.

School Environment

For the 2022-23 school year, school environments will continue to benefit from ventilation systems equipped with MERV 13 filtration as well as enhanced high-touch-point cleaning. Cleaning will be performed by permanent staff as part of their regularly assigned duties in accordance with Alberta Health Services recommendations as we return to normal operations.

Transportation

As required by Board direction, the transportation portfolio will remain balanced without transfer from other CBE budget sources. Service levels offered will align within the funding received by the province and reasonable fees charged.

Asset Retirement Obligation

The CBE will have a legal obligation associated with the retirement of tangible capital asset that are controlled by the CBE. Typical costs associated with retirement include asbestos remediation, removal of underground storage tanks and other decommissioning costs. The CBE has assumed through discussions with Alberta Education that the amount of required depreciation for the 2022-23 school year related to these assets will not be deducted from in-year educational dollars. Rather the costs will be noted and properly funded as part of a school's modernization project budget to offset the expense; or, upon sale of the building by recognizing a reduce gain or increased loss on disposition.
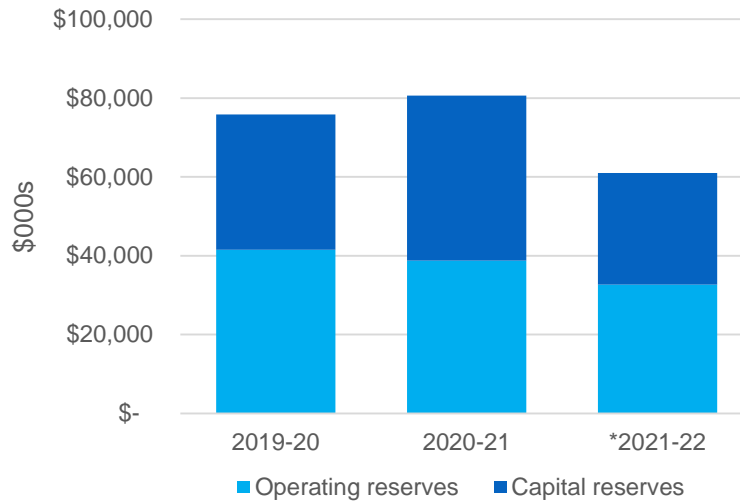
RESERVE ASSUMPTIONS

The CBE saves funds in reserve for a "rainy day." By law, the Board of Trustees requires permission from the Minister of Education to access these reserve funds.

- With an eye towards longer-term sustainability, the CBE does not intend to use CBE operating and/or capital reserves to balance ongoing operations.

- Use of operating and capital reserves requires the prior approval of the Board of Trustees and, ultimately, the Minister of Education.

- *OE:5- Financial Planning* requires CBE to consider the risks and opportunities including sustainability and the ability to replenish operating reserves to a minimum of three per cent of operating expenses.

- The CBE believes that operating reserves of up to 3 per cent of the prior year's total expenditures exclusive of the external block provide sufficient fiscal capability to address the majority of the most likely operating risks.

- Investment returns, if any, will be directed to replenishing operating reserves to board prescribed 3 per cent of prior year total expenditures less external block.

	Reserve balance Aug. 31, 2020	Reserve balance Aug. 31, 2021	Forecasted reserve balance Aug. 31, 2022
	($000s)		
Operating reserves			
Fiscal stabilization reserve	37,547	37,364	37,364
Restricted reserves	(8,075)	(7,996)	(7,996)
Designated operating funds	12,005	9,409	3,262
Total operating reserves	41,477	38,777	32,630
Capital reserves			
Building reserve	17,388	17,388	17,388
Other capital reserves	16,155	23,677	10,129
Plant, operations and maintenance	798	798	798
Total capital reserves	34,341	41,863	28,315
Total reserves	**75,818**	**80,640**	**60,945**

Operating and Capital Reserves

*Based on Second Quarter Forecast 2021-22

- The budget will be based on the assumption that the CBE will end the 2021-22 school year with operating reserves of approximately $32.6 million and $28.3 million in capital reserves.

- Based on the forecasted reserve balance, CBE is below the 3 per cent of the prior year's total expenditures exclusive of the external block as outlined in OE-5, Financial Planning.

- Given the anticipated continuation of new school construction, the CBE has retained operational reserves to fully support the commissioning of approved new schools. The Minister of Education has approved a request by the CBE to use $8.6 million for the 4 new schools opening 2022-23.

