

# public agenda

## Regular Meeting of the Board of Trustees

March 7, 2023  
11:00 a.m.

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

### R-1: Mission |

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

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

Time	Topic	Who	Policy Ref	Attachment
11:00am	1   <b>Call to Order, National Anthem, Acknowledgement of the Land and Welcome</b>	Chair		
	2   <b>Consideration/Approval of Agenda</b>	Board	GC-2	
	3   <b>Awards and Recognitions</b>		GC-3	
	3.1 2023 ASBA Edwin Parr Teacher Nominee	R. Armstrong, R. O'Shaughnessy	OE-4	Page 3-1
	4   <b>Results Focus</b>			
	4.1 Results 3: Citizenship – Annual Monitoring	C. Usih	R-3	Page 4-1
	5   <b>Operational Expectations</b>			
	5.1 OE-7: Communication With and Support for the Board –Annual Monitoring	C. Usih	OE-7	Page 5-1
	6   <b>Public Comment</b>		GC-3.2	
	Requirements as outlined in Board Meeting Procedures			
	7   <b>Board Development Session</b>		GC-3	
	7.1 Student Well-Being Framework	J. Pitman/ A. Holowka	OE-2	Page 7-1
	8   <b>Matters Reserved for Board Information</b>		GC-3	
	9   <b>Matters Reserved for Board Decision</b>		GC-2	



Time	Topic	Who	Policy Ref	Attachment
<b>10  </b>	<b>Consent Agenda</b>	Board	GC-2.6	
10.1	Items Provided for Board Decision			
10.1.1	OE-3: Instructional Program – Annual Monitoring			Page 5-1 (Feb 21/23)
	<i>THAT the Board of Trustees approves that the Chief Superintendent is in compliance with the provisions of Operational Expectations 3: Instructional Program.</i>			
10.1.2	Meeting Minutes			
	<ul style="list-style-type: none"> <li>January 17, 2023 Regular Meeting</li> <li>January 31, 2023 Regular Meeting</li> </ul>			Page 10-1 Page 10-6
	<i>THAT the Board of Trustees approves the minutes of the Regular Meetings held January 17, 2023 and January 31, 2023, as submitted..</i>			
10.2	Items Provided for Information			
10.2.1	Chief Superintendent's Update		OE-2,3,8	Page 10-13
	<b>Private Session</b>			
	<b>Termination of Meeting</b>			
	<b>Debrief</b>	Board	GC-2.3	

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report to  
Board of Trustees

2023 Alberta School Boards Association (ASBA) Edwin Parr  
Teacher Nominee

Date	March 7, 2023
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Information
Originator	Rob Armstrong, Superintendent, Human Resources
Governance Policy Reference	OE-4: Treatment of Employees
Resource Person(s)	Ryan O'Shaughnessy, Consultant, Talent Management

## 1 | Recommendation

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It is recommended:

- That **Chantelle Clairmont** is the Calgary Board of Education nominee for the 2023 Alberta School Boards Association (ASBA) Edwin Parr Award.

## 2 | Issue

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Nominations for the ASBA Edwin Parr Award are required to be received by the ASBA Zone 5 Chair by March 17, 2023.

### 3 | Background

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The Alberta School Boards Association provides for an annual presentation of the Edwin Parr Teacher Award in recognition of outstanding teaching performance by a beginning teacher. Each ASBA Zone selects one nominee as a Zone winner. Six Zone winners will be recognized at the ASBA Fall General Meeting to be held in November, 2023. Nominations are open to any full or part-time first-year teacher (as defined by ASBA).

Attachment I to this report outlines the history of this award and the criteria for nomination and ultimate selection of winners.

### 4 | Analysis

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A Calgary Board of Education selection committee was convened in February of 2023: Ryan O'Shaughnessy – Chair (Principal Consultant, Teacher Staffing), Aliko Avdicos (Principal, Elboya School, Area 7), Leslie Goodwin (Principal, Pineridge School, Area 4), Cindy Palmer (Principal, Roland Michener School, Area 3), Andrea Riquelme (Principal, Eugene Coste School, Area 6), Patrick Tomczyk (Principal, Tuscany School, Area 1). During the months of December and January, school Principals submitted nominations for the Edwin Parr Teacher Award to the Committee Chair. After evaluating twelve eligible nominations, the committee recommends **Chantelle Clairmont** as the Calgary Board of Education nominee for this award.

Chantelle graduated from Mount Royal University in the spring of 2022. She completed her Bachelor of Education with a major in Elementary Education and a minor in English. She maintained a 3.55 GPA, was on the Dean's List and the President's Honour Roll. While maintaining her studies, she was also active as the Executive Secretary for the Education Undergraduate Society, and a volunteer member of the Scholar's Council, the Dean's Student Leader Advisory Council, and the Student Library Advisory Council.

Ms. Clairmont completed field experiences at Dr. Oakley (K-9), Abbeydale (Gr.1), and Colonel Sanders (Gr. 2). She then developed her teaching skills with practicums at Cranston (Gr.4/5) and Rideau Park (Gr.7). During her main practicum at Rideau Park she taught not only Humanities, but also Foods, Sewing, Technology and Science. At Rideau Park, Chantelle's true abilities as a teacher began to shine through. Her mentor teacher describes how she was able to build "a strong and inclusive community of learners who felt supported and cared for". Her faculty advisor highlights the realization of Chantelle's pedagogical belief "that learning must be meaningful, inclusive, challenging and relevant". These two strengths of strong pedagogy and a nurturing environment became the foundation of her classroom as she moved into a position with the Calgary Board of Education.

The Calgary Board of Education hired Chantelle in the spring of 2022 following the completion of her studies at Mount Royal and her practicum at Rideau Park. She was immediately hired by Rideau Park for a temporary position for the remainder of the school year. Ms. Clairmont was then hired by Sir John A. Macdonald School at the beginning of the 2022-2023 school year on a full-year temporary contract. This position has Chantelle teaching Gr.9 Humanities, and Gr. 7-9 Film Studies.

Chantelle embraced the complex learning needs of her students as, according to her Principal, "it is in her nature to teach children who desperately need her". She states that no child in her classroom will ever be considered a "bad student" and that she will show all students that "they are loved and supported no matter what". Chantelle has brought this mission to life in her classroom. Her classroom is an inclusive environment that creates a respectful, welcoming and safe culture that values and embraces diversity. She has created a physical space with plants, a rock salt lamp, twinkling lights, and growth mindset visuals. There is also a calming corner with lounge chairs, posters with regulation strategies, medicine wheel teachings and uplifting books. Students say that these physical aspects, along with her inclusive nature create a classroom with a "good vibe".

Chantelle places a huge emphasis on culturally responsive teaching and incorporating the diverse backgrounds of her students. For example, Chantelle covers current events in her Humanities class and makes a point to cover news in the countries where some of her students are from. She models empathy, understanding, and critical thinking while discussing other cultures and political issues.

Chantelle strives to understand the historical, social, economic, and political implications of treaties and agreements, legislation, and residential schools and why their legacy is essential. She incorporates this knowledge into her instruction in a meaningful and respectful way by creating opportunities for both Indigenous and non-Indigenous students to see themselves and their cultures reflected in the classroom. She expands her knowledge by working with the school's Indigenous Education Strategist, with an elder, and through her own reading and research. She has demonstrated this learning by facilitating the blanket exercise and by teaching about Treaty 7 with information shared by Jared Tailfeathers of the Kainai nation. Chantelle actively reflects on her own biases, stereotypes and cultural assumptions and actively seeks to challenge them to improve the quality of her instruction.

Ms. Clairmont works collaboratively with her Humanities team, her Collaborative Response Team and the School Learning Team. She has developed strength-based Attendance Improvement Plans for some of her vulnerable students. She works collaboratively with parents as well. An example was her work with a family who had lost trust in the school system. Through ongoing communication, support, and the sharing of positives and student successes, this family has now reengaged with the school and the learning of their child. It is clear why many students and parents consider Ms. Clairmont to be their "go-to" person at the school.

Chantelle continues to expand her repertoire of instructional strategies. She even has a team of teachers who meet on Monday evenings to co-create high impact instructional resources. This work has led to engaging projects like a collaboration with her Film Studies class and the school's Adapted Learning Program (a program for students with moderate cognitive disabilities). The collaboration led to a full set design in the ALP classroom turning their regular classroom into a scene from the Polar Express.

Ms. Clairmont is involved with students outside of her regular classroom duties as well. She is a teacher sponsor of the school GSA which is called "The Spectrum Club". She has started to implement the principles outlined in a CBE document called "Creating the Conditions to Thrive: Guidelines for attending to Gender Identity, Gender Expression and Sexual Orientation in our Schools" on behalf of SJAM students. Chantelle models and facilitates positive interactions and relationships in the creation of this safe space for LGBTQ+ students and allies to unite, socialize, support each other, and to discuss and take action on issues.

Chantelle also sponsors a Film Club, offers extra support outside of school hours at Homework Hotel, supports school dances, coaches and sports teams, and helps with Grade 9 transitions to high school. It is evident through these examples, that she is an ally, advocate, mentor, and champion – a teacher - for each and every one of her students.

## 5 | Conclusion

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It is with great pride that the selection committee recommends **Chantelle Clairmont** as the Calgary Board of Education nominee for the 2023 ASBA Edwin Parr Award.



CHRISTOPHER USIH  
CHIEF SUPERINTENDENT OF SCHOOLS

### ATTACHMENTS

Attachment 1: 2023 Alberta School Boards Association Edwin Parr Teacher Awards Package



# EDWIN PARR TEACHER AWARDS

2023 AWARDS PACKAGE

# BACKGROUND

## Overview

Alberta School Boards Association's (ASBA) Edwin Parr Teacher Awards recognize excellent first-year teachers across the province.

Edwin Parr served as President of the Alberta School Trustees' Association (now ASBA) from 1956 to 1962. His long career in educational affairs included terms as a member of the board with the George Lake School District and as Board Chair of the Athabasca School Division. Parr also served on the council of the County of Athabasca from its formation in 1959 until his death in 1963.

During his time as a Board Chair, Edwin Parr instituted an annual teacher award in his school division to celebrate first-year teachers. To honour his memory and to honour the profession he respected, the Alberta School Trustees' Association established the Edwin Parr Teacher Award in 1964.

For almost 60 years, these awards have been presented to outstanding first-year teachers.

## Award parameters

The following candidates are eligible for consideration for the Edwin Parr Awards:

- First-year Kindergarten to Grade 12 teachers if they meet the following criteria:
  - First-year teaching experience must be completed in Alberta with a school board that is a member of ASBA and a minimum of 100 full-time equivalent days of teaching service within the current school year (i.e., September 2022– June 2023) is required.
  - A teacher may have up to a maximum of 120 full-time equivalent days of teaching service prior to signing a contract.
  - A teacher must hold an Interim Professional Certificate or other valid Alberta teaching authority.

## Nominations

Nominees may include:

- First year Kindergarten to Grade 12 teachers (if the above criteria is met).

Individuals are nominated by the following process:

- The initial identification and selection of the nominee will be made by the nominee's school board. Each school board may only nominate one candidate for submission to their associated Zone Chair.
- Each Zone will then select one nominee as the zone recipient of the award. Zone 2/3 will select two recipients due to the amalgamation of zones 2 and 3.

## Recognition

A zone-level celebration is hosted by each zone prior to provincial recognition by ASBA.

In total, six Edwin Parr Teacher Awards are distributed and recognized at a provincial level by ASBA at its Fall General Meeting (FGM). Each recipient will receive a smart watch and framed certificate from ASBA. If applicable, ASBA will pay expenses for zone recipient attendance at the FGM awards ceremony.



# SELECTION

## Selection

The following criteria will be used to determine the zone recipient(s):

- School board evaluation; and,
- Interview with zone selection committee.

Additionally, the Teacher Quality Standards competencies will be used as part of the school board evaluation and integrated into the interview:

<b>TQS1: Fostering Effective Relationships</b>	A teacher builds positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning.
<b>TQS2: Engaging in Career-Long Learning</b>	A teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning.
<b>TQS3: Demonstrating a Professional Body of Knowledge</b>	A teacher applies a current and comprehensive repertoire of effective planning, instruction and assessment practices to meet the learning needs of every student.
<b>TQS4: Establishing Inclusive Learning Environments</b>	A teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.
<b>TQS5: Applying Foundational Knowledge about First Nations, Métis and Inuit</b>	A teacher develops and applies foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.
<b>TQS6: Adhering to Legal Frameworks and Policies</b>	A teacher demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system.



asba

ALBERTA  
SCHOOL BOARDS  
ASSOCIATION

FOR MORE INFORMATION, VISIT  
[www.asba.ab.ca/about/awards/](http://www.asba.ab.ca/about/awards/)

OR EMAIL  
[awards@asba.ab.ca](mailto:awards@asba.ab.ca)

## Results 3: Citizenship

### CHIEF SUPERINTENDENT CERTIFICATION

With respect to Results 3: Citizenship, the Chief Superintendent certifies that the information in this report is accurate and complete, and that the organization is:

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



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

Date: March 7, 2023

Christopher Usih, Chief Superintendent

### BOARD OF TRUSTEES ACTION

With respect to Results 3: Citizenship, the Board of Trustees finds the organization:

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

Summary statement/motion of the Board of Trustees:

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

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

Laura Hack, Chair, Board of Trustees

Monitoring report for the school year 2021-22

Report date:  
March 7, 2023



## Executive Summary |

### Analysis |

The data have indicated that:

- In kindergarten to grade 9, the Overall Level of Success report card results are above 97.0%.
  - Exercise their democratic rights and responsibilities within the learning community (98.5%)
  - Demonstrate respect and appreciation for diversity (99.0%)
  - Work and collaborate effectively with others (97.8%)
- Students in grade 11 and 12 students continue to be in agreement with CBE Student Survey question theme Help Classmates, with the highest agreement levels over time.
- School Volunteer Advocacy showed the most significant decreases among different questions within the Learning Community Citizenship Summary Measure in 2021-22 since 2017-18.
- While students showed high agreement levels toward most of the questions related to understanding what it means to be a responsible citizen in their local and national communities, they displayed significantly lower agreement concerning their interests about other people's lives in Canada.
- Global Perspectives and Global Current Event question themes agreement levels were maintained or increased compared to 2017-18 results. The specific question theme with the lowest levels of student agreement continued to be Global Issues.
- Agreement level for CBE students for the Reduce, Reuse, Recycle - Self question theme were high with results greater than 90%. However CBE students showed less than 60 per cent agreement on the other question themes; Reduce, Reuse, Recycle – Other and Environment Conversations.
- Both the percentage of high school students who reported they value other cultures and the percentage of students in kindergarten to grade 9 reported to demonstrate respect and appreciation for diversity (99 percent of students achieving some strengths in this area) remained high overall.

### Targets |

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

In the 2020-21 Results 3 Monitoring Report, four indicators were based on report card data and the remaining eight indicators were tied to survey data. Report card results were very high and so, not an opportunity for growth. And as Results 3 was to be a major focus on the 2021-22 CBE Student Survey, it was determined to consider the complete data set that was to be available for 2021-22 results instead of setting targets based on two indicators.

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

## Context for Indicators |

It should be noted that report card indicators are summative in nature and represent teacher assessment of a body of evidence collected over the course of the school year and reported on in June report cards.

Conversely, the data associated with the CBE Student Survey, represents student perception data collected during a period of time. The administration of the 2021-22 Student Survey took place in the first few months of 2022, during a time where school communities and the province of Alberta were continuing to experience significant impacts due to COVID-19, including the cancellation of diploma exams, many classrooms moving to on-line learning, and high student and staff absenteeism. As well, international, national, provincial, and local events, including global conflict, political polarization, civil protests, and environmental concerns may have influenced student responses in regard to Citizenship indicators.

As such, caution is needed in any attempt to compare K-9 report card results to student survey perception data, as these are dissimilar data source. Teachers and students would have unique differences related to accurately assessing or self-assessing citizenship.

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



## Glossary of Terms |

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

## Policy |

Results 3: Each student will be a responsible citizen.

### Interpretation |

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

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



## Students will:

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

### Interpretation |

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

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

Specifically, this means that students will:

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

### Indicators |

1. Percentage of students in kindergarten-grade 9 reported to exercise their democratic rights and responsibilities within the learning community; as measured by student report cards.
2. Percentage of high school students who report that they exercise their democratic rights and responsibilities within the learning community; as indicated by the Overall Agreement of the **Learning Community Citizenship Summary Measure** from the CBE Student Survey.
3. Percentage of high school students who report that they have participated in community service, school service or volunteer work to help others; as indicated by the Overall Agreement of the **Service Summary Measure** from the CBE Student Survey.



## Students will:

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

### Interpretation |

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

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

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

### Indicators |

1. Percentage of students successfully demonstrating understanding of Social Studies issues, information and ideas; as measured by school report cards.
2. Percentage of students who report they understand what it means to be a responsible citizen in their local and national communities; as indicated by the Overall Agreement of the **Local and National Citizenship Summary Measure** from the CBE Student Survey.
3. Percentage of students who report they understand what it means to be a responsible global citizen; as indicated by the Overall Agreement of the **Global Citizenship Summary Measure** from the CBE Student Survey.

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

## Students will:

3.3 Respect and embrace diversity.

### Interpretation |

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

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

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

### Indicators |

1. Percentage of students in kindergarten-grade 9 reported to demonstrate respect and appreciation for diversity; as measured by student report cards.
2. Percentage of high school students who report they value other cultures; as indicated by the Overall Agreement of the **Embracing Culture Summary Measure** from the CBE Student Survey.
3. Percentage of high school students who report they appreciate and learn from the perspectives of others; as indicated by the Overall Agreement of the **Diversity and Inclusion Summary Measure** from the CBE Student Survey.



## Students will:

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

### Interpretation |

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

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

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

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

### Indicator |

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



## Students will:

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

### Interpretation |

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

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

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

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

### Indicators |

1. Percentages of students in kindergarten-grade 9 reported to work and collaborate effectively with others; as measured by student report cards.
2. Percentage of high school students who report they work and communicate effectively with others; as measured by the Overall Agreement of the **Collaborative Skills Summary Measure** from the CBE Student Survey.



## Monitoring Information |

### Evidence of Progress |

Board-approved indicators and targets as well as 2021-22 results, analysis and interpretation |

#### Policy 3.1

##### Indicator 1

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

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

#### All Students

Exercises democratic rights and responsibilities within the learning community <sup>2</sup> (%)					
Indicator	2017-18	2018-19	2019-20	2020-21	2021-22
<b>Exemplary Strengths</b>	34.4	34.6	36.3	40.7	39.6
<b>Evident Strengths</b>	51.4	51.7	51.5	48.9	49.3
<b>Emerging Strengths</b>	12.4	12.0	10.7	9.1	9.6
<b>Network of Support Required</b>	1.5	1.3	1.1	1.0	1.2
<b>Individual Program Plan</b>	0.3	0.4	0.4	0.3	0.3
<b>Overall Level of Success</b>	<b>98.2</b>	<b>98.3</b>	<b>98.5</b>	<b>98.7</b>	<b>98.5</b>

#### Division 1

Exercises democratic rights and responsibilities within the learning community (%)					
Indicator	2017-18	2018-19	2019-20	2020-21	2021-22
<b>Exemplary Strengths</b>	31.9	32.9	35.8	42.0	40.9
<b>Evident Strengths</b>	53.2	53.2	52.7	48.6	48.5
<b>Emerging Strengths</b>	12.9	12.0	9.9	8.0	9.0
<b>Network of Support Required</b>	1.5	1.3	0.9	0.9	1.0
<b>Individual Program Plan</b>	0.5	0.6	0.6	0.5	0.5
<b>Overall Level of Success</b>	<b>98.0</b>	<b>98.1</b>	<b>98.4</b>	<b>98.6</b>	<b>98.4</b>

<sup>2</sup> The descriptors for this stem are:

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

## Policy 3.1

### Indicator 1

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

## Division 2

Exercises democratic rights and responsibilities within the learning community (%)					
Indicator	2017-18	2018-19	2019-20	2020-21	2021-22
Exemplary Strengths	39.8	39.2	40.4	44.4	44.4
Evident Strengths	48.6	48.7	48.6	46.0	46.2
Emerging Strengths	10.1	10.7	9.8	8.5	8.2
Network of Support Required	1.1	1.0	0.8	0.8	0.8
Individual Program Plan	0.3	0.4	0.4	0.3	0.3
Overall Level of Success	98.5	98.6	98.8	98.9	98.8

## Division 3

Exercises democratic rights and responsibilities within the learning community (%)					
Indicator	2017-18	2018-19	2019-20	2020-21	2021-22
Exemplary Strengths	32.0	31.1	32.3	35.5	33.3
Evident Strengths	51.7	53.2	53.6	52.1	53.2
Emerging Strengths	14.4	13.8	12.6	11.0	11.8
Network of Support Required	1.8	1.9	1.5	1.4	1.7
Individual Program Plan	0.1	0.1	0.1	0.0	0.0
Overall Level of Success	98.1	98.1	98.5	98.6	98.3

- **Target for 2021-22:** No target set
- **Analysis**

**All Students:** For Overall Level of Success, there was a 0.2 percentage point decrease in 2021-22 after a three-year continuous increase. Similarly, Exemplary Strengths also stopped year-over-year improvement and a 1.1 percentage point decline was found this year. Both decreases were determined to be non-significant when compared to the previous three-year average results. Although the number of students achieving the Exemplary Strengths Indicator decreased in 2021-22, the number of students achieving the Evident Strengths Indicator increased compared to the corresponding result in the 2020-21 school year. To determine improvement in Network of Support Required result, the percentage of students in this category should decrease. Network of Support Required showed continued declines from

## Policy 3.1

### Indicator 1

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

2017-18 to 2020-21 while a 0.2 percentage point increase could be observed in 2021-22.

