

public agenda

April 28, 2020
12:00 p.m.

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

In light of the Alberta Government's COVID-19 guidelines that gatherings should not exceed 15 people, and based on direction from the Chief Medical Officer of Health, this public Board meeting will be held online only. The meeting will be viewable by the public through our live stream (<https://www.cbe.ab.ca/about-us/board-of-trustees/Pages/Board-Meetings.aspx>).

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			
	5 Operational Expectations			
	6 Public Comment [pdf] Scheduled only when public comment request(s) comply with the requirements outlined in Board Meeting Procedures		GC-3.2	
	7 Matters Reserved for Board Information			
	8 Matters Reserved for Board Decision	Board	GC-3	
	8.1 Results 4: Personal Development – Annual Monitoring	Board	R-4	Page 8-1



Time	Topic	Who	Policy Ref	Attachment
	9 Consent Agenda	Board	GC-2.6	
	9.1 Items Provided for Board Approval			
	9.1.1 OE-2: Learning Environment/Treatment of Students – Annual Monitoring <i>(THAT the Board of Trustees approves that the Chief Superintendent is in compliance with the provisions of this policy.)</i>	Board	OE-2	Page 9-1
	9.1.2 Revision to the Schedule of Regular Meetings <i>(THAT the Board of Trustees approves the revision to the Schedule of Regular Meetings as submitted.)</i>	Board	GC-2, 6	Page 8-83
	9.1.3 Minutes of the Regular Meetings held: <ul style="list-style-type: none"> • March 10, 2020 • March 17, 2020 • April 7, 2020 <i>(THAT the Board of Trustees approves the minutes of the Regular Meetings as submitted.)</i>			Page 9-9 Page 9-17 Page 9-20
	9.2 Items Provided for Board Information		OE-7	
	9.2.1 Impact of Proposed Changes to OE-2: Learning Environment/Treatment of Students and OE-3: Instructional Program		OE-2,3	Page 9-26
	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.
Media may also attend these meetings.
You may appear in media coverage.

Archives will be available for a period of two years.
Information is collected under the authority of the School Act and the Freedom of Information and Protection of Privacy Act section 33(c) for the purpose of informing the public.

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

results monitoring report

Monitoring report for the
school year 2018-19

Report date:
April 28, 2020

Results 4: Personal Development

CHIEF SUPERINTENDENT CERTIFICATION

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

- Making reasonable progress toward achieving the desired results.
- Making reasonable progress with exception.
- Not making reasonable progress.



Signed: _____

Date: April 21, 2020

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.
- Finds the organization to be making reasonable progress with exception.
- Finds the organization not to be making reasonable progress.

Summary statement/motion of the Board of Trustees:

Signed: _____

Date: _____

Marilyn Dennis, Chair, Board of Trustees



Executive Summary |

Results 4: Personal Development was a major focus on the 2018-19 CBE Student Survey. As such, questions for the following policy and indicators were asked in 2018-19 administration:

- Policy 4.1 – indicators 2 & 3
- Policy 4.2 – indicators 2, 3 & 4
- Policy 4.3 – indicator 2
- Policy 4.4 – indicator 1
- Policy 4.5 – indicator 2, 3 & 4 (these were also asked in the 2017-18 administration)
- Policy 4.6 – indicators 1, 2, 3 & 4

For the questions that were only asked in 2018-19, no statistical analysis has been done, however a new baseline has been set for future reports.

Analysis |

The report card data indicates that Overall Levels of Success are at a fairly constant level. Work needs to continue on helping students who are assessed with an indicator of Network of Support Required or Individual Program Plan, better understand how to meet with success on the Results 4 report card stems.

The one policy (4.5) with two years of results saw significant declines in Overall Agreement. At this time, reasoning for the decline is undetermined. Additional data is required for further cross-year analysis.

Targets |

Targets will be considered annually and finalized based on the identified areas of concern. What follows is a summary of the targets for 2018-19 and whether they were met or not (if available).

Policy 4.1

- Indicator 1 – Target for 2018-19: results at or above 19.5%
This target was met.
- Indicator 2 – Target for 2018-19: The first administration of the new student survey questions related to this indicator will be on the 2018-19 survey. With this comes new baselines.
- Indicator 3 – Target for 2018-19: The first administration of the new student survey questions related to this indicator will be on the 2018-19 survey. With this comes new baselines.

Policy 4.2

- Indicator 1 – Target for 2018-19: results at or above 97.0%
This target was met.
- Indicator 2 – Target for 2018-19: The first administration of the new student survey questions related to this indicator will be on the 2018-19 survey. With this comes new baselines.
- Indicator 3 – Target for 2018-19: The first administration of the new student survey questions related to this indicator will be on the 2018-19 survey. With this comes new baselines.
- Indicator 4 – Target for 2018-19: The first administration of the new student survey questions related to this indicator will be on the 2018-19 survey. With this comes new baselines.

Policy 4.3

- Indicator 1 – Target for 2018-19: results at or above 96.5%
This target was met.
- Indicator 2 – Target for 2018-19: The first administration of the new student survey questions related to this indicator will be on the 2018-19 survey. With this comes new baselines.

Policy 4.4

- Indicator 1 – Target for 2018-19: The first administration of the new student survey questions related to this indicator will be on the 2018-19 survey. With this comes new baselines.

Policy 4.5

- Indicator 1 – Target for 2018-19: results at or above 97.3%
This target was met.
- Indicator 2 – Target for 2018-19: improvement on baseline summary measure
This target was not met.
- Indicator 3 – Target for 2018-19: improvement on baseline summary measure
This target was not met.
- Indicator 4 – Target for 2018-19: improvement on baseline summary measure
This target was not met.

Policy 4.6

- Indicator 1 – Target for 2018-19: The first administration of the new student survey questions related to this indicator will be on the 2018-19 survey. With this comes new baselines.
- Indicator 2 – Target for 2018-19: The first administration of the new student survey questions related to this indicator will be on the 2018-19 survey. With this comes new baselines.
- Indicator 3 – Target for 2018-19: The first administration of the new student survey questions related to this indicator will be on the 2018-19 survey. With this comes new baselines.
- Indicator 4 – Target for 2018-19: The first administration of the new student survey questions related to this indicator will be on the 2018-19 survey. With this comes new baselines.

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 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.
- 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.

Monitoring Information |

Evidence of Progress |

Board-approved indicators and targets as well as 2018-19 results, analysis and capacity building |

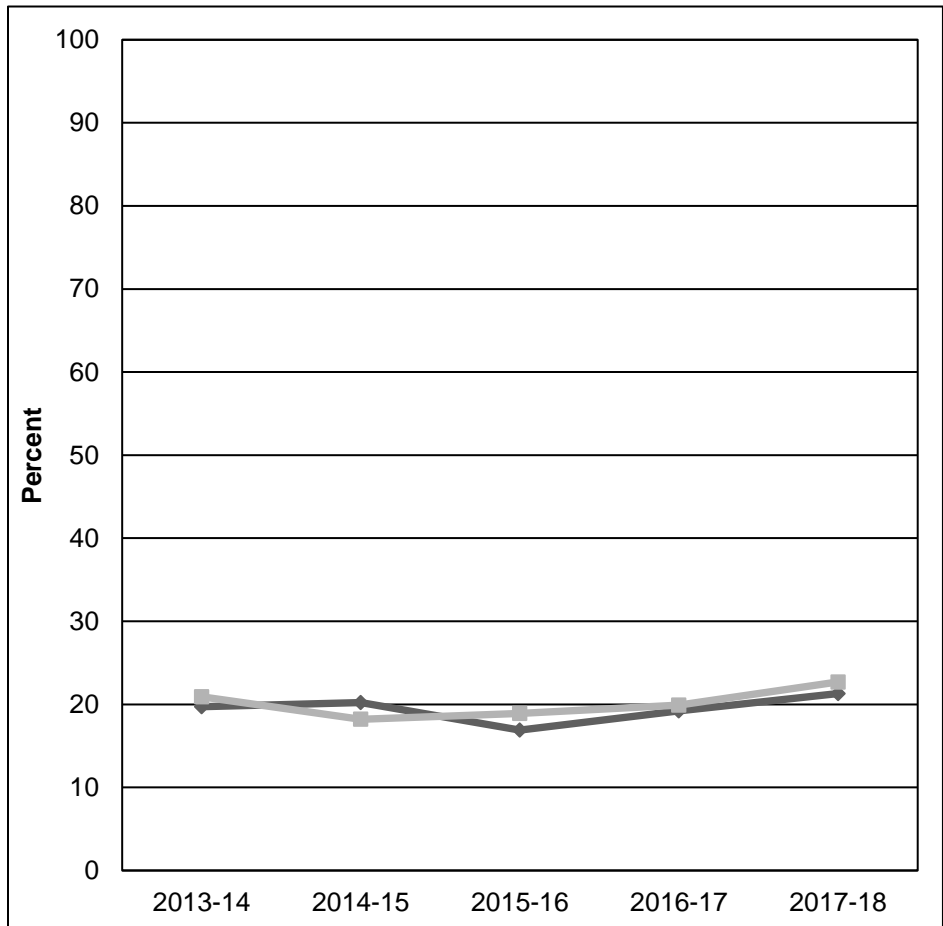
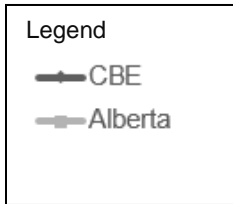
Policy 4.1

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

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Annual Returning Rate ¹						
		2013-14	2014-15	2015-16	2016-17	2017-18
CBE	%	19.7	20.2	16.9	19.2	21.3
Alberta	%	20.9	18.2	18.9	19.9	22.7



¹ The Annual Dropout and Returning Rates 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 Dropout Rate is then calculated by determining the number of students from the Cohort who are not found to be in the learning system in the subsequent school year. Finally, the 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.

Reference: Annual dropout and returning rates: methodology for rate calculation (p.2). Alberta Education. (May 2016). Retrieved from <https://open.alberta.ca/dataset/28cde5fb-bea2-46f0-ab9e-e840f1daa107/resource/4784f6e8-bbfb-4f0a-af4c-711f6e7d6f5e/download/drop-out-and-returning-rate-methodology-2017-final.pdf>

- Target 2018-19

Results at or above 19.5%.

- Analysis

Based on a comparison of the 2017-18 results to the Previous 3-Year Average and using Alberta Education's Accountability Pillar chi-square range for the Improvement Measure evaluation, CBE results would be considered statistically *Improved*.

CBE Annual Returning Rate was consistently lower than the province except for 2014-15 and the gap in 2017-18 was greater than the gap in 2016-17. However, after the significant decline in 2015-16, CBE managed to maintain a more than 2.0 percentage point increase for two consecutive years. The area that is seeing year over year improvement is the percentage of students from this cohort returning to post secondary education.

Another factor to consider is that the students who do dropout may not return until three or more years after they dropped out (so they would not be included in this statistic) or they may choose never to return to their learning. Reasons for this include working in a job with on-the-job training.

- Interpretation

CBE demonstrates three years of consecutive improvement in the annual returning rate. We are pleased to have exceeded the target by nearly 2 percentage points.

CBE intends to show continued improvement in the annual returning rate and seeks to return to exceeding the province in this area as demonstrated in 2014-15.

- Building Capacity

Continue with the High School Success Strategy with a continued focus on flexible schedules, spaces and resources and planned processes for transitions and interventions.

Include annual returning rate as a measure of achievement of the High School Success Strategy.

Utilize credit rescue and credit recovery strategies to find flexible solutions for students to achieve the remaining outcomes of a course and earn credit for the course.

Continue to expand, based on available resources, dual-credit and exploratory course opportunities.

Continue with the key actions identified in the Indigenous Education Strategy.

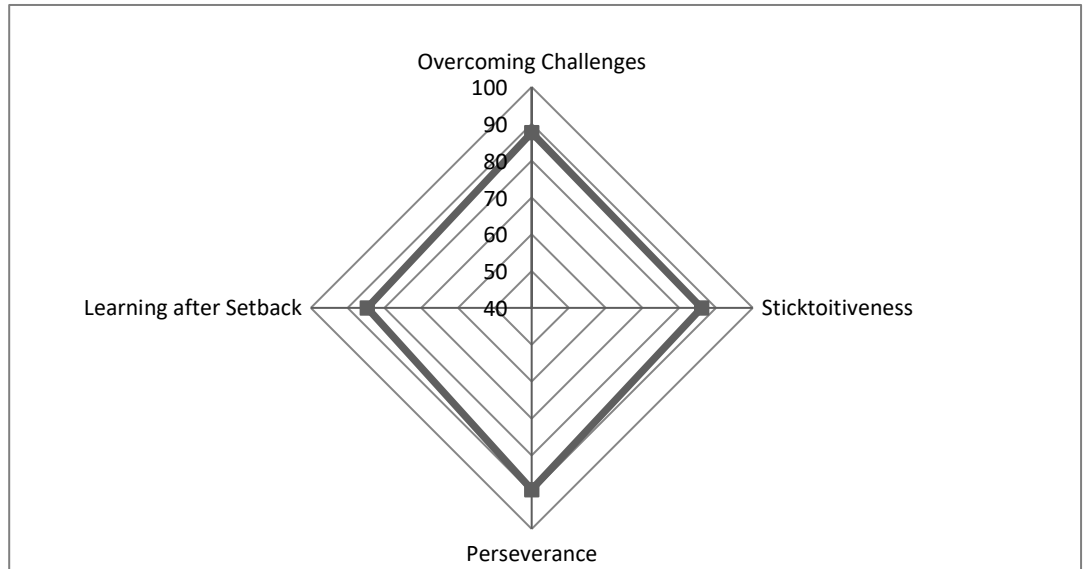
2. Percentage of students who report they work through setbacks and challenges in their learning; as measured by Overall Agreement of the **Resiliency and Perseverance Summary Measure**² from CBE Student Survey.

Resiliency and Perseverance Summary Measure		
	2017-18	2018-19
Overall Sample Size	n/a	35 796
Overall Agreement (%)	n/a	86.9

Resiliency and Perseverance Summary Measure by Grade		
Overall Agreement (%)	2017-18	2018-19
Grade 5	n/a	90.5
Grade 6	n/a	90.0
Grade 8	n/a	84.6
Grade 9	n/a	85.1
Grade 11	n/a	85.5
Grade 12	n/a	86.0

Question Theme	Overall Agreement (%)	
	2017-18	2018-19
Overcoming Challenges	n/a	87.6
Perseverance 1	n/a	86.1
Perseverance 2	n/a	89.3
Learning after Setback	n/a	84.7

² A **summary measure** describes a whole set of data with 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.



- Target 2018-19

The first administration of the new student survey questions related to this indicator will be on the 2018-19 survey. With this comes new baselines.

- Analysis

No statistical analysis has been done for these questions, however a new baseline has been set for future reports. Based on the Overall Agreement for each question, students demonstrated relatively higher agreement on trying hard at school even when they find it challenging to succeed in their learning. Grade 5 and Grade 6 students showed comparatively higher Overall Agreement while the rest of the grade levels shared the similar results.

- Interpretation

With this new baseline, we are working to understand the data and relevant questions, such as: what are appropriate targets for this theme of questions, what can we understand from the range of percentages in both grade and question theme, and what measures are typical and which are outliers for this data set.

The data in this area has a range of 4.6 percentage points in Overall Agreement between grades. This shows relatively even levels of Agreement in this thematic area. Perseverance is identified as an area of relative strength in this thematic area.

- Building Capacity

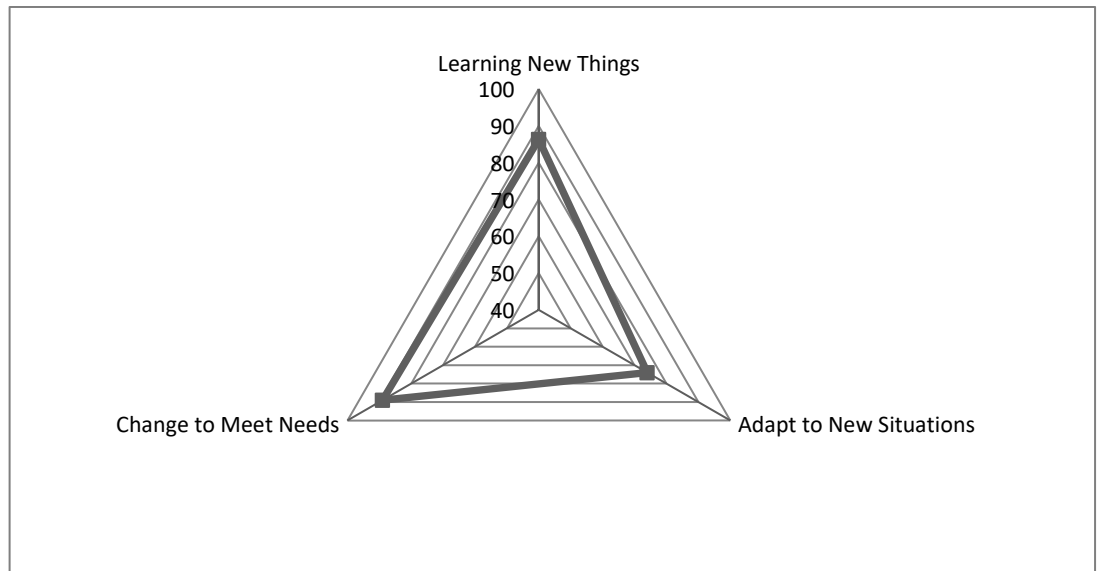
Continue partnerships with the following community services to support resiliency: Community Outreach of Pediatrics and Psychiatry in Education (COPE), Multi-Agency School Support Team (MASST), Success in School for Children and Youth in Care, Women's Shelter.

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.

Adaptability Summary Measure		
	2017-18	2018-19
Overall Sample Size	n/a	35 383
Overall Agreement (%)	n/a	83.1

Adaptability Summary Measure by Grade		
Overall Agreement (%)	2017-18	2018-19
Grade 5	n/a	85.5
Grade 6	n/a	85.0
Grade 8	n/a	80.2
Grade 9	n/a	81.8
Grade 11	n/a	81.9
Grade 12	n/a	84.2

Question Theme	Overall Agreement (%)	
	2017-18	2018-19
Learning New Things	n/a	86.3
Adapt to New Situations	n/a	74.0
Change to Meet Needs	n/a	89.0



- Target 2018-19

The first administration of the new student survey questions related to this indicator will be on the 2018-19 survey. With this comes new baselines.

- Analysis

No statistical analysis has been done for these questions, however a new baseline has been set for future reports. Based on the Overall Agreement for each question, students demonstrated noticeably lower agreement towards adaptation under stress or pressure.

- Interpretation

With this new baseline, we are working to understand the data and relevant questions, such as: what are appropriate targets for this theme of questions, what can we understand from the range of percentages in both grade and question theme, and what measures are typical and which are outliers for this data set.