CAPITAL ASSUMPTIONS

Our schools continue to have adequate space for all students. It's important that students feel safe, welcomed and enjoy a quality learning environment.
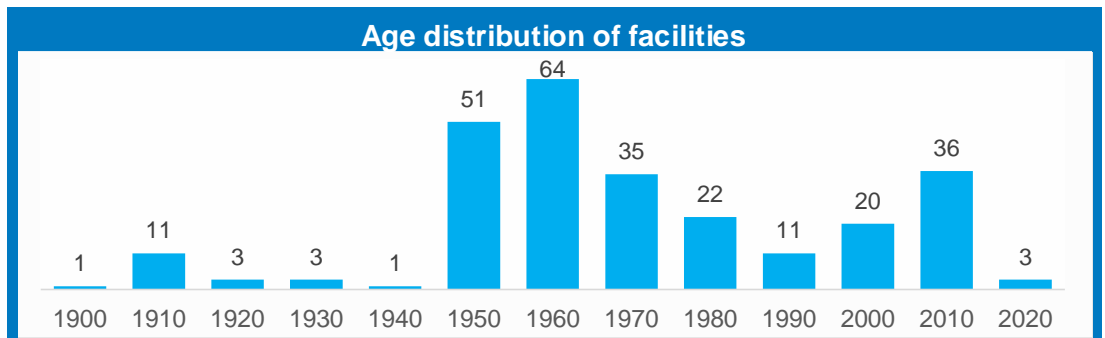

The CBE appreciates that the provincial government is building the school facilities necessary to accommodate future growth. While good news for students, families and communities, each new school announcement requires the CBE to find additional funds beyond those provided by the province for furniture, fixtures and equipment.

These commissioning costs include preparing the learning environment with learning resources, specialty equipment and technology. Other costs are related to the staff time (principals, assistant principals, learning leaders, administrative assistants, etc.) required to engage with the new school communities and make pre-opening operational decisions.

Based on this experience, the upcoming five new schools will require additional resources in the upcoming years. The Minster of Education has approved a CBE request to use $8.6 million of capital reserves, with the recognition that ultimately up to $14.3 million may be required between now and 2023-24.

The budget will include an investment in board-funded capital to support the maintenance of systems and learning spaces as well as the replacement of vehicles, equipment and technology hardware.

The CBE continues to rank facilities for major modernizations. The criteria used for establishing major modernization priorities are reviewed periodically. Additional details can be found on the Three-Year School Capital Plan 2023-26 on cbe.ab.ca.

Age distribution of facilities

Year	Count
1900	1
1910	11
1920	3
1930	3
1940	1
1950	51
1960	64
1970	35
1980	22
1990	11
2000	20
2010	36
2020	3

RISKS

We use control mechanisms to manage risk down to an acceptable level. The public should have confidence in the CBE's fiscal health.

The operational risks set out below reflect those events that are most likely to impact on CBE operation during the 2022-23 school year. The table below sets out the inherent (unmitigated) risks.

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

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

Financial and Operational Compliance Risks

The CBE will continue to closely monitor funds allocated with prudence, integrity, and transparency so the public can have confidence in the CBE's fiscal health. With the uncertainty caused by the global pandemic, staffing and operating risks highlighted, the CBE will need to monitor reserve levels to ensure sufficient funds are available to cover unexpected events.

Reserve requirements exceed available balance
The cost of addressing unanticipated events exceeds available operating and capital reserve balances. Reserves available will not be enough to cover unforeseen events, CBE will need to reprioritize initiatives and supports mid-year.

Likelihood	Low	Consequence	Low

Public expectation exceeds funded capacity
Public expectation for public education for programming, supports and services exceeds capacity of the CBE to provide within allocated funding levels. Additional communication will be required to enhance community understanding of financial and qualitative implications with new fiscal environment.

Likelihood	Moderate	Consequence	Moderate

Staffing and Contractual Risks

Staffing costs comprise approximately 78 per cent of CBE expenditures and minor changes in any aspect can have an immense impact on CBE operations. The Government of Alberta has primary responsibility for collective bargaining with the Alberta Teachers Association. Given that the ATA negotiations inform collective bargaining for the other areas of the public education sector, the CBE will follow the Government's lead with respect to local bargaining.

Collective agreement changes
ATA and SA collective agreements expired August 2020. Changes will have financial and administrative impacts on the system. Subject to negotiation.

Likelihood	Moderate	Consequence	High

Staff attrition costs higher than assumed
Retirements, resignations and replacements occur at higher than assumed rates. Higher than projected attrition from key positions in schools and service units.