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

**Division 1:** The results were generally similar to All Students with the only one exception in Evident Strengths. In 2021-22, Division 1 students showed a 0.1 percentage point decline in Evident Strengths and the 2021-22 result was significantly lower than the previous three-year average due to a dramatic 4.1 percentage point negative growth in 2020-21.

**Division 2:** The changing pattern of Overall Level of Success results in Division 2 was similar to All Students and the Division 1 cohorts. Exemplary Strengths showed a generally upward trend over time, and it maintained the highest 44.4 per cent result in 2020-21 and 2021-22. Moreover, Evident Strengths had a 0.2 percentage point positive growth in 2021-22 after two-year declines while Emerging Strengths continued to decline for the previous three years. In addition, both results were significantly lower than the previous three-year averages by Chi-Squared test. The Network of Support Required in Division 2 maintained the lowest results in 2021-22 for the last five years.

**Division 3:** Division 3 shared the same changing pattern with All Student cohort in 2021-22. Overall Level of Success and Exemplary Strengths showed decreases while Evident Strengths showed positive growth in 2021-22.

### ■ Interpretation

CBE students continue to be involved members of their communities through acting on behalf of themselves, others and the community while also contributing to events of common concern. Report card data for the “exercises democratic rights and responsibilities within the learning community” indicator remained high at 98.5 per cent. This means that 98.5% of CBE students demonstrated emerging, evident or exemplary strengths in relation to this indicator. The 0.2 percentage point decrease in the Overall Level of Success was found to be insignificant when compared to 2020-21 report card data for this same result. The number of students achieving the Exemplary Strengths Indicator decreased, leading to an increased number of students achieving evident, emerging strengths and network of support required indicators. The number of students achieving IPP for this result remained consistent.

Overall Levels of Success were strong and comparable across all three divisions for this report card stem. Division 2 students had the smallest percentage of students achieving the Network of Support Required Indicator



### **Policy 3.1**

#### Indicator 1

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

and the highest percentage of students achieving the Exemplary Strengths Indicator when compared to other Divisions.

The percentage of students in Division 3 achieving the Exemplary Strengths Indicator was lowest across Divisions 1, 2 and 3 and a network of support was required most often in Division 3.

When considered together, these data tell a story that celebrates the strong commitment CBE students have to being active members and contributors to their learning communities. Moving forward, we can strive towards bringing Division 3 results into greater alignment with Division 1 and 2 results for this report card stem.





## Policy 3.1

### Indicator 2

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

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

Learning Community Citizenship Summary Measure					
	2017-18 <sup>3</sup>	2018-19	2019-20 <sup>4</sup>	2020-21	2021-22
Overall Sample Size	18 690	8 120	n/a	6 730	9 080
Overall Agreement (%)	59.3	57.6	n/a	59.0	55.7

Learning Community Citizenship Summary Measure by Grade					
Overall Agreement (%)	2017-18	2018-19	2019-20	2020-21	2021-22
Grade 11	59.4	56.9	n/a	59.3	57.2
Grade 12	59.1	58.3	n/a	60.7	55.6

Question Theme	Overall Agreement (%)				
	2017-18	2018-19	2019-20	2020-21	2021-22
Help Classmates	94.3	93.9	n/a	95.6	93.2
School Contribution	61.9	65.6	n/a	70.2	64.6
School Inclusivity	68.8	68.5	n/a	72.2	68.8
School Volunteerism	55.2	52.5	n/a	53.5	49.0
School Volunteer Advocacy	52.7	49.1	n/a	48.0	44.5
Community Contribution	50.4	48.5	n/a	49.5	46.4
Community Inclusivity	47.5	46.8	n/a	47.2	43.1
National/Global Contribution	49.9	48.2	n/a	49.6	48.1
National/Global Inclusivity	46.6	45.3	n/a	45.2	43.7

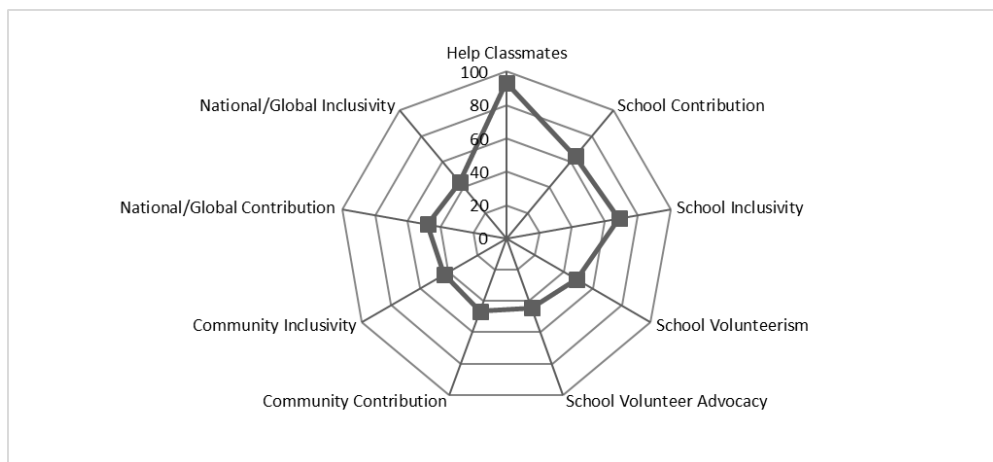
<sup>3</sup> As a result of an error in the survey program software, student results were counted twice. This has no effect on the percentage results. The sample size should be half of what is noted here.

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

## Policy 3.1

### Indicator 2

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



- **Target for 2021-22:** No target set

- **Analysis**

When compared to the previous three-year average, overall student agreement for the Learning Community Citizenship Summary Measure decreased significantly in 2021-22. The percentage of Grade 11 and Grade 12 students in agreement with this summary measure were both lower than the corresponding 2020-21 results. Grade 11 students showed a higher percentage of agreement compared to Grade 12 students in 2021-22 whereas Grade 12 students showed higher agreement levels than Grade 11 students last school year.

All survey questions asked in this measure showed decreasing levels of agreement in 2021-22. Among them, Help Classmates continued to have the highest agreement levels over time while School Volunteer Advocacy showed the most noticeable drops since 2017-18.

- **Interpretation**

The number of grade 11 and 12 high school students that perceived themselves as being involved members of their learning community decreased across all survey questions comprising CBE Student Survey's Learning Community Citizenship Summary Measure. This decrease in agreement levels was more pronounced for grade 12 students relative to grade 11 decreases. This cohort of students continued to demonstrate the strongest agreement with the Help Classmates theme within the summary measure.

## Policy 3.1

### Indicator 3

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

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

Service Summary Measure					
	2017-18 <sup>5</sup>	2018-19	2019-20 <sup>6</sup>	2020-21	2021-22
Overall Sample Size	18 184	7 933	n/a	6 530	8 848
Overall Agreement (%)	75.7	72.8	n/a	69.2	65.8

Service Summary Measure by Grade					
Overall Agreement (%)	2017-18	2018-19	2019-20	2020-21	2021-22
Grade 11	75.7	72.3	n/a	68.2	65.7
Grade 12	75.7	73.4	n/a	70.5	65.8

Question Theme	Overall Agreement (%)				
	2017-18	2018-19	2019-20	2020-21	2021-22
School Volunteerism - Frequency	71.8	69.6	n/a	65.6	62.2
Community Volunteerism - Frequency	79.7	76.1	n/a	72.7	69.3

- **Target for 2021-22:** No target set
- **Analysis**

Overall Agreement on the Service Summary Measure showed a consistent downward trend over time. In 2021-22, the agreement percentage was significantly lower than the previous three-year average. Similar drops could also be noted in each grade and question theme.

- **Interpretation**

The percentage of high school students reporting participation in community service, school service or volunteer work to help others decreased significantly in 2021-22, a continued trend since 2017-18. Decreases were more prominent for Grade 12 student agreement levels when compared to Grade 11 agreement level decreases. Grade 11 and 12 students continued

<sup>5</sup> 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.

<sup>6</sup> CBE Student Survey was not administered in 2019-20.

## **Policy 3.1**

### Indicator 3

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

to report higher participation in Community Volunteerism than School Volunteerism, consistent with previous years. Decreasing trends in this measure are expected within a pandemic context. Opportunities to participate in both community and in-school volunteer activities may have been limited, restricted or avoided as a result COVID-19 safety measures and health concerns over the course of the 2021-22 school year. As opportunities for volunteerism increase moving forward, we can hope to see an increase the percentage of high school students participating in this type of service.



## Policy 3.2

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

### Policy 3.2

#### Indicator 1

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

Students demonstrating understanding of Social Studies issues, information and ideas (%)				
2017-18	2018-19	2019-20	2020-21	2021-22
94.7	95.0	96.2	95.5	94.2

- **Target for 2021-22:** No target set

- **Analysis**

After a two-year increase in Social Studies report card grades from 2017-18 to 2019-20, student achievement in Social Studies showed year-over-year declines for the last two years. Specifically, a decrease of 1.3 percentage points was observed when 2021-22 report card data were compared to 2020-21 report card data. The percentage of students demonstrating understanding of Social Studies issues, information and ideas on report cards dropped to 94.2 per cent in 2021-22, which was the lowest result in five years.

- **Interpretation**

While the percentage of students achieving success in understanding Social Studies issues, information and ideas decreased in the 2021-22 school year, overall student achievement in Social Studies continued to be an area of strength for CBE students with over 94 per cent of students experiencing success. Student achievement in Social Studies was lowest in 2021-22 compared to the previous four years. There are many variables that may have contributed to this five-year low ranging from teacher assessment practices, the specific learning profiles of students in this cohort, and attendance impacts due to the ongoing pandemic. While these report card grades show a five-year achievement low, Social Studies report card grades remain strong and comparable year over year.

## Policy 3.2

### Indicator 2

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

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

Local and National Citizenship Summary Measure					
	2017-18 <sup>7</sup>	2018-19	2019-20 <sup>8</sup>	2020-21	2021-22
Overall Sample Size	74 520	n/a	n/a	n/a	36 573
Overall Agreement (%)	89.9	n/a	n/a	n/a	89.0

Local and National Citizenship Summary Measure					
Overall Agreement (%)	2017-18	2018-19	2019-20	2020-21	2021-22
Grade 5	92.7	n/a	n/a	n/a	91.3
Grade 6	91.0	n/a	n/a	n/a	90.8
Grade 8	89.0	n/a	n/a	n/a	88.5
Grade 9	88.5	n/a	n/a	n/a	89.0
Grade 11	89.2	n/a	n/a	n/a	88.4
Grade 12	89.1	n/a	n/a	n/a	89.0

Question Theme	Overall Agreement (%)				
	2017-18	2018-19	2019-20	2020-21	2021-22
Obey the Law	94.5	n/a	n/a	n/a	94.5
Responsibility	97.3	n/a	n/a	n/a	97.3
Helpful	95.9	n/a	n/a	n/a	95.7
Curious About Others in Canada	71.4	n/a	n/a	n/a	66.0
Indigenous Understanding	91.1	n/a	n/a	n/a	91.9

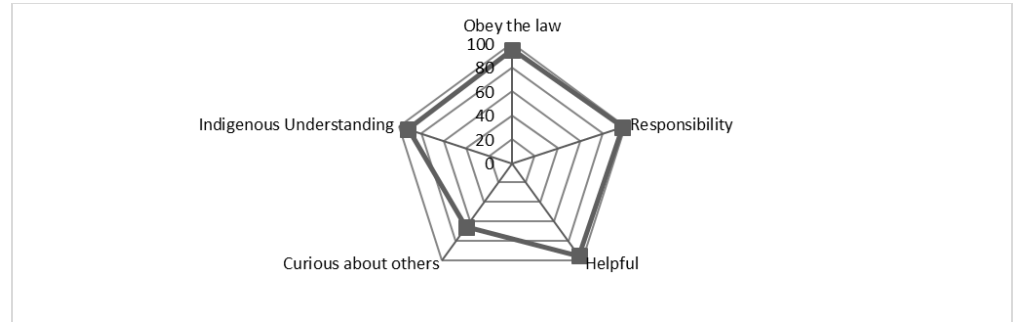
<sup>7</sup> As a result of an error in the survey program software, student results were counted twice. This has no effect on the percentage results. The sample size should be half of what is noted here.

<sup>8</sup> CBE Student Survey was not administered in 2019-20.

## Policy 3.2

### Indicator 2

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



- **Target for 2021-22:** No target set

- **Analysis**

Students showed 89.0 per cent overall agreement on this measure in 2021-22. Across grades, Grade 5 and Grade 6 students had higher percentages of agreement than students in higher grades. While students showed high agreement levels toward most of the questions within this measure, they displayed significantly lower agreement concerning their interests about other people's lives in Canada. When looking at this specific survey question in greater detail, Grade 8 students showed the lowest agreement around 60 per cent while Grade 5 and Grade 12 students showed relatively higher agreement levels that were above 70 per cent.

Note | Grade specific data for the Curious About Others in Canada survey question referenced are not shown in the tables above.

- **Interpretation**

The percentage of students who reported they understand what it means to be a responsible citizen in their local and national communities continued to be high (89 per cent) in the 2021-22 school year. Elementary aged students (grade 5 and 6) agreed more strongly to survey questions within this measure compared to students in grades 8 through 12. Consistent with student perceptions in 2017-18, students agreed most strongly (97.3%) with the Responsibility question theme compared to other Question themes. The lowest student agreement levels continued to be in relation to the Curious About Others in Canada question theme (66% agreement) and this was a 5.4 percentage point decrease in agreement levels when compared to student agreement levels to this same Question theme in 2017-18.

**Policy 3.2**

**Indicator 3**

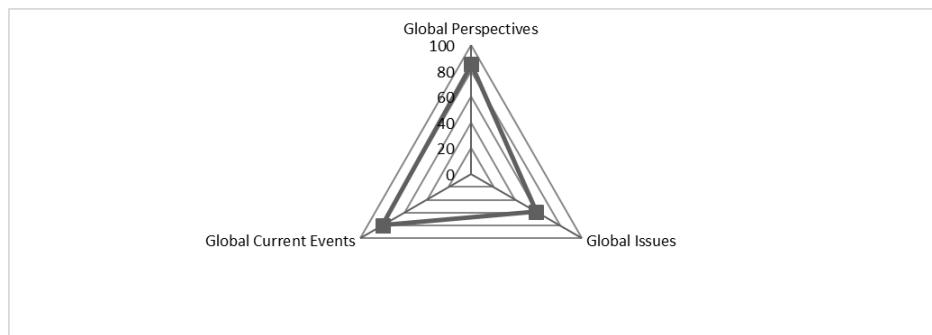
Percentage of students who report they understand what it means to be a responsible global citizen; as indicated by the Overall Agreement of the **Global Citizenship Summary Measure** from the CBE Student Survey.

3. Percentage of students who report they understand what it means to be a responsible global citizen; as indicated by the Overall Agreement of the **Global Citizenship Summary Measure** from the CBE Student Survey.

Global Citizenship Summary Measure					
	2017-18 <sup>9</sup>	2018-19	2019-20 <sup>10</sup>	2020-21	2021-22
Overall Sample Size	70 220	n/a	n/a	n/a	33 802
Overall Agreement (%)	75.6	n/a	n/a	n/a	74.6

Global Citizenship Summary Measure					
Overall Agreement (%)	2017-18	2018-19	2019-20	2020-21	2021-22
Grade 5	76.1	n/a	n/a	n/a	73.6
Grade 6	71.6	n/a	n/a	n/a	71.2
Grade 8	78.4	n/a	n/a	n/a	69.9
Grade 9	69.9	n/a	n/a	n/a	73.4
Grade 11	78.1	n/a	n/a	n/a	78.6
Grade 12	79.5	n/a	n/a	n/a	80.3

Question Theme	Overall Agreement (%)				
	2017-18	2018-19	2019-20	2020-21	2021-22
Global Perspectives	85.4	n/a	n/a	n/a	85.4
Global Issues	60.4	n/a	n/a	n/a	58.7
Global Current Events	75.0	n/a	n/a	n/a	79.8



<sup>9</sup> 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.

<sup>10</sup> CBE Student Survey was not administered in 2019-20.



## Policy 3.2

### Indicator 3

Percentage of students who report they understand what it means to be a responsible global citizen; as indicated by the Overall Agreement of the **Global Citizenship Summary Measure** from the CBE Student Survey.

- **Target for 2021-22: No target set**

- **Analysis**

In 2021-22, Global Citizenship Summary Measure received 74.6 per cent overall agreement. Within grades, Grade 12 students showed the highest degree of agreement while Grade 8 students had the lowest percentage of agreement. Specifically, less than 60 per cent of students agreed on Global Issues question in this measure.

- **Interpretation**

The overall percentage of high school students who reported they understand what it means to be a responsible global citizen was 74.6 per cent, this represents overall lower student agreement, a 14.4 percentage point difference when compared to the Local and National citizenship Summary Measure. The specific question theme with the lowest levels of student agreement continued to be Global Issues and student agreement for this question theme decreased compared to 2017-18 by 1.7 percentage points while Global Perspectives and Global Current Event question themes agreement levels were maintained or increased compared to 2017-18 results. Students in lower grade levels (5,6,8) showed decreases in agreement levels whereas students in higher grades (9,11,12) showed increases in agreement levels for this summary measure when compared to 2017-18 student perception data.