The data in this area has a range of 5.3 percentage points in Overall Agreement between grades. This shows relatively even levels of Agreement in this thematic area. Change to Meet Needs is identified as an area of relative strength in this thematic area, while the question related to Adapting to New Situations elicited a lower result. We would like understand more about the differences in these results.

It is noted that the adapting to new situations question references situations where students are under stress or pressure. The question lists the examples of Provincial Achievement Tests, Diploma Exams and pop quizzes as new situations. Students may be limiting their interpretation of new situations to testing situations which they may find challenging.

The question about Change to Meet Needs asks students if they are able to handle changing situations at school. Students may have responded more generally to this question as a list of examples was not provided.

- Building Capacity

Students are expressing their concern for their ability to manage stress and pressure situations at school, including testing situations, across grade levels. Continue to provide direction to staff in the creation of Welcoming, Caring, Respectful and Safe Schools according to Administrative Regulation 6031, which outlines roles and responsibilities for creating a whole school community that is a welcoming, caring, respectful and safe learning environment. These measures support students throughout their daily learning and assessment.

Continue to provide staff across the system with access to evidence-informed resources, like the Go To Educator curriculum and training and Mental Health Online Resources for Educators (MORE) modules.

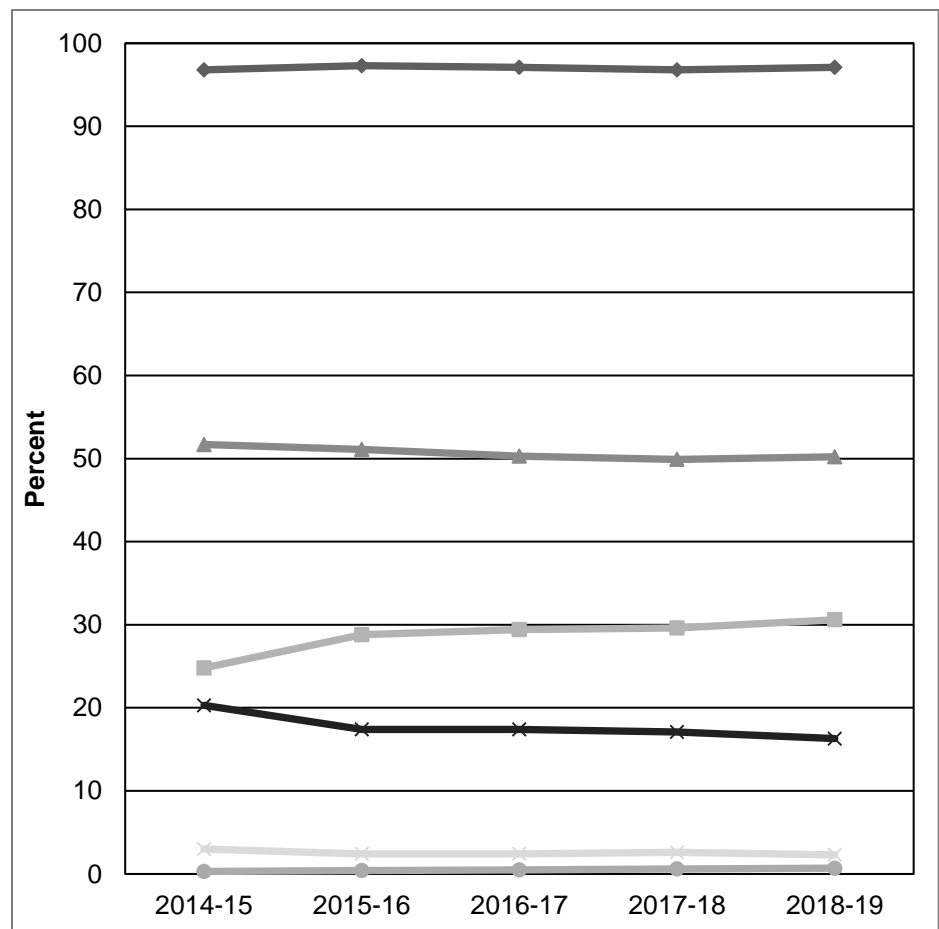
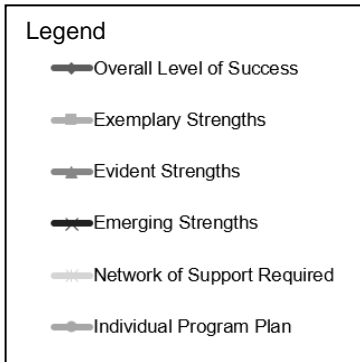
Policy 4.2

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

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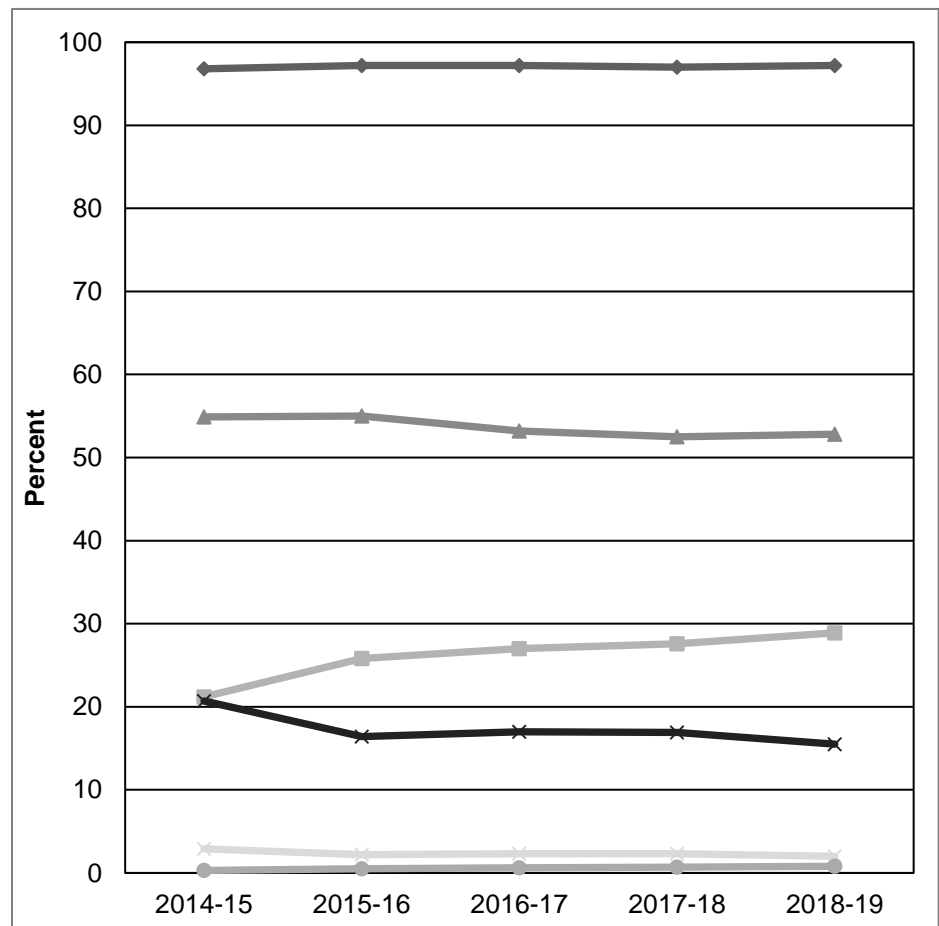
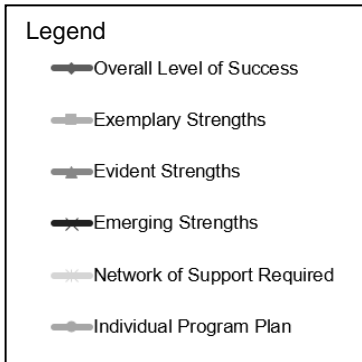
Sets and works toward learning goals ³ (%)					
	2014-15	2015-16	2016-17	2017-18	2018-19
Exemplary Strengths	24.8	28.8	29.4	29.6	30.6
Evident Strengths	51.7	51.1	50.3	49.9	50.2
Emerging Strengths	20.3	17.4	17.4	17.1	16.3
Network of Support Required	3.0	2.4	2.4	2.6	2.3
Individual Program Plan	0.3	0.4	0.5	0.6	0.7
Overall levels of success	96.8	97.3	97.1	96.8	97.1



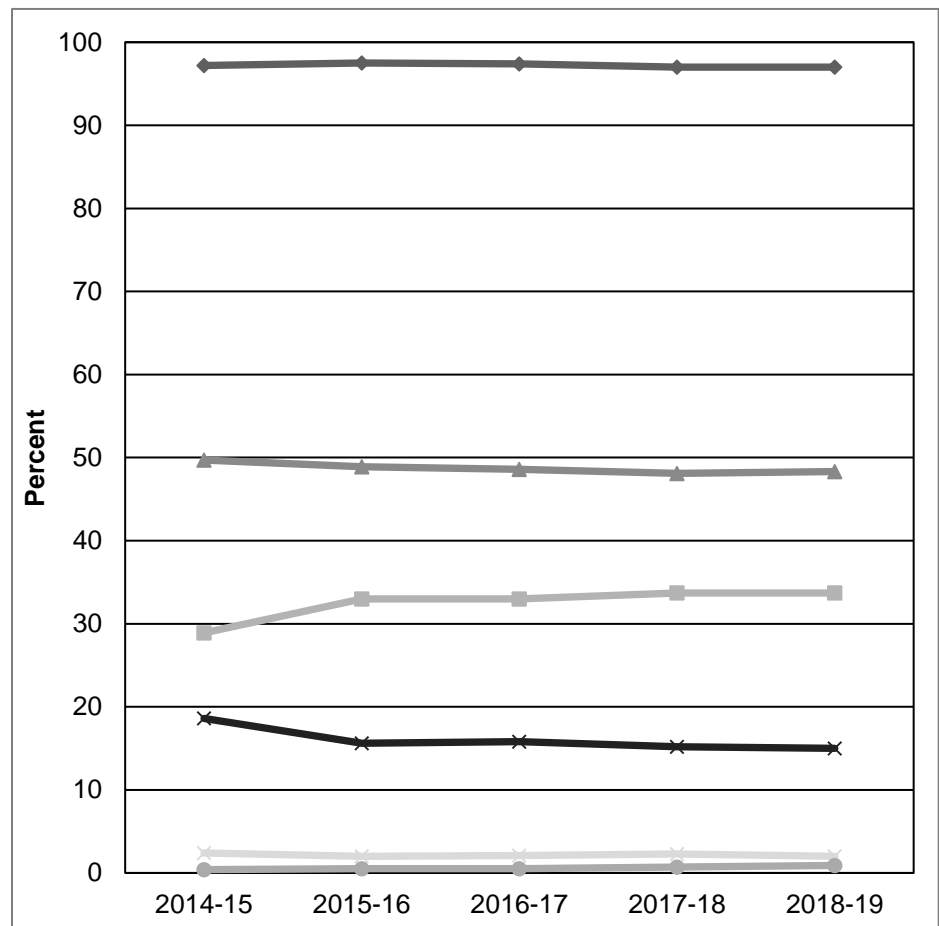
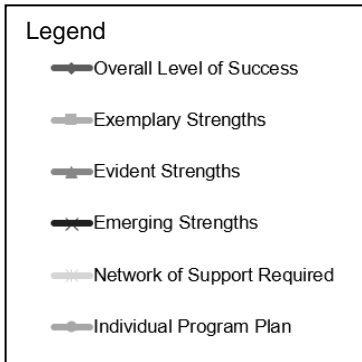
³ The general indicators for this stem are:

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

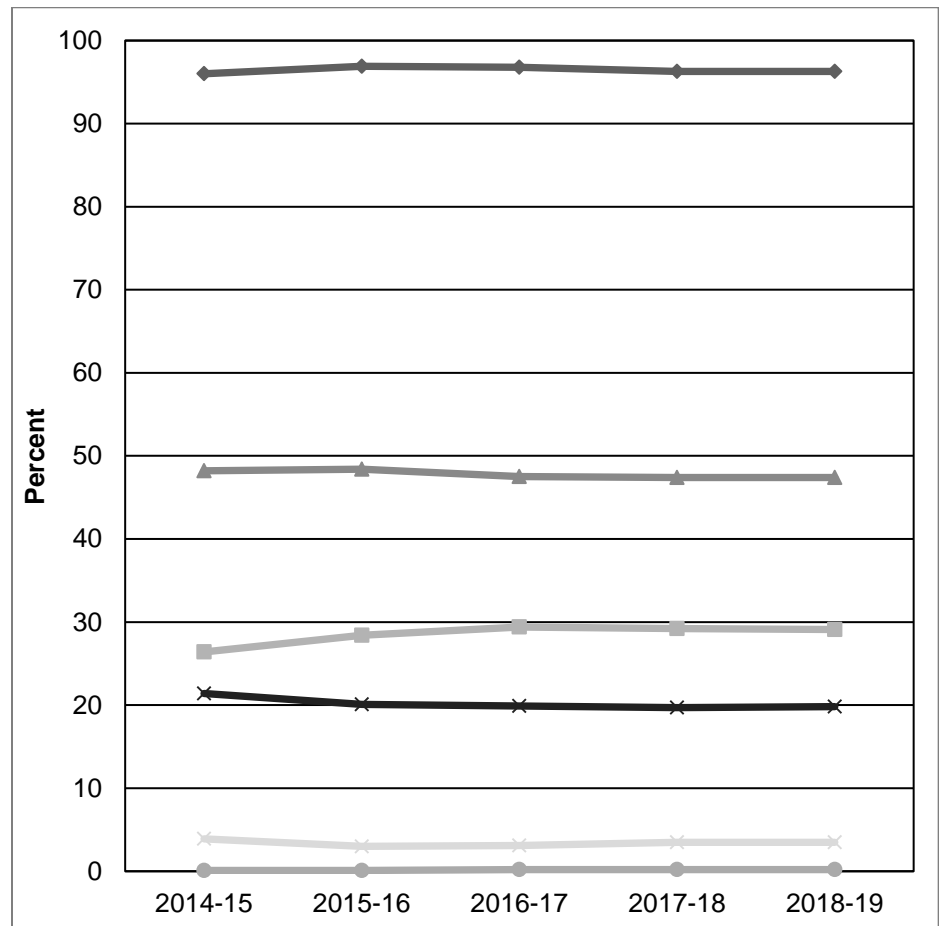
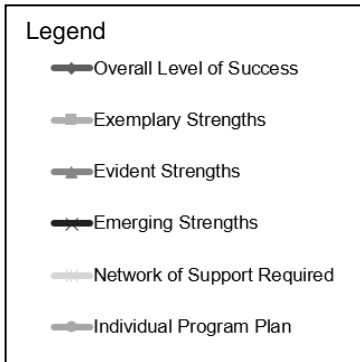
Sets and works toward learning goals (%)					
	2014-15	2015-16	2016-17	2017-18	2018-19
Exemplary Strengths	21.2	25.8	27.0	27.6	28.9
Evident Strengths	54.9	55.0	53.2	52.5	52.8
Emerging Strengths	20.7	16.4	17.0	16.9	15.5
Network of Support Required	2.9	2.2	2.3	2.3	2.0
Individual Program Plan	0.3	0.5	0.6	0.7	0.8
Overall levels of success	96.8	97.2	97.2	97.0	97.2



Sets and works toward learning goals (%)					
	2014-15	2015-16	2016-17	2017-18	2018-19
Exemplary Strengths	28.9	33.0	33.0	33.7	33.7
Evident Strengths	49.7	48.9	48.6	48.1	48.3
Emerging Strengths	18.6	15.6	15.8	15.2	15.0
Network of Support Required	2.4	2.0	2.1	2.3	2.0
Individual Program Plan	0.4	0.5	0.5	0.7	0.9
Overall levels of success	97.2	97.5	97.4	97.0	97.0



Sets and works toward learning goals (%)					
	2014-15	2015-16	2016-17	2017-18	2018-19
Exemplary Strengths	26.4	28.4	29.4	29.2	29.1
Evident Strengths	48.2	48.4	47.5	47.4	47.4
Emerging Strengths	21.4	20.1	19.9	19.7	19.8
Network of Support Required	3.9	3.0	3.1	3.5	3.5
Individual Program Plan	0.1	0.1	0.2	0.2	0.2
Overall levels of success	96.0	96.9	96.8	96.3	96.3



- Target 2018-19

All Students: Results at or above 97.0%.

- Analysis

All Students: Across five years, the Overall Level of Success maintained a statistically stable performance despite the moderate increase in 2015-16 while Exemplary Strengths showed an upward trend over the five years and the result in 2018-19 improved significantly based on a chi-square comparison to the previous three-year average. In 2018-19, Evident Strengths showed the first increase after the consecutive declines since 2015-16 while the five-year trend is downward.

Moreover, after the noticeable decrease in 2015-16, Emerging Strengths experienced another noticeable setback in 2018-19. The results of Network of Support Required in 2018-19 showed slight improvement from 2017-18 and achieved the best performance across five years.

The rise in the proportion of Exemplary Strengths in the Overall Level of Success was also notable, increasing from 25.6% in 2014-15 to 30.3% in 2016-17 to 31.5% in 2018-19.

Division 1: The Overall Level of Success maintained a stable performance around 97.2 per cent across the last four years while Exemplary Strengths showed a strong upward trend over time. Both Evident Strengths and Emerging Strengths showed a five-year downward trend. Moreover, opposite performances were seen in Network of Support Required and Individual Program Plan. The results of Network of Support Required remained a general decreasing tendency while Individual Program Plan continued to accumulate. Moreover, Division 1 students performed the highest in their Evident Strengths among the four cohorts over time and in their Overall Level of Success among the four cohorts in 2018-19.

Division 2: In 2018-19, the Overall Level of Success maintained the same performance as 2017-18 school year with the general five-year trend being slightly downward. The Exemplary Strengths showed a strong upward trend and a step-like change pattern over time. Despite the first increase in 2018-19, Evident Strengths showed a moderate downward trend. However, despite this decline, based on a chi-square comparison to the previous three-year average the decline is not statistically significant. This is also true of Emerging Strengths which showed a similar downward trend across five years. In 2018-19, the result of Network of Support Required achieved the second improvement after the first one in 2015-16, bringing the performance back to the best results of 2.0 per cent across five years. Same as the Individual Program Plan results for Division 1 students, the results of Individual Program Plan continued to accumulate over time.

Division 2 students performed the strongest Exemplary Strengths results and Network of Support Required results over time amongst all four cohorts. In addition, the proportion of Exemplary Strengths in the Overall Level of Success (more than 34.5%) in 2018-19 was the highest amongst different cohorts of students.