Likelihood	Moderate	Consequence	Moderate

Operational Risks

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

Likelihood	Moderate	**Consequence**	Moderate

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

Likelihood	Moderate	**Consequence**	Low

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

Likelihood	Low	**Consequence**	Low

Inflationary costs pressures
Economic factors in the commercial environment place upward pressure on long term contractual commitments. The current funding model does not indicate support for any inflation costs. This also creates a pressure on fixed funding provided for System Administration costs.

Likelihood	Moderate	**Consequence**	Low

Post initial funding adjustments
Large scale personnel, programming and service planning is involved within the budget process. Funding adjustments imposed by Alberta Education occur after the commencement of the school year. With unplanned, mid-year funding reductions, adjustments are required.

Likelihood	Low	**Consequence**	High

Funding lag to growing system
Costs in a growing system may increase faster than Provincial funding provided. This means that the same number of teachers available need to teach more students, resulting in an increase to average class size. A $20 million increase or decrease to school-based funding creates a +/- 1 student change to average class size.

Likelihood	Low	**Consequence**	High

Costs for new school opening unfunded
Costs associated with new school openings will not be covered under the funding model. Four new schools are planned to open in the 2022-23 school year, with an additional school planned in the year following. Some commissioning costs are funded internally. This includes but not limited to whiteboards, sports equipment, in class technology and landscaping around schools.

Likelihood	High	**Consequence**	Moderate

Enhanced cleaning costs become public expectation
Enhanced cleaning costs previously associated with pandemic requirements may become a part of normal operations. As a result, operations and maintenance expense will increase, thereby reducing resources to attend to facility maintenance.

Likelihood	High	**Consequence**	Moderate

APPENDICES

Appendix I: Weighted Moving Average Calculation

Weighted Moving Average Analysis by School Year
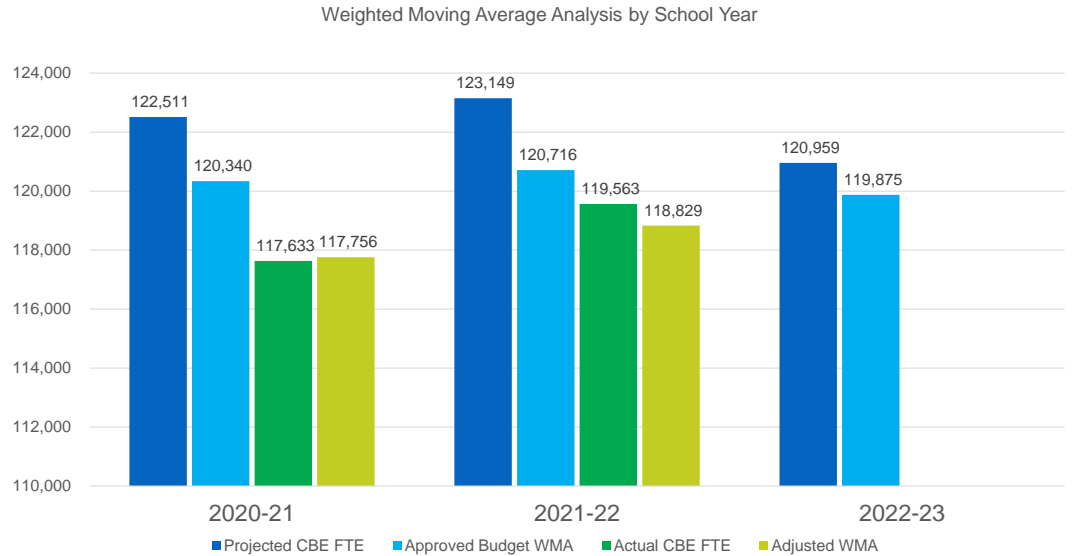
Source data is Alberta Education's Funding Event System

While the WMA enrolment calculation shows a decrease on a year-over-year basis due to the pandemic-related drop in actual enrolment in 2020-21, projected enrolment for 2022-23 is higher than actual 2021-22 enrolment levels.