## Policy 3.3

### Policy 3.3

#### Indicator 1

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

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

#### All Students

Demonstrate respect and appreciation for diversity <sup>11</sup> (%)					
Indicator	2017-18	2018-19	2019-20	2020-21	2021-22
<b>Exemplary Strengths</b>	41.1	41.0	43.4	48.5	47.3
<b>Evident Strengths</b>	49.8	50.0	49.2	45.5	45.5
<b>Emerging Strengths</b>	8.0	7.9	6.6	5.3	6.2
<b>Network of Support Required</b>	0.9	0.8	0.7	0.6	0.8
<b>Individual Program Plan</b>	0.2	0.3	0.2	0.1	0.2
<b>Overall Level of Success</b>	<b>98.9</b>	<b>98.9</b>	<b>99.2</b>	<b>99.3</b>	<b>99.0</b>

#### Division 1

Demonstrate respect and appreciation for diversity (%)					
Indicator	2017-18	2018-19	2019-20	2020-21	2021-22
<b>Exemplary Strengths</b>	37.7	38.9	43.0	50.4	49.4
<b>Evident Strengths</b>	53.2	52.3	50.0	44.3	44.5
<b>Emerging Strengths</b>	8.0	7.7	6.1	4.6	5.2
<b>Network of Support Required</b>	0.8	0.7	0.5	0.5	0.6
<b>Individual Program Plan</b>	0.3	0.4	0.4	0.2	0.2
<b>Overall Level of Success</b>	<b>98.9</b>	<b>98.9</b>	<b>99.1</b>	<b>99.3</b>	<b>99.1</b>

<sup>11</sup> The descriptors for this stem are:

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



## Policy 3.3

### Indicator 1

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

## Division 2

Demonstrate respect and appreciation for diversity (%)					
Indicator	2017-18	2018-19	2019-20	2020-21	2021-22
<b>Exemplary Strengths</b>	46.7	46.1	47.6	51.8	52.0
<b>Evident Strengths</b>	45.6	46.2	45.3	42.6	41.9
<b>Emerging Strengths</b>	6.8	6.9	6.2	5.0	5.4
<b>Network of Support Required</b>	0.7	0.7	0.6	0.5	0.5
<b>Individual Program Plan</b>	0.2	0.2	0.3	0.1	0.2
<b>Overall Level of Success</b>	<b>99.1</b>	<b>99.2</b>	<b>99.1</b>	<b>99.4</b>	<b>99.3</b>

## Division 3

Demonstrate respect and appreciation for diversity (%)					
Indicator	2017-18	2018-19	2019-20	2020-21	2021-22
<b>Exemplary Strengths</b>	40.2	38.1	39.1	43.0	40.5
<b>Evident Strengths</b>	49.2	50.8	52.5	49.7	50.2
<b>Emerging Strengths</b>	9.4	9.9	7.5	6.4	8.1
<b>Network of Support Required</b>	1.2	1.2	1.0	0.9	1.2
<b>Individual Program Plan</b>	0.0	0.0	0.1	0.0	0.0
<b>Overall Level of Success</b>	<b>98.8</b>	<b>98.8</b>	<b>99.1</b>	<b>99.1</b>	<b>98.8</b>

- **Target for 2021-22:** No target set

- **Analysis**

**All Students:** Overall Level of Success stopped consecutive improvement from 2017-18 to 2020-21 and dropped to 99 per cent in 2021-22. Similarly, Exemplary Strengths got the highest result in 2020-21 and decreased to 47.3 per cent this year. Moreover, as compared to the previous three-year averages, both results were not significantly lower. After a two-year decrease, Evident Strengths kept the lowest 45.5 per cent results for the previous two years. To determine improvement in Network of Support Required, the percentage of students in this category should decrease. However, the percentage in this indicator increased in 2021-22. Based on the Chi-Square test, the increase was non-significant.



### Policy 3.3

#### Indicator 1

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

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

**Division 1:** Similar to the results for All Students, Overall Level of Success in Division 1 showed a generally upward trend within the previous five years, reaching the highest 99.3 per cent in 2020-21 and dropping to 99.1 per cent result in 2021-22. Moreover, Exemplary Strengths had three-year consecutive improvement and reached the highest 50.4 per cent in 2020-21. Additionally, the results of Network of Support Required showed a general decreasing pattern except for 0.1 percentage point increase in 2021-22.

**Division 2:** The Overall Level of Success in Division 2 fluctuated over time. A 0.1 percentage point decline could be observed in 2021-22 but it was not statistically significant in comparison to three-year average result. Exemplary Strengths showed a continuous increasing pattern for the previous three years and reached the highest 52.0 per cent in 2021-22. However, Evident Strengths decreased significantly due to the three-year decline from 2019-20 to 2021-22. In terms of the results of Network of Support Required, it kept the lowest result for the last two years.

**Division 3:** Division 3 showed similar patterns to the All Students cohort.

#### ■ Interpretation

The percentage of students in kindergarten to grade 9 reported to demonstrate respect and appreciation for diversity remained high overall with 99 percent of students achieving some strengths in this area. This Overall Level of Success was determined through identifying the total percentage of students achieving Emerging, Evident or Exemplary strengths. These system report card measures are also used at the school level as indicators of improvement tied to Well-Being. For example, six CBE schools identified this report card measure as a school development plan measure intended to show incremental progress towards school-specific well-being goals. This is evidence of alignment between CBE's Education Plan, school development plans and results reporting.



### Policy 3.3

#### Indicator 2

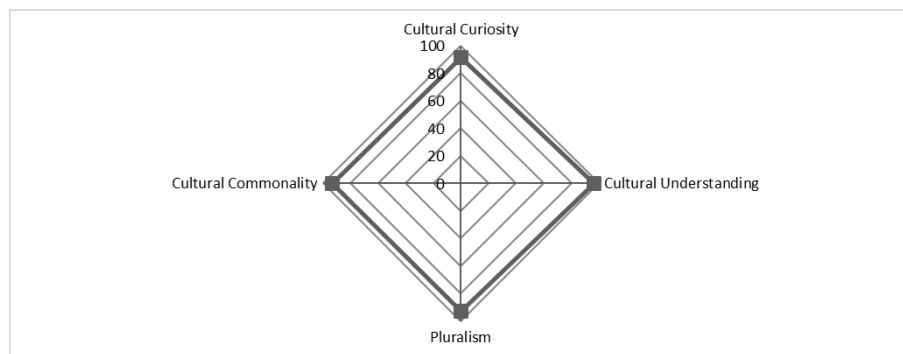
Percentage of high school students who report they value other cultures; as indicated by the Overall Agreement of the **Embracing Culture Summary Measure** from the CBE Student Survey.

2. Percentage of high school students who report they value other cultures; as indicated by the Overall Agreement of the **Embracing Culture Summary Measure** from the CBE Student Survey.

Embracing Culture Summary Measure					
	2017-18 <sup>12</sup>	2018-19	2019-20 <sup>13</sup>	2020-21	2021-22
Overall Sample Size	18 740	n/a	n/a	n/a	9 024
Overall Agreement (%)	93.3	n/a	n/a	n/a	93.4

Embracing Culture Summary Measure					
Overall Agreement (%)	2017-18	2018-19	2019-20	2020-21	2021-22
Grade 11	93.0	n/a	n/a	n/a	93.4
Grade 12	93.6	n/a	n/a	n/a	93.5

Question Theme	Overall Agreement (%)				
	2017-18	2018-19	2019-20	2020-21	2021-22
Cultural Curiosity	91.8	n/a	n/a	n/a	91.5
Cultural Understanding	95.6	n/a	n/a	n/a	96.2
Pluralism	92.4	n/a	n/a	n/a	92.6
Cultural Commonality	93.3	n/a	n/a	n/a	93.4



- **Target for 2021-22:** No target set

<sup>12</sup> 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.

<sup>13</sup> CBE Student Survey was not administered in 2019-20.

### Policy 3.3

#### Indicator 2

Percentage of high school students who report they value other cultures; as indicated by the Overall Agreement of the **Embracing Culture Summary Measure** from the CBE Student Survey.

- **Analysis**

Overall student agreement to the suite of questions comprising the **Embracing Culture Summary Measure** on the CBE Student Survey was 93.4 per cent in 2021-22. Grade 12 student agreement levels were a 0.1 percentage point higher than Grade 11 student agreement levels. All questions asked in this measure resulted in strong student agreement levels, and Culture Understanding (96.2%) and Cultural Curiosity (91.5) had both the highest and lowest agreement levels respectively.

- **Interpretation**

The percentage of high school students who reported they value other cultures remained high in 2021-22. Compared to overall agreement levels on this same measure in 2017-18, a 0.1 percentage point increase is evident, suggesting relatively stable and consistent agreement levels. When student agreement levels to specific question themes are compared to 2017-18 results, three of the four question themes experienced an increase in agreement while Cultural Curiosity showed a 0.3 percentage point decrease. Generally speaking, CBE students in grades 11 and 12 continue to show a strong and sustained commitment to embracing cultures other than their own and we can continue to explore ways to improve opportunities for high school students to build capacity in the area of Cultural Curiosity moving forward.

### Policy 3.3

#### Indicator 3

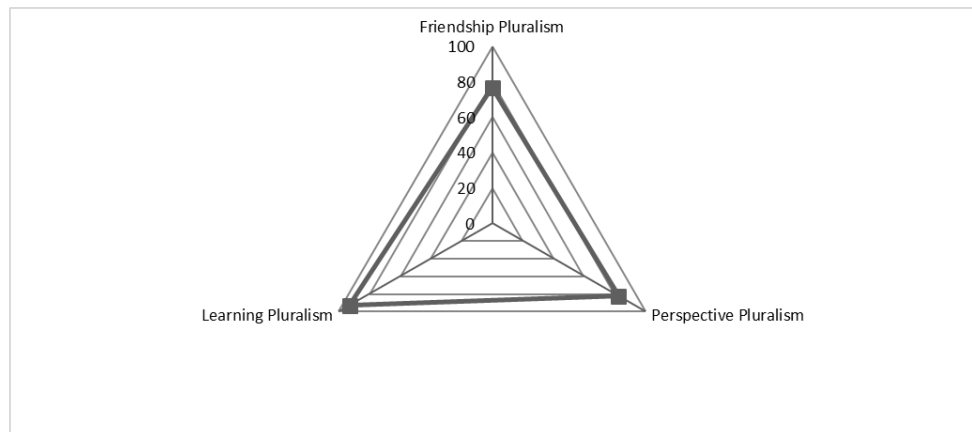
Percentage of high school students who report they appreciate and learn from the perspectives of others; as indicated by the Overall Agreement of the **Diversity and Inclusion Summary Measure** from the CBE Student Survey.

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

Diversity and Inclusion Summary Measure					
	2017-18 <sup>14</sup>	2018-19	2019-20 <sup>15</sup>	2020-21	2021-22
Overall Sample Size	17 746	n/a	n/a	n/a	8 680
Overall Agreement (%)	86.0	n/a	n/a	n/a	84.1

Diversity and Inclusion Summary Measure					
Overall Agreement (%)	2017-18	2018-19	2019-20	2020-21	2021-22
Grade 11	86.6	n/a	n/a	n/a	84.0
Grade 12	85.3	n/a	n/a	n/a	84.8

Question Theme	Overall Agreement (%)				
	2017-18	2018-19	2019-20	2020-21	2021-22
Friendship Pluralism	81.5	n/a	n/a	n/a	76.8
Perspective Pluralism	84.0	n/a	n/a	n/a	82.6
Learning Pluralism	92.9	n/a	n/a	n/a	93.0



<sup>14</sup> 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.

<sup>15</sup> CBE Student Survey was not administered in 2019-20.

## Policy 3.3

### Indicator 3

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

- **Target for 2021-22:** No target set

- **Analysis**

In terms of Diversity and Inclusion Summary Measure, CBE students showed 84.1 per cent overall agreement in 2021-22 and the percentage in Grade 12 was 0.8 percentage points higher than Grade 11. Among different questions themes, students performed highest agreement in Learning Pluralism while the lowest percentage of agreement was found in the Friendship Pluralism question theme.

- **Interpretation**

Overall, 84.1 per cent of high school students reported they appreciate and learn from the perspectives of others in the 2021-22 school year. Agreement levels were comparable in grades 11 and 12, as there was less than one percentage point difference in agreement levels between grade levels. When student agreement levels to specific question themes were compared to 2017-18 results, Learning Pluralism experienced a small increase in agreement levels while Perspective and Friendship Pluralism showed decreases in student agreement. While most grade 11 and 12 students perceive themselves as capable of learning and appreciating new perspectives, the Friendship Pluralism question theme yielded the lowest student agreement levels when different question theme results were compared. This may be an area worthy of further exploration moving forward.





### Policy 3.4

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

#### Policy 3.4

##### Indicator 1

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

Environmental Stewardship Summary Measure					
	2017-18 <sup>16</sup>	2018-19	2019-20 <sup>17</sup>	2020-21	2021-22
Overall Sample Size	74 044	n/a	n/a	n/a	34 245
Overall Agreement (%)	67.1	n/a	n/a	n/a	63.8

Environmental Stewardship Summary Measure					
Overall Agreement (%)	2017-18	2018-19	2019-20	2020-21	2021-22
Grade 5	76.1	n/a	n/a	n/a	73.6
Grade 6	69.7	n/a	n/a	n/a	67.1
Grade 8	61.4	n/a	n/a	n/a	58.5
Grade 9	60.1	n/a	n/a	n/a	59.5
Grade 11	66.8	n/a	n/a	n/a	64.4
Grade 12	68.4	n/a	n/a	n/a	65.6

Question Theme	Overall Agreement (%)				
	2017-18	2018-19	2019-20	2020-21	2021-22
Environment Conversations	48.3	n/a	n/a	n/a	44.7
Reduce, Reuse, Recycle - Self	91.5	n/a	n/a	n/a	91.1
Reduce, Reuse, Recycle - Others	61.0	n/a	n/a	n/a	55.6

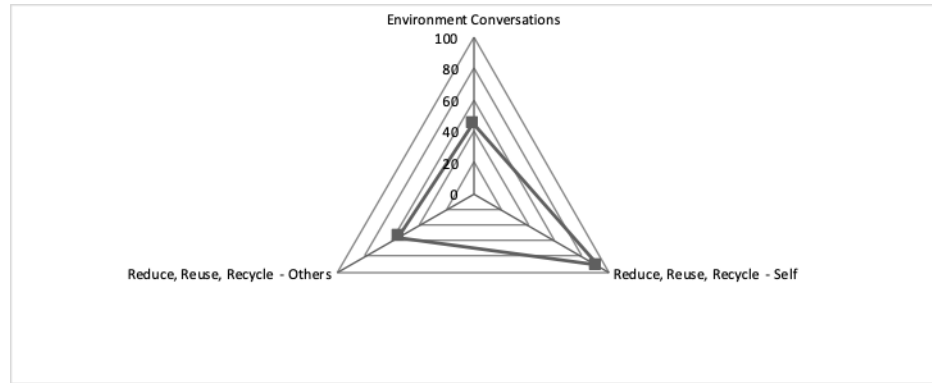
<sup>16</sup> As a result of an error in the survey program software, student results were counted twice. This has no effect on the percentage results. The sample size should be half of what is noted here.

<sup>17</sup> CBE Student Survey was not administered in 2019-20.

## Policy 3.4

### Indicator 1

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



- **Target for 2021-22:** No target set
- **Analysis**

An overall 63.8 per cent agreement was observed in 2021-22. Across grades, Grade 5 students showed the highest 73.6 per cent agreement while only 58.5 per cent of Grade 8 students agreed on the questions in this measure. Except for Reduce, Reuse, Recycle - Self question theme with a results greater than 90%, CBE students showed less than 60 per cent agreement results on the other question themes.

- **Interpretation**

The overall percentage of grade 11 and 12 students who reported they take action to protect the environment and use resources responsibly was only 63.8 per cent in 2021-22. When these student perception data results are disaggregated by grade level, grade 8 and 9 students showed the lowest levels agreement at 58.5 and 59.5 respectively. Whereas grade 5 and 6 student agreement levels were highest at 73.6 and 67.1 respectively. When different question themes are considered, a high percentage of students agreed with the Except for Reduce, Reuse, Recycle - Self theme (91.1 per cent) while Reduce, Reuse, Recycle – Other and Environment Conversations questions yielded much lower agreement levels.



## Policy 3.5

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

### Policy 3.5

#### Indicator 1

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

#### All Students

Works and collaborates effectively with others <sup>18</sup> (%)					
Indicator	2017-18	2018-19	2019-20	2020-21	2021-22
<b>Exemplary Strengths</b>	32.5	33.1	34.3	39.0	37.6
<b>Evident Strengths</b>	48.3	48.6	49.4	47.2	47.0
<b>Emerging Strengths</b>	16.2	15.4	14.0	11.8	13.2
<b>Network of Support Required</b>	2.4	2.1	1.6	1.4	1.7
<b>Individual Program Plan</b>	0.7	0.8	0.7	0.5	0.5
<b>Overall Level of Success</b>	<b>97.0</b>	<b>97.1</b>	<b>97.7</b>	<b>98.0</b>	<b>97.8</b>

#### Division 1

Works and collaborates effectively with others (%)					
Indicator	2017-18	2018-19	2019-20	2020-21	2021-22
<b>Exemplary Strengths</b>	31.0	32.0	33.6	40.8	39.0
<b>Evident Strengths</b>	49.1	49.7	50.0	46.2	46.3
<b>Emerging Strengths</b>	16.6	15.3	13.8	10.9	12.4
<b>Network of Support Required</b>	2.4	2.0	1.6	1.3	1.5
<b>Individual Program Plan</b>	0.9	1.1	1.0	0.8	0.8
<b>Overall Level of Success</b>	<b>96.7</b>	<b>97.0</b>	<b>97.4</b>	<b>97.9</b>	<b>97.7</b>

<sup>18</sup> The descriptors for this stem are:

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



## Policy 3.5

### Indicator 1

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

## Division 2

Works and collaborates effectively with others (%)					
Indicator	2017-18	2018-19	2019-20	2020-21	2021-22
<b>Exemplary Strengths</b>	36.0	36.0	37.4	41.1	40.7
<b>Evident Strengths</b>	46.3	46.7	47.0	45.4	45.3
<b>Emerging Strengths</b>	14.8	14.6	13.3	11.7	12.0
<b>Network of Support Required</b>	2.1	1.9	1.5	1.1	1.4
<b>Individual Program Plan</b>	0.8	0.8	0.8	0.7	0.7
<b>Overall Level of Success</b>	<b>97.1</b>	<b>97.3</b>	<b>97.7</b>	<b>98.2</b>	<b>98.0</b>

## Division 3

Works and collaborates effectively with others (%)					
Indicator	2017-18	2018-19	2019-20	2020-21	2021-22
<b>Exemplary Strengths</b>	30.7	30.7	31.7	35.0	33.0
<b>Evident Strengths</b>	49.3	49.7	51.4	50.1	49.4
<b>Emerging Strengths</b>	17.1	16.7	15.0	12.9	15.4
<b>Network of Support Required</b>	2.7	2.8	1.8	1.8	2.1
<b>Individual Program Plan</b>	0.1	0.1	0.1	0.1	0.1
<b>Overall Level of Success</b>	<b>97.1</b>	<b>97.1</b>	<b>98.1</b>	<b>98.0</b>	<b>97.8</b>

- **Target for 2021-22:** No target was set

- **Analysis**

**All Students:** The Overall Level of Success and Exemplary Strengths shared the same change pattern over time. Both of the results declined in 2021-22 after three-year continuous improvement, but the decreases were not statistically significant. Moreover, as compared to the previous three-year average, the 2021-22 Evident Strengths result was significantly lower.

To determine improvement in Network of Support Required, the percentage of students in this category should decrease. Network of Support Required kept year-over-year decreases except for 2021-22.

Note that students in the IPP category for any indicator is not based on lack of success, but rather their exceptionality. Students in this category will not be assessed against the same criteria as other students and they have

## Policy 3.5

### Indicator 1

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

individualized goals based on their exceptionality. The only way to measure their success is to look at their IPP goal through IRIS.

**Division 1:** Division 1 shared a similar pattern to All Students cohort with the only one exception in Evident Strengths. After a noticeable 3.8 percentage point decrease in 2020-21, Evident Strengths result showed a 0.1 percentage point improvement in 2021-22.

**Division 2:** Measures for Division 2 showed similar patterns to those surfaced in the All Students.

**Division 3:** The Overall Level of Success and Evident Strengths experienced continuous negative growth for the last two years but they were not statistically significant. Additionally, Exemplary Strengths showed a 2.0 percentage point decline in 2021-22 after a three-year improvement.

After maintaining the lowest 1.8 per cent result from 2019-20 to 2020-21, Network of Support Required had a 0.3 percentage point increase in 2021-22.

#### ■ Interpretation

The percentage of students in kindergarten through grade 9 that reported to work and collaborate effectively with others remained high with 97.8 per cent of students demonstrating some strength (Emerging, Evident or Exemplary) in this area, as measured by report cards. While the Overall Level of Success decreased by 0.2 percentage points compared to 2020-21 report card data, this was not considered a significant decline.