Division 3: In 2018-19, as with Division 2, the Overall Level of Success maintained the same performance as 2017-18 school year with the general five-year trend being downward. After a two-year continuous increases started in 2015-16, the results of Exemplary Strengths remained consistently at a level that was above 29 per cent over the last three years. Despite the first non-decreasing performance in 2018-19, both Evident Strengths and Emerging Strengths showed a moderate downward trend. However, the results in 2018-19 were not statistically declined based on a chi-square comparison to the previous three-year average for both measures. Moreover, except for the result in 2014-15, the results of Network of Support Required experienced a step-like increase pattern while the results of Individual Program Plan remained at a fairly low level across five years.

Division 3 students performed the strongest Emerging Strengths results and Individual Program Plan results over time amongst all four cohorts.

- Interpretation

The target for this stem of R4 was met with Overall Success at 97.2%, exceeding the target set for 2018-19. CBE students set and work toward learning goals to a very high degree. This result is tied with our highest result in the past 5 years for the All Students measure.

Small differences from year to year and across divisions can be attributed to changes in the population of students, while the overall results remain high.

The All Students, Division 1, and Division 2 cohorts have similar levels of achievement on this stem. Division 3 is noted to have lower combined levels of the indicators of EX and EV and higher combined levels of the indicators EM and NSR. This suggests that Division 3 could be targeted for improvement in this area.

- Building Capacity

Continue to prioritize understanding of the Assessment and Reporting in CBE guiding document where learning criteria are made visible to students in their learning tasks so they have a basis from which to identify, set and work toward learning goals.

Continue to utilize Iris as a technology tool to help students develop understanding about themselves as learners, determine their own next steps in learning and take those steps.

Learn from middle/junior high schools who have piloted myBlueprint as a self-reflection and planning tool how the tool might be more widely used in to engage students in the process of setting and working toward learning goals particularly in Division 3.

Continue to work with students assessed with Network of Support Required or Individual Program Plan to better understand how to help them be successful.

In transition meetings between elementary and middle schools, encourage a focus on conditions for success in Division 3 for students who have achieved EM, NSR or IPP in this stem of personal development.

Along with the intentional transition planning for students who have IPPs, begin to use intentional transition planning for students achieving Network of Support in this Results stem as they move from Division 2 to Division 3.

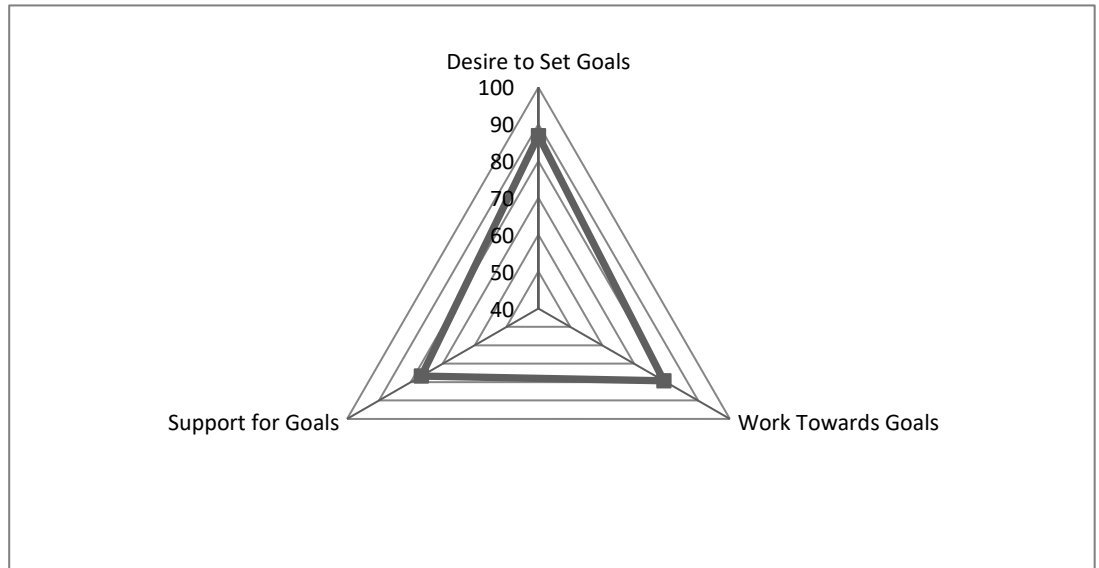


2. Percentage of high school students who report they are able to set goals for themselves and work towards them; as measured by Overall Agreement on the **Self-Improvement Summary Measure** on CBE Student Survey.

Self-Improvement Summary Measure		
	2017-18	2018-19
Overall Sample Size	n/a	7 894
Overall Agreement (%)	n/a	81.0

Self-Improvement Summary Measure by Grade		
Overall Agreement (%)	2017-18	2018-19
Grade 11	n/a	80.1
Grade 12	n/a	81.9

Question Theme	Overall Agreement (%)	
	2017-18	2018-19
Desire to Set Goals	n/a	86.9
Work Towards Goals	n/a	79.3
Support for Goals	n/a	76.7



- Target 2018-19

The first administration of the new student survey questions related to this indicator will be on the 2018-19 survey. With this comes new baselines.

- Analysis

No statistical analysis has been done for these questions, however a new baseline has been set for future reports. Based on the Overall Agreement for each question, students expressed higher desires to set learning goals. Grade 11 and Grade 12 students shared the similar Overall Agreement results.

- Interpretation

With this new baseline, we are working to understand the data and relevant questions, such as: what are appropriate targets for this theme of questions, what can we understand from the range of percentages in both grade and question theme, and what measures are typical and which are outliers for this data set.

Each of the thematic areas in this policy have similar measures of Overall Agreement for the All Students cohort.

It is noted that there is an approximately 10 percentage point difference between student's perception of their desire to set and achieve learning goals and their perception of the support they receive at school to set learning goals and work towards them.

- Building Capacity

Reduce the difference between students' desire to set and work toward learning goals and their perception of having the support they need within their school to set and work toward learning goals.

Continue to support high school students by providing school wide information and personalized counselling (school admin, teachers, guidance and off-campus coordinators) related to course selection.

Continue the varied opportunities provided by high school career centres which may include but are not limited to guest speakers, job fairs, post-secondary recruitment visits and scholarship information.

Learn from high schools (available to all) and middle/junior high schools (piloted by some in 2018-19) who are actively using MyBlueprint as a reflective, portfolio and career planning tool as a way to support students to set and work toward attainable goals.

Promote the use of myBlueprint as an available enterprise technology in CBE along with Brightspace by D2L, G Suite for Education and Iris.

Encourage staff participation in webinars and face to face learning opportunities related to MyBlueprint across all divisions.

Continue to explore embedding MyBlueprint in CALM courses as is being piloted in some high schools.

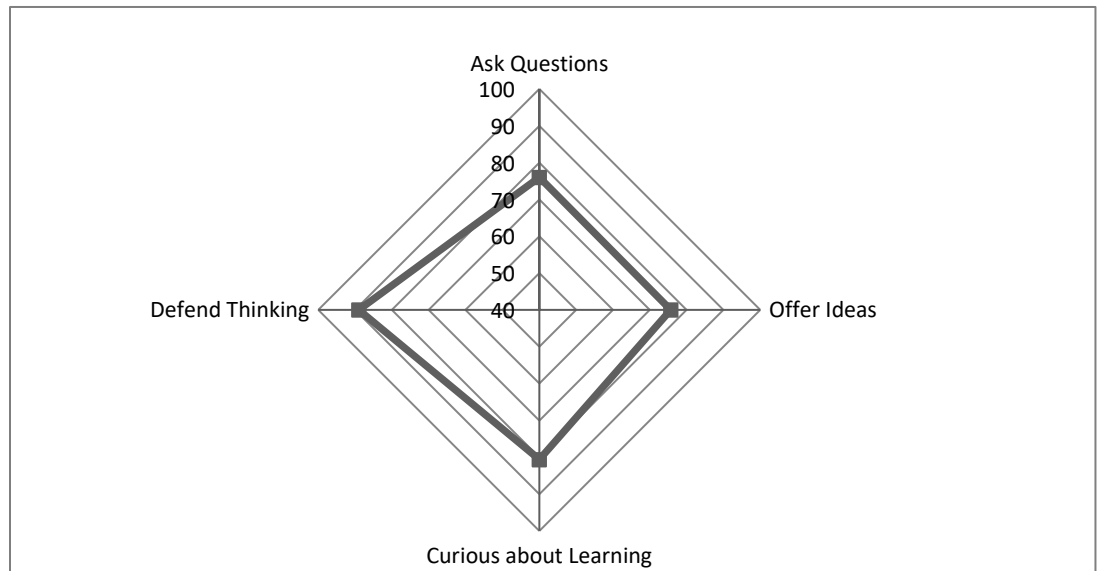
Continue to invite students into the IPP process where appropriate, to communicate about the conditions that support their learning, identify learning goals and strategies and evaluate progress toward them. Inviting students with IPPs into planning for transitions well in advance is a key supportive practice.

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.

Self-Advocacy Summary Measure		
	2017-18	2018-19
Overall Sample Size	n/a	7 898
Overall Agreement (%)	n/a	80.3

Self-Advocacy Summary Measure by Grade		
Overall Agreement (%)	2017-18	2018-19
Grade 11	n/a	79.8
Grade 12	n/a	80.8

Question Theme	Overall Agreement (%)	
	2017-18	2018-19
Ask Questions	n/a	76.0
Offer Ideas	n/a	75.7
Curious about Learning	n/a	80.6
Defend Thinking	n/a	89.0



- Target 2018-19

The first administration of the new student survey questions related to this indicator will be on the 2018-19 survey. With this comes new baselines.

- Analysis

No statistical analysis has been done for these questions, however a new baseline has been set for future reports. Based on the Overall Agreement for each question, students expressed noticeably higher ability to defend their thinking when they give an answer to a question. Grade 11 and Grade 12 students shared the similar Overall Agreement results.

- Interpretation

With this new baseline, we are working to understand the data and relevant questions, such as: what are appropriate targets for this theme of questions, what can we understand from the range of percentages in both grade and question theme, and what measures are typical and which are outliers for this data set. It is noted that there is an approximately 13 percentage point difference between student's perception of their ability to defend their thinking when they answer a questions (89% Overall Achievement), and whether they ask questions in class (76.0% Overall Agreement) and/or bring their own ideas to learning tasks and activities at school (75.7% Overall Agreement).

An interpretation of this result recognizes that students may have a variety of ways to access information related to their questions in class. Students may prefer to seek information from a classmate, locate information posted in course resources on electronic platforms like D2L or post a question to an online group. With this new baseline information, it is not yet determined if an effort should be made to reduce the difference between student's perception of their ability to defend their thinking when they answer a questions and student's perception of whether they ask questions in class and/or bring their own ideas to learning tasks and activities at school. While each of the questions is currently within the Self-advocacy Summary Measure, they may not be similar enough to expect similar results.

- Building Capacity

Promote the use of myBlueprint as an available enterprise technology in CBE along with Brightspace by D2L, G Suite for Education and Iris.

Although this question is directed to students in grade 11 and 12, reflecting on personal learning needs and conditions for success is a critical thinking task that may be started much earlier. Questions related to self-advocacy for students in younger grades may be a consideration for CBE Student Survey to explore the development of these important skills in younger students.

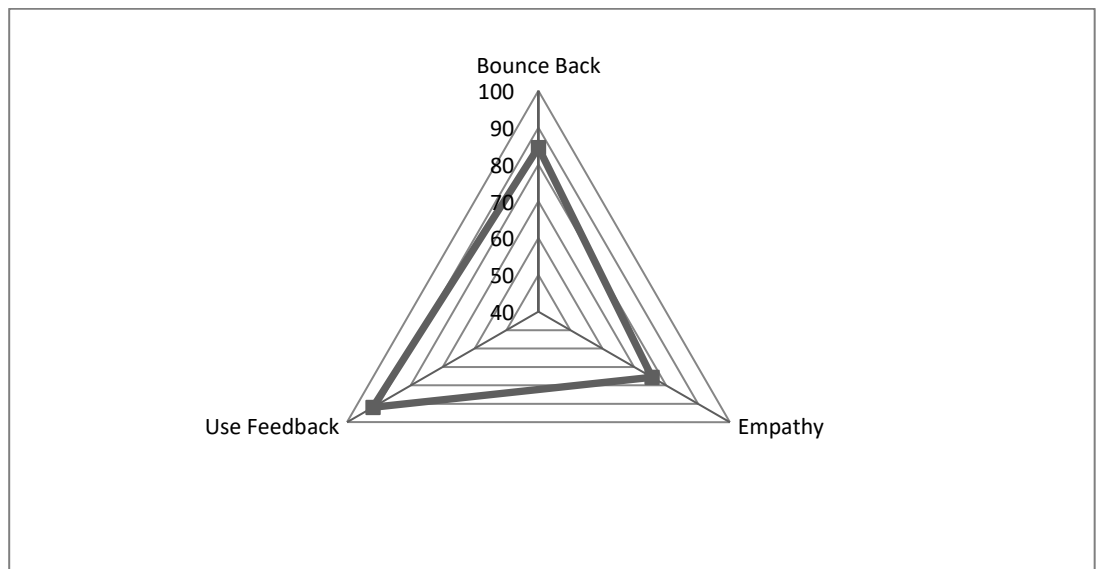
Continue to understand and demonstrate a range of inclusive practices that create learning environments where students feel a level of comfort to ask questions and share ideas (e.g., ELL Toolbox D2L shell as a system resource for pedagogy and practice that is culturally and linguistically inclusive).

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.

Self-Reflection Summary Measure		
	2017-18	2018-19
Overall Sample Size	n/a	7 915
Overall Agreement (%)	n/a	84.0

Self-Reflection Summary Measure by Grade		
Overall Agreement (%)	2017-18	2018-19
Grade 11	n/a	83.1
Grade 12	n/a	84.9

Question Theme	Overall Agreement (%)	
	2017-18	2018-19
Bounce Back	n/a	84.6
Empathy	n/a	75.6
Use Feedback	n/a	91.9



- Target 2018-19

The first administration of the new student survey questions related to this indicator will be on the 2018-19 survey. With this comes new baselines.

- Analysis

No statistical analysis has been done for these questions, however a new baseline has been set for future reports. Based on the Overall Agreement for each question, students showed stronger capability of using feedback to improve their learning while when they are upset at someone, they demonstrated relatively lower effort to take the perspective of that person for a while. Grade 11 and Grade 12 students shared the similar Overall Agreement results.

- Interpretation

With this new baseline, we are working to understand the data and relevant questions, such as: what are appropriate targets for this theme of questions, what can we understand from the range of percentages in both grade and question theme, and what measures are typical and which are outliers for this data set.

The questions in the self-reflection summary measure are unique and mutually exclusive. These include students' perception of their ability to bounce back after a set back in learning, take the perspective of a person they are upset with and use feedback to improve learning. Therefore, it is not surprising that there is a range in the measure of Overall Achievement between them, with the question based on using feedback having the highest Overall Achievement within this summary measure.

There is a point of reliability noted between two questions that focus on recovery after setbacks. The first is in the Resiliency and Perseverance Summary Measure measured for students in grades 5, 6, 8, 9, 11 and 12 with an Overall Achievement at 84.7%. The second is in this Self-reflection Summary Measure for grades 11 and 12 with an Overall Achievement Measure of 84.6%. These related questions have similar results.

It is noted that using feedback to improve learning is a high impact strategy for improving teacher practice and student achievement that has been recognized and widely promoted across system professional learning series in CBE in recent years. Providing feedback that moves learning forward is part of a wider set of formative assessment practices across k-12 learning environments. The system wide focus on this work may be part of the high level of Overall Agreement for this question.

- Building Capacity

Regarding feedback, the Assessment and Reporting in CBE guiding document includes feedback based on clear learning criteria as a priority focus across grades.

To build capacity in helping students develop the quality of empathy, we can look to continue the design thinking work in CBE. Addressing empathy through design thinking pedagogy supports both academic learning and empathy

Empathy is the foundational mindset of design thinking. CBE branded design thinking process, created within the CBE Curriculum and Pathways team, is a human-centred, procedural approach to problem solving. It is interdisciplinary. Students find deep and meaningful needs through observing and engaging in their school and local community. They then experience a learning progression of defining the problem, ideation, prototype and testing. Designs evolve through iterations of design and testing. A community of practice approach to through summer institutes and professional learning sessions during the school year has provided support to schools wishing to use design thinking and STEAM as a way to activate CBE commitment to personalization. This has been in place since 2014-15. In 2019-20, CBE partnered in Design the Shift: ConocoPhillips Innovation Incubator to continue this work with schools.

Related to resiliency, continue partnerships with the following community services to support resiliency: Community Outreach of Pediatrics and Psychiatry in Education (COPE), Multi-Agency School Support Team (MASST), Success in School for Children and Youth in Care, Women's Shelter.

Consider extending attendance support services to support schools to maximize student learning time and minimize setbacks to learning.

Continue to provide direction to staff in the creation of Welcoming, Caring, Respectful and Safe Schools according to Administrative Regulation 6031, which outlines roles and responsibilities for creating a whole school community that is a welcoming, caring, respectful and safe learning environment. These measures support students throughout their daily learning and assessment.

Continue to direct staff to available system professional learning and resources related to positive mental health supportive practices through Insite.

Continue to provide staff across the system with access to evidence-informed resources, like the Go To Educator curriculum and training and Mental Health Online Resources for Educators (MORE) modules.