7-23

Appendix II: Statistics

	Budget 2020-21	Budget 2021-22	Budget 2022-23
Number of schools			
School	237	235	239
Special Setting	11	10	10
Total	**248**	**245**	**249**

	Budget 2020-21	Budget 2021-22
Staffing FTE		
Certificated Staff	6,544	6,649
Non Certificated Staff	3,336	3,181
Total	**9,880**	**9,830**
School Based Staff	8,518	8,265
Non-School Based Staff	1,361	1,565
Total	**9,880**	**9,830**

School based staff include but not limited to:

- Custodial Staff

- Education Assistants, School Assistants, ELL Assistants

- Learning Leaders

- Principals & Assistant Principals

- Teachers

Non school based staff include but not limited to:

- Education directors

- Board of Trustees

- Braille assistants

- Communications and community engagement personnel

- Cultural diversity advisors

- Facilities and environmental personnel

- Financial personnel

- Human resources personnel

- Legal services

- Occupational and physical therapists

- Payroll and benefits administration

- Psychologists

- Speech language pathologists

- Superintendents

- Technology support specialists

- Transportation personnel

7-25

Appendix III: Funding Manuals

The Calgary School Division	
Projected Operational Funding - as of March 2022	
New Funding Framework Grants	**Budget 2022**
Grade ECS	$25,921,620
Grades 1 - 9	$518,286,023
High Schools	$203,670,717
Rural Small Schools	$0
Home Education & Shared Responsibility[1]	$756,927
Outreach Programs	$150,000
Distance Education (Non-Primary)	$178,200
Sub-Total	**$748,963,487**
ECS Pre-K Program Unit Funding (PUF)	$1,027,800
Moderate Language Delay Grant (Pre-K & SLS K)[1]	$660,000
Specialized Learning Support	$94,941,332
Specialized Learning Support - Kindergarten (Severe)	$4,408,550
First Nations, Métis, and Inuit Education	$7,649,714
English as a Second Language	$18,628,440
Francisation	$0
Refugee Student	$14,121,800
Institutional Programs (EPI)	$7,239,688
Operations & Maintenance Grant	$105,261,225
SuperNet	$2,532,214
Transportation	$39,126,790
Infrastructure Maintenance Renewal (Operating)[2]	$17,025,156
Socio-Economic Status	$8,382,605
Geographic	$1,500,000
Fort McMurray Allowance	$0
School Nutrition Program	$1,200,000
Francophone Equivalency	$0
System Administration	$43,728,080

Categories (left column labels): Base Instruction, Services & Supports, Schools, Community, Jurisdictions

A	**Total**	**$1,116,396,882**
B	2021/22 Funding Adjustment	-$17,197,914
C	Bridge/COVID Mitigation Funding	$51,543,605
D = A+B+C	**Budget 2022 - Projected Operational Funding[2]**	**$1,150,742,573**
E	2021/22 school year - Estimated Operational Funding[2]	$1,150,742,573
F = D-E	$ Increase/Decrease compared to 2021/22 Level	$0
	Financial Health of the School Division (2020/21 School Year)	
	Operating Reserves	$38,817,000
	ASO % of Operating Expenses (Provincial ASO - 5%)	2.89%
	Capital Reserves	$41,863,000

Notes:

[1] *Home Education, Shared Responsibility and Moderate Language Delay Grant (Code 48 Pre-K & SLS-K) estimates will be updated using the September 30th actual enrolment count for the 2022/23 school year.*

[2] *School jurisdictions operational funding excludes Capital Maintenance Renewal (CMR) grant.*

The Calgary School Division	
Projected Operational Funding - as of April 2021	
New Funding Framework Grants	**Budget 2021**

Base Instruction

Grade ECS	$26,614,896
Grades 1 - 9	$519,444,666
High Schools	$199,029,760
Rural Small Schools	$0
Home Education & Shared Responsibility	$244,642
Outreach Programs	$150,000
Distance Education (Non-Primary)	$178,200
Sub-Total	**$745,662,164**

Services & Supports

ECS Pre-K Program Unit Funding (PUF)	$1,607,570
Moderate Language Delay Grant (Pre-K & SLS K)[1]	$1,484,000
Specialized Learning Support	$95,662,312
Specialized Learning Support - Kindergarten (Severe)	$5,016,530
First Nations, Métis, and Inuit Education	$7,639,864
English as a Second Language	$19,481,580
Francisation	$0
Refugee Student	$15,279,275
Institutional Programs (EPI)	$7,239,688

Schools

Operations & Maintenance Grant	$103,740,085
SuperNet	$2,569,600
Transportation	$37,406,109
Infrastructure Maintenance Renewal (Operating)	$17,442,455

Community

Socio-Economic Status	$8,430,967
Geographic	$1,500,000
Fort McMurray Allowance	$0
School Nutrition Program	$1,200,000
Francophone Equivalency	$0