Division 2 students continued to demonstrate the highest Overall Level of Success and highest levels of Exemplary Strengths when compared to other Divisions. A network of support was required more often to support Division 3 students in working and collaborating effectively with others. Whereas, Division 2 students continued to require a network of support least often to communicate and collaborate effectively with others, compared to other Divisions.



## Policy 3.5

### Indicator 2

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

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

Collaborative Skills Summary Measure					
	2017-18 <sup>19</sup>	2018-19	2019-20 <sup>20</sup>	2020-21	2021-22
Overall Sample Size	18 628	n/a	n/a	n/a	8 920
Overall Agreement (%)	92.6	n/a	n/a	n/a	89.5

Collaborative Skills Summary Measure					
Overall Agreement (%)	2017-18	2018-19	2019-20	2020-21	2021-22
Grade 11	92.4	n/a	n/a	n/a	89.3
Grade 12	92.7	n/a	n/a	n/a	89.9

Question Theme	Overall Agreement (%)				
	2017-18	2018-19	2019-20	2020-21	2021-22
Cooperation	95.0	n/a	n/a	n/a	93.2
Decision-Making	92.2	n/a	n/a	n/a	90.4
Social Expectations	92.4	n/a	n/a	n/a	86.3
Democratic	91.6	n/a	n/a	n/a	90.3
Group Communication	88.3	n/a	n/a	n/a	82.5
Group Respect	95.8	n/a	n/a	n/a	94.3

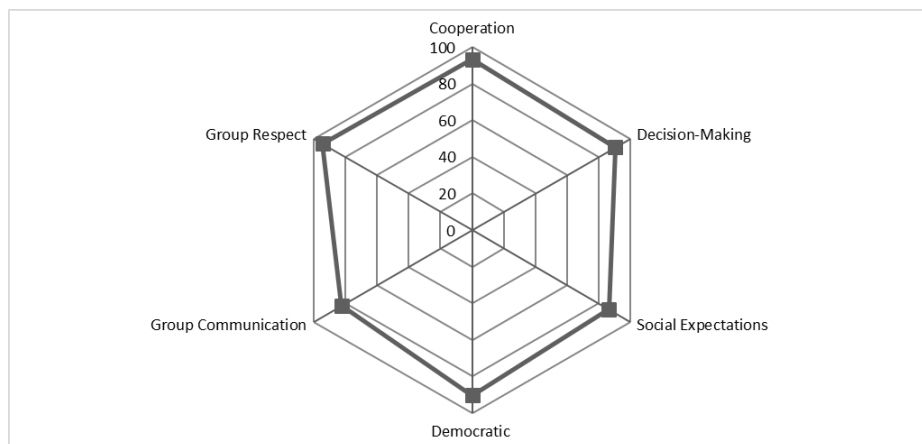
<sup>19</sup> As a result of an error in the survey program software, student results were counted twice. This has no effect on the percentage results. The sample size should be half of what is noted here.

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

## Policy 3.5

### Indicator 2

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



- **Target for 2021-22:** No target set

- **Analysis**

The overall agreement on the Collaborative Skills Summary Measure was 89.5 per cent in 2021-22. Grade 12 students showed higher percentage of agreement than Grade 11 students with a difference of 0.6 percentage points. Additionally, students showed high agreement levels across different questions within the measure.

- **Interpretation**

A high overall percentage (89.5 per cent) of grade 11 and 12 students reported that they work and communicate effectively with others on the 2021-22 CBE Student Survey. Agreement levels were comparable across the two grade levels and the grade 12 students agreed to a greater degree than grade 11 students. When agreement levels in 2021-22 are compared to those in 2017-18, decreases in the percentage of students agreeing are evident across all question themes for this measure. In alignment with 2017-18 results, Group Respect and Cooperation maintained the highest levels of agreements compared to all other question themes. Decreases in agreement were most evident for Question themes Social Expectations and Group Communication when 2021-22 survey results were compared to 2017-18 CBE Student Survey results. Decreases in these specific areas can possibly be attributed to the impact of a global pandemic on student perceptions about these themes at school.



## Overall Summary |

- **Celebrate**

- Across divisions and report card indicators, most K-9 CBE students demonstrated strengths. In particular, Division 2 students consistently had the smallest percentage of students achieving the Network of Support Required Indicator and the highest percentage of students achieving the Exemplary Strengths Indicator.
- Most grade 11 and 12 students continued to be in agreement with CBE Student Survey question theme Help Classmates within the **Learning Community Citizenship Summary Measure**.
- When compared to other question themes in CBE Student Survey's **Local and National Citizenship Summary Measure** student agreement levels for the question theme Indigenous Understanding increased compared to 2017-18 results while other question themes remained the same or decreased.
- High school students continued to be in strong agreement to CBE Student Survey questions related to the **Embracing Culture Summary Measure**.

- **Areas of Growth**

- Across report card stems, the percentage of students in Division 3 achieving the Exemplary Strengths Indicator was consistently lower and a network of support was required more often compared to Divisions 1 and 2.
- In alignment with previous years' results, question themes related to inclusivity on the **Learning Community Citizenship Summary Measure** showed distinct variation in agreement in that School Inclusivity questions had much higher agreement levels than Global/Community Inclusivity questions on which less than half of grade 11 and 12 students were in agreement.
- When compared to other question themes in CBE Student Survey's **Local and National Citizenship Summary Measure** student agreement levels were lowest for the Curious About Others in Canada question theme.
- Less than 60 per cent of grade 11 and 12 students report they understand what it means to be a responsible global citizen within the Global Issues question theme on the CBE Student Survey.
- Overall student agreement Levels were lowest for both the **Learning Community Citizenship Summary** and the **Measure Environmental Stewardship Summary Measure** on the CBE Student Survey.





## Building Capacity |

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

### Professional Learning

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

- All school and service unit staff will participate in Maatoomsii'Pookaiks (Children First), the system-wide Indigenous Education Professional Day of Learning, focused on building and applying foundational knowledge of First Nations, Métis, and Inuit ways of being, belonging, doing and knowing. The theme for the 2022-23 school year is Truth and Reconciliation.
- School and service unit staff will be invited to participate in multiple professional learning sessions throughout the school year to build their capacity in implementing the *Indigenous Education Holistic Lifelong Learning Framework* (including Indigenous land-based learning, working with Elders and Knowledge Keepers, and acknowledging the land) in their work on behalf of students.
- School-based and service unit leaders will engage in further professional learning opportunities aimed at enhancing their understanding of anti-racist strategies, diversity and inclusion.
- School administrators and teachers will enhance their understanding of English language learners' (ELLs) culture and cultural identity, language proficiency, learner profile and interest and readiness levels within a welcoming, caring, respectful, safe and inclusive learning environment.
- Middle years teachers and school administrators are participating in system-wide professional learning sessions with a focus on middle level learner identity that include both the science and social studies disciplines through the lens of disciplinary literacy and interdisciplinary work in to deepen their understanding of the social studies and science disciplines.
- Social studies and science high school learning leaders are engaging in a professional learning series to deepen their understanding of assessment practices and learning outcomes.

### Structures & Processes

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

- Increase opportunities for students in bilingual and immersion programs, focused on extending their language and culture learning beyond the classroom. For example:
  - intensive language camps or experiences – elementary/middle school.
  - reciprocal exchange program with French speaking students in Quebec - junior high school.

- reciprocal exchange program in a country of the target language or with school learning the target language – high school
- Review of CBE attendance codes to be more inclusive of self-identified Indigenous students' traditional practices.
- Lead anti-racism, diversity and inclusion actions through new School Improvement portfolio to continue to advance equity and inclusion.
- Support staff in anti-racist strategies and actions through Diversity and Inclusion specialist to continue to advance equity and inclusion.
- Design and implement a system plan to hold space for Indigenous student voice in our planning and implementation of actions to support their success.
- Expand on the implementation of CBE's Land Acknowledgment to support individual staff members across schools and service units to identify actions in support of Truth and Reconciliation through Education.
- Action school-based Truth and Reconciliation (TRC) Commitments to acknowledge and support the implementation of the *Truth and Reconciliation Commission of Canada: Calls to Action*.
- Develop partnerships with international organizations whose mandate is to support language and culture learning (e.g., Instituto Cervantes, Alliance Française, Hanban, Goethe Institute) for authentic student learning experiences.
- Renewal of a reciprocal international homestay program to support the international or national language and culture experience for students in bilingual and immersion programs.
- Work with Indigenous Elder Advisory Council focused on learning and working together to implement the *Indigenous Education Holistic Lifelong Learning Framework*.
- Hire a social studies specialist and a science specialist to support system work related to new curriculum, middle years learner identity, high impact strategies, and outcomes-based assessment, focused specifically on these two subject disciplines.
- Middle years teachers and school administrators utilize system-created professional learning content packages that include social studies and science outcomes related to high impact strategies to deepen their understanding of learning outcomes.
- K-6 teachers and school administrators utilize system-created professional learning content packages and resources that include social studies and science content related to deepen their understanding of learning outcomes.

## Resources

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

- Purchase key resources for all leaders aimed at deepening their ability to lead anti-racism, diversity and inclusion.

- Design a resource and tools focused on supporting schools to gather and action Indigenous student voice.
- Refine, design and share video and print resources throughout the school year to highlight and support schools with acknowledging significant events (e.g., Secret Path Week, Métis Week, Indigenous Veteran’s Day, Solstice/Equinox, National Indigenous Peoples Day).
- Develop new partnerships with Indigenous community agencies focused on providing cultural resources and supports to students, families and staff.
- Develop an Indigenous Elders, Knowledge Keepers and Community Supports Roster to support schools and service units with accessing, learning and working with the Indigenous community.
- Create a Diversity and Inclusion Newsletter four times a year that highlights diverse texts and resources in order to support teachers when planning.
- Design a toolkit to support schools in planning tasks that are culturally appreciative so that students see their cultures represented within the texts and resources selected.

## Targets |

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

Four indicators in Results 3 are based on report card data and the remaining eight indicators are tied to survey data. The report card results are continue to be very high and so, not an opportunity for growth. Since Results 3 will not be a major focus on the 2022-23 CBE Student Survey, instead of setting targets based on a limited data set, we would need to wait until we have a full data set from survey results again to provide comparative analysis.

It is for these reasons no targets have been set for 2022-23 in this report.

## APPENDIX

Appendix I: Results 3 | CBE Student Survey Questions & 2021-22 Results



## Results 3 | CBE Student Survey Questions & 2021-22 Results

### appendix

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

#### Policy 3.1

##### Indicator 2 – Learning Community Citizenship Summary Measure

Question	Overall Achievement (%)
1   [11,12] When a classmate needs help, I help them.	93.2
2   [11,12] When there is a decision in my school that will impact students, I contribute my ideas to the discussion.	64.6
3   [11,12] When there is a decision in my school that will impact students, I encourage others to share their ideas.	68.8
4   [11,12] When there's an opportunity to volunteer within my school to help others, I join in.	49.0
5   [11,12] When there's an opportunity to volunteer within my school to help others, I try to get others to join in.	44.5
6   [11,12] When my school organizes an activity to help others in our local community, I join in.	46.4
7   [11,12] When my school organizes an activity to help others in our local community, I try to get others to join in.	43.1
8   [11,12] When my school organizes an activity to help others nationally or internationally, I join in.	48.1
9   [11,12] When my school organizes an activity to help others nationally or internationally, I try to get others to join in.	43.7

### Indicator 3 – Service Summary Measure

Question	Overall Achievement (%)
1   [11,12] How often do you volunteer your time to help out in your school? [Always, Often, Sometimes, Never, Don't Know]	16.9
2   [11,12] When given the opportunity, how often do you participate as a volunteer in a community organization? [Always, Often, Sometimes, Never, Don't Know]	25.2

### Policy 3.2

#### Indicator 2 – Local and National Citizenship Summary Measure

Question	Overall Achievement (%)
1   I think it is important to obey the law.	94.5
2   I am responsible for myself and my actions.	97.3
3   I think it's important to help other students when they need it.	95.7
4   I want to know how people in the rest of Canada live their lives.	66.0
5   I recognize that it is my responsibility to help develop respect and understanding between Indigenous peoples and other Canadians.	91.9

#### Indicator 3 – Global Citizenship Summary Measure

Question	Overall Achievement (%)
1   I am interested in how people of other cultures see the world.	85.4
2   I talk to people about issues like peace and climate change.	58.7
3   [8,9,11,12] I talk to people about what is happening in other countries.	79.8

### Policy 3.3

#### Indicator 2 – Embracing Culture Summary Measure

Question	Overall Achievement (%)
1   [11,12] I find ideas from other cultures to be interesting.	91.5
2   [11,12] People's different cultures and identities should be valued.	96.2
3   [11,12] I like to be around people from different cultures and identities than mine.	92.6
4   [11,12] In the classroom, it's important that students from different cultures and identities learn the similarities that exist between them.	93.4

#### Indicator 3 – Diversity and Inclusion Summary Measure

Question	Overall Achievement (%)
1   [11,12] I easily make friends with people with different perspectives than I.	76.8
2   [11,12] I sometimes try to understand my classmates better by imagining how things look from their perspective.	82.6
3   [11,12] I can learn with and from people who look, think, or behave differently than me.	93.0

### Policy 3.4

#### Indicator 1 – Environmental Stewardship Culture Summary Measure

Question	Overall Achievement (%)
1   I use resources responsibly by reducing, reusing, and recycling.	91.1
2   I try to get others to reduce, reuse, and recycle in my school.	55.6
3   I talk to my fellow students about ways we can protect the environment.	44.7

### Policy 3.5

#### Indicator 2 – Collaborative Skills Summary Measure


Question	Overall Achievement (%)
1   [11,12] I cooperate with people around me.	93.2
2   [11,12] I think about how my decisions will affect other people.	90.4
3   [11,12] I know what's expected of me in different social situations.	86.3
4   [11,12] When working with others, I encourage everyone to have their say.	90.3
5   [11,12] When working with others, I communicate my thoughts and opinions even if they are different than the rest of the group.	82.5
6   [11,12] When working with others, I treat them respectfully even if they think differently than I do.	94.3

## OE-7: Communication With and Support for the Board

### CHIEF SUPERINTENDENT CERTIFICATION

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

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

Signed:   
 Christopher Usih, Chief Superintendent

Date: March 7, 2023

### BOARD OF TRUSTEES ACTION

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

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

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

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

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



**OE-7: Communication With and Support for the Board****Executive Summary**

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

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

The Chief Superintendent's reasonable interpretation and indicators for OE 7: Communication With and Support for the Board were approved on October 10, 2017. The Board of Trustees last monitored OE 7 on March 8, 2022. This report includes data available from the 2021-2022 school year and contains evidence to support the following findings:

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

## OE-7: Communication With and Support for the Board

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

### Board-approved Interpretation |

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

The Chief Superintendent shall:

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

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

The Chief Superintendent interprets:

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



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

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

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

1. 100 per cent of annual monitoring reports will be presented in accordance with the Board's annual work plan schedule.	Compliant
--	-----------

*The organization is compliant with this indicator.*

*Evidence statement*

Between September 14, 2021 and June 14, 2022, administration presented 13 monitoring reports to the Board of Trustees. These reports were presented at the Board of Trustees' meetings according to the annual work plan.

2. 100 per cent of annual monitoring reports will contain sufficient information for the Board to make a determination about compliance, non-compliance, reasonable progress, lack of reasonable progress and exceptions.	Compliant
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*The organization is compliant with this indicator.*

*Evidence statement*

All nine Operational Expectations monitoring reports contained the Board approved reasonable interpretations as well as the evidence of compliance.



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

Results 2 – Academic Success monitoring reports contained the Board approved reasonable interpretations and the evidence of reasonable progress on the indicators with the exception of Students who Self-Identify as Indigenous in all academic areas. Monitoring reports for Results 3 – Citizenship, Results 4 – Personal Development and Results 5 – Character, provided evidence of reasonable progress based on the indicators and approved targets.

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

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

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

The Chief Superintendent interprets:

- *timely* to mean promptly once administration becomes aware of and has validated information.
- *trends* to mean how internal and external data or factors move over time.
- *facts and other information* to mean qualitative and quantitative data.
- *accommodation planning* to mean the strategic process utilized to identify issues and responses related to providing learning spaces for CBE students.
- *significant modifications of any instructional program* to mean the removal, cancellation, introduction or extension of:
  - any prescribed programs of study in the regular education program or in alternative or special education programs that would materially impact the Board's work; and



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

- any entire alternative or special education program.
- *anticipated significant media coverage* to mean expectation of material enquires or events related to the organization that would be reported or commented on by professional journalists and their print, broadcast and online outlets.
- *relevant to the Board's work* to mean matters pertaining to governance as described in the governance policies.

1. 100 per cent of information about trends, facts and other information will be provided in a timely manner.	Compliant
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*The organization is compliant with this indicator.*

*Evidence statement*

Administration provided information, in a timely manner, to the Board of Trustees during the 2021-2022 school year, on numerous occasions.

Throughout the 2021-2022 school year, the Chief Superintendent continued to provide the Board of Trustees updates and information on a regular basis regarding the COVID pandemic and the potential impact on schools, students and operations. In addition, reports provided to the Board of Trustees outlined the incremental costs related to the COVID-19 pandemic.

Trend information was provided through:

- Board Development Session | K-12 Mathematics and Literacy Frameworks – March 8, 2022
- Indigenous Education Holistic Lifelong Learning Framework - March 29, 2022
- Board Development Session | Covid-19 Update
- Annual Education Results Report 2020-2021 - November 23, 2021
- CBE Education Plan 2021-2024 – May 17, 2022
- Hub Online Learning – January 12, 2021
- 2021-2022 School Enrolment Report – December 7, 2021
- Locally Developed Authorized Courses – April 26, 2022



## OE-7: Communication With and Support for the Board

Facts were presented through:

- Financial Status of Reserves and Designated Funds – November 9, 2021
- 2020-2021 Year-end Financial Results and Audited Financial Statements – November 23, 2021
- Budget Assumptions Report 2022-2023 – May 24, 2022
- Budget Report for 2022-2023 – May 24, 2022
- Second Quarter Variance Report – March 29, 2022
- Third Quarter Variance Report – June 21, 2022
- Fourth Quarter Variance Report – November 24, 2021
- Shaping the Future of CBE High Schools – February 23, 2022
- Covid-19 Update – January 25, 2022
- Three Year School Capital Plan 2023-2026 – March 8, 2022
- Three-Year System Student Accommodation Plan 2022-2025 – May 24, 2022
- 2022-2023 Modular Classroom Program – January 25, 2022
- First Quarter Budget Variance Report – January 25, 2022
- New School Fit Up Funding – December 7, 2021
- Construction Project Status Report – June 21, 2022

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

*Evidence statement*

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

- September 14, 2021
- October 12, 2021
- November 9, 2021
- December 7, 2021
- January 11, 2022
- February 8, 2022
- March 8, 2022
- April 5, 2022
- May 17, 2022
- June 14, 2022

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

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

*Evidence statement*

Due to the COVID pandemic, administration provided a Results focus through regular presentations by individual schools, via pre-recorded video, at board meetings during the 2021-2022 school year. In person presentations will resume in the 2022-2023 school year.

- February 8, 2022, Harold Panabaker School, Marshall Springs School, David Thompson School and Sherwood School Presentation, Results-3 Citizenship
- March 8, 2022, Simon Fraser School, Results-3 Citizenship
- April 26, 2022, Varsity Acres School, Bob Edwards School and Western High School Results-4 Personal Development
- May 17, 2022 McKenzie Lake School, Results-5 Character

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

- Annual Education Results Report 2020-2021
- CBE Education Plan 2021-2024 – May 24, 2022
- Results 2 | Academic Success – Annual Monitoring Part 1 (indicators 1 and 2) - January 11, 2022
- Results 2 | Academic Success – Annual Monitoring Part 2 (indicators 4) – January 25, 2022
- Results 3 | Citizenship – March 8, 2022
- Results 4 | Personal Development Annual Monitoring – April 5, 2022
- Results 5 | Character Annual Monitoring - May 24, 2022



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

4. 100 per cent of reportable instructional program changes will be provided to the Board of Trustees.	Compliant
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*The organization is compliant with this indicator.*

*Evidence statement*

The Three-Year System Student Accommodation Plan was presented to the Board of Trustees on May 24, 2022. This plan outlines accommodation issues related to capital projects, student designation and grade configuration changes, new alternative programs and communication plans around student accommodation to inform our stakeholders.