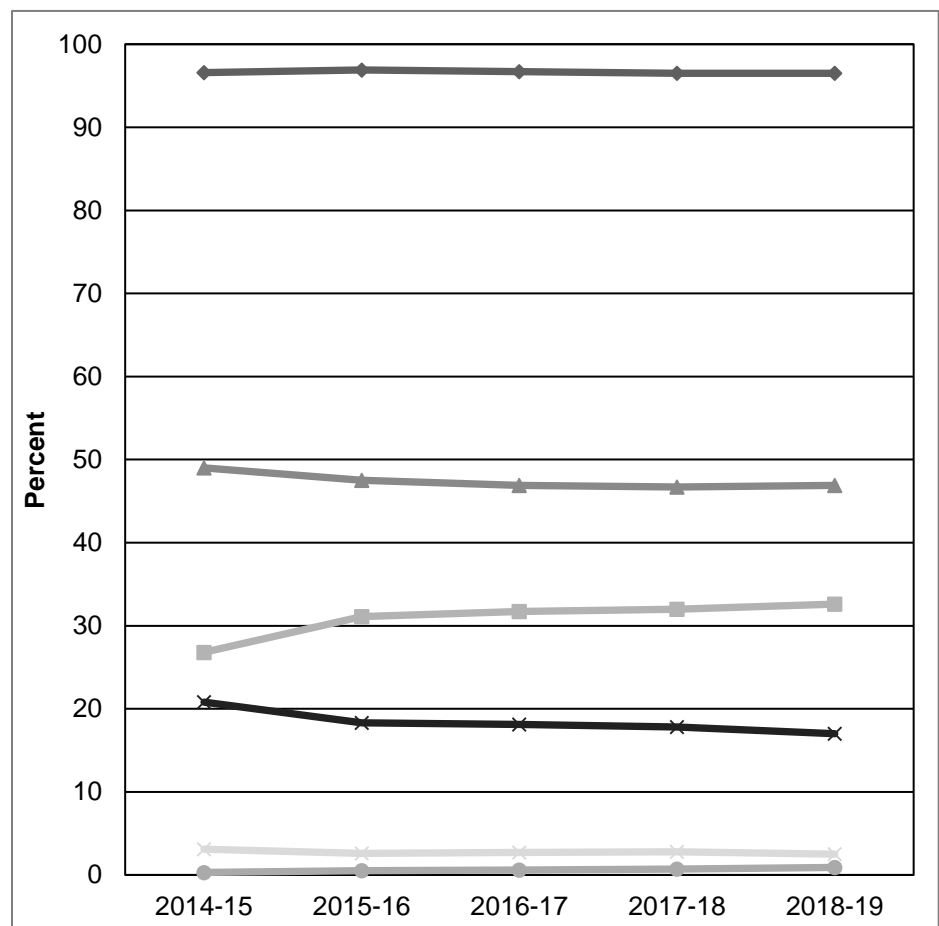
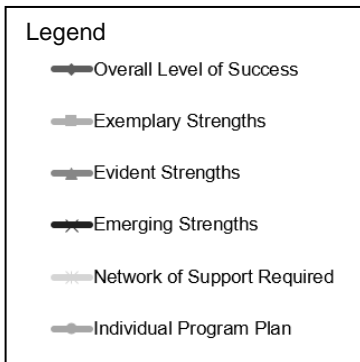
Policy 4.3

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

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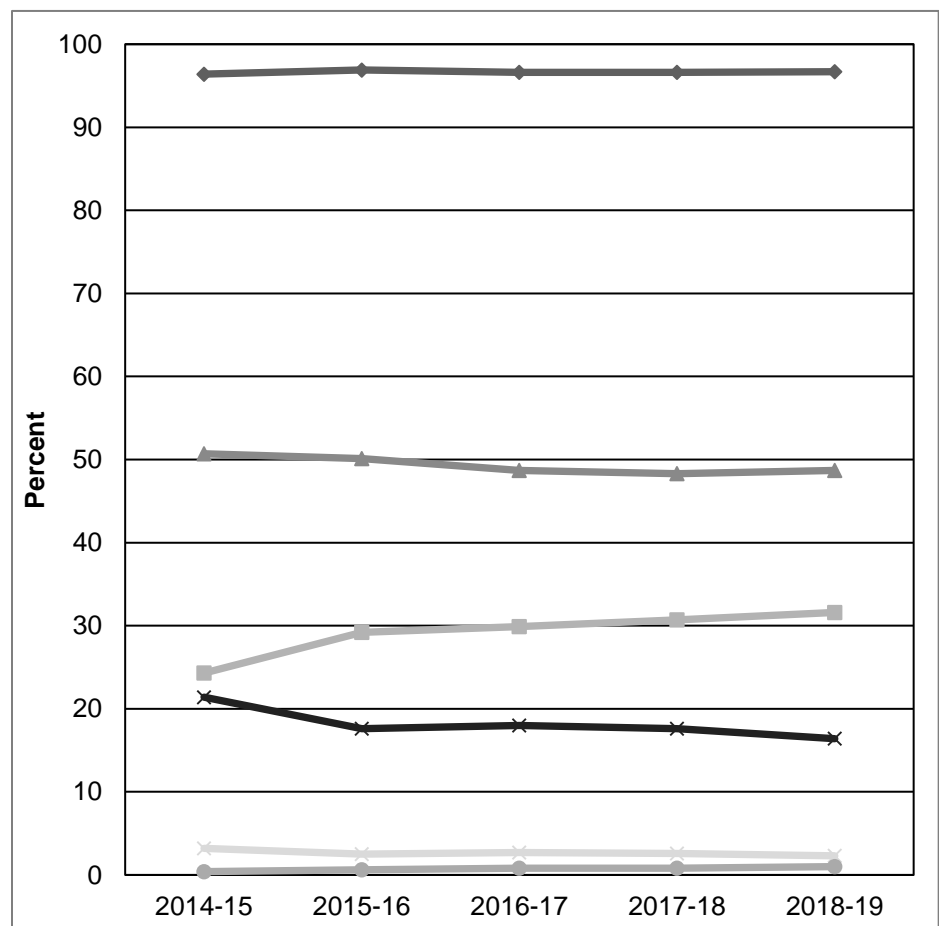
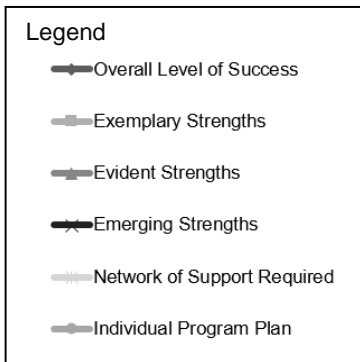
Engages in learning with confidence and persistence ⁴ (%)					
	2014-15	2015-16	2016-17	2017-18	2018-19
Exemplary Strengths	26.8	31.1	31.7	32.0	32.6
Evident Strengths	49.0	47.5	46.9	46.7	46.9
Emerging Strengths	20.8	18.3	18.1	17.8	17.0
Network of Support Required	3.1	2.6	2.7	2.8	2.5
Individual Program Plan	0.3	0.5	0.6	0.7	0.9
Overall levels of success	96.6	96.9	96.7	96.5	96.5



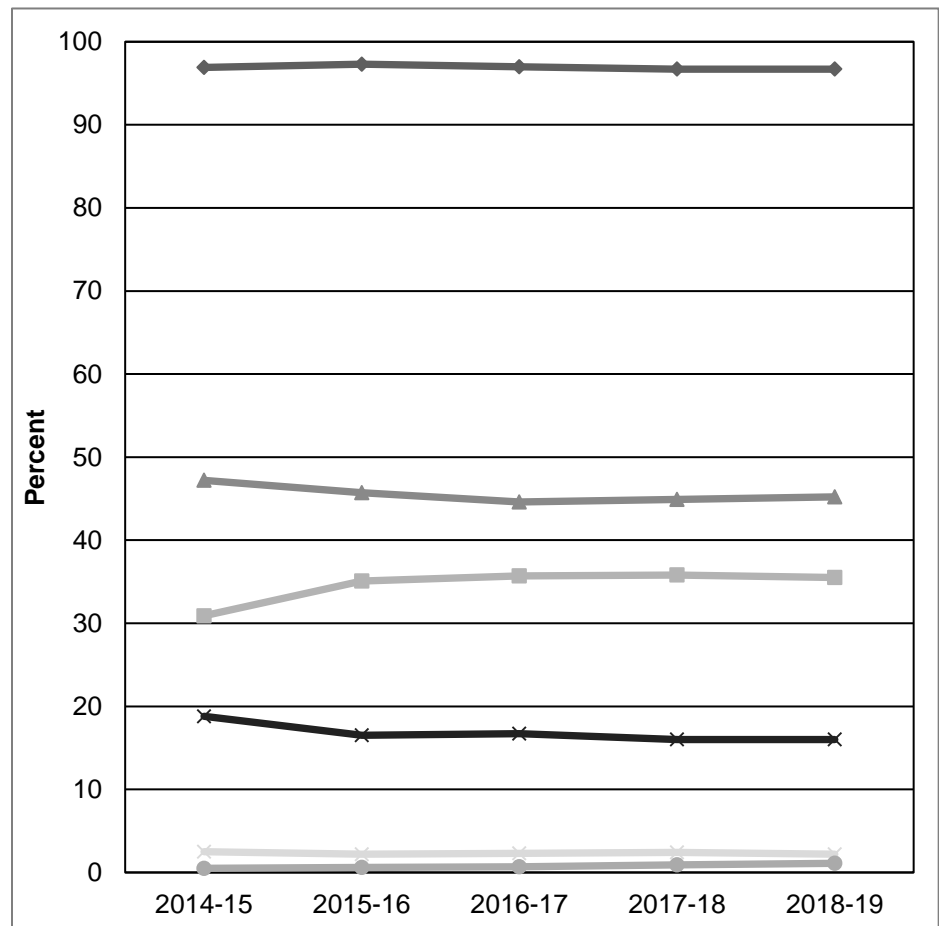
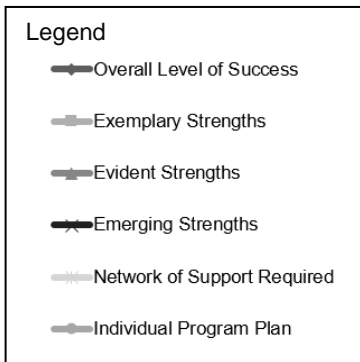
⁴ The general indicators for this stem are:

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

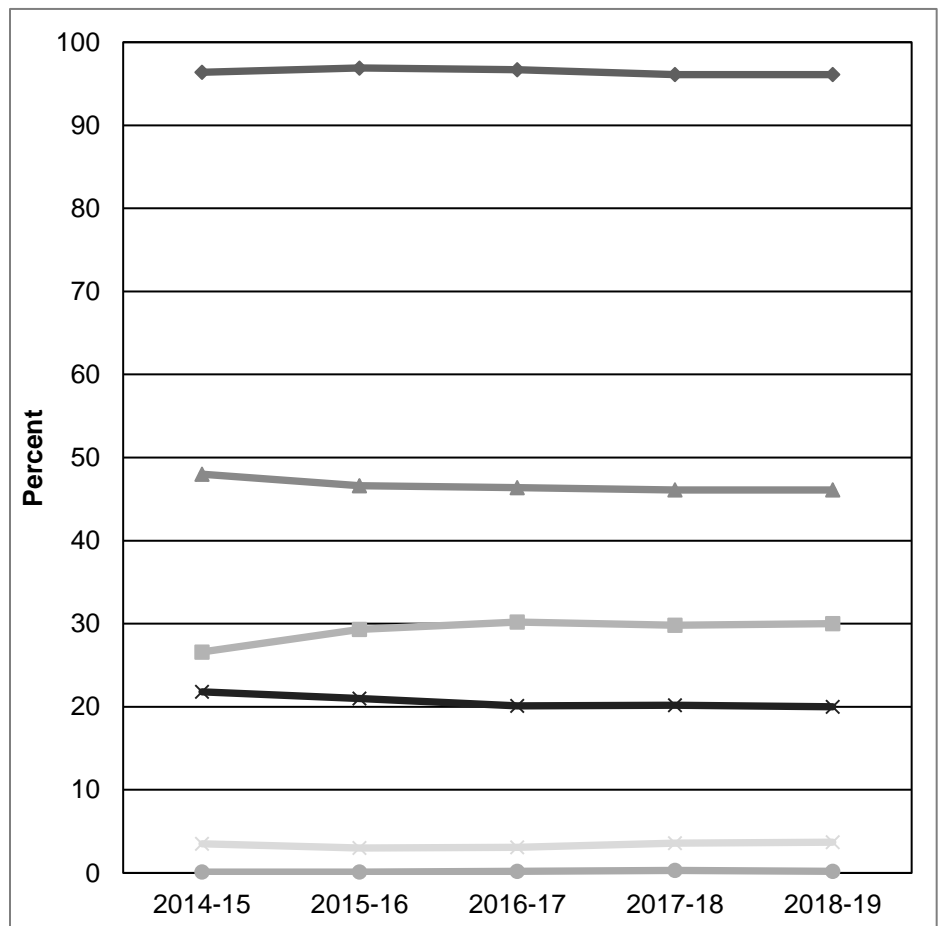
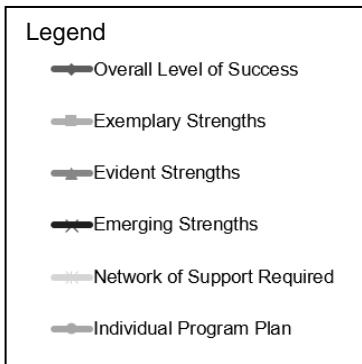
Engages in learning with confidence and persistence (%).					
	2014-15	2015-16	2016-17	2017-18	2018-19
Exemplary Strengths	24.3	29.2	29.9	30.7	31.6
Evident Strengths	50.7	50.1	48.7	48.3	48.7
Emerging Strengths	21.4	17.6	18.0	17.6	16.4
Network of Support Required	3.2	2.5	2.7	2.6	2.3
Individual Program Plan	0.4	0.6	0.8	0.8	1.0
Overall levels of success	96.4	96.9	96.6	96.6	96.7



Engages in learning with confidence and persistence (%).					
	2014-15	2015-16	2016-17	2017-18	2018-19
Exemplary Strengths	30.9	35.1	35.7	35.8	35.5
Evident Strengths	47.2	45.7	44.6	44.9	45.2
Emerging Strengths	18.8	16.5	16.7	16.0	16.0
Network of Support Required	2.5	2.2	2.3	2.4	2.2
Individual Program Plan	0.5	0.6	0.7	0.9	1.1
Overall levels of success	96.9	97.3	97.0	96.7	96.7



Engages in learning with confidence and persistence (%).					
	2014-15	2015-16	2016-17	2017-18	2018-19
Exemplary Strengths	26.6	29.3	30.2	29.8	30.0
Evident Strengths	48.0	46.6	46.4	46.1	46.1
Emerging Strengths	21.8	21.0	20.1	20.2	20.0
Network of Support Required	3.5	3.0	3.1	3.6	3.7
Individual Program Plan	0.1	0.1	0.2	0.3	0.2
Overall levels of success	96.4	96.9	96.7	96.1	96.1



- Target 2018-19

All Students: Results at or above 96.5%.

- Analysis

All Students: After the noticeable increase in 2015-16, the Overall Level of Success showed a slight downward trend. However, the results in 2018-19 maintained at the same level as in 2017-18. The Exemplary Strengths showed a strong upward trend over the five years. In 2018-19, Evident Strengths showed the first increase after the consecutive decelerated declines since 2015-16 while the five-year trend is downward. Moreover, the Emerging Strengths showed a downward trend over time. The results of Network of Support Required in 2018-19 showed noticeable improvement from 2017-18 and achieved the strongest result across five years while the results of Individual Program Plan continued to slowly accumulate.

The rise in the proportion of Exemplary Strengths in the Overall Level of Success was also notable, increasing from 27.7% in 2014-15 to 32.8% in 2016-17 to 33.8% in 2018-19.

Division 1: After the noticeable decline in 2016-17, the Overall Level of Success maintained a stable performance around 96.6 per cent across the last three years. Moreover, the 2018-19 result maintained at the same level as previous years based on a chi-square comparison to the previous three-year average. The Exemplary Strengths showed a strong upward trend over time. In 2018-19, Evident Strengths showed the first increase after the consecutive declines since 2015-16 while the five-year trend is downward. Similar to the results of Evident Strengths, Emerging Strengths showed a downward trend over time. Moreover, opposite performances were seen in Network of Support Required and Individual Program Plan. The results of Network of Support Required remained a decreasing tendency while Individual Program Plan continued to accumulate. Moreover, Division 1 students performed the highest in their Evident Strengths results among the four cohorts.

Division 2: Despite the initial increase in 2015-16, the Overall Level of Success showed a slight decreasing trend over time. In 2018-19, Exemplary Strengths showed the first decrease after the consecutive decelerated increases since 2015-16 while the five-year trend is upward. Moreover, the 2018-19 result did not decline statistically based on a chi-square comparison to the previous three-year average. After the two-year consecutive declines from 2015-16, the results of Evident Strengths showed a two-year consecutive increases and managed to pull the result back to the similar performance in 2015-16. The Emerging Strengths showed a downward trend over time but the result in 2018-19 did not decline significantly based on a chi-square comparison to the previous three-year average. Despite the initial change in 2015-16, the results of Network of Support Required showed relatively stable performances over the last few years while Individual Program Plan continued to accumulate.

Division 2 students performed the strongest Overall Level of Success, Exemplary Strengths and Network of Support Required results over time amongst all four cohorts. In addition, the proportion of Exemplary Strengths in the Overall Level of Success was the highest amongst different cohorts of students across five years.

Division 3: After the noticeable increase in 2015-16, the Overall Level of Success showed a downward trend over time. However, the results in 2018-19 maintained at the same level as in 2017-18. Moreover, the Exemplary Strengths showed an upward trend over the five years despite the setback in 2017-18. In 2018-19, Evident Strengths showed the first non-decreasing after the consecutive declines since 2015-16. After the two-year consecutive declines from 2015-16, the Emerging Strengths maintained at a stable performance around 20.1 per cent over the last few years. Moreover, except for the drop in 2015-16, the results of Network of Support Required showed an upward trend while the results of Individual Program Plan remained at a fairly low performance over time.

Division 3 students performed the strongest Emerging Strengths results and Individual Program Plan results over time amongst all four cohorts.

- Interpretation

CBE is pleased to have met the target for Overall Success at 96.5%. This indicator is an area of strength for the All Students cohort. Students engage in learning with confidence and persistence to a very high degree.

Small differences from year to year and across divisions can be attributed to changes in the population of students, while the overall results remain high.

The All Students, Division 1, and Division 2 cohorts have similar levels of achievement on this stem. Division 3 is noted to have lower combined levels of the indicators of EX and EV and higher combined levels of the indicators EM and NSR. This suggests that Division 3 could be targeted for improvement in this area.

- Building Capacity

Continue to communicate and support schools to engage in a range of flexible pedagogical approaches where students encounter ambiguous ideas, complex tasks and problems requiring multiple attempts to reach success in their academic learning (e.g., design thinking process, spaced practice, productive struggle, revisions and iterations) as promoted across professional learning cohorts.

Continue to promote a focus on stamina as an indicator of progress in reading and writing through the literacy strategy. Stamina can be made visible to students, teachers and families as teachers examine the writing artifacts and reading behaviors of their students.

Continue to work with students assessed with Network of Support Required or Individual Program Plan to better understand how to help them be successful.

In transition meetings between elementary and middle schools, encourage a focus on conditions for success in Division 3 for students who have achieved EM, NSR or IPP in this stem of personal development.

Along with the intentional transition planning for students who have IPPs, begin to use intentional transition planning for students achieving Network of Support in this Results stem as they move from Division 2 to Division 3.