Jurisdictions

System Administration	$43,728,080
2020/21 Funding Adjustment	-$18,436,484

A	Total	$1,096,653,795
B	Provincial COVID Mitigation Support	$18,436,484
C	Bridge Funding	$35,652,293
D = A+B+C	**Budget 2021 - Projected Operational Funding[2]**	**$1,150,742,573**
E	Budget 2020 - Estimated Operational Funding[2]	$1,146,932,931
F = D- E	$ Increase/Decrease compared to 2020/21 Level	$3,809,642

Financial Health of the School Division (2019/20 School Year)	
Operating Reserves	$41,477,000
ASO % of Operating Expenses (Provincial ASO - 5%)	3.2%
Capital Reserves	$34,341,000
Government of Canada Safe Return to Class Fund 2020/21	$45,684,300

Notes:

[1] Moderate Language Delay Grant (Code 48 Pre-K & SLS K) estimates will be updated using the September 30th actual enrolment count for the 2021/22 school year.

[2] School jurisdictions operational funding excludes Capital Maintenance Renewal (CMR) grant. CMR allocation details for school jurisdictions are provided in the CMR Project Approval Letters.

The Calgary School Division	
Projected Operational Funding - New Funding Framework - As of April 2020	

New Funding Framework Grants

Base Instruction		
	Grade ECS	$27,754,322
	Grades 1 - 9	$515,988,792
	High Schools	$198,027,909
	Rural Small Schools	$0
	Home Education & Shared Responsibility	$435,000
	Outreach Programs	$150,000
	Distance Education	$175,000
	Sub -Total	**$742,531,023**

Services & Supports		
	Specialized Learning Support (SLS)	$107,872,799
	First Nations, Metis and Inuit Education	$7,551,296
	English as a Second Language	$19,865,385
	Francisation	$0
	Refugee Student	$16,195,779
	Institutional Programs (EPI)	$6,424,622
	ECS Pre-K Program Unit Funding (PUF)	$3,133,600

Schools		
	Operations & Maintenance Grant	$114,890,470
	SuperNet	$2,569,600
	Transportation	$37,406,109
	Infrastructure Maintenance Renewal	$37,690,909

Community		
	Socio-Economic Status	$8,301,603
	Geographic	$1,500,000
	Fort McMurray Allowance	$0
	School Nutrition Program	$1,200,000
	Francophone Equivalency	$0

Jurisdictions		
	System Administration	$43,728,080

Total	**$1,150,861,273**
Budget 2019 - Estimated Operational Funding	$1,146,343,000
Bridge Funding for New Framework	$16,092,807
Total Funding Support with Bridge Funding	**$1,166,954,081**
$ Increase	$20,611,081

| report to Board of Trustees | **Proposed Amendment to GC-2E: Trustee Remuneration** |

Date	April 5, 2022
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
Purpose	Decision
From	Patricia Minor Corporate Secretary
Governance Policy Reference	GC-2: Governing Commitments GC-2E: Trustee Remuneration

1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves the amendment to Governance Culture Policy 2E: Trustee Remuneration, Attachment I to this report.

2 | Background

The current Governance Culture Policy 2E: Trustee Remuneration, approved by the Board of Trustees on April 6, 2021, contains language that would result in trustee basic honoraria being adjusted, effective September 1, 2022, according to the most recent three-year rolling average of Statistics Canada annual published Calgary Consumer Price Index (CPI – all items).

The Board of Trustees is supportive of the trustee basic honoraria remaining at $45,000 per annum as set out in Governance Culture GC-2E: Trustee Remuneration.

Calgary Board of Education

3 | Conclusion

The Board of Trustees to consider the proposed change to GC-2E: Trustee Remuneration.

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

Calgary Board of Education

GOVERNANCE CULTURE
GC-2E: Trustee Remuneration
Monitoring Method: **Board Self-assessment**
Monitoring Frequency: **Annually**

A.   Taxable Honoraria, Benefits and Allowances

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

   Effective September 1, 2023~~2022~~, and at the commencement of each fiscal year (September 1) following, Trustees' honoraria will be adjusted according to the most recent three-year rolling average of Statistics Canada annual published Calgary Consumer Price Index (CPI – all items). Trustee honoraria will be paid in regular bi-weekly payments. The annual honoraria provide compensation for all duties, responsibilities and activities required of Trustees.

2.   The Chair will receive an additional honorarium in regular bi-weekly payments at the rate of $10,000 per annum; and the Vice-Chair will receive an additional honorarium in regular bi-weekly payments at the rate of $5,000 per annum. These honoraria provide compensation for duties, responsibilities and activities required of the Chair and Vice-Chair.