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

*Evidence statement*

The Three-Year System Student Accommodation Plan was presented to the Board of Trustees May 24, 2022.

***Evidence demonstrates all indicators in subsection 2 are in compliance.***





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

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

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

The Chief Superintendent interprets:

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

1. 100 per cent of reportable events will be addressed in an appropriate venue.	Compliant
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*The organization is compliant with this indicator.*

*Evidence statement*

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



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

*Evidence demonstrates all indicators in subsection 3 are in compliance.*

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

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

The Chief Superintendent interprets:

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

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

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

1. 100 percent of instances of actual (already occurred) exceptions to compliance or reasonable progress will be indicated in the annual monitoring reports for Operational Expectations and Results policies.	Compliant
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*The organization is compliant with this indicator.*

*Evidence statement*

For all nine Operational Expectation (OE) monitoring reports for the 2021-2022 school year, the Board passed motions finding the Chief Superintendent in compliance with the OE policies. Administration did note the following exceptions in the reports:

- Operational Expectation 8, subsection 8.4.3, was noted as non-compliant due to decreased response of parents to the Alberta Education's Accountability Pillar Survey and a decrease in parents responding positively.
- Operational Expectation 2, subsection 2.1.2 was noted as non-compliant due to the impact of COVID-19 and Calgary Police Service and Calgary Fire Department were not in a position to support the drills.
- Operational Expectation 9, subsection 9.2.1 was noted as non-compliant due to Eric Harvie School not achieving LEED silver certification due to construction activity pollution

The Board concluded that reasonable progress towards achievement of the Results 2 policy. An exception to reasonable progress for students who identify as Indigenous were noted by the Board in Results 2 | Academic Success.

Indicator 7.1.2 addresses decisions regarding Results 3 – Citizenship, Results 4 – Personal Development and Results 5 – character.



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

2. 100 percent of instances of actual (certain to occur) or anticipated non-compliance or lack of reasonable progress for an entire policy will be presented to the Board of Trustees in a timely manner.	Compliant
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*The organization is compliant with this indicator.*

*Evidence statement*

During the 2021-2022 school year, there were no instances of noncompliance or lack of reasonable progress for an entire policy identified by administration.

***Evidence demonstrates all indicators in subsection 4 are in compliance.***



## OE-7: Communication With and Support for the Board

### GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

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

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

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

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

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



# Student Well-Being Framework

## A Culture of Well-Being



learning | **as unique** | as every student



**Calgary Board  
of Education**



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## Introduction

The well-being graphic represents the Calgary Board of Education's (CBE) commitment to sustaining an embedded Culture of Well-Being throughout the organization. Each of the four blades of the pinwheel represents a key element in promoting a Culture of Well-Being within CBE. The colour of each element intentionally correlates to the CBE Education Plan, and all of these elements work together for student success. The pinwheel shape invokes a sense of motion; when it spins, the centre remains visible as each element spirals toward the center, contributing to a Culture of Well-Being. When all four elements are balanced and coordinated, students and employees can both thrive. This framework will focus on the student element within CBE's overall commitment to well-being.



## Mission & Values

Well-being is an important contributor to success in school. With recent ongoing global health challenges, it is apparent that students need to be healthy to learn (Policy Priorities for Child & Youth Well-Being, 2021). Well-being is central to a student's ability to thrive in education and life. As such, this framework emerges from and is supported by CBE's mission and values:

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

With students and learning at the centre, CBE values acknowledge the well-being of every person within the organization. Student and employee well-being are essential priorities that are intertwined. In a Culture of Well-Being, students, school-based and service unit employees, parents, Elders and Knowledge Keepers, and community leaders are all included and contribute to their own and others' well-being.

## Education Plan: Learning Excellence

Within CBE's [Education Plan](#), the key outcome for Learning Excellence is to create strong student achievement and well-being for lifelong success. The implementation of the Well-Being Framework will support the learning success of all students.



### Learning Excellence

Create strong student achievement and well-being for lifelong success

## Well-Being Core Beliefs

CBE believes:

- holistic, balanced approaches consider the four domains outlined in the Indigenous Education Holistic Lifelong Learning Framework: Spirit – To Be; Heart – To Belong; Body – To Do; and, Mind – To Know, which are critical to the well-being of everyone;
- a Culture of Well-Being is central to achieving the goals that drive CBE's Education Plan related to Learning Excellence and People Excellence;
- individual and collective well-being are outcomes of welcoming, caring, respectful and safe learning and work environments; and
- healthy students are more likely to reach their academic and personal potential.

## Goals and Outcomes

The goals of this framework are to **advance** a Culture of Well-Being within CBE, explain **why** it is important and suggest **how** to achieve it.

The intended outcomes of this framework are to promote student well-being for lifelong success, to provide professional learning for staff and work towards the Canadian Healthy School Standards.

# Defining Well-Being

Well-being moves beyond physical health and dimensions of wellness to encompass feelings of happiness and satisfaction with life. It is the way one views or feels about life, and the extent to which one has a sense of purpose and positivity (Well-Being and Resiliency, 2019; Willms, 2020).

Alberta Education describes wellness as “a balanced state of emotional, intellectual, physical, social, and spiritual well-being that enables students to reach their full potential in the school community” (Framework for Kindergarten to Grade 12 Wellness Education, 2009, p. 3).

Further, well-being is holistic and includes factors such as safety and security, a sense of resiliency, supportive and nurturing relationships, a feeling of purpose and belonging within family and community (Well-Being and Resiliency, 2019). Well-being is “one of the fundamental rights of every human being without distinction of race, religion, political beliefs, economic, or social conditions” (Halbreigh et. al., 2019).

- The four **domains** of the Indigenous Education Holistic Lifelong Learning Framework (Spirit – To Be, Heart – To Belong, Body – To Do, Mind – To Know) are interconnected and reliant on a holistic, balanced approach to well-being.
- The **determinants** of health are the broad range of individual characteristics and behaviours as well as social, economic and environmental factors that determine an individual’s health.
- Wellness is comprised of eight mutually co-dependent **dimensions**: physical, social, emotional, spiritual, environmental, financial, intellectual, and occupational.
- CBE has identified four interrelated **elements** that comprise a Culture of Well-being: Students, Employees, Schools/Workplaces, and Communities.
- Comprehensive School Health addresses four distinct and related **components**: Social and Physical Environment, Teaching and Learning, Policy, Partnerships and Services.
- Social Emotional Learning (SEL) **competencies**: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.



In CBE, well-being is conceptualized as a balanced state of being that provides a foundation for resilience, belonging, and purpose in life.

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*“Students, parents and school authorities have responsibilities for ensuring welcoming, caring, respectful and safe learning environments that respect diversity and nurture a sense of belonging and a positive sense of self” (Safe and Caring Schools, 2022, para. 1).*

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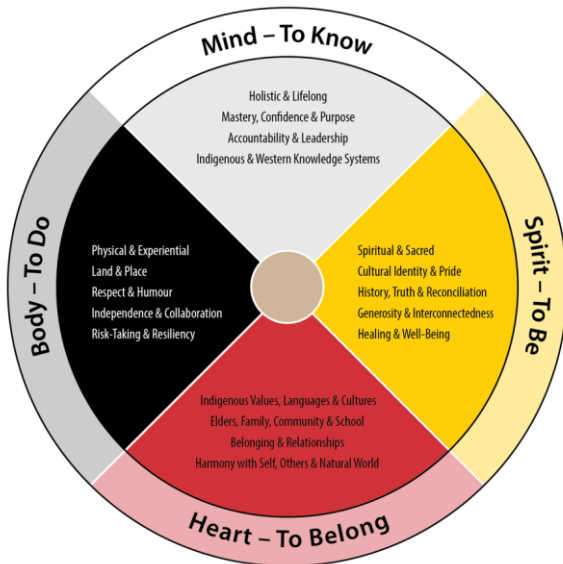
# A Culture of Well-Being

## Well-Being and Indigenous Ways of Being, Belonging, Doing and Knowing

In developing a Culture of Well-Being, CBE's Student Well-Being Framework, and [Indigenous Education Holistic Lifelong Learning Framework](#) work in kinship with one another to ensure a holistic balanced approach in support of achievement and well-being for all students.

As described in CBE's Indigenous Education Holistic Lifelong Learning Framework, the visual shown below was designed alongside Indigenous Elders and Knowledge Keepers to depict and nurture a shared understanding of a holistic, lifelong vision of well-being and learning through Indigenous ways of being, belonging, doing, and knowing. The circle in the centre represents each individual and is enclosed by four interconnected domains:

- Spirit – To Be
- Heart – To Belong
- Body – To Do
- Mind – To Know



The Indigenous Education Holistic Lifelong Learning Framework signifies that all human beings benefit from positive experiences of being, belonging, doing, and knowing. Elders have taught us that well-being begins with each individual connecting to self or “being in spirit” to enable individual responsibility for well-being and learning. Once “in spirit,” individuals are then able to pursue on their own or with support, a happy, healthy, balanced life across all four domains: Spirit – To Be, Heart – To Belong, Body – To Do, Mind – To Know. As described in CBE's Indigenous Education Holistic Lifelong Learning Framework, these four domains represent “aspects of a human being that makes them whole” (Toulouse, 2016, p. 7). Nurturing the four domains of the Indigenous Education Holistic Lifelong Framework will support the well-being of all students and staff in the CBE.

---

*“Everyone, no matter where you come from, has a way of starting in spirit. Love, kindness, respect, accountability all live in spirit. Being in spirit is an awareness of who you are. This creates a sense of belonging, hope, peace, and purpose which connects to everything around us.” (Elder Kerrie Moore in Indigenous Education Holistic Lifelong Learning Framework, p. 11).*

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# Diversity and Inclusion

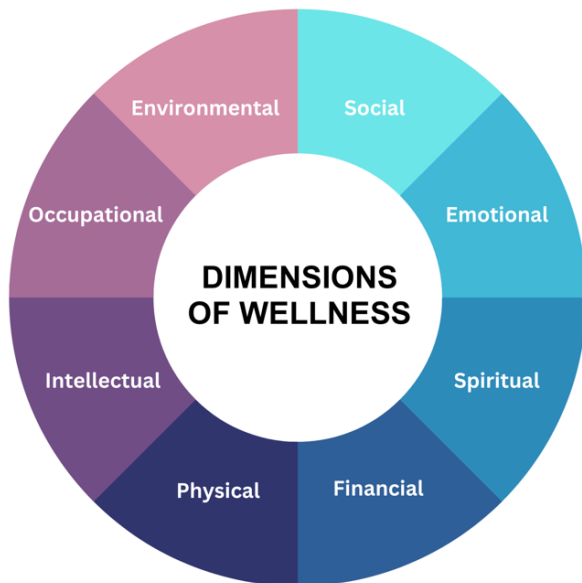
We promote the inclusion of all backgrounds, perspectives, and abilities. CBE seeks to celebrate all aspects of intersecting identities to foster life-long learners. The CBE Board of Trustees has defined diversity as "the full range of uniqueness within humanity" ([Results 3E](#), p.3). By providing universal strategies highlighting the spectrum of identification in terms of race, ethnicity, gender, sexuality, sexual orientation, ability, and other unique qualities and ways of being, we create conditions to support and nurture welcoming, caring, respectful and safe, learning environments.

Diversity and inclusion take the form of creating anti-racist environments, increasing representation in texts and resources, eliminating unnecessarily gendered language and spaces, and recognizing that ableism is a barrier to inclusive environments. Culturally responsive approaches to teaching and learning support the development of a Culture of Well-Being. We seek to celebrate the diverse backgrounds of all those who comprise the CBE (CBE School Culture & Environment. n.d).



# Dimensions of Wellness

In building a Culture of Well-Being, it is important to identify areas of strength, growth, and measures to assess effectiveness in achieving desired outcomes. This culture must encompass the whole person, and is built with a consideration of all dimensions of wellness. These dimensions are embedded in Alberta Education Physical Education and Wellness curriculum, and drive our pedagogy:



“A healthy school community promotes the holistic development of students in eight dimensions: physical, social, emotional, spiritual, environmental, financial, intellectual, and occupational. While respecting the diversity of each student’s unique strengths, talents, and goals... [The curriculum] seeks to empower all learners to positively engage with their peers and community. With a healthy mind, [heart], body, and spirit, students are empowered to experience success at school, with their families, and in their communities” (Physical Education and Wellness, 2022).

Health education is a formalized part of what we do within an education setting through various programs of study such as Health and Life Skills, Physical Education and Wellness, Career and Life Management, and Physical Education. However, all curricula provide key opportunities to discuss and elevate topics related to well-being by integrating

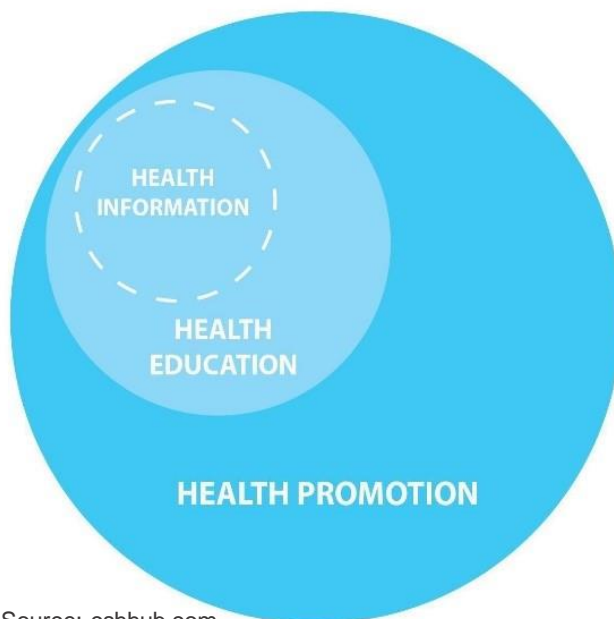
health and well-being ideas across core and complementary programming (Canadian Healthy School Standards, 2022). For example, this could include exploring well-being through creation and performance in the Arts, writing prompts related to well-being in English Language Arts and

identifying the importance of well-being strategies in relation to preparation for learning and assessment in Mathematics. Intentional implementation of well-being goals within CBE School Development Plans (SDPs) establishes the integration of well-being across curricula and is a key component that contributes to a whole-school Culture of Well-Being.

Within CBE, well-being is a long-term investment, which directly influences lifelong student success. It is a collective effort, which requires well-being to be a priority when making decisions to enhance student learning. Together with the [Literacy, Mathematics](#), and [Indigenous Education Holistic Lifelong Learning](#) Frameworks, the Well-Being Framework informs schools in achieving desired outcomes to support all learners. All employees are responsible for creating a welcoming, caring, respectful, and safe culture. In 2021, CBE made a commitment to advance equity, anti-racism, and inclusion through [CBE CARES](#). This commitment is vital; creating a sense of belonging directly influences a student's feeling of well-being.

## Student Learning

### Moving Beyond Health Education



Source: cshhub.com

Health promotion is a collection of a broad range of activities that consider environmental aspects of the school community. Health education combined with environmental changes will maximize positive well-being. (Comprehensive School Health: In Practice, 2022). According to the World Health Organization (2022), “A health promoting school is one that constantly strengthens its capacity as a healthy setting for living, learning, and working.”

Health education and health promotion are critical concepts in educational settings. Relying only on sharing health information, for example, is not enough to change the health behaviours needed to increase well-being in schools. Health education involves learning experiences intended to improve an

individual's knowledge and awareness of health. This concept is characterized by information plus action towards health and healthy behaviors (Comprehensive School Health: In Practice, 2022).

Well-being positively influences student learning outcomes, and success in learning enhances student well-being. Since good health contributes positively to learning, health must be addressed in education. Teaching and learning contribute to student well-being and achievement of key outcomes (Comprehensive School Health – Joint Consortium for School Health, n.d.; Canadian Healthy School Standards. 2022).

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*“Well-being is at the heart of our educational ecosystem. Teaching and learning thrive when we take care of the heart. It is our collective responsibility to intentionally uplift well-being for all. Teachers and students are happier and healthier when every member of our community is made to feel safe, supported and valued” (CBE Teacher, 2022).*

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## School Connectedness and Sense of Belonging

An effective strategy to improve student achievement and well-being is to focus on improving relationships within the school community: “For students in particular, healthy relationships are the foundation for all positive social interactions; they help students feel connected to others and to the school community. Experiencing healthy relationships also contributes to students’ sense of belonging, engagement with learning and academic success. In addition, healthy relationships are reciprocal. They benefit not only students, but also the adults who participate in them.” (Relationships Matter, 2021).

School connectedness is the belief by students that adults and peers in the school care about their learning as well as about them as individuals. Research in school connectedness suggests that investing in healthy relationships in schools lead to improved learning and life outcomes (Relationships Matter, 2021). “Students who feel connected to their schools are also more apt to have better academic achievement, to maintain better school attendance, and to stay in school longer” (Joint Consortium for School Health- Positive Mental Health Toolkit, 2016, p.4).

## Social Emotional Learning



Source: Allstate Foundation, CASEL Wheel, 2022

The SEL competencies are: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

Using SEL approaches consistently within school and classroom settings is an evidence-based strategy to increase student well-being. The benefits of SEL are wide-ranging and research-informed. Universal SEL approaches are consistent with all demographic groups suggesting "social and emotional assets promoted in SEL can support the positive development of students from diverse family backgrounds and geographic contexts"(Taylor et al., 2017). This underlines the inclusivity of an SEL approach in schools. Additionally, benefits of SEL have led to improved academic success, prosocial behaviours, and improved long-term outcomes in the areas of well-being and mental health. (Taylor 2017; Durlak et al. 2011; Jones et al. 2015)

By prioritizing SEL, CBE works with all interest-holders to create welcoming, caring, respectful, and safe learning and working environments that support all persons in reaching their full potential.

The Collaborative for Academic, Social, and Emotional Learning (CASEL) has developed a framework to support the implementation, and understanding of, social and emotional learning (SEL). According to CASEL, SEL is the “process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions” (CASEL, 2023).

The CASEL Framework underlines the importance of a school-wide approach and connections made between students, schools, families and communities (key settings). CASEL centers SEL around five competencies. These competencies are interrelated, can be taught at various developmental stages and across diverse contexts.

## Resilience and Mental Health

Students require skills of emotional regulation in order to cope with stress and be able to plan and problem-solve. Research indicates the foundations of such resiliency skills allow children to navigate challenges and develop positive mental health (Alberta Family Wellness Initiative, n.d.). Therefore, in a Culture of Well-Being, schools must consider how to positively impact the resilience of their students.

In the presence of adversity, Dr. Michael Ungar (2019) defines resilience as the ability to navigate available resources in order to sustain individual and collective well-being. The emphasis is on utilizing resources; psychological, social, cultural and physical resources, in order to bounce back after experiencing stress. Resilience is not an inherent quality; rather, it can be learned, and is a collective endeavor.

The Alberta Family Wellness Initiative (n.d.) provides a clear and succinct summary of the importance of resilience in life. The following excerpt assist in understanding the contributions we can make to support the development of resilience:

*...The foundations of resilience are the skills and abilities that allow children to cope with significant challenges...We all have a role to play in helping build resilience in children: while parents and extended family are a key source of this support, other adults can also act as supportive caregivers to a child. A responsive childcare worker, teacher, or coach can make a world of difference in buffering a child from the toxic effects of ongoing stress. (para. 9-10)*

Source: [albertafamilywellness.org](http://albertafamilywellness.org)



A person's resilience scale is a good predictor of health outcomes. When there are more experiences that fall on the positive side of the scale, a person is more likely to experience good health, academic success, strong relationships, and economic security. Key actions outlined by the Alberta Family Wellness Initiative (n.d.) that foster resilience in youth include supporting responsive relationships, providing safe environments, engaging in core skills building (emotional

regulation, problem solving, and coping), and seeking ways to reduce stressors. These actions are part of a continuum of supports, which enhance the individual and collective well-being of students. These protective factors can “shift the fulcrum”, providing leverage for further positive experiences (para. 4).