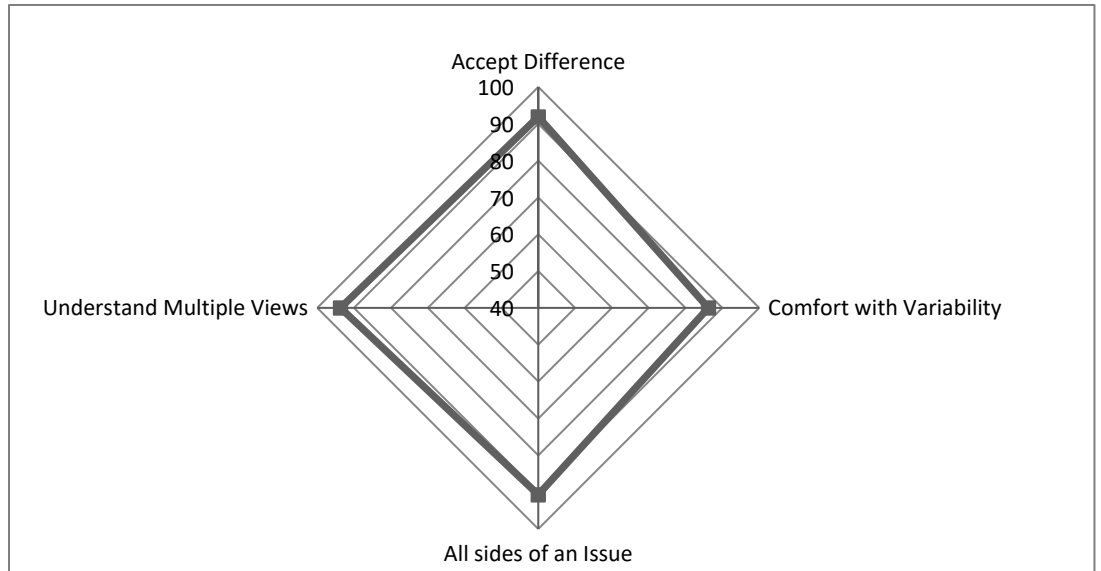


2. Percentage of high school students who report they are comfortable learning about things that don't have a single right answer; as measured by the **Ambiguity and Complexity Summary Measure** from CBE Student Survey.

Ambiguity and Complexity Summary Measure		
	2017-18	2018-19
Overall Sample Size	n/a	7 908
Overall Agreement (%)	n/a	90.6

Ambiguity and Complexity Summary Measure by Grade		
Overall Agreement (%)	2017-18	2018-19
Grade 11	n/a	90.4
Grade 12	n/a	90.8

Question Theme	Overall Agreement (%)	
	2017-18	2018-19
Accept Difference	n/a	91.9
Comfort with Variability	n/a	86.2
All sides of an Issue	n/a	90.7
Understand Multiple Views	n/a	93.7



- Target 2018-19

The first administration of the new student survey questions related to this indicator will be on the 2018-19 survey. With this comes new baselines.

- Analysis

No statistical analysis has been done for these questions, however a new baseline has been set for future reports. Based on the Overall Agreement for each question, students demonstrated relatively lower acceptance of learning about things that may have more than one answer. Grade 11 and Grade 12 students shared the similar Overall Agreement results.

- Interpretation

With this new baseline, we are working to understand the data and relevant questions, such as: what are appropriate targets for this theme of questions, what can we understand from the range of percentages in both grade and question theme, and what measures are typical and which are outliers for this data set. The Overall Agreement for the full sample in the Summary Measure of Ambiguity and Complexity is relatively high at 90.6% with relatively high levels of Overall Achievement for each of the four questions in this thematic area.

The questions in this thematic area relate broadly to the values and attitudes taught across the curriculum to value diversity and appreciate and respect multiple perspectives. Relatively high levels of achievement in this area may be attributed to the embeddedness of these concepts in the daily learning at school across subjects and courses, most specifically in English/French Language Arts, Social Studies and CALM.

The questions in this thematic area parallel the Results 3 stem: demonstrates respect and appreciation for diversity. In 2018-19, demonstrating respect and appreciation for diversity was an area of stability and strength for CBE students, with an Overall Level of Success at 98.9% and only minor fluctuations in the past 5 years.

- Building Capacity

Continue to embed value for diversity and an appreciation for multiple perspectives in daily learning experiences for students across grade levels, subjects and courses.

Continue to communicate and support schools to engage in a range of flexible pedagogical approaches where diverse backgrounds and view points are explored in the learning context, including culturally responsive instructional design & assessment as identified in the Indigenous Education Strategy.

Continue to communicate and support schools in a range of inclusive practices that model CBE commitment to inclusive learning for all students.

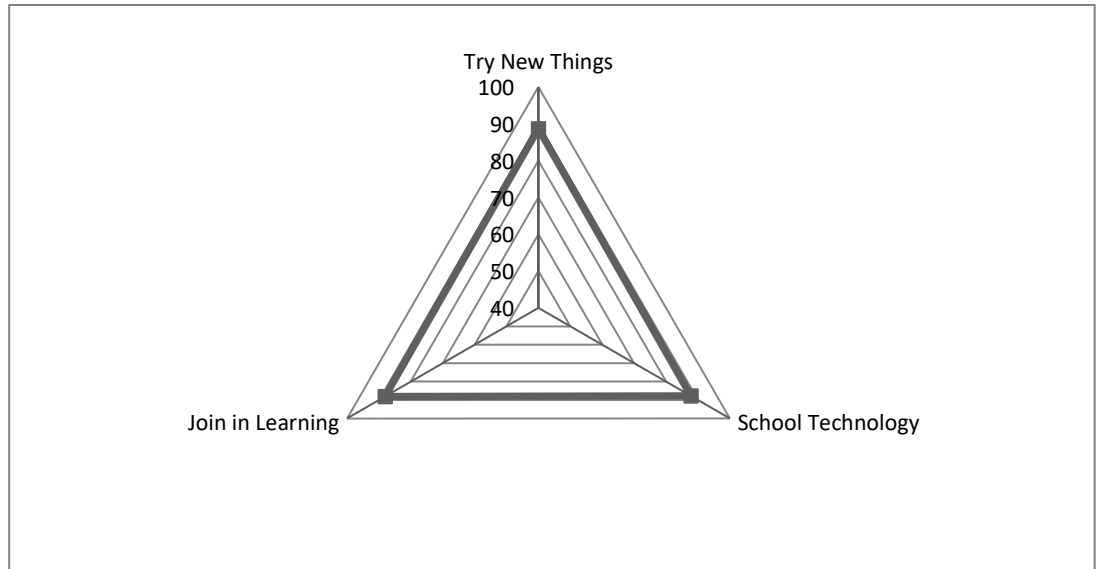
Policy 4.4

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.

Risk-taking Summary Measure		
	2017- 18	2018- 19
Overall Sample Size	n/a	35 630
Overall Agreement (%)	n/a	88.2

Risk-taking Summary Measure by Grade		
Overall Agreement (%)	2017- 18	2018- 19
Grade 5	n/a	93.3
Grade 6	n/a	92.2
Grade 8	n/a	87.8
Grade 9	n/a	87.4
Grade 11	n/a	84.7
Grade 12	n/a	83.9

Question Theme	Overall Agreement (%)	
	2017- 18	2018- 19
Try New Things	n/a	88.7
School Technology	n/a	87.8
Join in Learning	n/a	88.1



- Target 2018-19

The first administration of the new student survey questions related to this indicator will be on the 2018-19 survey. With this comes new baselines.

- Analysis

No statistical analysis has been done for these questions, however a new baseline has been set for future reports. Based on the Overall Agreement for each question, students demonstrated relatively similar performances across different themes under **Risk-taking Summary Measure**. Moreover, there was a reverse relationship between Overall Agreement and the student grade level.

- Interpretation

With this new baseline, we are working to understand the data and relevant questions, such as: what are appropriate targets for this theme of questions, what can we understand from the range of percentages in both grade and question theme, and what measures are typical and which are outliers for this data set.

The Overall Agreement for the full sample in the Summary Measure of Risk-taking is relatively high at 88.2% with relatively high levels of Overall Achievement for each of the three questions in this thematic area.

There is a very minimal range in the Overall Achievement between the questions. It is interesting to note progressively lower levels of Overall Achievement in the Risk-taking Summary Measure from grade 5 to grade 12. As students get older, entry into competitive post-secondary programs may be at the forefront of their thinking. They may be more inclined to focus their energies on efforts that will yield higher exam scores than on risk-taking ventures within their learning. Limiting risk may be reinforced by families and the wider community with a view of education as a vehicle for improved economic outcomes.

- **Building Capacity**

Continue to prioritize understanding of the Assessment and Reporting in CBE guiding document that outlines multiple and varied opportunities to develop and demonstrate understanding. With greater application of this concept, students may recognize greater opportunities to demonstrate their learning in new and different ways.

Continue to promote, based on available resources, dual-credit, exploratory and internship learning opportunities for high school students through Unique Pathways and Off-campus Education programs in CBE. Unique Pathways promotes expanded notions of student success in partnership with post-secondary learning institutions and discipline-based industry partners.

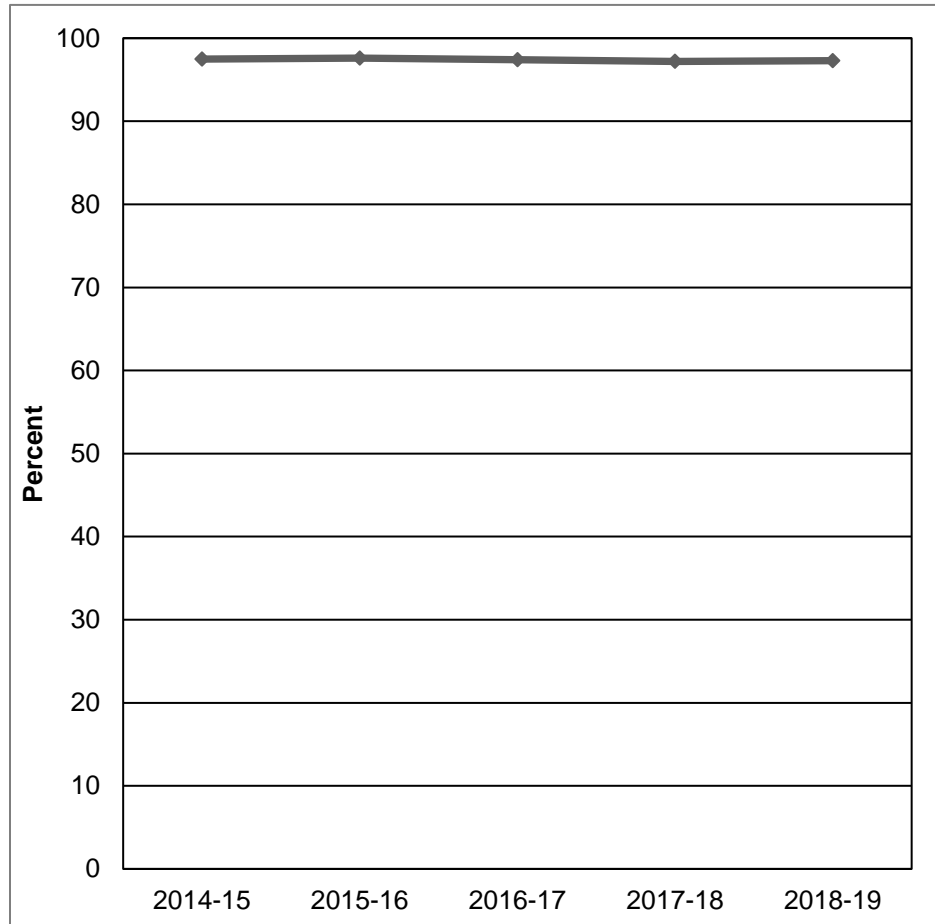
Policy 4.5

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

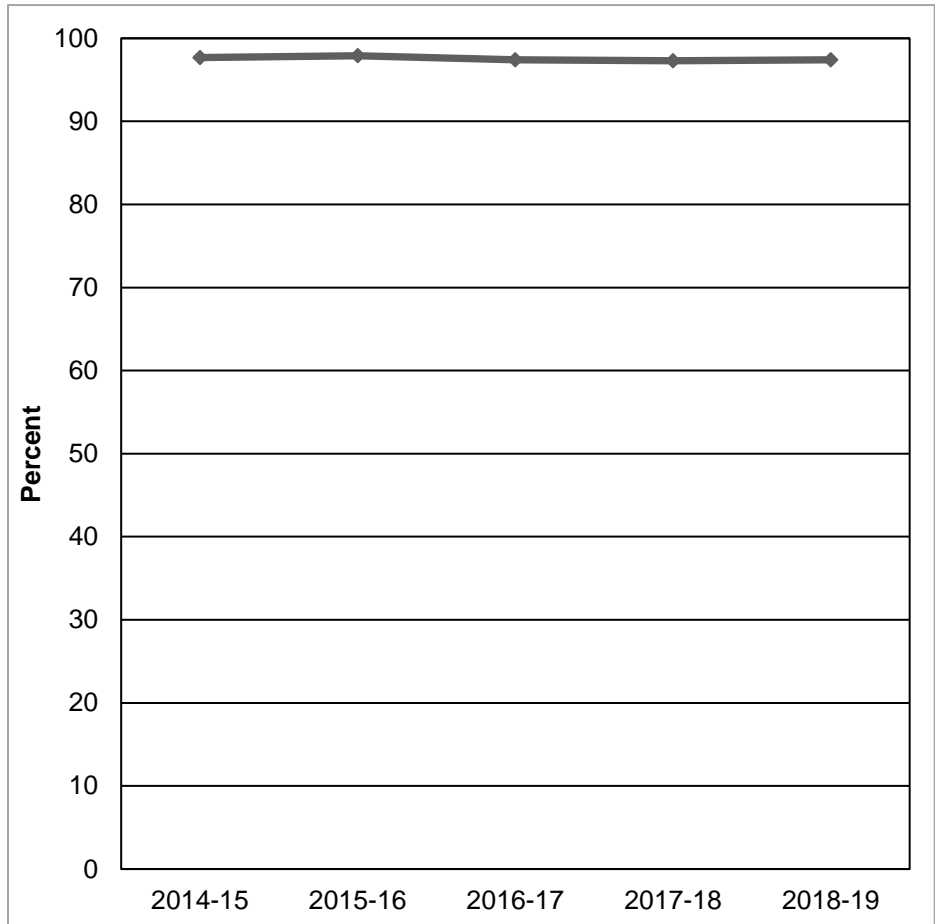
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All Students

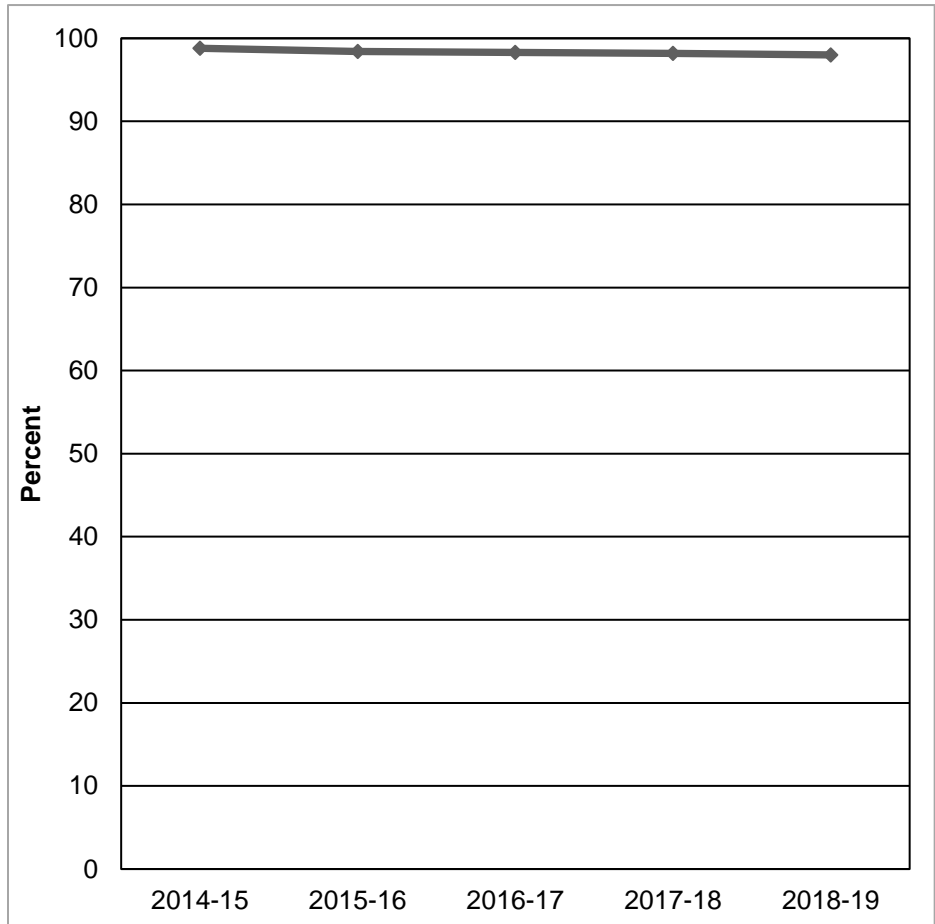
Students experiencing success with Health/CALM learning outcomes.				
2014-15	2015-16	2016-17	2017-18	2018-19
97.5	97.6	97.4	97.2	97.3



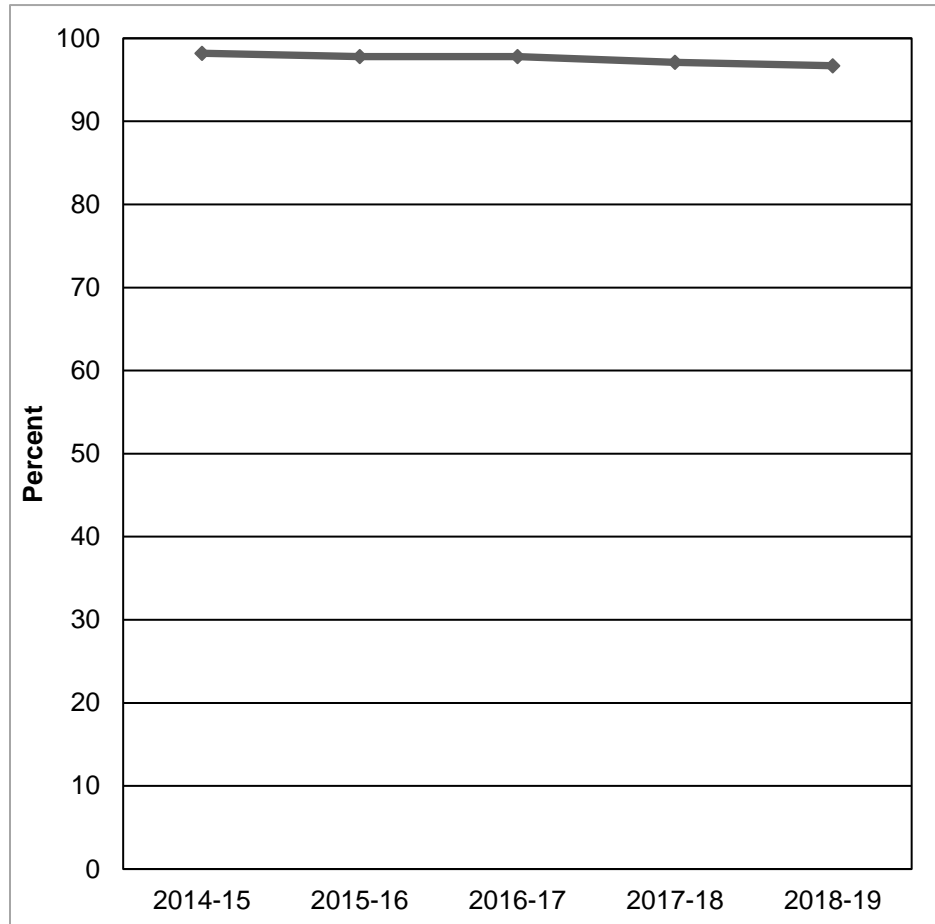
Students experiencing success with Health and Life Skills learning outcomes.				
2014-15	2015-16	2016-17	2017-18	2018-19
97.7	97.9	97.4	97.3	97.4