3.   In addition to honoraria, each Trustee will receive a taxable benefit package worth 10% of the basic honorarium. The package will include for each Trustee, $50,000 group life insurance and $50,000 Accidental Death and Dismemberment coverage which will be paid 100% by the Calgary Board of Education. In lieu of other benefits, each Trustee will receive the remainder of the package (the value of 10% of basic honorarium less the cost of the group life insurance and Accidental Death and Dismemberment premiums) in regular bi-weekly payments.

4.   Each Trustee will receive an annual taxable transportation allowance of $4,100 paid in regular bi-weekly payments. This allowance will compensate for all in-city transportation costs including vehicle expenses, parking, taxis, LRT fares and the like.

B.   Reimbursable Expenses

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

Calgary Board
of Education

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

2.   Each Trustee will be entitled to be reimbursed from the Board of Trustees' budget for expenses that are supported by receipts, related to reasonable costs of carrying out assigned Board business or approved representation of the Board at meetings and events in accordance with standard CBE policies.

3.   Trustees' expense information will be publicly disclosed on a regular basis.

4.   Notwithstanding the requirement to provide receipts for all reimbursable expenses, the following is the maximum that will be reimbursed for any meal expense incurred:

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

5.   Expenditures for alcohol will not be reimbursed.

C.   Other

1.   Each Trustee will be entitled to reserved or scramble underground parking at the individual's expense. Each Trustee will be provided office space in the Dr. Carl Safran Centre. Each Trustee will be provided the use of a laptop computer or similar portable electronic device for use in the Board Room, in the Trustee's Office and off site.

   2.   For the purpose of accessibility, each Trustee will be entitled to either a CBE issued cell phone or $25.00 per month for personal cell phone use to perform their duties, if the Trustee does not have a CBE issued cell phone. The cell phone subsidy paid for the use of a personal cell phone is deemed to compensate for the reasonable business portion of the costs of ownership and operation of the cell phone and will cover such costs as damage, repair and replacement. Trustees who use a

personal cell phone for conducting CBE business are required to comply with the applicable administrative regulations and practices for personal mobile devices. Trustees will not be reimbursed for the purchase or replacement of cell phones for personal or CBE business uses.

2. At the end of each Trustee's service, such Trustee shall be entitled to a retiring allowance to ease the transition from such service, in accordance with the following schedule:

    (a) A Trustee whose service ends at the end of his/her first term shall receive a retiring allowance equal to two weeks of Trustees' basic honorarium prevailing at the end of such service per year of service;

    (b) A Trustee whose service ends following the completion of two or more terms shall receive a retiring allowance equal to one month's honoraria per year of continuous service to a maximum of one-half of the Trustees' basic annual honorarium prevailing at the end of such service; and

    (c) Notwithstanding a) and b) above, a Trustee who fails to complete the term to which he/she is elected shall not be entitled to a retirement allowance for any portion of that term, except as the Board of Trustees might determine after due consideration of any extenuating circumstances.

3. It should be noted that there is no provision to pay 'meeting honoraria' or 'per diems'; nor is there any provision to reimburse Trustees for any other support of home offices that Trustees may choose to establish as an off-site work place.

Approved:

Calgary Board of Education

report to Board of Trustees	Chief Superintendent's Update

Date	April 5, 2022
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Information
Governance Policy Reference	OE-2: Learning Environment/Treatment of Students OE-3: Instructional Program OE-8: Communicating and Engaging with the Public

1 | Recommendation

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

2 | Issue

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

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

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

planning for and providing challenging, relevant and high quality programming opportunities that consider the educational needs of students.

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

3 | Timely information

Learning Excellence | Mathematics Framework and Literacy Framework

The CBE Education Plan identifies the goal to create strong student achievement and well-being for lifelong success in the area of Learning Excellence. The Mathematics Framework and Literacy Framework support that goal. Drafts of each framework were introduced to all leaders at a System Leadership Meeting in June 2021. The frameworks have recently been made publicly available along with a parent support document on the CBE corporate webpage.

These frameworks set the foundation for pedagogy and instruction across grades K-12 and are aligned with CBE's commitment to student achievement, equity and well-being. Each framework contains three large essential elements: Environment, Teaching Practices, and Assessment. In each of these sections, robust and clear guidelines have been provided to support teachers and schools in planning for instructional strategies and actions that best respond to their local context and their School Development Plan goals. All essential elements within the frameworks are in alignment with enduring research confirming practices that result in improving student achievement. The frameworks were written for many stakeholders within CBE and will be the guide through which decisions are made for quality instructional design and implementation for grade level curriculum outcomes.