The Alberta Child and Youth Well-Being Action Plan (n.d.) makes recommendation to recognize and enhance the essential role of schools in interdisciplinary, wraparound services and supports for mental health and well-being of students. The objective of this particular recommendation is to re-affirm and improve the ability of schools as an important avenue to provide essential mental health and well-being supports for Alberta children.

# Why Well-Being is Important in Education

The determinants of health are defined as a “broad range of personal, social, economic and environmental factors that determine individual and population health” (Social Determinants of Health and Health Inequalities, 2022, para.1). Education is a determinant of health and is what schools directly influence. There is considerable interdependence between academic success and student well-being. In addition, other factors influencing students, such as their lived experiences, physical environments, social supports, behaviours, gender, culture, and race are also vital health determinants. Working towards a balanced state of well-being supports students to reach their full potential and flourish in life (Canadian Healthy School Standards, 2022).

Teachers know that how students feel impacts how they learn. Students who are healthy, safe, rested and cared for are ready to learn. Acknowledging health as a precondition for learning locates well-being within the universal scope of practice of the education system. Schools are settings where child and youth well-being can be learned, modelled, and practiced. This, in turn, improves health literacy, student achievement, and well-being outcomes (Barnekow et. al., 2006; Canadian Healthy School Standards, 2022).

Well-being and achievement should not exist in two different worlds, with different specialists populating them – mathematics and literacy people on one side, mental health specialists on the other. At every level, from the school up to the whole system, it is important to establish clear structures that unite those who have portfolios and responsibilities in curriculum and learning with those who have expertise in well-being and mental health. Leaders themselves need to create, articulate, and repeat clear and compelling narratives that bring achievement and well-being together (Hargreaves & Shirley, 2022, p.150).

Given the relationship between health determinants, educational environments, and social contexts, it is appropriate that intentional actions to promote well-being have become a focus in schools over the last few decades. Research supports the importance and positive impact of preventative, comprehensive health approaches that are applied in school settings (Social Determinants of Health and Health Inequalities, 2022.; Boost Student Success with Comprehensive School Health, n.d).

Welcoming, caring, respectful and safe learning and working environments contribute to the well-being of all, and are foundational to our organization. As delineated in [Administrative Regulation 6031](#), “CBE is committed to providing all students and staff with a welcoming, caring, respectful and safe learning and work environment consistent with the Education Act, the Canadian Charter of Rights and Freedoms, and the Alberta Human Rights Act.” In addition, many evidence-based supporting strategies promote and build positive environments and fosters the advancement of skills, such as trauma-informed practices, restorative justice, resiliency skills, and social-emotional learning (Safe and Caring Schools, 2022).

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*“It is health that is real wealth, not pieces of gold or silver” (Mahatma Gandhi).*

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# How to Advance a Culture of Well-Being

To achieve a Culture of Well-Being, CBE promotes engagement through Comprehensive School Health (CSH), which is an evidence-based whole-school approach. CSH is “for building healthy school communities that support students in reaching their full potential as learners—and as healthy, productive members of society. The CSH approach can be used to include other evidence-informed practices into the school environment” (Comprehensive School Health: Overview, 2022, paragraph 1-2).

The [Joint Consortium for School Health](#) defines Comprehensive School Health as an internationally recognized approach that seeks to address well-being in education environments in a planned, integrated and holistic way, in order to improve both health and learning outcomes.

The CSH approach positively influences well-being in many ways. For example, it can improve academic achievement, increase positive behaviours, improve well-being, build social-emotional skills, strengthen motivation to learn, improve attendance, and develop self-regulation (Boost Student Success with Comprehensive School Health, n.d.).

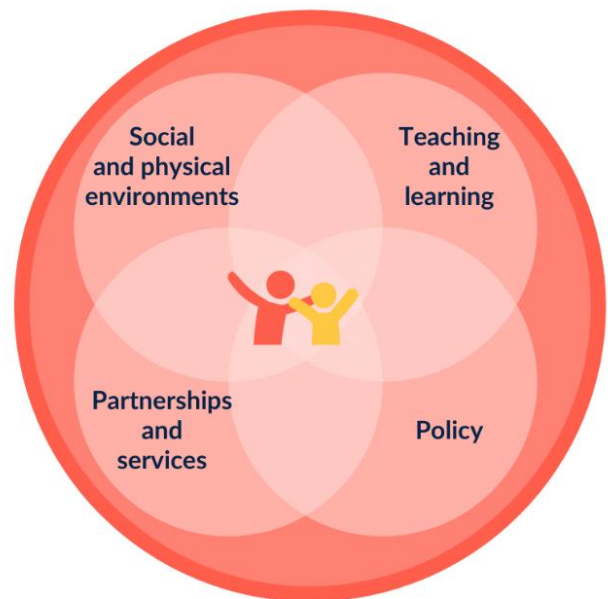
holders, important for student success. It focuses on student health promotion, embraces student voice, participation, and engagement, and is reciprocally beneficial for employees.

Furthermore, CSH engages a variety of interest-

The four components of CSH are:

- Teaching and learning
- Policy (e.g. guidelines and regulations)
- Partnerships and services
- Social and physical environment

In CBE, the CSH approach provides schools with a solid understanding and clear processes of how to support a thriving Culture of Well-Being. Specifically, these tools will support School Development Plan goals and a variety of well-being related initiatives in schools. There are many assessment strategies and measures for evaluating the effectiveness of well-being goals and outcomes connected to these tools. In creating SDP's, the CSH implementation process will be essential.



Source: School Health and Wellness  
Alberta Health Services

## Comprehensive School Health: Implementation Process

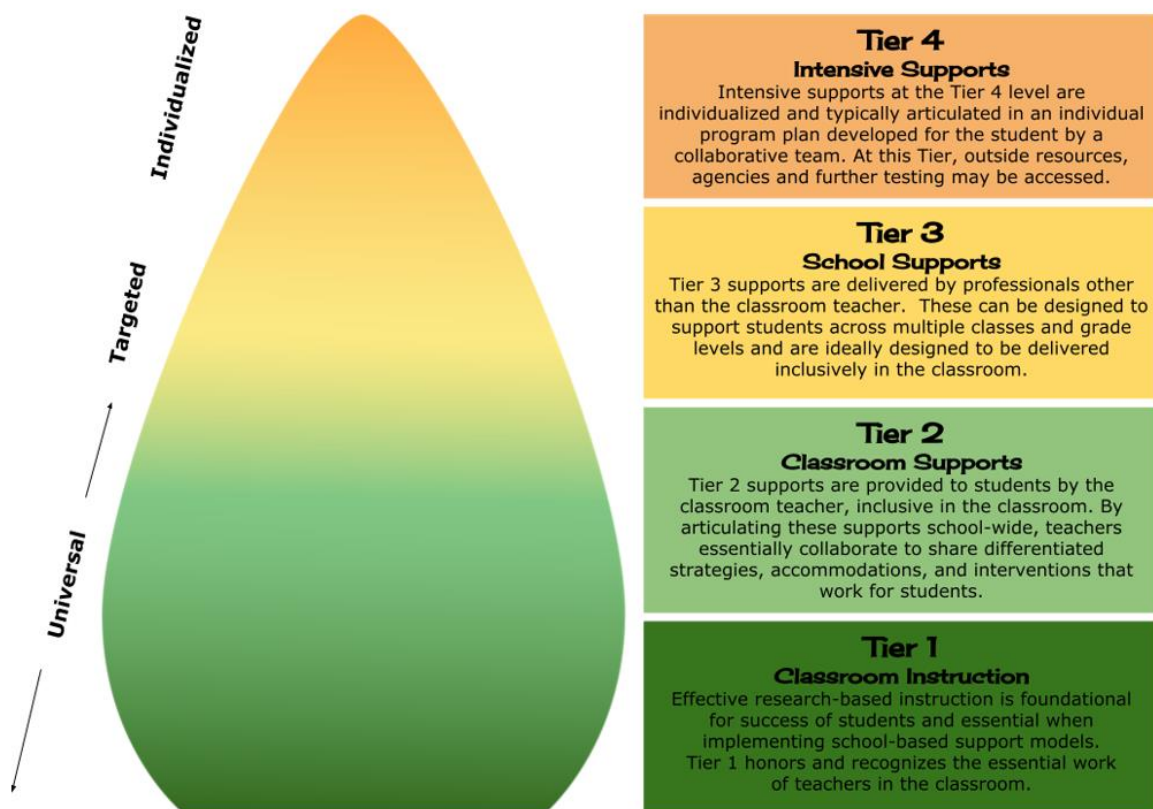
- I. **Prepare.** Identify well-being facilitators, and form a wellness committee with community partners. Plan to include wellness into the school culture using the comprehensive school health approach.
- II. **Create a shared vision.** Brainstorm how the school can become a happier and healthier place to live, [learn], work and play, and be ready to communicate this vision to the school community.

- III. **Determine priority issues.** Use assessment tools and strategies to identify issues, start with the easiest priority to gain momentum and communicate identified priorities with the school community.
- IV. **Develop an action plan.** Develop goals, strategies, and actions to address priorities. Identify resources available, clarify roles and responsibilities, discover links to curriculum and plan to share with the school community.
- V. **Implement and monitor.** Continue communicating with the school community, track progress and revise plans as needed.
- VI. **Reflect, evaluate, and celebrate.** Bring closure to activities and determine whether goals were reached. Gather data from the whole school community, consider what worked, what did not, and analyze why. Celebrate successes and plan for next steps (Comprehensive School Health: In Practice, 2022).

## Continuum of Supports for Student Well-Being

Schools and school authorities in Alberta currently have a robust continuum of mental health and well-being supports and services, reflective of their context, and the strengths and needs of their school community (Four Tier Support Overview, 2021). Similarly, a continuum of supports (see figure below) focuses on simultaneously promoting well-being for all students, while providing interventions for those experiencing significant well-being concerns. By increasing the protective factors and reducing risk factors through this continuum of supports and services, students can thrive.

The following figure identifies and shows the continuum of supports to ensure the success of all students:



Courtesy of Jigsaw Learning Inc.

## Universal Supports (Tier 1 & 2)

Universal supports are the focus of this framework. School-based staff are ideally positioned to inform, educate, and promote well-being by creating universal conditions for all students to thrive. Schools are optimal settings to support the health and well-being of students. School-based staff are critical in supporting student well-being; however, it is not their role to provide health interventions beyond the Tier 2 level of support. Rather, targeted, and individualized supports rely on the expertise of other professionals and centralized multidisciplinary teams. As referenced earlier, Indigenous ways of being, belonging, doing, and knowing detailed in the Indigenous Education Holistic Lifelong Learning Framework also offer universal, proactive approaches to the well-being of all students.

Tier 1 & 2 examples include:

- Using a Comprehensive School Health approach to build welcoming, caring, respectful and safe learning and work environments (e.g., positive behaviour supports, restorative practices, trauma-informed practices, focus on social-emotional learning).
- Using instructional strategies and learning experiences that contribute to social-emotional learning, and support healthy relationships (e.g., culturally responsive tasks, encourage creativity, cooperative learning, project-based learning, collaborative problem-solving, Indigenous land-based learning).
- Prioritizing school connectedness and healthy relationships, including mentoring between students and other school-based staff.
- Using natural supports (Natural Supports: In Conversation with Dr. Erik Carter, n.d.) that occur in everyday life, which can include family members, friends, Elders, clergy or other spiritual leaders and coaches.
- Invite Indigenous Elders and community members to share knowledge with all students across learning disciplines (Math, Science, Language Arts, Social Studies, Fine Arts, etc.).
- Creating a positive learning and working environment that promotes respect, provides mutual support, and honours equity, diversity, and inclusion which values differences and eliminates discrimination.
- Create physical spaces where students and staff can engage in spiritual and sacred ways of being, belonging, doing, and knowing (e.g., smudge).
- Design student learning tasks that intentionally activate their spirit (connecting to self).
- Using Talking Circles creates balanced opportunities for students to get to know one another, share feelings and their unique stories, and build communication skills. Talking Circles can also be used to create opportunities for problem solving together about general classroom or school issues.
- Providing co-curricular opportunities to develop and support healthy relationships (e.g., interdisciplinary work, reading buddies, cross-age groupings, service learning, and community volunteering).
- Providing leadership opportunities for students (voice and choice).

## School Supports (Tier 3)

Professionals other than the classroom teacher can also provide supports. At this level, these supports can reach across multiple classes and grade levels and are ideally designed to be delivered inclusively in the classroom. The School Learning Team is the structure that allows teachers to bring forward all students who may require additional strategies and interventions for them to be successful. These strategies and interventions are delivered in the classroom, outside of the classroom, or in small group settings (Hewson & Hewson, 2022).

### Tier 3 examples include:

- Providing small group support to teach resiliency skills
- Engaging with a school resource teacher/counsellor to provide individualized support for a student
- Creating and providing support to diverse groups and Gay-Straight Alliances (GSAs) within the school setting.
- Organizing staff mentorship and connection opportunities
- Providing after school peer support opportunities identifying and using transitional supports, which are purposeful, coordinated, and outcome-oriented. These approaches are designed to help students successfully transition from grade to grade, school-to-school, or school to post-secondary education or employment (Managing School Transitions: Promising Practices in Alberta's Schools, 2009)

### Intensive Supports (Tier 4)

Intensive supports are individualized and typically articulated in an individual program plan and/or a student support plan developed for the student by a collaborative team. Outside resources, agencies, and further testing may be accessed at this tier, relying upon support and expertise from staff outside the school (Hewson & Hewson, 2022).

### Tier 4 examples include:

- Accessing community agencies to connect with a family for additional support
- Collaborating with a School Family Liaison or a Diversity & Learning Support Advisor to support students' success
- Collaborating with an Indigenous community agency to offer support with any of the four tiers
- Referring a student for psychological services for observation and support
- Bringing in a member of the CBE multi-disciplinary team to provide direct support for a student and their family

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*“A health promoting schools approach integrates the curriculum, a healthy school environment, health services, and parent and community involvement in a coordinated fashion for the benefit of both students and staff. [...] the health promoting schools approach aims to contribute to improved learning. Furthermore, in a dynamic and vibrant health promoting school, participation, empowerment, equity, and democratic processes are emphasized. Students and staff take active responsibility for their own health and that of the school environment. In so doing, they are practicing citizenship in their school community and contributing directly to the core mission of schools” (Roberts, G., 2009).*

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# Strategic Actions to Advance Student Well-Being

Each of the four blades of the pinwheel represents a key element in promoting a Culture of Well-Being within CBE. Students are central to this framework, and to our daily work in CBE. The Student Well-Being Framework is designed to be realized by focusing on strategic actions that connect all schools and service units to support the achievement of well-being in CBE. Each of these actions plays a vital role for all interest-holders of CBE and are interwoven throughout our everyday work to advance student achievement. They provide the infrastructure to leverage existing strengths as a system and identify growth opportunities. These strategic actions are realized in:



- **System Coordination** | CBE is Western Canada's largest school board with many service units, and strategic initiatives providing leadership and support to our schools. As a result, broad knowledge, understanding, and strong communication channels of well-being support and available resources are critical to effectively support the four goals of the Education Plan: Learning Excellence, People Excellence, Strategic Resourcing and Collaborative Partnerships. For example, coordinated assessment through an adjustment cycle of well-being across CBE supports a Culture of Well-Being (The Data Wise Improvement Process, 2016). CBE's Well-Being Steering Committee, CBE's Well-Being Stewardship Group, and well-being professional learning networks support well-being in each of the essential elements.
- **Professional Learning and Development** | Employees need to be well in order to cope with life's challenges and to positively influence student health and well-being. Research demonstrates that when employees are healthy and experience well-being, students benefit. The same actions often support employee and student well-being. For example, whole school actions to improve student well-being, such as social and emotional learning, are also proven to positively impact the well-being of school-based employees (Barnekow et. al., 2006). Building employee professional capacity relies on professional learning. To advance student well-being, employees must have access to professional learning to develop a common language and understanding of well-being concepts and strategies, which results in providing equitable access to this learning throughout the CBE. As such, the professional learning and well-being of all employees must be a priority.
- **Schools** | CBE schools are focal points that locate and connect large populations of educational interest-holders. The School Development Plan (SDP) is a key entry point for supporting a Culture of Well-Being. Intentional implementation of well-being goals, integration of well-being across all curricula, and establishing school well-being teams, which include student voice, work together to build CBE's Culture of Well-Being. In schools, developing, implementing, and assessing an evidenced-based SDP provides one measure of accountability in supporting a Culture of Well-Being.
- **Strategic Resourcing** | The allocation of time and resources for well-being is necessary to achieve system and school leadership priorities. In utilizing a whole-system approach to well-being, resources must be carefully and strategically aligned to ensure success. CBE optimizes available financial, technical, human, and physical resources in support of student and system success. As emphasized throughout this Framework, welcoming, caring, respectful and safe learning and work environments need to be embedded in the organizational culture of each school/worksites in order for students and staff to thrive.



- **Collaborative Partnerships** | CBE has a long-standing history of collaborating with non-profit organizations, businesses, and government agencies to enhance and support student learning and well-being. Our partners provide programs, services, learning opportunities, resources and expertise in a variety of fields that align with the Alberta Programs of Study, CBE's Education Plan and support the complex facets of our work in the development of a Culture of Well-Being. By developing strong mutually beneficial partnerships focused on well-being, CBE is enhancing each student's ability to thrive both in and out of the classroom.

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*"A healthy school centers holistic health and well-being in its policies, its curriculum, its people, its relationships and its environment" (Canadian Healthy School Standards, 2022).*

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## Next Steps

This Framework **advances** a Culture of Well-Being within CBE, **explains why** it is important and suggests **how** to achieve it. In addition, the Student Well-Being Companion Guide (Spring 2023) will support staff in implementing Comprehensive School Health and provide specific, strategic actions for schools to advance student well-being.

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*"We don't need each other, we are each other. And without each other, we cannot succeed" (Pueblo, 2022).*

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# Well-Being

# Student Well-Being Framework



**CBE Education Plan | 2021-2024**



**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.

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



**Learning Excellence**

**People Excellence**

**Collaborative Partnerships**

**Strategic Resourcing**


Board Priorities for Student Success:  
Achievement  
Equity  
Well-being

Explore - Develop - Take Action - Evaluate - Engage

Calgary Board of Education

7-22

**Student Well-Being Framework**  
A Culture of Well-Being



learning | as unique | as every student.

Calgary Board of Education



# Essential Elements

These four elements are central to CBE's Culture of Well-Being:

1. students
2. employees
3. schools and workplaces
4. communities







# Mission & Values

**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.

**Values** | Students come first – Learning is our central purpose – Public education serves the common good.



## Education Plan: Learning Excellence



### Learning Excellence

Create strong student achievement and well-being for lifelong success



# Well-Being Core Beliefs

The importance of a Culture of Well-Being:

- holistic and balanced
- central to achieving goals
- both individual and collective
- critical for healthy students



# Defining Well-Being

Well-being is holistic and includes factors such as safety and security, a sense of resiliency, supportive and nurturing relationships, and a feeling of purpose and belonging within family and community (Well-Being and Resiliency, 2019).