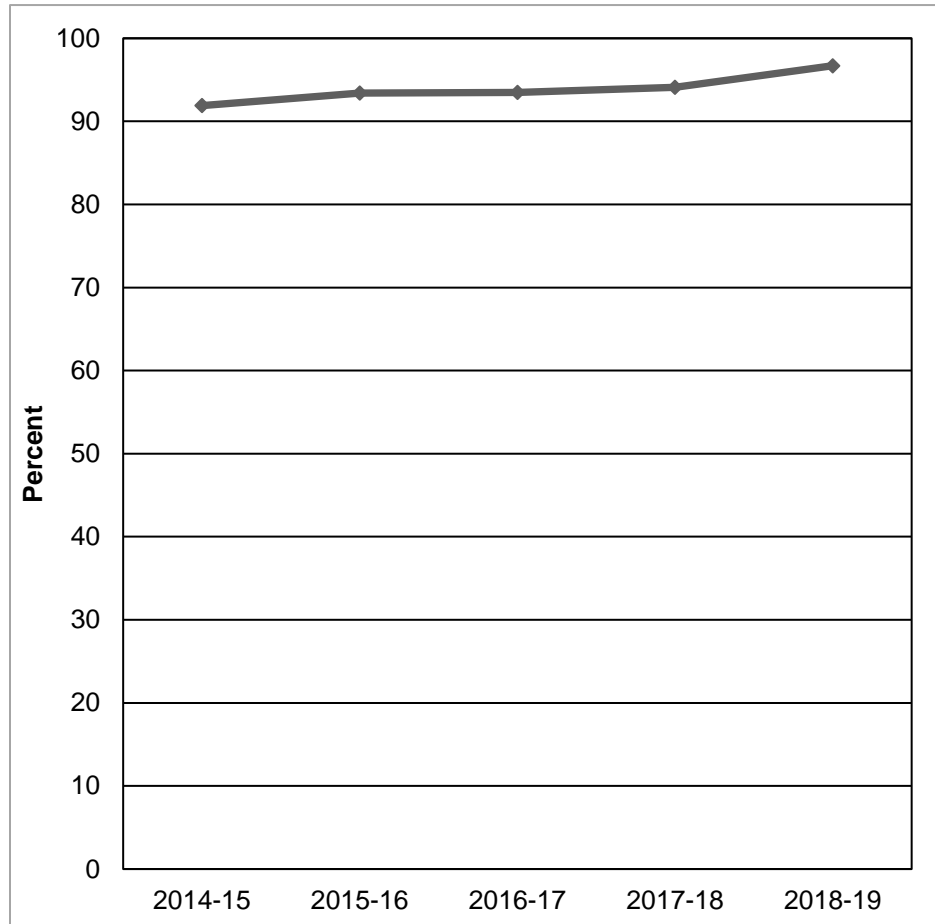
Students experiencing success with Health and Life Skills learning outcomes.				
2014-15	2015-16	2016-17	2017-18	2018-19
98.8	98.4	98.3	98.2	98.0



Students experiencing success with Health and Life Skills learning outcomes.				
2014-15	2015-16	2016-17	2017-18	2018-19
98.2	97.8	97.8	97.1	96.7



Students experiencing success with CALM learning outcomes.				
2014-15	2015-16	2016-17	2017-18	2018-19
91.9	93.4	93.5	94.1	96.7



- Target 2018-19

All Students: Results at or above 97.3%.

- Analysis

All Students: In 2018-19, the Health/CALM success rate showed the first increase after the consecutive decreases since 2016-17 while the five-year trend is downward. Moreover, based on a comparison of the 2018-19 results to the Previous 3-Year Average and using Alberta Education's Accountability Pillar chi-square range for the Improvement Measure evaluation, the decrease was not significant.

Division 1: Similar to the results for All Students, the success rate in 2018-19 showed the first increase after the consecutive decreases since 2016-17 while the five-year trend is downward. Moreover, the Health/CALM success rate maintained a relatively stable performance around 97.4 per cent across the last three years.

Division 2: The results showed a downward trend over time while the decreasing rate remained low for the last three years. Moreover, Division 2 students achieved the strongest Health/CALM success rate over time amongst all five cohort of students.

Division 3: The results showed a downward trend over time with a similar decreasing rate over the years except for the performance in 2016-17.

Division 4: The results showed a strong upward trend over time with an accelerating increasing pattern over the last three years. From 2014-15 to 2017-18, Division 4 students achieved the lowest Health/CALM success rate amongst all five cohorts while in 2018-19, Division 4 students achieved the same Health/CALM success rate as Division 3 students.

- Interpretation

CBE is pleased to have met the target for Overall Success at 97.3%. Student achievement in Health and Life Skills in K-9 settings and Career and Life Management (CALM) in high school is an area of strength for the All Students cohort. Achievement in these courses reflects students' ability to make lifestyle choices based upon healthy attitudes and actions and be able to assume responsibility for personal well-being to a very high degree and with stable performance.

Of note is the downward trend in achievement for students in division 3 in their achievement of the outcomes in Health and Life Skills.

Also of note is the upward trend for students in division 4 in achievement of the outcomes of CALM.

- Building Capacity

Since the K-9 Health and Life Skills Program of Studies complements and reinforces a range of Results indicators, similar capacity building efforts could be applied here as were suggested where students in Division 3 achieved lower Overall Success in Results areas, such as explore social emotional programming that may be considered for adoption or modification in our middle/junior high school settings.

Additionally, encourage schools to highlight approach to learning as a key part of overall school success particularly at Division 3. As all schools have developed a Well-being for Learning goal within their School Development Plans, these goals will also support context specific planning and actions.



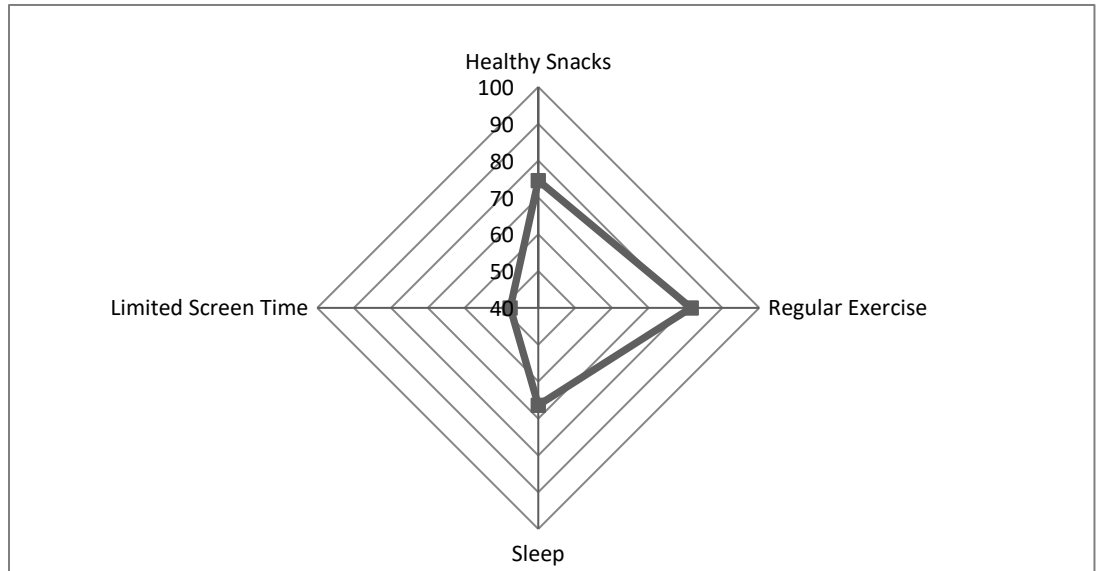
2. Percentage of students who report they make decisions that keep them physically healthy; as indicated by the Overall Agreement of the **Physical Health Summary Measure** from CBE Student Survey.

Physical Health Summary Measure		
	2017-18⁵	2018-19
Overall Sample Size	71 422	35 445
Overall Agreement (%)	69.5	67.5

Physical Health Summary Measure by Grade		
Overall Agreement (%)	2017-18	2018-19
Grade 5	81.5	79.6
Grade 6	78.5	76.1
Grade 8	67.7	65.9
Grade 9	64.2	62.5
Grade 11	63.1	60.6
Grade 12	61.8	60.4

Question Theme	Overall Agreement (%)	
	2017-18	2018-19
Healthy Snacks	77.4	74.6
Regular Exercise	83.7	81.5
Sleep	69.3	66.4
Limited Screen Time	47.6	47.6

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.



- Target 2018-19

Improvement on baseline summary measure.

- Analysis

A decline in the Overall Agreement results can be observed over the last two years while the gaps were consistently around 2.0 percentage points for different grades. Moreover, similar to the results from last year, there was a reverse relationship between Overall Agreement and the student grade level.

With regard to the Overall Agreement for each question, students demonstrated relatively varied performances across different themes as previous year. Except for Limited Screen Time, the rest of the themes maintained a similar year-over-year difference. The results of Regular Exercise were relatively strong and students expressed consistently low capability of taking care of themselves with reasonable screen time.

- Interpretation

The Overall Agreement for the full sample in the Summary Measure of Physical Health is 67.5%.

Progressively lower levels of Overall Achievement in the Physical Health Summary Measure from grade 5 to grade 12 are noted, perhaps suggesting the increasing level of autonomy over physical health as students mature.

Students in K-9 learning environments participate in daily physical education and are enrolled in Health and Life Skills as a course during each year of instruction. Once in high school, students are no longer enrolled in Health and Life Skills in each year of instruction, but are required to take CALM once within their high school program, and are only required to take Physical Education 10. These are mandated course requirements in Alberta. As part of their daily learning, the focus

on physical health diminishes for students once they are in high school. This may be another component of lower levels of Overall Achievement as students mature.

Lower Overall Achievement for each grade level and on each question (with the exception of the screen time question) in 2018-19 from 2017-18 suggests this is an area of concern for students. They are reporting a decreased sense of maintaining their physical health as reported by the questions in this thematic area.

- **Building Capacity**

The inclusion of a well-being for learning goal in the School Development Plans (SDP) in 2018-19 demonstrates a commitment to health and well-being across divisions in CBE. A review of SDPs in 2018-19 shows a focus on social and emotional needs. Building capacity in this area may include an invitation to schools to consider physical health in their well-being for learning goals.

Leverage our partnership with AHS to communicate about their resources for an evidence-informed, Comprehensive School Health Approach. Encourage schools to access their wide range of resources (e.g., Healthy Children and Healthy Teens newsletters, webinars for teachers).

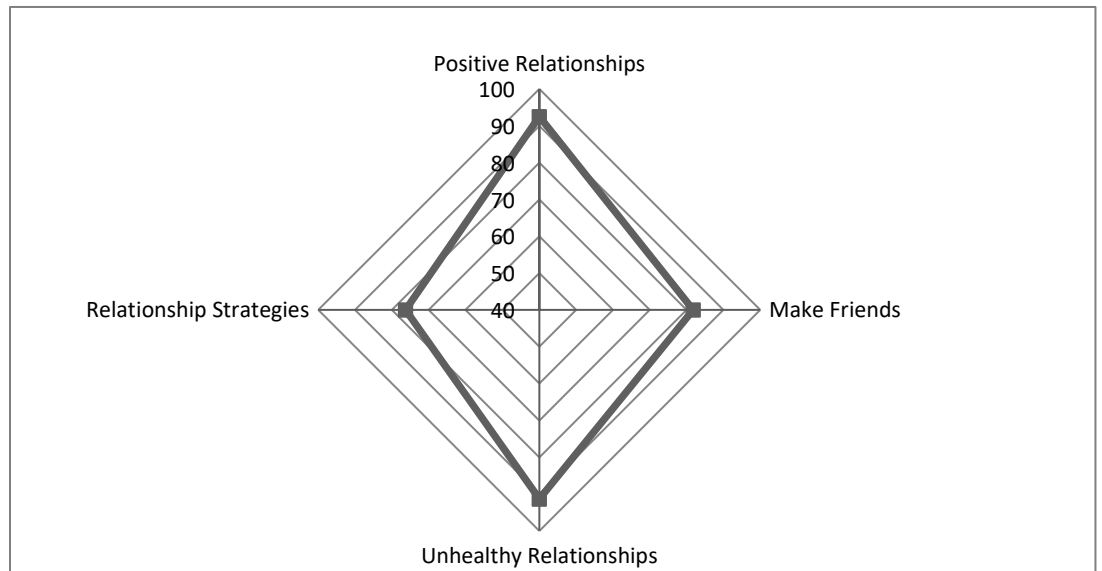
3. Percentage of students who report they make decisions that keep them socially healthy; as indicated by the Overall Agreement of the **Social Health Summary Measure** from CBE Student Survey.

Social Health Summary Measure		
	2017-18⁶	2018-19
Overall Sample Size	74 198	35 908
Overall Agreement (%)	86.7	85.5

Social Health Summary Measure by Grade		
Overall Agreement (%)	2017-18	2018-19
Grade 5	89.4	88.0
Grade 6	88.2	87.5
Grade 8	85.4	84.2
Grade 9	84.9	84.2
Grade 11	86.0	84.3
Grade 12	86.0	84.6

Question Theme	Overall Agreement (%)	
	2017-18	2018-19
Positive Relationships	93.7	92.5
Make Friends	83.3	81.8
Unhealthy Relationships	92.2	91.3
Relationship Strategies	77.4	76.3

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



- Target 2018-19

Improvement on baseline summary measure.

- Analysis

A decline in the Overall Agreement results can be observed over the last two years while the gaps were noticeably smaller for Grade 6 and Grade 9 students. Moreover, similar to the results from last year, Grade 5 and Grade 6 students showed the strongest results amongst all grade levels. However, in 2018-19, Grade 8, 9, 11 and 12 students shared the similar Overall Agreement results whereas in 2017-18 they showed varied performances.

With regard to the Overall Agreement for each question, students demonstrated relatively varied performances across different themes as previous year. Except for Making Friends, the rest of the themes maintained a similar year-over-year difference around 1.0 percentage point. Moreover, the results of Positive Relationships and Unhealthy Relationships were consistently strong and students demonstrated relatively low awareness of the appropriate strategies to address negative relationships.

- Interpretation

The Overall Agreement for the full sample in the Summary Measure of Social Health is 85.5%.

Lower Overall Achievement for each grade level and on each question in 2018-19 from 2017-18 suggests this is an area of concern for students. They are reporting a decreased sense of maintaining their social health as reported by the questions in this thematic area. However, Overall Agreement in the Social Health Summary Measure is 18 percentage points higher than Overall Agreement in the Physical Health Summary Measure and 16.8 percentage points higher than the Emotional Health Summary Measure. This suggests that of the physical, social and emotional

health areas surveyed, student perception of their management of their social health has the highest Overall Agreement of the health Summary Measures.

- **Building Capacity**

Leverage our partnership with AHS to communicate about their resources for an evidence-informed, Comprehensive School Health Approach. Encourage schools to access their wide range of resources (e.g., Healthy Children and Healthy Teens newsletters, webinars for teachers, etc.).

Continue to communicate and support schools to engage in a range of flexible pedagogical approaches where students are supported to work and collaborate effectively with each other toward the goals of their academic learning

Continue to promote system wide use of the matrix language of bullying (conflict/rude/mean/bullying) so students and staff are better able to identify the scope of issues that negatively impact students' ability to work and collaborate effectively with others.

Explore social emotional programming that may be considered for adoption or modification in our middle school settings.

As all schools have developed a Well-being for Learning goal within their School Development Plans, these goals will also support context specific planning and actions.

Continue to support schools in the creation and communication of Digital Citizenship plans to minimize the negative impact of out of school digital interactions on students' ability to work and collaborate effectively with others in the school setting.

Explore opportunities for non-teacher supervisors to access training in conflict management to support students in maintaining their ability to work and collaborate with others both inside and outside the classroom.

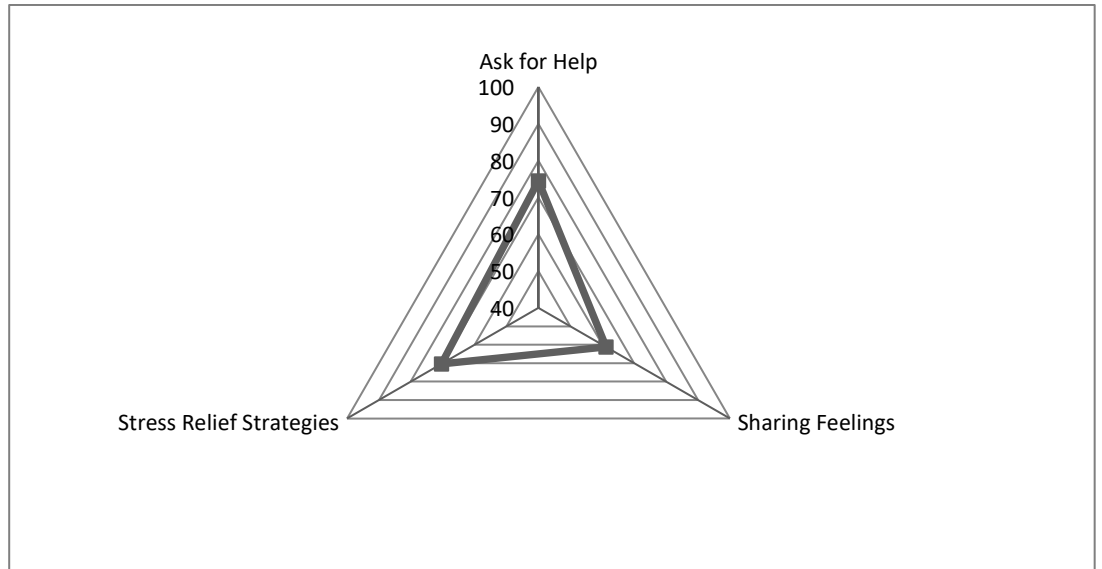
4. Percentage of students who report they make decisions that keep them emotionally healthy; as indicated by the Overall Agreement of the **Emotional Health Summary Measure** from CBE Student Survey.