As part of the support for the implementation of both frameworks, every school is required to have a literacy and mathematics goal identified within their School Development Plan. All schools used their data story to collaboratively identify the priority starting point in engaging in both frameworks within school development planning.

The Mathematics and Literacy Key Outcomes exist within the goal of Learning Excellence. It is important that all leaders and teachers at every level of our organization have the time to build their confidence in using the frameworks as a key resource to support schools in planning for strategies that best respond to local context and their School Development Plan goals. To build capacity and strengthen professional learning networks, Math and Literacy Champion teacher networks were created. All schools selected at least one Literacy and one Math Champion to attend professional learning sessions on behalf of their schools, and are expected to "champion" the learning back at their schools. Currently, there are 340 literacy champions, and 356 math champions. The Math and Literacy Champion networks have been organized into three grade bands (K-6, 5-9 and 10-12). Each Champion teacher attends five sessions offered over the course of the year to build their capacity to lead professional learning at their schools.

Through the system-wide implementation of the Literacy and Math frameworks, key actions will support leaders and teachers to achieve the outcomes of the CBE Education Plan. Using specific provincial, assurance, and local measures, CBE will be able to determine impact of actions and progress towards outcomes. As these frameworks are new, and are just being introduced and applied this year, Core Curriculum is in the initial phase of data gathering and monitoring the impact on student achievement.

Public-facing communications materials will be developed to help support understanding of the frameworks through the parent and student perspectives. These materials will include flatsheets that will help inform public audiences about the basics of the frameworks, as well as guide or support conversation and discussion between the school (teacher and/or principal) and parents or school council. The Literacy and Math Frameworks | Supporting Learning Excellence is a flat-sheet that was created to support this work and is now available on CBE's public facing website. This is a parent-friendly resource designed to help families learn more about the frameworks.

Learning Excellence | Indigenous Education | Spring Equinox Gathering

Spring Equinox Celebration – On March 18th the Indigenous Education Team hosted a virtual Spring Equinox Gathering to honour the changing of seasons. The gathering featured Elder Saa'kokoto on Nose Hill sharing Blackfoot teachings about the significance of this time of year as we shift from winter to spring. The celebration was open to all CBE staff and students.

Collaborative Partnerships | New Process for In-kind Donations

CBE launched a new process for in-kind donations on March 16. Calgarians are very generous, and donate a wide variety of goods to support our students and schools.

The new process creates a system-wide approach to accepting or declining in-kind donations. Donors can complete the online form available on the CBE corporate website. The new process ensures schools continue to receive donated items that will benefit student learning or well-being, while ensuring the prudent use of system resources.

CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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

report to
Board of Trustees

2021 General Election – Non-Compliance in Relation to Disclosure Statements

Date	April 5, 2022
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Patricia Minor Corporate Secretary
Purpose	Information
Originator	Patricia Minor, Corporate Secretary
Governance Policy Reference	GC-1: Board Purpose GC-3: Board Job Description

1 | Recommendation

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

2 | Issue

The *Local Authorities Election Act* (LAEA) sets out the requirements for campaign finances and disclosure statements for candidates in General Elections. Section 147.8(b) of the LAEA provides that if a candidate for election of school board trustee fails to file a disclosure statement as per the requirements of the LAEA, the secretary shall transmit a report to that effect to the school board. The LAEA provides that the report shall be made public upon receipt.

As required by the LAEA, this report meets the statutory reporting obligation to inform the Board of Trustees of the candidates from the 2021 General Election that failed to file their disclosure statements by the deadline of March 11, 2022.

3 | Background

Service Agreement with the Cityof Calgary
In December, 2020 the Calgary Board of Education (CBE) entered into an agreement with with the City of Calgary whereby the City of Calgary will provide election services to CBE for a term of four (4) years services to be necessary to prepare for and deliver a general election or election, as defined in the LAEA, of the Board of Trustees, as defined under the *Education Act*.