# Our Frameworks

cbe.ab.ca

## K-12 Literacy Literacy Framework



cbe.ab.ca

## K - 12 Mathematics Mathematics Framework



cbe.ab.ca

## Indigenous Education Holistic Lifelong Learning Frame



cbe.ab.ca

## Student Well-Being Framework A Culture of Well-Being

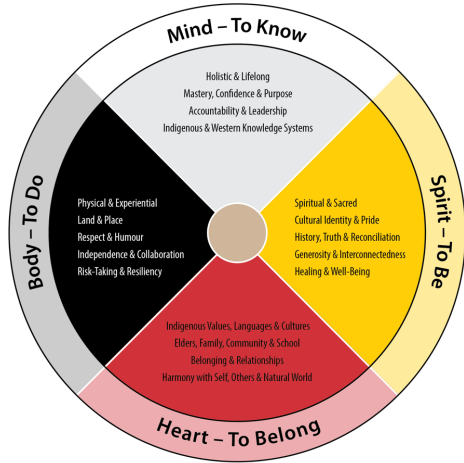


learning | as unique | as every student





# Indigenous Ways of Being, Belonging, Doing and Knowing



**Learning Excellence**

**People Excellence**

**Strategic Resourcing**

**Partnerships**



*"Everyone, no matter where you come from, has a way of starting in spirit. Love, kindness, respect, accountability all live in spirit. Being in spirit is an awareness of who you are. This creates a sense of belonging, hope, peace, and purpose which connects to everything around us." (Elder Kerrie Moore in Indigenous Education Holistic Lifelong Learning Framework, p.2811).*

# Diversity and Inclusion

**CBE CARES** (Collaboration for Anti-Racism and Equity Supports)  
Committed to Equity and Inclusion for Everyone





# School Connectedness - Sense of Belonging



**School Connectedness** is the belief by students that adults and peers in the school **care about their learning** as well as **about them as individuals**



Protective and Risk Factors



- Mental health
- Academic achievement
- Attendance
- Hope and optimism



# Social and Emotional Learning

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision-making

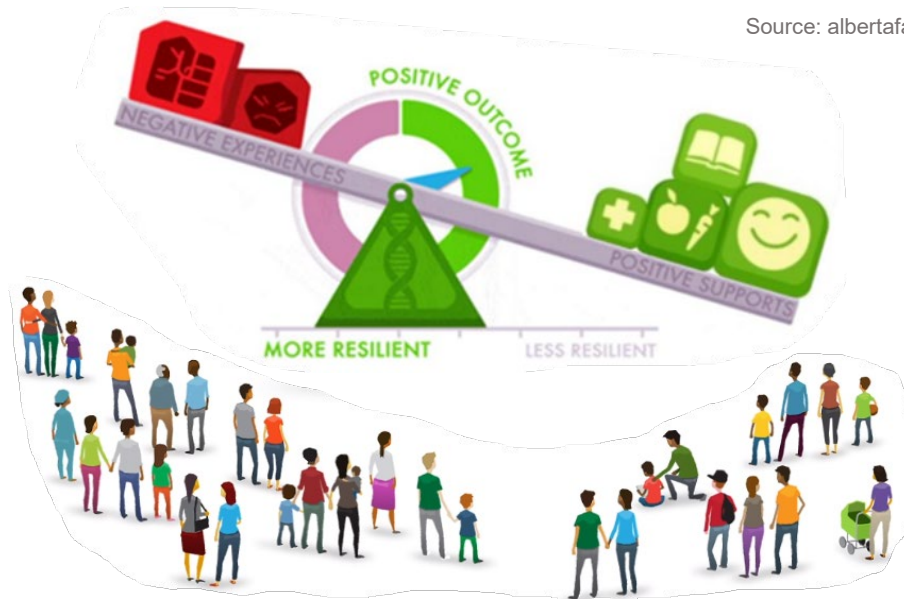






# Resilience and Mental Health

Source: [albertafamilywellness.org](http://albertafamilywellness.org)

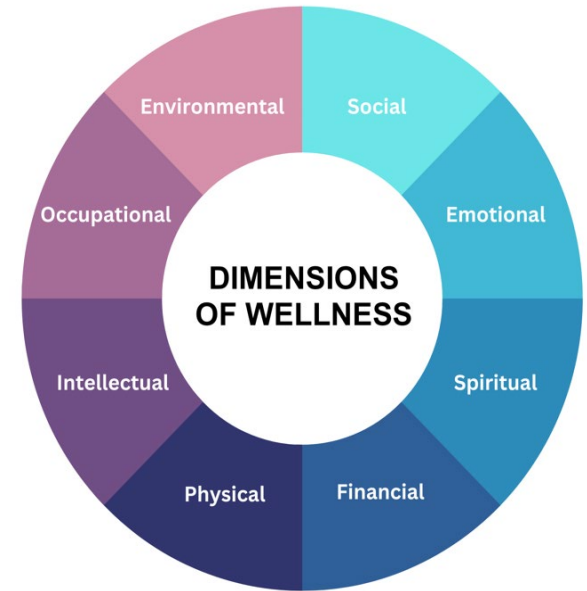


When students engage in proactive behaviours, they strengthen their own and other's well-being. These behaviours strengthen the attributes, skills, strategies, and environments needed to be resilient. Therefore, in a Culture of Well-Being, schools need to consider how to positively impact the resilience of their students.

# Well-Being

## Well-Being is Important in Education

- Well-being is a precondition for learning
- Well-being can be learned, modelled, and practiced
- Well-being is a collective endeavor





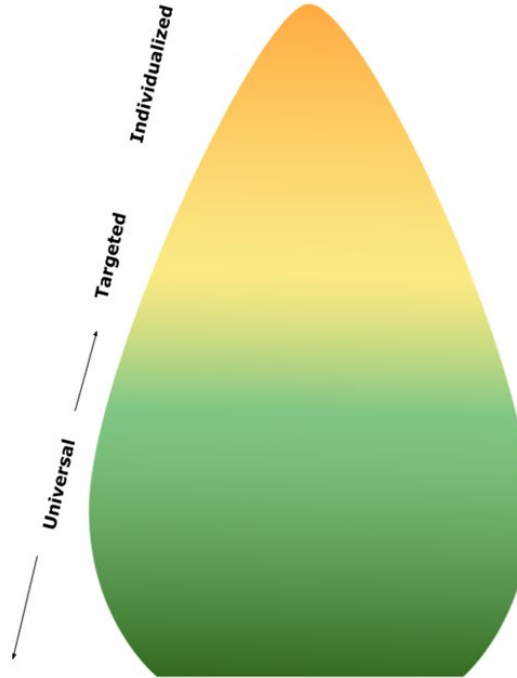
# Establishing a Culture of Well-Being

Comprehensive School Health  
“builds healthy school  
communities that **support  
students** in reaching their full  
potential as learners—and as  
healthy, productive members of  
society”

(Joint Consortium for School Health, 2022)



# A Continuum of Supports for Student Well-Being



**Tier 4**  
**Intensive Supports**  
Intensive supports at the Tier 4 level are individualized and typically articulated in an individual program plan developed for the student by a collaborative team. At this Tier, outside resources, agencies and further testing may be accessed.

**Tier 3**  
**School Supports**  
Tier 3 supports are delivered by professionals other than the classroom teacher. These can be designed to support students across multiple classes and grade levels and are ideally designed to be delivered inclusively in the classroom.

**Tier 2**  
**Classroom Supports**  
Tier 2 supports are provided to students by the classroom teacher, inclusive in the classroom. By articulating these supports school-wide, teachers essentially collaborate to share differentiated strategies, accommodations, and interventions that work for students.

**Tier 1**  
**Classroom Instruction**  
Effective research-based instruction is foundational for success of students and essential when implementing school-based support models. Tier 1 honors and recognizes the essential work of teachers in the classroom.



## Well-Being

# Strategic Actions to Advance Student Well-Being

- System Coordination
- Professional Learning and Development
- Schools
- Strategic Resourcing
- Collaborative Partnerships



# Integrating the Student Well-Being Framework

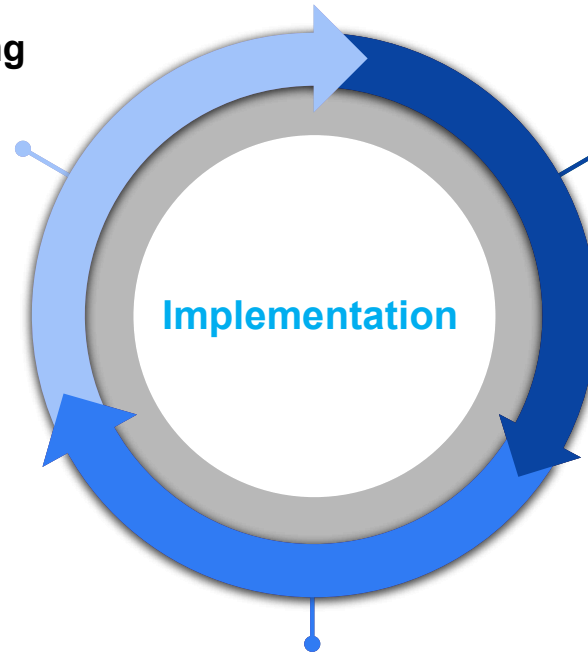


## Professional Learning

- New Curriculum
- System PL
- Well-Being Network

## Data Collection (Surveys)

- Assurance
- OurSchool
- CBE Student



## School Development Plans

- 7-37 ▪ Well-being goals
- Companion Guide

## Well-Being



We don't just need each other;  
we *are* each other.

And without each other,  
we cannot succeed.

(Pueblo, 2022)

OE – 3: Instructional Program

Monitoring report for the school year 2021-2022

Report date: February 21, 2023

CHIEF SUPERINTENDENT CERTIFICATION

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

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

Signed: Christopher Usih, Chief Superintendent

Date: February 21, 2023

BOARD OF TRUSTEES ACTION

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

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

Summary statement/motion of the Board of Trustees:

Signed: Chair, Board of Trustees

Date:

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

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

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

The Chief Superintendent's reasonable interpretation and indicators for OE-3: Instructional Program were approved on November 10, 2020. The Board of Trustees last monitored OE-3 on February 22, 2022. This report includes data available from the 2021-2022 school year and contains evidence to support the following findings:

<b>Policy Statement</b>	<b>Indicator</b>	<b>Finding</b>
3.1	3.1.1	Compliant
3.1	3.1.2	Compliant
3.1	3.1.3	Compliant
3.1	3.1.4	Compliant
3.1	3.1.5	Compliant
3.2	3.2.1	Non-compliant
3.3	3.3.1	Compliant
3.3	3.3.2	Compliant
3.4	3.4.1	Compliant
3.4	3.4.2	Compliant
3.4	3.4.3	Compliant



**OE – 3: Instructional Program**

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

**Board-approved Interpretation |**

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

The Chief Superintendent interprets:

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

The Chief Superintendent shall:

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

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

**OE – 3: Instructional Program**

The Chief Superintendent interprets:

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

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

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

*Evidence statement*

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

The consistent theme in the review of these plans is that specific instructional actions are set to address student needs in order to impact Results. In 2021-2022, schools were required to include a literacy, mathematics, and well-being SDP goal.





**OE – 3: Instructional Program***Literacy*

Of the 25 schools, 16 focused on developing skills specific to reading, 5 focused on writing, 3 focused on disciplinary literacy and 1 on speaking in their school development plans.

Results 2 – Academic Success focuses CBE students being literate and numerate across academic disciplines. CBE has implemented frameworks for both mathematics and literacy in support of this Results policy. Through implementation of *CBE Literacy Framework, K to 9 ELA: Understanding Grade Level Writing* teachers developed skills that supported the implementation of high impact literacy strategies through individual, small and whole class literacy experiences. In a review of the strategies, six emergent themes were noted. A summary of the themes are as follows:

- Use of *CBE Literacy Framework, K to 9 ELA: Understanding Grade Level Writing*, and *CBE ELA Assessment and Reporting Guide* to inform:
  - Design of literacy environments and creating a culture of reading,
  - Calibration of assessment practices, and
  - Use of word decoding strategies, high impact writing strategies, and learning progressions.
- Building classroom cultures that support literacy development:
  - Indigenous stories and oral practices,
  - Focus on student engagement, identity and perspective (diversity of texts, writing for purpose, access to culturally appropriate texts, reading enjoyment, and student confidence), and
  - Oral language development.
- Collaboration and calibration between teams, grades, divisions, and/or schools with areas of focus including:
  - Assessment practices (learning progressions, pre and post diagnostic assessments, and actionable feedback), and
  - Task design (use of evidence-based strategies and writing exemplars).





## OE – 3: Instructional Program

- Use of diagnostic and formative assessment practices to identify areas of student need for responsive task design including:
  - Targeting at-risk learners and learners requiring tier two levels of intervention,
  - Microteaching with small groups and individuals,
  - Providing a tiered continuum of supports and monitoring progress,
  - Peer assessment, mentorship, and support,
  - Scaffolding strategies for word learning and concept mapping, and
  - Use of exemplars, rubrics, guided reading, flex grouping, and checklists.
  
- Daily structured routines for and explicit teaching of:
  - Reading comprehension strategies (concept mapping, making connections with text, text annotation, and conversation),
  - Word solving strategies (decodables, Frayer model, semantic word sorts, anchor charts, word games, and word work tasks),
  - Phonemic awareness (letter and word study skills),
  - Writing strategies (mentor texts, graphic organizers, and sentence frames), and
  - Academic, disciplinary and programs of study vocabulary.

*Mathematics*

To support ultimate achievement of Results 2 – Academic Success, CBE schools utilized the *CBE Assessment and Reporting Guide* and *CBE Mathematics Framework* schools focused on procedural fluency, number sense, problem solving and numeracy, teachers developed skills that supported the implementation of high impact mathematical strategies through individual, small and whole class mathematics learning experiences.

Of the 25 schools, 8 focused on developing skills specific to procedural fluency, 4 focused on number sense and a different 4 schools focused on problem solving while 2 focused on numeracy. The rest of the schools focused on goals such as number, mathematical identity, mathematical literacy, communicating in mathematics, reasoning and sense making, productive struggle and patterns and relations in their school development plans.



**OE – 3: Instructional Program**

In a review of the strategies four emergent themes were noted. A summary of the themes are as follows:

- Use of *CBE Assessment and Reporting Guide* and *CBE Mathematics Framework* to inform:
  - Data-informed goal setting,
  - Task design, and
  - Supporting a positive environment for mathematics.
- Collaboration and calibration around diagnostic and formative assessment to inform:
  - Assessment practices (learning intentions, self and peer assessments, learning progressions, rubrics, checklists, success criteria, and actionable feedback), and
  - Task design (high impact strategies, levelled math tasks, multiple entry points and varied solutions, developing mathematical vocabulary, and disciplinary language).
- Daily structured routines and explicit teaching for:
  - Conceptual understanding to procedural fluency,
  - Daily math routines (number talks, games, and mathematical discourse), and
  - Intentional task design (spaced practice, visual models, questioning strategies, wait time, multiple representations and flexible strategies, high level reasoning, and real-world connections).
- Building cultures that support mathematical development including:
  - Positive attitudes and relationships (growth mindsets, risk-taking, perseverance, productive struggle, problem-solving, and strategies to reduce anxiety), and
  - Promotion and inclusion of student voice, sharing and agency.

*Well-being*

In connection to Results 4 Personal Development, and the Board of Trustees priorities of achievement, equity, and well-being, many of the sample schools included a focus on well-being. Of the 25 schools, 9 focused on developing skills specific to belonging and connection, 8 focused on persistence and perseverance, 5 focused on developing skills specific to regulation, and 3 focused on relationships.



**OE – 3: Instructional Program**

In a review of the strategies within well-being, three emergent themes were noted. A summary of the themes are as follows:

- Indigenous Education informed approaches including:
  - The *Indigenous Education Holistic Lifelong Learning Framework* for task design, intentional design of learning spaces, designing approaches to well-being and character, and reconciliation,
  - Indigenous knowledges and pedagogies (Seven Sacred Teachings and sharing circles),
  - Work with Indigenous Elders, Knowledge-Keepers, and CBE Indigenous Education staff,
  - Indigenous stories and resources (*Braiding Sweetgrass* and *The Little Hummingbird*),
  - Indigenous Land-based Learning inspired work (outdoor learning, environmental learning, nature-based learning), and
  - Focus on acts of reconciliation.
  
- Building inclusive, welcoming, caring, safe, and respectful learning environment and school cultures that support well-being through:
  - Collaboration and calibration for equity (common language, policies and conditions for recognizing and celebrating diversity and equity, exploration of privilege, culturally responsive teaching approaches, and diversity of student literature), and
  - Building student agency and belonging (student voice, student choice, self-reflection and identification of trusted adults for support).
  
- Strategies and approaches including:
  - Routines and practices (mindfulness, regulation visuals and strategies, co-regulation, circle of control, growth mindsets, social vocabulary, mentor texts, picture books for diversity, anchor charts, habits of mind, and three pillars of care),
  - Interventions and supports (Response to Intervention, Collaborative Response Model, Zones of Regulation, and mental health tool kits), and
  - Direct teaching and modeling of topics related to belonging, citizenship and character (positive relationship building, trust building, problem-solving, class discussions, and role play).



## OE – 3: Instructional Program

2. School Development Plans provide evidence that local measures result in program changes at the school level such as changes in practice, changes in focus, or changes in measures of improvement.	Compliant
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*The organization is compliant with this indicator.*

*Evidence statement*

The examination of 2021-2022 School Development Plans (SDPs) provides evidence that local measures result in program changes at the school level.

Improvement towards achieving SDP goals was evident in all CBE schools for the 2021-2022 school year. COVID-19 continued to be a recurring theme with 11.5% of schools (less than 5% in the 2020-2021 school year) indicating limited or no improvement when evaluating some of their measures due to the continued impact on teaching and learning.

An overarching theme in School Development planning was collaboration and calibration between staff. This collaboration and calibration work occurred at the team, grade, division, school, and in some cases inter-school levels, resulted in changes to program focus and practice, and was informed in many cases by the use of CBE frameworks.

Changes to measures included the use of provincial diagnostic assessments (e.g., LeNS, CC3, and Numeracy). Other changes to measures were made when schools determined that the measure selected was not effective in providing detailed information on the achievement of the desired outcome.

*Changes in Practice examples*

- Use of CBE developed frameworks including the *CBE Mathematics Framework* and *CBE Literacy Framework*, and the *Holistic Lifelong Learning Framework* to shift practices in task design, assessment, and reporting,
- Individual and small group targeted interventions for literacy and numeracy development based on diagnostic and regular formative assessment, and
- Use of mentor texts, exemplars and progressions to provide scaffolded support for students.



### OE – 3: Instructional Program

*Changes in program focus examples*

- Inclusion of Indigenous informed practices including oral language development, Indigenous stories, and Indigenous Land-based Learning inspired work (outdoor learning, environmental learning, nature-based learning),
- Daily mathematical (e.g., number talks, math talks, math games), literacy (e.g., word work, phonemic instruction), and wellness (e.g., mindfulness) routines, and
- Programs tailored to support intervention (e.g., Zones of Regulation, Jump Math, Habits of Mind) .

*Changes in measures examples*

- Use of *CBE Assessment and Reporting Guide* and *K to 9 ELA: Understanding Grade Level Writing*.
- Increase in the number of schools using standardized diagnostic assessments including CC3, LeNS, Numeracy, and RRST for pre and post analysis of student improvement,
- Use of Response to Intervention and Collaborative Response processes to target intervention supports at-risk learners and learners requiring tier two level supports, and
- Collaboration and calibration on common, locally developed literacy and numeracy assessments.

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

*Evidence statement*

Programmatic pathways and courses offered in the 2021-2022 school year expanded as the age and developmental ability of students increased. Evidence is provided by the confirmation of active courses in Career and Technology Foundations (CTF), Career and Technology Studies (CTS), Fine and Performing Arts (FPA), Unique Pathways Career and Registered Trades, and Locally Developed Courses (LDCs).

**OE – 3: Instructional Program**

The Alberta Program of Studies sets the foundation for student learning opportunities K-12. K-6 student learning opportunities are set in the context of the required curriculum foundations. As students progress into higher grades, increased opportunities are available and planned for.

**Career and Technology Foundations (CTF)**

During the 2021-2022 school year, 26 different CTF related course offerings were available to students in middle/junior schools within The Calgary Board of Education. This is an increase from the 25 offerings in the previous school year. These 26 CTF related offerings comprised of 69 371 course enrollments across the system. This demonstrates an increase in course registrations from the 2020-2021 school year (53 853 previously).