Emotional Health Summary Measure		
	2017-18⁷	2018-19
Overall Sample Size	74 306	35 357
Overall Agreement (%)	69.6	68.7

Emotional Health Summary Measure by Grade		
Overall Agreement (%)	2017-18	2018-19
Grade 5	78.2	76.4
Grade 6	73.6	72.2
Grade 8	64.1	61.9
Grade 9	64.5	63.0
Grade 11	67.7	68.7
Grade 12	69.2	70.0

Question Theme	Overall Agreement (%)	
	2017-18	2018-19
Ask for Help	78.7	74.5
Sharing Feelings	59.8	61.2
Stress Relief Strategies	70.2	70.4

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.



- Target 2018-19

Improvement on baseline summary measure.

- Analysis

A decline in the Overall Agreement results for all students can be observed over the last two years while the performances for different grade levels were quite distinct. A rise of approximately 1.0 percentage point can be seen for Grade 11 and Grade 12 students. Students from the rest of the grade levels showed lower results from last year and the gaps were noticeably greater for Grade 5 and Grade 8 students. Moreover, similar to the results from last year, Grade 5 and Grade 6 students showed the strongest results among all students and Grade 8 and Grade 9 students showed the lowest Overall Agreement results.

With regard to the Overall Agreement for each question, students demonstrated relatively varied performances across different themes as previous year. The results of Asking for Help were consistently the strongest among all themes while a significant decline can be seen from last year's result. The results of Sharing Feelings were consistently the weakest among all themes while a significant improvement can be observed from last year. Moreover, a moderate increase concerning Stress Relief Strategies can be observed in 2018-19.

- Interpretation

The Overall Agreement for the full sample in the Summary Measure of Emotional Health is 68.7%.

Overall Agreement in the Emotional Health Summary Measure is 16.8 percentage points lower than the Social Summary Measure and 1.2 percentage points higher than the Physical Health Summary Measure. This suggests that students perception of their emotional health in the areas surveyed is well below their perception of their social health and similar to their perception of their physical health according to the questions on the three health Summary Measures.

Talking to others about how I feel is an area with lower Overall Achievement in the Emotional Health Summary Measure.

- Building Capacity

The first question in this thematic area – I ask for help when I need it (74.5%), is similar to the first question in the Self-Advocacy Summary Measure – I ask questions in class when I have them (76.0%). Although I ask for help when I need it was asked to grade 5, 6, 8, 9, 11 and 12 students, and I ask questions in class when I have them was asked of only grade 11 and 12 students, they have similar measures of overall achievement. A willingness to ask, whether it be related to academic help or social/emotional help, may be perceived as a similar risk to students across grade levels.

Given their similarity in measures of overall achievement, building capacity in asking for help could include considerations already identified for asking question in class in the Self-advocacy Summary Measure.

- Promote the use of myBlueprint as an available enterprise technology in CBE along with Brightspace by D2L, G Suite for Education and Iris.
- Although this question is directed to students in grade 11 and 12, reflecting on personal learning needs and conditions for success is a critical thinking task that may be started much earlier. Questions related to self-advocacy for students in younger grades may be a consideration for CBE Student Survey to explore the development of these important skills in younger students.
- Continue to understand and demonstrate a range of inclusive practices that create learning environments where students feel a level of comfort to ask questions and share ideas (e.g., ELL Toolbox D2L shell as a system resource for pedagogy and practice that is culturally and linguistically inclusive).

Coordinate support services available through OT and PT in K-6 environments to improve universal supports to students in approaching tasks, mindfulness and self-regulation that may provide strategies they can use when stressed about school. This may include prioritizing a class-based approach to these skills. It may also include prioritizing staff training in the selection and use of tools that can support students when stressed (e.g., stationary bikes, noise cancelling headphones, hallway physical activities).

Related to talking with others about feelings, continue to provide training to schools using the Go To Educator Curriculum to support students in identifying staff that are available to them when needed.

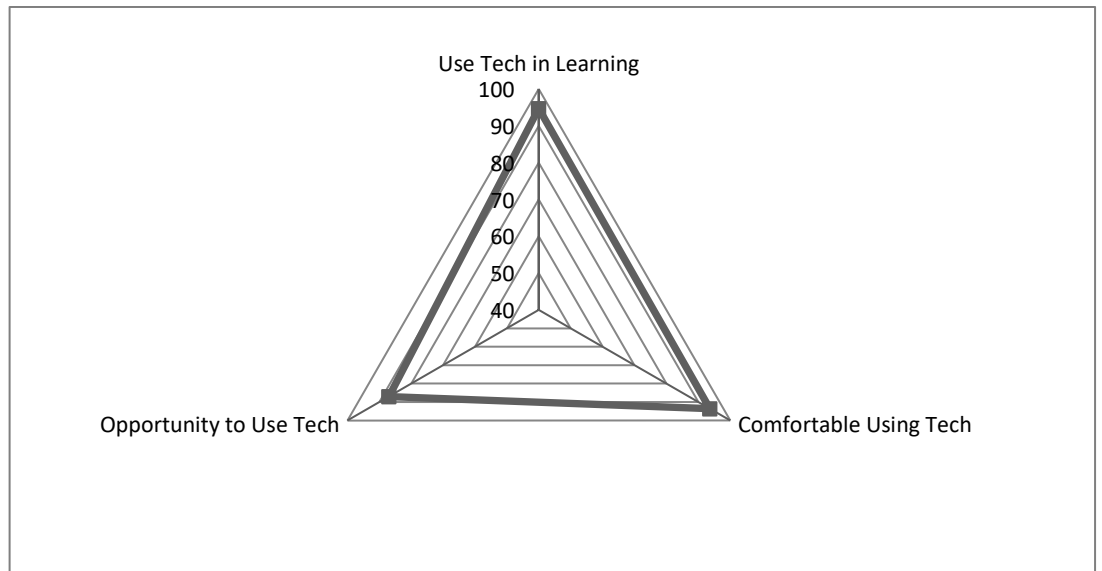
Policy 4.6

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.

Learning Technology Summary Measure		
	2017-18	2018-19
Overall Sample Size	n/a	36 576
Overall Agreement (%)	n/a	91.7

Learning Technology Summary Measure by Grade		
Overall Agreement (%)	2017-18	2018-19
Grade 5	n/a	93.5
Grade 6	n/a	93.0
Grade 8	n/a	90.0
Grade 9	n/a	90.2
Grade 11	n/a	91.9
Grade 12	n/a	91.7

Question Theme	Overall Agreement (%)	
	2017-18	2018-19
Use Tech in Learning	n/a	94.7
Comfortable Using Tech	n/a	93.6
Opportunity to Use Tech	n/a	87.0



- Target 2018-19

The first administration of the new student survey questions related to this indicator will be on the 2018-19 survey. With this comes new baselines.

- Analysis

No statistical analysis has been done for these questions, however a new baseline has been set for future reports. Based on the Overall Agreement for each question, students demonstrated strong capability of using technology to help their learning and high comfort level with technology. In the meanwhile, students expressed relatively lower agreement on the adequacy of technology usage. All grade levels shared relatively similar Overall Agreement results.

- Interpretation

With this new baseline, we are working to understand the data and relevant questions, such as: what are appropriate targets for this theme of questions, what can we understand from the range of percentages in both grade and question theme, and what measures are typical and which are outliers for this data set.

The Overall Agreement in this Summary Measure is 93.5%.

Students are expressing that they use technology to a high degree, they feel comfortable using the available technology and they would like increased opportunity to use technology in their learning.

- Building Capacity

Continue to encourage the use of technology within a range of flexible pedagogical approaches to support students in achieving the outcomes of their learning programs (e.g., Intersections: Conceptual Understanding and STEAM session available as a system learning opportunity and representative of opportunities to teachers for system-based technology learning).

Promote the use of myBlueprint as an available enterprise technology in CBE along with Brightspace by D2L, G Suite for Education and Iris.

Encourage schools to identify and reach out to their Area Learning Technologies Team Members to help build staff capacity to embed technology in learning tasks aligned with the Programs of Study.

Ensure processes in schools are in place that prioritize equitable access to technology across classes and courses.

Examine Bring Your Own Device understandings for consideration as a way to increase opportunity to use technology in learning.

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.

Technological Fluency Summary Measure		
	2017-18	2018-19
Overall Sample Size	n/a	36 253
Overall Agreement (%)	n/a	91.2

Technological Fluency Summary Measure by Grade		
Overall Agreement (%)	2017-18	2018-19
Grade 5	n/a	95.5
Grade 6	n/a	94.6
Grade 8	n/a	91.0
Grade 9	n/a	90.3
Grade 11	n/a	88.3
Grade 12	n/a	87.5

Question Theme	Overall Agreement (%)	
	2017-18	2018-19
Tech Skills for Learning	n/a	94.6
Tech Curiosity	n/a	87.8

- Target 2018-19

The first administration of the new student survey questions related to this indicator will be on the 2018-19 survey. With this comes new baselines.

- Analysis

No statistical analysis has been done for these questions, however a new baseline has been set for future reports. Based on the Overall Agreement for each question, students demonstrated strong technology skills to use technology at school to help them in their learning. Moreover, there was a reverse relationship between Overall Agreement and the student grade level.

- Interpretation

With this new baseline, we are working to understand the data and relevant questions, such as: what are appropriate targets for this theme of questions, what can we understand from the range of percentages in both grade and question theme, and what measures are typical and which are outliers for this data set.

The Overall Agreement in this Summary Measure is 91.2%.

The decline as one proceeds through the grade levels of Overall Agreement in Technology Fluency is interesting considering that the two questions in the thematic area focus on having skills to use technology at school to help learning and interest in trying new ways to use school technology. Confidence in using available technology has greater Overall Achievement than interest in trying new ways to use technology.

This may be an example of students becoming risk-averse in their learning as they mature when the value of education is aligned with economic outcomes. Students in grade 11 and 12 may be seeking entry into competitive post-secondary programs and may be focusing their value and energies on this process rather than exploring new technologies.

- Building Capacity

Continue to encourage the use of technology within a range of flexible pedagogical approaches to support students in achieving the outcomes of their learning programs.

Promote the use of myBlueprint as a new available technology.

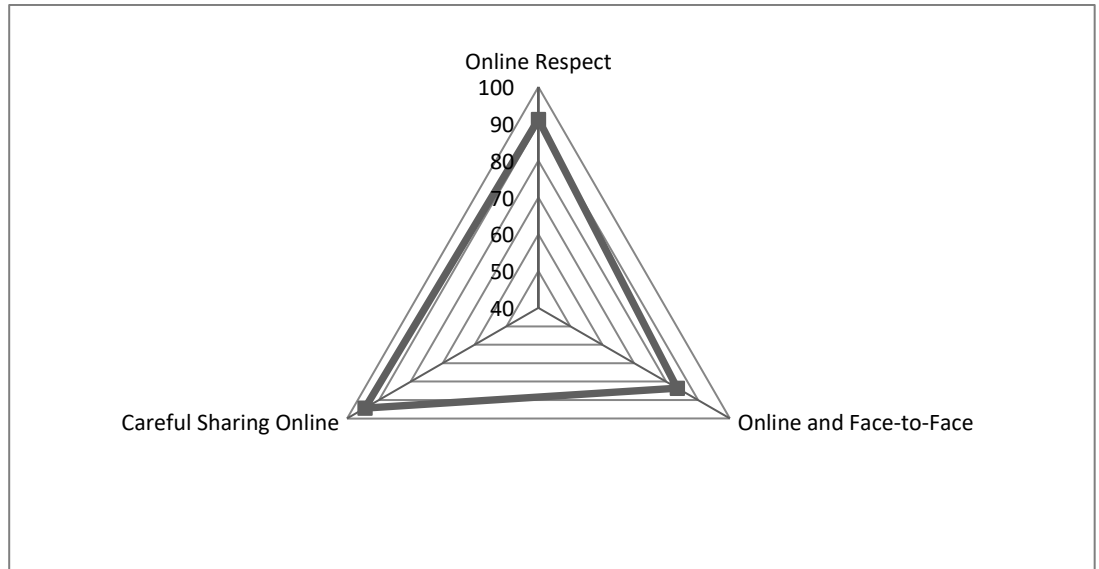
Encourage schools to identify and reach out to their Area Learning Technologies Team Members to help build staff capacity to embed technology in learning tasks aligned with the Programs of Study.

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.

Technological Communication Summary Measure		
	2017-18	2018-19
Overall Sample Size	n/a	36 027
Overall Agreement (%)	n/a	89.7

Technological Communication Summary Measure by Grade		
Overall Agreement (%)	2017-18	2018-19
Grade 5	n/a	93.7
Grade 6	n/a	93.2
Grade 8	n/a	88.4
Grade 9	n/a	87.0
Grade 11	n/a	87.8
Grade 12	n/a	87.8

Question Theme	Overall Agreement (%)	
	2017-18	2018-19
Online Respect	n/a	91.2
Online and Face-to-Face	n/a	83.5
Careful Sharing Online	n/a	94.4



- Target 2018-19

The first administration of the new student survey questions related to this indicator will be on the 2018-19 survey. With this comes new baselines.

- Analysis

No statistical analysis has been done for these questions; however, a new baseline has been set for future reports. Based on the Overall Agreement for each question, students demonstrated great caution concerning online information sharing while relatively lower agreement on communicating online the same way they do face to face. Grade 5 and Grade 6 students showed comparatively higher Overall Agreement while the rest of the grade levels shared the similar results.

- Interpretation

With this new baseline, we are working to understand the data and relevant questions, such as: what are appropriate targets for this theme of questions, what can we understand from the range of percentages in both grade and question theme, and what measures are typical and which are outliers for this data set.

The Overall Agreement in this Summary Measure is 89.7%.

The lower Overall Achievement for I communicate online the same way I do face-to-face should not have a negative connotation but may simply mean that students communicate differently in online environments. Perhaps their text-based communications are brief as compared to face-to-face communications, or perhaps they employ visual communication methods with gifs or memes online that they are not able to use face-to-face.

- Building Capacity

Continue to require that schools engage in a process to revise their digital citizenship plans annually by October 31, and review it throughout the year according to the internal process currently available to schools on Insite.

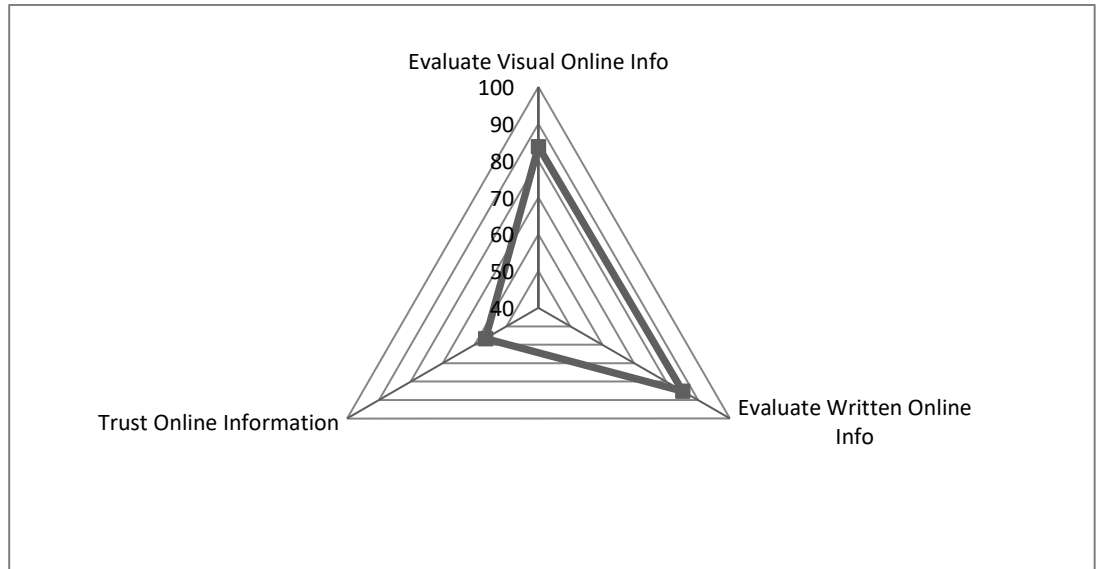
Promote the use Media Smarts (<https://mediasmarts.ca/>), Canada's Centre for Digital and Media Literacy, as a useful resource for educators and families related to respectful communication online and the protection of personal information and identity in online activity.

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.

Technological Critical Thinking Summary Measure		
	2017-18	2018-19
Overall Sample Size	n/a	32 769
Overall Agreement (%)	n/a	75.2

Technological Critical Thinking Summary Measure by Grade		
Overall Agreement (%)	2017-18	2018-19
Grade 5	n/a	72.8
Grade 6	n/a	74.2
Grade 8	n/a	74.1
Grade 9	n/a	77.0
Grade 11	n/a	76.2
Grade 12	n/a	76.8

Question Theme	Overall Agreement (%)	
	2017-18	2018-19
Evaluate Visual Online Info	n/a	83.8
Evaluate Written Online Info	n/a	85.2
Trust Online Information	n/a	56.6



- Target 2018-19

The first administration of the new student survey questions related to this indicator will be on the 2018-19 survey. With this comes new baselines.

- Analysis

No statistical analysis has been done for these questions, however a new baseline has been set for future reports. Based on the Overall Agreement for each question, students demonstrated similar Overall Agreement results for Evaluate Online Info and Critical Online Reading. Moreover, students expressed noticeably low agreement on the credibility of the information online.

- Interpretation

With this new baseline, we are working to understand the data and relevant questions, such as: what are appropriate targets for this theme of questions, what can we understand from the range of percentages in both grade and question theme, and what measures are typical and which are outliers for this data set.

The Overall Agreement in this Summary Measure is 75.2%. This Overall Agreement is skewed by the inclusion of the final question. This question asks students if they trust the information they see online. Higher results for this question would not necessarily be viewed as favourable. This mid-range result is favourable because it suggests that students are applying a measure of critical thinking to evaluate the accuracy of information they see online.

- Building Capacity

Consider the inclusion of digital and media literacy within the Literacy Strategy of the Three-Year Education plan. As students engage in production and consumption in digital environments, they require fundamental skills in digital and media literacy.

Promote the use Media Smarts (<https://mediasmarts.ca/>), Canada's Centre for Digital and Media Literacy, as a useful resource for educators and families related to digital and media literacy.

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 will be a minor focus on CBE Student Survey in 2019-20.