Disclosure statement requirements
The LAEA sets out the requirements for candidates, including candidates who have withdrawn or were elected by acclamation, with respect to campaign disclosure statements. Section 147.4 provides that on or before March 1, immediately following a general election, a candidate shall file with the secretary of the candidate's local jurisdiction a disclosure statement in the prescribed form. Specifically, the LAEA requires that the disclosure statement must include:

(a) the total amount of all contributions received during the campaign period that did not exceed $50 in the aggregate from any single contributor,
(b) the total amount contributed, together with the contributor's name and address, for each contributor whose contributions during the campaign period exceeded $50 in the aggregate,
(c) the total amount of all contributions received as referred to in section 147.22(3),
(d) the total amount from fund-raising functions,
(e) the total amount of other revenue,
(f) the total amount of campaign expenses,
(g) an itemized campaign expense report setting out the campaign expenses incurred by the candidate,
(h) the total amount paid by the candidate out of the candidate's own funds not reimbursed from the candidate's campaign fund,
(i) the total amount of any campaign surplus, including any surplus from previous campaigns, and
(j) the amount of any deficit.

A candidate who has incurred campaign expenses or received contributions of $50 000 or more shall file a review engagement with the disclosure statement referred to in subsection (1).

4 | Analysis

Disclosure statement compliance
Section 147.4 of the LAEA requires candidates to file disclosure statements by March 1, 2022. The LAEA provides for a ten-day period after the March 1, 2022 deadline to allow candidates to file their disclosure statements. If a candidate files a disclosure statement no later than 10 days after the filing deadline, the secretary will not transmit a report to the school board in relation to the candidate.

Attachment I to this report sets out those candidates for election of public school board trustee who failed to file a disclosure statement as required by section 147.4 of the LAEA.

As set out in Section 22 of the LAEA, a person is not eligible to be nominated as a candidate for election as a school board trustee if:

(a) a report was transmitted under section 147.8(1) in respect of the person,
(b) the Court did not dispense with, or extend the time for, compliance with section 147.4 by an order under section 147.8(3), and
(c) subject to subsection (1)(d.1), nomination day for the election occurs within
    (i) the 8-year period following the day on which the secretary transmitted the report to the school board, or
    (ii) where the disclosure statement required by section 147.4 has been filed with the secretary, the 3-year period following the day of filing, whichever period expires first.

Non-compliant candidates may apply to the Court for relief by June 11, 2022 (within 60 days of the date on this Briefing) as per Section 147.8 of the LAEA.

Offences and fines
Candidates who have not filed their campaign disclosure statements by April 1, 2022, are guilty of an offence and may be subject to a fine of $5,000, as per section 147.84 of the LAEA. The Election Commissioner has the authority to investigate violations or potential violations of Part 5.1 of the LAEA (Election Finances and Contributions Disclosure) and impose an administrative penalty. If a candidate fails to file disclosure statements by April 1, 2022, the Returning Officer is required by subsection 205(b) of the LAEA to notify the Elections Commissioner of Alberta.

Public access to disclosure statements
Subsection 147.4(7) of the LAEA requires that disclosure statements be made available to the public for a period of four years. Candidate disclosure statements are made available on the Elections Calgary website for public convenience. Elections Calgary does not review candidates' disclosure statements for accuracy or completeness, nor provide any assurances respecting their accuracy, thoroughness or legality.

Courtesy notice of filing deadlines to candidates
Neither the Returning Officer or the secretary are required to provide statutory notice of disclosure statement filing deadlines to candidates; however, courtesy notices were provided. In 2020, Elections Services opened a candidate helpline and email were opened to address candidate questions and concerns.

In November 2021, the disclosure statement form was posted on the Elections Calgary website. Notices regarding disclosure requirements and deadlines were communicated between November, 2021 and March, 2022 by e-newsletter, social media and the Elections Calgary website. A media advisory regarding dislosure statement requirements was issued on February 16, 2022.

The *Local Authorities Election Act* requires candidates in General Elections to file campaign finances and disclosure statements, and should a candidate for election of school board trustee fails to file a disclosure statement, the secretary shall transmit a report to the school board.

This report is provided to the Board of Trustees to evidence the 2021 General Election public school board candidates in non-compliance with discloure statement filing requirements.

ATTACHMENTS

Attachment I: 2021 General Election: Public School Board Candidates in Non-Compliance with Disclosure Statement Filing Requirements

2021 General Election

Candidates in Non-Compliance with Disclosure Statement Filing Requirements

Public school board trustee candidates of the 2021 General Election who did not file a disclosure statement before March 11, 2022, are included below:

Hilary DANDENAULT(SELLEN)
Adam DOSSA
Claudia FUENTES
Christa HARRIS
Stephen JOHN
Barbara LA POINTE
Mary-Frances "Maxx" LAPTHORNE
Cheryl MUNSON
Oun SAEGH
Cate SHIPLEY
Vikas VERMA

ISC:UNRESTRICTED