Career and Technology Foundations Course Offerings 2021-22	
Course	Number of Schools Offering at Least One Course
Agriculture	2
Business	6
Communications	15
Communications Technology	24
Computing Science	9
Construction	30
Cosmetology	3
Design Studies	15
Electro-technologies	4
Enterprise and Innovation	7
Environmental Stewardship	1
Fabrication	2
Fashion Studies	14
Financial Management	2
Foods	19

## OE – 3: Instructional Program

Career and Technology Foundations Course Offerings 2021-22	
Course	Number of Schools Offering at Least One Course
Health Care Services	2
Human and Social Services	2
Information Processing	6
Legal Studies	2
Logistics	1
Management and Marketing	1
Multi-cluster	43
Recreation Leadership	5
Resources	3
Technology	8
Tourism	4

**Career and Technology Studies (CTS)**

High School Career and Technology Studies (CTS) programs build upon CTF programming by expanding and providing increased opportunities for choice and exploration of increasingly specialized and focused classes in all occupational clusters. CTS programs offer two kinds of pathway options:

- **Specialized skill pathways** - provides students with the knowledge, skills and attitude for employment or further education, and
- **Credentialed pathways** - provides student with post-secondary and/or industry credentials or articulation.

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

- **BIT:** Business, Administration, Finance & Information Technology,
- **HRH:** Health, Recreation & Human Services,
- **MDC:** Media, Design & Communication Arts,
- **NAT:** Natural Resources,
- **TMT:** Trades, Manufacturing & Transportation, and
- **Multi:** Multi-cluster combines two or more of the clusters.



**OE – 3: Instructional Program**

While not all individual CBE high schools were able offer programs in all occupational clusters or areas, as a system CBE provided multiple opportunities for students to access courses in each occupational area across the system. The chart below summaries the number of high schools that offered courses in each occupational area and the number of programs offered in each cluster.

Occupational Cluster	# of High Schools offering at least one program in each cluster (% of High Schools)	# of Programs offered within the cluster across CBE
<b>BIT</b>	22 (100%)	66
<b>HRH</b>	22 (100%)	113
<b>MDC</b>	22 (100%)	54
<b>NAT</b>	7 (32%)	20
<b>TMT</b>	21 (95%)	49
<b>Multi-Clustered</b>	18 (82%)	49

**Fine and Performing Arts (FPA)**

From Kindergarten to Grade 12, the Fine and Performing Arts curriculum offered hands-on experiences to discover passions and meaningful opportunities to express thinking and learning.

Elementary grade levels focused on Art and Music with opportunities to embed Drama and Dance throughout the curriculum. Middle/Junior High Schools confirmed the offering of instrumental music courses, art, drama and dance dependent on teacher expertise and the availability of facilities and supplies. High Schools offered discipline-specific programming for students to explore and deepen their learning through their three years. Specific alternative program opportunities were also available for K – 12 (Arts-Centred Learning).

In addition to Arts-Centred Learning, we also have The Performing and Visual Art Program, International Baccalaureate programs and Advanced Placement programs. Students were able to receive the Fine and Performing Arts Certificate in recognition of this achievement. To see all programs that students can enroll in to achieve this certificate, see [Fine and Performing Arts Certificate](#).



**OE – 3: Instructional Program****Unique Pathways**

*Unique Pathways programming includes:*

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

**Dual Credit**

- The number of Dual Credit programs declined slightly for the 2021-2022 school year,
- There were 24 cohorts of students in 18 different Dual Credit courses and/or programs,
- Unique Pathways team unable to offer programs through the U of C due to uncertainty regarding Covid-19, and
- Resulted in the loss of 4 dual credit programs.

**Exploratory Programs**

- Exploratory and centrally supervised Internship programs remained stable for the 2021-2022 school year,
- Our team implemented and maintained 13 Exploratory and/or Internship cohorts,
- Accomplished through the support and careful pivoting of program partners, and
- Goal was to re-establishing existing programming after Covid-19 and bring back any remaining programs in the upcoming school year.

**Overall Enrollment**

- Overall Unique Pathways enrolment increased by 7.2%,
- This despite the 25% reduction in offered Dual Credit programs and cohorts, and
- This is contributed to diligent improvement of programs, consistent review, a more efficient application process, and further refinement of supervision strategies by Unique Pathways Learning Leaders and Specialists.



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

Type of Programming	2020-21		2021-22	
	Number of Cohorts	Number of Programs	Number of Cohorts	Number of Programs
<b>Dual Credit</b>	28	24	24	18
<b>Exploratory</b>	13	11	13	11

During the 2021-2022 school year, 400 students participated in centrally organized Dual Credit and Exploratory programs. This is an increase of 27 students from the 2020-2021 school year.

**Program Results Summary 2021-2022**

Number of Students in central Dual Credit or Exploratory Programs	Percentage of Students who completed programs	Percentage of graduating students who transitioned to employment or post-secondary studies
408	89%	75%

**Trades Career Pathway and Impact Data**

- In the 2021-2022 school year, three Dual Credit and seven Exploratory programs were offered within the Trades Pathway umbrella. Of students enrolled in one of these Trades programs:
  - 68% of students demonstrated financial need,
  - 50% of students had a special education code,
  - 17% of students were enrolled in K&E programming,
  - 11% of students were part of an outreach program
  - 10% of students identified as Indigenous, and
  - 94% of students in the trades program successfully completed their program.



**OE – 3: Instructional Program**

Barrier Removal – Program Completion/Transition

- 92% of students accessing barrier removal funding, completed their program, and
- 85% of students accessing barrier removal funding, moved on to employment/post-secondary.

**Locally Developed Courses (LDC)**

Evidence from Middle/Junior schools, during the 2021-2022 school year, demonstrated there were 14 LDC courses students enrolled in. These programs ran with 15727 course enrollments which could include students taking either one course only or multiple courses. This demonstrated no change in course offerings, however an increase in enrollment from the 2020-2021 school year with 14 course offerings and 11245 enrollments.

At the high school level, LDC and additional complementary programming grew from 36 in 2020-21, with 11 423 course enrolments, to 61 in 2021-2022 with 17053 course enrolments.

<p>4. Area Learning Team referrals demonstrate principals access system wide supports and services to support student achievement and wellness.</p>	<p>Compliant</p>
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*The organization is compliant with this indicator.*

*Evidence statement*

A review of Area Learning Team (ALT) referrals confirms that in the 2021-2022 school year, 100 percent of CBE principals accessed services from the ALT. Each of the seven ALTs engaged in weekly meetings to review new referrals and confirm progress and actions with respect to ongoing supports. ALTs considered centralized resources and school or classroom-based coaching to assist with students in need of additional support beyond those provided through School Learning Teams (SLTs) and school-based resources.

## OE – 3: Instructional Program

The ALT process resulted in 5137 referrals across all seven areas. The most commonly requested ALT support through the SLT process resulted in 885 referrals for psychoeducational assessments for students identified by schools as strong assessment candidates. The second most commonly requested support in 2021-2022 was for specialized class placement (660), followed by requests (553) for a school family liaison. Requests for social, behavioural and mental health psychologists (516) and diversity and learning support advisors (664) were also common requests

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

*Evidence statement*

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

	Curriculum Dependent Trip	Curriculum Enhanced Trip
<b>Determining Factors:</b>	The entire class (grade) is expected to go.	There is student and/or parent choice as to whether or not a student will participate.
	Lessons covered later in class will be dependent on the information presented and explored while on the trip and/or curricular outcomes will be specifically met in connection to learning activities from this trip.	Whole class lessons are not dependent on the curriculum connections made on this trip, curricular connections made on this trip are supplementary to the delivery of the curriculum covered in the school setting.



## OE – 3: Instructional Program

	Curriculum Dependent Trip	Curriculum Enhanced Trip
<b>Funds for any incurred substitute teacher costs:</b>	Not included as part of the student fee.	May be included as part of the student fee with approval from the Area Director.
<b>Student participation:</b>	No eligible student may be denied participation on the basis of the inability to pay.	Participation in this activity is dependent on the costs being paid by parents.

Overall, a variety of types off-site activities are offered throughout the school year. This would include activities that would be offered to small groups of students who have participated by choice as well as those offered to the whole class (grade) where the general expectation is that all students would participate. For the 2021-2022 school year, 100% of principals responded that no student was denied access to whole class (grade), “Curriculum Dependent” off-site activities.

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

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

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



## OE – 3: Instructional Program

The Chief Superintendent interprets:

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

Board-approved Indicators and *Evidence of Compliance* |

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

*Evidence statement*

Program evaluations were in progress during the 2021-22 school year. Therefore an annual report of completed program evaluations was not provided to the Board of Trustees at that time.

***Evidence demonstrates one indicator in subsection 2 is in compliance and one indicator is not in compliance for this reporting period.***



## OE – 3: Instructional Program

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

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

The Chief Superintendent interprets:

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

Board-approved Indicators and *Evidence of Compliance* |

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

*Evidence statement*

For the 2021-2022 school year, 100% of principals confirm that no programs in the schools emphasize a particular religion.





## OE – 3: Instructional Program

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

*Evidence statement*

For the 2021-2022 school year, 100% of principals confirm the practices in their schools comply with Administrative Regulation 3067 – Religion in Education.

***Evidence demonstrates all indicators in subsection 3 are in compliance.***

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

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

The Chief Superintendent interprets:

- *transportation services* to mean companies contracted by the CBE to provide transportation to and from school for students including public transit;
- *safe* to mean precautions are taken to protect students from harm while travelling to and from school in vehicles provided by the contracted transportation services;
- *reliable* to mean routes are completed timely and consistently unless prohibited by circumstances beyond the carrier control;



## OE – 3: Instructional Program

- *long-term fiscal and operational capacity* to mean the development of a sustainable plan affordable over a period of time within the allocated resources considering the bounds of legislation and generally accepted accounting principles; and
- *operational capacity* to mean the ability of the CBE to provide programs and services within the funding provided and revenue collected.

Board-approved Indicators and *Evidence of Compliance* |

1. 100 per cent of school bus stops and zones follow the Alberta Education Route Assessment criteria.	Compliant
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*The organization is compliant with this indicator.*

*Evidence statement*

CBE received an Alberta Education Route Assessment for each route, and all concerns were addressed by October 31, 2021. 100% of school bus stops and zones were found to be in compliance.

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

*Evidence statement*

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



## OE – 3: Instructional Program

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

*Evidence statement*

Transportation services provided by CBE balance, the cost of providing transportation services with the provincial grants. Student fees were not collected for the 2021-2022 school year. A \$2.19 million dollar surplus was carried forward into the 2022-2023 school year.

***Evidence demonstrates all indicators in subsection 4 are in compliance.***



**OE – 3: Instructional Program****GLOSSARY – Developed by the Board of Trustees**

Board: The Board of Trustees

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

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

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

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

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



# report to Board of Trustees

## Chief Superintendent's Update

Date	March 7, 2023
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Information
Governance Policy Reference	OE-2: Learning Environment/Treatment of Students OE-3: Instructional Program OE-8: Communicating and Engaging with the Public

### 1 | Recommendation

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

### 2 | Issue

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

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

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



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

### 3 | Timely information

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#### **Learning Excellence | Indigenous Land-Based Learning Series – Session 2**

On February 24<sup>th</sup>, the Indigenous Education Team hosted session 2 of the 2022-23 Indigenous Land-Based Learning Series at Shannon Terrace. Elder Saa’kokoto and guest speaker Joshua Hill from Mount Royal University shared their wisdom, and then the Indigenous Education Team modeled an Indigenous Land-Based Learning lesson in alignment with curriculum. In friendship with MRU, this session was recorded and will be available for future public access/viewing.

#### **Learning Excellence | 18 Schools Professional Learning Network**

The Indigenous Education Team hosted the second of three Professional Learning Network (PLN) meetings on Friday, March 3<sup>rd</sup> with the principals, education directors and strategists from the 18 schools. Working with Jigsaw Learning, the focus of this PLN was on the continued work to bring together the Indigenous Education Holistic Lifelong Learning Framework and Collaborative Response to improve our work on behalf of Indigenous student well-being and learning. Time was also spent on planning for the gathering of school and student data stories, and student and strategist transitions. The next PLN will be on May 26<sup>th</sup>.

#### **Collaborative Partnerships | Collaborative Circle – Supporting Tsuut’ina Nation Students**

The CBE Indigenous Education Team is collaborating with the Calgary Catholic School District Indigenous Education Team and Tsuut’ina Education Department to support Tsuut’ina Nation students attending school in Calgary. Established in December 2022, this collaborative circle gathers to share updates and wise practices, to problem solve, and to consider shared professional learning and events. The circle met on February 9<sup>th</sup> and will be meeting bi-monthly. In April, the Rocky View School Indigenous Education Team will be joining the collaborative circle.

#### **Collaborative Partnerships | University of Calgary Indigenous Education Advisory Circle**

The Indigenous Education Team System Principal attended the University of Calgary’s Werklund Indigenous Education Dean’s Advisory Circle on February 27<sup>th</sup> via Zoom. The advisory meets four times per year and is open to voices from school boards, organizations, and community members. The advisory circle gathers to share Indigenous Education ideas, practices, and initiatives that are of mutual benefit to Werklund and those joining the circle.

#### **Collaborative Partnerships | Actua InSTEM**

The CBE Indigenous Education Team is working with [Actua](#) (Canada’s largest STEM outreach organization) to provide two exciting opportunities for self-identified Indigenous youth in high school: [Actua InSTEM](#) Indigenous Land-Based Day Camp (May 13-16) and the [Forward Summit](#) (May 17-18). With support from many teams across the system, this will be an approved CBE off-site activity. While detailed planning is currently underway, highlights of this collaborative partnership include:

- Indigenous students will learn cultural teachings first-hand from Indigenous Knowledge Keepers in Treaty 7 communities and STEM practitioners about the direct relationships between Indigenous Knowledge and the related STEM principles
- Indigenous students will earn CTS credits
- 25 Indigenous students will participate in the InSTEM Land-Based Day Camp (4 days) and then the Forward Summit (2 days)
- 4 of the 25 students will participate as part of the [InSTEM Youth Delegation](#)
- This experience is free for CBE students and supervising staff
- Actua is covering all costs for students/staff to participate (meals, travel, supplies, conference registration etc.)
- CBE Indigenous Education Team is providing in-kind resources (planning, offsite, supervision, recruiting students etc.)

### **Collaborative Partnerships | Holding Space for Indigenous Elders and Knowledge Keepers**

As an extension of the four annual Elder Advisory Council meetings, Chief Superintendent Usih and Superintendent Holowka have been meeting 1-1 with Elders and Knowledge Keepers. The focus of these meetings is to hold space for each Elder to have a voice, ask questions and share ideas for how we can improve our work on behalf of Indigenous students and Indigenous Education for all students and staff. Highlights and next steps will be shared with the Indigenous Education Team to consider and plan for weaving in their knowledge and advice.

### **People Excellence | K-6 Professional Learning Series - Integrating Indigenous Pedagogies**

The Indigenous Education Team and the Core Curriculum and Assessment Team collaborated to design and facilitate a professional learning session focused on weaving Indigenous ways of being, belonging, doing and knowing into the new Kindergarten to Grade 6 curriculum. This repeating session was offered on February 24<sup>th</sup> and March 3<sup>rd</sup>. The session explored the Indigenous Education Holistic Lifelong Learning Framework through Indigenous pedagogical approaches and offered educators teaching and learning exemplars and resources tied to K-6 ELA, Mathematics and PE/Wellness.

### **Learning Excellence | Collaborative Partnerships | Unique Pathways Programming**

The Unique Pathways Team is working to renew past programming and expand offerings that align with the growing needs in Alberta for skilled trades and technology skills. This nimble pivot is enabled by the strong relationships with our Local Trade Unions and Post-Secondary partners. In addition to programming offered in previous years, two additional programs were offered in the first semester of the 2022-2023 school year. These were Introduction to Sports Management, and Solving Technology Problems and Design Thinking, both dual credit offerings in partnership with Olds College. Adding to that, there are 6 new programs that began in the second semester of the 2022-2023 school year. These include:

<b>Program</b>	<b>Type</b>	<b>Partner</b>
Information Technology Services	Dual Credit	SAIT
Transportation Trades	Exploratory	SAIT
Water, Technology & the Environment	Dual Credit	SAIT
Solving Technology Problems – Design Thinking and Robotics 2	Dual Credit	Olds College
Foundations in Emergency Care	Exploratory	SAIT
Introduction to Indigenous Studies	Dual Credit	Mount Royal University



As well, three new opportunities for student internships have just started with Metrie, The Marriott Group and the Cedar Shop. In total, 380 students have engaged in Unique Pathways opportunities since the beginning of the 2022-2023 school year including course completions from first semester and registrations for second semester offerings.

### **Learning Excellence | People Excellence | Well-Being and Anti-Cyberbullying | Pink Shirt Day Anti-Bullying Teaching and Planning Resources**

Bullying and cyberbullying jeopardize learning and can severely impact a child's mental, emotional, and physical health. In February of 2023, the Well-Being and Teaching with Technology teams collaborated to offer schools resources and planning tools to support digital well-being, and healthy relationships. These resources address anti-cyberbullying strategies through the development/curation of teaching resources and are modelled around the (soon to be released) Student Well-Being Framework through a comprehensive school health approach and the [CBE Digital Citizenship Competencies](#).

Pink Shirt Day is celebrated annually in February where staff and students have the opportunity to highlight the ongoing work of bullying prevention and may choose to wear a pink-coloured shirt to stand-up against bullying. The following [Bullying Prevention](#) information and the collaborative efforts of the Teaching with Technology and Well-Being Teams resulted in an on-line learning opportunity for teachers and administrators on February 7th, and up-to-date additional resources for schools. These resources and professional learning opportunity were designed to integrate healthy relationship strategies beyond Pink Shirt Day and contribute to cultures of well-being in all CBE schools year-round.

### **Learning Excellence | People Excellence | Career & Technology Studies – Professional Learning Network**

The first Career & Technology Studies (CTS) Professional Learning Network (PLN) session took place Wednesday, January 25, 2023. Fifteen PLN groups met across the CBE, hosted by volunteer CTS teachers. The event focused on celebrating the work of staff and a proposal presented to CTS teachers on implementing a competency and career exploration portfolio using myBlueprint. Teachers were able to engage in planning discussions with colleagues teaching similar occupational areas.

### **Learning Excellence | People Excellence | WiFi Technology Refresh:**

At present, the Calgary Board of Education's wireless network provides coverage for approximately 13 million square feet across 260 sites, utilizing 10,000 Access Points strategically positioned in schools and administrative sites. Wireless usage at the Calgary Board of Education continues to grow, as secure, reliable system-wide WiFi coverage and capacity plays a vital role in both instructional and administrative contexts.

As part of the CBE's regular evergreening of technology, the wireless infrastructure installed between 2013 and 2015 is being replaced because it has reached the end of its life and is no longer supported. This technology refresh includes both hardware components as well as the associated management software.

Phase 1 of this initiative was successfully completed by Information Technology Services over the holiday break and involved migrating all existing Access Points to a new software management platform. Phase 2 is now underway and will continue over the next 2+ years with a small team of technicians (2) visiting all schools and administrative sites to systematically replace approximately 10,000 legacy wireless access points while minimizing

disruption to teaching and learning and administrative activities. Similar progress updates will be provided at significant milestones.

### **Learning Excellence | People Excellence | Internet of Things (IoT) Network Build is Underway**

The Internet of Things (IoT) is essentially the connection of everyday items to the Internet. Most of us are familiar with devices such as Amazon’s Alexa (smart speaker), Google’s Nest Thermostats, and Ring Doorbells. However, our interconnected world is rapidly expanding beyond the home, with recent developments like smart cities use of IoT devices like lights, meters, and sensors to collect and analyze data that is then used to optimize operations.

Information Technology Services (ITS) is preparing CBE’s infrastructure for this future, by building the CBE’s first IoT network. This network will leverage existing equipment and network technologies currently in use, to flexibly manage the wide range of devices that are expected to number in the millions over the upcoming decades. Furthermore, the network is designed with security in mind to protect the CBE against inherent security risks of the evolving IoT field.

The CBE’s IoT Strategy envisions that the first IoT devices to be introduced at the CBE will likely relate to building management, safety and security systems, or fleet/asset management. In addition, these will be precursors to what is likely to be rapid expansion of the availability of IoT devices for use in classrooms. The first stage of CBE’s IoT network build is expected to be completed in February, with initial piloting occurring in the spring.



**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.