Policy 4.1

- Indicator 1 – Target for 2019-20: at or above 19.5%

Policy 4.5

- Indicator 2 – Target for 2019-20: at or above 68%
- Indicator 4 – Target for 2019-20: at or above 69%

APPENDIX

Appendix I: Results 4 | CBE Student Survey Questions & 2018-19 Results

Results 4 | CBE Student Survey Questions & 2018-19 Results

Note | the numbers in the square brackets refer to the grades of students asked.

Policy 4.1

Indicator 2 – Resiliency and Perseverance Summary Measure

Question	Overall Achievement (%)
1. I feel confident I can overcome challenges in my learning.	87.6
2. When I struggle with my school work, I can get through it and fix it.	86.1
3. I try hard at school even when I find it challenging to succeed in my learning.	89.3
4. I want to keep learning even when I experience a setback.	84.7

Indicator 3 – Adaptability Summary Measure

Question	Overall Achievement (%)
1. I like learning new things at school even if I sometimes find it challenging.	86.3
2. I can adapt to new situations even when under stress or pressure (e.g., Provincial Achievement Test, Diploma Exam, pop quiz).	74.0
3. I can change to meet the needs of new situations at school.	89.0



Policy 4.2

Indicator 2 – Self-Improvement Summary Measure

Question	Overall Achievement (%)
1. [11,12] I want to set and achieve learning goals.	86.9
2. [11,12] I set goals for my learning and work towards them.	79.3
3. [11,12] I have the support I need from my school to set learning goals and work towards them.	76.7

Indicator 3 – Self-Advocacy Summary Measure

Question	Overall Achievement (%)
1. [11,12] I ask questions in class when I have them.	76.0
2. [11,12] I bring my own ideas to learning tasks and activities at school.	75.7
3. [11,12] I am curious about the things I am learning at school.	80.6
4. [11,12] I can defend my thinking when I answer a question.	89.0

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).	84.6
2. [11,12] When I'm upset with someone, I try to take the perspective of that person for a while.	75.6
3. [11,12] I use feedback to improve my learning.	91.9

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.	91.9
2. [11,12] I am comfortable learning about things that may have more than one answer.	86.2
3. [11,12] I try to look at all sides of an issue before I make a decision.	90.7
4. [11,12] I understand that there are at least two sides to every issue and I try to understand them.	93.7

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.	88.7
2. When I learn about a new way to use school technology, I want to try it.	87.8
3. I try to join in when others are learning something I'm interested in.	88.1

Policy 4.5

Indicator 2 – Physical Health Summary Measure

Question	Overall Achievement (%)
1. I take care of myself by choosing healthy snacks when I am able.	74.6
2. I take care of myself by exercising regularly when I am able.	81.5
3. I take care of myself by getting enough sleep when I am able.	66.4
4. I take care of myself by making sure I don't have too much screen time (e.g., TV, computer, tablet, cell phone).	47.6

Indicator 3 – Social Health Summary Measure

Question	Overall Achievement (%)
1. I have positive relationships with friends and family.	92.5
2. I can easily make and keep friends.	81.8
3. I know when my friendships or relationships become negative or unhealthy.	91.3
4. If a relationship is no longer positive, I know what strategies I can use to address it.	76.3

Indicator 4 – Emotional Health Summary Measure

Question	Overall Achievement (%)
1. I ask for help when I need it.	74.5
2. I talk to my caregivers, friends, classmates, and/or teachers about how I feel.	61.2
3. I have strategies that I can use for myself when I feel stressed about school.	70.4

Policy 4.6

Indicator 1 – Learning Technology Summary Measure

Question	Overall Achievement (%)
1. I use technology to help my learning.	94.7
2. I feel comfortable using the technology available at school to help me learn.	93.6
3. I have enough opportunity to use technology in my learning.	87.0

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.	94.6
2. When I learn about a new way to use school technology I want to try it.	87.8

Indicator 3 – Technological Communication Summary Measure

Question	Overall Achievement (%)
1. I treat people with the same respect online as I would face-to-face.	91.2
2. I communicate online the same way I do face-to-face.	83.5
3. I am careful about what I share online.	94.4

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.	83.8
2. When I'm reading information online, I can tell if it is true or made up.	85.2
3. I trust the information I see online.	56.6

operational
expectations
monitoring report

OE-2: Learning Environment/Treatment of Students

BOARD OF TRUSTEES ACTION

Monitoring report for the school
year 2018-2019

Report Date
April, 28, 2020

With respect to OE-2: Learning Environment/Treatment of Students, the Board of Trustees:

- Approves that the Chief Superintendent is in compliance with the provisions of this policy.
- Finds the evidence to be compliant with noted exceptions
- Finds evidence to be not compliant

operational expectations monitoring report

OE-2: Learning Environment/Treatment of Students

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.

- [X] In Compliance.
[] In Compliance with exceptions noted in the evidence.
[] Not in Compliance.

Handwritten signature of Christopher Usih

Signed: Christopher Usih, Chief Superintendent

Date: April 21, 2020

BOARD OF TRUSTEES ACTION

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

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

Summary statement/motion of the Board of Trustees:

Signed: Chair, Board of Trustees

Date:

OE-2: Learning Environment/Treatment of Students

Executive Summary

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

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

The Chief Superintendent's reasonable interpretation and indicators for OE 2: Learning Environment/Treatment of Students were approved on October 10, 2017. The Board of Trustees last monitored OE 2 on April 9, 2019. This report includes data available from the 2018-2019 school year and contains evidence to support the following findings:

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



OE-2: Learning Environment/Treatment of Students

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

Board-approved Interpretation

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

The Chief Superintendent interprets:

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

The Chief Superintendent shall:

2.1	Provide safe and positive learning conditions for each student that foster a sense of belonging and a respect for diversity.	Compliant/ Not Compliant
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OE-2: Learning Environment/Treatment of Students**Board-approved Interpretation**

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

The Chief Superintendent interprets:

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

Board-approved Indicators and *Evidence of Compliance* |

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

Evidence statement

The *Education Act* requires an annual review of Administrative Regulation 6005 | Student Code of Conduct. This report was presented to the Board June 25, 2019.

2. 100% of schools will practice an emergency plan that includes fire drills and lockdown procedures.	Compliant
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The organization is compliant with this indicator.



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

All schools were compliant in practicing fire drills and lockdowns for the 2018-2019 school year.

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

Evidence statement

The result for 2018-2019 is 82% which is 0.2 percentage points lower than 2017-2018.

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

Evidence statement

For the 2018-2019 school year, 100% of principals confirmed all volunteers had a security clearance prior to any volunteer services.

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

OE-2: Learning Environment/Treatment of Students*Evidence statement***Background**

For the 2018-2019 school year, we reported on indicator 5 using different measures than those used in the 2017-2018 school year. The 2017-2018 data did not serve as an effective baseline, because the Provincial Attendance Board was not operating from September 2017 to March 2018 (due to provincial review). There was no threshold for whether attendance had increased or decreased or by how much.

We have now defined “recidivism” as when a school administrator followed up with the Attendance Team in the following year to report attendance concerns had continued. In addition, the Attendance Team, works directly with the System Principal and Area Learning Team in each of the Areas to support improved attendance of individual students. Areas have School Family Liaisons who work directly with parents and liaison with school principals regarding student attendance and other family support issues.

Between the 2018-2019 and 2019-2020 school years, the Attendance Team has calculated **a recidivism rate of 93% of students**. This “recidivism” percentage includes students who have continued to experience attendance concerns and have continued to meet the Alberta Education’s absenteeism threshold of 10% or greater. Improvement in attendance was noted in 54% of students who were referred to the Attendance Team and had direct contact with the Attendance Counsellors in 2018-2019 school year.

Direct contact with the Attendance Team, was defined as either a hearing of the provincial Attendance Board or a parent meeting held at the student’s school. In addition to direct contact with families, the Attendance team had 480 consults with schools in relation to specific students and 130 general consults regarding attendance policy and procedures.

6. Principals confirm that transitions between schools for students with Individual Program Plans have been supported through planning meetings and identified plans.	Compliant
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OE-2: Learning Environment/Treatment of Students

The organization is compliant with this indicator.

Evidence statement

Principals responded with 100% confirming the use of planning meetings and identified plans to support student transitions to new schools. Transitions plans, for students with Individual Program Plans (IPPs), are recorded on the IPPs. High schools reported also having transition supports and plans for students transitioning to post-secondary school.

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

Evidence statement

All principals confirm support for the establishment of student organizations promoting a welcoming, caring, respectful and safe learning environment. GSAs exist in 42% of our schools, all in middle, junior high and high schools. We do not have any GSAs at the elementary level. Of the 58% who do not have GSAs, principals have indicated they have staff members willing to support the request, but no student requests were made for the establishment of a GSA.

Further, 79% of the schools reported that students had requested other clubs promoting a welcoming, caring, respectful and safe learning environment. Of the 21% who did not, there were not requests, but each principal confirmed many other initiatives were occurring with the same goals.

Evidence demonstrates all indicators in subsection 1 are in compliance.



OE-2: Learning Environment/Treatment of Students

GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

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

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

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

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

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



report to Board of Trustees

Revision to the Schedule of Regular Meetings

Date	April 28, 2020
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Patricia Minor Corporate Secretary
Purpose	Decision
Governance Policy Reference	Governance Culture GC-2: Governing Commitments GC-6: Annual Work Plan

1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves revisions to the Schedule of Regular Meetings, to:
 1. remove the public meeting scheduled for Tuesday, May 12, 2020 at 12:00 p.m., in the Multipurpose Room at 1221 - 8 Street SW, Calgary, Alberta; and
 2. add a private meeting to be held on Tuesday, May 12, 2020, commencing at 12:00 p.m., in Room T224 at 1221 – 8 Street SW, Calgary, Alberta.

2 | Background

On June 18, 2019, at the Board of Trustees' Organizational Meeting, the Board approved the Schedule of Regular Meetings for September 2019 to June 2020. The proposed revisions to the Schedule of Regular Meetings align with the guidelines for Board of Trustees' meetings set out in paragraph D(3)(c) of the Board Meeting Procedures for two Regular Board of Trustees' Meetings, Public Agenda and one Regular Board of Trustees' Meeting, Private Agenda of each month.

Attachment I: Schedule of Regular Meetings – revision in tracked changes





**Calgary Board
of Education**

**BOARD OF TRUSTEES
SCHEDULE OF REGULAR MEETINGS
SEPTEMBER 2019 TO JUNE 2020**

held at the Education Centre, 1221 – 8 Street SW, Calgary, Alberta

PUBLIC AGENDAS 12:00 p.m. to 4:30 p.m. Multipurpose Room	PRIVATE AGENDAS 12:00 p.m. to 4:30 p.m. Room T224
September 10, 2019 September 17, 2019	September 24, 2019
October 8, 2019 October 22, 2019	October 29, 2019
November 5, 2019 November 12, 2019 November 26, 2019	November 21, 2019
December 3, 2019 December 10, 2019	
January 7, 2020 January 14, 2020	January 28, 2020
February 4, 2020 February 11, 2020	February 25, 2020
March 3, 2020 March 10, 2020	March 17, 2020
April 7, 2020 April 28, 2020	April 14, 2020
May 12, 2020 May 19, 2020 May 26, 2020	May 12, 2020
June 9, 2020 June 16, 2020	June 23, 2020

(Organizational Meeting of the Board of Trustees – Tentatively June 16, 2020)

**report to
Board of Trustees**

**Impact of Proposed Changes to Operational
Expectation Policy Statements**

Date	April 28, 2020
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Information
Originator	Joanne Pitman, Superintendent, School Improvement Dianne Yee, Superintendent, School Improvement
Governance Policy Reference	Board/Chief Superintendent Relationship B/CSR-1: Single Point of Connection Operational Expectations OE-2: Learning Environment / Treatment of Students OE-3: Instructional Program
Resource Person	Denise Sauverwald, Policy Coordinator

1 | Recommendation

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



2 | Issue

The Board of Trustees reviewed the Operational Expectation policy statements and presented the proposed changes at a public Board meeting October 22, 2019. Prior to approving the changes, the Board of Trustees require an understanding of the impact of these changes on the operation of the organization. Subsequently, on October 22, 2019, the Board of Trustees passed the following motion:

THAT the Chief Superintendent informs the Board of significant organizational impacts, if any, that would result from these proposed changes no later than January 30, 2020.

Due to additional operational requirements, it was subsequently agreed that this report would be provided by April 14, 2020. There was no formal motion for this extension.

This report identifies the significant impacts to the operation of the organization of the proposed revisions to the Operational Expectations policy statements.

3 | Background

Operational Expectation 3 | Instructional Program Monitoring Report was presented to the Board of Trustees February 5, 2019. The report was approved through motion by the Board on February 12, 2019.

That the Board of Trustees approves that the Chief Superintendent is in compliance with the provisions of OE-3 | Instructional Program.

However, the Board also passed the following motion:

That the motion be amended to include “with the exception of policy subsection 3.4”.

The Board, in debate, did not feel that the funding shortfalls enabled the Administration to be compliant with 3.4.3. It was therefore directed through motion

That the Chief Superintendent review reasonable interpretations and indicators for OE-3 | Instructional Program for Board reaffirmation or approval by December 10, 2019.

The Board identified the need to review OE-2 | Learning Environment / Treatment of Students on April 16, 2019. The discussion centred around non-compliance of two indicators and the concern around safety practices such as fire drills and lockdowns. The Board then directed actions through the following motion:

That the Board of Trustees directs the Chief Superintendent to review indicator 2.1.2 for OE-2 | Learning Environment / Treatment of Students for Board reaffirmation or approval by June 30, 2019.

The board approved revision to indicator 2.1.2 on June 25, 2019.

Revisions to all operational expectations had been approved by the previous Board of Trustees on October 10, 2017. This was the first monitoring of the revised OE-2 | Learning

Environment / Treatment of Students since approval in 2017. On April 16, 2019 the Board passed the following motion:

THAT the Board of Trustees agrees to review OE-2 | Learning Environment / Treatment of Students policy by December 31, 2019.

First reading was given on October 22, 2019 and then the Board directed the Chief through motion

THAT the Chief Superintendent informs the Board of significant organizational impacts, if any, that would result from these proposed changes no later than January 30, 2020.

4 | Analysis

Anticipated impacts of the proposed Operational Expectation policy revisions to the organization are included in this report. Individual policy statements have been reviewed and compared to the current statements. Differences have been identified and the overall potential impacts to the operation of the organization have been highlighted.

Considerations for Changes and/or Additions in Language

The proposed changes in language surface the following considerations for intent and meaning.

Operational Expectation 2

- Alberta Education policy language included throughout the *Education Act* references “WHEREAS students are entitled to welcoming, caring, respectful and safe learning environments that respect diversity and nurture a sense of belonging and a positive sense of self;”
- Overall policy: The word “safe” has been moved to the beginning of the statement. This is always a focus at schools and across CBE, however, it may prioritize safety over the other components that create an inclusive learning environment.
- Although there remains a focus on a welcoming, caring, respectful and safe learning and work environment, there is a conceptual shift in the intent of the operational expectation. The focus shifts from an effective learning environment to the well-being of the student.
- The additions of policy 2.2 through to policy 2.5 create the need for new data points to be developed. While some may be produced through the student information system, others may require adjustments to the design and length of CBE Student Survey or monitoring instrument.
- The addition of policy 2.5 will require further discussion and review to define the level of reporting required in light of the nature of student code of conduct breaches. Consideration will also need to be given for frequency, context and severity of student code of conduct breaches.
- Definitions will be required for the following:
 - social and emotional well-being
 - healthy learning environment
 - self-expression
 - respond appropriately
- Current OE 2 reasonable interpretations include definitions for
 - safe
 - sense of belonging

- respect for diversity

These definitions may continue to be applicable however, may require refinements for alignment.

Operational Expectation 3

- There is an addition of equity within the overarching policy in the context of educational programming and exploration.
- To address the focus of the addition of equitable access requires a shift in monitoring.
- Discussion will be required to clarify the intent of the inclusion of RESULTS within the overarching policy. Finding a correlative relationship between equity and the RESULTS could be challenging to prove and would have a significant impact on the commitment of time and resources in particular:
 - to prove if a correlation can be articulated;
 - although equity is defined in law, it is interpreted differently in many contexts and would require clarity in the definition including an understanding that equity is embedded in the concept of equality;
 - unless a correlation can be found, the interpretation of any results is highly subjective;
 - the implications for the term equity move well beyond OE reporting and imply all operations of CBE, which then complicates reporting and data collection further as proving a correlation between equity and student success to aspects such as transportation would be improbable.
- Revision to 3.3 does not impact the organization.
- Definitions will be required for the following:
 - equitable access
 - achievement
 - student interests
 - exploration – potential conflict with RESULTS focus
 - rigorous

Considerations for Time and Resources

The proposed changes surface the following considerations for time and resources.

Operational Expectation 2

- Overall policy: All internal and external CBE documents currently reflect the order of language utilized in the *Education Act*. The proposed change in language has potential to require significant time and resources to revise internal and external documents to reflect the proposed wording.
- The reasonable interpretation document will require the investment of significant time on the part of administration and the Board of Trustees to arrive at common understanding including definitions and indicators. This will alter work plans for service units over the next six months. This has implications for current reporting requirements and focus for service units.
- The full impact to the operation of the organization including time and resources cannot be fully appreciated until implementation and could change as processes are evaluated.

Operational Expectation 3

- The full impact to the operation of the organization including time and resources could potentially be prohibitive due to the implications of the term equity.

- The reasonable interpretation document will require the investment of significant time on the part of administration and the Board of Trustees to arrive at common understanding including definitions and indicators. This will alter work plans for service units over the next six months. This has implications for current reporting requirements and focus for service units.

5 | Financial Impact

There are potentially significant implications for allocation of time and resources in order for staff to address the outcomes of these revisions. Requisite changes to online and print documentation will result in additional financial costs.

6 | Implementation Consequences

Operational Expectation 2

- Besides the implications for time and resources to vet all CBE documents for the language embedded in the original OE, the movement of safe to the front of the OE may result in an over-emphasis on safety resulting in a loss of focus in other components reflected in legislative provisions. The work of inclusive education requires broad scope accounting for all components of a welcoming, caring, respectful and safe learning environment.

Operational Expectation 3

- Defining the term equity could potentially have much broader implications for the system and impact many service units. The inclusion of RESULTS within the overarching policy will impact implementation. The time and resources required to establish correlative relationships between equity and RESULTS as outlined in the overarching policy may not prove valuable or provide appropriate information for the board to feel they are getting the information they need to perform their monitoring function.

7 | Conclusion

This report provides a historical perspective of the work completed on OE-2 | Learning Environment / Treatment of Students and OE-3 | Instructional Program. An analysis of implications for overall impact on Administration and the time and resources required to support the revisions was also provided along with implementation consequences. Further unanticipated impacts and implications to the operation of the organization may be identified through the implementation of these changes should they be approved



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.